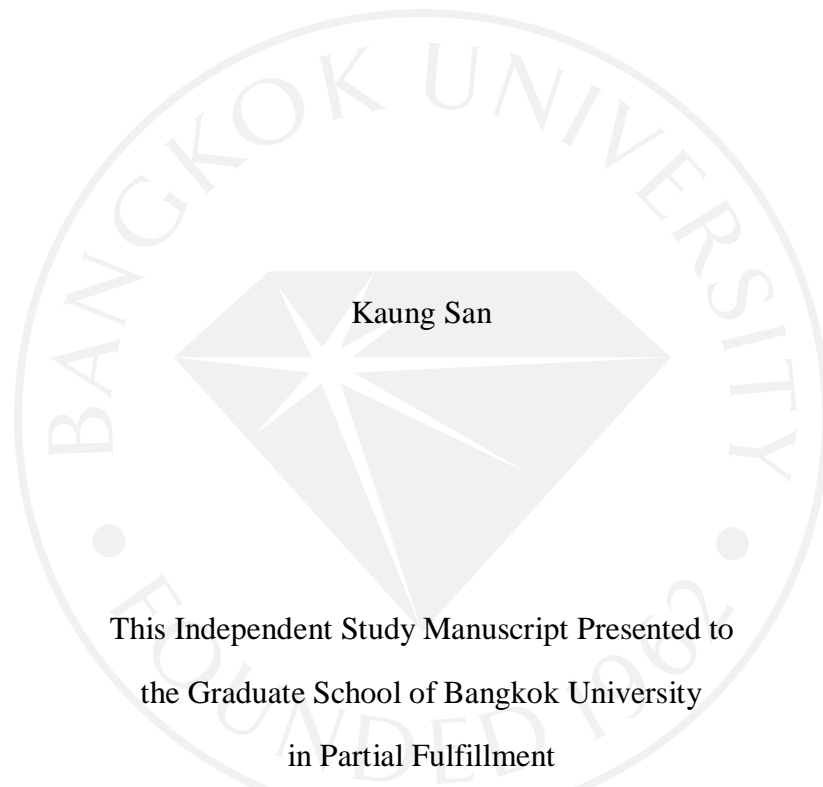


ANALYSIS ON THE IMPACT OF TRAINING AND DEVELOPMENT ON EMPLOYEE
PRODUCTIVITY IN SABAI @ INYA RESTAURANT IN YANGON, MYANMAR



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This Independent Study Manuscript Presented to
the Graduate School of Bangkok University
in Partial Fulfillment
of the Requirements for the Degree
Master of Business Administration

2019



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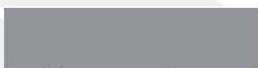
**This Independent Study has been approved by
the Graduate School
Bangkok University**

Title: ANALYSIS ON THE IMPACT OF TRAINING AND DEVELOPMENT ON
EMPLOYEE PRODUCTIVITY IN SABAI @ INYA RESTAURANT IN
YANGON, MYANMAR

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December 1, 2019

San, K. M.B.A., December 2019, Graduate School, Bangkok University

Analysis on the impact of training and development on employee productivity in Sabai @ Inya restaurant in Yangon, Myanmar (91 pp.)

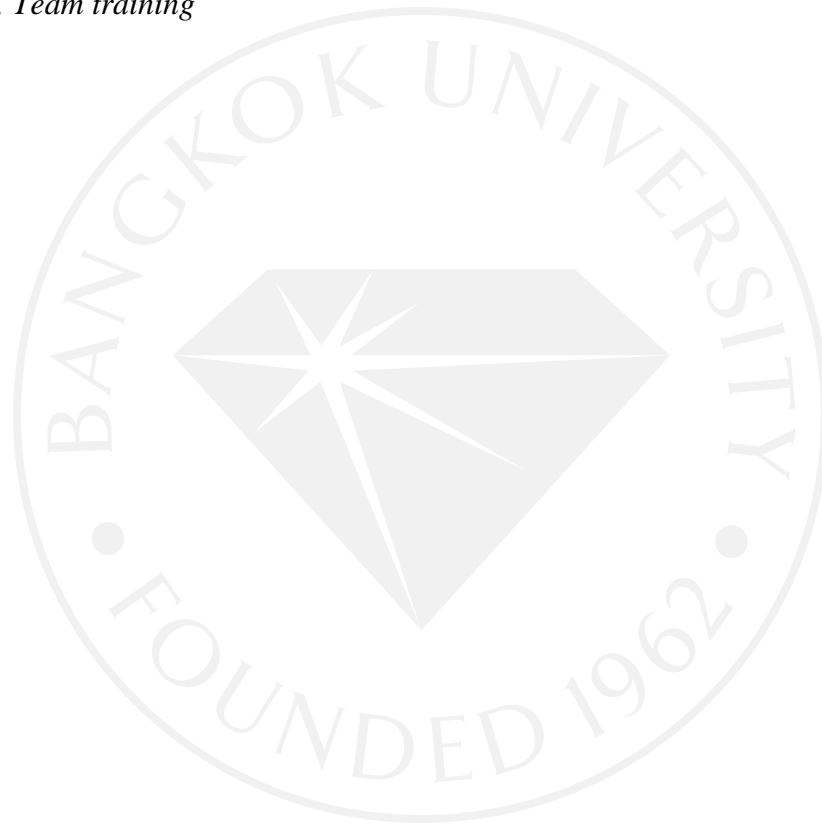
Advisor: Asst. Prof. Lokweepun Suprawan, Ph.D.

ABSTRACT

To keep employees motivated and to retain them, employers have to develop them with training-assisted motivation. Training and development in the organization will lead to increased profits and more positive aptitudes in the organization. Individually speaking, training and development gives employees more job expertise and goal-identification in lieu with the organization. It could be said that training and development is the key in teaching employees how to do their present and future jobs better. Hence, this study is to analyze on the impact of training and development on employee productivity in Sabai @ Inya restaurant in Yangon, Myanmar. The study's objectives are to study the employees' productivity, to learn if training and development impact on employees' productivity and to investigate if employees are getting soft-skills training, service training and team training on time in Sabai @ Inya restaurant. The study has used quantitative research method and used causal research design. The study has also used both primary and secondary data in order to collect desirable data. The target population of this study are non-managerial employees from Sabai @ Inya restaurant and the sample size is 80. The study has found out that soft-skills training, service training and team

training has positive and significant impact on employee productivity at Sabai @ Inya restaurant.

Keywords: Employees motivation, Training and development, Soft-skills training, Service training, Team training



ACKNOWLEDGEMENT

I would like to express my special gratitude to my supervisor Asst. Prof. Dr. Lokweepun Suprawan and Bangkok University for giving me this golden opportunity to do this wonderful independent study. My supervisor helped me a lot to complete my paper and thanks to her I came to know so many new things. Secondly, I would like to thank my parents and peers who have helped me a lot to achieve this independent study within a limited time frame.

In all modesty and appreciation, I am grateful to accept my depth to all those who have helped me bring the concepts far beyond the point of abstraction and into something practical. I would like to thank my lecturers at the University of Bangkok for training me. I would also like to thank the restaurant Sabai @ Inya for helping me to collect the data. Without the support of the people responsible for the Sabai@ Inya restaurant, my completion of this study could not have been achieved. I would also like to thank Managing Director (Mr. Myint Aung), HR Manager (Mr. Zaw Win Naing) and Restaurant General Manager (Mrs. Wee Wei Ling) who helped me validate the measuring tools.

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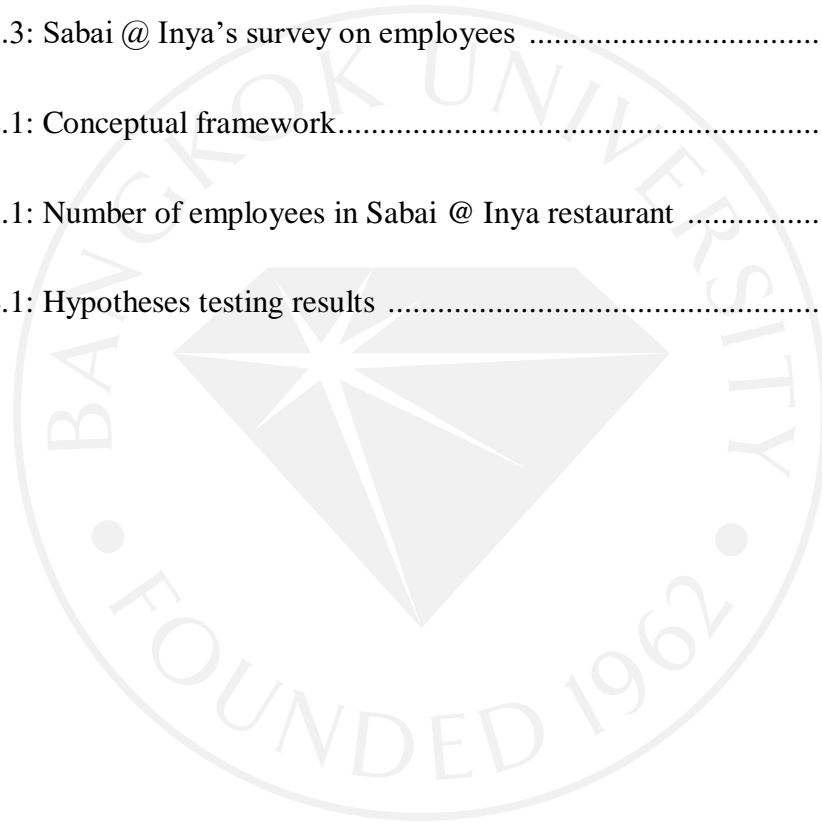
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CHAPTER 1

INTRODUCTION

To keep employees motivated and to retain them, employers have to develop them with training-assisted motivation. HRM is trying to make the organizational activity better by elevating the individual performance in the group within the organization. Training and development in the organization will lead to increased profits and more positive aptitudes in the organization. Individually speaking, training and development gives employees more job expertise and goal-identification in lieu with the organization. It could be said that training and development is the key in teaching employees how to do their present and future jobs better.

Training and development has developed to be the essential thing in the business industry because they upgrade the effectiveness of the employees and in consequence, the organization. It rearranges the attitude, behavior and skills of the employees through education, instruction, learning and planned experience. It is designated to alter and upgrade the employees' behavior in the work place. The essential intent of training is to enable the organization to get to their long and short term goals by improving its workforce (Raja, Furqan, & Muhammad, 2011). In Sabai @ Inya, a fully-trained employee group could ensure the time and money needed to sustain and thus increase profitability. The restaurants should make sure everyone in the staff receive good training to remain good.

1.1 Background of the study

Training and Development is a functionality of human resource management which seeks to improve the employees' knowledge, skills and abilities to fit the needs of the organization (Odina, 2019). Training and development creates a competent and productive workforce who is also motivated to take on any challenge they face along the way as well as maximizing each staff member's potential and the overall productivity of the firm. Training may be hindered by lack of interest, inappropriate regimes or shortage of support and budget from the management. Even when carefully planned, some training programs may prove to be ineffective to some companies (Andriotis, 2019). This fact is caused by some usual challenges which range from poor time-management to cutting costs and to diverse learning preferences. The competitive edge of the company is solely dependent on the employees' productivity.

Myanmar's GDP increased at an average rate of 7.2%¹ between the 2012-13 and 2016-17 fiscal years, making it one of the fastest growing economies in the region and the world. With the economic and political reforms in the country, Myanmar food and beverage market has been attracted to the foreign investors and international retain investors have flocked to Myanmar's food and beverage sector in these years (Tourism Sector Study, 2018). It has been stated that "With vast natural resources, a young and abundant population and ongoing economic reforms supported by the international community, Myanmar has the potential to achieve fast economic development" (Seidel, 2018). With those foreign investments, Myanmar citizens are getting chances for better job opportunities. However, according to Myanmar survey report, nearly 60% of the

firms are facing with the employees' skill shortages, with the highest share in restaurants and hotels.

