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Research Article

THE IMPACTS OF TEAMWORK, TRAINING ENGAGEMENT AND TRAINING ENVIRONMENT ON TRAINING CREATIVE ACTIVITY: THE CASE OF MONGOLIA

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ABSTRACT

The aim of this research was to deliver a participative view of teamwork, training engagement and training environment on training creative activity in the higher education sector in Mongolia and discourses the major issues and emphases on the recent work.The focus of this research is to discuss the perspective of teamwork, training engagement and training environment on training creative activity and its impaction educational performance and success.Also, we highlighted the meanings of teamwork, training engagement and training environment on training creative activity and its work sprit towards batter educational performance and specific to its impact on the success of higher education sector that provided the basis for this research study.We used SMART PLS-3.0, a qualitative research program, to analyse metrological, correlational, multifactorial, and pathologies, and to summarize the results of teamwork, training engagement and training environment on training creative activity in the higher education sector in Mongolia.

Keywords: teamwork, training engagement and training environment on training creative activity.

INTRODUCTION

The changes in learning management typically involve the introduction of various alternative learning methods. The development of an effective learning experience requires the modification of conventional learning. Teachers are required to create models of the effective ways to deliver lesson as well as assisting students to create an enjoyable learning experience. It is argued that an effective learning isdirectly correlated with the effectivity of both teaching and classroom.Effective learning is perceived to be the best in learning,controlling and checking whether the approaches and strategies that have been implemented have proved effective for specific goals and contexts (Chris Watkins, Eileen Carnell, Caroline Lodge, 2002). Moreover, Chris Watkins (2007) summoned that effective learning as the core processes of various domains, and schools must be able to play a special role to assist learners in making an effective learning process throughout the duration of their period.

THEORITICAL FRAMEWORK

Training creative activity

Training is a very complex process. One's general ability, cognitive process, emotions, motivation, developmental characteristics, readiness, previous experiences, social environment, and the culture of his/her community are variables that affect the process of learning. Affected by so many factors, individuals have different learning processes.The concept of effective teaching comprises specific behaviors, such as "talk expressive" or "highlight keypoints". It also includes the universally perceived characteristics such as "active and energetic teacher" or "facilitate the lecture notes.

Literature has identified the presence of characteristics of effective teaching. The main behaviors for effective teaching involve the characteristics that should be possessed by teachers (Alemu, 2014). Those are including clarity in lessons delivery, the instructional variety, task orientation instructor, and teacher's involvement in the learning process. The only external indicator of effectiveness is represented by the student success rate. It is supported by O'Neill (2009) that the effective teaching characteristics can be seen from the attitude of the teacher. Effective teachers would likely have high expectations of their pupils while at the same time recognizing the differences between individuals. They advocate the use of a variety of pedagogy while controlling the content of their teaching. Teachers maintain the encouragement of students' responsibility. The provision of a safe environment and relationship building among students would be the priority of effective teachers. They continuously monitor students' progress to encourage them with the appropriate feedback.Teaching and learning constructively synchronize instructions and assessment toward the desired learning outcomes. Achieving the objectives may be facilitated through the provision of tasks in learning activities that positively affecting student's learning effectivity.

Dimensions of Training. The dimensions of training can be divided into several stages: (Hala Moussa, 2015) as below:

1. Training design stage: It is the stage of developing the appropriate curriculum by defining the objectives of the training course, taking into account the available training methods.
2. Training implementation phase: It is the phase of starting the training process and applying the curriculum to achieve the objectives of the training course.
3. Training evaluation stage: It is the follow-up and review process for the training course and the trainees to measure the extent of benefit and achieve the objectives of he training course for which it is established.

