



# The Predicted Trainer and Training Environment Influence toward Vocational Training Effectiveness in Bahrain

Ehsan Saeed Idrees Yaqoot<sup>1</sup>, Wan Shakizah Wan Mohd Noor<sup>2</sup>, Mohd Faizal Mohd Isa<sup>2</sup>

<sup>1</sup>Department of Management and Marketing,  
University of Bahrain, Manama, P.O. Box 32038, BAHRAIN

<sup>2</sup>School of Business Management, College of Business,  
Universiti Utara Malaysia, Sintok, Kedah, MALAYSIA

\*Corresponding Author

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**Abstract:** This research aims to examine the development of vocational training issues faced in the public sector extent in Bahrain. Training implication should not be overlooked in delivering the required capabilities and knowledge in performing a certain task. The proposed research framework is established with a reference to the training evaluation model of Kirkpatrick, however, the study analyzes one of four levels for evaluating training effectiveness, those are reaction, learning, behavior, and the level of interests; result. A quantitative research design is applied. The survey instrument comprised of 29 items that tested two hypotheses. It was distributed to 382 respondents according to their interests using the purposive sampling technique adopted across 4 different public sector organizations in Bahrain. However, 128 were the usable ones from the returned 155 questionnaires. It is discovered that the contextual factor namely trainer has a positive influence on the training programmes implemented in this sector. Also, surprisingly this study unlocks an interesting and challenging area in the training environment for scholars in exploring and improving the quality of training programmes. The study essentially contributes to the paucity in training antecedents and training effectiveness in the public sector literature-related research. Hence, enhancing training effectiveness requires the management and practitioners to enhance the training antecedents to ensure the achievement of training/organization objectives. Understanding the importance of these certain types of factors will help the management to enhance the trainees' gaining and therefore their performance. Thus, training antecedents should play an important role before trainee's training. Managers should as well be involved with sponsoring reliable factors and drawing up a comprehensive vision.

**Keywords:** Training environment, training effectiveness, trainer, Kirkpatrick

## 1. Introduction

In latter eras, development and training of employees have become a subject of debate since all training agendas have striven to meet the current complicated people's necessities. Vocational training, its fitness, and effectiveness have been the topic of many recent books and articles concerned with the state of the current vocational training system and policies regardless of the organization's type and activities. Thus, the interest in evidence-informed practice and policy is controlled by an increasing understanding of the need for better awareness of the existing training issues and difficulties facing the Bahraini public sector, as well as the demand to fully utilize obtainable knowledge in order to achieve better

settlement. Numerous authorities and efforts are promised systematic appraisals of vocational training, with the aim of drawing the attention of policymakers and practitioners in Bahrain. Thus far, less attention is accorded in this area, and the problem is compounded by the fact that none of the mechanisms employed by the Bahraini Civil Service Bureau are systematic.

Communities have realized the paramount importance of the training related advantages in addition to its function in upgrading the employee's efficiency and job productivity. It also affords the proficiency to survive in the organization, particularly with the current robust competition. Training in general provides a perfect solution for adding selected skills to provide the employees with the capacity to treat shortages in their abilities (Shree, 2017). An example of that is when launching new computerized or improved systems. This might require trained employees to work and deal with those systems. Employees should develop a certain set of skills that enable them to deal with situations in an efficient manner. This may help them navigate the future of work smoothly. Generally, organizations consider training as a conventional practice that provides human resources with advanced knowledge to enhance their skills. Training can empower manpower to alter service quality, productivity, or the organizational or country's culture. It can also act as a quick treating or settlement to the organization's demands for a rapid performance enhancer.

Training is believed to have a solid influence on the available level of performance. Its main objective is to rectify any shortcomings in performance. It requires clear, pre-determined reasonable targets that can be achieved (Denby, 2010). Such targets form the correct setting for the training benchmark and contents identification for accomplishing the intended training objectives. It is fundamental for avoiding overstated goal setting. Unrealistic goal expectation is conducive to nonfulfillment because it is unapproachable. Training generally demands specifying the sectors that need improvement and attention. Broadening its extent will possibly trigger a debate concerning its usefulness. Therefore, this is supposed to be cantered (Denby, 2010). Many factors affect vocational training such as peer encouragement, managerial support, adequate consequences, and resources for training employees to handle their duties efficiently. (Sanjeevkumar & Yanan, 2011). Even with the presence of additional factors, which were realized to influence the affirmative training results, like the trainers, organizations, and training environment, the present study limits its focus to the trainer and training environment indicating the predictor variables as suggested in other studies. This might inspire considerably the training effectiveness degree (Massenberg, Spurl, & Kauffeld 2015; Almahdham, 2012; Homklin, Takahashi, & Techakanont, 2013; Lin, 2012).

