Relationship between Methods of Training, Trainer and Management Support towards Effective Training

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Keywords: Effective Training, Training Methods, Trainer's Characteristics and Management Support.

Abstract: The research was conducted to study the factors that contribute to the effective training among academic staff of a higher learning institution. This research had focused only on the general types of training provided by department of Training unit to all the lecturers such as important training like basic teaching and learning workshop, research training, writing workshop, ICT Training, e-Learning and etc. By constructing a hypothetical research model to investigate the relationship of three moderating variables on the training participants (independent variables) towards the effective training (dependent variable), a survey questionnaire had been distributed to employees in that university who had attended training programs. Sampling that had been used in which approximately 200 lecturers in the campus will become the subject of the study. The respondents will be all of the permanent staff. The researchers used correlation test in order to measure the degree of relationship between two variables, testing the significance of the variable by using the Reliability Test, Correlation and Regression Analysis and Multiple Regression Analysis. From all these statistical analysis, the researchers had clearly able to indicate that the main contribution factor is management support that contribute strongly towards the effective training followed by training method and trainer's caharacteristics. There were siginificant relationships between all the identifiable independent variables with the main variable of the study.

1 INTRODUCTION

The research was conducted to study the factors that contribute to the effective training among academic staff in one of a higher learning institution. This research focused only on the general types of training provided by departments Training units to all the academicians such as important training like basic teaching and learning workshop, research training, writing workshop, ICT Training, e-Learning and etc.

From this research, the relationship among all factors that contribute towards the training provided for the academic staff had been found out. Besides, it is also to investigate the effectiveness of training. Sampling that been used in which 168 lecturers in the campus had become the subject of the study. The respondents were all the permanent academicians in the campus.

Hopefully, after implementing this study it will help the organization to improve their training. Thus, to enhance the quality of training. The findings of

this study can be in considered as continuous improvement on training in the organization. The top management would have another insight and knowledge of the impact of implementation of training practices on their employees. Moreover, the results of the study would be of significant value to organization that could use them as a useful reference to provide efficient training for the staff.

Training is one of the most pervasive methods for enhancing the productivity of individuals and communicating organizational goals to new personnel. It is a learning process that involves the acquisition of knowledge, sharpening of skills, concepts, rules, or changing of attitudes and behaviors to enhance the performance of employees. Refer to Mondy & Neo (2006), training designed to provide learners with knowledge and skills needed for their present jobs to achieve organizational goals. But from our observation, the trainings were still not effective maybe because of certain factors that might be contribute to. These can be seen from the training

or programmes organized, not all of the participants could adapt or having changed after the training.

Most companies are committed to total quality invest heavily in training and education. Training plans should be based upon job skill requirements and strategic initiatives of the company (Evans and Lindsay, 2002). We could see that the management has allocated a big amount of budget just for the lecturer's training but it's better if they could come out with something that maybe to analyze whether the training is worth or not or maybe has given a big impact or not to the lecturers.

Salas, Burke, Bowers and Wilson (2001; cited in Lee, 2007) thus asserted that training evaluation helps to determine whether the training has been effectively on the job. This was emphasized by Grensing-Pophal (2004; cited in Lee, 2007) that it is important to assess training effectiveness and that training effectiveness should be tied in with actual work performance. So, for our research, we could see which factors that will contribute importantly towards the effectiveness of training in the university.

2 PROBLEM STATEMENT

Refer to Mondy & Neo (2006), training designed to provide learners with knowledge and skills needed for their present jobs to achieve organizational goals. But from our observation, the trainings for lecturers are still not effective maybe because of certain factors that might be contribute to. These can be seen from the training or programmes organized, not all of the participants could adapt or having changed after the training.

