

Problems of Training in Bangladesh: A Study on Public Organization

(Thesis Submitted for M.Phil Degree)

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**A dissertation submitted to the University of Dhaka,
Dhaka, Bangladesh, in fulfillment of the requirements
for the degree of Master of Philosophy in Public
Administration.**

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Declaration

I declare that the dissertation entitled **Problems of Training in Bangladesh: A Study on Public Organization** submitted to the university of Dhaka, Dhaka, Bangladesh for the degree of **Master of Philosophy in Public Administration** is an original work of mine. No part of it in any form has been submitted to any other university or institution for any degree or diploma.

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Roll No: 277

Session: 2015-2016

This is certifying that **Julia Parvin** has prepared this thesis entitled '**Problems of Training in Bangladesh: A Study on Public Organization**' under my direct supervision. This is her original work. This thesis or any of its part has nowhere been submitted for any degree or publication.

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Dedication

This work is dedicated to my parents, husband and my beloved children. I thank them for their sacrifice, dedication, love and unconditional support that they have always given me.

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List of Acronyms

ACAD	Advance Course on Administration and Development
ADP	Annual Development Programme
APD	Academy for Planning and Development
ASRC	Administration and Services Reorganization Committee
a2i	Access to Information Programme
BARD	Bangladesh Academy for Rural Development
BASC	Bangladesh Administrative Staff College
BCSAA	Bangladesh Civil Service Administration Academy
BCS	Bangladesh Civil Service
BD	Bangladesh
BFSA	Bangladesh Foreign Service Academy
BIM	Bangladesh Institute of Management
BPATC	Bangladesh Public Administration Training Centre
BRDTI	Bangladesh Rural Development Training Institute
BIT	Behavior Insights Team
COTA	Civil Officers Training Academy
CSTA	Civil Service Training Academy
EPCS	East Pakistan Civil Service
FTC	Foundation Training Course
FYP	Five Year Plans
GOTA	Gazetted Officers Training Academy

ICT	Information and Communication Technology
JIT	Job Instruction Training
MOE	Ministry of Establishment
NAEM	National Academy for Education Management
NIPA	National Institute of Public Administration
NIPORT	National Institute on Population Research and Training
NTC	National Training Council
NTP	National Training Policy
NPSC	National Pay and Services Commission
NSSA	National Social Services Academy
OJT	On-the Job Training
PATC	Public Administration Training Complex
PTA	Police Training Academy
RDA	Rural Development Academy
RTA	Railway Training Academy
STEP	Skills and Training Project
STI	Staff Training Institute
T&D	Training and Development
TM	Talent Management

Abstract

Trained manpower is essential for any organization- public or private. The quality of human resource is an asset to any organization and as a result training has become an issue that has to be faced by every organization. Different types of problems of training are creating obstacles in ensuring efficient and skilled employees in public organization and survival of public organization depends on capability of the organization to tackle the problems of training. As in many developing countries, Bangladesh, after independence, faced an acute shortage of qualified and experienced public personnel to undertake a broad range of development tasks. Seldom training was designed to foster innovation in transforming ideas into action and in serving as a link between the government and the common people. Rarely training has been able to achieve its objective of increasing efficiency by strengthening civil servants' administrative capabilities and by changing their attitudes *vis-a-vis* the people to meet changes in the social-economic system. The study tried to identify current state of training of public organizations, their problems and how they solve these problems. The study also identified the sources of these problems of Bangladesh public sector. A mixture of quantitative and qualitative method is used for the study. The primary data are the main source of information to get a comprehensive picture reality. Secondary data are acquired from different sources including newspapers, websites, books and journals. I have surveyed on some public training centres of Bangladesh. Based on the experimental evidences this study indicates many factors of training of public sector of Bangladesh.

Chapter-1: Introduction

1.1 Introduction:

Over the years training has become increasingly popular as a tool for increasing employee and managerial performance in both public and private organizations. Training has been viewed positively among employees. It is defined as any attempt to improve employee performance on a currently held job. This usually means changes in specific knowledge skills, behavior and attitudes. The successful management of functions in any organization depends on quality and skill of the personnel. However the objectives and training needs will differ from one organization to the other because of the dissimilarities in functions, goals and purposes. This applies also to the civil service system because of a vast range of administrative and technical functions that various organizations within the system are expected to carry out. Such differences are recognized at the recruitment stage by laying down academic subjects that an aspiring entrant to have in order to fulfill the eligibility conditions. It may also be argued that in private organizations, similar conditions of eligibility are followed to fill up specific positions.

At the same time, in both private and public organizations, as personnel move up the career ladder the overall policy formulation and management aspects get more importance than other specialized qualifications. This is considered very important in top management positions which require skills and expertise to make

sense out of disparate activities harmonize them and then lead the organization to move forward to achieve its goals and objectives. Training is not an event but a continuous process. Formal training at whatever level must also take into account the on- the- job experiences and the needs (Ali, 2007: 113-114). At the same time, training immediately after recruitment, is considered to be essential to prepare the recruits to face their future tasks with a longer term view than just immediate needs. But public organization is lagging behind compare to private organization. So, improvement of training system is the demand of time.

1.2 Background of the Study:

In the fast pace changing world of business and environmental uncertainty, organizations realize its limitation of dealing with new challenges and should therefore invest in training programs to make their employees competent enough to face uncertainties and take effective decision in time and also remain competitive in the market (Tai, 2006). Effective training is beneficial for the firm in variety of ways, such as, it plays a vital role in building and maintaining capabilities, both on individual and organizational level, and thus participates in the process of organizational change (Valle et al. 2000). Moreover, it enhances the retention capacity of talented workforce, hence decreasing the unintentional job rotation of the workers (Shaw et al. 1998). Furthermore, it indicates the long-term commitment towards its workers and increases the employee's motivational level (Pfeffer, 1994). All these contributions lead to achieving competitive advantage

(Youndt et al. 1996) and to an enhancement in employee performance and organizational productivity (Bart el, al. 1994).

Training both physically, socially, intellectually and mentally are very essential in facilitating not only the level of productivity but also the development of personnel in any organization.

1.3 Statement of the Problem:

It is a well known fact that training and development enhances worker performance and productivity in organizations. Training is seen as an important tool to improve quality and skills of the personnel who run an organization. There is a difference between public and private organizations about training. Different types of problems are creating obstacles in ensuring efficient and skilled employees in public organization. Bangladesh Public Administration Training Center (BPATC) cannot train more than 500 new recruits each year even if it runs foundation courses throughout the year. If BPATC is to remain busy with foundation training, its other training programs will seriously suffer. One reason for poor performance of training institutes in the country has been the low caliber of trainers and the lack of professionalism and expertise among them. The training methods and techniques used in Bangladesh are also outdated. No significant changes in training methodology of BPATC can be found since its establishment. In Bangladesh public servants are sent for training without preplanning. So trainees often find their training most inappropriate with the jobs. The post-entry training and in-service training courses are not well integrated and scheduled. Monitoring

and evaluation of training are not institutionalized. The subject's areas of training programs are more or less common. Training at government institutes is useful, but its utilization is limited because of absence of career planning. No effort was made to evaluate the effectiveness of existing programs. (Mogford, 1978:2). In this situation they cannot prove their efficiency. But we don't expect it. We should take steps to improve training system of public organization. So research is needed in this regard.

1.4 Main Objective:

Main objective of the present study is to assess the effects of training on employee's performance in public sector of Bangladesh. To be able to achieve this, the following specific objectives have been identified.

1.5 Specific Objectives:

1. To find out the type of problems.
2. To examine the sources of those problems.
3. To illustrate the consequences of those problems.
4. To suggest some policy options and recommendations to overcome those problems.

1.6 Research Questions:

This research tried to find out the answers of the following questions.

- i) What are the nature and types of problems of training system in public organization?
- ii) What are the ways that may increase the efficiency of training system in public organization?

1.7 Significance of the Study:

There is no significant study conducted in Bangladesh highlighting the problems of training of public organization which is the prime area of the study. Lack of attention in this vital area is a major driving force to conduct the study. It is anticipated that the study will give some policy inputs to overcome those problems. In addition, the future researchers will obtain some idea to carry out research in this relevant field.

The research finding will be useful in the following ways,

- a) It will provide ways to understand the reason of the problems.
- b) It will encourage the policy makers to overcome those problems.
- c) The finding of the research will enrich present knowledge of training.
- d) It will able to make the public organization more strong and effective.

1.8 Hypothesis:

A hypothesis is a tentative generation, the validity of which has got to be tested. A hypothesis, at its initial stage, may be an imagined idea or mere guess. It is based on accumulated previous knowledge. It is made in order to find out the correct explanation of a phenomenon through investigation. On the basis of the hypothesis, facts are observed and collected. When by verification, the hypothesis is found true; a theory is found (Ghosh, 1999).

As defined by Goode and Hatt (1952), a hypothesis is a proposition which can be put to a test to determine its validity. It may be seen contrary to or in accord with common sense. It may prove to correct or incorrect. In any event, however, it leads to an empirical test.

We know there is some inefficiency in the training especially in post-entry and pre-entry training. The hypotheses are –

- i) Most of the training institutes of Bangladesh suffer from lack of qualified skilled and experienced trainers.
- ii) The rules and regulations that the systematic procedure is absent in training system.
- iii) The capacity of the training institutes is not adequate to train the entire group of public servants.

Table 1: Hypothesis

Dependent Variable	Independent Variables
i) Inefficiency of training	i) Lack of proper rules and regulations. ii) Lack of qualified trainers. iii) Inadequate capacity of training institute.

1.9 Limitation of the Study:

Every research area is a new world full of new problems requiring perhaps new thinking and understanding. Research is a complex, complicated and scrutinizing activity based on scientific knowledge and competence. Some limitations are therefore; inevitable in the way of conducting such a mammoth task, which are briefly listed below. Researcher faced following problems during conducting the study.

- i) Employees were feeling insecure to say about their limitations.
- ii) The employees of the organizations were not interested to highlight their weakness and problems.
- iii) The employees of public organization are busy. So, they did not want to give time.
- iv) Public organization secrecy as they considered the information as confidential.

1.10 Organization of the Study:

The study is organized into 7 chapters.

Chapter one: The first chapter discusses about introduction, background of the study, statement of the problem, main and specific objectives of the study, research questions, significance of the study, hypothesis. This chapter further outlines the limitations as well as the organization of the study.

Chapter two: Chapter two deals with the review of relevant literature on the research problems and concepts with specific reference.

Chapter three: Chapter three contains research design, research area, population and sample size with sampling technique, data collection tool, data analysis technique and sources of data.

Chapter four: In the fourth chapter theoretical and analytical framework has been discussed.

Chapter five: Chapter five contains detail about the training in public organization.

Chapter six: Chapter six describes the findings and data analysis of the study.

Chapter seven: Chapter seven contains recommendations, conclusion and scope for future research.

1.11 Conclusion:

This chapter has given introductory messages about overall research study. The next chapter is about literature review.

Chapter-2: Literature Review

2.1 Introduction:

Review of literature is an essential component of a research process. Without a comprehensive exposure to the relevant literature would remain in darkness about the essentials of a research. Such a review, as an act of meaningfully synthesizing existing knowledge in the area, help us to detect the gap in the existing knowledge and eventually to define the problems almost inevitably requires a review of the relevant literature.

The aim of this chapter is to discuss the available literatures related to training. The researcher had tried to study the relevant books, journals, and essay and research reports to conduct the study. The researcher could not collect all the research reports due to some unavoidable limitations.

2.2 Review of Existing Literatures:

Faruk (2018) stated that a fair evaluation system, free from nepotism is required to find the right talented people and match them to a suitable purpose. The evaluation of the talent hunting process for existing employees could be carried out quarterly or every six months. From the evaluation process, employees could be selected for training and development as well as for promotion. To attract the most talented people in public service, the govt. of Bangladesh must reform the recruitment and selection process in BCS. Although BPATC has remained a knowledge hub for the development of public service employees, more investment in

training and development in the process of leadership development through Talent Management (TM) is required for the Bangladesh public sector which would help to produce more talented bureaucrats.

He suggested that TM which is a relatively men phenomenon and a burning topic for HR professionals in all kinds of organization.

Considering the HRM strategies and TM in public sector, the govt. and the relevant dept. can take the initiative to review HRM policy in public sector organization and create a proper workforce plan to promote TM in public service by placing the right talented people with the right skills, at the right time.

Carmody, Shams and Hosain (2018) said that empty training is transforming public services in Bangladesh, and we believe it could be made even more powerful when combined with behavioral insights. That's why Behavioral Insights Team (BIT) and Access to Information Programme (a2i) have designed an introduction to BIT session for empathy training participants based on BIT's East framework. It means their interventions will be designed with real human behavior in mind and go on to have even greater social impact. This session has now been translated into Bangla and will support hundreds of Bangladeshi public servants who participate in the training every year.

Bhuyan (2014) cited to ensure better employment opportunities for the Bangladeshi labor force, in both local and overseas job markets, skill development and vocational education have to be aligned with the market demand. The Skills and Training Project (STEP) aims to strengthen public and private training institution to improve the quality of skills training and employability of trainees, both at home and abroad including those from disadvantages socio-economic backgrounds. Since the project was approved in 2010, 69,000 diploma students from 93 polytechnic institutions received stipends and 29,700 trainees received training from these training providers, 25% of them being women.

Moyeen and Huq (2001) studied HRM practices of 92 medium and large business enterprises (public and private sector) located in Dhaka, Bangladesh. They found that only 62% of surveyed organization had on HR/IR department. About 96% organizations had training problems.

Islam (2003) found that small businesses did not offer reasonable salaries and benefits, training and development opportunities to the employees.

Haque and Prince (2003) found that the surveyed companies imparted on the job training, vestibule training, apprenticeship training and classroom training to employees. They also found that the surveyed companies filled up vacancies through internal movement.

Lynton and Pareek (1978) have said that training is neither a panacea for all ills, nor it is a waste of time.

Mathur (1983) identified that it is one of several inputs in the development process. Its basic objective is to equip development administrators for their tasks so that they may become more effective in achieving the development goals.

Jucius (1979) viewed positively, the values of training are not far to seek. First, training serves to improve employee skill, which in turn increases the quantity and quality of output. Second, the relative amount of equipment and material required to produce a unit of output is decreased. Third, executive effort will tend to shift from the disagreeable need of correcting mistakes to the more pleasant tasks of planning work and of encouraging expert employees. And last, the various increases in productivity should find reflection in increased returns to both employer and employees.

Lynton and Pareek (1978) again said that training is primarily concerned with preparing the participant for certain lines of action which are delineated by technology and by the organization in which he works.

Ream (1984) analyzed that effective training reduces learning time. The employee will become fully effective more quickly, while wasteful and time consuming habits can be largely eliminated. It should be a continuous and not a one-off exercise, for little in working life today, processes and systems, attitudes and relationships remains static and old ideas and ways to not fit comfortably into new situations.

Pigors and Mayers (1977) stated that training that fosters employee self-development and versatility should be planned, administered and accepted as a never ending process. It can be continued until the day of retirement with every employee who is interested in learning and in teaching. Even when employees have passed the stage where they can easily learn a new job or a new skill, they may still participate in the training programme, perhaps offering valuable service in helping to orient and induct new employees.

