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Assessing the Efficacy of Employee Training Programs: A Perception-Based Study of the Aga Khan Rural Support Program (AKRSP) KPK

Muhammad Sohail
msohailkhan121@gmail.com
PhD Scholars Department of Management Sciences, Islamia College University Peshawar

Muhammad Ashfaque
ashfaq9397@gmail.com
PhD Scholars Department of Management Sciences, Islamia College University Peshawar

Muhammad Faisal
Phdscholaricp@gmail.com
PhD Scholars Department of Management Sciences, Islamia College University Peshawar

Sadaf Naz
sadyb4u@yahoo.com
PhD Scholars Department of Management Sciences, Islamia College University Peshawar

Syed Firdous Ishfaq Hashmi
hashmi03332174948@yahoo.com
PhD Scholars Department of Management Sciences, Islamia College University Peshawar
Corresponding Author: *Muhammad Sohail msohailkhan121@gmail.com

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ABSTRACT

The paper explores how effective employee training programs at the Aga Khan Rural Support Program (AKRSP) Chitral are through a perception-based study premised on the Kirkpatrick Four-Level Evaluation Model. The research evaluates the level of change achieved training interventions on employee knowledge, skills, attitudes and job performance by using both quantitative and qualitative data obtained of 40 selected employees using structured questionnaires and semi-structured interviews. The findings suggest that most of the employees report the perception of training programs as positive as 68 percent fully satisfied and 64 percent report the positive changes in job-related skills. Another set of issues determined by the research is high correspondence between organizational goals and training objectives, clear training policy, and positive attitude of the senior management, which helped to achieve apparently successful training activities. Nonetheless, some loopholes were realized in regard to performance measurement, feedback process, and training arrangements. It is also notable that 40 percent of the employees said there was no systematic performance measurement and 48 percent said there was no adequate post-training feedback. The study based on these insights recommends on improvements on the training duration, schedule, the infrastructure and the feedback system. The study concludes that although the training programs by AKRSP are effective and well received overall, systematic adjustments in the areas of administration, evaluation, and design will enhance their effect even more, and contribute to building the culture of continuous learning and development.

Key Words: *Employee Training, Training Effectiveness, Kirkpatrick Model, Training Evaluation, Organizational Development, Workplace Performance, Perception-Based Study, Human Resource Development*

INTRODUCTION

Training and development is an essential element in achieving organizational success as it improves the skills, knowledge and attitudes of the employees. Nonetheless, it is important to note that training delivery is not the only important thing, organizations need to review how productive these programs are so that they achieve the intended goals and are practical as far as individual as well as organizational performance is concerned. In this case, evaluation is used as a systematic objective review of the design, implementation and outcome of training interventions. It aims at finding out relevance, goal attainment, effectiveness, effects, and sustainability of programs (Pandian, 2020).

Patton (1997) defines a program evaluation to be a continuous process of gathering information on what the programs were doing, what they were like, and what they accomplished to make decisions, enhance effectiveness, and further planning. Training review is a complex process, and it includes trainers, trainees, managers, and researchers, occasionally being subjected to verification by outside observers. It assumes generally five critical steps, namely, definition of the aim of evaluation, selecting methods, designing tools, data collection and analysis and reporting of findings (Sahoo, Mishra, & Das, 2014).

The main aim of measuring employee training is to know whether training goals have observed, measuring of knowledge and skills improvement, behavioral changes and effects of training on job and organizational performance. Among the most known models in terms of training evaluation is Kirkpatrick Four-Level Model believed to have components called: Reaction, Learning, Behavior and Results. The model starts with an evaluation of how the participants of the training respond to the training (Level 1), the measurement of the training effects on learning outcomes, e.g. a change in the level of knowledge (Level 2), the change in behavior at the work-place (level 3), and eventually, the wider outcomes in terms of the organization performance or the Return on investments (Level 4) (Daniel & Athisayam, 2014; Manna & Biswas, 2018).

Level 1: Reaction appraises the satisfaction and involvement of the training participants with the training, such as materials, instruction mode, instructor ability, and subject value. The learning process cannot take place without a positive response; dissatisfaction can interfere with the learning and its implementation. Such an extent usually involves questionnaires or reaction sheets to obtain the instant reaction of the participants (Ibrahim, 2004).

Level 2: Learning is all about quantifying the knowledge or skill turn-on that is as a direct result of the training. it measures the level which the training has been successful enough to convey the intended content as well as the question whether the participants have integrated this knowledge. The outcomes of the learning may involve modifications in the technical proficiencies, theories, or attitudes that may be important in the execution of the job roles with greater effectiveness (Saini, 2016).

Level 3: Behavior speaks about determining whether the learning was transferred into the workplace. It assesses the on the job improvement in the performance of the employees and whether they are implementing the new skills or behavior acquired during training. This stage is very crucial since it implies whether or not the training bears fruits by shifting into practice (Dhal, 2013).

Level 4: Results compares the overall outcome of training at organizational level. This may involve a more productive work, work quality, fewer mistakes, elevated employee morale and greater customer satisfaction. It relates the training investment to real and soft returns to an organization (Pandian, 2020; Nikitha & Madhusudana, 2015).

Even though the model created by Kirkpatrick is still rather popular, researchers have pointed out the necessity of the more detailed models that would take into consideration a wider range of influencing factors. Manna and Biswas (2018) outlined various variables, which include: pre-program motivation, organizational support, and trainer effectiveness, which influence how effective training is constructed and used. Their qualitative study revealed that the effectiveness of the training process does not lie entirely in the delivery of the content but also on the training environment, the preparedness of the tranees, and the systems of reinforcement after the training period.

Three pragmatic approaches of evaluating the effectiveness of training can furthermore be considered: visual confirmation (observations), social ownership (peer accountability or mentoring) and skill evaluation (testing before and after training abilities). Such measures assist in the triangulation of results and give us an overall picture of the training results (Kalvakolanu, 2014).

Training is instrumental to the attainment of organizational objectives of non-governmental organizations such as community development and social empowerment in the case of Aga Khan Rural Support Programme (AKRSP). To enhance the skills, knowledge and performance of the employees, AKRSP carries out in-house training and external training. In-house training involves training that is scheduled by AKRSP, whereas, outside training refers to the chances facilitated by other partner organizations. All these training programs are developed to develop competencies of the employees, as well as to increase the responsibility and motivation (Granado, 2019).

Training evaluation in such organisations cannot possibly be overrated. Bedingham (1997) pointed out that although the effectiveness of technical training can be fairly easy to assess, the same could not be the case with the effectiveness of non technical training (leadership, communication or interpersonal skills training). This is particularly applicable to development organizations, particularly, where the outcomes are more behavioral or attitudinal rather than financial.

