

**ROLE OF HUMAN RESOURCE DEVELOPMENT IN ECONOMIC GROWTH:
MEASURING THE EFFECTIVENESS OF TRAINING FOR ENHANCING THE
PERFORMANCE OF MYANMAR CIVIL SERVICE**

By

MYO Lwin

THESIS

Submitted to

KDI School of Public Policy and Management

in partial fulfillment of the requirements

for the degree of

MASTER OF DEVELOPMENT POLICY

2013

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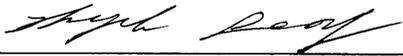
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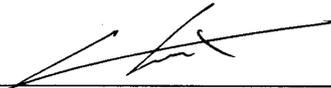
MASTER OF DEVELOPMENT POLICY

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Approval as of December, 2013

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Abstract

ROLE OF CIVIL SERVICE PERFORMANCE IN COUNTRY DEVELOPMENT: MEASURING THE EFFECTIVENESS OF TRAINING FOR ENHANCING THE PERFORMANCE OF MYANMAR CIVIL SERVICE

by

Myo Lwin

With many reforms of political, economical and social sectors in Myanmar, there are needs to upgrade the personal capacity of public servants who should be able perform their work and duties proficiently in supporting government services. This study attempts to examine the training effectiveness on public service personnel, by exploring the impact of government training program on public sector administration and also by checking whether the training programs change the personal idea and ability or not. For this purpose, a survey was conducted on trainees who attended public service training program which is run by two public service institutes and the survey results are analyzed.

The study is composed of six chapters: Introduction (Chapter 1), Overview of training system for civil service in Myanmar (Chapter 2), Conceptual framework (Chapter 3), Literature Review (Chapter 4), Findings and Discussion (Chapter 5), and Conclusion (Chapter 6).

We analyze the results by using four levels of responses: (1) Reaction level, (2) Learning level, (3) Behavior change level and (4) Result changes level. We find that training program may improve the performance of trainees after the program that will lead to greater effectiveness for the persons who would participate in organizations' and also nation's development process. The effectiveness of training program would have impact on the improvement of public service delivery which will serve government reforms process in this transition period.

Findings in this paper, most of the respondents revealed that an ample amount of both theoretical and practical skills are included in training programs which will lead to improve of the trainees' capacity. In this fact, we assume that effective training program could be able to impact on the organizations achievement.

Acknowledgement

First of all, I would like to express my sincere thanks to all people from KDI School who provided kind supports and encouraged me during my study period and in writing my thesis.

I am deeply grateful to my supervisor Professor Hyeok Jeong from the KDI School, for his valuable guidance and simulating suggestions in his lectures and Advance Research Seminar class. Moreover, I would like to thank Professor Kwon Jung who taught for the data analysis and research method lectures. Separate thanks go to Professor Changyong Choi who taught me some methodology and flesh out my thesis during his lectures and as a second professor of my POS committee. I also thank KOICA which funded my study.

Finally, I would like to show my gratitude to my ministry and all of my colleagues who helped me for my research survey.

Chapter I

Introduction

In 2010, Myanmar transformed its political system from a military regime to democratization and the world seems that as a positive change. However, becomes of poor public policy and management, weak governance and economic sanctions exacted by the US and the EU, Myanmar's economy is still remains as a struggling and an underdeveloped one.

1.1 Statement of the Problems/ issues

Myanmar is a country endowed with huge natural resources such as petroleum, natural gas and hydropower. In addition, its population of almost 60 million presents a potential reservoir of human resources. However prior to the recent political change to democracy, the ruling military regime did not apply these huge resources for economic development. This provides Myanmar a great opportunity to develop policy recommendations for the proper use of these resources, especially the human resources.

When the newly elected government took over administrative power, they faced several issues to transform the process of the country's development. One of the critical issues is to develop its human resources in both public and private sectors. According to David N. Weil, the author of *Economic Growth*, he expressed that there are big differences of human capital in countries based on the income per capita. As many economists accepted, a country that has large amount of human capital has the potential and capacity to produce more products and increase nation's income per capita. Therefore, a country must need to develop and improve the quality of its human capital. "The accumulation of human capital and the impact of human capital on production are closely analogous to the situation with physical capital or natural resource" (Weil 2009, 180). This means that of developing and

underdeveloped countries, accumulation of natural resources and human resources are basic requirement for economic development. Increasing human resource development and maximizing its human capital factors for its economic growth are important factor for Myanmar.

1.2 Objective of the Study

The main objective of my paper is to assert the effective training for public service personnel which will lead to human resource development. In this fact I will do my research on measuring the effectiveness of training programs which affect the performance of civil service personnel. I already argued that human resource development is one of the critical tools to boost country economic growth. Moreover, I would like to explore the important of training on public service and training's (after training) effect on capacity and individual performance in the public service personnel in Myanmar.

Also in this study, I will further examine the training change personal idea or not, that functional training can enhance public service personnel performance in Myanmar and then the trainings will be more effective to improvement of economic growth of the country through public service deliver because some scholars studied the enormous role of human resource development can contribute to a country's economic growth.

Kasim et al (2010) contends that each individual in a country has his/her human capital as the most important contribution he can make to his/her country's growth. Furthermore, Kasim et al states that some evidences showed the larger contribution of human capital in a country's development vis-à-vis physical capital, e.g. manufacturing industries (Kasim et al, 2010, 265).

These findings are further supported by the explanation of Ramirez, Rains and Steward (1998) in a study they conducted whereby they showed the effect of a population's

increasing in human capacity, productivity and creativity in the development of an economy. Although, the authors pointed out, the lack of “systematic exploration” between the relationship of human capital and economic growth.

In this paper I will focus on the idea that effective training will definitely lead to human resource development in public sector, especially in enhancing the capacity and performance of civil service personnel in Myanmar, thereby contributing to the economic growth of the country. My assertion is based on what Laing (2009) has clearly assessed and stated, i.e., developed countries such as the USA, UK and Japan have benefited greatly from its human capital development, thus developing countries in other regions of the world, e.g., Ghana, can experience the same, especially given its rich natural resources. The most important thing to achieve this is the provision of the appropriate support, both technical and financial, towards the human capital development (Laing 2009).

1.3 Research Question

To do the rationale of this research, the following questions shall be addressed,

- Can the training program enhance the capacity of civil service personnel in Myanmar and measuring the effectiveness of training program in Civil Service Institutes of Myanmar?
- How can enhance the civil service performance and to improve public service delivery that affect on economic growth?

