

MEASURING THE EFFECTIVENESS OF A
TRAINING FOR PUBLIC SECTOR
ORGANIZATIONS AND ROLE OF GOAL
ORIENTATION



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CERTIFICATE

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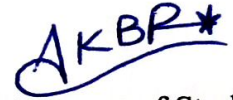
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Author's Declaration

I, **Wazir Akbar Ali** hereby state that my MS thesis titled **Measuring the Effectiveness of a Training for Public Sector Organizations and Role of Goal Orientation** is my own work and has not been submitted previously by me for taking any degree from Pakistan Institute of Development Economics or anywhere else in the country/world.

At any time, if my statement is found to be incorrect even after my Graduation, the university has the right to withdraw my MS degree.

Date: **18, March, 2022**



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Abstract

The fundamental objective of this research is to design a learning journey of the experimental intervention program and investigate the efficacy of this intervention of public sector organizations. For this purpose, the data is collected on pre-training and post-training stages. Because of local institutional complexity and instability, training effectiveness has been vague in Pakistan, with training programs failing to meet their primary objectives. Despite the significant investment made by public organizations, assessment is seldom carried out, making it difficult for these organizations to determine the effectiveness of training in achieving their goals. Furthermore, there is a lack of research supporting the impact of training program features on training effectiveness in a local context to identify possible training challenges. This research also explores the training effectiveness of participants. The study also aims to examine the role of personality as moderators between goal orientation and training effectiveness. We found a significant change in the participant's score during pre and post-training. The research indicates that no significant relationship between goal orientation and training effectiveness and the moderation of personality does not exist.

Keywords: Training effectiveness, Goal Orientation, Personality, Public Sector

Table of Contents

Author’s Declaration.....	ii
Acknowledgements.....	iii
Abstract.....	iv
LIST OF ABBREVIATIONS.....	ix
CHAPTER 1	1
1.1 Background	2
1.1.1 Importance of training in the organization:	3
1.1.2 Importance of training evaluation.....	5
1.1.3 Training Program Evaluation in the Public Sector	6
1.2 Problem statement.....	6
1.3 Research objectives.....	7
1.4 Research Questions	7
1.5 Significance of the study.....	7
1.6 Definitions of Study Variables.....	8
Training effectiveness	8
CHAPTER 2	10
2.1 Training effectiveness and its components	11
2.1.1 Kirkpatrick Model of Training effectiveness.....	12
2.2.2 Training effectiveness in public sector organizations.....	14
2.2.3 Learning journey concept	15
2.3 Goal Orientation.....	15
2.3.1 Learning goal orientation.....	17
2.3.2 Performance goal orientation.....	17
2.3.3 Refusal of goal orientation.....	17
2.4 Personality traits.....	18

2.5 Time Frame of Learning Journey	20
2.6 Conceptual Model.....	20
.....	20
2.7 Hypothesis of the study.....	21
CHAPTER 3	23
3.1 Sample.....	23
3.2 Learning Journey	23
3.3 Experimental Intervention	23
3.4 Training Design	24
3.4.1 Pre-Training Subject Test	24
3.4.2 Pre-Training Psychometric Test	24
3.4.3 Group Online Coaching	24
3.4.4 Self-Learning Modules	25
3.4.5 On-Campus Training	25
3.5 Measurement Procedure:	25
3.5.1 Goal Orientation.....	26
3.5.2 BFI Personality Trait.....	26
3.6 Data Analysis	26
3.7 Statistical Techniques for Data Analysis	26
CHAPTER 4	27
4.1 Introduction.....	27
4.2 Data Screening and Missing Value.....	27
4.3 Demographics of the variables.....	27
4.4 Descriptive Analysis	30
4.5 Control Variables	31
4.6 Paired Samples T-Test	31

4.7 Tests of Normality	32
4.8 Correlation Analysis	33
4.9 Regression analysis	34
4.10 Moderation Analysis	35
4.10.1 Moderation of Extroversion	35
4.10.2 Moderation of Conscientiousness	37
4.10.3 Moderation of Neuroticism	39
CHAPTER 5	42
5.1 Introduction	42
5.2 Discussion and findings	42
5.3 Conclusion	44
5.4 Practical implication	45
5.5 Future Research Recommendations and Limitations	46
REFERENCES	47
Appendix A	56
Appendix B	63

LIST OF TABLES

LIST OF TABLES.....	viii
Table 4.1 Gender.....	27
Table 4.2 Department.....	28
Table 4.3 Designation	29
Table 4.4 Descriptive Analysis and Reliability of variables.....	30
Table 4.5 One-way ANOVA	31
Table 4.6 Paired Samples T-Test	31
4.7 Tests of Normality	32
4.8 Correlation Analysis	33
4.9 Regression analysis.....	34
Table 4.10 Moderation of Extroversion: Hypothesis H3a.....	35
Table 4.11 Moderation of Extroversion: Hypothesis H3b.....	36
Table 4.12 Moderation of Extroversion: Hypothesis H3c	36
Table 4.13 Moderation of Conscientiousness: Hypothesis H4a	37
Table 4.14 Moderation of Conscientiousness: Hypothesis H4b.....	38
Table 4.15 Moderation of Conscientiousness: Hypothesis H4c	38
Table 4.16 Moderation of Neuroticism: Hypothesis H5a.....	39
Table 4.17 Moderation of Neuroticism: Hypothesis H5b.....	40
Table 4.18 Moderation of Neuroticism: Hypothesis H5c.....	40

LIST OF ABBREVIATIONS

BFI	Big Five Inventory (BFI)
HRD	Human Resource Development
KPI	Key Performance Indicators
LGO	Learning goal orientation
PGO	Performance goal orientation
RGO	Refusal goal orientation
TE	Training effectiveness

CHAPTER 1

INTRODUCTION

In any country, the role of the public sector organizations is extremely important for human development. Public sector organizations' role is vital and decisive in providing different essential services, such as health, education, transportation, and public education. Therefore, smooth-running public organizations are essential to facilitate people and their well-being and prosperity (Mohammed, 2007). This unproductive and unsuccessful execution of public sector organizations was a troubling head for both researchers and planners. In this whole situation, the role of leadership cannot be ignored as leaders deeply influence organizational activity. In addition, leadership is considered by some researchers as one of the key drivers of increasing organizational activity. (Avolio & Bass, 1995) and (Rowe, 2001) argue that effective and efficient sources of management development, sustainable competitive advantage, and organizational effectiveness. For a long time, the on-the-job training needs of employees in the public sector were ignored. Only later in the 1960s the government begins to recognize the need for on-the-job training of civil servants. This time to put administrative reform and new management methods (including budget) on the agenda systems, planning methods, and organizational techniques have entered the public service sector(OECD, 1997).

Recently in the modern arena, the concept of skills development has emerged as a priority area in political discourse on sustainable economic development. This line of reasoning has received continued support from the international agenda for Sustainable Development Goals. At the national level, the Pakistani Government Mission Statement - Vision 2025 aims to create a “society in which every citizen has the opportunity to change their quality of life” (Planning Commission, 2014). These seven pillars laid the foundation for Vision 2025, Pillar I, Humanitarian Services; the first is based on human development and investment, “Putting People First.” Vision Skills development is considered one of the most important in 2025. Ways to improve human resources and finance development. Organizational change is an overarching and interconnected process that includes planning, setting goals, training, developing employees and stakeholders, obtaining adequate resources, choosing intervention plans, and monitoring and communicating results. In the public sector, frequent legislative

and political changes other than market objectives and inadequate financial and human resources allocation often impede change.

In a developing country like Pakistan, human training and development are essential for every business organization to succeed (Salome & Rotimi, 2013). The importance of education as an essential management role has been acknowledged by long-time writers (Laing, 2009). Physical, social, mental and emotional well-being is important not only to improve productivity but also to improve people in every organization (Kola-Olusanya, 2012). Learning through training is the essence of managing people; it is the fastest-growing section of the working class. Nutritional education and outreach training to improve staff productivity, skills, and mental health help organizations play a vital role in developing and being more productive (Salome & Rotimi, 2013). It is the pivot that the surviving organization has ruled. The educational process is one of the most comprehensive approaches to increasing employee productivity and informing employees about goals (Lambrinou et al., 2009).

1.1 Background

“The term training is defined as “planned interventions which aimed to provide the determinants of the job performance of the individual” (Chiaburu & Tekleab, 2005). Learning through training is important HR practice that can help companies achieve their strategic goals. Furthermore, in 2020 US organizations spent approximately US \$ 83 billion on formal training programs, and investment in training is expected to continue to grow in the long term (Education Industry Report, 2020). Organizations that invest in formal training programs can equip employees with the skills that can be beneficial for successfully completing their jobs and retaining and attracting employees. Companies that invest in human capital can increase their performance and acquire sustained competitive advantage (Crook et al., 2011). The factor that is important in the effectiveness of formal learning programs is "learning motivation" (Bell, Tannenbaum, Ford, Noe, & Kraiger, 2017), which refers to the direction, intensity, and flexibility of learning-directed behavior within the learning context (Colquitt et al., 2000; Kanfer, 1990).

The literature widely proposes that training helps employees improve their current position's performance and helps them meet the standards that allow a business to gain a competitive gain in its marketplace (Huang, 2001; Van der Klink & Streumer, 2002). The literature extensively states that training help employees improve their current performance and help

them meet standards so that the organization can gain a competitive advantage in its market (Huang, 2001; Van der Klink & Streumer, 2002). According to McDowall & Saunders, (2010), learning through training is a focused, time-limited activity that can help develop more interpersonal and organizational skills and change behavior, thereby improving team and organizational performance and individual changes. Almost all employees have received some form of training during their careers. In fact, people rely on training to improve their existing skills and acquire new skills. Training is a costly investment of an organization in its human resources. Therefore, organizations need to evaluate the effectiveness of their training efforts (Cascio, 1989).

Researchers Sharma & Taneja, (2018) referred to training as developing new skills, competencies, and knowledge in employees. Training helps to improve efficiency and helps in increasing the productivity of employees engaged in training programs. (Sitzman et al., 2010) studied that individual change is linked with organizational system requirements. It is related to employees' training that is considered the core issue regarding training. Most important and reliable training is one of the HR technologies for improving organization and employee productivity (Bhatti & Kaur, 2010). To accomplish organizational tasks and improve employee performance, the design of training programs should create a win-win situation for the organization and employees. Because learning through training plays a key role in achieving organizational results Cohen et al., (2001), there is an increasing focus on improving its effectiveness. Only when learning can enhance their knowledge and satisfaction with skills will learning be effective (Sitzman et al., 2010). Knowledge transfer is a key indicator of inadequate training. In the case of translation, training work is usually wasted (Wilson et al., 2002). Organizations rely on training to improve people and productivity. It is necessary to understand the various factors that influence the organization's training effectiveness (Seiberling & Kauffeld, 2017). Different training does not provide the expected organizational benefits (Black & Lynch, 2004; Kurosawa, 2005). A well-structured measurement system can help determine the problem. The ability to demonstrate real and significant benefits to the organization from the training provided can help generate additional resources for decision-making.

