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**TRAINING AND DEVELOPMENT PRACTICES AFFECTING
EMPLOYEE PERFORMANCE OF MYANMAR AIRWAYS
INTERNATIONAL**

**AR YU
MHTM II – 1**

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EMPLOYEE PERFORMANCE OF MYANMAR AIRWAYS
INTERNATIONAL**

**A thesis submitted to the Board of Examiners partial fulfillment of the
requirement for the degree of Master of Hospitality and Tourism Management
(MHTM)**

Supervised By:

Dr. Aye Thu Htun

Professor

Department of Commerce

Yangon University of Economics

Submitted By:

Ar Yu

MHTM II – 1

MHTM Batch 1

Yangon University of Economics

ACCEPTANCE

Accepted by the Board of Examiners of the Department of Commerce, Yangon University of Economics, in partial fulfillment for the requirements of the Master Degree, Master of Hospitality and Tourism Management (MHTM).

Board of Examiners

.....

(Chairperson)

Prof. Dr. Tin Tin Htwe

Rector

Yangon University of Economics

.....

(Supervisor)

Prof. Dr. Aye Thu Htun

Professor

Department of Commerce

Yangon University of Economics

.....

(Examiner)

Prof. Dr. Thynn Thynn Myint

Professor / Head

Department of Commerce

Yangon University of Economics

.....

(Examiner)

Prof. Dr. Aye Thanda Soe

Professor

Department of Commerce

Yangon University of Economics

.....

(Examiner)

Prof. Dr. May Su Myat Htway Aung

Professor

Department of Commerce

Yangon University of Economics

JUNE, 2024

ABSTRACT

The study aims to determine MAI Airline's training and development practices and to evaluate the impact of these practices on employee performance. In order to comprehend the impact of training and development practices on employee performance at MAI Airline, the quantitative research method is implemented. The straightforward random sampling method is employed to acquire data using questionnaires. A sample of 150 cabin crews (50%) are taken from 300 cabin crews of MAI Airline. According to the result of regression analysis, on-the-job training, off-the-job training, and evaluation of training have a positive effect on employee performance at MAI Airline. Evaluation of training has the largest effect on employee performance of MAI Airline. It is found that MAI evaluates the results of the training. This includes assessing outcomes such as cost savings, improvement in quality, and enhanced customer satisfaction. By measuring the results, MAI aims to ensure the effectiveness and success of the training programs. To improve employee performance, MAI should assess trainees' reactions to gather valuable feedback on aspects such as the relevance of program materials, quality of facilities, effectiveness of teaching methods, content comprehensiveness, trainer competence, session durations, and overall program relevance. MAI should also evaluate employee behavior change to assess the improvements of their performance in the workplace after receiving the training program.

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CHAPTER I

INTRODUCTION

The tourism sector and the aviation industry are intrinsically linked, as tourism relies heavily on-air travel for both domestic and international tourists. The aviation industry serves as the transportation backbone for the tourism sector, facilitating the movement of tourists from one destination to another. Without effective air transportation, the tourism sector would suffer, and the industry's growth would be hindered (Camilleri & Camilleri, 2018).

Businesses must invest in human capital to guarantee their survival and expansion, as it is considered the organization's most valuable asset. The organization must guarantee that it recruits and retains a workforce that is well-motivated, committed, and skilled (Strober, 1990). This entails the implementation of measures to evaluate and meet the future requirements of individuals, as well as to cultivate and improve the inherent capabilities of individuals, including their potential, contributions, and employability, through the provision of learning and continuous development opportunities. Organizations are now scrutinizing every facet of their operations in response to the intense competition on a global scale, asking how each function and process can benefit their strategic objectives. Training and development departments are also under pressure to demonstrate their organizational value in the same way. According to Steed (1999), this is due to the fact that organizations invest a significant amount of time, effort, and money in employee training, yet the benefits of these efforts are not readily apparent in terms of enhanced performance. In order to be beneficial, training and development must be meticulously organized and executed in a systematic manner. The capacity of a firm's staff is a significant factor in the ability to achieve the intended objectives, particularly in performance-driven enterprises.

Consequently, human resources are acknowledged as a critical resource for achieving success. The rapid tempo of technological and global development has resulted in new changes for firms. In order to execute a particular mission, competencies and capabilities are required due to technological advancements. All corporations must implement more effective and advanced training and development programs to address these obstacles. Effective training and development programs facilitate the establishment of a learning environment that is highly conducive to the

workforce and equip them with the necessary skills to address anticipated challenges in a timely and efficient manner (Tai, 2006).

The assertion that training and development activities have a positive impact on the performance of individuals and teams is adequately supported by the available evidence. The aviation industry's efficient operation and the tourism sector's requirements are significantly influenced by training and development programs. These programs ensure that aviation professionals, such as pilots, flight attendants, ground staff, and maintenance crew, possess the necessary skills and knowledge to perform their roles efficiently and safely. Properly trained aviation personnel not only enhance the overall quality of service but also contribute to the safety and security of air travel, which is of paramount importance to the tourism sector.

Training and development play a crucial role in the success and growth of Myanmar Airways International (MAI) Airline. As a leading airline in the industry, MAI recognizes the importance of investing in its employees and equipping them with the necessary knowledge, skills, and abilities to excel in their roles. MAI Airline prioritizes the safety and security of its passengers above all else. By providing comprehensive training programs, the airline ensures that its employees, especially the cabin crew members, are well-prepared to handle any emergency situation effectively. From understanding safety procedures to handling medical emergencies and safeguarding against potential risks, well-trained cabin crew members are capable of prioritizing the safety and well-being of passengers, contributing to the airline's impeccable safety record.

Moreover, MAI Airline strives to provide a superior travel experience to its passengers. Training and development programs provide employees with the requisite skills and knowledge to provide exceptional customer service. The cabin personnel members are trained in the areas of effective communication, conflict resolution, cultural sensitivity, and personalized service, which allows them to accommodate the diverse requirements and preferences of passengers. MAI Airline guarantees that each interaction with passengers is indicative of its dedication to service excellence by investing in training. The aviation industry is highly regulated, with constantly evolving standards and protocols. At MAI Airline, employees are guaranteed that they are informed about industry regulations, best practices, and emerging trends through training and development programs. This knowledge enables the airline to maintain compliance with aviation authorities and adapt to changing requirements smoothly.

By keeping its employees informed and equipped with the necessary expertise, MAI Airline is at the forefront of industry compliance.

In light of this, this research examines important factors influencing training and development strategies that impact MAI Airline employees' performance. This research looks at the following variables: employee performance, evaluation of training, on-the-job training, off-the-job training, and training needs assessment. Training needs assessment involves identifying performance gaps where training could help. It is a crucial first step to designing effective training programs. On-the-job training provides skills development through real work activities like coaching and apprenticeships. In contrast, Off-the-job Training uses methods like lectures and simulations away from the work environment. Evaluation of training assesses program effectiveness and identifies areas for improvement. Ultimately, the impact of training is reflected in employee performance - how well workers perform their jobs. By analyzing these critical aspects of organizational training will offer valuable insights for enhancing practices and improving employee performance in MAI Airline.

1.1 Rationale of the Study

Studying training and development practices in the aviation industry within the tourism sector contributes to the safety and security of air travel. The aviation industry places a strong emphasis on safety, with rigorous training programs to equip professionals with the necessary skills and knowledge to handle emergencies and ensure passenger well-being. By studying these practices, professionals in the tourism sector can gain insights into safety protocols and implement similar standards within their own operations, ultimately safeguarding the welfare of tourists.

While development deals with the broad increase and growth of individual ability and capacities via conscious and unconscious learning, training deals with imparting specialized skills to execute specific jobs. Enhancing employee capabilities is the primary goal of training and development, which aims to optimize the efficacy and efficiency of the company's human resources. In his book, Armstrong (2009) made it abundantly evident that companies might gain from training and development by gaining the "heart and minds" of their staff members, which would encourage them to connect with the company, put in more effort on its behalf, and stay on board.

Employee performance is justified by its central importance to organizational success and effectiveness. The airline business places great importance on employee performance, which is comprised of several factors such as productivity, job quality, customer service, and adherence to safety regulations (Armstrong & Baron, 2005). This research is to give important insights into the efficacy of current training activities at MAI Airline and suggest potential for boosting employee skills and performance outcomes by looking at how training and development strategies affect employee performance.

The training and development of employees play a crucial role in shaping the overall passenger satisfaction in MAI Airline. A well-trained and skilled workforce can significantly enhance the quality of service provided to passengers, ensuring a memorable travel experience. Training programs enable employees to understand and appreciate the cultural diversity of passengers. MAI Airline operates on both domestic and international routes, serving a diverse range of passengers from different cultural backgrounds. When passengers feel understood, respected, and valued, their satisfaction levels increase significantly.

Any organization's long-term performance is largely dependent on the caliber of its people resources. This is so that a firm may get its competitive edge. Human resources are a strategic resource. By creating training and development programs that are relevant to the changing environment, one may gain a competitive edge. To satisfy consumers' growing expectations, service quality improvement is a constant need in service-oriented companies like MAI Airline.

One of the challenges faced by MAI Airline is the risk of providing cabin crew members with outdated training modules. As the aviation industry evolves rapidly, with new regulations, technologies, and customer expectations emerging, it is essential to regularly update training materials and programs. Outdated training content may result in a gap between the skills learned during training and the actual requirements of cabin crew members, ultimately compromising their performance. Another critical challenge is the availability of sufficient training resources, including trainers, facilities, and equipment. Limited resources might lead to inadequate training experiences for the cabin crew members, hindering their skill development and ability to perform at their best. It is crucial for MAI Airline to ensure that training resources are allocated adequately, allowing for effective and comprehensive training session.

Three factors led to the selection of MAI (Myanmar Airways International) airline as the research topic for the investigation of the impact of training and development on employee job satisfaction and organizational performance. Firstly, MAI has established itself as a prominent airline in Myanmar, serving both domestic and international destinations. Its operations and growth in the aviation industry make it a suitable candidate for studying the impact of training and development practices on organizational performance. Secondly, MAI's commitment to training and development is evident in its efforts to provide a high level of service to its passengers. By examining MAI's training and development programs, it becomes possible to gain insights into how these initiatives contribute to enhancing organizational performance, such as operational efficiency, customer satisfaction, and financial success.

Though training and development hold great potential to enhance the performance of cabin crew members at MAI Airline, certain challenges can impede their effectiveness. It is crucial for the airline to address these challenges by updating training modules, ensuring sufficient resources, providing continuous learning opportunities, establishing robust evaluation processes, and fostering a supportive environment for applying training in daily operations. Through the resolution of these issues, MAI Airline will be able to optimize the advantages of learning and growth, leading to enhanced worker productivity and general aviation sector prosperity. Thus, the purpose of this thesis is to examine how employee performance (cabin crew) at MAI Airline is affected by training and development.

1.2 Objectives of the Study

The main objectives of the study are:

- To identify the training and development practices of MAI Airline and
- To analyze the effect of training and development practices on employee performance at MAI Airline.

