

Organizational Effectiveness of BPATC: An Evaluation

Research Project Director

Dr. Md. Zohurul Islam

Research Associates

Mohammad Tazib Uddin

Mohammad Mamun



Bangladesh Public Administration Training Centre

Savar, Dhaka

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Dr. Md. Zohurul Islam
Mohammad Tazib Uddin
Mohammad Mamun
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ABSTRACT

Organizational effectiveness is the concept of how efficient an organization is, and to achieve the goal, what an organization intends to serve or produce. Organizational effectiveness is more important for non-profit organizations or service providing organizations. The effectiveness of an organization depends on its performance that is the fulfillment of the needs of the various stakeholders. The objectives of this study are: (i) to identify factors and its influence in terms of faculty perspectives on organizational effectiveness (BPATC), (ii) to identify factors in terms of trainees' perspective and its influence on organizational effectiveness (BPATC) and (iii) to provide managerial implication and policy suggestion for organizational effectiveness (BPATC). To obtain those objectives, this study adopted both qualitative and quantitative approaches. For quantitative study, two sets of questionnaires survey were done and for qualitative one, an open ended interview method was conducted to get information and valid data. It has 13 independent variables and every variable was measured at least by three items. The consistency of items was measured with Cronbach Alpha value as 'reliability test' and found variable items very much consistent. The variables are- 'strategic direction', 'external communication', 'long term orientation', 'competencies', 'customer focus', 'empowerment', 'integrity, leadership, motivation', training curriculum, 'training staff relationship', 'trainees' comfortability' 'training co-curricular facility' and organizational effectiveness. This study has 13 null hypotheses. Two regression equations were drawn and performed for testing hypotheses. Among the 13 independent variables along with 'organizational effectiveness' as dependent variable, it is found that four hypotheses were accepted according to standardized beta values with considerable level of significance. Accepted hypotheses are related to 'motivation', 'integrity', 'empowerment' and 'training staff relationship'. Principal Component Analysis was performed for factor analysis. PCA extracted four Factor Components which are related to trainees' perspective. Two regression equations were highly significant and explained as 79.5% ($p < .05$), 89.9% ($p < .05$) of total variance respectively. Thus, results indicate that variables have high association. This study provides managerial implications as well where transformation leadership with long tenure, motivated working staff with integrity, empowerment among employees, updated training curriculum and support staff relationship should be ensured with an emphasis. Nevertheless, small size of population and quantitative results rather than qualitative ones are some limitations of this study.

Key words: Organizational Performance, Leadership, Motivation, Training Curricula, BPATC

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CHAPTER ONE INTRODUCTION

1.1: Introduction

In an ever changing and competitive world, every organization, either private or public, for-profit or not-for profit, has to be responsive to its clients and to be creative and innovative in delivering a product or service that satisfies clients' needs in a distinctive way to achieve highest level of organizational effectiveness (OE). Organizational effectiveness refers to the ability of an organization to account successfully for its outputs and operations to its various internal and external constituencies (Gaertner and Ramnarayan, 1983).

Organizational effectiveness is the concept of how efficient an organization is, and achieving the goal, what an organization intends to serve or produce. Organizational effectiveness is equally crucial for both non-profit organization and service providing organizations. According to Richard et al. (2009), organizational effectiveness captures organizational performance and the myriad internal performance normally associated with more efficient or effective operations. Moreover, other external measure for organizational effectiveness that relates to considerations with the economic valuation is customer satisfaction. Miller and McCartney (2010) argue that, organization's performance is one of the indicators of organizational effectiveness. Successful organizations sustain their performance over time irrespective of conducive or volatile environment.

The effectiveness of an organization depends on its performance that is the fulfillment of the needs of the various stakeholders. An effective organization successfully addresses the ever changing demands of the clients. Organizational performances of the public agencies whose actions are regulated by the government, are not necessarily measurable in terms of financial quantities. Although government investments in research and training institutes are substantial, efficiency and effectiveness in the output of training and research by public organizations have seldom been investigated. This is true for Bangladesh Public Administration Training Centre (BPATC), a premier training institution in Bangladesh.

Today's organizations are under pressure to excel and flourish simultaneously in such a competitive era. This competitiveness requires good practices of HRM in organization. Therefore, organizational effectiveness depends on greater perspective of organizational behavior (OB) and strategic HRM. Strategic HRM deals with strategic direction of an organization which also includes vision, mission and leadership to motivate employees towards obtaining organizational goals and objectives within targeted time. On the other hand, organizational behavior shapes organization a perfect one with work culture, work environment, employees' integrity and work ethics. This leads to job satisfaction at work place among the employees. Job satisfaction mostly derives from job environment (Hoppock, 1935) that deals

with employees' psychological feelings at work place. In this particular, Herzberg (1959) has identified two factors affecting job satisfaction namely 'hygiene factor' and 'motivator factor' at work place. Bribbin (1972) has recognized job satisfaction as feeling of work itself, supervisors, working groups, organizations, even family life as well. Seal and Knigh (1988) have identified psychological point of view that job satisfaction is the process of emotional or evaluation from employee's perspective as well as job itself.

BPATC is a non-profit and service-oriented organization. It imparts training to the government officials and conducts research on development administration, management, development economics and a wide range of socio-cultural issues. The Centre is also mandated to provide consultancy services to the government.

Since its inception, BPATC has conducted around 150 studies on different fields. The list of research includes human resource management, local government, rural development, poverty alleviation, environment, and gender and development. Only three studies, however, sought to highlight the performance of BPATC. Anisuzzaman et al. (1989) conducted an evaluation study on BPATC Phase-II project. The study found PP of BPATC not adequately noticing the objectives of the World Bank Staff Appraisal Report (SAR). Also, the project did not make any realistic projection about possible annual intake in BCS cadres. The study further observed that performance of BPATC was quite satisfactory in comparison to those of erstwhile NIPA, COTA and BASC. The investment of the project was cost-effective but Technical Assistance earmarked for BPATC was not properly scheduled. Moreover, the fellowship program was not implemented which hindered faculty development of BPATC. Although the study highlighted some issues relevant to implementation of BPATC Phase-II project it did not make any significant attempt to assess the organizational effectiveness. Moreover, it suffers from methodological limitations as the researchers only consulted the secondary documents. No steps were taken to get opinion from key stakeholders and experts.

Alam et al. (1996) conducted a study on public sector training institutions of Bangladesh which included 40 training institutes. While addressing BPATC, the study only provided a brief description of BPATC's physical facilities, personnel strength and training achievement in quantitative term. No analytical view about performance of BPATC was found this study.

Halim and Imam (1997) carried a study on sustainability of BPATC Project. The study found that BPATC project was cost-effective in terms of input-output and physical infrastructure. The project achieved the yearly training target except FTC but could not achieve the faculty development targets. As there was no career development plan for the faculty, the study found them suffering from frustration. Despite pointing out some important issues relevant to sustainability of BPATC project, the study did not properly address the organizational effectiveness of BPATC. Considering gaps found in mentioned researches, the proposed study intends critically to look into this issue and provide feedback in order to improve its performance in the field of training and research.

1.2: Problem statement of the Study

Bangladesh Public Administration Training Centre has the legacy of designing and organizing various training programs and, therefore, it imparts administrative and management training to build up public sector officials with requisite knowledge and skills apart from conducting research on burning issues relating to public administration, management, training & development and development administration. Experiences show that BPATC has no regular effective institutional development program of its own. Training programs are not based on empirically analyzed training needs. Post-training utilization (PTU) of different courses is not carried out on regular basis. Though few studies were conducted on PTU of FTC, findings were not properly reflected in the following foundation training curriculum. Therefore, there is a lack of practice in bridging research and development and curriculum development. Systematic human resource development is important for organizational effectiveness. But human resource development program (HRD) at BPATC is not that much realistic to focus on career development of the faculties. Consequently, level of dissatisfaction and turnover among the staffs is high in BPATC. On the other side, material resources are also underutilized which is exemplified in well furnished International Training Complex being built. Though operational cost mammoth but there is no international profitable course offered. Apart from this, no empirical study has been conducted on trainees' satisfaction by the Centre.

1.3: Rationale of the Study

An effective organisation requires both a focus on organizational strategy and its progressive culture. Such an organisation has a clear strategy that is well known and understood by all members of the organisation as well as a culture that not only gives members the freedom to use their intelligence, skill and expertise in pursuit of strategy, but also ensures employees' engagement and commitment which are very much essential for organizational success. Further, the structure of the organisation is flexible with an emphasis on development through team rather than preserving the status quo through rigid hierarchies (Pearson, 1992:16).

Study on organisational effectiveness (OE) is a neglected area of training institutes both in public and private sectors perhaps because of its technicalities or lack of expertise of trainers of training institutes. Bangladesh Public Administration Training Centre is considered as an apex training institute in the country. Public service delivery is getting soaring impetus in new dimensions across the globe. Bangladesh government is also on a consistent way to meet the citizens' need by ensuring their service demand. But institutes need organizational preparedness. So measurement of organizational effectiveness is a must to ensure preparation to meet the newly emerged demand. But without conducting a study on its organisational effectiveness, it is simply impossible to make it an innovative and effective organisation in order to satisfy the needs of its clients. Despite the difficulties in conducting a study on organisational effectiveness, BPATC needs to show evidence through comprehensive study in support to its claim as an apex training institution.

1.4: Research Questions

The success of a training organization is the total effort of faculty development, training programmes, training curricula, training facility, strategic direction, leadership, employee motivation, empowerment, orientation, organizational integrity and so on. Nevertheless, customer satisfaction is one of the most significant elements for organizational effectiveness. Trainees from different courses are the customers of BPATC. Thus, their satisfaction has an impact on organizational effectiveness. As we discussed earlier in problem statement section as well as rationale, the study aims to respond to the following research questions:

- i) Does strategic profile (strategic direction, external communication, long term orientation, core competencies and customer focus) matter on organizational effectiveness (training organization, BPATC)? If so, to what extent does organizational effectiveness depend on strategic profile?
- ii) Does organizational culture profile (empowerment, organizational integrity, leadership and motivation) of BPATC matter on organizational effectiveness (training organization, BPATC)? If so, to what extent does organizational effectiveness depend on organizational culture profile?
- iii) Does training curricula and training facility matter on organizational effectiveness? If so, to what extent those components are impact on organizational effectiveness?
- iv) Is there any relationship between strategic profile, organizational culture profile and organizational effectiveness?
- v) How BPATC would be a centre of excellence? What are the indicators of centre of excellence?

1.5: Research Objectives

The overall objectives of this study are to identify factors which have impact on organizational strategic direction, communications, long term orientation, competencies, customer satisfaction, employee empowerment, integrity, leadership and motivation. It also encapsulates training curriculum, training staff relationship, and some extra co-curricular training facility on organizational effectiveness in BPATC. The specific objectives are:

- i) to identify the factors and their impact on organizational effectiveness of BPATC;
- ii) to measure training effectiveness as means of organizational effectiveness at BPATC;
- iii) to identify some strong and weak points as a means of 'centre of excellence' of BPATC; and
- iii) to visualize managerial implications and provide policy suggestions for organizational effectiveness of BPATC

1.6: Scope of the Study

This study is basically focused on Bangladesh Public Administration Training Centre. BPATC is a leading and apex training organization in public sector of the country. Therefore, this study has given a look on ‘organizational strategy profile’; ‘organizational cultural profile’; ‘HR turnover participation and rate’; ‘trainees views regarding BPATC performance’; and ‘training and research performance in-terms of number’.

1.7: Limitation of the Study

The set of questionnaire is used for this study. This study has surveyed questionnaire with faculty members though all the faculty members were not covered. In BPATC, there are almost 100 faculty members out of which 48 questionnaires were collected from the faculty members. There are also a number of training staff who are directly and indirectly involved with training courses and programmes. But this study did not cover much response from support staff level employees. This study has identified variables impact on organizational effectiveness though it did not show demographic impact on organizational effectiveness. In perception, accommodation size, environment, AC room, Non- AC room and other physical facilities matter for the success of a training course or program. But this study did not include demographic information as a predictor variable. HR turn out rate in this study was not calculated according to formula. Result has been shown on the basis of yearly left per cent value. Data have been taken from the participants who attended ongoing training courses, rather than who received training earlier. Consequently, only on campus survey was done only.

1.7: Structure of the study

This study report consists of six chapters. Chapter one deals with introduction of the study while chapter two illustrates organizational profile/overview of BPATC. Conceptual literature, concept and constructs, hypotheses development are discussed in Chapter three. Research methods and materials of this study are presented in Chapter four. Data analysis, study results and discussions are highlighted in Chapter five. Finally, Conclusion and recommendations are drawn in Chapter six.

CHAPTER TWO OVERVIEW OF BPATC

2.1: Introduction:

Bangladesh Public Administration Training Centre (BPATC) is the apex training institution in Bangladesh where almost all BCS cadre officials and non-cadre officers belonging to various departments, autonomous, semi-autonomous and non-government organizations are imparted training in an excellent environment. Government Officials are entrusted with the constitutional obligation to deliver effective service to the citizens at any time when required. So, government of Bangladesh has given priority on human resource development (HRD) through training for the civil servants to keep abreast with the new knowledge, skills and attitudes so that they can deliver effective and need-based service to the clients. Corresponding to the priority of the government, Bangladesh Public Administration Training Centre (BPATC) established under Bangladesh Public Administration Training Centre Ordinance (Ordinance No. XXVI) by amalgamating four former training institutes of Government (BASC, NIPA, COTA & STI) as an autonomous and non-profit and service-oriented organisation, imparts career development training to the civil servants of all levels both at home and abroad. The centre is headed by Rector who is, traditionally, an experienced Secretary to the Government. Rector is supported by six Member Directing Staff of the rank of Additional/Joint Secretary to the Government or of equivalent level. Each division consists of a number of departments headed by directors of the rank of Deputy Secretary/Equivalent. Deputy Directors, Assistant Directors, Librarian, Medical Officers, Assistant Systems Analyst, Programmers, Assistant Programmers, Publication Officers, Research Officers and Evaluation officers etc. work under the guidance of the directors. BPATC enjoys substantial autonomy in both financial and administrative matters. The thirteen-member Board of Governors (BOG) chaired by a Minister provides general policy guidance as and when required. Since the inception, BPATC has been at the forefront of the development of public sector executive of the country. So, the Centre conducts four core courses namely Foundation Training Course (FTC) for new entrants in Civil Services & Assistant Judges, Advanced Course on Administration and Development (ACAD) for Deputy Secretaries and equivalent officers, Senior Staff Course (SSC) for Joint Secretaries and equivalent officers and Policy, Planning and Management Course (PPMC) for Additional Secretaries. As a result, we expect that, Bangladesh will achieve vision 2020 of becoming middle-income country and a developed one by 2041. The core spirit of our struggle for freedom and the great liberation war is to build a glorious nation, a developed and prosperous Bangladesh, free from all sorts of exploitation and injustices. BPATC, in its all activities, always nurses and nourishes this philosophy for developing patriotic competent and professional Civil Servants dedicated to the nation and strive to infuse those among the stakeholders effectively. So the Vision of BPATC is; "BPATC becomes a centre of excellence for developing patriotic, competent and professional civil servants dedicated to public interest".

BPATC is committed to achieve the shared vision through:

- ❖ developing competent and professional human resources by imparting quality training and development programmes;
- ❖ conducting research, publishing books and journals and extending consultancy services for continuous improvement of public service delivery system;
- ❖ establishing effective partnership with reputed institutions of home and abroad for developing organisational capacity; and
- ❖ promoting a culture of continuous learning to foster a knowledge-based civil service.

Core values of BPATC as a public sector human resource development organization:

As an apex training organization BPATC maintains some core values i.e. discipline, integrity, inclusiveness, professionalism, learning for results, innovations and team spirits. It upholds discipline of the highest order in every step of its activities and it demonstrates patriotism and ethics in activities. Moreover the organization is committed to achieving a diverse and highly professional workforce at all levels of the organisation and to ensure equity and equal opportunities for all irrespective of faith, creed, ethnicity, language, age, race, gender and physical infirmity. BPATC shows leadership and strives for excellence in its activities by means of professionalism and competencies. It fosters *esprit de corps* in activities and shares achievements as well as failures among the officers.

2.2: Development of BPATC as a training organization

In 1983 the government initiated a project titling `Public Administration (Training, Personnel and Management) Project supported by World Bank worth amount of 12.0 million US dollar. According to the project document, it would assist the Government in increasing efficiency in the country's public administration by developing a cadre of professionally trained and qualified public servants through: (a) improvements to the existing public administration training facilities and programs at the Public Administration Training Center (PATC) and its regional centers; (b) the installation of a modern Personnel Management Information System (PMIS); and (c) improvements in administrative systems and procedures, and organizational development through a new Management Services Wing (MSW) in the Establishment Division. Part (a) above would include an expansion of PATC's capacity through the constructing, furnishing and equipping of additional buildings and upgrading the quality of PATC training through (i) overseas fellowships, internships and seminars, (ii) technical assistance to improve curriculum, course content and teaching methods, (iii) a faculty research and case development program, and (iv) supply of equipment and instructional materials. Parts (b) and (c) would be accomplished through technical assistance for (i) establishing PMIS and MSW and (ii) project implementation and evaluation. The project would also include financing of incremental staff salaries, student stipends and training allowances.

Consequently, Bangladesh public administration training centre (BPATC) was established by an Ordinance in 1984 as an autonomous body by amalgamating the then Bangladesh Administrative Staff College (BASC), National Institute of Public Administration (NIPA), Civil Officers' Training Academy (COTA) and Staff Training Institute (STI). The ordinance has given BPATC to perform as many as eleven specific tasks. These are-(*a*) to equip senior public and business executive of Bangladesh for their role in a dynamic and developing society (*b*) to impart in-service training to persons in the service of the Republic and of local authorities (*c*) to provide foundational training to the officers of different cadres and sub-cadres of Bangladesh Civil Service (*d*) to provide foundational and refresher training to non-cadre officers of the Government (*e*) to organise research publication on public administration and development (*f*) to publish books, periodicals and reports on administration and development (*g*) to establish and maintain libraries and reading rooms (*h*) to advise the Government on any specific problem of administration and development as and when referred to it (*i*) to prescribe courses of training (*j*) to grant certificates to persons who have undergone training at the Centre and (*k*) to do such other acts and things as may be considered necessary for carrying out the purposes of this Ordinance.

Moreover the Martial Law committee popularly known as 'Enam Committee' has proposed ministry of public administration to established public administration training centre to perform the following duties:

1. To determine training needs of Senior Administrators and top executives in Government and Autonomous Organizations and public Enterprises.
2. To advise Government in determination of training policies and in matter of selection of participants of various courses.
3. To prepare training calendar, curricula and time tables and maintain close liaison with Government.
4. To conduct long regular training courses, short courses, MDP courses and special courses and arrangement of boarding and lodging for participants.
5. To organize and hold Seminars, conferences and workshops and establishment of linkage with sister organizations.
6. To organize and conduct Field Research, Follow-up and Feedback Programme.
7. To organize and conduct research in the research and Development Cell for improving training techniques and methodology.
8. To evaluate individual performance of participants and submission of reports to Government.
9. To organize Centre Library and acquisition of books, journals, publications etc. to provide reading materials.
10. To publish centre journals, research materials, case studies, etc.

11. To conduct research in public administration.
12. Provide consulting service to Government.
13. To provide and to assist others to provide training in public administration to select Government officers with a view to:
 - a. Increasing their knowledge of modern management.
 - b. Helping them to use new approaches, skills and techniques.
14. To publish studies and other materials on Government structure and administration
15. To develop and publish indigenous teaching and reference materials.
16. To stimulate a professional approach towards public administration and the publication of journal.
17. To create in form and a spirit of Public Administration which possess the dynamism in keeping with the development needs of the country to overcome low reliance and confidence based on achievements and which has the drive and strength required for accelerated growth of the economy.
18. To motivate the civil servants as catalytic agents of change, responsive to the countries' economic and social imperatives.
19. To create the capability within the Secretariat of the Establishment Division to formulate and promote necessary administrative reforms compatible with the state policies.
20. To provide basic training known as the foundation course to fresh entrants to various cadre services recruited by the Public Service Commission.
21. To organize short in- service refresher courses for junior and mid level executives drawn from various Government Departments and Sector Corporation.
22. To conduct research and provide consultancy services with approval of the board of Governors/Establishment Division in areas relating to public administration, training and development administration.
23. To act as the Directorate of Staff Training for the country.
24. To inspect, supervise and coordinate the activities of the branches of the centre at the field level.
25. To organize small research work on Personnel Management and to ensure publication of a professional bi-annual journal in personnel Management and Training.
26. To ensure foundation, in-service, refresher and orientation training courses for the call-ii officers and non-Gazetted staff of the Government.
27. To take steps to evaluate the training programmes and assess the training need.
28. To organize in service skill development and conversion courses in typing and shorthand.
29. To organise in-service training course for the non gazette officials of the concerned Division.
30. To assist Regional PATC, Dhaka in evaluating the training activities and help publication of Centre Journal by contributing writings.

31. To organise skill development and conversion courses in short-hand and typing through in- service training of typists, Steno-typists and Stenographers of various Government Departments.

2.3: Bangladesh Public Service Commission

After restructuring the Bangladesh Civil Service, Bangladesh Public Service Commission (BPSC) has promulgated its recruitment rules in 1986 where it stated that Cadre officers must complete a four- month long foundation training course carried out by Bangladesh Public Administration Training Centre or any other organization determined by the government. It is notable that BPSC has given priority to BPATC for foundation training for the members of the civil service.

In particular BPATC has its own Ordinance 1984, No. XXVI and stated that BPATC is responsible to provide training to the senior public and business executive as well as newly recruited BCS officials along with non-cadre officials. Moreover, Ordinance has empowered to the centre to provide consultancy on any specific issues and give suggestions to the government. It also highlighted on research and publication related to administration and development (BPATC Ordinance 1984).

Above mentioned documents have given mandate to BPATC i.e. imparting training, workshop, seminar, conducting research, providing advocacy service to the government, establishing and maintaining library, publishing books and journals and periodicals etc. So to indentify the effectiveness of BPATC, we ought to address the above mentioned areas meticulously.

2.4: Second Phase of BPATC

Second phase of project dealt with building a multipurpose building (auditorium), service buildings like bank, post office and other physical facilities for the trainees' and staff of BPATC. Second phase project had completed in time.

2.5: Third Phase of BPATC:

The name of the project is "Strengthening of Bangladesh Public Administration Training Centre (Phase-III) Project". Though the project was under the ministry of Public administration ,the executive agency was BPATC, Savar, *Dhaka*. Total cost was 7300.00 lakh taka and the project period ranged from 07.01.2009 to 09.03.2015. The core objectives of the project were:

- a) To pursue the Vision 2021 through capacity building of the members of Bangladesh Civil Service (BCS).
- b) Develop and enhance skills and overall capacity of Faculty Members of BPATC and concerned officials (From the PMO, MoPA, Cabinet Division, Planning Commission, IMED, Finance Division and ERD) to contribute to good governance and thus to achieve the MDGs.

- c) Conduct research on different pressing issues on Public Administration, Development Administration, New Public Management, Total Quality Management(TQM), Information & Communication Technology (ICT), Environmental Management, Poverty Reduction Strategies, Disaster Management, Social and Behavioral Science, Gender & Development etc.
- d) Facilitate international exposure to participants of BPATC core courses and concerned Faculty Members to gather experiences of best practice of Public Administration from developed and developing countries.
- e) Organize international and regional seminars/workshops/training programmes on different contemporary issues to focus International Training Complex (ITC) of BPATC as a centre of excellence.
- f) Establish linkages with other national and international training institute including specialized centres related to public administration and management.

From the PCR (Project Completion Report) it has been noted that project was completed in due time as well as commencement. Moreover, all the set objectives were, more or less, achieved in line of the DPP. Under this project, 126 faculty members and concerned officials along with related trainees have received a global experience and latest knowledge through foreign exposure which is essential for better service delivery system for the citizens. Competent officers have been groomed well for meeting the challenges of the 21st century and achieving the goals of the Vision 2021. As a result, the country has already been recognized as lower middle income country by the World Bank and contribution of the civil service officers is undoubtedly enormous in attaining this feat. In this way, each and every set objective was attained through the activities of the above mentioned project.

2.6: Training at BPATC

According to the Ordinance, the Mandate of BPATC includes the right of Training, Research and Consultancy. BPATC is responsible for ensuring training for all cadre officials as well as non-cadre officials and even for the staff through its regional centres properly known as RPATC. For discharging its responsibility and duties, in case of training part, BPATC carries out training for civil servants through four core courses namely Foundation Training Course (FTC), the Advanced Course on Administration and Development (ACAD), the Senior Staff Course (SSC) and the Policy Planning and Management Course (PPMC). The Centre also organizes special training courses and programmes on specific and special grounds. Lunch-time Dinner-time courses are also designed for the secretaries/Senior Secretaries to the government. This course focuses on national, regional and global policy issues relating to social and economic development and public sector management. The Centre has entrusted with imparting training for the Cadre Officials, it also conducts some special and customized foundation training courses (SFTCs) and short courses for ensuring competent and effective public servants. BPATC also

arranges workshop/seminar/symposium, and refresher courses on the basis of needs and requirements.

