

**FACTORS CONTRIBUTING TO EFFECTIVE TRAINING
AT PERBADANAN BEKALAN AIR PULAU PINANG
(PBAPP)**

by

HASSNAH BINTI ISHAK

**Research report submitted in partial fulfillment of the requirements for the degree
of Masters of Business Administration**

MARCH 2005

DEDICATION

To.....

My Husband

My Mother

My Children

My Colleagues

ACKNOWLEDGEMENTS

First and foremost, I would like to extend my greatest thanks to Allah swt the Almighty for giving me strength, knowledge, good health and opportunity to complete this study.

I wish to express my gratefulness to my supervisor, Dr. Anees Janee Ali, for all his valuable guidance, continuous assistance and advice which helped me a lot to successfully complete this project. In appreciation the support, patience, understanding, and encouragement of my beloved family through out my MBA course.

I would also like to extend my sincere thanks to School of Management, USM and colleagues who have given me assistance and endless support throughout my study. To the Management of Perbadanan Bekalan Air Pulau Pinang Sdn Bhd that gave me the opportunity to carry out my present study in the company and the employees that share their opinions through the questionnaires.

TABLE OF CONTENTS	<u>Page</u>
TITLE	I
DEDICATION	II
ACKNOWLEDGEMENT	III
TABLE OF CONTENTS	IV, V, VI, VII, VIII
LIST OF TABLES	IX
LIST OF FIGURES	X
ABSTRACT	XI
ABSTRAK	XII

Chapter 1 : INTRODUCTION	<u>Page</u>
1.1 Introduction of Study	1
1.2 Problem Statement	3
1.3 Research Objectives	4
1.4 Research Questions	4
1.5 Scope of study	4
1.6 Definition of terms	5
1.7 Significance of the present study	5
1.7.1 Contribution to the company	6
1.7.2 Contribution to literature	6
1.7.3 Contribution to people and society	6
1.8 Organization of the Remaining Chapters	7

Chapter 2 : LITERATURE REVIEW	<u>Page</u>
2.1 Introduction	8
2.2 Training Effectiveness	8
2.3 Supervisors' support	12
2.4 Coworkers' support	18
2.5 Training content	19
2.6 Training duration	21
2.7 Training venue	22
2.7.1 Outside training	22
2.7.2 Internal training	23
2.8 Size of class	24
2.9 Age	27
2.10 Gender	28
2.11 Education background	29
2.12 Theoretical framework	30
2.13 Hypotheses of the present studies	31
A) Support	31
B) Training characteristics	31
C) Demographics	32
2.14 Conclusion	33

Chapter 3 : RESEARCH METHODOLOGY

Page

3.1	Introduction	34
3.2	Research design	34
3.2.1	Type of study	34
3.2.2	Population	34
3.2.3	Sample framework	35
3.2.4	Unit of analysis	35
3.3	Variables	35
3.3.1	Independent variables	35
3.3.2	Dependent variable	36
3.4	Population and sample	36
3.5	Data collection	37
3.6	Measures	37
3.7	Data analysis	39
3.7.1	Descriptive analysis	39
3.7.2	Factor analysis	39
3.7.3	Reliability testing	40
3.7.4	Correlation	40
3.7.5	Hypotheses testing	40
3.7.6	Regression analysis	41
3.8	Summary	41

Chapter 4 : RESULTS	<u>Page</u>
4.1 Introduction	42
4.2 Overview of data collection	42
4.2.1 Sample profile	43
4.3 Descriptive statistic of variables	45
4.4 Correlation analysis	45
4.5 Goodness of measures	46
4.5.1 Factor analysis	47
4.5.2 Factor analysis of the independent variables	47
4.5.2.1 Factor analysis for supervisors' support.	47
4.5.2.2..Factor analysis for coworkers' support.	47
4.5.2.3 Factor analysis for training contents	48
4.5.2.4 Factor analysis for dependent variables.	48
4.6 Restatement of hypotheses	49
4.7 Reliability analysis	49
4.8 Regression analysis	50
4.9 Hypotheses testing	53
4.9.1 Test of hypotheses 1	53
4.9.2 Test of hypotheses 2	53
4.9.3 Test of hypotheses 3	53
4.9.4 Test of hypotheses 4	54
4.9.5 Test of hypotheses 5	54
4.9.6 Test of hypotheses 6	54
4.9.7 Test of hypotheses 7	54
4.9.8 Test of hypotheses 8	55
4.9.9 Test of hypotheses 9	55
4.10 Summary	55