1.3 Scope and Method of the Study

This study focuses on training and development practices and their effect on performance of cabin crews in MAI Airline. MAI offers various types of training to cabin crews, including safety and emergency procedures, customer service excellence, cultural sensitivity, first aid, and in-flight service protocols. This study uses both

quantitative and descriptive research methods. In this research, primary and secondary data are also utilized. The study's target demographic consists of MAI Airline cabin crew members. Based on MAI (2024) statistics, the number of cabin crew members at MAI Airline is around 300. Using a simple random selection technique, 150 cabin staff members are chosen in order to gather the main data. The time frame for gathering data was May 1–May 31. Research journals, articles, theses, relevant text books, and other research publications are utilized for secondary data.

1.4 Organization of the Study

This research is divided into five chapters. The first chapter serves as an introduction, outlining the goals, methodology, scope, structure, and justification for the research. In the second chapter, the theoretical underpinnings of employee performance, training and development, human resource management, and the conceptual framework are briefly reviewed. The profile of MAI Airline and its training and development procedures are included in Chapter 3. The investigation of how employee performance at MAI Airline is impacted by training and development is covered in Chapter 4. The conclusion, coupled with the debates and results, recommendations, and the need for further study, is covered in Chapter 5.

CHAPTER II

THEORETICAL BACKGROUND

The ideas of employee performance, related theories, prior research, training and development practices, training process, and conceptual framework of the study are all included in this chapter.

2.1 Concept of Training and Development

Training, according to Armstrong (2001), is the formal, systematic alteration of behavior via learning that results from teaching, development, and planned experience. The process of giving the workforce the information, abilities, and attitude needed to take on job obligations is known as training. On the other side, staff development focuses on enhancing an employee's capacity for future environmental needs and adaptability. According to Holden and Beardwell (1994), training and development is a deliberate process to alter behavior, knowledge, or attitude via learning experiences in order to perform well in a variety of tasks. Training may help speed up learning in a complimentary way, as shown by Reynolds et al. (2004).

It is best to save it for circumstances that call for a more focused approach to people development rather than using it as a general-purpose, all-encompassing answer. Additionally, he said that the traditional training paradigm tends to focus more on subject-specific information than on developing fundamental learning skills. Development is a comprehensive, long-term educational process that employs a methodical, structured approach to teach management staff general-purpose conceptual and theoretical knowledge. Development, in the words of Campbell (1992), entails personal development and self-realization within a brand basis. A more comprehensive approach to knowledge and skill development training was proposed by Sharp et al. (2000).

He made the suggestion that he is more interested in an employee's potential than their current skill set and sees them as flexible resources with the goal of fostering personal development and realizing their potential. According to Armstrong (2001), individual development is the advancement of a person's career with management support, encouragement, and direction. Enhancing staff competency via training and development gives businesses a competitive edge and promotes

organizational success. Employers may also meet the demands of their employees via training and development. Employers maintain long-term employability and assist workers build their own competitive edge by providing training and development opportunities. Development suggests that development is accomplished gradually and that it is a continuous process, which is consistent with the focus on lifelong learning (Fareed et al., 2016).

2.2 Training and Development Practices

Practices for training and development include a variety of actions intended to improve the competencies, expertise, and skills of workers within an enterprise. Enhancing employee performance and organizational effectiveness requires these practices. Noe et al. (2017) state that needs assessment, program design and delivery, and effectiveness evaluation are all included in training and development practices. These practices may be found in a variety of settings, including as workshops, seminars, e-learning, on-the-job training, and off-the-job training. For firms to stay competitive and adjust to changing market conditions, training and development are essential (Noe et al., 2017). Organizations may increase employee performance, retention, and happiness by investing in employee development, which will eventually help the firm accomplish its objectives.

(a) Training Needs Analysis

An organized procedure for examining and compiling training needs that serves as the foundation for the training program is called a training needs analysis (Itika, 2011). Three essential elements are included in this process: task analysis, individual analysis, and organizational analysis. Organizational analysis makes ensuring that the training is in line with the larger aims and tackles macro-level performance concerns by looking at the organization's strategic goals, resources, restrictions, and external environment. Task analysis focuses on identifying specific tasks performed by employees, delineating the skills, knowledge, and abilities required for effective task execution, and assessing performance standards. Individual analysis evaluates the current performance levels of employees, identifies gaps between actual and desired performance, and determines the underlying causes of these gaps, which may include deficiencies in skills, knowledge, or motivation.

(i) Organizational Analysis

Different operational measurements of an organization's success are a valuable source for organizational study. Detailed studies of HR data might reveal shortcomings in training on an ongoing basis. It is possible to identify departments or areas with high absenteeism, poor performance, high turnover, or other shortcomings. (Itika, 2011) Training goals may be created after such issues have been examined. The following are examples of specific information sources and practical steps for an organizational-level needs analysis: Customer complaints, accident reports, equipment usage statistics, observations, Training Committee observations, exit interviews, and waste/scrap/quality control data are all examples of grievances. (Itika, 2011).

(ii) Task Analysis

Analyzing the tasks carried out by the organization's employees is the second method for determining training requirements. It is essential to understand the organization's work needs in order to do this analysis. Job requirements and descriptions include information on the abilities and performances anticipated of workers in order for them to do the assigned tasks. Training needs may be determined by comparing work requirements with employees' knowledge, skills, and capacities (Itika, 2011).

(iii) Individual Analysis

The third method of identifying training requirements is person-centered and job performance oriented. The most popular method for doing this individual analysis is using data from performance reviews. A competent HR information system may sometimes be used to assist in identifying people who need training in certain areas. A formal evaluation is required to identify an employee's performance deficiencies before using the performance assessment procedure to evaluate training requirements. After that, a training program might be created to assist the staff member in overcoming their shortcomings. A survey on training requirements may be conducted using questionnaires or individual or group interviews with managers and staff members. Information on issues as regarded by those engaged has to be gathered. The accompanying resources might be helpful for personal evaluations: questionnaires, critical incident records, tools for job knowledge, Information gleaned from

evaluation centers Attitude surveys, Role-playing outcomes, and skill assessments (Itika, 2011).

(b) Training Methods

Employees are trained using a wide range of techniques. On-the-job training and off-the-job training are the two categories into which training techniques fall.

(i) On-the-Job Training

When someone enters an organization or receives a new assignment, they may get theoretical or practical training prior to starting a job or task. This kind of training is known as "on-the-job training" (Maurya & Kaushik, 2013). It is the most widely used and reasonably priced approach to training and development. But when it's used in an organized way, on-the-job training works significantly better (Salas et al., 2012). It is assumed by structured on-the-job training programs that new hires lack certain abilities. The objective of these programs is to impart these skills via a series of phases (Maurya & Kaushik, 2013). Bernatek (2003) states that the following are the most popular types of on-the-job training:

1. Coaching
2. Job rotation
3. Apprenticeships
4. Internships

(ii) Off-the-Job Training

One approach that requires employees to complete training for a certain amount of time away from the workplace is called "off-the-job training" (Bernatek, 2003). The approach, which may be used in a variety of ways, focuses on both knowledge and abilities in doing certain tasks. The following are the most commonly used:

1. Special lectures and discussions
2. Conference and seminar
3. Case study
4. Role playing
5. Management games

(c) Evaluation of Training

The assessment stage is essential. Its main objective is to assess the degree to which the training fulfilled the expectations of its designers. Even if a training program has yielded the required benefits for other organizations or comparable programs have generated requests for it, a corporation must assess the program's performance once it is implemented (Garg, 2009).

The goal of evaluation is to gather data (feedback) on the impact of training initiatives and determine the training's worth based on the facts at hand. Distinguishing the impact of training on work performance from other possible environmental influences is a difficult process that demands time, money, and expertise (Itika, 2011). It is advisable to think through the evaluation process for training before it starts. Donald L. Kirkpatrick created the most well-known and widely used methodology for evaluating the success of training initiatives in the late 1990s. Donald L. Kirkpatrick created the popular Kirkpatrick Model, a framework for assessing the efficacy of training initiatives. It consists of four levels:

- i. Reaction: Measures participants' immediate responses to the training, focusing on their satisfaction and engagement.
- ii. Learning: Assesses the extent to which participants have gained the intended knowledge, skills, and attitudes, typically through tests and assessments.
- ii. Behavior: Evaluates how well participants apply what they've learned in their work environment, observing changes in job performance.
- v. Results: Examines the broader impact of the training on organizational outcomes, such as productivity, quality, customer satisfaction, and financial performance.

This model helps organizations determine the value and effectiveness of their training programs by analyzing these four levels.

(d) Career Development

A person may improve their career prospects and accomplish both personal and professional objectives by continuously acquiring new skills, experiences, and information via the diverse process of career development. According to Hall (2002), career development encompasses the individual's career choices, the challenges faced in career transitions, and the skills and competencies necessary for successful career progression. It involves both proactive career planning and reacting to unplanned

events that may impact one's career trajectory. Career development is crucial for both individuals and organizations, as it contributes to employee engagement, motivation, and retention (Hall, 2002).

Furthermore, career development is closely linked to talent management strategies within organizations. As noted by Tansley and Tietze (2013), effective career development programs can help organizations attract, develop, and retain top talent. This not only benefits the individual employee but also contributes to the overall success of the organization. Career development initiatives can take various forms, including training and development programs, mentorship opportunities, and career progression pathways (Tansley & Tietze, 2013).

Moreover, career development is a vital aspect of individual and organizational success. It encompasses a range of activities and strategies aimed at supporting individuals in achieving their career aspirations while contributing to the overall talent management efforts of organizations. Emphasizing career development can lead to improved employee satisfaction, performance, and long-term organizational success.

2.3 Training Process

There are many steps to training as a methodical intervention procedure to enhance the workforce's present knowledge, skills, and capacities. It includes the Training Needs Analysis (TNA), program design, training execution, and program assessment (Edralin, 2004).

(i) Training Needs Analysis

A training needs assessment (TNA) should be the first phase of any training development program. This involves determining what needs to be taught, for whom, and in what kind of organizational structure. Expected learning outcomes, guidelines for designing and delivering training, suggestions for training assessment, and knowledge about organizational characteristics that may help or impede training success are the results of this stage. It entails figuring out the kinds of particular training required to advance the workforce's present knowledge, aptitudes, and talents (Edralin, 2004).

(ii) Training Design

Identifying the goals and objectives that need to be met is the first step in the training design process. A standard training design has the following elements: training title, location, date, aim, specific goals, subject sequences, time allotted for each topic, methodology, required resources, and assessment. The training design's goals are a crucial component that must be well-written in order to determine the subjects to be covered, their approach, and their length. SMART (Specific Measurable Achievable Realistic Time-bound) is the basic criterion for formulating objectives (Edralin, 2004).

(iii) Implementation of Training

The logistics of implementation include things like location, catering, finances, supplies, personnel, vehicles, and attendees. When the training is really being conducted, they should be appropriately taken care of. Consequently, depending on the program's nature and the organization's financial resources, training sessions are conducted either within or outside the business (Edralin, 2004).

