Abstract
This study was conducted to examine the moderating role of training motivation in the relationship between training framing and training effectiveness. Within the Vroom Expectancy Theory assumption that individual or workers more likely to pursue choices, and make an effort, when he or she believes the result will be valued outcomes, this study expected that employees who had been provided with clear and realistic information before attending the training program (training framing) will encourage them to learn the knowledge, skills and new attitudes diligently. In the context of training program, this will lead to achievement of learning outcome namely training effectiveness. This study used quantitative research survey and data was collected from 128 employees of Port Dickson Polytechnic. Regression analysis was used to analyze the data. The result shows that training framing have a positive relationship with training effectiveness. While hierarchical regression suggests that training motivation as a moderating variable in the relationship between training framing and training effectiveness. As a result, this finding gives the implication to the management that training motivation as an important factors that will increase the employees desire to transfer what they have learned into the workplace. This information is useful in designing the training program that can enhance the training effectiveness.

Key words: training framing, training effectiveness, training motivation, management studies, Port Dickson Polytechnic

1. Introduction

Training is defined as planned activities of an organization to improve employee knowledge and social behavior to be in line with organizational goals (Ishak 2002). In the context of training program, this situation is referring to the knowledge, skills and behavior needed to improve the effectiveness of the work.

Nowadays, training program is considered as an essential feature of organization life (Wei 2006). An organization that wants to maintain a competitive advantage should see training as a way to create knowledgeable and skills of human resources in their organization.

Due to the industrial culture which is more complex and the needs to be competitive, one aspect that needs to be taken seriously by the management of the organization is the quality of its human resources (employees) work. Quality of its human resources work should be at a high level in order to enable the organization to compete with other organizations. According to Azman and Nurul Inani (2010), training programs must be designed to determine and develop the abilities, capabilities and skills of workers as to achieve a high quality of work. Therefore, training is an important activity because of its tremendous influence on employees’ productivity and organization.

According to Goldstein (1993), training is a systematic program to enhance the knowledge, skills and change attitude of workers to be better. The training program nowadays is a necessity and not a choice to the employer (Azlan & Norfadhillaton 2012). Recognizing the importance of the training program, there are organizations that are
willing to spend large amounts of their financial budget as a long-term investment strategy in creating a highly competitive organization. As today's organizations have realized the importance of training, the training program has been carefully constructed and arranged to enable workers apply all the things they have learned. The training program is said to be effective when the program could change the workers attitude after they have attended training (Ab. Aziz 2006). Training effectiveness is a crucial aspect to determine the returns on human resource development (HRD) investment (Noe, 2010; McGuire & Jorgensen, 2011; Werner and DeSimone, 2012). Organizations are investing considerable resources to support employees/workers and organizational development activities such as training in order to gain and maintain competitive organization (Bersin 2008). Organizations are concerned with their investment on training activities; therefore the effectiveness of training is crucial to ensure the return on investment.

In the context of management studies, most researchers said that the effectiveness of training and training framing was related (Azman & Nurul Inani 2010; Chiaburu & Marinova 2005; Quinones 1997). Training framing was interpreted as pre-information and realistic information about the training program provided by the supervisor to the employees before or/and during the training program (Baldwin et al. 1991). The ability of organizations to conduct training programs related to job training and designing a framework that contains clear information can be the motivating factor for improving the effectiveness of training (Azman & Nurul Inani 2010). According to Wei (2006), an organization which can provide training framing with clear information will encourage workers to learn new knowledge, new skills and develop a positive attitude towards work. This practice can improve the effectiveness of training (Chiaburu & Tekleab 2005).

Other than training framing, there are other variable that contribute to training effectiveness such as training motivation (Azman & Nurul Inani 2010; Sopian & Suzan 2010). Training motivation is a valuable tool by which to increase employee participation in training activities. If employees do not feel motivated to participate in training program, it will result in ineffectual training. Training motivation is defined as the expectancy that employees’ desire to acquire knowledge and skills from training contents (Noe 2010). In the past decade, studies on training motivation have paid attention to the impact of training motivation on training effectiveness (Colquitt 2000; Azman & Nurul Inani 2010; Sopian & Suzan 2010). Thus the organizations should understand the factors that influence the training effectiveness and find out some strategies to facilitate it. This paper will focus on the relationship between training framing and training effectiveness and moderating role of training motivation.

