

**YANGON UNIVERSITY OF ECONOMICS
DEPARTMENT OF MANAGEMENT STUDIES
MBA PROGRAMME**

**THE EFFECT OF ACADEMIC AND NON-ACADEMIC
FACTORS ON TRAINEE SATISFACTION AND
REPUTATION OF CIVIL SERVICE ACADEMY
(LOWER MYANMAR)**

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EMBA II – 39
EMBA 18th BATCH (NAYPYITAW)**

OCTOBER, 2022

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ACADEMIC YEAR (2019-2022)

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This thesis submitted to the Board of Examiners in partial fulfillment of the requirements for the degree of Master of Business Administration (MBA)

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ACCEPTANCE

This is to certify that the thesis entitled “**The Effect of Academic and Non-Academic Factors on Trainee Satisfaction and Reputation of Civil Service Academy (Lower Myanmar)**” has been accepted by the Examination Board for awarding Master of Business Administration (MBA) degree.

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ABSTRACT

The purposes of this study are to analyze the influence of academic factors on the trainee satisfaction, to explore the influence of non-academic factors on the trainee satisfaction, and to examine the effect of trainee satisfaction on reputation of Civil Service Academy (Lower Myanmar). To achieve these objectives, both primary and secondary data are used. Descriptive and analytical methods are applied in this study. Simple random sampling method is used in this study. One-month survey is conducted to collect the primary data. In this study, total population size is 334 trainees who are attending the Postgraduate Diploma in Civil Service Management Course Batch 8. According to the Raosoft sample size calculator, sample size is 179 trainees. This study finds that the academic factors such as learning experience, teaching, and assessing have positively influenced on trainee satisfaction. The non-academic factors such as library services and student affairs have positive influence on trainee satisfaction. Furthermore, there is positive effect of trainee satisfaction on reputation of Civil Service Academy (Lower Myanmar). Based on the results, the study recommends that the Executive Committee of Civil Service Academy (Lower Myanmar) should focus and enhance the academic factors such as learning experience, teaching, and assessing. In addition, the Executive Committee of Civil Service Academy (Lower Myanmar) should also consider enhancing the library services and student affairs as non-academic factors. By upgrading these academic and non-academic factors, trainee satisfaction will increase more. Trainee satisfaction will lead to build up the reputation of Civil Service Academy (Lower Myanmar).

ACKNOWLEDGEMENTS

I would like to express my sincere thanks to Dr. Tin Tin Htwe, Rector of Yangon University of Economics for her permission for my selection of the research topic as a partial fulfillment towards the Degree of Master of Business Administration.

I am very grateful to Dr. Nu Nu Lwin, Pro-Rector of Nay Pyi Taw State Academy, for her valuable comments, guidance, and suggestions for this thesis. Moreover, I would like to express my great appreciation to Professor Dr. Myint Myint Kyi, Program Director, Department of Management Studies at Yangon University of Economics, for her insightful comments and advices. I also would like to thanks to Professor Dr. Thin New Oo, Program Director of Nay Pyi Taw campus and Department of Management Studies at Yangon University of Economics, for her teaching, valuable advice, comments, suggestions, and encouragement during all time in preparing this thesis. In addition, Professor Dr. Hla Hla Mon, and Professor Dr. Than Thuzar for their valuable support through the study.

I would like to express my deepest gratitude to my supervisor, Professor Dr. Yan Yan Myo Naing, Department of Economics, Panglong University for valuable, patient guidance and suggestions to finish this study.

Moreover, I feel grateful to all respectful teachers and faculty members of the Department of Management Studies, Yangon University of Economics for their valuable lectures, guidance, and their kind support throughout the study.

I would like to deliver thanks to my friends who help and support me during the study. I also would like to thank the respondents who actively participated in the survey.

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CHAPTER (1)

INTRODUCTION

Mukhtar (2015) stated that higher education is the education at a college or university level is perceived as one of most crucial instruments for individual social and economic development of a nation. The main purpose of higher education are creation of knowledge and dissemination for the development of world through innovation and creativity. As well, Fortino (2012) argued creation of prepared minds of students as purpose of higher education. Hence, higher education institutions are increasingly recognizing and are placing greater focus on meeting the expectations and needs of their customers, the students (DeShields & Erdener, 2005). Therefore, Yusoff and Woodruffe (2015) claimed successful completion and enhancement of students' education are the important reasons for the existence of higher educational institutions. This positive development in higher education describes the importance of educational institutions understanding student satisfaction in a competitive setting. Currently the higher education environment is strongly affected by globalization. This has enlarged the competition among higher education institutions to adopt market-oriented methods to be differentiate themselves from their competitors to draw in as several students as doable satisfying current students' desires and expectation.

In the context of higher education, service quality is increasingly necessary in affecting student success. However, the assessment is emphasize on the experiences of numerous state officials who have worked in higher education institutions. According to Jancey and Burns (2013), students are the most vital stakeholder in higher education institutions, and their interactions with many programs are based on their college years. Additionally, Nguyen et al. (2019) stated that researchers and education institution managers in Vietnam currently retain the view that education is a service and students are consumers. As a result, administrators increasingly appreciated education when evaluating students' service efficiency at a university.

Despite its difficulty, the essential in measuring and controlling service quality needs to be carefully examined (Seth et al., 2005). Bolton et al. (2004) showed that tight competition among service industries urge those actors to unendingly improve their services. As a section of the industries, higher education such as university and college

must give the best service quality to the students as well. The value of providing a good brand origination for customers to continue giving superior results has been indicated in the literature (Wong & Merrilees, 2008). In accord with Judson et al. (2008), in the context of higher education services, brands have long been viewed as a barometer of excellence. A good university brand will lead to an outstanding reputation image (Palacio et al., 2002). According to Abdullah (2006), student satisfaction is a critical element of university performance and can enhance perceived service efficiency.

Globalization and ever-changing environment make private organizations to satisfy the demand of the customers. Not only private agencies, but public organizations also faced these conditions because the public wants better services than before from the government. Individual employees are geared up with the suitable capabilities and information through training to carry out their assigned tasks and therefore, training has a big impact on the organization overall performance and its efficiency (Niazi, 2011).

Hasan et al. (2008) explained a higher education institute, that aims at obtaining a competitive advantage in the future, needs to emphasize an effective and creative method to attract, maintain and foster better relationships with students. For this reason, universities, academic institutions should continue to creative, innovate and diversify their structures and find new methods to give their services more and more effectively to their students.

Scholars have made a significant effort to conduct several studies to define how various service quality instruments are used in many industries (Brady et al., 2002). The common instruments used to measure the applicable efficiencies consist SERVQUAL, SERVPERF, and a combined SER-IMPERF scale (Anvari et al., 2005). The SERVQUAL scale is used to evaluate the service quality in tertiary education. SERVQUAL is a most popular widely used service quality model which has been using to measure students' satisfaction around the world. Datta and Pradela state that SERVQUAL is a service quality gap model, which has been applied to assess service quality in various sectors such as internet marketing, hospitality, restaurants, banking, commercial hospitals, insurance, and higher education.

In affording to improve the quality of services, there are deficiencies that should be corrected. Preliminary surveys conducted shows that several deficiencies, namely the lack of lecturers in mastering teaching materials, lack of lecturers who can communicate well

during teaching, lecturers who do not care about their students, campuses that are still being collaborated and are poor professional, learning facilities and infrastructure that are still in poor status, lecture rooms are less conducive to lectures, and weak administrative staff services for the students. Consider this condition, it is necessary to find out the quality of services provided in universities. The institution quality was based on understanding students' perceptions by using the HedPERF scale.

A scale for measuring service quality based on students' perceptions of college performance (Abdullah, 2006). Abdullah suggested HEdPERF (Higher Education PERFormance), a recent and more detailed performance-based measuring scale aimed at capturing the genuine determinants of service quality in the higher education sector. The HedPERF scale consisted of various dimensions including academic aspects, non-academic aspects, reputation, program issues, and access. Ali et al. (2016) explained that HEdPERF may be a broad scale within which a broad vary of service attributes is covered within the context of universities, and which academic and non-academic aspects are the essential dimensions that influence international student satisfaction.

In the study the academic and non-academic factors are the factors that student look at in order for them to have the overall satisfaction. Better service quality yields higher student satisfaction, which leads to the formation of a good reputation. Ali et al. (2016) revealed that student satisfaction is influenced by many factors, including academic and non-academic factors and effective communication between students and faculty. Ali et al. (2016) found that student satisfaction affects university image significantly, and that satisfied students perceive the institutional image positively.

The role of civil service personnel of a nation is very important. All around development of a nation mainly depends on government employees who are good hearted and competent and have a correct view and moral convictions. Therefore, in Myanmar, training courses are always conducted at all ministries and departments. Civil servant of all ministries and departments in Myanmar conducts training at the Civil Service Academy (Lower Myanmar) and Civil Service Academy (Upper Myanmar) under the supervision, control, and guideline of Union Civil Service Board to become a good civil service personnel.

This study endeavors to build a framework empirically to investigate the effect of Civil Service Academy (Lower Myanmar) service quality on trainee satisfaction and

institutional reputation. The study aims to explore the extent to which service quality dimensions (academic and non-academic factors) influence trainee satisfaction and general reputation and analyze whether trainee satisfaction influences the reputation of an institution.

1.1 Rationale of the Study

The men power of the government servants pushes a country to develop and be growth sustainably forever. If the standard of performance of civil servants is not ensured, nations cannot make any headway in development. The government servants are including in the important sectors to develop and be growth sustainably the country. Developing or not of the country depends on the civil servants' qualities and abilities. Therefore, developing the ability of civil service officials is the main sector of all public sectors. But the quality of education provider the lecturers, programs offered, and the facilities is the main concern to produce quality student. In order achieve the overall quality, education institution must fulfil the entire requirement stated by the governance body.

If businesses (institution) understand the reality and make efforts for giving satisfaction to the customers (trainees) then it will be beneficial for the businesses (institution) in the long run. Thus, Government of Myanmar must recruit the new employees and then, give them training to know more about the process of government works. Training includes the usage of formal and informal processes to impart knowledge and support people acquire the skills needed for them to complete their jobs pleasingly, while progress makes employees for other positions in the organization and raises their capability to move into jobs that may not yet exist.

Civil service training matter is including one of the main sectors of a government in a country to develop and growth sustainably. The government servants are not only implementer for government as well as the hands of the government but also giver to serve for public as well as a provider for them. Thus, the competences of the civil service personnel are very important for public (to give service), a government (to perform implement) and a country (to push ahead). There are three parts of competence and they are knowledge, skills, and attitude. Therefore, the government need to fill up that competence more and more improve to the civil service personnel. As the new employee who are gazette officer plays a crucial role not only to serve the public effectively and but also to build the strong Nation.

Civil Service Academy (Lower Myanmar) conducting various training including new gazette officers training and in-service officers and staff of civil service personnel of all ministries and departments in Myanmar under the supervision and guidance of Union Civil Service Board. Therefore, the new gazette officers training course is very important not only for our organization and but also for the entire nation and entire society. Thus, this study focusses on the new gazette officers who attending the course of Postgraduate Diploma in Civil Service Management (PGDCSM) Course Batch 8 at the Civil Service Academy (Lower Myanmar).

1.2 Objectives of the Study

This thesis studies the influence of factors with service dimension on trainee satisfaction and reputation of Civil Service Academy (Lower Myanmar). It investigates factors influencing such as academic and non-academic factors on trainee satisfaction and reputation of Civil Service Academy (Lower Myanmar). Therefore, the research study is intended for three main objectives as following:

- (1) To analyze the influence of academic factors on the trainee satisfaction of Civil Service Academy (Lower Myanmar).
- (2) To explore the influence of non-academic factors on the trainee satisfaction of Civil Service Academy (Lower Myanmar).
- (3) To examine the effect of trainee satisfaction on reputation of Civil Service Academy (Lower Myanmar).

1.3 Scope and Method of the Study

This study mainly focuses on the effect of academic and non-academic factors on trainee satisfaction and reputation of Civil Service Academy (Lower Myanmar). Simple random sampling method is applied in this study. Data collection period started 1st July 2022 to 31st July 2022. According to the Raosoft sample size calculator, sample size is 179 trainees out of the population size 334 trainees.

Primary data is collected by distributing structured questionnaires to trainees from Postgraduate Diploma in Civil Service Management Course Batch 8. To collect primary data from trainees, a structured questionnaire with a 5-points Likert scale. Secondary data is gathered from previous research paper, textbooks, websites, and other related

information resources from Civil Service Academy (Lower Myanmar). Descriptive statistics and multiple linear regression analysis are applied to analyze the effect of academic and non-academic factors on trainee satisfaction and reputation of Civil Service Academy (Lower Myanmar).

1.4 Organization of the Study

This study is combined with five chapters. Chapter one contains the introductory that explains rationale of the study, objectives of the study, scope and method of the study and organization of the study. Chapter two describes theoretical background of academic factors, non-academic factors, trainee satisfaction and reputation. Moreover, the empirical studies of service quality dimension on trainee satisfaction and reputation and conceptual framework of the study. Chapter three mentions profile of Postgraduate Diploma in Civil Service Management Course (PGDCSM) Batch 8. Chapter four expresses analysis of trainee satisfaction and reputation towards academic and non-academic factors. The final chapter five discussed the findings of the paper, discussions, suggestions, and recommendations and need for further study.

CHAPTER (2)

THEORETICAL BACKGROUND

This chapter presents the theoretical background of all the applied theories in this study. It describes academic factors, non-academic factors, trainee satisfaction and reputation. The concept of each variable will be reviewed by different authors' perspective. And then conceptual framework of the study will be discussed at the end of the chapter.

