



Contents lists available at [Journal IICET](#)

**JPPi (Jurnal Penelitian Pendidikan Indonesia)**

ISSN: 2502-8103 (Print) ISSN: 2477-8524 (Electronic)

Journal homepage: <https://jurnal.iicet.org/index.php/jppi>



## The relationship between training program and emotional intelligence with training effectiveness

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### Article Info

#### Article history:

Received Jun 07<sup>th</sup>, 2021

Revised Jul 06<sup>th</sup>, 2021

Accepted Aug 26<sup>th</sup>, 2021

#### Keyword:

Training program  
Emotional intelligence  
Training effectiveness

### ABSTRACT

Training effectiveness is one of the determinant factor that could improve employees' job performance. When we found in a government district office at Jambi Province where the organization had provided many training program to the employees but it had not had significant impact on their employees' job performance. We realized that we need to study the factors which assumed to have relationship with the training effectiveness. Prior research in training effectiveness found that employees perceived toward the training program designed by organization and individual employees' emotional intelligence had influence the training effectiveness. Based on those findings we formulated the aim of this study that is to investigate the relationship between the training program and employees' emotional intelligence with the training effectiveness. This study designed as a quantitative research used sample of 209 employees derived by random sampling from its population. This study utilized questionnaires as instruments to collect empirical data. The correlational analysis technique used to analyze the data. This study had generated findings that there were strong relationship between the training program and employees' emotional intelligence with training effectiveness.



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## Introduction

Biswal and Singh (2019) stated that many factors affected the training effectiveness including the individual factors such as intelligence, ability, skills, etc. and organizational factors such as leadership, culture, and the program itself. Research by Abiddin (2006) found 72% employees judged that the successful training depended on the planning of training program. Hassan et al (2015) found that successful training depended on instructor's emotional intelligence factors such as interpersonal skills, personal leadership skills, self-management skills, and intrapersonal skills. Based on this result we assumed that the training program designed by the organization and the employees' emotional intelligence became the factors needed to investigate their relationship with the training effectiveness.

Gibson et al (2012) defined the effectiveness as an accomplishment of recognized organization's objectives. More specifically, summarized from Ivancevich (2010), Robbins and Judge (2014), also Noe et al (2011), explained that the training effectiveness as the accomplishment of the training activities that planned systematically to improve employees' attitude, work behavior, personal development, knowledge and skills.

Employees' attitude refer to motivation and commitment toward organization; work behavior refer to performance and achievement in his/her jobs; personal development refer to competency development and interpersonal relationship; knowledge refer to learning capability and knowledge acquisition; skills refer to the technical and administrative of aspect of his/her jobs.

Wilson (2004) defined training program as a planned process to modify attitude, knowledge or skill behavior 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. Strategic factors of training program consist of identification of training needs, formulation of training objectives, planning and designing the training, delivering the training, and assessment and evaluation of the training. Ivancevich (2010) stated that the training program is the systematic process of altering the behavior of employees in a direction that will achieve organization goals. Training is related to present job skills and abilities. It has a current orientation and helps employee master specific skills, and abilities needed to be successful. According Mattingly et al. (2019) components of training program consist of training needs assessment, instructional objectives of the training, selection and design of instructional program, the training procedures, and developing criteria of evaluation. Amos et al (2016) and Gilar-Corbi et al. (2019) stated the similar definition with above mentioned that the training program is an attempt to alter or change the knowledge, skills and behavior of employees in such a way that organizational objectives are achieved. The program consist of activities to identify the employees' training needs, formulate the training objectives, designing the training program, choose the training methods, prepare the training material, deliver the training, and evaluate and follow up the program. Research by Sanjeevkumar and Hu Yanan (2011) derived a conclusion that training program (type of training, training environment and selecting trainee's characteristics) had significant relationship ( $r = 0.410$   $p < 0.05$ ) with training effectiveness. Based on those above mentioned it can be assumed that a good planning (program) will lead to success. A good training program will have a relationship with training effectiveness.