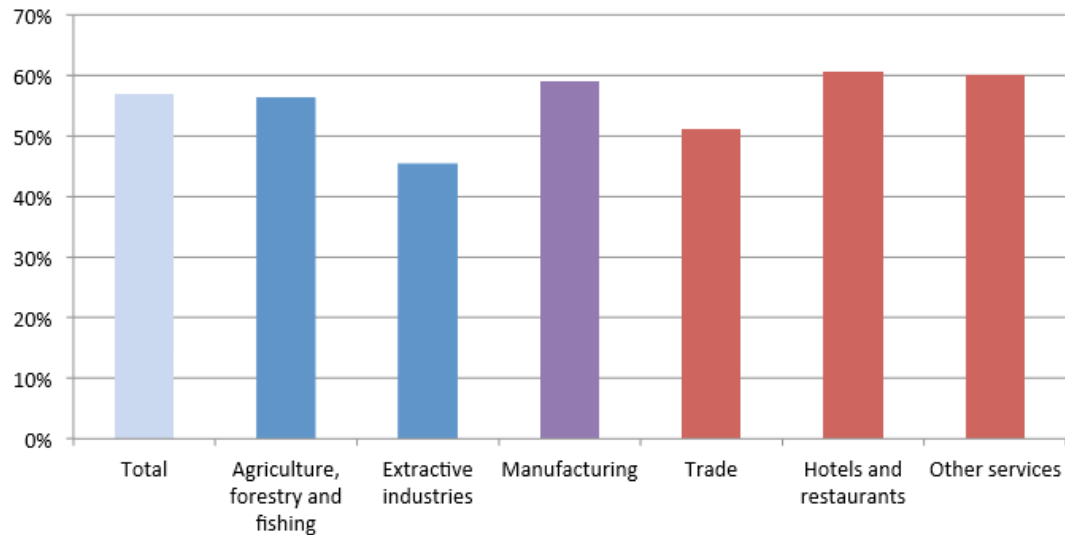


Figure 1.1: Skill shortages in Myanmar

Source: Myanmar Business Survey.(2019). *Skill shortages in Myanmar*.

Retrieved from : <https://www.myanmarsurveyresearch/business/2019>

Above figure shows that skills shortage is worse in hotels and restaurants and other services. The report has also stated that “little investment is made to workforce development as over one-half of the firms allocate no funding to training for the workforce” (Seidel, 2018). Thus, this study is only focus on Sabai @ Inya restaurant because the restaurant industry is both a service and product offering industry and in order to be able to run smoothly, it needs the involvement of employees' efforts. However, in order to give an effort to what they are doing, they need to have the ability to do the given task. Hence, being the most rapidly evolving economy in the South East

Asia region, Myanmar is experiencing a lot of upgrades in its industries which are aiming for international investments from all over the world. This expansion has seen a huge rise in the country's tourism, retail, hospitality and F&B industries, deeming it worthy of the name "The Golden Land" (Myanmar, 2018). The nation's Food and Beverages sector is still expanding alongside local and foreign investors (Myanmar, 2018). This means jobs for the locals. But sufficient training programs must accompany this employment opportunity because it is the only legitimate way for a business or an industry to actually survive through the years (Decouza & Robbins, 1996). Training improves knowledge and knowledge improves performance. That is why training and development is vital in giving the employees the right kind of skill for their current and future jobs. But in times of recessions, the training budgets may be reduced to lower costs and to better manage the financial aspects.

Sabai @ Inya is one of the restaurant which the researcher owns so that he wanted to make a survey on the restaurant's employees if they are getting proper training to carry on the tasks they've given and also the relationship between employees' productivity and training and development programs that the restaurant offers. Sabai @ Inya, being a branch of Sabai Sabai restaurant, is a Siamese restaurant situated in front of Sedona Hotel in Yangon, Myanmar. The restaurant boasts an excellent standard of food presentation in its authentic Siamese cuisine and is consequently popular in the region. Employees maintain the best shape of all resources in order to keep the quality to the maximum. There are many kinds of training given to all employees, old and new, in order to keep the organizational performance up and running. The induction process includes new

employee training in the very early stages of employment. It is performed to integrate the new recruit into the organization. It teaches the recruit about the values and culture of Sabai @ Inya, the do's and don'ts of the hotel, the code of business ethics and other basic info. The existing employees are given training which allow them to offer a 100% satisfaction to the customers, with ways to get the best possible solution in any and all situations. There are weekly training courses to all employees in order to groom them properly on the job.

1.2 Statement of the problem

Training and development has taken an essential part in the organizational industries today. The hospitality sector, being one of the most rapidly evolving sectors in Myanmar, also takes the top spot in job-creation because of its labor-intensive nature. Many companies in Yangon are facing a phenomenal challenge in their growth in the form of talent capacity. It is because not many people in the nation had finished a certified education level and even those who have do not have the skills and traits necessary for the hospitality industry. Most Burmese graduates fail to meet the expectations of their potential employers because there is a need in the business environments which enable them to fulfill their full potential. New employees do get corporate training programs but basic attitudes and behavior like customer orientation, strategic thinking and problem-solving would need way more time to grow and maintain (Oberbauer, 2014).

There has been decreased sales in Inya @ Sabai in 2018-2019. They are as shown below.

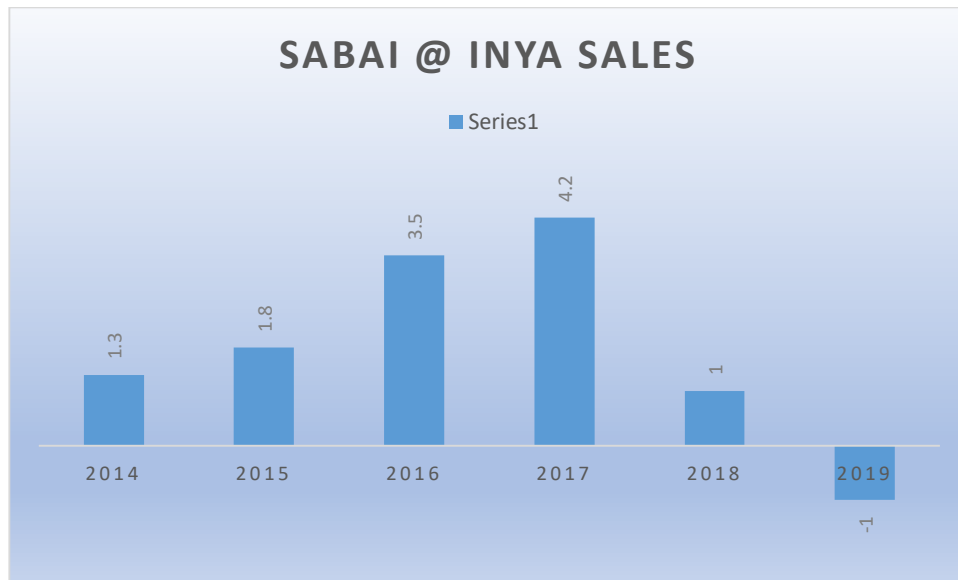


Figure 1.2: Sabai @ Inya sales

According to the above results, in 2014, the sales was in 1.3, in 2015, the sales was in 1.8 and in 2016, the sales has reached to 3.5. 2017 is the best sales year with the scale of 4.2. This shows that the sales have been increasing from 2014 to 2017. However, in 2018, the sales have reduced to 1 and in 2019, there shows the sales loss in the restaurant by resulting minus.

Also, there has been many complain letters to the restaurant's management team about how the employees are lacking in giving services, not taking the customers' orders well and not knowing about the menus. These problems have been stated in the meeting

room. According to the customers, some employees need more patience, precision, knowledge and efficiency. Thus, the restaurant's management team has surveyed on employees' side to know what is wrong. The management team made a survey in order to find the root of the problems. The survey was taken in 12th February, 2019, involving 100 non-managerial staffs from Sabai Inya branch. The survey was based on 5-point scale which is 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree and 5 = strongly agree. The results are as below.

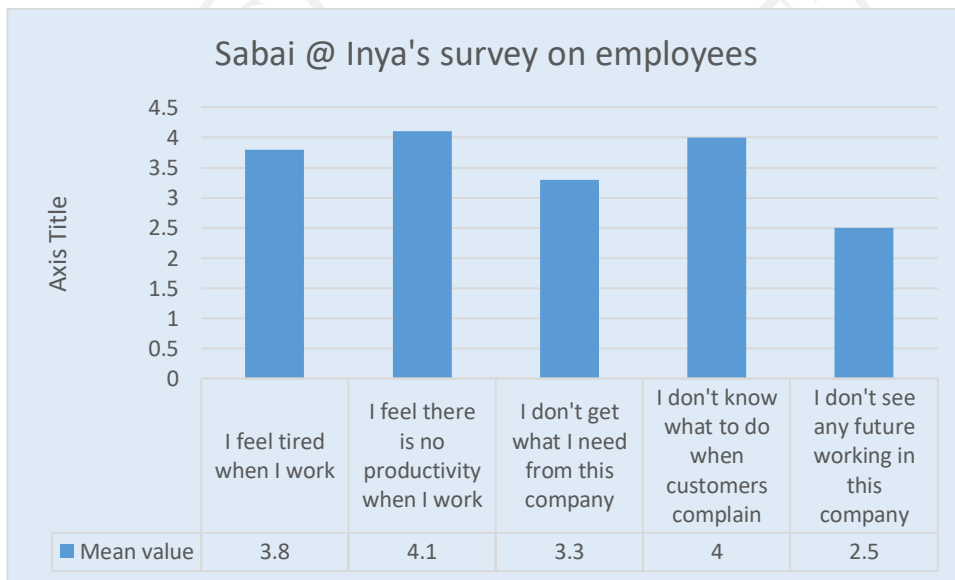


Figure 1.3: Sabai @ Inya's survey on employees

The results have shown that employees feel tired when they work and they do not feel any productivity when they work. Even so, they don't know what they need from the company. The results also shown that they don't know what to do when customers complain but they disagreed with the fact that they don't see any future working in the company. According to it, employees do not feel any productivity and they feel like they

don't get what they need working in the restaurant. Also, they do not know what to do when customers complain. Based on this, the researcher has doubted that if employees are receiving proper training and development programs that is offered by the restaurant because if they received it, they would know how to interact with customers.

According to the insight report, the employees are receiving three kinds of trainings such as soft-skills training, service training and team training in Sabai @ Inya branch. Soft-skills training is to teach Sabai @ Inya's employees interpersonal skills to get along with others and to boost their confidence level regarding to carrying their tasks. Soft-skills training is done by HR manager every Monday morning. Service training is to given to the employees in order to give satisfactory services to customers. New employees are to receive intense service training from the trainer from main branch of Sabai @ Inya, which is Sabai Sabai for 3 months. The experienced employees are to receive service training from the trainer from every 3 months to boost their knowledge level. Team training is given to build relationships between team members and it is to make the team more proficient in decision-making processes, problem solving and knowledge development. Team training is done by HR managers and the training process takes place in every 2 weeks.

However, since there were some lacks of knowledge in company's insight survey and the based on that survey results, the researcher has believed that proper training and development will lift up the employees' energies and productivity because they will know what to do with the given tasks. That is why this researcher had decided to conduct this research into restaurants' training and development methods to see if the employees

are receiving the trainings according to the company's given schedule or not. This study also seeks to find out the effects of training and development programs including soft-skills training, service training and team training on employee productivity.

1.3 Research objectives

The main objective of this study is to analyze the impact of training and development on employees' productivity in Sabai @ Inya restaurant in Yangon, Myanmar.

Specific objectives are as follow.

