

A CASE STUDY OF EFFECTIVENESS OF STAFF
TRAINING AND DEVELOPMENT AT THE
NORTH WEST PARKS AND TOURISM BOARD

BY

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A Case Study of Effectiveness of Staff Training and Development at North West Parks and Tourism Board

by

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**A Thesis Presented to the
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**Supervisor
Dr. G.N. Molefe**

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Declaration

I, Priscilla Arkaah, hereby declare that the content of this thesis is my own original work. All sources used or referred to have been acknowledged and documented and that this thesis has not been previously submitted in full or in part to any institution for academic examination towards any qualification.

Priscilla Arkaah

November 2012

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Abstract

Effective training is an investment in the human resources of an organisation, with both immediate and long-term benefits. Researching the effectiveness of training in tourism organisations in South Africa has not received much attention. The purpose of this quantitative study was to evaluate the perceived effectiveness of training programmes attended by employees located at the head office of the North West Parks and Tourism Board in South Africa. The levels of perceived training effectiveness has been proxied by the levels of overall satisfaction with training programmes participated by employees. The study also emphasized the importance of training as an important human resource development which is the present day competitive model, Obsolescence among employees and the need to cope with the technological, organisational and social changes make continuous learning and updating of skills indispensable at the North West Parks and Tourism Board, in particular, and other organisation, in general,

To address the stated study objectives, employees located at the head office of the North West Parks and Tourism Board received and completed a quantitative survey questionnaire. Data were analyzed using descriptive and inferential statistics. First and foremost, alpha analysis was used in order to judge the reliability of the data and the statistical significance of the measures of effectiveness. The results showed a high level of reliability in the data. Further results demonstrated that most employees found the training programmes they have attended to be relevant to their jobs, the trainers had been competent, training programmes participated have been interesting, training programmes participated have generally been useful, specific skills were learnt from participating in those training programmes, by participating in those training programmes their job performance has improved, they have been able to practise what they gained from participating in those training programmes, and employees felt more effective in doing their job after participating in those training programmes.

Chi-square tests were also carried out in order to analyze whether there is any association between the perceived levels of effectiveness of training programmes and some important constructs – personal elements, training environment, work environment, and perceived values and derived benefits of training. The results from analyzing the background elements did not

reveal any associations with the overall levels of satisfaction with training programmes respondents have participated, which proxies the levels of effectiveness of training programmes participated by respondents. Only two physical comfort items of training environment were found to have significant relationship with the effectiveness of training programmes – the level of accessibility of training facilities at training centres and that the level of pleasantness of physical environment during training sessions. None of the training centre control items was found any significant association with the effectiveness of training programmes while none of the three items of work environment was also found to have a significant association with the effectiveness of training programmes.

The results also showed no significant relationship between the level of effectiveness of training programmes attended and the level of agreement to the statement that respondents' supervisors are never interested to know what their staff learn at training and the level of effectiveness of training programmes attended, the level of agreement to the statement that supervisors encouraged them to participate in training programmes, and the level of agreement to the statement that resources are always provided so they could apply and practise what they learn. Of the nine items on the perceived values and derived benefits of training, only two were found to have significant associations with the effectiveness of training programmes – the level of improvement respondents have had after participating in training programmes and the ability to practise on the job those skills learned from participating in training programmes.

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CHAPTER 1

Background and Overview

1.1 Introduction

Regardless of types or nature of organization, both the private-sector and public-sector organisations agree that training and development is essential to the growth and development of the business (Noe, 2002). In the literature of Human resource management (HRM), training and development is viewed as an important activity that contributes to an organisation's overall effectiveness in human resources management and that training and development is required to build and sustain an organisation's competitive advantage via skills and knowledge enhancement (Dessler, 2005; Mondy & Noe, 2005; Noe, Hollenbeck, Gerhardt & Wright, 2006). In most public-sector organisations, allocation for training and development made by the government are always substantial, thereby indicating the importance of training and development of human resources, although training and development is an expensive investment. One of the commonly cited reasons for considering training and development as an unnecessary and expensive expenditure is that most of the organisations are unsure of the contributions of training and development toward the organisation's overall performance due to lack of evaluation (Goldstein & Ford, 2002).

Even though there are a number of training evaluation models, organisations are not adept at utilizing the models to evaluate training and development programmes as training evaluation generally involves both objective and subjective measures (McCarthy & Garavan, 2001; Cohen, 2005; Holton III, 2005). Furthermore, most organisations are uncertain as to how training evaluation could provide adequate information to attribute the training to subsequent transfer of training back at the workplace. It is, therefore, important to assess the link between training, training evaluation and training effectiveness on the organisation's effectiveness. The study was meant to identify areas of strength and

weakness in the overall training and development programme at the North West Parks and Tourism Board and how these can contribute to the overall success of the organisation. It provided evaluation and make suggestions for the improvement of training and development at the Board. Testing and evaluation of training and development programmes were made to determine their effectiveness and efficiency on the organisation.

1.2 Problem Statement

Training and development has become important aspects in the day-to-day management of human resources, both in the public-sector and private-sector organisations. Employees attend training courses in order to adapt to the changes in the internal and external environments and to meet the demands of their clients (Chen, Sok & Sok, 2007; Clark, 2002). In particular, the challenge that the public-sector organisations face is one with an inherent contradictions. Demands from public-sector organisations increase yet the service provision resource, of which human resources forms an important part, does not increase relative to the demands. This challenge highlights the importance of training and development in the public sector (Chiang, Black, & Canter, 2005; Chung, Liao, & Tai, 2002). Providing training and development programmes to employees in an organisation does not imply that the opportunities do not exist, but rather that the opportunities are not utilized as effectively and efficiently as they should be. The North West Parks and Tourism Board seems to be faced with a situation in which training courses do not address the skill requirements of most employees, especially low-level employees. The study sought to investigate whether training and development at the North West Parks and Tourism Board are effective as perceived by employees of the organisation as well as proposing recommendation to facilitate the establishment of a learning organisation in the Board.

The problem statement, thus, focuses on the extent to which staff training and development in the Board has benefited employees of the organisation. Specifically, the study sought to assess the status of training and development in the North West Parks and Tourism Board with a view to improving future staff training and development initiatives. In

assessing the training and development situation of the North West Parks and Tourism Board, particular attention was paid to the quality of training and development provided as it relates to job performance, attitudes and perceptions, as well as proposal of recommendations on future staff training and development in the North West Parks and Tourism Board.

1.3 Research Objectives

The purpose of this study was to examine the perceived factors of training effectiveness at the North West Parks and Tourism Board. The core research objective was to assess employees' perceptions about the effectiveness of training as well as the underlying factors.

The main research objectives were:

- i. To assess the relationship between employees' personal characteristics, for example, age, gender, highest education level, and length of working in current job and staff training effectiveness at the North West Parks and Tourism Board.
- ii. To assess the relationship between training environment and staff training effectiveness at the North West Parks and Tourism Board.
- iii. To assess the relationship between work environment and staff training effectiveness at the North West Parks and Tourism Board.
- iv. To assess the relationship between employees' perceived values and derived benefits of training and staff training effectiveness at the North West Parks and Tourism Board.
- v. To make necessary recommendation regarding staff training at the North West Parks and Tourism Board.

1.3 Research Questions

Based on the research objectives listed above, the main research questions of this study include the following:

- i. Are there any association between employees' personal characteristics, including age, gender, marital status, education level and length of working in current job, and staff training effectiveness at the North West Parks and Tourism Board?
- ii. Are there any relationships between items describing training environment and employees' training effectiveness at the North West Parks and Tourism Board?
- iii. Are there any relationships between items describing work environment and employees' training effectiveness at the North West Parks and Tourism Board?
- iv. Are there relationships between employees' perceived values and derived benefits of training and staff training effectiveness at the North West Parks and Tourism Board?

1.4 Importance of the Study

In this study, the researcher employed theoretical and empirical research to examine the factors that affect employee training at the North West Parks and Tourism Board, and thereby laying the theoretical foundation for the future research on the employee training, also provide a good reference. From the study, the organisation stands the chance to know that training of staffs can enhance the sense of belonging and sense of ownership. Generally, training not only improves the skills of workers, but also increases awareness of the value of their own employees to have a better understanding of the objectives. Staff training helps promote the business and staff training, management and staff level in a two-way communication, so as to enhance the unity and cohesion and create excellent corporate culture. Staff training helps improve the overall quality of staff, improve productivity and service levels, establish a good corporate image and enhance profitability. Staff training also adapt to market changes, competitive advantage. Smart entrepreneurs clearly understand that the training and development cannot be ignored in human investment. Facts have proved that high quality trained employees are key to organisations providing high quality services.

Therefore the study focused on examining the factors of staff training effectiveness. In addition, the study reveals the shortcomings of staff training at the North West Parks and Tourism Board, in general, and provides suggestions to improve the effectiveness of future training and development programmes offered to employees.

1.5 Scope of the Study

For the purpose of this study, the population of this study is the North West Parks and Tourism Board employees. The study sample is a group of randomly selected employees of the North West Parks and Tourism Board who participated in the survey. Due to limited time in doing in this study, data gathering was conducted once only.

1.6 Proposed Structure of the Study

The study is organised into five chapters. The structure of the proposed research will be as follows. Chapter 1 provides an introduction to the study including the background, statement of the problem, the research questions, the hypotheses to be tested and the significance of the research. Chapter 2 deals with a review of relevant literature regarding the benefits of well functioning training and development systems, models of effective training and development practice, and elements of training and development systems. Chapter 3 details the methodological design of the study, including information on the subjects, data collection methods, and methods of analysis of each of the research questions. Results from the analysis of the data as well as the interpretation of the results are the subject of discussion in Chapter 4. Chapter 5 presents a conclusion with a summary of the entire study, implications of the findings, and recommendations for practical use of the findings in training and development, and suggestions for future research.

1.7 Summary

This chapter has provided the background of the study, the problem statement, research questions, objectives of the study, and the significance and the scope of the study.

CHAPTER 2

Literature Review

2.1 Introduction

A great deal of research has been conducted on training and development both internationally and in South Africa, largely due to persistent reports of skills shortages. According to Mohamud, Jennings, and Rix (2006), it is widely recognized that employee' skills are the bedrock of success in the highly competitive business environment of the modern economy. It is against this backdrop that workplace learning is of pivotal importance. In this chapter, the broad concept of training and its effectiveness have been explored in depth. Methods of workplace training are discussed. These training methods form the foundation from which the exploration of the staff perceptions of the effectiveness of training will take place. The evaluation of training and the criteria used to determine the effectiveness of training is also deliberated on. In essence, this chapter presents a literature review on issues related to training and training effectiveness.

2.2 Importance of Staff Training

Training is the process that provides employees with the knowledge and the skills required to execute official tasks within the systems and standards set by management (Sommerville, 2007). Training, in the most simplistic definition, is defined as an activity that changes people's behaviour (McClelland, 2002). Staff training is an indispensable part of Human Resource Management activities; more and more companies have realized how important it is to maintain training in the changing and complex work environment. Staff training is a significant part as well as the key function of Human Resource Management and Development.

According to McClelland (2002), staff training is the crucial path of motivating employees and increasing productivity in the business. With the development of the technologies and the whole business environment, employees are requested to be more skilled and qualified,

even if one is a good employee today, one could be out of the line some other day if one does not keep studying. A company needs organized staff training if it wants to be competitive among others (Sommerville, 2007).

Staff training is the key task to help employees in an organisation to be more united. An organisation could hire experienced employees or train employees to be skilled. When the organisation trains their own staff, by providing and forming a harmonious atmosphere, accurate work specification and the passion of work, team spirit will be built between employees and management team within the process (Trainor, 2009). Training of work tasks is one of the main aspects of staff training, including principles at work, professional knowledge and skills, by offering employees these essentials, staff training helps personal abilities match with business requirements (Trainor, 2009). Training could be enormously demanding and should be done in-depth. Lack of training or poor training brings out high employee turnover and the delivery of substandard products and services (Sommerville, 2007).

2.3 Benefits of Staff Training

Staff training enhances the capabilities of employees and strengthens their competitive advantage. Effective training will improve the personal characters and professional abilities. Not only employees, management and organisation would benefit from staff training, customers and guests benefit as well, because of the received quality products and services (Sommerville, 2007).

2.3.1 Employee Benefits from Staff Training

Benefits of staff training to the employee have been discussed by a number of authors including Sommerville (2007). As argued in Sommerville (2007), staff training increases job satisfaction and recognition. During the training, employees are introduced to the work, how to do it, the kind of role the job plays in the whole business, and how the training will help them to understand their work better. Staff training encourages self-development and

self-confidence. After systemized training, employees gain deeper understanding of what important role their jobs play, and with the information, knowledge and experiences obtained during the training, they become more confident with their work.

Employees gained not only professional knowledge and skills during training, training also broadens their choices on setting career targets. They can get the opportunity to get to know other positions, increases the possibilities of promotions in the meantime. Staff training helps the employee to move closer to personal goals, to become an effective problem solver, and to become productive more quickly. Practical experience can be taught and guided in employee training, and thus enabling employees to learn the methods of solving problem or complaints during training. Lastly, by training, employees get familiar with their work tasks, advanced knowledge and techniques which improve their capabilities, increases productivity.

2.3.2 Employer Benefits from Staff Training

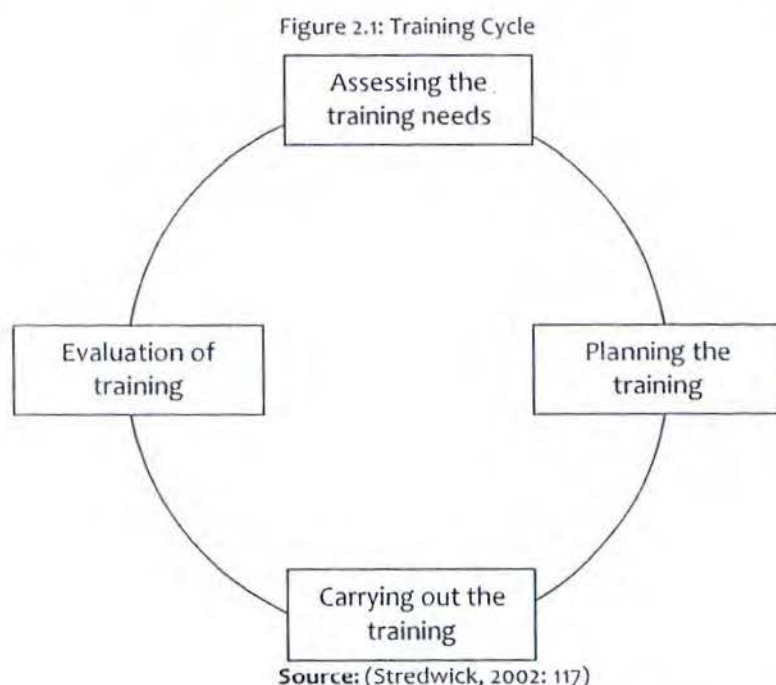
Many benefits of staff training have been attributed to the employer as well. People who are responsible for training will notice those employees during training, who are quick learners, who have better knowledge and skills, so that different methods of training can be chosen, therefore, better results will be acquired. In essence, staff training helps in evaluating employee performance. Also during the training, employees' abilities and personalities are easily identified by experienced trainers, or some employees are more suitable for other positions, the employer can, therefore, be advised by trainers to make best use of employees' knowledge and abilities. Staff training, therefore, helps identify employees for transfers.

Without organized training and guidance, especially employees who work with dangerous facilities, accidents easily occur, training can help organisations to prevent accidents. In essence, staff training can help in reducing organisational accidents and safety violations. Organisations need to develop their capabilities and way of working in order to be competitive, and staff training assures the competitiveness, because training brings good

quality, effectiveness and loyal clients. In essence, staff training helps in organisational development. Wastage and damages in different organisations are commonly found out in operation level (Sommerville, 2007). With the help of staff training, unnecessary wastage and damages can be avoided. Regular trainings can help decrease work pressures and employee turnover, as a result, less labour cost will be incurred and better turnout can be achieved (Sommerville 2007, 210). In essence, staff training can help the employer to reduce wastage and costly employee turnover.

2.4 The Training process

As depicted by Stredwick (2002), the training process is circular. The first step focuses on the needs assessment. Training can also be provided for new employees to help them get familiar with the work environment and tasks.



The second step in the training cycle is the planning of the training. Planning is separated into specifying training objectives, designing the training programme, selecting training methods. Training goals, training method, duration, programme structure, location and

selection of trainees' practical problems are to be answered in the planning stage. After successfully planning the training, the training programme is effectively carried out following the plan. The trainer should be technically a well-prepared and skillful person, and the trainees should be actively participating in the training. Evaluation of the training is an unavoidable stage in the training process, to get the feedback helps adjusting and organising future trainings. Plans for future training can be done in this stage. Evaluation is the ending stage of a training cycle but at the same time it is the basis for the new training cycle (Woods, 2006; Nickson, 2007).

2.5 Types of Staff Training

Staff training is an essential component of workplace productivity. The types of training and alternatives to training should be based on the organisations needs and also relevant to the employees' job performance. Well-trained employees tend to experience better job satisfaction and confidence in their work. Staff training should include on-the-job training, but it should go beyond that. Ensuring that staff has all the tools needed to perform effectively will ensure that workplace standards are met.

Training and development focus on technical knowledge and skill training with little emphasis on social and intercultural skills and competence development (Rowley & Abdul-Rahman, 2007). According to Kitching and Blackburn (2002), employees in the smallest organisations are more likely than those employed in the largest organisations to have gained a qualification. In the case of local firms, little emphasis is often placed on training needs analysis while most of them provide training mainly for replacement purposes (Chew, 2005). Yong (2003) argues that local firms with less interest in skill enhancement, approach training on a needs basis and limit learning to job specific training. Staff training is categorized into different types. Training type affected firm performance (Devins, Johnson & Sutherland, 2004; Kitching & Blackburn, 2002). However, in the paper, Rowley and Abdul-Rahman (2007) established no evidence supporting a relationship between the training impact and the types of training.

2.5.1 Training by Objects

Training is differed by disparate groups. The first group is the top management group; the second group is supervisory management group, and the third group is front line managers who participate in operations and providing services. As for the top management group, including general managers, directors, managers and assistant managers of every unit or division, they take care of making decisions. The training is about building proper economic views, marketing, forming sales strategy, budgeting and cost controlling. Supervisory management group is the supportive team in the organisation, such as supervisors and team leaders who are trained about management concept and ability and professional knowledge. For general employees, training normally focuses on professional knowledge, technical competencies and working attitudes to improve their abilities.

2.5.2 Training by Location

According to the location that trainings take place, trainings is separated into in-house training, on-the-job training and outside training. In-house training is organized by the Human Resource unit of the organisation, using facilities such as the training room and boardrooms. Training by location is usually held as per unit of the organisation. Supervisors, team leaders and trainers are responsible for this kind of training, experienced worker or trainer trains the employee (Dessler, 2006). Outside training refers to training which is held outside the organisation. Trainees attend seminars and conferences, participate in training programme organised outside the organisation, or go abroad to other sister organisations for training.

