

TRAINING OF TRAINERS

a study on TNA for trainers of BPATC

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Executive Summary

This study is a descriptive type of research with three *objectives*. These are-. a) to identify the generic role of the trainers working at BPATC; b) to identify the training needs of the trainers working at BPATC and c) to suggest some measures for training needed by the trainers working at BPATC. To meet these objectives, the study has attempted to focus on trainers at the levels of Deputy Directors and Assistant Directors working at BPATC.

All trainers of the rank and status of Assistant Director or equivalent to Deputy Director of BPATC have been considered respondents of this study. Initially, census survey was the target. Due to vacant posts, non-availability of and non-response from the respondents, out of 39 officers of the rank and status of Deputy Directors (18) and Assistant Directors (21) 23 participated in this survey. Primary data for the study have been collected through administering a pre-tested questionnaire. Secondary data, required for the study, have been collected from books, research reports, journals etc.

Collected data have been analysed by using non-inferential statistics and quantitative techniques. The questionnaire used in this study contains some attitudinal questions. Questions were asked in a rating scale where lowest value was 1 and highest value was 6. Thus the median was 3.5. While analysing the collected data, the average score of the responses of the respective questions were calculated first and then the quantitative value was transformed into qualitative form. In this regard average score has been divided into four different categories. Collected data have then been presented through tables.

Findings

It is evident that irrespective of position, although most of the respondents are directly recruited but a significant number are on deputation. Majority of the Deputy Directors (DD) and equivalent officers belong to 44-49 years of age while majority of Assistant Directors (AD) and equivalent officers belong to the age group 25-34 years.

Considering the length of service in Class-I job, most of the DD and equivalent officers have 11-15 years of service to their credit. On the other hand, two-third of the officers of AD and equivalent position have the 0-5 years of service in class-I job. In the context of length of service as trainer, majority of DD and equivalent officers have 11-15 years of training experience to their credit while in the case of AD and equivalent officers, three-fourth of them have only 0-5 years of service in the training job

Irrespective of position, most of the respondents have postgraduate level degrees. Majority of the respondents have social sciences (public administration, political science, international relations, development studies, anthropology, economics, and Geography/MIS & GIS) backgrounds and a significant number of respondents have agriculture and engineering backgrounds.

While selecting the training job, irrespective of position respondents have considered five important factors. These are working environment, academic interests, career development as trainer, to survive and avoid of transfer. Abiding by the orders of the authorities and opportunities of interaction with different cadre officials have also been identified as significant factors. Considering the position of the respondents academic interests ranked top by DD and equivalent officers while working environment ranked top by AD and equivalent officers.

It is observed that, irrespective of position of the respondents, major responsibilities usually are on training and administrative work. Considering the position main responsibility of DD and equivalent officers is training while majority of AD and equivalent officers are involved in administrative works. Training is also very significant responsibility of AD and equivalent officers. But significantly, research is not considered as one of the major responsibilities.

Irrespective of position, though majority of the respondents know the vision of BPATC but significantly near about half of the respondents have no idea about the vision. Considering the position majority of DD

and equivalent officers have shown their ignorance about the vision of BPATC while on the contrary vision is known to two-third of AD and equivalent officers.

Majority of the respondents have mentioned that *formulating training outline and imparting quality training* is the vision of BPATC. In respect of position of the respondents said vision has also been mentioned by three-fourth of AD and equivalent officers. On the other hand *build BPATC as 'centre of excellence'* and *to place recommendations to the government through research* have been mentioned as vision of BPATC by half of the DD and equivalent officers. Other two visions of BPATC mentioned by the respondents are *produce Skilled officer through training* and *interaction between different cadres*. Respondents are also mentioned that the vision of BPATC is **moderately** relevant to National Goal (NG). It can be said that the respondents have no clear idea of vision of BPATC even whether there is any vision or not.

It is evident that DD and equivalent officers have received 15 different training while AD and equivalent officers have received 13. According to DD and equivalent officers, relevance of in-country training is mostly **satisfactory** to **highly satisfactory** to their present job. On the other hand, according to AD and equivalent officers, out of 13 different in-country training courses five of them are **not satisfactorily** relevant to their job.

Respondents have received 15 different overseas training where DD and equivalent officers have got 12 different overseas training while AD and equivalent officers have received only four. In context of the relevance of most of the overseas training received by DD and equivalent officers to the present job it is observed **highly satisfactory** and **satisfactory**. It is also significant that relevance of two overseas courses is found **not satisfactory** to present job of DD and equivalent officers. In the context of the job AD and equivalent officers out of four overseas courses, relevance of three courses is found **highly satisfactory** and relevance of one course is found **not satisfactory** to present job.

Respondents have been asked about the knowledge of eight different topics to identify their relevancy to a trainer. According to DD and equivalent officers, in most cases degree of relevance of knowledge is **very high**. On the other hand, according to AD and equivalent officers, in most cases degree of relevance is **moderate**.

The level of knowledge on the said eight topics possessed by the respondents has also been assessed by the respondents themselves. In respect of DD and equivalent officers, in most cases level of knowledge is found **moderate**. But it is also significant that *number of researches related to subject(s) taught* and knowledge of *training techniques of SAARC countries* are **not satisfactory**. In the case of AD and equivalent officers, though level of knowledge of four different subjects are found **moderate** but the level of knowledge of rest four subjects are **not satisfactory**.

The respondents check relevancy of 25 different skills that are required for a trainer. These skills are *preparing lesson plan, lecture methods, art of speaking, setting training objectives, preparing questions papers, evaluating answer scripts, curriculum design, time management, syndicate methods, simulation, case method, role play, art of learning, art of listening, book review, using computer technology, TNA, training evaluation, conducting course meeting, course management and measuring the knowledge and skills of trainees, skills of writing seminar papers, research work, using the procedure of ISO 9001 and proficiency in English language*.

DD and equivalent officers have identified eight different skills whose relevancy is **very highly** and for 13 skills it is **high** to a trainer. Relevance of the rest four skills is **moderately** required for a trainer. Considering the self-assessment of the level of skills possessed by DD and equivalent officers, it is **moderate** on 18 skills and **satisfactory** on four skills. Levels of skills are **not satisfactory** on *simulation, case method* and *proficiency in English language*.

According to AD and equivalent officers, three different skills are **very highly** relevant to a trainer. These skills are *art of speaking, course management* and *time management*. Relevancy is considered **high** for nine different skills and **moderate** for 13 skills, which are required for a trainer. Considering the level of skills

assessed by AD and equivalent officers themselves, required skills are **satisfactory** only on *evaluating answer scripts* and *time management*. Required level of skills is **moderate** on 10 different topics. Level of the rest 13 skills is **not satisfactory**. These skills are *syndicate method, simulation, case method, role play, supervisory skills of writing seminar paper, book review, using computer technology, doing TNA, setting training objectives, curriculum design, procedure of ISO 9001 and proficiency in English language*.

Respondents have been asked to check the relevancy of 21 different types of attitudes required for a trainer. These attitudes are *interest in training, leadership qualities, empathy, sense of humor, patience, interaction with trainees, confidence, motivation, self-criticism, sincerity in solving personal problems of trainees, perseverance in work, enthusiasm, ability to control emotion, promptness, interest to learn, adaptability to training environment, flexibility, ethical firmness, ability to make interpersonal relationship, comfort to work with lady trainees and ability to impress trainees*.

DD and equivalent officers have identified 15 different types of attitudes whose relevancy is very **high** to a trainer. The rest six attitudes are **highly** relevant to a trainer. These are *sense of humor, perseverance in work, promptness, interest to learn, flexibility and comfort to work with lady trainees*.

Respondents have also been asked to assess their level of attitude. According to DD and equivalent officers, it is evident that their level of attitude is **highly satisfactory** on *empathy, sincerity of solving personal problems of trainees and ethical firmness*. Level of attitude is **moderate** on *sense of humor, perseverance in work, ability to control emotion, promptness, ability to make interpersonal relationship, comfort to work with lady trainees and ability to impress trainees*. Level of the rest 11 types of attitudes is **satisfactory**.

Considering the opinion of AD and equivalent officers, out of 21 different type of attitudes they have mentioned only *empathy* and *ability to make interpersonal relationship* which are **highly relevant** to a trainer. The relevancy is considered **high** for the rest 19 different types of attitudes. AD and equivalent officers have also assessed their level of attitude by themselves. According to their assessment that their level of attitude is **highly satisfactory** only on *empathy*. Level of attitudes is **satisfactory** on seven different types of attitudes. These are *interaction with trainees, self-criticism, sincerity of solving personal problems of trainees, flexibility, ethical firmness, ability to make interpersonal relationship and comfort to work with lady trainees*. Attitude's Levels of the rest 13 types of attitudes are **moderate**.

Respondents have placed their demand for 21 different types of in-country training. In respect of position DD and equivalent officers have placed demand for 16 different types of training, and AD and equivalent officers have demanded for 11 types of training. The important training demand by DD and equivalent officers are *financial management & fiscal policy, TOT, computer programming & IT, research methodology, project management, computer application software and ACAD*. On the other hand, the five important in-country training courses demanded by AD and equivalent officers are *English language course, research methodology course, computer application software course, Foundation Training Course and environmental management course*.

The respondents have also put demand for 24 different types of overseas training. DD and equivalent officers demanded for 12 different types of training, which includes six Ph.D. courses, two MA courses and five other courses. Main subjects of these Ph.D. courses are *Development Economics, Environmental Management, IT, Development Studies and Recreation Geography*. Subjects of MA courses are *HRD and Development Administration*. Other important courses are *Advance Research Methods, IT, Library Science & Training Aid, Management Techniques, and Psychological Tests*.

AD and equivalent officers put their demand for 16 different types of overseas courses, which includes one Ph.D., one MBA and five MA course. Subject of Ph.D. course is *Development Studies* and of MA courses are *HRD, Public Administration, Political Science and Geography*. They have also placed demand for **TOT** in foreign countries. Other overseas courses opted by them are *Advance Research Methods, IT, Flood Management, Financial Management, Personnel Management, Negotiation Techniques, Case Study, Environment & Disaster Management, and Health Education*.

Conclusions

Training is at the core of human resources development (HRD). It helps minimize the gap between required performance and actual performance through increasing the level of knowledge and skills, and changing, modifying of certain attitudes. So, training needs analysis (TNA) must be done before conducting a training programme.

Bangladesh Public Administration Training Centre (BPATC) is an apex training centre of the country. Imparting training to civil servants is the main responsibility of BPATC. Though the Centre is manned by a group of potential trainers still it suffers from lack of professionalism. Vision of the Centre is yet to be clear to the trainers. Continuous research is considered as the key to update training activities but involvement of the trainers of BPATC in research is not satisfactory. As trainers are the catalyst agents of the Centre they must be well equipped with the required knowledge, skill and attitudes. Thus, trainers of BPATC must be given training opportunities to groom them up as good as professionals.

This study has not covered all the issues of training needs assessment (TNA). Indeed, it is a very complex, gigantic and difficult task. More research could be taken on the issues on TNA that were remained undisclosed under the scope of this study. Concerned authorities, however, may consider the recommendations made by the study.

Recommendations and Strategies for Implementation

Research work

Research is an integral part of training. Trainers should be well equipped with the latest techniques of research. So, emphasis should be given on research work.

Strategies for Implementation

- a) First, identification of trainers who need training on research methods.
- b) Second, at least one independent research work can be mandatory for every trainer. This can be related to promotion and incremental benefits.
- c) Third, to make the research work successful, authorities should provide financial support.
- d) Fourth, research work can be reflected into performance appraisal report.
- e) Fifth, three of the best research works can be recognised and incentive of at least Taka 2000/- (Two Thousand) only can be given to the concerned researchers.

Vision of BPATC

The strength of any organisation depends on its vision. And vision of the organisation must be clear and be well known to each and every member of the organisation.

Strategies for Implementation

- a) First, authorities can sit together with all trainers of BPATC for formulating the vision of the Centre.
- b) Second, a programme can be taken to familiarise the vision to each and every employee of the Centre.
- c) Third, a quarterly review meeting can be arranged for identifying the level of achievements.

Relevance of training to the job

As trainers are involved in imparting training so they should be well equipped with latest techniques of training that is relevant to their assigned job. Professionalism is the most urgent need for the trainers of BPATC.

Strategies for Implementation

- a) First, authorities can be analysed the job of the trainers.
- b) Second, analyze the task related to their job.
- c) Third, identification of training programmes relevant with task.
- d) Fourth, no training programme, in-country or overseas, should be considered which is not relevant to the job of the concerned trainers.

