

# Factors That Influenced the Effectiveness of Training Program Organised By the Public Training Institutes in Eastern Region of Malaysia amidst the Outbreak of COVID-19 Pandemic

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## ABSTRACT

This study aims to find the relationship between the factors that influenced the effectiveness of the training program in the Public Training Institute located in the Eastern Region of Malaysia amidst the outbreak of the COVID-19 pandemic from early 2020 to date. Many PTIs have to strive in maintaining their operation during the pandemic with limitations of movements and changes in teaching approaches. The data was collected by using a set of questionnaires that was distributed online through WhatsApp (using a GoogleForm link) to all of the respected respondents that consist of training participants. The data was analysed by using Pierson Correlation Coefficient. The study discovered that all the factors (Improvement in Knowledge and Skills, Content of Courses, Training Approaches, and The Performance of Facilitators) have a strong association with the effectiveness of the training program during the pandemic. Thus, all factors have given effect to the level of effectiveness of the training program in all PTIs across the Eastern Region of Malaysia amidst the outbreak of the COVID-19 pandemic.

**Keywords:** *Effectiveness, Knowledge, Content, Approaches, Performance*

## 1.0 INTRODUCTION

Ever since the outbreak of the COVID-19 pandemic at the end of 2019 (Liu et al., 2020), many public training institutes (PTIs) have reduced or cancelled most of their training sessions to cope up with the Movement Control Order (MCO) imposed by the federal government. This MCO was imposed to reduce the movements of the public amidst the outbreak of the COVID-19 pandemic in Malaysia (Godwin et al., 2020). The closure of training sessions also happened across the globe where the result of The Rapid Research Response Poll in 2020 observed that 84.4% of the total number of organizations have cancelled their scheduled public classroom training sessions due to the pandemic. In fact, 72% of education organizations have cancelled their training sessions too (Manning-Chapman, 2020).

The MCO that started on March 18<sup>th</sup>, 2020, requires all PTIs in Malaysia to cease and close their operation on the same date (YB Prime Minister's Speech, 2020). On July 18<sup>th</sup>, 2020, a new SOP was introduced that allows for training programs to be organized in all PTIs with a limited number of participants. With this new SOP, many PTIs have started their operations and begun to compete in offering courses to fulfill the needs for training among the government servants that would also become their Key Performance Indicators (KPIs) during that year, even with the ongoing outbreak of the COVID-19 pandemic. To date, there are more than 346 PTIs in Malaysia, of which 48 of them are in the Eastern Region of Malaysia i.e. Pahang, Terengganu, and Kelantan (UPM, 2019). Each PTI offers different training programs for their targeted government servants based on the subject and field of operations required, such as government finance, communication, front desk training, local authority training, team building, image, and protocols, etc.

As such, for this study, 4 factors have been studied to analyse its association with training effectiveness during the COVID-19 pandemic with the effect of COVID-19 SOPs for training operation. These factors include:

- i. Improvement in Knowledge and skills.
- ii. Content of Courses.
- iii. Training Approaches.
- iv. The Performance of Facilitators.

The objectives of the research were to investigate the relationships between factors that influence the effectiveness of the training program organized by Public Training Institutes in the Eastern Region of Malaysia amidst the outbreak of the COVID-19 pandemic.

Training effectiveness is crucial in ensuring the success of the training program. It provides a clear picture of how the training has been achieved (Peterson, 2019). When it comes to learning outcomes, it highlights the understanding level of participants to apply all the knowledge, skills, materials, and technical aspects of the study at their workplace after engaging in a training session (Karanja et al., 2020). Here, every training provider has put certain expectations of improvements among their participants. The realization of the expectations is generated through the evaluation of the effectiveness of the training session among participants. The evaluation either pre-or post-evaluation will not only tell on the performance of the training session but also on how well the participants could catch up with the training modules. In addition, it also tells on the effectiveness of the method of teaching, training input, approaches used, etc. among participants (Andriotis, 2019). Furthermore, evaluation becomes part of an important aspect of effective training in reflecting, analysing, and improving the training effectiveness based on the evaluation given by the participants (Neendoor, 2020).