Holly and Jennings (1983) found that training should take into account individual differences of trainees-differences in intelligence, motivation, aptitudes, and interests and so on. Most employees will improve their skills with increased training time, although there is a point at which too much training can cause information overload or boredom. Employees assimilate training different rates. Some employees, particularly those who have not had related job experience, may require more training than others.

Dessler (1974) observed that every organization engages in training at one time or another and this training falls into one of three categories. First, there's always the need to train new employees to show them what their job entails, how to do it, etc. These new employees' training (plus orientation) helps ensure that your new employee has the knowledge and skills required to perform his or her new job. Here the training needs are usually identified by an analysis of the job description and tasks of the new job.

Second, there's an ongoing need to train present employees whose performance is deficient.

Finally there is often the need for training of a more long term nature. This is usually called "development" (on personnel development) and is aimed at increasing the long term effectiveness of the organization.

Dooley (1946) observed that all new employees, regardless of their previous training, education and experience need to be introduced to their new employers work environment and to be taught how to perform specific tasks. Moreover, specific occasions for retraining arise when employees are transferred or promoted or when jobs change and new skills must be learned, perhaps because of changes introduced by advancing automation. Ever when responsibilities for orientation, induction and retraining are not regarded by managers as calling for planned procedures, they will be met in some way or other by someone in the work situation.

Barber (2004) found that training led to greater innovation and tacit skills.

Decker and Nathan (1985), Robertson (1990) in their research found that training affects change in worker skills.

Studied made by Morey et al, (2002), Salas et al (2001) indicate that training improves declarative knowledge, planning and task coordination, collaborative problem solving and communication to novel team and task environments.

Kozlowski et al (2001), Kraiger et al (1993) found that training may not affect declarative or procedural knowledge but also may enhance strategic knowledge which is defined as knowledge or skill.

Guerrero and Barraud-Didier (2004) observed that 4.6% of the variance in financial performance was explained by training via the mediating role of social and organizational performance.

The Manpower Services Commission of United Kingdom (1973) defined training as a planned process to modify attitude, knowledge or skill behavior through learning experience to achieve effective performance in an activity or range of activities. According to them, the purpose of training in the work situation is to develop the abilities of the individual and to satisfy the current and future of the organization. Most organizations have long recognized the importance of training to its development.

Cole (2002) examined that training can achieve

- High morale – employees who receive training have increased confidence and motivation.
- Lower cost of production - training eliminates risks because trained personnel are able to make better and economic use of material and equipment thereby reducing and avoiding waste.
- Lower turnover – training brings a sense of security at the workplace which reduces labor turnover and absenteeism is avoided.
- Change management – Training helps to manage change by increasing the understanding and involvement of employees in the change process and also provides the skills and abilities needed to adjust to new situations.
- Provide recognition, enhanced responsibility and the possibility of increased pay and promotion.
- Give a feeling of personal satisfaction and broaden opportunities for career progression.
- Help to improve the availability and quality of staff.

Aragon – Sanchez et al (2003) indicated that training activities were positively related of most dimensions of effectiveness (i.e. employee involvement, human resource indicators, and quality) and profitability (sales volume, benefits before interest and taxes and a ratio of benefit before taxes/sales).

Interestingly, **Clardy (2005)** noted that an organizations reputation can be affected by its training practices.

Aguinis and Kraiger (2009) said that the adoption of many policies to encourage the design and delivery of training program at the national level is the recognition of the benefits of training activities for society.

Becker (1964) observed that training efforts produce improvements in the quality of the labor force, which in turn is one of the most important contributors to national economic growth. Riding on the benefits as Training & Development (T&D) efforts in many organization continue to expand and grow, there has been a greater than ever pressure to show the results of training. It is imperative to focus and to adequately and properly demonstrate and communicate that training efforts are making worthwhile contributions. As a result, there is a growing body of conceptual work on measuring the effectiveness of T&D.

Sackett and Mullen (1993) suggested that the purpose of evaluation is to help organizations make decision about future training activities and provide tools needed to assess the type of evaluation possible in a given situation, to conduct the most informative evaluation possible, given the constraints of the situation and to communicate to organizational decision makers both the strengths and the limitations of whatever evaluation data is obtained.

The findings of the study by **Grider et. al (1990)** suggested that organizations should provide necessary resources to evaluate the training

activity effectiveness while integrating T & D into the strategic plan of the firm. They also opine that organization should establish an information network to facilitate access to necessary data for before and after measurement.

Campbell (1998) suggested evaluation can provide a sense of satisfaction and accomplishment to the personnel associated with a course or program. The key messages from the literature reviewed include that training evaluation can take many forms and the components it includes should be selected according to the information needed and how those information are expected to be used. It should essentially look at the whole training cycle and not just at the course itself, including needs assessment, design, and delivery and follow up.

Armstrong (1996) expressed an understanding of training emphasizes that training should be developed and operated within an organization by appreciating learning theories and approaches if the training is to be well understood.

2.3 Conclusion:

The above literature survey on training demonstrates that like other developing countries, training as an area of research has not received proper attention in Bangladesh. Moreover, few in-depth comparative studies between the public and private sector in this context were conducted by the local researcher. The study is, therefore an endeavor to fill up this obvious research gap. The next chapter is about methodology.

Chapter-3: Methodology

3.1 Introduction:

The major objective of this chapter is to present the methodology used in this thesis. A combination of content analysis and survey method has been used in this study. The combination of these two methods is reliable and provided a broad generalization about the respondents and their working experience.

3.2 (a) Content Analysis:

Content analysis is “a wide and heterogeneous set of manual or computer-assisted techniques for contextualized interpretations of documents produced by communication processes (any kind of text, written, iconic, multimedia etc) or signification processes (traces and artifacts) having as ultimate goal the production of valid and trustworthy inferences” (Tipaldo, G. 2014). It refers to books, magazines, newspapers, published and unpublished research documents, film, TV program, internet document etc. Content analysis is a research technique for the objective, systematic and quantitative description of the manifest content of certain communication (Berelson, 1952:16). This method critically and objectively reviews the published or printed facts, figures, opinions, observations; generalization in the light of its content value (Wilkinson; 1982: 156). So, content analysis provided overall view of the study. Addition, this method critically and objectively reviewed the published and unpublished facts, figures, observations, generalization. It acted as a base to carry out the research to the proper direction.

The books and published documents relevant to the study were collected from various sources as follow.

- ❖ Library, department of public administration, university of Dhaka
- ❖ Central library, university of Dhaka
- ❖ Relevant websites

3.2 (b) Survey Method:

Survey method is a process by which quantitative facts are collected about the social aspects of a community position and activities (Abrams, 1951:29). A field of applied statistics, survey methodology studies the sampling of individual units from a population and the associated survey data collection techniques such as questionnaire construction and methods for improving the number and accuracy of response to surveys (<https://en.wikipedia.org/wiki/survey-methodology>).

For this interview questions are used which were pre-determined, therefore some unscheduled questions were asked for future amplification.

3.3 Research Design:

Research design provides a framework to the researcher to navigate the journey in the field and finally execute the study. The nature of the problem to be studied and research question to be answered are the guiding pillars to decide what approach and strategy would be employed to pursue a research. According to Creswell (2003), research design falls into 3 categories.

- i. Quantitative
- ii. Qualitative
- iii. Mixed method

The present study utilized a mixed method approach. The qualitative approach is used as a predominant method because the research is conducted in its natural setting where the quantitative method is used to analyze the data. The mixed method over comes the disadvantages of qualitative and quantitative methods and benefits from the advantages of each. According to Creswell (2003) one of the chief reasons for conducting a qualitative study is that the study is exploratory and the researcher seeks to listen to participants and build a picture based on their experiences and perceptions. In other words qualitative study allows for in-depth analysis of comments and perceptions of citizen.

Further qualitative approach provides room for discussions between the researcher and participants which allows capturing insights and direct understandings from participant's perspective. The present case is more amenable to use mixed method as the researcher intends to map the realities through participant's lenses.

3.4 Research Area:

This research has been conducted at the following public training institutes

- Bangladesh Civil Service Administration Academy (BCSAA)
- Bangladesh Institute of Management (BIM)
- Bangladesh Airlines Training Centre (BATC)
- Civil Aviation Training Centre(CATC)
- Dhaka Electric Supply Company Limited(DESCO)

3.5 Sources of Data:

The data for the study obtained from various sources including documents, interviews etc. So, data have been collected from

- a. Primary data
- b. Secondary data

a. Primary data

Primary data for this study have been gathered by interview of trainers and trainees. Semi structured and open ended questionnaire being developed for them who are unable to give formal interview. The strategy is designed get information from actors in their own words.

b. Secondary data

For secondary data I mainly relied on review of previous studies on training system of Bangladesh public organization. Secondary resources are mainly used to understand the concept of public organization, its service and how to develop the service delivery by analyzing definitions offered by various scholars. Moreover, the literatures review facilitated in chalking out the theoretical framework for this study. Besides this, to comprehend and develop the existing norms and values, the belief system and practices of Bangladesh society in general and administrative system in particular, different books and articles were referred as main sources of information.

Lack of proper documentation is a common feature in the case of government office that I think it causes difficulties in getting accurate and detailed information for the research. Basically I used previous studies, reports, websites and a few official publications to gathering background and general information about various aspects of the public organization.

3.6 Data Collection Tool:

To collect the data of the study interview and questionnaire is being developed. The questionnaire is developed mainly to investigate their problem and interview of the public personnel included questions about organizational problems, skills, of employees etc.

3.7 Data Analysis Technique :

At first I have collected data by survey method. Then I have selected the relevant and irrelevant data. After selecting the data, I have accepted the relevant data and rejected the irrelevant data. Then I have tabulated the data. I have analyzed the relationship among the data obtained. The qualitative and quantitative analyses are followed to analyze data. The open ended questions are analyzed synthetically and the close ended questions are analyzed statistically.

3.8 Sample Designing:

120 trainees and trainers of different public training centers of Bangladesh are elected as sample or population. The samples are selected by random sampling technique.

Table 2: Sample Designing

Training Institutes	Respondents
BCSAA	39
BIM	16
BATC	10
CATC	26
DESCO	29
Total	120

3.9 Validations of Data:

The researcher visited field and went to respondents with questionnaire personally. Interview and information discussion conducted by the researcher as well. In case of content analysis principle of authenticity was maintained.

3.10 Conclusion:

This Chapter is discussed the methods used in this study. A mixed research approach was chosen to carry out this research. The research used both open and close ended questionnaire, interview, content analysis and qualitative observation to increase the validity and accuracy of the results. The next chapter is about theoretical and analytical framework.

Chapter-4: Theoretical and Analytical Framework

4.1 Introduction:

This chapter explores the core concepts of the study, especially definition, characteristics, examples of related terms to build theoretical and analytical framework.

4.2 Problem:

A problem which can be caused for different reasons and if solvable, can usually be solved in a number of different ways is defined in a number of different ways. When discussed, a problem can be argued in multiple ways. Generally speaking there are two positions to take the polemic or the defensive.

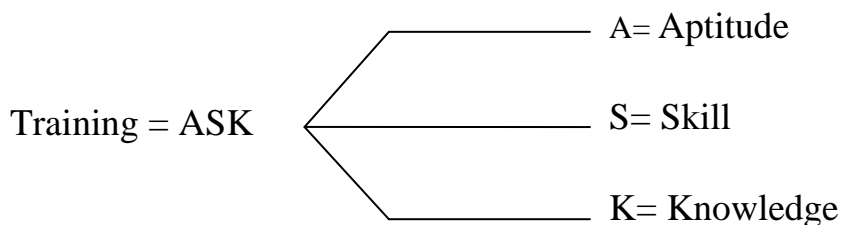
A problem may be defined as the ‘Gap’ between the current status and the desired status. This definition is also at the base of the problem solving methodologies which take advantages from the measurability of the problem itself (the Gap). So, all the further actions and decisions may be based on the real impact they are supposed to provide to the scenario enabling the problem solver to focus on the critical few aspects to be managed tight (<https://www.merriam-webster.com>).

The definition of a problem is something that has to be solved or an unpleasant or undesirable condition that needs to be corrected.

4.3 Training:

Training is defined as any attempt to improve employee performance on a currently held job. This usually means changes in specific knowledge, skills, behaviors and attitude. Training refers to the process of developing skills, habits, knowledge and attitudes in employees for the purpose of increasing the effectiveness of employees in their present government positions, as well as preparing employees for future government positions (Torpey, William G., 1953). Training prepares the organizational member to reach satisfactory decisions himself, without the need for constant exercise of authority or advice (Simon, 1976).

Equation:



4.4 Responsibility for Training:

Training is the responsibility of four main groups.

- ✚ The top management, who frames the training policy.
- ✚ The personnel department, who plans, establishes and evaluates instructional programmes.
- ✚ Supervisors who implement and apply developmental procedure.
- ✚ Employees, who provide feedback, revision and suggestions for corpora ting educational endeavors.

4.5 Objectives of Training:

➤ **Organizational perspective**

- Training make the new employees aware about the rules-regulations and objectives of the organization.
- It helps to increase morality between employees and employers
- It helps them to improve their performance and increase productivity of the organization.
- To obtain better co-operation and greater loyalty.
- To qualify employee for promotion to more responsible jobs.
- Training helps the employees to solve the organizational problems.
- Training provides a newly recruited with necessary knowledge and skill to perform a job.

➤ **Administrative perspective**

- Training helps to achieve the efficiency of the administrators or bureaucrats.
- Bureaucrats are taught various things of the home and abroad.
- It helps the public administrators to know about the work of the administration and development functions.
- Training makes these bureaucrats into perfect bureaucrats into perfect bureaucrats.

4.6 Model of Training:

Most training design models contain five steps. One of the most commonly used models is the ADDIE model, which stands for analysis, design, development, implementation and evaluation. Analysis stands for needs analysis, where the need for the training is studied. Design is the phase where the training program is outlined and planned. Development

is where the training is rolled out to the field in whatever form the design phase stipulated. Evaluation concludes the process and measures how effective the training program was at achieving its goals (<https://bizfluent.com>).

