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Master's Thesis of Public Administration

Analysing the Effectiveness of Civil Service Training Course:

**A Case Study on Central Institute of Civil Service of
Myanmar Union Civil Service Board**

**공무원 교육훈련과정의 효과성 분석:
미얀마 연방인사위원회(UCSB)의 중앙행정기관(CICS)에
대한 사례분석**

August 2019

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April 2019

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Abstract

Analysing the Effectiveness of Civil Service Training Course: A Case Study on Central Institute of Civil Service of Myanmar Union Civil Service Board

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The Government of the Republic of the Union of Myanmar is currently facing with so many internal conflicts and external challenges in that the civilian-led government is trying to make big changes in all sectors especially in political, economic, and social reforms in both central and local governments to shape the federal democratic political system throughout the country. In doing so, the role of civil service personnel which is more importantly, to emerge a democratic governance and implement the policies, objectives and strategies laid down by the government is of importance as equally the same as the other sectors reforms. It is therefore that the Civil Service Reform (CSR) Strategic Action Plan for the period 2017-2020 was initiated in 2017 and gradually developed by the Union Civil Service Board in collaboration with the development partners especially for UNDP financial and technical supports in Myanmar.

In order for nurturing and enhancing the capacity of the civil servants, training is the most powerful tool as it gives the raw materials and helps to add the existing value of the government staff. Thus, this study would attempt to examine the capacity development of the civil servants through the training

course. For this purpose, the surveys would be done on trainees who attended the Basic Course for Civil Service Officers (Batch No. 55) in the Central Institute of Civil Service - CICS (Upper Myanmar) which is an affiliated organization or institute of the Union Civil Service Board. The study is comprised of six chapters: Introduction (Chapter I), Background of the Study (Chapter II), Literature Review (Chapter III), Methodology (Chapter IV), Data Analysis and Discussion (Chapter V) and Conclusion (Chapter VI) respectively.

In this study, the post-test survey is conducted and used to find the feedbacks of the 110 participants in CICS (Upper Myanmar) in terms of applying the Kirkpatrick's evaluation model so as to be able to measure the effectiveness of the training. Evaluation model is essential to realize the strength and weakness of the training programs. Findings in this paper indicate that the overall feedbacks of the survey. Through this survey, findings vividly show that training course still needs to monitor, review and assess some weaknesses in teaching and learning materials, time allocation, the arrangement of outside lectures, focusing on the core value of a civil servant especially for the objectivity, practically effective way of applying computer and IT skill and so forth. Regarding with the subjects conducted in CICS of UCSB, the management and ICT subjects are mostly given the negative score by the respondents comparing with the other subjects. It means that these subjects are a little bit hard to realize and adapt for the trainees. Even though these weaknesses are resulted, the training course as a whole, can raise the capacity development of the trainees beyond them. As a result, the trainees respond their skill, knowledge and attitudes improve and their confidence to work as a leader in their jobs and the application of what they learnt into their workplaces is for sure and increasingly improving for their personal betterments and their working communities.

Keywords: Training, Capacity Development, Civil Service Personnel, Kirkpatrick's Training Evaluation Model

Student ID: 2017-24448

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Chapter 1. Introduction

1.1. Introduction

Myanmar, formerly known as Burma, is in the midst of the transition period to democracy under the new administration. Behind the democratic transition, the elected government is reforming in political, economic and social sectors and internal conflict as a whole. To meet these reforms, the government needs to change the administrative sector first, which is the mainstay for the political and economic progress of a nation. Moreover, it is assuredly necessary to change and make strides from the old public administration to the new public service. The new public service encourages the civil servants to build cooperative relationships with the public for helping and sharing interests and motivating public-private partnership in society. To drive the administrative sector harmoniously, the civil service personnel are the driving force of it. In order to carry out the public's expectations and demands, the Myanmar government needs to nurture the new capacity and intensify the capacity enrichment of all civil service personnel.

In 2016, Union Civil Service Board (UCSB) in partnership with United Nations Development Programme (UNDP) collected the “perception survey on morality, meritocracy, fair and equal chances”. According to this survey, the civil service sector in Myanmar had challenges on mind-set changing of individual and organizational culture, lack of expertise, customer-oriented and service delivery, lack of transparency and accountability, favouritism and nepotism, corruption, limited voice mechanisms and weakness on individual and organizational performance. To tackle these above challenges, there is an urgent need for the government to enforce Civil Service Reform (CSR). CSR is vital to change the excessive and inexperienced number of civil service

personnel in the government organizations, low paygrades, unequipped working environment and incomprehensible and irresponsible ethical manners.

To accomplish the CSR of the Government of Myanmar (GoM), all ministries and organizations, especially the Union Civil Service Board (UCSB), plays a main role to accomplish the CSR of GoM and enhance the capacity development of civil service personnel. UCSB is the one and only central level organization responsible for recruitment of the lowest gazetted officers training of civil service personnel at different levels on behalf of the Government. Training is the important issue for both public and private sectors to achieve the organizational missions, goals and human resource development, including capacity development. Systematic training can manage the capacity enhancement of civil service personnel.

The role of Civil Servant is the functional body responsible for carrying on the administration of the country. It is the function of Civil Services to implement the reformation of the state and to work out the policies of the government as well as to assist the formulation of the Government's policy. And the civil servants need to aim at serving the people to become more people-centric, transparent and accountable in the country and they should perform their duties with most efficient manner and abide by the rules and regulations. In this matter, UCSB is planning to serve the interests of the citizens and the nation by performing the weak civil service and civil society to be stronger in terms of giving a fruitful, effective and efficient civil service training programs. In doing so, the training effectiveness is essential in all civil service training programs and it is mainly depended on training curriculum because interesting curriculum enriches the employees' idea and energizes their motivation that boosts to their capacity advancement. Therefore, the UCSB is trying to upgrade its training curricula to be internationalized based on the today's digitalized

world and following the changing working environment in its training institutes and academies.

Again, the objectives of the Union Civil Service Board are to raise the awareness of the public, to participate in the process in order to gain public trust, and to fulfil the need for civil servants in order to be more efficient in the transformation of the civil service and transformation of the administration process. In order to be effective in the current civil service training courses, UCSB needs to change the teaching techniques of the Regular Training Courses and Management Training Courses which are conducting in the two Central Institutes of Civil Service (CICSs); to review and rewrite the training curricula which are conducting in CICSs in line with the international standards; to upgrade some training methods and trainers' skills for training and development. It is therefore that the implementation processes by UCSB generally intend to optimize the advancement of training curriculum, the training capacities and the civil servant concerns in line with the international standards.

Suresh Chandra Babu and Debdatta Sengupta (2006) stated that "capacity development is defined as the process by which individuals, groups, organizations, institutions, and societies increase their ability to perform core functions, solve problems, define and achieve objectives, and understand and sustainably deal with development issues". It argued that strengthening the capacity for the individual, organizational and state levels is the essential part for achieving their goals and development as well as for solving problems. De Grauwe (2009) supported this idea that "capacity development is a fundamental action, without which countries will not achieve their development goals. Without capacity, there is no development". This mean that the development of the country is mainly depended on the performance of its citizens especially the

civil servants. The country cannot reach its goals without having the skillful and knowledgeable people.

1.2 Purpose of the Study

The main objective of the study is to explore the role of training course for the capacity development of the civil servants. The complementary objectives of the study are as follows:

- 1) To explore whether the current training courses delivered by UCSB are useful for the trainees of different background or not
- 2) To examine whether the capacity of the trainees is improved or not
- 3) Based on the questionnaires' results, to explore what should UCSB need to enhance its training courses to give the Government sector development a big hand.

Civil servants are required to give training to tackle the varieties of new challenges of the globalization and to be trained as facilitators beyond providers in their actual job-place. Gordon (1992) recommended that training is a systematically designed framework which results in the participants enhancing the academic and practical skills, experience and competency that are necessary for the job related tasks. His study is supported by the explanation of H. O. Falola et.al (2014) who asserted that the staff are the key players for achieving the competitive advantage of the organization/ ministry, and the training is prerequisite tool for performing the actualization. It is therefore that training is a crucial tool for enhancing the productivity and development of the employees and organization. Here in my study, I will focus on evaluating the effectiveness of training course, which can strengthen the goals and productivity of the individuals or organizations to be able to perform an effective and efficient government mechanism in Myanmar.

1.3 Research Questions

This paper aims to answer the following questions:

- 1) How does the basic training course for in-service officers delivered by UCSB help to enhance the capacity improvement of in-service officers?
- 2) Is this training course effective for the in-service officers from different ministries and organizations?
- 3) How does the training meet the Skills, Knowledge and Attitudes (SKAs) of the trainees after the completion of training?

1.4 Scope and Limitation of the Study

The scope of the study is focused on the effectiveness of training for the capacity advancement of the civil service personnel. According to Myanmar Civil Service Structure, there are six tiers for ranks of civil service officers. However, there are two types of training programmes in the staff officer level which are the Basic Training Course for Civil Service Officer (In-Service Officer) and Post-Graduate Diploma in Civil Service Management Course (Pre-Service Officer). Out of them all, my study is appraised only the capacity development of the In-Service Officer level because staff officer level is the initial officer level of all gazetted officer posts and this level is delivered trainings by the UCSB on behalf of all Ministries and Myanmar Government. Thus, this level is very important for UCSB to nurture and enhance the good leaders for all government organizations and for the sake of nation as well. Capacity development could be considered with four different levels: individual, organizational, institutional and state levels. However, in my study, I will evaluate the capacity development of the individual level, which is the main seed of the forward levels of capacity development. This level can link and smooth organizational functions, to raise profit maximization and to enhance the on-going development of society. This level is evaluated by using

Kirkpatrick Training Evaluation Model (1994) in terms of the reaction, learning and knowledge transfer, and behaviour change of the civil servants on the training course. Since this study only includes the training course, which are delivered to the staff officer level, the findings of this study would not represent the capacity development of all civil servants from different ranks.

Chapter 2. Background of the Study

2.1 Civil Service Structure in Myanmar

Since 2010 in Myanmar with the emergence of the 2008 Constitution, the Union Government of Myanmar was led by the president, the two vice presidents, the Attorney-general and the 38 ministries and other government organizations with portfolios. In this current tenure of today's presidency, the big unnecessary volume of formerly set-up ministries and organizations were made contraction to be able to ensure the effective and efficient mechanism of government. The Cabinet is the peak body of the Myanmar government, and both minister and deputy minister are the political appointees. Under the minister and deputy minister, the Director General/ Managing Director, who is the highest rank of the civil service personnel, leads the department, enterprise and directorate. Roughly divided, there are two types of civil servants in Myanmar. They are gazetted officer and non-gazetted officer. The gazetted officer is an initial-level official, whose appointment is proclaimed in the government gazette and the non-gazetted officer who is not appointed in the government gazette, is the assisting or supporting staffs to the gazetted officers. Each type is comprised of six tiers and in total twelve tiers system shown as follow:

Table 2.1_ Tiers of Civil Service Personnel in Myanmar

Sr.	Gazetted Officer Level	Sr.	Non-Gazetted Officer Level
1.	Director General/ Managing Director	1.	Office Superintendent/ Supervisor
2.	Deputy Director General/ General Manager	2.	Branch Clerk/ Assistant Supervisor
3.	Director/ Deputy General Manager	3.	Upper Division Clerk/ Technician Grade 6

Sr.	Gazetted Officer Level	Sr.	Non-Gazetted Officer Level
4.	Deputy Director/ Assistant General Manager	4.	Lower Division Clerk/ Technician Grade 4
5.	Assistant Director/Manager	5.	Record Keeper/ Head Peon
6.	Staff Officer/ Assistant Manager	6.	Peon/ Sweeper
Total	6 tiers	Total	6 tiers
Grand Total = 12 tiers			

All ministries and organizations have the authority to recruit the non-gazetted officers according to the respective internal ministerial procedures and requirements. However, for the entry level of the gazetted officer, which is the staff officer position or its equivalent position of term, Union Civil Service Board (UCSB) is responsible to recruit on behalf of all ministries and government organizations including parliaments and even some commissions as well. In the process of recruiting and selecting the staff officer level, the candidates or recruits need to take the screening test in respective examination centers and after that, those who passed can continue to sit written examination, and as the next step, psychological and viva (oral) tests would be examined. For the screening-test and written examination, they should sit the exam on three main subjects such as Myanmar, English and General Knowledge concerning with the current affairs of political, social, economic and so forth and civil service concerns as well. The psychological test aims to standardize the measuring of individual performance while viva test is aiming to test the personal concepts, attitudes, reasons and interests (especially the civil service motivation) of joining as a life of civil service personnel.

2.2 Civil Service Training System in Myanmar

The efficiency and skill of civil service personnel is crucial to accelerate the development of the nation. A highly efficient and capable body

of civil service personnel plays a vital role in the development process of the nation. It can be seen that countries all over the world are trying to enhance the skill and capabilities of civil service personnel through intensive training programs. Systematic training of talented personnel will lead to enhancement of performance in civil service. Training and development for ability of civil servants includes departmental training of in-house and abroad.

In the current situation of Myanmar, the civil service training and capacity development requires an uplift to meet international standards and to become more effective and responsive to the needs of the civil servants and therefore, Government of Myanmar is placing great emphasis on training programs for human resources development of civil service personnel. Systematic training programs undertake for civil service personnel that will bring about an all-round development of civil service activities. Especially during the transition of democratization period like these, the role of the civil service trainings became a source of human resource development. The State has been planning to promote further training programs with the intention of creating a body of efficient, capable and disciplined civil service personnel. Training and development of civil service personnel is major functions of UCSB and government organizations also have the awareness of its importance.

The UCSB has the responsibility to conduct the induction training course for all levels of civil service personnel. In these days, the UCSB is carrying out its responsibility through the two training institutes and its respective subsidiary academies. They are Central Institute of Civil Service (CICS - Lower Myanmar), and the Central Institute of Civil Service (CICS – Upper Myanmar) and; Civil Services Academy (CSA - Lower Myanmar) and Civil Services Academy (CSA - Upper Myanmar). The functions and training systems of the two institutes and its two academies are identical and each institute is headed by a rector.

2.3 Overview of the Union Civil Service Board

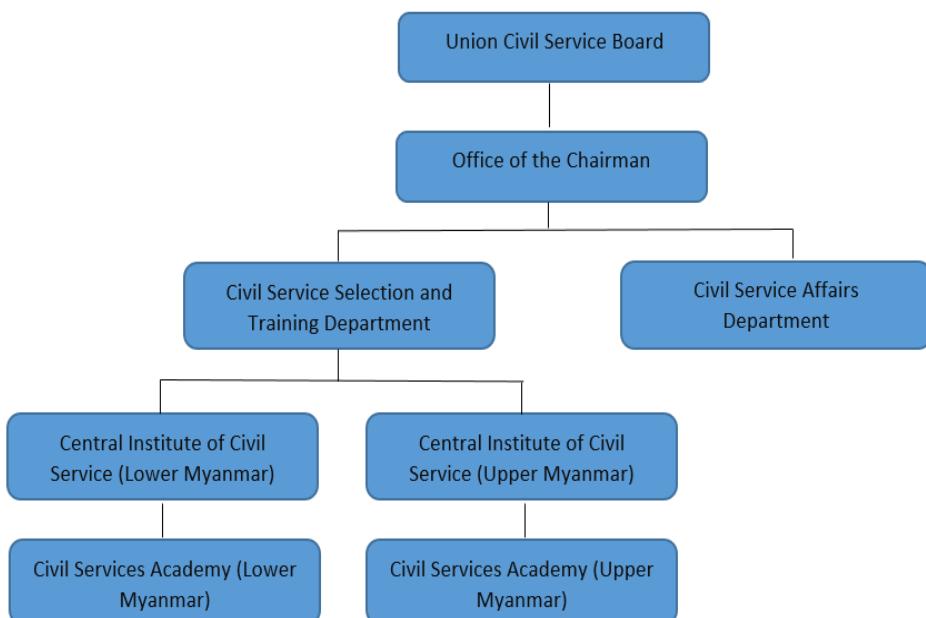
Under the Government of Burma Act 1935, the Burma Civil Service and Civil Service Commission was established in 1937. Burmese Civil Service was derived from Indian Civil Service during that time. With regard to the 1948 Constitution of Myanmar, Public Service Commission Act was enacted, and the former commission was renamed as Public Service Commission (PSC) in 1953 with the intention of choosing the government functionaries. To expand the roles of the PSC, it was changed name as Civil Service Selection and Training Board (CSSTB) in favour of both picking out and directing the government officials, in conformity with the 1977 Civil Service Selection and Training Law. The CSSTB was changed name to Union Civil Service Board (UCSB) on October 2010 in regard with the 2010 Union Civil Service Board Law, which was enacted in accordance with Section 433 of the 2008 Myanmar Constitution. On behalf of the Myanmar Government, UCSB is leading a role in the following functions:

- 1) To recruit and select the qualified gazetted officials to be appointed at the entry point of ministries and government organizations apart from the staff in military and police forces;
- 2) To undertake building and enhancing capacities of public service personnel based on government's policies, visions and missions and; bear in mind the concept by taking pride of the core values of the individuals: Honesty, Integrity, Objectivity and Impartiality;
- 3) To cultivate the spirit of individuals for the service personnel those who are to serve the public and fulfil the needs of the public in accordance with the 2008 Constitutions, Union Civil Service Board Law and its Rules, and Civil Service Personnel Law and its Rules and: nurture them effectively to better provide service delivery;

- 4) To undertake and organize in-house training courses, deputations to attend conference, workshops and seminars in order for the enhancement of capacity and performance of service personnel; and
- 5) To provide the Union Government by means of stipulating the civil service ethics, rules, regulations, procedures and norms and; determining the policies and directives.”

