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**THE IMPACT OF TRAINING IN IMPROVING ORGANISATIONAL
EFFECTIVENESS IN HONG KONG NON-PROFIT ORGANISATIONS**

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ABSTRACT

Effective training and development of human resources is essential for non-profit organisations (NPOs) to successfully accomplish their significant social objectives. Nevertheless, there is little knowledge about the optimal design of training programmes, particularly when taking into account motivating variables and the distinctive circumstances of NPOs in Hong Kong.

This research examines the correlations among training methodologies, employee motivation, and effectiveness in NPOs based in Hong Kong. Comprehending these connections is crucial since non-profit organisations largely depend on human capital while having restricted funding for training. Utilising evidence-based approaches can greatly enhance the effectiveness of training programmes for NPOs, enabling them to overcome limitations in resources.

Previous studies have explored specific results of nonprofit training, but there is a lack of research that has statistically analysed the intricate relationships between determinants of training, motivation, and comprehensive measures of effectiveness. This mismatch hinders the capacity to strategically direct training programmes.

This research explores the relationships between quality, frequency, results, and success, as well as the influence of motivation as a moderator. It also examines the most successful training-motivation models at a local level. Qualitative and quantitative methodologies examined causal hypotheses.

The quantitative results from 106 individuals indicated averages ranging from 5.02 to 5.95 and standard deviations ranging from 0.31 to 0.52 across different hypotheses. All statistical tests substantially supported six hypothesised correlations.

By experimentally studying these connections, customised training that includes incentive may be created to target certain competencies and services. Utilising evidence-based advice maximises the efficiency of limited NPO resources. Studying these dynamics allows for making suggestions that help Hong Kong charities.

The main finding of the research is that by empirically examining these linkages, it is possible to provide evidence-based recommendations to assist Hong Kong NPOs in optimising their limited resources. This could be achieved via tailored training programmes that include motivation and are specifically geared to enhance their capabilities and services.

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CHAPTER 1 INTRODUCTION

1.1 Chapter Introduction

This chapter provides an overview of the historical and situational factors that provide the foundation and setting for the research inquiry. This text highlights the significance of non-profit organisations (NPOs) in providing essential social services in Hong Kong, despite the challenges posed by limited resources. The chapter posits that strategic training and development may enhance organisational success via the cultivation of human capital. Nevertheless, there is a need for more research to explore the connections between training variables, motivation, and performance results, particularly in the context of non-profit organisations (NPOs) in Hong Kong.

The chapter subsequently outlines the objectives and importance of doing this study to fill in the existing knowledge gaps using a combination of qualitative and quantitative methodologies. Examining the effects of training quality, frequency, results, and motivation may provide evidence-based recommendations for optimising capacity development within resource constraints. In summary, this establishes the basis for the study subject and its significance in enhancing the efficiency of non-profit organisation operations.

1.2 Background of the Problem

Non-profit organisations (NPOs) are crucial in addressing societal needs and catalysing global social transformation (Salamon et al., 2019). NPOs in Hong Kong provide crucial public, health, educational, environmental, and humanitarian services to communities around the city. Nevertheless, like NPOs worldwide, NPOs in Hong Kong have the challenge of carrying out their crucial goals with limited resources and finance (Sowa et al., 2004). Hence, it is essential for these companies to enhance efficacy and efficiency in their operations. Strategic training and development may enhance the organisational capacity of NPOs by using the precious but limited human capital of staff and volunteers.

Enhancing the many elements of NPOs performance is probable via the development of qualified and motivated human resources. Efficient NPOs achieve their objectives of addressing community needs via well-coordinated initiatives and skilled personnel (Bruni-Bossio et al., 2016). Training enhances the acquisition of

skills, which in turn improves the quality of service and programming (Salamon et al., 2019). Employees that are motivated exhibit higher levels of productivity, innovation, and resilience in tackling the problems often associated with charity work. Hence, implementing focused training programmes that take into account worker motivation has the potential to enhance the performance of NPOs.

Although for-profit enterprises also depend on human resources, NPOs have additional obstacles in nurturing talent owing to their lack of income generation and budgetary constraints. Nonprofits often have challenges in obtaining financing, which results in limited budgets that frequently fail to effectively meet training requirements. NPOs have less resources than bigger firms, which limits their ability to adopt advanced human resource practices. When optimising organisational results, training programmes must take these limits into consideration. Comprehending which training methods provide the greatest results while operating within the limitations of NPOs helps optimise the advantages derived from limited financial resources (Worth, 2019).

Insufficient study has been conducted to assess the correlation between training procedures and the success of NPOs, particularly in the specific context of Hong Kong (Blumenthal, 2003). Prior research has mostly concentrated on isolated outcomes like as satisfaction or knowledge acquisition, rather than comprehensive organisational effects (Harrison & Murray, 2012). No quantitative analysis has been conducted to examine these linkages especially for NPOs in Hong Kong, taking into account the city's distinct social, economic, and political circumstances. The restoration of sovereignty from Britain significantly altered the historical underpinnings of Hong Kong's nonprofit sector. Further comprehensive investigations are required to provide precise guidance for strategic training in this particular setting.

Employee motivation is a crucial aspect that affects the transmission and implementation of training inside organisations. The level of motivation influences the degree to which people dedicate effort to learning and actively use newly acquired abilities after training. Nevertheless, there is a lack of research that has comprehensively examined the interaction between motivation and training methods in relation to the efficiency of NPOs. Gaining a comprehensive understanding of these dynamics might provide valuable insights for optimising advantages via synchronised strategies.

Furthermore, prior studies on nonprofit training have not investigated the many aspects of organisational functioning as indicators of efficacy. Performance for NPOs is a complex concept that includes not only operational results, but also community effects, flexibility, growth, and the accomplishment of social objectives. There is a need for a more thorough evaluation of both the factors that predict training outcomes and the criteria used to measure the success of training.

This research aims to produce original empirical contributions by analysing the impact of motivational factors and statistically investigating the relationship between training efficacy and several characteristics for NPOs in Hong Kong. Implementing evidence-based guidelines for practitioners helps effectively use limited resources in NPOs to enhance capacity, services, and social change projects by strategically developing human capital. The findings may also provide valuable insights that may be applied to charity situations on a global scale.

1.3 Background of the Study

Non-profit organisations (NPOs) are essential in addressing social issues and catalysing change in Hong Kong. Nevertheless, NPOs in Hong Kong have significant obstacles in their efforts to fulfil their purposes due to limited financing and resources. Similar to NPOs worldwide, NPOs in Hong Kong mainly depend on human resources, including both paid employees and volunteers. However, cultivating this skill requires a significant financial commitment that might potentially burden already limited resources.

Implementing strategic training and development initiatives may enhance the efficacy and efficiency of non-profit organisations by bolstering their organisational capabilities. Previous studies have shown that training programmes improve the effectiveness of nonprofit organisations by cultivating skills, motivating personnel, and enhancing characteristics such as service quality and creativity. Nevertheless, there is a lack of research that has systematically examined the quantitative link between training and effectiveness in Hong Kong NPOs functioning within the city's highly competitive social service landscape.

Hong Kong NPOs have significant difficulties in obtaining financing due to fierce rivalry for resources, short-term political funding cycles, and limited welfare expenditures. Training programmes should aim to achieve the greatest possible effects while operating within the specific budgetary limitations that are

characteristic of the local situation. Gaining insight into the most efficient methods may assist charity organisations in optimising limited resources for training purposes.

Moreover, employee motivation is seen as crucial for implementing newly acquired abilities after training. However, there have been no studies that have collectively examined the interaction between motivation and training in relation to the performance of Hong Kong NPOs. Due to the demands in the local operational environment, it is necessary to investigate these motivational dynamics.

This research intends to empirically analyse the connections between important training aspects, motivation, and measures of organisational performance. Its purpose is to test hypotheses that provide a solid evidence basis specifically relevant to the strategic human resource difficulties that Hong Kong NPOs are now confronting. The outcomes has the capability to enhance capacity development and reinforce services by providing tailored advise on training and skill-building methodologies that provide optimal results.

1.4 Problem Statement

This study presents various innovative contributions to fill gaps in current research. The primary objective is to conduct an empirical analysis of the causal connections between crucial training components and the performance results of non-profit organisations (NPOs). The study will use quantitative analysis to evaluate hypotheses that examine the relationships between characteristics such as training quality, participation, frequency, results, and holistic measures of effectiveness. This analysis will provide vital information into the training predictors that have substantial positive or negative impacts on the effectiveness of nonprofit organisations. Prior research has not thoroughly examined these connections, hence our study aids in establishing a knowledge foundation supported by data about efficient training methods.

In addition, the research investigates the possible influence of employee motivation as a moderator between training predictors and the achievement of nonprofit success. Through a comprehensive analysis of how motivation and training affects interact, we may uncover smart combinations that optimise advantages. Existing studies have not included motivation as a component. Therefore, examining how motivation interacts with other factors might provide new perspectives on improving the effectiveness of training by using additional motivating strategies.

This document offers advice to professionals on how to maximise the use of limited resources.

Further, the study conducts a thorough evaluation of both training variables and criteria for organisational efficiency. Performance is measured using defined indicators that include several dimensions, including operational, community, adaptive, developmental, and mission-focused aspects, instead of relying on solitary result measurements. This transcends fragmented evaluations and embraces a comprehensive understanding of nonprofit efficacy.

Moreover, the specific circumstances of Hong Kong provide a distinct environment that justifies a concentrated examination. Hong Kong NPOs encounter significant competitive challenges as a result of elevated operational expenses and a saturated social service environment. In addition, financing sources often have limited duration and are closely linked to political agendas. An investigation of the relationship between training effectiveness and strategic capacity development in Hong Kong might provide valuable insights in navigating the current environmental limitations.

Also, the use of both qualitative and quantitative methodologies in combination enhances the comprehensiveness of the study by gathering detailed and descriptive information alongside rigorous statistical analysis. Interviews provide a more comprehensive knowledge of real-world occurrences from the viewpoints of managers. Surveys measure the relationships between variables that are defined in hypotheses. The use of many methods surpasses the constraints of individual procedures, resulting in a more thorough and rigorous analysis.

Lastly, using statistical modelling to investigate hypothesised associations allows for the establishment of causal conclusions that go beyond the limitations of ordinary observational investigations. If the findings are validated, they would validate the influence of certain training characteristics and motivational synergies on the running of nonprofit organisations. This enhances the empirical basis for recommendations in evidence-based practice.

This study seeks to enhance understanding by six significant and original contributions - filling gaps in research, investigating neglected dynamics, conducting comprehensive evaluations, concentrating on the Hong Kong context, using a combination of research methodologies, and examining hypotheses for causal

insights. The results possess significant potential to enhance capacity building in the nonprofit sector.

1.5 Research Questions

Based on the review of existing literature and identification of research gaps, this study aims to address the following research questions:

The overarching research question that this study seeks to answer is: Does training and development impact organizational effectiveness in nonprofit organizations located in Hong Kong?

To explore this broad question in more depth, the following specific research questions will be examined:

1. Does the quality of training impact the NPO's organisational effectiveness?
2. Does the adequacy frequency of training programs impact the NPO's organisational effectiveness?
3. Does the extent to which the expected outcome of training programs is satisfied have an impact on the NPO's organisational effectiveness?
4. What is the relationship between motivation and the NPO's organisational effectiveness when considering training?
5. Does motivation impact the relationship between the frequency of training programs and the NPO's organisational effectiveness?
6. Does motivation impact the relationship between the extent of the expected outcome of training programs being satisfied and the NPO's organisational effectiveness?
7. How can the NPO improve the quality of training to increase organisational effectiveness?
8. How can the NPO increase employees' motivation and attentiveness to training programs to improve organisational effectiveness?

Answering these research questions will provide valuable insights into optimizing NPO effectiveness through strategic training and development tailored to the unique Hong Kong context.

1.6 Hypothesis Statements

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To help address the research questions, this study proposes the following hypotheses:

H1_o: Quality of training does not have a positive effect on the NPO's organisational effectiveness

H1_a: Quality of training has a positive effect on the NPO's organisational effectiveness

H2_o: The adequacy of training frequency does not have a positive effect on The NPO's organisational effectiveness

H2_a: The adequacy of training frequency has a positive effect on The NPO's organisational effectiveness

H3_o: The extent of the expected outcome of training programmes being satisfied does not have a positive effect on The NPO's organisational effectiveness

H3_a: The extent of the expected outcome of training programmes being satisfied has a positive effect on The NPO's organisational effectiveness

H4_o: Motivation does not have an effect on the relationship between Training Quality and The NPO's organisational effectiveness

H4_a: Motivation does have an effect on the relationship between Training Quality and The NPO's organisational effectiveness

H5_o: Motivation does not have an effect on the relationship between the adequacy of training frequency and the NPO's organisational effectiveness

H5_a: Motivation does have an effect on the relationship between adequacy of training frequency and the NPO's organisational effectiveness

H6_o: Motivation does not have an effect on the relationship between the extent of the expected outcome of training programmes being satisfied and the NPO's organisational effectiveness

H6_a: Motivation does have an effect on the relationship between the extent of the expected outcome of training programmes being satisfied and the NPO's organisational effectiveness

These hypotheses will be tested using quantitative data collected through surveys distributed to NPO employees across Hong Kong. Analysis will evaluate the hypothesized links and provide valuable insights into optimizing capacity building through strategic training and motivational initiatives tailored to each organization's context and resource constraints. Further elaboration about the hypotheses and the theoretical framework will be discussed in Chapter 3.

1.7 Chapter Conclusion

This chapter provided an overview of the historical and situational circumstances surrounding the research. The statement affirms that non-profit organisations (NPOs) have a crucial function in Hong Kong, but have difficulties in fulfilling their objectives due to restricted resources and financial limitations. Enhancing the ability and performance of non-profit organisations relies on the strategic training and development of their human resources. Nevertheless, there are still areas where our comprehension of how training influences effectiveness is incomplete, especially when it comes to Hong Kong non-profit organisations (NPOs) that operate in a competitive setting.

The research seeks to fill these gaps and provide many novel contributions. The study will systematically examine the connections between training elements, motivation, and nonprofit results using both quantitative and qualitative methods. An examination of Hong Kong's unique circumstances and rigorous hypothesis testing may provide causal insights that surpass earlier studies. By doing thorough mixed methods analysis, it is possible to address current knowledge deficiencies and enhance capacity development and human resource practices in the Hong Kong nonprofit sector.

CHAPTER 2 LITERATURE REVIEW

2.1 Chapter Outline

The purpose of this chapter is to review the existing literature on non-profit organizations, training, and organisational effectiveness, with a particular focus on the unique characteristics of the non-profit sector in Hong Kong. By analysing these research gaps, the chapter aims to develop a research model, research questions, and research hypotheses that will guide the study's investigation into the effectiveness of training and development programs in NPOs in Hong Kong. This chapter will provide a comprehensive overview of the current state of research on these topics and highlight the need for further investigation into the impact of training and development programs on organisational effectiveness in the non-profit sector in Hong Kong.

2.2 Literature review

A literature review is an essential component of every research project because it helps researchers to critically analyse and synthesise the body of information on a certain issue. A literature review, according to Cochrane (2020), is a "systematic, explicit, and repeatable approach for locating, analysing, and synthesising the current body of published material relevant to a certain research issue." A literature review serves many functions. According to Polit and Beck (2017), the primary goal of a literature review is to assess the quality of research on a certain issue and to identify any gaps or inadequacies in the current body of knowledge.

A literature review, in addition to finding gaps in current research, may give context for the study being done. According to Robson (2011), a literature evaluation may uncover gaps in previous research that can subsequently be addressed by the present study. Furthermore, by identifying relevant themes and patterns in current research, the literature review may aid in the development of study hypotheses or research questions (Guzzini & Calvert, 2020).

The literature review may also help guide the selection of research methodologies by offering information on approaches that have been employed effectively in previous studies (Petticrew & Roberts, 2006). In this approach, the

literature evaluation assists researchers in making educated judgements regarding the methodologies that are most suited to their research.

Knopf (2006) recognised two critical features of the review of literature. A literature review should describe the results of previous research on the topic and form judgmental judgements. The remainder of the dissertation will be poor if the literature review is inadequate (Randolph, 2019), since the examiner usually starts reading the dissertation with the literature review (Boote & Beile, 2005).

In conclusion, a literature review is a crucial component of any research project as it enables researchers to evaluate and synthesize the existing body of knowledge on a particular issue. Its main purpose is to assess the quality of research on a specific topic and identify any gaps or weaknesses in the current body of knowledge. A literature review can also provide context for the research being conducted, identify gaps in existing research that can be addressed by the current study, and help to develop research hypotheses or research questions. It can also guide the selection of research methods by providing information on approaches that have been used successfully in similar research. Overall, a well-conducted literature review is essential for the success of any research project as it enables researchers to make informed decisions about the direction and methods of their research.

2.3 NPO

A non-profit organisation (NPO) is an entity that is established with the purpose of providing assistance to the general public or a specific group of individuals, rather than generating profits for shareholders or owners (Hansmann, 1980). Non-profit organisations (NPOs) are sometimes referred to as "non-governmental organisations" (NGOs) or "not-for-profit organisations" (NFPOs). They may be found in many sectors such as education, healthcare, social services, the arts, and environmental conservation (Salamon, 2002). NPOs include various entities such as charities, foundations, and religious groups. A key characteristic of non-profit enterprises is that profits are not allocated to owners or shareholders. Instead, the surplus funds of the group are reinvested in the organisation itself or used to further its stated goal (Weisbrod, 1988). This distinction delineates NPOs from for-profit enterprises, which are primarily motivated by financial gain.

NPOs are characterised by their motivation to achieve goals or purposes that are not primarily focused on making a profit (Anheier & Salamon, 1995). For

instance, a charitable organisation may aim to raise funds to support medical research, while an environmental conservation organisation may strive to protect natural resources and promote sustainable practices. NPOs often get financial support from a combination of individual donations, government and foundation grants, and revenue generated from the sale of goods or services (Salamon, 1999). Certain NPOs may rely on volunteers to aid them in executing their aims.

Non-profit groups provide many benefits, they may efficiently fill gaps in services and support that are not adequately provided by the government or commercial sector (Anheier & Salamon, 1995). Due to their lack of economic motivation, they may also function as a catalyst for invention and creativity (Chastain, 2013). They may also cultivate a sense of community and contribute to the creation of social capital (Kearns, 1996).

NPOs may also contribute to the advancement of democratic participation and responsibility (Salamon & Anheier, 1997), they may help ensure that the perspectives and issues of marginalised or underrepresented groups are acknowledged and resolved by engaging with and advocating for them. In addition, NPOs may contribute to the development of civil society and social capital, which include the social connections, shared beliefs, and principles that foster cooperation and confidence among members of a community (Putnam, 1993); strengthen social connections and foster a sense of shared accountability and collaborative effort by creating a sense of community and inclusion.

Non-profit groups face a range of challenges, notwithstanding their potential benefits. A major challenge is in securing enough funding to support their operations and achieve their goals (Salamon, 1999). This might provide a significant challenge for smaller or less prominent NPOs who are struggling to generate donations or get financing. NPOs have the challenge of reconciling their humanitarian mission with the need to maintain financial sustainability (Salamon, 2002). NPOs may generate revenue via the sale of goods or services, as well as by charging fees for their activities or services. These behaviours, however, may be in contradiction with their societal aim and give rise to conflicts of interest. NPOs may face challenges related to accountability and transparency (Anheier & Salamon, 1995). NPOs must seek other methods to demonstrate accountability and transparency to stakeholders, since they are not obligated to answer to shareholders or owners. This may include activities

such as publishing annual reports, conducting regular audits, and engaging with the community.

NPOs play a crucial role in addressing social and environmental issues and advancing the collective welfare. Although they face challenges, their contributions to civil society and social capital, together with their ability to address gaps in services and support, make them a crucial component of the social fabric.

2.3.1 The difference between NPO and NGO

Although non-governmental organisations (NGOs) and non-profit organisations (NPOs) are sometimes used synonymously, there are some important differences between the two (Lecy et al., 2012). Any organisation that functions primarily for the benefit of the public rather than for financial gain is referred to as a NPO, a more general word. This covers a wide range of organisations from the social services, education, health, and arts sectors, among others.

A subset of NPOs are NGOs. To be more precise, NGOs are autonomous, nonprofit citizen organisations that work to promote the public good locally, nationally, or worldwide (Oberholster, 2011). NGOs' independence from the government and its commitment to public service goals in fields like human rights, education, health, and the environment are two of their most important traits.

The financing sources that NPOs and NGOs use differ significantly. Although both depend on a combination of public and private funding, NGOs typically obtain a greater share of their funding from foreign sources such as governments, multilateral agencies, and private individuals (Drayton, 2007). On the other hand, the majority of funding for many domestic NPOs comes from local sources such membership fees, individual donations, and government contracts.

According to Lecy et al. (2012), NGOs frequently assume service or advocacy responsibilities at the local, national, or international level. For instance, a community health NGO may function on a national level, yet Amnesty International promotes human rights on a global scale. In contrast, the majority of NPOs operate domestically, concentrating on local or regional populations.

Furthermore, NGOs usually emphasise the values of public advocacy, activism, and policy change when defining themselves through their work on social or political concerns (Drayton, 2007). While campaigning is the primary emphasis of some NPOs, wider NPOs also include organisations that just provide direct services

or benefit the public. This sets charities that are only committed to charitable activity apart from those that have clear advocacy goals.

In summary, although the terms NPO and NGO are sometimes used interchangeably, NGOs are a class of autonomous non-profits that work outside the purview of governments to advance public service goals through initiatives including support, advocacy, research, and awareness-raising (Oberholster, 2011). This sets them apart from the larger group of NPOs in all fields and specialisations.

2.3.2 Functions of NPOs

NPOs are organisations that are motivated by social goals rather than monetary gain (Haigh & Hoffman, 2014). They are often concerned with tackling social concerns and having a beneficial impact in their communities, and they judge their success in terms of the scale of their social impact rather than financial criteria (Valentinov, 2006).

One of the primary functions of NPOs is to provide services to underserved or underprivileged groups (Amirkhanyan, 2010). This can encompass a variety of services such as healthcare, education, social assistance, and environmental conservation (McHatton, Bradshaw, Gallagher & Reeves, 2011). NPOs frequently cover gaps in service provision that government or for-profit groups do not address, and they can play a crucial role in solving important social issues and satisfying the needs of vulnerable people (Haigh & Hoffman, 2014).

NPOs can have an advocacy role in addressing social concerns and influencing legislation in addition to delivering services (Amirkhanyan, 2010). Lobbying for policy changes, raising awareness about significant issues, and working to educate and mobilise people to take action are all examples of this (McHatton et al., 2011). NPOs can also serve as a voice for underrepresented or underserved communities, and they can endeavour to bring attention to situations that might otherwise go unnoticed by the general public (Haigh & Hoffman, 2014).

Another essential role of non-profits is to promote community development and empowerment (Amirkhanyan, 2010). NPOs may assist communities build capacity and resilience by offering resources and support, as well as foster social solidarity and facilitate community-led change (McHatton et al., 2011). NPOs can help to develop more sustainable and self-sufficient communities by working to empower communities and build local capacity (Haigh & Hoffman, 2014). This can

include providing access to education, healthcare, and other critical services, as well as addressing social and economic inequities (Amirkhanyan, 2010). NPOs can seek to lobby for legislative and systemic changes that address the core causes of social problems in addition to directly providing services (McHatton et al., 2011).

Another essential role of non-profits is that of intermediaries between government, business, and civil society (Valentinov, 2006). NPOs can act as a link between these many sectors, bringing together diverse stakeholders and facilitating collaboration and collaborations (Haigh & Hoffman, 2014). NPOs can help identify and address difficult social issues in more comprehensive and effective ways by bringing together varied perspectives and skills (Amirkhanyan, 2010).

NPOs can also play an important role in improving societal transparency and accountability (McHatton et al., 2011). NPOs can provide a distinct and unbiased viewpoint on social issues by functioning independently of government and business, and they can hold other players accountable for their activities (Haigh & Hoffman, 2014). This can include campaigning for stricter regulations and oversight, as well as directly watching and reporting on the behaviour of others (Amirkhanyan, 2010).

Overall, NPOs perform a wide range of services and play an important role in addressing social issues and supporting sustainable and equitable development. NPOs can contribute to create a more equitable and sustainable society by working to empower communities and build local capacity, pushing for policy and systemic change, encouraging collaboration and partnerships, and promoting openness and accountability.

2.3.3 History of NPO in Hong Kong

According to Lee & Liu (2012), Hong Kong's nonprofit sector has a history that is inextricably linked to the city's colonial past and the social transformations that have resulted from the city's transition to a postcolonial and postindustrial culture. Because the early colonial government had only a minor role in social assistance, voluntary agencies, neighbourhood-based organizations, religious organizations, indigenous Chinese associations, and self-help groups have a long history of being the primary suppliers of welfare and services. The colonial government significantly increased its involvement in social provisioning in the 1970s, including education, public housing, health care, and social services. NPOs were actively used as agents for the delivery of services in the field of social service.

In the form of long-term subventions, the colonial government's Social Welfare Department (SWD) began to provide large-scale and systematic support to social service NPOs. The Standard Unit Cost Model, which is based on input-and historical-based itemized budgeting, had risen to prominence by the 1980s. NPOs got an average of 70% of their financing from the government under this funding arrangement, with some groups receiving over 90% of their support from the government.

The Social Welfare Department implemented a series of New Public Management reforms in the 1990s, which had a significant influence on the nonprofit sector (Lee & Liu, 2012). The most noticeable change was the financing mechanism, which replaced line-item budgeting with a block grant that may be utilized more freely by any social service NPO. Short-term contracts were used to support new services, and NPOs will have to compete for these contracts.

2.3.4 Category of NPO

NPOs are organisations that are motivated by social goals rather than monetary gain (Haigh & Hoffman, 2014). They are typically concerned with addressing social issues and having a positive impact in their communities, and they measure their success in terms of the magnitude of their social impact rather than financial criteria (Valentinov, 2006). NPOs work in a variety of sectors and industries, including education, skill development, healthcare, the environment, art, and culture (Garg, Swami & Malhotra, 2019).

Lam and Perry (2000) classified NPOs into 11 categories based on the various activities that the organisation focuses on. Culture and Recreation, Education and Research, Health, Human Services, International Affairs, Public and Societal Benefit, Religion, and other categories are included. The HKNPO Directories (2021), a more recent source, divides NPOs into seven categories based on the services they provide. Community Services, Education and Training, Health Services, Social Services, Cultural Services, Environmental Services, and Sports and Recreational Services are among these categories.

The number of NPOs in each category in Hong Kong is depicted in HKNPO Directories (2021). The category with the most NPOs, according to the table, is "Social Services and Community Development," which has 4,202 organisations.

Organizations in this category provide social services such as housing, family services, and rehabilitation services.

"Education and Training" is the second most populous category, with 2,630 NPOs. Schools, universities, and vocational training centres are examples of organisations that focus on providing education and training to individuals.

With 1,942 NPOs, the "Health" category is the third largest. Hospitals, clinics, and nursing homes are examples of organisations that focus on providing healthcare services.

With 1,702 NPOs, the "Environmental Protection and Conservation" category is the fourth largest. Wildlife conservation organisations and environmental advocacy groups fall into this category because they work to protect the environment and conserve natural resources.

With 1,541 NPOs, the "Arts, Culture, and Sports" category is the fifth largest. Museums, galleries, and sports clubs fall into this category because they promote arts, culture, and sports.

With 1,129 NPOs, the "Social Welfare" category is the sixth largest. This category includes organisations that provide welfare services, such as assistance to the elderly, disabled, or underprivileged.

With 788 NPOs, the "Others" category is the smallest. Professional associations and religious organisations are examples of NPOs that do not fit into any of the other categories.

Table 2.1

Categories and numbers of NPOs in Hong Kong

Category	Number of NPOs	Example Organizations
Social Services and Community Development	4,202	Housing, family services, rehabilitation services
Education and Training	2,630	Schools, universities, vocational training centers
Health	1,942	Hospitals, clinics, nursing homes
Environmental Protection and Conservation	1,702	Wildlife conservation organizations, environmental advocacy groups
Arts, Culture, and Sports	1,541	Museums, galleries, sports clubs

*Table 2.1**Categories and numbers of NPOs in Hong Kong*

Social Welfare	1,129	Assistance for elderly, disabled, underprivileged
Others	788	Professional associations, religious organizations

Note. Numbers of NPOs in Hong Kong by Categories. From HKNPO Directories (2021). Retrieved from <https://www.hknpo.org.hk/en/directory/index.php>

The data demonstrates the diversity of Hong Kong's NPOs, with a variety of organisations focusing on various social issues and needs. These NPOs play an important role in addressing critical social issues and meeting the needs of their communities.

In general, NPOs play an important role in addressing a wide range of social issues and promoting sustainable and equitable development. NPOs can help to create a more just and sustainable society by working to empower communities and build local capacity, advocating for policy and systemic change, facilitating collaboration and partnerships, and promoting transparency and accountability (Amirkhanyan, 2010). We can gain a better understanding of the diverse and multifaceted work of these organisations and the importance of their role in addressing social issues by understanding the different categories of NPOs and the types of services they provide.

2.3.5 Characteristics of NPO in Hong Kong

The non-profit organisation (NPO) environment in Hong Kong has several distinguishing features that set it apart from other countries or cities. One of the key characteristics of Hong Kong's NPO sector is its high level of autonomy and independence from government control (Fong & Leung, 2012). Because they are not constrained by rigid bureaucratic regulations, NPOs in Hong Kong can operate with a high degree of flexibility and innovation (Ho & Cheung, 2014).

Another distinguishing feature of Hong Kong's NPO sector is its high level of philanthropy and charitable giving. According to a study conducted by the Hong Kong Council of Social Service (HKCSS, 2017), total charitable donations in Hong

Kong in 2016 totaled HKD 69.6 billion (USD 8.9 billion), representing 0.91% of the city's GDP. This places Hong Kong among the top charitable giving cities in the world (Charity Commission for England and Wales, 2018).

Despite Hong Kong's strong philanthropic tradition, the NPO sector faces a number of challenges. One of the most significant challenges is a lack of government funding for non-profits (Fong & Leung, 2012). As a result, reliance on private donations has grown, which can be unpredictable and unreliable (Ho & Cheung, 2014). Another challenge is the government's lack of recognition and support for non-profits, which are frequently viewed as competitors rather than partners (Hong Kong Council of Social Service, 2018).

In addition to these challenges, the Hong Kong NPO sector is competing for resources and attention with the large and well-established business sector (Fong & Leung, 2012). This makes it difficult for NPOs to attract talented staff and volunteers, as well as funding and support from businesses and other organisations (Ho & Cheung, 2014).

Despite these obstacles, Hong Kong's non-profit sector has made significant contributions to the city's social and economic development. NPOs play an important role in addressing a wide range of social issues, including poverty and inequality, as well as environmental protection and cultural preservation (Hong Kong Council of Social Service, 2018). Furthermore, non-profits contribute to the city's economy by creating jobs and stimulating economic activity through their programmes and services (Fong & Leung, 2012).

2.3.6 Effectiveness of NPO

NPOs differ from for-profit organisations in that they are motivated primarily by social or environmental goals rather than financial gain (Haigh & Hoffman, 2014). They are frequently concerned with addressing social issues and having a positive impact on their communities, and they typically measure their success in terms of their ability to achieve their social objectives rather than financial criteria (Valentinov, 2006). Measuring the performance and effectiveness of non-profits can be difficult due to their diverse goals and target populations.

According to Herman and Renz (2008), effective measurement of NPOs should be comparative and multidimensional, including financial management, fundraising, programme delivery, public relations, community engagement,

volunteer management, human resource management, governance relations, and board governance. According to other researchers, NPO effectiveness can be measured by examining three primary areas: impact, activity, and capacity (Sawhill & Williamson, 2001). The extent to which the NPO's programmes are successful in achieving their intended outcomes and making a positive difference in the community is referred to as impact. The quantity and quality of the NPO's programmes and services are referred to as its activity. The ability of an organisation to carry out its work, including its financial resources, infrastructure, and personnel, is referred to as its capacity.

Other literature-identified indicators of NPO effectiveness include financial health (Sowa, Selden, & Sandfort, 2004) and employee satisfaction (Eisinger, 2002). Tayşir and Tayşir (2012) conducted a study on the dimensions of effectiveness in 69 Turkish NPOs and discovered that the most commonly agreed upon dimensions were programme effectiveness, volunteers, accountability, professionalism, and resource acquisition.

A recent study by Zollo, Laudano, Boccardi, and Ciappei (2019) examined the effectiveness of NPOs as perceived by volunteers in Italy. In this context, the researchers identified three key dimensions of effectiveness: strategy and policy formulation, stewardship and external relations, and accountability. The first dimension, strategy and policy development, refers to the NPO's ability to develop and implement effective strategies and policies that are consistent with its mission and goals. This includes the ability to define clear objectives and develop plans to achieve them, as well as adapt to changing circumstances and make timely and informed decisions.

