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Degree : Master of Commerce
Department/School : Management and Public Administration
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Contact Information

Email address : teata82@gmail.com
Phone
Mobile : +686 28545
Home : _____
Work : _____

Permanent Residential Address
Bikenibeu
KIRIBATI

**CRITICAL ANALYSIS OF SHORT-TERM OVERSEAS
TRAINING PROGRAMS IN KIRIBATI PUBLIC
SERVICE**

by

Taonateata Mathew

This Supervised Research Project submitted in partial fulfillment of the
requirements for the degree of
Master of Commerce in
Management and Public Administration

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School of Management and Public Administration
Faculty of Business and Economics
The University of the South Pacific

June, 2019

DECLARATION

Statement by Author

I, Taonateata Mathew, declare that this Supervised Researched Project is my own work and that, to the best of my knowledge, it contains no material previously published, or substantially overlapping with material submitted for the award of any other degree at any institution, except where due acknowledgment is made in the text.

Signature *Mathew* Date *30/06/2020*

Name *Taonateata Mathew*

Student ID No. *698003678*

Statement by Supervisor

The research in this mini thesis was performed under my supervision and to my knowledge is the sole work of Ms Taonateata Mathew.

Signature *Naichu* Date *9/9/2020*

Name *Dr. Sumanepka Naichu*

Designation *Principal Supervisor*

DEDICATION

To my most patient and supportive husband, who has helped me during times of need and problems that I was facing while trying to complete my SRP.

To my father who has always been a source of inspiration for me and encouraged me to complete my thesis.

To my mother who has supported me personally and provided domestic work support during times of need.

To my sons and daughters for their understanding and kindness for the past two years.

To all my families and friends who have supported me throughout this journey.

I dedicate my work to you all with love.

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Are ieta ngkami!

ABSTRACT

This Supervised Research Project (SRP) critically analyses short term training selection policies and training analysis for the JICA training in Kiribati's public service.

The first part of this study looked at the views of human resource officials in the Kiribati's public service and JICA officials based on training activities and selection policies for JICA short term training for Kiribati's public servants. Their views provided a good insight into the current training policy in Kiribati for the selection process and other human resource training and development activities in Kiribati's public service. The research findings show that all human resource development activities for Kiribati's public service are guided by HRD procedures manual for the training policy. The Kiribati's public service conducted training evaluation only at first level, also current training policy needs to be strengthened to employ the best participants for future short term overseas program for JICA training.

The second part of this study considered the views of JICA participants and their supervisors, colleagues, and subordinates based on training evaluation. The research findings reflect some of the strengths and weaknesses of the current JICA short term training program. The finding shows that the strengths outweigh the weaknesses because most of the trainees have improved their work behavior hence contributing to individual and organizational development. This study confirms that there needs to be improvement in both selection system (selection policy and selection criteria) and training program (improve timing and activities) as the way of improving the training program for the JICA's short term training for Kiribati's public service.

ACRONYMS

HOD	Head of Department
HR	Human Resource
HRD	Human Resource Development
HRMC	Human Resource Management Centre
HRPC	Human Resource Planning Committee
JICA	Japan International Cooperation Agency
KIT	Kiribati Institute of technology
KTC	Kiribati Teachers College
KV20	Kiribati Vision 20
MHMS	Ministry of Health and Medical Services
MOE	Ministry of Education
NCD	Non-Communicable Disease
PICPA	Pacific Islands Center of Public Administration
PSO	Public Service Office
SPA	Self Performance Appraisal

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CHAPTER 1: INTRODUCTION

1.0 Introduction

This paper intends to critically evaluate the overseas short-term training program for Kiribati's public service. In particular, the research focuses on the short-term overseas training that is provided and conducted by the JICA (Japan International Cooperation Agency) with a selection of participants conducted by both JICA and PSO (Public Service Office) across the public service.

The two parts of this research include:

- i. Examining of selection policies procedures for short term training (JICA) and HR training and development methods in Kiribati's public service.
- ii. Evaluation of the training program by using the Kirkpatrick four levels of evaluation.

The project highlights strengths, weaknesses and other strategies to improve the training program based on the outcome of training evaluation and findings from this research. The second part highlights the HR training policy for the selection process and HR training and development method for Kiribati's public service.

This chapter will discuss the background of the human resource training and development program and training evaluation in Kiribati's public service. Secondly, it will present research questions, aim and objectives of this SRP Finally, it will discuss the scope and usefulness of the study and finally, it will outline the organization of this SRP.

1.1 Background

The existence of training and development programs entails high cost and plays a vital role in educating, developing and building the capacity of all employees to accomplish the organization's goal (Sumit et al. 2009). However, to determine whether to continue or terminate such training programs, there is a need for training evaluation to justify

the investment to decision-makers as well as providing feedback as part of future improvement of training and development programs (Steensma & Groeneveld 2010).

Training and development programs play a key role in improving the service delivery and performance of the public sector organizations (Sadd & Mat 2013).

The Kiribati public service provides training and development programs to all employees in three forms that include, long term academic, short term overseas programs, and short term programs within the country. The provision of such training is based on training needs that are reflected in the HRD (Human Resource Development) plan for each ministry.

Other methods of training included induction training, one to one consultation, refreshing courses and other development courses offered both in the country and overseas institutions.

All HRD activities are guided by a training policy procedures manual that was introduced and approved by the cabinet in the year 2007 (PSO Human Resource Department 2007). The scarcity of resources and knowledge on training evaluation allow minor training evaluation to be conducted at public service.

The Kirkpatrick model is one of the most common and appropriate evaluation tools that involves four levels of training evaluation such as reaction, learning, behavior and the result (Sumit et al. 2009; Steensma & Groeneveld 2010). The existing model strives to generate strengths, weaknesses and other improvements strategies that help with the enhancement of future training programs.

The main aim of this SRP is to critically analyze short term overseas training programs in Kiribati. To achieve this objective, this study will answer the following research questions:

1.2 Research Questions

1. What are the perceptions on current training methods, procedures and selection policies for short term training in Kiribati public service?
2. What are the benefits of the JICA short term training program on individual work behavior and organizational development during and after training?
3. What are the flaws of the overseas JICA training program existing within the Kiribati public service?
4. What are the essential components of an effective JICA overseas training program for Kiribati public service employees?

1.3 Scope of this Study

This study will examine and discuss human resource training methods, procedures and policies as well as the strengths and weaknesses of current training programs focusing on overseas short- term training programs. It will determine ways to improve and strengthen overseas short-term training program for all public servants in Kiribati.

1.4 Structure of the supervised research project

This project paper is organized into six chapters.

Chapter one is the introductory chapter that consists of five subsections such as introduction, background, research questions, the scope of the study and the structure of this SRP.

Chapter two reviews the existing literature as well as the theoretical framework used in this study. This chapter looks at human resource training and development programs, training evaluation approach in other countries as well as training procedures and policies, weaknesses, strengths of the training program and improvement strategies in other developed and developing countries.

Chapter three provides an overview of Kiribati's public service as well as human resource training and development for short term training program in Kiribati.

Chapter four presents the research methodology that highlights data sources, sampling technique, analysis methods used in this SRP followed by ethical considerations and limitations faced during the research.

Chapter five presents results and provides discussion based on research findings after analysis. The research findings present training procedures and policies as well as an outcome of training evaluation conducted in Kiribati's public service.

Chapter six summaries and provides recommendations and conclusions. This chapter also discusses the implications and linkage of this study with future research.

1.5 Conclusion

This chapter has firstly provided background information for human resource training and development activities in Kiribati's public service. Secondly, it has presented research design, methods used for data collection, sample selection technique, data analysis approach, limitations faced during research and ethical considerations. The research questions, aims, and objectives of this SRP were also presented that was followed by the discussion of the scope and usefulness of this study. Finally, it has outlined the organization of this SRP.

The next chapter will provide the literature review, theoretical perspectives, and framework for training evaluation.

CHAPTER 2: LITERATURE REVIEW

2.0 Introduction

The main aim of this chapter is to review the existing literature. The first section discusses the definition of training and development in human resource management. The second section explores and compares the training and development practices undertaken by countries around the world. The final section of this chapter provides the theoretical framework.

2.1 What is Training?

Training and human resource development activity has increased greatly over the past few years and is generally regarded as a subset of human resource development (Sadd & Mat 2013). Training is considered to be the most important function of human resource management as it reflects the organization's value of human capital (Siengthai et al. 2016).

The definition of training is widely deliberated by most human resource management scholars; however, for this study, a few definitions from international refereed journals have been reviewed.

Training as illustrated in various studies can be defined as a way of developing capacity, skills, attitude, and knowledge of employees to improve job performance and the organization as a whole. Training can improve or transform job performance through a process that is designed to assist an individual to learn new skills and knowledge. It is also a continuous systematic development among all levels of employees (Anitha & Kumar 2016; Elaine 2005; Kim 2016; Rafiq 2015; Sadd & Mat 2013; Soltani & Liao 2010). Training has become a mechanism of achieving effective human resource development objectives, including a series of mechanistic interventions, whereby trainers transfer knowledge to an employee with the expectation of improving individual and organizational performance (Sadd & Mat 2013; Soltani & Liao 2010). Nonetheless, training of employees plays a key role in enhancing organizational performance, well-being, and profitability in society (Rafiq

2015). According to Sadd & Mat (2013), training is believed to be a vital aspect of human resource development in the organization which acts as an agent of change that brings organizational expansion, development of capacity and performance improvement.

The study from developed and developing countries, such as Korea, US, New Zealand, Australia, and others, concluded that training program is a learning process that contributes to the enhancement of organizational and individual development (Anitha & Kumar 2016; Elaine 2005; Kim 2016; Rafiq 2015; Sadd & Mat, 2013; Siengthai et al. 2016; Soltani & Liao, 2010). Nevertheless, other studies argued that training involves the transfer of knowledge from a trainer to the trainee (Sadd & Mat 2013; Soltani & Liao 2010).

2.2. Training and Development in the Public service

Training and development of employees have become a core function of most organizations in the public sector worldwide (Sadd & Mat 2013).

To define training, public service plays a vital role in producing intangible service that requires capacity building through training (Rajasekar & Khan 2013). The public service training program aims to provide instructions and experiences that prepare new and current employees for an effective and efficient output, however, such training programs need to be linked closely to business priorities that connect with training outcomes (Kavita & Diksha 2014). Additionally, another aim of the training is to learn; therefore, training is provided to enable employees to learn and make changes in the organization (Elaine 2005).

Organization nowadays encourages the continuous training and capacity building of employees' to respond better to everyday business challenges. For instance, the Oman government provides online, face to face and induction training to both the public and some private sector organizations (Rajasekar & Khan 2013). Similarly, both human resource development and training in other public service provides short term activities and a requisite to improve job performance and increase capacity for future higher positions (Sadd & Mat 2013; Budd and Hannum 2016; Kavita & Diksha 2014).

Development programs in public service, on the other hand, are designed to meet specific objectives that contribute to both employees' and organization's effectiveness (Kavita & Diksha 2014). The same scholars argued that development programs need to be managed through various steps which involve, reviewing of organizational objectives, evaluating the organization's current management resources, determining individual needs, designing and implementing development program, evaluating the effectiveness of these programs and measuring the impact of training on the participants quality of work (Kavita & Diksha 2014).

Although both training and human resource development are defined differently, their goal and objectives remain the same, and their activities are designed toward enhancing employees' knowledge and skills for effective performance in the organization (Kavita & Diksha 2014).

Human resource development and training can be classified into two main categories, such as skill enhancement and behavioral change. Skills improvement can be attained through training programs that include workshops and seminars based on the skill gap. Behavior change is reflected in the form of attitude and mode of communication to supervisors, peers, and subordinates (Kavita & Diksha 2014; Sad & Mat 2013).

This section draws on the examples of public service human resource training and development programs in various other countries, such as the UK, Iran, Korea, and others. A case study discussed by Pollitt (2015) claimed that workshops and e-learning programs are used in most of the public sector of the UK to improve employee's capacity. The existing author argued that the workshops provided are tailored to suit the needs of the public service employees. Another example, in Iran, most of the training programs are tailored towards management needs that focus on improving employee's knowledge and skills (Soltani & Liao 2010). In a case study from Korea, Kim (2016) explained that the government offered basic foundation courses that focus on ethics and governmental policies to all civil servants. Other forms of training include a one-on-one session between employee and supervisor, upgrading courses on negotiation skills, online courses and coaching from experienced personnel in the organization (Elaine (2015). Additionally, according to Mohan et al. (2017), they argued that infirm training is widely applied in the Caribbean as the preferred method

to train and equip new employees with the required skills for their job. Whereas training is compulsory in some organizations and is regarded as a form of orientation/induction and refresher training (Elaine 2005). Similarly, the Republic of Kenya, on the other hand, has introduced short term job-related courses in the year 2000, which are aligned with the skill gap identified through performance appraisal and by supervisor-employee interviews (Kenya Public service 2015).

The studies concluded that methods of training and development programs in each organization depend on the function of the organization and nature of an individual's job. In some of the developing countries, private sectors with limited budget on training, tend to favor training programs with least cost, such as infirm training, one on one supervisor-subordinate session and online course (Mohan et al. 2017; Elaine 2005). On contrary, public service's training program incur more cost as they are being tailored towards organizational goals and objectives in some developed countries like Korea, UK, and Iran (Pollit 2015; Kim 2016).