2. Problem Statement

In response to rising global competition, many organizations have incorporated training programs with the aim of developing their human resources toward fulfilling challenging targets. The training program is considered as an important agenda and employers in achieving organizational goals that have been set. Accordingly, various activities and programs are designed, constructed and arranged perfectly in line with the wishes of the employer/organization to create highly trained, highly skilled and productive employees.

Every year, a large amount of money was allocated for training investment. For example, Powell (2009) argues that U.S.A. spent as much as $134.39 billion annually on such programs. Meanwhile, Griffin (2010) indicated that The National Employer Skills Survey in 2007 estimated that employers in the U.K. spent a total of £38.6 billion annually in training. In developing country, such as Malaysia, training is also a major concern, in which employers must annually contribute at least one per cent from their employees’ salary for training fund (Siti Fardaniah 2013). Hence, training effectiveness can be seen as a global issue in developing and managing quality human resources.

3. Research Objective

Specifically, this study is intended to achieve the following objectives:

a. To examine the relationship between training framing and training effectiveness;

b. To examine the moderating effects of training motivation on the relationship between training framing and training effectiveness.
4. Research Question

Based on the research objective above, aim of this study are:

a. Does training framing influence the training effectiveness?

b. Does training motivation moderates the relationship between training framing and training effectiveness?

5. Literature Review

Previous studies have found that a training program which is designed and well administered such as training related to the duties (Gupta & Govindarajan 2000) and provide the training with clear information (Baldwin et al. 1991 & Quinones 1997) can improve the effectiveness of training (Azman & Nurul Inani 2010; Chiaburu & Marinova 2005). The finding is consistent with the recommendations in motivation theory such as theory of behavior Pavlov (1927). Based on theory of behavior (Pavlov 1927) it suggests that learning process will occur easily when there is a relationship between stimulus and response. The application of this theory in the context of the training program shows that training related to the duties and provided the training to the employees regularly can build a positive stimulus. It can increase positive response of employees, such as improve the knowledge, skills and new attitudes. Indirectly, it shows the effectiveness of training (Ibrahim 2001; DeSimone et al. 2002).

Sopian and Susan (2010) conducted a study to examine the relationship between training framing and training effectiveness with self-efficacy as the moderating variable. Data were collected from 120 employees of two Malaysia Government agencies who had attended training program. The findings show that there are significant relationships between training framing and training effectiveness. Moreover, the study also shows that self-efficacy significantly mediate the relationship between training framing and training effectiveness. This study has indicated that the trainee self efficacy does mediate the relationship between training framing and training effectiveness.

Studies by Azman Nurul Inani (2010) were conducted in one of government agency in Sarawak. Out of the 150 questionnaires received, it was found that the training with related duties significantly correlated with the effectiveness of the training. Second hypothesis of the exercise test variables, which is that training framing were found significantly correlated with the effectiveness of the training. The results confirmed that the variables tested (i) training with related duties and (ii) training framing which contains clear information is a factor that increases the effectiveness of training in organizational studies.

Chiaburu and Tekleab (2005) reviewed the training program based on a sample size of 119 employees in the United States. They found that the training program with related duties can increase an employee’s motivation to learn new knowledge and skills. This situation has improved the effectiveness of training in the organization. Besides that, Tai (2006) reviewed the training program based on a sample size of 126 workers in northern Taiwan and found that workers who receive training framework containing clear information from supervisors are more motivated to attend and learn the latest knowledge and skills. Hence, this situation has been improving the effectiveness of training.

The above findings are consistent with Expectancy Theory (Vroom 1964) that people will be motivated if they understand the value and importance that they will be obtained. This theory can be applied in the context of the training program. It shows that employees expect that training related to the duties, provided with clear information, would be highly important and with advantages. This situation will encourage them to learn the knowledge, skills and new attitudes diligently. As a result, the training motivation has as the key determinant of training outcomes (Shu & Hsiu 2011; Tracey et al. 2001).