In order for giving trainings to all levels of civil service personnel, the UCSB has been carrying out its responsibility through the two training institutes and the training academies. They are Central Institutes of Civil Service (Upper Myanmar and Lower Myanmar) and the two training academies: Civil Services Academies (Upper Myanmar and Lower Myanmar).

Figure 2.1_ Organization Chart of UCSB



Both training institutes and academies conduct training programs to develop the quality of job performance proficiencies by exchanging the ideas and experiences among the different backgrounds and positions of all civil service personnel who are coming from different ministries/ organizations.

Whereas the two training institutes mainly focus on giving lectures to civil servants only, the two training academies which are the subsidiaries of the two training institutes directly aim to the goal of what we call the Public-Private-Partnership (PPP).

2.4 The Training Programmes of the Union Civil Service Board

The Union Civil Service Board (UCSB) is responsible for recruitment, training and selection, civil service affairs such as promotion, leave, pension, transfer as well as publishing the Civil Service Code of Ethics and Civil Service Personnel Rules under the guidance of the President cooperating with the Cabinet and Union Attorney-General. Under UCSB, there are three main departments such as Chairman Office, Civil Service Selection and Training Department (CSSTD), Civil Service Affairs Department (CSAD) as well as the two training institutes such as Central Institute of Civil Service - CICS (Lower Myanmar) and CICS (Upper Myanmar). Recently, the Government of Myanmar launched Civil Services Academy (CSA) both in lower and upper parts of Myanmar in 1st January 2017 for driving the public-private-partnership.

These two training institutes and two academies deliver the two main types of training programs such as Special Refresher Program and Regular Training Program. Special Refresher Program are arranged, according to the requirements of the government for some specialized ministries and organizations. Regular Training Program is conducted annually according to the official schedule. The following regular training courses are conducted as annually drawn in schedule to the followings in factual data:

Table 2.2_ Regular Training Programs of UCSB

Sr.	Courses	Position	Duration	Institution
1.	Management Course for Executive Level Officers	Deputy Director General/ General Manager	4 weeks	CICS
2.	Management Course for Senior Level Officers	Director/ Deputy General Manager	6 weeks	CICS
3.	Management Course for Mid-Level officers	Assistant Director/ Deputy Director	4 weeks	CICS
4.	Basic Course for Civil Service Officers (In-Service Officer)	Staff Officer, Assistant Manager, Assistant Engineer, Assistant Lecturer	12 weeks	CICS
5.	Post-graduate Diploma in Civil Service Management (Pre-Service Officer)	Staff Officer, Assistant Manager, Assistant Engineer, Assistant Lecturer	16 weeks	CSA
6.	Basic Course for Junior Civil Service Officers	Deputy Staff Officer, Junior Engineer, Tutor/ Demonstrator	8 weeks	CICS
7.	Enhance Course for Office Supervisors	Office Superintendent/ Supervisor	8 weeks	CICS
8.	Basic Course for Clerical Staff	Lower Division Clerk	8 weeks	CICS

Source: Union Civil Service Board Office's Document

The training of civil service personnel is one of the important functions of the UCSB and all government organizations also have the awareness of its importance. This function is being undertaken by UCSB. The two institutes are

conducting basic training courses for officials and clerical staffs of the civil service and the special refresher courses for the service personnel from respective ministries. CICS (Lower Myanmar) has been established on 1 January, 1965 and CICS (Upper Myanmar) has been extensively built on 7 February, 1999. Each institute can be divided into administrative division and training division. The objectives of the two CICSSs are as follows;

- 1) To train the service personnel, so that they will be fully conversant with the line of duties and responsibilities and, become efficient personnel, serving the interest of the people participating in the economic, social, political and administrative sectors;
- 2) To find solutions for practical management problems, by means of collective discussions and to raise the quality of work performance by exchange of ideas and experience;
- 3) To develop technical and management know-how by means of research, preparation and distribution of thesis and term papers on various theme and subjects;

To carry out the tasks and duties of its functions, both institutes have seven academic departments are organized in the areas of training activity— Department of Management Studies; Department of Political Science; Department of Sociology; Department of Economics; Department of Law; Department of English; Department of Information, Communication and Technology (ICT).

In my study, due to the time constraints and limited resources, I will collect the data only from the CICS (Upper Myanmar). From among these all eight regular civil service training programmes, this study is merely supposed to focus and analyse on the training program namely the “Basic Course for Civil Service Officers (In-Service Officer)” by means of taking measures whether or

not the capacity of the trainees would be developed through the effectiveness of this training course.

Chapter 3. Literature Review

3.1 Nature of Training and its Purposes

Training is the pro-active fulfilment for enhancing the capacity of the civil service personnel to operate extensive operations in providing the welfare of the citizens. It is the most powerful tool for motivating the expectations and productivities of the individual, organization, state and nation. Staffs can learn and re-learn new information and knowledge through the training (Garcia, M.U, 2005). The mainstay of the training is to equip the appropriate SKAs to the staffs for bettering the performance into practice. The more the staffs' SKAs are improved, the more the outcomes of organization are improved. The outcomes and future success of the individuals and organization are depended on training. In addition, training is a long-term investment in the staff's productivity and capacity for the development of their career and job satisfaction (Harshit Topno, 2012). The training programs can lead the short-term and long-term success of the individuals and organizations (Nassazi, 2013). Furthermore, the training programs can motivate the staff to put into effect on their jobs tasks effectively and raise their involvement on jobs to achieve the organizational mission. Cole, G. A (2002) supported that the training can bring about:

- i. High morale: The staff who get the training have raised their self-confidence and inspiration;
- ii. Lower cost of production: Training can cover to save the risks because the trained person can reduce waste in the office through the better use of the office equipment and supplies;
- iii. Lower turnover: Training can bring a safe work environment by helping to be avoidable the staff turnovers and absent mindedness in their respective professions;

- iv. Change management: Training can acclimate the advancement of the staffs' SKAs, understandings and participation of how to encounter and harmonize the changes both in the current and new situations;
- v. Training can strengthen the recognition, accountability and incentives like increased pay and promotion;
- vi. Training can aggrandize the individual satisfaction and attainment, which can open up the opportunities for their professional development; and
- vii. Training can make the availability and capability of the staff better.

To maintain the organization status, human resources must be invested in training and development programs, which can train the new and existing employees' job-related needs and responsibilities by using development initiatives. Thus, in the modern world, the efficient and effective training is necessary to invest and produce the desire results of the organizations. The success of the organization's objectives and the strong participation and identification of the individuals reckons on adeptness training and development programs (Pool & Pool, 2007, pg. 353).

3.2 The Effectiveness of the Training Programmes

Training is essential to the growth and economic well-being of a nation. Training is one of the most pervasive methods for enhancing individual productivity and improving job performance in the work environment (Goldstein and Ford 2002; Gupta and Bostrom 2006). Training effectiveness must cause behavior change (i.e. skill transfer for job performance), thereby resulting in organizational performance (Goldstein and Ford 2002). The investment in people, both in developing and maintaining the appropriate skills, becomes a vital part of the organization's strategy for the future. Like any investment, investment in training should produce an effective and measurable payback. Effective training enhances the knowledge, skills, attitudes and

behavior of people and hence their performance and development. The improved performance of individuals leads directly to profit. And, training activities and organization objectives are related to each other as links. Effective training program helps organizations to achieve their objectives. General objectives of training activities are; orienting new employees to the organization and their job, helping employees perform their current jobs well, helping employees qualify for the future jobs, keeping employees informed of changes within the organization, providing opportunities for personal development (Drummond, 1989: 165).

Effectiveness of training focuses on the acquisition of knowledge, skills and attitudes needed to perform more effectively on one's current job. Accordingly, the role of human resource department is to improve the organization's effectiveness by providing employees with knowledge, skills and attitudes that will improve their current or future job performance. In order to implement the right training methods, the training specialist should be aware of the pros and cons and effectiveness of each training method. Besides, for evaluating training effectiveness, measurement should be done according to the models. Haywood (1992) noted that in real world situation, there are many factors that influence the effectiveness of training and development in an organization and training is one out of many factors that could enhance individual and organizational performance. Broad and Newstrom (1992) argued that for a training to be effective, the employee must actually transfer the knowledge and skill learnt during training to the job. Hung (2001) pointed out that in most studies related to training effectiveness, the focus was on developing the linkage between training practices or factor (individual and organization) with training effectiveness. Krager, Ford & Salas (1993) noted that training effectiveness is a measure of the extent to which training achieves its intended outcomes, for instance to improve work performance.

As reported by Wright, P. & Geroy, D. G. (2001), employees' competencies can change through effective training programs. It therefore not only improves the overall performance of the employees to effectively perform their current jobs but also enhances the knowledge, skills and attitude of the workers necessary for the future job, thus contributing to superior organizational performance. Shahrooz, F. (2012) asserted that improvement in training effectiveness can directly be facilitated by the employee's awareness of objectives of training courses, continuity of training, and application of training in the work place and proper implementation of the program. A well designed and executed training will facilitate participant's involvement, attitudinal changes and this provides opportunity for application of new skills and knowledge in workplace, job commitment, employees' alignment to organizational visions and strategies. Mayer and Pipe (1983) suggested that the reasons for strategic plan for training evaluation is to evolve a careful method of assessing and reporting training effectiveness, so that the finding can be used to improve training and training related activities (such as mentoring and other transfer of learning support).

For training initiative to be effective, organization needs to examine the extent to which training and capacity development or human resource development system closely connected with the organizational strategy, and more importantly, the measure to ensure the effectiveness of training and development activities (Haslinda & Mahyidin, 2009, pg. 240). Organizations are increasingly giving an emphasis on the contribution of the training program to organizational strategic goal and based the evaluation of training as the perquisite for investment in training program. Moreover, the effectiveness of training program in terms of its application to job is also given important consideration (Brinkerhoff, 2005). Training evaluation is viewed as an

important component of conceptualizing, designing, analyzing, developing and implementing an effective training program (IAEA, 2003, pg. 13).

3.3 Nature and Levels of Capacity Development

According to President Paul Kagame of Rwanda (2011), capacity or “the ability to get things done” goes beyond formal qualifications and technical skills development to include the cultivation of intangible or “soft” attributes such as the ability to drive change and to build processes, organizations, and institutions which can deliver public services over the long term⁷. Capacity is the attribute of the individual, organization and society as a whole to provide their day-to-day activities effectively and successfully (OECD DAC, 2006b). Development is providing to develop those capacities. Thus, Capacity Development (CD) is a process of changing the internal to individuals and organization, which can strengthen and uphold the capability over time (OECD DAC, 2006b). This idea is supported by UNDP (2008), which defines that CD can help to intensify and sustain efficiency to entrench and get success on the individual, governmental and societal targeted goals and prospects over time.

CD is more than giving training and transferring of knowledge and experience (Katherine M. Freeman, 2010). The enhancement of capacity is relied on the environment of the individual, organization and society to measure how much these entities can absorb the new skills and how to acclimate these skills in their respective fields. The existing literature argued that CD is taking place at multi levels, but the most commonly focus levels include individual level, organizational level and society level.

(i) Individual Level

It is the first step for capacity development. This level is the foundation level of multi levels of CD and it is the linkage among other levels. Individual capacity is the competency of these persons to catch new skills and knowledge and apply them as the driving force for the forward operations (Katherine M.

Freeman, 2010). Thus, the individuals, who are the asset of the organizations and the society should need to develop their SKAs to make ease the operations of the organizational in the daily workflows and make better profits of the society in advance.

(ii) Organizational Level

It is the second step for CD. This level is enhancing the structures, processes and procedures of the organization in the day-to-day workflows. According to Morgan (2006), there are five core capabilities in the organization: the capability to act and commit, the capability to deliver on development objectives, the capacity to adapt and self-renew, the capability to relate to external stakeholders, and the capability to achieve coherence.

(iii) Societal Level

It is the third step for CD. This level is usually neglected and organization in the development theory and identify as an exclusiveness in the process of CD (OECD DAC, 2006). It defines that the CD at the society level is the laws, policies, the system of governance as well as the broader political and cultural environment, and the civil society. This level takes time to analyse and not easy to manage.

To sum things up, the focus of the capacity development by the different enterprises, organizations and ministries cannot be the same. They can have their own priority level in line with which levels of capacity fit best to their organizational framework, context, culture, value and demands. However, CD at the individual level is the most fundamental level among multi-level of CD because this level can raise internal capacity of the individuals, which again leads to get better outcomes of the organizational goals and then, the success of organizational level leads to the national development and the enhancement of the livelihood of the civilian. In consequence, the capacity development of the

individuals is the main root for the achievement of the organization, society and nation.

3.4 Relationship between Training and the Capacity Development

Training is an aspect of human resources development function of the organization (Rajeev et al, 2009, pg. 272). Organizations whether private sector or public sector generally agree that training and employee's capacity development is very critical to the growth and development of the core activities in which the organizations engage in (Noe, 2002). Training and capacity development as a deliberate and concerted effort that aimed at improving and enhancing organizational performance and it is essential for an organization to build and sustain competitive advantage in the organization's core competence. Definitely, employee's competence is specialized knowledge and skill that often enhanced by continuous training and development (Cascio, 1998; Beardwell, Holden, Claydon, 2004). Training is a fundamental component of capacity development. Training and development is a bridge, which can justify the gap between job requisite and staff current specification (Harshit Topno, 2012). Without enhancing the employees' capacity, the best plan and idea of an organization can fail down easily. The need for bettering the individual productivity in organization has become universally accepted which, in turn, brings the more efficacious organization's operations. The staff can reduce turnover and increase retention. The success of any organization depends upon how to use human capital, how to train its staffs' skills, knowledge and attitudes (SKAs) development, how to control the motivation of the existing employees and the new employees, how to align the needs of the staff with the needs of the organizations and how to reduce disputes in the job environment. Every employee/ staff can have his/ her own capacity, but the organization needs to cultivate his/ her capacity to face the challenges and

handle the new functions in his/ her work. Thus, training is necessary for the staffs to enrich their existing capacity and new capacities in their work environment.

Swart et al. (2005) elaborated on training as a means of dealing with skill deficits and performance gaps as a way of improving trainee's capacity development. And accordingly, he stated that bridging the performance gap refers to implementing a relevant training intervention for the sake of developing particular skills and abilities of the trainees and enhancing their performance. Dessler (2005) defined training as a process that applies different methods to strengthen employees' knowledge and skill needed to perform their job effectively. Hughe (1988) argued that training as a powerful agent that brought about organizational expansion, development of capability and performance improvement. Bramley and Kitson (1994) defined training as a planned effort by an organization to increase employee's learning work-related competence. Goldstein and Ford (2002) stated that training is one of the most pervasive methods for improving job performance and enhancing employee's performance in a work environment.

As studied and mentioned by Guest (1997), Harrison (2000) and Appiah (2010) respectively, they argued that training has been proved to enhance the capacity and generate performance improvement for the trainees/ staffs as well as for the organization by positively influencing performance through the development of their knowledge, skills, ability, competencies and behavior. According to the study by Pigors & Myers (1989), they proved that through training, the employees' competencies are developed and it enables them to implement the job related work efficiently, and achieve firm objectives in a competitive manner. Further still, dissatisfaction complaints, absenteeism and turnover can be greatly reduced when employees are so well trained that can experience the direct satisfaction associated with the sense of achievement

and knowledge that they are developing their inherent capabilities. Kim (2006) pointed that employees' training has become an important tool through which organization can improve its service quality, decrease labor cost and increase productivity and profitability.

Moreover, Assefa Gidey (2016) pointed out that training helps fulfilling the deficiencies and the challenges of the organization through the well-trained staff. The training can smooth the organization's difficulties and future needs. In addition, Akinpeju B. (1999) pointed out that "the process of training and development is a continuous one. The need to perform one's job efficiently and the need to know how to lead others are sufficient reasons for training and development and the desire to meet organizations' objectives of higher productivity, makes it absolutely compulsory". His study is supported by the explanation of Aswathappa, K (2000) in which training can pinpoint the hidden talent, rejuvenate the existing quality and develop the new ability. Training is a long-term investment for brightening up the individual capabilities and the sustainable profitability of the organization. According to Debra L. Truitt (2011), the larger the gap between the skills required to perform a task and the actual skills available for performing a task, the greater the lack of job satisfaction and the greater the increase in employee turnover within the organization. Lack of the training directly relates to the low production in the job. Consequently, it leads to low ethics and employee dissatisfaction in the workplace.

