THE ANTECEDENTS OF TRAINING EFFECTIVENESS IN BAHRAIN'S PUBLIC SECTOR: ORGANIZATIONAL CULTURE AS MODERATOR

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By

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Abstrak

Kajian ini mengkaji hubungan langsung antara keupayaan pelatih, sokongan sosial dan motivasi pelatih terhadap dan keberkesanan latihan dalam sektor awam di Bahrain secara umumnya dan khususnya pekerja tempatan. Kajian ini juga mengkaji kesan penyederhanaan budaya organisasi ke atas hubungan antara jurulatih, bahan latihan, persekitaran latihan, sokongan sosial, motivasi pelatih dan keberkesanan latihan. Sebanyak 382 borang soal selidik telah diedarkan kepada responden daripada empat organisasi sektor awam di Bahrain (Kementerian Dalam Negeri, Universiti Bahrain, Kementerian Pendidikan dan Kementerian Kewangan) yang telah mendapat kebenaran yang sah daripada pengurusan organisasi. Sebanyak 382 soal selidik diedarkan, hanya 155 soal selidik dikembalikan, ianya mewakili 40.58% kadar maklumbalas. Walau bagaimanapun, hanya 128 soal selidik digunakan untuk analisis data. Kesemua hipotesis untuk hubungan langsung dan kesan penyerderhanaan diuji menggunakan SPSS versi 23.0. Penemuan kajian mendapati bahawa terdapat hubungan positif yang signifikan bagi persekitaran latihan, sokongan sosial dan motivasi pelatih terhadap keberkesanan latihan. Tambahan pula, peranan budaya organisasi sebagai penyerderhanaan, menunjukkan terdapat kesan penyederhanaan yang signifikan bagi hubungan antara pelatih, sokongan sosial, dan motivasi pelatih terhadap keberkesanan latihan. Hasil kajian ini mencadangkan bahawa untuk meningkatkan keupayaan pelatih, amalan sokongan sosial, motivasi pelatih dan tanggapan terhadap persekitaran latihan merupakan cara untuk meningkatkan pencapaian keberkesanan latihan dalam kalangan professional sektor awam. Selain daripada itu, pengurusan sektor awam perlu juga mengambilkira peranan budaya organisasi semasa merancang meningkatkan keberkesanan latihan pekerja mereka terutamanya bila melibatkan pelatih, sokongan sosial dan motivasi pelatih. Kajian ini memberi sumbangan kepada pengembangan teori Kirkpatrick dengan menerokai dan menguji peranan budaya organisasi dalam model kajian ini.

Kata kunci: Kata kunci: Model latihan Kirkpatrick, Sektor awam, Keberkesanan latihan, Sokongan Sosial.

Abstract

This study examined the direct relationship between trainer, training material, training environment, social support, trainee motivation and training effectiveness in Bahrain's public sector generally and local employees specifically. This study also investigated the moderating effect of organizational culture on the relationship between trainer, training material, training environment, social support, trainee motivation and training effectiveness. A total of 382 questionnaires were distributed to respondents from four Bahraini public sector organizations (Ministry of Interior, University of Bahrain, Ministry of Education, and Ministry of Finance) after permission was granted by the organization's management. Out of the 382 questionnaires distributed, 155 questionnaires were returned, representing a response rate of 40.58%. However, only 128 questionnaires were usable for final analysis. All the hypotheses for direct and moderating effect were tested using SPSS version 23.0. The findings indicated that training environment, social support, and trainee motivation are significantly and positively related to training effectiveness. On top of that, the role of organizational culture as a moderator was found to moderate the relationship between trainer, social support, and trainee motivation and training effectiveness. The results from this study suggested the need to enhance trainer capabilities, social support practice, trainee motivation, and perceived training climate as a way of encouraging achieving training effectiveness among the public sector professional. Apart from that, the public sector management also needs to consider the role of organizational culture when planning to enhance public sector employees' training effectiveness, especially when involving social support, and trainee motivation. This study contribute in expanding the Kirkpatrick theory by exploring and testing the role of organizational culture in the research framework.

Keywords: Kirkpatrick's training model, Public sector, Training effectiveness, Social support.

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Chapter One

Introduction

1.1 Introduction

This chapter covered the effectiveness of training and development for the employees of the public sector in Bahrain. It also discussed the problem statement, research objectives, research questions, significance of the study, and contribution to knowledge. Finally, this chapter ends by defining the terms used, and a summary of its contents.

1.2 Background of the Study

Training fills gaps in the knowledge of the existing workforce by providing them with new skills and qualifications. Training is the major factor that maintains the required continuous knowledge improvement. Training is a shared operation between many parties. For example, the trainer is the qualified person and the expert in his field. Trainers should be fully aware of their major and can answer almost any question about it. According to Koskela and Palukka (2011), it is a two-directional interaction between the trainee and the trainer to equip the trainee with additional professional skills and capabilities. Skills and capabilities are considered to be of two types; gaining knowledge by studying and gaining knowledge by participation where the trainer can be the other party who is sharing his information. This implies the connection between the cognitive apprentice relationships (Ligorio, 2010).

The function of training effectiveness has turned to be extensively essential in the organization since training professionals have become strategic partners due to their ability in transferring and enhancing the capabilities and skills of the employees (Vazifeh, Damirchi, & Kazemian, 2014). It is deemed as an element of the key strategy to build and approach a competitive sustainable benefit in a business environment (Descu, 2012). As such, training is growing to be more common although the subject is progressive in the academic arena. Training effectiveness is a very wide research area that can be researched from various angles (Al-Bahussin & Elgaraihy, 2013). Effective training connects properly all the parties involved in the business those are organizations, employees, and customers by the practice of transferring knowledge gained by the employee from training in the work environment; therefore, it serves the organization's competitiveness ability including public sector organizations (Chen, Yang, & Chen, 2010).

Training effectiveness is a comparatively critical subject that public sector organizations are struggling to accomplish (Ali, 2010). Training effectiveness in any sector such as the public sector organizations can be defined as the process of improving and updating trainee's knowledge related to issues concerning public sector organizations, using collaborative influence of training antecedents for improving the capabilities and skills among public sector workers (Driouchi, 2014). Effective training enables public sector workers, together with their organizations, to gain additional new knowledge as well as actually develop existing skills, expertise, and knowledge in the organizations in order to attain outstanding performance in their services (Basu, Andrews, Kishore, Panjabi, & Stuckler, 2012). Therefore, it is significant for the Human Resources (HR) professionals in the public sector to

conduct effective training in order to advance employees' capacities and knowledge. Researches confirmed that effective training forms crucial instrument to expand organizational performance in any working environment type like the traditional public sector one (Olds, 2013).

Ford (2014) said, training effectiveness is in charge of finding the wide reasons for failure or successes of the planned training. Although, private and public establishments are starting to recognize the difference in business training can make, they are still in the early stages of looking into the associated details of it (Chen, Yang, & Chen, 2010). Learning is not just a simple task as they think. Other conditions should take be present. Training effectiveness related factors such as the appropriate training environment should be well prepared and combined. Training surrounding factors are required to be integrated in terms of involvement of the different management levels, the design, selection of participants based on their major and requirements, availability and variety, and inclusive to cover the majority of staff if not all (Kessler, Horton, Gottlieb, & Atwood, 2012). The reason of it should be clear and understandable. Learning objective should never be underrated. Learning can happen by engagement and practicing (Longenecker & Abernathy, 2013). Involvement of the attendees to find out their real need and their weakness will also increase its effects.

According to Al-Mahdi (2014), Bahrain was the pioneer in the discovery of oil and its derivatives products between the Gulf Countries. The revenue obtained from oil was utilized for the development of the country and for providing a higher urban level for the civilian by focusing on the HR development through training

facilitation (Alrabeei & KASI, 2014). This happened mainly during the price rises of oil between 1970s to the 1980s, which in turn reflected positively on the country's economic expansion. Despite the fact that Bahrain's natural and economic resources are limited compared to the adjacent countries like Qatar (Al-Bahussin & Elgaraihy, 2013), it is working rapidly toward making an efficient employment of those resources by implementing new profitable projects for the benefit of the country. The ranking indicator of the human development of Bahrain was in the high side in 2013. The achieved ranking was 44 from 187 according to the recent index of the human development (United Nations Development Programme, 2014).

In Bahrain, the government forms the prime provider of services and subsidized goods to the public. It also plays an essential role in controlling the economy and the community by applying and implementing law and policies to form a helpful and safe environment. One of its responsibilities is to provide free basic education, make "jobs for life" available and free or subsidized training options for the employees as one of their civil rights (Fattouh & El-Katiri, 2013).

More attention was discovered to compare the type/level and effectiveness/efficiency of the services provided from effectively trained people (Ali, 2010). There are two important questions to be referred to; (1) Do Bahraini public sector organizations have the right number of people and staff to operate the business?; (2) Do these organizations have the attractive package and activities to be a focus for talents? As more organizations identify their human resources is of crucial importance for survival and for fulfilment of their objectives, effective training have become to a greater extent essential for organizational effectiveness.

Improving training effectiveness in any organization can support them to more effectively develop their human and other resources (Ford, 2014). Otherwise, further unwanted effects will be involved such as the additional expenses of unqualified or unneeded employees. These unneeded expenses are maximized specially in case of foreign workers as illustrated in Table 1.1. Usually they are paid in addition to their salaries other benefits such as housing, tickets, and school fees for their children. This will expand their real expenses and put a higher pressure into the country's budget knowing that they will move that money out of the country to their native one.

This harmful effect can take another form of the real ratio between the amount of work / service provided to the actual cost to carry out in terms of the number of staff and their associated cost of salaries, overtime, and infrastructures such as office supplies, electricity, telephones and transportation. The previous illustration was an example of the real harmful effect to the country as a result of shortage in the employees' knowledge, skills, attitude (KSA) insufficiency and of assigning available work opportunities accordingly to non-local nationalities. It also brings attention to the importance of training and developing the local employees to fill completely shortage in vacancies to yield another close step to perfection. As just illustrated that the government in Bahrain can use effective training to avoid unneeded expenses of unqualified local employees, shortage in performance and productivity, and turn to foreign employees with their associated unneeded expenses.

Training is awarded high preference in national development under Bahrain's three-year development plans to attain improved ongoing orientation with the market needs ("Tamkeen's Strategy," 2017). In line with that, different governmental

institutes were established such as the Institute of Public Administration (BIPA) to implement prospective development for the country and its residents based on the National Action Charter and the Constitution of the Kingdom of Bahrain, and in line with the planned preference within the work of the government to act for the Bahrain Economic Vision 2030. The initiatives was to provide a distinguished training programmes for the public sector and increase the availability and quality of the training (BIPA, 2017). Human resource development is assigned as a high priority for Bahraini public sector since the introduction of the ambitious Vision 2030 (Darwish, 2014).

Table 1.1
Number of workers by Bahraini, Non-Bahraini citizenship and monthly wage (2015 March) includes civilians working in non-civilian organizations

Monthly Wage (BD)	**Total in Public sector**	**Bahraini**	**Non Bahraini**
400-449 BD	4,397	3,892	505
450-499 BD	4,123	3,796	327
500-599 BD	8,001	7,381	620
600-699 BD	8,646	8,211	435
700-799 BD	6,292	6,047	245
800-899 BD	4,744	4,635	109
900-999 BD	3,833	3,745	88
1000-1499 BD	8,354	7,992	362
1500 BD and above	4,694	3,986	708

Source: Labour Market Regulatory Authority (2015)

Management in the public sector in Bahrain is usually complaining about availability of suitable and effective training programmes to their employees especially in cases where performance and productivity are low and when their employees cannot possess the skills and knowledge, which cause customers dissatisfaction and duties fulfillment. Otherwise, their dissatisfaction is reflected to their loyalty, commitment and job satisfaction due to missing the capability to handle their duties (Almakhadmah, 2012). This indicates that effective training plays an essential function in the effectiveness of organizations in the public sector in Bahrain and helps employees to better communicate, integrate and perform their duties effectively (Ganesh & Indradevi, 2015).

Unquestionable, Bahrain is still in need for skills and capacities those are only available in expatriate workers to fill the skill gaps among Bahraini workers, even this is not in line with the country's 2030 vision this study attempts to bring attention and a possible solution to the insufficiency in the Bahraini workforce weighted against the expatriate ones according to Appendix (A) in general. As illustrated, there was an increase in the number of unemployed Bahraini in 2011 compared to the year 2010 while on the other side there was an increase in the number of non-Bahraini recruitment. In 2013, there was a big jump in the employment of non-Bahraini of around one thousand new employees who entered the public sector and continue to raise afterward. On the other hand, the number of the Bahrainis remains with only tiny changes. For example, the expatriate ratio compared to the local was around 15% of the total employees in the public sector, which is considered a big number compared to the total workforce in the sector. 15% equals 10,010 jobs, which are supposed to be occupied by the local work force from general point of view. While in

view of Appendix C which states the salary range for mid and low level salary is in the range below around 999 Bahrain Dinar (BD), and according to table 1.1, which reveals that 2329 job were taken from Bahraini by the foreign employees. This ratio also forms around half of the unemployed Bahraini rate in 2014.

Bahrain is suffering from an unacceptable unemployment ratio as indicated. In more specific, if considering the low-level positions according to the concern of the study and according to Appendix A. The reason behind the addition of the non-Bahraini employees is the shortage of the skills that can be gained from proper training and can be treated to a high level by effective training. In addition to the difficulty the economy of the country is suffering from currently, this pressure will be increased as a result of the added mobile (foreign) employment (Belfer, 2013).

The foreign employees are occupying high levels and highly paid jobs that can easily be fitted and handled by Bahraini with enhanced skills and capabilities that can be obtained simply by training. As mentioned before, 2329 jobs are taken from the locals which is not a regular issue / subject. The government should react to reduce the non-Bahrain employment, which those portion should be filled up by Bahrainis as referred to Appendix A. Thus, this is one of the factors why this study to be conducted as regard to the training effectiveness among Bahraini public sector's employees specifically the lower level group. It deserves the same number researches, especially with the size of such problem.

1.3 Problem Statement

The government of Bahrain, in particular, the public sector has a vision for the nation to attain a high quality and level of livelihood by the year 2030 (Education & Training Quality Authority, 2016). In order to accomplish this, the public sector needs skillful and knowledgeable employees to implement the most important objective of this vision and face future's challenges successfully beforehand. In this concern, development of human resources should be a top priority for the Bahraini public sector and effective training should be one of the tools to accomplish the goal. As argued by Driouchi (2014) and Chang (2010), the results of attributes of the ineffective training effectiveness and efficiency in Bahrain have also been anticipated and perceived as a barrier to organizational effectiveness and development.

HR professionals are usually not proficient to advance or conduct a good and effective training programmes, and this eventually causes dissatisfaction of employees and ultimately they become inadequate to transfer the gained knowledge for the benefit of the organization (Basu et al., 2012). Therefore, the effectiveness of training is greatly under inspection (Du & Han, 2014). In addition, there are more issues which are due to neglection, weak performance, or absence of knowledgeable training professionals, employee turnover, or absent of management attention and awareness of the importance of the role played by training professional as business partners (Basu et al., 2012).

Iles, Almhedie, and Baruch (2012) proposed that public sector organizations require proper people for the proper job for sustaining type and level of services

especially in such fast growing world today. Moreover, to be a focus for foreign investments and be preferred by local ones, to retain the affirmative portion of services and to continue improving it HR professional of public sector ministries are required to implement innovative HR development practices to follow the rapid improving techniques and capabilities (Cappelli, Guglielmetti, Mattia, Merli, & Renzi, 2011).

In addition, they proposed that public sector should invest generously in an innovative manner on its employees if scholars and practitioners can expose the significance of training effectiveness for extensive HR development to enhance employees' effectiveness (Brown, 2010). They have additionally underlined other training concerning issues related to organizational culture. Furthermore, scholars have confirmed that in Bahrain human resource departments are still unaware of their original existence reason in the organizations (Ali, 2010). The reason for this might be because HR professional deficiency and disability to demonstrate the importance of HR training effectiveness (Kgakge-tabengwa, 2014). Although, researchers emphasized that skills, capabilities and knowledge of professionals, who implement and develop HR training practices have not been accurately researched within GCC region (Al-mahdi, 2014).

According to the Education & Training Quality Authority (2016), the training effectiveness assessment indicates that the awarded grades for 23 training providers certified by the Ministry of Labor and Social Development were given good for 16 or 70% providers and the remaining seven or 30% received a satisfactory grade. On the other hand, for training providers certified by the Ministry of Education during the

second and third phases of Cycle 3 of assessments in the academic year 2015-2016 indicates that only one training provider was awarded 'outstanding', another one was awarded a 'good' grade and the remaining 50% was awarded a 'satisfactory grade (see Figure 1.1 for details). This represents the current status of the weak training provided through those authorized training providers in Bahrain. Weak training means ineffective training. The public sector in Bahrain is wasting millions of Bahraini dinars in a hope to enhance productivity and to make an efficient use of resources. However, the opposite is happening and resources are increasingly wasted according to difficulty in achieving an effective training in this sector.

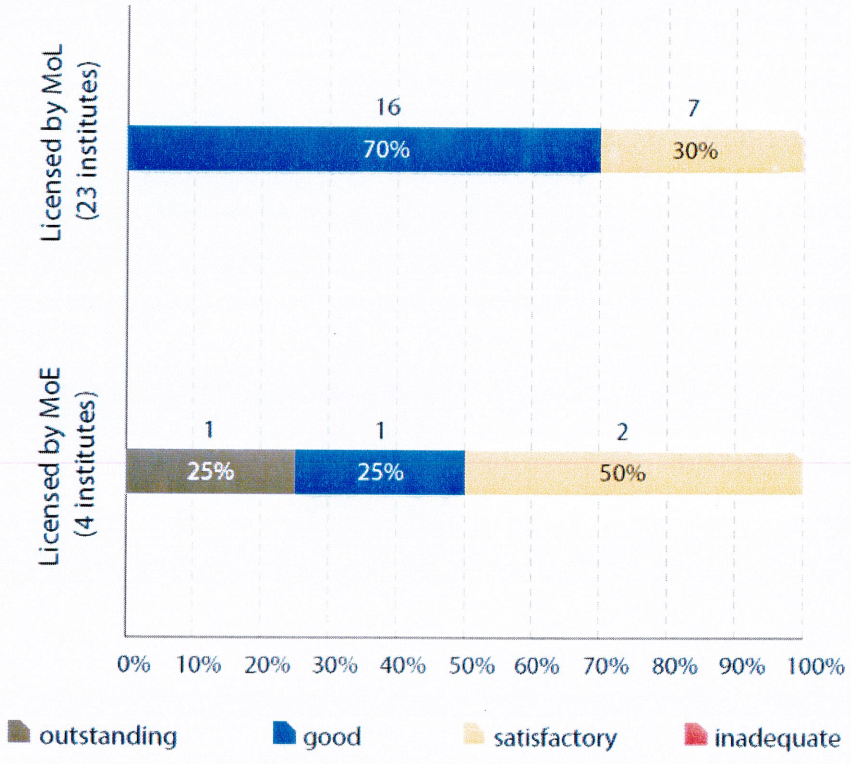


Figure 1.1
Analysis for grades awarded for effectiveness of training and assessment for Cycle 3 of review (Phases 2 & 3).
Source: ED (2015)

Economic Vision 2030 was initiated by Bahrain government to convince, and confirm the type of training and its level with the standard quality required from Bahrainis to meet the country's economic and educational aspirations (Al-mahdi, 2014). One of the major aims 2030 Economic Vision is to measure and evaluate the available training to make better use of it by the elevation of the performance and standards of the vocational institutions and universities providing occupational training (International Bureau of Education., 2011). The plan toward this is by focusing on evaluating the training impact, which plays an essential role in determining whether the huge investment from the government's budget is effective and whether it is achieving its aim. The public sector in Bahrain will suffer in the next several years from shortage in funds and employees resources because of the country's dependency on natural resources, excessive reliance on expatriate workforce for inexpert and expert kind of jobs, and ineffective training (Darwish, 2014). The government allocates over USD 600 million to date in training unemployed and available employees (ED, 2015). However, this causes massive benefits to be released such as innovation and new ideas, bringing new techniques in getting the work done, reinforcement and generating a quality workforce. It also reduces wastages of resources, like minimizing usage of papers. If training is given the attention deserved, a huge return in income and investment is expected based on previous studies and experiences.

Even though the government is presenting a large number of free services to the public, it consumes its current and future generations' resources. The negative

impact can be imagined (Iles et al., 2012). A wealthy country today will be transformed to very limited one, or one lacking resources to stay running and to maintain the wellbeing of its citizens tomorrow. This will happen to any country in the event of misusing its wealth. Chaudhry and Roomi (2004) indicated the relationship between the investment in human capital and the return to the activity type the organization is doing. It was discovered that there were advancements in many aspects around the employees. Advancement was in term of minimizing complaints from both the employees and the customers, which had a highly positive advantage for the organization specifically and to the country in general. The fundamental here is that training also involves efficient usage of resources. It forces beneficiaries to act like they were updated with the latest technology and information in the field and also reduction of inattention (Talabi Aroge & Ayinde Hassan, 2011). This will perform a better use of the country's wealth. Recently, organizations realized that their real assets are human capital and not the traditional capital. Therefore, giving this principle the attention it needs is the correct path to the establishment's success.

Previous researchers argued that HR professionals are only accountable for the human resources management side. They are only required to have appropriate professional skills related to that field only (Basu et al., 2012). Moreover, HR professionals are accountable for employees' performance due to their involvement in recruitment, retention and development process (Haskins & Shaffer, 2010). Unfortunately, not enough attention has been assigned on the issue of HR development and training in the public sector of Bahrain counting the impact of the sector in country's well-being and also the importance of the sector as motor of the

country and its economy (International Bureau of Education., 2011). Consequently, Belfer (2013) stated that public sector of Bahrain has not yet placed their focus on training effectiveness and they are not understanding the importance of HR development as a strategic practice that allows the public sector to fulfil requirements.

Nevertheless, it is actually true that HR development is not a part of general strategic planning in Bahrain in practice (Baldwin-edwards, 2011). In view of that, Al-mahdi, (2014) confirmed that the effectiveness of training is very much under inspection. However, other earlier studies underlined that training professional can raise the value in such a manner as to achieve a desired result for the organization's development through enhancing and sustaining its capabilities and performance (Bhatti, 2013). Consequently, the need to study training effectiveness in the context of public sector of Bahrain has risen (Chukwu, 2016). Indeed, it has created a broad gap, which needs to be enveloped by the current and future's studies.

According to Basu et al. (2012), the public sector misses the remarkable quality and attention of its customers and products compared to the private sector. An example is the reason behind the selection of the private medical center in favor of the public hospitals. The logic behind that is the better treatment and care the visitors of the private sector will obtain. Customers will not wait for long, because of the technic used to serve them, also the higher quality tools and medicines that might not usually be available in the public ones (Basu et al., 2012). Cleaner environment, walls, newer equipment are other factors that are suitable to the private one. On the other hand, it is a higher consumer of money to reimburse for the lack of sponsorship

from the government and for the high investment in terms of employees improvement, tracking of the latest technology, maintenance and usage of the latest devices (Parker, Waller, & Xu, 2013).

It does not mean spending resources in an overkill manner will yield definite outcomes, or will give the public sector a priority. Improvement can take place by supplying the staff with a successful understanding of the importance of the role they play and how to allow a full use of their potential (Sanjeevkumar & Yanan, 2011) .It involves also a greater ability to deal with the surrounding medium such as the customers. Focus of organizations should not be limited only to provision, but should keep their focus to research and apply modern ideas to an enhanced connectivity between the different wealths such as the civilian comfort, employees satisfaction and ideal utilization of boons (Chatzoglou, Chatzoudes, Vraimaki, & Diamantidis, 2013).

According to Bhatti and Kaur (2010), an interest in a higher level evaluation of training attracted the human resource professional to monitor their investment and to determine where they stand. A previous study by Iqbal, Maharvi, Malik, and Khan (2011) shows that there was a gap in giving a proper attention to the importance of the evaluation of the training. Only small portion of the organizations measure the outcomes from the conducted training and implement the proper analysis and treatment. While there is a growing requirement to achieve a higher level of productivity and services, further research should take place to bring to light the importance of evaluation of learning. Also, while there are many models that have been developed and will be mentioned in the next chapter, Kirkpatrick is still holding its place to be the widest used model by HR professionals. It has the capability based

on its features of simplicity, benefit for measuring the output of the training. It can be easily used, can stand alone and is complete. Kirkpatrick defines the importance of training effectiveness evaluation in determining the shortage and which areas need to be studied for improvement. This research will assess the impact of using the Kirkpatrick model as an evaluation tool.

Kirkpatrick training effectiveness evaluation model is the tool used to measure the training effectiveness output in this study. Training antecedents are also evaluated to improve the training in the public sector in Bahrain to maximize the training's intended advantages. Training antecedents' factors such as the trainer and training environment are main players in the training process. Their evaluation is intended to measure their effectiveness nature in training (Rapley, 2011). This process helps in identifying the best strategy for optimization of those factors which in turn helps in achieving effective training by observing a real idea from the recipient to find and treat any weakness. On the other hand, this will enhance the good part of the training (Sukserm, 2011).

Training effectiveness among HR professionals plays a significant role in developing performance and productivity of employees. Specifically, it is enhancing to better and faster the quality and state of output, skills, knowledge and ideas (Ghosh, Satyawadi, Joshi, Ranjan, & Singh, 2012). Though the practice of training effectiveness is poor among public sector organizations, particularly in Bahrain (Al-mahdi, 2014; Baldwin-edwards, 2011). Consequently, limited training effectiveness has led to decrease in quality of public sector services, increment in the complexity in dealing with increased and hi demand services, inappropriate and time-consuming

tasks handling, and inefficient usage of resources. In addition, it leads to failure to fulfill competitive advantage and become the preferred service provider (Darwish, 2014). This poor training effectiveness culture among public sector organizations exists for several reasons such as lack of awareness of the importance of training effectiveness, lack of motivation to conduct training evaluation, lack of the capable practitioners to conduct the required effective training (Sanjeevkumar & Yanan, 2012).

Several factors have been suggested as antecedents of training effectiveness. The prominent predictors of training effectiveness are related to training factors such as the trainer and the training material forms the principle base to achieve and raise the training effectiveness. These factors have been critical in comprehending the perceptions and behavior of trainees in the training because they are able to influence trainee's perceptions and behavior (Meng et al., 2016) . To date, some of the training related factors that were being studies in relation to training effectiveness include trainer (Ghosh et al., 2012; Diamantidis & Chatzoglou, 2012; Koskela & Palukka, 2011), training material (Catt, Miller, & Barnes, 2010; Chaudhry & Roomi, 2010; Steensma & Groeneveld, 2010), training environment (Shabha & Gaines, 2013; Cappelli et al., 2011; Diamantidis & Chatzoglou, 2012), social support (Homklin, Takahashi, & Techakanont, 2013; McCracken, Brown, & O'Kane, 2012; Punia & Saharan, 2012), and trainee motivation (Aziz & Ahmad, 2011; Punia & Saharan, 2012; Khalid, Ashraf, Azeem, Ahmed, & Ahmad, 2012).

The number of studies to test training effectiveness association with factors surrounding the trainee such as "social factor, and trainee motivation" in countries

like Bahrain is very limited (Jehanzeb, Rasheed, & Rasheed, 2013). Exceptionally unsatisfactory and not enough work is done in the area of HR generally and training effectiveness specifically due to limited data availability (P. Phillips & Phillips, 2011). Whereas Belfer (2013) proposed that training effectiveness being scope of academic study is to some extent at initial phase in Bahrain. In this sustained work, this full of promise area shall be extensive by covering other sectors such as public sector. Mainly, in such high demanding and intensive environment, public sector ministries need effective and competent HR professionals to reach uninterrupted competitiveness and survival ability and to indicate the significance of HR department. Moreover, since public sector of Bahrain has been described as a generator of the economy from the corroboration industry (Ali, 2010), henceforth, studying training effectiveness in the context of public sector was significantly required. Therefore, the intent of this study is to fill theoretical and practical gap by researching the influence of organizational culture and human resource development on training effectiveness with the moderating role of training antecedents in public sector of Bahrain.

In general, these studies found that trainer, training material, training environment, social support, and trainee motivation play an important role in influencing training effectiveness. Despite the above mentioned empirical studies on the role of the above-mentioned factors in determining trainees' training effectiveness in the training, available literature shows that only a few studies focused on the effect of trainer, training material, training environment, social support and trainee motivation on training effectiveness. Even if there are studies on trainer, training material, training environment, social support and trainee motivation on training

effectiveness, the studies were limited to investigate training effectiveness intention. However, in reality, trainees are expected to engage in actual effective training (Sanjeevkumar & Yanan, 2011; Karim, Huda, & Khan, 2012; Bazargan, Vaezi, & Soltaninezhad, 2011) considering that training effectiveness intention will not allow better comprehending of actual training effectiveness of trainees' participation at training programme. Additionally, trainer, training material, training environment, social support and trainee motivation are considered in this study because they play a significant role in triggering training effectiveness among trainees (Catt et al., 2010; Shabha & Gaines, 2013; McCracken, Brown, & O'Kane, 2012; Punia & Saharan, 2012).

Furthermore, several scholars generally agreed that contextual factors influencing the training effectiveness such as trainer, training material, training environment, social support, and trainee motivation are more effective at influencing training effectiveness than other training antecedents (Diamantidis & Chatzoglou, 2012; Lin, 2012; Yanan, 2011). However, as depicted earlier, there are limited empirical studies that have investigated trainer, training material, training environment, social support, and trainee motivation on training effectiveness. Such neglect was to a large extent unfortunate as trainer, training material, training environment, social support, and perceived trainee motivation directly influence trainee to engage in effective training programme (Lin, 2012; Latif, 2012).

Hence, trainer, training material, training environment, social support, and perceived trainee motivation are crucial factors for the accomplishment of training effectiveness goal. In addition, such previous studies reveal conflicting findings

(Ford, 2014; George & Jayan, 2013; Haskins & Shaffer, 2010; Chukwu, 2016) and thus proposing possible operation of moderator that could strengthen the relationship. In this regards, organizational culture could strength the relationship between training effectiveness and its determinants. Therefore, organizational culture could be one of mechanism, which can assist public sector employees to experience strong perception of the trainer, training material, training environment, social support, and perceived trainee motivation towards training effectiveness.

Relevant literature also shows that organizational culture are well established factors that exercise a significant influence on training effectiveness in the training programme. Organizational culture refer to a culture that is supportive for learning and by keeping it open as a learning encouraging organizational culture (Joo & Ready, 2012). Organizational culture plays a significant role in comprehending trainee's behaviour because it is able to encourage and improve trainee's performance (Karim et al., 2012). Specifically, this study suggests that perceived organizational culture as potential moderator towards better understanding the relationship between training effectiveness and its determinants.

Therefore, organizational culture were suggested as a moderator in this study because it is yet to be inspacted, and such deliberation could leads to theoretical understanding; and provide empirical evidence on how organizational culture strengthen the effect of percived trainer, training material, training environment, social support, and perceived trainee motivation on training effectiveness. The training effectiveness would be stronger for individuals having higher sense of supportive organizational culture than for low supportive organizational culture.

This study will bring attention to existing issues in Bahrain in general and in the public sector specifically and linking that with an effective and suitable solution that is the training. To do so this study will examine the main factors involved in this operation in general and in the public sector in Bahrain particularly. These parties are the trainer, training material, training environment, social support, and trainee motivation. Another portion of this study will focus on the moderation effect of the productivity medium, which is called the organizational culture into those parties and to find out whether there is any positive, negative or no influence on them. Numerous studies have examined different combinations of training antecedents (e.g. trainer, training environment, training material, social support, and trainee motivation) and training effectiveness. Despite these empirical studies, only few studies have empirically examined training antecedents within the context of public sector in Bahrain. Even though studies on training antecedents and effectiveness are widespread, majority of them examined training antecedents in unidimensional approach. Therefore, this study has contributed to fill this gap be examining training antecedents in multidimensional method in order to further understand the individual influence of different practices in application of training antecedents.

This study is undertaken to find the gap in knowledge related to proficiency shortage in the Bahraini employees preventing them from handling all the jobs in the public sector and assigning those opportunities to non-Bahraini ones. It is imperative to study how training can prepare, enhance the capacity of the new generation's employees and equip them with the latest information available recently in the field related to their work.

1.4 Research Questions

Referring to the problem statement and according to the Kirkpatrick evaluation model, the following are the questions this research finds answers to:

1. What is the relationship between the trainer, training material, training environment, social support, trainee motivation and the training effectiveness in the public sector in Bahrain?
2. How does the organizational culture moderate the relationship between the trainer, training material, training environment, social support, trainee motivation and the training effectiveness?

1.5 Research Objectives

The objectives for this study are:

1. To examine the relationship between the (trainer, training material, training environment, social support, and the trainee motivation) and the training effectiveness in the public sector in Bahrain.
2. To determine the moderating effect of the organizational culture on the relationship between the (trainer, training material, training environment, social support, and the trainee motivation) and the training effectiveness.

1.6 Scope of the Study

This study focuses on the public sector organizations' in Bahrain employees as an outcome reached after consultation in order in addition to the previous

mentioned reason stating the ministries can form a practical proper source of samples with an ideal and traditional nature of public services provided and to avoid the expected restraints and obstacles to approach these groups (Ali, 2010). The public sector organizations in Bahrain provide services to the citizens and the expatriates. They also hold responsibility of implementation and control over the government's projects and programs. Currently, there are more than 66,000 employees working in the civil section, however the study will focus only in Bahraini nationality which is 56,988 (LMRA statistical report, 2010/2014 summarised in Appendix A).

Any shortage in any aspect in addition to the nature of services provided by this essential sector which serves a huge number of population will be reflected hardly and harmfully to the country. Serious problems will be caused, therefore highly trained professional employees capable of delivering those types of services is required. Hence, the need for well-established training programmes must be implemented in this sector. In addition, these organizations are trying to apply a new available technology to minimize complexity and for further practicality and functionality. However, on the other hand, a rapid increase in the consumers is taking place and new high tech systems are being put into practice. This means a strategic training programmes should be executed for current and for the to be hired employees to equip them with the necessary expertise. Accordingly, the target of this research is to evaluate the training effectiveness related directly to the nature of work of this sector and favouring it. In other words, this research is all about measuring the effectiveness of the training programmes assigned to the public sector, in terms of its suitability, and relationship to the nature of services associated with it.

Although, training is in relation with many factors that can cause either its success or failure, training effectiveness as a dependent variable was the main focus of the research. On the other hand, this study will look into the contextual factors forming the second influential portion of the research framework. These factors are the trainer, training material, training environment, social support and training motivation. These factors compose the independent variables in the research framework. It is essential for the practitioners to explore and understand the areas surrounding the training activities. This will allow avoiding at least a partial shortage in the programmes. Staying focused will keep the learning flow in the right direction with minimizing disturbances. Knowing the occurrence of disability in the training program will allow for early handling to increase the outcomes and redaction between the supposed and actual utility.

1.7 Significance of the Study

1.7.1 Practical Significance

Practically, the study's findings may afford a beneficial contribution to the public sector organizations, especially in Bahrain on the mechanization for increasing training effectiveness conducted in this sector. This study will afford empirical evidence on the role of trainer, training material, training environment, social support, and trainee motivation on training effectiveness. Thus, helping the public sector organizations' management to determine the most important factors in encouraging training effectiveness among public sector employees. Moreover, it is a one-step to fill comparatively the gap that has been formed due to absence of studies in this subject.

In term of practical contribution concerned, the outcomes of this study could favor the decision makers and policies of the ministries in the public sector to develop effective training strategies to motivate, attract and improve the potential professionals in the public sector. These professionals when motivated and trained appropriately can help the ministries to achieve beneficiaries' and employees' objectives, which in turn lead to an improved accomplishment of the sector and country as a whole. This study also purposed to aid training and HR practitioners to show its importance in the organization, because training and HR divisions and professionals until now are facing difficulties to verify its real value and benefit to the organizational performance. Since in Bahraini ministries, not a small number of key vacancies are occupied by non-Bahraini nationalities, nonetheless, it is very difficult for HR departments to find ready-made replacements for them because of their rare or exceptional profession. Perhaps one of the explanations as mentioned before is that training and HR departments are not able to advertise inventory of future's required vacancies and convey to the decision maker the significance of the issue and preparing the available employees rather than importing requirements from other countries and prohibiting Bahrainis from utilizing those opportunities.

Furthermore, development in expansive HR practices in public sector can encourage economic growth in Bahrain, which is suffering from a number of issues such as limited resources, poor planning, security and political problems. Moreover, this study was a momentous proposal for the development of the human development and training field in the Middle East and GCC countries like Bahrain, especially with the current unstable economic status and development indicators. Finally, outcomes

of this study convey the Bahraini experience where others can continue or can take another rote toward solving this mater or a similar one.

Bulut and Culha (2010) stated that training is strongly deserved because it will cause highly returned outcomes for the government in Bahrain and will boost its performance accordingly. Part of those benefits can be listed here:

1. Minimize complaints from staff and increased employee retention.
2. Improved customers' / beneficiaries' (civilian and expatriates) satisfaction.
3. Enhanced services with a better quality which will lead to competence and well-being in the kingdom.
4. Minimize waste in terms of time, money and resources, while on the other hand increasing productivity.

Since studies on training effectiveness are needed in Bahrain generally and in the public sector specifically, this study will be a good step in this direction. It can be considered also a good addition to the available literature and a good starting point to extract ideas for further research in this field.

This research is of an importance specifically for the professionalism of new employees and for current employees as well. It is a functional practice to stay in line with standards. Its findings will act like a good reference for the way to improve the effectiveness of the training and other factors relating to it. It will form an addition to the existing available literature reviews, to generate ideas, solutions, or data formulated in the shape available in this study. It can also be a source for a further hypotheses and framework about this topic.

1.8 Contribution to Knowledge

There are many instruments and tools options that can be used to ease the evaluation process in the public sector in Bahrain and establish a good base for it. This can deal with the unaware reason for the deficiency of the important training evaluation practicality (Pineda, 2010). As a matter of fact, a fair portion of the amount of the income of the country is invested in the development of the employees in the public sector in Bahrain. The sector is in high need for much more studies, in addition to the very few available in relation to ones to be enriched by more literature reviews and will focus mainly on the factors in a direct relation with the training effectiveness and the worthwhile significance of the evaluation process. There were very rare references in the literature or consideration presented for the foundational and vocational skills type of training in the public organizational sector in Bahrain to examine both: the evaluation of the training effectiveness and the factors responsible about it in this sector. It was noted that there was no such study in Bahrain in spite of the fact that millions of Bahraini dinars were dedicated for the training. The previous studies' focus was on the training's benefits, gains, and the correct method in conducting it. Therefore, this research will be a good addition to the foundational and vocational skills training program in general and in Bahrain specifically by studying the factors that were found from related literatures to have an effect on the training effectiveness and the proper methodology for the evaluation of the training.

Although there are very few studies in relation to the training in the public sector in Bahrain, there is no one study that looks into the factors that have an

influence on the training, the after effect and outcomes, and the value and worth of the training evaluation in this sector. For the type of activity and the nature of the public sector organizations in Bahrain such as the ones under study, there is no any research made or previous literatures presented to view the factors, which are in direct relation and can make an impression on the training effectiveness and the training effectiveness evaluation practice and method in this sector. This in turn will confirm if the provided training is connected and appropriate. Furthermore, it will bring attention and focus toward the public sector organizations. These findings also give new empirical evidences to the Kirkpatrick's theory.

1.9 Definitions of key terms

This portion of the research will illustrate the critical operational definitions as follows:

1.9.1 Training Effectiveness

Training Effectiveness is the degree to which training achieved the actual planned objectives. It is also the amount of benefits gained from the training for both parties: the employee by the additional learned useful information and skills and the organization by sales or productivity growth or better customer satisfaction and service. It is the positive relationship or positive indicator of the training success (Saghafian, 2011). Effectiveness is described as a measure of the match between specified objectives and their achievement (D. Green, 1994).

1.9.2 Trainer

Trainer is the party that designs easily understood instructions, recognizes and attends to individual differences of trainees, and explains complex ideas so they can be easily understood to facilitates learning (Ghosh et al., 2012). It indicates the trainer's occupation and qualification in a specific field, employed to improve the trainees' knowledge and skills (Lin, 2012).

1.9.3 Training Material

According to Ghosh et al. (2012), training material is the well-organized printed materials and other handouts the trainers will extract their added learning from. It is created specifically to increase the knowledge of the trainees in a specific field. It is the degree to which the prepared media by trainer increases the knowledge of the trainees in a specific field (Chang, 2010).

1.9.4 Training Environment

Training environment is an educational setting or venue prepared with the required equipment, facilities, audio and visual media with disruption or discomfort treated to assist trainees in obtaining work-related skills or proficiencies (Martin, 2010). It indicates the perception of the training environment by the trainees, and its suitability for this purpose (Sanjeevkumar & Yanan, 2011).

1.9.5 Social Support

Social support is the different sort of support (i.e., help/assistant) that individual obtains from other surrounding people. This support can be tangible such as financial assistance, emotional such as nurturance, informational such as advice, and intangible such as personal advice (Chiaburu, Dam, & Hutchins, 2010). It indicates the extent the help and encouragement the person gets from the surrounding people or the organization influences to attain the objective of the training.

1.9.6 Organizational Culture

Organizational culture is the behaviours and values that contribute to the distinctive psychological and social environment of an organization consists of groups who work together and they all have the same purpose by combining their attitude, to serve and make that purpose possible (Alvesson, 2012). It indicates the degree of one's perception of attitudes of both the employees and the administration applied in the organization, and its influence to supervise the behavior of the employees (Raza, Anjum, & Zia, 2014)

1.9.7 Trainee Motivation

Trainee motivation is a factor that increases the positive behaviour and performance of the trainee for an improved utilization of training transfer (Bhatti & Kaur, 2010). It is the ambition the trainee feels that causes an enhanced grasp of the training's benefits (Jaidev & Chirayath, 2012). It indicates the degree of one's

motivation to make an accomplishment and positive behavior toward the training (Danish & Usman, 2010).

