

# **ATTITUDE OF EXECUTIVES TOWARDS IN-SERVICE TRAINING PROGRAMS: A CASE STUDY OF STATUTORY CORPORATIONS IN SARAWAK**

**By**

**JADDIL @ ZAIDEL BIN IBRAHIM  
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I hereby declare that this research is the result of my own investigations, except where otherwise stated. Other sources are acknowledged by giving explicit references and a bibliography is appended.

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# DEDICATIONS

To my dearest parents who inspire me on a quest for knowledge.

To my loving wife,  
Noor Fiza Abdullah,

And

To my loving children,  
Nor Emel Farnida, Noor Arinna, Nur Aimi, Yildiz and Nur Emira

for their unfailing support, encouragement and understanding,  
which bridge my thought and accomplishment, the glue that binds my inspiration to  
achievement.

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# LIST OF ABBREVIATIONS

|        |   |   |
|--------|---|---|
| HRD    | - | Human Resource Development                              |
| 8MP    | - | Eight Malaysia Plan                                     |
| 7MP    | - | Seventh Malaysia Plan                                   |
| TFP    | - | Total Factor Productivity                               |
| IT     | - | Information Technology                                  |
| INTAN  | - | Institut Tadbiran Awan Negara                           |
| IAB    | - | Institut Aminudin Baki                                  |
| IDFR   | - | Institute of Diplomacy and Foreign Relations            |
| IKRAM  | - | Institut Kerja Raya Malaysia                            |
| ILKAP  | - | Institut Latihan Kehakiman dan Perundangan              |
| ILIM   | - | Institut Latihan Islam Malaysia                         |
| CMM    | - | Centre for Modern Management                            |
| STIDC  | - | Sarawak Timber Development Corporation (PUSAKA)         |
| SESCo  | - | Sarawak Electric Supply Corporation                     |
| SEDC   | - | Sarawak Economic Development Corporation                |
| SALCRA | - | Sarawak Land Consolidation and Rehabilitation Authority |
| PELITA | - | Land Custody and Development Authority (LCDA)           |
| KSA    | - | Knowledge, Skill and Attitude                           |
| ANOVA  | - | Analysis of Variance                                    |
| SPSS   | - | Statistical Package for Social Sciences                 |
| SD     | - | Standard Deviation                                      |
| Std    | - | Standard  |
| Sig    | - | Significant   |
| SPM    | - | Sijil Pelajaran Malaysia                                |
| MCE    | - | Malaysia Certificate of Education                       |
| SC     | - | Senior Cambridge  |
| STPM   | - | Sijil Tinggi Pelajaran Malaysia                         |
| PhD    | - | Doctor of Philosophy                                    |

# LIST OF SYMBOLS

|                |   |   |
|----------------|---|---|
| N              | - | Size of the Population  |
| n              | - | Size of the Sample  |
| P              | - | Probability   |
| r              | - | Pearson Correlation Coefficient                               |
| R              | - | Multiple regression Coefficient                               |
| R <sup>2</sup> | - | Coefficient of Determination                                  |
| df             | - | Degree of freedom   |
| F              | - | Variation among the samples over variation within the samples |
| $\alpha$ -     |   | Alpha   |

# ABSTRACT

The major aim of this study is to determine the general attitude of executives from selected statutory corporations in Sarawak towards in-service training programs. Another important aspect of the study is to identify factors affecting their attitudes. A survey methodology was employed to collect data. The population size of the study was all the 135 executives who had attended in-service training programs from 5 selected statutory corporations in Kuching. A simple random sampling was used to obtain a sample of 85 respondents. The outcomes of the study show that all of the executives possessed positive attitude towards in-service training programs and none of them show a negative attitude. The correlation between attitude and the related factors such as needs, intrinsic motivation, competency, availability, top management support and peer influence were found to be positive and significant. Multiple regression analysis show that intrinsic motivation and competency factors contributed the most variant in affecting the general attitudes of executives toward in-service training programs. Hence, any plan to train or retrain staff should take these two factors into consideration, in order to avoid any resistance from the executives.

# **ABSTRAK**

*Objektif utama kajian ini adalah untuk menentukan sikap umum golongan eksekutif di agensi-agensi kerajaan negeri Sarawak yang terpilih terhadap program latihan dalam perkhidmatan. Satu lagi aspek penting dalam kajian ini ialah untuk mengenalpasti faktor-faktor yang mempengaruhi sikap eksekutif. Rekabentuk kajian survei telah diguna untuk pengumpulan data. Saiz populasi dalam kajian ini ialah kesemua 135 orang eksekutif yang telah menghadiri program latihan dalam perkhidmatan daripada 5 agensi kerajaan yang terpilih. Bilangan sampel yang diambil ialah 85 orang yang dipilih secara persampelan rambang. Dapatan kajian menunjukkan bahawa kesemua eksekutif mempunyai sikap yang positif terhadap program latihan dalam perkhidmatan dan tidak terdapat eksekutif yang menunjukkan sikap yang negatif terhadap latihan ini. Sifat Korelasi antara sikap eksekutif dan faktor-faktor seperti keperluan, motivasi intrinsic, kompetensi, availability, sokongan pengurusan atasan dan pengaruh rakan sejawat didapati positif dan signifikan. Analisis Regresi Berganda menunjukkan bahawa faktor motivasi intrinsic dan kompetensi memberi sumbangan yang paling berbeza dalam pembentukan sikap umum eksekutif terhadap program latihan dalam perkhidmatan. Oleh itu, segala perancangan untuk latihan atau latihan semula kakitangan perlu mengambilkira dua faktor ini supaya organisasi tidak menghadapi tentangan daripada kalangan eksekutif.*

# CHAPTER 1

## INTRODUCTION

### 1.0 Introduction

In many public sector organizations, employees attended training or in-service training for various reasons. Among some of the common reasons are to increase competencies in certain subject matter; to fill up the quota allocated; for exposure to a new field; a punishment for certain misconduct; an opportunity to get out of the offices; an opportunity to see new places; or directed by higher authorities. Generally, whatever reasons, there seemed to exist that there is no specific and transparent policy on training or in-service training programs.

Training has been recognized as an important means of improving productivity in organizations. Training is vital for enhancing employee skills, introducing new methods and techniques and in eliminating inefficient ways of doing things. Many organizations have a predetermined plan for training their supervisors and managers, based on how the management of these organizations want training and their staff to be managed. In order to ensure a greater accuracy in the process of training needs analysis and the effectiveness of training, it is a good practice for the management (HRD manager) to discuss with their executives, aspect of their work which could be improved through training. Knowles (1985) refers to this role of the human resource development specialist when he says that one of her major responsibilities is to serve as consultant to line managers and to create a closer and more functional relationship.

In a sense, one can draw a parallel between this and Herzberg's (1996) idea of hygiene factors and motivators, in explaining employee motivation. According to this theory, when the employee finds her work intrinsically interesting and challenging, she is less sensitive to the hygiene factors, that is, factors that are extrinsic to the job, for example physical conditions of work, wages and company regulations. On the other hand, even super hygiene factors are unlikely to really motivate employees if there is no intrinsic satisfaction to be derived from the job. In the same way, when trainees find their training programs intrinsically satisfying, they are likely to place much less importance on the 'hygiene' factors in training.

As such, the government has long recognized the benefits of providing education and training for their officials. Such activities are seen as a vital element of the effectiveness of government organizations in maintaining and improving their services to the public, as well as their own organizational and administrative capabilities. Employers who invest in employees' training also make the greatest efforts to provide employment security in order to protect their investment. In addition, the promotion of organization



training is being ever more closely linked to increase competitiveness and success. It can be strongly suggested that better educated employees have higher work expectations and are more likely to seek training and development opportunities actively (Costine & Garavan, 1995).

The responsibility on individuals to consider their own learning needs can also be allied to an individuals' willingness to articulate their own learning needs, and to contribute to decisions about how they may be met, is an important dimension of this responsibility. The pursuit of such learning can lead to skills and knowledge which increase opportunities for job transferability, job promotion, job enhancement and greater job interest. A large number of organizations, be it government or private organizations, need the time and the facilities for retraining of their staff. This retraining must be geared to enable their staff to keep abreast with changing work requirements and to make changes of occupation easier.

Kevin Daffy (1993) states that training requirements fall into two broad categories – the need to keep upgrading existing skills and the need to meet the challenges of a total change in work practices brought on by changes in technology. In addition, Attley (1994) has stated his belief that the success of the Irish economy depends in large measure on high levels of skills and knowledge.

The signals eliminating from these examples strongly suggest that trainings and development is becoming an issue of greater priority for any organizations. In this rein, the notion that training and development offers substantial scope for consensus seems entirely logical. Its relevance has undoubtedly increase with the passage of time, particularly so in the current era, and the potential significance of fresh impetus on this issue has far-reaching effects.

An important starting point for diversify training involves heightening awareness of the different challenges faced by different people within the organization. People who are “different” from each other in terms of their gender, physical ability, socio-economic background and so on, are more likely to have at least some stereotypes about each other, and it is these stereotypical attitudes and views that many awareness-based diversify training programs aim to address (Moore, 1999). Organizational training interventions that do successfully tackle negative attitudes towards diversity, may also run the risk of becoming naïve and simplistic (Moore, 1999). As such organizations need to develop training and development programs that encourage participants to consider participating in any in-service training programs.

