Analysis of the Effectiveness of Training Programs and Commitment of Employee to Organization

Ridho Laksamana Jasri Umar[a], Wulan Permatasari Hanudin[a],
Zansyuwari Mohammad Shahrullail[a]*

[a]Faculty of Economics and Management, National University of Malaysia, Bangi, 43600, Malaysia

Abstract

Training is a very important aspect of an organization to improve employee performance. This study aimed to examine the relationship between the effectiveness of employee training programs with organization commitment in the education sector in Malaysia which was influenced by the motivation of employees in training. The variables identified in the study to measure the effectiveness of training programs are the course content of training, the role of coach and support from the supervisor as independent variables and motivation to study as mediator variables. This study used a questionnaire, observation and interview. The questionnaire involves 208 employees in the education sector in several states in Malaysia. Results of hypothesis testing uses the route model Smart Partial Least Squares (SmartPLS) which confirms that the role of the coach and support from the supervisor acts as an important predictor of organizational commitment and motivation to study acting effectively as a mediator variables between the relationship of training programs and organizational commitment. Meanwhile, the course content is unable to act as an important predictor of employee commitment to the organization.

Keywords*: Training, Course Content, Role of Coach, Supervisor Support, Motivate Of Employees, Organization Commitment.*

1. Introduction

The productivity of an organization could not be separated from the quality of its staff. Staff or employee is a strategic resource in any organization. The employee receives adequate training and is able to meet the needs of the occupation in the labour market [1]. The quality of employees is also related with their commitment and motivation. Therefore, training is one of the key elements in the development of skills, abilities and knowledge of workers. The effectiveness of training is important so that problems such as public complaints, the rate of errors in work as well as the time it takes to do a piece of work can be reduced [2].

The process of economic development in Malaysia also stresses the importance of training in human resource development. This can be seen as the Government's commitment which wants to stress the equal importance to both training and education. For example in 1995, education and training are 12.2% of total government expenditure and increased to 16.5% and 19.5% in 2007 and 2009 [3]. Training becomes a necessity and relevant especially when new graduates enter the working world, and require specific skills to meet the needs of specific tasks [4]. Training and development are the formal activity undertaken by employers to help workers obtain the skills and knowledge needed to perform the current or future tasks [5]. This is because the activity which includes job training (on-the-job training), mentoring, coaching and counselling is an important activity for employees to obtain support, knowledge, skills and capabilities that can advance their careers within the organization [6].

Training programmes such as the improved technical skills and independent workers, improving work performance, providing workers for the future, building a culture of teamwork, help employees understand the intricacies of the company's business (including competition and changes in technology), enhance their knowledge in a specific discipline and organizational values to employees [7]. With the availability of training programmes, it also gives impact to the commitment of an employee of an organization. John and Taylor [8] stated that commitment refers to the efforts and hard work shown by an employee that Culverson [9] also explains that commitment has to do with the desire to continue working in the organisation. Commitment an employee not only influenced by the training program only but can also be influenced by the motivation of employees itself.

After conducting in-depth research, it was found that the impact of coaching program on training effectiveness

influenced indirectly by motivational exercises [10]. In the context of training programs, motivation is an element of needs in learning the contents of training courses, the willingness of an employee attended training programmes and encouragement of understanding the benefits of job training programmes. The success of a training program depends on several elements, namely, the course content, the role of trainer and management support [11]. Course content is as course materials arranged in a systematic and interactive as the basic facts, knowledge, special concepts, principles and elements of the skills required to improve the performance of trainees during the training sessions held [11]. Course content also can increase productivity in employees after training. Next, the role of trainer construed as indicators teach facilitator, experts and specialists to enhance the performance of trainees who are able to identify and form a learning objective, ready to teach, serve teaching and evaluating teaching process has been implemented, as well as carrying out administrative tasks [12]. Management support in turn often described as the management give encourage employees to attend the training programmes, providing physical assistance and finance before, during and after training, involving staff in decision making and to guide employees in applying what was learned when back on duty at the workplace.