1.10 Organization of the study

Structuring of the research is based on the five traditional academic perspective chapters. Chapter One consists of an introduction, background of the study, problem statement, research objectives, research questions, significance of the study and the dependent and independent variables were briefly clarified. Chapter Two consists of the theoretical framework, literature review according to the research's subject and supporting its framework. Chapter Three looks into the research methodology. Research methodology consists of the research population, sample and sampling technique, instrument, theoretical framework, data collection method, data analysis, and the presentation of data. While the findings, the analysis & interpretation will be discussed in chapter four using statistical analysis of the questionnaire. Finally, chapter five focuses on discussion of the findings and the conclusion.

Chapter Two

Literature Review

2.1 Introduction

Chapter two provides the discussion about the training effectiveness. It also discusses about previous literatures, exploring the factors that influence the training effectiveness and pointing the extract of the idea of this research. It consists of five sections. It starts in the first section by exploring the training effectiveness measurement models. After that, there is a review of the factors influencing the training programmes which are: organizational culture, trainer, training material, training environment, social support and trainee motivation. These take place in section three. In the fourth section, a discussion of the relationship of these factors, and their effect into the training effectiveness reviewed. The fifth section includes a general overview of the literature reviews.

2.2 Training Effectiveness

Many definitions of training effectiveness have been proposed in the previous literatures. For instance, training has been defined as the trainee's behavioural influential process (Ghosh, Joshi, Satyawadi, Mukherjee, & Ranjan, 2011). It is a tool that allows the organization to survive and causes its persistence. The benefit of it is not limited to the organization, but to the employees as well by accommodating them with the expertise needed to meet the modern advancement in the work fields

(Ahmed, Nawaz, Usman, Shaukat, Ahmed, & Wasim-ul-Rehman, 2010). It forms one of the methods to save the organization's investments. This is clearly valid in the event that new capabilities gained were applied in the work environment (Griffin, 2011). Training effectiveness is the assessment of advancement in the trainee's behavioural pattern, skills, and knowledge inward the organization as an outcome of training programme. This assessment helps to correspond the expense of the training design and implementation with the combined benefits. Thus, it shows if the programme has been able to attain the intended objectives (AlYahya & Norsiah, 2013).

Commonly, effectiveness measures are determined as ability to meet the objective set. Training effectiveness is defined as a measurement of learning. Training effectiveness is basically a mean that evaluate the degree to which training enhanced the employee's skills, knowledge, and behavioral manner in the organization as an effect of the training (Ganesh & Indradevi, 2015). In this study, training effectiveness indicates the successful result of a particular training programme. A programme that could attain its training objectives is ordinarily considered successful.

Before, people only needed the traditional education from the primary school to the college level, unaware that training is mandatory for the retaining of the employees from any level in the organization. It is also necessary for improving the quality of life. The public sectors are the organizations that control the development process and level of services in Bahrain. That means equipping its staff with better skills and knowledge, which will be positively reflected in the society. It will act like

training the developers, which will yield a further developed output. According to Griffin (2010), the role of the governments is to find a solution for the challenges faced to eliminate the gaps in the workforce skills to be able to compete in the global economy. Lately, the ultimate goal of the development professionals and customers is to provide a method toward achieving the required results. They keep their acting and thinking within their limited experience of training which usually lacks the necessary farsighted vision of the business (O'Connor & Little, 2012).

Although gulf citizen countries in general and Bahrain particularly started to face the dramatic sudden drop in oil price in 2015, in addition to the other original reason to push them such as fast local and mobile population increase and the associated required costly and high-tech services like education, housing and medication, gulf countries should start to treat this massive overload on the public sector. The first solution that comes into the mind is through curing the results which is the financial issue. The environment in the public sector is characterized as an uncertain, which means there are no structured policies and proper attention given to different aspects such as training compared to notable organizations in the private sector. This is the biggest reason for the limitation of employee's participation and benefiting from training (McCracken, Brown, & O'Kane, 2012).

The public sector leaders should work toward minimization of cost and optimization of performance, fortune and services output with the same or less resources rather than getting rid of the employees, shortening of working hours, and increasing the load into the sector. Optimization of all the resources including employment is compulsory (Marr & Creelman, 2010). This can be achieved by an

effective training designed to make the best use of the available employees. Effective training will solve to a high percentage the existing issues in the public sector in term of performance and wasted resources. This should be complemented with the motivation required to keep the cycle in the desired direction.

After the consideration of the importance of training, another important factor is associated with it. As with everything that is surrounding us, time and money will not be spent on something that is useless and ineffective. Training effectiveness is the other factor to look at and to give cause for consideration for the people in charge of setting the organization's development plans. Training effectiveness is the relationship between the input variables, output variables and the process or transfer factor. According to Bimpitsos & Petridou (2012) a successful systematic approach is a result of frequent evaluation and previous testing. This function integrates many different evidences to improve the learning and training activities. It requires the involvement of three parties, the assessment tool, the training/evaluation participants, and the party to keep track of this process, study and use the results and improve them continuously.

Effectiveness means achievement of the goal that was set (Yanan, 2011). It also means the possibility of providing the suitable active environment to attain the planned purpose. Attending training is not only passing by or simply joining a training session. It should transfer the participants and put them in a different knowledge level (Daugherty, Blake, Kohler, Culler, Hawley, & Rask, 2013). As Baraki and Kemenade (2013) said, training improves countries by enhancing the empowerment, knowledge, learning, harmony and caution of the participants.

2.2.1 Overview of Training Effectiveness from Training Perspective

2.2.1.1 Defining Training Effectiveness

Green (1994) described effectiveness as a measure of the match between specified objectives and their achievement. Basheka (2008) described effectiveness as the amplitude to which stated goals were met. The UNESCO description of effectiveness (educational) is an outcome of determined analysis/review that evaluate the quality level of the accomplishment of a determined educational goal or the extent to which a higher education establishment can be expected to reach specific needs. It is unlike efficiency, which is gauged by the volume of input or output used.

Sherbino et al. (2010) described effectiveness in the medical educational field as a measure of the amplitude to which a specific regimen, procedures, service or intervention, when applied in a specific field routinely, has an impact for a specific population. In the medical context, it is a measure of outcomes of medical services that participate toward enhancing an unsatisfactory condition or decreasing the size of a problem. West (1999) stated that one way of looking at the issue of effectiveness in relation to training, as opposed to education was in terms of whether there were distinguishable economic results. An extensive definition still in the end concentrates on the extent to which training meets its objectives. Cedefop (2011) has more precise definition stating that training that meets its objective according to its funding body is effective training. This is valid definition because it is obviously the funding body is the party that determines whether or not training will be provided.

2.2.1.2 Review of Past Studies on Training Effectiveness

Sanjeevkumar and Yanan (2011) have proposed a various methods to evaluate the training programmes effectiveness. They suggested that the individual selection should be in advance by testing individual to place them into proper training programmes so that the group level, trainer focus and approach could be adapted. Accordingly, the training is expected to be more effective. Karim et al. (2012) argued further perception on training evaluation. He stated that evaluation process is a complex and different task. It is difficult to agree on what is to be investigated and on the conceptual boundaries. There is massive variance in practice of organization and management, where every one of them involves a wide variety of structures, value systems, philosophies, and techniques. He also mentioned the availability of soft and hard data forming concept of naturalistic and scientific methods. Scientific methods are related to occasions of a specific nature and concerns about use of statistic pre-ordinate and absolute criteria, measuring things (quantitative method). Naturalistic is where observation at different points is made and seen as a continuing process (Smith-jentsch, Salas, Tannenbaum, & Kraiger, 2012).

Bazargan et al. (2011) have recommended nominated scientific attitude among practitioners in order to attain an effective evaluation methodology. Latif (2012) proposed the use of training value analysis method as a suitable method for evaluating the training effectiveness. He also suggested to confirm actual use of the gained knowledge, skills, and attitude (KSA) in the trainee's job to confirm effectiveness of training and to improve job performance. He also stated the importance of training to trainees to acquire them with improved attitude, capabilities

and new knowledge. Other benefits are also included such as better relationship, time saving, reduced stress, and increased productivity. The objective of training effectiveness evaluation is to enforce the use of the gained knowledge to benefit the organization.

Ineffective training was found to be a common problem among organizations due to absence of a suitable training effectiveness assessment (Ford, 2014). Although, not all training programmes are equal in terms of impact, training evaluation is critical in bringing together participants' and organization's management perspectives. In order to ensure an efficient use of resources, and to enhance the learning experience, training effectiveness is both critical and necessary (Griffin, 2012). Various researches have highlighted the importance of effective training to yield beneficial results for the organization and its members. Training effectiveness measurement is not an easy task (Green, 2002). The difficulty is because of involvement of other factors that can affect trainee performance. This reality attracts attention for further research into possible methodologies and approaches for addressing results. The more quasi-experimental, qualitative approaches utilizing scientific method the more precise results obtained. This approach also generates advantage of observing and documenting the training influence from actual site (George & Jayan, 2013).

2.2.1.3 Gaps of Training Effectiveness Studies

Several deductions can be perceived from the literature review. First, the current study inspects the moderating role of organizational culture on the

relationship between trainer, training material, training environment, social support, trainee motivation and training effectiveness. A number of determinant variables of training effectiveness have been depicted in previous literatures. Up to date, some determinants of training effectiveness have been studied include pursuit of emotional experiences (Shree, 2017), correct identification of training needs and the setting of objectives in relation to the organization's culture and climate (Kock & Ellström, 2011), appropriate training design (Aziz & Ahmad, 2011), Satisfaction with training session (Latif, 2012), clear objectives and outcomes (Tennant, Boonkrong, & Roberts, 2002), and trainee characteristics (Martin, 2010).

In spite of above mentioned studies, literature demonstrates that very limited studies have examined the influence of trainer, training material, training environment, social support, and trainee motivation on training effectiveness. Even though many studies available about training effectiveness, these studies were limited only to investigating particular training effectiveness intention (Lin et al., 2011; Latif, 2012). Hence, in order to understand the actual training effectiveness rather than intention among Bahraini public sector organizations, the present study meant to investigate the influence of trainer, training material, training environment, social support and trainee motivation on training effectiveness.

Secondly, a broad review of literature indicates inconsistent findings considering the relationship between trainer, training material, training environment, social support and trainee motivation and training effectiveness (Lin, 2012; Price, 2001; Almakhadmah, 2012; Al-Eisa et al., 2009; Pau, 2001). On the other hand, only limited studies have conducted to examine social support and training effectiveness,

but social support antecedent is considered to be a critical determinant of antecedents of training effectiveness. Thus, this study incorporated training effectiveness antecedents exists outside the training venue such as social support and trainee with training effectiveness antecedents exists inside the training venue such as training environment, and trainee motivation to be tested against training effectiveness under the moderating effect of organizational culture, in order to identify the underlying causes of training effectiveness. By doing so, this study purposed to better understand and characterize the predicting factors of training effectiveness among public sector organization in Bahrain.

Overall, the current study incorporates trainer, training material, training environment, social support, and trainee motivation as the independent variables. Training effectiveness is evaluated as an objective that drastically addresses organizations' performance deficiencies and it is treated as the dependent variable. Finally, organizational culture are included as a moderator to better comprehend and clarify the influence of trainer, training material, training environment, social support, and trainee motivation on training effectiveness.

2.2.1.4 Training Effectiveness Measurements

With the increased demand to determine the accomplishment that may be reached, and the value of the learning for the human resource professional, a need for a dedicated tool to measure it is raised. Such a tool provides the ability to improve the fineness of the training. While the training process consists of many factors, this will allow the researcher to find the weakness in the training in general and in the

individual elements like the training design, training implementation and treat the weakness in them (Pineda, 2010). Many evaluation models have been around and generated satisfactory results. However, one of the pioneers in this field continues to show its suitability, practicality and adoptability with other models in addition to its flexibility (Passmore & Velez, 2012). It is called Donald Kirkpatrick four levels evaluation model (Walk & Shatto, 2013) which was designed in the middle of the previous century, for the purpose of setting a valuable training measurement tool. Its idea is to divide the evaluation into different four levels. The higher the level, the more difficult procedures, measurement and evaluation will be. On the other hand, the higher the level, the more time required to investigate in that level. The first level is about the reaction from the participants toward the program. It is about their impression about it. The second is all about the learning outcome of the program, the difference the program will change in the learning level. The third is the improvement in the behavior of the participant in terms of performance in the work field. While fourth level in Kirkpatrick's training evaluation model concentrates on real business results attained after trainees are participated in training.

The objective of the four levels training effectiveness evaluation model is the verification of training's worth and utility, or in furthering precisely insures the training antecedents leverage to accomplish its effectiveness (Kirkpatrick, 1970). Ideal training antecedents produce maximum transfer results in a supportive environment (versus unsupportive environment). That is more conveniently employed training's antecedents means environment that requires lesser supporting strain from trainee to aid transfer. Hence, trainee in affirmative transfer environment may benefit better from effective training antecedents that were prepared

optimistically such as work overload and time pressure (Burke & Baldwin, 1999). Antecedents of independent factors that impact performance usually dependent with situational factors these are not limited to organization's factors, but could also be in the form of family support (Chiaburu et al., 2010). This is important to relate the total cost of the programme to the associated prospective benefits. Thus, it shows if the programme could attain its purposed objectives (AlYahya & Norsiah, 2013). As with anything else, for the training to fulfil its major objectives to be effective, it requires an attainable systematic structured approach and processes for the development of the employees capabilities in the job field (Khalid et al., 2012). The aim of the training is to assist the organization's objectives in changing the employees' performance to the better using a series of actions taken in order to achieve that. The action is by activities that link the learner with the materials, tools, devices, other people, etc. (Kock & Ellström, 2011).

Other factors involved in training such as training material are also called training antecedents. Properly prepared training antecedents strengthen training performance and effectiveness. Recent studies have concentrated on the pre-training antecedents of training outcomes. For instance, Tai (2006) found that situational antecedents variables (e.g. manager support, climate) would improve training motivation and trainees' self-efficacy. Bulut and Culha (2010) proposed that pre-training contextual factors such as job satisfaction and training motivation would increase trainees' abilities to be trained. The public sector is performing training to encourage the employees to obtain an up to date and a state-of-the-art ability to do something well. Training programmes effective antecedents will accommodate the organization in achieving the overall aims of it and its employees (Karim et al.,

2012). Effectiveness will recognise the state of the training if it is either successful or if it did not produce the desired effect (Saghafian, 2011). According to Griffin (2011), the advantage of transfer from training is actually only 10-15 percent into the work field. The full potency of the training under no circumstances is fully recognized. The intention of any element of training is to be transferred and implemented into the work place. This is one of the main significant factors behind the objective of the training to improve the performance of both parties; the employee and the organization.

Organizations need to find out the level of alteration into the beneficiary's skills and the profit into this investment (Kilkelly, 2010). They need to find out whether the improvement in the individual skills leads to the expected improvements for the organization. Their focus is not where it is supposed to be in. It is only into just fitting new staff members into vacant positions, maintaining their employees, and giving them the opportunity to develop themselves mainly for the benefit of the individual specifically and not the organization's development. This is clearly illustrated in the event if the employees will further their studies. This will usually take the route which suits their own needs and not the organization's (Sukserm & Takahashi, 2012).

Ahmed et al. (2010) stated that, involvement of the workforce in the evaluation activity forms two favorable purposes. The first is to take a step to motivate them, knowing the influence of it on the performance, productivity and the accomplishment of the training aims. Training is associated with a costly time and money funding. It is also the most possible method for enhancing the customer

satisfaction, level of service, and product. While in the same time, it is the ideal source for feedback in order to outline the design, make amendments, refine and enhance current training programmes or the following ones (Karim et al., 2012).

According to Ghosh et al. (2012), training effectiveness is determined by the measurement of the training outcomes by utilization of the Kirkpatrick four-level model. It consists of the following levels:

1. Reaction: It assesses the reaction of the participants to the training programme.
2. Learning: It measures the participant's advancement in the KSA (knowledge, skills, and attitude).
3. Behaviour: Assesses the difference noted in the trainee's behaviour resulting from the training programme.
4. Results: It measures the favourable outcomes resulting from the programme benefiting the organization in terms of quality, quantity or sales improvement, costs minimization, and the avoidance or reduction of costly accidents.

Human resources are considered as a substantial resource. This clarifies the reason for the huge investments in training recently by organizations. That is why training effectiveness is very essential in the definition of gaining in investment, and therefore plenty of studies have been made to put focus on the importance of training effectiveness improvement (Aziz & Ahmad, 2011).

Several training effectiveness evaluation models are available. They were found to simplify this process and to form a base for its procedures. This operation should not be difficult or complicated (Pineda, 2010). Training effectiveness

evaluation models are a big step ahead which will uplift the training quality and effectiveness (Steensma & Groeneveld, 2010). Training effectiveness evaluation models provides ability for expansion of understanding and information by going through different stages, sorts, and capabilities available in every model. This helps to find new ideas that can be applied, and new techniques to benefit the training evaluation. Another intention for utilization of training effectiveness evaluation models is because of their capacity to examine methodically and in detail the structure functionality required to measure the training effectiveness (Rapley, 2011).

As Ahmed et al. (2010) stated, the evaluation model is the training justification tool to show the real characteristics of it, its reflection to the employees, the amount of knowledge gained, the reflection into their behaviour, and the overall outcomes of it. There are many evaluation models options available for HR professionals to choose from to satisfy their approach for assessment of the value of the training. However, the evaluation process is the most underrated, ignored, and the area that needs more attention and development (Chang, 2010). The nature and budget of the organization are the determining factors of the training effectiveness evaluation model selection. Researchers stated the reasons behind the nonfulfillment of the training evaluation are due to lack of proper organization and planning, inaccuracy and availability of errors in the evaluation itself and the method of evaluation, incorrect interpretation, and wrong utilization of its results (Topno, 2012). Clearly identified objectives from the training come out with well-aimed evaluation criteria (Kirkpatrick, 1970).

To compare between training effectiveness evaluation models, and training effectiveness evaluation process, Passmore and Velez (2012) stated that training effectiveness evaluation models have been developed as instruments to assist to identify the factors or dimensions to be considered in effectiveness evaluation. The purpose of using these models is to confirm the final wanted training output and impact to the organization. Its intended concept is to confirm whether the training is in line with the organizational culture and plans. Training programmes can be considered successful only when their outcomes fit closely to the organization's objectives. Measuring the outcomes can be done by measuring the advancement in terms of safety, profitability, satisfied customers, etc. (AlYahya & Norsiah, 2013).

According to Iqbal et al. (2011), training effectiveness evaluation assorts the training process to attain useful and effective training that matches organization's goals. These goals also described as organizational outcomes such as increasing outputs to upraise the productivity and utilizing the available human resources efficiently.

O'Connor and Little (2012) stated that training effectiveness evaluation models employment presents very helpful findings to the people in charge of the control and development of the employees such as the management to make a better use and fine tune training programmes based on their status. Training evaluation provides suitable and accurate criteria for the training process (Iqbal et al., 2011). In addition, the most common evaluation tool utilized by the public sector in other GCC countries is the questionnaire and the most utilised model is the Kirkpatrick one. The training evaluation process allows the organization to fulfil the different training

objectives during its life. Training effectiveness evaluation models complement and serve the training effectiveness evaluation process, which has two main objectives; to assess training's effectiveness, and use its finding to benefit the training. Other benefits are to find out the different influence of the various variables of the training programme like the trainer, the training environment, and training material. It also seeks to justify whether the training programme is worth the cost, if it provides a revision of the learning transfer to the participant's job, and whether employees gain an accurate and deeper understanding to improve the design, training process, and to provide a better training programmes in the later training programmes (Topno, 2012)

Examples of those models like return on investment evaluation model (ROI), Context, Input, Reaction, Outcome model (CIRO) will be previewed, and the model appointed in this research, which is Kirkpatrick's Four Levels Evaluation model.

2.2.1.4.1 Phillips's (1996): The Five Levels Return on Investment Framework (ROI)

The return on investment has been utilized by organizations as a method to clarify the ratio between the benefit and the cost of an investment. Phillips's (1996) framework is derived from the Kirkpatrick framework, however the second one consists of only four levels, while the first one includes an additional fifth level, which is the ROI. The idea of the return on investment is to present in financial terms the advantage of the training. Although Kirkpatrick (1977) training evaluation model is considered to be the leading training evaluation model for many decades, the Philips (1996) ROI model started to come into view afterward and has joined the training evaluation models with a special interest on the return on investment (ROI) –

an expression which forms an interest for investment decision maker (Passmore & Velez, 2012). The Phillips ROI five levels model is illustrated below:

Table 2.1
Five – Level ROI Framework

Level	Brief description
1. Reaction & Planned Action	Measures participant's reaction to the programme and outlines specific plans for implementation.
2. Learning	Measures skills, knowledge, or attitude changes.
3. Job Applications	Measures change in behavior on the job and specific application of the training material.
4. Business Results	Measures business impact of the programme.
5. Return on Investment	Compares the monetary value of the results with the costs for the programme, usually expressed as a percentage.

Source: Phillips & Phillips (2003)

In Level one, ROI framework evaluates the participant's reaction & planned action. Level 2 evaluates participant's amount of learning and reflection of training into their confidence. This is achieved by questioning them to check their ability to apply the gained learning, or if confidence was obtained from attending the training to use the acquired knowledge. Level 3 is consists of questions related to application and employment of what was learned on the job. Level 4 is the measurement of the new learning impact on business and other caused effect, such as improvement in quality, reduction of cost and increment in revenue, reduction of production's time and efficiency, achievement of customer's expectation and satisfaction, and avoiding wasted time and resources. Level 5 is the final stage of this evaluation process. It measures the Return on Investment (ROI) which is the highest priority from business's financial profession point of view. This level focuses on the comparison between the resources spent, such as cost of the programme, cost of sacrificing employees attending it and the monetary cost of the halted work. ROI is generally

presented in a percentage value or a ratio between the cost – benefit (P. Phillips & Phillips, 2011).

Philips (1996) states that while millions of dollars are spend on training employees, the effectiveness of these training programmes is not usually evaluated. Only 20% of organizations measure their return on investment (ROI) on training, still many training managers have outlined that their training programmes fail to accomplish a visible, lasting effect on overall income. ROI is the most efficient and effective means to acquire highly skilled employees within an organization. It also means that ensures for managers if they can continue to capitalize on their employees while improving their weaknesses. Additionally, it helps organizations to confirm if they have a productive and successful team and training fulfilled the needed purposes (Tan & Newman, 2013).

2.2.1.4.2 Warr, Bird, and Rackham in (1970): Context, Input, Reaction, Outcome Approach (CIRO)

This was first introduced by Warr, Bird, and Rackham in (1970). It is composed of four levels like Kirkpatrick. Context, Input, Reaction, and Outcome (CIRO) are the essential aspects of this model. Their orientation is to analyze the Context and Input before analyzing the reactions and outcomes. To understand the training needs and goals, the context evaluation focuses on obtaining a good idea about the operational state. Recognition of the training needs and training objectives in relationship to the organization's culture are the focuses of the Context evaluation. Looking into the best form of procedure for accomplishing the objective of the

training is to be found in the Input stage. The design, and the implementation or delivery of the training programmes are the focus of this evaluation. Reaction is the level for data gathering from the participants about their opinions, observations, recommendations and advice regarding the programme. This level has the same similarity as Kirkpatrick's reaction one, with more attention given to suggestions to assist in the improvement of the programme. The main focus of the outcome is the obtained accomplishment from the training delivered. The output and results at different levels that are immediate, intermediate, and ultimate are analyzed in the level of outcome (Brewer, 2007). It is important to mention that CIRO model centre of attention is the measurement in both cases; before and after the training session delivery (Saint & Singh, n.d.).

There have been many efforts made to revise, modify, or improve the well-known Kirkpatrick model, by individuals and companies that have actually used it. The Kirkpatrick model was only altered by semantic changes. However in the CIRO model the cases do differ because it is essentially a model that integrates the training design, its factors and activities with the evaluation process (Griffin, 2014). Although, there are many models to measure or test the effectiveness of a training programme, understanding of the different available training evaluation models and their capabilities allows for a better employment and comparison between them to choose the best suitable one for the objective of this study. Additionally, every model is dedicated to focus in a particular area and to measure a specific objective. Therefore, this understanding helps to use the suitable method to deliver the outcomes required (Almakhadmah, 2012). In addition, studying other training evaluation models extends the knowledge about the model of interest in this study

and allows for extraction of new ideas those can be applied herewith and avoidance of errors to enhance furtherly understanding of literatures' ideas and measuring results of training effectiveness in this study. Moreover, majority of information collected by previous studies about training evaluation models tested in a wide variety of industries, organizations, and countries that were involved. Besides that, studying other models those are related to the nature of study aids in observing their weaknesses to establish for more perfection in term of literatures ideas and measurement.

Table 2.2
CIRO Framework

Level	Brief description
Level 1: Context	Identification of training needs and objectives.
Level 2: Input	The design and delivery methods for training and the operational context in which the training will be delivered.
Level 3: Reaction	Similar to Kirkpatrick level I, but also explicitly seeks to collect information from learners on how the training could be improved.
Level 4: Outcome	Outcomes which is broken down into three possible impact domains: (i) Immediate, when the learner returns to work, (ii) Intermediate – the extent to which training is transferred into improved and (iii) Ultimate – the impact on organization.

Source: Griffin (2014)

2.2.1.4.3 Kirkpatrick's (1975): Four Levels Evaluation Model

Donald Kirkpatrick's is the most familiar and widely used training evaluation model. It was first introduced in 1959-60 in a number of publications in the US Training and Development journal. In 1975, Kirkpatrick introduced the concept of the possibility of evaluating a training programme using a four levels model. Every level is connected to the other with a positive relation and all of them are very

important (Karim et al., 2012). This model divides the evaluation process into four stages. Those are reaction, learning, behaviour, and results (Börner, Moormann, & Wang, 2012).

According to Rapley (2011), although this model was developed in the 1950, it was the gold standard and other models were developed from it. It was the starting point for further ideas about training evaluation for the HR profession and the training field. Kirkpatrick's four levels model is the most globally known to evaluate performance. It is difficult to find someone who is in the training evaluation field and is not familiar with, or heard about Kirkpatrick (Walk & Shatto, 2013).

The Kirkpatrick model was developed to form an evaluation tool for the training in the different industrial fields, considering the variety of needs and natures like the design, the period, the people who drive the advantage and users of it, and the suitability of the purpose it was created for (Yardley & Dornan, 2012).

Kirkpatrick training evaluation model can help organizations achieve special objectives during the life of training programme. The primary aim of evaluation of training programme is to enhance training by determining which training antecedents are successful in achieving their stated intentions. It can also assign an early treatment to any shortage, or disturbance in any training antecedents avoids reaching effective training. The benefit of early determination of issues exist in training antecedent are not only limited to training successfulness, but also to optimise influential elements and to verify the effectiveness of the different training programme antecedents (e.g. trainer, trainee educational level, presentation, training aids and environment) to

place training in a higher level. The training evaluation results influence the context in which it occurs. From researchers point of view, Kirkpatrick training evaluation model helps in verifying the relationship between the different training antecedents, and between learning, and transfer of learning to the job (Topno, 2012).

Compared to the other training evaluation models, Kirkpatrick model is the one recognised to be valid and used for its simplicity, to be comprehensive, easy to use and to deal with, and to be implemented as a training evaluation tool (Lin & Chen, 2011). Kirkpatrick four levels model is presented below in figure 2.1 for further clarification:

Level 1: Reaction	Were the participants pleased? What do they plan to do with what they learned?
Level 2: Learning	What skills, knowledge, or attitudes have changed? By how much?
Level 3: Behavior	Did the participants change their behavior based on what was learned in the programme?
Level 14: Results	Did the change in behavior positively affect the organization?

Figure 2.1
Kirkpatrick's Training Evaluation Model Levels
Source: Stone & Watson (1999)

2.2.1.4.3.1 Reaction

According to Pau (2001), Don Kirkpatrick described reaction in level 1 as the trainees' reactions to a training incident. It is essentially an evaluation of trainees' internal satisfaction. Lin (2012) defined reaction as the measurement for trainees' reaction to the training programme, including the trainer's assessment methods and

qualification, administration and facilities, and training environment and training methods. Reaction is the process of obtaining participants' opinions about learning experience after conducting a training course. Representative questions related to the degree to which the training participation was beneficial, whether trainees felt attached, and whether they felt the training was pertinent. This feedback is used to evaluate the training effectiveness, trainees' observation, future's possible and required improvements, and training's expense justification (Barcala, 2000; Wilson, 2000). Level one is where the participant's reaction to the training programme is collected and gauged (Griffin, 2014).

It indicates the measurement of the level of satisfaction the participants feel from joining that training programmes. In other words, it is the observation scale whether the factors of the training like the training environment, training material, and trainer are meeting the expectations of the participants (Lin & Chen, 2011). In this model, Level 1 is the reaction for measuring the response of trainee to the programme itself, the environment and the trainer. This is accomplished by filling questionnaires as an observation to the training. Reaction level can also be summative. In this situation, the objective of reaction evaluation is to define the efficiency, value or effectiveness of a training programme (Tan & Newman, 2013) and to take decisions about programme modification, termination, adoption, expansion or continuation (Topno, 2012).

The primary goal of reaction evaluation is to reinforce the advantage of the training programmes, which in turn to enhanced achievement by measuring the participant's reaction to training programme. This needs immediate measurement

after the programme. This level should not only cover trainee's reactions about the overall programme. (e.g. did you benefit from the programme.); it should also covers trainee's altitudes or reactions towards particular components of the programme such as the trainer, topics, training material and training environment (Kirkpatrick, 1970).

Previous researches focused on trainee's reaction to the training content and the organization (Steensma & Groeneveld, 2010), while different researchers focused on the satisfaction of trainees' with the usefulness of the training at actual work field. Therefore, in case practical relevance meet or surpass the trainee's expectation, they will respond more positively. In case training is relevant to a lesser degree, the trainee's satisfaction will be less or may represent a negative reaction (Bhatti & Kaur, 2010). Effective reactions, such as the extent to which trainees are pleased with a training experience are the primary means for obtaining information about training antecedents. This is an important issue indicating that most of the collected data does not represent the impact of learning. The truth that affective reactions and learning outcomes continue to remain as the most common means of measuring training learning as a popular practise amongst practitioners and some academics (Griffin, 2012). Trainees' reaction indicates their enjoyment, acceptance, or satisfaction with the programme, which can be classified in three major components: perception, expectation, and desire from training antecedents. Reaction to training plays an essential role in building attention, interest, and motivation enhancement to transfer (Rashid & Corresponding, 2010).

Researchers should also give a special attention on more training outcomes such as affective reactions to training and training utility (e.g. trainee satisfaction).

With previous literature stating that different training outcomes are affected by different training antecedents (e.g. course design, and different trainee characteristics), it is significant for researcher to start to systematically research which training antecedents are most likely to produce positive training outcomes. It is likely that different factors should function differently according to the outcome and antecedents variables of choice. For illustration, trainee satisfaction as a result of positive trainee reaction to training antecedents is often argued to be of essential importance in effective training (Yanson & Johnson, 2016). Contribution of various scholars is appropriate for this study to extend the boundary of knowledge surrounding the training subject, to grasp many and different ideas from every research, understand of previous researches in relation conducted to further understand the research methodology to achieve a comprehensive coverage to help in the implementation of this research.

2.2.1.4.3.2 Learning

Learning is the action of gaining new knowledge, improving the power of judgment and ability to do things in a better way (Lin, 2012; Al-Eisa et al., 2009). Learning in level 2 measures how far trainee have improved their skills and knowledge as a result of the training (Tai, 2006). It indicates the difference that occurs in the trainee's knowledge and the difference between before attending the training and after it and whether the training objectives are being met to make necessary improvements (Price, 2001). According to Lin and Chen (2011), the better learning accomplishment and learning behaviour are results of effective training. Thus, the better feeling and reaction of the quality of the training, the better the

learning application, observation and improved commitment toward the organization. The purpose of this level is to verify the acquired knowledge, fundamentals, learning and ideas.

The definition of learning according to Kirkpatrick (1970) is the participants new concepts, ideas, theory, fundamentals, and techniques gained. It is more difficult to measure the learning attained than the behavioural change. Paper and pencil can be used to measure the learning whenever principles and facts are the purpose of the training.

There are principles that stand for the methods to provide a useful and effective training programme. The more application of those principles, the more effective the training programmes will become. Those five principles are participation, repetition, relevance, feedback, and transfer. Although the ability of learning differs from one person to another, integrating those principles will speed it up (Sommerville, 2007). Conducting an effective training programme involves numerous key steps such as establishment of clear objectives by describing to trainees what is expected from them and under which condition, and performance judgement criteria. Another key step for an effective training programme is by determining the most suitable training practice for certain situation (Saghafian, 2011). Classroom training possibly is the best option for particular situation, but less effective for another, or, a mixture of on-the-job and classroom maybe is most effective. Another significant key step for implementation of effective training programme is to evaluate training programme effectiveness. This procedure is, essential to successful results, can range from asking trainees to complete course evaluation forms and post training

assessment to more complicated process such as using leading and proceedings indicator (e.g. accident data records) to measure improvement in trainee's performance (Cekada, 2011).

Learning level in Kirkpatrick's model provides a greater understanding of the value the training succeeds in delivering to the training programme by assessing the participant's differentiated awareness and how effective was the training programme in altering the performance of participants (Kilkelly, 2010). Usually this level is considered, because of its simplicity and its direct reasonable feedback.

2.2.1.4.3.3 Behavior

The organization's environment consists of several factors like disciplines, value, and the behaviour which is the way in which one acts and conducts oneself toward others. The definition of behaviour is the moral, mental, expressive and the person's way of acting with the social activities experienced by the person and influenced by the surrounding climate (Raza et al., 2014). The employees' behaviour in the organization or in any situation is dependent on their experience and knowledge. Training programme effectiveness and its relationship with human behaviour has been analysed by many professionals and many articles have focused on this field. Even employees' gain from training and training programme effectiveness is influenced by their behaviour (Rosenstiel, 2011). Level 3 focuses on the measurement of the behavioural performance. It measures the modifications gained from the training in the trainee's behaviour related to their job (Karim et al., 2012)

According to Kirkpatrick (1970), the simplest way to define the behaviour is the personal experiences. There are various guidelines to be considered when evaluating the employee's behaviour change in the work. A methodical evaluation should measure the difference in the employee's performance in the job before and after attending the training, while linking the change to the training programme. This is done using statistical analysis. The appraisal should evaluate either the beneficiary of the training, his supervisor, or senior, junior (subordinate), or other person in contact like a family member aware of the trainee's performance. One of those groups is enough, but the more the better. Kirkpatrick also said, it is important to allow for a period of three months or more for the post training behaviour appraisal. This is required to give the employee enough time to put into practice and apply what was learned from the training programme.

The behaviour change in prospect from the trainee post training is the learning objectives, which is the proficiency and knowledge targeted and addressed in the training material linked to the trainer's own methodology in transferring that knowledge. Positive transfer of knowledge and skills from training represents an effective training programme (Merli, 2011). Additionally, training effectiveness evaluation demands assessing if it is attaining its intents, and whether it is effective or not. Training programme effectiveness involves the benefits that the trainees and organization receive from training. Benefits for the organization contain satisfied customers and more sales. Benefits for trainee contain gaining new skills or behaviour. However, it is not an easy task to measure the effectiveness of training programme in terms of behaviour because of its conceptual nature and long-time

influence on the organization and the trainee (Topno, 2012). According to researchers argued that even with the availability of different methods to evaluate training programme effectiveness, training effectiveness evaluation is still the under developed and weakest aspect of training. Every organization demands to evaluate return on behaviour and investment in order to determine its training programmes effectiveness to improve the training programmes effectiveness and to justify the investment made in training (Latif, 2012).

Thacker and Yost (2002) have perceived alteration in behavior measuring such as the capability to write effectively and communicate is one method to measure behavior. Castrillón and Cantorna (2005) conducted a survey to 90 Spanish manufacturing technology companies. One of the outcomes indicates that the employees had improved their confident and motivation levels. In addition, Castrillón and Cantorna (2005) have used survey questionnaires for the purpose of measuring training effectiveness for reaction (level 1), learning (level 2), and behavior (level 3). Evaluation of behavior of the discussions above propose to include the measurements of the participants' ability to train other, motivation, making good decision, confident level, and the capability to apply the gained skills and knowledge in achieving company's main objectives.

2.2.1.4.3.4 Results

Organization's main objective from training is to obtain a practical and effective training for the development of the human resources. They invest much of their resources in training, expecting and working to obtain profit from it, however

they do not give the required attention to the data to prove the results of that investment by confirming their training whether it is effective or not. Difficulty of implementation and shortage of measuring instruments, and professional knowledge to use them are the reasons why organizations, specifically in the public sector, do not give the appropriate attention to evaluate their training programmes effectiveness (Pineda, 2010).

The results of performance evaluation are used as a source to determine the training effectiveness (Iqbal & Khan, 2011). Result is the action of putting the application of the training into action (Karim et al., 2012). The idea of a good business foundation is to keep in consideration and to take action while thinking of the customer's needs and satisfaction, paying particular attention to the organization's performance output, and allocate the required resources and give the appropriate attention for the analysis of the training effectiveness results to correct and improve any deficiency (Little, 2012).

Kirkpatrick (1970) also stated that the desired outcome for organizations from investing in effective training programmes can be specified in results like: cut down costs; further drives for efficiency toward being as close as possible for the efficiency in using resources and other benefits like lower turnover. According to Börner, Moormann, and Wang (2012), results of effective training measure organizational outcomes as a result of the conducted training programme, such as shortened processing time, improved quality, increased production and decreased costs. Looking to training effectiveness evaluation for a systematic strategy, numerous studies concentrated on organizational performance as results, many considered

training transfer as an indicator of effective training, and many considered employee's job satisfaction level as result (Lin, 2012). Training pre-defined and planned objectives will set the meaning and form of results required. Evaluation of training effectiveness results can also be defined as determining the gained competencies and knowledge from training that relate to particular useful competencies. Results of effective training are essential for organizations to survive, because effective training produces affirmative results has specific aim of improving one's capability, capacity, needed to maintain, update, and upgrade, performance, and productivity. Effective training results are also required to maintain, update, and upgrade skills throughout the working life (Govil & Usha, 2014).

In this study, Kirkpatrick's four-levels training evaluation model used to determine training effectiveness through its four levels of training effectiveness evaluation (reaction, learning, behavior, and results). It is used for its simplicity, to be comprehensive, easy to use and to deal with, and to be implemented as a training evaluation as mentioned previously and according to its suitability to assess the case in this study according to (Lin, 2012). Kirkpatrick training evaluation model is also used because it is the oldest and most common model used by the training industry, represents the global standard for evaluating training effectiveness, has been tried and tested considerably, and indicated substantially reliable training effectiveness evaluation method (Brinia & Pefanis, 2013).

Ciobanu (2013) identified that in public organizations, the impact of measurement for results can be observed from financial impact such as return on investment (ROI), customer's satisfaction index and efficient use of Human

Resource. Ali (2010) conducted a study in Bahrain for different public sector organizations, including measurement of ROI, waste minimization or elimination, and quality and quantity improvement. Generally, organizations expect to improve machine uptime and reduce manufacturing costs (Creswell, 2012). Parker et al. (2013) have studies private and public services for experiential training calculated ROI based on improve teamwork, financial return resulting in quality, productivity and waste management.

The above-mentioned studies proposed many indexes for measuring ROI. For current study, the ROI or result measuring items are quality, waste reduction, productivity, manufacturing cost and machine downtime, cycle-time. These items are more evaluative to public sector organizations and they are within the respondents' knowledge.

Numerous factors from previous literature related to the topic were used to evaluate the perception of the participants about those factors from different point of views such as the trainer, training material, training environment, social support, trainee motivation, and the organizational culture as a moderator. The perception of them will be exposed throughout their reaction, learning, behavior, and the results of the analysis using SPSS.

Olds (2013) argued that in some studies when training effectiveness is not a key variable, training effectiveness dimensionality may not be a concern and uni-dimensional measure may be appropriate. Therefore, to determine the training effectiveness it is essential to determine if the return of investment on training has

achieved the objective in enhancing employees' capabilities and business performance. Gathering data on all achievable outcomes of training such as the trainee's reaction to training is not necessary but rather training effectiveness evaluation should concentrates on outcomes those are most important and directly linked to business results (Spitzer, 2005). Since evaluation of training programmes' effectiveness in the public sector in Bahrain is the focus of this study, and evaluating training programmes can be examined by factors such as a higher quantity of sales, higher productivity, and improved quality of products etc., and while improving business performance is the main desired objective when organizations send employees for training, it become significant to strengthen the connection between training programmes and improved business performance (Guerci & Vinante, 2011). Almakhadmah (2012) proposed utilization of result as dimension model of training effectiveness to measure the quality of training effectiveness, which is adopted in this current study. For this reason, the relationship between training antecedents and results as proposed in Kirkpatrick's model was examined in this study.

2.4 Overview of Trainer from Training Perspective

2.4.1 Defining Trainer

According to Noe and Schmitt (1986) trainer is an expert in a specific field who helps others or organizations to achieve their strategic planning, to develop a new procedures, or to solve an existing problem. Trainer trains other to enhance their skills, capabilities and knowledge (Iqbal et al., 2011). Trainer is the party who conditions trainees' performance, behavior to perform in a particular way (Tai, 2006). The trainer's main role is to convert the knowledge available in the training material

to understandable knowledge to benefit the targeted trainee in a manner that allows the achievement of the desired results. In addition to facilitating the training process requirements, like providing the suitable training material, a harmonious environment, using the proper presentation skills, the trainer should be well prepared for the session (Lin, 2012). A trainer is one of the main components of any training programme. The trainer's most important characteristic is the knowledge of a specific subject of the training programme. However, knowledge in the field is not enough and should be complemented with the ability to transfer it in an articulate and clear manner to the participants (Ghosh et al., 2012). Iqbal et al. (2011) outlined the role played by the trainer to be very essential to the learning and the reaction of the trainees.

