A STUDY OF TRAINING MOTIVATION AS A MEDIATOR ON THE
RELATIONSHIP BETWEEN TRAINING FRAMING AND TRAINING
EFFECTIVENESS

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ABSTRACT

A STUDY OF TRAINING MOTIVATION AS A MEDIATOR EFFECT BETWEEN TRAINING FRAMING AND TRAINING EFFECTIVENESS

Dayangku Zyzy Cemylya binti Awang Rahmat

This study aimed to identify the mediating role of training motivation in the relationship between training framing and training effectiveness components i.e. utility reactions, transfer motivation and also learning. This study was a cross-sectional survey research and all data and information were obtained using questionnaires. The Pearson Correlation indicates that there were a significant correlation between training framing and all three (3) components of training effectiveness; utility reactions ($r = 0.480$), transfer motivation ($r = 0.450$) and learning ($r = 0.528$). The Stepwise Regression Analysis shows that training framing has significant relationship with training motivation as a mediator effect contributing to the training effectiveness. As a conclusion, the findings of the study could provide awareness and guidelines for organization of the importance of training framing in increasing employees' motivation and further increasing the training effectiveness.
ABSTRAK

KAJIAN KES TENTANG MOTIVASI LATIHAN SEBAGAI KESAN MEDIATOR ANTARA RANGKA LATIHAN DAN KEBERKESANAN LATIHAN

Dayangku Zyzy Cemylya binti Awang Rahmat

Kajian ini bertujuan untuk mengenalpasti peranan motivasi latihan sebagai mediator dalam hubungan antara rangka latihan dan komponen-komponen keberkesanan latihan (reaksi utiliti, pemindahan motivasi dan pembelajaran). Kajian ini adalah merupakan kajian keratan-rentas dan semua data serta maklumat diperolehi melalui boring soal selidik. Ujian Korelasi Pearson menunjukkan bahawa terdapat hubungan yang signifikan di antara rangka latihan dan semua komponen keberkesanan latihan iaitu reaksi utiliti (r=0.480), pemindahan motivasi (r=0.450) dan juga pembelajaran (r=0.528). Analisis Regresi Stepwise menunjukkan bahawa rangka latihan mempunyai hubungan yang signifikan dengan motivasi latihan sebagai moderator yang menyumbang kepada keberkesanan latihan. Kesimpulannya, hasil dapatan kajian ini diharapkan dapat memberi kesedaran dan panduan untuk organisasi tentang kepentingan rangka latihan dalam meningkatkan motivasi para pekerja dan seterusnya turut meningkatkan keberkesanan latihan.
CHAPTER 1

INTRODUCTION

1.0 Introduction

This chapter describes the background of the study, the statement of problem, the objectives of the study, presents the conceptual framework followed by research hypothesis. It also covers the definition of terms, discusses the significance of the study, describes the limitation of the study and lastly, summarizes the discussions of the first chapter of the study.
1.1 Background of the Study

The purpose of training and development activities in an organizational context is to upgrade the competency of manpower by improving their knowledge, skills and ability. According to Ibrahim Mamat (2001), employees are being trained in order to solve current existing problems as well as to prepare for contingencies in the changing environment. “Over the past two decades, the labour market has felt the impact of rapid introduction of new technologies and marked changes in the organization of work” (Leonard, 2001). Harrington (1991) stated that the business environment, customers’ demands and expectations that keep on shifting would make the processes in an organization obsolete overnight an inadequate to compete for another day. Therefore, the only distinctive advantage for an organization to outlast when other rivaling competitors could possess the similar technologies is the quality of the human resources who are well trained to manage the ebb and flow.

The inclination for training in the global economy is verified when billions of dollars have been spent for employees’ training activities. According to Training Magazine’s 23rd Annual Industry Report (2004), United States has spent $51.4 billion on training in 2004 and $51.3 billion in 2003. It is estimated that the total yearly cost of training to business and industry to update employees’ knowledge and skills could easily reach as much as $200 billion after reducing indirect costs, informal on the job
training and costs incurred by small organizations (Holton, Bates and Ruona, 2000; Yanmill and McLean, 2001).