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Team work

It is indeed human beings have learned in their beginning of life to work together as (Team) that have made such a remarkable developments as unique specie. The team signifies the spirit and working capacity of the employees as team to bring organization to the success. The various explanations, definitions, processes, dimensions, team size and benefits etc. regarding the above topic teamwork and organizational success is highlighted.Human beings have experience throughout their social history, lived, loved, grow younger to older and worked together in groups said West M.A. (2012).The mutual social knowledge of living and functioning together creates connection among people, society and families. When work is done cooperatively as a team it can achieve extremely extra work than individually. Team can be defined as in the human society to live, to work and to play and to cooperate with others for particular task. According to John W. Newstrom et al (1993) "team is the process of assessing performance of workers, passing information and exploring methods to increase performance".Moreover, it is one of the general myths that the skill of team member is more important than their vigor, attention, and determination for the tasks. Another widespread myth is that the team members are not alone accountable for the achievements or failures of their tasks the truth is that the members are the small parts in the teams and their individual abilities effect on the various results in team. The working relationships exist among team that might sight these relationships at different levels of involvement or relationships among the members as they move towards the degree of communication, integration and commitment increases. Terry L.G. et al (1980) expressed that "The skills are essential if members have to work together efficiently in complex situations, only development of skills and relationships, involvement on the task regarding the particular task might be selected for reaching at target that is considered as a definition of a team". Teams often perform higher when they work together with spirit that enable them to achieve a collective goal at the workplace, it not only benefits to the organization also affects the workers confidence and success. Cooperating on various tasks reduces workloads for all team members and enables them to share duties or ideas. Work as a team is the part of everyone's life, as one is a member of a family team, staff team, school team, and community teams etc., to understand how to work effectively as a team member. Especially there is a need when task is threatened with increasingly many problems for example, the energy problem has effects on organization, family life, and social development and the multi-dimensional nature of many problems require a scientific skill-based problem solving approach. Terry L.G, *et al.,*(1980) expressed that "The skills, competencies and efforts of team by setting priorities the team can have better impact on the problems solving such efforts can reduce workload, work duplication, and produce a result better than separate efforts". There are some processes of teamwork by adopting those the objectives can be achieved easily.

Team dimensions

1-Cognitions: include associations, task team-mate characteristics, team mission, objectives, norms, and resources, team role interaction patterns, skills, roles, and
team orientation.

2-Skills: consist on adaptability, shared situational awareness and mutual concept to conflict resolution.

3-Attitudes: symbolize motivation, collective potency, shared vision, team

cohesion, mutual trust, collective orientation and importance of.

Katzenbach and Smith (1993) lists the following requirements for building effective teams: (i) it should be small enough in the number of members. (ii) adequate levels of complementary skills. (iii) truly meaningful purpose (iii) specific goal or goals. (iv) established clear approach to the team's work. (v) a sense of mutual accountability. (vi) defined appropriate leadership structure.Effective team functioning requires finding time, selecting team members, empowering team members, providing training in relevant skills and knowledge, developing shared goals, and facilitating team functioning - particularly in the early stages of the team's work. Effective teams are carefully designed.

When assembling a team, it is very important to consider the overall dynamics of the team. La Fasto (2001) identifies five dynamics that are fundamental to team success.

The first dynamic is team membership. Successful teams are made up of a collection of effective individuals who are experienced, have problem solving ability, are open to addressing the problem and are action oriented.

The second dynamic is team relationship which has to do with the ability of team members to give and receive feedback.

The third dynamic is team problem solving which implies that team effectiveness depends on the level of focus and clarity of the goals of the team. Fourth is team leadership. Effective team leadership depends on leadership competencies. A competent leader is focused on the goal, ensures a collaborative climate, builds confidence of team members, sets priorities, demonstrates sufficient "know-how" and manages performance through feedback. Organizational environment is the fifth dynamic of team success, and it has to do with the climate and culture of the organization being conductive to team behavior.The prospects of teamwork may vary for across organizations because they are dependent on several factors, like the culture and climate, effectiveness of team leadership, and the organization. Great teams make things happen more than anything else in organizations. According to the literature review, we were hypothesized as below:

Hyphothesis 1. Team work have an influence on training creative activity.

Training engagement

Training engagement theory depicts the temporal sequence of events at multiple levels of analysis that contribute to training effectiveness. The temporal nature of the theory advocates for examining the processes that occur from before training is conceptualized until after the completion of training programs. As such, training engagement theory proposes a sequence model of the independent and joint effects of establishing training goals, prioritizing those goals, and persisting during goal striving on training effectiveness. Moreover, the theory is multilevel such that each phase of the goal striving process is conceptualized from the organizational, between-person, and within-person levels of analysis. Together the temporal and multilevel nature of training engagement theory provides a broad account of how factors at various levels in the organizational hierarchy influence one another and contribute to the success or failure of organizational training programs.Training engagement theory provides a multilevel depiction of the antecedents of training effectiveness. The hierarchical nature of training engagement theory provides a broad account of how processes at various levels in the organizational hierarchy influence one another and contribute to the success or failure of training programs. The temporal nature of the theory advocates for examining the processes that occur from before training is conceptualized until the completion of training when examining the antecedents of training effectiveness. Thus, training

