



Determination of Training Material and Organisational Culture Impact in Vocational Training Effectiveness in Bahrain

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Abstract: The focus of this study is on vocational training programs effectiveness related antecedents at the public sector in Bahrain. The study employed the Kirkpatrick model as the framework of the research and evaluated the vocational training effectiveness as the dependent variable. The study explores the relationship that exists between the independent variables, training material, and organizational culture together with the training effectiveness. For data collection, a survey instrument was developed from 46 items distributed to the Bahraini public sector employees to test the two hypotheses. One hundred and twenty-eight (128 questionnaires were the usable obtained total. The quantitative method is the applied design analyzed by the SPSS statistic software package. The findings indicate a positive and significant relationship from both factors at Kirkpatrick's level of interest (result) and the training effectiveness. Also, unpredictably this study conquers a challenging and interesting area in the training setting for researchers in examining and optimizing the modality of training programmes. The study principally adds to the limited literature concerning vocational training effectiveness and training antecedents in the public sector. Effective training demands the organizations' administration and specialists to optimize the antecedents of training to achieve the organization's/training's objectives. Comprehending the consequence of these specific variables will assist the establishment to increase the training benefits and accordingly the human resources performance. Thus, these variables' importance should not be underestimated. The administration is supposed as well to take responsibility in promoting effective variables and drawing up an effective view.

Keywords: Training effectiveness, training material, organizational culture, training factors, vocational training

1. Introduction

Training is characterized as the participant's behavioural emotional affair (Ghosh et al. 2011). According to Choudhury, Gopa, and Vedna Sharma (2019), training is a method of bridging the space between wanted and real performance levels. The training role can be considered as assuring that the establishment has the human resources (HR) with the proper combination of characteristics through participation in relevant learning opportunities and stimulating HR to learn, and thus, allowing them to achieve the best possible service and quality levels. It is a performance that causes the persistence and survival of the establishment. The training benefits include the establishment which is defined as an elite or a dominant group that rules an organization or a polity. Also, the training benefits the HR by equipping them with the

capabilities required to concur with the modernistic development in the organisational environment (Ahmed et al. 2010). Training presents approaches to protect the establishment’s placement. This effect to the establishment is applicable when new expertise was utilised in the establishment (Griffin, 2011).

Previously, individuals only attended conventional schooling from the primary level to the college level, unmindful about the training’s importance for employees’ retention in the organization from any level. Training is also compulsory for the quality of life enhancement. The development process and level of services in the Kingdom of Bahrain are controlled by organizations in the public sector. That indicates preparing its staff with improved knowledge and skills is positively reflected in society. Training the public sector employees acts like training the developers of the community that will yield a further developed output. According to Griffin (2010), the governments’ role is to attain solutions for the difficulties faced to remove the gaps in the employees’ capabilities to compete in the global economy. Today, the main aim of the development professionals and customers is to attain a method towards approaching the required results. Training practitioners keep their thinking and acting within their limited practice, which generally lacks the required foreseeing business’s vision (O’Connor & Little, 2012).

In countries like Bahrain, training after school is until now insubstantial in the viewpoint of its importance and influence which indicates the absence of recorded data presenting its advantages in comparison with similar Gulf citizen countries (GCC) (Al-Mahdi, 2014). Other GCC routinely monitor the conducted training outcomes and reassess their employees’ productivity and performance together with the available human resources plans and requirements (Karoly, 2010). Table 1 indicates a big section of the high salary scaled positions are given to non-Bahraini handwork. In other words, for each group composition, six Bahrainis employed in the public sector with a salary above BD 1500 is equivalent to one non-Bahraini employee within a similar salary category. This represents an issue that necessitates the employment of non-Bahraini who obtain not only the usual salary scale but also the costly scale in an unusual and abnormal ratio in comparison with the Bahrainis’ ratio. The obvious reason for this is related to training because it is a significant necessity. It is extremely linked to the challenges and opportunities experienced in any type of establishments like the insufficiency in the employees’ performance as well as an insufficiency in the educational framework (Al-Mahdi, 2014).