Chapter 5 : DISCUSSION AND CONCLUSION	<u>Page</u>
5.0 Introduction	57
5.1 Recapitulation of the study	57
5.2 Discussion and findings	58
5.2.1 Effect of supervisors' support on training effectiveness	58
5.2.2 Effect of coworkers' on training effectiveness	58
5.2.3 Effect of the training duration on the training effectiveness	59
5.2.4 Effect of the training content on the training effectiveness	59
5.2.5 Effect of class size on the training effectiveness	59
5.2.6 Effect of the training venue on training effectiveness.	59
5.2.7 Effect of the age on training effectiveness.	60
5.2.8 Effect of the gender on training effectiveness.	60
5.2.9 Effect of education breakdown on training effectiveness.	60
5.3 Implications of the study	61
5.4 Limitation and suggestion for further research	62
5.5 Conclusion	62

REFERENCES	64-67
-------------------	-------

APPENDICES

Appendix A - Questionnaire (English)
Appendix B - Questionnaire (Malay)
Appendix C - Frequencies
Appendix D - Factor analysis
Appendix E - Reliability
Appendix F - Regressions
Appendix G - Correlation

LIST OF TABLES

Page

Table 4.1	Overview of data collection	42
Table 4.2	Demographic profile of the respondent	43-44
Table 4.3	Correlations analysis for all variables	46
Table 4.4	Reliability analysis	50
Table 4.5	Factors affecting training effectiveness at PBA	50
Table 4.6	Summary of the Hypotheses results	55-56

LIST OF FIGURES

Figure	Title	Page
Figure 1.0	Theoretical Framework	30

ABSTRACT

With the globalization of business organizations have to compete with each other in more complex environment. International management has to consider human resource management as an important area. In order to become the best in a competitive area, organization has to be in front fast and sound solution in whatever decision made. Latest information and good working system is essential in determining successful work process. As such, training plays an important role to equip employees with a good skill especially in dealing with customers. It is important to organize an effective training in order to acquire a good learning transfer to work place from the training programs. Since Perbadanan Bekalan Air has been corporatized in March 1, 1999, there have been many changes in the management. As such, the purpose of the present study is attempt to analyze the factors contributing to training effectiveness in this company so that further training improvement could be made based on the result. This present study is using previous studies as guidelines. A total number of 136 valid questionnaires from PBA staff have been utilized in the present study. This study utilized Factor Analysis, Reliability Analysis and Multiple Regression Analysis. Two major factors have contributed toward the training effectiveness in PBA has turned out to be the Coworkers support and Training Content.

ABSTRAK

Di dalam era globalisasi perniagaan sesebuah organisasi hendaklah bersaing antara satu sama lain di dalam situasi yang kompleks ini. Perniagaan antarabangsa perlu mengambil kira pengurusan sumber manusia sebagai satu perkara yang penting. Untuk menjadi yang terbaik di dalam persaingan, sesebuah organisasi hendaklah sentiasa berada di hadapan dan mampu menghasilkan yang terbaik di dalam apa jua keputusan yang dibuat. Sistem kerja yang baik adalah penting di dalam proses penentuan keputusan. Oleh kerana itu, latihan memainkan peranan utama untuk melengkapkan para pekerja dengan kemahiran yang tinggi terutamanya semasa berurusan dengan pelanggan. Ianya sangat penting supaya menganjurkan program latihan yang berkesan bagi memastikan ianya mencapai pemindahan pembelajaran baik ke tempat kerja daripada tempat program latihan. Semenjak Perbadanan Bekalan Air Pulau Pinang dikorporatkan pada 1hb Mac 1999, banyak perubahan telah berlaku dari segi pengurusan. Oleh itu, kajian ini bertujuan untuk menganalisa faktor-faktor yang menyumbang kepada keberkesanan latihan di syarikat ini supaya pembaharuan seterusnya dapat di buat berdasarkan kepada keputusan ini. Kajian ini telah melibatkan seramai 136 orang responden untuk menjawab soalan-soalan kaji selidik. Kajian ini menggunakan Analisis Faktor, Analisis Kepastian dan Analisis Regresi. Dua faktor utama telah didapati menyumbang kepada keberkesanan latihan iaitu kandungan latihan dan juga sokongan rakan yang diterima.

