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**ASSESSING THE EFFECTIVENESS OF CAPACITY-
BUILDING TRAINING PROGRAMS FOR GENERAL
ADMINISTRATION DEPARTMENT (GAD) OFFICERS
IN MYANMAR**

KHALDAM JONEKHAW
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**ASSESSING THE EFFECTIVENESS OF CAPACITY-
BUILDING TRAINING PROGRAMS FOR GENERAL
ADMINISTRATION DEPARTMENT (GAD) OFFICERS
IN MYANMAR**

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(Supervisor)

Submitted by

Professor Dr. Kyi Kyi Win

Pro-Rector (Academics)

Programme Director

Department of Co-operative Studies

University of Co-operative and

Management, Sagaing

KhalDam JoneKhaw

2MPA 22 (1st Batch)

MPA – Programme

University of Co-operative and Management,

Sagaing

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ACCEPTANCE

This is to certify that this paper entitled “**ASSESING THE EFECTIVENESS OF CAPACITY-BUILDING TRANING PROGRAMS FOR GENERAL ADMINISTRATION DEPARTMENT (GAD) OFFICERS IN MYANMAR**” submitted by MG KHALDAM JONEKHAW, 2 MPA - 22, as a partial fulfillment towards the degree of Master of Public Administration has been accepted by Board of Examiners.

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(Examiner/Supervisor)

Professor Dr. Kyi Kyi Win

Pro-Rector (Academics)

Programme Director

University of Co-operative and

Management, Sagaing

NOVEMBER, 2025

ABSTRACT

This study, titled “Assessing the Effectiveness of Capacity-Building Training Programs for General Administration Department (GAD) Officers in Myanmar,” was conducted to address the growing need for evidence-based evaluation of the training programs that support the operational backbone of Myanmar’s administrative system. The study aimed to identify the factors affecting the effectiveness of capacity-building training programs for (GAD) officers in Myanmar, and to analyze whether GAD practices align with the department’s vision through enhanced training. Primary data were collected from sample size 298 officers through a structured questionnaire by using 5 Points Likert-Scale method, and analyzed with Multiple Linear Regression analysis based on Kirkpatrick Evaluation Model derived by Kirkpatrick (1959). The study found that well-designed and relevant training programs contribute most to positive outcomes, while a supportive work environment also plays an essential role in helping officers apply what they have learned. The analysis clearly shows that the effectiveness of the training programs hinges on two main factors. Firstly, Training Program Design and Delivery is the most crucial element, strongly influencing every stage, from officer satisfaction and learning to the actual improvement in public services. Secondly, Organizational Climate and Support is also highly important, in which officers are significantly more likely to acquire new skills, successfully apply them on the job, and deliver higher-quality public services. The study recommends enhancing curriculum relevance, increasing practical training components, and improving post-training follow-up mechanisms to ensure that capacity-building efforts lead to meaningful and sustained improvements in the GAD.

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CONTENTS

	Page No.
ABSTRACT	i
ACKNOWLEDGEMENTS	ii
CONTENTS	iii
LIST OF TABLES	iv-v
LIST OF FIGURES	vi
LIST OF ABBREVIATIONS	vii
CHAPTER 1 INTRODUCTION	1
1.1 Rationale of the Study	3
1.2 Objectives of the Study	4
1.3 Method of the Study	4
1.4 Scope and Limitation of the Study	4
1.5 Organization of the Study	4
CHAPTER 2 LITERATURE REVIEW	6
2.1 Concepts of Public administration, Capacity Building Training Program	7
2.2 Theoretical Framework	8
2.3 Factors Influencing Training Program	10
2.4 Review on Previous Studies	12
2.5 Conceptual Framework of the Study	13
CHAPTER 3 BACKGROUND OF THE STUDY	15
3.1 Ministry and Background of the General Administration Department	15
3.2 Role of the General Administration Department in Public Administration	18
3.3 Rules, Regulations, and Framework Governing GAD	20
3.4 Capacity Building Initiatives in the General Administration Department	21
CHAPTER 4 DATA ANALYSIS	25
4.1 Survey Design	25
4.2 Demographic Characteristics of the Study	26
4.3 Evaluating the Results	31

	4.4 Test for Assumptions	43
	4.5 Results of Analysis	53
	4.5 Respondents' Opinions	58
CHAPTER 5	CONCLUSION	66
	5.1 Findings and Discussions	66
	5.2 Suggestions and Recommendations	68
	5.3. Need for Further Study	70
REFERENCES		71
APPENDICES		

LIST OF TABLES

Table No.	Descriptions	Page No.
Table 3.1	Number of GAD Offices	18
Table 3.2	IDA's regular training list	23
Table 3.3	Annual opening of Officer Grade (2) Trainings at the IDA	23 - 24
Table 4.1	Distribution of Respondents by Administrative Office Level	27
Table 4.2	Distribution of Respondents by Gender	28
Table 4.3	Distribution of Respondents by Age Group	29
Table 4.4	Distribution of Respondents by Educational Level/Qualification	30
Table 4.5	Distribution of Respondents by Length of Service (Service Year)	30
Table 4.6	Distribution of Respondents by Number of Training Programs Attended at ID	31
Table 4.7	Perception of Respondents of Trainee Characteristics	32
Table 4.8	Perception of Respondents of Training Program Design and Delivery	33-34
Table 4.9	Perception of Respondents of Organizational Climate and Support	35-36
Table 4.10	Perception of Respondents of Kirkpatrick's Level 1, Reaction	37
Table 4.11	Perception of Respondents of Kirkpatrick's Level 2, Learning	38
Table 4.12	Perception of Respondents of Kirkpatrick's Level 3 - Behavior	39
Table 4.13	Perception of Respondents of Kirkpatrick's Level 4, Result	40
Table 4.14	Descriptive Statistics of Main Variables	42
Table 4.15	Cronbach's Alpha Value for Each Variables	44
Table 4.16	Kolmogorov-Smirnov and Shapiro-Wilk tests	47
Table 4.17	Skewness and Kurtosis Tests	48
Table 4.18	Comparison of multiple linear regression models	56
Table 4.19	Thematic Analysis of Trainee Motivation for Training Participation	59
Table 4.20	Thematic Analysis of Suggested Improvements for Training Program Design and Delivery	60
Table 4.21	Thematic Analysis of Officer Perception of Organizational Climate and Support	61
Table 4.22	Thematic Analysis of Officer's Initial Reaction to the Training Session (Level 1)	61-62
Table 4.23	Thematic Analysis of Most Meaningful Concepts and Skills Acquired (Level 2)	62
Table 4.24	Thematic Analysis of Specific Examples of Skill Application in the Workplace (Level 3)	63
Table 4.25	Thematic Analysis of Positive Organizational and Community Results (Level 4)	64
Table 4.26	Thematic Analysis of the Most Beneficial Aspect of the Overall Training Program	64

LIST OF FIGURES

Figure No.	Description	Page No.
2.1	Kirkpatrick Evaluation Model	9
2.2	Conceptual Framework of the study	14
3.1	Organizational structure of MOHA	16
4.1	Histogram of Dependent variable: Kirkpatrick Level 1, Reaction	45
4.2	Histogram of Dependent Variable: Kirkpatrick Level 2, Learning	46
4.3	Histogram of Dependent Variable: Kirkpatrick Level 3, Behavior (Transfer)	46
4.4	Histogram of Dependent Variable: Kirkpatrick Level 4, Results	47
4.5	Q-Q Plot of Dependent variable: Kirkpatrick Level 1, Reaction	48
4.6	Q-Q Plot of Dependent Variable: Kirkpatrick Level 2, Learning	49
4.7	Q-Q Plot of Dependent Variable: Kirkpatrick Level 3, Behavior (Transfer)	49
4.8	Q-Q Plot of Dependent Variable: Kirkpatrick Level 4, Results	50
4.9	Scatterplot of Standardized Residuals vs. Predicted Values for DV1	52
4.10	Scatterplot of Standardized Residuals vs. Predicted Values for DV2	52
4.11	Scatterplot of Standardized Residuals vs. Predicted Values for DV3	53
4.12	Scatterplot of Standardized Residuals vs. Predicted Values for DV4	53

LIST OF ABBREVIATIONS

GAD	General Administration Department
IDA	Institute of Development Administration
UNDP	United Nation Development Programme
MOHA	Ministry of Home Affairs
ANOVA	Analysis of Variance
ROI	Return On Investment
OD	Organizational Development Theory
RCG	Revolution Council Government
LTSI	Learning Transfer System Inventory
MOHRA	Ministry of Home and Religious Affairs
SLORC	State Law and Order Restoration Council
SPDC	State Peace and Development Council
SAC	State Administration Council
CSC	Civil Service College
ICT	Information and Communication Technology
UCSB	Union Civil Service Board
CICS	Central Institute of Civil Service
CSA	Civil Service Academy
NGOs	Non-Government Organizations
INGOs	International Non-Government Organizations
IPS	Institute of Public Service
SMEs	Subject Matter Experts
MLR	Multiple Linear Regression
IVs	Independent Variables
DVs	Dependent Variables
SPSS	Statistical Package for the Social Sciences

CHAPTER 1

INTRODUCTION

Globally, evaluating training effectiveness is vital for ensuring that investments in human capital yield measurable value and contribute to an organization's mission. It provides a structured mechanism for continuous improvement and accountability in training programs. For organizations, effective training enhances employee efficiency, reduces supervision needs, minimizes wastage, lowers turnover, and improves labor-management relations. It also assists new employees in integrating into the organization, building confidence, and increasing motivation. In the public sector, measuring training effectiveness helps identify barriers to effective policy implementation.

The importance of Public Administration on a global scale cannot be overstated, as it serves as the cornerstone of modern governance and the primary vehicle for achieving national and international development goals. At its core, Public Administration is the field responsible for taking policies formulated by political leaders and translating them into tangible reality for citizens, effectively bridging the gap between policy-making and public service delivery. An effective administrative system is indispensable for internal stability and order, ensuring that laws are applied, public finances are managed efficiently, and essential services like health, education, and infrastructure are delivered equitably. Furthermore, Public Administration is crucial for navigating an increasingly complex and interdependent global environment (The Case for Public Administration with a Global Perspective, 2025). Contemporary challenges such as climate change, transnational crime, global pandemics, and economic crises demand a coordinated, international response, which can only be achieved through robust administrative structures that facilitate cooperation. Public administrators must possess the capacity to implement both domestic legislation and international agreements, working alongside international bodies like the UN and WHO (International Public Administration, 2024). By engaging in comparative administration, nations are able to exchange ideas and adopt global best practices, from digital governance to anti-corruption strategies, thereby enhancing their own institutional capacity and contributing to the global diffusion of effective public service models (International experience of public administration development, 2020).

Therefore, strong Public Administration is not just a domestic necessity but a fundamental requirement for global governance and collective security.

In Myanmar, the General Administration Department (GAD) functions as the core public administration body under the Ministry of Home Affairs (MOHA). The department is structured as Headquarter Office in Nay Pyi Taw, and (15) Region/State GAD Offices. In addition, Deputy State GAD Offices, Self-Administered Division Office, Self-Administered Zone Offices, (121) District Offices, (330) Township Offices, (175) Town Offices, and (17,079) Ward/Village Tract Offices are taking the duties and responsibilities of public administration network. The departments operate with a total staff strength of (36,576), comprising (2,116) officers and (34,460) other ranks/staff (GAD annual report, 2025). Therefore, the capacity of the staff is essential to be upgraded over time. Accordingly, the Ministry of Home Affairs provides the Training on Staff Development Program regularly at the Institute of Development of Administration (GAD) Mingaladon Township, Yangon Region. On the one hand, these training programs are necessary to evaluate its effectiveness. Therefore, the study is intended to analyze the effectiveness of staff development training program of public administration.

The most widely recognized and utilized method for assessing training effectiveness is the Kirkpatrick Model of Training Evaluation. Developed by Donald Kirkpatrick in the 1950s, this model systematically evaluates training outcomes across four levels: Reaction, Learning, Behavior, and Results. It remains a global standard for validating talent investments because of its simplicity, practicality, and long-term applicability.

Assessing the effectiveness of training for General Administration Department (GAD) officers in Myanmar is critically important due to the GAD's central role in the country's administration and the complex environment in which it operates. The GAD serves as the primary civilian administrative body, linking the Union government's ministries to wards and village tracts across Myanmar. Officers manage township offices, guide village tract and ward administrators, and serve as the civil service backbone for state and regional governments. Their responsibilities, ranging from land management and tax collection to dispute resolution and rural development, directly affect national stability and citizens' lives (The Asia Foundation, 2016).

Given Myanmar's ongoing political, economic, and social reforms, there is a recognized need to enhance the capacity of public servants, including GAD officers, to

effectively execute their duties. Capacity development is vital to improving public service delivery and achieving the government's reform agenda. Understanding gaps in current training programs provides a foundation for designing more effective interventions.

1.1 Rationale of the Study

Myanmar's transition demands that government officials, particularly GAD officers, adapt to new policies and practices. Capacity building is widely recognized as the most effective means of improving individual and institutional capabilities and is essential for national development. Indeed, the success of administrative reforms and the nation's overall progress depends fundamentally on the competency of the civil service.

However, few academic studies specifically examine capacity-building training for civil servants in Myanmar, although this is important for strengthening administrative performance and good governance. This lack of research creates a knowledge vacuum regarding the true return on investment in public sector training.

Existing research indicates that GAD training curricula are often general task-oriented rather than skill-specific (Myint, 2016). This misalignment means training may not adequately equip officers with the practical skills required for their roles. Moreover, a lack of skills-gap analysis before training and an absence of systematic evaluation have limited program effectiveness. Without proper needs assessment and post-training evaluation, inefficiencies persist and valuable resources are wasted, which undermines the goals of capacity improvement and good governance. This gap emphasizes the immediate need for a systematic evaluation framework.

Adding to this, the General Administration Department plays a crucial role as the backbone of local administration, coordinating government functions, delivering public services, maintaining records, and serving as the main link between the government and the community. The GAD is the primary contact point for citizens, making its operational efficiency directly proportional to public trust and government legitimacy.

Therefore, when training effectiveness improves, the benefits extend not only to GAD officers themselves but also to town, township and district administrations, other government agencies, and ultimately the public who rely on efficient and responsive administrative services. The beneficiaries of improved training

effectiveness are the entire population of Myanmar, underscoring the national strategic importance of this study.

1.2 The objectives of the study

This study aims

1. to identify the factors affecting the effectiveness of capacity-building training programs for General Administration Department (GAD) officers in Myanmar.
2. to analyze whether GAD practices align with the department's vision through enhanced training.

1.3 Method of the Study

This study employs a Quantitative Research Design using data collected exclusively via a structured survey from GAD officers. The target population for this study is GAD staff officers. There are a total of 1,060 GAD staff officers nationwide. Using the Yamane formula, a sample size of 298 respondents was calculated and selected for the survey.

Primary survey data were collected from GAD staff officers who were attending training at the Institute of Development Administration (IDA) in Mingaladon Township, Yangon Region, Myanmar. A simple random sampling method was employed to select the 298 officers from the target population. Descriptive Statistics and Multiple Regression Analysis are applied on the collected data to examine the relationships between dependent variable and independent variables based on Kirkpatrick Evaluation Model derived by Kirkpatrick (1959).

1.4 Scope and Limitations of the Study

This study focuses on GAD staff officers in Myanmar. A sample size of 298 respondents was selected through simple random sampling to ensure representation. The study considers training courses attended from 2010 to the present 2025 based on the cross-sectional analysis, and excludes officers at ranks other level.

1.5 Organization of the Study

This study is organized into five chapters to present the research in a clear and systematic structure. In Chapter 1, introduction provides the background of the study, the rationale, the objectives, the method, scope and limitations, an organization of the

study. Chapter 2 is for Literature Review that discusses the theoretical foundations and concepts related to public administration, capacity building, and training programs, as well as the Kirkpatrick Four-Level Evaluation Model, Organization Development Theory, and reviews relevant local and international empirical studies that inform the framework of this research. Chapter 3 provides the background of the study, including essential institutional and administrative context for the evaluation. It gives a historical overview and analysis of the Ministry of Home Affairs (MOHA) and its sub-department, the General Administration Department (GAD). It details GAD's structure, objectives, pivotal role as the administrative backbone of Myanmar, and its governing legal frameworks. It provides a detailed presentation of the Capacity-Building Initiatives within GAD, focusing on the role, objectives, and regular training programs of the Institute of Development Administration (IDA), the primary focus institution of this study. Chapter 4 is Data Analysis and Results that presents the demographic characteristics of respondents, descriptive statistics of variables, assumption testing, and the results of Multiple Linear Regression, along with qualitative findings from open-ended responses that support the quantitative results. In Chapter 5, discussion and conclusion interprets the key findings. It discusses their implications for capacity-building initiatives within the General Administration Department, and provides practical recommendations and suggestions for future research. Through this chapter organization, the study systematically examines the effectiveness of capacity-building training programs for GAD officers in Myanmar.

CHAPTER 2

LITERATURE REVIEW

The systemic nature of capacity building recognizes that the success of administrative reforms is dependent on strengthening institutions, not just individuals. Capacity-building and training programs have become central components of human resource development in both public and private sectors, particularly within developing countries seeking to enhance administrative efficiency and governance performance. In the field of public administration, the systematic assessment of training effectiveness is essential for ensuring that training investments yield measurable improvements in knowledge, behavior, and institutional outcomes (Armstrong & Taylor, 2020). Over the past decade, scholars and practitioners have increasingly recognized that capacity-building efforts contribute not only to individual skill enhancement but also to the overall strengthening of institutional capacity and accountability mechanisms (OECD, 2021).

In the context of public sector reform, capacity building is viewed as a strategic process of developing the competencies, structures, and systems necessary for efficient governance and sustainable development (UNDP, 2020). Effective training programs enable public servants to adapt to changing administrative demands, technological innovations, and evolving citizen expectations. Recent studies have emphasized that effective capacity-building initiatives must be contextualized, participatory, and linked to clear performance objectives (World Bank, 2022). Furthermore, the alignment of training objectives with organizational goals ensures that learning translates into practical improvements in public service delivery (Aguinis & Kraiger, 2023).

The literature on training effectiveness has evolved significantly since the introduction of Kirkpatrick's Four-Level Evaluation Model in 1959. Contemporary researchers have expanded on this model to include contextual variables such as organizational culture, leadership support, and post-training reinforcement mechanisms (Grossman & Salas, 2011; Saks & Burke, 2012). This evolution highlights the "Eco Concept" of training, emphasizing that organizational environment is as vital as the individual's effort. Studies across various administrative settings have found that the success of training interventions depends on three main factors: the characteristics of trainees, the design and delivery of training programs, and the organizational environment that supports or hinders transfer of learning (Blume et al., 2019; Velada

et al., 2020). These dimensions collectively influence how effectively learning outcomes are internalized and applied to real-world administrative challenges.

In Southeast Asia, capacity development has been identified as a cornerstone for public sector modernization and decentralization. Governments in countries such as the Philippines, Indonesia, and Vietnam have implemented large-scale training reforms focusing on competency-based learning, digital governance, and evidence-based policy implementation (ADB, 2022; Nguyen & Do, 2021). Similar trends are observed in African nations, where the integration of local governance reforms with continuous civil service training has enhanced policy execution and service quality (Mabungela & Mapuranga, 2022).

This chapter discusses the definition of capacity building and training programs, factors influencing training effectiveness, review on previous studies, and theoretical and conceptual frameworks.

2.1 Concept of Public Administration, Capacity Building and Training Program

Capacity building is a multidimensional concept used in development and public administration to describe processes that strengthen knowledge, competencies, systems, and institutions so that they can perform functions, solve problems, and set and achieve objectives sustainably (UNDP and other development literature). It encompasses individual skills and competencies, organizational processes (policies, structures, governance), and enabling environment factors (legal, institutional, social) (DeCorby-Watson et al., 2018). In Public Administration, the organizational and systemic dimensions are critically important because the GAD serves as the backbone of local administration, meaning its efficiency directly impacts government functions, public service delivery, and public trust.