Training effectiveness functions as a key player in developing the productivity and performance of employees. Essentially, it improves the output and quality, ideas, knowledge as well as skills (Ghosh, Satyawadi, Joshi, Ranjan, & Singh, 2012). Even though the training effectiveness practice is inadequate in public sector organizations, specifically in Bahrain (Al-mahdi, 2014; Baldwin-edwards, 2011), Bahraini organizations should not blink its importance, as inadequate training effectiveness causes a reduction in public sector services quality, reduction in the ability to cope with demand and growing services, time-consuming and inappropriate tasks, and incompetent resource usage. Furthermore, it leads to the non-fulfilment of competitiveness and providing the service level required (Darwish, 2014). According to the literature, the reason behind the inadequate professional training effectiveness practice in this sector is attributed to different factors including the absence of perception of the training effectiveness importance, absence of motivation to evaluate the training, unavailability of the knowledgeable specialist who can conduct a truly effective training, unawareness of factors influencing training effectiveness and the method to take advantage of those factors (Sanjeevkumar & Yanan, 2012).

Certain factors have been reported as training effectiveness antecedents. Those factors include trainer (Ghosh et al., 2012; Diamantidis & Chatzoglou, 2012; Koskela & Palukka, 2011), and the training environment (Shabha & Gaines 2013; Cappelli, Guglielmetti, Mattia, Merli, & Renzi, 2011; Diamantidis & Chatzoglou, 2012). Proper attention to these factors helps in confirming and furthering the effectiveness of training. They have been essential in determining the trainees' behaviour and understanding according to their influencing ability (Meng, Wang, Chen, Zhang, Yang, Wang, & Zheng, 2016). As a rule, the previous studies stated that trainer and training environment which form the suitable and prepared place for the training such as the class, form a principle in promoting training effectiveness. In line with the above stated empirical studies, a limited number of them cantered on the effect of trainer, and training environment on training effectiveness. The available studies related to training effectiveness and factors surrounding this subject such as "trainer, and training environment" in countries like Bahrain almost exist (Jehanzeb, Rasheed, & Rasheed, 2013). This study specifically aims to limit the scope of the research framework in the mentioned factors without interference or inclusion of moderation or condition under which differences in relation might exist. This will be against the plan of the researcher which is to focus in the particular context to take a primary step toward further researches in the future.

Unusually, insufficient and very limited research is conducted in HR in general and training effectiveness mainly due to insufficient available data (Phillips & Phillips, 2011). Belfer (2013) stated that training effectiveness becoming the scope of researchers is still in the early stage in Bahrain. This promising area shall be enriched by public sector inclusion. Specifically, in a similarly sensitive and high demanding environment, organizations in this sector call for a competent and effective HR professional to attain survival ability, uninterrupted competitiveness, and to play the required important HR department role in the optimization of organizations and employees performance. Furthermore, while the public sector in Bahrain is forming the economy's generator (Ali, 2010), this indicates the importance of studying training effectiveness in the public sector context. Therefore, the current study aims to take a step toward clearing a practical and

theoretical gap through studying the influence of the above-mentioned variables on training effectiveness in the public section in Bahrain.

Thereby, the current study is conducted to identify the gap in capability related to performance deficiency in the Bahraini employees in the public sector inhibiting them from performing their duties in this sector in the proficiency level required in this critical sector nature. It is beneficial to understand how training can improve, strengthen the employees' performance, and prepare them with the desired proficiency and capabilities related to their work.

## 2. Kirkpatrick Model Theory

The training evaluation theory of Kirkpatrick (1970) is used in the study at hand. Many researchers including Kirkpatrick have argued about the proper method and training evaluation level that is assumed to produce accurate and correct results in any organization. It was identified that the common training evaluation used globally in the private and public sectors was the Kirkpatrick model (Guerci & Vinante, 2011). The framework is assorted into four evaluation levels labelled reaction, learning, behaviour, and result. This is in direct relation with the current study which is all about assessment of training programmes effectiveness.

In particular, Kirkpatrick's framework focuses attention on the evaluation levels and predict every level's evaluation outcomes. The results in the current research will allow training practitioners and researchers not to generalize and to make proper evaluation assumptions. They have to separately address the training antecedents variables based on the type of environment, people, organization, and country. Additionally, while debating this theory, training effectiveness should be evaluated from the point of view of different organizations at the same time. Previous studies were usually surveying trainees from only one organization. Furthermore, assessment of training effectiveness was only according to surveying the same group from the same organization which limits the accuracy and generalization of the outcomes. This is because the population of other organizations may have a different view. For instance, trainees in the transportation sector may see that the medical sector has effective training, but trainees in the transportation sector may see that training programmes conducted for the educational sector were of low standards and are not effective. Therefore, the evaluation theory is required to be furthered with respect to all views that may affect training effectiveness. As such, this theory represents and can be applied in real practice.