Tate (1997) stressed that it seemed smart to believe that the route to corporate competence would flow automatically from individual competence. According to Tate (1997) the “learning climate” already exists in most organizations. People at work more often learn their job, or learn to improve, in spite of – rather than because of – the way they are managed (Smith & Vaughan, 1997). This is necessary because each person is working strategically through their own statement of intent. The action plan thus becomes an instrument of the “art and practice of the learning organization” as defined by Senge (1993) in the Fifth Discipline.

But Coates (1997) mentions in his articles, "The Learning River – six years of learning and cruising," that what he observes is that people at work have many experiences, few of which are planned with the explicit purpose of learning something important and new, and also he sees that very few of them are learned from. Because of learning problems, organizations have difficulty learning to do new things and therefore often find it difficult to learn to change and adapt (Senge, 1993). All training courses have a purpose, whether or not this is formalized in stated aims and objectives (Williams, 1999). The purpose is reflected in the content of the course, and by examining the content it is possible to understand the purpose, at least to some extent. Often, these factors are not examined or questioned, and yet they are crucial to the success of the course.

In any given situation, the existing knowledge, beliefs and experience will very much affect the attitude of an individual toward training. In a training program this will include our beliefs about ourselves, our abilities, and about other people, including trainers and colleagues, our previous experience of attending training courses, and our present knowledge of the content of the course (Williams, 1999). These factors will all affect our motivation, and therefore what we get out of a training course. In an individual, it is possible to see, for example, a connection between thinking, feeling and behavior. Modern learning theory has shown that we learn best when we are happy, relaxed, and confident (Williams, 1999).

Training can be a useful tool in helping to resolve significant organizational or management problems (Bedingham, 1997). The majority of companies (90%) conducted a wide variety of training, both on and off the job, formal and informal depending on the issue to be addressed (Vinten, 2000). Vinten (1990) also found that a minority of 15%, usually working in a very specialized areas, conducted on-the-job training. Training is variously used to ensure that the skills base in the organizations meet the skills needed to achieve their goals, to achieve organizational aims, to meet identified skills shortages, and to maintain quality. It was reported that training was crucial as their staff were their product, while others reported that it is essential to train continually and thus improve. The principal trend was that training was seen as part of the organizational strategy, and a significant number suggests that it was impossible to avoid incorporating training into the organization's strategic aims (Vinten, 2000).

It is frequently asserted that there is a link between the nature of training provision within an organization and its success or failure. Training is part of the employment package. Employees may be requested to undertake training as part of their obligations to their employer, and the employer may provide training as a benefit for the employee.

Improvised training programs have consequences both for the organization and the employees and also for the community at large (Ironside & Seifert, 1996). Training has become a major part of the argument that the individual worker can, through their own efforts at self-improvement, and contingent employment into better paid and move permanent work by acquiring skills that are more marketable (Constantine & Neumark, 1996; Veum, 1995). This line of argument suggests that everyone can benefit from training – employees have works that are both more rewarding and more secure, employers benefit from increased levels of productivity, and service users receive a

higher standard of service. This win-win scenario suggests that training can be regarded as a classical issue for integrative bargaining (Walton & Kersie, 1965). While training provision can be a source of satisfaction and enhancement in the lives of employees, it can also be a source of dissatisfaction, demoralization, grievance and conflict (Ironsides & Seifert, 1999).

Organizations in the 1990s are facing a reality quite different from that experienced by them 20 years earlier. The new reality is earmarked by heightened competition, a more demanding consumer, a more diverse, and a more international marketplace. These pressures have also been associated with organization downsizing or right-sizing, an increase in mergers and acquisitions activity, greater emphasis on performance and productivity and greater emphasis on quality of services and products. These forces have implications for the attitudes, skills, behaviors and competences necessary for surviving and thriving in the new reality. The current boom under way in the training profession demonstrates how quickly attitudes have changed.

Training and development has played a central role in the process and is frequently regarded as the engine, or catalyst, of change. Where training is based in the present and future organizational ideals, training itself can be viewed as little more than a marketing or public relations propaganda exercise. Training and learning in western societies have developed around the framework of classroom instruction supplemented or complemented by on-the-job training (Cornford & Athanasou, 1995). The most effective learning is that which is not context free but occurs within a specific, natural workplace where there are clearly visible models of application involving theory, skills and attitudes.

For effective learning to take place, Cornford and Athanasou (1995) suggested that the following conditions be met:

- there are satisfactory trainer-trainee relationship;
- trainees are exposed to levels of difficulty commensurate with their understanding;
- opportunities are provided for practice to ensure that information is retained;
- opportunities are provided for practice beyond a mere demonstration of competence or mastery level;
- motivational comments and feedback are regularly supplied by trainers; and
- trainers are exposed to exceptional cases/situations with examples of incorrect skill application and errors in process application available as negative examples.

The role of the trainer in effective-on-the-job training in the workplace is to structure the learning experiences and activities that are encountered by the trainee so that optimal understanding and acquisition of information takes place. Cornford and Athanasou (1995) suggested that the trainer:

- can maintain good, sympathetic interpersonal relationships with trainees;
- can communicate clearly and provide constructive feedback;
- demonstrates mastery of a range of teaching skills;
- reveals mastery of the theory and skills being taught;
- can motivate trainees;
- has a keen understanding of the nature of individual differences and is capable of translating this into different teaching techniques and levels of explanation for individual trainees; and
- is aware of the limitations and possibilities of the learner at different stages of the skill learning process.

A goal of training may need to be the development of substantial, lengthy and well-supervised practice programs in order to ensure that trainees move substantially towards the establishment of autonomous levels of performance (Comford & Athanasou, 1995). Indisputably the above statement is a clear manifestation of the tremendous importance of training and in the field of human resource development. The training is expensive and human resource managers who wish to make the best use of their training funds should ensure that training is only conducted after a thorough training needs analysis and as well as analysis on attitude was made. Training and development plays strategic role in the successful operation of an organization and in the career of its employees. Each individual's employment security hinges on being prepared to meet new skill requirements as job opportunity change, and training and development were critical to such preparation.

Training strategies adapted by most organization are also hardly given much attention. These results in the common phenomenon that training must takes place in a classroom. The effectiveness of such training is highly questionable bearing in mind that employees are adult. Such method of thinking also makes it difficult to determine whether learning has taken place and whether what has been learned could be applied in the workplace. According to Reid (1991), to determine the most appropriate way of achieving training or learning outcome, the following three aspects need to be examined: (i) approaches to training and development to meet different situations; (ii) selection of appropriate training strategy; and (iii) the learning strategy itself.

In view that such situation is prevailing in many organizations, it is thus the main aim of the researcher to study the attitudes of executives towards in-service training programs in the state government agencies in Sarawak.

## **1.1 Background of the Study**

Human resource development is one of the key factors in determining the success of Vision 2020. The enactment of the Human Resource Development Act 1992 is one of

the positive steps taken by the government in its effort to intensify the development of human resources both in the public and private sectors. Human beings play the most critical role in nation building and economic development. Even with the speed and efficiency that one finds in modern technology through computers and robots, one cannot deny the fact that human beings ultimately hold the key to their final destiny. Human resource development has emerged as the crucial driving force towards realizing the goals of Vision 2020. As far as training is concerned, it is not only needed to acquire skills and knowledge but also to instill with correct work attitudes and ethics.

In order to ensure success in the implementation of human resource development programs, the government has implemented various programs under the Seventh Malaysia Plan (7MP), such as manpower development policy, enhancing total factor productivity (TFP), total quality management, science and information technology (IT), introduction of Private Higher Educational Institutions Act, 1996, Human Resources Development Act 1992, Employer's Associations Training Scheme to mention a few. To further support manpower policy the government, under the 7MP allocated RM100 million as well as provide other facilities. This is a positive indication that the government has given education and training a high priority in order to generate a sufficient pool of labor that is knowledgeable, highly-skilled and computer literate and strongly-motivated.

Under both the Sixth and Seventh Malaysia Plan, the government has adopted two approaches in education and training, namely education program and training program. Governments Public Institutions of Higher Learning is the main provider of tertiary education. Currently, there are twelve Public Universities, six Polytechnics (four new polytechnics are in various stages of implementation and two Government Aided Colleges) offering courses at various levels leading to certificate, diploma, degree and post-graduate degree qualifications. The full time students population at the tertiary level are shown in Table 1.

**TABLE 1: Total Student Population in Local Institutions at Certificate, Diploma and Degree Levels (1995 – 2000)**

| Level of Education | 1995   | 2000    | % Increase Between<br>1995 – 2000 |
|--------------------|--------|---------|-----------------------------------|
| Certificate        | 17,080 | 21,290  | 24.6%                             |
| Diploma            | 46,930 | 61,900  | 31.9%                             |
| Degree             | 89,600 | 167,900 | 87.4%                             |

**Source: Seventh Malaysia Plan**

Under the training program, it is divided into (i) Skill Training Program for Private Sector Employees and (ii) Training for Public Sector Employees. The skill training program for private sector employees is directed at generating adequate supply of skill workers, particularly to meet the immediate needs of the expanding industrial sector for skilled workers. Meanwhile the training of public sector employees is directed at public sector personnel's in-service training and to upgrade their managerial capability, improving efficiency and increasing productivity of the employees in the public service.