Table-K: Degree of training needs for enrichment of Knowledge

Types of subjects	Degree of needs (Median 3.5. Below 4.0 "very high"; 4.0 to 4.9 "high", 5.0 to 5.4 "moderate" and 5.5 to 6.0 "no need")	
	DD	AD
1. Conceptual knowledge on the subject(s) taught by the trainer.	Moderate	High
2. Knowledge on Government of Bangladesh.	High	High
3. Knowledge on the functions of Bangladesh Civil Service	High	High
4. Number of writing(s) on related subject(s) taught by the trainer.	High	Very high
5. Number of research on related subject(s) taught by the trainer.	Very high	Very high
6. Knowledge on TNA of trainees	High	Very high
7. Knowledge on the Constitution of Bangladesh	High	High
8. Knowledge on training techniques of SAARC countries	High	Very high

Training for enrichment of knowledge

Training is undoubtedly necessary for enrichment of knowledge of the trainers. Knowledge based training should provide the trainers according to their needs.

Strategies for Implementation

- First, authorities can identify the knowledge based subject that is required for individual trainer.
- Second, authorities of the Centre can make a training calendar both short term and long term training.
- Third, authorities of the Centre may consider the knowledge based training mentioned in Table-K.

Table-S: Degree of training needs for enrichment of Skills

Types of skills	Degree of needs (Median 3.5. Below 4.0 "very high"; 4.0 to 4.9 "high", 5.0 to 5.4 "moderate" and 5.5 to 6.0 "no need")	
	DD	AD
1. Skills of preparing a lesson plan	Moderate	High
2. Skills in using lecture method	Moderate	High
3. Skills in using Syndicate method	High	Very high
4. Skills in using Simulation	Very high	Very high
5. Skills in using Case method	Very high	Very high
6. Skills in using Role Play	High	Very high
7. Art of speaking	High	High
8. Art of learning	High	High
9. Art of listening	High	High
10. Supervisory Skills of writing seminar paper	High	Very high
11. Skills of Book Review	High	Very high
12. Supervisory Skills of research work	High	Very high
13. Skills of using computer technology in training session (s).	High	Very high
14. Skills of TNA	High	Very high
15. Skills of setting training objectives.	High	Very high
16. Skills of preparing question paper.	Moderate	High
17. Skills of assessing answer script.	Moderate	Moderate
18. Skills of Curriculum Design.	High	Very high
19. Skills of Training evaluation.	High	High
20. Skills of conducting course meeting.	High	High
21. Skills of managing courses.	High	High
22. Skills of time management.	High	Moderate
23. Skills of measuring the knowledge and skills of trainees.	High	High
24. Skills of using the procedure of ISO 9001.	High	Very high
25. Proficiency in English language.	Very high	Very high

Training for enrichment of Skills

Skills are also considered as one of the most important requirements of trainers. Thus, skill based training should provide the trainers according to their needs.

Strategies for Implementation

- First, authorities can identify the skills required for individual trainer.
- Second, authorities of the Centre can prepare a curriculum for skill based in-country and overseas.
- Third, authorities of the Centre may consider the skill mentioned in Table-S.

Training for enrichment of Attitudes

Positive attitude is the most important attribute of a trainer. Positive attitudes are needed to make the training programmes successful.

Strategies for Implementation

- First, authorities can identify the attitudes that are required for individual trainer.
- Second, authorities of the Centre can prepare a curriculum for attitudes based training.
- Third, authorities of the Centre may consider the attitudes mentioned in Table-A.

Table-A: Degree of training needs for enrichment of Attitudes

Types of Attitudes	Degree of needs (Median 3.5. Below 4.0 "very high"; 4.0 to 4.9 "high", 5.0 to 5.4 "moderate" and 5.5 to 6.0 "no need")	
	DD	AD
1. Interest in training.	Moderate	High
2. Leadership qualities as trainer.	Moderate	High
3. Empathy for trainees.	No need	No need
4. Sense of humor.	High	High
5. Patience as trainer.	Moderate	High
6. Interaction with trainees.	Moderate	Moderate
7. Confidence as trainer.	Moderate	High
8. Motivation as trainer.	Moderate	High
9. Self-criticism.	Moderate	Moderate
10. Sincerity on solving personal problems of trainees.	No need	Moderate
11. Perseverance in work.	High	High
12. Enthusiasm.	Moderate	High
13. Ability to control emotion.	High	High
14. Promptness.	High	High
15. Interest to learn.	Moderate	High
16. Adaptability to training environment.	Moderate	High
17. Flexibility as trainer.	Moderate	Moderate
18. Ethical firmness as trainer.	No need	Moderate
19. Ability to make interpersonal relationship.	High	Moderate
20. Comfort to work with lady trainees.	High	Moderate
21. Ability to impress trainees.	High	High

In-country and overseas training demand

To make the trainers of BPATC professional there is no alternative to training at home and abroad. Overseas training open the window for enrichment of knowledge, skills and attitudes.

Strategies for Implementation

- a) First, authorities need to identify the training programmes both home and abroad.
- b) Second, authorities of the Centre negotiate with potential donors for necessary funding for overseas training.
- c) Third, authorities of the Centre may consider the in-country and overseas training programme mentioned in Table-I and O.

Table –I: In-country training demand by the respondents

Training courses	Position of respondents		Total (23)
	DD & equivalent officers (11)	AD & equivalent officers (12)	
1. Financial management & Fiscal policy	3 (27.27)	-	4 (17.4)
2. English language course	-	6 (50.0)	7 (30.43)
3. TOT	2 (18.18)	-	2 (8.7)
4. Computer programming & IT	2 (18.18)	-	2 (8.7)
5. Research methodology	2 (18.18)	5 (41.67)	7 (30.43)
6. Environmental management	-	2 (16.67)	3 (13.04)
7. Project management course	2 (18.18)	-	2 (8.7)
8. Computer application software course	2 (18.18)	5 (41.67)	7 (30.43)
9. ACAD	2 (18.18)	-	2 (8.7)
10. Foundation training course	-	3 (25.0)	3 (13.04)

Multiple responses recorded. Parenthesis shows percentages.

Table –O: Overseas Training demand by the respondents

Training courses	Position of respondents		Total (23)
	DD & equivalent officers (11)	AD & equivalent officers (12)	
1. Ph.D. in Development Economics	2 (18.18)	-	2 (8.7)
2. Ph.D. in Development studies	1 (9.1)	1 (8.33)	2 (8.7)
3. Ph.D. in Recreation Geography	1 (9.1)	-	1 (4.35)
4. MA in HRD	1 (9.1)	2 (16.67)	3 (13.04)
5. Advance research methods	1 (9.1)	1 (8.33)	2 (8.7)
6. Information Technology (IT)	3 (27.27)	1 (8.33)	4 (17.4)
7. Psychological Tests	1 (9.1)	-	1 (4.35)
8. TOT	-	4 (33.33)	4 (17.4)
9. Environment and disaster management	-	2 (16.67)	2 (8.7)
10. Health education	-	1 (8.33)	1 (4.35)

Multiple responses recorded. Parenthesis shows percentages.

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CHAPTER I

INTRODUCTION

The Problem:

There is a serious shortage of qualified trainers in the public sector training of Bangladesh. The available trainers lack proper supervision and grooming by their superiors in the institutions (GOB, 1984:1). It is viewed that there are 354 governmental training institutions with a yearly training capacity of about 1,76,805 persons in Bangladesh, only 44.3% percent of the total capacity is used. Thus, the rest 55.7 percent capacity remains unutilized (Hyder, 1986:63). There has been no significant change of the situation over the past decade. There has been little improvement in this field. A recent study on 40 governmental training institutes (Alam et al., 1996) indicates that professionalism is more or less absent amongst these training institutes. The latest study on career planning done on BPATC, BARD and APD observed that non-professionalism in the training institutes makes the training sector less effective (Haque et al., 1999:52).

Trainers are not properly equipped with the latest training technology. As a method of training, classroom lecture is still prevalent. It is suggested that training needs assessment (TNA) should be done on a regular and systematic basis in order to develop appropriate training and to enhance technical and managerial skills among the civil servants (UNDP, 1993:110). Unfortunately, however, this aspect of the training is not being properly attended to in public sector training institutes.

Rationale of the study:

Training is recognised as an investment and a means to develop human resources for increasing efficiency and productivity of an organisation. To impart training, trainers should always keep themselves abreast of the latest concepts of training (GOB, 1986:20). Trainers must be professionalised and fully conversant with the general principles of planning and functions in the field of training. The professional trainer tends to be directed toward improving his skills as an instructor, his skills in the use of training technology, and his knowledge of the latest training theory and techniques (Wright and Salinger, 1973:17).

The role of a trainer in any organisation is critical for human resources development (HRD). Although conducting training programmes is a regular function of a trainer, he (trainer) must be able to identify needs solvable by training, design appropriate training and present it in such a way that the process of learning is maximized (Craig, 1976:3-2). Training has not produced the desired results without institutional initiatives towards the career development of the trainers. Ineffective or inefficiently designed training can be very costly, particularly when many trainees are going through a given program. Frequently, the impact of the trainer is underestimated (Craig, 1976:3-5).

Credibility and image of a training institute rely heavily on the professionalism of trainers. It is the institutional responsibility to make the trainers professional through necessary training. Unfortunately BPATC, the apex training institute in the country could not utilize the Development Management Training (DMT) Component for its faculty

development. According to USAID (quoted in Rahman, 1997:65) BPATC suffered from inherent structural and institutional problems manifested in a lack of professionalism in faculty members, improper placement of personnel in positions incompatible with their professional career and academic backgrounds (Rahman, 1997:65).

The trainers directly recruited at BPATC possess considerable knowledge and skills, but they lack field experience, whereas some of the deputed faculty members coming with field experience have not considered training as a career (Anisuzzaman, 1996:65). As such, horizontal movement in different ministries or agencies for field level experiences for the permanent faculty members could be arranged. Moreover, field experience could be gathered through regular research activities on field problems (Rahman, 1997: 66). Unfortunately, none of the training institutes initiate this step for professional development.

There are some significant studies done by the researchers of BPATC on training needs assessment of different levels of public sector employees (Ali et al., 1990; Farid et al., 1990; Haque and Azim, 1989; Huq and Achyarya, 1990; Huq et al., 1989; Jalil and Rahman, 1989; Kar and Muslim, 1990; Muslim and Alam, 1990; Razzaque, Shafiullah and Haque, 1990; Wahiduzzaman, 1989). All of these studies discussed the TNA for different level of public employees but none of them discussed the issues of TNA for trainers except Jalil and Rahman, 1989. The TNA of BPATC trainers has remained unaddressed in those studies.

It is viewed that training of trainers issues have long been remained unattended by the policy-makers and by concerned authorities. It is also understood that for effective and efficient training management, priority should be given to trainer's issues. This study has an attempt to focus on this problem.

Style of presentation of the study report: The report has been segmented into five different chapters such as- introduction (chapter-1), research methodology (chapter-11), conceptual overview of TNA (chapter-111), data analysis (chapter-1V), and findings, conclusions & recommendations (chapter-V).

CHAPTER II

RESEARCH METHODOLOGY

Objective of the study:

The study has the following objectives:

- a) to identify the generic role of the trainers working at BPATC;
- b) to identify the training needs of the trainers working at BPATC;
- c) to suggest measures for training needed by the trainers working at BPATC.

Scope of the Study:

The study is concerned with the Class-I officers belonged to the position of Deputy Directors and Assistant Directors and equivalent rank and status, working at the Bangladesh Public Administration Training Centre (BPATC). The scope of the study is as follows:

- a) Position, length of service and academic background of the selected trainers under the proposed study;
- b) Job descriptions (JD) of the trainers selected under the study;
- c) Training both home and abroad received by the selected trainers under the study;
- d) Relevance of training to the JD of the selected trainers under the study;
- e) Demand for training of the selected trainers under the study;
- f) Suggestions for effective professional development training of the selected trainers under the study.

Expected benefits from the study:

The following benefits are expected from the study:

- (a) the study attempts to provide positive guidelines to the training institutes to improve the training skills of the trainers;
- (b) BPATC has obtained ISO-9001: 1994 certificate. In the event of such certification improvement of training quality to a required standard is an imperative objective for BPATC. Thus, the training of trainers (TOT) would be a core objective for BPATC, to assure its trainers fit, and are compatible with, the ISO standard for training in an institute like BPATC.

Methodology:

Selection of the Respondents: All class-I officers from the rank of Assistant Director or equivalent to Deputy Director working at the BPATC have been selected respondents of the study. Initially, census survey was the target. Due to vacant posts, non-availability of and non-response from the respondents, out of 39 officers of the rank and status of Deputy Directors (18) and Assistant Directors (21) 23 participated in this survey.

Methods of collecting data: Respondents have been interviewed using a pre-tested questionnaire. Secondary data, required for the study, have also been collected from the related books, research reports, journals etc.

Methods of data analysis: Collected data have been analysed by using non-inferential statistics and quantitative techniques. The questionnaire used in this study contains some attitudinal questions. Questions were asked in a rating scale where lowest value was 1 and highest value was 6. Thus the median was 3.5. While analysing the collected data, the average score of the responses of the respective questions were calculate first and then the quantitative value was transformed into qualitative form. In this regard average score is divided into four different categories. Collected data are then presented through tables.