1.1.1 Importance of training in the organization:

Sharma & Taneja, (2018) referred to Training as the process of imparting new skills, knowledge, and competencies to employees. Through training, employees can perform their

jobs more efficiently and increase their productivity. According to Sitzmann & Weinhardt, (2018), training is a core issue with respect to linking individual change to the requirements of the organizational system. The productivity of an organization and its employees can be increased; training is the crucial and most reliable human resource technique (Bhatti & Kaur, 2010). To enhance employees' performance and accomplish organizational duties, training programs need to be designed so that they may establish a win-win situation for employees and the organization. The role of training is crucial to achieving the desired organizational objective (Cohen et al., 2001), the concern to enhance the effectiveness of training is growing. (Sitzmann et al., 2008) mentioned that the effectiveness of training depends upon the satisfaction of trainees concerned to increase their knowledge as well skills from it. However, these kinds of efforts are generally wasted in the absence of adequate transfer of training (Wilson et al., 2002). The improvements of the performance of both individuals and Organizations depend upon training. However, different factors needed to be understood that influence training effectiveness (Seiberling & Kauffeld, 2017). Reaction, Learning, Behavior and Results are the four stages of evaluating training programs suggested by Kirkpatrick (D. L. Kirkpatrick, 1959). (D. L. Kirkpatrick, 1975) has been used to measure learning success in organizations for many years. It consists of four elements: employee feedback from the training program, training during and after training, changes in trainee behavior at work as a result of training, and return Investment (Alliger & Janak, 1989). Training performance measures the impact of training on a company's knowledge, skills, productivity and return on investment. In addition to improving knowledge and skills, measuring training performance has proven to be an important tool for increasing employee engagement and retention. Learning outcomes and measurements also serve as critical indicators when planning future workshops. There are several reasons why organizations (large and small) constantly measure learning effectiveness. To determine if training is beneficial to employees. To see the impact on business performance and to determine the return on investment in training. Identify problems in the learning process and make improvements. Although billions of dollars are spent and many human hours donated, only a few training programs are producing the desired results (Pfau & Kay, 2002). This led us to find out what makes an exercise program effective and what doesn't. Wright and Hero (2001) argued that quality learning cannot be achieved if learning is not effective in addressing all important personal and organizational issues.

Organizations acquire training services from external training providers such as training agencies, consultants, and training institutions (Knoke, 1997). The characteristics of training partnerships between external training providers and client organizations have become a major factor influencing the impact of training (Hardingham, 1996). It is also believed that the results of public sector organization training depend not only on the quality of the training needs assessment and the nature of the training plan, such as the type of training and the degree of personalization but also on the nature of the relationship with the organization with the external training provider. However, external training provided by external training providers has unique characteristics in terms of the nature of the relationship between client organizations and external training providers, the assessment of training needs, and the nature of the training program. There is little information on whether these unique relationships are learning assessment and the nature of the learning program apply to any learning outcomes. In other words, there is little information in the literature on whether training performance differs when the nature of the supplier-customer relationship, the assessment of training needs, and the nature of training programs vary from outsourced training.

1.1.2 Importance of training evaluation

Learning through training has been adopted as a viable human resource practice for job transformation (Pidd, 2004). Training is done with a structured plan and format and is employee-centered to improve efficiency and productivity in the workplace (Baldwin & Ford, 1988). But learning is not a garage in which people's problems can be solved in a short period (Holton III, 1996). It aims to increase productivity at work and improve learning efficiency (Pidd, 2004). While learning is essential, most organizations do not evaluate learning. Almost 99% of organizations do not like to measure the impact of training on productivity (Alvarez et al., 2004). Training effectiveness is the most important aspect that helps determine the development of human resource investment in HRD (Human Resource Development) (Noe & Kodwani, 2018). One of the significant questions in learning and development is determining the effects of learning interventions. This means that it is very important to evaluate the effectiveness of a training program as it provides key information for decision-makers regarding investment in further training (Van der Klink & Streumer, 2002). Many scientists have discussed the effect of training and how to evaluate it. For example, (D. Kirkpatrick & Kirkpatrick, 2006) four-tiered assessment has been widely used in many fields

of learning and has also been used in several studies on public sector training assessment (Bjornberg et al., 2002; Getha-Taylor et al., 2015).

1.1.3 Training Program Evaluation in the Public Sector

In considering the public sector, Sims, (1993) explained that training program evaluation contributes to the effectiveness and efficiency of the program, improves the reliability of the training staff, provides important information for the decision-making process. and increases the commitment of decision-makers to learning. Accordingly, numerous training institutions for civil servants use different practices to assess the effectiveness of their training programs (Bjornberg et al., 2002).

From the literature, it is identified that two issues need to be considered seriously: setting specific learning objectives and, second, good preparation of methodology and training (Zatsiorsky et al., 2020). Learning seeks to stimulate the growth of both individuals and organizations by adopting a sequence of well-ordered procedures through which knowledge and experience are gained. The training was previously described by (Flippo, 1966) as an application to create awareness of rules and guidelines for improving behavior and was most recently supported by (Zatsiorsky et al., 2020). The main goal of training is to provide a bridge that connects job requirements and employee specifications (Hoel & Mason, 2018).

Training effectiveness refers to attaining desired objectives or the expected results set by human resources because training is essential for human resource activities (Sitzmann & Weinhardt, 2018). Measuring learning effectiveness has not been established empirically because there is no direct or absolute method for measuring this effectiveness; however, this can be achieved by measuring the difference in some criteria before and after training (McDavid et al., 2018). Evaluation of training effectiveness can be carried out for all industrial, commercial, educational, and government organizations or agencies (Morrison et al., 2019). Public sector training offers but rarely measures effectiveness. So, this study is to measure the training effectiveness of the public sector in Pakistan. Training effectiveness predictor, goal orientation and BFI personality trait affect training effectiveness.

1.2 Problem statement

Training is an essential human resource practice that can help organizations achieve their strategic goals. In the public sector of Pakistan, different types of training are conducted and

the effectiveness of these training cannot be measured; therefore, the outcome of the training is always tentative. This study targets to conduct an evaluation of the training outcome on training effectiveness in the public sector organizations of Pakistan. The goal is to validate the use of an established framework in our conditions of the Pakistani public sector as well as for organizations of other sectors worldwide.

1.3 Research objectives

To ascertain the effectiveness of the training program.

To examine the impact of goal orientation on training learning transfer.

To examine the impact of personalities on training outcome.

1.4 Research Questions

- Is the training program effective?
- Does the difference in goal orientation impacts the training learning transfer or not?
- How different types of personalities impact the training outcome?

1.5 Significance of the study

This study would be helpful for public sector organizations to understand better and realize the methods of training effectiveness. This research work is particularly noteworthy in that such a model has never been examined in the context of Pakistan, which will inspire many other researchers to do future research in this area. The result will provide support to the public sector organization and other training institutes to improve the output of training effectiveness. It is also designed to examine the role of goal orientation on the training effectiveness of public sector organizations. The personality will also be examined to generate the result of which type of personality trait participants have and differentiate the participants exhibit goal orientation from those who don't.

1.6 Definitions of Study Variables

Training effectiveness

Training effectiveness is defined as the ability to gather systematically, evaluate, and synthesize data to select, adopt, value-creating, and adjust various training procedures to make informed training decisions logically and cohesively (Werner & DeSimone, 2011).

Goal orientations

The mental representations of things that individuals wish to do that operate as orientations to determine behavior and its direction are called goal orientations (Kaplan & Maehr, 2007).

Performance goal orientations

The focus on displaying competence or ability and the question of how ability will be measured in relation to others is known as performance goal orientation (Dweck & Leggett, 1988).

Learning goal orientation

Learning goal orientation (also known as mastery) focuses on learning, mastering a task according to self-imposed standards, or improving oneself (Dweck & Leggett, 1988).

Refusal goal orientation

The characteristic of refusal goal orientation is a personal perception that is the individual believes that the performance evaluation system is inefficient and that there are no significant opportunities in the environment. Individuals who highly reject goal orientation often neither obtain favorable judgments nor avoid negative judgments on performance (Rasool et al., 2015).

Personality

Personality is an individual's collection of organized and relatively experienced psychological qualities and processes that shape their interactions and adaptations to the individual's psychological, physical, and social environment (Larsen et al., 2005).

Extraversion:

Extraversion describes a person's interaction with the outside world and social connections; extraverts are typically sociable, assertive, happy, enthusiastic and emotionality of a person (McCrae & Costa, 1987).

Conscientiousness

Conscientiousness describes the degree to which people pay attention to detail in their work, have a high level of control, and exhibit purposeful behavior. A very conscientious person is diligent, responsible, self-disciplined, and persistent (McCrae & Costa, 1987).

Neuroticism

Neuroticism, in turn, describes the degree to which people exhibit negative emotions, unstable moods, and low emotional control. People with low neuroticism are peaceful, secure, emotionally stable, and self-assured (McCrae & Costa, 1987).

CHAPTER 2

LITERATURE REVIEW

To increase the productivity of the individuals and communicate the organization's goals to the newcomers, organizations use training (Arthur Jr et al., 2003). Training is the planned learning experience that is designed so that the individual's knowledge, skills, and attitude may be changed or more precisely enhanced (Noe & Kodwani, 2018). Goal orientation is a precursor which is explored to endeavor for better understanding of the means which enhance the training motivation and satisfaction of the individuals.

Recently, despite the emerging consensus of the five-factor, i.e., the Big Five personality model, the interest to explore the dispositional sources of the work motivation is growing among the researchers. For instance, Judge & Ilies, (2002) did a meta-analysis of the relationship between the Big Five and three well-known motivational theories – goal orientation theory and Social exchange theory. The study resulted in multiple correlations of 0.49 between the Big Five and the motivation criteria, which indicates that the five-factor personality model is a root of performance motivation. Though the meta-analysis of Judge & Ilies, (2002) is quite thorough, it does not touch goal orientation theory. This motivational theory describes the mental framework of individuals to interpret and their response towards goal attainment situations (Elliot & McGregor, 2001). It provides a gap for further investigation as goal orientation has crucial motivational implications for both training and task performance (VandeWalle et al., 2001).

Consequently, the relationship between personality traits and goal orientation has been studied only to a limited extent, and the research made so far has been limited to student samples. For example, Elliot & Thrash, (2002) examined the associations between extraversion and neuroticism as well as goal orientation, and they found significant results of their simulations. Based on their results, Elliot & Thrash, (2002) formulated the theory that the personality traits and goal orientations might have sequential functions in the process of motivation. More precisely, personality traits are seen as activators of valence tendencies, while goal orientation is seen as a specific, cognitive form of regulation that provides guidelines to these general tendencies.

Hence, it is likely that people's propensity for goal orientation develops in such a way as to adapt to their personality traits. Thus, it can be assumed that the personality traits of people

can influence their target orientation. Confirming this assumption using a sample of college students, Zweig & Webster, (2004) found that target orientation and general personality traits are linked.

The study focuses on measuring out training efficacy of the public sector in Pakistan. Training effectiveness predictor, goal orientation and BFI personality trait affect training effectiveness.