## 3. Literature Review

Training has been termed as the backbone of countries' development (Baraki & Kemenade, 2013). It improves the people's and countries' socially and culturally to make them able to better perform morally and ethically in international and national affairs, related to and serving the nations (Jegade, 2000). Higher education institutes are the party that provides HR developments needed to reach sustainable and holistic advancement (Mehmood, Khan, Raziq & Tahirheli, 2012; Mccaffery, 2018). It is also renowned that this sector took the responsibility to shape the public sector organizations' characteristics by facilitating training to this sector through workshops, seminars, symposia, and other means (Fagbamiye, 2004). This indicates the availability of numerous difficulties ahead of those institutes. Idogho (2011) stated that any educational or training programme cannot attain the objective it was meant for and meet with the public demand if it is not effective.

Previous studies have disputed that training the employees effectively inspires the belonging belief and impression of liability. The further effective training delivered, the additional advantages obtained the more improved capabilities and performance (Terrana, Dowdell, Edwards, Tahsin, Cacciaccaro & Cameron, 2016). The benefits of the training are not exclusive to vocational skilfulness enhancement, but also appreciation enrichment and employee awareness, and positive employee's behaviour characteristics and mental. Training is decisive. It helps to adapt to the market's instant variations and competitiveness characteristics. It is a tool to maintain the business's continuation. The current market competition is the hardest form of competition. It is a beginning to be a principal employee's development. Developed nations give considerable concentration to intelligence creativity, innovation, without limiting that attention to technology and equipment. These nations grasp all the benefits of the available and possible workers' development possibilities. Training is the key to performing employee expertise development, with the best possible quality training that meets the nation's goal to produce a first-class product and service as outcomes of improved productivity. Therefore, any organization could reserve an invincible placement with the others (Sanjeevkumar & Yanan, 2012).

Training is counted as a factor that has a significant influence on the organizations', employees', and management's performance (Mahfod, 2015). It establishes and modifies general practices of behaviours, values, traits, and qualities in the establishment that encourage and foster development, commitment, and participation of followers. Training and trainer are the pivots of change in any organization. The failure or success of the system is determined by them (Shahmandi, Silong, Ismail, Samah, & Othman, 2011). The effectiveness of establishment productivity depends on the effectiveness of the training (Ghosh et al., 2012). Effective training in the public sector is a result of several characteristics or factors which include: trainer, and training environment (Ghosh et al., 2012; Sanjeevkumar & Yanan, 2012).

The international economic recession and the financial crisis have a strong impress on training and education development, especially with countries of limited resources like Bahrain. Training allows the optimization of resources and proper, effective, and efficient usage of them (Obasi, 2000). This points out the falling standard of training effectiveness in Bahrain. The impact of this is suffering and not within standard training. It leads to an inferior quality of outputs, poor performance, deficient productivity, incapability to implement certain, inconsistent or improve organizations policies (Development, 2017), low training participation, poor supervision, instructions, and incapability to follow up with the universal trend in communication and information technology, usage, and the difference it can create, more waste and corruption in the general education system, falling dedication and commitment of parties involved in any establishment no matter the nature of the establishment (Ali, 2010), low employees' skills (Almakhadmah, 2012), moral decadence in organizations, lack of consistency in training and education establishments curriculum, the spread of societal degradation and corruption (Akinsanya, 2013). Thus, the current study examines the effect of training antecedents those are trainer and training environment on training effectiveness in Bahraini public sector organizations.

### 3.1 Training Effectiveness

Training is identified as a person's behavioural emotional enhancement practice (Ghosh, Joshi, Satyawadi, Mukherjee & Ranjan, 2011). Training is a process, which supports any organization to stay alive and lead to its continuation. Gaining from training served both the employees and the organizations as well by enhancing their expertise to fulfil the latest technology in the work disciplines (Bhatti & Kaur, 2010). It represents a tool to save the investments of the organizations. This is recognized when additional capabilities obtained were employed in the production place (Griffin, 2011). On the other hand, various training effectiveness definitions have been presented in past literature. For example, it is defined as an assessment of learning. According to Green (1994), effectiveness is the extent of the match between determined aims and their actual accomplishment. It is essentially a method that measures the extent to which training changed the trainee's behaviour, knowledge, and expertise in the organization as an impact of the training (Ganesh & Indradevi, 2015). According to this study, effective training demonstrating successful outcomes of a certain training programme. Any programme which can accomplish its purpose is rated influential and effective.

Sanjeevkumar and Yanan (2011) have recommended a varied practice to achieve the effectiveness of training programmes. They proposed that the participants' selection and testing are recommended to be the first step to place them into characterized training programmes groups of similarities in aspects such as the class level and nature of their work so that for example the trainer's approach and focus could be adapted. According to that, the chances to provide effective training are increased. Karim, Huda, and Khan (2012) have another training evaluation perception. He mentioned that the process of training evaluation is not an easy task. It is complicated to determine the conceptual boundaries of what is to be investigated. A wide variance exists in reality between the management and the organization, where each of them implicates a broad variety of systems, techniques, philosophies, vision, knowledge, and structures. He indicated the presence of hard data and soft data which is related to shaping the concept of scientific and naturalistic methods. Scientific methods are all about circumstances of particular concerns and nature about the usage of absolute and ordinate criteria, assessing objects (quantitative method). The naturalistic method is where the examination is conducted as a continuing procedure (Smith-jentsch, Salas, Tannenbaum & Kraiger, 2012).

