

DETERMINANTS OF TRAINING MOTIVATION: A CASE OF NON-MANAGERIAL LEVEL EMPLOYEES IN VALUE ADDED TEA COMPANY

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ABSTRACT

The purpose of this study is to investigate the factors which determine the employees' participation in training programs in one of the Tea Manufacturing Companies in Sri Lanka. Even though non-managerial level employees in the aforesaid company have requested several training programs from their supervisors semi-annually, they are reluctant to participate in those programs. Hence, this research is conducted as an exploratory field study which is cross-sectional, intending to explore the determinants of training motivation of employees in the selected company. Unit of analysis of the study is at the individual level; individual non-managerial employees. Researcher administered a standard questionnaire to collect primary data from a sample of 83 non-managerial employees where convenience sampling was used to select the sample. Exploratory Factor Analysis (EFA) was conducted to find out the significant determinants of training motivation. Moreover, factor loading values and cumulative percentage of extraction sums of squared loading values were used to draw the conclusion. It is found that self-efficacy, training reputation and job benefit are the significant training motivators for non-managerial employees in the selected company while supervisory support and the financial sponsorship were found to be insignificant motivators. Hence, it is recommended for practicing manager and Human Resource (HR) professionals in the selected domain to design training programs which will improve the efficacy and the reputation of the participant, and especially, to deliver transferable skills in designing future training programs.

Keywords: *Non- managerial employees, Training motivators, Training participation*

1. INTRODUCTION

Owing to the rapid pace of the technological progress, companies develop strategies to update the knowledge and skills of their employees continuously (Small & Irvine, 2006). In any industry, employees are one of the critical determinants of business success (Dessler, 2008). Organizational performance is directly depending with capability and

qualifications of their employees (Gordon, 2006).

To achieve organizational goals, and in driving career advancement, employees have to be involved in continuous learning in order to fit job requirements (Ford & Orel, 2005). The main feature in the continuous learning is that employees have low attend

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employee development activities (Rosow & Zager, 1988). Employee development is very important part and organizations spend billions dollars for training their employees (Politt, 2001).

However, even if employees have an ability to learn, they may fail to gain knowledge from training due to low motivation of participate in such training. In any training program, motivation of the participant is the first factor, which effects all the other things in the program from the participants' point of view (Maurer & Tarulli, 1994).

2. PROBLEM STATEMENT

Most of employees are requesting training programs and companies are investing massively for training programs. But, nonattendance ratio is higher for training programs as observed in many of the contemporary organizations.

Most of organizations are allocating resources to organize and deliver employee training programs (Politt, 2001). Always there is a need for employees to learn new skills their objective is to make skillful labor force and increase the productivity in the production process. But there is a huge problem. Employee participation for the training programs is in a low level. Then training cost is going up. But productivity is not going up or there is not any sufficient accretion. It makes negative influences to profit of the organization. When we see from the management aspect, there is an

expectation gap. Managers are expected high productivity level. But they cannot go that level. Because low contribution of employee side.

Therefore, in order to verify what motivates employees to attend trainings, research will be focused on employees who willing to attend training programs on their job requirements. Key motivational factors that affect employee willingness to participate and that make them attend those training programs are going to be investigated.

3. RESEARCH OBJECTIVES

The primary objective of the current study is to investigate the influence of employee motivation to attend training programs. Consequently, this study is designed to take a look at a number of factors that may affect employee motivate toward attending trainings in the selected tea company. Further, this study will explore the main factors that drive the employee to participate in training programs, from the employee point of view. The study focused on employees who are willing to attend training programs on job requirements. In order to achieve this purpose, the study will be focused on the following research questions.

4. RESEARCH QUESTION

What are the significant motivators of training participation of non-managerial employees in the selected tea manufacturing companies?

5. SIGNIFICANCE OF STUDY

The current study represents the Human Resource Development side. It is very important to long term development of the organization. It causes to increase human skills, abilities, knowledge and attitudes through the training sessions. Further, to get a maximum return from the training investments this study will provide strong insights by recognizing training motivators of non-managerial employees which will be a solution of the identified contemporary problem, through which HR actioners could enhance the level of training participation.