2.1 Training effectiveness and its components

Training is the systematic attainment of rules, concepts, skills, and attitudes to improve the trainee's performance (Aamodt, 2015; Goldstein & Ford, 2002). For many reasons, training has a critical role to play. Applicants selected for employment usually need to attain specific skills and knowledge. In addition, in case of change in the job, the employees need to be able to adopt changing requirements. Training is often required to look for a new job or succeed in an organization. Even for excellent employees, there is often ample room for improvement. Therefore, training might benefit the employee and the organization for which particular works. No wonder corporations spend a lot of money on training. Large organizations typically spend 2% to 2.5% of their salaries on training (Sugrue & Rivera, 2005). This means that in the United States, billions of dollars are spent on training every year. In all developed countries, training is "big business".

Effectiveness aims to develop an understanding of the learning process. As mentioned earlier, the special focus of effectiveness is the reason why learning occurs. Effectiveness is more related to training input, including individual differences (for example, goal orientation), training background (for example, the distribution of practice), and possible interactions between the two.

This research is endeavoring to study the effectiveness of goal-oriented training programs built on the perception of Elliot's theory (Elliot & McGregor, 2001). The plan includes a set of general recommendations designed to provide students through the course, including respecting the viewpoints of others, restraining direct criticism, and emphasizing the secrecy of information. Various strategies of training like discussion, topic opening, feedback, sharing, storytelling, problem solving and brainstorming and are used.

2.1.1 Kirkpatrick Model of Training effectiveness

So far, the most popular organization training evaluation method today is D. L. Kirkpatrick, (1975) four "levels" standard framework. D. Kirkpatrick & Kirkpatrick, (2006) The model of training evaluation explains four levels of training outcomes: reaction, learning, behavior, and outcome. The first level is evaluating how training participants responded to the training program. D. L. Kirkpatrick, (1959) initially examined how participants responded to the degree of preference for a particular program. In practice, this level of measurement has been developed, and it is most frequently used to evaluate trainees' emotional responses to training quality (such as instructor satisfaction) or relevance (such as work-related utility). Finally, the fourth level of outcomes attempts to deliver a specified degree of training in order to influence the overall goals and objectives of the organization. The typical focus of this kind of measurement in recent practice has been financial measures at the organizational level.

For more than thirty years, the four-level model D. L. Kirkpatrick, (1959) has been the most preferred organization design for training evaluations in profit organizations. Several reasons have contributed to this model's huge popularity. First, the model addresses the requirement for training professionals to have a systematic understanding of training evaluation (Shelton & Alliger, 1993). It provides a clear framework or language for discussing training outcomes, and it provides a different type of information that can be used to assess the degree to which specific training objectives have been achieved. Second, Kirkpatrick stated that the information on fourth-level results would be the most important or descriptive information on training currently available. This approach of focusing on the bottom line is very much in line with the competitive profit orientation of the organization's sponsors, according to the training professionals. Therefore, the four-level approach allows organization trainers to communicate the results of their work in business terms.

If the function of training is to be seen as an active contributor and to be a sincere organization partner for the success of the organization, many people find this important. Finally, the popularity of the four-tier model is also a function of its potential to simplify complex training evaluation processes. There is no doubt that Kirkpatrick's model has made a valuable contribution to the development of evaluation thinking and practice. It helps to focus training evaluation practice on outcomes. Newstrom, (1995), it also urges employees to understand that a single outcome measure may not adequately reflect the complexity of an organization's training strategy and that various metrics of training efficacy should be

examined. This approach emphasizes the significance of considering and evaluating training from a managerial point of view (Wang, 2003).

The model developed by D. Kirkpatrick & Kirkpatrick, (2006) is divided into four levels: Level 1: Reaction (Response), which measures the participant's satisfaction and motivation in training. Level 2-Learning examines the level of gained knowledge and competencies; Level 3- Behavioral evaluates students' ability to apply the knowledge and abilities in the workplace. Level 4- Outcomes (Results) measure the influence of training on the organization. Determination of the Kirkpatrick model is to provide managers with an effective method to evaluate the training results among organizational system and in the employees (Cahapay, 2021).

The four levels of Kirkpatrick's model are briefly described in the sections below.

Level 1: Reaction

This level refers to the trainee's impressions and feelings of the training plan and also gives knowledge about the trainee thinks the training plan is valuable. The most common method of assessing student responses at the end of the subject course assessment test and questionnaire.

Level 2: Learning

This level evaluates the degree to which members change their attitudes, increase knowledge and succeed to get skills because of attending a program. Learning metrics are measurable metrics for the learning that took place after the curriculum, and they are usually evaluated by the participants' self-esteem in terms of their training.

Level 3: Behavior

This level assesses how well the participant's knowledge and skills are transferred in the workplace. Unless there is a positive change in behavior, a positive result cannot be expected. That why it is important to know whether the knowledge, skills and attitudes gained through the training program will be shifted to work. According to D. Kirkpatrick & Kirkpatrick, (2006), at level 3, the evaluator must decide whether to use interviews, questionnaires, or both; however, estimates at this level do not have to be exhaustive or scientific.

Level 4: Results

This level examines the impact of training on an organization in conditions of cost savings, enhanced quality, and increased quantity. The four levels of the Kirkpatrick model provide

organizations with effective tools and a systematic way to measure learning outcomes among employees and in organizational systems. Our research identifies psychometric tests and goal orientation training, which indicates the feelings and impressions of the trainees about the training and attitude change, knowledge and skill enhancement as a result of attending the program. In general, of the four levels of the Kirkpatrick model, we will focus on Level 1 and Level 2 is Reaction and Learning.

2.2.2 Training effectiveness in public sector organizations

The main objective of the current research is to broaden the existing understanding of the characteristics of training and, through the intervention of certain elements in public sector organizations of Pakistan, to increase the characteristics of the workplace that directly or indirectly affect the effectiveness of the formation. Due to globalization and digitization, public organizations face enormous challenges and are always looking for capable employees (Kim et al., 2019). In this context, the emphasis is always on development Training was considered the “top-spending trend” in global business in 2016-2017, but it is difficult to determine the proportion of costs by size and organization sector or industry (Brandon Hall Research Report, 2016). Across the world, public organizations face challenges such as diversification and resource constraints (Luoma-aho & Makikangas, 2014). Different studies have recognized the need to measure the success and efficiency of organizations, not public goods and services (Procknow, 2014). In Pakistan, different types of training are carried out in the public sector, and the effectiveness of this training cannot be measured; therefore, the outcome of the training is always tentative. This makes Pakistan an ideal case to analyze and measure the effectiveness of training to improve the performance of public sector organizations. Training improves skills, innovation capacity, knowledge, goal accomplishment, capacity, and employee's positive attitude concerning their work (Njeri & Waithaka, 2019). That is why these entities have heavily invested in training and building the capacity of their employees (Zhang et al., 2019). As per the US Global Training Industry Report, Training effectiveness is valuable to all the key stakeholders of the entities (Jasson & Govender, 2017). But in terms of training effectiveness, due to the complexity and complexity of obtaining relevant information, most organizations do not measure the effectiveness of training (Jasson & Govender, 2017; Yaqoot et al., 2017).

A recent study in Pakistan that was conducted to measure the efficacy of police training showed that due to the high cost and complexity of providing training and measuring the

effectiveness of training, the police ignored the challenge of measuring the effectiveness of training (Manzoor et al., 2019). The study report states that measuring the effect of training using the Kirkpatrick model is a very complex and time-consuming process (Homklin et al., 2014). Therefore, most organizations forget to measure it.

2.2.3 Learning journey concept

The training took place in the public sector of Pakistan and Research has come up with a special training idea that there should be a learning journey in training. The learning journey has been specially designed and implemented in the public sector of Pakistan and the research map that how effective the training is. To what extent the philosophy of learning journey that research propagates can be beneficial in the designing and delivering of learning initiatives by the public sector of Pakistan.

2.3 Goal Orientation

Goal orientation in an achievement situation that is referred to one's situational preferences. Goals are classified into two categories according to Dweck, (1986) one is a performance goal, and the second is a learning goal. Based on goals, individuals have different concerns for instance, individuals that are interested in getting favorable judgments from their competence have performance goals and individuals that have an interest in increasing their competencies are concerned with learning goals. Researchers in organizational psychology has shown that when it comes to learning psychology literature, found that in decision making of human resource goal orientation plays a vital role in learning. Earlier studies conducted empirical analysis demonstrated that the learning goals closely related with the versatile reaction designs and are described by challenge chasing, diligence, and the procurement of new information, while execution objectives include maladaptive reaction designs in which difficulties stay away from (Payne et al., 2007; Porter et al., 2010). Because people with a learning goal see provoking assignments as opportunities to learn, while people having a performance goal see testing errands as innately dangerous in light of the fact that they dread that they may fall flat and uncover their insufficient capacities to other people (Dragoni et al., 2009).

While earlier examinations conceptualized performance-oriented or mystery to goal orientation, later on some researchers conceptualized goal orientation as per their definition

and valence (Elliot & McGregor, 2001), in like valence, people characterize objectives either in intrapersonal terms, focusing on work dominance, or that in standardizing conditions, avoiding in on tasks execution. As far as valence, people show either a positive approach (moving toward progress) or a negative approach (staying away from disappointment). Despite the fact, some research looks at the connection between goal orientation and results of training, for example (Kozlowski et al., 2001; Phillips & Gully, 1997). Previous studies connected goal orientation to more prominent exertion and more intricate learning systems in contrast with performance goal orientation, related with lower levels of ability to manage skills and fewer efforts for the task (Fisher & Ford, 1998).

Dweck, (1986) recognized two types of goal orientations and named as learning goal orientation and performance goal orientation. Dominance indicates a preparation response when a particular spotlight is on KSAs, whereas performance goal orientation indicates response when a singular spotlight for the enhancement of one's presentation from the preparation attempt. These objective directions were additionally partitioned into two classifications as an approach. Participants with a methodology direction try to expand learning or performance and people with stay away from objective directions will in general counter intrapersonal inadequacy or endeavor to stay away from the tag of a most exceedingly terrible performer. Elliot & McGregor, (2001) goal orientation was reclassified as capability and ability assessment by which goal orientation comprises performance.

Clarification was given by Dweck, (1986) recommended that individuals having a mastery or performance objectives, later on conceptualizations that have proposed that keep away from and approach dominance and execution objectives uncover four secluded, however interrelated aspects, to such an extent that being higher on one aspect does not imply that the individual is uniformly lower on another aspect. Besides both skill and ability assessment, objective directions aggregately structure the general objective direction of a person.

For this research, we believe that, at least in the training environment, the early concept does not represent the true situation of goal orientation, since the goal orientation in the early research is always believed to be the training response in the case of "achievement." We believe that if participants are sent for a training program, it is not always seen as a positive experience for the participants. The early concept of goal-oriented avoidance or capacity assessment dimensions is deficient for understanding the overall goal-oriented. In this study, our analysis is not limited to certain given "achievement" responses. We studied the trainee's own perception of responses to form a goal-oriented three-dimensional structure. In addition,

this study also considers the factors that may cause such reactions, and these reactions are not limited to ability and ability assessment. In these situations, individuals can also determine their goals by focusing on seeking leisure and work time and rejecting any performance or learning standards. This indicates the third dimension of goal orientation, which may be referred to as "refusal goal" orientation, which is distinct from learning and performance (Rasool et al., 2015).

