

**YANGON UNIVERSITY OF ECONOMICS
DEPARTMENT OF APPLIED ECONOMICS
MASTER OF PUBLIC ADMINISTRATION PROGRAMME**

**A STUDY OF THE PERCEPTION OF CIVIL SERVICE
TRAINING COURSE
(A CASE STUDY : CIVIL SERVICE ACADEMY AT
LOWER MYANMAR OF UNION CIVIL SERVICE BOARD)**

**MON MON KHAING
MPA – 46 (21st BATCH)**

SEPTEMBER, 2024

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A thesis submitted as a partial fulfillment towards the requirements for the degree of
Master of Public Administration (MPA)

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MPA - 46
MPA 21st Batch (Online)
(2022 – 2024)

September, 2024

YANGON UNIVERSITY OF ECONOMICS
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MASTER OF PUBLIC ADMINISTRATION PROGRAMME

This is to certify that the thesis entitled “**A Study of the Perception of Civil Service Training Course (A Case Study: Civil Service Academy at Lower Myanmar of Union Civil Service Board)**” submitted as the requirement for the Degree of Master of Public Administration has been accepted by the Board of Examiners.

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ABSTRACT

The goal of this research is to investigate how the training program has helped government officials increase their ability. In order to gauge the participants' perceptions of the training course, a post-test survey is used in this research to gather feedback from the 192 respondents in CSA (Lower Myanmar) using a descriptive statistics analysis approach. The use of descriptive statistics analysis is crucial in identifying the training programs' strengths and weaknesses. The results of this study show that the survey's overall feedback. The results of this poll clearly demonstrate that training programs still need to keep an eye on, evaluate, and examine some flaws in the time management, outside lecture scheduling, and teaching and learning materials. They also need to concentrate on the essential values of public servants, particularly impartiality. Because of this, the trainees' abilities, knowledge, and attitudes grow, and they become more confident in their ability to lead others in the workplace. Additionally, the way they apply what they have learned to their workplaces is improving for both their own personal growth and the benefit of their working communities.

ACKNOWLEDGEMENTS

Firstly, I express my sincere gratitude to Professor Dr. Tin Tin Htwe, Rector of Yangon University of Economics, Professor Dr. Khin Thida Nyein, Dr. Cho Cho Thein, Dr. Tin Tin Wai, Pro-Rector, and all members of the Master of Public Administration Program Committee at Yangon University of Economics for providing me with the opportunity to participate in this MPA program.

I extend special thanks, warmth, and appreciation to Professor Dr. Kyaw Min Htun, Pro-Rector (Retd.) of Yangon University of Economics, for his invaluable guidance and advice on this thesis.

I offer my heartfelt appreciation to Professor Dr. Su Su Myat, Director of the Master of Public Administration Program at Yangon University of Economics, whose reminders and unwavering motivation spurred me to complete my studies. Her support was instrumental in achieving the set objectives.

I am deeply thankful to my Supervisor, Dr Khin Thu Thu Thein, Lecturer of the Department of Applied Economics at Yangon University of Economics, for his assistance and empathetic approach throughout my research, enabling me to meet deadlines and providing essential support without which the final task would have been unattainable.

I also wish to express my profound gratitude to all the faculty and staff members of the Master of Public Administration Program at Yangon University of Economics, whose dedication contributed significantly to the success of my research. A special thanks to the People Who patiently participating in and contributing to my thesis questionnaires, without whom the thesis's objectives would not have been realized.

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CHAPTER I

INTRODUCTION

1.1 Rationale of the Study

In order for a training initiative to be successful, the organization must assess how closely training, capacity building, or human resource development systems link to the organizational strategy. Perhaps more crucially, the organization must determine how to guarantee that training and development activities are effective (Haslinda & Mahyidin, 2009, pg. 240). Businesses are placing more and more focus on how training contributes to their strategic goals, and they base their training program investment decisions on how well training is seen to be doing. Additionally, a training program's efficacy in terms of how well it applies to the workplace is taken into account (Brinkerhoff, 2005). An successful training program's conception, planning, analysis, development, and implementation are said to depend in large part on training assessment (IAEA, 2003, pg. 13).

"Capacity development is defined as the process by which individuals, groups, organizations, institutions, and societies increase their ability to perform core functions, solve problems, define and achieve objectives, and understand and sustainably deal with development issues," according to the research of Suresh Chandra Babu and Debdata Sengupta (2006). Specifically, it argued that the development of capacity at the individual, organizational, and state levels is essential to the achievement of goals, the promotion of growth, and the discovery of solutions to problems. According to De Grauwe (2009), the idea that "capacity development is a fundamental action, without which countries will not achieve their development goals" is one that we agree with. It is impossible for development to take place in the absence of ability. It may be deduced from this that the performance of the population, and more specifically the performance of public officials, is a significant influence in the advancement of the nation. In the absence of people who are knowledgeable and talented, the country will be unable to accomplish its goals.

Once more, the Union Civil Service Board (UCSB) of Myanmar seeks to improve public opinion, engage in the process to earn the public's trust, and meet the demand for civil servants to enable them to work more effectively in the transformation of the administration process and the civil service. To enhance the efficacy of the current civil service training programs, UCSB must modify the delivery methods for the Management and Regular Training Programs offered in the two Civil Service Academies (CSAs); review and rewrite the programs offered in CSAs to comply with international standards; and modernize certain training techniques and trainers' competencies for training and development. The goal of the article is to demonstrate how UCSB's implementation procedures typically attempt to maximize the development of curricula, training programs, and civil servant issues in accordance with worldwide standards.

1.2 Objectives of the Study

The study's primary goal is to investigate how training programs contribute to public officials' capacity development. The following are the study's supplementary goals:

- 1) To determine whether or if the present training programs offered by UCSB are beneficial for trainees with diverse backgrounds
- 2) To assess whether or whether the learners' ability has increased
- 3) To investigate what UCSB should change about its training programs in order to better support the growth of the government sector, based on the findings of the surveys.

1.3 Method of Study

The attitude of the government workers about the training courses is the main topic of this research. By using well-crafted surveys, the approach is descriptive. Given that the only focus of this research is the training programs offered by several ministries in Myanmar to office supervisors.

1.4 Scope and Limitations of the Study

In order to gauge the participants' opinions of the training program, a survey of 192 participants from the Enhanced Course for Office Supervisors Batch (93,94.95) 2024 at Civil Service Academy (Lower Myanmar) was done for this research. Since the

office supervisor level is the first officer level of all officer postings and is trained by the UCSB on behalf of all Ministries and the Myanmar government, only the in-service level's capability development is evaluated in my research. For the sake of the country as a whole as well as for other government institutions, UCSB must thus prioritize developing and enhancing excellent leaders at this level. There are four levels at which capacity development may be viewed: state, institutional, organizational, and individual. This level may improve the continuous growth of society, increase profit maximization, and connect and streamline organizational operations. The results of this research would not reflect the capacity development of all public servants from various levels since it only contains the training program that is offered to staff officers.

1.5 Organization of the Study

The study is divided into five chapters. The purpose, goals, boundaries, and methodology of the research are all covered in Chapter I, which also serves as an introduction. Chapter II covers the literature review. An overview of the Union Civil Service Board in Myanmar is provided in Chapter III. This chapter provides an overview of Myanmar's training program as well as the civil service training system. The survey examining the training course perception in the Civil Service Academy (Lower Myanmar) region is covered in Chapter IV. Questionnaires are utilized for the survey. The concluding Chapter V summarized the training course's results via the Civil Service Academy (Lower Myanmar) training program of the Myanmar civil service and offered recommendations.