As the previous related studies of literatures, Myo Lwin (2013) argued that an analytical study on the training courses being conducted by the two Central Institutes of Civil Service (CICSSs) of Myanmar UCSB, met the capacity advancement of all levels of the civil servants. The overall result showed that the combination of theoretical and practical skills in the training programs led to positive impacts of the achievement of the organizations' operations and, the

individual's personal goals and future career development. In his study at KDI School of Public Policy and Management, he used the Kirkpatrick four-level of evaluation model and limited to use the post-test questionnaires of all training courses from clerical level to director general level.

Furthermore, Aye Twint Soe (2016) firmly stated an analytical research through the case study of civil service training in Myanmar Union Civil Service Board. In her study at the Graduate School of International Studies of Seoul National University, she proved that the Post-Graduate Diploma in Civil Service Management (PGDCSM) course conducted by Civil Services Academy (CSA) which is under the Union Civil Service Board was effective hence, advocated that it is better to continue and upgrade conducting the existing training programs and arranging the new courses in the near future. And, she used the four-level of Kirkpatrick's evaluation model for her study of capacity development through the effectiveness of training programme and she did her survey through the pre and post-test questionnaires of the relevant training programme.

Chapter 4. Methodology

4.1 Comparison of Training Evaluation Models

Evaluation of training can pinpoint the area that needs to advance and contributes which methods are essential to develop this area (Cascio, W. 1989, Goldstein & Ford, 2003). There are several types of evaluation models. Of them, four level of Kirkpatrick's evaluation model is the most well-known model for over 50 years. After this model, CIPP model (Galvin, 1983), Brinkerhoff (1987), IPO model (Bushnell, 1990) and Training Validation System (TVS) Model (Fitz-Enz, 1994); are also the popular evaluation models. There is also the extension of the Kirkpatrick model, which is Jack Phillips (1996) evaluation model. It is the five level of evaluation model with the original four levels plus ROI level (Return on Investment). Nevertheless, the main focus of all these models is to give guidance to the organizations or business activities concerning with how to evaluate the training programs effectively.

Table 4.1_ Training Models and Their Evaluation Criteria

Sr.	Training Model	Training Evaluation Criteria
1.	Kirkpatrick (1959, 1994)	Four-level: Reaction, Learning, Behaviour Change, Results
2.	CIPP (Galvin, 1983)	Four-level: Context, Input, Process, Product
3.	Brinkerhoff (1987)	Six-level: Goal Setting, Program Design, Program Implementation, Immediate Outcomes, Intermediate or Usage Outcomes, Impact and Worth
4.	IPO (Bushnell, 1990)	Four-level: Input, Process, Output, Outcomes
5.	TVS (Fitz-Enz, 1994)	Four-level: Situation, Intervention, Impact, Value

6.	Jack Phillips (1996)	Five-level: Reaction and Planned Action, Learning, Applied Learning on the job, Business Results, Return on Investment
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(1) Kirkpatrick Model (Donald Kirkpatrick, 1959, 1994)

Among the different evaluation models, Kirkpatrick's evaluation model is the most primitive and famous one. This model addresses on four levels such as reaction, learning, behaviour and results. The first level: reaction of the trainees is measuring the responses of the trainees after the end of the training program. The second level: learning by the trainees is measuring what the trainees learn from the training programs and whether the training programs meet the trainees' expectations. The third level: behaviour changing of the trainees is measuring the positive or negative changes of the trainees' job performance after finishing the training programs and at the start of joining their jobs. The last level: results of the organizations is measuring to what extend the trainees apply what they learn in their jobs and to what extend their behaviours and capacities can accomplish the productivity of the organizations.

(2) CIPP Model (Galvin, 1983)

CIPP model addressed on four levels such as context, input, process and product levels. The first level: context for training program is analysing the educational needs to set up the goals and objectives of the training program to recognize whether these training goals and objectives can meet the needs of the organizational culture and values. The second level: input to training is measuring the instructional and training strategies, operations and actions, which are relevant to the goals and objectives of the context evaluation. This level includes making decision of the policies, budgets and strategies for the training programs. The third level: process of delivering the lectures is measuring the assessment on the implementation of the training program. The last level: product of training is measuring the outcomes of the training

programs by the implementers. It is interpreting the short-term and long-term advancement of the organizations, including positive and negative impacts of the organizations.

(3) Brinkerhoff Model (1987)

In 1987, Brinkerhoff addressed on six levels of his model such as goal setting, program design, program implementation, immediate outcomes, intermediate or usage outcomes and impacts and worth. In this model, the first three levels such as goal setting, program design and program implementation are not the evaluation of training programs, which mean they are the earlier stage of the training process and design. The fourth and fifth levels: immediate outcomes and intermediate or usage outcomes levels are measuring the feedback of the trainees on the training programs. The last level: impacts and worth is measuring the worth of a training program in terms of calculating costs and results.

(4) IPO Model (Bushnell, 1990)

IPO model addressed on four levels such as input, process, output and outcomes. The first level: input of training is measuring the performance indicators of the trainees' background information like age, sex, family background, etc and teaching aids available in the training programs and so on. The second level: training process concerning with conducting lectures is measuring the curriculum, design and teaching methods of the training programs. The third level: output of the training is measuring the feedback from the training interventions. The last level: outcomes of the training program is measuring the perspectives of the trainees on the training programs, whether these programs are profitable or not.

(5) TVS Model (Fitz-Enz, 1994)

Training Validation System (TVS) model addressed on four levels of evaluating trainings such as situation, intervention, impact and value. The first

level: situation of the training programs is measuring the current performance of the trainees in the organization through the pre-training assessment to delineate the suggested level of future performance. The second level: intervention of the training is measuring to catch on whether giving training is the solutions of the gap between the current and suggested levels of performance in the organization. The third level: impact on the training programs is measuring to analyse the feedback differences between pre-training and post-training. The last level: value effectiveness on the organization is measuring the amount of return investment like services improvement, advance cost savings and productive capacity betterment to the organization in terms of dollars. In other words, it is the measurement of how much the trainees can make beneficiary to the organizations as indicated by the amount of dollars.

(6) Jack Phillips Evaluation Model (1996)

In 1996, Jack Phillips evaluation model was known as the extension of the original Kirkpatrick model. Phillips extended to Return on Investment (ROI) level. Thus, this model addressed on five levels such as reaction and planned action, learning, applied learning on the job, business results, return on investment. The edited level (ROI) is the measuring the monetary benefits of cost outcomes with the cost of the training program or training investment in terms of dollars. This level can be measured in different ways: percentage or cost ratio (Phillips, 2005).

Comparing Kirkpatrick model with other models, aforementioned, the frameworks of CIPP model and IPO models consist of no evaluating learning process like Kirkpatrick's level 2. The frameworks of Brinkerhoff (1987), Jack Phillips (1996) and CIPP model are the expansion of the focal point of training evaluation beyond measuring the results of the after-training (Tassanee Homklin, 2014). In addition, these two models need multiple steps to collect data and take much time for the organizations.

IPO model is not well-structured, because its steps jump from input to output results. For example, the first two levels: level 1 and 2 are measuring the outlook of the trainees such as age, sex, family and academic background, working experience, etc. The second level focuses on the training curriculums and training process. This model is oversimplified and misleading account for the complicated interactions, which acts upon the effort and enactment of the organizations (Forsyth, D.R, 2010).

The overall frameworks of CIPP model, IPO model, TVS model are overlapping and blur for evaluating the effectiveness of the training programs. In other words, they mostly focus on the context, objectives, budgets and goals of the training programs and outcomes of the organizations rather than training evaluation on trainees. In addition, they generally do not measure the reaction and perspectives of the trainees on the training programs like level 1 and 2 of Kirkpatrick model. Furthermore, they don't consider the impacts of behavioural changes to the organizations.

The ROI level (Phillips, 1996) is the extension of the level - 4 (Results) of Kirkpatrick model. This ROI level (beyond results) is difficult to measure for the scholars, researchers and the organizations as it consists of the financial affairs and if it is possible to measure, it takes time and long-term process to evaluate for them. Harshit Topno (2012) argued that while almost all HRD organisations conduct evaluations to measure satisfaction, very few actually conduct evaluations at the ROI level, perhaps because ROI is often characterised as a difficult and expensive process.

Comparing again all above models with Kirkpatrick, one of the biggest strength of this model is that its focuses on the outcomes of behavioural changing of the trainees among the different evaluations models (S. Mann, and L. T. Robertson, 1996). Most of the evaluation models, aforementioned, focus

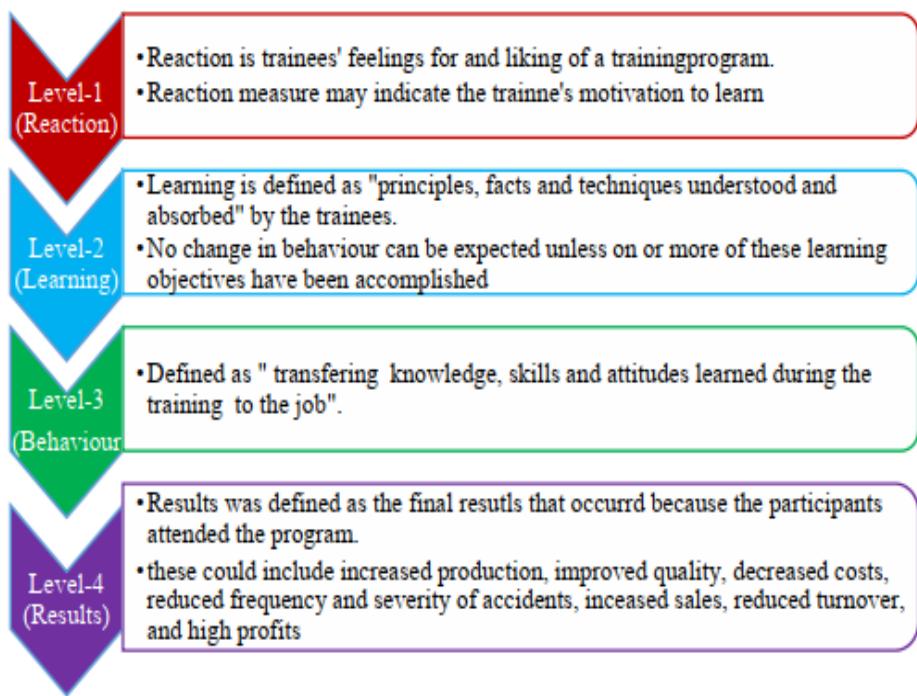
on the outcomes of the organizations in the training programs and usually forget to evaluate the outcomes of their staffs' behaviour changes.

As stated in Association for Talent Development (ATD, 2016) formerly known as ASTD, a survey of 199 participants who are the executive level participants from different backgrounds like industry, healthcare, education sectors, etc point out that the ratios of each level they use in their workplace. According to this survey, the participants use 90% of reaction level (level-1), 80% of learning level (level-2), 60% of behaviour level (level-3), 35% of results level (level-4) and 15% of ROI level (level5) in measuring the training effectiveness. This report proves that the reason of why the over 50-years old model is still popular and uses by today society and all over the world among the other different evaluation models.

4.2 Kirkpatrick's Four-Level Evaluation Model

In 1959, Donald Kirkpatrick originally created four kinds of outcomes for measuring the training effectiveness. In 1977, he clarified these four outcomes into four levels evaluation model such as reaction, learning, behaviour and results. This model is updated and revised several times based on the needs of the changing world. According to the record of the survey by the American Society for training and development (ASTD), the Kirkpatrick model is the best-known and most widely used framework for classifying evaluation (Bassi & Cheney, 1997). This model is practical, easy to apprehend and apply in the organization as a model for evaluating the perceptions of the staff on the training programs. There are mainly four levels in this model, aforementioned. The detailed information about these four levels are illustrated in the following:

Figure 4.1. Four Levels of Kirkpatrick's Evaluation Model



Source: Kirkpatrick (1994), Alliger, G. M., and Janak, E. A (1989)

(i.) Reaction Level

It is measuring the reaction of the trainees. This level is grading the data of the satisfaction of trainees in terms of how much they like or satisfy on the training courses, time allocation of the training, learning and teaching materials and the trainers' teaching methods. In other words, this level is asking the perception of the trainees upon the outlook of the training. To strengthen the training programs' quality, the measurement on the trainees' reactions is necessary. This level identifies the future needs of the training aids that are missing or necessary to upgrade for further development. This level can be evaluated by using happy sheet, feedback forms, verbal reaction, online survey, survey or questionnaires and so on. This level aims to answer: How did participants feel about the training programs?

In accordance with Kirkpatrick, this level alleviates to enhance on the conceptualization and training design since it is measuring the satisfaction of the participants through the training program.

(ii) Learning Level

It is measuring how much the trainees increase or reduce their skills, knowledge and attitude through the curriculum, facts and learning aids that they learn in the training program. It is important to measure, because by recognizing what the trainees are finding out through the program, the stakeholders, the trainers and the training institutes can be aware of what are necessary to upgrade the current and ongoing training programs. This level can be evaluated by using assessment or tests of before and after the training, online assessment, hard-copy sheet, pre-training or post-training survey or questionnaires and so on. This level aims to answer: To what extend did participants improve knowledge, skills and change attitudes due to the training?

The results of the learning outcomes consist of SKAs. However, it depends on the demands of the organizations. Some organizations collect the knowledge and some emphasize on skills and so on and on.

(iii) Behaviour Level

It is measuring the behaviour change of the trainees after attending the training course. In this level, to what extend that the trainees applied or transferred what they learn in their work place. It is better to measure the behaviour change of trainees in the workplace rather than in the classroom. The positive responds of the reaction and learning levels give rise to the change of positive performance behaviours (Haslinda, 2009).

If the knowledge and skills of the trainees are changed to the positive way, the program is effective not only to the capacity of the individuals' personal but also to the capacity and productivity of the organizations. Nevertheless, if there is no behaviour changes occur, the training program

cannot have any effect on individuals and organizations. This level can collect data one month or several months later after the training, depending on the situation and available time of the researchers and organizations. This level can be evaluated by using interview, arbitrary snapshot assessments, online and electronic assessment and survey and so on. This level aims to answer: To what extend did participants change their behaviour back in the workplace as a result of the training?

This level can be difficult for the organizations to measure, because it takes long time to know the behavioural change of the staffs and when and how often of the evaluation become the main decision (Winfrey, 2005). With reference to Reid Bates (2004), this level's outcomes address either the extent to which knowledge and skills gained in training are applied on the job or result in exceptional job-related performance.

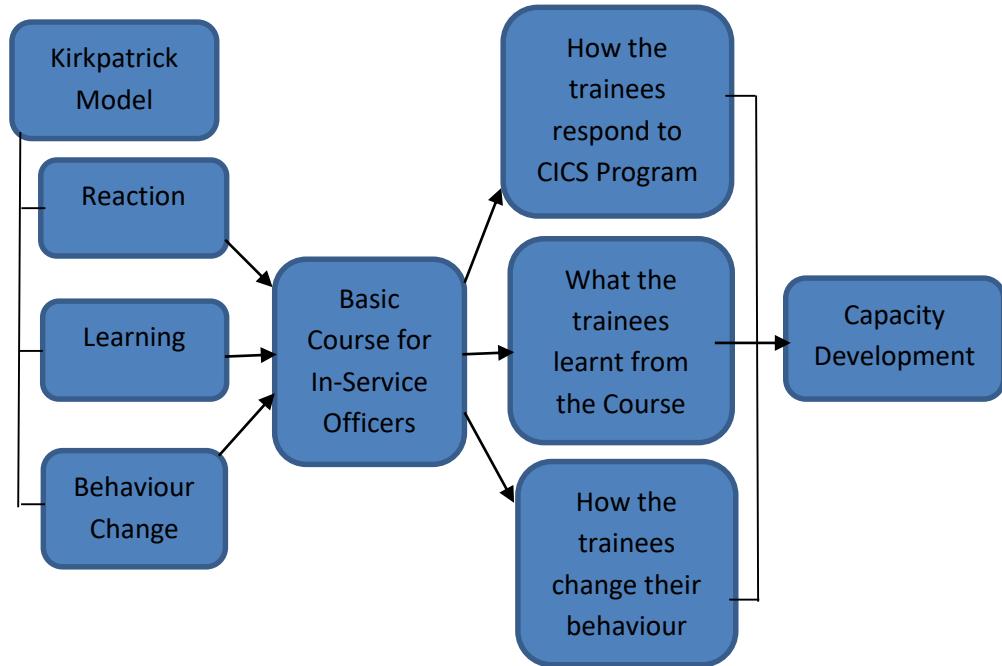
(iv) Result Level

This level is evaluating the organization behaviour. This level figures out to what extent the trainees' behavioural change effect to the organizations including any outcomes for the organizations' profits such as the better development of the organizational productivity, goals, improvement of the quality of job, lower absenteeism, high moral value and better outcomes and so on. This type of evaluation is required to measure organizational level. This level aims to answer: What organizations benefits resulted from the training?

