

# **The Influence of Work Environment Factors to the Effectiveness of Training among Civil Service Employees in Malaysia**

**Saiful Anuar Alias**

Faculty of Business Management, Universiti Teknologi MARA, Shah Alam, Malaysia

Email: sabadrin@gmail.com

**Noorlida Mohd Noor**

Faculty of Business Management, Universiti Teknologi MARA, Negeri Sembilan, Malaysia

Email: dnorlida@ns.uitm.edu.my

**Abdul Rahman Abdul Rahim**

Faculty of Business Management, Universiti Teknologi MARA, Shah Alam, Malaysia

Email: arar2728@hotmail.com

**Mohd Hanafi Azman Ong**

Faculty of Computer and Mathematical Sciences, Universiti Teknologi MARA, Segamat, Johor, Malaysia.

Email: napieong@uitm.edu.my

DOI: 10.6007/IJARBSS/v7-i4/2917 URL: <http://dx.doi.org/10.6007/IJARBSS/v7-i4/2917>

## **Abstract**

The effectiveness of a training program must be assessed as it is a critical aspect in ensuring investment is made to improve the knowledge, skills, and positive attitude of employees towards their work in order to bring positive results to the organization, particularly government organizations that provide service to the community and country. The primary objective of this research is to analyze the environmental factors (opportunity to perform, manager support, and organizational learning culture) that affect the effectiveness of training in the context of public service in Malaysia. Therefore, this study was conducted on 205 of Malaysian civil service officers from the middle management category who attended several courses on management and leadership at one of the public training centers in Malaysia. The results from SEM-PLS analysis indicated that three work environment elements which are manager support, opportunity to perform, and organizational learning culture significantly and positively contributed to the effectiveness of training. Specifically, this review affirms the influence of the attributes of a work environment on the training results and its ramifications in improving the effectiveness of training. Findings from this study are helpful for government divisions, departments or agencies to create a supportive work environment, flexible

workspace, and continuous learning culture to enable knowledge and skills acquired from training to be effectively transferred to the workplace and other employees.

**Keywords:** Training, Training Effectiveness, Work Environments Characteristics, SEM-PLS.

## **1.0 INTRODUCTION**

Training is an important aspect in improving the quality of human resources of an organization. Thus, most organizations try to allocate adequate financial resources for the purpose of training and development of their workforce. The progress and competitive advantage in various fields of endeavor by the organization also began with an efficient, competent, and skilled workforce as to accomplish the objectives of the company. Therefore, greater efforts must be made to improve the competence of employees through a structured and comprehensive training program to ensure that it is effective in achieving the organizational goals. In order to maintain the upper hand and competitive advantage, talented, creative and fulfilled employees must exist in the organization (Lai Wan, 2008).

Due to the huge financial allocation for the training programs, the assessment of the training's effectiveness is essential to guarantee the investment made on training significantly contribute to the development of skills, knowledge, and positive attitude of the workers in completing their duties and responsibilities. Important aspects of effective training include, trainee's characteristics, training design, and work environment (Alvarez et. al, 2004). Training design consists of training contents, training methodology, and quality control coach training. Methodology of training refers to the training methods and techniques used to deliver the training content to the targeted participants. Moreover, work environment in the organizations supports transmittal of training to the workplace since it is very important to be realized through the support of the management and also the employees' opportunity to use the content of the training received in the training programs. The work environment is vital and becomes one of the key factors to determine learning and the application of knowledge and skills into the daily duties. The environment of the workplace is crucial and is one of the key variables in determining the learning and the incorporation of skills and knowledge into their duties and responsibilities (Badwin & Ford, 1988; Burke & Baldwin, 1999; Elangovan & Karakowsky, 1999; Clarke, 2002; Liao & Tai, 2006; Lim et al., 2007).

Hence, the objective of this research is to analyze the influence of work environment characteristics which consists of opportunity to perform, manager support, and organizational learning culture on the training's effectiveness. The concern about work environment in the organizations has led to the transfer of training and the effectiveness of this training.

## **2. LITERATURE REVIEW**

The significant relationship between training effectiveness and environmental factors was proven as many past studies highlight that the relationship directly influences training outcomes (Tracey et al., 2001; Elangovan & Karakowsky, 1999; Facticeau et al., 1995; Rouller & Goldstein, 1993). Mcbain (2004) emphasized that a significant relationship between training and work environment exists as it is apparent that it plays a crucial role in assuring the training effectiveness.

## **2.1 Work Environment**

Minimal studies have investigated work environment factors as compared to individual characteristics and training design (Alvarez et al., 2004; Baldwin and Ford, 1988; Holton, 1996; Tannenbaum and Yuki, 1992). However, results from several research have determined that environmental factors are critical in the comprehension of training transfer process (e.g. Baldwin and Ford, 1988; Rouiller and Goldstein, 1993; Tracey et al., 1995). A study by Nurhazani and Issam (2012) towards four work environmental factors such as organizational culture factors, opportunities to perform, social support, and reward systems shows that social support are the most significant factor that contribute to the training programs' effectiveness. Trainers believed that the supervisors may have strong effects on the transfer of their behavior. This study also revealed that the opportunity to implement the training contents has a positive and significant contribution to the effectiveness of training.