According G. A. Cole, in his book *Personnel and Human Resource Management*, its stated that training is one of the activity in learning area which directed towards the attainment of precise knowledge and skills to get an organization goal (Cole 2002, 330). The focus of training is the enhancing the employees performance, for instance, employees’

efficiency and effectiveness in the operation have to need, or the need for an effective performance to get organization goals.

Symbol of training activities and programs are well planned and systematic modification of behavior through learning events. The output of training programs which results in the participants achieving the levels of knowledge, skills, competencies and abilities to carry out their work effectively (Gordon 1992, 235). The systematic training program design to be achieved the objectives of its training program in any organization. In this regard, the program design must be systematic and tailored towards enhancing performance and productivity for organizations goals.

Chapter II

Background

2.1 Overview of Training System for Civil Service in Myanmar

The main responsibility of each and every government in the world is to lead their country to be developed in terms of socio-economic standards. In order to achieve good results for their people, governments need to adopt relevant development policies and work plans to be implemented in short term and long term basis. At this juncture the service personnel of the respective government are the main responsible to carry out the functions relating to development measures. Obviously, achievement is depend on the quality of service personnel and that point itself gives awareness to governments not to lose sight of the importance of HRD for their countries.

The Government of the Republic of the Union of Myanmar, without exception of this reality, has also been taking measures for the nation's development with increasing momentum since 1988. Regarding HRD, numbers of schools, colleges and universities were established through-out the country and making it more accessible to young students for their pursuit in education. By the time these students graduate, some of them would join the civil service career in accordance with the existing rules and regulations for recruitment and selection. When they become service personnel in different kinds of governmental organization, the Union Civil Service Board (UCSB) has the responsibility to train them to perform their job well. The UCSB is the successor to the Public Service Commission (PSC) which was constituted in 1937, during the colonial days. After Myanmar regained her independence, Public Service Commission Act was enacted in 1953 enabling PSC to continue its functions.

Since then the UCSB has been accountable to the highest organ of state power and have been taking care of not only recruiting and selecting but also training the service personnel. The UCSB also has the responsibility of conducting induction training courses for all levels of civil service personnel contributes to the nation development.

2.2 Civil Service Structure

The civil service of a country has the duty that is intend to discharge the services of governmental organizations. Governmental services consist of defense of the nation, provision of law and order and promoting the social, cultural and economic development. A government discharges these duties by direct participation, regulation and advocacy. These execution modes require different categories of civil service personnel in respective ministries.

The Myanmar government, like any other governments in the world, is structured in a ministerial format; all activities conducted by the government come under the purview of line ministries. The ministries are in turn organized on the basis of "departments" and "enterprise". Departments carry out largely regulatory and supervisory functions, whereas enterprises are engaged in actual operation of factories, farms, financial institutions, transport services etc.

The apex body of the Myanmar government is the Cabinet with the President as its head. The ministers and deputy ministers are political appointees and are not subject to civil service rules. The departments are headed by Directors General (DGs) and the enterprises by Managing Directors (MDs). The DGs and the MDs are appointed by the Cabinet; they are the highest rank civil service officials in Myanmar.

The civil service officer corps is divided into six tiers as follows:

Sr.	Designation
1.	Director General/ Managing Director;
2.	Deputy Director General/ General Manager;
3.	Director/ Deputy General Manager;
4.	Deputy Director/ Assistant General Manager;
5.	Assistant Director/ Manager;
6.	Staff Officer/ Assistant Manager.

The officer corps is supported by clerical, accounts and skilled "other ranks" categories which are also divided into six tiers as follows:

Sr.	Designation
1.	Office Superintendent/ Supervisor;
2.	Branch Clerk/ Assistant Supervisor;
3.	Upper Division Clerk/ Technician grade (6);
4.	Lower Division Clerk/ Technician grade (4);
5.	Record Keeper/ Head Peon;
6.	Peon/ Sweeper.

2.3 Civil Service Training System in Myanmar

The efficiency and skill of civil service personnel is crucial to accelerate the development of the nation. As such, a highly efficient and capable body of civil service personnel contributes to the nation better. It will be seen that countries all over the world are

trying to enhance the skill and capabilities of civil service personnel through intensive training programmes.

Myanmar government also is placing great emphasis on training programmes for human resources development of civil service personnel. Systematic training programmes undertaken for talented civil service personnel will bring about an all-round development of civil service activities. During the transitions period like these, the role of the civil service trainings became a source of human development. The State has planned the further promoting training programmes with the intention of creating the body of efficient, capable and disciplined civil service personnel.

The UCSB has the responsibility to conduct the induction training course for all levels of civil service personnel. In these days the UCSB is carrying out its responsibility through the two training institutes. They are Central Institute of Civil Service (Phaunggyi) (CICS-Phaunggyi) and the Central Institute of Civil Service (Upper Myanmar) (CICS-Upper Myanmar). The functions and training systems of the two institutes are identical and each institute is headed by a Rector.

2.4 Two Training Institutes

The training of civil service personnel is one of the important functions of the UCSB and all government organizations also have the awareness of its importance. This function is being undertaken by UCSB. The two Institutes are conducting basic training courses for officials and clerical staff of the civil service and special refresher courses for the service personnel from respective ministries. CICS (Phaunggyi) has been established on 1 January, 1965 and 34 years later CICS (Upper Myanmar) has been on 7 February, 1999.

The objectives of two institutes are as follow:

- (1) To train the service personnel, so that they will be fully conversant with the line of duties and responsibilities and, become efficient personnel, serving the interest of the people participating in the economic, social, political and administrative sectors;
- (2) To find solutions for practical management problems, by means of collective discussions and to raise the quality of work performance by exchange of ideas and experience;
- (3) To develop technical and management know-how by means of research, preparation and distribution of thesis and term papers on various theme and subjects;
- (4) To render assistance in the national defense of the country

To carry into the tasks and duties of its functions, both institutes have six faculties are organized in the area of training activity:

- (1) Faculty of Management Study;
- (2) Faculty of Economics;
- (3) Faculty of Political Science;
- (4) Faculty of Sociology;
- (5) Faculty of Law
- (6) Faculty of Basic Military Science

Type of Courses

Nowadays, the following regular training courses are being conducted at the two CICSs:

- (1) Management Course for Mid-Level officers;
- (2) Basic course for civil service officers;

- (3) Basic pre-service course for civil service officers;
- (4) Basic course for Junior civil service officers;
- (5) Enhance course for office supervisors;
- (6) Basic course for clerical staff.

