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- DR. T. SUDHA
Jobs Satisfaction among Women Managers
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An Assessment of Alternatives to Work – A Study With Reference to the Automobile Industry

Book Review

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Editorial

Pratibimba: The Journal of IMIS (Pratibimba) is intended to be an outlet for theoretical and empirical research contributions for scholars and practitioners in the business field. Pratibimba applies theory developed from business research to actual business situations. Recognizing the intricate relationships between the many areas of business activity, Pratibimba examines a wide variety of business decisions, processes and activities within the actual business setting. Theoretical and empirical advances in buyer behavior, finance, organizational theory and behavior, marketing, risk and insurance and international business are evaluated on a regular basis. Published for executives, researchers and scholars alike, the Journal aids the application of empirical research to practical situations and theoretical findings to the reality of the business world.

As every successful journey can be fuelled through a series of constructive and well planned steps, we are humbled in presenting another issue to the community of practitioners and academics. In this edition, we have included six research papers and a case study across different functional areas of Management.

The first paper titled “Effect of Contextual Factors of Training on Training Effectiveness Study in Kedah State Development Corporation, Kedah, Malaysia” by Sanjeev Kumar, Dileep Kumar, and Hu Yanan examines that employee training is an essential element to increase efficiency of job performance and keep their business running, as competitions are getting more intense. Contextualizing this topic to Malaysian industrial scenario so many enterprise implemented various training programs to enhance their employees in skill oriented performance.

Dr. T Sudha has studied the aspect of “Job Satisfaction among Women Managers”. The author also find that women have a definite economic role to play, and it has become crucial to the modernization and transformation process of India. Women’s conscious engagement in the corporate world brings a fresh perspective to gender equality and emancipation through economic independence. Their role in the corporate organization leads to an understanding of the multiple roles that women fulfill in a society.

Dr. Kirti Arekar has made an attempt to investigate the factors which attract a customer to preferring fruit drinks over various other beverages. Identifying the set of factors or combination of attributes which a customer is looking for in a fruit drink .Analyze the current leading brands as per the market share (secondary research) & identifying the actual satisfaction level of consumers with these brands (primary research).

Suresh Das and Bishnupriya Mishra Ruhi S. Bakhare Sinha studied the effect of derivatives trading on spot market volatility is a relevant study in the literature of finance. The objective behind this study is to find out the impact of selected automobile sector companies’ futures trading on the underlying share prices. In order to capture the volatility pattern, the volatility of each segment have been calculated and then compared. In this study, along with statistical parameters the forecasting approach i.e., GARCH (1, 1) model has been utilized to examine the volatility which is time varying. The return of the automobile sector has decreased after the introduction of futures. The returns of automobile spot and automobile futures are not having significant difference.

Sarkar and Chakraborty have examined the characteristics of India’s trade in pre liberalization (1951-1991) and post liberalization (1991-2008) period walk in total export and import time series. Authors attempt to understand the time series behavior of total export and import of India. Unit root tests recognize the existence of random walk. Johansen co integration test reveals long-run equilibrium relationship between these two variables. Getting the existence of co integration, the study attempts to find a causal relationship by using error correction mechanism.

Kothari and Chelawat have made an attempt to investigate the wealth creation activity of the investors in the IPO market. This paper examines whether these issues have resulted in wealth creation for the small investors or have they been cases of ‘big name; zero gain’. Sundaram and Aiswarya studied the Association between Motives of Borrowing and Personalities. This study also ascertains the motives behind borrowing credit from banks. They find that there is significant association between personality of retail credit customers and motives of borrowing. Finally, Dr. V. Jayashree in the paper titled, “An Assessment of the Initiatives to Work – A Study with Reference to the Automobile Industry” assess the initiatives to work of the management staff of the Automobile Industry in Chennai.

As editors of this issue, we would like to thank all the authors who have contributed and all the anonymous referees whose advice assisted the authors in improving their work. Our final expression of gratitude goes to all the people that have helped in the completion of this issue and whose support gives us the opportunity to raise important questions that aim to promote and trigger a fruitful and highly stimulating academic debate.

We invite the readers to send their feedback on the articles to add further value to Pratibimba: The Journal of IMIS.