Public Training Institutions continue to be the main source of supply of skilled labor to meet the expanding market demand. For the training of public sector personnel, the Government has set up the specific training institutions to the respective categories of public personnel. These include:

- National Institute of Public Administration (INTAN), which focuses on the upgrading of managerial capability, improving efficiency and increasing productivity of employees in public service.
- Institute Aminudin Baki (IAB), a specialized training institute, which conducts in-service training for education personnel.
- Institute of Diplomacy and Foreign Relations (IDFR), which provides courses to upgrade professionalism and improve diplomatic skills among the diplomatic and foreign relations practitioners.
- Institut Kerja Raya Malaysia (IKRAM) which conducts training for engineering professionals and technicians.
- Institut Latihan Kehakiman dan Perundangan (ILKAP) which provides training for public sector personnel in the judicial and legal services.
- Institut Latihan Islam Malaysia (ILIM) will be established during the Seventh Malaysia Plan period to provide training for public sector personnel involved in the administration and management of Islamic affairs.
- Centre for Modern Management (CMM) which conducts various training to upgrade professionalism and managerial skills, IT, improving efficiency and increasing productivity of employee in the state civil service in Sarawak.

Apart from the above training institutions, many more training institutes have also emerged over the last decade in almost every state, in Malaysia. The setting up of HRD Fund under the HRD Act, 1992 is a clear manifestation of the government's support for HRD activities especially among private organizations.

State government agencies have long recognized the benefits of providing training for their officials regardless of levels. Such activities are seen as a vital element of the effectiveness of an organization in maintaining and improving their services to their customers as well as their own organizational and administrative capabilities. As such, training in an organization consists a program of learning which is targeted at changing attitude, improving the knowledge, skills and job performance of their staff. The success of any in-service training programs depend on many factors, such as, skill of trainers in the field of training, the design of the training program, the efficiency of the managers to utilize the resources and as well as the attitudes of the trainees or participants.

This study will specifically examine the attitudes of executives toward training programs and how these have changed over time. It embraces factors that may influence the attitudes of the executives towards in-service training and also the nature and orientation

of such change, major change influences, and the possible implications arising from the changes.

It should be pointed out, however, some diversity in the training program is apparent between different categories of officers. As such, some of the training and development programs have of little concern to some executives. According to Costine and Garavan (1955), there are several reasons to explain this lack of attention and interest among the staff:

- the categories of work were dictated by management, and, with Taylorist lines being followed in the breakdown and nature of work, elaborate or lengthy training was not deemed a necessity;
- such training as did take place was seen as an informal activity which was focused on a narrow range of job specific skills; and
- rewards were linked to skill ranges and workers on the bottom of the reward structure tended to perceive themselves as “naturally” unskilled.

The Sarawak State Civil Service is currently undergoing fundamental transformations and is being updated and equipped for service to the nation and state in an increasingly competitive, quality-centred and borderless world. As emphasized by the then Deputy State Secretary for Human Resource, Datuk Haji Abdul Aziz Hj. Hussain;

“We are making significant strides in training the civil service ..... we want to work cohesively towards Vision 2020. But first of all, the competency gap must be bridged for the transformation process to succeed. We are lucky. The political masters recognize and understand the need for the civil service to be independent in order for the transformation process to proceed smoothly and rapidly”. (Rakan Sarawak Bulletin, February 1999)

At the Public Service Conference held in Kuching on 21st and 22nd September 1999, the Chief Minister, YAB Datuk Patinggi (Dr) Haji Abdul Taib Mahmud in his keynotes address to the audience also stressed that;

“The transformation in the Public Service has got to put greater emphasis on the content of quality changes, attitudes of civil servants, greater and deeper understanding of social milieu in which we are operating and in terms of administrative and management tools we are employing to achieve Wawasan 2020.” (Rakan Sarawak Bulletin, September 1999)

Like any organizations, the statutory corporations have set their own vision to be the leading state government agencies in assisting the government implementing the policies and development in the state of Sarawak. To realize these visions and answer the call made by the honorable Chief Minister of Sarawak, the state government has also prioritized and emphasized training and human development as part and parcel of the state development. Believing that the achievement of the organizations goals depend very much on its human capital, the corporation’s top management has always been

supportive towards training programs which include providing in-service training as a means to enhance work performance of their employees. This can be seen from the allocation of resources, both monetary and other training facilities.

The state corporations in Sarawak were established to assist the government to implement and expedite the development programs for the benefit of its citizen. As government agencies, which are under purview of the Chief Minister Office, these corporations have been commissioned with the responsibility of implementing and stimulating the development of the state of Sarawak. As mentioned earlier, part and parcel of the agenda of these corporations are to provide relevant trainings to their staff.

The state government has invested substantial amount of money in implementing its training activities in an effort to improve employee's knowledge, skills and attitude to enhance their work performance. In any organizations, providing and sending staff for training is indeed an expensive investment. Therefore, if training is an investment, then it is utmost important that the aspect of staff attitude toward any kind of training programs should be studied and emphasized, which is a critical aspect of selection of staff for any training. A research on attitude of staff towards in-service training program has never been carried out in the state corporations. There has also been much comment from the staff that training provided is sometime not relevant to their needs. The attitude problems, even though not serious in the statutory corporations, can lead to high dissatisfaction and demoralization among the staff.

Based on the background of this study, it is therefore appropriate that research on the attitude of the staff in the statutory corporations towards in-service training programs in the state of Sarawak be carried out.

## **1.2 Problem Statement**

The State Civil Service needs to adjust to the new mode of public sector management and new management techniques challenged by the process of change. A transformation process is taking place in our Public Service whereby members of the Service are engaged by the process of change. From the point of view of its effectiveness and the coming change, the statutory corporations need to pool their resources together so that the state government can bring along its staff to experience the transformation together with the rest of the Civil Service in Malaysia.

These statutory corporations have the responsibility not only to realize the policies of the government of the day but also to upgrade the staff participation in the country's development process. This is a unique phenomenon for a developing nation like Malaysia. Therefore, the State Public Service not only accept change as part of their lives, but need to know how best to interpret government policies and forward ideas and criticisms on how the country can be governed. In recent years, the human resource development effort of the Civil Service has been aimed at changing attitudes and encouraging a paradigm shift in the Civil Service. To achieve the paradigm shift, the government has implemented formal and generic training programs in areas, such as, team development, process-orientation and attitudinal change. These efforts are aimed



at equipping civil servants with knowledge and to go beyond what is expected of them. But have the attitudes of the civil servants really changed for the better?

In the statutory corporations, basically there are two different types of staff; on the one hand, there are those who have already experienced change of mind-set and accept change positively, which is termed as paradigm shift. On the other, there are still those who are in an environment of "static attitude". Without the assistance and guidance of the immediate superior and top management, these staff will still be relegated in "static attitude" and their way of thinking will still be negative. They are not able to offer any positive response. These staff could possibly cause some problem to realization of the goals and objectives of their corporations in particular and the government in general. If the staff have a negative attitude, they will not learn and whatever training provided will not benefit themselves and the organization where they are working.

Hence, the objectives of transforming the Public Civil Service will be defeated. This is a setback. A failure on the part of the employees to change their mindset could become an obstacle and prevent the Public Service from taking advantage of the opportunities presented by the changes in the environment. Thus, there is a critical need to study the attitude of executives in statutory corporations in Sarawak towards in-service training programs.

### **1.3 Objectives of the Study**

Specifically, this study would like to explore the attitude of executives in the state government corporations towards in-service training programs and to find out what are the factors influencing their attitudes.

The main objectives of the study are:

- to describe selected demographic characteristics of the executives that have attended the in-service training programs;
- to analyze the general attitude of the executives towards in-service training programs;
- to determine whether there is any significant difference between the executives of various selected demographic in term of their attitudes towards in-service training programs;
- to determine whether there is any significant relationship between selected factors, such as the availability, practicability, relevancy, competency, support from immediate superiors, peer influence, needs, intrinsic and extrinsic motivation; and attitudes of staff towards in-service training programs; and
- to determine the factors that contribute significantly towards the formation of attitudes of executives towards in-service training programs.

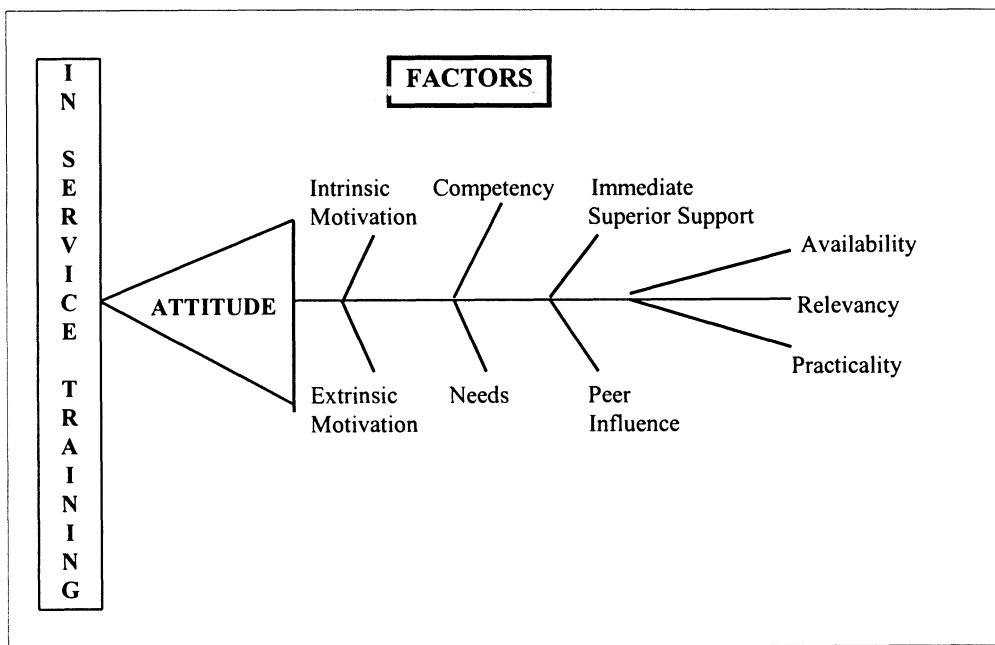
This study also hope to benefit the HR Managers, Training Managers and the policy makers of the state government corporations. Information obtained from this study will

be beneficial in assisting them to make sound decisions and policies to improve the planning and implementation of in-service training programs for their executives in particular and the other officers in general.