Over the years, the theory of social exchange has been used to investigate and explain various work attitudes and behavior results (Wayne et al., 1997). Relationship of employment allows employees to develop a vision of the organizational system Wayne et al., (1997), and this vision ends in the individual's following reaction. The overall orientation of the individual's goal is determined by this overall orientation of the individual's goal.

2.3.1 Learning goal orientation

The characteristic of learning goal-oriented is that the individual believes that the performance assessment system that is in place and there are some positive opportunities in the situation. Learning-oriented people tend to master a new skill or prevent the lack of ability of introspection.

2.3.2 Performance goal orientation

A characteristic of the direction of the performance objective is the personal perception, that is, the personal perception that the performance appraisal system is set up and that there are good opportunities in the situation. People with high-performance goals make informed decisions about performance or avoid making negative judgments about performance.

2.3.3 Refusal of goal orientation

The characteristic of rejecting goal orientation is a personal perception; that is, the individual believes that the system for evaluating performance is inefficient, and there are almost no significant opportunities in the surroundings. Individuals who reject goal orientation are less likely to receive good performance evaluations or avoid poor performance evaluations. Furthermore, they make little effort to master the new competition or to prevent interpersonal communication incompetence. Where training is neither regarded as a promoter or hindrance

to career development and performance improvement, this ability to reject goal orientation will prevail.

2.4 Personality traits

The problem of personality differences has been a subject of research interest from the very beginning of the psycho analysis. (Allport, 1937), (Eysenck & Eysenck, 1994), (Cattell & Mead, 2008), and many others after them, dwelt on this topic in different ways. Most experts think that best to understand the personality in terms of a BFI personality trait (known as the Big Five model), which includes extraversion, openness to experience, neuroticism, conscientiousness, and compliance. (Goldberg, 1992; McCrae & Costa, 1987). Most of the individual differences in personality may be divided into these five main categories. According to the Big Five model and recreated by John & Srivastava, (1999), they had developed 44-items on personality traits to measure an personality of an individual.

The BFI personality trait was the most widely used, and it is considered to be a widely accepted theory about basic personality traits (McCrae & Costa, 1987). This model includes five structures that include extraversion, agreeableness, conscientiousness, neuroticism, and openness. Extraversion describes the degree of agitation, talkativeness, sociability and emotionality of a person. Agreeableness characterizes the degree of trust, kindness, compassion and pro-social behavior of people. Conscientiousness explains the degree to which people pay attention to detail in their work, therefore have a high level of control, and exhibit purposeful behavior. Neuroticism, on the other hand, refers to how often people experience bad feelings, fluctuating moods, and a lack of emotional control. Finally, openness (sometimes also called "intelligence") indicates the degree of curiosity, creativity, and open-mindedness in people.

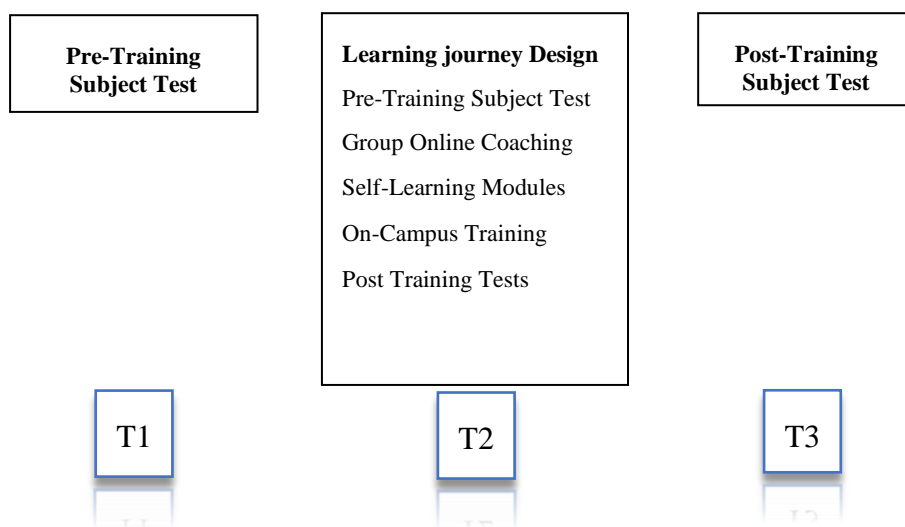
Extraversion is a personality trait of an individual that portrays ordinary individuals who are not opposed to discussing their opinions, openly interact and seek stimulation (Burch & Anderson, 2008). An extroverted person is inclined to communicate (Besser & Shackelford, 2007). In contrast, an introvert is a person who is more withdrawn, less inclined to communicate and is inclined to experience discomfort when communicating with strangers (Goldberg, 1992). Research about extraversion shows that individual personality measurement that is a indicator of success in career (Judge et al., 1999). Agreeableness can

be considered as goodwill is an individual personality trait that makes individuals adapt and help (Burch & Anderson, 2008). People with high levels of compliance create win-win situations with their flexibility (Cattell & Mead, 2008). These personality traits help to deal with and maintain balance (Chuenyane, 1982). Other pleasant people tend to cooperate and be socially harmonious (Goldberg, 1992). Also, individuals who score low on this personality characteristic are further likely to be selfish, unconcerned about other people's issues, and feel that others are working on their own personal motivations, making them less significant and has a tendency for forming connections based on trust (Goldberg, 1992). In any organization, conscientiousness has a positive effect on the career success of individuals (Judge et al., 1999). A conscientious person is very attentive to his plans for the future Burch & Anderson, (2008). Conscientiousness includes qualities such as reliability, persistence, reliability and hard work (Peng, 2005). Openness to experience is an ability that enables us to reshape the situation in many ways. (Cattell & Mead, 2008) and gives us the deductive ability to analyze problems (Chuenyane, 1982). Individuals having a low degree of openness to experience are likely more traditional in solving problems and will not try to explore new ways to solve certain problems (Burch & Anderson, 2008). They also don't like changes and prefer familiar routines (Goldberg, 1992). Neurotics easily fall into the trap of stress are easily emotional and anxious. When expressing their feelings and behavior, they often experience despair and frustration (Miller & Speirs Neumeister, 2017). This personality type is prone to mental disorders and depression (Burch & Anderson, 2008), which can seriously affect their physical and mental health (Goldberg, 1992). On the other side, individuals with a lower rating on this personality characteristic are more optimistic, emotionally stable, look mature, and are less prone to react sharply in a stressful setting (Cattell & Mead, 2008).

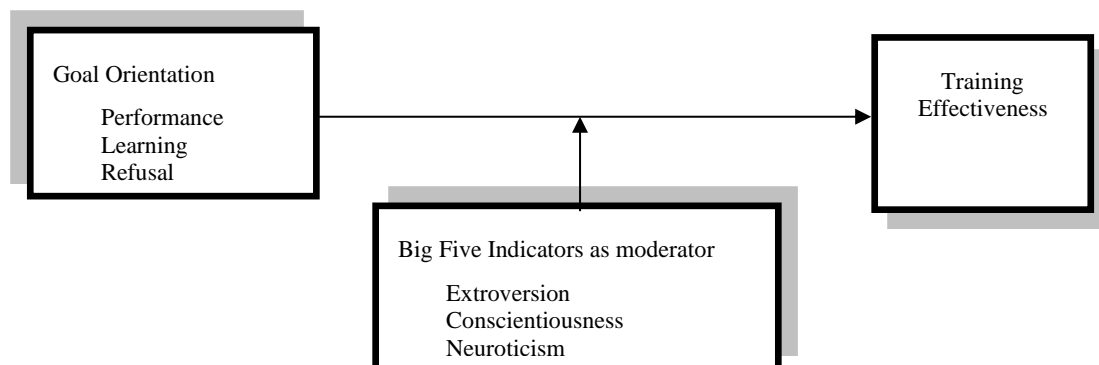
Certain personality characteristics and goal orientation have also been linked in studies. Neuroticism and conscientiousness have long-term positive links when performance goals are focused on by Judge & Ilies, (2002). Similarly, a meta-analysis by Payne et al., (2007) found positive personality traits such as conscientiousness, extraversion, and openness are linked with learning objectives (i.e., mastery), whereas neuroticism and introversion are linked to goal orientation toward avoiding results. Individual study outcomes, on the other hand, might be inconsistent depending on target orientation definitions and measures. Likewise, Colquitt & Simmering, (1998) found that conscientiousness has a negative relationship with a performance orientation, while Zweig & Webster, (2004) are proficient in integrity (among some other traits). And found that it is directly related to the goal orientation of the

performance approach, but there is a negative relationship to the goal orientation of performance-avoidance. Besides, neuroticism was negatively associated with proficiency goal orientation, but in this study, it was positively associated with both performance-approach and performance-avoidance goal orientation (Zweig & Webster, 2004). Vermetten et al., (2001) have shown that integrity and cooperation are positively associated with "effort orientation."

2.5 Time Frame of Learning Journey



2.6 Conceptual Model



2.7 Hypothesis of the study

No:	Hypothesis Statements
H1	Pre-training subject knowledge is significantly different from post-training knowledge when subject training intervention is implemented. Such as, there will be a positive change in learning due to the training intervention.
H2a	There is a positive and significant relationship between performance goal orientation and learning effectiveness
H2b	There is a positive and significant relationship between learning goal orientation and learning effectiveness
H2c	There is a positive and significant relationship between refusal goal orientation and learning effectiveness
H3a	Extroversion moderates the relationship performance goal orientation and learning effectiveness, such as when Extroversion is High, the relationship is strengthened and when Extroversion is low relationship is weakened.
H3b	Extroversion moderates the relationship between Learning Goal Orientation and learning effectiveness, such as when Extroversion is High, the relationship is strengthened and when Extroversion is low relationship is weakened.
H3c	Extroversion moderates the relationship between Refusal Goal Orientation and learning effectiveness, such as when Extroversion is High, the relationship is strengthened and when extraversion is low relationship is weakened.
H4a	Conscientiousness moderates the relationship performance goal orientation and learning effectiveness such as when Conscientiousness is High relationship are strengthened and when Conscientiousness is low relationship is weakened.

H4b	Conscientiousness moderates the correlation of Learning Goal Orientation and learning effectiveness, such as when Conscientiousness is High relationship is strengthened and when Conscientiousness is low relationship is weakened.
H4c	Conscientiousness moderates the correlation of Refusal Goal Orientation and learning effectiveness, such as when Conscientiousness is High relationship is strengthened and when Conscientiousness is low relationship is weakened.
H5a	Neuroticism moderates the correlation of performance goal orientation and learning effectiveness, such as when Agreeableness is High relationship is strengthened and when Neuroticism is low relationship is weakened.
H5b	Neuroticism moderates the relationship between Learning Goal Orientation and learning effectiveness, such as when Agreeableness is High relationship is strengthened and when Neuroticism is low relationship is weakened.
H5c	Neuroticism moderates the relationship between Refusal Goal Orientation and training effectiveness, such as when Agreeableness is High relationship is strengthened and when Neuroticism is low relationship is weakened.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Sample

A learning need assessment was conducted to identify the need for training to the public sector organizations of the Government of Balochistan (GOB) to improve understanding and enhance the knowledge and skills. A total of 60 Participants was shortlisted 3 participants were excluded due to extensive missing data, and this study consisted of 57 Participants who attended training programs offered by public sector organizations (GOB). The participants were then exposed to the learning journey through the following process: The learning journey starts with pre-training subject assessments and psychometric assessments, Group online coaching, self-learning modules, on-campus training and post-training test.

