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Effectiveness of Online Training in the Bhutanese Civil Service

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ABSTRACT

Online training gained significant traction within Bhutanese civil service organizations, particularly in response to the challenges posed by the Covid-19 pandemic. Notably, the Ministry of Finance (MoF) issued a directive in 2022, compelling all government agencies to prioritize online training as part of cost-saving measures (Pem, 2022). Consequently, the Royal Civil Service Commission (RCSC), in collaboration with various ministries and agencies, embarked on investing in online training initiatives. Nevertheless, there remains a degree of skepticism regarding its effectiveness, given that online training is a relatively novel approach compared to traditional formal training methods.

Hence, this study was undertaken to evaluate the efficacy of online training within the Bhutanese civil service. As of September 22, 2022, a total of 993 Bhutanese civil servants had participated in online training programs. Employing Yamane's formula, 285 civil servants from 18 Dzongkhags (districts) who had engaged in one or more online training courses within the six months preceding data collection were included in this study. The evaluation was structured around Kirkpatrick's four-level training assessment framework, encompassing participants' initial reactions to the training, the extent of learning attained during the training period, the application of acquired knowledge and skills to their job roles, and the results achieved as a consequence of the training.

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The results of the assessment revealed that online training in civil service organizations was effective across all levels, including its impact on achieving desired outcomes. Nevertheless, some participants (42.8 percent) expressed concerns about the unreliability of internet connectivity, with 54.3 percent indicating that they had to personally finance their internet connections. Additionally, participants raised issues during the application of their newly acquired skills and knowledge to their job responsibilities. These issues encompassed poor receptivity of skills within their organizations, insufficient equipment and facilities, technology learned through online training that was not directly applicable to their roles, budget constraints hindering the implementation of acquired knowledge and skills, lack of support from supervisors or superiors, and inappropriate job placements following training.

In light of these findings, it is imperative to consider these factors in order to enhance the effectiveness of online training in the future.

Keywords: Online training, effectiveness of online training, Bhutanese civil service, civil servants, service delivery

INTRODUCTION

The concept of training has been prevalent since the Middle Ages, with training primarily taking the form of 'apprenticeships' (Findley et al., n.d.). The world has significantly evolved due to the rapid advancement of technology and the 'Fourth Industrial Revolution.' Today, online training has increased, largely facilitated by e-learning worldwide and accelerated by the effects of the Covid-19 pandemic. Organizations worldwide have started to embrace new training methods, leveraging innovative technology and the digitalized world (Bhattacharyya, 2021).

Civil Service in Bhutan stands as the country's largest employer. One of the key reasons civil servants undergo training is to ensure they stay updated with new knowledge and skills required in fulfilling their duties and responsibilities. His Majesty's Royal Decree on Civil Service Reform emphasizes the necessity to restructure the civil service for a smooth and swift transition to a knowledge-based economy (Kuensel, 2021), necessitating the constant updating of civil servants' knowledge and expertise to align with the evolving societal needs.

Bhutan, like the rest of the world, was affected by Covid-19. Consequently, the initially allocated funds for human resource development (HRD) had to be reallocated due to changing priorities. Given the unforeseen circumstances caused by the pandemic, and as an alternative to traditional training, the Ministry of Finance directed all agencies to promote virtual in-country training through online platforms since September 2022 as part of government austerity measures (Pem, 2022). Subsequently, the Royal Civil Service Commission, in collaboration with ministries and agencies, has been actively promoting online training for civil servants wherever feasible.

While numerous employees have received online training, a comprehensive evaluation of such training has not been conducted to date. Furthermore, in the past, training progress was mostly assessed in terms of 'numbers' and the utilization of earmarked funds, but it failed to address the effectiveness of the training. Put differently, prior training evaluations mainly focused on gathering and compiling information related to training inputs, processes, and outputs, with little attention to the outcomes. It is crucial to understand how participants apply the knowledge and skills acquired through training and the results they achieve as a result of this training. Therefore, this study departs from many earlier studies on training evaluation and concentrates on assessing the effectiveness of online training in Bhutanese civil service organizations, employing a broader framework of the Kirkpatrick model of training evaluation.