1. To study the employees' productivity
2. To learn if training and development impact on employees' productivity
3. To investigate if employees are getting soft-skills training, service training and team training on time in Sabai @Inya restaurant

1.4 Research questions

1. What is employee productivity?
2. What is the relationship between training and development and employees' productivity?
3. Are employees getting right training and development program (soft-skill training, service training and team training) on time in Sabai @ Inya restaurant?

1.5 Benefits of the study

This study will learn the importance of employees' productivity in a restaurant industry, hence this will make Sabai @ Inya's management team to aware of the productivity. This will also help the management team to track the employees' performance and based on the results, the company will be able to take actions in the future. Secondly, this study is to investigate if employees are getting the right training and development programs i.e. soft skills training, service training and team training for Sabai @ Inya's employees. The results will help Sabai @ Inya to know which areas are lacking. Based on it, the restaurant will be able to give effective training and development programs to its employees to boost the productivity. Moreover, this research will also help the researcher to look insight of its employees' well-beings and the impact of their well-beings to the company's profit. This research will act as a step for the researcher's future business plans also by giving the knowledge of how training and development is important and how employees' productivity is important for an organization.

1.6 Assumptions of the study

This study assumes that the data, results and samples are valid only for Sabai @ Inya restaurant in Yangon. The results are also reliable and truthful since they are gathered from the restaurant's employees. This research can serve as a basis for further studies in the related area.

1.7 Limitation of the study

The limitation of this study is that this research only seeks to analyze the impact of employee training and development program on employee productivity in Sabai @ Inya restaurant, hence, it will only affect the training and development programs from Sabai @ Inya and will not affect any other training and development programs from other restaurants across the globe. Out of 100 employees from Sabai@ Inya, the sample population of this study is 80 non-managerial level employees from Sabai @ Inya restaurant. The independent variable of the study are training and development which are soft skill training, service training and team training and the dependent variable of this study is employees' productivity.

CHAPTER 2

LITERATURE REVIEW

This part will contain the theoretical review of employee productivity, the importance of employee productivity, training and development, training processes, factors hindering training and development, the relationship between employee productivity and employee training and development and the conceptual framework of the study.

2.1 Employee productivity

Employee productivity is about assessing the efficiency of an individual or a group of individuals. Productivity is usually measured by gauging the output of the individual against time. Usually, other individuals doing the same kind of work are set as the comparison for the assessment of an individual's productivity. Since the success of companies usually rely on the productivity of the workforce, employee productivity is very important for businesses (Rouse, 2018). One of the main problems that many companies face these days is the urge to improve employee productivity, which is the assessment of the efficiency of an individual or a group of individuals. Productivity directly impacts the company's profits (Gummeson, 1988). Productivity is the output of an individual in a certain time frame. It is also gauged in relations to the average number for all the people doing the same work (Piana, 2015). Success of a company relies

primarily on the productivity of its employees and thus their productivity has become vital for many businesses (Cato & Gordon, 2009); (Sharma & Sharma, 2014).

Thinking about it in an organizational manner, employee productivity is the contribution of individuals towards the goals of the company (Greenberg, 1996). Mathias and John (2003) said that employee productivity is the quantity and quality of the work against the cost of the resources (Mathias & Johnson, 2004). McNamara (2003) also said that results are the desired outputs from the individuals (McNamara, 2003). The results are visible in the forms of products or services for customers. They could also be invisible as financial accomplishments, community impacts, cost, quality, quantity, or even time. Employee productivity usually includes – quality of output, quantity of output, timelines of output, cooperativeness, and presence at work (Bernardin, 2007). Employee productivity is usually explained as the activities related to a worker and how well they are done. Studies have revealed many ways to gauge productivity and thus results can be challenging to be compared (Nollman, 2013). There is an overall lack of standardized way to gauge productivity. According to Sharma and Sharma (2014), employee productivity is calculated with the basis of the individual's time at job and the efficiency of his/her works (Sharma & Sharma, 2014). That is why companies should take care of these issues to make sure the productivity stays high at all times. Ferreira and Du Plessis (2009) also said that productivity could be improved by time (Ferreira & Plessis, 2009).

Formerly mentioned literature had shown the advantages of employee productivity and its impacts on organizational success. According to Sharma and Sharma (2014), productivity rates grow with economic growth, higher profits, and social

progress. It is to say that productivity will increase employee wages, salaries, working conditions and employee opportunities. Cato and Gordon (2009) also said that strategic vision aligns to employee productivity as a key factor to the organizational success (Cato & Gordon, 2009). This alignment can motivate and inspire employees in their creativity and ultimately improve their effectiveness in achieving organizational objectives (Morales, Cory, & Bozell, 2001). Higher productivity increases the competitive edge.

2.2 The importance of employee productivity

Companies hire employees to make them money. It is only logical that employees should produce value that covers and exceeds their wages. That is why employees are treated as investments that return the worth regularly to the company. For that to happen, the employee must be productive. That is why employee productivity is so very important in an organization. That is why measuring productivity is a key aspect of a company's success and competitive edge (Bartelsman & Doms, 2000). That is why employee productivity is becoming more important as a measurement that needs to be comprehended by companies. But it is still very difficult to effectively measure it. We could only attempt to do so by measuring the ratio between a person's knowledge and skills alongside his effort in all extrinsic and intrinsic environments.

2.3 Training and development

Training and development usually takes care of any company activities that boost and upgrade the performance of employees, either in groups or individually. For the companies, it means improved profitability through increased productivity via better employees. For the employees, training and development makes them a better version of themselves by giving them more knowledge and skills in work and in life. That is why training and development is so important for both the companies and the employees. According to Raja, Furqan and Muhammad (2011), training and development has evolved to become the essential aspect of the business world today. It is the systematic reconstruction of the employees' behavior, skills and attitudes by way of education and planned experience. The main purpose of training is to improve the capabilities of employees so that they can help the company achieve its long and short term goals. It is not done for its own sake, but for the ulterior purpose of achieving organizational goals.

Edwin (1971) said training is “the act that gives knowledge and skill to the employees in order to make them perform a specific job task”. According to Dubashi (1983), “training is a process of upgrading the knowledge and skills of employees which will help the organization gain its objectives. Professional knowledge can only be conveyed through a systematic training course which also upgrades skills and adjusts attitudes.”

According to Decouza and Robins (1989), training is an experience of learning that will change an individual permanently. Beach (1980) said that training is a procedure where employees get knowledge and/or skills for a specified objective. It is a corporate necessity. Training has the power to bridge the gap between the knowledge and skills for

the job. Employees can either learn their jobs with trial and error, or with planned learning and training.

That is why training is a vital branch of HR department. Training has a lot of intrinsic benefits to the employees like improvement in effectiveness, self-confidence, and self-management. Most trainings use scientific and technical methods to develop their employees into meeting their requirements. It is a volunteer activity of the individual to make him improve over time. It is also born of the initiative from the employee himself.

Training and development is usually described as the formal and ongoing efforts of the company which cater to the improvement of their employees through various educational programs and methods. Training and development methods have different meaning from one another. Training is a short procedure which gives the employees technical knowledge and skills for specific tasks in the job. Development is a longer procedure which assesses the employees over time and filling the gaps as necessary to the observation of their peers and superiors. According to Antonacopoulou (2000), employee development is vital for the employees because by giving training and development, the organization shows that it cares for its employees. Many companies are putting more focus on employee development because it essentially makes employees better and better employees make it easier for the organization to achieve its goals and objectives.

2.4 Training Processes

Training is a procedure that will only complete after the completion of all its steps. Formerly noted literature on training says that it is a systematic approach which follows many steps of activities which involve the training policy, needs identification, plans, program designs, evaluation, and feedback (Adesola, 2017). The following steps make up a well-planned, systematic training regime.

i.) Identifying and assess Training Needs: Employee's training needs might already be set in the organizational contextual plans. It is merely the difference between standard performance and the actual performance (Adesola, 2017).

ii.) Establish specific objectives: The identified gap should be prioritized, analyzed, and implemented into the training goals. Programs should be developed to fill that gap (Adesola, 2017).

iii.) Select appropriate methods: There must be an action plan which coordinates the training goals. There are many methods but the need of the organizational training takes precedence (Adesola, 2017).

iv.) Implement Training Initiatives: Program implementation means the scheduling of training activities in relations to available resources. The drawn plans are implemented to gain the needed output. Employees are training to develop themselves. (Adesola, 2017).

v.) Evaluate Program: The program should be thoroughly evaluated to see if it was good and adequate for the company. The training utility is much needed to be evaluated alongside employee performance (Adesola, 2017).

vi.) Feedback: Feedback should be gathered from all stakeholders to know the effectiveness of the program and the instructor and to eliminate any weaknesses in the program (Adesola, 2017).

2.5 Factors hindering training and development

According to Robbins, Odendaal and Roodt (2003), most employers do not want to initiate training and development programs because they think that school education should have done enough to train their employees. They instead think that their employees will learn from trial and error or work experience and think that training and development programs are an unnecessary expense (Robbins, Odendaal, & Roodt, 2003). They also fail to understand that the right kind of training will add much more profits to their company by way of increased knowledge and productivity. No matter the cause and reasons, most training and development programs tend to fail regardless of the establishment in which the training is held or the instructor by which the training is given. Perry (2007) and Kleiman (2003) tried to find out the in-depth causes of failure in training and development (Perry, 2007); (Kleiman, 2003). Amongst their findings, the first reason is that the objectives of the training not aligning with the business needs. If the cause of poor performance is found to be employee motivation, training is pointless.

Trainings usually also fail because there is no objective which provides focus and direction. If there is a goal, employees can focus on that goal and improve their job performance in accordance with it. Another factor is the expense of the training which

sometimes causes companies to consider them as failures, regardless of their long-term benefits. Trainings are also ineffective if the participants think of a training program as just a funfair without giving any effort to change their behavior (Adesola, 2017).

2.6 Types of training

The methods of training will need to be according to identified training needs, objectives, and requirements of trainees, available resources, and awareness of learning principles. The methods contain soft-skill training, service training, and team training.

Soft-skills training

Soft skills, also known as interpersonal skills, are ones that teaches the individual to play along with other individuals. These are vital skills for managers and employees because in an organization, everyone works in teams. HR managers will need to evaluate candidates by ways of emotional intelligence. If some employees need soft skills, they should get them immediately (Skillsoft, 2018). Some employees who already have great expertise in soft skills may also need some polishing in some areas such as collaboration.

Soft skills deal with who people are, in contrast to what they are. They present the interpersonal skills which are catered to a person's personality and shapes how the individuals interact with customers or peers in the workplace. Soft skills are becoming more and more prominent because they essentially boost confidence, satisfaction and

sustenance in the company. Employers usually assume that soft skills are built-in for most employees, which is not true (Hansen, 2018). It is partially due to people having different personalities. By giving soft skill training, employees will have a much better communication between each other and with customers. They will also learn the skills necessary to delegate, give feedback, take feedback, shoulder responsibility, and motivate themselves. They'll also become able to find problems and work out solutions to those problems. Soft skills will make the workforce united as one. This will lead to improved productivity for the entire company (McNamee, 2018).

Service training

Customer-service training is given to employees to improve the support that they are able to give to customers and to increase the satisfaction of the customers. It is an ongoing training which takes a lot of time to settle in, which means it takes a lot of time for the employees to master it (Desk, 2019). Customer service is the organization's function to connect with the customers. If they can provide a good service, people will remember them and spread the good word around their friends who will become the company's new customers who provide substantial income to the company. It is this cause-and-effect relationship that makes customer service so important for many businesses.

Giving the best kind of customer service directly affects customer retention and loyalty while directly increasing overall customer satisfaction. Satisfied customers are the

best way to get ongoing revenue and new potential customers. To achieve this kind of equilibrium, organizations must hire the right kind of employees and also train them to become the best version that they can be (Desk, 2019). Customer service training includes not just the comprehension of the product but how to cooperate with others and find out the best ways to serve many different sets of customers.