Most companies are committed to total quality invest heavily in training and education. Training plans should be based upon job skill requirements and strategic initiatives of the company (Evans and Lindsay, 2002). We could see that the management has allocated a big amount of budget just for the lecturer's training but it's better if they could come out with something that maybe to analyze whether the training is worth or not or maybe has given a big impact or not to the lecturers. Salas, Burke, Bowers and Wilson (2001; cited in Lee, 2007) thus asserted that training evaluation helps to determine whether the training has been effectively on the job. This was emphasized by Grensing-Pophal (2004; cited in Lee, 2007) that it is important to assess training effectiveness and that training effectiveness should be tied in with actual work performance. So, for our research, we could see which factors that will

contribute importantly towards the effectiveness of training in the university.

3 RESEARCH OBJECTIVES

The objectives of this study is to examine as follows:
1) The investigate the relationship between three factors (training methods, trainer and management support) towards the effective training.
2) To identify the most influence variable towards effective training.

4 LITERATURE REVIEW

Effective Training

Human Resource Management is concerned with the planning, acquisition, training & developing human beings for getting the desired objectives & goals set by the organization. The employees have to be transformed according to the organizations' & global needs. This is done through an organized activity called Training. Training and development is defined by Dessler (2008) as a process that utilizes various methods to provide new and existing employees with the skills they need to perform the job.

Mulder (2001), in his research describe a model of evaluation of customer satisfaction about training programs. The model is developed and implemented for an association of training companies. The model is aimed at determining the quality of training programs as perceived by project managers from the organizations that purchased in company training programs from the training companies. The results show that this model is confirmed for two categories of projects. The first category is the projects that were aimed at achieving learning results and the second category is changed job performance respectively.

In order to recognize the effectiveness of the training, organization should also give their attention on how to develop an effective training evaluation. Several characteristics of effective training evaluation were described by Burrow and Berardinelli (2003) in their research *Systematic performance improvement – refining the space between learning and results* such as it must be objective and directed at important outcomes, it should identify the important elements of the training program (refer to the training method), the

evaluation should match the organizational philosophy, and last but not least the evaluation procedures should be reasonable and focus on both the outcomes and the process.

Contributing Factors Towards the Effective Training

Related to the contribution factors towards training effectiveness, three factors to be considered are management support, training methods and trainer. These factors are frequently mentioned in the literature.

1. Training Methods

    According to Noe (2010), management support refer to the degree to which trainees' managers (i) emphasize the importance of attending training programs and (ii) stress the application of training content to the job. Management as well as managers can communicate expectations to trainees by providing the encouragement and resources needed to apply training on the job.

2. Trainer's Characteristics

    Lawson (1998), stated that the trainer act as facilitator in a training program where they played two roles. First role is, they were standing in front of a group and presenting information. The second role is they were facilitating discussion and interaction among trainees. Each requires a different set of skills. She also stated that facilitation skills are particularly critical for processing activities which will pertain to the effectiveness of the training.

    Wise and Ezell (2003) provided four major criteria whether training program is effective or not. Effective training should be learner focused, demonstrate productive behavior and effective life skills, inspires and motivates, and also celebrate personal and group achievements.

3. Management Support

    Nevertheless, training program's developer must take into account the method of training program that best suit to the adult learning theory. Malcolm Knowles's Andragogy (Knowles, Holton, and Swanson, 2000) is most frequently associated with adult learning theory. Andragogy is based on the following assumptions (a) adult learners bring life experiences to the learning process that should be acknowledge, (b) adults need to know why they need to learn something, and how it is relevant to their lives, (c) experiential, hands-on learning is effective with

adult learners, (d) adult approach learning as problem-solving, (e) adults learn best with the topic is of immediate value to them in their lives.

To top that up, Wise and Ezell (2003) provided four major criteria whether training program is effective or not. Effective training should be learner focused, demonstrate productive behavior and effective life skills, inspires and motivates, and also celebrate personal and group achievements.

5 METHODOLOGY AND RESEARCH DESIGN

5.1 Research Concept

The type of this research is quantitative research method and it is used to support the earlier findings and serve as measure to find the best factors among all independent variables towards the effectiveness of training. Quantitative analysis also will be explained as a major method adopted which is by using survey method. Through this quantitative method, the primary data is obtained by distributing questionnaires to the respondents. The researchers had chosen this method because it is the easiest method to be used and could get accurate data from respondens.