Collecting the feedback of the organization related with the trainees' behaviour change is not easy, time consuming and cost-leading job than the other three levels, but the result is very effective not only for the training programs but also for the individuals and organizations, if it is possible to collect the data of this level (Harshit Topno, 2012). This level is the most challenging level for all organizations (Kirkpatrick, D. L., & Kirkpatrick, J. D., 2006).

4.3 Conceptual Framework

Figure 4.2_ Conceptual Framework of the Study



CICS = Central Institute of Civil Service

The above-mentioned conceptual framework (Figure 4.2) is developed by integrating Kirkpatrick model with the research objectives to find out the results of the research questions based on the effectiveness of the training course delivered by Central Institute of Civil Service under the Union Civil Service Board. The three framework of Kirkpatrick Evaluation Model is used to measure the participants from different ministries/ organizations who attend at the batch No. 55 of the Basic Course for Civil Service Officers (In-Service Officer) in Central Institute of Civil Service (CICS).

4.4 Data Collection and Methodological Issue

In order to achieve the purposes of the research, both primary and secondary data will be used for collection process. Primary data are going to be gathered through questionnaires to staff officers who are in-service officers by

using the post-test survey. Secondary data are from published literature, research papers, official information, official papers and websites.

In my study, it is considered that an estimate target size of 150 participants from Basic Course for Civil Service Officers (Batch No. 55) of the Central Institute of Civil Service (Upper Myanmar) will be surveyed to evaluate the training effectiveness for the capacity development. In accordance with the tentative training schedule for 2018-2019, the duration of the training course will last 12 weeks: it starts from 15 May 2018 to 4 August 2018.

The survey questionnaires will generally be designed on the research questions and explored on the three levels of Kirkpatrick model which are reaction, learning and behaviour levels. Totally the 21 questions will be applied to collect the feedbacks of participants in the training course that is attached with the appendix of the proposal. Dividing from among these total 21 questionnaires, 10 questions are arranged for the reaction level; 6 questions are to be asked for the learning level and; for the behavioural level, 5 questions are arranged to know the behavioural change and the transfer of knowledge by the participants at the end of the training course. The survey will be collected at the end of the training course. After that, the data will be presented in tabular format and descriptive statistics will be used as a tool of analysis. And, a mixture of both quantitative and qualitative methods will be used to examine the collected survey data.

Chapter 5. Data Analysis and Discussion

This chapter highlights a description of the methodology that is adapted in this study. It clarifies the techniques and methods of data collection, procession and analysis of the collected data. Both primary and secondary data are used in this study. Primary data are collected from the in-service staff officers those who attended the Basic Course for Civil Service Officers (Batch No. 55) of the Central Institute of Civil Service (Upper Myanmar) by using the post-test surveys. Secondary data are gathered through the published literature, research papers, official documents, websites and face-book page.

5.1 Data and Variables

There are three main approaches for collecting the data, which are quantitative, qualitative, and a mixture of using both. In this study, a mixture of both quantitative and qualitative method is applied to collect the trainees' reactions and perceptions through the final post-test survey, analyse the collected data and draw inferences. The data analysis is done through descriptive statistics. Descriptive statistics is the use of statistics to summarize the collected data set in order to mention clearly and coherently to the audience in terms of its mean, median, mode and standard variance, or diagrammatically, as by a histogram.

The interpretation will be followed in explanation based on the feedbacks of post-test survey of the Basic Course for Civil Service Officers (Batch No. 55) in the Central Institute of Civil Service (CICS - Upper Myanmar). The duration of the training course lasted 12 weeks: it exactly starts from 15 May 2018 to 4 August 2018. All of the participants are mostly the staff officers and the same level and pay-scale of the staff officer such as assistant surgeon, assistant supervisor, assistant manager, third secretary and assistant

engineer and so forth. As this course is the in-service training course, almost all of the participants have more or less working experiences concerning with the public sector.

In this study, 163 questionnaires were distributed to the total number of the participants or trainees in this training course on 1st August 2018. Therefore, the survey was collected three days before the end of the training course. The 144 feedbacks returned as a returning rate of 88.3% on 31 August 2018. Of the 144 responds, 34 responds are incomplete data and the rest 110 questionnaires are complete, which will be used to interpret the data analysis of post-test survey in this study.

The sampling questions of the post-test survey are basically designed on the research questions and evaluated the results of survey based on Kirkpatrick model: reaction, learning and behaviour levels. The participants are asking totally 23 questions to find out the responds and perspectives of the participants regarding with the civil service training course. For the reaction level, 10 questions are arranged; for the learning level, 6 questions are asking in post-test surveys. For the behavioural level, 5 questions are arranged to know the behavioural change and the transfer of knowledge by the participants at the end of the training course. Since this level is asking to know the positive or negative changes of their behaviour and to what extend they are hoping to apply what they learnt through this training course in their workplace. The responses were scored over five Likert scale such as No, A Little, Some, Much and Very Much with the abbreviation of (N, A.L, S, M, V.M). The first two Likert scales is defined as negative score, the middle score as neutral and the rest two scales as positive score, respectively. Furthermore, the last two subjective questions out of the total 23 questionnaires in the survey are specially designed for the respondents those who can freely judge the overall strengths and weaknesses of the training course as they really perceive and view on that.

In having done so, it is considered that the training program can be developed in future based on their positive and negative opinions.

5.2 Demographic Analysis

The four demographic factors of the respondents' characteristics are briefly mentioned in this section. They are sex, age, educational background of the respondents and the ministry or department where each of them are currently working for.

(i). Sex and Age of Respondents

Table 5.1_ Number of Respondents by Sex and Age Groups

Age	20-30 yrs		30-40 yrs		40-45 yrs		Total	
	M	F	M	F	M	F	M	F
Number	9	17	21	46	8	9	38	72
Total	26		67		17		110	
Percentage	23.64%		60.91%		15.45%		100%	

The demographic data for sex groups shows that there are 38 respondents (34.55%) are male and 72 respondents (65.45%) are female out of the 110 respondents. The majority of the respondents are female and the participation's rate female is nearly doubled than the male ratio in comparison. In addition, there are 23.64% between 20-30yrs age group, 60.91% between 30-40 yrs age group and 15.45 % between 40-45yrs age group respectively in the training course. It is therefore that the age group between 30-40 yrs (60.91%) is the most majority part of the trainees compared to the rest two age groups.

(ii). Educational Background of Respondents

Table 5.2_ Number of Respondents by Educational Background

Sr.	Major	Bachelor	Master	Ph. D	Total (Respondent)	Total (%)
1.	Education	11	1	-	12	10.9
2.	Medicine	6	-	-	6	5.5
3.	Engineering	11	3	-	14	12.7
4.	Economics	11	2	-	13	11.8
5.	Law	5	5	-	10	9.1
6.	Languages	9	2	-	11	10
7.	Other Majors	31	10	3	44	40
Total		84	23	3	110	-
Percentage		76.36%	21.91%	2.73%	-	100%

For the variable of the respondents' academic background, 110 respondents stated their academic background as bachelor degree (76.36%), master degree (21.91%) and Ph.D degree (2.73%). Of three types of degree, bachelor and master degree holders are the highest numbers joining the basis officers training course. As stated in above table, the specialized majors are divided into seven groups: Education, Medicine, Law, Economics, Engineering, English, and other varieties of specialized majors. Out of 110 respondents, 12 respondents (10.9%) are specialized in Education like B.Ed and M.Ed, 6 respondents (5.5%) are specialized in Medicine like M.B.B.S, B.Com.H, B.D.S, B.N.Sc and B.V.Sc, 14 respondents (12.7%) are majored in Engineering, 11 respondents (10%) are specialized in Languages like M.A (Eng), B.A (Eng, Myan), 10 respondents (9.1%) are of majoring in Law like LL.B and LL.M and 44 respondents (40%) are of other specialized majors respectively. Other majors include International Relations, International Communication, Business Administration, Forestry, Agriculture, Computer Science, Physics, Chemistry,

Industrial Chemistry, Mathematics, Botany, Zoology, History, Geology and Geography.

(iii). Job Description of Respondents

Table 5.3_ Numbers of Respondents by Job Description

Sr.	Ministry/ Government Organization	Numbers of respondents	Percentage (%)
1.	Ministry of Agriculture, Livestock and Irrigation	7	6.36
2.	Ministry of Border Affairs	5	4.54
3.	Ministry of Construction	4	3.63
4.	Ministry of Commerce	3	2.72
5.	Ministry of Education	10	9.09
6.	Ministry of Electricity and Energy	7	6.36
7.	Ministry of Ethnic Affairs	2	1.81
8.	Ministry of Health and Sports	10	9.09
9.	Ministry of Home Affairs	5	4.54
10.	Ministry of Industry	3	2.72
11.	Ministry of Information	3	2.72
12.	Ministry of Labours, Immigration and Population	4	3.63
13.	Ministry of Natural Resources and Environmental Conservation	5	4.54
14.	Ministry of Planning and Finance	6	5.45
15.	Ministry of Religious Affairs and Culture	3	2.72
16.	Ministry of Social Welfare, Relief and Resettlement	2	1.81
17.	Ministry of President's Office	2	1.81
18.	Ministry of Transportation and Communications	1	0.90

19.	Central Bank of Myanmar	2	1.81
20.	Office of the Auditor General of the Union	2	1.81
21.	Union Attorney General's Office	2	1.81
22.	Union Civil Service Board	3	2.72
23.	Union Election Commission	4	3.63
24.	The Supreme Court of the Union	4	3.63
25.	Office of the Parliaments (Hluttaw)	3	2.72
26.	Central and Regional Development Committees	8	7.27
Total		110	100%

According to this table, there are totally 26 ministries and government organizations. In addition, each of 10 respondents with (9.09%) each join by Ministry of Education and Ministry of Health and Sports, 8 respondents with (7.27%) join by Central and Regional Development Committees, 7 each respondents with (6.36%) join by Ministry of Agriculture, Livestock and Irrigation and; Ministry of Electricity and Energy, 6 respondents with (5.45%) join by Ministry of Planning and Finance and; each of 5 respondents (4.54%) by Ministry of Border Affairs, Ministry of Home Affairs and Ministry of Natural Resources and Environmental Conservation which are the most percentages of the survey respondents. Other ministries and organizations include Ministry of Construction, Ministry of Labours, Immigration and Population, Union Election Commission and; The Supreme Court of the Union (3.63%) by joining each of 4 respondents, Ministry of Commerce, Ministry of Industry, Ministry of Information, Ministry of Religious Affairs and Culture, Union Civil Service Board and; Office of the Parliaments (Hluttaw) (2.72%) by 3 respondents each, Ministry of Ethnic Affairs, Ministry of Social Welfare, Relief and Resettlement, Central Bank of Myanmar, Office of the Auditor

General of the Union and; Union Attorney General's Office (1.81%) by each of 2 respondents and lastly, Ministry of Transportation and Communications (0.90%) by 1 respondent respectively.

5.3 Evaluating Effectiveness at the Reaction Level

According to Donald Kirkpatrick and Jim Kirkpatrick (2013), reaction level is measuring to what degree participants react favourably to the learning event. In the reaction level of post-test survey, 10 close-ended questions are asking to know the different responses of each question by respondents based on their age, sex and academic background to get the right respondents for the survey. And, the following tables are interpreting the feedbacks of the survey based on sex, age and academic background of the respondents. The total amount of respondents (110 trainees) are participated in this survey.

Table 5.4_ Reaction Level by Respondents based on Sex and Age Groups

Qs	Score	Age & Sex (%)						Total (%)	Aver age	SD			
		20-30 yrs		30-40 yrs		40-45 yrs							
		M (9)	F (17)	M (21)	F (46)	M (8)	F (9)						
Q1	The objectives of the training course is clearly defined.									4.20			
	N/ AL	0	5.9	0	2.2	12.5	11.1	3.6					
	Some	11.1	11.7	4.8	0	12.5	11.1	5.5					
	M/VM	88.9	82.4	95.2	97.8	75	77.8	90.9					
Q2	The training course is a good use of the time.									0.66			
	N/ AL	11.1	5.9	0	0	12.5	0	2.7					
	Some	0	5.9	4.8	2.2	12.5	11.1	4.5					
	M/VM	88.9	88.2	95.2	97.8	75.0	88.9	92.8					
Q3	The training course is relevant to the job.									0.74			
	N/ AL	11.1	0	4.8	2.2	0	0	2.7					
	Some	0	17.6	0	0	12.5	11.1	4.5					
	M/VM	88.9	82.4	95.2	97.8	87.5	88.9	92.8					

Q4	The training course prioritizes to theory-based lectures.							
	N/ AL	0	5.9	0	0	12.5	0	1.8
	Some	11.1	5.9	4.8	2.2	0	0	3.6
	M/VM	88.9	88.2	95.2	97.8	87.5	100	94.6
Q5	The training content is organized and easy to follow.							
	N/ AL	11.1	0	4.8	2.2	0	0	2.7
	Some	0	11.7	0	0	25.0	11.1	3.6
	M/VM	88.9	88.3	95.2	97.8	75.0	88.9	93.7
Q6	The teaching and learning materials (TMLs) are enough.							
	N/ AL	11.1	5.9	4.8	4.4	0	0	4.5
	Some	22.2	23.5	28.6	15.2	37.5	22.2	21.8
	M/VM	66.7	70.6	66.6	80.4	62.5	77.8	73.7
Q7	The training course encourages exchanged information and expression of ideas.							
	N/ AL	0	0	0	0	12.5	0	0.9
	Some	33.3	11.7	9.6	6.5	0	22.2	10.9
	M/VM	66.7	88.3	90.4	93.5	87.5	77.8	88.2
Q8	The time allotted for the training is sufficient.							
	N/ AL	11.1	5.9	4.8	2.2	0	0	3.6
	Some	11.1	17.6	23.8	17.4	37.5	33.3	20.9
	M/VM	77.8	76.5	71.4	80.4	62.5	66.7	75.5
Q9	The trainers are knowledgeable of the training topics and actively invite the questions.							
	N/ AL	0	0	0	0	12.5	11.1	1.8
	Some	22.2	17.6	14.3	10.9	0	11.1	12.7
	M/VM	77.8	82.4	85.7	89.1	87.5	77.8	85.5
Q10	The training courses develop my ability to work as a good staff officer or leader.							
	N/ AL	0	5.9	0	0	0	11.1	1.8
	Some	11.1	5.9	0	4.4	25.0	0	5.5
	M/VM	88.9	88.2	100	95.6	75.0	88.9	92.7

The above table shows that among the age of 20-30 years, there are 9 males and 17 females; among 30-40 years age, there are 21 males and 46 females and among 40-45 years age group, there are 8 males and 9 females, respectively.

According to the above table, the Q1 is asking about “the objectives of the training course is clearly defined”. The study found that comparing with all age groups between male and female, male respondents select positive score higher than female and choose negative score lower than female. The average score is 4.20% and all the respondents in all age groups select the positive score 90.9%, choose neutral score 3.6% and the negative score under 4%. It means that all the participants especially male respondents clearly understand the objectives of the training.

The Q2 is asking about “training course is a good use of the time”. The study found that the overall of the participants in all age groups choose the positive score up to 90% out of 100%. The male respondents between 20-30 years choose nearly 1% of negative score while female choose only 1% of each negative and neutral scores. Thus, it is found that the male respondents between 20-30 years more positively respond rather than females with regard to this question. The choice of participants between 30-40 years age in all Likert scales are not much different. Between 40-45 years age, female respondents surprisingly more enjoy the training course than other age groups. In sum, the total response shows that 92.8% of the respondents choose positive score while neutral is 4.5% and negative is 2.7% exactly. Except a very few number of participants, most of the participants generally suppose that spending time in training course is valuable for them.

The Q3 is asking about “training course is relevant to the job”. In this question, the overall response of female is a little bit higher than male in negative and natural scores of all age groups. It means that the responses of

male to positive score is higher than female in ratio. All participants choose negative score 2.7%. The average scale is 4.55% and the total percentage of this question clearly point out that 92.8% of respondents satisfy the training course gives relevant knowledge related to their job except 7.2% of the respondents.

The Q4 is asking about “the training course prioritizes to theory-based lectures”. Regarding this question, the choice of all Likert scales between different age and sex groups are similar. All age groups mostly choose positive scores in total 94.6%. It means that they agree training course is focusing on theory-based lectures. Around 6% of respondents prefer choosing neutral and negative scores. It means that this training course is considered a combination of theory and practical course. Therefore, the total rate of this question shows that nearly almost of the respondents assume that training course is based on theories while the rest of the respondents assume that the training course is mixing of theory and practical lectures.