Training evaluation in AKRSP has various functions. To begin with, it gives feedback as to whether staffs have been able to grasp what is been taught. Second, it contributes to the identification of the existence or absence of the development need initially diagnosed at the state of the training. Third, it evaluates the match between training results and organizational target and objective. Last, it identifies how well learning has been ventilated to the real working environment, which influences the performance of the employees or delivery of services.

Training is a huge investment not only in terms of resource but also on the use of time. To bear value, organizations are not only expected to adopt training programs but to assess them ongoing in order to establish gaps, design better and train better in the future. According to Daniel and Athisayam (2014), organizations that perceive training as a strategic means to an end, rather than how they are required to run by law, are in a better position to change, innovate and stay competitive.

This paper, devoted to the AKRSP Chitral organization, aims at coming to the conclusions about how the employees perceive the efficacy of training. It generally seeks to determine the level of improvement when it comes to the knowledge, skills, and attitude of the employees by looking at how training has made the employees better individuals; and how the training has improved the work performance and the effect of their job on the entire organization. It also reflects on the administrative and policy context under which AKRSP undertakes training, the types of training programs that AKRSP provides and how this is part and parcel of organizational development.

LITERATURE REVIEW

Training effectiveness has always been a research topic of interest, and training is becoming seen by organizations as an essential investment in human capital. Training is effective in terms of development of individuals, in organizational performance and long term strategic benefit. Studies have been conducted by different authors to evaluate a variety of factors that make training more effective and in this regard, there was a heavy bias on the evaluation models, design and the measure of the impact.

Winfred Arthur Jr. (2003) considered the design and evaluation techniques of training as the critical ones that can improve the performance of employees. His study was done through a meta analytical method in which he investigated the relationship between training strategies and organizational performance with a focus on the necessity of systematic assessment procedures. In addition, Blume (2010) held the view that training is not just a development instrument, but it is a major source of firm-level outcomes. His study implied that investment in the one level training increased the overall performance of an organization, and good results rolled down the chain at individual, team, and organizational levels.

These sentiments were reiterated by Carr (1999) where the author postulated that organizations that use structured information to carry out their training assessment and processing design have higher chances of beating others. Proper design of training will be able to achieve constant output and flexibility in a fast-changing market place. On the same note, the International Atomic Energy Agency (IAEA, 2003) came up with a four-leveled evaluation system- reaction, learning, application and result, which has remained central in evaluating the training outcome. This model is very similar to the approach established by Kirkpatrick (2009) and it is still quite popular thanks to comprehensiveness and clarity.

Not every training program is however satisfactory on the needs of the participants. According to Khan (2007) the effectiveness of short-term training programs was critically examined and it was realized that such short-term programs did not help in developing skills that would become sustainable. He believed in long term training hours so as to influence greater behavioral and cognitive change of the employees. To reinforce this, Robson (2010) observed that training that was more-engaged (whereby there was more interactivity and training was practical) had a significant level of effectiveness in changing behavior, enhancing attitudes over workplace practices, and in health.

Kraiger (2009) went ahead to extend the discussion by demonstrating the multi level advantages of training. He added that properly designed programs are useful to individual as well as teams, organizations, and society. The essence of this framework incorporated the need to ensure maximum results in training a process achieved through harmony between design, motivation and delivery with organizational goals. There was also a prediction of TUZUN (2005), who referred to training as a strategic investment and expressed its relationship with job satisfaction and performance improvement. In his opinion, training is an agent in developing skills and nurturing the potential state of workforce.

The systematic perspective on training evaluation which aims at gaining knowledge, changing behavior and attitude, and measurable results was also highlighted by Baral (2011). He has encouraged continuous reinforcement programs which would enhance training to be viable and successful in the long run. Nesbitt (2004) has had the fourth expansion of the original four level Kirkpatrick model by adding a fifth dimension, which is Return on Investment (ROI). This was because this contributed to the financial feasibility of training programs and, thus, organizations were in a position to compare costs and measure gains, both concrete and intangible.

Zvavahera (2013) identified the performance differences in the managerial practices within various organizations and proposed that the performance gaps in managerial practices in various organizations could be pinned by the structured training sessions with the help of seminars and workshops. On the same

note, Quester (1984) highlighted the training practices within the U.S military where measurement and high-radiating activities were the main training practices that should be emphasized in the classroom and on-the-job training activities. His work stated the practical value of survey to record the reactions of the participants and to enhance the training programs.

The article by Paul O f Connor (2003) examined application of Customer relationship management (CRM) education across companies. The results of his study demonstrated that although 83 percent of the companies had the CRM training, few were evaluating them formally. This disparity was an indication that there should be a uniformity of evaluation processes in organizations. This necessity has also been reinforced by Kirkpatrick (2009) who stated the three major objectives of training evaluation that include the improvement in future training programs, establishing the feasibility of continuing certain programs, and proving the need of a given training activity. He emphasized the need of sound outcomes in credibility of trainers and institutional support.

Krawczyk (2013) offered a cognitive approach, which implies such assessment strategies as SMART (Specific, Measurable, Achievable, Relevant, Time-bound) and BHW (Behavioral Health and Well-being). Such strategies placed emphasis on the combination of relevant and up to date information and cognitive strategies in the improvement of training performance. Ziegler (2008) assessed the effectiveness of training on three dimensions, namely, self-regulation, time management, and motivation. According to him, the effects of training on the same factors went directly to the better performance of the job and to increased variation in the performance of the employees.

In a study conducted on technology training, Les Worrall (1998) realized that there was a serious disparity in information technology (IT) training provision where 43 per cent of respondents lacked access to information technology (IT) training programs. The lack of IT training was also associated with worse satisfaction and performance among the employees and proved the necessity to constantly learn to keep pace with the eyes of the world that rapidly change on the technological front.

Again repeating his words in the previous sections of thought, Kraiger (2009) stressed that training should be optimized by enhancing trainee motivation, a custom-designed, and an interactive delivery. His model combined micro-level (individual) and macro-level (organizational) benefits putting training as a multi-dimensional lever of growth. Cicci (2010) in a related research paper stressed that effective training leads to an improvement of the competencies of the employees and helps to improve the ease of retention of information. He was able to show that training has a direct impact on increasing the retention and enhancing performance on organizational units.

A 2011 study authored by Aksu looked at how training and productivity are related. The authors employed the four-level model by Kirkpatrick, and the research has demonstrated that 56 percent of the respondents positively answered on the reaction level, whereas 59 percent of the respondents had satisfied with the learning level. These scores showed a high level of instructional success rate and training applicability. It is noteworthy that the respondents also reported the program to be helpful in various disciplines including auditing, service quality and issues to do with technology standards. In the wider study, it was demonstrated that despite the fact that assessment of training outcomes may be complicated, approximately 60 percent of respondents were very confident in terms of training programs, whereas 40 percent of respondents also agreed on their beneficial impact (All, 2011).