engagement theory proposes a sequence model of the independent and joint effects of establishing training goals, prioritizing those goals, and persisting during goal striving on training effectiveness.Students are now learning from home which means that distractions during learning time can drastically increase and engaging students from a distance can be challenging. Young students are so accustomed to the in-person learning setting that the transition to hybrid or online learning can be very uncomfortable. Students have much less motivation and incentives to learn because of the lack of physical interaction and the isolation that COVID-19 has required. Because of this, educators are working harder than ever to go the extra mile and make sure that students aren't falling behind due to lack of engagement. This is a time where educators have been challenged to come up with new and creative ways to engage students both remotely and in hybrid environments. Katie Bond and Debra Jacoby recently joined us during our Florida Student Engagement Summit to discuss student engagement and share best practices that are working for their teachers during hybrid and distance learning. From our conversation, we've compiled a list of 7 student engagement tools to use to make hybrid learning easier.

Technology tools that have the power to enhance and transform instruction are one of the best ways to increase student engagement during hybrid and remote learning. Here are the 7 technology tools that you should consider when thinking about student engagement with hybrid learning as below:

1. Jamboard. An interactive whiteboard that allows teachers to incorporate fun digital aspects into their classroom. A Jamboard is a touch screen and allows much more than the typical whiteboard. Teamwork, collaboration, efficiency, etc. are all promoted with a Google Jamboard. Learn more about Jamboards from Katie Bond at our Florida Student Engagement Summit.
2. Padlet. A popular tool among K-12 educators that acts almost like a digital bulletin board for a classroom. Teachers are able to connect with students through Padlet as well as to conduct collaboration among students, share notes, make posts, etc.
3. Diigo. This is a great tool to have discussions over a piece of text for the class. Diigo gives teachers a way to create an online class that allows them to upload courses and materials such as links, readings, videos, etc. Students are able to annotate text and directly message or have discussion boards over their readings. Feedback features are also available.
4. Hypothesis. Maria Angel Ferrero described Hypothes.is as a tool that, "goes beyond traditional digital annotation, they enable sentence-level note-taking or discussion on classroom reading, news, blogs, scientific articles, books, terms of service, ballot initiatives, legislation, and more. The beauty about it is that it promotes web literacy and digital citizenship in students, more than any other app." Similar to Dijgo with a bit more of an in-depth approach.
5. Wakelet. Wakelet allows educators to curate and organize content from anywhere to save and share with anyone. Another popular tool amongst K-12 educators that has a plethora of valuable features and is also easy to navigate. Wakelet is a great platform to promote creativity and critical thinking.
6. Kahoot. A jeopardy stye approach to learning. Kahoot is a learning quiz tool that allows players to enhance their learning through games, electronics, and competition. Make learning fun with Kahoot by playing in class and allowing for students to host their own games on their own time.
7. Sli.do. Maria Angel Ferrero stated, "With Sli.do you can empower your students to ask questions, vote in polls, and be a part of the lecture by using a simple Q&A and polling tool. Sli.do is a great tool for promoting active learning in online classes. It allows you to involve your students in your lecture and give them the freedom to express their opinion via live polls, quizzes, brainstorming." According to the literature review, we were hypothesized as below:

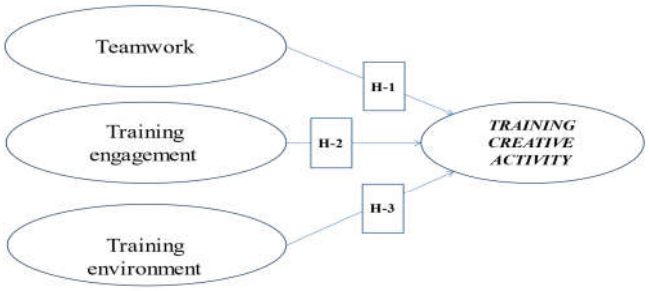
Hyphothesis 2. Training engagement have an influence on training creative activity.