Team-training

The overall objective of team training is to find cohesiveness amongst team members and build relationships between them. It is a procedure that makes the team more proficient in decision-making, problem-solving, and development. This training may be needed when the organization has just been formed, restructured, or merged with another. Team building training also keeps the morale of the team members up. Businesses which value team building trainings can gather new customers faster than ones that don't (Training, 2018). In team-building training, the individuals are transformed into cogs of a machine that use their own capabilities to support other peoples' capabilities.

Teamwork is beneficial in all kinds of work; some being more prominent than others. The different strengths, skills and ideas of individuals in the team are merged to become more powerful than any of them can be alone, which will result in significantly greater productivity, creativity and profitability for the company which owns the team. No workload is too big when shared equally by members of the team. Working in a team

generally gives the person more creativity because of shared thinking and intellect being kept in check (Nap, 2017). When in a brainstorming exercise with a team, people are usually shown to be more confident. The collaboration of the team members also garners a greater sense of achievement when the task is done. This, in turn, boosts the self-esteem and job satisfaction of each individual team member by fulfilling their sense of belonging needs. Additionally, facing great challenges with people who share the same burden can be a great way to build strong relationships with people who will stand by you no matter what. This greatly elevates the trust and bonds within the work environment which will prove to be massively useful in dire situations (Training, 2018).

2.7 Relationship between employee productivity and employee training and development programs

Tannenbaum (1991) said that the knowledge and skills of employees need to be constantly upgraded to maintain the competitive edge in the market (Tannenbaum, 1991). To find and maintain good employees, companies should have a policy in place which enforces the development of employees. Companies that commit to productivity and quality performance tend to succeed more in the market. Training is evaluated on how much it relates to business needs, behavior change, performance improvement, and objective achievement. Trainings nowadays are becoming more aligned to performance improvement. As individual performance upgrades, the business performance also upgrades. Rothwell and Kazanas (2015) are of the opinion that training not only

influences the bottom line, but is also critical in cost saving (Rothwell & Kanas, 2015). As the result of employee training, turnover rates are greatly reducing. Managers who manage the lower level employees also need the training to develop their management skills in order to function well in the company. McConnell (2016) said that non-managers should be trained in problem-solving procedures (McConnell, 2016). This training includes diagnosing, setting goals, finding alternatives, evaluating causes, selecting courses, testing them, and implementing them. The most common cause of mistakes in business is the lack of discipline in non-manager level staff's approach to problem solving.

“When companies fall short in developing their human resources, they are liable to fall behind in many other forms as well”. This statement is backed by Noe, Hollenbeck, Gerhart & Wright (2017) by saying that we live in tough times (Noe, Hollenbeck, Gerhart, & Wright, 2017). Changes are always happening in companies, jobs, and industries. That is why it is of vital importance that managers help their peers to grow in performance and get new skills to tackle new challenges. According to McConnell (2016), HRM is an investment factor of many companies which serves to increase long-term productivity (McConnell, 2016). Training is also a solution to many kinds of problems like substandard quality because of skill deficiencies, voluntary turnover of employees in search of more rewarding jobs, and involuntary turnover of employees who are fired because of skill deficiency. This may provide a way to prevent skill deficiency in many ways. The quality of employees is evaluated by their long-term profitability and productivity. Training and development will help enhance the

employees' personal abilities which will in turn boost the organizational performance and organizational productivity.

In 2019, Karim, Choudhury and Latif studied about the impact of training and development on employees' performance. The purpose of the study is to find out the impact of training and development on employee performance. The study found out that employees are aware about training; employees are motivated through training; and training and development results into higher performance. The study suggested that training and development of all staff should be dynamically followed and made obligatory and the employer should give compulsory training programs for all employees in order to improve performance. The study decided that there is need for continuous training and development taking into deliberation the opposition, market dynamics, customer satisfaction, and net promoter score among others (Karim, Choudhury, & Latif, 2019). Nda & Fard (2017) studied about the impact of employee training and development on employee productivity and found out the most vital asset of every organization under stiff and dynamic competition is its human capital. Training and development is an instrument that aid human capital in exploring their dexterity. Therefore, training and development is important to the productivity of organization's workforce (Nda & Fard, 2017).

Sandamali, Padmasiri, Mahalekamge & Mendis (2018) studied about the relationship between training and employee productivity in organization. Findings revealed that training and development is positively related to employee productivity of executive level employees (Sandamali, Padmasiri, Mahalekamge, & Mendis, 2018).

Moreover, Weru, Iravo & Sakwa (2016) studied about the relationship between training and development on productivity of state owned Corporations. The findings established a positive correlation between training and development and Organizational Productivity.

2.8 Conceptual framework of the study

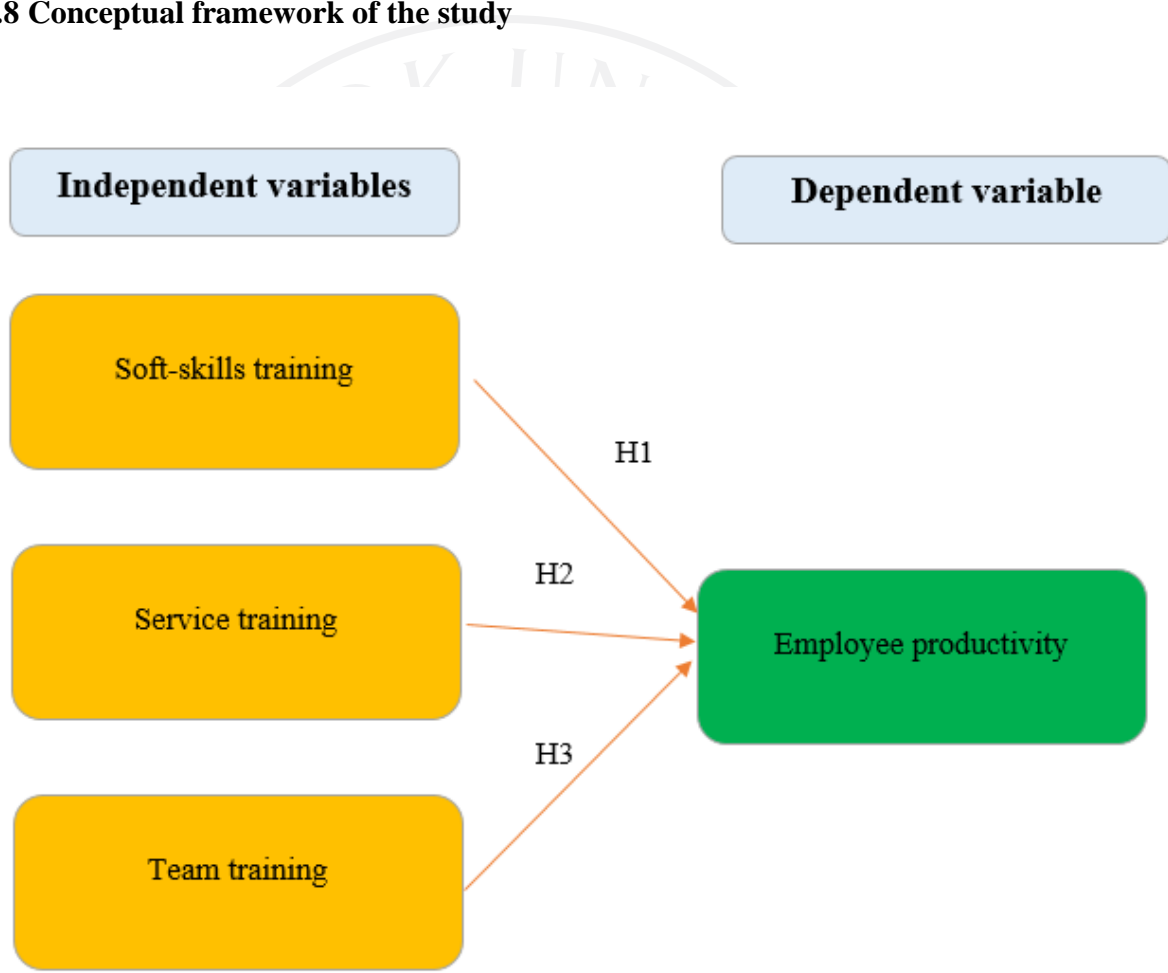


Figure 2.1: Conceptual framework

Above figure has shown the conceptual framework of this research paper and according to it, independent variables are soft-skills training, service training and team

training. The structure has been based on the study of Adesola (2017), which studied the impact of training and development of employee performance in Radisson Blu Anchorage Hotel. In that study, the independent variables are new hire orientation training, Yes I can training, standard operating procedure training, soft-skills training, service training and team training while dependent variables are employee performance. This study only employed three independent variables of soft-skills training, service training and team training which is suitable for Sabai @ Inya restaurant.

Based on the conceptual framework, the researcher has formed the following hypotheses.

H1: Soft-skills training has positive and significant impact on employee productivity at Sabai@ Inya restaurant.

H2: Service training has positive and significant impact on employee productivity at Sabai@ Inya restaurant.

H3: Team training has positive and significant impact on employee productivity at Sabai@ Inya restaurant.

CHAPTER 3

RESEARCH METHODOLOGY

This section will present the methodology that is applied to this research by presenting research method, research design, research question, sampling design, data collection method, reliability analysis, data analysis of the study and data validity and reliability.

3.1 Research method

“Research methodology is a method to solve the research problem systematically” (Kothari, 2004). It studies the many natures of logical organizations, structures and activities within them. “Research means the systematic way of finding a solution or solutions to a problem by using the enunciation of the problem, finding hypotheses, gathering data, analyzing the facts, and then reaching certain conclusions for the same of theoretical formulation” (Kothari, 2004). The goal of this research is to find answers to questions while gaining new information and knowledge so that the research can be used to describe, explain and predict future phenomena (Marczk, Festinger, & DeMatteo, 2005). There are two kinds of research methods – quantitative and qualitative. The qualitative research tries to explore the comprehension of a group or just an individual with questions and procedures that can be very flexible in accordance with the researcher (Creswell, 2008). Qualitative research tries to find answers by using an interviewer who interacts with respondents and delve into the issues and aspects of the problem by doing

an in-depth probing which will yield results about why and what questions and their subsequent answers while also permitting interaction between group members which will spark greater amounts of discussion and unexpected issues. It also deals with a smaller sample size which represents the targeted population (Mindshare, 2009).

Quantitative research tests the objective theories by assessing the relationships towards many variables that can be measured alongside numbered data that can be analyzed by way of statistical processes. The reports from quantitative researches can be used to introduce the concepts and for literature and theory, methods, results, and discussion (Creswell, 2008). This kind of research covers a bigger sample size amongst the targeted population with results yielding in the form of quantified data percentiles and mean scores but the only flaw is that the questions are usually close-ended which means these kinds of research cannot understand the causes behind the issues (Mindshare, 2009).

In this research, the researcher has decided to implement quantitative research method to study the impact and training and development on employee productivity in Sabai @ Inya restaurant in Yangon, Myanmar.

3.2 Research design

The use of a research design is about making sure the obtained evidence enables the researcher to find logical answers to the research problem with unambiguous means. There are three kinds of research design – exploratory, descriptive, and causal. When the

primary goal of the research is about identifying problems, the exploratory research design is the most suitable because it assists in defining problems precisely or investigating possibilities of newer alternatives (Czinkota & Kotabe, 2001) and reviewing published data, interviewing knowledgeable persons, or performing focus groups (Churchill, 2001). The exploratory research design caters more to qualitative style than quantitative collection (Czinkota & Kotabe, 2001).