2.4.2 Review of Past Studies on Trainer

Motivation of participants to learn, removing their hesitation, eliminating any negative observations or previous experiences against the programmes are the responsibility of the trainer. In addition, the success of previous training sessions was usually due to the personality of the trainer (Ghosh et al., 2012). Lack of expression affects negatively the ability to transfer the knowledge to the participants. The proper trainer is the one who is able to make the ideas and information easily reachable, while supplementing them with actual related examples (Latif, 2012).

As Diamantidis and Chatzoglou (2012) stated, the strongest factor in the achievement of the training goal comes from both the training process and the trainer presentation. The trainer's role is not only limited to conducting training sessions, he

/she also plays a critical role by maintaining business clients, by meeting their needs, expectation, and attaining their satisfaction by providing quality training. The trainer sets the base for the relationship type and level (Chukwu, 2016).

The trainer could be the responsible party for the determination of the importance and value of the training. In some cases, extra training can decrease its effectiveness (Topno, 2012). Furthermore, modifying the training into a performance – based framework to make sure it is the suitable solution is critical. This process is called training needs assessment that is the first step to be taken by the trainer and the management for the implementation of an effective training. It is a good opportunity for them to talk to the people in the organization for collecting information from the native field, show attention to the employees and involvement, and catch some ideas. Based on that, a good foundation will be created to identify the intention of the training, designing the proper training programme for it and later the evaluation process (Cekada, 2011).

The majority of the training sessions are not attractive, or the trainees do not seem active during it. The trainer can reverse this and can convert the session into an interesting one. This is achieved by being friendly with the trainees, observing the type of subject that involves and makes them interested, and connects that with the subject of the training. Trainees' involvement, and giving them the opportunity to share their own experience will make a big difference as well. Another factor that supports the effectiveness of the trainer is the attention in replying to questions, suitable management of time, application of related activities, and to make the session lively and enjoyable (Ghosh et al., 2011).

Trainer is a traditional main asset in any sort of training that require different trainer according to the nature of the training and nature of development it involved in (Mangham & Coral, 1995). Currently, trainer is considered as a fundamental and associate in any training programme. This signifies that nothing will be achieved in terms of capabilities enhancements, or knowledge improvement without the presence of trainer (Koskela & Palukka, 2011). The positive impact on the training effectiveness, therefore, relied on trainer. For Ghosh et al. (2012) and Leach (1996), trainer is a strategic factor for organizations' survival and to attain competitive advantage under tremendous and prevailing global competition available among organization. As such, it is a functional instrument for desirable organizational productivity and strong competitive edge (Merli, 2011).

On the other hand, studies conducted by Lin (2012) and (Chukwu, 2016) have tested trainer as an antecedent of training effectiveness; they showed that it has a significant impact on training effectiveness. However, the studies by Diamantidis and Chatzoglou (2012) and Laberge, MacEachen, and Calvet (2014) found that trainer has no significant effect on training effectiveness. Thus, a demand to conduct more empirical studies are needed to indicate more clearly the relationship between trainer and training effectiveness in the public sector context and the Bahraini setting to confirm the relevance of the results.

2.5 Overview of Training Material from Training Perspective

2.5.1 Defining Training Material

Training materials are the items intended to enhance the modality of a performed task (Ghosh et al., 2011). Training material is information that is either recorded or printed and designed specifically to be used to enrich learning in training programmes (Chaudhry & Roomi, 2010). It is also defined as work books includes examples and exercise used to support training (AlYahya & Norsiah, 2013). Training material described as reference manual include particular information related to procedures and process. It contains detailed information to help training done during the session (Pineda, 2010). It is part of the training cost in addition to other factors such as the employees' salaries, and the trainer's fees (Chang, 2010). According to Pineda (2010) , it is the pedagogical resources (audio-visual materials, documents, and projection equipment). Its contents should be related to the objective, carefully chosen as being the most suitable, the relationship to the subject, its level of accuracy, and the suitable ratio between the practical and theoretical content

2.5.2 Review of Past Studies on Training Material

As Denby (2010) stated, training is a continuous activity, that is continuously being revised, improved, and modified to follow the frequent development. Training should fulfil all the fields that need it, therefore, the contents and the method presenting it should be customized based on the trainees' needs. Although making the training program enjoyable to maximize the gain from it, the trainer should be creative in transferring the knowledge from the material, and motivate the trainees to

learn (Kirkpatrick, 1970). Training material should be parallel with the capability of the trainee. It should be made simple and easy to be understood to encourage the reception of the required knowledge enhancement. For example, the trainer needs to keep in mind their background, educational level, experience, and use expressions that are easily understandable in either the clarification and in the teaching material. It is also the trainer's responsibility to take the preparation and adjustment needed for the training such as finding out the relevant material to the subject, functionality of the tools and equipment in terms of courseware presentation, practice, or experiments. Determining the suitable instruction methodology is another role to be played by the trainer as well (Catt et al., 2010).

Ghosh et al. (2011) have mentioned that the significance of the training material that it can be used during the training and in the future. In addition, it should not be too detailed, too short or too long and should be pertinent to the job (Chaudhry & Roomi, 2010). Steensma and Groeneveld (2010) further stated that the training material should be complemented with diagrams and pictures in order to simplify and encourage learning. Adults are rapidly disappointed and promote poor behavior toward training if they feel they are wasting their time on material which is not useful. Positive behavior is critical to behave in certain way toward certain things (Kalargyrou & Woods, 2011).

There is a strong relationship between the training environment, the training material, and the training effectiveness. Staying in a learning mode for a long period puts stress on the trainees. This can be treated using the proper environment, like the suitable temperature, right breaks duration and timing, lighting, and ventilation for smell and the required breathable oxygen. Otherwise, their attention would be

distracted from the training material and the trainer, which will cause deficiency of observation (Punia & Saharan, 2012).

Lin (2012) found in his study that the training effectiveness is affected positively by the related factors like the training material, trainer, participants, and organization. However, other factors like the working environment, training programme, and technology do not seem to have a major relationship to the training effectiveness. In addition, learning material should be reconditioned to be more logical and fit the employees to be trained. Any portion that is found to be unclear by the participants must be simplified for a better understanding so accordingly memorized which is the aim of the training (Ghosh et al., 2011).

The part played by the trainer is very important and is complemented by other factors like the training material. It is the direction the trainer will take and the source of the knowledge he/she will extract to transmit to the trainees. Training material fills the gap in the trainees' skills and expertise (Brinia, 2011). According to Diamantidis and Chatzoglou (2012), the factors the training programme is composed of (training environment, trainer performance, training objective, contents and material) have a direct effect on the usefulness of the training and the learning outcomes.

Moreover, available literature has showed incompatible findings on the relationship between training material and training effectiveness (Jaidev & Chirayath, 2012; Kessler et al., 2012). In the studies conducted by Lin (2012) on 194 staff in Malaysia; Pineda-Herrero, Belvis, Moreno, Duran-Bellonch, and Úcar (2011) involving 351 health professional in Spain, perceived training material is revealed to

have an indirect and significant impact on training effectiveness. Another study carried by Kalargyrou and Woods (2011) investigated perceived influence of training material as among the factors that influence training effectiveness. The findings revealed that training material has a positive significant effect on training effectiveness. Thus, Kalargyrou and Woods (2011) have suggested for future similar studies to be conducted in varying cultural context due to the suitability of training material in influencing training effectiveness.

Nevertheless, only limited empirical studies are available to examine the training effectiveness among public sector organizations, (Iles et al., 2012), especially in Bahraini public sector organizations (Ali, 2010). Other researches were carried out in private sector establishments (Hassi & Storti, 2011). This aim of this study is to investigate training effectiveness among Bahraini public sector organization. The main goal is to investigate factors that influence training effectiveness. In prior studies, it has been indicated that training effectiveness in influenced by factors those exists inside and outside the training venue such as the training material (Merli, 2011).

2.6 Overview of Training Environment from Training Perspective

2.6.1 Defining Training Environment

According to Tennant et al. (2002), training environment is the environment beneficial to learning and an essential aspect for conducting a training session. The environment and atmosphere is characterised as relaxed, supportive, welcoming, and ready. According to Kock and Ellström (2011), training environment is an

educational setting or a workplace planned to support trainees in gaining competencies or skills related to work. When a trainee is placed in a training environment, he/she is provided with guidance with guidance and instruction toward learning how to carry out particular tasks. Training environment allows trainers to identify gaps in trainee's skills and make adaptation. Another training environment definition by Leach (1996) stating that it is the physical environment where the training is taking place. It influences the training effectiveness. Skills gaining is adversely influenced by unsuitable environment in which trainees or trainers feel the facilities are inconvenient for the training requirements or uncomfortable training session. Training environment is all about the condition or surrounding of the medium the training programme will take place in. It involves sound clarity and level, correct lighting such as the colour/strength, active needed hardware and devices such as computers, site arrangement like U type table arrangement or groups or site arrangement such as the parking, and other training resources (Sanjeevkumar & Yanan, 2011). The learning environment is a link between the learning and the area created for this purpose. It covers the design, the structure, the contents, the control and the way of using these premises in favour of the learning.

2.6.2 Review of Past Studies on Training Environment

Very few previous studies were conducted about the influence of the environment on the effectiveness of the training to cover the importance of the surrounding factors such as the lighting source (artificial, or natural from sunlight), brightness, colour, angle of it, sound clarity, level, echo, and other sources of noise (Shabha & Gaines, 2013). It is one of the key factors responsible of the successful

implementation of the training programmes. It is being measured based on the reaction of the trainees in level 1 in Kirkpatrick's evaluation model, in addition to other factors like (presentation methodology, trainer, material/handouts, and training audio-visuals). An unsatisfactorily prepared training environment has a distractive impact on the intake of the participants (Merli, 2011). It is also one of the factors to establish the training programme and has been found to influence positively the effectiveness and the learning outcomes (Diamantidis & Chatzoglou, 2012).

Quality in training programmes is what all the organizations are planning to reach. Quality in education requires quality in all the aspects related to the programme including the setup of the venue. A portion of the instructional activity of the programme can reflect the quality level from the point of view of a convenient learning environment, classroom convenience, organization of chairs, reachable water, toilet, fresh air etc., (Niwaz, Asad, & Muhammad, 2011). The training environment was found to have a significant correlation in addition to influencing the training effectiveness in any organization. It was also found to have a functional control over the expected results for trainees. On the other hand, an effective relationship was detected between the training environment and work environment as IVs with the training effectiveness as a DV. It is critical to determine every factor that may contribute the outcomes in the stage of setting the objective to raise the probability of the success of the programme (Sanjeevkumar & Yanan, 2012).

The training environment is essential in the learning activity of any sort of training nature. It requires a complex tuning to fit the purpose it was meant for. Identifying the factors which has a big influence into the satisfaction of the

participant of the learning environment will yield better results into the training programme. The trainee feels the environment is comparatively effective (Berntsen & Bjørk, 2010). It provides the trainee with a medium to support the learning independently from the trainer to be part of the training process, as a part of it to be independent and requires the individual interaction. In addition to allocating a breathing area, or a space for the trainee to be creative and play the role assigned, the trainee is being involved and explores the learning material and the subject at hand (Hall & Zentgraf, 2010).

The kind and goodness level of the teaching and learning process represents the quality and performance of the trainer. All trainers have their own capabilities and different training strategies. The programme of study quality, in addition to the assistance, care and attention provided to the trainee, and the influence results from the learning resources and trainer leadership complementing the essential role played by the learning environment (Al-Mahdi, 2014). In fact the training environment can make the most effective use of each participant's performance and to start recognising and releasing their potential to fulfil the purpose of the training which is learning (Descu, 2012). Furthermore, the necessity of the training environment is to support the trainee and the training process by offering a space that incorporates the requirements of the purpose of the training and works against the issue concerning to the intention of such environment (Hall & Zentgraf, 2010).

For any accomplishment, a suitable environment should be made available. Accomplishments and success are what every project is aiming for. Moreover, the literature review indicates inconsistent findings on the relationship between training

environment and training effectiveness (Niwaz et al., 2011; Lin et al., 2011; Yanan, 2011). This implies that the link between these variables is not yet confirmed. Studies have been carried out by Homklin et al. (2013) involving 92 nursing students in Norway; Sanjeevkumar and Yanan (2011) on 92 participants from Kedah State Development Corporation (KSDC) which in Malaysia. The findings of these studies showed that training environment is significantly and positively related to training effectiveness.

However, in the studies conducted by Hall and Zentgraf (2010) on postgraduate students in a UK university ; and Talabi Aroge and Ayinde Hassan (2011) in Nigerian public sector, other factors than training material is more significantly related to training effectiveness.

2.7 Overview of Social Support from Training Perspective

2.7.1 Defining Social Support

Social support refers to the essential nature that people need to integrate behaviourally and morally into the society or group at hand (Homklin et al., 2013). According to Massenberg, Spurk, and Kauffeld (2015) social support is the actuality and observance that one is concerned for, has support available from surrounding people, and that one is party is linked to other supportive social network. Social support can take different forms such as a personal advice, financial assistance, sense of belonging and nurturance. Social support can be from parts. Social support means availability of other people in times of crisis or need to provide positive self-image and better focus. Social support is described by Karim et al. (2012) as the help and

support obtained from the surrounding people or parties to help in achieving objectives or removing barriers those hinder any accomplishment. It could also be from the supervisor, the organization, or other trainees in the class, and the family by anticipating the suitable environment for the person to learn. Social support encourages the trainees to increase their wealth of knowledge, while on the other hand it has a positive effect on the trainee self-efficacy (Chiaburu et al., 2010).

Training transfer will not happen without the influence of the social support from the surrounding parties. Employee performance and output are influenced directly by the organization's culture and the aid obtained from the organization and colleagues, especially the ones in a direct relation and contact with the employee (Almakhadmah, 2012). A culture that is of a healthy practice to the employee and provides creativity will be full of chances to allow functionality that will yield more than the organization's hope. The secret for this is the effect of motivation on the workforce as a result of the suitable culture which will change for the better their behavior, production, and favorable representation of the firm (Raza et al., 2014).

2.7.2 Review of Past Studies on Social Support

According to Li (2012), in addition to the other effecttive factors like the suitability of the material to the culture of the country and tradition, logically and worthy improvement of work behavior is targeted; an important portion is assigned as well to the top management support. Homklin et al. (2013) found in their study that, even with the negative impact in the relationship between behavior and learning from

the motivation to transfer as a moderating factor, there is a positive impact from the social support on the behavior and it moderates its relationship to the learning.

To get the most out of the training investment in the public sector, a supportive environment must be established to widen the encouragement of participation and applying the gained knowledge and skill in the work field (McCracken et al., 2012). Because of the increased difficulty the training managers and professionals face recently and is increasing in progression manner, such as the universal complication, increased fast demand for new sorts of skills, and limited available training budget, organizations started to focus and search for all the aid they can possible obtain. With their belief in the possibility of treatment of all the performance – related issues through training, management must play the role associated to them, which is to provide the needed training programmes, make them available and easily accessible to the employees, and stand behind them to look after any object that may interrupt the process (Rehman, Khan, & Khan, 2011). Management should also understand that the better skills and knowledge the employee will obtain, the better quality and service will be reflected to the organization. Management authorization and selection for the training programmes to further and support it is strongly appreciated, or else the reception of the employee will not be receptive (Punia & Saharan, 2012).

According to Sanjeevkumar and Yanan (2012), the managerial support factor which is a part of the work environment and forms the social support, provides a boost for the effectiveness of the training. In other words, there is a significant correlation between the training effectiveness and the training and work environment.

Jehanzeb, Rasheed, and Rasheed (2013) found that the support from the direct supervisor for the enrolment into training programme will cause employee's commitment toward the organization.

While the goal from involving the trainee in training is to make an efficient use of the resources spent on it, the supervisor should monitor what was learned and how to use it in the workplace. This is done by frequent discussions between them to detect any issues that might interrupt the learning process or interrupt the usage of what was learned into the work field (Massenberg et al., 2015). Also, this will help in linking the acquired skills and determining the proper method to apply them, setup future plans, and to give the trainee an open opportunity to practice training. If the supervisor played his assigned role, it will make the training transfer persist (Bhatti & Kaur, 2010). The role of peer is underestimated in the transfer activity. The transfer and effectiveness of training is also associated whether the peers play their dedicated role regarding the training. They can encourage, make it sound easy, reduce or omit other conflicting loads or problems, allow for free space to apply the new learned skills in the workplace to reach both, the organizational aim and the improvement in the trainee's performance (Bhatti, 2013).

Moreover, the study carried out by Massenberg et al. (2015) among 194 employees in two companies of medium-sized in Germany showed that social support have a significant influence on motivation to transfer and of motivation to transfer on training effectiveness. In addition, the study by Almakhadmah (2012) which comprised 297 participants in Jordan to test the influence of social support on training effectiveness revealed an existence of positive influence. Therefore, based on

the above discussion on social support in previous studies, this study intends to examine the influence of social support on training effectiveness moderated by organizational culture since social support is believed to probably have a positive effect on training effectiveness (Joo & Ready, 2012).

2.8 Overview of Trainee Motivation from Training Perspective

2.8.1 Defining Trainee Motivation

Trainee motivation is described as an internal generating force that boosts training performance and helps in reaching one's full potential. It highly enhances the learning ability, and helps other effective factors such as trainee's behaviour and self-efficiency (Chiaburu et al., 2010). According to Bhatti and Kaur (2010), it is a factor that elevates the trainee's positive performance and behaviour to improve training transfer and better training utilisation.

The description of trainee motivation according to Noe and Schmitt (1986), is an obvious trainee's desire to gain all the features of training programme and apply those learned skills and knowledge on their job. Keeping the employees motivated is the simplest way to reach the competitive edge, raise the rating, and profitability (Lin, 2012). Motivation is critical because it is a sort of involvement, recognition and a reward to the human resources which is the fundamental for any organization. Motivation yields satisfaction which is influenced by remuneration and recognition. Motivation is an internal generating force that controls our work (Danish & Usman, 2010).

2.8.2 Review of Past Studies on Trainee Motivation

According to Aziz and Ahmad (2011), there are six factors that increase the trainee motivation. This is very useful for the HR and training professionals to setup a successful training. The first factor is to give the interested trainee the option to choose. Because the training will be very beneficial for both parties, the employee and for the organization, it is very important to make sure of the interest of the employee to attend that specific training programme. This is attained by either making the option available for them, or by their involvement in the determination of the training. The second factor is the reputation of the training, which will also influence the motivation. This can be derived from previous records related to certain training to get an observation and information about the training from point of view of the contents and material, venue and facilities, trainer, trainer style, and the general background about the training. Then the design of the training comes third, which consists of principles like the relationship of the training contents to the job, expected reward or type of rewards available in the organization, training method applied, as well as honouring and appreciation by the firm. Fourth, trainees should find the training as a way to simplify, or improve their capability to look after their form of work. Fifth, the training should fulfil their future vision toward getting better opportunities and a better position. Finally, the training should also satisfy the trainees' needs, for example, to be unique by increasing their knowledge and skills or to obtain a better income (Vazifeh et al., 2014).

Training is a tool for any organizations' plans to enhance its functionality, because of the effect it has on the workforce potential, performance, level of skills

and effectiveness. Training practitioners say it is difficult to measure the real effectiveness of the training because there are many other factors playing important roles in the personnel performance, in addition to the deliverable subject (Massenberg et al., 2015). Other factors like supervision (social factor), trainee expectation from the programme, training aids (training environment) and other factors that has a deep impact on the effectiveness of the training and the motivation of the trainees (Punia & Saharan, 2012). A good source for measuring the training effectiveness in the public sector is from the trainee's level of self-efficacy and motivation (Khalid et al., 2012).

Motivation is connected with other essential factors to form an appropriate environment for training transfer to reach the effectiveness and the aim of the training. For example, suitable training facilities will work to favor the employees' motivation to attend and to make the learning actually happen. Otherwise, their negative feeling will not be limited to the training itself, but to the organization in general and to the HR or training department specifically (Kirkpatrick, 1975).

Training provides new ideas, develops manner, and enhances creativity. Training was found to increase the efficiency. It also has mitigates against turnover of employees, because of its effect in making them more forgiving, more understanding, and open minded. Another benefit for training is the lowering of absenteeism and increment of commitment and motivation, however as they say, you can take the horse to the river, but you cannot force it to drink. The same applies to the trainees; you can take the trainee to the best available perfect training programme, but without their willingness and motivation to learn, the process will not happen (Griffin, 2011).

Moreover, the study carried out by Hussain (2011) among 89 non-teaching staff of in in a large private sector university in Islamabad Pakistan showed that motivation to training transfer have a significant influence on training effectiveness. In addition, the study by Bhatti (2013) which comprised 503 Malaysian bank employees to test the influence of trainee motivation on training effectiveness revealed an existence of positive influence. Therefore, based on the above discussion on trainee motivation in previous studies, this study intends to examine the influence of trainee motivation on training effectiveness moderated by organizational culture since trainee motivation is believed to probably have a positive effect on training effectiveness (Massenberg et al., 2015).

2.9 Overview of Organizational Culture

2.9.1 Definition of Organizational Culture

Organizational culture is described as a mixture of attitudes of both the employees and the administration, sort of control applied in the organization, roles and policies of conduct. It determines the general methodology to look after all the subjects related to the process of the activities to run the organization. It also takes the required procedures to fine tune them based on requirements. Its main concern is to supervise the behaviour of the employees (Raza et al., 2014). While training is a performance enhancement strategy to optimise the productivity by the enhancement of the trainee's skills and capabilities, effective training helps the organization to implement its objectives, and assists putting in applications of the type of culture it wants to implement (Karim et al., 2012). Hartog and Verburg (2004) described the organizational culture as a set of assumptions, values, acceptable practices and

policies shared between parties of an organization and taught to new parties as correct.

Organizational support is the fundamental and is strongly needed for the employees to put their career handling through training in a higher level. This can be attained by the employment of a culture that is supportive for learning and by keeping it open as a learning encouraging organizational culture (Al-Bahussin & Elgaraihy, 2013). It will allow all the parties involved in this process to co-operate, complement each other and work together as a complete system to extract the knowledge and make it available for all. The role management is to determine and execute the proper learning at the organizational, team or individual levels for the success of the training effectiveness (Joo & Ready, 2012).

2.9.2 Dimension of Organizational Culture

A major topic in previous researches stating that whether organizational culture is supposed to be examined in heterogeneous, uniform, or homogeneous way (Leidner, Alavi, & Kayworth, 2006). According to Jehanzeb, Rasheed, and Rasheed (2013), there is no complete agreement on the organizational culture and the perfect method to study it. Accordingly, Van Den Berg and Wilderom (2004) dimensionalize organizational culture into five dimensions categorised as: autonomy, human resource orientation, interdepartmental coordination, and improvement orientation. Additional study conducted by Reilly, Charles, and David (1991) appointed four organizational culture classifications which is usually indicated as the competing values frameworks (CVF). CVF have been known as the widely used and most significant model in the

field of organizational culture, because of the clarification it gave on whether an organization has external or internal focus, struggles for uniqueness, flexibility, or stability and control. Other studies have also divided the CVF into four category such as market, hierarchicall, adhocracy, and clan (Terrana, Dowdell, Edwards, Tahsin, Cacciacarro, & Cameron, 2016). Based on this school of thought, clan culture forms a friendly and supportive work environment that allows employees to extend their skills and knowledge. While adhocracy culture provide innovative and enterpreneurial work environment, enhance employee's self motivation, provides autonomy and encourges individual initiative for those who are prepared to improve their self. Market culture provides a work environment that is directed by demanding and tough leaders who are competitors, prodicers and hard drivers. Hierarchy culture has standarized procedures and policy, an unambiguous organizational structure, well defined responsibilities and stringent control. Other researchers classifed organizational culture into four other dimensions called tolerance, leadership ability to take risk, positive work environment and instituational collectivism (Gu, Hoffman, Cao, & Schniederjans, 2014).

Kim Jean Lee and Yu (2004) stated that, due to the absence of pre-determined trailing cultureal dimensions, many researchers proposed that more attentions should be paid to the ranking of the organization in specifiying cultural dimensions knowing that individual component of an organizational culture is in the same importance level as the organization's strength in determining its performance. Consequently, Brotherton and Evans (2010) declared the availability of any precise method for studying organizational culture. They also asserted that there is no preferred organizational culture than other ones, indication that different organizational culture

requires certain corporate philosophies, different type of workplace, and different type of organization. Therefore, concentration on the type of culture that will enhance and provide prefered performance is required (Linna, Pekkola, Ukko, & Melkas, 2010). Hence, organizational culture will be conceptualized in this study as unidimension because of its role as a moderator.

2.9.3 Previous Studies on Organizational Culture

Logically, organizations prefer workers with skills compared to the ones without any. Skills mean knowledge, better understanding, and being able to deal with people (Talabi Aroge & Ayinde Hassan, 2011). Unsuitable organizational culture to perform in, reduction in productivity, deficient relationship among the employees is considered a performance related problems in addition to other similar issues such as the increment in turnover and absenteeism. A proper and rapid solution should be taken to fix that by gaining the skills related to the relationship and communication between the staff, skills related to the occupation (employment), and skills related to the management and supervision (Adhikari, 2010).

Creative culture, flexible management, and high tech work environment encourage the wish to learn. Leadership hopes to develop and train or have a knowledge about the benefits and effectiveness of training and it is also a valued factor for the final resulted training transfer and training effectiveness (Scheeres & Rhodes, 2006). It is approved that training programmes, and development plans have a definitive influence on the organizational culture and vice versa. They are substantially linked. Organizational culture identifies the design, and forms the

structure of the training programme which in turn determines the nature and reflects the characteristics of the organizational culture (Kissack & Callahan, 2010).

Organizational support can be considered as a part of the social support, by whatever means of simplifying the procedures to provide training activities to the employees. It can take the form of forming an encourageable policy like promoting, better respect, opportunities, favouring the ones involved in training, or orientation to invest in the training field will be a good factor to inspire participation in training programmes (Al-Bahussin & Elgaraihy, 2013). A particular organization has a culture that is unfavourable for development opportunities for many reasons such as lack of information regarding the importance of the training. It can also be because of the sort of mentality of the management and workforce composing the organizational culture. Also, certain organizations are selective by complicating procedures for individual employees and issue facilities like training chances to others (Hassi & Storti, 2011).

Moreover, the study carried out by (Hussain, 2011) among 130 employees of a pharmaceutical company in Karachi showed that organizational culture have a significant influence on employee performance which in turn influences training effectiveness. In addition, the study by Joo & Ready (2012) which comprised of 232 employees in a Fortune Global 500 company in Korea to test the influence of organizational culture on training effectiveness revealed an existence of positive influence. Therefore, based on the above discussion organizational culture in previous studies, this study intends to examine the influence of training antecedents on training effectiveness moderated by organizational culture since organizational culture is

believed to probably enhance training antecedents' effect on training effectiveness (George & Jayan, 2013).

2.9.4 Moderating Effect of Organizational Culture

George and Jayan (2013) conducted study to investigate the moderating effect of organizational culture on the relationship between Job attitude and Personal effectiveness in the job field such as training effectiveness relationship. The investigation was carried out on 457 college teachers from 22 different engineering colleges of Kerala- three central government Institutes, four state government colleges, two aided colleges and thirteen self- financing colleges. The results show that organizational culture has a significant moderating effect on Job attitude and Personal effectiveness in the job field such as training effectiveness relationship. However, these findings cannot be popularized in other geographical locations and context, due to organizational practices, nature, and culture. Therefore, further researches are needed about this subject to generalize the findings. Another study was conducted by Aksoy, Muzaffer; Apak, Sudi; Eren, Erol; Korkmaz (2014) to examine the influence of organizational culture as a moderator on in the relationship between trainee learning and trainee performance, job satisfaction and efficiency as a result of training effectiveness. The study was conducted on 80 participants working in banks in Turkey. The finding indicates that organizational culture has a significant effect on job satisfaction and efficiency as a result of training effectiveness. Aksoy, Muzaffer; Apak, Sudi; Eren, Erol; Korkmaz (2014) recommended for future studies on different participants sort in different geographical locations in order to generalize the results.

While previous studies have outlined a direct affirmative relationship between performance and organizational culture, a number of researchers have also outlined indirect influence of organizational culture. According to Järvalt and Randma-Liiv (2010) there is no definite agreement between researchers what organizational culture is or the method for studying it. They have proposed that studies on training effectiveness should be strengthened by the inclusion of organizational culture to strengthened the relationship between training antecedents, and training effectiveness (Chukwu, 2016). This is important because organizational culture will allow managers to accomplish training's supportive culture specific desire which in turn lead to superior training effectiveness outcomes (Joo & Ready, 2012). Following George and Jayan (2013) and Bhatti (2013), organizational culture has a definite role of moderating the relationship between training antecedents and training effectiveness in this study, because an organizational culture is elementary to strategic formulation. It determines how organization interacts and relate with its internal and external environments. Basically, a moderator is a variable that interact and influence the strength or direction of the relationship between the independent and dependent variables (Hassi & Storti, 2011).

A study by Chiaburu et al. (2010) perceived based on a sample of 111 employee that organizational culture significantly moderates the relationship between self-efficacy, and trainee motivation to learn and training transfer which is in a direct relation to training effectiveness. Similarly, a study by Sukserm and Takahashi (2012) found that organizational culture can form a strategic development useful tool to encourage employees to enhance their skills, knowledge, and attitude change, especially in terms of developing a more conductive mind set like training. Another

study by Martins and Martins (2014) found indirect influence from organizational culture on organizational trainee performance, and employee motivation. Moreover, Joo and Ready (2012) perceived that organizational culture has an effect on motivation of employee to learn, which in turn, influences training effectiveness.

2.10 Underpinning Theory

A few theories were chosen within this section to guide the research framework. Kirkpatrick model theory was used to underpin the framework while learning theory is used to support the underpinning theory and thus, support the framework of reference.

2.10.1 Kirkpatrick Model Theory

This study used the basic (Kirkpatrick, 1970) training evaluation theory. Other researchers in addition to Kirkpatrick have argued in details the level of training evaluation that is supposed to be utilised in any organization. It was revealed that the widely and most common training evaluation applied in public and private sector over the world was the model introduced by Kirkpatrick (Guerci & Vinante, 2011). The evaluation is categorised into four evaluation levels namely reaction, learning, behaviour, and result. This study is all about measuring training programmes effectiveness.

Essentially, Kirkpatrick model emphasizes the evaluation level and predicted outcomes from every level of evaluation. However, the methodology and process of

measuring the relationship between IVs to DVs and the moderator variable are discussed in the following section. Hence, the importance of Kirkpatrick theory would not been popularised and clearly understood in the absent of any related actual evaluation process. As such, throughout integrating the process of training programme evaluation, tested training effectiveness measurements can be introduced.

The study's outcomes will help researchers and HR or training practitioners to make assumptions and not to generalize of the training antecedent factors. Researcher has to address the training antecedent factors separately based on type of organization, people, environment, and country. One more important point to be referred while discussing this theory is the training effectiveness from point of view of other organizations. Almost all of previous studies made were surveying participants from the same organization. In other words, measurement of training effectiveness was only according to the assessment of population within the same organization. However, other organization's population may view differently. For example, people in the medical sector may understand that transportation sector has effective training programme, but people in educational sector may perceive that transportation's sector training programmes were not effective and of low quality. Therefore, the theory of evaluation should be extended by consideration of all views that may have an influence to the training effectiveness. As such, the researchers have to play a critical role in addressing this theory to the real practice.

2.10.2 Social Cognitive Theory

Social Cognitive theory (SCT) allude to a psychological model of behaviour that protrude essentially from the work of Bandura (1986). In the beginning, it is developed with an affirmation on the subject of social behaviour, SCT continues to confirm the occurrence of leaning in a social context and big portion of what is learned is obtained by observation. SCT has been widely utilized in human functioning areas such as organizational behaviour, and career choice. It has also been utilized broadly by practitioners concerned about studying class learning, trainee motivation, and training achievement (Pajares, 1996).

According to Jdaitawi (2012), SCT relies on various principal assumptions about behaviour and learning. One of the assumptions is related to triadic reciprocity, or the relationship between behavioural, personal, and environmental factors and the way they influence each other in a reciprocal, bidirectional manner. That is, a person's performance is a result of a continuous interaction between contextual, behavioural and cognitive factors. For example, training is shaped by factors exists inside the training environment, especially the enforcement experienced by others' support like trainer's and other trainee's support. At the same time, training effectiveness is affected by trainees' self-beliefs, own thoughts, and trainee's motivation (Massenberg et al., 2015).

A closely look within SCT related assumption indicates that trainees can influence the environment and their own behaviour in a motivated, goal-directed manner, and better tuned training antecedents (Bandura, 2001). This assumption

disagrees with other behaviourism forms that confirmed a more prim form of environmental specifically determinism. SCT is not against the significance of the training environment in determining behaviour, however, it argues that trainee can also, through early planning, self-regulatory processes, self-reflection, increase training effectiveness through outcomes enhancement of training antecedents including training environment and trainee's own outcomes (Ford, 2014).

The third SCT related assumption stating that training effectiveness does not require immediate change in behaviour or more broadly that training effectiveness and training transfer are distinct processes. One reason for this detachment is that SCT also presume that training effectiveness involves not just gaining of new or change in behaviours, but also of abstract rules, cognitive skills, knowledge, values, and other cognitive constructs (Chiaburu et al., 2010).

The SCT is appropriate for describing training effectiveness and the moderating role of organizational culture on the relationship between trainer, training material, training environment, social support and trainee motivation, since it hypothesizes a circumstance in which attributes acquired by the training antecedents are necessary for achieving effective training, and investigates the moderating effect of organizational culture on the relationship between training effectiveness and its determinants (Shea & Bidjerano, 2010).

The SCT is widely used in studies to forecast results of training conducted. The SCT was utilized to envision the effect of learning change (Shree, 2017); to predict participants opinion and the role of different training related factors in

performance and grasp of trainee. It has also been used to underpin knowledge, skills, and attitude (KSA) change for different type of training activities (Bandura, 2001).

In describing the moderating role of organizational culture on the relationship between trainer, training material, training environment, social support, trainee motivation and training effectiveness employing principle of underling learning transfer and organization's impact which provides the elements of organizational culture, the current study proposes that the extent to which trainer, training material, training environment, social support, and trainee motivation are able to influence individuals to attain effective training differ depending upon the nature and supportive organizational culture available. The stronger the trainee's supportive organization culture the higher likely the trainee will accomplish effective training. Provided the empirical support of social cognitive theory across different organizational setting, it is proposed that this theory would present an empirical support for organizational culture as a moderator on the relationship between trainer, training material, training environment, social support, trainee motivation and training effectiveness.

The research framework has been developed and presented in below figure 2.2. A critical review of previous studies, research questions and objectives provides the basis to develop the framework and the hypothesis for this study to establish the relationship between the variables. The research framework reveals the relationships that exist between the variables.

2.11 Research Framework

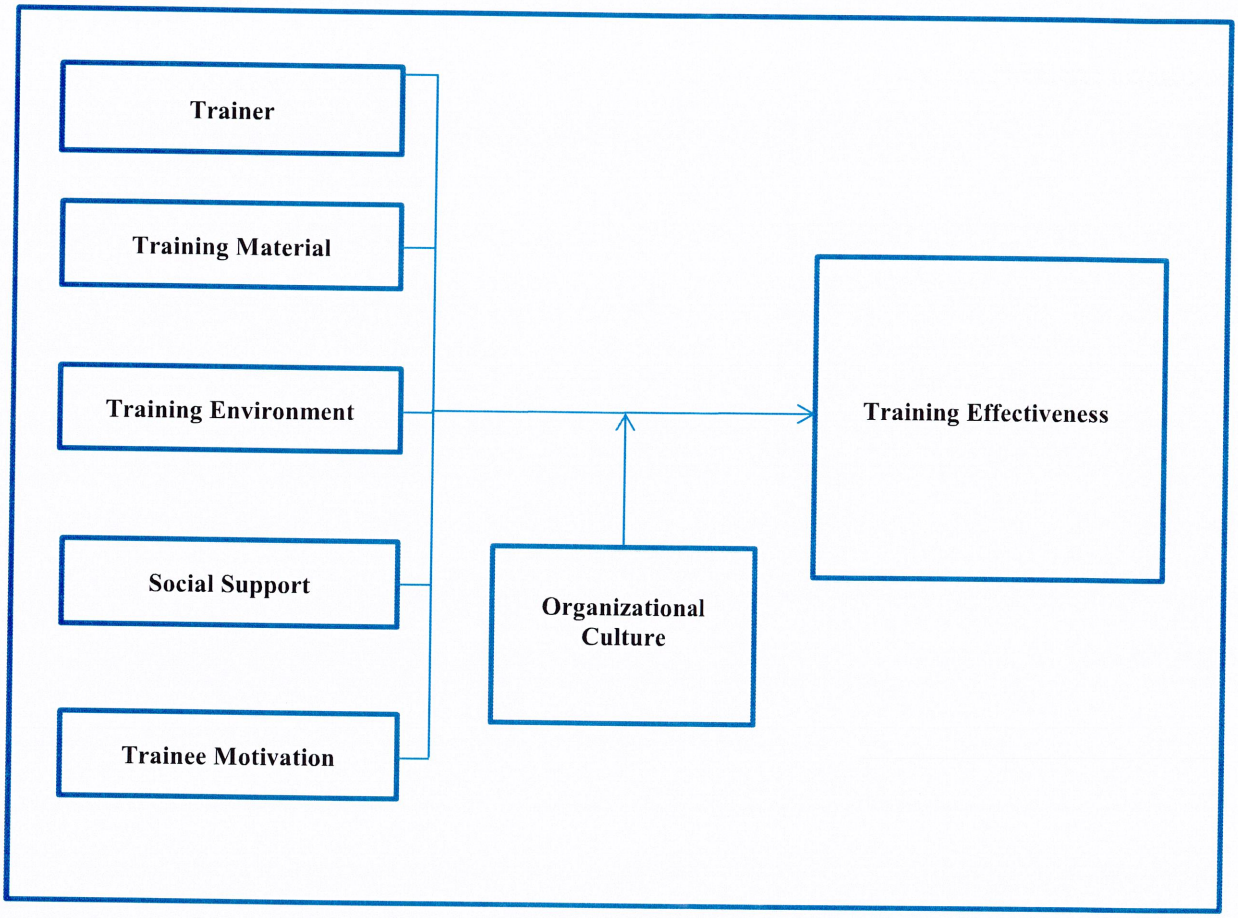


Figure 2.2
Research Framework of the Study

2.12 Hypothesis Development

Examining the previous studies' reports and theoretical justifications, research hypotheses for empirical testing and validation were formulated. The current study covers two main predicting variables such as training antecedents and training effectiveness, while organizational culture moderates the relationship between the two mentioned variables (predicting and outcome variables). According to the strong believe stating that there is a significant relationship between the construct, ten

developed hypotheses were formulated to examine the relationship between the constructs in this study.

2.12.1 The relationship between the Trainer and the Training Effectiveness

Satisfaction toward the training session from both managerial level and non-managerial level was found to be a result of the trainer's intent. The trainer's intent to make the training successful by a well preparation, using clear variables, clear ideas to achieve the transfer of information regarding the subject, using suitable instructions and exercises to attract the attention needed by the trainees and satisfy their desire to learn. The trainer has to give satisfactory awareness to trainees' questions which also has a psychologically positive purpose in addition to the effectiveness of the training (Ghosh et al., 2011).

Training with a trainer is one of the best-known types of conducting training. It was meant for other reasons as well, like being the traditional method to train people and put them in the mood to learn. It satisfies the trainee's need to be guided by a better-experienced and knowledgeable person. It also simplifies the learning process and shortens the time required for searching and preparation of the material to be learned. Training with a trainer was also found to be favored by many people to be cost effective (Brinia & Pefanis, 2013). Cost effectiveness is a primary factor to be considered by either the organization's sponsored or self-sponsored. Organizations usually want to cut costs (Yanan, 2011). A reasonable cost will encourage in the participation and in benefiting the trainee and meeting the aims of the training.

Another important element to influence the success of the training is the trainer's interpersonal skills. It means the interaction between the trainer and the participants. In addition to the comfort the participants feel for the subject itself, the comfort to the trainer is another absolutely necessary aspect to understand and retain the material of the course (Ghosh et al., 2012).

Iqbal et al. (2011) stated that all the variables related to the training excluding the contents of the training were found to inspire affirmatively the learning process and the reaction toward it. The trainer was found to be one of those effective characteristics. Training effectiveness measurement can find answers to the organization in addition to judging the performance of the trainer, whether this trainer is the proper one to represent the training organization or department, is capable of fulfilling the role assigned, can also give feedback about future improvements required by the programme. It is also a suitable observational method to determine if the programme should be paused for some amendments to take place in the same group or other groups or dropping the programme. Training effectiveness is the reason behind the trainer to secure his/her job and can form a sort of a performance appraisal. This means evaluating the training in general and the trainer specifically will stimulate the effectiveness of the programme (Sanjeevkumar & Yanan, 2011).

The training is a procedure that consists of acting and working together between the trainer and the trainee for the accomplishment of the aimed objective. In this procedure the trainer uses various techniques and practices for directing the participation of the trainee in the training (Koskela & Palukka, 2011). The trainee will reap benefits from the training at best only if the trainer uses uncomplicated

communication in terms of the suitable and clear variables, related to the subject and to the trainee's mental level samples and exercise, sufficient answers to questions, capability to motivate the participant and make the session interesting, and be a good time organizer. The resultant will be a better understanding to the trainer (Ghosh et al., 2011).

Thus, it is hypothesized that:

H1: There is a positive relationship between trainer and training effectiveness

2.12.2 The relationship between the Training Material and the Training Effectiveness

According to Lin and Chen (2011), the training effectiveness was found to be connected with the satisfaction of the trainee to the training material. This can be evaluated in the first level in the Kirkpatrick model measurement to measure the reaction to the training programme. Quality of the training material is also considered as an input factor that may have a control over the degree in producing the results of the training (Passmore & Velez, 2012). Lin (2012) stated that the training material has a positive impact and relationship to only the level 1 (reaction) and to the results (level 4) in the Kirkpatrick model.

Clarity, appropriate sequencing, concentration of the training subject in the training material and using the practical media like the computer slides or transparencies, allows for a higher grasping percentage of the subject in hand (Punia & Saharan, 2012).

