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Analyzing Teacher's Training Effectiveness: A Case of Government of Punjab, Pakistan

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ABSTRACT

Aims of the study: The current research was conducted to investigate the factors influencing teacher training effectiveness. The threefold research objectives were to determine perception of trainees towards learning, to study influences on transfer of learning back at workplaces and to discover existence of strategic alignment between trainings and organization's vision and mission.

Methodology: It is a qualitative, descriptive study in which cross-sectional research design was used. The target population comprises of 883 teachers employed all over Punjab and Directorate personnel. The sample of 19 professionals was drawn from G.I.T.T.C for the Teachers of Disabled Children, Lahore. Proportional quota sampling was employed to draw the sample of teachers whereas purposive sampling for administrators. Data is collected through in-depth interviews and non-participant observations of training sessions. Thematic analysis was used to explore and understand data.

Findings: The findings described how perceptions and attitude towards training affects the learning graph of the trainees as well as the effect of the social and task environment surrounding the participants during training and back at their institutions.

Conclusion: The research concludes four main factors that depict the positive attitude of trainees towards the trainings: organizational commitment, personal goal, self-esteem and self-efficacy.

Keywords: Training Effectiveness, Teachers, Capacity Building, Learning, Organizational Commitment.

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Introduction

As countries all over the world move toward globalization, strategizing and planning have become increasingly important. All facets of business operations have become strategic in nature, aligning functional goals to corporate and business goals. Hence, not lagging behind, human resource management s (HRM) scholars and practitioners have adopted a strategic dimension to the field. They have taken the simple functions of HRM and strategically redefined them because such activities affect the behaviour of individuals in their efforts to formulate and implement the organization's strategic needs (Latin et al., 2021; Paul & Dhir, 2021).

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One of the most significant functions of HRM, particularly in today's time, is that of capacity building, also known as training and development. As labor markets become more competitive and jobs become more challenging, there is a greater need to train and retrain efficient and productive employees (Crocco & Tkachenko, 2022). Global recession has resulted in organizations preferring a lean structure which suits their cost cutting strategies such as downsizing. As a result, departmental budgets have been reduced, and the human resources (HR) department is facing similar challenges. Hence, optimum utilization of now lesser employees has become the main concern. Organizations that reduce training budgets during an economic downturn are twice as likely to fail.

Thus, HR department inevitably focuses more on training and development of existing workforce to improve technical and behavioral skills of employees relevant to their job descriptions to increase productivity (Ibrahim & Nashir, 2022; Li, 2022).

This new era also drastically altered the role of governments; today, the public sector, in addition to its traditional political agenda, is also driven by the three E's of the market economy: efficiency, effectiveness, and economy (Horton, 2000; Kim et al., 2022). However, Post-New Public Management diverted attention back to state actions producing public value. This complex nature of public sector today, emphasizes the increased need of training and development to cope with issues of governance and public administration (Lægreid & Rykkja, 2022).

Statement of the Problem

The multifaceted nature of training and development caused the function evolve into an advanced notion of 'capacity building'. Capacity building is the process in which individuals, groups, organizations, institutions, and societies improve their abilities to carry out essential tasks, solve problems, and set and attain goals; comprehend and address their developmental needs in a more comprehensive and sustainable way (Fukuda-Parr et al., 2013). This definition, in public sector context suggests that there is a critical need to develop capable and motivated employees at all levels of the government in order to ensure effective functioning of the government. The governments have become increasingly decentralized and are more liable for their decisions and actions and thus need to be better-rounded in order to cope with the demands of the society.

Although developed nations have moved forward to the new era of capacity building, developing nations, such as Pakistan, are still confused and hovering between personnel management and HRM, especially in the public sector. Although efforts have been made to propel forward under public sector reforms in Pakistan, the prevailing bureaucratic norms resist and hinder the evolution of the HRM functions (Riaz, 2022). First and foremost, the public organizations and government departments need to re-engineer their business processes and management practices and in order to facilitate this transition, a strong HR section needs to be established in order to avoid falling prey to mimic perspective of institutional isomorphism (DiMaggio,1999).

Most government departments have an establishment department which just deals with recruitment, selection, posting/transfers and promotions (Ingraham & Rubaii-Barrett, 2007). They view employees as a cost and not as asset and hence are detached from long-term strategic role of targeting, developing and retaining employees. In this regard, the need of the time is to find out whether the investment that is being done by government on trainings in terms of time, energy and cost is being capitalized on or not. In order to accomplish this, it is important to study the factors that influence trainings greatly to gauge effectiveness of training programs.

