

Training Module/Curriculum and Training Effectiveness: An Empirical evidence from Foundation Training Course at BPATC in Bangladesh

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Bangladesh Public Administration Training Centre (BPATC) has the mandated responsibility of imparting training to the members of Bangladesh Civil Service (BCS). The centre has also offered training courses for other government officials, management staffs of public enterprises and support staffs in the public administration system and also for the executives of the private agencies. Among the courses, Foundation Training Course (FTC) is one of the core courses for young civil servants of Bangladesh. The course content is designed in such a way that civil servants can cope up with the changing global context with an efficient skill and knowledge and effective manner. This study was done with 45th FTC that was held from December, 2009 to April, 2010. A total of 243 participants who successfully completed the 45th FTC were interviewed for this study with a structured questionnaire. The sample was drawn from 22 different BCS cadre officers out of 28, who had gone through the 45th FTC at BPATC in Savar (Dhaka) Bangladesh. During the four months continuous training program, this study has worked on 12 modules out of 20 to investigate the modules impact on training effectiveness. The empirical findings suggested that modules are validated with reliability results as Hair et al (2006) suggested. ANOVA for modules impact on training effectiveness revealed that it has a significant relationship. Even step wise regression models have given 4 models all are with highly significant relationship with training effectiveness. Model 4 is the best fit that explained 94.1% of total variance at the significant level of 0.05. Among the 12 modules of 45th FTC, there were four modules that have positive and significant impact on training effectiveness. Those are Bangladesh Studies ($\beta=.731, p<.001$); leadership behavior ($\beta=.266, p<.001$); social research method ($\beta=.059, p<.001$) and financial management system ($\beta=.032, p<.05$). Chi-square and Pearson correlation results reveal that the modules that are used in 45th FTC have significant association with training effectiveness. The findings of this study provide a direction for training managers with respect to training curriculum for the young civil servants to redesign the training modules or curriculum for the capacity building of entry level Bangladesh civil servants in the globalised changing era. This study did not look into the other courses training modules or curriculum held at BPATC. Even, this study did not investigate the impact of other co-curriculum modules on training effectiveness.]

Keywords: Civil service, BPATC, Curriculum/Training Modules

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1. Introduction

The term *civil service* was first used in 1785 (Rashid, 2008) and has gained recognition in 18th century from Indian Subcontinent as colonial regime British East India Company named its civil servants who managed the civil administration. Basically, there is a distinction between civil administration and military administration. Those who are employed in civil administration are called civil servant. However, after the British administration of India, the term civil service was elsewhere first used in England in 1854 (The Colombia Encyclopedia, 2007). But roots of the civil service lie in the Han dynasty of China during 206 B.C. to 220 A.D. The Han dynasty is the pioneer to introduce a merit based recruitment system in the civil service through competitive examinations. After the Han dynasty other Chinese dynasties too continued the same system in the bureaucracy. The Sung dynasty (960-1279) expanded the merit based recruitment system for all important positions (The Colombia Encyclopedia, 2007). Bangladesh civil service is inherited from British-Indian civil service which was especially of revenue collection, maintaining law and order situation and general administration. The duties and roles have been enlarged to execute organs of the state, pursuit of poverty reduction, ensuring food, healthcare, education and some other basic need; upholding democracy and good governance. Thus, there is a relationship between efficient civil service and government performance. Successful accomplishment of the government roles largely depends on the commitment and performance of the civil servants.. Therefore, to make civil servants efficient and skillful there is immense need for quality training with appropriate curriculum.

In the 21st century performance based management is crucial and to survive with this knowledge society requires personal skill. However, to make civil servant efficient for better way of service delivery, since independence, the Bangladesh Government has taken a number of reform initiatives but failed to bring any significant change in civil service regarding its effectiveness and improvement. It is a fact that very insignificant emphasis was given in all most all reform initiatives taken earlier to motivate civil servants, although motivation is very positively related with performance. Needless to say that there is no short cut way but to make the civil servants efficient, productive, responsive, and innovative with proper and continuous training and development approaches for improving their performance. Need based trainings or civil servants are required for achieving government specific goals efficiently. Particularly in the public training sector, Bangladesh Public Administration Training Centre (BPATC) is an apex training body. BPATC has the following function units that are amalgamated under the Ordinance of 1984, (Ordinance No XXVI of 1984).