Stewardship and external relations, the second dimension, refers to the NPO's ability to effectively manage its resources and relationships with external stakeholders. This includes attracting and retaining volunteers, as well as cultivating and maintaining strong relationships with donors, partners, and other key stakeholders. The third dimension, accountability, refers to an organization's ability to be transparent and accountable to its stakeholders, which include volunteers, donors, and the community it serves. This includes the ability to demonstrate how resources are being used to achieve desired outcomes as well as the ability to respond to stakeholders' needs and expectations.

Aside from these dimensions, several other factors have been identified as important for NPO effectiveness. Leadership, communication (Hwang, Kim, & Jang, 2017), and the ability to foster a positive organisational culture that values and promotes employee development and well-being are examples of these (Blau & Boal, 2015). Organizations can also improve their effectiveness by setting clear goals and expectations for their employees, as well as providing them with the resources and support they need to achieve them (Jackson, Schuler, & Jiang, 2014). Effective communication and motivated employees can also contribute to the effectiveness of a non-profit organisation (Luthans & Doh, 2009).

2.3.7 Volunteers in NPO

Non-profit organizations (NPOs) rely on volunteers to provide personnel and knowledge in order to achieve their goals. These volunteers are essential to NPOs, as they offer their time and expertise without monetary compensation (Kendall, 2018). Both the NPO and the individual volunteers benefit from this arrangement. NPOs are able to expand their influence and reach with the help of volunteers, who can bring new ideas and skills to the organization, leading to increased effectiveness and efficiency (Wilson & Musick, 2013). In turn, volunteers can gain a sense of purpose, opportunities for personal and professional growth, and the opportunity to make a positive impact on their community (McCarthy & Zimbrick-Rogers, 2011; Kendall, 2018).

In order to attract and retain volunteers, NPOs should clearly communicate their mission and goals, offer flexible volunteering options, provide training and support, and recognize and reward volunteers for their contributions (Kendall, 2018; Wilson & Musick, 2013; McCarthy & Zimbrick-Rogers, 2011). By prioritizing the recruitment and retention of volunteers and fostering a sense of community and participation among them, NPOs can effectively manage their volunteer workforce (Plessis, 2011; Davis et al., 2003; Chui & Chan, 2019).

Volunteering can also have a positive impact on the larger community. According to Musick and Wilson (2007), it can help people work towards shared goals, promoting social cohesion and social capital. It can also encourage civic engagement, as volunteers get involved in their community and work to solve societal problems (Musick & Wilson, 2007).

In Hong Kong, NPOs offer unique and rewarding work environments for employees. These organizations often address social issues and improve the lives of disadvantaged or marginalized groups, allowing employees to see the direct impact of their work (Lo & Cheung, 2019). NPO work also provides purpose, meaning, and personal and professional benefits (Lee, 2017). Non-profits are often perceived as more collaborative, supportive, and socially responsible than for-profit organizations (Chan, 2018), making them attractive to employees seeking a meaningful career that aligns with their values. Additionally, NPOs can provide opportunities for professional development and learning, as employees can gain skills in areas such as social work, community development, and program planning and evaluation (Chan, 2018).

2.3.8 For-Profit Organisation vs Non-Profit Organisation

A non-profit organisation (NPO) is a kind of organisation that exists to assist the general public or a particular group of people rather than shareholders or owners. A for-profit organisation (FPO), often known as a commercial organisation or company, on the other hand, is an organisation that is mainly driven by the desire of profit (Chaston, 2015). Shareholders of FPOs expect to get a return on their investment in the form of dividends. An FPO's principal purpose is to maximise profits for its owners (Drucker, 2006).

One significant distinction between NPOs and FPOs is how they are financed. Private contributions, grants from governments and foundations, and money produced from the sale of products or services may all be used to finance NPOs (Salamon, 1999). FPOs, on the other hand, are largely supported by the sale of products or services, with any profits given to shareholders (Chaston, 2015).

Another key distinction between NPOs and FPOs is the manner in which they are handled. NPOs are often controlled by a board of directors or trustees who are responsible for determining the organization's strategic direction and guaranteeing its financial sustainability (Hume et al., 2012). FPOs, on the other hand, are often managed by a team of executives who are in charge of making operational and financial choices that match with the organization's aims (Drucker, 2006).

The regulatory standards for NPOs and FPOs are likewise varied. NPOs are often subject to more stringent regulatory obligations, notably in terms of financial reporting and transparency (Hume et al., 2012). This is because NPOs are often

supported by public contributions and grants, and there is a greater expectation that they will be responsible for how these money are used. FPOs, on the other hand, are subject to less regulatory obligations, but they must still adhere to business practises and financial reporting rules and regulations (Chaston, 2015).

NPOs and FPOs have different operating standards. NPOs are often motivated by a goal or purpose other than profit (Anheier & Salamon, 1995). This implies that rather than maximising profits, its activities are focused on attaining specified social or environmental objectives. Profit is the primary motivator for FPOs, thus their activities are focused on producing revenue and improving shareholder value (Chaston, 2015).

Subsequently, there are some major distinctions between NPOs and FPOs, including how they are financed, governed, the legislative standards they must meet, and the operating rules they must adhere to. While NPOs are motivated by a mission or purpose and work to achieve particular social or environmental objectives, FPOs are motivated by profit and work to increase shareholder value.

2.4 Training

Employee training is a substantial financial expenditure for any company (Noe, 2002). Training and skill development is an organization's emphasis on giving chances for individuals to enhance their skills and abilities so that they may take the initiative not only in discovering issues, but also in correcting them by altering work practises while keeping a quality focus (Pfeffer, 1998). According to Campbell et al. (1970), training is an organised learning process that aims to permanently transform an individual's knowledge, attitudes, or skills. According to Aguinis and Kraiger (2009), training is a method of influencing people's knowledge, skills, and attitudes in order to improve individual, team, and organisational performance, whereas development is a method of improving people's knowledge or skills for personal growth or future employment and responsibilities.

Training and development, according to Kraiger (2003), are "systematic procedures launched by the organisation that result in generally permanent changes in the knowledge, abilities, or attitudes of organisational members." He also established three training perspectives: training as teaching, training as learning, and training as organisational transformation. Training and development, according to the Society of Human Resource Management (SHRM, 2012), is the "process of

collecting or transferring knowledge, skills, and competences necessary to carry out a specific task or assignment."

"Training content" refers to the "result of selecting what to include in the training programme for learning to occur" (George & Singh, 2000). What is taught, at what level, and in what amounts is referred to as training content (Alias, Ong, Rahim, & Hassan, 2019). Training is a key and effective instrument in achieving a firm's goals and objectives. Training not only increases workers' ingenuity, but it also helps them to virtually comprehend and perform their profession more effectively, increasing a firm's productivity (Nadeem, 2010). According to Karim, Huda, and Khan (2012), training is not an expenditure; it is the most critical long-term investment a firm can make to boost staff engagement, which leads to greater customer satisfaction and higher-quality products and services.

Organizations may profit from effective training programmes in a variety of ways. They may, for example, boost productivity, improve quality, improve customer service, and minimise mistakes and accidents (Noe, 2002). Employee motivation, work satisfaction, and retention may all benefit from training (Kraiger, 2003). Furthermore, training may assist firms in remaining competitive by keeping staff current on new technology and best practises (SHRM, 2012).

Training programmes must be well-planned and administered in order to be successful (Noe, 2002). This includes recognising the organization's and its workers' training requirements, establishing clear training goals, and selecting suitable training techniques and materials. It is also critical to assess the success of training programmes in order to establish if they are reaching their objectives and identifying areas for improvement (SHRM, 2012).

Several variables may have an impact on the success of staff training and development. The amount of employee motivation and engagement is one element. Employees may be less likely to remember and apply new information and skills if they are not motivated or involved in the training process (Landy & Conte, 2010). Another consideration is the training content's quality and relevancy. If the training is not relevant to the organization's or the individual employee's requirements and objectives, it may be less helpful in increasing performance (George & Singh, 2000).

Furthermore, the training's delivery and structure might have an influence on its efficacy. For example, research has shown that immersive and hands-on learning approaches, such as simulations and role-playing, are more successful than

conventional lecture-based methods in promoting learning and skill transfer (Kraiger, 2003). Furthermore, giving various chances for practise and reinforcement, as well as continuing assistance and feedback, may aid in the efficient transfer of new information and abilities to the job (Noe, 2002).

The efficacy of training and development may also be influenced by organisational culture and leadership. A healthy company culture that appreciates and encourages learning and development may help to create a more favourable atmosphere for effective training (Den Hartog & Verburg, 2004). Similarly, supportive and participatory leadership may help with the application and integration of new information and skills in the workplace (Kraiger, 2003).

It is also necessary to assess the success of training and development in order to estimate the return on investment and suggest areas for improvement. Pre- and post-tests, performance evaluations, and feedback from participants and supervisors are all approaches for determining the success of training (Noe, 2002). Prior to training, doing a needs assessment may also assist identify particular areas that need improvement and ensuring that the training fulfils those requirements (Aguinis & Kraiger, 2009).

Finally, staff training and development are critical components of company success. It assists people in acquiring the information and skills required to execute their jobs successfully, increase performance, and contribute to the organization's overall success. Employee motivation and engagement, the quality and relevance of the training material, the delivery and structure of the training, organisational culture and leadership, and effective evaluation and assessment are all elements that might impact the efficacy of training and development. Organizations may guarantee that their training and development initiatives are successful in reaching targeted results by taking these aspects into account.

2.4.1 Types of Training

Effective training is crucial for cultivating staff skills and promoting organisational achievement. Nevertheless, the process of choosing the most suitable modalities necessitates a comprehensive comprehension of the aims, limitations, and desired results (Cheng & Hampson, 2008). Aligning the design of training with the characteristics of the learners and the environment can greatly enhance the effectiveness of the training (Kontoghiorghes, 2004).

Compliance training provides education on policies that aim to reduce liability, such as regulations against discrimination. Live trainings enable intricate policy discussions but are less effective for large corporations compared to asynchronous online modules that provide widespread accessibility (Ozturk & Law, 2022). Nevertheless, the integration of structured facilitation in hybrid forms demonstrates superior information retention compared to exclusively digital delivery (Fitzgerald et al., 2019). Knowledge application is closely tied to the development of cultural competency, which is facilitated by compliance training (Greene-Morton & Minkler, 2020).

Training reduces health and safety risks in dangerous positions (Probst & Estrada, 2010). Proficiently crafted programmes exhibit diminished injury rates, particularly in areas with elevated risk levels such as manufacturing, construction, and healthcare (Park & Johnson, 2018; Probst et al., 2021; Lin & Li, 2021). Nevertheless, small firms have difficulties due to the expenses linked to content generation and delivery (Hasle et al., 2009). The effectiveness of mandated safety training has yielded inconsistent outcomes, while volunteer programmes that focus on attitudes may offer more efficacy (Weinstein et al., 2022).

Skill-based training enhances technical and practical proficiency by providing tailored learning opportunities. Continuous education is necessary for professionals to uphold their certifications, which are essential for obtaining licensure (Watson et al., 2021). Formative and summative assessments measure the acquisition of knowledge and competency over a period of time (Lodico et al., 2006). Although there are online, mixed, and in-person options available, the limited availability of resources restricts the ability to schedule flexibly, which has a negative effect on productivity (Egan, 2005). Engaging in technical training also facilitates the pursuit of novel prospects that have an effect on employee retention (Ngoma & Ntale, 2019).

Newcomer socialization relies on mentored on-the-job training (OJT) applying theory to practice (Saks & Gruman, 2011). Nevertheless, employing unstructured methods may lead to inadequate skills due to the absence of comprehensive curriculum and direction (Machin & Treloar, 2004). According to Chew and Chong (2015), on-the-job training that is well-mentored leads to superior performance and higher rates of employee retention compared to training that is solely conducted in a classroom setting. Hybrid methods that incorporate e-learning

enhance structured learning while maintaining contextual grounding (Ponneri & Bartram, 2022).

Orientation programmes expedite the process of integrating into a role by providing standardised instruction on processes, systems, and standards (Mumford et al., 2022). Refresher orientations provide experienced personnel with updated information regarding significant changes (Martin & Kragt, 2018). Digitised modules ensure consistent material presentation, while synchronous online and in-person meetings facilitate important peer networking for onboarding objectives (Pham et al., 2022). Comprehensive programmes that are tailored to the specific needs of newcomers are more effective in helping them integrate into different social environments (Wanberg, 2012).

Training that is strategically oriented enhances continuous employee growth, leading to beneficial effects on motivation, productivity, and retention (Cheng & Ho, 2001; Gegenfurtner, 2011). The emergence of new learning technologies presents opportunities to enhance the balance of different modes of learning, but it is necessary to compare them with old methods for evaluation (Tiruneh et al., 2018). Effectively developed and evaluated training programmes immediately promote enhanced performance that is crucial for the success of an organisation.

2.4.2 Suitability of the Trainer

The trainer's suitability is a significant aspect in the efficacy of training and development programmes (Al-Khayyat, 1998). To successfully provide training and development programmes, the trainer should have a mix of practitioner skills, leadership abilities, and organisational competencies (Analoui, 1994). The trainer should also have a full awareness of the organization's culture, beliefs, and objectives in order to personalise the training to the organization's unique requirements (Leedy & Ormrod, 2017).

In terms of practitioner competencies, the trainer should have a solid foundation in their area of expertise and be able to communicate and show their knowledge to participants effectively (Barkley, Cross, & Major, 2014). They should also be able to problem-solve and think critically, as well as engage and encourage learners through a range of instructional approaches and strategies (Kraiger, 2003).

Aside with practitioner competencies, the trainer should have excellent leadership abilities, including the capacity to develop trust and credibility with

participants, as well as the ability to manage conflict and deal with challenging circumstances (Bass & Riggio, 2006). The trainer should also be able to provide a good and inclusive learning atmosphere that encourages all learners to participate and interact (Leedy & Ormrod, 2017).

Trainers must also possess organisational abilities. This comprises knowledge of the organization's rules, processes, and systems, as well as knowledge of its goals and objectives (Bass & Riggio, 2006). The trainer should also be knowledgeable with the company's training and development initiatives and be able to properly integrate training with the broader strategy and objectives of the business (Kraiger, 2003).

In addition to the aforementioned qualities, the trainer should have great communication skills, including the ability to effectively listen to and react to participants' questions and concerns (Barkley, Cross, & Major, 2014). They should also be able to modify their teaching method to diverse participants' requirements and learning styles (Leedy & Ormrod, 2017).

Overall, the trainer's appropriateness is an important aspect in the success of training and development programmes. Organizations must carefully assess the trainer's qualifications and skills to ensure that the training is successful and fits the requirements of the firm and its workers.

2.4.3 Training Effectiveness

The degree to which a training programme is able to accomplish the goals it set out to accomplish and have a beneficial effect on the overall performance of its participants is referred to as the training effectiveness (Kraai & Mashau, 2020). A training program's efficacy can be affected by a variety of factors, such as the nature of the learner population, the organisational context in which the training is delivered, and the training design itself (Foxon, 1993).

The nature of the working environment is an important aspect that can have an effect on how well instruction is received. Transferring knowledge gained in a training programme to one's actual employment can be made easier by working in an atmosphere that is supportive, while it can be made more difficult by working in an environment that is not supporting (Falola, Osibanjo, & Ojo, 2014). The existence of positive role models, ample opportunity for practise, and timely feedback on one's

performance are all elements that, when combined, can create a supportive work environment (Bjerregaard, Haslam, & Morton, 2016).

Learner characteristics are another aspect that can play a role in determining how successful a training programme is. The efficiency of training can be affected by factors such as an individual's motivation, cognitive ability, and past knowledge, according to the findings of certain researchers (El-Hajjar & Alkhanaizi, 2018). For instance, students who are highly driven and involved in the training process have a greater tendency to learn more and to more effectively apply what they have learned on the job (Bass & Riggio, 2006).

The structure of the training programme, in addition to the characteristics of the learners and the work environment, is a factor that can influence how effective the programme is. A properly developed training programme should provide crystal-clear learning goals, content that is current and interesting, opportunities for practise, and avenues for receiving feedback (Leedy & Ormrod, 2017). Enhancing the transfer of learning can also be accomplished by ensuring that the training materials are linked with the requirements and objectives of the company as well as the particular job responsibilities of the learners (Kraiger, 2003).

In general, it is important for businesses to take into consideration these factors when developing and implementing training programmes. This will allow organisations to maximise the effectiveness of the training programmes and ensure that employees are able to effectively apply the new skills and knowledge they have gained on the job.

2.4.4 Training Evaluation

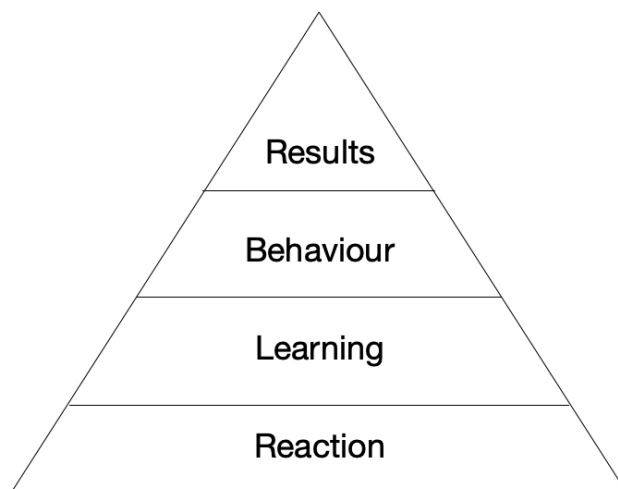
Due to the fact that it has a direct bearing on the accomplishments and output of workers (Schmidt, 2009), the efficiency of training is a primary concern for businesses. Training evaluation, also known as the process of assessing the value and effectiveness of training programmes (Tamkin, 2002), is an essential instrument for businesses to use in order to determine whether or not the money they spend on training is producing the results they want (Kirkpatrick, 1959).

The effectiveness of training can be measured using any one of a number of different models that have been developed. Kirkpatrick, in 1959, came up with one of the earliest models, which suggested that training should be evaluated on four levels: reaction, learning, behaviour, and results. This was one of the first models to

be proposed (Kirkpatrick, 1959). The term "reaction level" refers to the response that the trainee has had to the training, such as their level of engagement and satisfaction. The learning level describes the amount of new information and abilities obtained as

Figure 2.2

Visual Representation of Kirkpatrick's Model of Evaluation



Note. The figure was illustrate by the researcher, from the model of Kirkpatrick, D. L. (1959). Techniques for evaluating training programs. Journal of ASTD, 13(11), 1-13.

a result of the training. The behaviour level describes the degree to which the trainee's behaviour on the job has changed as a direct result of the training that they have received. The level of results refers to the impact that the training has had on the organisation, such as increased productivity or increased profitability.

Kirkpatrick's model is extended in another model that was proposed by Hamblin (1974). This model adds a fifth level called the ultimate value level, which refers to the impact that the training has on the overall goals of the organisation as well as the impact that the organisation has on society. Additionally, Noe and Schmitt (1986) proposed a model with a comparable structure that included three criteria for the evaluation of training: reaction, learning, and behaviour.

A comprehensive model was proposed by Mouro and Borges-Andrade (2013). This model combines the factors identified by a number of different researchers, such as Hamblin (1974), Kirkpatrick (1976), Baldwin and Ford (1988), and Phillips (1997). This model incorporates seven levels of training and development outcomes, which are as follows: reaction, learning, training

performance, transfer, performance at work, organisational change, and return on investment (ROI).

Each of these models has a number of advantages and disadvantages. For instance, the Kirkpatrick model has gained widespread acceptance because it is simple to comprehend and put into practise. Despite these benefits, the model has been criticised for being overly simplistic and for failing to adequately capture the complexity of the training process (Phillips, 1997). On the other hand, the Hamblin model has been lauded for the comprehensive approach it takes, but its increased number of levels can make it trickier to put into practise (Holton, 1996).

When it comes to the effectiveness of training and its evaluation, one of the most contentious issues is determining the appropriate level of focus for the assessment. Some researchers are of the opinion that training should be evaluated on an individual basis, with a particular emphasis placed on how the experience affected the trainee in terms of their knowledge, skills, and behaviours (Baldwin & Ford, 1988). Some people believe that the level of the organisation is more significant because it enables businesses to evaluate how the training affected overall performance as well as the results of their businesses (Broad & Newstrom, 1992).

There is also a range of opinion concerning the appropriate time frame for conducting an analysis of the effectiveness of training. While there are researchers who believe that training should be evaluated as soon as it is finished, there are also researchers who believe that it is important to evaluate the long-term impact that the training has had on behaviour and business outcomes (Tannenbaum et al., 1993).

In general, the idea of training effectiveness as well as the evaluation of training is complicated and multifaceted, and there is no method that can be used to evaluate the impact that training programmes have on their participants that is universally applicable. Researchers and practitioners in the field need to keep investigating new methods for understanding and evaluating the effectiveness of training, making sure to take into account the specific objectives, circumstances, and obstacles faced by each organisation.

2.4.5 Expected Outcome of Training

Individual and organisational performance benefit from training and development, and organisations invest in them in the hope of acquiring a competitive advantage in the marketplace (Falola, Osibanjo, & Ojo, 2014). Training results can

vary, but some common ones include enhanced employee performance, increased efficiency and production, and increased competitiveness and marketability (Dessler, 2015). One of the most important ways that training can improve performance is by enhancing knowledge, skills, and abilities (KSA) (Rothwell & Kazanas, 2008). Training can also boost motivation and job satisfaction, which can lead to better performance (Gagné, 2015).

Training can contribute to enhanced efficiency and productivity for the business as a whole, in addition to immediately benefiting individual personnel (McGehee & Thayer, 1995). This can be accomplished through strategies such as error reduction and process improvement (Bryman & Cramer, 2016). Training can also boost innovation and creativity, which can propel corporate growth and success (Zhang, Li, & Li, 2017).

In addition to greater competitiveness and marketability, investing in staff training and development can have indirect benefits (Dessler, 2015). Staying current on new technology and approaches can be important for success in fast changing sectors (Gagne, 2015). A knowledge-centered culture and training were discovered to be critical for the successful implementation of knowledge management systems (Cardoso, Meireles, & Peralta, 2012).

Overall, the expected effects of training can be considerable and vary, so companies must carefully assess their goals and objectives to optimise the possible benefits. Organizations can acquire a competitive advantage through the acquisition of specialised skills and knowledge by investing in training and development, as well as improving the performance of both individual employees and the organisation as a whole.

2.5 Organisational Effectiveness

For many years, researchers and practitioners have been debating the concept of organisational effectiveness. At its most basic, effectiveness is frequently defined as the extent to which an organisation is able to achieve its objectives (Hannan & Freeman, 1977; Robbins & Judge, 2007). However, due to the complexity of organisations and the numerous factors that can influence their performance, identifying a single, comprehensive definition of effectiveness that applies to all organisations in all contexts is difficult.

Chester Barnard made one of the first attempts to define organisational effectiveness in the 1930s, arguing that effectiveness is determined by an organization's ability to meet the needs of its members (Barnard, 1938). Herbert Simon later expanded on this viewpoint, proposing that organisations be evaluated based on their ability to adapt and respond to changes in their environment (Simon, 1976).

Other researchers have concentrated on the impact of organisational culture on effectiveness. Edgar Schein, for example, argued that organisations with a strong, shared set of values and beliefs are more likely to be effective because they can foster a sense of commitment and cohesion among their members (Schein, 1992). Similarly, James Burns and Bernard Bass proposed that transformational leadership is used in effective organisations, in which leaders inspire and motivate their followers to reach their full potential (Burns & Bass, 1978).

There are two types of organisational effectiveness measures: financial and non-financial measures. NPOs frequently prioritise sustainability when it comes to financial metrics. The Balanced Scorecard, developed by Kaplan and Norton (1996), introduces four perspectives for effective measures: financial, customer, internal business process, and learning and growth. The financial perspective is concerned with increasing revenue by increasing customer value and expanding revenue opportunities, as well as increasing productivity by extending cost structure and asset utilisation. The customer value proposition is the focus of the customer perspective. Internal processes are concerned with operations management, customer management, innovation, and the regulatory/social environment. The learning and growth perspective focuses on the expansion of human, information, and organisational capital.

Despite these efforts to define and measure organisational effectiveness, there is still considerable disagreement about what constitutes an effective organisation and how to best measure it. Some researchers argue that financial performance should be used to evaluate effectiveness, while others emphasise the importance of non-financial measures such as customer satisfaction or employee engagement (Kaplan & Norton, 1996). Others have suggested that an organization's effectiveness be measured by its impact on society or its ability to contribute to larger social goals (Porter & Kramer, 2006).

Finally, organisational effectiveness is a complex and multifaceted concept with no one-size-fits-all approach to measuring it. Researchers and practitioners must continue to investigate new approaches to understanding and evaluating organisational effectiveness, taking into account each organization's unique goals, context, and challenges.

2.5.1 Training in improving organisational effectiveness

Training is crucial for improving organisational performance. Extensive research has shown that allocating resources towards enhancing employee skills and capacities results in enhanced performance at both the individual and work unit levels (Appelbaum et al., 2000). Organisations may enhance their human capital resources and effectively respond to external changes by providing diverse training programmes (Garavan et al., 1995). The objective of this literature review is to examine the influence of training on crucial aspects of organisational performance.

Training provides individuals with the necessary technical and soft skills to properly carry out their job responsibilities. It addresses deficiencies in skills and knowledge by providing new information and enhancing current capabilities (Salas et al., 2012). Customer-facing positions in NPOs may undergo training in interpersonal communication and conflict resolution to effectively address client queries with respect. Technical positions include receiving specialised training in software, equipment operation, or compliance processes (Blume et al., 2010). Improved personal skill level directly contributes to better job performance, which is crucial for achieving success in delivering services (Aguinis & Kraiger, 2009).

In addition to developing technical skills, training cultivates transferable abilities that enhance teamwork, problem-solving, and adaptability to change. Soft skills training enhances individuals' abilities in leadership, collaboration, critical thinking, and decision-making (Bartel, 1994). The organisation develops a skilled workforce capable of effectively managing unexpected circumstances, creating original solutions, and collaborating across different units (Chen & Huang, 2009). For NPOs functioning in dynamic settings, this guarantees organisational flexibility and durability throughout periods of transition (Werner & DeSimone, 2012). Additional training enhances staff retention by augmenting work satisfaction and fostering a stronger dedication to organisational objectives (Wells, 2006).

Training also influences organisational success via indirect mechanisms, such as heightened levels of motivation. Recognising the investment in their potential for development enhances employee morale and engagement (Cromwell & Kolb, 2004). It fulfils the inherent human need for ongoing acquisition of knowledge and expertise (Noe, 2010). The resultant inherent drive enhances job motivation, leading to increased productivity, attendance, and tenure (Colquitt et al., 2000). For NPOs with limited resources and dependent on volunteers, this guarantees long-term participation that is crucial for their operations (Farmer & Fedor, 1999).

To summarise, the advantages of training for an organisation are many and have a wide-ranging impact. It has a favourable impact on several measures of effectiveness, such as individual performance, quality of cooperation, staff retention, motivation levels, strategy alignment, and ability to adapt to change (Kontoghiorghes, 2001). Although training necessitates the allocation of both time and financial resources, assessments indicate significant gains in performance enhancements and enduring competitive edge (Black & Lynch, 2004). To achieve maximum community impact with limited finances, NPOs may enhance their performance by optimising human capital via training (Wei-Tang, 2007).

2.5.2 The measure of organisational effectiveness

Measuring organisational effectiveness is a difficult task because each organisation has unique goals, missions, and target customers. The goal attainment approach, which defines effectiveness as the extent to which an organisation has achieved its goals, is a popular approach to understanding and measuring organisational effectiveness (Weese, 1997). This approach assumes that organisations are rational and goal-oriented, with one or more specific goals in mind, such as profits or market share. The goal attainment approach, however, has some limitations. Organizations, for example, may have goals that conflict with one another. For example, a company may want to improve its brand image by donating money to charities, but this may conflict with its profit-maximizing goal. Furthermore, goals can be dynamic and change over time, making measuring organisational effectiveness difficult (Bardach, 1977).

The system resources model, which defines effectiveness as an organization's ability to exploit its environment through the acquisition of scarce and valuable resources, is another approach to understanding organisational effectiveness

(Yutchman, 1967). This approach prioritises the organization's survival and sustainability over specific goals. The system resources approach, for example, may take into account an organization's efficiency in converting input to output, group cohesion, and rates of innovation. This method can be used by management to evaluate organisational actions and can be applied to imprecise goals that are difficult to quantify. Metrics may be meaningless in a dynamic context, especially when the market is experiencing unexpected changes and the rate of innovation and harmony is not the primary concern.

There are several other approaches to understanding and measuring organisational effectiveness in addition to the goal attainment approach and the system resources model. According to the stakeholder model, organisational effectiveness is determined by how well an organisation meets the needs and expectations of its various stakeholders (Freeman, 1984). Individuals or groups with an interest or stake in the organisation, such as employees, customers, shareholders, suppliers, and the community, are considered stakeholders. This model states that an organisation is effective if it can meet the needs and expectations of its stakeholders in a mutually beneficial manner. One weakness of this model is that it can be difficult to balance the needs and expectations of all stakeholders, as their interests may be conflicting or competing. Shareholders, for example, may prioritise profit maximisation, whereas employees may prioritise job satisfaction and fair compensation. Finding a way to meet the needs and expectations of all stakeholders in a mutually beneficial manner can be difficult for organisations.

The internal process model focuses on an organization's internal processes and systems rather than its external environment or stakeholder relationships (Lawler, 1986). According to this model, organisational effectiveness is determined by the efficiency and effectiveness of the organization's internal processes and systems, which include decision-making, communication, and problem-solving abilities. One weakness of this model is that it may fail to account for external factors that can affect organisational effectiveness, such as market or competitive changes. In order to be effective, organisations must consider both internal and external factors.

According to the contingency model, there is no one-size-fits-all definition of organisational effectiveness, and it is dependent on the organization's specific context and goals (Donaldson & Preston, 1995). According to this model, the most effective

approach to achieving organisational effectiveness may differ depending on the organization's specific goals, environment, and constraints. One weakness of this model is that identifying the specific factors that will determine organisational effectiveness in a given context can be difficult. It necessitates careful analysis and consideration of the organization's goals, environment, and constraints, which can be a time-consuming and complicated process. Furthermore, organisations may not always have complete information about their specific context and goals, which can make applying the contingency model difficult.

Aside from these models, several other factors have been identified as important for organisational effectiveness. Leadership, culture, communication, motivation, and innovation are examples of these (Luthans & Doh, 2009). For example, effective leadership can foster a positive and motivating work environment, whereas a strong organisational culture can foster collaboration and innovation. Employee motivation and effective communication can also contribute to organisational effectiveness.

Ultimately, there is no definitive method for assessing organisational efficiency, since the most suitable framework varies based on the distinct attributes of each organisation. Defining and evaluating effectiveness may be difficult, but the many frameworks available provide valuable perspectives for comprehending an organization's success based on its particular context, stakeholders, objectives, and external influences. NPOs, in particular, may find value in adopting models that prioritise stakeholder satisfaction and contingency planning, since these models may provide practical and useful insights. In order to adequately assess their effectiveness, organisations must take into account several aspects and consistently assess both quantitative and qualitative elements. By conducting a comprehensive evaluation of internal processes and external factors, leaders of an organisation may identify areas of strength that should be maintained, as well as chances for improving overall effectiveness in the future.