Training environment

The training environment has long standing in the psychological field, which improved the research interest in students, yet the study of training environment in the educational field still limited.The training environment is one of the theories that concentrates on the continuous research development related to the improvement in supportive conditions for student development in graduate schools. To begin with, Gelso (1979) proposed the main concept of the development for students who had abilities in research to being considered.The changes in learning management typically involve the introduction of various alternative learning methods. The development of an effective learning experience requires the modification of conventional learning. Teaching and learning constructively synchronize instructions and assessment toward the desired learning outcomes. Notwithstanding the vast literature on the creation of effective learning, the lack of explanation on how the relationship between effective teaching and effective classroom would likely leave practitioners and academia without a clear guidance on how to operationalize the creation of effective learning in real life.Effective classroom management is defined as the variable of the classroom environment and the general classroom instructional supported by the preparation of procedures, structure, expectations, and feedback which is consistent across grades (Stichter et al., 2009). According to Talebi, Davodi, and Khoshroo (2015), there is a relationship between the skills and techniques of effective classroom management on student academic achievement. What's more, the emotional relationship between teachers and studentspotentially enhance student achievement. One component of an effective classroom management is verbal and non-verbal skills. The skills can influence the behavior of individual student and students in communal. The influence could be positive or negative depending on the behavior of the teacher.In a learning environment there are many stimuli created by the teacher. A student collects the information that s/he chooses from among these stimuli. Additionally, every student might have different senses s/he prefers to use. Whenone student tries to learn by listening to the teacher, another might be interested in the behaviors of the teacher or the script and pictures of the book open in front of him/her. Every student has a different strategy of coding information to their longterm memory. Some try to learn by giving meaning to them at once, whereas some try to learn by repeating. Some students can remember what they learned easily andquickly. Conversely, some have difficulty remembering and organizing what they know. Some students like learning in groups, and some might find it disturbing (Erden & Altun, 2006).

Hyphothesis 3. Training environment have an influence on training creative activity.

Figure 1. Conceptual models of factors on training activity.



Hyphothesis 1. Team work have an influence on training creative activity.
Hyphothesis 2. Training engagement have an influence on training creative activity.
Hyphothesis 3. Training environment have an influence on training creative activity.

RESEARCH METHODOLOGY

We used Likert five-point scales make it possible to discriminate opinions more finely, restrict for chosen more rather than other scales. Cooper (1998) described that most causal research relies on designed experimentation and simulation programs (Cooper, 1998). There are many software programs used to process data analysis. In this paper, SPSS and SmartPLS-3.0 were chosen for their simplicity and completeness.

Thus, we were conducted to check the consistency of all related factors in the study based on Cronbach's Alpha value. the Cronbach Alpha testing will be used as it is the most well accepted reliability test tool applied by social researchers

