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**THE INFLUENCE OF TRAINING CONTENT, LEARNING AND TRAINING TRANSFER ON TRAINING EFFECTIVENESS: A CASE STUDY OF BOARD MEMBERS OF NON-PROFIT ORGANIZATIONS IN GAUTENG**

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**Abstract.** The objective of this research is to understand the effectiveness of National Development Agency (NDA) training; the study investigates the effects of training design characteristics (training content) and learning on training effectiveness. The study looked into the effect of training design factor consisting of training content and acquisition of skills and knowledge of trainees on training effectiveness in training program attended by Board members of NPOs in Gauteng Province. About 200 respondents from different NPOs in the Gauteng province of South Africa who attended the NPO Compliance and Governance training participated in the study through an online survey. Training content and learning of trainees have a significant effect on training effectiveness. Furthermore, the respondents indicated that their NPOs did not improve on their poor governance and non-compliance to the NPO Act as a result of the NDA training.

**Keywords:** Training Content; Learning; Training Transfer; Training Effectiveness; Non-Profit Organizations

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**JEL Codes:**

## 1. Introduction

Non-profit organizations (NPOs) play a significant role in the social and public spheres of South Africa. The Non-Profit Sector, by its virtue, does not exist to generate revenues but instead exists to meet the social needs of the marginalized while operating outside the ambit of Government. The National Development Agency and the National Lottery Distribution Trust Fund requires NPOs to be registered in terms of the NPO Act as a condition for funding. Furthermore, it is believed that registration contributes to increased NPO transparency and credibility (Sangonet, 2013). The Government and donors require NPOs to be legally registered to grant fund them; however, this is a challenge as most NPOs are de-registered due to non-compliance to the NPO Act. One common challenge faced by the Non-Profit sector is weak or non-existent governance structures, lack of accountability and transparency (Ebrahim, 2010). Furthermore, Limited knowledge on roles and responsibilities of the NPOs Board members, lack of accountability, and non-disclosure of finances are fundamental governance issues that weaken the effectiveness of the Non-profit sector. Good governance remains the heart of the effectiveness and

sustainability of the non-profit sector. There are supportive government initiatives in respect of NPOs which aims at making them accountable and transparent by enhancing the skills of the Board members. Despite training-supportive initiatives by both Government and the Private sector, the fact remains that the performance of NPOs concerning Governance and compliance to the NPO Act is not as expected.

The Department of Social Development (DSD) has a legislative role in monitoring the registered NPOs in South Africa. The monitoring process involves the annual submission of narrative and financial reports by the registered NPOs, and failure to do so leads to cancellation or de-registration. The NDA is a public entity, listed under Schedule 3A of the Public Finance Management Act (PFMA), Act 1 of 1999. The NDA reports to the Parliament of the Republic of South Africa through the Minister of Social Development. Moreover, the agency is mandated to contribute to the eradication of poverty and its causes. The NDA must contribute towards building the capacities of Civil Society Organisations to enable them to carry out development work effectively (National Development Agency Act No 108, 1998). In the financial year 2016/17, the NDA trained just more than three thousand Civil Society Organizations (CSOs) in all the nine provinces of South Africa on governance and NPO Act compliance. Resultantly, the impact of the NDA interventions has improved the compliance of those CSOs with the NPO Act (NDA, 2017, p. 8). The increasing numbers of the de-registered NPOs reported annually by DSD due to non-compliance to the NPO Act is an indication of the need for rigorous training to improve the status quo of the sector. Owing to the NDA investments towards the training, it is fundamental to understand if the training was worthwhile and relevant. All this boils down to evaluating the training effectiveness; as such, this research investigated the effects of training content on the trainee's learning and change in behaviour.

