



Faculty of Cognitive Sciences and Human Development

**SUPERVISORS SUPPORT, CONTINUOUS-LEARNING
CULTURE AND KNOWLEDGE SHARING INFLUENCES
TRAINING MOTIVATION**

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**SUPERVISORS SUPPORT, CONTINUOUS-LEARNING CULTURE AND
KNOWLEDGE SHARING INFLUENCES TRAINING MOTIVATION**

ATIQA BINTI SULAIMAN

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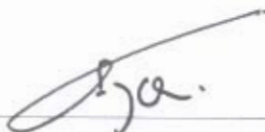
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ABSTRACT

SUPERVISORS SUPPORT, CONTINUOUS-LEARNING CULTURE AND KNOWLEDGE SHARING INFLUENCE TRAINING MOTIVATION

Atiqah Binti Sulaiman

This study is aimed to identify the relationship between supervisors support, continuous-learning culture and knowledge sharing influence training motivation. Supervisors are people who worked closely to design, implement and monitor organizational plans, policies and business aspects such as training programs. Apart from that, continuous-learning culture is very important nowadays since organizations rely heavily on continuous learning and continuous improvement to retain competitive advantage. Knowledge sharing involves with a concept of willingness whether to share one's intellectual capital with others or to get as much from others. The research has been conducted based on the perception of the employees at Telekom Malaysia Berhad in Kuching, Sarawak. Before conducting the actual study, the researcher has conducted a Pilot Test among supportive staffs of Faculty of Cognitive Sciences and Human Development by using quantitative design. This is to make sure that the questionnaires used were valid and reliable. The actual data was conducted to employees of Telekom Malaysia Berhad, Kuching, Sarawak. The data was analyzed by using SPSS Version 17.0 to test the hypothesis. Pearson Correlation Analysis was implemented to test the hypothesis while Multiple Linear Regression has been used to obtain the dominant factor that contributes to training motivation as the dependent variable. The final results conclude that there is a significant relationship between supervisors support, continuous-learning culture and knowledge sharing influence training motivation. All of the hypotheses are accepted and therefore, the objectives of conducting the research have been achieved.

ABSTRAK

SOKONGAN PENYELIA, BUDAYA PEMBELAJARAN BERTERUSAN DAN PERKONGSIAN ILMU MEMPENGARUHI MOTIVASI LATIHAN

Atiqah Binti Sulaiman

Kajian ini bertujuan untuk mengenalpasti hubungan antara sokongan penyelia, budaya pembelajaran berterusan dan perkongsian ilmu mempengaruhi motivasi latihan. Penyelia adalah orang yang bekerja untuk merekacipta, melakukan dan mengawasi rancangan organisasi, polisi dan aspek perniagaan seperti program latihan. Selain daripada itu, budaya pembelajaran berterusan adalah sangat penting pada masa kini kerana organisasi sangat bergantung kepada pembelajaran dan perubahan berterusan. Perkongsian ilmu melibatkan konsep kemahuan sama ada untuk berkongsi ilmu yang ada pada diri sendiri dengan orang lain atau mendapatkan ilmu daripada orang lain dengan sebanyak mungkin. Kajian ini telah dijalankan berdasarkan persepsi pekerja Telekom Malaysia Berhad di Kuching, Sarawak. Sebelum menjalankan kajian sebenar, pengkaji telah melakukan kajian rintis di kalangan pekerja sokongan di Fakulti Sains Kognitif dan Pembangunan Manusia dengan menggunakan analisis kuantitatif. Tujuan kajian rintis adalah untuk memastikan soalan kajian yang telah digunakan adalah sah dan berkepercayaan. Data dalam kajian sebenar telah dijalankan kepada pekerja Telekom Malaysia Berhad di Kuching, Sarawak. Data telah dianalisa dengan menggunakan SPSS Versi 17.0 untuk menguji hipotesis. Analisa Kolerasi Pearson telah digunakan untuk menguji hipotesis manakala Regressi Linear Berganda telah digunakan untuk mendapatkan faktor dominan yang menyumbang kepada motivasi latihan yang merupakan pembolehubah bersandar. Keputusan akhir menyimpulkan bahawa terdapat kepentingan hubungan antara sokongan penyelia, budaya pembelajaran berterusan dan perkongsian ilmu mempengaruhi motivasi latihan. Kesemua hipotesis adalah diterima and dengan itu, objektif dalam melakukan kajian telah tercapai.