5.2 Research Design

Research design is a framework for conducting the research project, which describes the procedures necessary for obtaining the information to form or solve problems (Malhotra et al., 2008). The researchers used descriptive study in order to investigate the effective training among academicians. According to Uma Sekaran (2006), descriptive study is undertaken in order to ascertain and be able to describe the characteristics of variables of interest in a situation such as to describe the characteristics of academicians from every faculties as for example the age, education level, grade of position, as well as types of training preferred and etc. Besides, descriptive study is also undertaken to understand the characteristics of organizations that follow certain common practices. For example, the training department of UiTM Terengganu has put certain measurement for the staff to achieve the number of training attended per year.

5.3 Unit of Analysis

The academicians involved in this study which only consists of permanent staff. It will only cover the area of training that they experienced provided by top management either by the unit of training or any program inside or outside of the university.

5.4 Data Collection Method

Primary Data
Self-administered questionnaires had been chosen by the researchers because the information can be collected immediately, able to motivate respondents and also have chances to 100% responses from the respondents. The researchers also distributed questionnaires to the respondents but still needed assistance in getting the right number of respondents.

5.5 Sample Design

A sample of 168 respondents were successfully obtained from all permanent lecturers within three months. Sample design involves the procedures of choosing the right individuals, objects or events that can provide accurate answer to solve the research problem (Sekaran, 2003). In order to obtain representative data for study, there are five steps need to be followed consisting of defining target population, determining the sampling frame, designating sampling techniques, determining sample size and execution of the sampling process (Malhotra et al., 2008).

5.5.1 Population

The population of this study is all the permanent academicians at one higher learning institution in Terengganu. At the time, the campus has about 340 permanent academicians.

5.5.2 Sampling Frame and Technique

The sampling frame is a tool that represents the element of target population. It is the list of direction for identifying the targeted population. From this study, the researchers have taken the sampling frame from the list of academicians obtained from the Academic Department. The probability and stratified sampling was used in order to collect data for this study, which is from ten faculties in the university, there were ten questionnaires were distributed for each of the faculties.

5.5.3 Sampling Size

Sampling size is the quality of the element that included in this study. Sekaran (2010), suggested using Krecjie and Morgan (1970) table for determining the sample size for a population size. Thus, for this research, the sample size was about 200 academicians as respondents. However, the questionnaires collected were only 168 samples from all of the ten faculties.

5.5.4 Framework

The framework of this study can be described as to investigate the relationship among all variables with the dependent variable.
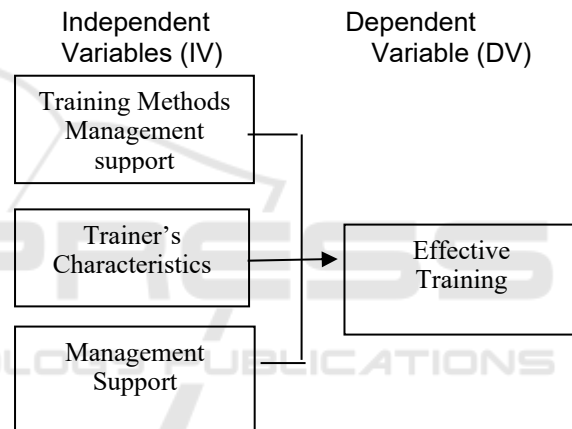
5.6 Research Framework

Figure 1: Research framework

The independent variables are the factors that may contribute to the dependent variable,which is effectiveness of training. The independent variables consist of training methods, trainer's characteristics and also management support.

5.7 Scale Development

5.7.1 Operationalization

Likert Scale has been used because it represented whether respondents agreed or not on the three factors contribute to the effectiveness of training among lecturers. The scale comprises of 1- Strongly Disagree, 2- Disagree, 3- Fair, 4- Agree, 5- Strongly Agree and also to see whether any of independent variables are not applicable to the lecturers ; NA- Not Applicable.