Objectives of the Study

In the light of above discussion, the researchers picked out an important sector of the society that also is government's responsibility that is education. Government of Punjab has divided different streams of education in various departments; mainstream education, literacy and non-formal basic education and special education. Department of Special Education was selected as the case to be studied from among the

three departments because this segment of education demands highly effective teachers since imparting education on modern and scientific lines to special children in order to bring them at par with the normal children to make them self-reliant members of the society is a challenging task. Training in this instance becomes of utmost importance as it determines the quality of education that the special education institutions provide. To address teachers' training needs, three training colleges have been established by the Department. Another reason for selecting this Department was that, in comparison to mainstream education, special education department receives less attention from scholars of public administration.

The current research objectives are threefold: i) to determine perception of trainees towards learning, ii) to study influences on transfer of learning back at workplaces, and iii) to discover whether or not strategic alignment exists between trainings and organization's vision and mission.

The available literature on factors influencing training effectiveness is limited in comparison to researches on methods for improving training techniques and training environment (Al Fadhel et al., 2022). However, combining organizational behavior theories with training and development, the direction of research in recent years has been towards training motivation. Researchers have identified the significance of support and cooperation that is needed from trainees to make the learning process a success. This implies that learning is a two-way process, emphasizing the need for studying factors that influence trainees' interest in training, as well as training design. This research aims to fill a gap in the previously done researches by taking a new angle to understand factors that influence training effectiveness (Craig et al., 2022; Chamadia & Mubarik, 2021; Khalil & Hantira, 2022). It focuses on the peripheral factors that influence trainees' learning processes and the degree to which trainings are strategically aligned with the Department's overall mission.

Literature Review and Conceptual framework

Capacity building of those engaged in employment refers to training and development function of HRM. Since training and development is costly thus it is crucial to pay attenion to the effectiveness of this activity in terms of training transferability that is how much of the learning during the training is actually applied back at work. However, while most organizations do engage in evaluation of training (mostly based on Kirkpatrick's hierarchical model of training outcomes), most of them overlook the issue of 'trainability', where trainability of an employee is dependent on various factors such as perceptions and attitude of an individual plus environmental factors (Facteau et al., 1995; Kozhakhmet et al., 2022). Consequently, little attention has been given to motivational and environmental influences on training effectiveness.

Training

Training itself is not novel to this century, although it has been remarkably transformed and matured over the years. Early twentieth century was marked by the advent of training associations as training and development formalized into a profession in itself. As World War I and II witnessed massive influx of new labours in construction businesses, systematic on-the-job training methodology was developed for fast training which also came to be known as job instruction training (JIT) (Ibragimov, 2022). Thus, what began as a reaction to a national crisis by organizations became an unavoidable part of long-term strategies to improve employee performance and support changes in the nature of work. The role of training and development ever since has become more complex as organizations witnessed a paradigm shift in the way they carry out their businesses. These changes have been a result of mainly rapid changes and volatility in the social, economic, technological and political environment. Gomes Silva et al. (2022) found out that organizations are increasingly facing economic constraints and pressures along with intense competition, both locally and globally. As a result, the need for effective training and development programs to respond to changes more quickly in order to adapt for survival has become unequivocal.

Influences on training effectiveness in Private Sector

Noe (1986) analyzed incorporated motivation theories and developed a model describing how trainees' attributes and attitudes influence effectiveness of training. Noe's hypothesis based on attribution theory, suggested that an individual's reaction to training is dependent on his/her locus of control. The internals would be more eager to gain knowledge during the training as compared to externals who would put in less effort. Vroom's expectancy theory was also found to be relevant to training situations since effort-performance perceptions of trainees' is related to personal efficacy exectations (Vroom et al., 2005). The attitudes and attributes were hypothesized to have an impact on motivation to learn during trainings. However, motivation to transfer new skills to work situation remains an unexplored area for the researchers (Baldwin et al., 2009). Noe (1986) emphasized that trainees' perception of the work environment does influence transferability of skills along with their level of confidence. Environment favorability is conceptualzed as consisting of a task component (tools, equipment, supplies, etc) and social component (support from peers, subordinates, etc).

Narasimhan (2023) emphasized that perceived organizational transfer support motivates trainees to be more involved in the training so that they can apply their skills and knowledge back at their jobs. Carlson et al. (2000) identified individual's level of training motivation, which is dependent on individuals' attitude toward training, as the key determinant of the outcome of the training. Bandura (1982) defined self-efficacy as an individual's self-perceived ability to achieve desired outcomes.

