



Faculty of Cognitive Sciences and Human Development

**THE RELATIONSHIP BETWEEN THE INFLUENCE OF
TRAINING TOWARDS THE PERCEIVED LEVELS OF SELF
EFFICACY AMONG TRAINEES : A CASE STUDY AT
SYARIKAT SESCO BERHAD**

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STUDY AT SYRIKAT RESEK BEHAD

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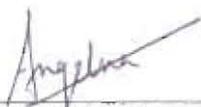
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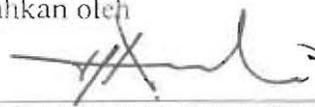
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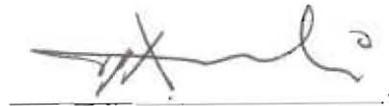
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TABLE OF CONTENTS

Number:	Content Details:	Page Number:
	Acknowledgement	iii
	Table of Contents	iv
	List of Figures	viii
	List of Tables	ix
	Abstract	xi
	<i>Abstrak</i>	xii
CHAPTER 1		
1.0	Introduction	1
1.1	An Overview	2
1.2	Background of Study	4
	1.2.1 Organizational Background	5
1.3	Statement of the Problem	6
1.4	Objectives of the Study	9
	1.4.1 Main Objective	9
	1.4.2 Specific Objectives	9
1.5	Conceptual Framework	10
1.6	Hypotheses	12
1.7	Significance of the Study	13
	1.7.1 In Theory	13
	1.7.2 In Practice	14
1.8	Definition of Terms	14
1.9	Limitations of the Study	18
1.10	Chapter Summary	19
CHAPTER 2		
2.0	Introduction	21
2.1	Overview of Training	22
2.2	Training Content	25
	2.2.1 Previous Related Research	28
	2.2.2 Related Theory and Application to Research Context	28
	2.2.2.1 Identical Elements Theory	28

2.3	Individual Trainee Characteristics	29
	2.3.1 Previous Related Research	32
	2.3.2 Related Theory and Application to Research Context	33
	2.3.2.1 Locus of Control	33
2.4	Trainer's Effectiveness	35
	2.4.1 Previous Related Research	37
	2.4.2 Related Theory and Application to Research Context	38
	2.4.2.1 Reinforcement Theory	38
2.5	Managerial Support	40
	2.5.1 Previous Related Research	41
	2.5.2 Related Theory and Application to Research Context	42
	2.5.2.1 Reinforcement Theory	42
2.6	Peer Support	43
	2.6.1 Previous Related Research	44
	2.6.2 Related Theory and Application to Research Context	45
	2.6.2.1 Reinforcement Theory	45
2.7	Chapter Summary	46

CHAPTER 3

3.0	Introduction	47
3.1	Research Design	48
3.2	Population and Sample	50
	3.2.1 Population	50
	3.2.2 Sample	50
3.3	Instrument	52
3.4	Pilot Test	53
	3.4.1 Procedure for Conducting Pilot Test	54
3.5	Data Collection	55
3.6	Data Analysis	55
	3.6.1 Descriptive Statistics	56

	3.6.2 Inferential Statistics	56
	3.6.2.1 Pearson Correlation	56
	3.6.2.2 One-Way Analysis of Variance (ANOVA)	57
	3.6.2.3 Regression Analysis	58
3.7	Chapter Summary	59

CHAPTER 4

4.0	Introduction	60
4.1	Respondents' Demographic Characteristics	61
4.2	Descriptive Findings	63
	4.2.1 Trainer's Effectiveness	64
	4.2.2 Training Content	65
	4.2.3 Trainees' Supervisors	67
	4.2.4 Trainees' Colleagues	68
	4.2.5 Self Regulation	70
	4.2.6 The Perception on Self Efficacy	71
4.3	Research Findings	73
	4.3.1 Findings for Respondents' Demographic Characteristics with Perceived Self Efficacy	74
	4.3.2 Findings for the Independent Variables and Perceived Level of Individual Self Efficacy	76
	4.3.3 The Finding of the Most Dominant Independent Variable That Influences Perceived Levels of Self Efficacy	80
	4.3.4 Summary of Research Results	81
4.4	Discussion	82
	4.4.1 The Influence of Training on Perceived Self Efficacy in terms of Demographic Characteristics	82
	4.4.1.1 Age Group and Perceptions of Self Efficacy	82
	4.4.1.2 Academic Background and Perceptions of Self Efficacy	83