6. Definition of Key Concepts

5.1. Training

Planned process to modify attitude, knowledge or skills through learning experience to achieve effective performance in an activity or range of activities. Its purpose, in the work situation, is to develop the abilities of the individual and to satisfy the current and future needs of the organization (Wilson, 1999 as cited in Abdullah, 2009)

5.2. Motivation

The set of forces that initiates, give direction, and make people resist in their effort to accomplish a goal (Campbell& Prichard, 1976), force that energize and gives direction to behavior (Bartol& Martin, 1998).

5.3. Employee Development

A set of systematic planned activities that are

designed by an organization to supply its members with the opportunity to learn and acquire necessary skills to meet current future job demands (Nadler & Nadler 1989, as cited in abdullah, 2009, p.487).

6. LITERATURE REVIEW

This chapter reviewed literature on attending to training programs. This has been organized under two major themes namely Importance of training programs and Attending to Training programs.

6.1. Importance of Training Programs

As organizations strive to compete in the global economy, differentiation on the basis of the skills, knowledge, and motivation of their workforce takes on increasing importance.

“Training” refers to a systematic approach to learning and development to improve individual, team, and organizational effectiveness (Goldstein & Ford 2002).

According to Flipppo (1971) “Training is an act of increasing the knowledge and skill of an employee for doing a particular job”. Similarly Beach (1980) viewed that "training is an organized procedure by which people learn knowledge and/or skills for a definite purpose”. In fact it is the training that bridges the gap between job requirement and employee present specifications.

Employee training has been a matter of concern and attention by any business field

nowadays. Organizations realize that employee training is an essential element to increase efficiency of job performance and keep their business running, as competition are getting more intense. Training is the process of providing employees with specific skills or helping those correct deficiencies in their performance (David, 2010 as cited in Sanjeevkumar and Yanan, 2011). For example, new equipment may require workers to learn new ways of doing the job or a worker may have a deficient understanding of a work process. In both sides, training can be used to correct the skill deficit. Training is focus on the current job, the scope of training is on individual employees (Robert, 2010 as cited in Sanjeevkumar & Yanan, 2011). It is also job specific and addresses particular performance deficits or problems.

Training tends to focus on immediate organizational needs and fairly quick improvement in workers' performance. It strongly influences present performance levels. A fundamental objective of training is the elimination or improvement of performance problems. To be successful, a training program must have clear stated and realistic goals (David, 2010)

Training has increased its importance in today's environment where jobs are complex and change. There for to have the best use of Human resource, training must be provide to the employees .Many organizations are spending large amounts of money on

training with the belief that training will improve their Employees' performance as well as overall firm productivity (Yamnill & McLean, 2001).Porter (1990) states that the more industries spend on employee training and development, the more competitive those industries will become. He observes that education and training expenditure is critical in forming national competitive advantage. Porter also notes that organizations must consistently invest in employee development through their own training and development programs to remain competitive in market.

6.2. Attending to Training programs

Even though organizations has organized training program ,the effectiveness of training programs depends on the degree of participation of employees' and hence, reflects in the intended business outcome. The employee participates in training programs have received little attention among the researchers. Presently, there is need for research on training participation because of the concern low participation and high drop-out rate of e-learning within the industry.

The motivating factors that influence decision to participates in the training program are center around organizational goal, for instance, meeting management expectation rather than the individual personal interest which often the case in adult learning, the desire for self-enrichment (Moller,1967 as cited in AlYahya et al., 2013).

According to this study purpose, to find the motivation factors to participate training programs, researcher has examined several factors such as Employee demographic characteristics, self-efficacy, supervisory support, job benefit, training reputation and financial Sponsorship and how each factor affects to participating training programs.

6.3. Self-efficacy

Empirical evidences have shown that self-efficacy is an important determinant of participation in training, learning and development program (Maurer, 2002; Maurer & Tarulli, 1994; Noe & Wilk, 1993). When an employee has self-assurance about training outcome there is likelihood that such employee will participates actively in the training and learning to completion.

6.4. Training Reputation

Another area that may impact attending to training is Training reputation. Prior to actually taking a training course, an employee often has an expectation about the quality of the course and its' job relevance. If the training is perceived to be a waste of time, employees may lack pre-training motivation irrespective of the actual quality of the training program. In other words, the reputation of a training program may affect an employee's pre-training motivation. In support of this assumption, Facticeau et al. (1995) found that training reputation was positively related to pre-training motivation.