Table 1 - Number of workers by Bahraini, non-Bahraini citizenship and monthly wage (2020 December) includes civilians working in non-civilian organizations

Monthly Wage (BD)	Total in Public sector	Bahraini	Non-Bahraini
400-449 BD	2,220	1,947	273
450-499 BD	4,129	3,662	467
500-599 BD	7,757	7,070	687
600-699 BD	6,831	6,368	463
700-799 BD	5,987	5,798	189
800-899 BD	4,311	4,234	77
900-999 BD	3,271	3,167	104
1000-1499 BD	7,497	7,103	394
1500 BD and above	4,621	3,982	639

Source: Labour Market Regulatory Authority (2020)

The functionality evaluation was disorganized a long ago from a perspective of the structure, performance, and management. The justification was related to employing inappropriate and effective practices (Davis, 2012). The training addresses the issues and effectively produces outcomes for the establishments’ benefits and the employees. Furthermore, additional research should take place regarding training and its effectiveness to establish a foundation for added awareness and care about the training concerns. Expanded needs of expertise are connected with an expanded complication in the work domains. Effective training in any sector such as the public sector organizations in Bahrain is supposed to improve and update the existing human resources’ knowledge and performance issues that necessitate the usage of foreign employment, by using the collaborative influence of training antecedents for improving the capabilities and skills among public sector workers as stated by Driouchi (2014). According to Basu et al. (2012), effective training enables public sector workers, together with their organizations, to gain additional new knowledge and develop existing skills, expertise, and knowledge in the organizations to attain outstanding performance in their services. Therefore, it is significant for the HR professionals in the Bahraini public sector to conduct effective training to advance employees’ capacities and knowledge. Researchers confirmed that effective training forms a crucial instrument to expand organisational performance in any working environment type like the traditional public sector in Bahrain (Olds, 2013).

As a rule, the available studies argue that training material and organisational culture represent a foundation in inspiring training effectiveness (Nisha & Rani, 2019; Rohayati & Wulandari, 2017). In addition to the above mentioned factual studies like the one by Driouchi (2014), and Basu et al. (2012), just a few of them focused on the influence of training material, and organisational culture on training effectiveness. The implemented studies concerning training effectiveness and its related antecedents such as “training material and organisational culture” in nations like Bahrain is uncommon (Jehanzeb et al. 2013). This study aims to restrict the research framework boundary in the stated antecedents

without mediation or involvement of condition or moderation under which differentiation in correspondence may be present. This will be opposed to the research plan, which is to concentrate on the appointed factors and their contextual relationship to establish a base for supplementary upcoming research.

Usually, very limited, insufficient, and unpractical research is performed in human resources in common and training effectiveness in particular due to the availability of realistic and proper data. Training effectiveness to attract researchers' attention is still in the early stage in Bahrain (Yaqoot, Mohd Noor, & Isa, 2021). This critical subject shall be reinforced through the inclusion of the public sector. Specifically, this highly demanding and sensitive environment of the public sector recalls a qualified and effective human resource professional. Eligible HR practitioner is compulsory to accomplish uninterrupted competitiveness, survival ability, and to perform the needed significant HR department function to improve the performance of employees and establishment (Belfer, 2013). Furthermore, since the public sector in Bahrain is the economy's foundation and controller (Ali, 2010), this shows the consequence of reviewing training effectiveness in the public sector. Hence, this study aims to initiate a move toward understanding and covering a theoretical and practical gap by examining the impact of the previously mentioned training effectiveness antecedents in the public sector in Bahrain.

This study is also meant to determine the shortage and issues in training, educational material, and qualification related to productivity insufficiency in the Bahraini HR in the public sector prohibiting them from performing the nature of jobs and capabilities required in this sector and assigning that role to non-Bahraini worker considering their added cost and disadvantages to the country. It is valuable to perceive how training and the organisational culture and practice can strengthen and enhance the performance of the employees and provide them with the needed expertise and knowledge linked to their jobs.

1.1 Training Effectiveness

Continuing education is another description of training in this study. It is employed by public sector establishments as a tool for improving their employees' performance. Efficacious training produces many benefits to the establishments including effectively treating existing and future challenges and difficulties. Training additionally aids in dealing with today's unsettled environments (Bimpitsos & Petridou, 2012). Researching the continuing education effectiveness is advantageous according to its remarkable role and the variance it can inspire. Training is fundamental as a stimulator in the economic outgrowth and the people's well-being. The importance of conducting training should be considered the factor of training effectiveness, training material and organisational culture. Training effectiveness according to Saghafian (2011), is the level to which training attained the rational intended goals. Training effectiveness is also the size of advantages obtained from the training for both parties; the human resources by the added gained expertise and useful information and the establishment by the increment of productivity or sales or improved customer service and satisfaction. Effectiveness of training additionally means the probability of preparing the active compatible medium to achieve the objective that was prepared in advance in general and to achieve the real wanted outcomes in improving human resources capacities through training specifically. According to AlYahya & Mat (2013), training effectiveness is the appraisal of progression in the human resources expertise, knowledge, and behavioural pattern within the establishment as a result of the training programme. This appraisal helps to compare the training's implementation and design cost with the associated advantages. Thus, it determines whether effectiveness implies the accomplishment of the planned objective. Training is supposed to improve the trainees' skills and knowledge and move them to an elevated intelligence stage. Baraki and Kemenade (2013) stated that training develops nations by enhancing the harmony, learning empowerment, knowledge, and caution of the trainees.