Chapter 1

INTRODUCTION

1.1 Introduction to the Study

Training as an organizational practice has come to be recognized as the most common human resource strategy and solution for improving performance (Dean, Dean & Rebalsky, 1996). It is an intervention directed at improving an employee's knowledge, skills, and attitudes in the workplace. Most companies have spent a lot of money in providing training to all level of employees as to equip them with ample and appropriate skills, knowledge and ability. The effort of providing training have been carried out as to enhance employee's performance and simultaneously improve companies performance as well as to increase their profits.

Malaysia's economy has experienced a sharp turnaround since the recession of 1985-1986. Between 1987 and 1993, the wages of skilled and semi-skilled workers rose by 10 percent annually. There are many reasons for these wage patterns, not all of which have implications for vocational education and training (ILO/World Bank). Survey results indicate that employers are more likely to provide formal training for all groups of employees. A one year increase in the education of the workforce is associated with a 2-3 percent higher probability of training.

Policy makers believe that Malaysian companies underinvest in training. Given the limited role of public training institutions in retraining and skills upgrading of the workforce, the government has implemented two programs—the Double Deduction Incentive for Training (DDIT) scheme and the Human Resource Development Fund (HRDF) scheme—to encourage companies to play a greater role

in meeting their own training demands. The HRDF was established in 1992, with a matching grant from the Malaysian government. A council with both private sector and government representatives administers it. HRDF aimed at encouraging direct private sector participation in skills development, was launched in 1993 with a grant from the government. Employers who have contributed 1% of total payroll for at least six months can reclaim a portion of allowable training expenditures. The rate of reimbursement varies by type of training and firm size. (ILO/World Bank).

At the same time most companies are also interested in finding out the impact of training on their employees. Companies are looking at the benefits that they can gain out of the training. The costs that have been spent for the training should be worth or equivalent to the quantity of learning transferred to the organizations. As to determine whether the learning has been transferred, a company has to measure it. A systematic Training Effectiveness Evaluation is important in measuring the level of application in terms of knowledge, skill and ability of what the participants have learnt.

With the Human Resource Development Fund scheme, most companies in Malaysia try to fully utilize the contribution of the fund. This phenomena has created another problem because most companies may simply send their employees to various courses that are not related to their job. Having done this, the learning definitely cannot be 100% transferred to their work place.

Numerous studies have shown that the work place of the next century will be significantly different. The nature of work, the demographics of workers, and the

workers' values are different from one company to another. These variables could also affect the training effectiveness process.

There are three types of training programs provided by Perbadanan Bekalan Air Pulau Pinang to its employees. They are categorized as i) Technical programs, ii) Management programs and iii) Information Technology programs. However, the present study will only focus on the Management course and it is based on the employees from clerical level and above.

All of these training programs are important in developing and improving employees work performance. Factors that contributing to the effectiveness of training are important to be studied. In the present study, we are going to examine the factors that contribute to the effectiveness of training carried out by PBA.

1.2 Problem Statement

Some companies are taking serious action in evaluating the effectiveness of training programs. However, there are companies that do not look at the training evaluation as an important role. For companies that practice training evaluation they have made use of different methods or systems in carrying the evaluation out.

The most critical issue in the training effective evaluation is whether the knowledge has been transferred to the work place after training programs. It is considered a lost to the company if the knowledge acquired from the training programs could not be transferred accordingly.

Thus, it is important for companies especially PBA which has changes in management due to corporatization to know the factors that contribute to the training

effectiveness. By knowing the factors that contribute to training effectiveness PBA could take an appropriate action in improving the training areas.

1.3 Research Objectives

The present study was carried out mainly at Perbadanan Bekalan Air Pulau Pinang. It has a main research objective that is:

- To examine the factors (independent variables) that contributes to training effectiveness.

1.4 Research Questions

The main question of the present study is: -

- What are the factors (independent variables) that contribute to training effectiveness?

1.5 Scope of Study

This study is to focus on the factors that contribute to the effectiveness of training programs for employees in Perbadanan Bekalan Air Pulau Pinang from clerical level and above who have attended management courses. We choose the clerical level and above for the management courses because all of the employees in these groups have the opportunity of attending management training programs.

The management training programs that involved in the present study are from the short-term courses, which fall under workshop category for in-house and also public programs.