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Effect of Contextual Factors of Training on Training Effectiveness

Study in Kedah State Development Corporation, Kedah, Malaysia

Authors

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DR. DILEEP KUMAR. M.²

MS. HU YANAN³

Abstract

Employee training has been a matter of concern and attention by many business fields nowadays. Organizations realize that employee training is an essential element to increase efficiency of job performance and keep their business running, as competitions are getting more intense. Contextualizing this topic to Malaysian industrial scenario so many enterprise implemented various training programs to enhance their employees in skill oriented performance. However, on the contrary, it observed that the training environment still exist shortages in enterprises today. For instance, lack of knowledge of training programs, lack of training need assessments, lack of manpower to plan and design training and development programs, resources, infrastructure, skilled trainers, etc. This study by combining theoretical and empirical research tries to find out the influence of contextual factors on training effectiveness by incorporating variables like work environment, training environment, types of training and personal characteristics of trainees in Kedah State Development Corporation (KSDC) which is the parent company under BDB Company.

Keywords: Contextual factors, Training Effectiveness, Training environment and Work environment.

1. INTRODUCTION

Training is referred to as a planned effort by an organization to facilitate the learning and job-related behavior of the employees (Wexley and Latham, 1981). Core motive of training is to uplift the performance level of an organization and ensure effectiveness (Boydell, 1983). Employee training has been a matter of concern and attention by any business field nowadays. Organizations realize that employee training is an essential element to

increase efficiency of job performance and keep their business running, as competitions are getting more intense. For example, new equipment may require workers to learn different ways of doing the job or a worker may have a deficient understanding of a work process. In both sides, training can be used to correct the skill deficit. Training focuses on the current job, the scope of training is on individual employees (Robert, 2010). Aghazadeh (2007)

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finds that training emits positive effects if it is taken as investment, otherwise it causes poor relationship among employees, low motivation, and conflict; which ultimately affects the productivity of organization. It is expected that the training goals will guide the program's content and determine the criteria by which its effectiveness will be judged.

Effectiveness goes to the heart of what training and development are all about in an organization giving employees the knowledge and skills they need to perform their jobs effectively (Noe & Schmitt, 1986). One of the conclusions of the Baldwin and Ford (1988) study was that the effectiveness of a training intervention is contingent upon many variables, some of which fall outside the training system. Training design, trainee characteristics, and work-environment characteristics were cited as the most important sets of variables. The major outcome we expect from any training and development program is the transfer of learning. Training transfer generally refers to the use of trained knowledge and skills back on the job. Baldwin & Magjuka (1988) mentioned that for transfer to occur, learned behavior must be generalized to the job context and maintained over a period of time on the job. Meanwhile, Saks & Haccoun (2007) views training transfer is the generalization of knowledge and skills learned in training on the job and the maintenance of acquired knowledge and skills over time. Seldom are training programs rigorously evaluated to determine their effect on the behavior or job performance of participants (Cromwell and Kolb, 2004).

Training environment has an effect on training effectiveness. Training environment, in general includes: training facilities, site layout, sound lighting, hardware environment, classroom climate, student involvement of the soft environment. It is observed that only the training of managers and trainers work together to create a better learning atmosphere and environment (Ford and Weissvein, 1997). According to Haywood (1992) one of factors that influence the effectiveness of training and development in an organization is the human resource policy of training and development. He mentioned that too many training program place emphasis on ease and the very purpose behind the design of programs namely, learning, skill development and behavioral change, has defeat the original purpose and goals of training are lost and the means all too readily becomes the end.

1.1 Trainer Competency

A competency is the capability of applying or using knowledge, skills, abilities, behaviors, and personal characteristics to successfully perform critical work tasks,

specific functions, or operate in a given role or position. Personal characteristics may be mental/intellectual / cognitive, social / emotional / attitudinal, and physical / psychomotor attributes necessary to perform the job (Dubois, 1993; and Lucia & Lepsinger, 1999). In fact, trainer led courses still remains the most popular method of delivering training, according to the annual census of the profession. To facilitate the training process, trainers need to consider the best practices that enhance trainees' learning during instruction and to transfer this knowledge and these skills to the workplace. Trainers can shape the learning system of the organization through designing and delivering training programs that enable trainees to transfer their skills back to the workplace (Poell, Van der Krogt, Vermulst, Harris, & Simons, 2006). During training implementation, trainers' performance can influence trainees' level of engagement and motivation to facilitate transfer of material (Goldstein & Ford, 2002; Stammers, 1987).

For effective problem solving to occur, training design needs to include learning aids that enable trainees to learn, organize, and recall training content (Noe & Colquitt, 2002). According to Holton (1996), one reason transfer frequently fails is that training design rarely provides for transfer of training.