CHAPTER II

LITERATURE REVIEW

2.1 What kinds of Training and its Purposes

The proactive fulfillment of increasing the ability of public service employees to carry out extended operations in ensuring the welfare of the people is known as training. It is the most effective instrument for raising productivity and expectations at the individual, corporate, state, and national levels. Through the training, staff members may pick up and relearn new skills and information (Garcia, M.U., 2005). The primary goal of the training is to provide the staff with the necessary SKAs so they can improve performance in the real world. The results of the organization increase in direct proportion to the improvement of staff SKAs. Training is essential to the results and long-term viability of the people and organization. Furthermore, training is a long-term investment in employees' productivity and ability to advance their careers and feel satisfied in their jobs (Harshit Topno, 2012). Training initiatives have the power to influence people's and organizations' short- and long-term performance (Nassazi, 2013). Additionally, training programs may increase employee commitment in the workplace and inspire them to carry out their duties in an efficient manner in order to fulfill the organization's objective. Cole, G. A. (2002) affirmed that the instruction may result in:

- i. High morale: Employees that get training report feeling more inspired and confident;
- ii. Reduced production costs: Training helps protect against dangers since a skilled individual can utilize office supplies and equipment more wisely, which lowers waste in the workplace;
- iii. iii. Reduced turnover: By making staff turnover and inattention in their particular fields preventable, training may contribute to a safe work environment.

- iv. Change management: Staff members' SKAs, comprehensions, and ability to deal with and integrate changes in both new and existing circumstances may all be advanced via training;
- v. Training may improve incentives like higher salary and promotions as well as recognition and responsibility;
- vi. Enhancing one's level of satisfaction and achievement via training might lead to more chances for their professional advancement; and
- vii. Staff availability and capability may be improved via training.

Human resources must be allocated to training and development programs in order to preserve the organization's standing. These programs may educate both new and current workers on the demands and duties of their jobs via the use of development initiatives. In order to invest and get the intended outcomes for the businesses, efficient and effective training is thus required in the current world. The effectiveness of the organization's goals, as well as the people' strong engagement and sense of self, depend on competent training and development initiatives. Pool and Pool (2007), page 353.

2.2 The Effectiveness of the Training Programmes

It is the workforce of a nation that determines whether or not it will be able to flourish and keep its economic stability. Training is one of the most popular techniques to enhance job performance and workplace productivity (Goldstein and Ford 2002; Gupta and Bostrom 2006). Training is also one of the most effective ways to raise employee productivity. According to Goldstein and Ford (2002), effective training must result in a change in behavior (skill transfer for job performance), which in turn leads to an improvement in the performance of the organization. When it comes to the organization's long-term strategy, the investment in staff, which includes training and the maintenance of skills, becomes a crucial component. As is the case with any other kind of investment, investments in training need to provide a return that is both measurable and effective. Individuals who get training that is successful have increased knowledge, talents, attitudes, and behavior, which in turn leads to improvements in performance and development prospects. Improvements in people's performance have a direct bearing on profits. In addition, there are connections between the objectives of the organization and the activities of the training program. A well-designed training program aids businesses in accomplishing their goals. Training activities' general goals include acclimating new hires to the company and their position, assisting current

workers in doing their jobs well, assisting workers in becoming qualified for positions in the future, keeping workers informed of organizational changes, and offering opportunities for personal growth (Drummond, 1989: 165). The development of the information, abilities, and attitudes required to perform well in one's existing position is the main objective of successful training. Therefore, the human resources department's mission is to increase the effectiveness of the company by giving staff members the attitudes, abilities, and information that will help them perform better on the job now or in the future. The training expert has to be knowledgeable about the advantages, disadvantages, and efficacy of every training technique in order to choose the best ones to use. In addition, measurements must be made in accordance with the models in order to assess the efficacy of the training. According to Haywood (1992), training is only one of many elements that may improve both individual and organizational performance. In the actual world, several variables can affect how successful training and development are in an organization. According to Broad and Newstrom (1992), in order for training to be successful, the individual must really apply the information and skills they have learned to their profession. Hung (2001) noted that the development of the relationship between training practices or factors (individual and organizational) and training success was the main focus of the majority of research pertaining to training effectiveness. According to Krager, Ford, and Salas (1993), the efficacy of training is determined by how well it accomplishes its goals, such as enhancing job performance.

2.3 Nature and Levels of Capacity Development

President Paul Kagame of Rwanda (2011) asserts that capacity, or "the ability to get things done," encompasses more than just formal education and the development of technical skills; it also involves cultivating intangible or "soft" qualities like the capacity to effect change and create institutions, organizations, and processes that can provide public services over an extended period of time⁷. The ability of a person, an organization, or society at large to carry out daily tasks efficiently and effectively is known as capacity (OECD DAC, 2006b). Development is the process of supplying such abilities. As a result, capacity development (CD) is the process of altering an organization's and people' internal structures in order to sustain and build competence over time (OECD DAC, 2006b). The UNDP (2008) provides support for this notion, stating that CD may assist to maintain and enhance efficiency to entrench and achieve

success on the specified objectives and prospects for individuals, governments, and society over time. CD is more than just providing instruction and passing down expertise (Katherine M. Freeman, 2010). The environment of the person, the organization, and society is what determines how much of the new skills these entities can absorb and how to adjust to them in their respective sectors. This is how capacity is enhanced. The extant research posited that CD occurs on several levels, with the individual, organizational, and societal levels being the most often highlighted ones.

i. Individual Level

It is the first phase of developing capability. This level connects the previous levels and serves as the basis for the many CD levels. According to Katherine M. Freeman (2010), an individual's capacity is their ability to pick up new abilities and information and use them as the engine for forward operations. Therefore, in order to facilitate organizational operations in everyday workflows and improve society's profits ahead of time, people who are assets to organizations and society as a whole should build their SKAs.

ii. Organizational Level

This is CD's second step. At this stage, the organization's daily operations are being improved via the structures, processes, and procedures. Five fundamental organizational competencies are identified by Morgan (2006) as follows: the ability to take initiative and commit; the ability to meet development goals; the ability to adjust and renew itself; the ability to interact with external stakeholders; and the ability to attain coherence.

iii. Societal Level

This is CD's third step. This level is often disregarded, organized in the idea of development, and recognized as exclusive in the CD process (OECD DAC, 2006). According to this definition, the laws, policies, governance structure, larger political and cultural context, and civil society comprise the CD at the societal level. This level is difficult to maintain and requires time to analyze.

In summary, the many ministries, organizations, and businesses cannot all concentrate on capacity building in the same way. They are free to choose their own priority level based on what capacity levels best suit their needs, organizational

structure, environment, culture, and values. Among the various levels of CD, individual CD is the most fundamental because it can increase a person's internal capacity, which in turn improves the outcomes of organizational goals. When an organizational level is successful, national development and the quality of life for civilians are also positively impacted. Thus, the growth in capability of the Freeman, 2010). Therefore, in order to facilitate organizational operations in everyday workflows and improve society's profits ahead of time, individuals—who are the organizations' and society's most valuable asset—should build their SKAs. Therefore, the primary foundation for the success of the company, community, and country is the development of each person's potential.