## **2.0 LITERATURE REVIEW**

### **2.1 The Effectiveness of Training Program**

Generally, studies on the effectiveness of a training program have been done to identify the effect of the training program on participants whether or not it has achieved its training objective as expected by the participants. From here, the training providers and training participants will understand whether the training program is in line with the training objective (O'Neill, 2020). In addition, a formative evaluation of training programs will generate alternative guidelines and references in designing and improving the training module inside the training program for continuous improvement (Bernardino & Curado, 2020). However, it is stressful and challenging to evaluate and to ensure that a training program has been successfully organized (Ritzmann et al., 2014; Curado & Bernardino, 2018; Bernardino & Curado, 2020).

Training effectiveness has become the aim for all training providers to realize the returns of all costs, efforts, and time spent to develop and to deliver the training program to the targeted audience (Kondawi et al., 2020). On the other hand, Coucheu (1992) (as cited in Palo & Padhi, 2003), stated that training can be used to highlight quality strategy by using 6 steps of quality improvement covering procedures, readiness,

awareness, deployment, implementation, and continuous improvement of participants in their work (Cocheu, 1992; Palo & Padhi, 2003).

## **2.2 Developing the Framework**

The structure of this study is based on the cause and effect principle and previous studies and articles. Some carefully chosen antecedents have hypothesized the relationship between Improvement in Knowledge and Skills, Content of Courses, Training Approaches, and The Performance of Facilitators with the effectiveness of the training organized by the Public Training Institute in the Eastern Region of Malaysia amidst the outbreak of COVID-19 pandemic.

### ***Improvement in Knowledge and Skills***

The evaluation on improvement in knowledge and skills as a factor that influences the effectiveness of the training programs (GFMP) refers to how much improvement that the participants gain in terms of knowledge and skills after participating in the training programs when applying what they learn in the performance of their work at their home office. The improvement in knowledge and skills is one of the factors that training providers focus on whenever they want to improve their training program towards achieving training effectiveness. Varma (2021) stated that improvement in output, as well as skills, shows the effectiveness of training among employees. She also pointed out that, by the improvement in knowledge and skills of employees, measuring training effectiveness may become a mechanism used to increase employees' interaction and loyalty.

Improvement involves a process that requires togetherness in accomplishing something, realizing changes from it, and knowing what to improve (Institute for Innovation and Improvement, 2005). Employees that come forward-thinking and always work toward self-improvement are favoured by all employers (icba.org.za., 2017). Most employers view this factor as a place where their employees will prepare themselves to work in the change of environment based on the requirement of their workplace (Indeed Editorial Team, 2021). Improvements in the employee's knowledge and skills will enhance the employee's adaptation toward changes in the organization besides allowing them to become relevant in the organization (Morgan, 2020). In fact, knowledge and skills are two out of the three most important aspects of a person's career competency besides abilities (Zahra, 2021). The improvement in knowledge and skills is also one of the objectives of training. This type of improvement is a way to ensure that participants' knowledge and skills are in line with the industry's trends relating to their working competencies requirements. Without proper training in knowledge and skills, employees may end up with unsuitable and insignificant knowledge and skills that may cause losses and distasteful impacts to their employers in running their business especially in terms of bad in quality, a quantity of output, resources wasted, and other material damages (Vaishali, 2021). The only way to measure improvements in knowledge and skills as factors that influence the training effectiveness among employees is based on how many positive outcomes that the employees generate through their post-training working experiences (Varma, 2021). When there are improvements in the work performances from the post-training experiences that they participated in, the participants' performances would indicate how effective a training program was. Such improvement in knowledge and skills must be measured so that employees would feel that their training has its purpose and objective (Jay, 2021).

### ***Content of Courses***

Correct training content will ensure the participants practically comply with the rules, procedures, and regulations of their work once they go back to their home office (LaMarco, 2019). The content of the courses must consider the needs of the organization, the related work, and employees who participate in the training program (Jira et al., 2020). Thus, the establishment of the content must run through certain training need analysis that will identify what the participants need and require with regards to the training program besides addressing the right participants to the right courses (Andriotis, 2019). This situation is supported by the study done by Ben-Hador et al., 2020 where the training content must fulfill the expectation of the organization accurately so that the training program can be considered to be effective and will achieve the expected purposes (Williams, 1999; Ben-Hador et al., 2020).