Table 2.3 Approaches to assessing nonprofit organisational effectiveness

Model	Definition of Effectiveness	Key Aspects Considered	Strengths	Weaknesses
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Table 2.3 Approaches to assessing nonprofit organisational effectiveness

Goal Attainment	Extent to which an organization achieves its goals	Specific, quantifiable goals like profits or market share	Assumes organizations are rational and goal-oriented	Goals may conflict or change over time making measurement difficult
System Resources	Ability to acquire scarce and valuable resources from the environment	Efficiency, inputs/outputs, innovation, group cohesion	Accounts for organization survival and sustainability	Metrics may be meaningless in dynamic contexts
Stakeholder	Meeting needs/expectations of stakeholders like employees, customers, community	Balancing needs of various internal/external stakeholder groups	Considers diverse interests important to organization success	Difficult to balance all competing stakeholder needs
Internal Processes	Efficiency and effectiveness of internal decision-making, communication, problem-solving	Assesses quality of internal functions and management	Focuses on controllable internal factors under organization's control	May neglect importance of external environment
Contingency	Depends on organization's unique context, goals, environment and constraints	Requires analysis of specific situational factors in each case	Allows tailoring approach to specific organizational circumstances	Context analysis can be complex and time-consuming

Caption

2.6 Employees' Motivation

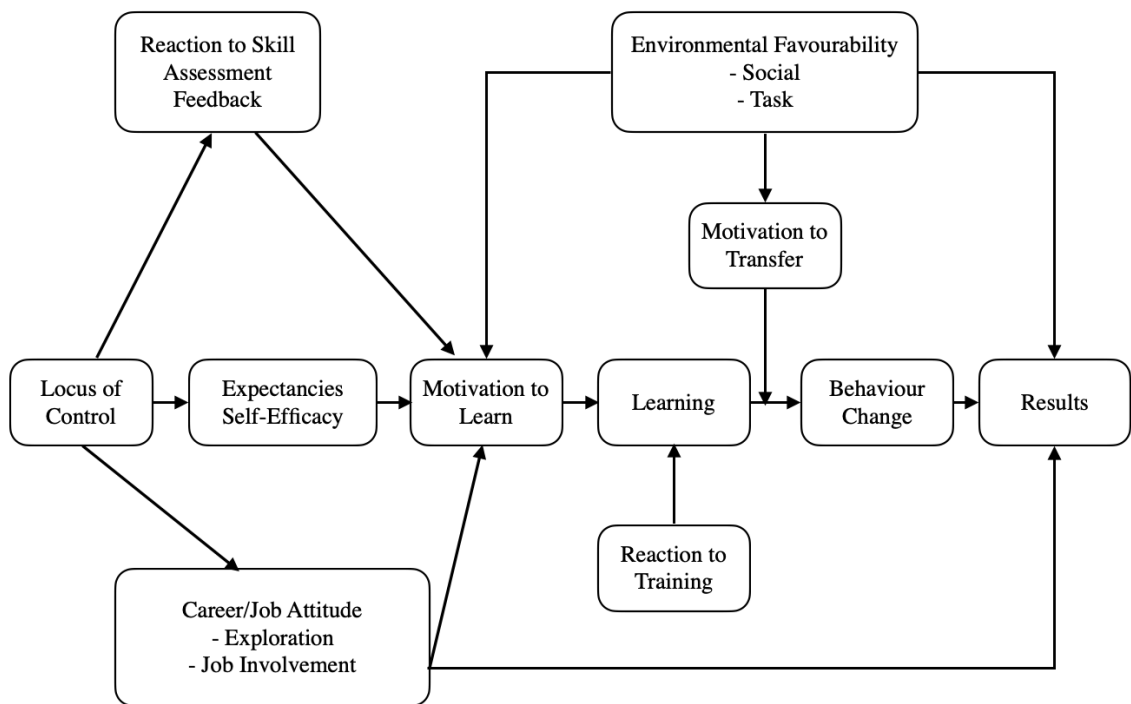
Motivation is a critical component for workers to work hard and achieve their goals, as well as for organisational success (Martin, 2003). Motivation is described as a psychological process that propels people toward a specific goal or reward (Luthans & Doh, 2009), and it is impacted by a number of internal and external factors (Baron, 1991). Motivation is intimately related to performance, according to

Vroom's (1964) expectancy theory, with the equation [Performance = Skills x Motivation] (Lundberg, Gudmundson & Andersson, 2009).

Motivation can be derived from a variety of sources, including inner and extrinsic causes (Robins & Coulter, 2005). Intrinsic motivation is an individual's

Figure 2.4

Visual representation of the "Motivational Influences on Training Effectiveness"



Note. The motivation influences model by Noe and Schmitt (1986), The influence of trainee attitudes on training effectiveness: Test of a model. Personnel psychology, 39(3), p.500

intrinsic drive to achieve a goal or complete a task, whereas extrinsic motivation is derived from external influences such as rewards or praise (Goodboe, 2002). There are two sorts of motivation factors, according to Herzberg, Mausner, and Snyderman (1959): hygiene factors and motivation factors. If hygiene criteria, such as corporate policies and working circumstances, are not satisfied, they can lead to dissatisfaction, but they do not always contribute to motivation. Motivational variables such as opportunities for advancement and recognition are more likely to result in job satisfaction and motivation.

As depicted in Figure 2.4, Noe and Schmitt (1986) put forth an influential conceptual model portraying the motivational factors that impact training effectiveness. Their model outlines three key elements and their relationships: individual characteristics, motivation to learn, and environmental influences. According to Noe and Schmitt, trainees' individual attributes such as cognitive ability, self-efficacy, and personality traits interact with their level of motivation to learn the targeted skills from the training program. A trainee's motivation to learn is posited to be determined by both their attitude toward the training itself as well as motivational prompts in their work environment, such as social support from supervisors or peers and perceived organizational commitment to training transfer.

Employee motivation can be especially significant in NPOs due to their emphasis on social goals and mission-driven activities (Perry & Wise, 1990). NPOs frequently rely on altruistic motivational strategies, which are founded on the concept that nonprofit work is a calling and a desire to make a positive difference in the lives of others (Grant, 2007). Altruistic activity is distinguished by five characteristics: benefitting another person, being undertaken freely and consciously, having the benefit of the other person as the primary goal, and being performed without anticipation of external reward (Piliavin & Charng, 1990). Employees in NPOs may be driven by a desire to make a difference and contribute to a wider societal purpose (Manzo, 2004).

NPO personnel may be motivated by the ability to make a beneficial impact on their communities and to work in a mission-driven environment, in addition to philanthropic beliefs (Eisenbeiss & Neubert, 2010). Furthermore, the sense of purpose and meaning that comes from working for a non-profit organisation can be a powerful incentive for employees (Jung, Lee, & Lee, 2016). However, compared to for-profit firms, non-profits may confront unique problems in terms of motivation, such as lower salaries and fewer resources (Manzo, 2004).

2.6.2 Methods to increase motivation

Organizations can adopt a variety of tactics to increase employee motivation. Regular feedback and appreciation for good performance is one successful way (Luthans, 2002). This can be accomplished in a variety of ways, including publicly or privately praising staff, providing awards or incentives, and creating possibilities

for promotion or progress within the firm (Robbins & Judge, 2017). According to research, receiving positive feedback and acknowledgment can boost employee motivation and job satisfaction (Locke & Latham, 2002).

Another successful technique for increasing employee engagement is to establish clear goals and objectives (Luthans & Doh, 2009). Setting precise, measurable, achievable, relevant, and time-bound (SMART) goals can assist employees in focusing their efforts and feeling a sense of success when these goals are met (Robbins & Judge, 2017). It is also crucial to provide employees with the resources and assistance they need to attain these goals, since this can boost their confidence and sense of ownership over their job (Luthans, 2002).

The work environment and culture of the organisation are also crucial motivators (Robbins & Judge, 2017). Creating a positive and supportive work environment that honours and celebrates employees' efforts can assist to enhance their motivation and engagement (Luthans, 2002). Offering a fair and competitive remuneration plan, providing opportunity for professional development and advancement, and encouraging a good work-life balance are all examples of this (Robbins & Judge, 2017).

Aside from the tactics listed above, there are several more elements that can influence employee motivation. These include the organization's perceived fairness and justice (Locke & Latham, 2002), employment security and stability (Luthans & Doh, 2009), and the possibility for autonomy and control over one's work (Robbins & Judge, 2017). Organizations can boost employee motivation and overall performance and satisfaction by taking these aspects into account and applying relevant methods.

Overall, motivation is a complicated and varied phenomenon that is crucial to an organization's success. Organizations may create a more motivated and engaged workforce and achieve their goals more effectively by understanding the elements that drive employee motivation and implementing methods to increase it.

2.6.3 Employees' Commitment

Employee commitment influences organisational effectiveness (Shahid & Azhar, 2013). Employee behaviour is critical for organisational effectiveness, according to Katz (1964), and the impact of employee commitment includes staying with the company, fulfilling job requirements, and going beyond role prescriptions

through innovative and spontaneous activity. Employee commitment is defined by Brown (1996) as an accommodating force that requires individuals to honour their pledge despite changing thoughts and inclinations. Employee commitment can act as a stabilising factor to maintain behavioural orientation when expectancy and equity criteria are not met (Scholl, 1981). Employee commitment, according to O'Reilly and Chatman (1986), is the psychological connection an individual has to an organisation, reflecting the extent to which the individual internalises or adopts the organization's values and ideas.

Aside from these early definitions, more recent research has looked at the relationship between employee commitment and organisational effectiveness. According to a study conducted by Chiaburu, Zimmerman, and Fu (2015), high levels of employee commitment are associated with increased organisational performance as measured by financial outcomes such as profitability and return on investment. Similarly, Miao et al. (2019) discovered that employee commitment was related to customer satisfaction and loyalty, which led to improved organisational performance.

Organizations can encourage employee commitment and improve organisational effectiveness in a variety of ways. One strategy is to cultivate a positive organisational culture that values and promotes employee development and well-being (Den Hartog & Verburg, 2004). This can include providing opportunities for training and career advancement, as well as creating a welcoming and inclusive workplace. Another strategy is to provide employees with clear goals and expectations, as well as the resources and support they need to achieve them (Jackson et al., 2014). Employees may feel more connected to the organisation and its mission as a result, leading to increased commitment and motivation.

Effective communication is also essential for increasing employee commitment (Hwang et al., 2017). This includes both top-down management communication to employees and opportunities for employees to share ideas and feedback with management. Organizations can increase their sense of ownership and commitment to the organisation by providing employees with information and opportunities to participate in decision-making processes.

Organizations can also consider offering incentives and rewards to recognise and motivate employees in addition to these strategies (Blau & Boal, 2015). This can include both financial incentives like bonuses and pay raises and non-monetary

incentives like recognition and appreciation. Organizations can foster a sense of pride and commitment to the organisation by recognising and rewarding employees for their contributions and achievements.

In conclusion, employee commitment has a significant impact on organisational effectiveness. Organizations can encourage employee commitment and improve overall performance by fostering a positive organisational culture, providing clear goals and expectations, promoting effective communication, and offering incentives and rewards.

2.6 Research Gaps

In the past literature, many theses are discussing NPO's effectiveness. In terms of NPO effectiveness in Hong Kong, Lee (2012) discussed the political impact of NPOs in Hong Kong; Lam & Perry (2000) discussed the role of NPOs in Hong Kong's development; Lee & Liu (2012) discussed the network formation factors of NPOs in Hong Kong.

In terms of Training and Development on organisational effectiveness, Henry & Jennifer (2011) did research in Botswana. According to the findings of the study, training is critical to the success of the organisation. Taking the mean of the whole number, 63% of respondents answered that training plays a beneficial role in the organisations for which they work. The importance is represented in the overall performance of the organisation, the transfer of organisational goals, the skill set required in the organisation, the culture of quality, increased market share, and the retention of existing workers.

Rahman (2014) conducted a study to determine the effectiveness of training and job satisfaction in public and private sector commercial banks in Bangladesh. A Pearson correlation of 0.44 was discovered between training and development and organisational effectiveness. For organisational performance in Bangladeshi commercial banks, he advocated that effective training and development programmes be integrated into human resource management processes. Training and job satisfaction are positively associated with organisational effectiveness.

Ismael et al. (2021) researched the effect of training and development on organisational effectiveness. They did quantitative research on small and medium enterprises in Iraq, including 102 employees from various small and medium-sized

businesses in Iraq's Kurdistan area, and it showed there is a direct impact of development programs on organisational effectiveness. They concluded that organisational effectiveness occurs when every person is obsessed with adequate demanded information, allowing employees to achieve goals with the least amount of energy and resources that are acceptable by organisational norms. Long-term organisational development involves several procedures that strive for healthy behaviour inside the company and collaborative engagement of managers and employees. Development and organisational effectiveness are inextricably intertwined; an effective organisation would not exist without a strong development programme.

Ahmad et. al (2020) also researched the relationship between training and development, supervisor support on the organisational effectiveness of the telecommunications sector in Pakistan. The study's findings point to an unbreakable link between supervisor support and organisational effectiveness. This implies that if employees have received appropriate support from supervisors, they will demonstrate positive behaviours toward their organisation in return. As a result, managerial support is one of the most important variables influencing organisational success. Furthermore, the results demonstrated that when organisations pay sufficient attention to providing excellent development planning and enough employer support, the employee is more devoted to the company. The R-value between Organisational Effectiveness and Training and Development is 0.769, which shows there is a strong correlation between the two factors.

Yet, there is no previous research combining training and development with organisational effectiveness in the NPO context in Hong Kong. Therefore, this research aimed to find the correlation between the training and development and organisational effectiveness of NPO in Hong Kong.

2.7 Chapter Summary

In conclusion, the literature review chapter included three areas of knowledge: (i) Non-Profit Organizations, (ii) Training, (iii) Organisational Effectiveness & (iv) Motivation. Relevant literature was found and briefly examined for each knowledge area, including related subtopics. To the author's knowledge, no literature specifically discusses training as well as the success of non-profits. This

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work contributes to closing that gap. The conceptual model will be introduced in the next chapter.

CHAPTER 3 RESEARCH METHODOLOGY

3.1 Chapter Outline

The chapter discusses the underlying assumptions and beliefs that guide the research process, as well as the methods and techniques used to collect and analyze data. There are various approaches to research, including positivism, interpretivism, and pragmatism, and the choice of approach depends on the specific research goals and context. Pragmatism is an approach that emphasizes practicality and real-world application, while positivism involves objective data collection and interpretation. Interpretivism, on the other hand, emphasizes the subjective and interpretive nature of human understanding and experience. The research in this study will adopt a pragmatism approach and use mixed methods in order to gain a comprehensive understanding of the relationship between training, motivation, and organizational effectiveness in non-profit organizations (NPOs) in Hong Kong. The study will also consider ethical and responsible research practices, as well as the specific context and circumstances of the research.

3.2 Research Philosophy

A fundamental aspect of the research process is research philosophy, which includes the underlying assumptions and beliefs that guide the research process as well as the methods and techniques used to collect and analyse data (Creswell, 2014). The origins of research philosophy can be traced back to the ancient Greeks and the development of the scientific method. In today's world, research philosophy is an important consideration for researchers because it shapes how they approach and understand the world around them (Sarantakos, 2013).

There are several different types of research philosophy that researchers may adopt in their work, including positivism, interpretivism, and pragmatism. Positivism is an approach to research philosophy that emphasizes the importance of empirical data and objective measurement in research (Popper, 1959). This approach is based on the belief that scientific knowledge can be objectively and accurately measured, and that research should focus on identifying and testing hypotheses through the collection and analysis of data.

Interpretivism is another approach to research philosophy that emphasizes the importance of subjective interpretation and understanding in research (Guba & Lincoln, 1994). This approach is based on the belief that people's subjective experiences and perspectives are an important source of knowledge, and that research should focus on understanding and interpreting these experiences and perspectives.

Pragmatism is a third approach to research philosophy that focuses on the use of practical and effective methods to address real-world problems (Merriam, 2009). This approach is characterized by a focus on problem-solving and practical application, and emphasizes the importance of using research to inform policy and decision-making. It also emphasizes the importance of using mixed methods in order to gain a more nuanced and comprehensive understanding of a phenomenon (Johnson & Onwuegbuizie, 2004).

Another significant feature of pragmatism is its emphasis on the significance of context in research (Steup, 2005). This entails taking into account the specific circumstances and conditions that influence research findings and, as necessary, adapting the research approach based on the specific goals and challenges of the research project (Yin, 2014). Pragmatism is often regarded as a more open-ended and flexible approach to research philosophy, as it allows researchers to experiment with various methods and approaches in order to find the most effective way to address the research question (Johnson & Onwuegbuizie, 2004).

Nonetheless, it is vital to highlight that pragmatism is not without criticism. Some academics believe that emphasising practicality might lead to a restricted focus on immediate, short-term aims rather than a more comprehensive, long-term approach (Powers, 2011). In this research, positivism, interpretivism and pragmatism will be adopted.

3.2.1 Positivism

Positivism is an epistemological approach aligned with empiricism and the scientific method (Phillips & Burbules, 2000). It asserts knowledge should be gained through impartial, objective observation or measurement of factual phenomena (Cacioppo et al., 2004; Sciarra, 1999). In positivist research, the

researcher's role is to gather and evaluate data in a value-neutral manner (McGrath & Johnson, 2003).

Studies conducted from a positivist paradigm frequently employ the hypothetico-deductive model, wherein hypotheses are derived from theory and then tested through experimentation involving operationalized variables (Cacioppo et al., 2004; McGrath & Johnson, 2003). The aim is to quantitatively assess a theory's validity and reliability by examining functional relationships that could enable prediction (Guba & Lincoln, 1994; McGrath & Johnson, 2003).

Common methodologies include surveys, psychological testing, and field or laboratory experiments from which large datasets can be compiled and statistically analyzed to identify mathematical patterns (Guba & Lincoln, 1994; McGrath & Johnson, 2003). However, positivism has also been critiqued for potentially neglecting important contextual factors like historical and social influences surrounding the phenomenon of interest (Guba & Lincoln, 1994; Phillips & Burbules, 2000).

While providing a standardized framework for empirical inquiry, positivism relies on careful operationalization and measurement to objectively evaluate hypotheses tested through quantitatively-assessed models. Its strength lies in identifying predictive relationships, though purely quantitative analyses may not fully capture complexity.

3.2.2 Interpretivism

Interpretivism is a research methodology that emphasises the subjective and interpretive nature of human comprehension and experience (Giddens, 1984; Habermas, 1987). It contends that people's perceptions of reality are shaped by their social and cultural contexts, and that scientific methods are incapable of fully capturing the complexities and nuance of human behaviour and interactions (Lyotard, 1984; Foucault, 1980). As a result, rather than attempting to generalise findings to a larger population, interpretive research seeks to gain a deep understanding of a phenomenon within its specific context (Wenger, 1998).

The use of qualitative methods, such as in-depth interviews, focus groups, and ethnographic observation, to investigate the meanings, beliefs, and values that shape human behaviour and interactions is an important aspect of interpretive research (Boas, 1982). These methods enable researchers to comprehend

individuals' subjective experiences and perspectives within their specific cultural and social contexts, as well as gain insight into the complexities of human behaviour and interactions (von Glasersfeld, 1989).

Interpretive research, however, has limitations. One potential weakness is the risk of researcher bias, as interpretive research relies heavily on the researcher's subjective interpretation of data (Sutton & Staw, 1995). As a result, subjective or biased perspectives may influence the interpretation of findings. Furthermore, because it does not rely on statistical analysis or standardised measures, interpretive research may be perceived as less rigorous or reliable than quantitative research (Creswell & Tashakkori, 2007).

Despite these limitations, interpretive research continues to be an important approach in business research, particularly for understanding the complex and nuanced dynamics of organisational culture, leadership, and communication (Denison, 1990; Fiedler, 1986). Interpretive research can provide valuable insights into the behaviours and attitudes that shape organisational performance and effectiveness by examining individuals' subjective experiences and perspectives within the context of their social and cultural environments (Den Hartog & Verburg, 2004).

Overall, interpretive research is a valuable method for gaining a thorough understanding of individuals' subjective experiences and perspectives in the context of their social and cultural environments. While interpretive research has limitations, it can provide valuable insights into the complex and nuanced dynamics of organisational behaviour and performance.

3.2.3 Deductive

The deductive approach involves deriving a hypothesis from an existing theoretical framework or model and then designing empirical research to test this hypothesis (Wilson, 2010). The goal is to determine if the causal associations proposed theoretically hold true in reality (Newman, 2000).

More specifically, deduction allows examination of whether theoretical relationships suggested in more constrained circumstances also apply in broader applied settings (Newman, 2000). To some extent, deductive logic permits explanation of causal linkages between concepts and proposes these can be quantified (Bryman, 2012).

Methodologically, the key stages of deductive research include:

1. Development of a theoretical framework or proposition of relationships between variables (Bryman, 2012)
2. Formulation of hypotheses that can be tested which are logical consequences of the proposed theory (Saunders et al., 2019)
3. Design of empirical studies incorporating operationalized variables to test hypothesized relationships (Wilson, 2010)
4. Collection and analysis of data to evaluate the validity of hypotheses (Bryman, 2012)

Through this staged process, deduction aims to verify or falsify existing theories in objective, empirical reality via a rigorous testing model (Newman, 2000).

While potentially explanatory, deduction requires cautious experimental designs and remains limited by the original conceptual framework (Saunders et al., 2019).

3.2.4 Qualitative and Quantitative research - Pragmatism

The research will use the pragmatism approach, which refers to a deconstructive paradigm that advocates the use of mixed methods in research, “Sidesteps the contentious issues of truth and reality” (Yvonne, 2010). Johnson & Onwuegbuzie (2004) stated that pragmatism combines the quantitative and qualitative approaches. The mixed approaches to research can come out result to understand what, where and how, in the context of the research questions.

The research strategy used in quantitative research will be questionnaires, which can collect data from the employees to analyse; testing the hypotheses proposed in the research. This can find the significance of training and development to NPO’s organisational effectiveness. A 7-point Likert Scale will be used in the questionnaire to find out the strength of each area (Cohen, Manion, & Morrison, 2013; Jamieson, 2004). A case study will be adopted to test the results of the quantitative data afterwards.

3.3 Research Methodology Framework

The primary approach employed in this study was to assess the impact of training and development elements on the operational efficiency of NPO located in

Hong Kong. The study specifically analysed the effects of training quality, frequency, satisfaction with training outcomes, and employee motivation levels.

The primary goal was to examine unexplored correlations between these elements by testing hypotheses, which had not been investigated in prior studies. This study aims to experimentally evaluate how the particular contextual setting of Hong Kong NPOs may effect the stated correlations.

Hong Kong offers an environment characterised by fierce market competition for financing and resources. Furthermore, there exist significant disparities and overcrowding among the urban population that NPOs work within. This study aimed to investigate the impact of competitive pressures and social factors on the relationship between training and motivational practices and organisational performance.

This research technique was specifically intended to address the gaps in understanding the impact of internal training methods on the performance of NPOs in Hong Kong. It aims to examine how these strategies are influenced by the unique external environment encountered by NPOs in this location. The outcomes would offer specific evidence to guide the construction of training programmes customised for Hong Kong.

The following section will discuss the research framework and the how the variables are being set.

3.3.1 Training

Even though training activities are a moderate to large predictor of learning, satisfaction, and performance (Arthur, Bennett, Edens, & Bell, 2003), they do not guarantee results. Training and Development have no intrinsic value because they are neither beneficial nor detrimental on their own (Griffin, 2012). The training programme will differ depending on the topic, target audience, frequency, and trainer position (in-house or outsource).

Kirkpatrick (1959) introduced the 4 levels of the training evaluation model: reaction, learning, behaviour and results, and Mourão, & Borges-Andrade (2013) expanded it to seven levels: Reaction, Learning, Training Performance, Transfer, Performance at Work/Behaviour, Organisational Change, Return on Investment. Yet it is difficult to measure training through questionnaires, as there are various training programmes and the target of training are different. Nevertheless, there are some

general training evaluations that could be discussed, such as the employees' attentiveness, the frequencies of the training and the fulfilment of the expected outcome.

However, there are various sorts of training provided in organisations, such as orientation training, mentoring training, external training, and regular training. The emphasis of this research will be on regular training since it has a broader audience and because the training will be more broad in scope, neglecting the specific consequences of a single person, than other types of training. The suggested factors for the training programme are as follows:

The training quality of the training programme being hold

Burke and Hutchins (2007) studied factors that influence transfer of training, and found training design and delivery quality to significantly impact learning outcomes. High-quality design and instruction promotes retention and application. Salas et al. (2012) reviewed the science of training effectiveness and highlighted the importance of instructional design principles, training content validity, and trainer competence in delivering high-quality experiences. This impacts motivation and performance impact.

The frequency adequacy of the training programme being hold

Beier et al. (2017) examined frequency from a maintenance perspective, finding skills erosion occurs if training is too infrequent or spaced too far apart. Overly frequent training wastes resources if mastery is already achieved. Kontoghiorghes (2004) developed a learning transfer model incorporating frequency factors. Their research validated how appropriate frequency supports long-term retention better than insufficient or inefficient repetition.

The extent of the expected outcome of training is being satisfied

Facteau et al. (1995) studied how pre-training motivation and perceived transfer relate to general perceptions of expected outcomes like career impact. Fulfillment of expectations drives commitment. Kraiger (2002) emphasized evaluating objective business results and outcomes as the most meaningful metric of success beyond satisfaction alone. Matching outcomes to expectations indicates true impact.

3.3.2 Training Quality

Thoroughly assessing the quality of training is crucial for comprehending its influence. Kirkpatrick's model delineates essential stages for evaluation, encompassing response, acquisition, conduct, and outcomes (Kirkpatrick & Kirkpatrick, 2006). In order to accurately assess quality aspects at various levels, it is necessary to take into account the following components.

Quality of Training Content

The learner's reaction and acquisition of knowledge are directly influenced by content that is pertinent and current (Blume et al., 2010). Evaluating the pertinence of content by considering job responsibilities and deficiencies in skills guarantees the achievement of learning goals (Yamnill & McLean, 2005). Aligning with organisational initiatives enhances the transfer of knowledge to actual behaviour and outcomes (Kontoghiorghes, 2016). Assessment throughout the design stage and regular reviews ensure that current issues related to technology, laws, and strategic aims are kept up-to-date (Arthur et al., 2003; Kaufman & Keller, 1994). Acquiring a solid foundation in proven models enhances the long-lasting learning principles that practitioners can utilise (Salas et al., 2012). Assessing the quality of content at every level aligns with Kirkpatrick's methodology.

Quality of Trainers

Trainers have a direct impact on the process of learning (Chiaburu et al., 2013). An assessment of the individual's knowledge in the subject, capacity to guide discussions, methods of providing feedback, and ability to adjust to different situations can offer valuable information on the trainee's response and learning progress (Blume et al., 2010; Kauffeld & Lehmann-Willenbrock, 2012). Feedback from participants and evaluations by supervisors following the training provide insight into whether the approaches used effectively facilitated the application of relevant behaviours and achieved desired outcomes (Alliger et al., 1997; Kirkpatrick & Kirkpatrick, 2006). By continuously observing and providing professional development, the quality impact of instructional techniques can be optimised.

Quality of facilities

The learning environment is shaped by facilities that minimise distractions and technologies that are reliable (Olaniyan & Okemakinde, 2008; Salas et al., 2012). Assessment guarantees an environment that is favourable for concentration, engagement, and memory retention (Aguinis & Kraiger, 2009; Liebermann & Hoffmann, 2008). Providing easily available equipment and reference materials after training enhances the ability to apply and sustain acquired skills (Chiaburu et al., 2013; Mathieu et al., 1992). Facility quality evaluations assess the level of comfort experienced by learners, whereas resource quality refers to the extent of support provided for knowledge transfer.

Quality of Programme

The process of mapping a program's logical flow, starting from requirements assessment and progressing through curriculum development, activity planning, and assessments, is indicative of high-quality planning efforts that align with organisational goals (Alliger et al., 1997; Holton, 2005). Analysing the contrast between planned logic and the actual execution offers valuable understanding for improvement (Noe & Wilk, 1993). The model proposed by Kirkpatrick provides a framework for assessing the success of a programme throughout its many stages, starting from its development and continuing until its evaluation (Kirkpatrick & Kirkpatrick, 2006). Continuous quality improvement strategies ensure the ongoing relevance and attainment of intended outcomes over a period of time (Kontoghiorghes, 2016; Salas & Cannon-Bowers, 2001).

Quality of Assessment

When evaluating the effectiveness of training programs, it is important to utilize a comprehensive framework that assesses outcomes at multiple levels (Kirkpatrick, 1959). One critical aspect is enhancing the quality of the training content itself, as this directly impacts the degree of learning achieved. Content quality should be assessed both during design and implementation (Arthur et al., 2003; Kaufman & Keller, 1994).

Evaluating the pertinence and relevance of the targeted knowledge and skills outlined in the content is crucial for achieving learning goals (Blume et al., 2010; Yamnill & McLean, 2005). This involves carefully considering the day-to-day responsibilities and deficiencies exhibited in the jobs or roles for which the training

is intended. Aligning content to address organizational priorities, strategies, and initiatives can also help maximize transfer of learning to improved work behaviors and productivity outcomes (Kontoghiorghes, 2016).

To summarise, doing a comprehensive assessment of these elements of training quality allows for a comprehensive comprehension of how design inputs, delivery procedures, and supportive mechanisms affect important outcomes, ranging from satisfaction to performance impact.

3.3.3 The adequacy of the current training program's frequency

Assessing variables such as the frequency and timing of training programmes is crucial for comprehending their influence on learning outcomes and organisational effectiveness. Frequency refers to the regularity with which training efforts are administered, whilst scheduling encompasses the logistical arrangement of programme dates and durations. Thoroughly evaluating these implementation factors offers understanding across Kirkpatrick's evaluation levels, ranging from the first reaction to the final outcomes. This entails enhancing participation rates by implementing flexible scheduling and promoting the retention of knowledge and skills over time by providing learning opportunities at a suitable frequency. The subsequent sections provide a more detailed analysis of two crucial aspects of training programme frequency: current sufficiency and scheduling.

Current Frequency Adequacy

Assessing if the planned frequency of recurring training matches the requirements of employees aids in maximising learning and application results. Irregular training can lead to a decline in skills, whereas excessive training is wasteful when one has already attained mastery of the material (Beier et al., 2017; Burke & Hutchins, 2007). Evaluating present sufficiency entails analysing the prerequisites for maintaining competence and the perspectives of stakeholders regarding usefulness (Aguinis & Kraiger, 2009; Kraiger, 2003). For instance, it may be necessary to undergo quarterly training sessions to maintain competency in technology or safety procedures, whereas leadership abilities might be developed on an annual basis. Collecting input from employees and management aids in assessing if the intended frequency adequately aligns with job role responsibilities.

Modulating the frequency in accordance with assessment facilitates a suitable equilibrium between educational prospects and task priorities. Excessively ambitious plans have the potential to decrease participation rates, while inadequate plans can weaken retention (Baldwin et al., 2017; Kontoghiorghes, 2004). Continual assessment and examination of participation data aids in maximising the effectiveness of the existing strategy. An analysis of the difference between the expected and actual number of attendees might offer valuable insights for improvement, such as the implementation of more adaptable online refresher courses for positions that are in high demand. Optimising the impact is achieved by readjusting expectations according to demand indicators.

Scheduling of Programs

Strategically planning the timing of training sessions has an effect on the number of people who participate and their level of dedication to their work (Baldwin et al., 2017; Nikandrou et al., 2009). Evaluating logistical aspects such as choosing appropriate dates, considering the duration, and organising tasks according to project deadlines helps avoid excessive demands on staff availability (Brkich et al., 2002; Kontoghiorghes, 2004). Attempting to focus on many programmes within a limited period of time increases the likelihood of experiencing exhaustion and information overload, which can interfere with fulfilling one's tasks. Navigating through different time periods effectively combines educational pursuits with everyday responsibilities.

An assessment of input regarding the ease of scheduling and the coherence of the schedule aids in enhancing convenience. For instance, consolidating training sessions into regular work hours instead of scheduling them in the early mornings or evenings enhances attendance. Implementing brief subsequent assessments following significant occurrences enhances memory retention more effectively than the widespread dissemination of all material simultaneously (Burke & Baldwin, 1999; Ford et al., 1992). Optimal spacing facilitates enhanced long-term retention by providing sufficient time for the consolidation and application of acquired knowledge and skills. Ensuring that programmes are properly ordered enhances the chance to effectively use acquired knowledge in the workplace.

To summarise, conducting a thorough assessment and strategic planning helps to reduce schedule conflicts and optimise participation in training initiatives.

Continuous improvement of programme frequency and logistics is driven by ongoing reviews that are linked to current participation rates and needs.

3.3.4 The expected outcome of training being satisfied

The level of employees' expectations regarding the fulfilment of training outcomes has a substantial impact on their motivation and performance. Evaluating result expectations offers valuable insights for enhancing engagement and facilitating knowledge transfer.

Acquisition of Knowledge

Examining individuals' expectations provides insight into the cognitive benefits they anticipate. Increased levels of optimism are positively associated with a greater motivation to acquire knowledge (Colquitt et al., 2000). Employees develop expectations based on programme promotion, its relevance to their occupations, and the level of support from management for its implementation (Facteau et al., 1995; Tracey & Tews, 2005). Strategically managing expectations enhances motivation.

Maintaining motivation throughout training is achieved by reinforcing knowledge expectations. Instructors who confirm comprehension, address uncertainties, and demonstrate proficiency meet expectations and stimulate more thorough cognitive processing (Kopp et al., 2019; Smith-Jentsch et al., 1996). Engaging exercises and discussions that allow trainees to verify their knowledge enhance retention and increase expectations.

After completing the programme, assessments of satisfaction reveal the connections between expectations, effort, and results. Surpassing or meeting expectations boosts one's belief in their ability to keep learning (Chiaburu & Marinova, 2005; Velada et al., 2007). Nevertheless, adopting a humble approach to handling excessively positive perspectives helps to avoid disillusionment when goals prove challenging to attain (Mathieu et al., 1993).

Enhancement of Skills

Competence upgrades are expected to have a significant impact on dedication to one's profession or work (Cheng & Hampson, 2008). Providing a clear description of talents assists in shaping perspectives (Facteau et al., 1995; Smith-Jentsch et al., 1996). Engaging trainees in needs assessment allows for the customisation of

programmes, hence increasing the anticipation of their applicability (Cannon-Bowers et al., 1993).