Influences on training effectiveness in Public Sector

Most of the literature on capacity building is based on private sector organizations. Nonetheless, it is pertinent to review previous studies that have been carried out in the public sector; whether it is a state-run organization or for government employees. The reason for focusing on this sector seperately is that government owned institutions have seperate goals for operations and hence differ mainly in what they expect out of their employees. This could greatly affect the effectiveness of the training as organization enviroment and trainee attitude towards training might be dissimilar.

Schumaker (2004) has made a significant contribution to the literature of public-sector training programs by focusing at lower government level. Kayani (2008) research on challenges of HR revealed that high job security in public sector has resulted in lack of motivation in employees to focus on their personal and professional development.

Impact of Teachers' Training on Stakeholders

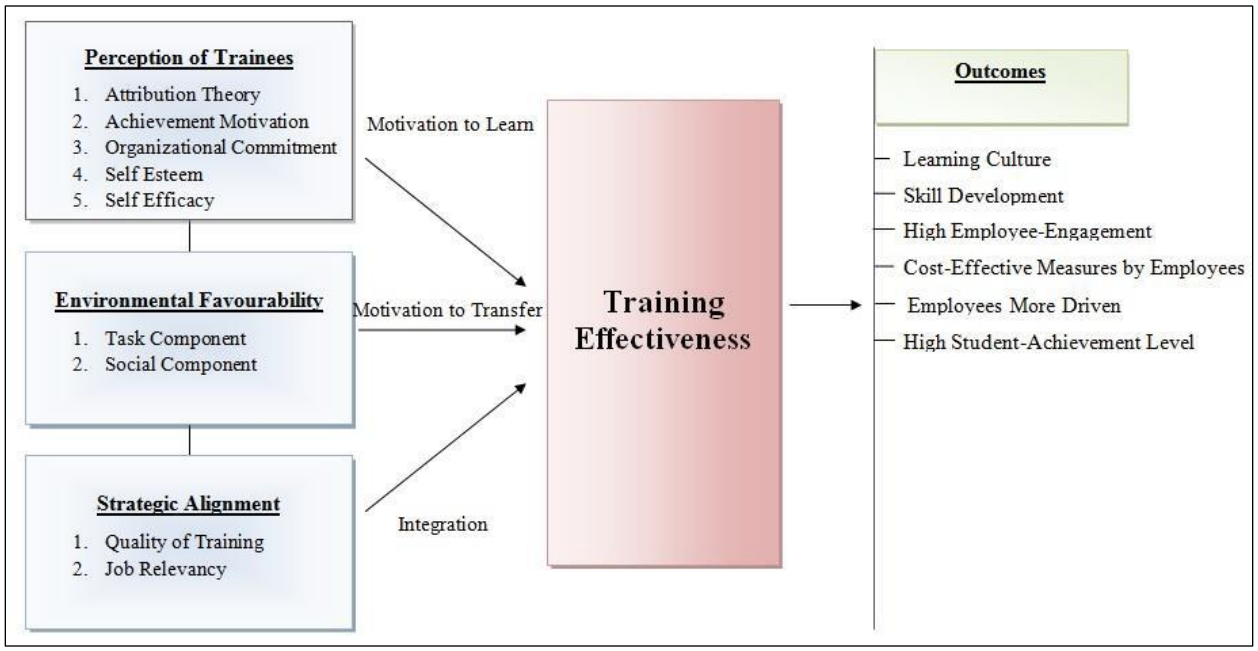
Thompson's (2002) research highlighted that in order to reduce complacency in teachers and subsequently improve their performance, training resources need to be improved. Qureshi and Kalsoom (2022) studied the impact of trainings initiated by Higher Education Commission (HEC) Pakistan on the personal and academic development of university teachers and their teaching performance. The study revealed that students' achievement level is expected to increase when their teacher's quality of teaching rises, thus indicating that magnitude of variation in quality of teaching does impact students' achievement level. Government's compensation system is generous towards higher grades of teachers; this causes frequency of new inexperienced teachers to quit relatively higher in urban areas in comparison to rural areas due to huge salary difference in private universities. This, nonetheless, underlines that teachers who exit public universities tend to be significantly less effective then those who stay behind. Azhar and Steen (2022) also mentioned that since public university professors are less valued than bureaucrats and administrators in Pakistan, less skilled people are willing to join at teaching positions. The low salaries translate into corruption which means less people from good educational backgrounds are likely to join public service.