Therefore, organizational learning culture, opportunity to perform, and manager support are variables which are categorized as work environment factors. These variables will be examined to identify the effectiveness of training.

### **2.1.1 Manager Support**

Manager support is defined as "the degree to which trainees" manager emphasizes the importance of attending training programs and stresses the application of training content to the job" (Noe, 2010). Managers can impart anticipated outcomes and additionally give the resources and motivation to the trainees for them to apply their training on the job. Cohen (1990) discovered that the level of confidence among trainees and towards the training program itself increases as the trainees receive supervisory support. The perception of administration support is a vital determinant in training transfer as pointed out by Foxon (1999). He additionally recommended other pivotal components such as trainees must participate in are positive reinforcement and encouragement from supervisors in acquiring and utilizing their new abilities. Additionally, Brinkerhoff and Montesino (1995) examined the impact of managers in deliberating pre-training expected outcomes and follow-up activity in affecting skills transfer process into the work environment. They discovered that the trainees who received encouragement from their superiors have a higher possibility to complete the training transfer process in a work environment as compared to those without any encouragement.

After completing the training program, trainees ought to identify with their present job performance and the conduct of the occupation. Superiors can demonstrate support for training in an assortment of methods such as permitting trainees to attend training and also by joining the training as a mentor (Birdiet *al.*, 1997; Brinkerhoff and Montesino, 1995; Broad and Newstrom, 1992; Burke and Baldwin, 1999). Managers flag whether the training is to be utilized and how the pace of changes is normal. A manager who considers training as not useful or irrelevant weakens the use of training in various explicit and ambiguous methods.

### **2.1.2 Opportunity to Perform**

According to Noe (2010), opportunity to perform is defined as “the extent to which the trainee is provided with or actively seeks experiences that allow for application of newly knowledge, skills and behaviors from the training program”. The motivation of trainees and work environment often affect opportunity to perform. Opportunities should be provided by trainers to the trainees to demonstrate the useful exercises which are pertinent to the content of the training as this demonstration will establish transfer of training (May and Kahnweiler, 2000). Trainees need to assume individual responsibility to effectively discover exercises that enable them to utilize recently procured skills.

The operationalisation of opportunity to perform is especially critical and consists three measurements of opportunity as categorized by Machin (1999) : (a) breadth of opportunity (i.e. the number if trainee tasks performed on the job), (b)task type (i.e. the level of complexity or difficulty of the trained tasks, and (c) activity level (i.e., the number of times each trained task is performed on the job) (Machin, 1999). Tracey and Tews (1995) argued that the trainees must be provided opportunities to perform in order to guarantee the effectiveness of the training which assists in the refinement of their knowledge. Zhao et al. (2004) supported Tracey and Tews (1995) as they disclosed that training programs will not be beneficial if trainees are not given opportunities to perform in the work environment (Mcbain, 2004).

### **2.1.3 Organizational Learning Culture**

Organizational learning culture refers to a category of organizational culture which combines organizational learning. It “supports the acquisition of information, the distribution and sharing of learning”. This culture also “reinforces and supports continuous learning and its application to organizational improvement” (Bates and Khasawneh, 2005, p. 99).

Saks and Haccoun (2007) characterized learning culture as “a culture in which members of organization believe that knowledge and skills acquisition are part of their job responsibilities and that learning is an important part of work life in the organization”. Two elements of organizational climate and culture were analyzed by Tracey et al. (1995) which are continuous learning culture and training climate as well as the effect of these factors in influencing the behaviors and skills acquired in the training programs. The findings deduced that continuous learning culture is an essential factor in utilizing recent behavior and skills. The learning organization culture usually functions to employ all processes in all organizational exercises and provide guidance and knowledge to enhance organizational performance. (ShoabAkhtar, Ahmed Arif, ErumRubi and ShaheryarNaveed (2011).

Moreover, learning culture encourages the trainees to maintain their performance and prepare themselves for more positive organizational performance (Ali Usman, Rizwan Q, D, NabeelWaheed and UmerTayyeb, 2011). Well-developed and cooperative learning culture will develop an organization that is caring and harmonious (Senge, 1997).

## **2.2 Reaction to Training Effectiveness**

Effectiveness refers to a criterion that is assessed which signify the fulfillment of the training program goals. Training effectiveness is focused in analyzing the effectiveness of training

programs by examining the learning, reaction, results, and behavior as discussed by Kirkpatrick (1975; 1994; 2000). This study applied the Kirkpatrick's model of evaluation which is comprised of four assessment levels (1) reaction ; (2) learning ; (3) behavior and (4) results. Thus, this study only focuses on the first level (reaction) to the training effectiveness.

Reaction was ranked first in Kirkpatrick's evaluation approach that is closely related to the assessment of training participants' reactions to the satisfaction of the participants who attended the training. Questions such as presentation techniques coach, fitness course topics, participants' perceptions of the value of training modules, correspondence course content with the job, the possible use of new skills upon returning to the workplace are often expressed in the questionnaire.

According to Kirkpatrick, every training program should at least be evaluated on the reaction in order to supply basic information to ensure that constant improvements can be carried out on a training program that has been implemented. Although this stage could not show the return on training investment, but, enthusiasm, attention and motivation of the participants are critical to the success of any training program (Winfrey, 1999). The positive reaction does not necessarily guarantee improved learning, however, a negative response will influence the success of learning (Kirkpatrick, 2000).