Strategic training has also been connected with organizational performance by directing its activities in human resource development activities. According to Siengthai (2014), training was defined as an investment in human capital and emphasized that training contributes to cycles of improvement based on feedback. She found that training improves knowledge, skill and participation of both the trainers and the trainees hence cultivating a culture of constant development.

In general, the multidimensional approach to the evaluation of the effectiveness of training is supported in the literature. Training activities such as design, delivery and evaluation should be consistent with personal development objectives and organizational performance objectives. By means of the implementation of feedback mechanisms, cognitive tools, and financial evaluations, organizations are in a position to maximize training investments returns. Studying scholars continually suggest the use of a well-developed assessment system, e.g., Kirkpatrick model or ROI analysis, as the indispensable method of making sure that a training course brings the desired results.

The focus on training as an organizational resource also brings to fore the issue of leadership in nurturing a learning orientated environment. Training evaluation and learner-friendly managers realize increased cases of engagement among employees, effective performance at work, and organizational resilience. The way in which empirical evaluation methods and strategic planning are combined will make training no longer a task that occurs so frequently, but is rather a system process that constantly adds value to other fundamental operations of the organization.

In addition, the researchers have realized that success of the training process greatly depends on the level of engagement, character and duration of the program, and follow up after the training. Research in a variety of areas, such as the military, NGOs, show that the need in training is universal via research illustration, and as far as training is concerned, quality evaluation strategies are applicable. In highly intellectual as well as service oriented organizations such as AKRSP, the quality of community outreach, stakeholder relations and even inner operational efficiency hinges on how effective the training can be.

Therefore, the literature review emphasizes the point that training effectiveness is not a distinct measure but a holistic construct, which is inclusive of motivation, design, delivery, context, and follow-up. To organizations such as AKRSP, the key to ensuring that one gets a return on investments in training would be to understand these dynamics; by doing so one can be assured that purposeful changes in employee performance, organizational capacity, and social impact; are made.

METHODOLOGY

In this study, the descriptive and evaluative research design will be used to assess the effectiveness of training of employees in Aga Khan Rural Support Programme (AKRSP) in Chitral. The option of descriptive research is utilized to observe and elaborate currentness of the phenomenon without the deployed variation, thus, being most suitable to take into the study regarding the existing practices and outlooks (Creswell, 2014). Also, there was an addition of an evaluative part that will be used to answer the question on whether the training interventions have achieved what they intended and whether they help the employees to grow and the organization become efficient (Kirkpatrick & Kirkpatrick, 2009; Sahoo, Mishra, & Das, 2014).

To gather the information, the researcher would use a mixed-methods framework because he would incorporate both quantitative and qualitative data collection instruments. Evaluation research comes especially well suited to this method of evaluation, because it facilitates the gathering of the contextual perspective in addition to the statistical one (Tashakkori & Teddlie, 2003). A questionnaire that had closed-ended questions as well as open-ended questions was the main instrument of quantitative data. The subsets of closed-ended questions based on three-point Likert and five-point Likert scales measured the perception of training quality, relevance, and impact of employees, whereas the openended questions were used to provide a detailed answer and to give qualitative opinion (Robson, 2010).

The respondents of this research were 42 people obtained among non-managerial employees of the main branch of the AKRSP Chitral. Using these, 40 responses were obtained and analysed with two being either incomplete or not obtained. The total population used in this sample is 70 employees since those

involved with top management and satellite branches have been excluded to acquire the straightforward result of only employees who work directly on normal training programs (Zvavahera, 2013). Another qualitative version of the research was performed by the researcher asking selected staff questions in semi-structured interviews to reveal more information to supplement the survey data (Blume et al., 2010; Arthur Jr., 2003).

The Statistical Package for the Social Sciences (SPSS) software was utilized in the analysis of data. The SPSS has helped the researcher to come up with descriptive statistics such as percentages, frequency tables and graphs that presented a visual look of the way respondents responded to the effectiveness of the training (Kraiger, 2009). SPSS enabled a critical analysis and contributed to establishing reliability and validity of findings results (Carr, 1999).

Two types of data (primary and secondary) were used to complete the study. Primary data comprised an outcome of questionnaires and interviewing employees, which provided direct access to the perception of and experience with AKRSP training. Data collection during the training evaluation process is also crucial because primary data are collected, and they provide a reflection in the actual situation and allow estimating the impact more realistically (Krawczyk, 2013). Secondary information was collected in academic journals, organizational reports, training manuals, and good websites. This information gave a theoretical basis and perspective mainly on the built-in training evaluation templates such as the Kirkpatrick Four-Level Model and the Return on Investment (ROI) method (Nesbitt, 2004; Kirkpatrick & Kirkpatrick, 2009).

Last but not least, the researcher was embedded within AKRSP for more than two months under the shadow of its research analyst to learn more about the dynamics of training, the organization in terms of administration, and employee feedback mechanisms. This interaction widened the understanding of the researcher and made his interpretation of the data more comprehensive (Siengthai, 2014; Dhal, 2013).

ANALYSIS

This paper demonstrates the efficiency of training and this study only targets the employees of the Aga Khan Rural support program (AKRSP) Chitral. In yearly basis, AKRSP Chitral carries out different form of training to enhance the knowledge, skills and abilities of the employees. This project examines the general workers in AKRSP, the total number of employees in AKRSP consist 84 males and 16 female staff, the area of training being addressed in both male and female personnel is equal.

Table 1: Gender of respondent

S.No	Gender	Percent
1	Male	84
2	Female	16

Provisions of this table show that, out of the total working population of AKRSP that took part in the survey, 84% are male workers and only 16% are females. Gender imbalance could also portray towards the overall employment patterns in other rural development sectors of Pakistan as cultural attitudes and accessibility to education or mobility could constrain women and their involvement in jobs through formal employment (TÜZÜN, 2005). The organization however, makes provision of ensuring that both sexes have equal inclusion to training programs, which is paramount to inclusive development and gender

equity in a workplace. Women should be provided with similar training opportunities that are a part of empowerment and create diversity and sustainability in the organizations (Kraiger, 2009).