Bazargan, Vaezi, and Soltaninezhad (2011) have suggested certain scientific practices concerning proficiency to conduct a functional evaluation approach. Latif (2012) suggested also a suitable training effectiveness evaluating method by using of training value analysis approach. He also proposed measuring the actual application of the gained attitude, learning, and capabilities in the training participant's job to determine the training effectiveness in addition to enhance the trainee's performance. Additionally, he stated the consequence and value of training the employees to supplement them with additional skills, attitudes, and additional experience. Additional advantages acquired from training could also be obtained including better time management, decreased stress, improved relationship and communication, and enhanced productivity. The purpose of training effectiveness assessment is to encourage the employment of the obtained expertise to serve the establishment.

Previously, it was believed that ordinary education involving schools and college was enough, uncertain that special training is crucial to develop the employees of any level in the corporation. Likewise, training plays a role in enhancing life quality. The public sectors represent establishments that govern the evolution services and process type in the Kingdom of Bahrain. It indicates that complementing the employees with advanced knowledge and skilfulness influences positively the society. It performs like training the developers of the community, which generates more developed results. Griffin (2010) stated that the government's function is to allocate possible solutions to dissolve difficulties encountered to deal with the gaps that exist in the employees' capabilities for attaining the ability to carry out with the worldwide economy. Nowadays, it becomes an essential objective for the development practitioner and users to utilize a good training mechanism to achieve the demanded outcomes. They limit this practice and thinking by the limited training knowledge they have which ordinarily necessitates the crucial far-seeing business vision (O'Connor & Little, 2012).

Notably, the effectiveness of training is an effective variable to consider by the practitioner responsible for the corporation's growth formulas. It has a strong correlation between the output factors, input ones, and the transfer/process factor. According to Bimpitsos & Petridou (2012), an operational efficient process is a consequence of previous testing and repeated evaluation. This procedure incorporates much different verification to enhance training and learning

efficiency. Training effectiveness necessitates the implication of three different combinations, the evaluation instrument, the training/ assessment participants, and the monitoring part for the operation, reviewing and applying the outcomes to enhance them continually.

Ineffectual training was noted to be a popular issue almost every organization is suffering from. This is due to the nonappearance of a proper training effectiveness evaluation (Ford, 2014). Although training programmes differ in their terms of influence, evaluation of the training programme is crucial in linking the organization's management and trainee's outlook together. In order to ensure proficient use of assets, and to heighten the experience of learning, effective training is both essential and compulsory (Griffin, 2012). Different studies have emphasized the training effectiveness concern to achieve advantageous outcomes for the establishment and its workforce. Evaluation of training effectiveness is a challenging task (Green, 2002). This is due to the interference of supplementary factors that can stimulate trainee's performance. This fact draws attention to added research into approaches and methodologies for clearer and accurate results. With the use and help of scientific qualitative method approaches, satisfactory outcomes can be obtained, in addition to obtaining and documenting the required data from the actual site (George & Jayan, 2013).

### 3.2 Trainer

According to Noe and Schmitt (1986), the trainer is a professional party in a particular field. A trainer is the person that proposes understandable instructions, perceives and responds to trainees' vocational improvements needs, and simplifies difficult ideas to make them understandable to enable learning (Ghosh et al., 2012). It represents the trainer's qualification and occupation in a particular specialization, hired to enhance the trainees' vocational skills, capabilities, and knowledge (Lin, 2012). In any training programme, the trainer is a functional component. The trainer's primary remarkable attribute is the competency in a particular topic related to the training programme of interest. Nevertheless, capability in a subject is not adequate. It is supposed to be accompanied by the capability to express it clearly to the participants (Ghosh et al., 2012). According to Iqbal, Maharvi, Malik, and Khan (2011), the trainer's mission is very essential to the trainees' reaction and learning strengthen their professional future.

Essentially, the trainers' expertise as a subject determines the effectiveness level of the vocational training and the organization's advancement. Training programmes can be assumed unsuccessful in advance if an incompetent trainer is engaged. Trainees' motivation and attitude are factors that might influence training effectiveness. Trainees are influenced by the trainer, which consecutively determines training success and the corporation's performance (Meng et al., 2016). Encouragement of trainees to learn, eliminating any previous negative experiences or negative experience, and removing their hesitation is the trainer's duty. Also, the accomplishment of any training programmes was frequently referred to as the trainer's characteristics (Ghosh et al., 2012). Difficulties in demonstration produce difficulties in knowledge transfer to recipient. The appropriate trainer is the one who can transfer information and ideas easily while supplementing them with real connected examples (Griffin, 2014).