CHAPTER 1

INTRODUCTION

1.0 Introduction

The researcher is interested to clarify on the direct relationship between supervisors support, continuous-learning culture and knowledge sharing that may influence on training motivation. Throughout the chapter, the researcher will explain further on each variable. There are 12 subtopics in this chapter which are introduction of the chapter, background of the study (relevant literature review), problem statement (arrangement of ideas according to descriptive study), research questions, research objectives, research framework, hypotheses, significance of study (theoretical contributions), definition of key terms, limitations, discussion and conclusion of the chapter.

1.1 Background

Training is the most frequently encountered human capital development intervention (Chiaburu & Tekleab, 2005). Battistelli (2008) point out that training program is very important because it can increase the social and status of company. There are a few factors that influence training motivation which are supervisor support, continuous-learning culture and knowledge sharing.

Elangovan & Karakowsky (1999) and Robbins DeCenzo (2004) state that supervisors are the responsible people who design, implement and monitor organizational plans, policies and business aspects such as training programs. Kim (2004) states that support from the management will guide employees to achieve organizational goals. Noe (2000) come out with supervisors can educate and encourage employees to utilize what they have learned in the training program. Ismail & Bongogoh (2007) point out that the management of the organization needs to develop useful competencies for future organizational development. This is because many organizations have changed their paradigms from traditional job based training to organizational business strategies and cultures due to the era of global competition (MacNeil, 2004; Ellinger & Keller, 2005). Facticeau et al. (1995) and Weiss et al. (1980) as cited in Chiaburu & Tekleab (2005) determine that supervisors play an important role in their subordinates' training motivation. On the other hand, Cohen (1990) found out those trainees with more supportive supervisors attended training programs with stronger beliefs in the programs' usefulness. Therefore, Tharenou (2001) examine that supervisors support is an important factor in employee motivation.

Field (2004) describes that continuous-learning culture as the component of Human Resource Development and it is rebranding in order to show that they are modern and forward-thinking. Besides that, London & Mone (1999) state that motivation to participate in developmental activities such as training will increase if

employees perceive that the organization supports continuous-learning. Jensen (2005) point out that many people have been involved in organizational learning for several years and it is well-known that valuable knowledge is created everywhere in the organization. Thus, it is clearly showed that continuous-learning culture supports training motivation.

Teece (1998) claims knowledge that is shared will increase the innovation in organizations. Baharim (2007) states that knowledge sharing promotes better learning during training (Collison & Cook, 2004), provides an important mechanism to achieve better decision making (Tschannen-Moran, 2001) and can contribute to project effectiveness (Eisenhardt & Tabrizi, 1995). Jensen (2005) discusses that the emergence of training and knowledge sharing is important for achieving the goals to improve effectiveness and efficiency in the 21st century era and it should be incorporated into the human resource practices of the organization

Thus, it is clearly show the relationship between variables.

1.2 Problem Statement

Blanchard & Thackers (2007) and Noe (1986, 2005) claim that supervisors' role is a critical organizational context that may encourage or discourage employee to participate in training programs. Goldstein & Ford (2002) and Tsai & Tai (2003) determine that the ability and responsibility of supervisors to properly carry out these challenging roles may strongly affect the competency in organizations. Chiaburu & Tekleab (2005) examine that to increase employee competencies, supervisors must be able to provide sufficient support and use effective communication.

Besides that, continuous-learning culture is very important nowadays since organizations rely heavily on continuous learning and continuous improvement to retain competitive advantage (London & Mone, 1999). Chiaburu & Tekleab (2005) state that different people have different perception on continuous-learning culture and therefore, the issue becomes critical to employees' training-related motivation although continuous-learning culture has been sometimes operationalized as an organizational-level variable in the past studies.

Van Den & Ridder (2004) determine that knowledge sharing consists of donating and collecting concepts. Donating means to give our intellectual capital to others while collecting refers to obtain as much knowledge as we can from others. On the other hand, Baharim (2007) claims that knowledge sharing also involves with a concept of willingness whether to share one's intellectual capital with others or to get as much from others. Therefore, he or she has an option whether to engage or not to engage during training sessions.

The researcher has conducted the research in telecommunication sector in Sarawak, Malaysia. The reason to choose telecommunication sector as the location of the research is telecommunication, transportation and public utility spent a lot of money to train employees (Kim, 2004). Bassi & Ahlstrand (2000) indicates that 70%

of the organizations provide formal training at the cost of \$50 billion and \$60 billion annually and there are some of the organizations invest 10% of its payroll in training. However, the issue is 'do employees understand that training is the important part to improve skills and knowledge after the organization invests a lot of money in training'.