According to Homklin et al. (2014), further research is necessary to explore other multidimensional influencing training effectiveness. These factors include training design, as most research studies analysed the effects of individual and work environment factors on training effectiveness. Training content refers to "the result of deciding on what to include in the training program for learning to take place" (George & Singh, 2000, p. 149). Deciding on the training content is fundamental in ensuring that the training content matches the training needs and objectives of the trainees. The training content usually refers to what is taught, at which level and in what amounts (Alias, Ong, Rahim, & Hassan, 2019). The Kirkpatrick four-level evaluation model (1994) has served as the primary organizing framework for training evaluations for over 40 years (Bates & Coyne, 2005). The model delineates four levels of training outcomes: reaction, learning, behaviour, and results. Kirkpatrick's model assesses the effectiveness of training programs at four levels: Level 1-Reaction, the attitude of the trainees; Level 2- learning, the learner's learning outcomes and increases in knowledge, skill, and attitude towards the training (how much attendees learned the content after training); Level 3 –behaviour, the students' change in behaviour and improvement (whether the learning transferred into practice in the workplace); and Level 4-Results, the ultimate impact of training at the organizational level. In particular, the distinction between learning (level two) and behaviour (level three) has drawn increased attention to the importance of the learning transfer process in making training truly effective (Bates & Coyne, 2005). Therefore, in trying to understand the effectiveness of NDA training, the study investigates the effects of training design characteristics ( e.g. training content) and learning (acquired skills and knowledge) on behaviour (training transfer) of Board members in Gauteng. In the NDA, evaluation of training is usually done immediately after the training by using feedback forms.

The NDA training approach is more theoretical and is delivered through PowerPoint presentations with no tests given to the trainees to test their knowledge because of the training. According to Kirkpatrick's model, NDA can be considered to be only measuring its training at the "Reaction" level, the other levels such as learning and behaviour are not known. "Organizations that are considering reaction as the only parameter to gauge the effectiveness of training can be highly misled by results as reactions of trainees after the end of training do not reflect the true and complete picture of actual training effectiveness" (Rehmat, et al., 2015). Furthermore, the training duration is about one to three days. This evaluation approach has limitations, as it does not look into what has been learned and transferred back in the job months after the NDA intervention. Consequently, the

effectiveness of such intervention cannot be confirmed in the context of the acquisition of new skills, attitudes and knowledge, and their transferability back in the organizations thereof. The study attempts to fill in, at least partly, the present gap in understanding the factors affecting the transfer of training in NPOs and provide some inputs for designing training interventions effectively to ensure greater transfer. The findings of this study would help the NDA to deliver its future training interventions that support the NPOs in improving their current status of poor governance and non-compliance to the NPO Act.

## **2. Literature Review**

Training and development are indispensable strategic tools for competent individual and organization performance; thus, organizations are spending money on it with confidence that it will earn them a competitive advantage in the world of business (Falola, Osibanjo, & Ojo, 2014). The previous literature has identified three main determinants of training transfer, namely work environment (Na-nan, et al., 2017), trainee characteristics (Singh, 2017) and training design (Phillips & Bullock, 2018). Many organizations invest lots of their financial annually on training initiatives; however, few organizations possess training programs that effectively transfer received training back on the job to improve performance (Foxon, 1993). Furthermore, learning satisfaction achieved through the cognitive apprenticeship teaching approach during the training course was found to be superior to that achieved through the conventional teaching approach of lecturing, as a result, the acquired skills and knowledge from the training were transferred back in the workplace (Tsui & Chen, 2020). The perceived importance of training content influences training transfer (Bhatti, Battour, Sundram, & Othman, 2013). The extensive reviewed literature on training transfer identified several factors such as the learning environment, cultural differences and work environment. Furthermore, training content design amongst other factors was found to have an impact on training effectiveness (Mohanty, Dash, & Das, 2019). The training content should be understandable and applicable to the trainees, and the materials should be consistent with the proposed course, learning objectives, and outcomes (Falola, Osibanjo, & Ojo, 2014). A study by El-Hajjar and Alkhanaizi (2018) found a positive linear correlation between training content relatedness and training effectiveness. In other words, training content that relates to everyday duties will positively affect the transfer of skills and knowledge in the job. The perceived usefulness of the training content affects the reaction, learning, and behaviour of trainees (Nikandrou, Brinia, & Bereri, 2009).

