

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

**A STUDY ON THE EFFECTIVENESS OF TRAINING ON  
EMPLOYEE PERFORMANCE OF CO-OPERATIVE SECTOR  
IN YANGON**

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EMPA – 66 (18<sup>th</sup> BATCH)**

**OCTOBER, 2022**

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EMPLOYEE PERFORMANCE OF CO-OPERATIVE SECTOR  
IN YANGON**

**A thesis submitted as a partial fulfillment toward the degree of  
Master of Public-Administration (MPA)**

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**DEPARTMENT OF APPLIED ECONOMICS**  
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## **Abstract**

Training is one of the most important parts of an organization's overall strategy to the success of the cooperative institutions and enhancement of the human resources. The trainings can be thought of as consisting of five interconnected stages or activities: assessment, motivation, planning, implementation, and evaluation. Employee performance is one of the most significant motivators used to help both individuals and industry for achieving the short-term and long-term goals. The objectives of the study are to analyze the effectiveness of the training in cooperative sector and to measure the level of the employee's performance in Cooperative sector. The study uses descriptive method and primary data are conducting survey with structured questionnaire on 150 respondents from 12 offices in Yangon by using simple random sampling method. According to result, employee performance has the highest mean score among the all these factors then follow by skill competence. After that knowledge sharing and employees' satisfaction, training evaluation has the lowest mean score in this study. One of the many factors that affect how effectively employees perform across different organization is training. A skilled individual can able to achieve high productivity standards and put them into action in any organization, including the cooperative sector. The study said that training programme is encouraging on employee performance in their workplace. The study recommends that the relevant department needs to provide more effective training, webinars, seminars, panel discussions, and workshops to encourage employees and to improve cooperative society members education.

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## **LIST OF ABBREVIATIONS**

COVID -19	Corona Virous Disease - 2019
DOC	Department of Cooperative
HR	Human Resource
HRD	Human Resource Development
M	Mean
MCB	Myanmar Citizen's Bank
SD	Standard Deviation

# **CHAPTER I**

## **INTRODUCTION**

The impact of education has direct influence on the entire of people-centered institution across many levels, which facilitate growth and development. The developed nations of the world have high literacy rate and productive human resource beside some developing countries are lack of literacy rate and growth of human resource. Many of rich countries have also started imparting their human resource with selective training and education programs in order to meet the rising technical and modern knowledge. Employees in private and public organizations equipped with high education impart powerful knowledge and skills in order to be effective in a competitive environment. Enhancing of the knowledge and education are identification to a better life in improving the living standard, to meet the demand for higher pay from an organization and to adapt fast technology changing in global.

Boost the rapid development of higher education throughout the world consist of the change in service-based and knowledge-based results in increase of demand in higher education that foster in public sector in higher educational institutions. The improvement of living standard and the development of the country have urged more quality trainers and to fulfill the demand of trainees. Therefore, the change in higher education will change the means where the higher institutions run their businesses and this change may increase the qualification of trainer and training programme being employed in higher literate industry. Management of capacity building training can have better recognition about the factors that affects the performances of their careers as it leads to organizational development (Nadarajah et al., 2012).

### **1.1 Rationale of the Study**

All developing and developed countries are suffering from the effectiveness and ineffectiveness of their training programs likewise; Myanmar is also as well as other developing countries. In developing countries, most of the training programs have failed to achieve their expected results and outcomes mainly due to their

inability to design a training program that targets specific objectives. The government organizations in some developing countries offered the various training programs but it was been very ineffective in the sense that it was restricted on theoretical and too broad, and they were not directed towards achieving any specific objectives. The training programs were not responsive to the needs of the employees as their needs or weaknesses have not been identified and there was also no cohesive within concerned people in these organizations (Al-Nuseirat & Biygautane, 2014). .

Most of the training is not only carried out in private organizations but also in public organizations. Public organizations are many failures due to the team's collapse working incorrectly, weakness of composition which directly impacts on team performance in addition to reduce these problems which is needed various skills such as soft skills, competence, and creativity to better the team performance. For an organization to achieve its goals, it needs a reliable team performance and expertise of the employees. An employee's ability to think and act for any given activity is limited, therefore to improve performance, which leads to significant performance improvement in our cooperative organization.

Performance management is being looked as continuous and future oriented, as an ongoing cycle of monitoring and evaluation, standard settings and development resources. The responsible of top-level management is carrying out to develop a high-performance culture, and organizational efficiency which are critical aspect of performance management. Employee' empowerment and employee commitment lead to promote the employees' performance. The management orientation has implicated on organizational performance such as employees' retention, motivation, satisfaction and organizational commitment (Vosloban, 2012).

Employee training in public organisations is a weapon by which the government can shape employees' competencies, satisfaction on public service and adopt the good governance. It is a systematic process of changing work behaviour and level of competencies such as knowledge, abilities, skills and employee motivation which helps (i) to reduce the gap between subjective qualifications in which the ability to act and use the competencies to meet the organization's goals and objective qualifications in which the highest level of education completed and requirements imposed on employees and (ii) to increase labour productivity (Urbancov et al., 2021).

In recently, an employee will get a promotion until she reaches the highest levels of incompetence in public organization. Public-sector organisations do not

know how to evaluate training; in addition do not have that is a tool to measure the impact of training and development training programmes with use of government funds for such training (Mdhlalose, 2020).

Therefore, the study intended to analyze the employees' performance in the cooperative organization and the impact of the training programme in line with the objectives of the department. Furthermore, this thesis is to manifest the skill and knowledge of the employees who have attended under the arrangement of the cooperative organization to be adjusted and to do not gap with other organizations within a competitive decade.

## **1.2 Objectives of the Study**

The objectives of the study are;

- To analyze the effectiveness of the training in Cooperative Sector;
- To examine the affecting factors of training on employee performance in Cooperative Sector

## **1.3 Method of Study**

The method of this study used the descriptive method and applied quantitative approach for empirical evidences. The primary data collected from government staffs who have attended any pieces of training from the department of Cooperative. The primary data collected from 150 trainees of government staffs in Yangon Regional Office, Latha, Botahtaung, Bahan, Mayangone, South Okkala, North Okala, Thingangyun, North Dagon, East Dagon, Thanlyin and Kyaunttan in Yangon Region by using through simple random sampling method. The secondary data used from academic articles, research studies, publication journals; websites, reports, records, and other related previous studies. The questionnaires created the closed-ended questions intend to be able to solid result from responses based on the Likert-type scale whose values ranged from 1-5 on the rating scale, where 1 was ranked strongly unsatisfied, 2 was unsatisfied, 3 was neutral, 4 was satisfied, and 5 was strongly satisfied. The questionnaire divided by respondents' profile sessions and variables sessions.

#### **1.4 Scope and Limitations of the Study**

This study direct on effectiveness of training towards the employee's performance of cooperative activities in Kyaunttadar, Latha, Botahtaung, Bahan, Mayangone, South Okkala, North Okala, Thingangyun, North Dagon, East Dagon, Thanlyin and Kyaunttan Townships in Yangon region. There have 45 townships in Yangon; the scope focused on only the government staffs who have been attended any training in twelve townships in Yangon. The data were collected from the respondent's perceptions that use the effective training and tasks of cooperative sector. The study had limitation that the survey questionnaires were not collected from the employees who have never attended any training under the departmental programme.

#### **1.5 Organization of the Study**

This study composes with five chapters. The rationale of the study, objectives of the study, method of study, scope and limitations of the study and organization of the study are included in Chapter I. Chapter II involves literature review of the literature relating to the research such as the concept of training, development and employee performance and context of this study. Continuously, Chapter III illustrates the history of cooperative and something else dealing with cooperative sector. Chapter IV comprises the analysis on the Training Effectiveness and Employee Performance and the outcome and interpretation session of the research. Chapter V exactly concludes the findings and discussions on the study and the suggestions, and other information for contribution of further research.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **2.1 The Concept of Training, Development and Employee Performance**

Training defined as the heart of a continuous effort designed to improve employee competency and organizational performance. The benefits of training and development include improved morale, employee satisfaction, lower turnover, higher retention, improved courses and better bottom line. All these benefits can satisfy employees, increase commitment and motivation, thus improve the overall competence and performance of an employee (Nadarajah et al., 2012).

Training is a factor on enhancing the present or future performance of employee through increasing their ability to perform via learning or changing their attitude that lead to increase their skills and knowledge. Training is also related to the increasing performance of the firms as it eases the development of knowledge and skills required for the firm. Training is a crucial element to increase performance work system. These systems' function based on the employees' skills in the frontline, initiative in identifying and resolving problem and initiating changes in work approach (Tahsildari & Shahnaei, 2015). Training refers to the acquisition of skills, knowledge and information directly required for the performance of a specific role. It includes on-the-job training, workshops, seminars and conference (Daniel, 2018). The training activities oppose employees develop more perception of what the responsibilities and workplace assignments impact on the activities undertaken by other departments under the same workplace (Shah et al., 2020).

According to the (Abolfazl et al., 2014) meant that the acquisition and application of knowledge, skills, values, beliefs and attitudes, afford to improve the maintenance and development of organization as defined by "Staff Training". It can be divided into "Pre-service training", "on- the -job training", and "off -the job training". On- the -job training is the most popular training method that is the training places the employee in actual work situations and makes them appear to be productive. There is a close co-operator between trainer and trainee. On-the-job training are three

common methods such as learning by doing, mentoring and shadowing and job rotation (Nda & Fard, 2013). Both on-the-job and off-the-job training are designed to advance an employee's ability, knowledge, and familiarity. Other definition on training that is a planned process to modify employees' " knowledge, skills and attitudes through the learning to do activities and very important part of human resource management. By conducting the sustainable training programs, employees can carry out their duties and responsibilities perfectly and also want to update through the training to do in workplace.

Development is a crucial tool in the organization to grow and succeed. It helps all employees function at a higher level. Employers may create and improve the quality of their current workforce by offering extensive training and development. Development of training is vital not just to increase competence but also to excite and motivate employees by letting them understand how important their jobs are and by giving them all the knowledge they need to do those duties. Any learning activity that aims to develop specific information and abilities for a job or task is referred to as training. programs for training and development that are effective at raising employee performance (Daniel, 2018). Organizations can improve the quality of their current employees by providing development opportunities through their knowledge capabilities. Numerous studies have looked at the benefits of investing in training for enhancing organizational performance. Each firm needs a specific trained and motivated workforce to obtain learning process and incentive activities through training activities to increase learning process (Tahsildari & Shahnaei, 2015).