In practice, capacity building can include formal training courses, on-the-job coaching, organizational restructuring, provision of equipment or information systems, and facilitation of networks and partnerships. Key dimensions commonly identified in the literature are:

1. Individual level: knowledge, technical skills, attitudes, motivation, and behavior change.
2. Organizational level: systems, routines, HR processes, incentives, and leadership.

3. Systemic/enabling environment: policies, inter-organizational relationships, resource flows, and governance frameworks.

These dimensions imply that training alone (individual level) will have limited impact if not accompanied by organizational supports and conducive systems for behavior change and application. This multi-level perspective underpins many modern capacity-building programs and evaluation approaches (DeCorby-Watson et al., 2018).

2.1.1 Concept of Capacity Building

The United Nations Development Programme (UNDP) defines capacity as “the ability to perform functions, solve problems, and set and achieve objectives,” and capacity development as “the process through which individuals, organizations, institutions, and society enhance their abilities to achieve development goals” (Myint, 2016). Shafritz (1986) emphasized that capacity building aims to strengthen the ability of administrative officers and program managers to plan, implement, and evaluate public programs.

2.1.2 Concept of Training Program

According to Robbins and Coulter (2012), a training program is a core human resource management practice that enhances employees’ knowledge, capabilities, and skills. Mullins (2007) describes training as an investment in human resources, while Tzafrir (2005) highlights its role in improving job performance and satisfaction. Training provides individuals with the necessary knowledge, skills, and attitudes to perform their duties to the required standard.

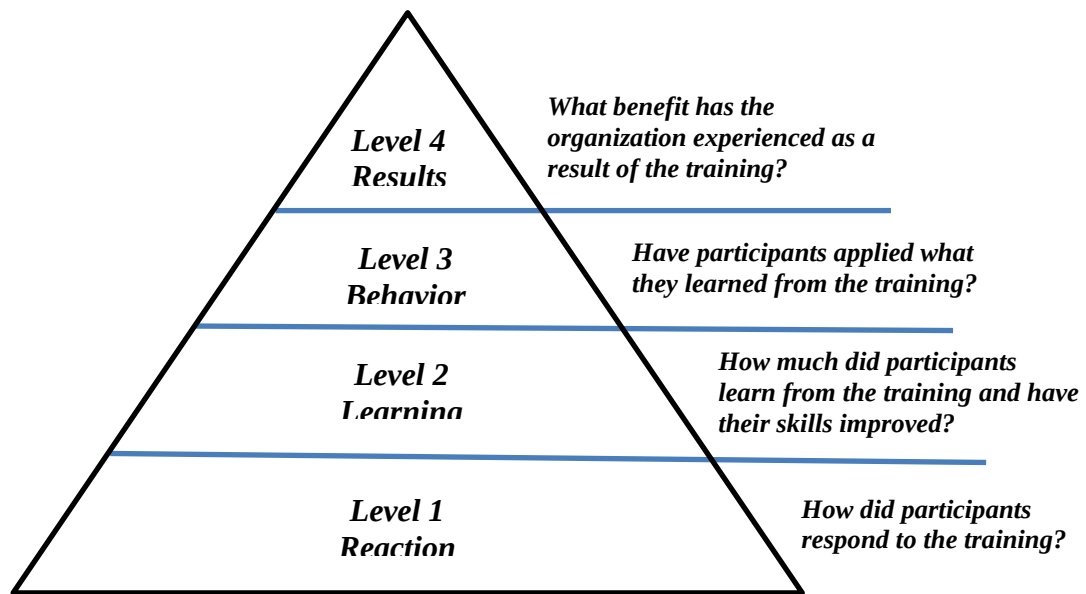
2.2 Theoretical Framework

This research adopts the Kirkpatrick Model of Training Evaluation as the primary framework for assessing the effectiveness of capacity-building training programs for GAD officers.

2.2.1 Kirkpatrick Evaluation Model

The model provides a structured, four-level approach Reaction, Learning, Behavior, and Results that allows for a comprehensive evaluation of training outcomes at both individual and organizational levels (Kirkpatrick, 1959; Kirkpatrick & Kirkpatrick, 2006). Accompanied by the visual diagram, the explanation of the Kirkpatrick Evaluation Model is shown in figure (2.1).

Figure (2.1) Kirkpatrick Evaluation Model



Source: Made in Lucidchart (Kirkpatrick, 1959)

To enrich and contextualize the analysis, the Organizational Development (OD) Theory is incorporated as a complementary perspective. While the Kirkpatrick Model focuses on the measurable outcomes of training, OD Theory emphasizes systemic change, organizational learning, and behavioral transformation within institutions (Lewin, 1947; Beckhard, 1969; Schein, 1987). By integrating OD Theory, this study captures not only the immediate learning and behavioral responses of individual officers but also the broader, long-term organizational impacts of training programs.

Together, these two frameworks provide a multidimensional lens: the Kirkpatrick Model ensures systematic evaluation of training effectiveness, while OD Theory highlights the role of training in driving organizational change and sustainable development within the public administration system.

2.2.2 Organizational Development Theory

Organizational Development (OD) Theory offers a macro-level perspective, framing training not as an isolated event but as a strategic intervention within a continuous process of organizational change (Beckhard, 1969; Cummings & Worley, 2019). OD emphasizes expanding the knowledge, skills, and effectiveness of individuals to achieve more successful organizational transformation, with a strong focus on organizational learning, knowledge management, and the evolution of organizational norms and values (Schein, 1987).

This theoretical lens is critical for understanding the transition from individual behavioral change (Kirkpatrick Level 3) to broader organizational results (Level 4). According to OD theory, the effectiveness of training is deeply intertwined with the prevailing organizational climate and culture (Denison, 1996). Organizational climate refers to the shared perceptions and attitudes of members about organizational practices and policies, the “mood” or “personality” of the organization, which shape collective behavior (Litwin & Stringer, 1968). In contrast, organizational culture relates to deeper, often unconscious elements such as assumptions, values, and behavioral norms that fundamentally guide how individuals act within an organization (Schein, 2010).

In the context of Myanmar’s General Administration Department (GAD), OD theory highlights the potential challenges arising from entrenched cultural and structural factors. For example, an informal mentality of “do nothing; be uncomplicated; and avoid trouble” and the legacy of hierarchical, military-style influence can create resistance to applying new skills and behaviors learned through training. Such cultural and systemic barriers can significantly undermine the achievement of sustainable organizational outcomes, despite positive individual-level learning. Therefore, the success of training is contingent upon the organization’s readiness for change, leadership support, and alignment of training with broader organizational development efforts (Burke, 2018).

2.3 Factors Influencing Training Program

The reviews organized around three predictor areas (Trainee Characteristics; Program Design and Delivery; Organizational Factors) in the following.

2.3.1 Trainee Characteristics

Individual attributes of participants strongly shape learning and subsequent transfer of skills to the job. Classic and recent reviews consistently find that motivation to learn or transfer, self-efficacy, cognitive ability or prior knowledge, and goal orientation are reliable predictors of training effectiveness and transfer. Baldwin and Ford’s seminal model highlights trainee characteristics as one of three pillars of transfer; later meta-analyses confirm their predictive power (Baldwin & Ford, 2010).

Holton’s Learning Transfer System Inventory (LTSI) research formalized motivation to transfer and validated a multi factor system including personal capacity, outcomes expectations, and self-efficacy that predicts whether trainees apply learning

at work. Studies building on Holton show motivation or self-efficacy consistently correlate with transfer (Seyler, Holton, Bates, Burnett, & Carvalho, 1998).

Meta-analytic and integrative reviews report that trainees' cognitive ability, pre training knowledge, and a learning versus performance goal orientation support deeper learning and better transfer, especially when programs include practice and feedback (Ford & Baldwin, 2010). Evidence from low income and post conflict contexts shows similar patterns: trainees with stronger initial readiness and confidence benefit more, but these individual drivers interact with program design and workplace support (World Bank, 2016).

2.3.2 Program Design and Delivery

High effect designs use active learning techniques such as problem solving, role plays, and case studies, coupled with deliberate practice, spaced or overlearning, and immediate, diagnostic feedback. Salas et al. summarize the science of training by focusing on three principles: aligning objectives with tasks, utilizing behavioral practice, and ensuring high fidelity or simulation of the actual job (Hattie & Donoghue, 2016).

Foundational reviews emphasize the necessity of starting with a rigorous training needs assessment conducted at the organization, task, and person levels. This assessment ensures that learning objectives precisely map to job tasks and performance metrics; otherwise, transfer to the workplace suffers (Tannenbaum & Yukl, 1992).

The Kirkpatrick model (Reaction, Learning, Behavior, Results) remains the widely used standard for evaluating training effectiveness. Later critiques recommend complementing this model with outcome and context measures to effectively capture skill transfer and organizational results. For public administration programs, combining Kirkpatrick Level 3 or 4 indicators with institutional performance metrics is recommended for a robust evaluation (Tamkin, Yarnall, & Kerrin, 2002).

Program designs that are tailored to local job demands and embed follow up or application tasks show stronger uptake than simple, one-off workshops. Short, standalone workshops lacking practice or post training support typically produce only limited or short-lived effects.

2.3.3 Organizational Factors

Transfer climate, supervisor or peer support, and opportunity to perform are critical elements of the workplace context that can either enable or block the transfer of learned skills. Baldwin and Ford's model, along with subsequent reviews (Burke & Hutchins; Blume et al.), shows that supervisor support, peer support, strategic alignment, a positive transfer climate (involving cues, consequences, and accountability), and the opportunity to use new skills are among the strongest predictors of behavior change on the job.

Holton's Learning Transfer System Inventory (LTSI) identifies and validates factors across individual, training, and organizational levels, including supervisor support, resistance to change, personal outcomes (both positive or negative), feedback or coaching, and resources or time (Choi & Ruona, 2008). Comparative case studies on civil service colleges (such as those in Rwanda, Uganda, and Liberia) find that institutional partnerships, leadership buy in, standardized curricula linked to core competencies, and clear post training deployment policies significantly improve both skill transfer and organizational results.

2.4 Review on Previous Studies

Myint (2016), in a study on the Capacity Building of Civil Servants in Myanmar, aimed to assess the training effectiveness within the General Administration Department (GAD) under the Ministry of Home Affairs. The methodology involved an analysis of the GAD's training programs and curriculum structure. The study found that GAD curriculums are generally task oriented rather than focused on developing the broader skills necessary to perform the GAD's diverse functions. Crucially, the key problems identified were the lack of a skill gap analysis conducted before training and the absence of effectiveness evaluation after the training, suggesting these issues must be addressed to develop a more effective curriculum.

Choi and Choe (2013), in their paper on the Education and Training Program for Capacity Development for Korean Government Officials, sought to establish a principled approach for developing effective training programs for public officials. They argued that before program development, it is vital to analyze and differentiate the 'general capacity' required of bureaucrats, the 'expected capacity' needed for specific tasks, and the 'actual task performing ability' of current staff. The recommended methodology is to assess the difference between actual and expected

capacity, decrease this difference by finding the root causes, and thereby increase efficiency and effectiveness in public management to support accountability.

Gebre Miruts (2014) conducted a study on Building Civil Service Capacity in Ethiopia to investigate the role and impact of capacity building on government institutions. The study stated that civil service capacity building is the keystone for government institutions to successfully implement policies and strategies, thus having a direct impact on national development and performance. The conclusion emphasized that capacity development programs must be continuous rather than isolated events, and recommended the consistent application of relevant training content that directly serves the government's strategic objectives.

Mabungela Mvuyisi and Mapuranga Mistin (2022) explored the issue of Reimagining Training and Development Programs in Municipalities of South Africa. The research employed a qualitative approach focused on local government employees' perceptions of training programs. The study found that poor training and development were viewed as a cause of low employee performance, yet capacity building was simultaneously seen as a tool to increase employee commitment. They concluded that training must be closely monitored to determine its effectiveness and recommended that Skills Offices increase visibility through roadshows to ensure all employees understand their role in the municipality's capacity agenda.

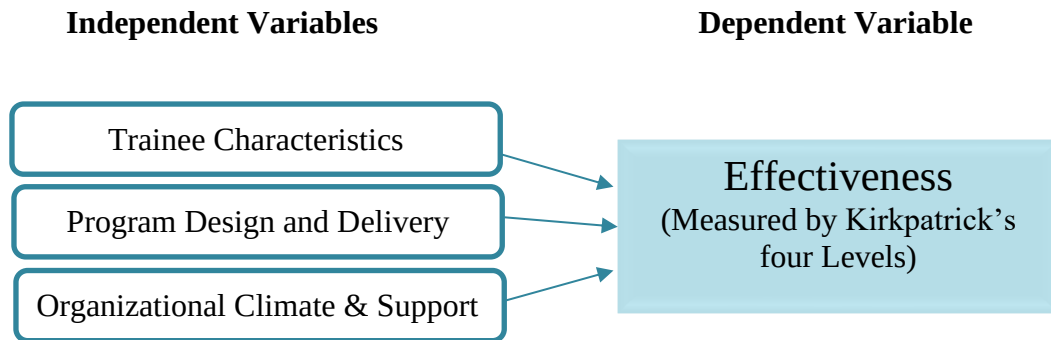
Mery et al. (2016) examined the Evaluation of Investment in Quality Improvement Capacity Building, with the objective of addressing the knowledge gap in assessing the economic value of capacity building programs. Their study found that assessing the Return on Investment (ROI) or conducting other economic evaluations can help quantify the costs versus benefits of capacity initiatives, aligning with accepted 'value' frameworks like the Triple Aim in healthcare. The authors concluded that policy should prioritize broadening the evaluation vision to pursue more comprehensive, system level monitoring of investments and their impact, rather than just focusing on immediate training outcomes.

2.5 Conceptual Framework of the Study

The conceptual framework illustrates the relationship between the independent variables and the dependent variable. The independent variables include Trainee Characteristics as individual factors, Program Design and Delivery as pre-training factors, and Organizational Climate and Support as organizational factors. These

variables are conceptually linked to the dependent variable, which is Training Effectiveness. The effectiveness of training is assessed through Kirkpatrick's four levels of evaluation, namely Reaction, Learning, Behavior, and Results.

Figure (2.2) Conceptual Framework of the Study



Source: Adopted from Kirkpatrick Model, 1959

In addition to the original Kirkpatrick Model, this study incorporates the idea that training effectiveness does not occur automatically but is influenced by how well individual readiness, program structure, and organizational support interact with each other. This means that when trainees have strong motivation, when the program is clearly designed, and when the workplace provides supportive conditions, learning is more likely to translate into behavioral improvement and actual performance results. Thus, the conceptual framework reflects both the Kirkpatrick structure and the researcher's view that training outcomes are shaped by the combined influence of individual, program, and organizational factors.

CHAPTER 3

BACKGROUND OF THE STUDY

This chapter establishes the institutional and political-administrative context necessary for assessing the effectiveness of the training programs. It begins by providing a comprehensive historical overview of the General Administration Department (GAD), detailing its formation, evolution through different political regimes, and subsequent institutional restructuring within the central government. The chapter then analyzes GAD's pivotal role as the administrative backbone of Myanmar's public sector and outlines its core functions. Finally, it addresses the capacity-building initiatives within the department in a detailed presentation of the role and curriculum of the Institute of Development Administration (IDA), which serves as the primary focus of this study's evaluation.

3.1 Ministry and Background of the General Administration Department

The Ministry of Home Affairs is working to ensure the rule of law, stability and peace in the country, the elimination of corruption, the eradication of crime, the fight against drugs, the smooth provision of basic needs for the people, the elimination of misuse of state funds, the smooth meeting of prisoners and their families, the prevention of fire hazards, the provision of assistance in the event of natural disasters, and the stability and security of the people's lives.

3.1.1 Objectives of the Ministry of Home Affairs

The Ministry of Home Affairs aims to

1. Ensure State security
2. Promote and safeguard the rule of law
3. Maintain peace and tranquility
4. Deliver efficient public services to citizens

These objectives guide the ministry's administrative and operational responsibilities.

3.1.2 Organizational Structure of MOHA

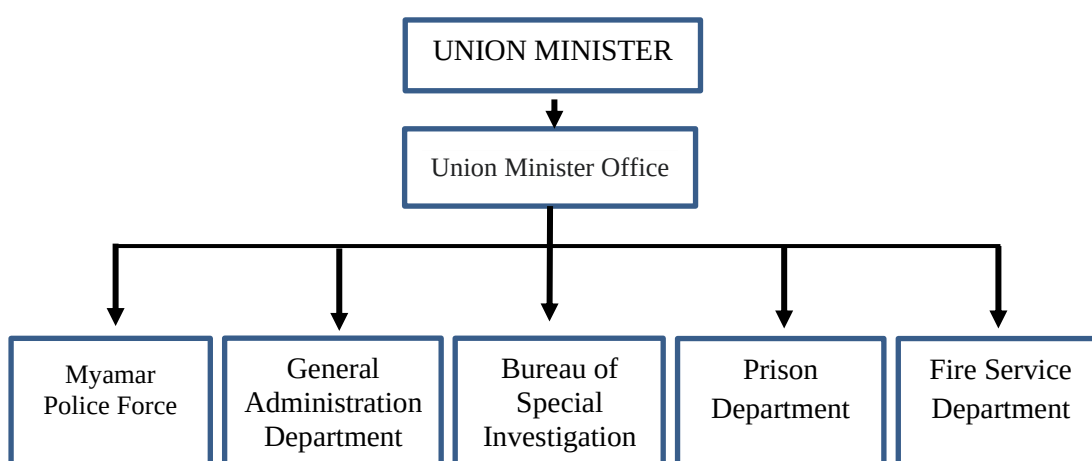
The Ministry of Home Affairs (MOHA) is a central pillar of Myanmar's internal governance mechanism. It is tasked with maintaining national security, enforcing laws, managing public administration, and ensuring the safety and welfare

of citizens. Through its various departments, MOHA plays a decisive role in ensuring stability and effective governance throughout the country.

MOHA consists of the following major departments:

1. Union Minister Office
2. Myanmar Police Force
3. General Administration Department (GAD)
4. Bureau of Special Investigation
5. Prisons Department
6. Fire Services Department

Figure (3.1) Organizational Structure of MOHA



Source: MOHA's Website, 2025

3.1.3 Overview and Objectives of (GAD)

The General Administration Department (GAD) has been the central nervous system of Myanmar's administration since its origins in the Colonial Period (1885–1948), where its administrative structure was established, eventually, integrating Myanmar nationals during the Diarchy period. Following independence, the GAD was formally established in 1955 under the Ministry of Home Affairs (MOHA), focusing on professionalizing administration. During the Socialist Era (1962–1988), the GAD underwent restructuring and was placed under the Ministry of Home and Religious Affairs (MOHRA) in 1974, with its officials supporting the People's Councils. Throughout the SLORC/SPDC Era (1988–2018), GAD officers maintained their vital local roles, often acting as chairmen of the local councils.

In a significant shift toward civilian administration during the democratic transition, the GAD was transferred in December 2018 to the Ministry of the Union Government Office (MUG). However, following the February 2021 events, the department was transferred back to the Ministry of Home Affairs (MOHA) via State Administration Council (SAC) Order No. (119/2021) on May 5, 2021. The GAD continues its essential mandate to execute administrative tasks aligned with the State Government's programs under the MOHA. The General Administration Department is one of the most important institutions under MOHA. It plays a central role in local governance and administrative coordination throughout the country. GAD is responsible for supporting rule of law, promoting regional development, ensuring local peace and order, and delivering public services effectively. The objectives of GAD include:

1. Strengthening rule of law
2. Maintaining peace and tranquility
3. Supporting regional development
4. Serving the public interest

3.1.4 Organizational Structure of GAD

GAD operates through a multi-tiered administrative structure consisting of:

1. Headquarters
2. Nay Pyi Taw Council GAD Office
3. Region/State GAD Offices
4. District GAD Offices
5. Township GAD Offices
6. Town, Ward, and Village Tract Offices

GAD operates through a multi-tiered administrative structure consisting of:

1. Headquarters
2. Nay Pyi Taw Council GAD Office
3. Region/State GAD Offices
4. District GAD Offices
5. Township GAD Offices
6. Town, Ward, and Village Tract Offices

The GAD Headquarters includes the following divisions:

1. Administration Department

2. Finance and Accounts Department
3. Land Department
4. Excise and Revenue Department
5. Legal and Public Affairs Department
6. International Affairs and Research Department
7. Institute of Development Administration (IDA)

This extensive structure enables GAD to function as the primary administrative mechanism connecting the Union Government with local communities across the country. The visual structure of GAD is illustrated in appendixes. The number of General Administration Department (GAD) offices established from the Head Office down to the town level is shown in table (3.1).