2.7: Training Performance at BPATC

BPATC has conducted 822 training courses since its inception in 1984. The total number of targeted participants in these courses was **40366** but the total number of participants attended the courses were **37917**. So, the rate of achievement is **93.93%**. The following table can be consulted to see the training achievement and performance of BPATC from the perspective of the nature of the courses since 1984-85 to until June 2017:

Table 2. 1 Training Achievement since 1984-85 to until June 2017

Name of the Courses/Workshops/Seminars/ Conferences	Total No. of Courses/Workshops/Seminars/ Conferences Held	Targeted No. of Participants	No. of Participants Attended the Course	% of performance
Foundation Training Course (FTC)	64	13147	13390	101.84%
Special Foundation Training Course (SFTC)	19	3978	3364	
Advanced Course on Administration and Development (ACAD)	115	2899	3124	116.04%
Senior Staff Course(SSC)	81	2013	1714	85.15%
Policy Planning and Management Course (PPMC)	14	275	241	87.63%
Total Core Courses	293	22312	21833	97.85%
Other Courses (SFTC, Short Courses, Special Courses etc.)	529	18054	16084	89.08
Grand Total	822	40366	37917	93.93%
Workshops/Seminars/Conferences	268	-	15202	

Source: PPR, BPATC

2.8: Institutional Linkage: National and International Level

BPATC has some joint programs with different training institutes, universities at home and abroad for conducting training courses, seminars and workshops. The main objectives of this linkage programmes are to share knowledge and to understand organizational capacity for delivering efficient service towards the citizen through public sector officials. Some of the collaborative organizations home country and abroad names are given here:

BPATC's Collaboration with National Level

- Anti-Corruption Commission (ACC)
- BRAC University, Bangladesh
- Bangladesh Election Commission (BEC)

- Bangladesh Tele-communication Regulatory Commission (BTRC)
- Access to Information (a2i), PMO
- UNICEF Bangladesh
- Suchona Foundation

BPATC's Collaboration with International Level

- National Institute of Development Administration (NIDA), Thailand
- Beijing Administrative College (BAC), China
- Australian National University (ANU)
- Sri Lanka Institute of Development Administration (SLIDA)
- National School of Public Administration, Italy
- NUFFIC, The Netherlands
- Food and Agriculture Organization (FAO)

It is needless to say that development is a continuous process and ever changing issue. As an apex organization, like BPATC needs to take necessary measures for coping up with this changing process and making the faculties effective and competent, so that they can uphold its mission, vision and discharge their duties according to international standard. It has some future plans and strategies such as:

- Strengthening capacity of existing RPATCs and establish RPATCs in new divisions;
- Capacity enhancement of the faculties;
- More collaboration with regional and international institutes and Universities;
- Introducing short courses, diploma, PGD and Masters programs for the members of public service.

2.9: Research and Publication Performance

Research and Publication is another core activity of BAPTC according to its Ordinance. This activity is maintained and monitored by Research and Development (R&D) department which is under the Research and Consultancy Division. Since the inception of BPATC in 1984 to financial year 2016-2017, one hundred and seventy (170) research projects have been carried out. Among these 170 research projects, 166 projects have been completed and 4 of them are ongoing. Most of the researches were conducted by its faculty members. But other than faculty members, some researches were also been administrated by eminent academicians and concerned experts.

The issues or subject matters of the said 170 research works are varied. Most of the researches were carried out on Training, Government Organization/ Policy Issue, Poverty and Economics/Trade. Other notable areas of the researches are Gender, Agriculture, Law, Education, Environment, Social Structure, HRM and MIS etc. The following Table shows the total research works done by the Centre and its areas since 1984.

The subject matters of these researches cover a wide range of disciplines. According to its subject matters, the list is given below:

Table 2. 2: Number of Research Projects from 1984 to 2015

Sl. No.	Subject	Number
1.	Training (TNA/Follow-Up Study/Performance Appraisal)	63
2.	Agriculture	4
3.	Gender	6
4.	Law	5
5.	Poverty	14
6.	Govt. Organization/Policy/ Sections	29
7.	Education	4
8.	Economics/Trade	11
9.	Environment	9
10.	Social Structure	8
11.	Human Resource	7
12.	MIS	6
	Total =	166

Source: Research Branch, BPATC

There is a research policy of the Centre. Research section coordinates all research activities both funded by the revenue budget of the Centre or of development budget. It includes from invitation of research proposal to submission of final research report. According to the policy, a research committee supervises the overall management of the research activities. The Research Committee is headed by the vice-chancellor of Jahangirnagar University. All the MDSs (Member Directing Staffs) are the internal members and another two experts, nominated by the Board of Governors, are the external members of the committee. The Director, Research and Development acts as the member secretary of the committee. The research section provides the secretariat support to the Committee.

2.10: Publication Performance at BPATC

Publication is also one of the prime tasks of BPATC. For carrying out and look after the publication activities, BPATC has publication section. Deputy Director, Publication is the head of this section who works under the direct supervision of Director Research and Development. According to the Publication Policy of the Centre, the Publication Section does the following functions: a) Preparation of publication programme of the Centre, b). Publication of BPATC English and Bengali journals, c) Publication of Training Calendar, Annual Reports etc; d) Printing of all books, forms, cards etc. required by the Centre, e) Supervision of all printing works on behalf of the Centre and processing of printing bills for payment, f). Maintenance of the stock of books, journals, bulletins etc., g) Maintenance of a Sales Centre for the BPATC priced publications, h) Maintenance of accounts relating to earnings from sale of BPATC publications and deposit of the sale proceeds to the Accounts Section of the Centre, i) All matters connected with the procedures for publication, fulfillment of requirements of the Press and Publication Ordinance and other relevant laws, regulations and executive orders, j) Promotion of sales of BPATC publication and k) Maintenance of up-to-date mailing list.

The section, basically, runs by its policy. The objectives of the Publication Policy are: to select quality and impartial scripts for publication, to develop quality of publication, to motivate the members of the faculty for writing articles and books, to ensure proper utilisation of allocated funds for publication, and to suggest/procure related reference books to support the training programmes of the Centre.

According to the Publication Policy, publications of the Centre are of two types: 1) Professional manuscript and 2) Non-professional manuscript Publication Committee of the Centre ensures proper utilisation of the allocated fund for publication. This committee determines whether books, seminar papers and reports are appropriate for publication. It also considers the research reports recommended by the Research Committee of the Centre for publication. The following Table 2.3 shown reports and publications were published under the year 2016-2017.

Table 2. 3: Publication Performance at BPATC

S.L.	Name of Publications	Number of Publication	Number of Copies of each Publication	Total Number of Copies Published during the year
a.	Bangladesh Journal of Public Administration (BJPA) Volume XXIV Number II 2016	01	500	500
b.	Bangladesh Lok-Proshashon Potrika 16th Year Issue	01	700	700
c.	Lok-Proshashon Samoeeky, issue 66th	01	700	700
d.	Annual Report 2015-2016	01	700	700
e.	BPATC Training Calendar (2016-2017)	01	700	700
f.	RPATC Training Calendar (2016-2017)	01	1500	1500
g.	BPATC Flyers	01	2000	2000
h.	FTC Flyers	01	1000	1000

In order to ensure a wide circulation of Centre's publications, different reports and books are sent to different districts and upazilas of the country. Money receipts on account of these publications are forwarded to Finance division of the Centre. But the section is currently suffering from the following setbacks: a. lack of adequate number of quality writings and b. delay in Publication usually for not getting manuscripts in time.

2.11: Library Performance at BPATC:

Library and Training Aid (LTA) is an important department of the Research and Consultancy division. There are two branches of the department: (a) documentation and (b) audio visual and reproduction.

The library plays an important role to achieve the goals of training. Collection of relevant books, journals, magazines and other reading materials and processing these for the readers are the main tasks of the library. During the financial year 2016-17 books, newspapers magazines etc. were purchased for the library. Besides, the library received a good number of books, journals, workshop proceedings, conventional and non-conventional research reports, annual reports, newsletters and magazines as complimentary copies through exchange programmes with various local and foreign organizations.

Reference collection of the library is very rich. More than 135 encyclopedias are available in the library. In addition to these, a huge number of reference-related books are accessible in the library. The library staff is committed to responding to the queries to check various reference citations of the readers.

The library remains open from 8.00 a.m to 10.00 p.m without any break from Sunday to Thursday and from 4.00 pm to 6.00 pm on Friday and 6.00 pm to 10.00 pm on Saturday. A large number of readers use the library regularly. Approximately, 2,750-books were issued to the readers in the financial year 2016-17. Every faculty member can borrow 10 books while a trainee can borrow 4 books at a time for one month.

Except the books issued, the trainers and trainees can read a good number of leading dailies. A total of 13,368 copies of 17 dailies were kept in the library in the financial year 2016-17. Moreover, 5 selected dailies are preserved in binding form for various reference and research purposes. The library also subscribes to international magazines such as the Economist, Times, Reader's Digest and National Geographic etc. The Library is the subscribers of some renowned journals namely Proshikhyan, International Review of Administrative Science etc.

One of the important collections for the trainees, faculties and researchers in the library is paper clippings. Paper clippings are being kept on 123 topics. These are very helpful for preparing various assignments, research works and seminar papers of the trainees and members of the faculty. The library has opened a bureaucrat's book corner where the works of the civil servants of Bangladesh are available. Very recently, a book corner on the great liberation movement of Bangladesh has also been opened in the library. Library also preserves the omnibuses and seminar papers and souvenir of different core courses as ready- references for the readers. BPATC library is a member of AMDISA. The library is also a corporate member of the Bangladesh Society for Training and Development.

The audio-visual and reproduction (AVR) branch of the library is equipped with the high standard AVR equipments to provide technological support in the academic sessions, seminars, workshops etc. of the Centre. Two modern language laboratories are equipped with all sorts of audio and video support and computer facilities so that the participants can enhance their language skills. The two laboratories together can accommodate 80 participants at a time. In addition, BPATC library, on and often, supports conducting online training sessions, video conferences by providing multimedia, large screens and other modern equipments. Services delivered by the AVR branch during the financial year 2016-17 are listed in the following two tables:

Table 2. 4: Process of Training Aids and Reproduction

SL.	Description of work	Volume of work
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No.		
1.	Output from 4 photo copiers	9,04,632 pages
2.	Output from 5 duplicators	17,16,538 pages
3.	Spiral binding	187 Books

Source: Library, BPATC

2.12: Financial Performance at BPATC

According to organizational performance, financial performance is one of the most important component to measure organizational performance and this component is also prominent organizational resources as well. BPATC finance is basically divided into three parts such as 'HR maintenance, material resource maintenance and organizing training courses.

Bangladesh government has allocated its budget as a revenue source of income, and according to BPATC activities and its functions financial resource is allocated as per activities. The principal cost is for Human Resource maintenance, and rest are for training and development purposes. However, the figures of its budget for the last 10 years are given below, to measure financial performance.

Table 2.5: Year-wise Financial Performance at BPATC

FY	Total Income (000)Tk.	Total Expenditure (000)Tk.	% (000) Performance
2008-2009	167114	162560	97.27
2009-2010	228988	228859	99.94
2010-2011	297174	286949	96.55
2011-2012	299121	265011	88.59
2012-2013	311456	290428	93.24
2013-2014	366188	338865	92.53
2014-2015	458070	436069	95.19
2015-2016	540971	520872	96.28
2016-2017	619411	588919	95.07
2017-2018	1130974	1065361	94.19

Source: Finance Section, BPATC

2.13: Human Resource Management (HRM) Rules at BPATC

As an autonomous apex institution, BPATC is run and guided by *Probidhan mala* (*Probidhan mala can be understood as a guidelines for HR requirement and career promotion*). Thus, the mother law, the *Probidhan mala* and HRM strategy are the key indicators for observing its organizational capacity, effectiveness and efficiency. The BPATC *Probidhan mala* is divided in 12 chapters. According to it, the Centre is headed by a Rector who is a senior Secretary to the Government followed by Six Members Directing Staff (MDS) of the rank of Joint Secretary to the Government and they supervise the following six divisions: 1. Management and Public

Administration; 2. Programme & Studies and Regional Centres; 3. Development Economics; 4. Research and Consultancy; 5. Development Projects and 6. Management and Development.

As per the *Probidhan mala*, BPATC enjoys substantial autonomy in both financial and administrative matters. The twelve-member Board of Governors (BOG) chaired by a Minister provides general policy directions as and when required. BAPATC has in total 650 sanctioned posts, among them 120 for Class-I, 24 for Class-II, 235 for Class-III and 271 for Class-IV where up to 30 June 2016, 28, 02, 43 and 66 posts are vacant respectively against the posts cited. According to *Probidhan mala*, in the class-1 posts around 60% officers are appointed by direct recruitment and the other 40% appointed on deputation from different cadre services. Therefore, BPATC has good HRM policies in written. Faculty is blend with own having theoretical knowledge, and deputed faculty with having practical knowledge and skill. Therefore, all the faculty members of BPATC are skilled and experienced in their respective area. Most of them have either higher degree or training from abroad.

2.13: BPATC Human Resource (HR) Turnover Rate of Own Recruited Officer/Faculty

Generally, to find out HR turnover rate yearly, the common formula is turnover rate by dividing the number of employees who left from the organization divided by the total number of HR at the beginning of the period. This output is denoted as percentage value. On the other hand, turnover rate is basically calculated by dividing the total number of employees leaving by the average of the number of employees at the beginning of the period and at the end of the period.

BPATC is trying to find out the turnover number or percentage not yearly, it is on the basis of batch or cohort wise. Officers (who are recruited specially for BPATC) who have recruited for BPATC organization with their beginning year and ending year as fixed 2017 December.

BPATC is an autonomous organization in its financial and HR matter to some extent. As it has '*Probidhan mala*' approved by GoB and as per direction given in that *Probidhan mala*, BPATC authority does practice HR. Up to mid level officers are allowed to be recruited with the clearance from concerned ministry (Ministry of Public Administration). Year wise recruitment, especially the faculties is given in the following Table and calculated turnout rate by applying formula.

Table 2. 4: Own recruited faculty turnover rate

Yr/batch intake	No. of faculty joined	No. of faculty left	Continuing in service/actual no. of faculty (2017)	% of left faculty member (2017)
1985	9	5	4	(55.55%)
1987	2	-	-	-

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1992	3	1	2	(33.33%)
1993	5	1	4	(20.00%)
1995	3	2	1	(66.66%)
1995 (2nd)	3	0	3	-
1997	6	4	2	(66.66%)
2000	9	6	3	(66.66%)
2005	9	8		1 (88.88%)
2015	14+4=18	4	14	(22.22%)

Formula for calculation turnover:

2.14: Relationship PATP and BPATC

Public Administration Training Policy (PATP) was formulated in 2003 by the Ministry of Public Administration, the then Establishment Ministry. PATP is one of the major policy guidelines provided by BPATC to the government. BPATC is mandated to offer advisory services in administration and development to the government as it is supposed to act as the think- tank of Bangladesh Govt. According to article 21 of the Constitution, every person in the service of the Republic has a duty to strive at all times to serve the people. Therefore, providing service to the people is a constitutional obligation for every public servant of Bangladesh. In conformity with democratic principles, people are regarded as the most important resource in Bangladesh as in other democratic countries. As training is one of the major instruments for human resource development the government has declared its firm commitment to gearing up and orienting training activities in order to enhance administrative and management capacity, augment productivity in all sectors, alleviate poverty, reduce unemployment and achieve sustainable and balanced development having due regard to the goals and objectives of development plans of the government. For this reason, in PATP, training gets the priority for making public servants pro-people.

The mentionable main objectives of the PATP are:

- i) To enhance the capacity of the public administrative system to analyse, develop and implement national policies, plans and programmes;
- ii) To build an effective and innovative, accountable and transparent honest and committed public service capable of delivering quality and cost-effective services to the people,
- iii) To equip the public servants at all levels with requisite knowledge, skills and techniques to enable them to make productive use of their potentials, and to ensure balanced and sustainable economic growth and development,
- iv) To help create progressive attitude in the public servants to assume greater enabling and facilitating role in the performance of their duties as leaders and agents of change,

- v) To establish a dynamic and enlightened Public Administration capable of integrating and transforming progressive ideas into reality for establishing good governance and for meeting the challenges of the 21st century,
- vi) To create congenial environment for attracting trainees as well as trainers for imparting and receiving training at various levels in a attractive, enjoyable and rewarding manner , and
- vii) To create an appropriate environment in the public offices to build institutional capacity through promotion of efficiency and performance through training

According to PATP, all government Class- I officials (Cadre and Non cadre) including autonomous, semi- autonomous, nationalized banks are the clients for whom actually PATP was formulated. Even, support staff (Class III and IV) working in the ministries/divisions/departments directorates/autonomous/semi-autonomous bodies and corporation are also the clients of PATP.

PATP entrusted BPATC to carry out all basic training courses for the public servants including foundation training. According to PATP, the responsibility of organizing and imparting Foundation Training will be vested in the Bangladesh Public Administration Training Centre (BPATC). In the same clause, it is also mentioned that for some exceptional or cogent reasons, government can designate other training institutions for imparting Foundation Training to the officers of specific cadre or BCS but they have to follow the curriculum designed by BPATC. It has been clear as day light from this clause as to how much priority and responsibility BPATC got and entrusted through PATP. BPATC is also responsible to organize other related professional and carrier oriented training courses as per the PATP.

2.15: Leadership Pattern and Top Executive’s Work Tenure at BPATC

Rector BPATC is a dignified post, usually senior civil servant holds this position and runs this apex training organization. From its inception, BPATC received so far 32 Rectors as CEO and the list and their tenure is given in the following Table.

Table 2. 5: Rector’s Name and their work period as top leader of BPATC

Sl. no	Rector’s Name	Duration		Months (approx.)
1	Dr. Shaikh Maqsood Ali	28-04-1984	10-08-1985	16
2	A.K.M. Hedayetul Huq	09-10-1985	25-01-1988	27
3	M Anisuzzaman	07-02-1988	02-07-1989	16
4	Dr. Nazrul Islam	05-07-1989	15-08-1989	1.5
5	Mohammad Siddiquir Rahman	16-08-1989	09-01-1990	6
6	A.Z.M. Shamsul Alam	11-01-1990	31-07-1990	6
7	Dr. Ekram Hossain	01-08-1990	15-01-1991	5.5
8	Dr. Mohammad Ekramul Ahsan	15-01-1991	16-06-1991	5

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Sl. no	Rector's Name	Duration		Months (approx.)
9	Kazi Md. Monzur-i-Mowla	17-06-1991	01-07-1995	54
10	A.Z.M. Shamsul Alam	27-06-1995	29-12-1996	18
11	Dr. Ekram Hossain	19-01-1997	17-01-2001	49
12	Dr. Kshanada Mohan Das	21-03-2001	19-11-2001	8
13	A.K.M. Delwar Hossain	01-12-2001	27-12-2001	12
14	Dr. Md. Omar Faruque Khan	20-01-2002	23-06-2002	5
15	Dr. Kamal Uddin Siddiqui	23-06-2002	01-11-2003	5
16	Ahbab Ahmad	01-11-2003	31-10-2005	23
17	Md. Abdus Salam Khan	05-12-2005	09-03-2006	2.5
18	Md. Abdus Salam Khan	09-03-2006	22-01-2007	10
19	Abu Md. Maniruzzaman Khan	22-01-2007	02-09-2008	19
20	Md. Abdus Salam Khan	03-09-2008	24-05-2009	17
21	Syed Mahbub Hasan, (CC Rector)	25-05-2009	01-07-2001	-
22	Md. Delwar Hossain	01-07-2009	31-10-2010	4
23	Mesbah ul Alam (In-charge)	31-10-2010	21-11-2010	-
24	Md. Delwar Hossain	21-11-2010	20-02-2011	3
25	Hussain Jamil (In-charge)	20-02-2011	29-03-2011	-
26	A.Z.M. Shafiqul Alam (In-charge)	29-03-2011	09-10-2011	7
27	A.Z.M. Shafiqul Alam	10-10-2011	17-02-2014	16.5
28	Khandker Md. Iftekhar Haider (In charge)	18-02-2014	07-08-2014	6
29	Khandker Md. Iftekhar Haider	07-08-2014	09-12-2014	4
30	A.K.M. Abdul Awal Mazumder	10-12-2014	28-02-2016	15
31	A.L.M. Abdur Rahman ndc	28-02-2016	23-05-2017	15
32	Dr. M Aslam Alam	23-05-2017	Till today	-

Source: Honor Board, Rector Office, 2017.

Graphical Presentation of Rector Tenure in Month

From the Table and graph, it is crystal clear that leadership tenure is not static rather very flexible. Thus, transformation of leadership frequently occurs which indicates that decisions are mobile not fixed. More than half of the executives did not cover even one year tenure at BPATC.

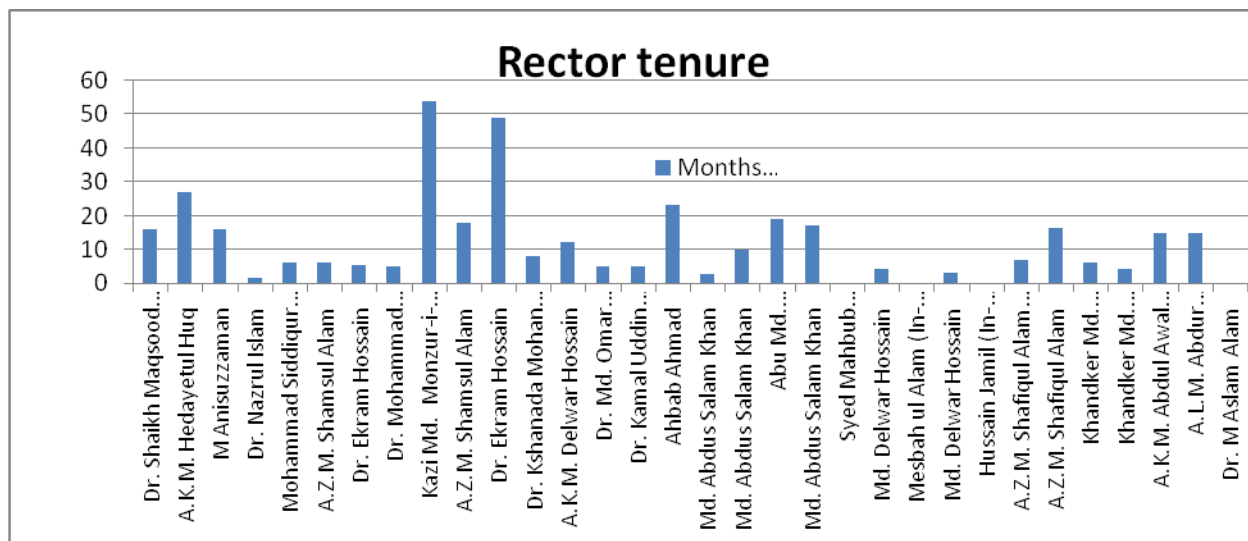


Fig 2.1: Graphical Presentation of Rectors’ Tenure at BPATC

2.16: Strategic Direction and Action of BPATC

BPATC has a written published and approved strategic action plan. For an organization it is a good sign to have a strategic action plan. ‘Strategic Plan for Institutional Development of BPATC 2013-2021’ is approved by BPATC Board of Governors in 57th Meeting. It has four sections: vision, mission and core values; setting strategies; strategic action plan; and implementing & monitoring with seven strategic goals. These goals are: (i) Integrated Human Resource Management System; (ii) Client Focused Quality Training and Education Programmes; (iii) Innovative Management Practices; (iv) Quality Infrastructure and Learning Aids; (v) Leadership in Research and Consultancy on Training and HRD, Governance and Public Management; (vi) Strategic Partnership and Networking with reputed National and International Institutions for Enhancing Organizational Capacity; and (vii) Policy Autonomy through Legal and Structural Reform (BPATC, 2013).

2.17: Core Courses Training Performance/Effectiveness

As per mended BPATC must organized four core courses such as: Foundation Training Course for entry level civil officers; Advanced Course on Administration and Development for the mid level civil officers; Senior Staff Course for the Senior level like Joint Secretary official and Policy Planning and Management Course for the policy making official like additional secretary level officials are arranged and managed by the BPATC. Every course is having course objectives and end of the training programme respective department undergone survey regarding training effectiveness. From the survey report, the underline result is presented.

Table 2. 6: Core Courses Training Performance or Effectiveness

Course Name	59 th FTC	60 th FTC	61 st FTC	62 nd FTC	63 rd FTC
% of effectiveness	70.08	64.31	71.91	65.52	67.45

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Course name	112 th ACAD	113 th ACAD	114 th ACAD	115 th ACAD	116 th ACAD
% of effectiveness	77.4	77.8	82.2	75.4	86.0
Course name	79 th SSC	80 th SSC	81 st SSC	82 nd SSC	83 th SSC
% of effectiveness	82.2	88.4	85.4	88.8	76.6
Course name	10 th PPMC	11 th PPMC	12 th PPMC	13 th PPMC	14 th PPMC
% of effectiveness	86.8	85.4	85.33	83.33	74.67

Source: BPATC Evaluation Department, calculated based on courses objectives as per course end evaluation rated by participants. Last five courses are taken into consideration. November, 2017.

In summary, in this chapter secondary information and data, table graphs are presented. Top leadership tenure is shown in this chapter and found that ECO working tenure is not so high to contribute for organizational performance, before acquaintance organizational functional and its HR profile received another transfer order to leave this organization. As a result, organization suffers, still the uniqueness is missing, every single leader tried to run organization at his or her own philosophy rather rules or regulation. Physical facility and its volume are outstanding to provide services to the trainees'. Training performance and effectiveness are excellent. Number of research and publications are not excellent in manner. Quality publication and researches are less. All most nil in number, this organization provides consultancy services to the government. Even HR rate of leave the job in case of own recruited officer/faculty is high, which is not good for become an excellent organization.