The Q5 is asking about “the training content is organized and easy to follow”. Between 20-30 yrs age of male prefer to choose negative score than female. Between 30-40 age group of both sex respondents choose equally on negative score with 4.8% of male and 2.2% of female. Between 40-45 yrs age group of male and female respondents make no choice on negative score. However, the overall of all age and sex groups most frequently makes a choice of positive score up to 90% out of total 100% and the average of all likert scale is 4.28% as well. All in all, the respondents can follow the training content easily and very well.

The Q6 is asking about “the teaching and learning materials (TMLs) are enough”. Between 20-30 yrs age of male respondents prefer to choose negative and neutral 33.3% and positive score 66.7% while female choose negative and neutral scores 29.4% and positive score 70.6%. Between 30-40 years age respondents, the gap between male and female responses in negative

and neutral scores are not much different. But, between 40-45 years age group, male respondents choose more negative and neutral score rather than female respondents. The total rate of this question pinpoints that 73.7% of all respondents satisfy the arrangement and facilitation of TMLs like role-play, group discussion, case-study, individual and group presentation in class. However, the 26.3% of respondents are not satisfied with TMLs.

The Q7 is asking about “the training course encourages exchanged information and expression of ideas”. All age and sex groups mostly choose positive score approximately 90%, which means that they agree the training course encourages exchanged information and expression of ideas between the trainers and trainees and among the trainees themselves. On the other hand, nearly 12% of all groups respond that they do not agree with it. Having found that, the average is 4.22% and the overall of all age and sex groups prefer to select positive score in 88.2%, and thus, it can be generally said that the training course encourages exchanged information and expression of ideas.

The Q8 is asking about “the time allotted for the training is sufficient”. In this question, all the respondents of all ages who choose negative and neutral scores are higher if compare with those who choose in other questions. About 75% of respondents suggest that time allocation is enough for them. Nevertheless, the average score is just 3.95% and the overall of negative score is almost 25% out of 100%, which means that one forth in ratio of all participants do not agree with the fact that the time allocation in the training course is enough for them.

The Q9 is asking about “the trainers are knowledgeable of the training topics and actively invite the questions”. Although the choice of No/ A Little and Some Likert scales for female in percentage of 9.1% is higher than that of male with 5.4%, all the rest respondents are pleased with the trainers are knowledgeable, well-read and well-prepared for the lectures and motivate

trainees to participate in the discussions. Therefore, the total positive response is 85% out of total 100%. In brief, the average is 4.31% and so, most of the trainees enjoy the trainers' knowledge and their teaching experiences.

The Q10 is asking about “the training courses develop my ability to work as a good staff officer or leader”. Like what all the respondents reacted in Q4, the choice of all Likert scales between different age and sex groups are similar in this Q10. They all groups choose up to 90% of positive score. The total rate of score shows that 7.3% of respondents do not satisfy with regard to this question but 92.7% out of 100% respondents feel that the training course makes them help develop their ability to work with confidence.

Table 5.5_ Reaction Level by Respondents based on Educational Background

Qs	Educational Background	Score (%)		
		No/ A Little	Some	Much/ Very Much
Q1	Bachelor Holder	4.76	5.95	89.29
	Master / Ph.D	0	3.84	96.16
Q2	Bachelor Holder	2.38	5.95	91.67
	Master / Ph.D	3.84	0	96.16
Q3	Bachelor Holder	3.57	5.95	90.48
	Master / Ph.D	0	0	100
Q4	Bachelor Holder	2.38	3.57	94.05
	Master / Ph.D	0	3.84	96.16
Q5	Bachelor Holder	3.57	4.76	91.67
	Master / Ph.D	0	3.84	96.16
Q6	Bachelor Holder	4.76	25.0	70.24
	Master / Ph.D	3.84	11.54	84.62
Q7	Bachelor Holder	1.19	10.71	88.1
	Master / Ph.D	0	11.54	88.46
Q8	Bachelor Holder	4.76	22.62	72.62
	Master / Ph.D	0	15.38	84.62

Q9	Bachelor Holder	2.38	16.67	80.95
	Master / Ph.D	0	0	100
Q10	Bachelor Holder	1.19	5.95	92.86
	Master / Ph.D	3.84	3.84	92.32

The above table shows that 84 respondents of bachelor degree holders and 26 respondents are a combination of master and doctoral (Ph.D) degree holders, respectively. The results of the questions show how the trainees respond each question based on their educational background and existing knowledge and experiences with respect to the training course. In order to know this result, post-test survey is arranged.

In Q1, it is asking about “the objectives of the training are clearly defined”. The responses of bachelor degree holders are a little bit different from the master degree holders in all Likert scales. Among three scales, all participants select the highest score with the rate of nearly 91% while they chose the lowest score with around 4% and the neutral is around 5%. With reference to the response, the study shows that most of the 91% of respondents clearly understand the training’s objectives, some of the 5% understand, except a small amount of 4% people understand a little.

The Q2 is asking about “training course is a good use of the time”. The bachelor holders mostly recommend neutral score while master holders prefer to choose negative and positive scores. Comparing the negative and positive scores between bachelor and master holders in all age groups, the response of master degree holders is nearly 6% higher than bachelor holders, respectively. Regarding with neutral score, bachelor holders choose 5.95% while no one of master holders. In overall of this question, choosing the positive score with up to 90% out of 100% by all respondents shows that they love to spend time in the training course and assume it is a valuable spending of their time.

The Q3 is asking about “training course is relevant to the job”. The responses of all Likert scores by bachelor degree holders are totally different from the master and doctoral holders. So, the bachelor holders choose 3.57% for negative and 5.95% for neutral and just 90.48% for the positive score. Surprisingly, master holders prefer to choose positive score in full percentage. The overall result shows that both degree holders especially master and doctoral holders accept that training course is relevant to their job and the lectures they learnt would be applied in their workplaces.

The Q4 is asking about “the training course prioritizes to theory-based lectures”. According to Q4, up to 90% of the respondents in both degree holders choose highest score, which means they agree with the given question. Thus, they accept the lectures in the training course are based on theories. The bachelor holders answer the lowest and middle scores with 5.95% while master holders choose 3.84% of this score. It means that bachelor holders more assume that this course is the mix of theory and practical-typed lectures rather than master holders. In conclusion, the result shows that most of the respondents suggest that the training course is giving an emphasis on the theory-based lectures.

The Q5 is asking about “the training content is organized and easy to follow”. While no master degree holder selects for negative score, the bachelor holders find 3.57% for the negative and 4.76% for the neutral scores. In general of three scales, both degree holders respond that training course is not difficult to follow with the highest rate of nearly 94%, and it means that they view the training content is organized and easy for the trainees to follow.

The Q6 is asking about “the teaching and learning materials (TMLs) are enough”. The responses of all respondents in both bachelor and master degree holders is not much different in selecting the negative and neutral scores. And, it is nearly the same in ratio among the positive scores by all respondents.

Even though the positive score is normally higher than the rest two, the neutral score is chosen 25% by bachelor and 11.54% by master holders. It is therefore that despite of 75% in total approve TMLs is enough, 25% dissatisfy with TMLs in class.

The Q7 is asking about “the training course encourages exchanged information and expression of ideas”. Both degree holders mostly recommend highest score with nearly 90% and neutral and negative scores is around 10%. However, the data result shows that master holders give more 3% higher than the bachelor holders. To sum up, the trainees approve that the training course encourages exchanged information and expression of ideas.

The Q8 is asking about “the time allotted for the training is sufficient”. Both respondents choose negative score (approximately 5%) and the neutral score (approximately 19%) which means that the time allocation is not satisfactory in the class. On the other hand, both holders choose the same rate (approximately 78%) for the positive score. Depending on their different levels of respondents, nearly 24% the respondents dislike of the time allocation of classroom with lectures.

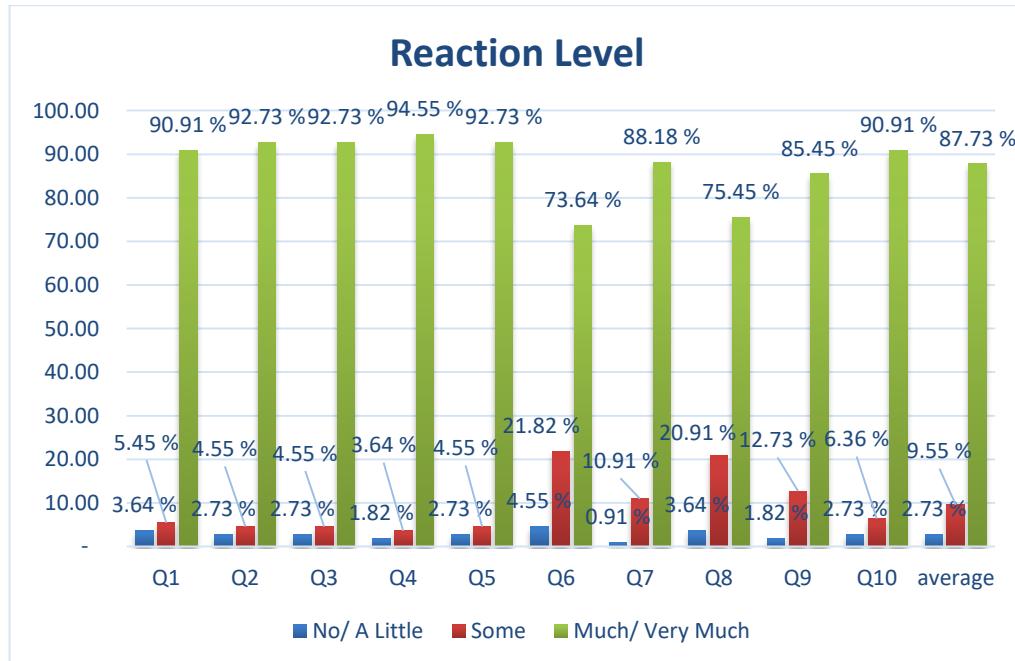
The Q9 is asking about “the trainers are knowledgeable of the training topics”. Both respondents mostly choose positive score with the rate of approximately 90% while under 10% of negative and neutral scores are given by all respondents. Comparing with the highest and lowest scores by all respondents, the differences is too high, which is defined as nearly all respondents especially master and Ph.D holders are so pleased with the trainers’ knowledge and presentation styles in class.

The Q10 is asking about “the training course develops your ability to work as a good staff officer or leader”. The master holders highly choose lowest score while bachelor holders choose highest and neutral score the most. In overall of three different scores, all respondents choose positive score (nearly

92%) comparing with others. In addition, they choose about 3% of negative score and 5% each. That's why, all their responses show that respondents feel that training course can develops their ability to work as a good staff officer or leader.

Furthermore, the following figure 5.1 clearly points out the effectiveness of the training results on reaction level. In this regard, the overall percentage of likert scale in all reaction level responses from Q1 to Q10 is that the average of total negative score is 2.73%, the neutral score is 9.55% and the positive score is 87.73% respectively. That's why, it can be concluded that the Quality of Training that is derived from all questions of Reaction Part is strongly effective by the average positive responses showing nearly 88% out of 100% in total although the rest of nearly 12% of negative and neutral scores in average.

Figure 5.1_ The Results of the Survey on Reaction Level



5.4 Evaluating Effectiveness at the Learning Level

According to Donald Kirkpatrick and Jim Kirkpatrick (2013), this level is measured to what degree participants acquire the intended knowledge, skills and attitudes based on their participation in the learning event.

Table 5.6_ Learning Level by Respondents based on Sex and Age Groups

Qs	Score	Age & Sex (%)						Total (%)	Aver age	SD			
		20-30 yrs		30-40 yrs		40-45 yrs							
		M (9)	F (17)	M (21)	F (46)	M (8)	F (9)						
Q11	I am pleased with this training course improves my overall skills, knowledge and attitudes.												
	N/ AL	0	5.8	4.8	4.4	0	0	3.6	4.28	0.83			
	Some	11.1	11.7	4.8	10.9	12.5	22.2	10.9					
Q12	I am convinced this training experience meets my personal and professional needs.												
	N/ AL	11.1	0	0	2.2	12.5	0	2.7	3.98	0.69			
	Some	11.1	11.7	9.6	15.2	12.5	11.1	12.7					
Q13	I am confident to be able to apply my learning in my professional career and workplace.												
	N/ AL	0	0	4.8	0	0	11.1	1.8	4.31	0.75			
	Some	33.3	17.6	4.8	13.0	12.5	0	12.7					
Q14	I am satisfied with the outside lectures of high officials upgrade my existing knowledge and experiences.												
	N/ AL	11.1	0	0	6.6	12.5	0	4.5	3.92	0.76			
	Some	22.2	29.4	28.6	15.2	25.0	22.2	21.8					
Q15A	Please answer how much of Office Management and Leadership has improved due to the training course.												
	N/ AL	11.1	0	0	4.4	0	0	2.7	4.43	0.71			
	Some	0	5.8	4.8	4.4	12.5	11.1	5.4					
Q15B	Presentation and Negotiation												
	N/ AL	0	0	4.8	2.2	0	0	1.8	4.39	0.75			
	Some	11.1	17.6	9.6	8.7	25.0	0	10.9					
	M/ VM	88.9	94.2	95.2	91.2	87.5	88.9	91.9					

		Socializing and English Competency								
Q15C	N/ AL	0	0	4.8	0	25.0	0	2.7	4.41	0.74
	Some	11.1	11.7	4.8	4.4	0	11.1	6.3		
	M/ VM	88.9	88.3	90.4	95.6	75.0	88.9	91.0		
Q15D	Computer and IT								3.83	0.93
	N/ AL	11.1	11.7	4.8	10.9	0	11.1	9.1		
	Some	33.3	23.5	19.0	13.0	37.5	22.2	20.0		
	M/ VM	55.6	64.8	76.2	76.1	62.5	66.7	70.9		

According to the above table, Q11 is asking about “I am pleased with this training course improves my overall skills, knowledge and attitudes”. The ratio of male responses from 20-30yrs age group on negative score is lower than female responses in that age. Between 30-40 yrs age, the female responses on negative score is two times higher than male. Regarding with the neutral score, the responses of female in all ages is higher than male as well. For the responses of the highest score however, male responses in all age groups is higher than those of female. In overall of this question illustrates that the total positive score is 85.5%, the neutral score with 10.9% and the negative 3.6% respectively. Therefore, to sum up, it can generally be said to have pleased with the training course improves the overall skills, knowledge and attitudes for the trainees.

The Q12 is asking about “I am convinced this training experience meets my personal and professional needs”. Mostly all ages choose the highest score more than the other scores. The total number of persons those who choose the negative and neutral scores in all age and sex groups are equally the same. Between 20-30 yrs age, female responses to neutral score and male responses to negative and neutral scores are the same percentage. Between 30-40yrs age, female responses of negative and neutral scores is much different from the total male responses. However, between the age group of 40-45yrs, the female less responds than the male in negative and neutral scores. The total positive score from both sexes and all age groups is nearly 85%. In sum, all respondents, especially female groups of 20-30yrs and 40-45yrs male group from 30-40yrs

age agree that the training course gives their personal and professional needs than they expected.

The Q13 is asking about “I am confident to be able to apply my learning in my professional career and workplace”. Mostly all ages choose the neutral and positive scores more than the negative score in general. Between 20-30yrs age, male and female responses to negative and neutral scores are equally the same in ratio but the female responses to positive score is nearly 16% higher than male response rate. The result of this age level shows that both sexes are equally confident to apply their learning knowledge for their careers. Between 30-40yrs age, female responses to neutral scores are nearly 8% more than male but positive score is 3% lower than male. So, the results of male are leading to the positive outcomes than female. Between 40-45yrs age, the overall differences between female and male are equilibrium. In sum, the total positive response is 85.5% and so, all respondents especially male groups in all age groups accept that they are confident themselves to reply what they learnt from the training in their workplaces or for their careers.

The Q14 is asking about “I am satisfied with the outside lectures of high officials upgrade my existing knowledge and experiences”. Regarding this statement in question, between 20-30yrs age, the negative responses between male and female are not much different. However, the female respondents select neutral score 11.5% higher than male score (22.2%) but nearly 8% lower than positive score of male response. Generally, it can be regarded that male are more satisfied than female. Between 30-40yrs age groups, female responses on negative and neutral scores are double times higher than male but male responses on positive scale is over 50% higher than female. Therefore, male in this age again gets more satisfied than female. Between 40-45yrs age, the male response is higher in negative and neutral scores although getting high in the rest of the scores. Similarly, female score in negative is lower even though the

rest is higher. Generally, in this age, females are more satisfied than male. In brief, mostly all ages choose the positive scores more than the others in general. All respondents except some in percentage of 5% are satisfied with the outside lectures that upgrade their knowledge.