In human resource management, training methods and development contribute to an enhancement of motivation, job satisfaction, morale and commitment of employees. Employees unable to accept new technology and adapting to current challenges, thereby enabling them to explore new opportunities and build a better career perspective. The company also benefits from increased innovation, productivity and quality improvement in products and services to customer profitability. In addition, the employee turnover also decreases and also increases the competitiveness of the organization. Nurita et al. [13] in their study describe the talent management at this time has become increasingly important, and is part of the company's strategy to remain competitive with the best human resources [14]. However, employers face the risk of losing workers to other organizations. In order to avoid the loss of skilled and talented, the employer strives to provide talent management program that helps career development and at the same time retaining employees. Thus, this study will look at the effectiveness of training programs in terms of the relationship between the course content, the role of coach, support from the supervisor and commitment of the employees in an organization with motivation to study as a mediator variable.

2. Objective

This study has four main objectives: first, measure the relationship between three (3) elements of the training program (course content, the role of coach and support from supervisor) with the organizational commitment. Second, measure the relationship between three (3) elements of the training program (course content, the role of coach and support from supervisor) with motivational training or motivation to study. Third, measure the relationship between motivation to study and the organizational commitment. Fourth, look at the effects of motivation to mediate the relationship between the three (3) elements of the training program (course content, the role of trainer and support from the supervisor) with the organizational commitment.

3. Literature Reviews

In carrying out this study, a number of past research has been revised among them is on the role of training and development in human resource management. According to a study by Smith & Smith [15], the implementation of recognized training at the national level by industry and business in Australia in the last 10 years have impacted on the development of human resource management systems in most organizations. In some cases, they lead to a more strategic approach to human resource management. This is in line with findings by Sum & Chorlian [16] that carries out the questionnaire to the human resources manager in a small, medium and large company on the impact of training on the competitiveness of firms. From the analysis of 111 respondents, the majority of respondents agreed that training gave high impact to their competitiveness level. Suttapong et al. [7] recommended that future studies should analyse and set the benchmark influence human resource management practices such as training programs to enhance employee performance and the relationship between employee perceptions of career development opportunities, the development of performance and investment in professional development [15].

Khulida and Fe-Yean [6] defined commitment to organization or career commitment as a designation of the thought which binds one to an organization. For relationship between training and commitment of organization, Chaudhuri & Bartlett [17] prove the hypothesis with the study showing the frequency of participation in training programs by external parties associated significantly with the commitment of the organization.

These results are similar to earlier studies by Bartlett [18] which shows the frequency of participation of internal training correlated significantly with organizational commitment. Si & Li [19] found that in their study of the organization in China expressed a comprehensive training covers various forms of training to employees, involving an investment of time, resources and significant interest. Based on the theory of investment in human resources, comprehensive training will enhance the value of employees in an organization and indirectly benefit the organization through employee attitudes. This is because workers who receive more opportunities to improve skills, knowledge and values in the organization are more likely to be loyal to the organization. Through human resource

management practices that focus on the development and empowerment of workers, employers will be able to build better relationships with employees and as countervailing workers will show a higher level of commitment to the organization [20].

The training content and coaches skills in training delivery may be more effective than others. In the training, should not rule out the role of the coach. The coach is a teacher or a lecturer who serves as presenter of knowledge, skills and guidance to trainees. The coach who can motivate trainees to be directly interested will make coaching more effective. The ability of coach in teaching on a regular basis has been able to motivate the trainees improve work performance within the organization [21]. Support from the supervisor can also increase the effectiveness of training and performance of trainees [22].

4. Methodology

4.1. Research Design

This study uses SPSS (*Statistical Package for the Social Sciences*) and SmartPLS 3 (*Smart Partial Least Squares*) to analyse the relationship of the course content, the role of coaches, support from the supervisor against the commitment of the organization and analyse the role of motivation to study as a mediator variable.