CHAPTER THREE LITERATURE REVIEW AND HYPOTHESIS DEVELOPMENT

3.1: Introduction

BPATC is playing key role to provide training with new knowledge and skills for the public sector official of Bangladesh. For providing and maintaining quality training and accomplishment of other activities such as research managers are identified them as an asset for organization. Therefore, Total Quality Management and Continuous Improvement are regarded as the best means for organizational effectiveness. BPATC upgrading training modules regular basis and methods are also updated with trainees' need base. Faculties are gone under training at home and abroad for sharpen their knowledge and skill. BPATC became effectiveness with introducing ERP to simplifying its activities such as administrative, trainees' evaluation, faculty evaluation, store management, all sort of online material requisition. BPATC has written strategic plan and vision & mission statement.

3.2: Organizational Effectiveness

In the rapid changing environment, organizations are being downsized and adopted with new technology, business process to render goods or services in a simplification manner according to created demands. Thus, organizational effectiveness refers to its strength in terms of human resource and physical resource to obtain organizational goals by using minimum resources. Therefore, it is note that efficient Human Resource (HR) has an obvious impact on organizational effectiveness which has got attentions of scholars that results in drawing some models.

3.2. 1: Model of Organizational Effectiveness

Different authors have given different models of organizational effectiveness in their various literatures. Among which more precisely, there are four type of organizational model. These are as follows:

First model measures 'organizational effectiveness' in terms of 'production', 'commitment', 'leadership' and 'interpersonal conflict'. Those concepts can be understood as *production* means the amount of output i.e. related to BPATC activity this is all about number of training courses are offered and numbers of trainees are trained through BPATC, number of seminar and workshop are arranged and international academic seminar or workshop are organized. *Commitment* refers to degree of attachment with organizational activities. BPATC organizes training courses and research works, it is found that without failure training courses are successful, in terms of research work, found not much good work has been published in international community. Thus, in terms of training commitment, HR attachment is at the highest degree. *Leadership* can be understood as a degree of influence and personal ability. Here, in

BPATC leadership matter on work culture and ability to do more work in terms of number and quality. It is mentioned that from its (BPATC) inception 1984, BPATC received 31 Rector (Secretary to Government of Bangladesh) as a Top Executive. This indicated that leader changes frequently, which indicates less of uniqueness. Record said that there were very few in number who had an academic attitude, rather more administration fascination. *Interpersonal conflict* refers to degree of perceived misunderstanding between supervisors and subordinates. In BPATC industrial relationship is harmonious. Mostly, organization follows chain of command, which is the main motto of public administration. In BPATC Civil Servants come from the field and work with permanent trainer who are called own faculty recruited for BPATC only. Together they are working with a congenial atmosphere, no reported conflict is found.

On the other hand Albrecht (1983) has developed organizational effectiveness with four interconnecting systems. These are namely:

Technical system, referring with the relationship among different activities for making organizational effectiveness. This technical system basically dealt with physical facility, training aid, equipment, computer, internet, class room, library, work process, work methods and so on. BPATC has got a good number of class room, very updated computer equipment, very well equip physical infrastructure etc. but training work process in written form (standard operative procedure) was not seen.

Social system, this system referred to people associated in organization and their activities in which they are engaged. Also it dealt with organizational value, norms, organizational communication style like power hierarchy, HR system, reward, and punishment system. BPATC practiced Max Weberian hierarchical administrative style, training norms and values followed and practiced by its customer like trainees.

Administrative system: this system is referred to policies, procedures, instructions, report etc., those are required to function the organization. Training institute has two part of administration one is administrative unit, this part helped for organized training and academic activities. Another part is called training and academic part. In BPATC it is found that there is a positive relationship among training and administrative units.

Strategic system, this is called steering function of the organization. Components of strategic system included management team from top executive to lowest level of support staff.

3.3: Strategic Direction and Organizational Effectiveness

Strategic planning or direction of an organization, profit oriented or non-profit oriented is a pertinent phenomenon for its long term destination. Thus, strategy can be understood with a long-term orientation that an organization should aim, with action for achieving its goals (Johnson, Scholes, & Whittington, 2008). In any organization strategic plan is a direction of organizational objectives, policies, and actions upon which organization creates sustained competitive advance (Freire, 2008). Without strategic direction, organizational performance cannot be achieved, thus determinates to be set for directing to obtaining organizational effectiveness (Kitonga et al. 2016). For the non-profit organization, strategic direction is a must, that requires proper leadership. Therefore, organizational effectiveness and strategic direction has positive relationship. BPATC is also a non-profit organization; it has mission and vision statement as well. Therefore, we hypothesized:

H1: Strategic direction has a positive and significant relationship on organizational effectiveness.

3.4: External Communication and Organizational Effectiveness

In particular, training organizations need to contact with other external communication to seek trainees or trainers for organizing training courses. Through communication organization let them all external and internal such as its members, customers, suppliers, distributors, alliance partners, and a host of outsiders, provides information for the organization. Communication is a process, by which information shifts and exchanged throughout an organization (Schermerhorn et al. 2005). External communication focuses on audiences outside the organization such as partner organization, customers, regulatory bodies, and so on. For example organizations do communicate through factsheets, press kits, seminar, workshop, conference, flyers, magazines, publication, journal, newsletters releases and annual reports as well (Shonubi & Akintaro 2016). Several studies emphasis that effective communication has a positive impact on organizational performance (Shonubi & Akintaro 2016; Garnelt, Marlowe, & Pandey 2008). Therefore, External communication in an organizational environment has the objective of facilitating collaboration and cooperation with various stakeholders that are outside the formal structure of the organization. The collaboration and cooperation of these stakeholders is viewed as being essential organizational success. Thus, we hypothesize that:

H2: External communication has an impact on organizational effectiveness.

3.5: Long-term Orientation and Organizational Effectiveness

In term of cost effective organization has put emphasis on it future direction. According Hofstede (1988) long or short orientation refers to future direction rather than short term view. Thus, organization exhibit on its own culture both in financially and psychologically in the future, and tends to be sustained in the long run with long term commitment towards organizations and career. Organization has its own strategic action plan, which indicates organizational effectiveness, only requirement is that to measure and follow its performance

yearly. However, long-term orientation referred with organizational policy, procedure, action plan, strategic direction, employee motivational approaches, customer oriented and so on. Therefore, we hypothesized that:

H3: Long-term orientation has positive relationship with organizational effectiveness.

3.6: Competencies and Organizational Effectiveness

It is pertinent to have core competencies of an organization. Many authors have given their thought that organizational effectiveness depend on common values, common culture, legitimacy, shared vision, integrity, innovation (Kotter & Heskeet 1992; Collins & Porras 1996). For long-term performance of an organization to develop areas of expertise is essential. Besle and Sezerel (2012) study revealed that core competencies play an important role between business strategies and its performance. Jabbouri and Zahari (2014) have shown their study that there is positive and significant relationship between core competency and organization performance. Prahalad and Hamel (1990) defined 'core competency' as a management concept, which basically the relationship between harmonization of multiple resources and skill for organizational performance. Moreover, others also described core competencies as specialized skill, qualities and characteristics of knowledge which enable the organization to perform and to achieve highest degree of customer satisfaction (Macmillan & Tompo, 2000). Thus, we hypothesized that:

H4: Competencies have a positive impact on organizational effectiveness.

3.7: Customer Focus and Organizational Effectiveness

Notably it is said that organizational performance not dealt with only core competencies, or its process or culture, but also with the performance of financial, goods-services performance and customer satisfaction.

[Shaohan Cai](#) (2009) found that customer satisfaction influences organizational performance. Public or private both organizations have their own customer, organizations rendering goods or services for their client. As per strategic direction of BPATC it is clearly mentioned that this organization committed to provide quality training and education for its clients (BPATC, 2013). For doing customer oriented services, BPATC has a circle that is responsible for training curriculum development and given direction for updating training delivery methods. In the same vein, top executive of BPATC monitored and give suggestions for improvement of training contents as well as training methods for organizational performance due to customer satisfaction. Islam et al. (2012) study measured training institution customer satisfaction with training facilities such as class room, library and different service windows, study result found that model is significant and service windows have impact on customer satisfaction. Particularly, internal customers defined as organizational employees and measurements of their satisfactions are: working environment; job satisfaction; benefits

financial or non-financial; career planning at work; retirement benefits and so on. Therefore, we hypothesized that:

H5: The more organization is focused with its internal or external customer satisfaction, the organization shown more effectiveness.

Organizational culture and effectiveness

According to Schermerhorn et al.(2005) organizational culture is a system of shared actions, values, and beliefs that develops within its organization and guides the behavior of its members. Management scholars do believe that organizational cultural differences have an impact on organizational performance.

3.8: Empowerment and Organizational Effectiveness

Literally empowerment can be understood with given degree of responsibility, authority and power to an employee or a team for discharged his or her duties at organizations. Employment is the act of identifying the tasks on which employee is trusted to act independently. In organization every job has a description and specification, according to those jobs are managed by the competent authority. For high performing jobs, individuals are given authority and power to the respective individuals. But, employment requires open discussion among managers and employees. In organization, once information shares, rewards, power with employees for taking initiative and making decisions for organizational actions is called empowerment. Therefore, we hypothesized:

H6: Empowering organizational staff has significant and positive impact with organizational effectiveness.

3.9: Organizational Integrity and Organizational Effectiveness

One of the major input or component to measure organizational effectiveness is integrity. In general term integrity is defined with a set of values and beliefs. Very precisely this is a system of work and practices required to obtain organizational goals. Thus, refer to organizational effectiveness, means that effective organization must have well defined values, beliefs, system and action in practice of those system at organization. Therefore, integrity is a hallmark of a person who has sound moral and working principles with demonstrates at office. Integrity is required to increase business communication with trust and confidence between people at workplace. On the other hand Weber defined organizational integrity is a formal bureaucratic and management rules and regulations for effective organizations (Jose,et al. 2012). Bowie (2009) argued that organizational integrity is basically a mechanism for individual responsible. Integrity as a predictor study report found that it has a link with job behavior, job performance, decision making, creating high performance team environment, significant correlation among employees (Luther, 2000; Murphy & Luther, 1997). Therefore, we hypothesized:

H7: Organization integrity is associated with organizational effectiveness.

3.10: Involvement in Leadership and Organizational Effectiveness

In an organization it is found that management and leadership both are important. Needless to say that organizational success even whole country depends on the effectiveness of a leader (Rawhmanwati et al, 2016). It is revealed that an effective management to be a leaders too (Daft, 2003). Leaders' qualities are associated with management that provides organizational strength. To some extent top level managers are mostly leaders, they focused on vision for future and sustainability of organization. Besides, leadership influences people to obtain organizational goals. Leadership is dynamic and uses power of people, organization is also having people. Thus the role of leadership is to influence people to achieve its goals. Achieved organizational goal is a measurement of organizational effectiveness. More precisely, Kotter (1996; House, 1995; Semin & Fiedler, 1996; Rahmawati, A., et al. 2016) have argued that leadership behavior is the ability to influence others to do actions by motivating people given authority or power. In public sector organizations, things are changing fast, thus orthodox working environment is replaced with transformational leadership (Bass et al. 2003). Therefore, according to the idea of transformational leadership, within organization people are inspired, motivated for obtained its vision and also manages delivery for vision. Thus, in the changing work process proper direction is required for obtaining organizational goals. Finally we can say that effective leadership is more important for organizational effectiveness. Thus, we hypothesized:

H8: Leadership has a significant relationship with organizational effectiveness.

3.11: Motivation and Organizational Effectiveness

K.P. Sing (2015) study argues that there is a positive relationship between employee motivation and organizational effectiveness. This study identified some of employee motivation factors those factors are recognition, empowerment are directly positive relationship with organizational effectiveness. Employee motivation is an approach to get things done by people. Organizational people are motivated through recognition, reward, organizational policy, financial and non-financial packages as well. Manzoor (2012) study found that a sample of 103 respondents was taken and Pearson correlation was performed, shown there is significant positive correlation between employee motivation and organizational effectiveness. In Human Resource Management motivation is a core function of Human Resource Management, there staff or employees are an asset. Employees are motivated through their need, wants and benefits. But, organizational performance depends on their ability and motivation. It is said that organizational performance increased through motivation, if ability and knowledge are remained constant (Nishii, et al 2008). Therefore, we hypothesized:

H9: Motivation has a positive relationship with organizational effectiveness.

Trainees'/Customer point of view and organizational effectiveness:

3.12: Training Curriculum and Organizational Effectiveness

Training institutions deal with training programmes, course contents, contents delivery methods and facilitations and process of training programmes. Need based training curriculum and delivery of training contents made institutional excellence. Therefore, curriculum refers to academic lessons taught by institutions in a specific course (<http://edglossary.org/curriculum/> accessed on 31 October, 2017, 11:47pm). It is notion that result of a training programme depend on training curriculum. BPATC organize a number training programmes every year and it is her mandate to impart training for the public sector official at different levels. To organize these training programmes government allocated a sufficient amount of financial resources as well material resources. BPATC does organize and undertaken time and need based research programmes to update training curriculum at all level. Moreover, with the relationship of government policy and objectives training contents are modified and redesigned training curriculum and its methods. Khan et al. (2011) study shown that training and development, job design, on the job training, employee development through training were found significant impact on organizational performance. Therefore, we hypothesis that:

H10: Effective training curriculum has an impact on human resource development as well organizational development or organizational performance or organizational excellence.

3.13: Training Staff relationship and Organizational Effectiveness

Organization like training and education support or non faculty staff is also equally pertinent for organizational effectiveness. Thus, training staff support and cooperation are important to fulfill or to obtain organizational goals. Edwinah Amah and Augustine Ahiauza (2013) study found that employee involvement and organizational effectiveness has positive relationship. Without HR organization cant' obtain its objectives or goals. Training organizations to some extent specialized organization in nature, which maintain high degree of time management and trainees' satisfaction. Thus, employment involvement is a must. Therefore, we hypothesized:

H11: Support service staffs have positive relation with organizational effectiveness.

3.14: Trainees' Comfortability and Organizational Effectiveness

As discussed earlier BPATC is an apex training organization in Bangladesh, specially in public sector training organization. Organized training programmes are residential. Thus, BPATC make sure trainees comfortability. According to that BPATC provides all sort of physical facility for the trainees. Training progrmmes here in BPATC not only deals with training session rooms only, it has ground field for games & sports; it has swimming pool for learning swim, indoor & outdoor games facility; language lab facility; ICT/Computer facility; food & lodging facility;

library & reading room facility; transport facility for field study tour and so on. Of course, all sort of facility makes trainees satisfaction. Thus, training organizational effectiveness is also depended on its physical facility and comfortability of trainees. Therefore, we hypothesized:

H12: Trainees’ comfortability has an impact on organizational effectiveness.

3.15: Trainees’ Co-curriculum Facility and Organizational Effectiveness

In a training organization co-curriculum facility does have a positive role on its customer satisfaction. To make trainees satisfaction along with training curriculum deliberation other facilities are equally important. Thus, study report revealed that training institutional physical facility has an also impact on organizational performance as well effectiveness. Indoor games hall, out-door games field, swimming pool, health check-up clinic and some other co-curriculum facilities are really important and pertinent to make a residential training programme a success. Thus, we hypothesized:

H13: Co-curriculum training facility has a positive impact on organizational effectiveness.

3.16: Conceptual Framework

The following figure (conceptual framework) illustrates the relationship between Independent variables related ‘Faculty Perspective’ and ‘Training Perspective’ with dependent variable ‘Organizational Effectiveness’, that is determining factors for organizational effectiveness (BPATC).

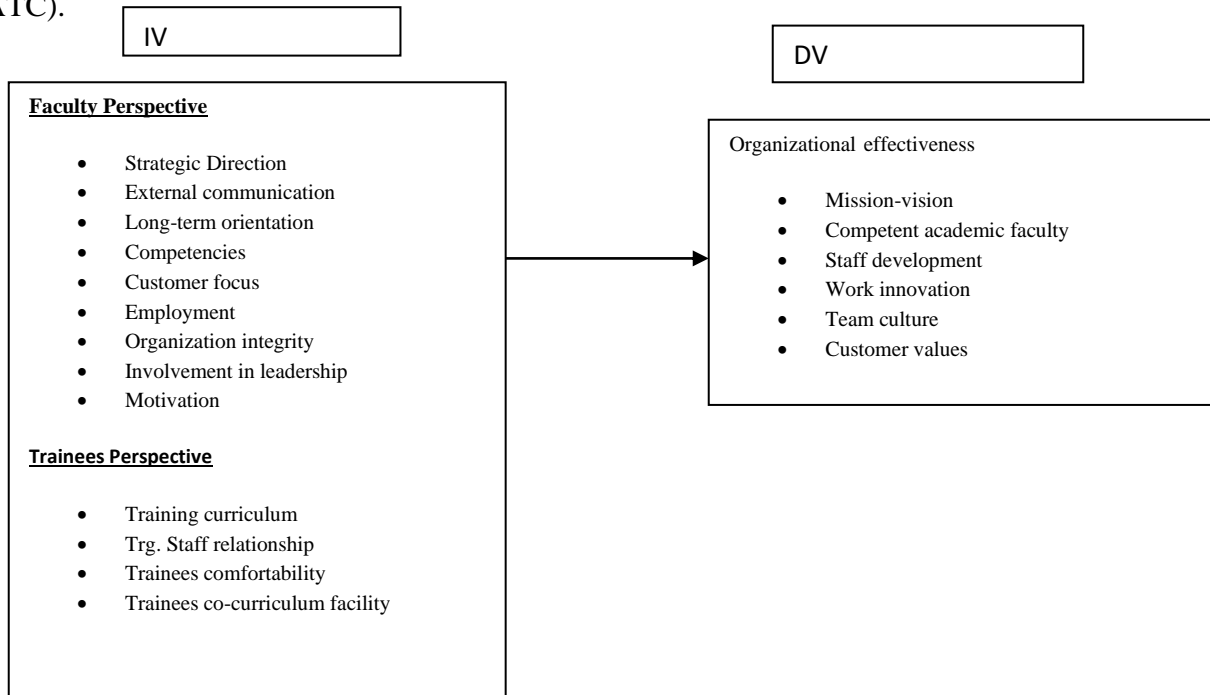


Fig. 3.1: Conceptual Framework

CHAPTER FOUR

RESEARCH METHODOLOGY

4.1: Introduction

This study was based on quantitative and qualitative methods. For quantitative data collection two sets of structured questionnaire were used in the survey on one hand and an open ended interview tool was used to get qualitative data on the other. Collected data were analysed by using statistical tool i.e. SPSS 16 version and results were presented in tables and graphs.

4.2: Open Ended Qualitative Questionnaire Survey

Though the study was based on quantitative, but to verify the data and output derived from quantitative is checked with qualitative for triangulation of data. In social research the aim of qualitative research many vary with the disciplinary background. It often found that human behavior is also differed from man to man and organization to organization. Thus, to verify and develop hypotheses and validate construct researcher used in-depth interview (Pernecky, 2016). Therefore, a qualitative researcher holds understanding of a phenomenon or situation or event comes from exploring the totality of the situation. In a nutshell, qualitative research is a broad methodological approach, encompassing many research methods. However, the aim of qualitative research many vary with the disciplinary background, such as a psychologist seeking to gather an in-depth understanding of [human behavior](#) and the reasons that govern such behavior. Qualitative methods examine the *why* and *how* of [decision making](#), not just *what*, *where*, *when*, or "who", and have a strong basis in the field of sociology to understand government and social programs. Therefore, qualitative research is popular among political science, social work, and special education and education researchers. For this study an in-depth study was done with open ended protocol. It was administered by researchers in face to face as well as by sending electronic mail and we sent 30 in-depth instruments to the respondents and received 19 filled in questionnaires. The rate of response was satisfactory.

4.3: Analysis Of Open Ended Qualitative Interview Respondent Profile

We were chosen respondent for the open ended qualitative questionnaire interview would be ex-faculty member of BPATC, who have worked for BPATC. In that consideration we send open ended questionnaire instrument to the respective faculty with prior communication through telephone or electronic (email/face book) conversation. Our respondents were well educated and experienced with subject matter, thus we decided to administer open ended qualitative research questionnaire for survey. From their views, understanding, opinions and suggestion research subject matter can be explored. Open ended qualitative research instrument can provide insights the research questions answered. The profile of the respondent is presented in the following Table.

Table 4. 1: Open-ended (in-depth) Interview Respondent Profile

Code No.	Designation	Length of Service at BPATC
1.	DDLG	3y & 5M
2.	Former MDS	23 years
3.	Sr. Asst. Secretary	5 Years
4.	Secretary(Retired)	7+ Years
5.	Agriculture Economist (CIMMYT)	12 Years
6.	ADG, Dept. Fisheries	12 Years
7.	Professor (Public University)	13 Yrs.
8.	Deputy Secretary	7 years
9.	Joint Secretary	6 Years
10	Secretary, MOPTD	2 years
11.	Country Coordinator, World Vegetable Center, Bangladesh	4 Years
12.	Deputy Secretary, MoST	3 years+
13.	JOINT SECRETARY, MOPA	5 years
14.	Retired Secretary in charge	7 years
15.	PPP authority under PMO	3 years
16.	Joint Secretary	2Years+
17.	Former MDS	30Years+
18.	Additional Secretary (Retired)	10 years
19.	Deputy Secretary	3 years

Source: Survey 2017

4.4: Questionnaire Design

We have used three set of questionnaire for this study. Set one for trainees', basically they are customer of BPATC. BPATC is a non-profit government sector training organization. Trainees' come to BPATC for training and they stayed in campus. Government paid for them and BPATC staff are assigned for impart training of government officials. Training programmes are in different duration started from 15 day to 6 months, these are called core courses. Some are short term basis. Anyway all the training programmes are residential. However, for the trainees' a structured scale variables items questionnaires were prepared and administered in 2017 within different training programmes organized by BPATC. A 7-point Likert (1932) questionnaire items are used to measure organizational effectiveness and some other constructs. Set two dealt with faculty, who are working at BPATC. Same time, faculty survey structured questionnaire was also administered to measure organizational effectiveness and some related independent variable, which are related to measure organizational effectiveness especially BPATC. Constructs are measured with 7-point Liker scale.

4.4.1 Variable Measurement and Reliability

Faculty perspective questionnaire variables

Strategic Planning & Direction: Strategic direction variable is measured with eight items. These are: 'BPATC strategic aims are clear and communicated to all'; 'few people contribute to formulation strategy'; 'strategic plan operates by timetable'; 'faculty members know their contribution toward strategic plan of BPATC', 'BPATC training activities different from other institution', 'BPATC is recognized to everyone', and 'BPATC has a system for monitoring'. The response format was measured with seven point Likert Scale, ranging from '1' completely untrue to '7' completely true, in developing scale for this variable, this study used statement from (Steiner 1979; Wood and Laforge 1981; Ugboro 1991; Miller and Cardinal, 1994).

External communications: External communication variable is measured with five items. These are: 'BPATC has a close touch with its customer'; 'Faculty have a good working contacts with customer organization', 'Contact with other training organization and exchange information'; 'BPATC has regular contacts with research institution & universities'; and 'BPATC updating customer information'. The response format was measured with seven point Likert Scale, ranging from '1' completely untrue to '7' completely true. Communication scale is developed by Susan Barkman and Krisanna Machtmes (2002).

Long-term orientation: Long-term orientation variable is measured with three items. These are: 'Top management emphasis on long-term issues'; 'BPATC emphasizes heavily in research & development'; and 'BPATC is continually improving the quality of training prog.'. The response format was measured with seven point Likert Scale, ranging from '1' completely untrue to '7' completely true.

Competencies: Core competencies variable is measured with four items. These are: 'BPATC aware of latest global development aspects'; 'BPATC pursue international collaborations'; 'Use of research fund'; and 'Pursuing new training technology'. The response format was measured with seven point Likert Scale, ranging from '1' completely untrue to '7' completely true.

Customer focus: Customer focus variable is measured with six items. These are: 'BPATC invests time & money for satisfying customer'; 'client value of training'; 'efficient in order to satisfy BPAT's clients'; 'regularly conducts TNA'; 'regularly conducts PTU'; and 'BPATC management responsibility for ensuring client value'. The response format was measured with seven point Likert Scale, ranging from '1' completely untrue to '7' completely true.

Empowerment: The empowerment variable was measured with seven items. These are: 'BPATC management regards its employees'; 'work as a team'; 'employee training & development'; 'strong communication with employees'; 'top management control over employees work performance'; 'uses of faculty potential'; and 'BPATC maintain inter-departmental

coordination'. The response format was measured with seven point Likert Scale, ranging from '1' completely untrue to '7' completely true.

Organizational integrity: The organizational integrity variable was measured with eight items. These are: 'equal opportunity, no favouritism'; 'honest & fair with customer'; 'best training course in public sector'; 'best research & consultancy'; 'good & fair recruitment'; 'formal arrangement'; 'quality training'; and 'ethical behavior'. The response format was measured with seven point Likert Scale, ranging from '1' completely untrue to '7' completely true.

Involvement in leadership: This involvement in leadership variable is measured with six items. These are: 'employees have role to influence decisions'; 'management is responsible for staff development'; 'faculty are encouraged to use their own initiative'; 'faculty are with taking important decision making'; 'faculty and support staff are directly share their view to top management for improving training'; and 'faculty are often talked with top management informally'. The response format was measured with seven point Liker Scale, ranging from '1' completely untrue to '7' completely true.

Motivation: This variable is measured with six items. These are: 'recognized employees' achievements'; 'work self satisfaction'; 'merit & performance based promotion'; 'good salaries & other remunerations'; 'employees are aware of their performance'; and 'helping & supporting management at BPATC'. The response format was measured with seven point Likert Scale, ranging from '1' completely untrue to '7' completely true.