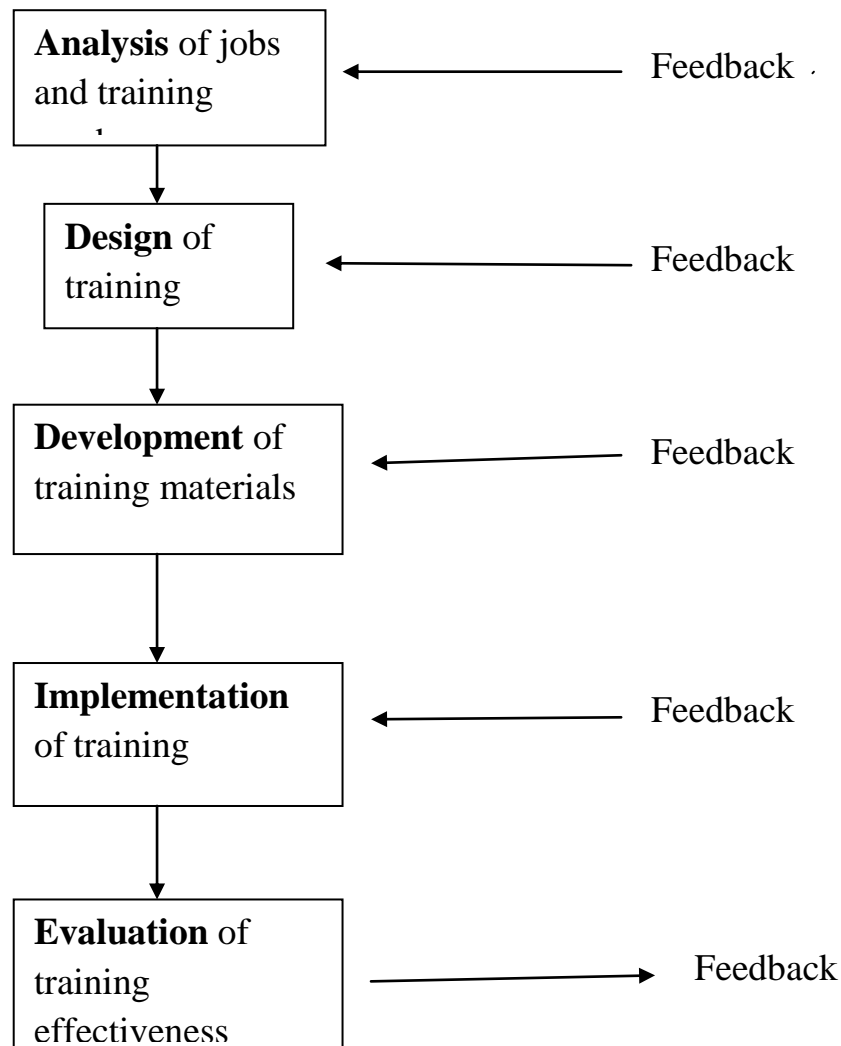


Diagram 1: Model of Training

(Source: Burley, Kermit, 2019)

4.7 Process of Training:

In 1960s, following the establishment by the ‘Industrial Training Act-1964’ the industrial training model, that was based on 4 processes shown by the following figure-

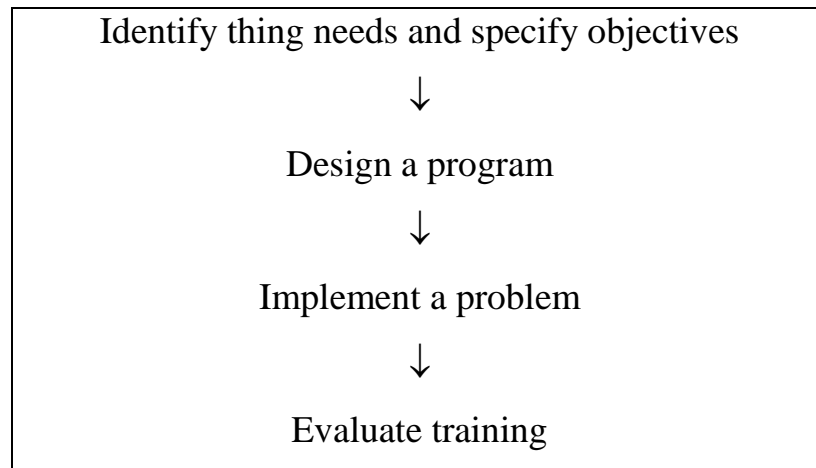


Diagram 2: Process of Training

4.8 Steps of Training:

According to Gomez-Mejia, Balkin, Cardy (2012) usually in the organization of training programs, the following steps are considered necessary.

- ❖ Training need assessment
- ❖ Formulation phase
- ❖ Implementation phase
- ❖ Evaluation phase

❖ Training need assessment

The first step of training is to determine that need of training actually exists. It involves 3 primary types of analysis

- a. organizational analysis
- b. job analysis
- c. person analysis

a. Organizational analysis

An organization analysis tries to answer the question of where the training emphasis should be placed in the company and what factors may effort training. It includes the determination and objective of organization. It may be 2 types

- I. Short term objective
- II. Long term objective

b. Job analysis:

A job analysis tries to answer the question of what should be taught in training so that the trainee can perform the job satisfactory.

c. Person analysis:

A person analysis attempts to answer the question of who needs training in the organization and the specific type of training needed.

❖ **Formulation Phase:**

This phase included the following aspects

- ✓ The training program should be designed and written properly so that there remains no confusion.
- ✓ The number of trainers should be determined accurately.

- ✓ Training objective should be selected to evaluate their efficiency of effectiveness.
- ✓ Training methods should be determined on the basis of the objective of the training.
- ✓ The duration of the training should be determined.
- ✓ The total training budget should be determined
- ✓ Writing the total training program elaborately.

❖ **Implementation phase:**

It is one of the important phases of training program. After accomplishing all the steps it is necessary to implement the whole training program accurately.

❖ **Evaluation phase :**

The evaluation phase requires the identification and development of criteria. The choice of criteria and the design are both made before training is conducted in order to ensure that training will be properly evaluated.

* Feedback of training is very important. This feedback may be positive or negatives.

Positive feedback: Good remark

Negative feedback: Total training program may be redesigned

4.9 Training Methods:

The forms and types of employee training methods are inter-related. It is that type of method which develops to entire system of administration.

There are 4 types of training methods.

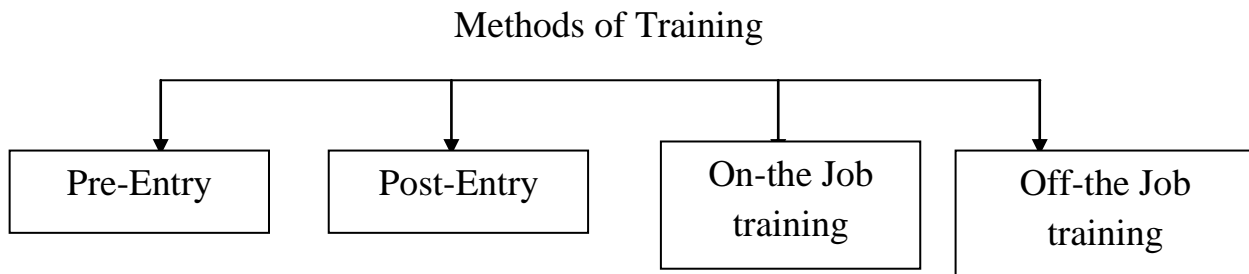


Diagram 3: Methods of Training

But, on-the job and off- the job training are the most important.

a. Pre-Entry Training:

Education received in schools and university as well as special of technical education qualifying the individual to be employee as known pre-entry training.

Example-engineering, health, agriculture or vocational training

b. Post-Entry Training:

The training which is imparted to the employee during the course of his service or future advancement. This type of training aims at-

- better performance of present work
- preparation for advancement

Example-higher civil service officer

c. On-the Job training :

This training is conducted in the actual works situation and is directly related to the work of an individual. In Bangladesh this kind of training may be conducted at the field level administration.

Example-

The teachers of university have no special training. They are trained up by teaching. Some techniques for on the job training-

A) Job rotation:

One of the most commonly used techniques for OJT (On-the Job Training) is job rotation which involves moving employees from one job to another to broaden their experience. This technique helps managers to develop a broad background required for future positions.

B) Apprenticeship:

Apprenticeship programs often are considered OJT programs because they involve a substantial amount of training. Many professions require some type of apprenticeship program that may last anywhere from two to five years.

C) Job Instruction Training:

This method is very popular in the status for preparing supervisors to train operatives. The JIT method requires skilled trainers, extensive job analysis, training schedules of the trainee's job knowledge.

d. Off-the job training:

Off-the job training simply means that training is not a part of everyday job activity.

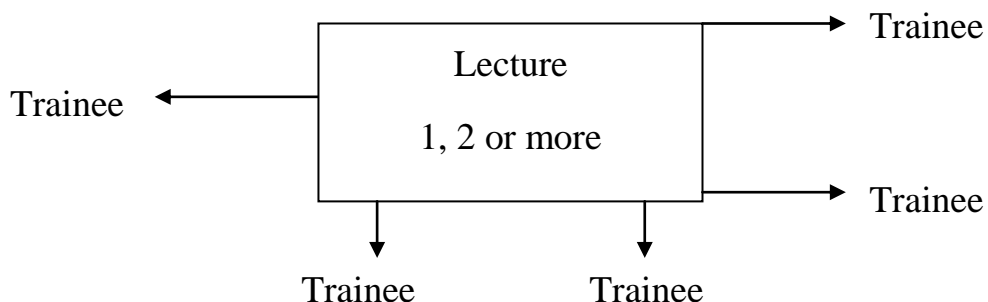
Example- A superior gives a class lecture to all his subordinates to explain the task. But in the training schedule, it was not mentioned.

This method consists of-

- ✚ Lectures
- ✚ Case study
- ✚ Role Playing
- ✚ Audio and video media
- ✚ Group discussion
- ✚ Brain-storming
- ✚ Computer based training

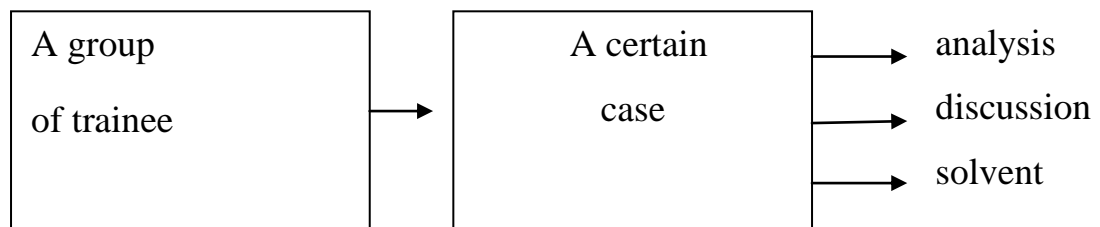
✚ **Lectures:**

The lecture method is the most commonly use technique for training employees and teach students. It reaches a large audience at one time. But it depends on the learner's ability



Case Study:

This method emphasizes individual on group to analysis on particular case. The objectives are to study the problems and also to recommend the situation of the problem.



In serious crisis moment trainees are sent to the sectors and they have been asked to observe the situation of that sectors and analysis the problem after that, they should take a good solution at the end.

Role-playing:

This method requires participants to play a role on the basis of a written receipt or an oral description of a particular situation or condition.

Audio and video media:

A variety of audio-visuals are available to trainers including films, videos, audio tapes and chalk boards. It is versatility. But it must be updated.

Group discussion:

Here the trainers are divided into a number of groups and each group is given a topic to discuss. Here all the members in the group participate in the discussion under the guidance of instructor.

Example:

A tutorial group student discuss their topic each other and then they speak their views to their tutorial teacher.

Brain-Storming:

A group to expert discusses complex problems with a group of people consisting of 7-8 members and they have to find out an ideal solution or idea.

Computer based training :

Use of computers to train employees is becoming increasingly more common among organizations. In some CBT programs trainers interact directly with computers to actually learn and practice new skills.

4.10 Development:

Development refers to learning opportunities designed to help employees grow. The focus of the development is one of the long terms to help employees prepare for future demands.

	Training	Development
Focus	Current job	Current and future jobs
Scope	Individual employees	Work group or organization
Time frame	Immediate	Long term
Goal	Fix Current Skill deficit	Prepare for future work demands

Diagram 4: Distinction between Training and Development

Source: (Gomez-Mejia, Balkin, Cardy, 2012)

4.11 Public Organization:

The public sector is usually comprised of organizations that are owned and operated by the government and exist to provide services for its citizens. Similar to the voluntary sector, organizations in the public sector do not seek to generate a profit (<http://www.privacysense.net>).

In general terms, the public sector consists of governments and all publicly controlled or publicly funded agencies, enterprise and other entities that deliver public programs, goods, or services. It is not; however, always clear whether any particular organization should be included under that umbrella.

Funding for public services are usually raised through a variety of methods, including taxes, fees, and through financial transfers from other levels of government. (e.g. from a federal to a provincial or state government).

Different governments from around the world may employ their own unique method of funding for public services.

Public sector organizations are formed in 3 different forms (<https://www.toppr.com>).

- a. Departmental under takings
- b. Public corporations/ Statutory Corporations
- c. Government Company

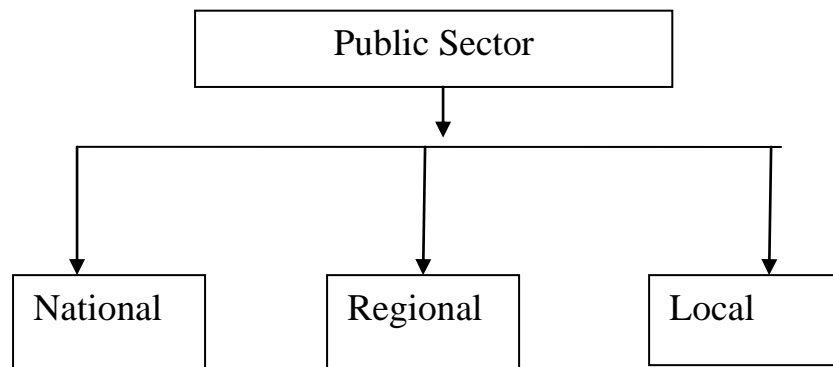


Diagram 5: Level of public sector

Public and private sectors have different goals and motives and are governed somewhat different principles, with unique groups overseeing their actions and procedure. Organizations in the private sector have more freedom to operate; while public organizations are governed by laws, rules, traditions and structural bureaucratic checks and balances.

The public sector (also called the state sector) is the part of the economy composed of both public services and public enterprises. (<https://en.m.wikipedia.org>).

Examples of organizations in the public sector include:

Education (Schools, Libraries)

#Electricity

Emergency Services

#Police Services

Fire Service

#Gas and Oil

#Public Transit

#Healthcare

#Social Services

#Infrastructure

#Waste Management

#Law Enforcement

#Postal Services

4.12 Analytical Framework:

The following analytical framework is developed to analyze problems of training in Bangladesh: a study on public organization.