The training effectiveness evaluation aims to verify its utility and its worth or enhance furtherly its efficacy (Kirkpatrick, 1970). It is significant to relate the programme's charge with the correlated approaching advantages. Thus, it indicates if the training schedule could achieve the proposed targets (AlYahya & Mat, 2013). Training demands realistic systemized processes and approaches to fulfilling its central objectives to be effective in delivering the required performance (Khalid, 2012). The training programme aims to improve the employees' competence using a combination of activities to reach that. The training operation is composed of operations that join the trainee with the training staff, devices, tools, other trainees, etc. (Kock & Ellström, 2011). The governmental establishments conduct training to help personnel gain updated proficiency to perform tasks professionally. Training that was prepared to be valid will support the organization in attaining its comprehensive goals and the employees' (Karim et al. 2012). Effective training represents the training's state and whether it is successful and achieved the desired results or if it could not attain the wanted outcomes (Saghafian, 2011). Griffin (2011) stated that the actual grasp from training is limited to 10% or 15% only to the establishment. The fully perceived training transfer is unachievable in any condition. Training's implementation and transfer to the workplace is the real objective of any training type. This is the genuine reason for the training which is to enhance all parties' involved performance.

Training effectiveness is essentially a conception that determines the extent to which training developed the trainee's proficiencies, expertise, and attitude in the establishment as an influence of attending training (Ganesh & Indradevi, 2015). In the current study, training effectiveness implies the positive outcomes of a certain training course. A course that can accomplish the supposed targets is normally counted as effective.

Sanjeevkumar and Yanan (2011) suggested a choice of approaches to measure the effectiveness of the training programme. The authors proposed that the trainee election should be by examining the elected sample in advance to group them based on their levels and characteristics for the trainer adaptation and focus to minimize any possible disturbance to accomplish effective training. Evaluation practicability is a complicated assignment (Choudhury & Sharma, 2019). It is challenging to come to an agreement on what to be evaluated and on the evaluation concept and its limits. There is a considerable difference in management's and establishment's practicability. Each of them has a wide variety of techniques, systems, structures, philosophies, and values (Karim et al. 2012). Also, hard and soft data forming the conception of scientific and naturalistic approaches are available. Scientific concept selections are according to reasons of particular concerns and nature that determine the utilization of absolute and ordinate criteria; i.e. quantitative approach. Naturalism is where evaluation at various points is seen and yielded as a continuous practice (Smith-jentsch et al. 2012).

Bazargan, Vaezi, and Soltaninezhad (2011) proposed common scientific practitioners approach to obtain an applicable evaluation approach. Latif (2012) recommended the placement of training value analysis methodology as a proper approach for training effectiveness evaluation. He advised evaluating real use of the obtained knowledge, skills, and attitude (KSA) in the organization to verify training effectiveness and advance employees' performance. He also pointed out that training is critical to provide employees with very important advantages like advanced knowledge, proficiencies, and improved behaviour. More advantages are also obtainable such as better time management and employment, stress reduction, productivity increment, and efficient use of resources. The purpose of the training effectiveness review is to impose the usage of the learned information to benefit the establishment. Non Effective training was discovered to be a public issue among establishments due to the unavailability of a correct training effectiveness assessment (Ford, 2014). Even though training programmes are not all similar in terms of influence and effectiveness, evaluation of training is essential in bringing together individuals' and establishments' administration perspectives. To confirm proficient resource usage, and to enrich the learning experience, training effectiveness is both necessary and cannot be neglected (Griffin 2012). Different studies have emphasized the significance of effective training to obtain profitable outcomes for the establishment and its employees. Training effectiveness evaluation is a complex assignment (Green, 2002). The complexity is related to the implication of other factors that can inspire employee's performance. This truth requires additional studies into potential approaches and methodologies for logical, needed, and beneficial outcomes. The more accurate quasi-empirical qualitative methodologies knowledge-based method outcomes the more definite findings gained. This tactic also produces the usefulness of monitoring and verifying the influence of training from the real site (George & Jayan, 2013).

Donald Kirkpatrick's training effectiveness evaluation model is the vastly applied and common training evaluation model. Kirkpatrick was the pioneer in introducing the concept of the prospect of evaluating a training programme by a model consisting of four levels. All the levels are important and linked together with a positive relation (Karim et al. 2012). According to (Börner, Moormann, & Wang, 2012) the evaluation process is divided into four levels in this model. Those levels are reaction, learning, behaviour, and results. Kirkpatrick model allows establishments to attain exceptional aims from the training programmes. The basic need from training evaluation is to optimize training by identifying which training antecedents are responsible for its success. It can also suggest a prompt treatment to any issue inhibiting obtaining effective training. Early identification of issues in the training antecedents helps not only to reach effective training but to additionally increase the influence of those antecedents and to differentiate their influence into the different training programmes (e.g. training aids and environment, trainee educational level, and presentation) to increase the benefit of the training. Kirkpatrick training evaluation model allows identifying the relevance among the various training antecedents and the relationship between learning and utilization of that learning to the job (Topno, 2012).