#### 1.4 Conceptual Framework of the Study

There are a number of factors that are likely to influence the formation of attitudes of the executives towards in-service training programs. The factors that are assumed to influence the attitude include availability, relevancy, practicability, peer influence, immediate superior support, needs, intrinsic motivation and extrinsic motivation. A conceptual model constructed to study the type and strength of the relationship between each of these factors and attitudes of executives is shown in Figure 1.

**FIGURE 1: Conceptual Framework indicating the Relationship between Factors and Attitudes**



#### 1.5 Hypothesis of the Study

The hypothesis of the study are:

H1. There is no significant difference between executives of various demographic characteristics in term of their attitudes towards in-service training program

H1a. Male and female executives;

- H1b. Executives of different age;
- H1c. Graduate and non-graduate officers;
- H1d. Experienced and new officers, and
- H1e. Officers who have and who have not attended the in-service training.
- H2. There is no significant relationship between the attitudes of executives towards in-service training program
  - H2a. availability;
  - H2b. competency;
  - H2c. needs;
  - H2d. immediate support;
  - H2e. peer influence;
  - H2f. practicability;
  - H2g. relevancy;
  - H2h. intrinsic motivation; and
  - H2i. extrinsic motivation
- H3. There is no factor that contributes significantly to the formation of attitudes of executives towards in-service training programs.

## **1.6 Significance of the Study**

This study hopes to determine the attitudes of executives towards in-service training program. This does not imply that the present executives are lacking interest in any kind of training programs. But from the point of view of its effectiveness and the coming change, it is utmost important for executives to pool its resource together, and also to upgrade their knowledge and skills.

Hopefully, through this study, it will provide the basis for statutory corporations to provide effective training for their staff. It also provides help and guidance on putting the information on training needs together, prioritizing the training programs, preparing training plans and budget and monitoring progress. It is also hoped that this study will be able to uncover some obstacles and barriers and mental attitudes faced by the staff with regard to in-service training. The needs of staff will be identified and recommendations on the type of training programs and support can be made to these corporations.

Finally, when training is effective, staff of the organization particularly would be more competent, dedicated and committed towards their job, which ultimately results in higher productivity and organization will function at optimum efficiency and effectiveness to survive and grow.

## **1.7 Definitions of Terms**

The following terms are operationally defined as they are being used within the context of this study.

### **Attitudes**

The psychological tendency of either favor or disfavor, that is expressed by executives of the state government corporations understudy towards in-service training programs that they had attended.

### **In-service Training Programs**

Activities designed to provide adult learners, the executives with the knowledge and skill needed for their present jobs such as short courses (external courses, in-house course, on-job coaching), seminar, workshops, conferences, conventions and talks.

### **Extrinsic Motivation**

An external motives, such as, praises, rewards, interpersonal relations and learning environments that arouse the executives of the state government corporations to develop a positive orientation towards the in-service training.

### **Intrinsic Motivation**

Forces acting on or within the executives of the state government corporations, that caused them to develop themselves further through active participation in the in-service training programs.

### **Executives**

A top level manager who reports directly to a corporation's chief executive officer or head of a major division or section of the state corporations understudy who has authority to carry out decisions, laws, decrees, etc with administrative or managerial powers.

### **Top Management Support**

Positive effort and support by the top management that motivate staff to participate in any in-service training programs.

## **Needs**

Individual needs for knowledge and the benefits acquired from participating in any in-service training programs such as developing career path.

## **Practicality**

Practical relevance of the in-service training programs that are able to improve and instigate change to the quality of the jobs and tasks of the executives.

## **Relevancy**

The course contents are relevant to the executives current tasks, duties and responsibilities.

## **Peer Influence**

The attitude of their peers towards in-service training programs that directly or indirectly shaped and influenced the executives.

## **Competency**

The outcomes of the in-service training programs that are able to improve the management skills of the executives.

## **Availability**

Ease of access to the training programs and training schedules by the executives so that they will be better able to identify their own training needs and training programs that are relevance to duties and responsibilities.

## **STIDC, Kuching Sarawak**

Sarawak Timber Industry Development Corporation (STIDC) is a state government corporation established in June 1973. STIDC functions are to plan and coordinate the development of timber industry, its main activities include providing timber based training to its staff and the industry in efforts to upgrade the skills of workers in industry; registration of timber-based activities in the State; promote safety in the timber industry; monitor the utilization of timber for the purpose of planning future resources; and to develop the Bumiputera Small-Medium Scale Industries in the timber processing industry.

## **SESCo, Kuching Sarawak**

Sarawak Electric Supply Corporation (SESCo) is a state statutory body incorporated under the Sarawak Electricity Supply Corporation Ordinance, 1962 in 1963. SESCO is responsible for the generation, transmission and distribution of electricity in the state of Sarawak.

### **SEDC, Kuching, Sarawak**

Sarawak Economic Development Corporation (SEDC) was set up in 1972 as a state-owned statutory body with the general aim to promote the commercial, industry and socio-economic development of Sarawak.

### **SALCRA, Kuching, Sarawak**

Sarawak Land Consolidation and Rehabilitation Authority (SALCRA) was established in May, 1976 as a government statutory body under the Sarawak Land Consolidation and Rehabilitation Authority Ordinance, 1976. Its objectives is to consolidate the development of land for agriculture in Sarawak, especially Native Customary Rights (NCR) Land.

### **PELITA/LCDA, Kuching, Sarawak**

Land Custody and Development Authority (PELITA) was established under the Sarawak State Ordinance No.4 of 1981. As a government statutory body, the objective of PELITA is to develop land for large scale commercial plantations especially on Native Customary Rights (NCR) Land and property development such as new township, township extension, housing project and shop houses.

## **1.8 Limitation of the Study**

The study is conducted in the statutory corporations in Kuching Division only. Meanwhile, the respondents from various organizations are selected using simple random sampling technique. The sample includes male and female, graduate and non-graduate and professional and support groups from the following statutory corporations:

- Sarawak Timber Industry Development Corporation (STIDC/PUSAKA)
- Sarawak Electricity Supply Corporation (SESCO)
- Sarawak Economic Development Corporation (SEDC)
- Sarawak Land Consolidation and Rehabilitation Authority (SALCRA)
- Land Custody and Development Authority (PELITA/LCDA)

Since the study is confined to executives serving in the state statutory corporations only, the findings may not be generalized to all Public Civil Service working in the whole Sarawak. There may be differences among executives from different departments and organizations, in terms of attitude toward in-service training programs. There may also be regional variations in terms of gender, experience and ethnic composition. The study is only able to examine the effect of individual differences and nine factors that may influence the attitudes of executives towards in-service training programs. There may be other factors which need to be investigated but cannot be included in this study. Also, this study is limited mainly to the attitudes of executives towards in-service training

programs. Future studies on the attitudes towards other forms of training can be carried out.

Measuring attitudes is a complex task. Attitudes are not directly observable, their existence can only be inferred from overt responses or indicators. It is impossible to measure an attitude precisely, since information gathered may not represent the participants true feelings. Also, the behavior, beliefs, and feelings of an individual will not always correlate. According to Phillips (1996), attitudes tend to change with time, and these are a number of factors that forms an individual's attitude. With recognition of these shortcomings, it is possible to get a reasonable fix on the attitude of an individual. Due to the constraint of time, the study is also conducted only in Kuching Division.

## **1.9 Summary**

This chapter introduced the topic of concern, that is attitudes towards in-service training programs as been written by renowned writers. Attitudes of an individual towards in-service training programs are very much affected by their existing knowledge, beliefs and experience. The other forces that have implications on attitudes towards training programs are the training strategies, training approaches, and learning strategy itself. This chapter also touched on the conditions for effective learning and the role and status of the trainer. The government effort to intensify the development of human resources was also elaborated. The government has provided specified training institutions to train the respective categories of civil service. Besides the above, this chapter also touches the problem statement of the study. The objectives, conceptual framework, hypothesis, significance of the study and definitions of terms was clearly defined in this chapter.

# CHAPTER 2

## LITERATURE REVIEW

### 2.0 Introduction

This chapter reviews the definition of attitude, the concept and formation of attitudes, measurement of attitudes, attitude change, and relationship between attitudes and behavior. It also provides a review of work and research done relating to attitudes, its benefits and factors affecting attitudes. The chapter also highlighted the basic definition of training and a view of employees training in Malaysia which is related to the topic. This chapter concludes by summarizing some previous research related to the attitudes towards in-service training programs.