Although other researchers have

acknowledged the importance of developing an understanding of factors that affect training motivation (e.g., Noe, 1986; Tannenbaum, Mathieu, Salas & Cannon-Bowers, 1991), training reputation will motivate to attend and learn from them. In other words the reputation of the training program may affect an employee's pre-training motivation.

6.5. Job Benefits

Trainee will actively participate in training program up to completion in order to maximize the Advantage offers by the training to acquire skill and knowledge that hitherto may be lacking. Similarly, if the training program is constructed in a way that followed a well structure learning theories and instructional design principles, learners may find it more interesting and inspiring to participate up to completion.

6.6. Supervisor Support

Research has indicated some support for potential sources of social support, Including top management, supervisors, peers, and subordinates (Baldwin & Ford, 1988; Goldstein, 1986; Noe 1986; Noe & Schmitt, 1986). Of these four social support Sources, Facticeau et al. (1995) found only supervisor support to be positively related to pre-training motivation, indicating that managers who perceived a greater degree of support from their immediate superiors for training reported greater motivation to attend and learn from training.

6.7. Financial Sponsorship

According to the interview which held with industrial superior he has mentioned that if the company bear training cost employees will participate or if employees paid they will participate. (Rebecca, 2016)

7. METHODOLOGY

This indicates how data was collected, the design used to analyze as well as to how data was interpreted and the conclusions was arrived at (Creswell, 1994). This methodological approach was summarized in the study under separate sub headings of research design, population, sample size and sampling procedures, instrument of study, data collection, data analysis and interpretation.

7.1. Research Design

Quantitative method was used in this study including distribution of questionnaire to participants with selected employees such as clerical and executive level employees. They are selected based on their capability to response and make judgment to the questions asked by the researcher. This is to further support and validate the data obtained from questionnaire.

Quantitative method is used because the reality is objective, out there, and independent of researcher. The questionnaire consists of three main parts; the demographic questions, the factors affecting to participate training programs which organized by the company and respondent comment.

Motivation factors to participate training programs are measured through self-report of trainees. (Merzoff, 1987 as cited in abdulla & mohd, 2008) support the findings of previous researches that self-report is an effective method of obtaining information on motivation factors to participate training programs provided that response shift bias is eliminated. Hence respondents in this research are required to indicate their agreement or disagreement with the statement using the five point scale. This interval scale allows us to compute the mean and standard deviation of the responses on the variables, thus allowing us to measure the magnitude of the differences in the preferences among the individuals. The five point scales were as follows;

1. Strongly disagree
2. Disagree
3. Neutral
4. Agree
5. Strongly Agree

The compute the data collected from the survey, SPSS version 20.0 and Excel were used. Exploratory Factor Analysis (EFA) was employed to analyze the collected data.

7.2 Pilot Study

For a pilot test, 20 sets of questionnaire have been distributed to employees of value added Tea Company covering from clerical and allied level to executive level. All of them are from departments includes, Financial, Marketing, Human Resources, Quality Assurance, Food Technology, IT and Production. The survey took an about two weeks so that the participants have enough

time to response to the survey. Out of 20 sets, only 18 sets were fully complied with the requirements. one set of survey was found incomplete or improperly marked and one set was not returned. The response rate was 95 percent and the rejected at 5 percent.

7.3 Population

Questionnaires were distributed to 90 employees and only 83 employees were responded. Responded rate was 92.22%. The population of this study comprised of Seventy (N =83) employees both male and female at value added tea company. Therefore, the population was represented to carter the entire characteristics of the other employees in terms of motivation factors that are part of it.

7.4 Sample and the Sampling Technique

The sample was comprised of 83 respondents broken as follows: Twenty (44) male and thirty nine (39) female employees where convenience sampling was applied to pick the sample.

7.5 Data Collection Instruments

Only primary data collection method was used to collect for the study. Primary data collection instrument consisted of structured questioners. All the questionnaires were written in English and administered manually.

8. FINDINGS

Exploratory Factor Analysis (EFA)

Table 9.1: KMO and Bartlett;s Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.710
Bartlett's Test of Sphericity	Approx. Chi-Square	114.325
	df	10
	Sig.	.000

According to table 9.1 KMO and Bartlett's test this data was accepted.

Table 9.2 :Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Var	Cum %	Total	% of Var	Cum %
1	2.521	50.417	50.417	2.521	50.417	50.417
2	.929	18.587	69.005			
3	.837	16.737	85.741			
4	.434	8.676	94.418			
5	.279	5.582	100.000			

Extraction Method: Principal Component Analysis.