- Bangladesh Administrative Staff College (BASC);
- National Institute of Public Administration (NIPA);
- Civil Officers' Training Academy (COTA); and
- Staff Training Institute (STI).

From its inception 1984, BPATC has the legacy of designing and organizing various training modules, imparting administrative and management training to equip public and private sector officials with the requisite knowledge and skill and conducting research on

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current burning issues on public administration, management and development economics as well as social science having significance to both parishioners and academics. In addition to that it carries out some consultancies and special activities that are assigned from government.

An efficient civil servant is necessary not just to deliver better services to the citizens more importantly, however, to deal with the other challenges likely to be posed by the globalization in this century and beyond (Rashid, 2009). Especially to translate the vision “*Digital Bangladesh*” of the present government of Bangladesh into a reality by 2021, the need for efficient and service oriented civil servants are overwhelmingly felt (Sayadat, 2009). Here, BPATC can play a pivotal role by inducing need based training modules and curriculum which could enrich training input, resulting to more efficient and effective civil servants (Ang & Hosie, 2006). In view of the above this study is undertaken to assess the level of training modules or curriculum for civil service skill and knowledge development for achieving national goals and governmental initiatives in an efficient manner.

The aim of this study is to empirically identify the training modules impact on training effectiveness that are linked with achieving 45th Foundation Training Course (FTC) objectives, and to identify the relationship among the training modules and curriculum used in the 45th FTC for entry-level young civil servants.

The paper is consisted mainly into four parts. The first part of this paper describes the training modules or curriculum that is presently used in FTC at BPATC. The second part of this paper describes the methodology of this study. The third part of this paper explains the data analysis, findings and discussion. Finally, conclusion, managerial policy implication and limitation are given in this study.

2. Literature Review

Training modules/curriculum at BPATC

From the very beginning of BPATC and its inception BPATC organizes three core courses, FTC is one of them. The course curriculum or training modules are picked up as per threadbare discussion in a faculty meeting and from the feedback/evaluation of the past participants. With those views curriculum and modules are designed. The generic of ‘curriculum’ is derived from Latin word ‘currere’ (Maleque & Ali, 2008), which meaning thereby ‘course of study’. Here the concept refers to well equip civil servants with skill and knowledge for delivering goods and services for the citizen to achieve national goals. On the other hand, the term ‘module’ is usually used as a single unit, which may be added with more units towards the accomplishment of module goal (Warwick, 1987). Each of modules consists with variety of units, but has a consistence and relationship with each and other. Which not only motivates the civil servants but also makes the training sessions more enjoyable and less monotonous. Foundation Training Course is arranged with many modules; academic modules are discussed below.

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Introducing Bangladesh: Entry level civil service under goes Foundation Training at BPATC. This FTC is formulated in such a manner that the young civil servants know about the county values, culture, resources and its heritages. This heritage is full of land, river, and lives of common people. Moreover it helps them to understand about political, social structure and natural resources. These information strengthens civil servants knowledge about his/her own country. Bangladesh has a golden history and a rich culture which is influenced by different religion such as Muslim, Hinduism, Buddhism, and Christianity. Bangladeshi way of live is reflected by its extensive tradition of art and culture for example music, dance, drama, craft, folk etc. In this modules some of the topics are included such as: anthropological background of Bangladesh; historical background of Bangladesh; history of independence - pain & gain; social structure; natural resources; tourism industry & its potential; different group of people; and so on.

Governmental System: This module is included under the core module of public administration. The objectives of this module are to equip the young civil servants with the knowledge of executive function, legislative and judicial system/organs of the Bangladesh government. Moreover, aims to let the young civil servants identify the salient features of constitution, fundamental rights of citizen, and some essential rules. The topics included in this module are: introduction of Bangladesh Constitution; executive organs of Bangladesh; national parliament; judiciary system; rules of business; and local government system and its function.

Leadership Behavior: In order to build up high quality civil servants FTC training module is incorporated with leadership behavior units for young civil servants, BPATC has considered some topics that are very much meaningful for making a civil servants well equip (Guthrie, Thompson, 2010). BPATC determined the best ways of teaching and assessing participant's leadership knowledge acquisition and skill development. Thus, this module is consists seven items of leadership behavior. The included topics are: self analysis; decision making process; mind mapping; leadership style; motivation & human relations in administration; team building; conflict management; and personal planning. The specific objective of this module was to identify individual behavioral strengths and weaknesses and enrich interpersonal relationship at workplace.