As indicated by Powell and Yalcin (2010), the principal level in Kirkpatrick's model is the response or feeling that trainees in a training program have toward the program. Generally, the trainees are questioned as to whether they are satisfied with the training and whether they have gained any knowledge from the training program. From the examination of response, how well the trainees acknowledged a training program can be assessed by trainers. Further suggestions and remarks to enhance future training program can also be assessed. As the response to a training program becomes more favorable, the trainees' motivation to gain and learn principles, technique, facts, and information increases (DeGrosky and Brungardt, 2005). Wang and Wang (2006) proposed response as a short-term assessment of training outcomes while the other three levels of assessment as the long-term assessment of the training outcomes. Additionally, if the response of the trainees is affirmative, the other assessment levels which include results, learning and transfer behavior showed more profitable yield.

Furthermore, a significant relationship between transfer motivation and affective reaction was discovered by Liebermann and Hoffmann (2008). Alliger, Tannenbaum, Bennet, Traver and Shotland (1997) conducted a study on the reaction measure. The results were revealed to be contrasting when the reaction measure are differentiated into two categories which are (1) affective reaction (general satisfaction with the training) and (2) utility reaction (utility of the training content for the work situation). Alliger et al. (1997) identified that utility reaction was more firmly identified with transfer as compared to affective reaction. Hence, the utility reaction would be positive if the content of training is perceived by the trainees as comparable to the actual job (Bhatti and Kaur, 2010).

### **3.0 CONCEPTUAL FRAMEWORK AND HYPOTHESIS DEVELOPMENT**

The general purpose of this research is establishing the effects of manager support, opportunity to perform, and organizational learning culture on the trainee's reaction towards the

effectiveness of training. Specifically, the establishment of the effect of these set of independent factors on the reaction of trainees' among Malaysia civil service employees is desired in this study. In order to address the objectives, the following hypotheses were tested. The conceptual framework of the study is illustrated in Figure 1.

- H1: Manager Support has positive affect on the Trainee's Reaction to the effectiveness of training.***
- H2: Opportunity to Perform has positive affect on the Trainee's Reaction to the effectiveness of training.***
- H3: Organizational Learning Culture has positive affect on the Trainee's Reaction to the effectiveness of training.***

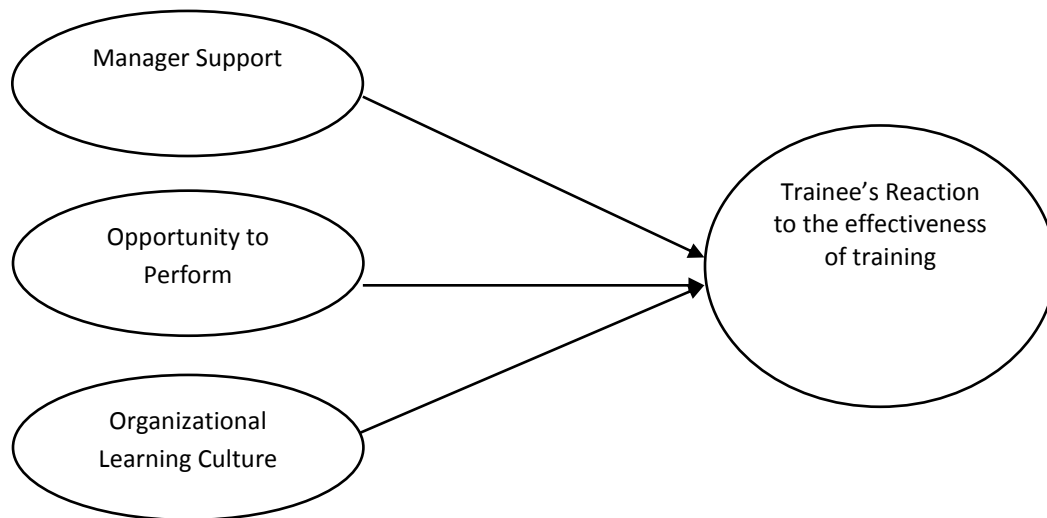


Figure 1: Conceptual Framework of the Study

#### **4.0 METHODOLOGY**

This study adopted a quantitative approach. The sample of the study is participants who attended a training program at one of public service training centers in Malaysia. This program consists of 205 employees comprising middle managers from various government departments who attended courses related to strategic management, problem-solving, and leadership of the organization.

The questionnaire is comprised of three sections. Part A inquires demographical information while Part B is comprised of 20 close-ended questions which utilized a five-point Likert scale. This scale ranges from 1 (strongly disagree) to 5 (strongly agree). A majority of the

items in the questionnaire is connected to Manager Support, Opportunity to Perform, Organizational Learning Culture, and the Trainee's Reaction which have been adapted from Baharim (2008), Saks and Haccoun (2007), Naquin and Holton (2003), Tracey et al. (1995) and Goldberg (1992). Cronbach's alpha reliability test was performed on the dependent and independent variables in this study. The reliability coefficient of the studied factors surpassed the acceptable level of 0.70 (Nunnally, 1978). Therefore, the value of Cronbach's alpha for Manager Support variable is 0.936; for Opportunity to Perform (0.886); for Organizational Learning Culture (0.833), and finally, for Trainee's Reaction (0.859)

The suggested relationships were examined by employing PLS-SEM and the Smart-PLS 2.0 software was used. The structural model was utilized to answer the suggested relationship. It is also used to evaluate the significance of the relationship by utilizing the bootstrap concept. The bootstrap concept is conducted by setting the replication to 5000 replications (Hair et al., 2014).