Table 2: Population

S.No	Age	Percent
1	18-25	4
2	26-30	60
3	above 30	36

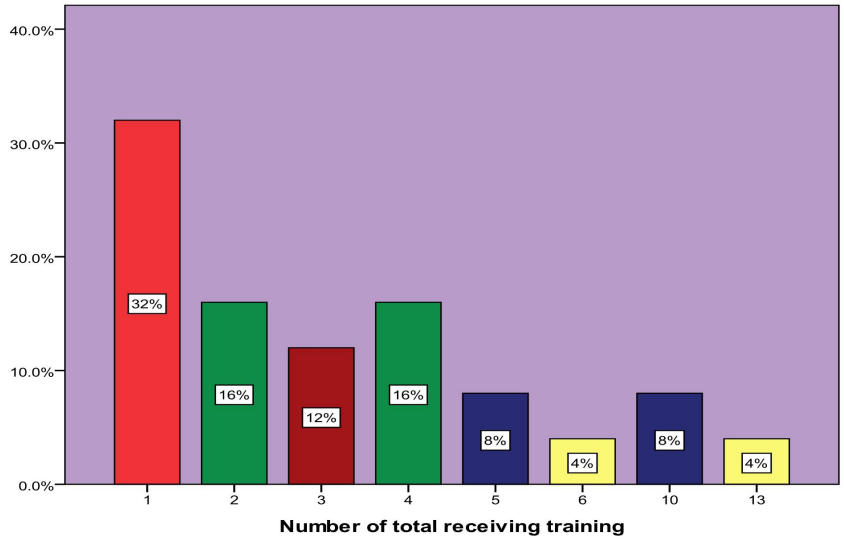
Majorities (60%) of the employees are aged between 26-30, 36 percent are those aged more than 30, whereas only 4 percent between 18-25. This implies that the workforce is mainly young. Blume et al. (2010) suppose that employees that are younger are more flexible, open to the training, and interested in professional growth. This demographic composition is an advantage to the AKRSP organization because the young employees are innovative and full of energy. It also tells that training programs must be formulated in modern, interactive and technology-based ways that would suit the learning of the young adult people (Arthur Jr., 2003).

Table 3: Level of education

S.No	Education	Percent
1	Undergraduate	28
2	Graduate	16
3	Post graduate	56

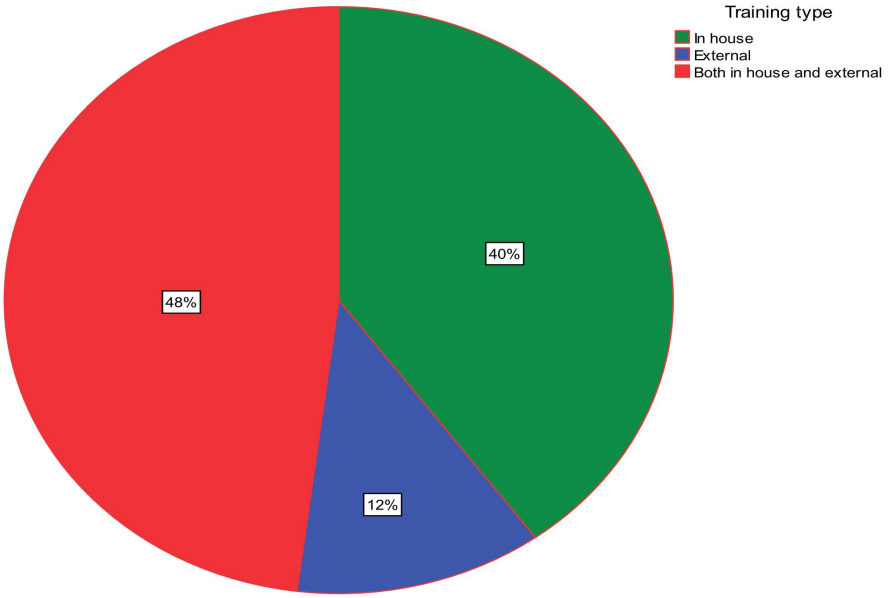
A total of 56 percent of the respondents are postgraduate students, 28 percent are undergraduate and 16 percent are graduates. Employees with high level of education are indeed a strength of any organization since this fact means that employees possess the potential of improved ability to learn and use new skills and knowledge acquired during training periods (Kirkpatrick & Kirkpatrick, 2009). Highly skilled workers would probably enjoy more complex and skill-intensive training sessions and would be able to assume the role of knowledge transfer leaders within the organization.

Figure 1: Number of Trainings Conducted



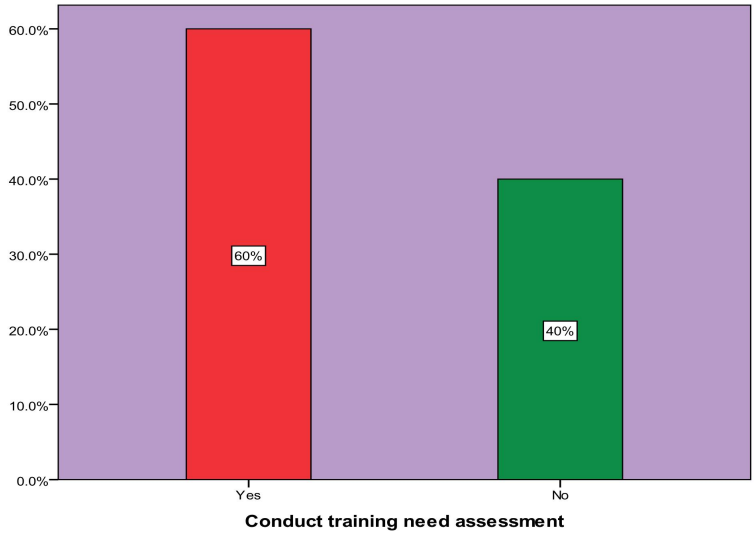
The spread on training exposure is extensive as represented in the figure. Although 32 percent of the employees have undergone a single training, some have attended several of them with 8 percent having had ten training and 4 percent thirteen trainings. This shows that the training program is well and continuously established at AKRSP. Their repetition trains allow increasing the learning retention and gives the employees a chance to clarify and update their skills in the long-run (Sahoo et al., 2014). Nevertheless, this could be accompanied by imbalance in training distribution that should be overcome in order to provide equal opportunities to learn to all employees.

Figure 2: Training types



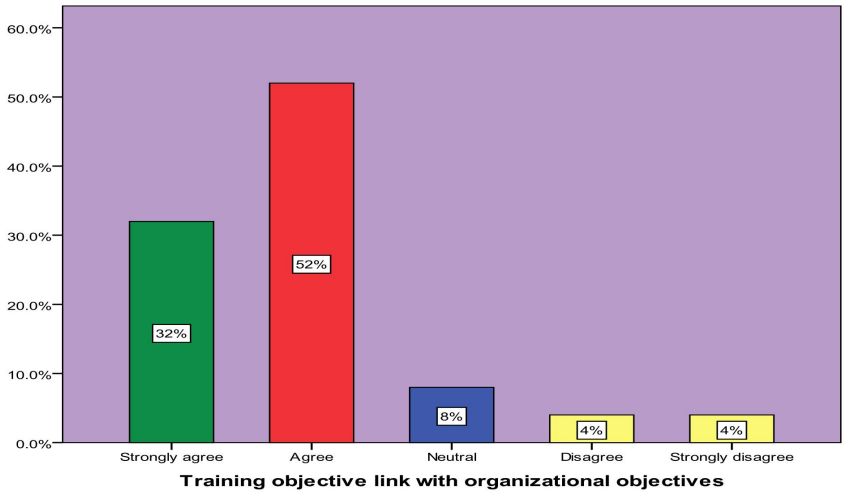
The proportion of the employees who turned in at both in-house and external training programs was quite high (48%) compared to those employees who did only in-house accommodation (40%) and those who did only the external accommodation (12%). Outside training usually introduces the exposure to the best practices and a larger picture of the industry whereas the in-house training can be more customized towards needs of the organization. The mixture of the two forms implies that AKRSP had well rounded training strategy, which is line with Carr (1999), who noted that varied methods of training delivery are important in maximizing the learning.