Employee Performance can be defined as the action or process of performing a task or function, and a task or operation seen in term of how successfully it is performed. Performance is often confused with effort which refers to energy expended whereas performance is measured in the terms of results. Additional, the accomplishment of an employee's assigned duties and the outcomes generated on a specified job function or activity within a target time defined by , performance (Nadarajah et al., 2012). An employee's ability to think and act for any given activity is limited, therefore improving the performance leads to significant performance improvement in any organization(Umar et al., 2020). Performance constraint for the trainers in competitive education era is due to lack of training and/or support from management. If the trainers can perform well in their performance, universities will



have higher contribution towards training effectiveness. Therefore, training has an impact on the staff's performance in the education industry (Nadarajah et al., 2012).

Employee performance is including one of the highly debatable topics across the globe in the competitive era. Particularly, with huge competition and limited resource allocation, organizations expect to get the best out of their employees so they may foster and enhance to organization growth. There are various factors which reflection on the employee performance in different sectors and one of them is training (Ashraf, 2016). A well- trained employee is expected to have qualified productivity and completion of work. Furthermore, different kinds of training provide employees a chance to work in a synergistic manner over teams and enhance organizational performance (Shah et al., 2020).

Nassazi, 2013 defined Employee performance is an individuals' outcome with respect to job, good results, relevance, and success. Also Arinanye (2015) described that the success can be measured on job completion, efficiency, effectiveness, capability, and happiness in work. The overall achievement of a successful task measured against pre-selected standards of accuracy, cost, and speed; or the strategic approach to enhance of effectiveness of the institutions by improving the performance of employees (Rodriguez & Walters, 2017a).

Saeed & Asghar, 2012 meant that employees' performance mainly depends on employees' motivation, performance appraisals, job security, working environment and rewards. Moreover, Employees' performance is reward as a main partial of industry thus it can be proved if it is positive may leads to success contrary to failure that may be lead the negative. Employees' performance is very important to the firm because organization serve to the public so thus if employees will serve well clients will satisfy conversely, poor perform will be clients' unsatisfied (Aruna Shantha, 2019 n.d.). The employee competency is taken into consideration both employee training and employee performance, in fact that only trainings cannot enhance the completion of the job of the individuals as well as employee performance so like it (Shah et al., 2020).

## **2.2 The Impact of Training and Employee Performance**

Training is one of the most important parts of an organization's overall strategy to success the institutions. Before starting a particular venture or considering a potential acquisition, skillful is the first one of the acceptable qualifications in the

organization. Generally, all key skills required for efficient management of cooperative tasks must be available in a public sector; however other non-core activities can be outsourced. The requirement of training able to arises cause of advancement in technology, improve the performance of organization or as part of professional development. The most prominent benefit of training is provided skills inside the organization which reduces overall cost of an organization's operations as well as training quality involve one of the key essential features to survive of an organization in long term. Training programs increases the better connection the gap between the different levels in an organization According to these significant staff training benefits, it is required that the different aspects of employees' education; such as designing a training course, methods, and stages are reviewed to provide an overview of personnel instruction. The study can contribute to the understanding of these concepts by advance management scholars and human resource personnel through a review of the critical literature on content analysis (Abolfazl et al., 2014).

Training has various methods which can be divided into cognitive and behavioral (Chris, 1999). Trainers need to understand the pre and post of each method, also its impact on trainees keeping their background and skills in mind before giving training. Giving theoretical training to the trainees can be shared more of review s by cognitive methods. There have several methods under cognitive approach provide the rules for how to do something, written and/or verbal information, demonstrate relationships among concepts and so on. These methods are associated with changes in knowledge and attitude of employees it is attracting to training. The various methods under cognitive approach are lectures, demonstrations, discussion, computer-based training. In other hand, behavioral methods are preferable the practical training to the trainees. Behavioral approach allow the trainees to behavior in a real fashion and these methods are the best technique to improve the skill of employees (Abolfazl et al., 2014).

Employee performance is one of the most significant motivators used to help both individuals and organization there are several benefits that employee training and development programs offer to them, and organizations in achieving the short-term and long-term goals and the objectives. Training and development enhance the knowledge, skills, and attitudes of trainees, as well as offers several other benefits. The benefit can be emerged from individual and organizations as training and development programs help employees in learning the soft, functional, and

technical skills necessary to perform the jobs by meant individual benefits in other hand, training and development programs assist organizations in staying competitive in the marketplace and help organizations in retaining their talent, sophistication themselves against other organizations, improving their appearance as the best in governmental departments, and increasing the overall organizational effectiveness by called organizational benefits. Likewise, the organizational leaders conduct to get the higher levels of employee performance, by setting the goals and standards which performance can be measured to be an appraisal (Rodriguez & Walters, 2017a).

### **2.3 Human Resource Development Challenges in the Public Sector**

HRD is defined as structured knowledge provided by organisations offer in a certain period that results in improved performance, personal growth, and enrichment of subordinates' employability, to gratify the present and upcoming organisation needs. It is a core of the organizational performance through assisting the organisation to unite its employees to be able to accomplish the organization' purposes and mission strategy (Mdhlalose, 2020). The human resource professionals in related department will also need to learn how to innovate, use and conduct on each of training program for employees. Leader of the human resources department may need to write a training manual, instructing employees how to dress and behave on the job (Abolfazl et al., 2014).

HRD practices as organizational activities that are directed at managing the pool of human resources and ensuring that resources are employed towards the fulfilment of organizational goals and emerging the good performance of organization. HRD practices as an individual's perceptions of the extent of implementation of the strategies, plans, and programs used to attract, motivate, develop, reward and retain the best people to meet organizational goals. HRD policies related to training and development and employee compensation are central in the HRD literature, and similar factors have been reported by several other researchers. HRD practices into those that enhance employee skills, practices that help motivate employees, and the way in which the workplace is structured. Human resource development practices are being increasingly considered as major contributory factors on employee performance (Nadarajah et al., 2012).

Human resource management has continuously studied the role of individual employees in affecting the overall performance of the organization (Al-Nuseirat &

Biygautane, 2014). Building Human resource plays a significant role in the growth and performance of the organization because the survival of the organisation relies more on the performance of work.

#### **2.4 The Effectiveness of Training on Organization Performance**

Organizational learning capability can be defined as the ability of an organization to process knowledge in which involves the ability to create, acquire, transfer and integrate knowledge and, to modify the behavior to reflect the new cognitive situation with the aim to improve the organizational performance.. Organizational learning capability acts as a facilitator of organizational learning process, understood as the organization tangible and intangible resources, as skills that act as a way of promoting competitive advantage, and that allows the organizational learning process. Organizations should develop mechanisms and practices that support or promote the creation of organizational knowledge and development of the organization (Gomes & Wojahn, 2017).

Integrating the knowledge and lesson learned of training and working experience has positive impact on personal skill and organizational development. Organizational performance should be determined through multi-dimensional measurements to create and develop on human resource management according to the HRD theory (Ko & Ko, 2012).

The core of any organization is its human capital; the strength or weakness of this capital is reflected in the overall performance of the organization in other word, if reflected on the organizational performance as well as on training-effectiveness. Improving public service and the quality of its delivered services is strictly contingent on the impact of the training programs that are provided to its employees. Both private and public organizations have to constantly compete in order to provide the most affordable process and the best services to the public. Training programs provide employees with the necessary skills to perform their duties, but significantly relies on the effectiveness and impact of these training programs (Al-Nuseirat & Biygautane, 2014).

The conceptualization of employee training impacts their morale and enthusiasm for executing their assigned roles in the organization. The trained employees associate not only training with increases in job security but also

increased levels of satisfaction on the job in which they can understand the expected levels of performance (Shah et al., 2020).

Employee training can enhance better employee performance as well as organization's productivity. According to that organization can face to their competition and organization become leader within their boundary. The organization should arrange the reasonable training in each position and provide better training for the employees, it cannot perform as like that they will not touch the goals and target of firm in future. According to the finding of Wright & Geroy, 2001, training is significant influence on employee performance and also organizational performance. Effective training programs can definitely enhance employees' capabilities. Consequently, employees to do their current job, it not only improves of the whole performance of person but also necessary improve their knowledge, skills and experience to face their future jobs. That, taking better feedback from satisfied trainees can earn more effective, right investments and more reputation for the organization. (Aruna Shantha,2019 n.d.)

## **2.5 The Effectiveness of Training on Employee Performance**

Training-Effectiveness can encourage improvement in employee attitudes where practical training can provide changes in employees' skills, knowledge, ability and attitudes. The effectiveness of training carried out by an organization can be of benefit to the individual which can facilitate the application of training results on the job then increased motivation satisfaction and competence can encourage employee creativity. Training-Effectiveness can also encourage improvement in organizational performance. There is a cause and effect relationship between practical training and performance because someone who has attended practical training will have the ability to encourage cohesiveness, and improve the performance of organization (Umar et al., 2020).

The training, especially for a long duration, can improve teamwork and a transitive memory system because it builds communication among trainees. This situation will increase the effectiveness of teamwork, which in turn can encourage improvement in organizational performance. Training-Effectiveness provides the potential for internal members of the organization to have the opportunity to have additional knowledge through the results of training simulation practice so that optimal experience during the training process will also have an impact on work

efficiency and effectiveness, both in terms of time use, and more optimal work output (Umar et al., 2020).

Training-Effectiveness could directly encourage growth in soft skills competence, employee creativity, and performance of the organization. Furthermore, Training- Effectiveness can improve skill competence, satisfaction of trainees so that its contribution to Employee-Creativity is more significant than the contribution of Training-Effectiveness to Employee-Creativity. Moreover, Training-Effectiveness can encourage improvement in employee attitudes where practical training can not only provide changes in employees' skills, knowledge, and attitudes but also increase motivation, high commitment, and increased job satisfaction (Umar et al., 2020).

The staff training also impacts directly on the self-confidence and morale to perform the roles to the expected standards. Due to high levels of confidence in employee' roles, the employees perform the increasing levels of creativity and innovation as they explore diverse perspectives towards implementing their roles with marginal efficiency to seize the laid down of organizational targets (Shah et al., 2020).

(Jain & Sharma, 2019), found that the necessity of investigating the reasons behind poor performance of employees. The employees might be dissatisfied with their job or are not provided with support from management regarding their duties and responsibilities due to the employee might have poor motivation. Training must be appropriate and relevant to remove poor performance of employees. The necessity of the workforce are fulfilled by good quality training programs (Shah et al., 2020). Akram, Abrar ul haq, & Raza, 2018 conducted the strategic level that the training should consider goals, mission, plan and strategy of the organization. Moreover, there must be coordination and cooperation between various departments under the same industry. However, training must improve the working practices, knowledges and attitudes. When an organization stay back the era and use conventional work, it can create a stagnant and rigid organizational environment. To improvement of the organization can occur only when the workforce has knowledge about new practices (Shah et al., 2020).