Training and development in a macro perspective is supposed to have organizational impact. According to Kaufman (1985), "excellent organizations share a common vision of organization's purpose to ensure that all organizational elements and efforts are 'complemenetary and symbiotic and do not work independently, disregarding the society" (p. 24). He stated that if training is supposed to be worth the

investment, then it should be able to enhance human performance so that employees are able to be productive and produce 'results', not just a 'result'. Every individual stands at a different level in the organization, so the trick is to identify the skills and abilities required for each level and then train and develop employees accordingly, consequently making certain that each level is integrated with one another. In connection to this, Schroeder (2002) stated in his research on faculty as change agents that participation in faculty development programme motivates teachers to become a main factor in bringing about change in an organization through increased involvement. Vartainan and Elizabeth (2000) also studied critical issues related to continuous development of elementary teachers and encouraged need-based teacher development along with formation of dedicated staff development committee for facilitation of the same. To sum up Kaufman's work, no training program should be implemented without ensuring how its results will contribute to organization's efforts and mission and consequently its impact on the organization.

Conceptualization of factors that influence training effectiveness is shown in Figure 1. The elements included in this model were derived from the above mentioned literature base. The conceptual framework dictated the research design and the case data was analyzed in the light of following tentative model.

Figure 1: *Conceptual framework based on the themes identified in during literature review*



Method

Research Design

The qualitative descriptive research technique has been used within interpretivist paradigm. Because the research aims to unveil the perceptions and experiences of government teachers undergoing training, a cross-sectional study was conducted in which the Department of Special Education was used as a case to explore and describe the phenomena from the perspective of the research participants by emphasizing their subjective meanings, actions, and social contexts. Thematic analysis was used to explore and understand case data that emerged from Department of Special Education. Thematic analysis was appropriate for the study since the research's goal was not to generate theory but instead identify and describe the prominent factors influencing the effectiveness of teacher training. Thus, the case was concluded using the epistemology embedded in this research that is subjectivism.

Sample and Sampling Strategy

The target population of the current research consists of 883 teachers and Directorate personnel associated with trainings. The population of teachers (Junior Special Education Teacher (JSET) and Senior Special Education Teacher (SSET) combined) employed at special education institutions by the Department all over Punjab is 869. The population of Directorate personnel that is involved in administration of trainings at the training college was 14; one Secretary, Additional Secretary, Deputy Secretary, Principal and Assistant Director (G.I.T.T.C.), four Section Officers and lastly five Training Coordinators.

The training college focused for research was Government In-service Training College for the Teachers of Disabled Children (G.I.T.T.C). The total sample was 19 professionals of which 15 were teachers and four were administrators.

Using multi-strata approach, the first strata was the training college itself. Out of three training colleges established by Government of Punjab for teachers of disabled children, G.I.T.T.C was chosen since it is the primary training college for in-service teachers of all fields and is regulated by the Directorate. On average, annually it holds 22 training sessions and caters to 592 participants. Overall non-probability sampling technique was used since the study required in-depth information from the respondents.

Proportional quota sampling combined with criterion sampling was employed to draw the sample of teachers/specialists appointed at special education institutions all over Punjab to take under account for the heterogeneity in population. The sample drawn using quota is mentioned in Table 1.

Table 1*: Sample of Teachers drawn on proportional quota sampling*

Lahore		**RWP**	**Multan**	**Sargodha**	**Faisalabad**	**DG Khan**	**Bahawalpur**	**Gujranwala**
Actual No.	137	145	102	97	132	43	86	127
Prop %	15.8	16.7	11.7	11.2	15.2	4.9	9.9	14.6
Actual Sample	2	3	2	2	2	1	1	2

Inclusion and Exclusion Criteria

The criteria for inclusion of respondents within this sample was minimum of one year employment at special education institute the rationale being that they have working knowledge of the system and have attended at least one training session. Since the aim of this qualitative research was to study in detail the experience of teachers/specialists as trainees, the sample size was small, that is of 15 respondents.

Purposive sampling was used in case of Department and Training College administrators. The sample included only four respondents; the principal and two coordinators from G.I.T.T.C, along with Deputy Director of Department of Special Education.

Tool of Data Collection

Department of Special Education was used as a case to collect data. Two major primary data collection techniques were used for this research; in-depth interviewing and non-participant observations of training sessions.