2.5.3 Training by Contents

Training is held for different purposes. Some training is organised to help new employees to get to know the industry while some is for improving employees' professional skills. Trainings can be divided by contents. Using several methods for each training session may actually be the most effective way to help employees learn and retain information. There are numerous methods and materials available to help prepare and equip employees to better

do their jobs. Relevant to this study include apprentice training, certification training, simulation training, on-the-job training, and cross-training.

- **Apprentice Training:** Apprentice training is conducted to introduce general information and basic skills needed at work to new workers. This training helps building up good relationships between employees themselves as well as between employees and management team. Moreover, it helps employees to set up the right attitude towards work.
- **Certification Training:** After this kind of training, employees get professional certificate on practical or theoretical tests. It aims to improve employees' skills and motivates them when they pass the tests.
- **Simulation Training:** Practical training is held with the help of Human Resource unit, aiming to improve methods of working and increase work effectiveness by simulating the real workplace. This training is in existence in everyday work, therefore it is long-term. In order to have good results from this training, department heads play very important roles by using proper training skills.
- **On-The-Job Training:** Employees' professional quality is the key of overall employee performance. The principles of work are taught in this kind of training, besides, courtesy, manners and techniques of handling interpersonal relations are taught as well. This kind of training aims to train employees to learn the best way to do the work in the most quick and effective way.
- **Cross Training:** To ensure the effective communication within an organisation and increase the ability of adjusting to distinguished environments, cross training is used to assist employees to receive knowledge and skills from other divisions, departments and units of the organisation (Walker, 2007).

2.6 Purpose and Importance of Training Evaluation

Human resources efforts are not complete until the outcomes have been assessed. However, among many most prominent evaluation theorists and/or researchers, their views of what evaluation is and how it should be carried out differ widely. 'Evaluation' is defined as a process, not an event, that involves all key decision-makers, stakeholders, and influencers, and should be influenced by a clear understanding of the organisation's performance and business needs, as well as its strategic goals and objectives (Gilley, Eggland & Gilley, 2002). Other authors, including Werner and DeSimone (2005) and Phillips (2003), see evaluating the HRD effort as an act of collecting and using information to make effective decisions about the choice, implementation, and follow-up of all development, education, and training efforts of an organisation. With such diverse definitions of what evaluation means, Kirkpatrick and Kirkpatrick (2006) argued that there are three general objectives or reasons to evaluate training:

- To justify the existence and budget of the training department by showing how it contributes to the organisation's objectives and goals;
- To decide whether to continue or discontinue training programmes; and
- To gain information on how to improve future training programmes.

Tanke (2001) further indicates that the short-term need for organisations to conduct evaluation of their training programmes is to ensure that they provide employees with sufficient knowledge and skills to performance their job, or change their behaviours or attitudes in order to improve productivity and/or efficiency. In addition to increasing productivity, higher job satisfaction, and improving work environment, the evaluation results can provide guidelines toward the organisational goals to ensure long-term success.

Depending on the constitution or culture of the organisation, educational and workplace evaluations usually have very different goals and purposes. As argued in Safrit (2010), educational evaluations most often use a combination of summative and formative

evaluation to render judgment about the value of the programme being evaluated. The focuses are between the purpose, goals, objectives, roles, and uses of evaluation in academic settings. However, on the other hand, in today's competitive environment, for-profit organisations are more concerned with performance and the impact of training in the work place (Swanson, 2001; Van Buren, 2001).

According to the American Society for Training and Development (Kirkpatrick & Kirkpatrick 2005), the success of organisations depends on the skills and capabilities of their employees. However, there is a growing gap between employee skills and today's job requirements. Organisations still struggle to find the right people with the right skills. Most organisations recognize the problem by increasing their investment in training and development (Swanson, 2001). Until 2005, spending on training and development had been flat for several years (Rivera & Paradise, 2006). According to the *ASTD 2008 State of the Industry Report*, organisations are now recognizing that, to sustain a competitive position, employee learning and skill development are more important to the business than ever before (Paradise, 2008).

The roles of human resource development (HRD) have changed. With increasing competition and investments in the HR development, today one of the primary global trends in training is to show the organisational results/impact of the training investments (Phillips, 2003; Van Buren, 2001; Van Buren and Erskine, 2002). HRD functions have moved from producing competent workforce to achieving organisational impact (Bomberger, 2003). The issues surrounding organisational results/impact as a way to measure the contribution of HRD endeavours have received increasing attention (Werner & DeSimone, 2005).

2.7 Training Evaluation Models

Evaluations are used to measure if a program is performing the set objectives, and to what extent. Various models have been developed for evaluating the effectiveness of staff training. Prominent among them are (Kirkpatrick and Kirkpatrick, 2005):

- The Kirkpatrick Four-Level evaluation model;

- The Input-Process-Output (IPO) evaluation model;
- The Context-Input-Process-Product (CIPP) evaluation model;
- The Context-Input-Reaction-Outcome (CIRO) evaluation model;
- The Brinkerhoff's Six-Stage evaluation model;
- The Kaufman and Keller's Five-Level evaluation model, and
- The Holton Three-Level evaluation model.

2.7.1 The Kirkpatrick Four-Level Evaluation Model

The Kirkpatrick Four-Level evaluation model, introduced by Donald Kirkpatrick in 1959, has stood the test of critical review, gaining support over time to be one of the most widely accepted and influential models (Phillips, 2003). Kirkpatrick formed a logical framework to examine results and impact from both individual and organisational performance perspectives (Setaro, 2001). According to Kirkpatrick and Kirkpatrick (2005), when the four levels of evaluation were introduced, HRD professionals were struggling with the concept of evaluation, as there was no common language and easy way to communicate what evaluation meant and how to accomplish it. The model is the most well-known and utilized model for evaluating training programmes. Not surprisingly, it has also been criticized over the past five decades (Spitzer & Conway, 2002; Swanson, 2001).

Despite these criticisms, and the development of other comprehensive evaluation models, Kirkpatrick's model is still being widely utilized due to its simplicity and practicality (Kirkpatrick & Kirkpatrick, 2006). The researchers contend that training can be evaluated using four criteria or levels of evaluation: reaction, learning, job performance, and organisational impact (Kirkpatrick & Kirkpatrick, 2006). The four levels as reaction, learning, behaviour, and results (RLBR). From individual to organisational performance, the four levels represent a sequence or continuum of complexity. Moving from one level to the next, the evaluation process becomes more difficult and time-consuming, but it also provides increasingly more valuable information.

- **Level 1:** The focus is on the learner's perceptions about the programme and its effectiveness. The measurement instruments usually request comments about the training content, materials, instructors, facilities, delivery methodology, etc. This is important because positive reactions to a training programme may encourage employees to attend future programmes. In contrast, negative comments about the programme may discourage learners from attending and/or completing the programme. The negative comments can be used to modify the programme and to ensure organisational support for the training programme. Because favourable reactions to training do not, by itself, guarantee that learning (Level 2), performance (Level 3) has occurred, Kirkpatrick stressed that many organisations and HRD professionals are overlooking the importance of Level 1 evaluation (Kirkpatrick & Kirkpatrick, 2005, 2006).
- **Level 2:** This level focuses on content evaluation, the examination of what employees learned in the training programme. Kirkpatrick defined learning as the extent to which participants change attitudes, improve knowledge, and/or increase skill as a result of attending the programme (Kirkpatrick & Kirkpatrick, 2006). Although research does not support that acquired knowledge and skills equate to the behavioural changes or on the job performance (Kirkpatrick and Kirkpatrick 2005), it is also evident in the literature that Level 2 evaluation is still one of the most popular forms to evaluate the effectiveness of training programmes (Bersin, 2003). By implication, HRD professionals need to prove that the employees acquired knowledge and skills from the training programme. As Kirkpatrick and Kirkpatrick (2006) stressed, evaluating learning is important. Without learning, no change in behaviour will occur (Kirkpatrick & Kirkpatrick, 2006).
- **Level 3:** This level measures employees' job performance by determining the extent to which employees apply their newly acquired knowledge and skills on the jobs. This level of evaluation is critical, as it addresses the issue of learning transfer. If employees do not apply what they learned to their job, the training effort cannot

have an impact on the organisational results (Level 4). No final results can be expected unless a positive change in behaviour (performance) occurs. According to Kirkpatrick and Kirkpatrick (2006), evaluation of the behaviour is more complicated, difficult, and time-consuming than the reaction and learning evaluations (Levels 1 and 2). Level 3 appears to be the forgotten level. Lots of time, energy, and expense are put into Level 1 and Level 2 by training professionals because these are the levels that they have the most control over. Executives are interested in Level 4, and that is as it should be. That leaves Level 3 out there on its own with no one really owning it (Kirkpatrick & Kirkpatrick, 2006).

- **Level 4:** This level is the most important and also the most challenging level to assess (Werner & DeSimone, 2005). Typically, at Level 4, organisations search the business results for their training efforts. At this level, organisations attempt to measure actual organisational changes due to training and determine a monetary value on those changes. Programmes that target to increase sales, reduce accidents, lower turnover, decrease costs, or increase production can often be evaluated in terms of results (Kirkpatrick & Kirkpatrick, 2005, 2006).

2.7.2 The Input-Process-Output Model

Chen and Wang (2006) contend that Kirkpatrick's model focuses only on what happens after the training but not the entire training process. Therefore, Bushnell's evaluation model is more similar to many systematic instructional design models. The input stage of the Input-Process-Output (IPO) model contains all the elements that may impact the effectiveness of the training, such as trainer competency, training materials, facilities, and equipments. In the process stage, the trainer plans, designs, develops, and delivers the programme. The output stage, or short-term benefits, actually consists of Kirkpatrick's first three levels – participant reaction, knowledge gained, and improved job performance. Bushnell includes Kirkpatrick's fourth level, identifying it as long-term benefits to the organisation's bottom-line, which include profitability, customer satisfaction and productivity.

- The IPO model combines elements of Kirkpatrick's four-level Model and the Brinkerhoff Six-Stage model, discussed below. As argued in Chen and Wang (2006), the organisations that use this model can easily determine whether the training programmes meet their goals, what kinds of changes are needed for programme improvement, and whether trainees actually acquired the needed knowledge and skills (Phillips, 2000). Bomberger (2003) claims that the IPO model provides both formative and summative information, and it also goes beyond the Kirkpatrick model, attempting to show the worth of training in financial terms.

2.7.3 The Context Input, Process, and Product (CIPP) Model

The Context Input, Process, and Product (CIPP) Model was developed by Stufflebeam in 1983 to improve curriculum evaluation throughout the field of education. His model is commonly known as the CIPP model, an acronym for the four types of decision-making factors – context, input, process, and product. Context refers to the decisions to determine objectives and goals. Input refers to structuring and designing the programme. Process focuses on the implementation of the programme, and Product refers to the outcome of the programmes. The CIPP evaluation model is similar to many instructional design models based on the ADDIE (analysis, design, development, implementation, and evaluation) framework (Dick, Carey, & Carey, 2001).

2.7.4 Context, Input, Reaction, and Outcome (CIRO) Model

The Context, Input, Reaction, and Outcome (CIRO) evaluation model was developed by Warr, Bird, and Rackham in 1970. Context evaluation involves obtaining information about the current situation to determine training needs and objectives. This is similar to context evaluation in the CIPP model. It is easy to identify the great similarity between CIRO model, CIPP model, and Kirkpatrick's model. In principle, the CIRO model is useful to analyze and synthesize these approaches to evaluation. Input evaluation involves obtaining information about possible training resources, and is also similar to input phase of the CIPP model. Reaction evaluation involves obtaining information about the participant's reactions to

improving the training process, and is similar to Kirkpatrick's Level 1, reaction evaluation. Outcome evaluation involves obtaining information about the results or outcomes of the programme. This outcome phase has three different levels: immediate, intermediate, and ultimate outcomes, and are similar to Kirkpatrick's levels of learning, behaviour, and results (Phillips, 2003).

2.7.5 The Brinkerhoff Six-Stage Evaluation Model

The Brinkerhoff Six-Stage Evaluation model was advocated by Brinkerhoff in 1987 to measure all the instructional design elements. Stage 1 of the Brinkerhoff Six-Stage Evaluation Model assesses the needs and identifies the goals of training. Stage 2 evaluates the programme design, and Stage 3 evaluates programme implementation, which is similar to Kirkpatrick's Level 1 evaluation. Stage 4 evaluates the learning, and is identical to Kirkpatrick's Level 2. Stage 5 evaluates behaviour, and is similar to Kirkpatrick's Level 3 evaluation. Stage 6 evaluates how much learning transferred to the results, as does Kirkpatrick's Level 4.

Similar to Bushnell's criticism, Brinkerhoff criticized Kirkpatrick's model contending that it lacks the examinations of the instructional design functions of needs analysis, instructional planning and development, implementation, etc. However, as identified by Bomberger (2003) and Phillips (2003), Brinkerhoff's model is also similar to Kirkpatrick model, although he adds an additional stage to address and evaluate the instructional design functions, which are collectively called goal setting or needs analysis.

2.7.6 The Kaufman-Keller Five-Levels of Evaluation Model

The Kaufman-Keller Five-Levels of Evaluation Model was developed by Kaufman and Keller's in 1994. Level 1 was expanded to include enabling and reaction. Level 2 is acquisition, Level 3, application, and Level 4 organisational outputs. Level 5 is the evaluation beyond the organisation, and examines the extent to which programmes enhance society and the environment surrounding the organisation (Phillips, 2003; Werner & DeSimone, 2005). While

it was their intent to improve on Kirkpatrick's model, the Kauffman-Keller Five-Level Evaluation Model are still aligned with Kirkpatrick's Four-Level Evaluation Model, with just the addition of the expansion of Level 1 and the addition of Level 5 that examines consumer satisfaction and societal impact (Phillips, 2003; Werner and DeSimone, 2005).

2.7.7 The Holton Three-Level HRD Evaluation Model

The Holton Three-Level HRD Evaluation Model, developed by Holton (2005), is the most critical, claiming that Kirkpatrick failed to specify the causal relationships between the four levels. He suggests that rather than a model, Kirkpatrick's work represents a taxonomy or classification. It lacks the research necessary to further the theory of evaluation. As Holton claimed (2005), theories or models generally have a complete set of objects, relationships, influencing factors, hypothesis, predictions, and limits of generalization.

The Holton Three-Level HRD Evaluation Model identifies three outcomes of training – learning, individual performance, and organisational results, all of which are still similar to Kirkpatrick's Levels 2, 3, and 4. The missing element is the first level, reaction (Holton, 2005). Holton stressed that reactions should not be considered a primary outcome of training. He believed that favourable reactions and learning are not necessarily related (Holton & Naquin, 2004). His model shows reaction as influencing the learning outcome; thus, its influence is not entirely disregarded.

Bomberger (2003) argued that The Holton Three-Level HRD Evaluation Model shows the expected outcome from training and the influences that promote or inhibit them. It is a good addition to the roster of training evaluation models since it identifies several variables known to affect effectiveness of a training programme. However, it has not been used nearly as widely as the Kirkpatrick model (Bomberger, 2003). After almost a decade later criticizing Kirkpatrick's model, Holton (2005) indicated that unfortunately, a full test of Holton's model has not been possible because tools to measure the constructs in the model did not exist.

2.8 Similarities and Differences of the Training Evaluation Models

While well received and popular, the Kirkpatrick model is often challenged by other training evaluation scholars, researchers, and practitioners. Some researchers further developed their own models. Opperman and Meyer (2008) argue that Kirkpatrick's model focuses only on what happens after the training but not the entire training process. Similar to Bushnell's claim, Brinkerhoff (2005) identifies needs assessment, planning, and implementation as other training processes. Opperman and Meyer (2008) further contend that Kirkpatrick's model fails to specify what kinds of changes can be expected from the HRD programme, and what assessment techniques should be used to measure learning at each level.

Spitzer and Conway (2002) criticized the framework indicating it is conceptual and lacks the tools to increase business results. Phillips (2003) believes that Kirkpatrick did not adequately elaborate the fourth level and adds a fifth level that evaluates the cost benefit. Of all these criticisms, Holton (2005) is the most critical, claiming that Kirkpatrick's four-level framework is incomplete as a model, and he fails to specify the causal relationships between the four levels. Spitzer and Conway (2002) also suggested that the process does not recognize the disconnection between behaviour (Level 3) and impact (Level 4).

Researchers have categorized the frameworks and models based on their respective foci of evaluation. Some argue that Kirkpatrick's model is conceptual, defining it as a framework or taxonomy (Spitzer & Conway, 2002). Others contend that Kirkpatrick's model only focuses on the outcomes, evaluating what happens after the training intervention. As Bomberger (2003) pointed out, the Kirkpatrick's model is outcome and objective-oriented and focuses on determining the effectiveness of a programme. In other words, it is a summative evaluation model, which only takes place after the training programme has been conducted in order to assess the merit and worth of the training programme, and provide a summary report of the training outcomes for consideration of its continuation and/or its improvement.

Despite all the criticisms of Kirkpatrick's model, and how researchers try to differentiate their models from Kirkpatrick's, most of the evaluation models found in the literature are generally based upon the original four levels (Bomberger, 2003; DeSimone & Harris, 2002; Werner & DeSimone, 2005; Goldwasser, 2001). The seven training evaluation frameworks or models presented in this section represent a similar framework – the use of levels or categories by which to report training data.

2.9 Evaluating Training Effectiveness

In this dynamic and ever changing environment, organisations both public and private must increase the importance on employees' learning and development of skills. This shows that putting investment in employee training programme can bring employers a favorable return but rarely is the effectiveness of this expenditure assessed. Studies suggest that many training and development activities are implemented on blind faith with only the hope that they will yield result (Arthur, Bennett, Edens & Bell, 2003). According to Broad and Newstrom, (2001), seldom are training programmes rigorously evaluated to determine their effect on the behaviour or job performance of participants. One of the more optimistic estimates suggests that no more than 15 percent of learning transfers to the job (Cromwell & Kolb, 2004). Other studies of transfer rates find they typically average only in the 10 to 40 percent range (Burke & Hutchins, 2007; Fitzpatrick, 2001). Therefore, it is important to explore methods to encourage transfer of learning in order to achieve grater training impact on human resource practices.

Previous studies (Mayfield, 2011) suggested that training effectiveness is a good predictor of employee training. This association suggests that when employees have been trained in a training programme, the training effectiveness is likely to be followed by job behaviour (Pelham, 2009). Previous studies also suggest that demographic variables such as age, degree held, and experience, were related to training impact (Devins, Johnson & Sutherland, 2004). The focus of previous work has been on the relationships between training effectiveness and employees' demographic variables.

2.9.1 Trainee Personal Characteristics

Many of trainees' personal characteristics have been studied in relation to transfer of learning during the training programme. The personal characteristics that relate to the age, gender, marital status, among others, and the trainees' self-confidence and belief in his/her ability to successfully acquire and transfer the target skill to other employees have been investigated (Chiaburu & Marinova, 2005). Employers could improve training effectiveness by training only those trainees with a high level of job performance and evaluation but this is often not practical. Therefore, researchers have looked for ways to improve the confidence and motivation of trainees through activities before, during, and after the training in terms of their personal characteristics. For individual training effect, age, gender, and marital status are important factors (Dewberry, 2001).