LITERATURE REVIEW

Training is a costly but necessary investment in developing a country's or organization's greatest resource: human capital. Consequently, online training is an investment in which an agency efficiently invests both time and money. As a result, following the completion of training, a thorough evaluation of training effectiveness is recommended (Rezvi & Iqbal, 2013). However, this can be quite challenging as training outcomes can be both tangible and intangible. Online training offers numerous advantages; however, assessing its effectiveness, especially

when outcomes are intangible, can be difficult. Nevertheless, the online platform as a training medium is rapidly gaining strength and establishing its success and efficacy (Aghuzumtsyan et al., 2021).

According to a case study conducted on online training in the Brazilian state of Parana, it was reported that only 49 out of 670 respondents had trouble adapting to online training methods. Civil servants between the ages of 30 and 50 with regular education were found to be more adaptable to the online training approach. Additionally, the online training method and the incorporation of e-learning to enhance knowledge and work competencies were positively rated by 79 percent of respondents, with only 4.6 percent expressing dissatisfaction (Stadler, 2017).

Participants reported a significant increase in their skills for treating and managing eating disorders in patients as a result of the online training developed by InsideOut Institute in Australia, in which 1813 health professionals participated (Maguire et al., 2019). The participants rated the program positively, with 96.8 percent stating that their expectations were met, 90.5 percent expressing satisfaction with the program, 96.4 percent confirming that the training met their learning needs, 99.4 percent deeming the training relevant to their practices, and 94.4 percent stating that their skills and practices improved through the training. These findings indicate that online training programs can be effective.

A study conducted in a retail business setting to assess perceptions of the effectiveness of online training in 2009 showed that there is no significant difference in perceptions of training effectiveness between online and face-to-face training (Gaither, 2009). This suggests that participants did not detect a loss of effectiveness in the online training method. Additionally, respondents stated that some online training programs were more understandable in an online format than in a face-to-face setting. A similar study on employee training through e-learning reported that e-learning was found effective in providing better interactions and understanding of the training subject (Bhardwaj, 2019).

A study on the analysis of online training (Sandlin, 2013) reported that online training has the potential to be more effective than face-to-face training when implemented and administered properly. It states that online training has proven to save organizations funds and time (resources) for maximum effectiveness and efficiency. Another study on the effectiveness of e-training, e-leadership, and work-life balance on employee performance during Covid-19 stated that "there is sufficient evidence that e-training has a positive effect on employee performance" based on its results (Wolor et al., 2020)

Impact of Online Training on Employee Performance

A study of 3600 employees conducted at a Brazilian Public Bank on the impact of online training on behavioural transfer and work performance reported that the desire to transfer skills increases when a trainee's satisfaction with the training is high, and their reaction to the training is positive (Martinsa et al., 2019). Therefore, training must be designed to elicit a positive response from trainees to ensure a satisfactory training and learning experience. The study also found that employees are more likely to respond positively to training when they perceive and receive a supportive environment from their employers and peers. A similar study on corporate e-learning impact on employees revealed positive contributions from online training, with 74.9 percent of respondents reporting increased employee satisfaction, 48.1 percent noting enhanced job performance, and 72.8 percent reporting higher employee productivity (Ellis & Kuznia, 2014).

Employees' Attitude

The Philippines' Civil Service Commission (CSC) encouraged civil servants to take advantage of online learning opportunities during Covid-19 to improve their skills. Enriching their knowledge and skills regularly is critical for civil servants to enhance their overall performance and service delivery (Civil Service Commission, 2021). As a result, the general attitude of Philippine civil officials toward online training has been positively influenced, particularly during the pandemic.

According to a study on employees' attitudes toward e-learning conducted in six Midwestern industries in the United States (Hairston, 2007), the control group receiving traditional training was more satisfied than the group receiving online training based on the general course construct and overall satisfaction index. Although there was a slight difference in attitudes toward online and traditional training, the results showed that there was no difference in performance scores between the two groups. According to the findings, the online training group developed a positive attitude toward computer usage, whereas the traditional training group had a slightly negative attitude toward computer use. However, this study concluded that employees had no significant differences in views and attitudes regarding online training compared to traditional training, although employees were relatively more satisfied with traditional training.

