Investigating The Mediating Role Of Training Motivation On Training Effectiveness, With Respect To Training Culture And Supervisor Support

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ABSTRACT

This study investigates into influence of training program culture, Supervisor support on training motivation and combined all effect on training effectiveness. The entire cross-sectional study was conducted with 470 responses of front level managers, newly entered, employees on probation period from Major cities of Gujarat. The study revealed the positive impact of training program culture, Supervisor support and training motivation on training effectiveness. The findings of this study provide valuable insights to consultants, training agencies, organisations and human resource department. It helps them to design and formulate strategies related to training to increase the its effectiveness.

KEYWORDS Training effectiveness, training motivation, program culture, supervisor support.

INTRODUCTION

An organization's human resource is considered a valuable asset (Armstrong M., 2006). Human capital and quality of employees are crucial preconditions and determinants for the development of an organization and its success in the long run (European Commission, 2005). Employee development by training is suggested as an effective and prudent solution to improve their HR infrastructure (Foot M. & Hook C., 2002)

"Training is a systematic approach to learning and development that improves individual, team, and organizational performance" Training is an important step toward enhancing employees' abilities and potential. This enhances the value of the business and makes it more effective (Aguinis, H. & Kraiger, K., 2009)

An organizational intervention can be defined as a set of activities designed to facilitate the acquisition of knowledge, attitudes, and skills among its people to improve future job performance and contribute to the organization's goals (Edralin & M.D., 2004)

Training's effectiveness has been a concern for many organizations and organizations, regardless of their type or nature. In recent years, organizations have realized the importance of training and the role it plays in enhancing employee productivity. Furthermore, it provides the organization with the ability to survive, especially in today's tough competition landscape. Training is the best method for preparing employees with certain skills or enabling them to improve their performance (Shree & S., 2017)

Investing in employee training is something that should be desiderated, but it is also

something that a company must enact its resources into if it desires to keep a highly skilled, knowledgeable, and skilled workforce. An organization that aspires to grow and enlarge must be in harmony with the changing needs of the environment. Training ultimately acts as a vehicle to upgrade employee skills and enable them to perform better in their job but also of the organisation (Ertemsir, & Yasemin, 2012)

RESEARCH GAP

RESEARCH QUESTION

1. **What factor influence the Training Effectiveness?**
2. **What is the role of Training Culture, Supervisor Support on Training motivation and final effect on training effectiveness?**

LITERATURE REVIEW

We will live in the 21st century with organizations that are able to learn better and faster than their competitors (Marquardt, , 2002)

Knowledge and information have become important competitive advantages in a market economy where uncertainty is common (Gazija, A., 2002) Organizations need to attract and nurture people with the ability to use human resources effectively (Ahlawat, Shikha., 2013) Firms need to attract and nurture people that are capable of being productive in their area of expertise. (Ertemsir, & Yasemin, 2012)

The purpose of training is to emphasize growth and development of personnel to help them obtain all the necessary knowledge and skills (Noe & R.A., 2010) to perform their jobs more efficiently. Aside from the newcomers, the training is for current employees as well. It is ongoing training that plays a vital role in human resource development (HRD), as it enables employees to cope with rapidly changing task requirements (Zahra, Iram, and Naeem, 2014).

Hence, the training programs are implemented for many purposes of organization, such as: replacement preparation, career objectives or promotion.

Training that is effective teaches skills and behaviours that benefit the organization. Training is effective and successful when it meets the organization's needs and its results achieve the organization's objectives (Noe & R.A., 2010)

Knowledge is considered a primary resource of the 21st century, as it can provide a sustainable advantage in the long run (Gonzalez, R.V. D., 2014)

To develop and nurture employee knowledge and expertise, firms need to provide internal and external training options, and also offer a variety of professional development activities. (Boud, D., 2012)

In order to build a well-managed and high-quality training company, standards such as ISO 29990 are crucial. However, standards should not be taken for granted. If possible, they should be empirically verified and specified.

(Clegg B. , 2010) In order to make sure the quality tools are used correctly; training plays a vital role in lifting staff awareness in the area of quality management

Several factors affect training, such as management support, peer support, adequate resources, and the results of training in the job setting (Sanjeevkumar, V., 2012).

