RESEARCHING THE EFFECTIVENESS OF JAPANESE COMPANIES' TRAINING PROGRAMS IN BINH DUONG PROVINCE

Vu Quoc Thang[1] and Phan Thanh Tam[2]

1. Wonderful Saigon Electrics Company
2. Lecturer of Lac Hong University

ABSTRACT

This paper, entitled **RESEARCHING THE EFFECTIVENESS OF JAPANESE COMPANIES' TRAINING PROGRAMS IN BINH DUONG PROVINCE** conducted during the period from June 2010 to June 2014.

The research result showed that there were 500 employees (belong to five Japanese companies in Binh Duong province) who to be interviewed and answered nearly 29 questions. The researcher had analyzed KMO test, the result of KMO analysis used for multiple regression analysis. Employees are responses measured through an adapted questionnaire on a 5-point Likert scale. Hard copy and interview employees by questionnaire distributed among employees of Japanese companies in Binh Duong province.

The regression analysis result showed that there were 5 factors, which included of factors following lecturer, facilities, training management Staffs, training methods and training programs affecting the effectiveness of the training programs at Japanese Companies in Binh Duong Province with significance level of 5 %. The research result processed from SPSS 20.0 software. The parameters of the model estimated by Least - Squares Method tested for the model assumption with 5% significance level. At the same time, the result was also scientific evidence and important for researchers, and policy makers who apply them for developing human resource management at the Japanese companies in both Binh Duong and Viet Nam.

Keywords: training quality, Human resource quality, effectiveness and training program

Introduction

Human resource management (HRM, or simply HR) is a function in organizations designed to maximize employee performance of an employer's strategic objectives. HR is primarily concerned with the management of people within organizations, focusing on policies and systems.

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Japanese companies of Binh Duong play an essential role in the preservation, development and continuation of human civilization. In the era of scientific and technological revolution nowadays, education and training quality are becoming the main motive force for the developmental acceleration and considered as a determining factor for the success or failure of a nation in international competitions and for the success of each individual.

Thus, Japanese Companies of Binh Duong recognizes that improving quality of training in general and human resource training in particular are society goals that are critical importance. Education and training strategy plays a very important part in human resources development strategy. People having good knowledge are the most important resource of the modern industry. Thus, to improve the quality of human resources is the main conditions for the economic growth and social development in Binh Duong province.

Moreover, Japanese companies improves the quality of human resources is the main conditions for the economic growth and social development in Binh duong province. Combined with the practical requirements of the teaching job, the researcher has chosen the theme: *RESEARCHING THE EFFECTIVENESS OF JAPANESE COMPANIES' TRAINING PROGRAMS IN BINH DUONG PROVINCE* as a paper for researching business administration.

Literature review

The effectiveness of a training program: It may vary as a function of the criteria chosen to measure effectiveness (Arthur, Tubre, et al., 2003). Thus, it is reasonable to ask whether the effectiveness of training - operationalized as effect size ds varies systematically as a function of the outcome criterion measure used. For instance, all things being equal, are larger effect sizes obtained for training programs that are evaluated by using learning versus behavioral criteria? It is important to clarify that criterion type is not an independent or causal variable in this study. Our objective is to investigate whether the operationalization of the dependent variable is related to the observed training outcomes (i.e., effectiveness).

The training quality: It has been defined in many different ways. However, various researchers have shared their findings regarding trainees' views and concerns about quality and regarding the use of students to measure the quality of services provided. As Gold (2001) argues, trainees should be considered as primary customers and educational institutions should focus their efforts on improving trainees-centered education. Trainees should be assessed as the product of the institution (Emery et al., 2001).

Asthiyaman (1997) defined service quality as perceived service quality defined as an overall evaluation of the goodness or badness of a product or service. Studies have confirmed that service quality is antecedent of satisfaction (Cronin and Taylor, 1992; Shemwell et al.,

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1998). Service quality considered by various researchers to be used in educational sector because of its importance and its effect on outcomes. Various researchers have investigated service quality in various dimensions of educational set-up. Hill (1995) investigated the use of service quality in higher education while Banwet and Datta (2002) studied impact of service quality in libraries.

Methods of research

The preliminary study for trainees conducted in July 2013, using qualitative methods to interview 30 employees to examine the content and meaning of the words used in the scale. Following this, the formal study conducted in July 2014, using qualitative methods to interview 500 employees to examine the content and meaning of the words used in the scale. The researcher should select one of these methods of collecting the data taking into consideration the nature of investigation, objective and scope of the inquiry, financial resources, available time and the desired degree of accuracy. However, I should pay attention to all these factors but much depends upon the ability and experience of the researcher.