Reasonable yet demanding expectations enhance the drive to perform (Colquitt & Simmering, 1998). Instructors who endorse self-regulation, establish benchmarks, and recognise progress meet expectations gradually, enhancing involvement (Kanfer & Ackerman, 1989; Noe, 1986). Being exposed to models who demonstrate skills can influence one's perception of their future job performance (Burke & Baldwin, 1999; Roberson et al., 1993).

Behaviour modification

Linking the process of learning to activities that demonstrate modified behaviours in the workplace enhances the anticipation of knowledge transfer (Chiaburu & Lindsay, 2008; Grossman & Salas, 2011). Providing case studies, examples, and demonstrations that are relevant to behaviour increases the likelihood of practical application (Cheng & Hampson, 2008; Facticeau et al., 1995; Tracey & Tews, 2005). Engaging managers in the process of establishing tailored programmes for specific jobs enhances the clarity of expectations.

Regular coaching serves to reinforce the expectations that were established throughout training (Blume et al., 2010; Grossman & Salas, 2011). Managers who acknowledge changes in behaviour meet the expected standards, hence improving self-confidence and drive to display the application of acquired skills (Kontoghiorghes, 2004; Mathieu et al., 1992; Vikas et al., 2019). Feedback preserves perspectives acquired through instructional assistance.

Enhancing Performance

When directly connecting results to important objectives like as productivity or safety, stakeholders demonstrate a higher level of dedication to maintaining their skills (Cheng & Hampson, 2008; Facticeau et al., 1995; Grossman & Salas, 2011). Highlighting the potential negative outcomes of performance serves as a driving force for individuals to meet their expectations (Colquitt et al., 2000; Noe & Schmitt, 1986; Tracey et al., 2001). Coaching enhances self-confidence since skills have a noticeable effect on performance indicators in the long run (Blume et al., 2010; Kontoghiorghes, 2016).

To summarise, conducting a thorough assessment of expectations enhances the connection between the design and facilitation of training, the overall atmosphere, and the motivation to achieve desired performance goals. Interventions that target expectations help maintain self-regulated effort in order to fully maximise learning objectives.

3.3.5 Employees' Motivation

The motivation of employees has great importance for the achievement of organisational success. Motivation refers to the internal and external factors that stimulate employee actions in order to fulfil their requirements and achieve their objectives (Werner & DeSimone, 2012; Luthans & Doh, 2009). Motivation, as a cognitive process involving the allocation of effort towards achieving rewards, serves as the foundation for job engagement and performance (Vroom, 1964). Therefore, cultivating strong motivation among employees is a crucial priority for organisations.

Established motivational theories give conceptual frameworks for understanding employee drive. The expectancy hypothesis suggests that motivation is influenced by an individual's perceptions about the effort they put into a task, their competence in doing the activity, and the outcomes that they value (Vroom, 1964). The equity theory highlights the significance of providing fair pay that is proportionate to the effort put in, in order to foster motivation via perceptions of justice (Adams, 1963). In addition, self-determination theory emphasises that sustained work passion is driven by fundamental demands for autonomy, competence, and relatedness (Ryan & Deci, 2000). The two-factor theory by Herzberg and colleagues (1959) recognised performance, recognition from supervisors and peers, meaningful job duties, and growth and promotion prospects as crucial intrinsic motivators in the workplace.

Touré-Tillery and Fishbach (2014) suggested a method to evaluate motivation by assessing the accessibility of goal constructs, performance level, and decision preferences. Goal accessibility pertains to the degree of activation of goal representations, which in turn influences the probability of initiating goal pursuit. Performance is a measure of how well someone engages in and achieves their goals. Choice preferences may reveal underlying motivational priorities by analysing the

choices that are chosen from a set of accessible alternatives. Collectively, these markers provide behavioural perspectives on the underlying drive.

Research has shown that motivation is positively related to the results of organisational effectiveness (Shahid & Azhar, 2013). Vroom's (1964) expectation theory posits that motivation, when combined with mastery of abilities, has a synergistic effect on individual and collective labour outcomes. Creating supportive organisational structures that cultivate sustained high motivation is essential for maximising the returns on investments in human capital, such as training and professional advancement opportunities (Lunenberg, 2011).

Efficient assessment frameworks are necessary to maximise motivation and subsequent advantages. Researchers propose evaluating the level of congruence between individual and organisational goals, the amount of effort dedicated to tasks, and the importance of obligations in workers' life to get understanding (Chiat & Panatik, 2019). Specifically, three recommended assessment elements are:

- Ensuring congruence between the objectives of employees and employers. Greater alignment corresponds to increased enthusiasm and dedication towards objectives (Vroom, 1964).
- Allocation of effort towards job tasks and duties. Increased effort is a sign of heightened drive that leads to improved performance (Pink, 2009).
- The significance of job responsibilities in shaping one's personal identity and overall well-being. Intrinsic motivation and engagement have a greater level of importance (Lunenberg, 2011).

The proposed study aims to statistically examine the extent to which motivational variables influence the link between training programmes and key effectiveness measures such as productivity, quality, and growth (Shahid & Azhar, 2013). Comprehending the significance of motivation may enhance skill development programmes by using motivated individuals.

3.3.6 NPO's Organisational Effectiveness

Organizational effectiveness has been conceptualized and analyzed through numerous lenses by management scholars. Early conceptualizations

focused on profitability and financial performance as measurable outcome indicators (Child, 1974; Friedlander & Pickle, 1968). However, economic measures alone provide an incomplete view, as effectiveness depends upon an organization's ability to achieve stated objectives and adapt to dynamic environmental conditions (Argyris, 1970; Duncan, 1973; Etzioni, 1960).

Scholars have also examined flexibility and the capacity for strategic change as hallmarks of effective organizations (Georgopoulos et al., 1957; Schein, 1976). Flexibility enables firms to reconfigure in response to uncertain conditions, bolstering longer-term viability. Internal dynamics like employee morale and satisfaction further influence effectiveness (Friedlander & Pickle, 1968; Price, 1972). High morale supports commitment and productivity, while low morale hinders goal achievement.

More recent frameworks analyze decision-making processes and cultural attributes. Effective decision structures engage multifaceted expertise and stakeholder perspectives (Redshaw, 2000; Holbeche, 2018). Likewise, norms and values embedded in organizational culture reflect and reinforce patterns of effectiveness over time (Den Hartog & Verburg, 2004). Scholars also emphasize adaptation to dynamic markets and environments (Collyer & Warren, 2009). Remaining agile amid shifting client demands and competitor actions underscores sustainability.

Iwu, Kapondoro, Twum-Darko, and Tengeh (2015) conducted a literature analysis in which they identified and summarised 22 essential performance factors, categorised into non-financial and financial criteria. Table 1 displays the framework that they have developed through empirical research to evaluate the effectiveness of organisations from multiple dimensions.

The non-financial criteria outlined in Table 1 encompass outcomes that are associated with strategic objectives, stakeholder engagement, operational excellence, and social impact, which are challenging to measure in monetary terms (Iwu et al., 2015). These indicators represent an organization's qualitative accomplishments and efficiency in executing its social mission. In addition to this, the financial criteria include factors that demonstrate fiscal viability and the capacity to maintain operations in the long term (Iwu et al., 2015).

Examining success in both domains offers a comprehensive perspective on the efficacy of NPOs, taking into account both economic indicators and the

accomplishment of social objectives (Iwu et al., 2015). The framework developed by Iwu and colleagues provides researchers and practitioners with a research-based classification system for thoroughly evaluating the effectiveness of organisations based on several but interconnected aspects. An equitable and comprehensive method circumvents the constraints of singular-factor examinations and comprehensively encompasses this intricate phenomenon.

Table 3.1: Criteria for Assessing Effectiveness in Non-Profit Organizations

Criteria for NPO Effectiveness	
Non Financial Criteria	Financial Criteria
Improvement in facilities	Investment in automation and computerisation
Innovativeness	Financial soundness
Legal compliance	Liquidity
Social responsibility	Working Capital
Ability to attract customers	Fundraising cost
Satisfaction of strategic constituencies	
Number of complaints from clients	
Ability to attract volunteers	
Quality of Service	
Time to complete service requested by clients	
Quality management	
Marketing and advertising cost	
Number of clients retained	
Customer satisfaction	
Number of new clients	
Board or top management quality	

Table 3.1: Criteria for Assessing Effectiveness in Non-Profit Organizations

Note. Criteria for NPO Effectiveness, basically categorised in Financial and non Financial aspect, from Iwu, C. G., Kapondoro, L., Twum-Darko, M., & Tengeh, R. (2015). Determining the key performance indicators in nonprofit organisations. *Service Industries Journal*, 35(15-16), 844–859.

Certain aspects of organizational performance may be more or less closely tied to employee-level factors like training and development. For nonprofits, financial measures such as fundraising can present persistent challenges, even as individual employees leverage their personal networks to advocate for donations on behalf of their organization (Fowler, 2013). Adequate funding is crucial for NPOs to achieve their missions (Fowler, 2013).

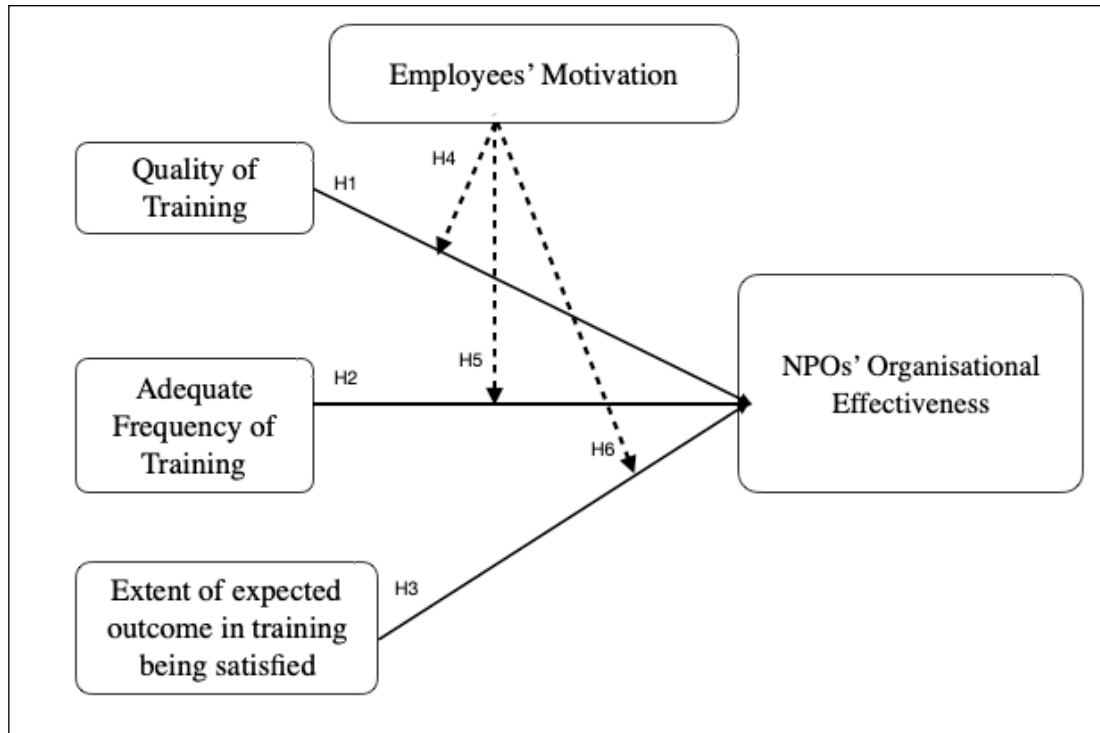
When considering non-financial criteria, volunteer engagement appears particularly important yet difficult to quantify. Volunteers provide invaluable support augmenting limited paid staff capacity and deepening community outreach for many nonprofits (Gaston, 2001; Taylor et al., 2007). Effectively meeting non-financial goals related to services and social impact would likely prove challenging without volunteer involvement. Managing volunteers successfully requires strategic allocation of resources toward recruitment, training, and retention to sustain these vital contributions over time (Gaston, 2001; Taylor et al., 2007). Models evaluating nonprofit performance could benefit from more

robust measurement of volunteer management capacities, given volunteers' significance within the sector.

Therefore, the suggested factors for evaluating organisational effectiveness

Figure 3.2

Quantitative Research Framework



Note: Research Framework for Quantitative method

will be as follows.

- i. **The ability to achieve the organisational goal** (Argyris, 1970; Duncan, 1973; Etzioni, 1960)
Achieving goals involves using the strategic aspect of organisational efficiency. Attaining significant results is essential for a nonprofit organization's goal and credibility. Nevertheless, limitations in resources frequently hinder the advancement of goals within the industry. Assessing aspects such as the clarity of goals, prioritisation, feedback, and overall focus provides insight into a nonprofit organization's ability to achieve its intended social mission in the long run (Pant & Lachman, 1998; Drucker, 1990).
- ii. **The intensity of the organisational culture** (Den Hartog & Verburg, 2004)
Organisational culture refers to the socio-cultural mechanisms that support

effectiveness. Establishing common standards and principles are crucial for fostering unity and rallying collective action towards a societal objective (Denison & Mishra, 1995; Schein, 2010). The organisational learning and responsiveness to change are also influenced by culture (Den Hartog & Verburg, 2004). Analysing factors such as advocacy, stakeholder connections, and adaptation offers valuable insights into a nonprofit organization's socio-cultural framework for achieving its objectives.

iii. **The morale of the employee** (Friedlander, 1968; Price, 1970)

Employee morale and commitment provide valuable insights at the human resource level. NPOs heavily rely on enthusiastic and committed employees and volunteers, however frequently encounter obstacles in maintaining exceptional personnel. Organisational identification, involvement, and retention are variables that show the motivating dynamics that support a dedicated staff, which is crucial for service delivery in organisations that heavily rely on human capital (Meyer & Allen, 1991; Faulk et al., 2013).

Together, these three factors provide a comprehensive means of operationalising effectiveness encompassing strategic direction and impact, socio-cultural coordination, and the human elements driving continued operations - all critical facets of high functioning in constrained nonprofit environments according to open systems and population ecology theories (Katz & Kahn, 1978; Aldrich, 1979).

3.3.7 Research Hypotheses

The purpose of this study is to determine the relationship between training and development and organisational effectiveness in the setting of NPOs. As stated in Chapter 2, the focus of this study is on NPOs in Hong Kong. It is critical to undertake research in the context of Hong Kong since the city-state has a distinct business climate, with significant poverty and high property prices, that differs from the rest of the globe. The British government created Hong Kong's NPO environment, which was swiftly altered after the return of sovereignty. Yet, there is no similar research done before on this topic.

Research Objectives:

To investigate the organisational effectiveness in the framework of NPO Training and Development.

To study the problems and goals of the NPO's Training and Development policies from the perspective of senior management.

Research Gaps:

There appears to be a lack of rigorous empirical research examining the relationship between employee training programs and organizational effectiveness within the non-profit sector in Hong Kong. Specifically, previous studies have not assessed the causal impact of training on non-profit performance nor explored this relationship within the context of non-profit organizations (NPOs) in Hong Kong. Additionally, no known studies have jointly analyzed how motivation and training influence various dimensions of non-profit effectiveness.

The current study aims to address these gaps through investigating the impacts of training interventions and employee motivation on organizational effectiveness in NPOs located in Hong Kong. Quantitative data will be collected through questionnaires distributed to employees across multiple non-profits.

Hypotheses will evaluate the links between dimensions of training and development, levels of staff motivation, and indicators of organizational functioning.

Establishing relationships between these factors can provide valuable insights for both practitioners and researchers regarding the strategic importance of targeted training programs and motivational strategies in enabling non-profit success.

Understanding how to optimize organizational capacity through the human capital of paid staff and volunteers is crucial as NPOs pursue their social missions with limited resources. This study seeks to advance knowledge regarding effective human resource management practices within the non-profit sector.

Research Questions:

1. Does the quality of training impact the NPO's organisational effectiveness?
2. Does the adequacy frequency of training programs impact the NPO's organisational effectiveness?
3. Does the extent to which the expected outcome of training programs is satisfied have an impact on the NPO's organisational effectiveness?

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4. What is the relationship between motivation and the NPO's organisational effectiveness when considering training?
5. Does motivation impact the relationship between the frequency of training programs and the NPO's organisational effectiveness?
6. Does motivation impact the relationship between the extent of the expected outcome of training programs being satisfied and the NPO's organisational effectiveness?
7. How can the NPO improve the quality of training to increase organisational effectiveness?
8. How can the NPO increase employees' motivation and attentiveness to training programs to improve organisational effectiveness?

Hypotheses:

H1_o: Quality of training does not have a positive effect on the NPO's organisational effectiveness

H1_a: Quality of training has a positive effect on the NPO's organisational effectiveness

H2_o: The adequacy of training frequency does not have a positive effect on The NPO's organisational effectiveness

H2_a: The adequacy of training frequency has a positive effect on The NPO's organisational effectiveness

H3_o: The extent of the expected outcome of training programmes being satisfied does not have a positive effect on The NPO's organisational effectiveness

H3_a: The extent of the expected outcome of training programmes being satisfied has a positive effect on The NPO's organisational effectiveness

H4_o: Motivation does not have an effect on the relationship between Training Quality and The NPO's organisational effectiveness

H4_a: Motivation does have an effect on the relationship between Training Quality and The NPO's organisational effectiveness

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H5_o: Motivation does not have an effect on the relationship between the adequacy of training frequency and the NPO's organisational effectiveness

H5_a: Motivation does have an effect on the relationship between adequacy of training frequency and the NPO's organisational effectiveness

H6_o: Motivation does not have an effect on the relationship between the extent of the expected outcome of training programmes being satisfied and the NPO's organisational effectiveness

H6_a: Motivation does have an effect on the relationship between the extent of the expected outcome of training programmes being satisfied and the NPO's organisational effectiveness

To evaluate the hypotheses, a theoretical model was developed to test the relationships between key variables. The independent variables included measures of:

- Quality of training programs
- The adequacy of frequency of training offerings
- The extent of expected outcome in training being satisfied

The dependent variable was organizational effectiveness, operationalized through established indicators of performance.

Motivation was conceptualized as a potential moderating factor between the independent training variables and effectiveness. The proposed statistical analysis aimed to determine:

- The direction and strength of the relationships between each independent variable and organizational effectiveness.
- Whether employee motivation strengthened or weakened the impact of training quality, participation, frequency adequacy, and outcome fulfillment on nonprofit performance.

By applying quantitative analysis techniques to survey data, this model intended to ascertain whether the independent training variables had significant positive or negative effects on the dependent effectiveness variable. Additionally, the role of motivation as a moderator provided insights into which training strategies might realize performance benefits contingent on staff motivational levels.

Together, the theoretical model and statistical testing approach were designed to systematically evaluate the hypotheses and develop a deeper empirical understanding of how training-related factors and motivation associate with organizational success within the Hong Kong nonprofit sector.

3.4 Data Collection

Both qualitative and quantitative methods were employed to enable a comprehensive examination of the research questions (Mamun et al., 2020; Johnson et al., 2007). The use of mixed methods provides complementary insights beyond a single approach (Almalki, 2016; Creswell & Clark, 2018).

As part of the qualitative component, an exploratory case study was conducted at a focal nonprofit to deeply explore the phenomenon in its real-life context (Yin, 2018). Semi-structured interviews and document analysis were used to gather thick, rich descriptions and gain a nuanced understanding of factors such as training programs, staff motivation, and perceived effectiveness (Creswell & Poth, 2016).

A questionnaire featuring scaled response items was developed and distributed to staff across multiple nonprofits for quantitative data collection (Muijs, 2011). The Likert scale format is a widely adopted psychometric tool for measuring attitudes, beliefs and behaviors through self-reported agreement levels (Likert, 1932; Gliem & Gliem, 2003). It enabled efficient collection of numerical data addressing relationships between variables specified in the research hypotheses (Harpe, 2015).

Through the complementary strengths of qualitative exploration and quantitative surveys, a more holistic examination of the research problem was undertaken compared to a singular approach. This aligns with calls for mixed methods to provide intricate, comprehensive insights in organizational studies (Molina-Azorin, 2016; Almalki, 2016).

3.4.1 Likert Scale

Rensis Likert, a psychologist, established the Likert scale in 1932. It consists of a series of statements that respondents are asked to assess on a number scale, such as "strongly agree," "agree," "neutral," "disagree," or "strongly disagree." The scale was named after its creator (Likert, 1932). The replies are then used in the

calculation of a score that indicates the overall intensity of the respondent's sentiments with regard to the issue that is the subject of the measurement. Research in the fields of social science and behavioural science often makes use of Likert scales due to the fact that they are easy to administer and give a straightforward and dependable approach for gauging participants' thoughts and perspectives (Nunnally, 1978). In addition to this, they are commonly used in consumer research for the purpose of determining attitudes and preferences (Hair, Black, Babin, & Anderson, 2010).

However, there are some concerns on Likert Scale, despite their popularity and extensive use. One possible problem is the possibility of response bias, which describes a situation in which the respondents may not offer accurate or honest replies owing to social desirability or other circumstances (Tourangeau, 1984). In addition, there is a possibility that Likert scales lack accuracy when used to the measurement of more complicated attitudes or actions (Dillman, Smyth, & Christian, 2014). It is vital for researchers to carefully construct the Likert scale questions and take precautions to prevent response bias, such as employing randomised response approaches or anonymous surveys, so that they can overcome the shortcomings that have been identified (Albaum, 1997).

Table 3.3 Measurement of Likert Scale

Response	Measurements
1	Strongly Disagree
2	Disagree
3	Slightly Disagree
4	Neutral
5	Slightly Agree
6	Agree
7	Strongly Agree

Note. Measurement of Likert Scale, retrieved from Likert, R., & Roslow, S. (1934). The Effects Upon the Reliability of Attitude Scales of Using Three, Five or Seven Alternatives. Working Paper, New York University.

For the purpose of this investigation, a 7-point Likert scale was used in the survey in order to make the statistical analysis more manageable. The seven-point scale provides for a more in-depth and all-encompassing evaluation of the gravity of

the circumstance that is being assessed (Albaum, 1997). It is often held that the 3-point and 5-point Likert scales are not sufficiently flexible to provide an accurate measurement of the degree of seriousness. The Scale measure as follows:

Because it is inexpensive and efficient, questionnaire research is a popular method in business research (Sekaran & Bougie, 2016). Respondents can complete self-administered questionnaires in the absence of a researcher (Brace, 2018).

3.4.2 Self-administered questionnaires

Self-administered questionnaires are useful in business research. For starters, self-administered questionnaires give respondents more time to think about their responses (Sekaran & Bougie, 2016). Respondents in business research may be required to consider complex or nuanced issues. Open-ended questions or additional context can be included in self-administered questionnaires, providing valuable insights into respondents' experiences and perspectives (Brace, 2018).

There are some disadvantages to self-administered questionnaires. Respondents may not answer all questions intentionally or unintentionally (Sekaran & Bougie, 2016). This can result in incomplete or biased data, reducing the validity of the research. Researchers may be unable to observe respondents' real-time responses when using self-administered questionnaires, which can aid in understanding participants' thought processes and decision-making (Graziano & Raulin, 2013).

To circumvent these constraints, this research used self-administered online questionnaires (Brace, 2018). Electronic self-administered questionnaires can ensure that all questions are answered before respondents submit their responses. Before moving on to the next question, the survey system may require respondents to complete each one (Sekaran & Bougie, 2016). This reduces the possibility of missing or incomplete data and simplifies data analysis. Respondents find electronic self-administered questionnaires to be more user-friendly and engaging (Sekaran & Bougie, 2016). Surveys can be made more engaging and easier to complete by incorporating multimedia elements and branching logic (Sekaran & Bougie, 2016). This increases response rates as well as data quality. Respondents must complete all questions before submitting

the questionnaire because it will be disseminated electronically. Because the majority of the questions are multiple-choice or Likert scales, just a little amount of additional coding is necessary.

Because some of the prospective participants were older individuals and labourers with limited educational backgrounds, not all of the participants were fluent in English. It's probable that these persons struggle with reading and writing in English. To overcome this issue, each question was prepared in both English and Mandarin and included in the same questionnaire. This was done to ensure that the participants understood both languages and could reply appropriately. The Chinese translation of the questionnaire was created with great care and attention to detail, and it contains the same content and semantics as the English version. Also, reverse translation was performed to see whether the Chinese and English versions are equivalent.

3.4.2 Converting Data from a 5-Point Likert Scale to a 7-Point Likert Scale

The use of Likert scales in social science research for the purpose of assessing attitudes, perceptions, and views has been well recognised and accepted within the academic community (Likert, 1932). Nevertheless, the task of comparing data from research that use diverse Likert scale forms is a considerable obstacle. In order to facilitate meaningful comparisons, the present study used a methodology that included the conversion of data obtained from a 5-point Likert scale to a 7-point Likert scale.

In order to tackle this difficulty, the technique of scale expansion was used. The process of scale extension entails the inclusion of additional response alternatives that serve to bridge the current gaps between the scale points, so ensuring the continuity of the scale (Carifio & Perla, 2007). By increasing the scope, a wider array of potential responses is generated, hence enabling a more intricate evaluation of participants' attitudes or ideas.

The assignment of suitable values to the newly introduced answer choices is of utmost importance throughout the process of conversion. The numbers 2 and 6 were allocated to the extra alternatives in this research, but the previous options were retained with values 1 to 5 (DeVellis, 2017). This methodology guarantees a consistent and balanced correlation between the initial answer selections and the subsequent additions. The process of choosing values for the supplementary choices

was conducted with meticulous deliberation in order to maintain the scale's integrity and faithfully represent the intended significance.

In order to ascertain the updated values for the transformed data, a basic formula was utilised: $\text{New Value} = ((\text{Old Value} - 1) * 6) / 4 + 1$ (Sullivan & Artino, 2013). The use of this formula allows for the systematic conversion of answers obtained from the initial 5-point Likert scale to their equivalent values on the 7-point Likert scale. This process aids in ensuring precise and significant comparisons may be made across various research.

The process of transforming data from a 5-point Likert scale to a 7-point Likert scale facilitates the examination and juxtaposition of data with a standardised measure. In this study, statistical analyses were used to examine the research issues. These analyses included mean comparisons and correlation analyses, which were utilised to get valuable insights. Nevertheless, it is crucial to recognise the inherent constraints associated with the process of scale conversion. The basis for scale conversion is the assumption that the constructs being measured are identical and that the measurement characteristics of the scales are equal. Furthermore, it is important to exercise caution when interpreting the converted data due to potential variations in response patterns and levels of variability across different scales (Carifio & Perla, 2007).

In essence, this research used a methodology that included the conversion of data obtained from a 5-point Likert scale to a 7-point Likert scale. This conversion was undertaken in order to facilitate the establishment of meaningful comparisons across various investigations. Through the use of scale expansion and the use of suitable conversion formulae, the data obtained from several investigations was harmonised and subjected to analysis, so yielding significant insights into the study inquiries. However, it is crucial to take caution when interpreting and extrapolating the results, taking into account the constraints related to scale conversion.

3.4.3 Qualitative Research

A comprehensive qualitative investigation was done, consisting of individual interviews conducted in sequence with a range of managers from different NPOs. The rationale for choosing individual interviews was influenced by the recognition that some managers may have reservations in expressing certain viewpoints within a group context, maybe owing to apprehensions related to the reputation of the

organisation or a preference to portray information in a positive manner. Through the implementation of individual interviews, a favourable atmosphere was established to foster an environment in which managers felt comfortable expressing their viewpoints and offering precise observations.

The interviews followed a semi-structured style, which included a prepared series of questions focused on the management's perspective on training and development. However, there was also flexibility to delve into other parts of their experiences inside the organisation. The use of this methodology enabled a thorough examination of the topic, enabling a more profound comprehension of the viewpoints held by managers and revealing nascent patterns within the NPO industry.

3.4.1 Pilot Study

A pilot study is a tiny research designed to aid in the design of a larger confirmatory investigation (Arnold, Burns, Adhikari, Kho Meade & Cook, 2009). A pilot study can be conducted as an external pilot study apart from the main study or as an internal pilot study integrated into the main study's research plan (In, 2017). Prior to executing the quantitative survey, an initial pilot research was conducted to ensure the questionnaire's validity, authenticity, and effectiveness. The primary goal of doing pilot tests was to assist the researcher in pre-testing the suggested hypothesised model and refining the overall study approach. A total of 30 questionnaires was sent to participants through email. They offered feedback on the suitability of the wordings, the structure of the measurement scale, and the length of the survey instrument. Their responses were examined and analysed in order to improve the questionnaire.

3.4.2 Reliability

Reliability is a crucial psychometric characteristic of any measuring tool, denoting the extent to which it is devoid of random error. Cronbach's alpha is a very used metric for assessing the dependability of internal consistency. The Likert scale questions in the questionnaire are evaluated to see how effectively they are interconnected and how accurately they assess a fundamental concept. Kearney et al. (2012) state that a Cronbach's alpha value of 0.7 or above is often regarded as an acceptable result, indicating that the scale is reliable.

The research used Cronbach's alpha to evaluate the internal consistency reliability of the Likert scale questions in the survey questionnaire. The questionnaire was designed to obtain data from participants about the influence of training on the organisational effectiveness of non-profit organisations. The same questionnaire that was utilised during the study of Cronbach's alpha was also used during the primary data gathering phase.

The survey included of 26 Likert scale questions specifically created to assess different facets of the correlation between training and organisational success in non-profit organisations. The reliability study used responses from a preliminary sample of 20 people who successfully completed the pre-questionnaire.

The Cronbach's alpha analysis yielded a coefficient of 0.851777326, which was calculated using the variance scores obtained from the 26 Likert scale items. This surpasses the commonly accepted criterion of 0.7, which is considered adequate to prove dependability. A alpha score greater than 0.8 is regarded as excellent, showing a strong correlation between items that measure the same underlying latent concept. This indicates that the participants answered the questionnaire questions consistently, without any notable item irrelevance or mistake.

3.5 Population and Sample

3.5.1 Population

A population in research refers to the total collection of persons or things who share certain traits or are important to a certain study or statistical analysis (Babbie, 2017). A study's population may include all the patients with a certain form of cancer in a specific geographic region, or all the automobiles of a specific make and model on the road.

The population is normally the study's objective, and the purpose is to draw conclusions about the population based on the study's findings (Trochim, 2006). It is critical to correctly characterise the population and guarantee that it is adequately represented in the sample, which is the subset of the population that is actually researched, in order to draw meaningful conclusions about it (Bryman & Cramer, 2016).

According to the Hong Kong Social Indicator (2007), there were 59,860 NGO workers in 2007. The present working force for the NPO was calculated using demographic data from Hong Kong in order to provide a scientific estimate.

According to Census and Statistics Department data (2017), the population in 2007 was 6,916,300, and it is expected to climb to 7,474,200 by the end of 2020, representing an 8.07% increase over the years. As a result, it is predicted that the population has 64,690 employees.

3.5.2 Sample

A sample is a portion of a population chosen to reflect the wider population (Acharya, 2013). Because it is impossible to investigate the complete population in research, a sampling approach is employed to choose a representative group from the population. There are two types of sampling methods: probability sampling and non-probability sampling. Probability sampling is a technique in which each unit in the population has an equal probability of being chosen. Basic random sampling, stratified random sampling, and cluster sampling are all examples of this form of sampling (Schreuder, 2001). Snowball sampling, convenience sampling, voluntary response sampling, and purposive response sampling are all examples of non-probability sampling methods.

One of the primary benefits of probability sampling is that it enables researchers to draw statistical conclusions about the total population based on the features of the sample (Babbie, 2017). This is due to the fact that the sample is chosen at random, and each member of the population has an equal chance of being included in the sample. This suggests that the sample is likely to be representative of the population, allowing the results to be generalised to the wider population.

Non-probability sampling, on the other hand, is not based on random selection and cannot be used to draw statistical conclusions about the population (Trochim, 2006). This is due to the fact that the sample is not representative of the population and may not reflect the characteristics of the wider population. Non-probability sampling is often employed when defining the population is challenging or when the researcher want to investigate a particular group of persons (Bryman & Cramer, 2016). Larger sample sizes are often recommended since they improve the accuracy and dependability of the results (Cochran, 1977). A bigger sample size, on the other hand, may be more costly and time-consuming to gather. The sample strategy should be selected depending on the study issue and demographic characteristics. Finally, the sample should be representative of the population in order for the results to be generalizable to a wider population.

This study employed a convenience sampling method for the quantitative data collection. Surveys were disseminated through the researcher's personal and professional networks within non-profit organizations (NPOs) in Hong Kong. These contacts were asked to distribute the survey link further within their own organizations, resulting in a sample of convenience. Around 1,100 surveys were disseminated in this manner to personnel employed across various NPOs. The objective was to gather a substantial amount of data to assess the efficacy of training and development initiatives within the sector. The response rate yielded a total of 106 completed questionnaires, representing a response rate of approximately 10%. While this response rate indicates a relatively low level of participation, the use of convenience sampling through existing networks provided an accessible way to explore perceptions of training impact across the non-profit domain given the study's resource constraints.