Procedures and policy for training and development program

To make training more effective, a training plan should be available before conduct a training program and activities. As emphasized by Budd (2016), each organization has to develop a training plan that reflects all training priorities within the organization. However, such a training plan should focus on training needs obtained from the analysis conducted before the actual training activities (Siengthai et al. 2016). Furthermore, they argued that for a successful training program, it is essential to plan the training activities by first conducting a training needs analysis to identify appropriate content and method of the training program to effectively enhance the learning experience of the participants (Siengthai et al. 2016).

Based on the assumption above, human resource development and training plans must be aligned with the strategic direction of the organization and must be focused on organizational goals and culture to provide an effective learning environment (Budd 2016). This approach will lead to well trained and productive employees and will facilitate a mutual trust relationship between the employees and the management, specifically in terms of employees' training (Magerison 1982). Moreover, Siengthai et

al. (2016) believed that once the need for training has been identified, training policies and procedures should be developed and implemented to strengthen all training and development activities within public service.

In light of the current understanding, it has been observed by several scholars that individual countries have developed their training policies and procedures that are to be administered within the public sector. Rajasekar & Khan (2013) stated that Oman's government has indicated the importance of training in articulating procedures, policies, and strategies throughout all ministries. The authors also confirmed the establishment of the training department in every ministry with training directors to monitor and coordinate all training activities Rajasekar & Khan (2013). Similarly, in Uganda, the existence of training policies and strategies framework governs all training activities for both short and long term training in Uganda's public service (Uganda Public service 2006).

Additionally, within Kenya public service all public officials must undertake induction and competency-based short term training at the different levels within their careers; however, based on the criteria that they should have completed six months of service before undertaking such short term training (Kenya Public Service 2015).

Selection procedures

Countries with training policies conceived that selection of training participants needs to be carried out before the commencement of training., In Uganda, the selection of employees to participate in training are guided by policy. In this existing policy, officials who are appointed on contract are eligible for short term courses with a duration not exceeding one month. Uganda Public service (2006) policy further states that only top, senior and middle-level government officials are allowed to undertake overseas training.

Besides, the health care delivery unit in the United Kingdom (UK) indeed selects trainees based on views, criteria, and characteristics derived from service users/customers (Vandrevala et al. 2007). The existing study reflected the necessity of involvement of service users/customers in the selection process by providing

characteristic requirements for trainees such as: to be friendly and understanding customers.

Moreover, in another country, like Lybia, most of the companies selected training participants based on bosses' direction and job performance review (Aгнаia 1996).

It is concluded by previous studies that in countries like Oman, Uganda, Kenya, Libya and UK, well-trained employees have contributed to the achievement of organizational goals resulting from effective training activities that have been well-planned through proper training needs analysis. Another point highlighted was that each country has its policy and procedure to guide all training activities and the selection of best participants for training (Bud 2016; Kenya Public service 2015; Rajasekar & Khan, 2013; Siengthai et al. 2016; Uganda Public service 2006).

Training Evaluation

Some organizations are unwilling to invest in the training program because there is not sufficient evidence that such training contributes to the organizational strategic goals, mission and organizational effectiveness (Sadd & Mat 2013). Other scholars believed that training programs involved high cost and are time-consuming (Sumit et al. 2009). However, other organizations consider training evaluation as less important due to a lack of knowledge and technique on training evaluation (Sadd & Mat 2013).

In contrast, recent studies believed that training evaluation has become vital in providing important information to decision-makers and to improve and strengthen future training programs. It also gives an advantage of identifying the areas that need further improvement and to provide insight into methods of improvement (Dhliwayo & Nyanumba 2014; Sadd & Mat 2013; Sumit et al. 2009).

Training evaluation claimed as one way of collecting, analyzing, interpreting data and finally communicating the results for decision making. It also outlines a range of areas to improve reactions, learning, behavior, and results for the training program (Cooley et al. 2015; Rafiq 2015). Training evaluation is considered vital as without evaluation there is no justification for all activities of training and investment justification; hence,

less support from decision-makers whether to improve and continue with the program or to terminate or reject inefficient program (Dmitry & Manokhina 2017; Rafiq 2015; Steensma & Groeneveld, 2010).

Some several methods and techniques have been used to evaluate the effectiveness of training programs, such as the skill-based test, behavioral measures, job performance measure, efficiency measure and intention and analysis approach (Siengthai et al. 2016). However, the most commonly used model for training evaluation is the Kirkpatrick models (Rafiq 2015). As emphasized by Kirpatrick & Kirkpatrick (2006), there are four levels of evaluation involved in this model that include: i) reaction as the first level; ii) learning as the second level; iii) behavior as the third level; and iv) result as the fourth level. According to Steensma & Groeneveld (2010), the four levels are explained as follows. Reaction as the first level of evaluation aims to obtain the reactions of trainees to see their satisfaction with training programs, such as training contents, venue, timing, duration, refreshment, and others. The second level of evaluation is learning which attempts to determine the degree of knowledge or skills gained during training, while the third level examines the behavior of trainees or how they utilized skills or knowledge gained after training. 'Result' is the final level that examines how the outcome of such skills and knowledge from training impact the trainee and the organization as the final result (Steensma & Groeneveld 2010).

Various studies believed that the Kirkpatrick model is the most effective and applicable model for training evaluation. Studies by Burns et al. (2017) & Cooley et al. (2015) confirmed that this model provided both factors affecting the outcome of training (eg, good timing of training, venue, contents, and others), and the long term outcome of a training which includes skills and behavior after the training.

Furthermore, conducting training evaluations involves the collection of data within the four levels of evaluation. Based on the study by Smidt et al. (2009), the collection of data for levels one and two involves interviewing employees who have participated in the training while the supervisors or subordinates are involved in the third and fourth level of evaluation, where the researcher conducts an interview and focus group discussions to assess the outcome of the training based on the change in behavior of trainees after the training and how such changes contribute to the organization (Smidt

et al. 2009). Similarly, Cooley et al. (2015) in their study employs similar evaluation levels where level 1 and 2 involved more groups of employees for interview, such as i) those who have completed the course recently; ii) employees who have completed the course during the past year; iii) alumni or those who have completed a program for more than 2-10 years and; iv) a control group (those who have never attended any form of training). At Level 3 and 4, supervisors and subordinates are interviewed to test the change in job behavior of participants before and after training where the control group reflects job behavior before training (Cooley et al. 2015).

Training evaluations have been applied in Malaysia within their public service. According to Haslinda & Mahyunddin (2009), the first level of evaluation attempts to understand the reactions of trainees towards the training and the relevance and quality of the training through questions to participants on their perception of training. In the second level of evaluation, participants are tested or assessed before and after training to determine the amount of learning that has been captured. The existing authors argued that at the third level of evaluation (behavior), views of supervisors are obtained at this level to see how employees performed tasks before and after the training. This included the change in job behavior and the transfer of skills at the workplace. At the fourth level, the result is gauged to measure the success of the program by looking at the increase in sales, higher profits, and decreased costs and reduced in accidents/defects and others as means to determine the success (Haslinda & Mahyunddin 2009).

Studies on training evaluation highlighted the fact that training evaluation plays a similar role across the different organizations in providing information to assist with the enhancement of organizational development for employees capacity building. These studies concluded that training evaluation across different organizations, such as universities, companies, and other public sector organizations are adopting a similar level of training evaluation but with different purpose of the study (Dhliwayo & Nyanumba 2014; Sadd & Mat 2013; Siengthai et al. 2016; Sumit et al. 2009). For example, different organizations, such as universities conducted training evaluations through four levels as a way of improving the training program to increase the pass rate of students (Cooley et al. 2015). However, for public sector organizations, they conduct training evaluation to look for ways on improving capacity building courses to develop individual skills contributing to the achievement of organizational goals

(Haslinda & Mahyunddin 2009). Furthermore, companies evaluate training as a way of increasing the capability of employees to assist with an increase in their sales and profits of their business. Since the purpose of training varies among organizations and universities, participants involved in training evaluation differ as well. According to Burns et al. (2017) and Steensma & Groeneveld (2010), training evaluation in the public service and companies was conducted to identify reactions, skills and knowledge learned during training from participants. Supervisors and subordinates of trainees involved in training evaluation to confirm the change in work behavior and their training results on organizational development. However, for training evaluation in schools, it involves students and alumni students to identify strengths and weaknesses of the training program (Burns et al. 2017; Cooley et al. 2015; Steensma & Groeneveld 2010).

Training program strengths, weaknesses and solution

The outcome of training evaluation reflects both the strengths and weaknesses of the existing training system as well as highlighting the way forward for future improvement of the training program.

Several studies on training evaluation for the public sector and some universities in a few countries, such as UK, US, Malaysia, and others has indicated the benefits and strengths of a training program that benefits both employees and the organization. Some studies highlighted the benefits and strengths of the training program that include, the improvement in knowledge and skills after attending the training. Managers have an improvement in understanding of the role, improved production, quality of work, increased sales and others (Groeneveld and Steensma 2010), and better communication and care skills in one of the disability organizations in the United States (Smidt et al. 2009). Similarly, a training program for Pakistan international airline employees has allowed participants to apply skills and knowledge confidently in their workplace. Moreover, a result of this training includes communication skills, problem-solving, stress solving, ethics and others (Rafiq 2015). The existing scholar argued that this training program has the advantage of changing the firm mindset of employers hence, management is more flexible especially when it comes to decision making for training. According to Cooley et al. (2015) in their study

in one of the UK universities, highlighted some of the strengths of a workgroup training program that included the increase in student interactions and personal development resulting in employability, and the increase in sense of belonging especially within international students. In addition to this, another study by Siengthai et al. (2016) argued that in Malaysia, the public service training program has benefited both employees and the public service. The existing authors argued that this benefit highlighted through the ability of satisfied participants to apply skills on the job that contributed to the organizational development and goal achievement.

In contrast, the training evaluation outcome reflected in existing studies stressed some of the shortcomings and challenges of the training program in a few organizations including the public sectors and schools. These include i) the long hour training which often causes fatigue to participants during managers' training (Groeneveld and Steensma 2010). ii) lack of support from trainees' work colleagues and customers that hinders the utilization of skills and knowledge learned during training in one of the disability organizations in the United States (Smidt et al. 2009). One of the UK universities' workgroup participants faced challenges in transferring the skills after training due to the timing of the training program which coincided with the end of the semester. This made the application of the skills learned during training difficult. (Cooley et al. 2015).

In addition to this, poorly designed training programs led to problems, such as employees' lack of interest in the training program, lack of support from the management, no proper training needs analysis before the training is performed and inappropriate selection of participants. However, such problems hindered the effectiveness of the training program and create negative impacts on participants and training programs as in the case of Malaysia's public service training (Siengthai et al. 2016).

Nevertheless, to resolve the challenges and weaknesses of the training program, a few numbers of resolutions emphasized by Smidt et al. (2009) include, training programs to be properly planned and developed based on training analysis results obtained before commencement of training. Other resolutions include the improvement of duration and length of the training program and to introduce a break in between to

avoid participants from being exhausted (Groeneveld and Steensma 2010). Moreover, another study proposed that a well-planned training program will allow participants to transfer knowledge and skills gained after training which contributes to organizational development (Cooley et al. 2015). Further, it is also recommended that annual training evaluation should be conducted to assist with the improvement of existing training programs (Rafiq 2015).

2.3 Theoretical perspectives on training and framework of training evaluation

The direction of this research is framed from the literature on human resource training and development in the public sector, policies and procedures, and training evaluation model.

My research draws on various discipline of Human resource training and development that includes training definition, policies, and procedures for training.

According to Siengthai et al. (2016), training in organizations is considered an organized educational activity that enhances learning and helps the employee to develop their personal and organizational skills, knowledge, and abilities. Apart from this, Magerison (1982) claimed that the training plan should be developed based on the results of training needs analysis that was conducted before training program commencement. Other scholars, Siengthai et al. (2016) believed that training impacts organizational outcomes; therefore, they suggest that human resource policies and corporate structures of the organization can significantly impact the firm's success. Training procedures and policies provide guidelines for all training activities within the public sectors/service (Uganda Public service 2006). Furthermore, Cooley et al. (2015) and Saad & Mat (2013) recommended that after every training, the training program needs to be evaluated to highlight the strengths and weaknesses of the training program for future improvement. Also, training evaluation will allow decision-makers to bestow workable and effective training programs. Such a training program enhances learning and resulting in employee's improvement in job behavior at the workplace.

Another part of the literature review argues that a commonly used model to evaluate training is the Kirkpatrick model which formed the second part of this research for training evaluation. Training evaluation is a systematic process of examining the worth, value or meaning of an activity or a process. Since a particular method of evaluation can be applied in all cases there is a need to develop several methods of measurement. While there are several models and formats developed for measuring HRD and training effectiveness, the most accepted model is the Kirkpatrick model (Phillips 1997).

The Kirkpatrick model was developed by Donald Kirkpatrick for his Ph.D. dissertation and has become one of the most commonly used methods to evaluate the effectiveness of learning solutions (Petron 2017).

