



Faculty of Cognitive Sciences and Human Development

**THE RELATIONSHIP BETWEEN TRAINING EFFECTIVENESS AND
JOB PERFORMANCE IN A PUBLIC ORGANIZATION**

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**Bachelor of Sciences
Human Resource Development
2019**

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THE RELATIONSHIP BETWEEN TRAINING EFFECTIVENESS AND JOB
PERFORMANCE IN A PUBLIC ORGANIZATION

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This project is submitted
in partial fulfilment of the requirements for a
Bachelor of Sciences with Honours
(Human Resource Development)

Faculty of Cognitive Sciences and Human Development
UNIVERSITI MALAYSIA SARAWAK
(2019)

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ACKNOWLEDGMENTS

First of all, I would like to thank God for guidance and blessings during the completion of this project successfully. Without him, I may lose my strength to complete this research.

Next, I would like to express my heartiest appreciation and respect to my beloved final year project supervisor, Dr. Siti Mariam binti Abdullah as I had been guided and advised well by her. She also helps me a lot during the process of conducting and completing this research. Any inputs and advice that she gave helped me to face the obstacles while conducting this research and motivated me to produce a good report. I hope she will always succeed in her career.

I also appreciate my academic advisor, Dr. Victoria Jonathan as she always gives me countless support and motivation to do well in any task including final year project, assignments, and examination. And greatly appreciation must express to all staffs of Dewan Bahasa dan Pustaka, Kuala Lumpur who allow me to conduct the research there. Thanks for the time contribution for the data collection.

Not forgetting my parents, Abd Rasid bin Hussien and Mariani binti Marzuki and siblings to drive me spiritually or financially. This valuable support assisted me to be more committed to completing this project.

Here, I would also like to express my appreciation to my coursemates of HRD program especially Nurul Najihah binti Mat Sod and Hanis Nasuha binti Mohd Samsudin. Thanks for giving me support and advice whenever I lose hope. Finally, I would also like to thank all those involved directly or indirectly in assisting me to complete this project.

TABLE OF CONTENTS

	Page
CONTENTS	
ACKNOWLEDGMENTS	iii
TABLE OF CONTENTS	iv
LIST OF TABLES	viii
LIST OF FIGURES	ix
ABSTRACT	x
ABSTRAK	xi
CHAPTER ONE: OVERVIEW OF THE STUDY	
1.1 Introduction	1
1.2 Background of study	1
1.3 Problem statement	3
1.3.1 Theoretical gaps	3
1.3.2 Empirical gaps	4
1.3.3 Practical gaps	4
1.4 Research objectives	6
1.4.1 General objective	6
1.4.2 Specific objectives	6
1.5 Research questions	6
1.6 Hypotheses	7
1.7 Conceptual framework	7
1.8 Definitions of terms	8
1.8.1 Cognitive ability	8
1.8.2 Job performance	8
1.8.3 Motivation	9

1.8.4 Opportunity to perform.....	9
1.8.5 Self-efficacy.....	10
1.8.6 Support.....	10
1.8.7 Trainee characteristics	11
1.8.8 Training	11
1.8.9 Training effectiveness.....	12
1.8.10 Work environment.....	12
1.9 Summary	13

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction	14
2.2 The important concepts in the study	14
2.2.2 Training effectiveness.....	14
2.2.3 Trainee Characteristics	15
2.2.4 Self-efficacy.....	16
2.2.5 Cognitive ability	17
2.2.6 Motivation	18
2.2.7 Work Environment	19
2.2.8 Support.....	19
2.2.9 Opportunity to perform.....	20
2.2.10 Job Performance	21
2.3 Theory and model related to the study.....	22
2.3.1 Vroom`s Expectancy Theory.....	22
2.3.2 Transfer of Training Model	23
2.4 Previous research findings	24
2.5 Summary	27