Organizational effectiveness: This organizational effectiveness variable is dependent variable for this study, and measured with six items. These are: 'clear strategic mission & vision'; 'competent academic, training management & support staff'; 'all level staff development programme'; 'work innovation'; 'strong work culture'; and 'customer is highly valued'. The response format was measured with seven point Liker Scale, ranging from '1' completely untrue to '7' completely true.

Participants' perfective variables

Participants question set is mainly related to training and training facility. This part of questionnaire consists of 24 question items. But this study split these 24 items into four major variables, and Principal Component Analysis reduced 23 items. These 4 major variables are received from exploratory factor analysis. Those are called: 'training curriculum'; 'training staff relationship'; 'comfortability at BPATC'; and 'extra curriculum facility'. As it is behavioral data, thus respondents rate it with a Liker scale. The scale ranges from 7 to 1, where 7=Fully Agree 6=Moderately Agree, 5=Partially Agree; 4=Uncertain; 3=Partially Disagree; 2=Moderately Disagree; 1=Fully Disagree.

Training curriculum: This variable is measured with eight items. These are: 'curricula design for participants'; 'update curricula'; 'training methods'; 'innovative curricula'; 'learning environment'; 'competent guest resource person'; 'competent in-house resource person'; and

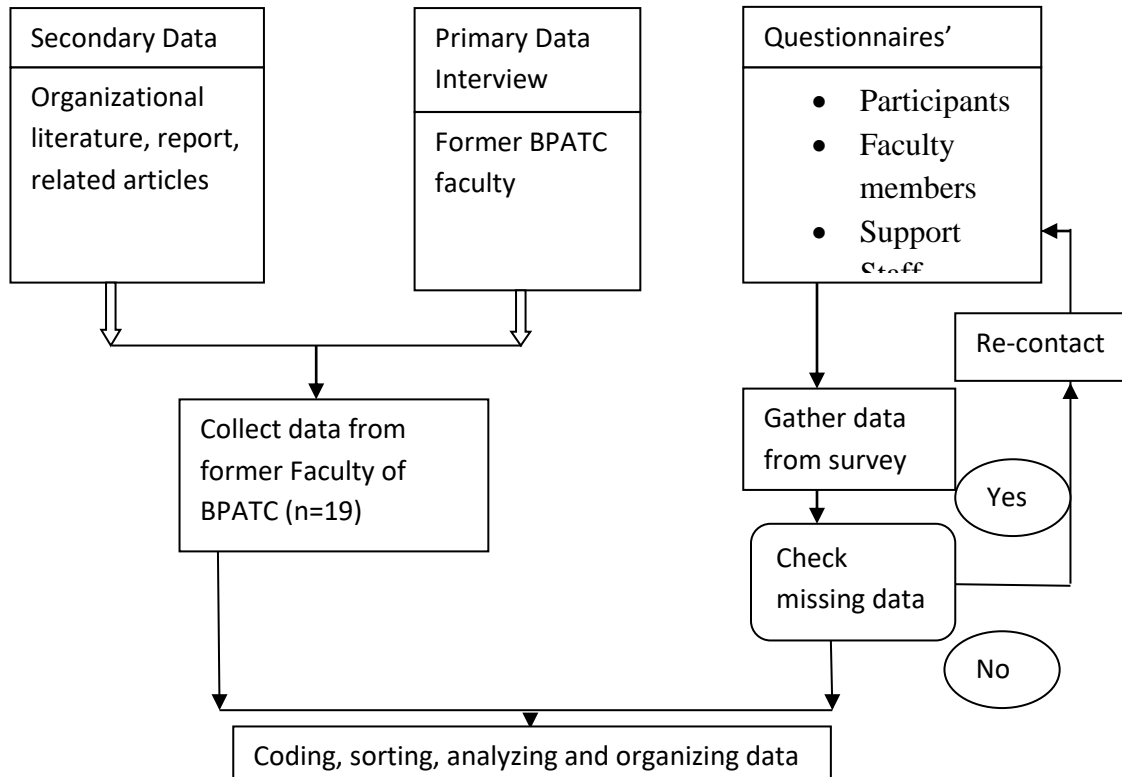
‘component course management’. Respondent rate it with Liker scale. The scale ranges from 7 to 1, where 7=Fully Agree 6=Moderately Agree, 5=Partially Agree; 4=Uncertain; 3=Partially Disagree; 2=Moderately Disagreed; 1=Fully Disagree.

Training staff relationship: This training staff relationship variable is measured with five items. These are: ‘ensure participants health care’; ‘regular communication with participants’; ‘bpatc has clear strategic vision and mission’; ‘support staff are cordial’; and ‘training support staff are disciplined’. Respondent rate it with Liker scale. The scale ranges from 7 to 1, where 7=Fully Agree 6=Moderately Agree, 5=Partially Agree; 4=Uncertain; 3=Partially Disagree; 2=Moderately Disagreed; 1=Fully Disagree.

Comfortability at BPATC (Physical facility): Comfortability variable is measured with three items. These are: ‘participant comfortable stay at BPATC’; ‘internet facility’; and ‘competent room boy’. Respondent rate it with Liker scale. The scale ranges from 7 to 1, where 7=Fully Agree 6=Moderately Agree, 5=Partially Agree; 4=Uncertain; 3=Partially Disagree; 2=Moderately Disagreed; 1=Fully Disagree.

Extra curriculum facility: This extra curriculum variable is measured with five items. These are: ‘dining facility’; ‘transport facility’; ‘competent games/sport instructor’; ‘sufficient games/sport facility’ and ‘sufficient library facility’. Respondent rate it with a Liker scale. The scale ranges from 7 to 1, where 7=Fully Agree 6=Moderately Agree, 5=Partially Agree; 4=Uncertain; 3=Partially Disagree; 2=Moderately Disagreed; 1=Fully Disagree.

4.5: Data collection procedure/questionnaire administration process



4.6: Research site

Bangladesh Public Administration Training Centre is an apex public sector training institution in Bangladesh. It is located at the outskirts of the capital city Dhaka, 28 km away from the main city. Around this centre, there are a number of educational and training institutions. Jahangir Nagar University is close to this institution .

A map is given here:



Figure 4.1: Research site location, BPATC, Savar,Dhaka

Since its inception on 28th April 1984, BPATC has been training the officers of government, autonomous and non-government organisations. Among the courses conducted by the Centre, the Foundation Training Course is for the new entrants to the Bangladesh Civil Service while Advanced Course on Administration and Development (ACAD) is for the Deputy Secretaries and their equivalents and Senior Staff Course (SSC) for the Joint Secretaries and their equivalents. In addition to these, the centre also conducts a number of short courses. Objectives of these courses are to make officers aware of the policies of the Government, familiarise them with the Government Rules & Regulations and apprise them of the recent changes in the field of Public Administration.

The Centre is headed by a Rector who is a senior Secretary to the Government followed by Six Members Directing Staff (MDS) of the rank of Joint Secretary to the Government and they supervise the following six divisions:

- Management and Public Administration;
- Programme and Studies and Regional Centers;
- Development Economics;
- Research and Consultancy;
- Development Projects and
- Management and Development

4.7: Targeted Population

For this study, targeted population was drawn from participants (current ongoing courses participants during survey period 2016 and 2017), faculty & staff who are working in BPATC and third group of population was drawn from who worked at BPATC as faculty member.

4.8: Sampling procedure for this study and model specification

- Purposive sampling procedure was drawn for this study. During survey time there were 63 Foundation Training Courses (n=318), 112 Advanced Course on Administration and Development (n=30), 80 Senior Staff Courses (n=23), 11 Policy Planning and Management Courses (n=15) and three consecutive special Foundation Courses for the Department of Information and Communication Technology officials, Department of Registered Official (105). We distributed 493 questionnaires among all participants and received 423 valid filled in questionnaires. Response rate was 86%, which is satisfactory.
- Second set of questionnaires was distributed among the faculty members of BPATC, Second class officer of BPATC and some relevant staff who are associated with core administration and training programmes activities. We send 100 questionnaires and received 73 filled in questionnaire and the response rate was satisfactory (73%). Number of sample was 73.
- Third set of In-depth 34 Interview questionnaires was distributed among the former faculties by email correspondence, and received 19 filled in questionnaires. The response rate was 53%. The former faculty members had a work experience at BPATC and exposed with BPATC activities in both way like as training recipient and training delivery as well. Who worked at BPATC on deputation, they were exposed with field administration activities.
- Data Collection period: For this study data were collected from September 2016 to March 2017.

4.9: Analytical tool for data analysis

Regression Analysis

For this study we performed linear regression model to find out the relationship between dependent and independent variables. Therefore, one variable is considered to be an explanatory variable, and the other is considered to be a dependent variable. More precisely, here dependent variable is 'Organizational Effectiveness', on the other hand independent variables are: Strategic Direction; Communication; Orientation; Competencies; Customer; Empowerment; Integrity; Leadership; and Motivation.

This study tried to fit a linear model to observed data, a modeler should first determine whether or not there is a relationship between the variable of interest. It is needless to say that this does not necessarily imply that one variable *causes* the other, but that there is some significant association between the two variables. A valuable numerical measure of association between two variables is called correlation coefficient. This correlation coefficient value is laid within minus 1 to plus 1, which indicates the strength of association of the observed data for the two variables.

A linear regression line has an equation of the form $Y = a + bX$, where X is the explanatory variable and Y is the dependent variable. The slope of the line is b , and a is the intercept (the value of y when $x = 0$).

This study is exploratory in nature in which data are collected through questionnaire survey. A number of questionnaire items were used. Therefore, Principal Component Analysis/factor analysis is used by using SPSS statistical tool. From PCA, a set of factors received. With these factors descriptive statistical analyses have been done. Finally, regression analysis is also done for this study to get impact factors and its variance explained on organizational effectiveness correspondence with dependent and independent variables. Moreover, to find out regression, analysis is used for this study to draw inter-causal relationships between the independent and dependent variables.

Two sets of regression models are performed for this study:

Model 1:

$$Y = (\beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4) + e_i \dots \dots \dots (i)$$

Here, β_0 : Constant

X_1 : Training curriculum

X_2 : Training staff relationship

X_3 : Comfortability at BPATC'

X_4 : Extra co-curriculum facility

e_i = Error

Y = Dependent variable, organizational effectiveness

Model 2:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + \beta_6 X_6 + \beta_7 X_7 + \beta_8 X_8 + \beta_9 X_9 + e_i \dots \dots \dots (ii)$$

X1: Strategic Direction

X2: External communications

X3: Long-term orientation

X4: Competencies

X5: Customer focus

X6: Empowerment

X7: Organizational integrity

X8: Involvement in leadership

X9: Motivation

Y=Dependent variable, organizational effectiveness

4.10: Reliability Test Result

Reliability test is performed for this study. As this study used variables items and measured with scale, the measurement of overall consistency of the items is verified with Cronbach Alpha. Variables items, internal consistency and coefficient identification are the most important results for social research or business research. Cronbach alpha result is recommended (.70) by Hair et al. (2006) and (.50 or more) recommended by Nunnally (1978). Reliability result is given below in the following Table. Range of Cronbach Alpha value is 0.00 to 1.00. Reliability .50 is fair and .70 is good, more than .70 is excellent. Alpha coefficients above 0.70 are considered acceptable (Georgge & Mallery, 2003).

This study has got three set of questionnaires of which set one as we discussed in the methodology part deals with trainees. In this part, study has four independent variables and one dependent variable. Variable 1 has eight items; variable 2 has five items; variable 3 has three items; variable 4 has five items; and dependent variable has six items. Reliability cronbach alpha is run for testing variable items consistence or association. The result is supported as recommended by Hair et al. (2010).

Table 4. 2: Reliability Cronbach alpha value result on training course variables

Variables	Items	Cronbach Alpha
FC1= training curriculum	8	.903
FC2= training staff relationship'	5	.964
FC3= comfortability at BPATC'	3	.661
FC4= extra co-curriculum facility	5	.733
OE=Org. Effectiveness	6	.908

Variable related to faculty: The variables, items number and Cronbach Alpha value is given below:

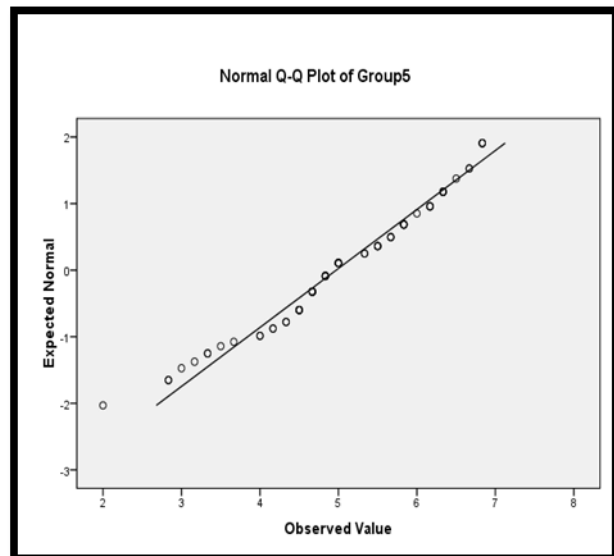
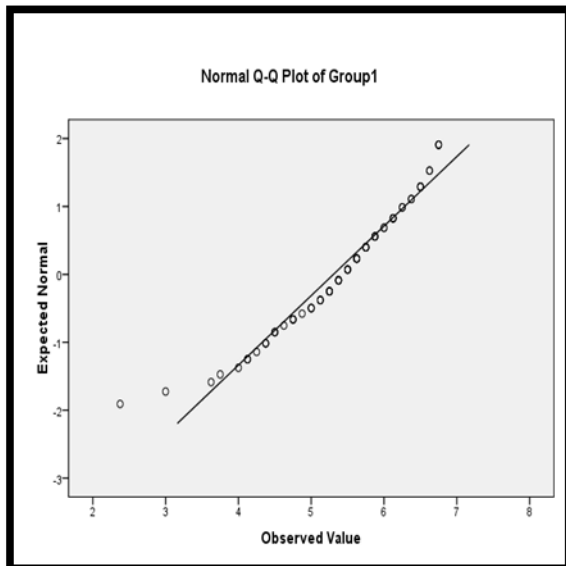
Table 4. 3: Reliability Cronbach alpha value result on strategic direction profile and culture profile variables

Variables	Items	Cronbach Alpha
Strategic Direction	6	.839
External communications	5	.875
Long-term orientation	3	.853
Competencies	4	.693
Customer focus	6	.527
Empowerment	7	.887
Organizational integrity	8	.865
Involvement in leadership	6	.871
Motivation	6	.479

4.11: Data Normality Test-Goodness of fit data set

For this study data normalcy test is done with Q-Q plot that determined data coming from populations with a common distribution, whether it is normally distributed or not normal distribution. Thus, null hypotheses are not accepted. Found data set is normally distributed. In the following graphical presentation, it is found that data set is normally distributed.

Data normality test is done with Q-Q plot.



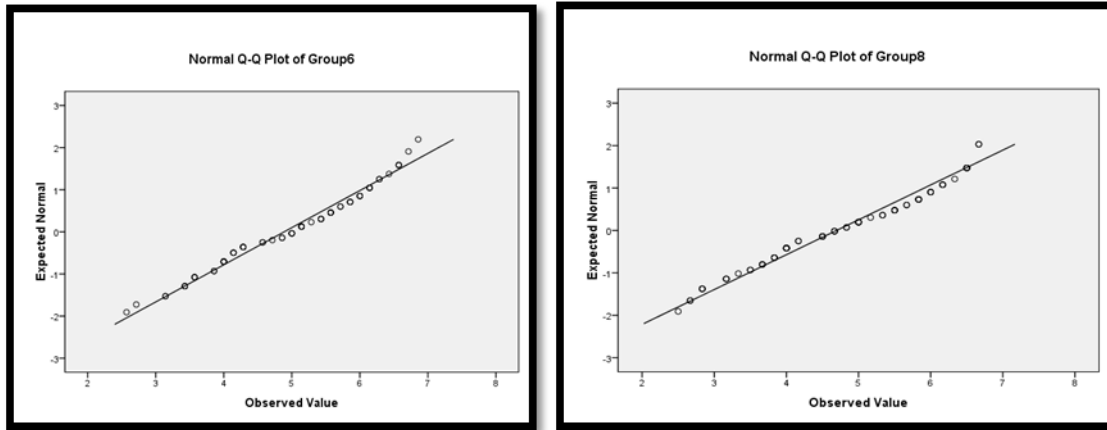


Figure 4. 2: Q-Q Plot for data normality test

4.12: Secondary Data Analysis from Different Core Course End Evaluation Reports

For this study, course end evaluation feedback data were analyzed as secondary data analysis. In particular, there is a course end evaluation activity done by BPATC evaluation department. A semi structured questionnaire survey is arranged end of the course to get feedback about the respective course. Based on participants' opinion and their views (measured by qualitative and quantitative form) a report is prepared. However, secondary data are analyzed for this study and results are presented at the end of chapter five.

CHAPTER FIVE

DATA ANALYSIS AND RESULTS DISCUSSION

5.1: Introduction

For this study, data are collected by using mixed methods like quantitative and qualitative methods. Questionnaire survey is used for quantitative and for qualitative, open ended interview questionnaire is used to get information from the respondents. Two sets of survey questionnaires are used for quantitative method, while interview questionnaire (unstructured and open ended) is used by using respondent email ID. To get output and obtain objectives statistical package, SPSS is used for analyzing data. Besides, Excel is also used. As per survey instruments, these analyses are divided into three sections. One is for participant's response as customer point of view, secondly, faculty/support staff behavioral survey data are analyzed by using statistical tool. And finally, in-depth interview data are analyzed in qualitative term.

Part A: Trainees (participated in different training courses, organized by BPATC)

5.2: Demographic Profile results

Gender Distribution

In the following Table, the respondents are categorized into male and female. It is found that male is dominating per cent value (81.3%), while female is (18.5%). Missing result is also found. Respondents are drawn from different training courses held at BPATC. In most cases, female trainee is fewer than male. This is a symbolical sample hinting the ratio of male and female. In civil service, women are fewer in number compared to male in service.

Table 5. 1: Gender Distribution

Sex	Frequency	Percentage	Cumulative Percentage
Male	344	81.3	81.5
Female	78	18.4	100.0
Total	422	99.8	
System	1	.2	

N=423

Respondents distribution by attended Training Courses at BPATC

In the following Table 5.2, respondents are distributed according to participation in different training courses as trainee at BPATC. Among the training courses, respondents were more in Foundation Training Course (58.6%), Special Foundation Training Course Participants represent (24.8%), respondents from Senior Staff Course are (7.1%), respondents from Advanced Course on Administration and Development (5.4%). During questionnaire survey in BPATC, trainees

from FTC were more than other courses. This questionnaire survey went with 63FTC where the total number of participants were 319. Rest of the courses such as PPMC, SSC, ACAD and MATT, the number of participants were not more than 30.

Table 5. 2: Course-wise Respondents Distribution

Attended courses	Frequency	Percent	Cumulative Percent
PPMC	10	2.4	2.4
SSC	30	7.1	9.5
ACAD	23	5.4	14.9
MATT	2	.5	15.4
FTC	248	58.6	74.0
Special FTCs	105	24.8	98.8
Short Course Participant	1	.2	99.1
Other	4	.9	100.0
Total	423	100.0	

5.3: Dormitory- wise participants' distribution

In BPATC, all training courses are fully residential in nature. So, participants coming for training, stay as per their level and position. All accommodation is not same in terms of facility, which sometimes causes dissatisfaction among the trainees. Some rooms are shared and some are single.

Table 5. 3: Dormitory wise trainees' frequency distribution

Dormitory	Frequency	Percent	Cumulative Percent
Dormitory No. 1	26	6.1	6.5
Dormitory No. 2	46	10.9	17.9
Dormitory No. 3	111	26.2	45.4
Dormitory No. 4	37	8.7	54.6
Dormitory No. 5	154	36.4	92.8
ITC	29	6.9	100.0
Total	403	95.3	

5.4: Principal Component Analysis

For this study two sets of questionnaires as a survey tool are used to get data or information. Set one regards to participants responses. In this set, a number of questionnaire items are used. As customer of BPATC, participants were requested to rate BPATC as whole with selected items by Liker scale. Thus, questionnaire is formed with Liker seven points scale. PCA is used because of exploratory analysis and making predictable models. Thus, PCA reduced items and identified factors. To sum PCA, KMO result is a must and Kaiser-Meyer-Olkin Measure of Sample test is recommended to run PCA (Hair, et al. 2010). The following KMO result is suggested for PCA.

Table 5. 4: KMO Test Results

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.932
Bartlett's Test of Sphericity	Approx. Chi-Square	5.131E3
	Df	276
	Sig.	.000

Scree Plot description

Scree Plot is described with segment of plots that shows the fraction of total variance in the data set. It is a plot in descending order of magnitude of the eigen values of a correlation matrix. For the factor analysis, we have taken factors which have Eigen value more than 1, thus four factors have extracted with 1 eigen value. In the figure, four factors curve are same.

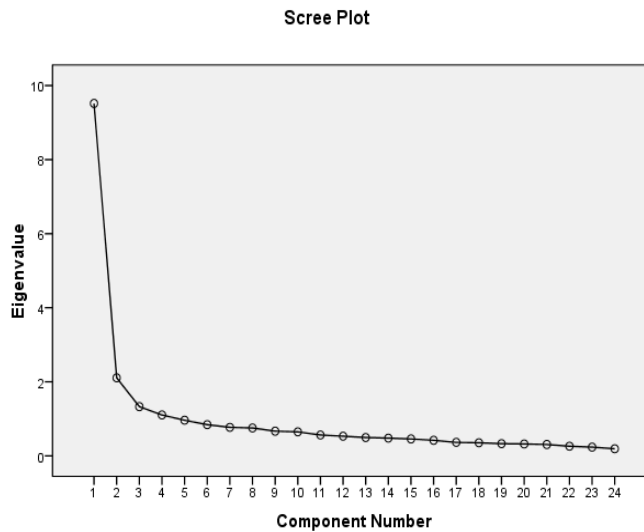


Figure 5.1: Scree Plot for total variance explained

Variance explained

The following Table describes the actual factors that were extracted. We found four components with more than 1 eigen value and explained 58.56% of total accounts. Factor 1 itself accounts for 23.17% of total variance explained and the eigen value is 9.51. Factor 2 accounts for 16.43% of total variance explained and eigen value is 2.10. Factor 3 accounts for 10.32% of total variance explained and eigen value is 1.33. Factor four accounts for 8.62% of total variance explained and eigen value is 1.10. Thus, all the variables together can be accounted for 58.56% of total variance explained. Though this study SPSS result extracted many factors, the rest of these factors did not make the grade.

Table 5. 5: Variance explained

Total Variance Explained						
Component	Initial Eigenvalues			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	9.517	39.653	39.653	5.563	23.178	23.178
2	2.106	8.777	48.429	3.944	16.435	39.613
3	1.330	5.540	53.969	2.479	10.327	49.941
4	1.104	4.599	58.569	2.071	8.628	58.569

Extraction Method: Principal Component Analysis

Factor Analysis Result

From 24 items, rotated component matrix reduced 3 items. And extracted 4 factors, which have high loading factors. Factor 1 is related to ‘training curriculum’; factor 2 is related to ‘training staff relationship’; factor 3 is related to ‘comfortability at BPATC’; and factor 4 is related to ‘extra co-curriculum facility’.

Table 5. 6: Result of PCA with VARIMAX Rotation, on 23 training programs component for organizational effectiveness

Training programs component	Factors			
Number of factors	1	2	3	4
Items	Training curriculum	Training staff relationship	Trainees Comfortability at BPATC (Physical facility)	Trainees’ Extra curriculum facility
1.curricula design for participants	.780			

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Training programs component	Factors			
	1	2	3	4
Items	Training curriculum	Training staff relationship	Trainees Comfortability at BPATC (Physical facility)	Trainees' Extra curriculum facility
2.updat curricula	.769			
3.training methods	.789			
4.innovative curricula	.804			
5.learning environment	.672			
6.competent guest resource person	.666			
7.competent in-house resource person	.644			
8.compent course management	.571			
11.participant comfortable stay at BPATC			.790	
12.internet facility			.720	
13.competent room boy			.504	
14.dining facility				.414
15.transport facility				.412
16.competent games/sport instructor				.839
17.sufficient games/sport facility				.538
18.sufficient library facility				.531
20.ensure participants health care		.470		
21.regular communication with participants		.501		
22.bpatc has clear		.426		

Organizational Effectiveness of BPATC: An Evaluation

Training programs component	Factors			
	1	2	3	4
Items	Training curriculum	Training staff relationship	Trainees Comfortability at BPATC (Physical facility)	Trainees' Extra curriculum facility
strategic vision and mission				
23.support staff are cordial		.664		
24.training support staff are disciplined		.710		

Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization. a. Rotation converged in 7 iterations.

Training Curriculum

The first important training course factor (PC1) is training curriculum. Training curriculum explains about 23.278 variance and Eigenvalue of 9.517. There are high significant loading factors, which are included in 'designed training curricula'; 'updated training course'; 'appropriate training methods'; 'innovative training curricula'; 'learning environment'; 'appropriate guest resource person'; 'appropriate in-house resource person'; 'appropriate course management team'. The significant magnitude of loading value is of 0.571 to 0.804. The higher level of factor loading indicates that these items are highly correlated to this factor.