Trainees' criteria such as position and other training requirements and duration of training are as follow:

- 1. Management Course for Mid-Level officers;

Duration: 4 weeks

Position: Assistant Director or Deputy Director

Age: less than 50 years

Education: University Graduate

Others: completed the basic course (or) basic pre-service course for civil service officers and good health condition

- 2. Basic course for civil service officers;

Duration: 14 weeks

Position: Staff Officer, Assistant Manager, Assistant Engineer, Assistant Lecturer

Age: less than 50 years

Education: University Graduate

Others: Newly promoted civil service officers and good health condition

- 3. Basic pre-service course for civil service officers;

Duration: 14 weeks

Position: Staff Officer, Assistant Manager, Assistant Engineer, Assistant Lecturer

Age: less than 50 years

Education: University Graduate

Others: Newly appointed civil service officers and good health condition

4. Basic course for Junior civil service officers;

Duration: 14 weeks

Position: Deputy Staff Officer, Junior Engineer, Tutor/Demonstrator,

Age: less than 50 years

Education: University Graduate

Others: Newly appointed or promoted junior civil service officers and good health condition

5. Enhance course for office supervisors;

Duration: 14 weeks

Position: Office Superintendent

Age: less than 50 years

Education: Higher Education passed

Others: completed the basic course for clerical staff and good health condition

6. Basic course for clerical staff

Duration: 14 weeks

Position: Lower Division Clerk

Age: less than 50 years

Education: Higher Education passed

Others: Newly appointed in clerical staff and good health condition

The number of service personnel, trained at CICS (Phaunggyi) and CICS (Upper Myanmar) as of 31-3-2012 are depicted in Table (1).

Table (1) Number of Trainees who attended at two CICS

Sr.	Courses	1-4-2011 to 31-3-2012			From the date of establishment up to 31-3-2012			Remarks
		Male	Female	Total	Male	Female	Total	
1.	Regular Courses							
	(a)CICS(Phaunggyi)	879	1984	2863	51951	33568	85519	
	(b)CICS(Upper Myanmar)	826	1649	2475	7159	10147	17306	
	Total	1705	3633	5338	59110	43715	102825	
2.	Special Refresher Courses							
	(a)CICS(Phaunggyi)	1348	6708	8056	24061	110684	134745	
	(b)CICS(Upper Myanmar)	1419	7087	8506	11734	51414	63148	
	Total	2767	13795	16562	35795	162098	197893	
	Grand Total	4472	17428	21900	94905	205813	300718	

Source: UCSB Annual Reports

The total number of trained service personnel mentioned above compare with the approximate figure of 1 million civil servants in the country, it has shown the fact that about 30 percent of civil service personnel were trained in these two institutes. But most of the ministries in Myanmar have their own training schools and institutions for their staff especially technicians and clerical workers and train them to improve their skill and knowledge relating to their job.

Chapter III

Conceptual Framework

3.1 A Conceptual Framework

There are several types of evaluation in terms of thematic categorization. There are the various evaluation models which is primary value in the attempt to identify an evaluation framework. Each model may differ in terms of their definition, dimensions measure, set goals or purposes, finding approaches, and nature of evaluation. Deniz Eseryel (2002) supposed that there are six kinds of general approaches in evaluation such as Goal-based, Goal-free, Responsive, Systems, Professional review, and Quasi-legal. Deniz (2002) also defined such mention evaluation as follow:

- (a) Goal-based evaluation begins with goals in mind and seeks to determine if those goals were achieved;
- (b) Goal-free evaluation does not seek to confirm or deny a pre-determined outcome or goal. Rather, it seeks to discover any benefits that result from the intervention;
- (c) Responsive evaluation is an approach that it is based on client requirements. This can present unique challenges for the evaluator, but it is a common approach;
- (d) The systems approach to evaluation focuses on whether the intervention was efficient and effective;
- (e) Professional review evaluation uses external expert appraisal to evaluate instead of other commonly used and accepted methods;
- (f) The quasi-legal approach is infrequently practiced, but is uses an actual court-of inquiry format to present evidence, take testimonials, and evaluate an intervention or product.

However the literature generally highlights on objective based and systems based models. Donald Kirkpatrick's "Evaluation Training Programs" is one of the goal based models. Some scholars stated that the rationale of evaluation ranging is completely technical aspect to covertly political objective. But, these models do not describe the require steps to achieve the objective and do not deliver the ways to utilize results to improve training.

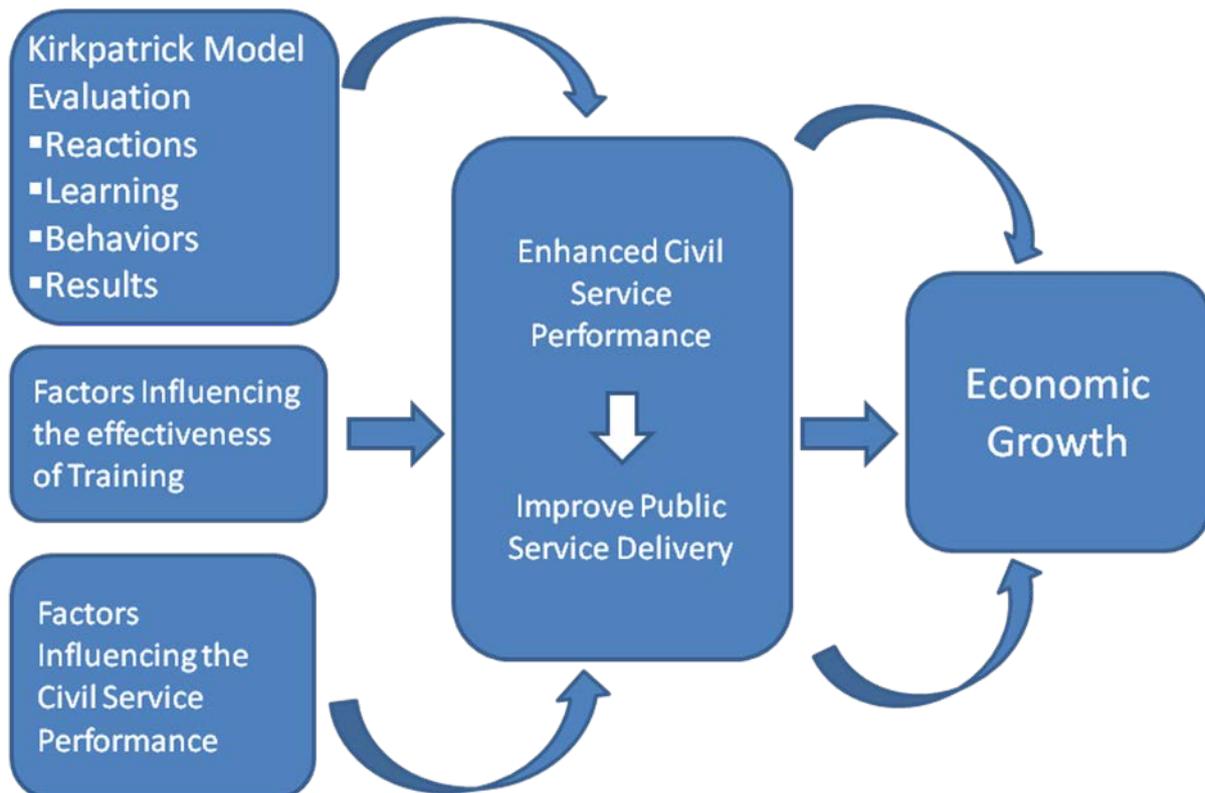
Based on the literature reviews, the conceptual model as shown in figure 2 below is proposed for this study, which is combining with the Kirkpatrick model of training evaluation and transfer of trainings, and other factors.