Zeidner, Matthews, and Roberts (2009) stated that emotional intelligence (in term Trait Model) represents an overarching personality factor that represents the person's emotional self-confidence, a qualitatively style of behavior and experience that is adaptive in some contexts. The four essential components of emotional intelligence are identifying emotions of one-self, assimilating emotions into thought, understanding emotions of others, and managing emotions of oneself and others. Sanchez-Ruiz, Perez-Gonzalez, and Petrides (2011) defined emotional intelligence as a constellation of emotion-related self-perceptions and dispositions located at the lower levels of personality hierarchies. Emotional intelligence factors are feeling of well-being, self-control of emotion and stress, emotionality that is perception of emotion of self and others, social awareness of others' emotion, adaptability to new conditions, self-motivation in the face of adversity. Research by Donie (2017) generated a conclusion that emotional intelligence had positive directly influenced toward coach performance as one of training effectiveness factor. Research by Ebrahimi et al (2018) generated a conclusion that emotional intelligence had significant enhancement impact on the effectiveness of training for developing speaking skills. Research by Udimal et al (2019) generated a conclusion that emotional intelligence of training participant had positive and significant with knowledge acquisition of the participant during the training. Based on those above mentioned it can be assumed that person with high emotional intelligence will be more easy to have communication with, learned from his/her trainer/coach, and had high knowledge acquisition, during the training processes. It means that emotional intelligence will influence training effectiveness.

Based on the theoretical description and research findings above mentioned, this study generated 3 hypotheses. First, there is a positive relationship between training program with training effectiveness. Second, there is a positive relationship between emotional intelligence with training effectiveness. Third, there is a positive relationship between training program and emotional intelligence simultaneously with training effectiveness.

## Method

The study conducted at Government District Office at Jambi Province. The study mainly utilized quantitative data (from questionnaires). The amount of 209 sample calculated by Slovin formula at  $p < 0.05$  and randomly took from 435 permanent employees of Sarolangun District Office as the population. The questionnaires designed to assessed indicators of training effectiveness, training program and emotional intelligence using point of 1 to 5 Likert Scale. The training effectiveness' scores for employees rated by his/her superior based on training effectiveness indicators. The training program scores rated by employees based on training program indicators. The emotional intelligence scores rated by employees' their-self based on the emotional intelligence indicators

The questionnaires had already tried out used 30 sample from its population but out of research sample in order to measure questionnaires' validity and reliability as reported in the table below.

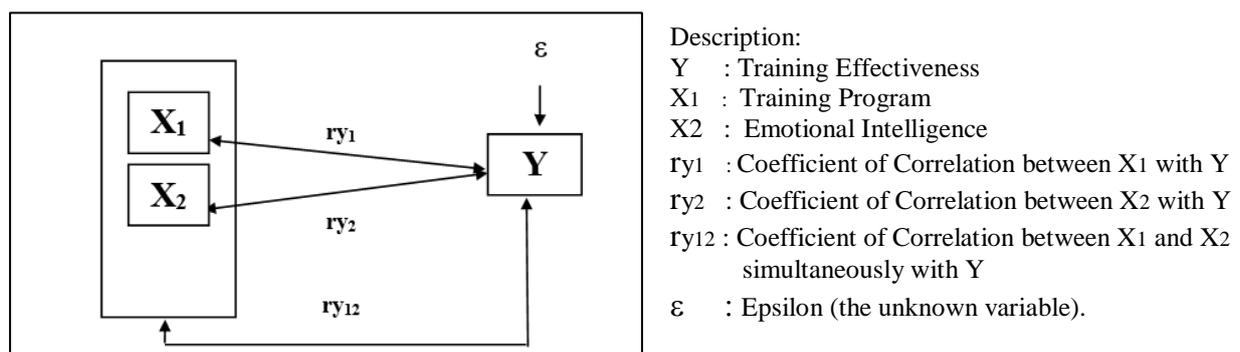
**Table 1.** The Valid Items and Reliability of the Questionnaires

No	Questionnaire of	Sum of Valid Items	Reliability Coefficient
1	Training Effectiveness	36	0.941
2	Training Program	38	0,897
3	Emotional Intelligence	35	0.884

Notes:

1. Each questionnaire initially had 40 items and already tried out (used 30 sample). Some item were dropped-out, and the rest is the valid itemsonly. The item validity coefficient calculated by Pearson's Product-Moment Correlation formula (Nolan and Heinzen, 2012).
2. The questionnaires reliability coefficient calculated by Cronbach Alpha's formula (Sekaran and Bougie, 2013).

The research design is a correlational study which described as the figure below.



**Figure 1.** The Relationship between Research Variables

Based on all questionnaires' scores from 209 employees as the research sample to be analyzed step by step. First, testing the normality of empirical data from research sample used Lillifors Formula. This procedure used to examine that research sample coming from a population with normal distribution. Second, testing the linearity of empirical data from research sample used Regression Analysis. This procedure used to examine that the relationship of the data from training effectiveness, training program and emotional intelligence meet the criteria of linearity. The normality and linearity results were required to meet the requirement for using parametric statistics. Third, conducted correlational analysis to measure the strength of relationship between training program and emotional intelligence partially and simultaneously with training effectiveness. Fourth, conducted the Indicators Analysis in order to find out which indicators of traing program and emotional intelligence that had strong relationship with indicators of training effectiveness.