According to a book written by Kirkpatrick & Kirkpatrick (2006), training evaluation was developed to determine the effectiveness of training programs. The four levels of evaluation in the Kirkpatrick Model are reaction, learning, behavior, and results.

i. Reaction

Several scholars, Cooley et al. (2015), Groeneveld & Steensma (2010), Rafiq (2015), and Sheets (1985) argued that reaction, the first level of evaluation refers to trainees' reaction or feelings towards the training. In the reaction stage, trainees express their feeling about the structure, contents, style, and methods employed in the training program (Sadd & Mat 2013). Additionally, Sheet (1985) in his study referred to the reaction stage as the gathering of data on the participants' reactions after completing the training program. At this first level of evaluation, there is an investigation of attributes towards the training material provided during training through questionnaires and interviews to obtain feedback from trainees which helps in fostering management support for the training program and future improvements (Sad & Mat 2013).

ii. Learning

Sheets (1985) stressed that learning as a second level of evaluation refers to the assessment that determines whether the learning objectives of a program or training are met. According to Sadd & Mat (2013), this second level involves post-training

evaluation of skills and knowledge gained through the training intervention, and how it is translated to improve job performance and impact on employees' work-related attitude. Other scholars defined learning as the degree to which students acquire the intended skills, knowledge and attitudes from pre-to-post-training (Cooley et al. 2015; Rafiq 2015). To measure the result of learning in the second level of evaluation, it involves determining one or more of the following: knowledge acquired, skills being improved or developed and looking at changes in attitudes (Kirkpatrick & Kirkpatrick 2006).

iii. Behavior

Kirkpatrick & Kirkpatrick (2006) and Cooley et al. (2015) believed that the changes in the behavior of the employees after attending the training program are measured at this level and they argued that the assessment at this level is more difficult and complicated as compared to previous levels. Sadd & Mat (2013) argued that this third level of evaluation is about work-related behavioral changes that are reflected in employee performance. They further argued that surveys, observation, and interviews of performance are some of the tools used in measuring behavioral changes of employees. Another argument by Sheets (1985), evaluating the behavior at the third level of evaluation involves the assessment of job performance changes as the outcome of the training program. Moreover, Rafiq (2015) further argued that this level of evaluation should determine work-related behavioral changes that reflect employee performance. Data are gathered at this level, is gathered through the interview with superiors or subordinates to obtain training outcome on change in behavior of trainees after training and how such changes contribute to the organization (Sumit et al. 2009). According to Kirkpatrick & Kirkpatrick (2006), the four conditions that are necessary for change of behavior to occur are; i) employee must have a desire to change after training, ii) an employee must know what to do and how to do it, iii) an employee must work in the right environment where immediate supervisor encourages the participants to learn and apply his/ her learning on the job, and iv) employees must be rewarded for making positive change after training. Such rewards include intrinsic rewards (individual feeling of satisfaction, pride, and achievement after positive results of the change in behavior). Extrinsic rewards include praise from a boss, recognition by others, and monetary rewards or bonuses and pay increase after implementing change as a result of training.

iv. Results

According to a study by Sheets (1985), the final level of evaluation involves the assessment of the costs and benefits of the training programs. Kirkpatrick & Kirkpatrick (2006) consider the evaluation of the results as the most difficult part of the process. At this evaluation level, a trainer determines the final results based on the attendance and participation in the training program. This level also involves measuring the impact of changes in learning and behavior such as academic performance and employability (Cooley et al. 2015) and the measurement of how skills acquired from the training are being used and how they contribute to the organization (Rafiq 2015). This final level of evaluation revolves around the impact of training and development on the organization (Sad & Mat 2013).

The Kirkpatrick model is regarded as an evidence-based framework with a purpose to identify the short term (at level 1 and 2) and long term (at level 3 and 4) evaluation of training's impact on employees. It was also believed that few studies have used the Kirkpatrick model to explore other factors or processes that influence the outcome of experiences of employees before and after attending training (Burns et al. 2017).

The literature showed that the effectiveness of training depends on how the training plan is developed in the first place as well as how procedures and policies are implemented before, during and after the training (Haslinda & Mahyunddin 2009; Uganda Public service 2006). Training evaluation attempts to assess the training program using the Kirkpatrick model by providing information for final decision making.

Training and Development in the Pacific Islands

In some of Pacific island countries, such as Fiji, PNG, and NZ, training, and development program exists and believed to be part of the staff development process. A training policy in the Ministry of Youth and sport in Fiji provides a clear guideline on study and training leave for all staff within the ministry (Burchell 2017). Similarly, in Papua New Guinea's public service, training and development procedures are reflected under the 1995 Public Service Management Act (Papua New Guinea Government 2012). Selection criteria for short term training consider some of the following;

- i. duration of service; two years in PNG (Papua New Guinea Government 2012) while for Fiji Ministry of Youth and Sports, employees should have worked for at least six months without previous disciplinary cases to be eligible for the short term training (Burchell 2017).
- ii. The proposed program of study should be related to duties and the work of that officer (Burchell 2017; Papua New Guinea Government 2012).

New Zealand government, on the other hand, provided training to Small Medium-sized Enterprises (SME) through New Zealand trade and enterprise training (Massey 2004). The existing author argued that in 1994, free training on a wide range of topics has been provided to approximately 31,000 people from 7,000 SMEs. Following this free training, in the mid-2000s, an independent evaluation was carried out. Massey (2004, p. 461), further argued that 'the government is in the same position as others; unable to utilize assess the value of training in any real sense' due to poor quality training evaluation.

Overall, based on the literature reviewed there is currently a scarcity of available resources that documents the context of the Pacific Islands concerning short term training evaluation. This lack of literature suggests there is a current knowledge gap in human resource training and development on training evaluation approaches in the Pacific. This research aims to bridge this existing gap by identifying effective training evaluation methods that can be used to improve training outcomes in the Pacific.

2.4 Conclusion

The main aim of this chapter was to review the existing literature.

It is concluded that some developing and developed countries had their training plan and training policies that guide all training activities and selection for participants. A belief for training evaluation to be conducted after every training program has reflected by some companies, schools and public service organizations in the reviewed literature. However, the most workable and effective training evaluation model which is Kirkpatrick has effectively highlighted the strengths and weaknesses of each training program.

CHAPTER 3: OVERVIEW OF HUMAN RESOURCE TRAINING AND DEVELOPMENT IN KIRIBATI PUBLIC SERVICE

3.0 Introduction

Researchers have emphasized through their studies the different meanings of training and development, nevertheless, the main idea that each one of these studies highlighted is the workforce capacity enhancement (Imran & Tanveer 2015).

This chapter will provide a thorough understanding of training and development in Kiribati's public service. Section 3.1 provides the background of Kiribati. Section 3.2 discusses the overview and background of public service in Kiribati followed by Training policies and procedures in section 3.3. This chapter also provides an overview of a training program for Kiribati public service in section 3.3 with a background of JICA (organization) as the training provider for Kiribati's public service in section 3.5.

3.1 Background of Kiribati

Kiribati is made up of 33 coral atolls located in the central-western Pacific and the islands are scattered along the equator. Kiribati has 3 groups of archipelago islands namely; (1) Gilbert islands, (2) Phoenix islands, and (3) Line islands (Iuta et al. 1980). Traditionally, before the arrival of Europeans, the people of Kiribati lived in an extended family, where the old man (Unimwane) was the leader in each family. Similarly, at the community level, the Maneaba (meeting place) ruling system existed to rule all community affairs where the old men sat at their respective positions in the Maneaba to discuss and make the decision for the village or the community. Young men and women were not allowed to speak and to have a say in decision making. (Trease 1993).

The adoption of the new political system eventuated in the year 1979 when Kiribati gained its independence after being colonized by the British government. The political system at that time was transformed from a traditional isolated island oriented

government by a council of unimwane through Maneaba ruling system to citizenship in a nation under the central government (Iuta et al. 1980; Trease 1993).

This new policy system was based on the separation of Kiribati and was known as the democratic republic headed by the President of the government. The three arms of the Kiribati government includes; (President Taneti Maamau 2014; Trease 1993)

- i. Executive; whereby the authoritative power exercise is by Government that includes Cabinet (President, Vice Presidents and other Ministers) and Ministries.
- ii. Legislation- legislative power exercised vested in both the government and house of assembly which is comprised of 44 elected constitutions (4-year term), 1 delegate from Banaba Island and 1 ex officio members.
- iii. Judiciary – courts that interpret, apply the law and provide resolution of disputes.

3.2 Overview of Kiribati Public Service

The public service of Kiribati is comprised of 14 ministries and 9 departments which are the executive arms of the government. Each ministry is responsible to carry out different roles in the conduct of government business and a minister exists to guide and conduct all government's business (President Taneti Maamau 2014).

Figure 3. 1: Established Register for Kiribati Public Service

NAME OF DEPARTMENT	2018		Total
	Permanent	Super-numerary post	
Office of Te Beretitenti	67	1	68
Public Service Office	39	2	41
Judiciary	83	0	83
Kiribati Police Service	433	146	579
Public Service Commission	7	0	7
Ministry of Foreign Affairs and Immigration	55	1	56
Ministry of Internal Affairs	160	0	160
Ministry of Environment Lands and Agricultural Development	200	3	203
Maneaba ni Maungatabu	60	1	61
Ministry of Commerce, Industry and Cooperatives	82	0	82
Kiribati National Audit Office	42	2	44
Office of the Attorney General	29	0	29
Ministry of Fisheries and Marine Resources Development	167	5	172
Ministry of Health and Medical Services	834	18	852
Ministry of Education	1428	57	1485
Ministry of Information, Communication, Transport and Tourism Development	176	25	201
Ministry of Finance and Economic Development	146	0	146
Ministry of Infrastructure and Sustainable Energy	196	6	202
Ministry of Employment and Human Resource	189	1	190
Ministry of Line & Phoenix Islands Development	202	0	202
Ministry of Women, Youth, Sport and Social Affairs	74	1	75
Ministry of Justice	142	0	142
Leadership Commission	10	0	10
TOTALS:	4821	269	5090

The total number of employees across the public service in Kiribati is 5090 permanent positions. As shown in Fig.1, the Ministry of Education (MOE) and Ministry of Health & Medical Services (MHMS) have the highest number of employees, accounting for 29% and 16% respectively (Public service office 2018).

The Ministry of Education (MOE) and the Ministry of Health and Medical Services (MHMS) were selected to be case studies for this research as they employ a large number of public servants. Public Service Office (PSO) was also selected for this research as it is the right organization to provide information about HR training and development procedures and policies for this research.

The MOE is responsible to provide primary education service to primary, junior secondary and senior secondary students. This ministry is also responsible to provide professional development and training to teachers, support services to mission schools, look after registration and de-registration of school, national libraries and archives and others. The Ministry of Education through its human resource officer worked closely with the HRMC, PSO on all training related matters such as recruitment and other training and development activities (President Taneti Maamau 2014; PSO Human Resource Department 2007).

The MHMS, on the other hand, is responsible to provide health and medical services, paramedical services, preventive and public health programs, mater-natal and child health, nutrition, nursing services, community health education & health promotion, outer island health service and more. The human resource officer at MHMS worked on all HR matters existing within the ministry as well as working with HRMC PSO on all training and development activities (Ministry of Finance 2016; President Taneti Maamau 2014).

The PSO is one of the departments within the public service that is under the mandate of the Kiribati President. The existing secretary is responsible to look after PSO to ensure that roles are being played following the ministry's operational plan (MOP). One of the PSO's role is to look after all training activities for all ministries and other departments within the public service and to develop human resource plan. The PSO also manages the size of public service (Establishment register) and coordinates HRD

training activities and In-service training programs and awards. Another important role of PSO is the provision of administrative & common cadre staff to ministries and should ensure that all training is consistent with the current Human resource training and development procedures manual or policy (President Taneti Maamau 2014; PSO Human Resource Department 2007).

3.3 Training Policy and procedures in Kiribati Public service

Human Resource Development (HRD) activities are envisioned to upgrade the skills, knowledge and/or qualifications of employees so that the government can meet its existing and organizational skill needs. In April 2007, the Cabinet approved the national human resource development policy and procedures manual. According to the existing policy, guidelines and procedures were set as an obligation for all employees and employers as part of all training activities within the public service. The latter procedures manual was intended to ensure that the management and administration of HRD activities were transparent and fair to all employees across the public service. Training opportunities are provided to all public servants who are entitled to all training except those who are on contract and temporary appointment who may be recommended for training by their supervisors and secretaries (PSO Human Resource Department 2007).

The training cycle highlighted in the training policy procedures manual reflected that an HRD plan needs to be developed at the ministry level. However, training needs analysis is required to be conducted at the divisional level in each ministry before the development of the HRD plan. Ministries developed training needs based on skill gaps existing in their ministries as well as training needs that will contribute to the organizational goal or MOP (Ministry operational plan). A completed HRD plan from each ministry is submitted to HRMC, PSO. Upon receiving HRD plans from each ministry, the PSO HRMC compiles all HRD plan according to the procedures manual guidelines and present it at the HRPC meeting for approval to become a national HRD plan and training priority list. Human resource officials at the PSO training department maintains the secretariat role to human resource planning committee (HRPC). The committee is a body that makes decisions for all training activities for the Kiribati public service. As soon as the priority list is approved, it becomes the Kiribati national

human resource priority list which is presented to overseas and in-country training providers such as JICA, Singapore, Malaysia, New Zealand and others (PSO Human Resource Department 2007).

The PSO also assisted other ministries to seek funding assistance for either overseas or in-country training with guidelines reflected in the existing training policy procedures manual. Each ministry is responsible for selecting the best participants for both long- and short-term training based on the invitation received from PSO HRMC and required to comply with selection criteria reflected within the current policy and other criteria set by training providers. The secretary of respective ministries and other admin officers are responsible to select participants for short term training (in-country and overseas) as soon as the invitation letter received from PSO for particular training. However, selection for academic training is conducted through an In-service scholarship selection committee (HRPC) while both short-term overseas and in-country training selection are conducted by secretaries and training providers in accordance to the criteria and eligibility as spelled out on the training policy and procedures manual (PSO Human Resource Department 2007).

3.4 Training program for Kiribati Public service

The Kiribati Government through its public service office human resource center provided training not only to ministries and the public sector but also to private and non-government organizations (PSO Human Resource Department 2007).