According to the table 9.2, all together five motivational factors identified in research literature could explain 50.417% of variance of motivation to participate training programs in value added tea company. But only three factors are identified as significant key success factors, given in below table.

Table 9.3 :Component Matrix

	Component One (01)
Self-Efficacy	.867
Training Reputation	.832
Supervisory Support	.537
Job Benefit	.803
Financial Sponsorship	.379

Extraction Method: Principal Component Analysis.

a. 1 components extracted.

Moreover, factor analysis was done to recognize key factors of motivation of training participation. The above table explain the factor loadings and extraction sums of squared loadings of key success factors respectively. Factors loaded on a particular component with the factor loading value which is greater than 0.7 were taken as significant factors. Under the extraction method of principal component analysis there is only one component extracted. All the motivational factors related to attend training programs are extracted and loaded on the component one. According to the factor analysis performed, the availability of Self - Efficacy (factor loading = 0.867), available Training Reputation (factor loading = 0.832) and Job benefit (factor loading = 0.803) are recognized as major three motivational factors for participate training programs. Findings revealed that three out of top five motivational factors are significantly related to participate training programs in the tested domain. Hence, ultimately it could be concluded that self Efficacy, Training Reputation and Job benefit are serious factors to motivate employees for participate training programs.

10. DISCUSSION

According to the above mentioned research findings self-efficacy, training reputation and the job benefit were found to be significant motivational factors. The following section will discuss the finding in line with the previous evidence in research literature.

Although other researchers have acknowledged the importance of developing an understanding of factors that affect training motivation (Noe, 1986 ; Tannenbaum, Mathieu, Salas & Cannon-Bowers, 1991) research has not adequately examined the specific influence of trainees' perceptions of the general reputation of the training program on motivation to participate training programs. In the extant literature, Facticeau et al. (1995) research is the first empirical study to demonstrate that employees' perceptions of the overall quality of available training programs influence the motivation to attend and learn from them. In other words, the reputation of the training program may affect participate training programs.

Self-Efficacy Studies have shown that a worker's self-efficacy, or one's belief that one can handle challenging situations, influences one's attitude toward training. An employee with high self-efficacy is more likely to take personal responsibility for his or her development as employee (Noe & Wilk, 1993). Self-efficacy also influences intentions and behaviors. Employees with higher self-efficacy are more likely to be intrinsically motivated to use voluntary training for self-development. Extrinsic factors such as increased compensation or recognition are also important motivators (Maurer, Weiss & Barbeite, 2003).

11. CONCLUSION

There are a multitude of factors which will affect an employee to participate in training

programs willingly. If the company which is referred in the current research wish to increase the rates of participation in training programs, it is important to identify these factors and use them strategically. Therefore, it is concluded that individual factors such as efficacy and reputation, and application related factor of the job like job benefits are more motivational for non-managerial staff in enhancing the participation for training programs.

12. RECOMMENDATIONS

In line with the research findings of the study, the research came up with the following recommendations.

It is recommended that improve participation in training is providing employees with the Correct information regarding training opportunities. As self-evident as this seems, the way in which employees are notified can influence how well that message is received. Investigation into the best methods for delivering information about training would be of great benefit to anyone wanting to increase participation in voluntary training opportunities.

Self-efficacy is very important to increase the effectiveness of training programs. It must have self-efficacy in the pre training, training and post training stages. Self-efficacy refers to the perceived ability of an individual to engage in carrying out certain assignments to attain a specific purpose

(Bandura, 1977). Increase of the self-efficacy for training programs causes to employee job involvement. Job involvement is “the degree to which the job situation is central to the individual and his or her identity” (Blau, 1985).

Managers can implement some initiatives to improve the self-efficacy through training such as:

- Improve the knowledge of training programs in employees
- Supply quality training materials
- Make flexible time table for training programs
- Improve the quality of training programs
- Consider the training participation for promotions
- Consider the training participation for salary increments

Promoting training by highlighting the benefits of the training, and tapping into employee self-efficacy is also important. Employees will participate in training opportunities if they perceive that they will be rewarded by participating. Higher wages, recognition (especially from the employee's direct supervisor), and devoting resources (time and money) to training are all potential benefits that can be promoted, and will lead to increase participation in training and it will lead to gain more knowledge, skills as an individual and through this organization can gain expected performance.

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