CHAPTER THREE: METHODOLOGY

3.1 Introduction	28
3.2 Research design.....	28
3.3 Population, sample, and location.....	28
3.4 Sampling procedure.....	30
3.5 Research Instrument	30
3.6 Ethics of the study	32
3.7 Data collection procedure.....	32
3.8 Data analysis	33
3.8.1 Data Screening.....	33
3.8.2 Psychometric Analysis	34
3.8.3 Descriptive Analysis.....	36
3.8.4 Inferential Analysis.....	36
3.9 Summary	38

CHAPTER FOUR: FINDINGS AND DISCUSSIONS

4.1 Introduction	39
4.2 Demographic Characteristic of Respondents	39
4.3 Results of hypotheses testing and discussion.....	44
4.3.1 Pearson Correlation	44
4.3.2 Multiple Regression.....	49
4.4 Summary of hypotheses testing.....	51
4.5 Summary	53

CHAPTER FIVE: CONCLUSION

5.1 Introduction	54
5.2 Summary of the Research	54

5.3 Significance of the study	55
5.3.1 Significance to Body of Knowledge.....	55
5.3.2 Significance to Human Resource Practitioners	56
5.3.3 Significance to the Organization	56
5.4 Limitations of the study.....	57
5.5 Recommendations	58
5.5.1 Recommendations for Organization	58
5.5.2 Recommendations for HR Practitioner.....	58
5.5.3 Recommendations for Future Researcher.....	59
5.6 Conclusion.....	60
REFERENCES.....	61
APPENDICES	
APPENDIX A: PERMISSION LETTER FROM FACULTY	67
APPENDIX B: QUESTIONNAIRE.....	68

LIST OF TABLES

Table 3. 1 Particulars of the Questionnaire Design	30
Table 3. 2 Five-level Likert scale	32
Table 3. 3 Data Screening Test Result of the Actual Survey.....	32
Table 3. 4 Cronbach Alpha Test Result of Pilot Study.....	35
Table 3. 5 Cronbach Alpha Test Result of Actual Study.....	35
Table 3. 6 Interpretation of The Value of The Coefficient r.....	37
Table 4. 1 Gender of respondents	39
Table 4. 2 Age of respondents	40
Table 4. 3 Level of education of respondents	41
Table 4. 4 Length of service in current organization of respondents.....	43
Table 4. 5 Hypothesis testing between self-efficacy and job performance.	44
Table 4. 6 Hypothesis testing between cognitive ability and job performance.	45
Table 4. 7 Hypothesis testing between motivation and job performance.	46
Table 4. 8 Hypothesis testing between support and job performance.	47
Table 4. 9 Hypothesis testing between opportunity to perform and job performance.....	48
Table 4. 10 Regression Analysis – Most Influential Factor.....	50
Table 4. 11 Anova.....	50
Table 4. 12 Coefficients.....	50
Table 4. 13 Summary of the hypothesis testing.....	51

LIST OF FIGURES

Figure 1. 1 The Conceptual Framework	7
Figure 2. 1 Transfer of Training Model	23
Figure 3. 1 Sample size formula	29
Figure 4. 1 Gender of respondents	40
Figure 4. 2 Age of respondents	41
Figure 4. 3 Level of education of respondents.....	42
Figure 4. 4 Length of service in current organization of respondents	43

ABSTRACT

THE RELATIONSHIP BETWEEN TRAINING EFFECTIVENESS AND JOB PERFORMANCE IN A PUBLIC ORGANIZATION

Nuradillah binti Abd Rasid

This study is aimed to identify the relationship between training effectiveness and job performance. The components in training effectiveness are based on Transfer of Training Model (Baldwin and Ford, 1988) which are trainee characteristic (self-efficacy, cognitive ability, and motivation) and work environment (support and opportunity to perform) were used in this study. Based on the previous study, these five terms have an influence on job performance. The research has been conducted among 100 employees at Dewan Bahasa dan Pustaka, Kuala Lumpur. The instrument of this study is a close-ended questionnaire with five Likert scales. Before the actual study, a pilot study was conducted among 30 employees at the Research Department of DBP. The actual study was analyzed by using Statistical for Social Science version 22.0. The data analysis was categorized into two, which is descriptive (demographic data) and inferential analysis (Pearson Correlation and Multiple Regression test). The final result can be concluded that there is a significant relationship between independent and dependent variables. Therefore, all the hypotheses were accepted and the five factors have a significant relationship with job performance. Thus, the objectives of this study achieved. Lastly, the organization should aware of the trainee characteristic and work environment to encourage the transfer of training that may lead to the improvement of job performance.