5.7.2 Questionnaires

The questionnaire contained two sections: the first section was designed to gather information about samples' personal, demographic, and their responds towards the number of training attended and specification of training preferred, and etc. The profile of the sample's characteristics is shown in Table 2.

In the second section of the questionnaire, the respondents were asked to indicate on a five-point Likert Scale towards four parts ;consists of ; one part of effectiveness of training and another three parts on independent variables questions such as training methods, trainer's characteristics and management support.

The results had been analyzed through Statistical Package for the Social Science (SPSS) 13.0. The types of data analysed used were Reliability Testing, Frequencies, Correlation and Regression Analysis and Multiple Regression Analysis.

6 FINDINGS AND DATA ANALYSIS

6.1 Reliability Test

Table 1: Reliability Statistics

Section	Cronbach's Alpha	Number of Items
Effectiveness of Training	0.626	3
Training Methods	0.880	6
Trainer's Characteristics	0.670	4
Management Support	0.609	5

Analysis of this study is shown in Table 1 above. Most of the sections, training method was felt in good of association which cronbach's alpha value is 0.880. Then, trainer's characteristics and management support were felt in moderate of association which alpha value among 0.6 to < 0.7. The dependent variable for this study which is effectiveness of training is in moderate of association with result of cronbach's alpha 0.626.

6.2 Frequencies Analysis

Table 2: Frequencies Table

Profile	Frequency	Percent (%)
Education		
Bachelor Degree	22	13.1
Masters Degree	143	85.1
PHD	3	1.8
Race		
Malay	166	98.8
Chinese	2	1.2
Indian	0	0
Others	0	0
Number of Training Attended		
1-5	17	10.1
6-10	71	42.3
11-15	53	31.5
More than 16	25	15.1
Working Experience		
1-5years	136	81.0
6-10years	17	10.1
11-15years	12	7.1
16years and above	2	1.2

Among the demographic profile or respondents discussed are education level, race, number of training attended and the year of working experienced.

From the above table, it can be seen that most of the respondents have Masters Degree certificate which out of 168 respondents, there are 143 respondents hold that certificated with 85.1%. Its follow by 22 respondents with Bachelor Degree level and 13.1% respondents hold Bachelor Degree level. Lastly, 3 respondents have PHD level and 1.8% respondents hold PHD level.

There are four categories of race stated in the researcher where it is Malay, Chinese, Indian and others. Refer to the result; we can see that Malay is the highest respond to the researcher's study, with 166 respondents at the 98.8% score. 2 respondents from Chinese with 1.2%, and there is no respondents from Indian and others.

The respondents who attended 6-10 time get the highest score where 42.3% out of 71 respondents. The respondents who attended 11-15 time are at the second level with 53 respondents that are 31.5% and followed by 15.1% from 25 respondents who attended more than 16 time and 17 of respondents who attended 1-5 time is at the fourth level with score 10.1%.

The majority respondents from working experience at 1-5 years given the highest score that are 81.0% out of 136 respondents. It followed 17

respondents from working experience at 6-10 years with the score is 10.1%. There are 12 respondents from working experience at 11-15 years given 7.1% and the last is 2 respondents from working experience at 16 years and above given 1.2%.

6.3 Pearson Correlation

As indicated in the Table 3, it shows that there were siginificant relationships between all the identifiable independent variables with the main variable of the study. All the three independents were significant at 0.01 significant level (p>0.01). However, the strength of the relationship differs for certain variables. Significant positive relationships exist between training method and effective training and the strength of correlation is moderate. The result of correlation between these variable is 0.314 and the significant 0.000 level (r=0.31 4,p<0.000). Better relationship appears to exist between trainer's characteristics and effective training among academicians, and the strength is moderate. The result of correlation between variables was 0.428 and significant at 0.000 level (r=0.428,p<0.000). Lastly is management support and effectiveness of training, it shown much stronger relationship among these two variables which is the correlation was 0.583 and the siginificant 0.000 level (r=0.583,p<0.000).