1.2 Training Material

Training material is information that is either printed or recorded and prepared particularly to be used to enhance learning in training programmes (Chaudhry & Roomi, 2010). It is also defined as workbooks that include examples and exercises used to support training (AlYahya & Mat, 2013). Training material described as a reference manual includes particular information related to procedures and processes. It contains detailed information to help the training done during the session (Pineda, 2010). Training materials are items intended to enhance the modality of a performed task (Ghosh et al. 2011). According to Pineda (2010), it is the pedagogical resources (audio-visual materials, documents, and projection equipment). Its contents should be related to the objective, carefully chosen as being the most suitable, the relationship to the subject, level of accuracy, and the suitable ratio between the practical and theoretical content. It is part of the training cost in addition to other factors such as the employees' salaries, and the trainer's fees (Chang, 2010).

Ghosh et al. (2011) have announced that the significance of the training material is it can be used during the training and in the future. Also, it should not be too detailed, too short, or too long and should be pertinent to the job (Chaudhry & Roomi, 2010). Steensma and Groeneveld (2010) further stated that the training material should be complemented with diagrams and pictures to simplify and encourage learning. Adults are rapidly feeling disappointed and promote poor behaviour toward training if they feel they are wasting their time on material that is not useful. Positive behaviour and acceptance of certain things like training are critical to reap benefits from it (Kalargyrou & Woods, 2011).

The training material should be consequential and modified to fit the different employees' levels. Treatment of any difficulty in any portion of it is necessary for a better understanding and for retaining what was learned (Ghosh et al. 2011). In addition to the influence of the training conducting approach, the training material was also found to make a noticeable difference to the degree of the gained trainee/human resource learning. This confirms that if those factors were intended and planned to simplify the training purpose accomplishment, those factors will reinforce the programme's efficacy (Diamantidis & Chatzoglou, 2012). Training effectiveness is positively linked to antecedents like the trainer, organisational culture, and training material (Lin, 2012). Then again, other antecedents like the training programme, working environment, and technology do not indicate a significant relationship to the training effectiveness. Logically, training material is supposed to be customized to fit the training's / organization's purpose and the targeted human resource characteristics. The difficulty, unsuitability, and connectivity between the trainees and the training material produce a negative impact on the training effectiveness (Ghosh et al. 2011).

The trainer's role can not be neglected and works in combination with other factors like the training material. Training material forms the source, bath, and contents of learning for the trainer. It reduces the gap in the workforce's knowledge and expertise (Brinia, 2011). Referring to Diamantidis and Chatzoglou (2012), factors composing the training programme i.e. training objective, contents, trainer performance, training environment, and training material produce an obvious and functional influence on the learning outcomes and training effectiveness. Furthermore, available literature has presented inconsistent outcomes related to the correspondence between training effectiveness and training material (Nisha & Rani, 2019; Rohayati & Wulandari, 2017). Studies performed by Lin (2012) involving 194 Malaysian employees; and in Spain by Pineda-Herrero et al. (2011), on 351 covering health sector employees, found that training material presents a positive and indirect effect on training effectiveness. A different study conducted by Kalargyrou and Woods (2011) examined the interactive relationship between the training effectiveness and the training material. The obtained outcomes show the existence of a positive relationship between the training material and training effectiveness. Therefore, Kalargyrou and Woods (2011) proposed additional related studies to be performed in a variety of cultures and different countries' settings due to the logical according to literature stating the possible influence of the training material into training effectiveness and to obtain a real picture about the actual influence produced.

Besides, a very limited number of available empirical studies were conducted to assess the vocational training programmes effectiveness related antecedents in the organizations in the public sector (Yaqoot et al. 2021), specifically in public sector organizations in Bahrain (Ali, 2010). More studies were conducted in the organizations in the private sector (Hassi & Storti, 2011).

1.3 Organisational Culture

Organisational culture is described as a mixture of attitudes of both the employees and the administration, sort of control applied in the organization, roles, and policies of conduct (Raza et al. 2014). Hartog & Verburg (2004) described the organisational culture as a set of assumptions, values, acceptable practices, and policies shared between parties of an establishment and instructed to new parties as standards. According to (Schein, 2004), organisational culture is a structure of shared purpose held by members of an organization that differentiates their organization from different ones. It determines the general methodology to look after all the subjects related to the process of the activities to run the organization. It also takes the required procedures to fine-tune them based on requirements. Its main concern is to supervise the behaviour of the employees (Raza et al. 2014). Organisational support is fundamental and is strongly needed for the employees to put their career handling through training at a higher level. This can be attained by the employment of a culture that is supportive of learning and by keeping it open as learning encourages organisational culture (Al-Bahussin & Elgaraihy, 2013). It will allow all the parties involved in this process to cooperate, complement each other, and work together as a complete system to extract the knowledge and make it available for everyone. The role of the management is to determine and execute the proper learning needs for the organization in general, individuals or teams for the success of the training effectiveness (Joo & Ready, 2012).