3.2 Learning Journey

The concept of the learning journey is different from conventional training and includes a series of engagement activities. The learning journey process started with a pre-training subject and psychometric assessment of the candidates, followed by a group online coaching exercise. The participants were then engaged in a 7-day self-learning exercise that included the baseline materials regarding the workshop. After each day, the participants submitted their video or text responses via WhatsApp group. The participants then joined the 6-Day extensive training program on-campus at PIDE-Islamabad. On-Campus training was marked with a mix of activities, including keynote lectures, guest lectures, discussion-based instructor-led sessions, visit planning commission, team building games, meditation exercises. These interactive sessions were monitored by both internal and external observers, and each participant's engagement throughout the learning journey was mapped. Finally, a post-training assessment was conducted to evaluate the learning changes in the participants.

3.3 Experimental Intervention

Keeping in view the program objectives, and experimental intervention was developed coined as a Learning Journey. The concept of a learning journey embraces the need for continuous development in different learning contexts. Furthermore, the learning journey is a designed

learning experience that takes place over a period includes a variety of learning aspects and experiences. Thus, the custom design program included many challenging and time-bound milestones. This includes

1. Pre-Training Subject & Psychometric Assessments
2. Group Online Coaching
3. Self-Learning Modules
4. On-Campus Training
5. Post Training Tests

The key feature of the learning journey is that participants are assessed against each milestone using Kirkpatrick's learning or reaction criteria.

3.4 Training Design

3.4.1 Pre-Training Subject Test

A pre-training subject test was designed to gauge the level of understanding of the participants selected for Project Appraisal training which was conducted online. The participants were emailed the test and given a time limit to complete and submit the test. Due to internet issues and prior commitments of the participants, the time limit was extended till the close of the day.

3.4.2 Pre-Training Psychometric Test

Psychometric Assessments were conducted online, and profiling was done for each participant. The following assessments were used.

Personality measured through Goldberg, (1992) BFI Personality trait. The instrument measures BFI Personality traits (extraversion, conscientiousness and neuroticism)

3.4.3 Group Online Coaching

After successful completion of the subject test and psychometric tests, participants engaged in Group Online Coaching sessions via Zoom Meetings. The session was of 2 hours duration and covered the following topics along with the coaching session:

- Introduction and welcome
- Importance of the Learning Journey

- The expectation of the Participants and from the participants
- On-Campus program details
- Appraising of upcoming self-learning modules
- Question/Answer session

3.4.4 Self-Learning Modules

The next step in the process was the self-learning modules consisting of reading material for six days. The objective of the self-learning module was to prepare participants for the upcoming on-campus sessions. The content consisted of preliminary concepts which were to be discussed in training. Each day content was followed by a short assignment which was to be submitted in any of the following ways

1. A short video (1-2 Minutes Max)
2. Audio Message (1-2 Minutes Max)
3. Write on WhatsApp Group or Write on paper, take a picture and put it on WhatsApp Group
4. Type “Yes” when the content has been read

3.4.5 On-Campus Training

On-campus training is the fourth and final step in the learning journey, and a six-day comprehensive training program was designed and administered. The training consisted of a blend of training methodologies with interactive discussions, presentations, invited speakers, activities and games. A quiz was administered at the end of every day to measure the learning retention of participants

3.5 Measurement Procedure:

Questionnaires are used to collect responses from respondents in order to conduct an effective experiment. The questionnaires are self-reported and prepared by many scholars, and they are taken from a previous study. Goal orientation and BFI personality trait responses are evaluated on a five-point Likert scale. Participants are also given demographic information such as gender, designation, and department.

3.5.1 Goal Orientation

To measure the Goal orientation, a 29-item questionnaire was used. To measure performance and learning goal orientation, a 16-item measure was developed by (Button et al., 1996). To obtain refusal goal orientation, a 13-item measure created by (Rasool et al., 2015) was adopted. Participants in this study used a 5-point Likert scale with values ranging from 1 (strongly disagree) to 5 (strongly agree).

3.5.2 BFI Personality Trait

The current study uses standardized instruments to assess learning styles and personality traits. Big Five Inventory by (McCrae & Costa, 1987) was recreated by (John & Srivastava, 1999) with 44-items on personality traits that measure an individual's personality on the BFI personality. A 5-point Likert scale questionnaire was used, ranging from 1 (strongly disagree) to 5 (strongly agree), which are valued in this Assessment

3.6 Data Analysis

The current data of the study is obtained in the form of raw material to analyze the responses of participant's Training Effectiveness, goal orientation, and traits of personality from the participant's scores and their responses and arranged and calculated this data with the help of SPSS's. Training effectiveness was analyzed by paired samples t-test of pre-training test score and post-training score. Further, to find the linear relationship between this Training Effectiveness, Goal orientation, and personality traits, the researcher analyzed this data by applying Pearson Correlation and Regression analysis. Kolmogorov Smirnov's normality test.

3.7 Statistical Techniques for Data Analysis

This research study is based on the relationship among independent (Goal Orientation), dependent (Training Effectiveness), and Moderating variable (Big Five Personality traits). SPSS was used for frequencies, reliability, descriptive, correlation regression analysis (direct effects of IV on DVs), and moderation.

CHAPTER 4

RESULTS AND DISCUSSION

4.1 Introduction

The current study focuses on measuring the effectiveness of training through pre-training and the post-training score of employees in public sector organization and role of goal orientation and moderating role of Big Five Personality Traits. This chapter shows the relationships of study variables through paired sample t-test, descriptive statistics, correlation and regression analysis, and Hierarchical regression analysis of the data.

4.2 Data Screening and Missing Value

The current participants of the present study were the employees working in different departments of public sector organizations located in Balochistan, Pakistan. A total of 60 Participants was shortlisted 3 participants were excluded due to extensive missing data, and this study consisted of 57 Participants who attended training programs offered by public sector organizations (GOB).

4.3 Demographics of the variables

Gender

Table 4.1 shows the gender of the sample. The table indicates that both males and females were part of the sample. Out of 57 participants, 86% (49) were male, while 14% (8) were female. Furthermore, males were increased in number than females.

Table 4.1 Gender

	Frequency	Percent	Valid Percent
Male	49	86.0	86.0
Female	8	14.0	14.0
Total	57	100.0	100.0

Department

Table 4.2 reflects the composition of the department of the sample. The table shows that participant of the present study belongs to different department.

Table 4.2 Department

	Frequency	Percent	Valid Percent
CERBM University of Balochistan, Quetta	1	1.8	1.8
Communication & Works Department	6	10.5	10.5
Culture, Tourism & Archives Department	1	1.8	1.8
Education Department	12	21.1	21.1
Energy Department	1	1.8	1.8
Finance Department	2	3.5	3.5
Fisheries Department	3	5.3	5.3
Governance & Policy Project Balochistan	2	3.5	3.5
Health Department	2	3.5	3.5
Livestock & Dairy Development Department	2	3.5	3.5
Local Government & Rural Development	4	7.0	7.0
Planning & Development Department	10	17.5	17.5
Public Health Engineering Department	2	3.5	3.5
Services & General Administration Department	4	7.0	7.0
Social Welfare Department	3	5.3	5.3
Women Development Department	2	3.5	3.5
Total	57	100.0	100.0

Designation

The composition of the designation of the population is shown in Table 4.3. The sample also differed in terms of designation, as seen in this table.

Table 4.3 Designation

	Frequency	Percent	Valid Percent
Accounts Officer	1	1.8	1.8
Additional Secretary	1	1.8	1.8
Assistant Chief of Section	2	3.5	3.5
Assistant Director	4	7.0	7.0
Assistant Engineer	5	8.8	8.8
Assistant Focal Person	5	8.8	8.8
Deputy Commissioner	1	1.8	1.8
Deputy Director	3	5.3	5.3
Deputy Focal Person	3	5.3	5.3
Deputy Secretary	2	3.5	3.5
Executive Engineer	4	7.0	7.0
Gender & Learning Officer	2	3.5	3.5
Junior Engineer	1	1.8	1.8
Manager	3	5.3	5.3
Research Officer	7	12.3	12.3
Section Officer	8	14.0	14.0
Senior Veterinary Officer	1	1.8	1.8
Sub Divisional Officer	2	3.5	3.5
Superintendent	1	1.8	1.8
Under Secretary	1	1.8	1.8
Total	57	100.0	100.0

4.4 Descriptive Analysis

All these statistics give a glimpse of a summary of consistent values of the variables. This inquiry shows the mean value, standard deviation, and Cronbach alpha.

Table 4.4 shows all the variables in the study, along with their statistics. The first column contains information on the study variable. The second and third columns indicate the minimum and maximum values, while the fourth and fifth columns display the standard deviation and Cronbach alpha values, respectively.

Table 4.4 Descriptive Analysis and Reliability of variables

Variable Name	Min	Maxi	Mean	Std. Deviation	Cronbach's Alpha
Gender	1	2	1.14	.350	
Designation	1	21	11.40	5.460	
Department	1	16	8.40	4.566	
Pre training Score	10%	80%	39.47%	13.655%	
Post Training Score	55%	95%	79.60%	9.597%	
PGO	1.00	5.00	3.7303	.80484	.840
LGO	1.13	5.00	4.4057	.77499	.941
RGO	1.23	5.00	3.2483	.55241	.751
Extroversion	2.38	4.75	3.3728	.54818	.661
Conscientiousness	2.22	5.00	3.9240	.56972	.785
Neuroticism	1.00	4.00	2.3882	.60258	.732

Cronbach's alpha is a measure of the internal consistency of how closely related the items are to 0.70 or higher, which is considered good. The value of standard deviation is also reported in Table 4.4 a smaller value of standard deviation reveals that more data is clustered around the mean ($S.D > Mean$), and a bigger one indicates that data is more spread out ($S.D < Mean$)

4.5 Control Variables

Gender, department, and designation affect individual outcomes. As a result, the demographics were included in the research. To see if demographic factors are significantly associated with dependent variables or not, for that we use one-way ANOVA is used. Below is the outcome of a one-way ANOVA for demographic factors.

Table 4.5 One-way ANOVA

Control Variable	F	Sig.
Gender	.758	.713
Designation	.609	.851
Department	1.464	.165

Table 4.5 shows that in the present research, all demographic characteristics, such as gender ($F = .758, p > .05$), designation ($F = .851, p > .05$), and department ($F = 1.464, p > .05$), are not substantially associated with training effectiveness. As a result, no demographic influences training effectiveness. Therefore, they were not controlled during the data analysis.