## **5.0 RESULTS AND DISCUSSION**

### **5.1 Profile of Respondents**

Table 1 shows the profile of the respondents who have participated in this study. The male respondents (52.2%) were the dominant group as 47.8% of the respondents were female respondents. Concurrently, with regards to the age distribution, it can be deduced that a majority of the respondents was between 31 and 40 years old (42.0%) while only 2.9% of the respondents were in the range of age 20 to 30 years old. This makes the 20 to 30 years old age group as the lowest distribution.

With regard to the education levels of respondents, it can be seen that there is an equal number of respondents with degree qualification (N=101) and those with higher than a degree qualification, i.e master and PhD (N=101). This reflects the middle managerial level positions that the respondents are in.

Table 1 also shows respondents' years of work experience. As can be seen from table 1, there is somewhat an equal number of respondents with more than 15 year's work experience (N=95) and those respondents with between 5 and 15 year's work experience (N=90) whereas only 20 respondents (9.8%) were with less than 5 year's work experience.



Table 1: Profile of Respondents

	Profile	Frequency	Percentage
Gender	Male	107	52.2
	Female	98	47.8
Age	20 to 30 years old	6	2.9
	31 to 40 years old	86	42.0
	41 to 50 years old	65	31.7
	51 years old and above	48	23.4
Education Level	Certificate	1	0.5
	Diploma	2	1.0
	Degree	101	49.3
	Master	95	46.3
	PhD	6	2.9
Years of Working	Less than 5 years	20	9.8
	5 to 10 years	48	23.4
	11 to 15 years	42	20.5
	16 to 20 years	30	14.6
	More than 20 years	65	31.7

## 5.2 Measurement Model Results

Discriminant validity and convergent validity of the measurement model were conducted in order to identify the validity of the measurement model (Hair et al., 2014; Hair et al., 2011; Chin, 1998). Criteria such as Composite reliability ( $\rho$ ), indicator loadings ( $\gamma$ ), Average Variance Extracted (AVE) and Cronbach's Alpha reliability ( $\alpha$ ) were analyzed in the assessment of convergent validity. In order to assess the discriminant validity of the measurement model, Fornell-Larcker and Cross Loading methods were administered. Table 2 shows that every indicator has been utilized to measure the targeted latent variable. The variables are identified to surpass the minimum criterion of convergent validity of a factor loading of above .70 which is statistically significant. The Composite reliability and Cronbach's Alpha values were above .70 and the AVE values are above .50.



Table 2: Convergent Validity of measurement model

LV	Indicator	$\gamma$	AVE	$\rho$	$\alpha$
Manager Support	MS1	.935*	.834	.952	.936
	MS2	.940*			
	MS3	.936*			
	MS4	.837*			
Opportunity to Perform	OTP1	.832*	.727	.914	.886
	OTP2	.833*			
	OTP3	.903*			
	OTP4	.840*			
Organizational Learning Culture	OLC1	.802*	.595	.880	.833
	OLC2	.822*			
	OLC3	.752*			
	OLC4	.758*			
	OLC5	.718*			
Trainees' Reaction	RTT1	.874*	.780	.914	.859
	RTT2	.907*			
	RTT3	.868*			

Note: LV = Latent Variable;  $\gamma$  = Factor Loading; AVE = Average Variance Extracted;  $\rho$  = Composite Reliability;  $\alpha$  = Cronbach's Alpha; \* $p < .01$ .

Based on Table 3, every measurement item has loaded higher against the intended latent variable in comparison to other variables. Each latent variable is separated by the loading as theorized in the conceptual framework of the measurement model. Hence, the measurement model's discriminant validity is satisfied as affirmed by the cross loading output. Besides that, Table 4 indicated that every off-diagonal element is lower than the square roots of AVE. Thus, this confirms that the discriminant validity of the measurement model based on the Fornell-Larker approach was met. Therefore, it is concluded that the measurement model has established its discriminant validity as supported by the results of the Cross-Loading and Fornell-Larker approaches.

Table 3: Summaries Results of Cross-Loading of Measurement Model

Item	MS	OTP	OLC	RTT
MS1	<b>.935</b>	.576	.573	.234
MS2	<b>.940</b>	.606	.561	.213
MS3	<b>.936</b>	.558	.542	.202
MS4	<b>.837</b>	.543	.399	.090
OTP1	.538	<b>.832</b>	.402	.284
OTP2	.500	<b>.833</b>	.306	.119
OTP3	.574	<b>.903</b>	.362	.195
OTP4	.478	<b>.840</b>	.377	.127
OLC1	.396	.273	<b>.802</b>	.321
OLC2	.428	.312	<b>.822</b>	.251
OLC3	.481	.458	<b>.752</b>	.199
OLC4	.549	.342	<b>.758</b>	.196
OLC5	.452	.350	<b>.718</b>	.200
RTT1	.148	.167	.265	<b>.874</b>
RTT2	.212	.226	.286	<b>.908</b>
RTT3	.218	.247	.280	<b>.868</b>

Note: MS = Manager Support; OTP = Opportunity to Perform; OLC = Organized Learning Culture; RTT = Trainee's Reaction.

