

Evaluating training programmes within the textile industry context of Bangladesh: A grounded theory of conditions, processes and consequences

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Abstract

Organisations invest heavily in training, yet evaluation models such as Kirkpatrick's have been criticised for oversimplifying causal links and for paying little attention to context, particularly outside Western settings. This study develops a substantive theory of training programmes evaluation in the textile industry of Bangladesh. Using Straussian grounded theory, we conducted 40 in depth interviews with managers and training providers from 20 textile firms, supplemented by field notes and company documents. Iterative open, axial and selective coding of the data produced 587 initial codes, 126 sub-categories and 15 categories. The resulting model identifies two causal conditions (training needs assessment and the validity of training objectives), six evaluation domains (trainee reaction, learning, productivity, performance, commitment, and creativity), six evaluation processes (feedback, testing, productivity ratios, performance appraisal, monitoring, and creativity workshops), and one intervening condition comprising individual differences, work climate, and organisational culture. Four consequences of evaluation complete the paradigm. The study extends level based evaluation models by integrating antecedents, contextual influences and broader outcome domains, and it contributes evidence from a developing country setting. The findings reflect managerial and training provider perspectives in one sector and country, and the proposed theory requires testing in other contexts. The model offers textile managers and trainers a structured basis for designing and interpreting training programmes evaluation.

Keywords: Training Programmes Evaluation, Grounded Theory, Training Transfer, Training Needs Assessment, Kirkpatrick Model, Organisational Culture, Work Climate, Human Resource Development, Textile Industry, Bangladesh

JEL Classification: M53, M12, J24

1. Introduction

Training refers to systematic acquisition of knowledge and skills that influence work performance (Bulut & Culha, 2010; Madrid, 2026), the definition expanded by adding attitudes (Salas et al., 2012). Capital investment is required to conduct training. The justification for evaluating training programmes to determine the degree to which training contributes to the business growth and value for money (Phillips, 1997). Thus, evaluating training programmes needs to be grounded in theory, effective and robust in practice. Limited research has been done within the developing context, many scholars have failed to assess the value of training programmes for subsequent management and training decision, particularly Bangladesh. Exploring grounded approach to evaluating training programmes is an emerging concept. There are number of evaluating training programmes theories have been developed over the years to assess the value of training programmes. Existing theories of evaluating training programmes are problematic, producing inappropriate outcomes due to the incorporation of invalid elements within them (Aguinis & Kraiger, 2009). Nevertheless, the current theories predominantly focused on training contexts (Salas et al., 2012) and ignored contextual factors and consequences of it. Similarly, research focus on western perspectives and relatively a little attention to the developing context. Culture is deeply embedded in organisational systems, and organisation operates within culture is ignored (Hofstede, 2001; Agbo & Okeoma, 2020). The study aim is to critically assess the existing literatures to assess the value of training programmes and subsequently develop a new conceptual framework and theory development. The findings identified two causal conditions, six contextual condition, one intervening condition, six processes, and four outcomes, that offer a novel approach to evaluating training programmes within the research context. The study addresses gap in existing theories, that in turn underpinned and justified the emergent model. The findings deepen the current understanding of training programmes outcome and its associate processes. An inductive qualitative research design and a grounded theory methodology are used, collecting in-depth interviews, using field notes and various documents. The study conceptualised a new holistic approach and contributes to the current theories and practices.

2. Literature Review

2.1 Training and Training Programmes

Training commonly refers to the acquisition of learning and enhances growth, which influences trainee's learning, individual behaviour and organisation's results (Khalid et al., 2012). Similarly, training plays a significant role enhancing knowledge, skills, and attitudes of an employee to gain competitive advantage (Aragon et al., 2014; Madrid, 2026). Training is the process of enhancing employee knowledge, skills, and capability (Bulut & Culha, 2010), changes attitudes performing duties effectively (Guskey, 2017). Organisations design a training session considering organisational culture, diverse individual personality, and capability, which impact on employee productivity and performance (Diamantidis & Chatzoglou, 2019; Mohammed, 2022). Training

enhances human resource management capability (Kooij et al., 2010; Madrid, 2026). Training programmes facilitate significant contribution to bring change, alter behaviour, develop knowledge and skills (Aragon et al., 2014). Thus, organisation adhere to organise a wide range of training programmes, including on the job training, off the job training, task oriented, hard, and soft skills training (Khalid et al., 2012) to create potential contribution to the profit maximisation and source of competitive advantage (Aragon et al., 2014). However, many training programmes are as faddish and/or expensive, therefore, unlikely to be cost effective which is criticised by several authors (Kraiger, McLinden & Casper, 2004; Madrid, 2026). Training programmes bring changes and success of organisational performance (Aguinis & Kraiger, 2009; Chang & Chen, 2014).