This study will examine with three steps of measuring tools for training effectiveness. The Kirkpatrick model of training evaluation was used for my first step of study outline, in which four level of training evaluation include such as trainees' reaction, learning, behaviors and results. The second step will evaluate the transfer of training which will examined the trainees' performance after attending training. To find the effectiveness of training on civil service performance, it will explore how the transfer of training applied to trainees and government body after the training programs. Finally, the study will explore other factors: the influence of civil service performance and public service delivery.

Figure 1: Kirkpatrick Model Training Evaluation

<p>Level 1 - Reaction</p>	<ul style="list-style-type: none"> • To what extent did the participants find the training useful, challenging, well-structured, organized, and so on?
<p>Level 2 - Learning</p>	<ul style="list-style-type: none"> • To what extent did participants improve knowledge and skills and change attitudes as a result of the training?
<p>Level 3 - Behavior</p>	<ul style="list-style-type: none"> • To what extent did participants change their behavior back in the workplace as a result of the training?
<p>Level 4 - Results</p>	<ul style="list-style-type: none"> • What measurable organizational benefits resulted from the training in terms such as productivity, efficiency and sales revenue?

Figure 2. Conceptual Framework



Chapter IV

Literature Review

4.1 Kirkpatrick's Evaluation of Training

The Training Evaluation Model which exposed by Donald Kirkpatrick is useful and popular tools in a specific method for measuring the effectiveness of training. This model was initiated by Donald Kirkpatrick in 1959, and updated and revised several times. There are four levels of evaluation steps as follows:

1. Reaction
2. Learning
3. Behavior
4. Results.

In terms of exploring and analyzing, each level can get an understanding of how much effectiveness of training and improvement for the future. Behaviors and results changed depend on organizations change which is the most important factor on the training. Laing (2009) noted that the improvement of organization performance lie on training: the key element because training can rise up the individual level and competence of the organization. It can also help to realize between what is meant to be happen, which is the desire targets or standards, which is really happening and which is the actual levels of work performance. In this regard, it will need to measure the effectiveness of training for public services personnel that is primary source for this study. How can this study measure the training effectiveness on public service personnel? Deepak Dogra, Professor of Institute of Management Technology, pointed out that organizations need to measure three kinds of training outputs: "(1) course planning, relevance and comprehension, (2) utilization of training, i.e., transferring the classroom learning to the job in terms of skills, competencies, decision making, problem-

solving abilities and relationships, and (3) changes in the mind set such as work related attitudes, values, interpersonal competencies and personal attributes” (Dogra 2001, 98).

According to Kirkpatrick (1998), the phase of the evaluation taking place makes the subject of evaluation or the level of evaluation. In Kirkpatrick's four-level model which is used in entailing the assessing training needs, the information of the lower level can provide the success of every level of the evaluation. According to this model, the step by step sequence of the level one, two , three and four of the evaluation should be carry out consecutively in accordance with time and allowance budget. The information of the every level becomes the foundation of the next step. We can measure more precisely to the effectiveness of the training program by seeing the present level’s success. And also need to analyze more rigorously and time-consuming at the same time.

4.1.1 Reactions

The first level evaluation of the Kirkpatrick model is to measure the reactions of the training program. The reactions level are measurement of trainees’ reactions or attitude toward the training aids materials such as the instructor, the topics, the presentation style, the schedule which all represent the quality of training. The question which cause by the perception of the trainee should be solved by the training aids material. According to Kirkpatrick model, the evaluation of the program at this level can provide the improvement the training program (Haslinda 2009, 41).

In this level, evaluation is just the measurement of overall customer satisfaction of the trainees who attended the training as well. Even as positive attitudes toward the training program are of importance to determine trainees’ reactions that could be creating of sufficient learning motivation. In this regard, positive reactions of trainees are very important. The significant reactions have consequences for learning. The evaluations of trainees tend to

positive reaction. However, a negative reaction may encounter its possibility. Finally, the future information and the specific incident measurement of the training program can be improved and provided.

4.1.2 Learning

The second level evaluation, learning, is to determine the trainees' perception: changes in knowledge, skills and attitudes can include in learning outcomes. Otherwise, learning can be described as the measure of what kind of attitudes are changed, the trainees have been increased their knowledge or their skills become of continuing the training. In this second level evaluation, it is planned to measure the improvement of trainees' knowledge, skills and attitude. In the other words, the participants have been tested this level evaluation to see what new skills have been acquired in training program.

The knowledge, measurement of outcome is typically measured by using instructor and achievement tests. Typically skills required response on the observe part of some exploitation. Therefore the evaluation are using in the performance test. For the first level evaluation, questionnaires are used. The trainees have been given their ratings for various items.

In addition, measuring the training can be related to the technique of use and shifting knowledge, skill and attitude. To evaluate the extent of learning, tests are often used at the second level evaluation. The tests include pre-test : before the training and post-test: after the training. In the second level evaluation, the testing should be done immediately. It will determine trainees' knowledge skills and attitude after the training. Measuring this level evaluation try to evaluate progressive of trainees performance. The number of trainees has advanced in knowledge, skills, and attitude. Assessment of the first level evaluation is easier

than this level. From formal to informal and team assessment to self-assessment arrangements are done by the methodologies.

4.1.3 Behavior

The third level evaluation is to express the trainees are learning progressive and changing their behavior and performance. This is also intended to find out that the result of training program. It means to search the training program can change the trainees' job behavior or not. Moreover, third level evaluation involves the measuring the knowledge exchange, skills, and attitudes. In regard, the evaluations of first level and second level are still keeping as the important ones. Therefore the positive reactions of the trainees are the very need for the training program. These knowledge, skills, and attitude are useful for them after the training is going to be motivated and able to apply on their jobs. Haslinda (2009) mentioned that Changing of job behavior are led by the positive reactions and learning effects. The suited acquired skills must be transferred to the appropriate work situation.

