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Trainees' Perception on Computer Training in Bangladesh: An Empirical Analysis

Subrata Banik*[1]

[1] Department of Management, Mawlana Bhashani Science and Technology University, Tangail-1902, Bangladesh

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ABSTRACT

Computer literacy is mandatory for developing Bangladesh into a resourceful and modern economy through the efficient use of information and communication technology. The aim of the study is to investigate the variables that impact trainees' perception of computer training in Bangladesh. With the recent steps taken by the Government in ICT education, Bangladesh has the potential to reduce the unemployment rate as well as to earn more foreign currency by exporting skilled manpower to the international market. The influential variables that significantly affect trainees' perceptions were identified by applying a questionnaire survey design. Respondents from different computer training institutions situated in Tangail District of Bangladesh participated in the survey. The results indicate that the identified variables affect trainees' perceptions. It is observed that, among the variables, 'training fees' are not consistent. The study suggests emphasizing informative materials, time adequacy, room facilities, and consistent fees in order to boost the level of trainees' perception. The study provides more detailed information for computer training centers and authorities about the trainees' perception of computer training in Bangladesh. By understanding how and what kind of different services and benefits are to be provided, they can take action to enhance trainees' satisfaction. It also expands the literature on the relevant field. A small sample is used, in the study, therefore, care is required when generalizing the results.

1. Introduction

Today most people have become dependent on countless digital devices for administration, education, industries, communication, transport, business, medicine, agriculture etc. Among all digital devices, computer is crucial to integrate all other technological advancements. Principal areas of computer applications are in education, graphics designing, barcoding, energy (oil, coal, natural gas, uranium) exploration, electric power monitoring, law enforcement, transportation, financial analysis and control, agriculture, governmental monitoring, health and medicine, robotics, communication and connectivity, scientific applications, training and development, paperwork and household application etc. All these applications need special skills developed by the training program. Training in computers gives one person an extra edge over others who don't know how to function with computers. Today, most institutions and/or business organizations are automated by computer applications. Thus, people need to be educated in computer applications, if s/he want to get a good job and/or promotion in their existing job.

Nowadays, nobody has any questions about the significance of computer literacy, because it is an essential skill in modern life - from studies to the job market. Bangladesh Government has already taken various steps to digitalize the country and those steps are being implemented successfully, where above 20,000 schools in the whole country have been distributed with laptops and multimedia projectors; and these schools' teachers have received training in creating multimedia content for their students (Chandan, 2015). There are many organizations that are offering various training programs to develop computer skills. Since 2009, the Pally Life Development Society (PLDS) has been working to help the extremely poor in rural Bangladesh improve their lifestyles by providing them with computer education (Jahan, 2016). Also, the Department of Youth Development (DYD) has started an initiative to provide computer and internet browsing training to the youth in Barguna, from where unemployed young people can get training through the mobile ICT (Information Communication Technology) van (Hossain, 2016).

* Corresponding author: subratamgt@gmail.com

In Bangladesh, there are different types of computer training programs with different periods of time. When some programs require long period of time, at the same time, other programs require short period of time. From among different computer training programs, some programs concentrate only on the computing fundamentals, some programs teach the trainees the basics of computer, and some programs are highly advanced in nature. The trainee can choose whatever s/he likes according to his/her current computer knowledge and requirement. But their perception on computer training finally leads them to make decision about the training programs as well as the training centers. Positive perception or negative perception of trainees on computer training may influence the effective learning. Although there are numerous institutions in Bangladesh which offer different types of computer training programs, it is essential to ensure the quality of these training programs so that the certified trainees can use their learning within the country and in abroad. Hence, the identification of the trainees' perceptions of computer training in Bangladesh is taken into account in this study.