2.1 Academic Factors

The academic refers to the main tasks and functions of academic staffs, which are transmitting of knowledge through research. Students' academic performance is affected by various factors which include students' learning skills, parental background, peer influence, teachers' quality, learning infrastructure among others.

Academic factors are described as academic responsibilities, which include teaching, conducting examinations, and assessing (Abdullah, 2006). Academic staff is evaluated for professionalism, competence, performance, and willingness to assist students. Greimel and Geyer (2003) observed that students need teachers to explain new learning content and provide answers clearly and comprehensibly. The academic staff's quality of service and their interaction with students are related to retention rates and student satisfaction (Khoo et al., 2017).

Academic aspects/factors include positive attitudes, good communication skills, sufficient consultation, regular feedback to students and outsourcing teaching staff's ability of which relate to the responsibilities of academics (Firdaus, 2005). Descriptive criteria for this factor are related to academic issues such as knowledge, teaching methods, problem solving in learning, communicative attitudes of teacher towards learners (Abdullah, 2006).

Academic factors including teaching, assessing, and learning experiences are described as academic responsibilities providing by the lecturing and institution.

2.1.1 Teaching

Good teaching is the basis for the idea of expertise because it related to effectiveness of teaching behavior. Scholars have identified several characteristics that could explain good teaching. (Wechsler & Shields, 2008).

Some earlier studies consider the teacher and course evaluation as the primary construct (Babbar, 1995), teaching quality (Brocato & Potocki, 1996) has been the focus in a few other studies. There is a wide consensus among researchers and policy makers that teacher quality is an essential component of school quality, perhaps the key component (Rugraff, 2004). Thus, teacher quality becomes a most important issue in current movements of education reform and school improvement (Heitmann, 2006).

As the teacher quality issue becomes an important national priority, research efforts are focusing on understanding of the key components of teaching effectiveness. A better research-based understanding regarding teaching quality can allow the policy makers to identify specific cognitive abilities to the teaching profession, design suitable preservice and in-service training programs, and provide an adequate institutional support for the teachers' work (USDOE, 2005). The past decade clearly demonstrates the significance of the teacher in fostering student growth and academic achievement (Lasley et al., 2006).

Darling-Hammond (2010) explained that teaching quality is in part a function of quality teacher and also highly influenced by the context of instruction. "Teaching quality means to strong instruction that ables a wide range of students to learn". Strong instruction should meet learning objectives, the needs of discipline, and the needs of learners in a given context. It implies that a quality teacher should be unsuccessful in a context where there is a mismatch between the demands of the situation and teacher skills and knowledge.

2.1.2 Assessing

Asting (2012) stated that assessing is the gathering and collecting of information concerning the activities of students, staff, and institutions of higher education. The information may or may not be in numerical form, but the basic motive for gathering it is to increase the activities of the institution and its people. The term assessment refer to two different activities: (a) the mere gathering of information (measurement) and (b) the use of that information for institutional and individual improvement (evaluation).

The assessing term refers to the different methods or tools that educators use to measure, evaluate, and document the learning progress, academic readiness, skill acquisition, or educational needs of students in education. As academic lessons just have various functions, assessments are normally designed to measure specific elements of learning e.g., the knowledge level of a student already has about the concept or skill the teacher is planning to teach or the ability to comprehend and analyze various types of texts and readings. Assessments also are used to explore individual student weaknesses and strengths. Therefore that educators can provide specialized academic support, educational programming, or social services.

Assessing is essential to educational practice. High-stakes assessments exemplify curriculum ambitions, define what is worth knowing, and force classroom practices. It is needed to develop systems for assessment that reflect their main educational goals, and which reward students for developing skills and attributes that will be of long-term benefit to them and to society. There is good research evidence to define that well designed assessment systems lead to enhanced student performance.

Erwin (1991) affirmed that assessment means the systematic basis for making inferences about the learning and development of students. It is the activity of defining, selecting, designing, gathering, analyzing, interpreting, and using information to increase students' learning and development. Assessing is the systematic gathering, collection, review, and use of information about educational programs perform for the purpose of improving student's learning and development (Palomba et al., 1999).

2.1.3 Learning Experience

Some attempts have been made to think about students' evaluation of their learning experiences as a basis for analyzing and evaluating the effective of teaching. Lunenburg (2011) defined that to develop criteria for rational priorities in selecting learning experiences, it is essential to describe some significant problems. Lunenburg points out the importance of understanding that the curriculum includes two different things: the content (subject matter) and the learning experiences (the mental operations that students employ in learning subject matter).

Learning experience means any interaction, course, program, or other experience that which learning takes place, whether it happens in traditional academic settings

(schools, classrooms) or nontraditional settings (outside-of-school locations, out of door environments), or whether it includes traditional educational interactions (students learning from lecturers and professors) or nontraditional interactions.

It is important to include affective aspects in the assessing of service quality in higher education since what matters most to students is the delivery of the total student experience, which is also a key factor in the assessment of quality in higher education (Baird & Gordon, 2009). The student experience is increasingly being regarded as an essential area for HEIs to differentiate themselves from the competition (Baranova et al., 2011). The basic role of HEIs is to provide quality learning experiences to its students.

The student learning experience has also been analyzed through studies examining approaches to teaching, curriculum, syllabus and resource development, and therefore the construction of learning environments. The immediate rationale for this review may also be derived to the adoption of the term ‘student learning experience’ as a main part of the Higher Education Academy’s mission under the leadership of Paul Ramsden, and the underneed for the sector to develop and share a clearer conceptual understanding of those concepts.

Thus what’s meant by student learning experience isn’t subjected to discussion or clearly defined. In its Strategic Plan 2005–2010 the Higher Education Academy identifies the student learning experience as a key driver of its work. What this suggest for the focus of energy and resources is a smaller amount than clear: “strategies for retention, the effective uses of e-learning, the development of enterprise capabilities, and support for wonderful analysis training environments” being among the various areas to be considered (HEA, 2005).

A broad various of experiences across different contexts and settings which transform the perceptions of the learner, facilitate conceptual understanding, yield emotional qualities, and nurture the acquisition of knowledge, skills, and attitudes. In educational settings learning experiences are ideally challenging, interesting, rich, engaging, meaningful, and appropriate to learner needs. Previous learning experiences are key factors predicting further learning.

2.2 Non-Academic Factors

Non-academic factors such as students' confidence, self-motivation, finances, social support, family support, and some researchers would say the most essential non-academic factor is social integration. This factor consists of indicators related to assisting students in satisfying their learning obligations and related to service delivery procedures, working hours, academic counselling, health care, finance, extracurricular activities, etc. These activities are the responsibility of students without direct teaching and learning activities. (Abdullah ,2006)

Non-academic factors include social life quality (i.e., student and psychological health counseling), admissions, financial services, cafeterias, library services, and other services not directly related to teaching and learning activities (Abdullah, 2006). The capability and willingness of the administrative staff and other service providers regarding respect for the other parties (eg. customer, student), equal treatment, and protection of the confidentiality of information are focused (Abdullah, 2005).

Non-academic aspect of the HEdPERF model refers to aspects that relates to the duties and responsibilities carried out by non-academic employee of educational institutions. Some of the duties include how the administrative employees communicate with the students; how students are treated by the administrative employee and the knowledge the administrative staffs have about the university or institutional system (Firdaus, 2005).

Some researchers would say the most important non-academic factor, social Integration is considered a postsecondary student's ability to relate with others through joining organizations, meeting, and building relationships with new friends, and developing friendships with college employees (Tinto, 1975).

Non-academic factors including student affairs, recreation and library services are supporting by the administrative department and staff.

2.2.1 Student Affairs

The field called student affairs in higher education is made up of professionals dedicated to providing the academic and personal development of individuals attending college or university. Other activities for this sector include student services, student success or student personnel. Those who work in the field specialize in assisting students

with a broad array of aspects related to the pursuit of a post-secondary education. There are positions within the discipline that emphasize on administrative tasks and those that are more geared toward hands-on assistance.

Each of the institutions within and across type and mission may organize their student affairs units differently in order to be responsive to student and community need in alignment with their mission (Kuk & Banning, 2009). Student affairs is the department or division of services for student success or activity. The field of student affairs grew out of the importance to educate students beyond the classroom, placing a growing importance on the creation of an engaged citizenship and educating the person with particular regard to moral character (Thelin, 2011).

Within higher education, student affairs normally includes the services and support functions outside classroom instruction designed to increase students' development (NASPA, n.d.). Student affairs refers to the group of departments that use resources to achieve institutional missions while also building supportive and inclusive communities. This office ensures that appropriate and student-friendly services and programs are accessible to a university's student body.

Schwartz (2002) showed that this group of smaller departments are in charge of supporting the academic and personal development of students at school. Departments included under student affairs may include academic advising, admissions, career services and counselling. As institutions grew in size and scope, a need emerged to develop positions to provide support to the students and departments and to provide relief to presidents.

Culp (2005) wrote that a set of main values guides much of the job of student affairs at community colleges. These values include "ensuring access and opportunity for all, developing the whole student, providing quality services to meet all student needs, believing that all students matter and issue, facilitating student learning and success, and believing in the educational richness and power of the out-of-classroom environment".

Student affairs is the Department within a college or university that provide support to students outside of the classroom. Personnel in the higher education setting who serve and support college students' personal, academic, and professional development beyond the classroom; personnel who specialize in direct student support providing campus resources that create opportunities for students to explore their interests and passions during their college experience. Despite scholars today noting the important role student affairs

practitioners play in the achievement of institutional goals, the idea of administrators at the college or university dedicated to outside of the classroom initiatives for students was simply not a consideration for early higher education leaders (Rosser & Javinar, 2009).

The student affairs term means in relation to a department or division of services built for students' success and welfare. These groups are for both academic and personal aid for the students in colleges and universities. These student affairs departments define different concerns of students, such as academic and career counseling, mental health, and peer pressure. This department provides students a platform where they can confide their problems with someone responsible. The wider agenda of these departments is to achieve internal institutional missions and objectives whilst supporting the student community. It also helps them prepare for exams.

Since early days at Harvard College, many aspects of collegiate life have drastically changed, student matters (i.e. gender and student populations), institutional missions a few. Student affairs functions existed although were not named as such. For example, students were often stayed together with the faculty leaders of the institution. While these early faculty leaders' primary responsibility was emphasized on teaching, these educators also had responsibilities for keeping order in student living quarters, serving as disciplinarians, and ensuring students were fed and providing students healthcare (Hirt, 2006).

2.2.2 Recreation

Recreation refers to all or any those activities that people choose to try to do to refresh bodies and minds and build their leisure time additional and more interesting and enjoyable. For examples of recreation activities are swimming, walking, meditation, reading, dancing and taking part in games.

Like culture and art, leisure and sports, recreation activities play a significant role in communities. Their numerous advantages include improve the physical and mental health and well-being of individuals, contribute to the authorization of individuals, and promote the event of comprehensive communities. Recreation, leisure and sports activities out to include individuals, tiny groups, teams or whole communities and are relevant to people of all completely different ages, abilities and levels of skill. The kinds of recreation, leisure and sports activities student participate in vary largely depending on local context, and have a tendency to reflect the social systems and cultural values.

Refreshment in body and mind, as after work, by performing some kind of play, amusement, or relaxation. Any form of activities embrace play, amusement, or relaxation used for this purpose, as games, sports, or hobbies. Something done for pleasure or to relax, or such activities generally.

2.2.3 Library Services

Saleh and Lasisi (2011) explained libraries play a key role in developing any society. It is a democratic institution and provides services to all residents of any community to improve their individual, family and community lives (Scott, 2011). Akanwa (2010) defined the library that provides information resources, services, and recreational outlets to the citizens, consists of young, old, literate and non-literate. Opined that library is a place where community members can get free and easy access to a broad range of information and knowledge (Wijetunge,2000). The basic goal of the library is to provide resources and services to individuals and organizations to meet their informational, educational, and recreational requirements (Koontz & Gubbin, 2010).

Library services means all library services that are offered by a public library. Library services means the performance of all activities of a library relating to the collection and organization of library materials and to making the materials and information of a library available to the public. Waheed et al. (2017) showed that most libraries in Punjab Pakistan, offered services like reference, Selective Dissemination of Information (SDI), current awareness services, internet, digitizing, photocopying, and document delivery services. Library service is a service which provides reading materials for convenient use; circulation of reading materials; service to help provide users with library materials, educational and recreational audiovisual materials; or a combination of these services.

Sohail et al. (2012) studied the use of library resources by the students at University of Kalyani. Authors found that guidance in the use of library resources and services was necessary to help students to meet their information requirements. They also found that textbook, journals, and lecture notes were the most popular sources of information for the students. They suggested that the latest edition of textbook and reference materials should be added to the library collection and users should be guided to use the resources of the library.

Library services is services provided by the library to online students can include instruction on how to easy access and how to use library materials; reference services to provide quick and answers to student questions; and materials delivery services which provide students with access to library materials online or items delivered to students' homes. These are services provided by the library to the users that include instruction on how to access and use library materials. These are services provided to enhance the use of library items, communicate library users with library resources, and meet their information requirements.

The information need, use of information and data channels, information seeking method and information and data seeking behavior of the students of engineering schools attached to Anna University. Authors additionally investigated the sufficiency of the library resources and also the levels of satisfaction in library services. Library services are supported to fullfill the information, educational and recreational needs of the library users. Services to users ought to be either directly through contact with them or in directly through activities carried out "behind the scene" (Rahiman and Tamizhchelvan, 2011).

Taufiq et al. (2020) found user satisfaction with public libraries' resources and services and also frequent visits to the library have a positive relationship with users' satisfaction. The respondents were not satisfied with printed data resources and with the catalogue of the libraries.

2.3 Trainee Satisfaction

Satisfaction in the context of graduate education has been defined as positive feelings that students have toward their program. An individual's level of satisfaction is depend on the degree to which a product, experience, or service meets an individual's needs and expectations. If a person's expectations have been met or exceeded, the individual is considered satisfied(Cacioppo, 2000).