CHAPTER III

CONCEPTUAL OVERVIEW OF TNA

A training need exists when there is a gap between required performance and actual performance. The word 'need' implies that something is lacking- there is a shortfall somewhere. The word 'training' further implies that this lack can be supplied by systematic training. It can thus be said that a training need exists when the application of systematic training will serve to overcome a particular weakness (Boydell, 1976:4). In other words, a training need can be described as a specific skill, which an individual must acquire in order to perform a task efficiently, and effectively (Stanley, eds. 1984:9). A training needs analysis is the method of determining if a training need exists and if it does, what training is required to fill this gap. It identifies the gap between the desired performance and the actual performance (Kroehnert, 1995: 9). It is a process of identifying the perceived gap between 'what is' and 'what should be' (Berghe, 1995:44).

The TNA helps to design curriculum of a training programme. The knowledge that the participants gained from training will enhance their ability and enable them to perform their job at a required level. TNA will also help to identify target group to be trained and find out what training is required. To establish a training need it must be identified that there is a gap in knowledge, skills or attitudes. Some of the common ways for identifying needs of training are as follows (Kroehnert, 1995:10):

- ☛ complaints from staff;
- ☛ complaints from customers/clients;
- ☛ substandard quality of work;

- ☛ frequent errors;
- ☛ inadequate recruiting process;
- ☛ large staff turnover;
- ☛ performance dates not met;
- ☛ conflicts among staff;
- ☛ new equipment/systems.

It is very important that once a training need or gap has been identified, it should be filled. While carrying out a TNA, the types of information, which should be collected, are job roles, job process, task list, job problems, task frequency, task difficulty and task importance.

Three levels of training needs

TNA-process presupposes an attempt to determine systematically where and when training interventions would be required to meet performance gap. The two main dimensions are to be considered: the *level* at which training needs analysis should take place, and its *depth* of coverage. Both together are decisive for the type of TNA, which should be undertaken (Berghe, 1995:45). There are three levels where training needs exists (Stanley, eds. 1984:9). These are- organizational level, occupational level, and individual level. ***Organizational level need*** refers to general weakness within the organization. The TNA at this level means that efforts are made to determine where, in the organization, training is most needed. ***Occupational level need*** refers to training that is required to upgrade certain job functions. It concentrates on skills, knowledge and attitudes necessary to carry out various duties related to a particular job functions.

Individual level need refers to identify who needs training in what. This means assessing deficiencies in particular skills, knowledge and attitudes on the part of individuals. The following table gives an overview of the TNA at three levels (Boydell, 1976:6):

Table-X: TNA at three levels

Level of training need	Main question to be answered	Typical conclusions/recommendations	Process referred to as:
Organisational	Where is training most needed? i.e., in which department or section? or, for which occupational group?	1. The most urgent need is the Research Section of BPATC, or 2. The most urgent need is for computer training for class-iii employees of BPATC, or 3. Successor for English language trainers A, B and C must be trained before they leave the Centre.	Identification of training needs and priorities.
Occupational	What skills/knowledge/ attitudes are required for a particular occupation?	Skills/knowledge/attitudes required are mentioned in job description of BPATC.	Analyse the occupation. Prepare job description, job specification, and if necessary, further analyses of skills, knowledge and attitudes.
Individual	Which individuals require training to attain which particular skills/ knowledge/ attitudes?	1 (a) Mr. X a Research Officer needs training in writing a research proposal. (b) Mr. Y and Mr. Z, two Research Officers, need training on statistical software for analysing data. 2. Mr. E and Mr. F, two class-iii employees of Logistics Section require training on Typing Tutor. 3 (a) Mr. P requires English language training in to succeed Mr. A. (b) Mr. Q requires English language training in to succeed Mr. B. (c) A replacement for Mr. C will have to be recruited on deputation.	Specify, select and appraise the people to be trained. Check the training, and follow up the training.

Source: Modified from Boydell (1976:6)

Importance of Training Needs Assessments

TNA is the beginning of any effective training programme. A meaningful training activity should be preceded by vigorous analysis and careful assessment of training needs (Stanley, eds. 1984: 10). Some of the importance of TNA is as follows:

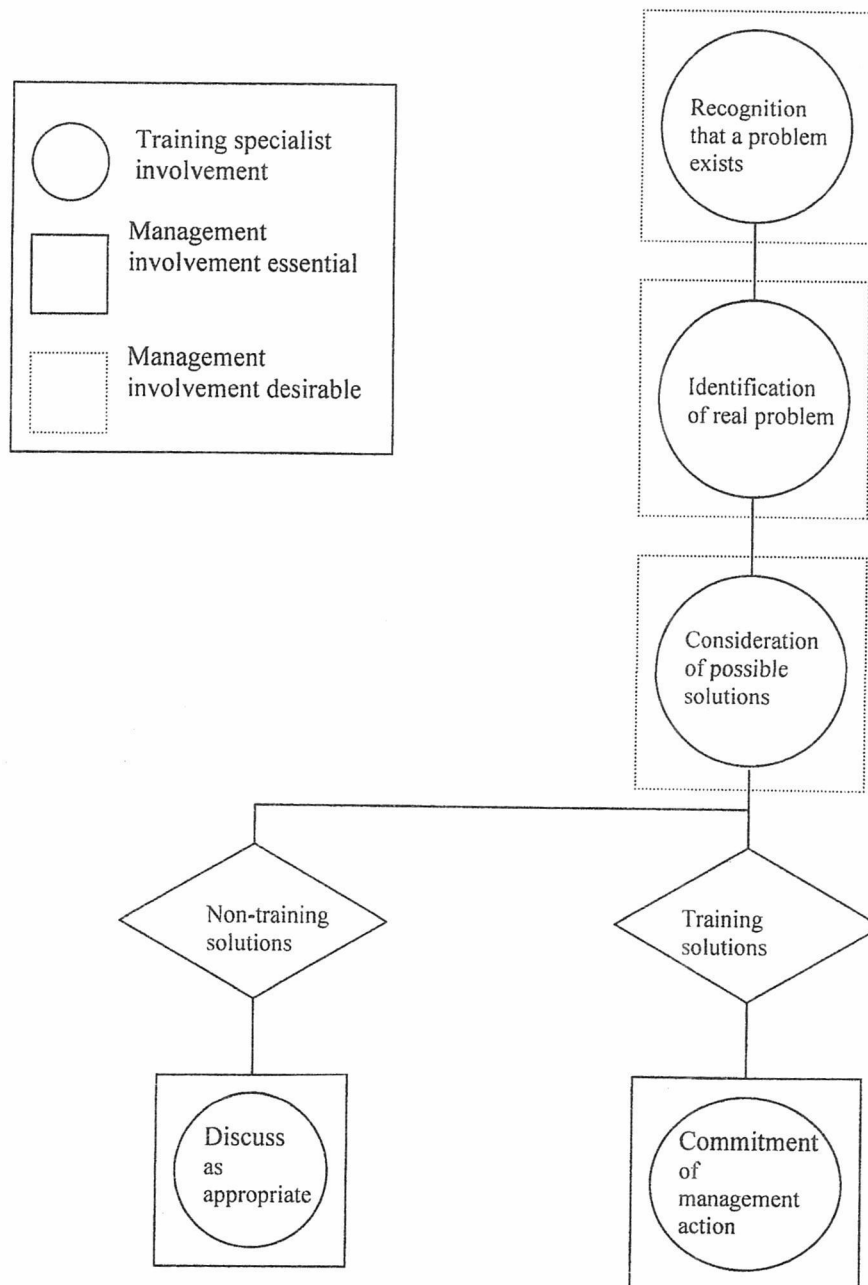
- TNA helps to develop training objectives appropriately. TNA must be done before setting training objectives.
- Each and every problem cannot be solved through a training programme. TNA helps to identify the problems those need a non-training solution.
- TNA helps to meaningful follow-up to the training programme by providing new knowledge and skills required for a job.

Purpose of TNA

The main purpose of TNA is to provide the foundation for subsequent training project activities. According to Berghe (1995:44) the three important purposes of TNA are :

- a) validating the initial assumptions on the need for certain types of training;
- b) refining and specifying in detail the competence and performance gaps which need to be addressed;
- c) Verifying the suitability and acceptability of the anticipated training approach for particular target group.

A Model of Identifying Training Needs



Source: Boydell (1976:27)

Table-Y: Requirements for effective TNA

<i>Requirements</i>	<i>Relationship to TNA (Needs assessment at specific level)</i>	<i>Who has major responsibility</i>
Organization objectives	Organizational and occupational levels	Government, Development Planners; Board of Directors; Chief Executive.
Organization Structure	Organizational and Occupational level needs	Board of Directors; Chief Executive.
Job descriptions	Departmental and Individual levels	Personnel Managers; Heads of Departments; Supervisors; Trainers.
Performance Standards	Individual level needs	Line Managers; Supervisors; Personnel Managers; Trainers.
Training/HRD Policy	Organizational, Occupational, and Individual level needs.	

Source: Stanley (eds.) (1984:13)

C=APTE= IV

DATA ANALYSIS

Position, Types of recruitment and Age

Twenty-three officers/trainers have been interviewed for this study. Amongst them 11(47.83%) belong to Deputy Directors (DD) and equivalent position and 12 (52.17%) belong to Assistant Director (AD) and equivalent position (Table-1). About three-fourth (73.9%) of the respondents are directly recruited. 17.4 percent respondents are on deputation at BPATC and only 8.7 percent have been promoted into class-1 position (Table-1). It is also observed from the Table-1 that out of 11 Deputy Directors 72.73 percent are directly recruited and 18.18 percent are on deputation. Only 9.09 percent have been promoted into class-1 position. In the case of AD 75.0 percent are directly recruited and 16.67 percent are on deputation. Only 8.33 percent have been promoted into class-1 position.

Table-1: Types of recruitment and position of the respondent

Types of recruitment	Position		Total
	Deputy Director and Equivalent	Assistant Director and Equivalent	
Direct	8 (47.06) (72.73)	9 (52.94) (75.0)	17 (100.0) (73.90)
Promoted	1 (50.0) (9.09)	1 (50.0) (8.33)	2 (100.0) (8.70)
Deputed	2 (50.0) (18.18)	2 (50.0) (16.67)	4 (100.0) (17.40)
Total	11(47.83) (100)	12 (52.17) (100)	23 (100.0) (100.0)

(Parenthesis shows the percentages)

Considering the age, 39.14 percent of the respondent belong to 30-39 years of age and same number (39.13%) of respondent belong to the age group of 40-44 years. Respondent belonging to 25-29 years of age is 17.4 percent and only 4.34% belong to 45-49 years of age, which is the lowest (Table-2). Age in respect of position it is observed

that DD belonging to 44-49 years of age is 72.73 percent, which is the highest. 18.18 percent belong to 35-39 years of age and only 9.09 percent belong to the age group of 45-49 years. None of the respondents of DD and equivalent position belong to below 35 years of age. In case of AD, one-third of the respondents (33.33%) belongs to the age group of 25-29 years and 30-34 years respectively. 16.67 percent belong to 35-39 years of age and only 8.33 percent belong to 40-44 years of age. None of them belong to 45 years or above (Table-2).

Table-2: Age distribution and position of the respondent

Age group	Position		Total
	Deputy Director and Equivalent	Assistant Director and Equivalent	
25-29	0	4 (100.0) (33.33)	4 (100.0) (17.40)
30-34	0	4 (100.0) (33.33)	4 (100.0) (17.40)
35-39	2 (50.0) (18.18)	3 (25.0) (16.67)	5 (100.0) (21.74)
40-44	8 (88.89) (72.73)	1 (8.33)	9 (100.0) (39.13)
45-49	1 (100.0) (9.09)	0	1 (4.34)
Total	11 (47.83) (100)	12 (52.17) (100)	23 (100.0) (100.0)

(Parenthesis show the percentages)

Length of service: in class-1 job and as trainer

In the case of the officers of the position of DD and equivalent, about three-fourth (72.73%) have 11-15 years of service in class-1 job. DD belonging to 6-10 and 16-20 years of service are 9.09 percent and 18.18 percent respectively (Table-3). Considering the officers of AD and equivalent position, majority of them (66.67%) have the 0-5 years of service in class-1 job. 25 percent AD and equivalent officers have 6-10 years of service and only 8.33 percent have 11-16 years of service (Table-3)

Table-3: Length of service in Class-I job and position of the respondent

Length of service	Position		Total
	Deputy Director and Equivalent	Assistant Director and Equivalent	
0-5	0	8 (100.0) (66.67)	8 (100.0) (34.78)
6-10	1 (25.0) (9.09)	3 (75.0) (25.0)	4 (100.0) (17.40)
11-15	8 (50.0) (72.73)	1 (25.0) (8.33)	9 (100.0) (39.13)
16-20	2 (100.0) (18.18)	0	2 (100.0) (8.69)
Total	11 (47.83) (100)	12 (52.17) (100)	23 (100.0) (100.0)

(Parenthesis show the percentages)

Considering the length of service as trainer it is observed (Table-4) that 54.54 percent of the respondent of DD and equivalent position have 11-15 years of service. 18.18 percent and 18.18 percent have the 0-5 years and 6-10 years of service in the training job. Only 9.09 percent of DD and equivalent officers have 16-20 years of training experience to their credit. On the other hand, three-fourth (75%) of the officers of AD and equivalent position have only 0-5 years of service in the training job. 16.67 percent officers of this position have 6-10 years of training experience and only 8.33 percent have 11-15 years of training experience to their credit (Table-4).

