

**RELATIONSHIP BETWEEN TRAINING FRAMING AND TRAINEES'
TRAINING EFFECTIVENESS:
THE MODERATING ROLE OF SELF-EFFICACY**

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ABSTRACT

RELATIONSHIP BETWEEN TRAINING FRAMING AND TRAINEES' TRAINING EFFECTIVENESS: THE MODERATING ROLE OF SELF-EFFICACY

Bridget Michel A/P Edward Munovah

This study was conducted to determine the moderating role of self-efficacy in the relationship between training framing and trainees' training effectiveness. A survey research method was used to gather 120 usable questionnaires from employees in Sarawak Information System Sdn. Bhd. (SAINS) Training Centre and Jabatan Kerja Raya (JKR). The respondents were trainees who attended computer and machine related training programme. The outcome of hierarchical regression analysis shows that self-efficacy strengthened the relationship between training framing and trainees' training effectiveness. This result shows that self-efficacy act as a moderator in the relationship between training framing and trainees' training effectiveness. Besides, implications to theories show that this study was in line with research done by Tai (2006) and supported by research done by Chiaburu and Tekleab (2005). Recommendations for future research are also discussed in this study.

ABSTRAK

PERHUBUNGAN DI ANTARA RANGKA LATIHAN DAN KEBERKESANAN LATIHAN PELATIH: PERANAN EFIKASI-KENDIRI SEBAGAI PEMBOLEHUBAH MODERATOR

Bridget Michel A/P Edward Munovah

Kajian ini telah dijalankan untuk mengukur peranan efikasi-kendiri sebagai pembolehubah moderator dalam perhubungan di antara rangka latihan dan keberkesanan latihan pelatih. Kaedah tinjauan telah digunakan bagi mengumpul 120 borang soal selidik daripada pekerja di Pusat Latihan Teknologi Maklumat Sarawak Sdn. Bhd. (SAINS) dan Jabatan Kerja Raya (JKR). Responden bagi kajian ini adalah pelatih yang telah menghadiri program latihan berkaitan komputer dan mesin. Keputusan analisis regresi hierarki menunjukkan bahawa efikasi-kendiri meningkatkan perhubungan di antara rangka latihan dan keberkesanan latihan pelatih. Dapatan kajian ini mengesahkan bahawa efikasi-kendiri bertindak sebagai pembolehubah moderator dalam perhubungan di antara rangka latihan dan keberkesanan latihan pelatih. Selain itu, implikasi kajian terhadap teori menunjukkan bahawa kajian ini adalah selaras dengan kajian yang dibuat oleh Tai (2006) dan disokong oleh kajian yang dibuat oleh Chiaburu dan Tekleab (2005). Cadangan untuk kajian masa hadapan juga dibincangkan dalam kajian ini.

CHAPTER 1

INTRODUCTION

1.0 Introduction

This chapter contains eight sections. The first section explains the background of the study. The second section is problem statement and followed by research objectives, conceptual framework, research hypotheses, significance of study, definition of terms and finally conclusion.

1.1 Background of the Study

Based on the relevant literature review, training is a useful tool and assists to determine important management or organizational tribulations (Bedingham, 1997). Training in an organization is a learning process that is designed to alter

attitude, enlarge knowledge and skills of the employees so that their work performance can be improved (Mamat, 2001).

Training plays an important role to raise employees' adaptability and flexibility and employers become conscious that training becoming important. Training framing is from the supervisor or management. Supervisor or the management will give a clear briefing about the importance of the training to their employees.

Traditionally, training framing plays an important role. Training framing is important because the employees will know the purposes of attending the training. Besides, employees will know the benefits that they will get from the training.

Furthermore, the framing of the allocated training to the requirements of the department by supervisor will enlarge worker's opinion or perception on the significance of the training and the worth of attending a specific training program (Quinones, 1997).

Training framing from supervisor may encourage the employees to attend the training program. Training performance will only be build up when trainees have the capability or self-efficacy to learn (Tai, 2006). This can only be achieved when supervisor give training framing for the employees before they attend the training.

Trainees' self-efficacy will enlarge in the course of managers' oral point of view which is intended at supporting the trainees to go to the training programs (Gist, 1987).