This level measures the transfer of skill and changing of learning behavior by the program of the training. Searching the answer to the question about the effect of the new skills, knowledge and attitude upon the everyday life of learner's work is the evaluation of this level. The quality of transfer is strongly depending on the participant after the training. Bergenhenegouwen (1997), explained that the low effectiveness of training courses provided insufficient supervision. In this level, the effectiveness of the program will give trainers confident. However, measuring is also difficult case, Predicting the behavior change time is the impossible things and so, when and how often of the evaluation become the important decision. (Winfrey, 2005).

4.1.4 Results

The fourth level evaluation is to find out the organizational results from the training program. This level gives effectiveness for organization and making good environment with trainees' improve performance. Furthermore, this level seeks to organization's objective such as providing public service works.

There is no limited outcomes of the training investment and other important results can be provided also which will lead to be good quality of organizational function of work, human relation, higher worker morale, greater job satisfaction, and reduction in scrap rate, etc. This evaluation tries to draw out and use the outcome of the training which is the result of the organization. The level of the progress of organization is measured by the evaluation in this context and also how much the program is successful by means of the increased understanding of the managers and executives on production, quality improving, cost decreasing and accidents times decreasing, sale increasing which leads to more profit of investment. These are the almost all the root of a training program of a business and perspective of the organization even though the typically result of the level four are not addressed yet. It is very difficult to measure results by financial terms and also to make direct link to training.

4.2 Factors Influencing the Effectiveness of Training

Training is used as a tool to prepare individuals for changing in organizational behavior. In the organizational behavior, the training effectiveness is also influence by the some other factors. Haywood (1992) noted that one of the factors that have been influencing on the effectiveness of the training is human resource policy. The real purpose and goals of training is gaining the learning, skill development and behavioral change and this real purpose and goals are defeated and lost by the emphasizing on ease and program namely.

Furthermore, the link of the training and an organization's career development would be determined by the human resource policy and the recognition and advancement are led by reward system in training (Cheng & Ho, 1998). In addition, the critical factors of the trainee characteristics like attitudes and motivation are often neglected and the training program effectiveness will be impacted by them (Noe, 1986).

It is important therefore to implement and deliver a training program from which the trainees get the good performance, becoming of the able man; better attitude and competence which they need to perform their job effectively, thus accounting for an increase in productivity to improve economic growth (Haslinda 2009, 39). According to UN HRM report (2005), "the success of training depends on the ability of trainers to design and deliver effective and imaginative training for trainees to enable them to improve their performance." It could improve the capacity of civil service personnel to better public service delivery, which will lead to the human resource development to improve economic growth of Myanmar. In this study argue that an efficient trainer can give effective training that will lead to improve trainee performance and encourage and produce better outputs and results. The main reason for ineffective training is a lack of education and skills of the trainers which directly affect on the quality of training programs and trainees. Indeed, the trainers' ability as an expertise in subject matters could ensure the effectiveness of training. The learning skill of the trainees will affect by the unqualified trainers who are assigned by the organization, and in this aspect, the value of training program can be decline among trainees.

The largest amount of learning are taken place by the classroom foster student motivation according to the educational psychology. (Ames, 1992) same as the training arena, the trainees' willing to learn and how to motivate them are the influence factors of a effective training program. There are a lot of ways to motivate to learn in training. The motivated and willing trainee can put their training knowledge and skill on their job appropriately (Baldwin

& Ford, 1988). The team building program should constantly emphasis on positive attitude which can enhance the motivational effort of the employee. The effective training must be ensured the motivation in transfer and transfer climate for the employee (Bumpass, 1990).

At last, the success of the training is strongly depending upon the commitment of the higher level leaders and development. Organization with top level leader who know that organizational goal can meet with proper training and active and motivated employees also need to take part in training and in the training program planning objective. And also financial commitment is one of the important matters for success training (Facteau et al., 1995).

4.3 Other factors affecting Civil Service Performance

In the real world, participation of public service system in government administration mechanism is a major driving force for government's operating and implementing its objectives and goals. According to Tatjana Trendafilova, the issue of civil service system is directly linked to the role and responsibilities of the government as an employer. In the EU, member countries have well-developed and professional civil service institutions, and they could formulate government regulations and supervision to the public and assist in government administration well (Trendafilova 2008). Thus, every successful government needs to build strong civil service institutions which can implement government's public policies, economic policies and other necessary matters support to the government administrative sector. Also every institution needs an efficient and effective employee to implement organizations' goal. In this respect performance of civil service personnel plays vital role in any organization.

Effectiveness training is critical supporting evidence to foster the civil service performance. Moreover, the use of employee motivation and increasing job satisfaction can

enhance employees' performance that can account for better service delivery and improving economic growth. Some people may feel that wages are the most fundamental issue to measure the effort of employees in their individual performance and ability. Individual civil service performance can produce better service delivery for improving economic growth. A person who has earned a high salary should put in more effort in his / her work and provide better public service. Furthermore, based on individual performance and organizational capacity, annual wage increase for employees are critical to their motivation. In his human capital management series, the author Howard Risher noted about the pay performance that "the goal is to use the prospect of monetary rewards as an incentive for individuals to improve their contribution to improved or sustained agency performance. There is solid research evidence supporting the incentive power of financial rewards" (Risher 2004, 10). Although the salary issue could persuade employees to put in more effort into their work, it is not a perfect strategy to improve the ability of employees. I think it is just an only short-term solution for employee performance that can be effect on economic development immediately. Likewise, the work and rewards such as increasing salary and making bonus also might be persuaded to interest employees in the workplace. I contend that reward for hard work is perhaps one of the best motivations for improved service delivery of staff. In the words of Howard Risher, "The use of rewards—cash as well as non-financial —is now an accepted tool for managers working to improve performance." (Risher 2004, 11). I think so that the reward to hard work employee is one important factor to enhance their performance and that will effect to organizations productivity. The manager or leader must think of rewards or incentives for employees which could improve their performance. The use of rewards, not only monetary or extrinsic rewards, but also other incentive packages or pricing should be considered or other intrinsic incentives such as recognition and meritorious awards. For the

reason, the workforce is only thing that will improve product or service and will lead to progress of economic growth.

In addition, others may argue that motivation and employee performance can lead to economic development because motivation can persuade employee interest and it may encourage more efforts for production and services that will lead to improve economic growth. Nowadays, the term “public service motivation” is prevalent among public organizations. With this evidence, we can clearly notice how one could significantly motivate for better public service performance and better delivery of public services. In addition, the psychologists have observed that the relationship among employees performance on the individual motivations (Francois 2000, 277).