The trainer can increase trainees' level of mindfulness through using effective instructional strategies that facilitate transfer. Instructional factors play a key role in facilitating transfer of training (Baldwin & Ford, 1988). These instructional factors include the effectiveness of the trainer and the quality of the learning material (Lim & Morris, 2006). HRD professionals also vary in the type of instructional material they include during training. When lecturing, trainers can stick closely to the instructional material through careful focus on instructional objectives; or they can use interesting material to spice up otherwise unexciting instruction in order to enhance adult learner's motivation to learn (Noe & Colquitt, 2002).

1.2 Infrastructure

Training infrastructure that includes: training facilities, site layout, sound lighting, hardware environment, classroom climate, student involvement of the soft environment. Therefore only the training managers and trainers work together to create a better learning atmosphere and environment (Ford, and Weissvein, 1997). WBDG (2000), subcommittee's note on attributes of training building environment indicates that a training facility for adult professionals must have flexible and technologically-advanced learning environments that are safe, healthy, comfortable, aesthetically-pleasing, and

accessible. It must be able to accommodate the specific space and equipment needs of the training program and curriculum.

2. TRAINEE'S PERSONAL CHARACTERISTICS

Pugh and Bergin, (2006) argued that trainee's motivations have a significant impact on transfer because of their influence on cognitive engagement which in turn, influences the transfer of training. They conclude that there is enough evidence from various sources to view motivation as a promising lens for future research on transfer, and we encourage others to pursue this intersection of fields. Seijts, Latham, Tasa, and Latham (2004) and Seijts and Latham (2005), indicates that those driven by a learning goal orientation seek challenging tasks that provide them with the opportunity to acquire and master new skills and expand competencies. Individuals high on conscientiousness are more dependable, well-organized, persevering, and motivated to excel on the job. These factors have a propensity to set themselves higher standards of performance and to be more committed to them. Major factor that needs be considered is the conscientiousness, which is found to be related to overall performance in a wide range of jobs (Barrick & Mount, 1991; Salgado, Viswesvaran, & Ones, 2001; Zhas & Seibert, 2006), and trainees high on conscientiousness tend to attain higher training out-comes than those low on this personality trait (Barrick, Stewart, & Piotrowski, 2002; Colquitt & Simmering, 1998).

Assessing individual needs and providing a good environment for training can also have a positive effectiveness on human resource practices among employees in the firm. This is because a better skill among employees is achieved through their personal characteristics. Besides, trainee's ability to improve his or her performance through training (Salas, Rozel, Mullen & Driskell, 1999) programs itself. Trainees should be able to use new knowledge and skills on the job as soon and as often as possible. At the same time, trainees should meet with their supervisor to discuss opportunities for transfer. Trainees might also establish a network of peers who also attended a training program that can provide assistance and support each other for using their trained skills on the job. Trainees should also set goals for practicing their newly acquired skills on the job (Foxon, 1997).

2.1 Work Environment

Work environment includes such factors such as managerial support, peer encouragement, adequate resources, opportunities to apply learned skills, technical

support, and consequences for using training on-the-job (Burke and Hutchins, 2008; Colquitt et al., 2000; Kontoghiorghes, 2001; Lim and Morris, 2006; Rouiller and Goldstein, 1993; Tracey et al., 1995). In this context, Rouiller and Goldstein (1993), Tracey et al. (1995) conducted a study examining the influence of the work environment on the transfer of newly learned supervisory skills. The work environment in this study was operationalized in terms of training transfer climate as well as continuous-learning culture. The study extended and verified the results of Rouiller's and Goldstein's (1993) findings by indicating that the work environment does indeed play a crucial role in determining training effectiveness. It is well reported that removing barriers to application in the work environment is so important that training opportunities should be turned down by employees if proper follow-up support is not available (Rossett, 1997).

2.2 Management Support

The commitment of top management to the training and development is critical to its (training and development) success. It is reported that organizations whose top management view training as a way to meet organizational goals by making sure that employees take an active part in the delivery of training and in the planning of training objectives; and by maintaining a financial commitment to training (Facteau et al., 1995). Nancy (1988) pointed out in this context that managers coming from organizations with an atmosphere favoring centralization, showing resistance to new methods, suspicion of new ideas and of the delegation of authority, reported no impact to the training program. Another area that has been shown to impact training effectiveness is the amount of social support for training (Noe, 1986). Many researchers have indicated some support for potential sources of social support, including top management, supervisors, peers, and subordinates (Baldwin & Ford, 1988; Goldstein, 1986; Noe 1986; Noe & Schmitt, 1986). Baumgartel and Jeanpierre (1972) found that employees in a supportive organizational climate were more likely to implement knowledge and skills acquired in training.