Trainee (student) satisfaction is a cognitive or affective reaction to a single or prolonged set of services that trainee (student) encounter (Ali et al., 2016). According to Helgesen and Nettet (2007) showed that trainee (student) satisfaction is an attitude resulting from assessing trainee (student) experience regarding service quality. Trainee (student)s' satisfaction not only plays a vital role in building image and reputation of the

university or college it also contributes substantially to the attainment of educational goals (El Ansari & Oskrochi, 2006).

In higher learning industry, trainees (students) are the main client for universities and colleges, which implies success or failure of an institution is essentially depends on its student satisfaction. Sapri et al. (2009) outlined that trainee's (student's) satisfaction may be a short-term attitude that results from analysis of their expertise on education services that they had received. Kotler and Clarke (1987) showed satisfaction because the desirable result of a task or job that pleases one's esteem. According to Malik et al. (2010), satisfaction is that the intentional performance that outcome in one's contentment. There were researches on trainee's (student's) satisfaction that involved with quality of courses and teaching (Sapri et al., 2009). No doubt that such measure of trainee (student) satisfaction is incredibly necessary for universities as a result of it tells students requirements and expectations; such investigations ought to be thought of because the basis of optimal characteristics of the service provided by universities (Arambewela, 2008). Kotler (1997) found that who consider trainee (student) satisfaction to be a first-rate measure of service quality, universities too are becoming additional student oriented.

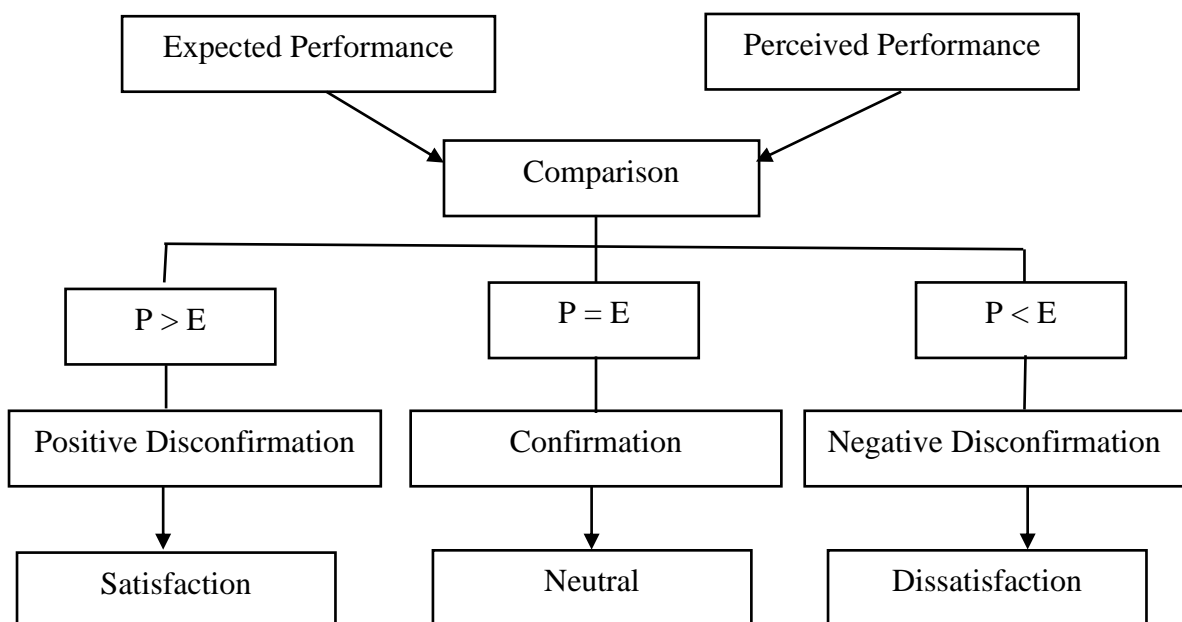
Trainee (student) satisfaction as higher education trainees (customers) is incredibly necessary to be assessed since the quality of a higher education institution are often seen from the extent of student satisfaction (Yang et al., 2013). Satisfaction is therefore based on the power of a service provider to satisfy or surpass the expectations of a trainee (customer) (Rezaei et al., 2011). Satisfaction happens in higher education when perceived performance meets or exceeds the trainee's(student's) expectations, that is being formed frequently by continual experiences in campus life (Firdaus, 2005).

Trainee's (student's) satisfaction reflects outcome connected experiences with university services as compared to pre-consumption expectations. Likewise, the totality of satisfactions with specific service encounters result in to overall students' satisfaction. Trainee(student) satisfaction is deemed as a very important construct for understanding activity intentions or outcomes at the individual student level. It is also essential for considering ways which will be used to attract and retain students for future programs at an organizational level (Negricea et al., 2014).

A theory that best explain customer satisfaction is disconfirmation paradigm (Oliver, 1980). Disconfirmation theory indicates that customers compare a new experience with a standard they have developed. Their belief concerning the service is set by how well it measures up to the present standard. The theory presumes that customers build purchases supported their expectations, attitudes, and intentions. Later, throughout or when consumption, a perception of performance happens because the customers judge the experience. The method is completed when customers compare the particular service performance with their pre-experience standard or expectation. The result is dissatisfaction or satisfaction, or confirmation.

1. Confirmation occurs when the actual performance matched the expectation, leading to a neutral feeling:
2. Positive disconfirmation occurs when the performance is more positive than what was expected, which than leads to satisfaction; and
3. Negative disconfirmation occurs when the performance perceptions do not meet expectation, which then leads to dissatisfaction.

Figure (2.1) Disconfirmation Theory Model



Source: Oliver (1980)

2.4 Reputation

Reputation may be viewed as a international or customized amount. For social community network researchers, status or prestige or reputation is a amount derived from the underlying social community network. Reputation is often pressured with ideas and concepts associated with it, such as trust (Yu, et al., 2001). The trouble with a number of reputation research lie in their loss of careful evaluation primarily based totally on present social, biological, and computational literatures concerning reputation.

Reputation refers to the positivity or negativity of an institution's image, that comes to the consumer's mind once viewing a brand (Lahap et al., 2016). Accordingly, a high reputation can offer certain advantages to an organization, such as to getting better resources and hiring a lot of competent staff, ultimately resulting in bigger gain opportunities (Pfarrer et al., 2010).

The commonly mentioned reputation is that the corporate one. A company reputation is primarily related to identity and image (Alves & Raposo, 2007). The value of providing a good brand origination for customers to continue providing superior results has been indicated within the literature (Wong & Merrilees, 2008). In the context of upper education services, brands have long been viewed as a measuring system of excellence (Judson et al., 2008). A good university brand will lead to an excellent reputation image (Palacio et al., 2002).

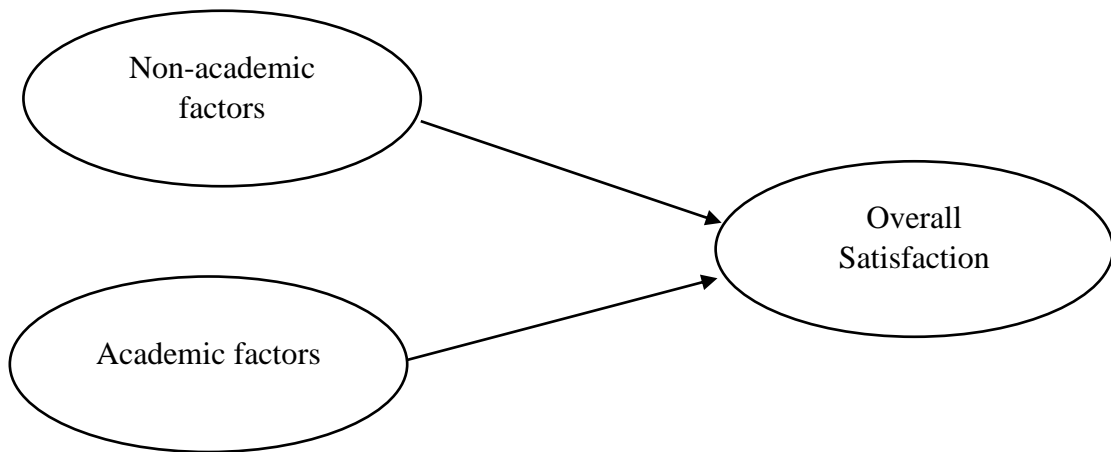
The reputation of an educational institution is a major element for customers; as each customer seeks to judge the general positive impact of a product or service before taking purchase call (Archambault, 2008). Reputation relates to the skilled image projected by the university and also the employment of the institutional graduates (Firdaus, 2005).

2.5 Empirical Studies of Academic Factors and Non-Academic Factors on Satisfaction

The conceptual model of this study comes out from review on some conceptual models developed by previous researchers. The conceptual model is adapted to two previous researchers' models which are closely related to basic assumptions of this study.

The first model focuses on the relationship between academic factors, non-academic factors, and overall satisfaction. This model is shown in figure (2.1).

Figure (2.2) Conceptual Framework of Kagasheki



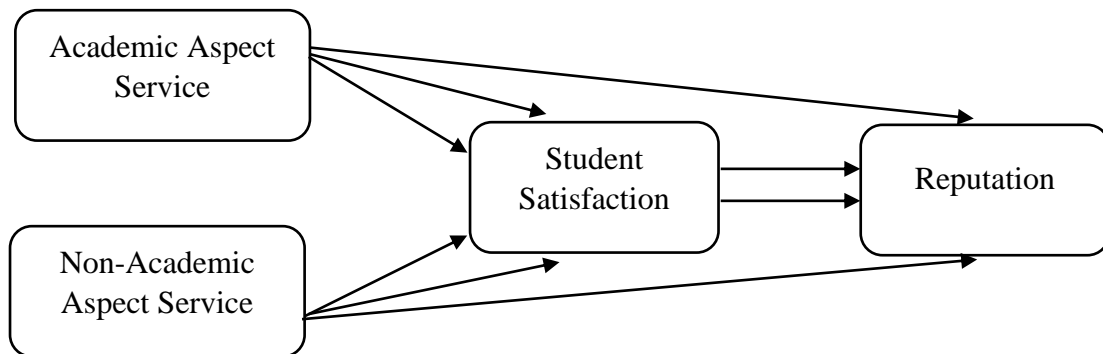
Source: Kagasheki (2015)

According to figure (2.2), in this previous paper, study was designed to specifically explore two service quality dimensions that represent academic factors and non-academic factors related with universities or institutions with consideration of their effects upon overall student satisfaction. Study is an evaluation of the effect of service quality on customer satisfaction with a specific focus on Eastern Mediterranean university of North Cyprus. Study examined the academic factors such as the teaching system, course curriculum and non-academic factors such as Accounts office, Registrars office, Transportation system and lastly the Library system, these factors were examined in order to find out if they had an effect on the student's satisfaction. Study was found that there is a positive relationship between service quality and customer satisfaction.

In the results of study showed that the respondents' response according to the program level had enough evidence that students believed that the university management was not giving enough attention on prompt/dealing with the students' complaints this affects the students' satisfaction because they are not helped to their expectations and their complaints are not given attention.: the results also showed that there is a positive relationship between service quality and customer satisfaction.

The second model is about the effects of Taiwan's higher education service quality on international student satisfaction and institutional reputation. This model is shown in figure (2.3).

Figure (2.3) Conceptual Framework of Moslehpour et al.



Source: Moslehpour et al., (2020)

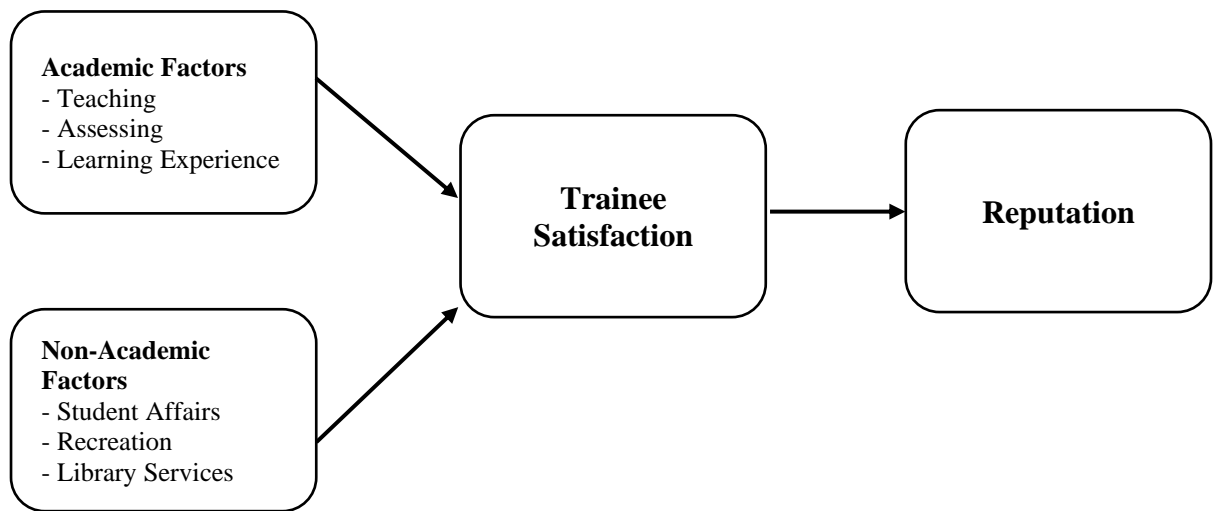
In figure (2.3) of previous paper, study was constructed to specifically two service quality that represents academic aspect service and non-academic aspect service related with national and private universities in Taiwan with consideration to their effect upon student satisfaction among international student and reputation. In previous study, one dependent variable is reputation, two independent variables are academic aspect service and non-academic aspect service, and one mediating variable is student satisfaction.