### **2.5.1 Training Evaluation**

Evaluation of the training program effectiveness is conducting follow-up interviews, surveys, focus groups and operational analysis (Abolfazl et al., 2014). Training evaluation that receivable feedback from employees is the important

dimension to improve performance and record the perception of the trainees (Mdhlalose, 2020). Any kinds of training needs are determined after evaluation of the skills and capabilities of the employees and their alignment with the mission, vision and goals that need to be fixed of training objectives (Shah et al., 2020).

Some organizations may not be using a systematic approach for assessing employee performance therefore; it produces unclear, inefficient, and ambiguous evaluation results. Typically, employee performance is measured in terms of outcomes and behaviors, these outcomes may be determined on personal, organizational, environmental, motivation, skill, experience, aptitudes, or role perceptions factors. The assessment of employee performance assessment used in organizations such as productivity, efficiency and effectiveness, quality, and profitability. Employee performance evaluation is an important element in enhancing the quality of work and expressing the qualification of trainees. Employee performance evaluation requires whether the supervisor to have a conversation with the employee or taking a form, ways to track the conversation and action plan. The employee performance evaluation session helps organizational leaders in making the right decisions for the employee's success and development and identifying what is the need for strength of organization. An employee performance evaluation data may assist leaders in stimulating, motivating, activating and directing employees in firms. If the higher the motivation of firm' members are the better results the tasks and organization achievable (Rodriguez & Walters, 2017a).

### **2.5.2 Knowledge Sharing on Training**

Employees who are well trained can share their updated knowledge and skills while using their creativity to understand and improve the service in the organization. (Nadarajah et al., 2012) Knowledge acquisition and utilization orientation is ability about innovativeness, technology and continuous improvement of organization. The organization should first describe the knowledge needed and should be ensured. Furthermore, learning needs to be a continuous process. The organization's focal point is the ongoing improvement of knowledge. Knowledge acquisition has a feedback effect that increases the organization's knowledge. Understanding and keeping the new knowledge will make it easier to learn new skills (Çömlek et al., 2012). Communication to the other departments is necessary for generating the knowledge and one of the important dimensions of learning capacity (Çömlek et al., 2012).

Knowledge can be typed three core partitions as (1) explicit based on documented information, (2) implicit based on applied information, and (3) tacit based on understood information. The differences between explicit, implicit, and tacit knowledge must be noted into account in order for the end result of creating a knowledge base to be as useful as possible in periods.

- (1) **Explicit knowledge:** Explicit knowledge is knowledge overriding the track that are easy to systematically document, and share out at scale as structured information. Explicit knowledge involves frequently asked questions, guidelines, basic data and related reports, diagrams, note sheets, and strategy surfaces, these things have traditionally been what have been captured in a knowledge base. The formalized documentation can be used to do a work, decision- making and inform an audience.
  
- (2) **Implicit knowledge:** Implicit knowledge is a kind of learned skills or know-how that is gained by taking explicit knowledge and applying it at specific condition. If explicit knowledge is similar as literature lessons and implicit knowledge is like as practical lessons what happens when the mechanism is applied information. Implicit knowledge is what is acquired when learning the most effective method for learning. To solve a new problem that can combine implicit knowledge with background knowledge what they have learnt. Because it might be challenging to record and collect in an appears to be higher, implicit information has traditionally been left out of formal knowledge bases
  
- (3) **Tacit knowledge:** Tacit knowledge is type of intangible information it is not be easy to understand by explaining in a straightforward way, such as things that are often “understood” on personal or cultural affairs what are being said. . Tacit knowledge is informal, learned over time and is often associated with a specific situation. When it can be taught if it’s not feeling, it should be put into a knowledge base because doing so makes it can be share expertise gained over time with other employees who may need it. It can simply to need a few lines to guide someone without needing a formal document.



Even though the employee is able to recruit explicit knowledge and implicit knowledge by taking the training and other educated arrangements, tacit knowledge can be ensured by experience over time with abnormal cases.

### **2.5.3 Skill Competence**

Soft-skill competence referred by persuasive ability, getting for information, orientation on efficiency, systematic planning, and problem-solving. Practical training (on- job training) can encourage employee competency improvement in public organizations, where the quality of the human resources is essential in achieving employee, organizational success and namely increased knowledge and skills. The effect of Training-Effectiveness in the soft-skill dimension of competence states that excess experience also affects systematic decision making (Umar et al., 2020). Employee' skills and knowledge acquired the peak of goal in training referred that incorporating the main knowledge, skills, and abilities needed in a job adaptability will result in higher content validity of the training while the second level of training effectiveness (Latif, 2012).

Skill competence depends on various physical and mental powers such as diligence, sharpness, ability, hard work, knowledge, literature, dynamics, working experience, service' year and etc. The employee ensures fill affordable skills themselves by studying in the workplace, attending educational pieces training, searching for knowledge and learning life lectures.

### **2.5.4 Satisfaction on Training**

Training satisfaction is the degree to which the evaluation report positive experiences and perceive training content to be relevant and useful, thereby meeting with the trainees expectations. Although an individual's satisfaction with a training program may not necessarily lead to more positive training outcomes, there are several reasons why ensuring training satisfaction should be considered in assessments of utility. Satisfaction may foster improvements in the trainees feelings of confidence and preparedness to help and intentions to intervene with the working experiencing challenges (Childs et al., 2020).

Training programmes provide an overview of what participants are going to learn, to explain to resource persons what is expected after the completion of the program and to validate/evaluate training programs. Effectiveness of trainers who deliver the training is known to be momentous in the final return on training

investment. Likewise, trainer needs to plan, be prepared, and show encouragement and empathy to the learners to reach their satisfaction (Latif, 2012). Otherwise, Training programs play an important role when it is measured to be able to know the employees' capabilities and firm capabilities (Aruna Shantha, 2019 n.d.).

## **2.6 The Benefits of Trainings on Employees Performance**

The benefits of trainings have a significant relationship and can dig a good impact by effectiveness training on employee performance. According to the finding of Abogsesa & Kaushik, 2017; training and development have positive impact on employee performance and the author proved that training lead to perfect efficiency of employee performance, development of training lead to better employee performance, The benefits of trainings affect employee performance in a positive sense. An organizations costing a lot of budget on benefits of trainings has gained a preferable employee outsourcing (Abogsesa & Kaushik, 2017).

A top person of an organization in regards to employee performance by evaluating training results can be making achievement an impact on employees by set easily attainable goals, creating positive emotions and feelings, fostering the collaboration and teamwork opportunities, perceiving the importance of tasks rather than results, setting the standard on the promotion of short-term views, and handling the problems and appeals of the employee (Rodriguez & Walters, 2017b). Every employee has dissimilar abilities, talents and skills so that training is carried out according to the needs of each employee or unit. Holding the training for improving the performance of each employee will be continue to meet the organizational standards to improve governmental service (Cookson & Stirk, 2019).

The impact on planning the effectiveness training flower the strong governance that it has been widely identified as an issue for the development of sustainable cooperatives in developing countries. The result can extremely solve an array of governance challenges in developing countries including:

- Inadequate training of members, implementers of organizational mission, and cooperative managers and staff
- Delay "Top-down" decision-making within cooperative's task
- Corrupt or self-serving practices by managerial role and/or decision
- Lack of diversity, the gap between each other, equitable position range among employee

- Inefficient and/or corrupt decision-making and self-serving behavior by the privileged at a national or regional level (OCDC, 2017).

Training has been highlighting as one of the essential pillars for construct the good governance and clean government and also employee performance to investigate how dimensions impact for those factors on training. This research is more helps to the organization to recognize “Whether benefit or not regarding the training program? What is the employees’ attitude on the attended training? What is the employees expectations for their training?”. It can help to employer to change the growth of employee performance easily. The research will assist the leaders of the divisions and the head office’s leader to develop and implement the strategies regarding the employee performance related to the training programs and they can review the outcomes of the training that is trained the employees and reconcile to more effective becoming training (*Pdf*, n.d.).

## **2.7 Reviews on Previous Studies**

According to (Samwel, 2018) stated that the impact of employee training on the performance of drilling companies in Tanzania which include six factors such as employee training as a source of competency, employee training as a motivation factor, employee training as a source of productivity, employee training as a source of commitment, employee training improved performance, employee training increase job satisfaction and employee training as a source of retention. The study results found that employee training has a significant effect on the employee performance of drilling companies.

(Beatrice Chinomnso, 2014) stated on the evaluating of employee post training performance in Nigerian Bottling Company and 7Up Bottling Company which involves the indicators as productivity, profitability, quality, innovative and staff performance. The findings indicate that there would be a noticeable improvement in organizational performance if the appropriate employees were sent on training through the systematic training approach of identifying and selecting individuals for training. Therefore, before sending employees on training, the Human Resource (HR) department should conduct an adequate training need assessment in order for organizations to become more productive and stay in business, especially in an era of increased global competitiveness and growing complexity of the work environment.

Das & Buba, (2019) studied on the training on employees' performance and organizational effectiveness in health sectors in Ethiopia which comprises the factors as training design, training methods and delivery system and organizational effectiveness and employee performance. The results show that training and delivery style have effect on employees performance and also training design have positively affect the overall organizational performance, the organizations predominantly used on-the-job training method.

(Zaw Zaw Myint et al., 2019), studied on the employee perceptions on effectiveness of Training Programs in Myanmar Citizens Bank (MCB) which involved the input training attributes are trainers, training facilities, training methods and organizational supports and resources are used. The finding shows that the Myanmar Citizen Bank gives its employees four training programs: an initial training program, a program for the development of personal and professional abilities, a program for management, and a program for staff reinforcement. To improve personal as well as total organizational performance, the training program is based on the results of the need assessment, the requirements of the job, and the employee's lack of capacity for the position. Previous scholars in Myanmar have undertaken various sorts of research studies on the efficiency of training and the performance of public and private organizations.

Myint, (2016) studied on capacity of the GAD officials is a vital component to perform the functions of General Administration Department in Myanmar. The study found that the capacity building trainings are the most effective way to improve the ability and capacity of individuals and institutions, therefore, capacity building trainings should be a part of human resource development plan of any government and it could contribute to the efficiency and effectiveness of government functions in Myanmar. There is also emphasis on knowledge related to department functions rather than skills to perform the functions.