Figure 3: Need Based Trainings



Sixty percent of employees suppose that the assessment of training needs precedes the delivery of programs and 40 percent of them differ. Training needs assessment (TNA) is essential in ensuring that training materials relates to real performance needs (IAEA, 2003). The explanation of the mixed responses would imply inconstancy or lack of openness with which TNAs are carried out or reported. This improves buy-in and relevance with programs.

Figure 4: Objective of Trainings



The fact that 84 percent of those questioned concurred to the fact that training objectives are related to organizational goals, is an indication that training programs are highly integrated in strategy. Training also has optimum effect when closely connected with organization performance measures and objectives (Kirkpatrick & Kirkpatrick 2009). Such alignment will guarantee that the investments made in the training will be directed toward the mission of the organization.

Table 4: Improvements of Skills

S.No	Improvement of skills	Percent
1	Strongly agree	32
2	Agree	32
3	Neutral	24
4	Disagree	08
5	Strongly disagree	04

There is concurrence of 64 percent in a combination of employees with the aspect that training helped them acquire new skills, which implies that the training programs in AKRSP are effective towards skills improvement. Nonetheless, the 24 percent neutral and 12 percent negative answers indicate the areas where, in some cases, there may be a mismatch between the contents of the training and the job requirements of some employees (Kraiger, 2009). This could be dealt with by a more tailored training program.

Table 5: Improvement of Knowledge

S.No	Improvement of knowledge	Percent
1	Strongly agree	28
2	Agree	32
3	Neutral	12
4	Disagree	28

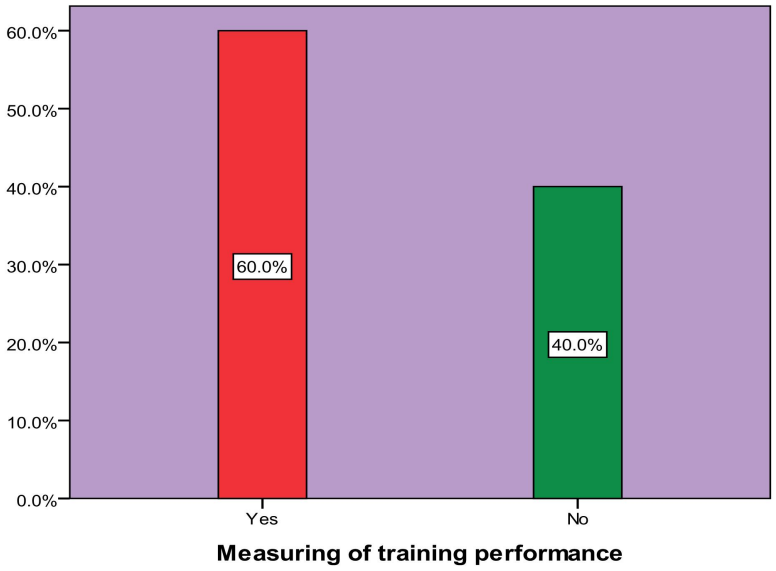
In this regard, even though 60 percent agree that training enhances knowledge there is a significant percentage of 28 percent who disagree. Such a gap could be a sign of the inadequacy of the training content, delivery or relevance. Blume et al. (2010) pointed out that content that is job-specific and enjoyable to learn conics with positive results in learning. Additional research can be required to provide the quality of content and practicality.

Table 6: Improvement of Sense of Responsibility

S.No	Sense of responsibility	Percent
1	Strongly agree	24
2	Agree	36
3	Neutral	12
4	Disagree	12
5	Strongly disagree	16

As can be seen in Table 6, 24 percentage of the respondent strongly agree that training enhances the sense of responsibility and 36 percentage of the employees agree whereas 12 percentage of the employees neutral and 12 percentage of the employees disagree 16 percentage of the employees strongly disagree that the training enhances the sense of responsibility of the employees. The answer is there was majority of the respondent agreeing that training can improve the sense of responsibility of the employees and there are a number of employees disagreeing that training can improve the sense of responsibility of the employees (Ziegler 2008).

Figure 5: Training performance before and after



Performance measurement of training means that trainer measures the performance of each employee who is being trained before, after and during the training program. In this research, researcher got various answers from different employees but the result indicated that 60% employees were answered (Yes) that were agree that trainer measures the performance of the employee before, after and during the training program while 40% employees answer was (No) that weren't agree that researcher not measure the performance before, during and after the training program. But there was diversity of opinion of different respondents on the measuring the performance of employees some of respondents' answer was (no) but they also given formation that employees' performance is to be evaluated after the training program it means that there is a standard for evaluating performance (Kirkpatrick & Kirkpatrick, 2009). (Please refer to fig. 5).