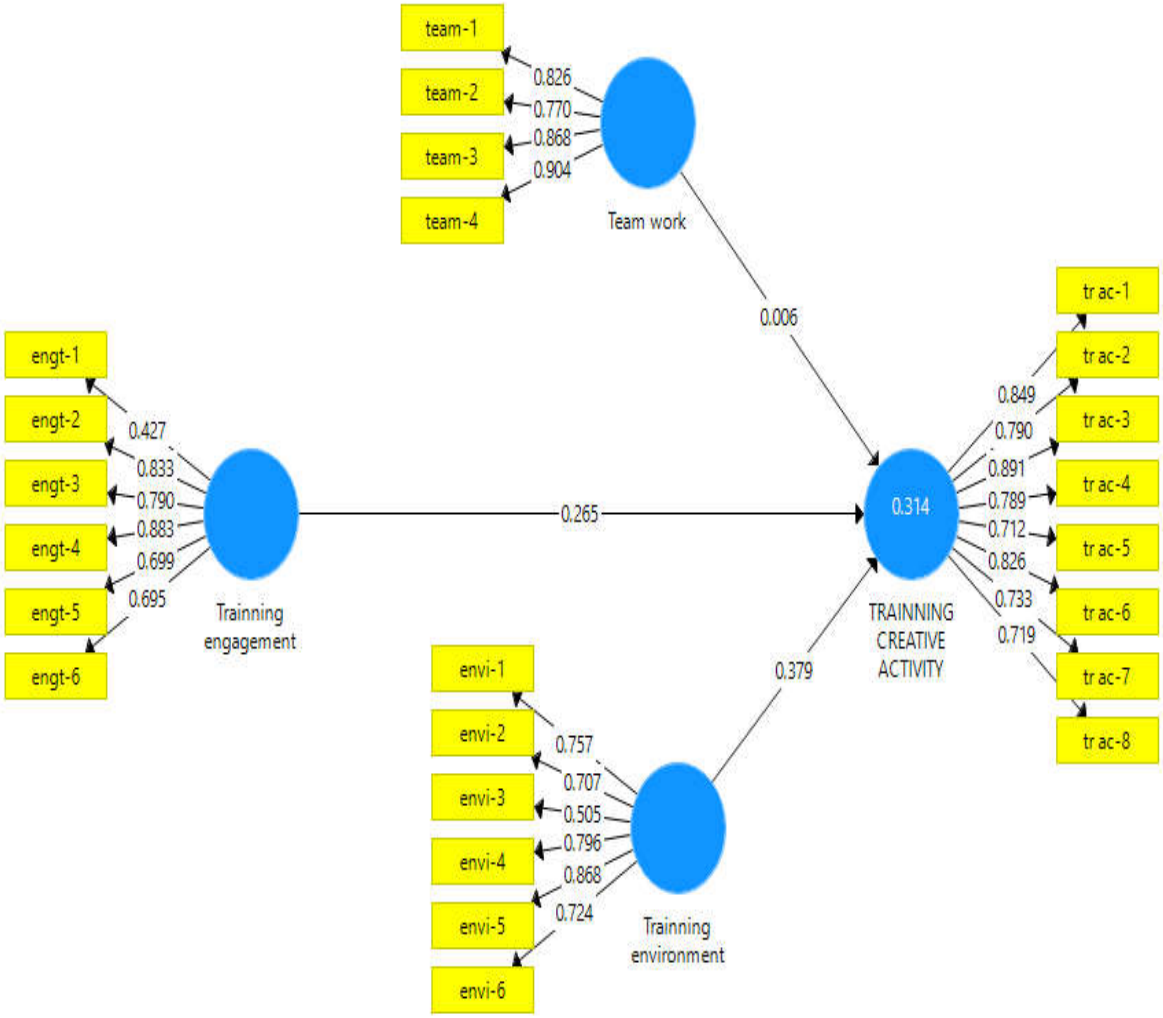
Cronbach (1946) identified that in Cronbach's Alpha reliability analysis, the closer Cronbach's Alpha to 1.0, the higher the internal consistency reliability (Cronbach, 1946). Cronbach's measures:

1. Reliability less than 0.6 considered poor.
2. Reliability in the range 0.7 is considered to be acceptable.
3. Reliability more than 0.8 are considered to be good.

The qualitative survey of our research questionnaires is a common method of collecting primary data in the survey. Based on the discussion above, the questionnaire method was chosen for the following reasons:

1. The questionnaires of study were students who study in university.
2. The questionnaires were able to gather data in a short period of time.
3. The questionnaires were collected by online/Google form/ between October and December in 2022.

Figure 2. Results of Structure Analysis of factors on training creative activity (algorithm)



Notes: team-team work, enga-training engagement, envi-training environment, tr ac- training creative activity

Table 1. List of items of factors for each Construct of respondents

Factor	item	Results of item	Cronbach's alpha	Composite Reliability	Average variance Extracted
Team work	team-1	0.826	0.875	0.908	0.712
	team-2	0.770			
	team-3	0.868			
	team-4	0.904			
Training engagement	engt-1	0.427	0.843	0.872	0.542
	engt-2	0.833			
	engt-3	0.790			
	engt-4	0.883			
	engt-5	0.699			
	engt-6	0.685			
Training environment	envi-1	0.757	0.824	0.873	0.540
	envi-2	0.707			
	envi-3	0.505			
	envi-4	0.796			
	envi-5	0.868			
	envi-6	0.724			
Training creative activity	tr ac-1	0.849	0.914	0.930	0.625
	tr ac-2	0.790			
	tr ac-3	0.891			
	tr ac-4	0.789			
	tr ac-5	0.712			
	tr ac-6	0.826			
	tr ac-7	0.733			
	tr ac-8	0.719			

Notes: *team-team work, enga-training engagement, envi-training environment, tr ac- training creative activity*

In the table 1, teamwork of 4 items measuring ranged from 0.770-0.904, Cronbach's Alpha of 0.875, Composite Reliability (CR) of 0.908, Average Variance Extracted (AVE) was 0.712. Training engagement of 6 items measuring ranged from 0.427-0.883, Cronbach's Alpha of 0.843, Composite Reliability (CR) of 0.872, Average Variance Extracted (AVE) was 0.542. Training environment of 6 items measuring ranged from 0.505-0.868, Cronbach's Alpha of 0.824, Composite Reliability (CR) of 0.873, Average Variance Extracted (AVE) was 0.540.Training creative activity of 8 items measuring ranged from 0.712-0.891, Cronbach's Alpha of 0.914, Composite Reliability (CR) of 0.930, Average Variance Extracted (AVE) was 0.625.