2. Aim of the Study

The aims of this study are:

2.1 To investigate the trainees' perception on computer training in Bangladesh;

2.2 To diagnose the factors that influence trainees' perception on computer training in Bangladesh; and

2.2 To analyze the degree of influence of the diagnosed factors on the trainees' perception.

3. Review of the Literature

Torkzadeh and Dyke (2002) investigated how training affected the attitudes and internet self-efficacy of computer users. According to the study's findings, both men's and women's internet self-efficacy were increased by training. Both respondents who have a "high" and "low" attitude toward computers appear to equally benefit from the training programs. Nevertheless, the self-efficacy scores of respondents with 'high' attitudes toward computers were greater than those of respondents with 'low' attitudes. Potosky (2002) discovered potential antecedents of post-training computer self-efficacy beliefs regarding trainees' programming capabilities. Here the connection between computer playfulness, computer knowledge and experience, performance during training, and post-training efficacy were studied. The study findings recommended a substantial interaction effect between computer playfulness and performance during training, in such a way that more playful individuals who did well during training on practical activities, made the highest post-training programming efficacy judgments.

Morris (1994) studied on computer training needs of older adults. A computer attitude survey was conducted on before and after the course to unearth preexisting concerns and the attitudes changed by the course. This study found, after the course completion, the significant positive changes in the attitudes of participants toward computer technology such as better familiar with computer terminology, less anxiety to use a computer, and more confident about their ability to interpret a computer printout. Segris (2004) investigated older adults' attitudes toward a computer training program. The study looked at whether direct, individualized computer training can affect older peoples' views toward computers. Seven dimensions were used to evaluate attitudes. The "comfort" attitude dimension, which measures a respondent's level of comfort with the computer and its use, showed marginal statistical significance. For the remaining six attitude dimensions, there were no substantial differences. Mayhorn *et al.* (2004) stated that the fastest-growing group of computer users is adults over 65. Effective training programs are crucial for this rising demand. They applied a systems approach with a view to bridging the gap between research and practice of addressing the discrepancy between what older people would like to learn and the content of computer training courses. Based on study findings, they give the means to assess current computer training programs and recommend modifications for improvement. Baldi (1997) examined the issues related to training older adults in the use of computer as because the older adult population and the cost of retirement increases and the young adult population decreases. So the extension of older person work life may make the organizations cost effective. Baldi also told that the number of computer-illiterate older adults in expected to increase as the number in that age group grows, creating a need for computer training. Maletis (2014) in his study explored what adjustments can be made to computerized training programs for older employees to make their learning most effective. The study results show that older adults benefit from simple and consistent interface design, large font and empty video background, instructional coherence and redundancy, error management approaches, and goal-setting strategies.

Yi and Davis (2001) in their study stated that effective training can prevent the lack of skill from impeding potential effectiveness gains from decision technologies. Nelson and Cheney (1987) studied on how end user training, in particular, might affect how well information technologies are accepted within an organization. The study findings showed a positive relationship between a person's ability to use computers and the amount of computer-related training they receive. The study also showed a positive relationship between an end user's computer-related ability and their acceptance of information systems products and technologies. Compeau and Higgins (1995) studied at the computer training process and compared a more conventional, lecture-based method with a behavior modeling training program based on Social Cognitive Theory. According to their findings, self-efficacy makes a special and significant

contribution to the growth of computing abilities. In 1986, Glenn and Carrier conducted research on the state of teacher education's responses to the difficulties in training teachers to use computers in the classroom and what steps should be taken in the wake of these difficulties to ensure that future educators are equipped to teach in a technologically advanced world.

4. Materials and Methods

The study collected the data regarding the trainees' perception of the different computer training programs which were offered by different computer training institutions. 160 trainees who had finished or were almost finished with their computer training programs were used for data collection. The data were collected by a team of MBA research students from different computer training centers that are operating in Tangail District, Bangladesh. They needed the authorities advance permission first for data collection. Hence, as a less expensive and less time-consuming technique, the convenience sampling technique was used for choosing the sample size.