Furthermore, Bjerregaard et al. (2016) found training content relatedness to the actual day-to-day work activities to have a significant influence on the trainee' reaction, learning and an increase in the motivation to transfer learning. The findings coincide with those by Grossman and Salas (2011) who found a positive relationship of content relatedness to the trainees' attitude, learning, and transfer of learning. The learners' perception that "training content is similar to the actual job tasks" also leads to a positive affective reaction, learning and transfer motivation (Bhatti & Singh, 2010). There was an improvement in test scores of the students after the team-based learning sessions when compared to the test scores after lecture sessions. The study found a higher amount of knowledge retention on team-based exercises as compared to just lecture sessions, consequently, training was effectiveness as the knowledge and skills were transferred back in the job by a majority of the respondents (Rezaee, et al., 2016).

Moreover, the overall results of the study by (Heydari, et al., 2019) suggested an increase in learning and satisfaction can lead to changes in behaviour scores. This means that learning of new skills and knowledge that are relevant and useful can lead to the transfer of training. There were also significant direct effects between perceived content validity and perceived application to practice (Grohmann, Beller, & Kauffeld, 2014). This finding suggests that knowledge that is explicit in terms of similarity between the training content and the job requirements is crucial as it boosts trainees' confidence in applying what they have learned back in the work environment. Gegenfurtner et al. (2009) suggest that setting clear training objectives may contribute towards the improved transfer of learning. Prior research showed a positive relationship between the training objective and

transfer of knowledge (Diamantidis & Chatzoglou, 2012). The absence of training objectives and goals have adverse effects on the training evaluation process (Goldstein & Ford, 2002).

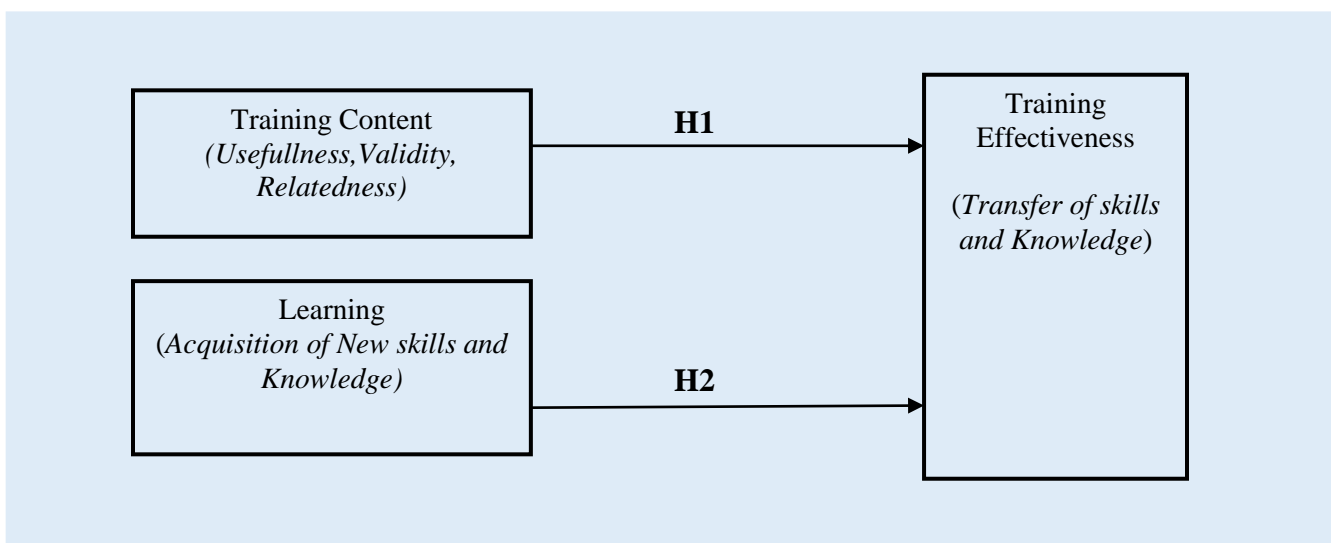
Furthermore, training objectives were found to have a significant effect on trainees' reaction, learning and behavioural change (Diamantidis & Chatzoglou, 2012). Other studies found a significant relationship between training objectives and results (Lin et al., 2011; Homklin et al., 2014). Research has proven the unlikelihood of training efforts to result in positive changes in job performance if no newly competencies have been transferred back in the work environment (Montesino, 2002). As a result, there has been an increased effort in understanding the antecedents and consequences of transferring learning back in the workplace (Velada, Michel, & Caetano, 2007). Concerning acquisition of new skills and knowledge as the influencers of training transfer, the learning moderated the relationship between the application of training and the transfer of training (Alfonso, Jorge, & Mara, 2018). Also, the learning culture moderates the relationship between the application of training and the transfer of training. However, measures of learning outcomes lack sophistication and the relationships between many of the key learning and teaching factors have not been clarified. As a result, continuing to understand the influence of learning on the transfer of training, learning factors and teaching approaches should not be studied in isolations (Deng, et al., 2019).