2.3 Supervisor Support

Facteau et al. (1995) report that supervisor support to be positively related to pre-training motivation, indicating that managers who perceived a greater degree of support from their immediate superiors for training reported greater motivation to attend and learn from training. Cromwell and Kolb (2004) explained their research that those trainees who reported receiving high levels of organization, supervisor, and peer support also reported

higher levels of transfer of knowledge and skills from the training environment to the job context. Supervisor support for training and for training transfer have been identified as important aspects of organizational climate for training (Kraiger, 2003). Chella (2006) further affirmed that immediate superior's feedback and support would help the participant to harness and apply the skills learnt. In the Malaysian context, correlations studies on training effectiveness have found that a lack of immediate superior support has impeded an organization's training effectiveness (Pau, 2001; Tee, 2005). Employees have been trained after the training program. They should relate to their current job performance and also the behavior of the job. Managers can show support for training in a variety of ways ranging from simply allowing employees to attend the training to participating in the training itself as an instructor (Birdi et al., 1997; Brinkerhoff and Montesino, 1995; Broad and Newstrom, 1992; Burke and Baldwin, 1999).

2.4 Work Group Support

It is reported that the peer support enhances learning transfer through the feedback, encouragement, problem-solving assistance, supplemental information, and coaching provided to trainees (Facteau et al., 1995; Hatala and Fleming, 2007) and may have a stronger influence on trainee transfer than supervisory support (Gilpin-Jackson and Bushe, 2007). In summary, behavioral changes following training will be short-lived without activities to support transfer towards work environment.

2.5 Training and Performance

Training has direct relationship with the employee's performance. According to Deming (1992), the aim behind training employees is —achieving cost effective high performance and good performance brings quality. Higher quality implies lower costs and increased productivity, which in turn provides the firm with a greater market share and enhanced competitiveness levels. This idea supports the conclusion reached in a number of empirical studies dedicated to manufacturing and service organizations (Flynn et al., 1995; Kaynak, 2003; Heras, 2006).

3. PROBLEM FORMULATION

Training and development is the crux of employee performance improvement and business development. It supported in augmenting the utilization of human resource that further helps the employee to achieve the organizational goals as well as increasing the job knowledge and skills of employees at each level. The effectiveness of the training and development approaches

depends on the training and development system which is aligned with the long term plan of the organization. Contextualizing the topic to Malaysian enterprises scenario, it is observed that the training environment of industries witness the shortages of training programs, training need assessments, manpower planning, training design, resource coordination, infrastructure, availability of skilled trainers and integration of training program with the long term vision and mission of the organization. It is reported by many researches that the contextual factors are the lead factors towards training and development effectiveness. In order to assess the effectiveness in relation to the contextual factors it is necessary to explore the influence of independent variable in the dependent variable.

3.1 Statement of the Problem

Study identified the statement of the problem as “Effect of Contextual Factors of Training on Training Effectiveness: Case Based Study In Kedah State Development Corporation, Kedah, Malaysia”.

3.2 Objectives

The objectives of the research include;

- To understand contextual factors of training and development in Kedah state development Corporation Company.
- To analyze the relationship between contextual factors of training on training effectiveness.
- To analyze the influence of contextual factors of training on training effectiveness.
- To assess the effect of employees' socio-demographic factors on training effectiveness in Kedah state development Corporation Company.

3.3 Hypothesis

This study aims to investigate relations between the contextual factors of training on (training environment and working environment) trainee effectiveness. According to case frame work the following hypotheses are formulated.

- H1: The contextual factors of Training may significantly relate to the Training effectiveness.
- H2: The contextual factor of Training may significantly influence the Training effectiveness.
- H3: The Socio-demographic factors may significantly influence the Training effectiveness.

3.4 Population

The population selected for the study includes members of Kedah State Development Corporation (KSDC). Both technical and non-technical members of Kedah State Development Corporation (KSDC) amounting to 120 members are the total population considered for the study.

3.4 Research Design

This particular study focuses mainly on the effect of contextual factors of training on training effectiveness, in Kedah State Development Corporation (KSDC), in Kedah, Malaysia. The nature of study is more of a fact finding. Hence, this study follows descriptive study design as its plan of action.

