INFLUENCE OF SUPERVISOR SUPPORT, SELF-EFFICACY, LEARNING STYLE AND INTENTION TO TRANSFER TRAINING ON TRAINING EFFECTIVENESS AMONG UNIVERSITIES IN SAUDI ARABIA

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ABSTRACT

The role of training for the improvement of employees' skills and knowledge has long been acknowledged. Employees who are exposed to effective training generally possess the technical knowledge, skills and attitudes to carry out their tasks. In Saudi Arabia, the government has been investing generously in training so as to enhance the employees' knowledge and skills. However, the present human capital, particularly in the tertiary institutions, falls way below expectations. The theoretical framework of this study was developed based on past research and the underpinning theory of planned behavior and social learning. This study examined the direct and indirect relationship between self-efficacy, learning style and supervisor support on intention to transfer training and training effectiveness among the managerial staff of the universities in Saudi Arabia. A total of 364 managerial staff representing six public universities in Saudi Arabia participated in the study by completing the survey questionnaire. The Partial Least Squares (PLS-SEM) approach was utilized to test the hypotheses. The results for the direct relationships between the independent variables (self-efficacy, learning style, supervisor support) and the dependent variable (training effectiveness) show that only learning style directly influences training effectiveness. At the same time, it was found that all the independent variables significantly influence the mediator, that is, intention to transfer training. Regarding the indirect relations between the independent variables and the dependent variable when the mediating variable was incorporated into the relationship, it was found that intention to transfer training partially mediated the relationship between learning style and training effectiveness but not self-efficacy and supervisor support. The theoretical contributions, policy implications, limitations of the study and suggestions for future research were discussed as well.

Keywords: training effectiveness, intention, self-efficacy, learning style, supervisor support

ABSTRAK

Peranan latihan untuk meningkatkan kemahiran dan pengetahuan pekerja telah lama diakui. Pekerja yang terdedah kepada latihan yang berkesan secara amnya memiliki pengetahuan teknikal, kemahiran dan sikap untuk menjalankan tugas-tugas mereka. Di Arab Saudi, kerajaan telah membuat pelaburan yang banyak dalam menyediakan latihan bagi meningkatkan pengetahuan dan kemahiran pekerja mereka. Walau bagaimanapun, modal insan ini terutamanya di institusi pengajian tinggi telah jatuh jauh di bawah jangkaan yang sebenarnya. Rangka kerja teori kajian ini telah dibangunkan berdasarkan kajian lepas yang bersandarkan kepada teori tingkah laku terancang dan teori pembelajaran sosial. Kajian ini meneliti hubungan langsung dan tidak langsung di antara kecekapan diri, gaya pembelajaran dan sokongan penyelia kepada niat untuk memindahkan latihan dan keberkesanan latihan dalam kalangan kakitangan pengurusan universiti di Arab Saudi. Seramai 364 kakitangan pengurusan mewakili enam universiti awam di Arab Saudi telah mengambil bahagian dalam kajian ini dengan melengkapkan borang soal selidik yang diberikan. Pendekatan *PLS- SEM* telah digunakan untuk menguji hipotesis kajian. Keputusan bagi hubungan langsung antara pemboleh ubah bebas (kecekapan diri, gaya pembelajaran, sokongan penyelia) dan pemboleh ubah bersandar (keberkesanan latihan) menunjukkan hanya gaya pembelajaran secara langsung mempengaruhi keberkesanan latihan. Pada masa yang sama, didapati bahawa semua pemboleh ubah bebas secara signifikan mempengaruhi pemboleh ubah pengantara iaitu niat untuk memindahkan latihan. Bagi hubungan tidak langsung di antara pemboleh ubah bebas dan pemboleh ubah bersandar apabila pemboleh ubah pengantara dimasukkan dalam hubungan itu, didapati bahawa niat untuk memindahkan latihan menjadi pengantara sebahagian antara gaya pembelajaran dan keberkesanan latihan tetapi tidak kepada kecekapan diri dan sokongan penyelia. Akhir sekali, sSumbangan teori, implikasi dasar, batasan kajian dan cadangan untuk kajian akan datang turut dibincang.

Kata kunci: keberkesanan latihan, niat, ecekapan diri, gaya pembelajaran, sokongan penyelia

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LIST OF ABBREVIATION

CBSEM	:	Covariance-Based Structural Equation Modeling
IPA	:	Institute of Public Administration
PLS	:	Profit and Loss Sharing
PLS-SEM	:	Partial Least Squares Structural Equation Modeling
TPB	:	Theory of Planned Behavior
PBC	:	perceived behavioral control.
HRD	:	Human resource development.
HRM	:	Human resource management.
CR	:	composite reliability.
LS	:	Learning Style.
SE	:	Self Efficiency.
SS	:	Supervisor Support.
TE	:	Training Effectiveness.
ITT	:	Intention to transfer training.
LV	:	Latent Variables.
KSA	:	Kingdome of Saudi Arabia.
UK	:	United Kingdom.
USA	:	United Sates of America.

LIST OF APPENDICES

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter discusses the background and the motivation that prompted for this study starting with the issues related to the training effectiveness in Saudi public universities then it presents the problem statement of the study, research objectives, research questions, the scope of the research, the significance of the study, justification of the study as well as the contributions of the study to the body of knowledge.

1.2 Background of the Study

Universities are currently facing severe challenges, nationally and internationally. This phenomenon holds true not only in developed countries, but also in other parts of the world. National and international competition in the university sector continues to grow, while demands from stakeholders are increasing. At the same time, new management strategies and transformation processes lead to significant changes in the job description of university leadership, not limited to the university's top management, but for deans of faculties and head of department as well. Along with this newly broadened mandate, responsibilities and excess demands of various stakeholders, university leaders/managers at all levels of the hierarchy have to possess and update their skills and competencies to meet the challenging demands of the present day learning environment.

The contents of the thesis is for internal user only

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