Figure 6: Senior line manager Cooperation

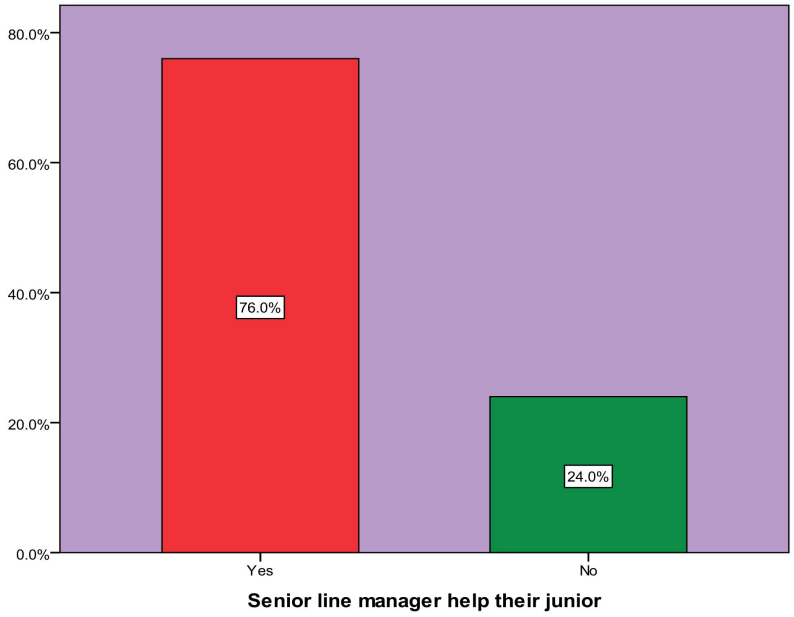
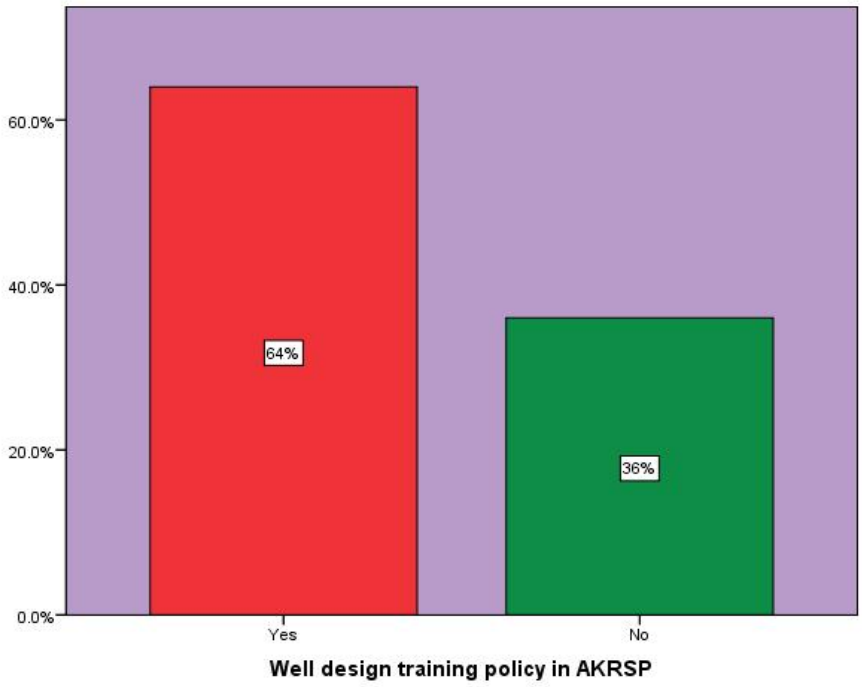


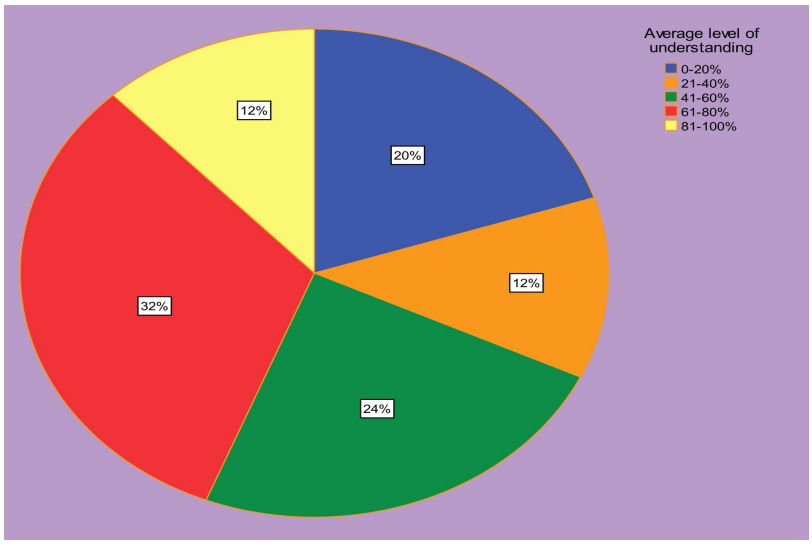
Figure 7 indicates that 76 per cent of the employees said yes to the question, senior line manager helps junior develop through training which indicates that there is proper coordination between the employees at AKRSP (Siengthai, 2014). When senior line manager assists its junior it will become the golden chance of the workers of AKRSP to get to know some knowledge, skills, abilities and other job related information.

Figure 7: Trainings Design



64 percent answered that there is a well design policy in AKRSP and 36 percent of the employees answered that they did not know the training policy of AKRSP they only participate in the training program when there is training program conducted by the organization or other organization arranged training program to them then they can participate in training program (Nesbitt, 2004). What is the grade point average (see figure 8)?

Figure 8: Understanding from Trainings



In figure 9, the result in a chart that shows that the average level of understanding of various training program, was 12 percent of employees understand the training program 0-20 percent, 12 percent understand the training program 21-40 percent and the level of understanding of 24 percent employee is 41-61 percent, the result shows that the average level of understanding of employees is 61-80 percent. Once the researcher gets all these information he/she would like to know about the training administration, training facilities and about the trainer, this information would be taken only out of those employees who have only attended one training since they joined the AKRSP this information would be vital in considering the overall effectiveness of employees. All this information is telling us that what kind of training is being carried out by AKRSP to the employees of which trainer the AKRSP have been training his employees what kind of facilities the AKRSP offer to the respondent in the course of the training program (Cicciò, 2010).. In this session the researcher also take into consideration the length and time of the training session.

Table 7: Breaks during Training Session

S.No	Number of rest	percent
1	Excellent	36.4
2	Very good	22.7
3	Good	13.6
4	Fair	22.7
5	Poor	4.5

A rest is an important training element of any successful training, particularly in the case when training sessions are long or content-loaded. In the rest breaks question, 36.4 percent of the respondents were able to rate rest breaks as excellent and 22.7 percent as very good, or more than half of them were able to assess rest breaks as extremely good. Only a few (4.5 per cent) considered them poor. Resting is identified to improve levels of concentration, decreases fatigue, and increases memory of knowledge during training (Kraiger, 2009). This shows that AKRSP has taken into consideration the issue of physical comfort in the learning environment.

Table 8: Schedule of Training

S.No	Time table	Percent
1	Excellent	23.8
2	Very good	33.3
3	Good	23.8
4	Fair	14.3
5	Poor	4.8

Beneficiaries rating the training timetable to be good, very good, or excellent were high (80.9 percent). An effective time table is an indication of good planning and consideration of time of the participants which leads to effective training (Robson, 2010). Fear and poor cause 4.8 and 14.3 per cent to be unsatisfied, the latter showing less understanding compared to those who took long sessions or had a conflict with the work responsibilities.

Table 9: Training Environment

S.No	Training environment	percent
1	Excellent	33.3
2	Very good	28.6
3	Good	28.6
4	Fair	04.8
5	Poor	04.8

Almost 90.5 percent of the respondents ranked the training environment as good or better indicating positive learning environment at AKRSP. Training atmosphere such as physical comfort, light, ventilation and seats have a strong influence on concentration and level of learning (Les Worrall, 1998). Very little dissatisfaction means a robust logistic planning.

Table 10: Training Resources

S.No	Equipment	Percent
1	Excellent	23.8
2	Very good	23.8
3	Good	38.1
4	Fair	04.8
5	Poor	09.5

Projectors, computers, flip charts, writing materials are part of training equipment which directly influence the quality of delivery. Since 85.7 percent of the participants said that the quality of equipment is good to excellent, it shows that AKRSP mainly delivers appropriate training equipment. The low number (9.5 percent) who have indicated poor equipment perhaps indicate discrepancies with training infrastructure in location (Daniel & Athisayam, 2014).