The content that comprises of curriculum that can be related to the implementation of work of all the training participants will influence the effectiveness of the training program (Cervai & Polo, 2015). Every organization, including the public sector, will maintain its values especially with regards to achieving efficiencies and compliance with its operational rules and procedures while achieving organizational objectives. These values require certain channels so that they can be exposed and cultured among the employees effectively. With the right content, training has become one of the most effective channels in addressing the values to the organization's employees (O'Neill et al., 2017).

In fact, maintaining the right content of the training is the only way to avoid the failure of employees in improving their performance and loyalty to the organization (Direction, 2020). In addition, such a training program is favoured by many organizations especially in providing a better understanding of organizational values and principles among employees that in the end give impact to employees' behaviours and support system (McMillin, 2012; Ben-Hador et al., 2020). The training content which is related to the working needs of employees as expected by the organization will give a positive impact on the level of knowledge and skills gained by the training participants (Kontoghiorghes, 2002; Kontoghiorghes, 2004; Kirkpatrick & Kirkpatrick, 2008; Diamantidis & Chatzoglou, 2012).

Furthermore, most employees are interested to participate in a training program based on the benefits that they could earn from their participation (Carliner, 2003; Charney et al., 2005; Diamantidis & Chatzoglou, 2012). The knowledge and skills of employees will improve further if the training content is fitted with the skills and specification of employees' work (Axtell et al., 1997; Yamnill and McLean, 2005; Hutchins, 2009; Diamantidis & Chatzoglou, 2012).

The training content must also suit the targeted participants so that the outcomes of the training may achieve its objective effectively in which any wrong choice involving the participants with the content will jeopardize the process of learning that will result in the training session to be at stake and less effective in producing subject matter expert among participants (Mmobuosi & Aduaka, 1989).

### ***Training Approaches***

The evaluation of training approaches has developed a significant concern among trainers, managers, and researchers in the United States and Canada (Dion, 1996). In achieving the best training result, developing a suitable evaluation framework and deciding the right direction in the training are crucial aspects to consider (Joshi, 2021). The training approach refers to the training assist that helps the trainers in delivering the training content by using specific tools (Bink et al., 2011).

Poor approaches to training structure, such as applying training in a large group, will put the training session at risk of failure in the training effectiveness due to participation issues among the training participants (administrator, 2018). Rashidi (2013) stated that the training participants will easily understand and apply what they have learned at their workplace when experience and theory are combined and good communication and response in the classroom are applied. This implied how the combination of training inputs (experience and theory) may influence the effectiveness of the training among participants.

The training approaches consist of two types- either traditional approaches, such as lectures, or modern approaches, such as role-playing or case study (Durra & Buera, 1988). There are many other training approaches available such as games, video review, audio learning, test, quizzes, online applications, online learning, and responses training (Perdue et al., 2002). However, it should be noted that no single method is the best method for all training in achieving training effectiveness, as such, this situation allows the researchers to continue suggesting the best training method to specific training participants based on the content of the training (Salas & Cannon-Bowers, 2001). In addition, Huczynski (1983) stated that the best training approach cannot be imposed especially for a large group of participants with a combination of different types, changes, and the relationship between participants, in which doing so will affect the training process.

The training approach that is chosen must be able to direct the training program towards achieving the training objective effectively (Sadler-Smith et al., 2000). A good training approach with a combination of good training facilitators will give a better understanding of the training content resulting in a more effective training session (Despres, 1982). In addressing certain problem solving and strategies, training

has become one of the channels to address both areas using a specific and established training approach that is considered to be effective to cater the subject matter among employees (Martin et al., 2014). With many training approaches available, choosing the correct training approaches is very important because, in the end, it will reflect on the feedback and evaluation of such a training program in terms of its effectiveness, objectivity, and usefulness (Ankur Tandon, 2018; 2021).