In the study, these variables act more as control variables rather than the independent variables. The results of these studies are that for the training guide, training, which should be fully taken into account the individual's personality characteristics. Chou (2001), in his study found young, highly educated women are more vulnerable than other women. Chou (2001) also found that gender and learning style and cognitive style often interact and affect the training methods. The study also found that gender training methods may also directly regulate the relationship between performance and training.

Trainees with a high degree of education level tend to be more motivated learners and accomplish more (Chiaburu & Marinova, 2005). A direct access has been established between efforts to build the self-confidence of learners and the likelihood of their using skills on the job (Salas and Cannon-Bowers, 2001). This is one of the reasons for investing in good training programmes and preparing trainees for training. On the other side, understanding the objectives of the training, its relevance to individual and organisational needs and expectations for application, can greatly improve learner motivation (Montesino, 2002). Assessing individual needs and providing good environment for training can also have a positive effectiveness on human resource practices among employees in the firm. This is because a better skill among employees is achieved through their personal

characteristics, besides trainees' ability to improve his or her performance through training programmes itself (Sutherland, 2009).

2.9.2 Training Environment

Good learning atmosphere and environment to enhance the training effect, and similarly, the bad atmosphere will affect the learning environment for trainees with learning, emotional problems, thereby reducing the effectiveness of training. Training environment includes training facilities, site layout, sound lighting, hardware environment, classroom climate, trainee involvement of the soft environment. Therefore, only the training organisers and trainers can work together to create a better learning atmosphere and environment. Training environment has an effect on training effectiveness on human resource practices among employees (Martin, 2010).

2.9.3 Work Environment

While much research has focused on programme design and trainee characteristics in promoting learning transfer, attention has also been given to the influence of the workplace environment. Work environment includes such factors as managerial support, peer encouragement, adequate resources, and opportunities to apply learned skills, technical support, and consequences for using training on-the-job (Burke & Hutchins, 2008; Kontoghiorghes, 2001; Lim & Morris, 2006).

Research has shown that removing barriers to application in the work environment is so important that training opportunities should be turned down by employees if proper follow-up support is not available (Lim & Morris, 2006). Employees have been trained after training programme, they should relate to their current job performance and also the behaviour of the job. Managers can show support for training in a variety of ways ranging from simply allowing employees to attend the training to participating in the training itself as an instructor (Burke & Hutchins, 2008). Supervisors signal whether the training is to be used and how quickly changes are expected. A supervisor who does not view the training as

useful or relevant can easily undermine application in a variety of direct and covert ways. A supportive organisational climate is also communicated by how the work is designed and skill application rewarded.

Peer support enhances learning transfer both by improving employees' feelings of self-motivation and by providing them with related training programmes. Peer support enhances learning transfer through the feedback, encouragement, problem-solving assistance, supplemental information, and coaching provided to trainees and may have a stronger influence on trainee transfer than supervisory support (Hatala & Fleming, 2007; Gilpin-Jackson & Bushe, 2007).

In summary, behavioural changes following training will be short-lived without activities to support transfer towards work environment. These activities may occur in advance of the training to improve programme design, motivate learners, or generate positive expectations; during training to demonstrate relevance and promote understanding of concepts and their application; or after training to create a more favorable workplace environment, provide feedback of results, and motivate effort toward change.

2.9.4 Factors Affecting Training Effectiveness

Tennant, Boonkrong & Roberts (2002) established that immediate superior support were strongly correlated with training effectiveness, thereby indicating that the immediate superiors have important roles to play in determining whether training programs are effective. Tennant et al. (2002) further affirmed that immediate superior's feedback and support would help the participant to harness and apply the skills learnt. In the Malaysian context, a correlation analysis on training effectiveness established that a lack of immediate superior support have impeded an organization's training effectiveness (Tennant et al., 2002). However, to further explicate the effectiveness of training, it is critical to identify and measure the impacts of individual as well as organisational factors that affect training outcomes including learning and training transfer (Nikandrou, Brinia & Bereri, 2009).

Bandura (2000) stated that self-efficacy will lead the trainees to believe that they are better able to perform the tasks after training but there was no mention of the effect of self-efficacy on pre-training disposition to learn. Yi and Davis (2003) on the other hand, in a study on training interventions had actually controlled for learning motivation and pre-training self-efficacy, thereby allowing them to focus on post-training self-efficacy. Thus, there are essentially two forms of self-efficacy, which are, pre-training self-efficacy and post-training self-efficacy. Schwoerer et al. (2005) however, stated that self-efficacy on its own does not directly affect training effectiveness, but when self-efficacy was measured together with perceived superior support and perceived training utility, it will have an impact on training effectiveness. Consequently, it could be surmised from the above that individual characteristics of self-efficacy together with organisational climate of support that include immediate superior support, will have an impact on training effectiveness.

Aside the assertion made above, Kirkpatrick (2006) also found that an individual's learning style needs to be in line with the training delivery methodologies in order for training to be effective. Unfortunately, Tennant et al. (2002) found that most organisations do not take into consideration the trainee's learning styles or preferences that might affect overall training effectiveness. Additionally, Arthur, Bennett, Edens, and Bell (2003) in a meta-analysis on training effectiveness found that training methodologies adopted, types of skills trained and the choice of evaluation criteria were significantly related to the effectiveness of training programs. Arthur, Bennett, Edens, and Bell (2003) had also highlighted the three key areas coupled with Kirkpatrick's (2006) 4-levels of training evaluation as factors that correlate with training effectiveness. This study however, had controlled the training methodology, type of skill trained, and the evaluation criteria via a quasi-experimental design. Other trainees' characteristics such as age, gender, work experience and educational background were explored by various authors (Cheng & Ho, 2001) to determine whether these characteristics affect overall training effectiveness and transfer of training (Cheng & Ho, 2001), but had been found to produce mixed results.

2.10 Summary

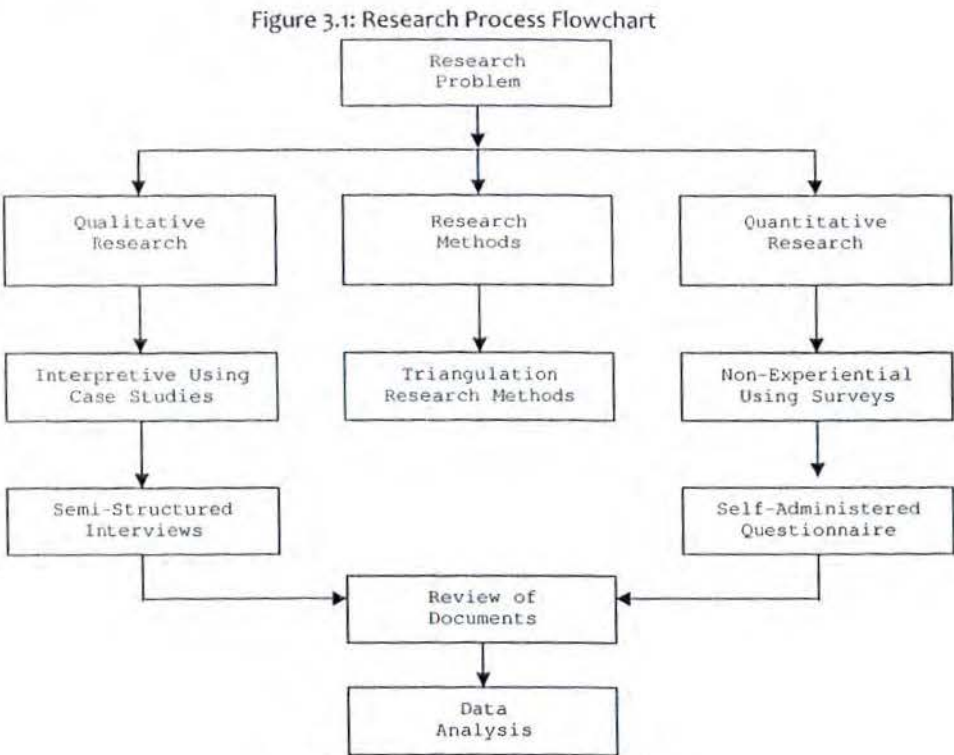
This chapter provided details of the literature related to the current study. The possible relationships and linkages between training method and perceived effectiveness of training, as well as the relationship between the dimensions of the effectiveness of training, namely affective and utility dimensions were explored. Based on the above theoretical findings, the next chapter expands on the methodology used to measure the effectiveness of staff training at the North West Parks and Tourism Board.

CHAPTER 3

Research Design and Methodology

3.1 Introduction

According to Babbie and Mouton (2001:4), research methodology is the systematic, methodical, and accurate execution of the design. Research methodology clarifies the two types of research approaches that are available in research and draws a conclusion regarding, which one is appropriate depending on the study that is undertaken before deciding on the research design. Babbie and Mouton (2001) also commented that the best way to use the two approaches depends on the research questions and objectives. The two approaches - quantitative and qualitative research methods - enables one to explore unexplained, as well as previously explained but misunderstood phenomena (Welman, Kruger & Mitchell, 2006:9). Following Babbie and Mouton (2001), Figure 3.1 describes the research process flowchart using the two research methods.



Source: Babbie & Mouton, 2001

A substantial literature exists regarding qualitative and quantitative research, and there is still an ongoing debate concerning which is more valid than the other (Kumar, 2005; Welman et al., 2006; Maree, 2008). Each of the two research methods focuses on different areas in the research process and has different strengths and weaknesses. However, both are aimed at creating a better understanding of individuals, groups, and society in a way that they influence each other (Yin, 2003:73).

This chapter presents a detailed discussion on how the research design and methodology will be conducted. It describes the research methods that will be used and explains why they are being selected to gather information that was required to answer the research questions. In addition, the targeted population, sampling size, research ethics and techniques that will be employed for analysing data, are discussed.

3.2 Research Method Selection

This study adopts the quantitative method to address some specific research objectives. Quantitative research is described as a systematic and objective process that investigates a research problem by using structured questions and where a larger number of responses, is involved. Quantitative research enables one to use statistical inferences in order to process data and then to generalise the findings according to the selected population (Maree, 2007: 145). Even though quantitative research misses valuable opportunities to gain insight into individual experiences, its aim is to obtain numerical data, whilst findings can be used for operational management in the form of figures (Babbie & Mouton, 2001: 308).

Quantitative research is appropriate when addressing research objectives by enquiry regarding 'how much or how often', and when one wants a profile of a targeted audience (Martin, 2005: 122). Quantitative research tends to concentrate on generalisation and is based on assessing theory, which is composed of variables that are selected and measured against the research problem. The variables are under the control of the researcher. Quantitative research assumes that the world, and the laws that govern it, are predictable

and thus makes it possible to apply scientific procedures to investigate an identified research problem (Singleton & Straits, 2005: 130).

3.2.1 Advantages of Quantitative Research

Quantitative research allows one to reach out to a large number of respondents. The research findings can be generalised to the entire population under study if it is a representative sample (Singleton & Straits, 2005:140). The researcher is not directly involved in the data collection process, which, allows respondents to complete the questionnaire in their own free time (Maree, 2007:68). Hence, the researcher can obtain objective responses without allowing his or her personal bias to influence analysis and interpretation of the data.

3.2.2 Disadvantages of Quantitative Research

As argued in Babbie and Mouton (2001), quantitative research restricts respondents to only answering 'what you know, and therefore limits responses'. Therefore, deeper insight that is provided by interviews or open ended questions is missed. There is also a great potential risk of questions, being misunderstood by respondents, and hence they provide wrong responses. However, quantitative research is useful when the research problem is understood by the targeted population (Singleton & Straits, 2005: 142).

3.2.3 Research Methods in Quantitative Research

Research methods that are used to obtain data include surveys, laboratory experiments, formal methods (for example, econometrics) and numerical methods (Babbie & Mouton, 2001: 263). Surveys are widely used in social science. Survey research enables the researcher to look for information via interviews, observation, documents and questionnaires. A survey enables the researcher to collect data from a large number of people.

Surveys are flexible because several questions can be posed from one topic, which ensures considerable flexibility in analysis (Babbie & Mouton, 2001: 263). Even though surveys are subjected to prejudices, it does not manipulate variables of interest and data that relate to variables are collected simultaneously. Commonly used methods of collecting survey data

are questionnaires and interviews. Although survey research does not go into detail into answering questions of 'why', it is the most effective method of collecting data from a wide range of participants, therefore, it will be utilised in this research in conjunction with qualitative research (Babbie & Mouton, 2001: 259).

3.3 Population

In social research, the population is described as the study of objects and it consists of individuals, groups, organisations and human products (Welman et al., 2006: 52). The targeted population for the study comprised staff members at the Head Office of the North West Parks and Tourism Board, located at the provincial capital of Mafikeng. The head office has a staff member population of eighty-two (82). As the target population is residing in one place saved time, money and correspondence, compared to a targeted population that may be in a scattered geographical area. This made it easier to engage staff members. The key reason why the researcher concentrated on staff members at the head-office is because the topic under study is of interest to the organisation.

3.4 Sampling Procedure and Size

It was not possible to study the entire population, but general findings can be made from a study of a subset of the population. The subset of a population is known as a sample (Welman et al., 2006: 180). In an empirical survey, the sample that is selected is assumed to represent the targeted population. Singleton and Straits (2005) describes 'representative' as 'providing a close approximation of certain characteristics of the targeted population'.

There are two sampling techniques, namely, probability sampling and non-probability sampling. Probability sampling occurs when the people in the sample are chosen because the researcher is of the opinion that they represent a cross section of the entire population. Whereas non-probability sampling is conducted without the knowledge that the sample selected will be a representative of the population. Probability sampling was utilised in this research study because the sample size selected represented the entire population.

Probability sampling consists of random, stratified, systematic, quota, cluster or multi-stage sampling (Singleton & Straits, 2005:147).

In this research, the simple random sampling technique was used. Simple random sampling is the basic sampling technique where we select a group of subjects, a sample for study from a larger group - a population. Each individual is chosen entirely by chance and each member of the population has an equal chance of being included in the sample. Every possible sample of a given size has the same chance of selection. If a sample is taken from a population, a formula must be used to take into account confidence levels and margins of error. This study appeals to the Slovin's formula (Umar, 2004):

$$n = \frac{N}{1 + N\epsilon^2} \quad (3.1)$$

where n is the sample size, N is the population size, and ϵ is the margin of error that is allowed. According to Bartlett et al. (2001), the general rule relative to acceptable margins of error in educational and social research is such that for categorical data, 5% margin of error is acceptable, and, for continuous data, 3% margin of error is acceptable. This particular study will use a confidence level of 95 percent, giving a margin error of 5% (0.05). Thus, based on the population of 82 staff members located at the head office, the sample size is computed as follows:

$$n = \frac{82}{1 + .82(0.05)^2} \cong 68. \quad (3.2)$$

Thus, at least a sample size of at least 68 was included in a random sampling of 82 employees. The advantages observed in choosing random sampling for this research are that, it is free of classification error, and it requires minimum advance knowledge of the population.

3.5 Data Collection

Data were collected by using survey questionnaires as research instruments with staff members to solicit information. A survey questionnaire is defined as *“a formal list of questions designed to gather responses from respondents on a particular topic under study”* (Babbie & Mouton, 2001: 259). A self-administered questionnaire was formulated and respondents were asked to complete it themselves. The aim for using a self-administered questionnaire was to obtain staff members' opinions on issues relating to staff development and training. The questionnaire was compiled in a user friendly manner and was limited to only closed-ended short questions and statements in order to ensure that relevant data were obtained. The statements included a list of answers that staff members could choose from, which made it interesting and flexible. The commonly used scale for measuring attitudes or perceptions in quantitative data collection, the Likert (1932) scale, was utilised to measure levels of statements.

A main advantage of using questionnaires included that it is cheap and quick. Self-administered anonymous questionnaires make large samples feasible and are useful when dealing with sensitive topics (Babbie & Mouton, 2001). It involves reliable numerical figures that can easily be quantified. However, a disadvantage of questionnaires is that respondents may feel irritated because they are restricted to some particular responses. Respondents do not also need to understand the questions before answering. Closed-ended questions lack depth and variety, but provide more reliable information. However, in this study, respondents were at liberty to only answer what they know. The topic under study had the interests of respondents at heart, therefore, the response rate is expected to be reasonably high. The aim was to obtain a numerical figure from the views of staff and to complement it with interviews in order to generalise the findings.

The questionnaire was distributed to all 82 staff members located at the head office of the North West Parks and Tourism Board. The questionnaire began with profile questions and then moved to specific questions, which addressed the research objectives. The survey questions focused on research questions that have dependent and independent variables of

the research problem. All questionnaires were hand-delivered to ensure that the targeted audience responds accordingly.

3.6 Ethical consideration during the research process

Ethical issues are often linked to such issues as voluntary participation, informed consent, absence of risk or harm, confidentiality, and anonymity. These guidelines helped eliminate or control any ethical concerns often raised in survey research.

- Permission to undertake this research at North West Parks and Tourism Board for staff members to participate in this research was obtained. The research participants were also informed about the reasons for this research.
- Anonymity and confidentiality as regards the sensitivity of the study was assured. The identity of participating employees would not be made known in the release nor the publications of this research.
- Respondents' consent was asked before data was collected and they were fully informed of the contents of the interview and questionnaire. The researcher guarded against manipulating respondents and using unethical tactics in interviewing (Welman et al., 2006: 201).
- In a survey research, a researcher needs to make sure that participation is completely voluntary. But, there is a price to pay - voluntary participation sometimes tends to compromise the need to have a high response rate. Low return rates, more often than not, tend to introduce response bias (Welman et al., 2006). In order to obtain a high response rate, multiple contacts are suggested (Dillman, 2000). For this study, as many as 75 of the 82 staff members were provided with questionnaires to fill in so as to achieve a high response rate.
- Participating staff members in the interview process were guaranteed anonymity, whilst confidentiality of information was also guaranteed. Privacy and anonymity of

respondents were maintained and they were assured that data were only for research purposes.

- During the data collection exercise, procedures of confidentiality were made explicit to the interviewees/participants. For this study, the questionnaire were clearly identified the survey as being confidential in regards to responses and the reporting of results and that participants' identification were kept confidential.

3.7 Questionnaire Preparation Measurement Scale

In Section A, Section B and Section C, respondents were required to rate items based on a 5-point rating scale response format, even though some of the questions used 'yes' and 'no' answers defined by 1 = yes and 2 = no. According to a Likert-scale technique which is a psychometric scale commonly used in questionnaires, and is the most widely used scale in survey research, the rating scale from 1 (strongly disagree) to 5 (strongly agree) used was:

1 = strongly disagree

2 = disagree

3 = undecided

4 = agree

5 = strongly agree

3.7.1 Training Environment

The physical environment in which training is conducted can have a significant impact of the effectiveness of the training.

Physical Comfort Items

- In most of the training programmes I have participated, the training facilities provided everything I needed to assist in the training.
- In most of the training programmes I have participated, the training facilities were easily accessible/reachable.

- In most of the training programmes I have participated, the meals provided were good.
- In most of the training programmes I have participated, the physical environments were pleasant enough to work in.
- In most of the training programmes I have participated, the lack of space made it difficult to learn.