Training staff relationship

The second important training factor is (PC2) 'training staff relationship'. The PC2 is explained with 16.435% of total variance and having Eigenvalue 2.106. There are high significant loading factors, which are included in 'discipline support training staff'; 'cordial support staff'; 'regular communication with trainees'; 'strategic vision communicate to trainees'; and 'ensure health care for trainees'. The significant magnitude of loading value is of 0.426 to 0.710. The higher level of factor loading indicates that these items are highly correlated to this factor.

Trainees' Comfortability at BPATC

The factor component (PC3) is related to 'trainees' comfortability at BPATC'. The PC3 is explained with 10.327% of total variance with an Eigenvalue 1.330. There are high significant loading factors; these are included in 'residence comfortability'; 'internet facility'; and 'appropriate room service'. The significant magnitude of loading value is of 0.504 to 0.790. The higher factor loading indicates that these items are highly correlated to this factor.

Trainees' extra curricula

The factor component (PC4) is related to ‘trainees’ extra curricula’. The PC4 trainees extra curricula is explained with 8.426% of total variance and having eigenvalue 1.104 There are high significant loading factors, these are ‘dining facility’; ‘transport facility’; ‘games/sport facility’; ‘games instructor’; and ‘library facility’. The significant magnitude of loading value is of 0.839 to 0.412. The higher factor loading indicates that these items are highly correlated to this factor.

5.5: Descriptive patterns of training curriculum, training staff relationship, trainees’ comfortability, and trainees’ extra curricula for organizational effectiveness

The independent variables of training courses in this study were ‘training curriculum’, ‘training staff relationship’, ‘trainees’ comfortability’, and ‘trainees’ extra curricula’ in BPATC. The descriptive value of these variables were computed as mean, standard deviation and chi-square as items, and correlation among the core variables related to training courses at BPATC as known organizational effectiveness.

5.6: Training curriculum

The mean value of different items on training curriculum of BPATC was satisfactory. Training curriculum as an independent variable at BPATC was measured by eight items and found the mean value more than 5 with six items out of eight. Training methods and innovative training curricula items were ranked low mean value 4.87 and 4.69 respectively. Result revealed that training curriculum variable items have satisfactory level towards the trainees.

Chi-square results reveal the statement measuring training curriculum in BPATC for organizational effectiveness regards to trainees. The calculated χ^2 values for eight statements are smaller than the Tabular χ^2 value, the null hypothesis is accepted. Thus, the result of χ^2 shows that training curriculum has highly significant association with organizational effectiveness at BPATC.

Table 5. 7: Descriptive statistics on Training Curriculum

Variable items	Mean	SD	Chi-square	Sig.
1.curricula design for participants	5.05	1.282	460.076 ^a	.000
2.updat curricula	5.24	1.359	257.456 ^a	.000
3.training methods	4.87	1.344	319.546 ^a	.000
4.innovative curricula	4.69	1.491	200.397 ^a	.000
5.learning environment	5.05	1.621	162.170 ^a	.000
6.competent guest resource person	5.04	1.572	223.565 ^a	.000
7.competent in-house resource person	5.22	1.250	360.917 ^a	.000
8.compent course management	5.60	1.306	373.229 ^a	.000

Note: n=424, p<.01

Descriptive Statistics on Training staff relationship

The mean value of different items on training staff relationship of BPATC was satisfactory. Training staff relationship as an independent variable at BPATC is measured by five items and found the mean value more than 5 with all items. Here cordial training support staff and well-disciplined staff ranked high mean value. Result reveals that training staff relationship variable items have satisfactory level towards the trainees.

Chi-square results reveal that the statement measuring training staff relationship in BPATC for organizational effectiveness regards to trainees. The calculated χ^2 values for five statements are smaller than the Tabular χ^2 value, the null hypothesis is accepted. Thus, the result of χ^2 shows that training staff relationship has highly significant association with organizational effectiveness at BPATC.

Table 5. 8: Descriptive statistics on Training staff relationship

Items	Mean	SD	Chi-square	Sig.
20.ensure participants health care	5.52	1.280	341.887 ^a	.000
21.regular communication with participants	5.39	1.302	303.064 ^a	.000
22.bpatc has clear strategic vision and mission	5.41	1.346	276.652 ^a	.000
23.support staff are cordial	5.70	1.207	427.243 ^a	.000
24.training support staff are disciplined	5.84	1.127	500.374 ^b	.000

Note: n=424, p<.01

Descriptive Statistics on Comfortability at BPATC'

The mean value of different items on Comfortability at BPATC' was satisfactory. Comfortability at BPATC' as an independent variable at BPATC measured by three items and found the mean value more than 5 with two items, where one item mean value got (4.94). Here internet facility and room boy service ranked high mean value. Result revealed that the facility BPATC is providing for the trainees most of them are satisfactory level toward trainees' satisfaction.

Chi-square results reveal that the statement measuring training staff relationship in BPATC for organizational effectiveness regards to trainees. The calculated χ^2 values for five statements are smaller than the Tabular χ^2 value, the null hypothesis is accepted. Thus, the result of χ^2 shows that training staff relationship has highly significant association with organizational effectiveness at BPATC.

Table 5. 9: Descriptive statistics on comfortability at BPATC

Items	Mean	SD	Chi-square	Sig.
11.participant comfortable stay at BPATC	4.94	1.637	182.657 ^a	.000

12.internet facility	5.30	1.591	244.648 ^a	.000
13.competent room boy	5.87	1.201	509.291 ^a	.000

Note: n=424, p<.01

5.7: Trainees' extra curricula/co-curricula facility

The mean value of different items on 'trainees' extra curricula/co-curricula at BPATC' was satisfactory. Trainees' extra curricula/co-curricula facility at BPATC' as an independent variable measured by five items and found the mean value more than 6 with three items, where two items ranked more than 5 mean value. Here at BPATC trainees' are very much satisfied with cafeteria/dining, transport, indoor-outdoor games, and library facilities. Thus, result revealed that all sorts of training related facilities are more than satisfactory level towards the participants/trainees.

Chi-square results reveal that the statement measuring 'trainees' extra curricula/co-curricula facility' in BPATC for organizational effectiveness regards to trainees. The calculated χ^2 values for five statements are smaller than the Tabular χ^2 value, the null hypothesis is accepted. Thus, the result of χ^2 shows that trainees' extra curricula/co-curricula facility has highly significant association with organizational effectiveness at BPATC.

Table 5.10: Descriptive Statistics on co-curricula

Items	Mean	SD	Chi-square	Sig.
14.dining/cafe facility	6.09	.948	671.896 ^a	.000
15.transport/logistics facility	6.07	.964	607.853 ^a	.000
16.competent games/sport instructor	5.70	1.315	425.953 ^a	.000
17.sufficient games/sport facility	5.22	1.469	240.974 ^a	.000
18.sufficient library facility	6.07	1.101	594.019 ^a	.000

Note: n=424, p<.01

Compute Variables Descriptive Statistics

In the following Table 5.9 describes the mean and standard deviation result with regards to independent and dependent variables. All the variables show more than 5 mean value and more than 1 standard deviation, which indicates mean dispersion is quite high, as it is expected SD (.50). However, high mean value reveals that all the training course related variable has high mean value towards trainees' satisfactory level as well as organizational effectiveness.

Table 5. 11: Descriptive statistics on compute variables

Variables	Mean	Std. Deviation
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OE=Organizational effectiveness	5.6501	1.05233
FC1=Training curriculum	5.0960	1.08112
FC2= Training staff relationship	5.5730	1.00447
FC3= Trainees' Comfortability at BPATC'	5.3688	1.14672
FC4= Trainees' extra curricula/co-curricula facility	5.8303	.81260

5. 8: Correlation Analysis among observed variables with organizational effectiveness as dependent variable

The Pearson Correlation was run to find out the relationship among the training course related four variables as defined independent variable extracted from PCA (Principal Component Analysis) with dependent variable as organizational effectiveness and to find out their association. This result provides an understanding the direct relationship between training curriculum, training staff relationship, trainees' comfortability at BPATC, and trainees' extra/co-curricula facility with organizational effectiveness. This correlation results suggest that variables are possible fit and explained with high correlation coefficient.

Table 5. 12: Correlation among Dependent and Independent variable

Variables	1	2	3	4	5
OE=Organizational effectiveness	1	.657**	.948**	.471**	.594**
FC1=Training curriculum	.657**	1	.680**	.383**	.518**
FC2= Training staff relationship	.948**	.680**	1	.506**	.627**
FC3= Trainees' Comfortability at BPATC'	.471**	.383**	.506**	1	.504**
FC4= Trainees' extra curricula/co-curricula facility	.594**	.518**	.627**	.504**	1

** . Correlation is significant at the 0.01 level (2-tailed).

5.9: Regression Model on training course variables for organizational effectiveness and hypotheses testing

Organizational effectiveness construct and training course variable (training curriculum, Training staff relationship, trainees' Comfortability at BPATC' and trainees' extra curricula/co-curricula facility) relationship (Hypotheses H10-H13).

To test Hypotheses (H10-H13), a simple regression model was run by using dependent variable as organizational effectiveness with four training course related variables. Regression result reveals that there is a positive and significant relationship with 'training staff relationship' on organizational effectiveness. Other variables have no significant impact on organizational effectiveness at BPATC.

5.10: Regression Model Summary

Analysis of variance (ANOVA) shows that organizational effectiveness has a significant relationship with overall training course related variables at BPATC. The regression equation has high correlation (+.948) and the variance explained adjusted R-square was 89.8% of total variance. This high variance indicates that training course related variables are much important for organizational effectiveness at BPATC.

Table 5. 13: Regression Model Summary/ANOVA for training course

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	F	Sig.
1	.948 ^a	.899	.898	.33538	931.978	.000 ^a

a. Predictors: (Constant), FC4, FC3, FC1, FC2. b. Dependent Variable: organizational effectiveness

Table 5. 14: Coefficient and Collinearity Results training course variables on organizational effectiveness

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	.116	.122		.953	.341		
	FC1	.022	.021	.022	1.046	.296	.523	1.913
	FC2	.984	.025	.939	38.797	.000	.412	2.429
	FC3	-.012	.017	-.013	-.716	.475	.684	1.462
	FC4	.001	.027	.001	.030	.976	.546	1.833

a. Dependent Variable: OE. b. * Factor 1 is related to 'training curriculum'; factor 2 is related to 'training staff relationship'; factor 3 is related to 'trainees' comfortability at BPATC'; and factor 4 is related to 'extra co-curriculum facility'

The coefficients shown in Table 5.13 and revealed that organizational effectiveness has a highly positive and significant relationship with 'training staff relationship' variable and it has explained 93.9% of total variance. Except 'comfortability at BPATC' all variables are positive impact on organizational effectiveness, but they are not significant. Collinearity test is also performed for this study to verify multiple-correlationship and variance inflation factor. A tolerance is less than 0.2 or 0.1 and VIF (variance inflation factor) of larger than 4.0 are regarded as the potential indicators of multicollinearity (Park, 2010). Thus, the result of this study showed that multicollinearity was not a problem.

Part B: Data Analysis Results on Faculty and support staffs**5.11: Faculty Data Analysis Part: B***Demographic data*

Another set of questionnaire was for profile and organizational culture of BPATC and the respondents were from faculty and training staff. As we discussed in methodology part, scale variable is used based on variables items. Apart from demographic information, independent variables are related to organizational effectiveness aspect. Descriptive statistics mean, SD, correlation and regression analyses were done to test formulated hypotheses.

Gender distribution

In the following Table gender frequency distribution is shown and found that among respondents, only 12.3% of respondents were female and rest of the male (87.7%). In BPATC, generally female faculty is much less than male faculty.

Table 5. 15: Gender frequency distribution

Gender	Frequency	Percent	Cumulative Percent
Male	64	87.7	87.7
Female	9	12.3	100.0
Total	73	100.0	

Respondent Job Grade distribution

In BPATC all faculty are involved with academic part, although there are support staff, who are attached with training programmes. Generally, job grade 1-9 are defined in BPATC as faculty member. Thus, this study underwent survey with faculty and related staff with other job grade. The following Table 5.15 illustrates the respondent distribution regarding job grade.

Table 5. 16: Respondent service grade frequency distribution

Service grade	Frequency	Percent	Cumulative Percent
Grade 1-9	38	52.1	52.1
Grade 10	4	5.5	57.5
Grade 11-16	12	16.4	74.0
Grade 17-20	19	26.0	100.0

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Total	73	100.0	
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Length of service of the respondent:

In BPATC, two type of faculty are here. Type one is defined as permanent faculty, who are recruited by organization; on the other hand, faculty work on deputation from different cadre. Those who come on deputation, they usually stay 3 years or less or to some extent more than 3 years. Therefore, service length is presented in the following Table. Results revealed that 27.4% of respondents are from not more than 3 years service at BPATC. Some of are with long experience (13.7%) at BPATC working as faculty and support staff.

Table 5. 17: Respondent Length of service at BPATC

Length of service	Frequency	Percent	Cumulative Percent
less than 3 yrs	20	27.4	27.4
3-5 yrs	7	9.6	37.0
6--10 yrs.	4	5.5	42.5
11-15 yrs	8	11.0	53.4
16-20 yrs	10	13.7	67.1
21-25 yrs	5	6.8	74.0
26-30 yrs	11	15.1	89.0
31 + yrs.	8	11.0	100.0
Total	73	100.0	

Appointment Status

Basically, two types of staff are working in BPATC. Thus, respondents are drawn from working on deputation and working on direct recruitment. Working on deputation population is very few, thus direct recruited respondents are high (87.7%) than on deputation (12.3%).

Table 5. 18: Appointment Status in BPATC

Mode of requirement	Frequency	Percent	Cumulative Percent
On Deputation	9	12.3	12.3
On Direct recruitment	64	87.7	100.0
Total	73	100.0	

5.12: Strategic direction and Cultural Profile of BPATC

Descriptive pattern of strategic profile variables include ‘strategic direction’, ‘external communications’, ‘long term orientation’, ‘core competencies’, ‘customer focus’, culture profile variables include ‘empowerment’, ‘organizational integrity’, ‘involvement in leadership’, and ‘motivation’. Dependent variable is organizational effectiveness.

Strategic Direction

In the following Table the mean value of different items on strategic direction was satisfactory. Strategic direction of BPATC is an independent variable which is measured with eight items and found mean value is more than average mean value (3.5). The mean value is range from 4.75 to 5.99, which is satisfactory level. Here ‘individual contribution to BPATC strategic direction’ ranked low (4.75). Highest mean scored is in ‘BPATC training activities is different from any other training organization’ (6.15). Result revealed that faculty member and training support staff are aware of strategic direction of BPATC.

Chi-square results revealed that the statement measuring strategic direction by eight items of BPATC for organizational effectiveness. The calculated χ^2 values for eight statements are smaller than the Tabular χ^2 value, the null hypothesis is accepted. Thus, the result of χ^2 shows that strategic direction has highly significant association with organizational effectiveness at BPATC.

Table 5. 19: Descriptive Statistics on strategic direction for organizational effectiveness

Strategic direction variable items	Mean	SD	Chi-square χ^2	Sig.
Strategic aims of BPATC are stated clearly and communicated to all employees.	4.90	1.660	36.603 ^a	.000
Few people make any contribution to formulating strategy (the chief executive takes all the key decisions).	5.71	1.184	46.918 ^b	.000
The strategic planning system of BPATC operates as per set timetable.	4.85	1.578	26.247 ^a	.000
Most members of BPATC know how their jobs contribute to BPATC’s strategic direction	4.75	1.762	17.808 ^a	.000
BPATC has a tendency to move in several directions at the same time.	5.23	1.297	22.260 ^b	.000
BPATC’s training activities are clearly different from other training institutions	6.15	1.114	55.699 ^c	.000
BPATC has an established position in the market which is recognized by everyone, both inside and outside the organization	5.99	1.047	62.041 ^a	.000
BPATC has a system for monitoring the progress towards achieving its strategic aims	4.88	1.433	36.397 ^a	.000

External Communication

In the following Table the mean value of different items on external communication was satisfactory. External communication is an independent variable which is measured with five items and found mean value is more than average mean value (3.5). The mean value is range from 4.74 to 5.29, which is satisfactory level. Here ‘communication with research institute, consultancy and Universities’ received (4.75) among the items. Highest mean scored is in ‘faculty members have a close contact with trainees/participants’ (5.29). Result revealed that BPATC as an organization does external communication for organizational effectiveness.

Chi-square results reveal that the statement measures strategic direction by five items of external communication for organizational effectiveness. The calculated χ^2 values for five statements are smaller than the Tabular χ^2 value, the null hypothesis is accepted. Thus, the result of χ^2 shows that external communication in BPATC has highly significant association with organizational effectiveness.

Table 5. 20: Descriptive statistics on external communication for organizational effectiveness

Variable items	Mean	Std. Deviation	Chi-square χ^2	Sig.
BPATC makes special efforts to keep in close touch with its customers (participants).	5.29	1.369	37.384 ^a	.000
Most officers of BPATC have good working contacts in the customer organizations.	5.15	1.506	34.685 ^b	.000
BPATC regularly meets other training institutes and exchange real information.	5.05	1.332	30.973 ^a	.000
BPATC maintains regular contacts with research institutes, consultants, universities, etc.	4.74	1.313	38.712 ^b	.000
BPATC has a routine system of regularly updating its information on customers (participants), training technology and training materials.	5.04	1.550	23.945 ^b	.001

Long Term Orientation

In BPATC, long term orientation is measured with three items. These are: ‘Top management emphasis on long-term issues’, ‘BPATC emphasizes heavily in research & development’, and ‘BPATC is continually improving the quality of training prog.’ This variable is independent. The

mean value of different items on long term orientation was satisfactory. In this variable, all five items' mean value is satisfactory and mean value range is of 4.68 to 5.10. Here 'BPATC emphasizes heavily on research and development' (4.68) among the items. Highest mean scored in 'BPATC is continually improving the quality of training programmes' (5.10). Result revealed that BPATC as an organization has long term orientation programmes or foresighting issues for organizational effectiveness.

Chi-square results reveal the statement measuring long term orientation by three items of long term orientation for organizational effectiveness. The calculated χ^2 values for three statements are smaller than the Tabular χ^2 value, the null hypothesis is accepted. Thus, the result of χ^2 shows that long term orientation in BPATC has highly significant association with organizational effectiveness.

Table 5. 21: Descriptive statistics on Long term orientation for organizational effectiveness

Variables items	Mean	SD	Chi-square χ^2	Sig.
Top management of BPATC puts more emphasis on long-term issues.	4.99	1.399	21.932 ^a	.001
BPATC emphasizes heavily in research and development.	4.68	1.715	21.260 ^b	.002
BPATC is continually improving the quality of training programmes	5.10	1.406	44.082 ^b	.000

Core competencies

For this study, core competency orientation is an independent variable and measured with four items. These are: 'BPATC aware of latest global development aspects', 'BPATC pursue international collaborations', 'Use of research fund', and 'Pursuing new training technology'. The mean value of different items on core competencies was satisfactory. In this variable, all found mean value of four items is satisfactory and mean value range is of 4.99 to 5.16. Among the variable items, the highest mean scored in 'BPATC pursuing new training technology (5.16) and the lowest mean scored is in 'little use of research fund' (4.99). Result reveals that BPATC as an organization has core competencies which are most essential for organizational effectiveness.

Chi-square results reveal that the statement measuring core competencies by four items are important for organizational effectiveness. The calculated χ^2 values for four statements are smaller than the Tabular χ^2 value, the null hypothesis is accepted. Thus, the result of χ^2 shows that core competencies in BPATC has highly significant association with organizational effectiveness.

Table 5. 22: Descriptive statistics on core competencies for organizational effectiveness

Variables items	Mean	Std. Deviation	Chi-square χ^2	Sig.
BPATC is well aware of latest global development aspects	5.05	1.212	44.288 ^a	.000
BPATC actively pursuing international collaborations so that it can keep up with change.	5.08	1.244	30.479 ^a	.000
BPATC makes little use of its research funds	4.99	1.389	38.137 ^b	.000
BPATC is pursuing to develop new training technology.	5.16	1.375	56.740 ^b	.000

Customer focus

For this study, customer focus is also an independent variable and measured with six items. These are: 'BPATC invests time & money for satisfying customer', 'client value of training', 'efficient in order to satisfy BPAT's clients', 'regularly conducts TNA', 'regularly conducts PTU', and 'BPATC management responsibility for ensuring client value'. From the table, it is found that the mean value of different items on customer focus was satisfactory. In this variable, mean value of all six items is satisfactory and mean value range is of 4.62 to 5.36. Among the variable items, the highest mean scored is in 'BPATC management responsibility for ensuring client value' (5.36) and the lowest mean scored is 'BPATC invests time & money for satisfying customer' (4.62). Result reveals that BPATC as an organization has customer focus variable items that are most essential for organizational effectiveness.

Chi-square results reveal that the statement measuring customer focus by six items is important for organizational effectiveness. The calculated χ^2 values for six statements are smaller than the Tabular χ^2 value, the null hypothesis is accepted. Thus, the result of χ^2 shows that customer focus in BPATC has highly significant association with organizational effectiveness.

Table 5. 23: Description statistics on customer focus for organizational effectiveness

Variables items	Mean	Std. Deviation	Chi-square χ^2	Sig.
BPATC invests a lot of time and money in finding out what its clients really want.	4.62	1.497	43.890 ^a	.000
BPATC knows exactly what the clients means by value of training what it delivers.	5.08	1.331	25.384 ^b	.000
BPATC always tries to be efficient in order to satisfy its clients	5.25	1.382	46.384 ^a	.000

BPATC regularly conducts training needs assessments (TNA)	5.08	1.402	43.699 ^a	.000
BPATC regularly conducts research on post-training utilization (PTU).	4.68	1.623	19.151 ^a	.004
BPATC Management's most important responsibility is to ensure give its clients real value.	5.36	1.418	43.315 ^a	.000

Culture Profile of BPATC

Organizational culture profile variable includes 'empowerment', 'organizational integrity', 'involvement in leadership', and 'motivation'. These are basically independent variables. Here dependent variable is organizational effectiveness. These variables items are measured with 7 point Liker scale.

Empowerment

For this study, empowerment is an independent variable and measured with six items. These are: 'BPATC management regards its employees', 'work as a team', 'employee training & development', 'strong communication with employees', 'top management control over employees work performance', 'uses of faculty potential', and 'BPATC maintain inter-departmental coordination'. From the table it is found that the mean value of different items on empowerment was satisfactory. In this variable, mean value of all six items is satisfactory and mean value ranges from 4.55 to 5.27. Among the variable items, the highest mean scored is in 'top management control over employees work performance' (5.27) and the lowest mean scored is in 'management of BPATC use its employees' full potentials' (4.55). Result reveals that empowerment variable items are most essential for organizational effectiveness.

Chi-square results reveal that the statement measuring empowerment by six items is important for organizational effectiveness. The calculated χ^2 values for six statements are smaller than the Tabular χ^2 value, the null hypothesis is accepted. Thus, the result of χ^2 shows that empowerment in BPATC has highly significant association with organizational effectiveness.

Table 5. 24: Descriptive statistics on empowerment for organizational effectiveness

Variables items	Mean	SD	Chi-square	Sig.
Management of BPATC generally regards employees as responsible and values them.	4.78	1.592	34.877 ^a	.000
Management of BPATC and work-force cooperate well and work as a team.	5.19	1.266	46.192 ^a	.000

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Variables items	Mean	SD	Chi-square	Sig.
Management of BPATC is always prepared to pay for an employee's further training and development.	4.89	1.318	31.466 ^b	.000
Management of BPATC puts great effort into communicating with employees so that everyone knows what is going on.	4.71	1.419	40.630 ^a	.000
BPATC's top management's main task is to keep control over how faculty members do their work.	5.27	1.357	36.068 ^b	.000
Management of BPATC use its employees' full potentials.	4.55	1.633	41.014 ^a	.000
BPATC always maintains inter-departmental coordination (e.g. PPR, Admin. Research, Evaluation department).	4.86	1.669	15.699 ^a	.015

Organizational integrity

The mean value of different items on organizational integrity at BPATC' was satisfactory. Organizational integrity as an independent variable at BPATC measured by eight items and found the mean value more than 5 with most of the items except 'equal opportunity' (4.25) and 'research & consultancy are the best' (4.70). Here leadership for quality training at BPATC ranked high mean value (5.67). Result revealed that the organizational integrity variable items are important element for satisfying faculty members for organizational effectiveness.

Chi-square results reveal that the statement measuring organizational integrity for organizational effectiveness regards to faculty and support staff. The calculated χ^2 values for eight statements are smaller than the Tabular χ^2 value, the null hypothesis is accepted. Thus, the result of χ^2 shows that organizational integrity has highly significant association with organizational effectiveness.

Table 5. 25: Descriptive statistics on organizational integrity for organizational effectiveness

Items	Mean	Std. Deviation	Chi-square	Sig.
Everyone has an equal opportunity to get on and there is no favoritism in BPATC.	4.25	1.839	17.233 ^a	.008
BPATC is always honest and fair with its customers (participants) and other stakeholders.	5.55	1.405	49.260 ^a	.000
Training courses of BPATC are the best in the public	5.84	1.202	48.562 ^b	.000

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Items	Mean	Std. Deviation	Chi-square	Sig.
sector.				
Research & consultancy of BPATC are the best in their field.	4.70	1.431	35.260 ^a	.000
BPATC always practices a good and fair recruitment.	5.04	1.504	35.644 ^a	.000
BPATC has a formal arrangement (e.g. a regularly meeting committee, working party formal report, etc.) for the explicit review and reporting of ethical performance.	5.22	1.228	78.411 ^a	.000
BPATC has a reputation for being the leader in terms of quality training.	5.67	1.001	65.658 ^b	.000
BPATC has an excellent reputation for ethical behavior	5.51	1.303	34.425 ^b	.000

Involvement in leadership

The mean value of different items on involvement in leadership at BPATC' was satisfactory. Involvement in leadership as an independent variable measured by six items and found the mean value 4 with all items of this variable and having mean value ranging from 4.29 to 4.90. Compared to other variables items, leadership items scored less. Still, all the variable items are at satisfactory level more than average value. Result reveals that involvement in leadership variables items are important element for leadership involvement for organizational effectiveness.