Table-4: Length of service as trainer and position of the respondent

Length of service	Position		Total
	Deputy Director and Equivalent	Assistant Director and Equivalent	
0-5	2 (18.18) (18.18)	9 (81.82) (75.0)	11 (100.0) (47.82)
6-10	2 (50.0) (18.18)	2 (50.0) (16.67)	4 (100.0) (17.40)
11-15	6 (85.71) (54.54)	1 (14.29) (8.33)	7 (100.0) (30.43)
16-20	1 (100.0) (9.09)	0	1 (100.0) (4.35)
Total	11 (47.83) (100)	12 (52.17) (100)	23 (100.0) (100.0)

(Parenthesis show the percentages)

Academic qualification and background

Irrespective of position, most of the respondents (86.95%) have Master level degrees. 8.7 percent have Bachelor degrees and only 4.35 percent have got M Phil degree (Table-5). In respect of position most of the DD and equivalent officers (81.82%) have obtained Master level degrees. Only one has got M Phil degree and one has got Bachelor degree. In the case of AD and equivalent officers, 91.67 percent have Master level degrees and only one has got Bachelor degree (Table-5).

Table-5: Academic qualification and position of the respondent

Length of service	Position		Total
	Deputy Director and Equivalent	Assistant Director and Equivalent	
M Phil	1 (100.0) (18.18)	0	11 (100.0) (4.35)
Masters	9 (45.0) (81.82)	11 (91.67) (16.67)	20 (100.0) (86.95)
Bachelor	1 (50.0) (9.09)	1 (50.0) (8.33)	2 (100.0) (8.70)
Total	11 (47.83) (100)	12 (52.17) (100)	23 (100.0) (100.0)

(Parenthesis show the percentages)

Considering the academic backgrounds (Table-6) majority (65.41%) of the respondents have social sciences (public administration, political science, international relations, development studies, anthropology, economics, and Geography/MIS & GIS) backgrounds. 8.7 percent have agriculture and engineering backgrounds and 8.7 percent have the backgrounds of physical science and library science. Officers having commerce (management, finance and accountancy) backgrounds are 19.38 percent.

Table-6: Academic background of the respondent

Length of service	Position		Total
	Deputy Director and Equivalent	Assistant Director and Equivalent	
Public Administration /Political Science/International Relations	3	3	6 (26.08)
Economics	2	2	4 (17.39)
Development Studies	1	0	1(4.35)
Anthropology	0	1	1(4.35)
Geography/ MIS & GIS	2	1	3 (13.04)
Management	0	2	2 (8.69)
Finance and Accountancy	1	1	2 (8.69)
Fisheries	1	0	1(4.35)
Civil Engineering	0	1	1(4.35)
Physical Education	0	1	1(4.35)
Library and Information Science	1	0	1(4.35)
Total	11 (47.83)	12 (52.17)	23 (100.0)

(Parenthesis shows the percentages)

Selecting training job and major responsibilities

Irrespective of position, 47.82 percent and 47.82 percent of the respondents have considered working environment and academic interests respectively while selecting the training job (Table-7). Other three important factors behind selecting training job are career development as trainer (34.78%), for survival (30.34%) and avoiding of transfer (21.74%). Abiding order of the authorities (13.04%) and opportunities of interaction with different cadre officials (13.04%) have also been identified as significant factors. Considering the position of the respondents academic interests ranked top (63.64%) by the DD and equivalent officers while working environment ranked top (50%) by the AD and equivalent officers.

Table-7: Factors behind selecting training job

Length of service	Position		Total (N=23)
	Deputy Director and Equivalent (n=11)	Assistant Director and Equivalent (n=12)	
Working environment	5 (45.45)	6 (50.0)	11 (47.82)
Academic interest	7 (63.64)	4 (33.33)	11 (47.82)
Career development as trainer	3 (27.27)	5 (41.67)	8 (34.78)
For survival	4 (36.36)	3 (25.0)	7 (30.43)
Avoiding transfer	4 (36.36)	1 (8.33)	5 (21.74)
Order of the authority	2 (18.18)	1 (8.33)	3 (13.04)
Opportunities of interaction with officials of different cadres	1 (9.1)	2 (16.67)	3 (13.04)
Reputation of the institution	0	2 (16.67)	2 (8.7)
Self development	1 (9.1)	1 (8.33)	2 (8.7)
Opportunities for research and training	1 (9.1)	1 (8.33)	2 (8.7)
Others (residential facilities, job satisfaction, creativity & challenge, residing at Dhaka, interest in research, having foreign degree, opportunity to keep honesty, teaching opportunity, foreign scholarship)	5 (45.45)	4 (33.33)	9 (39.13)

(Multiple responses recorded. Parenthesis show the percentages)

It is viewed from Table-8 that, irrespective of position of the respondents, major responsibilities usually are training (43.47%) and administrative work (39.13%). Considering the position main responsibility of DD and equivalent officers is training (45.45%). On the other hand majority of AD and equivalent officers (58.33%) are involved in administrative works. Training is also very significant (41.67%) responsibility of AD and equivalent officers.

Table-8: Major responsibilities of the respondents

Length of service	Position		Total (N=23)
	Deputy Director and Equivalent (n=11)	Assistant Director and Equivalent (n=12)	
Administrative	2 (22.22) (18.18)	7 (77.78) (58.33)	9 (100.0) (39.13)
Training	5 (50.0) (45.45)	5 (50.0) (41.67)	10 (100.0) (43.47)
Administrative & training	2 (100.0) (18.18)	0	2 (100.0) (8.70)
Training & research	2 (100.0) (18.18)	0	2 (100.0) (8.70)
Total	11 (47.83)	12 (52.17)	23

(Parenthesis show the percentages)

Vision of BPATC and relevance to National Goal (NG)

Irrespective of position majority of the respondents (52.17%) know the vision of BPATC but significantly 47.83 percent have no idea about the vision (Table-9). Considering the position majority of DD and equivalent officers (63.64%) have shown their ignorance about the vision of BPATC. On the other hand vision has known to 66.67 percent of AD and equivalent officers.

Table-9: Vision of BPATC known to the respondents

Vision of BPATC	Position		Total
	Deputy Director and Equivalent	Assistant Director and Equivalent	
Yes	4 (33.33) (36.36)	8 (66.67) (66.67)	12 (100.0) (52.17)
No	7 (63.64) (63.64)	4 (36.36) (33.33)	11 (100.0) (47.83)
Total	11(47.83) (100.0)	12 (52.17) (100.0)	23 (100.0) (100.0)

(Parenthesis show the percentages)

It is viewed that (Table-10) *formulating training outline and impart quality training* is the vision of BPATC mentioned by the majority of the respondents (58.33%). In respect of position of the respondents said vision has also been mentioned by the 75 percent of AD and equivalent officers. On the other hand *build BPATC as 'centre of excellence'* and *place recommendations to the government through research* both have been mentioned as vision of BPATC by the 50 percent of DD and equivalent officers. *Produce Skilled officer through training* is mentioned as a vision by 25 percent of both DD (and equivalent officers) and AD (and equivalent officers). Other vision of BPATC that is mentioned by the respondents is *interaction between different cadres*.

Table-10: Vision of BPATC mentioned by the respondents

Vision of BPATC	Position		Total (N=12)
	Deputy Director and Equivalent (n=4)	Assistant Director and Equivalent (n=8)	
Formulate training outline and impart quality training	1 (25.0)	6 (75.0)	7 (58.33)
Produce Skilled officials through training	1 (25.0)	2 (25.0)	3 (25.0)
Place recommendations to the Government through research	2 (50.0)	-	2 (16.67)
Build BPATC as 'Centre of Excellence'	2 (50.0)	-	2 (16.67)
Inter cadre interaction	1 (25.0)	-	1 (8.33)

Multiple response recorded. Parenthesis show the percentages.

Considering the relevance of vision to National Goal (NG), irrespective of the position, it is mentioned as *moderate* (average score is 4.83 where median is 3.5). In respect of position, DD and equivalent officers opined that relevance of vision to NG is *highly satisfactory* (score is 5.5). On the other hand, according to AD and equivalent officers vision is *moderately* (score is 4.5) relevant to NG (Table-11).

Table-11: Relevance of Vision with National Goal

Position	Score	Results (Median =3.5) 5.5 to 6.0 "highly satisfactory", 5.0 to 5.4 "satisfactory", 4.0 to 4.9 "moderate" and below 4.0 "not satisfactory"
Deputy Director and Equivalent (n=5)	28 (5.6)	Highly satisfactory
Assistant Director and Equivalent (n=8)	36 (4.5)	Moderate
Total (N=13)	64 (4.92)	Moderate

(Parenthesis show the averages)

In-country training and it's relevance to present job

It is evident that respondent have received 17 different in-country training (Table-12). In respect of position DD and equivalent officers have received 15 different training while AD and equivalent officers have received 13.

Table-12: In-country training received by the respondents and their relevance with present job

Training Courses	Position			
	Deputy Director and Equivalent (n=11)		Assistant Director and Equivalent (n=12)	
	Score	Results (Median 3.5) 5.5 to 6.0 "highly satisfactory", 5.0 to 5.4 "satisfactory", 4.0 to 4.9 "moderate" and below 4.0 "not satisfactory".	Score	Results (Median 3.5) 5.5 to 6.0 "highly satisfactory", 5.0 to 5.4 "satisfactory", 4.0 to 4.9 "moderate" and below 4.0 "not satisfactory".
Special Foundation Training Course (SFTC)	5.14	Satisfactory	6.0	Highly satisfactory
Foundation Training Course (FTC)	5.0	Satisfactory	4.0	Moderate
Training of Trainers (TOT)	5.5	Highly satisfactory	5.3	Satisfactory
Research Methods Course (RMC)	5.17	Satisfactory	3.0	Not satisfactory
Computer Application Course (CAC)	5.14	Satisfactory	4.78	Moderate
Project Management Course (PMC)	5.5	Highly satisfactory	3.0	Not satisfactory
Environment Management Course (EMC)	5.0	Satisfactory	3.5	Not satisfactory
Disaster Management Course (DMC)	4.25	Moderate	3.67	Not satisfactory
Poverty Alleviation Course (PAC)	-	-	3.5	Not satisfactory
Conduct & Discipline Course (CDC)	4.5	Moderate	5.0	Satisfactory
Communication Skills Course (CSC)	6.0	Highly satisfactory	-	-
Financial Management Course (FMC)	4.5	Moderate	5.0	Satisfactory
Training Evaluation Course (TEC)	6.0	Highly satisfactory	-	-
Leadership Development Course (LDC)	5.0	Satisfactory	-	-
Case Writing Course (CWC)	6.0	Highly satisfactory	-	-
Development Administration Course (DAC)	5.0	Satisfactory	4.0	Moderate
Office Management Course (OMC)	-	-	6.0	Highly satisfactory

Considering the relevance of in-country training courses to present assignments of the respondents, *Training of Trainers (TOT)*, *Project Management Course (PMC)*, *Communication Skills Course (CSC)*, *Training Evaluation Course (TEC)* and *Case Writing Course (CWC)*- relevance of these five courses are *highly satisfactory* (average score is 5.5 to 6.0) to the present job of DD and equivalent officers. Courses those relevance are *satisfactory* (average score is 5.0 to 5.4) to them are *Special Foundation*

Training Course (SFTC), Foundation Training Course (FTC), Research Methods Course (RMC), Computer Application Course (CAC), Environment Management Course (EMC), Leadership Development Course (LDC) and Development Administration Course (DAC). Three other courses that *are moderately relevant* (average score is 4.5 to 5.9) to present job are *Disaster Management Course (DMC), Conduct and Discipline Course (CDC) and Financial Management Course (FMC).*

AD and equivalent officers have received 13 different in-country training. Out of these relevance of *Office Management Course (OMC)* is only found *highly satisfactory* (score is 6.0) to the job of AD and equivalent officers (Table-12). *TOT, CDC and FMC* are found *satisfactorily relevant* and relevance is found *moderate* for three courses- *FTC, CAC and DA*. The five courses whose relevance is *not satisfactory* (score is below 4.0) are *RMC, PMC, EMC, DMC and PAC*. In-country training received by DD and equivalent officers is more relevant to the present job than that of AD and equivalent officers (Table-12).