(iv) Training Evaluation

The training assessment is the last stage of the procedure. Training assessment is the methodical gathering of data to determine if learning goals were met and/or whether meeting those objectives improved performance on the job (Kraiger et al., 1993). In order to determine whether investing in a certain training program has been worthwhile, the assessment measures the efficacy or success of the training (Edralin, 2004). Donald Kirkpatrick created the popular Kirkpatrick Model in 1970 as a framework for assessing training and educational initiatives. The four layers of this approach are Behavior, Results, Learning, and Reaction. The Reaction level focuses on how participants react to the training right away, including how engaged and satisfied they are. The information and abilities picked up throughout the course are evaluated by the learning level. The Behavior level assesses how well the recently gained information and abilities are used in the workplace. Lastly, the training's overall effect on organizational goals and objectives is measured at the Results level. With the help of the Kirkpatrick Model, which offers a thorough method for assessing training programs' efficacy, firms can make data-driven choices and constantly enhance their learning efforts.

2.4 Employee Performance

According to Holton (1996), performances are a multifaceted entity whose assessment is contingent upon a number of variables. However, Armstrong (2001) defines performance as both behavior and outcomes, emphasizing that while managing performance, one must take into account both behavior (input) and results (output). An organization's performance is the result of the interactions between its members and its separate components. Organizations have the ability to manage or influence all aspects that impact an individual's or unit's performance, both formally and informally, with the exception of external effects on behavior and personal attributes. Individuals may officially exert more influence via communication, workplace culture, and management approach (Kasturi, 2006).

The performance of cabin crew members in the airline industry is fundamental to ensuring a positive passenger experience and maintaining safety standards throughout flights. Cabin crew play a pivotal role in delivering exceptional customer service, addressing passenger needs, and ensuring their comfort throughout the journey (Ozbay et al., 2020). Furthermore, cabin crew are responsible for implementing safety protocols, responding to emergencies, and maintaining calm and order during critical situations (Liang et al., 2018). Studies have shown that the professionalism and efficiency of cabin crew significantly influence passenger satisfaction and loyalty to the airline (Park & Yoon, 2020). Therefore, ongoing training programs, effective communication skills, teamwork, and adherence to safety procedures are essential for enhancing cabin crew performance and contributing to the overall success of the airline operation.

2.5 Related Theories

Albert Bandura's theory of social learning and B.F. Skinner's theory of reinforcement are relevant theories for this subject.

2.5.1 Reinforcement Theory

The theory of reinforcement, proposed by B.F. Skinner (1958), emphasizes the role of positive outcomes in shaping learning behavior. Skinner suggests that individuals are more likely to repeat behaviors that result in positive outcomes. In the context of training and development programs within the airline industry, aligning

these programs with organizational objectives and ensuring positive outcomes is crucial. Rewards such as bonuses, salary raises, promotions, and certificates can be associated with training and development activities to generate positive outcomes and encourage employee participation (Skinner, 1958). The theory of reinforcement is fundamentally related to training and development by emphasizing the importance of positive outcomes in shaping and reinforcing learning behaviors. In the context of training and development programs, this theory suggests that aligning these programs with organizational objectives and ensuring they lead to positive outcomes is crucial for their effectiveness. By associating rewards such as bonuses, salary raises, promotions, and certificates with training and development activities, organizations can create positive reinforcement that encourages employee participation and engagement. This approach not only motivates employees to attend and actively participate in training sessions but also reinforces the desired behaviors and skills learned during training, leading to improved performance and productivity. By applying Skinner's principles, training programs can be designed to provide immediate and tangible rewards, thereby increasing the likelihood that employees will continue to engage in and value ongoing professional development (Martin & Pear, 2019).

2.5.2 Theory of Social Learning

On the other hand, the theory of social learning, presented by Albert Bandura, introduces the idea that learning is not solely driven by direct reinforcement but also by social factors. Bandura argues that observational learning, where individuals learn from their surroundings and the behaviors of others, plays a significant role in the learning process. This theory emphasizes the importance of creating a professional environment within the organization that facilitates learning through observation and interaction (Bandura, 1977). The theory of social learning is highly relevant to training and development as it expands the understanding of how individuals acquire new skills and knowledge. In the context of training and development within organizations, this theory underscores the importance of creating a professional environment that supports observational learning and social interaction. By implementing strategies such as mentorship programs, peer learning groups, and collaborative projects, organizations can facilitate environments where employees learn from experienced colleagues and peers. Additionally, using role models and

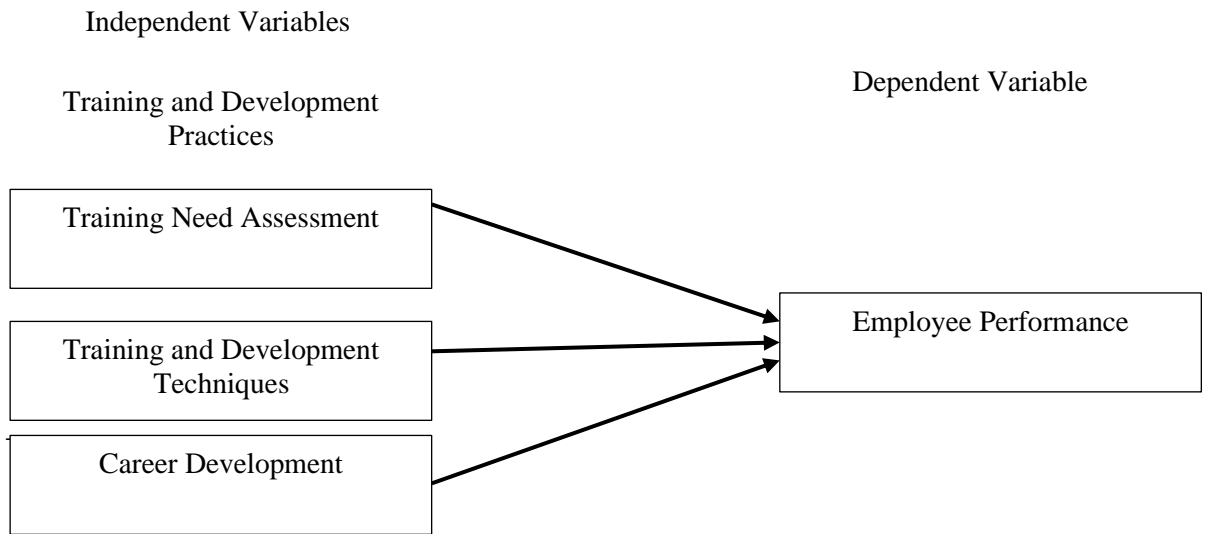
demonstrating best practices can inspire and guide employees in adopting new skills and behaviors. Training sessions that incorporate real-life scenarios, group discussions, and interactive simulations further leverage social learning principles, enhancing the overall effectiveness of the training. By fostering a culture of continuous learning and interaction, organizations can ensure that learning is integrated into daily work activities, leading to sustained employee development and improved organizational performance (Martin & Pear, 2019).

In the airline industry, particularly in the training and development practices for cabin crew, both theories are highly relevant. Training programs for cabin crew need to incorporate elements of reinforcement theory by providing tangible rewards and positive outcomes for successful completion of training modules. This could include incentives such as performance bonuses, promotions to higher ranks, and recognition for outstanding performance. Additionally, the social learning theory highlights the importance of creating a conducive learning environment within the airline company where cabin crew members can observe and learn from experienced colleagues, fostering a culture of continuous improvement and skill enhancement (Martin & Pear, 2019).

2.6 Previous Studies

The conceptual model for this research was created by Adege. M. (2020) and Mohd et al. (2019) and is based on two earlier studies that are shown in Figures (2.1) and (2.2). Muhammad Hafizi Zamri, Tuan Badrol Hisham, Ummu Hani Ahmad Mansor, and Idaya Husna Mohd The influence of training and development on employee performance at Malaysian airport service providers was studied by Tuan Besar (2019). 351 workers at Malaysia Airport were chosen via the use of a practical sample technique. In their study, they used a quantitative research approach using descriptive statistics.

Figure (2.1) Conceptual Model of Training and Development in Malaysian Airport Service Provider: The Impact on Employee Performance

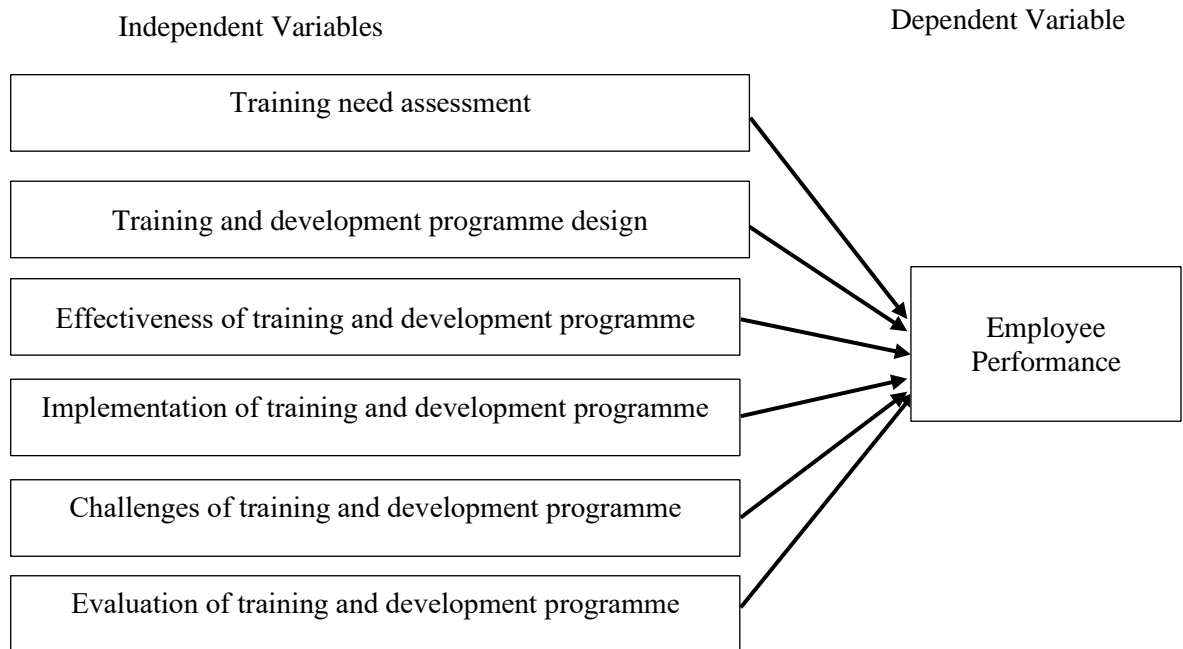


Source: Mohd, I. H., Mansor, U. H. A., Zamri, M. H., & Besar, T. B. H. T. (2019)

Employee performance is significantly impacted by training and development practices, according to their research. Additionally, there are noteworthy positive moderate connections between these training and development practices variables and employee performance. According to their research, the most significant factor influencing the improvement of employee performance among these training and development factors is training need assessment. Adege, M. (2020) conducted study on how Ethiopian Airlines employees' performance was impacted by training and development practices.