2.2 Training Programmes in Bangladesh and Other Developing Context

Many organisations, particularly in the developing contexts viewed training as a return-on-investment and mainly focused on enhancing human resource practices to achieve sustainable development. Most organisations in developing country including Bangladesh adhered to organise on the job and off the job training to enhance work related skills but they put less focus on evaluating training programmes (Hossain & Islam, 2015), which based on short time and periodic training sessions to maintain and ensure competitive advantages (Akther, Javed & Islam, 2018). Training in Bangladesh is imperative to maximise employee performance for maintaining sustainable development (Akther, Javed & Islam, 2018), which potentially account for dynamic workforce to gain business success (Hasan et al., 2016). Similarly, training programmes have evolved within the textile industry in Bangladesh to improve efficiency (Hossain & Islam, 2015), increase productivity (Aragon et al., 2014; Akther, Javed & Islam, 2018), therefore, investing a huge capital in the training programmes each year without monitoring effectiveness (Aragon et al., 2014; Madrid, 2026), scholarly research is limited in the research context. Training potentially achieves objectives of the public sectors in Pakistan (Azeem et al., 2012), however, evaluating training programmes for the successful training transfer is limited. Similarly, training outcome could be maximised by ten-step programme (Nageswaramma & Padmaja, 2017) but they missed a pipeline to assess this. Research by Karuppannan (2012) within the Bank in India, he identified training outcome could be assessed based on pre-training experiences and their knowledge from post-training experience. However, he failed to address contextual factors, individual differences, and organisational factors for successful training transfer. Organisations demonstrate training provisions and evaluating training programmes in many developing countries, but research remains limited in the textile industry of developing countries, particularly, Bangladesh. Most research within Western contexts (Aguinis & Kraiger, 2009).

2.3 Existing Models for Training Programmes Evaluation

Several training programmes evaluation models have been introduced to assess the value of training programmes. For example, four level models of Kirkpatrick's 1959, and five level models

of (Hamblin, 1974; Kaufman, 1995; Philips, 1997; Guskey, 2000; Richard, 2011). Several researchers (for example, Kraiger, McLinden & Casper, 2004; Aguinis & Kraiger, 2009; Khalid et al., 2012) made a theoretical criticism about existing training programmes evaluation theories and models, arguing a hegemony approaches to the training programmes evaluation theories were not truly scientifically based. According to Kirkpatrick (1959), training programmes could be measured at four distinct levels, including reaction, learning, behaviour, and results to assess training programmes outcome. Kirkpatrick's four levels training programmes evaluation model were also found in the later evaluation models (Chang & Chen, 2014). Kirkpatrick's model is most widely used because of simplicity and most recognised model to assess training outcome at level 1 (reaction) and level 2 (learning) (Khalid et al., 2012; Kirkpatrick & Kirkpatrick, 2016). Scholars found a significant correlation between reaction and learning (Khalid et al., 2012), but level 1 (reaction) was not significantly related to level 3 (behaviour) (Aguinis & Kraiger, 2009). Kirkpatrick's model frequently refers to the human resource research, however, it is criticised by (Kraiger, McLinden & Casper, 2004; Aguinis & Kraiger, 2009; Chang & Chen, 2014), who argued that level 4 (results) would be more difficult to evaluate, and less significant in training transfer literature. Kirkpatrick's four level model oversimplified and developed as ascending order based on casual positive relationships between them (Aguinis & Kraiger, 2009; Madrid, 2026). Hamblin (1974) is the one who first modified Kirkpatrick's model by suggesting five levels model, including reaction, learning, job behaviour, organization, and ultimate value, which is similar to Kirkpatrick's model, with the first three levels being identical (Tamkin, Yarnall & Kerrin, 2002; Chang & Chen, 2014). Hamblin also believed that all levels has cause and effect relationships. Trainee reactions bring positive changes in learning, job behaviour, which led to the changes of organisation, and its ultimate value (Tamkin, Yarnall & Kerrin, 2002; Aguinis & Kraiger, 2009). Kaufman (1995) suggested five levels model, including resources and processes, acquisition, application, organisation payoffs, and societal contributions. Kirkpatrick's model was expanded by Kaufman who added level 5 (societal contribution) to his model (Kraiger, McLinden & Casper, 2004). The societal contribution reflects potentially large context which requires a macro level analysis, and this does not offer any advantage over the original Kirkpatrick's model (Kraiger, McLinden & Casper, 2004). Philips (1997) proposed a model at five distinct levels, including trainee reactions and satisfaction, learning, application and implementation, business impact, and (return on investment) ROI. Philips developed Kirkpatrick's model by the addition of level 5 ROI. He suggested that ROI could be incorporated in the level results of Kirkpatrick model's for assessing training in monetary terms. ROI is potentially more difficult and complex than Kirkpatrick's level 4 (results) (Subramanian, Sinaha & Gupta, 2012). Guskey (2000) suggested a model at five distinct levels, including reaction, learning, organisation support and change, knowledge and skills, and learning outcomes. Guskey's model is an adaptation of Kirkpatrick's model, but level 5 (learning outcome) is not included in any other models, which is required additional time and resources to assess (Guskey, 2017). Richard (2011) proposed five level

framework which scientifically robust for the practitioners to apply for assessing workplace learning outcome. The five levels model, including pre-learning stage, the trigger for learning, the learning event, the application of learning, and the impact of learning, which is similar to other model, with the higher three levels being identical. Richard also introduced a more complex and holistic model than Kirkpatrick (Subramanian, Sinaha & Gupta, 2012).