Training framing is one of the important elements in training. Self-efficacy of the trainees will increase due to training framing by the supervisors or management. Future research should focus more on the training framing by the supervisors and study the effect of self-efficacy on the relationship between training framing and trainees' training effectiveness.

Therefore, this study will focus on the effect of the moderating role of self-efficacy on training framing and training effectiveness. Training framing which is the independent variable in my study plays an important role but it is less emphasized. Therefore, future study should focus more on the effect of training framing.

1.2 Problem Statement

Previous studies show that training framing by management is very important for employees. Managers will clearly explain to the trainees the importance of attending the training and the benefits that the trainees will get by attending the training programs. The purpose of training framing is to motivate the employees to attend the training.

Most studies show that training effectiveness is the degree to which the objectives of the training are attained (Tai, 2006). Training is effective when the trainees apply the knowledge and skills they get from training to perform their job in the organization. In most studies, there are direct relationship between training framing and training effectiveness. Training will be effective when the supervisors frame a specific training program. Rational information about training is useful for trainees' pre-training arrangements (Hicks and Klimoski, 1987). According to Baldwin and Magjuka (1991), early information before attending training program can encourage the trainees. Therefore, from the explanation by Baldwin and Magjuka(1991), training framing directly effect trainees' training effectiveness.

Future studies show that self-efficacy is important concept based on social learning theory. According to the theory, humans gain knowledge by observing other people whom they consider are believable and knowledgeable (Bandura, 1986). Self-efficacy is trainees' believe on their ability and capability to learn from the training. Training framing develops trainees' abilities and capabilities to be educated (Quinones, 1995). Trainees with elevated self-efficacy will create

training effectiveness (Cheng, 2000; Ford et al., 1992). In the future study, self-efficacy moderates the relationship between training framing and trainees' training effectiveness. Training effectiveness can be achieved when supervisors give pre-information for the trainees before they attend the training. This relationship can be enhanced with existence of self-efficacy. Trainees will have the capability to learn therefore training program will be effective.

Nature of the problem is that the importance of training framing is less emphasized in past studies and less research on the effect of the moderating role of self-efficacy on the relationship between training framing and trainees' training effectiveness. Hence, I will study about the effect of self-efficacy as a moderator on training framing and trainees' training effectiveness.

1.3 Research Objectives

The main objective of my study is to examine the moderating role of self-efficacy in the relationship between training framing and trainees' training effectiveness.

The specific objectives of my study are to examine the moderating role of self-efficacy in the relationship between training framing and learning and to examine the moderating role of self-efficacy in the relationship between training framing and transfer motivation.

1.4 Conceptual Framework

Figure 1 shows the conceptual framework of my study:

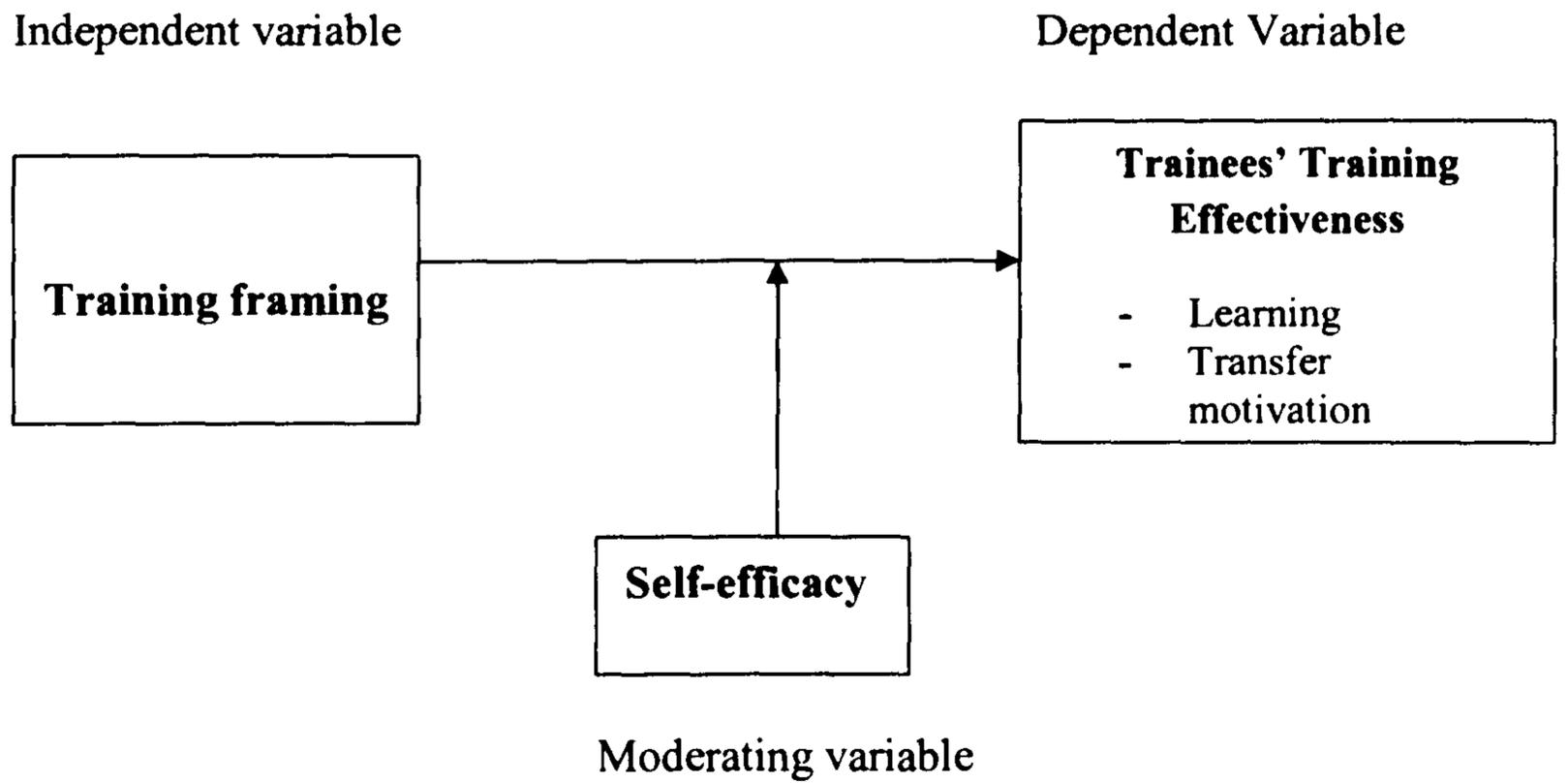


Figure 1.1

1.5 Research Hypotheses

General hypotheses

H1: Self-efficacy positively moderates the relationship between training framing and trainees' training effectiveness.

Specific hypotheses

H2: Self-efficacy positively moderates the relationship between training framing and learning

H3: Self-efficacy positively moderates the relationship between training framing and transfer motivation.

1.6 Significance of the Study

1.6.1 Theoretical Contributions

The existing theory only focused on the influence of self-efficacy and training motivation on trainees' training effectiveness.

This study further strengthens the relationship between training framing and trainees' training effectiveness when self-efficacy used as a moderator.

This study demonstrates how self-efficacy can affect the relationship between training framing and trainees' training effectiveness. Self-efficacy will increase or lower the effect of training framing on trainees' training effectiveness.

1.6.2 Robustness of the Research Methodology

Study conducted by Tai (2006) was about self-efficacy as a mediator which influences the relationship between training framing and training motivation and further influence trainees' training effectiveness. He used questionnaire and did the survey three times that is before training, during training and after training.

For this study, questionnaire was used and survey was done only once that is after the training.

This increases the ability of minimizing errors in data collection and analysis. Furthermore, this also increases the ability of gathering relevant data for answering research hypotheses.

1.6.3 Practical Contribution

This study can be used as a guideline for practitioner in training and in learning and development. Practitioner can understand the training needs of employees in the organization more effectively and efficiently compared to before.

1.7 Definition of Terms

1.7.1 Conceptual Definition of Terms

Training framing is the transferring of training by the management, distributing understandable indication to trainees that attending training was significant (Tsai and Tai, 2003). Besides, training framing is the pre-information or early information given by the supervisor or management concerning the significance and the worth of training to the trainees before they attend the training.

Trainees' training effectiveness is the degree to which the objectives of the training are attained (Tai, 2006). Learning is the knowledge and skills attained by the trainees (Tai, 2006). Learning means the ability to be acquainted with

something (Mamat, 2001). It is a process of giving or receiving information, known as pedagogy. Learning involves enduring changes in attitude and actions (Gagne, 1970).