Overseas training and it's relevance

Table-13 shows 15 different overseas training received by the respondents. DD and equivalent officers have received 12 different overseas training while AD and equivalent officers have received only four different overseas training.

In context of relevance of overseas training (received by DD and equivalent officers) to present job it is observed *highly satisfactory* (score is 6.0, median is 3.5) for three different courses. These are *MA in Development Studies, MIS and Library Attachment.*

Relevance is *satisfactory* (score is 5.0) for *Leadership Development Course*, *MS in Administrative Science*, *MS in Economics* and *Study Seminar*. *TOT*, *Research and Development Management Course* and *Quality Improvement in Public Sector* – these three courses are *moderately* (score varies from 4.0 to 4.5) relevant to present job. Relevance of overseas training to present job is found *not satisfactory* (score varies from 1.0 to 3.5) for *GIS* and *Computer Course*.

Table-13: Overseas training received by the respondents and their relevance with present job

Training Courses	Position			
	Deputy Director and Equivalent (n=11)		Assistant Director and Equivalent (n=12)	
	Score	Results (Median 3.5) 5.5 to 6.0 "highly satisfactory", 5.0 to 5.4 "satisfactory", 4.0 to 4.9 "moderate" and below 4.0 "not satisfactory".	Score	Results (Median 3.5) 5.5 to 6.0 "highly satisfactory", 5.0 to 5.4 "satisfactory", 4.0 to 4.9 "moderate" and below 4.0 "not satisfactory".
Training of Trainers	4.3	Moderate	6.0	Highly satisfactory
Research & Development Management Course.	4.5	Moderate	0	-
Diploma in Football	0	-	6.0	Highly satisfactory
Master in Physical Education	0	-	6.0	Highly satisfactory
MA in Development Studies	6.0	Highly satisfactory	0	-
MIS	6.0	Highly satisfactory	0	-
GIS	1.0		0	-
Computer Course	3.5	Not satisfactory	0	-
Quality improvement in public sector	4.0	Moderate	0	-
Leadership Development	5.0	Satisfactory	0	-
MS in Administrative Science	5.0	Satisfactory	0	-
MA in Public Sector Management	0	-	3.0	Not satisfactory
MS in Economics	5.0	Satisfactory	0	-
Library Attachment	6.0	Highly satisfactory	0	-
Study seminar	5.0	Satisfactory	0	-

In context of the job AD and equivalent officers out of four overseas courses three courses namely *TOT, Diploma in Football* and *M. P. Ed.* are found *highly satisfactory* (score is 6.0). The only overseas course that is *not satisfactorily* (score is 3.0) relevant to present job assigned for AD and equivalent officers (Table-13)

Knowledge required for trainer

There are eight different topics mentioned in Table-15. Respondents have been asked how knowledge on these topics is relevant to trainer. According to DD and equivalent officers, degree of relevance of knowledge is *very high* for *conceptual knowledge on subjects taught by them*; *high* for *structure of government of Bangladesh, number of writings and TNA of trainees*, and *moderate* for *functions of Bangladesh Civil Service, number of research, constitution of Bangladesh, and training techniques of SAARC countries*. According to AD and equivalent officers, degree of relevance is *high* for *conceptual knowledge on subjects taught by them*. Relevance of rest seven topics are *moderate*.

The level of knowledge on the said eight topics that possessed by the respondents has also been assessed by the respondents themselves (Table-15). In respect of DD and equivalent officers, the *conceptual knowledge on the subject(s) that taught by themselves* (5.1) is *satisfactory*. But *number of subject specific researches* (3.27) and *knowledge on training techniques of SAARC countries* (2.82) are *not satisfactory*. Level of knowledge on the rest five topics is *moderate* (score varies from 4.1 to 4.55). According to self-assessment by AD and equivalent officers, it is observed that *knowledge on the subject(s) taught by themselves* (4.08), *structure of the Government of Bangladesh* (4.0), *functions*

of Bangladesh Civil Service (4.0) and Constitution of Bangladesh (4.0) are *moderate*. Number of writings (3.42) and number of researches (2.5) related to the subject(s) taught by themselves, knowledge on TNA of trainees (3.75) and training techniques of SAARC countries (2.33) are *not satisfactory*(Table-15).

Table-15: Knowledge required for trainer and Self-assessment

DD		Topics	AD	
relevance (Median 3.5) 5.5 to 6.0 "very high", 5.0 to 5.4 "high", 4.0 to 4.9 "moderate" and below 4.0 "poor".	Self-Assessment (Median 3.5) 5.5 to 6.0 "highly satisfactory", 5.0 to 5.4 "satisfactory", 4.0 to 4.9 "moderate" and below 4.0 "not satisfactory".		relevance (Median 3.5) 5.5 to 6.0 "very high", 5.0 to 5.4 "high", 4.0 to 4.9 "moderate" and below 4.0 "poor".	Self-Assessment (Median 3.5) 5.5 to 6.0 "highly satisfactory", 5.0 to 5.4 "satisfactory", 4.0 to 4.9 "moderate" and below 4.0 "not satisfactory".
5.82	5.1	1. Conceptual knowledge on the subject(s) taught by the trainer.	5.25	4.08
5.36	4.55	2. Knowledge on Government of Bangladesh.	4.17	4.0
4.91	4.45	3. Knowledge on the functions of Bangladesh Civil Service	4.58	4.0
5.0	4.18	4. Number of writing(s) on related subject(s) taught by the trainer.	4.42	3.42
4.64	3.27	5. Number of research on related subject(s) taught by the trainer.	4.92	2.5
5.36	4.36	6. Knowledge on TNA of trainees	4.75	3.75
4.55	4.1	7. Knowledge on Constitution of Bangladesh	4.33	4.0
4.1	2.82	8. Knowledge on training techniques of SAARC countries	4.08	2.33

Relevant skills and self-assessment

There are 25 different skills required for a trainer that mentioned in Table-16. Respondents have been asked to comment on the relevancy of these skills to trainer. DD and equivalent officers have identified eight different skills which are *very highly* relevant to a trainer. These skills are *preparing lesson plan*(5.64), *lecture methods*(5.73), *art of speaking* (5.64), *setting training objectives*(5.64), *preparing questions papers*(5.73), *evaluating answer scripts*(5.64), *curriculum design* (5.55) and *time*

management (5.55). Relevancy is considered **high** for 13 skills. these are *syndicate methods* (5.36), *simulation* (5.1), *case method* (5.18), *role play* (5.0), *art of learning* (5.45), *art of listening* (5.27), *book review* (5.27), *using computer technology* (5.1), *TNA* (5.45), *training evaluation* (5.27), *conducting course meeting* (5.0), *course management* (5.45) and *measuring the knowledge and skills of trainees* (4.45). DD and equivalent officers have opined that supervisory skills of *writing seminar papers* (4.64) and *research work* (4.82), *using the procedure of ISO 9001* (4.1) and *proficiency in English language* (4.45) are **moderately** required for a trainer (Table-16).

Table-16: Skills required for trainer and self-assessment

DD		Topics	AD	
Degree of relevance (Median 3.5) 5.5 to 6.0 "very high", 5.0 to 5.4 "high", 4.0 to 4.9 "moderate" and below 4.0 "poor".	Self-Assessment (Median 3.5) 5.5 to 6.0 "highly satisfactory", 5.0 to 5.4 "satisfactory", 4.0 to 4.9 "moderate" and below 4.0 "not satisfactory".		Degree of relevance (Median 3.5) 5.5 to 6.0 "very high", 5.0 to 5.4 "high", 4.0 to 4.9 "moderate" and below 4.0 "poor".	Self-Assessment (Median 3.5) 5.5 to 6.0 "highly satisfactory", 5.0 to 5.4 "satisfactory", 4.0 to 4.9 "moderate" and below 4.0 "not satisfactory".
5.64	5.27	1. Skills of preparing a lesson plan	4.67	4.25
5.73	5.18	2. Skills of using lecture method	5.08	4.58
5.36	4.36	3. Skills of using Syndicate method	4.92	3.58
5.1	3.55	4. Skills of using Simulation	4.92	2.58
5.18	3.73	5. Skills of using Case method	4.83	3.17
5.0	4.1	6. Skills of using Role Play	4.25	3.67
5.64	4.73	7. Art of speaking	5.5	4.58
5.45	4.36	8. Art of learning	5.0	4.5
5.27	4.64	9. Art of listening	5.33	4.67
4.64	4.18	10. Supervisory Skills of writing seminar paper	4.5	2.5
5.27	4.73	11. Skills of Book Review	5.17	3.5
4.82	4.0	12. Supervisory Skills of research work	4.83	2.92
5.1	4.0	13. Skills of using computer technology in training session (s).	4.67	3.42
5.45	4.27	14. Skills of TNA	4.25	3.42
5.64	4.45	15. Skills of setting training objectives.	4.83	3.25
5.73	5.18	16. Skills of preparing question paper.	5.33	4.75

DD		Topics	AD	
Degree of relevance (Median 3.5) 5.5 to 6.0 "very high", 5.0 to 5.4 "high", 4.0 to 4.9 "moderate" and below 4.0 "poor".	Self-Assessment (Median 3.5) 5.5 to 6.0 "highly satisfactory", 5.0 to 5.4 "satisfactory", 4.0 to 4.9 "moderate" and below 4.0 "not satisfactory".		Degree of relevance (Median 3.5) 5.5 to 6.0 "very high", 5.0 to 5.4 "high", 4.0 to 4.9 "moderate" and below 4.0 "poor".	Self-Assessment (Median 3.5) 5.5 to 6.0 "highly satisfactory", 5.0 to 5.4 "satisfactory", 4.0 to 4.9 "moderate" and below 4.0 "not satisfactory".
5.64	5.18	17. Skills of evaluating answer script.	5.08	5.0
5.55	4.73	18. Skills of Curriculum Design.	4.92	3.42
5.27	4.64	19. Skills of Training evaluation.	5.33	4.42
5.0	4.1	20. Skills of conducting course meeting.	4.5	4.25
5.45	4.91	21. Skills of course management.	5.58	4.5
5.55	4.82	22. Skills of time management.	5.58	5.0
5.45	4.82	23. Skills of measuring the knowledge and skills of trainees.	5.33	4.42
4.1	4.1	24. Skills of using the procedure of ISO 9001.	5.08	3.92
4.45	3..73	25. Proficiency in English language.	4.58	3.5

Considering the level of skills that assessed by DD and equivalent officers themselves, it is observed that required skills are **satisfactory** on *preparing a lesson plan*(5.27), *lecture method*(5.18), *preparing question papers* (5.18),and *evaluation answer scripts*(5.18). Level of skills are **not satisfactory** on *simulation* (3.55), *case method* (3.73) and *proficiency in English language* (3.73). Required level of skills is **moderate** (score varies from 4.0 to 4.9)) on rest of the 18 topics (Table-16).

According to AD and equivalent officers, three different skills are **very highly** relevant to a trainer. These skills are *art of speaking* (5.5), *course management*(5.58),and *time management*(5.58). Relevancy is considered **high** for nine skills. These are *lecture methods* (5.08), *art of learning* (5.0), *art of listening* (5.33), *book review* (5.17), *preparing question papers* (5.33), *TNA* (5.45), *evaluating answer scripts* (5.08), *training*

evaluation (5.33), measuring the knowledge and skills of trainees (5.33) and using the procedure of ISO 9001 (5.08). AD and equivalent officers have opined that the rest 13 skills are **moderately** (score varies from 4.0 to 4.9) required for a trainer (Table-16).

Considering the level of skills that assessed by AD and equivalent officers themselves, it is observed that required skills is **satisfactory** only on *evaluating answer scripts(5.0)* and *time management (5.0)*. Required level of skills is **moderate** on 10 different topics. These are- *preparing lesson plan (4.25), lecture methods (4.58), art of speaking(4.58), art of learning (4.5), art of listening (4.67), preparing question papers(4.75), training evaluation (4.42),conducting course meeting (4.25), course management (4.5) and measuring the knowledge and skills of trainees (4.42)*. Level of skills are **not satisfactory** (score varies from 2.5 to 3.92) on rest 13 different topics mentioned in the Table-16.

Relevant attitudes and self-assessment

There are 21 different shades or dimensions of attitude required for a trainer that mentioned in Table-17. Respondents have been asked the relevancy of these attitudes to trainer. DD and equivalent officers have identified 15 different types of attitudes which are **very highly** relevant to a trainer. These attitudes are *interest in training (5.64), leadership qualities (5.55), empathy (5.82), patience(5.64), interaction with trainees (5.55), confidence (5.82), motivation (5.73), self-criticism(5.64), sincerity on solving personal problems of trainees (5.73), enthusiasm (5.55), ability to control emotion (5.64), adaptability (5.55),ethical firmness (5.82), ability to make interpersonal relationship (5.5) and ability to impress trainees(5.55)*. The rest six attitudes is **highly** relevant to a

trainer. These are *sense of humor (5.27)*, *perseverance in work (5.45)*, *promptness (5.36)*, *interest to learn (5.45)*, *flexibility (5.36)* and *comfort to work with lady trainees (5.27)*.