The Q15 as a whole is asking about “In Office Management and Leadership, Presentation and Negotiation, Socializing and English Competency, Computer and IT, how much of your skills has improved due to the training course”. Regarding this question, in the first skill asking about Office Management and Leadership, the total percentage of negative and neutral scores is 8.1% and the positive score is 91.9%. Thus, most of the respondents which is up to 90% conform that they have improved the skill of office management and leadership except a few people. In the second skill about Presentation and Negotiation, the total neutral score which is 10.9% of the whole class of respondents plus the total negative score 1.8% which is very little in ratio is 12.7% in total of both. And the rest all is the positive score 87.3% that is the most in percentage selected. So, it shows that most of the total respondents have a big assumption of improving their presentation and negotiation skill although some people in all different age and sex groups assume that they have not improved such type of skill. And then, regarding the third skill of the question, Socializing and English Competency, 91% is responded as the positive score, 6.3% is for neutral and 2.7% is for the negative scores respectively by all of the respondents. It is therefore that up to 90% of total respondents stands for the improvement of this proposed skill while a very few percentage is against side. Lastly, the fourth skill is asking about the improvement of Computer and IT skills. In respond of it, it is clearly backed as the feedback of 29.1% of total respondents from the negative 9.1% and the neutral 20%. So, the positive score is just 70.9% responded. It means that nearly 11 people in total feedback with negativity and 25 people of total respondents

are in swing state. Finally, to sum all skills up for the whole question, 85.3% is satisfactory and 14.3% is not agreeable enough. Therefore, it can generally be reported as the overall skills of the trainees have improved due to the training course conducted.

Table 5.7_ Learning Level by Respondents based on Academic Background

Q16: Please answer to what extent of your knowledge below has improved regarding the subjects you have learnt in the training course.											
Subject	Score	B.A, M.A and Ph.D Degree Holders 110 (%)							Total (%)	Ave-average	SD
		Edu (12)	Med (6)	Engin (14)	Eco (13)	Law (10)	Lang (11)	Others (44)			
Political Science	N/ AL	0	16.6	0	0	0	9.1	2.3	2.7	4.39	0.60
	Some	16.6	0	7.1	15.4	10.0	9.1	4.5	8.2		
	M/ VM	83.4	83.4	92.9	84.6	90.0	81.8	93.2	89.1		
Management	N/ AL	8.3	0	7.1	7.7	10.0	0	4.5	5.4	3.85	0.78
	Some	33.3	0	14.2	15.4	10.0	27.3	9.1	14.5		
	M/ VM	58.4	100	78.7	76.9	80.0	72.7	86.4	80.1		
Law	N/ AL	0	0	0	7.7	10.0	0	0	1.8	4.50	0.59
	Some	8.3	16.6	7.1	0	10.0	0	2.3	4.5		
	M/ VM	91.7	83.4	92.9	92.6	80.0	100	97.7	93.7		
Economics	N/ AL	8.3	16.6	0	0	0	9.1	0	2.7	4.42	0.77
	Some	8.3	0	14.2	23.0	20.0	0	6.8	10.0		
	M/ VM	83.4	83.4	85.8	77.0	80.0	90.9	93.2	87.3		
Sociology	N/ AL	0	0	0	0	10.0	9.1	2.3	2.7	4.36	0.53
	Some	8.3	16.6	7.1	0	0	0	4.5	4.5		
	M/ VM	91.7	83.4	92.9	100	90.0	90.9	93.2	92.8		
English	N/ AL	0	16.6	0	7.7	0	0	2.3	2.7	4.38	0.57
	Some	16.6	0	14.2	7.7	10.0	9.1	2.3	7.2		
	M/ VM	83.4	83.4	85.8	84.9	90.0	90.9	95.4	90.1		
ICT	N/ AL	8.3	16.6	7.1	0	0	9.1	6.8	6.3	3.77	0.81
	Some	25.0	33.3	28.5	15.4	40.0	27.3	6.8	19.1		
	M/ VM	66.7	50.1	64.4	84.6	60.0	63.6	86.7	74.6		

Relating with Q16, the trainees are asking about their overall score of understanding on the seven different subjects (majors as well) to know how much knowledge they gain from the training course. According to the table mentioned above, most of the trainees generally accept that their overall knowledge on each subject increase after getting training.

Regarding with Political Science, the persons who have the academic background of Education like B.Ed and M.Ed responds 16.6% of neutral and 83.4% of positive scores. Medicine specializing degree holders like the doctors, health assistants and nurses give 83.4% of the highest score rate, while Engineering degree holders give 92.9% of the positive score rate. The Economics degree holders and Languages holders respond with the highest score 84.6% and 81.8% respectively whereas the Law degree holders and Other varieties of holders respond with 90% and above. For the negative score rate, only Medicine, Languages and Other degree holders respond 2.7% in total. For the neutral score, 8.2% in total responses are given except the Medicine holders. The overall of the total respondents (89.1%) shows that they learn the basic political theoretical concepts of local and international countries and the importance of political science with case studies, but the rest respondents (10.9%) in total especially Economics and Languages degree holders show that they do not seem to accept the improvement of the knowledge of political science subject after training.

Regarding with Management subject, Medicine degree holders responds 100% of positive scores while Education degree holders respond 58.4% and Languages with 72.7%. And Engineering degree holders with 78.7%, Economics 76.9%, Law 80% and Others 86.4% are respectively. For the negative score, the total 5.4% is resulted except the Medicine and the Languages holders' no responses. Then, for the neutral score is in total percentage of 14.5% except only the Medicine holders. In brief, the total score rate shows that 80.1% accept that they learnt knowledge of how to manage the time and job effectively in their workplaces especially for those whose degrees are Medicine.

Regarding with Law subject, the total negative score is 1.8% from Economics and Law specialization degree holders and the neutral score is 4.5%

in total responding except from Economics and Languages holders. However, the final positive score in total is 93.7% and the average likert score is 4.50% as well. In brief, over 90% responds that they learn the legal rights and responsibilities not only as a citizen but also as a civil service personal and the civil service law, rules and regulation and basic interdepartmental rules.

Regarding with Economics subject, the lowest scale is 2.7% and the middle score is 10% of the total score percentage by mostly responding of Engineering and Economics holders. And, the total amount of the respondents on positive score is 87.3% while the negative and neutral scores is 12.7%. In brief, the average score of all seven subjects is 4.42% and so, they generally respond that they are aware of the economic sense and knowledge about Myanmar economic development.

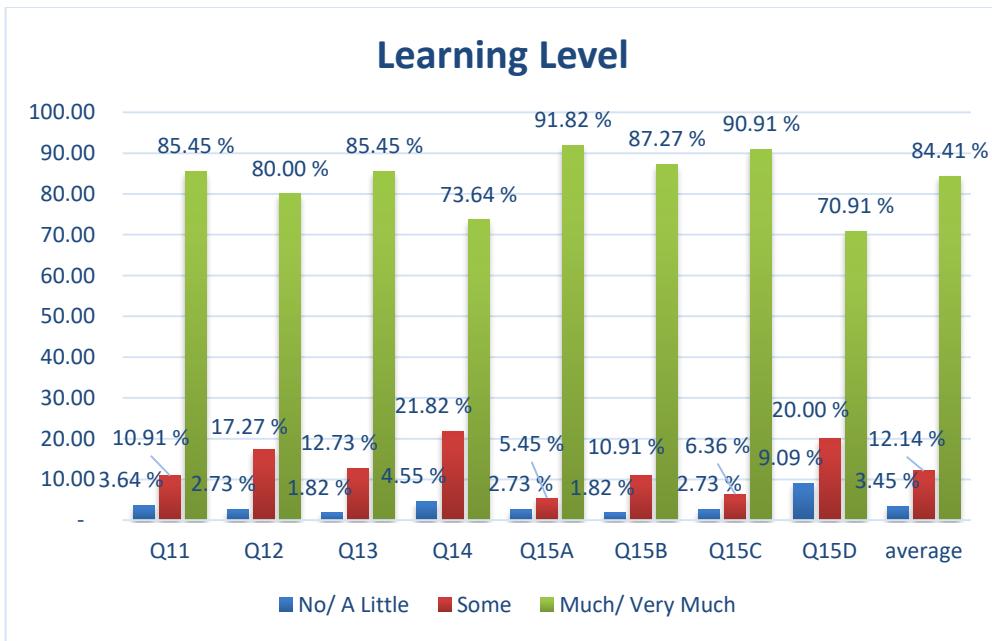
Regarding with Sociology subject, the positive score in total is 92.8% in terms of responding by Economics holders in full percentage and over 90% each by Education, Engineering, Law, Languages and Others respectively except the Medicine degree holders with just 83.4%. For the negative and neutral scores in total percentage is 7.2% mostly responded by Other majors holders. In brief, the average score is 4.36% by all of the respondents and thus, it means they agree that they have already learnt the communication skill be smart and good to improve their environment with the help of the social knowledge.

Concerning with English subject, the person who already have the academic background of the English responds 9.1% of neutral and 90.9% of positive scores and surprisingly, no one of negative responding. For the negative score, Medicine degree holders with 16.6%, Economics with 7.7% and Others holders with 2.3% respectively but the rest major holders respond nothing for it. For the neutral score, the total responding score is 7.2% except Medicine holders. In brief, the 90.1% of total respondents understand that

English subject should be learnt to develop communication skills in workplace, and enhance presentation skills and improve English language skills that is used widely in daily lives nowadays. However, 9.9% of the respondents respond that they need to learn more about that subject.

Regarding with ICT subject, although the total negative score is 6.3% which is a little percentage of all respondents, the neutral score in total is 19.1% by 25% from Education, 33.3% from Medicine, 28.5% from Engineering, 15.4% from Economics, 40% from Law, 27.3% from Languages and Others with 6.8% respectively. But, the final positive score is 74.1% and the average is 3.77% which is much lesser than other subjects if compared. And, for the positive score, the Medicine holders respond only 50.1% and a little over 60% by Education, Engineering, Law and Languages degree holders except the Economics 84.6% and Others holders 86.7% for each. In brief, the total responses of around 75% of respondents accept they get basic knowledge of this subject even though the rest nearly 25% of total respondents is against with it.

Figure 5.2_ The Results of the Survey on Learning Level



The above figure 5.2 clearly shows that the overall and average percentages of the highest, middle and the lowest scores that the all the trainees responded in line with the Learning part of the questionnaires which is from the Q11 to Q15D. In that, the average percentage of positive score is 84.41%, the neutrality is 12.14% and the negative is 3.45% only. For a single question, Q15A and Q15C are responded over 90% with positive score but surprisingly then, Q14 and Q15D are selected just around 70% for the highest scale. And, the rest questions are nearly in average of 85%. All in all, due to the total average positive score mentioned above and a few of negative plus neutral scores of average percentage, it can be regarded that most of the trainees are satisfied with the skill, knowledge and attitude (SKA) given and enhanced by the training program except a few those who responded in negative and neutrality.

5.5 Evaluating Effectiveness at the Behavioural Change Level

According to Kirkpatrick model, behaviour change is measuring to what degree participants apply what they learned during training when they are back on the job. The table 5.8 shown as below shows that how much the participants or trainees are able to change their behaviours and how they will apply the things they learnt in their workplaces after the training course when they back to office.

Table 5.8_ Behavioural Change Level by Respondents based on Sex and Age Groups

Qs	Score	Age & Sex (%)						Total (%)	Average	SD			
		20-30 yrs		30-40 yrs		40-45 yrs							
		M (9)	F (17)	M (21)	F (46)	M (8)	F (9)						
Q17	The overall training program meets my purposes and objectives of the study.												
	N/ AL	0	0	4.8	2.2	0	11.1	2.7	4.72	0.77			
	Some	22.2	11.7	9.5	4.4	12.5	0	8.2					
	M/ VM	77.8	88.3	85.7	93.4	87.5	88.9	89.1					

Q18	My confidence to serve as a leader or staff officer at work improves.							
	N/ AL	0	5.9	0	4.4	12.5	0	3.6
	Some	11.1	17.6	14.3	2.2	12.5	11.1	9.1
	M/ VM	88.9	76.5	85.7	93.4	75.0	88.9	87.3
Q19	I will apply and transfer what I learnt to my colleagues in my workplace.							
	N/ AL	0	5.9	0	4.4	12.5	22.2	5.4
	Some	11.1	11.7	9.5	4.4	0	0	6.3
	M/ VM	88.9	82.4	90.5	91.2	87.5	77.8	88.3
Q20	I feel this training course brings the gap between the high levels and low level employees together.							
	N/ AL	0	0	4.8	4.4	0	11.1	3.6
	Some	11.1	11.7	4.8	4.4	0	11.1	6.3
	M/ VM	88.9	88.3	90.4	91.2	100	77.8	90.1
Q21A	I feel the core value of a civil servant, Honesty getting to develop after training.							
	N/ AL	0	0	4.8	4.4	0	11.1	3.6
	Some	11.1	5.8	9.5	0	0	11.1	4.5
	M/ VM	88.9	94.2	85.7	95.6	100	77.8	91.9
Q21B	Integrity							
	N/ AL	0	5.9	4.8	2.2	0	11.1	3.6
	Some	0	5.9	4.8	4.4	12.5	0	4.5
	M/ VM	100	88.2	90.4	93.4	87.5	88.9	91.9
Q21C	Objectivity							
	N/ AL	0	5.9	0	2.2	12.5	22.2	4.5
	Some	33.3	11.7	9.5	2.2	0	11.1	8.2
	M/ VM	66.7	82.4	90.5	95.6	87.5	66.7	87.3
Q21D	Impartiality							
	N/ AL	11.1	0	4.8	6.6	0	11.1	5.4
	Some	11.1	17.6	9.5	4.4	25.0	0	9.1
	M/ VM	77.8	82.4	85.7	89.0	75.0	88.9	85.5

The Q17 is asking about “The overall training program meets my purposes and objectives of the study”. In the negative score, age between 20-30yrs respond nothing, 30-40yrs old respond each of one with 4.8% of male and 2.2% of female and 40-45yrs old respond 11.1% in both sexes. In the neutral score, the total percentage of the respondents is 8.2% except the female of age between 40-45 yrs old respondents. And, for the positive score in total is 89.1% and so, it is a satisfactory result. To sum up, the average of the whole question is 4.72% and thus, it can be said that nearly 90% of respondents agree

with the statement that they are satisfied with the overall training program because of being able to meet with what they expected beforehand.

The Q18 is asking about “my confident to serve as a staff officer or leader in work improves.” Between 20-230yrs age, female prefer to choose the negative and neutral scores to male while in positive score, male prefer to choose more than female group. Between the 30-40yrs age group, males respond more neutral score (14.3%) than the females (2.2%) but, females made better choice of the positive score than males. Between 40-45yrs age, males would rather choose the negative and neutral scores than those of females. But, in positive score, females’ responses are much better than males. In brief, the average score rate is 4.18% and 87.3% of respondents are confident to serve as a staff officer in their respective jobs.

The Q19 is asking about “I will apply and transfer what I learn to my colleagues in my workplace”. In the negative score, there is a female respondent and no male respondent between 20-30yrs age, two female respondents with 4.4% between 30-40yrs age and between 40-45yrs age, male respond 12.5% and female respond 22.2% respectively. For the neutral score, females in three age groups prefer to respond to those of males. The rest 88.3% of total respondents is the positive score that it is a satisfactory result in general. In brief, the average score is 4.18% and nearly 90% of all respondents are confident to apply and share their knowledge and experience from the training course to their partners in workplace when they finish the training.

The Q20 is asking about “I feel this training course brings the gap between the high levels and low level employees together.” Between 20-30yrs age, even though there is no respondent of negative score in both sexes, the neutral responses of female is two times higher than male and correspondingly, the positive scale chosen by male (88.9%) is a little bit higher in comparing with female rate (88.3%). Between 30-40yrs age group, the negative and neutral

score by female is two times higher than male while positive score is a little bit lower than male. Between 40-45yrs age, male response in full percentage is heading to positive suggestions rather than female. In brief, the average scale is 4.17% and 90.1% of total respondents, especially male respondents believe that training experience can bring the gap between high level and colleagues together to accomplish the organization goals and productivities.

The Q21 as a whole is asking about “I feel the core values of a civil servant such as Honesty, Integrity, Objectivity and Impartiality getting to develop after training.” Regarding this, for the first core value Honesty, the total negative score is 3.6%, the neutral score is 4.5% and the positive scale is 91.9%. In brief, the average score is 4.55 which is meant that a little over 90% of total respondents thought honesty is getting better and increased after the training attended. For the second core value Integrity, the average score is 4.20 and its standard deviation is 0.83%. In that, the negative scale is 3.6% of total respondents, the neutral is 4.5% and the positive score is 91.9% respectively. In short, it can be assumed that because of the training conducted, the integrity of the trainees is motivated to bear in their mind-set to some extent. For the third core value Objectivity, the total negative score is 4.5% especially responded by male and female between 40-45yrs age group and the neutral scale is 8.2% by all age and sex groups except the male between 40-45yrs age. Then, the rest is the positive score with 87.3% and the average score is 4.24%. In summary, over 85% of respondents out of the total percentage agree with the statement that objectivity in their concepts tends to be obsessed due to the privilege of training course. And the last core value of a civil servant called Impartiality, it can be easily found that the total positive score 85.5% and the average 4.13% prove that it is a little bit lower in percentage rather than the above core values. It is because the negative scale 5.4% and the neutral score 9.1% in total responses make it weak and different from others. To sum all up,

with respect to the whole Q21, the mean average is 4.28% and therefore, it can generally be said that 89.15% that is nearly 90% of total respondents feel that they are getting to develop in the core values of a civil servant_ Honesty, Integrity, Objectivity and Impartiality.