Table (3.1) Number of General Administration Department (GAD) Offices

No.	Office Level	Quantity
1	Head Quarter office	1
2	Nay Pyi Taw GAD office, and State/Region GAD offices	15
3	Deputy State GAD and one Self-administered division office	3
4	District GAD and Five Self-administered zone office	126
7	Township GAD office	330
8	Town GAD office	175
	Total	650

Source: GAD Annual Report, 2025

3.2 Role of the General Administration Department in Public Administration

The General Administration Department (GAD) is widely recognized as the backbone of Myanmar's public administration. With its presence in every district, township, ward, and village tract, GAD serves as the primary channel through which government policies are communicated, implemented, and monitored at the grassroots level. GAD's nationwide administrative network enables it to play a pivotal role in achieving efficient public service delivery and effective local governance (The Asia Foundation, 2016). GAD's roles include:

1. Ensuring compliance with Union and Region/State laws
2. Serving as secretariat to State or Region governments
3. Supporting local governance and coordination

4. Implementing development projects
5. Maintaining administrative records and statistics

3.2.1 Vision and Core Values of GAD

Vision:

To establish a people-centered administration that promotes good governance, public trust, and administrative efficiency.

Objectives:

1. Strengthen rule of law
2. Promote peace and stability
3. Enhance regional development
4. Deliver effective public services

Five Core Values:

5. Moral Integrity
6. Discipline
7. Loyalty
8. Unity
9. Competence

Motto:

1. Be in line with State Policy
2. Be in accord with Basic Principles
3. Be in accord with Procedures

Code of Conduct for the GAD:

1. Think over widely and deeply
2. Discharge duties and functions strenuously and energetically
3. Say the truth
4. Stand steadfastly
5. Be sincere and honest
6. Deal with the people amicably and politely.

3.2.2 Main Functions and Other Essential Functions of GAD

The GAD's main functions cover essential administrative and public service areas. These include:

1. Land Management,

2. Excise Management,
3. Tax Collection
4. Rural Development.
5. Legal affairs related to immovable property transfer,
6. Granting permission for the formation of associations,
7. Awarding honorary titles
8. Supervising urban rent, and organizing or reorganizing administrative boundaries (towns, wards/village tracts).

GAD performs other essential administrative and executive functions, including:

1. Licensing, registration, and record-keeping
2. Local development coordination
3. Maintenance of public order and dispute resolution
4. Chairman duties for District and Township administration body
5. Monitoring and implementing government directives
6. Disaster response coordination

3.2.3 Expanded Governance Role of GAD

District and Township GAD offices in particular play a central role in planning, budget coordination, public engagement, and multi-sector governance. Beyond administrative duties, GAD acts as:

1. The national coordination mechanism between central and local authorities
2. The frontline implementer of government plans
3. The administrator of public services
4. The information and communication bridge for local communities

3.3 Rules, Regulations, and Framework Governing GAD

The legal frameworks guide GAD in land management, tax collection, administrative procedures, personnel administration, and public service delivery. GAD's administrative functions operate under 19 laws, 10 rules, 2 official procedures, 2 directives (GAD website, 2025). Those laws, rules, procedures, and directives are described in appendixes.

Under the Civil Service Law, as the National Strategies, the Union Civil Service Board (UCSB) oversees:

1. Human resource development
2. Managerial training
3. Civil service professionalization
4. Promotion and career pathways

3.4 Capacity-Building Initiatives in General Administration Department

Capacity building has long been part of Myanmar's administrative development, dating back to the British colonial period. Today, GAD focuses on modernizing administrative skills to meet the demands of governance reform and public expectations. Key focus areas include:

1. Administrative management
2. Public service delivery
3. Leadership and supervision
4. ICT and digital administration
5. Law and governance
6. Disaster response and public safety
7. Ethics and civil service values

3.4.1 Institute of Development Administration (IDA)

The Institute of Development Administration (IDA), was established in 2003, and it is GAD's central training institution. The institute is situated in Mingaladon Township, Yangon region. IDA is staffed by 27 Training officers, plus 129 management and support staff. Its core objectives are strategically aligned with national administrative goals:

1. to emerge the skillful and qualified administrators in building peaceful, modern, developed and democratic nation.
2. to train and teach the subject leadership, administration and management in accordance with international standard.
3. to train in order to be successful implementation of the (4) objectives, functions and duties of the General Administration Department.

Motto of IDA is

1. to be a good administrator

2. to be a good staff officer
3. to be a good demonstrator

IDA offers major subjects such as:

1. Public administration
2. Law and legal procedures
3. Economics
4. Political science
5. ICT
6. English
7. Disaster management
8. Civil service ethics

The list of Major subjects of GAD officer Grade (2) training taught in the IDA is provided in the Appendices. The Institute of Development Administration (IDA) designs annual training programs with the aim of enhancing the performance and capabilities of officers and staff. At IDA, subjects related to the department's responsibilities, the laws and bylaws applied by the department, the functions of other related departments, and other necessary subjects in line with the competency framework are taught systematically. In addition, in order to further strengthen the capacity of staff, eligible officers are nominated to attend rank-based courses conducted by the Union Civil Service Board's Central Institutes of Civil Service (Upper Myanmar and Lower Myanmar), in accordance with set criteria.

From 2021 to 2025, the IDA was able to send (3143) trainees of GAD to (14) trainings of specialized Executive Capability Enhancement Training held at the Civil Service Universities (Upper Myanmar and Lower Myanmar) specifically for GAD' management staff. Furthermore, IDA was also able to send (2683) trainees of GAD to (154) trainings of regular training attended together with staff from other ministries. As of August 2025, IDA has conducted 109 training programs and trained 10,615 GAD trainees, making it a critical institution for administrative capacity development in Myanmar. The list of training programs that have been conducted is presented in the Appendixes. Among the trainings on the aforementioned list/schedule, items (1), (2), (3), (4), (5), (8), (12), and (13) are the trainings that the staff officers also had to attend. However, it cannot be assumed that all staff officers have already attended those training. Some trainings are only to be attended if they are relevant to one's assigned

department/duty. For example, the Short Training on Supervisory Skills for Public Service Offices is attended only by officers assigned to One Stop Shop (OSS) offices. Among the listed programs, the following trainings are regular programs that all eligible officers must attend according to their rank level, except for those who are exempt due to health conditions. IDA's regular training list is shown in table (3.2).

Table (3.2) IDA's Regular Training List

No.	Trainings' Name	Training duration
1	GAD Officer Grade (1) Fresher Training	8/10 weeks
3	GAD Officer Grade (2) Pre-Service Training	8/6 weeks
4	GAD Officer Grade (2) Fresher Training	12weeks
6	GAD Officer Grade (4), Assistant Directors Pre-Service Training	8/4 weeks
7	GAD Officer Grade (4) Training	8 weeks

Source: GAD annual report, 2025

Among the regular trainings mentioned above, the Officer Grade (2) Pre-Service Training, in particular, must be attended for promotion to the rank of Supervisory Officer. Furthermore, the Officer Grade (2) Fresher Training is a training that a Staff Officer is required to attend. As for IDA, it has already trained (1,740) Staff Officers in these two regular trainings up to November 2025. The detailed list of Trainings and the number of trainees opened annually are presented in Table (3.3).

Table (3.3) Annual opening of Officer Grade (2) Trainings at the IDA

No.	year	Training Period		Trainees
		From	to	
1	2010	-	-	-
2	2011	-	-	-
3	2012	-	-	-
4	2013	11-2-2013	5-4-2013	125
		3-6-2013	26-7-2013	154
		5-8-2013	28-9-2013	143
		20-10-2013	10-1-2013	65

Table (3.3) Annual opening of Officer Grade (2) Trainings at the IDA (Continued)

No.	year	Training Period		Trainees
		From	to	
5	2014	20-1-2014	4-4-2014	63
		22-9-2014	17-10-2014	108
6	2015	-	-	-
7	2016	-	-	-
8	2017	2-5-2017	9-6-2017	234
		24-6-2017	4-8-2017	250
		21-8-2017	29-9-2017	249
		16-10-2017	24-11-17	249
		11-12-2017	19-1-2018	203
9	2018	12-3-2018	1-6-2018	22
10	2019	-	-	-
11	2020	-	-	-
13	2021	-	-	-
14	2022	-	-	-
15	2023	-	-	-
16	2024	-	-	-
17	2025	-	-	-
Total				1,740

Source: GAD Annual Reports, 2010-2025

CHAPTER 4

DATA ANALYSIS

This chapter is dedicated to the analysis and interpretation of the primary data collected through the structured survey instrument. The analysis begins with a brief overview of the survey design and data collection process, followed by a presentation of the demographic characteristics of the respondents to provide essential context for interpreting the results. Subsequently, the chapter evaluates the main findings from the survey responses, and then performs preliminary statistical tests to verify the necessary assumptions for the subsequent regression analysis. Finally, the chapter concludes with the results of the regression analysis, which directly investigates the hypothesized relationships between the key variables identified in the conceptual framework.

4.1 Survey Design

This research utilizes quantitative method. Data is collected using a quantitative survey. The quantitative aspect relies on a structured survey tool distributed via Google Forms to staff officer who were attending training at the Institute of Development Administration (IDA) in Mingalardon Township, Yangon Region, Myanmar.

The total population of this study consists of 1060 staff Officers involved in General Administration Department (GAD) and the sample size of 298 staff officers represents 28.11 percent of the total population of 1060 staff officers. The total population for this study comprises all staff officers working at the General Administration Department (GAD) in Myanmar.

To ensure the study's findings are generalizable to this population, a representative sample size was determined using a commonly accepted formula, such as Yamane's formula (1967), with a 5% level of error ($e=0.05$). Using the formula for sample size calculation for a known population (N):

$$n = \frac{N}{1+N(e)^2}$$

Where:

n = Sample Size

N = Population Size (1,060)

e = Level of error (0.05)

The required sample size was calculated as:

$$n = \frac{N}{1+N(e)^2} = \frac{1060}{1+1060(0.05)^2} = \frac{1060}{1+1060(0.05)^2} = \frac{1060}{1+2.65} = \frac{1060}{3.65} \approx 290.41$$

Therefore, the minimum required sample size was 290 respondents. The sample size, 298, of this study was considered adequate to provide representative and valid data for the research objectives.

The survey participants (staff officers) are chosen from five administrative level of GAD engaged in public administration, which levels are head level, state/region level, district level, township level, and town level.

The survey, conducted in September 2025, sought to assess perceptions of three primary independent variables: trainee characteristics, training program design and delivery, and organizational factors, and their effects on the dependent variable. Descriptive statistics such as frequency and mean scores were calculated using Microsoft Excel to evaluate agreement levels and identify dominant trends. The relationship between the variables is analyzed using a multiple linear regression (MLR) model applying SPSS tool, which facilitated an assessment of the strength and direction of associations between predictors and governance outcomes.

To achieve statistical significance, the sample size comprises 298 staff officers and utilizes a structured questionnaire. The primary findings were used as a benchmark, and the consistency of perceptions among different stakeholder groups was evaluated using these data. By using primary survey data, the study provides a comprehensive evaluation of the role of GAD officers and public administration in Myanmar, thereby improving the reliability and depth of its findings.

In addition, statistical tools as SPSS uses to analyze the data, providing descriptive statistics like frequency, Cronbach's Alpha, ANOVA Test, reliability, validity, and credibility check.

4.2 Demographic Characteristics of the Study

The largest group of respondents came from the State/Region Offices, accounting for 96 officers (32.21%). This high representation ensures that the study's findings are strongly influenced by the experience and perspective of officers working at the highest sub-national administrative level, which is primarily responsible for macro-level coordination and policy implementation within a larger geographical area. However, a deeper analysis reveals the significant representation of officers operating at the direct service delivery level: The Township Office level contributed 78 officers (26.17%), and The Town Office level contributed 23 officers (7.72%). When

combined, these two ground-level tiers account for a total of 101 officers (33.89%) of the sample. The results are significantly dominated by the viewpoints of State/Region officers, who handle high-level coordination, and the operational staff from the Township and Town Offices, who are the primary points of contact with the public. Distribution of respondents by administrative office level is described in Table (4.1). This is highly beneficial to the study because the strong representation from the State/Region level ensures that the findings are relevant to executive decision-making and policy execution. The combined 33.89% representation from the Township and Town levels, who are the officers truly engaging with the public and implementing policies on the ground, confirms that the sample strongly represents the population most critical to public service delivery. The balanced input across these different levels, combining the macro-level view of the State/Region with the micro-level view of the Township/Town, significantly increases the generalizability of the findings, ensuring that the recommendations are relevant to both high-level administrative policy and on-the-ground operational work.

Table (4.1) Distribution of Respondents by Administrative Office Level

No.	Office level	Frequency	Percent (%)
1	Head Office	37	12.42
2	State/Region Office	96	32.21
3	District Office	64	21.48
4	Township Office	78	26.17
5	Town Office	23	7.72
Total		298	100.00

Source: Researcher's Calculation, 2025

4.2.1 Structure and Presentation of Survey Results

The results of the study are presented based on the structure of the survey questionnaire, which was divided into nine sections (A to I). Section A covers the background information of the 298 respondents, including their gender, service year, current office, and quantity of the courses they have attended. Sections B to I each contain questions and explore key thematic areas relevant to the study: the role of

Trainee characteristics, Program design and delivery, Organizational factors, and the effectiveness of training program measured by Kirkpatrick's four Levels for GAD's officers.

Descriptive statistics like frequency, percentage, and overall mean values are used to summarize the findings, illustrating respondents' views on each area and providing insights into the role of effectiveness of training program for GAD's staff officers.

4.2.2 Profile of Respondents

The demographic profile of the GAD Staff Officers who participated in this study revealed a clear gender disparity, with male respondents forming the majority at 64.77% (193 officers), while female respondents accounted for the remaining 35.23% (105 officers). This disparity is a direct reflection of the structural deployment patterns within the General Administration Department (GAD). Specifically, the Staff Officer positions at the Township and Town office levels, the key points of ground-level operational implementation, are primarily served by male officers. Given that the combined sample from these two crucial operational levels totaled 101 officers (33.89% of the sample), this segment automatically contributed a significant male bias to the overall gender ratio. The remaining sample from other office levels was subsequently composed of roughly equal numbers of male and female officers. Distribution of Respondents by Gender is described in Table (4.2). This finding confirms that the study's results are predominantly informed by the views and experiences of male operational officers. While the analysis provides a robust assessment of training effectiveness for the majority demographic responsible for implementation, caution is warranted when generalizing the findings to address the specific, potentially distinct training and support needs of the female GAD workforce.

Table (4.2) Distribution of Respondents by Gender

No	Gender	Frequency	Percent (%)
1	Male	193	64.77
2	Female	105	35.23
Total		298	100

Source: Researcher's Calculation, 2025

The analysis of the age groups indicates that the majority of GAD officers who participated in the training fall within the 35–44 years category, representing a

significant 64.43%. The second largest group is the 25–34 years category 19.46%. Notably, the combined middle age groups (25–54 years) account for 94.29% of the sample, while the 55 and above group has no representation. Distribution of Respondents by Age Group is shown in table (4.3). According those findings results, the study sample is heavily concentrated in the middle career stage (35–44 years). This is a crucial demographic finding because this age group typically represents officers who are experienced in local administration but are also at a stage where they are highly focused on career progression and skill consolidation. Their strong representation provides highly relevant feedback, as they have both the knowledge of past administrative practices and the motivation to apply new ideas for advancement. The results of this study, therefore, reflect the perceptions of the most operationally active and career-driven segment of the GAD workforce.

Table (4.3) Distribution of Respondents by Age Group

No.	Age group	Frequency	Percent (%)
1	under 25	17	5.71
2	25-34	58	19.46
3	35-44	192	64.43
4	45-54	31	10.40
5	55 and above	0	0.00
Total		298	100

Source: Researcher's Calculation, 2025

In terms of educational background, the largest proportion of officers hold a Bachelor's Degree, accounting for 60.07% (N=179) of the sample. Following this, approximately 39.94% of the officers possess post-graduate qualifications, with Post-Graduate Diploma holders making up 29.87% (N=89) and Master's Degree holders making up 10.07% (N=30). The high percentage of respondents with post-graduate qualifications (nearly 40%) indicates that the GAD workforce is generally well-educated and possesses a strong academic foundation. This finding directly supports the high quantitative Mean found for Trainee Characteristics (M=4.07). Distribution of Respondents by Educational Level/Qualification is shown in table (4.4). According these findings results, A well-educated sample is typically associated with high motivation and strong self-efficacy regarding learning, suggesting that the officers are academically prepared and eager to absorb and apply the complex policy and legal

content of the capacity-building programs. The diversity in educational levels also ensures that the study's findings are not limited to any single academic background.

Table (4.4) Distribution of Respondents by Educational Level/Qualification

No.	Educational level	Frequency	Percent (%)
1	Bachelor's Degree	179	60.07
2	Post-Graduate Diploma	89	29.87
3	Master's Degree	30	10.07
4	Doctorate / Ph. D	0	0.00
Total		298	100

Source: Researcher's Calculation, 2025

The service experience of the participants was concentrated in the middle-ranking career group. The largest contingent of respondents was those with 11 to 20 years of service, making up the clear majority at 59.40% (177 officers). This middle tier was substantially larger than the junior officers (under 10 years, 15.44%) and the senior officers (31 years and over, 10.40%). Distribution of respondents by length of service (Service Year) is described in the Table (4.5). The dominant perspective in this study comes from the segment of the GAD workforce typically responsible for day-to-day administrative execution, internal supervision, and direct policy implementation (Kirkpatrick Level 3: Behavior). This concentration is highly beneficial, as the study's findings on training effectiveness are strongly rooted in the experience of GAD's operational backbone. The results provide a robust measure of whether the training successfully reaches and influences the core group tasked with applying new skills and ensuring administrative continuity. Conversely, the lower representation of the most junior and senior ranks suggests their unique needs (foundational training vs. strategic training) may be understated.

Table (4.5) Distribution of Respondents by Length of Service (Service Year)

No.	Group of Service year	Frequency	Percent (%)
1	Under 10 year	46	15.44
2	11-20 year	177	59.40
3	21-30 year	44	14.77
4	31 year and over	31	10.40
Total		298	100

Source: Researcher's Calculation, 2025

The analysis of training attendance history reveals that the officers participating in the study have significant prior training experience. The largest group of respondents, nearly half of the sample, had attended the IDA training two times, accounting for 49.66% (148 officers). The second largest group had attended the training one time, comprising 30.54% (91 officers). The smallest group was the most experienced, having attended the training three times or more, making up 19.80% (59 officers). The findings are mainly informed by officers who have multiple exposures to the IDA training environment, indicating that the study population is generally experienced with the institute's capacity-building programs. The following table 4.6 shows the frequency distribution of GAD Staff Officers who attending in the study based on their attendance history at the IDA Training Institute. Distribution of respondents by number of training programs attended is described in the Table (4.6).

Table (4.6) Distribution of Respondents by Number of Training Programs Attended at IDA

No.	Training Attendance	Frequency	Percent (%)
1	1 time	91	30.54
2	2 times	148	49.66
3	3 times and over	59	19.80
Total		298	100.00

Source: Researcher's Calculation

4.3 Evaluating the Results

Data were collected through a structured questionnaire distributed in October 2025 via Google Forms. Each item was rated on a five-point Likert scale. (1 = Strongly Disagree to 5 = Strongly Agree).

4.3.1 Trainee Characteristics (Pre-training Factors)

The majority of respondents expressed a very high level of motivation, commitment, and self-efficacy toward training. Over 86% agreed or strongly agreed that they were highly motivated to learn new skills, while 91.6% believed in their ability to successfully learn and apply new skills. Likewise, 89% reported strong commitment to the mission of the GAD, and 94.3% recognized the importance of continuous learning. The agreement level of trainee characteristics is shown in table (4.7).