Keywords: Training effectiveness, transfer of training, self-efficacy, cognitive ability, motivation, support, opportunity to perform, job performance.

ABSTRAK

HUBUNGAN ANTARA KEBERKESANAN LATIHAN DAN PRESTASI KERJA DI SEBUAH ORGANISASI AWAM

Nuradillah binti Abd Rasid

Kajian ini bertujuan untuk mengenalpasti hubungan antara keberkesanan latihan dan prestasi kerja. Komponen dalam keberkesanan latihan adalah berdasarkan Model Pemindahan Latihan (Baldwin dan Ford, 1988) yang merupakan ciri-ciri pelatih (keberkesanan diri, keupayaan kognitif dan motivasi) dan persekitaran kerja (sokongan dan peluang untuk melaksanakan) digunakan dalam kajian ini. Berdasarkan kajian terdahulu, lima faktor ini mempunyai pengaruh terhadap prestasi kerja. Penyelidikan ini dijalankan dalam kalangan 100 orang pekerja di Dewan Bahasa dan Pustaka, Kuala Lumpur. Instrumen kajian ini adalah soal selidik yang diukur dengan lima skala likert. Sebelum kajian sebenar, kajian 'pilot' dijalankan dalam kalangan 30 orang pekerja di Jabatan Penyelidikan, DBP. Kajian sebenar dianalisis menggunakan Statistik Sains Sosial versi 22.0. Analisis data dikategorikan kepada dua, iaitu deskriptif (data demografi) dan analisis inferensial (ujian Korelasi Pearson and 'Multiple Regression'). Hasil akhir dapat disimpulkan bahawa terdapat hubungan yang signifikan antara pembolehubah tidak bersandar dan pembolehubah bersandar. Oleh itu, semua hipotesis diterima dan lima faktor tersebut mempunyai hubungan yang signifikan dengan prestasi kerja. Oleh itu, objektif kajian ini dicapai. Akhir sekali, organisasi perlu mengetahui ciri-ciri pelatih dan persekitaran kerja pelatih untuk menggalakkan pemindahan latihan yang membawa kepada peningkatan prestasi kerja. Kata kunci: Keberkesanan latihan, pemindahan latihan, keberkesanan diri, keupayaan kognitif, motivasi, sokongan, peluang untuk melaksanakan, prestasi kerja.

CHAPTER ONE

OVERVIEW OF THE STUDY

1.1 Introduction

In this chapter, the background of the study, statement of a problem, research objectives, research question, research hypotheses, conceptual framework, a definition of terms, significant of study and limitation of study are discussed.

1.2 Background of study

In the 21 century, a rivalry between organizations turns out to be increasingly essential. It is on the grounds that the training program thought of as great power to one association stays quality in confronting in general market rivalry and acknowledged as an endeavor for the organizations. In the region of globalization, training is indispensable for any organization to support in the business as training is equipped for prompting the nature of work life of an individual employee and in the meantime, upgrading the organization in meeting their objective (Kulkarni, 2013). Many organizations are willing to invest much money annually to a training program for developing their employees with the hope that the training may enhance the performance of their employees and lead to a higher organization's productivity. Cheng and Ho (2001) stated that only 10% of the cost of training is achieving the objective of training. In surrounding states of quick change, obviously, an individual must have the ability to change to fit new difficulties.