It is imperative to recognise that the diminished rate of response could be attributed to a multitude of factors, such as apprehensions regarding data confidentiality and individuals' reluctance to divulge personal information to unfamiliar entities, particularly via electronic mail questionnaires. Notwithstanding the difficulties encountered in attaining an elevated response rate, the assemblage of 108 responses remains a valuable dataset for analytical purposes.

Although a higher quantity of responses could have enhanced the statistical potency and applicability of the outcomes, the study recognises the constraints imposed by the response rate. However, the data that is accessible will be thoroughly scrutinised and subjected to rigorous analysis to reveal insights regarding the correlation between training and development and organisational effectiveness within the non-profit sector. The investigation will additionally examine the consequences of the sample size on the elucidation and applicability of the results, guaranteeing a thorough and open dialogue of the research constraints.

In terms of qualitative data, for the case study, three senior managers from various NPOs were interviewed in-depth in a semi-structured approach. In terms of sample access, because the researcher has previously worked for a university and an organisation, the researcher has mutual trust and relationship with the sample in which the researcher has confidence in receiving valid data. To minimise redundancy, the management participant did not engage in the quantitative research.

3.6 Ethical Issues

It is important to address the ethical treatment of participants in research in order to preserve their rights and well-being (Kerr, 2014). Obtaining informed permission, protecting confidentiality, and avoiding injury or pain throughout the study process are all part of this (Leedy & Ormrod, 2017). To safeguard the study's participants, the researcher ensured that they are properly informed about the study's goal and nature, as well as their rights as participants. This was accomplished by using a permission form, which was sent to all participants prior to data collection. The form described the study's goal, data gathering procedures, and the anticipated length of participation. It also clarified the rights of the participants, such as their right to withdraw from the research at any moment and their right to decline to answer any particular questions.

Aside from gaining informed permission, the researcher also took precautions to ensure the confidentiality of the participants' data. This involve utilising anonymous codes rather than participants' real names to identify them and keeping the data in a safe place. The researcher also guaranteed that the data is only shared with those who have a valid need for it and that it is not shared with any other parties without the participants' informed permission (Kerr, 2014).

To reduce the chance of participants experiencing injury or discomfort, the researcher carefully assessed the content and language of the questionnaire, avoiding any potentially sensitive or triggering topics. If required, the researcher may additionally give participants who may be impacted by the study with resources or assistance, such as a list of mental health services or contact information for a counselling facility (Leedy & Ormrod, 2017).

Overall, the researcher took a variety of procedures to ensure that the study's participants are handled ethically and with respect, in line with research ethics standards. By following these measures, the researcher safeguarded the participants' rights and well-being while simultaneously maintaining the integrity and validity of the study findings.

CHAPTER 4 RESEARCH FINDINGS

4.1 Chapter Outline

This chapter will focus on reporting and analysing the quantitative results from the study's data collection. Specifically, it will present the findings obtained from distributing questionnaires to employees across multiple non-profit organizations. The chapter aims to not only convey the statistical results but also carefully examine employees' perceptions and feedback regarding various aspects of training. An in-depth exploration and interpretation of the questionnaire data will be provided to identify key themes, relationships, and insights into how training experiences influence organisational effectiveness from the employees' point of view. By breaking down the results from questions related to factors like quality, frequency, motivation, and perceived outcomes, important patterns will be uncovered. Comparisons and contrasts across different types of training programs will also be made. The goal is to discern what approaches have more positively impacted workforce development and performance from the non-profit staff members' perspectives. This will equip leaders with valuable information to refine policies and practices for maximising the benefits of training their employees.

4.2 Analysis of Participant Demographics and Training Profiles

The current investigation gathered data from a sample of 106 respondents, comprising 57 female participants and 49 male participants. An analysis of the age distribution among the respondents indicated that there were 3 respondents below the age of 18, 24 respondents within the age range of 18-24, 23 respondents aged between 25 and 34, 14 respondents between the ages of 35 and 44, 15 respondents falling within the age range of 45-54, 18 respondents aged between 55 and 64, and 9 respondents who were 65 years old or older.

In terms of educational attainment, the data revealed that 11 respondents had successfully completed secondary education, 41 respondents had acquired an associate's degree, 42 respondents had attained a bachelor's degree, 9 respondents had accomplished a master's degree, and 3 respondents possessed a doctoral degree. In relation to job hierarchies within the non-profit sector, a significant number of respondents, amounting to 38 individuals, held positions in middle management. Furthermore, the study included a total of 27 respondents occupying entry-level

positions, 18 participants in junior management roles, 23 individuals in senior management positions, and 8 respondents also in entry-level positions.

In relation to work experience within the non-profit sector, the data indicates that 18 respondents indicated having a duration of less than one year, whereas 57 participants reported having accumulated a range of 1-5 years of experience. In addition, the study found that 12 respondents reported having 6-10 years of professional experience, while 8 individuals indicated having 11-15 years of experience. Moreover, 11 respondents reported possessing more than 15 years of experience.

In relation to training sessions organised by NPOs in the past six months, the study revealed that a total of 68 sessions were specifically designed for compliance training, 32 sessions were exclusively dedicated to employee wellness training, 70 sessions encompassed on-the-job training, 32 sessions were oriented towards orientation, and 56 sessions were centred around skill-based training. The aforementioned findings provide valuable insights into the training programmes implemented by NPOs and their potential influence on organisational effectiveness.

4.3 Examination of Hypotheses and Findings

This research aimed to investigate the effect of training quality, frequency, and expected outcome satisfaction, as well as the role of motivation in the relationship between these factors and organisational effectiveness for Non-Profit Organizations (NPOs) in Hong Kong. The data for this study was collected through an online questionnaire platform from June 10th to June 21st, 2023. A total of 106 NPO employees in Hong Kong participated in the study.

Perceptions were measured on a common 1-7 Likert scale using quantitative methodology frequently applied in organizational behavioral research (Clason & Dormody, 1994). As no identical prior studies existed, null hypotheses assumed no effect between variables, consistent with initial theory evaluation (Hair et al., 2022; Cumming, 2014; Schweigert, 1994).

For Likert scales, the midpoint represents a neutral stance, therefore it is appropriate methodologically to establish this as the null value (Dawes, 2008; Garland, 1991; Weems & Onwuegbuzie, 2001). Here, the midpoint of 4 on the 1-7 scale was the null threshold (Cumming, 2014).

A standard 0.05 significance level and two-tailed critical t-value of ± 1.98 established the decision rule. Results showed training quality, frequency, outcomes and motivation had a significant positive impact on effectiveness, with means exceeding the null of 4 and t-values greater than ± 1.98 .

The results of this research showed that there is a significant positive effect of training quality, frequency, and expected outcome satisfaction, as well as motivation, on organizational effectiveness for Non-Profit Organizations (NPOs) in Hong Kong. The mean for each hypothesis was significantly greater than 4, with calculated t-values much larger than the critical t-value of ± 1.98 at the 5% level of significance. This provided strong evidence to reject the null hypotheses and support the alternative hypotheses.

The results of this research showed that there is a significant positive effect of training quality, frequency, and expected outcome satisfaction, as well as motivation, on organizational effectiveness for NPOs in Hong Kong. This suggests that investing in high-quality and frequent training programs that meet the expected outcomes and boost motivation levels can significantly improve the organizational effectiveness of NPOs in Hong Kong. These findings are important for NPOs in Hong Kong, as they can use them to create effective training programs that can enhance their organizational effectiveness.

Table 4.1: Statistical Testing Results for Hypotheses H1 through H6

	H1	H2	H3	H4	H5	H6
Sample Mean	5.46	5.02	5.64	5.87	5.95	5.70
Standard Deviation (SD)	0.45	0.32	0.37	0.52	0.36	0.31
T-Value	33.64	33.53	45.09	37.29	55.71	56.94
p value, 0.05, two tail	<.00001	<.00001	<.00001	<.00001	<.00001	<.00001
	Significant	Significant	Significant	Significant	Significant	Significant

The findings obtained in this research align consistently with previous empirical findings that establish a connection between participation in training

activities and the outcomes of organisational performance. This connection was previously identified by Ismael et al. (2021) in their investigation of the relationships between developmental endeavours and effectiveness within the context of private universities. Ismael et al. (2021) conducted a study in which they investigated the perceived influence of preparation on organisational effectiveness. In their questionnaire, they included Question 13, which specifically addressed this topic. The participants were asked to rate their agreement on a 5-point Likert scale. The mean answer for this question was found to be 3.150, suggesting a general consensus among the participants that apprenticeship enhances competence. By transforming their scale to the 7-point continuum used in this study, it transfer to an average score of around 4.3 (between neutral and slightly agree), supports the notion that there are significant positive effects reported across several aspects.

4.4 Training Quality and Organisational Effectiveness

H1 aimed to investigate the impact of training quality on the organisational effectiveness of a Non-Profit Organization (NPO). The study used a 7-point Likert scale to measure the attitudes of employees towards the quality of training content, instruction, facilities, and programs provided by the NPO. Five Likert scale questions were used to measure the impact of training quality on employee productivity, morale, adaptability and on the organization's culture.

Here are the five questions asked:

- i. To what extent do you believe that the quality of training content provided by the NPO contributes to an increase in employee productivity towards achieving the organizational goal?
- ii. To what extent do you believe that the quality of instruction provided by trainers during the training sessions contributes to an increase in employee productivity towards achieving the organizational goal?
- iii. To what extent do you believe that the quality of training facilities and equipment provided by the NPO contributes to a higher morale of the employee?
- iv. To what extent do you believe that the quality of training programs provided by the NPO contributes to an intense organizational culture?
- v. To what extent do you believe that the quality of assessment methods used during training sessions contributes to higher adaptability of employees in

using new tools and processes, thereby contributing to the morale of the employee?

Figure 4.2: Summary of H1 Mean and Standard Deviation

H1	Mean (Out of 7)	Standard Deviation
Question i	5.44	0.93
Question ii	5.70	0.46
Question iii	5.42	0.84
Question iv	5.78	0.74
Question v	4.95	0.75

The mean scores for the Likert scale questions ranged from 4.95 to 5.78, with question iv having the highest mean score (Mean = 5.78) and question v having the lowest mean score (Mean = 4.95). The standard deviations for the five questions varied, with question v exhibiting the highest variability (SD = 0.75), while question ii showed the lowest (SD = 0.46).

One possible explanation for these differences in standard deviations is that the quality of training content provided by the NPO may vary depending on the subject matter and the level of expertise of the trainers. This could lead to different perceptions of the effectiveness of the training content among employees, resulting in a higher variability in responses for question i. On the other hand, the quality of instruction provided by the trainers may have been more consistent across different training programs, leading to a lower standard deviation for question ii.

Likewise, the quality of training facilities and equipment may not have been consistent across different locations or training sessions, resulting in a more variable response for question iii. The quality of training programs provided by the NPO may have been more or less effective in promoting an intense organizational culture, depending on the specific content and structure of each program, leading to variability in responses for question iv. Finally, the quality of assessment methods used during training sessions may have varied, leading to variability in responses for question v.

H1o: The null hypothesis states that the quality of training does not have a positive effect on the organizational effectiveness of a non-profit organization (NPO), while the alternative hypothesis suggests that it does have a positive effect. The mean for this hypothesis was 5.46, with a standard deviation of 0.45. The

calculated t-value was 33.64, which was much larger than the critical t-value of ± 1.98 at the 5% level of significance, indicating strong evidence to reject the null hypothesis and support the alternative hypothesis. The p-value for this hypothesis was less than 0.001, which provides further support for the alternative hypothesis and suggests a highly significant positive effect of training quality on organizational effectiveness for NPOs.

4.4.1 Comparing Male and Female Perceptions of H1

To investigate whether there were any differences between male and female respondents' views on the correlation between training quality and organisational effectiveness, a comparative analysis using an independent samples t-test was conducted to assess mean organisational effectiveness assessments between males and females.

Initially, the assumption of equal variances between the groups was assessed using Levene's test. The test resulted in a p-value of 0.317, indicating that there was no significant difference and confirming that equal variances could be assumed. The t-test was used to compare the means of males and females. The results indicated that the group means were highly similar, with males reporting an average effectiveness rating of 5.477 and females reporting an average rating of 5.446. The t-statistic score was 0.365, indicating a lack of statistical significance. Both the one-tail p-value of 0.358 and the two-tail p-value of 0.716 exceeded the threshold of 0.05.

Based on the results of the t-test, which include similar group means, a small effect size, and non-significant p-values, there is no statistical basis to conclude that there was a significant difference in perceptions of the relationship between training quality and organisational effectiveness between male respondents (mean = 5.477) and female respondents (mean = 5.446). Both genders had similar levels of effectiveness evaluations on average. Thus, the independent t-test indicates that there was no significant difference in views based on gender in this particular sample.

4.4.1 Perceived Contribution of Training Content Quality among Job Levels (Question i of H1)

A One way ANOVA analysis conducted in this study aimed to explore the perceived impact of training materials on employee productivity within non-profit organizations (NPOs), considering the varying levels of academic qualifications

among workers. The presence of a high standard deviation (SD: 0.93) indicated a significant variation in viewpoints among personnel with different academic degrees.

Table 4.3

Analysis of Variance testing for Perceived Contribution of Training Content Quality among Job Levels

SUMMARY						
<i>Groups</i>	<i>Count</i>	<i>Sum</i>	<i>Average</i>	<i>Variance</i>		
Entry Level	27	161	5.962963	0.267806		
Junior Management	18	103	5.722222	0.330065		
Middle Management	38	205	5.394737	0.94808		
Senior Management	23	108	4.695652	0.948617		
ANOVA						
<i>Source of Variation</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>
Between Groups	21.63779	3	7.212597	10.73639	3.42E-06	2.693721
Within Groups	68.52259	102	0.67179			
Total	90.16038	105				

The ANOVA results demonstrated a notable difference in the perceived contribution of training content quality to employee productivity across different job levels (Entry Level, Junior Management, Middle Management, and Senior Management). This finding holds significant implications for understanding the influence of training content on organizational goals.

The analysis of Between Groups variation, represented by the sum of squares (SS) of 21.6377907, highlighted the variability in the perceived contribution of training content quality among job levels. This suggests that the means of the job levels are unequal, indicating significant differences in how employees at different levels perceive the effectiveness of the training content.

On the other hand, the Within Groups variation, with an SS of 68.52258666, captures the observed variability within each job level. This represents the unexplained variance that cannot be solely attributed to differences among job levels. The relatively smaller within-group variance suggests that the observed differences

in the perceived contribution of training content quality primarily stem from variations between job levels.

The calculated F-value of 10.73638518, obtained by dividing the Mean Squares Between Groups (7.2125969) by the Mean Squares Within Groups (0.671790065), signifies the ratio of explained variance to unexplained variance. The large F-value indicates a significant difference in the means of the job levels concerning their perception of the training content's impact on employee productivity.

Furthermore, the associated p-value of 3.41904E-06 is extremely small, providing compelling evidence against the null hypothesis. This indicates that the observed differences in the perceived contribution of training content quality among job levels are highly unlikely to be due to chance. It supports the conclusion that there is a genuine and meaningful difference in how employees at different job levels perceive the impact of training content on their productivity.

By comparing the calculated F-value (10.73638518) with the critical F-value (2.693720877) at a significance level of 0.05, it becomes clear whether to reject or accept the null hypothesis. Since the calculated F-value surpasses the critical F-value, the null hypothesis is rejected, and it can be concluded that there is a statistically significant difference in the perceived contribution of training content quality among job levels within the NPO.

In summary, the ANOVA results provide robust evidence that the quality of training content provided by the NPO has varying impacts on employee productivity across different job levels. However, the ANOVA results alone do not establish a conclusive link indicating that higher-level employees inherently require better training quality. Further research and analysis are necessary to gain a comprehensive understanding of the specific training needs and preferences of employees at different levels within the organization. Factors such as job complexity, experience, and specific job requirements should be considered in future investigations to provide a more nuanced understanding of training requirements across job levels.

4.4.2 Training Facilities and Equipment on Employee Morale among Length of Working in NPO (Question iii of H1)

Table 4.4
ANOVA testing for the effect of Training Facilities and Equipment on Employee
Morale among Length of Working in Non-Profit Organizations

SUMMARY						
<i>Groups</i>	<i>Count</i>	<i>Sum</i>	<i>Average</i>	<i>Variance</i>		
Less than a Year	18	99	5.5	0.970588 24		
1-5 years	57	293	5.140350 88	0.265664 16		
6-10 years	12	68	5.666666 67	0.969696 97		
11-15 years	8	48	6	1.142857 14		
More than 15 years	11	67	6.090909 09	1.090909 09		
ANOVA						
<i>Source of Variation</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>
Between Groups	12.94	4	3.235818 96	5.361803 04	0.000588 9	2.461698 35
Within Groups	60.95	101	0.603494 56			
Total	73.89622 64	105				

The One way ANOVA analysis conducted in this study aimed to examine the relationship between job level and the perceived influence of training facilities and equipment on employee morale within the organization. The motivation behind this analysis stemmed from the significant standard deviation (SD: 0.84), indicating substantial variability in employee attitudes across length of working in NPO.

The summary statistics provided valuable insights into the distribution of responses among employees at various length of working in NPO sectors. On average, employees with less than a year of experience perceived a moderate influence (mean: 5.5), while those with over 15 years of experience perceived a slightly higher influence (mean: 6.09) of training facilities and equipment on their morale. These findings suggest that employees with more experience tend to perceive a slightly greater impact of these resources on their morale compared to their less-experienced counterparts.

The ANOVA table, partitioning the total variation into between groups and within groups components, sheds light on the analysis results. The between groups variation, represented by a sum of squares (SS) value of 12.94327586, indicates substantial variability in the perceived influence of training facilities and equipment across different job levels. This suggests that significant differences exist in how employees at various levels perceive the impact of these resources on their morale.

Conversely, the within groups variation, with an SS value of 60.95295056, captures the variability within each job level. This unexplained variance cannot be solely attributed to differences among job levels, suggesting that factors beyond job level alone contribute to the perceived influence of training facilities and equipment on morale.

The calculated F-value of 5.361803036, obtained by dividing the mean squares between groups (3.235818964) by the mean squares within groups (0.868329198), represents the ratio of explained variance to unexplained variance. The relatively large F-value indicates a significant difference in the means of the job levels regarding their perception of the influence of training facilities and equipment on employee morale.

The associated p-value of 0.001877191 is below the significance level of 0.05, providing strong evidence against the null hypothesis. This suggests that the observed differences in the perceived influence of training facilities and equipment among job levels are unlikely to occur by chance alone. It supports the conclusion that there is a meaningful difference in how employees at different job levels perceive the impact of these resources on their morale.

By comparing the calculated F-value (5.361803036) with the critical F-value (2.654271588) at a significance level of 0.05, it can be determined whether to reject or accept the null hypothesis. Since the calculated F-value exceeds the critical F-value, the null hypothesis is rejected. Thus, it can be concluded that there is a statistically significant difference in the perceived influence of training facilities and equipment among job levels based on the length of working in the NPO.

In summary, the ANOVA results indicate that employees at different job levels within the NPO perceive varying levels of influence from training facilities and equipment on their morale. However, the ANOVA results alone do not establish a causal relationship between job level and the perceived influence of these resources on employee morale. Other factors, such as individual preferences, job

responsibilities, and organizational culture, may also contribute to these differences. Further research is needed to gain a more comprehensive understanding of the specific factors that influence the perceived influence of training facilities and equipment on employee morale among different lengths of working in the NPO.

4.5 Frequency of training programmes and organisational effectiveness

H2 aimed to investigate the relationship between the frequency of training programs and the organizational effectiveness of the NPO. Likert scale questions were used to measure the adequacy of the current frequency of training programs in contributing to the NPO's ability to achieve its organizational goal and an intense organizational culture, while one Likert scale question measured the effectiveness of the scheduling of training programs in contributing to employee morale.

Here are the three questions asked:

- i. To what extent do you believe that the current frequency of training programs offered at the NPO is adequate for contributing to the ability to achieve the organizational goal?
- ii. To what extent do you believe that the current frequency of training programs offered at the NPO is adequate for contributing to an intense organizational culture?
- iii. To what extent do you believe that the scheduling of training programs offered at the NPO is effective in contributing to the morale of the employee?

Figure 4.5: Summary of H2 Mean and Standard Deviation

H2	Mean (Out of 7)	Standard Deviation
Question i	4.95	0.75
Question ii	5.16	0.37
Question iii	4.61	0.49

The mean scores for the Likert scale questions ranged from 4.61 to 5.16, with question ii having the highest mean score (Mean = 5.16) and question iii having the lowest mean score (Mean = 4.61). The standard deviations for the three questions

varied, with question i exhibiting the highest variability (SD = 0.75), followed by question iii (SD = 0.49), while question ii showed the lowest variability (SD = 0.37).

The results of the study provide support for the alternative hypothesis (H2a) that the frequency of training programs has a positive effect on the NPO's organizational effectiveness. The mean scores suggest that employees generally believe that the current frequency of training programs offered by the NPO is adequate for contributing to the NPO's ability to achieve its organizational goal (question i) and an intense organizational culture (question ii).

The results also suggest that the scheduling of training programs may not be as effective in contributing to employee morale (question iii), as the mean score for this question is relatively low. Nevertheless, the standard deviation for this question is relatively low, indicating that the attitudes of employees towards the effectiveness of the scheduling of training programs are relatively consistent.

H2o: The null hypothesis states that the frequency of training programs does not have a positive effect on the organizational effectiveness of an NPO, while the alternative hypothesis suggests that it does have a positive effect. The mean for this hypothesis was 5.03, with a standard deviation of 0.32. The calculated t-value was 33.53, which was much larger than the critical t-value of ± 1.98 at the 5% level of significance, indicating strong evidence to reject the null hypothesis and support the alternative hypothesis. The p-value for this hypothesis was less than 0.001, which provides further support for the alternative hypothesis and suggests a highly significant positive effect of training program frequency on organizational effectiveness for NPOs.

4.5.1 Comparing Male and Female Perceptions of H2

To investigate whether there were any differences between male and female respondents' views on the correlation between the adequacy of training frequency and organisational effectiveness, a comparative analysis using an ANOVA and two-sample t-test were performed to assess the mean assessments of organisational effectiveness between males and females.

Initially, the assumption of equal variances between the groups was assessed using Levene's test. The test resulted in a p-value of 0.448, indicating that there was no significant difference and confirming that equal variances could be assumed. The

t-test was used to compare the means of males and females. The results indicated that the group means were highly similar, with males reporting an average effectiveness rating of 4.993 and females reporting an average rating of 5.058. The t-statistic score was -1.0618, indicating a lack of statistical significance. Both the one-tail p-value of 0.145 and the two-tail p-value of 0.291 exceeded the threshold of 0.05.

Based on the results of the tests, which included similar group means, a small effect size, and non-significant p-values, there is no statistical basis to conclude that there was a significant difference in perceptions of the relationship between the adequacy of training frequency and organisational effectiveness proposed in H2o versus H2a between male respondents (mean = 4.993) and female respondents (mean = 5.058). Both genders had similar levels of effectiveness evaluations on average. Thus, the ANOVA and t-test indicate that there was no significant difference in views based on gender in this particular sample.

4.6 Expected outcome of training programmes being satisfied and Organisational Effectiveness

H3 aimed to investigate the relationship between the extent to which expected outcomes of training programs were satisfied and the organizational effectiveness of a Non-Profit Organization (NPO). The study used four Likert scale questions to measure the extent to which the expected outcomes of training programs, including Knowledge transfer, Skill Development, Behaviour change, and Performance improvement, contribute to the NPO's effectiveness.

Here are the four questions asked:

- i. To what extent do you agree that successful knowledge transfer from the training program can contribute to the ability to achieve the organizational goal?
- ii. To what extent do you agree that skill development from the training program can contribute to the improvement of the morale of the employee?
- iii. To what extent do you agree that behavior change from the training program can contribute to the intensity of the organizational culture?
- iv. To what extent do you agree that performance improvement from the training program can contribute to the ability to achieve the organizational goal?

Figure 4.6: Summary of H1 Mean and Standard Deviation

H1	Mean (Out of 7)	Standard Deviation
Question i	5.53	0.52
Question ii	5.62	0.77
Question iii	5.68	0.78
Question iv	5.74	0.46

The mean scores for the Likert scale questions ranged from 5.53 to 5.74, with question iv having the highest mean score (Mean = 5.74) and question i having the lowest mean score (Mean = 5.53). The standard deviations for the four questions varied, with question iii exhibiting the highest variability (SD = 0.78), and question iv showing the lowest (SD = 0.46).

The findings of the study provide support for the alternative hypothesis (H3a) that the extent to which expected outcomes of training programs were satisfied has a positive effect on the NPO's organizational effectiveness. The mean scores suggest that employees generally agree that successful knowledge transfer (question i), skill development (question ii), behavior change (question iii), and performance improvement (question iv) from training programs can contribute to the NPO's ability to achieve its organizational goal, improve employee morale, and intensify the organizational culture.

The relatively low standard deviations for questions i and iv indicate that employees' attitudes towards the extent to which these outcomes contribute to organizational effectiveness are relatively consistent. However, the higher variability in responses for questions ii and iii suggests that there may be some variation in employees' perceptions of the extent to which skill development contributes to the improvement of employee morale, and behavior change contributes to the intensity of the organizational culture, respectively.

H3o: The null hypothesis states that the extent of the expected outcome of training programs being satisfied does not have a positive effect on the organizational effectiveness of an NPO, while the alternative hypothesis suggests that it does have a positive effect. The mean for this hypothesis was 5.64, with a standard deviation of 0.37. The calculated t-value was 45.09, which was much larger than the critical t-value of ± 1.98 at the 5% level of significance, indicating strong evidence to reject the null hypothesis and support the alternative hypothesis. The p-

value for this hypothesis was less than 0.001, which provides further support for the alternative hypothesis and suggests a highly significant positive effect of the extent of expected outcome satisfaction on organizational effectiveness for NPOs.

4.6.1 Comparing Male and Female Perceptions of H3

To investigate whether there were any differences between male and female respondents' views on the correlation between the extent to which expected outcomes of training programmes are satisfied and organisational effectiveness, a comparative analysis using an ANOVA and two-sample t-test were conducted to assess mean organisational effectiveness assessments between males and females.

Initially, Levene's test in the ANOVA showed a non-significant p-value of 0.4826, confirming equal variances could be assumed. The ANOVA found no significant difference in group means with an F-value of 0.496 ($p > 0.05$).

The subsequent t-test also assumed equal variances. Results indicated highly similar group means, with males averaging 5.6429 and females 5.6404. The t-statistic was 0.03414, considered non-significant given the one-tail p-value of 0.4864 and two-tail p-value of 0.9728 exceeding 0.05.

Based on these analyses showing similar means, small effect size and non-significant findings, there is no statistical evidence that views on the relationship between the extent of expected training outcomes being satisfied and organisational effectiveness proposed in H3o versus H3a differed significantly between male respondents (mean = 5.6429) and female respondents (mean = 5.6404). Both genders displayed comparable effectiveness ratings on average. Therefore, the ANOVA and t-test suggest no difference between gender views within this sample.

4.7 Motivation on the training quality and the organizational effectiveness

H4 aimed to investigate the moderating role of employee motivation on the relationship between training quality and the organizational effectiveness of a Non-Profit Organization (NPO). The study used three Likert scale questions to measure the extent to which employee motivation moderates this relationship, including factors such as skill development and employee engagement.

Here are the 3 questions asked:

- i. To what extent do you believe that employee motivation plays a role in determining the ability to achieve the organizational goal through the successful completion of high-quality training programs?
- ii. To what extent do you agree that motivated employees are more likely to apply the knowledge and skills gained from high-quality training programs to their work, resulting in an increase in the intensity of the organizational culture?
- iii. To what extent do you believe that employee motivation moderates the relationship between the quality of the training program and organizational effectiveness, including factors such as skill development and employee engagement, and thereby contributing to the morale of the employee?

Figure 4.7: Summary of H4 Mean and Standard Deviation

H1	Mean (Out of 7)	Standard Deviation
Question i	5.83	0.77
Question ii	5.69	0.71
Question iii	6.08	0.82

The mean scores for the three Likert scale questions were 5.83 for question i, 5.69 for question ii, and 6.08 for question iii. The standard deviations for the questions were relatively high, with 0.77 for question i, 0.71 for question ii, and 0.82 for question iii.

The study found support for the alternative hypothesis (H4a) that employee motivation has a positive effect on the relationship between training quality and the organizational effectiveness of the NPO. However, the high standard deviations for all three questions suggest that there is a significant amount of variability in employees' perceptions of the extent to which employee motivation moderates the relationship between training quality and organizational effectiveness.

H4o: The null hypothesis states that motivation does not have an effect on the relationship between training quality and organizational effectiveness, while the alternative hypothesis suggests that it does have an effect. The mean for this hypothesis was 5.87, with a standard deviation of 0.52. The calculated t-value was 37.29, which was much larger than the critical t-value of ± 1.98 at the 5% level of significance, indicating strong evidence to reject the null hypothesis and support the

alternative hypothesis. The p-value for this hypothesis was less than 0.001, which provides further support for the alternative hypothesis and suggests a highly significant positive effect of motivation on the relationship between training quality and organizational effectiveness for NPOs.

4.7.1 Comparing Male and Female Perceptions of H4

To investigate whether there were any differences between male and female respondents' views on the effect of motivation in the relationship between training quality and organisational effectiveness, an ANOVA and two-sample t-test were used to assess mean effectiveness ratings between males and females.

Initially, Levene's test produced a non-significant p-value of 0.3434, confirming equal group variances. The ANOVA then found no significant difference in group means, with an F-value of 0.9061 ($p > 0.05$).

The subsequent t-test, assuming equal variances, showed highly similar means - males averaged 5.8912 and females 5.8480. The t-statistic was 0.4283, considered non-significant given one-tail and two-tail p-values above the 0.05 threshold at 0.3346 and 0.6693 respectively.

Based on analyses demonstrating similar means, small effect size and non-significant outcomes, there is no statistical evidence that perceptions of the effect of motivation on the training quality-effectiveness relationship in H4o versus H4a differed substantially between male respondents (mean = 5.8912) and female respondents (mean = 5.8480). Both genders conveyed comparable effectiveness ratings on average. Thus, ANOVA and t-test results suggest gender views did not vary significantly within this sample.

4.7.2 Comparing H1 and H4

The comparison between H1 and H4 results suggests that employee motivation may play a more important role in the effectiveness of training programs in an NPO than other factors examined in H1, such as the quality of training content, instruction, facilities, assessment methods, and training programs.

The higher mean scores for all three Likert scale questions in H4 indicate that employees perceived employee motivation to have a stronger impact on organizational effectiveness compared to the factors examined in H1. This could be because motivated employees are more likely to apply the knowledge and skills

gained from training programs to their work, resulting in a more intense organizational culture and higher productivity towards achieving organizational goals.

Moreover, the high standard deviations in both H1 and H4 suggest that there is a significant amount of variability in employees' perceptions of the factors that contribute to organizational effectiveness. This variability could be due to differences in employee roles, personal characteristics, or previous experiences with training programs. However, the higher standard deviations in H4, compared to H1, may suggest that employee motivation is a more complex and multifaceted factor that could be influenced by a wider range of individual and organizational factors.

4.7.3 Moderating Factor Analysis

To discover impact of training quality (H1) and the possible moderating influence of motivation (H4) on a group of 106 individuals in each condition, an analysis of variance (ANOVA) was performed to examine disparities in organisational effectiveness between the H1 and H4 groups.

An analysis of variance (ANOVA) is used to determine whether there are significant differences in group averages by computing the ratio of variance between groups to variance within groups, known as the F-ratio. The output yielded vital insights, since it adhered to the decision criterion that considers a result significant if the p-value is less than 0.05. The F-statistic value of 6.58 suggested that the variance between groups was greater compared to the variation within groups. The F-test yielded a significantly low p-value of 0.011, which was below the critical threshold. Consequently, the null hypothesis of equal group means was rejected.

Although the ANOVA indicated the presence of significant differences, a subsequent independent samples t-test was used to precisely measure the extent of the disparity between the means of the H1 and H4 groups. The independent t-test assumes data that follows a normal distribution and computes a t-statistic, which is then compared to a critical t-value determined by the degrees of freedom and desired level of confidence.

The outcome of Levene's test indicated a substantial difference in variances, confirming the premise of unequal variances for the t-test. The significantly tiny p-value, less than 0.001, obtained from the two-tailed t-test, which is substantially below the crucial threshold of 0.05, strongly supports the rejection of the null

hypothesis that assumes identical means across the groups. The t-statistic of -6.15 indicates that the difference between group averages is much bigger than what would be anticipated by chance.

Based on a detailed analysis of the statistical findings, it can be concluded that the alternative hypothesis H4a is supported. This hypothesis suggests that motivation plays a moderating role in the link between training quality and organisational effectiveness, as indicated in H1. Both the ANOVA and follow-up t-test indicated that there was a statistically significant difference in group averages, based on the specified decision criteria. This presents compelling empirical evidence that motivation acts as an element that modifies the predictive connection.