The nine variables that affect trainees' perception were identified by reviewing the relevant literatures - Program's Objectivity, Informative Materials, Program's Usefulness, Trainers' Quantity and Quality, Time Adequacy, Relevant Contents, Program Facilities, Room Facilities, and Consistent Fees. Based on these variables, a structured questionnaire was developed with ten different statements, as shown in Appendix 2. To collect and measure the responses, a five point Likert scale was used.

In this study, SPSS-20 software was used for the data processing. First, the validity and the reliability test were conducted to examine the instrument. A correlation analysis among the variables was conducted in order to assess the validity of the instrument. And the regression analysis was done for measuring the influencing factors (variables) of trainees' perception. Finally, for describing variability among observed and correlated variables, the factor analysis was done.

5. Hypotheses of the Research

H0: Program's objectivity, informative materials, program's usefulness, trainers' quantity and quality, time adequacy, relevant contents, program facilities, room facilities, and consistent fees do not influence the trainees' perception.

H1: Program's objectivity, informative materials, program's usefulness, trainers' quantity and quality, time adequacy, relevant contents, program facilities, room facilities, and consistent fees influence the trainees' perception.

6. Results and Discussion

6.1. Demographic Profile

Data were collected from 160 trainees from different computer training institutions in Tangail. Among them, 56 were female and 104 were male trainees; 132 were 21-30 years' older, 4 were upto 20 years older, 8 were above 40 years older and 16 were 31-40 years' older trainees. This data confirms that comparatively younger people had different types of computer training. In addition, 122 were Bachelor and 4 were Master degree holder. This result tells something about the training purpose too, for instance, 58 were students and 56 were job seekers. Importantly, 42 jobholders also had different types of computer training. Finally, 90 had taken computer training for skill development, while 50 had taken training for getting job, and 6 had taken for having the promotion. Interestingly 12 had taken computer training as their personal hobbies.

There were a number of computer training programs that requires different durations with different amount of training fees. Among the respondents 80 had computer fundamentals, 28 had basic computing, 16 had graphics designing, and 14 had DBMS. Moreover, 108 trainees completed 3-4 months training 46 trainees completed 5-6 months training and only 6 trainees completed 1-month training.

6.2. Validity and Reliability Testing

6.2.1. Validity Testing

In the test of validity, the critical correlation coefficient (rc) is 0.155, at the significance level (α) of .05 for a two-tailed test.

Table 1. Correlations

		PO	IM	PU	TQ	TA	RC	PF	RF	CF
TP	Pearson Correlation	0.037	0.098	-0.031	0.357	0.325	0.334	-0.037	0.342	0.491
	Sig. (2-tailed)	0.282	0.002	0.757	0.000	0.000	0.016	0.200	0.683	0.000

The instrument is valid, if the correlation coefficient (r) of the variables are positive and more than the critical correlation coefficient (rc), i.e. (r > rc). From Table 1, r values of trainers' quantity and quality (TQ) is 0.357, time adequacy (TA) is 0.325, relevant contents (RC) is 0.334, room facilities (RF) is 0.342, and consistent fees (CF) is 0.491. These variables are internally consistent and therefore, the instrument is valid.

6.2.2. Reliability Testing

To test the reliability of the instrument used for the research, the Cronbach's Alpha coefficient is calculated. The acceptable reliability value is 0.6. Here, Cronbach's Alpha coefficient is 0.704, as Table 2 displays, which indicates that the instrument is reliable.

Table 2. Reliability Statistics

Cronbach's Alpha	Number of Items
0.704	10

Source: Investigators' Calculation through SPSS Analysis

6.3. Factor Analysis

To find out the key factors that influence the trainees' perception, factor analysis has been performed. Principal Component Analysis (PCA) is a commonly used method for grouping the variables under a few unrelated factors. Variables with a factor loading of higher than 0.5 are grouped under a factor.