New Public Management: In the age of globalization, reforms are being taken into consideration in order to make the public sector responsive and proactive. Where, the role of public administration most importantly is to cope with all sorts of changes and to accomplish government goals in a cost-benefit budget within the time frame (Boston et al. 1996). This module includes: public administration and its concept; development administration and its concepts; new public management; decentralization and its dimensions; civil servants job description & specification; charter for citizen/public; total quality management for service delivery performance; good governance and its practices at work and service places for better service to the citizen. The specific objective of this module was to identify the changing role for civil servants; and to initiate administrative reform for better functioning of the government organs.

Office Management: This module is very much important especially for the young civil servants, as they are probationary in service. They must know official rules, regulation,

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process, procedure, norms, different forms of notes, letter, memo as an official communication as per governmental procedure and so on. That is why this module is given more attention for the probationer to know how to run a government office. This module includes some sub topic such as: general conditions of government service and joining time; recruitment, promotion and seniority rules; leave rules and its calculation; dismissal on conviction 1985, special provisions ordinance, 1979, punctual attendance ordinance, 1982; administrative tribunal & administrative appellate tribunal act; docketing, filling & referencing; records management; noting drafting & summary writing; office inspection; conducting meeting and its procedure etc.

Financial Management: One of the most important training modules for entry level civil servants. The main objective of this module is to know the financial rules and regulations to apply correctly in day to day work life. Broadly this module includes: 'public sector financial management'; 'budgetary system in Bangladesh'; 'office budget preparation'; 'duties & responsibilities of drawing & disbursing officer'; 'delegation of financial power'; 'pay fixation'; 'pension & gratuity of governmental official as well other sector'; 'to know how to prepare traveling allowance rules, income tax & VAT rules, tax return preparation, general provident fund & group insurance rules and so on.

Basic Economics for Civil Servants: Economy is the back bone of a nation. Bangladesh economy is depended on agriculture sector, industry sector, service sector, energy and power section and some more sub sectors. Private sector is also coming up and putting sign on Bangladesh economy. All those sectors are playing a very crucial role in the overall socio-economic development of Bangladesh. Therefore, civil servants must know the indicators for country development and its strategy for action. This module includes: 'an overview of micro & macro economics of Bangladesh'; 'market economy and its concept, problem & prospect'; 'an overview of monetary & fiscal policy of Bangladesh'; 'economic indicators and their implications for country development' and so on. BPATC authority made this training module/curriculum in such a manner, so that young civil servants can understand the economic indicators for development and poverty alleviation.

Social Research Methods: To get the knowledge of social research, FTC consists of an important module called social research method. This module helps to understand the knowledge of primary data collection, classification of data and analysis of data & presentation. Moreover, it assists them to understand how to explain the output of data. This module includes: 'definition, classification, uses of research'; 'writing skill of research proposal'; 'research instrument such as questionnaire preparation, interview tools and techniques'; 'different methods of data collection such as PRA (participatory rural appraisal), FGD (focus group discussion); 'techniques of data analyses and presentation' and so on.

Environmental Management and Sustainable Development: The present Prime Minister of Bangladesh has joined and delivered her speech in Copen Hegen environmental conference and said Bangladesh is most vulnerable in case of environmental issues. In general Bangladesh is called a country of disaster that affects human life and economic degradation. Cyclone, drought, hurricane like nargis, Aila are

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the commonly faced by Bangladeshi citizen. To cope up with all sorts of natural disaster requires good practices of human resources and material resources. To face these kind of disaster government officials are mostly responsible - both before and after disaster. For example before disaster they are to announce for awareness, explain the causes and effect and what to do before disaster; and after disaster civil servants are assigned for settling down effected peoples livelihood and food security and all. To be familiar with this term and acquire some knowledge regarding climate, environment and disaster foundation course is incorporated with a module on environmental management and sustainable development that includes some topics: concept and issues of sustainable development; environmental policy of Bangladesh; climate change; environmental impact assessment; disaster and its impact; and some other related topics are there in this module.