Reliability test: offer mainly Cronbach's alpha methods to show how well the measurements in a set of variables are well correlate with each other. According to Canava et al. (2001), he stated, "Cronbach's alpha is computed in terms of average inter-correlations among items, which determine the concepts." Although Bryman and Cramer (1990) suggested that, it is just fine when Cronbach's alpha is 0.8 or above 0.8, while Nunnally (1978) stated that it is still acceptable with the value of 0.6, especially for initial investigation like in this research. Therefore, in this research, the value is confirmed when it is greater than 0.7.

Exploratory factor analysis (EFA): This is an important part in data analysis, because it aims to investigate the dimensions of each target variables. If any item has lower factor loading or cross-factor loading, it eliminated. Regarding to Kaiser (1970, 1974), Cronbach's Alpha was re-calculated for the scales of removed items.

Multiple linear Regression analysis: Finally, the process of analyzing data will finish by using regression analysis method. It was used for testing the correlation and influences of independent variables (X) to dependent variable (Y).

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Research results

Factors affecting the effectiveness of Japanese companies' training programs

Table 1: Factors affecting the effectiveness of Japanese companies' training programs

Descriptive Statistics	N	Min	Max	Mean	Std. Deviation
1. Lecturer (L)					
L1: The Lecturers' major and knowledge are suitable for teaching you at companies	473	1	5	3.16	.946
L2: The Lecturers applying practical experience in lessons at companies	473	1	5	3.18	.941
L3: The Lecturers were enthusiasm when communicating with you at companies	473	1	5	3.26	.972
L4: The Lecturers were cheerfulness when teaching the lesions at companies	473	1	5	3.35	.939
L5: The Lecturers who were politeness when communicating with you at companies	473	1	5	3.29	.929
L6: The Lecturers supplied many books for reading and presentation at companies	473	1	5	3.26	.934
2. Facilities and practicum envirnment (F)					
F1: The equipment is such as room, table that were suitable for the needs of learning at companies	473	2	5	3.99	.954
F2: The equipment is such as projector, computer, micro that were suitable for the needs of teaching at companies	473	2	5	3.95	.967
F3: The books, textbooks and documents are very good for teaching and practicum at companies	473	1	5	3.40	1.093
F4: The internet system, computers and others were very good for teaching and practicum at companies	473	2	5	3.67	1.289
F5: The library system, practicum place and other equipment for teaching and learning at companies	473	1	5	3.37	1.335
3. Training programs (T)					
T1: The training program is suitable for your job before learning	473	1	5	3.11	1.026
T2: The training program supplying necessary information for your job	473	1	5	3.05	.989

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Descriptive Statistics	N	Min	Max	Mean	Std. Deviation
T3: The training program was changing for enterprise demand and social need	473	1	5	3.04	.979
T4: The training program was very interested, significant for your job and life	473	1	5	3.06	1.006
4. Training method (M)					
M1: The Lecturer's teaching methodology is very suitable for you at companies	473	1	5	2.99	.876
M2: The Lecturers supplying for you the skills of the presentation at companies	473	1	5	2.87	1.572
M3: The Lecturers supplying many methods in teaching for you at companies	473	1	5	2.78	1.450
M4: The Lecturer's teaching methodology is very easy to study lessons and to understand lessons at companies	473	1	5	2.77	1.435

Table 1: Continued

Descriptive Statistics	N	Min	Max	Mean	Std. Deviation
5. Training management Staffs (S)					
S1: The training management staff solving the problem is very good during the time training at companies	473	1	5	3.46	.894
S2: The planing of the training program is very good, suitable for you to study at companies	473	1	5	3.55	.938
S3: Training management staff finding the training need and the goal for training	473	1	5	3.46	.952
S4: Training management staff is responsible for the work of training at companies	473	1	5	3.42	.901
6. Training quality (TQ)					
TQ1: The training environment, facility and training program of companies is very interested and benefit for you at companies	473	2	5	3.36	.572
TQ2: Lecturer quality and teaching method is very suitable for training programs at companies	473	1	5	2.36	.584
TQ3: The training management ability is very good when you wanted to help and want to solve the problem in studying and job at companies	473	2	5	4.30	.663

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7. The effectiveness of training programs (E)					
EF1: The knowledge, skills and behavior were improved in job and life after training	473	2	5	3.37	.601
EF2: You meet the job requirements after training	473	1	4	2.41	.626
EF3: Labor productivity improved after training	473	2	5	4.31	.659

(Source: The researcher's collecting data and SPSS)

KMO and Bartlett's Test for the effectiveness of the training programs

Test KMO and Bartlett showed that showed that Kaiser-Meyer-Olkin Measure of Sampling Adequacy was statistically significant and high data reliability (KMO = 0.808 > 0.6). This result was very good for data analysis. The results showed that Cumulative percent was statistically significant and high data reliability was 78.429 % (> 60 %).