Figure 9: Knowledge of subject

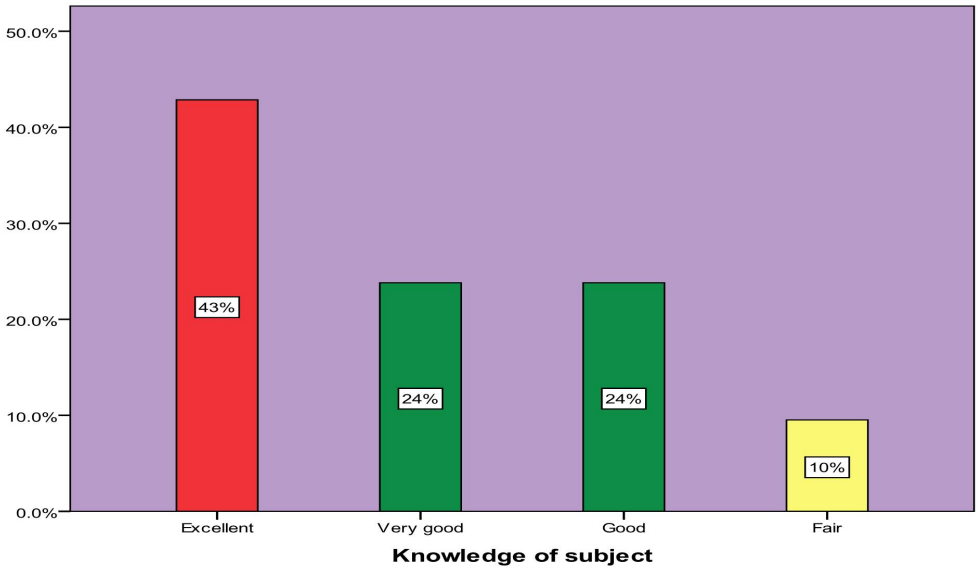


Figure 10 is with respect to the trainer of the training session that this study reveals that AKRSP train the employees through well trained professional persons when question was asked by researcher to employees on the knowledge of subject of trainer then 43% employees answer colleague knowledge of subject was excellent 24% very good 24% good in some cases only 10% employees answer was fair (Kraiger, 2009).

Table 11: participation of Trainers

S.No	Participation	Percent
1	Excellent	19
2	Very good	38
3	Good	24
4	Fair	19

And on a scale of 0 to 5 how active and dynamic the trainer is with the participants 57 percent of respondents chose very good or excellent. The active participation of the trainers facilitates active involvement of the trainees, elucidation of concepts as well as motivation (Nesbitt, 2004). Its fair rating in 19 percent indicates a need to be more detailed and personal during the sessions.

Table 12: Presentation

S.No	Presentation	percent
1	Excellent	38.1
2	Very good	14.3
3	Good	42.9
4	Fair	04.8

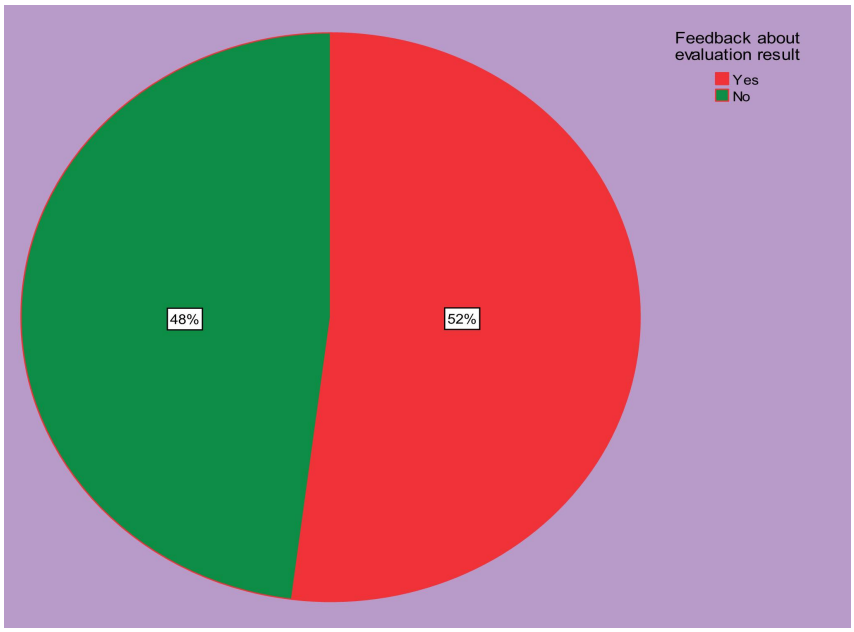
The review topically of presentation of the trainer showed that when researcher asked about the conduction of the trainer in presentation the answer was 38.1% good, 14.3% very good, 42.8% excellent and 4.8% fair i.e. it is clear that the presentation of the trainer was excellent during the training/session. Boomers are less restless in an amusement park compared to Gen-X. (See table 15)

The presentation skills is most significant to the trainer, when the persons have good presentation skills they can motivate the participant and the trainer of AKRSP had good presentation skills and all the participants of training session was highly satisfied with the presentation of the trainer. Administration of the training, the training facilities and the information about the trainer all this information was captured by the researcher on those employees who had received only one training after being employed at AKRSP, but the 14 employees too filled this session of the questionnaire and said that he/she had filled this section of the questionnaire on the basis of his/her last training program (Robson, 2010).

Figure 10: Overall rating

On the whole, the satisfaction with the training programs was on a high level, with 68 percent of employees being satisfied or strongly satisfied. These were only 12% who were dissatisfied. This means that AKRSP training programs are seen, and portrayed to be of help and influence, and hand in hand with the changes through the majority. Those who experience a high level of satisfaction are associated with effectiveness of training and transfer of learning (Pandian, 2020). Nevertheless, it can be seen that neutral (20%) and unsatisfied employees mean that constant enhancement of the relevance of content, logistics, and follow-up are needed.

Figure 11: Feedback



This research reveals that of 52% employee answer yes the most important feedback is given employees after the training course while 48% employee said why feedback is not give employee after the training course (Krawczyk, 2013).

DISCUSSION

This research was of the major intention of reviewing the performance of the employee training schemes within Aga Khan Rural Support Program (AKRSP) Chitral, basing on both the quantitative and qualitative data that was collected by administering questionnaires and conducting interviews. The findings demonstrated some lessons about the design, quality, and success of training programs that were offered to the employees and the study findings can be corroborated to the larger body of knowledge regarding the effectiveness of employee training. Among the founding observations was the variance in the demographic staffing of employees of AKRSP. The study presented an imbalance in gender, which is 84% in the male and 16% in the female staff with equal training opportunities in both sexes. This is important, since equality in training regardless of demographic factors is also related to higher perceived fairness and motivation of employees (Urban Cova et al., 2021).