4.6 Paired Samples T-Test

Table 4.6 Paired Samples T-Test

	Mean	Std. Deviation	Std. Error Mean
Pre-Training Score	39.4737%	13.65533%	1.80869%
Post-Training Score	79.5965%	9.59699%	1.27115%

	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pre-Training Score - Post Training Score	-40.122%	15.168%	2.009%	-44.147%	-36.098%	-19.971	56	.000

A paired-sample t-test was conducted to evaluate the impact of the public sector training effectiveness. The results showed a significant increase in the training score of the trainees before (M+ 39.4737%, SD=13.65533%) to After (M=79.5965%, SD=9.59699%), $t(56) = -19.971$, $p < .001$ (two-tailed), the mean increase in the test score was -40.122% with a 95% confidence interval ranging from -44.147% to -36.098%. The eta square statistic (.87) indicated a large effect size. These paired results explained a significance increase in employee's training

4.7 Tests of Normality

4.7 Tests of Normality

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Pre-Training Score	.099	57	.200*	.979	57	.429
Post-Training Score	.166	57	.000	.946	57	.012

*. This is a lower bound of the true significance.

P-values for Kolmogorov–Smirnov tests were greater than 0.05, indicating that at pre and post-training scores of the study, the data were normally distributed. Similarly, P-values

greater than 0.05 in the Shapiro–Wilk test confirm the normality of data distribution in the pre- and post-test phases of the study.

4.8 Correlation Analysis

4.8 Correlation Analysis

Variables.	Post training score	PGO	LGO	RGO	Extroversion	Conscientiousness	Neuroticism
Post training score	1						
PGO	.086	1					
LGO	.103	.629**	1				
RGO	.176	.611**	.647**	1			
Extroversion	.048	.167	.228	.172	1		
Conscientiousness	.227	.318*	.404**	.214	.503**	1	
Neuroticism	-.004	-.165	-.278*	-.211	-.448**	-.732**	1

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

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

The correlation between the currently proposed variables, i.e., post-training score, PGO, LGO, RGO and Personality (P) has been demonstrated in table 4.6. The table of correlation analysis shows the significance level through the * sign, also the rate at which two variables correlate with each other. Positive and negative signs show the direction of the relationship among the variables.

4.9 Regression analysis

4.9 Regression analysis

Hypothesis	Regression weights	Beta Coefficients	R ²	ΔR ²	F	p-value
H2a	PGO→TE	1.028	.007	-.011	.412	.524
H2b	LGO→TE	.103	.011	-.007	.588	.447
H2c	RGO→TE	.176	.031	.013	1.753	.191

Note: p-value <0.05, PGO: performance goal orientation, LGO: learning goal orientation, RGO: refusal goal orientation, TE: training effectiveness.

The table shows that there is an insignificant relationship between goal orientation and training effectiveness. Relationship between performance goal orientation and training effectiveness shows that it is insignificant with B (Beta Coefficients) = 1.028, F= 0.412, p-value = 0.524. So, the hypothesis is also rejected as employees of Public-sectors from the different departments have shown an insignificant relationship between performance goal orientation and training effectiveness. Relationship between learning goal orientation and training effectiveness shows that it is in significant with B (Beta Coefficients) = 0.103, F= 0.588, p-value = 0.447. So, the hypothesis is also rejected as employees of Public-sectors from the different departments have shown an insignificant relationship between learning goal orientation and training effectiveness. Relationship between refusal goal orientation and training effectiveness shows that it is in significant with B (Beta Coefficients) = 0.176, F= 01.753, p-value = 0.191. So, the hypothesis is also rejected as employees of Public-sectors from the different departments have shown an insignificant relationship between refusal goal orientation and training effectiveness. As comparative to all three relationships, it can be noticed that refusal goal orientation has less value of significance, so we can conclude that employees in Public-Sector organizations are more into refusal goal orientation. Moreover, performance and learning are on the same pitch that shows that Public-Sector organization employees are not goal-oriented with effective training.

4.10 Moderation Analysis

4.10.1 Moderation of Extroversion

There are three parts of the moderation of extroversion. The first part of the hypothesis establishes the moderating relationship of extroversion between PGO and Post Training Score and the second part between LGO and Post Training Score, and the third part between RGO and Post Training Score. The hypothesis predicted that ‘Extroversion moderates the relationship performance goal orientation and learning effectiveness such as when Extroversion is High relationship is strengthened and when Extroversion is low relationship is weakened’. The moderation was tested through process moderation, and the results are shown in Table 4.10.

Table 4.10 Moderation of Extroversion: Hypothesis H3a

Dependent	Post Training Score				
	Coefficient	SE	P	LLCI	ULCI
<i>Independent</i>					
PGO	-9.6902	9.5534	.3150	-28.8520	9.4716
Extroversion	-11.2774	10.7766	.3001	-32.8926	10.3379
<i>Two-Way Interaction</i>					
PGO * Extroversion	3.2407	2.8643	.2630	-2.5045	8.9858
R-Square	.0320				

Notes: PGO= Performance Goal Orientation, SE= Standard Error, LLCI = Lower Limit Class Interval, ULCI= Upper Limit Class Interval, Coefficient is unstandardized; * p < 0.05; **p<0.01

The second part of the hypothesis stated that ‘Extroversion moderates the relationship between Learning Goal Orientation and learning effectiveness such as when Extroversion is High relationship is strengthened and when Extroversion is low relationship is weakened.’.

The moderation was tested through process moderation, and the results are shown in Table 4.11.

Table 4.11 Moderation of Extroversion: Hypothesis H3b

Dependent	Post Training Score				
	Coefficient	SE	P	LLCI	ULCI
<i>Independent</i>					
LGO	-3.4977	10.6880	.7448	-24.9351	17.9398
Extroversion	-6.5541	15.9307	.6824	-38.5072	25.3990
<i>Two-Way Interaction</i>					
LGO * Extroversion	1.5358	3.4481	.6578	-5.3802	8.4518
R-Square	.0149				

Notes: LGO= Learning Goal Orientation, SE= Standard Error, LLCI = Lower Limit Class Interval, ULCI= Upper Limit Class Interval, Coefficient is unstandardized; * $p < 0.05$; ** $p < 0.01$

The third part of the hypothesis stated that ‘Extroversion moderates the relationship between Refusal Goal Orientation and learning effectiveness such as when Extroversion is High relationship is strengthened and when extraversion is low relationship is weakened.’ The moderation was tested through process moderation, and the results are shown in Table 4.12.

Table 4.12 Moderation of Extroversion: Hypothesis H3c

Dependent	Post Training Score				
	Coefficient	SE	P	LLCI	ULCI
<i>Independent</i>					
RGO	-15.0485	16.9717	.3793	-49.0896	18.9926
Extroversion	-18.1046	17.3274	.3008	-52.8592	16.6500
<i>Two-Way Interaction</i>					
RGO * Extroversion	5.7715	5.3752	.2878	-5.0099	16.5529
R-Square	.0518				

Notes: RGO= Refusal Goal Orientation, SE= Standard Error, LLCI = Lower Limit Class Interval, ULCI= Upper Limit Class Interval, Coefficient is unstandardized; * p < 0.05; **p<0.01

4.10.2 Moderation of Conscientiousness

There are three parts of the moderation of Conscientiousness. The first part of the hypothesis establishes the moderating relationship of Conscientiousness between PGO and Post Training Score and the second part between LGO and Post Training Score, and the third part between RGO and Post Training Score. The hypothesis predicted that ‘Conscientiousness moderates the relationship performance goal orientation and learning effectiveness such as when Conscientiousness is High relationship is strengthened and when Conscientiousness is low relationship is weakened.’ The moderation was tested through process moderation, and the results are shown in Table 4.13.

Table 4.13 Moderation of Conscientiousness: Hypothesis H4a

Dependent	Post Training Score				
	Coefficient	SE	P	LLCI	ULCI
<i>Independent</i>					
PGO	-7.8109	9.3302	.4063	-26.5250	10.9031
Conscientiousness	-4.6382	9.9113	.6417	-24.5178	15.2415
<i>Two-Way Interaction</i>					
PGO * Conscientiousness	2.1472	2.4654	.3877	-2.7978	7.0921
R-Square	.0652				

Notes: PGO= Performance Goal Orientation, SE= Standard Error, LLCI = Lower Limit Class Interval, ULCI= Upper Limit Class Interval, Coefficient is unstandardized; * p < 0.05; **p<0.01

The second part of the hypothesis stated that ‘Conscientiousness moderates the correlation of Learning Goal Orientation and learning effectiveness such as when Conscientiousness is High relationship is strengthened and when Conscientiousness is low relationship is weakened.’. The moderation was tested through process moderation, and the results are shown in Table 4.14.

Table 4.14 Moderation of Conscientiousness: Hypothesis H4b

Dependent	Post Training Score				
	Coefficient	SE	P	LLCI	ULCI
<i>Independent</i>					
LGO	-1.3609	12.5147	.9138	-26.4624	23.7406
Conscientiousness	1.5909	17.6337	.9285	-33.7781	36.9599
<i>Two-Way Interaction</i>					
LGO * Conscientiousness	.4559	3.7063	.9026	-6.9780	7.8899
R-Square	.0521				

Notes: LGO= Learning Goal Orientation, SE= Standard Error, LLCI = Lower Limit Class Interval, ULCI= Upper Limit Class Interval, Coefficient is unstandardized; * p < 0.05; **p<0.01

The third part of the hypothesis stated that ‘Conscientiousness moderates the correlation of Refusal Goal Orientation and learning effectiveness such as when Conscientiousness is High relationship is strengthened and when Conscientiousness is low relationship is weakened.’ The moderation was tested through process moderation, and the results are shown in Table 4.15.

Table 4.15 Moderation of Conscientiousness: Hypothesis H4c

Dependent	Post Training Score				
	Coefficient	SE	P	LLCI	ULCI
<i>Independent</i>					
RGO	-6.3023	11.5232	.5867	-29.4150	16.8104
Conscientiousness	-4.1873	10.1257	.6809	-24.4971	16.1224
<i>Two-Way Interaction</i>					
RGO * Conscientiousness	2.3034	3.0163	.4485	-3.7467	8.3535
R-Square	.0787				

Notes: RGO= Refusal Goal Orientation, SE= Standard Error, LLCI = Lower Limit Class Interval, ULCI= Upper Limit Class Interval, Coefficient is unstandardized; * $p < 0.05$; ** $p < 0.01$

4.10.3 Moderation of Neuroticism

There are three parts of the moderation of Neuroticism. The first part of the hypothesis establishes the moderating relationship of Neuroticism between PGO and Post Training Score and the second part between LGO and Post Training Score, and the third part between RGO and Post Training Score. The hypothesis predicted that ‘Neuroticism moderates the correlation of performance goal orientation and learning effectiveness such as when Agreeableness is High relationship is strengthened and when Neuroticism is low relationship is weakened.’. The moderation was tested through process moderation, and the results are shown in Table 4.16.

Table 4.16 Moderation of Neuroticism: Hypothesis H5a

Dependent	Post Training Score				
	Coefficient	SE	P	LLCI	ULCI
<i>Independent</i>					
PGO	1.6251	6.7039	.8094	-11.8213	15.0715
Neuroticism	1.0639	10.2993	.9181	-19.5940	21.7218
<i>Two-Way Interaction</i>					
PGO * Neuroticism	-.2299	2.5951	.9297	-5.4351	4.9752
R-Square	.0077				

Notes: PGO= Performance Goal Orientation, SE= Standard Error, LLCI = Lower Limit Class Interval, ULCI= Upper Limit Class Interval, Coefficient is unstandardized; * $p < 0.05$; ** $p < 0.01$

The second part of the hypothesis stated that ‘Neuroticism moderates the relationship between Learning Goal Orientation and learning effectiveness such as when Agreeableness is High relationship is strengthened and when Neuroticism is low relationship is weakened’. The moderation was tested through process moderation, and the results are shown in Table 4.17.