4.2. Data Collection

For this study, the data obtained through a questionnaire, interview and survey conducted in some selected states in Malaysia namely Kedah, Perlis, Selangor, Johor, Pahang, Kelantan and Sarawak in 2015. The sample of the study consisted of 208 respondents who work in the education sector.

4.2. Tool Measurement

Questionnaire form is divided into five sections, the first part contains background of the respondents such as gender, age, race, education and so on. The second part, namely the course content analysed using 11 items. Next, the role of trainer, measured using the 10 items that have been modified. Third, the role of the coach which was measured using 10 items that have been modified. Fourth, the motivation to study is analysed using the 14 items and fifth, the commitment of organizations use 8 items that have been modified. In addition to using categorical scale to measure the respondent, all other items have been measured using a Likert scale ranging from "(1) Strongly Disagree" to "(7) Strongly Agree" and "(1) Very Satisfied" to "(7) Very satisfied ".

5. Result

5.1. Profile of Respondents

Table 1 shows that most the gender of the respondents in this study was 82 male (39.4%) and 126 women (60.6%). The length of service of the respondents from 1 to 10 year was 119 officers (57.2%) and the length of service more than 10 years was 89 (42.8%). Categories of positions respondents were 149 persons (71.6%) are professional/skilled, 40 persons (19.2%) were Support/Skilled and 19 persons (9.2%) Less Skilled. Educational background of the respondents is 0.5% of primary schools, Secondary Schools (16.3%), Diploma (11.5%), Bachelor (35.6%), master (27.9%) and Doctor of Philosophy is 18.2%.
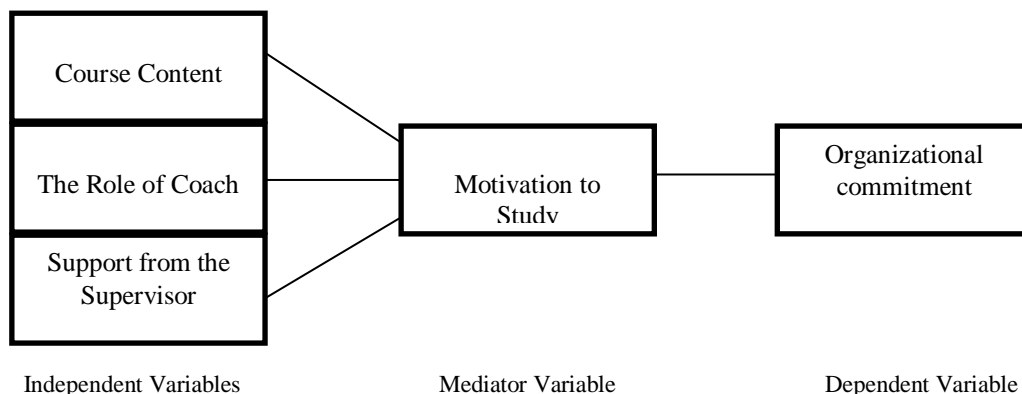

Fig. 1. Research Design

Table 1. Profile of Respondents

Respondent Profile	Sub-Profile	f	%
State	Kedah	25	12
	Perlis	22	10.6
	Selangor	109	52.4
	Johor	10	4.8
	Pahang	10	4.8
	Kelantan	10	4.8
	Sarawak	22	10.6
Sex	Men	82	39.4
	Female	126	60.6
Duration of Service	1 – 10 years	119	57.2
	10 years above	89	42.8
Education	Primary School	1	0.5
	Secondary School	34	16.3
	Diploma	24	11.5
	Bachelor	74	35.6
	Master	58	27.9
	Doctor	17	18.2
Current Position	Professional	149	71.6
	Support/Skilled	40	19.2
	Less Skilled	19	9.2
Attended Course	Induction	111	53.4
	Team Building	59	28.4
	Leadership	38	18.2

5.2. Analysis of Validity and Reliability

Table 2 shows that the load factor for each item is above 0.7. This means that items for each constructs have reached the standard analysis of the validity and reliability of the specified [23]. Next, each constructs have reliability in excess of 0.80, this means the scale of measurement have a high internal consistency [24,25].