Based on the Expectancy Theory by Vroom (1964) stated above, the theoretical model in this study (Figure 1) indicates that training framing is expected to increase training effectiveness. With high training motivation, training effectiveness will be increased when the employees are provided with clear information about the training. The conceptual framework below shows that training framing as the independent variable, training effectiveness as the dependent variable and training motivation as a moderator.
6. Research Methodology

Sample and Procedure

The population of this study was 363 lecturers from Port Dickson Polytechnic, Negeri Sembilan. From a total of 363 questionnaires given, only 135 returned and usable questionnaires for analysis only 128. The sampling rate of the total population was approximately 35.3% per cent. The survey questionnaire comprised of 4 sections with 38 items. There were 4 questions in Section A on general information and was designed to get the demographic characteristics (gender, age, level of education and length of service) of the respondents. There were 34 questions related to three variables and there were:

a. Section B - Training Framing (8 Item)

b. Section C - Training Effectiveness (12 items)

c. Section D - Training Motivation (14 Items).

The instruments for three variables were adapted and modified from Azman and Nurul Inani (2010) because of its readability, ease of completion and professional appearance. All items used in Section B, C and D were measured using a five-point Likert type rating scale. Thus, the respondents were asked to choose and circle the number of the scale that represented their level of agreements for each question.

SPSS Version 21 was used to analyze the data. Four stages of analysis were conducted. The first stage was a descriptive analysis to obtain information related to respondents’ background. The second stage was to test the consistency of responses for each question in the questionnaire (reliability test). This test was done by looking at the value of Cronbach alpha. The third stage was to test the Pearson Correlation. In this stage, we looked at the strength of the linear relationship between the dependent variable and independent variables. The fourth stage was to test the research objective. Simple regression analysis was used to test objective 1, while hierarchical regression analysis was used to test objective 2.

7. Results

Table 1 presents the profile of respondents. Most respondents characteristics are female (63%), aged between 30-39 years (56%), employees who hold Degree level (50%) and employees who have worked between 5 to 9 years (32%).

Table 1: Profile Respondents Profile (N=128)

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Sub-Profile</th>
<th>Frequency</th>
<th>Percentage(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>Male</td>
<td>48</td>
<td>37.5</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>80</td>
<td>62.5</td>
</tr>
<tr>
<td>Age</td>
<td>&lt; 30 years</td>
<td>24</td>
<td>18.8</td>
</tr>
<tr>
<td></td>
<td>30 - 39 years</td>
<td>72</td>
<td>56.3</td>
</tr>
<tr>
<td></td>
<td>40 - 49 years</td>
<td>17</td>
<td>13.3</td>
</tr>
<tr>
<td></td>
<td>&gt; 50 years</td>
<td>15</td>
<td>11.7</td>
</tr>
</tbody>
</table>
7.1 Reliability Analysis

Reliability test for the variables are presented in Table 2. Cronbach Alphas of the variables under study are (1) Training Framing 0.80; (2) Training Effectiveness 0.91 and (3) Training Motivation 0.85. The Cronbach Alphas values obtained are more than 0.6 which indicate high internal consistency (Hair et al. 2010).

Table 2: Reliability Test

<table>
<thead>
<tr>
<th>Variables</th>
<th>No. of Items</th>
<th>Cronbach alphas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training Framing</td>
<td>8</td>
<td>0.91</td>
</tr>
<tr>
<td>Training effectiveness</td>
<td>12</td>
<td>0.85</td>
</tr>
<tr>
<td>Training Motivation</td>
<td>14</td>
<td>0.97</td>
</tr>
</tbody>
</table>

7.2 Correlation Matrix Analysis

Table 3 below shows the mean value for non-demographic variables that is ranging from 3.68 to 4.25. This involves the independent variable (training framing), training motivation as a moderator and dependent variable (training effectiveness).