Most models produced partial outcomes due to the incorporation of invalid assumptions and elements within it (Tamkin et al., 2002; Kooij et al., 2010). Most models commonly focused on individual reaction and learning, with little emphasis on evaluation at higher levels due to the difficulty in assessing the impact of training on organisational pay off and results level (Kraiger, McLinden & Casper, 2004; Aguinis & Kraiger, 2009; Chang & Chen, 2014). Several contextual factors including, organisational goals and values, work climate factors, and individual differences impact on training transfer (Blume et al., 2010), however, limited literature focus on those factors (Kooij et al., 2010; Grossman and Salas, 2011). Subsequently, the following research questions were identified to direct the research are;

RQ1. What are the causes of evaluating training programmes?

RQ2. What are the key contextual conditions of evaluating training programmes?

RQ3. How are the factors identified in RQ 2 could be measured to assess the value of training programmes?

RQ4. What and how did the contextual factors influence the evaluation of training programmes?

RQ5. Based on the answer to the RQs 1, 2, 3 and 4, what would be the consequences of evaluation of training programme and how it could be combined to develop a new substantive theory of evaluating training programmes?

3 Methodology

3.1 Sampling Method and Sample Size

A grounded theory methodology was used to capture the qualitative data to develop a context specific theory, which is aligned with the interpretive view of inductive approach to address research aim, objectives and research questions (Corbin and Strauss, 2015; Charmaz, 2024). The study conducted a pilot survey for identifying appropriate methods. A purposive sampling procedure was used to understand multiple realities. Training providers and top-level managers were chosen to collect data about insight into the given situation. Respondents were chosen considering their knowledges and real-life experiences about the training programmes evaluation and those who were willing to participate in the interview (Charmaz, 2024). The number of interviews is guided by theory development through constant comparison between categories and sub-categories (Corbin & Strauss, 2015). 40 respondents were interviewed from 20 different textile industries in Bangladesh. 2 respondents were selected from each textile industry, 20 males and 20

females; they were aged 30-60. The interview sessions typically lasted 1 hour to 1.30 hour. A primary contact was made via either email or phone call to arrange and confirm an interview date and time. The textile industry names were replaced with code numbers (A1-A20). Respondents' names were replaced with code numbers (C1-C40).

3.2 Data Collection

A rigorous primary data was collected through in-depth interview to explain multiple realities of training programmes evaluation, which facilitated in-depth meaningful insights, and it is validated the research data (Corbin & Strauss, 2015). The study strictly adhered to ethical issues. A mix of open-ended and semi-structured questions were used to capture respondents' experiences on training programmes (Charmaz, 2024), which facilitated to explore the meaningful insights into given situations (Easterby-Smith et al., 2018). Open-ended interview was conducted at the beginning, but when interview progressed, the interviews become more directive and specific (semi-structured), which is used to unfold rich and descriptive data (Corbin & Strauss, 2015). Audio recorded was done for storing interview data. Data was also transcribed to analyse, interpret and validate data (Charmaz, 2024). Various documents were used to understand the research phenomenon, which validated and enriched primary data and data analysis stages (Saunders et al., 2015).

Company appropriate database, annual reports, performance appraisal records, financial reports, business policies were used as a rigorous data collection process. Field notes were taken throughout the research process to capture primary data, and unfold rich data (Charmaz, 2024), which facilitated analysis and interpretation (Corbin & Strauss, 2015; Easterby-Smith et al., 2018; Charmaz, 2024).