While other variables have been found to impact the positive results of training, including participants, training material, organizations, and trainers, this research is restricted only to the training environment and trainee motivation, as proposed by previous literatures, that may assist in increasing the effectiveness of training.
(Almakhadmah, I., et al., 2012)

Management quality can be influenced by training design, but not all aspects of management are covered. Training effectiveness and its impact on employee performance are also areas of study (Clegg, B., , 2010)

TRAINING PROGRAM CULTURE

Researcher has identified number of factors as important elements in Training effectiveness and one of them is Training Program Culture.

Culture refers to the surroundings or conditions of the medium in which a training programme takes place. It entails sound clarity and level, correct lighting such as colour and strength, active needed hardware and devices such as computers, and arranging the site for U-shaped tables, groups, or parking spots, as well as utilizing other training resources (Sanjeevkumar, V., 2012)

Researcher finds that high quality, sound learning programs that are evaluated not only for their effectiveness, but also for their potential to make a difference are the most important elements of a learning culture (Rosenberg, 2014). Organizations dedicated to continuous learning have a training culture as a key element in their business strategy. They challenge their own methods and ways of working continuously. The result is continuous improvement and the ability to adapt (Developing a True Organisation Learning Culture. (n.d.)).

Training culture is an environment that supports and encourages collective discovery, sharing, and applications of knowledge (Gill, 2010)

Training culture is one in which learning is recognized as absolutely critical for business success; in such an organization, learning has become a habitual and integrated part of all organizational functions (Marquardt, Michael. J., 2002)

The concept of organizational learning culture is proposed and defined as a set of norms and values about the functioning of an organization (Skerlavaj et al. (2007)

A learning culture is an environment in which people are committed to their own growth and development as professionals and apply their learning in reflective practice. It involves accepting a set of attributes, values and practices, which support a continuous process of learning for an organisation and its members

H1:   In organization Training program culture will be positively related to their Training motivation

SUPERVISOR SUPPORT

Supervisors play a significant role in their subordinates' training motivation (Facteau, J.D., Dobbins, G.H., Russell & J.E.A., Ladd, R.T. and Kudisch, J.D, 1995)
Researcher found that trainees with more supportive supervisors attended training programs with stronger beliefs in the programs' usefulness, which is an important factor in employee
motivation (Cohen, D.J., 1990)

They suggest that supervisor support may positively influence motivation because it positively impacts trainees' expectancies and instrumentalities. Specifically, it is highly likely that immediate supervisors cue the implications of training participation to employees through performance evaluations at the end of the year and through discussions during the performance period. In addition, it is highly likely that these supervisors provide support for employees to successfully participate in and complete the training programs. (Farr, J.L. , 1990)

H2:   Perceived supervisor support will be positively related to employee trainingmotivation

TRAINING MOTIVATION

(Kirkpatrick, 1970) Motivation is connected with other essential factors to form an appropriate

environment for training transfer to reach the effectiveness and the aim of the training. For example, suitable training facilities will motivate the employees to attend and make the learning actually happen. Otherwise, their negative feeling will not be limited to the training itself, but to the organization in general and to the HR or training department specifically

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

Trainees with high levels of motivation are likely to increase their training transfer, training

maintenance and training generalization, this effect will be weakened when employees also hold a high-performance goal orientation. This occurs for several reasons.

H3: Employee Training motivation positively related to Training effectiveness

Method
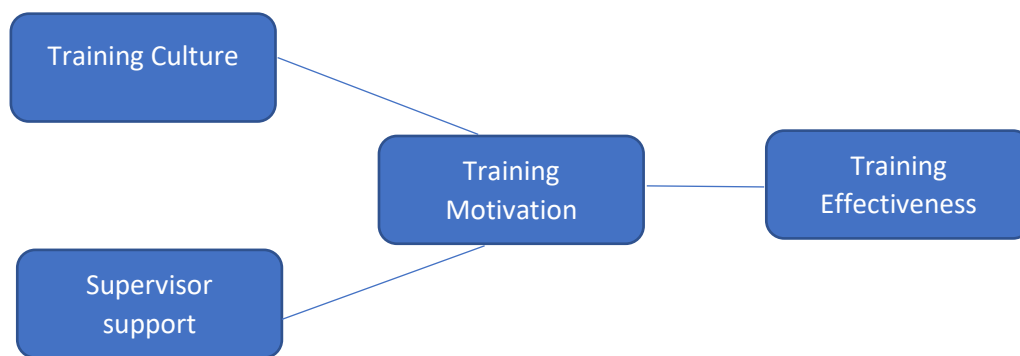
TRAINING EFFECTIVENESS:

(Ghosh, P., & Mukherjee, U., , 2011) Training has been defined as the trainee's behavioural influential process. It is a tool that allows the organization to survive and causes its persistence. The benefit of it is not limited to the organization, but to the employees as well by accommodating them with the

expertise needed to meet the modern advancement in the work fields. It forms one of the methods to save the organization's investments. This is clearly valid in the event that new capabilities gained were applied in the work environment.

Training effectiveness is another factor to be taken into consideration by people in charge of setting the organization's development plans. Training effectiveness is the relationship between the input variables, output variables and the process or transfer factor.

(Bimpitsos, C., , 2012) a successful systematic approach is a result of frequent evaluation and previous testing. This function integrates many different evidences to improve the learning and training activities. It requires the involvement of three parties, the assessment tool, the training/evaluation participants, and the party tracking this process, studying and using the results to improve them continuously.

H4:

CONCEPTUAL STRUCTURAL MODEL

Factor affecting Training Effectiveness: Model

From the literature and previous research work the conceptual structure of the Overall impact of the Independent Variable on the dependent variables can be carried out considering the training culture and Supervisor Support which has made impact on the Training Motivation and finally affected to training effectiveness.

Apart from Training culture and Supervisor support, there are other factors which plays the crucial role in the overall impact of training motivation and training effectiveness. Here, researcher has made limitation of the study by considering factors mentioned in model only.

RESEARCH PROCESS:

1. RESEARCH DESIGN:

Research Design which helps in achievement of the research objectives and decisions related to research process and data collection methods used. Descriptive research design is used when the researches want to find out improved results on existing work. The researcher has used descriptive research design. This is unique attempt made by researcher trying to derive new conclusions with fresh collection of data in different geographical region, demographic profile and with different techniques (Malhotra N. , 2019)

MEASUREMENT DEVELOPMENT:

We developed an online questionnaire to collect data. Measurement scales of the research model constructs were adopted from previous related studies. We used 5-point Likert scales (1) SD= Strongly Disagree, 2) D= Disagree, 3) N= Neutral, 4) A= Agree, 5) SA= Strongly Agree) for 32 statements. The questionnaire contained a few questions related to demographic characteristics such as age, gender, education, monthly income.

DATA COLLECTION, SAMPLE DESIGN, SAMPLING:

Here, researcher has collected data from the inhouse technical training and soft skill arranged from the IT sector of Gujarat. Majorly from the Ahmedabad, Baroda, Surat and Gandhinagar. Total 470 samples were collected through structured questionnaire survey. In this research researcher has collected data face to face mole interception from the different training which was kept inhouse. Respondents of these data collection were front level managers, newly entered, employees on probation period.

Considering the wider geographic urban large number of distributors, the determination of sample size is challenging. While dealing with the multivariate regression analysis,

DEMOGRAPHIC ANAYSIS

Demographic Statistics of respondents

			Frequency	Percent
GENDER		MALE	224	47.7
		FEMALE	246	52.3
		Total	470	100
AGE		<30	263	56
		>30	207	44
		Total	470	100
EDUCATION		UG	78	16.6
		GRADUATE	150	31.9
		POSTGRADUATE	148	31.5
		OTHERS	94	20
		Total	470	100
INCOME		<20	35	7.4
		20-50	117	24.9
		50-100	201	42.8
		>100	117	24.9
		Total	470	100

Respondent characteristics shows that, (47.7%) Male and 52.3% Female has responded. Participants were from different age groups less than 30 years (56%), more than 30 years (44%). (16.6%) respondents are Undergraduates and (31.9%) were Graduates, (31.5%) Post graduates and rest 20% respondents are from other education background. (7.4%) participants were from income group of less than 20,000, from 20000 to 50000 (24.9%) respondents and (42.8%) were from the income group of 50000 to 100000 and more than 1 lac income group respondents were (24.9%).

TOOLS AND TECHNIQUES FOR DATA ANALYSIS:

(Amin, Azhar, & Akter, 2015) The collected data were coded into SPSS 25 and Ms Excel program for descriptive statistical analysis in which the values of frequency and percentage have been calculated before running the available date on PLS-SEM analysis.