In this study, an explanatory research design was used. Using a straightforward random selection technique, 86 workers were chosen to get the main data. The study employs both qualitative and quantitative research methodologies. Data on the airline's training and development practices were obtained via interviews with top-level officials, including an HR executive.

Figure (2.2) Conceptual Model of Effect of Training and Development Practices on Employee Performance: Case of Ethiopia Airlines



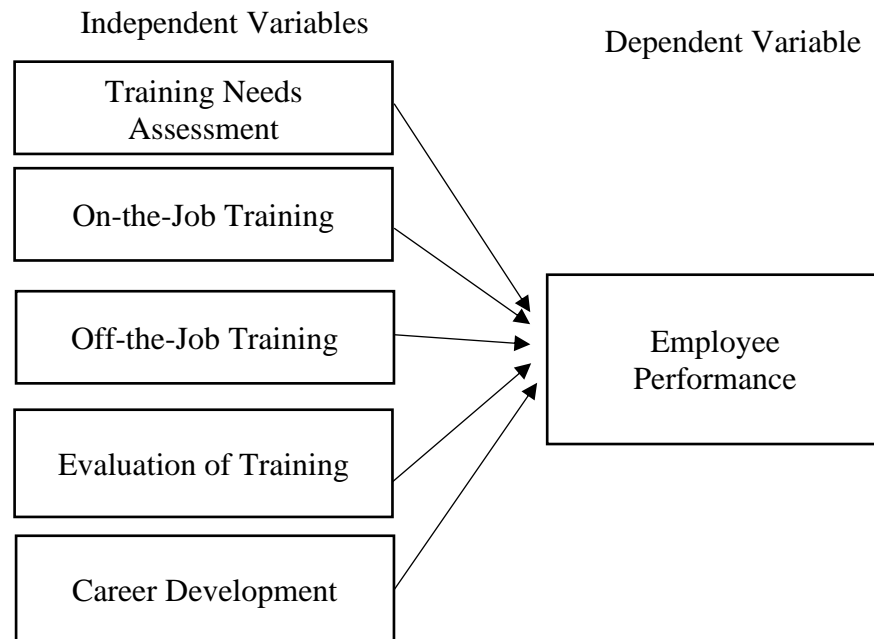
Source: Adege, M. (2020)

The research discovered that completing training need assessments, creating effective training plans, and putting the plans into action are the key components that make training programs effective for improving employee performance. The capacity of workers to collaborate with others, their propensity to solve problems at work, and their increased dedication are the fundamental ways that the company links training and development with employee performance. According to the report, Ethiopia Airlines offers fundamental training and development programs, workplace safety training, team leader and management development courses, and business development courses.

2.7 Conceptual Framework of the Study

This study takes a cautionary stance to training and development practices affecting employee performance of Myanmar Airways International (MAI) airline. This study's conceptual framework is shown in Figure (2.3).

Figure (2.3) Conceptual Framework of the Study



Source: Own Compilation (2024)

The training and development practices in this framework that have an impact on employee performance include career development, on-the-job training, off-the-job training, training needs assessment, and training evaluation. Independent factors include career development, on-the-job training, off-the-job training, and training needs assessment. Employee performance is the dependent variable. The framework is an investigation of how employee performance at Myanmar Airways International (MAI) is impacted by training and development practices.

The process of determining the abilities and knowledge required by MAI Airline personnel to carry out their duties efficiently is known as Training Needs Assessment. It helps in understanding the gap between the current and desired skill levels. On-the-Job Training refers to the learning and skill development that takes place while employees are performing their actual job tasks at MAI Airline. It's like learning by doing, right in the workplace. Off-the-job training at MAI Airline involves learning new skills or knowledge in a setting outside of the usual work environment. This could include workshops, seminars, or formal courses. Evaluation of Training involves assessing the effectiveness and impact of the training programs at MAI Airline. It helps in determining whether the training has achieved its objectives and if employees have acquired the intended knowledge and skills. Career development at MAI Airline involves activities and programs designed to help

employees advance in their careers. This could include opportunities for learning, skill enhancement, and progression within the company. Employee performance refers to how well employees at MAI Airline carry out their job responsibilities and tasks. It involves evaluating the quality of work, productivity, and adherence to standards and expectations.

CHAPTER III

PROFILE AND TRAINING AND DEVELOPMENT PRACTICES OF MYANMAR AIRWAYS INTERNATIONAL

This chapter presents the history of civil aviation and aviation and tourism in Myanmar. In addition, airlines in Myanmar, profile of MAI and training and development practices at MAI Airline are presented.

3.1 The History of Civil Aviation in Myanmar

All of Myanmar's civil aviation functions were previously handled by the British Overseas Airways Corporation (BOAC). However, following independence in 1948, it was deemed inappropriate for BOAC to oversee the country's aeronautical communications functions. As a result, the International Aeradio Limited (IAL) was contacted and contracted to handle all of Myanmar's aeronautical communication functions. This laid the groundwork for future developments in the country's civil aviation communication sector.

The Director General is in charge of the Department of Civil Aviation, which reports to the Ministry of Transport. The Executive Section of the Republic of the Union of Myanmar Constitution of 2008 created the Department of Civil Aviation as one of the ten departments and two institutions under the Ministry of Transport. On April 4, 1947, in Chicago, the Chicago Convention was signed with the goal of establishing a systematic development plan for international civil aviation, and the International Civil Aviation Organization (ICAO) was established. On August 8, 1948, Myanmar joined the ICAO as a member state. The Ministry of Transportation, Posts, and Telecommunications, as well as the Ministry of Waterways and Civil Aviation, were established after Myanmar attained independence. The aforementioned ministries combined and were reorganized as the Ministry of Transport and Communications in 1961, consisting of eleven entities. It was once again reorganized as the Ministry of Transport and Communications in 1972.

There are seventeen organizations in it. It was divided into three ministries in 1992: the Ministry of Rail Transportation, the Ministry of Transport, and the Ministry of Communications, Posts, and Telegraphs. The Ministry of Transport consisted of ten entities when it was originally established, consisting of four departments, five

businesses, and one training facility. August 20, 1999, saw the addition of the Meteorology and Hydrology Department to the Ministry of Transport. The first day of classes at Myanmar Maritime University was August 1, 2002. Presently, the Ministry of Transport has twelve entities, including five departments, five companies, one university, and one training facility. The following transportation rules are established to completely support the country's social and economic development, since the transportation sector is essential to the effective fulfillment of the economic goals -

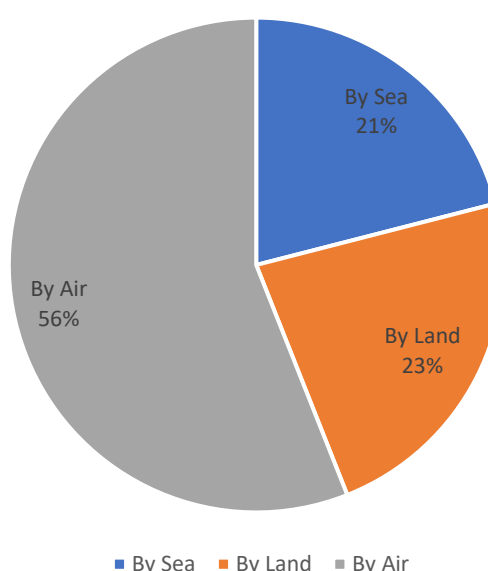
1. To build and effectively use transportation capabilities in order to help realize a modern, prosperous, and developed country.
2. To satisfy expanding public and societal expectations, meet the needs for transportation, and expand and maintain the transportation infrastructure in order to fully support expanded output from other economic sectors.
3. To provide efficient and safe national and international transportation networks; moreover, to support border and national race development; and finally, to promote tourist.
4. To build aviation and marine transportation infrastructure in compliance with global environmental protection requirements.
5. To improve the transportation industry via the advancement of contemporary technology, managerial expertise upgrades, and human resource development.
6. To comply with international treaties, acts, laws, rules, and regulations pertaining to the transportation sector.
7. To expand domestic and international transportation, and actively participate in the creation of a national multi-modal transport system.
8. To design the execution of national, sub-regional, and worldwide transportation networks.

3.2 Aviation and Tourism in Myanmar

Air transport and tourism are interlinked. Air Transport is suitable transportation mode of affordable, time saving and convenience. Travel is a major force behind and, sometimes, a catalyst for changes in air travel. According to the inbound tourism survey by Ministry of Hotels & Tourism (2023), over half of the international visitors entered Myanmar through Yangon and Mandalay International Airports with five different types of visas: Business Visa (54%), Tourist Visa and

Visa Free (about 52% each), Official Visa and Social Visa. Due to COVID 19 outbreak throughout the world, tourist arrivals in Myanmar as in most countries have been shut down since then. Tourist E-visa application in Myanmar was resumed in May 2022. Visitors from Cambodia, Laos, Philippines, Thailand, Indonesia, Vietnam and Brunei have been eligible to enter without a Visa for up to 28 days for Travel Purposes and up to 70 days for Business Purposes. Besides, China and India nationalities are offered visa on arrival (Tourist Visa) since 30th August, 2023 for one year as test period. Russia nationalities are offered for one year (test period) visa exemption since 1 July, 2022. Although only 8% of the visitors in 2019 entered with a business visa, it became 25% in 2023. However, International visitors with a tourist visa in 2022 are increased 18 % compare with 2019.

Figure (3.1) Mode of Transport to Myanmar



Source: Ministry of Hotels & Tourism (2023)

3.3 Airlines in Myanmar

As of right now, six airlines serve Myanmar with flights. Air KBZ, Mann Yadanarpon carriers, Myanmar Airways, Golden Myanmar Airlines, Myanmar National Airlines, and Air Thanlwin are the carriers involved. Myanmar Airways International (MAI), one of the six airlines under Myanmar, was founded in 1993 and is a major international airline in Myanmar. Since its founding, MAI has worked with a variety of stakeholders to improve air travel accessibility and promote national

socioeconomic development. 2019 saw a major corporate restructuring and strategic development for MAI and its sister airline, Mingalar (previously Air KBZ), when they were acquired by the 24 Hour Group of Companies, led by Chairman. Four A319s, two A320s, and two E190s make up MAI's fleet, which is flown by highly skilled pilots and flight attendants. With intentions to continue growing in the post-pandemic period, MAI, which operates out of Mandalay and Yangon, serves 28 routes across Myanmar and the surrounding area.