### Research Hypotheses

This study aims to understand the influence of training content and trainee's learning on training effectiveness. The following hypotheses were formulated (Figure 1):

**H1:** Training content positively affect training effectiveness

**H2:** Learning (skills, attitude and knowledge) positively affect training effectiveness



**Figure 1.** Hypothesized Framework

### **3. Research Design and Methodology**

#### **3.1 Population and Sample Selection**

The population size was 589. Since the researcher is evaluating the effectiveness of governance training, the sample included elements that constitute the individuals who are members of the governing body/Board members of the NPOs. The unit of analysis is Board members of NPOs in Gauteng province that attended the NDA training in the year 2015. A sampling frame is a list or other device used to define a researcher's population of interest. The sampling frame defines a set of elements from which a researcher can select a sample of the target population (Lewis-Beck, Bryman, & Liao, 2004). Once a sampling frame is in place, a decision on the sampling size commences, and then followed by the method of sampling, which can be either probability or non-probability (Sekaran & Bougie, 2014). In probability sampling, all elements of the population have an equal and known (non-zero) probability of being included in the sample (Alvi, 2016). The NDA training database was used as a sampling frame to select the study participants.

#### **3.2 Data Collection**

The study employed a survey strategy to collect primary data to achieve descriptive statistics. A simple random probability was used as a sampling technique. The determination of the sample size for the study was 95% level of confidence, with a margin of error of five; this means that the sample size of the study was 253 respondents. The questionnaire comprised of 19 items (6-demographic information, 13 statements). A five-point Likert scale was used to measure the variables with values ranking from lowest to highest where 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, and 5 = strongly agree. Through the review of the literature, the process resulted in four indicators of learning, four indicators of training content and five indicators of training effectiveness. All the study participants received a link through their email to participate in the online survey. The survey questions were drawn from the study by Al-Mughairi (The evaluation of training and development of employees: The case of a national oil and gas industry, 2018). In ensuring the measurement validity, a pilot study was conducted by the researcher amongst the 18 Board members who received the same training. The pilot participants were not included in the sample of the actual study. The primary data were collected between the 07<sup>th</sup> January 2019 and 26<sup>th</sup> July 2019. In ensuring that the rate of responses is satisfactory, the survey was designed to send reminders bi-monthly, and no further responses were allowed after the cut-off date of the 26<sup>th</sup> July 2019.

### **4. Results and Discussion**

The basic purpose of the study was to understand the effectiveness of NDA training by investigating the effects of training design characteristics (training content and objectives) on learning and behaviour of the Board members of the NPOs that attended the NDA training. The results show that there is a little improvement of the skills and knowledge of Board members that attended the NDA training as well as the transfer of training back in their organizations, which supports the basic argument of this study that the perceived effectiveness and return on investment on this training by the NDA is unknown.