Challenges and Limitations

A study aiming to design an effective e-learning system in the Chinese civil service argued that public workers' internet communication training has a favourable impact on their growth. This implies that, in addition to adequate connectivity, civil servants should be trained on how to learn and communicate online first (Yang & Ruan, 2007). The study indicates that it is critical for civil servants' learning to shift from traditional training to modern training methods that use scientific and online technologies such as the internet. This also implies that employees' ability to use technologies (internet communication skills) and their motivation to absorb online training are some of the common challenges of online training.

A study conducted in a retail business setting in 2009 to assess perceptions of the effectiveness of online training compared to traditional training reported that 95 percent of sales and service respondents gave online training a lower rating than traditional training. The study goes on to state that, in comparison to non-technical fields, online training did not match the needs of respondents in technical fields. This difference in perception between sales and service employees could be due to service employees' desire for hands-on experience during their training. Thus, another challenge of online

training is that it limits the possibility of hands-on experience during the training period.

SIGNIFICANCE OF THE STUDY

This study will be useful in understanding the effectiveness of online training in the Bhutanese civil service. The findings will also reveal the factors hindering online training, enabling training organizers, facilitators, and agencies to address any issues. Additionally, this study will contribute to the existing body of literature on online training, particularly in the Bhutanese context where such research works are scarce.

METHODS

The research was a quantitative study based on a survey that utilized a semi-structured questionnaire. This questionnaire was adapted from the training impact assessment guideline prepared by the co-author in 2005 for the Royal Civil Service Commission. It was designed using Kirkpatrick's four-level model, which includes:

- Participants' reaction to the training.
- Learning that occurred during the training.
- Application of the newly acquired knowledge and skills to their jobs.
- Results achieved as a result of the training.

The questionnaire consisted of both closed-ended and open-ended questions. Open-ended questions were included to gather respondents' views and suggestions on important issues that required elaboration. The questionnaire was divided into six sections, covering the following areas: 1) Demographic information about the respondents, 2) General questions, and 3) Assessment of the online training using Kirkpatrick's four-level model.

Various question types, including multiple-choice questions, ranking questions, and rating questions employing the 5-point Likert scale

(McLeod, 2019). The questionnaire was created using Google Forms and distributed to the respondents via email addresses provided by the human resource officers of their respective agencies.

This study focused on civil servants who had participated in one or more online training sessions at least six months prior to the study. This timeframe allowed participants sufficient opportunity to apply the knowledge gained from the online training in their respective roles. According to data obtained from the Royal Civil Service Commission, ministries, and other agencies, a total of 993 civil servants had attended one or more online training sessions as of September 2022. The study collected data from a sample of 285 participants, which was determined using Yamane's formula, as illustrated below:

$n = N / (1+N(e)^2)$
Where:
n= Sample size
N= Population under study
e= Margin error
$n = 993 / (1+993(0.05^2))$
≈ 285

The study's population comprised civil servants who had attended online training sessions provided by various government entities, including the Royal Civil Service Commission (RCSC) and ministries such as the Ministry of Health (MoH), Ministry of Agriculture and Forests (MoAF), Ministry of Finance (MoF), Ministry of Economic Affairs (MoEA), Ministry of Information and Communications (MoIC), Ministry of Work and Human Settlement (MoWHS), Ministry of Labour and Human Resources (MoLHR), and Ministry of Foreign Affairs (MoFA). It's worth noting that data from the Ministry of Home and Cultural Affairs (MoHCA) and Ministry of Education (MoE) could not be obtained directly from them, although their candidates were included in the data provided by the RCSC. Additionally, online training conducted by other agencies, including autonomous agencies and districts (dzongkhags), was included in the dataset provided by the RCSC.

To select a representative sample from this population, a stratified random sampling approach was employed. The population was divided into nine strata, consisting of the RCSC and eight Ministries. Within each stratum, the sample size was determined using the stratified random sampling formula: (Sample size / Population size) x Stratum size. Based on this formula, the following numbers of respondents were selected from each stratum: 84 from the RCSC, 10 from MoFA, 14 from MoAF, 52 from MoIC, 65 from MoH, 7 from MoF, 21 from MoEA, 17 from MoLHR, and 15 from MoWHS. Data collection from each stratum was carried out using a simple random sampling method.