Table-17: Attitude relevant with training and Self-assessment

DD		Subjects	AD	
Degree of relevance (Median 3.5) 5.5 to 6.0 "very high", 5.0 to 5.4 "high", 4.0 to 4.9 "moderate" and below 4.0 "poor".	Self-Assessment (Median 3.5) 5.5 to 6.0 "highly satisfactory", 5.0 to 5.4 "satisfactory", 4.0 to 4.9 "moderate" and below 4.0 "not satisfactory".		Degree of relevance (Median 3.5) 5.5 and above "very high", 5.0 to 5.4 "high", 4.0 to 4.9 "moderate" and below 4.0 "poor".	Self-Assessment (Median 3.5) 5.5 and above "highly satisfactory", 5.0 to 5.4 "satisfactory", 4.0 to 4.9 "moderate" and below 4.0 "not satisfactory".
5.64	5.27	1. Interest in training.	5.17	4.83
5.55	5.0	2. Leadership qualities as trainer.	5.25	4.67
5.82	5.64	3. Empathy for trainees.	5.58	5.58
5.27	4.45	4. Sense of humor.	5.08	4.25
5.64	5.1	5. Patience as trainer.	5.25	4.58
5.55	5.1	6. Interaction with trainees.	5.33	5.33
5.82	5.0	7. Confidence as trainer.	5.42	4.0
5.73	5.0	8. Motivation as trainer.	5.33	4.75
5.64	5.45	9. Self-criticism.	5.08	5.0
5.73	5.73	10. Sincerity on solving personal problems of trainees.	5.25	5.17
5.45	4.64	11. Perseverance in work.	5.25	4.33
5.55	5.0	12. Enthusiasm.	5.42	4.58
5.64	4.91	13. Ability to control emotion.	5.25	4.92
5.36	4.73	14. Promptness.	5.42	4.83
5.45	5.0	15. Interest to learn.	5.33	4.83
5.55	5.1	16. Adaptability to training environment.	5.25	4.83
5.36	5.1	17. Flexibility as trainer.	5.25	5.08
5.82	5.64	18. Ethical firmness as trainer.	5.42	5.0
5.5	4.91	19. Ability to make interpersonal relationship.	5.58	5.08
5.27	4.82	20. Comfort to work with lady trainees.	5.0	5.33
5.55	4.82	21. Ability to the impress trainees.	5.25	4.67

Respondents have also been asked to assess their level of attitude. According to DD and equivalent officers, it is observed from Table-17 that their level of attitude is **highly satisfactory** on *empathy(5.64)*, *sincerity of solving personal problems of trainees (5.73)*

and *ethical firmness* (5.64). Level of attitude is **moderate** on *sense of humor* (4.45), *perseverance in work* (4.64), *ability to control emotion* (4.91), *promptness* (4.73), *ability to make interpersonal relationship* (4.91), *comfort to work with lady trainees* (4.82) and *ability to impress trainees* (4.82). Level of the rest 11 types of attitudes are **satisfactory** where score varies from 5.0 to 5.4 (Table-17).

Considering the opinion of AD and equivalent officers, out of 21 different type of attitudes they have mentioned only *empathy* (5.53) and *ability to make interpersonal relationship* (5.58) which are **highly relevant** to a trainer (Table-17). The relevancy is considered **high** for the rest 19 different types of attitudes.

DD and equivalent officers have also assessed their level of attitude by themselves. According to their assessment that their level of attitude is **highly satisfactory** only on *empathy* (5.58). Level of attitude is **satisfactory** on seven different types of attitudes. These are *interaction with trainees* (5.33), *self-criticism* (5.0), *sincerity of solving personal problems of trainees* (5.17), *flexibility* (5.08), *ethical firmness* (5.0), *ability to make interpersonal relationship* (5.08) and *comfort to work with lady trainees* (5.33). Level of the rest 13 types of attitudes are **moderate** where score varies from 4.0 to 4.92 (Table-17).

In-country training need felt by the respondents

According to Table-18, respondents have placed 21 different types of in-country training.

In respect of position DD and equivalent officers have placed demand for 16 different

types of training, and AD and equivalent officers have placed demand for 11 types of training. The important training that demand by DD and equivalent officers are *financial management & fiscal policy (27.27%)*, *TOT (18.18%)*, *computer programming & IT (18.18%)*, *research methodology (18.18%)*, *project management (18.18%)*, *computer application software (18.18%)* and *ACAD (18.18%)*.

Table –18: In-country Training demand by the respondents

Training courses	Position of respondents		Total (23)
	DD & equivalent officers (11)	AD & equivalent officers (12)	
1. Financial management & Fiscal policy	3 (27.27)	1(8.33)	4 (17.4)
2. English language course	1 (9.1)	6 (50.0)	7 (30.43)
3. TOT	2 (18.18)	-	2 (8.7)
4. Computer programming & IT	2 (18.18)	-	2 (8.7)
5. Research methodology	2 (18.18)	5 (41.67)	7 (30.43)
6. Environmental management	1 (9.1)	2 (16.67)	3 (13.04)
7. Advance management and development course	1 (9.1)	-	1 (4.35)
8. Project management course	2 (18.18)	-	2 (8.7)
9. HRD	1 (9.1)	-	1 (4.35)
10. Computer application software course	2 (18.18)	5 (41.67)	7 (30.43)
11. Human relations course	1 (9.1)	-	1 (4.35)
12. Office management course	1 (9.1)	1(8.33)	2 (8.7)
13. Case study course	1 (9.1)	-	1 (4.35)
14. ACAD	2 (18.18)	-	2 (8.7)
15. Administrative management	1 (9.1)	-	1 (4.35)
16. Lead auditor	1 (9.1)	-	1 (4.35)
17. Leadership development course	-	1(8.33)	1 (4.35)
18. Project management course	-	1(8.33)	1 (4.35)
19. Foundation training course	-	3 (25.0)	3 (13.04)
20. Disaster management course	-	1(8.33)	1 (4.35)
21. Law training	-	1(8.33)	1 (4.35)

Multiple responses recorded. Parenthesis shows percentages.

On the other hand, the important courses that demand by AD and equivalent officers are *English language course (50.0%)*, *research methodology course (41.67%)*, *computer*

application software course (41.67%), Foundation Training Course (25%) and environmental management course (16.67%).

Table –19: Overseas Training demand by the respondents

Training courses	Position of respondents		Total (23)
	DD & equivalent officers (11)	AD & equivalent officers (12)	
1. Ph.D. in Development Economics	2 (18.18)	-	2 (8.7)
2. Ph.D. in Environmental management	1 (9.1)	-	1 (4.35)
3. Ph.D. in Information Technology (IT)	1 (9.1)	-	1 (4.35)
4. Ph.D. in Development studies	1 (9.1)	1 (8.33)	2 (8.7)
5. Ph.D. in Recreation Geography	1 (9.1)	-	1 (4.35)
6. MA in HRD	1 (9.1)	2 (16.67)	3 (13.04)
7. MA in Development Administration	1 (9.1)	-	1 (4.35)
8. MA in Public Administration	-	1 (8.33)	1 (4.35)
9. MA in Political science	-	1 (8.33)	1 (4.35)
10. MA in Geography	-	1 (8.33)	1 (4.35)
11. MBA	-	1 (8.33)	1 (4.35)
12. Advance research methods	1 (9.1)	1 (8.33)	2 (8.7)
13. Information Technology (IT)	3 (27.27)	1 (8.33)	4 (17.4)
14. Library science and training aid	1 (9.1)	-	1 (4.35)
15. Management techniques	1 (9.1)	-	1 (4.35)
16. Psychological Tests	1 (9.1)	-	1 (4.35)
17. TOT	-	4 (33.33)	4 (17.4)
18. Flood management	-	1 (8.33)	1 (4.35)
19. Financial management	-	1 (8.33)	1 (4.35)
20. Personnel management	-	1 (8.33)	1 (4.35)
21. Negotiation techniques	-	1 (8.33)	1 (4.35)
22. Case study	-	1 (8.33)	1 (4.35)
23. Environment and disaster management	-	2 (16.67)	2 (8.7)
24. Health education	-	1 (8.33)	1 (4.35)

Multiple responses recorded. Parenthesis shows percentages.

Overseas training need perceived by the respondents

It is observed from Table-19 that respondents have placed 24 different types of overseas training. DD and equivalent officers demand for 12 different types of overseas studies which includes six Ph.D course, two MA course and five other courses. Main subjects of these Ph.D courses are Development Economics, Environmental Management, IT, Development Studies and Recreation Geography. Subjects of MA courses are HRD and Development Administration (Table-19). Other important courses are Advance Research Methods, IT, Library Science & Training Aid, Management Techniques, and Psychological Tests.

AD and equivalent officers feel the need for 16 different types of overseas courses which includes one Ph.D, one MBA and five MA course. Subjects of Ph.D course is Development Studies and subjects of MA course are HRD, Public Administration, Political Science and Geography. AD and equivalent officers have also placed demand for TOT in foreign countries (33.33%). Other overseas courses opted by them are Advance Research Methods, IT, Flood Management, Financial Management, Personnel Management, Negotiation Techniques, Case Study, Environment & Disaster Management, and Health Education (Table-19).

CHAPTER V

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Findings

Twenty-three officers/trainers of BPATC have been interviewed for this study. They belong to Deputy Directors (and equivalent) and Assistant Director (and equivalent) position. Irrespective of position, although most of the respondents are directly recruited but a significant are on deputation. Age in respect of position majority of the Deputy Directors (DD) and equivalent officers belonging to 44-49 years of age while Majority of Assistant Directors (DD) and equivalent officers belong to the age group 25-34 years respectively.

Considering the length of service in Class-I job, most of the DD and equivalent officers have 11-15 years of service to their credit. On the other hand, two-third of the officers of AD and equivalent position have the 0-5 years of service in class-1 job. In context of length of service as trainer, majority of DD and equivalent officers has 11-15 years of training experience to their credit while in the case of AD and equivalent officers three-fourth of them have only 0-5 years of service in the training job.

Irrespective of position, most of the respondents have Master level degrees. Majority of the respondents has social sciences (public administration, political science, international relations, development studies, anthropology, economics, and Geography/MIS & GIS) backgrounds and a significant number of respondents have agriculture and engineering backgrounds.

While selecting the training job, irrespective of position respondents have considered five important factors. These are working environment, academic interests, career development as trainer, for survive and avoiding of transfer. Abiding order of the authorities and opportunities of interaction with different cadre officials have also been identified as significant factors. Considering the position of the respondents academic interests ranked top by DD and equivalent officers while working environment ranked top by AD and equivalent officers.

It is evident that, irrespective of position of the respondents, major responsibilities usually are training and administrative or managerial work. Considering the position main responsibility of DD and equivalent officers is training while majority of AD and equivalent officers are involved in administrative works. Training is also very significant responsibility of AD and equivalent officers. But significantly, research is not considered as one of the major responsibilities.

Irrespective of position, though majority of the respondents knows the vision of BPATC but significantly near about half of the respondents have no idea about the vision. Considering the position majority of DD and equivalent officers have shown their ignorance about the vision of BPATC while on the contrary vision has known to two-third of AD and equivalent officers.

Majority of the respondents have mentioned that *formulating training outline* and *impart quality training* is the vision of BPATC. In respect of position of the respondents said vision has also been mentioned by three-fourth of AD and equivalent officers. On the

other hand *build BPATC as 'centre of excellence'* and *place recommendations to the government through research* have been mentioned as vision of BPATC by half of DD and equivalent officers. Other two visions of BPATC that is mentioned by the respondents are *Produce Skilled officer through training* and *interaction between different cadres*. Respondents are also mentioned that the vision of BPATC is *moderately* relevant to National Goal (NG). It can say that the respondents have no clear idea of vision of BPATC even there is any vision or not.

It is evident that DD and equivalent officers have received 15 different training while AD and equivalent officers have received 13. According to DD and equivalent officers, relevance of in-country training is mostly *satisfactory* to *highly satisfactory* to their present job. On the other hand, according to AD and equivalent officers, out of 13 different in-country training courses five of them are *not satisfactorily* relevant to their job.

Respondents have received 15 different overseas training where DD and equivalent officers have got 12 different overseas training and AD and equivalent officers have received only four. In context of relevance of most of the overseas training, that received by DD and equivalent officers, to the present job it is observed *highly satisfactory* and *satisfactory*. It is also significant that relevance of two overseas courses is found *not satisfactory* to present job of DD and equivalent officers. In context of the job AD and equivalent officers out of four overseas courses, relevance of three courses found *highly satisfactory* and relevance of one course is found *not satisfactory* to present job.