6.3.1. Kaiser-Meyer-Olkin (KMO) and Bartlett's Test

The tests measure the strength of the relationship among the variables. In Table 3, the KMO measure is 0.542, which is above 0.5 (minimum value for KMO) and therefore can be barely accepted. It indicates that there is no error in 54.2% of the sample. It can be said that the present sample is adequate for conducting factor analysis.

Table 3. KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.542
Bartlett's Test of Sphericity	Approx. Chi-Square	383.893
	Df	45
	Sig.	.000

Table 3 also presents the result of Bartlett's Test of Spherecity that indicates the strength of relationship among the variables. The value of Chi-Square test (383.893 with significance level 0.000) signifies the rejection of null hypothesis (H_0). Therefore, the identified factors influence the trainees' perception.

6.3.2. Total Variance Explained

Eigenvalue actually reflects the number of extracted factors whose sum should be equal to number of items which are subjected to factor analysis. The next item shows all the factors extractable from the analysis along with their eigenvalues.

Table 4. Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2.733	27.327	27.327	2.733	27.327	27.327	2.422	24.223	24.223
2	1.680	16.801	44.127	1.680	16.801	44.127	1.551	15.508	39.731
3	1.219	12.195	56.322	1.219	12.195	56.322	1.544	15.438	55.170
4	1.039	10.389	66.711	1.039	10.389	66.711	1.154	11.541	66.711
5	.909	9.094	75.804						
6	.858	8.581	84.385						
7	.555	5.548	89.933						
8	.477	4.773	94.706						
9	.283	2.832	97.538						

Extraction Method: Principal Component Analysis.

For analysis and interpretation purpose, the study is only concerned with Extracted Sums of Squared Loadings. In Table 4, it is to be noted that the first factor accounts for 27.327% of the variance, the second 16.801%, the third 12.195% and the fourth 10.389%. All the remaining factors are not significant.

6.3.3. Rotated Component Matrix

The idea of rotation is to reduce the number of factors on which the variables under investigation have high loadings. Rotation does not actually change anything but makes the interpretation of the analysis easier. Looking at Table 5, it is seen that program's objectivity, and program's usefulness are substantially loaded on Factor (Component) 2; while informative materials and program facilities are substantially loaded on Factor 3; and room facilities is substantially loaded on Factor 4. All the remaining variables are substantially loaded on Factor 1. These factors can be used as variables for further analysis (Table 5).

6.4. Regression Analysis

In Table 6, the value of R (coefficient of correlation) is 0.742 which proves that the relationship between the

Table 5. Rotated Component Matrix[a]

	Component			
	1	2	3	4
Program's Objectivity		-0.711		
Informative Materials			0.675	
Program's Usefulness		0.798		

Trainers' Quantity and Quality	0.694			
Time Adequacy	0.733			
Relevant Contents	0.537			
Program Facilities			0.724	
Room Facilities				0.929
Consistent Fees	0.724			

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.
a. Rotation converged in 8 iterations.

nine independent variables and the dependent variable is significant. The value of R^2 (coefficient of determination) implies that 55% of the total variance in trainees' perception are explained by the predictor variables, i.e. Program's Usefulness, Program Facilities, Informative Materials, Program's Objectivity, Time Adequacy, Room Facilities, Relevant Contents, Trainers' Quantity and Quality, and Consistent Fees.

Table 7 shows that the P value is 0.00 (<0.05). Therefore, there is sufficient evidence to reject the Null (H0) Hypothes is at 5% level of significance. It means that the Program's Usefulness, Program Facilities, Informative Materials, Program's Objectivity, Time Adequacy, Room Facilities, Relevant Contents, Trainers' Quantity and Quality, and Consistent Fees affect the Trainees' perception.