Procedure

In total 19 in-depth interviews were conducted; 15 of training participants and four of those involved in training and institute's administration. For training participants, the gate keeper was the assistant director at G.I.T.T.C who assisted in arranging interviews. Each interview was of approximately 50 minutes and was conducted in naturistic settings (office/training college classroom) to enhance validity of in-depth inquiry. Prior to the interview, informed consent of the respondent was taken.

Data Analysis

Thematic analysis was used to analyze case data emerged from Department of Special Education. Data collected was transcribed with detailed observation notes using supplements such as field notes, recordings and pictures. Personal comments of researchers during observation were subjective and hence were recorded separately from objective observations.

On the basis of data exploration, data reduction, themes developed and coding of the data, the data is analyzed. Themes were developed in light of the literature review and data collected. The data was analyzed according to formerly designed objectives of the research.

1. Perceptions of the Trainees

One of the objectives of the research was to determine how trainees perceive the training held by the training college of Department of Special Education since this effect their learning attitude. The analysis of the data suggests three major reasons that influence the attitude of trainees towards the trainings they undertake; organizational commitment, personal goal, self-esteem and self-efficacy.

Organizational Commitment and Positive Outlook:

It appears that most of the people that are associated with the training have a positive outlook towards the department, their respective institutions and training college. They accept that there are numerous challenges in the field but they are motivated to face them head on: *"Challenges are definitely there but only when you cross these challenges, only then you will get success...it is a voice within you, passion within you that guides you!"* Another respondent remarked: *"Even in very trying situation we have not discontinued training."*

Apart from this, among their friends and family people talk about their workplace in a positive manner reflecting that they are truly contented with their jobs and have a sense of pride in working with the Department. The teachers especially feel that they are part of a noble cause as educating special children is not only an occupation but in fact a religious act.

Furthermore, the participants value the trainings imparted by the training college and appreciate that everyone gets a chance of being trained.

Personal Goal and Career Path:

The analysis of the data implied that the participants and administrators of the training are serious since they opted for special education as a career voluntarily. The effort they put in keeping up to date with current trends and making a difference is more focused. Apart from this, the educated special people who have joined the teaching task force are more committed since they have experienced the hardships and passionately help the rest to overcome the problems that they faced. "After *my Masters I decided that I should go towards teaching because err I could have gone for other fields to but I felt that special children, children like me [/blind/] and the deficiencies that I had witnessed myself I could fill those."* Excerpts from observations also support that these special people are the most willing to learn at the training session as well: *Blind people are better trainees in terms of alertness and responsiveness and seem more willing to learn.* Most participants are also interested in learning something new and for that have even participated in trainings conducted outside this training college and are involved in self-study.

Personal Goal and Willingness to Learn:

Most of the participants and administrators look forward to trainings since want to stay up-dated with knowledge and trends pertaining to their field; *"Yes, different workshops, seminars, and refresher courses that are being conducted throughout so I try to attend those relevant to field to ensure that I am up-to-date with current trends."* Not only do they believe in continuous learning but also support change by incorporating their learning at the workplace. Some of the participants show inclination of being part of trainings by approaching the Directorate and voicing it out or mention on year end Performance

Evaluation Report (PER). This reflects that they are investing in themselves, their career and in turn in the Department by ensuring their knowledge is not obsolete and that they actually make a difference in the life of special people.

Self-Esteem and Transferability of Learning:

According to Brockner (1988), self-esteem is an evaluation of self in terms of personal liking. From the data, it appeared that good self-esteem positively correlated with proactiveness of doing things at their respective institutes. Respondents who have high self-esteem, they have taken initiatives on their own and been persistent in order to improve the learning environment based on what they learnt during their training: *"When I took training in low vision, we were taught low vision emboss and bold flash cards...so I especially bought chart paper and the standard we were told for font size in black and white...I used that and the students covered alphabets and counting...even converted Quran verses onto cards."* Apart from implementing techniques, they also passed on the knowledge to the concerned persons at their institutes.

Self-Efficacy and Departmental Change:

Carlson et al. (2000) defines self-efficacy as "individuals self-perceived confidence in their own skills and abilities" (p. 274). When a person believes that he can bring about change, his actual ability to predict or bring about a change also strengthens. "*During several meetings with Secretary Sahib and given him a proposal of 50 Lakhs [5 Million] i.e. a software company here can develop the Urdu software for 50 lakhs...it is under consideration and whenever the government has the budget; today, tomorrow or a year later, regarding this matter, they say they will look into it."*

Hence, the higher the self-efficacy in teachers, the more receptive they are to learning new things in order to improve the quality of teaching and administration.