It is part of Kiribati vision 20 (KV20) that recognized the development of the highly skilled, qualified and efficient workforce through a modern, highly skilled, highly qualified, productive, efficient, active and results-oriented public service for the country's sustainable development (Kiribati MFED 2017). To implement the latter, PSO looks for other training and development opportunities through diplomatic relations with other countries such as Japan, Malaysia, Singapore, India, New Zealand, Australia, others. These training programs were in the form of short term (overseas and in-country) training programs and academic training programs aiming to enhance workforce skills and knowledge (PSO Human Resource Department 2007).

It is part of fulfilling PSO's role to provide administrative & other staff to ministries that involve induction training. During this induction training conducted by PSO HRMC, participants are introduced to national conditions of services as well as other related matters (understanding policy at workplace, role as part of job description and others) that need to be learned before the commencement of their work at ministries (President Taneti Maamau 2014; PSO Human Resource Department 2007).

Technical advisers (TA) existed in some ministries to provide one on one mentoring or coaching to relevant staff and engaged in other government projects. PSO works with the Ministry of Foreign affairs & immigration (MFAI) to process work permits for Technical Advisors based on the ministry request (Ministry of Finance 2016; President Taneti Maamau 2014).

3.5 JICA as a short-term training provider to Kiribati Public service

JICA assists and supports developing countries by providing resolution of issues through most suitable tools of various methods and Official Development Assistance (ODA) that include: (JICA 2018).

- i. Technical cooperation that involves human resource development and formulation of administrative systems for developing other countries. Such training involves the provision of experts and equipment as part of training in Japan or other countries as part of the plan. Another training method could be in the form of research whereby invited officials from developing countries worked cooperatively with local research institutes, universities, private sector enterprises to obtain solutions for development issues, especially in participating countries.
- ii. finance and investment cooperation
- iii. Grants – offered to low income developing countries without the obligation to pay back.
- iv. Disaster relief- Involves the provision of emergency relief supply (tents, medicines, blanket, and others), searches for missing people during disaster based on the government of the affected developing country.
- v. Research

- vi. Cooperation through citizen participation- the dispatching of volunteers to enhance development education to understand issues faced by developing countries.

Two of Japan's ODAs have assisted Kiribati that includes technical cooperation (human resource development) and cooperation through citizen participation (JICA, 2018).

3.6 Conclusion

The main aim of this chapter was to provide the background of Kiribati's public service.

In the past, all 33 islands of Kiribati were once ruled by the Maneaba system where all decisions were made by old men in the Maneaba.

In 1979 after Kiribati gained independence, the new political system was established where the government was headed by the President. The executive body was one of the three arms of Governments that comprised of 14 ministries and 9 departments forming up the public service to carry out responsibilities to serve the public.

However, this study focused on the first two ministries with the largest number of employees such as Health and Education. The public service office was also part of this chapter in this study as it provides training to all employees at the public service.

CHAPTER 4: RESEARCH METHODOLOGY

4.0 Introduction

This chapter discusses the research methodology used to collect data for this project. Firstly, it discusses the research design highlighting the reasons for employing methods as part of this research. Secondly, the description of data sources, followed by a sampling of the target population is provided. This chapter also discusses how data were analyzed for this project. Finally, it elaborates on the ethical considerations and limitations of this study.

4.1 Research Design

In this research, a constructivist approach was adopted that involved a qualitative method of collecting data. Constructivist research seeks to understand the personal meaning of individual experiences and views on a particular situation or object through open-ended questions and discussions (Creswell 2014). This research relied heavily on individual views and experiences by identifying strengths and weaknesses of short-term training programs for employees working for Kiribati's public service and views of other officials on current training procedures and policies of Kiribati's public service.

To critically analyze training program with procedures and policies for public service, an in-depth analysis was carried out through semi-structured interview that enabled researchers to communicate more freely with participants while giving a meaningful reflection on the matter being studied, in this case, training evaluation and policies for JICA short-term training for public service (Bryman 2012).

Moreover, during focus group discussions, a number of people interacted together and came up with agreements on matters discussed such as the results of training evaluation on the JICA training program and views on Kiribati training policies (Bryman 2012).

4.2 Data sources

Primary and secondary data were used in this research. Primary data was obtained from the face-to-face interview with JICA training participants within Kiribati's public service. The Focus group also provided primary data through supervisors and subordinates of participants being involved in a face- to- face interviews. Another source of primary data came from interviews with other officials (training providers) from PSO human resource officials and JICA training officers. Primary data were used to perform meaningful analysis of short-term training for Kiribati's public service.

Secondary data came from published and unpublished literature that was available online to the public and from JICA and PSO office. They provided an important background of JICA training, national conditions, training plans, procedures and policies (Bryman 2012).

4.3 Sample population

Stratified purposive sampling was employed to select participants for this research. Through this sampling method, appropriate participants were identified to suit the purpose of the study (Bryman 2012). Public service employees who have completed JICA short- term training were selected to participate in the interview from three ministries, such as, PSO, MHMS, and MOE. PSO was selected as it played a vital role in providing training where the other two ministries have the highest number of employees within public service and play vital roles in educating and monitoring the welfare of all people of Kiribati.

Table 1: Interview sample size

Ministry	Description of participants	Total sample size	
		Male	Female
	<i>JICA trainees</i>		
MHMS	JICA participants	3	3
MOE	JICA participants	3	2
PSO	JICA participant	1	
Total		7	5
	<i>Officials</i>		
JICA (Suva)	Program Officer Assistant Resident Representative	1	1
PSO	HR officer	1	
Total		2	1
TOTAL		15	

Table one reflects two groups of selected participants such as:

- i. JICA trainees – involve in training evaluation interviews.
- ii. Training Officials – interview on policy and training procedures.

There were a total of 12 participants (JICA trainees) selected from the 3 ministries (MHMS, MOE, and PSO).

Another group of participants is 3 officials (2 JICA officials from JICA office in Suva, Fiji and 1 PSO HR official in Kiribati).

i. JICA trainees.

Out of 6 trainee participants who were selected from MHMS, there was 1 Medical Doctor, 1 Nurse, 2 biomedical officers and 2 program managers (NCD).

There were five trainee participants selected from MOE that include, 3 lecturers (Mathematics department at KTC) and 2 education officers.

A participant (trainee) who were selected from PSO was a Director of Human Resource Management Center.

ii. HR Officials

Another selected group, on the other hand, was consist of 3 participants; 1 Kiribati government official (HR official) from PSO and 2 officials (1 Program officer & 1 Assistant Resident Representative) from JICA office in Suva were also recruited to be part of face to face interview for HRD training and development methods, procedures and policies.

Table 2: Focus group sample size

Ministry	Description of participants	Sample Size	
		Male	Female
MOE	Colleagues and Supervisors	2	2
MHMS	Supervisors and subordinates	2	2
Total		4	4
OVERALL TOTAL		8	

Eight (8) participants for the focus group discussion reflected in (Table. two) were selected from the ministries of trainees' participants. Colleagues, supervisors, and subordinates of trainees were selected based on their involvement with trainees participants reflected in table one.

The above table highlighted that the four (4) participants from MOE, are the two supervisors of trainees in table one. (1 Director of education and 1 KTC vice principal) and two (2) colleagues (1 Education officer, 1 Human resource officer).

The table above also reflects two (2) supervisors (Program manager and Human resource officer) and two (2) subordinates (Nurses) of MHMS participants who have been selected for the focus group.

4.4 Research Methods

The primary method was used to qualitatively collect views on training procedures and policies and training evaluation on JICA short-term training programs for Kiribati public service. The nature of semi-structured interviews allowed flexible questions during face to face interview, therefore, participants are given flexibility and freedom

to express personal views making the conversation more meaningful and the researcher to probe in attaining more information during the interview.

Prior to each face to face interview and focus group discussions, participants were informed of the confidentiality of information in this research and also asked for their consent for audio recording. The interview and discussion conducted in the Kiribati language were then translated to English by a researcher for research analysis.

Semi-structured face to face interviews was conducted within a period of 11 days 9th - 19th October 2018 in Kiribati at respective ministries. However, this face to face interviews started with JICA training officials on 4th October 2018 in Suva, at the JICA office for 50 minutes. This first interview with JICA officials seeks the background of the training as well as their view on the JICA short- term training program offered to public service officials of Kiribati.

A different set of interview questions were asked to a different group of people such as JICA officials, PSO HR officials, JICA trainees, Trainees' supervisors/ colleague and subordinates (Refer to Appendices).

During the first week of data collection in Kiribati (9-12th October), training participants from MHMS were asked to express their views, reactions and learning out of JICA short-term training they have completed. They were also asked about the change in work behavior and their contribution to their work. The question for this level three of evaluation borrowed ideas on the Quick Wins score sheet (Kirkpatrick, Kirkpatrick, 2006). Similar interview questions were asked during the interview with MOE participants during the second week of research in Kiribati starting from (15th – 19th October 2018).

To investigate information on behavior and results as part of the training evaluation, the supervisor, colleague, and subordinates were asked to give their views on how JICA participants reacted after attending the training and how such new behavior affected the individual, team and organizational development during focus group discussions.

To analyze training procedures and policy within the public service, a government official was then asked to describe how procedures and training policies have affected JICA short-term training and other issues in relation to the coordination of short-term training and other training for Kiribati's public service at large.

4.5 Data Analysis

Qualitative data were analyzed using thematic analysis methods by Bryman (2012). This method involved coding and creating themes based on interview and focus group discussion transcripts on training evaluation and training procedures and policies. Information obtained from interview participants was tabulated according to the theme as follows: Strengths, Weaknesses, and Improvements. Such themes were then categorized based on elements existing underneath.

Subcategories for Strengths include:

- i. Positive reactions;
- ii. Positive learning;
- iii. Positive behavior; and
- iv. Positive results.

Weaknesses were then subcategorized according to participants' responses on training evaluation that include:

- i. Negative reactions;
- ii. Negative learning.

Improvement/solution as the third theme introduced subcategories such as:

- i. Selection system
- ii. Training program.

Data were analyzed at the ministry level; however, the results were constructed to represent the public service view on training evaluation for JICA short-term training.

4.6 Research Limitations

Primary data were made available through a face to face interviews and focus group discussions. However, limitations faced during this research area listed below:

1. Lack of information on participants' performance assessment or Self Performance Assessment forms from the Public service office to be part of the evaluation.
2. Unavailability of other supervisors to participate in focus group discussions as part of evaluation due to a busy schedule with other tasks.
3. The findings are based on a sample size of 23 (15 interviews and 8 focus group discussion) offering narrow results.
4. The data collection was limited to public service employees in three selected ministries (MHMS, MOE, and PSO) instead of including other Ministries due to insufficient time for this research.
5. The research did not include the views of other JICA participants in ministries other than the ones selected.

Due to limitations of time and resources constraints imposed by the scope of this project, the researcher believes that data provided reflected a clear picture of HR training and development procedures together with strengths and weaknesses and improvement strategies obtained from training evaluation on selected ministries, such as MHMS, MOE, and PSO.

4.7 Ethical consideration

Interviews and focus group discussions were conducted with the full consent of the participants. There were no major ethical issues encountered except that more information was retrieved only when the interviews were carried out at the corner of a room, or when the researcher and participants communicated alone. However, face to face interviews within an open area where other people had access, the participants hardly gave exact information especially on change in behavior after the training. This provided an important lesson for future researchers to conduct an interview in private rooms or in the corner of the room to avoid distractions from other people and to obtain correct and exact information from the participants.

4.8 Conclusion

The main aim of this chapter was to discuss the methodology and research methods used for this SRP.

This qualitative research adopted a constructivist approach that focused on the personal meaning and experience of participants for the JICA training program in Kiribati's public service. The sample population for this research was selected through stratified purposive sampling. Primary data collected through face to face semi-structured interviews and focus group discussions were analyzed through thematic analysis.

CHAPTER 5: RESULTS AND DISCUSSION

5.0 Introduction

This chapter presents and discusses the research results based on a thematic analysis in two separate parts, Part I provides a perception of training procedures, selection policies and methods for human resource training in the public service. Part II provides training evaluation results in Kiribati's public service for short term JICA training program.

The first part of the outlines of the results discusses the perception of Kiribati government officials and JICA training officers on current training procedures/policies for selection and methods of human resource training and development programs for Kiribati's public service.

5.1 Kiribati Government official (PSO) view

i) HR training and development in Kiribati's Public service

According to interview results with one government official, PSO did provide training and development activities to equip employees with skills and knowledge required for their current job (development) and also (train) in preparation for their future tasks. These training and development activities involve trainers from Kiribati (in-country) and trainers from overseas through overseas training to transfer knowledge and skills through such training programs. During an interview conducted on 10 October 2018, the HR officer stated that training for all Kiribati's public service employees was organized and coordinated by PSO by the Human Resource Management Center based on skill gaps identified by the workforce plan and human resource development plan for all ministries.

PSO officials also emphasized that training and development in Kiribati's public service started with the development of a training plan called HRD plan across all public service at the ministry level at the beginning of every year. Each ministry was required to work with all employees to develop training needs for an individual

employee. This training plan was reviewed annually depending on how each ministry requires a change in their training needs priorities.

The government official interviewed also stated that during the beginning of every year, PSO (HRMC) visited each ministry to conduct awareness on how to develop an HRD plan according to the required standard and format. During this visit, all ministries were also notified on the date of submission of a completed HRD plan to PSO. HRD plan from all ministries is then compiled by PSO HRMC for HPRC approval to become Kiribati's national HRD plan that reflected all training priorities and training needs for the subsequent year at the national level.