Table 8 shows the regression coefficients of independent variables. Almost all the variables have a very good influence on the dependent variable. Four variables –

Table 6. Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.742[a]	0.550	0.520	0.374

a. Predictors: (Constant), Program's Usefulness, Program Facilities, Informative Materials, Program's Objectivity, Time Adequacy, Room Facilities, Relevant Contents, Trainers' Quantity and Quality, Consistent Fees
b. Dependent Variable: Trainees' Perception

Table 7. ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	25.523	9	2.552	18.237	.000b
	Residual	20.852	149	0.140		
	Total	46.375	159			

a. Dependent Variable: Trainees' Perception
b. Predictors: (Constant), Program's Usefulness, Program Facilities, Informative Materials, Program's Objectivity, Time Adequacy, Room Facilities, Relevant Contents, Trainers' Quantity and Quality, Consistent Fees

Table 8. Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	0.236	.692		.341	.734
	Program's Objectivity	0.178	.076	.163	2.351	.020
	Informative Materials	0.234	.065	.217	3.610	.000
	Program's Usefulness	-0.018	.069	-.017	-.262	.793
	Trainers' Quantity and Quality	0.154	.062	.197	2.482	.014
	Time Adequacy	0.251	.054	.330	4.651	.000
	Relevant Contents	-0.059	.062	-.070	-.947	.345
	Program Facilities	0.149	.067	.144	2.222	.028
	Room Facilities	-0.248	.076	-.206	-3.261	.001
	Consistent Fees	-0.300	.077	-.315	-3.880	.000

a. Dependent Variable: Trainees' Perception

Informative Materials, Time Adequacy, Room Facilities, and Consistent Fees are significant at the .001 level. In addition, Trainers' Quantity and Quality, Program's Objectivity, and Program Facilities are significant at .014, .020, and .028 level respectively. But Program's Usefulness, and Relevant Contents are not that much

significant, as suggested by the model. The standardized coefficient beta (ß) indicates that Time Adequacy has the highest influencing power which is followed by Informative Materials, Program's Objectivity, Trainers' Quantity and Quality, and Program Facilities. Based on the findings of Table 8, the following regression equation can be developed:

Y = 0.236 + 0.178 + 0.234- 0.018 + 0.154 + 0.251 – 0.059 + 0.149 – 0.248 – 0.300 + Error Term

Here, Y means Trainees' Perception.

6.5. Impact of the Factors of Computer Trainingon the Trainees' Perception: A Comparative Study

Figure 1 is developed from the data of Appendix 1, which displays the descriptive statistics of nine (9) factors of computer training that impact the trainees' perception. For analyzing the factors separately and for making a comparative analysis among all the factors, the mean scores are taken into consideration.

Looking at the scores, it can be settled that program's usefulness (4.52) is the most important factor, which is followed by informative materials (4.49) that influence

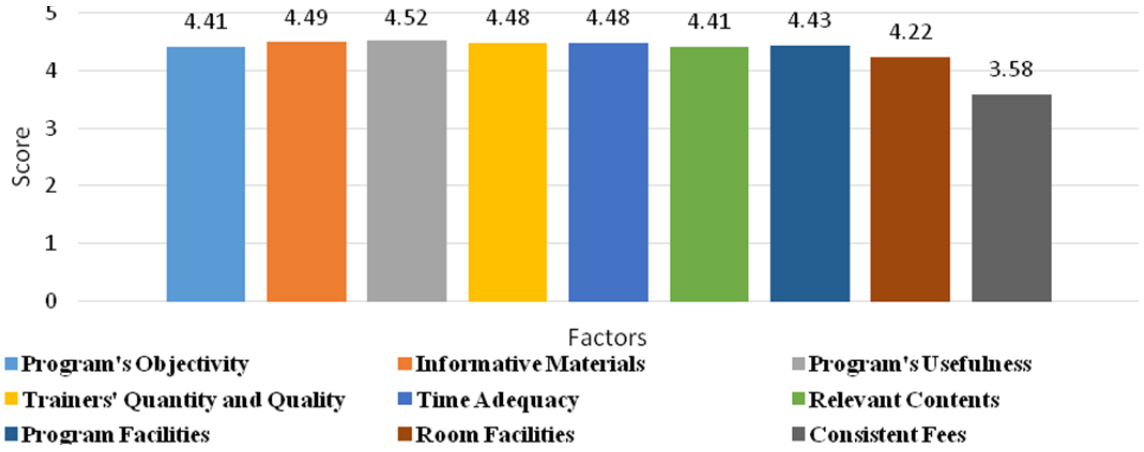

Figure 1. Comparison among the factors influence the trainees' perception on computer training