To test the hypothesis SMART PLS 3.0 was employed. The path analysis is applied in structural model and significance of direct and mediating relationships evaluated through the bootstrap techniques (5000). Further Multi Group Analysis has been performed keeping experience as categorical moderator.

MEASUREMENT MODEL:
Reliability and validity:

Reliability:

(Cavana, 2001) The first thing was to analyse the internal consistency of structured questionnaire, whether respondents understand the meaning of the statements and they are consistent while giving the response of the various statements. A popular and widely accepted approach to measure reliability is to use the Cronbach alpha. The value of Cronbach alpha with the range of greater than 0.70 is considered acceptable and good

Reliability of the scales was checked by computing Cronbach alpha, a measure of reliability which found to be satisfactory. All the variables' coefficient of alpha was above 0.7 specifying a satisfactory internal consistency

(Fornell, & Larcker, 1981) The outcome concluded that the stability and consistency of measurement scales of the constructs were stable and consistent in measuring the constructs. The Average Variance Extracted Criterion should be higher than 0.50 From the we can say that the AVE value of all the constructs is above required minimum level of 0.50. Thus, the measures of the six reflective

constructs have high level of convergent validity.

(Henseler, 2009) The composite reliability, as a measure of internal consistency should be higher than 0.70, we can conclude that the composite reliability value of all the constructs demonstrate high levels of internal consistency reliability of all the constructs demonstrate high levels of internal consistency reliability

Here CR is greater than AVE and while analysing the tables of Fornell and Larckers and HTMT, researcher doesn't violate the assumption of convergent validity and discriminant validity.

Reliability of Construct				
	Cronbach's alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
SUPERVISOR SUPPORT	0.967	0.973	0.975	0.884
TRAINING EFFECTIVENESS	0.963	0.965	0.970	0.844
TRAINING INFORMATIONS	0.964	0.965	0.970	0.822
TRAINING-MOTIVATIONS	0.967	0.968	0.975	0.885
TRAINING-PROGRAMCULTURE	0.976	0.978	0.979	0.840

SIMPLE HYPOTHESIS & TESTING RESEARCH HYPOTHESIS

Path Coefficients							
Testing Research Hypothesis -							
	Mean, STDEV, T-Values, P-Values					Confidence Interval	
	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values	2.5%	97.5%
SUPERVISOR SUPPORT ->	0.241	0.241	0.029	8.231	0.000	0.183	0.298

TRAINING-MOTIVATIONS							
TRAINING INFORMATIONS -> TRAINING EFFECTIVENESS	0.133	0.133	0.041	3.217	0.001	0.051	0.213
TRAINING INFORMATIONS -> TRAINING-MOTIVATIONS	0.301	0.302	0.036	8.343	0.000	0.233	0.373
TRAINING-MOTIVATIONS -> TRAINING EFFECTIVENESS	0.608	0.608	0.037	16.228	0.000	0.534	0.682
TRAINING-PROGRAMCULTURE -> TRAINING-MOTIVATIONS	0.453	0.453	0.041	11.055	0.000	0.372	0.533

H 1.1: Supervisor support in training effectiveness has positive impact on Training Motivations

Here the supervisor support is positively impacting on training motivation while evaluating the relationship it shows positive impact of 0.241. Here researcher simulates the boot strapping process with sample of 4999 that indicates average of impact 0.241 which is same to original impact between the two variable and Average variation 0.029 with t-statistics 8.231 and having significance value 0.000

H 1.2: Training Information in training effectiveness has positive impact on Training effectiveness

Here the Training Information is positively impacting on training effectiveness while evaluating the relationship it shows positive impact of 0.133. Here researcher simulates the boot strapping process with sample of 4999 that indicates average of impact 0.133 which is same to original impact

between the two variable and Average variation 0.041 with t-statistics 3.217 and having significance value 0.001.

H 1.3: Training Information in training effectiveness has positive impact on Training Motivation

Here the Training Information is positively impacting on training motivation while valuating the relationship it shows positive impact of 0.301. Here researcher simulates the boot strapping process with sample of 4999 that indicates average of impact 0.302 which is marginally higher than the original impact between the two variable and Average variation 0.036 with t-statistics 8.343 and having significance value 0.000.