"HRD plan was developed at the ministry level then submitted to PSO HRMC for further action. HRMC then worked with HRD submission from each ministry (at the given date at beginning of the year) developed a priority list at a national level, was then passed at HPRC a body that oversees all HRD training in Kiribati." (Human Resource officer 2018, personal communication, 10 October)

ii) Selection of short-term training (JICA) participants

Selection through training procedures and policy

PSO HRMC worked with relevant ministries in selecting employees to participate in short term training based on policy procedures manual (Appendix V) and other criteria provided by the training provider, in this case, JICA. HR official's statement was confirmed during the interview (PSO HR officer 2018, Personal communication, 10 October).

iii) Other selection methods

Interview with PSO official stated another method used by other managers or secretaries in a few ministries are as follows;

- Direction from supervisor and self-performance assessment report. Instead of selecting candidates for training using procedures manual standards, nomination for training focused on supervisors' advice with confirmation from the SPA report. Most of the employees with very good, satisfactory and excellent performance at work reflected by SPA report were potential

candidates for every training including overseas training in this case of JICA training.

- In the case of JICA, application forms for training participants are received at PSO from the JICA office in Fiji. The application form sent from JICA highlighted criteria and eligibility required for the selected participants, such as age, qualification, work-related experience and others. Such information is required to be used as part of participants' selection in relevant ministries which are then confirmed by PSO before sending the form back to JICA for the final step of the selection.
- PSO role at this stage before sending a completed form to JICA was to recheck the application form and ensure that all required documents attached and the selected candidates meet all requirements and eligibility set by the training provider or JICA. PSO also refers to SPA reports to ensure that the selected candidate performed well in the workplace.

iv) Training methods in Kiribati's Public service

Interview with the PSO official that was conducted on 10 October 2018, HR official highlighted some of the training and development methods used within Kiribati's public service as stipulated in the training procedures manual that includes, long term (academic) and short-term courses (overseas and in-country).

Academic in service involves scholarships for employees who took study leave while still receiving a salary during pursuing an undergraduate degree, masters and other qualifications. Another type of training was a short-term training that covers more than a month but less than a year. Overseas short-term training is offered in countries other than Kiribati, such as Japan, Singapore, Malaysia, New Zealand, and others, while in-country training is offered through the institute or public service ministries or departments in Kiribati.

Other methods of training offered to Kiribati's public service officials include; mentoring or coaching by technical advisers, one to one discussion (employee-supervisor) and induction training that was conducted by PSO to all new recruits especially admin cadre and registry common cadre. It is HRMC's responsibility to organize induction training and to facilitate other in-country training for the public

service at a local institution, such as the Kiribati Institute Technology. HRMC has also involved with the facilitation of in-country training for all public sector and public service senior officials. Such facilitation activities include; the arrangement with other organizations such as Pacific Island Countries Public Administration (PICPA) for assistance with funding and provision of lectures from overseas universities for not more than a month (HR officer 2018, personal communication, 10 October).

v) Training Evaluation

According to my interview with the PSO official (HR official 2018, personal communication 10 October), a training evaluation was conducted at every end of the in-country training program. Information obtained from this evaluation developed as part of the report for HRPC in the National Kiribati HRD plan.

All overseas short-term training coordinated by the PSO was evaluated through an action plan to monitor and identify skills and knowledge that a participant needs to learn before and after training. According to this action plan, a participant required to complete this form before training, a week after training and a month after. However, due to the PSO HRMC shortage of staff, the monitoring on this action plan was not that effective in which no follow up was made to participants, therefore training evaluation was not that effective at PSO. During the same interview conducted on 10 October 2018, the HR officer stated that all participants for in-country and overseas training should fill in training evaluation straight after completing the training. PSO also has an action plan form where applicants filled the form before, soon after (week) and long after (month) training. However, this action plan was not that successful due to the lack of staff at HRMC.

vi) Improvement

Interview with PSO officials provided improvement ideas such as:

- Appointing of more HR staff to work with HRMC at PSO to monitor and conduct proper training evaluation.

"Increase in number of the workforce at HRMC to be more responsible for training evaluation" (HR officer 2018, personal communication, 10 October)

- Strengthen selection policy for training participants at Kiribati public service.

- PSO to work with all ministries to be consistent with training policy in place and other selection requirements set by training providers.

"Selection of best candidate for JICA training needs to be firmed by strengthening selection policy and try to meet deadlines and requirements that are set by JICA. PSO should improve its involvement with other ministries in selecting the best candidate for the training." (HR officer 2018, personal communication, 10 October)

5.2 JICA's Perspective

JICA training to Kiribati's public service

According to the interview with a training officer from JICA Suva, 637 trainees were sent to Japan for training since 1978 to 2017. JICA developed training programs in different areas/fields based on the needs provided from countries involved in their training including Kiribati.

JICA conducted short term training for the Pacific Islands and other developing countries through six training centers located at different places in Japan.

JICA provided eleven to twelve training per year to Kiribati with the allocation of one to two candidates for each training.

Annual surveys with other Pacific islands including Kiribati was conducted to identify training priority required from each country. PSO is involved in selecting training areas for Kiribati's public service that needs to be provided by JICA.

In the case of Kiribati, the JICA office in Suva Fiji worked with PSO Kiribati in organizing logistics arrangements for participants to travel to Japan that includes; air ticket, and briefing at JICA office in Suva. All information for each training was provided to PSO that contains all details and instructions that need to be known by a participant which they call it a travel package.

"We see the importance of training evaluation to help with improvement; however, JICA has adjusted some training programs as

part of improvement but needs to continue as part of technology improvement” (JICA Assistant resident representative 2018, personal communication, 8 October)

i) Selection of participants

Interviewee (JICA training officer) confirmed that their involvement in the first and final stages of selection for a participant of each training program.

JICA office in Japan offered a training program that was identified through a training needs survey that was conducted during the beginning of each year. Eligibility and selection criteria for training participants were based on the country assistance policy of the government of Japan as confirmed during an interview (JICA Program Officer 2018, personal communication, 2 October).

Following are application steps of the selection process:

- i. After receiving training program priority needs from Kiribati PSO, the JICA office in Japan sent requirements and eligibility for participants to the JICA office in Suva, Fiji.
- ii. Criteria such as age, qualification, and others are received by JICA, Fiji and then sent to Kiribati to inform them of requirements and eligibility for the participants.
- iii. PSO worked with relevant ministries to select participants and completed application forms.
- iv. As soon as application forms are received from Kiribati’s PSO from JICA in Suva, they are sent to JICA Japan for final selection.

ii) Training evaluation

During an interview conducted on 2 October 2018, it was found out that at the end of every training, JICA conducted a training evaluation in two ways that include:

- i. Action plan (personal): At the end of every training, participants as part of training evaluation were given an action plan form in which they specified their plans on how to implement skills and knowledge learned during the training.

However, this interview confirmed that there was no participant from Kiribati who has completed or report to the JICA office regarding action plans. Therefore, JICA is not able to monitor or conduct a proper training evaluation with the absence of such information. *".. I tell you, we hardly receive the completed action plans especially from Kiribati participants, when we follow up to them, and they said that there was a lack of support from the boss or they have shifted to new jobs..."* (JICA Program Officer 2018, personal communication, 8 October)

- ii. Course evaluation: Training evaluation conducted at the end of every training session focusing on a program in every domestic center in Japan. It was found out that JICA managed to get reports only from centers in Japan and managed to use such information to improve the future training program.

iii) Improvement

JICA training officers through interview stated that in their view, the following might help improve the training program for Kiribati;

- PSO to set regulations that bond participants to do what is required of them during and after training.

"We had issues in arranging for air ticket as participants sometimes missed their flight, and did not arrive on time for a pre-departure briefing...they used to arrive 30- 45 minutes late." (JICA Program Officer 2018, personal communication, 8 October)

- JICA needs to work with PSO on how to engage participants who have completed training to complete their action plans.

"Training evaluation is very important to us and I think we need to work with PSO to find ways to encourage participants to work on action plan especially at their workplace so that we will be able to monitor and evaluate training we have to offer them." (JICA Assistant resident rep 2018, personal communication, 8 Oct)

- In an interview with the JICA officials, it reflected the need for PSO to select the best candidate for JICA training based on criteria provided from office in Japan to avoid problems and other duplication of the work especially when selected participants were not meeting the requirement.

"Sometimes when the selected participant did not meet our requirement, we then inform PSO to select another eligible candidate for that training. I recommend that we, JICA and PSO should work together to solve issues that may arise out of training...selection regulations should be strengthened."

(JICA program officer 2018, personal communication, 4 October)

5.3 PART II: Outcome of training evaluation (JICA overseas training)

This section presents the results of the training evaluation carried out in this research on JICA short term training for Kiribati’s public service. Training evaluation results bestow strength, weaknesses and improvement strategies based on views of training participants. Strengths were categorized under four sub-themes, such as positive reactions, positive learning, positive behavior, and positive results. The second category of weaknesses has two sub-themes that include; negative reactions and negative learning. The last category of improvement strategy has two sub-themes such as; selection system improvement and training program improvement. All categories with sub-themes are further discussed below.

Table 5.3: Summary of training evaluation results for JICA short term training in Kiribati Public service.

Strengths			
1. Positive reactions <ul style="list-style-type: none"> • Positive training features • Positive affective 	2. Positive learning <ul style="list-style-type: none"> • New skills/ knowledge learned • Broadening of current skills /knowledge 	3. Positive behavior <ul style="list-style-type: none"> • A louder voice at the workplace • Improvement of work quality and productivity • Work relationship improvement 	4. Positive results <ul style="list-style-type: none"> • Organizational gain • Individual gain
Weaknesses			
1. Negative reactions <ul style="list-style-type: none"> • Negative training features • Negative training effective 			
2. Negative learning <ul style="list-style-type: none"> • The idleness of learned skills and knowledge 			
Improvement strategies			
1. Selection system improvement <ul style="list-style-type: none"> • Strengthen selection policy both at JICA and PSO • Review selection criteria (JICA and PSO) 			
2. Training program improvement <ul style="list-style-type: none"> • Improve timing • Improve activities 			

5.3.1 Strength

Positive reactions

This first part of the results on the strengths of JICA short-term training program based on all participants' views that highlighted positive features of a training program such as;

1. The training was being well organized. Almost all participants mentioned that training was well organized starting from travel to training, during training and their travel back to Kiribati. The participants stated that everything was organized and arranged in an orderly manner where the training schedule was well followed.

Participant 1: "JICA training that I have attended was well organized (Micromanaged)." (PSO Director 2018, personal communication, 10 October)

Participant 3: "JICA training was a well-organized training because it provides us with information before attending the training." (MHMS Public health specialist 2018, personal communication, 11 October)

Participant 7: "My opinion on the organization of training, it was well planned where all activities were fixed to schedule." (Education officer 2018, personal communication, 12 October)

Participants 8 "Training program was well organized as arranged accordingly, such as on-time airport pick up, information on all training activities and schedule. It was the most organized training." (MOE Lecturer 2018, personal communication, 15 October)

Participant 9: "Training was organized very well. It was very good in terms of how it was organized." (MOE Education officer 2018, personal communication, 12 October)

Participant 10: "It was a very organized training, JICA was the best-organized training in compared to other training providers. That's my own opinion." (NCD Program Manager 2018, personal communication, 12 October)

Participant 12: "If you ask me regarding the training program, all I could say was that JICA was the best-organized training, it was my best..." (MOE Lecturer 2018, personal communication, 18 October)

2. The training contents were very interesting. Most participants confirmed that all lectures were relevant to their job back home.

Participant 2: "The training was very interesting because I understand everything covered as they are similar to my work." (MHMS Biomedical officer 2018, personal communication, 11 October)

Participant 3: "Contents of training were simple and effective as it gave us main ideas and also involved practical and theory." (MHMS program manager 2018, personal communication, 11 October)

Participant 2: "Training program was well organized, interesting as it was very relevant to my work as a biomedical electrical technician." (Biomedical officer 2018, personal communication, 12 October)

Participant 8: "Training program was very interesting." (MOE Lecturer 2018, personal communication, 15 October)

Participant 3: "I have attended JICA training that was related to my job as a program manager." (MHMS program manager 2018, personal communication, 11 October)

Participant 11: "I am satisfied with the arrangement, contents of the training...." (MOE lecturer 2018, personal communication, 17 October)

3. Venue for training and accommodation was good and the food was very good.

Participant 2: "I was satisfied with training as it was well organized and also satisfied with good hotel or accommodation." MHMS Biomedical officer 2018, personal communication, 11 October)

Participant 3: "Training was very good and also training accommodation." (MHMS Program Manager 2018, personal communication, 12 October)

Participant 8: "All I could say about the training venue is that it was very good." (MOE Lecturer 2018, personal communication, 15th October)

Participant 9: "The accommodation was very close to the classroom and also the food was very good and nutritious." (Education Officer 2018, personal communication, 16 October)

Participant 10: "The accommodation was very good, comfortable and very close to our training venue, it is far from town but very close to workout (exercise) facilities." (NCD Program Manager 2018, personal communication, 16 October)

4. Treatment from organizers/coordinators were excellent/good - Participants believed that people involved in the program were good, kind and helpful.

Participant 6: "Treatment from all people involved with the training program was very good." (Public Health Specialist 2018, personal communication, 12 October)

Participant 7: "Training coordinator was very helpful as well as a trainer in delivering training." (Education officer 2018, personal communication, 12 October)

Participant 10: "I like the way the trainers conducted the training." (NCD Program manager 2018, 16 October 2018)

The results on positive reactions showed that all participants faced similar positive training features that allowed them to be engaged in the training program and react positively towards the program.