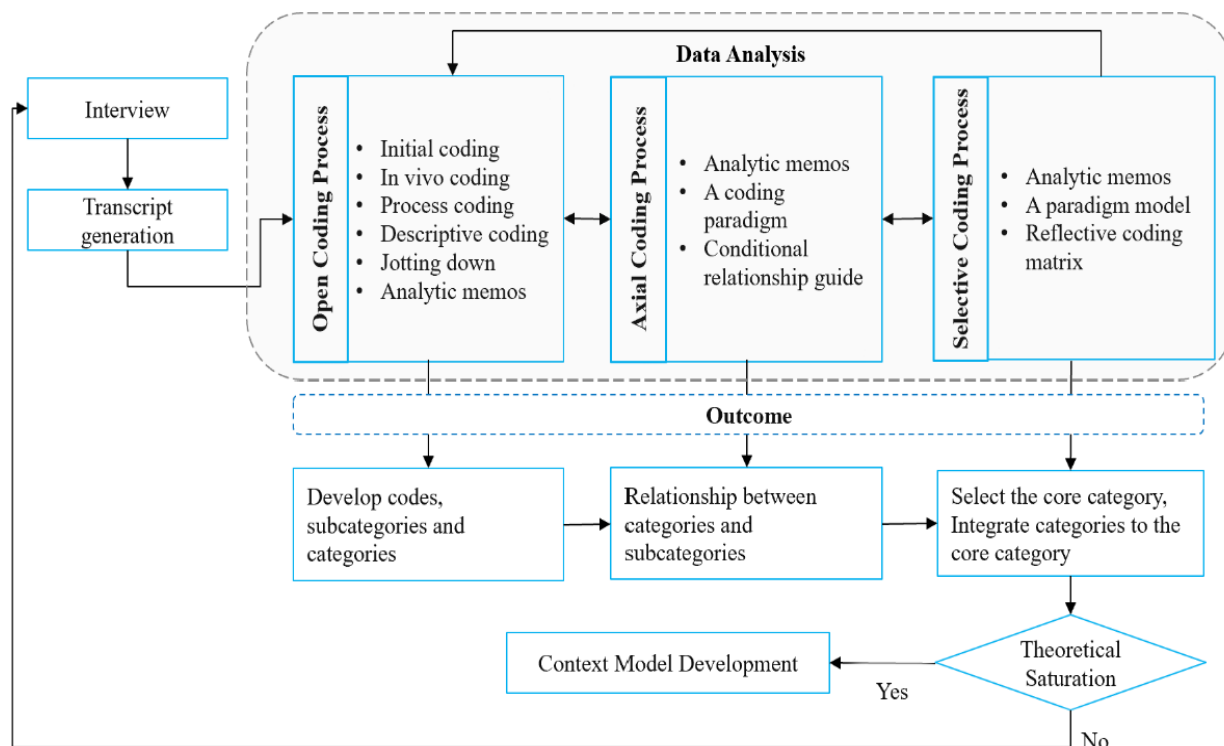
3.3 Data Analysis

An iterative Straussian grounded theory research process was applied to investigate designs over the whole dataset, engaging rigorous data assortment, identifying codes and categories, making analytic memo, creating continual contrast, similarity, and conceptual map was created to unfold the story (Corbin & Strauss, 2015). An inductive approach was used to explore respondents' views about the phenomenon and developed a conceptual framework. The field notes data were constantly read and transcribed to get familiarised with data, analysed data and grouped them, synthesised, and organised (Charmaz, 2024).

Figure 1 shows the iterative data analysis process was involved in data transcription, the identification of codes, sub-categories, categories and core category through the coding process, including open coding, axial coding and selective coding, which facilitated analysis and interpretation to develop a meaningful contribution (Corbin & Strauss, 2015). The primary data is used at each coding stages. Various codes emerged from the open coding process, including initial code, in vivo code, process code, and descriptive code, which later become categories through the

axial coding process, including analytic memo, a conditional relationship guide, and a coding paradigm. The core category identified through the selective coding process, including analytic memo, a paradigm model, and a reflective coding matrix which led to the development of evaluating training programmes model (Strauss and Corbin, 1998), by the constant comparison and consistently relate to the core category with all other categories through the reflective coding matrix. All categories, and the findings were reviewed and re-analysed, further refinement and development (Corbin & Strauss, 2015).

Figure 1. The iterative data analysis process



4. Results

The initial 587 codes primarily emerged at the open coding stages, with 15 categories and 126 subcategories at the axial coding stages. 15 categories were further analysed through the selective coding stage to find a core category which encapsulated the research phenomenon, and 4 consequences emerged through data analysis.

4.1 Category: Training Programmes Evaluation: Causal Conditions

The causal conditions of training programmes evaluation, which composed of 2 categories emerged from coding analysis, including training needs assessment and training objectives validity.

Category 1: Training needs assessment: 1 sub-category of training needs assessment, including design course for future is the potential casual conditions with 3 dimensions (selection of participants, training planning, and training methods) emerged from data analysis, that lead to the causes of evaluating training programmes.

Respondent C8 stated that: *We organise training needs assessment, which is necessary to understand future in-house training requirement. Training needs assessment is a fundamental part of strategic human resource development because it enables to identify the potential gap between employees' current capabilities and the knowledge, skills, and behaviours they will need in the future.*

Category 2: Training objectives validity: 1 sub-category of training objectives validity, including training effectiveness validity is the potential casual conditions with 3 dimensions (behavioural outcomes, learning outcome validity, and performance outcomes) that lead to the causes of evaluating training programmes.

Respondent C2 stated that: *It is required to find training effectiveness validity, and training value compared to money we spend for the training programme. So, yes, it is crucial to evaluate training programmes.*

4.2 Category: Training Programmes Evaluation: Contextual Conditions

Training programmes evaluation contextual conditions composed of 6 categories emerged from coding analysis.

Category 1: Trainee reaction: 3 sub-categories of trainee reaction, including training course, training design, and learning environment emerged from data analysis, all of which are the potential contextual conditions that could be assessed to measure the value of training programmes. The code, trainee reaction emerged from data analysis as a descriptive code at the open coding stage (Table 1).

Table 1. An Interview Quote and the Emergence of Descriptive Code, Trainee Reaction

Case ID and Quote	Descriptive Code
Respondent C16, we always get trainees reactions after training sessions to assess whether training was beneficial to them or not. Trainee reaction is the immediate response to the training programmes.	Trainee reaction

During the axial coding stage, code was grouped as a category through the conditional relationship guide, and verified the relationship between the code, and confirmed category as the consequence of it (Table 2).