Thus, the issues and problems above have encouraged the researcher to conduct this study.

1.3 Research Questions

There are 3 research questions that are related to this study which are:

- Is there any relationship between supervisors support and training motivation?
- Is there any relationship between continuous-learning culture and training motivation?
- Is there any relationship between knowledge sharing and training motivation?

1.4 Research Objectives

The objectives of the study are divided into main objective and general objectives.

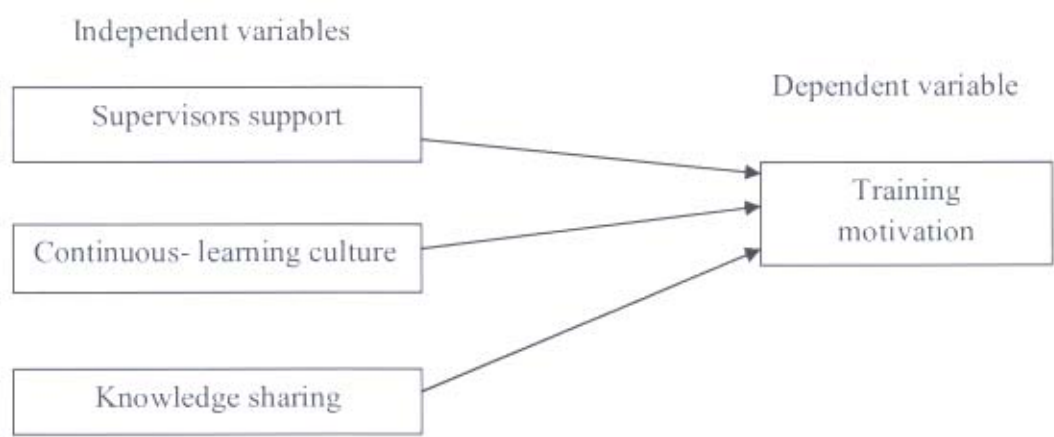
1.4.1 General objective

- To examine the relationship between factors that influence training motivation.

1.4.2 Specific objectives

- To investigate the direct relationship between supervisors support and training motivation.
- To investigate the direct relationship between continuous- learning culture and training motivation.
- To investigate the direct relationship between knowledge sharing and training motivation.
- To determine a dominant factor among the three independent variables that can contribute towards training motivation.

1.5 Research Framework



Sources: Adapted from Chiaburu & Tekleab (2005) and Baharim (2007)

Figure 1: Conceptual Framework

The researcher has interested to determine the relationship between the independent variables which are supervisors support, continuous-learning culture and knowledge sharing with training motivation as the dependent variable. The research is done based on the background of telecommunication sector in Sarawak, Malaysia. The research framework has been adapted from ‘Individual and contextual influences on multiple dimensions of training effectiveness’ by Chiaburu & Tekleab (2005) and ‘Factors affecting motivation to transfer: A Malaysia sector study’ by Baharim (2007).

1.6 Hypotheses

H_{a1}: There is a significant relationship between supervisors support and training motivation.

There are supported researches by Chiaburu & Tekleab (2005), Clark et al. (1993), Cohen (1990), Fecteau et al. (1995), Holton & Baldwin (2003) and Weiss et al. (1980).

H_{a2}: There is a significant relationship between continuous-learning culture and training motivation.

There are supported researches by Chiaburu & Tekleab (2005) and Wang, Yang & McLean (2007).

H_{a3}: There is a significant relationship between knowledge sharing and training motivation.

There are supported researches by Baastrop (2003), Baharim (2007), Chua (2003), Ferlie et al. (2005) and Hall & Sapsed (2005).

H_{a4}: There is the dominant factor among the three independent variables that can contribute towards training motivation.

1.7 Significance of Study

Baldwin & Ford (1988) found out that early studies were lacking a theoretical framework. Chiaburu & Tekleab (2005) point out that other researchers start to develop models after Noe (1986) and Baldwin & Ford (1988) had presented their models. In this study, the researcher hopes that the findings of the study will support and broaden the research literature published in most Western or Asian countries. It can be concluded that theories and models develop from years to years.

Ismail & Bongogoh (2007) determine that the data gathered by using management literature, pilot study and survey questionnaires will exceed the acceptable standard of validity and reliability analysis and therefore it will lead to the production of accurate findings. The researcher has used recent advancement of statistical tool such as Statistic Package for Social Science 17.0 (SPSS 17.0). By using appropriate tool to analyze data, Chiaburu & Tekleab (2005) agree that it helps to build theory that yields a unified and consistent way in determining the research.