Table 4.17 Moderation of Neuroticism: Hypothesis H5b

Dependent	Post Training Score				
	Coefficient	SE	P	LLCI	ULCI
<i>Independent</i>					
LGO	10.2263	10.8628	.3508	-11.5619	32.0146
Neuroticism	1.5909	17.4623	.4024	-20.2847	49.7658
<i>Two-Way Interaction</i>					
LGO * Neuroticism	14.7405	3.7551	.4123	-10.6351	4.4286
R-Square	.0238				

Notes: LGO= Learning Goal Orientation, SE= Standard Error, LLCI = Lower Limit Class Interval, ULCI= Upper Limit Class Interval, Coefficient is unstandardized; * p < 0.05; **p<0.01

The third part of the hypothesis stated that ‘Neuroticism moderates the relationship between Refusal Goal Orientation and training effectiveness such as when Agreeableness is High relationship is strengthened and when Neuroticism is low relationship is weakened.’ The moderation was tested through process moderation, and the results are shown in Table 4.18.

Table 4.18 Moderation of Neuroticism: Hypothesis H5c

Dependent	Post Training Score				
	Coefficient	SE	P	LLCI	ULCI
<i>Independent</i>					
RGO	4.1572	7.5759	.5855	-11.0382	19.3525
Neuroticism	1.8654	9.8870	.8511	-17.9656	21.6963
<i>Two-Way Interaction</i>					
RGO * Neuroticism	-.3883	2.8568	.8924	-6.1183	5.3417
R-Square	.0324				

Notes: RGO= Refusal Goal Orientation, SE= Standard Error, LLCI = Lower Limit Class Interval, ULCI= Upper Limit Class Interval, Coefficient is unstandardized; * $p < 0.05$; ** $p < 0.01$

CHAPTER 5

CONCLUSION AND RECOMMENDATION

5.1 Introduction

The current study suggests that practitioners of training and research understand the relationship between goal orientation, training effectiveness, and the role of BFI personality trait as a moderator for public sector employees.

Goal orientation has three dimensions, which include performance goal orientation, learning goal orientation, and Refusal goal orientation. Two antecedents that explain the three dimensions of goal orientation are perceptions of things such as the effectiveness of the performance assessment system and development prospects. Goal orientation, unlike other personality qualities, is highly impacted by unforeseen circumstances and is not a strong dispositional factor. People assume that being sent to a training program is an indication of a negative assessment of their achievements hence goal orientation has a negative association with learning motivation. People see learning as an excellent opportunity to acquire new things; therefore, learning goal orientation is closely related to learning support. Goal abandonment is associated with supportive training because people view training as an opportunity to take a break from work and routine. In addition, it provides an opportunity to visit new places and meet new people during the training. Learning goal orientation is linked with academic success because people see learning as a great opportunity to learn new things. Future orientation aims to be associated with academic success because people see education as an opportunity to save time at work and on a regular basis.

If we use the methodology of learning journey, then irrespective of personality and irrespective of goal orientation the learning transfer of training will be better and effective.

5.2 Discussion and findings

This study adapted the Kirkpatrick Evaluation Model (D. L. Kirkpatrick, 1959) for assessing training programs for government officials; there are four tiers of learning outcomes. The revised Kirkpatrick model was able to clarify public sector personnel, according to the case study. Kirkpatrick's evaluation technique was also able to highlight the strengths and weaknesses of the public servant training process. As a result, Kirkpatrick's four-tier model is

used to assess public-sector education programs for women and men. The findings of this research show how the model may be utilized to measure learning perception in this situation. The first two levels of Kirkpatrick's assessment model involve reaction and learning. Trainee responses to trainers, training delivery and learning environment, and to the measurement questionnaire immediately after completion of training. Direct measurements of the learning outcomes achieved by the trainees (knowledge, skills, and attitudes) and a questionnaire immediately after completion of the training.

Objective 1

To ascertain the effectiveness of the training program

It has been investigated that there is a significant impact of training effectiveness on public sector employees. However, there was no significant difference in their perceptions as to whether the trainer increased their understanding of the training tools, in other words, how this training will help them in the future. It is hoped that future research will improve such pre-learning interventions and link them to needs assessment to specifically identify who needs training and what type (Werner et al., 1994). Trainee reactions before or immediately after training have a significant relationship between pre-workout and post-workout. (D. L. Kirkpatrick, 1975) presented data showing that most training programs were assessed using response measures and about half using learning measures.

Objective 2

Examine the effect of targeting on training effectiveness The impact of targeting on training effectiveness has little effect on public sector workers. The addition of a relatively succinct goal orientation theory to augment the amount of research done in the past has shown that performance goal orientation has not reached statistical significance for certain behavioral and behavioral outcomes at work (Kozlowski et al., 2001), including organizational commitment.

In the context of a current study that examined the role of goal orientation as a mediator between learning and adherence, learning did not affect effective adherence. This result is difficult to explain. However, it is likely that the results were statistically insignificant due to the small sample size, which could lead to a loss of statistical power. It could also be related to simplified measurements that have been used to measure learning practice or human resources in research (Kepes et al., 2009).

With a few exceptions, this study (as well as several other studies) measured learning as the degree of learning obtained in several general fields of study. However, this metric does not provide much information about whether employees participated in the training. Such training opportunities may be available within the firm, but this does not necessarily indicate whether the respondents participated. For example, for goal-oriented people, it may well be that they are given the opportunity to simply abandon (some or all) of the training programs (VandeWalle et al., 2001). This could potentially explain the lack of interaction between training and goal orientation in terms of influence on learning outcomes.

Objective 3

To examine the impact of personalities as a moderator between goal orientation and training effectiveness.

At the start of our study, we hypothesized that personality would moderate the relationship between training effectiveness and goal orientation, but the results of our final study rejected this hypothesis. Here might be a lot of different types of reasons for the lack of moderation in this research, which we can discuss. One reason could be that people from various designations and departments of public sector organizations participate in our training intervention, so their personality traits could differ from one another; another reason could be the design of our training program, as we designed it in such a way that we compel all participants to participate to their full potential, and our program includes Group Online Coaching, Self-Learning Modules, On-Campus Training activities, and every other activity. We think that this daily interaction compelled individuals with personality features to join and engage in such a manner that their personality traits started to fade, and they deeply engaged themselves in the training and learning program. We think that their complete participation and interest in training decreased the moderating impact of personality.

5.3 Conclusion

In conclusion, public sector training can be a very important strategy for improving the efficiency and effectiveness of public sector employees. To achieve this noble goal, you first need to find the right cure for the “disease” the organization is experiencing. To ensure that the correspondence between the observed performance mismatch and training effort is correct, the following steps should be followed:

1. Be sure to include personality and behavior that will fit the business needs of the organization.
2. Determine if the reason for the observed performance discrepancy is a skill deficit.
3. Determine the skills, knowledge, and attitudes that trainees need to achieve the desired performance, leading to goal orientation.
4. Set student-centered learning objectives that will enable participants to develop the competencies necessary to achieve the desired level of learning.
5. Select and organize instructional strategies that have been shown to be effective in achieving your stated learning objectives.
6. Integrate the different learning styles of the expected trainees into the training plan, delivery, and setting.
7. Select the final grade level that will provide the information necessary to assess the learning in relation to the personality of the participants.

Bringing training to its rightful place as a tool to improve the performance of public sector organizations will require scrutiny of the training plan, delivery, assessment and environment. Each stage of the training process must be analyzed. The questions raised in this dissertation will help managers and trainers improve the productivity of public sector training.

5.4 Practical implication

The findings of this study seem to be applicable to all organizations that provide training to their employees and want to improve training efficacy. It would be especially beneficial to Pakistani public sector organizations, as they spend a significant amount of time and money each year. Furthermore, in public sector organizations, employees who join at a young age normally leave only after retirement; thus, they spend large amounts of money in training to keep their employees up to date. They would benefit greatly from the outcomes of this research to improve training effectiveness and return on investment. Organizations may better manage their training (Gegenfurtner et al., 2009) and improve the training advantages for both trainees and organizations (Laker & Powell, 2011) if they are aware of the many aspects that contribute to training effectiveness. As a result, organizations should undertake a proper training needs analysis and choose programs that meet the needs so that trainees are motivated to learn and have a good training response and maximizing training transfer.

The training intervention is conducted in the public sector of Pakistan and has come up with a special training idea that there should be a learning journey in training. The learning journey has been specially designed and implemented in the public sector of Pakistan, and the research map that how effective the training is. To what extent the philosophy of learning journey that research propagates can be beneficial in the designing and delivering of learning initiatives by the public sector of Pakistan. This study looks at the question of how effective training is and how to improve it by identifying goal orientation and personality traits in employees. Furthermore, our study may serve as a handbook for public-sector training practitioners and managers since it provides a range of information on training effectiveness. Furthermore, our findings suggest that, rather than depending only on post-training job experiences to induce work motivation, businesses should use personality-based selection techniques to achieve high levels of goal orientation.

5.5 Future Research Recommendations and Limitations

Empirical research is needed to substantiate the effect of personality moderation between learning effectiveness and goal orientation. The focus of the study was on the public sector, which could be extended to other sectors in the future. Some restrictions may be related to data collection. A potential disadvantage of the study is systematic bias. We used one questionnaire to measure all the included constructs, so it is possible that the strength of the bond between these constructs may be somewhat overestimated. In addition, as far as teaching discipline is concerned, in this study, teachers did not differ in the subject they teach. Therefore, we urge academics and practitioners to narrow down the characteristics of student cloud teachers according to the discipline taught and try to find out if there are any differences in the relationship between their learning characteristics. In future work, we plan to automate this adapted model by setting up a computerized system for assessing the learning process. Behavioral measures; changes in trainees' performance after graduation and the results of personal development, leadership development, impact on teacher development, and impact on student achievement. For a behavioral measurement questionnaire that includes both open-ended and closed-ended questions, as well as interviews or observations to collect data from trainees and their supervisors three months after completion of the training program. In addition, it is suggested that supervisor interviews be used three months after the completion of the training program to measure results

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Appendix A

Section 1

Gender:

Designation:

Department:

Section 2

Goal Orientation: Insert your mark opinion in regard of the option

1 = “Strongly Disagree, 2 = “Disagree”, 3 = “Neutral”, 4 = “Agree”, 5 = “Strongly Agree”