According to Yusoff (2002), the study that training in organizational is a nonstop learning procedure organized to change knowledge, employee ability, and attitudes which can improve their work performance. Employee performance portrays ability, skills, and experience to finish the allocated activity required by their bosses in a viable way and diminish the activity wastefulness in a working environment (DuBrin, 2006). At the point when workers perceive their organizations'

enthusiasm for their potential through offering training programs, they will attempt their earnest attempts to accomplish organizational objectives and show great performance in their job task (Elnaga & Imran, 2013). The effectiveness of a training program is the zenith (highest states) with the end goal to build up the employees' quality so they perform well at work, end up inspired and have a higher duty. For training to be effective, it ought to enhance the performance and capacity of the trained representative.

Basically, overall of this research focuses on the relationship of training effectiveness between employees' job performance in a public organization. Training programs that allocated for the employees with the goal of better performance are vital in an organization to compete with other organizations in this country. This research focuses on the employees in a public organization which is Dewan Bahasa dan Pustaka (DBP), Kuala Lumpur. Based on one of the employees stated that the training department offers a training program either inside or outside the company to enhance their skills. This also to enhance a better understanding of their job task. However, the employees are not able to detect their result after the training either they are more effective or have no change at all. Research also indicated that there is a less percentage regarding the return on investment (ROI) as employees had applied the knowledge that had been taught in training in a very little part in the workplace (Obaid et al., 2011). This research comes to identify and determine the training effectiveness of DBP employees toward their job performance.

Training effectiveness is referring based on Baldwin and Ford's Transfer of Training Model (1988) which highlighted three of main training inputs included trainee characteristics, training design, and work environment. In this research, the main components that being focused are trainee characteristics including self-efficacy, cognitive ability, and motivation while working environment including support and opportunity to perform. This is because both of them are

humanly related which is dynamic based on the situation. Both of the inputs are easy to manage as they are closer to an individual while the training design is not within control as it includes training objectives and training content which are fixed in the module of training. In this research, trainee characteristics itself have shown that human can control their character while in the work environment, human (manager) also can control by supporting their subordinates and for the opportunity to perform, the manager will give the chances to them to apply what they had learnt in the training. Therefore, trainee characteristics and work environment would be independent variables that would drive to the outcomes which the dependent variable would be job performance. Thus, an organization should understand the factors that inhibit the transfer of knowledge after training and find out the strategies to facilitate training effectiveness. The main study is to highlight the job performance that may be affected by components of training effectiveness.

1.3 Problem statement

There are several issues regarding the research under study from theoretical gaps, empirical gaps, and practical gaps.

1.3.1 Theoretical gaps

One of the theories will be the focus of this study is Vroom's Expectancy Theory (Vroom, 1964). Based on past research, this theory was built in the United States and had been applied to the employees in the organization there. As we know, the culture and structure of public organizations in the U.S are a bit different compared to public organizations in Malaysia. Their individual characteristics and work environment could be different from ours. This can be a gap related to the theory to be applied in Malaysia. Apart from that, the theory is built around 1964 and may be different now in the first 21st century. Due to the changes of years, parts of the structure

of the organization might vary between the range. Vroom's Expectancy Theory is related to motivation and this theory related to the main inputs which are trainee characteristics and work environment. As for trainee characteristics, and individual keeps motivated to show their effort (expectancy) and lead to better performance (instrumentality) and this will lead to obtaining the reward (valence). While for the work environment, peer support and supervisor support enhance the motivation as they always give support for the individual to be more confident to use mastered skills and abilities. They also must let trainees know what desire outcomes after training. In this study, the trainee characteristic is more related to this theory. However, this study also will fill the gaps between this theory and the work environment.

1.3.2 Empirical gaps

In geographical terms, majority research work has been done in the field of job performance in U.S.A and U.K (Ozer and Gunluk, 2010). Both countries have a different way to measure their job performance by regarding those components. There is a gap between the research done in the U.S.A and U.K compared to Malaysia in this study. In methodological terms, several researchers from the past study regarding this issue have been carried out in a qualitative method. In this research, the quantitative method will be applied to represent the data collection. However, some of the research also had applied a quantitative method in their study. To distinguish the past study and this study is the difference between sampling and population of the target groups.