3.5 Sampling

This particular study considered staffs of Kedah State Development Corporation (KSDC), Kedah, Malaysia. The study concentrated more of staff members in technical and non-technical members. Since technical and non-technical members in each stratum vary, this research follows stratified random sampling as its sampling method. Out of the 120 members identified, the study further considered 92 members representing the sample size from different strata.

3.6 Tools of Data Collection:

The study will consider following tools for the data collection.

- Questionnaire on training effectiveness
- Questionnaire on training environment
- Questionnaire on work environment.

3.7 Reliability Test

Reliability tests were conducted on the independent and dependent variables which are, training effectiveness, training environment, and work environment. The Cronbach's alpha values of the study variables are shown in table. As revealed, the reliability coefficient of the study variables exceeded the minimum acceptable level of 0.60 (Nunnally, 1978). As a result, Cronbach's alpha for the training impact variable is (0.805); for training environment variable (0.812); and finally, for work environment (0.800).

3.8 Data Collection

Data collection was done based on the three instruments specifically developed for this study. Data collection took almost six months to get adequate representation of the sample size. 100 members were approached initially for responses. Out of which 95 members cross checked the confidentiality of information with the researcher and finally 92 were provided the information related to the topic selected. The gender proportion was equal by considering a targeted sample size.

Table No. 1: Sampling

SL. NO	Staff	Gender		TOTAL
		Male	Female	
1	Technical	12	10	22
2	Non – technical	55	15	70
	Total	60	32	92

Table No. 2: Reliability Coefficient of the Study Variables

Variables	Total Items	Alpha Coefficient
Training Effectiveness	15	0.805
Training Environment	8	0.812
Work Environment	6	0.800

4. ANALYSIS AND RESULTS

Table No. 3: Correlation between Contextual factors of Training and Training effectiveness

Analysis	Dependent Variable: Training effectiveness									
Dependent Variable: Contextual factors of Training	Learning Transfer	Enhancement of skills	Perceived usefulness	Confidence in decision making	Handling tasks Independently	Increased productivity	Reduce error and wastages	Career utility	Perceived performance improvement	Motivation
Training Environment	0.410*	0.442*	0.491*	0.411*	0.421*	0.401*	0.400*	0.422*	0.439*	0.403*
Work Environment	0.399*	0.410*	0.396*	0.398*	0.402	0.404*	0.397*	0.399*	0.389*	0.411*

(*Significance at 0.05 level)

The first Hypothesis (H1) indicates that ‘there may be significant relationship between contextual factors and training effectiveness.’ The table (table no. 3) clearly indicates that there is positive correlation (significant at the 0.05 level) exists between 10 of the sub variables of Dependent Variable organizational effectiveness with 2 of sub variables of Independent variable contextual factors. Hence the study accepts the first hypothesis stated for the study.

Table No. 4: Regression Analysis: Contextual factors of Training and Training effectiveness

Dependent Variable Contextual factors of Training	Independent Variable: Training effectiveness										Adjusted R2
	Learning Transfer	Enhancement of skills	Perceived usefulness	Confidence in decision making	Handling tasks Independently	Increased productivity	Reduce error and wastages	Career utility	Perceived performance	Motivation	
Training Environment	0.073*	0.077*	0.079*	0.079*	0.070*	0.070*	0.069*	0.680*	0.073*	0.071*	0.22
Work Environment	0.075*	0.078*	0.070*	0.071*	0.076*	0.079*	0.068*	0.078*	0.070*	0.067*	0.20

(*Significance at 0.05 level)

The major hypothesis stated includes “the contextual factor of training may significantly influence the training effectiveness”. Multiple regression analysis (table no. 4) was used for examining whether training effectiveness dimension is affected by 2 contextual factors. All regression models are significant at the 0.05 level. Here the finding is in line with the second hypothesis stated in the paper that the contextual factors of training may significantly influence the training effectiveness. Thus the second hypothesis stated is well accepted.

5. DISCUSSION

This particular research was undertaken to study the effect of contextual factors of training on training effectiveness. The contextual factors of training include the work environment and training environment. The findings of the present research clearly indicate that the contextual factors of training are having high influence on the training effectiveness (table no. 3 and table no. 4). A detailed discussion on the above said sub factors of independent variable contextual factors are made further.

5.1 Training Environment and Training Effectiveness

Major outcome expected by any management on training and development activities would be their return of investment. How far the training programs are good enough to impart learning transfer to the trainees and how competently their new learning can be applied to overall business performance are the major questions usually need clear understanding. Here, training environment act as an essential factor to evaluate the training effectiveness. Major sub variables included in training environment in this research include, trainer competency, training design, learning material used, the training infrastructure and the personal characteristics of the trainee. The finding indicates that training effectiveness is well correlated with all these sub variables of training environment selected for the study.