1.6 Definition of Terms

There are a few main terms in the present study. The definitions of the terms are as follows:

Training

Training entails personal involvement, commitment and experiential gains. It involves learning by doing. True training occurs when skills that can be measurably defined are enhanced until the competence level is visibly enhanced. (Hughey & Mussnug, 1997)

Training transfer

The evidence that what was learned is actually being used on the job for which it was intended (Olsen, 1998).

1.7 Significance of the present study

Many companies believe incorrectly that compliance is achieved once “required” training is completed and documented. Whether any learning actually occurs is irrelevant (Machles, 2002) This belief is probably wrong because many companies have been wasting their money in training. Studies show that only about 15% of company measure training transfer, defined as the effective and continued application to trainee’s job of the knowledge and skills gained in training. That shows the requirement of knowing the factors that contribute to training effectiveness so that improvement could be made to solve this problem. (Garavaglia, 1993) The present study will help PBA identify the factors and appropriate actions for improvement could be taken accordingly.

1.7.1 Contribution to company

The Training Section of PBA for further improvement could use the results of the present study. Since the effort for effective training begins from the early stage, organization should initiate training programs by carrying out ‘needs analysis’ before implementing training programs.

1.7.2 Contribution to literature

To strengthen up the facts of relationship between the factors contributing and the training effectiveness in organization. It could be used to improve in training effectiveness from time to time.

1.7.3 Contribution to people & society

The present study could help educate students and parents on the importance of knowing certain factors that contribute to training effectiveness. It could guide them in preparation by providing good textbooks and references for study before examination. At the same time it could help students to success and moving towards better career advancement.

1.8 Organization of the Remaining Chapters

Backgrounds of the present study pertaining on problem statement, research objectives, research questions, definitions of key terms, and significance of the present study have been presented in Chapter 1. Whilst, Chapter 2 presents an overview of literature on factors contribute towards the training effectiveness, which

lead to the formulation of the theoretical framework and hypotheses. Chapter 3 describes the research methodology of the present study, which includes the statistical method used. Chapter 4 presents the results of the statistical analysis in the current study. Finally, Chapter 5 discusses and recapitulates the current analysis of the result of the present study.

Chapter 2

LITERATURE REVIEW

2.1 Introduction

In order to achieve a better understanding of the present study, literature review reveals that several studies have been undertaken to examine the relationship between the independent variables (support and training character), control variables (demographics) and dependent variable (training effectiveness). This chapter discusses on several issues. Firstly, this chapter presents literature review on training effectiveness. Secondly on the independent variables, which are supervisors' support, coworkers support, training content, training duration, class size, venue and control variables, which are age, gender and educational background.

2.2 Training Effectiveness

Training is a good investment. Gumuseli and Ergin (2002) mentioned that within the industrial sectors, the share of investments allotted to enhance human resources has been on the increase in recent years. These investments have, reached proportionally higher levels in sectors serving in competitive markets. It is one of the important prerequisites of investments in training that they achieve their objective. Crucial duties here thus fall to the training department manager or to the immediate managers of the employees.

In one of the first critical review on the training transfer literature, Baldwin and Ford (1988) pointed out that there was a growing recognition of a transfer problem in organizational training. It is estimated that while North American industries annually

spend over one hundred billion dollars in training and development, not more than 10% of these expenditures actually result in transferring knowledge to the job. Researchers have similarly concluded that the amount of training conducted in an organization fails to transfer to the work setting (Baldwin & Ford, 1988).

In addition, Machles (2002) stated that the amount of time and money spent on training is astounding. With such poor return on investment, it is no surprise that management often withholds support for more training. In addition, many companies believe-incorrectly-that compliance is achieved once “required” training is completed and documented.

As defined by Loos and Fowler (1999), training is widely understood as a form of communication directed for the purpose of developing skills, modifying behavior, and increasing competence of both training and education induce learning that is, a process that modifies knowledge and behavior through teaching and experience. Two approaches to training intervention effectiveness research can be used to uncover results without committing extraordinary resources:

- 1) Triangulation
- 2) Cause and Effect Relationship.

Training is a very significant mode for an organization continuous improvement. But what are the effects of the training programs that have been conducted to the employees? Have they acquired sufficient knowledge in order to transfer their learning in a beneficial way to company when they are back from the training program? Are there any immediate improvements that they have made to their company?

According to a research by Loos and Fowler from NIOSH (1999), training is widely understood as communication directed at a defined population for the purpose of developing skills, modifying behavior, and increasing competence.