Reliability

A reliability test was conducted with the survey questions. Cronbach's Alpha of the questionnaire was 0.905 which indicated that the questionnaire had excellent adequacy and the questionnaire was highly reliable with consistent data.

Table 1

Reliability test using Cronbach's Alpha

Cronbach's Alpha	N of Items
.905	35

RESULTS AND DISCUSSIONS

Respondents' Profile

A 100 percent response rate was collected from the required number of samples (n= 285). As shown below in Table 2, 64.2 percent (n= 183) were males and 35.7 percent (n= 102) were females. The age group of the respondents ranged from 20 to 50 years and above. Concerning respondents' education, 28.4 percent (n= 81) completed high schooling, 27.3 percent (n= 78) have Bachelor's Degree, 15.7 percent (n= 45) Master, 11.5 percent (n= 33) Diploma, 8.4 percent (n= 24) Certificate, 5.9 percent (n= 17) Post-Graduate Diploma while 2.1 percent (n=6) completed middle schooling.

Table 2

Demographic Profile of the Respondents

Variables	Categories	Frequency	%
Gender	Male	183	64.2
	Female	102	35.8
Age	20-30	58	20.4
	31-40	147	51.6
	41-50	76	26.7
	Above 50	4	1.4
Education level	Certificate	24	8.4
	Class 10 and below	7	2.4
	Class 10-12	81	28.4
	Diploma	33	11.6
	Degree	78	27.4
	Master	45	15.8
	Post Graduate Diploma	17	6.0
Location from which online training was availed	Bumthang	9	3.2
	Chukha	34	11.9
	Dagana	16	5.6
	Lhuentse	5	1.8
	Mongar	18	6.3
	Paro	10	3.5
	Pemagatshel	9	3.2
	Punakha	11	3.9
	Samdrup Jongkhar	3	1.1
	Samtse	6	2.1
	Sarpang	20	7.0
	Thimphu	51	17.9
	Trashigang	40	14.0
	Trashi Yangtse	18	6.3
	Trongsa	5	1.8
	Tsirang	11	3.8
	Wangdi Phodrang	15	5.3
	Zhemgang	4	1.4
Position Level	PMC	118	41.4
	SSC	167	58.6

The sample consisted of respondents from 18 out of 20 Dzongkhags of Bhutan. Two Dzongkhags, namely Haa and Gasa were not included in this study due to the unavailability of the information. In terms of position levels, 42 percent (n= 118) of the respondents are under the

Professional and Management Category (PMC) while 59 percent (n= 167) fall under the Supervisory and Support Category (SSC).

Assessment of the Online Training Effectiveness

Respondents were asked to rate their reaction to the online training they attended. As shown in Table 3, the majority of the participants expressed satisfaction at this reaction level. Specifically, 79.6 percent (n= 227) revealed that the online training had clear objectives/focus, 85.6 percent (n= 244) expressed that the online training contents were of high quality, followed by positive feedback regarding professional and resourceful training facilitators (85.6%, n= 244), satisfactory participation and group engagement (68.1%, n= 194), adequate coverage (64.2%, n= 183), optimum training duration (64.2%, n= 183), appropriate participant numbers (71.6%, n= 204), an interactive and suitable platform for learning (63.2%, n= 180), and access to necessary support and guidance from training organizers (65.3%, n= 186).

Additionally, 65.3 percent (n= 186) expressed satisfaction with the access to training materials shared during the training. These findings align with those of a study on e-learning conducted by Bhardwaj (2019). However, 42.8 percent (n= 122) of the participants expressed dissatisfaction with internet connectivity. Furthermore, 54.3 percent (n= 155) reported that they had to personally cover the costs of their internet connection. This finding is consistent with a study conducted in Brazil, which revealed that the ability to access high-quality internet is directly related to the effectiveness of learning and adaptation to online training (Stadler, 2017).

Overall, 77.6 percent of the respondents expressed satisfaction with the online training at level one. This finding is in line with the results of a study conducted in Sydney, Australia by Maguire et al. (2019).