The quality of the elements in charge of the approach of the training effectiveness such as the implementation of the training, training design, and trainer are moderated by the organization's continuous process of evaluating and improving the training (Pineda, 2010). Furthermore, regardless of the actual financial investment employed to serve the training effectiveness, an absence of the supportive organisational culture and an absence of an organization's suitable specialized evaluation tool has a negative impact on the supposed feedback and outputs wanted (Bhatti & Kaur, 2010). This feedback can affect the result of the relationship between the training effectiveness and the trainer's performance. Trainees need to provide either positive or negative feedback. The organization digests this feedback and converts it to a decision like positive or negative feedback to the trainer to modify, improve, or provide additional or different requirements to attain training effectiveness. Training effectiveness is a consequence of the trainees' contentment and fulfilment of the organization's desire (Homklin et al. 2013).

Organisational supportive culture is constitutional for training success. It is substantially required for the human resources to place their duties performing by training in a better stage. The method to this is through the application of a culture that is full of learning opportunities, open, encouraging, and helpful for a learning organisational culture (Al-Bahussin & Elgaraihy, 2013). This permits all the involved parties in this procedure to work together as a single group to make the knowledge attainable for everyone. The administration's role is to execute and determine the needed subjects,

and to which employees for the success of the training and to achieve its effectiveness (Joo & Ready, 2012). Jehanzeb, Rasheed, and Rasheed (2013) stated the absence of an absolute definition for the organisational culture and a typical method for studying it. However, Van Den Berg and Wilderom (2004) classified the organisational culture into dimensions of five categories: human resource orientation, improvement orientation, interdepartmental coordination, and autonomy. Another study by Reilly, Charles, and David (1991) dimensionalises the organisational culture into four classifications specified as the computing values frameworks (CVF). CVF is commonly known as the commonly used and most relevant model in the organisational culture subject. It provides clarification on if an organization has an internal focus or an external focus, struggles for stability, flexibility, control, or uniqueness. More studies have also divided the CVF into a category of four classifications which are: clan, hierarchical, adhocracy, and market (Terrana et al. 2016). According to that, for example, clan culture presents a supportive and favourable work climate that inspires the workforce to enhance their knowledge and skills. The adhocracy culture, on the other hand, presents an entrepreneurial and innovative work climate, increases the workforce’s inspiration, produces freedom, and prompts employees’ initiative. Accordingly, concentration on the organization’s kind and application performance-enhancing and training supportive culture will produce a preferred human resource performance (Linna et al. 2010).

Flexible management, innovative culture, and hi-tech consideration organization inspire the desire to learn. Understanding the advantages of the training and how to attain a real training transfer helps the training to become effective (Scheeres & Rhodes, 2006). It is confirmed that organisational culture has a definitive influence on the training programmes, and the organization’s advancement plans and vice versa. They are virtually related. Organisational culture determines the objectives, and design of the training programme structure which in turn establishes the organisational culture characteristics (Kissack & Callahan, 2010). Furthermore, a study conducted by (Hussain, 2011) in a pharmaceutical establishment in Karachi among 130 employees revealed that organisational culture has an active effect on human resources productivity which accordingly influences training effectiveness. Moreover, a study conducted in Korea by (Joo & Ready, 2012) involving 232 participants in a Fortune Global 500 company to examine the organisational culture influence in the effectiveness of training indicated the availability of a positive influence. Therefore, based on the above-mentioned statement related to the organisational culture related subject in earlier studies, the current study proposes to test the effect of training antecedents on training effectiveness and confirm if organisational culture can be considered one of those factors since it is believed to influence training effectiveness (George & Jayan, 2013). Also, the study intends to confirm the same results are obtainable and applicable in the public sector in Bahrain.