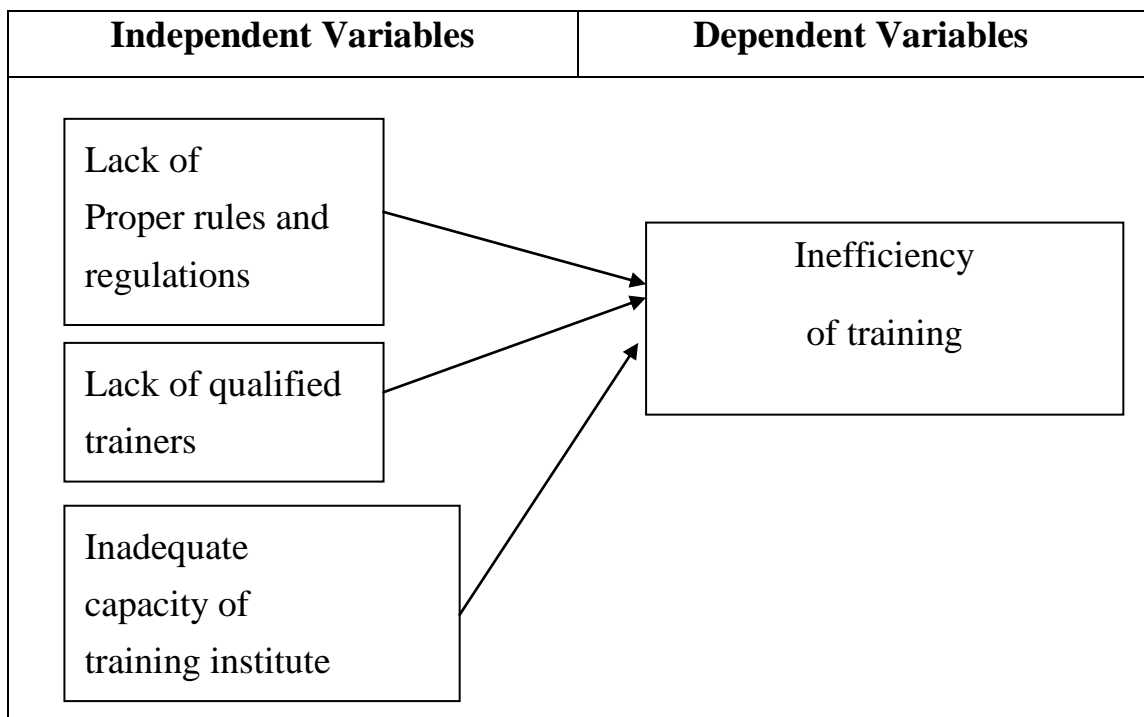


Diagram 6: Relationship between dependent and independent variables

Operational definition of variables:

- ❖ rules and regulations
- ❖ qualified trainers
- ❖ physical capacity
- ❖ inefficiency

4.13 Rules and Regulations:

The rules are the set of instruction which tells us the way things are to be done. Regulations are the rules which are authorized by the legislation.

The rules are standard set of instructions made for people which explains that how things are to be done. The rules should be followed by the public as they are made for the welfare of them. Under the constitution of India, there exists Law which includes many Acts, after that come regulations and finally rules. Non-Compliance of any rule can cause a little effect.

Rules tell us what to do and what not to do. It can be set up for home, hospital, institution, college, office, school etc.

Regulations can be defined as the rules which are authorized by the Government and approved by the public. They are made after taking into consideration the whole public at large, and so they must be followed by them violation of any regulation may cause severe penalty or punishment, when both the houses pass a bill it becomes an Act and on the basis of Act, regulation come into force.

In short, both rules and regulations are like siblings in which one is elder, and the other younger. Rules are mainly used to restrict any individual from doing anything while the regulations are used to control people from doing anything not permissible by law. People can set rules in general as per their need while the regulations can be set only by the government. (<https://keydifferences.com>)

4.14 Qualified Trainer:

All training courses are given by qualified trainers. The number of trainers present for any given course depends upon the size of the group. In this way, everyone gets the attention he or she deserves. The principal language used for our train courses is English. (<https://www.noldus.com>)

To become a personal trainer one would normally be an experienced fitness instructor with a recognized qualification. Such as- certificate in fitness instructor, diploma in health, fitness and exercise.

Any individual applying to become a qualified trainer must have experience in management training and development. An education background in training is beneficial, but not required. A minimum of two years experience in facilities is required and must be documented by two letters of recommendation and a resume. An individual wanting to become qualified trainers. (<https://www.appa.org>)

4.15 Capacity:

Capacity means the maximum amount that something can contain It is specific ability of an entity(person or organization) or resource, measured in quantity and level of quality, over an extended period([http://www.business dictionary.com](http://www.businessdictionary.com)).

The total amount that can be contained or produced or the ability to do a particular thing is called capacity (Cambridge Advanced Learner's Dictionary).

4.16 Inefficiency:

Inefficiency means the state of not achieving maximum productivity, failure to make the best use of time or resource.

The lack of ability to do something or produce something without wasting materials, time or energy is inefficiency. It is the quality or state of being inefficient. (<https://www.merriam-webster.com>)

It is a situation in which someone or something fails to use resources such as time, materials or labour in an effective way.The bank chief said that he would not allow or tolerate inefficiency and at the same time would ensure that honest and hard works were properly rewarded. (<https://dictionary.cambridge.org>)

4.17 Conclusion:

In this chapter I have tried to clear the term and concepts of the study. The next chapter of the thesis will discuss on overview of training in public organization.

Chapter-5: Overview of Training in Public Organization

5.1 Introduction:

This chapter will be covered by background of training, training system in Bangladesh training of civil servants and others issues which are related to training. This chapter is trying to give an overview on training in public organization.

5.2 Background of Training:

The history of systematic training in public administration in Bangladesh dates back to the 18th century. Lord Wellesley, the then Governor General of India realized the importance of systematic training and established the Fort William college in 1800 in Calcutta with a view to imparting education and training to the officials of the East India Company.

After 1947, in Pakistan/ Civil Service Academy was established at Lahore in 1948 to train the young recruits of different services. For regular and systematic training of the provincial civil servants, the Gazette Officers Training Academy (GOTA) was set up in Dhaka in 1960.

In 1961 three centers of the National Institute of Public Administration (NIPA) were setup at Dhaka, Karachi and Lahore mainly to impart public administration training to the mid level officers.

Immediately after liberation, Civil Service Training Academy (CSTA) was established in 1973 by amalgamating NIPA and GOTA. But in 1976 CSTA was again spilt into two separate training institutions. GOTA was

renamed as Civil Officers Training Academy (COTA) while NIPA continued with the same name and clientele.

Bangladesh Administrative Staff College (BASC) was established in 1977 as an apex institute. In order to rationalize the training system and also to ensure economy and efficiency in 1984 the government merged NIPA, COTA, and BASC to form the Public Administration Training Complex (PATC). PATC later renamed as Bangladesh Public Administration Training Centre (BPATC).

5.3 Training of Civil Servants in BD:

After independence, the government gave attention the issue of training of civil servants based on the recommendations of the various committees like ASRC, NPSC etc. ASRC (1973) appears to have provided a detail framework for training of civil servants of all grades. At independence Bangladesh inherited only five training institutes.

Name of training institutes	Involves with
Gazette Officers Training Academy (GOTA)	Former EPCS officers
National Institute of Public Administration (NIPA)	Mid-level officers
Staff Training Institute (STI)	Non-gazetted employees
Bangladesh Academy for Rural Development (BARD)	Local govt. representative and appointed official but was involved in training civil servants
Police Training Academy (PTA)	Police officers

Diagram 7: Training Institutes

5.4 Training Course Fee:

In public organization, the government bears the maximum cost of training programs. So, the cost is low at public training institutes compare to private organization. As private organizations are profit-based, course fees are high here. But trainers are almost same qualified in both cases. In fact, private training centres are better than public training centres because accountability is present there. At present, the public training centres are improving than before.

5.5 Dimensions of Training Policy:

At National Training Council (NTC) was established in 1981 with the objective of preparing guidelines for national training. It was also required to formulate a National Training Policy (NTP) and periodically review its implementation in terms of its linkages with the educational system, economic development and public personnel administration. The NTP was adopted in June 1984 not by the NTC but by its executive committee, which was heavily bureaucratic in composition. In contravention of its earlier decision to have it drafted by a sub-committee of the NTC, a lone bureaucrat, the administrative head of the Ministry of Establishment, did the job. Members of the NTC were not given the opportunity to deliberate upon its contents and suggest modifications. This was another instance of civil service training unwarrantedly regulated by the bureaucracy.

Developing civil service training as a crucial input in the country's development process is the *raison d'etre* of the NTP. The career needs of

civil servants and the preferences and priorities of the government were to be important variables in the design of training programs. The policy seeks to increase administrative efficiency by linking training and career planning. A systematic monitoring process to periodically evaluate training effectiveness is a component of this policy.

5.6 Training and National Plan Documents:

The national planning documents starting from the first FYP (1973-78) till fifth FYP (1997-2002) stressed the importance of training civil servants. The first FYP (1973-78) drew attention to the need for a coordinated administrative management training policies, programmes and the establishment of a National Training Council to oversee implementation of programmes. Therefore, in 1977, BASC was establishment to impart training to senior executives of the government and statutory bodies. This filled the gap that existed in this area of training. Similarly, GOTA was reorganized to impart foundation training to fresh recruits in civil service. The new institute came to be known as Civil Officers Training Academy (COTA).

The fifth FYP provides some details in this regard. It notes that the government has attached top priority to training of civil servants in all the previous plan documents. This was reflected in the fact that of the total allocation made in the public administration sector, 55 percent in the first plan, 51 percent in the second, 67 percent in the third and 63 percent in the fourth were allocated for training. The allocation of funds and their utilization (1973-97) are shown in the table.

The specific allocations to meet the training needs of civil servants are not specifically indicated in the table. However, it does provide a general picture of the ADP funds allocated for public administration and their utilization. The rate of utilization is not very high except for the year 1995-96.

Table 3: Public Administration Projects (1973-1997)

Planning Period	Planning (Base year price)	ADP (current price)	Number of Projects Undertaken (spill over)	Number of Projects Undertaken (new)	Number of Completed Projects	Expenditure (Million Taka)	Percentage of Utilization
1973-78	131.20	105.00	0	21	4	40.60	38.66
1978-80	111.20	113.80	17	10	7	89.80	78.91
1980-85	380.00	641.00	20	34	37	483.00	75.35
1985-90	650.00	1,113.80	17	35	24	474.5	42.60
1990-95	2,010.00	3,446.90	28	43	21	710.00	20.59
1995/96	–	1,761.70	50	11	14	1,550.20	87.99
1996/97	–	956.20	47	3	–	698.30	73.03

Source: Fifth FYP (1997-2002)

5.7A Review of Training Institutions and Courses:

Bangladesh Public Administration Training Center (BPATC) is the apex training institution in the field of training of civil servants of all cadres. BPATC comes into existence under an ordinance of the govt. of BD at 1984 by amalgamation of 4 training institutes namely.

- a) Bangladesh Administrative Staff College (BASC)
- b) National Institute of Public Administration (NIPA)
- c) Civil Officers Training Academy (COTA)
- d) Staff Training Institute (STI)

5.8 Course of BPATC:

- Senior Staff Course
- Advance Course on Administration and Development (ACAD)
- Foundation Training Course (FTC)

- **Senior Staff Course:**

It is meant for Joint Secretaries to the Government and equivalents of other public sector organizations.

Duration: 2 and half months

Total trainees: 25-30

Objectives-

- # Acquaint the participants with the current concepts and issues of national development.
- # Orient the participants with the complex issues of national development.
- # Provide them opportunity for deeper appreciation of the complex and dynamic socio-cultural and politico-economic environment, self-appreciation in which they work.

- # Create a congenial atmosphere of academic pursuit by putting together participants with diverse background and work experience.
- # provides an open forum for free and frank exchange of knowledge, ideas.

Methodology:

- # Lectures and discussions
- # Group discussion/ workshop
- # Role play/simulation
- # Study tour/field trip
- # Film show/video
- # Seminar paper presentation
- # Case studies
- # Computer application and practices

Table 4: Marks for Different Subjects for Senior Staff Course

Subjects	Marks
Public Administration	200
Development Economics	200
Skill Development	100
Seminar	100
Evaluation by course administration	100
Total	700

Source: BPATC

- **ACAD:**

The course is designed for civil servants of the rank of Deputy Secretaries and their equivalents in public sector organizations including the armed forces.

Duration: 75 days

Total Trainees: 30

Objectives:

- # Explore the role of mid-level managers in a changing national and global environment
- # Prepare seminar papers, reports, beliefs and other documents
- # Communicate and negotiate effectively in dealing with stakeholders
- # Understand and implement poverty alleviation programmes
- # Use Information and Communication Technology (ICT)
- # Upgrade their communication skills in English

Methodology:

- # Lectures
- # Practical exercise
- # Case Study
- # Seminar
- # Workshop
- # Field visit

Panel discussion

Role play

Table 5: Marks for Different Subjects for ACAD

Subjects	Marks
Public Administration	300
Development Economics	300
Skill Development	200
Seminar Paper	100
Evaluation by Course Administrator	100
Total	1,000

Source: BPATC

- **FTC:** This course is mandatory for all new entrants to BCS.

Duration: 4 months

Objectives:

- # Build physical and mental fitness of the participants
- # Develop decision-making ability and analytical skill.
- # Foster *esprit de corps* among the officers
- # Help them acquire skills and techniques of modern management.
- # Improve verbal, non-verbal, formal and non-formal and also written communication skills in English.
- # Build positive attitude among the officers.

Methodology:

- # Lectures
- # Reading assignment
- # Library work
- # Case study
- # Syndicate
- # Seminar and Workshop
- # Group discussion
- # Study tour
- # BARD/RDA/BRDTI attachment
- # Field Study
- # Book review and presentation

Table 6: Marks for Different Subjects for FTC

Subject	Marks
Written test	550
Term paper	100
Syndicate / exercise	300
Book review and oral presentation	100
Field study programme	100
BARD/RDA/BRDTI evaluation	50
Physical Training and Games	100
Class attendance	100
Evaluation by course management	100
Total	1,500

Source: BPATC

Table 7: BPATC Training Programmes from 1984-85 to 1999-2000

Years	No. of Courses	Targeted No. of Trainees	Actual No. of Trainees	Rate of Achievement (%)	Person-Month Achieved
1984-85	15	749	711	99	1,156
1985-86	18	859	724	84	2,057
1986-87	23	1,097	1,007	92	2,093
1987-88	31	1,602	1,388	87	2,134
1988-89	15	1,201	1,027	86	1,914
1989-90	21	1,296	1,182	91	2,062
1990-91	30	1,400	1,142	82	1,837
1991-92	27	1,498	1,228	82	2,307
1992-93	25	970	751	77	1,962
1993-94	24	1,297	867	67	1,509
1994-95	22	915	743	81	1,541
1995-96	25	1,057	847	80	1,704
1996-97	24	1,025	933	91	1,724
1997-98	26	1,225	1,010	82	1,710
1998-99	18	800	731	91	1,805
1999-2000	22	1,045	920	88	2,111
Total	369	18,396	15,211	83	29,625

Source: Annual Report, PATC

It is seen from the above table that from 1984-85 to 1999-2000 BPATC had organized 369 courses with a targeted number of trainees of 18,369 of which 15,211 actually reported for training. The rate of achievement of the target is about 83 percent. When post-entry training during the period of probation being mandatory, the trainees undertake this type of training

seriously. In other cases BPATC has to depend on the MOE for nominating civil servants to attend different courses. The general trend is that for short term courses civil servants nominated do not report for training and sometimes BPATC has to cancel such courses planned to be held. Thus in the year 1999-2000, BPATC had to cancel 16 short courses for which 690 civil servants were to be trained. There are four regional training centres, which also conduct training.

Normally, all foundation-training courses after initial recruitment are to be conducted by BPATC. In view of the large number of civil servants recruited to various cadres each year, BPATC is unable to cope with the task. As such some of the cadres such as BCS (Administration), BCS (Health and Family Planning) and BCS (Agriculture) conduct such courses in their respective academies.