The age distribution indicated that most of the employees (60 %) fell between 26 and 30 years. This young force of labor gives a good starting point in capacity building in terms of training since the young workers tend to be quite flexible and more willing to acquire other skills (Zwick, 2015). Moreover, the level of education is well developed with 56 percent of the employments being postgraduates as shown by the education profile making it possible that the human resource base is well qualified thereby increasing training reception and transfer of skills on the job. As found at AKRSP, its training coverage was high, and a good number of the employees had received more than one training program. Nevertheless, only 4 percent of them got the highest number of the training sessions (13 trainings), which indicates the possibility of insufficiency in the frequency of training. A research carried out by Uslu et al. (2021) revealed that consistent and well-distributed training leads to better outcomes in employees, especially in the motivational and attitudinal changes (Uslu et al., 2021).

The training method also holds a pivotal position. The research observed that 48 percent of the employees not only had attended in-company but also involved in external training programs. Respondents favored external training and this finding conforms to what researchers have advanced, implying that exposure to external thoughts and practices have a positive impact on organizational innovativeness and flexibility (Sahoo et al., 2014). Another important element that was addressed in this paper is training need assessment. Sixty percent of the participants confirm that AKRSP conducts needs assessment, which indicates the systematic character of training design of this organization. It is essential, as the need evaluations put employee gaps together with training objectives to achieve a better correlation and efficiency of the programs (Basariya, 2019).

Strategic alignment to organizational goals was also highly approved by most of the employees (84%) and linked objectives of training to organizational goals. Upon the creation of training programs that have an explicit connection with the organizational goals, the performance and commitment of employees are likely to improve greatly (Alamati, 2013). In terms of the opportunity of training to influence skills and knowledge development, the data was considered positive, on the whole. Plainly, around 64 percent of workers stated that their skills would be on the rise whereas 60 percent have reported increased knowledge. Such results correlate with the model of training evaluation by Kirkpatrick, especially in the "Learning" area, where the growth of knowledge or the ability to work is measured (Borate et al., 2014).

But, improving the sense of responsibility was more broad-based in terms of the responses with 28% of workers either disagreeing or strongly disagreeing. This disparity could be an indication of the organization culture or lack of support after training. Manna and Biswas (2018) also note that the significant role of post-training reinforcement is to move the training into behavioral change, as done by managers and mentors (Manna & Biswas, 2018). The evaluation and feedback mechanism was another key that was looked at. Whereas 60 percent of the employees had stated that their performance was evaluated prior to training, during and after training, 40 percent had answered in the negative. On the same note, 52 percent responded that they indeed got feedback after training. Continuous learning and motivation largely depend on feedback, the lack of which may restrict the long-term effect of the training (Shenge, 2014).

This is encouraging to note that 76 percent of the respondents said that senior managers support junior employees when they are in training. In various studies, managerial support is a good predictor of both pre-training transfer and post-training transfer (Umar et al., 2016). Training environment and the administration part were rated in the middle to high terms. There was a more reason to believe that AKRSP adheres to a balance level in training logistics, as rest breaks, time scheduling, length of the training and facilities were mostly rated as good or excellent. Some respondents however rated lower such areas as meals and accommodation. Kunche et al. (2011) suppressed that logistical support and comfort among learners has been a major factor in impacting both satisfaction of students and retention of learning (Kunche et al., 2011). The trainer skills were well recognized. 43% of the respondents classified knowledge of the trainer as excellent, and 38% gave the classification of participation levels as very good. In addition, remarkable 38.1 percent of participants boasted the presentation of the trainer. There is a direct connection between knowledge retention and application and trainer effectiveness showing that AKRSP is strong in its hire or selection of quality trainers (Upadhyay et al., 2013).

Lastly, employee overall satisfaction rate was rather high. Approximately 68 percent of the respondents described themselves to be either satisfied or strongly satisfied with the training programs. It is a good result and made us believe that the training plan developed by AKRSP is quite productive. As Trivedi (2020) states, overall satisfaction is likely to be an overall indicator since it shows the overall effects generated by properly planned and implemented training interventions (Trivedi, 2020). Overall, AKRSP Chitral result captures the voice of global best practices in training effectiveness. The broadness of

training and frequency, alignment with organizational goals and ability of trainers are the strengths. Nevertheless, areas of improvements have been identified like feedback, performance evaluation strictness and logistical facilities. Through these gaps, AKRSP will be able to advance the effectiveness of its training programs even more and foster the culture of continuous learning and improvement.

CONCLUSION

This paper will draw a conclusion that the training seminars are led by AKRSP Chitral and it produces a great amount of positive influence on the effectiveness of employees in the workplace. It was also shown during the research that most of the employees considered the training sessions helpful in improving their knowledge, skills, abilities, and their feelings of responsibility. An effective training policy, coordination of training objectives with organizational objectives and the coordination between employees and the senior management were some of the factors that facilitated the success of training efforts. In addition, providing professional trainers and the selection of right training materials that match job requirements promoted the increased levels of understanding and participation among employees. With the participants feedback it can be stated that the training in AKRSP is enjoyed by the participants and is found to be a very essential tool in keeping the performance levels up and also motivate the employees.

Although the training framework is largely successful in AKRSP, the study identifies some areas that need improvements. The organization is advised to upgrade accommodation facilities that it offers in the course of training because some employees voiced their dissatisfaction with this aspect. Also, the training sessions must be open-ended and long enough in case some learning needs to be done in depth. The involvement of current technology and equipment should be enhanced in order to enhance the training experience. In addition, the training effectiveness is supposed to be measured in an orderly way by recording before, during, and after training, besides post-training since this allows individual monitoring to be done efficiently. Continued improvement and the direction of what is happening to be in line with what is expected in an organization requires structured feedback of participants. Lastly, the refreshments and meals should also be enhanced to form part of the training administration so that the employees remain motivated.

According to the feedback of the employees some recommendations are made in improving training programs of AKRSP. The first strategy to be incorporated is the development of an annual training calendar, which gives subjects to be covered and the expert trainers to be assigned to each course. Second, preparation of specific training budget is necessary so that employees should have a chance to attend both in-company and outside training courses despite their financial background. Third, training has to be undertaken frequently and has to be job specific or departmental specific and not less than five days to have any significant effect in it. Fourth, it should focus on the partnership with good organizations and accredited trainers to provide quality training. Finally, they should therefore have a thorough feedback system incorporating pre-training tests, monitoring, post-assessment, constant attendance with meals and refreshments so as to ensure the convenience of attendees and their interests. Such actions will be taken to make sure that the training programs offered by AKRSP can further build qualified, driven and efficient workforce.

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