Study explored the influence of both academic and non-academic aspects of service quality on international student satisfaction and institutional reputation. The non-academic aspect of service quality is that the most influential variable in student satisfaction, and student satisfaction strongly affects institutional reputation. Student satisfaction mediates the connection between the tutorial and non-academic aspects of service quality and institutional reputation. This study's findings could help higher education institutions in Taiwan assess and improve their service quality, which might help them attract international students.

2.6 Conceptual Framework of the Study

The conceptual framework is constructed based on theoretical concepts and previous studies. The study intends to explore the influence of academic factors on the trainee satisfaction, to explore the influence of non-academic factors on the trainee satisfaction and to examine the effect of trainee satisfaction on reputation. The conceptual framework is shown in figure (2.4).

Figure (2.4) Conceptual Framework of the Study



Source: Own compilation based on previous studies (2022)

Figure (2.4) illustrates the conceptual framework of this study. Two service quality dimensions such as academic factors and non-academic factors represent as influencing factors and trainee satisfaction represent as dependent variable of the study. The academic factors consist of teaching, assessing and learning experience and non-academic factors consist of student affairs, recreation and library services represents. These influencing factors may affect on trainee satisfaction while attending the Postgraduate Diploma in Civil Service Management Course at the Civil Service Academy (Lower Myanmar). The model specifies the role of trainee satisfaction may affect on reputation of Civil Service Academy (Lower Myanmar). Reputation of Civil Service Academy (Lower Myanmar) is considered as the outcome of the impact of trainee satisfaction towards the service quality in this study.

CHAPTER (3)
PROFILE AND NATURE OF
CIVIL SERVICE ACADEMY (LOWER MYANMAR)

Since Myanmar has been existed as a country with its own sovereignty over 2000 years ago, there had been classified into two administrative body such as Nay Pyi Taw (Central level) and regional level definitely so as to be able to appoint personnel efficient in martial arts, intelligence, bravery and diligence through standards of selected system, and there in Central administrative system, it had been organized with Hluttaw, Courts and Offices within the later time of reigns of Myanmar kings of Koneboun dynasty.

During the reigns of Myanmar Kings, civil service had been typically classified into normal civil service and personal civil service through the appointment systems of gazette announcements, orders and oral instructions. At that time, the British colonial civil service system which was initiated and practiced in India nation was displaced when the civil administration system of Myanmar kings had been removed.

Union Civil Service Board was well organized in 1953 when the independence from the British government in 1948 and have become a sovereign country. The Board was directly accountable to the State and performed the duties and responsibilities of selection, coaching of civil service yet as scrutinizing the structure of civil service organizations, aided the government with the matters concerned with civil service affairs to be able to lay down the principles, regulations, procedures, norms and policies. Consequently, the Board was stood because the Central Personnel Agency to take the responsibilities of civil service affairs. To train the civil service personnel, Civil Service Academy (Upper Myanmar) and Civil Service Academy (Lower Myanmar) were organized under the guidance of Union Civil Service Board. The functions of the two CSAs were same although the training activities were not the same especially opening training courses.

3.1 Overview of Civil Service Academy (Lower Myanmar)

To train the civil service personnel so that they may be fully conversant with the line of obligations, duties and responsibilities and thereby enabling them efficiently to discharge their duties and responsibilities and become good civil service personnel, serving

the interest of the people in taking part in the economic, social, political and administrative sector, the Civil Service Academy (Lower Myanmar) was first founded as a Central People's Service Training School on 1st January 1965.

It was enhanced to a status of an Institute on 5th May 1977. According to the location of Institute the name of the Institute is identified as the Central Institute of Civil Service (Phaunggyi) which is situated near Phaunggyi Village. The name of the Institution is additionally modified from the Central Institute of Civil Service (Phaunggyi) to Central Institute of Civil Service (Lower Myanmar) on 27th May 2016 in keeping with the Government Cabinet Meeting No (3/2016) on 12nd May, 2016.

The Civil Services Academy was started on 2nd January, 2017 as a training wing in accord with the guidance of Union Civil Service Board of the Republic of the Union of Myanmar. The Civil Service Academy is the first range of actions in the Strategic Action Plan which tends to deliver improved training for Civil Service Personnel. On 1st June 2022, according to the guidance of State Administration Council Office, the name of the institute, Central Institute of Civil Service (Lower Myanmar) was changed as Civil Service Academy (Lower Myanmar).

The Vision of Civil Service Academy (Lower Myanmar) is as followed:

- To become an institute for Civil Service which sustainability trains the politics, economics, social and managerial studies of the State.
- To support the good governance.
- To nurture the good service personnel who serve the interest of the people.

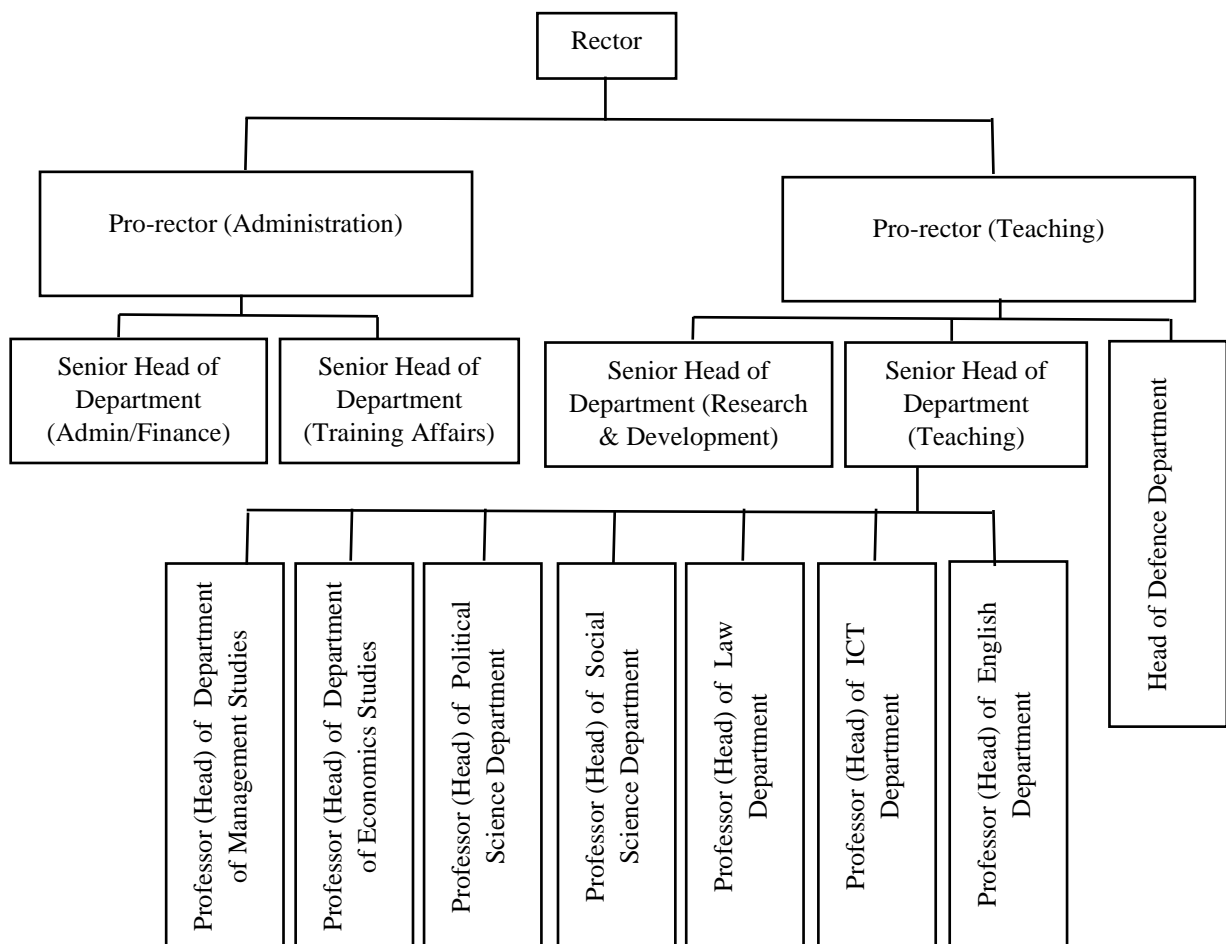
The Objectives of Civil Service Academy (Lower Myanmar) are as followed:

- To train and conduct the basic course supporting for the good governance of civil servants and pre-civil servants.
- To train sustainability the high capability course for mid-level management officers, senior level management officials and executive level management officials.

- To hold up performing the capability improving courses for civil servants, special courses and workshop by planning and supervising of Union of Civil Service Board.

The organization structure of Civil Service Academy (Lower Myanmar) is organized as follow:

Figure (3.1) Organization Structure of Civil Service Academy (Lower Myanmar)



Source: (2022)

Pro-Rector (Administration) consists of Department of Personnel Affairs, Department of Training Affairs, Department of Security and Communication, 25 bedded and Traditional Medicine Hospital, Department of Transportation, Department of Finance, Department of Maintenance, Department of Store, Department of Agriculture, Department of Livestock and Department of Catering Service.

Pro-Rector (Teaching) consists of Department of Education and Training, Department of Management Studies, Department of Economics Studies, Department of Law, Department of Social Science, Department of Political Science, Department of English, Department of Information and Communication Technology, Department of Defence and Department of Research & Development.

3.2 Nature of Civil Service Academy (Lower Myanmar)

To nurture civil service personnel in accord with the Constitution of the Republic of the Union of Myanmar (2008), Union Civil Service Board Law and Rules and Civil Service Personnel Law and Rules to become good civil service personnel who are willing to serve the public and capable to deliver quality accountable service with a strong focus on responding to people's needs in a timely manner. Civil Service Academy (Lower Myanmar) was trained to the every civil service personnel around the country. It takes a crucial role in enhancing the capacity of civil service personnel.

The training programs were classified for the trainees depending on the groups of pay scale and the level of age. According to their level, the training course and teaching subjects are different. The three main types of conducted training courses from the Civil Service Academy (Lower Myanmar) are as follows:

- (1) Diploma Courses
- (2) Regular Courses
- (3) Special Refresher Courses

(1) Diploma Courses

There are two diploma courses which is advanced diploma in civil service management course and postgraduate diploma in civil service management course. The civil service personnel, deputy directors and assistant directors' level are attending to the

advanced diploma in civil service management course and the training period lasts 24 weeks. The newly recruited or pre-service officers' level are attending to the postgraduate diploma in civil service management course and the training period lasts 16 weeks accordingly.

(2) Regular Courses

There are seven regular courses, management course for executive level officials, management course for senior level officials, basic course for civil service officers, basic pre-service (special) course for civil service officers, basic course for junior civil service officers, enhance course for office supervisor and basic course for clerical staff.

The deputy director general level civil service personnel are attending to management course for executive level officials and the training period lasts 8 weeks. The director level position is attending to the management course for senior level officials' course and the training period lasts 8 weeks. The gazette officer level is attending to the basic course for civil service officers' course and the training period lasts 24 weeks. The medical doctor officer is attending to the basic pre-service (special) course for civil service officers' course and the training period lasts 8 weeks. The deputy officer level is attending to the basic course for junior civil service officers' course and the training period lasts 10 weeks. The supervisor and branch clerk level are attending to the enhance course for office supervisor course and the training period lasts 10 weeks. The upper division clerk and lower division clerk level are attending to the basic course for clerical staff course and the training period lasts 10 weeks.

(3) Special Refresher Courses

There are two special refresher courses, special refresher course for basic education teachers and special refresher course for university and colleges. The basic education teachers are attending to the special refresher course for basic education teachers' course and the training period lasts 5 weeks. The university and colleges teachers are attending to the special refresher course for university and colleges course and the training period lasts 5 weeks respectively.

3.2.1 Academic Factors

Academic factors including teaching, assessing, and learning experiences are described as academic responsibilities providing by the lecturing and institution.

(1) Teaching

The training programs in Civil Service Academy (Lower Myanmar) have been supported Knowledge, Skills and Attitude (KSA) to provide the highest quality of public service. And then, it will be improved Ethics, Ethos, Equity, Efficiency and Effectiveness. In order to improve the qualities of the trainees, the teaching methodologies which are lecture, discussions, group and individual presentations, term-papers, practical exercises, study visit, case study, role play, creative and innovative thinking have been carried out in Basic Course for Civil Service Officers, Postgraduate Diploma in Civil Service Management (PGDCSM) Course and Advanced Diploma in Civil Service Management (ADCSM) Course.

Training of trainers (ToT) programmes are conducting for the capacity enhancement of the trainers by the foreign experts. Quality of the trainers is central to the achievement of program goals in all areas of activities. In order to get the suitable arrangement for trainers' qualification and their duties and responsibilities, they are assigned to meet the goals. Currently, 90% of the trainers are right persons and right places in their respective faculties. In addition, to achieve the highest standards of teaching, Civil Service Academy (Lower Myanmar) is inviting resource persons from respective fields. According to the lecture allocation time, the trainers connected with the totally of their professional activities to the achievements of the goals and purposes of the program and must be available in adequate numbers consistent with the mission of the program. The allocated time to deliver lecture is taking 50 minutes per period. The proportion of trainer and trainees is not standardized (e.g. 100 participants per one trainer).

The two-way approaches are been applying on the course of Postgraduate Diploma in Civil Service Management (PGDCSM) and Advanced Diploma in Civil Service Management (ADCSM). Curriculum and Syllabus were laid down depend upon the learner-centered approach and problem-centered approach. In addition, the curriculum and syllabus are reviewed and revised yearly with the cooperation of the advisory group. Civil Service Academy (Lower Myanmar) is providing different kinds of resources such as teaching aids, training aids and classrooms for the trainees.