Concerning to the literature review and previous studies of effectiveness of training, this thesis was selected five factors such as training evaluation, knowledge sharing, and skill competence, satisfaction on training and employee performance, of the Cooperative Sector organized with concepts to provide the acceptable outcomes of the study.

## **CHAPTER III**

### **BACKGROUND OF COOPERATIVE SECTOR**

#### **3.1 History of Cooperative Sector**

A Cooperative is an organization with management by democracy in order to fulfil in needed and wishes of their culture, social and economic who are voluntary persons. In the world, Cooperative has born in 1844, England simultaneously the cooperatives were introduced to Myanmar since 1904 and established by forming Myimmu Savings and Credit Cooperative Society in Sagaing District. The government was involved in legitimacy, as the department was established in December 1904. The government focused on agricultural and financial cooperatives for improvement of rural and urban area during colonial decade. The department of cooperative is one of the department of under conduction Ministry of Rural Development and Cooperatives and the mainly operation of cooperatives department is three business sectors: Producing, Servicing, and Trading sector and the vital responsibilities are organizing, educating and regulating for implementing the sustainable development of economic of cooperative societies.

Otherwise, cooperative department is performing the educational sector by setting down by international cooperative alliance' (ICA) principles and to prevail the cooperative soul between the entire of people. The international cooperative alliance (ICA) is setting down the principles of cooperative as the follow:

- (1) Voluntary open membership
- (2) Democratic Control
- (3) Participation with the members on their economic of society
- (4) Freedom and democracy
- (5) Education, training and transformation
- (6) Cooperation among cooperative
- (7) Responsible for basic social community

Myanmar cooperative is promulgated the updated cooperative society Law also called 92 Law in which comprised of Nine Chapter Thirty-nine Sections under the State Law and Order Restoration Council. Myanmar societies Law was amended to be modernization in accordance with cohesive of political, social and circumstance of cooperative movement in era. On the other hand, cooperative society rules were enacted by the Ministry of Cooperatives in 2013, it involved fifteen Chapters and eighty-two paragraphs for working in cooperative activities in currently existence on its empowerment. In chapter 2, section 3 of cooperative law expressed the basic principles of the Myanmar cooperative society as following:

- (1) Forming the society with persons who wish to participate of their own volition;
- (2) A member or a representative to have an equal right of one person being able to give one vote and to administer all transactions of the society only according to the wishes of the majority;
- (3) Restriction the benefit to be derived for the share subscribed in the society;
- (4) Apportion the net profits accrued from the business of the society according to the decision of the members;
- (5) Carrying out dissemination of co-operative concept and technique;
- (6) Ensuring effective co-operation among co-operative societies in and outside the country;
- (7) Enable the society to be only an organization carrying out economic and social activities of the society;
- (8) Raising the standard of living of the members and member societies by working with the objective of the interests of the same
- (9) Enable the members or member societies to become participants in the economic and social activities of the society;
- (10) Enable the society to become an organization administering according to the wishes of the majority by combining service and property in the interests of the members, member societies and equity business partners”.

The cooperative department has laid down vision, mission and tasks to sustainable development of the business of the cooperative societies.

Vision is to upgrade the socio-economy of the rural and urban cooperative members and provide the development of cooperative sector’s business which is one of the main drivers of country by carrying out for developing of the business of trading, servicing and producing cooperative societies.

Mission is to carry out the sustainable development of the cooperative societies' businesses, which are organized with the willingness to produce, trade and service.

Cooperative Department is setting down by seven tasks as below-

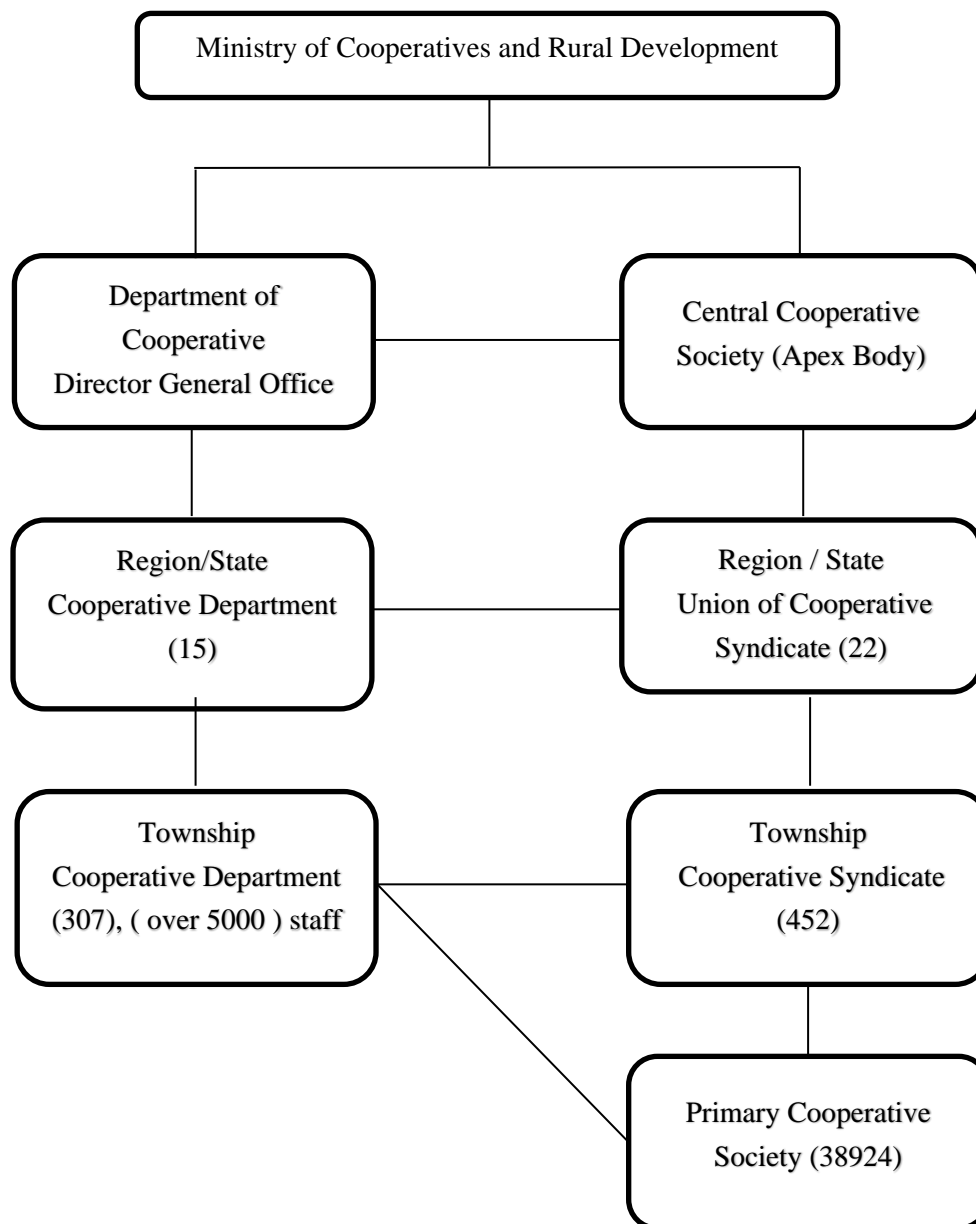
- (1) To adhere to ethics and essence of cooperatives as per the cooperative law and rules when it is implementing the cooperative activities
- (2) To advance and compose the agricultural sector by organizing farmers' associations and cooperatives including smallholders and subsistence breeders and fisheries
- (3) To constantly explore the update of technologies, professions and information
- (4) To upgrade the production, service and trade cooperative societies
- (5) To seek the financial capital such as ODA Loan, Grant, Aid & Technical Assistance from international sources for the development of cooperative enterprises
- (6) To emphasize the effectiveness of cooperative education and awareness.
- (7) To support the formation of cooperative societies broadly entire the people

### **3.2 Organizational Structure of Cooperative Institution**

Ministry of Cooperative and Rural development are composing three departments and two universities like as Cooperative Department, Rural Development Department and Small and Medium Industry Department, University of Cooperative and Management, Thanlyin and Sagaing. The situation of the head Office of Cooperative Department, Director General's Office is in Naypyitaw, these office is supervising (15) regions and states Cooperative Departments, (307) Townships Cooperative Departments and over 5000 staff in the countrywide. On the other side, there are (38924) primary cooperative societies in which the people who have their consent and desires, gather and organize the Primary Cooperative Society at the first level. At the township levels, the primary cooperative societies gather and organize the Township Cooperative Syndicates. There are (452) Township Cooperative Syndicates. In the regions and states levels, the township cooperative syndicates collect and organize the Union Cooperative Syndicates. There are (22) Union Cooperative Syndicates. Finally, they also corporate and organize the apex body of the cooperative societies, Central Cooperative Society (CCS). In Myanmar, there are over (46000) villages and cooperative societies are (39399) societies that involve

about (4.2) million members. These data are based on the end 2021 from the report of cooperative DG office.