Table 3

Participants' Reaction of the Online Training

Variables	Level of Agreement in Percentage (%)				
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Overall online training content(s) was good	3.5	3.2	7.7	58.2	27.4
Trainers/facilitators were professional and resourceful	5.3	2.8	6.3	53	32.6
Online training kept me engaged with meaningful participation	4.6	6.3	21.1	46	22.1
Online training had clear objective(s)/focus	3.5	4.6	12.3	55.4	24.2
Online training coverage was adequate	4.9	6.7	24.2	49.5	14.7
Course duration was optimum	4.9	6.3	24.6	49.1	15.2
Size and number of participants were optimum	6.7	3.2	18.6	55.8	15.8
The online training platform was interactive and appropriate for the learning	4.6	11.9	20.4	46.3	16.8
Internet connectivity was reliable during the training	14	28.8	27.7	22.5	7
I could access all the relevant training materials shared by the trainers	4.9	10.9	18.9	49.5	15.8
I had to spend my own money for the data during the online training	11.2	16.1	18.2	26	28.4
I got all the necessary support and guidance from the training organizers	4.6	6.7	23.5	50.9	14.4
I strongly recommend this course to others	6.7	10.2	20.4	40	22.8

Level Two: Participants' Learning

In response to the question, 97.9 percent (N= 279) stated that they gained new KSA (knowledge, skills, and abilities) from the online training, while only 2.1 percent reported poor gains in new KSA.

To further evaluate the impact of the training, questions were posed to compare the participants' knowledge and skills before and after the training. The findings are presented in Table 3 (P= Poor, F= Fair, G= Good, VG= Very Good, Ex= Excellent).

As illustrated in Table 4, 55.8 percent (VG + Ex) of the respondents agreed that their level of knowledge had significantly improved after attending the online training, compared to 15.7 percent who indicated that their knowledge level in the training area was good before the training.

Table 4

Respondents' Level of Knowledge and Skills Before and After Online Training

Variables	%				
	Poor	Fair	Good	Very Good	Excellent
Before Training					
Level of knowledge in the training area.	3.4	26.4	52.1	11.6	4.1
Level of skills in the training area.	4.8	24	49.7	15.4	3.8
Positive attitude on the importance of my job and service to others.	1.4	13.7	41.1	29.1	12.3
After Training					
Level of knowledge in the training area.	1.4	2.4	38	45.9	9.9
Level of skills in the training area.	2.1	3.8	37.3	43.2	11.3
Positive attitude on the importance of my job and service to others.	1.7	1.4	31.2	42.5	20.9

Similarly, 54.5 percent of the respondents agreed that their skills in the training area had improved as a result of the training, while only 19.2 percent claimed that their skills in the training area were good and excellent before the training. The majority (63.4 percent) reported an improved positive attitude in their roles and responsibilities, with 41.4

percent of the respondents indicating that they already possessed these attributes before the online training. These findings are consistent with the results of a study conducted in Brazil, where 79 percent of the respondents reported a positive impact of online training on their knowledge and work competencies (Stadler, 2017).

Level Three: Change in Participants' Behaviour After the Online Training (Application of the Training)

To assess the extent to which participants were able to apply the knowledge they acquired from the online training, respondents were asked to indicate their level of agreement or disagreement using a Likert scale, where: 1= strongly disagree; 2= disagree; 3= neutral; 4= agree; and 5= strongly agree, on specific variables as discussed below.

As shown in Table 5, 69.8 percent (agree + strongly agree) of the respondents expressed that they were able to apply the knowledge acquired from the online training, while 63.9 percent agreed that the skills gained from the online training could be successfully applied.

Table 5

Behavioural Change in the Participants (Application of the Online Training)

Variables	Level of agreement in percentage (%)				
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I could apply all the knowledge that I acquired from the training.	1.4	7	21.8	67	2.8
I could apply all the skills that I acquired from the training.	1.8	7.4	27	61.4	2.5
I could notice significant difference in my day-to-day works after availing the training.	2.5	4.6	23.5	66.7	2.8
My operational efficiency/productivity increased after the training.	2.1	3.2	22.5	70.5	1.8
My interpersonal relationship with others improved after the training.	2.8	3.9	26.3	64.6	2.5

It is worth noting that 69.5 percent of the respondents reported a significant improvement in their day-to-day work as a result of the online training, while 72.3 percent reported an enhancement in their operational efficiency and productivity. Additionally, the majority (67.1%) of respondents expressed that their interpersonal relationships with others improved after the training.