Chi-square results reveal the statement measuring leadership involvement for organizational effectiveness. The calculated χ^2 values for six statements are smaller than the Tabular χ^2 value, the null hypothesis is accepted. Thus, the result of χ^2 shows that a leadership variable item has highly significant association with organizational effectiveness.

Table 5. 26: Descriptive statistics in involvement leadership

Items	Mean	Std. Deviation	Chi-square	Sig.
BPATC's employees have a real opportunity to influence decisions	4.60	1.648	20.301 ^a	.002
Faculty and staff development of BPATC is clearly regarded as one of management's responsibilities.	4.90	1.416	40.438 ^a	.000
Members of BPATC are encouraged to use their own initiatives	4.85	1.506	28.356 ^a	.000
Faculty members are involved in taking important decisions.	4.85	1.488	19.466 ^b	.002

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Faculty members and staff often share their ideas for improving the training business directly to top management.	4.29	1.585	16.658 ^a	.011
There is a plenty of opportunity to talk informally to senior management of BPATC (no matter how junior you are).	4.60	1.664	25.096 ^a	.000

Motivation

This variable is measured with six items. These are: ‘recognized employees’ achievements’, ‘work self satisfaction’, ‘merit & performance based promotion’, ‘good salaries & other remunerations’, ‘employees are aware of their performance’, and ‘helping & supporting management at BPATC’. The mean value of different items on motivation at BPATC’ was less satisfactory. Motivation is an independent variable and found mean value of variable items range from 4.59 to 4.92. Compared to other variables items mean value, motivation got lesser mean value. Result reveals that satisfaction on motivation in respect of faculty and training support staff is not high at BPATC.

Chi-square results reveal the statement measuring motivation for organizational effectiveness. The calculated χ^2 values for six statements are smaller than the Tabular χ^2 value, the null hypothesis is accepted. Thus, the result of χ^2 shows that motivation item has highly significant association with organizational effectiveness.

Table 5. 27: Descriptive statistics on motivational for organizational effectiveness

Items	Mean	Std. Deviation	Chi-square	Sig.
Employee’s achievements are always recognized in BPATC.	4.78	1.726	22.986 ^a	.001
Most employees of BPATC do work which itself is satisfying.	4.59	1.597	34.493 ^a	.000
Promotions in BPATC are based on merit & performance.	4.59	1.597	30.466 ^a	.000
BPATC’s salaries and remunerations are as good as any in the relevant institutions	4.71	1.594	25.863 ^a	.000
Employees of BPATC are made aware of how they are performing (good or bad).	4.92	1.412	20.945 ^b	.001
BPATC’s Management’s main role is helping and supporting others.	4.79	1.443	31.425 ^a	.000

Organizational Effectiveness

Organizational effectiveness is a dependent variable and this variable is measured with six items. These are: 'clear strategic mission & vision', 'competent academic, training management & support staff', 'all level staff development programme', 'work innovation', 'strong work culture', and 'customer is highly valued'. The mean value of different items on organizational effectiveness was satisfactory, but the mean value scored less than other variables. For this organizational effectiveness, variable items range from 4.81 to 5.33. Among the items 'team culture' and 'strategic mission-vision' got same mean value (4.81), and highest mean value was found on 'customer value' (5.33). Result reveals that in BPATC faculty and training supportive personnel are given value for trainees.

Table 5. 28: Descriptive Statistics on organizational effectiveness item

Variables items	Mean	Std. Deviation	Chi-square	Sig.
BPATC's strategic mission and vision are clear to all.	4.81	1.560	31.808 ^a	.000
BPATC has a competent core academic faculty, training management team and administrative staff.	5.30	1.421	28.178 ^b	.000
BPATC has a Staff Development Programme (for all levels).	4.97	1.598	13.055 ^b	.023
BPATC follows work innovation.	4.89	1.487	31.808 ^a	.000
BPATC has a strong team culture.	4.81	1.697	32.384 ^a	.000
BPATC highly values its customer.	5.33	1.359	55.600 ^c	

5.13: Descriptive statistics for compute variables

In regard to strategic profile and organizational culture profile, study has computed variables with their measurement of respective items. And compute variables with descriptive statistical results is presented in the following Table, and found some variables have mean value more than 5 and some of more than 4. Results reveal that all independent variables and dependent variables mean score are satisfactory level on organizational effectiveness.

Table 5. 29: Descriptive statistics on compute variables

Compute Variables	Mean	Std. Deviation
Strategic Direction	5.3082	.96512
Communication	5.0548	1.15675
Orientation	4.9224	1.33046
Competencies	5.0719	.94325
Customer	5.0114	1.12606
Empowerment	4.8943	1.13739
Integrity	5.2209	.99183

Compute Variables	Mean	Std. Deviation
Leadership	4.6826	1.21181
Motivation	4.7306	1.17577
*Organizational effectiveness	5.0214	1.25492

5.14: Correlation matrix among the variables (dependent and independent) related to strategic profile and organizational culture profile

The Pearson Correlation was run to find out the relationship among the strategic profile and organizational culture profile variables as independent variable with dependent variable as organizational effectiveness. Pearson correlation result found that independent and dependent variables are significantly associated. Thus, result explains variables relationship between strategic direction, external communication, orientation, core competencies, customer focus, empowerment, integrity, leadership involvement and motivation with organizational effectiveness. This correlation results suggest that variables are possible fit and explained with high correlation coefficient.

Table 5. 30: Correlation matrix with dependent and independent variables

Variables	1	2	3	4	5	6	7	8	9	10
Strategic Direction	1	.651**	.754**	.628**	.584**	.681**	.689**	.577**	.423**	.605**
Communication	.651**	1	.767**	.691**	.708**	.676**	.593**	.591**	.463**	.576**
Orientation	.754**	.767**	1	.766**	.688**	.711**	.684**	.616**	.476**	.616**
Competencies	.628**	.691**	.766**	1	.757**	.720**	.670**	.636**	.624**	.691**
Customer	.584**	.708**	.688**	.757**	1	.738**	.653**	.557**	.476**	.619**
Empowerment	.681**	.676**	.711**	.720**	.738**	1	.787**	.762**	.618**	.741**
Integrity	.689**	.593**	.684**	.670**	.653**	.787**	1	.723**	.591**	.769**
Leadership	.577**	.591**	.616**	.636**	.557**	.762**	.723**	1	.746**	.814**
Motivation	.423**	.463**	.476**	.624**	.476**	.618**	.591**	.746**	1	.770**
Org effectiveness	.605**	.576**	.616**	.691**	.619**	.741**	.769**	.814**	.770**	1

** . Correlation is significant at the 0.01 level (2-tailed).

5.15: Regression and ANOVA for strategic and culture profile on organizational effectiveness

This regression model is composed of independent variables such as strategic direction, communication, orientation, competencies, customer focus, empowerment, integrity, leadership and motivation. The regression model is significant. Analysis of variance (ANOVA) indicates that strategic profile variables and culture profile variables of BPATC have significant relationship with organizational effectiveness. The correlation coefficient between independent

and dependent variables is very high (.892) and have positive significant relationship. The R-square is (.795), where the adjusted R-square about 76.4% explained of total variance.

Table 5. 31: Regression Model and ANOVA

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	F	Sig.
1	.892 ^a	.795	.764	.60937	25.848	.000

- a. Predictors: (Constant strategic direction, communication, orientation, competencies, customer focus, empowerment, integrity, leadership and motivation
- b. Dependent Variable: Organizational effectiveness

Table 5. 32: Coefficients Result and colinearity test

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	-.838	.505		-1.658	.102		
	Strategic Direction	.087	.125	.068	.692	.492	.358	2.795
	Communication	-.068	.110	-.063	-.619	.538	.324	3.083
	Orientation	.017	.115	.018	.152	.880	.235	4.256
	Competencies	.158	.152	.118	1.041	.302	.267	3.749
	Customer value	.062	.135	.056	.460	.647	.229	4.361
	Empowerment	.329	.135	.260	2.440	.018	.300	3.329
	Integrity	.295	.115	.286	2.565	.013	.274	3.645
	Leadership	-.027	.124	-.024	-.219	.827	.277	3.615
	Motivation	.334	.100	.310	3.349	.001	.400	2.501
a. Dependent Variable: org. effectiveness								

a. Dependent variable: org. effectiveness

The coefficients shown in Table 5.31 reveal that organizational effectiveness has a highly positive and significant relationship with ‘empowerment, integrity and motivation. Empowerment has explained 26.0%, integrity explained 28.65 and motivation explained 31.0% of total variance explained. Except those three independent variables, rest of the variables have relationship, but not significant. Collinearity test is also performed for this study to verify multiple-correlation and variance inflation factor. A tolerance less than 0.2 or 0.1 and VIF (variance inflation factor) of larger than 4.0, are regarded as the potential indicators of

multicollinearity (Park, 2010). Thus, the result of this study shows that multicollinearity was not a problem.

5.16: Hypotheses Test Summary

For this study the formulated hypotheses are 13, hypotheses testing results (H6, H7, H9, and H11) suggest that empowering organizational staff, organizational integrity, leadership and training support service have significant impact on organizational effectiveness. Thus, organization (BPATC) should execute those practices for higher performance of organization.

Table 5. 33: Summary Results of Hypotheses H11 to H14

Ho	Hypotheses statement	Beta	t	Sig.	Result
H ₁	H ₁ : Strategic direction has a positive and significant relationship on organizational effectiveness.	.068	.692	.492	Rejected
H ₂	H ₂ : External communication has an impact on organizational effectiveness.	-.063	-.619	.538	Rejected
H ₃	H ₃ : Long-term orientation has positive relationship with organizational effectiveness.	.018	.152	.880	Rejected
H ₄	H ₄ : Core competencies have a positive impact on organizational effectiveness.	.118	1.041	.302	Rejected
H ₅	H ₅ : The more organization is focused with its internal or external customer satisfaction, the organization shown more effectiveness.	.056	.460	.647	Rejected
H ₆	H ₆ : Empowering organizational staff has significant and positive impact with organizational effectiveness.	.260	2.440	.018	Accepted
H ₇	H ₇ : Organization integrity is associated with organizational effectiveness.	.286	2.565	.013	Accepted
H ₈	H ₈ : Leadership has a significant relationship with organizational effectiveness.	-.024	-.219	.827	Rejected
H ₉	H ₉ : Leadership has a significant relationship with organizational effectiveness.	.310	3.349	.001	Accepted
H ₁₀	H ₁₀ : Effective training curriculum has an impact on human resource development as well organizational development or organizational performance or organizational excellence.	.022	1.046	.296	Rejected
H ₁₁	H ₁₁ : Support service staffs have positive relation with organizational effectiveness.	.939**	38.797	.000	Accepted
H ₁₂	H ₁₂ : Trainees' comfortability has an impact on organizational effectiveness.	-.013	-.716	.475	Rejected
H ₁₃	H ₁₃ : Co-curriculum training facility has a positive impact on organizational effectiveness.	.001	.030	.976	Rejected

C. QUALITATIVE DATA ANALYSIS RESULTS

As we discussed in methodology part, that this study has also qualitative data received through open-ended questionnaire survey through face to face interview and also from electronic mail survey. We received 19 filled in questionnaires from 19 former faculty members of BPATC. In the open-ended interview instrument, there are fine questions. Respondents were given their

views and based on their views thematic variables are derived. Therefore, from their views data summary are presented in the following part according to questionnaire construct.

Measurement criteria for evaluation organizational effectiveness (BPATC)

Scholars are suggested organizational effectiveness in different components such as: organizational process, empowerment, organizational culture, strategy, employee engagement, leadership, culture, objectives or goals, employee development, process improvement etc (Giti and Shraf 2012). Interview results listed some of the criteria for organizational effectiveness like BPATC. There are listed below:

- Clearly stated goals and objective, degree of achievement of those objectives
- Standard operative procedure and its degree of practices
- Strong infrastructure and its optimum uses
- Adequate number qualified trainer
- Adequate number of support staff with requisite qualification, and skill
- Adequate financial resources and its proper use to obtain goals
- Need based training curricula
- Effective delivery of training curricula
- Satisfying BPATC's customer (trainees')
- Uses of technology
- Organized Academic programme such as: seminar, workshop, conference, research & publication
- Collaboration with national and international training and research organization and arranged programme together

Strength of BPATC

Particularly in public sector, BPATC is an apex training organization in Bangladesh. In line with positive view, the respondents have given their views as a strength point of BPATC and they listed the following components.

- Competent HR and its support
- Financial support/government support
- Experience faculty member
- Field experience faculty member
- Time management
- Maintaining Discipline
- Congenial working environment
- Rich library with current books, journal and articles
- Strategic plan

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- Academic Journal publication
- Clear vision mission with core values
- Yearly programme calendar (academic calendar) Year training calendar
- Efficient training manager
- Post Training Utilization
- Number of training courses and number of trainees' trained from BPATC
- Modern and well equip training aid facility and training room
- Strong and fair recruitment process
- Institutional image

Weaknesses of BPATC

According the interview question, respondents were given some points that are reflected as weakness of BPATC. Though, BPATC is an apex organization, still there is room for development. The weaknesses of BPATC derived from respondents are listed below:

- Absent of International Standardization Organization (ISO)
- Inadequate standardization of training delivery
- Inadequate feedback system (gap between BPATC and other public sector organization)
- Under -utilization of HR
- Improper utilization of material resources (physical resources)
- Training curricula not updated regularly (as market demand)
- Inadequate plan for in-house faculty development and career planning
- Lack of competition
- Reluctant faculty member, unwilling to upgrade their knowledge
- Not appropriate KPI
- Lack of strategic link with organizational mission (with recruitment and promotion)
- BOG is less concerned about performance of BPATC
- Poor institutional memory
- Absent of research culture
- Poor publication
- Absent of Standard Operating Procedure (SOP)
- No regular TNA and PTU done by BPATC
- Traditional training methods, mostly based on lecture methods
- Large number of trainees' specially for Foundation Training Course
- Inadequate ICT facilities & week ICT management
- Lack of inter departmental coordination within BPATC
- Less exercise of administrative and financial autonomy
- Lack of effective coordination between In-house and deputed faculty
- Weak team culture
- Lack of Visionary leadership
- Excessive focus on outward and physical look ignoring the development of inner quality
- Stereotyped training curricula
- Insufficient of fund for R&D

Required measure for centre of excellence

Literally to make BPATC ‘a centre of excellence’ required many approaches. Centre of excellence can be understood as a ‘team’, ‘leadership’, best practices of HR’, ‘undertaking research’, ‘training’, ‘uses of technology’, ‘network of institutions collaborating’, and so on. For this study this type of question was asked as in interview instrument. The respondents have given their views and these are listed below:

- Developed research culture among the faculty members
- Formulation of Standard Operating Procedure to achieve the set goals
- Strengthen institutional memory
- Updating training curricula according to needs of the trainees’ in regular basis
- Attractive career planning for in-house faculty member for retentions
- Introducing performance based career planning
- Quality research and publication
- Improve or strengthen team work and coordination for creating work-culture
- Strengthen research and publication works; using research finding as the input of instructions as well as updating course curricula
- Developing competency of faculty members
- Facility and logistics support to be developed (International standard)
- Selection of external resource person with due care
- Encouraging innovation in work process
- Strengthen the networking among training, research and educational institute (regional and international)

Part D. Secondary Data Analysis from different core courses end evaluation results by the participants

BPATC has a mandate to organize training courses for the Additional Secretary, Joint Secretary, Deputy Secretary and Assistant Secretary or equivalent Civil Servant. Therefore, BPATC organizes ‘Policy Planning & Management Course’; ‘Senior Staff Course’; ‘Advanced Course on Administration & Development’ and ‘Foundation Training Course’. Duration of those courses is different but all are residential courses. There is an ending course evaluation method, organized by BPATC and respected course participants are requested to participate in that survey. On the basis of participants’ feedback course evaluation report is prepared. Based on their feedback in some special cases, data is analyzed and presented here. Policy planning and Management Course:

Policy Planning and Management Course (PPMC)

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Course Module effectiveness: In particular PPMC, there are different training modules and modules are having a number of topics. To some extent modules are little bit differ from course to course. However, in terms of numeric value modules effectiveness is presented in the following table.

Table 5.34: Module Effectiveness

Course Number	Name of Modules % value												
	1.BG	2.SDG	3.Strategic Planning	4.Project Mgt	5.Public Policy/AP	6.Negotiation	7.Contemporary/Development Issues	8.Public Procurement Mgt.	9.eGovernment	10.Visit	11.PDP	12.GP SM	13.PFM
15 th		95	93	88	89	91	89			86	73		
14 th					75						85	68	69
13 th					83							84	92
12 th					87						87	89	91
11 th	86			89	90		89			95			
10 th	90			87	88		87						
9 th				93	93		88	94					
8 th				89	88		87	91					
7 th				83	87		87	90					
6 th					79		69		80				
5 th					91		89		88				

*value to be read as %

1.BG= Behavior Governance; 2: SDG=Sustainable Development Goals; 3. Strategic Planning; 4. Project Management; 5. Public Policy/Policy Analysis and Process;6. Negotiation; 7. Contemporary/Development Issues; 8. Public Procurement Management; 9. eGovernment; 10. Visit; 11. Policy Development Perspective; 12. GP SM=Governance and Public Service Management; 13. PFM=Public Finance Management

In the above table, it is found that a number of training modules are there in PPMC, modules might varied from course to course due the time demand and knowledge demand, this is linked with government priorities and development/policy issues. Sustainable Development Goal as a module is included from 15th PPM Course and scored very high (95%) value as performance measurement.

Training Methods Effectiveness measurement by the Participants

For senior level officials, training methods mostly group work, visit, discussion, presentation and preparing report, case analysis, seminar/workshop, exercise and so on. Lecture base discussion is there but very less in number. Data derived from five courses, and compiled their written views and presented in the following table. Table describes that training methods as a tool for learning effectiveness in almost satisfactory level. It is found that training methods received more than 80% as effectiveness of those training methods components.

Table 5.35: Training Methods Effectiveness measurement (%) by the Participants

Course Number	Name of Training Methods % value

Organizational Effectiveness of BPATC: An Evaluation

PPMC	Lecture & Discussion	Group Discussion	Field Visit	Simulation	Exercise/ Workshop/Seminar	Panel Discussion	Syndicate	Case Study	Extension Lecture
15 th		86	85		91	84		81	
14 th	83	93	84		83	66	61	68	
13 th	87	88	91		83	81	73	87	
12 th	77	91	89		87	88	79	88	
11 th	93		94		85	85	85	89	
10 th	83		93		90	85	85	92	
9 th	85		99		89	92	84	88	
8 th	91		98		90	85	84	90	
7 th	87	87	97	82	83	92		93	
6 th	74	79	83		74	71	71		
5 th	80	90	84	86					81

*value to be read as %

Effectiveness measurement in some other areas

In a structured form, PPMC participants were also asked to rate in some other academic and non academic areas. Based on their measurement analysis was done and presented in the following table. Percentage values are shown in the table in respect to each measurement component. Results found that non academic components scored high value than academic component. Still course content and training methodology are satisfactory level (more than 80% effectiveness).

Table 5.36: Effectiveness measurement with some other components (% value)

Course Name & Number	Component % value								
	Course content	Training Methodology	Course Management	Classroom facilities	Residential arrangement	Library facilities	Food arrangement	Medical facilities	ICT facility
15 th	89	92	85	80	79	88	83	90	95
14 th	68	78	84	85	68	80	83	79	79
13 th	85	88	92	99	91	96	93	84	83
12 th	89	79	89	91	89	88	85	83	84
11 th	88	85	94	73	84	91	73	85	79
10 th	82	83	92	88	65	88	82	77	80
9 th	87	86	95	96	88	88	96	88	89
8 th	86	83	86	94	87	83	90	87	76
7 th	83	83	93	92	90	95	78	80	90
6 th	66	77	81	96	94	96	93	76	
5 th	73	73	68	88	89	95	86	86	

*value to be read as %

Senior Staff Course (SSC)

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

Training Objective Effectiveness

BPATC sets course objectives in an academic meeting with the discussion among faculty. Based on discussion, course objectives, course modules, training methods and other co-curriculum components are set for respective course. The course objectives effectiveness measurement is done based on participants views after completion of the course.

Table 5.34: Course objectives effectiveness measurement (%)

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

Graphical Presentation of Course Objectives

Organizational Effectiveness of BPATC: An Evaluation

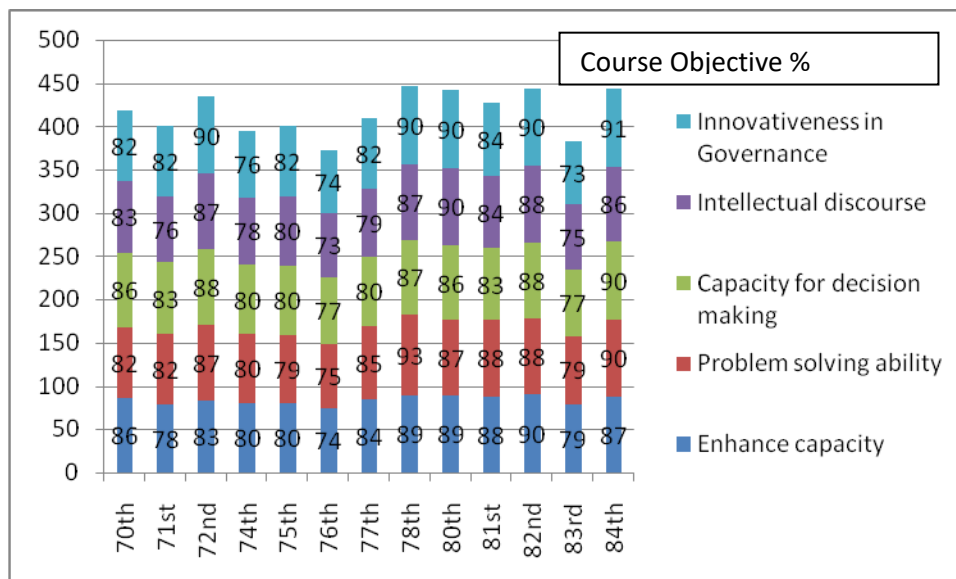


Figure: SSC Objective Effectiveness Measurement (%)

In the above table and figure, it is found that course number 76th and 83rd are scored less effectiveness than other courses. Therefore, result revealed that participants are benefited from this SSC course, participants enhanced their capability to analyze the relationship of institutions, systems and processes of social, political, economic, cultural and environmental dynamics. Moreover, as a output of SSC, participants have improved their capability in terms of problem solving, decision making, dealing with different kind stakeholders, and enhanced communication skill as well.

Training Modules Effectiveness Measurement by the participants

A 45 days residential course for the senior level government officials consists with almost 15 modules. Participants have to complete all those modules with having a number of sessions in each module. End of the course, a semi structured questionnaire survey is usually done and survey is generally administered not the course management team rather evaluation department. To make the survey a bias free, course management team is not involved this process. Based on participants' views, a report is prepared. For this study, a number of courses evaluation report is analyzed, compiled and presented in the following table.

Table 5.35: Training Modules Effectiveness rated by participants (% value)

No of course	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
70 th	88	86	83	92	88	82	92	91	84	87	91	83	90	84	83	-	
71 st	84	87	83	83	79	79	84	81	84	85	93	82	77	87	82	89	
72 nd	92	87	92	86	94	85	86	88	78	79	94	77	93	89	89	-	
74 th	82	82	83	86	82	83	84	83	-	68	94	77	-	76	68	78	

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75 th	68	80	81	90	86	83	81	83	-	77	87	80	-	82	90	90	
76 th	75	89	83	82	75	75	79	86	-	69	86	75	-	80	86	93	
77 th	82	90	84	84	80	78	85	86	-	82	90	86	-	82	85	82	
78 th	89	96	86	94	90	90	93	93	-	93	99	89	-	94	96	89	
80 th	86	88	89	87	86	84	83	90	-	83	96	89	-	-	-	72	
81 st	86	97	89	94	89	90	88	90	-	81	95	86	-	-	-	51	
82 nd	89	92	88	90	92	90	89	89	-	87	-	90	-	-	-	-	90
83 rd	78	83	81	81	75	81	69		-	72	-	83	-	-	-	-	75
84 th	93	94	90	87	88	94	-	-	-	78	-	88	-	-	-	-	94

*1=Behavior Governance; 2=Policy Analysis; 3=Public Service Management and Governance; 4=Negotiation Techniques; 5=Macroeconomics Management; 6=Environment Management; 7=Project Management; 8=Public Procurement Management; 9=Professional English Language Application; 10=ICT & eGovernance; 11=Physical Conditioning & Games; 12=Contemporary issues; 13=Writing Seminar Paper; 14=Field visit for Problem Identification & Resolution; 15=Attachment to International Development Organizations; 16=Exposure Visit; 17=Research Methodology;

In the above mentioned table, it is found that in terms of module effectiveness the result is high. The result revealed that training modules were very much effective. Throughout their training programme, they covered 15-16 modules, though all the modules did not score same % value, but still at satisfactory level. Among the modules ‘physical conditioning and games’ module received highest score. Value consistency found in ‘policy analysis’ module, it is due to participants are holding policy position in their respective ministries or departments. However, modules were very much need based for trainees, and participants feel that those were relevant and they received skill and knowledge as desired.