### ***The Performance of Facilitators***

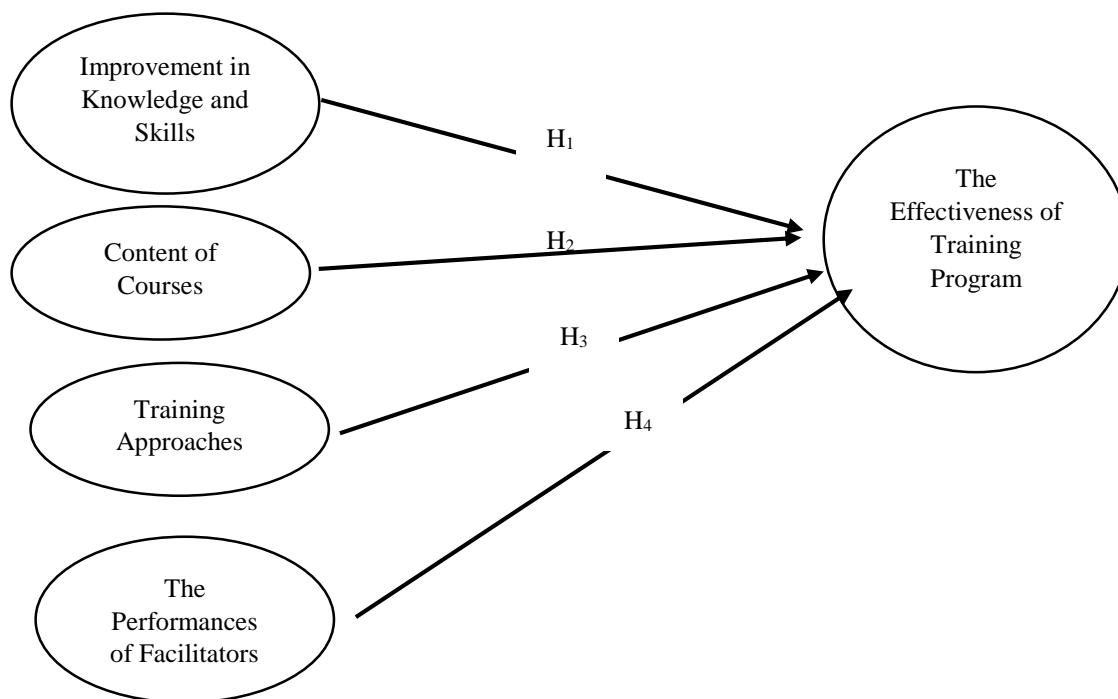
Every facilitator must be occupied with the needed skills to direct the training session toward achieving its goals and effectiveness (Azadegan & Macaulay, 2011). Comfortable communication and learning experiences among participants are very important to establish a positive interaction between facilitators and participants during the training session (Employeepedia, 2017). A facilitator is a person who authorizes his or her participants and provides them with more initiatives and capability to do something based on the topic that is being facilitated (Clifton, 2006).

During the session, a facilitator arranges and coordinates many types of interaction to push toward teamwork and responses on activities based on the lesson plan of the training module (Paul et al., 2004; Azadegan & Kolfshoten, 2014). Effective facilitators will ensure that the knowledge and skills that they possess will be transferred to their training participants as much as possible (Wade, 1996). Dunlap and May (2011) stated that the performance of facilitators is based on how much they can fulfill the expected performance requirements and student feedback on their training delivery skills.

The performance of facilitators is as important as the content of the training in ensuring the effectiveness of the training program toward the training participants. It varies based on the styles of training delivery presented by the facilitators (Direction, 2020). For an effective training delivery, facilitators must increase their knowledge and experience in the subject that they are delivering (McFadzean, 2002). From here, the evaluation of facilitators on their delivery performance will allow for the access of facilitators' strengths and weaknesses for improvement in which different participants will have different perceptions toward different facilitators (Stucky, 1980). This situation will increase the credibility of facilitators among participants after actions are taken to improve their performance based on the feedback received (Toister, 2018).

In the training programs that are related to problem-based learning, further training among facilitators for continuous improvement is very crucial among facilitators as they will become the guidance, instructors, referral, and teachers to participants in a student-centred level and not in a facilitator or trainer centred level (Wetzel, 1996). Here, facilitators should be able to establish a certain connection with the participants by establishing trust and empathy in their training sessions (Chander, 2014). Apart from that, facilitators should realize their responsibilities to carry and bring the training sessions continuously within the time given (Shahzad & Mathkour, 2009).

Assessment of facilitators should at least look into the communication vocabulary of facilitators (verbal knowledge) as a basic evaluation (Kraiger & Salas, 1993). The performance of the way the facilitators communicate the knowledge should be measured by taking into account matters related to experience, readiness, behaviour, character, and management roles that govern the facilitation sessions as well as the result of the facilitation sessions (Wade, 1996).