2. Conceptual Framework

Figure 1 indicates the foundation frame of the study. It shows the theoretical connection between the contents of the framework elements, the dependent, and the IV. The DV herewith is training effectiveness. Training material and organisational culture compose the antecedents which influence the training effectiveness. They form the independent variables. The quantitative collected data forms the basis in this study for the analysis method. The analysis of the concerned training effectiveness level will be according to the participated trainees’ obtained data. Explain each IV and DV

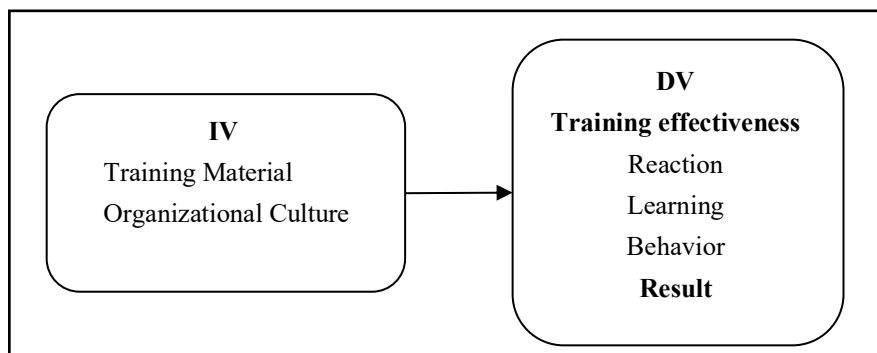


Fig. 1 - Research framework of the study (adapted from: Lin, 2012)

The identified relationship in various studies was positive and significant between training material, organisational culture, and training effectiveness. The number of those studies produced opposite conclusions, which calls for additional investigation of this concern. Therefore, the following hypotheses were proposed to achieve an improved perception of the training effectiveness antecedents:

- H1. There is a positive relationship between training material and training effectiveness.
- H2. There is a positive relationship between training effectiveness and organisational culture.

3. Methodology

This study deployed a quantitative survey design using a questionnaire. A questionnaire forms the central derivation for the collection of the primary data. A pilot test is conducted by distributing thirty questionnaires to the easiest reachable public sector employees to underline the instrument’s suitability and visibility. Stratified sampling was used primarily to choose the employees from the four public sector organizations and to allow an equivalent opportunity to both genders (male/female). According to the value obtained by the GPower analysis, with an Alpha of .05, a sample of 89 with two predictors would be appropriate to determine a fair effective size with a power of .95 for the population of public sector employees' compatible figure of 39,286 (Mayr, Buchner, Erdfelder, & Faul, 2007). Three hundred and eighty-two (382) questionnaires were sent to individuals (supervisors and clerks) in the public sector in Bahrain. Questionnaire distribution took place between March 2016 and June 2016. The questionnaire includes 42 elements, 6 components are related to the dependent variables, and 36 components are related to the independent variables achieved following the reliability pilot test. The data analysis program used is the SPSS version 23 Statistical Package for Social Science (SPSS). The questionnaire’s items together with Cronbach’s Alpha are shown below in Table 2:

Table 2 - Reliability statistics for each of the variables

Variable / items	N	Cronbach’s Alpha	Decision
Training Material	8	0.863	All items are accepted/reliable
1. The course content is too detailed. 2. The printed material is easy to read. 3. The course content is easy to understand. 4. The course content is well structured. 5. The material will provide a useful reference in the future. 6. The printed materials and other handouts are well organized. 7. The pictures/diagrams shown are useful and relevant. 8. The course materials are varied and current.			
Variable / items	N	Cronbach’s Alpha	Decision
Organisational Culture	28	0.939	All items are accepted/reliable
1. People I work with are direct and honest with each other. 2. People I work with accept criticism without becoming defensive. 3. People I work with constructively confront problems. 4. People I work with are good listeners. 5. Labor and management have a productive working relationship. 6. This organization motivates me to put out my best efforts. 7. This organization respects its workers. 8. This organization treats people in a consistent and fair manner. 9. There is an atmosphere of trust in this organization. 10. This organization motivates people to be efficient and productive. 11. I get enough information to understand the big picture here. 12. When changes are made, the reasons for them are made clear. 13. I know what is happening in work sections outside my own. 14. I get the information I need to do my job well. 15. I have a say in decisions that affect my work. 16. I am asked to make suggestions about how to do my job better. 17. This organization values the ideas of workers at every level. 18. My opinions count in this organization. 19. Job requirements are made clear by my superior. 20. When I do a good job, my superior tells me. 21. My superior gives me criticism in a positive manner. 22. My superior is a good listener. 23. My superior tells me how I am doing. 24. Decisions made at meetings get put into action. 25. Everyone takes part in discussions at meetings. 26. Our discussions in meetings stay on track. 27. Time in meetings is time well spent. 28. Meetings tap the creative potential of the people present.			

Table 2 - Continue

Variable / items	N	Cronbach's Alpha	Decision
Training Effectiveness	6	0.939	All items are accepted/reliable
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.			