Table 4: Summaries Results of Fornell-Larker of First-Order Measurement Model

	MS	OTP	OLC	RTT
MS	<b>.853</b>			
OTP	.473	<b>.883</b>		
OLC	.475	.393	<b>.839</b>	
RTT	.717	.561	.383	<b>.841</b>

Note: The value in the diagonal (bold) is a square root of the AVE of each constructs and the element off the diagonal value is the inter correlation value between constructs; MS = Manager Support; OTP = Opportunity to Perform; OLC = Organized Learning Culture; RTT = Trainee's Reaction.

### 5.3 Structural Model Results

Various methods were employed to evaluate the structural model. The methods used were evaluation of the effect size ( $f^2$ ) of the structural model, coefficient of determination ( $R^2$ ), and predictive relevance ( $q^2$ ) (Hair et al., 2011). Moreover, assessing the significant path coefficients of both structural models by using 5000 bootstrap sample is another critical aspect (Hair et al., 2014).

The results in Table 5 shows that Manager Support ( $f^2 = .107$ ), Opportunity to Perform ( $f^2 = .130$ ), and Organizational Learning Culture ( $f^2 = .126$ ) have a small effect size towards Trainee's Reaction. Moreover, the model was deemed to have sufficient predictive relevance

since the magnitude of the  $q^2$  of each exogenous construct toward Trainee’s Reaction was above zero. Also, the total variation explained ( $R^2$ ) for Trainees’ Reaction was .329, which can be characterized as Manager Support, Opportunity to Perform, and Organization Learning Culture was able to explain about 32.9% towards Trainee’s Reaction.

Table 5: Effect size ( $f^2$ ) and Predictive Relevance ( $q^2$ ) of endogenous latent variable

	$f^2$	$q^2$	Remark
<b>Endogenous: Trainees’ Reaction</b>			
Exogenous: Manager Support	.107	.079	Small
Exogenous: Opportunity to Perform	.130	.102	Small
Exogenous: Organizational Learning Culture	.126	.093	Small

**Results of Hypotheses Testing**

*H1: Manager Support has positive affect on the Trainee’s Reaction.*

The results in Table 6 indicated that Manager Support ( $\hat{\beta} = 0.113, t = 2.015, p <.05$ ) has a positively significant direct effect towards Trainee’s Reaction for at least at 95% level of the confidence interval. This result of the study was consistent with Nurhazani and Issam (2010) and Lim et. al (2007) who found that social support from managers and supervisors contributed to the effectiveness of the training programs. In addition, Pham et. al (2013) also revealed that work environments factors such as supervisory support, job autonomy, and preferred support have a significant relation with training transfer. It is possible for trainees to encounter difficulties in the transferring process of newly mastered skill and knowledge from the training to the work environment if the trainees do not receive supervisory support (Homklin, Takahashi and Techakanont, 2013).

Table 6: Path coefficients of structural model

Path	$\beta$	SE	t-value	Bootstrap-t
MS → RTT	0.113	0.056	2.015*	(0.003, 0.223)
OTP → RTT	0.204	0.086	2.372*	(0.035, 0.373)
OLC → RTT	0.238	0.112	2.134*	(0.018, 0.458)

Note: MS = Manager Support; OTP = Opportunity to Perform; OLC = Organized Learning Culture; RTT = Trainee’s Reaction;  $\beta$  = Standardized Path Coefficient; the result of Bootstrap-t was based on 95% bootstrap confidence interval with 5000 replication; \*p <.05.

*H2: Opportunity to Perform has positive affect on the Trainee’s Reaction.*

The analysis in Table 6 also indicates that, Opportunity to Perform ( $\hat{\beta} = 0.204, t = 2.372, p <.05$ ) has a positively significant direct effect towards a trainee’ reaction at the 95% level of the confidence interval. This finding is consistent with Khin and Sujinda (2014); Nurhazani and Issam (2010); Noe and Wilks (1993) and Ford et. Al (1992) who have determined that individuals only may use the training content if opportunities to perform are provided which enable them to apply knowledge and skills in their formal duties. The opportunity to perform or

use the trained skills is an essential requirement for trainees to encourage their leaning and application of acquired knowledge and skills after training (Lancaster et. al, 2013).

*H3: Organizational Learning Culture has positive affect on the Trainee’s Reaction.*

The results in Table 6 also shows that Organizational Learning Culture ( $\beta = 0.238$ ,  $t = 2.134$ ,  $p < .05$ ) has a positively significant direct effect on Trainee’s Reaction for at the 95% level of the confidence interval. This finding is consistent with Banerjee, Gupta and Bates (2016) who indicated that organizational learning culture provides irrefutable proof that a learning society can prompt better exchange of training skills and knowledge. But, the results is contrary to Nurhazani and Issam (2010) who indicated that organizational culture is shown to not significantly influence the training’s effectiveness. Findings by Elangovan and Karakowsky (1999) also found that the training transfer is significantly associated to continuous learning culture which is engaged in training and development. Tracey et al. (1993) has revealed that learning culture correlates with the application of behavior from the training. Past studies have also stressed on the role organizational culture as it contributes to the effectiveness of training (Jackson and Bushe, 2007; Cheng and Ho, 2001; Tracey and Tews, 1995).