Table 3 shows that the value of the Average Variance Extracted (AVE) for each construct is more than 0.5, which is the standard that is required in this test [26]. This means each construct in this study achieved the criteria of convergent validity [23].

Table 2. The Results of Factor Loadings and Cross Loadings for Different Construct

Constructs	Items	Cross Loading	Reability Composite
Course Content	11	0.712– 0.864	0.958
The Role of the Coach	10	0.764 – 0.852	0.944
Support from the Supervisor	10	0.747 – 0.884	0.956
Organizational Commitment	8	0.754 – 0.830	0.927
Motivation to Study	14	0.715 – 0.893	0.970

Table 3. The Results of Convergent and Discriminant Validity Analysis

Variables	AVE	Course Content	Organizational Commitment	Motivation to Study	The Role of the Coach	Support from the Supervisor
Course Content	0.676	0.822				
Organizational Commitment	0.614	0.537	0.784			
Motivation to Study	0.699	0.592	0.549	0.836		
The Role of the Coach	0.629	0.652	0.545	0.597	0.793	
Support from the Supervisor	0.687	0.597	0.609	0.489	0.553	0.829

Table 4. The Results of Collinearity Test

Variables	VIF (Organizational Commitment)	VIF (Motivation to Study)
Course Content	2.183	2.023
Motivation to Study	1.776	
The Role of the Coach	2.070	1.875
Support from the Supervisor	1.703	1.674

Table 4 is a collinearity test. Collinearity test used to look at the model that showed a strong correlation between the independent variables. The method used is to look at the VIF (Variance Inflation Factor) not exceeding 5.0 to avoid collinearity problems [27]. Based on the analysis of VIF, found that there is no collinearity problem because all of value in the independent variables is not more than 5.0.

5.3. Outcomes of Testing Hypotheses

Based on the results shown in table 5 found that the inclusion of independent variables (course content, the role of the coach and support from the supervisor) and mediator variable (motivation to study) into the model has contributed 47.5 (R^2 = 0.475) to changes in dependent variable (organizational commitment), these values can be considered satisfactory [28]. While for the decision to test hypotheses by using SmartPLS 3.0 found some significant findings. First, course content in training have positive correlation but not significant to organizational commitment (β = 0.087; t = 0.843) H1a, rejected. Second, the role of the coach have positive correlation and significant to organizational commitment (β=0.298; t=3.655), therefore H1b accepted. Third, support from the supervisor have positive correlation and significant to organizational commitment (β=0.360; t=3.863), H1c accepted. Fourth, course content in training have positive correlation and significant to motivation to study (β=0.300; t=2.628), H2b received.

Table 5. Outcomes of Testing Hypotheses

Hipotesis	Path Coefficient	Standard Error	t-value	p-value	Decision
H1a : CC → OC	0.087	0.098	0.843	0.375	Not Supported
H1b : RoC → OC	0.152	0.073	2.081	0.038	Supported
H1c : SfS → OC	0.360	0.093	3.879	0.000	Supported
H2a : CC → MtS	0.300	0.080	2.628	0.009	Supported
H2b : RoC→ MtS	0.331	0.092	3.607	0.000	Supported
H2c : SfS → MtS	0.127	0.086	1.489	0.140	Not Supported
H3 : MtS→ OC	0.231	0.083	2.796	0.005	Supported

Note: CC: Course Content, RoC: The Role of the Supervisor, SfS: Support from the Supervisor, OC: Organizational Commitment, MtS: Motivation to Study. Significant at t > 1.96

The next hypothesis will evaluate the importance of mediator variables in this study. In Table 6, the hypothesis H4a explained that the course content of training have a positive correlation and significant to the motivation to study (β = 0.300; t = 3,509), H4a accepted. The role of a coach has to do a positive and significant impact on motivation to study (β = 0.331; t = 3.437), therefore H4b received in this model. Finally, the support of the supervisor has a positive relationship but not significant to motivation for study (β = 0.127; t = 1.604), H4c accepted. Overall the results of this study show that the variable "motivation to study" has the effect of mediator between elements of the training program and the effectiveness of the training.