Various efforts were taken to get back the questionnaires at the same time when possible. In some cases, more time was given and continual follow-up was sustained to inspire the return potential of the plenary questionnaires. A total response rate of 155 questionnaires only was received from a total of 382. Sixty percent (60%) of the targeted sample was not interested to participate, could not attend any training session according to the roles of interest, while part of them abandoned returning the questionnaire and ignored the frequent follow-up. Since 27 of them were incomplete, they were accordingly eliminated. The viable questionnaires were limited to 128, which is still valid and above the required samples. The reason behind the minimal responding number is probably related to the disappointing research culture environment in Bahrain and the majority of the Arabian countries (Gelaidan, 2012). The questionnaire's preparation was in English before translating it to Arabic. The translation was implemented using bilingual expert assistance working in the related department at the University of Bahrain to accomplish accurate and better attention from a questionnaire conducted in the Arabic nation.

3.1 Measurement of Items Virtuous

The questionnaire was derived from other validated former studies that suit the study's essence. The Likert scale is a five-point scale that is used to permit the employee to indicate how much they disagree or agree for every dimension from strongly disagree (1) to strongly agree (5). Eight (8) items measure the influence level of training material on training effectiveness, with 1 item adapted from Pau (2001), and five items from Barcala (2000). Lin (2012) was the source of the remaining two items. The Cronbach' Alpha is 0.863. Organisational culture is measured by 28 items obtained from Glaser, Zamanou & Hacker (1987). Its related Cronbach's Alpha figure is 0.939.

Six (6) items related to the training effectiveness (result) were adapted from other related studies to measure the return on investment (result). Barker (1997) 5 questions, and one question adapted from Tai (2006). The result is determined to represent the effectiveness of training. This is as stated by Börner, Moormann, and Wang (2012), indicating that the results of training effectiveness can be distinguished by the measurement of the obtained results to the establishment resulting from the training. Examples of these results can be productivity time reduction, higher-level quality, production increment, and production cost reduction. Furthermore, it was revealed that the questions accomplished the required reliability's instance. The Cronbach Alpha value is 0.939. Cronbach's Alpha measurement defines the employees' agreement degree for every variable. The higher reliability degree is represented by a greater score, with a range located between 0 and 1. The larger dimensions' reliability achieved is high. Particularly, numbers achieved were above the minimum acceptable value of 0.70 as indicated by Pallant (2005). Training material achieves the smallest value of 0.863 (accepted and above 0.7). The organisational culture produced a value of 0.939. It is considered a high-ranking value. The indicated assessment for the dependent variable (DV) training effectiveness was also a high-ranking value of 0.939. In order to avoid any multicollinearities' concerning possibilities, the multicollinearity test, in addition to other assumption tests, were conducted before performing the regression analysis test. According to Pallant (2005), this practice encourages the attainment of rational outcomes. The scored tolerance values were exceeding .10 while VIF values were below 10. This approves the nonappearance of multicollinearity as stated by (Hair et al. 2009). The Cronbach's Alpha results are shown in Table 3:

Table 3 - Items for each of the variables

Variable	N	Cronbach's Alpha	Decision
Training Material	8	0.863	All items are accepted/reliable
Organisational Culture	28	0.939	All items are accepted/reliable
Training Effectiveness (Result)	6	0.939	All items are accepted/reliable

4. Results

A statistics review is presented below of the assessment conducted to determine the relationship between the IVs (training material, organisational culture) and DV (training effectiveness). The descriptive statistics results were first analysed in addition to the correlation assessment for the dependent and independent variables. Followed by examining the multiple regression analysis to evaluate statistically the degree to the training antecedents influence the training effectiveness. The reliability of the questioner's elements is measured by statistical analysis.

The descriptive statistics data reveals that male participants are higher (58.6%) compared to females (41.4%). This is in opposition to the ideas that state that female employees are mostly the greater employees' percentage in the public sector. According to the age of the employees, which indicates that between 20-29 (14.8%), 30-39 (54.7%), 40-49 (19.5), and 50 or more (10.9%). This represents that the bigger portion of the participants is in middle age. They are supposed to be generative for a long period to come. They are also not expected to retire in the next years. These outcomes support the requirements to enhance the productivity of this classification since this category forms the ideal workforce in the public sector organizations. According to the experience's category, the outcomes show that under 5 years (12.5%), 6-10 (30.5%), 11-15 (26.6%), 16-20 (8.6%), 21 or more (21.9%). The bigger portion can still be considered at the start of their practical lifetime. They are almost new, possess limited expertise, and will compose a suitable classification that can benefit from training to reach the potential promising performance.

A positive correlation of a high-value inter-item is indicated in the dimensions' analysis. The findings of the correlation are shown in the table below (Table 4). It represents the correlations between the study's three variables; the training material, and organisational culture which were discovered to introduce a relationship with the training effectiveness of significant nature at 0.01. This approves that hypotheses H1, and H2 present a positive nature relationship.