H 1.4: Training Motivations in training effectiveness has positive impact on Training Effectiveness

Here the Training Motivation is positively impacting on training effectiveness while valuating the

relationship it shows positive impact of 0.608 Here researcher simulates the boot strapping process with sample of 4999 that indicates average of impact 0.608 which is same to original impact between the two variable and Average variation 0.037 with t-statistics 16.228 and having significance value 0.000.

H 1.5: Training Program culture in training effectiveness has positive impact on Training Motivation.

Here the Training Motivation is positively impacting on training effectiveness while valuating the relationship it shows positive impact of 0.608 Here researcher simulates the boot strapping process with sample of 4999 that indicates average of impact 0.608 which is same to original impact between the two variable and Average variation 0.037 with t-statistics 16.228 and having significance value 0.000.

MEDIATION HYPOTHESIS & TESTING RESEARCH HYPOTHESIS

	Mean, STDEV, T-Values, P-Values				
	Original Sample (O)	**Sample Mean (M)**	**Standard Deviation (STDEV)**	**T Statistics (|O/STDEV|)**	**P Values**
SUPERVISOR SUPPORT -> TRAINING-MOTIVATIONS -> TRAINING EFFECTIVENESS	0.146	0.146	0.019	7.809	0.000
TRAINING-PROGRAMCULTURE -> TRAINING- MOTIVATIONS -> TRAINING EFFECTIVENESS	0.275	0.275	0.031	8.996	0.000
TRAINING INFORMATIONS -> TRAINING- MOTIVATIONS -> TRAINING EFFECTIVENESS	0.183	0.184	0.026	6.993	0.000

H 2.1: Training Motivations is significantly mediating the impact between Supervisor Support and Training Effectiveness (Supervisor Support -> Training- Motivations -> Training Effectiveness)

Here the mediating impact of Training Motivations between the Training Information and Training Effectiveness is 0.146. Here researcher simulates the boot strapping process with sample of 4999 that indicates mediating effect 0.146 which is very close to the original effect and Average variation 0.019

with t-statistics 7.809 and having significance value 0.000.

H 2.2: Training Motivation is significantly mediating the impact between Training Program Culture and Training Effectiveness (Training-Program culture -> Training- Motivations -> Training Effectiveness)

Here the mediating impact of Training Motivations between the Training Program culture and Training Effectiveness is 0.275. Here researcher simulates the boot strapping

process with sample 4999 that indicates mediating effect 0.275 which is very close to the original effect and Average variation 0.031 with t-statistics 8.996 and having significance value 0.000.

H 2.3: Training Motivations is significantly mediating the impact between Training Information and Training Effectiveness (Training Information > Training-Motivations -> Training Effectiveness)

R SQUARE AND ADJUSTED R SQUARE F SQUARE

	R Square	R Square Adjusted
TRAINING EFFECTIVENESS	0.502	0.500
TRAINING- MOTIVATIONS	0.716	0.714

R square is coefficient of determination indicates variance explained by independent variable on the dependent variable. Researcher has come across the data as mentioned in (Table) which is explained as follow.

Training Motivations shows 71.6% effect on Training Effectiveness. Further adjusted R square of rest of the constructs is marginally less than R square which shows that all the independent variables are contributing significantly.

Discussion of result, Theoretical and Practical Contribution

DISCUSSION OF RESULT:

The results so derived from the study indicates that various independent variable like Training Program Culture, Supervisor support and Training Motivation have significant impact on the Overall Training Effectiveness. The results so derived in the study has helped the researchers to understand the real impact of individual factors on the dependent variable.

Training culture is one of the very important elements which support and encourage and

Here the mediating impact of Training Motivations between the Training Information and Training Effectiveness is 0.183. Here researcher simulates the boot strapping process with sample 4999 that indicates mediating effect 0.184 which is very close to the original effect and Average variation 0.026 with t-statistics 6.993 and having significance value 0.000.

finally motivate the trainees to attend training program with deep understanding, concentrate and full involvement which leads to success of entire program.

Supervisor support is the key part of training program which make the trainee comfortable and acquaint with the environment. Here supervisor play a lead role to take the trainees' concentration towards the topic, increase interest and educate how it is beneficial for them.