Table 3: Correlation Matric Test

<table>
<thead>
<tr>
<th>Variables</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Pearson Correlation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>TF</td>
<td>TE</td>
<td>TM</td>
</tr>
<tr>
<td>Training Framing (TF)</td>
<td>3.68</td>
<td>0.5332</td>
<td>1</td>
</tr>
<tr>
<td>Training Effectiveness (TE)</td>
<td>3.90</td>
<td>0.7326</td>
<td>.708**</td>
</tr>
<tr>
<td>Training Motivation (TM)</td>
<td>4.25</td>
<td>0.5546</td>
<td>0.442**</td>
</tr>
</tbody>
</table>

** correlation value is significant at ** p < 0.01

The average mean score for training framing, training effectiveness and training motivation was found to be between 3.6 and 4.25. According to Najib (2003) all three variables shows the mean value at a high level. Mean value for training framing was at 3.68, training effectiveness at 3.90 and training motivation at 4.25.

Significant correlations were found between training framing and training effectiveness (r = 0.708, p<0.01) as well as between training motivation and training effectiveness (r = 0.559, p<0.01). In addition, correlation between training framing and training motivation was found to be positive and significant (r = 0.442, p<0.01). Specifically, to increase training effectiveness, organizations should provide training with realistic information. If employees perceive the
information as realistic, the more motivated they are for training, and finally the more effective training outcomes they will achieve.

7.3 Relationship between Training Framing and Training Effectiveness.

The result of the relationship between training framing and training effectiveness is presented in Table 4. Simple regression model was used to analyze the data. It was predicted that training framing would be positively associated with training effectiveness. The mathematical model presented below was used to test the data:

\[ Y = \alpha + \beta_1 TF + e \]

where,

- \( Y \) = Training effectiveness;
- \( TF \) = Training Framing;
- \( \alpha \) = intercept
- \( \beta_1 \) = the slopes of the population regression line

Table 3 shows the result that indicates that \( R^2 \) is 0.501. It can be explained that training framing influenced training effectiveness 50.1%. The result also indicate that coefficient is significant (value = 0.532; \( p < 0.01 \)). The \( \beta \) value which refers to the impact of training framing on training effectiveness is positively associated and it is the same as predicted.

Table 4: Simple Regression Analysis

<table>
<thead>
<tr>
<th>Variables</th>
<th>Coefficient (( \beta ))</th>
<th>t-value</th>
<th>p-value (sig.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training Framing</td>
<td>0.532</td>
<td>11.199</td>
<td>0.000</td>
</tr>
</tbody>
</table>

\[ R^2 = 0.501, \quad \text{Adjusted } R^2 = 0.497, \quad n = 128, \quad (p=0.000) \]

7.4 The moderating effects of training motivation on the relationship between training framing and training effectiveness

It is predicted that that training motivation is positively associated with the relationship between training framing and training effectiveness. The mathematical model presented below was used:

Step 1 \[ Y = a + b_1 TF + e \]
Step 2 \[ Y = a + b_1 TF + b_2 TM + e \]
Step 3 \[ Y = a + b_1 TF + b_2 TM + b_3 TFTM + e \]

where,

- \( Y \) = training effectiveness
- \( TF \) = training framing
- \( TM \) = training motivation
- \( TFTM \) = \( TF x TM \)
- \( \beta_{1,3} \) = the population’s y-intercept

Table 4 shows the result of hierarchical regression that have been summarized in 3 models. The first model shows that the training framing significantly influenced training effectiveness. The involvement of this variable explains 50.1% improvement in dependent variable (training effectiveness). Meanwhile the second model shows that training motivation has a positive correlation and significant with training effectiveness (\( \beta = 0.343, \ p<0.01 \)). The involvement of these variables explained that 59.5% improvement in dependent variable. Model three shows more conclusive result that training motivation moderates the relationship between training framing and training effectiveness. The result shows that interaction between training framing and training motivation improves training effectiveness where \( \beta = 0.381, \ p<0.01 \). In conclusion, we can see that every model shows an increasing value in \( R^2 \).
The overall result also significant as shown in Table 4 [F3,128 = 0.308, p < 0.01]. It can be concluded that training motivation moderates the relationship between training framing and training effectiveness.