The average mean score of 68.52 percent indicates that the majority of respondents were able to apply the knowledge, skills, and abilities (KSA) gained from the online training in their work fields. Therefore, it can be generalized that the online training provided to Bhutanese civil servants was effective in bringing about behavioral change. This is consistent with the results of a study conducted at Weber State University in Utah by Mier in 2011. It is also supported by similar studies conducted by Ellis and Kuznai in 2014 and by another study conducted in Australia by Maguire et al. in 2019.

The work environment and related factors play a crucial role in the application of newly acquired knowledge and skills from training. Therefore, respondents were asked to specify whether any obstacles adversely affected the application of their learning to their jobs, as presented in Table 6.

Some noteworthy findings include 33 percent of the respondents agreeing (strongly agree + agree) that poor receptivity of knowledge and skills within their organizations hindered the applicability of their learning. This was followed by 49.5 percent (strongly agree + agree) who agreed that inadequate equipment and facilities hindered the transfer of knowledge and skills. Additionally, 40.7 percent of the respondents revealed that the technology learned from online training was not available or applicable in their workplace, while 45.2 percent stated that inadequate budget hindered the transfer of knowledge and skills. Similarly, the lack of support from supervisors/superiors and inappropriate placement upon completion of the training were also cited as hindrances in the application of learning from online training.

The mean average score of 37.3 percent in these findings illustrates the significant challenges faced in the effectiveness of online training.

While these issues may not be considered highly significant, they underscore the need for proper guidance and coaching as trained personnel begin working in their respective organizations after completing their training courses.

Table 6

Factors That Hindered the Effective Application of Knowledge and Skills to the Job Upon Completion of the Training

Variables	Level of agreement in percentage (%)				
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Poor receptivity of knowledge and skills in the organization	3.5	28.4	35.1	30.5	2.5
Inadequate equipment and facilities to apply the knowledge and skills	3.5	22.1	24.9	39.3	10.2
Incompatibility of the technology (the technology learnt during the training is not available/applicable in the work place)	5.3	0.4	23.9	33.7	7
Lack of support from the supervisors/superiors	9.5	35.4	27	23.9	3.9
Inappropriate placement after training	11.2	34.7	26	22.1	6
Inadequate budget/non-availability of budget	7.7	19.6	27.4	31.2	14

Level Four: Results

According to the Kirkpatrick model of training evaluation, it is important to consider the contributions made by individuals as a result of the training intervention. Therefore, respondents were asked to specify and rate the contributions they made to their respective agencies after completing the online training. As shown in Figure 1, a significant number of respondents (88.4 percent; N= 252) expressed that they have contributed to the effectiveness and success of their organizations after undergoing the online training. This finding is supported by a similar study conducted in Australia by Maguire et al. in 2019.

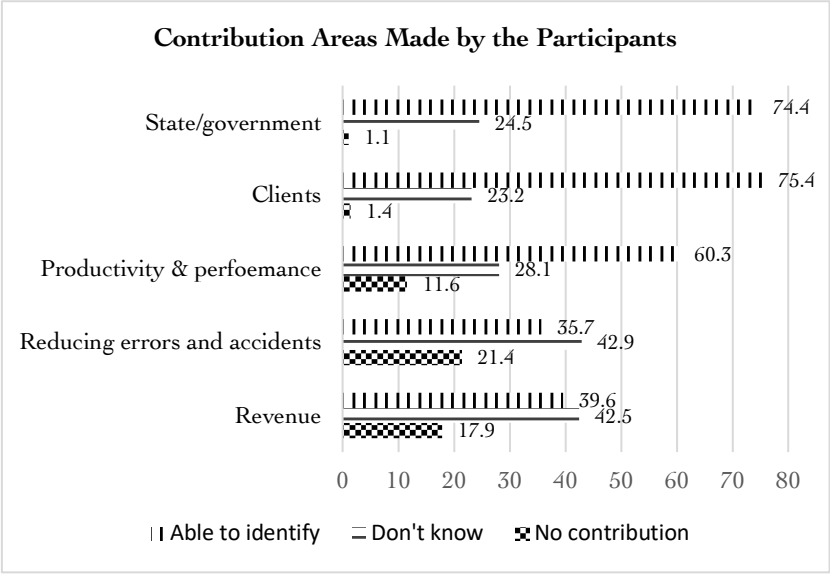
Figure 1

Responses on the Level of Contribution to the Workplace Upon Undergoing Online Training

To understand the actual results of the online training, the respondents were asked to give their responses in terms of their contributions upon availing the training. The findings are shown in Figure 2.