Table 3: Correlation Analysis

	Mean Train Method	Mean Trainer	Mean Mgmt Support
Mean Effective Training Pearson Correlation	.314**	.428**	.583**
Sig.(2-tailed)	0.000	0.000	0.000
N	167	167	167

**Correlation is significant at the 0.01 level (2-tailed)

6.4 Multiple Regression Analysis

The result of the regression analysis was shown as table 4. A summary of Multiple Regression for all the effectiveness of training factors (training method, trainer's characteristics and management support) towards dependent variable (effectiveness of training) is displayed in table 4.

The multiple correlation coefficient (R), using all the predictors simultaneously is 0.633 and Adjusted R-Square is 39.0 meaning that 39.0 percent of the variance in the effective training among academicians can be predicted from the training method, trainer's characteristics and management support. Note that the adjusted R-Square is lower than the R-Square (40.1%). This is related with the number of variables in this research. Furthermore, F shows 36.412 and is statistically significant (Sig.V=0.000).

Table 4: Summary of the Investigated Variables

Model	R	R-Square	Adjusted R-Square	Std Error of estimate	Sig Value
1	.633ᵃ	.401	.390	.38476	.000ᵃ

Further analysis through regression, produced standardized measures (Beta Weights) of the strength of each dimension's association with effective training among academicians. Among the three independent variables, management support (β = .500, p<.000) was the main contributor factor towards the effective training among academicians. The training method variable (β= .102, p<0.214) and the trainer's characteristics variable (β=.182, p<.036), it seemed that these variables less contribute compared to management support in predicting the factor that may contribute strongly to the effective training among academicians.

Table 5: Multiple Linear Regression

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig
1	B	Std.Error	Beta		
(Constant)	.455	.410		1.110	.269
TrainMethod	.039	.031	.102	1.249	.214
TrainerCha	.200	.094	.182	2.117	.036
MgmtSupp	.620	.081	.500	7.681	.000

7 CONCLUSION & RECOMMENDATIONS

The study has revealed that top management support plays important role and it stands as the most important factor among other two factors in order to

ensure the training provided for academicians will be effective and successful. This factor is mostly significant towards the effective training as the results shown very impressively in multiple linear regression and pearson correlation.

Trainer's characteristics can be a moderate factor that might contribute to the effective training, maybe it is not chosen as important factor by the respondents compared to the support by top management and the method of training used. Whereby, training method also can be considered as having potential to become important factor towards the effective training for the academicians in university as the result was moderate in multiple linear regression analysis. Otherwise, there is a lot of other factors that may contribute in order to get effectiveness of training, such as the environmental factors, training facilities and perhaps motivation among academicians could be added as one of the factors that will give better impact on the effectiveness of training in the university. These are some recommendations that maybe can be used for future direction.

For management support:

Involve management in course design
Apparently, developers often ask management for information during the needs assessment phase, but then less so during actual design. To ensure the effectiveness of the training in the future, developers should invite the management personnel to provide some ideas and their views so that their input can be included as part of training improvement towards creating real-world scenarios and simulations, case studies, as well as the what-ifs situations. This will support their understanding of what the course will and won't cover, and develop their vested interest in seeing the training succeed (Bozarth, 2010). By doing so, management will be able to increase their understanding of what benefits can be gained by their employees those attending the the training program. besides, management also will know whether the training program be able to solve employee's problems or not.

For trainers:
Trainer's behavior
Trainer's behavior throughout the session influences trainees participation. trainer's behavior in terms of their nonverbal and verbal communication whether straightforward or subtle that communicated without trainer's awareness may have powerful impact towards trainees involvement and participation during training session. sometimes, trainers don't have to speak loudly to gain trainees' attention. what trainers need to do just to improve their nonverbal communication. such powerful nonverbal communication techniques to encourage trainees' participation as suggested by Lawson (1998) are:

- *Eye contact*. be attentive to making eye contact with all participants.
- *Head nodding*. nod your head to show understanding and to encourage participants to continue.
- *Posture*. avoid defensive postures such as folded arms.
- *Body movement*. avoid distracting movements such as too much walking or pacing.
- *Smile*. concentrate on smiling with both mouth and eyes to encourage and relax the group.

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