Because the safety and comfort of passengers is our first priority, MAI complies with both the International Civil Aviation Organization (ICAO) and Myanmar Civil Aviation Requirements (MCAR) in all aspects of its operations. Notably, MAI has a perfect record of accident-free flights and a 7-star safety rating from reputable safety and product rating company Airline Ratings.com. A319, A320, E190, and ATR aircraft are among the 35 destinations that MAI serves with its combined fleet of four aircraft, which it operates in partnership with Mingalar. These destinations include Thailand, Singapore, Malaysia, China, India, the United Arab Emirates, Cambodia, Vietnam, South Korea, Russia, Laos, and Qatar. Air France Industries, Korean Air, Malaysia Airlines, Garuda Indonesia, and Sri Lankan Airlines are among the international partners of MAI. MAI was the first airline in Myanmar to get the IATA Operational Safety Audit Program (IOSA) Operator title.

MAI is a part of the IATA Clearing House (ICH), IATA, and a partner in the MITA system. MAI has won praise from several governmental and business groups after being named the "Most Admired ASEAN Enterprise" in Myanmar at the 2014 ASEAN Business Awards, which were organized by the ASEAN Business Advisory Council (ASEAN-BAC). The Korean Ministry of Foreign Affairs Overseas Citizens Protection Division recognized MAI for continuing operations between Myanmar and South Korea during the pandemic, and Seoul-Incheon International Airport—one of Skytrax's top 10 airports—named MAI the 2022 Airline of the Year at the 6th Incheon Airport Awards.

3.4 Training Policy of MAI Airline

The training policy of MAI Airline are as follows:

- The training program will be comprehensive to ensure high standards in both safety and security training are maintained as required by the Company and the Authority respectively.
- Understanding modern people management, corporate goals, plans, and objectives, as well as industry requirements, are used to assess current and future training and development needs.
- The study of training requirements and implementation operations are updated to take into account new technology, internal regulations and standards issued by civil aviation authorities, and shifting business situations.
- There is an attempt to guarantee that training requirements and expectations are met to the highest degree possible.
- When conducting training activities, it is important to use resources in an effective and efficient manner.
- Taking into respect the equal opportunity principle, training and development opportunities are given.

3.5 Training and Development Practices of MAI Airline

MAI Airline is committed to nurturing its employees' growth and development through comprehensive training and development practices. The company recognizes that investing in its workforce is key to maintaining high standards and delivering exceptional customer service.

3.5.1 Training Needs Assessment

To ensure that its training programs are effective and aligned with employee needs, MAI Airline conducts a thorough training needs assessment. This assessment involves evaluating employees' current skills, knowledge, and performance to identify areas that require further development. By gaining insights into the specific training needs of its employees, MAI Airline can design targeted programs that address these gaps and enhance overall performance. The objective of training of MAI Airline is to ensure training and evaluation for airline personnel is undertaken by instructors that are competent, qualified and where required, certified and that learners are provided with the necessary skills, knowledge, training and experience to accomplish their tasks in a safe and efficient manner.

The training needs assessment at MAI is a strategically structured process designed to ensure that training and development programs are congruent with the company's business strategy. The selection of training initiatives is grounded in a rigorous needs assessment, which forms the cornerstone of MAI's approach to training. This assessment involves evaluating the current knowledge and skill levels of employees to identify specific gaps that need addressing. MAI's training and development programs are meticulously crafted to focus on the tasks and skills pertinent to employees' job roles, ensuring high relevance and practical application. To accurately determine the training needs, MAI employs a variety of methods, including surveys, interviews, and testing, which provide comprehensive insights into employees' developmental requirements. This systematic approach ensures that the training programs are not only aligned with organizational objectives but also effectively enhance individual competencies and overall organizational performance.

3.5.2 On-the-Job Training

Via practical work performance, employees may learn job duties via on-the-job training (OJT). The secret to this training is to transmit information to a new employee from an experienced and highly trained staff member while keeping both employees productive. The trainers are often supervisors. Depending on trainee's abilities & performance, OJT training days are set by training instructor. MAI Airline places great emphasis on on-the-job training. This approach allows employees to acquire new skills and knowledge while actively performing their duties. By pairing new hires with experienced mentors or trainers, MAI Airline ensures that knowledge is transferred effectively, and employees receive hands-on guidance. This on-the-job training not only helps employees develop practical skills but also promotes a culture of continuous learning within the organization. By learning from experienced professionals, employees gain valuable insights that contribute to their professional growth and efficiency.

On-the-job training at MAI is meticulously designed to equip employees with the specific skills and knowledge required for their roles and responsibilities. During these training sessions, experienced mentors and trainers are readily accessible, providing valuable guidance and support. The program effectively integrates practical, hands-on experiences with theoretical knowledge, ensuring a comprehensive learning experience. This approach has a demonstrable positive impact on employees' day-to-

day performance and productivity, as it allows them to apply what they have learned directly to their work tasks. Additionally, MAI has established robust mechanisms for providing feedback and support throughout the on-the-job training process, fostering continuous improvement and professional growth.

3.5.3 Off-the-Job Training

MAI Airline also recognizes the importance of off-the-job training in broadening employees' horizons and keeping them updated on industry best practices. The company provides employees with opportunities to attend workshops, seminars, conferences, and external training programs. These initiatives enable employees to expand their knowledge, learn new techniques, and stay abreast of the latest trends in the aviation industry. By investing in off-the-job training, MAI Airline ensures that its employees are equipped with the necessary skills and knowledge to provide exceptional service to passengers.

Off-the-job training at MAI is meticulously structured to provide employees with relevant and up-to-date training programs that address current industry standards and practices. Regular participation in these sessions is encouraged to ensure continuous professional development and to keep employees abreast of new skills and knowledge. The effectiveness of these off-the-job training programs is systematically measured and communicated to participants, ensuring that the training outcomes are transparent and aligned with organizational objectives. These programs are designed to offer ample opportunities for skill development and career advancement, thereby fostering both personal and professional growth. Furthermore, MAI ensures that off-the-job training maintains a balanced approach, integrating theoretical learning with practical application, which allows employees to effectively translate new knowledge and skills into their everyday work, enhancing overall job performance and organizational success.

For Customer Airlines Training, MAI arrange necessary training as required by Customer Airline. The required training shall be provided by Customer Airline. Classroom training at Myanmar Airways International (MAI) provides employees with a conducive learning environment, free from the distractions and pressures of their work areas. This setting allows employees to focus entirely on acquiring new skills and knowledge in a safe, quiet, and clean environment. Classroom training can accommodate both large and small groups, with a maximum of 22 participants per

class; if the number exceeds 22, an additional instructor is required, in accordance with the syllabus. This format also promotes collaborative learning, as employees have the opportunity to learn not only from the trainer but also from their peers. Moreover, the group setting fosters professional interaction, teaching employees how to engage with one another in a productive, cooperative manner—an aspect often lacking in other forms of training. This collaborative environment enhances the overall learning experience, contributing to the development of a cohesive and skilled workforce.

Virtual classroom courses at MAI offer a dynamic, real-time training environment led by qualified instructors, enabling participants to interact, engage, and collaborate on group assignments effectively. These live sessions foster an interactive learning experience similar to traditional classroom settings, allowing for immediate feedback and discussion. Additionally, some courses include pre-course reading assignments, which are distributed via email by the training instructor or coordinator two days before the course start date. This preparatory material ensures that participants are well-prepared and can maximize their engagement and learning during the live sessions. The self-study process at Myanmar Airways International (MAI) is designed to be conducted individually, outside of the traditional classroom environment, but under the supervision of a related instructor. As part of this process, the training syllabus, presentation materials in PDF format, and question papers are distributed to participants by the instructor 3-7 days prior to the scheduled discussion day, either through departmental sharing platforms or email. Upon receipt, participants are expected to thoroughly engage in self-study before the discussion date. The discussion day and its duration are determined by the instructor based on the number of participants. Participants must submit their completed answer papers to the instructor via email or in hard copy. Attendance is recorded based on the submission of these answer papers. It is crucial for participants to familiarize themselves with these procedures and comply with all requirements, as failure to do so may result in the failure of their exam attempt.

3.5.4 Evaluation of Training

The training and development practices of MAI Airline include evaluation of training as a key component. The organization thinks that in order to be sure that its

training initiatives are producing the expected results, it is important to assess their efficacy. MAI Airline solicits input from staff members via questionnaires, performance reviews, and post-training assessments in order to gauge how the training affected their output and level of work satisfaction.

Through this review process, the organization may pinpoint areas for development, modify its training curricula as needed, and make sure that staff members have the skills required to succeed in their positions. Using a variety of techniques, such as exams, interviews, questionnaires, and performance evaluation reports, MAI uses a thorough evaluation process to assess its training and development initiatives. Assessing trainees' responses and learning about their thoughts and emotions about the program's resources, settings, instructors, subjects, lengths, and general applicability is the first step in the assessment process. This feedback sheds light on the training experience's immediate effects. In order to make sure that the planned learning goals are reached, MAI also measures the skills, information, and attitudes that participants gain during the program. The assessment also looks at how employees' behavior has changed and how their performance has improved at work after completing the training. Finally, MAI assesses the results by analyzing the broader organizational impact, such as cost savings, quality improvements, and enhanced customer satisfaction, to determine the program's effectiveness in driving performance improvements. This multifaceted evaluation process ensures that training and development initiatives are continuously refined and aligned with organizational goals.

Each trainee after having completed the prescribed training at MAI has to sit the written examination. The qualifying percentage of marks shall be minimum 80%, During the training who do not obtain the minimum qualifying percentage of marks will be called back for attending either the corrective training or a complete training and appearing for an examination. If the trainee again fails in this attempt to get the minimum qualifying marks, he/she will be offered a suitable alternative position if available or offered early retirement.

Table (3.1) Competency Check Model of MAI Airline

Evaluation	Percentage of marks	When to Conduct
Test	80%	Initial/ Recurrent/ Refresher
Resit	80% of (First test + second test)/ 2	If first test is failed
Retrain (if applicable)	80%	If first test is failed
On-Job Training (if applicable)	Certified by Immediate Supervisor	After classroom training
Recurrent Training	80%	Period shall refer to concern department manual
Refresher Training	80%	- A qualified person shall not take on duties proceed in 2 months with reasons - When staff failed to perform his/ her duties according to MAI standard

Source: Myanmar Airways International (2024)

3.5.5 Career Development

MAI Airline is dedicated to supporting career development opportunities for its employees. The company provides employees with clear career paths and opportunities for advancement. Regular performance evaluations, feedback sessions, and career counseling are conducted to help employees identify their goals and create actionable plans to achieve them. MAI Airline also offers mentoring programs, job rotations, and access to external training opportunities to facilitate career growth. Through staff development, MAI Airline cultivates a culture of loyalty and motivation, resulting in a competent and dedicated workforce that enhances the airline's overall performance.

At MAI, the career development paths available to employees are clearly defined and well-communicated, ensuring transparency and guidance for professional progression. The airline offers ample opportunities for professional growth and advancement, fostering an environment where employees can thrive and reach their

full potential. Employees receive robust support in setting and achieving their career development goals, including mentorship and regular performance evaluations. Additionally, MAI provides sufficient resources and tools for continuous learning and skill enhancement, ensuring that employees have access to the latest industry knowledge and practices. These comprehensive career development initiatives have a demonstrable positive impact on job satisfaction and performance, contributing to a motivated and competent workforce.