Table 2. The conditional relationship guide established and verified the relationship between the code

Conditional Relationship Guide						
Code	What the code refers to?	When the code would be used?	Where the code would be used?	Why the code would be used?	How the code would be used?	Consequence of the code
Training Course	Frames the training course	Before delivery of training, Arrange effective training design and planning, Training session	Human resource department of the company, Training and development department, Outside and inside the company training session	Effective training programme, Training needs assessment, Training objectives validity	Training and development manager required to <u>make a plan</u> , Course content, Trainer skills, Course materials	Trainee Reaction

Category 2: Learning: 3 sub-categories of trainee learning, including trainee knowledge, skills, and attitude emerged to measure the value of training programmes.

Respondent C6 stated that: *After each training session, an assessment could be carried out to measure about how much trainees have learned and how they are transferring their knowledge to their job.*

Category 3: Employee productivity: 2 sub-categories of employee productivity, including output and service productivity emerged to measure the value of training programmes.

Respondent C34 stated that: *Every year we measure customer service productivity, particularly we try to understand the value of training that we provided is effective after attending training sessions.*

Category 4: Employee performance: 2 sub-categories of employee performance, including task performance and adaptive performance emerged to measure the value of training programmes.

Respondent C24 stated that: *Executive training sessions may potentially be useful to increase individual work performance. Our company assesses employee performance to assess training programmes.*

Category 5: Employee commitment: 4 sub-categories of employee commitment, including punctuality, teambuilding, motivation, and organisational citizenship behaviour emerged to assess the value of training programmes.

Respondent C11 stated that: *We provide behavioural training sessions to employee, they mentally get attached with their work, this involves cooperation, and they provide voluntary support to peers beyond their required duties.*

Category 6: Employee creativity: 3 sub-categories of employee creativity, including act on ideas, doing things differently, and problem-solving ability emerged to measure the value of training programmes.

Respondent C32 stated that: *After attending a training session, trainees' idea get enhanced, and they get encouraged doing things differently. Though, a sound atmosphere also is needed to work differently.*

4.3 Category: Training Programmes Evaluation: Processes/Strategies

Training programmes evaluation process is composed of 6 categories emerged from data analysis.

Category 1: Feedback: 2 sub-categories of feedback, including questionnaire and discussion emerged from data analysis are significant strategies to measure trainee reactions to a training programmes.

Respondent C28 stated that: *A feedback evaluation sheet may use to assess trainee reactions about training courses, which may be asking series of questions, providing an evaluation sheet, and discussion.*

Category 2: Test: 2 sub-categories of test, including pre-test and post-test and observation emerged to measure trainee learning after training.

Respondent C34 stated that: *Our industry generally conducts a test to understand knowledge that trainees already have before the training sessions. Then another testing conducts after the training sessions to understand what knowledge and skills trainees have improved from the training sessions.*

Category 3: Productivity ratio: 2 sub-categories of productivity ratio, including quantified and target level productivity emerged to measure employee productivity after training.

Respondent C3 stated that: *Software and spreadsheets could be applied to count products productivity in a certain period.*

Category 4: Performance appraisal: 2 sub-categories of performance appraisal, including monitoring systems and key performance indicators emerged to measure employee performance after training.

Respondent C15 stated that: *We usually use 360-degree monitoring and a rating system to measure employee performance. We collect feedback from multiple people who work with an employee. We ask peers, colleagues and boss to review performance.*

Category 5: Monitoring: 2 sub-categories of monitoring, including observation and commitment survey emerged to measure employee commitment after training.

Respondent C10 stated that: *Monitoring through observation could apply to observe employee commitment, and we do psychology test to assess commitment towards job. However, we measure commitment in different ways.*

Category 6: Creativity workshop session: 2 sub-categories of creativity workshop session, including individual and group creativity workshop emerged to measure employee creativity after training.

Respondent C16 stated that: *Organising a creative workshop to solve problems individually or in groups, generate innovative ideas, and bring about positive change is a great way to encourage creativity, collaboration, and practical solutions.*

4.4 Category: Training Programmes Evaluation: Intervening Conditions

Category 1: Contextual factors: 3 sub-categories of training contextual factors (individual differences, work climate, and organisational culture) are the potential intervening conditions which influence the training programmes evaluation contexts and processes. Individual difference is associated with 5 dimensions (self-efficacy, motivation, attitudes towards career, attitudes towards work, and cognitive ability), work climate is associated with 3 dimensions (technology, support, and opportunity), and organisational culture is associated with 7 dimensions (leadership style, policy and norms, goals and values, stakeholder involvement, learning culture, communication networks, and structure) emerged from data analysis, all of which influenced the training programmes evaluation contexts, and facilitated or constrained the training programmes evaluation processes. Respondent C33 made following statement, which was similar to the respondents C5, C13, C16, C21, C24, C26, C27, C31, C33, C35 and C38 statements:

Trainee's behaviour may positively change after attending training, but it does not indicate that training sessions were effective. HR should consider work climate when evaluating training programmes.

4.5 Integration of the Categories to Develop Training Programmes Evaluation Theory

A coding paradigm model was used following the Struassian grounded theory data analysis process, which create and relate all categories and sub-categories under a specific set of conditions including, causal conditions, contextual conditions, intervening conditions, processes were taken to manage which have certain consequences. All the categories were linked in a set of relationships which

described a sustainable training programmes evaluation for subsequent management and training decision (Figure 2).