Control Items

- In most of the training programmes I have participated, facilitators were strict about participants following the daily schedule.
- In most of the training programmes I have participated, there was strict emphasis on following rules and regulations.
- In most of the training programmes I have participated, facilitators rather kept a close watch on participants.

3.7.2 Work Environment

The work environment during working hours after one has been trained can have a significant impact of the effectiveness of the training.

Items

- My supervisor was the one who encouraged me to participate in the training programmes.
- My supervisor has never been interested to know what I learned from the training programmes I have participated.
- I'm given the resources, including tools, equipment, or materials, whereby I can apply and practice what I have learned.

3.7.3 Training Effectiveness

The effectiveness of training was tested by criteria obtained from literature. A single item construct was used by Sahinidis and Bouris (2008) to test the effectiveness of training. However, arguments have also been made for using multiple item constructs instead of single item constructs. Multiple item constructs were therefore used to test effectiveness of training on the questionnaire.

Items

- As far as you can remember, how many training courses have you attended since you joined the North West Parks and Tourism Board?
- Overall, how satisfied are you with the training courses attended so far since you joined the North West Park and Tourism Board?
- Most of the training programmes I participated in were directly relevant to my job
- In most of the training programmes I participated in, the trainers were very competent in providing the training
- In my opinion, most of the training programmes I participated in were very interesting.
- I find most of the training programmes I participated in very useful.
- I have learned some specific skills through the training courses I have attended so far.
- My job performance has improved since I participated in the training programmes.
- I have been able to practise on the job, most of the skills I learned from participating in the training programmes.
- I feel more effective in doing my job after participating in the training programmes.

3.8 Completeness of Survey Questionnaire

Anytime a survey instrument is used to collect data, three factors must be considered. First, it is important to ensure that there are an adequate number of items on the instrument to

provide the researcher with sufficient information to answer each of the research questions. Second, it is critical that the items on the instrument are appropriate to answer the research questions asked. Third, it is equally important that the items stated on the questionnaire are in a manner that could ensure the responses attained were reliable. With these three questions in mind, the researcher initiated the instrument design and development process.

3.9 Research Questions

This research postulates that certain trainee factors or characteristics and organisation characteristics, including affective organisation commitment, task-related self-efficacy, learning self-efficacy, training motivation, organisation support, organisation constraints, and opportunity to perform skills learned, are related to training outcomes as measured by the trainee's performance while training performance is expected to be an indicator of immediate training effectiveness. Relationships between these measures and training effectiveness may provide insight into issues that may be hindering training effectiveness within the organisation. In turn, by identifying possible problems and potential solutions with the current training and training support, improvement in training methods can be made. Based on these arguments and the literature discussed, the specific research questions that are addressed to examine the effectiveness of Staff Training and Development at North West Parks and Tourism Board are:

- i. What are the relative contributions of the elements of effective training and development practice that emerge on employees' satisfaction with training and development?
- ii. What are the general relationships between trainee characteristics and training outcomes?
- iii. What are the general relationships between organisation characteristics and training outcomes?
- iv. For the Board, what would be a most reliable tool for measurement of training and development that would be both parsimonious and results-oriented?

- v. Do employees in the various employee groups included in the survey differ in their perceptions about the elements of the training and development system used by the North West Parks and Tourism Board? If so, where do the differences occur?

3.10 Research Hypotheses

Based on the literature review and the research objectives, the following research hypothesis would guide this study:

Hypothesis 1

Null hypothesis:

There would not be any significant differences between employee perceptions about the elements of the training and development system used by the North West Parks and Tourism Board according to divisions.

Alternative hypothesis:

There would be significant differences between employee perceptions about the elements of the training and development system used by the North West Parks and Tourism Board according to divisions.

Hypothesis 2

Null hypothesis:

There are no significant associations between trainee characteristics and training outcomes.

Alternative hypothesis:

There are significant associations between trainee characteristics and training outcomes.

Hypothesis 3

Null hypothesis:

There are no significant relationships between organisation characteristics and training outcomes?

Alternative hypothesis:

There are significant relationships between organisation characteristics and training outcomes.

3.11 Data Management and Data Analysis

The survey responses were captured using Microsoft Excel and transferred to Statistical Analysis Software (SAS) package for cleaning and analysis. The data were analyzed using descriptive and inferential statistics. For the purposes of addressing the research objectives a number of statistical methods were employed.

3.11.1 Descriptive Analysis

Descriptive statistics is concerned with organizing and describing data at hand to make it more intelligible (Singleton and Straits, 2005: 457). Descriptive statistics also involves summarizing the degree of association between dependent and independent variables in the sample. Cross tabulation and frequency distribution were used to analyse data from various responses. Together with simple graphics analysis, they form the basis of virtually every quantitative analysis of the data. In this study, descriptive analysis was conducted for all the four components of the instrument.

Frequency distribution

Lind et al. (2002) defines frequency analysis as '*a grouping of data into mutually exclusive classes showing the number of observations in each*'. Frequency distribution lists all the responses given in a category and then calculates them to give a total score in that particular variable. The scores are presented in a table format called a frequency table (Singleton and Straits, 2005: 458). The total scores were computed to give a percentage of responses. These provide a clearer picture of the responses. Singleton and Straits (2005) note that an analysis, which uses frequency distribution of responses to the closed-ended questions and statements, shows a valuable indicator of attitudinal preferences of responses on issues mentioned in the questionnaire. Class intervals were used to determine the number of

scores given to a unit, while frequency refers to the number of responses to a question or statement.

Cross-Tabulation

Cross-tabulation analyses two variables, namely dependent and independent variables to determine if there is a relationship between them (Kumar, 2005: 242). It can also analyse differences in responses in two groups.

3.11.2 Inferential Analytical Methods

Social research invariably begins with a question in search of an answer and relies on a wide range of methods. This current study employs statistical inferential methods to investigate the research questions, models and hypotheses. Inferential methods were also used with the view to infer from the sample data what the population suggests. Thus, the researcher applied inferential statistics with the intent to make inferences from the data to more general conditions.

Chi-Square Analysis

In social research, the chi-square test is the most frequently used non-parametric statistical test of significance. The chi-square test is a test of significance that takes the form of a ratio between observed frequency differences and random error differences (Lind et al., 2002). It provides information on the extent to which the observed set of frequencies differ from the frequencies that were expected (Ntsholo, 2002). Mathematically, the chi-square test is calculated as:

$$\chi^2 = \sum \frac{(O - E)^2}{E} \quad (3.3)$$

where O is the observed frequency in some particular group (or category) on nominal scale and E is the expected frequency in the same group (or category). In practical terms, a chi-square test can be used to assess differences between two or more independent groups

(Welman & Kruger, 2003). The chi-square can be used to explain the strength of association between variables as well as using it to assess the probability that any association found is likely to be due to chance factors (Welman & Kruger, 2003). In this study, chi-square was suitable because data are nominal, the sample used is representative of the learner population, each observation is independent of every other observations and the researcher was testing the correspondence between hypothesized and observed distribution of frequency counts (Welman & Kruger, 2003). For instances when the expected frequency in any cell is less than five, the researcher applied the Fisher exact test to the chi-square test.

In this study, Chi-square tests are employed to assess the differences in training environment, work environment, levels of effectiveness of training in relation to some selected respondents' background characteristics.

3.12 Evaluating Measurement Techniques

Accuracy and precision are highly important in research measurements. Reliability is concerned with how reliable and accurate the research methods and techniques are for collecting data. Singleton and Straits (2005: 97) indicated that reliability refers to consistency so that the same measurement technique will yield the same results if the same technique would be used by another researcher. In research studies, reliability of responses can be influenced by respondents. A respondent who has a positive or negative experience of the phenomena under study can influence the way that he or she responds to questions. In order to obtain accurate information, the right respondents received questionnaires and the right people were interviewed. Collected data should also be measured to determine if it was valid.

Validity refers to the ability of the instrument to measure what it is designed to measure (Kumar, 2005: 158). Therefore, the correct sample and procedures for data collection were chosen to ensure that valid results were achieved. To ensure validity, or the extent to which the survey instrument measured what it was supposed to measure, questionnaires were distributed to ten colleagues of mine and asked to read each item and indicate if the item

was clearly stated, free of ambiguity, properly formatted, and content appropriate (Ary, Jacobs & Razavich, 2002). Once they had completed this portion of the review process, they were next asked to identify those statements that may need to be added, reworded, or removed from the survey instrument. These decisions were made by comparing each item on the survey with the four stated research questions. Additionally, the selected ten were asked to provide an explanation for those questions deemed unsatisfactory and offer a correction for the survey item. From the suggestions received from the selected ten for construct improvement, the survey instrument was revised where appropriate.

3.14 Summary

The purpose of Chapter 3 was to provide an explanation of the research methodology used in the study, identify the population, give details regarding the instrumentation used, tell how the data were collected and describe the method of analysis implemented. The next chapter will provide an analysis and interpretation of the research results.

CHAPTER 4

Research Results

4.1 Introduction

This chapter focuses on the analysis and interpretations of the results from the study. The chapter also deals with construct assessment of the variables in the main study. Firstly, the reliability tests were conducted to test the consistency of the questionnaires. Secondly, the main study has an assessment that discusses the respondents' background profiles. Thirdly, the hypotheses testing are presented through chi-square analysis and correlation analysis. Furthermore, this research was conducted in terms of descriptive manner by utilizing graphs and cross-tabulations to assess the responses supplied by respondents. In the presentation of the data analysis results, the agree/strongly agree and the disagree/strongly disagree responses are combined into agree and disagree, respectively.

4.2 Survey Response Rate

Due to the importance of the study, employees located at the head office were encouraged to participate. In all, a total of 82 questionnaires were distributed with the aim of including all 82 employees located at the head office. Of the 82 distributed, 75 were returned out of the 72 were analyzable. Hence, 72 questionnaires were used in the statistical analysis, representing a response rate of 90 percent. This is considered to be high representation of the population studied as Sekaran (2003) indicated that an analysis should have at least 30 percent responses. Furthermore, in order to avoid sample bias, response rate should be more than 10 percent as the results obtained can be generalized at the response rate (Sekaran 2003).

4.3 Reliability Analysis

In survey research, it is very important to study the properties of measurement scales and the items that compose the scales (Ghazali, 2006). One important property is the reliability

of the survey data. The purpose of reliability analysis is to examine the consistency of the survey data. In this research the reliability is measured by the internal consistency approach, that is, the concept stressing on the consistency between items in the questionnaire.

Table 4.1: Construct Reliability Analysis Results

Cronbach Coefficient Alpha						
Variables						Alpha
Raw						0.781643
Standardized						0.806484
Cronbach Coefficient Alpha with Deleted Variable						
Construct	Deleted Variable	Raw Variables		Standardized Variables		Label
		Correlation with Total	Alpha	Correlation with Total	Alpha	
Training Environment	A1	0.615184	0.753514	0.624680	0.783142	Training facilities provided everything I needed
	A2	0.539669	0.763980	0.515979	0.789768	Training facilities were easily accessible
	A3	0.378891	0.770293	0.343587	0.799960	Meals provided at trainings were good
	A4	0.587972	0.760560	0.547862	0.787841	Physical environment during training were pleasant
	A5	-0.262980	0.815315	-0.271916	0.833332	Lack of space made it difficult to learn
	A6	0.509037	0.760793	0.484168	0.791678	Training facilitators were strict about daily schedule
	A7	0.576197	0.756344	0.542152	0.788187	Training placed strict emphasis on following rules/regulations
	A8	0.345343	0.773808	0.318011	0.801440	Training facilitators kept a close watch on participants
Work Environment	B1	-0.013995	0.806063	0.013610	0.818422	Supervisor never interested to know what I learned
	B2	0.331329	0.775385	0.324177	0.801084	Supervisor encouraged me to participate in training programmes
	B3	0.625769	0.748841	0.629159	0.782865	Resources are provided so I can practice what I learned
Training Effectiveness	C3	0.262101	0.778853	0.287262	0.803208	Most training participated were directly relevant to my job
	C4	0.333086	0.775946	0.376395	0.798050	In most training, trainers were very competent
	C5	0.458246	0.767653	0.513887	0.789894	Most training participated in were very interesting
	C6	0.344566	0.773870	0.414583	0.795809	I find most training participated in very useful
	C7	0.222150	0.780111	0.297958	0.802594	Learned some specific skills through the training
	C8	0.193676	0.781711	0.222052	0.806918	My job performance improved since participated in training
	C9	0.511470	0.761892	0.466140	0.792754	Been able to practice on the job, most skills gained
	C10	0.631397	0.749976	0.655156	0.781256	Feel more effective doing my job after participating in training

Reliability measurement with one shot, and then the result will be compared with other items in the questionnaire. Most commonly used reliability test is Cronbach's Alpha Index. This is due to the interpretation as a correlation coefficient and it ranges from 0 to 1. A construct or variable is reliable if the Cronbach's Alpha is more than 0.6 (Ghazali, 2006). For this study, reliability tests were conducted on the independent and dependent variables which are the training environment, work environment, and training effectiveness. The Cronbach alpha values of the study variables are shown in Table 4.1. As revealed, the

minimum reliability coefficient alphas of 0.748841 (raw variables) and 0.748841 (standardized variables) exceeded the minimum acceptable level of 0.60. Invariably, the overall reliability coefficient alphas of 0.781643 (raw variables) and 0.806484 (standardized variables) also exceeded the minimum acceptable level of 0.60. Thus, the items of the three constructs are highly consistent.

4.4 Profile of Respondents

Previous research suggests that when the survey topic is not relevant to an individual's background, this will cause non-response error (Groves et al, 2004). The background of the respondents is an important aspect of a survey.

4.4.1 Distributions by Gender, Ethnicity and Age Group

Table 4.2 and Figure 4.1 present the distribution of respondents according to gender, age group, and ethnic orientation. As revealed, of the 72 respondents, 54.2% (39) were females and 43.1% (31). A vast majority (81.9% or 59) were Blacks/Africans while 9.7% (7) were Coloureds/ Whites. The ages of most of the respondents fall in the age category 30-39 years (43.1% or 31) followed by 35.5% (27) falling in the age category 40+ years, and 15.3% (11) falling within the age category <30 years.

Table 4.2: Age Group and Ethnicity Distributions

	Freq	%
Gender		
Missing	2	2.7
Male	31	43.1
Female	39	54.2
Age group		
Missing	3	4.1
<30 years old	11	15.3
30-39 years old	31	43.1
40+ years old	27	37.5
Ethnic orientation		
Missing	6	8.4
Whites/Coloureds	7	9.7
Blacks/Africans	59	81.9



Figure 4.1: Distribution by Gender, Ethnicity, and Age Group

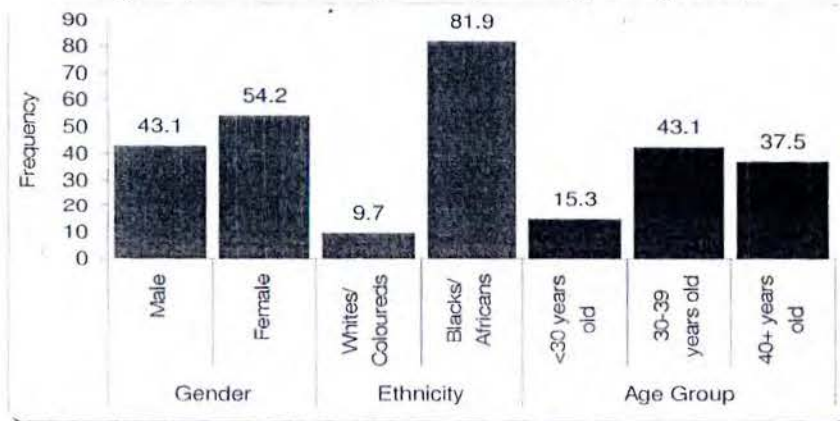


Table 4.3 further presents the gender distribution of respondents by age group and ethnic orientation. According to the table, even though most of the respondents fall within the age category 30-39 years, a relatively larger fraction of male respondents (54.8%) than female respondents (35.9%) fall within the age category 30-39 years. Similarly, the results in Table 4.2 reveal that even though the vast majority of the respondents were Blacks/Africans, a relatively larger fraction of male respondents (83.9%) than female respondents (82.1%) were Blacks/Africans.

Table 4.3: Age Group and Ethnic Orientation Distributions by Gender

	Gender				ALL RESPONDENTS	
	Male		Female		Freq	%
	Freq	%	Freq	%		
Age group						
Missing	2	6.5	1	2.6	3	4.2
<30 years old	5	16.1	5	12.8	11	15.3
30-39 years old	17	54.8	14	35.9	31	43.0
40+ years old	7	22.6	19	48.7	27	37.5
Ethnic orientation						
Missing	4	12.9	2	5.1	6	8.3
Whites/Coloureds	1	3.2	5	12.8	7	9.7
Blacks/Africans	26	83.9	32	82.1	59	81.9
ALL RESPONDENTS	31	100.0	39	100.0	72	100.0

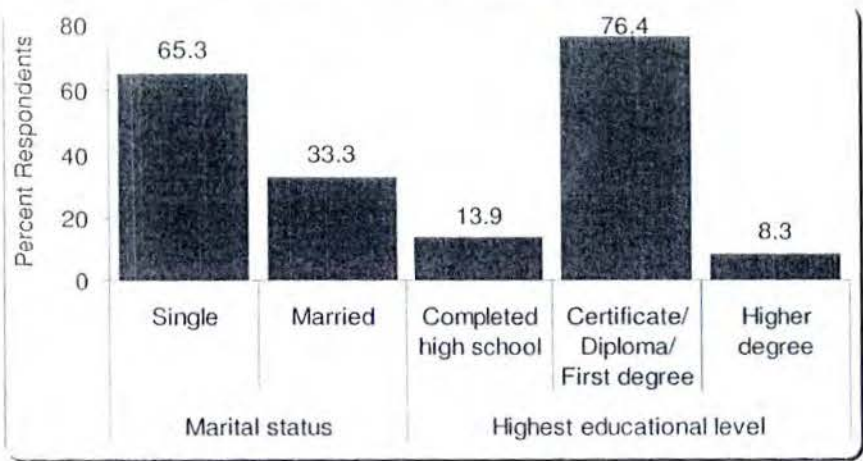
4.4.2 Educational Attainment and Marital Status

Table 4.4 and Figure 4.2 present the distributions of the highest educational levels and marital status of respondents. Of the 72 respondents, 65.3% (47) indicated they were single while 33.3% (24) indicated they were married. Most of the respondents indicated their highest level as having certificates, diplomas and first degrees (76.4% or 55) followed by 13.9% (10) indicated they had high school certificates. Only 8.3% (6) indicated they had higher degrees.

Table 4.4: Marital Status and Education Level

	Freq	%
Marital status		
Missing	1	1.4
Single	47	65.3
Married	24	33.3
Highest educational level		
Missing	1	1.4
Completed high school	10	13.9
Certificate/Diploma/First degree	55	76.4
Higher degree	6	8.3

Figure 4.2: Marital Status and Education Level



As further reported in Table 4.5, even though most of the respondents indicated they were single, a relatively greater fraction of male respondents (67.7%) than female respondents (61.5%) indicated they were single. Similarly, a relatively bigger fraction of the male respondents (83.9%) than female respondents (74.4%) held certificates, diplomas and first degrees as their highest educational level.