Table 2. The discriminant validity of study

Impacts	Training creative activity	Teamwork	Training engagment	Training environment
Training creative activity	0.791			
Teamwork	0.379	0.844		
Training engagment	0.450	**0.678**	0.736	
Training environment	**0.509**	0.510	0.480	0.735

Notes: *The results of study*

In the table 2, A latent variables is explained about discriminant validity of study. Training environment was highly correlated with training creative activity 0.509, training engagement highly correlated with teamwork 0.678 in our study.

Table 3. The path analysis on training creative activity

Hypothesis	Mean	Standard deviation	T statistic	P value	Results
Teamwork → Training creative activity	0.039	0.186	2.030	0.011	Supported
Training engagement → Training creative activity	0.265	0.165	1.984	0.008	Supported
Training environment → Training creative activity	0.379	0.149	2.543	0.013	Supported

Notes: *The results of study*

In table 3, Hypothesis 1 such as teamwork have influence on training creative activity (mean 0.039), (Standard deviation 0.186), (T statistic 2.030) and (P value 0.011). Hypothesis 2 such as training engagement have influence on training creative activity (mean 0.265), (Standard deviation 0.165), (T statistic 1.984) and (P value 0.008). Hypothesis 3 such as training environment have influence on training creative activity (mean 0.379), (Standard deviation 0.149), (T statistic 2.543) and (P value 0.013).

CONCLUSION

We studied to deliver a participative view of team work, training engagement and training environment on training creative activity in the higher education sector in Mongolia, and also discoursed the major issues and emphases on the recent work. Our research was discussed the perspective of team work, training engagement and training environment on training creative activity and its impaction educational performance and success.Also, we highlighted the meanings of team work, training engagement and training environment on training creative activity and its work sprit towards batter educational performance and specific to its impact on the success of higher education sector that provided the basis for this research study.We used SMART PLS-3.0, a qualitative research program, to analyze metrological, correlational, multifactorial, and pathologies, and to summarize the results of of team work, training engagement and training environment on training creative activity in the higher education sector in Mongolia.We hypothesized three hypothesis such as team work will positive related on training creative activity, training engagement will positive related on training creative activity, and training environment will positive related on training creative activity. All hypothesis were positive relatedv on training creative activity in our study. Finally, we concluded our university's significance and advantage are all hyposthesis positive related on training creative activity in results of our research.