Training Methods Effectiveness

For senior level officials, training methods mostly used like workshop, group discussion, exercise, case study, group work, presentation, facilitation and so on. At this stage participants do like facilitation rather teaching. Therefore, BPATC does use case discussion at class, workshop mode session, exercise & presentation. For this study, a number of courses course end evaluation report was analyzed and compiled results are presented in the following table.

Table 5.37: Training Methods Effectiveness (% value)

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

84 th	87	95	-	96	-	96	88	-	92	87
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Graphical Presentation

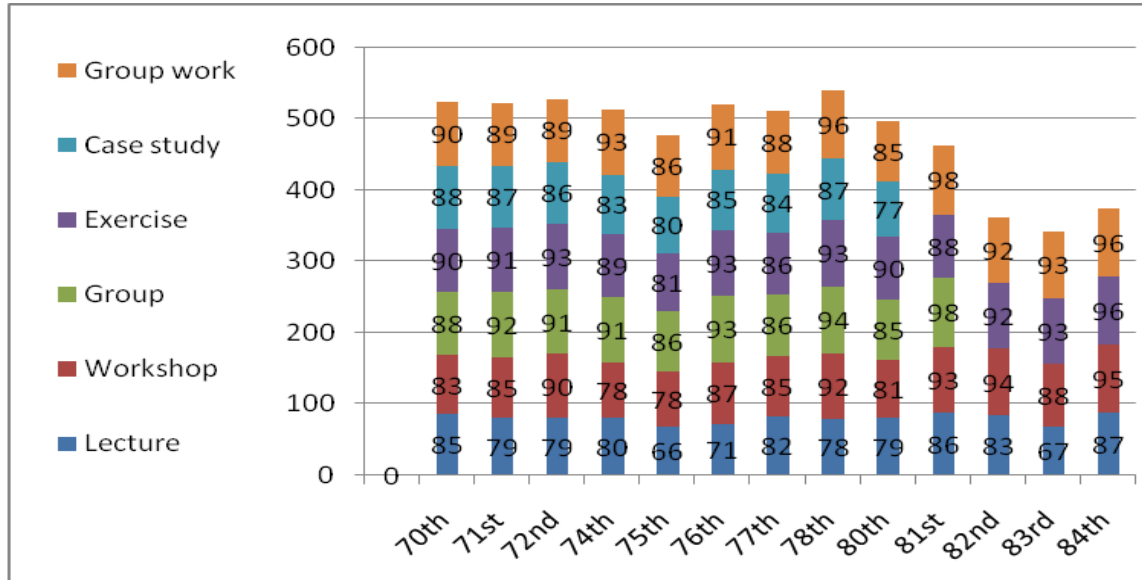


Figure: Training Methods Effectiveness (SSC)

Academic and Non Academic Indicators Effectiveness (SSC)

Non academic indications are equally important for a successful training programme. SSC is residential course, thus other non academic component matter on training performance and best uses of training programme. Non academic component are listed such as: classroom facilities; dormitory facilities; library facilities; ICT and equipment facility; medical/health facilities; sport & games facilities etc. Therefore, end of the course participants are sat for fill in survey instruments related to those components. A semi structured questionnaire were surveyed and administered by the BPATC Evaluation Department. Based on their opinion a report is generally prepared. For this study, a number of SSC course end evaluation reports were complied and presented in the following manner to identify the course effectiveness.

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Table 5.38: Measurement of Academic and Non Academic Components Effectiveness (%)

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

Graphical Prsentation



Figure: Other indicators of effectiveness measurement (%)

Advanced Course on Administration and Development (ACAD)

ACAD is one of the most important core courses at BPATC. Government mid level (Deputy Secretary/equivalent) officials is the eligible for this course. The duration of this course is 2.5

months along with foreign country exposure visit. This is also a residential course. Course contents are determined by curriculum committee and validated by the faculty meeting. Here also, participants went on a number of training modules with significant number of topics. Every topics or module has training method. End of the training course, participants went for a structured questionnaire survey. Based on their views, concerned department prepared a report from raw data analysis. As a secondary source of data collection, this study is compiled data and prepared tables. Tables along with output findings are presented in the following section.

BPATC sets course objectives in an academic meeting with the discussion among the faculty. Based on discussion, course objectives, course modules, training methods and other co-curriculum components are set for respective course. The course objectives effectiveness measurement is done based on participants views after completion of the course. ACAD is having a number of objectives. Based on objectives modules and topics are determined and set for training. End of training course participants are requested to sit for fill in a semi structured questionnaire related to training course. Filled questionnaires were analyzed and prepared a report by BPATC Evaluation Department. For this study purpose, a number of ACAD training course end result/report were analyzed and complied, those are presented in this section.

Course objectives effectiveness measurement

BPATC sets course objectives in an academic meeting and discussed with faculty. Based on discussion, course objectives, course modules, training methods and other co-curriculum components are set for respective course. After completion of course, course objectives measurement was done according to participants opinion through semi structured questionnaire. A number of course objectives are sets, and based on objectives modules and topics are also determined to obtain objectives. Objectives are made short (like variable) from sentence form as stated in course guidelines.

Table 5.40: Course Objectives Measurement (%)

course	Objectives				
Course Number	Assist Higher Authority	Formulate strategic plan	Review public service delivery system	Design development project	Build institutional network
104 th	82	85	85	89	80
105 th	86	84	87	87	84
106 th	77	76	84	75	76
107 th	70	73	73	76	68
110 th	67	66	68	66	59
111 th	78	79	78	82	82
113 th	74	80	78	81	76
117 th	85	88	88	85	82
119 th	72	74	73	73	74

Training Modules Effectiveness Measurement (%)

A 70 days residential course for the mid level government officials consists with almost 15 modules. Training modules are: behavior governance; seminar paper; social research; policy analysis; government business process; project management; procurement management; conflict & negotiation and so on. Participants have to complete all those modules with having a number of sessions in each module. End of the course, a semi structured questionnaire survey is usually done and survey is generally administered not the course management team rather evaluation department. To make the survey a fair and free of bias, course management team is not involved this process. Based on participants' views, a report is prepared. For this study, a number of course end evaluation reports are analyzed, compiled and presented in the following table.

Table 5.42: Training Modules Effectiveness Measurement (%)

No of course	1	2	3	4	5	6	7	8	9	10	11	12	13	14 a	14 b	15	16
104 th	96	88	82	91	85	90	85	85		81	95	90	95	82			
105 th	84	81	85	89	90	87	86	88	84	84	80	83	97	87		84	
106 th	83	86	82	87	81	83	79	84	77	81	76	82	93	84		86	
107 th	72	86	78	74	78	81	84	79	75	74	65	68	78	71		83	
110 th	67	72	70	70	71	75	70	76	71	70	65	58	87	75		76	
111 th	87	78	81	83	84	82	84	84	88	87	80	84	93	92		84	
113 th	84	79	82	84	81	81	81	81	86	81	75	80	76	89	43	83	
117 th	95	88	85	93	88	85	81	79	86	93	87	85	93	83			
119 th	88	69	81	76	89	86	86	73		77	71	76	91	87	91	89	89

*1=Behavior Governance; 2=Seminar Paper; 3=Policy Analysis & Government Business Process; 4=Public Service Management; 5=Development Economics & Gender issues; 6=Poverty Reduction, BD; 7=Public Project Management; 8=Procurement Management; 9=Environment & Disaster Mgt; 10=Conflict Management & Negotiation; 11=Improving Language skill; 12=ICT & e-Governance; 13=Physical Conditioning & games/Fitness of body & mind; 14=Exposure Visit: (a)Internal visit ; (b)Foreign Visit; 15: Contemporary Issues. 16=Sustainable Development Goals

Training Methods Effectiveness Measurement

A number of training methods are used in ACAD, participants are undone with different modules and topics, and delivering methods are different in nature. In the following table list of training methods are presented. Modules effectiveness are measured by the participants by using a semi structured survey questionnaire. Based on participants views result is prepared. In the following table 10 courses results are presented and found 110th ACAD effectiveness is poor than other number of courses. Therefore, ACAD courses training methods are mostly satisfactory.

Table 5.43: Training Methods Effectiveness (% value)

Course Number	Name of Training Methods % value												
	Lecture & Discussion	Discussion & Exercise	Lecture & Group Work	Panel Discussion	Role Play	Case Study	Team Work & Presentation	Study Tour & presentation	Group Discussion	Simulation	Lecture & practice	Workshop	
104 th	84	93	93	84	83	89	97	98	93	83	88	86	

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105 th	88	90	92	81	87	87	93	95	93	82	84	87
106 th	82	87	93	82	81	85	91	88	89	83	81	84
107 th	72	85	84	91	81	82	82	81	82	77	80	82
110 th	65	72	79		71			78	84		75	85
111 th	79	88	92				88	89	89			85
113 th	79	86	88				84	88	86			83
117 th	83	90	89	85		85		92		84	87	91
119 th	79	88	86	75		76	86	90		72		76

Some other indicators effectiveness measurement (academic and non academic indicators)

In training courses, out of academic indicators there are some non academic areas as well. Non academic indicator is also matter for training performance as well, because ACAD is residential training programme. Course end results found that apart from 110th and 119th ACAD, all other number of ACAD are satisfactory level in respect of academic and non academic indicators. Results revealed that participants are satisfied. Still there are some indicators, which received less scored, medical facility is one of them.

Table 5.46: Academic and Non Academic Indicators Effectiveness Measurement (%)

Course	Components Effectiveness Measurement (%)										
Course Number	Course content	Course Management	Classroom Facility	Residence facility	Library facility	Café facility	Medical facility	ICT facility	Sports facility		
104 th	86	95	94	92	92	89	82	84			
105 th	83	95	88	83	90	78	84	84			
106 th	80	82	88	82	83	79	84	80			
107 th	76	90	92	86	88	82	67	81			
110 th	69	63	77	74	78	71	63	53			
111 th	84	90	88	74	82	79	74	75			
113 th	80	81	89	84	86	84	78	84			
117 th	87	91	85	79	81	82	80	77			
119 th	75	66	80	70	81	85	76	73			

Foundation Training Course (FTC)

Foundation Training Course is the fundamental course for entry level government cadre officials. According to Bangladesh Civil Service Recruitment Rules, FTC is a must for cadre officials. This training is a semi academic, to keep this in mind, course is designed to enhance the basic knowledge of various public administration and local administration theories, concept and issues. The overall objective of FTC is to create a set of skilled, innovative, proactive and well-groomed civil servants, who are really committed to welfare and development of people in an ever-changing national and global context.

Training Modules Effectiveness Measurement (%) FTC

A. Management Studies:

Organizational Effectiveness of BPATC: An Evaluation

This ‘Management Studies’ includes with six sub modules, there are: Fundamentals of Foundation Training Course; Organization and Human Resource Management; Total Quality Management; Service Laws and Rules in Bangladesh; Modern Office Management; Financial Act, Rules, Regulations and Procedures. In the following table, eight consecutive course end evaluation reports are analyzed to identify the modules effectiveness with percentage value. Result revealed that modules effectiveness are not very much satisfactory. FTC course duration for six months and this course is very much rule bounded. Participants have maintained strict discipline. Thus, to some extent they are not objectively evaluated the course, rather subjectively.

Table 5.40: Module Effectiveness Measurement (%)

No of course	M-01	M-02	M-03	M-04	M-05	M-06
p-58 th	76	70	74	77	86	79
p-59 th	73.83	70.5	78.33	97.5	77.66	82
p-60 th	73.71	70.43	73	89.43	83	75.86
p-61 st	81	79	81	91	91	79.5
p-62 nd	67	66.5	77.83	73	76	78
p-63 rd	69.67	67	73	73	77	69.5
p-64 th	65	64	-	70	70	66.5
p-65 th	69	67	-	77	74	71

M-01: Fundamentals of Foundation Training Course; M-02: Organization and Human Resource Management; M-03: Total Quality Management; M-04: Service Laws and Rules in Bangladesh; M-05: Modern Office Management; and M-06: Financial Act, Rules, Regulations and Procedures

B. Public Administration

This ‘Public Administration’ module includes with two sub modules. They are: Governmental System & Essential Laws and Public Sector Management. On the basis of course end evaluation reports, rated by the different number of FTC participants have given their score and based on their score, this study complied and presented results in the following table. Table result revealed that Public Sector Management module received fewer score than Governmental System & Essential Laws. Therefore, government officials are more concerned for work procedures and service related laws and regulations.

Table 5.42: Modules Effectiveness Measurement (%)

No of course	M-07	M-08
p-58 th	73	70
p-59 th	77	71.33
p-60 th	71	66.43
p-61 st	76.5	74
p-62 nd	71.5	66.5
p-63 rd	70.8	70
p-64 th	69	65
p-65 th	73	68

M07: Governmental System & Essential Laws; M-08: Public Sector Management

C. Bangladesh Studies

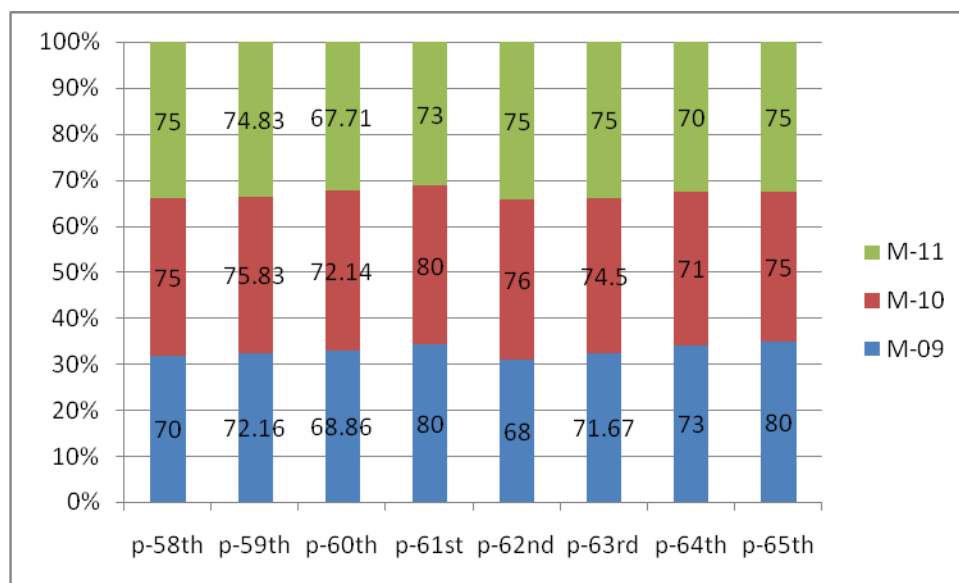
This ‘Bangladesh Studies’ module includes three sub modules, they are: Anthropological Background, History, Culture and Potentials of Bangladesh; Village Study; and Rural Development in Bangladesh. In the following table, a number FTCs course end evaluation results complied and presented on modules basis. From the results, effectiveness can be seen and it is found that measurement in terms of effectiveness all the modules scored more than 70%.

Table 5.44: Module Effectiveness Measurement (%)

No of course	M-09	M-10	M-11
p-58 th	70	75	75
p-59 th	72.16	75.83	74.83
p-60 th	68.86	72.14	67.71
p-61 st	80	80	73
p-62 nd	68	76	75
p-63 rd	71.67	74.5	75
p-64 th	73	71	70
p-65 th	80	75	75

M-09: Anthropological Background, History, Culture and Potentials of Bangladesh; M-10: Village Study; and M-11: Rural Development in Bangladesh

Graphical Presentation of Modules Effectiveness



D: Ethics and Human Rights

This Ethics and Human Rights Module has two sub modules, and they are: Maintaining Ethics, Values and Morality in Public Service Delivery and Gender & Development.. Module effectiveness of different number of courses are presented in the following table.

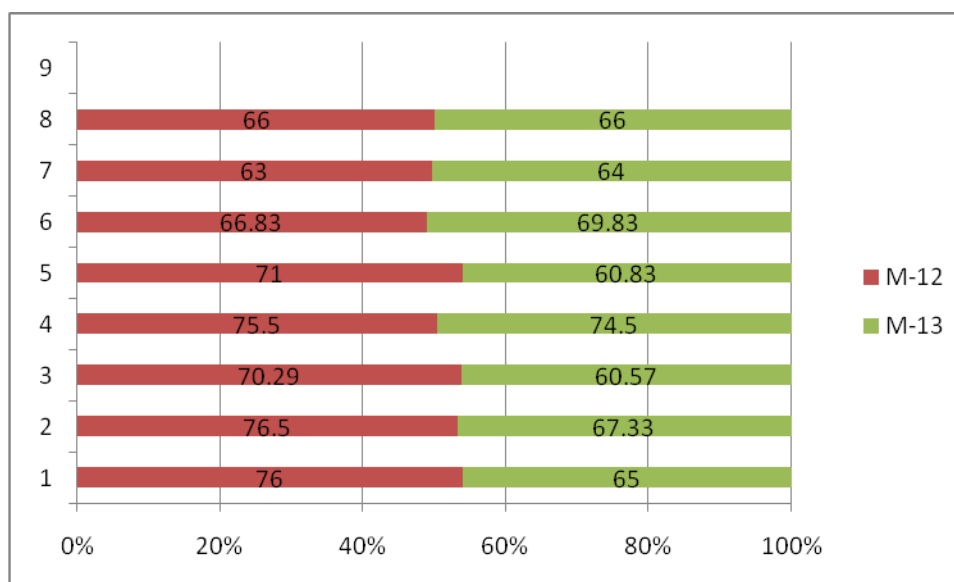
Table 5.45: Ethics and Human Right Module Effectiveness

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No of course	M-12	M-13
p-58 th	76	65
p-59 th	76.5	67.33
p-60 th	70.29	60.57
p-61 st	75.5	74.5
p-62 nd	71	60.83
p-63 rd	66.83	69.83
p-64 th	63	64
p-65 th	66	66

M-12: Maintaining Ethics, Values and Morality in Public Service Delivery; M13: Gender & Development

Graphical presentation of module effectiveness on 'Ethics and Human Rights Module



D. Development Studies

Development Studies module has five sub modules. They are: Basics of Economics; Bangladesh Economy: Development Perspective; Project and Procurement Management; Basics of Research and Use of Statistical Tools. FTC number wise and module wise effectiveness measurement is presented in the following table. Effectiveness measurement (%) is varied module to module and number of course to course.

Table 5.46: Development Studies Module Effectiveness Measurement (%)

No of course	M-14	M-15	M-16A(17-60)* Environment and Disaster Management	M-16	M-17 (18)
p-58 th	78	79		68	68
p-59 th	78.66	82.16		70.66	62.83
p-60 th	69.14	69.14	70.29	69	64
p-61 st	78	79	79.5	78	69
p-62 nd	71.8	74	71		73

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p-63 rd	69.5	75.67	76	64	53
p-64 th	63.6	65	73	68	59
p-65 th	59	67.78	72	63	54

E. Skill Development

Apart from academic modules, in FTC there are some skill orientated modules as well. Skill Development Module has five sub modules and they are: Language (English) skills; ICT and eGovernance; Art of Reviewing; Field Attachment; and Physical Conditioning & Games module.

Table 5.47: Skill Development Module Effectiveness (%)

No of course	M-18 (19)	M-19	M-20	M-21	M-22 /23
p-58 th	74	74	67	72	88
p-59 th	76.33	74.66	73.66	73.66	97.83
p-60 th	69.43	74.29	64.43	76.14	86.14
p-61 st	74.5	80	84	74	79
p-62 nd	61	69	72	71	83
p-63 rd	76.67	78.67	74	79	84.8
p-64 th	71.55	69	67.85	75.77	77.87
p-65 th	77.5	76.74	68.94	83.6	82

F. Special Training Activity

No of course	M-23 (24)
p-58 th	71
p-59 th	73.5
p-60 th	64.71
p-61 st	77
p-62 nd	79
p-63 rd	70.6
p-64 th	65
p-65 th	73.56

Training Methods Effectiveness Measurement

A number of training methods are used in FTC, principal training methods are ‘lecture & discussion’; ‘individual assignment’; ‘case study’; ‘syndicate’; ‘seminar’; ‘workshop’; ‘group work’; ‘study tour’; ‘role play’. During training (six months), participants of FTC are undergone more than those training methods. Consecutive nine courses end evaluation reports are analyzed and effectiveness is measured with percentage value. Results are presented in the following

Organizational Effectiveness of BPATC: An Evaluation

table. Training methods effectiveness apparently poor, still training methods are used in BPATC for FTC is appropriate as learning methods.

Table 5.48: Training Methods Effectiveness (% value)

Course Number	Name of Training Methods % value								
	Lecture & Discussion	Individual Assignment	Case Study	Syndicate	Seminar	Workshop	Group Discussion	Study Tour	Role Play
FTC									
p-58 th	67	66	73	62	63	66	73	76	70
p-59 th	67	70.5	70.83	63.8	65.5	70	79.8	69	71
p-60 th	64.8	65.57	65	59	58.8	66	77	75	64
p-61 st	73	74.5	74	68	71	78	77	74	-
p-62 nd	62	66.67	59.5	-	64	64	70.8	71	-
p-63 rd	60	66.67	64	-	60	60	68	70	-
p-64 th	58.79	66	64.6	-	63.7	63.7	63	63	-
p-65 th	59.67	68.78	63	-	68	68	63.87	78	-

Some other indicators effectiveness measurement (academic and non academic indicators)

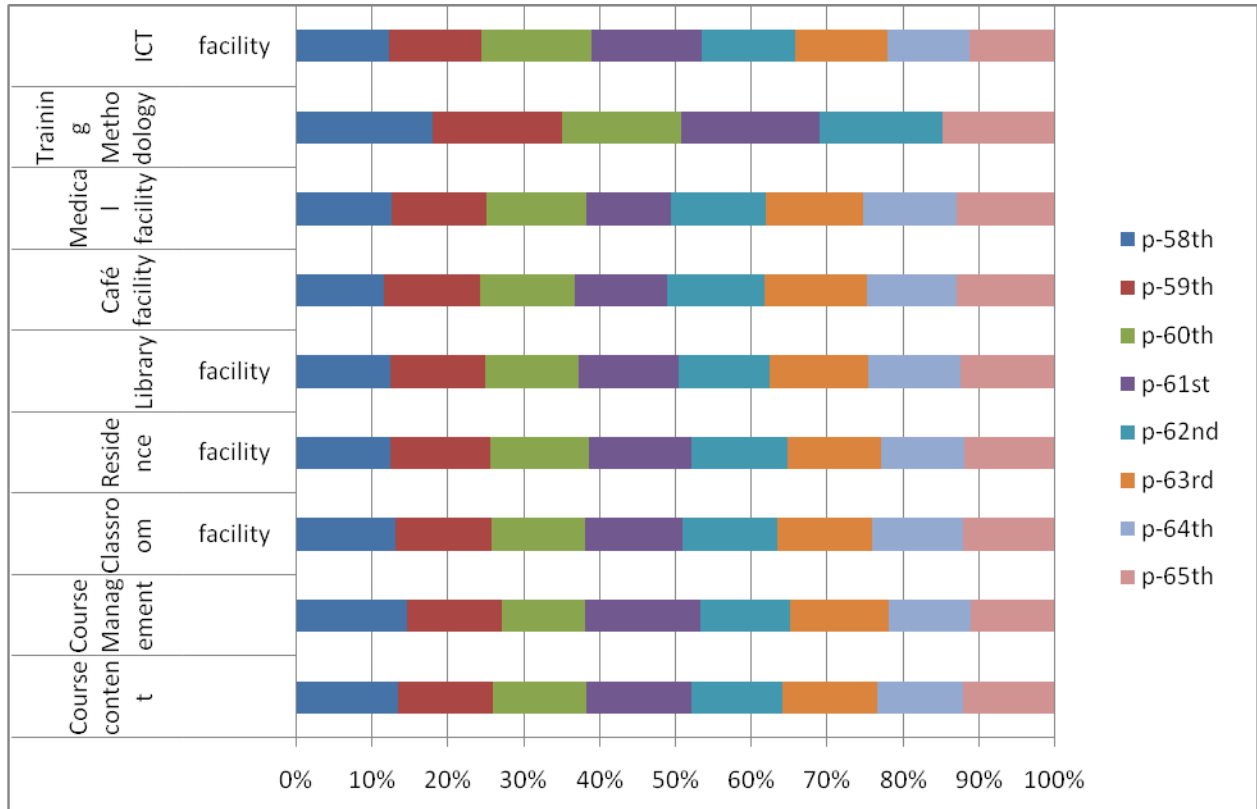
Non academic indications are equally important for a successful training programme, specially for FTC trainees'. FTC is a six months duration residential course, thus other non academic component matter on training performance and best uses of training programme. Non academic component are listed such as: classroom facilities; dormitory facilities; library facilities; ICT and equipment facility; medical/health facilities; sport & games facilities etc. Therefore, end of the course participants are sat for fill in survey instruments related to those components. A semi structured questionnaire were surveyed and administered by the BPATC Evaluation Department. Based on their opinion a report is generally prepared. For this study, a number of FTC course end evaluation reports were complied and presented in the following manner to identify the course effectiveness.