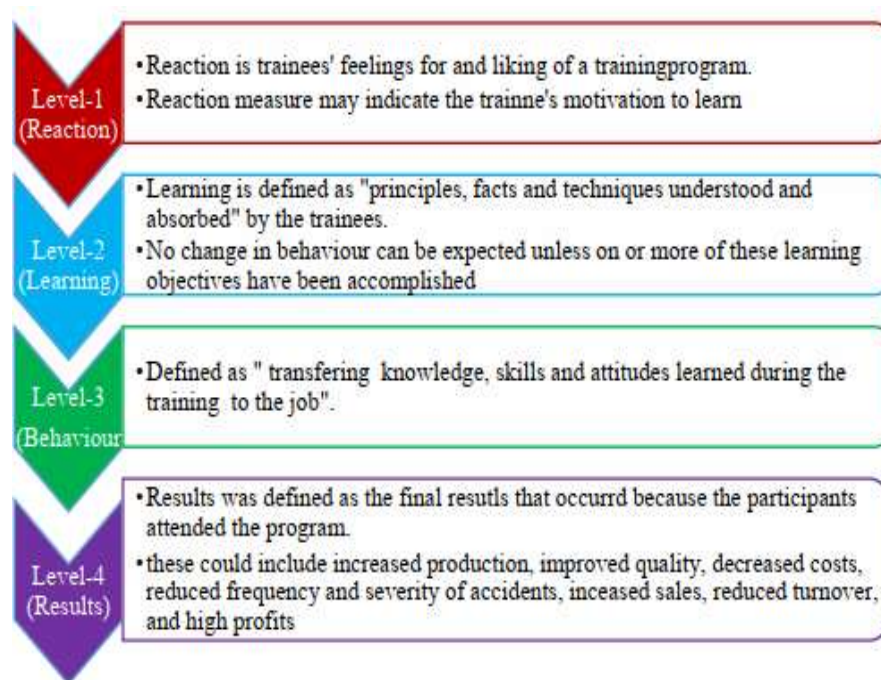
2.4 Training and the Capacity Development

One component of the organization's human resources development role is training (Rajeev et al., 2009, pg. 272). Both public and private sector companies typically agree that personnel capacity building and training are essential to the expansion and improvement of the organizations' primary business operations (Noe, 2002). Building and maintaining a competitive edge in an organization's core competency requires training and capacity development, which is a purposeful and coordinated endeavor targeted at improving and strengthening organizational performance. Undoubtedly, specific knowledge and skills that are often improved by ongoing training and development make up an employee's competency (Cascio, 1998; Beardwell, Holden, Claydon, 2004). One essential element of capacity development is training. Training and development may act as a bridge to explain the discrepancy between the requirements for a job and the existing specifications of the workforce (Harshit Topno, 2012). The noblest intentions and ideas of an organization might simply backfire if staff members' abilities aren't increased. It is now well acknowledged that increasing employee productivity inside a company is necessary to improve overall organizational effectiveness. Employee retention may rise and turnover can be decreased. The utilization of human capital, training staff members' skills, knowledge, and attitudes (SKAs), managing employee motivation for both new hires and current staff, coordinating staff needs with organizational goals, and minimizing workplace conflicts are all critical to an organization's success. Each staff member has the potential to be an employee, but the company must help them develop the ability to take on new tasks and overcome obstacles. In order for staff members to enhance their current abilities and develop new ones in their workplace, training is thus essential.

2.5 Kirkpatrick's Four-Level Evaluation Model

Donald Kirkpatrick first developed four categories of outcomes in 1959 to evaluate the efficacy of training. He defined these four outcomes in 1977 and divided them into four assessment levels: behavior, learning, response, and results. This model has undergone several updates and revisions in response to the demands of a changing environment. As to the findings of the American Society for Training and Development (ASTD) study, the most popular and extensively used framework for categorizing assessment is the Kirkpatrick model (Bassi & Cheney, 1997). This technique is useful for assessing staff views of training programs and is simple to understand and implement inside the company. This model has the four tiers stated above as its primary components. The following provides a full explanation of these four levels:

Figure (2.1) Four Level of Kirkpatrick's Evaluation Model



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

(i) Reaction Level

It is gauging the trainees' response. At this level, data on trainee satisfaction is graded based on how much they enjoy or are satisfied with the training courses, the amount of time allotted for the training, the learning and teaching materials, and the techniques used by the trainers. Stated differently, this stage involves inquiring about the learners' opinions about the direction of the training. The assessment of the learners' responses is required to improve the quality of the training programs. This level

determines the training aids' future requirements, including those that are outdated or need updating in order to be developed further. Happy sheets, feedback forms, verbal responses, online surveys, questionnaires, and other methods may all be used to assess this level. How did participants feel about the training programs? is the question this level seeks to address.

Kirkpatrick claims that since this level gauges participant satisfaction with the training program, it eases the need to improve conceptualization and training design.

(ii) Learning Level

It gauges how much the participants' abilities, knowledge, and attitudes have increased or decreased as a result of the training program's curriculum, facts, and teaching aids. Measuring is crucial because it allows stakeholders, trainers, and training institutions to identify areas for improvement in both ongoing and present training programs based on what the trainees are learning from the program. This level may be assessed by pre- and post-training questionnaires, online assessments, hard copy sheets, surveys, assessments, and exams, among other methods. To what degree did participants' knowledge, abilities, and attitudes change as a result of the training? is the question this level seeks to address. SKAs are the outputs of the learning objectives. That is contingent upon the needs of the organizations, however. Certain organizations focus on talents, while others gather information, and so forth.

(iii) Behaviour Level

It gauges how the learners' behavior has changed as a result of the instruction. How much the trainees used or transferred what they learned in the workplace at this level. Measuring trainee behavior change in the workplace is preferable than doing so in the classroom. Positive performance behaviors develop as a result of the reaction and learning levels' positive responses (Haslinda, 2009). The program is useful not only to the personal capacity of the participants but also to the productivity and capacity of the organizations if the knowledge and skills of the trainees are transformed in a good manner. However, the training program will not benefit people or organizations if no behavioral changes take place. Depending on the circumstances and the amount of time that the organizations and researchers have available, this level may gather data one month or many months following the training. This level may be assessed by online and electronic surveys, random snapshot evaluations, interviews, and more. This level

seeks to provide an answer to the following question: How much did the training affect participants' behavior back at the workplace? Organizations may find it challenging to quantify this level since it takes time to detect staff behavioral changes and determine when and how frequently evaluations become the primary decision-making process (Winfrey, 2005). According to Reid Bates (2004), the results at this level deal with how much training-related knowledge and abilities are used in the workplace or provide outstanding job-related performance.

(iv) Result Level

At this stage, organizational behavior is being assessed. This level determines the impact that the trainees' altered behavior has on the organizations, taking into account any financial consequences that may arise from increased productivity, targets, higher standards of work, decreased absenteeism, higher moral standards, improved results, and so forth. To assess organizational level, this kind of review is necessary. This level seeks to provide a response to: What advantages did the training have for the organizations? If data at this level can be obtained, it is a difficult, time-consuming, and expensive task compared to the other three levels to gather organizational feedback on trainees' altered behavior. However, the outcome is highly beneficial for training programs as well as for individuals and organizations (Harshit Topno, 2012). For all companies, this level is the most difficult (Kirkpatrick, D. L., & Kirkpatrick, J. D., 2006).

2.6 Review on Previous Studies

More information was provided by Swart et al. (2005) about training as a means of correcting skill inadequacies and performance gaps. This was done with the intention of enhancing the capacity development of students. According to him, the term "bridging the performance gap" refers to the process of implementing a training intervention that is pertinent to the trainees' needs in order to assist them in acquiring certain skills and capabilities and improving their overall performance.

According to Dessler (2005), training is a procedure that uses a variety of techniques to improve workers' knowledge and abilities so they can carry out their jobs well.

According to Hughe (1988), training was a potent force behind organizational growth, capacity development, and performance enhancement.

Training is a deliberate attempt by an organization to improve an employee's understanding of work-related abilities, according to Bramley and Kitson (1994).

According to Goldstein and Ford (2002), one of the most popular strategies for raising employee performance in the workplace and boosting job performance is training.

Guest (1997), Harrison (2000), and Appiah (2010) contended that training has demonstrated the ability to improve performance for both the organization and the trainees/staff by favorably impacting performance through the development of their knowledge, skills, abilities, competencies, and behavior.

According to Pigors & Myers (1989), training helps individuals enhance their abilities, which in turn helps them carry out job-related tasks effectively and compete successfully to meet company goals. Furthermore, when staff members are so well-trained that they can feel the immediate joy that comes with knowing they are realizing their potential and that they are making progress toward their goals, concerns about discontent, absenteeism, and turnover may be significantly decreased.