Gender and Child Rights: Women constitute about half of population in Bangladesh. But still they are behind towards their development. What is surprising is that only 8.19 per cent are representing in administration and 12.16 per cent are involved in technical or professional posts in civil service (Reazul, 2008). As a result to uplift them Bangladesh government has adopted some policies in terms of education, employment and local level election participation. These initiatives encourage women to come forward to the mainstream to the public and private sector as well. As per Bangladesh Constitution, all citizen are equal, no discrimination are shown in terms of religion, race, caste, sex or place of birth. But still, women are inferior state than men in respect of education, employment, health, participation in development process and so on. Same condition is with child development. Children consist a large portion of population with 16 per cent under 5 and 44 per cent under 15 years age (Fifth Five Year Plan, 1997-2002). To bring a better future invest in child development is necessary in Bangladesh. Thus, BPATC has insert a training module on gender and child right for the young civil servant who are the driving force to bring change in the whole country. The major topics of that module are : concept and issues of gender; reproductive rights & health; international charter, convention & declaration on gender & women rights; women violence at every sphere; child right and their act; and juvenile delinquency.

English Language Skills: To accustom with international community, English language skill is important for making report, document, agreement with other countries, foreign trade and bilateral agreement, diplomatic negotiation, communication & international business. Civil servants plays mediating role for performing any sort of governmental actions. Thus, the policy level training managers felt that this sort of skill are required to be given at the very early stage of civil service career to make life long efficient civil service. BPATC has a well-equipped language centre to make them update with this skill. The module curriculum includes : listening, writing and speaking skills; wording and proof writing skills; using word and enriching vocabulary; debating skills; business report writing skills etc.

Information and Communication Technology: ICT is the hub for knowledge creation. ICT creates innovativeness and increase level of thinking as well as decision making intervention. Hence, in this competitive age knowledge update is must for sustainability. BPATC has incorporated a module for young civil service to undergo ICT and its

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application in day to day work life for redelivering goods and services to the citizen. BPATC also have a computer lab facility, where trainees and trainer can upload their training materials and build their web pages to store valuable materials. As Bangladesh has made a statement to 'digital Bangladesh' thus it requires civil service with good practical knowledge of ICT. Therefore, ICT module is very much important for foundation training course as well as other courses. Some of the topics are included in this module are: ICT and its application in day to day life; ICT for citizen service; ICT for service delivery; ICT for good governance; ICT for stop corruption; ICT for measurement of civil service performance and so on.

3. Research Methodology

Procedure: Foundation Training Course is one of the major training programs, organized by BPATC, the apex body of public training institution. FTC is generally organized twice in a year. The higher authority for selecting participants is the highest body of government organ called as Ministry of Establishment; it is like Human Resource Development ministry in Bangladesh. Thus, trainee's nominations come from ministry of establishment. BPATC's role is to train them with required skill as a probationer to run the respective office. This study conducted questionnaire survey within 45th FTC participants (20 December 2009 to 18 April 2010). During their full time stay in BPATC they had to undergo through all the modules and its topics. At the end of the day the structured questionnaire were surveyed within the 243 participants.

Sample: The sample was drawn from 22 different cadres. The sample was purposively drawn from 45th FTC participants. The sample size was 243. Respondents were civil servants from 22 different cadres out of 28.

Measurement: The predicted variables used in this study were related to academic and practical training modules that are mostly practitioner development oriented. These predicted variables were intended to support civil servants to build up their working skill and analytical skill and knowledge. All the variables items were measured with a six point Likert response scale ranging from '1' strong disagree to '6' strongly agree.

Reliability: For this study, the items consistencies were checked through Cronbach's Alpha. Variables were measured with scale concept in a particular. Where, reliability demonstrates the individual difference with the degree of agreement or disagreement of the concept studied. In this study, Cronbach's Alpha is computed with SPSS 11.5 scale reliability program for each set of construct. The value of Cronbach's Alpha is reported in Table 1, the value is accepted by Hair et al. (2006); Nunnally (1968).

Table 1: Reliability Alpha

Factors	Number of items	Cronbach's Alpha
Introducing Bangladesh	9	.834
Governmental System	7	.951
Leadership Behavior	8	.859
New Public Management	8	.845
Office Management Process	14	.804
Financial Management	14	.802
Basic Economics	8	.780
Social Research Method	8	.709
Environmental Management & Sustainable Development	8	.827
Gender & Child Rights	8	.886
English Language Skills	9	.848
Information and Communication Technology	11	.658
Training Effectiveness	9	.911

4. Data Analysis and Findings

Respondent demographic data analysis

Collected data were analyzed by using statistical tools, e.g. SPSS 11.5 windows version. Analyses include descriptive statistics such as mean, standard deviation, frequencies, correlation, alpha reliability and step wise multiple regression. The demographic profile of the respondents is reported in the Table 2. It is found that 86.4% participants were male and 13.6% were female. About 23% of participants were single/unmarried, whereas 77% were married. Based on the survey results reported in the Table 2, there were 20.6% participants having Bachelor degree, 79.0% were Master degree and only 0.4 were with PhD degree. Mostly, newly entrants' civil servants are with Masters' degree. In addition to that cadre distribution of the sample percentage has been reported in the Table 3.