Table 3. The relationship between the categories, link each category to the core category

Reflective Coding Matrix						
Core Category	Training Programme Evaluation					
Contexts	Trainee Reactions	Learning	Employee Productivity	Employee Performance	Employee Commitment	Employee Creativity
Properties	Training Course	Knowledge	Output Productivity	Task Performance	Team Building	Act on Ideas
Dimensions	Course Content, Course Materials, Trainer Skills	Applying Ideas, Understanding, Evaluating Ideas	Individual Production Rate, Individual Target Level Production Rate	Task Proficiency, Communication Proficiency, Leadership Proficiency, Management Proficiency	Teamwork, Work for Group Goals, Work in a Small Group	Creating Creative Ideas, Thinking and Doing
Strategies/ Processes	Feedback	Test	Productivity Ratio	Performance Appraisal	Monitoring	Creativity Workshop Session
Mode of the Consequences	Immediate Outcome	Direct Outcome	Performance Outcome	Performance Outcome	Behavioural Outcome	Performance Outcome

All relationships between categories, between categories and sub-categories were established to understand and validate the relationships through the conditional relationship guide in terms of conditions, processes, and consequences. The core category primarily emerged as a code at the open coding stage but later stage of coding process, for example, at the axial coding stage using a coding paradigm, and at the selective coding stage using the reflective coding matrix, it was verified as a core category to draw a story line (Corbin & Strauss, 2015). The relationship between all the categories and the core category were confirmed (based on the reflective coding matrix) and compared with the existing literature to develop training evaluation theory (Table 3).

5. Discussion

The study proposes and develops a novel approach to evaluating training programmes in the textile industry in Bangladesh. The proposed approach is compared with existing theories to develop a substantive theory and an integrated model for evaluating training programmes within the research context (Figure 2). The discussion focuses on addressing the research questions within the research

context to bridge the identified knowledge gap and contribute to a deeper understanding of the research problem.

RQ1, the findings indicated that training needs assessment and training objectives validity are significant for evaluating training programmes (Figure 2). The results are different from the literature of (Hamblin, 1974; Kaufman, 1995; Philips, 1997; Richard, 2011; Guskey, 2017). Training needs assessment for designing the course for the future in terms of selection of participants, training planning and methods, which provide the basis through which identify the design for a future training course, the findings are consistent with the research of (Kraiger, McLinden & Casper, 2004; Kirkpatrick & Kirkpatrick, 2016; Philips & Philips, 2016). The study found that training objectives validity which led to the occurrence of evaluating training programmes in terms of behavioural, and performance outcomes, learning outcome validity, the results are similar to the existing literature of (Laing & Andrews, 2011; Richard, 2011), but the findings yield slightly different results from the literature of (Philips, 1997; Richard, 2011; Philips & Philips, 2016; Guskey, 2017).

RQ2, the results indicated 6 level of contextual conditions of evaluating training programmes that include trainee reaction, learning, employee productivity, performance, commitment, and creativity, the findings yield slightly different results from the literature of (Hamblin, 1974; Kaufman, 1995; Richard, 2011; Guskey, 2017).

Trainee reaction is associated with trainee's satisfactions about training course, training design, and learning environment that could be assessed to measure the value of the training programme, the results are similar to those of (Kirkpatrick, 1959, Hamblin, 1974; Kaufman, 1995; Guskey, 2000; Philips & Philips, 2016) who argued that trainee reaction simply reflects the extent to which they were satisfied with the training as experienced. The study findings also indicated that if trainee reaction is negative, it may negatively influence the higher-level outcomes (Laing & Andrews, 2011; Kirkpatrick & Kirkpatrick, 2016).

Trainee learning is associated with trainee knowledge, skills, and attitude that could be assessed to measure the value of the training programmes, which assumed to the direct outcomes, the results are consistent with the literature of (Kirkpatrick, 1959, Hamblin, 1974; Kaufman, 1995; Guskey, 2000; Philips & Philips, 2016) who argued that learning reflects the degree to which trainee's knowledge, skills and attitude improved and these were automatically applied to their work activities (Blume et al., 2010). The results indicated that learning contributes to increase self-efficacy and self-directed behaviour, the finding are not consistent with the existing literature.

Employee productivity associated with output and service productivity that could be assessed to measure the value of training programmes, which assumed to the performance outcomes, the results are slightly different from the work of (Hamblin, 1974; Kaufman, 1995; Philips, 1997; Guskey, 2017). The findings indicated that productivity increased after attending training

(Diamantidis & Chatzoglou, 2019; Mohammed, 2022), the finding are not consistent with the existing literature.

Employee performance consists of task performance and adaptive performance that could be assessed to measure the value of the training programmes, which assumed to the performance outcomes, the results are slightly different from the literature of (Hamblin, 1974; Kaufman, 1995; Philips & Philips, 2016; Guskey, 2017). The findings indicated that employee performance increased after attending training (Diamantidis & Chatzoglou, 2019; Mohammed, 2022), the finding are not consistent with the existing literature.

Employee commitment consists of punctuality, teambuilding, motivation, and organisational citizenship behaviour that could be assessed to measure the value of the training programmes, assumed to the behaviour outcomes, the results are different from the literature of (Kirkpatrick, 1959, Hamblin, 1974; Kaufman, 1995; Guskey, 2000; Philips & Philips, 2016). The findings indicated that training foster employee commitment (Bulut and Culha, 2010), which insufficiently explored in the existing literature.