**Figure 1: Conceptual Framework**

### 2.3 Hypothesis of the Study

- H<sub>1</sub> There is a relationship between the different factors that influence the training effectiveness in the Public Training Institute located in the Eastern Region of Malaysia amidst the outbreak of the COVID-19 pandemic.
- H<sub>0</sub> There is no relationship between factors that influence the training effectiveness in the Public Training Institute located in the Eastern Region of Malaysia amidst the outbreak of the COVID-19 pandemic.

### 3.0 METHODOLOGY

The research design for this study utilized the descriptive analysis along with the correlation analysis. All the raw data were evaluated to give the meaning of the whole process through the descriptive study. Rawat (2021) stated that descriptive analysis is used to analyze and summarize the data collected in a structured approach to comply with every condition of the data pattern. The relationship will give the sign that the independent variables have a certain capacity to reflect the dependent variable. This is supported by Fernando (2021) who stated how the relationship between variables will determine a certain level of connection between the variables. He added that in identifying the relationship status, correlation is used to test the existence of a relationship between the independent variables and dependent variables (Fernando, 2021).

#### 3.1 Unit of Analysis

The unit analysis used in this study covered all the government servants who participated and completed their training programs organized by the Public Training Institute in the Eastern Region of Malaysia. The measure of training effectiveness was performed by evaluating the factors that influence the effectiveness,

which consists of Improvement in Knowledge and Skills, Content of Courses, Training Approaches, and The Performance of Facilitators.

### **3.2 Sampling Frame**

The sample frame for this study was targeted at all individual government servants who have registered, participated, and completed the training program organized in 2020 until March 2021 amidst the outbreak of the COVID-19 pandemic. These individual participants were segregated into 4 categories based on their current job level: Grade 11 – 26, Grade 29 – 36, Grade 41 – 44, Grade 48 – 52, and Grade 54 and above. Each of them comes from different government agencies throughout Malaysia, especially from the Eastern Region States of Peninsular Malaysia- Pahang, Terengganu, and Kelantan.

The total population for this study involved 211 participants who registered and completed all the training programs organized by the Public Training Institute.

This study used simple random sampling to select the samples from the total number of 211 participants who become the population of this study. Information on age, gender, job level, education level, and also state was used to process the sampling techniques. The purpose of the technique was to choose a sample that fits and matches the population.

The samples for this study consist of many respondents who came from different ages, genders, states, job levels, and academic qualifications. The determination of sample size was based on the table developed by Krejcie and Morgan (1970) which offers a confidence level at 95% and a margin of error at around 5%. The sample size for the training purposes was reduced to 137 in total from the initial 211 samples.

### **3.3 Data Collection Procedures**

The data for this study were collected by using questionnaires in Google Form format in which the link was distributed online through WhatsApp Application. Since the questionnaires were available online, all of the 137 participants responded to the questionnaire. Out of the total number, only 130 responses were analysed for this study. The other seven sample participants barely responded to the questionnaire thus producing invalid data feedback. Only respondents with complete answers to the questionnaire were used for this study. The data were analysed by using the IBM SPSS Statistic application Version 21.

### **3.4 Data Analysis**

After the data was collected and gathered, the data were analysed by using the application of Statistical Package for Social Sciences (SPSS). SPSS is used to analyse the complex statistical data with four programs such as statistics diagram, modeler program, text analytics for surveys program, and visualization designer (alchemer.com., 2021). Besides, SPSS becomes one of the best analysis tools with a full multitude of options that covers the whole analysis phase.

## **4.0 RESULT AND DISCUSSION**

### **4.1 Descriptive Analysis**

The descriptive analysis for this study was related to the factors such as the Improvement in Knowledge and Skills, Content of Courses, Training Approaches, and Performance of Facilitators that influenced the effectiveness of the training programs organized by the Public Training Institute in the Eastern Region of Malaysia amidst the outbreak of the COVID-19 pandemic. Measuring means for all independent variables in this study is very important to identify the most influencing factor that directs the objective of the study among respondents. Furthermore, measuring the standard deviation is very important for the dispersion of the dataset that is related to the means (Hargrave, 2021).

