

CORRELATION BETWEEN TRAINEES AND TRAINING PROGRAMS WITH TRAINING EFFECTIVENESS

**Dina Syamilah Zaidi¹, Hartini Adenan², Baharom Said³, Siti Mahera Ahmat Amin⁴,
Dziela Muhamad Parid⁵**

^{1,2,3,4,5} Lecturer at Faculty of Hospitality and Tourism Management, University Melaka.

Corresponding author email : dinasyamilah@unimel.edu.my

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ABSTRACT

This experiment was done to see the correlation between trainees and training programs with its training effectiveness. Besides that, the result is expected to increase knowledge linked to aspects of individual characteristics, and its effectiveness. From this experiment, it is also expected to be able to contribute to the deep understanding related to the importance of training effectiveness affected by the trainees. In terms of training, the results of this study is hope to be a guideline referred to the authorities involved with the preparations of training especially in terms of providing training design and its content so that it is more effective, appropriate and meets the requirements of this field. While in terms of support, from the supporting organization, and to bring awareness to the management and staffs that they too play an important role in the process of this training. Understanding on this aspect can be a guideline to the organization to prepare a framework of training programs that has appropriate working environments and atmosphere.

Keywords: trainee, training programs, training effectiveness

HUBUNGAN ANTARA PELATIH DAN PROGRAM LATIHAN DENGAN KEBERKESANAN LATIHAN

ABSTRAK

Kajian ini dilakukan untuk melihat hubungan antara pelatih dan program latihan dengan keberkesanan latihan. Selain itu, hasil daripada keputusan ini dijangka dapat menambahkan ilmu pengetahuan yang berkaitan dengan aspek ciri-ciri individu, program latihan, dan keberkesanan latihan. Hasil dari kajian ini juga dijangka akan dapat menyumbang kepada kefahaman yang mendalam mengenai kepentingan keberkesanan latihan yang berlaku terhadap pelatih. Dari segi perancangan latihan, hasil dari kajian ini diharapkan akan menjadi panduan dan rujukkan kepada pihak-pihak yang terlibat dengan penyediaan latihan khususnya dari segi penyediaan reka bentuk latihan dan kandungannya supaya lebih berkesan, bersesuaian dan menepati keperluan bidang kerja. Manakala dari segi sokongan organisasi pula ia akan dapat menyedarkan pihak pengurus atau penyelia dan kakitangan lain bahawa mereka mempunyai peranan yang penting dalam proses keberkesanan latihan. Pemahaman mengenai aspek ini boleh dijadikan panduan kepada pengurusan organisasi terbabit untuk menyediakan satu rangka program latihan yang bersesuaian dengan suasana persekitaran kerja.

Kata kunci: *pelatih, program latihan, keberkesanan latihan*

INTRODUCTION

Investment towards the training program is expected to increase based on the needs of the trainings at present. The global competitiveness and the rapid development of technology has changed the work surroundings and its context. In addition, based on litterateurs (Shahzad, Iftikhar, Khan and Ahmad, 2018; Pires and Schochat, 2019) found that great changes that happened in the organization needs effective trainings. Amongst the biggest changes happening now is the increase of workforce diversity, employee's involvement in management and the involvement in making expertise decisions. Furthermore, high technology development and the need for trainers who are responsible towards the training programs too will elevate to the increase of the training program. However, the effectiveness of any programs are often a question for discussion. Shah and Gupta (2018) stressed the need for an explanation on why training programs are effective for some trainees or promises effectiveness in other situations for different trainees. Without the theoretical basis learning methods and training environment scholars failed to explain why certain training methods are effective while others are not. As a result, Omar and Mohd Shahril (2019) explained such views to assist in designing trainings in the future as to "Why, when and for whom the training program is effective for".

Traditionally, past researchers tried to improve the training effectiveness by focusing on training techniques. Previous studies, related to the system for design trainings often focus on a relatively small set of variables such as training methods, contents and equipments.

Meanwhile, in reality, the training effectiveness is a complex phenomenon and requires researchers to look at every aspect and factors that makes the training effective. There are general factors that can affect the training effectiveness depends too on the quality of the training itself. In particular, the need to study the variety of variables that were not studied in previous studies such as trainee's behaviour, expectations and other factors of the organization. (Noe, 2017). Some past studies, have explained that there are several variables that are often taken into account in designing training that has a significant impact on the training effectiveness of such training programs (Noe, 2017). In general, these factors can be categorized as follow: (a) characteristics of trainee's (b) Characteristics of training programs.