Table 5.9_ Behavioural Change Level by Respondents based on Educational Background

Qs	Educational Background	Score (%)		
		No/ A Little	Some	Much/ Very Much
Q17	Bachelor Holder	1.19	7.14	91.67
	Master / Ph.D	3.84	15.38	80.78
Q18	Bachelor Holder	3.57	8.33	88.1
	Master / Ph.D	3.84	7.69	88.47
Q19	Bachelor Holder	7.14	4.76	88.1
	Master / Ph.D	3.84	7.69	88.47
Q20	Bachelor Holder	3.57	11.90	84.53
	Master / Ph.D	0	0	100
Q21A	Bachelor Holder	1.19	2.38	96.43
	Master / Ph.D	7.69	7.69	84.62
Q21B	Bachelor Holder	5.95	4.76	89.29
	Master / Ph.D	3.84	3.84	92.32
Q21C	Bachelor Holder	4.76	8.33	86.91
	Master / Ph.D	3.84	7.69	88.47
Q21D	Bachelor Holder	4.76	11.90	83.34
	Master / Ph.D	3.84	0	96.16

Again, the above table shows that how the trainees respond what they have learnt from the training course in the behaviour change level. Like the reaction level discussed earlier, 84 respondents of bachelor degree holders and 26 respondents which is a combination of master and doctoral (Ph.D) degree holders respectively are categorized. The results of the questions show how the

trainees respond each question based on their educational background and existing knowledge and experiences with respect to the training course. In order to know this result, post-test survey is arranged.

In Q17, it is asking about “the overall training program meets my purposes and objectives of the study”. The responses of bachelor degree holders are a little bit different from the master degree holders in all Likert scales. The bachelor degree holders choose the negative score 1.19%, the neutral score 7.14% and the positive score 91.67% while master and Ph.D holders respond 3.84% in the lowest, 15.38% in the middle and 80.78% in the highest scores respectively. As the difference between these two holders, the bachelor degree holders prefer to choose the highest score rather than the master and doctoral holders. With reference to the total responses, the study shows that most of trainees in both degrees agree that the training program generally meets their purposes during the study except a small amount of people thought a little.

The Q18 is asking about “my confidence to serve as a leader or staff officer at work improves”. Regarding this, both bachelor and master degree holders’ responses in all likert scales are nearly the same. It is because the negative and neutral scores in both types of holders respond nearly 12% in total and the rest positive score is a little over 88% from both. Therefore, it can be concluded that nearly 90% of all respondents are confident to work as a leader or a staff officer after the training program.

The Q19 is asking about “I will apply and transfer what I learnt to my colleagues in my workplace”. With regard to that, though the positive score is not much different from one to another, there is a big difference in the middle and lowest scales because the bachelor degree holders respond 7.14% in negative and 4.76% in neutral scales while the master and Ph.D holders respond 3.84% in negative and 7.69% in neutral scores respectively. To sum, about 90%

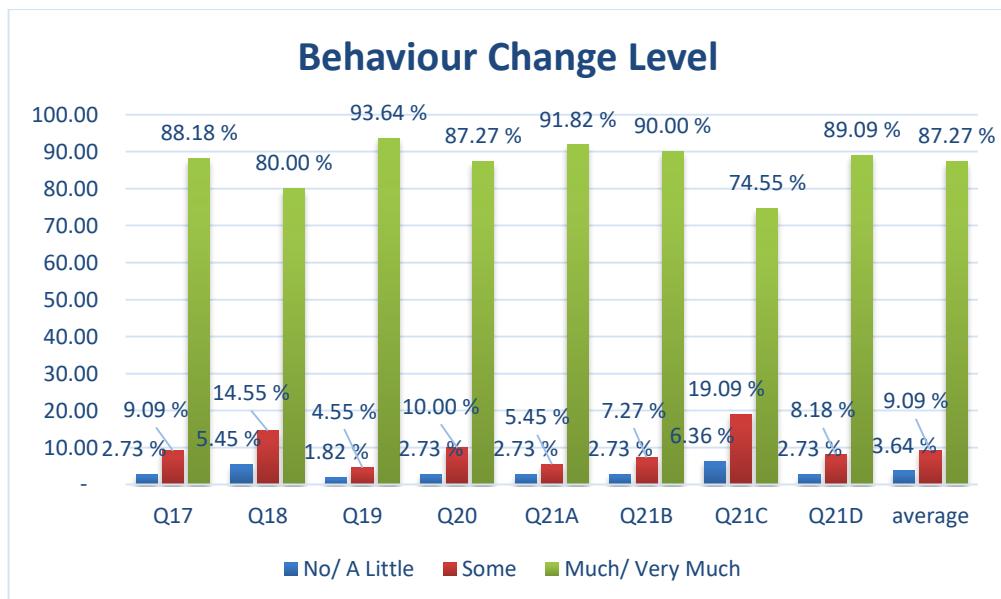
of total respondents in both types of degree holders are considered to apply and transfer what they learnt in their workplaces.

The Q20 is asking about “I feel this training course brings the gap between the high levels and low level employees together”. In this regard, there is a big difference between the bachelor degree holders and master plus doctoral holders. Most surprisingly, the master and P.D degree holders respond full percentage of positive score whereas the bachelor holders choose the lowest 3.57% and the middle score 11.9%. So, it is meant that the master holders strongly agree with the training course that brings the gap between the high and low level officials. On the other hand, 84.53% of the bachelor holders choose the positive score except some 15% of them respond the negative and neutral scores.

In the Question No. 21, there divided into four subcategories of the trainees’ behaviour that are the core values of a civil servant as Honesty, Integrity, Objectivity and Impartiality make them develop to some extent after training or not. With regard to the first core value Honesty, bachelor degree holders prefer to choose the positive score with 96.43% while the master and Ph.D holders respond 84.62% which is less percentage in comparison. And, for the negative and neutral scores, the bachelor holders give 1.19% as the lowest and 2.38% as the middle scores but the master and doctoral degree holders give 7.69% in negativity and the same percentage in neutrality. And, for the Integrity, the bachelor holders would rather respond the negative score 5.95% and the neutral 4.76% than the master degree holders with 3.84% in negative and the same ratio in neutral. For the positive score, the master plus Ph.D holders much respond better with 92.32% but the bachelor holders with 89.29% only. Relating to the Objectivity, there is not much difference found for the positive score from both kinds of degree holders but in the negative and neutral scores, the figures in percentage is different. The bachelor holders mark 4.76% for

negative and 8.33% for neutral scores while the master holders choose just 3.84% for the lowest and 7.69% for the middle scores respectively. Then, for the last subcategory Impartiality, there can be seen a big difference by responding differently in all likert scales that bachelor holders choose 4.76% for the No and A Little scores but the master plus doctoral holders choose only 3.84% for both of these. And then, in comparison of the Much and Very Much scorers, the master holders respond 96.16% but the bachelor holders do only 83.34%. To sum up, nearly 90% of all the total respondents from different academic backgrounds choose as the positive score and the rest only 10% of all respondents respond as the negative and neutral scores. It can therefore be recognized that the majority of the total respondents are satisfied with their behaviour related to the core values of a civil servant which can enhance for their mind-sets after the training even though there is a different educational background for those of individuals.

Figure 5.3_ The Results of the Survey on Behaviour Change Level



With regard to the behaviour change of the trainees, the above-mentioned fixture 5.3 clearly indicates that the individuals of Q17 to Q21D in

the behaviour change level of the questionnaires and their average scores of negative, neutral and positive scales. For the negative score, the average is 3.64% in that Q18 with 5.45% and Q21C with 6.36% are responded at most but the rest are nearly 2.5%. For the neutral score, the average is 9.09% and in that, Q18, Q20 and Q21C are responded over 10% and the rest questions are responded nearly 8%. For the positive score, Q19, Q21A and Q21B are given over 90% and above. Then, Q17, Q20, Q21D are selected around 88% and the rest two Q18 and Q21C are responded under 80% respectively. However, the total average of positive score is 87.27% clearly points out that the majority part of the total number of trainees are able to change their behaviours and mind-sets as a good leader and transfer what they learnt from the training course (SKAs) to their colleagues in their workplaces after the training program.

5.6 Presentation and Interpretation of the Variables

In this part of presentation and interpretation of the variables, the nexus of training effectiveness and the capacity development will be discussed and interpreted in terms of analysing the two main variables and the control variables of them in demographics. In this regards therefore, the two variables of Reaction alternatively what we may call ‘the quality of training’ and “its application in reality after the training” called Behavioural Change would be explained in details with the correlation and regression-shown tables described below by interpreting how they are correlated each other so as to reveal and prove the effectiveness of the training course and through this, the capacity enhancement of the trainees is achieved. For mentioning the further information in details presenting about the effectiveness of the training and the development of the capacity, the dependent variable (DV) is set by all the behaviour change questions from Q17 to Q21 as “the application of what the trainees learnt in their workplaces after training program” and for the independent variable (IV),

six questions_ Q1 and Q5 to Q9 are summarized and encapsulated to be ‘the quality of training’ so as to take measurement and analyse the correlation analysis. Moreover, for the control variables (CV) of the study, the three variables from the background of the trainees in the survey questionnaires that are age, sex and educational background of the trainees are regarded as the control variables in order to measure and prove whether the dependent variable and independent variable are correlated each other with or without influence of those control variables and in other words, the training program is effective for the capacity development of the individual learner or not due to these control variables influenced. So, a multi regression analysis is made with the aim of showing how much all these three types of variables are correlated and effected somewhat and somehow. They are as follows:

Table 5.10_ Correlation of the Reaction and Behavioural Change

		Reaction	Behaviour Change
Reaction	Pearson Correlation	1	.302**
	Sig. (2-tailed)		.001
	N	110	110
Behavioural Change	Pearson Correlation	.302**	1
	Sig. (2-tailed)	.001	
	N	110	110

**. Correlation is significant at the 0.01 level (2-tailed).

The above table 5.10 shows that the two variables_ Reaction and Behaviour Change are significantly correlated. Correlation = 0.302, P-value = 0.001. This means that the Quality of Training directly effects on the Application of what they learnt into their workplaces after the training course.

Table 5.11_ Multi Regression of Reaction and Behavioural Change with Control Variables

ANOVA ^a					
	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>Significance F</i>
Regression	4	92.194	23.048	3.142	.017 ^b
Residual	105	770.179	7.335		
Total	109	862.373			

a. Dependent Variable: Behaviour Change

b. Predictors: (Constant), Edu Back, Age, Reaction, Sex

For the regression analysis, the objective of the research is to study the relation between the effectiveness of the training and the capacity development of the trainees. Therefore, regression analysis is used by the table 5.11 mentioned above in order to check whether the model fit or not. Then, according to the regression of the data analysis, multiple regression is conducted to investigate how well the quality of training predicts the application of the trainees after the accomplishment of the training by means of their control variables. The results are statistically significant $F(1, 109) = 3.14$, $p = .017$. The null hypothesis, therefore, is rejected and has to assume that the model is statistically significant for the relation between dependent variable (Behavioural Change) and independent variable (Reaction). Besides, the identified equation to understand this relationship is behaviour change = 23.95 + .35* (the reaction level of the respondents). The adjusted R squared value is .073. This indicates that 7.3% of the variance in the behaviour change of the respondents is explained by the reaction level of the trainees.

What's more, the following shall be discussed about the independent variable that is the reactions of the respondents (Reaction) and the dependent variable which is what the trainees learnt from the training course and how they changed their behaviours and transfer the knowledge (Behaviour Change) are

explained whether or not it has any indirect or external effects in terms of sex, age and educational background of the respondents.

Table 5.12_ P-value of two variables for the capacity development and control variables

Model	Unstandardized		Standardized		t Stat	P-value		
	Coefficients		Coefficients					
	B	Standard Error	Beta					
Constant	23.950	3.103	-	7.719	.000			
Reaction Level	.356	.113	.293	3.155	.002			
Age	-.101	.418	-.022	-.242	.810			
Sex	.115	.550	.020	.210	.834			
Educational Background	.785	.616	.119	1.274	.206			

The above table 5.12 represents the p-value of independent variable (Reaction Level) plus the dependent variable (Behaviour Change Level) and its control variables (Sex, Age and Educational Background). The result of Reaction Level is $p = 0.002$, and thus, there is statistically significant between the quality of training (Reaction) and the application of what trainees learnt from the training, in other words, the capacity development of the trainees (Behaviour Change). Then, regarding the control variables in this research paper, it describes the p-values of Age, Sex and Educational Background are not less than 0.05, so they are not statistically significant and they do not have any influential impact on the two main variables. And more importantly, the first control variable, age was originally distinguished into three groups of age such as between 20-30yrs, 30-40yrs and 40-45yrs old respectively. With regard to the sex of the respondents, there divided into two types of sex (male and

female) in common and regarding the educational background, the three groups of bachelor degree holders and master and doctoral (Ph.D) degree holders were particularly distinguished in order not to be affected or impacted on the dependent and independent variables. At length, it can be concluded that the control variables do not effect on dependent variable due to the factors explained above and thus, the capacity of the trainees is enhanced through the effectiveness of the training program.

Chapter 6. Conclusion

6.1 Summary of Findings

This paper particularly aims to evaluate the effectiveness of civil service training course for the capacity development of the civil service personnel in Myanmar civil service especially for the gazetted officers those who are in-service officers. In this regards, the complementary purposes include: to explore the Basic Course for Civil Service Officers delivered by the Central Institute of Civil Service of UCSB is helpful or not in terms of the capacity development of the trainees from different backgrounds; to analyse the training effectiveness through the post-test survey collected and conducted; and to explore what UCSB needs to enhance its training course. The training institutes are still necessitated to provide future leaders with the knowledge, skills, and abilities necessary to be competent and confident, and to foster social and professional attitudes and behaviours benefitting to the personal and organizational goals.

Using the Kirkpatrick's evaluation model, this paper specifically examines: (i) the reactions of the civil servants to the training program; (ii) the level of learning by the civil servants through the program; and (iii) the behavioural change or knowledge transfer through the training and then, their application of what they experienced and learnt from the training course to the real life in the workplaces. After analysing and interpreting the feedbacks of the survey, the findings of this study highlight some of the strengths and weaknesses of the training.

In the reaction level, it refers to get trainees' satisfactions for like or dislike of the training program based on their working experiences in their office daily activities with respect to the course structure, teaching and learning materials, teaching methods and training schedule and so forth. The descriptive

analysis of the sample population showed that the ratio of the female with the 72 respondents is nearly two times higher than the male of total 38 respondents. Out of the two sex groups, 30-40 years age group mostly join the training course. Regarding the educational background, the ratio of bachelor degree holders is much higher than the master and doctoral degree holders with the 84 bachelors and 26 masters plus doctors respectively.

Firstly, the total number of ten questions_ Q1 to Q10 are asked for the Reaction level so as to analyse if the quality of the training is good or not for all the trainees depending on the individual working experience at office worksite. So, it is recognized as the independent variable of the study that based on the results responded, the quality of the training is getting to know how much it is effective for the capacity development of the trainees. The aim of asking this part of reaction is to test whether the currently conducting training course is effective for all the participants in different age, sex and academic background or not. Regarding this, it is found that the average satisfactory (positive) score is 87.73% and from among these, the only one Q4 which is asking about the training course prioritizes theory-based lecture is responded with the highest positive score with 94.55% and five questions (Q1 to Q3, Q5 and Q10) are scored around 92% and the two questions (Q7 and Q9) are given the score with around 87%. It means that the trainees are satisfied with these questions relating to the quality of training program is considered to be effective. However, the rest two questions are Q6 asking if the teaching and learning materials are enough and Q8 asking whether the time allotted for the training is sufficient. With these, Q6 is responded by the positive score with 73.64% while the negative and neutral scores is 26.36% and Q8 is chosen by the positive score with 75.45% whereas the negative and neutral scores is 24.55% respectively. It means therefore that nearly 25% of negativity shows that one fourth of the trainees are not satisfied with the materials used in training and the schedule of

the training program. In other words, it can be said that learning and teaching materials are still in need for the training and the timetable for scheduling all subjects of the training needs to be monitored, reviewed and rescheduled.

