

Identifying the Factors to Enhance Training Effectiveness: A Case Study of KNGY Teacher Volunteers, Myanmar

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Abstract

The purpose of this study is to determine the current situation of the KNGY training program and to provide strategies for an enhanced training program in terms of training needs assessment, training contents, self-efficacy, supervisory support, and transfer of knowledge. The researcher used quantitative and qualitative approaches to gather data and information. The researcher distributed questionnaires to 76 teacher volunteers of KNGY, Myanmar. The researcher also interviewed eight staff from the management team. In this study, the data were analyzed by using the mean score, Pearson correlation, and multiple linear regression from SPSS to examine and determine the effect of the factors on training effectiveness. The qualitative analysis was based on interaction, keywords, and phrases and come up with common themes. The quantitative and qualitative data analysis is examined together for discussion. The result of the survey revealed that training needs assessment, training contents, self-efficacy, supervisory support, and transfer of knowledge positively relate to training effectiveness. Among them, the supervisory support was found to be a significantly important dimension in affecting training effectiveness with the highest mean of 4.16 and .713 of Std. Deviation and its allies with the qualitative result on the dimension of supervisory support that provides required support, feedback, coaching, and mentoring. The results and discussion from the research study will add value to the training managers who coordinate and design the training program in order to enhance the effectiveness of the KNGY training program in the future.

Keywords: training effectiveness, training needs assessment, training contents, self-efficacy, supervisory support, transfer of knowledge

Introduction

Volunteers are necessary and incredibly helpful for a healthy community. People from varying backgrounds give their time and effort to various causes. The more connected to a community people feel, the more likely they are to take responsibility for the community and feel pride and a sense of commitment. It is the organization's responsibility to make sure volunteers have the tools and training to carry out required tasks confidently as volunteers

need to have the knowledge and skills necessary to fulfill the mission of the organization. Effective training programs are critical for a successful volunteer program. Structured training not only helps to prepare volunteers for job responsibilities but also makes them feel valued. Expanding capacity through volunteers also enhances an organization's general profile, which can attract more volunteers, program participants, and funds. Volunteers must have positive volunteering experiences. Volunteers appreciate the time and effort that goes into an organized and effective training experience. Volunteers increase the ability to serve and respond to the needs of the community, increase skills set, and expand community support. To provide effective and efficient training for volunteers is critical. The success of the voluntary program is closely bound with the implementation of appropriate volunteer training. Therefore, researchers and practitioners must have a better understanding of the relationship between the design of a voluntary training program and the effectiveness of the training program.

Research Objectives

1. To determine the current situations of KNGY training program in terms of training needs assessment, training contents, self-efficacy and supervisory support and transfer of knowledge
2. To provide strategies for an enhanced training program in terms of training needs assessment, training content, self-efficacy, supervisory support, and transfer of knowledge.

Literature Review

Training Program

To provide effective and productive training to the vast population of volunteers is critical. The security of the volunteers and the achievement of the voluntary program is firmly bound with the usage of suitable volunteer training. In this manner, analysts and practitioners must have a better understanding of the connection between the structure of voluntary training programs and the effectiveness of the training program. Training program effectiveness independent of many factors. Dailey (2004) also stated that the effectiveness of nonprofit volunteer program depends on organizational commitment among volunteers. This study article describes a study in which trainees' participation and performance in an existing voluntary training program were evaluated, emphasizing the procedural knowledge gained by trainees. The effects of the training delivery method, industry sector, and participation history were investigated. Barrett and O'Connell (2001) described that while many researchers have examined training efficiency and effectiveness base on a simple problem- solving tasks or procedural training within a profitable enterprise, very few studies focus on the effectiveness of nonprofit, voluntary training program effectiveness. Worthington (2008) studied a hospice volunteer training program that stressed the importance of communication skills training.