4.7.4 Perceived Contribution of Training Content Quality among Job Levels and the Moderating Role of Employee Motivation (Question iii of H4)

The aim of this One-way between-subjects ANOVA was to examine the influence of job level (Entry Level, Junior Management, Middle Management, and Senior Management) on the moderating role of employee motivation in the relationship between the quality of the training program and organizational effectiveness. Key factors such as skill development, employee engagement, and employee morale were considered in this investigation. Notably, the dataset exhibited a significant standard deviation (SD: 0.82), indicating substantial variability and a wide range of scores across respondents.

Table 4.8: ANOVA testing for the perceived contribution of training content quality among job levels and the moderating role of employee motivation

SUMMARY						
<i>Groups</i>	<i>Count</i>	<i>Sum</i>	<i>Average</i>	<i>Variance</i>		
Entry Level	27	157	5.8148148 1	0.5413105 4		
Junior Management	18	107	5.9444444 4	0.7614379 1		
Middle Management	38	235	6.1842105 3	0.8029872		
Senior Management	23	146	6.3478260 9	0.4189723 3		
ANOVA						
<i>Source of Variation</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>

Table 4.8: ANOVA testing for the perceived contribution of training content quality among job levels and the moderating role of employee motivation

Between Groups	4.2894129 2	3	1.4298043 1	2.2114923 5	0.0912996 5	2.6937208 8
Within Groups	65.946436 1	102	0.6465336 9			
Total	70.235849 1	105				

The ANOVA analysis provided valuable insights into the variations observed between and within the employee groups in relation to the measured factors. The between-groups variation, quantified by the Sum of Squares (SS) value of 4.289, highlighted the differences in the moderating effect of employee motivation among the job levels. The corresponding degrees of freedom (df) were 3, representing the number of groups minus 1. Dividing the SS by the df yielded a Mean Square (MS) value of 1.430. By dividing the MS between groups by the MS within groups, the resulting F-value (2.211) gauged the statistical significance of the observed differences. However, the associated p-value of 0.091 indicated a lack of statistical significance, suggesting no notable disparity between the employee groups in terms of the moderating effect of employee motivation.

Conversely, the within-groups variation, as measured by the SS of 65.946, captured the variability within each employee group. The corresponding degrees of freedom were 102, representing the difference between the total sample size and the number of groups. Dividing the SS by the df resulted in an MS value of 0.647. Considering both the between-groups and within-groups variations, the total variation in the data was measured by the SS of 70.236. The total degrees of freedom were 105, encompassing the sum of the degrees of freedom for the between-groups and within-groups variations.

The relatively high standard deviation (SD: 0.82) indicated substantial variability in the data, suggesting a wide spread of scores among the respondents. Based on the ANOVA results and the provided data, it is not possible to conclude with confidence that there is a statistically significant difference in the moderating effect of employee motivation across the job levels concerning the relationship between the quality of the training program and organizational effectiveness, skill development, employee engagement, and employee morale. Further analysis or additional data may be necessary to obtain more conclusive findings.

Possible reasons for these results could include the presence of other unmeasured variables that influence the relationship between job level, employee motivation, and the effectiveness of training programs. Individual differences, personal motivations, and specific job responsibilities within each job level might contribute to the lack of significant differences observed. Additionally, organizational culture and external factors could also play a role in shaping employee perceptions and attitudes, thereby influencing the effectiveness of training programs across job levels. Further research should delve deeper into these aspects to gain a comprehensive understanding of the complex dynamics at play.

4.8 Employee motivation in the relationship between the frequency of training programs and the organizational effectiveness

H5 aimed to investigate the role of employee motivation in the relationship between the frequency of training programs and the organizational effectiveness of a Non-Profit Organization (NPO). The study used three Likert scale questions to measure the extent to which employee motivation moderates this relationship, including factors such as the ability to achieve organizational goals, the intensity of the organizational culture, and employee morale.

Here are the three questions asked:

- i. To what extent do you believe that employee motivation plays a role in determining the ability to achieve the organizational goal through frequent training programs in the NPO?
- ii. To what extent do you agree that frequent training programs are more effective in increasing the intensity of the organizational culture when employees are motivated in the NPO?
- iii. To what extent do you believe that employee motivation moderates the relationship between the frequency of training programs and the morale of the employee in the NPO?

Figure 4.9: Summary of H1 Mean and Standard Deviation-1

H1	Mean (Out of 7)	Standard Deviation
Question i	5.87	0.37
Question ii	5.80	0.74
Question iii	6.17	0.45

The mean scores for the three Likert scale questions in H5 were relatively high, with 5.87 for question i, 5.8 for question ii, and 6.17 for question iii. The standard deviations for the questions were relatively low, with 0.37 for question i, 0.74 for question ii, and 0.45 for question iii. These results suggest that employee motivation has a positive effect on the relationship between the frequency of training programs and the organizational effectiveness of the NPO, supporting the alternative hypothesis (H5a).

H5o: The null hypothesis states that motivation does not have an effect on the relationship between training program frequency and organizational effectiveness, while the alternative hypothesis suggests that it does have an effect. The mean for this hypothesis was 5.95, with a standard deviation of 0.36. The calculated t-value was 55.71, which was much larger than the critical t-value of ± 1.98 at the 5% level of significance, indicating strong evidence to reject the null hypothesis and support the alternative hypothesis. The p-value for this hypothesis was less than 0.001, which provides further support for the alternative hypothesis and suggests a highly significant positive effect of motivation on the relationship between training program frequency and organizational effectiveness for NPOs.

4.8.1 Comparing Male and Female Perceptions of H5

To investigate whether there were any differences between male and female respondents' views on the effect of motivation in the relationship between training frequency and organisational effectiveness, ANOVA and two-sample t-tests were conducted to assess mean effectiveness ratings across genders.

Levene's test produced a highly non-significant p-value of 0.9524, confirming equal group variances. The ANOVA found no significant difference in group means with an F-value of 0.003594 ($p > 0.05$).

The subsequent t-test, which assumed equal variances, showed means were very similar - males averaged 5.9524 and females 5.9415. The t-statistic was 0.1543,

considered non-significant based on one-tail and two-tail p-values exceeding the threshold of 0.05 at 0.4388 and 0.8777 respectively.

Given analyses revealed close group means, negligible effect size and non-significant results, there is no statistical evidence views on the effect of motivation in the relationship between training frequency and effectiveness proposed in H5o versus H5a diverged substantially between male respondents (mean = 5.9524) and female respondents (mean = 5.9415). Both genders reported comparable effectiveness ratings on average. Therefore, ANOVA and t-test results suggest gender perspectives did not differ notably within this sample.

4.8.2 Comparing H2 and H5

The comparison between H2 and H5 indicates that the frequency and scheduling of training programs are important factors in determining organizational effectiveness for a Non-Profit Organization (NPO), but employee motivation may play a more crucial role in the effectiveness of training programs. This is supported by the higher mean scores for all three Likert scale questions in H5, suggesting that employees perceive employee motivation to have a stronger impact on organizational effectiveness compared to the frequency and scheduling of training programs examined in H2.

Furthermore, the relatively low standard deviations for the Likert scale questions in H5 suggest that there is less variation in employees' perceptions of the role of employee motivation in moderating the relationship between the frequency of training programs and organizational effectiveness. Therefore, it is important for NPOs to not only focus on increasing the frequency and scheduling of training programs but also consider the factors that contribute to employee motivation to optimize the effectiveness of their training programs.

4.8.2 Moderating Factor Analysis

A one-way ANOVA was conducted to investigate the impact of training frequency (H2) and the potential moderating role of motivation (H5) on organisational effectiveness. The study included 106 participants in both the H2 and H5 conditions.

The ANOVA revealed that the F-statistic value of 10.23 showed that the variation between groups was greater than the variance within groups. The F-test

yielded a low p-value of 0.0016, which was much below the significance criterion of 0.05. Consequently, we may reject the null hypothesis H5o, which states that the means of the groups are identical.

A further independent samples t-test was conducted to directly compare the average efficacy ratings between H2 and H5. Similar to the H1 and H4 hypotheses, Levene's test was used to confirm the assumption of unequal variances across the groups before conducting the t-test. The very small p-value of less than 0.0001 for the two-tailed t-statistic of -19.75 conclusively supports rejecting H5o and favouring H5a. This indicates that motivation has really changed the predicted connection as stated in H2.

By taking into account the choice criteria and probability values acquired from both studies, it further strengthens the argument that training frequency has a significant impact on organisational performance. The ANOVA revealed real group separation by analysing the variance components between and within groups. Meanwhile, the t-test measured the extent to which the averages of H2 and H5 differed, indicating a significant and substantial shift in predicting ability due to motivation.

To summarise, in line with hypotheses H1 and H4, the findings presented here consistently demonstrate that desire works as a limiting factor in determining the extent to which training frequency affects outcomes, supporting hypothesis H5a rather than the null hypothesis H5o. The thorough statistical testing provides extensive evidence for the role of motivation in modulating the connection between the stated independent and dependent variables in H2.

4.9 Employee motivation in the relationship between the expected outcomes of training programs

H6 investigated the extent to which employee motivation moderates the relationship between the expected outcomes of training programs, such as knowledge transfer, skill development, behavior change, and performance improvement, and the organizational effectiveness of a Non-Profit Organization (NPO). The study used four Likert scale questions to measure the degree to which employee motivation plays a role in moderating this relationship.

Here are the four questions asked:

- i. To what extent do you believe that employee motivation plays a role in determining the ability to achieve the organizational goal through skill development from the training program in the NPO?
- ii. To what extent do you believe that employee motivation plays a role in determining the intensity of the organizational culture through positive behavior change from the training program in the NPO?
- iii. To what extent do you believe that employee motivation plays a role in improving morale of the employee through knowledge transfer from the training program in the NPO?
- iv. To what extent do you believe that employee motivation plays a role in determining the ability to achieve the organizational goal through performance improvement from the training program in the NPO?

Figure 4.10: Summary of H6 Mean and Standard Deviation

H1	Mean (Out of 7)	Standard Deviation
Question i	5.96	0.58
Question ii	5.51	0.52
Question iii	5.57	0.50
Question iv	5.76	0.68

The high mean scores for the Likert scale questions in H6 suggest that employee motivation is perceived as a crucial factor in determining the effectiveness of training programs at an NPO for achieving organizational goals, enhancing organizational culture, boosting employee morale, and improving performance. The study found that employee motivation has a positive effect on the ability to achieve organizational goals through skill development, the intensity of the organizational culture through positive behavior change, employee morale through knowledge transfer, and performance improvement.

Despite some variability in responses, the moderate standard deviations for the Likert scale questions suggest that employees have a relatively consistent perception of the role of employee motivation in moderating the relationship between the expected outcomes of training programs and organizational effectiveness at an NPO. This consistency highlights the importance of prioritizing employee motivation in the design and implementation of training programs to maximize their impact on

achieving organizational goals, enhancing organizational culture, boosting employee morale, and improving performance.

H6o: The null hypothesis states that motivation does not have an effect on the relationship between the extent of expected outcome satisfaction and organizational effectiveness, while the alternative hypothesis suggests that it does have an effect. The mean for this hypothesis was 5.70, with a standard deviation of 0.31. The calculated t-value was 56.94, which was much larger than the critical t-value of ± 1.98 at the 5% level of significance, indicating strong evidence to reject the null hypothesis and support the alternative hypothesis. The p-value for this hypothesis was less than 0.001, which provides further support for the alternative hypothesis and suggests a highly significant positive effect of motivation on the relationship between expected outcome satisfaction and organizational effectiveness for NPOs.

4.9.1 Comparing Male and Female Perceptions of H6

To investigate whether there were any differences between male and female respondents' views on the effect of motivation in the relationship between the extent expected training outcomes are satisfied and organisational effectiveness, ANOVA and t-tests assessed mean effectiveness ratings by gender.

Levene's test for ANOVA showed a non-significant p-value of 0.7886, confirming equal variances. The ANOVA then found no significant difference in group means, with an F-value of 0.07224 ($p > 0.05$).

The ensuing t-test, assuming equal variances, revealed means were highly similar - males averaged 5.6888 and females 5.7105. The t-statistic was -0.3616, deemed non-significant based on one-tail and two-tail p-values surpassing the critical threshold of 0.05 at 0.3592 and 0.7184 respectively.

Given analyses demonstrated close group means, negligible effect size and non-significant outcomes, there is no statistical evidence perspectives on the effect of motivation in the relationship between expected training outcomes and effectiveness proposed in H6o versus H6a diverged meaningfully between male respondents (mean = 5.6888) and female respondents (mean = 5.7105). Both genders reported comparable effectiveness ratings on average. Thus, ANOVA and t-test results suggest gender views did not vary to a important extent within this sample.

4.9.2 Comparing H3 and H6

H3 and H6 both emphasize the crucial role of training programs in achieving organizational goals, improving employee morale, and enhancing organizational culture at Non-Profit Organizations (NPOs). H3 focuses on the specific factors contributing to organizational effectiveness, while H6 emphasizes the importance of employee motivation in moderating the relationship between the expected outcomes of training programs and organizational effectiveness.

While H3 and H6 differ in their approach, they both demonstrate that successful knowledge transfer, skill development, behavior change, and performance improvement from training programs are essential for achieving organizational goals and improving employee morale and organizational culture. Moreover, the studies highlight that employee motivation plays a crucial role in determining the effectiveness of training programs in achieving these outcomes.

4.9.3 Moderating Factor Analysis

This research investigated the impact of training pleasure (H3) and the potential moderating effect of motivation (H6). The study used a one-way analysis of variance (ANOVA) to examine the disparities in organisational efficiency among 106 individuals in the H3 and H6 groups.

The ANOVA computed an F-ratio to compare the variation between groups and within groups. Applying the decision criteria that deems findings as significant when $p < 0.05$, it was found that the F-statistic of 1.46 was lower than the crucial threshold. Similarly, the p-value of 0.228 was higher than the predetermined threshold, which suggests that we cannot reject the null hypothesis stating that the means of the groups were the same.

A further independent samples t-test was conducted to directly compare the means of the H3 and H6 groups. Levene's test first suggested that differences may be combined across different groups. The t-statistic of -1.25 has a two-tailed p-value of 0.212, which above the threshold level of 0.05. According to the predetermined decision rule, the null hypothesis, which states that there is no difference in the means, could not be disproven.

Previous studies yielded definitive evidence in favour of the proposed moderation, but, the statistical findings in this study did not provide empirical confirmation for H3 or H6 based on the established criteria. Neither the ANOVA nor

the t-test yielded statistically significant evidence of divergence between the H3 and H6 groups.

4.10 Means from different types of training received

Significant distinctions arose among compliance, employee wellness, on-the-job training, orientation, and skill-based training. Examining these elements yields valuable understanding of how design factors affect each one in distinct ways.

The H1 (quality-effectiveness connection) analysis revealed that orientation had the greatest score of 5.88, while compliance had the lowest score of 5.49. This discrepancy suggests that participants prioritise the importance of orientation programmes that familiarise them with organisational norms and culture, as opposed to compliance trainings that primarily focus on rules. Thoughtfully crafted orientations are of utmost significance in effectively familiarising workers with their tasks.

Within the context of H2 (frequency adequacy-effectiveness), skill-based training was shown to have a rating of 5.02, indicating that continuous reinforcement enhances the practical application of acquired abilities as time progresses. The effectiveness of compliance and wellness was quite low, ranging from 4.91 to 4.99. This could be because one-off sessions are enough to provide the necessary knowledge. The importance of repetition may be less when it comes to spreading static information compared to dynamic skills.

In terms of H3 (outcome fulfilment), wellness and on-the-job training received the greatest score of 5.76, while compliance had the lowest score of 5.51. Meeting wellness and skills development goals through practical application is likely to generate more support compared to compliance trainings, which are more difficult to measure in terms of outcomes. Programmes that effectively address the trainees' perceived requirements are more likely to provide a sense of fulfilment.

In H4, while investigating the impact of motivation on the link between quality and effectiveness, the average scores exceeded 6 in all training sessions. Nevertheless, compliance had the lowest score of 5.82, while the scores for the other categories exceeded 5.9. This implies that incentive has a greater influence on enhancing the effectiveness of quality in optional subjects such as wellness, compared to mandatory compliance training. Although well-designed compliance

content can be effective, incorporating inspirational elements may be necessary to fully leverage its required character.

A parallel pattern arose in H5 when evaluating the impact of motivation on both frequency and efficacy. The scores varied between 5.88 to 6, with compliance once again being at the lower end of 5.88. This suggests that motivating factors amplify the influence of repetitive delivery, especially for elective skills and health trainings that engage intrinsic interests. Without the presence of inspirational supports to maintain attention, repeated compliance sessions may experience declining returns.

Ultimately, H6 focused on the role of motivation in modulating the link between outcome and fulfilment. Compliance and direction both scored 5.7, indicating they had the lowest scores. This result suggests that the difference between these two hypotheses and the others has decreased. The achievement of desired outcomes seems to motivate the voluntary use of acquired principles of compliance, almost as much as optional subjects, as long as the desired conclusions are successfully reached.

In general, motivation has a significant impact on several training areas by facilitating advantageous transfer to the job. However, the detailed examinations conducted under hypotheses 4-6 demonstrate that its moderating capabilities are particularly prominent for non-mandatory topics that strongly fit with personal goals and development needs. Supplemental motivational tactics may be necessary in addition to compliance programming in order to make the most of allocated resources and optimise the impact on the organisation. Customising strategies according to the type of material can enhance the impact on the functioning of the workforce.

4.11 Other Findings from Questionnaire Results

Other than the questions for the hypotheses, there are more questions that was asked to learn about the opinion of NPO's employees towards training. The ratings of job performance, interpersonal conflicts, leadership development, and cross-departmental communication were measured using a Likert scale questionnaire. The findings offer valuable perspectives on both the advantageous and possible detrimental impacts of training, as well as opportunities for enhancement.

Concerning job performance, the average score of 5.17 and the small standard deviation of 0.40 suggest that employees usually perceive that training improves their capability to effectively fulfil work duties. The direct acquisition of new skills and knowledge through training is believed to enhance individual performance. When programmes efficiently transmit acquired knowledge to daily work, it enables staff to maximise their contributions towards attaining organisational objectives. Therefore, it is crucial to have well-designed training in order to maximise beneficial effects on this crucial dimension of efficacy.

When evaluating the likelihood of interpersonal tensions, the average value of 2.04 indicates that training does not noticeably worsen conflicts based on employee perspectives. Nevertheless, the relatively low standard deviation of 0.69 indicates a certain degree of variety in views. While not always the main factor, conducting training sessions that bring together personnel from varied backgrounds might create opportunities for misunderstandings or tensions to arise if not effectively resolved. Implementing proactive management techniques, such as employing open communication strategies, can effectively mitigate the escalation of minor concerns in relational dynamics. The study emphasizes the importance of incorporating conflict resolution components into training design to address this risk.

The leadership development evaluation reveals a mean score of 4.25, indicating an ambiguous impact, accompanied by a significant standard deviation of 1.60, suggesting varying opinions across employees. Individuals in hierarchical positions are likely to have diverse training and developmental requirements in comparison to frontline staff due to their unique duties and responsibilities. Implementing a training technique that is suitable for all individuals runs the risk of not fully maximising growth prospects. Customising programme content to align with the individual requirements of each role can effectively address nuanced needs and optimise learning outcomes. Training design should be informed by input from staff at all levels.

The average rating of 5.73 and a moderate standard deviation of 0.82 indicate that training has generally good effects on promoting collaborative understanding amongst different departments. Collective educational encounters can foster mutual understanding and mitigate conflicts among different groups. Further investigation into the exact interactive programme features that best facilitate the sharing of ideas and collaboration could yield valuable further knowledge. Emphasising the

importance of relationship-building and cross-functionality seems crucial in the training curriculum.

To summarise, the results suggest that training has an influence on important measures of effectiveness. However, there are still opportunities to improve specific advantages and reduce potential hazards. Implementing a tailored, comprehensive, and collaborative strategy based on input from stakeholders could enhance the effectiveness of results. It is advisable to continue evaluating in order to further assist ongoing attempts to improve.

4.12 Discussion on Moderating Factor

This research investigated the influence of several training characteristics, including quality, frequency, and training result satisfaction, on the organisational performance of NPOs. Additionally, it explored whether motivation plays a moderating role in these connections. To be precise, hypotheses H1-H3 examined the direct impacts of training quality, frequency, and pleasure, respectively, on efficacy. Hypotheses H4-H6 posited that motivation serves as a mediator between each training aspect and efficacy.

In order to examine these hypotheses, information was gathered from a total of 106 individuals in each experimental group. Analyses of variance (ANOVAs) and independent samples t-tests were used to compare groups according to the training elements and degrees of motivation.

Both the ANOVA and t-test showed statistically significant differences in effectiveness ratings between those with greater quality compared to those with higher desire, for both H1 and H4. This finding suggests that motivation plays a role in modulating the link between quality and effectiveness, as stated in hypothesis H1.

Similarly, the ANOVA analysis revealed significant difference between groups for H2 and H5 in terms of training frequency. Additionally, the t-test measured substantial disparities in the average effectiveness, which may be attributed to motivation. The study consistently and methodically revealed a substantial relationship between frequency and outcomes, supporting the hypothesised hypothesis H5.

However, investigations into the link between H3 and H6, which pertain to the fulfilment of anticipated training results, did not provide definitive proof of a

direct impact as first hypothesised in H3, nor did they establish motivation as a moderator in this association as claimed in H6. The ANOVA and t-test were unable to identify any differences between the satisfaction and motivation groups based on the choice criteria.

Although the absence of significant findings suggests that contentment may not have a direct impact on effectiveness, it is still possible that motivation might indirectly influence the satisfaction-effectiveness relationship in a way that was not identified due to the limits of this study's sample size and statistical power.

The studies consistently shown that motivation plays a crucial role as a conditional component in the relationship between quality/frequency and results. These findings were statistically significant and in line with what would be predicted by chance. The influence of motivation significantly modified the predictive quality of these connections.

To summarise, motivation exhibited interacting effects that influenced the correlations described in H1/H4 about quality and H2/H5 regarding frequency. Nevertheless, more research is needed to explore the impact of satisfaction and the extent to which motivation plays a role in influencing it. However, strong evidence was found to support the idea that motivation plays a role in influencing the relationship between specific training components and the performance of NPOs, just as first predicted.

Table 4.11

Moderating Factor Analysis

Hypotheses	Relationship Examined	Results of Moderation Analysis
H1 and H4	Moderating effect of motivation on relationship between training quality and effectiveness	Significant moderating effect found; motivation qualified the relationship as expected
H2 and H5	Moderating effect of motivation on relationship between training frequency and effectiveness	Significant moderating effect found; motivation altered the predictive relationship

Table 4.11
Moderating Factor Analysis

H3 and H6	Moderating effect of motivation on relationship between training satisfaction and effectiveness	Non-significant results; moderating role unclear due to possible sample size limitations obscuring interactive patterns
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4.13 Results Summary

The study results provide significant insights into the ways in which training programmes might improve organisational performance within NPOs. Nevertheless, the significance of employee motivation in determining the effectiveness of training has been emphasised by scholars such as Noe et al. (2014) and Golnaz et al. (2019).

The moderating role of motivation has been seen in previous research, indicating that employee motivation plays a significant role in influencing the link between training and performance (Brown, 2005; Golnaz et al., 2019). According to previous research conducted by Noe (1986) and Noe et al. (2014), there is a positive correlation between employee motivation and their willingness to invest effort, persevere in activities, and apply acquired information. Consequently, motivated employees tend to get enhanced advantages from training opportunities. This aligns with the theoretical framework of Expectancy Theory, as proposed by Vroom (1964), which suggests that an individual's motivation to engage in learning activities is shaped by their anticipation of desired training results and the perceived value of associated rewards.

The Significance of Training Outcomes: According to Becker's (1993) Human Capital Theory, the enhancement of performance is facilitated by the acquisition of knowledge and the development of skills via training. According to the Behaviour Engineering Model proposed by Gilbert (1978), there is a positive correlation between behaviour modification and increased engagement. The level of good results is contingent upon employee motivation (Brown, 2005; Noe et al., 2014), indicating the need for training design to include motivational elements.

Previous studies have shown that motivation has a more significant impact on performance compared to training in isolation (Colquitt et al., 2000). The reason for

this phenomenon might be attributed to the positive influence of motivation on effort, perseverance, and the application of information (Brown, 2005; Golnaz et al., 2019). This conclusion aligns with previous research indicating that motivation has a greater effect than the quality of training.

The resolution of interpersonal tensions that arise during training may be effectively addressed by using concepts from social exchange and organisational justice theories. By establishing norms centred on trust, fairness, and reciprocation, individuals can lessen these tensions (Cropanzano & Mitchell, 2005; Colquitt, 2001). This underscores the significance of a socio-emotional setting in relation to the efficacy of training (Brown, 2005). In brief, adopting a socio-technical systems perspective (Emery, 1959) that acknowledges the dynamic interaction between formal training systems and informal social motivational systems could offer NPOs a comprehensive and potent strategy to enhance the effectiveness of their training investments on organisational outcomes. In summary, the results indicate that employee motivation plays a crucial role in effectively converting training programmes into tangible outcomes for NPOs. This significant finding provides valuable guidance for designing and implementing training initiatives to optimise their efficacy.

CHAPTER 5 CASE STUDY

5.1 Chapter Outline

This chapter discusses the qualitative findings from a multiple case study of non-profit organizations. The case study focused on gathering in-depth insights into employee training practices through semi-structured interviews with senior managers at various NPOs. The objectives of this qualitative phase of the research were to verify and enrich understanding of the main results from the previous quantitative survey, as well as explore any challenges encountered in training implementation from the perspectives of organizational leaders. This chapter begins by outlining the case study methodology, including research design, participant sampling, data collection procedures, and analytical approach. The key findings are then presented, focusing on themes that emerged around managers' perceptions of training impact and common barriers faced. The chapter concludes with a discussion of how the qualitative and quantitative results compare, implications for improving training practices, and directions for future studies.

5.2 Introduction

Following the empirical quantitative research, the case study method is used as a qualitative research approach to acquire comprehensive information and profound comprehension of a singular phenomena inside a real-life context (Yin, 2018). The case study examines the investigation or occurrence inside authentic situations and procedures (Merriam & Tisdell, 2015). It focuses on the gathering of data to analyse the real-world scenario from many viewpoints (Creswell & Poth, 2016). Case studies are often considered suitable for exploratory research (Baxter & Jack, 2008). Case study research is applicable for exploratory, descriptive, and explanatory research purposes (Yin, 2018). It may also be implemented using either quantitative or qualitative methodologies (Stake, 1995). Case study is a potential method for collecting data that has inherent advantages and disadvantages (Yin, 2018). The subject of a lawsuit might manifest in several formats. It has the potential to refer to a corporate entity, an educational institution, an urban area, an individual, or even an occurrence (Bassey, 1999).

The preceding part of this study focused on analysing the perspectives of NPO personnel about the impact of training on organisational effectiveness. This

analysis was based on quantitative data. The quantitative study results provide solid evidence that training for NPOs may result in increased organisational performance. This chapter focuses on qualitative research using the case study research approach to carry out personal interviews with top executives from NPOs in diverse sectors.

The objectives of the case study in the current study are:

- To verify the primary conclusions of the quantitative data and assess the extent to which they correspond with the survey respondents' opinions.
- To ascertain the problems and challenges encountered during the implementation of NPO training.

5.3 Methodology

10 managers from various NPOs functioning in different domains, such as education, social welfare, health, and culture, were interviewed using a semi-structured format. By including leaders from various organisational settings, a diverse range of viewpoints were obtained (Miles et al., 2014; Yin, 2018).

In order to mitigate potential interviewer bias and guarantee the impartiality of the questions, an impartial third party was engaged to conduct the interviews (Janghorban et al., 2014). Engaging an external interviewer facilitated a greater sense of ease among participants, enabling them to freely express their perspectives (McGrath et al., 2019). Additionally, it helped to reduce the potential bias that can arise when the researcher is both the data collector and the equipment used for data collection (Podsakoff et al., 2003).

The researcher developed and evaluated the interview procedure before implementing it. The protocol included open-ended questions that were designed to obtain detailed and descriptive answers from participants about their training programmes and experiences (Kallio et al., 2016). This method promoted uniformity throughout the interviews while also permitting adaptability for in-depth discussions (Rubin & Rubin, 2012).

The reason for using a multiple case strategy was to enable the comparison of different situations and the replication of findings based on theory (Eisenhardt, 1989). The identification of shared perspectives and divergences among leaders of various charitable organisations was facilitated by the process of conducting interviews (Miles et al., 2014).

Cross-case analysis was employed to systematically examine interview data collected from numerous participants (Ayres et al., 2003). This entailed doing comparative evaluations to identify any emerging patterns that were either similar or different across cases (O'Connor & Gibson, 2003). The researchers analysed responses from several organisations within different sub-sectors to identify patterns and differences in the data (Huberman & Miles, 2002).

The objective was to thoroughly investigate the perspectives of senior managers using a qualitative multisite research approach (Bickman & Rog, 2009). This allowed for the extraction of valuable insights across many real-world nonprofit situations using a comparative analytical framework (Houghton et al., 2017).

5.4 Samples

Interviewee A has over 25 years of experience in secondary education. He currently serves as the Program leader of a large private secondary school serving nearly 2,000 students. In his role, he oversees all professional development programs for the 150 teachers and staff. He places a strong emphasis on training to support the effective implementation of new curriculum standards.

Interviewee B is the Executive Director of a mid-sized hospice nonprofit that provides end-of-life care to over 300 patients annually across three counties. With 20 years in the healthcare industry, he has extensive expertise in clinical services, staff management, and compliance. He works closely with the Training Director to continually update programs that meet regulations and address evolving patient needs.

Interviewee C has led the education department at a prestigious art museum for the past 15 years. In this role, she develops engaging instructional content and hands-on training sessions for 120 full-time employees and over 5,000 volunteer docents. She is passionate about creating inclusive training that brings the museum's extensive collection to life for diverse audiences.

Interviewee D has spent his 10-year nonprofit career at a statewide coalition of 400+ human services organizations. As Director of Member Engagement, he designs curricula, workshops, and conferences on critical topics like grant proposal writing, fundraising strategy, and legislative advocacy. He enjoys networking directly with members to best understand their professional growth needs.

Interviewee E recently transitioned to COO after 15 years of service at a large homeless shelter and meal provider. She now oversees operational support functions across 5 city locations, including learning programs for over 700 frontline staff. Her goal is to continuously train and empower employees to compassionately serve guests experiencing housing insecurity.

Interviewee F founded a legal aid nonprofit 5 years ago to address access to justice issues in her community. In addition to practicing law, she personally trains and mentors new attorneys, paralegals, and volunteers on specialized skills like landlord-tenant law and domestic violence prevention. She is dedicated to building the capacity of pro bono advocates.

Interviewee G has 10 years of experience managing international development projects through a mid-sized NGO. Based in their headquarters office, she works closely with in-country staff to design culturally-sensitive training curricula on public health, agriculture, and women's empowerment. She strives to equip local partners with skills to drive long-term sustainable change in their communities.

Interviewee H recently began her role as Executive Director of a family counseling center that serves over 1,000 clients annually. With a background in youth mentoring, she brings 5 years of experience developing volunteer trainings focused on topics like child abuse prevention, healthy relationships, and mental health first aid. She aims to expand training offerings to further professionalize the nonprofit's direct service providers.

Interviewee I served two terms on the board of a major national mentoring organization before retiring after 30 years in education. She now Volunteers as a strategic adviser, drawing on her experience in nonprofit governance, leadership development, and strategic planning. She is passionate about developing the next generation of youth workers and nonprofit professionals.

Interviewee J is a seasoned social entrepreneur with 15 years of experience founding and leading three different environmental and social justice nonprofits. Now serving as Executive Director of an urban agriculture organization, she oversees training farmers and students in sustainable growing techniques while also educating communities about healthy eating. She excels at capacity building for start-up nonprofits and community empowerment projects.

5.5 Findings

Collectively, Interviewees A through J concurred that the research findings offered significant perspectives on workforce development, specifically emphasising the significance of high-quality training for ongoing enhancement and professional advancement. Their vast combined expertise in several nonprofit sectors, such as education, healthcare, the arts, advocacy, foreign development, and social entrepreneurship, confirmed many of the findings regarding successful strategies.

The interviewees specifically recognised the importance of providing introductory training to new staff members in order to provide them with fundamental skills. They also emphasised the need for specialised courses that are customised to address specific roles and difficulties. In addition, they acknowledged the importance of mentoring connections and culturally appropriate approaches in order to empower local partners. Nevertheless, the Interviewees, being seasoned leaders and managers, acknowledged that the study failed to comprehensively encompass the many real-world factors that influence training initiatives.