Table 4.5: Marital Status and Highest Education Attainment Distributions by Gender

	Gender				ALL RESPONDENTS	
	Male		Female			
	Freq	%	Freq	%	Freq	%
Marital status						
Missing	1	3.2	0	0.0	1	1.4
Single	21	67.7	24	61.5	47	65.3
Married	9	29.0	15	38.5	24	33.3
Highest educational level						
Missing	0	0.0	1	2.6	1	1.4
Completed high school	2	6.5	6	15.4	10	13.9
Certificate/Diploma/First degree	26	83.9	29	74.4	55	76.4
Higher degree	3	9.7	3	7.7	6	8.3
ALL RESPONDENTS	31	100.0	39	100.0	72	100.0

4.4.3 Division, Years of Service and Current Position

Table 4.6 and Figure 4.3 show the distributions of the divisions respondents work for, years of service, and years of being in current position. Of the 72 respondents, 53 responded to the question on which divisions they are affiliated with. Most of the respondents were from Finance/Administration Division (25.0% or 18) followed by Business Division (18.1% or 13) and Human Resources Division (16.7% or 12). Just over 10% of the respondents were from the Office of the CEO (11.1% or 8) while 2.8% (2) were from Biodiversity Conservation Management Division.

Table 4.6: Division, Years of Service, Years at Current Position

	Freq	%
Division employed at NWP&TB		
Missing	19	26.3
Business Development	13	18.1
Human Resource	12	16.7
Finance/Administration	18	25.0
Office of the CEO	8	11.1
Biodiversity Conservation Management	2	2.8
Years employed by NWP&TB		
Missing	16	22.2
<5 years	20	27.8
5-9 years	27	37.5
10+ years	9	12.5
Years been in current position		
Missing	11	15.3
<5 years	35	48.6
5+ years	26	36.1

Figure 4.3: Distribution by Division, Years of Service, Years at Current Position

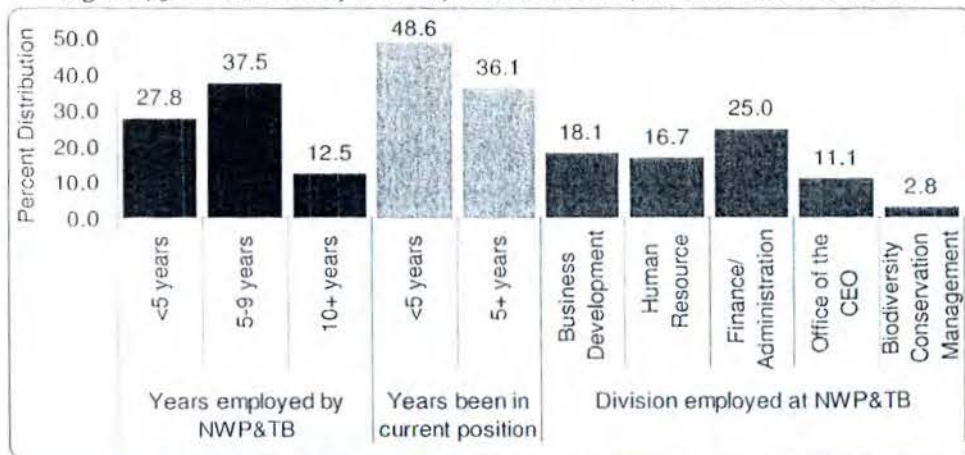


Table 4.7 presents the distribution of divisions respondents are employed, years employed and years in current position by gender. As revealed, a significantly larger fraction of female respondents (33.3% or 9) than male respondents (16.1% or 5) were in the Finance/

Administration Division. Also, while most of the female respondents (48.7%) have been employed for 5-9 years, most of the male respondents (35.5%) have been at post for less than 5 years (<5 years). A relatively larger fraction of male respondents (54.8%) than female respondents (43.6%) have been in their current positions.

Table 4.7: Division, Years Employed and Years in Current Position by Gender

	Gender				ALL RESPONDENTS	
	Male		Female		Freq	%
	Freq	%	Freq	%		
Division employed at NWP&TB						
Missing	14	45.2	5	12.8	19	26.4
Business Development	3	9.7	8	20.5	13	18.1
Human Resource	3	9.7	9	23.1	12	16.7
Finance/Administration	5	16.1	13	33.3	18	25.0
Office of the CEO	5	16.1	3	7.7	8	11.1
Biodiversity Conservation Management	1	3.2	1	2.6	2	2.8
Years employed by NWP&TB						
Missing	8	25.8	8	20.5	16	22.2
<5 years	11	35.5	8	20.5	20	27.8
5-9 years	8	25.8	19	48.7	27	37.5
10+ years	4	12.9	4	10.3	9	12.5
Years been in current position						
Missing	6	19.4	5	12.8	11	15.3
<5 years	17	54.8	17	43.6	35	48.6
5+ years	8	25.8	17	43.6	26	36.1

4.5 Frequency of Training Programmes Participated

Of the 72 respondents, 66 provided information on the number of trainings they have attended. As revealed in Table 4.8 and Figure 4.4, most of the respondents indicated they have attended only one training (30.6% or 22) followed by respondents who have attended four trainings (23.6% or 17), three and five or more trainings (13.9% or 10).

Results from a cross-tabulation analysis with some selected demographic characteristics have been reported in Table 4.9. A significantly larger fraction of male respondents than female respondents indicated they have participated in training only once while relatively larger fractions of females than males indicated they have participated in two trainings, three trainings, four trainings, and five trainings or more.

Table 4.8: Frequency of Training Programmes Participated

	Freq	%
Number of training courses attended since joining NWP&TB		
Missing	6	8.3
Once	22	30.6
2 times	7	9.7
3 times	10	13.9
4 times	17	23.6
5+ times	10	13.9

Figure 4.4: Frequency of Training Programmes Participated

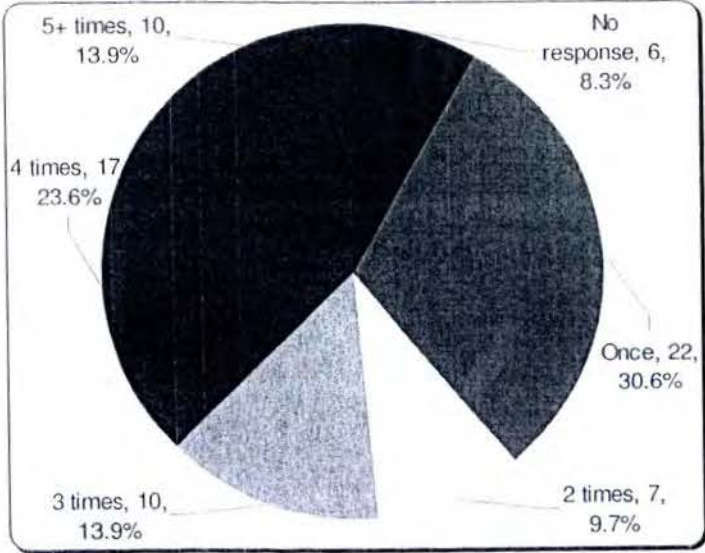


Table 4.9: Number of Trainings Attended by Selected Background Elements

	Number of training courses attended since joining NWP&TB											
	Missing		Once		2 times		3 times		4 times		5+ times	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Gender												
Missing	4	66.7	1	4.6	0	0.0	0	0.0	1	5.9	0	0.0
Male	2	33.3	11	50.0	3	42.9	4	40.0	7	41.2	3	30.0
Female	0	0.0	10	45.5	4	57.1	6	60.0	9	52.9	7	70.0
Highest educational level												
Missing	4	66.7	1	4.6	0	0.0	0	0.0	0	0.0	0	0.0
Completed high school	1	16.7	4	18.2	1	14.3	1	10.0	2	11.8	1	10.0
Certificate/Diploma/First degree	0	0.0	16	72.7	5	71.4	9	90.0	12	70.6	8	80.0
Higher degree	1	16.7	1	4.5	1	14.3	0	0.0	3	17.6	1	10.0
Division employed at NWP&TB												
Missing	4	66.7	7	31.9	1	14.2	2	20.0	4	23.6	1	10.0
Business Development	0	0.0	2	9.1	2	28.6	1	10.0	3	17.6	4	40.0
Human Resource	0	0.0	3	13.6	0	0.0	4	40.0	3	17.6	2	20.0
Finance/Administration	0	0.0	7	31.8	3	42.9	0	0.0	6	35.3	2	20.0
Office of the CEO	0	0.0	2	9.1	1	14.3	2	20.0	1	5.9	1	10.0
Biodiversity Conservation Management	2	33.3	1	4.5	0	0.0	1	10.0	0	0.0	0	0.0

4.6 Assessment of Perceived Values and Benefits of Training

This section assesses respondents' perceived values and benefits of training having potential links to training effectiveness were asked. This section assesses the responses provided by respondents as well as their associations with the single question asked to assess the overall effectiveness of trainings they have received.

4.6.1 Relevance of Training to Job

Respondents were asked to indicate whether the training programmes they have participated were relevant to their jobs. Table 4.10 and Figure 4.5 display the distribution of responses to the ratings to the question on the relevance of the training programmes respondents have participated. Of the 72 respondents, a combined 86.1% (62) agreed that their trainings have been relevant to their jobs. Only 4.2% (3) disagreed.

As further revealed in Table 4.11, a significantly larger fraction of male respondents (80.6%) than female respondents (66.7%) agreed that the trainings they have participated in were relevant to their jobs. Similarly, a relatively larger fraction of respondents with tertiary certificates, diploma and first degrees (72.7%) than respondents with high school certificates (70.0%) and respondents with higher degrees (66.7%) agreed that the trainings they have participated in were relevant to their jobs.

Table 4.10: Relevance of Training Programmes Participated

	Freq	%
Most training participated were directly relevant to my job		
<i>Missing</i>	4	5.5
<i>Disagree</i>	3	4.2
<i>Undecided</i>	3	4.2
<i>Agree</i>	52	72.2
<i>Strongly agree</i>	10	13.9

Figure 4.5: Relevance of Training Programmes Participated

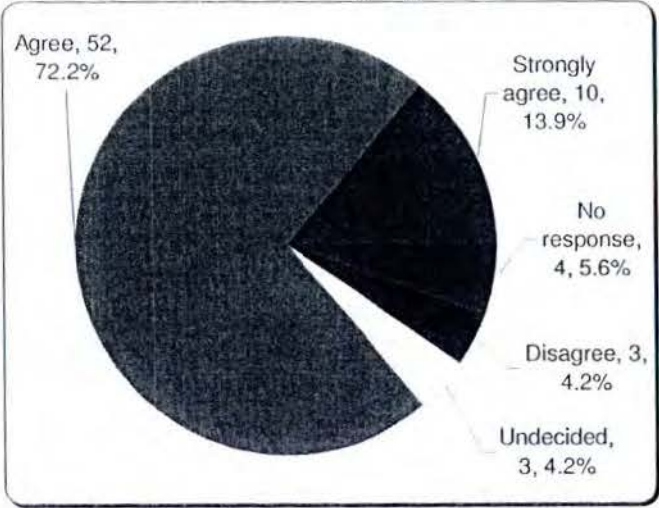


Table 4.11: Relevance of Training Programmes Participated by Selected Background Elements

	Most training participated were directly relevant to my job										ALL	
	Missing		Disagree		Undecided		Agree		Strongly agree			
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Gender												
Missing	2	100.0	0	0.0	0	0.0	0	0.0	0	0.0	2	100.0
Male	0	0.0	1	3.2	2	6.5	25	80.6	3	9.7	31	100.0
Female	0	0.0	2	5.1	1	2.6	26	66.7	7	17.9	39	100.0
Highest educational level												
Missing	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	1	100.0
Completed high school	1	10.0	0	0.0	0	0.0	7	70.0	2	20.0	10	100.0
Certificate/Diploma/First degree	3	5.4	3	5.5	3	5.5	40	72.7	6	10.9	55	100.0
Higher degree	0	0.0	0	0.0	0	0.0	4	66.7	2	33.3	6	100.0
Division employed at NWP&TB												
Missing	6	31.6	1	5.3	4	21.1	5	26.3	3	15.8	19	100.0
Business Development	3	23.0	1	7.7	0	0.0	6	46.2	3	23.1	13	100.0
Human Resource	1	8.3	0	0.0	0	0.0	9	75.0	2	16.7	12	100.0
Finance/Administration	2	11.1	0	0.0	0	0.0	15	83.3	1	5.6	18	100.0
Office of the CEO	0	0.0	0	0.0	0	0.0	6	75.0	2	25.0	8	100.0
Biodiversity Conservation Management	0	0.0	0	0.0	0	0.0	2	100.0	0	0.0	2	100.0

4.6.2 Competence of Trainers

Respondents were also asked to provide their levels of agreement to a question on the competence of trainers measured on a scale of 1=strongly disagree to 5=strongly agree. The breakdown of responses is as reported in Table 4.12 and Figure 4.6. When respondents were asked to rate the overall competence level of trainers who trained them, most of them agreed (72.2% or 52) that the trainers they had were competent while another 5.6% (4) strongly agreed. A sizeable fraction (15.3% or 11) of the respondents was, however, undecided or neutral. Table 4.13 is a cross-tabulation of ratings of competence of trainers with some selected background characteristics. The results show that almost the same fraction of male respondents (71.0%) and female respondents (71.8%) agreed that their trainers were competent. Similarly, a relatively larger fraction of respondents from Business Development Division (92.3%) than participants from the other divisions agreed that their trainers have generally been competent.

Table 4.12: Competence of Trainers

	Freq	%
From most training participated, trainers were very competent		
Missing	5	6.9
Undecided	11	15.3
Agree	52	72.2
Strongly agree	4	5.6

Figure 4.6: Competence of Trainers

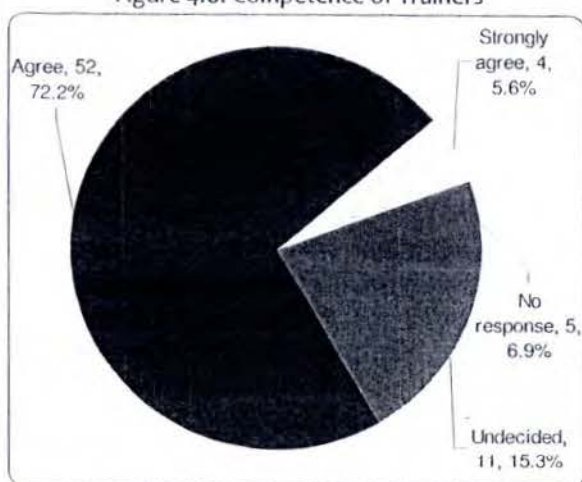


Table 4.13: Competence of Trainers by Some Selected Background Factors

	Most training, trainers were very competent								ALL	
	Missing		Undecided		Agree		Strongly agree		Freq	%
	Freq	%	Freq	%	Freq	%	Freq	%		
Gender										
Missing	2	100.0	0	0.0	0	0.0	0	0.0	2	100.0
Male	3	9.6	4	12.9	22	71.0	2	6.5	31	100.0
Female	2	5.2	7	17.9	28	71.8	2	5.1	39	100.0
Highest educational level										
Missing	1	100.0	0	0.0	0	0.0	0	0.0	1	100.0
Completed high school	0	0.0	0	0.0	9	90.0	1	10.0	10	100.0
Certificate/Diploma/First degree	5	9.1	9	16.4	39	70.9	2	3.6	55	100.0
Higher degree	0	0.0	2	33.3	3	50.0	1	16.7	6	100.0
Division employed at NWP&TB										
Missing	6	31.6	8	42.1	4	21.1	1	5.3	19	100.0
Business Development	1	7.7	0	0.0	12	92.3	0	0.0	13	100.0
Human Resource	0	0.1	4	33.3	7	58.3	1	8.3	12	100.0
Finance/Administration	0	0.0	2	11.1	15	83.3	1	5.6	18	100.0
Office of the CEO	3	37.5	0	0	5	62.5	0	0	8	100.0
Biodiversity Conservation Management	0	0.0	1	50.0	1	50.0	0	0	2	100.0

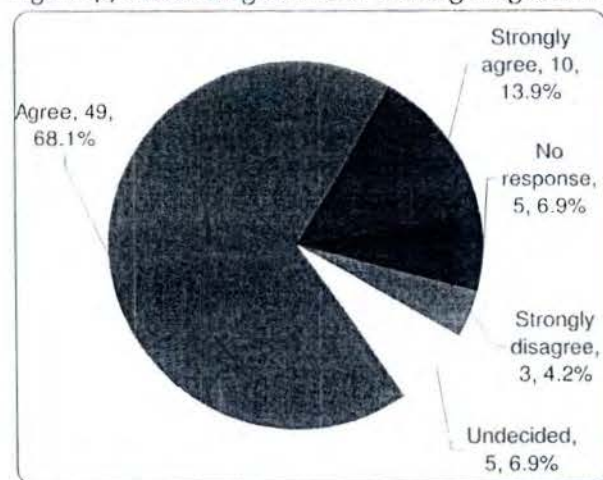
4.6.3 Interesting Nature of Most Training Programmes

Respondents were also asked to indicate their level of acceptance that the training programmes they participated were generally interesting and the responses presented in Table 4.14 and Figure 4.7. Of the 72 respondents also agreed (68.1% or 49) that most of the training they have participated have been interesting while another 13.9% (10) strongly agreed. About 4% (3) of the respondents also strongly disagree while nearly 7% (6.9% or 5) were neutral or undecided.

Table 4.14: Interesting Nature of Training Programmes

	Freq	%
Most training participated in were very interesting		
Missing	5	6.9
Strongly disagree	3	4.2
Undecided	5	6.9
Agree	49	68.1
Strongly agree	10	13.9

Figure 4.7: Interesting Nature of Training Programmes



A cross-tabulation analysis of the ratings of how interesting the training programmes have generally been with some selected background characteristics was conducted and the results reported in Table 4.15. A slightly larger fraction of the male respondents (71.0%) than

female respondents (69.2%) agreed that their training programmes have generally been interesting.

Table 4.15: Interesting Nature of Training Programmes by Selected Background

	Most training participated in were very interesting									
	Missing		Strongly disagree		Undecided		Agree		Strongly agree	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Gender										
Missing	2	100.0	0	0.0	0	0.0	0	0.0	0	0.0
Male	1	3.2	1	3.2	1	3.2	22	71.0	6	19.4
Female	2	5.1	2	5.1	4	10.3	27	69.2	4	10.3
Division employed at NWP&TB										
Missing	6	31.6	3	15.8	3	15.8	4	21.0	3	15.8
Business Development	3	23.1	0	0.0	2	15.4	8	61.5	0	0.0
Human Resource	0	0.0	0	0.0	1	8.3	8	66.7	3	25.0
Finance/Administration	0	0.0	1	5.6	1	5.6	15	83.3	1	5.6
Office of the CEO	0	0.0	2	25.0	0	0.0	4	50.0	2	25.0
Biodiversity Conservation Management	0	0.0	0	0.0	0	0.0	2	100.0	0	0

4.6.4 Usefulness of Training Programmes Participated

Respondents were also asked to indicate their level of agreement to the statement that the training programmes they have participated have generally been usefulness. As shown Table 4.16 and Figure 4.8, most of the respondents agreed (69.4% or 50) that the training programmes they have participated have generally been useful while another 5.6% (4) strongly agreed. Only 4.2% (3) disagreed that the training programmes they have participated have generally been useful.