Training effectiveness faces many implementation barriers. These barriers can take the logistical form like when the participants are from different locations, or the remoteness of the training venue. Another type of barrier can take the procedural form like the alternative of the trainees in handling their duties during the training session. Or it can be an informational barrier like the topic uncertainty of the training material and its level of complexity, or any other shortage in the quality of it in being clear (Kessler et al., 2012).

Although the trainer's role cannot be ignored or passed by for the process of transmitting the acquired knowledge and skills, the trainer cannot play this role without the aid of the related material to all the trainees to acquire the targeted skills and knowledge (Brinia, 2011). Using the training material that is in line with the trainee's culture, educational and capacity level will enhance the motivation and their performance in the learning process. The positive reaction of the trainee that is worked for is not only limited by the training organization and administration, the trainer, the topic, the method of teaching, but also influenced by the training material (Li, 2012).

The training material should be consequential and modified to fit the different employees' levels. Treatment of any difficulty in any portion of it is necessary for a better understanding and for retaining what was learned (Ghosh et al., 2011). In addition to the methodology of conducting and implementing the training activity, the clearly indicated goal that was set to reach, the training material was also found to make a noticeable difference to the degree of the gained learning. This confirms that the matter of fact if those three factors were intended and planned to simplify the

training purpose accomplishment, those factors will reinforce the programme's efficacy (Diamantidis & Chatzoglou, 2012). This reinforcement can still be furthered by handing the trainee the training material in advance before starting the training session for an early review. This will establish an idea about the expectation from both the course, and the trainee. It can also build a primary point of view that will make the observation easier, faster and stronger (Kessler et al., 2012).

Thus, it is hypothesized that:

H2: There is a positive relationship between training material and training effectiveness

2.12.3 The relationship between the Training Environment and the Training Effectiveness

Diamantidis and Chatzoglou (2012) stated that the training environment inspires the other factors involved in the training operation directly and indirectly those are: training goal, trainer performance, training content, learning, training usefulness, and the training process. For instance, in the event the training was conducted in an unsuitable place (not enough lighting, unclean, noisy), this will interrupt the trainer's concentration and will work against giving his/her best regarding the training. It will also make the trainer tired rapidly (Niwaz et al., 2011).

The well-organized and established facilities favor the learning activity. Spending a long period will definitely make both the trainee and the trainer tired. The treatment to avoid this is to equip the training venue with the required facilities like the proper lighting, fair temperature, ventilation, rest room, comfortable seats, and complementing this with the number of and suitable break duration based on the training length. Proper facilities will provide the trainee with the strength to stay

focused on the training material and the trainer. This will aid the understanding of the training concept (Iqbal & Khan, 2011).

Numerous studies confirmed the training environment is a factor that causes the training effectiveness existence (Sanjeevkumar & Yanan, 2012; Diamantidis & Chatzoglou, 2012; Iqbal et al., 2011; Aziz & Ahmad, 2011). Another point that should not be ignored is the size of the classroom, the number of the participants in every session compared to the classroom size, knowing that the fewer is the better. The trainer will have less stress to train a fewer number of trainees. Lesser load will also be put on the facilities and on the trainees themselves. They will also experience better quality in term of training and hospitality (Kirkpatrick, 1975).

According to Sanjeevkumar and Yanan (2011), training environment was realized to be the most effective driver in the success of the training. It shows that it deserves more attention and resources because of its great value to the training implementation. It also raises the positive probability outcome from the trainees. The appropriate learning environment will determine also the training characteristics as well as the learning quality in addition to the learning amount. Previous studies like the one conducted by Berntsen and Bjørk (2010) and another one by Shabha and Gaines (2013), reported that trainees who learned in a facilitated learning environment showed significantly greater degrees of learning results compared with the ones learned in a learning environment that is considered limited. This means organizations in the field related to training should give suitable attention and invest accordingly in the preparation of the training environment. Consideration to the other

factors involved in the successfulness of the learning transmission is not supposed to underestimate the environment effectuation (Kock & Ellström, 2011).

The real training effectiveness has to be measured in a real training environment to observe a comprehensive true vision to serve the real purpose of the evaluation (Wynn-Williams, 2012). This evaluation can be corrective to make any kind of corrections needed to improve the programme, educational purpose similar the one involved in this study, informative to give a feedback to stock holders, management to monitor the expenditures compared with benefits, HR and training practitioner for many purposes such as deciding the continuation or changing of the training provider or informative purpose mentioned above to give feedback about the effectiveness of the training to the decision maker managerial level (Bazargan et al., 2011).

Thus, it is hypothesized that:

H3: There is a positive relationship between training environment and training effectiveness

2.12.4 The relationship between the Social Support and the Training Effectiveness

Positive influence is not limited to other fundamental factors like the training design in the retention of the training. Social factors can have the same results in helping the trainee to preserve what was learned (Vazifeh et al., 2014). Afterward, it is in the trainee's hands to transfer the skills gained into the work environment if the intent to do so is available, but still the surrounding support can encourage that. In other words, the supervisor support can motivate the employee to apply the knowledge obtained from the training (Bhatti, 2013).

Social support in general fills the gaps in the missed capabilities of any person. It can take the shape of a financial capability, an organizational capability, an evaluative capability, etc (Chiaburu et al., 2010). Social support simplifies the difficulties. It can bring closer the hard and difficult goals. While any organization tends to reduce the amount of errors considering the type of loss it is associated with, social support from the supervisor for example can motivate the trainee to attend and help him to choose an appropriate sort of training programme that was built to broaden the employee's proficiency (Griffin, 2011).

Social support from colleagues acts like an obstacle against overwork, which is needed to take another load like the training in addition to the ordinary work related one (Pallant, 2005). The support the employee will get from the employer in producing social learning and training environment will help in the competitiveness. It will be determined clearly if the firm is giving good and enough attention to the training (Karim et al., 2012). Another aspect is the way the employee is looking to the organization and whether he/she is satisfied and willing to play an active role. In addition, whether the atmosphere is supportive for any training activity or provides training opportunities. The social support determines the employee's vision about the organization and encourages searching for thoughts to play a positive function by taking part in any activity aiming toward this objective (Punia & Saharan, 2012).

The social support is not only limited to the work related productivity performance aspect. It plays an important role in the encouragement of the productiveness in general, ambition to be successful, guidance and preparation that

help in the completion of objectives. It also takes the shape of taking any opportunity toward the points mentioned like training inspiration (Chiaburu et al., 2010).

Training effectiveness is connected directly to the individual's attributes variables such as the motivation to transfer, motivation to learn and self-efficacy. It is also linked to the work related attributes like the social support. Previous studies indicated that the social support from colleagues and the supervisor enhances the training transfer process (Wilson, 2000; Bhatti, 2013; Almakhadmah, 2012). Furthermore, the social support influences the behavior in favor of the learning. Supervisors play an absolute necessary role in encouraging the training usefulness. The supervisor for example can fill the gaps which may exist in the new expertise gained from the training, can dismiss problems working against the possibilities to attend the training, and help in applying those new learned skills in the job (Ganesh & Indradevi, 2015). The co-workers can also supplement the training usefulness by simplifying training attendance opportunities and sharing experiences and knowledge with the trainee. The organization is also expected to fulfil the employee's needs for training and improvements chances, and provide a flexible atmosphere that allows them to join training sessions (Homklin et al., 2013).

Thus, it is hypothesized that:

H4: There is a positive relationship between Social Support and training effectiveness

2.12.5 The relationship between the Trainee Motivation and the Training Effectiveness

Observably, training effectiveness is directly related to the trainee motivation. Previous researches support the idea that trainee motivation is an important factor that

influences the training effectiveness (Aziz & Ahmad, 2011). The better the trainee motivation, the more and positive the wish to transfer through a better learning ethics, and reaction (Li, 2012). The supervisor or colleague can remove any negative previous learning experience and can bring a solution for any self-confidence shortage or stimulate the learning process (Griffin, 2011). Transformation of the learned skills from the training is increased by the level of the motivation by the management or the supervisor (Bhatti, 2013).

Trainee motivation and support benefits are not only limited to the increase in productivity to serve the business, but also a tool to control the attitudes of the employee. It creates a faithful behavior as a result of the satisfaction of the employee with the treatment and attention received. This will lead to an increased motivation and improve the career development ambition by learning further skills related to it (Latif, 2012).

According to Punia and Saharan (2012), the motivation of the trainees is most essential because it clears any doubt about the training nature, giving a useful information about the significance and usefulness of the training so that they attend it with a full interest and awareness. Motivation can also take the shape of a compensation, appreciation, or a better promotion. It can also satisfy the self-esteem of the employee by simply enhancing the one's expertise and differentiates themselves (Kalargyrou & Woods, 2011). The more the motivation and self-potency the employee has, the better the learning will be achieved. Learning has a strong relationship with the learning motivation (Homklin et al., 2013).

It was found that the trainees applied in their jobs only 10% of what was learned from the training. Application of that learning is the method to allow the organization to maximize the benefits from the training. Applying of the learning from training in the workplace is highly effected by the sort and concentration of motivation available in the organization for the trainees (Hussain, 2011). The key factor role to increase the transfer of knowledge and new skills gained is the support provided by the supervisor. The supervisor's support effect is much stronger than the organizational support. However the organizational support is still forming an important factor in motivating the trainees in using their learning and in extending the period of retaining that learning (Sukserm & Takahashi, 2012).

Characteristics that contribute to the transfer of training to the workplace are: the motivation belonging to the trainee's personality, encouraging and supporting organizational atmosphere and a supportive workmate (Sukserm, 2011). Furthermore, those characteristics are characterized into three groups: aspect concerning the trainees themselves (self-efficacy, and self- stimulus or self-motivation), aspects concerning the workplace (facilitative environment to apply the gained learning in terms of resources and time availability, and training opportunities), aspects concerning the organization itself (kind and availability of support from both the workmate, and the organization, working medium that is affirmative and work to favor the training) (Pineda-Herrero et al., 2011).

Thus, it is hypothesized that:

H5: There is a positive relationship between trainee motivation and training effectiveness

2.13 Organizational Culture as a moderator

Organizational culture is defined as the prevalent attitudes, values, beliefs, and ideas guide the way in which its employees feel, act, and think quite often intuitively (Tharp, 2009). Therefore, understanding organizational culture is essential to the analysis and description of phenomena of the organizational culture. Culture is the connection that holds an organization together. It is also considered as the compass that provides direction (Leidner et al., 2006). According to Detert, Schroeder, and Mauriel (2000), culture is a combined factor that shapes the members' social system and behavior in the society. Organizational culture is a general notion that conjointly refers to the traditions, ideologies, values, norms, skills, and knowledge shared by the members of the organization. According to Aziz and Ahmad (2011), many previous studies indicated the organizational culture important social characteristics that influence the performance, achievements and behavior of groups and individuals. Therefore, the nature of culture can affect the way the trainees interact with the training related to their understanding and thinking about the organization. Organizational culture influence is not only related to induvial (Lee & Kim, 2017).

Al-Eisa et al. (2009) stated that training effectiveness is influenced directly by antecedents of training. However, there have been other studies like the one conducted by Gelaidan (2012) requesting for the presentation of organizational culture as a moderating variable to examine its influence into these relationships. Accordingly, it is essential to examine the role of organizational culture as a moderator on the relationship between training antecedents and training effectiveness. The next section discusses the outlines of the results of previous studies such as the

one conducted by Simosi (2012) about the organizational culture moderating influence, training antecedents and training effectiveness.

It was clearly identified that the quality of the elements in charge of the approach of the training effectiveness such as the training implementation, training design, and trainer are moderated by organization's continuous process of evaluating and improving the training (Pineda, 2010). On the other hand, regardless of the actual financial investment employed to serve the training effectiveness, an absence of the supportive organizational culture and an absence of organization's suitable specialized evaluation tool has a negative impact on the supposed feedback and output wanted (Bhatti & Kaur, 2010). This feedback can affect the result of the relationship between trainer's performance and training effectiveness. Trainees need to provide either a positive or negative feedback. The organization digests this feedback and converts it to a decision like positive or negative feedback from the organization to the trainer to modify, improve, or provide additional or different requirements to attain training effectives. Training effectiveness is a result of trainee's satisfaction and fulfillment of the organization's desire (Homklin et al., 2013).

Organizational culture can be a mechanism to moderate the relationship between trainer, training material, training environment, social support, and trainee motivation and training effectiveness. The argument is supported by previous studies such as the ones conducted by Gelaidan (2012), Green (2002), and Noe and Schmitt (1986). Gelaidan (2012) describes that trainee's performance and behavior are influenced to a large extent by the people surrounding her or him. Thus,

organizational culture is likely to moderate the relationship between trainer, training material, training environment, social support, and trainee motivation and training effectiveness.

Furthermore, they revealed that although numerous numbers of researches have argued about availability of steady interaction between organizational culture and training antecedents, there are limited empirical studies examining the relationship between training antecedents and organizational culture as well as their joint effect on training effectiveness. Therefore, it is important to understand how organizational culture can moderates the relationship between training antecedents and training effectiveness; hence, the following hypotheses were developed:

H6: The organizational culture moderates the relationship between the Trainer and the Training Effectiveness

H7: The Organizational Culture moderates the relationship between the Training Material and the Training Effectiveness

H8: The Organizational Culture moderates the relationship between the Training Environment and the Training Effectiveness

H9: The Organizational Culture moderates the relationship between the Social Support and the Training Effectiveness

H10: The Organizational Culture moderates the relationship between the Trainee Motivation and The Training Effectiveness

2.14 Conclusion

The focus of the literature review discussed in this chapter was on the factors that influence the training effectiveness in the public sector. It was also observed that the training effectiveness is not only limited to the training factors related only to the class room, but also by other factors effecting it from other places out of the training venue. Samples of those external factors are social support and organizational culture. To obtain a full understanding of the method to achieve an effective training, a full understanding of all the factors play a role in this process should be accomplished. Also, it is very important to make sure those factors are proper and work together to reach the purpose behind implementing such training programmes. It is also essential to prepare the trainee, motivate him/her, provide the support required from all the parties involved like the ones in direct contact including the supervisor and the management. Training is a method to improve the employee's KSA (knowledge, skills, attitude), and therefore it is a way to enhance the organization's both productivity and services.

Chapter Three

Methodology

3.1 Introduction

This chapter covers the methodology utilized to achieve the research objectives mentioned in Chapter One. It is composed of the subsequence sections: research design and procedures, population and sample, data collection, variables, instrument design, pilot test, and finally the data analysis.

3.2 Research Design

The research design was selected based on obtainability of existent variables. It validates the broadly utilized variables in a variation of conditions, particularly in training and development sort of research, in terms of reliability, dependability, and suitability of the measurements used herewith as was already examined by other researchers previously. Exploratory or qualitative approach is not necessary because there is no need for the consideration of new or other measures.

Comparing the appropriateness between the measuring methods with the line of reasoning, quantitative survey type was found to be more suited for this research. Taking into account the results of the assessment process of the factors involved, cross-sectional survey form of design was decided on to be used in addition to the quantitative method. The theory-driven model was tested by the correlational study

using the form of multiple linear regression dedicated to the analysis of more than one variable. The main purpose behind choosing the cross-sectional correlational survey design together with the quantitative method was because of the measure of generalization of outcomes needed.

The researcher applied the quantitative method on the relationship between the variables in this study to obtain a clear understanding of the problem of the research and minimizing complication. This method was used also because of its frequent utilization in similar sort of studies, suitability to serve the purpose and generates a practical data collection and accurate data analysis in the later stages. It will also match the questions for the evaluation used which will be best examined using this method. It helps to assess the variables related to the effectiveness of the training programme.

3.3 Population

The first procedure required for any sampling to be effective is to specify clearly the population of attention (Creswell, 2012, pg 141). The study's population consists of a collection of people and organizations those are of interest to the study. Generally in this study, public sector organizations in Bahrain are composed of 19 ministries and 34 government organizations (Appendix B). The total number of employees in the public sector including Bahraini and Non Bahraini is 66,998, however the study will focus only in Bahraini nationality which is 56,988. Therefore, the total population is 56,988. Obviously, the entire population of all 19 ministries and 34 government organizations cannot be the population of this study because of

time constraints and high costs as previous literature has indicated (Sekaran, 2003). These organizations allow utilization of all the required samples from the field of interest. They were also selected for another important reason as they encounter serious challenges, and forming a typical model for the study in terms of functionality importance and size.

Due to the constraints explained, this study focus on only 4 public organizations which are displayed in Table 3.1 to be the size of the sample in order to generalize the findings for the whole country. The total number of employees for the 4 organizations is 39,286. The four organization were chosen for the current study in order to the nature of their service type serving almost perfectly all the citizen, they represent efficient operation required to be maintained at a certain level or rate. The citizens depend essentially on the effectual functioning of the four public organizations. These organizations as well are of a high tech technology users that need effective training and frequent development practices.

Table 3.1 shows the total original population and the sample size of the organization for this research.

Table 3.1
Population and Sample size

(Ministries/Government Organizations) Name of organization	Number of employees	Number of sample
Ministry of Interior	23000	8
University of Bahrain	1400	7
Ministry of Education	14536	75
Ministry of Finance	350	38
Total	39286	128

Source: Aldallal & Al-moosa (2017), Belfer (2013), Wikipedia contributors (2018)

3.4 Sample

Sample size means the utilized portion of the participant from where the feedback in the study obtained. This portion reflects the targeted population and forms a good representation of the gathered information (Creswell, 2012). The survey of the study uses the quantitative method as mentioned before. The survey involves 39,286 employees (CSB statistical report, 2010/2014 summarised in Appendix A).

The determination of sample size in this study was done by using G*Power 3.1.9.2 software to verify the lowest possible sample size (Mayr, Buchner, Erdfelder, & Faul, 2007). This analysis is a statistical process for creating a proper size of sample for performing an empirical study (Bruin, 2006). Relying on parameters such as medium effect size f^2 (0.15), the significant level of an alpha (α err prob; 0.05, Power (1-β err prob; 0.95) and six predictors which are trainer, training material, training environment, social support, trainee motivation, and organizational culture. It is attained that a minimum of 89 sample size is required for examining regression

of the models ((Mayr et al., 2007). 128 sample number achieved is utilized because it is more than the minimum sample size required.

Basically, a priori power analysis is what is usually done when designing a study. As illustrated in Figure 3.1, conversant what sample size is needed to detect some level of effect with inferential statistics (i.e. with p- values). Funding agencies of course want to avoid chance findings, so an a priori power analysis is needed in all study proposals, except pilot studies.

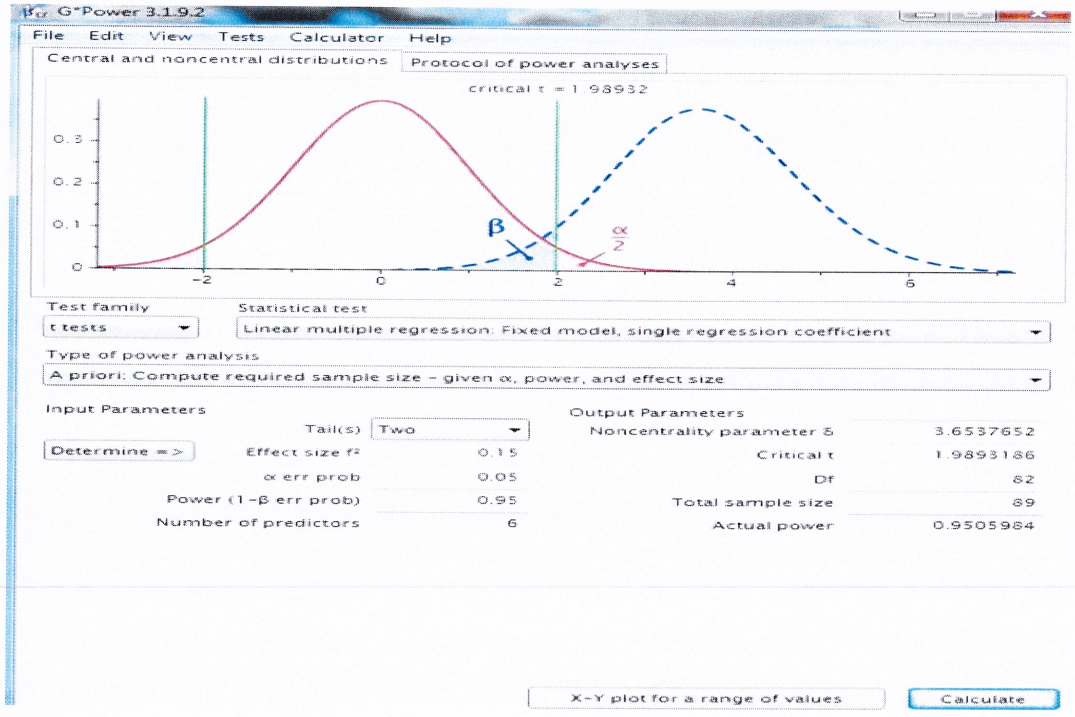


Figure 3.1
The priori power analysis output

3.5 Sample Technique

The method used for sampling in the study for the survey is the purposive sampling technique. It is a sort of selective or subjective sampling procedure with an unequal probability selection for all the individuals from the population (Creswell, 2012). Accordingly, this sampling method has been used specifically to select individuals with specific criteria like a minimum of 3 months should be passed after training participation, foundational and vocational sort of training participation only. According to Hampf and Woessmann (2017), vocational and foundational skills are general skills such as social interaction skills, basic cognitive skills, problem – solving, creativity, critical skills, and skills that facilitate continuous learning should be selected to represent the samples from the organizations' populations, Bahraini employees. This category provides the actual source of data required according to the nature of their duties. This allows for appropriate bias appointment through the selected people with the furthest generalisation.

Again, the primary data gathered from organizations those represent the employees in the public sector in Bahrain, because it is relevant to the focus of this study that is evaluating the foundational and vocational skills type of training effectiveness in the service provider type of organizations in the public sector in Bahrain. Foundational and vocational training means pathways of learning that target to provide trainee with skills, competences, knowledge, and know-how needed in certain occupations or more broadly in the employment market. It contains development programmes of non-formal types which may benefit the place of work and which do not lead to formal qualifications (Development, 2017).

The selection of the employees from a computerised generated selection based on their listed number in the record for the training accomplishment certificate. This was attained using an electronic and a hardcopy questionnaire designed for this purpose by the researcher. Whereas there are comparatively many procedures, follow up, caution to be taken, this was kept into the researcher's consideration especially with the participants. Accordingly, specific steps should be followed to avoid any issue that may occur. First, an application for authorisation was made for the people in charge of the training in the targeted organization for a research conducting. Second, to obtain a genuine, honest and correct response confidentiality was assured for both the management and to the respondent. Third, the questionnaire was translated to Arabic language also to include both languages. This provides a better recognition, and acceptance to the instrument which is the questionnaire. The questionnaire was circulated to 382 employees from the different levels in the organizations that were actually participated in the training type of interests to this study as mentioned before who had participated previously in training programme courses in the foundational and vocational skills type of training. They were chosen also based on a minimum completion of three months from the latest training session attended. This is required to give the employee enough time to put in application and enforce what was learned from the training programme (Kirkpatrick, 1970).

Although there are 19 ministries and 34 government organizations forming the targeted population, several organizations were selected to represent a generalized role sample of the ministries and government organizations to present the generalized samples of the public sector organizations. Those selected organizations are Ministry

of Finance, University of Bahrain, Ministry of Education, and Ministry of Interior. In addition to achieving the required main purpose of the sampling methodology which is supposed to be generalised to represent the population under study, being convenience to cover only those organizations to reduce complexity and increase the focus into the research idea on behalf of spending these resources in unneeded further contributions.

The current study also utilized disproportionate sampling decision which requires drawing participants from every group by not counting a specific percentage (Sekaran, 2003). The disproportionate sampling decision was made because particular groups comprised too large population and others are too small. Another reason was due to expenses reduction in collecting data from one or more groups compared to other groups (Sekaran, 2003).

3.6 Procedure

The researcher's purpose of this study is to explore the relationship and impact of numerous factors. Part of them exists inside the place where the training takes place and others exist outside of it, but has a direct influence on the training programmes effectiveness based on previous studies and literature reviews. Primary and secondary data gathering as complimentary approaches is used.

Previous studies identified the secondary data as the one extracted from a secondary source other than the primary ones that is directly from the participants. It includes information from reports, frameworks, articles, books, newspapers, statistics,

and any other sources. This study focuses and confirms the latest studies related to the impact of the factors on the training programmes effectiveness.

The duration of collecting the primary data was over three months starting from (March 2016) to (June 2016). Data collection was collected immediately from the participants directly to get all the questionnaires back by getting more attention by motivating the respondents. In other cases, it was not possible to get the questionnaire at the same time, therefore it was given to the employee in charge to handle this subject, and frequent direct connection with that employee by telephone calls, face to face meetings and emails was maintained to confirm the reliability and accuracy of data collection through the aid of that party.

3.7 Instruments

The research framework is divided into three divisions of variables. The independent variable (IV) includes trainer, training material, training environment, social support, and trainee motivation. Secondly, the criterion variable or dependent variables (DV) which covers training effectiveness. It is a characteristic or attribute that is being affected by or its characteristics is a result of the independent variables (Creswell, 2012, pg 116). Finally, the organizational culture, is as a moderator that influences the effects of the independent variables and controls it by any means (Pallant, 2005).

While the survey questionnaire is the primary data gathering tool from the targeted respondents, the Likert five point scale is the rating scale utilized in the form

of (1) "strongly disagree" to (5) "strongly agree". The questionnaire is divided into three sections. The first section's objective is to assess the effectiveness of training programmes from the point of view of reaction, learning, behaviour, and results by 36 items. They were sorted based on previous studies and they were adopted from as illustrated in table 3.2. Eleven items investigated the coefficient of influence into reaction, seven items for the learning, twelve items for the behaviour, and six for the results.

The second section of the questionnaire assessed the relationship between the trainer, training material, training environment, social support, and trainee motivation. 15 items measured the degree of impact by the trainer on the effectiveness of training programme. Nine items investigated the degree of influence of the training material. Eight items measure the training environment factor. Seventeen items measured the extent to which the social support can enhance the results of the training. Six items measured the trainee motivation of the respondents. Organizational culture moderator factor is measured by thirty one (31) items which form the third section of the questionnaire.

Table 3.2
Item Resources for the Factors

Variables	No. Of Items	Source
Training Effectiveness (DV)		Lin, (2012).
Reaction	11	
Learning	7	
Behavior	10	
Result	6	
Organizational Culture (Moderator)	31	Glaser, Zamanou, & Hacker, (1987).
Trainer (IV)	15	Leach, (1996).
Training Material (IV)	9	Lin, (2012).
Training Environment (IV)	8	Yanan, (2011).
Social Support (IV)	17	Burke & Baldwin, (1999).
Trainee Motivation (IV)	6	Green, (2002).
Total	**120**	

3.8 Measurement of Variables

The variables in this research will be measured using the Likert 5-point rating scale as mentioned previously. There were 120 items forming the questionnaire as illustrated in table 3.2. The study used 34 items for measuring the dependent variables and 55 items for measuring the independent variables. There were 31 items representing the moderator variable. Part of the items was obtained, suitability verified and used directly from previous studies, while others were adapted from previous studies before use. The reason for the adaption was to simplify the respondents' understanding, and to suit the context of this study (Lin, 2012). Measurements used by Lin, (2012) were applied in this study remained the best measurements according to findings is the study objective. They were also used and tested in a similar status and generated highly precise results.

3.8.1 Measurement of Independent Variables

The independent variables in this research were the contextual factors to the success of effectiveness of the training programmes in the public sector. These factors are the trainer, training material, training environment, social support, and trainee motivation. All of these factors were measured by a total of 55 items either directly or derived from other researches.

3.8.1.1 Trainer

It is measured using a questionnaire that was used in a previous study and modified based on the requirement of this study. 15 items are used to measure this variable. They are derived and modified from Leach (1996). Previous study has indicated that the scale has adequate internal consistency (Cronbach's alpha ranging from 0.777 to 0.92) (Lin, 2012; Iqbal et al., 2011). All items related to trainer in this survey were measured by a five point Likert scale ranging from 1 "Strongly disagree" to 5 "Strongly Agree". Table 3.3 below showed the measurement of items on trainer.

Table 3.3
Trainer

Variable	Operational Definition	Items	Author
Trainer	The Trainer's occupation and qualification in a specific field, employed to improve the trainees' knowledge and skills (Lin, 2012).	1. The trainer sets goals and objectives for training. 2. The trainer develops well prepared lesson plans. 3. The trainer keeps current and up to date on the subject of the training. 4. The trainer conducts needs assessments. 5. The trainer provides advice to the participant. 6. The trainer designs instruction that is easily understood. 7. The trainer provides positive reinforcement. 8. The trainer blends different training techniques. 9. The trainer uses questioning to involve participants. 10. The trainer facilitates group learning activities. 11. The trainer clearly explains concepts. 12. The trainer presents training in a logical sequence. 13. The trainer recognizes and attends to individual differences of the trainees. 14. The trainer explains complex ideas so they can be easily understood. 15. The trainer evaluates effects and impact of the training.	Leach, (1996)

3.8.1.2 Training Material

It was measured using a questionnaire that was used in previous studies and modified based on the requirement of this study. Nine items was used to measure this variable. Two of them are derived from Pau (2001), and five items were adopted from Barcala (2000). The remaining two of them were constructed by Lin (2012). Past studies have reported that the scale has adequate internal consistency (Cronbach's alpha ranging from 0.710 to 0.96) (Iqbal et al., 2011; Lin, 2012; Pau, 2001). All items related to training material in this survey were measured by a five point Likert scale ranging from 1 "Strongly disagree" to 5 "Strongly Agree". Table 3.4 below showed the measurement of items on training material.

Table 3.4
Training Material

Variable	Operational Definition	Items	Author
Training Material	The degree to which the prepared media by trainer increases the knowledge of the trainees in a specific field (Chang, 2010).	16. The course content is too detailed.	Pau, (2001)
		17. The course content is relevant to my job.	
		18. The printed material is easy to read.	Barcala, (2000)
		19. The course content is easy to understand.	
		20. The course content is well structured.	
		21. The material will provide a useful reference in the future.	
		22. The printed materials and other handouts are well organized.	
		23. The pictures/diagrams shown are useful and relevant.	Lin, (2012)
		24. The course materials are varied and current.	

3.8.1.3 Training Environment

It will be measured using the Training Effectiveness questionnaire (TEQ) that is derived from Yanan (2011). The scale presented adequate internal consistency (Cronbach's alpha ranging from 0.697 to .941) (Yanan, 2011; Iqbal et al., 2011; Diamantidis & Chatzoglou, 2012). All items related to training material in this survey were measured by a five point Likert scale ranging from 1 "Strongly disagree" to 5 "Strongly Agree". Table 3.5 below showed the measurement of items on training environment.

Table 3.5
Training Environment

Variable	Operational Definition	Items	Author
Training Environment	The perception of the training environment by the trainees, and its suitability for this purpose (Sanjeevkumar & Yanan, 2011).	25. The room temperature was comfortable. 26. The visual aids were suitably placed. 27. The tables and chairs were ergonomically placed. 28. The training facility provided everything I needed to assist in my learning. 29. The training facility was easily accessible\reachable. 30. The hospitality provided during training was suitable. 31. The lighting was sufficiently bright. 32. The training place is spacious enough.	Yanan, (2011)

3.8.1.4 Social Support

This measurement consists of questionnaires that were derived from Burke and Baldwin (1999). The scale presented adequate internal consistency in previous studies (Cronbach's alpha ranging from 0.652 to .951) (Bimpitsos & Petridou, 2012; Homklin et al., 2013; Almakhadmah, 2012). All items related to training environment in this survey were measured by a five point Likert scale ranging from 1 "Strongly disagree" to 5 "Strongly Agree". Table 3.6 below showed the measurement of items on social support.

Table 3.6
Social Support

Variable	Operational Definition	Items	Author
Social Support	The extent the help and encouragement the person gets from the surrounding people or the organization influences to attain the objective of the training.	33. My subordinates are receptive towards my use of new skills from the training programme. 34. My supervisor expects me to apply the skills I gained in the training programme. 35. My supervisor and I discuss my training needs and developmental plans to meet those needs. 36. My supervisor and I discuss the objectives of training programmes that I attend. 37. My supervisor typically shows interest in what I learn in the training programs. 38. My supervisor exhibits behaviors that are consistent with the training I receive (e.g., uses the same terminology taught in training; practices the same skills).	Burke & Baldwin, (1999)

Variable	Operational Definition	Items	Author
		39. My supervisor has a positive attitude toward training.	
		40. When I attend training programmes, my supervisor helps to ease the pressures of work while I am away.	
		42. My supervisor encourages me to describe the new techniques I learn in training to other employees.	
		43. I am encouraged to try using new techniques or innovations that I gained from the training in my job.	
		44. I am selected to attend training programmes based on established programme criteria.	
		45. I receive information regarding available training opportunities.	
		46. Management is willing to spend money on training.	
		47. My subordinates are receptive to my use of new skills from training programs.	
		48. If I use the new skills learned in the training, I receive some sort of recognition or reward.	
		49. My peers feel there is a value in attending training programmes.	

3.8.1.5 Trainee Motivation

This measurement consists of questionnaire that was derived and adopted from Green (2002). In past studies, the scale presented adequate internal consistency (Cronbach's alpha ranging from .665 to .867) (Almakhadmah, 2012; Green, 2002;

Homklin et al., 2013). All items related to trainee motivation in this survey were measured by a five point Likert scale ranging from 1 "Strongly disagree" to 5 "Strongly Agree". Table 3.7 below showed the measurement of items on trainee motivation.

Table 3.7
Trainee Motivation

Variable	Operational Definition	Items	Author
Trainee Motivation	The degree of one's motivation to make an accomplishment and positive behavior toward the training (Danish & Usman, 2010).	50. My job performance will improve if I use the skills I learned in Development Supervision. the training. 51. I believe it is unrealistic to try to use the skills emphasized in Development Supervision the training on my job. 52. I learned skills in Developmental Supervision that I intend to use in my everyday work. 53. I know of work situations in which I plan to use what I have learned during the training. 54. The skills I learned during Development Supervision. in the training will be helpful in solving work-related problems. 55. The skills I learned in Development Supervision will be helpful in solving work-related problems. I feel capable of using the skills developed in the training in my everyday work.	Green, (2002)

3.8.2 Measurement of Dependent Variables

The dependent variable in this research was the output factor which is effectiveness of the training programmes in the public sector. 34 items were derived from other studies to see the respondents' reaction towards training effectiveness. Again, the Likert five-point scale was used to indicate the respondent's level of agreement or disagreement with the related statement. This scale will allow the measurement into a mathematical process the weightiness of the individual preferences as follows:

1. Strongly disagree
2. Disagree
3. Neutral
4. Agree
5. Strongly Agree

3.8.2.1 Reaction

Eleven questions were extracted to perceive the respondents' reaction regarding the training in terms of training joining satisfaction, fulfilment of expectation from it, and what they plan to do with what the trainee learned.

Four questions below were adapted from Pau (2001), Three items were adapted from Al-Eisa, Furayyan, and Alhemoud (2009). Another item was adapted by Abdullah Bin Lin and another one item was adapted from Barcala et al. (2000). Another one question was adopted from Wilson (2000), and the last question was

fabricated by Lin (2012). In past studies, the scale presented adequate internal consistency (Cronbach's alpha ranging from .85 to .93) (Steensma & Groeneveld, 2010; Lin, 2012; Wilson, 2000). All items related to reaction in this survey were measured by a five point Likert scale ranging from 1 "Strongly disagree" to 5 "Strongly Agree". Table 3.8 below showed the measurement of items on reaction.

Table 3.8
Reaction

Variable	Operational Definition	Items	Author
Reaction	It is the improvement the training made into trainees KSA according to trainee's observation scale (Lin & Chen, 2011)	1. The training has helped me to improve my knowledge and skills.	Pau, (2001)
		2. The training has helped me to utilize my potential.	
		3. The skills I have learnt from this training have been very helpful to develop my career.	
		4. The training objectives were clearly stated and discussed.	
		5. I believe those who attended this training programme would perform better after Attending it.	Al-Eisa et al., (2009)
		6. The training provided was very relevant to my work.	
		7. The training programme provided improved my potential for future career growth.	
		8. I am confident that I have the ability to succeed in my work because of the training.	Lin, (2012)
		9.All the training objectives were achieved successfully	Barcala, (2000)
		10. I can align my career development to meet the organization's objectives after the training.	Wilson, (2000)
		11.I can now relate the importance of this training programme to overall organizational objectives.	Lin, (2012)

3.8.2.2 Learning

Seven items were derived to measure the skills and knowledge acquisition which were adopted from previous studies by Lin (2012). Two items were adapted from Al-Eisa et al. (2009), one item adapted from Tai (2006), one item adapted from Price (2001) and three items were constructed by Lin (2012). Below items show the constructs as per the above sequence. In past studies, the scale presented adequate internal consistency (Cronbach's alpha ranging from .769 to .92) (Lin, 2012; Al-Eisa et al., 2009; Price, 2001). All items related to learning in this survey were measured by a five point Likert scale ranging from 1 "Strongly disagree" to 5 "Strongly Agree". Table 3.9 below showed the measurement of items on learning.

Table 3.9
Learning

Variable	Operational Definition	Items	Author
Learning	It is the participant's new concepts, ideas, theory, fundamentals, and techniques gained (Kirkpatrick, 1970).	12. I am certain I can overcome obstacles in the job that hinder my use of new knowledge and skills acquired from the training programme.	Al-Eisa et al., (2009)
		13. I feel confident now that my skills and abilities equal or exceed those of my colleagues.	
		14. I am confident now to train other people.	Tai, (2006)
		15. I now have better understanding to do my job.	Price, (2001)
		16. The assessment tasks used in the training programme were based on the course objectives and the materials.	Lin, (2012)
		17. I successfully passed all the assessments in the training programme.	
		18. I managed to demonstrate to the trainer that I completed all the programme requirements successfully.	

3.8.2.3 Behavior

Ten items were constructed to measure the behaviour change by Lin (2012). They were adapted from previous studies. Eight of them were constructed with a slight modification to suit the study's environment where simple phrases are used to address skills and knowledge application such as 'I can apply what I have learned from the training programme".

Two items of them were adapted from Barcala et al (2000), and another two were adapted from Price (2001). Three items were adapted from Tai (2006), two items from Wilson (2000), and one item from Barcala et.al (2000).

Below are the items according to the above order. In past studies, the scale presented adequate internal consistency (Cronbach's alpha ranging from .84 to .93) (Lin, 2012; Steensma & Groeneveld, 2010). All items related to learning in this survey were measured by a five point Likert scale ranging from 1 "Strongly disagree" to 5 "Strongly Agree". Table 3.10 below showed the measurement of items on behavior.

Table 3.10
Behavior

Variable	Operational Definition	Items	Author
Behavior	It is the moral, mental, expressive and the person's way of acting with the social activities experienced by the person and influenced by the surrounding climate (Raza et al., 2014)	19. I performed better on the job after attending this training programme.	Barcala, (2000)
		20. I have a positive working relationship with my colleagues after attending this training programme.	
		21. My quality of work has improved after attending this training programme.	Price, (2001)
		22. I can apply what I have learnt from this training programme.	
		23. I used my knowledge and skills to train others after attending this training programme.	Tai, (2006)
		24. This training programme has increased my capability in the job.	
		25. Overall, I am able to work independently after attending the training programme.	
		26. I make better decisions in my work after attending the training programme.	Wilson, (2000)
		27. I have contributed significantly to achieving the company's objectives after attending the training programme.	
		28. I would not have performed this well without the training programme.	Barcala, (2000)

3.8.2.4 Results

Six items were derived to measure the return on investment are adapted from previous studies. Five items were adapted after a slight modification from Barker

(1997), one item adapted from Tai (2006), and one item was constructed by Lin (2012). Below items show the constructs according to the above order. In past studies, the scale presented adequate internal consistency (Cronbach's alpha ranging from .83 to .84) (Lin, 2012; Steensma & Groeneveld, 2010). All items related to learning in this survey were measured by a five point Likert scale ranging from 1 "Strongly disagree" to 5 "Strongly Agree". Table 3.11 below showed the measurement of items on results.

Table 3.11
Results

Variable	Operational Definition	Items	Author
Results	It is the action of putting the application of the training into action (Karim et al., 2012).	29. After attending this training programme, I believe the productivity of the organization has improved.	Tansu Barker, (1997)
		30. After attending this training programme, I believe the quality of the product/service at my line has improved.	
		31. After attending this training programme, I believe the waste generated by the company has reduced.	
		32. After attending this training programme, I believe the process cycle-time at my line has improved.	
		33. After attending this training programme, I believe the manufacturing cost has reduced.	
		34. After attending this training programme, I believe the machine downtime has reduced.	Tai, (2006)

3.8.3 Measurement of Moderator Variable

Questionnaire with five Likert scales which anchored at "1" strongly disagree to "5" strongly agree. Ordinal questionnaire was derived from Glaser et al. (1987). As shown in previous studies, the scale has adequate internal consistency (Cronbach's alpha ranging from .699 to 0.945) (Almakhadmah, 2012; Lee & Kim, 2017; Glaser et al., 1987). All items related to learning in this survey were measured by a five point Likert scale ranging from 1 "Strongly disagree" to 5 "Strongly Agree". Table 3.12 below showed the measurement of items on results.