Positive reactions from participants highlighted positive affective by 66% (8 out of 12) of participants that include the feeling of happy while attending training because of the relevancy of training contents to their job and good accommodation of training.

Others like the way they were treated by lecturers and organizers while two of the participants felt happy because of a balanced diet (good food) (Public health specialist 2018, personal communication, 6 October). Others claimed that they felt secure since airport arrival because of pick up to their accommodation and clear guidance and instructions from organizers (Lecturer 2018, personal communication, 18 October).

Another positive reaction by participants was the satisfaction with the program contents due to its relevance to their job back in Kiribati filling them with excitement to go back to Kiribati to implement such new skills and other solving problem techniques at their workplace (NCD Program Manager 2018, personal communication, 16 October).

Positive learning

Individual benefits come under this sub-theme that include; new skills learned during training, and current skills and knowledge being improved (the knowledge on the importance of teamwork, time management, the delegation of a task to subordinates, task organization and work planning, and knowledge on solving problems).

Participants from MHMS during an interview stated that they learned new skills and knowledge to fix machinery, awareness programs and more knowledge in hospital management. MOE participants, on the other hand, confirmed during an interview that they learned new teaching techniques that help them to teach students at teachers' college and know how solving problems especially in organizing teachers' transfer.

Participant 3. "Skills and knowledge gained during the JICA training include the using of maternal health booklet as part of awareness to pregnant women instead of just the awareness card." (MHMS Program manager 2018, personal communication, 12 October)

Participant 10. "After returning from Japan, I have learned new ways of improving awareness of NCD. Training has also helped me to develop a work plan to guide me towards the achievement of my goal." (NCD Program manager 2018, personal communication, 16 October)

Participant 9: "After that training, the thing that I did differently was that I could be able to do my job well, for example, I could be able to handle and implement techniques learned from training in encouraging teachers to work on outer islands without complaints. ... Through this, my job was to manage the movement of teachers to the outer island was easier as there were fewer complaints concerning the post and placement of teachers on the outer island ...This training also improves my knowledge of how to solve problems in

primary school..." (Education Officer 2018, personal communication, 16 October)

Participant 12: "From what I took away from this JICA training, I have developed my program to help future mathematics teachers to learn more effectively from my knowledge I gained from this training." (MOE Lecturer 2018, personal communication, 18 October)

Some participants claimed that their knowledge of the importance of time has allowed them to know time management to meet the deadline set by their boss. Another learned the knowledge that was on the importance of teamwork. Additionally, another senior staff attending one of the JICA training learned that delegation of the task was one component of good leadership. All participants claimed that JICA training has improved their work planning and allowed them to be more organized at work.

Participant 1: "I learned that time is very important also I have learned that as a boss I need to delegate my task." (PSO Director 2018, personal communication, 15 October)

Participant 5: "The training that I have attended have benefited the management side of the hospital. This includes highlighting ways of how to run the department effectively." (Medical Doctor 2018, personal communication, 12 October)

JICA training has provided them with positive learning in which they learned what is new and to broaden what they already know that help them with the achievement of both the individual goal and organizational goal.

Participant 4: ". This training has allowed me to fix machinery that I could never fix before." (Biomedical officer 2018, personal communication, 12 October)

Participants 11: "I and my other colleague who was also alumni of JICA training, we had worked together in our Mathematics department to pilot program on using the technique that we have learned to teach students who have difficulties with Mathematics." (Lecturer KTC 2018, personal communication, 16 October)

Positive behavior

Positive changes in attitudes and behaviors at the workplace after training mentioned by participants during the interview included; participants have more say at the workplace, and participants also noticed a change in the quality of work-life and productivity improvements.

Participants believe to have more say at the workplace by gaining confidence in what they are doing. Therefore, they are willing to participate in decision making, teamwork, and sharing of knowledge and skills with other work colleagues or subordinates.

Participant 3: "Skills gained has helped me to know better on my area of work and also more confident in conducting meetings... Sharing what I have learned has encouraged my colleagues to work on other ways of making awareness to pregnant women on how to care about babies even before birth through the mobile application. I realized that my teamwork has improved." (MHMS Program manager 2018, personal communication, 11 October)

Participant 4: "The skills and actions learned from training have allowed me to work in a team by sharing what I have learned with my work colleague and also felt more confident during discussions and decision making on solutions for maintaining machinery for MHMS." (Biomedical officer 2018, personal communication, 12 October)

Participant 6: "I and my team members started on new ideas to reach the public and encourage them to lose weight and eat nutritious food as part of NCD preventive methods learned during training." (MHMS Public Health specialist, personal communication, 12 October)

Participants also improved their productivity and quality of work by being able to fix more machinery, completing tasks on time, and being more punctual on healthcare issues. MOE participants knew that productivity at work was improved in terms of quality of teaching and becoming more capable in problem-solving.

Participant 1: "I knew that my leadership has improved showing by better teamwork here at our division." (PSO Director 2018, personal communication, 10 October)

Participant 3: "Actions/skills learned after training has helped to improve my productivity by completing the task on time because of work plan taught at training." (Program manager 2018, personal communication 11 October)

Participant 5: "Yes, training has broader ideas as part of improving our performance and punctuality here at Operation Theater. I also have conducted training for all staff after JICA training. This training has helped them to improve their punctuality." (Medical Doctor 2018, personal communication, 11 October)

Participant 10: "We as a team in my division know more ways to solve problems" (MOE Lecturer 2018, personal communication, 16 October)

Participant 11: "This training has helped my performance and quality of my work especially new techniques of teaching mathematics." (Lecturer 2018, personal communication, 17 October)

Participants confirmed through the interviews that their relationship with their work colleagues and students has improved after attending the JICA training.

Participant 11: "Other benefits were that I have improved my relationship with my students especially those who hate mathematics as they are beginning to like my subject and me as well." (MOE Lecturer 2018, personal communication, 17 October)

Participants 1:" Training has improved my leadership through better communication and delegation." (PSO Director 2018, personal communication, 10 October)

Participant 6: "Learned skills and knowledge has helped me with the achievement of my personal goal in communicating effectively with other team members and also it has helped me to understand other ways to develop the program and provide effective advice especially to subordinate staff." (Public Health Specialist 2018, personal communication, 12 October)

Latter change in attitude has helped participants to be more willing to work in a team and share knowledge gained after training to others as they were more confident within themselves after acquiring a training.

Participant 4: "The above skills and actions have allowed me to work in a team by sharing what I have learned with my work colleague and also we will be able to discuss and decide on solutions for maintaining machinery for MHMS." (Biomedical officer 2018, personal communication, 12 October)

However, results from a focus group discussion (supervisors and subordinates) confirmed the change in behavior and work attitude of participants after training that includes; increase in team spirit and more willing to participate in decision making as they are more confident with what they learned at the training. Participants were more willing to share new skills and knowledge with others at the workplace as well as their attendance, performance and leadership skills at the workplace were also improved.

"...one of my supervisors who have attended the JICA training has changed her behavior upon return as she is more willing to participate especially at decision making and more willing to work in a team." (Assistant Biomedical officer 2018, personal communication, 16 October, my translation).

"They are more confident in what they are doing at work and introduce new ideas, such as, an improvement on ER template and willingness to share knowledge to others." (PSO Senior HR officer 2018, personal communication, 12 October)

"As my two lecturers returned from training in Japan, I believe that there is an improvement in their teaching technique. They worked together as a team is trying to apply one technique in mathematics teaching called a climbing mountain, and it worked and helped to improve the pass rate of students who used to fail mathematics in the past.... they are more punctual and submit a report on time." (KTC Deputy Principal 2018, personal communication, 12 October)

Positive results

A sub-theme of organizational gain under this category includes; achievement of an organizational and individual goal (lower dropout rate at schools as well as lower failure rate in mathematics for KTC students) and (achievement of organizational and divisional goals as part of MHMS objective).

One of the participants from the MHMS mentioned that one result of the training program is that it positively affects the organization's goal in providing good medical and health services to the public. New techniques and awareness methods gained after attending one of the JICA training have helped nursing and NCD departments to assist and educate the public with related health issues.

Participant 3: "Sharing what I have learned has encouraged my colleagues to work on other ways of making awareness to pregnant women on how to care about babies even before birth through a mobile application." (Program Manager 2018, personal communication, 11 October)

Participant 10: "I and my team in NCD division have learned on preventive methods for NCD and managed to implement some ideas without cost." (NCD Program manager 2018, personal communication, 12 October)

Another result was the achievement of organizational goals especially in some health divisions, such as Operation Theater, Biomedical, and others as confirmed by participants during the interview.

Participant 3: "Training has helped me to achieve my target and enhance my capability to accomplish my divisional goal." (MHMS Program Manager 2018, personal communication, 11 October)

Participant 5: "The training has helped with the achievement of our divisional goals, such as low in death rate showing improvement in the quality of work and team spirit. I have mentioned earlier that it has included the achievement of divisional goals as well as the organizational goals." (Medical Doctor 2018, personal communication, 12 October)

Similarly, supervisors and subordinates of some of the participants in their focus group discussions stated that most of the results of these JICA training benefited the organization, in this case, PSO, MHMS, and MOE through the improvement of work behavior of each participant that also affects the performance of each participant and the organization.

“It is good that our staff who came back from JICA training work together as a team in developing their project on trying to use one technique to help students especially those who have failed the course and it worked, after applying new technique they call it a climbing mountain, there was an improvement in students’ marks.” (KTC deputy principal 2018, personal communication, 17 October)

“My boss who is a medical doctor, after attending JICA training, has introduced new techniques at our division, (Operation Theater) one of them, was conducting the operation without anesthesia – sleeping bill.” (Nurse 2018, personal communication, 17 October)

“Two of my workmates (subordinates) worked harder and better after training, and know-how to fix medical machines that we could not fix before. The good thing was that they have a connection in Japan (after training) that can help them or (us) to solve our problems especially on fixing new high-tech medical machinery.” (Assistant Biomedical officer 2018, personal communication, 17 October)

“Training has benefited both the participants and the organization.” (Medical Assistant 2018, personal communication, 17 October)

5.3.2 Weaknesses

Negative reactions

Training features that lead to negative reactions include the following: Training program conducted in the Japanese language instead of English, long hours of the training session, the training program was not suitable for old participants, and training contents missed out some important parts.

- 25% (3 out of 12) participants consider the Japanese language as a barrier that prevented them from learning well from the training. Translation of the Japanese language caused a prolonged training session.

Participant 5: "The training was interesting; however, it was conducted in the Japanese language. The content of the training was very good except language used during the training." (Medical doctor 2018, personal communication, 12 October)

Participant 8: "Training program was very interesting but sometimes frustrating with the language used (Japanese) during training." (MOE Lecturer 2018, personal communication, 15 October)

Participant 12: "I think all training contents were good, however, the English language would be easier and more effective for this training." (MOE Lecturer 2018, personal communication, 18 October)

- Other participants claimed that another negative training feature was that the training program itself was not inclusive to all participants from different ages as they witnessed that some of their colleagues hardly participate in some of the activities due to their overage and too old to participate in the program.

Participants 7: "one of the training activities included the workout and visiting high places and mountains, I realized that some of our colleagues were not participating because they were too old for this activity. I think younger participants should be selected for this training." (Education officer 2018, personal communication, 16 October)

- It was claimed by two participants that the training program missed out on some important parts that were relevant to their training topic.

Participant 3: "I was satisfied with the content of training, however, this training missed out on one relevant topic, such as smoking prevention." (Program manager 2018, personal communication, 11 October)

Participant 10 "I was satisfied with the training, however, some parts of training contents need to be included such as counseling." (MOE Lecturer 2018, personal communication, 16 October)

- A long training hour from morning until the afternoon at 5 pm was one of the negative training features that led towards negative reactions during the training and may cause stress and frustration.

Participant 1: "Training was satisfactory, however, length of training should be shortened to avoid tiredness so that participants will have more time to prepare for dinner and to do work out." (PSO Director 2018, personal communication, 10 October)

Negative training features lead to negative reactions based on participants' affective that included;

- Feeling afraid or frightened.

Participants 7: "I was a bit afraid of the earthquake in the first place." (Education officer 2018, personal communication, 12 October)

- A few participants felt frustration with the Japanese language throughout training as translators were not very good at English making it hard to understand what was being translated.

Participant 2: "Most lecturers did not speak good English, sometimes it was difficult to learn directly from them. Translation doubled the time/length of training." (Biomedical officer 2018, personal communication, 11 October)

Participant 8: "...sometimes I feel frustrated with the language used (Japanese) and hard to listen to translators." (MOE Lecturer 2018, personal communication, 15 October)

- Another frustration felt with the long day training session.

Participant 6: "... I felt frustration with a long day training due to visit to other places or schools that could be shortened for future improvement." (12th October 2018, MHMS)

- One participant during the interview poured out her feelings of un-comfort with the Japanese language not only during training but also in other places as it might cause problems to them and other people.

Participant 9: "I was satisfied with this training but struggle with the Japanese language especially in other visiting places for example during one of our school visits, one of my colleagues press the alarm button at lavatory as he

thought it was a flush button." (Education Officer 2018, personal communication, 16 October)

Negative learning

Under this sub-theme, this includes the idleness of learned skills and knowledge. Some of the participants consider learned skills and knowledge during training as negative as they could not be able to implement them because of lack of support from supervisors and colleagues, lack of funding to assist with activities and to accommodate what has been learned.

Interview with the JICA Program officer emphasized that the participants lacked the willingness to share and implement what they learned after training due to the lack of support from supervisors.