Based on Lewicki (2002) opinion that current conflict resolution between teaching and training relies on experiential learning. The most well known model of experiential learning consists of four elements that are: -

- 1) Concrete experiences: such as role-play, case studies
- 2) Observation and reflection: students convey viewpoint via papers, journals
- 3) Formation of abstract concepts and generalizations: negotiation
- 4) Set goals and experimentation: use theory to set goals

According to Hughey and Mussnug (1997), training typically entails personal involvement, commitment and experiential gains. Competence, much more than knowledge, constitutes real power. Training aims to provide employees with proficiency in the execution of given tasks. The outcomes of training should be tangible, in that they should complement and support the company's financial stability.

Garavaglia (1993) mentioned that more training evaluation must demonstrate improved performance and financial results. As Human Resource Development professionals of organizations, they need to show organizations that employees are getting good returns on their investments in training. To do that, HRD professionals need to find out whether the skills and knowledge taught in training are transferred to the job. Cheng and Ho (2001) stated that training has regarded as an expensive investment.

Transfer of training can be defined as the application of knowledge, skills and attitudes learned from training on the job and subsequent maintenance of them over a

certain period of time (Baldwin & Ford, 1988). This definition broadens the traditional meaning of transfer that only concerns the effective learning in a training program.

To know whether a training program is effective or not, an evaluation should be carried out. As such, Kirkpatrick (1998) has come out with a four levels of evaluation that represent a sequence of ways to evaluate training programs. The present study is focusing on the third level that evaluates the behavioral change. From the application level there is few areas of result that could be analyzed which is:

- first, the improvement of skill and knowledge.
- second, changes in behavioral.

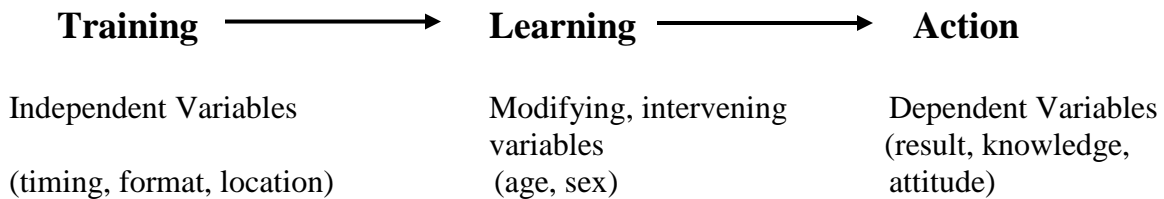
The current study focuses on the *Behavioral Change* at PBA.

For more than 30 years, training has been studied. But the results still show that only 15 percent of companies measure training transfer, defined as the effective and continued application to trainees' jobs of the knowledge and skills gained in training (Garavagila, 1993).

Many researches have been carried out. Loos and Fowler (1999) have come out with TIER Model (Training Intervention Effectiveness Research). This research is on Training, Intervention, and Effectiveness Research. It was designed to:

- (1) Take into account the challenges of identifying factors that make the training-learning action continuum successful,
- (2) Logically match research efforts with the nature of the question(s) at hand,
- (3) Minimize training and development risks, and
- (4) Concentrate research resources.

In addition, TIER Model has five types of study variables as integral to training effectiveness research:



The next few sections of this chapter are devoted to the discussion of the independent variables of the present study. The independent variables are:

2.3 Supervisors' support

Supervisor plays an important role in supporting and developing subordinates. They could use various methods to support and make their people learn. Analogy could also help increase training effectiveness. It helps by showing how important principles can apply in various situations. Training transfer tend to be better when learners understand the general principles behind the skills they are learning.

Supervisor could support subordinates in achieving effective training by carrying out need assessment. According to Kotlyar and Saks (2002) need assessment is a diagnostic activity that helps an organization identifies gaps between the required skills and existing skills. This information is critical for determining where training is needed and who needs training. Supervisor is the best person in carrying out this assessment.

According to Maurice (2000) what is to be transferred was of paramount importance to the superiors. One of the key steps in the identification of what involved the understanding and breakdown of requirements. By understanding then job, the key skills

required became evident and then could be highlighted as part of the training program. Supervisors also mentioned that barriers to the transfer of learning existed and tended to fall into 4 main categories: time pressures, peer pressures, limited opportunities to practice, and learner attitude.