According to Kim (2006), staff training has grown in importance as a strategy for businesses looking to boost productivity, cut labor costs, and enhance service quality.

Assefa Gidey (2016) made the argument that having trained employees may assist a company overcome its shortcomings and issues. The organization's problems and future requirements may be eased by the training.

According to Akinpeju B. (1999), "training and development is a continuous process." The desire to accomplish organizational goals of increased productivity, along with the need of being able to lead others and do one's work effectively, makes training and development an urgent necessity. The explanation provided by Aswathappa, K. (2000), which suggests that training may identify latent potential, restore preexisting quality, and foster the development of new abilities, lends credence to his findings. Investing in training is a long-term strategy to enhance individual potential and maintain the organization's profitability.

According to Debra L. Truitt (2011), job satisfaction and employee turnover within the company both rise with the size of the skill gap between what is needed to complete a task and what is actually available. Low output at work is directly related to a lack of training. As a result, it causes a lack of ethics and discontent among employees.

In line with earlier literature reviews, Myo Lwin (2013) contended that an analytical examination of the training programs offered by Myanmar UCSB's two Central Institutes of Civil Service (CICSS) would meet the needs of civil workers at all levels in terms of capacity enhancement. The total outcome demonstrated that the training programs' integration of theoretical and practical skills had a beneficial influence on the accomplishment of the organization's operations as well as the personal objectives and future professional development of the participants. Using the Kirkpatrick four-level assessment model, he restricted his use of post-test questionnaires from training courses at the clerical to director general levels in his research at the KDI School of Public Policy and Management. Aye Pwint Soe (2016) made a strong argument for analytical research using the Myanmar Union Civil Service Board's civil service training case study.

During the time that she was attending the Graduate School of International Studies at Seoul National University, she was able to show the efficacy of the Post-Graduate Diploma in Civil Service Management (PGDCSM) course that was provided by the Civil Services Academy (CSA), which is a subsidiary of the Union Civil Service Board. As a consequence of this, she stated that it would be of the utmost importance to save and enhance the existing training programs while simultaneously planning new ones as quickly as feasible. Additionally, she used the pre-test and post-test questionnaires that were included in the relevant training program in order to carry out her data collection. During the course of her study on capacity building via the effectiveness of training programs, she also used the four stages of Kirkpatrick's evaluation model. Han Min Tun (2019) provided strong support for analytical research by means of a case study that focused on the development of civil service training at the Union Civil Service Board in Upper Myanmar.

Overall, the results demonstrated that the training programs' blend of theoretical and practical skills contributed to the success of the Civil Service Training Course by enabling the organization to meet its operational goals as well as the personal aspirations of each individual and enhancing the capacity of the Civil Service development. Additionally, the Union Civil Service Board's Civil Service Academics (CSAs) proved to be successful; as a result, it was recommended that current training programs be upgraded and continued, as well as that new courses be scheduled soon. Additionally, in his investigation of capacity development via training program efficacy, he used Kirkpatrick's assessment model's four levels. He conducted his survey using post-test questionnaires from the pertinent training program.

CHAPTER III

OVERVIEW OF THE UNION CIVIL SERVICE OF MYANMAR

3.1 Civil Service Structure in Myanmar

Following the adoption of the 2008 Constitution in 2010, the president, two vice presidents, the attorney general, 38 ministries, and other portfolio-holding government agencies headed the Union Government of Myanmar. In order to maintain a functional and efficient system of government, the large number of superfluous ministries and organizations that had previously been established have been reduced under the present president. The political appointees of the Cabinet, which is the highest authority in Myanmar's government, include both ministers and deputy ministers. The highest ranking member of the civil service, the Director General/Managing Director, oversees the department, enterprise, and directorate under the minister and deputy minister. In Myanmar, there are essentially two categories of government officials. There are two main categories of officers: gazetted officers and non-gazetted officials. It is the responsibility of the government gazette to proclaim the appointment of the gazetted officer, who is an official of the first level. When compared to the gazetted officers, the non-gazetted officer is a member of the staff who offers assistance or support to the gazetted officers but is not appointed in the government gazette.

In line with the particular internal ministerial rules and procedures, every ministry or institution has the ability to recruit officials who are not gazetted members of the government. However, the Union Civil Service Board (UCSB) is responsible of recruiting on behalf of all ministries and government agencies, including parliaments and some commissions, for the entry-level gazetted officer job, which is the staff officer post or its equivalent position of term. This responsibility falls within the UCSB's purview. In order to participate in the process of recruiting and selecting staff officers, candidates and recruits are required to complete a screening test at the examination sites that have been allocated for them. Those who are successful will subsequently be able

to proceed to the next step, which consists of a written examination, followed by psychological and viva (oral) examinations. With regard to the screening test and the written examination, they will be required to complete three main examinations: Myanmar, English, and General Knowledge. These examinations will include current political, social, and economic events in addition to problems that are associated with the civil service. The purpose of the psychological test is to standardize the evaluation of individual performance, while the purpose of the viva exam is to examine the personal concepts, attitudes, motives, and interests of candidates, especially with regard to the civil service motive.

3.2 The Union Civil Service Board

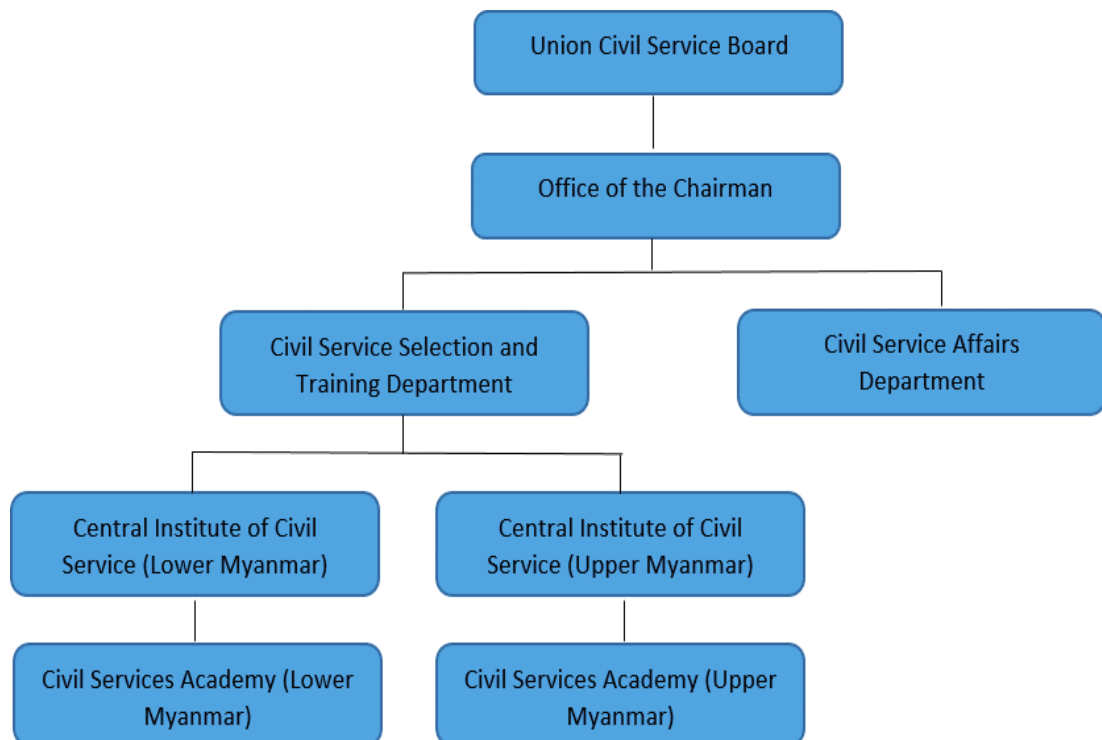
The Government of Burma Act of 1935 was the legislation that led to the establishment of the Commission for Civil Service and the Burma Civil Service in the year 1937. It was around this period that the Burmese civil service was derived from the Indian civil service. Following the passage of the Public Service body Act in 1948, the body that had previously been responsible for selecting government personnel was renamed the Public Service Commission (PSC) in 1953. This was done in relation to the Constitution of Myanmar, which was endorsed in 1948. As a result of the Civil Service Selection and Training Law that was passed in 1977, the Public Service Commission (PSC) was renamed the Civil Service Selection and Training Board (CSSTB) in order to more accurately represent the enlarged duties that it has in choosing and managing government employees. According to the Union Civil Service Board Law of 2010, which was enacted in accordance with Section 433 of the Constitution of Myanmar from 2008, the CSSTB was renamed the Union Civil Service Board (UCSB) in October of the same year. On behalf of the government of Myanmar, the United Communist Party of Burma (UCSB) is now leading the following roles:

- 3.2.1 To find and appoint competent gazetted officials, excluding those in the armed forces and police, to positions at the entrance of ministries and other government agencies;
- 3.2.2 To work toward developing and strengthening the capabilities of public servants in accordance with the policies, visions, and missions of the government; keep in mind the idea by being proud of each person's basic values: Integrity, impartiality, objectivity, and honesty;

- 3.2.3 To effectively nurture service personnel in order to improve service delivery by fostering their individual spirit and preparing them to serve the public and meet their needs in compliance with the 2008 Constitutions, Union Civil Service Board Law and its regulations, and Civil Service Personnel Law and its regulations;
- 3.2.4 To carry out and plan internal training programs, deputations to conferences, workshops, and seminars to improve service personnel's performance and capability; and
- 3.2.5 To provide the Union Government by establishing policies and directives; and by defining the civil service ethics, rules, regulations, processes, and standards.”

Through the two training institutes and the training academies, the UCSB has been carrying out its mission to provide training to civil service members at all levels. The two training academies are the Civil Services Academies (Upper Myanmar and Lower Myanmar) and the Central Institutes of Civil Service (Upper Myanmar and Lower Myanmar).

Figure (3.2) Organization Chart of UCSB



Source: www.ucsb.gov.mm

Training programs are conducted by training institutions and academies to enhance work performance proficiencies. This is achieved by the exchange of ideas and experiences among civil service people from various ministries/organizations, who have diverse backgrounds and positions.

The two training academies, which are the subsidiaries of the two training institutes, directly strive to achieve the Public-Private Partnership (PPP) objective, whereas the two training institutes primarily concentrate on providing lectures to public workers alone.

3.3 The Training Programmes of the Union Civil Service Board

Under the command of the President and in conjunction with the Cabinet and the Union Attorney-General, the Union Civil Service Board (UCSB) is in charge of hiring, training, and selection, in addition to administrative matters pertaining to the civil service, such as promotion, leave, pension, and transfer. Another responsibility that falls within its purview is the publication of the Civil Service Personnel Rules and the Civil Service Code of Ethics. Together with the Chairman Office, the Civil Service Selection and Training Department (CSSTD), and the Civil Service Affairs Department (CSAD), the Central Institute of Civil Service, also known as CICS (Lower Myanmar) and CICS (Upper Myanmar), is one of the two training institutes that fall under the purview of the Office of the Civil Service Board (UCSB). On January 1, 2017, the government of Myanmar created the Civil Services Academy (CSA) in both the upper and lower parts of the nation. This was done in an attempt to improve public-private collaborations and to promote the development of educational opportunities. The Regular Training Program and the Special Refresher Program are the two major kinds of training programs that are provided by these two academies and two training institutes. In line with the laws that the government has established for certain ministries and organizations, several programs for Special Refreshers are established. The Regular Training Program is carried out throughout each and every year in line with the schedule that has been authorized. The following factual information serves as the foundation for the annual schedule that will be used for the following regular training sessions:

Table (3.1) Regular Training Programs of UCSB

Sr.	Courses	Position	Duration	Institution
1.	Management Course for Executive Level Officers	Deputy Director General/ General Manager	4 weeks	CICS
2.	Management Course for Senior Level Officers	Director/ Deputy General Manager	8 weeks	CICS
3.	Management Course for Mid-Level officers	Assistant Director/ Deputy Director	20 weeks	CICS
4.	Basic Course for Civil Service Officers (In-Service Officer)	Staff Officer, Assistant Manager, Assistant Engineer, Assistant Lecturer	12 weeks	CICS
5.	Post-graduate Diploma in Civil Service Management (Pre-Service Officer)	Staff Officer, Assistant Manager, Assistant Engineer, Assistant Lecturer	16 weeks	CSA
6.	Basic Course for Junior Civil Service Officers	Deputy Staff Officer, Junior Engineer, Tutor/ Demonstrator	10 weeks	CICS
7.	Enhance Course for Office Supervisors	Office Superintendent/ Supervisor	10 weeks	CICS
8.	Basic Course for Clerical Staff	Lower Division Clerk	10 weeks	CICS

Source: Union Civil Service Board Office's Document

One of the key responsibilities of the UCSB and every government agency is the training of civil service employees. This duty involves providing specific refresher courses for service members from separate ministries as well as basic training courses for civil service officials and clerical workers. CICS (Upper Myanmar) was significantly constructed on February 7, 1999, whereas CICS (Lower Myanmar) was founded on January 1, 1965. An administrative division and a training division may be found in any institution. The following are the two CICSs' goals;

- 3.3.6 To provide service professionals with the necessary training to ensure that they understand their job tasks and obligations completely and can work effectively

in order to serve the interests of those involved in the political, social, economic, and administrative spheres;

3.3.7 To improve job performance by the sharing of ideas and experiences, as well as to solve real-world management issues through group talks;

3.3.8 to increase technical and managerial expertise via study, writing, and dissemination of term papers and theses on a range of topics;

Within the domains of training activity, seven academic departments are structured in order to carry out the responsibilities and tasks that are associated with their roles. The Department of Management Studies, the Department of Political Science, the Department of Sociology, the Department of Economics, the Department of Law, the Department of English, and the Department of Information, Communication, and Technology (ICT) are the departments that fall under this category.

Because of time restrictions and budget limitations, I will only be able to gather data for my research from the CICS (Lower Myanmar). This study is only intended to concentrate on and analyze the "Enhance Course for Office Supervisors (In-Service Officer)" training program, out of the eight regular civil service training programs, by determining whether or not the effectiveness of the training course will lead to the development of the trainees' capacity.

3.4 Civil Service Training System in Myanmar

The effectiveness and proficiency of civil service employees are essential for quickening the country's growth. A highly competent and effective group of government servants is essential to the country's success. It is evident that nations everywhere are attempting, via comprehensive training initiatives, to improve the competencies and skills of civil service employees. Talented employees should get systematic training to improve their performance in the public service. Departmental training both domestically and internationally is part of the training and development program for federal personnel.

Because the current state of civil service training and capacity development in the country needs to be improved in order to meet international standards, become more effective, and better respond to the needs of the civil servants, the government of Myanmar is placing a lot of emphasis on training programs for the human resources development of civil service personnel. This is because the current state of training and

capacity development in the country is in need of improvement. There will be systematic training programs that employees in the civil service will engage in, which will ultimately improve the operations of the public service as a whole. Training programs for the civil service were a source of human resource development, especially during times of transition toward democracy such as these. The development of a pool of civil service professionals that are knowledgeable, capable, and well-behaved is the objective of the continuously continuing training programs that the state is doing. It is the major duty of the UCSB to provide training and development opportunities for individuals working in the civil service, and other government agencies acknowledge the importance of this effort.