### 2.1 Definition and Concept of Attitudes

Attitudes are one of the major internal influence of an individual behavior. What is an attitude? Fishbein and Ajzen (1975) define attitude as represents a person's general feeling of favorableness or unfavorableness toward some stimulus object. Attitudes are always held with respect to a particular object – whether the object is a person, place, event, or idea – and indicate one's feeling toward that object.

Eagly and Chaiken (1993) define attitude as a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor. Psychological tendency refers to a state that is internal to the person, and evaluating refers to all classes of evaluative responding, whether overt or covert, cognitive, affective, or behavioral.

Attitude is also defined by Rosenberg and Hovland (1960) as predispositions to respond in a particular way towards a specified class of objects. As predispositions are not directly observable or measurable, they can only be inferred from the responses of a person to a particular stimuli. Attitudes are studied by evoking the stimuli on the one hand and the various types of responses on the other. As concurred by Fishbein and Ajzen (1975), and Schiffman and Kanuk (1994), attitude can be described as a learned predisposition to respond in a consistently favorable or unfavorable manner with respect to a given object. These points of view imply that attitude is learned, that it predisposes actions, and that such actions are consistently favorable or unfavorable towards the object.

Meanwhile, Lewis, Goodman and Fandt (1988) define attitudes as relatively lasting beliefs, feelings, and behavioral tendencies held by a person about specific objects,



event, groups, issues, or people. Meanwhile Campbell (1963) defines attitudes as an acquired behavioral disposition, that is, a learned state that creates an inclination to respond in particular ways. From the definition, it is pertinent that attitudes result from a person's background, personality, and life experiences.

Understanding individual differences has long been a long-standing interest of social psychologist, who use the concept of attitude to describe them. Attitudes have been postulated to motivate behavior and to exert selective effects at various stages of information processing (e.g., attention, perception, retrieval). Because of the importance accorded to attitudes, consistent behavior and selective perception as well as of societal phenomena such as social conflict and discrimination, the concept of attitude has become a fundamental construct for most social scientists.

A person develops an attitude when he responds evaluatively towards an entity. When he encounters the attitude object subsequently, there is a psychological tendency to respond with a particular degree of evaluation. If this tendency is established, then he has formed an attitude towards the object. A mental representation of the attitude may be formed in the memory thus can be activated by the presence of the attitude object or cues related to it (Eagly & Chaiken, 1993).

Attitude is one of many hypothetical constructs used by psychologists to explain why people react in certain ways in the presence of certain stimuli. It is not directly observable but it can only be inferred from the responses of the person towards certain stimuli. Attitude is an inferred state that accounts for the covariation between stimuli denoting the attitude object and evaluative responses to these stimuli. Attitude objects can be abstract or concrete, particular entities or class of entities, behaviors or classes of behaviors, or anything that can be discriminated. Attitudes also tend to be stable over time and are difficult to change (Staw & Ross, 1985). At the same time, attitudes can also have an effect on learning. Noe (1996) suggested that an employee's attitudes toward career exploration and job involvement have an effect on both learning.

Based on the above definitions, it can be inferred that attitude is either favor or disfavor predispositions to respond to a certain object or situation.

## **2.2 The Formation of Attitudes**

An attitude develops on the basis of evaluative responding. An individual does not develop an attitude until he or she responded evaluatively to an entity on an effective, cognitive, or behavioral basis (Eagly & Chaiken, 1993). Evaluative responding, whether it is covert or overt, can produce a psychological tendency to respond with a particular degree of evaluation when subsequently encountering the attitude object. If this tendency to respond is established, the person has formed an attitude toward the object. A mental representation of the attitude may be stored in memory and thus can be activated by the presence of the attitude object or cues related to it.

In term of the above definition, attitude is one of many hypothetical constructs used by psychologist (MacCorquodale & Meehl, 1948). Like other hypothetical constructs, attitudes are not directly observable but can be inferred from observable responses. As a

general strategy in psychology, when certain types of responses are elicited by certain classes of stimuli, psychologists infer that some mental state (e.g., mood, emotion, attitude) or disposition (e.g., personality trait) has been engaged. It is this state of disposition that is said to explain the covariation of stimuli and responses. Attitude is one of numerous implicit states or dispositions that psychologists have constructed to explain why people react in certain ways in the presence of certain stimuli. McGuire (1985) has suggested that some attitudes may arise from genetic sources, and this suggestion has received some support from sociobiological research (Lumsden & Wilson, 1981).

In daily life, lay people use the concept of attitude in approximately the same manner that social scientists use it. Social scientists infer an attitude upon observation that evaluative responding is elicited by stimuli that denote a particular attitude object. Lay people may also infer attitudes on the basis of such observations. The dispositional approach to the formation of attitude, proposed by Staw and Ross (1985), assumes that attitudes are personality traits which are relatively stable predispositions to respond to attitude objects. Some people exhibit the same tendency or predisposition even under different environments. Attitudes are internal to the person and cannot be changed easily. If this is the case, then it would be difficult to change the negative attitude of staff towards in-service training.

The situational approach argues that attitudes emerge as a result of the uniqueness of a given situation (Steers, 1991). It assumes that attitudes are situationally determined and can vary over time in response to the changing conditions. The social-information processing approach as introduced by Salancik and Pfeffer (1978) suggests that attitude is the result of socially constructed realities perceived by the individual. The attitude of new staff in an organization will be influenced by the formation supplied by his colleagues or peers.

### **2.3 The Measurement of Attitudes**

Measurement is the assignment of numbers to object or events according to rules. According to Eagly and Chaiken (1993), the aim of measurement is to assign numbers to objects so that the properties of the numbers that are assigned reflect the relations of the objects to each other on the attribute being measured (e.g. attitude). The assignment of numbers on the basis of difference versus equivalence is rarely the goal of scale construction.

Ratio scale measurement is necessary in order to make statements about the number of times one person's attitude is more favorable or less favorable than another person's attitude. Any instrument designed to measure attitudes should be both reliable and valid indicator of the underlying attitude. The reliability of a measuring instrument refers to the extent to which that instrument yields consistent scores or values over repeated observations. The validity of a measuring instrument refers to the extent to which that instrument measures what it claims to measure.

Likert's method is a general scaling technique that may be applied to any attitudinal responding. Rensis Likert developed his method of summated ratings in 1932. Likert

items are written and selected so that agreement with the item represents either a favorable or unfavorable attitude toward the object. Each item is presented to respondents in a multiple-choice format, such as the following: A. Strongly Disagree; B. Disagree; C. Undecided; D. Agree; E. Strongly Agree. Respondents choose the alternative that best represents their degree of agreement or disagreement with the item. Each alternative on a Likert Scale receives a score from 1 to 5 depending on the respondent's degree of disagreement or agreement with it. If, as is conventional, strong agreement with favorable items receives a high score (5), the scoring is reversed for unfavorable items so that strong disagreement receives a high score (5).

There is growing recognition that the concept of attitude is interpreted with precision in terms of a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor. Evaluation is the core of the attitude concept, when evaluation is understood in a general and abstract sense (Eagly & Chaiken, 1983). The technology of attitude measurement anticipated the conceptualization of attitudes in terms of evaluation and from an early point assessed attitudes by scaling individuals on a continuum of favorable versus unfavorable evaluation of scaling objects. In an abstract sense, the goal of each scaling method, placing people on an evaluative continuum in relation to the attitude object, is the same, regardless of the domain of responding used in the particular application of the scaling method. Of special concern in attitude measurement are the inherent limitations of self-report instruments, which provide the usual method of attitude assessment (Eagly & Chaiken, 1993).

These limitations follow from respondents' awareness that their attitudes are being assessed and their attendant desire to present themselves positively to others. These self-presentational concerns are acute when the attitudes that are the focus of research are those for which normative pressure are strong, for example, prejudice toward minority groups; attitudes related to sexual and moral issues. Contemporary research has shown that unreliability in attitude measurement can stem, not only from self-presentational pressures, but also from contextual feature of measurement setting (Schwarz & Strack, 1991).

## **2.4 Attitudinal Change**

People who hold positive attitudes should engage in behaviors that approach, support, or enhance the attitude object, and people who hold negative attitudes should engage in behaviors that avoid, oppose, or hinder the object (Eagly & Chaiken, 1993). Attitudes often change over time as a result of many influences, including persuasive messages received from other people and the impact of one's own attitude-relevant behavior. Attitude studies typically used a question-and-answer format in which the researcher queries subjects about their attitudes toward some issue.

According to Fishbein and Ajzen (1975), there are two major strategies that can bring change to the attitude of an individual: the active participation and the persuasive communication. In active participation, the individual gains information by observing people, objects and events in a given situation. On the other hand, in persuasive communication, subject is provided with the information by some external agents. The fundamental principle underlying these two strategies of change is that a human being is

basically a rational information processor whose attitude is influenced by the information available to the subject.