According to (Allen Consulting Group, 2009), Bahrain suffers from limited training opportunities, and varieties. This is in direct relation to the availability of the capable and knowledgeable trainers to provide properly and continually improving vocational training programmes. This indicates two issues with trainer in Bahrain; availability, and capacity of trainers in Bahrain generally and public sector particularly. For example, Diamantidis and Chatzoglou (2012) stated that the most supporting factor for the accomplishment of the training goal comes from both the trainer presentation and the training process. The trainer's function is not only restricted to conducting training tuition, he /she also attracts and keeps business customers, by meeting their expectations, needs, and achievement of their fulfilment by presenting a high-level training. The trainer sets the grounds for the relationship level and type (Chukwu, 2016).

Some studies have examined the trainer's influence on the training effectiveness conducted by Chukwu, (2016) and Lin, (2012). They reported that it produces a significant effect on training effectiveness. However, other studies by Laberge, MacEachen and Calvet, (2014) and Chatzoglou, Chatzoudes, Vraimaki, & Diamantidis, (2013) reported the opposite and there is no considerable influence on training effectiveness from the trainer. This indicates the importance of conducting added empirical studies to disclose the relationship's nature exists between training effectiveness and trainer in the public sector background and the Bahraini setting to verify the relevance of the results.

### 3.3 Training Environment

Training environment is the place where the training is conducted for the enhancement of the vocational performance such as a classroom or a meeting room (Workplacetesting, n.d.). According to Sanjeevkumar and Yanan (2012), the training environment is an educational venue or preparation equipped with the required audio and visual media, facilities, equipment with discomfort or disruption treated to aid trainees in obtaining work-related proficiencies or skills (Martin, 2010). The training environment indicates the trainee's assessment of the training venue, and its appropriateness for this objective (Sanjeevkumar & Yanan, 2011).

The effectiveness of vocational training is influenced by the supportive environment of training. Competences and capabilities improvement is adversely affected by the incompatible environment in which trainers and trainees feel the preparations are unsuited for the training requirements or poor setup for the training objective (Sanjeevkumar & Yanan, 2011). It is a connection between knowledge enhancement by training and the place designed for such objective. The training environment involves the structure of the venue, its contents, control, method, and its design for benefiting learning accordingly. The training environment is counted as a leading factor accountable for the successful training programmes implementation. An insufficiently organized training environment has an unwanted influence on the participants gaining (Merli, 2011). They also consider it one of the essential variables establishing training programmes which have been discovered to impact the training’s gaining consequences, and effectiveness (Diamantidis & Chatzoglou, 2012).

Extensive accomplishments in training programmes are the ultimate organization’s desire. Quality training level necessitates a high-quality level in all the training related aspects including the venue arrangement. It can take the form of comfortable seating and chairs, classroom convenience, convenient learning environment, fresh air, and reachable toilet and water (Niwaz, Asad, & Muhammad, 2011). A significant relationship and a positive influence are stated between the training environment factor and the training effectiveness in any organization. It can also control the expected results from training (Sanjeevkumar & Yanan, 2012).

Goodness in vocational training is what every successful establishments are trying to achieve. Excellence in training demands quality and attention to all the related aspects such as the training place and its organisation. A section of the training programme can reveal the quality extent in terms of classroom appropriateness, appropriateness of training environment, accessibility to needs like the toilet, fresh air, water etc., (Niwaz et al., 2011). The training environment was stated to initiate a considerable relationship and inspiring the effectiveness in every establishment. Additionally, it was also identified that it has operative influence on the anticipated trainees’ results. Similarly, an existing relationship was discovered between the training effectiveness forming a dependent variable and work environment together with training environment forming independent variables. It is useful to verify all factors which might impact the results in the early phase when setting the training objective to encourage the training programme success (Sanjeevkumar & Yanan, 2012). However, other studies such as the one conducted in Nigerian public sector by Talabi Aroge & Ayinde Hassan (2011) and the one on a university’s students in the UK by Hall and Zentgraf (2010) reported that other factors produce a notable effect and more significantly related to training effectiveness than training environment.

In accordance with the studies cited above, which shows the limitations in studies which have assessed the influence of training material on effectiveness of training. Even with the presence of many studies related to training effectiveness, they were bounded only to studying individual training effectiveness intent (Lin, 2012; Latif, 2012). Therefore, to identify the real training effectiveness in the public sector in Bahrain, this research aimed to examine the training environment influence into effectiveness of training.

#### 4. Conceptual Framework

The Figure below displays the study framework. It illustrates in a theoretical framework. The figure clarifies the relevance between all the factors. The outcome variable training effectiveness is represented in this study. The independent variables training environment trainer and the trainer presented as well. Independent variables mean factors that can affect training effectiveness. After the collection of data, it has been analysed by the application of a quantitative method. Training participated employees is the data source that composes the foundation for the training effectiveness analyses.