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Table 2: Demographic profiles of the respondents

Participants Type	Percentage
Male	86.0
Female	14.0
Marital Status	
	Percentage
Single/unmarried	23
Married	77
Education	
	Percentage
Bachelor degree	20.6
Master's degree	79.0
PhD	0.4
Cadre Distribution	
BCS (Administration)	17.70
BCS (Police)	16.46
BCS (Telecom)	3.70
BCS (Answer)	1.23
BCS (Economic)	2.05
BCS (Railway Engineer)	2.47
BCS (Cooperative)	2.47
BCS (Tax)	2.47
BCS (Audit & Accounts)	1.23
BCS (Statistics)	1.64
BCS (Food)	0.82
BCS (Family Planning)	0.82
BCS (Information)	5.76
BCS (Agriculture)	12.34
BCS (Fisheries)	3.29
BCS (Livestock)	15.22
BCS (Postal)	0.41
BCS (PWD)	3.29
BCS (Roads & Highway)	1.64
BCS (VAT & Excise)	2.47
BCS (Foreign)	1.23
Non-Cadre	1.23

Source: Survey, 2010 *BCS-Bangladesh Civil Service.

Descriptive statistics pattern for training modules as predicted variables for training effectiveness in BPATC

Table 3 shows the means and standard deviations among the key set of predicted variables (training modules) in this study. All the training modules (predicted variables) means value which are high above than average, where 'gender & child right' (5.20); 'English language skill' (5.23); and 'ICT' (5.12) have very high mean value and less standard deviation. Those results indicate that these are important training modules, which can accomplish the training effectiveness as well as updates the trainee's skill at workplace.

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In the same Table 3 Chi-square results reveal that the statement measuring training effectiveness through predicted variables (training modules) in 45th FTC. The calculated chi-square values for twelve predicted variables statements are smaller than the Tabular chi-square values. Thus, the results of chi-square show that training modules as predicted variables for training effectiveness in PATC has a high significant association.

Table 3: Descriptive Statistics for predictor variables

Variables	M±SD	Chi-square	df	Sig.
Bangladesh Studies	4.1358±.75183	134.395	32	.000
Governmental System	4.0847±.99513	199.630	18	.000
Leadership Behavior	4.0638±.81068	150.148	32	.000
New Public Management	4.1584±.79137	147.432	32	.000
Office Management	4.2910±.43586	200.765	34	.000
Financial Management	4.1599±.69916	218.564	31	.000
Development Economics	4.6718±.69916	112.547	25	.000
Social Research Methods	4.1790±.62052	134.058	24	.000
Environment Management and Sustainable Development	4.8760±.74169	171.469	27	.000
Gender and Child Right	5.2078±.73532	155.263	21	.000
English Language Skill	5.2332±.64424	177.24	23	.000
Information & CT	5.1227±.43020	206.062	25	.000

Descriptive statistics with Pearson correlation for identifying the modules association and training effectiveness

2-tailed Pearson's correlation (Table 4) was run to find out the relationship between training modules and training effectiveness in 45th FTC at BPATC. Where, the training modules as predicted variables measured with 12 variables have statistically significant influence on training effectiveness. The Pearson's correlation Table reported that 'leadership behavior' (LB03) has high and significant relationship ($r=.89$, $p<0.01$). All other 11 variables have weak and negative relationship with training effectiveness. ICT module is negatively significant relationship with training effectiveness ($r=-.16$, $p<0.01$). Most of the training modules are significantly correlated with each other.