CHAPTER IV

TRAINING AND DEVELOPMENT PRACTICES AFFECTING EMPLOYEE PERFORMANCE OF MYANMAR AIRWAYS INTERNATIONAL

The respondent profile and the ways that Myanmar Airways International employee performance is impacted by training and development practices are presented in this chapter. This chapter presents the percentage and mean scores from the survey, based on the facts and statistics of the findings.

4.1 Research Design

The quantitative research approach was used in this investigation. Face-to-face interviews and a structured questionnaire were used to gather the main data. Out of the 300 cabin personnel of MAI Airline, 150 (or 50%) were selected as a sample. A simple random sampling technique is used to choose respondents.

The training and development practices of MAI Airline are investigated using the quantitative research approach in order to comprehend the impact of these practices on employee performance at MAI Airline. Five primary independent variables are included in the study: career development, appraisal of training, on-the-job training, off-the-job training, and training needs assessment. Employee performance is the dependent variable. There are thirty questions in total throughout the two sections of the questionnaire. Part 1 is made up of demographic data. The questions in Part 2 are designed to gauge both independent and dependent factors. A 5-point Likert scale, with 1 representing strongly agree, 4 representing agree, 3 representing neutral, 2 representing disagree, and so on, is employed in this research to collect data. Following the survey, the collected data are processed and analyzed using the Statistical Package for Social Science to perform regression analysis and other descriptive statistics like mean and standard deviation.

4.2 Reliability Test

Cronbach's alpha is used to evaluate the training and development practices questionnaire's reliability. The Cronbach's alpha test is used to evaluate an item's or question's dependability. the calculation of respondents' level of agreement for each dimension. It fluctuates between one and zero. The internal consistency of the questionnaire's questions increases with alpha's proximity to unity. First, the internal

consistency of five aspects of training and development practices—assessment of training requirements, on-the-job training, off-the-job training, evaluation of training, and career development—is ascertained by reliability analysis. Then, reliability analysis is also used to assess employee performance. The reliability test results are shown in the following Table (4.1).

Table (4.1) Reliability Test

Sr. No.	Factors	Cronbach's Alpha	No. of Items
1	Training Needs Assessment	0.963	5
2	On-the-Job Training	0.861	5
3	Off-the-Job Training	0.853	5
4	Evaluation of Training	0.758	5
5	Career Development	0.772	5
6	Employee Performance	0.710	5

Source: Survey Data 2024

Gliem & Gliem (2003) state that Cronbach's alpha is a test reliability approach that provides a unique assessment of a test's reliability after just one test administration. According to Nunnally (1978), internal consistency is deemed satisfactory and sufficient when an alpha score is larger than or equal to 0.7. Therefore, a few of the outcomes are shown in Table 3.8. The evaluation of training is 0.758, career development is 0.772, employee performance is 0.710, on-the-job training is 0.861, off-the-job training is 0.853, and the Cronbach's alpha value for training needs assessment is 0.963. Every single Cronbach's alpha value is greater than 0.7. As a result, every item in this research shows item consistency. The dependent variable (employee performance) and the independent variables (training needs assessment, on-the-job training, off-the-job training, evaluation of training, and career development) are both larger than 0.7, indicating that all of the items are well-established and have an adequate degree of reliability.

4.3 Profile of the Respondents

This study identifies the profile data of cabin crews of MAI Airline. Profile data include gender, age, education, years of employment with MAI Airline and income level. Table (4.2) displays the frequency and percentage of the results based on 150 workers.

Table (4.2) Demographic Data of the Respondents

Sr. No	Particular	No. of Respondents	Percentage
	Total	150	100.0
1.	Gender:		
	Male	39	26.0
	Female	111	74.0
2.	Age:		
	20 and below	6	4.0
	21-25	57	38.0
	26-30	43	28.7
	31-35	24	16.0
	36 and above	20	13.3
3.	Education:		
	Undergraduate	33	22.0
	Bachelor Degree	83	55.3
	Postgraduate Degree	17	11.3
	Master Degree	17	11.3
4.	Years of Employment:		
	Less than 1 year	57	38.0
	1-3 years	26	17.3
	4-6 years	42	28.0
	More than 6 years	25	16.7
5.	Income Level:		
	MMK 500,000 and below	73	48.7
	MMK 500,001 – 1,000,000	34	22.7
	MMK 1,000,001 – 1,500,000	26	17.3
	Above MMK 1,500,000	17	11.3

Source: Survey Data, 2024

According to Table (4.2), among the 150 respondents, the majority of the respondents are female because cabin crew jobs are more suitable for women. Most respondents are between 21 and 25 years old, followed by those who are between 26 and 30 years old. Regarding the education qualification, majority of the respondents have a bachelor's degree because most employees enter the aviation industry after they finish university. Most of the respondents have less than one year of being together with MAI, and most of the respondents get an income of MMK 500,000 and below.

4.4 Descriptive Statistics of Training and Development Practices and Employee Performance of MAI Airline

The employee performance of MAI Airline is covered in this section, along with training and development practices. This research measures employee performance and training and development practices at MAI Airline. On-the-job training, off-the-job training, training evaluation, and career development are all examples of training and development practices. According to Best (1977), the likert scale score interpretation are 1.00-1.80 (Very Low), 1.81-2.60 (Low), 2.61-3.40 (Neutral), 3.41-4.20 (High), and 4.21-5.00 (Very High).

Table (4.3) Likert Scale Score Interpretation

No	Mean Score Between	Interpretation
1	1.00-1.80	Very Low
2	1.81-2.60	Low
3	2.61-3.40	Neutral
4	3.41-4.20	High
5.	4.21-5.00	Very High

Source: Best (1977)

4.4.1 Training Need Assessment

This section presents the perceptions of the employees towards training needs assessment of the MAI Airline and how well the employees were assessed for their training needs. This section contains five statements related to training needs assessment which are shown in Table (4.4).

Table (4.4) Training Needs Assessment

No	Statement	Mean Score	Std. Deviation
1.	Determining the appropriateness of training and development to the company's business strategy.	4.37	.993
2.	Basing on proper need assessment.	4.25	1.111
3.	Assessing the trainee 's knowledge before selecting the training program.	4.22	1.104
4.	Conducting training and development program based on the tasks and skills in related to the employees' job.	4.15	1.149
5.	Surveying, interviewing or testing to determine employees' training needs.	4.27	1.079
	Overall Mean	4.25	

Source: Survey Data, 2024

The total mean of the training requirement evaluation is 4.25, as shown in Table (4.4). Given that it is higher than the default score of three, the majority of responders seem to agree with the five claims. The highest mean value is the appropriateness of training and development given by MAI. Most respondents agree that MAI's training and development programs are well-aligned with its business strategy. This indicates that employees perceive training and development practices at MAI as relevant and effective in supporting the company's strategic goals. The knowledge of trainee was assessed before selecting the training program is the least mean value, and it shows that employees find training and development programs relevant and tailored to their specific roles. This indicates that MAI Airline's training initiatives are carefully designed to address the actual tasks and skills required in employee's day-to-day responsibilities.

4.4.2 On-the-Job Training

This section delves into the opinions of the staff members on the on-the-job training provided by MAI Airline and the quality of such training. Table (4.5) displays the average on-the-job training ratings for the five claims.

Table (4.5) On-the-Job Training

No	Statement	Mean Score	Std. Deviation
1.	Preparing employees well for their specific roles and responsibilities.	4.33	.910
2.	Being able to access experienced mentors or trainers during on-the-job training sessions.	3.86	1.105
3.	Integrating practical, hands-on experiences with theoretical knowledge effectively.	3.75	.904
4.	Having a positive impact on employees' day-to-day performance and productivity.	3.96	1.022
5.	Providing feedback and support during on-the-job training.	4.10	1.073
	Overall Mean	4.00	

Source: Survey Data, 2024

The total mean value of on-the-job training is 4.00, as shown in Table (4.5). It indicates that more respondents agree with the five claims since it is higher than the natural score of 3. The greatest mean value indicates how effectively MAI Airline's on-the-job training has prepared me for my particular tasks and responsibilities. It indicates that most respondents agree that the on-the-job training provided by MAI is highly effective in equipping them with the necessary skills and knowledge for their specific duties. On-the-job training programs are practical, relevant, and closely aligned with the actual tasks employees perform. The lowest mean value is that on-the-job training integrates practical, hands-on experiences with theoretical knowledge effectively. It means that employees feel on-the-job training in MAI is practical, relevant, and closely aligned with their specific job roles, allowing them to apply new skills and knowledge immediately.

4.4.3 Off-the-Job Training

This section explores the perceptions of the employees towards off-the-job training of the MAI Airline and how well the employees receive off-the-job training at MAI Airline. The mean value each question and overall mean of off-the-job training are shown in Table (4.6).

Table (4.6) Off-the-Job Training

No	Statement	Mean Score	Std. Deviation
1.	Providing relevant and up-to-date off-the-job training programs.	3.42	1.149
2.	Participating regularly in off-the-job training sessions.	3.39	1.320
3.	Being measured and communicated the effectiveness of off-the-job training programs.	3.71	1.132
4.	Including opportunities for skill development and career advancement in off-the-job training.	3.55	1.179
5.	Having the balance between theoretical learning and practical application in off-the-job training.	3.55	1.308
Overall Mean		3.52	

Source: Survey Data, 2024

As shown in Table (4.6), concerning off-the-job training, the highest mean value is that the effectiveness of off-the-job training programs is measured and communicated, which indicates most employees believe that off-the-job training programs are systematically evaluated and that the results of evaluations are effectively communicated to them. The participation of employees in off-the-job training sessions offered by MAI has the lowest mean value, which shows that some employees sometimes engage in the training sessions of MAI Airline. This may be due to a variety of challenges faced by employees, such as work schedules, work overload, and personal problems.

4.4.4 Evaluation of Training

There are five questions to examine when analyzing the mean value of the training assessment, as shown in Table (4.7). Table (4.7) displays the mean value of every question as well as the overall mean.

Table (4.7) Evaluation of Training

No	Statement	Mean Score	Std. Deviation
1.	Evaluating training and development programs by using methods such as test, interview, questionnaire, performance appraisal report.	3.39	.962
2.	Evaluating feeling and opinion of the trainees about the programs' material, facilities, methods, contents, trainers, durations and relevance of the program	3.27	.946
3.	Evaluating the skills, knowledge and attitudes acquired during the program.	3.25	.874
4.	Evaluating the change in on-the-job performance, which can be attached to the program	3.19	.988
5.	Evaluating the effect in the organization's performance resulting from the change of behavior such as: cost saving, quality improvement, customer satisfaction.	3.39	.961
Overall Mean		3.29	

Source: Survey Data, 2024

The greatest mean value, 3.29, is obtained in the survey results shown in Table (4.7), above the neutral score of 3. The highest mean value is for MAI's evaluation of results, indicating that MAI assesses the outcomes after staff training. MAI evaluates how training leads to improvements in organization performance. MAI evaluates Behavior change is the lowest mean score. The lowest mean indicates that employees feel MAI there is not sufficient clear and measurable evidence showing how training directly influences on their behavior and job performance.