Table 4.16: Usefulness of Training Programmes Participated

	Freq	%
I find most training participated in very useful		
Missing	7	9.7
Disagree	3	4.2
Undecided	8	11.1
Agree	50	69.4
Strongly agree	4	5.6

Figure 4.8: Usefulness of Training Programmes Participated

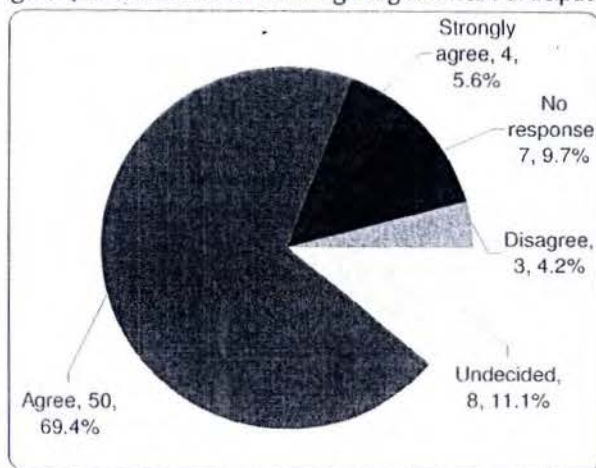


Table 4.17: Usefulness of Training Programmes by Selected Background Characteristics

	I find most training participated in very useful									
	Missing		Disagree		Undecided		Agree		Strongly agree	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Gender										
Missing	2	100.0	0	0.0	0	0.0	0	0.0	0	0.0
Male	3	9.7	0	0.0	3	9.7	24	77.4	1	3.2
Female	4	10.2	3	7.7	4	10.3	25	64.1	3	7.7
Highest educational level										
Missing	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0
Completed high school	1	10.0	0	0.0	1	10.0	7	70.0	1	10.0
Certificate/Diploma/First degree	5	9.0	3	5.5	6	10.9	38	69.1	3	5.5
Higher degree	0	0.0	0	0.0	1	16.7	5	83.3	0	0.0
Division employed at NWP&TB										
Business Development	3	15.8	2	10.5	7	36.8	3	15.8	4	21.1
	2	15.4	1	7.7	1	7.7	7	53.8	2	15.4
Human Resource	0	0.0	0	0.0	2	16.7	9	75.0	1	8.3
Finance/Administration	1	5.5	1	5.6	2	11.1	14	77.8	0	0.0
Office of the CEO	1	12.5	0	0.0	0	0.0	7	87.5	0	0.0
Biodiversity Conservation Management	1	50.0	1	50.0	0	0.0	0	0.0	0	0.0

Table 4.17 presents the cross-tabulation analysis results between the usefulness of training programmes and some selected background characteristics. As revealed by the results, a slightly larger fraction of male respondents (77.4%) than female respondents (64.1%) agreed

that the training programmes they have attended have generally been useful. Similarly, a relatively larger fraction of respondents with higher degrees (83.3%) than respondents with high school certificates (70.0%) and respondents with tertiary certificates, diplomas and first degree (69.1%) agreed that the training programmes they participated have been generally useful.

4.6.5 Specific Skills Learned Through Training

Respondents were also asked to provide their levels of agreement to the statement that they learnt specific skills during training and the responses are shown in Table 4.18 and Figure 4.9. Of the 72 respondents, 50.0% (36) agreed that they learnt specific skills during the training while another 15.3% (11) strongly agreed. About 10% (7), however, disagreed.

Table 4.18: Learned Specific Jobs Through Training

	Freq	%
Learned some specific skills through the training		
Missing	7	9.7
Disagree	7	9.7
Undecided	11	15.3
Agree	36	50.0
Strongly agree	11	15.3

Figure 4.9: Learned Specific Jobs Through Training

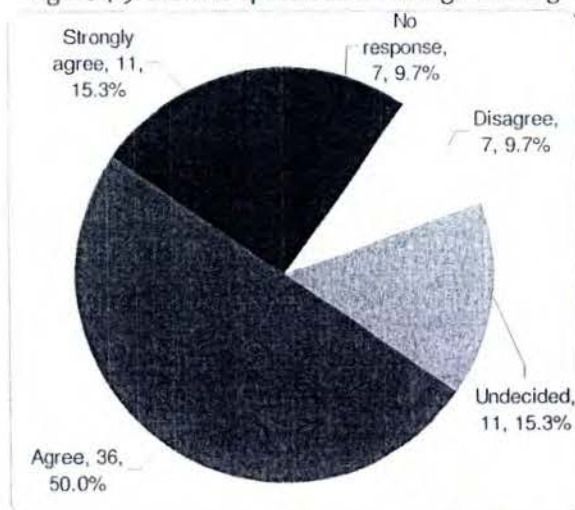


Table 4.19 is a cross-tabulation of some selected background elements and specific skills learned through training. As revealed, 64.1% of female respondents agreed that they learned some specific skills from training compared to 67.8% of male respondents who also indicated they learned some specific skills from training. All respondents who have been employed for 10 years or more agreed or strongly agreed that they learned some specific skills from training. Similarly, respondents who have certificates/diplomas/first degrees (70.9%) were the largest group to indicate that they had learned some specific skills from training.

Table 4.19: Learned Specific Skills through Training by Selected Background Elements

	Learned some specific skills through the training									
	Missing		Disagree		Undecided		Agree		Strongly agree	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Gender										
Missing	2	100.0	0	0.0	0	0.0	0	0.0	0	0.0
Male	3	9.6	3	9.7	4	12.9	18	58.1	3	9.7
Female	4	10.2	4	10.3	6	15.4	17	43.6	8	20.5
Age group										
Missing	2	66.7	0	0.0	1	33.3	0	0.0	0	0.0
<30 years old	2	18.1	1	9.1	5	45.5	2	18.2	1	9.1
30-39 years old	4	12.8	2	6.5	4	12.9	15	48.4	6	19.4
40+ years old	1	3.7	4	14.8	2	7.4	16	59.3	4	14.8
Years employed by NWP&TB										
Missing	4	25.0	2	12.5	4	25.0	4	25.0	2	12.5
<5 years	1	5.0	0	0.0	7	35.0	9	45.0	3	15.0
5-9 years	3	11.2	4	14.8	3	11.1	12	44.4	5	18.5
10+ years	0	0.0	0	0	0	0	8	88.9	1	11.1
Highest educational level										
Missing	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0
Completed high school	1	10.0	1	10.0	3	30.0	4	40.0	1	10.0
Certificate/Diploma/First degree	5	9.1	5	9.1	6	10.9	32	58.2	7	12.7
Higher degree	0	0.0	1	16.7	2	33.3	0	0	3	50.0

4.6.6 Performance Improvement through Training

Table 4.20 and Figure 4.10 show distribution of the levels of agreement to the question that participating in training programmes has improved respondents' performance. As shown,

most of the respondents agreed (55.6% or 40) that their job performance improved after having been trained while 12.5% (9) disagreed. Just over a tenth (11.1%) was neutral/undecided.

Table 4.20: Learned Specific Jobs Through Training

	Freq	%
My job performance improved since participated in training		
Missing	9	12.5
Strongly disagree	3	4.2
Disagree	6	8.3
Undecided	8	11.1
Agree	40	55.6
Strongly agree	6	8.3

Figure 4.10: Learned Specific Jobs Through Training

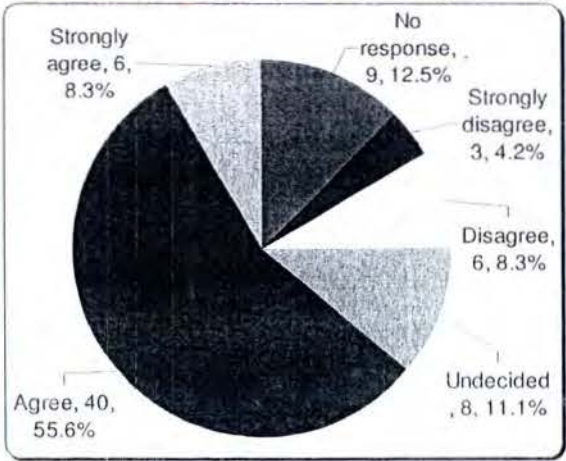


Table 4.21 is a cross-tabulation of some selected background elements and performance improvement through training. The results show that 66.7% of female respondents agreed that their job performance have improved after participating in the training compared to 58.1% of male respondents who also indicated that their job performance have improved after participating in the training. Respondents in the age category 30-39 years old (71.0%) were the largest age category who agreed that their job performance have improved after participating in the training.

Table 4.21: Learned Specific Jobs through Training by Selected Background Elements

	My job performance improved since participated in training											
	Missing		Strongly disagree		Disagree		Undecided		Agree		Strongly agree	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Gender												
Missing	2	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Male	4	12.9	1	3.2	3	9.7	5	16.1	15	48.4	3	9.7
Female	5	12.8	2	5.1	3	7.7	3	7.7	23	59.0	3	7.7
Age group												
Missing	2	66.7	0	0.0	0	0.0	1	33.3	0	0.0	0	0.0
<30 years old	3	27.3	1	9.1	0	0.0	0	0.0	7	63.6	0	0.0
30-39 years old	2	6.4	1	3.2	3	9.7	3	9.7	18	58.1	4	12.9
40+ years old	4	14.8	1	3.7	3	11.1	4	14.8	14	51.9	1	3.7
Years employed by NWP&TB												
Missing	3	18.8	1	6.2	1	6.2	4	25.0	4	25.0	3	18.8
<5 years	0	0.0	2	10.0	1	5.0	2	10.0	13	65.0	2	10.0
5-9 years	2	7.4	1	3.7	3	11.1	2	7.4	16	59.3	3	11.1
10+ years	2	22.3	0	0	0	0	2	22.2	4	44.4	1	11.1

4.6.7 Use of Most Skills Gained to Practice on the Job

The distribution of levels of agreement to the statement that respondents have been able to practice what they gained from training are reported in Table 4.22 and Figure 4.11. As indicated, most of the respondents agreed (59.7% or 43) that they have been able to practise what they gained from training while another 4.2% (3) strongly agreed. A whopping 13.9% (10) were, however, undecided while 15.3% (11) disagreed.

Table 4.22: Learned Specific Jobs Through Training

	Freq	%
Been able to practice on the job, most skills gained thru training		
Missing	5	6.9
Strongly disagree	3	4.2
Disagree	8	11.1
Undecided	10	13.9
Agree	43	59.7
Strongly agree	3	4.2

Figure 4.11: Learned Specific Jobs Through Training

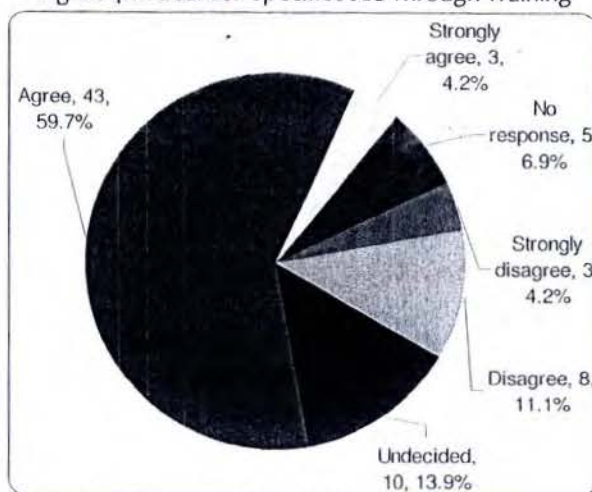


Table 4.23: Learned Specific Jobs through Training by Selected Background Elements

	Been able to practice on the job, most skills gained thru training											
	Missing		Strongly disagree		Disagree		Undecided		Agree		Strongly agree	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Gender												
Missing	2	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Male	1	3.1	2	6.5	5	16.1	3	9.7	18	58.1	2	6.5
Female	3	7.7	1	2.6	3	7.7	7	17.9	24	61.5	1	2.6
Age group												
Missing	3	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
<30 years old	2	18.1	1	9.1	2	18.2	2	18.2	3	27.3	1	9.1
30-39 years old	0	0.0	0	0.0	3	9.7	4	12.9	23	74.2	1	3.2
40+ years old	3	11.1	2	7.4	3	11.1	4	14.8	14	51.9	1	3.7
Years employed by NWP&TB												
Missing	3	18.7	0	0.0	1	6.3	5	31.3	4	25.0	3	18.7
<5 years	2	10.0	0	0.0	2	10.0	4	20.0	11	55.0	1	5.0
5-9 years	0	0.0	2	7.4	3	11.1	4	14.8	16	59.3	2	7.4
10+ years	0	0.0	1	11.1	2	22.2	1	11.1	5	55.6	0	0.0
Highest educational level												
Missing	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Completed high school	1	10.0	0	0.0	1	10.0	1	10.0	7	70.0	0	0.0
Certificate/Diploma/First degree	3	5.5	3	5.5	6	10.9	8	14.5	33	60.0	2	3.6
Higher degree	0	0.0	0	0.0	1	16.7	1	16.7	3	50.0	1	16.7

Table 4.23 continued: Learned Specific Jobs through Training by Selected Background Elements

	Been able to practice on the job, most skills gained thru training											
	Missing		Strongly disagree		Disagree		Undecided		Agree		Strongly agree	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Division employed at NWP&TB												
<i>Missing</i>	3	15.8	2	10.5	2	10.5	5	26.3	4	21.1	3	15.8
<i>Business Development</i>	2	15.4	0	0.0	1	7.7	1	7.7	9	69.2	0	0.0
<i>Human Resource</i>	1	8.4	0	0.0	0	0.0	4	33.3	6	50.0	1	8.3
<i>Finance/Administration</i>	2	11.0	1	5.6	3	16.7	1	5.6	11	61.1	0	0.0
<i>Office of the CEO</i>	0	0.0	0	0.0	1	12.5	1	12.5	6	75.0	0	0.0
<i>Biodiversity Conservation Management</i>	0	0.0	1	50.0	0	0.0	0	0.0	0	0.0	1	50.0

Results from a cross-tabulation of some selected background elements and ability to use the skills gained through training have been summarized in Table 4.23. The results show that 64.1% of female respondents agreed/strongly agreed that they have been able to use the skills they gained through training compared to 64.6% of male respondents who also indicated that they have been able to use the skills they gained through training. Respondents in the age category 30-39 years old (77.4%) were the largest age category who agreed/strongly agreed that they have been able to use the skills they gained through training.

4.6.8 Impact of Training on Job Performance

The distribution of the responses to the statement that respondents feel more effective in doing their jobs after participating in training programmes is reported in Table 4.24 and Figure 4.12. As indicated, most of the respondents agreed (45.8% or 33) that they feel more effective in doing their job after participating in the training programmes while another 11.1% (8) strongly agreed. A whopping 12.5% (9) were, however, undecided while 12.5% (9) disagreed/strongly disagreed.

Table 4.24: Feel More Effective after Training

	Freq	%
Feel more effective in doing my job after participating in training		
<i>Strongly disagree</i>	5	6.9
<i>Disagree</i>	11	15.3
<i>Undecided</i>	9	12.5
<i>Agree</i>	33	45.8
<i>Strongly agree</i>	8	11.1

Figure 4.12: Feel More Effective after Training

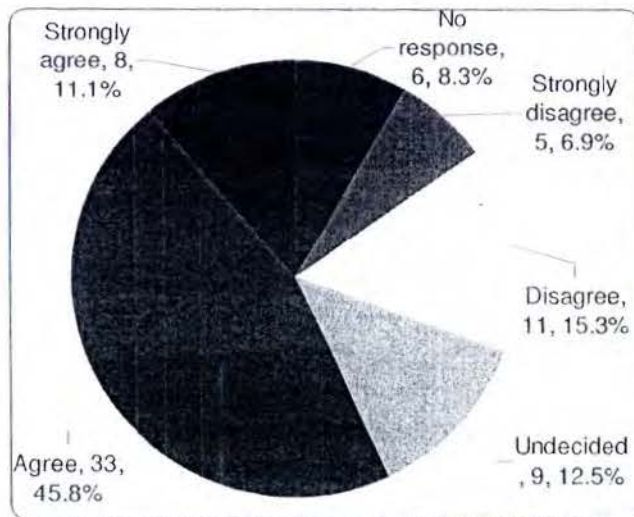


Table 4.25 is the cross-tabulation of some selected background elements and the levels of effectiveness of training on job performance. The results show that 48.7% of female respondents agreed that the training that they participated has had an effect on their job performance compared to 64.5% of male respondents who also indicated that the training that they participated has had an effect on their job performance. Respondents in the age category 30-39 years old (67.7%) were the largest age category who agreed/strongly agreed that the training that they participated have had an effect on their job performance.

Table 4.25: Feel More Effective after Training with Background Elements

	Feel more effective in doing my job after participating in training											
	Missing		Strongly disagree		Disagree		Undecided		Agree		Strongly agree	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Gender												
Missing	2	100.0										
Male	3	9.7	1	3.2	5	16.1	2	6.5	15	48.4	5	16.1
Female	3	7.7	4	10.3	6	15.4	7	17.9	16	41.0	3	7.7
Age group												
Missing	2	66.7	0	0.0	0	0.0	1	33.3	0	0.0	0	0.0
<30 years old	1	9.0	2	18.2	1	9.1	2	18.2	4	36.4	1	9.1
30-39 years old	3	9.7	1	3.2	2	6.5	4	12.9	17	54.8	4	12.9
40+ years old	1	3.8	1	3.7	8	29.6	3	11.1	11	40.7	3	11.1
Highest educational level												
Missing	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Completed high school	1	10.0	0	0.0	2	20.0	1	10.0	6	60.0	0	0.0
Certificate/Diploma/First degree	3	5.5	5	9.1	8	14.5	6	10.9	26	47.3	7	12.7
Higher degree	1	16.6	0	0.0	1	16.7	2	33.3	1	16.7	1	16.7
Division employed at NWP&TB												
Missing	3	15.8	1	5.2	2	10.5	4	21.1	5	26.3	4	21.1
Business Development	2	15.3	1	7.7	3	23.1	0	0.0	6	46.2	1	7.7
Human Resource	0	0.1	1	8.3	0	0.0	3	25.0	7	58.3	1	8.3
Finance/Administration	1	5.5	2	11.1	3	16.7	3	16.7	8	44.4	1	5.6
Office of the CEO	0	0.0	0	0.0	1	12.5	1	12.5	3	37.5	3	37.5
Biodiversity Conservation Management	0	0.0	0	0.0	2	100.0	0	0.0	0	0.0	0	0.0

4.7 Assessment of Training Effectiveness

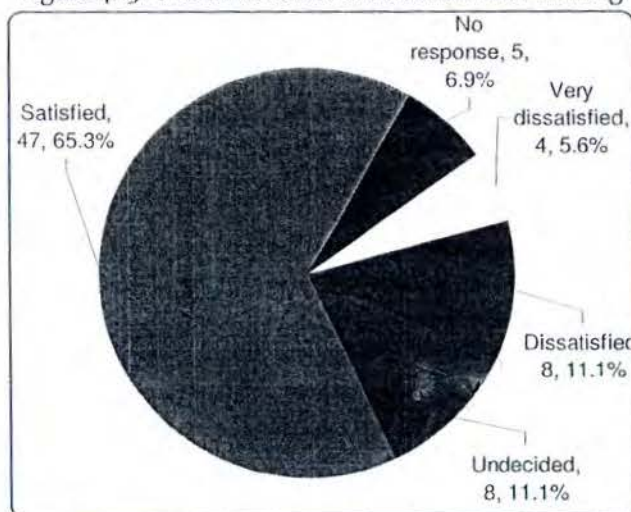
In this section, the effectiveness of staff training is assessed by assessing respondents' overall level of satisfaction of training programmes participated. Chi-square tests are performed in order to assess its association with some six (6) constructs – background elements, physical comfort elements, training venue control elements, work environment elements, frequency of training programmes attended, and perceived values and derived benefits of training.