The bootstrap confidence interval approach (i.e. Bootstrap-t) has also stated that these three path coefficients were significant as the bootstrap confidence interval does not include zero. The results from the structural model analysis are presented in Figure 2.

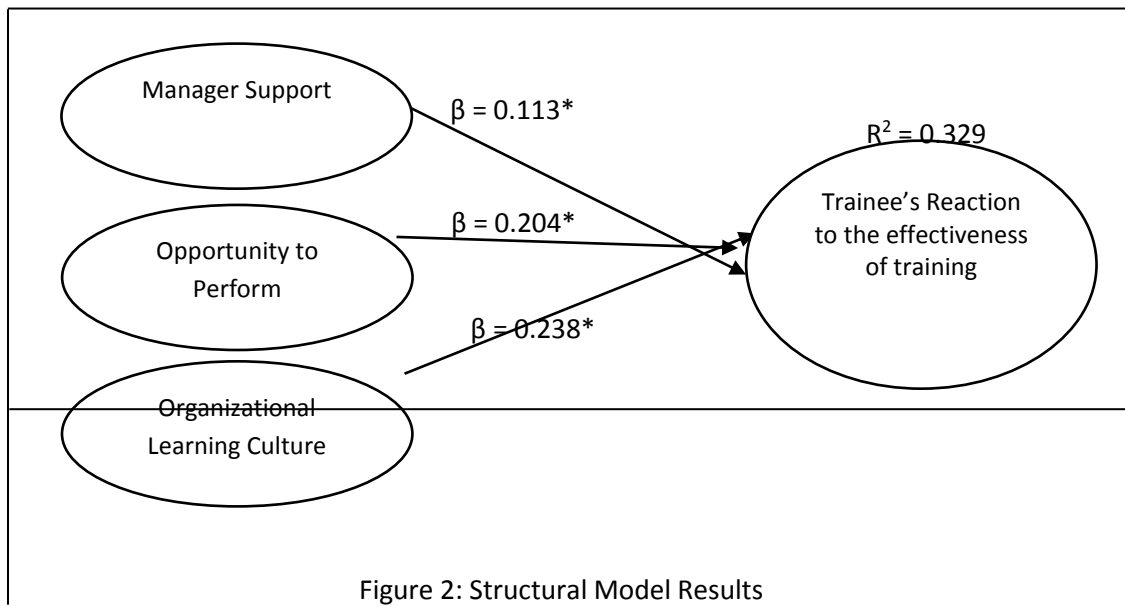


Figure 2: Structural Model Results

Note: \* $n < 05$

## 6.0 LIMITATIONS OF THE STUDY

The first limitation of the study was that it was conducted within the context of Malaysia civil service employees who attended a training program at a Malaysia public training institution. The second limitation is that the sample size of 205 middle managers who attended courses

related to strategic management, strategic thinking, and organizational leadership cannot represent the whole population of Malaysian civil servants. Insufficient information leads to difficulty to summarize the implications of the training to the organization results. In fact, the scope of the study which is focused on the effectiveness of this training has been narrowed to study the level of reaction in Kirkpatrick Model rather than learning, behavior, and results. The difficulties in obtaining information and training impact to organizational results were due to the confidential data of civil service employees that should not be indiscriminately revealed to outsiders. In addition, reliability of the collected data is depends on the truthfulness of the respondents when completing the self-administrated survey. Questionnaires were distributed on the last day of the course which may cause the respondents to complete the questionnaire in a hurried manner as they also need to complete the online assessment by the training provider. The training participants may not have read the questions carefully and select the scale deemed appropriate for them.

## **7. RECOMMENDATIONS FOR FUTURE RESEARCH**

Since most training evaluation is more focused on the reaction of participants towards the training, the participants seemed to give a favourable rating that may not have reflected the actual impact to their training. Further studies can examine on how the training affects the development of the organization from the short-term and long-term viewpoints. Cooperation among the heads of the departments is required to observe their employees behaviour before and after attending the training programs and try to link the impact of the training to the individual's competency level, departmental performance levels, and the performance of the organizations as a whole. In addition, qualitative approach can also be carried out to thoroughly examine the effectiveness of training towards the employees in public organizations while specifically focusing on only a few subjects in order to evaluate the effectiveness of technical natures such as skills of training using information technology, financial management, and communication skills at the counter. The subjects can be assessed before training, during training, after training, and also follow-up evaluation after three months of training. Qualitative methods such as observation and in-depth interviews can provide more accurate and valid information than simply asking them to fill out questionnaires after training.

## **8.0 CONCLUSION**

The results of this study confirm the influence of work environment characteristics on the effectiveness of training. Thus, it is crucial for organizations to provide a supportive work environment that can increase the opportunities for participants who have undergone training program to transfer the skills and knowledge which were acquired in the training room into the workplace. Managers and supervisors themselves should give strong support to the employees to apply the training content to the actual situations of employees' daily duties. As a superiors, they need to monitor their employees and provide a platform for the employees to use their knowledge by assigning tasks that enable them to apply the training content in completing their duties. Opportunities to perform must also be provided as soon as possible after training so that all the knowledge and skills learned will not be easily forgotten. In addition, the

organization also needs to cultivate continuous learning culture in the organization to encourage employees to improve their knowledge and skills and share expertise within the organization. If these elements of the work environment can be upgraded in the organization, the training programs can achieve its effectiveness as it provides the best outcome for the organization.