Table (4.7) Perception of Respondents on Trainee Characteristics

Questionnaires		SD	D	N	A	SA
I was highly motivated to learn new skills before attending this training program.	Freq	0	0	40	235	23
	%	0.00	0.00	13.42	78.86	7.72
I believe in my ability to successfully learn and apply new skills in my professional role.	Freq	0	6	19	251	22
	%	0.00	2.01	6.38	84.23	7.38
I had clear expectations about what I would gain from this training program.	Freq	0	0	77	190	31
	%	0.00	0.00	25.84	63.76	10.40
I am committed to my role and the overall mission of the GAD.	Freq	0	0	30	130	138
	%	0.00	0.00	10.07	43.62	46.31
I understand the importance of continuous learning for my professional development	Freq	0	0	17	155	126
	%	0.00	0.00	5.70	52.01	42.28
I actively seek opportunities for self-training and continuous learning beyond formal programs.	Freq	0	3	49	217	29
	%	0.00	1.01	16.44	72.82	9.73
Overall Means	4.07					

Source: Researcher's Calculation, 2025

The Trainee Characteristics variable recorded an exceptional Mean score of 4.07. This score is the highest recorded mean among all variables in the study, firmly establishing that the individual motivation and readiness of GAD officers is the greatest organizational asset supporting training effectiveness. The strength of this finding is demonstrated by the overwhelming agreement levels across the eight statements. The combined (Strongly Agree + Agree) responses for the eight statements within this variable ranged from a minimum of 74.16% to a maximum of 94.29%. This near-unanimous positive feedback confirms that the GAD workforce possesses the fundamental prerequisites for learning and behavior change: motivation, self-efficacy, and commitment. The extremely high Mean of 4.07 serves as the foundation for the entire training program's success. It suggests that the GAD does not need to invest heavily in motivating its staff, but rather must focus on leveraging this internal drive by ensuring the training design and organizational support systems are capable of meeting the high expectations and commitment levels already present in the trainees.

The highest Mean score of 4.07 for Trainee Characteristics is directly attributable to the overwhelming level of agreement across the construct's underlying

statements. Specifically, the results show that the combined (Strongly Agree + Agree) responses for the eight statements within this variable ranged from a minimum of 221 respondents (74.16%) to a maximum of 281 respondents (94.29%). This overwhelming consensus confirms the profound internal motivation, readiness to learn, and strong commitment of the GAD officers who participated in the training program.

4.3.2 Training Program Design and Delivery (Pre-training Factors)

GAD officers perceived the training content as highly relevant to their job roles, with 98.3% agreeing or strongly agreeing. The majority (87.9%) also reported that training objectives were clearly communicated. However, certain aspects of delivery showed room for improvement. Only about 51% of respondents agreed that instructors were knowledgeable and effective, and 44.6% found the sessions engaging. Similarly, while 76.2% found the training materials clear and well-organized, a notable proportion remained neutral. The training duration received the lowest satisfaction rating, with only 19.1% agreeing that time allotted was sufficient, while 31.5% disagreed. This suggests the need for longer sessions or better time allocation. Table (4.8) presents the agreement level regarding training program design and delivery.

Table (4.8) Perception of Respondents on Training Program Design and Delivery

Questionnaires		SD	D	N	A	SA
The training content was directly relevant to my job responsibilities as a GAD officer.	Freq	0	0	5	191	102
	%	0.00	0.00	1.68	64.09	34.23
The training objectives were clearly communicated at the beginning of the program.	Freq	0	0	36	208	54
	%	0.00	0.00	12.08	69.80	18.12
The training effectively addressed specific skill gaps I had in my work.	Freq	0	0	106	166	26
	%	0.00	0.00	35.57	55.70	8.72
The instructor(s) was knowledgeable and effective in delivering the material.	Freq	0	32	133	123	10
	%	0.00	10.74	44.63	41.28	3.36
The instructor(s) was engaging and stimulated my interest in the topics.	Freq	0	44	102	142	10
	%	0.00	14.77	34.23	47.65	3.36
The training materials (e.g., hand-outs, visuals) were clear, helpful, and well-organized.	Freq	0	6	65	204	23
	%	0.00	2.01	21.81	68.46	7.72

Table (4.8) Perception of Respondents on Training Program Design and Delivery (Continued)

Questionnaires		SD	D	N	A	SA
The training methods used (e.g., lectures, discussions, practical exercises) were appropriate and effective.	Freq	0	13	99	174	12
	%	0.00	4.36	33.22	58.39	4.03
The learning environment (e.g., venue, facilities, comfort) was conducive to learning.	Freq	0	0	87	196	15
	%	0.00	0.00	29.19	65.77	5.03
The time allotted for the program was sufficient to cover the content thoroughly.	Freq	0	94	147	48	9
	%	0.00	31.54	49.33	16.11	3.02
The administrative arrangements for the training (e.g., registration, logistics) were efficient.	Freq	0	0	90	201	7
	%	0.00	0.00	30.20	67.45	2.35
Overall Means	3.67					

Source: Researcher's Calculation, 2025

The Training Program Design and Delivery variable recorded a moderately high Mean of 3.67. This Mean reflects that, while officers viewed the training positively, there were specific areas where their agreement level was lower than expected, thus keeping the score moderate. The highest agreement was recorded for items related to the relevance of the curriculum and the quality of the instructors. For example, 83.22% of respondents agreed or strongly agreed that the instructors were qualified and effective. This confirms the program successfully delivers foundational content using competent personnel. The lower Mean (3.67) is due to moderate agreement on items concerning practical application and delivery methods. Only 67.11% agreed that there were enough opportunities for hands-on practice, and only 64.77% agreed that the training duration was sufficient. Therefore, the program needs to shift focus from passive instruction to active learning, increasing the number of practical case studies and simulations that directly address GAD's operational realities.

4.3.3 Organizational Climate and Support (Organizational Factors)

The perceptions regarding organizational climate were moderately positive but indicated several challenges. About 49.7% agreed that their department encourages innovation and new ideas, while 40.6% recognized open communication. Only 36.2%

agreed that adequate resources were provided to implement new practices, suggesting a resource constraint. Leadership support and opportunities for career advancement received mixed responses, approximately 25% and 49% agreement, respectively. Work-life balance emerged as the most critical issue, with only 22.2% feeling adequately supported, while 43.6% disagreed. The low agreement on adequate resources (36.2%) and the high percentage of disagreement on work-life balance (43.6%) directly suggest that the current working environment does not adequately facilitate the transfer of learned skills. Furthermore, the mixed responses concerning leadership support and opportunities for career advancement reveal that GAD management must implement clear, systemic measures to cultivate a more supportive environment. Therefore, the study highlights the critical need for GAD to focus on improving resource availability and operational support to ensure that the officers' motivation and training gains can be effectively translated into sustainable behavioral changes. A summary of the agreement level among organizational climate and support is provided in Table (4.9).

Table (4.9) Perception of Respondents on Organizational Climate and Support

Questionnaires		SD	D	N	A	SA
My department/organization encourages innovation and new ideas.	Freq	0	48	102	0	148
	%	0.00	16.11	34.23	0.00	49.66
There is open and transparent communication within my department /organization.	Freq	0	12	165	111	10
	%	0.00	4.03	55.37	37.25	3.36
My department/organization provides sufficient resources (e.g., budget, equipment, technology) to implement new practices.	Freq	0	13	177	99	9
	%	0.00	4.36	59.40	33.22	3.02
Leadership within my department/organization actively supports and champions new initiatives	Freq	0	27	195	72	4
	%	0.00	9.06	65.44	24.16	1.34
I feel that my opinions and suggestions are valued in decision making processes.	Freq	0	55	116	119	8
	%	0.00	18.46	38.93	39.93	2.68
There are clear opportunities for career advancement and professional growth within the GAD.	Freq	0	28	124	146	0
	%	0.00	9.40	41.61	48.99	0.00

**Table (4.9) Perception of Respondents on Organizational Climate
and Support (Continued)**

Questionnaires		SD	D	N	A	SA
My department/organization effectively addresses and resolves conflicts or concerns among employees.	Freq	0	46	183	69	0
	%	0.0 0	15.44	61.41	23.15	0.00
I feel supported by my department/organization in maintaining a healthy work-life balance.	Freq	0	130	102	66	0
	%	0.0 0	43.62	34.23	22.15	0.00
Overall Means	3.29					

Source: Researcher's Calculation, 2025

This variable recorded the lowest Mean score among all Independent Variables (IVs) at 3.29. This low score indicates that the work environment is perceived as the primary organizational barrier to training effectiveness. The low Mean is directly caused by a high combined (Disagree + Strongly Disagree) response rate on items related to supervisory support and resource availability. For instance, only 57.72% agreed that their supervisor encouraged them to use new skills, and only 50.34% agreed that they had sufficient time and resources to implement changes. The high percentage of disagreement on these items confirms that officer struggle with institutional constraints. The low Mean highlights a critical implementation gap. Recommendations must focus on mandating a structured follow-up role for supervisors and formally allocating dedicated time and resources to facilitate skill transfer, thereby addressing the core reasons for the low agreement levels.

4.3.4 Training Effectiveness

In this section, findings related to the dependent variables: Reaction, Learning, Behavior, Results, and overall Training Effectiveness will be presented.

(A) Kirkpatrick's Level 1, Reaction

Respondents generally reacted positively to the training programs. Approximately 60% expressed satisfaction with the training, and 78% reported that the training met their expectations. A total of 68.9% found the environment conducive to learning, and 70.5% believed the training was a valuable use of time. However, only 33.2% felt that the pace of training was appropriate, while 40.6% disagreed, indicating a need for improved pacing and delivery balance. Table (4.10) displays the calculated agreement level of reaction.

Table (4.10) Perception of Respondents on Kirkpatrick's Level 1, Reaction

Questionnaires		SD	D	N	A	SA
Overall, I was satisfied with this training program.	Freq	0	4	115	148	31
	%	0.00	1.34	38.59	49.66	10.40
The training program was engaging and held my attention.	Freq	0	37	115	136	10
	%	0.00	12.42	38.59	45.64	3.36
I found the training environment (venue, facilities, timing) conducive to learning.	Freq	0	1	38	238	21
	%	0.00	0.34	12.75	79.87	7.05
The training content was relevant to my current job responsibilities as a GAD officer.	Freq	0	1	40	191	66
	%	0.00	0.34	13.42	64.09	22.15
The training met my expectations for what I hoped to learn.	Freq	0	3	62	219	14
	%	0.00	1.01	20.81	73.49	4.70
I believe this training was a valuable use of my time.	Freq	0	4	84	191	19
	%	0.00	1.34	28.19	64.09	6.38
I would recommend this training program to my colleagues.	Freq	0	7	104	132	55
	%	0.00	2.35	34.90	44.30	18.46
The pace of the training was appropriate for the topics covered.	Freq	1	120	78	78	21
	%	0.34	40.27	26.17	26.17	7.05
I felt comfortable asking questions and participating in discussions during the session.	Freq	0	31	107	139	21
	%	0.00	10.40	35.91	46.64	7.05
Overall Means	3.66					

Source: Researcher's Calculation, 2025

This variable recorded the lowest Mean score among all Dependent Variables (DVs) at 3.66. The low Mean suggests that while officers learned effectively (DV2), their overall satisfaction with the process was not high. This indicates moderate disagreement with items concerning facilities, logistics, or comfort. For example, only 66.11% agreed or strongly agreed that the facilities were satisfactory. To improve it the focus should be placed on improving the non-content aspects of the program, such as upgrading training infrastructure and optimizing the administrative logistics to enhance the participant experience.

(B) Kirkpatrick's Level 2, Learning

The Learning Level results were overwhelmingly positive. Over 90% agreed that they gained new knowledge relevant to their role, and 88% reported acquiring new job-related skills. A large majority (88%) also expressed confidence in applying what they had learned, while 87% committed to applying those skills in their daily work. The agreement level of Learning is tabulated in Table (4.11).

Table (4.11) Perception of Respondents on Kirkpatrick's Level 2, Learning

Questionnaires		SD	D	N	A	SA
I gained new knowledge and understanding relevant to my role as a GAD officer from this training.	Freq	1	1	26	263	7
	%	0.34	0.34	8.72	88.26	2.35
I acquired new skills that will help me perform my job more effectively.	Freq	1	0	36	249	12
	%	0.34	0.00	12.08	83.56	4.03
I am clear about what is expected of me on the job as a result of taking this training.	Freq	1	0	199	93	5
	%	0.34	0.00	66.78	31.21	1.68
I feel confident about applying what I learned back on the job.	Freq	0	0	36	196	66
	%	0.00	0.00	12.08	65.77	22.15
I am committed to applying what I learned to my work as a GAD officer.	Freq	1	0	38	89	170
	%	0.34	0.00	12.75	29.87	57.05
The training helped me shift my attitude towards public service or specific GAD functions in a positive way.	Freq	1	0	29	241	27
	%	0.34	0.00	9.73	80.87	9.06
Overall Means	3.95					

Source: Researcher's Calculation

This variable recorded a high Mean of 3.95, tied for the highest among all DVs. The high Mean is driven by strong agreement (over 85% Agree and Strongly Agree) on items measuring the acquisition of specific knowledge and skills. This confirms the core competency of the program is its ability to successfully transfer essential legal, policy, and administrative knowledge. This level of success should be maintained by ensuring the curriculum is continuously updated and relevant to the current administrative and legal environment of the GAD.

(C) **Kirkpatrick's Level 3, Behavior (transfer)**

Behavioral change outcomes were strong. About 90.6% confirmed they had applied their new knowledge and skills in their daily work, while 75% noticed a positive change in job performance. Respondents also acknowledged support from supervisors (62%) and colleagues (58%), though some remained neutral, suggesting variation across offices. Table (4.12) presents the agreement level regarding behavior.

Table (4.12) Perception of Respondents on Kirkpatrick's Level 3 - Behavior

questionnaire		SD	D	N	A	SA
I have applied the knowledge and skills learned in this training to my daily work.	Freq	1	0	27	195	75
	%	0.34	0.00	9.06	65.44	25.17
I have noticed a positive change in my job performance since complet-ing this training.	Freq	0	1	73	222	2
	%	0.00	0.34	24.50	74.50	0.67
I have used new skills/knowledge to improve specific GAD functions (e.g., land management, public engagement, dispute resolution).	Freq	0	1	32	215	50
	%	0.00	0.34	10.74	72.15	16.78
My supervisor encourages and supports me in applying new skills learned from training.	Freq	0	12	101	173	12
	%	0.00	4.03	33.89	58.05	4.03
My colleagues are supportive of new approaches and ideas introduced through training.	Freq	0	19	107	151	21
	%	0.00	6.38	35.91	50.67	7.05
My organization provides the necessary resources (e.g., tools, time, information) to apply new learning.	Freq	0	7	119	160	12
	%	0.00	2.35	39.93	53.69	4.03
Overall Means	3.79					

Source: Researcher's Calculation

The Mean of 3.79 is slightly lower than the Learning and Results levels, confirming the Learning-Behavior Gap (3.95 vs. 3.79). Agreement levels are high for items measuring the desire and intent to use new skills, but the lower Mean is explained by moderate agreement on the consistency and frequency of application. Only 74.83% agreed that they regularly use the learned skills. This low frequency confirms the direct barrier posed by the Organizational Climate (Mean 3.29), where lack of resources

prevents consistent application. Closing this gap is the most crucial step for the GAD, requiring strategies to institutionalize post-training support and remove workplace constraints.

(D) Kirkpatrick's Level 4, Results

The training produced tangible organizational and public benefits. About 81% agreed that the training increased work efficiency, 91% observed improved public service quality, and 90% reported better coordination within GAD and other agencies. Additionally, 75% perceived increased public trust and engagement, while 93% believed the training helped address specific challenges faced by GAD officers. The data concerning the agreement level of result can be found in Table (4.13).

Table (4.13) Perception of Respondents on Kirkpatrick's Level 4, Result

Questionnaires		SD	D	N	A	SA
The training has contributed to increased efficiency in my work unit's operations.	Freq	1	5	51	200	41
	%	0.34	1.68	17.11	67.11	13.76
The training has positively impacted the quality of public services provided by my department/unit.	Freq	0	0	27	233	38
	%	0.00	0.00	9.06	78.19	12.75
There has been a noticeable improvement in public engagement and trust in our local government due to applied learning.	Freq	0	0	73	180	45
	%	0.00	0.00	24.50	60.40	15.10
The training has helped reduce errors or rework in administrative tasks.	Freq	0	2	76	190	30
	%	0.00	0.67	25.50	63.76	10.07
The training has contributed to better coordination and communication within the GAD or with other government entities.	Freq	0	0	30	221	47
	%	0.00	0.00	10.07	74.16	15.77
I believe this training contributes to the overall development and stability of the nation.	Freq	0	0	58	219	21
	%	0.00	0.00	19.46	73.49	7.05
The training has helped address specific challenges faced by GAD officers in the current context (e.g., maintaining peace, dispute resolution).	Freq	0	2	19	247	30
	%	0.00	0.67	6.38	82.89	10.07
Overall Means	3.95					

Source: Researcher's Calculation, 2025

This variable is tied for the highest Mean (3.95) among the DVs. Analysis: This exceptionally high score is based on overwhelming agreement (over 80% Agree and Strongly Agree) that the training has led to tangible organizational outcomes. High agreement was found on items related to improved public service quality and better internal coordination. This strong finding validates the entire program, confirming that the acquired skills are translating into positive impacts on the GAD's mission. The strategy here is to maintain and further document these positive organizational results.

4.3.5 Descriptive Statistics of Main Variables

The analysis of the study's main variables begins with descriptive statistics, which summarize the central tendency (Mean) and the dispersion (Standard Deviation) of the data collected on a 5-point Likert scale (where 1 = Strongly Disagree and 5 = Strongly Agree). This provides an initial understanding of the GAD officers' overall perceptions of the training program and its effectiveness. The Table (4.14) presents these descriptive statistics, summarizing the means and standard deviations for all independent and dependent variables.

The results indicate that respondents generally held positive perceptions across almost all constructs, as the mean values for all variables were above the midpoint (3.00) of the 5-point Likert scale. The relatively low Standard Deviations (Std. Deviation) suggest a consistent pattern of responses among the respondents, meaning officers generally agreed or disagreed in a similar manner. Trainee Characteristics (Mean = 4.07) is the highest mean score among all variables. It suggests that the GAD officers who attended the training programs were highly motivated, had a strong readiness to learn, and were generally eager to use their new knowledge. Training Program Design and Delivery (Mean = 3.67) is moderately high, indicating that officers had a good, but not perfect, perception of the training curriculum's relevance, the quality of instruction, and the training methods used. Organizational Climate & Support (Mean = 3.29) is the lowest mean score among the independent variables. While still positive, this result suggests that officers perceive the workplace environment, including supervisor support and the provision of resources to apply learned skills, as the weakest area among the three influencing factors.

Kirkpatrick Level 2, Learning (Mean = 3.95) is tied for the highest among the effectiveness levels. It demonstrates that the training programs are highly effective in their primary goal: officers feel they have successfully acquired the intended new

knowledge, skills, and understanding. Kirkpatrick Level 4, Results (Mean = 3.95) is also very high, indicating that officers perceive a substantial positive impact of the training on organizational outcomes such as improved public service quality, better internal coordination, and reduced errors. Kirkpatrick Level 3, Behavior (Transfer) (Mean = 3.79) is slightly lower than the Learning and Results levels. It measures the extent to which officers actually applied the learned skills on the job. While positive, the gap between Learning (3.95) and Behavior (3.79) suggests there is a challenge in transferring classroom knowledge into sustained, practical application in the daily work environment. Kirkpatrick Level 1, Reaction (Mean = 3.66), measuring participant satisfaction with the training (e.g., instructors, facilities, content relevance), is positive. However, it is the lowest mean score among the four effectiveness levels. This suggests that while officers learned effectively, there is room to improve the overall training experience, perhaps concerning the pace, facilities, or logistics of the program.