Training Needs Assessment

Holton et al. (2000) described that training needs assessment is noted as one key to a successful training program. Before choosing what sort of training ought to be offered, the organization needs to discover what should be prepared to abstain from sitting around idly and cash on training what ought not to be prepared. Trang (2014) describes that need can be a performance that does not meet the current standard. The training needs assessment process helps the trainer and the person requesting training to specify the training need or performance deficiency. The purpose of a TVA is to identify performance requirements and the knowledge, skills, and abilities need by an agency's workforce to achieve the requirements. An effective TNA will help direct resources to areas of greatest demand (Wagonhurst, 2002). The assessment should address the resources needed to fulfill the organization. Consequently, the presence and comprehensiveness of TNA should be related all to the overall effectiveness of the training because it provides the mechanism whereby the questions central to successful training programs can be answered.

Training Contents

Otudo et al. (2013) described that for a particular task or training contents, giving training delivers approaches may be more successful than others since all training deliver approaches are competent and expecting to communicate particular abilities, knowledge, attitudinal or task information to learners, so various training delivery methods can be chosen to convey diverse training contents. Wexley and Latham (2002) mentioned that the most effective training deliver approaches should be highlighted to consider the need for skills and tasks. Skills and tasks which have been offered as several typologies can be categorized into two wide categories; people or technical skills are important in designing a training program (Poon and Othman, 2000). The organization conducted the training delivery approaches as varied as the training content areas and to use one or more sorts of the approaches in the training program to conveying training objectives (Poon and Othman, 2000). Forbush and Morgan (2004) described that most organizations require continuous, real-time training, which always increases performance for individuals, teams, and the organization. Barkala and Gutierrez (2000) have expressed that the significance of content in program design and to guarantee that it may well be used at present and stay relevant in the future as well. For the training program, it is critical to be relevant to the employee's work. William et al. (2003) had expressed that the training director must supply appropriate training equipment for training activities.

Self- efficacy

Madagamage et al. (2014) described that self-efficacy is the capability of the employees to organize and execute courses of action on the skills and knowledge. It is not only about the skills but also the judgment of what they can do with the skills that they gained from the training. Self-efficacy is one of the factors that influence training effectiveness. In the research, self-efficacy is the only factor intrinsically driven by one's inner self. The individuals who have the highest self-efficacy are more likely to participate in training programs because they have increased cognitive engagement and are ready to develop new

skills and knowledge. According to Khalid, Eldadak, and Puteh (2017), self-efficacy is the most influential factor that affects training effectiveness because self-efficacy is a behavior that should be acquired by all employees during the training to achieve the goals of the organization and maintain productivity as well as the brand image of the company itself.

Supervisory Support

According to Jayawardana and Prasanna (2008), the supervisor is important in enhancing the effectiveness of training because the supervisor has a direct relationship with all employees in the department and is the one that evaluates the performance of employees after attending any training session. Sharma & Sharma (2016) described that the supervisor needs to know the level of capabilities of each employee under his/her supervision. Shariff & Al-Makhadmah (2012) added that providing time and creating a positive work environment are also important for supporting the employees to attend the training. The supervisor should possess good qualities and a good leadership style to motivate the employees to attend the training and practice the skills that the employees have learned from each training session. Profijt (2015) described that some of the employees tend to apply new skills and knowledge more often when they get recognition or reward from the top management or organization, so the supervisor must take action to reward the employees in terms of monetary or career reward for the trained employees.

Transfer of Knowledge

Khan, Mufti, and Nazir (2015) described that trainer's knowledge of the subject matter, professional experience, and knowledge of teaching is critical to support training transfer. Khan et al. (2015) expressed that transfer of training is considered in training issues as the successful application of abilities and knowledge learned from training program to a workplace and work environment being one of the variables to which the transfer of learned skill is subject. Baldwin and Ford (2008) defined the effective transfer of knowledge as the capacity of trainees to apply the knowledge, skills, and abilities gained from the training to their work practice. The organization can motivate and raise the enthusiasm of learners to utilize all skills, knowledge in the work environment and keep on delivering to the organization. Lim and Nowell (2014) described that learners who are positive and high self-efficacious to training would be ready to apply what they have learned.