Goal Orientation	Question	1	2	3	4	5
Performance Goal Orientation	I prefer to do things that I can do well rather than things that I do poorly.					
Performance Goal Orientation	I am happiest at work when I perform tasks on which I know that I won't make any errors.					
Performance Goal Orientation	The things I enjoy the most are the things I do the best.					
Performance Goal Orientation	The opinions others have about how well I can do certain things are important to me.					
Performance Goal Orientation	I feel smart when I can do something without making any mistakes.					
Performance Goal Orientation	I like to be fairly confident that I can successfully perform a task before I attempt it.					
Performance Goal Orientation	I like to work on tasks that I have done					

	well on in the past.					
Performance Goal Orientation	I feel smart when I can do something better than most people.					
Learning Goal Orientation	The opportunity to do challenging work is important to me.					
Learning Goal Orientation	When I fail to complete a difficult task, I plan to try harder the next time I work on it.					
Learning Goal Orientation	I prefer to work on tasks that force me to learn new things.					
Learning Goal Orientation	The opportunity to learn new things is important to me.					
Learning Goal Orientation	I do my best when I am working on a fairly difficult task.					
Learning Goal Orientation	I try hard to improve my past performance.					
Learning Goal Orientation	The opportunity to extend the range of my abilities is important to me.					
Learning Goal Orientation	When I have difficulty solving a problem, I enjoy trying different approaches to see which one will work.					
Refusal Goal Orientation	I would be happy to have some free time during job for non-job activities.					
Refusal Goal Orientation	I make other people realize that I am performing better than others. (Reverse)					

Refusal Goal Orientation	I believe that challenging work does not offer any opportunity for development.					
Refusal Goal Orientation	The way people evaluate my performance is not important to me.					
Refusal Goal Orientation	I would be happy if I am allowed to leave work for few days without any penalty.					
Refusal Goal Orientation	I believe that performing worse does not offer any threat to me.					
Refusal Goal Orientation	I continue doing my job without considering how people perceive it.					
Refusal Goal Orientation	I feel that learning new things will help perform my job in a better manner.					
Refusal Goal Orientation	I am excited to meet new people.					
Refusal Goal Orientation	I like to travel and visit new places.					
Refusal Goal Orientation	I involve myself in assignments that develop my work abilities. (Reverse)					
Refusal Goal Orientation	I look for activities that may give me escape from routine work.					
Refusal Goal Orientation	I take on new assignments that may be irrelevant to my work requirements					

Section 3

BFI Personality: Insert your mark opinion in regard of the option

1 = “Strongly Disagree, 2 = “Disagree”, 3 = “Neutral”, 4 = “Agree”, 5 = “Strongly Agree”

BFI Personality	Question	1	2	3	4	5
Extroversion	Q1. I see myself as someone who is talkative.					
Agreeableness (Reverse)	Q2. I see myself as someone who tends to find fault with others.					
Conscientiousness	Q3. I see myself as someone who does a thorough job.					
Neuroticism	Q4. I see myself as someone who is depressed, blue.					
Openness	Q5. I see myself as someone who is original, comes up with new ideas.					
Extroversion (Reverse)	Q6. I see myself as someone who is reserved.					
Agreeableness	Q7. I see myself as someone who is helpful and unselfish with others.					
Conscientiousness (Reverse)	Q8. I see myself as someone who can be somewhat careless.					
Neuroticism (Reverse)	Q9. I see myself as someone who is relaxed, handles stress well.					
Openness	Q10. I see myself as someone who is curious about many different things.					
Extroversion	Q11. I see myself as someone who is full of energy.					
Agreeableness (Reverse)	Q12. I see myself as someone who starts quarrels with others.					
Conscientiousness	Q13. I see myself as someone who is a reliable worker.					

Neuroticism	Q14. I see myself as someone who can be tense.					
Openness	Q15. I see myself as someone who is ingenious, a deep thinker.					
Extroversion	Q16. I see myself as someone who generates a lot of enthusiasm.					
Agreeableness	Q17. I see myself as someone who has a forgiving nature.					
Conscientiousness (Reverse)	Q18. I see myself as someone who tends to be disorganized.					
Neuroticism	Q19. I see myself as someone who worries a lot.					
Openness	Q20. I see myself as someone who has an active imagination.					
Extroversion (Reverse)	Q21. I see myself as someone who tends to be quiet.					
Agreeableness	Q22. I see myself as someone who is generally trusting.					
Conscientiousness (Reverse)	Q23. I see myself as someone who tends to be lazy.					
Neuroticism (Reverse)	Q24. I see myself as someone who is emotionally stable, not easily upset.					
Openness	Q25. I see myself as someone who is inventive.					
Extroversion	Q26. I see myself as someone who has an assertive personality.					
Agreeableness (Reverse)	Q27. I see myself as someone who can be cold and aloof.					

Conscientiousness	Q28. I see myself as someone who perseveres until the task is finished.					
Neuroticism	Q29. I see myself as someone who can be moody.					
Openness	Q30. I see myself as someone who values artistic, aesthetic experiences.					
Extroversion (Reverse)	Q31. I see myself as someone who is sometimes shy, inhibited.					
Agreeableness	Q32. I see myself as someone who is considerate and kind to almost everyone.					
Conscientiousness	Q33. I see myself as someone who does things efficiently.					
Neuroticism (Reverse)	Q34. I see myself as someone who remains calm in tense situations.					
Openness (Reverse)	Q35. I see myself as someone who prefers work that is routine.					
Extroversion	Q36. I see myself as someone who is outgoing, sociable.					
Agreeableness (Reverse)	Q37. I see myself as someone who is sometimes rude to others.					
Conscientiousness	Q38. I see myself as someone who makes plans and follows through with them.					
Neuroticism	Q39. I see myself as someone who gets nervous easily.					
Openness	Q40. I see myself as someone who likes to reflect, play with ideas.					

Openness (Reverse)	Q41. I see myself as someone who has few artistic interests.					
Agreeableness	Q42. I see myself as someone who likes to cooperate with others.					
Conscientiousness (Reverse)	Q43. I see myself as someone who is easily distracted.					
Openness	Q44. I see myself as someone who is sophisticated in art, music, or literature.					
Extroversion	Q1. I see myself as someone who is talkative.					

Appendix B

Training on PC-Ito PC-V

(Pre and Post Assessment test) (45 min)

Name		Designation	
Email		Organization	

Q1. Key project constraints include

- Scope, resources, objectives, time
- Resources, cost, risks, capacity
- Scope, time, cost and quality
- Barriers, risks, resources, budget

Q2. A project is:

- A regular activity undertaken to create a unique product, service or result
- A temporary endeavour undertaken to create a unique product, service or result
- A consistent effort to create a unique product, service or result
- Not anything like above

Q3. A well-crafted logframe design helps in:

- Managing the project well during implementation.
- Monitoring the project well
- Evaluating the project well
- All of the above
- None of the above

Q4. To be most effective, the Project logframe should be

- Prepared by expert consultants
- Prepared by the concerned department and stakeholders
- Prepared by clients
- Prepared by the Project Management team

Q5. The Outcome of a project is the set of results a project team can produce?

- True
- False

Q6. In Table 1 of the Section 7 of the PC-I, the values can be provided in following units

- Pak Rupee
- Specific units like km, marla, number, etc.
- In %age
- All of the above
- None of the above

Q7. The critical path

- Is a technically important path
- Is the shortest path
- Is the longest path
- None of the above

Q8. The Outcome can be measured by

- The degree to which the project's Outputs are completed on a timely basis
- The degree to which project disbursements are on track
- The effect a project has on its target beneficiaries behaviour or performance
- The leading indicators of goal level results

Q9. Project justification must be grounded in:

- Narration given under justification section in Section 6
- Physical and financial phasing (Section 7)
- Supply and demand analysis (Section 9)
- All of the above
- None of the above

Q10. Which of the following statements is correct for Section 5 of PC-I:

- Project objectives should be described well alongwith project outputs and important activities
- Project objectives should be described well and it should be clearly stated how the objectives will contribute to the sectoral objectives in PC-I
- All of the above

Q11. In which section of PC-I, relevant governance issues should be mentioned

- Section 5
- Section 6
- Section 7
- Section 13
- All of the above
- None of the above

Q12. Supply and demand analysis needed in PC-I is related to:

- Inputs and resources
- Project product / services
- All of the above
- None of the above

Q13. Outputs are considered stronger when they are

- Interrelated and interdependent
- Define the sub-systems improvements needed for improved Outcome level performance
- Have a synergy among them
- All of the above

Q14. Indicators provided in RBM matrix should be

- Stated in general terms, providing flexibility to adjust to actual performance
- Left opened ended to be more precisely defined during implementation
- Measurable with quality, quantity and time, at a minimum
- None of the above

Q15. Project Outputs are

- Necessary for achievement of the Project Outcome but not sufficient
- Sufficient to achieve Outcome
- An end in themselves, and have value whether outcomes are achieved or not
- The only real concern for the Project Management team

Q16. If you want to reduce the duration of any project, you should:

- Target the shortest path
- Target the longest path
- Target both shortest path and longest path
- None of the above

Q17. What tool(s) specifically defines and describes project scope and identified project activities:

- CPM/PERT
- Activity Chart
- Gantt Chart
- WBS
- All of the above
- None of the above

Q18. What is the definition of 'project scope'?

- The work required to deliver project results
- A breakdown of project processes into increasingly detailed task
- The full set of features and functions that characterise project results

- All of the above
- None of the above

Q19. What term defines the amount of time that a task in a project network diagram can be delayed by without causing a delay?

- Float/slack time
- Critical path
- Crashing
- Fast tracking

Q20. Which statement is the best example of a good indicator?

- During year one of the project, project staff will establish model agricultural plots to provide examples of improved cultivation techniques for farmers
- Training is sufficient to introduce the adoption and application of improved agricultural techniques
- Through the introduction of improved cultivation techniques, farmers have increased the productivity of their crops
- In year two, 500 farmers in the project area score 70% or higher on the end of training examination

Q21. What identifies the minimum amount of time required to complete project activities?

- WBS
- Critical path
- Activity resource estimation
- Gantt Chart

Q22. Which of the following activities is not related to PC-IV?

- Reporting of end-project financial and physical progress
- Reporting completion of deliverables
- Reporting immediate outcomes
- Requesting funds for O&M

Q23. PC-II is necessary in following conditions

- Mega projects
- Infrastructure sector projects only
- Infrastructure and Production sector projects only
- Social sector projects only
- All of the above
- None of the above

Q24. PC-III is meant for

- Work planning
- Progress reporting
- Both of the above

- None of the above

Q25. The quarterly work plan should be prepared on the basis of annual work plan

- True
- False

Q26. When monitoring a project ...

- ... you quantify and document outputs.
- ... you collect data on effects that are easily detected.
- ... you collect information on the effects of a project after the project is finished.

Q27. Lessons learned are reported through:

- PC-I
- PC-II
- PC-III
- PC-IV
- PC-V

Q28. Which of the following aspects does not fall in the scope of PC-III reporting?

- Progress report on use of funds and achievement of project milestones
- Extent of project performance on a quarterly basis
- Requesting funds for correcting a problem identified through monitoring
- Identification of bottlenecks experienced during ongoing project activities

Q29. Which of the following is/are related to PC-V report?

- Project impact assessment report
- Follow-up of the terminal evaluation report
- Particulars regarding O&M of the project with regard to project evaluation
- All of the above

Q30. Which section of PC-I provides basic input for project monitoring

- Section 5 – project objectives
- Section 6 – project description
- Section 7 – physical and financial plan
- Section 12B – results based monitoring indicators