#### **4.1. Data Management and Screening**

The data collection process was undertaken from January 2019 to July 2019. The questionnaire was distributed to 253 respondents through an online survey via simple random sampling technique. The SPSS for Windows (version 24) software was used to clean the data and screen the data by identifying any outliers, missing data and descriptive statistics. After the identification of anomalies in the data, a set of procedures were applied for handling outliers to ensure that the data analysis is accurate. Kurtosis and skewness were used to assess the normality distribution of the data. Missing data is the unavailable values for one or more variables (Hair, Sarstedt,

Hopkins, & Kuppelwieser, 2014). The missing of data is common in survey studies (Bryman & Cramer, 2011). Furthermore, missing data can influence the ability of statistical tests to establish relationships in a data set, and as a result, it causes parameter estimates that are biased (Hair, Sarstedt, Hopkins, & Kuppelwieser, 2014). Univariate detection method through SPSS was used to identify outliers. The detection of univariate outliers assisted the researcher in identifying cases with minimum and maximum values per variable. The data were first converted to standardized scores (*z*-scores). According to Tabachnick and Fidell (Using Multivariate Statistics, 2013), the cut-off value for potential outliers is  $\pm 3.29$ ; any value exceeding this number is considered a potential outlier. This study adopted a cut-off value of  $\pm 3.29$  for the standardized scores as potential outliers. There were nine cases detected with outliers, after removing the nine cases (*Case 3, 5, 8, 102, 18, 23, 104, 178 and 194*) that had the same answers throughout the questionnaire. These were cases with *z*-score of more than  $\pm 3.29$ . As indicated earlier in this section, the nine cases/respondents selected the same responses on a Likert-scale for all the statements in the questionnaire. The number of returned/completed questionnaires was 209 after the removal of cases with outliers, and there were no missing values. These responses could not be disregarded as they could affect the reliability of the results. The cases were removed from the dataset, leaving the number of responses to 200 from the initial 209, which then translated to a sample size of 79% appropriate for further data analysis.

**4.2 Descriptive Analysis**

The researcher applied the descriptive analysis (frequencies and means) to understand the preliminary data and to summarise the demographic information of the respondents to get a feel of the preliminary data (Sekaran, 2003). Furthermore, Cronbach’s Alpha test computed to measure the internal consistency of the instrument. The minimum performed acceptance for Cronbach’s alpha was 0.7 for the reliability coefficients (Hinton, Brownlow, McMurray, & Cozens, 2004). The distribution of respondents by gender; age; education, NPO location, experience and occupation are depicted in Figure 2.