Trainer competency as a significant component well researched and supported by the past researches on its influence on training effectiveness. The trainer's competency is the capability of applying or using knowledge, skills, abilities, behaviors, and personal characteristics successfully in training programs which provides best of the learning opportunities to the trainees. It is well pointed out by Poell, Van der Krogt, Vermulst, Harris, & Simons, (2006) in this context that to facilitate the training process, trainers need to consider the best practices that enhance trainee's learning during instruction and to transfer this knowledge and these skills to the workplace. Trainers can shape the learning system of the organization through designing and delivering training programs that enable trainees to transfer their skills back to the workplace. A well-established training environment ensures the skills and competencies of the trainer support better transfer of learning to the trainees. It supports better mental and emotional state of the trainees. The trainer can drive high level confidence to the trainees in their decision making at work by enhancing their skill and

knowledge. The trainees perceive it as an essential factor in getting confidence in decision making related to task accomplishment. The trainees consider it as an essential component because it supports them in enhancing their productivity and provide better promotional ladder in their career. The trainers can extent better training environment that induce better motivation among trainees. The trainees make out the perceived utility of the training program in a well-established training environment.

Another factor which influences the training effectiveness is the design of the program. Usually the design of the program is well prepared by the trainer in consultation with the management. The structure of the training program needs to be designed in such a way that the trainees recollect every learning some or other way. Holton (1996) indicates that one reason transfer frequently fails is that training design rarely provides for transfer of training. Here we should recollect the importance of learning transfer. To be effective and efficient all training programs must initiate with needs assessment and which incorporate appropriate methodology in transfer learning. Long before any actual training occurs, the training manager must determine who, what, when, where, why and how of training, i.e., the design. The trainer's usually apply short lecture with question and answer, group discussion, fish-bowl, role play or Case studies and many such methods to impart sustainable learning. Better the design of the training program better the motivation members have towards the learning attainment. Differential training design can enhance the trainee's perception and motivation. It further enhances the utilitarian view of the training sessions. It is rightly pointed out in this context that for effective problem solving (learning interventions) to occur, training design needs to include learning aids that enable trainees to learn, organize, and recall training content (Noe & Colquitt, 2002).

Learning material as a supportive factor in training context distributed during the training session is having high impact on the learning transfer. The effectiveness of the training program is assessed with the utilitarian views. The trainees who attend the training program should be motivated to be involved and committed to the learning objectives. Here the instructional methods used and the materials supplied during the training program are having high significance. It is assumed that the training material should enhance their learning motivation. When lecturing, trainers can stick closely to the instructional material through careful focus on instructional objectives; or they can use interesting material to spice up otherwise unexciting instruction in order to enhance adult learners' motivation to learn (e.g., Noe & Colquitt, 2002). Higher

the variety of instructional materials and aids used in the training program higher the supportive mechanism trainees avail to clarify the application side of training and it further support them in easy implementation of ideas and tasks with better guideline. The findings of the (Baldwin & Ford, (1988) is found highly significant in this study. It indicates that the trainer can increase trainee's level of mindfulness through using effective instructional strategies that facilitate transfer. Instructional factors play a key role in facilitating transfer of training (Baldwin & Ford, 1988).

The findings on training environment in relation to the infrastructural expectations of trainees indicate that there is significant relationship between these two variables. Training infrastructure that includes: training facilities, site layout, sound lighting, hardware environment, classroom climate, trainees, involvement of the soft environment. Therefore only the training managers and trainers work together to create a better learning atmosphere and environment (Ford, and Weissvein, 1997). Building capacities at various levels is critical to the success of the learning transfer. Work package on training will develop an open training infrastructure that will use multiple channels, including slides, videos, serious games, podcasts, webinars, and tutorials. This infrastructure will provide a feedback mechanism for learners and also enable closer communication between trainers and learners. Necessary training infrastructure need to be augmented at various levels considering technical and non-technical trainings. It enhances the effectiveness of the delivery of the program. The trainer's get ample opportunity to make use of various tools and techniques in their program that further enhances the learning expectations of trainees. A better infrastructure can enhance trainee's motivation and expectation on perceived learning utility.