**Figure (3.1) Structure of Cooperative Department**



Source: Report of Cooperative Department

### 3.3 Trainings and Awareness of Cooperative Sector

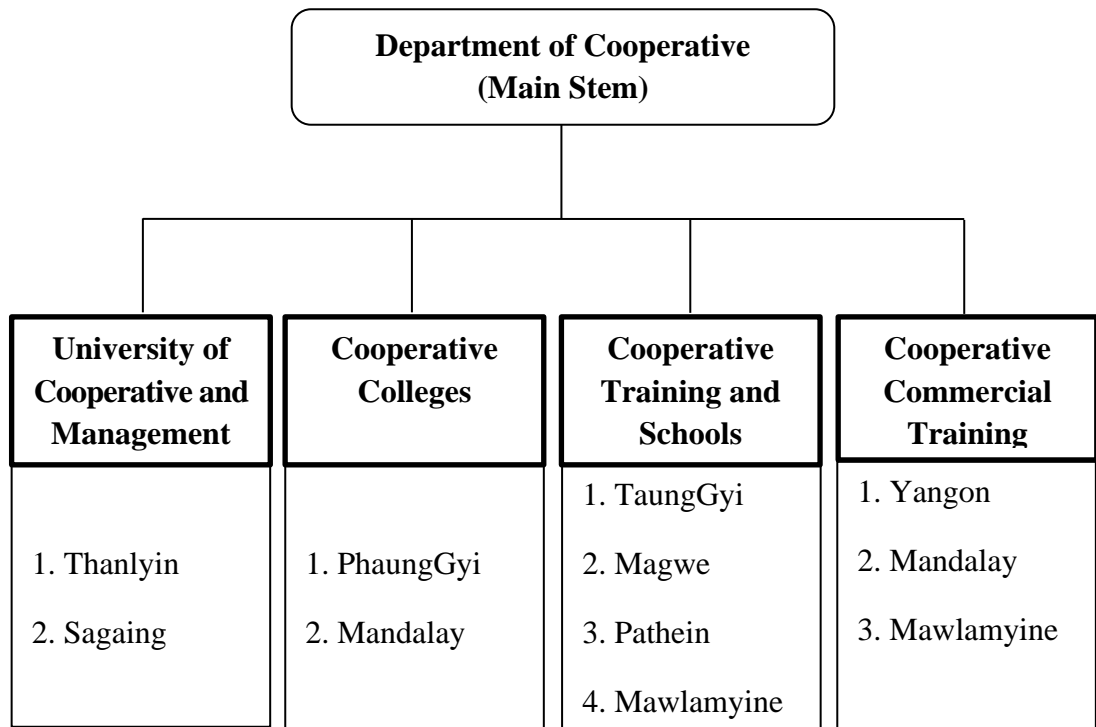
Cooperative Department is mainly implementing the three parts in education sector as Government Employees, Staff and Membership of Board of Director and cooperative society' member. The detail tasks of the trainings and awareness section of Cooperative Sector are as follow:



- (1) Awareness to staff at all levels of the department of Cooperative: To subside the capability of bookkeeping and accounting, auditing and computer training, the cooperative department is being educated to the employees at all levels of Cooperative department at the Universities of Cooperative, Colleges of Cooperative, Cooperative trainings school and Commercial trainings school for acquisition the capacity building. Likewise, the department is also managing and arranging for the employees in the whole organization to skill the job by having them attend in basic, moderate and advance level the course of bookkeeping, accounting and auditing and skill in administration working under conducted the Office of the Auditor General of Union in Naypyitaw.
- (2) Awareness to staff and member of Board of Director at all levels of the Cooperative Societies: To recognize by themselves on their financial statement of cooperative societies and to develop the administration scale of the society, cooperative' law rules, bye-law, procedures and Loan performing system, cooperative' bookkeeping, accounting and auditing have been training by staff and member of Board of Director at all levels of the Cooperative Societies at the Universities of Cooperative, Colleges of Cooperative, Cooperative trainings school and Commercial trainings school and Regional, State and Township Cooperative Department such as on job training, auditing course, field extension workers training,
- (3) Awareness to member of Cooperative Societies: The department is conducting to the cooperative members for overwhelming the knowledge of cooperative essence (public education) intervention through newspapers, bulletin, public speaking, advertising, broadcasting from TV/Radio, widely explanation and discussion by the responsible employees on the ground.

At the education sector of the cooperative institution, under the department of cooperative structure two colleges (Phaungyi and Mandaly), three cooperative training and school (Taungyi, Magwe, Pathein) and three commercial training schools (Yangon, Mandalay, Mawlamyine) especially these university and training schools are teaching the variety of training program to implement the principle of cooperative and to achievable the action plan of the department. Two universities (Thanlyin and Sagaing) are also participating as the steer for dissemination of cooperative education.

**Figure (3.2) Structure of Educational Development**



Source: Report of Cooperative Department

At the university and training school are being awareness training programs for the employees from the department, and board of directors, members, staff from cooperative societies the vary of training programs for building capacity, skill, knowledge, expertise, to be able to effective training as intend the good performance of an organization. The training programs are opened as follow:

**Table (3.1) List of Core Training Program**

<b>Sr. No.</b>	<b>Name of Training Program</b>	<b>Limitation</b>
1	Advance Accounting and Auditing	Only Officer
2	Bookkeeping, Accounting and Auditing	Only Staff
3	Upgrading Learning skill	Teachers
4	Skill on administration in working	Only Staff
5	Computer Course	Only staff

Source: Report of Cooperative Department

### 3.4 Training Programs of Cooperative Department

Any managerial role improvement effort needs to begin with a careful identification of workplace where leaders can receive the most benefit. Creating the development of training dimension of a governance assessment should result in a good understanding of the unique challenges each government industry. Any organizational leader of the cooperative has the responsibility and opportunity to make sure that the cooperative is providing the best business possible to meet cooperative members' needs and also enhancing the capabilities of employees (OCDC, 2017).

To development of the educational sector for cooperative' employee have been trained the variety of training program in each rank and qualification in annual budget year 2018-2019 to 2022-2023 as the following table:

**Table (3.2) Completion of Training Programs of Cooperative Department from 2018 to 2022**

No.	Training Program	Period	Quantity of Trainees	Level of Trainees	Training Place
<b>2018- 2019 Budget Year (From April to September)</b>					
1	Cooperative Refresher Course	1 month	45	Assistant Director	DG Office
2	Accounting and Auditing Course	5 days	30	Deputy and Assistant Director	DG Office
3	Practical Bookkeeping, Accounting and Auditing Course	1 month	130	Branch Clerk, Upper and Lower Divisional Clerk	DG Office
4	Computer Training Course	1 month	80	Branch Clerk, Upper and Lower Divisional Clerk	DG Office
5	Cooperative Refresher Course	5 days	300	Township Officer	DG Office
6	Practicing Presentation Course	1 days	20	Officer and Assistant Director	DG Office
7	M & E workshop	3 days	60	Officer from Region and State Dept	Hotel Naypyitaw
8	M & E workshop	3 days	20	Officer from DG	Hotel

				Office	Naypyitaw
No.	Training Program	Period	Quantity of Trainees	Level of Trainees	Training Place
<b>2019- 2020 Budget Year (From April to September)</b>					
1	Cooperative Refresher Course	5 days	50	Employees from Region/State Coop Dept.	Office of Region / State Coop Dept.
2	Practical Bookkeeping, Accounting and Auditing Course (Staffs)	1 month		Branch Clerk, Upper and Lower Divisional Clerk	DG Office
3	Basic Training For Clerk	1 month		Upper Divisional Clerk	DG Office
4	Basic Training For Clerk	1 month		Lower Divisional Clerk	DG Office
5	Bookkeeping, Accounting and Auditing' Trainers Course	1 month		Deputy Director and Assistant Director	DG Office
6	Capacity Building Training (Basic, Intermediate and Advance)			Staffs and Officers	DG Office
<b>2020- 2021 Budget Year (From April to September)</b>					
1	Internal Auditing Course	3 days	20	Staffs from DG Office	Online Learning System
2	Computer Training Course	1 month	10	Staffs from DG Office	DG Office
3	Cooperative Refresher Course (Staff of Region and State)	5 days	137	Employees from Cooperative Dept.	Region / State Office of Coop Dept

No.	Training Program	Period	Quantity of Trainees	Level of Trainees	Training Place
<b>2021- 2022 Budget Year (From October to March)</b>					
1	Bookkeeping and Accounting Course	1 month	416	Employees from Cooperative Dept and Societies	Online Learning System
2	Auditing Course	20 days	336	Dept Staff	
3	Cooperative Management and Marketing Course	5 days	315	Employees from Cooperative Dept and Societies	
4	Cooperative Law and Rules Course	20 days	160	Employees from Cooperative Dept and Societies	
5	Food Safety awareness Course	5 days	255	Employees from Cooperative Dept and Societies	
6	Budgetary Awareness Course	7 days	250	Dept Staff	
7	M & E workshop	3 days	85	Employees from Cooperative Dept and Societies	
8	Seminar of Sustainable Development and Good Governance in Cooperative Sector	1 days			
9	Seminar of Myanmar Cooperative Movement	1 days	90	Employees from Cooperative Dept and Societies	
10	Cooperative Refresher Course (Staff of Region and State)	3 days	44	Coop Dept. Staff	Region / State Office of Coop Dept

No.	Training Program	Period	Quantity of Trainees	Level of Trainees	Training Place
<b>2022- 2023 Budget Year (From 1-4-2022 to 1-8-2022)</b>					
1	Teacher Capacity Building and Teaching Technology Training	14 days	42	Teachers From Coop Training School and Commercial Training School	Cooperative College (Mandalay, Phaunggyi)
2	Teacher Capacity Building and Teaching Technology Training	5 days	42	Teachers From Coop Training School and Commercial Training School	University of Cooperatives and Management (Thanlyin, Sagaing)
3	Cooperative Law and Rules Course	20 days	80	Coop Department staff and Society' staff	Online learning
4	Budgetary Awareness Course	7 days	125	Coop Department staff and Society' staff	
	Budgetary Awareness Course	7 days 2times	250	Coop Department staff	Director General Office
5	Cooperative Refresher Course (Staff of Region and State)	3 days	73	Employees from Cooperative Dept.	Region / State Office of Coop Dept
6	Seminar of Myanmar Cooperative Movement	1 days 1 time	90	Employees from Cooperative Dept and Societies	Director General Office (Virtualize)
7	Cooperative Refresher Course (Staff of Region and State)	1 time	23	Coop Dept. Staff	Director General Office
8	Cooperative Management and Marketing Course	5 days (1 time)	105	Employees from Cooperative Dept and Societies	Director General Office

No.	Training Program	Period	Quantity of Trainees	Level of Trainees	Training Place
9	Certificate of Business Accounting Course (Conferencing Degree Certificate)	2 years	360	Matriculated Students	Cooperative Vocational and Accounting Training School (TaungGyi, Magwe, Pathein, Malawmyaing Mandalay)

Source: Report of Cooperative Department

## CHAPTER IV

### SURVEY ANALYSIS

#### 4.1 Survey Profile

Yangon is the one of the capacity cities of Myanmar and there has 45 Townships as well as the fully workforce in cooperative department. Yangon is included one of the most activities region and state office in Myanmar cooperative movement but also it is convenience network connection and transportation region. The administration body as a probably ease governance in Myanmar thus the study was selected Yangon Region as the sample research area. Most of the township in Yangon are not far away from one-to-one place and situated in down town and boundary of municipal area.

**Table (4.1) Employee Population in Yangon Region**

No.	Department	No of Employee	Management/ Operational Level	Other Level
1	Yangon Regional Office (Kyaunttadar )	54	52	2
2	Latha	8	8	-
3	Botahtaung	11	10	1
4	Bahan	10	8	2
5	Mayangone	15	14	1
6	South Okkala	11	10	1
7	North Okala	15	14	1
8	Thingangyun	13	12	1
9	North Dagon	14	13	1
10	East Dagon	10	8	2
11	Thanlyin	22	21	1
12	Kyaunttan	18	17	1
	<b>Total Employee</b>	<b>201</b>	<b>187</b>	<b>14</b>

Source: Report from Region of Cooperative Department, Yangon Region as at 30-6-2022



According to Table (4.1), townships are situated in Yangon Region she has a grand employee of 557 Management/Operational level and 50 other level in 45 townships' governmental regime. The total employees of the selected eleven townships are (187) of Management/ Operational level and (14) of other level.