Structure Matrix for factors of the effectiveness of the training programs

The effectiveness of the training programs at Japanese companies in Binh Duong province had 5 Components. Component 1 was Lecturer, Component 2 was Facilities, Component 3 was training management staffs, Component 4 was training methods and Component 5 was training program.

Regression analysis for factors affecting the effectiveness of the training programs

Table 2: Regression analysis for factors affecting the effectiveness of the training programs

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.824[a]	.678	.675	.32969	1.915

a. Predictors: (Constant), X5, X4, X1, X2, X3

b. Dependent Variable: Y

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	107.109	5	21.422	197.082	.000[b]
	Residual	50.761	467	.109		
	Total	157.870	472			

a. Dependent Variable: Y

b. Predictors: (Constant), X5, X4, X1, X2, X3

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Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	.100	.112		.896	.370		
X1	.302	.025	.418	12.057	.000	.574	1.742
X2	.231	.015	.406	14.908	.000	.927	1.079
X3	.223	.025	.310	8.943	.000	.572	1.747
X4	.174	.013	.360	13.408	.000	.953	1.050
X5	.046	.018	.070	2.600	.010	.950	1.053

a. Dependent Variable: Y: the effectiveness of the training programs

(Source: The researcher's collecting data and SPSS)

The results of table 02 showed:

Component 1 (X1): Lecturer factor affecting on the effectiveness of the training programs at Japanese companies in Binh Duong province with significance level of 5%.

Component 2 (X2): Facilities factor affecting on the effectiveness of the training programs at Japanese companies in Binh Duong province with significance level of 5%.

Component 3 (X3): Training management Staff factor affecting on the effectiveness of the training programs at Japanese companies in Binh Duong province with significance level 5 %.

Component 4 (X4): Training method factor affecting on the effectiveness of the training programs at Japanese companies in Binh Duong province with significance level 5 %.

Component 5 (X5): Training program factor affecting on the effectiveness of the training programs at Japanese companies in Binh Duong province with significance level 5 %.

Conclusions and Recommendations

Conclusions

The results of table 02 showed that Adjusted R Square was statistically significant and high data reliability. In addition, Adjusted R Square reached **67.5 %.** Results showed that all **t value > 2** was statistically significant and high data reliability. Besides, the regression coefficients were positive. This showed that the effects of independent variables in the same direction with the effectiveness of the training programs at Japanese companies in Binh Duong province.

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Recommendations

Recommendation 1: Lecturers

The Japanese companies continues to improve the Lecturer quality following: (1) The Japanese companies continues to choose good teachers in order to improve teaching quality. Each lecturer should use many different methods for teaching trainees. Japanese companies lecturers continued to improve the knowledge that helped trainees understand the lesions easier. (2) Japanese companies should continue to train lecturers who are the society with high quality human resources who have specialized knowledge, professional competence, qualified skills, management ability and soft skills such as computer science, foreign languages.

Recommendation 2: Facilities

The Japanese companies continue to improve Study facilities following: (1) The Japanese companies continues to improve the facilities of the studying for employees in order to help trainees study more easily. The Japanese companies continues to invest many books, textbooks, journals, newspapers, internet, Wifi that was good environment for teaching as well as practicum at working. (2) The Japanese companies continue to update its facilities for teaching, practicing and transferring new technology to employees.

Recommendation 3: The training management staffs

The Japanese companies continue to improve the Japanese companies' staffs following: (1) The Japanese companies continue to improve management skills for the staffs. (2) The Japanese companies continue to improve relationship between employees and managers. The Japanese companies encourage individuals to share their work with each other. This way people tend to talk with each other more, discuss things among themselves and thus the comfort level increases. Let them work together and take decisions on their own. A team leader should intervene only in extreme cases of conflicts and severe misunderstandings.

Recommendation 4: Training methods

The Japanese companies continue to improve training methods following: (1) The Japanese companies is to find the importance of training that is either due to natural talent or tenacity of spirit, many endurance athletes make tremendous gains in athletic capabilities without the benefit of a comprehensive training program. However, a training program geared to suit your needs can show you how to develop that natural talent to have you performing at an optimal level. (2) The Japanese companies continue to define good teaching as instruction that leads to effective learning, which in turn means thorough and lasting acquisition of the knowledge, skills, and values the instructor or the institution, has set out to impart. The education literature presents a variety of good teaching strategies and research studies that validate them. In the sections that follow, we describe several strategies known to be particularly effective.

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Recommendation 5: Training programs

The Japanese companies continues to improve training program following: (1) The Japanese companies should improve training program quality of employees. (2) The Japanese companies should continue to improve training programs that reflect current and future social demand, especially enterprises demand. Besides, the program should continue to have many skills in order to help employees working better in the job.

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