(2) **Assessing**

Assessment figures of student's progress are very nearly adequate for the students. Civil Service Academy (Lower Myanmar) have being arranged daily reports for situation of trainees, attendance reports, recording for following discipline and moralities and daily activities during the training processes although students are not available for that.

The Institute has in place regular monitoring procedure for Quality Assurance including Management Review Meeting, Regular Review and Revise Meeting after the completion of each training courses, regular Staff Meeting.

Feedback, collected from trainees for every training course is as follow:

- **Module Assessment:** The module assessment is collected from trainee after one module has been conducted.
- **Course Assessment:** The course assessment is collected from trainee after the whole course have been conducted.
- **Assessment on Administrative Support:** This type of feedback is collected at least twice a course randomly for the purpose of better service delivery.
- **Committee Wise Method:** It is taken place by holding the weekly meeting with Hostel Committee and Dean of the Programme.

Besides these, feedbacks are also collected from Trainers and Stakeholder (such as line Ministry, local and global expert, etc.,) The results of all feedback are considered by the Management Review Committee which is led by Rector. The Institute sets the regular monitoring procedure in place for Quality Assurance including Management Review Meeting, regular Review and Revise Meeting after the completion of each training courses and regular Staff Meeting.

The following criteria are set as to define the Grade/Level of Assessment; (1) 80 Marks and above is A+ means Normal(Above), (2) From 50 to 79.99 is A means Normal, (3) Under 60 is A- means Normal (Below).

(3) **Learning Experience**

During the training periods, trainees have positive attitude on learning experience from different subjects, lessons, interaction with other people, or other experiences in which learning takes place. The training making more confident about the trainee ability to learn and developing their ability to work as a team member and as a course leader. Training provide that trainees have more positive about achieving their goals, trainees learn different

knowledge and skills. Training helps trainees to get new opportunities in life from what they learnt.

After the ends of respective training programmes, the satisfactions of trainees are measured regularly. Learning reactions of trainees are measured by post- test, likert scale examining papers. To know the conditions of quality implement of the trainee who finished the training courses, the feedbacks will be taken by the collaborations of the respective ministries and Union Civil Service Board. In terms of performance evaluation of programme, Civil Service Academy (Lower Myanmar) is emphasizing customer satisfaction such as trainees, donor organizations and stakeholders. Training institution has a plan to develop performance appraisal system which is related with objectives and benchmarking with the regional and international training institution. Now institutions introduced some activities of performance appraisal system.

3.2.2 Non-Academic Factors

Non-Academic factors including student affairs, recreation, and library services are described as non-academic responsibilities providing by the administrative department of institute.

(1) Student Affairs

As a student services, institute respects to individual. To improve work skill and to get wide knowledge, the Civil Service Academy (Lower Myanmar) have adequate trainee quality such as supervising for their term paper, giving advice for their paper (individual and group) presentation and assessment team as a consultant during lecture period. Moreover it assigned the duty as a hostel supervising team and guidance team to supervise and advice closely and fulfills their requirement in time. The institutes have no job placement assistance because all of the trainees are civil service personnel.

Some facilities such as Internet, Wi-Fi, ICT professional materials and teaching aids are not sufficient, modern teaching aids (wireless microphone, projector, computer), support staff (hostel administrative team, supporting office, massing committee), meals (breakfast, lunch and dinner), various sizes of classrooms, and different types of hostel for staying (bedded hostels with single room and barrack and others utilities goods), hospital with free charges, free charges transportation for health during the training period. Health care facilities are provided on both trainers and trainees for general cases except from

emergency cases. Some student services are adequate, others are not available or of low quality.

(2) Recreation

Recreation, sports and transportation and communication are supporting by the administrative department. Physical fitness equipment such as Football, Volleyball, Cane ball, Tennis, and Table Tennis are arranged for physical fitness in each hostel. Grocery store (Moe San Pan), canteens (Sein Lae Kan Thar, others) and recreation centers for welfare and refreshment places are opened in the Campus. There are many shops for variety of foods, clothes, bags and others accessories. There is enough space for relaxing area and the same break time of all trainees during training period.

(3) Library Services

Institute provides library services (e-library, text books, journals, magazine, encyclopedia, dictionary, newspaper, term papers). Library collects about 50,000 books from local and international authors relating in various subjects matter. All activities of a library relating to the collection and organization of library materials and to making the materials and information of a library available to the trainees. In addition, e-library system is a little supports for both lecturers and trainees. Internet connection is obtainable solely within the administration building and library during office hours. The internet speed of is not quick enough. There is potential for improvement of training resources equipment. Although Civil Service Academy (Lower Myanmar) prioritizes this, e-Learning is presently only at a preliminary stage for trainees; CD-ROM and PDF materials are only available in the library, using desktop computers in this building.

In addition, administrative activities such as dress code, accommodation and catering, health care, recreation, sports and transportation and communication are supporting by the administrative wing. As a dress code, three set of training uniform and one set of physical training uniform individually. Single room, double room and hall type are Accommodate for every trainee including catering. For trainee health care, 25 bedded hospital is established free medical care and treatment. All the above mentions are charged from the government expenditure. And transportation for night pass is arranged by the Institute and charged from the respective trainee.

3.3 Postgraduate Diploma in Civil Service Management Course

The Government of Myanmar (GOM) also have to implement how they give services to the customers (citizens) according to the trends of the world. First, GOM will have to recruit new employees and then, give them the training to know more about the process of government works. The skillfull employees will uplift the performance of the organization. The training given to employees could give huge benefits to an organization and training can facilitate the organization's strategy, increase productivity, and improve employee recruitment and retention.

To train the civil servants so that they will be fully conversant with the line of duties and responsibilities and thereby enabling them efficiently to discharge their duties and responsibilities and become good civil service personnel, serving the interest of the public in participating in the economic, social, political and administrative sector, the Civil Service Academy (Lower Myanmar) was first founded as a Central People's Service Training School on 1st January 1965. It was upgraded to a status of an Institute on 5th May 1977 and the name of the Institution is identified as the Central Institute of Civil Service (Phaunggyi) according to the location of Institution which is situated near Phaunggyi Village.

The name of the institution changed from the Central Institute of Civil Service (Phaunggyi) to Central Institute of Civil Service (Lower Myanmar) on 27th May 2016 according to the Government Cabinet Meeting No (3/2016) on 12th May 2016. In 2017, UCSB approved the Civil Service Reform Strategic Action Plan. According to this action plan, "Civil Services Academy" has been successfully opened on the 2nd of January 2017. It intends to get effective training and to become good public service personnel who will enable to give a better service delivery for the sake of getting full service to the public and holding the conception of being civil servants who will carry loads of public and who will fulfill public needs.

The purpose of the training at Civil Service Academy (Lower Myanmar) are (1) to nurture civil service officials who fully understand their obligations and responsibilities, conduct their duties and responsibilities efficiently and serve the interests of the public in the economic, social, political and administrative fields, (2) to find solutions to administrative and management problems through discussion by all trainees, and to enhance the quality of work through an exchange of opinion and experiences and (3) to

develop technical and managerial know-how through the implementation of the study, preparation and dissemination of thesis, creation of research reports by the team, etc. Civil Service Academy (Lower Myanmar) trained all civil servants in Myanmar with the various respective courses. These courses were based on position, not based on the professional fields.

Moreover, Union Civil Service Board changed the training design, the first intake of “Postgraduate Diploma in Civil Service Management” (PGDCSM) had been opened. A postgraduate diploma course was opened in May 2017. This course aims to understand the laws, rules and regulations for the civil service officers and to follow the procedures, to be skillfully in office works, public affairs and management skills, to know good governance, leadership concepts and administrative affairs and to study political, economic, and social affairs from local and abroad, to have unity, friendship, cooperation, collaboration and teamwork among them and to nurture good civil servants.

The postgraduate diploma course provides basic knowledge of management, economics, law, social science, political science, English, and ICT. The trainees who attending the course “Postgraduate Diploma in Civil Service Management” are selected for the entry level of the gazetted officer and the private employees. In this study, due to the time constraints and limited resources, this study collected the data only Postgraduate Diploma in Civil Service Management Course Batch 8 from the Civil Service Academy (Lower Myanmar).

3.4 Research Design

This study mainly focuses on the effect of academic and non-academic factors on trainee satisfaction and reputation. Therefore, this study aims to explore the influence of academic factors on the trainee satisfaction of Civil Service Academy (Lower Myanmar), to explore the influence of non-academic factors on the trainee satisfaction of Civil Service Academy (Lower Myanmar), to examine the effect of trainee satisfaction on reputation of Civil Service Academy (Lower Myanmar). To achieve the objectives, both primary and secondary data were used in this study.

Simple random sampling method was used with questionnaires into the Postgraduate Diploma in Civil Service Management (PGDCSM) Course 8th Batch at Civil Service Academy (Lower Myanmar). There were 8 batches of Postgraduate Diploma in

Civil Service Management (PGDCSM) Course within 6 years. However, this study focused on only the 8th batch because of cannot contact easily now. This study had a limited time frame for data collection. I can't easily contact the trainees from the rest of the 7 batches. The target area is very specified; therefore, this study collected data from 179 trainees who attended the 8th batch of PGDCSM in Civil Service Academy (Lower Myanmar).

Data collection period started 1st July 2022 to 31st July 2022. According to the Raosoft sample size calculator app., sample size is 179 trainees out of the population size 334 trainees. The survey method is used to collect data from the targeted respondents through distributing the questionnaire as a survey instrument. As a primary data, structured questionnaire with a 5-points Likert scale was developed. Secondary data were collected from previous research paper, textbooks, websites, and other related information resources from Civil Service Academy (Lower Myanmar). After conducting survey, gathered data are summarized and then analyzed by using SPSS (Statistical Package for Social Science) Software. Descriptive method and multiple linear regression method were used for data sampling.

Quantitative research design of questionnaire form was used to gather the data from the respondents because this study incorporates different variables such as academic factors, non-academic factors, trainee satisfaction and reputation questions. The questionnaire consists of two different sections; regarding trainee' demographic questions are part 1 as a general information, and part 2 organizes related to the items measuring academic factors, non-academic factors, trainee satisfaction and reputation questions. All items of variables for part 2 are measured using a five-point Likert scale from a minimum of 1(Strongly Disagree) through to a maximum of 5 (Very Strongly Agree).

Reliability analysis was performed to test the internal consistency of the variables in the questionnaire. This method indicates reliability through examining the internal consistency of the research questionnaire which are posted in Likert scale. The Likert scale is a scale that is commonly used for questionnaires and it is mostly used in surveys. This study also used 5 points Likert scale (1=Strongly Disagree, 2=Disagree, 3=Neither Disagree nor Agree, 4=Agree, 5=Strongly Agree). Cronbach's alpha value was tested to see whether the respondents' answers on Likert Scale questions were reliable or not.

The data reliability test result in this data are shown in Table (3.1).

Table (3.1) Reliability Analysis

Sr.No	Variables	No of Items	Cronbach's Alpha
1	Teaching	5	0.864
2	Assessing	5	0.839
3	Leaning Experience	5	0.888
4	Student Affairs	5	0.877
5	Recreation	5	0.729
6	Library Service	5	0.827
7	Trainee Satisfaction	7	0.920
8	Reputation	7	0.943

Source: Survey Data (2022)

Reliability is determined by the Cronbach's alpha coefficient, which is one of the popular criteria of reliability in quantitative studies. Cronbach's alpha value should be the range of 0.0 to 1.0 but for research purpose, some researchers suggested that general accepted rule is of Cronbach's alpha 0.6-0.7 indicates as acceptable level of reliability, and 0.8 or greater a very good level. Pallant (2001) defines that Alpha Cronbach's value above 0.6 is considered high reliability and acceptable index and Alpah Cronbach's values in the range of 0.6-0.8 are considered moderate, although acceptable.

3.5 Profile of the Respondents

This study also collected the demographic information of the respondents. 179 respondents were analyzed for the demographic information. According to the surveyed data, the demographic data of the respondents are classified into three categories such as gender, age group and educational qualifications.

Table (3.2) Profile of the Respondents

Description		Number of Respondents	Percentage (%)
Total		179	100
Gender	Male	61	34.08
	Female	118	65.92
Age Group (Years)	20-25	25	13.97
	25-30	117	65.36
	30-35	27	15.08
	35-40	9	5.03
	40 years and above	1	0.56
Educational Qualifications	Master's degree	45	25.14
	Bachelor's degree	134	74.86

Source: Survey Data (2022)

According to the Table (3.2), in gender group, it is found that female groups have more common than male groups. Therefore, female group people are more interesting as a civil service personnel and female group people are more attending the Postgraduate Diploma in Civil Service Management Course Batch 8.

In age groups also, it is found that the young generation between the ages of 25 and 30 want to become civil servants who want to serve the public. These age groups are active and able to carry out the duties and responsibilities of the country in full capacity. They actively study and follow the university's course rules and subject matter with interest.

In educational qualification also, most of those who have graduated from university also want to serve as civil servants. Among those who attended the course, there were also a few master's degree holders. This course is a postgraduate diploma course, therefore it is a very beneficial course for bachelor's degree holders.

CHAPTER (4)

ANALYSIS ON THE EFFECT OF ACADEMIC AND NON-ACADEMIC FACTORS ON TRAINEE SATISFACTION AND REPUTATION OF CIVIL SERVICE ACADEMY (LOWER MYANMAR)

This chapter presents the analysis on the effect of academic and non-academic factors on trainee satisfaction and reputation of Civil Service Academy (Lower Myanmar). Analytical tools and methods were used to analyze in this chapter. In this study Multiple Linear Regression Model was applied to analyze the influence of academic factors on the trainee satisfaction of Civil Service Academy (Lower Myanmar), to explore the influence of non-academic factors on the trainee satisfaction of Civil Service Academy (Lower Myanmar) and to examine the effect of trainee satisfaction on reputation of Civil Service Academy (Lower Myanmar).