Anisuzzaman *et al* (2002) have reviewed and compared the course contents of all the three courses as discussed above. The findings are (a) subject areas are more or less common and (b) Bangladesh studies, public administration, development economics and management process receive major attention. This is by and large true. However, it is important to pay attention to the degree of emphasis that is there beyond such similarities. This calls for an examination of different modules related to the same subject. Such a review shows that although subject title may be broadly similar, there are significant differences in specific areas of emphasis.

Short Courses of BPATC:

- Conduct and Discipline Course
- Human Relations Course for Police & Security Officers
- Team-Building Courses for Field-level Officers and Public Representatives

- Short Administrative Management Course
- Training of Trainers Course (TOT)
- Financial Rules & Discipline Course
- Computer Orientation and Application Course
- Research Methodology Course
- Office Management Course
- Public Enterprises Management Course

5.9 Other Training Institutions:

It has been said that BPATC is responsible for FTC for all cadres. After the FTC, the civil servants report to the training institutes meant for imparting training to different cadres. It is said that there are about 150 training institutions belonging to different ministries, divisions and public statutory bodies. Some of the major training institutes responsible for imparting training for different cadres are shown in the table.

Table 8: Major Training Institutions

Name of the Training Institutes	Cadres
1.Public Administration Training Centre(PATC)	All cadres
2. BCS (Administration) Training Academy	BCS (Administration)
3. Academy for Planning and Development(APD)	BCS (Economic)
4. Land Administration Training Centre(LATC)	BCS(Administration and others)

5. National Academy for Education Management(NAEM)	BCS (Education)
6. Bangladesh Foreign Service Academy(BFSA)	BCS (Foreign)
7. Financial Management Academy(FIMA)	BCS(Audit and Accounts)
8. Bangladesh Customs, Excise and VAT Training Academy(BCEVATTA)	BCS(Customs and Excise)
9. Tax Directorate Training Academy(TDTA)	BCS(Taxation)
10.Judicial Administration Training Academy	BCS(Judicial)
11.Police Training Academy(PTA)	BCS (Police)
12.Postal Training Academy	BCS(Postal)
13.Bangladesh Cooperation College(BCC)	BCS (Cooperation)
14.National Institute of Population Research and Training(NIPORT)	BCS (Health and Family Welfare)
15.Livestock Officers Training Academy(LOTA)	BCS (Livestock)
16.National Institute of Preventive Social Medicine(NIPSOM)	BCS (Health and Family Welfare)
17.Telecommunication Staff College(TSC)	BCS(Telecom)
18.Central Extension Resource Development Institute(CERDI)	BCS(Agriculture)

19.Railway Training Academy(RTA)	BCS(Railway)
20.Bangladesh Institute of Administration and Management(BIAM)	BCS(Administration)
21.Bangladesh Academy for Rural Development(BARD)	
22.Rural Development Academy(RDA)	
23.National Institute of Mass Communication(NIMC)	BCS(Information)
24.Food Department Training Institute(FDTI)	BCS(Food)
25.National Academy for Primary Education(NAPE)	
26.National Social Services Academy(NSSA)	

Source: BCS Administration Training Academy

- ❖ BARD and RDA are meant for training in rural development administration
- ❖ NAPE is for primary school teachers
- ❖ NSSA is for social welfare officers

5.10 Conclusion:

This chapter has identified the present scenario of training system in public organization of Bangladesh. The next chapter has been prepared by data analysis on problems of training system in public organization.

Chapter-6: Problems of Training System of Public Organizations in Bangladesh

6.1 Introduction:

The aim of this chapter is to present the survey data and observation notes conducted in the field. There are three parts in this chapter. The first part depicts the personal information of respondents focusing on their gender, age, education and experience. The second part of this chapter presents respondents opinion along with the statistical analysis on the present status of training in public organization. The third part is about major findings presented by researcher. A mixture of both the survey questionnaire and observation points is presented in this chapter.

Part – 1

6.2 Background of the Respondents:

In our society, the ratio of male and female is almost equal. At present, though female are taking role in our society, yet it is very small number than male. So, I take more respondents from male. Among the respondents maximum 79.17% are male and 20.83% are female.

Table 9: Categorization on the Basis of Gender

Training Centre	Male	Female
BCSAA	28	11
BIM	5	11
BATC	8	2
CATC	25	1
DESCO	29	0
Total	95	25
Percentage	79.17%	20.83%

(Source: Field Survey, 2019)

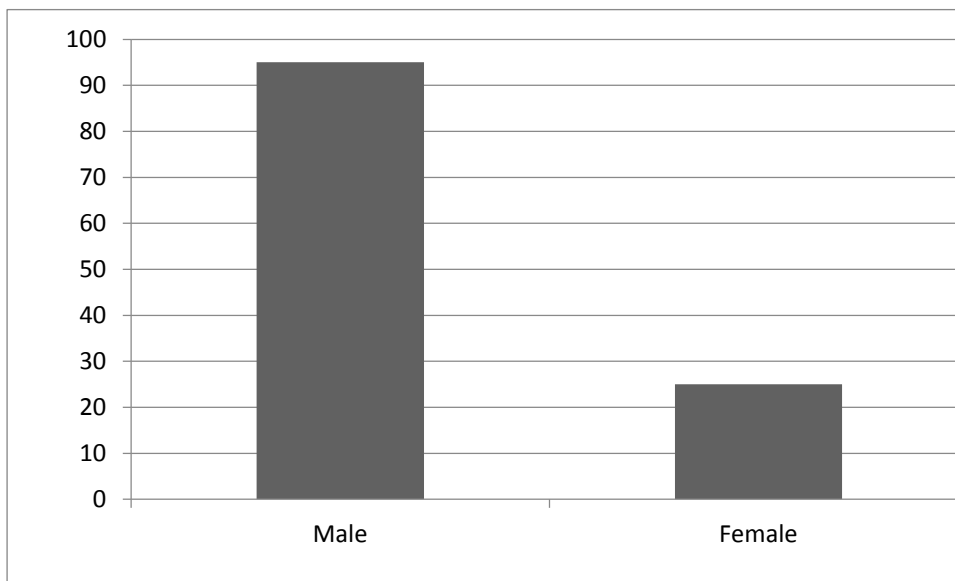


Figure 1: Categorization on the Basis of Gender

I have taken opinion of the people from various categories on the basis of age, educational qualification and working experience. Among the respondents, 66.67 % belongs to age range of 21-30, 19.16 % belongs to

age range of 31-40, 11.67 % belongs to age range of 41-50 and 2.50% belongs to age range of 51-60.

Table 10: Categorization on the Basis of Age

Age	Number of Respondents	Percentage
21-30 years	80	66.67
31-40 years	23	19.16
41-50 years	14	11.67
51-60 years	3	2.50
Total	120	100

(Source: Field Survey, 2019)

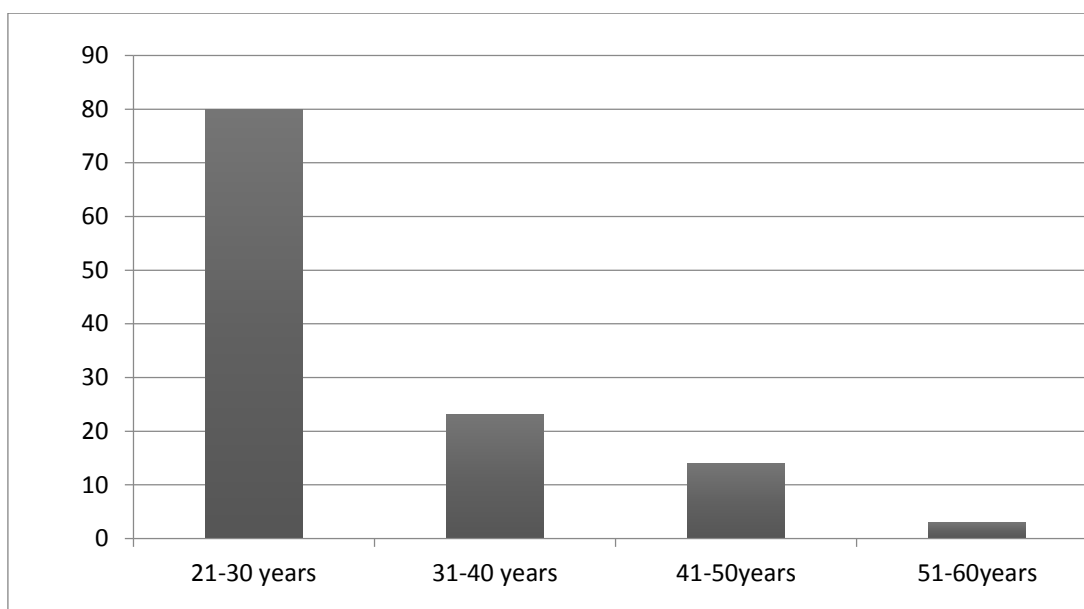


Figure 2: Categorization on the Basis of Age

In the case of educational qualification, 30.83% respondents belong to M.Sc./MBA/M.S.S/M.COM. 42.50% belongs to BBA/B.Sc./B.S.S/B.D.S. 12.50% have degree of diploma. 14.17% have passed H.S.C and S.S.C.

Table 11: Educational Status of Respondents

Educational Level	Number of Respondents	Percentage
M.Sc./MBA/M.S.S/M.COM	37	30.83
BBA/B.Sc. /B.S.S/B.D.S.	51	42.50
Diploma	15	12.50
H.S.C & S.S.C	17	14.17
Total	120	100

(Source: Field Survey, 2019)

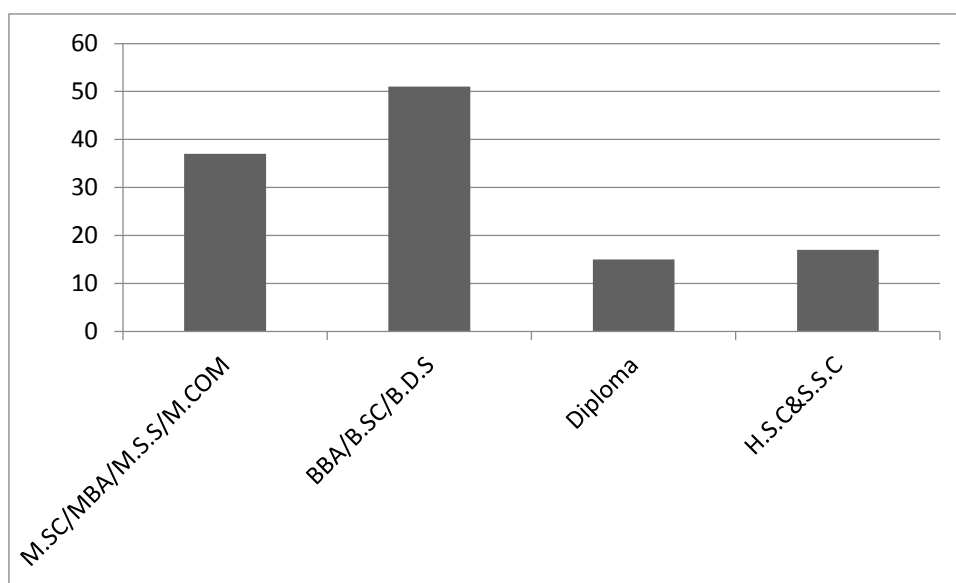


Figure 3: Educational Status of Respondents

In the case of working experience 55.00% have 1-7 years of working experience, 17.50% have 8-17 years and 4.17% have 21-28 years' experience. 23.33% have no experience of work. They are only students.

Table 12: Categorization on the Basis of Experience

Experience	Number of Respondents	Percentage
1-7 years	66	55.00
8-17 years	21	17.50
21-28 years	5	4.17
No experience	28	23.33
Total	120	100

(Source: Field Survey, 2019)

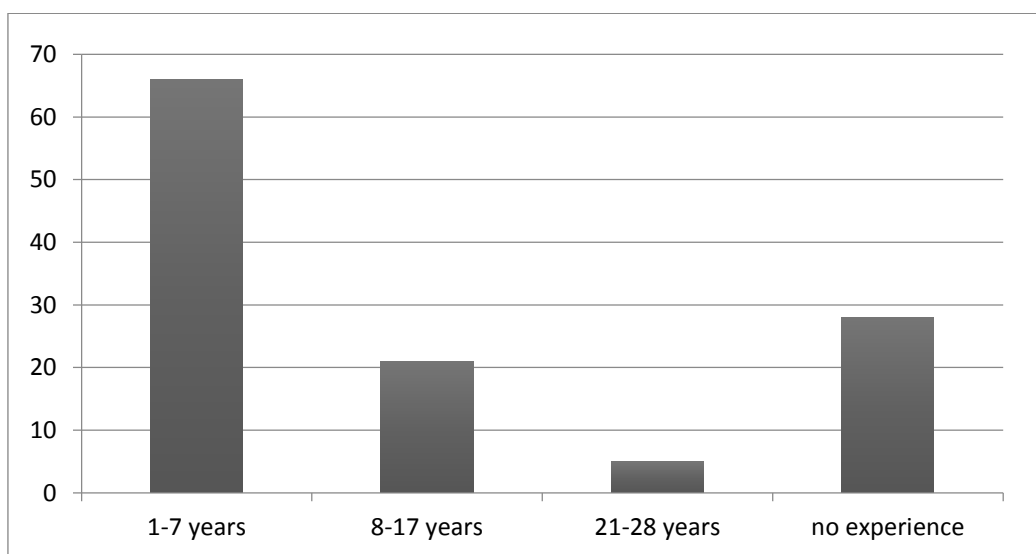


Figure 4: Categorization on the Basis of Experience

Part – 2

6.3 Data Analysis:

1. In our country training system is more developed in private organization compare to public organization. Do you agree with this statement?

Table 13: Comparison between Public and Private Organization

Variables	Strongly Agree	Agree	Strongly Disagree	Disagree
Number of Respondents	14	50	22	34
Percentage of Respondents	11.67%	41.67%	18.33%	28.33%

(Source: Field Survey, 2019)

When the respondents were asked about the comparison between public and private organization 11.67% strongly agree that private organization is more developed. 41.67% agree. On the contrary 18.33% respondents strongly disagree and 28.33% disagree.