Table 4: Pearson’s Correlation among the dependent and independent variables

	BS_01	GS_02	LB_03	NPM_04	OM_05	FM_06	DE_07	SRM_08	EMSD_09	GCR_10	ELS_11	ICT_12
ALLOBJ	.960**	-.007	.913**	-.100	-.042	-.013	-	-.044	-.073	.040	-.080	-.142*
BS_01	1	-.022	.892**	-.067	-.062	-.038	-	-.112	-.081	.060	-.067	-.168**
GS_02	-	1	-	.175**	.896**	.906**	-	-.087	-.055	.045	.080	-.078
LB_03	.892**	-.040	1	-.095	-.055	-.027	-	-.061	-.088	.038	-.062	-.133*
NPM_04	-	.175**	-	1	.190**	.168**	-	-.077	-.076	.040	.106	-.046
OM_05	-	.896**	-	.190**	1	.852**	-	-.095	-.096	.069	.102	-.012
FM_06	-	.906**	-	.168**	.852**	1	-	-.161*	-.077	.063	.050	-.117
DE_07	-	-.063	-	-.087	-.102	-.095	1	.593**	.933**	-.044	.022	.018
SRM_08	-	-.087	-	-.077	-.095	-.161*	.593**	1	.413**	-.037	.017	.070
EMSD_09	-	-.055	-	-.076	-.096	-.077	.933**	.413**	1	.092	.092	.068
GCR_10	.060	.045	.038	.040	.069	.063	-.044	-.037	.092	1	.624**	.364**
ELS_11	-	.080	-	.106	.102	.050	.022	.017	.092	.624**	1	.436**
ICT_12	-	-.078	-	-.046	-.012	-.117	.018	.070	.068	.364**	.436**	1

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

* Correlation is significant at the 0.05 level (2-tailed).

N=243

Note: ALLOBJ=Dependent variable (training objective), BS=Bangladesh Studies, GS=Governmental System, LB=Leadership Behavior, NPM=New Public Management, OM=Office Management, FM=Financial Management, DE=Development Economics, SRM=Social Research Method, EMSD=Environmental Management and Sustainable Development, GCR=Gender & Child Rights, ELS=English Language Skill, ICT=Information and Computer Technology.

ANOVA, impact measurement and multicollinearity test on training effectiveness with respect to training modules used in FTC

In this study step wise regression model was run to find out the Analysis of variance (ANOVA) and its impact on training effectiveness (Table 5). Hierarchical multiple regression model has given four model summary. All the models found statistically significant (p<0.01). Model 1 composed with Bangladesh Studies as predicted variable and it is significant. This model is described with +.960 correlation of coefficient that explained 92.2% of total variance (p<0.01). Model 2 composed with ‘Bangladesh studies’; and ‘Leadership Behavior’. The adjusted R-square of that model explained

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93.7% of total variance, with high correlation of coefficient (+.968) ($p < 0.01$). Similarly, model three is composed with 'Bangladesh studies'; 'Leadership Behavior'; and 'Social Research Method'. The adjusted R-square of this model explained 94.0% of total variance, and the correlation of coefficient is (+.970) $p < 0.01$. Finally, model four is composed with 'Bangladesh studies (BS)'; 'Leadership Behavior (LB)'; 'Social Research Method (SRM)'; and 'Financial Management (FM)'. This model is described with correlation of coefficient (+.970), R-square 94.2%, where the adjusted R-square is explained 94.1% of total variance ($p < 0.01$). Among the four models the best fit model is model 4, which explained 94.1% of total variance explained.

Table 5: Model Summary/ ANOVA/Coefficient/Multicollinearity results

Model	Variable	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	-.750	.090		-8.307	.000		
	BS_01	1.147	.021	.960	53.385	.000	1.000	1.000
	R			.960				
	R ²			92.2%				
	Adjusted R ²			92.2%				
	F-value			2849.934***				
2	(Constant)	-.776	.081		-9.602	.000		
	BS_01	.850	.043	.712	19.982	.000	.204	4.900
	LB_03	.308	.039	.278	7.816	.000	.204	4.900
	R			.968				
	R ²			93.8%				
	Adjusted R ²			93.7%				
	F-value			1810.800***				
3	(Constant)	-1.127	.131		-8.585	.000		
	BS_01	.868	.042	.727	20.665	.000	.201	4.982
	LB_03	.297	.039	.268	7.659	.000	.203	4.938
	SRM_09	.077	.023	.053	3.350	.001	.980	1.020
	R			.970				
	R ²			94.1%				
	Adjusted R ²			94.0%				
F-value			1262.372***					
4	(Constant)	-1.435	.201		-7.149	.000		
	BS_01	.873	.042	.731	20.875	.000	.200	4.996
	LB_03	.295	.039	.266	7.642	.000	.202	4.942
	SRM_09	.085	.023	.059	3.664	.000	.952	1.050
	FM_06	.064	.032	.032	2.018	.045	.970	1.031
	R			.970				
	R ²			94.2%				
Adjusted R ²			94.1%					
F-value			959.975***					

a Predictors: (Constant), BS_01(BS=Bangladesh Studies)

b Predictors: (Constant), BS_01, LB_03 (LB=Leadership Behavior)

c Predictors: (Constant), BS_01, LB_03, SRM_09 (SRM=Social Research Method)

d Predictors: (Constant), BS_01, LB_03, SRM_09, FM_06 (FM=Financial Management)

e Dependent Variable: ALLOBJ (Training objective)