This study used a Five-Point Likert Scale to measure the variables of the study. The level of points ranged from 1 = Strongly Disagree, 2 = Disagree, 3 = Not Sure, 4 = Agree until 5 = Strongly Agree. Table 1 describes the means and standard deviation for this study.

**Table 1: Information on Descriptive Analysis for Means and Standard Deviation (n = 130)**

Variables	Mean	Standard Deviation
Improvement in Knowledge and Skills	4.45	0.60145
Content of Courses	4.38	0.60399
Training Approaches	4.40	0.60745
Performances of Facilitators	4.51	0.62414
The effectiveness of training program	4.35	0.60363

Table 1 shows the descriptive analysis for mean and standard deviation of this study that involved 130 respondents. Based on the results, the mean of the facilitators' performances is the highest among all factors, which is 4.51 with the standard deviation of 0.62414. This is followed by the mean for the Improvement in Knowledge and Skills that is valued at 4.45 with the standard deviation of 0.60145. For the Training Approaches, the mean is 4.40 with the standard deviation at 0.60745. The Content of Courses is at the lowest mean among the factors, which is 4.38 with the standard deviation of 0.60399. The mean for the dependent variables which is on the effectiveness of the training program is 4.35 with the standard deviation of 0.60363.

Hence, it can be concluded that the Performance of Facilitators is the most influencing factor that influences the effectiveness of the training programs organized by the Public Training Institute in the Eastern Region of Malaysia amidst the outbreak of the COVID-19 pandemic.

#### 4.2 Pearson Correlation Analysis

This section highlights the results of the correlation between variables of this study. The purpose of correlation analysis is to determine the relationship between the independent variable and the dependent variables of this study. The results were used to answer the research question of this study which is:

*Is there any relationship between the factors and the effectiveness of the training programs organized by the Public Training Institute in the Eastern Region of Malaysia amidst the outbreak of the COVID-19 pandemic?*

The measurement of the correlation was conducted by using the Pearson Correlation Coefficient Analysis. This analysis of correlation coefficient was aimed to identify the direction and strength of the relationship between the two variables in which if the result was larger than '0', it would mean that it had a positive relationship, whereas if it was less than '0', it signified a negative relationship (Nickolas, 2021).

**Table 2: Conventional Approaches for Interpreting Correlation Coefficient**

Magnitude of the Observed Correlation Coefficient	Interpretation
0.00 – 0.10	Very Weak Relationship
0.10 – 0.39	Weak Relationship
0.40 – 0.69	Moderate Relationship
0.70 – 0.89	Strong Relationship
0.90 – 1.00	Very Strong Relationship

Sources: Schober et al. (2018)

Table 2 lists the values to interpret the correlation coefficient (Schober et al., 2018). For this study, the focal point of the relationship is between the Improvement in Knowledge and Skills, Content of Courses, Training Approaches and Performances of Facilitators with The Effectiveness in the Training Programs.



The correlation would show the relationship between the factors and the effectiveness of the training programs.

**Table 3: Pearson Correlation Coefficient between Factors that influence the Training Effectiveness and The Effectiveness of Training Program**

Variables	Improvement in Knowledge and Skills	Content of Courses	Training Approaches	Performances of Facilitators	The Effectiveness of Training Programs
Improvement in Knowledge and Skills	1				
Content of Courses	0.920**	1			
Training Approaches	0.916**	0.908**	1		
Performance of Facilitators	0.874**	0.863**	0.851**	1	
The Effectiveness of Training Program	0.867**	0.830**	0.840**	0.800**	1

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

Table 3 shows that there is a strong relationship between the Improvement in Knowledge and Skills and The Effectiveness of Training Programs with  $p = .000 < 0.05$ ,  $r = 0.867$ . There is also a strong relationship between the Content of Courses with The Effectiveness of the Training Program with  $p = .000 < 0.05$ ,  $r = 0.830$ . A similar interpretation applied to the Training Approaches which indicates a strong relationship with the effectiveness of the training programs, where  $p = .000 < 0.05$ ,  $r = 0.840$ . Finally, the Performances of Facilitators also have a strong relationship with the effectiveness of the training programs with  $p = .000 < 0.05$ ,  $r = 0.800$ . As such, based on the above findings, the results could be signified as acceptable and logical. Therefore, all hypotheses are accepted.