Table 3.12
Organizational Culure

Variable	Operational Definition	Items	Author
Organizational Culture	The degree of one's perception of attitudes of both the employees and the administration applied in the organization, and its influence to supervise the behavior of the employees (Raza et al., 2014)	35. People I work with are direct and honest with each other. 36. People I work with accept criticism without becoming defensive. 37. People I work with function as a team. 38. People I work with constructively confront problems. 39. People I work with are good listeners. 40. Labor and management have a productive working relationship. 41. This organization motivates me to put out my best efforts. 42. This organization respects its workers. 43. This organization treats people in a consistent and fair manner. 44. There is an atmosphere of trust in this organization.	Glaser et al., (1987)

Variable	Operational Definition	Items	Author
		45. This organization motivates people to be efficient and productive.	
		46. I get enough information to understand the big picture here.	
		47. When changes are made, the reasons for them are made clear.	
		48. I know what is happening in work sections outside my own.	
		49. I get the information I need to do my job well.	
		50. I have a say in decisions that affect my work.	
		51. I am asked to make suggestions about how to do my job better.	
		52. This organization values the ideas of workers at every level.	
		53. My opinions count in this organization.	
		54. Job requirements are made clear by my superior.	
		55. When I do a good job, my superior tells me.	
		56. My superior takes criticism well.	
		57. My superior delegates responsibility.	
		58. My superior gives me criticism in a positive manner.	
		59. My superior is a good listener.	
		60. My superior tells me how I am doing.	
		61. Decisions made at meetings get put into action.	
		62. Everyone takes part in discussions at meetings.	
		63. Our discussions in meetings stay on track.	
		64. Time in meetings is time well spent.	
		65. Meetings tap the creative potential of the people present.	

3.9 Pilot Test

Pilot test is the procedure of presenting the questionnaire to a group to go through, to fill, and to evaluate it for the purpose of amendments based on written comments and feedback to reach easy to understand conclusions and to avoid any future issues. It will also give a review for the difficulty and the time required to complete the questionnaire which forms the instrument of the evaluation of the factors (Creswell, 2012, pg 390). It is very practical and useful to pilot test the questionnaire before actual distribution of it. Many benefits will be accomplished by that such as checking the survey's wording, logical sequence and arrangement of items, and getting an idea about the targeted respondents feedback (Ullah, 2013).

For the reason of quality and reliability application for measurement, a number of procedures were applied. Previous literature review was the source for the development of a primary questionnaire and consists of 120 items. Then comes the stage of questionnaire validation and evaluation by experts in the field of training and development, and human resources management. The questionnaire was amended based on the suggestions and recommendations of the experts and that yielded a revised questionnaire of 112 items only. A portion of 30 respondents from easiest possible approachable employees of the public sector were requested to fill the questionnaire to confirm the instrument used herewith is suitable, valid and can serve its main purpose. This was done by the researcher using a hard copy of the survey to the respondents. The respondents were asked to fill the questionnaire and give any feedback in the same time in the same meeting to avoid any delay, or inattention, and for a clear understanding and communication. The 30 employees used for pilot test

excluded from the actual study. The expectation was there will not be any modifications required since all the measurements were obtained from previous tested studies and according to previous check by experts. However, 13 questions were also deleted from the questionnaire because their Cronbach's alpha values are lower than the cut-off value of 0.70 according to Pallant (2002) and the suggested Cronbach alpha value of 0.6 which can even be accepted according to (Sekaran, 2003). This process reduced the total items of the questionnaire from 120 items as stated in Table 3.2 to only 107 items as stated in Table 3.13. In addition, different two phased of reliability and validity test was applied. Reliability test was conducted using Cronbach's Alpha Coefficient to avoid instrument inconsistency.

3.9.1 Validity

Validity means the possibility of drawing a valid and realistic conclusion from an analysing process of population sample (Creswell, 2012). In order to confirm the validity and the adequacy of the instrument, it was presented to experienced academic faculty as mentioned previously for the purpose of obtaining their suggestions regarding the instrument validity. It is important to indicate that two languages were used in the test, English and the Arabic. The reason behind this is to make sure the questionnaire items are clear, related and in relation to the purpose of the research. The survey was sent to different professors who were experts and can be of a good help for a verification of this instrument. They are:

1. Dr. Ahmed Saad Mohammed Jalal, programme Director, Deanship of Graduate Studies, University of Bahrain, Bahrain.

2. Dr. Hasan Mohsin Hasan Alwadi, Assistant Professor, Bahrain Teachers College, University of Bahrain, Bahrain.
3. Dr. Nina Lotfi Abdulrazzak, Assistant Professor, Bahrain Teachers College, University of Bahrain, Bahrain.

Then, their suggestions were applied to the instrument. Accordingly, difficult words were changed by easier ones indicating the same meaning, to confirm easy understanding. For example, in the Results portion of the questionnaire item no. 29 "the productivity of the company has improved" was replaced with "I believe the productivity of the organization has improved". Second, unclear statements amended to make them well defined, such as role conflict item no. 31 "After attending this training programme, I believe the waste generated by the company has reduced "was changed to "After attending this training programme, I believe the waste generated by the organization has reduced". Another example for this case in the Trainee Motivation portion of the questionnaire item no. 55 "The skills I learned in Development Supervision will be helpful in solving work-related problems" with "The skills I learned in the training will be helpful in solving work-related problems" (See Appendix D: Questionnaire).

The final revision of the questionnaire yielded a final total number of 112 items forming the instrument for the measurement of the variables.

3.9.2 Reliability

Reliability means the degree to which the dependent and independent variables consistently measure what they are supposed to measure in the questionnaire (Sanjeevkumar & Yanan, 2011). Higher reliability indicates higher variables' and their indicators relationship. The variable shows the variance in each indicator. In other words, it means the instrument measurement will provide the same results or a very close one even if it is used many times and in different place (Hair, Black, Babin, & Anderson, 2009).

To check the validity of the research instrument, validity and reliablity of the variables has been conducted in this study. Cronbach alpha was measured to identify the internal consistency of the times by measuring every variable. The higher coefficient Cronbach alpha value represents a higher items reliability level. According to (Pallant, 2005), cofficient alpha is usally used to measure the internal consistency. Scales value those have a cofficient alpha in the range between .80 and .95 are considered to be very good reliability. Scales that have a coefficient alpha between .60 and .70 are belived to be reasonable reliabilty. While the value of coefficient alpha below 0.60, represents a poor reliablity. Hair et al. (2009) argued that a value of coefficient alpha that ranges from .60 to .70 shows the lowest acceptable limit. However, a higher coefficient alpha value indeicates greater reliablity (Pallant, 2005). According to the stated arguments, lowest threshold of 0.70 was utilised as the minimum acceptable reliablty value for this study.

Table 3.13
Summary of the pilot test reliability analysis of constructs (n=124)

Constructs	Number of items	Cronbach Alpha
Organizational Culture	28	.939
Trainer	15	.939
Training Material	8	.863
Training Environment	8	.839
Social Support	15	.903
Trainee Motivation	4	.877
Reaction	11	.910
Learning	4	.807
Behavior	8	.880
Result	6	.939

3.10 Technique for Data Analysis

The data analysis portion in this research used the quantitative method which was found to suit the nature of this research. The process following the pilot test is the process of coding the data gained and analyzing it using Statistical Package for Social Sciences IBM (SPSS-PC). Statistical Package for Social Science (SPSS) computer software version 23 for windows is the computerized tool. SPSS is used to investigate and explore the relationship and correlation between the independent variables to each other and to the dependent variable by the use of "r" values and significance. Characteristics of the responses will be analyzed by the quantitative method to identify the sample's characteristics of the study. Afterward, comes the indication of the standard deviation and the mean by a descriptive analysis for the independent and the dependent variables. The hypotheses will be verified to reach a conclusion about the developed framework in this chapter.

3.10.1 Descriptive Analysis

Descriptive statistics aids to give an explanation to the occurrence of interest (Sekaran, 2003). In the beginning, data screening has been conducted in this study to deal with cases missing values, omitted the outliers and performed data normalisation. Thereafter, comes the step of conducting descriptive statistics such as means, minimum, maximum, variance and standard deviation to measure variables with interval scale (Sekaran, 2003).

3.10.2 Content Validity

According to Sekaran (2003) the content validity is described as the degree to which measurement scale acceptably cover the questions in the survey under inspection. Therefore, items are expected to achieve content validity if the items have been checked by experts as suitably cover the variables of interest being measured. Hair et al. (2009) also acknowledged that content or face validity of a scale involves a regular but subjective evaluation of scale's ability to appraise what it is assumed to measure. Referring to Sekaran, (2003), face validity is counted as a very minimum and basic index of content validity. Accordingly, the researcher confirmed the content validity in the opinion of three experienced lecturers in different colleges and levels in University of Bahrain to confirm the validity of items to suit the context of study.

3.10.3 Factor Analysis

According to Pallant (2002) and Hair et al. (2009) factor analysis is described as a technique employed to explain the fundamental arrangement of data matrix. The essential purpose of this type of analysis is to distribute the factors into better controllable groups of factors (Sekaran, 2003). Another objective for using factor analysis is to confirm suitability of the scales used in this study because they all are adapted from previous researches. Another reason for using factor analysis is to minimize the total number of items used for variables measurement to decrease loss of information (Hair et al., 2009).

This study used varied statistical measures such as Kaiser-Meyer-Olkin (KMO) and Bartlett's test of sphericity (BTS) to evaluate the factor ability of the data. The range of KMO index is between 0 to 1. Tabachnick and Fidell (2007) stated that 0.6 should be the lowest value of KMO to achieve valuable factor analysis. Similarly, Hair et al. (2009) stated that KMO value of 0.90 represents an excellent output, .80 forms meritorious result, .70 indicates middling value, .60 indicates an average result. Value of .50 is considered acceptable but not recommended while value lower than .50 is not acceptable. Based on the previously mentioned criteria, a threshold of 0.60 is applied in this study.

3.10.4 Reliability Analysis

It is kind of analysis used to assess results consistency of variable or set of variables measurements with what they are intended to measure. For example,

consistency of value should be present if a number of measures are taken. Internal consistency is indicated by reliability measurement. In general, measurement error is inversely related to reliability. High reliability value means high variable's construct and indicator relationship, indicating that the construct give details of the variance in each indicator (Hair et al., 2009).

This study conducted the reliability and validity of the variables to validate the goodness of the research instrument. To determine the internal consistency of all the items measuring each variable, Cronbach alpha was calculated for this purpose. High level of reliability of the items represents a high value of coefficient Cronbach alpha. According to Zikmund, Babin, Carr, and Griffin (2013), coefficient alpha is usually used to measure internal consistency. The coefficient alpha indicates possibility or impossibility of different items coverage. Coefficient alpha value between .80 and .95 is believed to be very good reliability, while scale of coefficient alpha that between from .60 to .70 indicates reasonable reliability. When the value of the Coefficient alpha is lower than 0.60, it reflects a poor reliability. Hair et al. (2009) recommended that a coefficient alpha value of .60 to .70 indicates the lowest acceptable limit. However, coefficient alpha value of high extent represents higher reliability (Pallant, 2005). In this study, the lowest acceptable threshold of 0.70 was used.

3.10.5 Correlation Analysis

To explain the level to which two or more variables relate to each other is the objective of conducting correlation analysis. A positive correlation means when one

variable goes up both correlated variables go up. Negative correlation shows that when one variable goes down, the other goes up (Pallant, 2005).

Pearson correlation was used in this study to test the relationship between the main variables. Pearson correlation coefficient, r, corresponds to the measured strength of linear association strength of linear relationship and the direction between the interval and ratio variables, according to the sampling data and varies in the range between +1 and -1. Positive or negative direction relationship is determined from the plus one or minus one (+ -). The strength of the relationship is represented by the number (the stronger the relationship, the closer to 1, zero means absence of relationship) (Cooper & Schindler, 2008).

3.10.6 Regression Analysis

To determine the direct and indirect relationship between the variables under study multiple and hierarchical regression analysis was conducted. Regression analysis was conducted following the verification of descriptive statistics, validity, factor analysis, reliability and the Pearson correlation, to determine the predictive power of the independent variable on the criterion variable. Assumption test including normality, linearity, homoscedasticity, multicollinearity and the correlation of the variables were analysed before conducting the regression analysis. In addition to homoscedasticity, normality and linearity were confirmed via the residual histogram, scatterplot, with normal probability plot (P-P plot) of the regression standardized residuals (Hair et al., 2009). Outliers were also identified in this study through boxplot and case-wise diagnostics. Before conducting any further analysis,

identified outliers were deleted. This is because multiple regression is very sensitive to outliers. Likewise, the generated results from multiple regression analysis are negatively affected by multicollinearity as such. Pallant (2002) stated that multicollinearity inhibit the attainment of good results and therefore proposed that data should be inspected for possible cases of multicollinearity. Accordingly, collinearity statistics (i.e. tolerance value and variance inflation factor or VIF) was used in this study for multicollinearity checking. Tolerance value which is higher than .10 and VIF value that is lower than 10 reveals the absance of mutlicollinearity issues in the data (Hair et al., 2009).

The objective of using multiple regression analysis is to determine the direct relationship between trainer, training environment, training material, socail support, and trainee motivation. While the objective of using hieriarcal regression is to test the moderation effect of organizational culture on the relationship between the independent variables, and training effectiveness. Detailed clarification of the involved steps in the hierarchical regression is avaiable in the next paragrapgh.

In hierarchical (sequential) regression, the researcher enters the independent variables in a specified order into the equation according to theoretical grounds. Variables or groups of variables are inputted in either steps or by blocks with a view to assessing every independent variable in terms of its expected influence on the dependent variable. This should be done as a next step when the subsequence variables have been controlled (Pallant, 2005). The analysis's first step was recording the independent variable (trainer, training material, training environment, social support, and trainee motivation). Then in step 2, the interaction between the

dependent and the moderator variables are introduced accordingly. Keeping in mind that before conducting the hierarchical analysis, the data is needed to meet a number of assumptions ie; normality , homoscedasticity, and linearity (Hair et al., 2009). Finally, the researcher processes the regressions to verify the influence of the organizational culture into the correlation between the independent and dependent variables. Typically, in statistics, variances in outcome variables are allowed to be analysed by a hierarchical linear regression at multiple hierarchical levels, while on the other hand all effects are modelled to take place at only one level in the other sorts of linear regression such as simple linear and multiple linear regressions. That is why hierarchical linear regression is right practice in this research because of the need for analysing the moderating effect (organizational culture) (Gelaidan, 2012). Refering to the previous descriptions, table 3.14 shows the main data analysis used to answer the research quetions in this study to meat the research objectives.

Table 3.14
Analysis used method

	Quantitative Analysis
1.	Respondents Characteristics: Features of the sample in the study Gender, Marital Status, Education Level, Experience in the public sector, Age
2.	Descriptive Analysis: The mean and standard deviation for variables.
3.	Correlation: Explore the association between independent variables. Among independent variables and dependent variable. The "r" value, direction (positive or negative), and level of significant.
4.	Multiple Linear Regression: The effect of the factors (Trainer, training material, training environment, social support, and trainee motivation) on the training effectiveness. Beta value indicated the unique contribution for every factor in the training effectiveness.
5.	Hierarchical regressions (or moderator regression): Find out the influence of the organizational culture (moderator) on the relationship between the independent variables and the training effectiveness.

3.11 Conclusion

In this chapter, the method to study the effectiveness of training in the public sector in Bahrain and the associated factors were discussed. In addition to a full coverage of the methodology, the standard sections of the study such as the design of the research, the framework, the data collection method, the hypotheses, instrumentation and the analysis procedure of the data, variable measurement and the statistical test were considered. The source of information and the part to be analysed for the measurement is the primary data. It will be obtained from the distribution of the questionnaire after doing the required amendments and translation to it.

This study is based on a theoretical framework, which consists of the independent variables, the dependent variables, and the moderator. The IV forms the contextual factor, which has an influence or a final effect into the DV, which is the training effectiveness in this study and consists of further items that are reaction, learning, behavior, and results. Independent variables are the trainer, training material, training environment, social support and trainee motivation. The third effective factor in this study is integrated with the IV and the DV and control their relationship is the moderator. The moderator in this study is the organizational culture. The number of hypotheses, which were established to investigate the relationship of the IVs and DV, is 10.

Also, the Likert 5-point measurement scale was considered for gauging the gathered data and transforming it into an arithmetic sort of data. Lastly, SPSS is the computerized program to be used for the analysis of the data.

Chapter Four

Findings

4.1 Introduction

The main aim of this study is to examine the items that might influence the training effectiveness in the public sector in Bahrain. This chapter's purpose is to illustrate the research findings of the questionnaire according to the quantitative method applied. This method employs the use of a questionnaire, which was distributed among a sample representing the employees in the public sector.

4.2 Response Rate

Table 4.1 presents the survey response rate outline discussed previously in chapter three.

Table 4.1
Response Rate of the questionnaires

Response	Frequency/Rate
Number of questionnaires distributed – (X)	382
Number of questionnaires collected– (Y)	155
Response rate – Y/X * 100%	40.58%
Number of question used for analysis	128

382 questionnaires were distributed to the respondents forming the representative of the sample size. Questionnaires were personally distributed when possible within around three months (27 March - 15 May 2016). However, only 155 or 40.58% was returned, and 27 questionnaires were subsided due to inappropriate

completion and therefore they were eliminated from this research where the valid ones were only 128 questionnaires. The low response rate is due to the discourage and antipathy towards research culture in the Arabian countries such as Bahrain (Gelaidan, 2012).

Referring to the proposal pointed out by Roscoe (1985) (cited in Sekaran, 2003) stating that the proper and accepted sample size is in the range above 30 and below 500 and it is required to be several times (10 times or greater is preferred), consistent with the quantity of variables in multivariate sort of studies (containing multiple regression analysis). 128 sample size attained still represents an acceptable ratio of 33.5% for statistical aim as a common and ordinary response average in the management field related researches (Othman & Ismail, 1996).

4.3 Data Screening and Preliminary Analysis

After collecting the data, it is coded for systematic storage and application. The data is coded by allocation of character symbols in numerical symbols that allows SPSS software version 23 to understand and manipulate. To avoid the negative impact of the data characteristics into the outcome of the research, data screening was performed through the utilization of steps in SPSS. Data screening plays an important role in the initial steps because of its involvement and influence into the decisions carried out in the later steps. Furthermore, data screening was conducted by the researcher to look at the basic descriptive statistics and frequency distributions. The unacceptably coded or out of range values were identified. Checking this helps the researcher to identify the out of range data and make the

needed changes before analyzing the data. This is due to the fact that out of range data may produce incorrect results of certain analysis such as correlation analysis (Pallant, 2005). As a result, of the process above, all the 155 returned questionnaires were entered into SPSS version 23 after being coding. Thereafter, missing data, outliers' assessment, normality and multicollinearity test were conducted also (Hair et al., 2009).

4.3.1 Missing Data

Previous studies recommended several actions in the case of missing data. For example, it is possible to be replaced, distributed, or deleted (Pallant, 2005). Identification of the missing data is the first step involved in the data screening. Personal questions of specific nature such as the respondent's income, age, etc., may be ignored, and other cases, the respondent is not capable to respond due to other reasons like missing the knowledge to do so or cannot remember.

Each variable was checked for the purpose of detecting of missing response. Although, an attention was assigned for making sure, post check, and reminding the respondents to fill every question in the survey, there were some cases where it was out of range and incomplete data was obtained. The treatment was based on the nature of the case. For instant, calling back the respondent to fill the gap. In other cases, it was not possible to identify the original respondent, therefore the missing response were eliminated from the analysis of data, which in turn reduce the useful usable data. In other cases SPSS was ordered to exchange the missing data with "serial mean" (Hair et al., 2009).

As stated earlier in chapter three on methodology, the sample size of this study was 128 employees from four organizations in the public sector in Bahrain, elected through a purposive sampling technique. Out of 382 questionnaires distributed, only 155 employees participated (40.58%) at the completion of the data collection period. Upon inspection, 27 statuses (7.08%) were eliminated due to several missing data per status. Therefore, they were completely removed. Missing data could affect the truth of the researcher's results, therefore it is necessary to identify them and solve the problem (Hair et al., 2009).

4.4 Demographic Characteristics of the Respondents

4.4.1 Respondents' Demographic Characteristics

Table 4.2
Demographic Characteristics of the Respondents (N=128)

Demographic	Category	Frequency	Percent
Gender	Male	75	58.6
	Female	53	41.4
Marital Status	Single	20	15.6
	Married	107	83.6
	Divorced	1	.8
Educational Level	High School or Less	19	14.8
	Diploma	24	18.8
	Undergraduate	61	47.7
	Postgraduate	24	18.8
Experience in the public sector	Under 5 years	16	12.5
	6 - 10	39	30.5
	11 - 15	34	26.6
	16 - 20	11	8.6
	21 or more	28	21.9
Age	20 - 29	19	14.8
	30 - 39	70	54.7
	40 - 49	25	19.5
	50 or more	14	10.9

The participants were requested to indicate the age group from a prepared classification. The indication of the findings shows that the largest class was for the participants of the age 30 – 39. The equivalent of this figure in percentage is 54.7% of the respondents. On the other hand, the age category 20 – 29 represents only 14.8%, whereas 19.5% was the respondent's ratio for the ones in the 40 – 49 age group and only 10.9% for the 50 years and above. It is important to point out that the lowest percentage value was for the latest class (50 years and above), which indicates the majority of the sector's employees are mature aged workers.

Additionally, in term of the respondent's gender, the outcomes show the larger number of the participants was male with a ratio of 58.6%, and 41.4% only for the females. The majority marital status of the sample was 83.6% married with a low single status of only 15.6%. The indication for the educational level class shows that the biggest class is the undergraduate group with a sum of 61 representing a percentage of 47.7%, and then comes the diploma and the postgraduate groups with a similar ratio of 18.8% or 24 respondents. The smallest class was for the high school or less group with a respondent's number of 19 which comprised 14.8% of the sample.

As for the experience group which indicates the total of the years the respondents have been working in the public sector: the least respondent group was for the 16 – 20 years which represented a share of 8.6%, while the 6 – 10 years was the most represented 30.5% of the sample of this research. Years of experience of 11 – 15 working in the public sector represents 26.6%, while the participants in group

under 5 years represents a percentage ratio of 12.5%, and 21.9% representing the experience years of 21 years or more.

4.5 Multivariate Assumption Tests

The constructs were examined for outliers, normality, linearity, multicollinearity, homoscedasticity to attain the fundamental assumption of the multiple regressions following (Hair et al., 2009).

4.5.1 Outliers

Another critical step of the data cleaning process is the identification of possible multivariate outliers in the collected data. According to Hair et al. (2009), outliers could be a result of several reasons such as entering data incorrectly. There are many methods to identify the outliers. For example there is a method used to examine the existence of outliers in the dataset was Mahalanobis distance (D^2) to compare with the value of Chi-square χ^2 based on the degree of freedom (*df*) that was attained with p=0.001. Than any Mahalanobis value that is bigger than the Chi-square was assumed as an outlier and was deleted.

The existence of outliers can also be identified from Scatterplot. Tabachnick and Fidell (2007) determined outliers situations that have a standardized residual (as illustrated in the scatterplot with values above 3.3 or below -3.3. Another method for checking outliers is by inspecting the Mahalanobis distance which is the outcome of the multiple regression program appear as an extra variable named (Mah_1) at the

end of the data file. To distinguish outliers' cases, the critical chi-square value is needed to be determined. This is accomplished by identifying the degree of freedom using the number of independent variables. The associated value linked with the number of variables can be attained from statistics books (see Tabachnick & Fidell, 2007, Table C.4). Alpha level of .001 was suggested by Tabachnick and Fidell to be used. This method was used in this study. Using Tabachnick & Fidell (2007) principles, a selection of some of the key values illustrated in Table 4.3 below.

Table 4.3
Critical values for evaluating Mahalanobis distance values

Number of indep. variables	Critical value
2	13.82
3	16.27
4	18.47
5	20.52
6	22.46
7	24.32

Source: Tabachnick & Fidell (2007)

According to the table above, this study has five dependent variables; and the critical value is 20.52. Therefore, any value in the variable Mah_1 created by SPSS exceeding the value was considered as an outlier. Four outliers cases were detected and removed from N=128 observed variables which presents a new counted respondents of N=124. Table 4.4 below displays the respondents' IDs and their corresponding Mahalanobis Values.

Table 4.4
Respondents' IDs and their corresponding Mahalanobis Values

S/No	Respondent IDs	Mahalanobis (D^2)
1	25	27.43087
2	68	24.54562
3	95	20.66692
4	116	41.96368

4.5.2 Linearity, Normality and Homoscedasticity

Because the regression has a high sensitivity to the abnormal distribution, it becomes very essential to first inspect for normal curve, scatter plot, and probability plot. Scatter plot and probability plot function as a tool to examine if the normality assumption was violated or not; in case the outcome of the probability plot presents a diagonal line that is residual rationally extending in one direction only without a curve connecting between the left lowest point to the top right in an angle of 45 degree line, this proves that the normality assumption is achieved. On the other hand, the scatter / normal plot (regression standardized) of the dependent variable is an ordinary allocation with the majority of the scores intensively in the middle point (centred) (toward the 0 point).

At this stage comes the point of checking the assumptions about the regression analysis. The assumptions that need to be checked are linearity, normality and homoscedasticity (Hair et al., 2009). Linearity is the first assumption. It was analysed by residuals and partial regression plots. Figure 4.1 below shows the evaluation process diagram of linearity testing using scatter plot.

As indicated below in Figures 4.1, the normality assumption is achieved, however the outcomes do not indicate for the normality major deviations. Figure 4.2 below represents the result of linearity testing using the diagram of scatter plot:

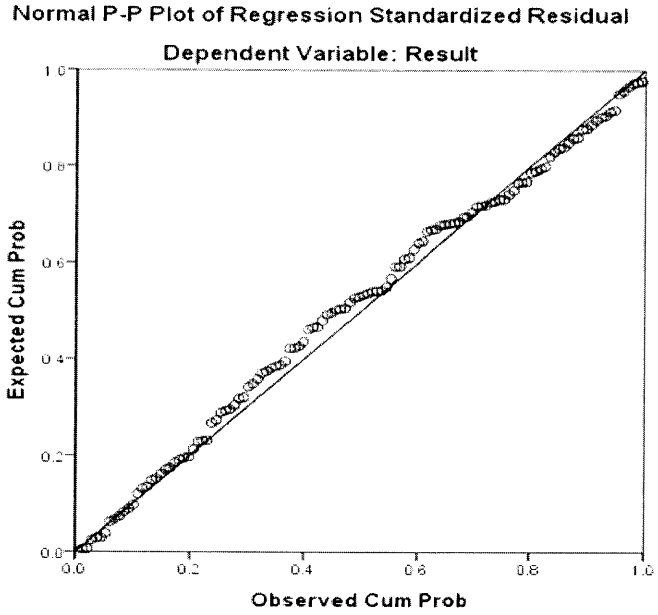


Figure 4.1
P-P Plot of Regression Standardized Residual. Linearity Test for Training Effectiveness (Result)

Similarly, the homoscedasticity test result is illustrated in Figure 4.2. This indicates the existence of homoscedasticity among the dependent variable variance and the independent variables.

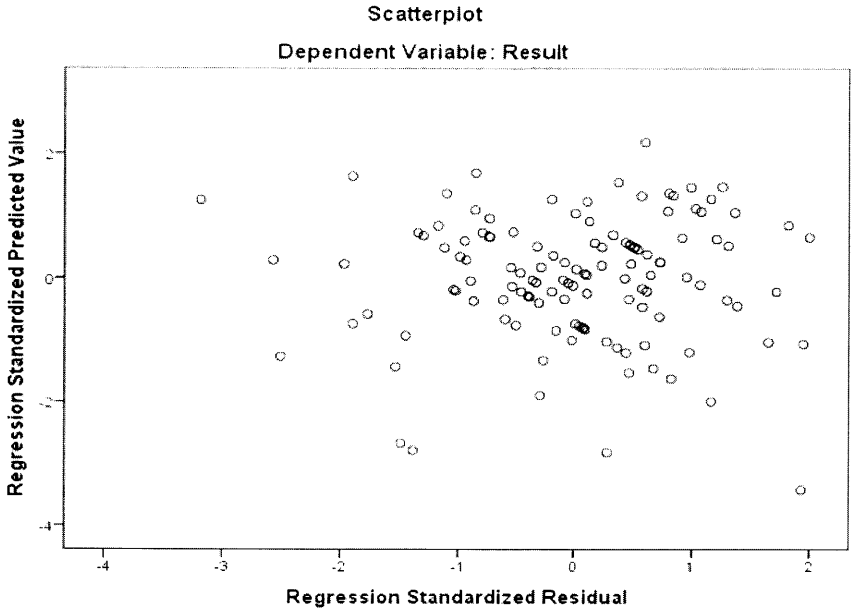


Figure 4.2
Scatter Plot (Normal Plot) of Regression Standardized Residual. Homoscedasticity test for training effectiveness (Result)

There is one more test applied to evaluate the data normality assumption which is named a histogram of the distribution of the residuals. Figure 4.3 indicates the normality assumption according to the distribution approximated to a normal curve.

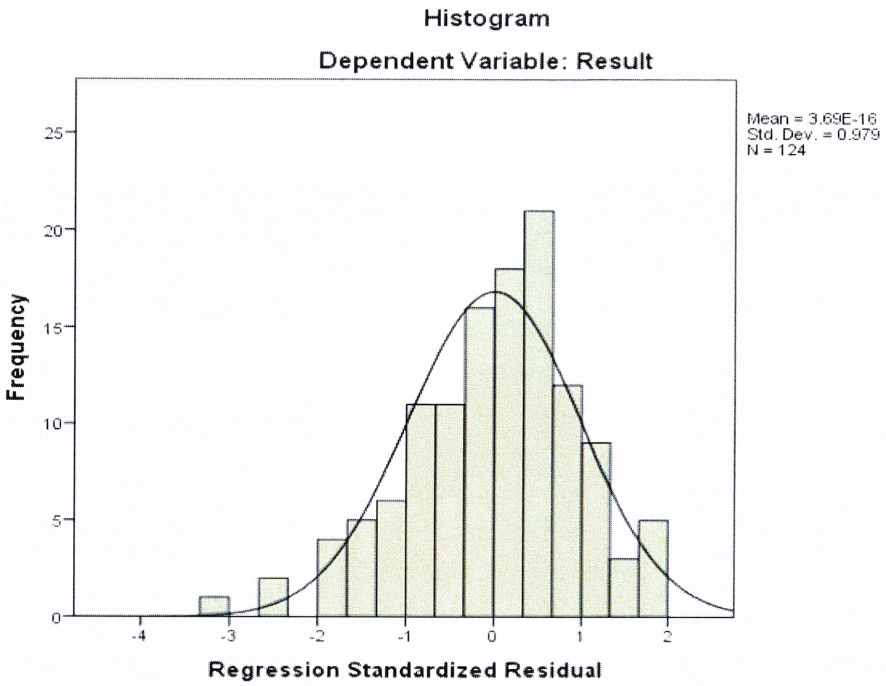


Figure 4.3
Normality test for Training Effectiveness

Generally, the outcomes revealed that the overall assumptions have been met in terms of linearity, normality, and homogeneity. Likewise, these tests (normality, linearity, and homoscedasticity) were applied to training effectiveness as the dependent variable. There was no indication of a nonlinear pattern in the residual according to the results of those tests as illustrated in Figure 4.3. This indicates the existence of homoscedasticity, normality, and linearity and the regulation have been met.

There is one more last assumption to be tested. This test is a visual evaluation of the normal probability plots of the residuals through the normality of error term of the variate. Kurtosis and skewness are used for normality tests in addition to the previous method. At beginning, the value of skewness and kurtosis were checked for

all the variables using SPSS. The rule of thumbs for considering the data is normal is that the skewness values should be below 3 and kurtosis should be less than 10 (Kline, 2015). Table 4.5 indicates the ratios for whole skewness and kurtosis were located in the recommended range below 3 for skewness and below 10 for kurtosis for Result, Organizational Culture, Training Material, Social Support, and Trainee Motivation. This represents the normality and reliability of the data.

Table 4.5
Results of Z Skewness & Kurtosis for normality test (N=124)

Variable	Skewness	Std. Error of Skewness	Kurtosis	Std. Error of Kurtosis
Dependent Variable:				
Result	-.362	.217	.553	.431
Moderator Variable:				
Organisational Culture	-.626	. 217	1.025	. 431
Independent Variable:				
Trainer	-.441	. 217	.215	. 431
Training Material	-1.033	. 217	2.354	. 431
Training Environment	-.555	. 217	.864	. 431
Social Support	-.685	. 217	.112	. 431
Trainee Motivation	-1.111	. 217	2.754	. 431

4.5.3 Multicollinearity

According to Pallant (2002), multicollinearity is the relationship between the independent variables. It occurs in the event if the correlation is high for the independent variables (r=.9 or above). Another meaning of collinearity is when two variables are very close to the perfect linear combination of each other. In other words, it exists when the level of the correlations is high between the independent variables. It has the ability to represent using regression a significant problem (Green,

2002). This section of the research covers the exploration around multiple regression command to facilitate the detection of the multicollinearity.

Tolerance represents a measurement of how much of the specified independent variable's variability is not illustrated by the other corresponding independent variables. Its function is to specify the linear relationship between every independent variable to the other (multicollinearity). In case this value is below (.10), it means multicollinearity exists. There is another related value which is VIF (variance inflation factor). VIF is the opposite of the tolerance value. VIF values higher than (10) would be a matter of interest hereafter for the purpose of indicating the multicollinearity (Pallant, 2005).

As indicated herewith in table 4.6, the tolerance value was above (.10) for every independent variable. VIF' value for each independent variable is lower than the designated limit (10) and supporting the tolerance value. The top VIF value for all the regressions in this study has been 1.690 (which is lower than 10) and the lowest value has been 0.592 (which is above 0.1). This indicates clearly the data is free of any collinearity problems.

Table 4.6
Collinearity Statistics (N=124)

Variable	**Collinearity Statistics**	
	Tolerance	**VIF**
Trainer	.592	1.690
Training Material	.762	1.312
Training Environment	.778	1.285
Social Support	.741	1.350
Trainee Motivation	.762	1.313

4.6 Factor Analyses

For theoretical assessment, the validity and reliability of survey – based measures have to be ensured using statistical procedures. With respect to validity, factor analysis procedure enables the researcher to emphasize if the number of items can be minimised to the initially hypothesized number of concepts.

Three factor analysis in the current study were conducted to validate the presumed dimensions of the independent variables (the five factors influence the training effectiveness) and dependent variables (the training effectiveness), and the moderator factor (organizational culture), using the VARIMAX rotation.

It was identified that the factor analyses have fulfilled the required statistical assumptions as shown by the high Kaiser-Meyer-Olkin (KMO) values in combination with the possessing values above 0.5 of the diagonals of the anti-image correlation matrix. Adequate proper loadings and the competence for every item to attain a variation value of at least of fifty presents (50%) which determines the maintaining of the items.

4.6.1 Factor Analysis for Antecedents of Training Effectiveness

For the antecedents of training effectiveness, the factor analyses were the five factors influencing the training effectiveness, as indicated in Table 4.7 below. In the questionnaire, the number of items or questions related to this section has a total of 55

questions. However, from that total, there were twenty One (21) items did not fulfil the needed condition and therefore they were deleted as indicated in Table 4.7 below.

Table 4.7
Items deleted for Factor Loading (N=124)

Variable	Items Removed	Items Drops
Trainer	7	Q1, Q2, Q3, Q4, Q5, Q8, Q15.
Training Material	5	Q18, Q19, Q20, Q21, Q24.
Training Environment	1	Q29.
Social Support	5	Q33, Q34, Q39, Q44, Q47.
Trainee Motivation	3	Q48, Q49, Q50.
Result	0	
Organizational Culture	0	

Moreover, the factor loadings related to trainer variable (Q1, Q2, Q3, Q4, and Q15) was below the acceptable factor loading value of 0.50, while the cross loading was above 0.35 for (Q5, and Q8). Similarly, the factor loadings related to training material variable (Q18, Q19, Q20, Q21, and Q24) was below the acceptable factor loading value of 0.50. The cross loading related to training environment variable (Q29) was above 0.35. The factor loadings related to social support variable (Q33, Q44, and Q47) was below the acceptable factor loading value of 0.50, while the cross loading was above 0.35 for (Q34, and Q39). The factor loadings related to trainee motivation variable Q48 was below the acceptable factor loading value of 0.50, while the cross loading was above 0.35 for (Q49, and Q50). Hence, the remaining questions utilized for the factor analysis were only thirty (30). For factor loading, the value

should be above 0.50, while the value must be below 0.35 for the cross loading on other factors (Hair et al., 2009).

Table 4.8 indicates that the measures of sampling adequacy Kaiser-Meyer-Olkin (KMO) for the five dimension solutions was .82, with a significant Bartlett's Test of Sphericity, which is overall significance statistical test for all correlations within a correlation matrix ((Hair et al., 2009) is (Sig=.000). Both tests of KMO and Bartlett's Test of Sphericity are used to calculate the factorability of the matrix as a whole. In case the value of Bartlett's Test of Sphericity is significant and large, and the KMO measures of sampling adequacy are above .6, then factorability is assumed. It shows that the obtained data are proper for factor analysis (Hair et al., 2009).

The five obtained factors explained 76.05% of the variance in the construct. According to Hair et al. (2009) it is common in social science research to consider a solution that accounts for 60%. It can also be even less of the total variance in some cases, as satisfactory. The factor loading in the components in the present study as stated above, a given item should load .50 or above on a specific factor, and have a loading of less than .35 or below on other factors. The first factor (i.e. trainer) composed of eight items and explained 28.95% of the variance in antecedents of training effectiveness. The second factor (i.e. training material) consisted of three items and explained 9.34% of the variance in antecedents of training effectiveness. The third factor (i.e. training environment) consisted of seven items and explained 5.93% of the variance in antecedents of training effectiveness. The fourth factor (i.e. social support) consisted of nine items and explained 4.38% of the variance in antecedents of training effectiveness. The fifth factor (i.e. trainee motivation)

consisted of two items and explained 3.90% of the variance in antecedents of training effectiveness. It is indicated that the results of the factor analysis confirm that the antecedents of training effectiveness is meaningful in a theoretical sense.

Table 4.8
Factor Loadings for Independent Variables (the five factors that affect the Training Effectiveness) (N=124)

Independent Variables	**Factors Loading**				
	1	**2**	**3**	**4**	**5**
Trainer					
The trainer designs instruction that is easily understood.		**.715**			
The trainer provides positive reinforcement.		**.685**	.311		
The trainer uses questioning to involve participants.		**.667**			
The trainer facilitates group learning activities.		**.681**			
The trainer clearly explains concepts.		**.642**			
The trainer presents training in a logical sequence.		**.525**			
The trainer recognizes and attends to individual differences of the trainees.		**.664**			
The trainer explains complex ideas so they can be easily understood.		**.610**	.338		
Training Material					
The course content is too detailed.				**.569**	
The printed materials and other handouts are well organized.		.337		**.528**	
The pictures/diagrams shown are useful and relevant.				**.528**	
Training Environment					
The room temperature was comfortable.			**.597**		
The visual aids were suitably placed.			**.731**		
The tables and chairs were ergonomically placed.			**.753**		
The training facility provided everything I needed to assist in my learning.			**.710**		
The hospitality provided during training was suitable.			**.502**		
The lighting was sufficiently bright.			**.713**		

Independent Variables	Factors Loading				
	1	2	3	4	5
The training place is spacious enough.			**.681**		
Social Support					
My supervisor and I discuss the objectives of training programs that I attend.	**.717**				
My supervisor typically shows interest in what I learn in the training programs.	**.731**			.325	
My supervisor exhibits behaviours those are consistent with the training I receive (e.g., uses the same terminology taught in training; practices the same skills).	**.802**				
When I attend training programs, my supervisor helps to ease the pressures of work while I'm away.	**.710**				
My supervisor encourages me to describe the new techniques I learn in training to other employees.	**.797**				
I am encouraged to try using new techniques or innovations that I gained from the training in my job.	**.685**				
I am selected to attend training programs based on established program criteria.	**.707**				
Management is willing to spend money on training.	**.694**				
If I use the new skills learned from the training, I receive some sort of recognition or reward.	**.778**				
Trainee Motivation					
The skills I learned in the training will be helpful in solving work-related problems.				.330	**.647**
I feel capable of using the skills developed in the training in my everyday work.	.326				**.627**
Variance (76.05%)	**28.95**	**9.34**	**5.93**	**4.38**	**3.90**
Eigenvalue	**14.76**	**4.76**	**3.02**	**2.23**	**1.99**
KMO	**.82**				
χ^2 (df), $p < 0.01$	**.000 (1275)**				

a. Only one component was extracted. The solution cannot be rotated.

4.6.2 Factor Analysis for Training Effectiveness

For the dependent variables, the issue discussed in the background of the study points toward training effectiveness specifically about the level of result, as indicated in Table 4.9 below. In the questionnaire, the number of items or questions related to this section has a total of 6 questions. However, from that total, there were zero (0) item did not fulfil the needed condition and therefore they were all maintained. Moreover, the factor loadings related to result were all acceptable factor loading values. Hence, the questions utilized for the factor analysis for training effectiveness were six (6). The conducted factor analyses revealed a total variance value of 76.64% for Result.

Table 4.9
Factor Loadings for Dependent Variables (Result)(N=124)

Dependent Variable	**Factors Loading**
Training Effectiveness (Result)	
After attending this training program, I believe the productivity of the organization has improved.	.863
After attending this training program, I believe the quality of the product/service at my line has improved.	.861
After attending this training program, I believe the waste generated by the organization has reduced.	.863
After attending this training program, I believe the process cycle-time at my line has improved.	.903
After attending this training program, I believe the manufacturing cost has reduced.	.882
After attending this training program, I believe the machine downtime has reduced.	.880
Total Variance Extracted (76.64%) Eigenvalue 4.60 KMO .894 χ^2 (df), $p < 0.01$ .000(15)	

a. Only one component was extracted. The solution cannot be rotated.

4.6.3 Factor Analysis for Moderator Variable

For the Moderator Variable, the factor analyses were the organizational culture, as indicated in Table 4.10 below. In the questionnaire, the number of items or questions related to this section has a total of 28 questions. All the items achieved the needed condition. The conducted factor analyses revealed a total variance value of 42.10%.