#### **4.2 Survey Design**

The survey questionnaires constructed quantitative method in this study. It is divided into three sections: demographic characteristic of the respondents, surveying on independent variables and empirical data collection on dependent variable. The study carried out by questionnaires forms for 12 townships which are comprised of (201) government staff who are educated layer, (150) respondents among from selected township department offices by taking collected through a random sampling method.

The 150 respondents were surveyed with the set of described questionnaires. As the respond on each working area in Yangon Region, the questionnaire form was answered 150 employees such as (25) employee from Yangon Regional Office(Kyaunttadar ), ( 8) staff from Latha township cooperative department, (9) respondents from Botahtaung township cooperative department, (8) answers from Mayangone township cooperative department, (7) respondents from South Okkala township cooperative department, (11) respondents from North Okala township cooperative department, (12) respondents from Thingangyun township cooperative department, (13) respondents from North Dagon township cooperative department, (8) respondents from East Dagon township cooperative department, (21) respondents from Thanlyin township cooperative department and (14) respondents from Kyaunttan township cooperative department as the following table show the number of respondents and residence of office.

**Table (4.2) List of Respondents**

<b>No.</b>	<b>Office</b>	<b>Respondents</b>	<b>Description</b>
1	Yangon Regional Office (Kyaunttadar )	25	Government Staff (Head Administration Office)
2	Latha	8	Township Coop Dept
3	Botahtaung	9	Township Coop Dept
4	Bahan	8	Township Coop Dept
5	Mayangone	14	Township Coop Dept
6	South Okkala	7	Township Coop Dept
7	North Okala	11	Township Coop Dept
8	Thingangyun	12	Township Coop Dept
9	North Dagon	13	Township Coop Dept
10	East Dagon	8	Township Coop Dept
11	Thanlyin	21	Township Coop Dept
12	Kyaunttan	14	Township Coop Dept
	<b>Total Employee</b>	<b>150</b>	

Source: From collected Questionnaire Form respondents of Cooperative Department, Yangon Regions as at 30-6-2022

### **4.3 Survey Results**

To obviously observe the phenomenon of this study, the paper was analyzed the descriptive analysis and frequency analysis under descriptive statistic by SPSS software in which the descriptive analysis is run out with the dependent variables and independent variables to make the mean average that would be an excellent descriptive metric to measure mid-values and frequency analysis is run out to not only examine the uppermost scale but also to manifest the perception on each item.

The study analyzed to complete the wish of research question on the effectiveness training on employee performance of the cooperative sector by using the reasonable method to acceptable and feasible of this research.

### 4.3.1 Demographic Characteristic of the Respondents

The respondents' gender, age, education level, remuneration, working experience are described as the section one of questionnaire development form. According to the respond of the employees, the situation of the demographic characteristics was examined with descriptive analysis as the below.

**Table (4. 3) Demographic Conditions of the Respondents**

<b>Sr. No.</b>	<b>Description</b>	<b>Category</b>	<b>Number of Respondents</b>	<b>Percentage</b>
1	<b>Gender</b>	Male	31	20.7
		Female	119	79.3
		<b>Total</b>	<b>150</b>	<b>100</b>
2	<b>Age (Years)</b>	20-30	23	15.3
		31-40	56	37.3
		41-50	45	30.0
		Over 51 years old	26	17.3
		<b>Total</b>	<b>150</b>	<b>100.0</b>
3	<b>Education Level</b>	Undergraduate	2	1.3
		Bachelor's degree	124	82.7
		Master's degree	14	9.3
		PhD	-	-
		Others	10	6.7
		<b>Total</b>	<b>150</b>	<b>100.0</b>
4	<b>Monthly income</b>	Less than 200,000	21	14.0
		200,001-300,000	126	84.0
		300,001 -400,000	3	2.0
		400,000 Above	-	-
		<b>Total</b>	<b>150</b>	<b>100.0</b>
5	<b>Working Experience in Cooperative Sector</b>	1-5 years	38	25.3
		6-10 years	34	22.7
		11-15 years	15	10.0
		More than 15 years	63	42.0
		<b>Total</b>	<b>150</b>	<b>100.0</b>

Source: Survey Data, 2022

Table (4.3) shows that each of the character is conducted the condition of the respond on questionnaire form.

Female respondents are more than four times of male respondents in gender potion. The female respondents lead for (79.3%) and the rest 20.7 percent is accounted for male respondents. The cause of too many female answers is commented that the quantity of women staff is assigned than male staff in the cooperative department.

In order to the result of age section, the majority of respondents is age between 31-40 years old, accounting for (37.3%). The remaining answer parts of age of respondents are between (20-30) year means for (15.3%), between (41-50) years accounts for (30%) and (17.3 %) of respondents who are over 51 years old respectively. Due to Most of staff in department are middle age level that they can apply efficiently performance by using the mixture of the theoretical result and experience in their practical field.

By concerning with education level, most of the respondents are bachelor degree, accounting for (82.7%), followed by master degree is (9.3%), other interval class with (6.7%) and undergraduate level for (1.3%) respectively. All of the respondents had a good literacy rate so the survey results support for a perfect study by rightful mentioning their opinion on the questionnaire form.

Furthermore, as the greatest result (84%) of the respondents is meant 200,001-300,000 the class of salary per month, the class 300,001-400,000 is answered (2%) of all respondents and (14%) is less than 200,000 kyats. Because of the rate of salary 200,001-300,000 class is identified for the branch clerk, assistant officer and staff officer by the government.

Next question is “working experience in cooperative segment”, the result on this question with (25.3%) for 1-5 years, (22.7%) for 6-10 years, (10%) for 11-15 years and (42%) for more than 15 years of his/her experience sharply. The organization is accepting the transformation employee from other department therefore some answerer is also getting the age but there has a bit of little experience in cooperative field.

### 4.3.2 Description of Trainings Attendance

The survey questionnaire depicted on the attendance of trainings of the respondents to be able to review the preciously limitation of the study. The detail results of the question are as the following tables:

**Table (4.4) Trainings Attendance**

<b>Sr No</b>	<b>Description</b>	<b>Number of Respondent</b>	<b>Percentage</b>
<b>1</b>	Yes	150	100.0
<b>2</b>	No	-	-
	<b>Total</b>	<b>150</b>	<b>100.0</b>

Source: Survey Data, 2022

The above table (4.4) express that the outcome results of the question “Have you ever attended the trainings provided by cooperative department, cooperative university, cooperative college and training school?”, all respondents existed “yes” respond on this question. Regard with the output of the question, the respondents who have been attended any training able to reveal the unbiased review on the training performance and achievement of their qualification on themselves.

### 4.3.3 Description of the Frequency of Training Attendance

To be able to evaluate of the attendance of the answered employees, the questionnaire form imported the rate of Training Attendance and the following table has issued as:

**Table (4.5) Frequency of Training Attendance**

<b>Sr. No.</b>	<b>Description</b>	<b>Number of Respondent</b>	<b>Percentage</b>
1	One time	34	22.7
2	Two times	30	20.0
3	Three times	31	20.7
4	Four times	23	15.3
5	More than/and five times	32	21.3
	<b>Total</b>	<b>150</b>	<b>100.0</b>

Source: Survey Data, 2022

Consequently, all respondents gave the feedback on question “How many times did you attend the trainings?” so as with (22.7%) on one time, (20%) on two times, (20.7%) on three times, (15.3%), on four times and (21.3%) on more than/ and five times respectively. All respondents supplied their qualifications dealing with working area by attending training under the access of government department.

#### 4.3.4 Description of Job Performance

The study demonstrates the effectiveness of the job performance on themselves to be able to manifest the aspiration and emotional perception of employees, “Do you think that the training you have attended is effective for your job performance?” question can be seen the results as the following table:

**Table (4.6) Description of Job Performance**

<b>Sr. No.</b>	<b>Description</b>	<b>Number of Respondent</b>	<b>Percentage</b>
1	Yes	139	92.7
2	No	11	7.3
	<b>Total</b>	<b>150</b>	<b>100.0</b>

Source: Survey Data, 2022

The above table illustrate that “no” for (7.3%) of 150 employees selected the negative answer and the rest (92.7%) of respondents chose the positive answer. As the result of respondents on the opinion of employees’ questions, an organization is planning the sustainable training program to build the employee performance and the employee is also expecting the completely benefit on attending the training for ability of themselves.

#### 4.4 Descriptive Analysis of Effectiveness of Training on Employees Performance

Descriptive Analysis is the kind of analysis of the data it reveals describe, show or summarize data points in a constructive way such that patterns might emerge to fulfill every condition of the data. It is the basic step for conducting statistical data analysis to help detect typos and outliers and enables to identify of similarities among variables thus the researchers are reliance on calculating for conducting further statistical analyses. Descriptive analysis can be segmented into four types which are measures of frequency (able to measure frequency to make like a count or percent.),

central tendency (able to measure with the use of three averages mean, median, and mode), dispersion or variation (able to measure the range or standard deviation can be employed to measure this kind of distribution), and position (able to measure to percentiles and quartiles become very useful in the study area of expertise) (Rawat, 2021). Added in Website link

Using descriptive analysis adopts the benefit as the below statement:

- (1) High degree of objectivity and neutrality of the researchers the reason why researchers need to be extra vigilant is that descriptive analysis shows different characteristics of the data extracted
- (2) More vast than other quantitative methods and provide a broader picture of an event or phenomenon. It can use any number of variables or even a single number of variables to conduct descriptive research.
- (3) It is a better method for collecting information that describes relationships as natural and exhibits the phenomenon as it exists cause of makes this analysis very real and close to the data set. (Rawat, 2021) .