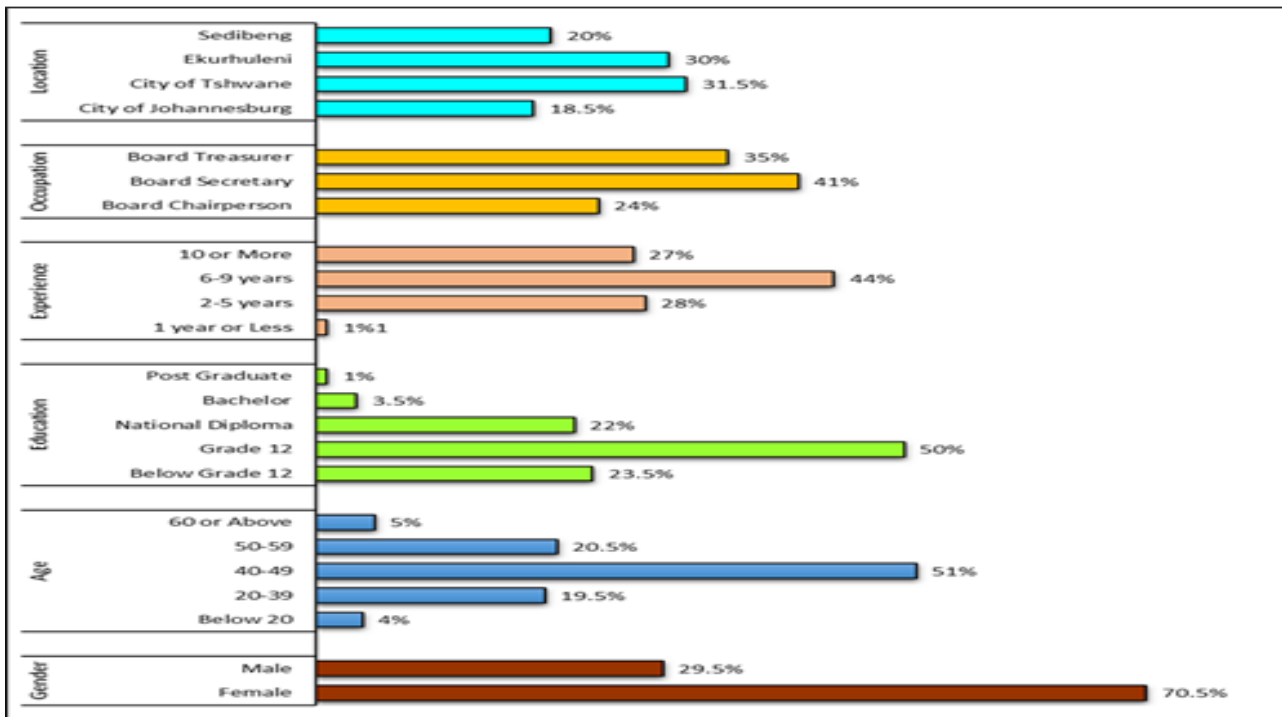


Figure 2. Demographics of the Study Respondents

The results indicate that the majority of the respondents were females (70.5%, n=141), while 29.5% (n= 59) comprised of male respondents, this is a common feature in the NPO sector, especially within the South African context whereby majority are women. Grouping according to age shows (51%) of the respondents were between 40 and 49 years of age. The second-highest percentage of respondents was 20.5% (n=41) who were between 50 and 59 years old, 19.5% (n=39) were between 20 and 39 years old, 5% (n=10) were 60 years or older, and finally, about 4.3% (n=8) were below 20 years of age. The most significant percentage of respondents were based in City of Tshwane with 31.5% (n=63), while the second-largest number of respondents selected Ekurhuleni with 30% (n=60), followed by Sedibeng with 20% (n=40). A slightly small number of respondents indicated that their organizations are in City of Johannesburg 18.5% (n=37). The highest percentage of respondents had between 6-9 years of NPO work experience with 44% (n=88), followed by 2-5 years of work experience with 28% (n=56), then ten years or more with 27% (n=54) while only 1.1% (n=2) of the respondents had one year or less of NPO work experience. The highest percentages of the survey respondents were Board secretaries within their respective NPOs at 41% (n=82), while 35% (n=70) were Board treasurers and 24% (n=48) were Chairpersons of the NPO Board.

**Table 1.** Reliability Results of the Study Construct

Constructs	Items	Items Deleted	Cronbach's alpha
Learning	4	0	.763
Training Content	4	0	.751
Training Effectiveness	5	0	.821
Total Items	13	0	

The internal consistency of the reliability of the instrument showed a good internal consistency for all the three study constructs. All the elements within each construct conformed to the minimum criteria of Cronbach's Alpha ( $\alpha \geq .70$ ). The Cronbach's alpha value for training content (0.751) was acceptable, though lower than those of learning (0.763) and training effectiveness (0.821). As maintained by Hinton et al. (SPSS Explained, 2004), the internal consistency of 0.7 is acceptable, and the instrument can be deemed reliable to measure what it is intended to if it meets this minimum score. No items were deleted to increase the Cronbach's score as they all exceeded a minimum acceptable of Cronbach's Alpha score.