Table 4.10
Factor Loadings for Moderator Variable (Organizational Culture) (N=124)

Moderator Variable	**Factors Loading**
Organizational Culture	
People I work with are direct and honest with each other.	.533
People I work with accept criticism without becoming defensive.	.538
People I work with constructively confront problems.	.571
People I work with are good listeners.	.552
Labour and management have a productive working relationship.	.562
This organization motivates me to put out my best efforts.	.689
This organization respects its workers.	.731
This organization treats people in a consistent and fair manner.	.757
There is an atmosphere of trust in this organization.	.792
This organization motivates people to be efficient and productive.	.768
I get enough information to understand the big picture here.	.766
When changes are made, the reasons for them are made clear.	.660
I know what is happening in work sections outside my own.	.548
I get the information I need to do my job well.	.710
I have a say in decisions that affect my work.	.674
I am asked to make suggestions about how to do my job better.	.558
This organization values the ideas of workers at every level.	.699
My opinions count in this organization.	.680
Job requirements are made clear by my superior.	.713
When I do a good job, my superior tells me.	.613
My superior gives me criticism in a positive manner.	.544
My superior is a good listener.	.516
My superior tells me how I am doing.	.594
Decisions made at meetings get put into action.	.693
Everyone takes part in discussions at meetings.	.584
Our discussions in meetings stay on track.	.638
Time in meetings is time well spent.	.684
Meetings tap the creative potential of the people present.	.655
Total Variance Extracted (42.10%) Eigenvalue 11.79 KMO .895 χ^2 (df), $p < 0.01$ .000(378)	

a. Only one component was extracted. The solution cannot be rotated.

4.7 Reliability Analysis

Table 4.11 below presents the outcomes revealed related to the reliability test for contextual factors influencing the training effectiveness, which are trainer, training material, training environment, social support, trainee motivation, and result. Every item that is related to each individual factor was put through reliability analysis. Cronbach's alpha computation will show the level of respondents' agreement for each factor. The higher the reliability is indicated by the higher score, with an extent ranges from 0 to 1. It was determined in this study that the majority of dimensions scored a reliability that is considered to be in the high levels. More specifically the values were greater than the cut-off value of 0.70 according to Pallant (2002). Also, (Sekaran, 2003) suggested that Cronbach alpha value of 0.6 can still be accepted. Result is used to address the instruments to determine the training effectiveness. This is as mentioned previously according to Börner, Moormann, and Wang (2012), stating that results of effective training measure organizational outcomes as a result of the conducted training programme, such as shortened processing time, improved quality, increased production and decreased costs. Looking to training effectiveness evaluation for a systematic strategy, numerous studies concentrated on organizational performance as results, many considered training transfer as an indicator of effective training, and many considered employee's job satisfaction level as result (Lin, 2012). Evaluation of training effectiveness results can also be defined as determining the gained competencies and knowledge from training that relate to particular useful competencies. Results of effective training are essential for organizations to survive, because effective training produces affirmative results has specific aim of improving one's capability, capacity,

needed to maintain, update, and upgrade, performance, and productivity. Effective training results are also required to maintain, update, and upgrade skills throughout the working life (Govil & Usha, 2014).

Table 4.11

Summary of Reliability Test after Factor Analysis (N=124)

No. of Items	Variable	Reliability after FA	No. of Item Dropped
8	Trainer	.87	-
2	Training Material	.63	1
7	Training Environment	.85	-
8	Social Support	.92	1
2	Trainee Motivation	.85	-
6	Result	.94	-
28	Organizational Culture	.95	-

In Table 4.11 above, the alpha coefficients values for the variables are reported based on the reliability analysis for the study. The lowest registered value, which was for the independent variable Training Material was 0.63 (acceptable and very close to 0.7) (Sekaran, 2003), while the social support has the highest value at 0.92. The value of the remaining was at .87 for trainer, and .85 for both training environment, and trainee motivation. The revealed value for the dependent variable training effectiveness was satisfactory with a value of .96. The moderator variable was also valued very satisfactorily with a value of .95. There was only one (2) item dropped from the independent variables.

As specified above in Table 4.11, the construct variables reliability values after FA are in the range between 0.63 to 0.95 are above the acceptable minimum level of 0.6 and 0.7. This represents a high reliability measures for all the factors.

4.8 Descriptive Analysis

This section is all about the statistical description of the study. The mean, standard deviation, minimum and maximum values were calculated for the independent variables, the moderator variable, and the dependent variable. The outcomes of these descriptive values are displayed in Table 4.12. As stated previously the variables were measured on five-point scale.

Table 4.12
Means, Standard Deviation for the variables of the research (N=124)

Factor	Mean	Std. Dev	Minimum	Maximum
Result	3.41	.820	1.00	5.00
Trainer	4.02	.582	2.25	5.00
Training Material	3.83	.692	1.00	5.00
Training Environment	3.91	.628	1.86	5.00
Social Support	3.51	.827	1.11	5.00
Trainee Motivation	3.82	.763	1.00	5.00
Organizational Culture	3.56	.629	1.29	4.96

Table 4.12 above represents the overall mean for the latent variables. The mean's values vary from 3.41 to 4.02. Particularly, the mean for trainer is revealed to be the highest (4.02). This means that the respondents have high ranking of understanding of trainer. The mean score of training environment is 3.91 and trainee motivation assumed is 3.82, which are reasonable, lower than the mean score of

trainer but comparatively lower than training material of 3.83. Furthermore, Table 4.12 also displayed a mean value of organizational culture of 3.56. Table 4.12 also showed a mean value of 3.51 for social support. Overall, the outcomes show that the respondents have sufficient and high level of understanding of the variables. It also indicates that level of training effectiveness in Bahrain's public sector is moderate.

4.9 Correlation Analysis

The correlation analysis that involved trainer, training material, training environment, social support, trainee motivation and training effectiveness was conducted to examine the direction and strength of the linear relationship between the variables. The outcomes of the Pearson correlations are indicated in Table 4.13. The results indicated that only the organizational culture does not correlate with training material. In addition, none of the bivariate relationships had a negative sign, which means that there is a positive relationship between all the predicting variables. Similarly, all the relationships strength range between .647 (large) to .144 (small).

Table 4.13
Correlations of Variables (N=124)

	Trainer	Training Material	Training Environment	Social Support	Trainee Motivation	Result	Organizational Culture
Trainer	1						
Training Material	.467**	1					
Training Environment	.464**	.249**	1				
Social Support	.400**	.236**	.251**	1			
Trainee Motivation	.348**	.293**	.206**	.430**	1		
Result	.275**	.247*	.305**	.619**	.483**	1	
Organizational Culture	. 383**	.144	.367**	.647**	.291**	.526**	1

** Correlation is significant at the 0.01 level (2-tailed).
* Correlation is significant at the 0.05 level (2-tailed).

4.10 Multiple Regressions Analysis (Hypotheses testing)

A multiple regression analysis was conducted to understanding the relationship between the dependent and independent. The results of the multiple regression analysis answer the research objectives one and two in addition to the research hypothesis that follows. The multiple regression analysis determines the combination extent of the independent (antecedents of training effectiveness) variables predict the dependent (training effectiveness) variable. The multiple regression analysis results are presented at the significant level of $p < 0.05$.

When antecedents of training effectiveness (trainer, training material, training environment, social support, and trainee motivation) were entered; the total variance explained by the model as a whole was 0.467. That is, the five independent variables (trainer, training material, training environment, social support, and trainee motivation) in conjunction explain around 46.7% of the variation in dependent

variable, i.e. training effectiveness (R square 0.467, $p < 0.05$). In other word, the regression model sufficiently fits the data and significantly explained 46.7% of the variance in training effectiveness. The results illustrated in Table 4.14 below shows that the overall regression model was significant (Sig. F change =0.000, R square = 0.467, $p < 0.000$). The Table below also shows the individual factor contribution to training effectiveness.

Table 4.14
Multiple Regression Analysis Summaries for training effectiveness (N=124)

Variable	**Standard Error**	**Beta**	**t. value**	**Sig.**
Trainer	.123	-.124	-1.424	.157^{NS}
Training Material	.091	.071	.921	.359^{NS}
Training Environment	.100	.167	2.192	.030**
Social Support	.077	.500	6.407	.000***
Trainee Motivation	.083	.256	3.329	.001***
R square				.467
Sig. F change				.000
F Value				20.717

*P<0.10, **<0.05, ***p<0.001, Sig =Significant, NS = Not Significant

From the individual coefficients of the results in Table 4.14 above, it shows that social support, and trainee motivation were statistically significant to training effectiveness at $p < 0.05$. Thus, hypothesis H3, H4, and H5 were supported. However, trainer, and training material were not significant in predicting training effectiveness as such hypotheses H1, and H2 were not supported. Even though the three factors significantly predict training effectiveness, multiple regressions do not only help in determining the relationship but identifies the most contributing factor within sets of variables that predict the outcome variable. As such, the individual coefficient of the result in Table 4.14 above revealed that social support (β=.500, t=

6.407, Sig. =.000) have the highest standardized beta coefficient and T.value, which indicated that social support was the most significant variable that predict training effectiveness. That is to say that support from the people surrounding the employee is fundamental for a successful performance of employee in any training. The second highest position that influences training effectiveness in this model was trainee motivation (β=.256, t= 3.329, Sig. =.001). This signifies that even in the unsupportive organizations, trainee motivation have greater role to prevent failure and treat factors resisting achievement of the training objectives. In overall, the model showed that factors outside of the training venue create highest effect on training effectiveness (See Appendix G).

4.11 Linear Regressions

The objective of this section is to determine the predictive strength of the dependent variable from every independent variable. Next step will be the hypotheses testing for the purpose of evaluating each of the five independent variables as indicated in the following Table 4.15:

Table 4.15

Training Effectiveness Coefficients (N=124)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.139	.467		.298	.766
	Trainer	-.175	.123	-.124	-1.424	.157
	Training material	.084	.091	.071	.921	.359
	Training environment	.218	.100	.167	2.192	.030
	Social support	.496	.077	.500	6.407	.000
	Trainee motivation	.276	.083	.256	3.329	.001

a. Dependent Variable: Result

The first hypothesis is:

H1: The Trainer has a relationship with the training effectiveness.

This hypothesis is rejected given that it is not statistically significant at $p<0.01$.

The second hypothesis is:

H2: The Training Material has a relationship with the training effectiveness.

This hypothesis is also rejected given that it is not statistically significant at $p<0.01$.

The third hypothesis is:

H3: The training environment has a relationship with the training effectiveness.

It was indicated in the table above the yielded Beta value for training environment is .167, with t value of 2.192. The training environment has a positive association with training effectiveness, however, this hypothesis was accepted because it was found to be significant at $p <.001$.

The fourth hypothesis is:

H4: The Social Support has a relationship with the training effectiveness.

The Beta value for social support yielded is 0.500 with t value of 6.407 and it is statistically significant at $p<0.01$. Therefore, the fourth hypothesis is accepted.

The fifth hypothesis is:

H5: The Trainee Motivation has a relationship with the training effectiveness.

This hypothesis is also accepted given the Beta value yielded is 0.256 with t value of 3.329 and it is statistically significant at $p<0.01$.

The outcomes can be outlined furthermore in the following Table 4.16:

Table 4.16
Results Summary of All Hypotheses (N=124)

Hypothesis	**Independent variable**	**Dependent variable: Training Effectiveness (Result)**			**Results**
		β	**t-value**	**p-value**	
1	Trainer	-0.124	-1.424	0.157	Reject
2	Training Material	0.071	0.921	0.359	Reject
3	Training Environment	0.167	2.192	0.030	Accept
4	Social Support	0.500	6.407	0.000	Accept
5	Trainee Motivation	0.256	3.329	0.001	Accept

It is indicated that from the two significant independent variables, social support ($\beta=0.500$) has a little greater influence on training effectiveness compared to trainee motivation ($\beta=0.256$) and to the training environment ($\beta=0.167$) which has the least influence on training effectiveness. According to these outcomes, it can be determined that there is an inclination favouring the social support and the trainee motivation to be the most effective factors to influence the training effectiveness among the Bahraini employees in the public sector in Bahrain.

4.12 Hierarchical Regression Analysis

After the multiple regression analysis, hierarchical regression analysis was implemented to examine the moderating effect of organizational culture on the relationship between antecedents of training effectiveness (trainer, training material, training environment, social support, and trainee motivation) and training effectiveness. Other researchers recommended hierarchical regression to analyse moderator (Frazier, Tix, & Barron, 2004). It presents the answers to objectives two and three of this study and the following hypotheses.

Moreover, a moderator can be differed into (pure moderator, quasi moderator, and homologizer) and they indicate variances in the strength of the relationship. A homologizer performs by altering the strength of the relationship. There is no interact between the homologizer and the independent variable and does not significantly correlate with either the independent or the dependant variables. Pure moderator and quasi moderator have relationship with both the dependent variable and independent variable (Sharma, Durand, & Gur-Arie, 1981). The quasi moderator influence in not limited to its interact with the independent variable. Quasi moderator is a predicting variable itself. Pure moderator does not have relationship with the dependent variable but interact with the independent variable (Sharma et al., 1981).

Additionally, Bontis and Serenko (2007) stated that by employing two classifications, the moderator can be developed. The first taxonomy is according to the relationship between the dependent variable and the moderator; i.e. when the specific variable do not relate or relate to the dependent variable, while the other

taxonomy is whether there is interaction between the particular variable with the independent variable. According to the results of this study, organizational culture is considered as pure moderator on the relationship between antecedent of training factors and training effectiveness. It is significant to understand the kind of moderator because organizational culture can either change the form of relationship or affect the strength of the relationship between independent variables and the dependent variable. According to (Bryman & Cramer, 1999), three steps hierarchical regression was conducted to check if the variance percentage in the dependent variable was explained by other variables when those variables are recorded into regression analysis in a particular order. Then after calculating the effect of interaction, this study standardized all the following variables. Frazier et al. (2004) suggested that every variable should be deducted from the total values of that variable. Also, every value of the variable should be subtracted by its standard deviations.

First step is measuring the direct effect of the variables. The second step is entering the moderator (organizational culture) in SPSS to indicate whether the moderator has a direct significant influence on the dependent variable (training effectiveness). Third step was to examine the interaction terms between the entered independent variables and the moderator variable to check if there is any additional variance explained. According to Chaplin (1991), for moderator influence to take place, the interaction terms should be able to achieve at least small increment in R square. Likewise, Tabachnick & Fidell (2007) declared that researchers should examine the p-value or t-value under the coefficient table when establishing a moderating effect.

4.12.1 The Effects of Organizational Culture with Trainer, Training Material, Training Environment, Social Support, Trainee Motivation on Training Effectiveness (Result)

The outcome of the interaction effect of organizational culture on the relationship between trainer, training material, training environment, social support, trainee motivation and result forming training effectiveness is presented in this section. The interpretations of the outcomes of the interaction moderating effect were according to the model summary and coefficients table with the main concern of the Model 3 analysis.

Model 1: When all the five independent variables (trainer, training material, training environment, social support, trainee motivation) were at step 1 inputted in model one, the Model was found to be significant at $p<0.001$, accounted for 46.7% of the variance in training effectiveness with a significant F change of 0.000 as indicated in Table 4.17. Particularly, social support (P<.000***), training environment (P<.030***) had a positive effect on training effectiveness, and trainee motivation (P<.001***) had a positive effect on training effectiveness. The result also showed that trainer ($P< .157^{NS}$), and training material ($P< .359^{NS}$) were not significant at $p<0.05$ significant level.

Model 2: The moderating effect of organizational culture was introduced in model two to examine if the moderator (organizational culture) has a significant direct effect on the dependent variable (training effectiveness). After the moderation variables was introduced in model two, the variance explained increased to 48.8%. The result in model 2 was also supported by the significance F change of (0.032) at $p < 0.01$ level

for training effectiveness. The R square changes from .467 to .488 variance. Next, is to enter the interaction variable in Model 3.

Model 3: The product of the moderator variable and the predicting variables were entered to examine the interaction effect and to know if there is any additional variance explained. At step 3, when the interaction terms were entered, an increase in the value of R square was detected. The interaction terms accounted for additional variance explained of 54.2% in training effectiveness. The model was confirmed to not be significant. As can be seen in model 3 (Table 4.17), the predictive power of the model increase with the introduction of the interactive terms with 0.053 difference in R^2 and a significant F change at 0.028 levels.

The significant incremental R square reported in Table 4.17 revealed that the influence of social support, and trainee motivation were moderated by organizational culture. The sign of the interaction terms were statistically significant in the predicted direction. Thus, inspection of individual interaction terms between social support *organizational culture - > training effectiveness ($p<0.000$**), trainee motivation *organizational culture - > training effectiveness ($p<0.000$***), and trainer *organizational culture - > training effectiveness ($p<0.058$**) (H6, H9, and H10) confirmed that organizational culture moderates the relationship between trainer, and training effectiveness at $P<0.05$ level of significance, and social support, trainee motivation and training effectiveness at $P<0.01$ level of significance. Thus, H6, H9, and H10 were supported. According to Sharma et al. (1981), it is concluded in this study that organizational culture serves as a significant moderator variable in the

relationship between trainer, social support and trainee motivation and training effectiveness.

However, the results also showed that the interaction between training material * organizational culture - > training effectiveness ($p<.669^{NS}$), and training environment * organizational culture - > training effectiveness ($p<0.180^{NS}$) were not significant. This shows that organizational culture does not moderate the relationship between training material, training environment, and training effectiveness at $P< 0.05$ level of significance. Hence, H7, and H8 were not supported. The results of the hierarchical multiple regression analysis of the moderating effect is presented in Table 4.17 (see Appendix (G) for details results).

Table 4.17
Hierarchical Regression Result for Moderating Effect of organizational culture on trainer, training material, training environment, social support, and trainee motivation, and Training Effectiveness.

Variables in the Model	**Model 1 Independent variable**	**Model 2 Moderating variable**	**Model 3 Interaction variable**
Trainer	0.157^{NS}	0.097	0.058**
Training Material	0.359^{NS}	0.249	0.669^{NS}
Training Environment	0.030**	0.100	0.180^{NS}
Social Support	0.000***	0.000	0.000***
Trainee Motivation	0.001***	0.001	0.000***
F change	20.717	4.722	2.611
Sig. F change	.000	.032	.028
R^2	.467	.488	.542
Adjusted R^2	.445	.462	.497
R^2 change	.467	.021	.053

*P<0.10, **<0.05, ***p<0.001, Sig =Significant, NS= Not Significant

Moreover, Figures 4.4 – 4.6 displayed the graphical interaction between organizational culture, trainer, social support, and trainee motivation on training effectiveness for which low and high levels are depicted as one standard deviation above and below the mean, respectively.

It was obvious in trainer and organizational culture interactional plot (Figure 4.4) that the change in the score of high culture is higher compared to the low culture. This indicates that the relationship between trainer and training effectiveness was weaker in the case of organization with low in organizational culture practices and stronger in the case of organization with high in organizational culture practices. This indicates that a strong organizational culture aids in improving the positive relationship between trainer and training effectiveness. That is, the effect of trainer on training effectiveness will be much stronger in an organization that has a high culture than organizations with lower cultural score, implying that obvious change will occur in the performance of organization that has a strong culture than those whose culture is weak. Graphically, this finding is illustrated in Figure 4.4 below.

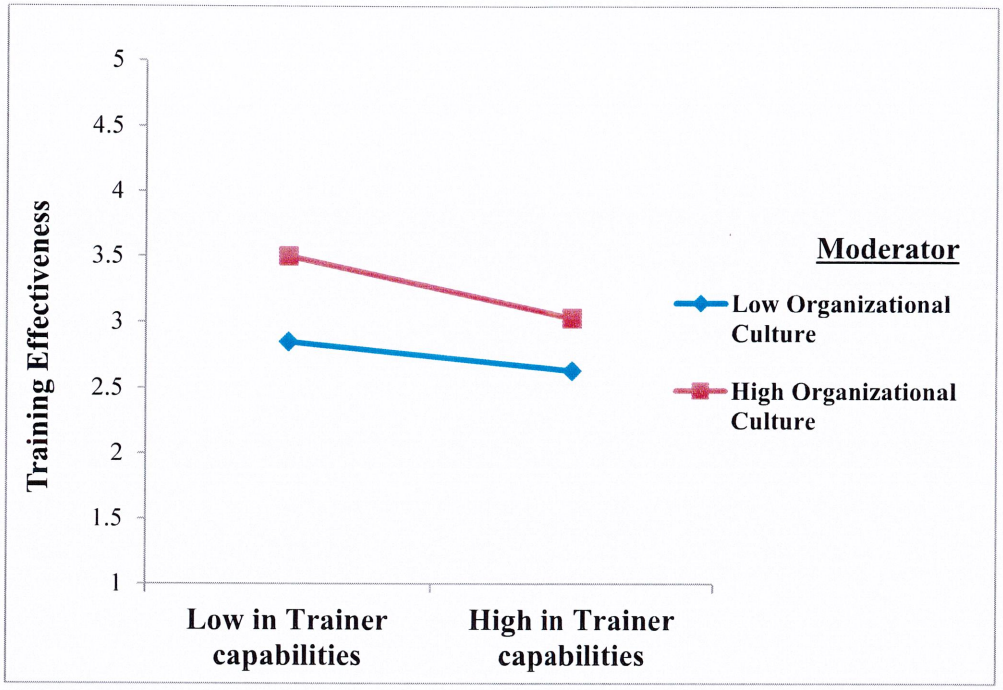


Figure 4.4
Plot of Interaction between Trainer and Organizational Culture on Training Effectiveness

The interaction effect of organizational culture and social support on training effectiveness was also plotted in Figure 4.5. It was also evident in social support and organizational support interactional plot (Figure 4.5) that the change in the score of low culture is relatively higher compared to the high culture. This showed that the effect of social support on training effectiveness will be much higher in organization that has a low culture compared to organization that has a high culture score. Therefore, if the assessment of organizational culture is in the low side it will result to an increased value of social support and training effectiveness. In other words, organizational culture has a strong influence on the negative relationship between social support and training effectiveness. Thus, there will be a notable difference in

the performance of organization that has a weak culture than those whose culture is strong. Graphically, this finding is represented in Figure 4.5.

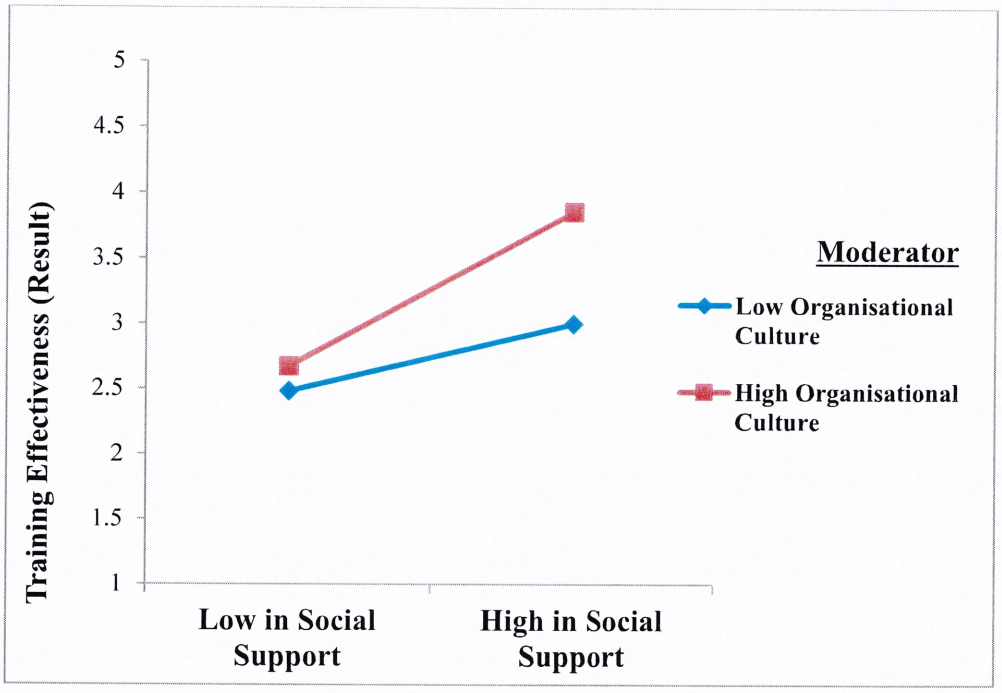


Figure 4.5
Plot of Interaction between Social Support and Organizational Culture on Training Effectiveness

The result in Figure 4.6 indicated a significant interaction (i.e. more positive) between organizational culture and trainee motivation on training effectiveness. It is evident from trainee motivation and organizational culture interactional plot (Figure 4.6) that the change in the score of high culture is higher compared to the low culture. This signified that the relationship between trainee motivation and training effectiveness was strongest in the case of high organizational culture and weaker in the case of low organizational culture. Thus, if the value of organizational culture is high it will further result to an increased value of trainee motivation and training effectiveness. The graph confirmed that organizational culture further improved the

positive relationship strength between trainee motivation and training effectiveness. Graphically, this finding is represented in Figure 4.6 below.

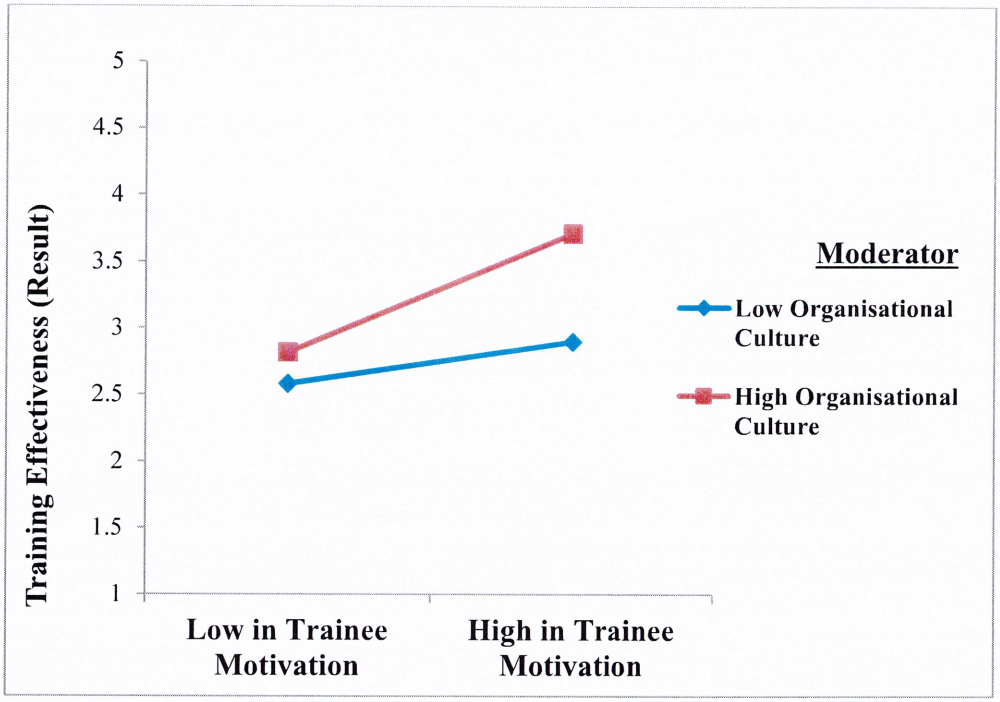


Figure 4.6
Plot of Interaction between Trainee Motivation and Organizational Culture on Training Effectiveness

Table 4.18
Summary of the Hypotheses Testing

No.	Hypothesis	Result
H1	There is a positive relationship between trainer and training effectiveness.	Rejected
H2	There is a negative relationship between training material and training effectiveness.	Rejected
H3	There is a positive relationship between training environment and training effectiveness.	Accepted
H4	There is a positive relationship between social support and training effectiveness.	Accepted
H5	There is a positive relationship between trainee motivation and training effectiveness.	Accepted
H6	The organizational culture moderates the relationship between the trainer and the effectiveness of the training programme.	Accepted
H7	The organizational culture moderates the relationship between the training material and the effectiveness of the training programmes.	Rejected
H8	The organizational culture moderates the relationship between the training environment and the effectiveness of the training programmes.	Rejected
H9	The organizational culture moderates the relationship between the Social Support and the effectiveness of the training programmes.	Accepted
H10	The organizational culture moderates the relationship between the trainee motivation and the effectiveness of the training programmes.	Accepted

4.13 Summary

The main focus of this section of the study, which is chapter four, is on the characteristics description of the collected questionnaire representing the response of

the participants. It also focuses on the techniques applied for the analysis. It started with an abbreviated introduction, and then comes the overview of the data gathered, followed by the respondents' demographic characteristics. The trainees' response rate was also conducted where the respondents' observation and opinions about the effectiveness of the training programme is symbolized for the purpose of analyzation.

Furthermore, the results of testing the assumptions of linearity, normality, and homoscedasticity revealed that the assumptions were mostly encountered. Different statistical techniques were conducted which are linear, multiple, and hierarchical regression with the intent of testing the proposed hypotheses. The test showed significant results through finding out that the variables explain forty percent of the training effectiveness. Also, the findings illustrate that social support has the greater contribution to the training effectiveness rather than the other independent variables mentioned in this study. On the other hand, the outcomes pointed out the absence of the moderating effect of the organizational culture between part of the independent and the dependent variables. The next chapter will explore these findings and present them according to the research objectives and supported with related previous studies.

Chapter Five

Discussions and Recommendation

5.1 Introduction

This chapter provides discussion and interpretation of the research findings resulting from the statistical analysis applied in the previous chapter. The results of the hypotheses checking will be presented and the chapter will end with a summary. Other related sections are the contribution, limitations, in addition some useful ideas and recommendations other researchers can benefit from for future research. Then the final chapter will outline the overall conclusion of the entire study.

5.2 Summary of the Findings

This study pertains to the relationship between factors (trainer, training material, training environment, social support, and trainee motivation) that were observed according to previous studies to influence the training effectiveness, with a moderating variable which consisted of the organizational culture. It was indicated from the results that social support, and trainee motivation have a positive significant relationship on the training effectiveness. More findings revealed that organizational culture was not effectively moderating the relationship between the factors related to training (trainer, training material, training environment, social support, and trainee motivation) and the training effectiveness. Each and every hypothesis was tested and H3 (the training environment has a relationship with the training effectiveness), H4

(the social support has a relationship with the training effectiveness), H5 (the trainee motivation has a relationship with the training effectiveness), H6 (the organizational culture moderates the relationship between the trainer and the effectiveness of the training programmes), H9 (the organizational culture moderates the relationship between the social support and the effectiveness of the training programmes), and H10 (the organizational culture moderates the relationship between the trainee motivation and the effectiveness of the training programmes) were accepted, but H1, H2, H7 and H8 were rejected.

5.3 Discussions Results

This section is organized into two sections; the first argues the results relevance to the direct relationship between: (1) Training environment and training effectiveness, (2) Social support and training effectiveness, (3) Trainee motivation and training effectiveness. The second section argues the moderating effect in three sections: (1) The moderating effects of organizational culture on the relationship between trainer and training effectiveness, (2) The moderating effects of organizational culture on the relationship between social support and training effectiveness, (3) The moderating effects of organizational culture on the relationship between trainee motivation and training effectiveness. Particularly, the discussion is structured corresponding to the research questions. The findings will be viewed in the context of the research study.

5.3.1 The antecedents of training effectiveness

The first research questions for this study was what were the effective training antecedents factors into training effectiveness. Based on the abovementioned research question, five hypotheses were proposed and tested. The outcomes of the multiple regression analysis confirmed three of the hypotheses including trainer, social support, and trainee motivation. While two of the training antecedents such as training material, and training environment were not supported. The results of the hypotheses on the training antecedents and training effectiveness are discussed below.

H3: There is a positive relationship between training environment and training effectiveness

In the current study, the research-based result shows that the training environment is positively and significantly related to effective reaction. As hypothesised that a significant relationship exists between the training environment and training effectiveness. The results present that the training environment was positively related to training effectiveness and thus, in line with previous studies in the public sector (Yanson & Johnson, 2016). The outcomes in this research is in agreement with the presented arguments favouring the positive relationship between the training environment and reaction (Griffin, 2014). It thus indicates in a practical manner that the trainee in the public sector in Bahrain is responsive and benefits to a greater extent to the trainer who is concerned about their individual and collective reaction.

Additionally, one possible justification for the significant and positive relationship between training environment and training effectiveness might be because training environment was regarded as a stimulating factor or principle for effectiveness of training in Bahrain's public sector. The reason behind this is because the training environment is considered as one of the dominant effective factors to the effectiveness of the training process. This has been widely discussed within the extant training effectiveness literatures. As clearly shown in the existing literature that reaction needs the individual's intention to learn to support the required gaining (Lin et al., 2011). This furthering the findings in this research where the reaction represents a higher instructive influence compared with other related factors. In Bahrain's public sector, HR departments are selective and sensitive in determining the training environment that can conduct each type, and level of training programmes. This allows all public sector staff in Bahrain to attain a successful training. Other earlier researches addressed that training effectiveness is possible in a practice can be enhanced through observing a positive reaction toward the training environment and by leaving encouraging feedback inside the trainee (Tan & Newman, 2013).

Other possible reason is the training environment can be considered as an adequate predictor according to the individual outcomes on the training effectiveness, practically, the trainees in Bahraini ministries are more obedient and responsive to training environment that takes into consideration trainee's collective and individual needs so the training environment can cause the trainee's interests in participating, simplifying and idealizing the learning process and make it attractive, can make the training interactive, and can raise the learning motivation (Gelaidan, 2012).

Moreover, assuming trainees perceive a positive feedback from the training environment such as including trainee's requirements, due to the training programme needs and they can get the immediate and adequate access to those needs. Reason behind this is for in addition to the psychological purpose in this situation the training environment can remove any barriers, the trainee can feel comfortable and acceptable to the training to allow the knowledge transfer. In Bahrain's public sector, HR departments are aware that training environment is one of the channels which encourages the learning process between both parties, the trainee and the trainer. Thus to ensure that the trainee is involved, satisfied, and should also fulfil their desire to learn and their expectations from the training (Ghosh et al., 2012). Practically, the trainers in public sector in Bahrain always believed that a positive and flawless knowledge and information exchange in a suitable training environment between trainer and trainee will affect the training programme effectiveness. This is consistent with the argument given by Lin (2012), that argued trainees are motivated to grasp and obtain new knowledge when they perceive it is interesting, pleasing to do so.

H4: There is a positive relationship between social support and training effectiveness

The findings in this hypothesis demonstrate the positive relationship between the social support and the training effectiveness. It reveals that the presence of the social support will enhance the desired outcomes of the training programmes among Bahraini employees. This is because any sort of help from state holding that the person can get, can aid in the accomplishment of any aim of the training programmes. Public sector professional exhibit social support produces trainee's satisfaction with

the management which understand and fulfil their personal needs and values. It is logical that people cannot survive alone and the need for others will always be there. There will always be sorts of barriers that may totally work against, or reduce our limits like in the case of the employee's or trainee's performance according to Chiaburu et al. (2010). It thus indicates that when the concerned employee or trainee is missing any needed sort of support such as the financial, or personnel sort of facilitations that might restrict the change the training was supposed to allow. It thus indicates that the level of the benefit the training can add is associated with the available and applied social support whether in Bahraini organizations or any other organizations.

Arguably, the findings in this study confirm by other studies which state that social support from other surrounding parties like the supervisor or the family can increase the trainee's interests and reception of the new knowledge provided in the training. Employee's enhanced performance is generally influenced by the organization's interests and awareness of the proper effective treatment and support it gives to its employees. The organization and its people have the ability to apply a general supportive atmosphere to maximize the productivity and distinguish itself from others. Many other features can be accomplished using such strategies to benefit all parties involved; the organization, the management, the staff, and the beneficiaries or clients. This statement is parallel with previous studies that viewed social support as having a positive relationship with training effectiveness such as Chiaburu et al. (2010), Raza et al. (2014), and Homklin et al. (2013). It will be a good addition to point out that the study's empirical findings are consistent with earlier studies like the one conducted by Bhatti (2013), Karim et al. (2012), Punia and Saharan (2012), and

Homklin et al. (2013). Most importantly, the outcomes revealed in this study support the positive relationship between the training effectiveness and the training supportive work environment as indicated by Sanjeevkumar and Yanan (2012), and Jehanzeb et al. (2013).

The above-mentioned justifications are theoretically in line with other literatures that have discussed earlier supporting the importance of the social support to establish willingness inside the trainee favoring the main purpose behind the training. Social support in the public sector has become a requirement for any country including Bahrain as they are struggling to sustain a high quality level of public services in a framework of increasingly complex socio-economic conditions and reduced resources. Thus, it is expected that the sample of respondents who were obtained from public sector ministries would demonstrate social support behavior as a result of the organization's common practice which supposed in this sector according to its nature as it involves serving and supporting citizen.

The present study found that trainee in public sector in Bahrain demonstrated the importance of social support as an effective factor to training effectiveness. The role played by social support from the trainee's surrounding parties is somewhat similar to that reported in other studies in public sector. For instant, when trainee in public sector in Bahrain receives excellent relationship with subordinates and dependents, it reinforces trainee's psychological innovation. That is, when Bahraini trainees realize that their principal adds value to the quantity and quality of their job, they will place more attempt to accomplish higher performance. Moreover, Raza et

al. (2014) in their study to distinguish between employee's performance factors found that factors like social support was effective in trainees' performance.

The influence of social support in the present study suggests that areas of improvements require to be investigated. Highlighting and better social support is imperative especially in the public sector as it involved public services which are of a special nature. Indeed, as stated in the first chapter, trainee's performance and training effectiveness in Bahrain is a cause for concern because of frequent notifications on the poor training effectiveness of trainees. One of the methods to be utilized for improving the level of trainee's performance and training effectiveness in Bahrain is by studying the related training antecedents. The empirical evidence defined by the current study could generate practical ideas for public sector policy directors, practitioners, and managers on how to deal with it.

H5: There is a positive relationship between trainee motivation and training effectiveness

It was found that trainee motivation had a positive significant relationship with training effectiveness. The findings are consistence with previous studies such as Danish and Usman (2010) which found that trainee motivation have positive significant relationship toward the training effectiveness. In spite of the fact that these findings in the study show that trainee motivation produce a positive and a significant influence on training effectiveness, it can work together with the other factors to enhance and complement them. Trainee motivation can be considered as a decent predictor in term of promoting the Bahraini employee training motivation. This

confirms the empirical obtaining of the hypothesized relationship. It is also in line with previous other related studies like the one by Punia and Saharan (2012), Khalid, Ashraf, Azeem, Ahmed, and Ahmad (2012), and Griffin (2011).

Based on the outcomes provided in the previous chapter, trainee motivation was found to positively and significantly affect training effectiveness. This means that the higher trainee motivation, the higher result of training effectiveness. For example, when trainees perceived that they form an importance to the management, are not being ignored, or are given the appropriate attention by giving them the ability to choose the proper programme from their own prospective, or by involving them in determining the training needs which will help them to serve the organization's goals by the way they feel from their own point of view, they will easily attain training effectiveness.

The positive relationship between trainee motivation and training effectiveness is expected because this is the principle to cause the trainee's motivation. When motivations is high, it is easy for trainee to allocate their energy and attention efficiently, and they can participate in greater effort which in turn positively affect their performance (Li, 2012). Furthermore, Chiaburu et al. (2010) found that trainees with high trainee motivation reported an enhanced learning ability and other effective factors such as trainee's behavior and self-efficiency.

In particular, the present study revealed that trainee motivation, referred to an internal generating force that boosts training performance and helps them to reach their potential (Chiaburu et al., 2010). For instance, factors like supervision (social

factor), trainee expectation from the programme, training aids (training environment) and other factors that has a deep positive impact on the effectiveness of the training and the motivation (Punia & Saharan, 2012). Furthermore, it was demonstrated that keeping the employees motivated is the simplest way to reach the competitive edge, raise the rating, and profitability. Motivation is critical because it is a sort of involvement, recognition and a reward to the human resources which is the fundamental for any organization. Motivation yields satisfaction which is influenced by remuneration and recognition. Motivation is an internal generating force that controls our work (Danish & Usman, 2010).

Furthermore, the findings were in agreement with other findings like the one stated by Aziz and Ahmad (2011), the trainee motivation in public sector in Bahrain also has other sub factors that have a final impact and can cause or strip the trainee's motivation. This study confirms the importance of trainee motivation in achieving a successful training programme. In addition, to make the training successful, it is essential to make sure of the trainee's intents and interests to participate into that particular programme.

There are significant implications of this finding, that the public sector in general and Bahraini public sector specifically, must be reserved and should favor the effects of trainee motivation. This is a demanded practice because trainee motivation elevates the trainee's positive performance and behaviour to improve training transfer and better training utilisation which in turn helps the organization to achieve its objective. Objectives such as fulfilment of required service level, day to day activities, and most important sustainability. Effect of trainee motivation must not be

ignored or assigned a lesser attention according to the significant role it plays. HR professionals and managers in the Bahraini sector should keep the employees motivated and increase their desire to gain all the features of training programme and apply those learned skills and knowledge in their job, because it is the simplest way to reach the competitive edge, raise the rating, and profitability in any organization including the public sector ones according to (Danish & Usman, 2010).

5.4 Moderation effect of organizational culture

One of the objectives of this study was to investigate the moderating effect of the organizational culture on the relationship between training antecedents factors and training effectiveness in the context of Bahraini public sector. This objective was based on the recommendation by (Kissack & Callahan, 2010). To date, very few empirical studies has been performed to investigate the relationships of these variables (Hassi & Storti, 2011). This study is to fill the gap which acknowledges the possible role of organizational culture on the relationship between training antecedents, and training effectiveness in the context of Bahraini public sector. With clear theoretical reason to examine the influence, this study hypothesized that organizational culture has a moderation effect in the relationship between training antecedents factors and training effectiveness. In view of the above, this study utilised hierarchical regression analysis for analysing the moderating effect. The generated empirical results from this study have presented an important understanding on the moderating effect of organizational culture on the relationship between training antecedents and training effectiveness.

5.4.1 Moderating Effect of Organizational Culture on the Relationship between Training Antecedents and Training Effectiveness.

In spite of achieving the third research objective, five research hypotheses were proposed and examined using hierarchical regression analysis (H6, H7, H8, H9, and H10).

H6: Organizational culture moderates the relationship between the trainer and the effectiveness of the training programme.