All levels of civil service employees must complete the introduction training course, which is the obligation of the UCSB. These days, the two training facilities and its corresponding auxiliary academies serve as the UCSB's conduits for carrying out its duties. These are the Civil Services Academy (CSA - Lower Myanmar) and the Civil Services Academy (CSA - Upper Myanmar), as well as the Central Institute of Civil Service (CICS - Lower Myanmar) and the Central Institute of Civil Service (CICS - Upper Myanmar). Every institution is led by a rector, and all two have the same roles and training programs as well as two academies.

CHAPTER IV

SURVEY ANALYSIS

4.1 Survey Profile

An explanation of the technique used in this investigation is highlighted in this survey. It makes clear the procedures and approaches used for gathering, processing, and analyzing data. In this research, primary and secondary data are also utilized. Using post-test questionnaires, primary data are gathered from in-service staff officers who participated in the Civil Service Academy's (Lower Myanmar) Enhance Course for Office Supervisors (Batch No. 93.94.95). Secondary data are obtained from websites, Facebook pages, research papers, government records, and published literature.

4.2 Survey Design

The entire number of participants or trainees in this training course on Enhance Course for Office Supervisors was divided into 192 Respondents for this research. The post-test survey's sample questions are mostly based on the research questions, and descriptive statistics are used to assess the survey's outcomes. In order to learn about responses and viewpoints of the civil service training course, the participants are posing a total of thirty questions. Thirteen questions are organized for the training program, and twelve questions are asked in post-test surveys about the teaching methodology. Five questions are prepared in an evaluation assessment to determine how the participants' behavior changed and what information they transferred at the conclusion of the training session. As this level inquires about behavioral changes—whether good or negative—as well as the degree to which they plan to use the knowledge they have gained from this training program in their place of employment. Five Likert scales, including No, A Little, Some, Much, and Very Much, were used to score the replies; the results were abbreviated as (N, A.L, S, M, V.M). According to the definitions of the Likert scales, the first two are negative, the center is neutral, and the latter two are positive.

4.3 Survey Result

The comprehensive investigation was carried out to fulfill the aims and objectives of the research. This chapter examines and presents the data from the 192 respondents who participated in the Enhance course for Office Supervisors Branch (93), (94), and (95).

4.3.1 Demographic Profile of Respondents

This section includes a quick summary of the four demographic aspects pertaining to the characteristics of the respondents. These include the respondents' age, gender, and educational background in addition to the ministry or department that each of them is now employed with.

(i). Gender and Age of Respondents

Table (4.1) Number of Respondents by Gender and Age Groups

Age	20-30 yrs		30-40 yrs		40-45 yrs		Total	
	M	F	M	F	M	F	M	F
Number	21	6	12	144	3	6	36	156
Total	27		156		9		192	
Percentage	14.7%		81.25%		4.69%		100%	

Out of the 192 respondents, 156 respondents (81.25%) are female and 36 respondents (18.75%) are male, according to the demographic statistics for gender groupings. The majority of responders are female, and the proportion of female involvement is about five times higher than the ratio of male engagement. Furthermore, in the training course, there are 14.7% of participants in the 20–30 age group, 81.25% in the 30- 40 age group, and 4.69% in the 40–45 age group, respectively. For this reason, compared to the other two age groups, the majority of trainees (81.25%) are in the 30- to 40-year-old age range.

(ii). **Educational Background of Respondents**

Table (4.2) Number of Respondents by Educational Background

Sr.	Major	Bachelor	Master	Ph. D	Total (Respondent)	Total (%)
1.	Engineering	9		-	9	4.69
2.	Economics	39	-	-	39	20.31
3.	Law	18	-	-	18	9.38
4.	Languages	42	9	-	51	26.57
5.	Other Majors	69	6	-	75	39.07
Total		177	15	-	192	-
Percentage		92.19%	7.81%	-	-	100%

Source Survey Data

192 respondents reported having a bachelor's degree (92.19%) and a master's degree (7.81%) as their educational background. The majority of participants in the Enhance Course for Office Supervisors are holders of bachelor's and master's degrees, out of the two degree categories. The specialized majors are broken down into four divisions, as shown in the above table: engineering, economics, law, languages, and other types of specialized majors. Of the 192 respondents, 9 (4.69%) are specialized in engineering, such as B.E (Civil); 39 (20.31%) are specialized in economics, such as B.Com; 51 (26.57%) are specialized in languages, such as M.A. (Eng), B.A. (Eng, Myan); 18 (9.38%) are majoring in law, such as LL.B; and 75 (39.07%) are specialized in other fields. Additional majors include Botany, Zoology, History, Geology, Industrial Chemistry, Mathematics, and Geography.

(iii) Job Description of Respondents

Table (4.3) Job Description of Respondents

Sr.	Ministry/ Government Organization	Numbers of Respondents	Percentage (%)
1.	Ministry of Agriculture, Livestock and Irrigation	9	4.69
2.	Ministry of Foreign Affairs	24	12.5
3.	Ministry of Construction	9	4.69
4.	Ministry of Commerce	15	7.81
5.	Ministry of Education	21	10.93
6.	Ministry of Electricity	9	4.69
7.	Ministry of Energy	6	3.12
8.	Ministry of Health and Sports	9	4.69
9.	Ministry of Home Affairs	15	7.81
10.	Ministry of Industry	3	1.57
11.	Ministry of Information	6	3.12
12.	Ministry of Labours, Immigration and Population	6	3.12
13.	Ministry of Natural Resources and Environmental Conservation	9	4.69
14.	Ministry of Planning and Finance	6	3.12
15.	Ministry of Religious Affairs and Culture	9	4.69
16.	Ministry of Deference	3	1.57
17.	Ministry of Hotel and Tourism	9	4.69
18.	Ministry of Transportation and Communications	6	3.12
19.	Yangon City Development Committee	3	1.57
20.	Union Attorney General's Office	9	4.69
21.	Union Civil Service Board	6	3.12
	Total	192	100%

Source: Survey Data, 2024

There are a total of 21 ministries and government agencies, as shown in Table (4.3). Furthermore, the Ministry of Education, which is affiliated with 21 respondents (10.93%), the Ministry of Health and Sports, which is affiliated with 9 respondents (4.69%), the Ministry of Agriculture, Livestock, and Irrigation, which is affiliated with 9 respondents (4.69%), the Ministry of Planning and Finance, which is affiliated with 6 respondents (3.12%), and the Ministry of Home Affairs, which is affiliated with 15 respondents (7.81%), are the ministries that have the highest percentage of survey respondents. Additional ministries and organizations include the Union Civil Service Board, the Ministry of Commerce, the Ministry of Industry, the Ministry of Information, the Ministry of Labor, Immigration, and Population, the Ministry of Construction, the Ministry of Labor, the Ministry of Immigration and Population, and six respondents (3.12%) who joined each of the fifteen respondents. Additionally, the Union Attorney General's Office (4.69%) was contacted by each of the nine respondents, and the Ministry of Transportation and Communications (03.12%) was contacted by six respondents.

4.3.1 Perception on the Training Program

Perception on the training program measures how positively participants respond to the learning experience. Thirteen closed-ended questions in the post-test survey's reaction level encourage respondents to rate their answers according to age, sex, and educational background in order to choose the most qualified participants for the survey. Additionally, the survey responses are interpreted in the following tables according to the respondents' age, gender, and educational background. This survey has 192 trainees as the total number of respondents.