The learning construct statements outlined in Table 2 indicate a level of disagreement for "I learned a lot on NPO Governance and compliance to the NPO Act from this training" (M=2.92). Respondents expressed a high agreement for "I have forgotten most of what I learned from this training programme." (M=4.16). Moreover, neutral responses for "My newly acquired skills and knowledge qualify me for dealing with poor governance issues." (M=3.43), and "My newly acquired skills and knowledge qualify me for dealing with NPO Act compliance issues" (M=3.08). The training content construct statements indicate a high level of neutral responses for "The information provided in this training programme was easy to apply" (M=3.10), "Information offered in this training improved my professional competencies" (M=3.07) and "The importance of applying training skills in the workplace was identified". Respondents expressed a level of strong disagreement for "The knowledge and skills required for my job were well supported by the practical activities and exercises of this training programme" (N=1.73). The final construct of training effectiveness indicates a neutral response for "I have applied what I learned in the workplace" (M=3.06) and "I am committed to utilizing the skills and knowledge from the training" (M=3.03). The items with lower Means scores were associated with "I have transferred what I learned to my colleagues in the NPO" (N=2.99), "My NPO has improved its non-compliance and poor

governance because of this training” (N=2.99) and “The training has helped in performing my roles and responsibilities better than before”. NPOs are de-registered by the DSD annually of which mostly are as a result of non-compliance to the NPO Act.

**Table 2.** Descriptive Statistics (n=200)

Items	Mean	Std. Deviation
<i>Learning Construct</i>		
I learned a lot on NPO Governance and compliance to the NPO Act from this training	2.92	1.151
I have forgotten most of what I learned from this training programme	4.16	.957
My newly acquired skills and knowledge qualify me for dealing with poor governance issues	3.43	1.226
My newly acquired skills and knowledge qualify me for dealing with NPO Act compliance issues	3.08	1.232
<i>Training Content Construct</i>		
The information provided in this training programme was easy to apply	3.10	1.178
The information offered in this training improved my professional competencies	3.07	1.096
The knowledge and skills required for my job were well supported by the practical activities and exercises of this training programme.	1.73	.775
The importance of applying training skills in the workplace was identified	3.09	1.138
<i>Training Effectiveness Construct</i>		
I have applied what I learned in the workplace	3.06	1.128
I am committed to utilizing the skills and knowledge from the training	3.03	1.086
I have transferred what I learned to my colleagues in the NPO	2.99	1.132
My NPO has improved its non-compliance and poor governance because of this training	2.99	.902
The training has helped in performing my roles and responsibilities better than before	2.28	.828

### 4.3 Results of the Hypothesis Testing

The study used regression analysis to test all the hypothesized effects. Means of dimensions and constructs were used to estimate the effects of training content on training effectiveness and trainee’learning on training effectiveness. A simple linear regression was used to test H1-H2. First, training effectiveness was regressed on training content to test H1. The results show that training content ( $\beta=0.830$ ) exerted significant positive effects on training effectiveness. A significant regression equation was found ( $F(1,198) = 438.668, p<.001$ , with an  $R^2$  of 0.689). Thus H1 was fully supported. Second, training effectiveness was regressed on learning to test H2. The results for Model 2 showed that “learning” ( $\beta=0.620$ ) exerted significant positive effects on training effectiveness. A significant regression equation was found ( $F(1,198) = 123.626, p<.001$ , with an  $R^2$  of 0.384). Thus, H2 was fully supported. Finally, training content and learning were incorporated into the regression model as independent variables to assess Model 3. The results of the regression showed that training content ( $\beta=0.710$ ) and learning ( $\beta=0.206$ ) exerted significant positive effects on training effectiveness ( $R^2 = 0.717, F = 249.406$ ). Therefore, the results suggest that training content, acquisition, and transfer of skills and knowledge are predictors of training effectiveness.



**Table 3.** Correlation Analysis

		Learning	Training Content	Training Effectiveness
Learning	Pearson Correlation	1	.584**	.620**
	Sig. (2-tailed)		.000	.000
	N	200	200	200
Training Content	Pearson Correlation	.584**	1	.830**
	Sig. (2-tailed)	.000		.000
	N	200	200	200
Training Effectiveness	Pearson Correlation	.620**	.830**	1
	Sig. (2-tailed)	.000	.000	
	N	200	200	200
** . Correlation is significant at the 0.01 level (2-tailed).				