As shown in the data analysis results, the predicted relationship was accepted empirically about the positive moderation effect by organizational culture on relationship between the trainer, and the training effectiveness. Thus, hypothesis (H6) was confirmed. These findings confirmed previous studies like the one conducted by Conboy et al. (2011), and Chatzoglou et al. (2013) stating that the organization can enforce specific principles in their staff by controlling the trainer's source and type of information and training material utilized in the training programme and modify it accordingly. The organizational culture can either enhance to the better, or minimize to the worse the trainee's internal self-performance.

The current findings indicated that organizational culture moderates the relationship between trainer and training effectiveness. The finding implies that training effectiveness among public sector organizations in a highly supportive organizational culture is higher than among public sector organizations in a low supportive organizational culture. As discussed in the literature, organizational culture refers to the mixture of attitudes of both the administration and the employees.

It forms the sort of control applied in the organization through roles and policies (Raza et al., 2014).

It is normal that most of the public sector organizations in the world want to assure effective training for their employees by selecting the best available trainer in the field. The same practice is applied in public sector in Bahrain. This is inconsistent with Kissack and Callahan (2010) stating that trainees and other factors linked to the training performance based on the obtained findings can benefit from the supportive organizational culture which in turn favors the training effectiveness. The present moderating result is in line with the Social Cognitive Theory (Bandura, 1986) in two ways: (1) top management and HR professional in the public sector organizations are an important referent group. When they improve their knowledge regarding training, give it the required attention and assign the best resources available such as the best trainer, treat trainees adequately, care for their feedback and requirement, show serious commitment, trainees become motivated to transfer knowledge gained from training, trainees develop a positive attitude and confidence towards training; and (2) the more trainees are motivated by social impact or pressure from surrounding positive groups such as a supportive organizational culture and its selection of a motivator trainer, the more convinced they become to engage in training and accomplish effective training. Therefore, one way trainees react to social pressure or impact from surrounding effective parties in the organization is by emulating them by developing the trainees' individual capabilities, knowledge, and skills through training that can benefit the organization and the subordinates. The feedback or evaluation also which is supplied, monitored, and dealt with by the organization can

improve the part played by the trainer. This can also deal with any antipathy they may work against optimisation of the trainer's performance.

Bahrain has interconnected ambition for its economy, all of which will encourage the public sector to drive economic growth. Bahrain motivates public sector evolution by enhancing skills and productivity. Bahrain's economic expansion will be inspired by increased productivity in the public sector and by Bahrainis becoming the preferred employee for high-value-adding organizations by enhancing capabilities of their employees through training conducted using the best available trainers. Furthermore, the results in this study illustrated that regardless of the assigned financial investment appointed into the training, it will not benefit the training in a similar level likewise the supportive organizational culture practice required from the public sector. High supportive organizational culture benefits not only the employees or trainees but the trainer also.

H7: Organizational culture moderates the relationship between the training material and the effectiveness of the training programme.

The current findings indicate that organizational culture did not moderate the relationship between training material and training effectiveness. Thus, hypothesis (H7) was rejected. These findings are also confirmed by previous studies like the one conducted by Lin et al. (2011), and Noe & Wilk (1993) revealing that the organizational culture dose not moderate the relationship between training material and training effectiveness. One of the reasons why organizational culture did not moderate the relationship between training material and training effectiveness might

be of the nature of the public sector itself. In Bahraini public sector, the trainees find that the management in this sector do not involve them or take their opinion about their own needs, their expectation, or gave them the training material in advance which makes a better utilization of it. This could be because of shortage in public sector management's awareness and knowledge about training requirements. It might also be where trainees are not comfortable with strategies and policies regarding content of training programmes such as the training material level and cost (Kessler et al., 2012).

H8: Organizational culture moderates the relationship between the training environment and the effectiveness of the training programme.

The findings in this study also revealed that organizational culture did not moderate the relationship between training environment and training effectiveness. Thus, hypothesis (H8) was rejected. These findings are also confirmed by previous studies like the one conducted by Merli (2011) revealing that the organizational culture dose not moderate the relationship between training material and training effectiveness. One of the reasons why organizational culture did not moderate the relationship between training environment and training effusiveness might be because trainees in public sector in Bahrain luck possibility of selecting training venue. It might be far, or away from their expectation. Organizational culture that does not allocate trainee the freedom to choose what training environment they want to conduct training in decreases the organizational culture influence to instigate training effectiveness through facilitating the ideal training environment for the trainees. Therefore, organizational culture has little or no potential to facilitate growth and development of perception of public sector trainees by allocating the perfect training

environment that enhances training effectiveness. In addition, training environment acted as a strong motivation factor that encourages public sector trainees to attain effective training without the need to be pressured or with aid from other related factors such as reward. This might explains why organizational culture as external pressure did not strengthen the relationship between training environment and training effectiveness.

H9: Organizational culture moderates the relationship between the social support and the effectiveness of the training programme.

The results of the hierarchical regression revealed that organizational culture has a moderation effect into the relationship between social support and training effectiveness. Therefore, this study created untested new contribution to organizational culture literatures by presenting a new academic evidence that social support would not only influence directly training effectiveness, but also through the culture of an organization. Thus, organizational culture can encourage positive practices in the organizations such as social support. The direct supervisor's encouragement and the supportive organizational culture form an important social support which help training effectiveness. These factors can enhance the trainee's motivation to learn and to transfer the learning and apply it in the work field. This is concurrent with the idea of Hussain (2011) revealing that the organizational culture moderates the relationship between social support and training effectiveness. Bhatti (2013) also found that in any organization cultural variances significantly affect trainee's performance.

One of the reasons that employee's performance and output are influenced directly by the organization's culture and the aid obtained from the organization and colleagues forming social support, especially the ones in a direct relation and contact with the employee. Organizational culture that is of a healthy practice to the employee and provides creativity will be full of chances to allow functionality that will yield more than the organization's hope. The secret for this is the effect of motivation on the workforce as a result of the suitable culture which will change for the better their behavior, production, and favorable representation of the firm (Raza et al., 2014).

It is normal that trainees respond better to public sector organizational culture with social characteristics that influence the performance, achievements and behavior. As described by Lee and Kim (2017), when top management and supervisors in public sector organizations provide a suitable treatment for other employees, care for their training needs and well-being, shows strong commitment, give space to apply the acquired knowledge and skills, and share knowledge with employees, employees logically will be motivated to respond in the same way. In addition, the social support impact and encourage from the surrounding close group increase their motivation for participation in knowledge enhancement activities such as training. To get the most out of the training investment in the public sector in Bahrain, a supportive organizational culture environment must be established that encourage positive social support to widen the encouragement of participation and applying the gained knowledge and skill in the work field. The good support from organization such as top management directly influences the value in organizational culture to ensure training programme can be more effective.

H10: Organizational culture moderates the relationship between the trainee motivation and the effectiveness of the training programme.

The results from the data analysis in this study empirically support the hypothesized relationship that organizational culture positively moderates the relationship between trainee motivation and training effectiveness. The findings imply that training effectiveness among public sector organizations in a high organizational culture environment is higher than among public sector organizations in a low organizational culture environment. This finding is consistent with previous studies such as (Chang, 2010) where organizational culture is a general notion that conjointly refers to the traditions, ideologies, values, norms, skills, and knowledge shared by the members of the organization. Many previous studies indicated the organizational culture important social characteristics that influence the performance, achievements and behavior of groups and individuals. It is argued that the nature of culture can affect the way the trainees interact with the training related to their understanding and thinking about the organization (Detert et al., 2000). It is normal that supportive environment, frequent encouragement from surrounding parties and absence of injustice in public sector organizations maintain and increase existing trainee's motivation which in turn establish for training effectiveness (Lee & Kim, 2017).

Public sector in Bahrain stimulated trainees' motivation to accomplish objectives such as training effectiveness. The organizational culture implementation in this sector acts as the factor which can influences training effectiveness by stimulating trainee's motivation. Public sector in Bahrain has a strong organizational

culture that produces a high trainee motivation. High trainee motivation in the public sector in Bahrain produces effective training. This is supported by opinion of Sanjeevkumar and Yanan (2012) which stated that the managerial support factor which is a part of the organizational culture provides trainee's motivation and enhances the effectiveness of the training. There is a significant relationship between trainee motivation, organizational culture, and training effectiveness.

Thus, while the organizational culture in public sector in Bahrain is very attractive and preferred for expatriates which indicates its adequacy. This kind of working environment will ultimately generate high performance trainees. If the trainee works in a satisfactory and comfortable working environment, favorable relationship with the superintendent, will lead to a low level of stress, a positive attitude, and a high trainee motivation so that it will create a high training effectiveness.

5.5 Implication

The results produced from this study can be considered a useful addition to the existent academic studies and can influence them as well. It can also enhance the governmental section especially the high end managerial and decision maker levels. In addition, this study will also generate an impact on other sorts of organizations particularly in term of workforce development strategies and policies. There are other areas that need to be further explored for improvement by the government, researchers, training related specialists, and the management.

5.5.1 Theoretical Implication

The current findings have contributed to the current body of knowledge on training effectiveness in several ways. First, the findings in this study have given empirical evidence on the relationship between trainer, training material, training environment, social support, trainee motivation, and public sector training effectiveness. In this study, trainer, social support, and trainee motivation were found positively related to training effectiveness.

The present findings also contribute to the body of knowledge by testing the trainer, training material, training environment, social support, trainee motivation and training effectiveness within the context of the public sector in general, and specifically in the Bahraini public sector organizations. Most of the studies that have employed trainer, training material, training environment, social support, trainee motivation have been conducted in the academic context (Jdaitawi, 2012; Al-mahdi, 2014; Ciobanu, 2013), and others in the hospitability context (Iqbal & Khan, 2011; Chang, 2010; Jaidev & Chirayath, 2012). In addition, majority of those studies have been conducted in developed countries, like UK, Canada, and USA (Iqbal & Khan, 2011; Chang, 2010; Jaidev & Chirayath, 2012), with only a small number of studies being conducted in less developed countries, such as Bahrain. Therefore, the empirical findings from the current study will give new perspective on how training effectiveness related to its determinants by giving further demographic bases for comparative validation and studies considering the significant relationship between trainer, training material, training environment, social support, trainee motivation and training effectiveness in Bahraini context.

Finally, the current study findings also contribute to the body of knowledge by including organizational culture as moderator in the relationship between trainer, training material, training environment, social support, trainee motivation and training effectiveness. Thus, the current study does more than just validate the positive impact of trainer, training material, training environment, social support, and perceived trainee motivation on public sector trainees' training effectiveness as established in the past literatures (Diamantidis & Chatzoglou, 2012; Catt et al., 2010; Sanjeevkumar & Yanan, 2011; Massenberg et al., 2015). The current study empirically showed that training effectiveness among public sector organizations in a low organizational culture, the environment is lower than those public sector organizations in high organizational culture, the environment, even though the public sector organizations in both environments had high in trainer capabilities, high in social support, and high in trainee motivation. The findings expand the understanding of Kirkpatrick's theory by including the role of organizational culture when measuring the training effectiveness. Therefore, public sector organizations' management needs to consider the role of organizational culture in the effort of enhancing the training effectiveness among public sector organizations' trainees.

5.5.2 Managerial Implication

The current findings have many implications for management of the public sector organizations. The research findings demonstrate that trainer, social support, and perceived trainee motivation were among the factors that had a positive impact on training effectiveness. The management of the public sector organizations need to

regularly improve their employees' capabilities by providing them with effective training. For example, regularly, there are new updated computer programs which make work faster and easier. These programs require frequent awareness and training. Secondly, to enhance public sector organizations' career path by giving them the opportunities to advance, grow, and improve their capabilities in the nature of work they do. For example, we prepare the employee to be promoted to satisfy their career advancement in handling a higher position. Third, provide a healthy and adequate perceived organizational medium that encourage fairness, innovativeness, reciprocal trust, and open conversation regarding employees' training requirements in order to enhance both training effectiveness and perceived organizational performance.

In terms of the role of organizational culture as moderator, it was found that public sector organizations with high perception of trainer, social support, and perceived trainee motivation in a higher organizational culture, tend to have higher training effectiveness than those in a low supportive organizational culture environment. Therefore, to develop a supportive organizational culture in the public sector setting, the management of public sector organizations should encourage the concept of supportive organizational culture in human resource programs and policies, and in management practices in order to order to enhance training effectiveness in the public sector organizations. This includes dealing with organizations; and employees; weaknesses by determining and choosing the appropriate training programmes from the appropriate training provider and training level / type. In return, it will facilitate training effectiveness and organizational performance.

The following are some of the recommendations that can help in the fulfilment of this goal:

i. Increase the variety of the available free training for current governmental employees, retrenched workers and also to the new graduates. Further attention should also be given to the advertisements of those courses, because many beneficiaries lack the awareness of such training opportunities availability specifically in the public sector. A participant's selectivity should also be treated looking back for the reason behind it. According to the available training assets that Tamkeen has currently, there is no point in saying selectivity is based on the limited training funds.

ii. Universities' curricula should be prepared and customized to match the local industry requirement and a suitable training needs assessment should be conducted to identify those gaps in the curricula. One of the leading organizations that had taken this step previously is Bahrain Training Institute (BTI). The majority of BTI's graduates were recruited by both the public and the private sector. Those graduates used to be the preferred ones according to their accommodation to the current local labor market needs ("Bahrain training institute | quality assurance," n.d.). Other leading universities that pursue a similar style are the University of Bahrain and the Bahrain Polytechnic.

iii. Imitate and apply other successful countries' higher education system such as the Malaysian and the Singaporean ones. Globalized accreditation should also

be furthered to prioritize the extensive available effective programmes, projects, and policies related to this field.

iv. The introduction and encouragement of additional training participation should take place for both the management, and other levels. It will be an excellent practice if the government determines annually, a certain number of training courses for every employee and manager. It will also be a good idea enrolling fresh graduates before being recruited to participate in a number of training courses that, according to previous literatures, proved positive returns (Govil & Usha, 2014).

v. Attention and more action should be assigned to usefulness and effectiveness of the current courses to determine their weakness and their strength. The purpose behind this is to remove any obstacles that might affect negatively, employees' participation in training, as well as to achieve the desired results and benefits from the training. This operation should include modifying the organizational culture and transfer it to training and development.

In summary, the recommendations mentioned above are suggestive of the possible actions that public sector management can take to enhance training effectiveness among public sector organizations. It is hoped that the current findings in this study can trigger new thinking among the management of the public sector regarding institutionalization of training effectiveness. The research findings of the present study suggest competent trainer, reputable social support, favourable perceived trainee motivation and organizational culture that can facilitate public sector organizations' training effectiveness.

5.6 Recommendations for Future Research

Though the current study has confirmed a number of proposed hypotheses between the training factors and training effectiveness with organizational culture forming a moderating variable. This study has various inherent limitations that might influence the generalizations and interpretation of these findings. The issues are discussed thereafter.

The aim of study was at understanding training antecedents among the public sector professional in Bahrain. However, the study only focused in public sector organizations. Though the current study did not intend to compare training antecedents influence between different organizations in public sector, different outcomes might be obtained among organizations in the public sector due to variations in management policy and leadership style. This provides new ideas for future's researches. In addition, the focus in this study is only on four major public organizations, which are most services demanded and their services might be affected by effective training as the scope of the study. More studies can be performed involving more than the utilized four public organizations, in order to achieve an inclusive generalization of the outcomes.

Apart from using quantitative approach as a single method of data collection in this study, quantitative approach method admits for numerical data collection and analyzing to understand the relationship between variables, it does not permit in-depth investigation on the training antecedents' variables among public sector in Bahrain. Moreover, the study applied only quantitative methods in collecting the data

for a number of reasons such as cost saving, simplicity, and fast data collection. It also offers limited information regarding the training effectiveness. Probably, in the future, it may be precious inspecting training effectiveness using qualitative techniques of data collection like in-depth interview, and observation.

Another limitation is that the data provided in this study are from one source that involves the perception on trainer, training material, training environment, social support, trainee motivation, and training effectiveness. In future research, it would be advisable to obtain these measures from different public sector members like managers, and directors. Different job holder probably has different vision accordingly.

In summary, even with the traditional limitations related to the approach used, the results of this research still provide valuable findings that form attention to both practitioners and researchers.

5.7 Conclusion

Every organization is aimed at differentiating itself from others and setting itself apart from them. It is a healthy practice that organizations strive to be distinguished to the maximum possible degree. It is uneasy mission to recognize the factors that may positively inspire directly or indirectly the employees' performance in organizations. Therefore, the objective of this study was involved with two essential issues related to the organizational development through training factors influencing the training efficiency and training effectiveness as well as organizational

culture. As was shown in the literature, they all form serious contributors to the successful result of any training development attempt. In addition, as revealed in the research's findings that social support, and trainee motivation were significant and positively influencing the training effectiveness. Additionally, it was found that the organizational culture has a moderating effect on the relationship between the factors forming the individual variables and the training effectiveness. The result indicated that a direct connection exists practically between every step in the training operation and the organizational culture. Thus, in terms of training effectiveness, these results stand to support the usefulness of Kirkpatrick model for the training evaluation and measurement.

Furthermore, the revealed findings also indicated that the influence of social support was more compared to trainee motivation. It is also significant to mention that it was observed from the findings also that organizational culture performs a significant function of moderating the relationship between the influential factors and the training effectiveness.

In conclusion, the predicted effect on the relationship between the independent variables and the dependent variable by the moderating effect of the organizational culture was found to be positively significant, and it was shown also that increments in the organizational culture increases that relationship. Therefore, this in turn supports and confirms what was mentioned in earlier studies emphasizing the control of the organizational culture over the relationship between both the predetermined training factors and the training effectiveness.

Therefore, it shows that optimization of the training related factors such as the trainer and the training material forms the principle base to achieve and raise the training effectiveness. Further confirmation, the relationship mentioned previously between the training related factors was found to be connected and this can obtain an important enhancement by the organizational culture. Doubtless, the training related factors and the organizational culture were found to produce and integrate a relationship to impose the training effectiveness.

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Appendices

Appendix A

Number of employment by citizenship for the period from 2010 to 2014 in the "Public" sector & Bahraini Unemployment rate % of Total Labor Force for the same period

Year	Total in Public sector	Bahraini	Non Bahraini	Unemployed Bahraini rate
2010	55,427	47,565	7,862	3.6
2011	55,926	47,998	7,928	4
2012	57,402	49,073	8,329	3.9
2013	61,934	52,848	9,086	4.326
2014	66,998	56,988	10,010	4.063

Source: Labour Market Regulatory Authority (2015), Quandl (2015)

Appendices

Appendix A

Number of employment by citizenship for the period from 2010 to 2014 in the "Public" sector & Bahraini Unemployment rate % of Total Labor Force for the same period

Year	Total in Public sector	Bahraini	Non Bahraini	Unemployed Bahraini rate
2010	55,427	47,565	7,862	3.6
2011	55,926	47,998	7,928	4
2012	57,402	49,073	8,329	3.9
2013	61,934	52,848	9,086	4.326
2014	66,998	56,988	10,010	4.063

Source: Labour Market Regulatory Authority (2015), Quandl (2015)

Appendix B

List of Ministries and Government Agencies in Bahrain (Civil Service) (Excluding the military and civil servants in the Ministry of Defence, Ministry of Interior, National Security and National Guard)

A) Ministries

1. Bahrain Culture and Antiquities Authority
2. Ministry of Cabinet Affairs
3. Ministry of Education
4. King Hamad Schools of the Future Project
5. Ministry of Finance
6. Ministry of Foreign Affairs
7. Ministry of Health
8. Ministry of Housing
9. Ministry of Human Rights Affairs
10. Ministry of Industry and Commerce
11. Ministry of Justice, Islamic Affairs and Awqaf
12. Ministry of Labour
13. Ministry of Municipalities Affairs and Urban Planning
14. Ministry of Shura Council and Representatives Council Affairs
15. Ministry of Social Development
16. Civil Aviation Affairs
17. General Organization of Sea Ports
18. Ministry of Transportation and Telecommunication
19. Ministry of Works

B) Government Organizations

1. Bahrain Chamber for Dispute Resolution
2. Bahrain Economic Development Board
3. Bahrain Exhibition and Convention Authority
4. Bahrain Institute of Political Development
5. Bahrain Institute of Public Administration
6. Central Bank of Bahrain
7. Central Informatics Organization
8. Civil Services Bureau
9. Constitutional Court
10. Council of Representatives
11. eGovernment Authority
12. Electricity & Water Authority
13. Eskan Bank
14. General Organization for Youth and Sports
15. Information Affairs Authority
16. Labour Fund (Tamkeen)
17. Labour Market Regulatory Authority (LMRA)
18. Legislation and Legal Opinion Commission
19. National Audit Court
20. National Authority of Qualifications and Quality Assurance for Education and Training
21. National Institution for Human Rights
22. National Oil and Gas Authority
23. Prime Minister's Court

24. Deputy Prime Minister Office

25. Royal Charity Organization

26. Shura Council

27. Social Insurance Organization

28. Supreme Council for Women

29. Survey and Land Registration Bureau

30. Telecommunications Regulatory Authority

31. Tender Board

32. The Supreme Council for Environment

33. University of Bahrain

34. College of Health Sciences

Source: eGovernment (2015)

Appendix C

General Salary Schedule of Regular Bahraini, Non-Bahraini Citizenship Workers (2017 December) in Public Sector:

Grade	Step 0	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10	Step 11	Step 12	Step 13	Step 14	Step 15
1																
2									322	327	332	337	342	347	352	357
3				327	333	339	345	351	357	363	369	375	381	387	393	399
4	348	354	360	366	372	378	384	390	396	402	408	414	420	426	432	438
5	377	386	395	404	413	422	431	440	449	458	467	476	485	494	503	512
6	420	430	440	450	460	470	480	490	500	510	520	530	540	550	560	570
7	467	479	491	503	515	527	539	551	563	575	587	599	611	623	635	647
8	526	540	554	568	582	596	610	624	638	652	666	680	694	708	722	736
9	616	633	650	667	684	701	718	735	752	769	786	803	820	837	854	871
10	768	789	810	831	852	873	894	915	936	957	978	999	1020	1041	1062	1083

Source: Civil Service Bureau (2017)

Appendix D

Universiti Utara Malaysia
College of Business,
Sintok, Kedah.

Survey Questionnaire

Topic: The Influence of Training Factors into the Training Effectiveness with a Moderation Effect of Organizational Culture in the Public Sector in Bahrain

Dear Participants,

Thank you for taking the time to participate in this study on training effectiveness. We would appreciate it very much if you could answer all the questions/statements carefully. The information given by you will influence the accuracy and the success of this study.

All answers will be treated with strict confidentiality and will be used for the purpose of this study only. Thank you for your cooperation.
Yours Sincerely,

Ehsan Saeed Idrees

PhD Student

College of Business,

University Utara Malaysia,

Sintok, Kedah

Guidelines for Filling-up this Survey Questionnaire

1. There is no right or wrong answer. All you need to do is to respond to the statements/questions as accurately as possible.
2. Kindly answer all statements/questions in the survey. Incomplete responses will be difficult to analyze.
3. Please return back to me after filling-up the survey.
4. Thank you for taking the time to participate in this study on Training Effectiveness.
5. Estimated time to fill-up this questionnaire is about 15 to 20 minutes.

I. Demographics المعلومات الشخصية

Gender الجنس	**Male ذكر**		**Female أنثى**					
Marital Status الحالة الإجتماعية	**Single أعزب**		**Married متزوج**		**Divorced مطلق**		**Widow أرمل**	

II. Educational level المستوى التعليمي

High School or less	**ثانوي أو أقل**	
Diploma	**دبلوم**	
Undergraduate	**بكالوريوس**	
Postgraduate	**ماجستير أو أعلى**	

III. Years of experience working in the public sector عدد سنوات خبرة العمل في القطاع العام

Under 5 years	**أقل من 5 سنوات**	
6 – 10 years	**6 – 10 سنوات**	
11 – 15 years	**11 – 15 سنة**	
16 – 20 years	**16 – 20 سنة**	
21 years or more	**21 سنة أو أكثر**	

IV. Your age group الفئة العمرية

20 – 29 years	**20 – 29 سنة**	
30 – 39 years	**30 – 39 سنة**	
40 – 49 years	**40 – 49 سنة**	
50 years or more	**50 سنة أو أكثر**	

Important Note:

1. Your evaluation of the items of this survey should be based on your latest vocational training attended.
2. If you have attended vocational training more than 1 time, please evaluate based on the most recent training.

I. Evaluation Of Training Programme Variables

The following are statements pertaining to factors that influence the training effectiveness in the organization. Considering only the most recent training that you have attended, please indicate your response to each of the following statements by ticking the appropriate number on the rating scale given below. Your feedback will be treated in strict confidentiality - do not write your name anywhere in the evaluation form.

No	Statement	Degree of agreement				
		Strongly agree (5) أوافق جداً	Agree (4) أوافق	Neutral (3) لا أوافق ولا أرفض	disagree (2) لا أوافق	Strongly disagree (1) لا أوافق تماما
A	**Trainer**					
1.	The trainer designs instruction that is easily understood. صمم المدرب دروس يسهل فهمها.					
2.	The trainer provides positive reinforcement. المدرب دعمنا بتشجيع إيجابي.					
3.	The trainer uses questioning to involve participants. أستخدم المدرب الأسئلة لإشراك وتحفيز المشاركين.					
4.	The trainer facilitates group learning activities. المدرب بسط العملية التدريبية باستخدام أنشطة التعلم الجماعي.					

No	Statement	Degree of agreement				
		Strongly agree (5) أوافق جداً	Agree (4) أوافق	Neutral (3) لا أوافق ولا أرفض	disagree (2) لا أوافق	Strongly disagree (1) لا أوافق تماما
5.	The trainer clearly explains concepts. بين المدرب بوضوح المفاهيم والأفكار.					
6.	The trainer presents training in a logical sequence. قدم المدرب التدريب بتسلسل منطقي.					
7.	The trainer recognizes and attends to individual differences of the trainees. المدرب ميز واهتم بالفروق في الامكانات الفردية للمتدربين.					
8.	The trainer explains complex ideas so they can be easily understood. وضح المدرب الأفكار المعقدة بحيث يمكن فهمها بسهولة.					
B	**Training Material**					
9.	The printed materials and other handouts are well organized. المواد المطبوعة والمنشورات الأخرى منظمة تنظيما جيدا.					
10.	The pictures/diagrams shown are useful and relevant. الصور / الرسوم البيانية المعروضة مفيدة وذات صلة.					
C	**Training Environment**					
11.	The room temperature was comfortable. درجة حرارة الغرفة كانت مريحة.					
12.	The visual aids were suitably placed. المعينات البصرية (مثل شاشة العرض) موضوعه بشكل مناسب.					
13.	The tables and chairs were ergonomically placed. الطاولات والكراسي مرتبة هندسيا.					
14.	The training facility provided everything I needed to assist in my learning. احتوت قاعة التدريب كل شيء كنت بحاجة الية للتعلم.					
15.	The hospitality provided during training was suitable. الضيافة التي قدمت أثناء التدريب كانت مناسبة.					

No	Statement	Degree of agreement				
		Strongly agree (5) أوافق جداً	Agree (4) أوافق	Neutral (3) لا أوافق ولا أرفض	disagree (2) لا أوافق	Strongly disagree (1) لا أوافق تماما
16.	The lighting was sufficiently bright. كانت الإضاءة نيرة بما فيه الكفاية.					
17.	The training place is spacious enough. مكان التدريب واسع بما فيه الكفاية.					
D	**Social Support**					
18.	My subordinates are receptive towards my use of new skills from the training programme. زملائي الموظفين متقبلين لإستخدامي المهارات الجديدة المكتسبة من البرنامج التدريبي.					
19.	My supervisor and I discuss the objectives of training programs that I attend. يناقش رئيسي المباشر معي أهداف البرامج التدريبية التي أشارك بها.					
20.	My supervisor typically shows interest in what I learn in the training programs. يظهر رئيسي المباشر عادة أهتمام في ما تعلمته في البرامج التدريبية.					
21.	My supervisor exhibits behaviours those are consistent with the training I receive (e.g., uses the same terminology taught in training; practices the same skills). رئيسي المباشر يظهر سلوك متسق مع التدريب الذي أتلقاة (مثل استخدام نفس المصطلحات المدرسة في التدريب، ويمارس نفس المهارات المكتسبة من التدريب).					
22.	When I attend training programs, my supervisor helps to ease the pressures of work while I'm away. عند حضوري برامج تدريبية يساعد رئيسي المباشر على تخفيف ضغوط العمل.					
23.	My supervisor encourages me to describe the new techniques I learn in training to other employees. مشرفي يشجعني لمشاركة المهارات الجديدة المكتسبة في التدريب مع الموظفين الآخرين.					

No	Statement	Degree of agreement				
		Strongly agree (5) أوافق جداً	Agree (4) أوافق	Neutral (3) لا أوافق ولا أرفض	disagree (2) لا أوافق	Strongly disagree (1) لا أوافق تماما
24.	I am encouraged to try using new techniques or innovations that I gained from the training in my job. يتم تشجيعي إلى محاولة استخدام التقنيات الجديدة أو الأفكار التي اكتسبتها من التدريب في عملي.					
25.	I am selected to attend training programs based on established program criteria. تم اختياري لحضور البرامج التدريبية بناء على معايير معينة.					
26.	Management is willing to spend money on training. الإدارة مستعدة للانفاق المالي على التدريب.					
27.	If I use the new skills learned from the training, I receive some sort of recognition or reward. عند أستخدامي لمهارات جديدة مستفادة من التدريب، أتلقى نوع من التقدير أوالمكافأة.					
E	**Trainee Motivation**					
28.	The skills I learned in the training will be helpful in solving work-related problems. المهارات التي تعلمتها في التدريب ستكون مفيدة في حل المشاكل المتعلقة بالعمل.					
29.	I feel capable of using the skills developed in the training in my everyday work. أشعر بالقدرة على استخدام المهارات المطورة نتيجة التدريب في عملي اليومي.					

II. Training Effectiveness

Following are statements pertaining to training effectiveness of the vocational training in your organization. Considering only the most recent training that you have attended, please indicate your response to the following statements by ticking the appropriate number on the rating scale given below.

No	Statement	Degree of agreement				
		Strongly agree (5) أوافق جداً	Agree (4) أوافق	Neutral (3) لا أوافق ولا أرفض	disagree (2) لا أوافق	Strongly disagree (1) لا أوافق تماما
F	**Reaction: Post training.**					
30	The training has helped me improve my professional knowledge and skills. ساعدني التدريب في تحسين مهاراتي ومعرفتي المهنية.					
31	The training has helped me utilize my potential. ساعدني التدريب في الاستفادة من أمكانياتي.					
32	The skills I have learnt from this training have been very helpful to develop my career. المهارات التي تعلمتها من هذا التدريب مفيدة جدا لتطوير مهنتي.					
33	The training objectives were clearly stated and discussed. تم تحديد بوضوح أهداف التدريب ومناقشتها.					
34	I believe those who attended this training program will perform better after finishing it. أعتقد أن المشاركين في هذا البرنامج التدريبي سيكون أدائهم أفضل بعد الانتهاء منه.					
35	The training program provided improved my potential for future career growth. طور البرنامج التدريبي المقدم قدراتي للنمو الوظيفي في المستقبل.					
36	I am confident that I have the ability to succeed in my work because of the training. أنا واثق أن لدي القدرة على النجاح في عملي نتيجة للتدريب.					
37	All the training objectives were achieved successfully. تحققت بنجاح جميع أهداف التدريب.					
38	I can align my career development to meet the organization's objectives after the training. أستطيع تحوير تطويري الوظيفي ليناسب أهداف الوزارة بعد التدريب.					

No	Statement	Degree of agreement				
		Strongly agree (5) أوافق جداً	Agree (4) أوافق	Neutral (3) لا أوافق ولا أرفض	disagree (2) لا أوافق	Strongly disagree (1) لا أوافق تماما
39	I can now relate the importance of this training program to overall organization objectives. يمكنني الآن ربط أهمية هذا البرنامج التدريبي مع الأهداف العامة للوزارة.					
G	**Learning: Knowledge and Skill Acquisition.**					
40	I am certain I can overcome obstacles in the job that hinder my use of new knowledge and skills acquired from the training program. أنا واثق من أمكانية التغلب على العقبات في العمل التي تعيق استخدامي للمعارف والمهارات الجديدة المكتسبة من البرنامج التدريبي.					
41	I feel confident now that my skills and abilities equal or exceed those of my colleagues. أشعر بالثقة الآن أن مهاراتي وقدراتي تساوي أو تفوق قدرات ومهارات زملائي في العمل.					
42	I now have better understanding to do my job. لدي الآن فهم أفضل للقيام بعملي.					
43	The assessment tasks used in the training program were based on the course objectives and the materials. استند التقييم المستخدم في البرنامج التدريبي على أهداف الدورة والمادة العلمية.					
H	**Behavior: Knowledge and Skills Application**					
44	I performed better on the job after attending this training program. تطور أدائي الوظيفي بعد حضور هذا البرنامج التدريبي.					
45	I have a positive working relationship with my colleagues after attending this training program. لدي علاقة عمل إيجابية مع زملائي بعد حضور هذا البرنامج التدريبي.					
46	My quality of work has improved after attending this training program. تحسنت جودة عملي بعد حضور هذا البرنامج التدريبي.					

No	Statement	Degree of agreement				
		Strongly agree (5) أوافق جداً	Agree (4) أوافق	Neutral (3) لا أوافق ولا أرفض	disagree (2) لا أوافق	Strongly disagree (1) لا أوافق تماما
47	I can apply what I have learnt from this training program. أستطيع تطبيق ما تعلمته من هذا البرنامج التدريبي.					
48	I used my knowledge and skills to train others after attending this training program. أستخدمت معرفتي ومهاراتي لتدريب الأخرين بعد حضور هذا البرنامج التدريبي.					
49	This training program has increased my capability in the job. زاد هذا البرنامج التدريبي قدراتي في العمل.					
50	Overall, I am able to work independently after attending the training program. بصورة عامة، أنا قادر على العمل بشكل مستقل بعد حضور البرنامج تدريبي.					
51	I make better decisions in my work after attending the training program. أتخذ قرارات أفضل في عملي بعد حضور البرنامج التدريبي.					
52	I have contributed significantly in achieving the organization's objectives after attending the training program. ساهمت بشكل كبير في تحقيق أهداف الشركة بعد حضور برنامج تدريبي.					
53	I would not have performed this well without the training program. لن يكن أدائي جيداً بهذا الشكل بدون برنامج التدريب.					
I	**Result:**					
54	After attending this training program, I believe the productivity of the organization has improved. تحسنت الإنتاجية للوزارة بعد حضور هذا البرنامج التدريبي.					

No	Statement	Degree of agreement				
		Strongly agree (5) أوافق جداً	Agree (4) أوافق	Neutral (3) لا أوافق ولا أرفض	disagree (2) لا أوافق	Strongly disagree (1) لا أوافق تماما
55	After attending this training program, I believe the quality of the product/service at my line has improved. بعد حضور هذا البرنامج التدريبي، تحسنت جودة الأنتاجية / الخدمة في قسمي.					
56	After attending this training program, I believe the waste generated by the organization has reduced. بعد حضور هذا البرنامج التدريبي، قلت نسبة الهدر من قبل الوزارة قد قلت.					
57	After attending this training program, I believe the process cycle-time at my line has improved. بعد حضور هذا البرنامج التدريبي، تحسنت الدورة الانتاجية في قسمي.					
58	After attending this training program, I believe the manufacturing cost has reduced. بعد حضور هذا البرنامج التدريبي، قلت التكلفة الانتاجية.					
59	After attending this training program, I believe the machine downtime has reduced. بعد حضور هذا البرنامج التدريبي، قلت نسبة تعطل الأجهزة.					

III. Measurement of Moderator Variable

Following are statements pertaining to the moderator variable which is the organizational culture which has a moderation effect on the effectiveness of the vocational training in your organization. Considering only the most recent training that you have attended, please indicate your response to the following statements by ticking the appropriate number on the rating scale given below.

No	Statement	Degree of agreement				
		Strongly agree (5) أوافق جداً	Agree (4) أوافق	Neutral (3) لا أوافق ولا أرفض	disagree (2) لا أوافق	Strongly disagree (1) لا أوافق تماما
J	**Organizational Culture**					
60	People I work with are direct and honest with each other. فـي الوزاره التي أعمل بها، الناس الذين أعمل معهم مباشرين وصريحين مع بعضهم البعض.					
61	People I work with accept criticism without becoming defensive. الناس الذين أعمل معهم يقبلون النقد بدون انفعال.					
62	People I work with constructively confront problems. الناس الذين أعمل معهم يواجهون المشاكل بصورة بناءة.					
63	People I work with are good listeners. الناس الذين أعمل معهم لديهم حس جيد في الإصغاء.					
64	Labour and management have a productive working relationship. تملك العمالة والإدارة علاقة عمل إنتاجية.					
65	This organization motivates me to put out my best efforts. تحفزني الوزارة التي أعمل فيها على بذل كل جهودي.					
66	This organization respects its workers. تحترم الوزارة العاملين لديها.					
67	This organization treats people in a consistent and fair manner. تعامل الوزارة الناس بأسلوب لائق وعادل.					
68	There is an atmosphere of trust in this organization. هناك جو من الثقة في الوزارة التي أعمل فيها.					
69	This organization motivates people to be efficient and productive. تحفز الوزارة الناس بأن يكونوا فعالين ومنتجين.					
70	I get enough information to understand the big picture here. أحصل على معلومات كافية لفهم الصورة كاملة هنا.					

No	Statement	Degree of agreement				
		Strongly agree (5) أوافق جداً	Agree (4) أوافق	Neutral (3) لا أوافق ولا أرفض	disagree (2) لا أوافق	Strongly disagree (1) لا أوافق تماما
71	When changes are made, the reasons for them are made clear. يتم توضيح أسباب القيام بأي تغيير.					
72	I know what is happening in work sections outside my own. أعرف ما يحدث في أقسام العمل الأخرى.					
73	I get the information I need to do my job well. أحصل على المعلومات التي احتاجها للقيام بعملي على أكمل وجة.					
74	I have a say in decisions that affect my work. أشارك في القرارات التي تؤثر على عملي.					
75	I am asked to make suggestions about how to do my job better. يطلب مني تقديم الاقتراحات حول كيفية القيام بالعمل بصورة أفضل.					
76	This organization values the ideas of workers at every level. تقيم هذة الوزارة أفكار العاملين في كل مستوى.					
77	My opinions count in this organization. هناك اعتبار لرأيي في هذة الوزارة.					
78	Job requirements are made clear by my superior. يعمل مديري المباشر على توضيح المتطلبات الوظيفية.					
79	When I do a good job, my superior tells me. عند قيامي بعمل جيد يخبرني بذلك مديري.					
80	My superior gives me criticism in a positive manner. ينتقدني مديري بأسلوب إيجابي.					
81	My superior is a good listener. مديري مصغي جيد.					
82	My superior tells me how I am doing. يخبرني مديري عن مستوى وكيفية أدائي.					
83	Decisions made at meetings get put into action. القرارات التي يتم اتخاذها في الاجتماعات توضع محل تنفيذ.					

No	Statement	Degree of agreement				
		Strongly agree (5) أوافق جداً	Agree (4) أوافق	Neutral (3) لا أوافق ولا أرفض	disagree (2) لا أوافق	Strongly disagree (1) لا أوافق تماما
84	Everyone takes part in discussions at meetings. يشارك الجميع في المناقشات في الإجتماعات.					
85	Our discussions in meetings stay on track. مناقشاتنا في الاجتماعات تظل على الطريق الصحيح.					
86	Time in meetings is time well spent. يتم استغلال وقت الاجتماع بصورة جيدة.					
87	Meetings tap the creative potential of the people present. تسعى الاجتماعات للحصول على أفضل آراء وتصورات الحاضرين.					

Appendix E

SPSS Result

A. Data for Factor Analyses of Independent Variables

KMO and Bartlett's Test

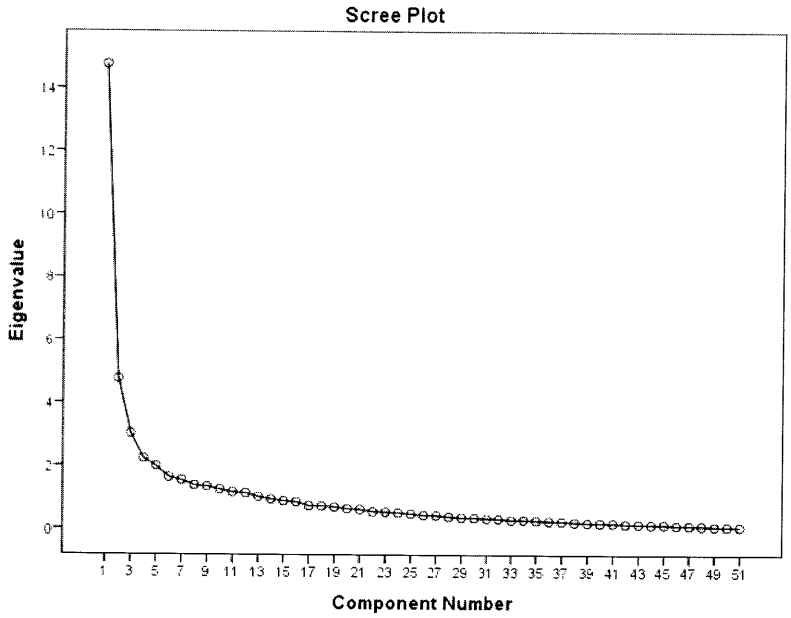
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.823
Bartlett's Test of Sphericity	Approx. Chi-Square	4158.620
	df	1275
	Sig.	.000

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	14.762	28.946	28.946	14.762	28.946	28.946	7.641	14.983	14.983
2	4.762	9.337	38.283	4.762	9.337	38.283	6.620	12.981	27.964
3	3.023	5.927	44.211	3.023	5.927	44.211	4.805	9.421	37.385
4	2.234	4.380	48.591	2.234	4.380	48.591	4.292	8.416	45.801
5	1.989	3.899	52.490	1.989	3.899	52.490	3.411	6.689	52.490
6	1.640	3.216	55.706						
7	1.537	3.015	58.720						
8	1.374	2.694	61.414						
9	1.332	2.612	64.026						
10	1.243	2.438	66.463						
11	1.156	2.266	68.729						
12	1.128	2.211	70.940						
13	1.017	1.994	72.934						
14	.938	1.838	74.772						
15	.877	1.720	76.493						
16	.847	1.662	78.154						
17	.728	1.428	79.582						
18	.718	1.407	80.989						
19	.691	1.355	82.344						
20	.635	1.245	83.590						
21	.617	1.209	84.799						
22	.543	1.065	85.864						

23	.537	1.053	86.917
24	.508	.996	87.913
25	.476	.934	88.847
26	.436	.855	89.702
27	.423	.829	90.531
28	.381	.746	91.278
29	.358	.703	91.981
30	.348	.683	92.664
31	.326	.640	93.303
32	.317	.621	93.925
33	.281	.551	94.476
34	.280	.548	95.024
35	.260	.510	95.534
36	.242	.475	96.008
37	.230	.451	96.459
38	.204	.400	96.860
39	.190	.372	97.231
40	.179	.351	97.582
41	.175	.344	97.926
42	.154	.302	98.228
43	.146	.287	98.514
44	.133	.261	98.775
45	.129	.253	99.029
46	.106	.208	99.237
47	.099	.194	99.430
48	.090	.176	99.606
49	.076	.149	99.755
50	.066	.129	99.884
51	.059	.116	100.000

Extraction Method: Principal Component Analysis.