## 5.0 DISCUSSION

Based on the findings, it can be concluded that there are relationships that exist between the chosen factors as the independent variables (Improvement in Knowledge and Skills, Content of Courses, Training Approaches and The Performance of Facilitators) and the effectiveness of the training program as the dependent variable.

This study utilized the Pearson Correlation Coefficient analysis to identify the relationships between the independent variables and the dependent variable in this study. The differences between variables are significant if the value of two-tailed significance is less than 0.05 (Coakes, 2013).

**Table 4: Pearson Correlation that Shows the Relationship between the Improvement in Knowledge and Skills and the Effectiveness of Training Program (n = 130)**

		The Effectiveness of Training Program	Hypothesis Testing
Improvement in Knowledge and Skills	Pearson Correlation	0.867**	Strong Relationship
	Sig. (2 tailed)	0.000	
	N	130	

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

The above table shows a positive and a strong relationship between the Improvement in Knowledge and Skills (Independent Variable 1) and the effectiveness of the training program (Government Financial Management Program) organized by the Public Training Institute in the Eastern Region of Malaysia amidst the outbreak of the COVID-19 pandemic (Dependent Variable) ( $r = 0.867$ ,  $p < 0.05$ ). The result of the correlation for the Improvement in Knowledge and Skills is the highest among the independent variables in this study. Thus, the Improvement in Knowledge and Skills has the strongest relationship with the effectiveness of training programs in this study.

**Table 5: Pearson Correlation that Shows the Relationship between the Content of Courses and The Effectiveness of Training Programs (n = 130)**

			The Effectiveness of Training Program	Hypothesis Testing
Content of Courses	Pearson	Correlation	0.840**	Strong Relationship
	Coefficient			
	Sig. (2 tailed)			
	N			
			0.000	
			130	

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

Table 5 exhibits the positive and strong relationship between the Content of Courses (Independent Variable 3) with The Dependent Variable ( $r = 0.840$ ,  $p < 0.05$ ). This result is the second-highest correlation coefficient among all results obtained in the study. Hence, the Content of Courses is the second factor which has a strong relationship with the effectiveness of the training program.

**Table 5: Pearson Correlation that Shows the Relationship between Training Approaches and The Effectiveness of Training Program (n = 130)**

			The Effectiveness of Training Program	Hypothesis Testing
Training Approaches	Pearson	Correlation	0.830**	Strong Relationship
	Coefficient			
	Sig. (2 tailed)			
	N			
			0.000	
			130	

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

Table 6 shows the positive and strong relationship between the Training Approaches (Independent Variable 2) and the dependent variable ( $r = 0.830$ ,  $p < 0.05$ ). Among all the results, the correlation analysis indicates that the Training Approaches is the third factor that has a strong relationship with the effectiveness of the training program that was studied in this research.

**Table 7: Pearson Correlation that Shows the Relationship between Training Approaches and The Effectiveness of Training Program (n = 130)**

			The Effectiveness of Training Program	Hypothesis Testing
Performance of Facilitators	Pearson	Correlation	0.800**	Strong Relationship
	Coefficient			
	Sig. (2 tailed)			
	N			
			0.000	
			130	

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

Table 7 shows the positive and strong relationship between the Performances of Facilitators with the dependent variable ( $r = 0.800$ ,  $p < 0.05$ ). The result of the correlation analysis reveals that the Performances of Facilitators is the fourth factor that has a strong relationship with the effectiveness of the training program.

## 5.0 CONCLUSION

The findings based on the Pearson Correlation Coefficient analysis answer the research objective and hypothesis of this study that indicated a strong relationship between factors that influence the training effectiveness (Improvement in Knowledge and Skills, Content of Courses, Training Approaches and The performance of facilitators) and the effectiveness of the training program organized by the Public Training Institute of the Eastern Region in Malaysia amidst the outbreak of the COVID-19 pandemic. It is recommended for future study to look into the following:

- i. The most influential factors that influenced the training effectiveness in PTIs in the Eastern Region of Malaysia amidst the outbreak of the COVID-19 Pandemic.
- ii. The level of adaptability among training participants toward the training approach used during the pandemic in PTIs located in the Eastern Region of Malaysia.

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