#### 4.4.1 Descriptive Analysis on Training Evaluation

The descriptive analysis can computerize on the answered form and then set out the condition of each indicator as below:

**Table (4.7) Descriptive Analysis on Training Evaluation**

No.	Description	Mean	Std. Deviation
1.	Training programs assessment can measure the employees' capability within the organization.	3.59	.603
2.	Training evaluation can be manifested the human resource development of the organization.	3.61	.653
3.	The quality training programs can be seized the strategy and task of monitoring and evaluation of the organization.	3.56	.618
4.	The effectiveness training has reduced the cost and the consumption of time to accomplish tasks.	3.59	.715
5.	Effective training has positive impact on the employee performance.	3.69	.687
<b>Total Mean Value</b>		<b>3.61</b>	

Source: Survey data, 2022

The above Table (4.7) illustrates that the result of descriptive analysis with mean and standard deviation value of the five statements of Training Evaluation variables were such as 'Training programs assessment can measure the employees' capability within the organization' with (M = 3.59, SD = .603), the question of 'Training evaluation can be manifested the human resource development of the organization' was answered with (M = 3.61, SD = .653), the third item of 'The quality training programs can be seized the strategy and task of monitoring and evaluation of the organization' with (M = 3.56, SD = .618) it is the minimum mean value in all indicators for this factor,, the next item was 'The effectiveness training has reduced the cost and the consumption of time to accomplish tasks' with (M = 3.59, SD = .715), the fifth statement of "Effective training has positive impact on the employee performance." with (M = 3.69, SD = .687) it is the maximum mean value in all indicators and the total mean values for the variable is 3.61. Evaluation of training refers to the systematic process of collecting data and implementing it to enhance training. As well as assisting others in making the best choices for upcoming trainings, evaluation offers feedback to help employees determine whether their training achieved the desired results. According to the detailed results on training evaluation, the respondents satisfy on the system of training evaluation and they absolutely believe on the remark of evaluation can be clarified their surplus eligibility after training.



#### 4.4.2 Descriptive Analysis of Knowledge sharing on Training

The following table describes the result of skill competence variable by analyzing with the descriptive statistic method.

**Table (4.8) Descriptive Analysis on Knowledge Sharing on Training**

No.	Description	Mean	Std. Deviation
1.	There has willingness to encourage the creation of a good working environment by sharing my knowledge.	3.97	.612
2.	The training programs make me the improvement of knowledge, using the transfer skills and tools.	3.63	.710
3.	There has perform to improve my organization by upgrading my capacity of working.	4.00	.733
4.	There are sharing the knowledge what I learned that will be allow the other employees and members.	3.65	.891
5.	There are sharing knowledge that how it benefits other employees' and members' performance in the organization.	3.74	.690
6.	There has a desire to constantly seek and share information to increase my knowledge from training.	3.99	.634
<b>Total Mean Value</b>		<b>3.83</b>	

Source: Survey data, 2022

Table (4.8) demonstrates that the result of descriptive analysis with mean and standard deviation value of the six statements of Knowledge sharing on Training measurement were such as ‘There has willingness to encourage the creation of a good working environment by sharing my knowledge.’ capability within the organization’ with (M = 3.97, SD = .612), the question of ‘The training programs make me the improvement of knowledge, using the transfer skills and tools.’ was answered with (M = 3.63, SD = .710), the third item of ‘perform to improve my organization by upgrading my capacity of working.’ with (M = 4.00, SD = .733), the next item was ‘sharing the knowledge what I learned that will be allow the other employees and members.’ with (M = 3.65, SD = .891), the fifth statement of “There are sharing knowledge that how it benefits other employees’ and members’ performance in the organization.” with (M = 3.74, SD = .690) and final question “There has a desire to constantly seek and share information to increase my knowledge from training.” is (M = 3.99, SD = .634) and the total mean values for the variable is 3.83. Sharing

knowledge makes use of the skills and knowledge present in organizational teams and departments, as well as the knowledge held by individual workers and the lessons gained from years of professional experience. In the organization knowledge, such as values, attitudes, and experiences is best shared to colleagues. The detail answers of the respondents on Knowledge sharing on Training, employees are willing to share their knowledge and new lessons from training in order to the education section is involved the main tasks of these organization in which carry out dissemination of cooperative concept and technique to employees and fellowship of cooperative societies

#### 4.4.3 Descriptive Analysis of Skill Competence

The following table describes the result of skill competence variable by analyzing with the descriptive statistic method.

**Table (4.9) Descriptive Analysis on Skill Competence**

No.	Description	Mean	Std. Deviation
1.	There has the chance to make the best use of the skills it has learnt in the taking of training.	3.73	.682
2.	There has more expert in the workplace of competence after taking training.	3.73	.684
3.	Job performance level has improved as a result of attending training.	3.80	.655
4.	Job performance level will rise by attending the training frequently.	3.94	.626
<b>Total Mean Value</b>		<b>3.85</b>	

Source: Survey data, 2022

Table (4.9) shows that the result of descriptive analysis with mean and standard deviation value of the five statements of Skill Competence factor were such as ‘There has the chance to make the best use of the skills I learned in the taking of training.’ with (M = 3.73, SD = .682), the question of ‘There has more expert in the workplace of competence after taking training.’ was answered with (M = 3.73, SD = .682), the third item of ‘ Job performance level has improved as a result of attending training.’ with (M = 3.80, SD = .655), the next item was ‘Job performance level will rise by attending the training frequently.’ with (M = 3.94, SD = .626), the

fifth statement of “The training programs have developed and enriched the knowledge and skill of most government employees.” with (M = 4.05, SD = .577) it is the maximum mean value in all indicators and the total mean values for the variable is 3.85. Skill competency is knowledge, behaviors, attitudes of employee and even skills that lead to the ability to do something successfully or efficiently. The ability to make business decisions would be a competency and to apply abilities that use one's knowledge effectively in execution or performance. As the rating scale of mean value of all items is over 3.5, the mean value is being directed toward the effectiveness of trainings without strange tendency on identification.

#### 4.4.4 Descriptive Analysis of Satisfaction on Training

The outcome value of satisfaction on training variable is shown in the below table as the value of mean and standard deviation.

**Table (4.10) Descriptive Analysis on Satisfaction**

No.	Description	Mean	Std. Deviation
1.	The training programs have met the participants' need and expectations.	3.70	.865
2.	The training programs have a positive impact on our quality.	3.63	.607
3.	The effectiveness of training had increased our satisfaction level.	4.03	.649
4.	The training courses have met our individual expectations.	3.65	.742
5.	Satisfied with the skills in acquiring the training by an arrangement of the department.	3.72	.812
<b>Total Mean Value</b>		<b>3.75</b>	

Source: Survey data, 2022

The upper table (4.10) describes that the result of descriptive analysis with mean and standard deviation value of the five statements of satisfaction on training factor were such as ‘The training programs have met the participants' need and expectations.’ with (M = 3.70, SD = .865), the question of ‘The training programs have a positive impact on our quality.’ was answered with (M = 3.63, SD = .607) it is the smallest mean value in all indicators, the third item of ‘The effectiveness of

training had increased our satisfaction level.’ with (M = 4.03, SD = .649) it is the largest mean value in all indicators, the next item was ‘The training courses have met our individual expectations.’ with (M = 3.65, SD = .742), the fifth statement of “Satisfied with the skills in acquiring the training by an arrangement of our department.” with (M = 3.72, SD = .812) and the total mean values for the variable is 3.75. Job training satisfaction measures the employees' feelings about the whole job training activities and determining the training requirements, creating the training program, delivering the training materials, motivating learning, and assessing the training evaluation. Generally, the satisfaction of employees on training programme is shown the significant on the analysis it can be confirm the concept of sampling staff as they have wiliness the pleasure on attending the training whether mandatory or voluntary.

#### 4.4.5 Descriptive Analysis of Employee Performance

According to the output from the descriptive statistic, the results of employee performance like as dependent variable are as follow:

**Table (4.11) Descriptive Analysis on Employee Performance**

No.	Description	Mean	Std. Deviation
1.	Preparing and implementation a clear training strategy has positive impact on individuals and our organization.	3.69	.743
2.	Training programs in our organization enhanced the trainees’ performance results.	3.83	.784
3.	Applying the knowledge learnt in training to seize the goals of an organization.	3.80	.655
4.	The educational and trainings points me to upgrade my quality of working.	4.01	.705
5.	The trainings programs have effected on the employees’ loyalty to the organization.	3.90	.702
6.	There has desire to have knowledge, skills and abilities relevant to the organization.	4.00	.591
<b>Total Mean Value</b>		<b>3.87</b>	

Source: Survey data, 2022

The above table (4.11) means that the mean and standard deviation value by using descriptive analysis on the six statements of dependent variable were such as ‘Preparing and implementation a clear training strategy has positive impact on individuals and our organization.’ with (M = 3.69, SD = .743), the question of ‘Training programs in our organization enhanced the trainees’ performance results.’ was answered with (M = 3.83, SD = .784), the third item of ‘Applying the knowledge learnt in training to seize the goals of an organization.’ with (M= 3.80, SD= .655), the next item was ‘The educational and trainings points me to upgrade my quality of working.’ with (M = 4.01, SD = .705), the fifth statement of “The trainings programs have effected on the employees’ loyalty to the organization.” with (M = 3.90, SD = .702) and final question “The desire to have knowledge, skills and abilities relevant to our organization.” is (M = 4.00, SD = .591) and the total mean values for the variable is 3.87. Effective training provides a diverse range of advantages. Training promotes organizational culture, boost employee productivity, improve employee performance, and decrease turnover among employees. Training initiatives also assist employee in changing their attitudes toward their work, which is an important factor of enhancing performance.

#### 4.4.6 Factors Affecting of Training on Employee Performance

The following table shows the results in summary of mean value on factors the effectiveness of training on employee performance in Yangon Region

**Table (4.12) Factors Affecting of Training on Employee Performance**

Sr. No.	Description	Overall Mean Value
1	Training Evaluation	3.61
2	Knowledge Sharing	3.83
3	Skill Competence	3.85
4	Satisfaction	3.75
5	Employee Performance	3.87

Source: Survey Data, 2022

Table (4.12) shows the overall mean value factors affecting effectiveness of five involved factors. Employee Performance has the highest mean score among the all these factors, with a value of 3.87, then follow by Skill Competence the second highest value has 3.85. Overall, the mean score for Knowledge Sharing is 3.83, while the average score for Employees' Satisfaction is 3.75. Training Evaluation has the lowest mean score, with a value of 3.62 in the findings. Finally, trainees believe that employee performance is the most significant factor of effectiveness training.

The results show that Employee Performance has an overall mean score of 3.87. It can be demonstrated employee performance is one of the most important issues in Cooperative Sector. Training is one of several facts that have an impact on how well employees are performing across various industries. A trained person should be capable of high standards of productivity and implemented in practice in any organization including Cooperative Sector.