In Malaysia alone, the government has manifested its commitment towards Human Resource Development (HRD). The national development allocation for training programs in the Eight Malaysian Plan 2001-2005 showed increment to RM4,000 million as compared to RM2237.3 million in the previous plan, illustrates the emphasis on training as a major contributor to achieving development objectives of the nation.

With a savvy understanding on the importance and overheads of training, the most critical question often being raised is the effectiveness of the training programs. Many researches have persistently trying to study and understand the determinants that could utilize trainings for the benefits of both employers and employees. Their studies mainly focused on how individual characteristic, organizational variables, external environment, situational characteristics, trainers’ factors or training designs and contents would open the door to an effective training. Some researches found that inherent trainability of employees and their perceived importance towards training is rather disappointing. The consequences if the employees’ have negative attitude towards training is a low training motivation whereas training motivation is an important mediator for trainees’ participation that posts significant impact on training outcome (Guerrero and Sire, 2000).
Additionally, past research found that training framing plays a vital role in enhancing employees' abilities to be trained (Quinones, 1995 as cited in Tai, 2006). Tai (2006) stated that some empirical studies showed that pre information brings employees' more self-efficacy and training motivation. Baldwin and Magjuka (1991) as cited in Tai (2006) showed that employees are motivated more if they received early information regarding the training program. However, Monk (1996) found it considerably difficult to motivate employees' primarily accept training and then use what have been learned in their work. Training framing is important and affected the attitudes of employees and subsequently in turn impacted training outcomes (Tai, 2006). Thus, the antecedents for enhancing training framing and further training motivation among employees should further be investigated. To date, there is little empirical research that has examined the effects of training framing (Tai, 2006). The findings should be projected to improve human resource practices to achieve effective training and development.

1.2 Statement of the Problem

Training as a component or element of human resource development (HRD) is becoming increasingly important. It requires a substantial allocation of time, money and effort. However, the information and skills that has been learned in training may never actually be applied in the workplace regardless of the substantial
investment of valuable resources (Donovan, Hannigan and Crowe, 2001). Most formal investments in organizational training and development are wasted because the knowledge and skills gained in training are not fully applied by trainees back to the job (Broad and Newstrom, 1992).

Quinones (1995) as cited in Tai (2006) stated that training framing would enhance trainees' abilities to be trained. Some empirical researches have also showed that pre information brings trainees more self efficacy and training motivation (Tai, 2006). According to Baldwin and Magjuka (1991) as cited in Tai (2006), trainees are motivated more if they received early information regarding the training program compared to those who are not fully exposed to early information about the training they attended.

Further research had been done on the role of training motivation as a mediator between training framing and training effectiveness. Tannenbaum and Yukl (1992) as cited in Burke and Hutchins (2007) stated that training motivation refers to the intensity and persistence of efforts that trainees apply in learning oriented improvement activities, before, during and after training. Tai (2006) found that supervisors training framing is important that can predict training motivation that will finally resulted in employees reactions, learning and transfer motivation. This explanation implies that training motivation may play a critical role in the effect of training framing on training effectiveness. Baldwin and Magjuka (1991) as cited in
Tai (2006) further posited that training motivation is a mediator between the pre-information and training outcomes.

Although many study had been done on training motivation and training effectiveness, however, to date, there is little research that has examine the effects of training framing on training effectiveness and training motivation as its mediator (Tai, 2006). Therefore, this study attempts to highlight the important role of training motivation in mediating the training framing and trainees’ training effectiveness and further study the gap between all variables and the mediator.

1.3 Research Objectives

The objectives of this study are outlined into general objective and the identifiable specific objectives.

1.3.1 General Objective

The purpose of this study is to examine the mediating role of training motivation in the relationship between training framing and training effectiveness.
1.3.2 Specific Objectives

The specific objectives of this study are:-

1. To examine the mediating role of training motivation in the relationship between training framing and utility reactions.
2. To examine the mediating role of training motivation in the relationship between training framing and transfer motivation.
3. To examine the mediating role of training motivation in the relationship between training framing and learning.