Table 4 : Hierarchical Regression Analysis

<table>
<thead>
<tr>
<th>Model 1</th>
<th>Model 2</th>
<th>Model 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Coeffisien (β)</strong></td>
<td><strong>Coeffisien (β)</strong></td>
<td><strong>Coeffisien (β)</strong></td>
</tr>
<tr>
<td>Independent Variable:</td>
<td>Training Framing (TF)</td>
<td>.708**</td>
</tr>
<tr>
<td>Moderating Variable :</td>
<td>Training Motivation (TM)</td>
<td>.343**</td>
</tr>
<tr>
<td>Interaction :</td>
<td>TF x TM</td>
<td>.381*</td>
</tr>
<tr>
<td>R²</td>
<td>.501</td>
<td>.595</td>
</tr>
<tr>
<td>Changes in R²</td>
<td>.501</td>
<td>.094</td>
</tr>
<tr>
<td>Changes in F</td>
<td>125.408</td>
<td>28.932</td>
</tr>
<tr>
<td>Significant Changes in F</td>
<td>0.000</td>
<td>0.000</td>
</tr>
</tbody>
</table>

** : significant at 0.01
* : significant at 0.05

8.0 Discussion

This study may explain the relationship between training framing and training effectiveness. The results of this study show that training framing is an important contributing factor to the effectiveness of the training. A simple regression analysis found that training framing is positively associates with training effectiveness. This shows training framing which contains clear information is a factor that increases the effectiveness of training which influenced by 50.1%. This finding is compatible with Expectancy Theory (Vroom 1964). This theory assumes that employees are more likely to pursue choices, and make an effort, when he or she believes the result will be of valued outcomes. Within this study, it is expected that employees who have been provided with clear and realistic information before attending the training program (training framing) would encourage them to learn the knowledge, skills and new attitudes diligently. These findings support the study by Azman & Nurul Inani (2010) and Sopian and Suzan (2010) where they found the training framing is a factor that influenced training effectiveness in the organization studies. This study confirms that the relevant information which is clear and realistic given to employees before attending the training program have a positive relationship to the effectiveness of the training. In the context of organization studies, the majority of lecturers feel that the Training and Continuous Learning Unit (ULPL) Port Dickson Polytecnic performs tasks related to training and provides training framework that contains clear information. This factor could increase the effectiveness of the training.

The result also shows that training motivation moderates the relationship between training framing and training effectiveness. It clarifies the correlation between training framing and training effectiveness would be increased if the moderating variable (training motivation) is accompanied with training framing. The tendency for employees to transfer what they have learned into the workplace is increased (9.4%). Therefore, the role of training motivation as a moderator is accepted. This study supports the findings by Sopian and Suzan (2010) that factor training framing alone does not influence the training effectiveness in the organization. If employees perceive the informations realistic, the more they are for training and finally the more effective training outcomes they would achieve.
9.0 Conclusions

This study is aimed to determine the mediating role of training motivation on the relationship between training framing and training effectiveness. This study has indicated that the employees’ training motivation does moderate the relationship between training framing and training effectiveness. Therefore, employees training motivation is suggested as important factors that will increase the employees desire to achieve learning effectivness. Therefore, this study suggests that Training and Continuous Learning Unit (ULPL) Port Dickson Polytechnic is to provide training continuous learning related to duties (teaching and learning, supervision and student advisory, measurement and assessment, instructional technology or equivalent according to the needs of lecturer and educational needs.

This study also confirms that training motivation acts as a moderating variable in the relationship between training program and training effectiveness. In the context of organization studies, majority of employees feel that organization specifically Training and Continuous Learning Unit (ULPL), Port Dickson Polytechnic have provided the employees with clear information. Majority of employees also feel that they have a high motivation to learn the knowledge, skills and new attitudes in the training program. The motivation level can improve the effectiveness of training.

10.0 References

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