4.1 Analysis on the Effect of Academic Factors on Trainee Satisfaction

In this section, the effect of academic factors on trainee satisfaction are analyzed, based on the conceptual framework in chapter two. The mean values of each factor which were asked by using Likert Scale questions were analyzed in the following sub-sections. Likert scale scores are calculated by multiplying every frequency by the Likert scale score starting from “1=Strongly Disagree” to “5=Strongly Agree”, and then the total score is divided by the number of respondents in order to get the mean value. The higher the mean value, the higher the respondent’s agreement with the module is.

4.1.1 Academic Factors

Academic factors include teaching, assessing, and learning experience. Reveal detail explanations of each factors are as followed.

(i) Teaching

Teaching is the influencing factor to the respondents. Table (4.1) represents the mean values of teaching factor on the academic service. In the teaching factor, five

statements by using Likert Scale questions were asked to the respondents and were analyzed for their mean value. They are represented in Table (4.1).

Table (4.1) Teaching

Sr. No.	Description	Mean	Standard Deviation
1	Having good knowledge regarding course content.	4.04	0.60
2	Dealing with courteous manner.	4.09	0.60
3	Showing a sincere interest in solving student problem.	4.00	0.64
4	Having good communication skill.	4.16	0.65
5	Having broad experience.	4.01	0.73
	Overall mean	4.06	

Source: Survey Data (2022)

The overall mean value (4.06) reveals that trainees have positive attitude on the teaching factor towards the academic services. The respondents agreed on all statements of the teaching factor with mean values more than three. Trainee accept that teaching is necessary and helpful to gain the skills and experience required to be a good civil service personnel. Moreover, most of the trainee trust their lectures because of lecturer's courteous manner. They also prefer all lecturers have good communication skill. Lecturer's good communication skill is very important to get more pay attention for academic factors of institute. Most of the lecturer not only use two way communication but also discussion among trainees by grouping. Therefore, it has the highest mean value 4.16 for teaching factor. Some lecturer cannot show a sincere interest in solving student problem because of limited ability to share their subject knowledge and experience. Thus, it has the lowest mean value 4.00 which is in agree level of trainee.

(ii) Assessing

Assessing is also an influencing factor to the respondents. Table (4.2) represents the mean values of assessing factor on the academic service. In this factor, five statements by using Likert Scale questions were asked to the respondents and were analyzed for their mean value. They are represented in Table (4.2).

Table (4.2) Assessing

Sr. No.	Description	Mean	Standard Deviation
1	Providing regular progressing feedback.	3.72	0.68
2	Assessing at appropriate intervals.	3.77	0.59
3	Knowing how they was going to be assessed.	3.86	0.62
4	A fair test of trainee skills.	3.68	0.68
5	A good test assessment what trainee was taught.	3.87	0.71
	Overall mean	3.78	

Source: Survey Data (2022)

The overall mean value (3.78) point out that the respondents agreed on all statements of the assessing factor with mean values more than three. Trainees think that assessing is a critical aspect of the teaching and learning process. The measurement of trainee learning through assessment is important because it provides useful feedback to both lecturers and trainees about the extent to which trainees are successfully meeting course learning objectives. A good test assessment what trainee was taught is very important to get more pay attention for academic factors of institute. By making assessment, most of the trainees enjoy that they get a chance to define what they want to learn and suggest related with the subject. Therefore, it has the highest mean value 3.87 for assessing factor. In this training, lecturers test lesson assessment and module assessment. Trainees feel that some lecturer cannot provide a fair test of trainees skills because of trainees' demographic factors especially age and education background especially in

Defence and English subjects. Thus, it has the lowest mean value 3.68 which is in agree level of trainee.

(iii) Learning Experience

Learning experience is the influencing factor to the respondents. Table (4.3) represents the mean values of learning experience factor on the academic service. In the learning experience factor, five statements by using Likert Scale questions were asked to the respondents and were analyzed for their mean value. They are represented in Table (4.3).

Table (4.3) Learning Experience

Sr. No.	Description	Mean	Standard Deviation
1	Developing trainee’s problem-solving skills.	3.97	0.71
2	Developing trainee’s ability to work as a team member.	4.08	0.62
3	Making trainees more confident about my ability to learn.	4.04	0.71
4	Resulting of the training, trainees are more positive about achieving their goals.	4.04	0.72
5	Helping trainees think about new opportunities in life.	4.15	0.74
	Overall mean	4.06	

Source: Survey Data (2022)

According to the mean values of the statements, the respondents showed that they agreed on the statements. The respondent has positive attitude on learning experience from different subjects, lessons, interaction with other people, or other experiences in which learning takes place with the overall mean value (4.06). They prefer that the training making more confident about their ability to learn and developing their ability to work as a team member. And then trainees feel that they are more positive about achieving their goals, they

learnt different knowledge and skills for example office work, office management, financial regulations and government accounting matters and it encouraged to improve their work-life skills. Therefore this training helped them to get new opportunities in life from what they learn. There has highest mean value 4.15 for learning experience factor. Trainees have accepted their problem-solving skills developed a little than before . According to the training period and big class size, this training gave only some practical exercise (case study, role play) effectively and just only gave theories and concepts. Thus, the lowest mean value is 3.97 and it is the agree level of the trainee.

4.1.2 The Effect of Academic Factors on Trainee Satisfaction

This section expresses the analysis on the effect of academic factors on trainee satisfaction. Effecting factors analyzed in this study consists of teaching, assessing, and learning experience. Table (4.4) mentions the effect of those factors on trainee satisfaction.

Table (4.4) The Effect of Academic Factors on Trainee Satisfaction

Independent variables	Unstandardized Coefficients		Standardized Coefficients	t value	Sig.	VIF
	B	Std. Error	Beta			
(Constant)	0.370	0.315		1.174	0.242	
Teaching	0.225**	0.103	0.176	2.172	0.031	2.129
Assessing	0.192*	0.105	0.148	1.826	0.070	2.134
Learning Experience	0.484***	0.105	0.425	4.598	0.000	2.770
R Square	0.461					
Adjusted R Square	0.452					
F Value	49.983 ***					
Durbin - Watson	1.619					

Source: Survey Data (2022)

*** significance at 1% level, ** significance at 5% level, * significance at 10% level

The analysis on the effect of academic factors on trainee satisfaction is shown in Table (4.4). The Multiple Linear Regression Model was applied on the effect of academic

factors on trainee satisfaction of Civil Service Academy (Lower Myanmar). The academic factors include teaching, assessing, and learning experience. According to the Table (4.4), R square is 0.461 and adjusted R square is 0.452. This model can explain 45% of the variation of trainee satisfaction which is explained by the measure of academic factors namely teaching, assessing, and learning experience. F value (the overall significance of the model) is highly significant at 1% level. Durbin-Watson value 1.619 is near to 2, indicating that there is no auto correlation in the sample. Variance Inflation Factor (VIF) was used to provide the information relating to the potential problem of multicollinearity in the model. All the VIF values shown in Table (4.4) are lower than 5, meaning that the independent variables are not correlated within each other. Thus, no multicollinearity problem is encountered in the model.

The analysis shows the result that the learning experience is significant at 1% level, teaching is also at 5% level and assessing is significant at 10% level. Trainees who attending the Postgraduate Diploma in Civil Service Management Course agree that the learning experience is very important in academic factors for them. Most of the trainees perceive the lecturers have good knowledge, courteous manner, problem solving skill, good communication skill and broad experience in teaching. Teaching is also an important aspect in academic factors. Thus, teaching is one of the academic factors that positively effect on trainee satisfaction. For assessing factor, assessment is the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences. For this reason, assessing is positively influenced on trainee satisfaction while academic factors through attending the course. As the mention of above points, these three academic factors (teaching, assessing, and learning experience) significantly influence on trainee satisfaction.

The standardize coefficient (Beta) of learning experience has the largest value among the explanatory variables indicating that learning experience factor has the greatest contribution to the effect on trainee satisfaction, teaching factor as second contribution to the effect on trainee satisfaction and assessing factor is third contribution to the effect on trainee satisfaction. Learning experience is the most attractive factor to the trainees. In the learning experience, trainees get knowledge from different programs, lessons, interaction with other people, or other experiences in which learning takes place. It can take place in conventional academic settings like in a classroom at schools or nonconventional

environments which take place outside school locations or outdoor environments. As they all know trainees can get great learning experiences from both school and outside so trainees should be motivated to participate in different school activities and also the activities which take place outside the school premises. Therefore, learning experience has the largest contribution to enhance trainee satisfaction.

Good teaching is the basis for the idea of expertise because it related to effectiveness of teaching behavior. Scholars have identified several characteristics that could explain good teaching. Some earlier studies consider the teacher and course evaluation as the primary construct, teaching quality has been the focus in a few other studies. There is a wide consensus among researchers and policy makers that teacher quality is an essential component of school quality, perhaps the key component. Thus, teacher quality becomes a most important issue in current movements of education reform and school improvement. Therefore, teaching is followed as second contribution to the effect on trainee satisfaction.

Assessment is the systematic basis for making inferences about the learning and development of students. It is the process of defining, selecting, designing, collecting, analyzing, interpreting, and using information to increase students' learning and development. Assessment is the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development.

4.2 Analysis on the Effect of Non-Academic Factors on Trainee Satisfaction

In this section, the effect of academic factors on trainee satisfaction are analyzed, based on the conceptual framework in chapter two. The mean values of each factor which were asked by using Likert Scale questions were analyzed in the following sub-sections. Likert scale scores are calculated by multiplying every frequency by the Likert scale score starting from “1=Strongly Disagree” to “5=Strongly Agree”, and then the total score is divided by the number of respondents in order to get the mean value. The higher the mean value, the higher the respondent’s agreement with the module is.

4.2.1 Non-Academic Factors

Non-academic factors include student affairs, recreation and library services. Reveal detail explanations of each factors are as followed.

(i) **Student Affairs**

Student affairs is one of the influencing factors to the respondents. Table (4.5) represents the mean values of student affairs on the non-academic factors. In the student affairs, five statements by using Likert Scale questions were asked to the respondents and were analyzed for their mean value. They are represented in Table (4.5).

Table (4.5) Student Affairs

Sr. No.	Description	Mean	Standard Deviation
1	Showing sincere positive work attitude toward trainees.	3.76	0.69
2	Knowledgeable to respond to my request.	3.73	0.63
3	Have good communication skills.	3.81	0.69
4	Keep trainees record properly.	3.82	0.65
5	Respond immediately to a request for assistance.	3.75	0.82
	Overall mean	3.77	

Source: Survey Data (2022)

The overall mean value of this factor is also (3.77) which describe that the respondents have positive attitude on student affairs. Trainees prefer that administrative department have good communication skill between trainees and administrative staffs. And then the administrative staffs show sincere positive work attitude toward trainees and immediately respond to a request for assistance. Mostly trainees enjoy that the administrative staffs are keep their record properly because most of the administrative department staffs are well trained and institute always emphasizes on trainees records as a privacy. Records are maintained in both of hard and soft form with high security system. It has the highest mean value 3.82 for student affairs factor. Some of the trainees feel that student affairs department provide something support because of limited budget allocation and they have no full authority to respond the request of trainees and they also have few knowledge and skill. Thus, It has lowest mean value 3.73 and it is the agree level of the

trainee. Most of the requests of trainees are hostel room facility, class room facility and food and beverages.

(ii) Recreation

Recreation is the influencing factor to the respondents. Table (4.6) represents the mean values of recreation on the non-academic factors. In the recreation, five statements by using Likert Scale questions were asked to the respondents and were analyzed for their mean value. They are represented in Table (4.6).

Table (4.6) Recreation

Sr. No.	Description	Mean	Standard Deviation
1	Well established in physical fitness and sports equipment.	3.38	0.81
2	Have enough leisure time for sports and leisure activities.	3.25	0.84
3	Not so crowded in canteen during break time.	3.73	1.06
4	Maintain the cleanliness of the canteen.	3.15	0.97
5	Easy to access to off-campus cultural and recreational opportunities.	3.17	0.92
	Overall mean	3.34	

Source: Survey Data (2022)

The overall mean value (3.34) reveals that trainees have positive attitude on the recreation factor. The respondent agreed on all statements of the recreation factor with mean values more than three. Trainees perceive that institute have well established in physical fitness and sports equipment and they have enough leisure time for sports and leisure activities for their physical and mental fitness. Moreover, trainees prefer that easy to access to off-campus cultural and recreational opportunities. Among them, trainees think that canteen is not so crowded during break time because there is enough canteen area and break time of all trainees are the same. In that area, there are many shops for variety of

foods and accessories. Thus, there has the highest mean value 3.73 for recreation factor. On the other hand, trainees feel that institute does not maintain the cleanliness of the canteen thus they noticed these matters for their health. Although Institute gave strong instruction on cleanliness of the canteen, they cannot obey the instruction because of focus on their profit and not balance demand and supply. Therefore, it has the lowest mean value 3.15 and it is in agree level of the trainee.

(iii) Library Services

Library services is one of the influencing factors to the respondents. Table (4.7) represents the mean values of library services on the non-academic factors. In the library services, five statements by using Likert Scale questions were asked to the respondents and were analyzed for their mean value. They are represented in Table (4.7).