## **2.5 Attitude-Behavior Relations**

Exploring the attitude - behavior relation and delineating the circumstances under which attitudes exert a causal impact on behavior has been a principal focus of attitude research. One of the major accusations during social psychology's crisis period was the claim that attitudes do not even predict behavior, let alone cause behavior. In response to this accusation, Fishbein and Ajzen (1977) compatibility analysis was an important contribution. Most social scientists now understand at least the most simple and obvious implication of this analysis, that one way to produce relatively high correlations between a general attitude and behavior is to design a multiple act criterion that aggregates acts over an appropriate sample of behaviors, contexts, and occasions (Eagly & Chaiken, 1993).

That attitudes cause behavior is one possible reason why attitudes are often correlated with behaviors. Theories with causal pretensions place attitude in a sequence of psychological processes that determine behavior. Fishbein and Ajzen's (1975) theory of reasoned action provides from theories that consider planning and goal-oriented behavior, investigators should no longer have to confine themselves to examining the relatively simple, easily executed, and controllable behaviors that have predominated in attitude- behavior research.

Ajzen and Fishbein (1977) advocate that attitudinal and behavioral entities consist of four different elements: the action, the target at which the action is directed, the context in which the action is performed and the time at which it is performed. Since attitude is not directly observable, it can only be inferred from what a person says and does. If the attitudes and behavior are highly correlated, the behavior of a person can be accurately predicted once his attitude is established. His expressed attitude, the affective and cognitive components, should coincide with the overt actions, the behavioral components. Such strong attitude-behavior relation is obtained only when there is a high correspondence between at least the action and target elements of the attitudinal and behavioral entities (Ajzen & Fishbein, 1977).

## **2.6 Definition of Training**

In the context of this study, it is important to look at the prominent definitions of training by some of the renowned social and behavioral scientists. There are many definitions of training, depending on the context, such as training to improve work performance, or improve a sports-person performance. The concern of this study is about attitudes with regard to in-service training programs. As such, the definition cited by Buckley and Caple (1995) is deemed to be applicable to the context of this study. They define training as a planned and systematic effort to modify or develop knowledge/skill/attitude (KSA) through learning experience, to achieve effective performance in an activity or range of activities. Its purpose in the work situation is to enable an individual to acquire activities in order that he or she can perform adequately a given task or job.

The above definition of training means that training is a planned effort that aims to develop a person's knowledge, skills and attitude so as to improve his performance in the job. The equivalent definition of training was also advocated by other writers such as Patrick (1992), Bramley (1986), Nadler and Wiggs (1986), Pont (1990), Newby (1992), Webster (1993), Bambrough (1993) and Gordon (1994). Patrick (1992) also quoted that individuals showed improvement in performance in certain task due to training. However, Patrick (1992) deliberated that training is therefore ultimately concerned with theories or principles of learning and skill acquisition and that learning has to be manifested to improve performance at some task.

Training is often being defined in relation to learning. Nadler and Nadler (1989) defined training as an "organized learning that focus on the present job of learners". They emphasized on the "learning" that is provided by employers for the employees. Nadler and Nadler (1989) also emphasized the concept of "organized" because the concern for training is on intentional learning rather than incidental learning. Fisher, Schoenfeldt and Shaw (1990) emphasized the need to facilitate the learning of the job-related knowledge and skills by the employees. Webster (1993) stressed that training is the management of the learning process. Pont (1990), who supported similar view, stated that the learning process is the core of training.

To summarize what training is, a comprehensive definition provided by Bramley (1986) is very relevant to the context of this study. His definitions are as follows:

- Training should be a systematic process with some planning and control rather than random learning from experience.
- Training should be concerned with changing concepts, skills and attitudes of people treated both as individuals and groups.
- Training is intended to improve performance in both the present and the following jobs and through this should enhance the effectiveness of the part of the organization in which the individual or group works.

## **2.7 Related Learning Theories in Training**

It is very important for those who are responsible in designing training programs and selecting staff for training to understand the theory of learning because training activity is activity about teaching and learning. Understanding the related theories can assist training designers and HR Managers to plan learning activity that is most effective for training and to select the right staff for the right training programs at the right timing (Ibrahim Mamat, 2001).

It is useful to review some of the major classifications of motivation theories, since each theoretical perspective will shed light on how motivation influences individual with regard to training. Distinctions are made on the basis of content or need based theories which focus on the "what" of motivation, process theories, which focus on the "how" of

motivation and reinforcement theories, a third approach, emphasize the ways in which behavior is learned (Campbell, et. al. 1965).

This subtopic will also explain on various groups theories of learning like the theory of behaviorism, cognitive and humanistic that are also related to the topic of this study. A theory of course possessed certain fixed assumptions, which has been tested and defended through experiments (Ibrahim Mamat, 2001). According to Gagne (1970), as cited by Ibrahim Mamat, 2001, learning involved permanent changes in behavior. Theory of learning indeed has close relationships with training because the main role of a trainer is to teach and to help simplify behavioral change of the trainees. Therefore, trainer ought to have an interest in teaching and also understand that the trainees are mostly adult learners (Ibrahim Mamat, 2001).

### **2.7.1 Motivation Theory**

The majority of the behavioral scientists agree that the concept of motivation explains why individuals behave in a certain manner (Weiner, 1980). Motivation is a very significant subject for an individual to achieve personal and organizational goals. According to Stoner (1984), motivation causes, channels, and sustains behavior of an individual (p. 441). As such, motivation is generally defined as the forces acting on or within a person that caused a person to behave in a specific goal-directed manner. It is a psychological process that gives behavior purpose and direction (Lewis, Goodman & Fandt, 1998, Steers & Porter, 1983 p. 499).

Meanwhile Schiffman and Kanuk (1994) described motivation as the driving force within individuals that impels them to action. This driving force is produced by a state of tension, which exists as the result of unfulfilled need. It is a psychological process that gives behavior purpose and direction. Individuals differ in their motivational drive but motivation is the result of the interaction between the individual and the situation. Consequently, the level of motivation varies both between individuals at different times. It is useful to review some of the major classifications of motivation theories, since each theoretical perspective will shed light on how motivation influences individual with regard to training.

#### **i. Content or Need-Based Theories**

Content or need-based theories explain motivation primarily as a phenomenon that occurs intrinsically, or within an individual. The widely recognized content/need-based theories are Maslow's hierarchy of needs, Herzberg's two-factor theory, and McClelland's acquired-needs theory. Maslow's hierarchy of needs is mostly concerned with five fundamental needs namely physiological, security, affiliation, esteem and self-actualization. Meanwhile Herzberg's two-factor theory provides another way to examine the relationship between job satisfaction and productivity within a group workers, which the motivator factors and hygiene factors are derived. McClelland's acquired-needs theory focus on need for achievement, need for power and need for affiliation. In summary, approaches to motivation provide managers with an understanding of the underlying needs that motivate people to behave in certain ways.

## **ii. Process Theories**

Process theories give us the understanding why different people have different needs and goals, why individuals' needs change, and how employees change to try to satisfy needs in different ways. Two useful theories for understanding these complex processes are expectancy theory and equity theory. In general, expectancy theory seeks to predict or explain task-related effort. Meanwhile, equity theory focuses on an individual's feeling about how fairly he is treated in comparison with others.

## **iii. Reinforcement Theory**

Reinforcement theory focuses on how employees learn desired work behaviors and it rests on two underlying assumptions. First, human behavior is determined by the environment. Second, human behavior is subject to observable laws and can be predicted and changed.

There are many factors affecting the success of training in an organization. The organization itself plays a very important role in the success or effectiveness of training. As advocated by Wexley and Latham (1991), the following aspects of the organization play an important role in determining the success of training:

- a) The organization corporate strategy, which includes strategic training plan based on the short and long term objectives of the organization.
- b) The organization structure which locate training staff in both the corporate headquarters and the regional level.
- c) The ability of organizations to adapt to the rapidly changing technologies through continuous upgrading of their people via specialized in-service training programs.
- d) The attitudes of key people especially the CEO and the line managers towards training.
- e) The availability of training budget.
- f) The capability of training manager, trainers and training staff to plan and deliver training that can meet the organizational needs.

## **2.7.2 Behaviorism Theory**

As cited by Ibrahim Mamat (2001), this theory was first coined by four behavioral scientists, namely, Thorndike, Pavlov, Watson and Skinner. They mentioned that learning is a relationships between stimulus and reaction. From their experiments on animals, they concluded that the animal behavior gave rise to a few learning principles, such as:

- i) Law of Effect, that is trainees can obtain and recall reaction which give satisfaction effects. Learning requires positive reinforcement such as appreciation.
- ii) Law of Training and Learning needs repetition. Meaningful repetition can strengthen learning and also suitable for skill development.
- iii) Law of Readiness, that is trainees who are ready with ability, maturity and volunteerism characteristics to learn will feel satisfied to learn.

Generally, theory of behaviorism believes that environmental factors would encourage learning. Factors such as motivation are regarded as external factors.

### **2.7.3 Cognitive Theory**

According to Ibrahim Mamat (1992), stated that learning depends on perception, thinking process and reasoning, not by stimulus and environmental factors as in the theory of behaviorism. Behavioral scientists such as Lewin, Ausubel, Brunner and Gagne believed that factors such as mental process, thinking concept and acquisition of knowledge will influence individual learning process.

### **2.7.4 Humanistic Theory**

Humanistic theory was first coined by Rogers (1975) and Maslow (1970). They believed that feelings and emotions play an important role in any learning activity and the individual intellectual development. Rogers believes that all human beings have the potential and natural ability to learn. On the other hand, Maslow said that when the lower needs, for example food and shelter are met, the lower needs will no longer be an important matter in the hierarchy of interests and behavior.