### **Acknowledgement**

The author would like to thank all participants of strategic thinking, strategic management, and leadership courses for the active cooperation during the data collection process and individuals whom have assisted in the completion of this research.

### **REFERENCES**

- Ali Usman, Rizwan, Q.N., NabeelWaheed &UmerTayyeb. (2011). Moderating effect of employees' education on relationship between feedback, job role innovation and organizational learning culture. *African Journal of Business Management*. 5(5), 1684-1690.
- Alliger, G.M., Tannenbaum, S.I., Bennet, W. Jr., Traver, H. and Shotland, A. (1997). A Meta-Analysis of the Relations among Training Criteria. *Personnel Psychology*. 50, 341-358.
- Alvarez, K., Salas, E., Garofano, C.M. (2004). An Integrated Model of Training Evaluation and Effectiveness. *Human Development Review*, 3(4), 385-416.
- Baldwin, T.T. & Ford, J. (1988). Transfer of Training: A Review and Directions for Future Research. *Personnel Psychology*, 41(1), 63-105.
- Baharim, S. (2008). *The influence of knowledge sharing on motivation to transfer training: A Malaysian Public Sector context*. PhD thesis, Victoria University. Retrieved on April 20, 2017 from <http://eprints.vu.edu.au/1524/1/Baharim.pdf>
- Bates, R., &Khasawneh, S. (2005). Organizational learning culture, learning transfer climate and perceived innovation in Jordanian organization. *International Journal of Training and Development*, 9,96-109.
- Bhatti, M.A. &Kaur, S. (2010). The Role of Individual and Training Design Factors on Training Transfer. *Journal of European Industrial Training*. 34(7), 656-672.
- Birdi, K., Allan, C., & Warr, P. (1997). Correlates and Perceived Outcomes of Four Types of Employee Development Activity. *Journal of Applied Psychology*, 82(6), 845-857.
- Brinkerhoff, R.O., &Montesino, M.V. (1995). Partnerships for Training Transfer: Lesson from a Corporate Study. *Human Resource Development Quarterly*. 6(3), 263-273.
- Broad, M.L. & Newstrom, J.W. (1992). *Transfer of Training*. Massachusetts: Addison-Wesley Publishing Company, Inc.
- Cheng, E., & Ho, D. (2001).The influence of job and career attitudes on learning motivation and transfer. *Career Development International*, 6(1), 20-27.
- Chin, W.W. (1998). The partial least squares approach to structural equation modeling. In Marcoulides (Ed.), *Modern Methods for Business Research*. Mahwah: Lawrence Erlbaum Associates.

- Clarke, N. (2002). Job/work environment factors influencing training transfer within a human service agency: some indicative support for Baldwin and Fords transfer climate construct. *International Journal of Training and Development*, 6(3), 146-162.
- Cohen, E.G. (1990). Teaching in Multiculturally Heterogeneous Classrooms: Findings from a Model Program. *McGill Journal of Education*. 26(1), 7-23.
- DeGrosky, M. T., & Brungardt, C. (2005). A method for evaluating the Fireline Leadership training. *Unpublished master's thesis. Fort Hays State University, Hays, KS USA.*
- Elangovan, A.R., & Karakowsky, L. (1999). The role of trainee and environmental factors in transfer of training: an exploratory framework. *Leadership and Organization Development Journal*, 20(5), 268-275.
- Foxon, M. (1993). The Influence of Motivation to Transfer, Action Planning and Manager Support on the Transfer Process. *Performance Improvement Quarterly*. 10(2), 42-63.
- Ford, J. K., Quiñones, M. A., Segó, D. J., & Sorra, J. S. (1992). Factors affecting the opportunity to perform trained tasks on the job. *Personnel psychology*, 45(3), 511-527.
- Goldberg, L. R. (1992). The development of markers for the Big-Five factor structure. *Psychological Assessment*, 4, 26-42.
- Hair, J.F., Hult, G.T.M., Ringle, C.M., Sarstedt, M. (2014). A Primer on Partial Least Squares Structural Equation Modeling (PLS-SEM). Thousand Oaks: SAGE Publications.
- Hair, J.F., Ringle, C.M., & Sarstedt, M. (2011). *PLS-SEM: Indeed a silver bullet. Journal of Marketing Theory and Practice*, Vol. 19 (2), 139-151.
- Homklin, T., Takahashi, Y., & Techakanont, K. (2013). Effects of individual and work environment characteristics on training effectiveness: Evidence from skill certification system for automotive industry in Thailand. *International Business Research*, 6(12), 1.
- Holton, E.F. III. (1996). The Flawed Four-Level Evaluation Model. *Human Resource Development Quarterly*, 7(1), 5-25.
- Holton, E.F. III., Bates, A.R. & Naquin, S.S. (2000). Large-Scale Performance-driven Training Needs Assessment: A case study. *Public Personnel Management*. 29(2), 249-268.
- Gilpin-Jackson, Y., & Bushe, G. R. (2007). Leadership development training transfer: A case study of post-training determinants. *Journal of Management Development*, 26(10), 980-1004.
- Kirkpatrick, D.L. (Ed.) (1975). *Evaluating training programs*. Madison, WI: ASTD.
- Kirkpatrick, D.L. (1994). *Evaluating Training Programs: The Four Levels*. San Francisco, CA: Berrett-Koehler Publisher.
- Kirkpatrick, D.L. (2000). Evaluating training programs: the four levels. *The ASTD Handbook of Training Design and Delivery*. New York: McGraw-Hill.
- Lai Wan, H. (2008). *Human Capital Management Practices in Malaysia: Local & Foreign Perspectives*. Skudai: Penerbit Universiti Teknologi Malaysia Press.
- Liao, W.C., & Tai, W.T. (2006). Organizational justice, motivation to learn, and training outcome. *Social Behavior and Personality*, 34(5), 545-556.
- Liebermann, S. & Hoffmann, S. (2008). The Impact of Practical Relevance on Training Transfer: Evidence from a Service Quality Training Program for German Bank Clerks'. *International Journal of Training and Development*, 12(2), 74-86.