As to ensure training effectiveness, supervisor should make preparation before any training program is conducted. They could prepare the 11 keys to guaranteeing such training results (Leibler & Parkman, 2000):

- 1) Define desired job performance,
- 2) Identify performance gap,
- 3) Determine Causes,
- 4) Identify tasks and skills,
- 5) Write Instructional objectives,
- 6) Develop evaluation methods,
- 7) Provide explanations,
- 8) Plan practice opportunities and learner feedback,
- 9) Identify instructional content required for practice,
- 10) Conduct tryouts,
- 11) Document learner performance

In addition to superior function in training, Hughey and Mussnug (1997) mentioned that new training managers should make it a point to educate themselves about fundamental training concepts and techniques. Attendance at local or regional training conference is a must. Classes on teaching methods or establishing goals and objectives for training programs would be appropriate. Join relevant associations and other

organizations that have employee training as their focus. Reading always helps and pays attention to what has been successful. Take little time to prepare challenges.

Furthermore, training managers must continually focus on the effectiveness of their programs. Continuous improvement is important in training process. One of training manager's primary responsibilities involves perpetual justification of employee training initiatives. It is imperative that goals of training be in line company's strategic planning. Progress towards the attainment of training goals and objectives should be monitored on a going basis. (Hughey & Mussnug, 1997). Then, managers can show their participation and support of the training in several ways that are:

- Making sure the supervisors know the training requirements
- Getting supervisors input on the training content
- Showing supervisors how to reinforce desired behaviors on the job
- Telling supervisors the benefits and expected outcomes of the training
- Enlisting supervisors' help in collecting evaluation data

Besides having proper equipment, tools and materials at work environment are also crucial to the transfer of new skills and knowledge. The work environment should support the learned behavior by providing safety nets for their employees. According to McSherry and Taylor (1994) the most critical supervisory support behaviors for transfer of skills and knowledge in team building training is:

- 1) Supervisor's use of skills and terminology from the training program
- 2) Creating opportunities for trainees to make decisions based on newly learned skills
- 3) Reinforcing trainees' use of trained skills

- 4) Creating opportunities to practice new skills
- 5) Providing feedback on skill use.

There are three factors affecting opportunity to perform (MOE, 1986; Wexley & Baldwin, 1986):

- Organizational: Training needs assessment to differentiate goals, objectives and values of each department.
- Work Context: Supervisor attitudes towards the trainee, workgroup support and the pace of workflow in the workgroup.
- Individual Characteristics: Ability level of trainee, self efficacy

Supervisor should provide an opportunity to subordinate. Baldwin and Ford (1988) have highlighted a number of factors that might impact training transfer. One job factor that seems particularly relevant for the transfer of technical skills is the extent to which the trainee is given the opportunity to perform trained task on-the-job

Weiss, Hugzynski and Lewis (2001) mentioned that in the majority of large organizations, the identification of management training needs is the responsibility of line management in association with the Training Manager and his staff. The support of the superior significantly enhances the prospects of a successful implementation.

Motivation is part of supervisors' responsibility. Motivational factors that affect the transfer of learning are career and job attitudes; organizational commitment; decision and reaction to training; and post training interventions (Cheng & Ho, 2001).

Machles (2002) reported that trainers could use various approaches to strengthen management support. Another effective strategy is to involve superiors and employees in the training needs assessment. By including these key stakeholders, all involved better

understand program content and its application to the workplace. People tend to support what they help build-and training programs are no exception. If a supervisor is not involved in the needs assessment, she or he should at least review course content and materials. At this time, the trainer should also explain that coaching an employee after training will also strengthen training transfer.

Furthermore, Machles (2002) assigning pre-course work-and ensuring that the supervisor provides time for employees to complete is another strategy. These exercises allow trainees to preview material and give them an opportunity to identify how and when training will be used.

In addition to that, the trainer should contact all supervisors and ask whether they encourage employees to attend. Employees need to hear from management that attendance is mandatory. Supervisors can also facilitate the transfer process by shifting trainees' work to other employees. It is also important to recognize employee participation during department meeting. Supervisors can ask trainees to share what was learned and how it applies to the work setting.

Supervisors' support can be portrayed as facilitating. Weiss, Huczynski and Lewis (2001) mentioned that we see the superior's role in learning transfer as being that of a facilitator. Through his influence he can increase the chances of the trainee both acquiring new knowledge and skills during training and applying them in his work situation. One practical way of doing this would be to invite the trainee's boss to attend the first day of a course (when course members and their immediate superiors would discuss training objectives) and the last half-day (when the problems of applying course

learning could be dealt with). In this way the boss could be involved both in the training and in the subsequent work application activity.