2. Environmental Favorability

The second objective of the research was to shed light on the extraneous factors that influence trainee's motivation to learn during the training and uncontrollable aspects that effect transferability of training back at respective institutions. The data collected from the interviews and observation notes highlights two main factors: task context and social context.

Task Context:

Task context encompasses all the physical characteristics of work environment as well as training environment. Data suggests that the participants are not happy with the physical environment at the training college which in turn affects their learning capacity; according to one trainee *"....difficulties are too much. That is why I say that when you need to teach and train people, you need to facilitate them...even most people from Lahore are reluctant to come since are not facilitated..."* Observation notes highlighted that no refreshments are offered to participants; *they are asked to make contributions for their own tea* and the training room set-up is not suitable for all types of trainings. Apart from this, the trainees who come from outside Lahore require hostel facility. The evidence collected paints a sorry picture of this facility as well; *"Those who come from outside Lahore, they have to arrange their own conveyance...for them there is no conveyance, no car.....similarly the hostel facility provided is just so-so...it needs to be improved…there is no gas, no heater, walls have not been white-washed...it seems like we are staying in some 'khandar' [/ruins/]...so things like these...hurdles like these do affect your learning capacity during training."*

Work environment conditions determine to what extent transfer or training can actually take place. It appears that provision of physical resources back at workplace is limited, hence reducing potential for increase in productivity. One of the pre-requisites of any class or subject is its course book which is not available with the institutes. Also the strength of teachers to students in not balanced and therefore teachers are left with no spare time to implement their learning at work.

Social Context:

This refers to the social support surrounding the trainee that facilitates or constrains employees' ability to transfer skills learned during training back to the job. The staff of the training college i.e. coordinators and lecturers appear not to be good facilitators for the trainings being conducted at Government In-Service Training College (GITTC). The observation notes reveal that they do not assist the resource person while setting up the presentation and talk constantly during an ongoing training; *"Resource person joked, referring to coordinators; "Even coordinators can be fined Rs. 1000 for talking."* Since the staff at GITTC is not permanent and is rotated; they do not fit their job roles. The data reflects that support from peers and institution heads is limited, thus have to face resistance in order to implement learning at workplace. The predominant culture is autocratic. Also politics present at the institutions lead to leg pulling; *"I always say that...other politicians should come and learn how to do politics here."*

3. Strategic Alignment

The last objective of the research was to discover whether or not strategic alignment exists i.e. to understand how integrated the training program is with the department's overall vision and mission. Evidence suggests two main dimensions; quality of training program and relevancy of the training program.

Quality of Training Program:

From the data collected it is clear that content outline and the quality of content meets the requirements of the trainees. The trainings held at GITTC are talked about among colleagues in good words like:*"...my colleague who attended training on first aid told me that the training was really good."* It is important that what is being taught is up to date and not of substandard quality so that the training can actually be effective. Apart from this, it appeared that the resource people are mostly experts from their own respective fields and they are only called back if their feedback was above average otherwise their name is deleted from the list.