## Results and Discussions

Normality Test for Empirical Data from Research Sample can be described in table below.

**Table 2.** Normality Test Results

No	Description	Training Program to Traing Effectiveness	Emotional Intelligence to Training Effectiveness
1	Empirical Data	0.059	0.057
2	Lillifors' Standard*	0.061	0.061
3	Results	Empirical < Standar	Empirical < Standar

\*) Sambas Ali Muhidin and Maman Abdurahman (2011: 219)

Based on Normality Test results above mentioned where empirical data is lower than Lillifors Standard, it can be concluded that scores from each questionnaires of employess' training effectiveness, traing program and emotional intelligence coming from a population with a normaldistribution. It means that this result meet one of the requirement for analyzing sample data to generate conclusion of the population.

Linearity Test used to examine that the relationship between training program with training effectiveness, and between emotional intelligence with training effectiveness should meet the standard linear regression, as described below.

**Table 3.** Linearity Test Results

No	Descriptions	Linearity between Training Program with Training Effectiveness	Linearity between Emotional Intelligence with Training Effectiveness
1	Deviation from Linearity (empirical)	1.423	1.362
2	Standard of Significance ( $p < 0.05$ )*	1.440	1.520
3	Results	Empirical < Standard	Empirical < Standard

\*) Sambas Ali Muhidin and Maman Abdurahman (2011: 269)

Based on Linearity Test Results above mentioned where empirical deviation from linearity is lower than the standard of significance level ( $p < 0.05$ ), it can be concluded that the relationship between training program with training effectiveness and between emotional intelligence with training effectiveness had met the regression linearity criteria. It means that this results had met one of the requirement for analyzing sample data to generate conclusion of the population.

Correlational Analysis Results. The correlational analysis technique used to test the hypotheses. This analysis used Product-Moment Correlation Formula and applied t-test procedure with 0.05 minimum level of significance, as described in the table below.

**Table 4.** Correlational Analysis Results

No	Description	The Correlation between Training Program with Training Effectiveness	The Correlation between Emotional Intelligence and Training Effectiveness	The Multiple Correlation between Training Program and Emotional Intelligence with Training Effectiveness
1	Coefficient Correlation (r)	0.853	0.618	0.871
2	Empirical <i>t</i> Score	9.533	11.208	14.152
3	Standard <i>t</i> Score ( $p < 0.05$ )*	1.645	1.1645	5.020
4	Results	Empirical < Standard	Empirical < Standard	Empirical < Standard

\*) Sambas Ali Muhidin and Maman Abdurahman (2011: 263-269)

Based on Correlational Analysis Results above mentioned, it can be concluded that all research hypotheses were accepted. The present correlation coefficient of training program with training effectiveness ( $r = 0.853$ ) had a similar positive direction compared with prior related research. The present correlation coefficient of emotional intelligence with training effectiveness ( $r = 0.618$ ) had similar positive direction with prior related research. The present multiple correlation coefficient between training program and emotional intelligence with training effectiveness ( $r = 0.871$ ) can be interpreted that training program and emotional intelligence had a synergized effect toward training effectiveness.

The final statistical analysis was to find out which indicators of training program and emotional intelligence that had correlation with indicators of training effectiveness as described in the table 5. Based on Indicator Analysis Results mentioned it were found that most indicator of training program had strong and very strong relationship with each indicator of training effectiveness. The indicator analysis results between training program and training effectiveness strengthen a belief that a good planning (program) lead to success. This study result can be interpreted that the problem of employees' training effectiveness in the government district office at Jambi Province had related to the inadequate training program. Almost all indicators of training program had strong relationship with all indicators of training effectiveness.

According to Karimi et al.(2020); Rosaria et al. (2019) that there is a positive relationship between training programs and emotional intelligence with training effectiveness. According to Kotsou et al.(2019); Nowack (2017) there is a positive and significant relationship between training programs and emotional intelligence with Training Effectiveness, increasing training effectiveness can be driven by training programs and

emotional intelligence. Another study by Goudarzian et al (2019); Schütz et al. (2021) stated that training programs and emotional intelligence had a significant effect on training effectiveness.