Table 4.26 and Figure 4.13 are the distribution of responses to the overall levels of satisfaction of training respondents have participated. As shown, 65.3% (47) indicated they were satisfied compared to the 16.7% (12) who indicated they were dissatisfied while another 11.1% (8) were undecided/neutral.

Table 4.26: Overall Levels of Satisfaction with Training

Satisfaction level with training attended since joining NWP&TB	Freq	%
<i>Missing</i>	5	6.9
<i>Very dissatisfied</i>	4	5.6
<i>Dissatisfied</i>	8	11.1
<i>Undecided</i>	8	11.1
<i>Satisfied</i>	47	65.3

Figure 4.13: Overall Levels of Satisfaction with Training



4.7.1 Association with Background Elements

To investigate whether perceived effectiveness of staff training is associated with respondents' background elements, cross-tabulation with chi-square tests were performed and the results are summarized in Table 4.27. As revealed by the results:

- A relatively larger fraction of male respondents (71.0%) than female respondents (59.0%) were generally satisfied with the training programmes they have participated in since they joined the NWP&TB. The chi-square test results yielded no significance in the relationship between gender and respondents' perceived level of satisfaction with training programmes attended since joining the Board (chi-sq=1.1444, prob=0.7664, is greater than the 0.05).

Table 4.27: Chi-Square Test Analysis with Background Elements

	Satisfaction level with training attended since joining NWP&TB								Chi-Sq Test	
	Very dissatisfied		Dissatisfied		Undecided		Satisfied			
	Freq	%	Freq	%	Freq	%	Freq	%	Value	Prob
Gender									1.1444	0.7664
Male	1	3.2	4	12.9	3	9.7	22	71.0		
Female	3	7.7	4	10.3	5	12.8	23	59.0		
Age group									2.7713	0.8370
<30 years old	0	0	2	18.2	2	18.2	6	54.5		
30-39 years old	1	3.2	4	12.9	3	9.7	20	64.5		
40+ years old	2	7.4	2	7.4	3	11.1	19	70.4		
Years employed by NWP&TB									5.0807	0.5335
<5 years	0	0	4	20.0	3	15.0	13	65.0		
5-9 years	3	11.1	2	7.4	3	11.1	17	63.0		
10+ years	0	0	2	22.2	1	11.1	6	66.7		
Years been in current position									1.9300	0.5871
<5 years	1	2.9	6	17.1	4	11.4	22	62.9		
5+ years	2	7.7	2	7.7	4	15.4	18	69.2		
Highest educational level									3.5529	0.7369
Completed high school	0	0	1	10.0	1	10.0	6	60.0		
Certificate/Diploma/First degree	4	7.3	7	12.7	7	12.7	35	63.6		
Higher degree	0	0	0	0	0	0	6	100.0		
Division employed at NWP&TB									13.9759	0.3022
Business Development	0	0	1	7.7	1	7.7	9	69.2		
Human Resource	1	8.3	1	8.3	0	0	10	83.3		
Finance/Administration	1	5.6	2	11.1	4	22.2	10	55.6		
Office of the CEO	0	0	3	37.5	0	0	4	50.0		
Biodiversity Conservation Management	0	0	0	0	1	50.0	1	50.0		

- The 40+ years age category (70.4%) has the largest fraction of respondents indicating they were generally satisfied with the training programmes they have participated in since they joined the NWP&TB, followed by respondents in the 30-39 years age category (64.5%) and respondents in the <30 years old age category (54.5%). At the 0.05 level of significance, the chi-square test results showed no significance in the relationship between age group and respondents' perceived level of satisfaction with training programmes attended since joining the Board (chi-sq=2.7713; prob=0.8370, is greater than 0.05).

4.7.2 Association with Physical Comfort Elements

This section assesses the relationships between respondents' perceived level of effectiveness of training and physical comfort elements of training environment. Table 4.28 presents the cross-tabulation and chi-square test analyses results. The cross-tabulation results show the following important findings:

- A combined 70.2% who agreed that training facilities at training centres provided everything they needed indicated they were generally satisfied with the training programmes they have attended since joining the NWP&TB compared with the combined 14.9% who disagreed that the training facilities at the training centres provided everything they needed. The chi-square test, however, suggested no relationship between level of agreement to the statement that training facilities at training centres provided everything they needed and level of effectiveness of training programmes attended (chi-sq=6.9443; prob=0.8613, is greater than 0.05).
- A combined 78.8% who agreed that training facilities at training centres were easily accessible, indicated they were generally satisfied with the training programmes they have attended since joining the NWP&TB compared with the combined 10.7% who disagreed that the training facilities at the training centres were easily accessible. The chi-square test revealed a relationship between level of agreement to the statement that training facilities at training centres were easily accessible and level of

effectiveness of training programmes attended (chi-sq=25.9624; prob=0.0109, is less than 0.05).

Table 4.28: Chi-Square Analysis with Physical Comfort

	Satisfaction level with training attended since joining NWP&TB								Chi-Sq Test	
	Very dissatisfied		Dissatisfied		Undecided		Satisfied		Value	Prob
	Freq	%	Freq	%	Freq	%	Freq	%		
Training facilities provided everything I needed									6.9443	0.8613
Strongly disagree	0	0	0	0	0	0	1	2.1		
Disagree	1	25.0	1	12.5	1	12.5	6	12.8		
Undecided	1	25.0	2	25.0	0	0	5	10.6		
Agree	2	50.0	4	50.0	6	75.0	32	68.1		
Strongly agree	0	0	0	0	1	12.5	1	2.1		
Training facilities were easily accessible									25.9624	0.0109
Strongly disagree	0	0	1	12.5	0	0	2	4.3		
Disagree	1	25.0	0	0	0	0	3	6.4		
Undecided	1	25.0	3	37.5	0	0	3	6.4		
Agree	2	50.0	3	37.5	5	62.5	35	74.5		
Strongly agree	0	0	0	0	3	37.5	2	4.3		
Meals provided at trainings were good									7.6399	0.8126
Strongly disagree	0	0	0	0	1	12.5	4	8.5		
Disagree	0	0	1	12.5	0	0	4	8.5		
Undecided	1	25.0	1	12.5	4	50.0	15	31.9		
Agree	3	75.0	6	75.0	3	37.5	21	44.7		
Strongly agree	0	0	0	0	0	0	3	6.4		
Physical environment during training were pleasant									31.7053	0.0015
Strongly disagree	0	0	0	0	0	0	2	4.3		
Disagree	0	0	2	25.0	1	12.5	0	0		
Undecided	0	0	3	37.5	3	37.5	6	12.8		
Agree	3	75.0	2	25.0	3	37.5	37	78.7		
Strongly agree	1	25.0	0	0	1	12.5	0	0		
Lack of space made it difficult to learn									18.6344	0.0977
Strongly disagree	0	0	1	12.5	0	0	3	6.4		
Disagree	4	100.0	2	25.0	5	62.5	29	61.7		
Undecided	0	0	3	37.5	1	12.5	1	2.1		
Agree	0	0	1	12.5	2	25.0	8	17.0		
Strongly agree	0	0	1	12.5	0	0	1	2.1		

- A combined 51.1% who agreed that meals provided at training centres were good indicated they were generally satisfied with the training programmes they have attended since joining the NWP&TB compared with the combined 17.0% who disagreed that meals provided at training centres were good. The chi-square test shows no significant association between level of agreement to the statement that meals provided at training centres were good and level of effectiveness of training programmes attended (chi-sq=7.6399; prob=0.8126, is greater than 0.05).
- About 78% of the respondents who agreed that the physical environment during training sessions were pleasant indicated they were generally satisfied with the training programmes they have attended since joining the NWP&TB compared with the 4.3% who disagreed that the physical environment during training sessions was pleasant. The chi-square test also shows a significant association between level of agreement to the statement that the physical environment during training sessions was pleasant and level of effectiveness of training programmes attended (chi-sq=31.7053; prob=0.0015, is less than 0.05).
- About 19% who agreed that lack of space made it difficult for them to learn indicated they were generally satisfied with the training programmes they have attended since joining the NWP&TB compared with the 68.1% who disagreed that lack of space made it difficult for them to learn. The chi-square test shows no significant association between level of agreement to lack of space made it difficult for them to learn and level of effectiveness of training programmes attended (chi-sq=18.6344; prob=0.0977, is greater than 0.05).

4.7.3 Association with Training Venue Control Elements

This section assesses the relationships between respondents' perceived level of effectiveness of training and control elements of training environment. The cross-tabulation and chi-square analyses results are reported in Table 4.29. The cross-tabulation results show the following important findings:

Table 4.29: Chi-Square Analysis with Training Venue Control Elements

	Satisfaction level with training attended since joining NWP&TB								Chi-Square	
	Very dissatisfied		Dissatisfied		Undecided		Satisfied		Value	Prob
	Freq	%	Freq	%	Freq	%	Freq	%		
Training facilitators were strict about daily schedule									4.3471	0.8871
<i>Strongly disagree</i>	0	0	0	0	0	0	2	4.3		
<i>Disagree</i>	2	50.0	2	25.0	2	25.0	8	17.0		
<i>Undecided</i>	0	0	0	0	0	0	3	6.4		
<i>Agree</i>	2	50.0	5	62.5	6	75.0	32	68.1		
Training placed strict emphasis on following rules									10.6393	0.5601
<i>Strongly disagree</i>	0	0	1	12.5	2	25.0	2	4.3		
<i>Disagree</i>	1	25.0	1	12.5	0	0	8	17.0		
<i>Undecided</i>	0	0	0	0	1	12.5	4	8.5		
<i>Agree</i>	2	50.0	5	62.5	4	50.0	31	66.0		
<i>Strongly agree</i>	0	0	1	12.5	1	12.5	1	2.1		
Training facilitators kept a close watch on participants									11.4818	0.4881
<i>Strongly disagree</i>	0	0	2	25.0	2	25.0	4	8.5		
<i>Disagree</i>	1	25.0	1	12.5	4	50.0	7	14.9		
<i>Undecided</i>	0	0	1	12.5	1	12.5	5	10.6		
<i>Agree</i>	2	50.0	4	50.0	1	12.5	25	53.2		
<i>Strongly agree</i>	0	0	0	0	0	0	3	6.4		

- About 73% of the respondents who agreed that training facilitators were generally strict about daily schedules indicated they were generally satisfied with the training programmes they have attended since joining the NWP&TB compared with the 21.3% who disagreed that training facilitators were generally strict about daily schedules. The chi-square test also showed no significant relationship between level of agreement to the statement that training facilitators were generally strict about daily schedules and level of effectiveness of training programmes attended (chi-sq=4.3471; prob=0.8871, is greater than 0.05).
- Nearly 68% of the respondents who agreed that training placed strict emphasis on following the rules/regulations indicated they were generally satisfied with the training programmes they have attended since joining the NWP&TB compared with

the 21.3% who disagreed that training placed strict emphasis on following the rules/regulations. The chi-square test also shows no significant relationship between level of agreement to the statement that training placed strict emphasis on following the rules/regulations and level of effectiveness of training programmes attended (chi-sq=10.6393; prob=0.5601, is greater than 0.05).

- About 59% of the respondents who agreed that training facilitators kept a close watch on participants indicated they were generally satisfied with the training programmes they have attended since joining the NWP&TB compared with the 23.4% who disagreed that training facilitators kept a close watch on participants. The chi-square test also shows no significant relationship between level of agreement to the statement that training facilitators kept a close watch on participants and level of effectiveness of training programmes attended (chi-sq=11.4818; prob=0.4881, is greater than 0.05).

4.7.4 Association with Elements of Work Environment

This section assesses the relationships between respondents' perceived level of effectiveness of training and items relating to work environment. The cross-tabulation and chi-square analyses results are reported in Table 4.30. The cross-tabulation results show the following important findings:

- Only 27.7% of the respondents who agreed that their supervisors are never interested to know what they learn at training indicated they were generally satisfied with the training programmes they have attended since joining the NWP&TB compared with the 56.9% who disagreed that their supervisor are never interested to know what they learn at training. The chi-square analysis showed no significant relationship between level of agreement to the statement that their supervisor are never interested to know what they learn at training and level of effectiveness of training programmes attended (chi-sq=8.9911; prob=0.7037, is greater than 0.05).

Table 4.30: Chi-Square Analysis with Work Environment Elements

	Satisfaction level with training attended since joining NWP&TB								Chi-Square	
	Very dissatisfied		Dissatisfied		Undecided		Satisfied			
	Freq	%	Freq	%	Freq	%	Freq	%	Value	Prob
Supervisor never interested to know what I learned									8.9911	0.7037
Strongly disagree	0	0	1	12.5	2	25.0	6	12.8		
Disagree	2	50.0	2	25.0	4	50.0	22	46.8		
Undecided	0	0	0	0	1	12.5	3	6.4		
Agree	2	50.0	3	37.5	0	0	11	23.4		
Strongly agree	0	0	1	12.5	0	0	2	4.3		
Supervisor encouraged me to participate in training programmes									14.4892	0.2706
Strongly disagree	0	0	2	25.0	0	0	7	14.9		
Disagree	1	25.0	1	12.5	1	12.5	10	21.3		
Undecided	0	0	1	12.5	4	50.0	9	19.1		
Agree	3	75.0	2	25.0	1	12.5	17	36.2		
Strongly agree	0	0	0	0	2	25.0	3	6.4		
Resources are provided so I can apply and practice what I learned									8.3023	0.7611
Strongly disagree	0	0	3	37.5	1	12.5	6	12.8		
Disagree	1	25.0	0	0	1	12.5	7	14.9		
Undecided	1	25.0	1	12.5	2	25.0	9	19.1		
Agree	2	50.0	2	25.0	3	37.5	20	42.6		
Strongly agree	0	0	0	0	1	12.5	2	4.3		

- About 43% of the respondents who agreed that their supervisors encouraged them to participate in training programmes indicated they were generally satisfied with the training programmes they have attended since joining the NWP&TB compared with the 36.2% who disagreed that their supervisors encouraged them to participate in training programmes. The chi-square analysis revealed no significant relationship between level of agreement to the statement that supervisors encouraged them to participate in training programmes and level of effectiveness of training programmes attended (chi-sq=14.4892; prob=0.2706, is greater than 0.05).
- About 47% of the respondents who agreed that resources are always provided so they could apply and practise what they learn indicated they were generally satisfied with the training programmes they have attended since joining the NWP&TB

compared with the 37.7% who disagreed that resources are always provided so they could apply and practise what they learn. The chi-square analysis showed no significant relationship between level of agreement to the statement that resources are always provided so they could apply and practise what they learn and level of effectiveness of training programmes attended (chi-sq=8.3023; prob=0.7611, is greater than 0.05).

4.7.5 Association with Number of Training Programmes Attended

Respondents' overall satisfaction level with training programmes attended, serving as a proxy for the effectiveness of training, is further assessed in terms of its relationship with items measuring the perceived values and derived benefits of training. As shown in Table 4.31, about 45% of the respondents who have participated four or more times in training programmes were generally satisfied with training programmes they have participated since joining the NWP&TB compared with the 36.2% who have participated in training programmes not more than twice. The results further show no significant association between the number of training respondents have participated in training programmes and the level of satisfaction with training programmes attended since joining the NWP&TB (chi-sq=15.9307; prob=0.1944, is greater than 0.05).

Table 4.31: Chi-Square Analysis with Number of Training Programmes Attended

Number of training courses attended since joining NWP&TB	Satisfaction level with training attended since joining NWP&TB								Chi-Sq Test	
	Very dissatisfied		Dissatisfied		Undecided		Satisfied			
	Freq	%	Freq	%	Freq	%	Freq	%	Value	Prob
									15.9307	0.1944
Once	3	75.0	2	25.0	5	62.5	11	23.4		
2 times	0	0	0	0	1	12.5	6	12.8		
3 times	0	0	3	37.5	0	0	5	10.6		
4 times	1	25.0	2	25.0	0	0	14	29.8		
5+ times	0	0	1	12.5	1	12.5	7	14.9		

4.7.6 Association with Perceived Values and Derived Benefits of Training

Respondents' overall satisfaction level with training programmes attended, serving as a proxy for effectiveness of training, is further assessed in terms of its relationship with items measuring the perceived values and derived benefits of training. Table 4.32 presents the cross-tabulation results of items describing the perceived Values and Derived Benefits of Training with the overall levels of satisfaction with training programmes participated by respondents and the chi-squared test results.