4.4.5 Career Development

This section explores the perceptions of employees towards career development and how well the employees developed their career in MAI Airline. There are five questions, and the mean scores of career development are shown in Table (4.8).

Table (4.8) Career Development

No	Statement	Mean Score	Std. Deviation
1.	Being clearly communicated the career development paths available to employee.	3.27	.946
2.	Offering ample opportunities for professional growth and advancement.	3.25	.874
3.	Receiving support in setting and achieving employees career development goals.	3.19	.988
4.	Providing sufficient resources and tools for continuous learning and skill enhancement.	3.38	.953
5.	Having a positive impact of career development initiatives on job satisfaction and performance.	3.40	1.074
	Overall Mean	3.29	

Source: Survey Data, 2024

The survey's total mean value is 3.29, which is higher than the neutral score of 3, according to the data shown in Table (4.8). The career development programs of MAI Airline have the greatest mean value and are associated with better employee performance and work satisfaction. This indicates that employees of MAI Airline believe career development programs offer valuable opportunities for skill enhancement and knowledge acquisition, which directly contribute to better job performance. The least mean value is receiving support in setting and achieving employees' career development goals., which means that employees feel insufficiently supported in their professional growth. This is because of the lack of clear guidance and mentorship and insufficient feedback on performance and career progression.

4.4.6 Employee Performance

The following Table (4.9) is presenting employee performance of the MAI Airline with mean value.

Table (4.9) Employee Performance

No	Statement	Mean Score	Std. Deviation
1.	Becoming more committed toward jobs after receiving trainings.	3.41	1.031
2.	Increasing employee's productivity through trainings.	3.43	.929
3.	Enhancing the employee's efficiency and effectiveness.	3.41	.984
4.	Increasing employee confidence when performing work related task after receiving trainings.	3.67	.902
5.	Becoming more responsible after receiving trainings.	3.60	.890
	Overall Mean	3.50	

Source: Survey Data, 2024

The workers exhibit strong performance, as shown by Table (4.9), where the total average mean value is 3.50, above the neutral score of 3. The training mean value results in an improvement in employee confidence while executing work-related activities; this is the highest mean score. It shows that most employees agree that training programs effectively boost their confidence in their job responsibilities. The training sessions are comprehensive, practical, and directly applicable to their roles, and as a result, employees feel more competent and confident in their abilities. The lowest mean score means some employees become more efficient and effective in their performance and more committed to their jobs after receiving training.

4.5 Analysis on Training and Development Practices Affecting Employee Performance of MAI Airline

In this part, the impact of training and development practices on MAI Airline employees' performance is examined. Table (4.10) displays the findings of the regression analysis conducted to examine the impact of MAI Airline's training and development practices on employee performance. Employers may determine which practices have an impact on employee performance by using the linear regression model. Employee performance is a dependent variable, whereas training

and development practices—including career development, on-the-job training, off-the-job training, and training need assessment—are independent factors. Table (4.10) displays this model's output.

Table (4.10) Training and Development Practices Affecting Employee Performance of MAI Airline

Model	Unstandardized Coefficient		Standardized Coefficients	t	Sig.	VIF
	B	Std. Error	Beta			
(Constant)	.886	.479		1.849	.066	1.143
Training Needs Assessment	.021	.046	.034	.460	.646	1.133
On-the-Job Training	.110(*)	.058	.137	1.882	.062	1.074
Off-the-Job Training	.095(**)	.047	.142	2.005	.047	1.735
Evaluation of Training	.455(**)	.194	.475	2.349	.020	1.976
Career Development	.077	.189	.084	.408	.684	1.143
R	.570 ^a					
R Square	.324					
Adjusted R Square	.301					
Durbin-Watson	2.013					
F Value	13.827					

Source: Survey Data, 2024

Notes: ***Significant at 1% level, **Significant at 5% level, *Significant at 10% level

Off-the-job training and assessment of training have the predicted positive sign and significant coefficient value at the 5 percent level, as shown by the results displayed in Table (4.10). The positive association indicates that there is a greater impact on employee performance from increasing off-the-job training and training assessment.

The predicted positive sign and substantial coefficient value at the 10 percent level are present in on-the-job training. Given the favorable correlation, employee performance is positively impacted by increased off-the-job training. Employee performance is positively correlated with on-the-job training, off-the-job training, and training assessment, according to the standardized coefficient (Beta).

Increases of one unit in on-the-job training will result in a 0.110 unit gain in employee performance; increases of one unit in off-the-job training will result in a 0.095 unit gain in performance; and an additional unit increase in training evaluation will result in a 0.455 unit gain in performance. R square, or the percentage of the dependent variables' variation explained by the model, is 0.324, whereas adjusted R square is 0.301. With training and development practices as independent variables, the model can account for 30.1% of the variation in the dependent variable (employee performance). At the 1% level, the model's overall significance, as shown by the F test score, is extremely significant. The value of Durbin-Watson is around 2. As a result, it suggests that the sample lacks autocorrelation. Variance inflation factors (VIF) were utilized to offer information on the degree to which non-orthogonality among independent variables inflates standard errors, with regard to possible multicollinearity issues. Since there is no correlation between the independent variables, all of the VIF values are less than 10. As a result, this study's multicollinearity is not significantly affected.

CHAPTER V

CONCLUSION

The conclusions, debates, ideas, and recommendations from the paper's analysis are arranged in this chapter. This chapter also offers recommendations for the requirements for more research.

5.1 Findings and Discussions

The purpose of this research was to examine how MAI Airline's employees responded to training and development practices. Based on 150 target respondents at MAI Airline, the data are assessed. The SPSS software's multiple linear regression function is used to examine the responder data.

The demographic data revealed that, of the 150 responders at MAI Airline, 111 were female. Consequently, there are more female workers than male pupils. Additionally, the bulk of responders are between the ages of 21 and 25. They hold bachelor degree and earn income below 500,000. Moreover, the duration of working in MAI Airline is less than a year.

The measurements MAI Airline uses to determine the appropriateness of training and development given the company's business strategy are used to analyze how these activities match with and support the strategic objectives of the organization. These measures are based on the mean values of the training needs assessment. These measures ensure that the training programs are not only relevant but also contribute directly to the company's overall objectives. In addition, surveys, interviews, or tests are conducted with MAI staff members to ascertain their training requirements. The process involves gathering detailed feedback directly from employees through various methods such as questionnaires, one-on-one interviews and practical assessments.

The mean values of on-the-job training can be concluded that on-the-job training at MAI Airline effectively prepares employees for their specific roles and responsibilities to ensure that they acquire the practical skills and knowledge needed to perform their duties competently. Moreover, on-the-job training at MAI is practical that allow employees to learn in a real-world environment with theoretical knowledge.

The mean scores of off-the-job trainings describe that MAI evaluates how well off-the-job training programs achieve the intended goals and share the results of evaluations with employees. Off-the-job trainings are designed to help employees acquire new skills and knowledge that enhance their professional capabilities. The programs not only focus on immediate job-related competencies but also aim to support the long-term career growth of employees. However, employee cannot regularly participate in off-the-job training programs due to a variety of challenges such as work schedules, work overload, and personal problems.

From the mean values of the evaluation of training, MAI evaluates the results of the training. This includes assessing outcomes such as cost savings, improvement in quality, and enhanced customer satisfaction. By measuring the results, MAI aims to ensure the effectiveness and success of the training programs. However, MAI still need to evaluate the changes in employee behavior after receiving the training.

The mean values of career development, it can be concluded that career development initiatives at MAI Airline play a crucial role in enhancing both employee job satisfaction and performance. These initiatives provide opportunities for continuous learning, skill enhancement, and professional growth, which are directly beneficial to employee career advancement within the organization. However, career development planning is not sufficient or is not effectively supported by MAI for some employees to achieve their career goals.

The mean scores of employee performance describe that training programs in MAI have effectively instilled a sense of accountability and reliability among employees. Employee becomes more confidence in performing the tasks after receiving the training. Moreover, employees become more commitment to their jobs after they receive trainings.

The regression analysis revealed that employee performance is positively and significantly influenced by on-the-job training, off-the-job training, and evaluation of training. It was found that evaluation of training has the largest effect on employee performance due to that MAI evaluates the results of the training such as cost savings, improvement in quality, and enhanced customer satisfaction. Off the job training has the second largest effect on employee performance due to that MAI evaluates how well off-the-job training programs achieve the intended goals and share the results of evaluations with employees. On the job training also has an effect on employee

performance due to that on-the-job training at MAI Airline effectively prepares employees for their specific roles and responsibilities.

5.2 Suggestions and Recommendations

To improve employee performance at MAI Airline, a training needs analysis is essential. To guarantee that the training fulfills the unique needs and gaps of the staff, the selection of training materials should be founded on a thorough needs assessment. Prior to choosing a training program, MAI should assess the trainee's knowledge to ensure that the training material is appropriate for their present skill level. To guarantee that the training is pertinent and appropriate, the training and development programs should be carried out based on duties and skills that are directly connected to the workers' occupations. This targeted approach enhances the effectiveness of the training, which leads to improved job performance and overall efficiency within the airline.

On-the-job training is crucial for improving employee performance at MAI Airline. MAI Airline should ensure experienced mentors or trainers are accessible during these training sessions to provide guidance and support. MAI Airline should use training method that effectively integrate practical, hands-on experiences with theoretical knowledge to ensure that employees can apply what they learn directly to their roles. Additionally, MAI Airline should ensure on-the-job training positively impacts day-to-day performance and productivity, as employees gain relevant skills and knowledge in a real-world context. This approach should help employees become more competent and confident in their tasks, leading to overall enhanced performance for the airline.

Off-the-job training is crucial for enhancing employee performance at MAI Airline. The training programs provided by MAI Airline should be consistently updated to ensure relevance in the dynamic airline industry. To encourage employee greater participation, MAI Airline should promote the benefits of off-the-job training, such as career advancement opportunities, personal development, and improved job performance. MAI should also foster a supportive environment by offering flexible scheduling options. By implementing these strategies, MAI Airline can effectively motivate employees to participate in off-the-job training, ultimately enhancing overall performance and competitiveness in the airline industry.

Evaluation of training is crucial for optimizing employee performance at MAI Airline. MAI should assess trainees' reactions to gather valuable feedback on aspects such as the relevance of program materials, quality of facilities, effectiveness of teaching methods, content comprehensiveness, trainer competence, session durations, and overall program relevance. MAI should evaluate learning outcomes to measure the acquisition of essential skills, knowledge, and attitudes by employees, ensuring that training aligns with organizational goals and job requirements. Additionally, MAI should evaluate behavior change to assess the improvements in on-the-job performance after they receive the training.

Career development is essential for maximizing employee performance at MAI Airline. Clear and well-communicated career paths ensure that employees understand their potential growth opportunities within the organization. Therefore, MAI should clearly communicate the career development paths available to them. Moreover, MAI Airline should foster professional development through numerous opportunities for advancement and growth. Additionally, MAI should support employees in setting and achieving their career goals by providing mentorship, training programs, and regular feedback. By investing in career development, MAI Airline can enhance employee performance.