The study has an important contribution in practical situation. In this study, it is hoped that managers and trainers will cooperate with each other in order to increase training motivation. Ismail & Bongogoh (2007) come out that management should provide appropriate reward for supervisors as it can be one of those criteria that can motivate them to commit in their jobs. Besides that, Kim (2004) states that management should change human resource planning paradigms from traditional job based recruitment to one that emphasizes creative and innovation based recruitment. To hold supervising positions, one should hire knowledgeable and experienced employees to improve the attitudes and working styles of operational employees in an organization. Integration of organizational learning culture (Chiaburu & Tekleab, 2005) and sharing strategies in the organization is dependent on the employees. Both of those criteria are very important to increase training motivation.

1.8 Definition of Key Terms

1.8.1 Supervisors support

Conceptual definition

- The extent to which supervisors reinforce and support the use of learning on the job (Bates et al., 1996).
- The superiors that encourage and provide opportunities for employees to improve their performance in the organizations (Robbins & DeCenzo, 2004).

Operational definition

- In this study, supervisor needs to encourage trainers in the training programs, help employees during training programs in terms of time, budgetary support and resources and involve employees in decision making during training.

1.8.2 Continuous-learning culture

Conceptual definition

- An organization wide concern, value, belief and expectations that general knowledge acquisition and application is important (Tracey et al., 1995, p. 245).
- Individuals working in such an environment will believe that education and learning is essential to them and their careers (Cheng, 2001).
- Values, beliefs, practices, rituals and customs that will help to shape behavior and to fashion perceptions (Marquadt, 2002).

Operational definition

- In this study, it is defined as positive value in employees to learn new knowledge, skills and attitudes in developmental activities such training throughout their lif

1.8.3 Knowledge sharing

Conceptual definition

- Activities of transferring or disseminating knowledge from one person, group and organization to another (Lee, 2001).
- Individuals mutually exchange their tacit and explicit knowledge and jointly create new knowledge to increase their ability to achieve individual and organizational goals (Lin & Lee, 2006; Van den Hoof & De Ridder, 2004).

Operational definition

- In this study, it is referred to a set of behaviors of a person which are willing to share their intellectual capital to promote better learning and achieve decision making during training.

1.8.4 Training motivation

Conceptual definition

- Intensity, persistence and direction of learning new knowledge, skills and attitudes affected by an individual who has clear goals, put a high value on outcomes and has high self- efficacy (Adams, 1963, 1965; Noe, 1986, 2005; Vroom, 1964, 1973; Wood & Bandura, 1989).
- Direction, intensity and persistence of learning directed behavior in training contexts (Colquit & LePine, 2000).

Operational definition

- In this study, it is specifically about their desire whether they would like to learn the training content or even to attend the training that will lead them to valued outcomes.

1.9 Limitations

The study has a few limitations. Firstly, the researcher has used self-report questionnaires to investigate the hypothesis. Some of the respondents might feel enthusiastic to answer the questionnaires but some of them might not feel that way. Spector (1994) state that self-reports is not always a major limitation in organizational behavior research. Besides that, Fecteau et al. (1995) point out that there is no evidence that trainee cannot correctly estimate their levels of training motivation. Secondly, the generalizability of the results might be limited since dataset is limited to one company in Kuching area. It is supposed to replicate the research in the companies that use different programs and other trainees from multiple organizations.

1.10 Discussion

There are present studies aims at responding to calls for research between supervisor support, continuous-learning culture, knowledge sharing and training motivation. The researcher has to apply the previous research in order to develop new research that has been conducted in Kuching area. The researcher would like to see the phenomenon of the research in greater details in Kuching, Sarawak.

1.11 Conclusion

In conclusion, the study in this chapter is basically about the introduction of the research. It will develop a sense of understanding about the general information of the research. The researcher will explain more on each variable in Literature Review.

CHAPTER 2

LITERATURE REVIEW

2.0 Introduction

The researcher will explain more on training phenomenon, theoretical evidence, empirical evidence and gaps in the literature. There are 9 subtopics in Literature Review which are introduction, concept of training motivation, related theories, training motivation in organization, international and local empirical evidence, gaps in the literature, discussion and conclusion of the chapter. The researcher will refer to the related past studies as the literature review which can support the findings. It is important to see the gaps between the past studies and the research that the researcher is interested to do.