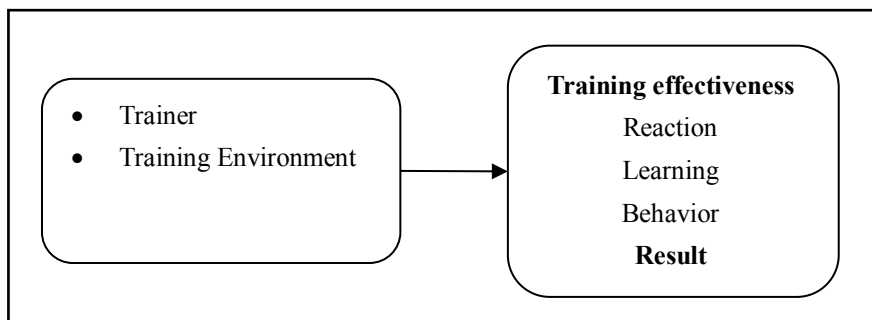


Fig. 1 - Research framework of the study

### 5. Hypotheses

Since previous studies indicate a significant and positive relationship between training effectiveness, trainer, with training environment, while different studies indicated inconsistent outcomes, that calls for further researches on the topic. The study’s objective is to define and clarify the relationship between the stated variables mentioned herewith in the public sector in Bahrain. Based on the above and according to the study’s framework the subsidiary hypotheses were approached:

- H1. There is a negative relationship between trainer and training effectiveness.
- H2. There is a negative relationship between training effectiveness and training environment.

### 6. Method

Differentiating the proportion between the reasoning in the line with methods for measuring quantitative structured questionnaire realized to be a suitable instrument. A purposive sampling technique is used particularly with other criteria like a minimum of three months should be passed after completing a vocational training programme is kept in consideration as a principle (Kirkpatrick, 1970). Supervisors and clerks categories were the only targeted participants. The Likert five-point is used as a measuring scale. In the beginning, to confirm the instrument’s reliability a pilot test is conducted. Thirty approachable employees working in the public sector organization with specific criteria were requested to complete the questionnaire. Criteria like the employee had participated previously in a training programme type of interest. Recorded Cronbach’s Alpha assessment was 0.939 representing the trainer’s value, 0.839 representing the value for the training environment, while 0.939 representing the training effectiveness value. In order to prevent any multicollinearity related issues, multicollinearity as part of other assumption test was analysed before conducting the regression analysis. Pallant (2005), indicated the importance of inspecting data for possible potential of multicollinearity, which inhibit the achievement of proper results. The attained tolerance values were above .10 and VIF values were less than 10. This indicates the nonappearance of multicollinearity according to (Hair et al., 2009). The results of Cronbach’s Alpha are displayed below in Table 1:

**Table 1 - Reliability statistics for each of the variables**

<b>Variable / items</b>	<b>N</b>	<b>Cronbach’s Alpha</b>	<b>Decision</b>
<b>Trainer</b>	15	0.939	<b>All items are accepted/reliable</b>
<ol style="list-style-type: none"> <li>1. The trainer sets goals and objectives for training.</li> <li>2. The trainer develops well prepared lesson plans.</li> <li>3. The trainer keeps current and up to date on the subject of the training.</li> <li>4. The trainer conducts needs assessments.</li> <li>5. The trainer provides advice to the participant.</li> <li>6. The trainer designs instruction that is easily understood.</li> <li>7. The trainer provides positive reinforcement.</li> <li>8. The trainer blends different training techniques.</li> <li>9. The trainer uses questioning to involve participants.</li> <li>10. The trainer facilitates group learning activities.</li> <li>11. The trainer clearly explains concepts.</li> <li>12. The trainer presents training in a logical sequence.</li> <li>13. The trainer recognizes and attends to individual differences of the trainees.</li> <li>14. The trainer explains complex ideas so they can be easily understood.</li> <li>15. The trainer evaluates effects and impact of the training.</li> </ol>			
<b>Training Environment</b>	8	0.839	<b>All items are accepted/reliable</b>
<ol style="list-style-type: none"> <li>1. The room temperature was comfortable.</li> <li>2. The visual aids were suitably placed.</li> <li>3. The tables and chairs were ergonomically placed.</li> <li>4. The training facility provided everything I needed to assist in my learning</li> <li>5. The training facility was easily accessible/reachable</li> <li>6. The hospitality provided during training was suitable</li> <li>7. The lighting was sufficiently bright.</li> <li>8. The training place is spacious enough.</li> </ol>			

**Table 1 - Continue**

Variable / items	N	Cronbach's Alpha	Decision
<b>Training Effectiveness</b>	6	0.939	<b>All items are accepted/reliable</b>
1. After attending this training programme, I believe the productivity of the organization has improved. 2. After attending this training programme, I believe the quality of the product/service at my line has improved. 3. After attending this training programme, I believe the waste generated by the company has reduced. 4. After attending this training programme, I believe the process cycle-time at my line has improved. 5. After attending this training programme, I believe the manufacturing cost has reduced. 6. After attending this training programme, I believe the machine downtime has reduced.			