Training effectiveness is often operationalized as the transfer effects of training: the extent to which professionals uses their newly gained knowledge, skills and attitudes in the workplace. Here the key component of any active training is the ability of trainees to apply the learning gained to their work practice. Effectiveness involves more than enhancement in skills and knowledge. Enthusiasm to learn is understood as the inclination of a learner to learn the content of a preparation programme. It is a trainee's intrinsic or extrinsic desire to achieve a high degree of learning. The trainees basically should have an inclination to face the challenges and master the skills to enhance their competencies to take up higher responsibilities in the organisation. Seijts, Latham, Tasa, and Latham (2004) and Seijts and Latham (2005), in this context indicates that those driven by a learning goal

orientation seek challenging tasks that provide them with the opportunity to acquire and master new skills and expand competencies. Individuals high on conscientiousness are more dependable, well-organized, persevering, and motivated to excel on the job. Moreover, they tend to set themselves higher standards of performance and to be more committed to them. The personal characteristics like motivation to learn influences either trainee's training performance or transfer outcome. Trainee's motivations (self-efficacy and motivation to transfer) significantly and directly predicted the extent of training transfer effects.

5.2 Work Environment and Training Effectiveness

Present study focused on the influence of contextual factors of training on the training effectiveness. This particular section incorporates the findings in relation to work environment. Work environment includes such factors as managerial support, peer encouragement, adequate resources, opportunities to apply learned skills, technical support, and consequences for using training on-the-job (Burke and Hutchins, 2008; Colquitt et al., 2000; Kontoghiorghes, 2001; Lim and Morris, 2006; Rouiller and Goldstein, 1993; Tracey et al., 1995). The findings related to training effectiveness in relation to work environment indicate that there is significant relation between work environment and the training effectiveness. The work environment variable consists of sub variables like, Support from work group, Supervisory support, Top management support and Work resource support. A detailed discussion is made on such variables in relation to the training effectiveness.

One of the important determinants of transfer learning is the support a trainee gets from the work group. When a trainee is assigned to engage in training and development program, there will be gap of one personnel from the regular work environment. The organization need to replace this trainee with a new employee or required to assign one of the group member or members to take up the trainees responsibilities. Here the work group support is an essential aspect. The extent of availing the learning opportunity from training program depends on how far the work group ready to support the selected trainee. If the level of support is less the transfer learning will be limited or if the support is high the transfer learning will be high. In addition to that trainees should get support from other trainees in getting the right interpretation of the training knowledge. In this context Foxon, 1997 clearly indicates that trainees might also establish a network of peers who also attended a training program that can

provide assistance and support each other for using their trained skills on the job. The sub variable of independent variable, work environment is thus influence the transfer learning and effectiveness of the training and development program.

Training effectiveness is such a complex phenomenon that needs to be evaluated through different angles. Many factors contributed to the effectiveness of the program. The findings of the present research indicate that there is high correlation between supervisory support and training effectiveness. The level of support a trainee received from the supervisor is factors that determine the trainees learning transfer. Higher the support a trainee receives from the organization and immediate supervisor higher the focus he gets to involve in the training program. Cromwell and Kolb (2004) explained their research that those trainees who reported receiving high levels of organization, supervisor, and peer support also reported higher levels of transfer of knowledge and skills from the training environment to the job context. Supervisor support for training and for training transfer have been identified as important aspects of organizational climate for training (Kraiger, 2003). Even after the transfer learning also the trainees expects a high level support from the supervisors in order to apply those new learning in the work environment. The transfer learning doesn't have any impact if the supervisors do not allow the trainees to apply those new skills. Research has shown that removing barriers to application in the work environment is so important that training opportunities should be turned down by employees if proper follow-up support is not available (Rossett, 1997). Hence supervisory support is an influential variable that determine the effectiveness of the training and development program.

The findings of the present research show close relationship between supervisory support and training effectiveness. It is well known fact that the final decision regarding the training and development programs are taken by the top management considering the budget allocated for it annually. On priority basis only top-management approve the decision regarding specific training program. Organizations with a supportive climate from the top management will get better appreciation on the training and development programs suggested by the Human Resource Department. A supportive environment provides high motivation to the employees in attending the training programs and implementing the same. In this context, a study finding of Baumgartel and Jeanpierre (1972) are in tune with the present research findings. The study indicates that those employees in a supportive organizational climate were more likely to implement

knowledge and skills acquired in training. This argument is well supported by many researchers that indeed some support for potential sources of social support, including top management, supervisors, peers, and subordinates (Baldwin & Ford, 1988; Goldstein, 1986; Noe 1986; Noe & Schmitt, 1986) determine the training effectiveness. The depth of transfer learning possible only when the trainers get long term training with continuous follow up which intern facilitated by the top management.