Transfer motivation is the capability and also aim of the trainees to reassign the learned skills on the career (Baldwin and Magjuka, 1991). Finally, self-efficacy is one's trust on their capabilities to manage and carry out the courses of deed required to accomplish given attainments (Bandura, 1997).

1.7.2 Operational Definition of Terms

Training framing means the pre-information about the training given by the management or supervisor to the trainees. Trainees' training effectiveness is the amount of learning and whether an employee's performance has improved on the job.

Learning is the information that the trainees acquire from the training. Transfer motivation is the skills and knowledge that the trainees get from the training and applied on their job. Self-efficacy is the trainees' believe on their ability and capability to learn from the training.

1.8 Conclusion

In this chapter, eight sections were discussed. Previous research less emphasize on the importance of training framing and the effect of self-efficacy as a moderator which affects the relationship between training framing and trainees' training effectiveness. Therefore, I studied about the effect of self-efficacy on training framing and trainees' training effectiveness. The next chapter will discuss the literature review of this study.

CHAPTER 2

LITERATURE REVIEW

2.0 Introduction

This chapter contains six sections. The first section explains the elements of training effectiveness. The second and third sections explain training framing and self-efficacy. The fourth and fifth sections explain the theoretical and empirical evidence supporting the relationship of self-efficacy as a moderator effect training framing and training effectiveness. Finally, the last section is the conclusion.

2.1 Elements of Trainees' Training Effectiveness

In my study, trainees' training effectiveness has two elements that are learning and transfer motivation. Both the elements will be discussed below.

2.1.1 Learning

Learning is knowledge acquiring and maintenance (Liu, Grandon & Ash, 2007). Researchers suggest that a well-made training programme will increase the individual's learning or perception of information from the training programme (Namasivayam, Conklin & Zhao, 2005). Hence, in this study, trainees' learning evaluated and treated as a measure of training design effectiveness.

Learning can also be explained as the individual development by which skills, behavior and attitudes are acquired and utilized in such a manner that behavior is tailored (Rein, 1995). Since we cannot inspect internal individual development, learning is known as a theoretical condition which can merely be inferred from surveillance of apparent performance (Rein, 1995).

Learning is enthusiastic device of human being (Zhang & Chen, n.d.). Gestaltists had discovered that human brains operate on the realistic components and make them up into a different phenomenological knowledge (Hergenhahn & Olson, 1993). Human learning has turn out to be an interdisciplinary region around psychology, philosophy and economics (Zhang & Chen, n.d.).

Living organisms are apparent as individuals with some kind of learning capacities (Zhang & Chen, n.d.). In order to carry on and succeed, they substitute resources and information with the external environment. Individuals get feedback from the training program and change their behaviors consequently. As a result, any sort of learning can be described as a cycle development. According to John Dewey, learning is an iterative rotation of invention, observation, reflection and action (Schon, 1992).

David Kolb predicted the experimental learning model which concrete experience, surveillance and reflection, forming ideas and checking in recent situations sketch a whole learning sequence (Kolb & Fry, 1975).

Learning is the capability to understand regarding something. According to Gagne (1970), learning concerned enduring changes in behavior. However, some researchers still view learning as a progression of providing or getting information, which is also recognized as pedagogy (Mamat, 2001).

Learning outcomes are categorized into three categories such as skill-based or behaviorally based learning, cognitive learning and affective learning (Tai, 2006). Gagne and Medsker categorized learning outcomes into five categories such as verbal information, intellectual skills, motor skills, attitudes and cognitive strategies (Tai, 2006). Learning outcomes are believed as direct training effectiveness (Colquitt et al., n.d.).

Finally, learning outcomes are very important in training effectiveness because it can change the behavior of the trainees and improve the job performance and increase the quality and productivity of the organization.

2.1.2 Transfer Motivation

Transfer motivation is the potential and also aim of the trainees to transmit the learned skills on the career (Baldwin and Magjuka, 1991). Transfer motivation is the skills and knowledge that the trainees get from the training and applied on their job.