Table 4.32: Chi-Square Analysis with Perceived Values and Derived Benefits of Training

	Satisfaction level with training attended since joining NWP&TB								Chi-Sq Test	
	Very dissatisfied		Dissatisfied		Undecided		Satisfied			
	Freq	%	Freq	%	Freq	%	Freq	%	Value	Prob
Most training participated were directly relevant to my job									10.8094	0.2890
<i>Disagree</i>	1	25.0	1	12.5	0	0	1	2.1		
<i>Undecided</i>	0	0	0	0	1	12.5	2	4.3		
<i>Agree</i>	2	50.0	4	50.0	6	75.0	36	76.6		
<i>Strongly agree</i>	0	0	2	25.0	1	12.5	7	14.9		
Most training participated were directly relevant to my job									10.8094	0.2890
<i>Disagree</i>	1	25.0	1	12.5	0	0	1	2.1		
<i>Undecided</i>	0	0	0	0	1	12.5	2	4.3		
<i>Agree</i>	2	50.0	4	50.0	6	75.0	36	76.6		
<i>Strongly agree</i>	0	0	2	25.0	1	12.5	7	14.9		
From most training participated, trainers were very competent									4.0840	0.6653
<i>Undecided</i>	1	25.0	1	12.5	0	0	9	19.1		
<i>Agree</i>	3	75.0	5	62.5	8	100.0	32	68.1		
<i>Strongly agree</i>	0	0	0	0	0	0	4	8.5		
Most training participated in were very interesting									14.2132	0.1149
<i>Strongly disagree</i>	0	0	1	12.5	0	0	1	2.1		
<i>Undecided</i>	0	0	2	25.0	2	25.0	1	2.1		
<i>Agree</i>	4	100.0	4	50.0	6	75.0	32	68.1		
<i>Strongly agree</i>	0	0	1	12.5	0	0	9	19.1		

Table 4.32 continued: Chi-Square Analysis with Perceived Values and Derived Benefits of Training

	Satisfaction level with training attended since joining NWP&TB								Chi-Sq Test	
	Very dissatisfied		Dissatisfied		Undecided		Satisfied			
	Freq	%	Freq	%	Freq	%	Freq	%	Value	Prob
I find most training participated in very useful									6.7447	0.6637
Disagree	0	0	1	12.5	0	0	2	4.3		
Undecided	0	0	1	12.5	2	25.0	5	10.6		
Agree	4	100.0	4	50.0	4	50.0	35	74.5		
Strongly agree	0	0	0	0	0	0	4	8.5		
Learned some specific skills through the training									9.6422	0.3802
Disagree	1	25.0	1	12.5	0	0	5	10.6		
Undecided	0	0	1	12.5	3	37.5	6	12.8		
Agree	2	50.0	4	50.0	2	25.0	28	59.6		
Strongly agree	0	0	1	12.5	3	37.5	7	14.9		
My job performance improved since participated in training									23.6153	0.0229
Strongly disagree	0	0	0	0	1	12.5	2	4.3		
Disagree	0	0	1	12.5	0	0	5	10.6		
Undecided	0	0	2	25.0	3	37.5	2	4.3		
Agree	1	25.0	4	50.0	3	37.5	30	63.8		
Strongly agree	2	50.0	0	0	1	12.5	3	6.4		
Been able to practice on the job, most skills gained thru training									23.5352	0.0235
Strongly disagree	0	0	0	0	2	25.0	1	2.1		
Disagree	0	0	3	37.5	1	12.5	4	8.5		
Undecided	0	0	3	37.5	0	0	6	12.8		
Agree	4	100.0	2	25.0	4	50.0	31	66.0		
Strongly agree	0	0	0	0	0	0	3	6.4		
Feel more effective in doing my job after participating in training									10.6369	0.5603
Strongly disagree	1	25.0	1	12.5	1	12.5	2	4.3		
Disagree	1	25.0	1	12.5	2	25.0	7	14.9		
Undecided	0	0	2	25.0	2	25.0	5	10.6		
Agree	2	50.0	2	25.0	2	25.0	25	53.2		
Strongly agree	0	0	2	25.0	0	0	5	10.6		

Of the seven items assessed against training effectiveness, as measured by the level of satisfaction with training programmes attended by participants, only two of them indicated a significant relationship – levels of agreement with:

- My job performance improved since participated in training (chi-sq=23.6153; prob=0.0229, is less than 0.05).
- Been able to practise on the job, most skills gained through training (chi-sq=23.5352; prob=0.0235, is less than 0.05).

4.8 Summary

Based on the data of 72 respondents, the multi-items measures were subjected to a reliability check. For the multi-item scale, the set of items that correspond to each theoretical construct was initially subjected to an examination of Cronbach's alpha. This chapter also provides a detailed discussion of the results of hypothesis testing. Statistical evidence presented indicates that the affective and utility dimensions of the perceived effectiveness of training are significantly related to accessibility of training facilities at training centres (item A1), the level of pleasantness of physical environment at training centres (item A4), the level improvement made on job performance as a result of training (item C8), and the ability to practice on the job most skills gained through training (item C9).

CHAPTER 5

Summary of Findings, Conclusions and Recommendations

5.1 Introduction

This study was undertaken with employees at the head-office of the North West Parks and Tourism Board in Mafikeng, South Africa, aiming to investigate effectiveness of staff training. This led to the development of a number of chi-square tests of respondents' perceived effectiveness of training with three important constructs – respondents' background elements, physical environment, and work environment. This final chapter presents the overview of the study, conclusions, implications, limitations of the study and recommendations for future study.

5.2 Study Overview

The purpose of this study was to examine the perceived factors of training effectiveness at the head office of the North West Parks and Tourism Board. To help achieving the aim, the following objectives were put forward:

- i. Assessing the relationship between employees' personal characteristics, for example, age, gender, highest education level, and length of working in current job and staff training effectiveness at the North West Parks and Tourism Board.
- ii. Assessing the relationship between training environment and staff training effectiveness at the North West Parks and Tourism Board.
- iii. Assessing the relationship between work environment and staff training effectiveness at the North West Parks and Tourism Board.
- iv. Assessing the relationship between employees' perceived values and derived benefits of training and staff training effectiveness at the North West Parks and Tourism Board.

- v. Making necessary recommendation regarding staff training at the North West Parks and Tourism Board.

Quantitative survey method was used to obtain information from respondents. First are the demographic factors or personal information about the respondents which needed to be considered in the study to describe the respondents' characteristics and their background. Different personal backgrounds would mean different personality and different levels of training effectiveness among the respondents. The demographic part was dealt based on the descriptive analysis, bar and pie charts. The aims of the analysis were to see the total percentage of those respondents based on the personal characteristics which as mentioned earlier include gender, age, marital status, educational level and work experience.

The following sections outline the extent to which these objectives were achieved.

5.2.1 Respondents' Personal Characteristics and Training Effectiveness

In order to address the first study objectives, exploratory techniques including frequency analysis, pie and bar charts, and cross-tabulation analysis, were used. One inferential analytical method, namely, chi-square test, was used to assess the relationship of respondents' background elements with the overall effectiveness of staff training.

In all, 72 respondents participated in the study. Of the 72 respondents, 39 were females and 31 were males. A vast majority (59) were Blacks/Africans while 7 were Coloureds/Whites. Of the 72 respondents, 47 indicated they were single while 24 indicated they were married. Most of the respondents indicated their highest level as having certificates, diplomas and first degrees (55) followed by 10 indicated they had high school certificates. Only 6 indicated they had higher degrees.

Of the 72 respondents, 53 indicated the divisions they belonged to with most of them working in the Finance/Administration Division (18) followed by Business Division (13) and Human Resources Division (12). Just over 10% of the respondents were from the Office of the

CEO (8) while 2 were from Biodiversity Conservation Management Division. Of the 72 respondents, 66 provided information on the number of trainings they have attended with most of them indicating they have attended only one training (22) followed by respondents who have attended four trainings (17), three and five or more trainings (10).

The results from analyzing the background elements did not reveal any associations with the overall levels of satisfaction with training programmes respondents have participated – the proxy variables for the levels of effectiveness of training programmes participated by respondents.

5.2.2 Training Environment and Training Effectiveness

In order to address the second study objective, exploratory techniques including frequency analysis, pie and bar charts, and cross-tabulation analysis, were again used. Again, one inferential analytical method, namely, chi-square test, was used to assess the relationship of training environment with the overall effectiveness of staff training.

About 69% (50) of the respondents agreed that meals provided at training centres were good indicated compared with the 15.3% (11) who disagreed that meals provided at training centres were good. Just over three-quarters (76.4% or 55) of the respondents agreed that training facilities at training centres were pleasant compared with the 9.7% (7) who disagreed that training facilities at training centres. About 57% (41) of the respondents also agreed that meals provided at training centres were good compared with the 14% (10) who disagreed. About 69% (50) also agreed that the physical environment at training centres were pleasant as opposed to the only 8.3% (6) who disagreed. While 68% (49) agreed that training facilitators were strict about daily schedules, about 24% (16) disagreed. Most of the respondents also agreed (66.7% or 48) that the training programmes they participated placed strict emphasis on following rules/regulations as opposed to the 22.2 (16) who disagreed. Just over half (54.2% or 39) of the respondents agreed that the training facilitators usually kept a close watch on participants compared with the 29.2% (21) who disagreed.

Only two physical comfort items of training environment were found to have significant relationship with the effectiveness of training programmes – the level of accessibility of training facilities at training centres and that the level of pleasantness of physical environment during training sessions. None of the training centre control items was found to have any significant association with the effectiveness of training programmes while none of the three items of work environment was also found to have a significant association with the effectiveness of training programmes.

5.2.3 Work Environment and Training Effectiveness

In order to address the third study objective, frequency analysis, pie and bar charts, and cross-tabulation analysis, were again used. Again, chi-square tests were conducted with the view of assessing the relationship of training environment with the overall effectiveness of staff training.

Of the 72 respondents, only about 28% of the respondents who agreed that their supervisor are never interested to know what they learn at training indicated they were generally satisfied with the training programmes they have attended since joining the NWP&TB compared with the nearly 57% who disagreed that their supervisors are never interested to know what they learn at training. About 43% of the respondents who agreed that their supervisors encouraged them to participate in training programmes indicated they were generally satisfied with the training programmes they have attended since joining the NWP&TB compared with the 36.2% who disagreed that their supervisors encouraged them to participate in training programmes. About 47% of the respondents who agreed that resources are always provided so they could apply and practice what they learn indicated they were generally satisfied with the training programmes they have attended since joining the NWP&TB compared with the 37.7% who disagreed/strongly disagreed that resources are always provided so they could apply and practise what they learn.

The chi-square analysis showed no significant relationship between the level of effectiveness of training programmes attended and the level of agreement to the statement that

respondents' supervisors are never interested to know what their staff learn at training and the level of effectiveness of training programmes attended, the level of agreement to the statement that supervisors encouraged them to participate in training programmes, and the level of agreement to the statement that resources are always provided so they could apply and practise what they learn.

5.2.4 Perceived Values and Derived Benefits of Training and Training Effectiveness

Here again, frequency analysis, pie and bar charts, and cross-tabulation analysis, were used to describe the responses to the items. Chi-square tests were also performed to assess the relationship of the perceived values and derived benefits of staff training with the overall effectiveness of staff training. Of the 72 respondents, a combined 86.1% (62) agreed that their training programmes have been relevant to their jobs. Only 4.2% (3) disagreed. Most of the respondents also agreed (72.2% or 52) that the trainers they had were competent while another 5.6% (4) strongly agreed. Most of the 72 respondents also agreed (68.1% or 49) that most of the training they have participated have been interesting while another 13.9% (10) strongly agreed. About 4% (3) of the respondents also strongly disagree. Most of the respondents agreed (69.4% or 50) that the training programmes they have participated have generally been useful while another 5.6% (4) strongly agreed. Only 4.2% (3) disagreed that the training programmes they have participated have generally been useful.

Of the 72 respondents, 50.0% (36) agreed that they learnt specific skills during the training while another 15.3% (11) strongly agreed. About 10% (7), however, disagreed. Most of the respondents agreed (55.6% or 40) that their job performance improved after having been trained while 12.5% (9) disagreed. Just over a tenth (11.1%) was neutral/undecided. Most of the respondents agreed (59.7% or 43) that they have been able to practise what they gained from training while another 4.2% (3) strongly agreed. The majority of the respondents also agreed (45.8% or 33) that they felt more effective in doing their job after participating in the training programmes while another 11.1% (8) strongly agreed.

Of the nine items on the perceived values and derived benefits of training, only two were found to have significant associations with the effectiveness of training programmes – the level of improvement respondents have had after participating in training programmes and the ability to practise on the job those skills learned from participating in training programmes.

5.3 Conclusion and Implications of the Study

The results of this study provide major contribution to knowledge of training and development. First, they provide clear understanding of organisation and individual variables on training effectiveness in organization. There has been very little empirical work done in South Africa to verify or refute them. This study has described the key factors and their effects on training effectiveness. From the findings it has been found that a relationship existing between two items of training environment and two items of work environment with the training effectiveness. Therefore, these findings suggest that it is important for HR Division to ensure that the appropriate training and work environments are created during the conduct of training programmes to employees of the North West Parks and Tourism Board.

5.4 Study Limitations

This study has potential limitations and delimitations. The following boundaries, established at various stages of the research, act as limiting factors to the generalizeability of the results:

- The study was confined to employees of the North West Parks and Tourism Board stationed at the Mafikeng head office is a delimiting factor. The sample did not include staff members from other locations including game parks and reserves and information centres. Perceptions of staff members located outside the head office are not investigated.

- One of the limitations is that the study focused on the training and development system within one parastatal, the North West Parks and Tourism Board. Thus, any conclusions drawn from the study might not be generalised beyond the North West Parks and Tourism Board. Conversely, the conclusions might extend to other parastatals and government agencies that share a similar organisation, hierarchy, and culture.
- The fact that employee survey data is used as the basis for evaluating employees' perceptions about the effectiveness of training and development programmes offered by the organisation is another potential limitation. In addition, the data might be subject to bias by the structure of the questionnaire and the sincerity of participants' responses.
- The perceived training effectiveness evaluation scale was developed and tested specifically to the organisation being studied;
- The scale was developed specifically to assess the perceived training effectiveness sessions;
- The sample is small due to the fact that the only employees at the head office of the organisation were focused on. Content validity was determined through the use of expert judges (Gregory, 2000).

5.5 Recommendations and Suggestions for Future Research

On the basis of the findings and conclusions reached, the following recommendations are made in order to improve the effectiveness of training and development practices at the North West Parks and Tourism Board.

- i. Findings from this study should be replicated. Although many important findings were identified in the study, they were from one location – the head office of the North West Parks and Tourism Board. Studies from other locations showing the similar findings with different participants are important for generalizability.

- ii. To make this study more comprehensive, a larger population of employees should be surveyed. Generalization of the study results to the whole staff of organisation should be made with caution due to the limited scope of the study.
- iii. It is recommended that further research be conducted to investigate more thoroughly the relative influence of background characteristics of respondents on the perception effectiveness of staff training at the North West Parks and Tourism Board.
- iv. This study used only one parastatal, therefore, it would be beneficial for future research to consider the suggestion that the study should be extended to public and private organisations to enhance the consistency of the results.
- v. It is also recommended that further studies be conducted in order to determine the validity of the findings in other organization as well as taking into consideration other constructs to measure training effectiveness so that this will increase the accuracy of understanding the drivers that could impact staff training.
- vi. There is a need to assess staff members' performance once they return from training and development programmes. Assessment refers to a process of finding out from the individual how the training or development process has enabled them to improve their job performance, and how it has benefited both the employee and the organisation. This will ascertain whether the training and development programmes have been effective.
- vii. The Human Resources Division, in consultation with divisional and unit heads, should conduct a performance appraisal analysis in order to ensure that staff members transfer their new skills to their jobs. This can be done in the form of submission of reports for administrative and support staff members two or three months after staff have returned from training to the Human Resources Division. It is only through performance appraisal that divisional and unit heads can view the bottom results of training and development programmes. It is only when performance appraisals are

conducted, that better feedback and improvement of training programmes can be conveyed to those who provide the training.

5.6 Summary

This chapter has summarised the entire study undertaken aiming to investigate effectiveness of staff training at the North West Parks and Tourism Board in Mafikeng, South Africa. The main findings, conclusions derived from the study, implications and recommendations and suggestions for future research have also been presented.

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Appendix

Survey Questionnaire Instrument

Evaluation of Effectiveness of Staff Training at North West Parks and Tourism Board An Ad-Hoc Study by the Research and Planning Unit

You have been selected as a participant in exploratory research on the evaluation of training effectiveness. This research will contribute towards a more structured and effective way of measuring the performance of training courses undertaken by staff of the North West Parks and Tourism Board. Your participation in this study is appreciated.

PART A: TRAINING ENVIRONMENT

For each statement, please evaluate, based on the training programmes you have attended since you joined the NWP&TB and tick ONE response that best describes your level of agreement.

Physical Comfort

		Strongly disagree 1	Disagree 2	Undecided 3	Agree 4	Strongly agree 5
A1	In most of the training programmes I have participated, the training facilities provided everything I needed to assist in the training					
A2	In most of the training programmes I have participated, the training facilities were easily accessible/reachable					
A3	In most of the training programmes I have participated, the meals provided were good					
A4	In most of the training programmes I have participated, the physical environment were pleasant enough to work in					
A5	In most of the training programmes I have participated, the lack of space made it difficult to learn					

Control

		Strongly disagree 1	Disagree 2	Undecided 3	Agree 4	Strongly agree 5
A6	In most of the training programmes I have participated, facilitators were strict about participants following the daily schedule					
A7	In most of the training programmes I have participated, there was strict emphasis on following rules and regulations					
A8	In most of the training programmes I have participated, facilitators rather kept a close watch on participants					

Organisational Commitment

How has the participation in training impacted on your commitment to NWP&TB on the basis of the following?

		Yes	No
A9	It has increased my commitment with the NWP&TB		
A10	It has increased my wish to be identified with the NWP&TB		
A11	It has increased my involvement at work designation		
A12	It has increased my job loyalty		

PART B: WORK ENVIRONMENT

For each statement, please evaluate, based on the training programmes you have attended since you joined the NWP&TB and tick ONE response that best describes your level of agreement.

		Strongly disagree 1	Disagree 2	Undecided 3	Agree 4	Strongly agree 5
B1	My supervisor has never been interested to know what I learned from the training programmes I have participated					
B2	My supervisor was the one who encouraged me to participate in the training programmes					
B3	I'm given the resources, including tools, equipment, or materials, whereby I can apply and practice what I have learned					

PART C: TRAINING EFFECTIVENESS

For each statement, please tick ONE response that best describes your level of agreement regarding the effectiveness of training programmes you have participated since you joined the NWP&TB.

C1. As far as you can remember, how many training courses have you attended since you joined the North West Parks and Tourism Board?

1	Once
2	Twice
3	Three
4	Four
5	Five or more

C2. Overall, how satisfied are you with the training courses attended so far since you joined the North West Park and Tourism Board?

1	Very dissatisfied
2	Dissatisfied
3	Undecided
4	Satisfied
5	Very satisfied

		Strongly disagree 1	Disagree 2	Undecided 3	Agree 4	Strongly agree 5
C3	Most of the training programmes I participated in were directly relevant to my job					
C4	In most of the training programmes I participated in, the trainers were very competent in providing the training					
C5	In my opinion, most of the training programmes I participated in were very interesting					
C6	I find most of the training programmes I participated in very useful					

		Strongly disagree 1	Disagree 2	Undecided 3	Agree 4	Strongly agree 5
C7	I have learned some specific skills through the training courses I have attended so far					
C8	My job performance has improved since I participated in the training programmes					
C9	I have been able to practice on the job, most of the skills I learned from participating in the training programmes					
C10	I feel more effective in doing my job after participating in the training programmes					

PART D: BACKGROUND INFORMATION

D1. Gender

1	Male
2	Female

D2. Ethnic orientation

1	White
2	Coloured
3	Black/African
4	Indian/Asian

D3. Age group

1	Under 25 years old
2	25-29 years old
3	30-34 years old
4	35-39 years old
5	40-44 years old
6	45+ years old

D4. Number of years employed NWP&TB: years

D5. Number of years in current position: years

D6. Marital status

1	Single
2	Married

D7. Education level

1	Some high school
2	Completed high school
3	Certificate/Diploma/First degree
4	Higher degree

D8. In which of the following functional areas of the Board are you employed?

1	Business Development	
2	Human Resource	
3	Finance/Administration	
4	Office of the CEO	
5	Biodiversity Conservation Management	
6	Hotel Schools	
7	Marketing	