Figure 2

Responses on the Contribution Areas Made by the Participants Upon Availing the Online Training

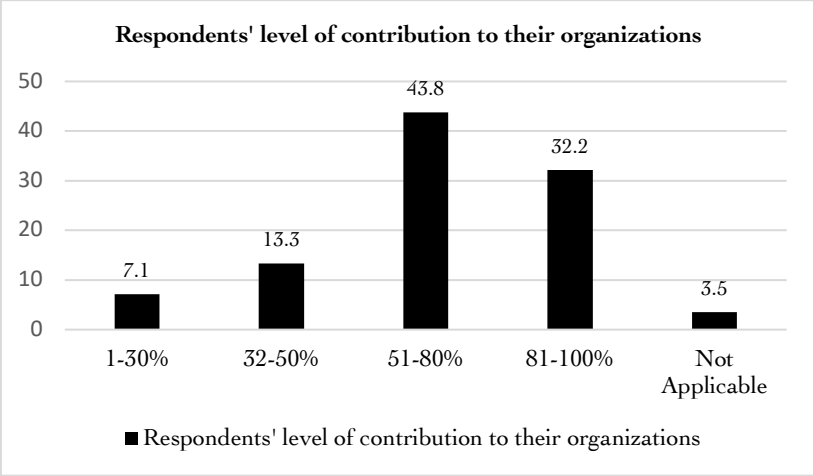


As shown in Figure 2, 74.4 percent (n= 212) of the respondents indicated that they had contributed to the state/government after completing the online training. Additionally, 75.4 percent (n= 215) of the respondents expressed that they contributed to client services, 60.3 percent (n=172) stated that they were able to enhance the productivity and performance of their organizations, while 35.7 percent (n=102) of the respondents reported a reduction in errors and accidents after attending the training. Although the increase in revenue is generally not the primary performance indicator for all civil service organizations, 39.6 percent (n=113) of the respondents mentioned that they contributed to the revenue of their organizations. However, more than 10 percent of the respondents were unable to identify their contributions in three of the above-highlighted variables.

In addition to the findings related to the actual contributions resulting from the training, the respondents were asked to rate their overall level of contributions to their organizations. The findings are presented in Figure 3.

Figure 3

Respondents' Level of Contribution to Their Organizations



As shown in Figure 3, 43 percent (n=125) of the respondents indicated their contribution level to be in the range of 51-89 percent, followed by 31.6 percent (n= 92) in the range of 81-100 percent. Therefore, a total of 74.6 percent of the respondents reported their contribution level as 51 percent and above. However, 3.4 percent (n= 10) of the respondents stated that they were unable to contribute at all to their organizations.

CONCLUSION

Upon the analysis of the findings and results, it can be concluded that the online training provided to the civil servants was effective at all four levels. At level one of the Kirkpatrick Model of training evaluation, which is the initial reaction of the participants to the training, a majority (77.6%) expressed satisfaction. However, some participants raised concerns (42.8 percent) about the lack of reliable internet connectivity, with 54.3 percent stating that they had to spend their own money on internet connections.

At level two, which concerns the learning aspect of the training, 97.9 percent of the respondents stated that they were able to learn and gain new knowledge and skills from the online training. At level three, which pertains to the application of the newly acquired knowledge and skills, the mean average score of 83.08 percent suggests that most of the participants were able to apply their knowledge and skills to their jobs after the online training. However, some respondents expressed concerns about the poor receptivity of knowledge and skills in their organizations, inadequate equipment and facilities, inapplicable technology learned from the online training, inadequate budget to apply the newly acquired knowledge and skills to their jobs, lack of support from supervisors/superiors, and inappropriate placement upon completing the online training.

At level four of the Kirkpatrick training evaluation, which focuses on assessing the results after availing the training, 88.4 percent of the respondents claimed that they were able to contribute to their organizations after attending the online training.

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