"We did face issues with this training evaluation, I tell you we hardly receive the completed action plans especially from Kiribati participants when we followed up with them, they said that there was a lack of support from the boss or them have shifted to new jobs." (JICA Program Officer 2018, personal communication, 4 October 2018)

Some of the focus group participants explained some of the reasons that prevent participants from sharing knowledge upon return was that the wrong participants attending the training hence learned nothing and so have nothing to share when they get back.

"Sometimes wrong participants were selected for the JICA training. A wrong selection may affect the performance of other staff." (KTC deputy principal 2018, personal communication, 16 October)

On the contrary, according to the view of the participants from the interview, lack of funding has diminished the implementation of new skills and knowledge gained after training.

Participant 3: "After returning from Japan, I have learned new ways of improving awareness on NCD, however, I could not implement the knowledge I gained as there

was no funding available for this program to go out to the public.” (NCD program manager 2018, personal communication, 12 October)

5.3.3 Improvement strategies

The two sub-themes include Selection System and Training Program improvement.

Selection System improvement

According to the interview with training participants, one way of improving the selection system for training participants is to consider the age of participants to match activities of training and to strengthen selection policy.

Participant 3: "Considering age for participants as part of selection criteria was very important. I noticed that some participants were not participating as they were too old for activities." (Program manager 2018, personal communication, 11 October)

Other participants stressed the selection system for translators for all training to be reviewed and proposed that JICA select the best translators with very good English to avoid frustration while listening to their translation.

Participant 8: "For more effective training, translators with fluent English should take part and assist with translation throughout this training. JICA should identify the best translators to shorten the length of training."(MOE lecturer 2018, personal communication, 15 October)

Training Program improvement

Interview with participants emerged in several ways to improve the JICA training programs that include:

- i. English language to be a major language for training or to select the best translators for all JICA training.

Participant 5: "Removal of the language barrier, such as conducting training in English will make training program more interesting and engaging." (Medical doctor 2018, personal communication, 12 October)

Participant 8: "JICA should identify best translators..." (Education officer 2018, personal communication, 15 October)

Participant 9: "Translators took time to translate Japanese to English and sometimes it was hard to understand them. Translators sometimes hardly understand what lecturers trying to say causing a prolonged training session. It is better to have people from the same background (engineers) to translate." (Education officer 2018, personal communication, 16 October)

- ii. To shorten the length of training through the selection of best translators and the improvement of timing for training activities.

Participant 1: "Length of training needs to be shortened to avoid tiredness, for example, 9 am – 4 pm instead of 8 am-5 pm so that we have time to prepare for dinner and to do work out." (PSO Director 2018, personal communication, 10 October)

Participant 8: "JICA should identify best translators to shorten the length of training." (Education officer 2018, personal communication, 15 October)

- iii. To include other missing training contents and important activities.

Participant 10: "Including missing topic in the future training will complete the whole topic on NCD lifestyle."
(NCD program manager 2018, personal communication, 11 October)

Participant 4: "In my own opinion, the training program could be improved by allowing us participants with hands-on practical rather than learning theory part only and just looking at machines." (Biomedical officer 2018, personal communication, 12 October)

Participant 6: "Improving group participation will allow equal opportunity for all participants and will improve training program in the future." (Public Health Specialist 2018, personal communication, 12 October)

PSO's perspective highlighted that as part of improving the training program, participants need to be urged to work on an action plan from both PSO and JICA before and after training to see how much training helped the participant, organization and the country as a whole.

"PSO needs to improve pre-departure briefing and obligate participants (through policy) to be more consistent to what is required from PSO and JICA to fulfill the goal of training." (PSO Human resource officer 2018, personal communication, 10 October)

Other government officials from the focus group discussion proposed the strengthening of policy in selecting participants and also for participants to follow all requirements from the training provider or sponsor and to share knowledge upon return.

"Selection process should be strengthened. PSO should avoid last-minute information to concerned ministry for selection. Sometimes wrong participants were selected for these JICA training. Trainees should be bonded to share knowledge and skills upon return." (Focus group participants 2018, personal communication, 17 October)

The overall results for this training evaluation reflected that the strengths of the JICA training program within Kiribati's public service outweigh the weaknesses. While referring to Kirkpatrick four levels of evaluation, the strengths of JICA training programs for Kiribati's Public service existed at the four-level of evaluation (reaction, learning, behavior, and results) while for weakness, it only existed at level one (reaction) and level two (learning).

Based on the latter results from the participants' view, only positive results (organizational and individual gain) perceived after JICA short term overseas training.

Overall the training policy and procedures in Kiribati's public service are accommodating selection for training participants but not so well. Training evaluation was never conducted through proper evaluation or adopting of the recognized model, such as Kirkpatrick (PSO HR officer 2018, personal communication, 10 October).

However, the overall finding concludes that this new model, Kirkpatrick is workable in Kiribati.

5.4 Part 1. Discussions

5.4.1 Part I. HR methods and training policies for the selection of participants

According to the interview results, training in Kiribati's public service involves the development of skills, knowledge and capacity building that involves a trainer to provide training while a trainee receives and learns skills throughout the training program. Such learning skills and knowledge assisted with the development of the organization through highly skilled employees. The definition from this finding echoed another argument on training and development definition from existing scholars (Ellaine 2005; Anitha & Kumar 2016; Kim 2016; Sadd & Mat 2013; Soltani & Liao 2010; Rafiq 2015).

The interview with one of the PSO officials emphasized that training and development in Kiribati's public service started with the development of the training plan called HRD plan across all public service at the ministry level at the beginning of each year. HRD plan from all ministries then compiled for HRPC approval to become Kiribati's national HRD plan reflecting all training priorities. The result of this research offers similar insight with other studies that the training plan should exist before the commencement of all training activities (Siengthai et al. 2016; Budd 2016).

The research finding detailed the training policy and procedures existed to govern and guide all training activities for both long term and short term. This training policy was approved by the Cabinet in the year 2008. This echoed other policies in countries like Uganda and Kenya that guides all training activities within public service (Uganda Public service 2006).

Besides, the Kiribati government through the Establishment register (ER 2018) has passed a new HR official's job positions in every ministry. It was also noted that the training department and Human resource officials' positions were established in each ministry across Kiribati's public service to monitor and coordinate all training

activities. One of the past studies by Rajasekar & Khan (2013) helped to justify a similar case in Malaysia in developing training departments and training directors to enhance training activities within public service.

According to the research results from the interview with Government officials and JICA training officials, there were two ways of selecting training participants for training activities and these two ways are as follows:

- i. Selection based on policy and procedures manual focusing on the nature of work, the skill gaps existed and the need for skills and knowledge employees need to perform the task. However, the selection was guided by a policy with other criteria and eligibility. The finding offers the two insights both from PSO and JICA. The selection was guided by procedures and policies from both PSO and JICA. It was shown by the results that JICA involved in the first and final step of selection while PSO was involved in the second step of the selection process. PSO used criteria from JICA to select participants but guided by existing Kiribati's training policy procedures manual. Kenya and Uganda in the past studies, they both have their policy to guide all training activities and how selection for participants are conducted (Kenya Public service 2015; Uganda public service 2006).
- ii. Another approach in selecting a training participant as stated during an interview with PSO officials was based on direction from supervisor and performance assessment forms. This method of selection was similar to what companies in Libya practiced when selecting candidates to attend training activities (Aagnaia 1996).

Another reflection from the research finding obtained during the interview highlighted that the Government of Kiribati offered training to public service in similar means with other developing countries by allowing employees to learn through their job experiences (Mohan et al. 2017). Kiribati's public service adopted training methods that are similar to another developed country that involves a one to one consultation with the supervisors (Elaine 2005). Courses for Kiribati's public service senior staff were tailor-made to suit organizational goals and objectives for capacity building (Soltani & Liao 2010).

Induction training was another method of training offered to newly recruited employees within Kiribati's public service. Induction training allowed new recruits (registry clerks/ admin officers) to learn knowledge and skills in preparation before undertaking the task at the workplace especially at administration and a common cadre. This induction type of training supported one training method in a study by Elaine (2005).

Training evaluation in both PSO and JICA was carried out through an action plan that needs to be filled by participants before and after training as shown during an interview with PSO and JICA officials. However, as the results highlighted, the action plan was not successful for both PSO and JICA because of participants' failure to fully engage to complete those forms. Unlike other developing countries in past studies (Cooley et al. 2015; Smidt et al. 2009; Burns et al. 2017; Haslinda & Mahyunddin 2009), PSO and JICA managed to conduct training evaluation at initial stage without the capacity to carry on to next levels. Training in Kiribati was not evaluated as in other countries, such as UK and Malaysia due to lack of knowledge and scarcity of resources and past studies in Kiribati and the Pacific.

5.5 Part II. Discussions

Short term training evaluation

The second part of this research findings highlighted strengths, weaknesses and improvement strategies based on the outcome of a proper training evaluation carried out at Kiribati's public service at selected ministries for JICA short term training.

5.5.1 Strengths

Results from the interview (MHMS program manager 2018, personal communication, 16 October; MOE lecturer 2018, personal communication, 12 October), highlighted some features of a training program that created positive reactions from participants that include;

- A well organized, interesting, engaging and relevant training program.
- Very good accommodation, training venue, and very good food.

- Treatment was very good (coordinator, lecturers, and others at JICA)

Features of training that caused a positive feeling from each individual, such as, happy, secure, and satisfactory with the program and feeling of excitement to implement such skills and knowledge gained upon return.

The latter study affirmed past studies' insight on reaction as the first level of training evaluation refers to the stage where participants expressed their feeling about training contents, structure, styles, and others (Sheets 1985; Sadd & Mat 2013; Dhliwayo & Nyanumba 2014).

Out of these well organized and very good training programs, participants not only experienced positive reactions toward the training but they also did learn positive new skills as well as broadening their current knowledge and skills out of this training. JICA training has allowed participants to be exposed to new knowledge in different areas, such as health, management, and education that include knowledge on medical machinery, hospital management, prenatal care, and Non-Communicable Disease (NCD) prevention. New skills include teamwork, time management, a delegation of tasks, work planning and problem-solving skills and others that allow participants to do better in the workplace and more participating in management and decision making.

Based on interview results with participants, their behavior and attitude at work have improved as they are more participating and confident in what they are doing that caused the improvement in productivity and quality of their work. There is also an improvement in their attendance and punctuality and how they attended to their customers or students (MOE participants), maintaining machines and initiating new ideas for lifestyle health promotions and prenatal care (MHMS) and implementing new management skills, such as task delegation and time management (PSO).

Similarly, focus group participants representing supervisors and subordinates confirmed during discussion positive change in behaviors and attitudes of the JICA training participants. Such a change in behavior and attitude includes; improvement in productivity and quality of work, participation in decision making, and working beyond previous capacity (work longer hours) and willingness to work in a team and

more punctual and attentive at work. However, such a change in behavior and attitude at work has helped the organization as a whole by way of lowering drop out in schools, the lower mortality rate in children's health and the improvement in management especially at PSO, MHMS, and MOE. Positive working environment, as well as good support from supervisors and work colleagues or subordinates, allow a change in behavior and attitude to be implemented.

The strengths of the training program in other studies have benefited both individual and organization with new skills and knowledge. The acquired skills and knowledge have been implemented at the respective organization that helps with the enhancement and improvement of productivity, performance and the achievement of an organizational goal (Groeneveld & Steensma 2010; Smidt et al. 2009; Cooley et al. 2015).

The latter result has proved Kirkpatrick model first level of evaluation that provide positive reactions of participants towards training program, positive learned skills and knowledge from the existing programs, positive change in behavior and attitude of the participants after attending the program and the result of such JICA trainings on organizations, such as, PSO, MOE and MHMS (Groeneveld & Steensma, 2010). It was discovered in the research findings that good features/ characteristics of the training program provide a positive environment for positive learning. A positive environment leads to positive reactions from participants and the willingness to participate in the training and share knowledge upon return.

5.5.2 Weaknesses

Weaknesses of the training program, on the other hand, was reflected through negative reactions or experiences of training participants. Similar experiences from the past study Groeneveld & Steensma (2010) that include a long hour of training was also experienced by one of the participants.

Participant 1: "Training session was too long, it needs to shorten say like, 8 am-4 pm instead of 8 am – 5 pm". (PSO Director 2018, personal communication, 10 October)

The finding also presents another negative reaction towards training program that highlighted the weakness of the JICA training program including the feeling of frightened by the participant before attending training due to Japan's history related to world war and also being frustrated while attending the training program because of Japanese language being used throughout the training. The translation was not that good and hard to understand. According to other participants' views, translation or training being conducted in Japanese was one way that prolongs the training session as it was like double the length of time covered for each training session. Moreover, it was learned through interview findings that some of the participants learned skills or knowledge at training has turned out to be negative in the way that participants faced challenges when trying to implement such knowledge and skills. There was a lack of support from supervisors and colleagues after training and a lack of funding to implement what they learned in training. Such challenges were also faced by trainees in the past (Siengthai, et al. 2016).

This second part of the results highlighted negative reactions and learning and these are the weaknesses of the JICA training program. Such findings claimed that weaknesses of the JICA short term courses have existed only at first and second level of the Kirkpatrick evaluation that is reaction and learning while there are no weaknesses on behavior and results on participants and the organization.

5.5.3 Improvement strategies

It was determined in the research that few improvement views from participants, supervisors and other government and JICA officials included the improvement of selection system and training program itself.

Based on the participants' view, the selection for participants needs to be carried out properly following all procedures and policies in place, such as, age and other criteria that are set by the training provider or coordinating body.

Other supervisors from the focus group agreed that the selection system needs to be improved by bonding all selected participants' inconsistency to policy or criteria in

place. Current policies should be strengthened to ensure that the right participant is selected to attend training.