Table (4.4) Perception on the Training Program

No.	Description	Mean	Std. Deviation
1	The training content aligns with the anticipated learning outcomes of the program.	4.01	0.672
2	The training structure stimulates a strong desire to gain deeper knowledge in the subject matter.	3.90	0.603
3	The training enhanced one's qualities and competencies, fostering the development of creative and innovative habits.	4.21	0.696
4	The training content is relevant to the current requirements of the workplace.	3.90	0.700
5	The training content provides a solid foundation for future advanced studies.	3.91	0.756
6	Trainees develop teamwork skills and gain proficiency in communication and social relationships, which greatly assist in preparing for real-world work environments.	4.04	0.716
7	By attending the training, trainees have the opportunity to freely express and discuss their thoughts and ideas through various activities such as case studies, assignments, presentations, group work, and contests, which also foster the development of creative and innovative habits.	4.40	0.746
8	The prescribed notes and reference books for each subject are appropriate.	4.18	0.65
9	The prescribed notes are of high quality and up-to-date.	3.86	0.622
10	The prescribed and reference books are sufficiently available in the library.	4.26	0.644
11	The prescribed notes meet the overall requirements of the courses.	4.04	0.716
12	The study materials in the prescribed notes are applicable to real-world professional settings.	3.86	0.738
	Total Means value	4.05	

Source: Survey Data, 2024

The training content aligns with the anticipated learning outcomes of the program(statement.1) has a mean score of 4.01, indicates a moderate level of agreement. The training structure stimulates a strong desire to gain deeper knowledge in the subject matter(statement.2) has a score of 3.90 points a moderate level of agreement. The training enhanced one's qualities and competencies, fostering the development of creative and innovative habits(statement.3) has a score of 4.21, indicates, a moderate to strong level of agreement. The training content is relevant to the current requirements of the workplace(statement.4)has a score of 3.91,inditcates a moderate level of agreement. The training content provides a solid foundation for future advanced studies(statement.5) has a score of 3.91, indicates a moderate level of agreement. Trainees develop teamwork skills and gain proficiency in communication and social relationships, which greatly assist in preparing for real-world work environments (statement.6) has a score of 4.04, indicates a moderate level of strong agreement. By attending the training, trainees have the opportunity to freely express and discuss their thoughts and ideas through various activities such as case studies, assignments, presentations, group work, and contests, which also foster the development of creative and innovative habits(statement.7) has a score of 4.40, indicates a moderate level of strong agreement. The prescribed notes and reference books for each subject are appropriate (statement.8) has a score of 4.18, indicates a moderate level of strong agreement. The prescribed notes are of high quality and up-to-date(statement.9) has a score of 3.86, indicates a moderate level of agreement. The prescribed and reference books are sufficiently available in the library(statements.10) has a score of 4.26, indicates a moderate level of strong agreement. The prescribed notes meet the overall requirements of the courses(statement.11) has a score of 4.04, indicates a moderate level of strong agreement. The study materials in the prescribed notes are applicable to real-world professional settings (statement.12) has a score of 3.86, indicates a moderate level of agreement.

4.3.2 Perception on the Teaching Method

At perception on the teaching method, it is measured to what degree participants acquire the intended knowledge, skills and attitudes based on their participation in the learning event.

Table (4.5) Perception on the Teaching Method

No.	Description	Mean	Std. Deviation
13	The subjects within the curriculum are interconnected, enhancing students' ability to think critically and comprehend the relationships between different subjects.	4.24	0.728
14	The allocation of time for each lesson is appropriate.	4.73	0.477
15	The course delivery is well-balanced with group work.	4.68	0.637
16	The number of studies is appropriate for the course level and credit requirements.	4.65	0.537
17	The courses are assigned require students to extensively apply their intellectual abilities.	4.53	0.663
18	Trainers clearly explain the objectives and principles of each lesson.	4.65	0.537
19	Trainers diligently prepare lessons in a systematic manner before entering the classroom.	4.63	0.483
20	The teaching methods employed by the trainers increase students' interest in the subjects.	4.67	0.616
21	. Trainers utilize examples and instructional aid to ensure that students clearly understand the subjects	4.29	0.807
22	Trainers engage students by asking questions and encouraging active participation in the learning process.	4.32	0.641
23	Trainers provide appropriate and relevant explanations to students' questions and assignment inquiries.	4.14	0.652
24	Trainers employ effective teaching methods such as case studies, discussions, quizzes, and presentations.	4.10	0.592
25	Trainers offer practical learning experiences through to help students apply subject-related knowledge in real-world settings.	4.14	0.707
	Total Means Value	4.44	

Source: Survey Data, 2024

The subjects within the curriculum are interconnected, enhancing students' ability to think critically and comprehend the relationships between different subjects(statement.13) has a score of 4.24, indicates a moderate level of strong agreement. The allocation of time for each lesson is appropriate (statement.14) has a score of 4.73, indicates a moderate level of strong agreement. The course delivery is well-balanced with group work (statement.15) has a score of 4.68, indicates a moderate level of strong agreement. The number of studies is appropriate for the course level and credit requirements (statement.16) has a score of 4.65, indicates a moderate level of strong agreement. The courses are assigned require students to extensively apply their intellectual abilities (statements.17) has a score of 4.53, indicates a moderate level of strong agreement. Trainers clearly explain the objectives and principles of each lesson (statement.18) has a score of 4.65, indicates a moderate level of strong agreement. Trainers diligently prepare lessons in a systematic manner before entering the classroom (statement.19) has a score of 4.63, indicates a moderate level of strong agreement. The teaching methods employed by the trainers increase students' interest in the subjects(statement.20) has a score of 4.67, indicates a moderate level of strong agreement. Trainers utilize examples and instructional aid to ensure that students clearly understand the subjects (statement.21) has a score of 4.29, indicates a moderate level of strong agreement. Trainers engage students by asking questions and encouraging active participation in the learning process (statement.22) has a score of 4.32, indicates a moderate level of strong agreement. Trainers provide appropriate and relevant explanations to students' questions and assignment inquiries (statemet.23) has a score of 4.14, indicates a moderate level of strong agreement. Trainers employ effective teaching methods such as case studies, discussions, quizzes, and presentations (statement.24) has a score of 4.10, indicates a moderate level of strong agreement. Trainers offer practical learning experiences to help students apply subject-related knowledge in real-world settings (statement.25) has a score of 4.14, indicates a moderate level of strong agreement.

4.3.3 Perception on the Evaluation Assessment

As far as the evaluation assessment is concerned, it is a measurement of how much they have learned throughout their training and how much they have retained when they return to their jobs. The table 4.6, which is shown below, illustrates the extent to which the trainees or participants are able to alter their behaviors and the manner in which they intend to use the knowledge they gained during the training course in their respective workplaces after they return to their respective places of employment.

4.3.4 Table (4.6) Perception on the Evaluation Assessment

No.	Description	Mean	Std. Deviation
26	To deepen trainees' understanding of their specialized subjects, teachers invite experienced professionals from relevant fields in collaboration with the training.	4.39	0.578
27	The assessment of trainees' abilities includes not only cognitive skills but also knowledge, other competencies, and emotional aspects.	4.45	0.685
28	It is appropriate to assess trainees' abilities through exam results.	4.06	0.632
29	The evaluation methods comprehensively cover all aspects of lesson study.	4.15	0.621
30	The evaluation system is fair and transparent.	4.09	0.74
	Total Means value	4.23	

Source: Survey Data, 2024

To deepen trainees' understanding of their specialized subjects, teachers invite experienced professionals from relevant fields in collaboration with the training (statement.26) has a score of 4.39, indicates a moderate level of strong agreement. The assessment of trainees' abilities includes not only cognitive skills but also knowledge, other competencies, and emotional aspects (statement.27) has a score of 4.45, indicates a moderate level of strong agreement. It is appropriate to assess trainees' abilities through exam results (statements.28) has a score of 4.06, indicates a moderate level of

agreement. The evaluation methods comprehensively cover all aspects of lesson study (statement.29) has a score of 4.15, indicates a moderate level of strong agreement. The evaluation system is fair and transparent (statement.30) has a score of 4.09, indicates a moderate level of strong agreement.

CHAPTER V

CONCLUSION

5.1 Findings

The specific objective of this article is to assess how civil service training programs are perceived by civil service employees in Myanmar, with a focus on in-service office supervisors, in order to enhance their competence. Regarding this, the complementary purposes are as follows: investigating whether or not the Civil Service Academy of UCSB's Enhance Course for Office Supervisors aids in the capacity development of trainees from various backgrounds; analyzing trainee perceptions through the collection and administration of post-test surveys; and investigating what UCSB needs to improve its training program. Training facilities are still required to provide aspiring leaders the information, expertise, and skills they need to be competent and self-assured, as well as to cultivate professional and social attitudes and behaviors that advance individual and group objectives.