To see how much impact the mediation of mediator variables in the model, then VAF (Variance Accounted Factor) test have been done. Variables that have a VAF value less than 20% specified has no effect in mediation (No Mediation), 20% to 80% expressed as partial mediation and VAF value more than 80% stated as full mediation (Hair et al., [29]). Table 6 shows that the VAF value for course content and the role of the coach is 30.7% and 25.1%.

Table 6. Mediator Variable Hypothesis Test Results

Hyphoteses	Path Coefficient			t-value	VAF	Decision
	Indirect Effect	Direct Effect	Total Effect			
H4a : CC → MtS → OC	0.069	0.087	0.156	1.632	30.7%	Partial Mediation
H4b : RoC → MtS→ OC	0.076	0.152	0.228	2.729	25.1%	Partial Mediation
H4c : SfS→ MtS → OC	0.029	0.360	0.389	4.684	18.7%	No Mediation

Note : Significant at t > 1.96

According to Hair et al (2014) [29] confirms that 1) Motivation to study to be a partial mediation between course content and organizational commitment and, 2) Motivation to study as a partial mediation between the role of the coach and organizational commitment.

6.1. Predictive Relevance Test

In addition to referring to the size of R2, predictive relevance test may also be used to view the resolution of the expected model in the study (Q^2). According to Fornell and Cha [30], the model have a quality expectations if the value of *Cross-Validated Redundancy* is more than zero, if not more than zero then the Predictive Relevance on the model cannot be Verified. Results in table 7 shows the value of *Cross-Validated Redundancy* of the organizational commitment and motivation to study is more than zero (0.282 and 0.298).

Table 7. Predictive Relevance Test Results

Constructs	R^2	Cross-Validated Redudancy
Organizational Commitment	0.475	0.282
Motivation to Study	0.437	0.298

6. Discussion

The main aim of this study was to analyse the effectiveness of the training program to organizational commitment and motivation to study as a mediator variable. The findings show that the training program with variables "the role of the coach and support from the supervisor" has been acting as a predictor of organizational commitment. On the other hand, the course content shows that is unable to act as a predictor of organizational commitment. The motivation to study in training confirmed that act as a mediator variable between the training program and organizational commitment.

The majority of respondents felt that the inability of the management to design the course content based on the needs of trainees, while trainers or coaches abilities teach the trainees and the ability of leaders who are responsible as a supervisor to provide appropriate support is located at a high level. Meanwhile, the role of mediator of trainee's motivation in training also is at a high level. Thus, the ability of the coach to teach and guide participants on a regular basis, and the willingness of the leader / senior

management of physical and moral support necessary for the participants and there is high motivation in life itself can increase employee commitment to the organization.

From the contribution to the theory, this study has revealed some significant results. First, the motivation of employees to act effectively as mediator variable in the relationship between the training program and the effectiveness of the training.

This finding supports studies that have been reviewed by Azman Ismail and Nurul Inani [31]. Second, the ability of the coach to provide training and skills to trainees or employees will make an effective training program and improve employee performance in organizations [21]. Third, the support from the supervisor in providing moral and physical support necessary to improve performance and employee commitment [22]. Finally, the role of coaches in provides course content in training is unable to improve in the performance and commitment of employees.

7. Conclusion

The findings of this study confirm that the role of the coach and the support from the supervisor act as an effective predictor of employee commitment to the organization. While the motivation of employees in training to act effectively as mediator variable in the relationship between the training program and organizational commitment. These findings strengthen and support the research literature published in the country and abroad. Therefore, future studies should take into account the motivation of employees in training as a critical aspect in the training program. When the employee motivation to study and motivation of employees to attend training increases, will produce positive attitudes such as employee performance, employee satisfaction and employee commitment.

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