### **2.7.5 Adult Learning Theory**

Learning must occur for training to be effective. Therefore, learning is defined as a relatively permanent change in human capabilities that is not a result of growth processes (Gagne & Medsker, 1996). There are several theories of learning: reinforcement theory, social learning theory, goal setting theory, need theories, expectancy theory, adult learning theory, and information processing theory. The area that the researcher wishes to touch, that is relevant to the topic of the study, is the adult learning theory. According to Noe (1999), adult learning theory was developed out of a need for a specific theory of how adults learn. Malcolm Knowles is most frequently associated with adult learning theory. Knowles (1990) advocated that, adult learning is based on several assumptions:

- Adults have the need to know why they are learning something.
- Adults have a need to self-directed.
- Adults bring more work-related experience into the learning situation.



- Adult enter into a learning experience with a problem-centered approach to learning.
- Adults are motivated to learn by both extrinsic and intrinsic motivators.

Adult learning theory is especially important to consider in developing training programs because the audience for many such programs tend to be adults, most of whom have spent a majority of their time in a formal education setting. Table 2 shows implications of adult learning theory for learning.

**TABLE 2: Implications of Adult Learning Theory for Training**

| <b>Design Issue</b>     | <b>Implications</b>  |
|-------------------------|--|
| Self-concept            | Mutual planning and collaboration in instruction.                  |
| Experience              | Use learner experience as basis for examples and applications      |
| Readiness               | Develop instruction based on learner's interests and competencies. |
| Time perspective        | Immediate application of content.                                  |
| Orientation to learning | Problem-centered instead of subject-centered.                      |

**Source: Based on M. Knowles, *The Adult Learner*, 4<sup>th</sup> ed. (Houston, TX: Gulf Publishing, 1990)**

It is imperative that employees need to know why they should learn because employees learn best when they understand the objective of the training program (Noe, 1999). Noe further mentioned that employees are more likely to learn when the training is linked to their current job experiences and tasks, employees need to have opportunities to practice, employees need feedback, employees learn by observing and interacting with others, and employees need the training program to be properly coordinated and arranged.

Learning is an important aspect of any training program. But equally important is getting trainees to use learned capabilities on the job, which is known as transfer of training. Several factors influence transfer of training, namely trainee characteristics, training design, and the work environment (Baldwin & Ford, 1988). Therefore, it is important that top management and peers support training activities. Trainees are also motivated to learn if the training and work environments are favorable for learning. As such, many organizations are attempting to become learning organizations. According to Gerhart et.al (1996), Mondy, Noe and Premeaux, (1999), a learning organization is a company that has an enhance capacity to learn, adapt, and change.

According to DeSimone and Harris (1998), basically there are two approaches to train adult workers, namely andragogy and gerontology. Andragogy is based on few assumptions about the differences between adults and children:

- Adults are self-directed.
- Adults have acquired a large amount of knowledge and experience that can be tapped as resource for learning.

- Adult show a greater readiness to learn tasks that are relevant to the roles they have assumed in life.
- Adults are motivated to learn in order to solve problems or address needs, and they expect to immediately apply what they learn to these problems and needs (based on Knowles, 1970).

A second answer to train older adult is rooted in gerontology. DeSimone and Harris (1998) cited by Sterns and Doverspike (1988, p. 108) mentioned that gerontology offers five principles that should be used to ensure effective training and development of older adults:

- Older workers can and do develop.
- Superiors need to realize that they may consciously or unconsciously exclude older workers from training opportunities due to unwarranted negative attitudes.
- For training program to be effective for older workers, attention must be paid to motivation, structure, familiarity, organization, and time.
- The organizational climate must reward entry into training and transfer of skills back to the job.
- Training must be considered within an integrated career perspective.

Other writers such as Sheal (1994), Pont (1990) and Webster (1993), however, stressed the role of learners themselves in making training effective. Sheal (1994) reported that there has been a significant shift in the focus of training over the recent years. According to him the emphasis has moved from the teacher or trainer, the transmission of information and how best this can be improved, to a focus on the learner and how best to promote learning. His idea is similar to that of Pont (1990) who stressed that the emphasis in training should change from WHAT (what knowledge or skill to impart) to HOW (how to help people to learn) to ask questions to acquire skills of self-directed inquiry. Pont (1990) points out that for training to be effective, it is thus very important to know how people in the organization learn. Sheal (1994), who reckoned that the people in the organization are adults, recommended that the ten factors which promote adult learning should be given due consideration by trainers.

The ten factors that promote adult learning according to Sheal (1994) are as follows:

**a. Motivation to learn**

Adults may be motivated to learn something for a variety of reasons: a change in their lives or their jobs; a desire for job advancements; a love of learning or the desire to do something new. In some cases the learner may be sufficiently motivated to overcome obstacles such as poor facilities or boring trainer but in most cases, the learner must have the initial need and desire to learn, in order

for training to be successful. The trainers must therefore be able to motivate learners to learn.

**b. Comfortable learning environment**

For many adults training it can be rather strange and somewhat fearful experience for some. Among the fears and anxieties that learners often bring with them to the training session include: fear of trainers who might expose them in some ways; fear of other group members who could laugh at mistakes and thus diminish the learner's self esteem; and fear of failure, of not performing well and the possible consequences of this for the learner's career. The trainer, therefore, must be able to create an atmosphere which is free of fear and anxiety and in which participants are physically and psychologically comfortable.

**c. Individual learning needs and styles**

In view that individuals have different interest and needs, they too have their own preferred style of learning. There is a need, therefore, for trainers to provide a variety of activities and training methods to cater for the participants different learning needs. Trainers also have to vary the activities and method to cater for the differing learning styles.

**d. Previous knowledge and experiences**

Adults themselves are rich resources as they have a rich foundation of knowledge and experience and they have also acquired a large number of fixed habits and patterns of thought. Thus they do not come to training session with a blank state. Trainers should, therefore, recognize and respect their previous knowledge and experience by making as many associations as possible with information already stored in their memory.

**e. Control over learning content and activities**

People are happier and work better when they have some control over their working environment. Similarly, adults tend to learn more and are more involved when they have some control over the training content and activities. Trainers, therefore, should involve learners in the diagnosis of their own needs, work on their training content and to evaluate themselves.

**f. Focus on dealing with realistic problems and applying learning.**

Unlike children, adults are less subject or information-centred, they are more problem or performance-centred. They are usually concerned with learning how to deal with problems that they are faced with now and want fairly immediate solutions. Training should thus be linked closely to the work-related problem and to deal with specific problem areas related to a topic rather than to deal comprehensively with a whole subject.

**g. Mental and physical participation**

Involvement is the key to learning and people learn more from being “players” rather than “spectators” in a training course. It is thus important for trainers to get learners to participate in the training activity through oral participation (questioning, discussions, participant presentations), written participation (quizzes, completion of worksheets, using flipchart to report on an activity), group activity (through discussions, games, case studies, team projects) and physical activity.

**h. Provision of sufficient time for learning.**

Learning is increased when the brain is allowed to pause. Trainers should thus promote learning by providing short breaks and time for assimilating the new information or practicing the skills already taught.

**i. Opportunities to practice or apply learning.**

Participants need to be able to practice and apply what they have learnt if they are going to remember their training and transfer it to real-life situations. There is thus a need for practice in training, so that new behavior patterns are learned and practiced in active learning situations.

**j. Measures of competence or performance.**

As human learning is far too complex to be described by observable, measurable, terminal behaviors, objectives of the training should be clearly spelt out so as to specify the directions of growth.

Webster (1993) who supported the learner-oriented approach to training as opposed to trainer-oriented stressed that the aim of such training is to stimulate and help learners to learn rather than to impose upon them the knowledge, skills and attitudes or value systems of the trainer. These factors are thus very important for trainers to take note when conducting any training programs for adults.

## **2.7.6 Application and Adoption of Learning Theories**

As discussed above, behaviorism theory encourages learning through positive encouragement such as praises, awards and appreciation to the trainees who are involved in the learning activities. The repetition of stimulus and reaction can strengthen learning. Through this theory, trainees will be motivated when the aspect of capability, maturity, and voluntarism is emphasized in advance. Good surroundings such as well-equipped training center with training tools will also influence and continue to strengthen behavioral change among trainees.

Cognitive theory believes that perception and thinking can influence learning. Therefore, trainee must be given the freedom to self-learning and training program content must be arranged according to appropriate sequence that stimulates the process

of behavioral change in the trainees (Ibrahim Mamat, 2001). Humanistic theory suggests that trainers should improve their relationships with their trainees. The appropriate relationship is respect for one another, for example, respect for peers at the workplace.

Theories of motivation can be characterized as content, process or reinforcement. Content theories stress the importance of drives or needs within the individual as motives for the individual's action. Process theories emphasizes how and by what goals individuals are motivated. Reinforcement theories focus on how the consequences of an individual's actions in the past affect his or her behavior in the future. These motivational theories suggest that people are motivated by economic necessity, job satisfaction as a motivator and high performance leads to satisfaction.

According to the theories, individuals perform best when they can achieve personal as well as organization's goals. As such, it is very important that the top management and training manager must understand what motivates people to learn. Proper application of theories of motivation, which are based on learning theory, has been found effective in improving employee performance and satisfaction (Stoner, 1984). Learning, as a process for behavioral change in an individual will not occur if there is no motivation to learn (Songan et. al., 2001, Schwerzer, 1985, Wlodkowski, 1985, Keller, 1983 and Hill, 1981).