1.3.3 Practical gaps

According to Saks and Ashforth (2000), a review has demonstrated that assessed 40% of trainees unable to exchange the learning and aptitudes instantly after the training and just half (50%) of investment effectively contribute towards performance enhancement. Based on the employees of the public organization, if they were unable to understand the component of training

effectiveness, it could be a problem for them to perform well in the workplace. There is a lack of study on training effectiveness and job performance on Dewan Bahasa dan Pustaka employees as an education service provider. The past study recognized that the participants of the training are not fully implemented the learning in the training into their work life and they do not show improvements in performance. In addition, the current study will focus on government company as Media News 11 September 2015 stated that one of the government company faced issue due to lack of training, inspections, and maintenance. It also stated that systematic problem relating to the lack of competence of employees and training. The findings showed that only supervisor support is not significant towards the employees' performance (Nanzushi, 2015). In the latest research, it has discovered that abilities lost because of the decrease in exchange of training range from 66% to 90% (Sookhai and Budworth, 2010). Also, just 21% of involved organizations evaluate their employees' level of exchange of training (Lim and Nowell, 2014). As often as possible, related when the trainees can utilize what they have realized in the work environment and level of applying the knowledge after the training is low (Turab & Casimir, 2015).

The problems that have been discussed above become the main focus of this current research in order to fill the gaps that remained between the trainee characteristics and work environment with job performance in terms of trainees' perception. Therefore, the issues that relate to training effectiveness and job performance are always relevant to be studied.

1.4 Research objectives

Generally, the objective of this study is stated below.

1.4.1 General objective

To investigate the relationship between training effectiveness and job performance in a public organization

In specific, there are several objectives for this study.

1.4.2 Specific objectives

- 1) To identify the relationship between self-efficacy and job performance.
- 2) To identify the relationship between cognitive ability and job performance.
- 3) To identify the relationship between motivation and job performance.
- 4) To identify the relationship between support and job performance.
- 5) To identify the relationship between the opportunity to perform and job performance.
- 6) To identify the most dominant factor that influences job performance.

1.5 Research questions

Specifically, this study is designed to answer the following questions.

- 1) What is the relationship between self-efficacy and job performance?
- 2) What is the relationship between cognitive ability and job performance?
- 3) What is the relationship between motivation and job performance?
- 4) What is the relationship between support and job performance?
- 5) What is the relationship between the opportunity to perform and job performance?
- 6) What is the most dominant factor that influences job performance?

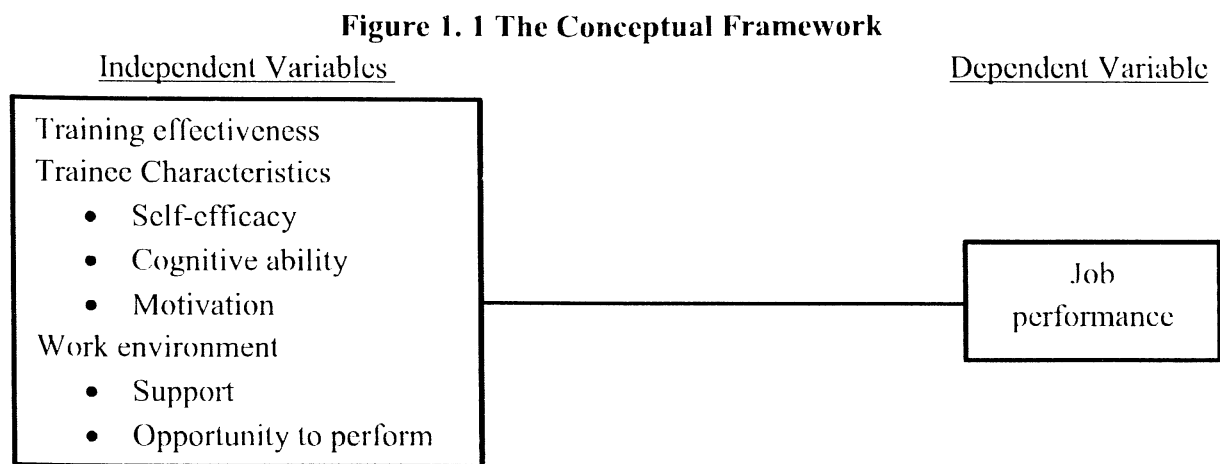
1.6 Hypotheses

In this study, several hypotheses were tested.