The Interviewees, who have experience managing huge organisations, nonprofits of various ages, and international programming, recognised the importance of adaptability and tailoring. They recognised that training needs to adjust to changing abilities, regulatory conditions, resource limitations, community preferences, and organisational life cycles. The interviewees stressed the significance of integrating insights gained from practical field experience to enhance conceptual views in training, in order to optimise long-term effectiveness.

The interviewees emphasised the importance of comprehending complex influencing factors in order to effectively develop and empower diverse workforces. They believe that demand-led solutions tailored to specific contexts are crucial for achieving meaningful outcomes. Their extensive and relevant experience offered valuable ideas for effectively enhancing staff training in real-world scenarios.

Interviewee A

Interviewee A, a seasoned educator with more than 25 years of experience in secondary school, discovered that the research findings aligned with his own knowledge of supervising professional development initiatives. He concurred that the significance of quality training for continuous development cannot be overstated.

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Having been involved in curriculum development for 150 instructors, he recognised the importance of providing new staff with essential skills through introductory training. Nevertheless, in his role as the programme leader, he is aware that deep learning fosters enduring dedication by means of mentoring connections that profoundly alter perspectives.

Interrogator Notable instances, such as the pioneering iPad courses in Taiwan, have the potential to greatly inspire educators. Teachers might redefine their responsibilities in engaging students by being exposed to exceptional approaches. However, as the research indicated, making comparisons has the potential to discourage certain instructors who are less willing to adapt.

As the person in charge of adopting new standards, he understands the importance of consistent programming in driving continuous improvement. However, he has also noted that unmet expectations can diminish the drive to fully adopt reforms.

Interviewee A's experience in implementing training efforts ultimately validates the importance of ongoing improvement through motivation and enhancing skills. However, in his role as the senior in charge of ensuring that teachers are satisfied, he acknowledges the significance of customising programmes in a considerate manner to match their unique abilities and attainable goals. The research offered valuable insights but did not consider all the intricate factors that influence educator motivation in real-world situations.

Interviewee B

The research findings strongly resonated with Executive Director Interviewee B, given his extensive two-decade background in healthcare. Being the head of a midsized hospice nonprofit that provides care for more than 300 patients at several locations, he recognised the significance of strategic training in order to comply with rules and fulfil the demands of the patients.

The individual acknowledged the significance of introductory and specialised courses in cultivating a comprehensive care team, while also acknowledging the limitations such as scheduling issues that are commonly encountered in healthcare and restrict the implementation of such programmes. To surpass expectations through training, it is crucial to establish achievable goals within these limitations.

By closely coordinating with the Training Director, he aims to develop comprehensive programming that is accessible to staff members at all levels. Simultaneously, the obligations related to compliance continue to be a crucial factor in hospice care due to the significant level of regulatory supervision. The nonprofit's utmost objective is ultimately to serve patients. Utilising his clinical and management expertise, Interviewer B recognised the value of inspirational components. Nevertheless, in his role as Executive Director overseeing numerous institutions, he encountered practical challenges such as regulatory compliance, limited resources, and the unique requirements of patients that were not adequately addressed in the research. In order to optimise effectiveness, he held the belief that training should integrate insights derived from real-life instances and frontline experience to supplement more abstract perspectives. Adopting a comprehensive strategy based on fundamental principles and practical circumstances would be the most effective way for the organisation to successfully carry out its mission in providing end-of-life care.

Interviewee C

Interviewee C found the research findings meaningful since they aligned with her vast expertise in creating educational programmes at a prominent art museum. As the leader of the education department, with a staff of more than 120 employees and 5,000 volunteer docents, she recognises the need of strategic training in improving interaction with the museum's extensive collection.

She recognised the importance of introductory seminars for orienting new staff and volunteers, as well as specialised courses that explore various aspects of the collection. She attempts to provide engaging and all-encompassing training programmes through her role in devising hands-on programming.

However, as the director responsible for a multitude of students, Interviewee C acknowledged that the study did not fully represent the intricacies of her sector. With her 15 years of experience in managing museum instruction, she recognised the importance of adapting to different learner needs, interests, and backgrounds in order to enhance participation to the fullest extent.

Interviewee C emphasised that in order for training to have a meaningful impact at her institution, initiatives should focus on creating immersive events that engage and excite various audiences, thereby bringing collections to life. An

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approach that combines academic and practical aspects is valuable for fostering comprehension and passion for artworks. Training can meet her department's purpose of engaging all members of the community with the museum's enormous holdings only under these circumstances.

Interviewee D

Interviewee D, who has served as the Director of Member Engagement for over a decade, found the research findings to be highly relevant. This is because his extensive expertise includes helping more than 400 human services organisations. As he works on creating curricula, seminars, and conferences on important topics, he understands the significance of providing strategic training to enhance the capabilities of these groups.

He recognised the importance of introductory programmes for beginners, as well as specialised courses that delve into complex issues such as grant bids and advocacy. Interviewee D aims to ascertain the distinct learning requirements and interests of members by engaging with them directly.

Nevertheless, given his role as the director of a large coalition, he recognised that the study might oversimplify the intricacies of the varied nonprofit sector. Based on ten years of experience in human services, Interviewee D recognised the importance of training that can adapt to the many abilities, demands, and situations that affect various organisations.

In order for initiatives to have a significant effect on the field, Interviewee D emphasised the importance of programming that allows for adaptability in addressing growing concerns, while also empowering members as equals. Immediate input guarantees the pertinence for stakeholders throughout the entire state. Only a method that is finely adapted to this intricate environment, utilising insights from the local community, has the ability to maximise the expansion of members on a large scale.

Interviewee E

Interviewee E, who currently serves as the COO and offers operational support across many sites, found the research findings to be highly relatable due to her significant experience in the shelter sector. Being accountable for the training of more than 700 frontline staff each year, she acknowledges the significance of

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training in equipping workers to provide compassionate assistance to individuals experiencing housing insecurity.

She recognised the importance of providing introductory onboarding and trauma-informed education for a profession that involves significant emotional strain. Interviewee E's primary objective in her new position is to consistently enhance and enable staff through the management of learning programmes.

However, Interviewee E, who has extensive experience of 15 years in shelter operations and currently holds a leadership position overseeing multiple locations, possesses a deep understanding of the significant difficulties faced by underserved visitors. Based on her extensive experience working closely with those who are homeless, she saw the necessity for programmes that addresses secondary traumatic stress.

According to Interviewee E, in order for training to have a meaningful effect on workers and constituents, it should not only foster empathy but also cultivate resilience. Implementing self-care strategies to address the daily challenges experienced by employees and shelter users is a worthwhile endeavour. Only by acknowledging the practicalities of frontline positions can we maximise the effectiveness and empathy of our service in the long run.

Interviewee F

Interviewee F found the research findings to be relatable based on her experience in creating a legal aid group that focuses on increasing access to justice. Being the founder and personally responsible for training and mentoring new solicitors, paralegals and volunteers, she recognises the significance of strategic staff development.

She recognised the importance of introductory workshops on specialised legal subjects for those who are new to advocacy work, as well as continuous mentorship to develop more advanced abilities. Interviewee F aims to enhance the capabilities of pro bono representatives in her community through her dual roles as a lawyer and a teacher.

Nevertheless, having served as the nonprofit's leader for a duration of five years, she acknowledged that the study failed to comprehensively depict the actual limitations in terms of capacity for an organisation of such a tender age. Based on their experience in building the nonprofit organisation from scratch, Interviewee F

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recognises the importance of scalable training that utilises cost-effective ways to enhance the skills of advocates.

According to Interviewee F, in order to achieve maximum impact, programming should include a variety of forms that utilise the skills and abilities of volunteer learners. Strategies that are adaptable to changing resources have the ability to strengthen pro bono services that serve crucial legal requirements in the long run.

Interviewee G

Interviewee G found the research findings meaningful since they aligned with her extensive expertise in developing culturally-sensitive training curriculum for an international non-governmental organisation over the course of ten years. Through her close collaboration with in-country workers, she acknowledges the significance of strategic workforce development in empowering local partners to facilitate enduring transformation within their communities.

She recognised the importance of both introductory programmes and specialised courses designed for various cultural contexts and the needs of public health and economic development. Interviewee G actively interacts with implementation personnel to provide community advocates with skills that are tailored to meet specific demands.

Nevertheless, in her role as the manager overseeing multinational programming, she recognised that the study failed to comprehensively encompass the intricacies of her profession. Based on their 10 years of experience managing foreign projects, Interviewee G recognised the importance of training methods that can effectively negotiate intricate local political and social environments.

According to Interviewee G, in order to have maximum long-term impact, initiatives should have the ability to adapt and empower partners through immersive methodologies and topics that align with the goals of the community. Optimal sustainable outcomes at a large scale can only be achieved through demand-led solutions that are tailored to each specific situation.

Interviewee H

Interviewee H, who has experience in providing volunteer trainings through a family counselling NGO, found the research findings to be quite relatable. As the

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Executive Director, responsible for servicing more than 1,000 customers each year, she acknowledges the significance of training in enhancing the professionalism of direct service providers. She recognised the importance of introductory and topic-specific courses.

Nevertheless, being the head of a burgeoning organisation, she comprehended intricate dynamics that were not completely encapsulated with regards to the increasing requirements of the programming. Based on extensive experience in adolescent mentoring, Interviewee H recognises the importance of training methods that can adapt to evolving organisational capacities and circumstances in order to achieve the greatest possible impact.

According to Interviewee H, in order for initiatives to effectively improve services, programming should have the ability to adapt and expand offers in response to increasing demand. Only solutions that are aligned with an organization's changing circumstances have the ability to maximise outcomes for clients in the long run.

Interviewee I

Interviewee I found the conclusions to be very relevant based on her extensive background in nonprofit governance, leadership development, and strategic planning. With years of experience on a national mentoring board, she acknowledges the strategic significance of training for the sector.

She recognised the importance of various information to enhance a wide range of individuals. Nevertheless, she recognised that without a comprehensive understanding of the difficulties faced by operators in the field, it is possible to overlook the diverse effects that can affect various organisations.

In order for programmes to have long-lasting impact, it is important to recognise the intricacies of different contexts and effectively empower evolving workforces. Customised demand-driven solutions are designed to effectively enhance the capacity building of communities in various contexts.

Interviewee J

The research findings align with Interviewee J's firsthand experience in establishing and overseeing NPOs dedicated to environmental and social justice causes. As the Executive Director responsible for coordinating the training of

farmers and educators through an agricultural organisation, she recognises the advantages of specialised education.

Nevertheless, being an experienced entrepreneur, she comprehended that the study might streamline the complexities of starting a business. Based on extensive experience dealing with limitations, Interviewee J recognises that training programmes must be adaptable to address emerging demands in order for new initiatives to succeed.

In order to optimise the effectiveness of programming, Interviewee J emphasised the importance of comprehending how organisations adapt and progress within their constraints. Adapting solutions to match the growth stages of organisations has the potential to greatly enhance effectiveness, particularly for grassroots leaders who are leading change.

Interviewee	Key Insights	Related Hypotheses
A	Validated importance of training but noted need for customization and consideration of real-world motivation factors.	H1a, H4a, H5a, H6a
B	Recognized value of training but emphasized need to integrate real-life insights and flexibility for practical constraints.	H1a, H3a
C	Stressed training should engage diverse audiences through immersive, practical and academic approaches.	H1a, H3a
D	Acknowledged need for adaptability to address varied needs, abilities and situations of organizations.	H1a, H2a, H3a, H6a
E	Emphasized addressing secondary trauma and cultivating resilience through self-care for frontline roles.	H1a, H3a, H6a
F	Noted need for scalable, cost-effective training leveraging diverse formats for young organization.	H1a, H2a
G	Stressed cultural sensitivity and demand-driven solutions tailored to local contexts and constraints.	H1a, H2a, H3a, H6a

H	Highlighted importance of flexibility to accommodate evolving organizational capacities and demands.	H1a, H2a, H3a, H6a
I	Recognized variations not fully captured requiring contextual understanding of operational challenges.	H1a, H2a, H3a, H4a, H5a, H6a
J	Emphasized comprehending organizational lifecycles and constraints for grassroots leaders.	H1a, H2a, H3a, H6a

Table 5.1: Summary of the Key Insights from the Interview

5.6 Coding Analysis

The in-depth interviews conducted provide valuable qualitative insights that help validate the hypotheses regarding the impact of training on nonprofit organizational effectiveness. As reflected in highly-mentioned codes like "Quality Training" and "Continuous Training", the interviewees extensively recognized the strategic significance of introductory onboarding as well as ongoing skills development through activities such as mentoring, which helps drive continuous improvement efforts. Their perspectives offer support for hypotheses H1a and H2a which propose higher training quality and adequate frequency positively influence effectiveness.

Many interviews referenced codes around "Adapting Training", "Engaging Training", and "Alignment to Mission", acknowledging the importance of training quality in imparting essential skills and aligning with objectives. However, barriers to training were also a prominently discussed theme, with 38 mentions of the "Barriers to Training" code highlighting realities like scheduling issues and limited resources that must be addressed. This helps validate H3a which expects satisfaction of intended outcomes to enhance capacity when programs adapt to practical context-specific needs.

A key emphasis reflected in the frequently referenced codes of "Motivation", "Evolving Training", and "Community Input" is the instrumental role of motivation, cited 28 times total. Sustaining drive through ongoing growth, tangible impacts, and empowerment can maximize results per the interviews. This offers support for hypotheses H4a, H5a and H6a proposing motivation acts as an important mediator.

Consistently stressed under codes such as "Assessing Impact" and "Demand-driven Solutions" was the necessity for training to evolve based on evidence and stakeholder input to remain relevant as circumstances change over time. For example, emerging sector leaders emphasized through the 43 mentions of "Adapting Training" the context-specific barriers and need for scalable strategies. This validates expectations that stakeholder satisfaction strengthens training-outcome relationships.

Overall, while quality training can significantly benefit organizations, the interviews indicated barriers inherent to diverse nonprofit contexts. Reflecting hypotheses H3a and H5a, motivation emerges as a key factor impacting returns, and impacts are maximized through ongoing reassessment integrating realities on the ground per the experiences shared.

Code	Times mentioned	Supported Hypotheses	Dominant Sentiment
Quality Training	35	H1a	Positive - recognized critical importance by many interviews
Continuous Training	32	H2a	Positive - widely acknowledged as necessary
Adapting Training	43	H3a	Positive - seen as key way to address barriers
Engaging Training	12	H3a	Positive - improves participation
Alignment to Mission	18	H3a	Positive - supports organizational goals
Barriers to Training	38	H3a	Negative - challenges such as scheduling, funding, evolving needs acknowledged extensively
Unique Contexts	15	H3a	Neutral - training must consider diverse organizational environments
Assessing Impact	12	H3a	Positive - seen as important way to optimize programming
Community Input	13	H3a, H4a	Positive - enhances relevance and buy-in
Demand-driven Solutions	25	H3a	Positive - customized approaches seen as most effective
Evolving Training	17	H3a	Positive - ability to change supported goals and constraints recognized

Motivation	28	H4 _a , H5 _a , H6 _a	Positive - repeatedly highlighted as core factor for success
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5.6.1 Triangulation and saturation

When assessing the adequacy and accuracy of qualitative research results, it is crucial to take into account the ideas of data saturation and triangulation (Glaser & Strauss, 1967; Fusch & Ness, 2015). Regarding saturation, the 10 interviews performed yielded mostly congruent insights that served to confirm the given assumptions. By the 8th-10th interviews, no significant new themes were developing, suggesting that data saturation had been achieved. This is consistent with existing research, which suggests that data saturation is often attained after about 12 interviews in qualitative investigations (Guest et al., 2006).

The triangulation process included comparing the viewpoints of respondents from several nonprofit subsectors, such as education, healthcare, arts/culture, human services, law, international development, and environment. Although they worked in separate sectors, their perspectives coincided on important topics, which is consistent with the research that highlights how triangulation enhances validity by corroborating results (Patton, 1999). For instance, it is crucial to provide both initial and continuous training that is widely acknowledged as important. However, it is also important to acknowledge and address obstacles such as limited resources, as highlighted by Miles et al. (2014), in order to ensure consistency.

Triangulation also included examining data from persons in various positions, including frontline personnel, middle managers, and senior leaders. The study contrasted perspectives both across and within different groups, as suggested by the research on extracting insights from individuals with diverse viewpoints (Carter et al., 2014). The act of comparing insider and outer perspectives enhanced the comprehension of the setting (Rudestam & Newton, 2015).

The coding procedure included a rigorous analysis of transcripts to determine the most frequently mentioned themes, which further ensured that the data reached a point of saturation and uniformity. For instance, the codes related to quality training, continuous improvement, and adapting to contexts were mentioned more than 30 times each (Creswell & Poth, 2016). This indicates that these themes are widely

recognised as significant, in line with existing literature on identifying data patterns through coding (Rubin & Rubin, 2012; Saldaña, 2016).

The coding process was complemented with interview narratives, which provided additional information to support and clarify the codes. This method is consistent with the literature, which emphasises the need to substantiate coding with detailed descriptions and examples in order to increase the understanding of research results (Yin, 2015). Notably, there were no new main themes identified after the 8th interview. The last 2 interviews only served to strengthen existing patterns, suggesting that saturation had been reached. This aligns with the concept of saturation as described in the literature, which states that no new significant themes emerge beyond a certain point (Baker & Edwards, 2012; Fusch & Ness, 2015).

5.7 Implications

The interviews conducted in this research revealed or suggested numerous significant ramifications pertaining to enhancing the design and efficacy of training programmes for NPOs. They specifically said that tailoring training to an organization's distinct requirements, resources, objectives, and community environment might optimise advantages. The interviewees also suggested that by using flexible and hybrid delivery techniques, practical restrictions may be effectively addressed, hence enhancing accessibility. It has been shown that including a variety of learning formats to cater to various talents, positions, and learning preferences is crucial. The interviews emphasised the crucial role of motivation in moderating the relationship between involvement and results. Furthermore, the interviews indicated the need of synchronising training programmes with an organization's evolving goals across time. The implication was that extensive community engagement in programme planning and contextualization would be advantageous. The interviews revealed the need of doing continuous and thorough assessment to consistently improve the quality, relevance, and strategic alignment of the programme based on evidence and input from stakeholders.

5.7.1 Training Program Design

The research emphasised crucial factors to be taken into account when building training programmes that are suitably customised. The interviews underscored the importance of customising programmes to suit the unique conditions

and setting of each organisation in order to achieve maximum effectiveness. This is consistent with the literature that highlights the potential disconnection between one-size-fits-all methods and the distinct stakeholders, situations, and views seen in various NPOs (Backer et al., 2010; Quinn & McKinsey, 1988).

To achieve an ideal design, training programmes must be meticulously crafted, taking into account and comprehending an organization's distinctive strengths, limitations, opportunities, difficulties, and growing requirements. The effectiveness of one nonprofit may not be applicable to another due to differences in characteristics such as organisational culture, staff roles and duties, available resources and limitations, strategic aims, and the demographic of beneficiaries. A standardised or pre-made programme is unlikely to effectively address the unique circumstances and goals for capacity development of a certain nonprofit organisation.

However, the process of creating a customised design necessitates a comprehensive evaluation of the entire organisation and the inclusion of significant input from all relevant parties during the planning phase. Accurate identification and targeting of the precise skills, knowledge, and abilities required by an organisation can only be achieved through the customisation of content, learning objectives, teaching techniques, and curriculum structure. Continual assessment and adjustment, guided by input from participants, guarantees that the program's structure remains optimally aligned and efficient as circumstances evolve.

This tailored design method necessitates additional upfront strategizing and resources in contrast to generic programmes. Nevertheless, the advantages of this approach encompass obtaining the support and commitment of staff members, fostering active participation during learning sessions, and generating strategic value by developing the exact capacities needed. Training that specifically caters to the unique requirements of a nonprofit organisation is more likely to result in the efficient application of acquired skills in participants' everyday work. This, in turn, leads to improvements in both individual and organisational performance.

5.7.2 Practical Constraints

The interviews emphasised that in order to achieve their intended effects, training programmes must also take into mind the practical issues and limitations experienced in real-world situations. Participants highlighted how logistical

constraints, such as schedule obligations and limited resources, impacted their capacity to actively participate in and derive maximum value from the provided training opportunities.

NPOs face intricate circumstances that pose numerous logistical obstacles when it comes to meeting the learning and development requirements of their workers. The combination of limited finances, unknown financing sources, continuous service delivery obligations, and manpower shortages sometimes restrict the viability of training. Interviews indicated that unreasonable expectations regarding staff time commitments or expensive multi-day offsite workshops could inhibit participation and delay the achievement of desired goals. These challenges are primarily attributable to logistical constraints rather than a lack of perceived value.

In order to overcome these limitations, the interviews highlighted the potential of alternate delivery formats and flexible scheduling choices to enhance accessibility and maximise the advantages derived from training efforts. Part-time employees with unpredictable schedules experienced little financial benefits due to the absence of inexpensive evening and weekend shifts. According to participants, video conferencing, online modules, and project-embedded micro-learning are seen as effective ways to address the issue, as opposed to the traditional approach of long classroom sessions that were previously the norm. Empirical evidence from Letts et al. (1999) and Waters (2007) indicates that personalised solutions align more effectively with practical needs, as demonstrated by successful adoption case studies.

Involving stakeholders in collaborative programme creation also reveals contextually suitable solutions to resource constraints that top-down planning may fail to consider. Volunteer-led community-level training, which is low-tech yet clever, maximises the use of existing skills and expertise while taking into account environmental limitations. Incorporating innovative strategies such as these can have a significant effect, even when financial resources are limited, as long as they are aligned with the specific requirements and difficulties faced by the organisation. By prioritising practical constraints throughout the design of training programmes, NPOs can enhance their capacity in a sustainable manner (Cohen, 2006).

5.7.3 Diverse Learning Formats

The interviewees confirmed that in order to effectively cultivate the full spectrum of skills and abilities within NPOs, training programmes must incorporate a

variety of forms beyond the conventional workshops. The participants encompassed diverse jobs, experience levels, skills, and learning preferences that cannot be effectively addressed by any single delivery approach. In order to fully capture an organization's potential, it is vital to utilise diverse formats that go beyond the traditional one-size-fits-all workshops.

Conventional classroom sessions primarily accommodate specific learning styles, such as logical-verbal skills, by utilising presentations and group discussions. Nonprofits derive advantages from developing a diverse range of skills that encompass practical implementation, innovative resolution of problems, interpersonal abilities, and more. Case-based, real simulation, and social learning methods enable the development of multidimensional skills in ways that are not possible in abstract workshops.

For instance, integrating training in real work environments offers valuable chances for learning through hands-on experience, guidance, and self-reflection. Rotation programmes implemented in several departments provide a comprehensive understanding of different functions and enhance effective collaboration, which is crucial for the success of NPOs. Community programmes promote skill exchanges among field-based communities, maximising the utilisation of local expertise.

The blended formats are built in a creative manner, combining online modules, virtual collaboration, informal peer-assist, and on-demand micro-learning. This caters to various time preferences, individual learning speeds, and accessibility obstacles in contrast to inflexible and lengthy classroom formats exclusively. Learning challenges, hackathons, and innovation studios facilitate playful experimentation that promotes innovative problem-solving methods that can be applied to complicated issues faced by charitable organisations.

By skilfully integrating diverse approaches, including both organised and spontaneous ways, NPOs can effectively address their inherent diversity and fully leverage their wide range of capabilities. Participants' unique abilities, limitations, and goals are best supported through individualised and varied learning routes, rather than a uniform approach that assumes one size fits all. NPOs optimise their performance by developing training programmes that cater to diverse talents, interests, and forms.

5.7.4 The Role of Motivation

A notable finding from the study was the considerable significance of motivation as a moderating factor in the link between training participation and outcomes. The findings, both quantitative and qualitative, highlighted that training yielded the best results for persons who displayed a high level of motivation to acquire and implement the newly acquired abilities. Participants who had high desire reported experiencing significant increases in knowledge and skill, as well as notable improvements in performance and productivity after the training. Nevertheless, a lack of motivation undermined these favourable outcomes.

This highlights the importance of fostering motivation as a crucial determinant of success for capacity building activities. Strategies are necessary to promote motivational drivers like curiosity, perceived relevance and value of training content. Creating programmes that are in line with strategic aims and job duties helps learners understand how the content is relevant to their specific roles. By including the involvement of frontline personnel in needs assessments and curriculum creation, they are empowered to take control of their development, resulting in a more meaningful experience.

Instructors should utilise several pedagogical approaches and incorporate practical illustrations to actively involve learners and maintain a dynamic and relevant learning experience. Embedding courses inside the organization's mission assists in communicating the profound importance of the showcased roles and talents. Utilising gamification tactics such as tournaments and leaderboards can enhance the overall engagement for individuals with varying personality traits.

Acknowledging participation and application of abilities through corporate incentives and professional progression possibilities fosters encouraging behavior. Managers have the responsibility of creating an atmosphere in which employees are encouraged to consistently enhance their skills and abilities.

Monitoring and raising motivation should remain an ongoing effort considering its effect magnitude. Modifications to the programme based on participant feedback contribute to the maintenance of interest across extended periods of training. Post-training communities of practice maintain connections that foster ongoing development of skills.

With motivation playing such a powerful moderating function, nonprofit training necessitates a purposeful, systematic approach to motivation coupled with

skills development for optimum influence on organizational performance. Nurturing this inherent motivator amplifies the long-term benefits of investing in training.

5.7.5 Alignment with Strategic Priorities

The respondents emphasised the importance of training programmes closely aligning with the strategic priorities and developmental stages of the organisation. Participants highlighted the influence of changes in community needs, financial circumstances, or organisational vision on the skills that are considered a priority throughout time. Therefore, training plans need to adapt in sync with strategy trajectories in order to consistently enhance capacity in the most relevant areas.

Strategic plans outline the long-term objectives and approach of NPOs in addressing specific concerns, whether it be offering essential services or driving fundamental transformations. Every stage, from the initial establishment to expansion and finally to achieving stability, requires the development of distinct and essential skills. During the initial stages of establishment, programmes should primarily prioritise mission fulfilment, the establishment of partnerships, the implementation of adaptive management strategies, and the development of revenue diversification capabilities.

As organisations develop and take leadership positions, increased abilities at the population level, such as advocacy, collaborative programmes, and social innovation, place the nonprofit at the forefront. To ensure that training remains aligned with the ultimate goal of enhancing strategic effect throughout time, it is important to be aware of and responsive to the changing developmental needs.

Ongoing collaborative processes involving frontline staff, management, and the communities served offer timely input on changing strategic landscapes. Regular assessments and updates based on important input from stakeholders ensure a strong connection between the skills and resources developed through learning and the strategic goals defined.

Adaptable learning plans, characterised by frequent cycles of quick revisions and customisable content modules, demonstrate the ability to easily integrate new priorities or address previously overlooked difficulties as circumstances evolve. Training transforms strategic goals into tangible outcomes by developing a highly competent and mission-driven workforce that is equipped to guide the charity organisation towards its desired destination. This effective alignment of strategies

enhances the organization's capabilities to meet the demands of beneficiaries through purposeful and capacity-focused strategic endeavours.

5.7.6 Community Collaboration

The research highlighted the importance of extensive collaboration to gain input from practitioners, resulting in training solutions that are highly contextualised and relevant. Participants agreed that collaborations between charities and other local stakeholders harness their combined expertise and understanding to develop programmes that are tailored for the specific context. Prior research confirms that community partnerships enhance outcomes in this manner.

Effective training necessitates a thorough comprehension of an organization's distinct cultural, economic, and social context to ensure that the subject resonates. Community collaboration enables a level of contextual familiarity that cannot be achieved only through remote planning. Collaborating with business groups, donors, peer nonprofits, and public institutions promotes the exchange of diverse viewpoints.

Collaborating with workforce boards ensures that training provides skills that can be immediately applied to local job opportunities, so creating clear pathways for graduates. Government involvement brings attention to compliance issues and enables targeting of neglected communities. Collaborating NPOs combine their educational programmes, combine their teaching staff, and jointly organise free events to attract a larger number of participants through the benefits of networking.

Directly involving the communities being serviced puts beneficiaries as advisors, allowing them to share their implicit knowledge gained from experience. Their direction effectively influences materials to be highly relevant and enhances the development of essential skills, thereby empowering the populace based on their own abilities rather than external preconceptions. Participatory design fosters increased programme ownership, enhancing sustainability.

Collaboration is particularly important in different multicultural environments as it guarantees cultural sensitivity and local ownership, which are crucial for achieving success. Collaboratively implementing training solutions as equal partners enhances long-term capacity for collaboration and social capital within the community, resulting in a valued outcome that surpasses the efforts of a single agency. Overall, the involvement of the community in cooperation enhances the effectiveness of programmes by incorporating relevant and practical knowledge.

5.7.7 Comprehensive Evaluation

The study highlighted the significance of a comprehensive, repetitive, and evidence-driven method for assessing the long-term effects of training programmes. Interview participants recognised that organisations frequently prioritise immediate results such as satisfaction surveys, rather than doing thorough evaluations of actual capacity transformation. Nonetheless, a comprehensive assessment procedure is necessary to consistently enhance programmes and optimise their effectiveness in nonprofit operations.

An all-encompassing strategy considers not only responses, but also acquisition of knowledge, growth, and tangible outcomes within an organisation (Backer, 2001; McKinsey, 2001). The approach employs a combination of qualitative and quantitative methodologies to comprehensively capture the diverse contextual aspects that go beyond numerical data and affect the manifestation of capacity in different communities. The viewpoints of frontline personnel, management, funders, and communities are integrated through collaborative processes.

Periodic assessments create standards to measure longitudinal enhancements in efficiency and quality. Outcome indicators measure the utilisation of improved individual skills in the workplace, as well as the impact of the programme on overall organisational effectiveness, sustainability, and population outcomes. Regular assessments based on strategic goals guarantee long-lasting strategic congruence.

The iterative process then utilises the findings to inform significant programme adjustments, so enhancing the relevance and effectiveness over time. Evaluation insights inform the improvement of content, the refinement of technique, the prioritisation of resources, and the growth of collaboration. Continuous documentation and sharing of results contribute to the ongoing development of the evidence base, which in turn enhances the collective comprehension of best practices in the field.

By utilising established scholarly literature, recommendations are based on validated theories, thereby avoiding futile efforts on strategies with low chances of success. Simultaneously, the process of creating fresh case studies at a local level enhances the pool of context-specific practical knowledge for comparable organisations.

Overall, a well-organized and comprehensive assessment process enhances programmes and optimises outcomes, providing a solid rationale for stakeholders to invest in capacity building as a crucial component of nonprofit missions. The holistic research approach is designed as a perpetual learning system that is optimised to have a lasting impact on the community.

5.8 Conclusion

This study employed a mixed methods approach to investigate the influence of training programmes on the performance of NPOs. A full understanding of the topic was achieved by incorporating quantitative, qualitative, and management viewpoints. Below, you will find a concise summary of the main discoveries and their corresponding consequences.

The results of the quantitative survey demonstrated favourable associations between involvement in training, individual outcomes, and indices of organisational performance. Motivation also had a significant moderating effect.

Follow-up interviews offered additional insight by elucidating the manner in which training enhanced capacities and providing explanations for the underlying reasons. The emerged themes encompassed the significance of motivation, strategic congruence with aims and work responsibilities, taking into account practical design elements, involving various learning styles, and fostering local collaboration. The managers approved these themes and provided sustainability initiatives and accountability insights.

The combined methodology produced consistent evidence that well-designed and planned training programmes, which take into account motivation and local circumstances, enhance skill development and the effectiveness of nonprofit missions in the long term. This was accomplished by a process of repeatedly combining and analysing both numerical and descriptive data.

Although some valuable insights were obtained, this study was limited to a single case, which restricts its generalizability. The absence of a comparison group hindered the ability to establish causal relationships rather than just correlations. Voluntary participation has produced a bias in the selection process. Relying on self-reports posed a potential danger of typical technique biases compared to using objective metrics. Excluding the voices of external stakeholders results in a narrow range of opinions. The cross-sectional design offered a momentary glimpse as

opposed to a prolonged analysis in a longitudinal study. Limited resources prevented extensive discussions and wider participation.

Although there were restrictions, this research was able to identify implications for practical use. The findings support the use of a strategic approach that focuses on the specific needs of individuals and ensures that training systems are well-aligned with their motivation and local contexts. The primary recommendations revolve around:

- Designing customised programmes based on an evaluation of the organisation and feedback from stakeholders to target specific areas of improvement in capacity. Conducting formative evaluation and making revisions guarantees the continued relevance of a project or initiative in the face of changing circumstances.
- Employing a variety of instructional techniques and modes of delivery to cultivate a wide range of skills among staff members with varying roles, availability, and preferred learning approaches.
- Ensuring that content is aligned with strategic priorities and job responsibilities in order to optimise the application and support of organisational trajectories.
- Taking into consideration practical factors such as scheduling, resources, and limitations to promote accessibility and long-term viability.
- Engaging in extensive collaboration with the communities we serve and our partners to leverage expertise, foster local ownership, and enhance accessibility.