Employee creativity consists of act on ideas, doing things differently, and problem-solving ability that could be assessed to measure the value of training programmes, which assumed to the performance outcomes, the results are slightly different from the literature of (Kirkpatrick, 1959, Hamblin, 1974; Guskey, 2000; Philips & Philips, 2016). The findings indicated that training build individual capability and creative idea (Scott, Leritz & Mumford, 2004), however, which ignored in the existing literature.

There is no existing literature that addresses employee commitment and creativity as contextual conditions, but this study incorporated employee commitment and creativity for evaluating training programmes.

RQ3, the results indicated 6 level processes of evaluating training programmes that include feedback, test, productivity ratio, performance appraisal, monitoring and creativity workshop session through which assess the value of the training programmes, the findings differ slightly from the existing literature of (Kirkpatrick, 1959, Kaufman, 1995; Philips, 1997; Richard, 2011; Guskey, 2017). Firstly, the study identified the feedback as a process that includes questionnaire and discussion through which measure trainee's immediate reactions to the training programmes, the findings are similar to the literature of (Kaufman, 1995; Kirkpatrick & Kirkpatrick, 2016). Secondly, the study suggested the test as a process that includes pre-and post-test and observation to assess trainee's learning as a direct outcome, the findings are similar to the research of (Phillips & Phillips, 2016), however, observation is not reflected in the existing literature. Thirdly, the productivity ratio that includes the quantified and target level productivity to assess employee productivity, however, no existing literature proposed it. Fourthly, performance appraisal that include monitoring system and KPIs are significant to assess employee performance after attended training (Rohan & Madhumita, 2012). However, performance appraisal was overlooked. Fifthly,

monitoring that includes observation and commitment survey are significant to measure employee commitment (Bulut & Culha, 2010), however, monitoring is not reflected in the existing literature to evaluate the behavioural outcomes. Finally, creativity workshop session, which associated with individual creativity workshop and group creativity workshop are significant through which measure employee creativity.

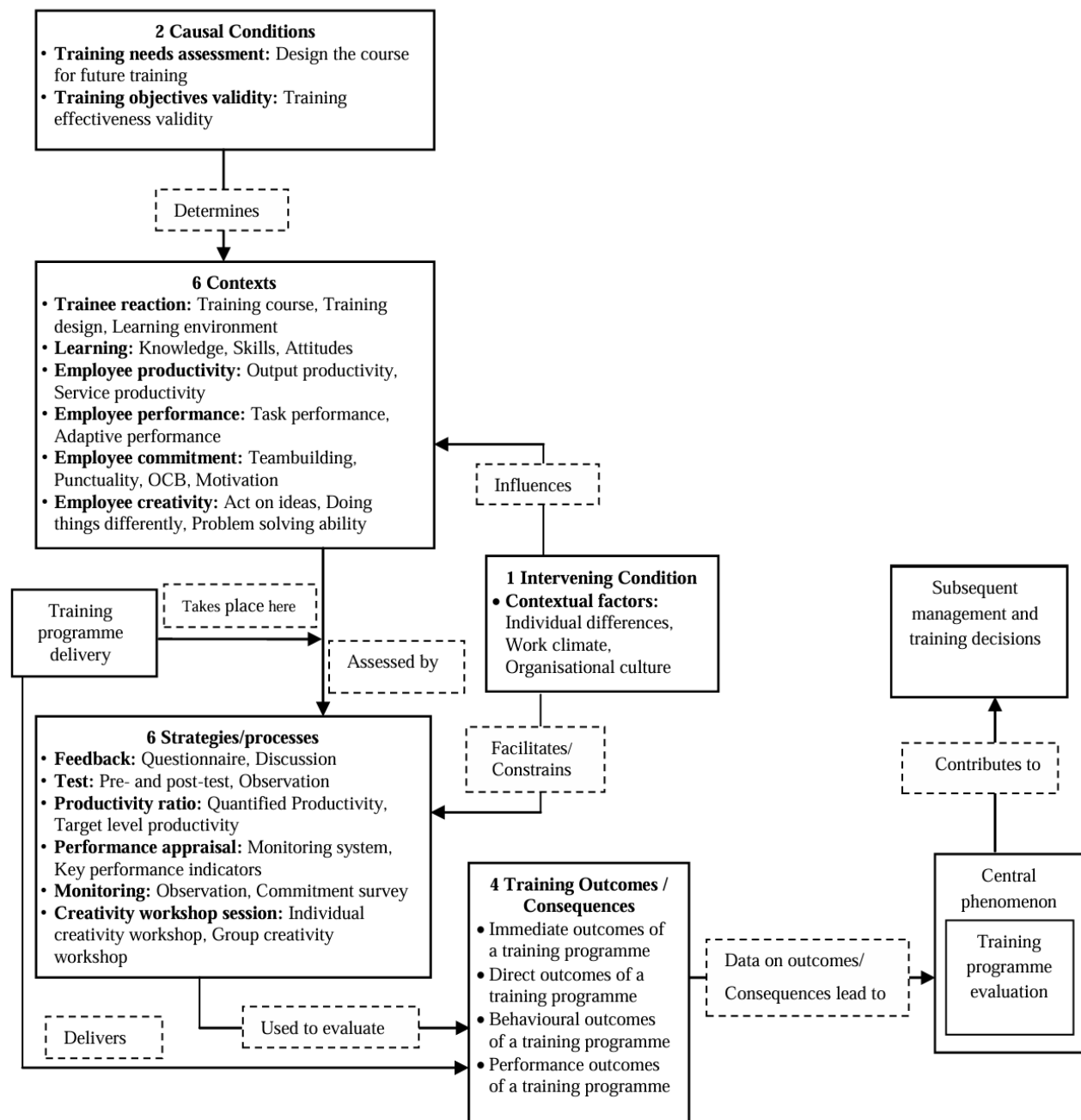
There is no existing literature that addresses performance appraisal, monitoring, and creativity workshop session as training evaluation processes, but this study added these new abstracts through which assess the value of training programmes.