4.4.1.3	Length of Service and Perceptions of Self Efficacy	84
4.4.2	The Influence of Training on Perceived Self Efficacy in terms of Trainer's Effectiveness	85
4.4.3	The Influence of Training on Perceived Self Efficacy in terms of Training Content	86
4.4.4	The Influence of Training on Perceived Self Efficacy in terms of Trainees' Self Regulation	87
4.4.5	The Influence of Training on Perceived Self Efficacy in terms of Trainees' Supervisors	88
4.4.6	The Influence of Training on Perceived Self Efficacy in terms of Trainees' Colleagues	89
4.4.7	The Dominant Factor in Influencing Perceived Self Efficacy in Trainees'	90
4.5	Chapter Summary	91

CHAPTER 5

5.0	Introduction	92
5.1	Research Summary	93
5.2	Conclusion	95
5.3	Recommendation	97
	5.3.1 Recommendations for the Organization	97
	5.3.2 Recommendations for the Future Researcher	99
5.4	Chapter Summary	100
	Bibliography	101
	Appendix	
	Appendix A: Research Questionnaire	105
	Appendix B: Letter of Certification to Conduct Research	105
		116

LIST OF FIGURES

Figure 1.0 Conceptual Framework	11
Figure 2.0 Information Categorization of Training Content	26
Figure 2.1 Link between Knowledge, Self Efficacy and Action	31

LIST OF TABLES

Table 3.0 Interpretation of the 'r' Value in Pearson Correlation	57
Table 4.0 Demographic Characteristics Profile of the Respondents	63
Table 4.1 Frequency of Respondents' Answer for Trainer's Effectiveness	64
Table 4.2 Frequency of Respondents' Answer for Training Content	66
Table 4.3 Frequency of Respondents' Answer for Trainees' Supervisors	67
Table 4.4 Frequency of Respondents' Answer for Trainees' Colleagues	69
Table 4.5 Frequency of Respondents' Answer for Self Regulation	70
Table 4.6 Frequency of Respondents' Answer for the Perception on Self Efficacy	72
Table 4.7 Results of the Analysis of Variance (ANOVA) for Respondents Age and Perceived Self Efficacy	75
Table 4.8 Results of the Analysis of Variance (ANOVA) for Respondents Academic Background and Perceived Self Efficacy	75
Table 4.9 Results of the Analysis of Variance (ANOVA) for Respondents Length of Service and Perceived Self Efficacy	76
Table 4.10 Correlation Analysis Result of Trainer's Effectiveness and Perceived Self Efficacy	77

Table 4.11		
Correlation Analysis Result of Training Content and Perceived Self Efficacy		78
Table 4.12		
Correlation Analysis Result of Self Regulation and Perceived Self Efficacy		78
Table 4.13		
Correlation Analysis Result of Trainees' Supervisors and Perceived Self Efficacy		79
Table 4.14		
Correlation Analysis Result of Trainees' Colleagues and Perceived Self Efficacy		80
Table 4.15		
Regression Analysis of the Most Dominant Factor Affecting Perceived Self Efficacy		81
Table 4.16		
Result of Hypotheses Testing		81

ABSTRACT

'THE RELATIONSHIP BETWEEN THE INFLUENCE OF TRAINING TOWARDS THE PERCEIVED LEVELS OF SELF EFFICACY AMONG TRAINEES: A CASE STUDY IN SYARIKAT SESCO BERHAD'