Descriptive research will serve to maximize accuracy and minimize errors while also providing information and data about the current market phenomena such as the market characteristics like the socioeconomic positioning of customers and the analysis on their purchasing intention. That is why this research is often used to find out about the frequency of marketing events such as the frequency of customers visiting the store or finding out about the degree to which marketing variables are related to each other (Czinkota & Kotabe, 2001). Causal research is about finding out the causes and effects of variables and the reasons behind those causes alongside the relationship among the variables. Thus, the levels of precisions of causal researches are so much higher than the other two because there must always be causality in the causal research (Czinkota & Kotabe, 2001). This study will implement causal research in order to study the impact of training and development program on employees' productivity.

3.3 Data collection method

This step will explain about the data collection method that the research used.

This research employs both the primary and secondary data collection methods to gather data since data could be gathered through many methods and in this case, the same research problem may be tackled by different data collection options (Parasuraman, 1986). This type of collection method uses questionnaires to collect data. Secondary data are already published historical documents that do not require much access to any tertiary persons or subjects. That is why it is advantageous in a way that it is faster and less expensive but the disadvantages of secondary data are that they were not catered specifically to the current research's needs. That is why this researcher will use questionnaires to collect primary data and books to collect secondary data.

3.4 Population and sampling procedure

Sampling is the statistical method that utilizes many different samples to conduct a survey that is the vital thing in data acquisition. Designing a sample means defining the population, selection between the population and a sample, choosing between random and judgment sample, finding the sides of the sample, selecting the actual sample and finding the ways to survey or observe it (Wentz, 1972). There are two basic processes when selecting a sample from any given population. One is the probability sampling in which the selection of individual units is independent of the researcher's bias. The other one is the non-probability sampling, in which the researcher's subjective judgment serves as the main indicator of the selection (Parasuraman, 1986). Designing means choosing a

sample that involves primary data to specify who, what, and when should provide the necessary data. Identifying data sources may give much guidance for the design of the sample (Parasuraman, 1986). Before the data collection, all the other issues must be resolved because the design procedure itself is simple though the techniques that assist it could be complex and expensive, and results uncertain (Zikmund, 2000). There must be a compact estimate about a confidence-interval as well. The term of the sample statistic value must be subtracting and added to it with it being as small as possible. This factor has vital implications in regards to some other factors that play many roles in sample-size determination (Parasuraman, 1986).

The target population of study is non-managerial level employees from Sabai @ Inya restaurant in Yangon, Myanmar. There are 100 employees in Sabai @ Inya restaurant ranking to top-level management, middle-level management and non-managerial level. This study only intends to study on non-managerial level from Sabai @ Inya restaurant.

Job position	No. of employees
Top-Level Management	8
Middle-Level management	12
Non-Managerial level	80

Figure 3.1: Number of employees in Sabai @ Inya restaurant

This research has decided to collect the desired data from the 80 non-managerial level of the Sabai @ Inya restaurant. Since the researcher has decided to use the whole population of the targeted respondents, there is no need to calculate the sample size of the study or choose whether probability or non-probability sampling.

3.5 Research instruments

In this section, the researcher has decided to use two different section in questionnaire and they are as follow.

- 9 questions regarding to demographic data
- 5 questions regarding to independent variable of soft-skills training
- 5 questions regarding to independent variable of service training
- 5 questions regarding to independent variable of team training
- 5 questions regarding to dependent variable of employee productivity

3.6 Reliability analysis

The reliability analysis of the questionnaires regarding to independent and dependent variables is as follow.

Table 3.2: Reliability analysis

Variables	Number of items	Cronbach's Alpha
Soft-skills training	5	0.886
Service training	5	0.812
Team training	5	0.709
Employee productivity	5	0.696

n = 40

Above table shows that the reliability analysis of the survey questionnaires and the results have shown that soft-skills training is 0.886, service training is 0.812, team training is 0.709 and employee productivity is 0.696. According to this, the results are above 0.6, hence, the questions are questionable.

3.6 Data analysis of the study

Data Analysis is the procedure that systematically using statistical and logical techniques to evaluate, describe, condense, illustrate, and recap data. A vital constituent of data analysis is making sure the data integrity is accurate and appropriate in accordance with the analysis of research findings since improper statistical analyses can distort the findings and mislead casual readers (Shepard, 2002), and negatively resonate

the public's perception of the research in question. Another relevant issue is the integrity of the analysis of non-statistical data. Simple analysis is used to calculate every question in the demographic sector. Statistics like finding the mean and standard deviation are calculated to analyze many 5-point scale questions alongside the bar charts and pie charts that show percentage. Participants will be asked about their level of agreement with the question, and measurement items being rated on 5 points of Likert rating scale will be presented. Scale ratings are as follow: (1) Strongly Disagree, (2) Disagree, (3) Neutral, (4) Agree, (5) Strongly Agree. Each question consists of many factors about literature review. The higher the score, the more important the variables are. With the 5-point scales, the intervals of the range in measuring each variable are calculated by:

$$\begin{aligned}
 N \text{ (Width of the range)} &= \frac{\text{Maximum} - \text{Minimum}}{\text{Level}} \\
 &= \frac{5 - 1}{5} \\
 &= 0.8
 \end{aligned}$$

Average mean score between 4.21 and 5.00 Strongly agree.

Average means score between 3.41 and 4.20 Agree.

Average means score between 2.61 and 3.40 Neutral.

Average means score between 1.81 and 2.60 Disagree.

Average mean score between 1.00 and 1.80 Strongly disagree.

In addition to those analysis tools, Correlation analysis will be used to test the relationships between independent and dependent variables.

3.7 Data validity and reliability

Reliability and validity are the two vital and fundamental features in the assessment of any measurement instrument for a well-planned research. Validity is about what the instrument measures, and how well it does its job while reliability is about the faith that a person can have in the data gathered from the utilization of said instrument. It is to say the degree of control over random error that the measuring tool has. This study will use the criterion validity because it is the most trusted method when creating a validity scale for a pre-employment test. The correlation coefficient, which ranges from -1 to +1, can be used to quantify the correlation between a business metric and test performance. The strength of the relationship between the variables is shown by determining the number between -1 and +1. The test becomes better the better the relationship is. Thus, this study will use correlation analysis in order to measure the data validity. Moreover, the researcher will show the results to Managing Director (Mr. Myint Aung), HR manager (Mr. Zaw Win Naing) and General Manager of the restaurant (Mrs. Wee Wei Ling) to validate the measurement instrument referred to as IOC. This study will use reliability test of Cronbach's alpha coefficient for the whole actual sample. The reliability of a test is indicated by the reliability coefficient. It is denoted by the letter "r,"

and is expressed as a number ranging between 0 and 1.00, with $r = 0$ indicating no reliability, and $r = 1.00$ indicating perfect reliability. The value of r greater than 0.6 are considered as questionable.



CHAPTER 4

DATA ANALYSIS

This chapter has presented the result of the research “Analysis on the impact of training and development on employee productivity in Sabai @ Inya restaurant in Yangon, Myanmar”. The result of this research will be presented in the following parts.

- 4.1 Analysis of respondents’ demographic data
- 4.2 Analysis of the impact of training and development on employee productivity
- 4.3 Pearson’s Correlation analysis
- 4.4 Regression analysis
- 4.5 Hypothesis testing results

4.1 Analysis of respondents’ demographic data

The analysis of respondents’ demographic data includes gender, age, job position, years of experience, salary level, etc. The frequency and percentage are shown as below.

Table 4.1.1: Gender

Description	Frequency	Percent
Male	35	43.8
Female	45	56.3
Total	80	100.0

From table 4.1.1, there are 45 female respondents and 35 male respondents, accounted for 56.3% and 43.8% respectively that shows there are more female respondents and male respondents in this study.

Table 4.1.2: Age

Description	Frequency	Percent
Between 20 to 30	25	31.3
Between 31 to 40	19	23.8
Between 41 to 50	28	35.0
Over 51	8	10.0
Total	80	100.0

From table 4.1.2, most of the respondents are between 41 to 50 years old, accounted for 35%, followed by between 20 to 30 years old (31.3%), between 31 to 40 years old (23.8%) and over 51 years old (10%).

Table 4.1.3: Job position

Description	Frequency	Percent
Waiter	18	22.5
Chef	22	27.5
Cook	18	22.5
Dish washer	7	8.75
Hosting staff	15	18.8
Total	80	100.0

From table 4.1.3, chef (27.5%) accounted for the highest percentage among respondents, followed by cook (22.5%), waiter (22.5%), hosting staff (18.8%) and dish washer (8.75%).

Table 4.1.4: Years of experience

Years of experience

Description	Frequency	Percent
1 - 3 years	33	41.3
3 - 5 years	25	31.3
Over 5 years	22	27.5
Total	80	100.0

From table 4.1.4, 41.3% of the respondents have been working in the restaurant for 1 to 3 years, 31.3% have been working for 31.3% and 27.5% have been working for over 5 years.

Table 4.1.5: Salary level

Salary level

Description	Frequency	Percent
Below 2 lakhs	25	31.3
Between 2 to 4 lakhs	48	60.0
Between 4 to 6 lakhs	7	8.8
Total	80	100.0

From table 4.1.5, 60% of the respondents get between 2 to 4 lakhs monthly as their salary, 31.3% get below 2 lakhs and the last 8.8% get between 4 to 6 lakhs.

Table 4.1.6: Respondents' way to thinking themselves while handling their current job

Description	Frequency	Percent
I can work well	72	90.0
I don't know how to work well in this restaurant	8	10.0
Total	80	100.0

From table 4.1.6, I can work well (90%) accounted for the highest percentage among respondents followed by 10% of I don't know how to work well in this restaurant.

Table 4.1.7: Training provided in Sabai @ Inya

Description	Frequency	Percent
Soft-skills training	7	8.8
Service training	10	12.5
Team training	2	2.5
All of the above	61	76.3
Total	80	100.0

Table 4.1.7 has stated about the training provided in Sabai @ Inya restaurant and it has shown that 8.8% thinks they get soft-skills training, 12.5% thinks they get service training, 2.5% thinks they gets team training and 76.3% thinks they get all of the training in Sabai @ Inya.

Table 4.1.8: Skills respondents have improved after taking trainings

Description	Frequency	Percent
Interpersonal skills	13	16.3
Customer service skills	39	48.8
Team work skills	28	35.0
Total	80	100.0

Table 4.1.8 has stated the skills the respondents have improved after taking the trainings provided by the restaurant and the results have shown that the majority of the non-managerial level employees have improved customer service skills after taking trainings accounted for (48.8%), followed by team work skills (35%) and interpersonal skills (16.3%).

Table 4.1.9: Respondents' perception on the training they are receiving

Description	Frequency	Percent
It is time wasting	8	10.0
It is effective for my career	12	15.0
I am interested in learning new skills	60	75.0
Total	80	100.0

Table 4.1.9 has stated the respondents' perception on the training they are receiving and the results have shown that the majority of the non-managerial employees said they are interested in learning new skills, accounted for (75%), followed by it is effective for their career (15%) and it is time wasting (10%).

4.2 Analysis of the impact of training and development on employee productivity

Table 4.2.1: Soft-skills training

Soft-skills training

Description	Mean	Std. Deviation	Level
I receive soft-skills training in Sabai @ Inya restaurant	3.71	0.482	Agree
My interpersonal skill got improved because of the soft-skills trainings from Sabai @ Inya restaurant	4.14	0.522	Agree
I receive soft-skills training from HR manager in Sabai @ Inya restaurant	4.23	0.503	Strongly agree
I receive soft-skills training every Monday morning	2.36	0.579	Neutral
HR manager never fails to train employees every Monday morning in Sabai @ Inya restaurant	2.64	0.661	Neutral
Total	3.42	0.549	Agree

From table 4.2.1, in this sample, the total value of soft-skills training is 3.42, which is agree. The highest mean score for I receive soft-skills training from HR manager

in Sabai @ Inya restaurant is 4.23, followed by my interpersonal skill got improved because of the soft-skills trainings from Sabai @ Inya restaurant (4.14), I receive soft-skills training in Sabai @ Inya restaurant (3.71), HR manager never fails to train employees every Monday morning in Sabai @ Inya restaurant (2.64) and I receive soft-skills training every Monday morning (2.36).