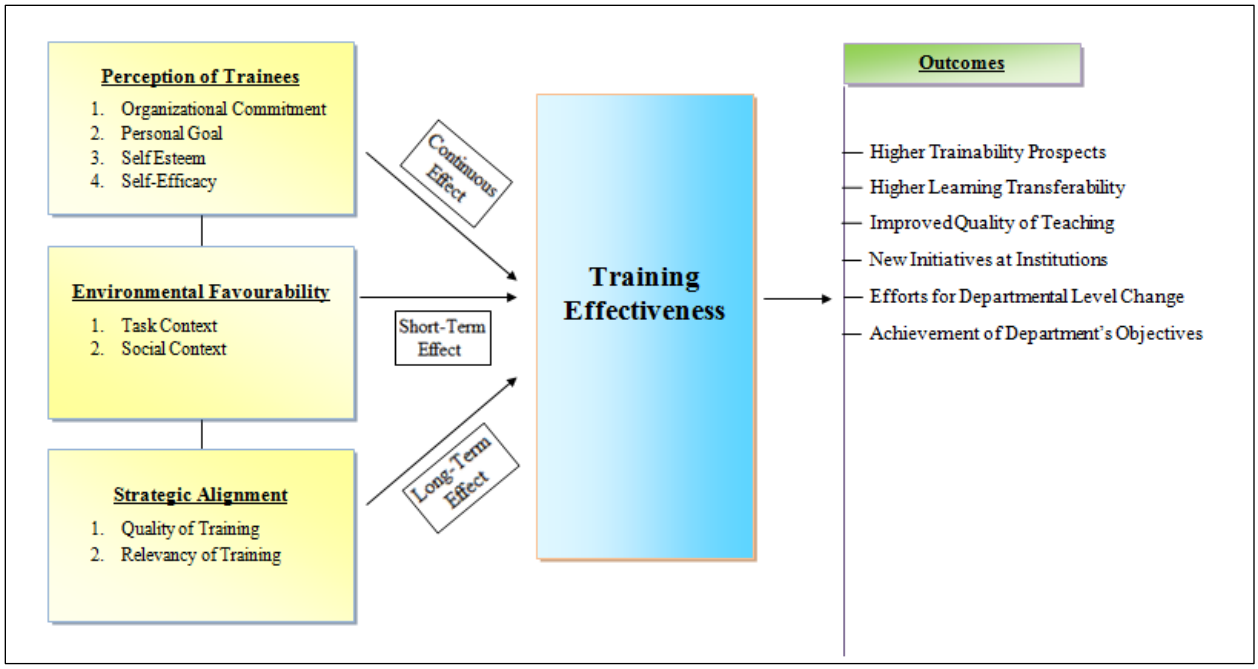
Relevancy of Training Program:

One aspect that reflects on relevancy of training imparted is whether the right audience is targeted in the trainings. This is determined through the nomination process; the data collected suggests that the trainee is just informed at last minute and not kept in loop, *" ...don't receive letters of upcoming trainings as well...our head calls in tells us that this course is relevant to you and you have to go....what happens is that head office just sends names without collecting information about the individual.."* In the background, the training college staff tries to ensure that no individual repeats the training within five years but the sole discretion rests with the Directorate who randomly select candidates from a particular field.

The relevancy is determined by how clearly the objectives of the training are linked with the department's vision and mission and whether the set objectives of the training are achieved. From the data it is clear that the purpose of training is integrated with department's direction as well. Course outline goes hand in hand with the set objectives of the training. Data reveals that the course outline is well thought and addresses the need of the teachers when it comes to help making students more self-sufficient. From the responses collected, it is clear that lot of thought is involved in designing the content outline and along with this; the previous trainings are also continuously revised and updated.

Figure 2 represents the model that summarizes the factors that influence training effectiveness of in-service teachers training. It also maps the outcomes of an effective training.

Figure 2: *Revised model representing factors influencing teacher's training effectiveness*



Discussion

The research findings show that there are four main factors that depict the positive attitude of trainees towards the trainings: organizational commitment, personal goal, self-esteem and self-efficacy. These factors influence participants' 'trainability,' which refers to an individual's ability to grasp new concepts.

The most important factor was organizational commitment. When the data was analyzed, it was evident that affective commitment was higher among the trainees than continuance and normative commitment. Affective commitment refers to an employee's emotional attachment to or identification with his organization, which in turn results in lower absenteeism and higher work performance and extra effort at work according to research (Meyer & Allen, 1991). The trainees are more determined to learn new things and polish their existing skills in order to overcome challenges and improve the overall performance of their institutions because they are proud to be associated with the Department and believe they are contributing to a noble cause in society. This is supported by the findings of Heidari et al. (2022) and Carlson et al. (2000), who observed that people with a positive disposition had a more positive attitude toward training and were more actively involved in an organization because they would readily participate in organization-sponsored training activities. As a result, organizational commitment increases training motivation, which leads to increased effectiveness.

Analysis of data collected demonstrated that those whose career aspirations match their current field of work are more productive and willing to learn new things during the training. In this scenario, majority of the participants have opted for special education voluntarily either due to personal interest or because they have been students of special education in the past and want to contribute by improving the system. Even the administrators are inclined on keeping their knowledge up to date and support change at workplaces to improve quality of teaching. This holds true to previous research that public service motivation emerges from the internal need of public sector employees to provide public good (Perry & Wise 1990). However, this negates Kayani's (2008) research which said that public sector employees in Pakistan are least interested in personnel development.

According to Schein (1996), intrinsic motivation becomes a career anchor that explains their positive contribution at work, career mobility decisions, attitude, and reactions to work experiences.