According to the findings, the mean total score for Skill Competence the second highest value has 3.85. It can be shown the employee assures their own access to affordable skills by investigating at work, attending educational meetings, seeking out information, and attending lectures for their related works. Proficiency in a skill depends on a qualities, ambitious,, intelligence, hard work, knowledge, literature, interactions, working experience, working year, and many others facts in working environment.

Knowledge Sharing has the mean score for 3.83. Knowledge acquisition and usage orientation is the capacity for innovation, technology, and ongoing organizational progress. Well-trained staff members can use their imagination to comprehend and enhance the service while sharing their current knowledge and skills.

The overall mean score Employees' Satisfaction is 3.75. The outcome demonstrates sustaining trainee satisfaction should be taken into account in value assessments and improvements in the trainees' confidence and readiness to assist may result from satisfaction. The degree to which learners report favorable experiences and believe the training material is pertinent and valuable is known as training satisfaction.

The last factor, Training Evaluation has the lowest mean score, with a value of 3.62. The evaluating after training can change an employee's skills, capabilities vision, and goals and their alignment with the purpose that must be fixed for training

objectives, the need for more training is identified. The essential factor of training evaluation that takes into account comments from workers is recording learner perceptions in order to enhance their performance in Cooperative Sector.

## **CHAPTER V**

### **CONCLUSION**

This chapter involves findings and discussions trend and suggestion trend on each factor related to employee performance base on study analysis. Moreover, the study comments some suggestions on how should it be more beneficiary training in order to some suggestions on the finding from the respondent with consistence in the literature logistic side.

#### **5.1 Findings**

The findings were based on collected questionnaires form, due to Covid-19 pandemic, current political situation and identifying several townships in the study area the author picked up it went to field study and passing google form template. This study identified four independent variables as training evaluation, knowledge sharing, skill competence and satisfactions and employee performance as dependent variable to create this study.

Eleven in all respondents answered the negative sense on the question “Do you think that the training you have attended is effective for your job performance?” it meant that they are not trusted on the training they attended what they get effectiveness. This research help to know what is the reason for this is the training cannot supply their expectation, ineffective training, the course is incompatible to utilize in their practical field, having vulnerable trainers, lack of diligence to attend the training.

The results show that female respondents are more than male. The reason why there are so many female responses is that there are more women allocated to the cooperative department's personnel than there are men. In the section on age, respondents who are between the ages of 31-40 have the majority group with (37.3%). The department's employees are of middle age, they are working perform well by



combining knowledge with experience in Cooperative Sector. Most respondents had bachelor's degrees (82.7%), followed by master's degrees (9.3%), and all had high literacy rates. Furthermore, the government intends to pay branch clerks, assistant officers, and staff officers in the class of 200,001-300,000 per month, with (84%) of the respondents. "Working experience in the cooperative Sector," shows a sharp increase (42%) with more than 15 years of experience and some employees from other departments have a bit of little experience in cooperative field.

According to the analyses result, Employee Performance has the highest mean score among the all these factors, with a value of 3.87, then follow by Skill Competence. Overall, the mean score for Knowledge Sharing is 3.83, while the average score for Employees' Satisfaction is 2.75. Training Evaluation has the lowest mean score, with a value of 3.62 in the findings. Trainees believe that employee performance is the most significant factor of training. The share knowledge and abilities, after training well-trained employee can improve the service. The qualities of passion, knowledge, work and effort, knowledge, literature, friendships, job experience, working year, and many other elements in the workplace all contribute to skill proficiency. Training satisfaction is a measurement of how much feedback from other co-workers and indicates they had a positive experience, skills, capabilities, goals, and arrangement in their work places.

By overviewing the result analysis, this research found that despite training has rather effective on employee performance in cooperative regime in addition some of employee' expectation is not received as much as their expected capacities, qualifications, subjects, theories, knowledge, information, and etc. on the training program under the arrangement of department.

The authentic training for employees has achieved better advantages to the government sector in increasing knowledge, productivity, loyalty service' scale and contribution by opening at the correct time.

## **5.2 Recommendations**

This study has to suggest adopting effectiveness training for enrichment of employee performance as the head leader of the organization should provide training facilities to enable trainers to give adequate and qualitative training to the trainees for Region and State of cooperative department especially more support to the weak State Department and training exercise and syllabus should be compatible with their

workplace and motivated and encouraged to gear efforts in acquiring new knowledge and skills which will accelerate their servicing. Then, training should be open to being flexible to those in need at the correct trainers, trainees, place and time for it to be more effective and beneficial to employees as well as a government organization. Leaders at all levels should make ensure that trainers and trainees are well trained on how to control their physical and mental features and make it to be effort with appropriately training level.

Moreover, Central and Local government should push to held more and more training program for the improvement of educational sector from study area to all factory. The central and local government need to more encourage for seedling the valuable employee's capacity building and should provide modern technologies, necessary training facilities, budgeted affiliate and other needed supported equipment. Likewise, local government is essential to collaborate well with motivating the employee to actively attend in the cooperative education session. Employee participation is the most important to train the beneficial training program, the trainings could not be implemented in government institution without employee and employment involvement. All of government staffs need to actively participation at the mental change, capacity building, training, awareness, raises the education level related with the success of the cooperative operation, therefore the government should lay down the new strategy of training program.

The government employees should attach the technology, using internet of things never delay with these things and ever try in line with times. Thus why, the employer should provide modern technologies, international information by striving and connecting with international technicians and experts from much more to get global standards. The government should provide enabling more effective webinar, seminar, panel discussion and workshop that would be encouraged the education of employees and members of cooperative societies for more expansion of their knowledge. To motivate the members, the government is needed to draw plans for the awareness training and knowledge sharing program to reach out to government staff and members in all regions.

Continuously, the institution should put big effort to enhance the completely training content and syllabus to be able to boost the employee performance and training should include more practical lessons that are more assistance to employees' capacity building. The head leaders of the Organization should design the training

programs in line with favorite standard that needs to be customized better for enrichment of employee performance and target clients.

This study recommends that effectiveness training and employee performance are linkage with vice-versa effectiveness on each other. The concerned employees are enchanted to attend the trainings, seminars and workshop as well as they have to anticipate the holistic empowerment on their capability and achievable the general knowledge regarding with their professional area after attending. Besides, the managerial officers of central and local departmental government are endeavoring by searching any way the best to foster the facility of their staff. As the overview, harmonization performance of the managerial role and operational role of the focused organization will be shifted to the better industry and concrete the individual and organizational performance leading to the improvement of community society as a whole.

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## **Official Website**

<https://www.analyticssteps.com/blogs/overview-descriptive-analysis>

<https://www.researchoptimus.com/article/frequency-analysis.php>

<https://mcrd-govmm.translate.google.com/index.php?page>

<https://mcrd.gov.mm/index.php?page=YWJvdXQmMTIwPWNvb3A>

## **Appendix**

### **A Study on the Effectiveness of Training on Employee Performance of Cooperative Sector in Yangon Region**

Dear participants,

My name is Ma Thet Thet Wai and I am a student of Executive Master of Public Administration in Yangon University of Economics. Now I am researching on the Effectiveness of Training on Employee Performance of Cooperative Sector in Yangon Region. The survey aims for only academic research. Please choice in each questionnaire item. The questionnaire will take about five minutes to complete and please help to answer the questions carefully. Thank you very much.

#### **Section One: Demographic Characteristic of Participants**

Q1. Gender

- Male
- Female

Q2. Age

- 20-30
- 31-40
- 41-50
- Over 51years old

Q3. Education Level

- Undergraduate
- Bachelor's degree
- Master's degree
- PhD
- Others

Q4. Monthly income

- Less than 200,000
- 200,001-300,000
- 300,001 -400,000
- Above 400,000

Q5. Working Experience in Cooperative Sector

- 1-5 years
- 6-10 years
- 11-15 years
- More than 15 years

Q6. Have you ever attend the trainings provided by cooperative department, cooperative university, cooperative college and training school?

- Yes
- No

Q7. How many times did you attend the trainings?

- One time
- Two times
- Three times
- Four times
- More than/ and five times

Q.8 Do you think that the training you have attended is effective for your job performance?

- Yes
- No



## Section Two: Training Evaluation

Please choice your opinion on each of the following questions by using the Five Likert scales.

(1 = Strongly dissatisfaction, 2 = Dissatisfaction, 3 = Neutral, 4 = Satisfaction, 5 = Strongly Satisfaction).

No.	Training Effectiveness	1	2	3	4	5
	<b>Training Evaluation</b>					
1	Training programs assessment can measure the employees' capability within the organization.					
2	Training evaluation can be manifested the human resource development of the organization.					
3	The quality training programs can be seized the strategy and task of monitoring and evaluation of the organization.					
4	The effectiveness training has reduced the cost and the consumption of time to accomplish tasks.					
5	Effective training has positive impact on the employee performance.					
	<b>Knowledge sharing on training</b>					
1	There has willingness to encourage the creation of a good working environment by sharing my knowledge.					
2	The training programs make me the improvement of knowledge, using the transfer skills and tools.					
3	There has perform to improve my organization by upgrading my capacity of working.					
4	There are sharing the knowledge what I learned that will be allow the other employees and members.					
5	There are sharing knowledge that how it benefits other employees' and members' performance in the organization.					
6	There has a desire to constantly seek and share information to increase my knowledge from training.					

	<b>Skill Competence</b>					
1	There has the chance to make the best use of the skills it has learnt in the taking of training.					
2	There has more expert in the workplace of competence after taking training.					
3	Job performance level has improved as a result of attending training.					
4	Job performance level will rise by attending the training frequently.					
5	The training programs have developed and enriched the knowledge and skill of most government employees.					
	<b>Satisfaction on trainings</b>					
1	The training programs have met the participants' need and expectations.					
2	The training programs have a positive impact on our quality.					
3	The effectiveness of training had increased our satisfaction level.					
4	The training courses have met our individual expectations.					
5	Satisfied with the skills in acquiring the training by an arrangement of the department.					

### Section Three: Employee Performance in Organization

Please choice your opinion on each of the following questions by using the Five Likert scales.

(1 = Strongly dissatisfaction, 2 = Dissatisfaction, 3 = Neutral, 4 = Satisfaction, 5 = Strongly Satisfaction).

No.	Employee Performance	1	2	3	4	5
1	Preparing and implementation a clear training strategy has positive impact on individuals and our organization.					
2	Training programs in our organization enhanced the trainees' performance results.					
3	Applying the knowledge learnt in training to seize the goals of an organization.					
4	The educational and trainings points me to upgrade my quality of working.					
5	The trainings programs have effected on the employees' loyalty to the organization.					
6	There has desire to have knowledge, skills and abilities relevant to the organization.					