To improve employee performance, MAI should provide regular and relevant training sessions. This will increase employees' commitment to their jobs by equipping them with necessary skills and knowledge. Training also boosts job productivity as employees feel more competent and knowledgeable. Additionally, MAI should focus on training that directly enhances job performance to improve employees' efficiency and effectiveness. Continuous investment in training will create a more dedicated and high-performing workforce.

On-the-job training, off-the-job training and evaluation of training have a significant positive relationship on employee performance in MAI Airline. To improve employee performance, MAI should evaluate changes in employee behavior in the workplace after receiving the training. Moreover, the training method at MAI Airline should effectively integrate practical, hands-on experiences with theoretical knowledge to ensure that employees can apply what they learn directly to their roles. Furthermore, MAI Airline should promote the benefits of off-the-job training, such as career advancement opportunities, personal development, and improved job performance to encourage employee participation.

5.3 Need for Further Research

The conceptual framework was developed based only on training and development practices. That being said, this research did not look at all the HRM practices that affect employee performance. In order to improve the predictability of employee performance at MAI Airline, future study might concentrate on additional HRM practices including performance management and pay and awards. The survey result in this paper only represents performance of cabin crews in MAI Airline. The impact of training and development practices on other workers' performance at MAI Airline should thus be the subject of more investigation. One cannot extrapolate the findings to other airlines operating in Myanmar. The impact of training and development practices on the performance of employees at other airlines in Myanmar, including Myanmar National Airline, Mingalar, and Air Thalwin, should also be investigated in future research.

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APPENDIX A
Training and Development Practices Affecting Employee Performance of
Myanmar Airways International

This questionnaire is only for MHTM thesis paper about Training and Development Practices Affecting Employee Performance of MAI Airline. This is not related to any other business purpose or any person. Please kindly provide feedback to this questionnaire and I do appreciate for your time.

Part 1: Demographic Factors

Please tick the appropriate answer for each of the following questions.

1. Gender

- Male
- Female

2. Age (years)

- 20 and below
- 21-25
- 26-30
- 31-35
- 36 and above

3. Education

- High School
- Postgraduate Degree
- Bachelor's Degree
- Master's Degree

5. Years of Employment with MAI Airline

- Less than 1 year
- 1-3 years
- 4-6 years
- More than 6 years

6. Income Level

- MMK 500,000 and below
- MMK 500,001 – 1,000,000
- MMK 1,000,001 – 1,500,000
- Above MMK 1,500,000

Part 2: The following 30 questions tap into Training and Development Practices Affecting Employee Performance of MAI Airline.

(Reference number: 1-Strongly Disagree, 2-Disagree, 3-Neutral, 4-Agree, 5-Strongly Agree)

Training Need Assessment

1.	Determining the appropriateness of training and development to the company's business strategy.	1	2	3	4	5
2.	Basing on proper need assessment.	1	2	3	4	5
3.	Assessing the trainee 's knowledge before selecting the training program.	1	2	3	4	5
4.	Conducting training and development program based on the tasks and skills in related to the employees' job.	1	2	3	4	5
5.	Surveying, interviewing or testing to determine employees' training needs.	1	2	3	4	5

On-the-Job Training

1.	Preparing employees well for their specific roles and responsibilities.	1	2	3	4	5
2.	Being able to access experienced mentors or trainers during on-the-job training sessions.	1	2	3	4	5
3.	Integrating practical, hands-on experiences with theoretical knowledge effectively.	1	2	3	4	5
4.	Having a positive impact on employees' day-to-day performance and productivity.	1	2	3	4	5
5.	Providing feedback and support during on-the-job training.	1	2	3	4	5

Off-the-Job Training

1.	Providing relevant and up-to-date off-the-job training programs.	1	2	3	4	5
2.	Participating regularly in off-the-job training sessions.	1	2	3	4	5
3.	Being measured and communicated the effectiveness of off-the-job training programs.	1	2	3	4	5
4.	Including opportunities for skill development and career advancement in off-the-job training.	1	2	3	4	5
5.	Having the balance between theoretical learning and practical application in off-the-job training.	1	2	3	4	5

Evaluation of Training

1.	Evaluating training and development programs by using methods such as test, interview, questionnaire, performance appraisal report.	1	2	3	4	5
2.	Evaluating feeling and opinion of the trainees about the programs' material, facilities, methods, contents, trainers, durations and relevance of the program	1	2	3	4	5
3.	Evaluating the skills, knowledge and attitudes acquired during the program.	1	2	3	4	5
4.	Evaluating the change in on-the-job performance, which can be attached to the program	1	2	3	4	5
5.	Evaluating the effect in the organization's performance resulting from the change of behavior such as: cost saving, quality improvement, customer satisfaction.	1	2	3	4	5

Career Development

1.	Being clearly communicated the career development paths available to employee.	1	2	3	4	5
2.	Offering ample opportunities for professional growth and advancement.	1	2	3	4	5
3.	Receiving support in setting and achieving employees career development goals.	1	2	3	4	5
4.	Providing sufficient resources and tools for continuous learning and skill enhancement.	1	2	3	4	5
5.	Having a positive impact of career development initiatives on job satisfaction and performance.	1	2	3	4	5

Employee Performance

1.	Becoming more committed toward jobs after receiving trainings.	1	2	3	4	5
2.	Increasing employee's productivity through trainings.	1	2	3	4	5
3.	Enhancing the employee's efficiency and effectiveness.	1	2	3	4	5
4.	Increasing employee confidence when performing work related task after receiving trainings.	1	2	3	4	5
5.	Becoming more responsible after receiving trainings.	1	2	3	4	5

APPENDIX B

Frequency Table

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	F	111	74.0	74.0	74.0
	M	39	26.0	26.0	100.0
	Total	150	100.0	100.0	

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.0	6	4.0	4.0	4.0
	2.0	57	38.0	38.0	42.0
	3.0	43	28.7	28.7	70.7
	4.0	24	16.0	16.0	86.7
	5.0	20	13.3	13.3	100.0
	Total	150	100.0	100.0	

Education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.0	33	22.0	22.0	22.0
	2.0	17	11.3	11.3	33.3
	3.0	83	55.3	55.3	88.7
	4.0	17	11.3	11.3	100.0
	Total	150	100.0	100.0	

Years of Employment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.0	57	38.0	38.0	38.0
	2.0	26	17.3	17.3	55.3
	3.0	42	28.0	28.0	83.3
	4.0	25	16.7	16.7	100.0
	Total	150	100.0	100.0	

Income

Level

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.0	73	48.7	48.7	48.7
	2.0	34	22.7	22.7	71.3
	3.0	26	17.3	17.3	88.7
	4.0	17	11.3	11.3	100.0
	Total	150	100.0	100.0	

Descriptives

Descriptive Statistics

	N	Mean	Std. Deviation
TNA-1	150	4.37	.993
TNA-2	150	4.25	1.111
TNA-3	150	4.22	1.104
TNA-4	150	4.15	1.149
TNA-5	150	4.27	1.079
Valid N (listwise)	150		

Descriptive Statistics

	N	Mean	Std. Deviation
OTJ-1	150	4.33	.910
OTJ-2	150	3.86	1.105
OTJ-3	150	3.75	.904
OTJ-4	150	3.96	1.022
OTJ-5	150	4.10	1.073
Valid N (listwise)	150		

Descriptive Statistics

	N	Mean	Std. Deviation
OFJ-1	150	3.42	1.149
OFJ-2	150	3.39	1.320
OFJ-3	150	3.71	1.132
OFJ-4	150	3.55	1.179
OFJ-5	150	3.55	1.308
Valid N (listwise)	150		

Descriptive Statistics

	N	Mean	Std. Deviation
EOT_1	150	3.39	.962
EOT_2	150	3.27	.946
EOT_3	150	3.25	.874
EOT_4	150	3.19	.988
EOT_5	150	3.39	.961
Valid N (listwise)	150		

Descriptive Statistics

	N	Mean	Std. Deviation
CD-1	150	3.27	.946
CD-2	150	3.25	.874
CD-3	150	3.19	.988
CD-4	150	3.38	.953
CD-5	150	3.40	1.074
Valid N (listwise)	150		

Descriptive Statistics

	N	Mean	Std. Deviation
EP-1	150	3.41	1.031
EP-2	150	3.43	.929
EP-3	150	3.41	.984
EP-4	150	3.67	.902
EP-5	150	3.60	.890
Valid N (listwise)	150		

Reliability

Reliability Statistics

Cronbach's Alpha	N of Items
.963	5

Reliability Statistics

Cronbach's Alpha	N of Items
.861	5

Cronbach's Alpha	N of Items
.853	5

Cronbach's Alpha	N of Items
.758	5

Reliability Statistics

Cronbach's Alpha	N of Items
.772	5

Reliability Statistics

Cronbach's Alpha	N of Items
.710	5

Regression

Descriptive Statistics

	Mean	Std. Deviation	N
EP-OM	3.504	.6454	150
TNA_OM	4.249	1.0164	150
OTJ	4.001	.8065	150
OFJ_OM	3.523	.9687	150
EOT_OM	3.297	.6747	150
CD_OM	3.297	.7008	150

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics		
					R Square Change	F Change	df1
1	.570 ^a	.324	.301	.5396	.324	13.827	5

Model Summary^b

Model	Change Statistics		
	df2	Sig. F Change	
1	144	.000	2.013

a. Predictors: (Constant), CD_OM, OTJ, OFJ_OM, TNA_OM, EOT_OM

b. Dependent Variable: EP-OM

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	20.130	5	4.026	13.827	.000 ^b
	Residual	41.928	144	.291		
	Total	62.058	149			

a. Dependent Variable: EP-OM

b. Predictors: (Constant), CD_OM, OTJ, OFJ_OM, TNA_OM, EOT_OM

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.886	.479		1.849	.066
	TNA_OM	.021	.046	.034	.460	.646
	OTJ	.110	.058	.137	1.882	.062
	OFJ_OM	.095	.047	.142	2.005	.047
	EOT_OM	.455	.194	.475	2.349	.020
	CD_OM	.077	.189	.084	.408	.684

Coefficients^a

Model		95.0% Confidence Interval for B		Correlations			Collinearity Statistics
		Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance
1	(Constant)	-.061	1.832				
	TNA_OM	-.071	.113	-.079	.038	.031	.875
	OTJ	-.006	.225	.117	.155	.129	.882
	OFJ_OM	.001	.188	.065	.165	.137	.931
	EOT_OM	.072	.838	.543	.192	.161	.814
	CD_OM	-.297	.451	.521	.034	.028	.811

Coefficients^a

Model		Collinearity Statistics	
		VIF	
1	(Constant)		
	TNA_OM		1.143
	OTJ		1.133
	OFJ_OM		1.074
	EOT_OM		1.735
	CD_OM		1.976

a. Dependent Variable: EP-OM