N=243

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In Table 5 the standardized coefficients results shown that the best fit model is model 4, and it has significant relationship with Bangladesh studies that explained 73.1% ($p < 0.01$) of total variance. Leadership behavior variable has a positive and significant impact on training effectiveness that explained 26.6% ($p < 0.01$) of total variance. Social research method has significant relationship with training effectiveness that explained 5.9% ($p < 0.01$) of total variance and financial management as a predicted variable is positively significant with training effectiveness that explained 3% ($p < 0.05$) of total variance.

Multicollinearity test was performed in this study and found that the tolerance is the proportion of the variable that is not accounted for by the other variables (Munro, 2005). Variance-inflation factor (VIF) is the reciprocal of tolerance. As suggested by Park (2010), Carlos et al. (2008) that a tolerance is less than 0.2 or 0.1 and VIF larger than of 4.0 are considered as the potential indicators of multicollinearity. This study found that multicollinearity is not a problem.

5. Discussion

This empirical study dealt with the training modules to accomplish 45th FTC training effectiveness. The objectives of this study were to investigate the impact of training modules/curriculum that were used in FTC and find out the relationship among the training modules. Foundation Training Course consists altogether 22 modules, this study has considered only 12 modules that are purely related to academic era. The 12 modules were measured with some variables items, all the constructs are high level of reliability consistency. The data represents the 22 different cadres of civil service among 28 cadres, the representation of respondent is highly acceptable. The education level of civil servant is quite excellent; Bachelor degree is the minimum requirement for entering civil service, whereas the respondents 79% are with master's degree with excellent knowledge. Demographic results revealed that civil servants are quite efficient in terms of knowledge. The modules we measured as a predictors variables are correlated with each other. Training effectiveness also has significant relationship with training modules/curriculum. The pattern of descriptive statistics chi-square result showed that training modules are significant and positively associated. Therefore, the bundle of predicted variables is linked with training effectiveness. Step wise regression result showed that there was a significant relationship between the predictors and dependent variable. The best fit model 4, explained 94.1% of total variance ($p < 0.01$). Coefficient result revealed that Bangladesh Studies, Leadership Behavior, Social Research Method, and Financial Management were positive and has significant impact on training effectiveness. Multicollinearity results confirmed that in this study there was no multicollinearity problem.

6. Conclusion

This study aims to identify the training modules/curriculum impact on training effectiveness and its correlation. For this study 12 training modules have been used as predictors, step wise regressing extracted only four that have positive and significant impact on training effectiveness, where Bangladesh Studies itself explained 73% of total

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variance. Descriptive statistics results revealed that all the training models have significant impact on training effectiveness. Respondents were more concerned to know more about their country, to understand leadership style and its quality, analytical tools for report writing and critical reviewing, and to know about financial rules and its application as well as drawing and disbursement officials.

Implication

In this study, step wise regression (model 4) coefficient beta results showed that four predictors out of 12 are positive and have significant impact on training effectiveness. FTC is the compulsory training for young civil servants. Basically this training program is for entry level government official. This program is the combination of academic and practical orientation for job performing at work place. All other training modules that have not shown significant impact are also equally important for accomplishment of training objectives as we found in descriptive statistical results such as mean, standard deviation, chi-square and the Pearson correlation. The overall objective of FTC was to create skilled, proactive and well-groomed civil servants who are committed to serve the people and devoted to development of the people in the changing global era. To fulfill the course objective the predictors are equally important, that influence training effectiveness. From managerial point of view all the predictors are to be nurtured and fine the modules sub topics for practical demand of civil servant in terms of updating their knowledge and skill for delivering service to the people.

Limitation

This study did not make comparison statement among the cadres. Group comparison results were not carried out for this study. Also, this study did not consider co-curriculum training modules/curriculum impact on training effectiveness. There were others courses that were held in BPATC at the same time frame, this study did not consider other courses.

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