Table (4.7) Library Services

Sr. No.	Description	Mean	Standard Deviation
1	Convenient library working hour.	3.51	0.83
2	Knowledge in job covered in Librarian.	3.65	0.76
3	Borrowing processes are easy for all trainees.	3.86	0.70
4	Easy asses in e-Library system.	3.39	0.89
5	Well collects in related subject papers and materials.	3.75	0.81
	Overall mean	3.63	

Source: Survey Data (2022)

With an overall mean value (3.63) the trainees agreed that library service of institute is an important and influencing factor on trainee satisfaction. Trainee perceive library well collects in various subject matter papers and materials related with their teaching subjects and librarian has knowledgeable in their job. They think that library working hour is convenient for them. Most of the trainees prefer on using library service for doing tutorial test, doing exam test, doing group presentation, and writing term paper by using catalogue

consist of name of book or name of author. Therefore, they prefer using library services as they believe that library services are well organized and provide easy borrowing process for them. Therefore, it has the highest mean value 3.86 for library service factor. Trainee feel that they cannot get e-Library system for convenient and easy assess because of poor internet connection due to bad weather. Thus, it has the lowest mean value 3.39 and it is the agree level of the trainee.

4.2.2 The Effect of Non-Academic Factors on Trainee Satisfaction

To analyze the effect of non-academic factors on trainee satisfaction, Multiple Linear Regression Model is used to examine the findings of survey collected from the respondents. Table (4.8) mentions the analysis on the effect of non-academic factors on trainee satisfaction.

Table (4.8) The Effect of Non-Academic Factors on Trainee Satisfaction

Independent variables	Unstandardized Coefficients		Standardized Coefficients	t value	Sig.	VIF
	B	Std. Error	Beta			
(Constant)	1.403	0.320		4.383	0.000	
Student Affairs	0.320***	0.089	0.275	3.610	0.000	1.431
Recreation	-0.083	0.085	-0.080	-0.969	0.334	1.680
Library Service	0.451***	0.083	0.419	5.464	0.000	1.451
R Square	0.292					
Adjusted R Square	0.280					
F Value	24.025***					
Durbin - Watson	1.565					

Source: Survey Data (2022)

*** significance at 1% level, ** significance at 5% level, * significance at 10% level

The analysis on the effect of non-academic factors on trainee satisfaction is shown in Table (4.8). The Multiple Linear Regression Model was applied to analyze on the effect of non-academic factors on trainee satisfaction of Civil Service Academy (Lower

Myanmar). The academic factors include student affairs, recreation, and library service. According to the Table (4.8), adjusted R square is 0.280. This model can explain 28% of the variation of trainee satisfaction which is explained by the measure of non-academic factors namely student affairs, recreation, and library service. F value (the overall significance of the model) is highly significant at 1% level. Durbin-Watson value 1.565 is near to 2, indicating that there is no auto correlation in the sample. Variance Inflation Factor (VIF) was used to provide the information relating to the potential problem of multicollinearity in the model. All the VIF values shown in Table (4.8) are lower than 5, meaning that the independent variables are not correlated within each other. Thus, no multicollinearity problem is encountered in the model.

The analysis shows the result that the student affairs is significant at 1% level, library service is also at 1% level. Trainees agree that the student affairs and library service is very important in non-academic factors for them during the training period. Most of the trainees perceive the administrative staff's relations are warm and welcoming and then the staff is quick to solve any needs of the trainees. Thus, student affairs is one of the non-academic factors that positively effect on trainee satisfaction. For library services, trainees think that libraries play a fundamental role in learning, where librarians and other resources and services help trainees to access information that they need. And then libraries provide their services not only face-to-face, but some of them have also integrated e-learning. For these reasons, library services is positively influenced on trainee satisfaction while non-academic factors through attending the course. As the above mention points, these two non-academic factors (student affairs and library services) significantly influence on trainee satisfaction.

The standardize coefficient (Beta) of library services has the largest value among the explanatory variables indicating that library services factor has the greatest contribution to the effect on trainee satisfaction, student affairs as second contribution to the effect on trainee satisfaction. Library services is the most attractive factor of the non-academic factors to the trainees. In the library services, trainees get various knowledge from different books, journals, and magazines. Moreover, trainees use library services that they find data and information for their term paper during the training period. Therefore, library services have the largest contribution to enhance the trainee satisfaction.

4.1.3 Trainee Satisfaction

Table (4.9) shows the mean value of the trainee satisfaction on academic factors by seven different statements. The mean values of each statement are shown in Table (4.9).

Table (4.9) Trainee Satisfaction

Sr. No.	Description	Mean	Standard Deviation
1	Offering quality programs.	3.80	0.70
2	Satisfying decision to attend this institute.	4.03	0.80
3	Attending this course as a wise choice.	3.93	0.80
4	Coming back to this institute in the future.	4.02	0.91
5	Recommending to friends and others on this institute.	3.93	0.81
6	Enjoyable experience with this institute.	4.06	0.84
7	Choosing the right thing to study at this institute.	4.03	0.78
	Overall mean	3.97	

Source: Survey Data (2022)

According to the mean values of the statements, the respondents showed that they agreed on the statements. The respondents have positive attitude on institute through the academic and non-academic factors with the overall mean value (3.97). Moreover, trainees satisfied that they did the right thing when they choose to study and attend this institute than the other institute. Thus, they would like to come back to this institute in the future if they get chance. And also, trainees accept that attending in this course is a wise choice and recommending this institute to their friends and others. Most of the subject matters are support to run smoothly their job and training can fulfill the needs of real working environment and it balances with their expectation. Trainees feel that their experience with this institute has been enjoyable. It has the highest mean value 4.06 for trainee satisfaction. Some of the trainee prefer that to enhance the quality of training programs especially subject matters, curriculum, syllabus, training period, number of trainees and training aids offering by the institute. Therefore, it has the lowest mean value 3.80 and it is the agree level of the trainee.

4.3 Analysis on the Effect of Academic Factors and Non-Academic Factors on Trainee Satisfaction

In order to analyze the effect of academic factors and non-academic factors on trainee satisfaction, Multiple Linear Regression Model is used to investigate the findings of survey collected from the respondents. Table (4.10) mentions the analysis on the effect of academic factors and non-academic factors on trainee satisfaction.

Table (4.10) The Effect of Academic Factors and Non-Academic Factors on Trainee Satisfaction

Independent variables	Unstandardized Coefficients		Standardized Coefficients	t value	Sig.	VIF
	B	Std. Error	Beta			
(Constant)	0.143	0.322		0.443	0.658	
Academic	0.850***	0.099	0.612	8.548	0.000	1.660
Non-Academic	0.129	0.096	0.096	1.345	0.180	1.660
R Square	0.457					
Adjusted R Square	0.451					
F Value	74.197***					
Durbin - Watson	1.503					

Source: Survey Data (2022)

*** significance at 1% level, ** significance at 5% level, * significance at 10% level

According to the result Table (4.10), R square is 0.457 and adjusted R square is 0.451. This model can explain 45% of the variation of trainee satisfaction which is explained by the measure of academic factors namely teaching, assessing, and learning experience and non-academic factors namely student affairs, recreation, and library service. F value (the overall significance of the model) is highly significant at 1% level. Durbin-Watson value (1.503) is near to 2, indicating that there is no auto correlation in the sample.

Variance Inflation Factor (VIF) was used to provide the information relating to the potential problem of multicollinearity in the model. All the VIF values shown in Table (4.10) are lower than 5, meaning that the independent variables are not correlated within each other. Thus, no multicollinearity problem is encountered in the model.

The analysis shows the result that the academic factor is significant at 1% level and its significant value is 0.000. Trainees agree that the academic factors are very important for their satisfaction during the training period while attending the course. Moreover, it is stated that the effect of academic factors on trainee satisfaction is strongly correlated. The result show that the trainees in PGDCSM (8) have positive attitude on academic factors while the training course. Trainees have good knowledge and received strong learning experience on academic factors. Thus, they believe that academic factors are very helpful for their career. Trainees are accepted and satisfied on academic factors of Civil Service Academy (Lower Myanmar). These are the reasons of why academic factors positively affect the trainee satisfaction.

4.4 Analysis on the Effect of Trainee Satisfaction on Reputation of Civil Service Academy (Lower Myanmar)

In this section, the effect of academic factors on trainee satisfaction are analyzed, based on the conceptual framework in chapter two. The mean values of each factor which were asked by using Likert Scale questions were analyzed in the following sub-sections. Likert scale scores are calculated by multiplying every frequency by the Likert scale score starting from “1=Strongly Disagree” to “5=Strongly Agree”, and then the total score is divided by the number of respondents in order to get the mean value. The higher the mean value, the higher the respondent’s agreement with the module is.

4.4.1 Reputation

Table (4.11) shows the mean values of the institute reputation with seven different statements using by Likert Scale questions to measure the relative strength of reputation.

Table (4.11) Reputation

Sr. No.	Description	Mean	Standard Deviation
1	Having a prestigious image image.	4.04	0.83
2	Easily promoted to superior level.	3.86	0.77
3	Having a good image among public service personnel.	4.03	0.87
4	Hearding positive things about instittue.	3.89	0.82
5	Helping trainees acquire adequate knowledge and skills to increase in knowledge, skills, and attitudes.	4.03	0.79
6	Running renowned academic program by the institute.	3.91	0.79
7	Having a professional image.	4.09	0.91
	Overall mean	3.98	

Source: Survey Data (2022)

According to their mean values of the statements, the respondents showed that they agreed on the statements. The respondents have positive attitude on reputation with the overall mean value (3.98). Most of the trainees prefer that the institute has prestigious, and good image. Moreover, they feel that the institute helps civil service personnel acquire and increase knowledge, skills, and attitudes so they heard positive things about the institute. They feel that the renown academic program run by the institute. The institute can provide the good habits especially obey disciplines, rules and regulations, working with others, getting mutual respect and interpersonal relationship between each trainees. Trainee perceive that the institute has a professional image. Therefore, it has the highest mean value 4.09 for reputation. Some of the trainees are dissatisfied that the trainees are easily promoted to superior level after completing the training course. Because trainees who are

attending this training are newly recruitment for respective organizations. Thus, it has the lowest mean value 3.86 which is in agree level of trainee.

4.4.2 The Effect of Trainee Satisfaction on Reputation of Civil Service Academy (Lower Myanmar)

In order to analyze the effect of trainee satisfaction on reputation of Civil Service Academy (Lower Myanmar), Multiple Linear Regression Model is used to analyze the findings of survey collected from the respondents. Table (4.12) mentions the analysis on the effect of trainee satisfaction on reputation of Civil Service Academy (Lower Myanmar).

Table (4.12) The Effect of Trainee Satisfaction on Reputation of Civil Service Academy (Lower Myanmar)

Independent variables	Unstandardized Coefficients		Standardized Coefficients	t value	Sig.	VIF
	B	Std. Error	Beta			
(Constant)	0.671	0.206		3.261	0.001	
Student Satisfaction	0.833***	0.051	0.775	16.314	0.000	1.000
R Square	0.461					
Adjusted R Square	0.452					
F Value	49.983***					
Durbin - Watson	1.619					

Source: Survey Data (2022)

*** significance at 1% level, ** significance at 5% level, * significance at 10% level

According to the result Table (4.11), R square is 0.461 and adjusted R square is 0.452. This model has accounted for 45% of the variance in reputation of Civil Service Academy (Lower Myanmar) can be explained by the measure of trainee satisfaction. F value (the overall significance of the model) is highly significant at 1% level. Durbin-Watson value (1.619) is between 1.5 and 2.5 and close to 2, indicating that there is no auto correlation in the sample. Table (4.11) indicates that the Effect of Trainee Satisfaction on Reputation of Civil Service Academy (Lower Myanmar) is statistically significant at 1%

level as its significant value is 0.000. Moreover, it is stated that the effects of these two variables is strongly correlated.

The analysis shows that trainees in PGDCSM (8) have positive attitude on the training course. Trainees have intended to come back to the institute in the future and recommend the institute to their friends and others. They also satisfied with their decision to attend the institute and they feel that their choice to attend in the course is a wise one. These mentions are the reasons of why trainee satisfaction has positively effect on the reputation of Civil Service Academy (Lower Myanmar).

CHAPTER (5)

CONCLUSION

Based on data analysis from chapter three and chapter four, this chapter comprises of three main sections. They are findings and discussions, suggestions and recommendations and needs for further study. In the first section, findings of descriptive and regression analysis are summarized. Relating second section, suggestions, and recommendations that Civil Service Academy (Lower Myanmar) should focus on to achieve high trainee satisfaction and positive trainee attitude. The Last section presents what further study should focus on.

5.1 Findings and Discussions

This study found that the academic factors of teaching, assessing, and learning experience have significantly influence on trainee satisfaction. These are very important to get trainee satisfaction on the trainee course and institute. It can be said that the executive committee of institute are more emphasis on academic factors than the non-academic of the institute. In teaching factor, trainee perceive that every lecturer has broad experience in every sectors and various knowledge regarding course content. Broad experience and various knowledge are very important for solving student problems whatever they face. In assessing, trainees agree that regular feedback are well organized, assess at appropriate intervals and a fair test assessed way. They also perceive that the assessment was a good test of what trainee was taught. In learning experience, the trainee confident on the training developed their problem-solving skills, developed their work, more confident about their ability to learn, and helped their think about new opportunities in life. These benefits enhance to get more perceived value of trainees on academic factors of the institute.

This study also found that non-academic factors such as student affairs and library services are significantly influence on trainee satisfaction during the training period. Therefore, the executive committee of institute are also emphasis on non-academic factors. Trainees agree that immediately respond of student affairs is very important for their request for assistance, administrative staffs are knowledgeable to respond to their request and administrative staffs show sincere positive work attitude toward trainees. They also agree that library services are the most important supporting factor for their academic

subject activities such as exam, tutorial, individual presentation, group presentation and writing term paper. Trainees perceive that librarian have good knowledge in their job, borrowing processes are easy and well collect in various subject paper and books. But recreation factors are not significantly influence on trainee satisfaction. Thus, the executive committee of institute are more emphasis on recreation factor of non-academic factors of the institute. Because all trainees are want to relax enough in their leisure time, want to do physical exercise with physical fitness and sprots equipment and want to easy to access to off-campus cultural and recreational opportunities.