Angelina Chan Wan Sian

This study aims to understand the trainees' perception of their individual levels of self efficacy and how this perception can be influenced both by factors identified in a training context as well as the internal issues inherent in a trainee. This study of relationship was conducted in Syarikat SESCO Berhad located at Kuching, Sarawak. The study incorporates a sample of 74 respondents by using the method of convenience sampling. Their responses were collected by using the apparatus of a questionnaire and were analyzed using One-Way Analysis of Variance (ANOVA), Pearson Correlation as well as Multiple Regression. The ANOVA was used to test the differences between the research statement with the demographic characteristics of respondents such as age, academic background and length of service. The Pearson Correlation on the other hand, was used to understand the relationship between the selected independent variables of the research (trainer's effectiveness, training content, individual self regulation, trainees' colleagues and trainees' supervisors) with the research statement while Multiple Regression was used to identify the most dominant independent variable (self regulation) affecting trainees' perception of self efficacy. The statistical analysis showed that surprisingly, none of the demographic characteristics of the respondents had an impact on their perceived levels of self efficacy while at the same time it was discovered that trainers' effectiveness, trainees' self regulation and trainees' colleagues influenced the trainees' perceived levels of self efficacy significantly. The Multiple Regression found that trainees' self regulation is most dominant in influencing their perceived levels of self efficacy. As such, the researcher recommends a focus on the part of the organization to boost employees' self regulation by incorporating a positive self-talk session before the start of every working day. Moreover, a future research can also be extended in enhancing further understanding of the concept of self regulation by examining its relationship with self efficacy.

ABSTRAK

'KESAN LATIHAN TERHADAP KONSEP 'SELF EFFICACY' PARA PEKERJA SYARIKAT SESCO BERHAD'

Angelina Chan Wan Sian

Kajian ini bertujuan untuk memahami persepsi para pekerja terhadap konsep 'self efficacy' dan bagaimana persepsi tersebut dapat dipengaruhi oleh faktor-faktor dalam sesebuah latihan di samping sifat tersendiri seseorang pekerja tersebut. Kajian ini dijalankan di Syarikat SESCO Berhad yang terletak di Kuching, Sarawak. Kajian ini mempunyai responden seramai 74 orang yang telah dipilih melalui kaedah persampelan 'convenience sampling'. Pengumpulan data dalam kajian ini dilakukan melalui instrument borang soal selidik dan dianalisa melalui analisis-analisis statistik seperti ujian satu hala ANOVA, ujian korelasi Pearson dan ujian regresi pelbagai. Ujian ANOVA ialah untuk mengenalpasti perbezaan signifikan antara persepsi responden mengenai 'self efficacy' dengan umur, tahap pendidikan serta pengalaman bekerja responden. Ujian korelasi Pearson pula digunakan untuk mengenalpasti perhubungan antara persepsi responden mengenai 'self efficacy' dengan keberkesanan jurulatih, kandungan latihan, penyelia, rakan sekerja di samping sifat tersendiri para responden. Analisis kajian menunjukkan bahawa umur, tahap pendidikan serta pengalaman bekerja tidak mempunyai sebarang perbezaan signifikan dengan persepsi responden mengenai 'self efficacy' manakala keberkesanan jurulatih, rakan sekerja serta sifat tersendiri responden mempunyai perhubungan dengan persepsi responden mengenai 'self efficacy'. Dapatan kajian turut menunjukkan bahawa sifat tersendiri responden merupakan faktor dominan dalam mempengaruhi persepsi 'self efficacy' seseorang responden. Oleh yang demikian, pengkaji mencadangkan supaya organisasi mengadakan 'positive self-talk session' sebelum para pekerja memulakan kerja setiap hari sebagai langkah untuk meningkatkan tahap 'self efficacy' di organisasi. Dalam pada itu, kajian untuk mendalami konsep 'self regulation' juga boleh dijalankan oleh pengkaji akan datang untuk menentukan hubungan antara 'self regulation' dengan 'self efficacy'.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

The chapter introduces the reader to the research conducted by proposing the background of study, statement of problems, objectives of the study, the conceptual framework of the research besides the various hypotheses suggested for this particular topic. It also remarks to the reader the significance of the study,

providing a definition of terms in addition to providing a deeper insight on the various limitations faced through the conduct of this research. This chapter is important as a background introduction of what constitutes the research conducted. It is crucial for initiating the basic perception of what is important in the study so that further understanding of the research can be fostered.