Table 4 - Correlation results

	Training Material	Organisational culture	Training Effectiveness
Training Material	1	-	-
Organisational culture	.144	1	-
Training Effectiveness	.247*	.526**	1

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

* Correlation is significant at the 0.05 level (2tailed).

4.1 Regression Analysis

Table 5 displays the generated multiple regression analysis findings. It shows the level to which the organisational culture and the training material variables impact training effectiveness. Those outcomes reveal that training material and organisational culture contributed to the training effectiveness to explain the diversity of .374 (37.4%) in training effectiveness. This indicates that 37.4% of the diversity in training effectiveness is related to the DV dimensions. Moreover, organisational culture forms a bigger influence on the DV. The beta value recorded was .544 compared with the recorded beta value of .151 for the training material.

Table 5 - Regression results dependent variable: training effectiveness (result)

Variables	Std. Error	Beta	T-ratio	Sig. (P-Value)
Training Material	.121	.151	1.890	.061*
Organisational culture	.099	.544	6.812	.000**
R Square	.374			
F	33.149			
Sig.	.000			

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

5. Findings and Discussion

The previously mentioned outcomes in this study indicate that the training material has a positive and significant relationship with the effective reaction. Hence, these findings are in agreement with the stated literature stating the positive relationship connecting the training material and the result (Griffin, 2014). Therefore, it reveals that practically, the employees in the Bahraini public organizations are reactive to a high level and can gain from the training material which is professionally selected, reviewed, and developed.

Arguably, the outcomes verify previous studies which report that different kinds of contribution from the organisational culture and colleagues such as the supervisor and the management can supplement the employee's advantage and employment of the acquired training. Employees' improved productivity is normally affected by the organism's encouragement and perception of the effective, appropriate support, and encouragement provided. The organization together with the employees can apply a comprehensive and supportive environment to distinguish itself from others and to enhance productivity. Countless other advantages can be achieved using corresponding practices to reap benefits from all elements involved; the clients or beneficiaries, the staff, the government, and the organization. This, in turn, confirms past studies that perceived organisational culture to have a positive relationship with training effectiveness like the one by Chatzoglou, Chatzoudes, Vraimaki, & Diamantidis (2013), Raza et al. (2014), and Bhatti (2013).

The above-revealed clarifications are theoretically confirming outcomes of other literature that have been previously discussed confirming the training material's important role in motivating the trainee favouring the essential aim behind the training. In accordance with the degree of effect of additional variables related to the training process, and the trainee's degree of motivation and interests, the IV factors can produce less or more inspiration on the training effectiveness compared with different variables, which has also been approved in the outcomes of this study. It was revealed that the organisational culture was the higher effective variable between the examined previously herewith factors. Furthermore, the training material was to a lesser extent an effective factor.

The findings also describe that training effectiveness represents a statistically significant and positive relationship as well with the organisational culture, underpinning hypothesis H2. It means that the overall productiveness standard in any organization's type and the sector is linked to the nature and extent of the presented social support the employees obtain in those organizations. The more the social support offered the more the training effectiveness approached. Accordingly, it is comprehended that in a socially propped work setting, people perform an influential role in improving the organization's quality and functionality by many approaches such as the training effectiveness enhancement degree and confronting with issues that may hinder attaining the planned training-related performance enhancement. Their role can be furthermore consolidated to aid the establishment to be successful by co-operation and be concerned between both parties.

6. Conclusion and Implication

The findings of the study examined the effect of training contextual variables on training effectiveness, through exploring supervisors and clerks levels of public sector employees to evaluate the significance of the dimensions' of training factors aforementioned. The accomplished outcomes underlined have revealed that training-related variables notably inspire training implementation, which in turn demands the training institutions and practitioners to bring into focus these related antecedents. This also helps to achieve favourable features. Different considerations are not covered in this study including but not limited to technology, training period, training time, trainee age, and trainee experience. Accordingly, additional research is substantial. Also, even though there were different restrictions in this study and room for more extension, its findings still had value. For instance, one of those boundaries is the limited number of contributors composing the study's pattern. Although the relatively limited 128 participants' limited sample was achieved, it disallows the outcomes generalization. Therefore, more studies are needed to extend the pattern's size, in addition, to expanding the frame of reference to incorporate other extents such as trainee motivation, training venue, and trainer.

Furthermore, the results as well form importance to other organisms in a different or same sector. The results can additionally be used to evaluate different types of training programmes or similar programmes in different public. Also, in the period of inspecting and searching related literature on the effectiveness of training and its antecedents, it is crucial to mention that the majority of earlier research examined factors that take place inside the training place such as its environment and material and ignored antecedents those take place outside its venue such as the organisational support. Moreover, past studies were usually implemented in Western and Asian settings.

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