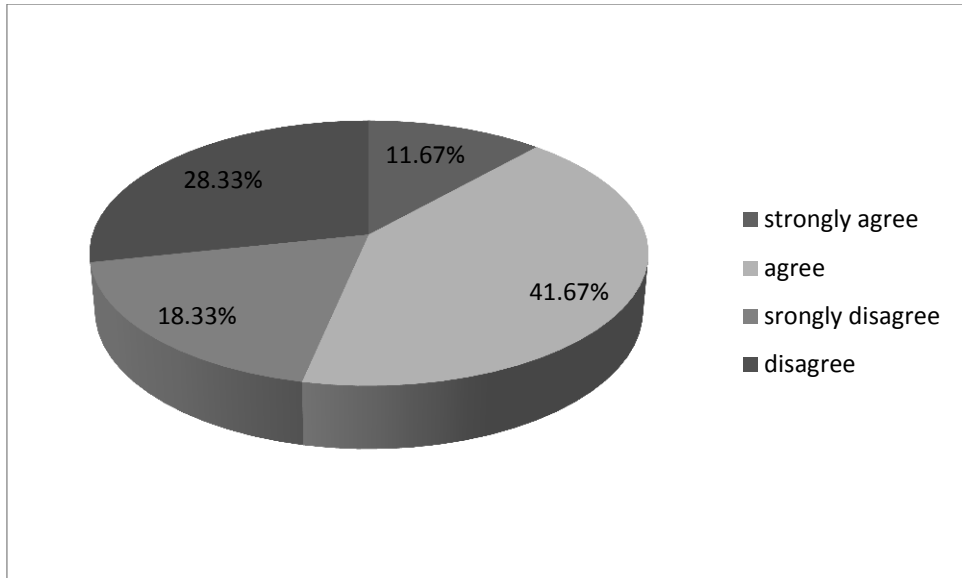


Figure 5: Comparison between Public and Private Organization

2. Is proper training given to those employees who are not skilled?

Table 14: Providing Proper Training

Variables	Yes	No	Sometimes
Number of Respondents	4	59	57
Percentage of Respondents	3.33%	49.17%	47.50%

(Source: Field Survey, 2019)

According to the data it is clear that proper training is not always given to proper employees. 49.17% have said no, 47.50% have said that they sometime do it and only 3.33% has said yes.

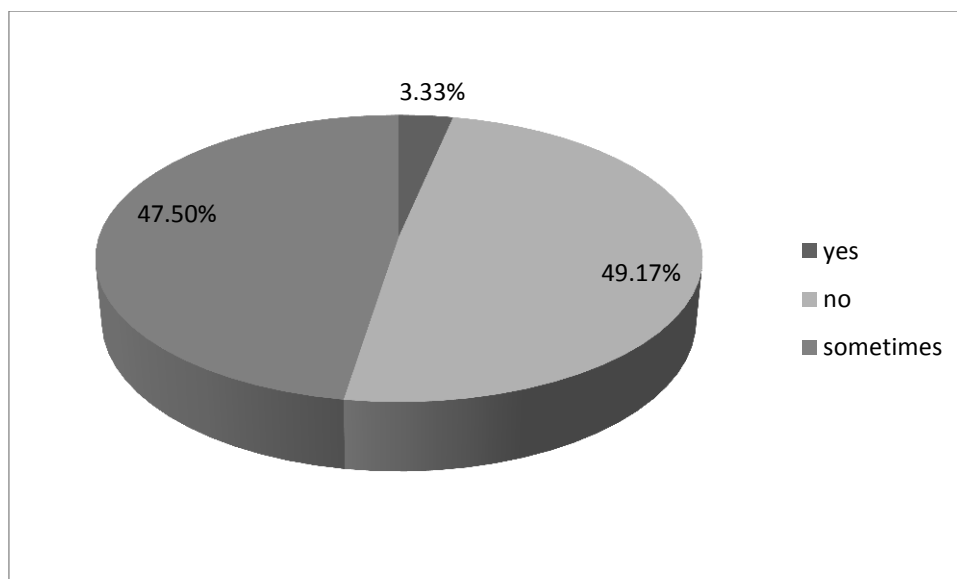


Figure 6: Providing Proper Training

3. Should the duration of course be increased?

Table 15: Duration of Course

Variables	Yes	No
Number of Respondents	70	50
Percentage of respondents	58.33%	41.67%

(Source: Field Survey, 2019)

Here 58.33% respondents agreed that the duration of course should be increased. Only 41.67% respondents said no. But it is also important to note that course must be relevant. Some irrelevant training is only wastage of money and time.

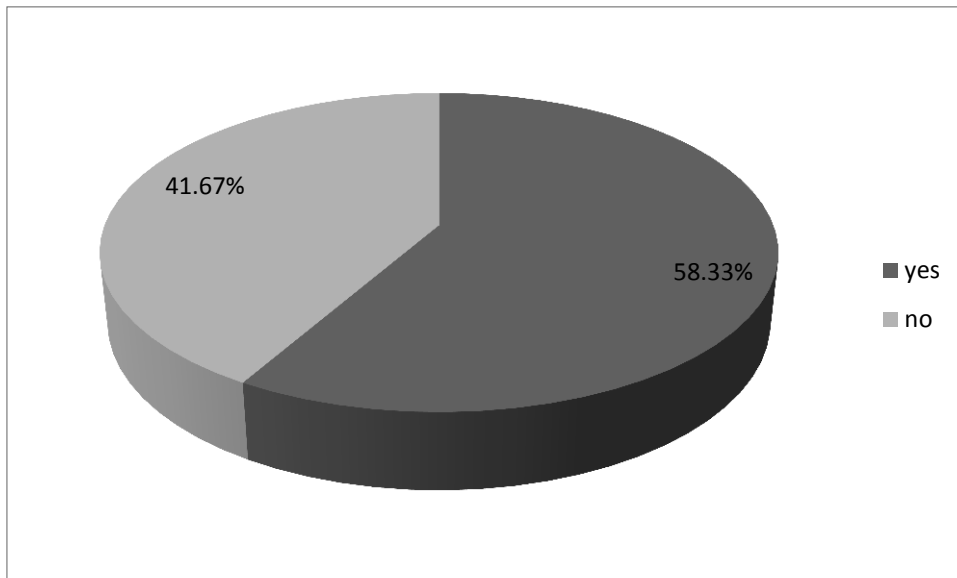


Figure 7: Duration of Course

4. Is feedback always taken from trainee?

Table 16: Feedback

Variables	Yes	No
Number of Respondents	65	55
Percentage of Respondents	54.17%	45.83%

(Source: Field Survey, 2019)

It is necessary to take feedback from trainees. The data shows that 54.17% said yes and 45.83% have said no.

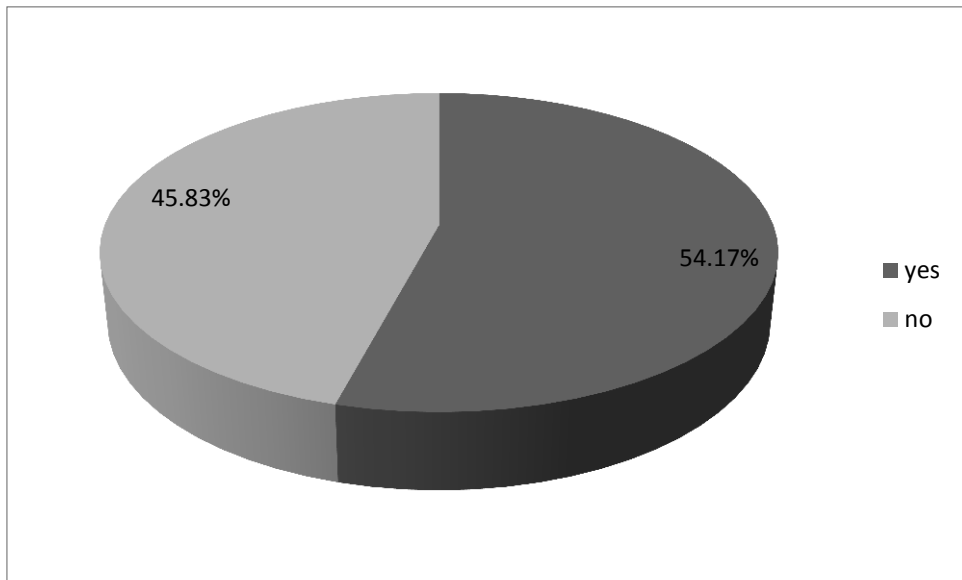


Figure 8: Feedback

5. Are courses always related to their job?

Table 17: Job Related Course

Variables	Yes	No
Number of Respondents	65	55
Percentage of Respondents	54.17%	45.83%

(Source: Field Survey, 2019)

When the respondents were asked whether their courses are job related, 54.17% respondents said positive answer. And 45.83% said negative answer.

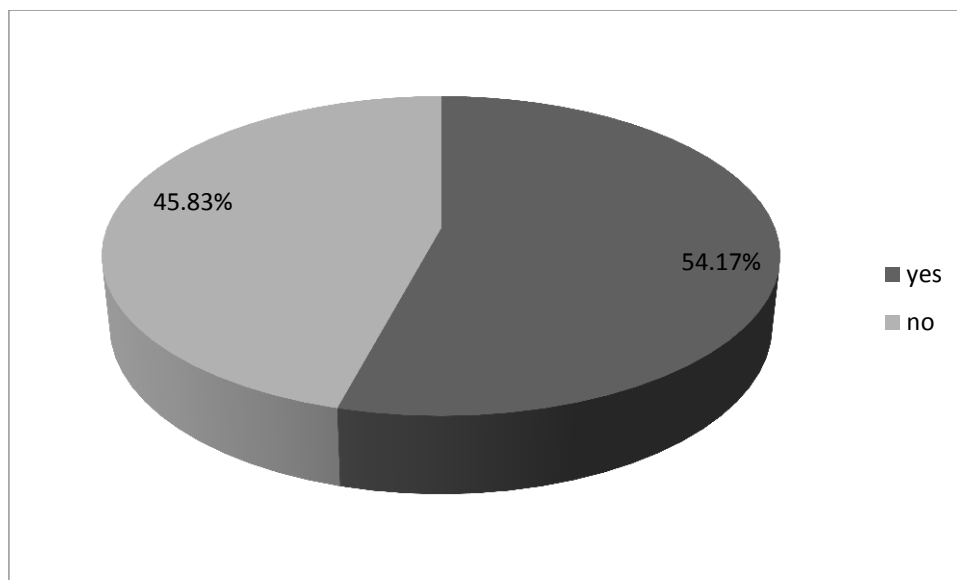


Figure 9: Job Related Course

6. Are all rules and regulations maintained properly in case of training?

Table 18: Rules and Regulation

Variables	Yes	No	Some times
Number of Respondents	44	40	36
Percentage of Respondents	36.67%	33.33%	30.00%

(Source: Field Survey, 2019)

The above data shows that 30.00% respondents agreed that rules and regulations are properly maintained sometimes. 33.33% said no and rest 36.67% said yes.

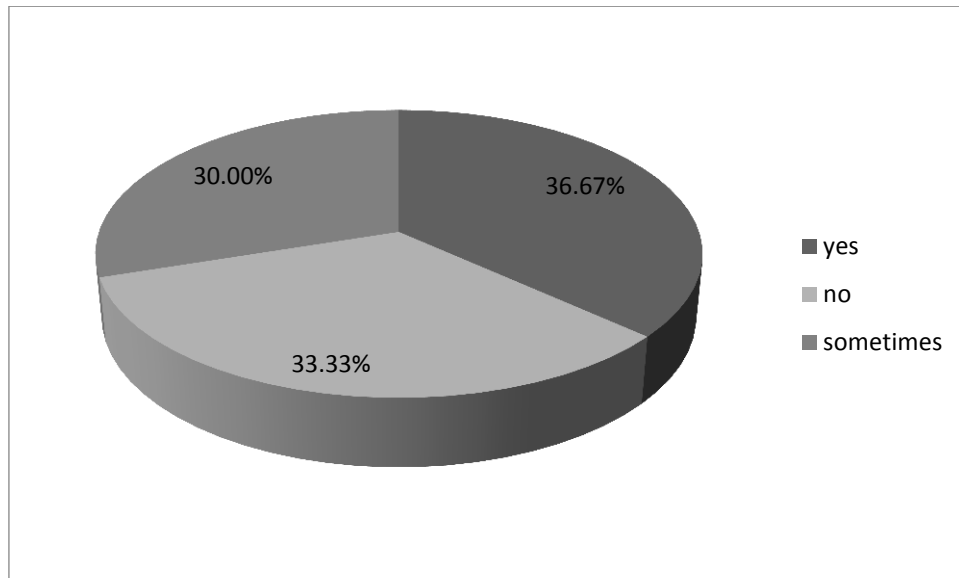


Figure 10: Rules and Regulation

7. Do you think this institute should be more financially developed?

Table19: Economy

Variables	Yes	No
Number of Respondents	112	8
Percentage of Respondents	93.33%	6.67%

(Source: Field Survey, 2019)

Economy is an important factor to maintain any institution. According to this data it is clear that most of the public institutes are not financially developed enough. 93.33% have said yes. On the other hand, only 6.67% said no.

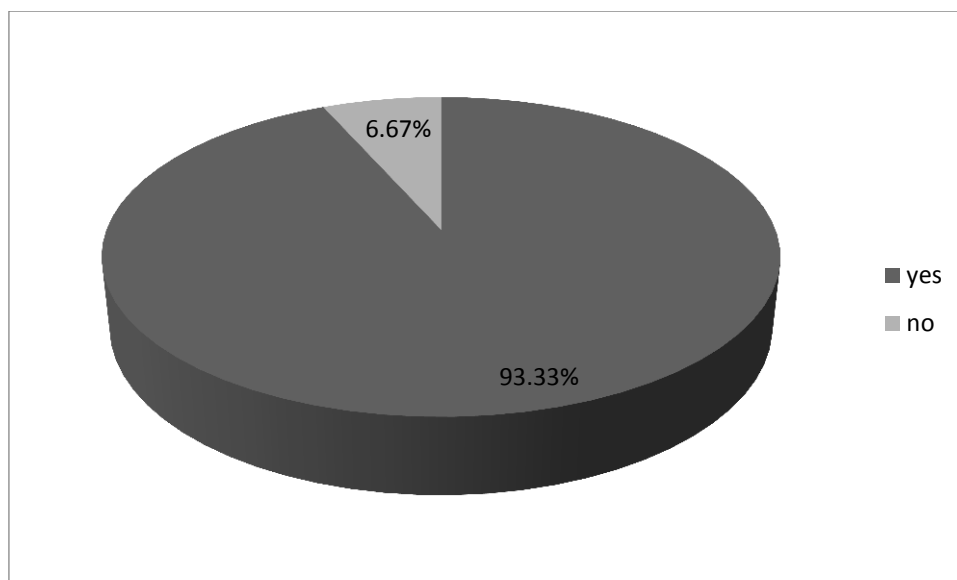


Figure 11: Economy

8. Which reasons are responsible for inefficiency of employees?

Table 20: Reasons behind Lack of Efficiency

Variables	Lack of related job experience	Lack of proper training and knowledge	Lack of practical education	All of these
Number of Respondents	2	19	11	88
Percentage of Respondents	1.67%	15.83%	9.17%	73.33%

(Source: Field Survey, 2019)

There are some major reasons behind employee's inefficiency. When respondents were asked about the reason of inefficiency 1.67% said lack of job related experience is one of the problems. Many employees are not aware about their target and goal. If organizations make clear about organization as well as employees goal and target then employees can upgrade goal as well as goal of organizations. But all of the organizations do not make this issue clear. 15.83% respondents have said about lack of proper training and knowledge about target and goal. 9.17% respondents have said about lack of practical education. But maximum respondents identified not only specific reason but also all of these reasons. It is 73.33%.