Table (4.14) Descriptive Statistics of Main Variables

No.	Variables Name	Mean	Std. Deviation	N
Independent Variables (Predictors)				
1	Trainee Characteristics (Individual Factors)	4.07	0.352	298
2	Training Program Design and Delivery (Pre-Training Factors)	3.67	0.362	298
3	Organizational Climate & Support (Organizational Factors)	3.29	0.484	298
Dependent Variables (Effectiveness Levels)				
1	Kirkpatrick Level 1 - Reaction	3.66	0.465	298
2	Kirkpatrick Level 2 - Learning	3.95	0.366	298
3	Kirkpatrick Level 3 - Behavior (Transfer)	3.79	0.376	298
4	Kirkpatrick Level 4 - Results	3.95	0.310	298
5	Training Effectiveness	3.84	0.060	298

Source: Researcher's Calculation, 2025

The overall Training Effectiveness is calculated as the average mean score of the four Kirkpatrick levels (Reaction, Learning, Behavior, and Results). The final mean score of 3.84 confirms that the capacity-building programs are generally effective in achieving their objectives. This positive result is primarily anchored by the high scores in Learning (Level 2) and Results (Level 4), both of which reached a Mean of 3.95.

Although the effectiveness is high, the overall Mean of 3.84 is slightly pulled down by the relatively lower scores in Reaction (3.66) and Behavior (3.79). This confirms the primary finding: to push the overall effectiveness score closer to the maximum (5.00), the organization must focus on enhancing trainee satisfaction (Reaction) and minimizing the gap between classroom knowledge and on-the-job application (Behavior).

4.4 Test for Assumption

When the study is designed a survey instrument to measure abstract concept like Trainee Characteristics (Individual Factors), Training Program Design and Delivery (Pre-Training Factors), Organizational Climate and Support (Organizational Factors), and Effectiveness measured by four levels of Kirkpatrick.

The study didn't rely on a single question – it used a set of related items (or statements) intended to capture different aspect of that concept. The study used 5 Likert-scale for each variable.

Therefore, the study calculated Cronbach's Alpha (α) to measure internal consistency – how closely related a set of items are as a group for each variable. The formula used to calculate Cronbach's Alpha (α) as followed:

$$\alpha = \frac{N \times \bar{c}}{\bar{v} + (N - 1)\bar{c}}$$

Where:

N = Number of items questions in the scale

$\bar{c}$ = Average coveriance between item pairs

$\bar{v}$ = Average variance of each item

Alternatively, in terms of item variance and total test variance:

$$\alpha = \frac{N}{N - 1} \left(1 - \frac{\sum_{i=1}^N a_i^2}{a_T^2} \right)$$

Where:

a_i^2 = Variance of each item

a_T^2 = Variance of the total score (sum of all items)

In the study, it applied the Cronbach's Alpha Formula to each variable. For example, for Trainee Characteristics (6 items):

$$\alpha_{TC} = \frac{6}{5} \left(1 - \frac{\sum_{i=1}^6 a_i^2}{a_T^2} \right)$$

This formula was similarly applied to Training Program Design and Delivery (10 items), Organizational Climate and Support (8 items), Effectiveness for Kirkpatrick Level 1, Reaction (9 items), Effectiveness for Kirkpatrick Level 2, Learning (6 items), Effectiveness for Kirkpatrick Level 3, Behavior (transfer) (6 items), Effectiveness for Kirkpatrick Level 4, Reaction (7 items).

4.4.1 Reliability Test of Main Variables

Reliability analysis using Cronbach's Alpha confirmed strong internal consistency across all scales, with coefficients ranging from 0.653 to 0.846. The highest reliability was observed for Kirkpatrick Level 1 Reaction ($\alpha = 0.846$), while the lowest was for Kirkpatrick Level 4, Results ($\alpha = 0.653$), still within acceptable limits. These findings indicate that all constructs were measured reliably and consistently, supporting the validity of subsequent analyses. A detailed breakdown of the Cronbach's alpha values for each variable is provided in Table (4.15).

Table (4.15) Cronbach's Alpha Value for Each Variables

No.	Reliability Statistics		
	Variable Name	Cronbach's Alpha	Items
1	Trainee Characteristics	0.704	6
2	Training Program Design and Delivery	0.778	10
3	Organizational Climate & Support	0.791	8
4	Kirkpatrick Level 1, Reaction	0.846	9
5	Kirkpatrick Level 2, Learning	0.775	6
6	Kirkpatrick Level 3, Behavior (Transfer)	0.698	6
7	Kirkpatrick Level 4, Results	0.653	7

Source: Researcher's Calculation 2025

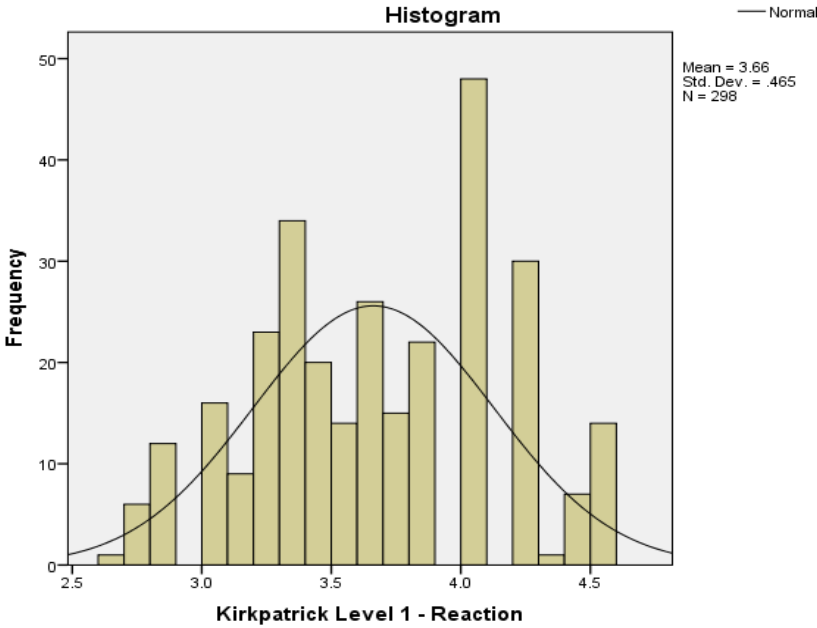
The Cronbach's Alpha coefficients presented above were computed using SPSS version 23, which applies the same statistical formula introduced in the previous section for internal consistency analysis.

4.4.2 Normality Test

Based on the descriptive statistics and Multiple Linear Regression (MLR) analysis performed on the main variables, as presented in the earlier sections, the following histograms (Figures 4.1 through 4.4), and normal P-P plots (Figures 4.5 through 4.8) are used to evaluate the assumptions of linear regression: specifically, the

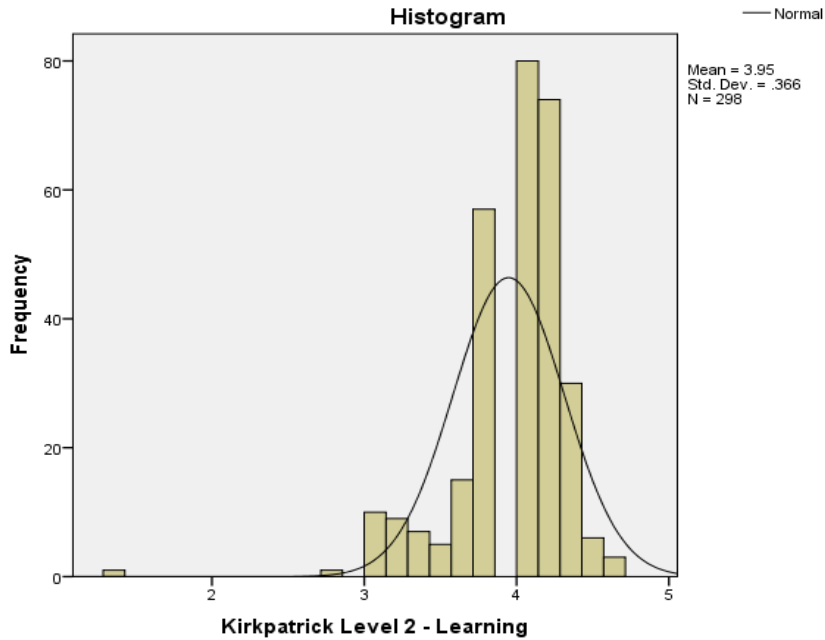
normality of residuals, linearity, and homoscedasticity. This decision was made to allow a comprehensive assessment of all potential factors that could influence each level of training outcomes.

Figure (4.1) Histogram of Histogram of Dependent Variable: Kirkpatrick Level 1, Reaction



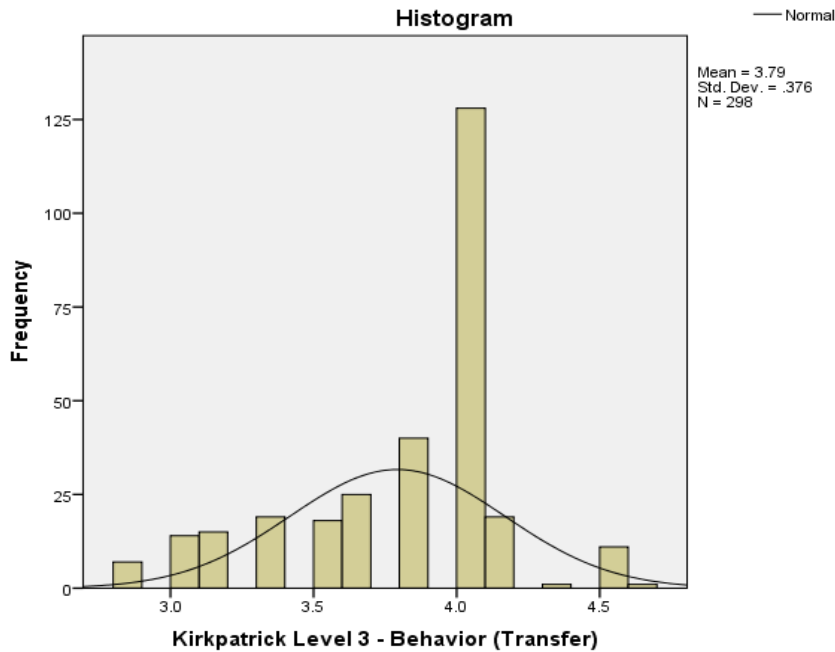
Source: Researcher's Calculation 2025

Figure (4.2) Histogram of Dependent Variable: Kirkpatrick Level 2, Learning



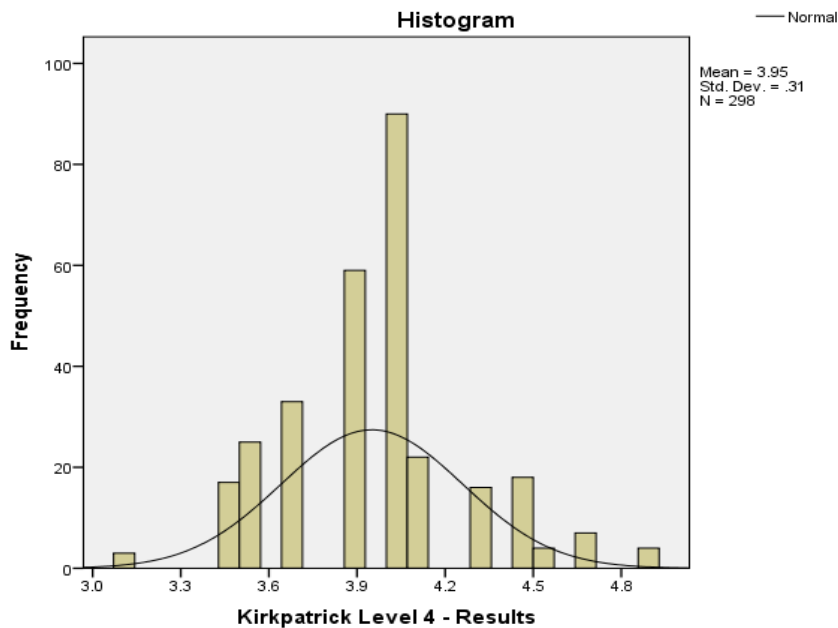
Source: Researcher's Calculation 2025

Figure (4.3) Histogram of Dependent Variable: Kirkpatrick Level 3, Behavior (Transfer)



Source: Researcher's Calculation 2025

Figure (4.4) Histogram of Dependent Variable: Kirkpatrick Level 4, Results



Source: Researcher's Calculation 2025

The normality assumption was examined for the four dependent variables, Reaction (Kirkpatrick Level 1), Learning (Level 2), Behavior/Transfer (Level 3), and Results (Level 4), using both the Kolmogorov Smirnov and Shapiro Wilk tests in SPSS. The Shapiro Wilk significance values for all four variables were less than 0.05, indicating statistical deviations from a perfectly normal distribution. However, with a large sample size ($n = 298$), such significance levels are common, as normality tests are highly sensitive to even minor departures from normality (Field, 2018). The results of Kolmogorov-Smirnov and Shapiro-Wilk tests are shown in Table (4.16).

Table (4.16) Kolmogorov-Smirnov and Shapiro-Wilk Tests

Variable	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Kirkpatrick Level 1, Reaction	0.102	298	0.000	0.969	298	0.000
Kirkpatrick Level 2, Learning	0.213	298	0.000	0.829	298	0.000
Kirkpatrick Level 3, Behavior	0.246	298	0.000	0.878	298	0.000
Kirkpatrick Level 4, Results	0.198	298	0.000	0.949	298	0.000
a. Lilliefors Significance Correction						

Source: Researcher's Calculation 2025

To supplement the statistical results, the skewness and kurtosis values were examined. Reaction (skewness = 0.024, kurtosis = -0.848), Behavior (skewness = $-$

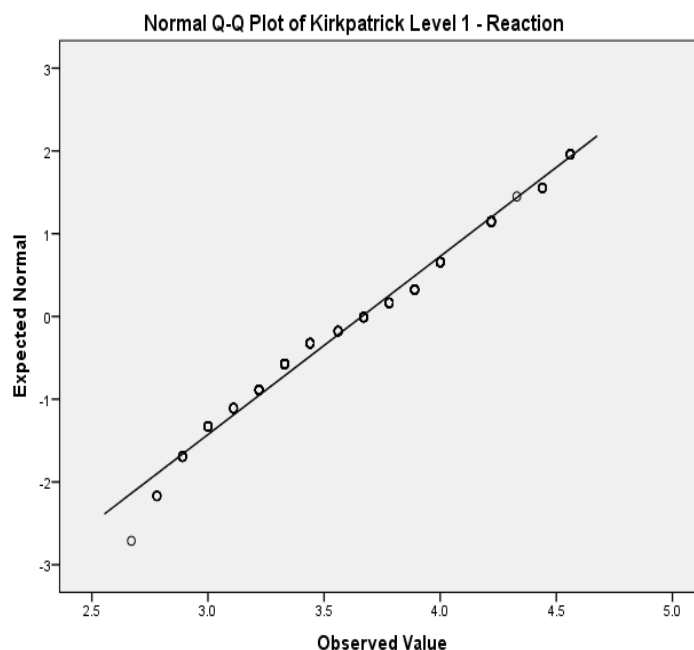
0.791, kurtosis = 0.225), and Results (skewness = 0.447, kurtosis = 0.720) variables all fell within the acceptable range of ± 1 , suggesting approximate normality (George & Mallery, 2019). Only the Learning variable (skewness = -2.068 , kurtosis = 9.092) demonstrated a strong negative skew and high kurtosis, indicating clustering of responses at the higher end of the scale. The result of skewness and kurtosis tests is described in Table (4.17).

Table (4.17) Skewness and Kurtosis Tests

Variables		Statistic	Std. Error
Kirkpatrick Level 1, Reaction	Skewness	0.024	0.141
	Kurtosis	-0.848	0.281
Kirkpatrick Level 2, Learning	Skewness	-2.068	0.141
	Kurtosis	9.092	0.281
Kirkpatrick Level 3, Behavior (Transfer)	Skewness	-0.791	0.141
	Kurtosis	0.225	0.281
Kirkpatrick Level 4, Results	Skewness	0.447	0.141
	Kurtosis	0.720	0.281

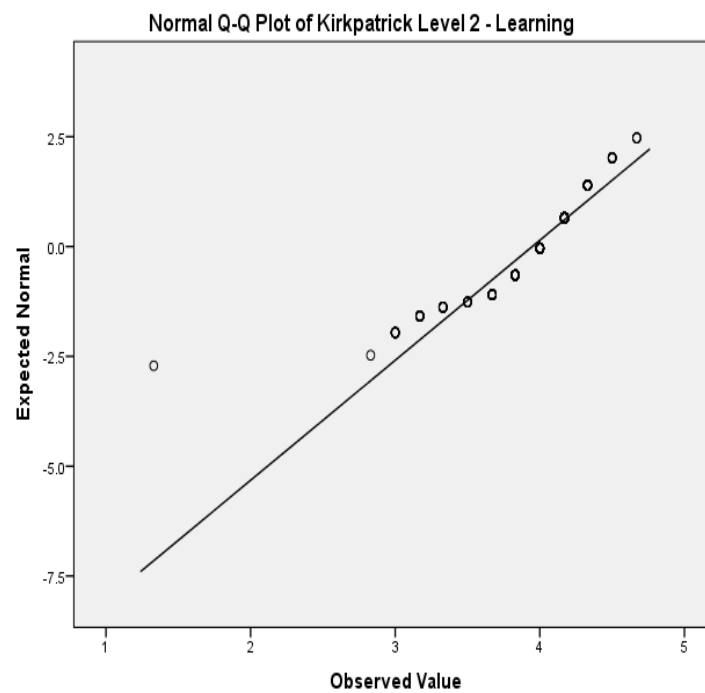
Source: Researcher's Calculation 2025

Figure (4.5) Q-Q plot of Dependent variable: Kirkpatrick Level 1, Reaction



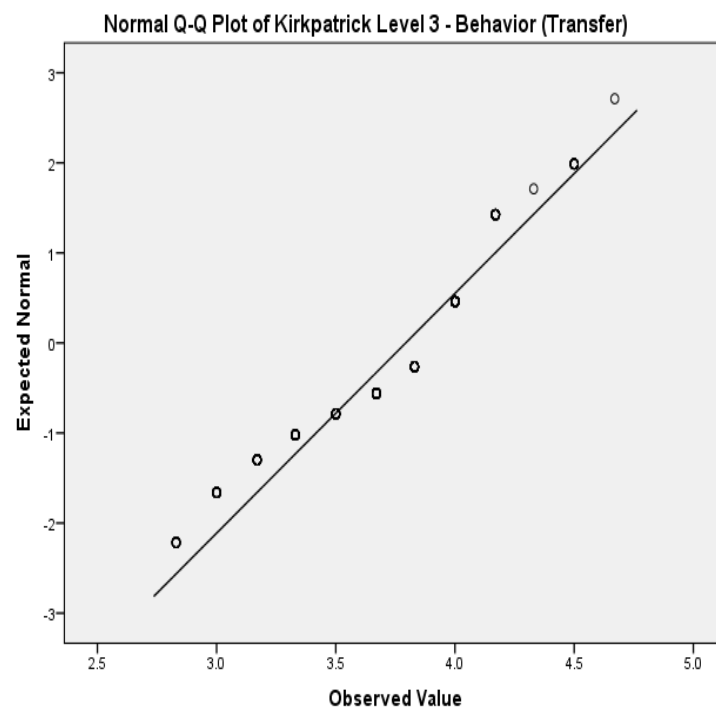
Source: Researcher's Calculation 2025

Figure (4.6) Q-Q plot of Dependent Variable: Kirkpatrick Level 2, Learning



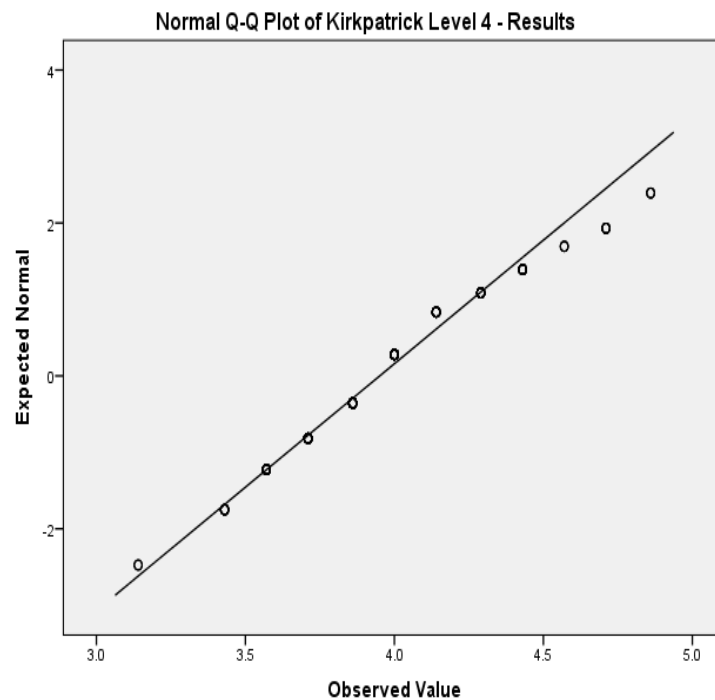
Source: Researcher's Calculation 2025

Figure (4.7) Q-Q plot of Dependent Variable: Kirkpatrick Level 3, Behavior (Transfer)



Source: Researcher's Calculation 2025

Figure (4.8) Q-Q plot of Dependent Variable: Kirkpatrick Level 4, Results



Source: Researcher's Calculation 2025

Visual inspections of histograms and Q–Q plots further supported that the data for most variables were reasonably symmetrical and bell-shaped. Given that multiple linear regression is considered robust to minor deviations from normality, especially with large samples (Pallant, 2020), the data were deemed suitable for further parametric analysis.