With respect to the learning part, totally six questions are asked to know about the trainees can improve to what extent of knowledge, skills and attitudes. In that, the total average positive score is 84.81%, the neutral is 12.14% and the negative is 3.45% respectively. To go deeply further, Q15A and Q15C are responded over 90% in the positive score. Then, Q11 to Q13 and Q15B are given 80% and above in the positive score as well. Nevertheless, Q14 asking about satisfactory level of outside lecturers makes the trainees improve or not, is responded the negative and neutral scores is with 26.35% and the highest score is with only 73.65%. This means that over one fourth of participants in ratio are not satisfied with the outside lecturers in the training program and thus, it can be regarded that they prefer in-house trainers rather than those who come from outside and give lectures in the training course. Likewise, the negative and neutral scores of Q15D which is asked about the training can improve to what extent of Computer and IT skill is responded by the total rejected percentage of 29.09% in terms of the negative score with 9.09% and the neutral with 20% while the positive scale in ratio is just 70.91% given. It also means that nearly 30% of total participants think that the training program cannot improve their capabilities of handling and manipulating computer and IT skills for their personal improvement. In other words, it can be said that the Computer and IT subject teaching still needs to be upgraded for the sake of capacity enhancement of the trainees in future.

Besides, the Q16 asking about seven subjects (Political Science, Management, Law, Economics, Sociology, English and ICT) currently conducting in the training program can improve to what extent of the knowledge of the trainees. Regarding this, an approach of different educational

backgrounds for all trainees those who come from different ministries and government organizations is categorized into seven different specializations (majors) as Education, Medicines, Engineering, Economics, Law, Languages and Others so as to analyse and discover how much they can improve their related knowledge about the training subjects. In that, it is found that the two subjects named Management and ICT are responded by very low percentage in positive scores which is less than 80% if compared with the other subjects. It means that some trainees are not likely to accept the improvement of knowledge about Management and ICT subjects and so, it proves that these two subjects should be made monitoring and review on the modules and contents. Except these two subjects, the rest five subjects are responded by the positive score of average 90% and above. Therefore, it can generally be said that political science, law, economics, sociology and English subjects are fairly good enough to continue teaching in the training.

With subject to the behaviour change level, the aim of the study is to get to know how much the trainees change their behaviour and transfer the knowledge in their workplaces after the accomplishment of training program. Then, Q17 to Q21D are asked to discover their application of knowledge in their daily life of office work. Regarding this, Q18 is asked about the trainees' confidence to serve as a staff officer or leader at work improves or not. The positive score is responded just 80% and the negative and neutral scores are relatively selected 20% in terms of the negative with 5.45% and the neutral with 14.55% respectively. So, it is alternatively meant that one fifth out of all participants in training think that due to the training attended, they do not have confidence to serve as a staff officer or leader at work. Even though the majority part of all participants agree that they have improved confidence to work as a good leader due to training, the 20% of disagreement upon it is not a should-be ignorable issue. So, some kind of positive actions to reinforce and regulate very

well relating to the confidence of trainees is a must to settle and figure out. Again, Q21C is asking whether one of the core values of a civil servant, Objectivity getting to develop after training or not. In this regard, it is surprisingly found that the combination of negative and neutral scores is responded with 25.45% in which the neutral scale is 19.09% and the rest is negative with 6.36% that are comparatively much more than other questions in this level. Then, the positive or highest scale is only responded with under 75% exactly with 74.55%. It is therefore that like the above Q18 here in this question again, it proves that a little over 25% out of total respondents, in other words, approximately 28 people out of the total 110 trainees do not think they have developed regarding the objectivity of core value. Otherwise, they may not understand what the core value, objectivity is or they cannot adapt with such kind of behaviour change with the concept of objectivity. Apart from these two questions, the overall responses of behaviour change is around 90% in the positive score and the negative and neutral scores is nearly just 10%. Thus, it can vividly be seen that nearly almost trainees can change their behaviour after the training program or they can transfer knowledge of what they learnt from the training into their colleagues at the respective workplaces except a very few people are reluctant to change or hard to transfer what they learnt from the training course.

6.2 Conclusion

In this conclusion part of the research, this study explored that the evaluation of training program in terms of Kirkpatrick model and it continues to find out the effectiveness of training programs and the capacity development of Myanmar civil service. It has discovered the main current strengths, weaknesses and the needs to be fixed and supplement for the following training programs based on analysing the Basic Course for the In-service Officers Batch No. (55). In doing so, the survey was conducted in terms of the three levels of

Kirkpatrick's training evaluation model in that Reaction level is tested to result the quality of training is good enough for the trainees which is set as the independent variable, and the Behaviour Change is designed to find out the application of what the trainees learnt from the training program into their workplaces which is set as the dependent variable. And then, the three demographic questions or facts_ age, sex and educational background are set as the control variables of the study so as to know how much they get influenced upon the main two variables.

This paper reflects the fact that effective training is the most effective methods to improve the capacity or human resource of the civil service sector. In the developed and developing countries, both public and private sectors are giving an emphasis on training for their employees to increase an individual ability and to improve organizations' productivity or services. However, the ways to conduct training programs for human resource development will be different based on the various kinds of institutional strategic implementation plan and the goals they are aiming at. Hence, most of the organizations invest the large amount of money in providing training courses. It means that training is very obvious and important to enhance the capacity and capability of employees and it can consecutively bring human resource development as well. The organizations which have good training programs will possess better service delivery for the public than the other organizations which are lack of good training programs for their employees. Therefore, the effectiveness of training program would impact on the improvement of public service delivery and it could be taken part of the economic development for the nation.

In addition, this study tries to prove that the effective training can enhance the civil service performance that is the requirement for development of human resource and through this, it leads to the good governance and clean government mechanism. It is then noticed that training should be able to

enhance the capabilities of individual performance and more importantly, it can be together with the organizations service quality. If the training programs are not effective and provided to create organizational competency and reflect a sound resultant effect, the employee performance could not be efficient and that will lead to negative outputs and impacts on the whole government mechanism. That's why, each and every government organization needs to distinguish the requirements for training need analysis such as what kinds of knowledge, skills, attitudes, competence, behaviour, conceptual and operational capacity and these can be developed through training and these can be necessitated to transform in policy reform and administrative reform. In addition, the effectiveness of training also plays pivotal role in significant improvement in human resource development in order to achieve the public trust and the national economic growth.

At present, the Union Civil Service Board is giving a variety of trainings to the nationwide civil servants from respective ministries and government organizations in central and local governments. It is obviously considered that the civil servants who have already given training are smarter, more flexible and sociable than those who have not given especially in realizing and applying the civil service rules and regulations, code of conduct, and government policies and instructions to implement for the betterment of people. The difference between those who finished training and those who did not is the understanding about the deliberation. In line with the purpose of the study, it is found that the training program conducting by the Central Institute of Civil Service (Upper Myanmar) is effective and it can generally improve the capacity development of the civil service personnel in Myanmar. To put it simply, the overall training program is satisfactory but in some of the questions responded by the participants tend to be negative and neutral because of their wish to make better and upgrade the current training course. In the reaction level, it is

discovered that the teaching and learning materials (TMLs) are not enough in the training course and the time allotted for the training is not sufficient. In the learning level, it is found that the trainees' satisfaction regarding the outside lecturers needs to manage and make better assessment and; the computer and IT skill requires to upgrade and needs to provide some improvement of teaching techniques in useful and effective manners for the trainees. In the reaction level, some trainees point out that the trainers should give an emphasis of teaching on the core values of a civil servant especially addressing the objectivity.

In the last part of survey questionnaires, all the respondents or trainees are urged with the two suggestive questions to freely make the necessary comments as they think and wish regarding the strengths and weaknesses of the training course as a whole. In this regard, it is found that most of the trainees gave both the strengths and weaknesses but some only gave positive comments and some did negatives only. As the result, the trainees freely responded with the aim of the current training to be better and fulfilled for the future. So, the strengths of the training revealed are as follows:

- (a) Conducting the genuine training in order for enhancing the performance of civil service personnel
- (b) Being a training course in which a variety of fruitful and useful subjects are taught in the right place for all service personnel in general
- (c) Having an opportunity to friendly network from a variety of different ministries and government organizations
- (d) Accessibility of cooperative doing business in ease from one office to another after the training program
- (e) Taking an advantage of personal capability at workplace due to the transformative teaching techniques such as individual and group presentations in training

- (f) Staying away from working under pressure and minimizing the cost of general expenses during the training period
- (g) Realizing and adapting the time management due to fair and fixed schedule of training

On the other hand, the weaknesses of the training suggested are as follows:

- (a) Teaching too many subjects and disarrangement of time allocation and its subsequent effects like more or less impact on effectiveness of the training
- (b) Unchanging contents and syllabuses in some subjects though being old fashioned and inappropriate to date
- (c) Imbalance of taking disciplines between the sex difference for the male letting free and the female strictly behaved
- (d) Letting some to drink alcohol and play gambling at the male hostels and its consequence is disturbance for those whose wishes are in regular and peaceful study
- (e) No obvious progress found in messing after increasingly impose of dining cost for the trainees though
- (f) Having very often disputes and biases of undue nepotism regarding the case of awarding the best cadet (an ideal trainee from the whole program)

In conclusion, the improvement in training effectiveness can directly be facilitated with the awareness of the trainees focusing on the objectives and contents of the training courses, continuity and utilization of skills, knowledge and attitudes learnt from training into the actual workplace and proper implementation of the training programs. Since there are positive empirical evidences for the levels of reaction, learning and behaviour change (knowledge transfer) through the training program, this study advocates that the Basic

Course for the Civil Service Officers (In-service Officers) conducted by the Central Institute of Civil Service is effective and enhance the individual capacity of the trainee to some extent. Hence, it is better to continue and upgrade conducting the existing training programs and managing the following courses in the future.

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Appendix

Training Evaluation Form

The following questions are asked for your perspectives on the current training program. You can answer them either with Myanmar or English language. The information you give will be kept confidentially. So, please freely participate in this test. Participation in this test will highly appreciate to you.

Background of Trainees

1. Ministry/ Department.....
2. Position/ Rank.....
3. Age (a) 20-30 () (b) 30-40 () (c) 40-45 ()
4. Sex (a) M () (b) F ()
5. Educational Background.....

Part I_ Reaction

Please a tick (✓) or cross (X) to indicate your perception of responses on the followings.

Sr.	Questionnaires	No	A Little	Some	Much	Very Much
Q1.	Objectives of the training are clearly defined.					
Q2.	Training course is a good use of my time.					
Q3.	Training course is relevant to my job.					
Q4.	The training course prioritizes theory-based lectures.					
Q5.	The training content is organized and easy to follow.					
Q6.	The teaching and learning materials are enough.					
Q7.	The training course encourages exchanged information and expression of ideas.					
Q8.	The time allotted for the training is sufficient.					

Q9.	The trainers are knowledgeable about the training topics.					
Q10.	This training course develops my ability to work as a good staff officer or leader.					

Part II_ Learning

Please specify your perception in the followings.

Sr.	Questionnaires	No	A Little	Some	Much	Very Much
Q11.	I am pleased with this training course improves my overall skills, knowledge and attitudes.					
Q12.	I am convinced this training experience meets my personal and professional needs.					
Q13.	I am confident to be able to apply my learning in my professional career and workplace.					
Q14.	I am satisfied with outside lecturers of high level officials upgrade my existing knowledge and experiences.					
Q15.	Please answer how much your skills below has improved due to the training course.					
<ul style="list-style-type: none"> • Office Management and Leadership • Presentation and Negotiation • Socializing and English Competency • Computer and Information & Technology 						

Q16.	Please answer to what extent of your knowledge below has improved regarding the subjects you have learnt in the training course.					
<ul style="list-style-type: none"> • Political Science • Management • Law • Economics • Sociology • English • ICT 						

Part III_ Behaviour Change

Please freely suggest any comment in the following sentences.

Sr.	Questionnaires	No	A Little	Some	Much	Very Much
Q17.	The overall training program meets my purposes and the objectives of the study.					
Q18.	My confidence to serve as a leader or staff officer at work improves.					
Q19.	I will apply and transfer what I learnt to my colleagues in my workplace.					
Q20.	I feel this training course brings the gap between the high levels and the low level employees together.					

Q21.	I feel the followings of my behaviour that are the core values of a civil servant getting to develop after training.
• Honesty	
• Integrity	
• Objectivity	
• Impartiality	

Please feel free and answer the following questions. And, you may also give necessary comments as you think and/ or wish.

Q1. Please write down the strengths of the training programme.

.....
.....
.....

Q2. Please write down the weaknesses of the training programme.

.....
.....
.....

Thank you very much for your kind cooperation and valuable time to respond completing the training evaluation form. This form will assist to progress the training program with necessary continuous improvement actions.

국문초록

공무원 교육훈련과정의 효과성 분석:

미얀마 연방인사위원회(UCSB)의
중앙행정기관(CICS)에 대한 사례분석

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글로벌행정전공

미얀마 내 민간 주도의 정부는 현재 중앙과 지방 모두에서 연방 민주적 정치 시스템을 도입하기 위해 정치, 경제 및 사회 개혁을 포함한 모든 분야에서 큰 변화를 꾀하고 있으며, 이러한 현 상황에서 미얀마 정부는 매우 많은 내부 갈등과 외부적 어려움에 직면해 있다. 이 때문에 민주적 통치체제를 구축하고 정부가 내놓은 정책, 목표, 전략을 이행하는 것은 다른 분야에서의 혁신과 마찬가지로 공무원의 중요한 역할이다. 2017–2020년 공무원제도개혁(CSR) 전략 실행 계획은 2017년에 시작되었으며, 특히 미얀마의 UNDP 금융 및 기술 지원을 위한 개발 파트너들과 미얀마 연방인사위원회(UCSB)의 협력 하에 점차적으로 발전하여 왔다.

교육훈련은 공무원들 스스로의 내적 가치 증대를 도울 수 있어 역량강화를 위한 가장 강력한 도구로 사용될 수 있다. 따라서, 본 연구는 훈련 과정을 통한 공무원들의 역량 강화를 분석한다. 이러한 목적을 위해, 본 연구는 연방인사위원회(UCSB) 산하 기관인 CICS(미얀마 북부)의 공무원 기본 과정(55 기)에 참석한 연수생을 대상으로 설문조사를 실시한다. 본 연구는 다음과 같은 여섯 개의 장으로 구성되어 있다: 서론(제

1 장), 연구 배경(제 2 장), 문헌 검토(제 3 장), 연구 방법론(제 4 장), 데이터 분석 및 검토(제 5 장), 결론(제 6 장).

본 연구에서는 CICS(미얀마 북부)에서 근무하는 110 명의 참가자에 대한 사후실험조사 실시를 통해 Kirkpatrick 의 평가 모델을 적용하여 교육훈련의 효과를 측정하는 것에 대한 피드백을 파악하였다. 평가 모델은 훈련 프로그램의 강점과 약점을 깨닫는데 필수적이다. 본 논문은 설문조사의 전반적인 피드백을 반영한다. 설문조사는 교육훈련과정이 여전히 교육 및 학습 자료, 시간 할당, 외부 강의의 배치 등에서 약점을 가지기 때문에 이를 주시, 검토 및 평가해야 한다는 것을 분명하게 나타낸다. 또한 이 때 객관성, 컴퓨터 및 IT 기술을 실무상 효과적으로 적용하는 방법 등 공무원이 지녀야할 핵심 가치에 주력하여야 한다. UCSB 의 CICS 에서 가르치는 과목들 중 관리와 정보통신기술(ICT)은 다른 과목과 비교했을 때 응답자들이 가장 낮은 점수를 받는 과목이다. 이는 훈련생들이 이러한 과목들에 잘 적응하지 못한다는 것을 의미한다. 비록 이러한 약점들이 존재하더라도, 전반적으로 훈련 코스는 훈련생들의 역량을 강화시킬 수 있다. 그 결과, 훈련생들은 향상된 기술, 지식, 태도와 리더로서의 업무 자신감을 가지고 그들이 배운 것을 업무에 적용하며, 이는 그들 자신은 물론 직무 공동체에 긍정적인 영향을 미치게 된다.

주제어: 교육 훈련, 능력 개발, 공무원, Kirkpatrick 훈련 평가 모형

학번: 2017-24448

ACKNOWLEDGEMENT

First and foremost, I would like to give many thanks to my thesis advisor, Professor KilKon Ko for his guidance, great patience, kindness and strong supports to me. I would also like to extend my gratitude to the members of the thesis committee, Professor Huck-ju Kwon and Professor SuKwon Lee for their appreciated suggestions, explanation and comments for the successful achievement of this research paper. My sincere thanks go to Seoul National University for awarding me the scholarship and in particular, the Pohang Steel Company (POSCO) for providing the financial support to this study.

I would also like to thank to the Dean of the Graduate School of Public Administration, academic professors for their effective and efficient teaching and providing knowledge for my ability, Ms. Yongmi Lee and her assistants for their supportive helps during in my schooling time of SNU, Korea.

Furthermore, I would like to express my sincere thanks to H. E Dr. Win Thein, the Chairman of the Union Civil Service Board for the permission of conducting survey and my executive and senior officials and colleagues in my office and particularly in the Central Institute of Civil Service (Upper Myanmar) providing me their perspectives on my survey questions in preparing this research paper and friends from GMPA for their kindness and sharing their knowledge. Finally, I would love to extend my heartfelt appreciation to my family for their mental help in overcoming some difficulties that I had experienced during my stay and study in Seoul, the Republic of Korea.