Mayr, Buchner, Erdfelder and Faul (2007) stated that eighty-nine (89) employees are the minimum acceptable sample size for the population of public sector employees' corresponding number of 39,286. 382 questionnaires were dispensed personally by hand when possible to the targeted employees characterising the sample category. Employees from 4 organizations were selected to exemplify the governmental organizations of the public sector organizations. Repeated requests were made to return the questionnaires. The returned ones were only one hundred and fifty-five (155). Twenty-seven (27) of the questionnaires were eliminated due to incomplete filling. One hundred and twenty-eight (128) questionnaires were the final achieved analysed ones. 128 is higher than the minimum needed sample size needed. The minimized participation figure is due to the research discourage education Arabian countries are famous for (Gelaidan, 2012). Also, to raise the probability of receiving an accurate and better reply from a questionnaire considering distributing it amid an Arabic country, it was additionally translated with assistance from a native speaker employed at the University of Bahrain in the English Language Centre to the Arabic language.

**6.1 Measurement of Items Virtuou**

The questionnaire's points sourced in the current study were adopted and examined from previously conducted studies to meet the aim of this study. It included demographic information (educational level, and years of experience working in the public sector, age group), trainer, training environment, and training effectiveness. Fifteen (15) items measured the trainer adopted from Leach, (1996). Eight (8) items measured the training environment obtained from (Yanan, 2011). (6) Items measured training effectiveness (result). Five questions were sourced from Barker (1997). The extra question was sourced from Tai (2006). The result is used to indicate the effectiveness of training. This is according to Börner, Moormann, and Wang (2012), stating that training effectiveness results can be determined by measuring results to the organization from the conducted training. These results can minimize production time, enhanced quality, multiplied production, and costs reduction. The items were measured to examine the respondents' answers with the use of a five-point Likert scale ranging from strongly agree (5) to strongly disagree (1). All the questions fulfilled an accepted reliability values, SPSS version 23 for data analyses was the Statistical Package. Table 2 comprise information related to questionnaire items for the variables of the study.

**Table 2 - Items for each of the variables**

Variable	N	Cronbach's Alpha	Decision
Trainer	15	0.939	All items are accepted/reliable
Training Environment	8	0.839	All items are accepted/reliable
Training Effectiveness	6	0.939	All items are accepted/reliable

**7. Results**

The measurement of Cronbach's alpha indicates the participants' agreement degree to each factor. Higher records represent the preferred reliability level. Its extent fluctuates between 1 and 0. The majority of the attained value listed indicates an elevated-reliability extent. Particularly, obtained values recorded (Pallant, 2005) were exceeding the cut-off 0.7 value. Both figures recorded related to the trainer and the training environment yielded 0.939 and 0.839 respectively (acceptable values and greater than 0.7). Training effectiveness (dependent variable) indicated an acceptable value of 0.939.



A statistics summary is performed to appraise the relation nature exists between the predictor variables (training environment, trainer) with the dependent variable (training effectiveness), starting by viewing the results of the descriptive statistics and analysing the relationship that exists between the dependent and independent variables. Then the multiple regression analysis is applied to assess the influence of the predictor variables toward training effectiveness. From Table 3 below, which indicates the results individual coefficients that shows training effectiveness was statistically significant with trainer at  $p < 0.05$ . Accordingly, H1 were not supported. However, training environment was not significant in predicting training effectiveness and therefore H2 was supported.

### 7.1 Descriptive Results

Based on the descriptive statistics data obtained, which indicates that the higher figure of respondents was males: (58.6%). Females: 41.4%. This is in disagreement with the idea which affirms that females composing the larger figure in the public sector. In addition, the respondent’s age category shows: 20-29 (14.8%), 30-39: (54.7%), 40-49: (19.5), and 50 equivalency and above (10.9%). The previous discussion represents that the participants’ majority are located in the average age. They are far away from retirement. It represents the best prolific period promising a productive future. This proofs the affirmative idea to enhance and most obtainable performance are from this category making them the ideal workforce for this sector. In addition, according to respondents’ experience, it shows: (12.5%) for under 5 years, (30.5%) 6-10, (26.6%) 11-15, (8.6%) 16-20, (21.9%) for 21 or more were only. It also indicates that the participants’ majority attributes are considered to be a novice referring to the category with experience of less than 5 years. They have newly joined their jobs, possess a limited experience to enhance their behaviour and characteristics, and introduce an ideal group to comply affirmatively with training programmes. Training definitely will place their productivity in a higher stage.