Table 4.2.2: Service training

Service training			
Description	Mean	Std. Deviation	Level
I receive service training in Sabai @ Inya restaurant	3.85	0.53	Agree
After receiving service training, my customer service skills got better	3.89	0.616	Agree
I receive service training from the trainer from main branch of Sabai @ Inya	3.96	0.249	Agree

(Continued)

Table 4.2.2 (Continued): Service training

Description	Mean	Std. Deviation	Level
I receive service training every 3 months a year	3.78	0.527	Agree
The service trainer never fails to train employees every Monday morning in Sabai @ Inya restaurant	4.01	0.606	Agree
Total	3.9	0.506	Agree

From table 4.2.2, the total mean score of service training is 3.90 which indicates the agreement level. Among the variables, the service trainer never fails to train employees every Monday morning in Sabai @ Inya restaurant has the highest mean score of 4.01, followed by I receive service training every 3 months a year of 3.96, after receiving service training, my customer service skills got better of 3.89, I receive service training in Sabai @ Inya restaurant of 3.85 and I receive service training every 3 months a year of 3.78.

Table 4.2.3: Team training

Team trainings

Description	Mean	Std. Deviation	Level
I receive team training in Sabai @ Inya restaurant	3.01	0.987	Neutral
After receiving team training, my team building skills got better	2.90	0.565	Neutral
I receive team training from HR manager in Sabai @ Inya	4.06	0.401	Agree
I receive team training every 2 weeks in Sabai @ Inya	2.25	0.755	Disagree
The HR manager never fails to give employees team training every 2 weeks in Sabai @ Inya restaurant	2.84	0.514	Neutral
Total	3.01	0.644	Neutral

From table 4.2.3, the total mean score for team training is 3.01. Among the variables, I receive team training from HR manager in Sabai @ Inya is the highest mean score with the value of 4.06, followed by I receive team training in Sabai @ Inya restaurant with the value of 3.01, after receiving team training, my team building skills

got better with the value of 2.90, the HR manager never fails to give employees team training every 2 weeks in Sabai @ Inya restaurant of 2.84 and I receive team training every 2 weeks in Sabai @ Inya with the value of 2.25.

Table 4.2.4: Employee productivity

Employee productivity			
Description	Mean	Std. Deviation	Level
I feel more productive after receiving the training and development program from Sabai @ Inya restaurant	3.3	0.863	Neutral
I can communicate with customers better because of my interpersonal skills after soft-skills training in Sabai @ Inya restaurant	4.11	0.528	Agree
I can serve customers better because of my improved serving skills after service training in Sabai @ Inya restaurant	3.9	0.756	Agree

(Continued)

Table 4.2.4 (Continued): Employee productivity

Description	Mean	Std. Deviation	Level
I can build better team because of my team works after team training in Sabai @ Inya restaurant	2.5	0.796	Disagree
Training and development programs that I receive from Sabai @ Inya restaurant motivates me a lot to productive at work	4.01	0.49	Agree
Total	3.57	0.687	Agree

From table 4.2.4, the total mean score for employee productivity is 3.57. Among the variables, the highest mean score is I can communicate with customers better because of my interpersonal skills after soft-skills training in Sabai @ Inya restaurant with the value of 4.11, followed by training and development programs that I receive from Sabai @ Inya restaurant motivates me a lot to productive at work with the value of 4.01, I can serve customers better because of my improved serving skills after service training in Sabai @ Inya restaurant with the value of 3.90, I feel more productive after receiving the

training and development program from Sabai @ Inya restaurant with the value of 3.30 and I can build better team because of my team works after team training in Sabai @ Inya restaurant with the value of 2.50.

4.3 Pearson's Correlation analysis

Table 4.3: Correlation analysis

		Correlations			
		Soft-skills training	Service training	Team training	Employee productivity
Soft-skills training	Pearson Correlation	1	-0.091	0.114	.762*
	Sig. (2-tailed)		0.422	0.314	0.024
	N	80	80	80	80

(Continued)

Table 4.3 (Continued): Correlation analysis

Service training	Pearson Correlation	-0.091	1	0.002	0.679*
	Sig. (2-tailed)	0.422		0.986	0.042
	N	80	80	80	80
Team training	Pearson Correlation	0.114	0.002	1	0.651*
	Sig. (2-tailed)	0.314	0.986		0.037
	N	80	80	80	80
Employee productivity	Pearson Correlation	.762*	0.679*	0.651*	1
	Sig. (2-tailed)	0.024	0.042	0.037	
	N	80	80	80	80
*. Correlation is significant at the 0.05 level (2-tailed).					

Above table 4.3 has shown that there all 3 variables are correlated with employee productivity with the significance level of 0.05. The coefficient values of the variables which soft skills training of .762, service training of .679 and team training of

.651 shows that they are in the relationship with employee productivity positively and significantly.

4.4 Regression analysis

Table 4.4: Regression analysis

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.665 ^a	0.654	0.034	0.482

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.335	3	0.445	1.915	.034 ^b
	Residual	17.653	76	0.232		
	Total	18.988	79			

(Continued)

Table 4.4 (Continued): Regression analysis

Model		Coefficients ^a				t	Sig.	Collinearity Statistics	
		Unstandardized Coefficients		Standardized Coefficients				Tolerance	VIF
		B	Std. Error	Beta					
1	(Constant)	4.916	0.647			7.602	0.000		
	Soft-skills training	0.267	0.114	0.262		2.345	0.022	0.870	1.150
	Service training	0.009	0.105	0.009		1.082	0.047	0.946	1.057
	Team training	0.040	0.056	0.080		0.708	0.011	0.900	1.111

a. Dependent Variable: Employee productivity

From table 4.4, for soft-skills training, $t = 2.345$, with the p-value of 0.02 which is less than the significance level of 0.05, it has found out the sufficient evidence to reject the null hypothesis, thus, soft-skills training has positive and significant impact on employee productivity at Sabai@ Inya restaurant. For service training, $t = 1.08$, with the p-value of 0.04 which is less than the significance level of 0.05, it has found out the sufficient evidence to reject the null hypothesis, thus, service training has positive and significant impact on employee productivity at Sabai@ Inya restaurant. For team training,

$t = 708$, with the p -value of 0.01 which is less than the significance level of 0.05, it has found out the sufficient evidence to reject the null hypothesis, thus, team training has positive and significant impact on employee productivity at Sabai@ Inya restaurant. The linear relationship is .665 and adjusted R square of .654 means the variation in independent variables is explained by the variation in employee productivity is 65% and the other 35% is not explained. The coefficient B of soft-skills training (0.267), service training (0.009) and team training (0.04) means the linear relationship is positive and means that regardless of other factors, for each 1-unit increase in employee productivity, soft-skills training will increase by 0.267 unit, service training will increase by 0.009 unit and team training will increase by 0.04 unit. The standard error was .647.

The research that determine multi-collinearity by analyzing the tolerance and inflation factor (VIF) variance. Tolerance is a function of the collinearity recorded by most statistical programs and the tolerance of the variable is $1 - R^2$. A low tolerance indicates that the underlying variable is almost a complete linear combination of the independent variables in the equation and should not be included in the regression equation (Faherty, 2007). The limited range of all variables involved in the linear relationship. It suggested to further analyze a tolerance value below 0.1. Yet, tolerance value of .84 indicates poor multi-linearity (Allison, 1999). In this study, the tolerance values are greater than .84, resulting soft skills is .870, service training is .946 and team training is .9 which has the high tolerance indicating the low multicollinearity.

In regression mode, VIF tests the effect of collinearity among the variables. The VIF is $1 / \text{tolerance}$ often equal or greater than 1. VIF values greater than 10 are

commonly treated as multilinearity, but values over 2.5 can become cause for concern in weaker versions (Maria, 2019). In comparison, the VIF value of 1 reveals little association between independent variables (Heckman, 2015). In this study, VIF of soft-skills training is 1.150, service training is 1.057 and team training is 1.111. Hence, it indicates that there is no correlation between independent variables in this study.

4.5 Summary of hypothesis testing

According to the Pearson's Correlation analysis and regression analysis above, the hypotheses were tested as below.

Table 4.5: Hypotheses testing

Hypotheses	Results
H1: Soft-skills training has positive and significant impact on employee productivity at Sabai@ Inya restaurant.	Accepted
H2: Service training has positive and significant impact on employee productivity at Sabai@ Inya restaurant.	Accepted
H3: Team training has positive and significant impact on employee productivity at Sabai@ Inya restaurant.	Accepted

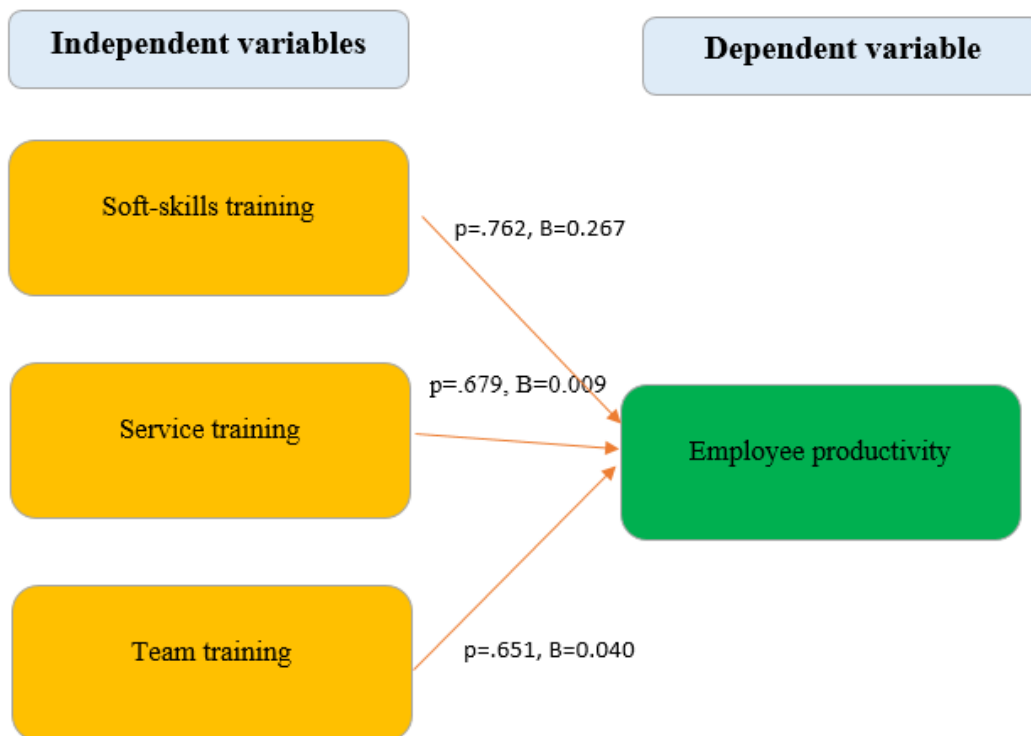


Figure 4.1: Hypotheses testing results

CHAPTER 5

CONCLUSION AND DISCUSSION

This chapter has summarized the research findings of “Analysis on the impact of training and development on employee productivity in Sabai @ Inya restaurant in Yangon, Myanmar. This chapter will be presented with 3 parts which are;

5.1 Summary of data analysis results and discussions

5.2 Managerial implications

5.3 Limitations of the research and recommendations for future research

5.1 Summary of data analysis results and discussions

5.1.1 The analysis of respondents’ demographic data

In this study, the majority of the respondents are female and most of them are at the age of between 41 to 50. In job position, most of the respondents are working in the restaurant as chef. The majority of the respondents have been working in the restaurant for 1 to 3 years. Most of the respondents in the restaurant get between 2 to 4 lakhs as their monthly salary. The majority of the respondents think they can work well in the restaurant. When the researcher conducted regarding to the provided trainings in Sabai @ Inya, the majority of the respondents said the restaurant provide them with soft-skill training, service training and team training. By receiving the training, the majority of the respondents answered they have improved their customer service skills. Moreover, when

the researcher asked about their perception on the training they are receiving, most of the respondents said training is good for them because they are interested in learning new skills.