McSherry and Taylor (1994) stated that the present study provides further evidence of the important role that supervisory support plays, in the transfer of training and identifies a set of specific supervisory behaviors, which are most critical to the applications of teamwork on the job. Five of the twenty-seven supervisory support behaviors were significantly related to the transfer of training scale:

- (1) Supervisors' use of skills and terminology from the training program;
- (2) Creating opportunities for trainees to make decisions based on newly learned skills;
- (3) Reinforcing trainees' use of trained skills;
- (4) Creating opportunities to practice new skills;
- (5) Providing feedback on skill use.

This analysis indicated that 17 per cent of the variance in transfer of training could be accounted for by supervisory support.

One of the key determining factors for training effectiveness is supervisory support. According to Blanchard and Thacker, (1988) supervisors need to be cognizant of the behaviors being trained and must provide support for trainees who demonstrate the appropriate behaviors. These supports will go a long way toward facilitating transfer.

Training plan for subordinates is supposed to be carried out by supervisors. Johnson (1997) mentioned that people and their performance are ultimate responsibilities of their supervisor. Therefore, ensuring people are trained is a supervisory responsibility that is shared to some degree with the individual.

Thus, a hypothesis was developed, which reads:

H1: The perceived supervisors' support is positively related to training effectiveness.

2.4 Coworkers' support

In a process of making an effective training program, coworkers are also works as an important contributing factor. This could be obviously seen when participants are trying to practice the knowledge they have acquired from training program

In addition, nine independent factors are identified which were most commonly examined in the past decades (Cheng & Ho, 2001). These factors are categorized as individual (job attitudes, organizational commitment, reaction to training, post training interventions) and environmental (supports in organization, continuous-learning culture, task constraints) variables in which coworkers could be the supporters in organizations.

Machles (2002) mentioned that coworkers' through attitudes and behaviors that do not support training also present a barrier. Peers pressure and unsupportive coworkers will quickly erode the ideas and skills taught during training

In addition, social learning training theory is useful in understanding transfer of training. If the trainee is the only one from department who is receiving training, there may be no peers back on the job to provide social support in some climates this situation could result in pressure from more experienced peers to 'forget all the stuff'. With the right climate, however, peers can provide the proper support to use the training. Learning must be considered an integral aspect of the organization's ongoing operation, becoming part of the employees and managers responsibilities. If everyone is involved in the learning process, it continues beyond the classroom. Most important, all employees must

understand and support overall organizational objectives. In this way, the peer pressure will be to support company goals and objectives.

According to Olsen, (1998) there are multiplicity of factors and influences in transfer evaluation. Those important sources of information are in the feedback from participants, their supervisors and their peers.

Therefore, the hypothesis below was developed, which reads:

H2: The perceived coworkers' support is positively related to training effectiveness

2.5 Training content

Training content plays an important role in training effectiveness. It obviously helps participants to increase their knowledge from the training program. One way of helping to increase training effectiveness is by allowing participants to explore the training contents before the actual training begins. This is called pre training reading assignments. According to Blanchard and Thacker (1998) if you developing material were sure to provide sufficient time to have it prepared properly.

According to Blanchard and Thacker (1998) again if the company is very large, it might also have specialists working in evaluation and research, program design, materials development, and needs analysis. The customer service training coordinator, for example would work with specialist in these areas to do the following:

- Determine the customer service training needs in the organization
- Develop training programs to meet those needs
- Develop materials to support the instructional methods to be used in the programs

Johnson (1997) mentioned that in developing training materials for a training session, there are three specific areas to be considered: -

- Presentation material for use by the instructor
- Student material for use by trainee, and
- Administration material to properly administer the program.

In preparing training content, Johnson (1997) again reported that the road map of presentation material such as the lesson should be presented first. There are four separate types of lesson plans. Each has relative advantages and disadvantages, which will be compared, on a chart. The four main choices are 1) Topical outline, 2) Manuscript, 3) Sentence, and 4) Keyword. The following important concepts apply to all lesson plans.

- Lesson plans are crucial for training success.
- Every subject must be adequately researched.
- Develop twice as much material as you think you will need.
- Ensure trainees know “what’s in it for me” early on so they are motivated to learn.
- Practice, practice, practice prior to presentation.
- Use examples that pertain to the operation where possible.
- Stimulate questions.
- Use training aids
- Adopt the training to the group’s level.
- Never make excuses.
- Remain positive
- Follow your lesson plan

Each lesson plan should have an introduction, discussion, and summary. The overall training time is established for participants in the introduction.