Rotated Component Matrix[a]

	Component				
	1	2	3	4	5
The trainer sets goals and objectives for training.		.354		.479	
The trainer develops well prepared lesson plans.		.416		.631	
The trainer keeps current and up to date in the subject of the training.		.473		.393	
The trainer conducts needs assessments.		.451		.404	
The trainer provides advice to the participants.		.601		.358	
The trainer designs instruction that is easily understood.		.715			
The trainer provides positive reinforcement.		.685	.311		
The trainer blends different training techniques.		.636		.366	
The trainer uses questioning to involve participants.		.667			

The trainer facilitates group learning activities.	.681			
The trainer clearly explains concepts.	.642			
The trainer presents training in a logical sequence.	.525			
The trainer recognizes and attends to individual differences of the trainees.	.664			
The trainer explains complex ideas so they can be easily understood.	.610	.338		
The trainer evaluates effects and impact of the training.	.435			
The course content is too detailed.			.569	
The printed material is easy to read.		.311	.421	.466
The course content is easy to understand.	.378			.321
The course content is well structured.	.378	.363		.336
The material will provide a useful reference in the future.			.368	.325
The printed materials and other handouts are well organized.	.337		.528	
The pictures/diagrams shown are useful and relevant.			.528	
The course materials are varied and current.	.484	.366		
The room temperature was comfortable.		.597		
The visual aids were suitably placed.		.731		
The tables and chairs were ergonomically placed.		.753		

The training facility provided everything I needed to assist in my learning.			.710		
The training facility was easily accessible\reachable.			.515		.557
The hospitality provided during training was suitable.			.502		
The lighting was sufficiently bright.			.713		
The training place is spacious enough.			.681		
My subordinates are receptive towards my use of new skills from the training programme.			.300	.614	
My supervisor expects me to apply the skills I gained in the training programme.	.559			.403	.325
My supervisor and I discuss my training needs and developmental plans to meet those needs.	.675			.396	
My supervisor and I discuss the objectives of training programs that I attend.	.717				
My supervisor typically shows interest in what I learn in the training programs.	.731			.325	
My supervisor exhibits behaviours those are consistent with the training I receive (e.g., uses the same terminology taught in training; practices the same skills).	.802				
My supervisor has a positive attitude toward training.	.611				.388

When I attend training programs, my supervisor helps to ease the pressures of work while I'm away.	.710				
My supervisor encourages me to describe the new techniques I learn in training to other employees.	.797				
I am encouraged to try using new techniques or innovations that I gained from the training in my job.	.685				
I am selected to attend training programs based on established program criteria.	.707				
I receive information regarding available training opportunities.	.431				
Management is willing to spend money on training.	.694				
If I use the new skills learned from the training, I receive some sort of recognition or reward.	.778				
My peers feel there is a value in attending training programs.	.402	.314			
My job performance will improve if I use the skills I learned in the training.					.417
I believe it is unrealistic to try to use the skills emphasized in the training in my job.	.464				
I know of work situations in which I plan to use what I have learned during the training.	.374				.621
The skills I learned in the training will be helpful in solving work-related problems.				.330	.647

I feel capable of using the skills developed in the training in my everyday work.	.326				.627

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 8 iterations.

B. Data use for Factor Analyses for Dependent Variables

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.904
Bartlett's Test of Sphericity	Approx. Chi-Square	3195.388
	df	561
	Sig.	.000

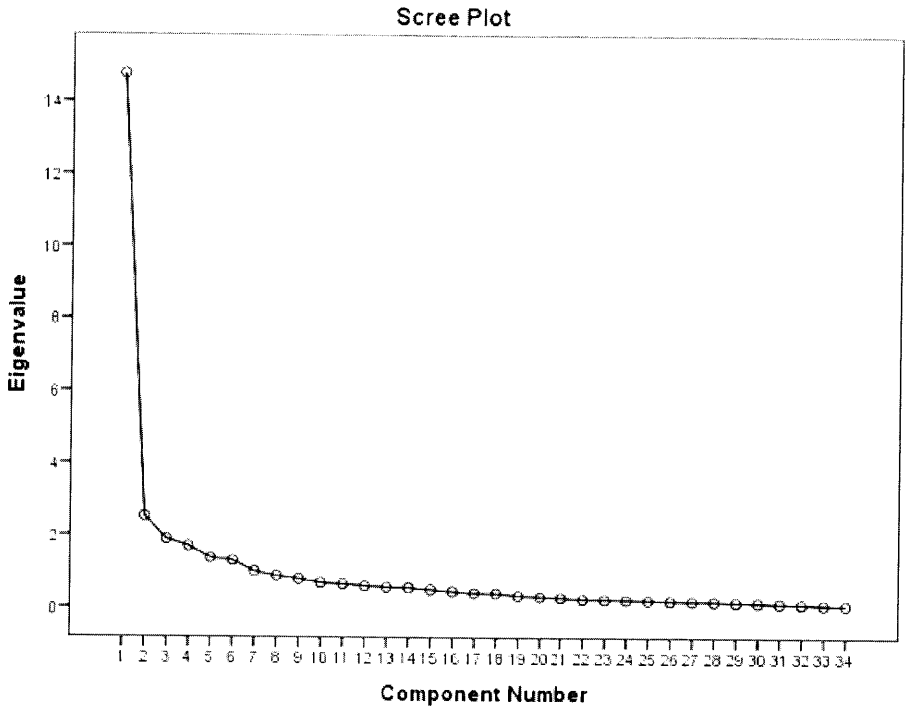
Rotated Component Matrixa

a. Only one component was extracted. The solution cannot be rotated.

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	14.758	43.406	43.406	14.758	43.406	43.406
2	2.523	7.421	50.827			
3	1.887	5.551	56.378			
4	1.691	4.974	61.351			
5	1.366	4.018	65.370			
6	1.297	3.814	69.183			
7	.992	2.916	72.100			
8	.868	2.553	74.652			
9	.789	2.322	76.974			
10	.679	1.998	78.972			
11	.648	1.905	80.877			
12	.597	1.757	82.634			
13	.569	1.675	84.309			
14	.548	1.612	85.920			
15	.497	1.461	87.382			
16	.447	1.315	88.696			
17	.403	1.185	89.882			
18	.399	1.174	91.055			
19	.334	.984	92.039			
20	.306	.900	92.939			
21	.281	.826	93.765			
22	.239	.704	94.468			
23	.230	.676	95.145			
24	.224	.659	95.804			
25	.208	.613	96.417			
26	.187	.551	96.967			
27	.182	.535	97.502			
28	.174	.511	98.013			
29	.154	.452	98.465			
30	.141	.414	98.879			
31	.121	.356	99.235			
32	.104	.306	99.541			
33	.084	.246	99.788			
34	.072	.212	100.000			

Extraction Method: Principal Component Analysis.



Component Matrix[a]

	Component
	1
This training program has increased my capability in the job.	.823
After attending this training program, the productivity of the organization has improved.	.806
My quality of work has improved after attending this training program.	.790
After attending this training program, the quality of the product/service at my line has improved.	.774

After attending this training program, the process cycle-time at my line has improved.	.769
I have contributed significantly in achieving the organization's objectives after attending the training program.	.767
I performed better on the job after attending this training program.	.762
I have a positive working relationship with my colleagues after attending this training program.	.751
The skills I have learnt from this training have been very helpful to develop my career.	.736
The training has helped me improve my professional knowledge and skills.	.722
I am confident that I have the ability to succeed in my work because of the training.	.709
I make better decisions in my work after attending the training program.	.706
After attending this training program, the manufacturing cost has reduced.	.706
After attending this training program, the waste generated by the company has reduced.	.706
The training program provided improved my potential for future career growth.	.701

After attending this training program, the machine downtime has reduced.	.698
The training objectives were clearly stated and discussed.	.682
Overall, I am able to work independently after attending the training program.	.665
All the training objectives were achieved successfully.	.646
The training has helped me utilize my potential.	.644
I now have better understanding to do my job.	.633
I feel confident now that my skills and abilities equal or exceed those of my colleagues.	.622
I am certain I can overcome obstacles in the job that hinder my use of new knowledge and skills acquired from the training program.	.602
I can align my career development to meet the organization's objectives after the training.	.593
I believe those who attended this training program will perform better after finishing it.	.582
I can apply what I have learnt from this training program.	.579
I would not have performed this well without the training program.	.572

I can now relate the importance of this training program to overall organization objectives.	.533
The assessment tasks used in the training program were based on the course objectives and the materials.	.527
I used my knowledge and skills to train others after attending this training program.	.520
I am confident now to train other people.	.485
I successfully passed all the assessments in the training program.	.426
The training provided was very relevant to my work.	.423
I managed to demonstrate to the trainer that I completed all the program requirements successfully.	.415

Extraction Method: Principal Component Analysis.

a. 1 components extracted.

C. Data use for Factor Analyses for Moderator Variable

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.895
Bartlett's Test of Sphericity	Approx. Chi-Square	2616.982
	df	378
	Sig.	.000

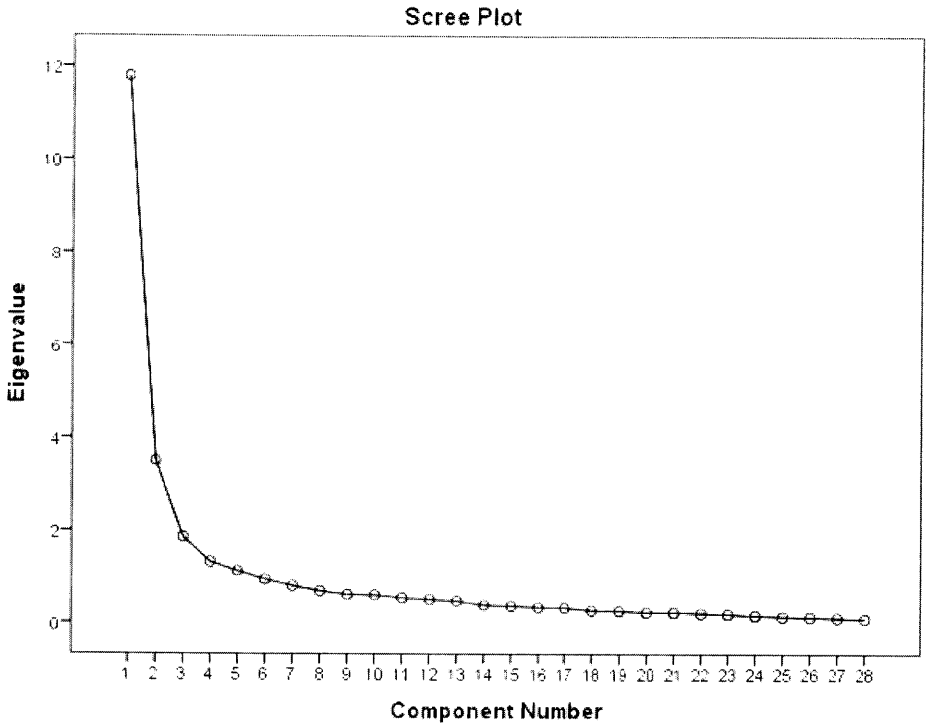
Rotated Component Matrixa

a. Only one component was extracted. The solution cannot be rotated.

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	11.789	42.104	42.104	11.789	42.104	42.104
2	3.505	12.517	54.621			
3	1.859	6.639	61.260			
4	1.314	4.693	65.953			
5	1.113	3.976	69.930			
6	.934	3.334	73.264			
7	.793	2.832	76.095			
8	.682	2.437	78.533			
9	.605	2.161	80.693			
10	.596	2.129	82.822			
11	.534	1.906	84.728			
12	.498	1.778	86.507			
13	.464	1.658	88.165			
14	.380	1.357	89.522			
15	.359	1.280	90.802			
16	.330	1.180	91.982			
17	.320	1.142	93.124			
18	.264	.944	94.067			
19	.252	.902	94.969			
20	.223	.798	95.767			
21	.221	.789	96.556			
22	.198	.707	97.264			
23	.182	.651	97.915			
24	.151	.541	98.456			
25	.131	.466	98.922			
26	.119	.423	99.345			
27	.099	.354	99.699			
28	.084	.301	100.000			

Extraction Method: Principal Component Analysis.



Component Matrix[a]

	Component
	1
There is an atmosphere of trust in this organization.	.792
This organization motivates people to be efficient and productive.	.768
I get enough information to understand the big picture here.	.766
This organization treats people in a consistent and fair manner.	.757
This organization respects its workers.	.731
Job requirements are made clear by my superior.	.713
I get the information I need to do my job well.	.710

This organization values the ideas of workers at every level.	.699
Decisions made at meetings get put into action.	.693
This organization motivates me to put out my best efforts.	.689
Time in meetings is time well spent.	.684
My opinions count in this organization.	.680
I have a say in decisions that affect my work.	.674
When changes are made, the reasons for them are made clear.	.660
Meetings tap the creative potential of the people present.	.655
Our discussions in meetings stay on track.	.638
When I do a good job, my superior tells me.	.613
My superior tells me how I am doing.	.594
Everyone takes part in discussions at meetings.	.584
People I work with constructively confront problems.	.571
Labor and management have a productive working relationship.	.562
I am asked to make suggestions about how to do my job better.	.558
People I work with are good listeners.	.552
I know what is happening in work sections outside my own.	.548

My superior gives me criticism in a positive manner.	.544
People I work with accept criticism without becoming defensive.	.538
People I work with are direct and honest with each other.	.533
My superior is a good listener.	.516

Extraction Method: Principal Component Analysis.

a. 1 components extracted.

Appendix N

Reliability for Variables

A. Reliability for Independent Variables (Trainer)

Case Processing Summary

		N	%
Cases	Valid	124	100.0
	Excluded[a]	0	.0
	Total	124	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.867	8

Item Statistics

	Mean	Std. Deviation	N
The trainer designs instruction that is easily understood.	4.1452	.88063	124
The trainer provides positive reinforcement.	4.1694	.70678	124
The trainer uses questioning to involve participants.	4.0806	.81247	124
The trainer facilitates group learning activities.	4.0565	.83911	124
The trainer clearly explains concepts.	4.0887	.68683	124
The trainer presents training in a logical sequence.	4.0565	.76830	124
The trainer recognizes and attends to individual differences of the trainees.	3.7097	.94374	124
The trainer explains complex ideas so they can be easily understood.	3.8790	.80236	124

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
The trainer designs instruction that is easily understood.	28.0403	16.088	.680	.843
The trainer provides positive reinforcement.	28.0161	17.219	.673	.846
The trainer uses questioning to involve participants.	28.1048	16.989	.600	.852
The trainer facilitates group learning activities.	28.1290	16.715	.619	.850
The trainer clearly explains concepts.	28.0968	17.682	.608	.852
The trainer presents training in a logical sequence.	28.1290	17.853	.496	.863
The trainer recognizes and attends to individual differences of the trainees.	28.4758	15.650	.686	.843
The trainer explains complex ideas so they can be easily understood.	28.3065	17.027	.603	.852

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
32.1855	21.665	4.65451	8

B. Reliability for Independent Variables (Training Material)

Case Processing Summary

		N	%
Cases	Valid	124	100.0
	Excluded[a]	0	.0
	Total	124	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.625	2

Item Statistics

	Mean	Std. Deviation	N
The printed materials and other handouts are well organized.	3.8871	.79847	124
The pictures/diagrams shown are useful and relevant.	3.7742	.82481	124

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
The printed materials and other handouts are well organized.	3.7742	.680	.455	.
The pictures/diagrams shown are useful and relevant.	3.8871	.638	.455	.

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
7.6613	1.917	1.38451	2

C. Reliability for Independent Variables (Training Environment)

Case Processing Summary

		N	%
Cases	Valid	124	100.0
	Excluded[a]	0	.0
	Total	124	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.846	7

Item Statistics

	Mean	Std. Deviation	N
The room temperature was comfortable.	3.8468	.91992	124
The visual aids were suitably placed.	3.9919	.80138	124
The tables and chairs were ergonomically placed.	3.8468	.94606	124
The training facility provided everything I needed to assist in my learning.	3.8871	.88538	124
The hospitality provided during training was suitable.	3.9677	.79567	124
The lighting was sufficiently bright.	4.0645	.78338	124
The training place is spacious enough.	3.7984	.94551	124

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
The room temperature was comfortable.	23.5565	14.655	.539	.835
The visual aids were suitably placed.	23.4113	14.634	.656	.817
The tables and chairs were ergonomically placed.	23.5565	13.777	.659	.816
The training facility provided everything I needed to assist in my learning.	23.5161	14.333	.624	.821
The hospitality provided during training was suitable.	23.4355	15.516	.503	.838
The lighting was sufficiently bright.	23.3387	14.844	.636	.820
The training place is spacious enough.	23.6048	14.046	.615	.823

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
27.4032	19.300	4.39312	7

D. Reliability for Independent Variables (Social Support)

Case Processing Summary

		N	%
Cases	Valid	124	100.0
	Excluded[a]	0	.0
	Total	124	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.915	9

Item Statistics

	Mean	Std. Deviation	N
My subordinates are receptive towards my use of new skills from the training programme.	3.8548	.81344	124
My supervisor and I discuss the objectives of training programs that I attend.	3.5000	1.07824	124
My supervisor typically shows interest in what I learn in the training programs.	3.4758	1.05510	124
My supervisor exhibits behaviours those are consistent with the training I receive (e.g., uses the same terminology taught in training; practices the same skills).	3.5161	1.04752	124
When I attend training programs, my supervisor helps to ease the pressures of work while I'm away.	3.7903	1.00627	124
My supervisor encourages me to describe the new techniques I learn in training to other employees.	3.7984	1.04360	124
I am encouraged to try using new techniques or innovations that I gained from the training in my job.	3.7984	.95407	124
I am selected to attend training programs based on established program criteria.	3.5081	1.03982	124
Management is willing to spend money on training.	3.1774	1.18286	124
If I use the new skills learned from the training, I receive some sort of recognition or reward.	3.0484	1.20874	124

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
My supervisor and I discuss the objectives of training programs that I attend.	28.1129	44.052	.710	.905
My supervisor typically shows interest in what I learn in the training programs.	28.1371	43.957	.737	.903
My supervisor exhibits behaviours those are consistent with the training I receive (e.g., uses the same terminology taught in training; practices the same skills).	28.0968	43.421	.787	.900
When I attend training programs, my supervisor helps to ease the pressures of work while I'm away.	27.8226	45.464	.656	.909
My supervisor encourages me to describe the new techniques I learn in training to other employees.	27.8145	43.730	.765	.901
I am encouraged to try using new techniques or innovations that I gained from the training in my job.	27.8145	45.827	.669	.908
I am selected to attend training programs based on established program criteria.	28.1048	44.306	.722	.904
Management is willing to spend money on training.	28.4355	44.654	.590	.914
If I use the new skills learned from the training, I receive some sort of recognition or reward.	28.5645	42.557	.720	.905

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
31.6129	55.377	7.44160	9

E. Reliability for Independent Variables (Trainee Motivation)

Case Processing Summary

		N	%
Cases	Valid	124	100.0
	Excluded[a]	0	.0
	Total	124	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.847	2

Item Statistics

	Mean	Std. Deviation	N
The skills I learned in the training will be helpful in solving work-related problems.	3.7581	.82018	124
I feel capable of using the skills developed in the training in my everyday work.	3.8871	.81858	124

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
The skills I learned in the training will be helpful in solving work-related problems.	3.8871	.670	.734	.
I feel capable of using the skills developed in the training in my everyday work.	3.7581	.673	.734	.

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
7.6452	2.328	1.52589	2

F. Reliability for Dependent Variables (Training Effectiveness - Result)

Case Processing Summary

		N	%
Cases	Valid	124	100.0
	Excluded[a]	0	.0
	Total	124	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.939	.939	6

Item Statistics

	Mean	Std. Deviation	N
After attending this training program, the productivity of the organisation has improved.	3.4113	.92843	124
After attending this training program, the quality of the product/service at my line has improved.	3.5081	.90613	124
After attending this training program, the waste generated by the company has reduced.	3.3306	.98544	124
After attending this training program, the process cycle-time at my line has improved.	3.5323	.88745	124
After attending this training program, the manufacturing cost has reduced.	3.3710	.95821	124
After attending this training program, the machine downtime has reduced.	3.2823	.95900	124

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
After attending this training program, the productivity of the organisation has improved.	17.0242	17.211	.799	.929
After attending this training program, the quality of the product/service at my line has improved.	16.9274	17.401	.795	.930
After attending this training program, the waste generated by the company has reduced.	17.1048	16.794	.801	.929
After attending this training program, the process cycle-time at my line has improved.	16.9032	17.161	.854	.923
After attending this training program, the manufacturing cost has reduced.	17.0645	16.809	.828	.926
After attending this training program, the machine downtime has reduced.	17.1532	16.830	.824	.926

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
20.4355	24.232	4.92256	6

G. Reliability for Moderator Factor (Organizational Culture)

Case Processing Summary

		N	%
Cases	Valid	124	100.0
	Excluded[a]	0	.0
	Total	124	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.948	28

Item Statistics

	Mean	Std. Deviation	N
People I work with are direct and honest with each other.	3.6290	1.03960	124
People I work with accept criticism without becoming defensive.	3.3548	1.04526	124
People I work with constructively confront problems.	3.6129	.93452	124
People I work with are good listeners.	3.5968	.90992	124
Labor and management have a productive working relationship.	3.7258	.77919	124
This organization motivates me to put out my best efforts.	3.3629	1.13578	124
This organization respects its workers.	3.6129	.98534	124
This organization treats people in a consistent and fair manner.	3.5000	1.03986	124
There is an atmosphere of trust in this organization.	3.4758	1.03957	124
This organization motivates people to be efficient and productive.	3.4355	1.08382	124
I get enough information to understand the big picture here.	3.4435	.96527	124
When changes are made, the reasons for them are made clear.	3.2258	1.08829	124

I know what is happening in work sections outside my own.	3.1129	1.12047	124
I get the information I need to do my job well.	3.5242	.97500	124
I have a say in decisions that affect my work.	3.5000	.95849	124
I am asked to make suggestions about how to do my job better.	3.7177	.95900	124
This organization values the ideas of workers at every level.	3.2661	1.11245	124
My opinions count in this organization.	3.1935	1.09453	124
Job requirements are made clear by my superior.	3.6210	.95927	124
When I do a good job, my superior tells me.	3.8548	.89890	124
My superior gives me criticism in a positive manner.	3.8468	.79679	124
My superior is a good listener.	3.8790	.87970	124
My superior tells me how I am doing.	3.9677	.76441	124
Decisions made at meetings get put into action.	3.7016	.83598	124
Everyone takes part in discussions at meetings.	3.6935	.97261	124
Our discussions in meetings stay on track.	3.5081	.94993	124
Time in meetings is time well spent.	3.4839	.98347	124
Meetings tap the creative potential of the people present.	3.7419	.89143	124

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
People I work with are direct and honest with each other.	95.9597	290.754	.507	.947
People I work with accept criticism without becoming defensive.	96.2339	290.506	.511	.947
People I work with constructively confront problems.	95.9758	291.455	.548	.946
People I work with are good listeners.	95.9919	292.561	.528	.947
Labor and management have a productive working relationship.	95.8629	294.867	.536	.947
This organization motivates me to put out my best efforts.	96.2258	283.558	.653	.945
This organization respects its workers.	95.9758	285.601	.698	.945
This organization treats people in a consistent and fair manner.	96.0887	283.529	.720	.945
There is an atmosphere of trust in this organization.	96.1129	282.199	.760	.944
This organization motivates people to be efficient and productive.	96.1532	281.936	.734	.944
I get enough information to understand the big picture here.	96.1452	285.003	.733	.945
When changes are made, the reasons for them are made clear.	96.3629	285.843	.619	.946
I know what is happening in work sections outside my own.	96.4758	288.999	.514	.947
I get the information I need to do my job well.	96.0645	286.614	.674	.945
I have a say in decisions that affect my work.	96.0887	288.098	.639	.946
I am asked to make suggestions about how to do my job better.	95.8710	291.821	.521	.947
This organization values the ideas of workers at every level.	96.3226	283.830	.660	.945
My opinions count in this organization.	96.3952	284.891	.642	.945
Job requirements are made clear by my superior.	95.9677	286.861	.678	.945

When I do a good job, my superior tells me.	95.7339	291.254	.579	.946
My superior gives me criticism in a positive manner.	95.7419	295.104	.514	.947
My superior is a good listener.	95.7097	294.533	.481	.947
My superior tells me how I am doing.	95.6210	294.400	.566	.946
Decisions made at meetings get put into action.	95.8871	290.377	.658	.945
Everyone takes part in discussions at meetings.	95.8952	290.599	.551	.946
Our discussions in meetings stay on track.	96.0806	289.457	.602	.946
Time in meetings is time well spent.	96.1048	287.152	.651	.945
Meetings tap the creative potential of the people present.	95.8468	290.261	.618	.946

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
99.5887	309.821	17.60174	28

Appendix G

The Correlation Regression Analysis Result

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	traineemotivation, trainingenvironment, trainingmaterial, Sociasupport, Trainer[b]	.	Enter

a. Dependent Variable: Result

b. All requested variables entered.

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.684[a]	.467	.445	.61125	1.954

a. Predictors: (Constant), traineemotivation, trainingenvironment, trainingmaterial, Sociasupport, Trainer

b. Dependent Variable: Result

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	38.703	5	7.741	20.717	.000[b]
	Residual	44.089	118	.374		
	Total	82.791	123			

a. Dependent Variable: Result

b. Predictors: (Constant), traineemotivation, trainingenvironment, trainingmaterial, Sociasupport, Trainer

Coefficients[a]

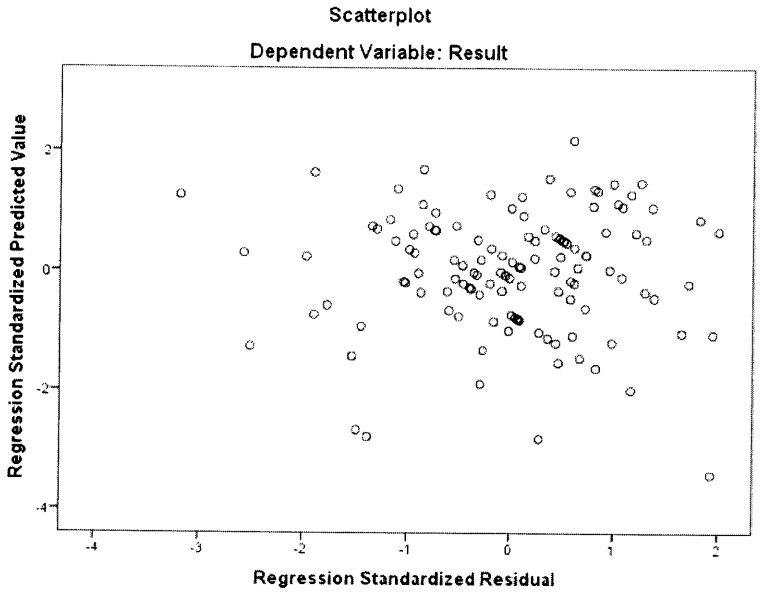
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.139	.467		.298	.766
	Trainer	-.175	.123	-.124	-1.424	.157
	trainingmaterial	.084	.091	.071	.921	.359
	trainingenvironment	.218	.100	.167	2.192	.030
	Sociasupport	.496	.077	.500	6.407	.000
	traineemotivation	.276	.083	.256	3.329	.001

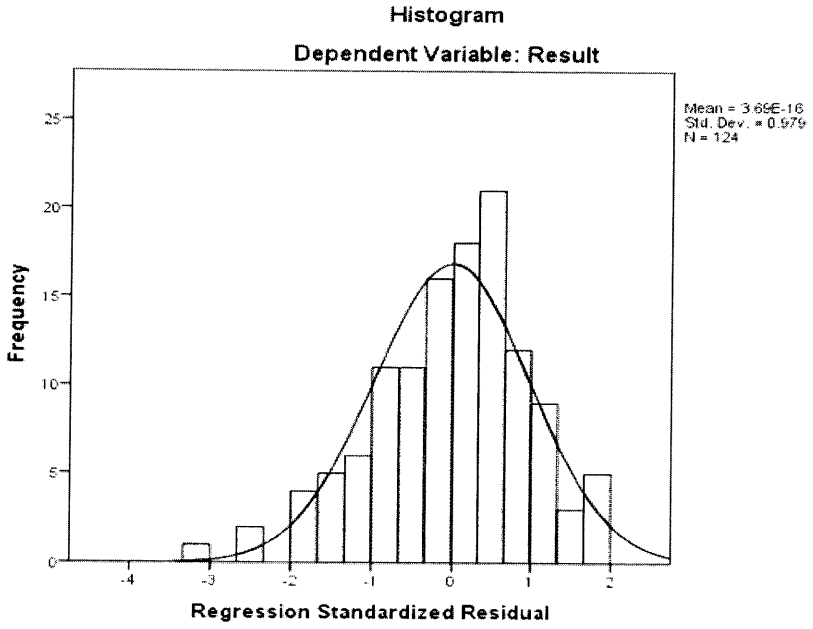
a. Dependent Variable: Result

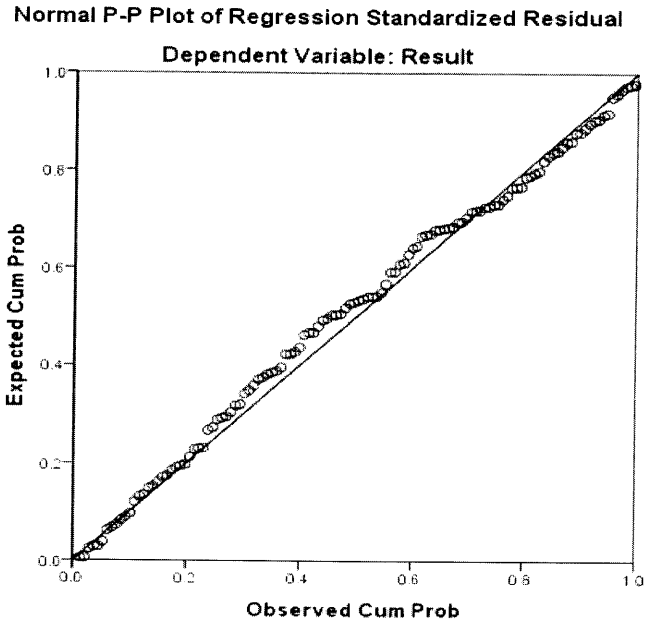
Correlations

		Trainer	trainingmaterial	trainingenvironment	Sociasupport	traineemotivation	Result	organizationalculture
Trainer	Pearson Correlation	1	.467**	.464**	.400**	.348**	.275**	.383**
	Sig. (2-tailed)		.000	.000	.000	.000	.002	.000
	N	124	124	124	124	124	124	124
trainingmaterial	Pearson Correlation	.467**	1	.249**	.236**	.293**	.247**	.144
	Sig. (2-tailed)	.000		.005	.008	.001	.006	.111
	N	124	124	124	124	124	124	124
trainingenvironment	Pearson Correlation	.464**	.249**	1	.251**	.206*	.305**	.367**
	Sig. (2-tailed)	.000	.005		.005	.022	.001	.000
	N	124	124	124	124	124	124	124
Sociasupport	Pearson Correlation	.400**	.236**	.251**	1	.430**	.619**	.647**
	Sig. (2-tailed)	.000	.008	.005		.000	.000	.000
	N	124	124	124	124	124	124	124
traineemotivation	Pearson Correlation	.348**	.293**	.206*	.430**	1	.483**	.291**
	Sig. (2-tailed)	.000	.001	.022	.000		.000	.001
	N	124	124	124	124	124	124	124
Result	Pearson Correlation	.275**	.247**	.305**	.619**	.483**	1	.526**
	Sig. (2-tailed)	.002	.006	.001	.000	.000		.000
	N	124	124	124	124	124	124	124
organizationalculture	Pearson Correlation	.383**	.144	.367**	.647**	.291**	.526**	1
	Sig. (2-tailed)	.000	.111	.000	.000	.001	.000	
	N	124	124	124	124	124	124	124

**. Correlation is significant at the 0.01 level (2-tailed). *. Correlation is significant at the 0.05 level (2-tailed).


Scatterplot
Dependent Variable: Result
Regression Standardized Predicted Value
Regression Standardized Residual


Histogram
Dependent Variable: Result
Mean = 3.69E-16
Std. Dev. = 0.979
N = 124
Frequency
Regression Standardized Residual


Normal P-P Plot of Regression Standardized Residual
Dependent Variable: Result
Expected Cum Prob
Observed Cum Prob
0.0
0.2
0.4
0.6
0.8
1.0

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Result	124	1.00	5.00	3.4059	.82043	-.362	.217	.553	.431
Trainer	124	2.25	5.00	4.0232	.58181	-.441	.217	.215	.431
trainingmaterial	124	1.00	5.00	3.8306	.69225	-1.033	.217	2.354	.431
trainingenvironment	124	1.86	5.00	3.9147	.62759	-.555	.217	.864	.431
Sociasupport	124	1.11	5.00	3.5125	.82684	-.685	.217	.112	.431
traineemotivation	124	1.00	5.00	3.8226	.76295	-1.111	.217	2.754	.431
organizationalculture	124	1.29	4.96	3.5567	.62863	-.626	.217	1.025	.431
Valid N (listwise)	124								

Appendix I

Linear Regression Testing Between Trainer, Training Material, Training Environment, Social Support, Trainee Motivation and Result

Descriptive Statistics

	Mean	Std. Deviation	N
Result	3.4059	.82043	124
Trainer	4.0232	.58181	124
trainingmaterial	3.8306	.69225	124
trainingenvironment	3.9147	.62759	124
Sociasupport	3.5125	.82684	124
traineemotivation	3.8226	.76295	124

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	traineemotivation, trainingenvironment, trainingmaterial, Sociasupport, Trainer[b]	.	Enter

a. Dependent Variable: Result

b. All requested variables entered.

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	38.703	5	7.741	20.717	.000[b]
	Residual	44.089	118	.374		
	Total	82.791	123			

a. Dependent Variable: Result

b. Predictors: (Constant), traineemotivation, trainingenvironment, trainingmaterial, Sociasupport, Trainer

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.139	.467		.298	.766
	Trainer	-.175	.123	-.124	-1.424	.157
	trainingmaterial	.084	.091	.071	.921	.359
	trainingenvironment	.218	.100	.167	2.192	.030
	Sociasupport	.496	.077	.500	6.407	.000
	traineemotivation	.276	.083	.256	3.329	.001

a. Dependent Variable: Result

Collinearity Diagnostics[a]

Model	Dimension	Eigenvalue	Condition Index	Variance Proportions					
				(Constant)	Trainer	trainingmaterial	trainingenvironment	Sociasupport	traineemotivation
1	1	5.896	1.000	.00	.00	.00	.00	.00	.00
	2	.038	12.537	.02	.01	.08	.05	.66	.05
	3	.025	15.444	.00	.01	.02	.12	.22	.77
	4	.021	16.743	.02	.00	.66	.24	.07	.12
	5	.011	23.101	.79	.01	.12	.48	.00	.05
	6	.010	24.789	.17	.97	.11	.11	.04	.00

a. Dependent Variable: Result

Appendix J

Herierical Regressions Testing Between Trainer, Training Material, Training Environment, Social Support, Trainee Motivation and Training Effectiveness through Organizational Culture

Descriptive Statistics

	Mean	Std. Deviation	N
Result	3.4059	.82043	124
Trainer	4.0232	.58181	124
trainingmaterial	3.8306	.69225	124
trainingenvironment	3.9147	.62759	124
Sociasupport	3.5125	.82684	124
traineemotivation	3.8226	.76295	124
organizationalculture	3.5567	.62863	124
Interaction_Term_Trainer	.3798	.91873	124
Interaction_Term_Training Material	.1425	.84373	124
Interaction_Term_Training Environment	.3645	.97347	124
Interaction_Term_SocialSupport	.6417	1.19331	124
Interaction_Term_Trainee Motivation	.2882	.98035	124

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	traineemotivation, trainingenvironment, trainingmaterial, Sociasupport, Trainer[b]	.	Enter
2	organizationalculture[b]	.	Enter
3	Interaction_Term_TrainingEnvironment, Interaction_Term_TrainingMaterial, Interaction_Term_TraineeMotivation, Interaction_Term_Trainer, Interaction_Term_SocialSupport[b]	.	Enter

a. Dependent Variable: Result

b. All requested variables entered.

Model Summary[d]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.684[a]	.467	.445	.61125	.467	20.717	5	118	.000	
2	.699[b]	.488	.462	.60184	.021	4.722	1	117	.032	
3	.736[c]	.542	.497	.58213	.053	2.611	5	112	.028	1.972

a. Predictors: (Constant), traineemotivation, trainingenvironment, trainingmaterial, Sociasupport, Trainer

b. Predictors: (Constant), traineemotivation, trainingenvironment, trainingmaterial, Sociasupport, Trainer, organizationalculture

c. Predictors: (Constant), traineemotivation, trainingenvironment, trainingmaterial, Sociasupport, Trainer, organizationalculture, Interaction_Term_TrainingEnvironment, Interaction_Term_TrainingMaterial, Interaction_Term_TraineeMotivation, Interaction_Term_Trainer, Interaction_Term_SocialSupport

d. Dependent Variable: Result

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	38.703	5	7.741	20.717	.000[b]
	Residual	44.089	118	.374		
	Total	82.791	123			
2	Regression	40.413	6	6.735	18.596	.000[c]
	Residual	42.378	117	.362		
	Total	82.791	123			
3	Regression	44.837	11	4.076	12.028	.000[d]
	Residual	37.954	112	.339		
	Total	82.791	123			

a. Dependent Variable: Result

b. Predictors: (Constant), traineemotivation, trainingenvironment, trainingmaterial, Sociasupport, Trainer

c. Predictors: (Constant), traineemotivation, trainingenvironment, trainingmaterial, Sociasupport, Trainer, organizationalculture

d. Predictors: (Constant), traineemotivation, trainingenvironment, trainingmaterial, Sociasupport, Trainer, organizationalculture, Interaction_Term_TrainingEnvironment, Interaction_Term_TrainingMaterial, Interaction_Term_TraineeMotivation, Interaction_Term_Trainer, Interaction_Term_SocialSupport

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.139	.467		.298	.766
	Trainer	-.175	.123	-.124	-1.424	.157
	trainingmaterial	.084	.091	.071	.921	.359
	trainingenvironment	.218	.100	.167	2.192	.030
	Sociasupport	.496	.077	.500	6.407	.000
	traineemotivation	.276	.083	.256	3.329	.001
2	(Constant)	-.149	.479		-.312	.756
	Trainer	-.204	.122	-.145	-1.674	.097
	trainingmaterial	.105	.090	.088	1.158	.249
	trainingenvironment	.167	.101	.128	1.657	.100
	Sociasupport	.382	.093	.385	4.127	.000
	traineemotivation	.278	.082	.258	3.407	.001
	organizationalculture	.258	.119	.198	2.173	.032
3	(Constant)	-.310	.473		-.655	.514
	Trainer	-.243	.127	-.172	-1.913	.058
	trainingmaterial	.039	.090	.033	.429	.669
	trainingenvironment	.138	.102	.106	1.350	.180
	Sociasupport	.422	.091	.425	4.651	.000
	traineemotivation	.326	.082	.303	3.990	.000
	organizationalculture	.342	.123	.262	2.784	.006
	Interaction_Term_Trainer	-.056	.086	-.063	-.658	.512
	Interaction_Term_Training Material	-.107	.075	-.110	-1.428	.156
	Interaction_Term_Training Environment	-.036	.060	-.043	-.600	.549
	Interaction_Term_SocialSupport	.115	.073	.167	1.576	.118
	Interaction_Term_TraineeMotivation	.122	.068	.145	1.788	.076

a. Dependent Variable: Result

Residuals Statistics[a]

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	1.8386	4.9233	3.4059	.60376	124
Residual	-1.96598	1.41150	.00000	.55549	124
Std. Predicted Value	-2.596	2.513	.000	1.000	124
Std. Residual	-3.377	2.425	.000	.954	124

a. Dependent Variable: Result

Appendix K

Training Effectiveness Coefficients

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.338	.510		.662	.509
	Trainer	-.043	.129	-.033	-.336	.737
	traimat	-.059	.107	-.048	-.554	.581
	trainenv	.152	.104	.125	1.461	.147
	soclsup	.539	.089	.515	6.077	.000
	trainemoti	.253	.112	.197	2.265	.026

a. Dependent Variable: Result

Residuals Statistics[a]

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	1.8386	4.9233	3.4059	.60376	124
Residual	-1.96598	1.41150	.00000	.55549	124
Std. Predicted Value	-2.596	2.513	.000	1.000	124
Std. Residual	-3.377	2.425	.000	.954	124

a. Dependent Variable: Result