Another finding related to the work environment indicates that work resource support influences the training effectiveness. Work resource support is lying with the post training effort from the management and supervisory side. Soon after the training program, it is expected that the trainees will be exposed to new technology and new environment of work. Here in this context the trainees are in need of resource support for learning transfer. If the organization is not making provision of updated technology, machinery or the work resources, whatever the training a trainee had undergone do not create any result. This indicates that the effectiveness is highly influenced by the work resource availability to trainees after the completion of training program. So the supervisors and managers should extent work resources to the trainees also to evaluate the training need effectiveness.

The final significance observed in this research is the relationship between personality characteristic feature of the trainee and the training effectiveness. It has been well pointed out by many researchers that there is significant relationship between these two variables. Though the findings are a kind of repetition, what one would analyze is its applicability in the Malaysian context. This indicates that the personality characteristic is one of the factors which percolate in all locale study. The mental state of the trainees is not much different when we consider the prospective state of training benefits. It has been well pointed out in research by many authors that the personality characteristics 'motivation' of the trainees is highly influence the training effectiveness. Supporting this discussion it is well pointed by Pugh and Bergin (2006) that trainee's motivation has significant impact on transfer learning because of their influence on cognitive engagement which in turn, influences the transfer of training. They conclude that "there is enough evidence from various sources to view motivation as a promising lens for future research on transfer, and we encourage others to pursue this intersection of fields". Relating this discussion Seijts, Latham, Tasa, and Latham (2004) and Seijts and Latham (2005), report that those driven by a learning goal orientation seek challenging tasks that provide them with the opportunity to acquire and

master new skills and expand competencies. Individuals high on conscientiousness are more dependable, well-organized, persevering, and motivated to excel on the job. Moreover, they tend to set themselves higher standards of performance and to be more committed to them.

6. IMPLICATION

The discussion part clearly indicates the influence of contextual factors of training on training effectiveness. It is well pointed in the findings that majority respondents are having high contextual factors influence and their perception having high influence on the training effectiveness. The contextual factors like training environment and work environment significantly influence the training effectiveness factors like Learning Transfer, Enhancement of skills, Perceived usefulness, Confidence in decision making, Handling tasks Independently, Increased productivity, Reduce error and wastages, Career utility, Perceived performance improvement, and Motivation. If we look into these training effective factors it clearly indicates the outcome of any training and development program is the conglomerate effect of personality factor, structural factors and the utility factors. The personality factors like the trainer's competency and the trainee's receptiveness. The trainers should have the high competency in designing and implementing the program with varied methodologies so that the trainee's will retain the knowledge and skill. While, in case of trainees, the motivation and perceived level of training programs utility are the factor to be looked into. The accountability of the training and development programs comes from the trainee's application of skills, which he/she acquired from the program. The support of the immediate level managers and the top management in developing and organizational climate is an important aspect one need to look into in evaluating the training effectiveness. Without considering these contextual factors if one evaluate the training programs it would end up with false interpretations. Hence, it is very important to understand the influence the contextual factors influence on the training and development program. The study well envisages the importance of cooperative effort from management, trainer and trainee in order to give appropriate meaning to the training effectiveness.

7. CONCLUSION

The objectives in this study have been achieved whereby the results had shown that training environment and work environment are related to training effectiveness in Kedah State Development Corporation Company. Training environment is found to be the strongest driver of training effectiveness in Kedah State Development

Company. Therefore, it should channel more time and resources in this area as it brings a great effectiveness of Kedah State Development Corporation Company. Researchers suggest that KSDC Company should take a look at the inordinate amounts of time and money spent on program or curriculum design and redesign. The study envisages the consideration of these contextual factors in arriving at appropriate decision on the training and development evaluation and effectiveness. The effectiveness is an outcome which is based on a single factor. During assessment and evaluation stage the HRD department should consider these contextual factors in order to arrive at proper conclusion.

8. RECOMMENDATIONS

According to limitation of this study, the sample may not be representative of the population because the sample drawn from one organization in Kedah State in North Malaysia, and did not involve other locations or different organizations in Malaysia. In addition, this research chooses only one public firm; therefore, it would be beneficial for future research to consider the suggestion that whether in public or in private organizations expand the study to enhance the consistency of the results. In addition, further studies will be conducted in order to determine the validity of the these findings in other organization as well as taking into consideration other variables to measure training among the companies so that this will increase the accuracy of understanding the drivers that could impact training.

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