NPOs that systematically enhance the skills and capacities of their staff through tailored and demand-based training programmes are likely to experience improvements in performance and the achievement of community objectives in the long run. In summary, a methodical approach that combines several types of research can be used to enhance the effectiveness of NPOs by improving their human and social resources. This can lead to the overall improvement of these sectors and ultimately benefit the individuals and communities they serve.

CHAPTER 6 SUMMARY AND IMPLICATIONS AND RECOMMENDATIONS FOR FURTHER RESEARCH

6.1 Discussion of the key findings

This research will provide the main discoveries derived from the investigation. The objective was to examine the effects of different training methods on the overall efficiency of NPOs. The study investigated many crucial research inquiries pertaining to the impact of training excellence, frequency, anticipated results, and motivation. The findings of the study provide valuable insights that may be used to improve ways to developing human capital in the nonprofit sector. We will provide a concise overview of the primary discoveries for each study inquiry and establish connections with pertinent preexisting literature. Ultimately, the suggestions obtained from the findings will be examined and analysed.

RQ1: The influence of the quality of training on the organisational effectiveness

The results of this research indicate that training programmes of superior quality, as assessed based on criteria such as alignment with needs, level of participation, and design, had a substantial and beneficial impact on the success of NPOs. Training interventions that were viewed as more relevant, strategic, and well-executed were shown to be associated with increased perceived competences, efficiency, and productivity increases at both the individual and departmental levels after the training.

This discovery is consistent with the findings presented by Arthur et al. (2003) about the effects of high-quality training in the for-profit industry. Their study showed that customising treatments based on thorough evaluation, using a variety of interactive delivery techniques, and emphasising practicality, improves both learning outcomes and job performance.

This research confirms and expands upon these findings inside the nonprofit sector. More precisely, it emphasises that strategic elements such as involving staff in needs-assessments, aligning materials with priorities and roles, employing diverse approaches that cater to different learning styles, schedules, and resources, and continuously revising the process enhance the benefits gained from investing in

human capital development through capacity building. Both studies emphasise that the presence of quality elements has a more significant impact on the benefits obtained compared to mere participation.

NPO aiming to maximise the impact of their training programmes should use a well-coordinated and evidence-based strategy that focuses on ongoing quality improvement. Given that the results suggest that better quality cultivates possess essential characteristics for mission success, it is important to strategically prioritise systematic efforts when resources are available.

RO2: The Impact of Training Frequency on Organizational Effectiveness

This research investigated the correlation between the frequency of training programmes and the success of charitable organisations. The results showed that the level of frequency adequacy had a substantial impact on the outcomes. This deviates from the conclusions reached by Pidd (2004) about organisations that have limitations or restrictions.

In Pidd's (2004) research, the influence of training frequency on firm performance in sectors with limited resources was examined. He determined that frequency had a little impact, ultimately concluding that, when resources are limited, the importance of quality often outweighs the value of greater programming. Nevertheless, the present investigation yielded contrasting outcomes.

The majority of participants held the view that the non-profit organization's regular training programme effectively strengthened skills and objectives over a period of time. Subsequent interviews delved further into this matter. The staff highlighted the need of regular and consistent practice in order to optimise the application of skills, retain information, and foster a culture of learning. This deviated from Pidd's (2004) study, which did not explicitly evaluate possible long-term effects.

Manager interviews also emphasised that consistent frequencies of trustworthy feedback fostered motivation by promoting a culture of continuous learning, in contrast to Pidd's emphasis on sporadic occurrences. The present research assessed the overall sufficiency of frequency within the context of an integrated learning system.

Pidd (2004) focused only on frequency within limitations, but this study saw sufficient training as a constituent of a well-coordinated strategy that also included needs-analysis and alignment. The inclusion of these supplementary focuses on strategic design might perhaps account for the contrasting results.

In summary, the findings indicated that the appropriate frequency of a certain action greatly enhanced its efficacy when integrated strategically into a well-coordinated system that is driven by specific demands. This expanded our comprehension beyond the previous study by Pidd, which mostly focused on restrictions.

RO3: The Impact of Expected Training outcomes on Organizational Effectiveness

This research investigated the influence of the degree to which anticipated training outcomes are fulfilled on the success of NPOs. The results indicated a significant correlation between satisfaction with outcomes and important performance indicators.

The staff questionnaires inquired about the effectiveness of training in attaining the desired level of proficiency. The majority of the workshops focused on enhancing pertinent abilities that may be directly used in the workplace. The qualitative interviews provided further support for this quantitative conclusion.

After completing the training, employees expressed increased confidence in using their abilities and achieving objectives more effectively. This improvement may be attributed to the training programme matching the specific result expectations that were set based on needs assessments. Additionally, managers saw improvements in several domains.

Blume et al. (2010) conducted research that confirms the effectiveness of training programmes that correspond with the specific requirements of individuals, resulting in improved competence development and successful application of skills in the workplace. Furthermore, it is consistent with the findings of Grossman and Salas (2011), who concluded that training programmes that provide practical knowledge to participants have a favourable impact on both individual and organisational results.

In summary, the process of strategically creating programming with clear and relevant expected results, and monitoring the accomplishment of these targets, helps to enhance the translation of capacity building efforts into improved effectiveness for NPOs. Ensuring that training effectively meets intended competence and productivity goals is a significant aspect of quality.

RO4: The Relationship Between Motivation and Effectiveness in Training

This research investigated the correlation between employee motivation and organisational effectiveness, with a special focus on training interventions. The findings indicated a significant and favourable correlation between degrees of motivation and important performance results.

The majority of the staff agreed that motivation had a substantial influence on these domains. The interviews delved into the topics of internal motivators and exertion in more detail. Employees demonstrated the greatest level of motivation when training enhanced the practical skills that are essential to their job performance. Grant's (2008) study supports the idea that intrinsic motivation drives discretionary effort, which in turn benefits objectives.

This is consistent with previous studies on the significant impact of internal drive, particularly in limited settings. Grant's (2008) research demonstrates that individuals that are genuinely driven display discretionary effort, which greatly contributes to achieving organisational objectives.

When NGOs encounter limitations, their eagerness to overcome them enhances productivity, hence amplifying the reported effects of training. Staff members who were motivated reported greater improvements in their skills, which had a more direct impact on their effectiveness in achieving goals.

The results suggest that fostering strong motivation may enhance the effectiveness of training efforts by promoting individual performance that surpasses expectations. Strategies such as matching lessons with the underlying purpose of the task have been shown to activate crucial motivators, as indicated by this and related studies.

In general, the findings confirm that motivation plays a crucial role in translating learning into actual improvements in capacity and effectiveness. This is particularly significant in situations when resources are limited, which is often the case in the charity sector.

RQ5: The Moderating Role of Motivation in the Frequency-Effectiveness Relationship

This research investigated whether motivation had a moderating role in the relationship between the sufficiency of training frequency and the success of charitable organisations. The results indicated that motivation had a key role in influencing this association.

The analysis of responses to the questionnaire revealed that motivation exerted a more significant impact than frequency alone. Qualitative feedback indicated that regular training had a greater effect when combined with strong motivation. Dedicated personnel used their abilities consistently, maximising the advantages of frequency.

This finding corroborates previous meta-analytic study conducted by Salas and Cannon-Bowers in 2001. According to their review of 119 research on training outcomes, it was shown that individual traits, such as motivation, had a longitudinal effect on strengthening the transfer and maintenance of training. The present study's comprehensive examination of motivation supports and broadens their findings.

Managers observed that providing refresher training was most effective in improving the competence of motivated employees. This finding aligns with the research of Salas and Cannon-Bowers (2001), which suggests that the characteristics of learners and the design of training programmes interact to influence outcomes. In this context, motivation enhances the process of acquiring and improving programming skills, both at the beginning and during the learning journey.

In general, the findings indicate that motivation plays a considerable role in moderating the influence of frequency on efficacy. This finding is compatible with conceptual frameworks, such as the one experimentally studied by Salas and Cannon-Bowers (2001). NPOs may strategically utilise both characteristics to maximise the effectiveness of training results.

RQ 6: The Moderating Role of Motivation in the Outcomes Satisfaction-Effectiveness Relationship

This research investigated whether motivation had a moderating role in the relationship between satisfaction with training results and nonprofit performance.

The results demonstrated that motivation had a substantial impact on strengthening this link.

The analysis showed that motivation enhanced the impact of satisfaction with results on important performance measures. The qualitative data revealed that motivated individuals experienced improvements in their skills and abilities, which directly contributed to their effectiveness in performing their job duties.

This aligns with Keller's (2010) framework of motivational design, in which intrinsic motivators enhance the benefits derived from training-induced competence development. Increased motivation led to enhanced staff competence and productivity due to the reinforcement of positive results.

Managers observed that the greatest advantage was achieved when motivation was used to strengthen the application of relevant skills and information acquired during well-designed training, resulting in the attainment of intended outcomes. The motivation of workers acted as a catalyst, leading to their exceptional performance that beyond the levels of satisfaction initially expected.

In summary, the findings clearly indicate that motivation greatly enhances the beneficial influence of satisfaction with outcomes on the success of an organisation. According to theories such as Keller (2010), motivation improves the achievement of competence, which is determined by high-quality training satisfaction.

RQ7: Recommendations to Improve Training Quality and Effectiveness

In order to get the best possible results for the organisation, it is advisable to prioritise a strategic approach that aims to enhance the many variables that contribute to the quality of training. A thorough evaluation of requirements based on established methodologies provides the basis for relevance (Goldstein & Ford, 2002; van der Klink et al., 2001). Obtaining feedback from both personnel and management guarantees that the curriculum effectively targets the most important goals and issues. The first analysis provides guidance for a customised design that has been shown to enhance results (Alliger & Janak, 1989).

Instructional principles subsequently direct the practical creation of material that emphasises the development of certain skills, which is then combined with various methods of delivery (Kirkpatrick & Kirkpatrick, 2006; Kraiger et al., 1993). The use of interactive delivery methods helps to maintain the engagement of

learners, while a variety of activities are used to strengthen their ability to remember information over a period of time (Cromwell & Kolb, 2004; Salas & Cannon-Bowers, 2001). Integrating work examples and providing chances to practise new abilities enhances the meaningful application of those skills (Burke & Hutchins, 2007; Grossman & Salas, 2011).

A component of systematic assessment monitors the level of satisfaction with results and highlights specific areas that might be improved (Kraiger, 2003; Patrick, 1992). Collecting both quantitative measurements and qualitative input at various stages enables a process of continuous improvement (Alliger et al., 1997; Cannon-Bowers & Bowers, 2010). Managers have the ability to strengthen adjustments that optimise utility.

Enhancing internal motivation by promoting autonomy, competence, and the inherent worth of work also enhances the effectiveness of training in achieving organisational success (Keller, 2010; Noe, 1986). Increased support and voluntary effort magnify returns. Strategically scheduled review sessions enhance expertise, resulting in long-term advantages for the mission (Cekada, 2012).

Nonprofits may effectively develop their individual and collective talents to promote their essential objectives by carefully prioritising these quality pillars.

RQ8: Strategies for NPOs to improve employees Motivation

NPOs may use several ways to enhance motivation for training. Grant and Berry (2011) showed that intrinsic motivation is crucial due to the sector's dependence on voluntary work.

Engaging staff in curriculum creation via goal-setting fosters autonomy. This entails the joint development of SMART targets that are precise, measurable, achievable, relevant, and time-bound, as proposed by Latham and Locke in 1979. Collaborative planning fosters autonomy and curiosity (Klein et al., 2006; Noe & Winkler, 2010).

The social learning theory posits that mentoring and coaching relationships serve as a source of motivation by fostering competence via supervised practice and constructive feedback (Bandura, 1986; Vancouver & Kendall, 2006). Matching novice employees with seasoned mentors facilitates the process of acquiring knowledge via observation and problem-solving (Higgins & Kram, 2001; Steele et al., 2018).

Practicum experiences provide opportunities for applying hands-on skills, which enhance learning by combining job duties. These findings indicate that this enhances one's belief in their own abilities and their drive to apply what they have learned to new situations (Burke & Hutchins, 2007; Tannenbaum et al., 1991).

Recognition programmes that acknowledge extra-role behaviours in a meaningful way enhance perceptions of competence and desire for recognition (Organ & Ryan, 1995; Podsakoff et al., 2009). Both casual commendation and official non-financial incentives demonstrate gratitude.

Encouraging a culture that values performance and provides support strengthens efforts via the promotion of empowerment, responsibility, and team cohesiveness (Colquitt et al., 2000; Klein et al., 2006). This tone is established by the implementation of peer mentorship cohorts and motivating coaching provided by leaders.

Evaluating the degrees of employee engagement helps in tailoring the strategy, such as using strategies that concentrate on intrinsic motivation for engaged workers, while using more concrete incentives to motivate less involved employees (Pitt-Catsouphes et al., 2015; Wagner & Harter, 2006).

These flexible strategies use both personal and contextual aspects that influence the motivation required to effectively apply new abilities for achieving organisational success.

Table 1-14

Research Question	Key Findings
RQ1: Effect of training quality	Higher quality training (needs alignment, participation, design) increased competencies, efficiency, productivity. Consistent with prior research showing customized, interactive training improves outcomes.
RQ2: Effect of training frequency	Frequency adequacy substantially impacted outcomes, deviating from some previous work. Staff emphasized value of regular practice/feedback for skills retention and learning culture.
RQ3: Effect of meeting training outcomes	Satisfaction with intended outcomes predicted performance, reflecting importance of clear, relevant targets and assessing fulfillment. Competence and skills use resulted from needs-matched programming.

Table 1-14

RQ4: Relationship between motivation and effectiveness	Motivation correlated significantly with performance results. Intrinsic drivers like practical skills motivated discretionary effort benefiting objectives.
RQ5: Motivation's moderating role on frequency-effectiveness	Motivation played a key role influencing this relationship. Motivation had a greater impact than frequency alone. Regular training had greater effect combined with strong motivation.
RQ6: Motivation's moderating role on outcomes satisfaction-effectiveness	Motivation substantially strengthened this link. Motivation enhanced impact of satisfaction on performance by improving skills/abilities application.
RQ7: Training quality/effectiveness recommendations	Strategic approach prioritizing elements like needs assessments, customization, delivery methods, skills practice and motivation to optimize capacity building.
RQ8: Strategies to improve employee motivation	Approaches like involvement in goal-setting, mentoring, recognition, supportive culture, tailored strategies based on engagement levels.

6.2 Limitations

Each research project is inherently limited due to practical restrictions such as limited resources, time limits, and restricted access to information (Duan et al., 2015; Farrugia et al., 2010). Instead of severely criticising deficiencies, it is more productive to see first attempts as a foundation for progress, while also highlighting future opportunities for collaborative learning (McBeath, 2016). This research has initiated a crucial first phase in investigating the influence of nonprofit training on organisational success, with potential for further enhancing understanding via ongoing cooperation (Walter et al., 2011).

While a sample size of 106 employees is smaller than ideally expected, it was deemed sufficiently powered to detect effects for the key hypotheses tested in this study (Schimmack, 2021). One possible reason for challenges in recruiting a larger number of participants could be concerns around spam, as the questionnaire was distributed via email to various organizations (Duan et al., 2015). Nevertheless,

collecting data from diverse organizations enhances the generalizability of the findings compared to a single case study (Farrugia et al., 2010). Although increasing the sample size further would strengthen the reliability and validate emerging trends, a size of 106 participants was judged able to provide valuable first insights for this exploratory research. The statistical analyses yielded significant results supporting several hypotheses, indicating the sample was indeed adequate for the objectives of this initial study. To build on these insights, future research could explore alternative recruitment strategies to obtain an even larger dataset while addressing participants' privacy and spam concerns.

Moreover, depending only on employee self-report surveys resulted in an inadequate depiction without the involvement of other stakeholders. Nevertheless, the value of frontline worker viewpoints remains significant, since their everyday experiences and skills provide crucial basic findings (Torraco, 2016). Although the data may be considered independent, their perspectives provided the first foundation. Further investigations including perspectives from managers, volunteers, and recipients would enhance, rather than invalidate, current knowledge by offering a more comprehensive context instead of denial (McBeath, 2016).

The non-experimental study approach imposed limitations on the ability to draw causal inferences, but did not prevent the collection of observational insights that are deserving of more thorough future testing (Farrugia et al., 2010). No one research fully satisfies all objectives exhaustively. Considering this as a first phase in a continuous and forward-thinking conversation acknowledges limitations while appreciating input. Experimental methods provide opportunities to validate initial assumptions established here in the long run.

Similarly, by just emphasising formal training, one would have an incomplete understanding, necessitating the need to expand the scope to include informal learning. However, recognising these limitations offers guidance rather than justification for dismissal, since limitations on scope are often imposed due to limits. Further efforts to broaden one's understanding via various methods of skill improvement not only build upon previous progress but also strengthen it (Hollenbeck & Wright, 2017).

Being cross-sectional instead of longitudinal implies that dynamics need ongoing investigation as circumstances evolve (Brown & Prescott, 1999). Snapshot images continue to advance discussions by prompting inquiries that need temporal

analysis (Farrugia et al., 2010). A beginning point maintains value despite the constraints of a single method.

By doing cross-industry comparisons, the potential for generalizability may be increased. This can lead to the discovery of useful insights that can be used to improve the management of human capital in NPOs, while keeping the interests of beneficiaries in mind. Future modifications aimed at enhancing demographic validity do not reduce the practical significance already obtained for certain scenarios (Aguinis & Bradley, 2014).

The sample size for the qualitative interviews was limited, but it was chosen with the intention of achieving methodological advantages by combining it with the survey data through triangulation (Farrugia et al., 2010). In order to make progress, it is important to prioritise both starting new projects and improving existing ones, rather than focusing just on individual mistakes.

In summary, this research made a first exploration into a significant field, producing results that promote discussion and acknowledgment of opportunities for collaborative improvement. Considering research as an ongoing collaborative effort, with the aim of empowering nonprofit missions through the accumulation of insights over time, fosters a spirit of collaboration (Walter et al., 2011). This approach enhances communal understanding by valuing each contribution, rather than criticising perceived weaknesses in isolation. Continuous improvement enhances knowledge to the advantage of stakeholders.

6.3 Area for future research

In order to expand upon the discoveries made in the current research, it is essential to examine other pathways for more research. An important suggestion is to carry out thorough empirical investigations that include several samples from NPOs and comparison groups. These investigations should use rigorous longitudinal mixed-method designs. This will enable more robust assertions about the connections between variables and the capacity to evaluate causation across prolonged durations.

An important topic that requires more examination is the process of determining the specific effects of various aspects of training programmes on the performance of organisations. In future research, it would be beneficial to use randomised experimental designs to assign nonprofit workers to different learning treatment conditions. These conditions should systematically alter instructional

methodologies, content emphasis areas, delivery formats, and assessment procedures. By comparing results across different situations, we may get a greater understanding of which training design aspects have the most significant impacts. Conducting study on the contrasting effects of problem-based and lecture-focused teaching methods may provide optimal approaches for developing certain skills.

Incorporating diverse stakeholder viewpoints would enhance comprehension of how training contributes to organisational performance. Gathering input from trainees, their supervisors, peers, volunteers, and the communities they serve would provide a comprehensive understanding of the results. Gathering data from this diverse group of persons via surveys and interviews, both before to and during training interventions, would reveal viewpoints that are often disregarded. Combining numerical measurements with detailed qualitative observations improves accuracy and provides a contextual understanding of the results within the specific conditions of each charitable organisation.

Furthermore, there is a chance to further explore the influence of motivation on the link between training and its efficacy. Researchers have the ability to deliberately modify motivating settings in order to identify and understand causal pathways. For instance, by randomly allocating workers to circumstances where the training material is either highly relevant or less relevant to their responsibilities, we may investigate the impact of relevance on motivation and subsequent performance. Likewise, programmes that reward and acknowledge the use of skills after training may enhance motivators such as competence and connection, which can have an impact on effectiveness. Additional qualitative research that examines the underlying factors influencing motivation, such as internal and external drives, taking into account different levels of competence, roles, demographics, and organisational cultures, would provide a contextual understanding of the quantitative motivation results.

Exploring the most effective timing, length, and order of training during one's career is a promising area of research. Are there certain subjects and approaches that are more advantageous for employees at the entry level compared to those at the management level? Is it more advantageous to develop communication skills at an early stage, whereas leadership qualities are better cultivated via experience? How may the use of "just in time" refresher courses that include real-world illustrations help maintain competence over an extended period of time? Examining the

competence and effectiveness results of training programmes aimed at different career phases or experience levels might provide light on these difficulties. Combining quantitative evaluation with interviews to investigate perceptions would provide practical assistance for designing lifelong learning.

Further investigation is required to examine the impact of social elements in the work environment. Prior studies suggest that management support, chances for skill practice, and collaborative peer contexts enhance the transmission of knowledge and increase motivation. In future trials, researchers may vary these contextual factors to compare the effects of managers actively coaching application with situations when job constraints prevent it. Additional qualitative research into subtle informal and cultural impacts might reveal presently overlooked processes. Additionally, there are chances to explore learning consortiums inside NPOs in order to comprehend collaborative strategies that enhance the efficacy of individual organisations via sector-wide advancements.

Sustainability aspects provide a potential and encouraging direction. Considering the limited resources of many NGOs, it is important to investigate the processes that encourage the continued use of skills even years after training. Examining organisational routines, ongoing learning processes, accountabilities, and strategy alignment that provide reinforcement may result in valuable insights for long-term effects. What is the relationship between performance management, succession planning, and training? What measures may be used to optimise long-term returns on investments in human capital? Can communities of practice or mentorship programmes enhance knowledge retention more effectively?

Considering the requests for assessment systems that prioritise developmental training over academic training is also worth considering. Future study may explore the implementation of stakeholder-informed techniques that combine formative needs assessment, progressive feedback systems, and summative impact ratings. This promotes collaboration among professionals, recipients, and researchers to comprehensively assess the effects of training that are intertwined with everyday circumstances and strategic objectives. Integrating qualitative methodologies such as developmental assessment that acknowledge complexity might enhance the findings of current empirical research.

In summary, given the social importance and limitations of the nonprofit sector, using mixed-method research designs that include various sampling methods,

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randomization, longitudinal viewpoints, and a range of stakeholders shows potential. Examining the variables that drive motivation, continuous learning throughout one's career, the impact of the work environment, sustainability considerations, and collaborative practices may lead to improved training methods that enhance long-term organisational success and benefit the community. Engaging practitioners and beneficiaries as equal evaluation partners aligns with the goals of NPOs. Further research that is based on empirical evidence and focused on practical applications has the potential to enhance this crucial industry.

Appendix 1: Questionnaire

What is your gender? (你的性別是) *

Male (男性)

Female (女性)

Non-Binary (非二元性別)

Prefer not to Answer (傾向不回答)

What is your age? (您的年齡是) *

Under 18 (18歲以下)

18-24 (18-24歲)

25-34 (25-34歲)

35-44 (35-44歲)

45-54 (45-54歲)

55-64 (55-64歲)

65 or older (65歲或以上)

What is your highest level of education completed? *
(您的最高教育程度是)

Primary School (小學學歷)

Secondary School (中學學歷)

Associate's degree (副學士學位)

Bachelor's degree (學士學位)

Master's degree (碩士學位)

Doctoral degree (博士學位)

What is your job level in the nonprofit sector? *
(您在非營利組織中的職級是)

Entry Level (入門級)

Non-Management (非管理層)

Junior Management (初級管理層)

Middle Management (中級管理層)

Senior Management (高級管理層)

How long have you been working in the nonprofit sector? *
(你在非牟利機構界別的服務年資)

- Less than 1 year (少於1年)
- 1-3 years (1-3年)
- 3-5 years (3-5年)
- 5-10 years (5-10年)
- 11-15 years (11-15年)
- More than 15 years (15年或以上)

How many years have you been employed at the NPO? (你在現職非牟利機構的服務年期) *

- Less than 1 year (少於1年)
- 1-5 years (1-5年)
- 6-10 years (6-10年)
- 11-15 years (11-15年)
- More than 15 years (15年或以上)

How many years of work experience do you have in your current role? (你在同一職位已服務了 *
多久)

- Less than 1 year (少於1年)
- 1-3 years (1-3年)
- 3-5 years (3-5年)
- 5-10 years (5-10年)
- More than 10 years (10年或以上)

In the past six months, which types of training the organisation organised? (過往6個月，你服 *
務的機構曾經舉辦以下那些培訓?)

- Orientation (迎新培訓)
- Compliance training (合規培訓)
- On-the-job training (在職培訓)
- Skill-based training (工作技能培訓)
- Employee wellness training (員工健康培訓)

The following are training-related questions (培訓相關題目)

Please select the answer based on the your recent training you selected in the last question.
(請根據你上題所選最近期培訓填寫下續題目。)

To what extent do you believe that the **quality of training content** provided by the NPO contributes to an increase in employee productivity towards **achieving the organizational goal**?

您認為非營利組織提供的培訓內容質量，對於提高員工工作效率以達成組織目標，有多大程度的貢獻？

1 2 3 4 5 6 7

Very low extent (非常低) Very high extent (非常高)

To what extent do you believe that the **quality of instruction** provided by trainers during the training sessions contributes to an increase in employee productivity towards **achieving the organizational goal**?

您認為培訓師在培訓課程中提供的指導質量，對於提高員工工作效能以達成組織目標，有多大程度的貢獻？

1 2 3 4 5 6 7

Very low extent (非常低) Very high extent (非常高)

To what extent do you believe that the **quality of training facilities and equipment** provided by the NPO contributes to the **a higher morale of the employee**?

您認為非營利組織所提供的培訓設施和設備質量，對提升員工士氣，有多大程度的貢獻？

1 2 3 4 5 6 7

Very low extent (非常低) Very high extent (非常高)

To what extent do you believe that the **quality of training programs** provided by the NPO contributes to an **intense organisational culture**?

您認為非營利組織所提供的培訓計劃質量，對於創造強烈的組織文化，有多大程度的貢獻？

1 2 3 4 5 6 7

Very low extent (非常低) Very high extent (非常高)

To what extent do you believe that the **quality of assessment methods** used during training sessions contributes to higher adaptability of employees in using new tools and processes, thereby contributing to the **morale of the employee**? *

您認為在培訓課程中使用的評估方法質量，對於提高員工適應新工具和流程的能力，進而提升員工士氣，有多大程度的貢獻？

1 2 3 4 5 6 7
Very low extent (非常低) Very high extent (非常高)

To what extent do you believe that the current **frequency of training programs** offered at the NPO is adequate for contributing to the ability to **achieve the organizational goal**? *

您認為目前非營利組織提供的培訓計劃頻率，對於實現組織目標的能力，有多大程度的貢獻？

1 2 3 4 5 6 7
Very low extent (非常低) Very high extent (非常高)

To what extent do you believe that the current **frequency of training programs** offered at the NPO is adequate for contributing to the ability to **an intense organisational culture**? *

您認為目前非營利組織提供的培訓計劃頻率，對於創造強烈的企業文化，有多大程度的貢獻？

1 2 3 4 5 6 7
Very low extent (非常低) Very high extent (非常高)

To what extent do you believe that the **scheduling of training programs** offered at the NPO is effective in contributing to the **morale of the employee**?

您認為非營利組織提供的培訓計劃排程，對於提升員工士氣的效果如何？

1 2 3 4 5 6 7
Very low extent (非常低) Very high extent (非常高)

To what extent do you agree that **successful knowledge transfer** from the training program can contribute to the ability to **achieve the organizational goal**? *

您認為從培訓計劃中成功的知識轉移，對於實現組織目標的能力，有多大程度的貢獻？

1 2 3 4 5 6 7
Very low extent (非常低) Very high extent (非常高)

To what extent do you agree that **skill development** from the training program can contribute to the improve of the morale of the employee? *

您認為從培訓計劃中的技能發展，對於提升員工士氣的效果如何？

1 2 3 4 5 6 7

Very low extent (非常低) Very high extent (非常高)

To what extent do you agree that **behavior change** from the training program can contribute to the intensity of the **organizational culture**? *

您認為培訓課程中帶來的行為改變，對於營造企業文化的強度，有多大程度的貢獻？

1 2 3 4 5 6 7

Very low extent (非常低) Very high extent (非常高)

To what extent do you agree that **performance improvement** from the training program can contribute to the ability to **achieve the organizational goal**? *

您認為培訓計劃中的表現提升，對於實現組織目標的能力，有多大程度的貢獻？

1 2 3 4 5 6 7

Very low extent (非常低) Very high extent (非常高)

To what extent do you believe that **employee motivation** plays a role in determining the ability to **achieve the organizational goal** through the successful completion of **high-quality training programs**? *

你認為員工的動機在多大程度上影響透過成功完成高品質培訓計劃以達成組織目標的能力？

1 2 3 4 5 6 7

Very low extent (非常低) Very high extent (非常高)

To what extent do you agree that **motivated employees** are more likely to **apply the knowledge and skills gained from high-quality training programs to their work**, resulting in an increase in the **intensity of the organizational culture**? *

你認為員工的積極動機在多大程度上影響他們能否將從高品質培訓計劃中獲得的知識和技能應用到工作中，並進而提升組織文化的強度？

1 2 3 4 5 6 7

Very low extent (非常低) Strongly Agree (非常同意)

To what extent do you believe that **employee motivation** moderates the relationship between the **quality of the training program and organizational effectiveness**, including factors such as skill development and employee engagement, and thereby contributing to the **morale of the employee**? *

你認為員工動機在多大程度上調節培訓計劃的質量和組織效能之間的關係，包括技能發展和員工參與等因素，從而提高員工士氣？

1 2 3 4 5 6 7
Very low extent (非常低) Very high extent (非常高)

To what extent do you believe that **employee motivation** plays a role in determining the ability to **achieve the organizational goal** through **frequent training programs** in the NPO? *

您認為員工的積極動機在多大程度上影響非營利組織通過頻繁的培訓計劃實現組織目標的能力？

1 2 3 4 5 6 7
Very low extent (非常低) Very high extent (非常高)

To what extent do you agree that **frequent training programs** are more effective in increasing the **intensity of the organizational culture** when **employees are motivated** in the NPO? *

您認為當員工在非營利組織中具有積極動機時，頻繁的培訓計劃在提高組織文化強度方面更為有效嗎？

1 2 3 4 5 6 7
Very low extent (非常低) Very high extent (非常高)

To what extent do you believe that **employee motivation** moderates the relationship between the **frequency of training programs** and the **morale of the employee** in the NPO? *

您認為員工的積極動機在多大程度上調節非營利組織中培訓計劃頻率和員工士氣之間的關係？

1 2 3 4 5 6 7
Very low extent (非常低) Very high extent (非常高)

To what extent do you believe that **employee motivation** plays a role in determining the ability to **achieve the organizational goal** through **skill development** from the training program in the NPO? *

您認為員工的積極動機在多大程度上影響透過培訓計劃中的技能發展來實現非營利組織的組織目標的能力？

Positive reinforcement in training refers to the use of praise or rewards to increase the occurrence of desirable behavior.

在培訓中，正向強化指的是以表揚或獎勵的方式來增強有利行為的出現。

1 2 3 4 5 6 7
Very low extent (非常低) Very high extent (非常高)

To what extent do you believe that **employee motivation** plays a role in determining the **intensity of the organizational culture** through positive **behavior change** from the training program in the NPO? *

您認為員工的積極動機在多大程度上影響透過培訓計劃中的積極行為改變來增強非營利組織的文化強度？

1 2 3 4 5 6 7
Very low extent (非常低) Very high extent (非常高)

To what extent do you believe that **employee motivation** plays a role in **improving morale of the employee** through **knowledge transfer** from the training program in the NPO? *

您認為員工的積極動機在多大程度上影響透過培訓計劃中的知識傳遞來提高員工士氣的程度？

1 2 3 4 5 6 7
Very low extent (非常低) Very high extent (非常高)

To what extent do you believe that **employee motivation** plays a role in determining the ability to **achieve the organizational goal** through **performance improvement** from the training program in the NPO? *

您認為員工的積極動機在多大程度上影響透過培訓計劃中的表現改進來實現組織目標的能力？

1 2 3 4 5 6 7
Very low extent (非常低) Very high extent (非常高)

*

In your opinion, to what extent does the training lead to satisfactory job performance? (在您看來，培訓在多大程度上能帶來滿意的工作表現?)

1 2 3 4 5 6 7

Very low extent (非常低) Very high extent (非常高)

*

In your opinion, to what extent does the training lead to higher interpersonal tensions? (在您看來，培訓會在多大程度上導致更高的人際關係緊張?)

1 2 3 4 5 6 7

Not at all (完全沒有) Strongly Impact (非常有影響力)

*

In your opinion, to what extent does the training lead to better leadership? (在您看來，培訓在多大程度上可以提高領導力?)

1 2 3 4 5 6 7

Not at all (完全沒有) Strongly Impact (非常有影響力)

*

In your opinion, to what extent does the training lead to better communication between departments? (在您看來，培訓在多大程度上促進了部門之間更好的溝通?)

1 2 3 4 5 6 7

Not at all (完全沒有) Strongly Impact (非常有影響力)

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