Furthermore I would like to discuss about job satisfaction which linked to individual performance and public service delivery and also lead to enhance the economic growth of country. In the public sector institutions, there is a link between motivation and job satisfaction. Motivation can improve employee performance and job satisfaction can do so as well. Some scholars, Andersen and Anne M. Kjeldsen (2010) mentioned that job satisfaction is directly related to affect on individual performance. In those assumption, the effective of public service motivation on job satisfaction is already increased that could be encompassed the better performance of public service employees who can deliver more output for progressing economic development. Some scholars have almost focused on developed countries, and researches on public service motivation (PSM) gradually expand from the United States to Britain, Germany, the Netherlands, Switzerland, South Korea and China (Vandenabeele, Scheepers & Hondeghem, 2006; Leisink & Steijn, 2009; the Ritz, 2009; Young, 2001; Liu, Tang, & Zhu, 2008; Li, 2010), which became a hot topic of the international public management. I contend that the employees’ motivation and job satisfaction could enhance employee performance and it could lead to improve country

economic development. On the contrary, there is a little research in relation to public service motivation in developing countries (Liu, Tang & Zhu, 2008; Wu, 2010; Li, 2010). Therefore, we must place greater emphasis on public service motivation in developing countries and its effects on economic growth through individual performance and public service delivery.

However, I think it's more important to consider the effectiveness of training and its impact on employee performance capacity. I argue that high performance employees can make a better service delivery. Although the public service motivation is somewhat effective in employee performance, it may only effect on individual interests. Effective training can improve all employees of the public and also improve the organizational capacity to drive economic growth.

Chapter V

Findings and Discussion

5.1 Methods

The surveys explore the development and adoption of a data analysis which can reach to the effective training evaluation and to measure the performance of civil service after training. It is the survey tools: questionnaire which is design with the research questions and literature reviewed. This study was designed by survey tools with the research questions and explored was based on the literature reviewed. Build upon the conceptual framework this study used six levels of questionnaires to assess such as reaction, learning, behavior change, results. It can also explore the effective of training and the performance of civil service by the training. In this survey, 200 questionnaires were distributed to respondents and 84.5 % of response rate, 169 respondents have given answer the questionnaires. Respondents were chosen the trainees who attended the training course at the civil service training institute from various ministries and organizations.

5.2 Reaction Level of Evaluation

According to the study, table 5.1 shows the reactions of respondents from training institute. The study found that 68.5 % of the respondents agree that the training objectives are clear in their mind while attending training courses. More than half of respondents, 58.3 %, agree that the training objectives are usually designed by a team of subject matter experts. Majority of the respondents 67.8 % agree that the training program objectives usually have a tight link with the organization objectives. Most of the respondents 46.7 % responded that they met their expectations in the training course. About 52 % of respondents revealed that the level of training instructions and duration of training were appropriate. Also 52% of respondents exposed that the training course was relevant their jobs. Greater part of the

respondents, 58.3 % of respondent agree that it is a good training program. This is the same way of the Sanchez and medkik (2004) who stated that the positive reaction towards training program was found (Sanchez and Medkik, 2004). According to Nancy (1988) study, it is exposed that whether the training is met with employees' need or not. And also the training objectives tend to improve the trainees' performance and adequate course manuals. If the training atmosphere is not attractive, training will only have very little impact on the trainees and their performance.

Table 5.1. Reactions of respondents

Sr.	Questionnaires	Response Rate (%)				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Training objectives are clear in your mind while conducting training sessions.	13.7	54.8	26.8	4.2	0.6
2	Training program objectives usually have a tight link with the organization objectives	9.5	58.3	23.2	7.1	1.8
3	How do you feel the overall rating of the training program	13.7	44.6	35.7	5.4	0.6
4	You feel training programs should be taken more seriously.	12.4	21.9	39.1	21.3	5.3
5	Please rate the following aspects of the training course					
	• <i>Did this course meet your expectations</i>	12.4	34.3	42.6	8.3	2.4
	• <i>Was the level of instruction appropriate</i>	11.2	42.0	36.7	8.3	1.8
	• <i>Was the duration of training appropriate</i>	11.2	40.8	39.6	6.5	1.8
	• <i>Was all of the equipment working properly</i>	3.6	34.3	33.7	22.5	5.9
	• <i>How would you rate the course manuals</i>	1.8	40.5	44.0	11.9	1.8
	• <i>Was this course relevant your jobs</i>	4.1	47.9	33.7	10.1	4.1

5.3 Learning Level of Evaluation

The second level evaluation of Kirkpatrick model is learning stage, Table 5.2 reveal the respondents' evaluation for training of learning. It showed that 62.7% of respondents had found their ability to be more confident after the completion of training programs. Only 9.5 % of the respondents reported that they have not found their ability. Besides, most of the respondents 63.8 % of respondents agree that they were aware of trainees' knowledge, skill and attitude while imparting training. In addition, more than half of respondents, 53 % responded that they obtained a sufficient amount of both theoretical and practical experiences in training program. Majority of the respondents 58.9 % had reported they obtained certain level of knowledge and skill in the training. However, only 7.9 % and 38.8 % of respondents felt that a consistent delivery methodology is followed for conducting training.

Table 5.2 Learning Level of Evaluation from Respondents

Sr.	Questionnaires	Response Rate (%)				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	You have found your ability to be more confident after the completion of training programs	18.9	43.8	27.8	7.7	1.8
2	While imparting training, you are aware of trainees' skill, knowledge and attitude.	12.0	51.8	30.1	6.0	0
3	Sufficient amount of both theoretical and practical content are included in training programs.	7.2	46.1	29.3	16.8	0.6
4	How much did you obtain the level of knowledge and skill in training course	13.1	45.8	31.0	10.0	0
5	A consistent delivery methodology is followed for conducting training.	7.9	38.8	48.5	4.8	0

The study prove that the training give more confident for the trainees by learning more.

5.4 Behavior Changed Level of Evaluation

The results from the survey, most of the respondent agree that they had a chance learning opportunities from the training course to apply their job. Table 5.3 states that 66.3% of the respondents exposed they feel training course helps in bridging the gap between higher level and their colleagues. Moreover, over 50 % of the respondent (51.5 %) agree that the training content are very practical and can achieve their personal goals through them. Moreover, 52.26% of the respondents said that they got the required knowledge and skills which are very meet with their respective job by the training. According to the study by Santos and Stuart (2003), only 34 % of manager and 61 % of non-manager were using new learned skills of the training. Besides, in Nancy's literature (1988) he exposed that the manager said that new idea and techniques implementing are not allowed by their climate of the organization even the training are favorable. Nearly 60% of the respondents approve that the feedback from trainees is captured before, during, and after training which able to change the training programs that will be more useful for the trainees' behavior in their jobs. In this regard, 56.8 % of respondents willing to get an appropriate feedback were provided to trainees based on their evaluation results. The 13 % of the respondents do not hope which is only the minor percentage to get the appropriate feedback from the trainees' evaluation.