1.1 An Overview

George Bernard Shaw once wrote 'He who can, does. He who cannot, teaches.' (Shaw, 1981, p.2). This describes to a certain extent, how training used to be in the earlier days where effective training were not regarded as important as it is now. For many who have tried, there is a realization that training is not as easy as was first thought. However, training is no longer a question of presenting in front of an audience and hoping against hope that it would cover the fundamentals that were the objectives of that particular 'training'.

Nowadays, employees, managers and organizations are frequently turning to training as a solution to work issues. This emphasis on training is consistent with the concept of work and its value as an activity of daily life (Goldstein, 1986). This is reflected in the Annual Budget presented by the Malaysian government whereby an allocation of nearly RM2.3 billion had been allocated in the year 2003 for developing the human resources of the country (Tan Kwang How, 2003).

When training is done effectively, it gives individuals opportunities to gain needed skills, to perform in new functions and to be prepared for novel situations. As such, training is regarded by many as 'a learning process that is planned to change attitude, increase knowledge and skills of the staff so that their work performance can be upgraded' (Ibrahim Mamat, 2001, p.3). Generally, it is about developing people to have a better fit between their jobs and organizational goals and expectations. This is crucial for ensuring an organization's long term survival and profitability in an increasingly competitive economic market.

This view is agreed by Pont (1990), when it was stated that training in a work environment is a process whereby learning opportunities are purposefully structured by the organization with the purpose of achieving structured organizational objectives fast and effectively. Employers depend heavily on the quality of their employees' performance of which if done improperly, may cause breakups and ultimately the fall of any organization.

As such, the training field is increasingly gaining momentum as one of the most effective tools to cope with change (Rae, 2001). Organizations are becoming more aware of the usability of training as a means to keep businesses striving and to remain competitive in the market. Training can and does address the need of moving with change by providing the necessary skills and ability to the employees' to do so (Watson, 1997).

1.2 Background of Study

The emphasis on the investment in human resource training and development are recognized as vital strategies to maintain a competitive workforce (Blanchard & Thacker, 2001). Owing to this aspect, organizations expect a return on their investment in terms of creating and maintaining a pool of highly skilled workforce that could contribute effectively to the organization.

According to Ibrahim Mamat (2001), the benefits from the application of training as a work issue solution are numerous. For instance, training provides increased organizational profitability, augmented workforce productivity that has an effect of lowering employee turnover besides encouraging a learning culture in the firm. Training also has a positive impact on employees through an increase in job satisfaction which in turn could help increase chances for promotability in the organization.

Nevertheless, it is essential to note that effective training does not only rely on the principles of training itself but also on the trainees' acceptability of the training engagement as well. In training, it is crucial to note that it is not what that is known but what is done with the new knowledge that is vital. As Pike (2003, p. 6) noted, 'It's one thing to know something intellectually; it's quite another to have the emotional conviction to do it that comes from personal experience'.

This emotional conviction stems from individual perceptions of self efficacy. Self efficacy is 'defined as an individual's belief about his or her capabilities to produce designated levels of performance that would exercise influence over events that affect their lives' (Bandura, 1977, p.8). It is a personal belief that helps determine how a person perceives information, sense and motivates oneself. In short, it is the essence of what drives a person and the reason behind why different people react in a different manner.

However, it must be noted that self efficacy can be influenced by individual self regulation (Lawshe, 1996). Self regulation is the 'exercise of influence over one's own motivation, thought processes, emotional states and patterns of behavior' (Yallow, 1982, p.57). This refers to how an individual regulates his or her own behaviors to adapt to the information that is perceived or inferred from the external environment. As such, how an individual regulates his or her own behaviors will have an impact on how he or she believes their individual capabilities are.

1.2.1 Organizational Background

The organization in focus for this particular study is Syarikat SESCO Berhad formerly known as Sarawak Electricity Supply Corporation (SESCO). It is a State Statutory Body incorporated under the Sarawak Electricity Supply

Corporation Ordinance, 1962 and is responsible for the generation, transmission and distribution of electricity in the State of Sarawak in Malaysia.

The company's vision is to become a world class utility organization which is acknowledged to be excellence-driven, result oriented, customer and community sensitive. Their mission is to supply electric power reliably and at lowest possible cost for development of the State and to contribute to the improvement of quality of life of the people of Sarawak.