- Lim, H., Lee, S., & Nam, K. (2007). Validating E-Learning Factors Affecting Training Effectiveness. *International Journal of Information Management*, 27(1), 22-35.
- Machin, M.A. (1999). *Understanding the Process of Transfer of Training in the Workplace*. University of Southern Queensland. Unpublished Doctoral Dissertation.
- Mathieu, J., Tannenbaum, S. & Salas, E. (1992). Influences of individual and situational characteristics on measures of training effectiveness. *Academy of Management Journal*, 35(4), 828-847.
- May, G.L., & Kahnweiler, W.M. (2000). The effect of a mastery practice design on learning and transfer in behavior modelling training. *Personnel Psychology*, 53(2), 353-373.
- Mcbain, R. (2004). Training Effectiveness and Evaluation. *Henry Manager Update*, 15(3), 23-24.
- Naquin, S. S., & Holton, E. F. III. (2003). Motivation to improve work through learning in human resource development. *Human Resource Development International*, 6(3), 355-370.
- Noe, R.A. (2010). *Employee Training and Development* (5th ed.). NY: McGraw Hill.
- Noe, & Wilk. (1993). Investigation of the Factors that Influence Employees' Participation in Development Activities. *Journal of Applied Psychology*, 78(2), 291-291.
- Nunnally, J.C. (1978). *Psychometric theory* (2nd ed.) New York: McGraw-Hill.
- Nurhazani Mohd Shariff & Issam Mohammad Al-Makhadmah. (2012). Work environment factors influencing in achieving training effectiveness in Aqaba Special Economic Zone Authority Aseza. *Academic Research International*, 2(3), 598-609.
- Pham, N.T.P., Segers, M.S.R and Gijsselaers, W.H. (2013). Effects of work environment on transfer of training: empirical evidence from Master of Business Administration program in Vietnam. *International Journal of Training and Development*, 17, 1-19.
- Powell, K.S. & Yalcin, S. (2010). Managerial Training Effectiveness: A meta-analysis 1952-2002. *Personnel Review*, 39(2), 227-241.
- Rouiller, J. & Goldstein, I. (1993). The relationship between organizational transfer climate and positive transfer of training. *Human Resource Development Quarterly*, 4(4), 377-390.
- Senge, P. (1997). Through the eye of the needle. In Gibson, R. (Ed). *Rethinking the future*. London: Nicholas Brealey Publishing.
- Shoaib Akhtar, Ahmed Arif, Erum Rubi & Shaheryar Naveed. (2011). Impact of Organizational Learning on Organizational Performance: Study of Higher Education Institutes. *International Journal of Academic Research*. 3(5), 327-331.
- Tannenbaum, S.I. and Yuki, G.A. (1992). Training and Development in work organizations. *Annual Review Psychology*. 43(1), 399-441.
- Tracey, J.B., Hinkin, T.R., Tannenbaum, S.I., & Mathieu, J.E. (2001). The influence of individual characteristics and the work environment on varying levels of training outcomes. *Human Resource Development Quarterly*, 12(1), 5-23.
- Tracey, J. B., & Tews, M. J. (1995). Training effectiveness: Accounting for individual characteristics and the work environment. *The Cornell Hotel and Restaurant Administration Quarterly*, 36(6), 36-42.
- Tracey, J.B., Tannenbaum, S.I, and Kavanagh, M.J. (1995). Applying trained skills on the job: the importance of the work environment, *Journal of Applied Psychology*, 80(2) 239-252.

- Wang, G.G. & Wang, J. (2006). HRD Evaluation: Emerging Market Barriers and Theory Building. *Advances in Developing Human Resource*. 7(1), 22-36.
- Winfrey, E. C. (1999). Kirkpatrick's four levels of evaluation. *Encyclopedia of educational technology*, 1-6.
- Zhao, X., Junchuan, Z., & Namasivayam, K. (2004). Factors Affecting Training Success in China. *Journal of Human Resources in Hospitality & Tourism*, 3(1), 89-105.