Table 5.3 Behavior Change of Respondents

Sr.	Questionnaires	Response Rate (%)				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	You feel training helps in bridging the gap between higher level and your colleagues.	14.2	52.1	21.9	10.7	1.2
2	You feel training programs have achieved your personal goals.	10.3	41.2	33.3	12.7	2.4
3	Feedback from trainees is captured before, during, and after training.	11.3	48.8	31.0	7.7	1.2
4	Did you get the require knowledge and skill for the job from this training?	11.8	40.8	42.6	4.7	0
5	Appropriate feedback is provided to trainees based on their evaluation results.	13.0	43.8	30.2	13.0	0

5.5 Results Level of Evaluation

The response related to results of the training program shown in Table 5.4. Main part of the respondents 63.3 % assume that their ability in job will be improved by the ideas and information of the training. Only 8.4 % of respondents disagree that the training program will improve their skill in jobs and they acquired the new ideas and information from the training program. More than 57 % of the respondents think that training programs are planned and conducted to achieve specific organizational goals and about 10% of respondents against this result. About 70 % of the respondents reported that their performance will be improving after attending the training program. Only 7.2 % of respondents disagree their performance improving. Majority of the respondents about 65 % of respondents revealed that the transfer of learning, results, more effectively by adding role plays, case studies and other participative training techniques. In addition, more than three quarter 75.6 % of the respondents reported that trainee’s knowledge level is measured before and after training.

Table 5.4 Results Level of Respondents

Sr.	Questionnaires	Response Rate (%)				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Do you think the ideas and information from the course will improve the effectiveness of your skill in job?	7.2	56.1	28.3	7.2	1.2
2	Training programs are planned and conducted to achieve specific organizational goals.	13.1	44.0	31.5	9.5	1.8
3	Do you think you will improve your performance after attending the training program?	12.7	57.3	22.9	7.2	0
4	You make the transfer of learning more effective by adding role plays, case studies and other participative training techniques.	15.5	49.4	28.6	6.0	0.6
5	Trainees' performance is measured before, during and after a training program.	10.7	53.6	29.2	6.0	0.6
6	Training improved the skill, knowledge, & sense of responsibility of an employee.	13.0	55.0	24.3	6.5	1.2
7	Trainee's knowledge level is measured before and after training.	13.1	62.5	22.0	2.4	0

Elsbach (2004) disclosed that promotion and increasing better salary can predict the likelihood is better than using the budget for training. Moreover, there is clear relation among training through organization's career development and reward system indicates that training leads to recognition and advancement (Santos & Stuart, 2003). In addition, according to Nancy's study (1988), it was found that majority of respondents agreed that the organization should provide some kind of training for their managers. Furthermore, manager and policy maker should recognize training policy which includes linkage between training and planning, recruitment, appraisal or promotion practices. Even though, training is important for

organization development, only a few organizations would consider promoting their employees' performance related to attend the training programs.

5.6 Factors Influencing Effectiveness of Training

Table 5.5 indicates the responses related to the factors influencing effectiveness of training program. More than 62 % of the respondents felt that most trainers have hands on experience in the subject matters they are teaching. In this response only 5.4 % of respondents were disagree the trainers have hands on experience in their subject matters. Majority of the respondents 64.8 % responded that the trainers have adequate communication and teaching skills, only 6.7 % of respondents were disagree this point. Among the respondents, most of the 72.5 % of respondents agree that the overall skills of the trainers are good and very little 5.4 % of respondents think the trainers have inadequate skills. Among factors that influence on effectiveness of training, subject matters skills and communication skill, and teaching skill are more influence on trainees because they accepted all trainers attitude by looking at these skills.

5.5 Influencing Effectiveness of Training

Sr.	Questionnaires	Response Rate (%)				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	You feel that most trainers have hands on experience in the subject matters they are teaching.	16.3	46.4	31.9	4.2	1.2
2	You feel trainers have adequate communication and teaching skills.	13.3	51.5	28.5	6.7	0
3	Please rate the following aspects of the trainers					
	• <i>Did your trainer have a thorough grasp of the subject?</i>	11.8	37.9	46.0	4.3	0

	• <i>Did your trainer actively invite questions?</i>	19.0	43.5	29.2	6.5	1.8
	• <i>Did your trainer answer the question posed?</i>	10.8	52.4	31.9	4.8	0
	• <i>Was individual help provided when needed?</i>	16.1	47.0	30.4	6.0	0.6
	• <i>Was your trainer prepared for class?</i>	16.3	51.2	31.3	1.2	0
	• <i>Did your trainer have a professional demeanor?</i>	10.2	34.3	49.4	6.0	0
	• <i>How would you rate the overall skills of the trainer?</i>	10.8	61.7	22.1	5.4	0
4	Training has an important role in increasing the capacity of civil service personnel.	17.8	45.6	27.8	7.7	1.2

5.7 Other factors affecting civil service performance

Enhancing the performance of civil service does not depend only on training programs but also some factors might influence to boost up the civil service performance. Table 5.6 shows the respondents reported that the factors mentioned below are affecting the civil service performance. Majority of the respondents more than 68 % of the respondents think that the job security and job satisfaction were the first priority factors that influenced the civil service performance. In this point, only 3.6 % of respondents disagrees the job security and job satisfaction affect on civil service performance. Secondly, 64 % of response rate responded that getting promotion might affect on the civil service performance apart from the training. Furthermore, one interesting point that salary is not a first priority, only 63 % of respondents reported that salary could enhance the civil service performance but 13.7 % of respondents are not agree this point of view. Finally, pension is the last priority factors influencing the capacity of civil service personnel, only 49.4 % of respondents are agree.