Training motivation develop with the support of Dependent and independent factors. Both the factors develop feeling of satisfaction among the trainees. Observation, information gathered during the program, training suitable environment, facilities are the key factor for the self-motivation among the trainees.

Training effectiveness is depended on training program culture, supervisor support and how much trainees are motivated with its related dependent and independent factors. These all-supportive factors increase the level of effectiveness.

LIMITATIONS

First, the results may not be attributed to the effects of the training programs alone since it

was not conducted in a controlled condition, although some authors (Sacket & Mullen, 1993) mention that this particular design might be appropriate when assessment of specific knowledge is sought. Nevertheless, utilizing a control or comparison group might have enhanced the internal validity of the present study.

Second, trainees in this study were voluntarily participated the training programs conducted in the organization and only some of them responded to the surveys containing the dependent variables. However, the effect of this problem seems minimal because there was no evidence of non-response bias.

Third, the study uses self-reports for the variables under investigation. This is due partly to the constraints of a field study and partly to the specific training programs under investigation. It is likely that individual employees would be a better source to collect information for skills that are not readily observable by their supervisors or their peers, as it was the case in the present study. In addition to research indicating that self-reports are not always a major limitation in organizational behavior research (Spector, 1994)

Fourth, the generalizability of the results might be limited since the dataset is specific to one company.

Thus, the findings should be replicated in other companies that use different programs and other trainees from multiple organizations

THEORETICAL CONTRIBUTION

Despite the above limitations, this study extends previous research in several aspects. According to (Mathieu, Tannenbaum, & Salas, 1992) support for the relationship between supervisor support and training motivation for one training program, the present study provides support for this relationship across several training programs.

According to (Tracey, Tannenbaum, & Kavanagh, 1995), there is a direct relationship between Training program culture and training motivation.

(Mathieu, Tannenbaum, & Salas, 1992)researcher findings linked training motivation to learning and perceived transfer (Mathieu et al., 1992; Facteau et al., 1995) by including training generalization and maintenance as training effectiveness criteria.

(Mathieu, Tannenbaum, & Salas, 1992) (Ford & Weissbein, 1997) the relationship between training motivation and training effectiveness criteria

PRACTICAL IMPLICATIONS

As contextual organizational-level factors such as training program culture are important for training effectiveness, interventions aimed at changing related employee perceptions can be devised. This can be done, for example, through formal processes such as policies and directives.

Integration of organizational learning culture questions in needs assessment surveys is also in order, since it has been shown that these variables relate in a significant way to training motivation. In the light of the present findings, training program culture is filtered by perceptions of supervisor support, which suggest that interventions should be communicated and made explicit through the direct supervisor in order to obtain their full benefits. To meet this objective, training programs aimed at modifying supervisor behavior or role in relationship to employee development, and supervisor communication of the scope, direction, intensity, and purpose of culture interventions in general and training program culture in particular may be essential to maximize the benefits of supervisor support for training effectiveness. In addition, the creation of policies which require the employee to initiate

a brief discussion session before training in order to make sure that a correct understanding of the training programs benefits exist, is another possible direction.

This study also provides empirical evidence to managers and trainers that they need to be cautious in their effort to raise the trainees' levels of training motivation. As shown in this study, higher training motivation may not necessarily lead to desired outcomes. Thus, the performance goal orientation of employees participating in training programs may contradict the effort of the organization to gain competitive advantage through training. Specifically, managers and trainers should work together with each trainee in providing guidance and in setting goals for training. In the light of the present study, managers and trainers should struggle to downplay the performance goal orientation of the trainees, in particular when the training programs aim at promoting skill transfer and generalization. Consequently, aside from creating special training modules aiming at goal orientation assessment and modification, the work context can combine components that would level off such competitive orientations related to performance. Provided that these results are based on a field study, we also recommend that researchers conduct experimental studies to better understand the consequences of downplaying performance goal orientations in reference to training effectiveness criteria.

DIRECTIONS FOR FUTURE RESEARCH

Moreover, these findings can also benefit any other organization without limiting the sector. They can also be used to evaluate the same program in other countries, or a local different sort of training program. It is also important to indicate that in the course of inspecting and searching concerning literatures on training effectiveness and the related factors, most of the literature studies focused factors take place in the training venue such as the training material and the trainer style. Factors other than these and more complex will get different result. In addition to that, the majority of previous studies were conducted in either western or Asian countries.

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