#### 4.4 Correlation Analysis

The study examined the correlation between the construct to assess the nature and strength of the relationship between them. According to Table 3, learning construct has a significant and strong correlation with both the training content and training effectiveness. The association is positive for all constructs. The findings suggest that the training content and training objectives significantly and positively influence the transfer of training. These findings are consistent with other research works that found training content validity (e.g., Singh, 2017) and content relatedness (e.g., Alkhanaizi, 2018; Bjerregaard et al. (2016) to have a positive influence on the transfer of training.

#### 5. Conclusions

This study found a positive correlation between training content, trainee’s learning and training effectiveness. Training effectiveness, as indicated earlier in the literature, is determined through the acquisition of new skills and knowledge (learning), and transferability of those skills back in the workplace. The study proves the fundamental value of ensuring that training content is relevant and easy to apply back in the workplace. Furthermore, practical activities and exercises during the training have proved to be crucial in allowing transferability of the training content. This was shown by the results whereby trainees indicated that they have not transferred what they were trained on; consequently, there was no improvement in their respective NPOs relating to poor governance and non-compliance to the NPO Act. Moreover, majority of the respondents indicated that the status of both governance and non-compliance to the NPO Act within their organisations have not improved even after attending the NDA training and there were no practical exercises or activities during the training, this can at least partly be attributed to the inadequate transfer of training which has resulted in a situation of training not being contributory in improving their governance and non-compliance.

Training organizations cannot ignore the importance of designing the training programmes in such a way that motivation to learn and transfer are increased and sustained. Additional research is necessary to look at other

training design factors, environmental factors that can increase the effectiveness of training. The NDA should consider a comparison analysis of the pre-training needs assessment and post-training a few months after the training has been conducted to be able to measure the return on investment. As far as the authors are aware, there is no published work on how training content and transfer of skills and knowledge has led to the effectiveness of training, especially within the non-profit space. Indeed, at present, research in the effectiveness of Government training in South Africa towards the improvement of the non-profit sector, especially compliance to the NPO Act is still in its infancy stages. However, work has been carried out to evaluate training effectiveness, but have not comprehensively considered the non-profit sector, especially in South Africa.

The research design applied is not without some methodological and theoretical limitations that should be noted. The data were collected from individuals who attended the training in Gauteng province only due to the geographical disperse of all NDA trained NPOs and the resource constraints associated with coverage of such dispersed geographical cover. Whenever possible, data to measure the effectiveness of an intervention should be collected from a larger sample in different provinces, multiple sources, including trainees, peers, other training institutions and the actual trainers who were involved in this particular training intervention. Also, it is reasonable to conduct evaluations that include a control or comparison group that has not received the intervention that is being evaluated. Therefore, further studies could use multiple sources, expand the geographical focus to all the nine provinces and include control groups.

Moreover, the findings are grounded on the NDA trained NPOs only, thus limiting the generalizability of the research findings. It is unclear whether the same pattern would occur in NPOs of other countries, and whether the results obtained from this survey would apply to other populations due to cultural differences. Future research could examine the cross-cultural aspects of this topic to determine the extent to which these results are specific to a province, country, sector or training area. Concerning the theoretical limitation, the study did not consider other factors influencing training effectiveness—factors such as individual characteristics, training design characteristics and environmental factors. Future research could examine the impact of these factors on training effectiveness of the NDA programme. The limitations indicated in this paper do not make the findings of this research less critical but instead mentioned to direct future research initiatives that could support more significant improvement in this area. Moreover, the NDA can further research on what motivates the trainees to learn new skills and transfer them back on the job. Since the training approach by the NDA was more theoretical than practical, it is further suggested that learning should be combined with training or teaching approaches as argued by Den et al. (2019) so that the NDA can understand if perhaps the teaching approach does not promote learning and its retention.

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