Trainees' transfer motivation was absolutely associated with short-term transfer and long-term transfer to their own profession or career (Axtell et al., 1997). Transfer was assessed by trainees or by the managers after a period of one month and one year (Tai, 2006). Learning and transfer will only take place when

trainees have both the capability and aim to transfer the learned skills on the job (Baldwin & Magjuka, 1991).

Transfer of training or transfer motivation can also be explained as the degree of retention and application of the knowledge, skills and attitudes from the training program to the workplace atmosphere (Subedi, 2004). Transfer of training is the extent to which trainees competently utilize the learning from a training program to the career after the training (Subedi, 2004).

Transfer of training normally relates to adult education, vocational or professional training or workplace education (Subedi, 2004). Transfer of training is the degree to which trainees successfully utilize knowledge, skills and attitudes they obtain in a training program to the job environment (Newstrom, 1984).

Transfer of training is a multifaceted development and it depends upon the intent or motivation of the learner or identified as trainee, the environment of the organization including supervisory support and the instructional design as well as the way the training programme is carried out and information is transferred (Subedi, 2004).

Trainees' commitment to utilize the training, perceived ability to apply and also the chance to use the new knowledge and skills back at the workplace are all linked with the notion of transfer of training (Subedi, 2004).

2.2 Training Framing

Previous studies show that training framing by management is very important for employees. Managers will clearly explain to the trainees the importance of attending the training and the benefits that the trainees will get by attending the training programs. The purpose of training framing is to motivate the employees to attend the training.

Training framing is the training by the management distributing understandable indication to trainees that attending training was significant (Tsai and Tai, 2003). Besides, training framing is the pre-information given by the supervisor or management about the importance and the value of training to the trainees before they attend the training.

Various studies concentrate on the important responsibility of the trainee's supervisor. Becker and Klimoski (1989) found that the supervisor plays main role as one of the most important sources of feedback for employees (Van der Klink & Streumer, 2006). Then, Xiao (1996) carry out a systematic and formal inquiry on the effectiveness of training of entry level employees in Chinese organizations (Van der Klink & Streumer, 2006). From all the work environment variables in this study, supervisory behavior affected training transfer to the greatest degree (Van der Klink & Streumer, 2006).

Many programmes held to help supervisors to contribute to their workers' efforts to transfer the training content to their jobs show favorable results (Van der Klink & Streumer, 2006). Brinkerhoff and Montesino (1995) implemented a programme to encourage supervisors and they make a statement that trainees in the trial group reported less inhibitors for transfer in their environment than did the trainees in the comparison group (Van der Klink & Streumer, 2006).

Furthermore, Van der Klink et al. (2001) discovered that supervisor plays a great role as an important source of social support apart from feedback on trainee' performance (Van der Klink & Streumer, 2006). If supervisor enthusiastic to talk about opportunities and problems, trainees will become more motivated to apply the knowledge and skills that they gain from the training program (Van der Klink & Streumer, 2006).

Finally, training framing is very important before the training so that trainees will be motivated to apply what they had learned to the job.

2.3 Self-efficacy

Self-efficacy is one's capabilities to organize and perform the courses of action needed to achieve given attainments (Bandura, 1997). Self-efficacy is the ability and capability of the trainees to learn from the training.

Self-efficacy and other expectancy beliefs are beliefs about one's apparent capability and they vary in self-efficacy which is defined as individuals' apparent capabilities to reach chosen kinds of performances and accomplish specific outcomes (Pajares, 1996).

According to social cognitive theory, the events over which personal influence is experienced differ (Bandura, 1986). Depends on what is being managed, it may involve regulation of one's own motivation, thought processes, affective states and actions, or changing environmental conditions (Pajares, 1996).

Self-efficacy is the belief in one's effectiveness in performing particular job and people who look upon themselves as extremely efficacious act, think and feel in a different way from those who perceive themselves as inefficacious (Bandura, 1986).

Furthermore, according to Bandura's social cognitive theory, self-efficacy is a significant element which proposes high inter-relation between individual's behavior, environment and cognitive factors (Pajares, 1996). Self-efficacy beliefs offer the base for human motivation, well-being and personal achievement (Pajares, 1996).

Humans have small incentive to do something or to continue in the countenance of complexities, unless they trust that their actions can generate the results that they wish for (Pajares, 1996).

In conclusion, self-efficacy is important because trainees can only learn from the training program when they have the capability to learn from the training