For the first objective of analyzing the influence of academic factors on the trainee satisfaction of Civil Service Academy (Lower Myanmar), the study found that the academic factors such as teaching, assessing, and learning experience have positively significant effect on the trainee satisfaction of Civil Service Academy (Lower Myanmar). Therefore, trainees in various departments and ministries have become more and more interested in attending the course through the academic factors. They have preferred academic factors than the non-academic factors.

For the second objective of exploring the influence of non-academic factors on the trainee satisfaction of Civil Service Academy (Lower Myanmar), the study found that the non-academic factors such as student affairs and library service have positively significant effect on the trainee satisfaction of Civil Service Academy (Lower Myanmar). If trainees perceive that they receive enough leisure time for sports and leisure activities, well established in physical fitness and sports equipments, etc., they will impress the institute. This will lead to create positive attitude of trainees. The more trainees perceived value; the more trainee's attitude will be enhanced.

For the third objective of examining the effect of trainee satisfaction on reputation of Civil Service Academy (Lower Myanmar), the study also found that trainee satisfaction has positively significant effect on the reputation of Civil Service Academy (Lower Myanmar). Trainees also agree to share and recommend the experiences of attending the training course, satisfy with their decision to attend these institute. These mentions are based on trainee's positive attitude. Trainees intend to come back to these institute in the future.

Therefore, it can be concluded that the academic factors such as teaching, assessing and learning experience and the non-academic factors such as student affairs and library

services have positive influence on trainee satisfaction, trainee satisfaction has positively influence on the reputation of Civil Service Academy (Lower Myanmar). In this research point out that the current training courses are to get satisfaction, to get interesting, to get improvement, to get practice experience, to be useful to jobs and life to the trainees. Civil Service Academy (Lower Myanmar) is being supported as one of the government hands and is being born the good civil servants. Civil Service Academy (Lower Myanmar) is implementing to reach quickly to good governance and clean government.

5.2 Suggestions and Recommendations

According to the findings mentioned above, academic factors is the most important factors among trainees in Postgraduate Diploma in Civil Service Management Course Batch 8 at Civil Service Academy (Lower Myanmar). Understanding trainee satisfaction for academic and non-academic factors through the training course has become challenges for Executive Committee of the Civil Service Academy (Lower Myanmar). Specifically, understanding trainee satisfaction and their attitude on the training course, making improvement in the factors that influence trainee to satisfy the training course and training institute. And working on the factors affecting the trainee to satisfy the training course will help the Executive Committee of the Civil Service Academy (Lower Myanmar) to gain the competitive edge.

Regarding the academic factors, most of the trainee perceived that the institute provide the great academic factors during the training period. For getting more satisfy on academic factors, Executive Committee of the Civil Service Academy (Lower Myanmar) should try to get more knowledgeable and expert lecturers for teaching sectors and try to enhance the existing capacity of the lecturers such as Training of Trainer (ToT) in local and international. In assessing factors, internationally applied training assessing models should be added and applied, and transparent assessing models between lecturers and trainees must be made. Executive Committee need more aware, it is necessary to identify the training needs of the trainees, open the necessary courses, and make different course contents according to the position level and willingness of the trainee.

In the learning experience, students get knowledge from different programs, lessons, interaction with other people, or other experiences in which learning takes place. It can take place in conventional academic settings like in a classroom at schools or nonconventional environments which take place outside school locations or we can say

outdoor environments. As all know students can get great learning experiences from both school and outside. Therefore students should be motivated to participate in different school activities and the activities which take place outside the school premises.

The learning experience should be good for the students, they should like learning more and more daily. Students learn different things daily from teachers, they should be encouraged by the teachers to improve their skills from what they learn. They should know how to apply their learning experience in their daily activities. Students should know how to take advantage of the things they learn every day. It enhances value to the learner; this means teachers help them comprehend something they were not able to do before. The entire occasion should feel purposeful and put the necessities of the student first.

Non-academic factors also contribute to trainee satisfaction. Provide the non-academic factors is also important to get more trainee satisfaction on the training course and institute. Executive Committee need to support more staffs in student affairs sections. It is also necessary to increase the training fee for accommodation and catering. Moreover, Executive Committee should focus and arrange well established in physical fitness and sports equipments and free Wi-Fi internet connection in each hostel and should schedule enough leisure time for sports and leisure activities and off-campus cultural and recreational opportunities such as short field trip, sports and entertainment activity. It shows that the Civil Service Academy (Lower Myanmar) care their trainees and this, in turn, will increase trainee satisfaction towards the training and the institute.

Moreover, positive significant effect on academic factors such as teaching, assessing and learning experience are contributed to get more perceived value of trainees. Executive Committee of the Civil Service Academy (Lower Myanmar) should emphasize and enhance these factors to increase trainee perceived value to get trainee satisfaction. As above suggestions, Executive Committee should focus and enhance these factors to increase trainee satisfaction and benefit to trainee satisfaction will enhance the reputation of Civil Service Academy (Lower Myanmar). Moreover, the institute emphasizes the need for a citizen-centered approach for civil servants to effectively serve the state and the citizens.

Civil service training matter is including one of the main sectors of a government in a country to develop and growth sustainably. The government servants are not only implementer for government as well as the hands of the government but also giver to serve

for public as well as a provider for them. Thus, the competences of the civil service personnel are very important for public (to give service), a government (to perform implement) and a country (to push ahead). There are three parts of competence and they are knowledge, skills, and attitude. Therefore, the government need to fill up that competence more and more improve to the civil service personnel as the changes is always happened in time every fields newly. So that, need to train the civil service personnel to reach and can be competitive in global level.

5.3 Limitation and Needs for Further Study

This study has considered only for trainee behavior on academic and non-academic factors. In this study focused on only the Postgraduate Diploma in Civil Service Management Course Batch 8. Training programs and training methodology providing by the institute studies should be made in the further study. And then further study will be considered the comparison between the regular course and diploma course who are attending both the two types of training course conducting the institute. Moreover, the study will also extend to the other postgraduate diploma course and advanced diploma course for further research and new factors in the influencing factors rather than this study. During the pandemic situation, it was very difficult to collect data therefore, further study should be extending to get more data sources widely in future.

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APPENDICES

APPENDIX I

THE EFFECT OF ACADEMIC AND NON-ACADEMIC FACTORS ON TRAINEE SATISFACTION AND REPUTATION OF CIVIL SERVICE ACADEMY (LOWER MYANMAR)

The intent of this questionnaire is for research and educational purposes. ALL precautions have been made to keep the identity of the respondents anonymous. The data we collect will be used only for research purposes. We appreciate you letting us know how you feel about your training experience in Civil Service Academy (Lower Myanmar).

Thank you,

[Survey of The Effect of Academic and Non-academic Factors on Trainee Satisfaction and Reputation of Civil Service Academy (Lower Myanmar)]

Part-1. GENERAL INFORMATION

Instructions: Please put a tick in the box next to the answer of your choice.

1. Gender

(a) Male

(b) Female

2. Age

(a) 20-25 years

(b) 25- 30 years

(c) 30- 35 years

(d) 35- 40 years

(e) 40 years and above

3. Educational Qualifications

(a) Ph.D

(b) Master's Degree

(c) Bachelor's Degree

Part - 2. ACADEMIC FACTORS , NON-ACADEMIC FACTORS , TRAINEE

SATISFACTION AND REPUTATION

Direction: Please check (√) and rate yourself honestly based on what you think on the given statements using the following scales.

1 - Strongly Disagree **2** - Disagree **3** - Neutral **4** - Agree **5** - Strongly Agree

Academic Factors

	Teaching	1	2	3	4	5
1	Lecturers have good knowledge regarding course content.					
2	Lecturers deal with courteous manner.					
3	Lecturers show a sincere interest in solving student problem.					
4	Lecturers have good communication skill.					
5	Lecturers have broad experience.					
	Assessing					
6	Regular Feedback on progress.					
7	Trainee was assessed at appropriate intervals.					
8	Trainees knew how they was going to be assessed.					
9	The way assessed was a fair test of trainee skills.					
10	The assessment was a good test of what trainee was taught.					
	Learning Experience					
11	The training developed my problem-solving skills.					
12	The training helped trainee develop my ability to work as a team member.					
13	The training has made trainee more confident about my ability to learn.					

14	As a result of the training, trainees are more positive about achieving their goals.					
15	My training has helped me think about new opportunities in life.					

Non-Academic Factors

	Student Affairs	1	2	3	4	5
1	Administrative staffs show sincere positive work attitude toward trainees.					
2	Administrative staffs are knowledgeable to respond to my request.					
3	Administrative staff have good communication skills.					
4	Administrative staff keep trainees record properly.					
5	Administrative staff respond immediately to a request for assistance.					
	Recreation					
6	Well established in physical fitness and sports equipment.					
7	Have enough leisure time for sports and leisure activities.					
8	The canteen is not so crowded during break time.					
9	The canteen personnel maintain the cleanliness of the canteen.					
10	Easy to access to off-campus cultural and recreational opportunities.					
	Library Services					
11	Library working hour is convenient.					
12	Knowledge in job covered in Librarian.					
13	Borrowing processes are easy for all trainees.					

14	Easy asses in e-Library system.					
15	Well collects in related subject papers and materials.					

Trainee Satisfaction

		1	2	3	4	5
1	The institute offers quality programs.					
2	I am satisfied with my decision to attend this institute.					
3	My choice to attend in this course is a wise one.					
4	I would like to come back to this institute in the future.					
5	I will recommend this institute to my friends and others.					
6	I feel that my experience with this institute has been enjoyable.					
7	I think I did the right thing when I chose to study at this Institute.					

Reputation

		1	2	3	4	5
1	This institute has a prestigious image.					
2	This institute's trainees are easily promoted to superior level.					
3	This institute has a good image among public service personnel.					
4	I have heard positive things about this university.					
5	This institute helps trainees acquire adequate knowledge and skills to increase in knowledge, skills, and attitudes.					

6	The academic program run by the institute is renowned.					
7	The institute has a professional image.					

Source: - Mohd Firdaus Bin Ibrahim

- Massoud Moslehpour, Ka Yin Chau , JingJing Zheng , Asalia Noor Hanjani, and Minh Hoang.

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APPENDIX II

Regression Analysis Model 1: Analysis on the Effect of Academic Factors on Trainee Satisfaction

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.679 ^a	.461	.452	.49108	1.619

a. Predictors: (Constant), Learning Experience Mean, Teaching Mean, Assessing Mean

b. Dependent Variable: Student Satisfaction Mean

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	36.162	3	12.054	49.983	.000 ^b
	Residual	42.204	175	.241		
	Total	78.366	178			

a. Dependent Variable: Student Satisfaction Mean

b. Predictors: (Constant), Learning Experience Mean, Teaching Mean, Assessing Mean

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	.370	.315		1.174	.242		
	Teaching Mean	.225	.103	.176	2.172	.031	.470	2.129
	Assessing Mean	.192	.105	.148	1.826	.070	.468	2.134
	Learning Experience Mean	.484	.105	.425	4.598	.000	.361	2.770

a. Dependent Variable: Student Satisfaction Mean

**Regression Analysis Model 2: Analysis on the Effect of Non-Academic Factors on
Trainee Satisfaction**

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.540 ^a	.292	.280	.56318	1.565

a. Predictors: (Constant), Library Service Mean, Student Affairs Mean, Recreation Mean

b. Dependent Variable: Student Satisfaction Mean

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	22.861	3	7.620	24.025	.000 ^b
	Residual	55.505	175	.317		
	Total	78.366	178			

a. Dependent Variable: Student Satisfaction Mean

b. Predictors: (Constant), Library Service Mean, Student Affairs Mean, Recreation Mean

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	1.403	.320		4.383	.000		
	Student Affairs Mean	.320	.089	.275	3.610	.000	.699	1.431
	Recreation Mean	-.083	.085	-.080	-.969	.334	.595	1.680
	Library Service Mean	.451	.083	.419	5.464	.000	.689	1.451

a. Dependent Variable: Student Satisfaction Mean

**Regression Analysis Model 3: Analysis on the Effect of Academic Factors and
Non-Academic Factors on Trainee Satisfaction**

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.676 ^a	.457	.451	.49150	1.503

a. Predictors: (Constant), Non Academic Mean, Academic Mean

b. Dependent Variable: Student Satisfaction Mean

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	35.849	2	17.924	74.197	.000 ^b
	Residual	42.517	176	.242		
	Total	78.366	178			

a. Dependent Variable: Student Satisfaction Mean

b. Predictors: (Constant), Non Academic Mean, Academic Mean

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	.143	.322		.443	.658		
Academic Mean	.850	.099	.612	8.548	.000	.602	1.660
Non Academic Mean	.129	.096	.096	1.345	.180	.602	1.660

a. Dependent Variable: Student Satisfaction Mean

Regression Analysis Model 4: Analysis on the Effect of Trainee Satisfaction on Reputation of Civil Service Academy (Lower Myanmar)

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.775 ^a	.601	.598	.45209	1.797

a. Predictors: (Constant), Student Satisfaction Mean

b. Dependent Variable: Reputation Mean

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	54.396	1	54.396	266.147	.000 ^b
	Residual	36.176	177	.204		
	Total	90.571	178			

a. Dependent Variable: Reputation Mean

b. Predictors: (Constant), Student Satisfaction Mean

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	.671	.206		3.261	.001		
Student Satisfaction Mean	.833	.051	.775	16.314	.000	1.000	1.000

a. Dependent Variable: Reputation Mean