5.1.2 The analysis of the impact of training and development on employee productivity

According to table 4.2.1, in soft-skills training, the respondents were strongly agreed with how they receive soft-skills training from HR manager in Sabai @ Inya restaurant. Moreover, they agreed with which they receive soft-skills training in Sabai @ Inya restaurant, their interpersonal skill got improved because of the soft-skills trainings from Sabai @ Inya restaurant. However, they felt neutral with which I receive soft-skills training every Monday morning and HR manager never fails to train employees every Monday morning in Sabai @ Inya restaurant. The total mean scores show that the respondents get soft-skills training and their interpersonal skills got improve because of the training. This shows that there is a soft-skills training in the restaurant and respondents are pleased by it. However, they are not sure with the time and day the training is provided and if HR manager train them or not in every Monday morning.

In service training, according to table 4.2.2, the respondents agreed that they receive service training, after receiving service training, their customer service skills got better, they receive service training from the trainer from main branch of Sabai @ Inya, I receive service training every 3 months a year and The service trainer never fails to train

employees every Monday morning in Sabai @ Inya restaurant. The total mean score shows that the respondents get service training and the service training helps the employees to get better performance in the restaurant. Moreover, the study has shown that the service trainer never fails to train them.

Based on the table 4.2.3 team training, the respondents were agreed with the fact that they receive team training from HR manager in Sabai @ Inya. However, they do not know whether they receive team training in Sabai @ Inya restaurant or not, after receiving team training, my team building skills got better or not and their HR manager never fails to give employees team training every 2 weeks in Sabai @ Inya restaurant or not. Moreover, they also disagreed that they receive team training every 2 weeks in Sabai @ Inya. The total means score shows neutral which employees have some unsure factors regarding to team training in the restaurant.

In productivity, the respondents do not know whether they feel more productive after receiving the training and development program from Sabai @ Inya restaurant or not. But the respondents have agreed that they can communicate with customers better because of my interpersonal skills after soft-skills training in Sabai @ Inya restaurant, they can serve customers better because of my improved serving skills after service training in Sabai @ Inya restaurant and the training and development programs that I receive from Sabai @ Inya restaurant motivates me a lot to productive at work.

Furthermore, they have disagreed with the fact that they can build better team because of my team works after team training in Sabai @ Inya restaurant. In total mean score, the

respondents have agreed that they have productivity because of the training and development programs in the restaurant.

5.1.3 The analysis of hypothesis testing and discussions

The Pearson's correlation analysis and the simple linear regression analysis has supported the hypotheses of H1. In correlation analysis, r value is .762 with the p value of 0.02 which is less than 0.05, this means soft-skills training is correlated with the employee productivity. The simple linear regression analysis has resulted the B value of .267 which shows that if there is a 1-unit increase in employee productivity, the soft-skills training will be increased by .267 units. Moreover, the p value is 0.02 which is less than 0.05. Thus, this indicates that soft-skills training is linearly affecting on employee productivity. This result is aligned with the study of Ibrahim & Boerhannoeddin (2017)'s study which also shows soft-skills training is in positive relationship with employee productivity. Their study also implied that the employees who had undergone soft-skills training are better in terms of the performance at the work place after the training. Soft skills are reflected by the expertise of the trainees and staff such as communication, policy-making and troubleshooting skills, leadership skills, social and people skills etc. In respect to the soft skills program, the organization, in lieu of concentrating on hard skills, should recognize the soft skill areas which most contribute to the success of the employees (Ibrahim & Boerhannoeddin, 2017).

The Pearson's correlation analysis and the simple linear regression analysis has supported the hypotheses of H2. In correlation analysis, r value is .679 with the p value

of 0.04 which is less than 0.05, this means service training is correlated with the employee productivity. The simple linear regression analysis has resulted the B value of .009 which shows that if there is a 1-unit increase in employee productivity, the soft-skills training will be increased by .009 units. Moreover, the p value is 0.04 which is less than 0.05. Thus, this indicates that service training is linearly affecting on employee productivity. The results have supported the research findings of Mirrezaei, Ayoubi, Mosallanejad & Mousavifard (2018) that there was a meaningful and significant relationship among service training and employee productivity. Opportunities for service training can provide motivation and boost workplace efficiency for workers in decision making. Such training courses offered higher professional skills to employees and managers. Service training courses can result in the achievement of the organizational goal and the success of people. Some studies show that training people are carried out through an extensive apprenticeship (Mosallanejad, Mousavifard, Ayoubi, & Mirrezaei, 2018).

The Pearson's correlation analysis and the simple linear regression analysis has supported the hypotheses of H3. In correlation analysis, r value is .651 with the p value of 0.03 which is less than 0.05, this means service training is correlated with the employee productivity. The simple linear regression analysis has resulted the B value of .040 which shows that if there is a 1-unit increase in employee productivity, the soft-skills training will be increased by .040 units. Moreover, the p value is 0.01 which is less than 0.05. Thus, this indicates that team training is linearly affecting on employee productivity. In all types of work collaboration is beneficial; some are more common than

others. The various strengths, skills and ideas of people in the team are combined to become more powerful than anyone can be, and this will give the company which owns the team a significantly higher productivity, creativeness and profitability. When equally shared by members of the team, no workload is too large. Working in a team generally provides the person with more creativity by shared thought and intellect (Nap, 2017).

This study's results have also aligned with the study of Phina, Arinze, Chidi & Chukwuma (2018) that they also found out that team training has a significant effect on employee productivity (Phina, Arinze, Chidi, & Chukwuma, 2018).

5.2 Managerial implications

The employee who is trained will be able to do his job more successfully. The learning would strengthen the awareness and respect of workers' obligations in their positions. This confidence will boost their overall performance, and the organization can only benefit. Employees that are capable of maintaining a leadership and strong competitor in the industry and are on the top of changing industry standards. The learning investments made by a company demonstrate that workers are respected. The training creates a supportive place of work. Employees may be given access to training or otherwise, they would not have known or sought. Employees whose job opportunities are respected and tested will be more comfortable with their jobs. Most employees are weak in their skills in the workplace. A training program will enable each employee to enhance the skills needed. All employees are brought up to a higher level with the development

program so that they all have similar abilities. This helps to reduce poor relations within the organization which rely heavily on others to execute vital tasks. Providing training creates a comprehensive knowledgeable workforce with employees who can take over, work with teams or work independently without constant assistance and supervision from others.

This study will help Sabai @ Inya restaurant to understand more about their training programs and how employees perceive them. This will help the restaurant to see what they are lacking when they provide training for their employees. Hypothesis testing of H1: Soft skills training has significant and positive relationship with employee productivity. The results have shown that soft skills training have linearly affected with employee productivity. Hypothesis testing of H2: Service training has significant and positive relationship with employee productivity. The results have shown that service training have linearly affected with employee productivity. Hypothesis testing of H3: Team training has significant and positive relationship with employee productivity. The results have shown that team training have linearly affected with employee productivity. A robust plan for training and development provides a clear background and experience for workers. Consistency is especially important for the key policies and procedures of the organization. The standards and policies in the business must be communicated to all staff. Improved operational efficiencies lead to financial gains for the client. In fact, efficiency generally increases when an organization performs training. Improved production productivity will ensure the performance of the venture, which in effect will increase customer turnover and potential market share.

This study has found out that employees do not know whether they receive soft-skills training every Monday morning and if HR manager never fails to train them every Monday morning in the restaurant. In order to improve this, the restaurant's management team should conduct if there is any lack of training in when the training has to start or not. If there is any lack of training in time, the management should team need to come up with a strategy of how to improve the soft-skills training. Moreover, they can also hire a trainer or hold a guest seminar every month for employees' soft-skills. Furthermore, employees do not know whether they receive team training or not, whether after receiving team training, their team building skills got better or not and they receive team training every 2 weeks in the restaurant or not and whether the HR manager never fails to give employees team training every 2 weeks in Sabai @ Inya restaurant. Moreover, they also disagreed that they receive team training every 2 weeks in the restaurant. This indicates that even though HR manager give them the team training, the training does not occur on time and there is no exact timetable for team training. The management team should take a consideration of whether asking HR manager to continue giving the employees training or hire an external trainer for employees' better team building skills. Since team building skill is the one which the restaurant need the most, according to the results, the restaurant's management team should try to improve this skill.

5.3 Limitations of the research and recommendations for future research

The respondents in this study are the non-managerial level employees of Sabai @ Inya, so the results may not be applicable to employees in other restaurants or any other employee levels in Sabai @ Inya. The results of this study are only applicable to Sabai @ Inya restaurant. Another limitation is that the respondents filled out the questions based on their last perception about trainings provided in the restaurant, there might be a lack of specific data. Moreover, due to the time limitation of the university, the researcher could not conduct all of the employees in the Sabai @ Inya. However, this research can be the base for other researches which intends to investigate the same study area. Moreover, it is to recommend that further researcher should use bigger sample size in order to get more specific data and give it more time for data gathering processes. Furthermore, further researchers should use more independent variables such as skills training, professional training, safety training in the restaurant etc. This study's population is only non-managerial level employees, thus, this study only focuses on soft-skills training and doesn't mention about hard skill trainings even though it is also a need for employee productivity. Hence, further researchers should make a research on managerial level employees in their study and investigate about both soft-skills and hard skills training. This study only focuses on one restaurant in Yangon, Myanmar. Thus, further researchers should study 3 or more restaurants in order to get more generalized data.

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Appendix 1

Survey questionnaire

Greeting! I am Kaung San, studying at Bangkok University for Master of Business Administration (MBA). The topic of my study is “Analysis on the impact of training and development on employee productivity in Sabai @ Inya restaurant in Yangon, Myanmar”. The purpose of the study is to study if training and development impact on employees’ productivity and to investigate if employees are getting soft-skills training, service training and team training on time in Sabai @ Inya restaurant. This study can help the management team to track the employees’ performance and based on the results, the company will be able to take actions in the future. The results will help Sabai @ Inya to know which areas are lacking and based on it, the restaurant will be able to give effective training and development programs to you to boost the productivity.

Your identity will keep anonymous and written records on this questionnaire will be deleted once my paper is finished. This survey is purely voluntary and there are no right or wrong answers. You are encouraged to give your opinions freely. All of your answers and personal information will be kept confidential and will not be given to anyone without any

explanation. The time to answer this survey will take about 10 minutes. Your participation is highly appreciated.

Yours Sincerely,

Kaung San

Section A: Demographic data

1. What is your gender?

- Male
- Female

2. What is your age?

- Between 20 to 30
- Between 31 to 40
- Between 41 to 50
- Over 51

3. What is your job position?

- Waiter
- Chef

- Cook
- Dishwasher
- Hosting staff

4. What is your years of experience in Sabai @ Inya?

- 0 – 1 year
- 1 – 3 years
- 3 – 5 years
- Over 5 years

5. What is your salary level?

- Below 2 lakhs
- Between 2 to 4 lakhs
- Between 4 to 6 lakhs

6. What do you think of yourself handling your current job?

- I can work well
- I don't know how to work well in this restaurant

7. What kind of training is provided in Sabai @ Inya?

- Soft-skills training
- Service training
- Team training
- All of the above

8. What skills have you improved after taking trainings?

- Interpersonal skills
- Customer service skills
- Team work skills

9. What do you think of the training that you are receiving?

- It is time wasting
- It is effective for my career
- I am interested in learning new skills

Section B: The impact of training and development on employee productivity

Please tick the appropriate answer based on your agreement level.