4.4.3 Multicollinearity Test

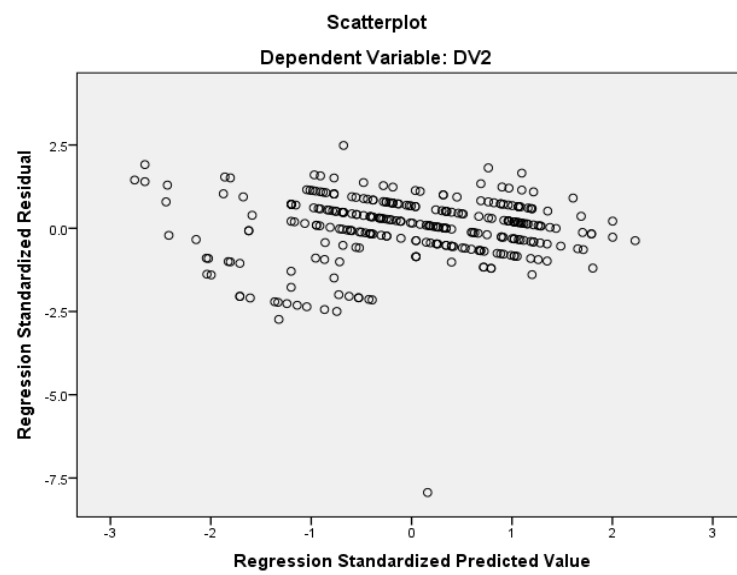
Before running the multiple regression analysis, a multicollinearity test was conducted to check whether the independent variables were highly correlated with each other. High multicollinearity can cause problems in estimating the regression coefficients accurately and may reduce the reliability of the model (Hair et al., 2010). The test was carried out using the Variance Inflation Factor (VIF) and Tolerance values. According to statistical guidelines, multicollinearity is considered serious when the VIF value is greater than 10 or when the Tolerance value is less than 0.10 (Field, 2018; Pallant, 2020). In this study, the VIF values for all independent variables ranged from 1.059 to 1.356, while the Tolerance values ranged from 0.737 to 0.944. These values are within the acceptable range, showing that there is no multicollinearity problem among the independent variables. Therefore, it can be concluded that the independent variables, Training Program Design and Delivery (Pre Training Factors),

Trainee Characteristics (Individual Factors), and Organizational Climate and Support (Organizational Factors), are statistically independent from each other. This indicates that the variables are suitable for further regression analysis. The result of Multicollinearity test is shown in appendixes.

4.4.4 Homoscedasticity Test

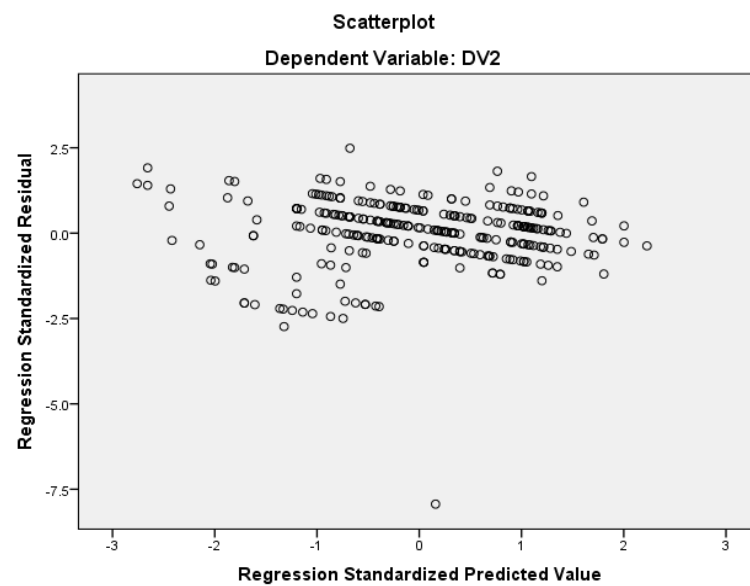
Homoscedasticity refers to the assumption that the variance of the residuals remains constant across all levels of the predicted values. This assumption is essential in multiple regression analysis because unequal variances (heteroscedasticity) may result in biased standard errors and reduce the accuracy of the regression results (Hair et al., 2010; Field, 2018). To verify this assumption, scatterplots of standardized residuals (ZRESID) against standardized predicted values (ZPRED) were generated for each dependent variable (DV1, DV2, DV3, and DV4). As shown in Figure (4.9) to figure (4.12), the data points are randomly and evenly scattered around the horizontal axis, with no distinct funnel shape or systematic pattern. This visual pattern suggests that the residuals are equally distributed across predicted values, confirming the presence of homoscedasticity in all regression models. Furthermore, the residual statistics indicated that standardized residuals for all models ranged approximately between -3 and $+3$, which falls within the acceptable limit (Pallant, 2020). The standard deviation of the residuals was also close to 1.0, supporting that the residual variance is consistent. Therefore, it can be concluded that the regression models in this study satisfy the assumption of homoscedasticity. This ensures that the results of the regression analysis are statistically valid and reliable for interpretation.

Figure (4.9) Scatterplot of Standardized Residuals vs. Predicted Values for DV1



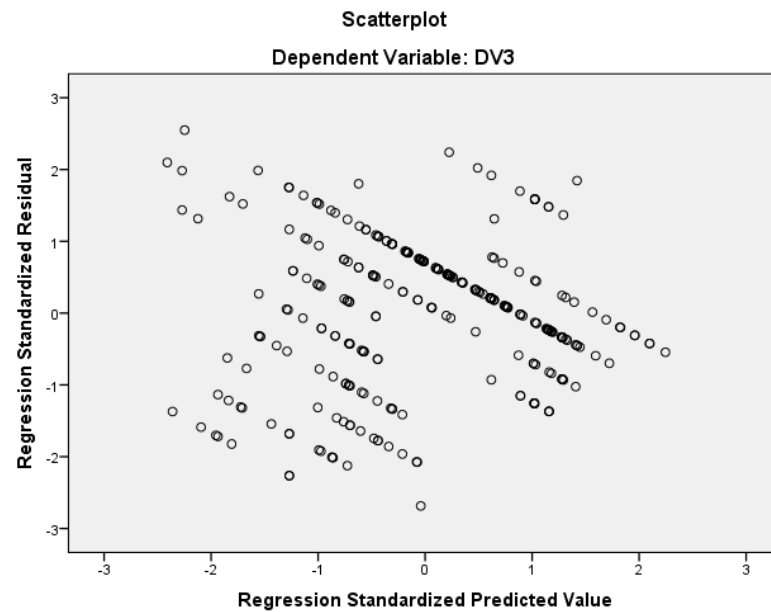
Source: Researcher's Calculation 2025

Figure (4.10) Scatterplot of Standardized Residuals vs. Predicted Values for DV2



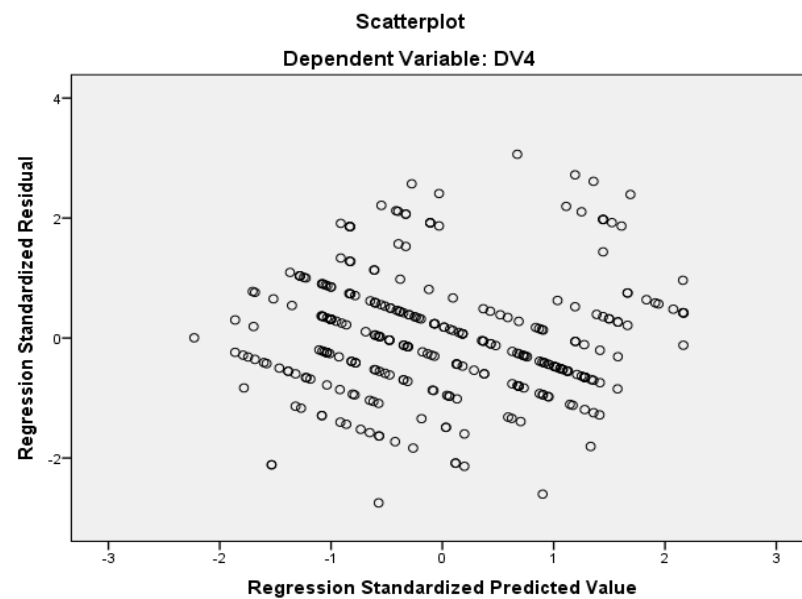
Source: Researcher's Calculation 2025

Figure (4.11) Scatterplot of Standardized Residuals vs. Predicted Values for DV3



Source: Researcher's Calculation 2025

Figure (4.12) Scatterplot of Standardized Residuals vs. Predicted Values for DV4



Source: Researcher's Calculation 2025

4.5 Results of Analysis

The application of statistical models enables a deeper understanding of how capacity-building programs influence Outcomes of Organizational goal of GAD or Government. In this section, a Multiple Linear Regression approach is utilized to examine the relationship between Training-related factors and their impact on four

dependent variables namely Reaction (Kirkpatrick Level 1), Learning (Level 2), Behavior/ Transfer (Level 3), and Results (Level 4), as effectiveness. This analysis provides empirical support for identifying which variables significantly contribute to strengthening capacity-building programs for GAD's staff officers in Myanmar.

4.5.1 Data Analysis Model Explanation

Multiple Linear Regression was the primary analytical tool used to examine the relationships in this study. The core objective of using Multiple Linear Regression was to assess the combined and individual predictive power of the three Independent Variables (IVs), Trainee Characteristics, Program Design, and Organizational Climate, on the five Dependent Variables (DVs) representing training effectiveness. This method determines which factor contributes most significantly to the success of capacity-building programs. The study employed five separate regression models, one for each dependent variable (Reaction, Learning, Behavior, Results, and Overall Effectiveness). The general mathematical model used for this analysis is:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + e$$

Where:

Y = The Dependent Variable (Reaction, Learning, Behavior, Results, or Overall Training Effectiveness).

β_0 = The Constant (Intercept).

$\beta_1, \beta_2, \beta_3$ = Regression Coefficients (β). In Multiple Linear Regression, the Standardized Beta Coefficient indicates the relative predictive strength and direction of each independent variable. The IV with the largest absolute β value is the strongest predictor.

X_1, X_2, X_3 = The Independent Variables (Trainee Characteristics, Training Program Design and Delivery, and Organizational Climate and Support).

e = The Error term.

Before running the regression analysis, statistical assumptions, including normality, multicollinearity, and homoscedasticity, were tested. The results confirmed that the data satisfied these assumptions, indicating that the Multiple Linear Regression model is valid and appropriate for further analysis.

4.5.2 Data Analysis

Data collected from the GAD staff officers (N = 298) were analyzed using the Statistical Package for the Social Sciences (SPSS) version 23. The analysis was conducted in three sequential stages to address the study objectives:

1. Descriptive Statistics employed to summarize the central tendency (Mean) and dispersion (Standard Deviation) of all study variables. This provided an initial assessment of GAD officers' overall perceptions of the training program.
2. Correlation Analysis (Pearson) utilized to test for the initial relationship between all independent and dependent variables. This step verified the necessity of proceeding to the predictive model.
3. Multiple Linear Regression (MLR) used as the primary inferential tool to examine the combined and individual effects of the multiple independent variables on the training effectiveness outcomes.

The independent and dependent variables used in these analyses are defined as follows:

1. Independent Variables (IVs) are Trainee Characteristics (Individual Factors), Training Program Design and Delivery (Pre-training Factors), and Organizational Climate and Support (Organizational Factors).
2. Dependent Variables (DVs) are Measured according to the four levels of the Kirkpatrick Model: Level 1 Reaction, Level 2 Learning, Level 3 Behavior (Transfer), Level 4 Results and Training Effectiveness (Reaction + Learning + Behavior + Results).

The descriptive analysis provided mean and standard deviation values for all variables (N = 298). The results indicated that respondents generally held high positive perceptions of the training effectiveness, as all mean scores were well above the Likert scale midpoint (3.00). The mean scores for all variables have been presented in Table (4.14).

Pearson correlation results indicated significant positive relationships among all study variables ($p < 0.01$). This strong initial finding suggests that improvements in trainee characteristics, training design, and organizational support are consistently associated with higher levels of training effectiveness across all four Kirkpatrick levels, thereby justifying the subsequent use of Multiple Linear Regression.

4.5.3 Multiple Linear Regression Analysis

Multiple linear regression was conducted separately for each dependent variable to identify the predictors of training effectiveness. The results of this analysis are shown in Table (4.18).

Table (4.18) Comparison of Multiple Linear Regression Model

Dependent Variable (Effectiveness Level)	Trainee Characteristics (β)	Program Design & Delivery (β)	Organizational Climate & Support (β)	Model R ²
Model 1: Level 1 Reaction	0.040	0.621***	0.262***	0.641
Model 2: Level 2, Learning	0.198***	0.209***	0.162**	0.181
Model 3: Level 3, Behavior	0.194***	0.306***	0.329***	0.403
Model 4: Level 4, Results	0.005	0.439***	0.178**	0.306
Model 5: Overall Training Effectiveness	0.134***	0.494***	0.290***	0.545

Source: Researcher's Calculation 2025

*, **, ***, indicate statistical significance at the level of 10% level, 5% level, and 1% level.

Strongest Predictor for Model 1, Predicting Reaction (Level 1) is Training Program Design and Delivery ($\beta = 0.621***$). This variable had the strongest positive impact on trainee satisfaction. This shows that the quality of the curriculum and instruction is the most important factor in how officers initially feel about the training. The high coefficient confirms that if the content is relevant, the training is well-received. To maintain this, ensure the curriculum is continuously updated to address GAD's current administrative challenges, as officers' high motivation (Mean 4.07) relies on relevant content. Trainee Characteristics ($\beta = 0.040$) was not statistically significant. This means that an officer's high initial motivation does not necessarily translate into high satisfaction with the pace or facilities. This supports the low

agreement found for Reaction items (e.g., satisfaction with facilities). Focus should be on improving the non-content aspects like facilities and logistics to meet the

Strongest Predictor for Model 2, Predicting Learning (Level 2) is Training Program Design and Delivery ($\beta = 0.198^{***}$), followed by trainee characteristics ($\beta = 0.198^{***}$). This demonstrates that effective learning requires a dual approach driven by high-quality teaching (Program Design) and the trainee's internal motivation (Trainee Characteristics). The strength of Program Design confirms the high agreement found in descriptive statistics regarding the quality of instructors and relevance of the content. To maintain this high Learning mean (3.47), the GAD must invest in ongoing professional development for trainers to sustain instructional quality and reinforce the foundational strength of the program. Organizational Climate and Support ($\beta = 0.162^{**}$), while significant, is the least dominant of the three factors in this model. This indicates that while inherent motivation helps, the structure of the program and the organizational environment are collectively more critical for successful knowledge acquisition and should be prioritized in resource allocation.

Strongest Predictor Model 3, Predicting Behavior (Transfer) (Level 3) Organizational Climate and Support is ($\beta = 0.329^{***}$) and Training Program Design and Delivery ($\beta = 0.306^{***}$) were highly significant and nearly equally powerful. This is a crucial finding, as the Behavior Mean (3.79) was lower than the Learning Mean (3.95). The strong predictive power of Organizational Climate highlights why the gap exists: Officers struggle to apply what they learn due to lack of support. This supports the low agreement found for Climate items (e.g., lack of time/resources). To close the Learning-Behavior gap, the GAD must enforce mandatory measures for supervisor support and resource allocation to create an environment conducive to skill transfer. Weakest Predictor is Trainee Characteristics ($\beta = 0.194^{***}$). It remains significant but is overshadowed by the other two.

Strongest Predictor for Model 4, Predicting Results (Level 4) is Training Program Design and Delivery ($\beta = 0.439^{***}$). This is the strongest single predictor across all models. This indicates that the structure and content of the training is the most critical element driving positive organizational outcomes (e.g., improved public service quality). The high coefficient confirms the high agreement found for Results items (e.g., improved service quality). To maintain this, the training should be kept highly practical and relevant to GAD's operational mission. Weakest Predictor is Trainee Characteristics ($\beta = 0.005$). It was not significant. This proves that achieving

organizational results is solely a function of program quality and institutional mechanisms, not just individual employee motivation.

Strongest Predictor for Model 5, Predicting Overall Training Effectiveness is Training Program Design and Delivery ($\beta = 0.494^{***}$), followed by Organizational Climate and Support ($\beta = 0.290^{***}$). This final model confirms that Program Design is the consistent leading factor in determining the overall success of GAD's training investment. Organizational Climate is the secondary, yet highly critical, factor that must be addressed to maximize the return on investment. Trainee Characteristics was not a significant predictor in the overall model.

4.6 Respondents' Opinions

This section presents the thematic analysis derived from the nine open-ended questions, which were designed to provide context and depth to the quantitative findings. These qualitative responses illuminate the "why" behind the officers' perceptions of the training program and its effectiveness.

4.6.1 Trainee Characteristics

The open-ended question posed to gauge individual factors was: "What motivates you most to participate in IDA training programs?" Out of the total sample of 298 respondents, 194 officers provided responses relevant to this inquiry. The remaining 104 respondents were excluded due to non-response or irrelevant answers. The thematic analysis of the responses (Table 4.19) reveals that motivation is internally driven and heavily linked to career progression, a finding that directly supports the high quantitative Mean of 4.07. The themes clearly confirm the quantitative finding that Trainee Characteristics is a significant strength. Officers view training as an essential tool for personal and professional capital growth, not merely a requirement. This high intrinsic motivation provides a strong foundation for learning and behavior change.

Table (4.19) Thematic Analysis of Trainee Motivation for Training Participation

No	Theme/Category	Frequency	Interpretation
1	Professional Growth & Career Advancement	78	GAD officers are primarily driven by self-development and ambition. Their motivation is linked to advancing their careers, improving their qualifications, and positioning themselves for promotion.
2	Skill & Knowledge Acquisition	71	A secondary, but strong, motivator is the desire to obtain specific, actionable knowledge and technical expertise to perform their daily duties more efficiently.
3	Networking & Idea Exchange	45	A significant number see training as an opportunity for professional networking and exchanging practical experiences with colleagues from different regions.

Source: Researcher's Calculation 2025

4.6.2 Training Program Design and Delivery

The question asked to gauge perceptions of the curriculum and instruction was: "What improvements would you suggest for the IDA training content, materials, or delivery methods?" Analysis of the feedback reveals that while officers appreciate the foundational knowledge, the primary critique focuses on practical application, directly addressing the need to close the Learning-Behavior gap found in the quantitative data (Mean 3.95 vs. 3.79). The feedback here directly reinforces the minor weakness identified in the quantitative analysis of Program Design (Mean 3.67). To increase effectiveness, the IDA must incorporate more hands-on practice to better facilitate skill transfer (Behavior), rather than relying solely on theoretical instruction. A summary of the thematic analysis on suggested improvements for training program design and delivery is detailed in Table (4.20).