JICA officials claimed that as part of improving selection policy, participants should be bonded through policy to comply with all requirements by the training provider to avoid future problems such as missing flight and others. The selection system needs to be improved to select the right person for the training.

The training program needs to be improved based on participants' views by shortening the length of training sessions and remove unnecessary activities, such as visit zoo and others and to replace with more relevant activities.

Improving training programs in the view of another official, such as PSO and JICA, proper training evaluation should be conducted annually to reflect weaknesses and strengths of the training program where both PSO and JICA should work together to improve ways of training evaluation.

The PSO official claimed that the appointment of HR staff for each ministry or department will help with proper training evaluation across the public service and to assist with the enhancement of all HR activities especially training evaluation for future improvement of the program.

Such recommendations from the research findings have supported arguments from past studies that include improvement of duration and length of the training program and to introduce break in between and also to conduct annual training evaluation as part of improving future training program (Smidt et al. 2009; Groeneveld & Steensma 2010; Rafiq 2015).

The results overall highlighted strengths (positive reactions, positive learning, positive behavior, and positive results) and weaknesses (negative reactions and negative learning) of the training program. The results do also provide improvement strategies for JICA short term training based on research participants' views that include; training participants and their supervisors/ colleague/ subordinate, Kiribati government officials and JICA training officials. This result proves that although the Kirkpatrick model has never been introduced and utilized in Kiribati, the results confirmed that it

is workable and will apply to all other training programs within the public and private organizations. The strengths of JICA short term training program outweigh its weaknesses as confirmed by the results. This is because the trainees never behave negatively at the workplace but brought an only positive change in behaviors instead, that contribute to the achievement of organizational goal and MOP especially for MHMS, MOE, and PSO.

5.6 Conclusion

This chapter has presented and discussed the results in two separate parts: Part I provides the perception of training procedures and policies and methods for human resource training in public service. Part II provides training evaluation results in Kiribati's public service on short term training (JICA).

The first part has presented results and provided a discussion on Kiribati's public service HRD methods, procedures and training policy for training and selection methods for training participants based on participants' views (HR officer at PSO and JICA (Suva) officials).

The second part has presented and discussed research findings for training evaluation outcomes on JICA short term training offered to Kiribati based on training participants and other participants' views that include: strengths, weaknesses and improving strategies for the training program. The final chapter (six) will provide a conclusion and recommendations.

CHAPTER 6: CONCLUSION

6.0 Introduction

The main aim of this chapter is to present major findings and a summary of this research. The second part of this chapter aims to present a theoretical discussion followed by the third part to present conclusions and recommendations. The final part of this chapter aims to discuss the implication of this study followed by guidelines for future study.

6.1 Summary of major findings of the research

Part I. Training policy procedures manual approved by the cabinet in 2008 to guide and coordinate all HRD activities across the public service. Findings are summarized below:

- i. Training policy in public service;
PSO through HRMC offered training to employees in three major types, such as academic long term, short term overseas and short term in-country training and coordinated by training procedures manual.
- ii. HRD plan was also part of the policy that involve not only management but all employees in identifying genuine training needs.
- iii. One of the selection methods of training participants was also guided through the procedures manual.
- iv. No proper training evaluation stipulated in the current training policy and procedures.

Part II. Strengths and weaknesses as well as improvement strategies obtained through training evaluation by using the Kirkpatrick model.

- i. Strengths of training programs based on the participants' view include:
 - positive reactions (feeling happy, satisfy, secure and excited to share learned skills and knowledge),
 - positive learning (new skills, such as problem-solving, work planning and others),

- behavior (change to positive attitude and behavior at the workplace, such as teamwork, more organized and punctual and others)
 - results (improved in management, the lower dropout rate at school, lower failure rate in mathematics, lower mortality rate and others)
- ii. Weaknesses of training obtained through training evaluation negative reactions and negative learning of participants. Such weakness of training program includes:
- The poor training program, such as long hour sessions and poor language translation throughout the training session.
 - The poor work environment in supporting the transfer of knowledge from participants to colleagues and organization.
- iii. Improvement strategies
- Based on various perceptions (participants, supervisors, and colleague, government and JICA officials), two major improvement strategies emerged that includes:
- Training selection system improvement –selection system for training participants needs to be improved through strong policy (urge secretaries to comply with the selection process and criteria and participants to be bonded towards requirements, such as training evaluation forms and others).
 - A training program needs to be improved based on weaknesses, such as long hour sessions, translation and lack of support from the workplace.

6.2 Theoretical discussions

Training theoretical perspectives and training evaluation frameworks are discussed in chapter three.

The HR training and development within Kiribati's public service adopted the perspective by Siengthai et al. 2016; Magerison 1982; Uganda Public service 2006; Cooley et al. 2015; Sadd & Mat 2013. All HRD activities are treated as an educational

tool for enhancing skills and knowledge of individual contributions to the improvement and development of the organization or Kiribati's public service. All training activities in Kiribati's public service started with the development of the training plan known as the HRD plan, which focuses on the training needs of each ministry and another department of the Kiribati government. The training policy procedures manual was approved by the cabinet in 2008 to guide and govern all activities for the training and development of Kiribati. The selection process for training participants and other conditions for trainees during and after training are also part of the policy. Additionally, due to the scarcity of resources and knowledge, Kiribati's public service training department (HRMC) believes for a proper training evaluation to be conducted annually to provide information and other improvement strategies to assist with future improvement for training programs.

The Kirkpatrick model was used as part of this research to critically evaluate JICA's short term training offered to Kiribati's public service. The research proved this model correct and workable in Kiribati's public service like in other countries. Through this model, strengths and weaknesses, as well as improving strategies, were well-identified for JICA's training programs offered to Kiribati's public service employees. This model has assisted in the critical analysis of JICA's training program.

It is clear that JICA's training has offered benefits to both individuals and organizations; however, there are challenges and shortcomings existed and other improvement strategies emerged from the insight of participants to help improve future JICA training for Kiribati's public service.

6.3 Conclusion and recommendation

The findings of this research have significantly contributed to the achievement of an effective training evaluation model for training in Kiribati public service by suggesting training methods, training policies and evaluation levels to be taken during evaluation as well as strategies in improving and strengthening such training evaluation approach.

Research finding states that other training methods that exist in Kiribati's public service include academic, short term training (overseas and in-country), one to one

consultation, induction training and more. For this research, I have considered only short-term training programs.

Training evaluation outcome for short term training (JICA) concluded that the strengths of JICA training programs outweigh its weaknesses. However, other improvement strategies identified through training evaluation has reflected the needs for improving both training program and current training policy and procedures especially on selecting procedures for training participants.

In conclusion, I trust that this research has contributed to bridging the gap between current practice and knowledge on human resource training and development and training evaluation, and propose the following recommendations:

1. As Kiribati embarks on improving workforce at public service as part of KV 20, the government should strengthen and improve training policy especially on the selection of participants through:
 - Review current training policies based on weaknesses generated throughout this research.
 - Urging supervisors/secretaries to select the best candidates for training inconsistent with training policy procedures manual.
 - Selected candidate to be bonded to comply with all requirements from both PSO (facilitator) and JICA (training coordinator and provider) for training evaluation purposes.
2. PSO should obligate all ministries to select the best candidate for all training (short term) and to provide a better environment for knowledge transfer from trainees after training. The pre-departure briefing should be improved and strengthened in both PSO and JICA.
3. JICA should improve training program (short courses) through:
 - Shortening the length of training sessions and eliminate unnecessary programs such as visit.
 - Recruit the best language translator for all training programs or to conduct training (short course) in the English language if there is a possibility.

- Eliminate/ minimize visits to other places to save costs for JICA and save time for participants.
- Should work with PSO in improving other logistics arrangement to avoid the future cost.

6.4 Implications

This research on Kiribati's HR training and development focusing on training evaluation contributes to existing knowledge within this area in other countries. This study would generate interest in the field of HR training and development and set the future platform for research on HR training and development, particularly on, training evaluation while employing the Kirkpatrick model.

Moreover, it will serve as a useful resource to human resource officers working for public service (Kiribati and other Pacific Island Countries) and human resource students in the area of human resource training and training evaluation for short term training.

6.5 Future research

Given the novelty of HR policy and procedures as well as strength, weakness and improvement strategies through training evaluation, continuous research should be encouraged to improve training program across Kiribati's public service and other Pacific Island Countries;

1. There can be a study on the analysis of training policy for Kiribati's public service to provide important information that can inform decisions and future designs and policy for HR training and development for Kiribati.
2. Studies on training evaluation (Kirkpatrick Model) can be conducted across all ministries in Kiribati public service to generate strengths and weaknesses of the existing training program to assist with decision making whether to terminate the existing program or to improve it.

3. Further study to analyze factors causing the weaknesses of training program generated after training evaluation to assist with the development and improvement of the future training program.

6.6 Conclusion

This chapter has summarized and discussed the key research findings of the study. It has also discussed the theoretical approaches used by Kiribati's public service HR training and development (policy, procedures, and training evaluation approach). Conclusion, recommendations, and suggestions for future research have also presented as part of this chapter.

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APPENDICES

APPENDIX I: Interview Questions for employee (JICA trainee)

Reaction

1. Can you explain how the training you have attended benefited you? Is it interesting? What about location and venue?
2. What is your opinion on the way the training was organized?
3. What aspects of the training do you think were relevant to the area of your work and which ones were not relevant?
4. Were you satisfied from the training? How do you think training can be improved?
5. What would have made the session/training more effective?
6. Do you like how the trainer conducted the training?

Learning /Behavior

7. What are you doing differently as a result of what you have learned from training with JICA, give some of the skills or knowledge you have gained and examples?
8. Have these actions improved your effectiveness as a leader, Team effectiveness and organizational performance? If yes how?
9. If you feel that your actions have improved effectiveness, please indicate in what area? (For example, productivity, quality of work, decision making, time to complete project and others)
10. What other benefits have you, your team and or the organization realized so far from your training (JICA)?

APPENDIX II: QUESTIONS TO SUPERVISOR/ SUBORDINATE OF TRAINEE (FOCUS GROUP)

Behaviors/ Results

1. How long have you known this trainee?
2. Do you think the performance/work behavior of the trainee has improved before and after the training?
3. Based on your answer to question 2, can you identify some of the factors causing the change /no change in the behavior of the trainee?
4. Do you think skills and knowledge gained from training by trainees have utilized in your organization? How? Can you explain how do you support such skills or knowledge transfer from trainees in the workplace?
5. Can you give the differences in the behavior of employees who were involved in the short-term training and those who were not?
6. Do you think short training undertaken by employees of your organization benefit /challenge the organization? Please clarify your answer.
7. Can you suggest ways of improving the short-term training program?
8. Do you think short term training program can be strengthened or improved? How?

APPENDIX III: QUESTIONS TO TRAINING PROVIDER / GOVERNMENT OFFICIALS

(PSO OFFICIAL/HR OFFICIAL)

1. Can you please explain how PSO provide training to all employees across the public service, what are methods offered?
2. Can you please explain a process or steps involved in developing a training plan for Kiribati Public service? Can you explain your answer?
3. Do you have procedures/policy in selecting participants for training? Can you please specify on selection for overseas short-term training participants?
4. JICA is one of short-term training provider, do you know how do they develop their training programs?
5. Can you please explain how PSO and JICA work together on short term training? What year PSO started with JICA, is there agreement? and for how long? Do you involve in developing a training program for JICA short term training?
6. Are there any issues involved in working with JICA on short term training? How you solve such problems?
7. Do you think JICA short term training benefit Kiribati? Why/why not, can you please explain?
8. Does PSO conduct training evaluation to all training offered? What about JICA short term training?
9. Do you think JICA Short term training program to Kiribati public service needs to be improved? If yes, How?

APPENDIX IV: QUESTIONS TO TRAINING PROVIDERS (JICA OFFICIALS)

1. JICA is one of the training providers to Kiribati. Can you please briefly explain the background of when and how many trainings JICA had provided to Kiribati public service?
2. Can you please explain how JICA provide short term training to Kiribati?
How do you develop a training program
3. Do you have procedures in selecting participants for training? Can you please specify on selection for overseas short-term training participants?
4. Can you please explain how do JICA work together on short term training with PSO? Do you have an agreement or contract? Or policy?
5. Does JICA conduct training evaluation to all training provided across the public service? Please explain your answer.
6. Are there any issues involved in working with PSO on short term training?
How you solve such problems?
7. Do you think JICA short term training benefit JICA? Why/why not, can you please explain?
8. Do you think JICA Short term training program to Kiribati public service needs to be improved? If yes, How?
9. Does JICA evaluate training offered to Kiribati? Can you please explain your answer?

APPENDIX V: NCS K Training procedures manual

In section B1 of training policy procedures manual in its section K,

This part reflected that the approval of overseas training was based on the following:

- The training was not possible to run in the country (the facility was not available in Kiribati).
- Training will focus on the acquisition of skills and meets specific priority needs reflected on National HRD plan for Kiribati

In B2. This section stipulates the eligibility or selection criteria for overseas short-term training and is applied to JICA.

- All permanent, full-time employees are eligible for Overseas activities while those on contract and temporary employees as not eligible for overseas training.
- Employees with the greatest need for skills/knowledge to carry out their job are given top priority for attendance to overseas training. Those who require training for their promotion or to meet future need of the organization were second priority. However, those with the interest in skills and knowledge without a contribution to their current job were given the lowest priority during selection
- No age limit, however, managers/Secretaries are required to consider a return in investment to ensure that candidates use skills and knowledge gained through training.