- 1) H₁: There is a significant relationship between self-efficacy and job performance.
- 2) H₂: There is a significant relationship between cognitive ability and job performance.
- 3) H₃: There is a significant relationship between motivation and job performance.
- 4) H₄: There is a significant relationship between support and job performance.
- 5) H₅: There is a significant relationship between the opportunity to perform and job performance.
- 6) H₆: There is a dominant factor that influences job performance.

1.7 Conceptual framework

As shown in Figure 1.1, the dependent variable in this study is job performance. The independent variables are trainee characteristics include self-efficacy, cognitive ability, and motivation while the work environment includes support and opportunity to perform.



Source: Adapted from Baldwin, T.T. & Ford, J.K. (1988). Transfer of training: A review and direction for future research. *Personnel Psychology*, 41, 63-103

1.8 Definitions of terms

Definitions of important terms used in this research are defined conceptually and operationally in this section based on the alphabetical order.

1.8.1 Cognitive ability

Conceptual Definition

Cognitive ability and knowledge are alternate labels for a developer that depicts contrasts among people regarding their psychological abilities. Often experienced meanings of the build conceptualize it as a fundamental capacity for theoretical thinking, critical thinking, or adaptability (Ones & Viswevaran, 2012).

Operational Definition

In this study, they have more to do with the components of how we learn, recollect, problem-solving, and focus, instead of with any actual information. They will be applying the skills and knowledge acquired the training session into their daily work including retaining knowledge, the process of information and generalize skills.

1.8.2 Job performance

Conceptual Definition

According to Campbell (1990), he claimed that there are several components of performance that can be measured as an overall performance level of individuals. According to William and Anderson (1991), he measured the overall performance level, task completion, and competency.

Operational Definition

This study used to measure individuals' overall performance level, completing on task, and competency. The level of job performance measured by job-specific task proficiency, non-job-specific task proficiency, written and oral communications, demonstrating effort, facilitating team and peer performance, and supervision.

1.8.3 Motivation

Conceptual Definition

Motivation can affect employees approach organization, by and large, they identify with supervisors, time and exertion they commit to their job task, help they look for when they're struggling, they perform on appraisals (and along these lines how the organization performs), et cetera (Schunk & Usher, 2012).

Operational Definition

In this study, motivation refers to the trainee's perception on the relevance of the training to their task, and perception towards their own desire in setting goals to applied skills and knowledge learned during training in the workplace.

1.8.4 Opportunity to perform

Conceptual Definition

The opportunity to perform characterizes as the degree to which a trainee is allocated with or effectively acquires job encounters significant to the undertakings for which he had been trained. It also incorporates the dynamic endeavors of trainees to get work encounters pertinent to the undertakings for which they were trained (Ford et al., 2006).

Operational Definition

In this study, the opportunity to perform is a phase when employees take the opportunity to show their effort on accomplishing the job task after the training.

1.8.5 Self-efficacy

Conceptual Definition

It refers to the individual's ability to deliver vital impacts. Individuals who know about having the capacity to have any kind of effect feel better and therefore take alternatives; individuals who see themselves as defenseless are miserable and are not motivated for actions (Flammer, 2001).

Operational Definition

In this study, self-efficacy is an employee believes in his capabilities on completing the task including struggling to accomplish the important task by skills and knowledge that had been taught in the training program.

1.8.6 Support

Conceptual Definition

Peer support improves learning exchange through encouragement, feedback, critical thinking help, supplemental data and instructing gave to trainees (Hatala and Fleming, 2007) and may affect learner exchange than supervisory support (Gilpin-Jackson and Bushe, 2007).

Operational Definition

In this study, support from peer and supervisor is important in enhancing the trainees to be performed in their job task. They give positive influence to the trainees in order to improve their performance and reach their goals.