This paper employs descriptive statistics to specifically investigate three areas: (i) Perceptions of the Training Program; (ii) Perceptions of the Teaching Method; and (iii) Perceptions of the Evaluation Assessment during the Training Process. Following the training, the participants apply the knowledge and skills they gained from the training to real-world situations in their workplaces. The study's results highlight some of the training's advantages and disadvantages after analyzing and interpreting the survey responses. As a result, it is evident that almost all trainees are able to modify their behavior following the program or impart what they have learned to their colleagues at their respective places of employment. The exception is that a very small percentage of people find it difficult or unwilling to implement the lessons they have learned. The research concluded with an examination of the training program's assessment using descriptive statistics. The study also aims to determine the efficacy of the training initiatives and the capacity building of the civil service in Myanmar. Based on an analysis of the Enhance Course for Office Supervisors Batch No. (93,94,95), it

has determined the primary strengths, shortcomings, and areas that need to be improved. Additionally, it has identified necessary supplements. In order to do this, the survey was divided into three sections: the Training Program, which is evaluated to determine whether the training is of a sufficient quality for the trainees, is the independent variable; the Teaching Method, which is intended to ascertain how the trainees apply the knowledge they have gained from the program to their workplaces, is the dependent variable; and the Evaluation Assessment, which examines how the trainees apply the knowledge they have gained from the training to their real-world experiences in the workplace.

5.2 Recommendation and Suggestion

The best way to increase the capability or human resource of the public service sector is via excellent training, as this study illustrates. Both the public and commercial sectors in developed and developing nations place a high value on staff training as a means of enhancing worker productivity and enhancing services. However, depending on the different types of institutional strategic implementation plans and the objectives they are striving for, there will be differences in the methods used to conduct training programs for human resource development. As a result, the majority of businesses spend a significant amount of money on training programs. It follows that in addition to being clearly vital for improving workers' capacity and competence, training may also lead to the development of human resources. The public will get better services from organizations with strong training programs than from those without such programs for their staff members. As a result, the success of a training program might contribute to the country's economic growth and enhance the delivery of public services. Furthermore, this research attempts to demonstrate how the perception of a training program may improve civil service performance, which is necessary for the development of human resources and, as a result, promotes good governance and an efficient government apparatus. Then, it becomes clear that training needs to improve both the organization's service quality and, more crucially, each employee's performance capabilities. Employee performance may not be efficient if training programs are not designed to build organizational competence and reflect a sound outcome, which will have detrimental effects on the government apparatus as a whole. Because of this, every government agency must identify the specific needs for training, including what kinds of knowledge, skills, attitudes, competence, behavior, and

conceptual and operational capacity can be developed through training and may be required to change in the course of administrative and policy reform. Furthermore, how training programs are seen is crucial to making substantial progress in human resource development, which is necessary to win over the public and spur economic growth at the national level.

Currently, the Union public Service Board is providing various trainings to national public workers from central and local government ministries and government organizations. It goes without saying that civil servants who have received training are thought to be smarter, more adaptable, and more sociable than those who have not, particularly when it comes to understanding and putting into practice government policies and directives, code of conduct, and civil service rules and regulations for the benefit of the public. The comprehension of the discussion separates those who completed training from those who did not. According to the study's objectives, it has been discovered that the training course offered by the Civil Service Academy (Lower Myanmar) is successful in raising the general capacity development of Myanmar's civil service employees. To put it simply, the training program as a whole is adequate, but certain participant responses to the questions tend to be neutral or negative due to their desire to improve and update the present training course. It is found that there are insufficient teaching and learning resources as well as insufficient training time in the course. Some trainees have expressed in the response level that the trainers need to emphasize the importance of teaching the fundamental principles of a public servant, particularly with regard to objectivity. Thus, the awareness of the trainees focusing on the goals and contents of the training courses, the continuity and application of skills, knowledge, and attitudes learned from training into the actual workplace, and the proper implementation of the training programs can all directly facilitate the improvement in training perception. The Civil Service Academy (Lower Myanmar)'s Enhance Course for Office Supervisors (In-service) is an effective training program that can somewhat enhance the individual capacity of the trainee, as supported by positive empirical evidence for the program, teaching methodology, and evaluation assessment. Therefore, it is preferable to carry out and improve running the current training programs and overseeing the courses going forward.

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APPENDIX QUESTIONNAIRE

Training Evaluation Form

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

Background of Trainees

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

Part I Perception on the Training Program

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

Sr.	Questionnaires	No	A Little	Some	Much	Very Much
Q1.	The course content aligns with the anticipated learning outcomes of the program.					
Q2.	The course structure stimulates a strong desire to gain deeper knowledge in the subject matter.					
Q3.	The courses enhance one's qualities and competencies, fostering the development of creative and innovative habits.					
Q4.	The course content is relevant to the current requirements of the workplace.					
Q5.	The course content provides a solid foundation for future advanced studies.					

Q6.	Students develop teamwork skills and gain proficiency in communication and social relationships, which greatly assist in preparing for real-world work environments.					
Q7.	By attending the training, trainees have the opportunity to freely express and discuss their thoughts and ideas through various activities such as case studies, assignments, presentations, group work, and contests, which also foster the development of creative and innovative habits.					
Q8.	The prescribed textbooks and reference books for each subject are appropriate.					
Q9.	The prescribed textbooks are of high quality and up-to-date.					
Q10.	The prescribed and reference books are sufficiently available in the library.					
Q11.	The prescribed textbooks meet the overall requirements of the courses.					
Q12.	The study materials in the prescribed textbooks are applicable to real-world professional settings.					

Part II Perception on the Teaching Method

Please specify your perception in the followings.

Sr.	Questionnaires	No	A Little	Some	Much	Very Much
Q13.	The subjects within the curriculum are interconnected, enhancing students' ability to think critically and comprehend the relationships between different subjects.					
Q14.	The allocation of time for each lesson is appropriate.					
Q15.	The course delivery is well-balanced with group work, case studies, and assignments.					
Q16.	The number of case studies, presentations, and assignments is appropriate for the course level and credit requirements.					
Q17.	The case studies and assignments assigned require students to extensively apply their intellectual abilities.					
Q18.	Instructors clearly explain the objectives and principles of each lesson.					
Q19.	Teachers diligently prepare lessons in a systematic manner before entering the classroom.					
Q20.	The teaching methods employed by the teachers increase students' interest in the subjects.					

Q21.	Teachers utilize examples and instructional aids to ensure that students clearly understand the subjects.					
Q22.	Teachers engage students by asking questions and encouraging active participation in the learning process.					
Q23.	Teachers provide appropriate and relevant explanations to students' questions and assignment inquiries.					
Q24.	Teachers employ effective teaching methods such as case studies, discussions, quizzes, and presentations.					
Q25.	Teachers offer practical learning experiences through industry visits and plant trips to help students apply subject-related knowledge in real-world settings.					

Part III Perception on the Evaluation Assessment

Please freely suggest any comment in the following sentences.

Sr.	Questionnaires	No	A Little	Some	Much	Very Much
Q26.	To deepen students' understanding of their specialized subjects, teachers invite experienced professionals from relevant fields and conduct seminars and workshops in collaboration with the university.					
Q27.	The assessment of students' abilities includes not only cognitive skills but also knowledge, other competencies, and emotional aspects.					
Q28.	It is appropriate to assess students' abilities through exam results, quizzes, presentations, and assignments.					
Q29.	The evaluation methods comprehensively cover all aspects of lesson study.					
Q30.	The evaluation system is fair and transparent.					

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

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

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

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

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

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