Training Effectiveness

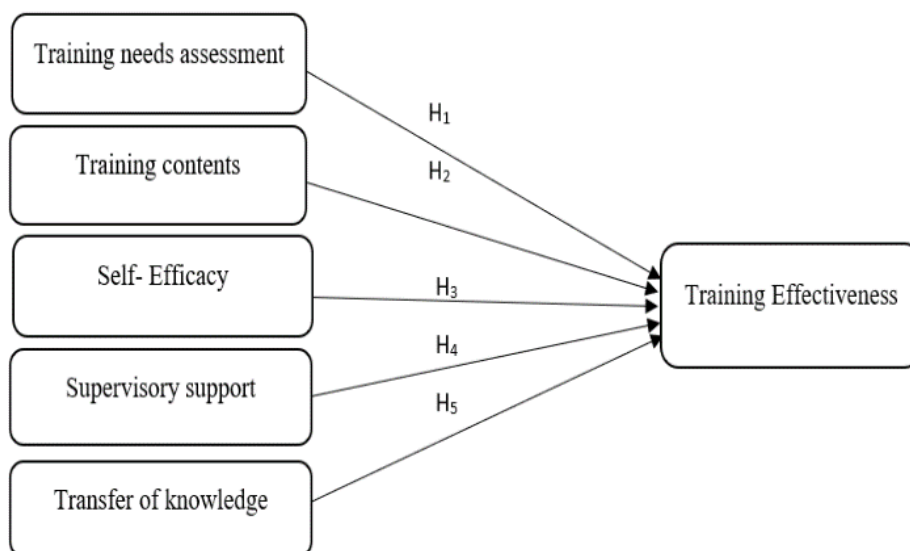
Siengthai and Boonkrob (2016) found that numerous factors impact training effectiveness. The variables include the member's skills, knowledge, and attitude. The training teacher and training strategies are, likewise, factors that may influence training effectiveness. Likewise, training effectiveness can be affected by outer and inside variables. Sanjeev Kumar and Yanan (2011) described that the outer factors could be the employer and colleague, while inward factors can be from the internal identity of the worker. The training plan ought to be founded on the requirements investigation that will assist the association with achieving its objectives. Khalid, Eldadak, and Puteh (2017) described that training effectiveness is proof of the execution estimation for the dimension of profitability in the

organization. Training effectiveness additionally indicates to which training targets have been accomplished or should be accomplished. Wankhede and Gujarathi (2014) described that training effectiveness estimated the training program that has been composed and the results from the raining that is whether there is an increase or a decline in the training effectiveness

Conceptual Framework

According to previous theoretical frameworks, the researcher developed a new conceptual framework with five variables. In the conceptual framework, the independent variables are training needs assessment, training contents, self-efficacy, supervisory support, transfer of knowledge. The dependent variable is training effectiveness. The framework is illustrated in Figure 1. There are five hypotheses which are designed based on the framework, and they are shown as follow:

Figure 1. Conceptual Framework of the Study



Methodology

This research is a mixed-method, utilizing a survey and an in-depth interview. The seventy-six people completed the survey, and eight informants who represented a group of management team participated in the in-depth interview. The author employed the descriptive and inferential statistics to analyze the quantitative data and the inter-coding technique for the qualitative data of the interviews.

Results and Discussion

The research was conducted with target volunteers and staff of KNGY in Myanmar. The key purpose of the researcher was to determine the current situations of the KNGY

training program in terms of training needs assessment, training contents, self-efficacy, supervisory support, and transfer of knowledge.

There were a total of 76 participants for the questionnaire and eight staff for an interview. The majority of participants were female, which represented 68% of total respondents. Most respondents were in the aged at 20, and under with 59 % or 45 respondents, .73.7% of respondents had a high school education, and 71.1 % of respondents have one year working with KNGY.

The findings indicated that the highest mean, 4.24, was in the question (TE5), stating that the training helps me teacher job more effectively. The second highest mean, 4.22, is the training enables me to be willing to share knowledge (TK1). The course content was consistent with my future professional need (TC3) scored 4.20, and (ATA6) there is the expectation of being achieved at the end of the training with a mean score of 4.13. Management team participates in coaching, assisting, and helping the learner to learn and improve skill (SS4) scored 4.16, and I am confident about using skills gained through the course (SE3) has 4.03, respectively.

Table 1.