Table 5.49: Academic and Non Academic Indicators Effectiveness Measurement (%) FTC

Course Number	Components Effectiveness Measurement (%)									
	Course content	Course Management	Classroom facility	Residence facility	Library facility	Café facility	Medical facility	Training Methodology	ICT facility	Sports facility
p-58 th	70	79	82	66	80	69	66	68	73	
p-59 th	65	68	80	69	80	75	65	64	73	
p-60 th	64	59	77	69	79	74	69	59.	86	
p-61 st	72	82	80	71	84	72	58	69	87	
p-62 nd	62	64	78	67	77	75	66	61	73	
p-63 rd	65	70	78	65	83	80	67		72	
p-64 th	59	59	75	58	78	70	64		65	
p-65 th	62	59	75	62	79	76	67	55	66	

Organizational Effectiveness of BPATC: An Evaluation

Graphical Presentation



CHAPTER SIX CONCLUSION

6.1: Conclusion

In the form of virtual organization, organization is smarter than before. Still there is a demand for structural organization. Without objective or goal, no organization can be defined as organization. Thus to achieve those goals or objectives, human resources (HR) and material resources (MR) are the prime concern for organizational effectiveness. Moreover, to regulate those resources, it requires rules and regulation and work procedure to get product or services. Therefore, organizational effectiveness is the concept of achieving the outcomes of the organization. BPATC is a training organization and organizing training programmes for civil servants is the prime objective of this centre. Apart from training programmes, this organization does research and consultancy work for the government. From legal point of view, this organization is statutory body which has administrative and financial autonomy. In the changing global environment, training organizations do face challenges as well. To meet the challenges and make organization effective, talented HR is a must. Noteworthy, training materials have to be well developed and up to the mark to ensure effective training input. Through research output, finding updating training curricula is a must without any doubt.

The objectives of this study are: (i) to identify factors and its influence in terms of faculty perspectives on organizational effectiveness (BPATC), (ii) to identify factors in terms of trainees' perspective and its influence on organizational effectiveness (BPATC), and (iii) to provide managerial implication and policy suggestion for organizational effectiveness (BPATC). To obtain those objectives, this study has done two stages of questionnaire survey and one open-ended interview protocol was done. Triangulation method is done for this study. Data are collected from faculty members and support staff, trainees, and former faculty. 423 valid questionnaires were received from trainees, 73 from faculty members and support staff and 19 from former faculties.

From trainees' perspective, the questionnaire was consisted of 24 variables items. The questionnaire items related to training courses. To identify observed variables, this study performed Principal Component Factor Analysis (PCA) and identified four variables. They are: 'training curricula', 'training staff relationship', 'trainees' comfortability at BPATC', and 'trainees' extra curricula'. Regarding training course, this study formulated four hypotheses. All the four variables have been measured against organizational effectiveness. It is found that only one formulated hypothesis is accepted while other three variables rejected. On the other hand, all variables have high association according to correlation matrix. From PCA and VARIMAX rotation table, it is found that all the factors have high loading value. From descriptive pattern, results found that high mean value and chi-square calculated value is smaller than tabular value.

Regression model summary was significant ($p < .01$), which explained 89.8% of total variance. The regression has high correlation (+.948).

Organizational strategic direction profile and organizational culture profile have been measured with nine variables where all the variables have at least three items to measure respective variable. Variables items consistency was verified through Cronbach Alpha value. According to Alpha Value, it is found that variables items were consistent. Descriptive statistic results have shown that all the variables items have satisfactory level mean score and chi-square results proven formulated null hypotheses. Organizational strategic direction profile has five variables such as: 'strategic direction', 'external communications', 'long term orientation', 'core competencies', 'customer focus'. Variables correlation results found that they are highly correlated ($p < .01$). Besides, that organizational culture profile are measured with four variables such as: 'empowerment', 'organizational integrity', 'involvement in leadership', and 'motivation'. Those are basically independent variables. Every independent variable items were measured with descriptive statistics and found the variables items having high and satisfactory mean values and chi-square results have shown that null hypotheses are accepted. Variables correlation matrix found that they are highly associated ($p < .01$). Simple regression analysis has been run to identify the relationship among the formulated hypotheses and ANOVA result revealed that it has significant relationship with organizational effectiveness. Among the nine variables and formulated nine null hypotheses, three formulated hypotheses are accepted, and rest of the six was rejected. Employment, integrity and motivation hypotheses were accepted. Thus, those three variables have positive and significant impact on organizational effectiveness. And they were explained as 26% ($p < .05$), 28% ($p < .05$) and 31% ($p < .001$) of total variance.

6.2: Managerial Implications

6.2.1: Leadership

Research and development activities are not carried out in BPATC; this area should be given more emphasis for developing skilled personnel/faculty and providing quality training with research findings. From research findings, training content, programmes, and training methods can be developed to satisfying level of trainees' expectation. Research related questionnaire items scored less mean value compared to other questionnaire items. Therefore, research work or activities are to be taken care of. Even, top leadership frequency changes distorted organizational objectives as well as strategic direction. Task oriented leadership culture to be practiced for organizational effectiveness. Therefore, to continue organizational development, transformational and visionary leadership are the most urgent gumptions for organizational effectiveness.

6.2.2: Best HR practice

Human Resource Development programmes should be enhanced for organizational effectiveness. So more training and capacity development programmes are required for the faculty and support staff. On the hand, career path to be developed and practiced in proper manner in time to satisfy organizational personnel for organizational effectiveness. Frequent desertion of job and high rate of employee leaving from the organization are the indicators of non-effective organization. Therefore, good HRM practices are the prime condition of organizational effectiveness. Thus, talented officers must to be recruited and proper training should be given for development. Besides, measuring job performance according to their competencies, career development or promotion should be ensured in time. Noteworthy, BPACT's historical analysis said that rate of faculty leaving from organization is high (Table 2.1).

6.2.3: Empowerment

Merit- wise work, task, responsibility or activities are to be ensured along with authority and flexibility. Empowerment has an impact on making decision, taking initiative, motivating staff to do work with sincerity and commitment for improving service quality. As a result, organizational personnel would be more productive, more responsible, and more accountable to obtain organizational outcomes. This study result has proven that empowering staff has a positive and significant impact on organizational effectiveness.

6.2.4: Motivation

This variable is basically a linked with individual want, individual behavior and process of controlling of an individual behavior. A structured organization has a set of rules and regulations. Individual behavior should adopt this work behavior and organizational leader should play a role as a guide or supervisor to make a harmonious relationship among all. There, organizational hygiene factors should be in a proper manner so that organization personnel will relive from dissatisfaction. Hence, with a view to achieving organizational goals and objectives, employees should be satisfied with their jobs. If they are not satisfied and not motivated to fulfill respective job, tasks or duty, the organization cannot attain success. Nevertheless, employees' performance is to be measured and must be rewarded in terms of monetary or non-monetary means. Study result found that motivation has a positive and significant impact on organizational effectiveness.

6.2.5: Integrity

One of the prime objectives of BPATC is to deliver training courses for the public sector officers. Faculty members are responsible to deliver lecture, conduct sessions, and arrange training or academic programmes and to some extent, organize research. So the main role of the faculty members is to organize training programmes as training managers. Here organization integrity can be defined as honest at office or workplace and high in moral principles. At

organization the important traits of integrity are reliability, honesty, loyalty and good judgment. BPATC has its own client and the faculty members should show the loyalty towards their trainees and trainees are to be evaluated equally. Study result found that integrity has positive and significant influence on organizational effectiveness.

6.2.4: Training Need Analysis (TNA)

Bangladesh Public Administration Training Centre is an apex national public sector training institution. Some training programmes are specialized and compulsory for public sector officials, and some are skill oriented. However, based on requirement training programme and content must be developed and delivered. Thus, training content, methods are to be linked with national objectives. Based on national goals and objectives, training programme should be developed as per skills and knowledge requirement to obtain national goals and objectives. Therefore, identifying gap is more important to design training programme, methods, and content. Efficient and effective civil servants are the competent authority to deliver goods and services towards the citizens. In BPATC a number of training programmes are arranged as per level of civil servants therefore, TNA should be done based on level of the civil servants or training programmes to be organized in a regular basis to identify the skill and knowledge gap.

6.2.7: Post Training Utilization (TPU)

Training outcome must be applicable at workplace. That is why post training evaluation is important for training effectiveness. From training sessions, learners learn skill, knowledge and attitude. By applying 360 degree feedback system, training evaluation can be identified. Those are: individual work behavior changes, superior feedback and subordinate or customer or colleague feedback. Therefore, a training organization must undertake post training impact analysis or evaluation project. So, evaluation of training outcome in line with positive and significant impact on individual performance measurement is important.

6.2.8: Updated training curricula

‘Curricula’ is the mitochondria of any training program and that is why, curricula should be updated according to trainees’ needs. Training curricula should be developed and modified on a regular basis along with instructional plan. Thus, need based training curricula must be developed.

6.2.9: Training staff relationship

Well disciplined training staff including support staff has significant impact on training programme performance. This study result suggests that to make a training course success, organizational effectiveness plays a tremendous role. Regular communication with trainees, cordial relationship and disciplined training staff are important for making a training course properly functional. Since BPATC is a training organization, it must practice cordial and

harmonious relationship with trainees and make trainees satisfied. So, trainees' satisfaction can be an indicator for organizational effectiveness.

6.2.10: Research, Publication and Consultancy

A Training organization is known as a 'think tank' of knowledge. Therefore, research and publication practiced by the training organization and training curriculum, would be increase through research findings and in the same vein, faculty would be developed by doing research and publication. Consultancy is another indicator for organizational effectiveness. Organization should come forward to taking necessary arrangements for consultancy work towards public and private sectors. Thus, areas of specialization would be there in a training organization, and professionalism will flourish. As a result, through research and publication, an organization will reach the pinnacle of success.

6.3: Future Research

This study has drawn inference based on the sample size. As per training data concerned, the sample size was 423 which is still a small portion as per population. Therefore, to understand trainees' satisfaction regarding BPATC and training courses organized by BPATC, more sample size is needed. A future study can be done with special focus on leadership and faculty development which profoundly impact the effectiveness of a training organization like BPATC .

6.4: Post-script

After completion of this research project, Dr. Aslam Alam, Senior Secretary, took over the Rectorship for two years. During his tenure most of the shortcomings of BPATC identified by this research were addressed. Substainability of these initiatives can be studied by another research.

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Appendix Participants Questionnaire-A

Bangladesh Public Administration Training Centre
Savar, Dhaka

Questionnaire Survey on Organizational Effectiveness: A Study of BPATC

[This questionnaire is designed to assess the views of the respectable participants of different training courses on organisational effectiveness of BPATC. The data collected from this questionnaire will only be used for research purpose. The identity of the respondent will never be disclosed. Respectable participants are requested to respond to the questionnaire by giving their valuable opinion. Your precious opinion will help us in conducting the study which will ultimately contribute to the organizational development of BPATC].

Section A: Demographic Profile

1. Please identify your sex (put \surd tick mark):

(1) Male (2) Female

2. Please identify your mode of acquaintance to BPATC (put \surd tick mark. Multiple response are allowed):

- | | | | |
|-------------------------------------|--------------------------|---------------------------------------|--------------------------|
| 1) as a current faculty member | <input type="checkbox"/> | 2) as a former faculty member | <input type="checkbox"/> |
| 3) as a participant of PPMC | <input type="checkbox"/> | 4) as a participant of SSC | <input type="checkbox"/> |
| 5) as a participant of ACAD | <input type="checkbox"/> | 6) as a participant of MATT | <input type="checkbox"/> |
| 7) as a participant of FTC | <input type="checkbox"/> | 8) as a participant of Special
FTC | <input type="checkbox"/> |
| 9) as a participant of Short Course | <input type="checkbox"/> | 10) Other (please
mention..... | |

3. Please mention the dormitory number you are staying:.....

Section B: Opinion on the Training Course and Relevant Facilities

Please read the following statements presented in the table below and give your degree of agreement or disagreement by putting \surd tick mark, in the following scale (ranging from 7 to 1, where **7=Fully Agree** **6=Moderately Agree**, **5=Partially Agree**; **4=Uncertain**; **3=Partially Disagree**; **2=Moderately Disagreed**; **1=Fully Disagree**).

Organizational Effectiveness of BPATC: An Evaluation

List Statements	Degree of Agreement or Disagreement						
	Fully Agree (7)	Agree (6)	Partially Agree (5)	Uncertain (4)	Partially Disagree (3)	Disagree (2)	Fully Disagree (1)
(1) The course curricula are designed according to learning needs of the participants.	7	6	5	4	3	2	1
(2) BPATC is responsive to update the course curricula after regular interval.	7	6	5	4	3	2	1
(3) The training methods are appropriate to deliver the course curricula.	7	6	5	4	3	2	1
(4) BPATC is innovative in delivering the curricula of the course.	7	6	5	4	3	2	1
(5) BPATC creates a learning environment friendly to the participants.	7	6	5	4	3	2	1
(6) BPATC selects the competent guest resource persons in facilitating/ conducting the training sessions.	7	6	5	4	3	2	1
(7) BPATC selects the competent in-house resource persons in facilitating/ conducting the training sessions.	7	6	5	4	3	2	1
(8) BPATC nominates the competent course management team to run the course.	7	6	5	4	3	2	1
(9) BPATC is efficient in time management of the course.	7	6	5	4	3	2	1
(10) BPATC provides sufficient training room facilities for the participants.	7	6	5	4	3	2	1
(11) BPATC ensures participants' comfortable stay at dormitories.	7	6	5	4	3	2	1
(12) BPATC ensures internet facilities at your dormitory.	7	6	5	4	3	2	1
(13) BPATC appoints competent room boys.	7	6	5	4	3	2	1
(14) BPATC ensures dining facilities for the participants.	7	6	5	4	3	2	1
(15) BPATC ensures transport facilities for the participants.	7	6	5	4	3	2	1
(16) BPATC appoints competent games'/sports' instructor (s) for the	7	6	5	4	3	2	1

Organizational Effectiveness of BPATC: An Evaluation

List Statements	Degree of Agreement or Disagreement						
	Fully Agree (7)	Agree (6)	Partially Agree (5)	Uncertain (4)	Partially Disagree (3)	Disagree (2)	Fully Disagree (1)
participants.							
(17) BPATC ensures sufficient games/sports facilities for the participants.	7	6	5	4	3	2	1
(18) BPATC ensures sufficient library facilities for the participants	7	6	5	4	3	2	1
(19) BPATC is fully responsive towards participants' personal needs.	7	6	5	4	3	2	1
(20) BPATC ensures primary health care facilities for the participants.	7	6	5	4	3	2	1
(21) BPATC is fully responsive to maintain regular communication with the participants	7	6	5	4	3	2	1
(22) BPATC has clear strategic vision and mission	7	6	5	4	3	2	1
(23) Training support staffs are cordial and friendly	7	6	5	4	3	2	1
(24) Training support staffs are well disciplined	7	6	5	4	3	2	1

Your name (optional) & designation:.....

Your cell phone number:.....

Your e-mail:.....

Thank you very much for your time, cooperation and valuable opinion. –Dr. Md. Zohurul Islam, Deputy Director, BPATC. Cell phone: 01716-458964, e-mail: zohur68@gmail.com

Faculty and Staff-B

Bangladesh Public Administration Training Centre
Savar, Dhaka

Questionnaire Survey on Organisational Effectiveness: A Study of BPATC

[This questionnaire is designed to assess the views of the faculty members/staff of BPATC on organisational effectiveness of BPATC. The data collected from this questionnaire will only be used for research purpose. The identity of the respondent will never be disclosed. Respectable colleagues are requested to respond to the questionnaire by giving their valuable opinion. Your precious opinion will help us in conducting the study which will ultimately contribute to the organisational development of BPATC].

Section A: Demographic Profile

4. Please identify your sex (put \surd tick mark):

- (1) Male (2) Female

5. Please identify your grade in the service (put \surd tick mark):

- 11) Grade 1–7 12) Grade 7–10
13) Grade 11 –15 14) Grade 15 –20

6. Please identify your present position (put \surd tick mark):

7. Please identify your appointment status at BPATC (put \surd tick mark):

- (1) On deputation (2) on direct recruitment

8. Please identify your length of service at BPATC (put \surd tick mark):

- 15) <3 years 16) 3 – 5 years 17) 6 – 10 years
18) 11 –15 years 19) 15 –20 years 20) 21 –25 years
21) 26 –30 years 22) 31 yrs & above

Section B: Strategy Profile of BPATC

6.0 Read the following statements and score each one according to how true you feel it is of your organization. Use the 7 stage rating scale [7= Completely true, 6= Mainly true, 5 = Slightly true; 4= Uncertain, 3= Slightly untrue, 2= Mainly untrue, and 1= Completely untrue.]

Statement	Response
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Organizational Effectiveness of BPATC: An Evaluation

	Completely true	Mainly true (6)	Slightly true (5)	Uncertain (4)	Slightly Untrue	Mainly Untrue (2)	Completely
1.0 Strategic Direction							
1.1 Strategic aims of BPATC are stated clearly and simply and communicated to all employees.	7	6	5	4	3	2	1
1.2 Few people make any contribution to formulating strategy- the chief executive takes all the key decisions.	7	6	5	4	3	2	1
1.3 The strategic planning system of BPATC operates to set a timetable.	7	6	5	4	3	2	1
1.4 Most members of BPATC know how their jobs contribute to strategy.	7	6	5	4	3	2	1
1.5 BPATC has tended to move in several directions at the same time with a view to exploiting opportunities as they arise.	7	6	5	4	3	2	1
1.6 BPATC's training activities are clearly different from those of other training institutions.	7	6	5	4	3	2	1
1.7 BPATC has an established position in the market which is recognized by everyone, both inside and outside the organization.	7	6	5	4	3	2	1
1.8 BPATC has a system for monitoring the progress it makes in achieving the strategic aims.	7	6	5	4	3	2	1
1.9 Most decisions of BPATC, big and small, are made with the intention to help achieve the stated strategic aims.	7	6	5	4	3	2	1
2.0 External communications							
2.1 BPATC makes special efforts to keep in close touch with its customers (participants) in addition to normal routine contacts.	7	6	5	4	3	2	1
2.2 Most officers of BPATC have good working contacts in the organization.	7	6	5	4	3	2	1
2.3 BPATC regularly meets other training institutes and exchange real information.	7	6	5	4	3	2	1
2.4 BPATC maintains regular contacts with leaders (e.g. training institutes, research associations, consultants, universities, etc.)	7	6	5	4	3	2	1
2.5 BPATC has a routine system of regularly updating its information on customers (participants), training technology and materials,	7	6	5	4	3	2	1
2.6 We know what the government's next moves are likely to be in relation to BPATC.	7	6	5	4	3	2	1
3.0 Long-term orientation							
3.1 Top management of BPATC puts more emphasis on keeping costs within budget than on term issues.	7	6	5	4	3	2	1

Organizational Effectiveness of BPATC: An Evaluation

Statement	Response						
	Completely true (7)	Mainly true (6)	Slightly true (5)	Uncertain (4)	Slightly Untrue (3)	Mainly Untrue (2)	Completely Untrue (1)
3.2 BPATC emphasizes heavily on research and development.	7	6	5	4	3	2	1
3.3 BPATC is continually improving the quality of training programs.	7	6	5	4	3	2	1
4.0 Core competence							
4.1 BPATC is well aware of latest global development aspects.	7	6	5	4	3	2	1
4.2 BPATC is actively pursuing international collaborations to keep up with change.	7	6	5	4	3	2	1
4.3 BPATC makes little use of publicly funded research programmes.	7	6	5	4	3	2	1
4.4 BPATC is pursuing to develop new training technology and makes use of them.	7	6	5	4	3	2	1
5.0 Customer focus							
a. BPATC invests a lot of time and money in finding out what its clients really want.	7	6	5	4	3	2	1
b. BPATC knows exactly what the clients means by value of training what it delivers.	7	6	5	4	3	2	1
c. BPATC always tries to be efficient in order to satisfy its clients.	7	6	5	4	3	2	1
d. BPATC regularly conducts training needs assessments (TNA).	7	6	5	4	3	2	1
e. BPATC regularly conducts research on post-training utilization (PTU).	7	6	5	4	3	2	1
f. BPATC Management's most important responsibility is to ensure we give its clients real value.	7	6	5	4	3	2	1

Section C: Culture Profile of BPATC

6.0 Read the following statements and score each one according to how true you feel it is of your organization. Use the 7 stage rating scale [7= Completely true, 6= Mainly true, 5 = Slightly true; 4= Uncertain, 3= Slightly untrue, 2= Mainly untrue, and 1= Completely untrue.]

Statement	Response						
	Completely true (7)	Mainly true (6)	Slightly true (5)	Uncertain (4)	Slightly Untrue (3)	Mainly Untrue (2)	Completely Untrue
6.0 Empowerment							
6.1 Management of BPATC generally regard employees as responsible and treat them with respect.	7	6	5	4	3	2	1
6.2 BPATC Management and work-force cooperate well and work as a team.	7	6	5	4	3	2	1
6.3 BPATC is always prepared to pay for an employee's further training.	7	6	5	4	3	2	1
6.4 Management of BPATC puts great effort into communicating with employees so that everyone knows what is going on.	7	6	5	4	3	2	1
6.5 BPATC's top management's main task is to keep control over how faculty members do their work.	7	6	5	4	3	2	1
6.6 If a member of the BPATC performed badly on any aspect of their job, they would be genuinely helped to improve their performance.	7	6	5	4	3	2	1
6.7 BPATC Management realize the future of the organization depends on its employees, so employees are helped to realize their their full potential.	7	6	5	4	3	2	1
6.8 Great importance is attached to seniority and many special privileges are enjoyed by the top management of BPATC.	7	6	5	4	3	2	1
6.9 Different departments (e.g. PPR, Admin. Research, Evaluation) communicate closely with each other.	7	6	5	4	3	2	1
7.0 Corporate integrity							
7.1 Everyone has an equal opportunity to get on- there is no favouritism in BPATC.	7	6	5	4	3	2	1
7.2 BPATC is always honest and fair with its customers (participants) and other stakeholders.	7	6	5	4	3	2	1
7.3 Training courses of BPATC are the best in their field.	7	6	5	4	3	2	1
7.4 Research & consultancy of BPATC are the best in their field.	7	6	5	4	3	2	1
7.5 BPATC is a good and fair employer.	7	6	5	4	3	2	1
7.6 BPATC has a formal arrangemet (e.g. a regularly meeting committee, working party formal report, etc.) for the	7	6	5	4	3	2	1

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Statement	Response						
	Completely true (7)	Mainly true (6)	Slightly true (5)	Uncertain (4)	Slightly Untrue (3)	Mainly Untrue (2)	Completely Untrue
explicit review and reporting of ethical performance.							
7.7 BPATC has a reputation for being the leader in terms of quality training.	7	6	5	4	3	2	1
7.8 BPATC has an excellent reputation for maintaining and instilling ethical code of conduct.	7	6	5	4	3	2	1
8.0 Involvement in leadership							
8.1 BPATC's employees have a real opportunity to influence decisions that affect them personally.	7	6	5	4	3	2	1
8.2 Faculty and staff development of BPATC is clearly regarded as one of management's main responsibilities.	7	6	5	4	3	2	1
8.3 Members of BPATC are encouraged to use their own initiative.	7	6	5	4	3	2	1
8.4 Faculty members other than just the chief executive are involved in taking important decisions.	7	6	5	4	3	2	1
8.5 Faculty members and staff often voice their ideas and suggestions for improving the training business directly to top management.	7	6	5	4	3	2	1
8.6 There is plenty of opportunity to talk informally to senior management of BPATC, no matter how junior you are.	7	6	5	4	3	2	1
9.0 Motivation to commitment							
9.1 Employee's achievements are always recognized in BPATC.	7	6	5	4	3	2	1
9.2 Most employees of BPATC do work which is itself satisfying.	7	6	5	4	3	2	1
9.3 BPATC's employees are regularly given the chance of taking on significant responsibility.	7	6	5	4	3	2	1
9.4 Promotions in BPATC are made on merit, according to skills and effort.	7	6	5	4	3	2	1
9.5 BPATC's salaries and remunerations are as good as any in the relevant institution.	7	6	5	4	3	2	1
9.6 Employees of BPATC are made aware of how they are performing whether it's good or bad.	7	6	5	4	3	2	1
9.7 BPATC's Management's main role is helping and supporting others.	7	6	5	4	3	2	1
10.0 Customer focus							
10.1 BPATC's strategic mission and vision are clear to all.	7	6	5	4	3	2	1
10.2 BPATC has a competent core academic faculty, training	7	6	5	4	3	2	1

Organizational Effectiveness of BPATC: An Evaluation

Statement	Response						
	Completely true (7)	Mainly true (6)	Slightly true (5)	Uncertain (4)	Slightly Untrue (3)	Mainly Untrue (2)	Completely Untrue
management team and administrative staff.							
10.3 BPATC has a Staff Development Programme (for all levels).	7	6	5	4	3	2	1
10.4 BPATC follows work innovation.	7	6	5	4	3	2	1
10.5 BPATC has a strong team culture.	7	6	5	4	3	2	1

Your name (optional):.....

Your cell phone number:.....

Your e-mail:.....

Thank you very much for your time, cooperation and valuable opinion. –Dr. Md. Zohurul Islam, Deputy Director, BPATC. Cell phone: 01716-458964, e-mail: zohur68@gmail.com

Organizational Effectiveness of BPATC: An Evaluation

4. According to your observation, please mention the potentials of BPATC in terms of measurement criteria for evaluating organisational effectiveness:

5. Please mention the required measures for making BPATC as a ‘centre of excellence’ through developing its organisational effectiveness.):

B. Personal Information

Please mention your name:

Please mention your designation and place of posting:

Please mention your length of service at BPATC:

.....
Signature of the respondents

We extend our sincere thanks and gratitude to you for your precious time, valuable opinion and earnest cooperation. – Md. Shafiqul Haque, Director (R&D), BPATC, Savar, Dhaka-1343. E-mail: shafiqulh@gmail.com.