Table (4.20) Thematic Analysis of Suggested Improvements for Training Program Design and Delivery

No	Theme/Category	Frequency	Interpretation
1	Focus on Practical Application (Case Studies)	102	This finding is critical. Officers strongly request a reduction in theoretical lectures and a corresponding increase in practical exercises, real-life case studies, and interactive discussions. This addresses the gap between Learning (Level 2) and Behavior (Level 3).
2	Upgrade Teaching Materials & Facilities	68	There is a clear need for better technological support, including updated instructional materials, computer assistance, and improved physical facilities at the training institute.
3	Diversify and Update Curriculum	49	Officers suggest incorporating a broader range of subjects, such as advanced legal studies and public administration topics, to ensure the curriculum remains relevant to the evolving challenges of their work.

Source: Researcher's Calculation 2025

4.6.3 Organizational Climate and Support

The key question used to assess the institutional environment was: "How would you describe the overall work environment or 'climate' in your department/organization regarding adopting new ideas or practices?" The thematic findings strongly illuminate the reasons behind the low quantitative Mean of 3.29 for Organizational Climate, which acts as the largest barrier to training success. The qualitative findings provide critical context for the low quantitative mean. The lack of institutional support, time, and resources is the single greatest systemic constraint, proving that the solution to poor organizational climate lies not with the officers, but with senior management policy and resource allocation. The thematic analysis of officer perception regarding organizational climate and support is presented in Table (4.21).

Table (4.21) Thematic Analysis of Officer Perception of Organizational Climate and Support

No	Theme/Category	Frequency	Interpretation
1	Positive/Open to New Ideas	145	The majority perception is that the work environment is moderately open to discussing and adopting new ideas, suggesting a basic cultural willingness to change.
2	Lack of Resources/Time Constraint	81	The most significant barrier to applying new practices is operational strain. Officers cite excessive workload and a lack of available resources or time as the primary reasons they struggle to implement new skills.

Source: Researcher's Calculation 2025

4.6.4 Kirkpatrick Level 1, Reaction

The open-ended question asked to capture initial satisfaction was: "What was your first reaction when the IDA training session began?" The initial enthusiasm confirms the officers' inherent motivation. However, the accompanying concerns about pace and subject difficulty suggest that better pre-training communication and a more inviting logistical environment could easily boost the Reaction Mean. The thematic analysis of officers' initial reaction to the training session (Level 1) is presented in Table (4.22).

Table (4.22) Thematic Analysis of Officer's Initial Reaction to the Training Session (Level 1)

No	Theme/Category	Frequency	Interpretation
1	Feeling of Eagerness/Motivation	135	The initial reaction was overwhelmingly positive and motivated. This reaffirms the strong "Trainee Characteristics" (IV 1) found in the quantitative results, showing that officers arrive with a ready attitude for learning.
2	Anticipation of New Knowledge/Skills	64	A significant number of officers had a high expectation of gaining specific, practical, new knowledge that would directly benefit their role.

Source: Researcher's Calculation 2025

Table (4.22) Thematic Analysis of Officer's Initial Reaction to the Training Session (Level 1) (Continued)

No	Theme/Category	Frequency	Interpretation
3	Apprehension/ Uncertainty (Limited)	25	A smaller group expressed minor initial concerns, primarily related to the complexity or difficulty of specific subjects, but this did not dominate the overall reaction.

4.6.5 Kirkpatrick Level 2, Learning

The question used to gauge knowledge acquisition was: "What were the most meaningful concepts or skills you learned during IDA training session?" The high agreement on Policy and Law as the most meaningful concept directly explains the high quantitative Learning Mean of 3.95. This confirms that the content itself is highly effective at delivering the GAD's core administrative knowledge. The thematic analysis of the most meaningful concepts and skills acquired (Level 2) is summarized in Table (4.23).

Table (4.23) Thematic Analysis of Most Meaningful Concepts and Skills Acquired (Level 2)

No	Theme/Category	Frequency	Interpretation
1	Policy & Law Knowledge	110	The core strength of the training is the delivery of technical expertise, specifically related to the legal and policy framework required for GAD operations. This explains the high Level 2 (Learning) quantitative score (Mean = 3.95).
2	Administrative Management Skills	75	Officers gained valuable skills in operational administration, including resource management, planning, and systematic workflow organization.
3	Interpersonal & Leadership Skills	40	A noticeable portion reported gaining soft skills related to effective leadership and communication, which is vital for inter-departmental cooperation.

Source: Researcher's Calculation 2025

4.6.6 Kirkpatrick Level 3, Behavior (Transfer)

The question asked to identify skill application was: "What specific examples can you provide of how you have applied what you learned in your role as a GAD officer?" The ability to cite specific examples validates the positive Behavior Mean (3.79). However, the Behavior-Learning gap remains; the qualitative data from Organizational Climate (IV3) suggests that while officers can cite examples, they are often inhibited from applying these skills consistently due to workload and resource constraints. The thematic analysis detailing specific examples of skill application in the workplace (Level 3) is provided in Table (4.24).

Table (4.24) Thematic Analysis of Specific Examples of Skill Application in the Workplace (Level 3)

No	Theme/Category	Frequency	Interpretation
1	Application of Policy & Law	95	This category confirms the transfer of the most valuable skill: using legal knowledge to resolve disputes and process public requests in accordance with regulations.
2	Improved Internal Administrative Efficiency	68	Officers are applying management techniques to their internal GAD tasks, leading to better organization and timeliness in administrative processes.
3	Enhanced External Coordination/ Negotiation	35	The application of communication and negotiation skills has led to better inter-agency cooperation and problem-solving.

Source: Researcher's Calculation 2025

4.6.7 Kirkpatrick Level 4 - Results

The final specific question was: "Can you provide a specific example of how the training has led to positive results in your area of work or for the community?" The thematic analysis strongly validates the high quantitative Results Mean (3.95). The officers perceive a direct link between the training and tangible community benefits, primarily centered on accountability and efficiency, thus reinforcing the value of the capacity-building investment. The thematic analysis of positive organizational and community results (Level 4) can be reviewed in Table (4.25).

Table (4.25) Thematic Analysis of Positive Organizational and Community Results (Level 4)

No	Theme/Category	Frequency	Interpretation
1	Improved Public Trust & Service Delivery	120	The primary tangible benefit of the training is seen in the interaction with the public. Officers report greater public confidence, better cooperation, and faster service delivery times.
2	Better Law/Regulation Enforcement & Dispute Resolution	77	The training provided specific legal clarity (e.g., on land and excise laws), enabling officers to handle legal and dispute resolution matters more accurately and efficiently.

Source: Researcher's Calculation 2025

4.6.8 Overall question

For the overall question, the question asked was: "What was the most beneficial part of the training program for you?" Out of the total sample of 298 respondents, 155 officers provided relevant responses. The thematic analysis identifying the most beneficial aspect of the overall training program is shown in Table (4.26).

Table (4.26) Thematic Analysis of the Most Beneficial Aspect of the Overall Training Program

No	Theme/Category	Frequency	Interpretation
1	Policy & Law Clarity	70	The ultimate, overall benefit perceived by the officers is the clarification and strengthening of their legal and policy foundation.
2	Administrative Skill Development	55	The second most beneficial aspect is the tangible improvement in general administrative and managerial competencies.
3	Networking and Experience Sharing	30	This social and professional component remains a vital, long-term benefit for the participants.

Source: Researcher's Calculation 2025

The qualitative findings consistently point to the acquisition and application of Policy and Law as the undisputed success of the training program, validating the high Learning (Mean 3.95) and Results (Mean 3.95) scores. However, the qualitative responses from other sections (Program Design and Organizational Climate) simultaneously highlight the two most critical areas for corrective action: the need for more practical exercises (to address Behavior Gap) and the need for addressing time and resource constraints (to address the low Organizational Climate Mean). These factors must be the focus to fully convert the high learning gain into sustained behavioral change.

CHAPTER 5

CONCLUSION

The remaining section of this chapter includes an overview of the findings as well as its conclusions. This chapter presents the key findings and discussion, recommendations and suggestion and also needs for further study. The structure is designed to directly address the study's two main objectives: to identify the factors affecting effectiveness and to analyze GAD practices' alignment with its vision through training.

5.1 Findings and Discussion

This study successfully identified three critical factors, Training Program Design and Delivery, Organizational Climate and Support, and Trainee Characteristics, that collectively determine the effectiveness of capacity-building training programs for GAD officers. Furthermore, the analysis confirms that while training content strongly aligns with the GAD's vision, actual GAD practices currently create a systemic misalignment, preventing full skill transfer. Overall, participants rated the training effectiveness highly across the four Kirkpatrick levels.

5.1.1 Identified Factors and Program Strengths

The study found two major pillars of strength, representing highly effective factors that contribute to the positive overall outcome:

1. GAD officers are highly motivated (Mean =4.07). They come to the training eager to learn because they want to advance their careers and gain new, useful knowledge. This high internal drive, confirmed as a significant predictor of Overall Effectiveness ($\beta = 0.134^{***}$) in the final model, is a major intrinsic advantage.
2. The training is successful where it matters most in achieving organizational goals. Officers reported that the training immediately led to improved public trust and faster, better service delivery. This successful alignment is statistically driven by Training Program Design and Delivery which is the strongest single predictor of Results (Level 4) ($\beta = 0.439^{***}$). The core strength is the clear knowledge officers gain about Policy and Law, which helps them resolve public disputes accurately.

5.1.2 The Key Factor to Success

The single most important factor identified determining whether the training succeeds across all levels is the quality of the training design and how it is taught (Program Design and Delivery). The MLR analysis of Overall Training Effectiveness (Model 5) established this factor as the leading predictor ($\beta = 0.494^{***}$). This indicates that the investment in high-quality, relevant training content is what truly drives better service delivery, ensuring that if the IDA guarantees the curriculum's relevance and instructional quality, officers learn more, report higher satisfaction, and the GAD achieves its vision through improved results.

5.1.3 The Organizational Barrier and Misalignment

Despite all the success, a critical barrier prevents the training from reaching its full potential. The significant misalignment is the gap between what officers learn (Learning Mean = 3.95) and what they can actually use on the job (Behavior Mean = 3.79). The reason for this gap is clearly linked to the Organizational Climate and Support factor. Descriptive statistics show this is the weakest area (Mean = 3.29 on organizational climate and support). This finding is strongly supported by the MLR analysis for Behavior (Level 3), where Organizational Climate and Support emerged as a powerful barrier ($\beta = 0.329^{***}$). The low agreement levels, despite its high predictive strength, confirm that the work environment is the central inhibitor of behavioral change and the primary source of misalignment between training outcomes and GAD practices.

5.1.4 Simple Changes for Bigger Results

To make the training even better, the GAD and the IDA need to focus on two things:

1. **Fixing the Delivery (IDA's Role):** While officers are excited to learn, they complain that the teaching is too theoretical. The IDA must update its courses to include more practical exercises and real-life case studies to ensure skills can be used immediately. They also need to improve facilities and manage the training pace better to keep officers satisfied.
2. **Fixing the Work Environment (Management's Role):** GAD management must solve the time and resource problem. This means creating clear policies that formally give officers time to practice new skills and ensuring

supervisors actively support and coach their teams after the training is over. Without this institutional support, the training will continue to be a wasted opportunity for skill application.

5.2 Suggestions and Recommendations

The primary finding is that high-quality training is undermined by a weak organizational climate. Therefore, policy must target the systemic barriers (the factors identified by the MLR analysis) and enforce necessary changes to close the Learning-Behavior Gap.

5.2.1 Policy Mandates for Skill Transfer and Organizational Support

GAD Senior Management must establish mandatory policies to address the low-scoring Organizational Climate (Mean = 3.29) and its direct negative impact on on-the-job application ($\beta = 0.329^{***}$ in Model 3). These policies are logically derived action plans designed to institutionalize the support deficits identified by the quantitative findings.

(A) Mandatory Skill Application Time Policy

1. All officers completing IDA capacity-building training must be formally allocated time, equivalent to at least 15% of their weekly working hours for the first 90 days post-training, specifically for applying and testing new knowledge or skills on current administrative tasks.
2. This policy directly targets the low agreement on resource availability identified by the descriptive analysis, which is the mechanism preventing the transfer of learning, thereby enhancing the Behavior level (Level 3).

(B) Mandatory Supervisory Coaching and Mentorship Policy

1. All supervisors whose subordinates have undergone IDA training must conduct a minimum of three formal, documented coaching sessions within six months post-training. This includes providing constructive feedback and recognizing successful application of new skills.
2. Supervisory support must be mandated to improve the Organizational Climate score and reinforce learned skills. This action is necessary to improve the predictive power of the Climate factor on Behavior (Level 3). This role must be integrated into the supervisor's annual performance review criteria.

(C) Policy on Performance and Career Progression Linkage

1. Evidence of successful skill application (Kirkpatrick Level 3) and achievement of training-related positive results (Level 4) must be formally included as a mandatory section in the officer's Annual Performance Evaluation.
2. This policy capitalizes on the officers' high motivation for Career Advancement (Trainee Characteristics) by directly linking the organizational goal of skill transfer to the individual goal of promotion and recognition, ensuring better Results (Level 4).

5.2.2 IDA Standards for Program Design and Delivery Quality

The IDA must refine its methodology to maximize the impact of the Program Design factor ($\beta = 0.494^{***}$), which is the strongest overall predictor of training effectiveness.

(A) Practical-First Curriculum Standard

1. This standard directly addresses the strong qualitative demand from officers to shift away from theoretical lectures, ensuring that the training equips them with actionable, ready-to-use skills, thereby strengthening the Learning level (Level 2).
2. This standard directly addresses the strong qualitative demand from officers to shift away from theoretical lectures, ensuring that the training equips them with actionable, ready-to-use skills, thereby strengthening the Learning level (Level 2).

(B) Training Pace and Duration Review Standard

1. The IDA must conduct regular audits to ensure the content volume of any given training is appropriate for the allocated time. Training duration should be extended where complexity warrants, prioritizing deep learning and practice over superficial coverage.
2. This targets the negative feedback on training pace (Level 1, Reaction), improving participant satisfaction and ensuring critical skills, particularly Policy and Law Clarity, are fully absorbed.

(C) **Infrastructure and Technology Upgrade Policy**

1. Dedicated annual funding must be allocated to continuously upgrade the IDA's physical training facilities, technological infrastructure, and digital learning tools to meet the expectations of the motivated workforce.
2. This provides a supportive, modern learning environment, boosting the overall trainee experience (Level 1 Reaction).

5.2.3 Policy on Comprehensive Evaluation Framework

The GAD must formalize how training success is measured to ensure alignment with the thesis objective of assessing effectiveness.

1. The GAD must adopt the Kirkpatrick Four-Level Model (or equivalent evidence-based framework) as the mandatory standard for evaluating all capacity-building training initiatives.
2. This moves evaluation beyond simple satisfaction scores and requires the IDA to regularly collect and report on Level 3 (Behavior) and Level 4 (Results) data, providing clear metrics for policy and budget decisions.

5.3 NEED FOR FURTHER STUDY

To fully optimize the GAD's training investment, future research should focus on the long-term impact and the systemic mechanisms behind the identified barriers.

1. Conduct follow-up research at 6 and 12 months post-training to measure the longevity of the learned skills (Level 3). This is essential to confirm whether the recommended policy changes successfully sustain behavior over time.
2. Conduct targeted qualitative studies (interviews and focus groups) specifically with supervisors and senior managers to precisely map how leadership styles and administrative processes either enable or obstruct skill transfer.
3. Compare the training practices, organizational climate scores, and results achieved in the GAD against other government ministries to identify and adopt best practices from elsewhere in the public sector.
4. Investigate the feasibility and effectiveness of integrating digital learning platforms and technology into both training delivery and daily administrative work to address the chronic resource constraints cited by officers

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Assessing the Effectiveness of Capacity-Building Training Programs for General Administration Department (GAD) Officers in Myanmar

Dear GAD Staff Officer,

You are invited to participate in a research study titled "Assessing the Effectiveness of Capacity-Building Training Programs for General Administration Department (GAD) Officers in Myanmar." This study aims to understand how training programs contribute to your professional development and the effectiveness of the GAD.

Your participation in this survey is completely voluntary. You have the right to decline participation or withdraw at any point without any penalty or consequence.

Your responses will be entirely anonymous. This means that no identifying information (such as your name, specific unit, or contact details) will be collected that could link your answers back to you. The data will be aggregated and analyzed for academic research purposes only, to inform future training initiatives and public service improvements. We are committed to protecting your privacy and ensuring your safety.

Completing this questionnaire should take approximately 15-20 minutes. Your honest and thoughtful responses are invaluable to this research.

By proceeding with this survey, you confirm that you have read and understood the information above, and you voluntarily agree to participate.

Thank you for your time and contribution.

Section A

Demographic Information

Instruction: please reach each question carefully and specify your appropriate answer by placing a TICK in the boxes given. Each question should have one answer.

1. Gender ☐ male ☐ female
2. Age ☐ under 25 ☐ 25-34 ☐ 35-44 ☐ 45-54 ☐ 55 and above
3. Education ☐ Bachelor's Degree / B.A., B.Sc., etc. ☐ Post-Graduate Diploma / P.G.D ☐ Master's Degree / M.A., M.Sc., M.P.A., etc. ☐ Doctorate / Ph.D., D.P.A., etc.
4. Service years ☐ under 10 year ☐ 11 – 20 year ☐ 21 – 30 year ☐ 31 year and above
5. The number of courses you have attended at the IDA. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
6. Current administrative level within the GAD. ☐ Head Office Level ☐ State/Region Level ☐ District Level ☐ Township Level

INSTRUCTION for Section B to H

Questions are 5 answer scale measurement questions. Please choose the best answer based on a scale of 1 to 5.

(1 = Strongly Disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly Agree)

Strongly Disagree (SD)	Disagree (D)	Neutral (N)	Agree (A)	Strongly Agree (SA)
1	2	3	4	5

Section B**Trainee Characteristics (Individual Factors)**

Please rate the following statements about your personal approach to training and development.

No	Statements	SD	D	N	A	SA
1	I was highly motivated to learn new skills before attending this training program.	1	2	3	4	5
2	I believe in my ability to successfully learn and apply new skills in my professional role.	1	2	3	4	5
3	I had clear expectations about what I would gain from this training program.	1	2	3	4	5
4	I am committed to my role and the overall mission of the GAD.	1	2	3	4	5
5	I understand the importance of continuous learning for my professional development	1	2	3	4	5
6	I actively seek opportunities for self-training and continuous learning beyond formal programs.	1	2	3	4	5
7. What motivates you most to participate in IDA training programs?						

Section C

Training Program Design and Delivery (Pre-Training Factors)

Please rate the following statements about the training program you attended.

No	Statements	SD	D	N	A	SA
1	The training content was directly relevant to my job responsibilities as a GAD officer.	1	2	3	4	5
2	The training objectives were clearly communicated at the beginning of the program.	1	2	3	4	5
3	The training effectively addressed specific skill gaps I had in my work.	1	2	3	4	5
4	The instructor(s) was knowledgeable and effective in delivering the material.	1	2	3	4	5
5	The instructor(s) was engaging and stimulated my interest in the topics.	1	2	3	4	5
6	The training materials (e.g., handouts, visuals) were clear, helpful, and well-organized.	1	2	3	4	5
7	The training methods used (e.g., lectures, discussions, practical exercises) were appropriate and effective.	1	2	3	4	5
8	The pace of the training was appropriate for the topics covered.	1	2	3	4	5
9	The learning environment (e.g., venue, facilities, comfort) was conducive to learning.	1	2	3	4	5
10	The time allotted for the program was sufficient to cover the content thoroughly.	1	2	3	4	5
11	The administrative arrangements for the training (e.g., registration, logistics) were efficient.	1	2	3	4	5
12.	What improvements would you suggest for the IDA training content, materials, or delivery methods?					