Results of Pearson Correlation

Independent Variables	Pearson Correlation Value	P-Value	Strength of the Relationship
Training needs assessment	.592	.000	Moderate positive relationship
Training Contents	.623	.000	Moderate positive relationship
Self-efficacy	.684	.000	Moderate positive relationship
Supervisory support	.764	.000	Strong positive relationship
Transfer of knowledge	.693	.000	Moderate positive relationship

Table 1 indicates that the independent variable of supervisory support has a strong positive relationship to training effectiveness. The other four independent variables, namely training needs assessment, training contents, self-efficacy, and transfer of knowledge, have a moderate positive relationship to the training effectiveness in this study.

Table 2

The Result of the Hypothesis Testing

Hypotheses	Statistical Hypotheses	Pearson Correlation	Level of Sig	Result
H _{1o}	Training needs assessment has no significant influence on training effectiveness	.592	.000	Rejected

H _{1a}	Training needs assessment has a significant influence on training effectiveness			H _{1o}
H _{2o}	There is no significant influence of training contents on training effectiveness	.623	.000	Rejected H _{2o}
H _{2a}	There is a significant influence of training contents on training effectiveness			
H _{3o}	Self-Efficacy has no significant influence on training effectiveness	.684	.000	Rejected H _{3o}
H _{3a}	Self-Efficacy has a significant influence on training effectiveness			
H _{4o}	Supervisory support has no significant influence on training effectiveness	.764	.000	Rejected H _{4o}
H _{4a}	Supervisory support has a significant influence on training effectiveness			
H _{5o}	Transfer of knowledge has no significant influence on training effectiveness	.693	.000	Rejected H _{5o}
H _{5a}	Transfer of knowledge has a significant influence on training effectiveness			

The results described that the significance level of the training effectiveness in terms of training needs assessment, training content, self-efficacy, supervisory support, and transfer of knowledge is less than 0.05, this means that these five independent variables have a significant relationship to training effectiveness.

Summary of Qualitative Results

Variables	Statement
Training needs assessment	Training is designed with clear objectives and conducted to equip the trainees with the required knowledge and skills
Training contents	The training contents are appropriate and relevant for trainees to apply in their real workplace
Self-efficacy	The training program is designed to increase trainee’s self-efficacy, self-confidence, commitment and inspiration to help their community
Supervisory support	The management team provide the required support, motivate, encourage, giving feedback, coaching and mentoring

Transfer of knowledge The trainees are confident and willing to share their knowledge and skills.

These are the perceptions of the management team of KNGY in terms of training needs assessment, training contents, self-efficacy, supervisory support, and transfer of knowledge on their training program. The training is designed with a clear objective and equid the trainees with the required knowledge and skills. The training contents are appropriate and relevant to the real workplace and increase trainee's self-efficacy, commitment, and inspiration to help communities. The management team provide required support, encouragement, and feedback; therefore, volunteers are willing to share their knowledge and skills gained from the training program.

Question 2 Summary

Regarding the question “what future competencies are needed to prepare as KNGY volunteer to teach effectively” as a result to teach more effectively, KNGY teachers will need to have a strong commitment, team spirit, good communication skill, teaching skills, leadership skill, good knowledge about classroom management and positive attitude toward their work.

Conclusion and Discussion

The researcher concludes the perceptions between trainees and the management team on the current situation of the training program from quantitative and qualitative results. Firstly, the trainees have expectations from the training so that it is clear they want to improve their knowledge and skills from the training. The management team perceived that the training has clear objectives and equid the trainees with the required knowledge and skills. Training needs assessments to play a very important role in providing effective training. Secondly, volunteers and management team perceived that the training contents were consistent and relevant for them so they could apply skills to the real workplace what they learned from the training. A good training needs course content to be relevant to job requirements and needs. When the training courses are helpful, the participants become committed to their learning and pay more attention during the training and feel ready for work. Thirdly, the participants perceived that they were self- efficacious, confident, and committed to learning and using skills gained through the training to the workplace. They must adapt themselves to several conditions and handle challenges when they face challenges. They are prepared and trained to teach confidently and handle the challenges. Fourthly, the respondents perceived that the management team and supervisors provide required and supportive supports. Training provided coaching, positive feedback, encouragement, inspiration. Therefore, supervisory support is a significant part of effective training not only to inspire trainees but also to transfer knowledge. Lastly, they perceived that training helps them do their jobs effectively and confidently and willing to apply their knowledge and skills to the workplace. They believed that the skills they learned are helpful, and they can transfer their knowledge.