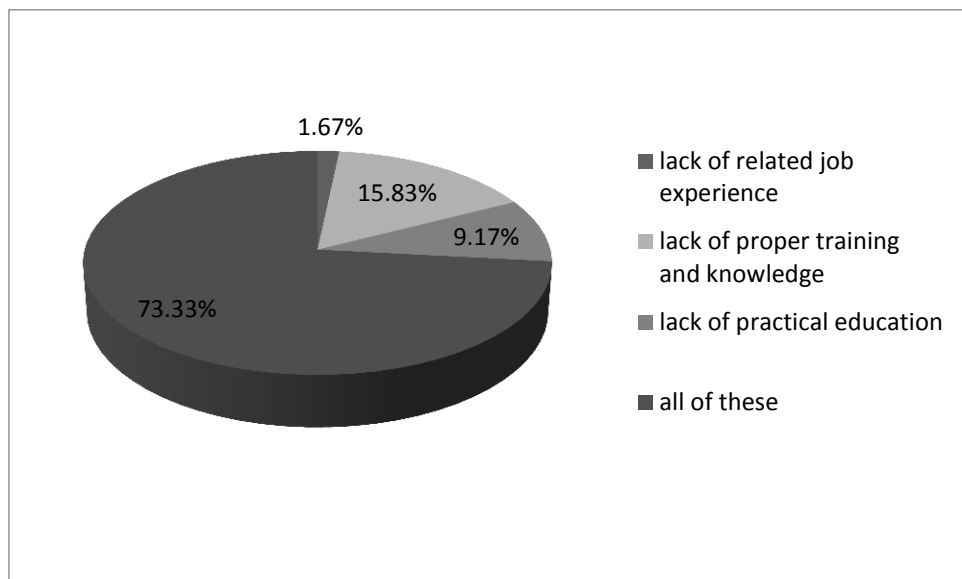


Figure 12: Reasons behind Lack of Efficiency

9. Should more skilled and professional trainers be increased?

Table 21: Skilled and Professional Trainers

Variables	Yes	No
Number of Respondents	103	17
Percentage of Respondents	85.83%	14.17%

(Source: Field Survey, 2019)

The above data shows that there is shortage of skilled and professional trainers in public training institutes .85.83% respondents said the number of skilled trainers needs to increase. On the other hand, only 14.17% said it is not need.

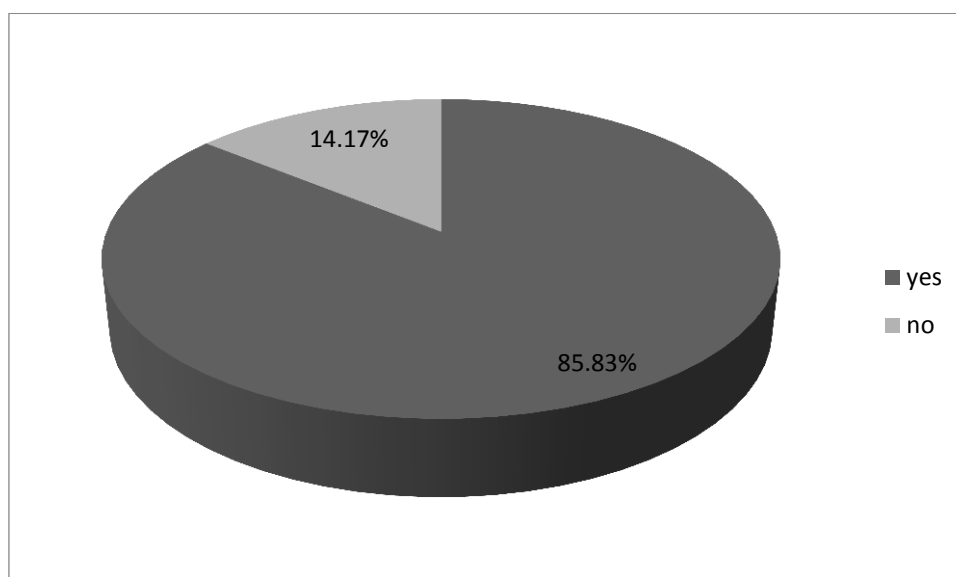


Figure 13: Skilled and Professional Trainers

10. Are trainees always motivated?

Table 22: Motivation

Variables	Yes	No
Number of Respondents	73	47
Percentage of Respondents	60.83%	39.17%

(Source: Field Survey, 2019)

Employees work in the organization for the satisfaction of their needs. In many of the cases, it is found that they do not contribute towards the organizational goals as much as they can. This happens because employees are not adequately motivated. It is very positive that in the above data 60.83% respondents said yes and 39.17% respondents said no.

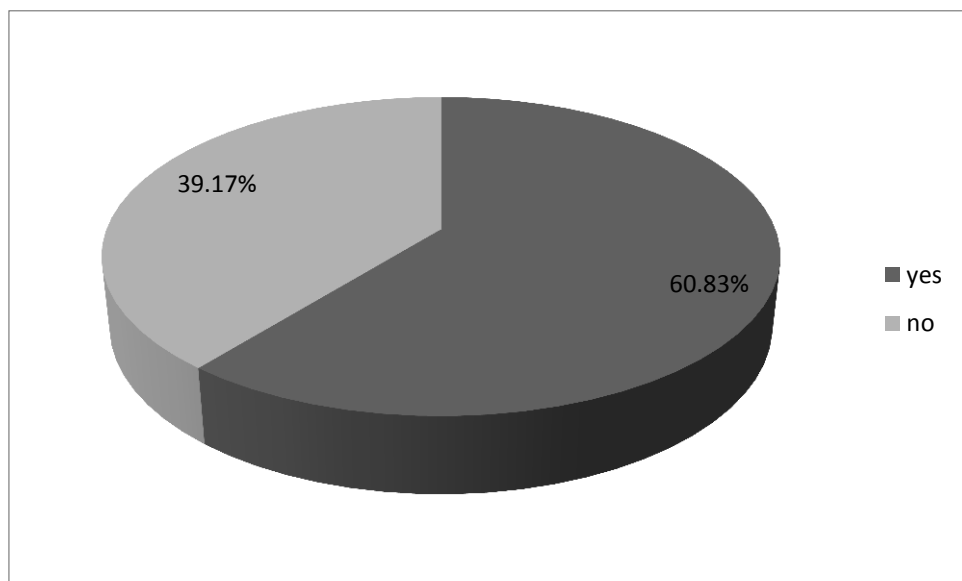


Figure 14: Motivation

11. Are public servants sent for training without pre-planning in most of the time?

Table 23: Training without Pre-planning

Variables	Yes	No	Sometimes
Number of Respondents	40	39	41
Percentage of Respondents	33.33%	32.50%	34.17%

(Source: Field Survey, 2019)

The above data shows that most of the time employees are sent for training without pre-planning. 33.33% respondents said yes 32.50% said no and the rest 34.17% said that sometimes they do it.

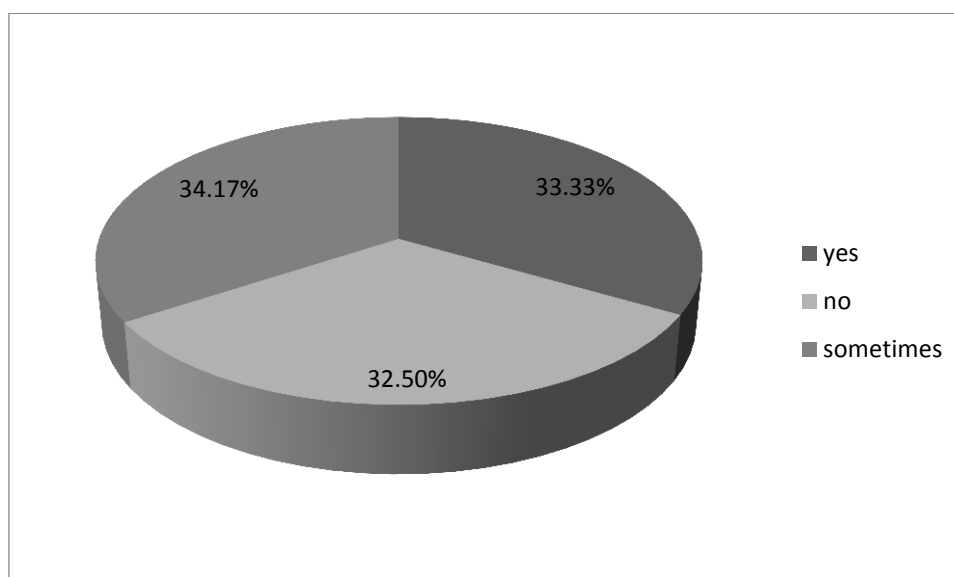


Figure 15: Training without Pre-planning

12. Are the post-entry and in-service training courses well integrated and scheduled?

Table 24: Unscheduled Training Courses

Variables	Yes	No
Number of Respondents	66	54
Percentage of Respondents	55.00%	45.00%

(Source: Field Survey, 2019)

Although scheduled training courses are not given properly it is very positive that 55.00% respondents agreed that the post-entry and in-service training courses are well integrated and scheduled, 45.00% respondents said negative.

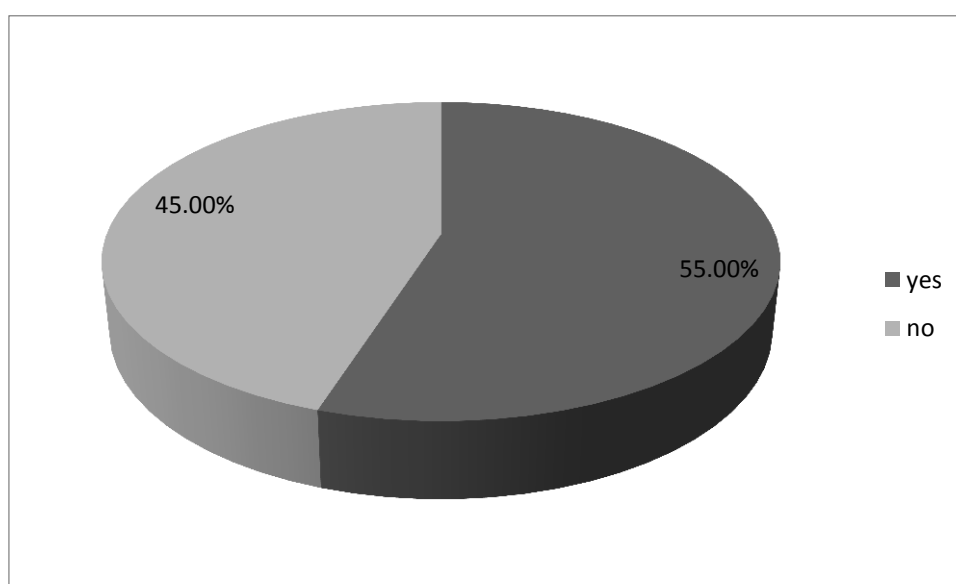


Figure 16: Unscheduled Training Courses

13. Are refresher's and foundation training provided regularly?

Table 25: Refresher's and Foundation Course

Variables	Yes	No
Number of Respondents	53	67
Percentage of Respondents	44.17%	55.83%

(Source: Field Survey, 2019)

When the respondents were asked about refreshers and foundation training 55.83% respondents said these trainings are not provided regularly. 44.17% respondents said yes.

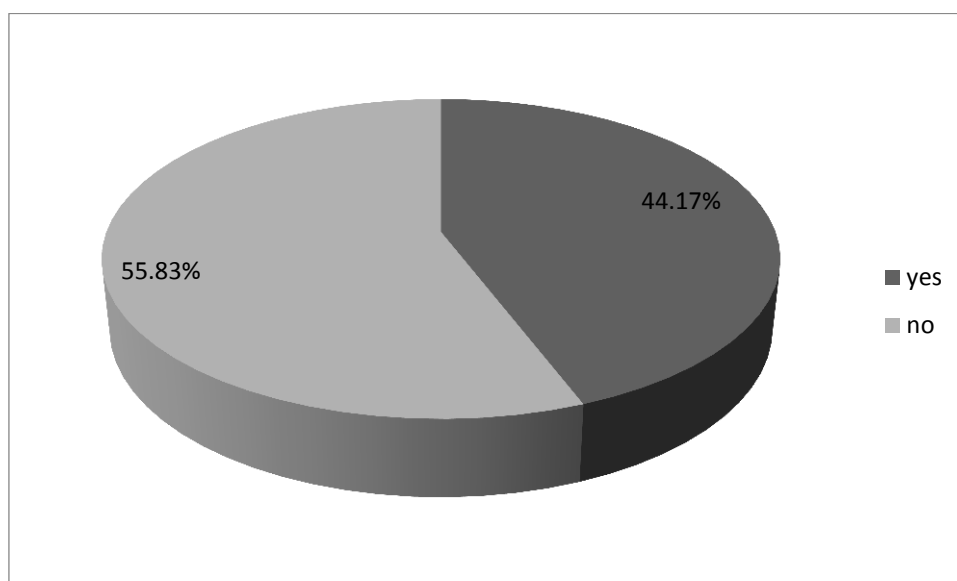


Figure 17: Refresher's and Foundation Course

14. Do you think rationalization is necessary among different training institutes?

Table 26: Rationalization

Variables	Yes	No
Number of Respondents	117	3
Percentage of Respondents	97.50%	2.50%

(Source: Field Survey, 2019)

The data shows that rationalization or collaboration among different training institutes is very necessary. Most of the respondents, 97.50% considered it good for training institutes and only 2.50% said no.

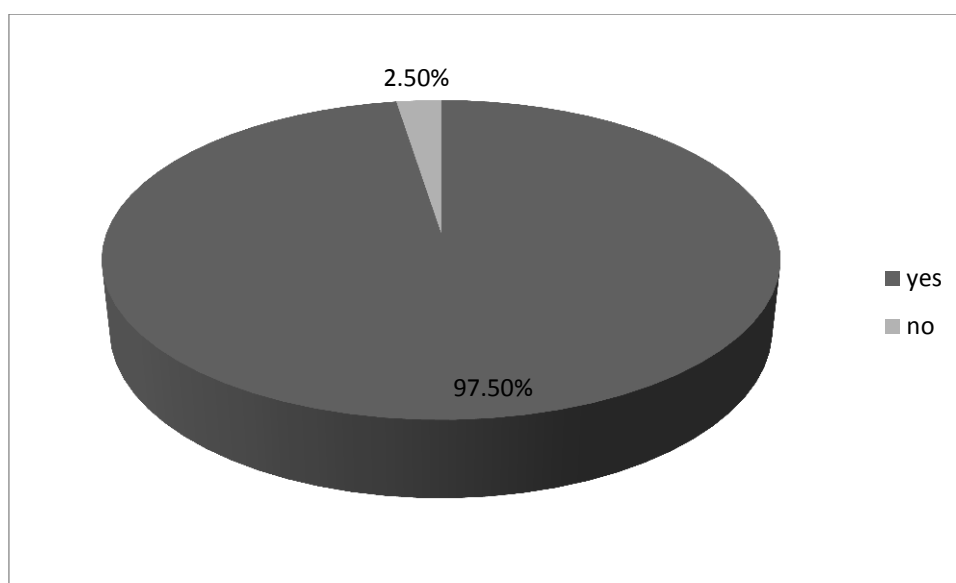


Figure 18: Rationalization

15. Is there any change in training methodology and course module?

Table 27: Change in Methodology and Course Module

Variables	Yes	No
Number of Respondents	104	16
Percentage of Respondents	86.67%	13.33%

(Source: Field Survey, 2019)

According to this data it is very positive that 86.67% respondents agreed that training methodology and course-modules have been changed. On the other hand, only 13.33% respondents said negative.