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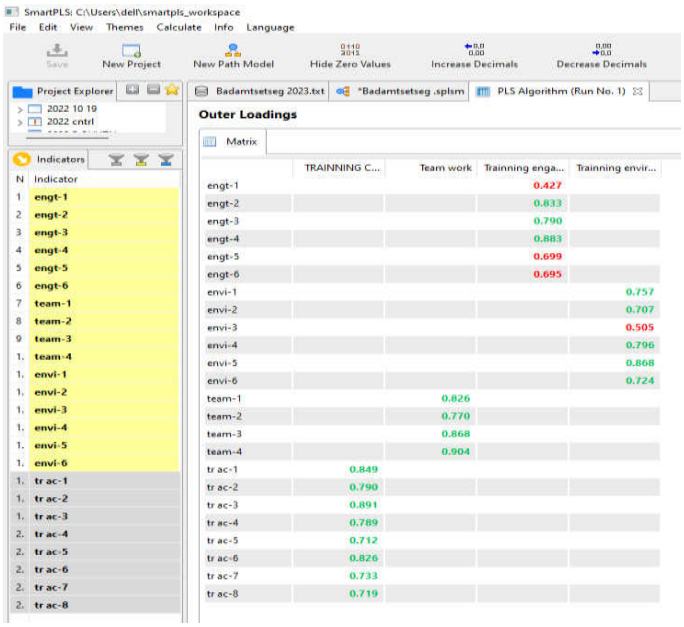
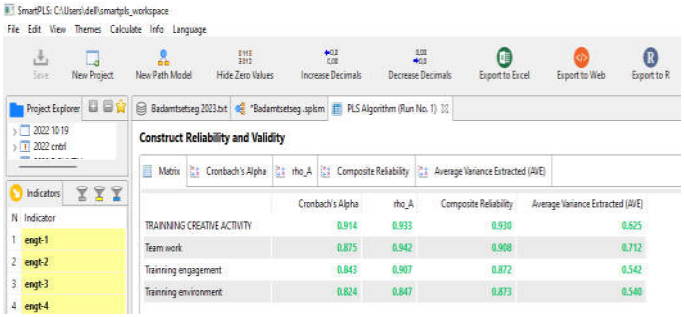
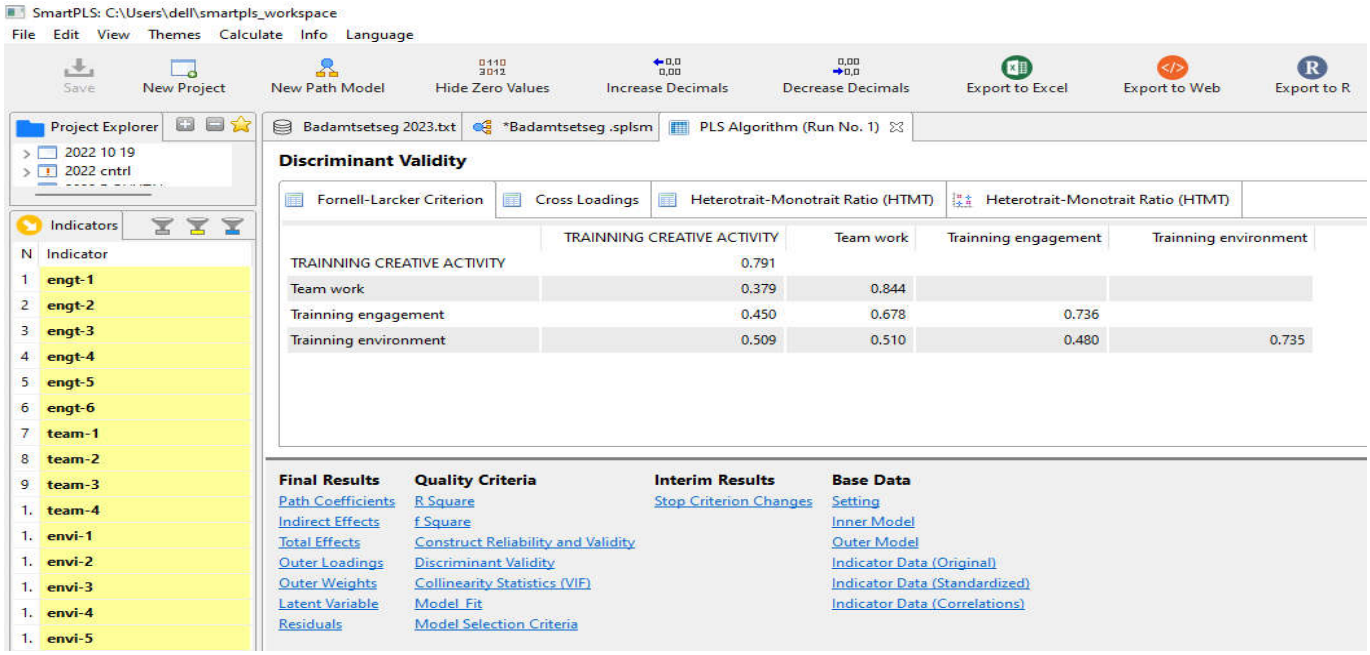
EVIDENCE OF STUDY



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Discriminant Validity
Fornell-Larcker Criterion
Cross Loadings
Heterotrait-Monotrait Ratio (HTMT)
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TRAINNING CREATIVE ACTIVITY Team work Trainning engagement Trainning environment
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Final Results
Path Coefficients
Indirect Effects
Total Effects
Outer Loadings
Outer Weights
Latent Variable
Residuals
Quality Criteria
R Square
f Square
Construct Reliability and Validity
Discriminant Validity
Collinearity Statistics (VIF)
Model Fit
Model Selection Criteria
Interim Results
Stop Criterion Changes
Base Data
Setting
Inner Model
Outer Model
Indicator Data (Original)
Indicator Data (Standardized)
Indicator Data (Correlations)

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