RQ4, the study identified 3 contextual factors that include individual differences, work climate, and organisational culture affect the training evaluation contexts, and facilitated or constrained the training evaluation processes, subsequently produce a significant impact on training programmes outcomes, the results are slightly different from the literature of (Kirkpatrick, 1959, Hamblin, 1974; Kaufman, 1995; Guskey, 2000; Richard, 2011; Kirkpatrick & Kirkpatrick, 2016; Philips & Philips, 2016).

A wide range of individual differences, including self-efficacy, motivation, attitudes towards career, attitudes towards work, and cognitive ability influence the training evaluation contexts and processes. The findings are consistent with the training transfer literature of (Blume et al., 2010; Grossman & Salas, 2011), however, these factors were ignored in the existing theories. The work climate, including technology, support, and opportunity, which influence the training evaluation contexts and processes, and contributes to successful learning transfer, views consistent with the training transfer literature of (Blume et al., 2010). Similarly, the organisational culture, including leadership style, policy and norms, goals and values, stakeholder involvement, learning culture, communication networks, and structure, all of which influenced the training evaluation contexts, and facilitated or constrained the training evaluation processes. The findings indicated that contextual factors affect learning outcomes (Blume et al., 2010; Grossman & Salas, 2011). The existing literature did not examine how the contextual factors such as individual difference, work climate, and organisational culture affect training evaluation contexts and training evaluation processes for evaluating training programmes.

The RQ5 focuses on articulating a grounded theory conceptual model, which described a new approach to evaluating training programmes based on the causal conditions, the contextual conditions, the intervening conditions, processes, and consequences to contributes subsequent management and training decision within textile industry in Bangladesh, subsequently, led to the development of a context specific model and theory (Figure 2). The newly developed evaluating training programmes model and its associated findings emerged, are compared with existing literature, that in turn allowed to develop of a theory.

Figure 2. Evaluating training programmes: A grounded theory conceptual model



5.1 Theoretical and Practical Contributions

This study developed a new substantive theory of evaluating training programmes in the textile industries in Bangladesh. The study makes a significant and original contribution to the evaluating training programmes literature by developing a grounded theory model tailored to the textile industry in Bangladesh. A particular strength of the study is by incorporating contextual

conditions, intervening factors, processes, and consequences into a single integrated model. The study defined, developed abstract and conceptualised a new model and its consequence from the interdisciplinary perspective within the research context, which have never focused. Evidently, additional constructs are added to the new model of evaluating training programmes. The study also makes a noteworthy contribution by highlighting contextual factors such as individual difference, work climate, and organisational culture are significant contextual factors which could affect the training programmes evaluation contexts and processes, and these new abstracts were added to the existing theories and that are often under emphasised in conventional evaluation models. The 4 consequences of evaluating training programmes, including immediate outcomes, direct outcomes, behavioural outcomes, and performance outcomes is a new addition to the existing theory. The study defined the 6 steps of training evaluation processes to measure the value of training programmes which added new abstracts, new addition to the existing knowledge, theory and practices. The proposed conceptual model provided guidelines to the textile industry, training providers, HR manager, and practitioner about evaluating training programmes from different lens and perspectives, subsequent effective management and training decision. The study developed a new context specific theory and model that apparently given new insights into evaluating training programmes with a unique model which offered practical benefits. The use of grounded theory is well aligned with the research objective. The study bridges the research gap and offers a significant theoretical and practical contributions, and a methodological application of grounded theory.

6. Conclusions and Implications of the Study

The study addressed the evaluating training programmes in a different context with a unique methodological, where research-based knowledge is limited. A new approach to evaluating training programmes is developed and offered a new theory within a developing context. Grounded theory analysis used to find categories, sub-categories and a core category to unfold a story. The 2 casual, 6 contextual, 1 intervening condition, 6 processes, and 4 consequences are developed to assess the value of training programmes. In consequence, the research aim, objectives and questions are achieved, however, findings need to be empirically tested for making generalised. However, generalisability is not a requirement of qualitative research design. The theory would be useful and applicable within the research context. Further research may be required for a deeper understanding of evaluating training programmes considering training transfer within digital based working environment.

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