**Table 5.** Indicators Analysis Results

Description		Training Effectiveness (Y)				
Variable	Indicator	Y <sub>1</sub>	Y <sub>2</sub>	Y <sub>3</sub>	Y <sub>4</sub>	Y <sub>5</sub>
Training Program (X1)	X <sub>1,1</sub>	0.611*	0.721*	0.643*	0.759*	0.694*
	X <sub>1,2</sub>	0.565	0.599	0.592	0.757*	0.725*
	X <sub>1,3</sub>	0.882**	0.835**	0.533	0.814**	0.810**
	X1.4	0.512	0.554	0.509	0.777*	0.781*
	X1.5	0.887**	0.821**	0.754**	0.816**	0.811**
Emotional Intelligence (X2)	X <sub>2,1</sub>	0,685*	0,526	0,508	0,644*	0,545
	X <sub>2,2</sub>	0,315*	0,443	0,376	0,606*	0,394
	X <sub>2,3</sub>	0,627*	0,266	0,654*	0,633*	0,226
	X <sub>2,4</sub>	0,633*	0,311*	0,666*	0,698*	0,384

Notes:

1. Indicators of Training Effectiveness: Y1 (Attitude), Y2 (Work Behavior), Y3 (Personal Development), Y4 (Knowledge), Y5 (Skill).
2. Indicators of Training Program: X1.1 (Training Needs Assesment), X1.2 (instructional objectives), X1.3 (instructional program), X1.4 (training procedures), X1.5 (criteria of evaluation)
3. Indicators of Instructor's Emotional Intelligence: X2.1 (interpersonal skill), X2.2 (leadership skill), X2.3 (self-management skill), X2.4 (intrapersonal skill).
4. Classification of Correlation Coefficient (Sugiyono, 2006): \*\*Very Strong (0.80-0.99); \*Strong (0.60-0.79); Moderate (0.40-0.59); Weak (0.20-0.39); Very Weak (0.01-0.19).

This study found that the problem of training effectiveness had a relationship with the employees' emotional intelligence. All indicators of emotional intelligence had strong relationship with the attitude indicators of training effectiveness. It means that employees' emotional intelligence had important role for developing employees' attitude change. Also this study found that all emotional intelligence indicators had strong relationship with knowledge indicators of training effectiveness. It means that emotional intelligence had important role for employees to acquisition knowledge in their training. According to Geßler et al. (2021) there is a significant relationship between the Training Program and Emotional Intelligence with Training Effectiveness, increasing training effectiveness can be driven by the Training Program and Emotional Intelligence. Another study by Gershon et al. (2018) states that the Training Program and Emotional Intelligence have a significant effect on training effectiveness. According to Kotsou et al.(2019); Nowack (2017) there is a positive and significant relationship between the Training Program and Emotional Intelligence with Training Effectiveness, increasing training effectiveness can be driven by the Training Program and Emotional Intelligence. Another study by Goudarzian et al (2019); Schütz et al. (2021) stated that the training program and Emotional Intelligence had a significant effect on training effectiveness.

The present multiple correlation coefficient between training program and emotional intelligence with training effectiveness ( $r = 0.871$ ) can be interpreted that training program and emotional intelligence had a synergized effect toward training effectiveness. It means that conducting training on motivation, commitment, knowledge or skill will be more effective when combining with emotional intelligence training. This study had generated findings that there were a strong relationship between the training program and employees' emotional intelligence with training effectiveness. These results are in line with Vesely-Maillefer, et al. (2018) that there is a positive relationship between the Training Program and Emotional Intelligence with Training Effectiveness. According to Geßler et al. (2021) there is a significant relationship between the Training Program and Emotional Intelligence with Training Effectiveness, increasing training effectiveness can be driven by training programs and emotional intelligence. Another study by Gershon et al. (2018) states that the Training Program and Emotional Intelligence have a significant effect on training effectiveness.

## Conclusions

The scope of this study just used two independent variables only (training program and emotional intelligence) that had relationship with training effectiveness. We recommend for the next other studies to use more independent variables that might influence the training effectiveness.

We recommend to the top management of Government District Office at Jambi Province to improve the quality of their training program. We recommend that all training program indicators will be improved. Training Need Analysis should be well conducted before preparing the training program. The instructional objectives of the training should be clearly present to the participants. The Training Procedures should be applied properly, especially for selecting the training participants. The Training evaluation should be conducted in order to get feedback from the training implementation.

Based on the findings that all indicators of emotional intelligence had strong relationship with the attitude change and knowledge acquisition, so we recommend that the emotional intelligence should become a consideration to send employee for attending the kind of training that related to improve employees' attitude (such as motivation, commitment or discipline) and to improve employees' knowledge acquisition (such as training for a new knowledge or information, and a new system or procedure).

Training of motivation, commitment, knowledge and skills will be more effective when combining with emotional intelligence training. The effectiveness of training become important in order to improve employees' performance and contribution to the organization and also become the important factor to improve the effectiveness of training expenditures. All effort to improve training effectiveness become important factors to improve organizational effectiveness.

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