Self-esteem is important in the transferability of learning; data show that most trainees have a positive sense of self-esteem and are thus more proactive in taking initiatives back at their institutes. Previous research has also found that employees with high self-esteem are more confident in their abilities and thus more willing to take on challenging assignments, which promotes learning transfer at the workplace. Self-efficacy is closely related to this; trainees with a high sense of self-efficacy influence change and improve overall work performance by applying newly learned concepts at their institutions and at the department level (Yamkovenko et al., 2007). Furthermore, other studies show that trainees with high self-efficacy view new concepts as something to learn and master rather than avoid. This is also true in this case; most trainees with high self-esteem and self-efficacy took on initiatives at their institutions based on their newly acquired knowledge. Among these trainees were those attempting to effect change at the departmental level, such as increasing the percentage of seats reserved in government jobs for special education students. These findings are consistent with those of Facteau et al. (1995), Carlson et al. (2000), and Schroeder (2002), who emphasized the importance of self-esteem and self-efficacy in determining how trainees perceive trainings.

The second objective was to determine which extraneous factors influence trainees motivation to learn and subsequently effect transferability of the same learning back at their institutions. The data was analyzed in two aspects; task context which included physical environment and social context referring to social support - at training college and back at workplace. The responses indicated that environment favorability is quite low for the training which consequently affects its effectiveness. At the training college, no refreshments are offered to the trainees and hostel facility is not conducive, especially during winters as there are inadequate arrangements to cope up with the severity of the weather. Back at the workplace, sufficient supplies are not provided to facilitate implementation of new learning which restricts transferability of knowledge; one glaring example is of unavailability of course books for students. Unlike Facteau et al. (1995), the social support system is restrictive in terms of providing opportunities to use newly acquired skills and learning. First and foremost, the trainees do not find the staff of the training college to be good facilitators for the training; they create disturbance and most of the administrators posted at training college do not meet the job requirements in terms of experience and qualification. Apart from this, the participants complained that they do not receive sufficient support from their peers and heads back at their workplaces when they want to implement new ideas especially when it comes to innovative teaching methodology. One main reason is the organization politics that prevails back at every institution.

Last objective of the research was to determine how strategically aligned the trainings are to the department's vision and mission; the more integrated and relevant the trainings are, the more effective are the eventual outcomes. Strategic alignment facilitates development of shared understanding across administrators and teachers to accomplish main purpose of the department. Findings highlight two main dimensions: quality of training program and relevancy of training. Former aspect is highly rated by the respondents; they find the training content up to date and the resource persons are experts from their fields. The training methods included variety of techniques; from lectures to practicals. When it comes to relevancy, although the training objective and course outline are well integrated with department's overall goals but the training audience is not wisely chosen. The participants are mostly nominated randomly based on their area of expertise and not based on their current job role. The course outline, however, is streamlined with the outcomes that the department desires to achieve from all its institutes. For example, the training being imparted to teachers across Punjab on inclusive education is in line with Government's strategy to promote inclusive education in Punjab. Need-based trainings in the Department have increased over the past years due to Secretary's personal involvement. This is in line with research of Ahmmed et al. (2022) who emphasized on need-based trainings. Aligning the strategic vision refers to a significant practice that facilitates the development of a shared understanding with members to accomplish the main purpose of the organization.

Conclusion

The current research explored and described how perceptions and attitude towards training affects the learning graph of the trainees as well as the effect of the social and task environment surrounding the participants during training and back at their institutions. The research also examined the need for strategizing and planning the training to ensure its effectiveness.

Recommendations and Future Implications

The current research is qualitative in nature as compared to previous researches that are quantitative in nature. To be more precise in regard to findings, case study analysis of Department of Special Education of Government of Punjab was done. Moreover the results of the research have important theoretical and applied significance. From a theoretical perspective, this research adds to literature base which is replete with private sector studies, ghastly ignoring the public sector. It also contributes to the field of strategic HRM from Pakistani context and particularly aids in identify standing of government department in terms of training of its HR in the public sector. The current research has practical applications as well. Firstly, public sector education in Pakistan is suffering from lack of qualified teachers and poor performance of teachers resulting in inconsistent quality of education (Khalid & Khan, 2006; Singh et al., 2020). This research provides valuable insight to whether training ineffectiveness is a major concern for the same or not. Secondly, in-depth analyses of the factors influencing training effectiveness highlights which factors are critical and deserve more attention and thus, the department can divert their efforts towards them and hence ensure better return on investment.

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Conflict of Interest

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