As for Blanchard and Thacker (1988) content or a learning point is an important piece of information that must be learned in order for the trainee to accomplish the learning objective. Each objective will provide specific information as to what needs to be learned.

Therefore, the hypothesis below was developed, which reads:

H3: The training content is positively related to training effectiveness

2.6 Training duration

Duration of training varies from one program to another. It depends on the facilitators' arrangement.

According to Hughy and Mussnug (1997), once a training need has been identified, the training manager, working closely with other concerned parties, should decide how much time will be realistically needed to endow employees with the new competence. The desired outcome; i.e. the specific skills that the employees are to obtain, should be instrumental in establishing the length of an individual training session. This is another reason why training program goals and objectives are of critical importance.

Hughy and Mussnug (1997) again mentioned that their preparation is concerned more with staying within the established time constraints than with the actual development of usable skill sets. The proliferation of available instructional technologies has helped to put the employee back at the centre of the training process. The length of the training session (and the entire training program, for that matter) should be

determined solely by the amount of time anticipated to achieve the desired outcome, in the other words, the time devoted to a given training topic should be determined by how long it takes employees to master the skills that the company deems important.

Therefore this hypothesis was developed which reads:

H4: Training duration is related positively to training effectiveness

2.7 Training Venue

Venue is very significant in making training program an effective one. Some companies prefer to organize their training at in house training room but some of them find it more effective to have it outside of company premises.

2.7.1 Outside training

Blanchard and Thacker (1998) mentioned that there is a certain pride in having your own training facilities, they can be expensive and even when you have a choice, and there are several advantages to off-site training.

- i) Being off-site provides more assurance that trainees will not be interrupted. It is simply easy to contact the trainee if she is on the same floor or even in the next building.
- ii) Another advantage is the pace it offers. Going to a hotel or conference center is not the same as going to work. Many trainees will associate staying in a hotel with vacation. This change of pace is even more important if there is a great deal off stress associated with the job.

iii) Going off-site also allows the trainer to choose a facility compatible with the needs of the particular training event. If breakout rooms, a classroom, U-shaped setup, or all three are required, we can choose the location that the best fits the requirements.

Yin (2003) stated that outdoor adventure learning has enjoyed period of popularity since the 1980s as a technique for corporate team building and leadership training. It is based on the notion that a team of people who work with one another can grow and gain new insights through experiential learning in an “adventure” setting. There are two claims that adventure learning makes, namely:

- 1) It can instigate personal breakthroughs for individuals in areas such as confidence, leadership, dealing with stress, and motivation.
- 2) It can accelerate team functioning dramatically, providing a forum for a positive experience of independence, communication, trust, mutual support, risk taking, and achievement.

2.7.2 Internal training

According to Johnson (1997) in-house training becomes increasingly important as organizations strive to develop work forces to meet competitive challenges. Cost control and organizational specific need places further emphasis on training efforts. Since much of the training required for performance improvements will take place in the work centers, a strong on-the-job training (OJT) program supported by classroom training, and self paced training available in computer-based training (CBT) systems, interactive video (IV) systems, an audio / video programs is extremely valuable. This type of program can

overcome many of the problems inherent when IJT, classroom type sessions, or self-paced sessions are used as stand-alone methods.

Therefore, this hypothesis was developed, which reads:

H5: The training venue is positively related to training effectiveness

2.8 Size of Class

Small classes or small groups working with one teacher or tutor also are a key element of programs targeted most often at student at risk, for example, *Success for All* (Slavin, et al., 1990; Slavin & Madden, 1995)

Over the past two decades there have been many summaries of research on the relationship of class size to academic achievement. Three are particularly worthy of note because of their comprehensiveness and because they planted the seeds for much of the research that followed. Without doubt the most widely cited review is the classic Meta analysis of research on the relationship of class size and achievement (Glass & Smith, 1978). The authors collected and summarized nearly eighty studies of the relationship of class size with academic performance that yielded over 700 class size comparisons on data from nearly 900,000 people. The two primary conclusions drawn from these materials are: -

- 1) Reduced class size can be expected to produce increase in academy achievement (p.iv).
- 2) The major benefit from reduced class size are obtain as the size is reduced below 20 pupils (p.v).