Respondents have been asked about the knowledge of eight different topics to identify their relevancy to a trainer. According to DD and equivalent officers, in most cases degree of relevance of knowledge is **very high**. On the other hand, according to AD and equivalent officers, in most cases degree of relevance is **moderate**.

The level of knowledge on the said eight topics possessed by the respondents has also been assessed by the respondents themselves. In respect of DD and equivalent officers, in most cases level of knowledge is found **moderate**. But it is also significant that *number of researches related to subject(s) taught and knowledge on training techniques of SAARC countries* are **not satisfactory**. In the case of AD and equivalent officers, though level of knowledge on four different subjects are found **moderate** but the level of knowledge of rest four subjects are **not satisfactory**.

The respondents check relevancy of 25 different skills that required for a trainer. These skills are *preparing lesson plan, lecture methods, art of speaking, setting training objectives, preparing questions papers, evaluating answer scripts, curriculum design, time management, syndicate methods, simulation, case method, role play, art of learning, art of listening, book review, using computer technology, TNA, training evaluation, conducting course meeting, course management and measuring the knowledge and skills of trainees, skills of writing seminar papers, research work, using the procedure of ISO 9001 and proficiency in English language*.

DD and equivalent officers have identified eight different skills whose relevancy is **very highly** and for 13 skills it is **high** to a trainer. Relevance of the rest four skills is

moderately required for a trainer. Considering the self-assessment of the level of skills possessed by DD and equivalent officers, it is **moderate** on 18 skills and **satisfactory** on four skills. Levels of skills are **not satisfactory** on *simulation, case method* and *proficiency in English language*.

According to AD and equivalent officers, three different skills are **very highly** relevant to a trainer. These skills are *art of speaking, course management* and *time management*. Relevancy is considered **high** for nine different skills and **moderate** for 13 skills, **which** required for a trainer. Considering the level of skills that assessed by AD and equivalent officers themselves, required skills are **satisfactory** only on *evaluating answer scripts* and *time management*. Required level of skills is **moderate** on 10 different topics. Level of the rest 13 skills is **not satisfactory**. These skills are *syndicate method, simulation, case method, role play, supervisory skills of writing seminar paper, book review, using computer technology, doing TNA, setting training objectives, curriculum design, procedure of ISO 9001* and *proficiency in English language*.

Respondents have been asked to check the relevancy of 21 different types of attitudes required for a trainer. These attitudes are *interest in training, leadership qualities, empathy, sense of humor, patience, interaction with trainees, confidence, motivation, self-criticism, sincerity on solving personal problems of trainees, perseverance in work, enthusiasm, ability to control emotion, promptness, interest to learn, adaptability to training environment, flexibility, ethical firmness, ability to make interpersonal relationship, comfort to work with lady trainees* and *ability to impress trainees*.

DD and equivalent officers have identified 15 different types of attitudes whose relevancy is very **high** to a trainer. The rest six attitudes are **highly** relevant to a trainer. These are *sense of humor, perseverance in work, promptness, interest to learn, flexibility and comfort to work with lady trainees*.

Respondents have also been asked to assess their level of attitude. According to DD and equivalent officers, it is evident that their level of attitude is **highly satisfactory** on *empathy, sincerity of solving personal problems of trainees and ethical firmness*. Level of attitude is **moderate** on *sense of humor, perseverance in work, ability to control emotion, promptness, ability to make interpersonal relationship, comfort to work with lady trainees and ability to impress trainees*. Level of the rest 11 types of attitudes is **satisfactory**.

Considering the opinion of AD and equivalent officers, out of 21 different type of attitudes they have mentioned only *empathy and ability to make interpersonal relationship* which are **highly relevant** to a trainer. The relevancy is considered **high** for the rest 19 different types of attitudes. AD and equivalent officers have also assessed their level of attitude by themselves. According to their assessment that their level of attitude is **highly satisfactory** only on *empathy*. Level of attitudes is **satisfactory** on seven different types of attitudes. These are *interaction with trainees, self-criticism, sincerity of solving personal problems of trainees, flexibility, ethical firmness, ability to make interpersonal relationship and comfort to work with lady trainees*. Attitude's Levels of the rest 13 types of attitudes are **moderate**.

Respondents have placed their demand for 21 different types of in-country training. In respect of position DD and equivalent officers have placed demand for 16 different types of training, and AD and equivalent officers have demanded for 11 types of training. The important training that demand by DD and equivalent officers are *financial management & fiscal policy, TOT, computer programming & IT, research methodology, project management, computer application software and ACAD*. On the other hand, the five important in-country training courses that demand by AD and equivalent officers are *English language course, research methodology course, computer application software course, Foundation Training Course and environmental management course*.

The respondents feel the necessity for 24 different types of overseas training. DD and equivalent officers demanded for 12 different types of training, which includes six Ph.D. courses, two MA courses and five other courses. Main subjects of these Ph.D. courses are *Development Economics, Environmental Management, IT, Development Studies and Recreation Geography*. Subjects of MA courses are *HRD and Development Administration*. Other important courses are *Advance Research Methods, IT, Library Science & Training Aid, Management Techniques, and Psychological Tests*.

AD and equivalent officers put their demand for 16 different types of overseas courses, which includes one Ph.D., one MBA and five MA course. Subject of Ph.D. course is *Development Studies* and of MA courses are *HRD, Public Administration, Political Science and Geography*. They have also placed demand for **TOT** in foreign countries. Other overseas courses opted by them are *Advance Research Methods, IT, Flood*

Management, Financial Management, Personnel Management, Negotiation Techniques, Case Study, Environment & Disaster Management, and Health Education.

Conclusions

Training is at the core of human resources development (HRD). It does not require for its own sake. It helps to minimize the gap between required performance and actual performance through increasing the level of knowledge and skills, and positive change of certain attitudes. So, training needs analysis (TNA) must be conducted before initiating a training programme.

Bangladesh Public Administration Training Centre (BPATC) is an apex training centre of the country. Imparting training for civil servants is the main responsibility of BPATC. Though the Centre is manned by a group of potential trainers still it is suffered by professionalism. Vision of the Centre is yet to be clear to all of the trainers. Continuous research considered is the key to update training activities but involvement of the trainers of BPATC in research is not satisfactory. As trainers are the catalyst agents of the Centre they must be well conversant with required knowledge, skill and attitudes. Thus, trainers of BPATC must be given training opportunities whatever necessary for make them professional.

This study has not covered all the issues of training needs assessment (TNA). Indeed, it is a very complex, gigantic and difficult task. More research could be taken on the issues on TNA that were remained undisclosed under the scope of this study. Concerned authorities, however, may consider the recommendations made by the study.

Recommendations and Strategies for Implementation

Research work

Research is an integral part of training. Trainers should be well equipped with latest techniques of research. So, emphasis should be given on research work.

Strategies for Implementation

- a) First, identification of trainers who need training on research methods.
- b) Second, at least one independent research work can be mandatory for every trainer. This can be related to promotion and incremental benefits.
- c) Third, to make the research work successful, authorities should provide financial support according to the necessity.
- d) Fourth, research work can be reflected in performance appraisal report.
- e) Fifth, three of the best research work can be recognised and financial incentive of at least Taka 2000/- (Two Thousand) only can be given to the concerned researchers. In this regard, an impartial body should evaluate all the research work.

Vision of BPATC

The strength of any organisation depends on the clarity of vision. Vision of the organisation must be clear and be well known to each and every member of the organisation.

Strategies for Implementation

- a) First, authorities can sit together with all trainers of BPATC for formulating the vision of the Centre.
- b) Second, a programme can be taken to familiarise the vision to each and every employee of the Centre.

- c) Third, a quarterly daylong review meeting can be arranged for identifying the level of achievements.

Relevance of training to the job

As trainers are involved in imparting training so they should be well equipped with latest techniques of training that is relevant to their assigned job. Professionalism is the most urgent need for the trainers of BPATC.

Strategies for Implementation

- a) First, authorities can be analysed the job of the trainers.
- b) Second, analyze the task related to their job.
- c) Third, identification of training programmes relevant with task.
- d) Fourth, no training programme, in-country or overseas, should be considered which is not relevant to the job of the concerned trainers.

Training for enrichment of knowledge

Training is undoubtedly necessary for enrichment of knowledge of the trainers. Knowledge based training should provide the trainers according to their needs.

Strategies for Implementation

- a) First, authorities can identify the knowledge based subject that is required for individual trainer.
- b) Second, authorities of the Centre can make a training calendar both short term and long term training.
- c) Third, authorities of the Centre may consider the knowledge based training mentioned in Table-K.

Table-K: Degree of training needs for enrichment of Knowledge

Types of subjects	Degree of needs (Median 3.5. Below 4.0 "very high"; 4.0 to 4.9 "high", 5.0 to 5.4 "moderate" and 5.5 to 6.0 "no need")	
	<i>DD</i>	<i>AD</i>
1. Conceptual knowledge on the subject(s) taught by the trainer.	Moderate	High
2. Knowledge on Government of Bangladesh.	High	High
3. Knowledge on the functions of Bangladesh Civil Service	High	High
4. Number of writing(s) on related subject(s) taught by the trainer.	High	Very high
5. Number of research on related subject(s) taught by the trainer.	Very high	Very high
6. Knowledge on TNA of trainees	High	Very high
7. Knowledge on Constitution of Bangladesh	High	High
8. Knowledge on training techniques of SAARC countries	High	Very high

Training for enrichment of Skills

Skills are also considered one of the most important requirements of the trainers. Thus, skill based training should be provide to the trainers according to their needs.

Strategies for Implementation

- a) First, authorities can identify the skills required for individual trainer.
- b) Second, authorities of the Centre can prepare a curriculum for skill based training in-country and overseas.
- c) Third, authorities of the Centre may consider the skill mentioned in Table-S.

Table-S: Degree of training needs for enrichment of Skills

Types of skills	Degree of needs (Median 3.5. Below 4.0 "very high"; 4.0 to 4.9 "high", 5.0 to 5.4 "moderate" and 5.5 to 6.0 "no need")	
	DD	AD
1. Skills of preparing a lesson plan	Moderate	High
2. Skills in using lecture method	Moderate	High
3. Skills in using Syndicate method	High	Very high
4. Skills in using Simulation	Very high	Very high
5. Skills in using Case method	Very high	Very high
6. Skills in using Role Play	High	Very high
7. Art of speaking	High	High
8. Art of learning	High	High
9. Art of listening	High	High
10. Supervisory Skills of writing seminar paper	High	Very high
11. Skills of Book Review	High	Very high
12. Supervisory Skills of research work	High	Very high
13. Skills of using computer technology in training session (s).	High	Very high
14. Skills of TNA	High	Very high
15. Skills of setting training objectives.	High	Very high
16. Skills of preparing question paper.	Moderate	High
17. Skills of evaluating answer script.	Moderate	Moderate
18. Skills of Curriculum Design.	High	Very high
19. Skills of Training evaluation.	High	High
20. Skills of conducting course meeting.	High	High
21. Skills of course management.	High	High
22. Skills of time management.	High	Moderate
23. Skills of measuring the knowledge and skills of trainees.	High	High
24. Skills of using the procedure of ISO 9001.	High	Very high
25. Proficiency in English language.	Very high	Very high

Training for enrichment of Attitudes

Attitudes are the most important attributes of a trainer. Positive attitudes must be needed to make the training programmes successful.

Strategies for Implementation

- a) First, authorities can identify the attitudes that are required for individual trainer.
- b) Second, authorities of the Centre can prepare a curriculum for attitudes based training.
- c) Third, authorities of the Centre may consider the attitudes mentioned in Table-A.

Table-A: Degree of training needs for enrichment of Attitudes

Types of Attitudes	Degree of needs (Median 3.5. Below 4.0 "very high"; 4.0 to 4.9 "high", 5.0 to 5.4 "moderate" and 5.5 to 6.0 "no need")	
	DD	AD
1. Interest in training.	Moderate	High
2. Leadership qualities as trainer.	Moderate	High
3. Empathy for trainees.	No need	No need
4. Sense of humor.	High	High
5. Patience.	Moderate	High
6. Interaction with trainees.	Moderate	Moderate
7. Confidence as trainer.	Moderate	High
8. Motivation as trainer.	Moderate	High
9. Self-criticism.	Moderate	Moderate
10. Sincerity in solving personal problems of trainees.	No need	Moderate
11. Perseverance in work.	High	High
12. Enthusiasm.	Moderate	High
13. Ability to control emotion.	High	High
14. Promptness.	High	High
15. Interest to learn.	Moderate	High
16. Adaptability to training environment.	Moderate	High
17. Flexibility as trainer.	Moderate	Moderate
18. Ethical firmness as trainer.	No need	Moderate
19. Ability to make interpersonal relationship.	High	Moderate
20. Comfort to work with lady trainees.	High	Moderate
21. Ability to the impress trainees.	High	High

In-country and overseas training demand by the responded

To make the trainers of BPATC Professional there is no alternative for training both in-country and overseas. Overseas training open the window for enrichment of knowledge, skills and attitudes.