Table 5.6 Other factors affecting civil service performance

Sr.	Questionnaires	Response Rate (%)				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Please rate the following factors influenced the performance of civil service					
	• More Salary	29.8	33.3	23.2	11.3	2.4
	• Getting Promotion	31.5	33.3	23.8	8.9	2.4
	• Pension	17.9	31.5	35.7	13.1	1.8
	• Job Security	33.3	35.7	27.4	1.8	1.8
	• Job Satisfaction	34.5	34.5	27.4	1.8	1.8

Chapter VI

Conclusions

6.1 Summary of Findings

In this study explored that the evaluation of training program in public sector in terms of Kirkpatrick model and factors influencing effectiveness of training programs and civil service performance. The findings exposed that applying Kirkpatrick model evaluation for the training programs; majority of respondents about 50 % satisfied in the training programs at reaction level. However, not a few numbers of respondents, about 40 % reported that they felt neutral status neither agree nor disagree. It showed that the appreciation of trainees by training. Thus the trainees got the beneficial of training and progress in learning process although we still need to improve in some areas. At learning level, most of the respondents obtained the satisfaction that an ample amount of both theoretical and practical skills are included in training programs. In this stage, the respondents were learned on their progress or behavioral changes through their awareness on knowledge, skills and attitudes acquired. At these phase, evaluation in trainees acquired was transformed to ensure the effectiveness of training course. The respondents revealed in behavior change level that they gained useful knowledge and skills through the training course to the respective job. Also the respondents felt training program has achieved their personal goals. This is the tangible measure for performance of employees attended the training lead to the value of organization objectives. And also it could change in behavior after the training and the measurement of training methods. As a results level of evaluation, the findings disclosed that the training program may improve the performance of trainees after it and that will lead to be more productive and effective skills in their job. In this result could be the assess change of the organization to make the certain development.

With regards to the factors of influences the effectiveness of training and respondents revealed that the trainers' experiences were satisfied in the training program which will be able to change the effectiveness. But there are some constraints and problems that can frustrate the effectiveness of training in institutes, for instance, trainees' attitude and perception have changed their interest that will be occurred the negative impact on the training programs. Also some factors can influence the effectiveness of training programs in the category, such as limited budget, resources constraint and inefficient training policy. Training needs analysis on inadequate trainers' quality, and lack of planning for training. Finally, it was found that although top level commitment and support are critical for training effectiveness, lack of guidance and follow-up to the top management, leadership problem and lack of support from colleagues. Such kinds of factors could be influence the training effectiveness.

Other factors influencing the civil service performance was analyzed and categorized into five groups such as salary, promotion, pension, job security, and satisfaction. Majority of the respondents revealed that public service motivation including salary, incentive for reward and pension, promotion is critical factors that affect the performance of civil service. However, most of the respondents disclosed that job security and satisfaction were more important than motivation so the top management level should consider the perception of employees and how to deliver and fulfill the employees' expectation.

6.2 Contribution of Study

This study was based on the existing literature related to the effectiveness of training that have been exploring and expanding particularly knowledge in the public sector. Therefore, it would support for other researcher to find out better and inclusive findings within the area of this study. Public sector's training institutes which can change the

employees' attitude and perception on training would be provided in this study. It will tend to the top level management when deciding to assess the evaluation of training effectiveness that has been discoursed in this study to attain support, create conducive program, and apply related skills and knowledge on the respective job. Moreover, findings tend to provide basic information and background to notice the current situation and status on the training institutions that could be delivered more effectiveness training program. Finally, one of the purposes of this study also tend to the top level manager and policy makers who got the collected information about training program that will lead to justify the aspect of training status in their institutions and to create more effective training program for civil service.

6.3 Implication of the Research Findings

In this research found several implications that individual performance measure problem is part of the human resource development issue. That is why human resource development or management system plays a vital role for economic development. Otherwise differences in the quality of employees will lead to different outputs and it may impact economic growth. So measuring the performance of civil service personnel might be one part of measuring factors for economic growth. For a country which does not have enormous natural resources, its huge human resource can produce higher outputs that could lead to the country's development. This is evident in the Tiger economies of Asia: Japan, Singapore, South Korea and Taiwan, human resource development has been widely acknowledged as a prime contributor to these countries' rapid economic growth.

6.4 Conclusion

In this paper prove that effective training is the most effective methods to improve human resource or capacity of the civil service sector. Thus, both public and private sectors

in developed and developing countries are emphasizing on training for their employees to increase their ability and to improve organizations' product or service. Conducting training programs for human resource development will be the various kinds of institutional strategic implementation plan and to get their goals so that most of the organizations invested the large amount of money in providing training courses. It means training is very obvious to enhance the capacity and ability of employees and it may lead to human resource development. The organizations which have good training program may be better service delivery than the other organizations which has lack of training program for their employee. Therefore, the effectiveness of training program would have to impact the improvement of public service delivery and it could be taken part in the economic development.

In this study would try to prove that the effective training can enhance the public service performance that is the requirement for development of human resource. In addition, human resource development leads to be improvement of economic growth. I noticed that training should be able to enhancing the capabilities of individual performance and it can be together with the organizations service quality. If the effective training program does not provide to create of organizational competency, and reflect, the employee performance could not be efficient and that will lead to negative effect on economic development. The organization has to, therefore, distinguish requirement for training need areas such as what kinds of knowledge, skills, attitudes, competence, behavior, conceptual and operational capacity and these can be developed through training and these can be needed to transform in policy reform and administrative reform. In addition, effective training is pivotal role in significant improvement in human resource development for more effectiveness to improve economic growth.

Union Civil Service board is now giving the training to civil servants from respective ministries. It is clear that the servants who are given training are cleverer than the ones who are not given training in understanding about the rules and regulations and government policies for the people.

The difference between those who are finished training and those who are not finished is the understanding about the deliberating. I also focus interview with 10 senior officials from different organizations. They all agree that the training course could enhance the capacity of their subordinate. The performance of the staffs who are attending the training and not are quietly different. The study shows the evidence why these differences are. Therefore the study suggestions are as follows:

- (a) To give more training for civil servants;
- (b) To give training not only office works but also government policies measures;
- (c) To obtain new technique and create teaching;
- (d) To make continuing research and refresh course for training.

6.5 Limitation and Recommendation for Future Research

In this study, the sample size of survey was a small number that covered a little amount of civil service personnel from various ministries and organizations who attend at the civil service training institute. Due to the time and resource constraint, the survey collected required data and information from selected training course conducting at training institute. Also the survey was designed to exploit questionnaires as a tool of study. For a long run, it should do broader area to collect the data and information from more respondents that will lead to more detail analysis. The training institutions suppose to create questionnaires that will aim to measure the effectiveness of training and that will affect on civil service

performance. Besides, they might do research the trainees perception before, during and after the training.

In the conceptual framework, the study will aim to measure the effectiveness of training program that will lead to better public service delivery through performance of civil service affect on economic growth. In the future, the deep analysis of the performance of civil service effects on economic growth through public service delivery. A comparative study between the capacity of employees on public and private sector that will lead to the participation of human capital in productivity could also be interested topics to be discussed as well.

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