Syarikat SESCO Berhad which has slightly over 2000 employees, seeks to continuously enhance efficiency through providing pro-active training interventions as well as other human resource development programs. The corporation has its own training centre which provides internal training for their employees. These training programs are conducted year round and are based on the various training needs of its employees. They range from courses such as administration and management, information technology, electrical and mechanical to safety.

1.3 Statement of the Problem

An effective training and development program will cater not only to meeting training objectives but to also ensure that the employees' are able to

apply what was learnt into the workplace (Wexley & Latham, 2002). The employees' must be able to obtain from a training session, the knowledge of skills needed to perform effectively in their workplace as well as the ability to understand how to use these skills to their advantage. The transfer as well as the retention of skills required is based on various factors; one of which predominantly is on the individual differences of the trainees' themselves (Moorhead & Griffin, 2000).

These individual characteristics of the trainees are among the most important determiners of training outcomes (Goldstein, 1986). Perceptions of self efficacy for example, would determine trainees' motivation and their conviction that they are able to benefit from a training intervention. This in turn, would have an impact of how effective or how successful the training engagement is. The success of any training intervention would prove the 'value' of the intervention to the organization as well as to justify the budget allocated for training in a company.

However, principles of learning and instructional systems in training have focused, for the most part, on the development of a common learning environment for all trainees (Cromwell & Kolb, 2004). Besides this, previous research made had emphasized on various training factors such as the training environment (Reserva, 1987), the training content and materials used (Likert & Whyte, 2001), trainees' learning styles and individual preferences (Guest, Hanks & Wharton,

1998), managerial support (Lutheam, 1997), peer or colleagues encouragement (Natalier, 2003) in addition to trainers' effectiveness (Soloman, 1999) as individual and isolated factors affecting the training intervention as a whole (cited in Cromwell & Kolb, 2004).

As such, based on such readings, the researcher hopes to build on these available researches to compile an overall study which comprises of the above factors together. However, it is important to note that although training interventions derived from these individual postulates do have value, nevertheless, they are not always successful. Sometimes carefully designed training engagements might fail because not all the training factors considered are able to profit the trainees who underwent the intervention.

At present, the organization in which the study had focused does not have a formal procedure for attempting to account for individual perceptions of self efficacy in their training interventions. This does have an impact on the effectiveness of the training as a method for improving work performance. This is so because perceptions of self efficacy offer inner confidence to an individual trainee that he or she is capable of gaining an edge in their work performance from the training intervention.

Therefore, the main concern of the study is to see whether there is a link between training effectiveness and a trainee's perception of self efficacy, that is

whether training affects a person's belief about their capability to produce results. There is a need to build a better understanding of this notion because only then can the different levels of individual trainees' self efficacy are taken into consideration into the design of the training method.

1.4 Objectives of the Study

1.4.1 Main Objective

The general objective of this study is to be able to understand the extent of the influence of a training engagement on a trainee's perception of self efficacy.

1.4.2 Specific Objectives

1. To identify the relationship between the influence of training on trainees' perception of self efficacy in terms of the demographic factor of age.
2. To identify the relationship between the influence of training on trainees' perception of self efficacy in terms of the demographic factor of academic background.
3. To identify the relationship between the influence of training on trainees' perception of self efficacy in terms of the demographic factor of length of service.

4. To identify the relationship between trainer's effectiveness with trainee's perception of self efficacy.
5. To identify the relationship between training content and the trainees' perception of self efficacy.
6. To identify the relationship between trainees' self regulation and the trainees' perception of self efficacy.
7. To identify the relationship between trainee's supervisors and the trainees' perception of self efficacy.
8. To identify the relationship between trainee's colleagues and the trainees' perception of self efficacy.
9. To identify the dominant factor influencing the trainees' perception of self efficacy.

1.5 Conceptual Framework

The conceptual framework is a figure which denotes the overall summary of a research's independent as well as the dependent variables (Sekaran, 1984). It also shows the demographic variables the researcher is interested to consider in his or her research. The conceptual framework is important because it plays a vital role in providing guidance to readings in related literature to support the theoretical foundations of that particular research. In short, it is a guide for the researcher in considering what is of importance in his or her literature review. The conceptual framework for this study is shown as follow;