Strategies for Implementation

- a) First, authorities can sit to identify the training programmes both in-country and overseas.
- b) Second, authorities of the Centre can sit together with potential donors for necessary funding for overseas training.

- c) Third, authorities of the Centre may consider the training programme both in-country and overseas mentioned in Table-I and O.

Table –I: In-country training demand by the respondents

Training courses	Position of respondents		Total (23)
	DD & equivalent officers (11)	AD & equivalent officers (12)	
1. Financial management & Fiscal policy	3 (27.27)	-	4 (17.4)
2. English language course	-	6 (50.0)	7 (30.43)
3. TOT	2 (18.18)	-	2 (8.7)
4. Computer programming & IT	2 (18.18)	-	2 (8.7)
5. Research methodology	2 (18.18)	5 (41.67)	7 (30.43)
6. Environmental management	-	2 (16.67)	3 (13.04)
7. Project management course	2 (18.18)	-	2 (8.7)
8. Computer application software course	2 (18.18)	5 (41.67)	7 (30.43)
9. ACAD	2 (18.18)	-	2 (8.7)
10. Foundation training course	-	3 (25.0)	3 (13.04)

Multiple responses recorded. Parenthesis shows percentages.

Table –O: Overseas Training demand by the respondents

Training courses	Position of respondents		Total (23)
	DD & equivalent officers (11)	AD & equivalent officers (12)	
1. Ph.D. in Development Economics	2 (18.18)	-	2 (8.7)
2. Ph.D. in Development studies	1 (9.1)	1 (8.33)	2 (8.7)
3. Ph.D. in Recreation Geography	1 (9.1)	-	1 (4.35)
4. MA in HRD	1 (9.1)	2 (16.67)	3 (13.04)
5. Advance research methods	1 (9.1)	1 (8.33)	2 (8.7)
6. Information Technology (IT)	3 (27.27)	1 (8.33)	4 (17.4)
7. Psychological Tests	1 (9.1)	-	1 (4.35)
8. TOT	-	4 (33.33)	4 (17.4)
9. Environment and disaster management	-	2 (16.67)	2 (8.7)
10. Health education	-	1 (8.33)	1 (4.35)

Multiple responses recorded. Parenthesis shows percentages.

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Annexure: Questionnaire

Bangladesh Public Administration Training Centre
Savar, Dhaka

Training of Trainers: a study of TNA for trainers of BPATC

[This is questionnaire is prepared for Training Needs Analysis of the trainers of Bangladesh Public Administration Training Centre. The questionnaire will delimit on the officers of the equivalent rank and status of Deputy Directors and Assistant Directors. The identity of officers involved in the survey will never been disclosed. Collected data are only be used in research. You are requested to participate in the survey. – AKM Shamsul Alam]

1.0 Please identify your age.

☐ 25-29 years

☐ 30-34 years

☐ 35-39 years

☐ 40-44 years

☐ 45-49 years

☐ 50-54 years

2.0 Please mention your sex.

☐ Male

☐ Female

3.0 Please mention your designation.

4.0 Please mention your type of recruitment in class-1 job.

☐ Directly recruited

☐ Promotion

5.0 Please mention your length of service in class-1 job.

☐ 0-5 years

☐ 6-10 years

☐ 11-15 years

☐ 16-20 years

6.0 Please mention your length of service at BPATC.

☐ 0-5 years

☐ 6-10 years

☐ 11-15 years

☐ 16-20 years

7.0 Please mention your length of service as trainer.

☐ 0-5 years

☐ 6-10 years

☐ 11-15 years

☐ 16-20 years

8.0 Please identify your level of education.

☐ Ph.D.

☐ M.Phil.

☐ Masters

☐ Bachelor

☐ Other (please mention)

9.0 Please name your highest academic background

10.0 What are the factors behind your joining the training institution. Please mention at least three factors.

a)

b)

c)

11.0 Please identify your job type (put tick ✓).

☐ Mainly administrative

☐ Mainly Training

☐ Mainly research

12.0 Do you have any clear idea about the vision of BPATC?

☐ Yes

☐ No

☐ Don't know

13.0 If Yes please mention the Vision of BPATC.

14.0 What is the level of relevancy of vision of BPATC to the National Goal? Please check your opinion according to the following scale.

Very low 1 2 3 4 5 6 Very high

15.0 Do you have any Job Description? Please mention.

☐ Yes

☐ No

☐ Don't know

16.0 Please mentioned the five tasks in which your presently doing and mention their relevancy to your job description and also assess your level of competence for doing these tasks.

Relevance to JD Scale 1 = very low; 6 =very high;						Tasks	Level of Competence Scale 1 = very low; 6 =very high;					
1	2	3	4	5	6	a)	1	2	3	4	5	6
1	2	3	4	5	6	b)	1	2	3	4	5	6
1	2	3	4	5	6	c)	1	2	3	4	5	6
1	2	3	4	5	6	d)	1	2	3	4	5	6
1	2	3	4	5	6	e)	1	2	3	4	5	6

- 17.0 Please mention the in-country training with duration that you have received. What is the level of utility of that training. Please give your opinion according to the following rating scale.

Duration	Training courses	Utility					
		Scale 1 = very low; 6 = very high;					
	1.	1	2	3	4	5	6
	2.	1	2	3	4	5	6
	3.	1	2	3	4	5	6
	4.	1	2	3	4	5	6
	5.	1	2	3	4	5	6
	6.	1	2	3	4	5	6
	7.	1	2	3	4	5	6
	8.	1	2	3	4	5	6
	9.	1	2	3	4	5	6
	10.	1	2	3	4	5	6

- 18.0 Please mention the in-country training with duration that you have received. What is the level of utility of that training. Please give your opinion according to the following rating scale.

Duration	Training courses and country	Utility					
		Scale 1 = very low; 6 = very high;					
	1.	1	2	3	4	5	6
	2.	1	2	3	4	5	6
	3.	1	2	3	4	5	6
	4.	1	2	3	4	5	6
	5.	1	2	3	4	5	6

- 19.0 How can you utilize your knowledge and experiences that you have got from both in-country and overseas training? Please mention.
- a)
- b)
- c)

20.0 Please make your opinion on relevancy of the topics to a trainer mentioned in the following table and assess your levels

Relevance Scale 1 = very low; 6 = very high;						Topics		Self-Assessment Scale 1 = very low; 6 = very high;					
1	2	3	4	5	6	1. Conceptual knowledge on the subject(s) taught by the trainer.		1	2	3	4	5	6
1	2	3	4	5	6	2. Knowledge on Government of Bangladesh.		1	2	3	4	5	6
1	2	3	4	5	6	3. Knowledge on the functions of Bangladesh Civil Service		1	2	3	4	5	6
1	2	3	4	5	6	4. Number of writing(s) on related subject(s) taught by the trainer.		1	2	3	4	5	6
1	2	3	4	5	6	5. Number of research on related subject(s) taught by the trainer.		1	2	3	4	5	6
1	2	3	4	5	6	6. Knowledge on TNA of trainees		1	2	3	4	5	6
1	2	3	4	5	6	7. Knowledge on the Constitution of Bangladesh		1	2	3	4	5	6
1	2	3	4	5	6	8. Knowledge on training techniques of SAARC countries		1	2	3	4	5	6
1	2	3	4	5	6	9. Skills of preparing a lesson plan		1	2	3	4	5	6
1	2	3	4	5	6	10. Skills in using lecture method		1	2	3	4	5	6
1	2	3	4	5	6	11. Skills in using Syndicate method		1	2	3	4	5	6
1	2	3	4	5	6	12. Skills in using Simulation		1	2	3	4	5	6
1	2	3	4	5	6	13. Skills in using Case method		1	2	3	4	5	6
1	2	3	4	5	6	14. Skills in using Role Play		1	2	3	4	5	6
1	2	3	4	5	6	15. Art of speaking		1	2	3	4	5	6
1	2	3	4	5	6	16. Art of learning		1	2	3	4	5	6
1	2	3	4	5	6	17. Art of listening		1	2	3	4	5	6
1	2	3	4	5	6	18. Supervisory Skills of writing seminar paper		1	2	3	4	5	6
1	2	3	4	5	6	19. Skills of Book Review		1	2	3	4	5	6
1	2	3	4	5	6	20. Supervisory Skills of research work		1	2	3	4	5	6
1	2	3	4	5	6	21. Skills in using computer technology in training session (s).		1	2	3	4	5	6
1	2	3	4	5	6	22. Skills of TNA		1	2	3	4	5	6

Relevance Scale 1 = very low; 6 = very high;						Topics	Self-Assessment Scale 1 = very low; 6 = very high;					
1	2	3	4	5	6	23. Skills of setting training objectives.	1	2	3	4	5	6
1	2	3	4	5	6	24. Skills of preparing question paper.	1	2	3	4	5	6
1	2	3	4	5	6	25. Skills of assessing answer script.	1	2	3	4	5	6
1	2	3	4	5	6	26. Skills of Curriculum Design.	1	2	3	4	5	6
1	2	3	4	5	6	27. Skills of Training evaluation.	1	2	3	4	5	6
1	2	3	4	5	6	28. Skills of conducting course meeting.	1	2	3	4	5	6
1	2	3	4	5	6	29. Skills of course management.	1	2	3	4	5	6
1	2	3	4	5	6	30. Skills of time management.	1	2	3	4	5	6
1	2	3	4	5	6	31. Skills of measuring the knowledge and skills of trainees.	1	2	3	4	5	6
1	2	3	4	5	6	32. Skills of using the procedure of ISO 9001.	1	2	3	4	5	6
1	2	3	4	5	6	33. Proficiency in English language.	1	2	3	4	5	6
1	2	3	4	5	6	34. Interest in training.	1	2	3	4	5	6
1	2	3	4	5	6	35. Leadership qualities as trainer.	1	2	3	4	5	6
1	2	3	4	5	6	36. Empathy for trainees.	1	2	3	4	5	6
1	2	3	4	5	6	37. Sense of humor.	1	2	3	4	5	6
1	2	3	4	5	6	38. Patience.	1	2	3	4	5	6
1	2	3	4	5	6	39. Interaction with trainees.	1	2	3	4	5	6
1	2	3	4	5	6	40. Confidence as trainer.	1	2	3	4	5	6
1	2	3	4	5	6	41. Motivation as trainer.	1	2	3	4	5	6
1	2	3	4	5	6	42. Self-criticism.	1	2	3	4	5	6
1	2	3	4	5	6	43. Sincerity on solving personal problems of trainees.	1	2	3	4	5	6
1	2	3	4	5	6	44. Perseverance in work.	1	2	3	4	5	6
1	2	3	4	5	6	45. Enthusiasm.	1	2	3	4	5	6
1	2	3	4	5	6	46. Ability to control emotion.	1	2	3	4	5	6
1	2	3	4	5	6	47. Promptness.	1	2	3	4	5	6
1	2	3	4	5	6	48. Interest to learn.	1	2	3	4	5	6
1	2	3	4	5	6	49. Adaptability to training environment.	1	2	3	4	5	6
1	2	3	4	5	6	50. Flexibility as trainer.	1	2	3	4	5	6
1	2	3	4	5	6	51. Ethical firmness as trainer.	1	2	3	4	5	6
1	2	3	4	5	6	52. Ability to make interpersonal relationship.	1	2	3	4	5	6
1	2	3	4	5	6	53. Comfort to work with lady trainees.	1	2	3	4	5	6
1	2	3	4	5	6	54. Ability to the impress trainees.	1	2	3	4	5	6

Relevance <i>Scale</i> 1 = very low; 6 = very high;						Topics	Self-Assessment <i>Scale</i> 1 = very low; 6 = very high;					
What are the other qualities you think that makes a trainer more successful? Please mention these qualities with relevance and assess your levels.												
1	2	3	4	5	6	55.	1	2	3	4	5	6
1	2	3	4	5	6	56.	1	2	3	4	5	6
1	2	3	4	5	6	57.	1	2	3	4	5	6
1	2	3	4	5	6	58.	1	2	3	4	5	6
1	2	3	4	5	6	59.	1	2	3	4	5	6

- 21.0 What kind of training you need that make you a more successful trainer? Please name the training courses along with training institution according to your priority.

Priority	Training (in-country)	Training institutions
1.		
2.		
3.		
4.		
5.		
Priority	Training (overseas)	Training institutions/country
১)		
২)		
৩)		

Signature of the respondent

Thank your for your kind cooperation – AKM Shamsul Alam, MDS (Project).