RESEARCH PROBLEM

On-going studies of appropriate training programs including appropriateness, familiarity, reputations of training, training designs and choice of participants or employees. (Caffaro, Cremasco, Bagagiolo, Vigoroso and Cavallo, 2018). Meanwhile, Ismail, Foboy, Bakar, Mat Nor and Rosnan (2015) claimed that the training effectiveness can be increased if the right training programs are structured to stimulate the motivation to learn. Singh (2017), trainees will feel that the training itself has the similarity with work and the equipments used in the working environment will have an effect to the practical application. Abdul Rahim and Boyle (2015) stated that the training effectiveness are due to the features such as: the availability of resources, work preparation factors and supervisory supports. Trainees and all training programs are needed to ensure this effectiveness (Suleiman, Dassanayake and Othman, 2016; Bhardwaj and Saxena, 2016). Some researchers have found that appropriate trainees and programs are able to stimulate more motivation to learn and thus make the trainings effective (Ismail et al., 2015). However, empirical studies have examined the analogy between training and its effectiveness in a single study is still limited especially in Asian countries (Aziz and Selamat, 2016).

RESEARCH METHODOLOGY

For this study, it is a correlation study as we wish to see the effect between the trainee and the training program with the training effectiveness. To ensure the instrument used could be trusted and consistent, researchers will conduct a reliability test through a pilot test/study. As many as 30 respondents will be randomly selected from among the staffs. Each measurement scale variables will be analyzed by using SPSS22 software to achieve the statistical value of Alpha-Cronbach.

This questionnaire includes 3 main sections. Firstly, Trainees to use 16 items developed by Kirkpatrick and Kirkpatrick (2010). The characteristics of the trainees include intrinsic, extrinsic of orientation, organizational commitment, self-efficacy to learn, job satisfaction and involvement with appropriate demographics. Secondly, the training program will be measured by using 14 items modified by Hansen (2001). Characteristics of the training program include relevant training with the field of work, familiarity of the training contents, training reputation, voluntary attendance and the appropriate training design. Thirdly, Training effectiveness to be measured using 30 items developed by Kraiger et al. (1993). The training effectiveness is defined as the achievement of training objectives, whereby the training is able to provide knowledge and skills and forming a positive attitude which ultimately benefits the employee and the organization. All the above items, are measured by using five-choice answer scale ranging from: Strongly Disagree (1) to Strongly Agree (5).

LITERATURE REVIEW

The concept of Training Effectiveness

The training effectiveness is defined as the achievement of training objectives, where the said training is able to produce knowledge and skills and form a positive attitude which ultimately benefits the employees and their organizations (Noe, 2017). According to Muis, Hajimin, Marinsah and Othman (2021), training effectiveness can be determined through reaction, engagement, practical application and the overall training outcome towards an organization. Researchers like Aziz, Osman and Manap (2017) used longitudinal methods before and after training measurements to determine the training effectiveness. However, training effectiveness can too be measured using cross-sectional methods to determine the trainee's reaction (Zuki and Aziz 2018) and to confirm the trainee's level at the end of training. (Silva and Santos 2017), as well as determine the practical application through a researchers questionnaire survey (Azman & Nurul Inani 2010).

Researches by Zuki and Aziz (2018) used samples from 222 military personnel who have undergone vocational trainings and services at PERHEBAT to determine the training effectiveness as an important aspect in training development. These researches used a cross-sectional method in the form of a

questionnaire survey from trainer's self-assessment to determine the impact service from the training. The result showed that the course was able to improve the quality of service when trainees successfully applied what they have learned to their respective workplaces. Meanwhile, (Sao Joao, Spowart and Taylor (2019) utilized mixed methods at a large golf club to determine the effectiveness of emotional wellbeing training towards the quality of customer service. The result found the training effectiveness is important to improve the quality of customer service.