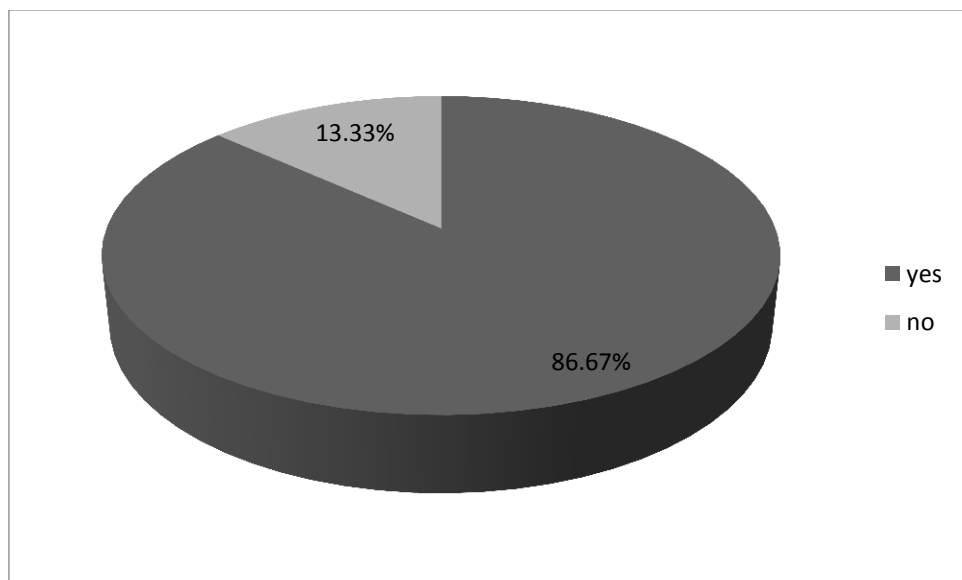


Figure 19: Change in Methodology and Course Module

16. Are monitoring and evaluation system institutionalized?

Table 28: Monitoring

Variables	Yes	No
Number of Respondents	63	57
Percentage of Respondents	52.50%	47.50%

(Source: Field Survey, 2019)

Monitoring is very important for any institute. About the question of monitoring and evaluation system 47.50% answered that monitoring and evaluation system are not institutionalized. And the rest 52.50% said positive answer.

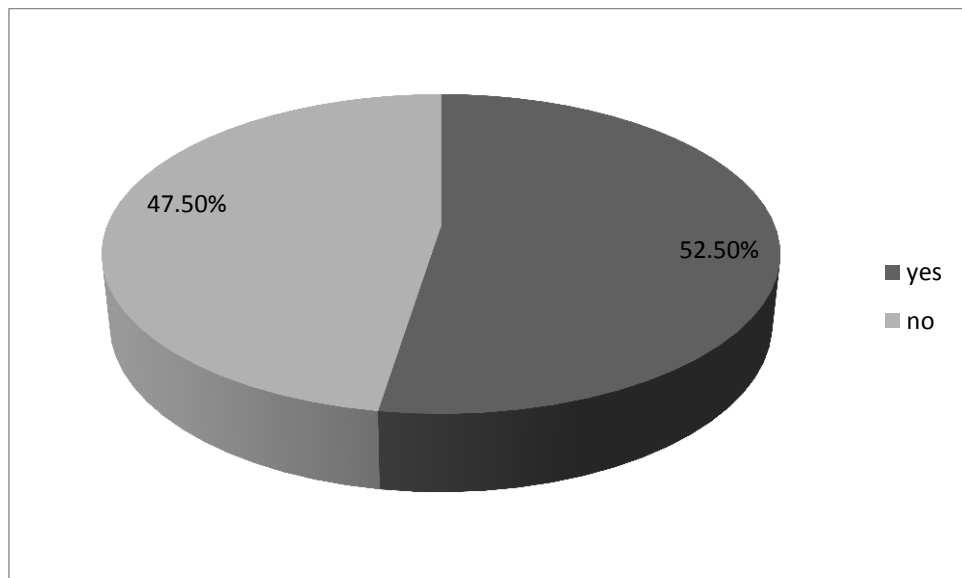


Figure 20: Monitoring

Part – 3

6.4 Major Findings:

Major findings of this research have been presented in this part. Researcher has tried to explain some issues from her experiences.

Problems of training system of public organization in Bangladesh:

1. Lack of Proper Rules and Regulations:

a) Defective selection process in training:

Selection process of training is not impartial. All employees do not get training programme. Sometimes both trainees and trainers are selected defectively. Besides senior management do not give recommendation for training in due time. It takes long time to decree file. They are averse to do their duty. Ill competition is present in training program.

b) Training is not job related:

Most of the time, the provided training is not related to their job. So, after completion of training these employees cannot find any sphere to apply it. They don't have proper knowledge about the work. Unnecessary syllabus is another problem. Except for the foundation course, the other courses hardly serve any useful purpose. These only have catchy titles but in terms of contents there is little trainee can learn.

c) Training without pre-planning.

In Bangladesh public servants are sent for training without pre-planning as to how training will be utilized after the trainees' return from training course. Trainees often find their training most in appropriate with their jobs.

d) Unscheduled training course:

The post-entry and in-service training courses are not well integrated and scheduled to provide and continuously update the level of training and knowledge of civil servants.

e) Foundation and refresher's course:

Until the formulation of the National Training Policy and the constitution of the National Training Council, Training activities were haphazardly carried out by different institution. Even now the situation has not improved much. The foundation training is not well integrated with professional training in departmental training institutes. Sometimes, the trainees are recalled in the middle of their departmental training. Besides, refresher's course is arranged occasionally.

f) Monitoring problem:

Monitoring and evaluation system of training are not institutionalized. Neither is any exercise undertaken to evaluate the impact of training on job performance. Evaluation criteria are not fully developed

although some attempts are made to record the immediate reaction of trainees after the completion of a program.

2. Shortage of Efficient Trainers:

Most of the training institutes of Bangladesh suffer from lack of qualified, skilled and experienced trainers. One reason for poor performance of training institutes is the low caliber of trainers and the lack of professionalism and expertise among them. Besides the number of trainers are not adequate to handle the training of a large number of trainees each year.

3. Lack of Practical Education:

Some training centres take practical class. But maximum trainers take theory-based class. Practical education is absent there. Moreover, irrelevancy between practical and theoretical class is another problem.

4. Financial Problem:

Economy is an important factor for maintaining training institution. But, in this case allocation in budget is insufficient.

5. Unavailable Foreign Training:

In fact, foreign training opportunity is not available for all. They have to face many problems. Economic problem is the major problem. Nepotism is another problem. For nepotism some employees go for

foreign training again and again where other employees are deprived. There is no equity.

6. Short - time Course:

Time management is one of the problems. Each of these courses features a clear lack of focus and is of short duration.

7. No Feedback:

In most of the time any opinion, suggestion, advantage, disadvantage is not taken from trainees. Training is still largely lecture-based with little participation by trainees.

8. Lack of Recreation for Removing Monotony:

There is no arrangement for recreation. They have to stay long time at training centre. So they feel monotony. Moreover they have to do their duty during training programme.

9. Lack of Logistics Support:

Logistics support means equipment, facilities, spares, technical information and trained personnel procurement and distribution for a campaign, plan, or project as essential actions for their proper operation. There is shortage of developed logistics support in most of the training Centre. Necessary resources are not available.

10. Lack of Collaboration:

There is absent of co-ordination, collaboration and planning among the different department of training centre. Senior officers always try to dominate the junior. Training programmes are carried out in complete isolation from the educational institution. These are designed by training institutes themselves let alone academics. Occasionally some of the university teachers are invited.

11. Lack of Proper Motivational Factors:

If working force is not properly motivated organization is not able to achieve sustainable growth and business profit. Some of the reasons behind these problems have come out from the study. The reasons behind lack of motivations are:

- Lack of modern classroom
- Unhealthy environment like dirty washroom, mosquito problem
- Transport problem
- Inadequate canteen facilities
- Pension problem
- Women employees are not properly evaluated

6.5 Conclusion:

All of the above points are major findings of this study which is giving the real scenario of training system of public organization of Bangladesh. The next chapter is the last chapter of this thesis which is about recommendations and conclusion.

Chapter -7: Recommendations and Conclusion

7.1 Introduction:

In Bangladesh training of public sector is beset with many problems. It is obvious that training of all public organizations are not properly maintaining. The root causes of these problems are lack of rules and regulation, practical education, lack of proper motivational factors etc. In this regards, public organizations should come forward to give special attention in this sector and take some practical steps.

7.2 Recommendations:

1. Ensure Training for All Employees:

All employees have right to go for training in due time. Foreign training should be provided for all without payment. Competition, zeal, nepotism should be removed. Transparent evaluation should be ensured in every department of training institute.

2. Increase Practical and Job-related Class:

Not only theoretical class or lecture-based class but also practical class should be taken. Resource and logistics support should be increased. Syllabus should be relevant to their job. Participatory class and field based course module are important. Use more modern technology in classrooms.

3. Employ More Skilled Trainers:

The effectiveness of training programs depends to a large extent on the quality of trainers. So, the number of trainers should be increased. At the same time skilled trainers should be evaluated.

4. Financial Management:

All training institutions should in future calculate and set targets for progressively reducing their trainee and training day unit costs. Training institutions should develop more accurate and business-oriented financial management information system that will enable them to take financially informed operational decisions.

It further emphasized in line with the practice followed in other countries, the need for operating on full or partial cost-recovery basis and the freedom to offer training services to private sector. The overall recommendation is to move gradually to the self-finance status.

5. Increase Course Duration:

The duration of course should be increased. Proper time management should be followed.

6. Increase Motivational Factors:

The motivation rate of employees is very low. Most of the training centers still have not adopted strategic planning and team work idea with proper evaluation system. Due to these problems public

organization are failing to ensure efficient and skilled employees. Organizations have to solve these problems. So, from this study it is proved that different types of problems of training are creating obstacles in ensuring efficient and skilled employees in public organization. Low motivation does not provide high performance even if ability tends to be high. So, the following initiatives can be taken.

- Arrangement of recreation
- Training should be linked to their career progression
- Development of infrastructure
- Provide adequate sports facilities
- Pension for training
- Canteen and transparent opportunities
- Reward systems for good performance
- Decrease pressure of official duty during training.

7. Feedback:

Feedback from former trainees should be used in assessing training needs. It is necessary to listen the opinions, problems of trainees and try to find the way to solve these.

8. Rationalization:

For improving training effectiveness, training institutes must establish a linkage not only with their sister organizations and relevant department but also with educational institutions.

9. Team Work:

Dedicated, professional, target-oriented teamwork should be made. Build good relation among the colleagues. Exchange experience between public and private institutes about training. Introduce with relevant issue of abroad. Monitoring and evaluation system should be institutionalized.

7.3 Conclusion:

The study has examined the problems of training in Bangladesh. Different types of problems are creating obstacles in ensuring efficient and skilled employees in public organization. Rules and regulations are not properly maintained at public training institutes. Selection process is not merit and performance based because the system is manipulated by nepotism. Most of the training institutes are not financially developed enough. One reason for poor performance of training institutes in the country has been low caliber of trainers and the lack of professionalism and expertise among them. Besides the number of trainers are not adequate to handle the large number of trainees each year. In Bangladesh public servants are sent for training without pre-planning. So trainees often find their training most inappropriate with the jobs. The post-entry training and in-service training courses are not well integrated and scheduled. Unnecessary syllabus is another problem. Except for the foundation course, the other courses hardly serve any useful purpose. These only have catchy titles but in terms of contents there is little trainee can learn. Time management is one of the problems. Each of these courses features a clear lack of focus and is of short duration. There is absent of co-

ordination, collaboration and planning among the different department of training centre. Training programmes are carried out in complete isolation from the educational institute. Motivation, feedback, proper monitoring, collaboration, recreation, practical educations are not present there. Training at government institutes is useful but its utilization is limited because of absence of career planning. No effort was made to evaluate the effectiveness of existing programs. In this situation they cannot prove their efficiency. But we don't expect it. We should take steps to improve training system of public organization.

7.4 Implications for Future Research:

The study has worked on problems of training in Bangladesh: A study on public organization. The data and findings have identified the areas where improvement of public sector is required. Therefore, this study recommended that in-depth research based on the study can be commissioned. This will guide to the progress of a particular guideline for the improvement of public sector of Bangladesh. Future research may also be conducted to expose some of the important issues of training of Bangladesh public sector like motivation factor, foundation and others courses, rationalization, foreign training, course module of training programme etc.

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Annexure: Questionnaire

Questionnaire on Problems of Training in Bangladesh: A Study on Public Organization.

NameDesignationAge.....

Gender..... Educational QualificationExperience.....

1) In our country training system is more developed in private organization compare to public organization. Do you agree with this statement?

- (a) Strongly agree
- (b) Agree
- (c) Strongly disagree
- (d) Disagree

2) Is proper training given to those employees who are not skilled?

- (a) Yes
- (b) No
- (c) Sometimes

3) Should the duration of course be increased?

- (a) Yes
- (b) No

4) Is feedback always taken from trainees?

- (a) Yes (b) No

5) Are courses always related to their job?

- (a) Yes (b) No

6) Are all rules and regulations maintained properly in case of training?

- (a) Yes (b) No (c) Sometimes

7) Economy is an important factor to maintain any organization. Do you think this institute should be more financially developed?

- (a) Yes (b) No

8) Which reasons are responsible for inefficiency of employees?

- (a) Lack of related job experience
(b) Lack of proper training and knowledge
(c) Lack of practical education
(d) All of these

9) Should more skilled and professional trainers be increased?

- (a) Yes (b) No

10) Which things are needed to increase the efficiency of employees in training?

- (a) Employment of skilled trainers
- (b) Increase communication between educational and training institute educational and training institute.
- (c) Financially development
- (d) Job related training
- (e) Rationalization

11) Is teamwork helpful to increase the efficiency in training?

- (a) Yes
- (b) No

12) Are trainees always motivated?

- (a) Yes
- (b) No

13) Are public servants sent for training without pre-planning in most of the time?

- (a) Yes
- (b) No
- (c) Sometimes

19) Are foreign training opportunities available for all employees? Give your opinion.

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20) Are monitoring and evaluation system of training institutionalized?

- (a) Yes (b) No

21) Is there any scope for trainees to enhance their promotion/increment/ other facilities? If not, which step should be taken? Give your opinion.

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.....
.....

22) Identity 5 problems of training in public organization.

- (a).....
(b).....
(c).....
(d).....
(e).....

23) Give 5 measures to overcome these problems of training.

(a).....

(b).....

(c).....

(d).....

(e).....