1.4 Conceptual Framework

The following conceptual framework is used as guidance to identify the existence of a significant relationship between training framing as independent variable and training effectiveness as dependent variable and also training motivation as a mediator. The framework is adopted from Tai (2006).
Figure 1.0: Conceptual Framework
1.5 Research Hypotheses

The study is conducted to test the following hypotheses:

**H_{a1}:** There is a significant relationship between training framing and training effectiveness with mediator effect (training motivation).

Tai (2006) has conducted a study about training effectiveness on 106 trainees that had attended the training on introduction of computer software operation and design which offered by a technological training institute in northern Taiwan. Results from the study showed that training framing from supervisor is crucial as it enhances the trainees’ training motivation and later further influences their training outcome.

**H_{a2}:** There is a significant relationship between training framing and utility reactions with mediator effect (training motivation).

A research done by Tsai and Tai (2003) has developed a training program on developing a basic managerial knowledge and skills to 40 hotels owned by private organization. Results show that trainees’ motivation to learn is influence by their reactions and the amount of learning.
**Hₐ₃:** There is a significant relationship between training framing and transfer motivation with mediator effect (training motivation).

In a field study aimed at improving technical staff’s interpersonal skills at work, Axtell et. al. (1997) as cited in Tsai and Tai (2003) found that trainees’ motivation related with immediate and long term transfer of training after returning to their work sites. Studies showed that trainees’ that are motivated in learning will be able to gain lots of knowledge from the training program that they attended, thus they utilize and apply it to the workplace (Baldwin and Ford, 1988; Goldstein and Ford, 2002 as cited in Battistelli, 2008).

**Hₐ₄:** There is a significant relationship between training framing and learning with mediator effect (training motivation).

According to Tracey et. al. (2001), motivation can also influence trainees’ amount of learning. Other studies that relate training motivation to training effectiveness including learning and satisfaction (Guerrero and Sire, 2001) and the perceived knowledge and skill transfer (Cheng, 2000).
1.6 Definition of Terms

1.6.1 Training Framing

**Conceptual Definition**

Information (pre information, realistic information) about the training program given by the supervisor to the employee before attending the training program (Hicks and Klimoski, 1987 as cited in Nurul Inani, 2008).

**Operational Definition**

A set of pre information given before an employee attending training.

1.6.2 Training Motivation

**Conceptual Definition**

A characteristic of an individual willing to expend efforts toward a particular set of behaviour (Tai, 2006).
**Operational Definition**

A person willingness to put extra effort in performing tasks.

1.6.3 Utility Reactions

**Conceptual Definition**

The degree on how trainees like and feel about training (Kirkpatrick, 1976 as cited in Tai, 2006).

**Operational Definition**

Trainees’ perception towards the training program, whether it is useful to them or vice versa.
1.6.4 Transfer Motivation

Conceptual Definition

According to Noe (1986) as cited in Burke and Hutchins (2007), transfer motivation is defined as how the trainees' apply and use what they had learn in training program to the real work situation.

Operational Definition

Trainees' implementation and application on what they had learn in training to their real job and task in the workplace.

1.6.5 Learning

Conceptual Definition

Schunk (2004) stated that learning is an enduring change in behaviour, or in the capacity to behave in a given fashion, which results from practice or others forms of experience.
Operational Definition

Trainees’ perception to understand about the training content that had been delivered during the training program.

1.7 Significance of the Study

The significance of the study is consisting of three major fields, which will be significance to the theory, research methodology and also the practitioner.

1.7.1 Significance to the Theory

There are several theories that can be related to the training framing and training motivation. For instance, Theory of Behaviorism is related to the supervisors’ role in giving training framing which can increase trainees’ motivation. However, this theory is less emphasizes the relationship of training framing, training motivation and training effectiveness. Other theories that could be used in this study are Expectancy Theory and Goal Setting Theory. This study may lead to greater understanding to the theories done by past researches in order to support the relationship between training framing and training effectiveness mediate by training motivation.