Section D

Organizational Climate & Support (Organizational Factors)

This section asks about the overall work environment and support within your department/organization.

No	Statements	SD	D	N	A	SA
1	My department/organization encourages innovation and new ideas.	1	2	3	4	5
2	There is open and transparent communication within my department/organization.	1	2	3	4	5
3	My department/organization provides sufficient resources (e.g., budget, equipment, technology) to implement new practices.	1	2	3	4	5
4	Leadership within my department/organization actively supports and champions new initiatives	1	2	3	4	5
5	I feel that my opinions and suggestions are valued in decision-making processes.	1	2	3	4	5
6	There are clear opportunities for career advancement and professional growth within the GAD.	1	2	3	4	5
7	My department/organization effectively addresses and resolves conflicts or concerns among employees.					
8	I feel supported by my department/organization in maintaining a healthy work-life balance.					
9.	How would you describe the overall work environment or "climate" in your department/organization regarding adopting new ideas or practices? _____ _____					

Section E
Kirkpatrick Level 1 – Reaction

This section asks about your immediate reactions to the training program.

No	Statements	SD	D	N	A	SA
1	Overall, I was satisfied with this training program.	1	2	3	4	5
2	The training program was engaging and held my attention.	1	2	3	4	5
3	I found the training environment (venue, facilities, timing) conducive to learning.	1	2	3	4	5
4	The training content was relevant to my current job responsibilities as a GAD officer.	1	2	3	4	5
5	The training met my expectations for what I hoped to learn.	1	2	3	4	5
6	I believe this training was a valuable use of my time.	1	2	3	4	5
7	I would recommend this training program to my colleagues.	1	2	3	4	5
8	The pace of the training was appropriate for the topics covered.	1	2	3	4	5
9	I felt comfortable asking questions and participating in discussions during the session.	1	2	3	4	5
10.	What was your first reaction when the IDA training session began? 					

Section F**Kirkpatrick Level 2 - Learning**

This section asks about what you learned from the training program.

No	Statements	SD	D	N	A	SA
1	I gained new knowledge and understanding relevant to my role as a GAD officer from this training.	1	2	3	4	5
2	I acquired new skills that will help me perform my job more effectively.	1	2	3	4	5
3	I am clear about what is expected of me on the job as a result of taking this training.	1	2	3	4	5
4	I feel confident about applying what I learned back on the job.	1	2	3	4	5
5	I am committed to applying what I learned to my work as a GAD officer.	1	2	3	4	5
6	The training helped me shift my attitude towards public service or specific GAD functions in a positive way.	1	2	3	4	5
7.	What were the most meaningful concepts or skills you learned during IDA training session? _____ _____					

Section G**Kirkpatrick Level 3 - Behavior (Transfer)**

This section asks about how you apply what you learned in your daily work.

No	Statements	SD	D	N	A	SA
1	I have applied the knowledge and skills learned in this training to my daily work.	1	2	3	4	5
2	I have noticed a positive change in my job performance since completing this training.	1	2	3	4	5
3	I have used new skills/knowledge to improve specific GAD functions (e.g., land management, public engagement, dispute resolution).	1	2	3	4	5

No	Statements	SD	D	N	A	SA
4	My supervisor encourages and supports me in applying new skills learned from training.	1	2	3	4	5
5	My colleagues are supportive of new approaches and ideas introduced through training.	1	2	3	4	5
6	My organization provides the necessary resources (e.g., tools, time, information) to apply new learning.	1	2	3	4	5
7.	What specific examples can you provide of how you have applied what you learned in your role as a GAD officer? _____ _____ _____					

Section H

Kirkpatrick Level 4 - Results

This section asks about the overall impact of the training on your work unit, the GAD, and public service.

No	Statements	SD	D	N	A	SA
1	The training has contributed to increased efficiency in my work unit's operations.	1	2	3	4	5
2	The training has positively impacted the quality of public services provided by my department/unit.	1	2	3	4	5
3	There has been a noticeable improvement in public engagement and trust in our local government due to applied learning.	1	2	3	4	5
4	The training has helped reduce errors or rework in administrative tasks.	1	2	3	4	5
5	The training has contributed to better coordination and communication within the GAD or with other government entities.	1	2	3	4	5
6	I believe this training contributes to the overall development and stability of the nation.	1	2	3	4	5

No	Statements	SD	D	N	A	SA
7	The training has helped address specific challenges faced by GAD officers in the current context (e.g., maintaining peace, dispute resolution).	1	2	3	4	5
8.	Can you provide a specific example of how the training has led to positive results in your area of work or for the community? 					

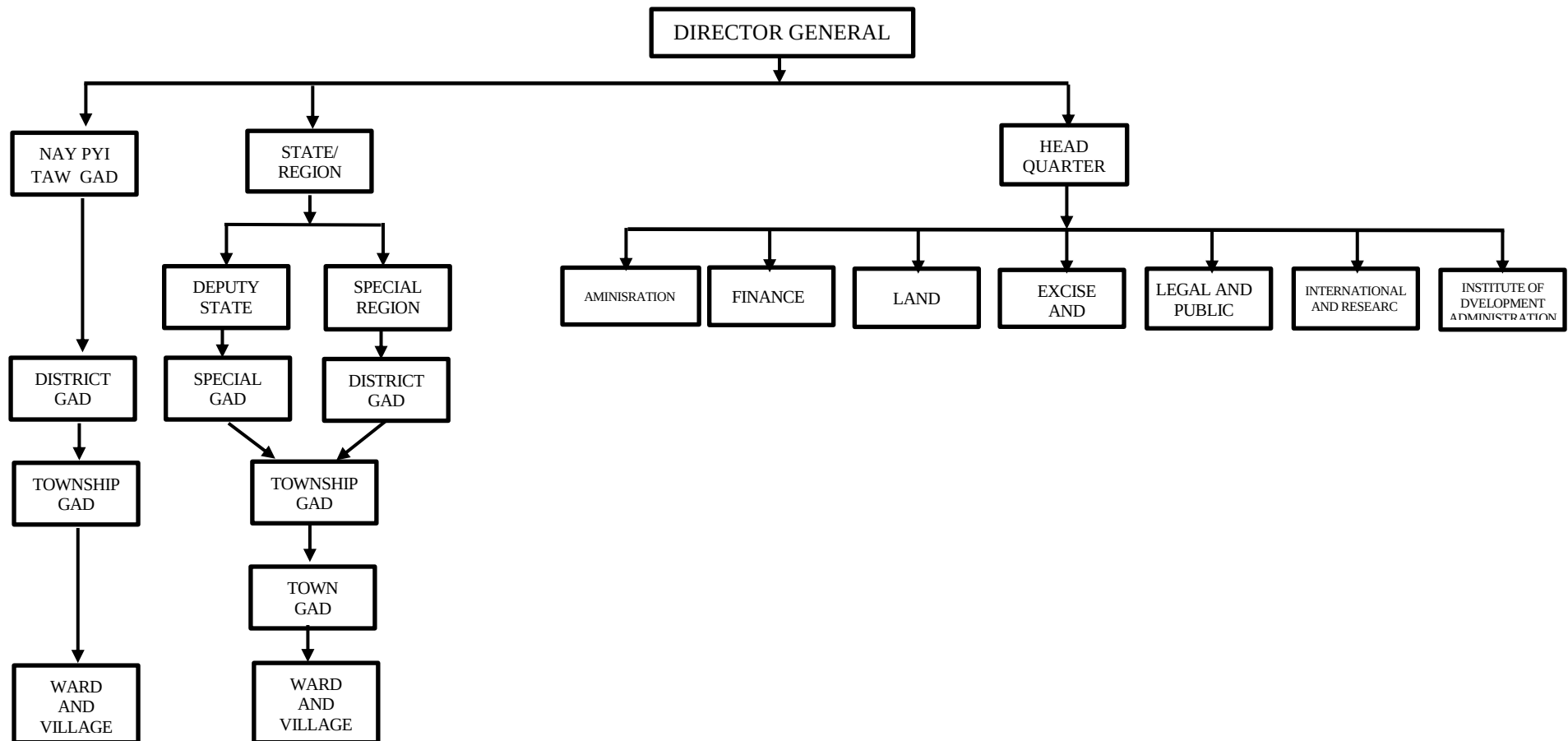
Section I

Overall Training Experience

Please answer the following questions about your overall experience with the training program.

1.	What was the most beneficial part of the IDA training program for you?

THE STRUCTURE OF GENERAL ADMINISTRATION DEPARTMENT



Source: GAD annual report, 2022

Multiple Linear Regression (MLR) analysis table

Model	Independent Variable	Coefficient	Standard Error	t test	Sig
Model 1	(Constant)		0.223	-1.390	0.166
	Trainee Characteristics (Individual Factors)	0.040	0.048	1.111	0.268
	Training Program Design and Delivery (Pre-Training Factors)	0.621***	0.053	15.059	0.000
	Organizational Climate & Support (Organizational Factors)	0.262***	0.039	6.401	0.000
	R square	0.641			
	F-value	175.360			
Dependent Variable: Kirkpatrick Level 1, Reaction					
Model 2	(Constant)		0.266	7.257	0.000***
	Trainee Characteristics (Individual Factors)	0.198***	0.057	3.593	0.000
	Training Program Design and Delivery (Pre-Training Factors)	0.209***	0.063	3.355	0.001
	Organizational Climate & Support (Organizational Factors)	0.162***	0.047	2.623	0.009
	R square	0.181			
	F-value	21.651			
Dependent Variable: Kirkpatrick Level 2, Learning					

Multiple Linear Regression (MLR) analysis table (Continued)

Model	Independent Variable	Coefficient	Standard Error	t test	Sig
Model 3	(Constant)		0.233	4.063	0.000***
	Trainee Characteristics (Individual Factors)	0.194***	0.050	4.133	0.000
	Training Program Design and Delivery (Pre-Training Factors)	0.306***	0.055	5.748	0.000
	Organizational Climate & Support (Organizational Factors)	0.329***	0.041	6.215	0.000
	R square	0.403			
	F-value	66.282			
Dependent Variable: Kirkpatrick Level 3, Behavior (Transfer)					
Model 4	(Constant)		0.207	10.532	0.000***
	Trainee Characteristics (Individual Factors)	0.005	0.045	0.095	0.924
	Training Program Design and Delivery (Pre-Training Factors)	0.439***	0.049	7.646	0.000
	Organizational Climate & Support (Organizational Factors)	0.178**	0.036	3.113	0.002
	R square	0.306			
	F-value	43.135			
Dependent Variable: Kirkpatrick Level 4, Results					

Multiple Linear Regression (MLR) analysis table (Continued)

Model 5	(Constant)		0.168	7.058	0.000***
	Trainee Characteristics (Individual Factors)	0.134***	0.036	3.263	0.001
	Training Program Design and Delivery (Pre-Training Factors)	0.494***	0.040	10.635	0.000
	Organizational Climate & Support (Organizational Factors)	0.290***	0.030	6.272	0.000
	R square	0.545			
	F-value	117.521			
Dependent Variable: Training Effectiveness					

Source: Researcher's Calculation, 2025

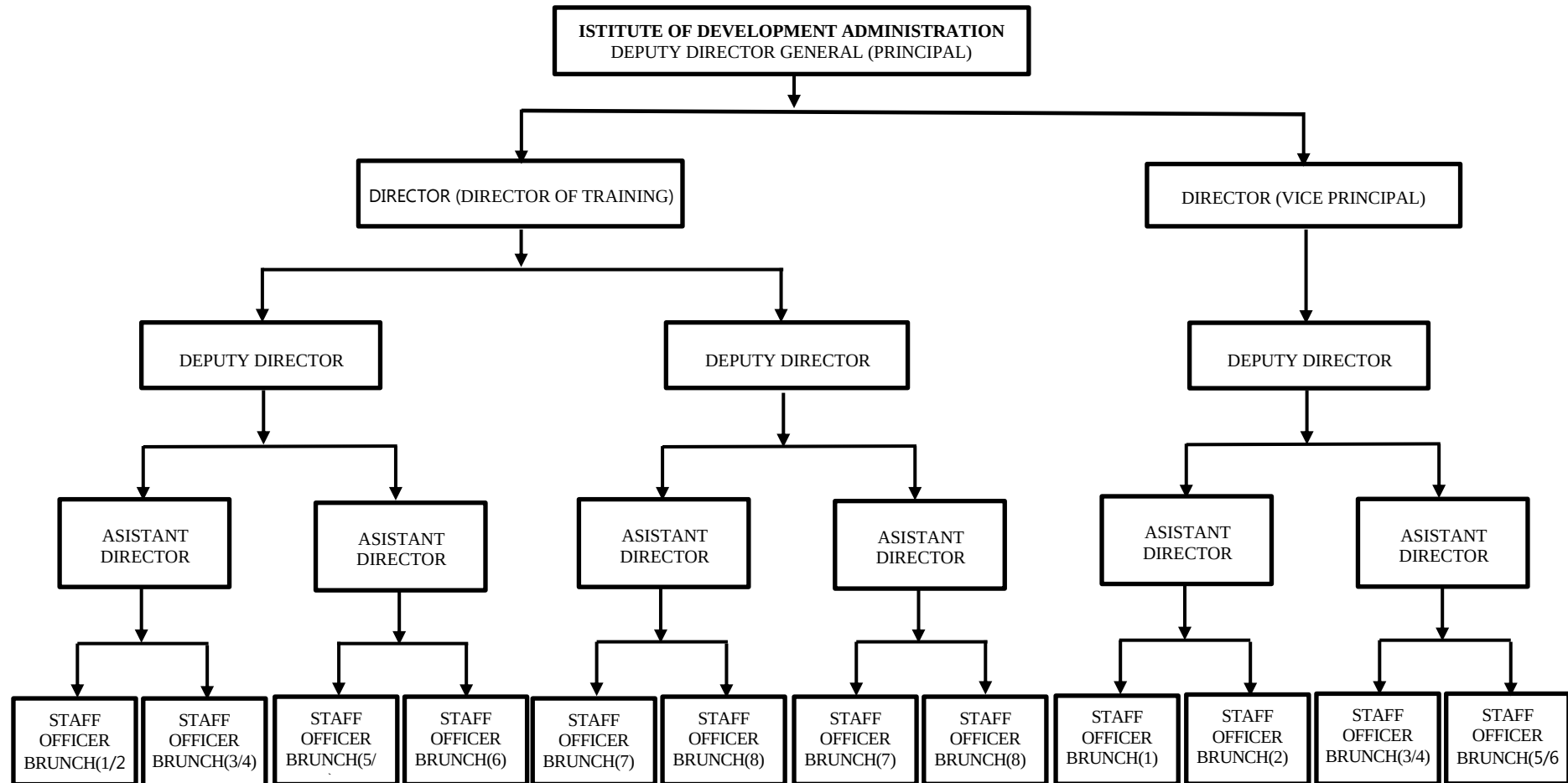
*, **, ***, indicate statistical significance at the level of 10% level, 5% level, and 1% level.

Multicollinearity test

Model		Un Std. Coefficients		Std. Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	1.882	0.220		8.574	0.000		
	Trainee Characteristics (Individual Factors)	0.151	0.052	0.147	2.907	0.004	0.944	1.059
	Organizational Climate & Support (Organizational Factors)	0.357	0.038	0.478	9.419	0.000	0.944	1.059
2	(Constant)	3.057	0.204		15.008	0.000		
	Training Program Design and Delivery (Pre-Training Factors)	0.184	0.063	0.189	2.907	0.004	0.737	1.356
	Organizational Climate & Support (Organizational Factors)	0.102	0.047	0.140	2.148	0.033	0.737	1.356
3	(Constant)	0.292	0.330		0.885	0.377		
	Trainee Characteristics (Individual Factors)	0.152	0.071	0.110	2.148	0.033	0.932	1.073
	Training Program Design and Delivery (Pre-Training Factors)	0.648	0.069	0.484	9.419	0.000	0.932	1.073

Source: Researcher's Calculation, 2025

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Source: GAD annual report, 2022

Training Subjects Taught in IDA Training up to November, 2025

No.	Training	Duration	Frequency (Rounds)	No. of Trainees
1	GAD Officer Grade (1) Fresher Training	8/10 weeks	30	3030
2	Capacity Building Training for Town Administrators	4 weeks	1	147
3	GAD Officer Grade (2) Pre-Service Training	8/6 weeks	9	147
4	GAD Officer Grade (2) Fresher Training	12 weeks	9	1593
5	Capacity Building Training for Deputy Township Administrators and Staff Officers	8 weeks	9	713
6	GAD Officer Grade (4), Assistant Directors Pre-Service Training	8/4 weeks	8	723
7	GAD Officer Grade (4) Training	8 weeks	4	1003
8	Capacity Building Training for Township Administrators	5 weeks	2	492
9	Capacity Building Training for Deputy District Administrators	8 weeks	3	220
10	Capacity Building Training for District Administrators/Directors	5 weeks	2	230
11	Training of Trainer	1 week	5	230
12	Capacity Building Training on Border Affairs and Border Cooperation	1 week	3	119
13	Short Training on Professional Skills for Supervising Officers at Public Service Offices	1 week	4	229
14	Capacity Building Training for Ward/Village Tract Administrators	1 week	3	237

Training Subjects Taught in IDA Training up to November, 2025 (Continued)

No.	Training	Duration	Frequency (Rounds)	No. of Trainees
15	Staff Training (for lower-level staff)	4 weeks	8	448
16	Social Network Usage Training	2 days	1	409
17	Basic/Advanced Training for Public Administration Capacity Enhancement	12 weeks	4	494
18	Training of Trainers for Administration Education Development School Instructors	4 weeks	2	32
19	On-the-Job Training for Students of the Degree College for Union National Youth Resource Development	6 weeks	2	120
	Total		109	10615

Source: GAD's Annual Documentary, 2025

Laws and Rules Practiced by the General Administration Department (GAD)

No.	Laws	Rules and Regulations
1	The Land and Revenue Act, 1876	Rules made under the Upper Burma Land and Revenue Regulation, 1892
2	The District Cess Act, 1880	Land and Revenue Rules, 1897
3	The Upper Burma Land and Revenue Regulation, 1889	Lower Burma Town and Village Lands Rules, 1907
4	The Revenue Recovery Act, 1890	
5	The Land Acquisition Act, 1894	Land Acquisition Rules, 1932
6	The Government Land Disposal Act, 1895	
7	The Lower Burma Town and Village Lands Act, 1898	
8	The Myanmar Excise Act, 1917	Myanmar Excise Rules, 1928
9	The Criminal Law Amendment Act, 1951	
10	The Urban Rent Control Act, 196011The Habitual Offenders	
11	Restriction Act, 1961	
12	The Cattle Trespass Act, 198513The Law	
13	The Law Restricting the Transfer of Immovable Property, 1987	
14	The National Anthem Law, 2010	The National Anthem Rules, 2010
15	The State Flag Law, 2010	The State Flag Rules, 2010

Laws and Rules Practiced by the General Administration Department (GAD) (Continued)

No.	Laws	Rules and Regulations
16	The State Seal Law, 2010	The State Seal Rules, 2010
17	The Association Registration Law, 2022	The Association Registration Rules, 2015
18	The Ward or Village Tract Administration Law, 2012	The Ward or Village Tract Administration Rules, 2012
19	The Gambling Law, 2019	
Procedures		
1	Procedures regarding operational and financial matters concerning the Rural Development Fund, 1977.	
2	Procedures concerning the Law Restricting the Transfer of Immovable Property, 1987.	
Directives		
1	Enactment regarding Honorary Titles and Medals, 2009.	
2	Supplementary Enactment to the Enactment regarding Honorary Titles and Medals, 2014.	

Source: GAD's website, 2025

Major subjects of GAD officer Grade (2) training

No.	Subject	Lecture	Practice	Discussion	Total	Ratio
1	Political Science	16		4	20	6
2	Administration and Management	119	3	26	148	42
3	Economics	16			16	5
4	Social Science	26			26	7
5	Laws	12			12	3
6	National Security and Defense,	8			8	2
7	Presentation, and Group Discussion			20	20	6
8	e-Government, and English	8	62		70	20
9	Other			30	30	9
Total		205	65	80	350	100
Ratio		39	19	23	100	

Source: Myint, 2016