Moreover, Bagga and Khanna (2014) used a cross-sectional method based on 360 degree feedback from various sources such as supervisors, staffs and customers to determine the training effectiveness on the quality of customer service at Dell, one of world's largest multinational companies in the field of technology. The result of their study found that training is able to improve the quality of service based on positive reactions, the level of achievement and performances. Although Abdul Rahim (2015) and Beigi and Shirmohammadi (2011) tested the training effectiveness on some specific type of trainings, the training effectiveness could be experimented in general. Example: Azman and Nurul Inani (2010) and Bagga and Khanna (2014) have studied the effectiveness of work-related training that employees have undergone throughout the year to conclude if the training was effective. For this study, the training effectiveness is to determine through efficacy of performances by the individual and organization.

Trainees Effect towards Training Effectiveness

Sahoo and Mishra (2018) found 6 characteristics (thoroughness, motivations, efficacy, goal and performance orientations and instruments) do contribute significantly to the training effectiveness. Motivations to learn and goal orientations were found to contribute the most to training effectiveness. Ng and Ahmad (2018) concluded that these characteristics will affect the trainee's practical application through motivation.

Training Programs Effect towards Training Effectiveness

To make training effective, the training program should motivate trainees' performance, to excel his desired skills, to provide opportunities for active participation and practice, provide timely feedback on trainees' performance, reinforcement during trainings, structured capability from simple to complex tasks, adaption to specific difficulties and to promote a positive transfer from training to the workplace. (Alias (2018). Several training effectiveness models explain how training will in fact affect training effectiveness (example Ell Hajjar and Alkhanaizi 2018; Cramer, Gordon and Zapf (2019). stated that some training programs do stimulate motivation to learn and to improve performances with clear contents, principles and capable instructors. At the same time, Polo and Kantola (2018) stressed that specific training programs will be able to stimulate motivation to increase study ability and its learning precision. Besides this, Abd Samad, Yusof, Sarkam, Azis, Jusoh and Hussain (2018) highlighted that the content of training such as the perception of distributive justice can stimulate the need to learn and affect the whole training effectiveness. Meanwhile, several researchers agreed that training programs which are compatible with the requirement of the workplace will increase the effectiveness of the training (Prasad, Vaidya and Kumar, 2016; Shahzad, Khan and Habib, 2016).

Theoretical Framework

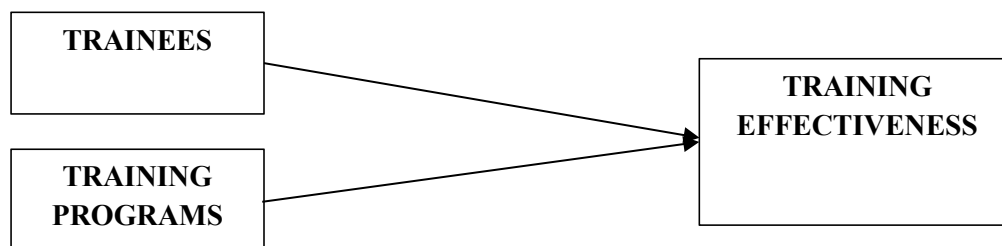


Figure 1: Theoretical Framework of the Study

In Figure 1, the dependent variable is training effectiveness while the independent variables are trainees and training programs.

RESEARCH METHODOLOGY

This study uses a quantitative method for the research, aiming to measure information and also using some form of statistical analysis. All data is collected from primary sources through the distribution of questionnaires to respondents. This study is descriptive in that it is based on research objectives. The study population consisted of staff working for a private agency.

A pre-test of the research instrument will be conducted to determine the validity and reliability of the instrument. This is important to ensure that the research instrument is easy to understand and can really be used to measure the research variables. A total of 30 respondents will be randomly selected from among the staff. Each item of the measurement scale of the study variables was analyzed using SPSS 22 software to obtain Alpha-Cronbach statistical values. Acceptable alpha values to determine reliability are different according to the views of certain researchers. According to Cohen et al. 2000, alpha values of six empty decimal places (0.60) and above are often used to determine reliability.

CONCLUSION

The training effectiveness will be seen from all the implementations of the trainings. Training is an utmost important element in ensuring employees have skills, ability and knowledge to assist in current work performances as well as in future worksopes. Therefore, training effectiveness is able to provide advantages to all employees such as employees' development, efficiency and skills. All training programs should be able to benefit not only the organization but also the employees.

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