Description	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
	1	2	3	4	5
Soft-skills training					
I receive soft-skills training in Sabai @ Inya restaurant					
My interpersonal skill got improved because of the soft-skills trainings from Sabai @ Inya restaurant					

I receive soft-skills training from HR manager in Sabai @ Inya restaurant					
I receive soft-skills training every Monday morning					
HR manager never fails to train employees every Monday morning in Sabai @ Inya restaurant					

Description	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
	1	2	3	4	5
I receive service training in Sabai @ Inya restaurant					
After receiving service training, my customer service skills got better					
I receive service training from the trainer from main branch of Sabai @ Inya					

I receive service training every 3 months a year					
The service trainer never fails to train employees every Monday morning in Sabai @ Inya restaurant					

Description	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
	1	2	3	4	5
I receive team training in Sabai @ Inya restaurant					
After receiving team training, my team building skills got better					
I receive team training from HR manager in Sabai @ Inya					
I receive team training every 2 weeks in Sabai @ Inya					

<p>The HR manager never fails to give employees team training every 2 weeks in Sabai @ Inya restaurant</p>					
--	--	--	--	--	--

Description	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
	1	2	3	4	5
<p>I feel more productive after receiving the training and development program from Sabai @ Inya restaurant</p>					
<p>I can communicate with customers better because of my interpersonal skills after soft-skills training in Sabai @ Inya restaurant</p>					
<p>I can serve customers better because of my improved serving</p>					

skills after service training in Sabai @ Inya restaurant					
I can build better team because of my team works after team training in Sabai @ Inya restaurant					
Training and development programs that I receive from Sabai @ Inya restaurant motivates me a lot to productive at work					

Appendix 2

Original question	Revised question	Theory/Definition
	The impact of training and development on employee productivity	Training is an experience of learning that will change an individual permanently (Decouz & Robbins, 1989).

<p style="text-align: center;">Soft-skills training</p> <ol style="list-style-type: none"> 1. I receive soft-skills training from an organization 2. I improved my interpersonal skills through training 3. I receive soft-skills training from HR manager 4. I receive soft-skills training every week 5. HR manager never failed to train employees 	<p style="text-align: center;">Soft-skills training</p> <ol style="list-style-type: none"> 1. I receive soft-skills training in Sabai @ Inya restaurant 2. My interpersonal skill got improved because of the soft-skills trainings from Sabai @ Inya restaurant 3. I receive soft-skills training from HR manager in Sabai @ Inya restaurant 4. I receive soft-skills training every Monday morning 5. HR manager never failed to train employees every Monday morning in Sabai @ Inya restaurant 	<p>Soft skills, also known as interpersonal skills, are ones that teaches the individual to play along with other individuals (Skillsoft, 2018).</p>
<p style="text-align: center;">Service-training</p> <ol style="list-style-type: none"> 1. I receive service training in an organization 2. After receiving service training, my customer service skills got better 3. I receive service training from the 	<p style="text-align: center;">Service-training</p> <ol style="list-style-type: none"> 1. I receive service training in Sabai @ Inya restaurant 2. After receiving service training, my customer service skills got better 	<p style="text-align: center;">Customer-service</p> <p>training is given to employees to improve the support that they are able to give to customers and to increase the</p>

<p>trainer</p> <p>4. I receive service training regularly</p> <p>5. The service trainer never fails to employees according to their schedule</p>	<p>3. I receive service training from the trainer from main branch of Sabai @ Inya</p> <p>4. I receive service training every 3 months a year</p> <p>5. The service trainer never fails to employees every Monday morning in Sabai @ Inya restaurant</p>	<p>satisfaction of the customers. It is an ongoing training which takes a lot of time to settle in, which means it takes a lot of time for the employees to master it (Desk, 2019)</p>
<p>Team-training</p> <p>1. I receive team training in an organization</p> <p>2. After receiving team training, my team building skills got better in an organization</p> <p>3. I receive team training from HR manager</p> <p>4. I receive team training regularly</p> <p>5. The trainer never fails to train employees</p>	<p>Team-training</p> <p>1. I receive team training in Sabai @ Inya restaurant</p> <p>2. After receiving team training, my team building skills got better</p> <p>3. I receive team training from HR manager in Sabai @ Inya</p> <p>4. I receive team training every 2 weeks in Sabai @ Inya</p> <p>5. The HR manager never fails to employees every 2 weeks in Sabai @ Inya restaurant</p>	<p>In team-building training, the individuals are transformed into cogs of a machine that use their own capabilities to support other peoples' capabilities. (Training, 2018).</p>

Original question	Revised question	Theory/Definition
<p>Employee productivity</p>	<p>Employee productivity</p>	<p>Employee productivity is about assessing the efficiency of an individual or a group of individuals.</p> <p>Productivity is usually measured by gauging the output of the individual against time (Rouse, 2018).</p>
<p>Employee productivity</p> <ol style="list-style-type: none"> 1. I feel more productive after receiving the training and development program from an organization 2. I can communicate with customers better because of my interpersonal skills after training 3. I can serve customers better because of my improved serving skills after training 	<p>Employee productivity</p> <ol style="list-style-type: none"> 1. I feel more productive after receiving the training and development program from Sabai @ Inya restaurant 2. I can communicate with customers better because of my interpersonal skills after soft-skills training in Sabai @ Inya restaurant 3. I can serve customers better 	<p>Employee productivity is the quantity and quality of the work against the cost of the resources (Mathias & Johnson, 2004).</p>

<p>4. I can build better team because of my team works after training</p> <p>5. Training and development programs that I receive from an organization motivates me a lot to productive at work</p>	<p>because of my improved serving skills after service training in Sabai @ Inya restaurant</p> <p>4. I can build better team because of my team works after team training in Sabai @ Inya restaurant</p> <p>5. Training and development programs that I receive from Sabai @ Inya restaurant motivates me a lot to productive at work</p>
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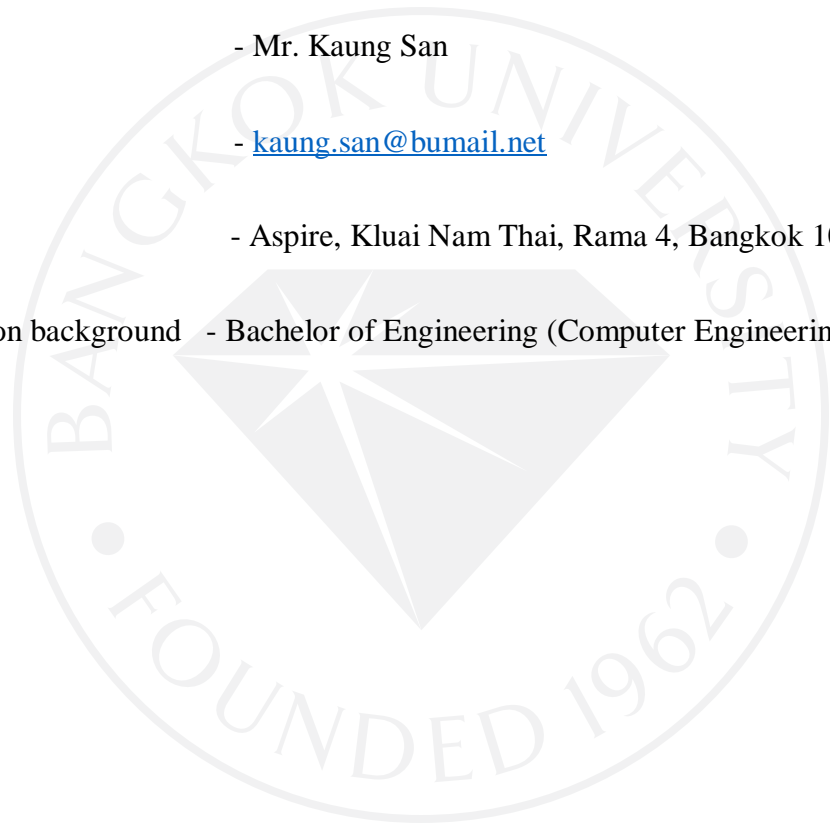
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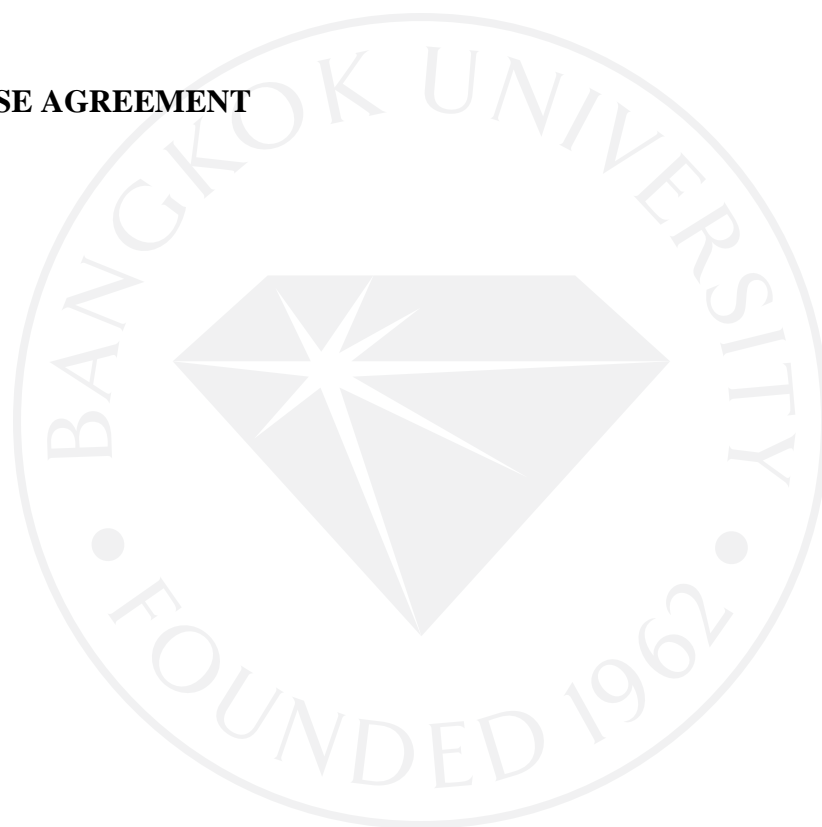
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LICENSE AGREEMENT



To
Mr. Myint Aung
Managing Director
Sabai @ Inya Restaurant
Date: 1st July, 2019

**REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN SABAI @ INYA
RESTAURANT**

Dear Mr. Myint Aung

My name is Kaung Zan, and I am the student from Bangkok University in Bangkok. The research I wish to conduct for my Master Degree involves "The analysis of the impact of training and development on employee productivity in Sabai @ Inya restaurant. I am hereby seeking your consent to conduct my research in Sabai @ Inya restaurant. This study will help the Sabai @ Inya's management team to track the employees' performance and based on the results, the company will be able to take actions in the future. Secondly, this study is to investigate if employees are getting the right training and development programs i.e. soft skills training, service training and team training for Sabai @ Inya's employees. The results will help Sabai @ Inya to know which areas are lacking. Based on it, the restaurant will be able to give effective training and development programs to its employees to boost the productivity.

I have provided you with a copy of my research proposal which includes copies of measure and consent and assent forms to be used in the research process. Upon completion, I undertake to provide the Bangkok University with full research report. If you require any other information, please do not hesitate to contact me on kaungzan21@gmail.com. Thank you for your time and consideration in this matter.

Yours sincerely,
Kaung Zan

Approved By,



Myint Aung
Managing Director
Sabai Group of Restaurants

Bangkok University

License Agreement of Dissertation/Thesis/ Report of Senior Project

Day 29 Month January Year 2020

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