the trainees' perception on computer training. Teachers' quantity and quality, and time adequacy are equally important, since they are equally affecting (4.48) the trainees' perception. The least scored factor is consistent fees (3.58), although the score is not negligible at all.

7. Conclusions and Recommendations

Through effective use of information and communication technology, Bangladesh aspires to become a resourceful and modern economy. The organization's capacity to codify knowledge, process, and communicate information has been increased by information and communication technologies at a minimum cost. Thus, computer literacy is significantly required to capitalize the all benefits of information and communication technology. The new generation can change their status (unemployment/ ultra-poor) through computer literacy. In broader sense, Bangladesh can also earn foreign currency by exporting their skill in abroad. In today's Bangladesh, there are many computer training centers where different types of computer training programs are being taught regardless of the trainees' age. The true outcome of computer training not only depends on training centers, trainers, and course contents but also trainees' perception on computer training. The research is done with the aim of investigating the variables that influence trainees' perception on computer training in Bangladesh. The degree of influence of these variables on the trainees' perception is also examined in this research. The study's results suggest that the selected variables sufficiently explained trainees' perception on computer training.

The research findings indicate that the selected variables are positively correlated with trainees' perception on computer training in Bangladesh. Another finding leads to reject the null hypothesis, i.e. the study got adequate evidence to accept the alternative hypothesis, which means program's objectivity, informative materials, program's usefulness, trainers' quantity and quality, time adequacy, relevant contents, program facilities, room facilities, and consistent fees influence the trainees' perception. The value of Chi-Square test (383.893 with significance level 0.000) also signifies the rejection of null hypothesis. Another finding from the regression coefficients indicates that more focus should be given to informative materials, time adequacy, room facilities, and consistent fees in order to boost up the level of trainees' perception. This study will lead the future research, particularly in terms of larger sample sizes and the exploration of additional variables that influence trainees' perception, and to use multiple statistical tools for testing the data.

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Appendix

Appendix 1

Appendix 2

Questionnaire on "Trainees' Perception on Computer Training in Bangladesh: An Empirical Analysis

By Mr. Subrata Banik

Department of Management, MBSTU

Descriptive Statistics

	Mean	Std. Deviation	Analysis N
Program's Objectivity	4.41	.494	160
Informative Materials	4.49	.502	160
Program's Usefulness	4.52	.501	160
Trainers' Quantity and Quality	4.48	.691	160
Time Adequacy	4.48	.709	160
Relevant Contents	4.41	.648	160
Program Facilities	4.43	.522	160
Room Facilities	4.23	.448	160
Consistent Fees	3.58	.567	160
Trainees' Perception	4.48	.571	160

▪ The training program is effective (training objectives and learning outcomes are relevant):

Excellent □ Better □ Good □ Not Bad □ Bad □

▪ Place your comment/complaint/suggestion in the following box about the training program.

Instruction: Please provide relevant information to the best of your knowledge.

Name:		Age:
Education:	Profession:	Program Name:
Training Purpose:		Duration:

Please Tick Mark to the following options:

Statements	SD	D	N	A	SA
Training program is designed with specific and measurable objectives					
Training materials and handouts are organized and informative					
The training is useful for my higher study/job market/current profession					
There are sufficient numbers of trainers with proper qualifications					
Time allotted for the training program is adequate					
Topics covered during the training program are relevant					
Physical facilities and resources are allocated properly					
Training room(s) are well-facilitated and well-equipped					
Fees I paid for the training program is consistent					
I have adequate computer skills now than before joining the program					