Recommendation

Based on the data collected, volunteers perceived that training needs assessment, training contents, self- efficacy, supervisory support, and transfer of knowledge have a significant relationship to training effectiveness in this study. Based on the finding in Qualitative results, the researcher would also like to recommend as follow;

Training needs assessment	<ul style="list-style-type: none"> • Conduct a regular evaluation • Clarify the objectives of training and organizational goals
Training contents	<ul style="list-style-type: none"> • Ensure the training will be liked to organizational goals • Cover the modules from the government’s curriculum • Consult with experts to design better lesson contents • Include different teaching methodologies
Self- Efficacy	<ul style="list-style-type: none"> • Adopt a communication channel • Provide feedback, reorganization, and reward • Develop emotional intelligence skills
Supervisory Support	<ul style="list-style-type: none"> • Provide constructive feedback, coaching and mentoring • Develop communication and relationship • Create a positive work environment and follow up on their performances
Transfer of knowledge	<ul style="list-style-type: none"> • Assign experienced and qualified trainers • Support and encourage to transfer knowledge • Provide internship and exchange program

Training needs assessment

The organization should have a mechanism to conduct a regular evaluation session before and after each training to review effectiveness. The training helped them improve their performance because their needs are assessed before training was conducted and therefore made the training module relevant. The objectives of training and the mission of the organization should be clarified and informed to all the volunteers. KNGY should also provide information about the mission, vision, and mission of the organization so that volunteer teachers understand about their work more.

Training Contents

The training contents should cover the modules from the government’s curriculum. Before developing the contents, KNGY should sit with volunteer teachers to review their previous experiences about the contents. The contents of the training program should be understandable and applicable to learners. KNGY should consult with an expert who could help to design better lesson content. The training content should also include different teaching methodologies. It is important to select training activities that will improve the teaching and learning process.

Self- Efficacy.KNGY should adopt a communication channel with teacher volunteers, and with this, they should provide feedback, recognize achievement and keep a positive relationship with them so that they may be motivated and increase self- efficacy. Emotional intelligence is a critical skill in modern-day management where there is a need for work-life balance. With high emotional intelligence, volunteers can recognize their own emotions and the emotions of others as well. They can cope with the challenges.

Supervisory Support. KNGY should provide regular feedback and recognition to volunteer teachers to increase their motivation, commitment, and to accomplish their tasks. The supervisor provides coaching, guidance, and instruction to improve skills, knowledge, and performance. By coaching, the supervisor understands the trainees, resources required to meet expectations and current situation of the trainees. Support from supervisors have a positive relationship with motivation and improve their self- efficacy by having a good relationship and communication and positive feedback from supervisor and coaching them with new skills. They also communicate, show and instruct trainees, observe and follow up trainee's performance and then provide feedback. The supervisor provides mentoring, so volunteers have a clear understanding of the organization and its goals. The objectives are achievable if the supervisor communicates effectively and has a good relationship and give full support to their trainees. When volunteers get supervisory support, they feel valued, motivated, satisfied, and confident with their work.

Transfer of Knowledge.KNGY should assign experienced and qualified trainers who can teach and promote the skills and knowledge of volunteer teachers. There should be a program in which volunteer teachers can practice their teaching skills and share their experiences. So, they will have a better understanding of their work and ready to apply their skills and knowledge at their workplace. KNGY should also strengthen networks NGOs and Youth based organizations, provide internship and exchange programs to share and exchange knowledge and work together.

The researcher suggested that training needs assessment, training contents, self- efficacy, supervisory support, and transfer of knowledge are the key determining factors for training effectiveness and transfer of training. Therefore, the organization should consider this strength to enhance the effectiveness of the training program. To enhance training effectiveness, the KNGY management team should provide clear objectives, required supports, regular feedback, communication channel, recognition, and qualified trainers to teacher volunteers.

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