### 7.2 Correlation

According to the obtained variables’ analysis conclusion, a high-value inter-item correspondence is indicated between all the constructs. Table 3 clarifies the existing correlation between training effectiveness, trainer, training environment. It is important to mention that the trainer and training environment are correlated positively with training effectiveness. This supports the proposed hypotheses stating that the first hypotheses (H1, and H2) indicate a positive relation between trainer, training environment, and training effectiveness as confirmed.

**Table 3 - Correlation results**

	<b>Trainer</b>	<b>Training Environment</b>	<b>Training Effectiveness</b>
Trainer	1		
Training Environment	.464**	1	
Training Effectiveness	.275**	.305**	1

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

### 7.3 Regression Analysis

Table 4 shows the analysis results of the multiple regression. It reveals the trainer and the training environment variables’ contribution to training effectiveness. The produced results indicate that the trainer and training environment together contributed to the dependent variable by an extent of 0.164 (16.4%). It specified that 16.4% of the training effectiveness variance could be a result of these specific individual variables contribution. The trainer achieved a higher impact on training effectiveness demonstrated numerically by a beta equivalent value of .321 over the training environment influence, which recorded a beta equivalent value of .134.

**Table 4 - Regression results dependent variable based on training effectiveness (Result)**

<b>Variables</b>	<b>Std. Error</b>	<b>Beta</b>	<b>T-ratio</b>	<b>Sig. (P-Value)</b>
Trainer	.149	.321	3.195	.002
Training Environment	.127	.134	1.339	.183
R Square	.164			
F	10.926			
Sig.	.000			

N=114 \* $p < .05$  \*\*  $p < .01$

## 8. Discussion

The conception of training antecedents and trainee's performance has received some research considerations. However, inadequately has been stated and discussed this relationship in the public sector (Latif, 2012). Additionally, researchers did not cover specifically the combination of variables in this study. A considerable contribution is made from this study in filling the literature gap related to this topic. Hence, it made added significant contribution to training antecedents by broadening the Kirkpatrick model the literature has proposed. Therefore, the existing study has examined the direct influence of training effectiveness influential variables on trainee's absorption outcomes in selected public sector organizations in Bahrain.

The previously-mentioned accomplished outcomes show a significant positive relation connecting the dependent variable trainer and the training effectiveness. These outcomes are parallel with related studies i.e. the one by Griffin (2014), reporting the significant relation combining the trainer and the training effectiveness. This supports hypotheses H1. It thus means that in real-world the trainer can produce an effective influence to a great degree, and control the trainees' response in the public sector in Bahrain to the training programme. This implies that the trainer appears to be the major effective factor among training conducted in the public sector, because of the strong role played by the trainer in every sector. The result is possible because the trainer for example can simplify the flow of the newly gained information. This can be attained by good preparation, using easy to understand wording, and easy to understand ideas. The trainer can also encourage trainees by giving the required attention to their questions and participation as stated by (Ghosh et al., 2011).

Conversely, the study's outcomes also indicated that the training environment was not significant in predicting training effectiveness in the context of the public sector in Bahrain. It presents that other factors are more effective and significant in controlling the relationship between the training environment and the training effectiveness accomplishment in Bahrain. Further attention and resources should be assigned to other related factors compared to this highly limited effective factor. This outcome is in agreement with the argument by Hall and Zentgraf (2010) and Talabi Aroge and Ayinde Hassan (2011). As such, hypotheses H2 was not supported in its second portion.

## 9. Conclusion

The results obtained in the aforementioned study have examined training concerning variables that influence training advantage using a primary sort of data collected from public sector employees working in organizations in Bahrain. Employees' sample has been collected from the levels of supervisors/clerks to assess the significance of the training factors dimensions of interests to this study. The archived outcomes demonstrated that the trainer factor has a profound impact on training effectiveness and performance. Accordingly, it confirms that training and Human Resources (HR) professionals are required to accord due attention to those effective variables, i.e. trainer. Taking the mentioned suggestion supports those individuals in the achievement of competitive advantages. Other possible important factors are not examined in the current study. More studies are needed to extend the concern's extent. Even though with the available limits in the current study and chances for further widening, its results' significance remains clear. Samples of those limits are the inadequate respondents' count shaping the sample of the study. This prevents the possibility to generalize the outcomes. This presents the necessity for additional research to enlarge the size of the sample, and to evaluate different subjects and variables such as social support, training material and, trainee motivation.

Furthermore, any establishment without categorizing the sector can benefit from the discovered outcomes. They can as well be of interest to examine the same training programmes in different nations, or national dissimilar training programmes type or category. It is additionally influential to mention that in the practice of reviewing and reassess related literature on training effectiveness and the corresponding variables, the majority of the literature studies concentrated variables that exist inside the venue of the training such as the training material and the training equipment. Factors that exist outside the training venue did not get the suitable required attention such as trainee's education. Also, almost all of the past researches were implemented in only Asian or western countries.

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