Learning theories when they are appropriately incorporated and adopted in the in-service training programs are able to motivate trainees to learn and change. A training program usually involves various objectives and learning activities. Therefore, it not sufficient to apply one theory only as a basis of designing and implementing a training program. Effective training program require combination of various of learning theories (Ibrahim Mamat, 2001).

Due to the facts that the process of training, learning or behavioral change is a complex process, the planning of training program should be done through incorporation and adoption of selected learning theories.

## **2.8 Factors that influence Staff Attitudes towards In-Service Training Programs**

Executives may welcome or resist to participate in in-service training programs. Those with positive attitudes towards in-service training programs behave differently than their colleagues with less positive attitudes. The factors which are likely to give rise to differences in attitudes towards in-service training programs include demographic characteristics of executives, intrinsic motivation, extrinsic motivation, top management support, needs, practicality, availability, relevancy, peer influence and competency.

### **2.8.1 Intrinsic Motivation**

Learning, as a process for behavioral change in an individual, will not occur if there is no motivation to learn (Walberg & Uguroglu, 1980). Wlodkowski (1985), who had also studied this phenomenon stated that an individual who are motivated to learn have a

better control of their learning situation in terms of deciding how and what they want to learn. For example, emotion, as an intrinsic motivation can incite the behavior of an individual in many ways and changing their behavior (Tomkins, 1970, Weiner, 1980). The emotion of individuals can significantly influence their learning behavior and their attitudes towards in-service training programs.

Measurement of motivation of individuals can be administered directly by monitoring their output and productivity (Keller, 1983). Based on his study, people are more willing to work hard and longer hours if they are motivated, as compared to those who are demotivated. According to him, trainees or learners that are highly motivated will be more cooperative and open-minded towards training programs. According to Deci and Ryan as cited by Schwerzer (1985), elements of intrinsic motivation incites individuals to become more interested in educational programs if the training programs are able to meet their need, for example to become more confident and competent persons. This concept is consistent to that of study made by Wlodkowski (1985), who found that education programs that are able to help adults to fulfill their needs, for example, developing their career path, which can be a major source of motivation to participate in any in-service training programs.

### **2.8.2 Extrinsic Motivation**

The other concept of motivation that can significantly influence individuals learning behavior is in term of reward (Songan, Anding & Chan, 2001). According to them, reward as a form of extrinsic motivation is a reinforcement of individual behavior towards any in-service training programs. Reward comes in many forms, it can be in the form of praise, recognition, monetary and interpersonal relations (Songan, Anding & Chan, 2001). According to Hill (1981) as cited in Songan, Anding and Chan (2001), adults are motivated to participate in training programs if they are paid to do so.

### **2.8.3 Top Management Support**

Adult learner should be given the freedom to choose and to participate actively in the learning process to achieve the goals that they have identified for themselves (Songan, Anding & Chan, 2001). From the statement, therefore, it is very important that top management of an organization should give prior supports to their staff to participate in any in-service training programs. Rogers (1992) also stresses that the more the adult learner are given the opportunity to choose what to learn and other are appreciating the decision, the more they will be motivated to learn.

As stressed by Lightfoot (1983), top management must have competency in identifying training needs, capability and interest of their staff with regard to training. As such, top management will be able to support training in relation to their organization needs, goals and objectives. Therefore, the role and support of the top management in any in-service training program is one of the critical factors that influenced and shaped the attitude of their executives towards in-service training.

#### **2.8.4 Needs**

Maslow's hierarchy of needs has probably received more attention than any other theory of motivation (Stoner, 1984). According to Maslow as cited by Stoner (1984), individuals basically have a hierarchy of five needs, namely, physiological, security, social, esteem and self-actualization. Maslow theorized that individuals are motivated to fulfill a hierarchy of needs, with the need for self-actualization at the top.

The practical implications of this theory are that executives must recognize or be made aware of the need to participate in any in-service training programs. Unless they feel that they are an integral part of the organization, they will be frustrated, and they will be reluctant to participate in any in-service training programs.

Learning is an integral part of self-development (Bell & Gilbert, 1996). Any working executives need to grow professionally in order to achieve personal and organizational goals. When all other needs have been adequately met, according to Maslow (1970), employee will become motivated by the desire for self-actualization. They will look for meaning and personal growth in their work and will actively seek out new responsibilities (Stoner, 1984). McClelland (1986) also relates this concept with his study. In his research, McClelland (1986) found that the need for achievement could be strengthened to some extent through participating in a systematic training programs. This concept is consistent to that of study made by Wlodkowski (1985), who found that education programs that are able to help adults to fulfill their needs, for example, developing their career path which can be a major source of motivation to participate in any in-service training programs.

#### **2.8.5 Practicality**

If training is to be effective, then it must be practical and pragmatic (Cross, 1981). Training for training sake is not commercially viable. Livingstone (1971) argues that most management training programs neglect to teach what they must do in order to become fully effective managers. The reason given by adults as to why they did not participate in adult education programs was that the training programs were not practical and pragmatic (Cross, 1981).

According to Livingstone (1971), three qualities that are trainable that are associated with successful managers are (1) those people who want to affect the performance of others and who derive satisfaction when they do so are likely to become effective managers; (2) good managers have a need to influence other. To do this they do not rely on the authority of their positions on their superior knowledge and skill; and (3) the effective manager also needs the ability to understand and cope with the often unexpressed emotional reactions of others in the organization in order to win their cooperation. Many of these skills and abilities can be and are being taught (Stoner, 1984). If these managers are truly motivated, they will take the initiative in pursuing the self-development programs they will eventually need (Miner, 1973; McClelland & Burnham, 1976). As long as the training is practical and pragmatic to the needs of the executives, that is adult learners, they will definitely participate in any in-service training (Brophy, 1981; Cross, 1981).

### **2.8.6 Availability**

Ease of access to the training programs and training schedules is vital in order to promote training among all levels of staff. The motivation of employees is likely to be high if training is made available and the training needs are fulfilled accordingly (Stoner, 1984). Stoner (1984) further illustrated that the training needs of executives are not always easy to determine, and when they are determined, the individuals involved may resent being asked to change their established ways of doing their jobs. Stockard (1978) stressed that there are a variety of training approaches available to managers. The most common of these approaches available are (1) on-the-job training; and (2) off-the-job training.

### **2.8.7 Relevancy**

It is important that any training programs should be relevant to the executives current tasks, duties and responsibilities. Roger (1992) advocated that the more the adults are given the opportunity to choose what to learn, the more they will be motivated to learn. Similarly, a study by Carp, Peterson and Roelfs (1974) found that 12 percent of adult learners mentioned that they have interest to participate in educational programs if the training programs are irrelevant. In other words, if the adult learners feel that the training programs are relevant to their work, they are more likely to participate.

### **2.8.8 Peer Influence**

In their study, Songan, Anding and Chan (2001) found that the attitude of adult learners toward training programs is influenced indirectly by the attitude and experience of their peers. This finding is also corresponding to that of Cross (1981) and Roger (1992), who found that the attitude of adult is very much influence by their peers who have the same attitude and experience toward an object or situation.

In an office environment, if executives are found to have a negative attitude towards in-service training programs, their negative attitude will subsequently influence the other colleagues to do the same towards the training programs (Songan, Anding & Chan, 2001). Stoner (1984) identifies that one of the system perspective on motivation in the workplace is the attitudes and actions of peers and supervisors. Also, as being pointed by Singh and Shifflette (1996), peers often trigger their self-examination and provide an awareness on the need for professional growth.

### **2.8.9 Competency**

Executives have to be trained in order to upgrade their current management skills. Learning should not cease upon the completion of the training programs. The top management and training manager must continue to monitor and provide assistance to their staff when they return to their respective organizations. At the same time, these adult learners should also be given the opportunity to practice what they have learned in the training programs. Training should not only teach technical training, it must be designed to improved manager's human, and concept skills (Stoner, 1984). In order to



boost their confidence and competence, both training and development should be reinforced in the workplace.

## **2.9 Research on employee training in Malaysia**

It is relevant to cite a study by Saiyadain and Jauhary (1995) on Managerial Training and Development in Malaysia as it is related to this study. Saiyadain and Juhary (1995) revealed few interesting points about employee training in Malaysia. Even though the research was on managerial training and development, some of the points highlighted seemed to correspond to employee training in the public organizations and statutory corporations in Sarawak. Among some of the points highlighted were:

- Training was organized specifically to update knowledge level of managers, to reinforce strength and overcome weaknesses, to prepare for transition for higher level management and to inculcate competencies for effective performance.
- Measurements of training effectiveness vary from organization to organization.
- Top management attitude towards training has been identified as the critical factors in effectiveness of training programs.
- Malaysian managers mostly do not have formal education in management; therefore their training and development efforts are of critical significance to business and industry.
- Training needs were determined most at the time of the annual performance appraisal.

In Sarawak, particularly in the public organizations, the above points are true in most of the organizations. Training needs among executives and managers could be individually driven which sometimes do not justify the needs for training. Therefore, the objectives of training will not be achievable and the training and development effort will bring no meaning.

Another study by Harper (1984) on the primary and secondary school teachers participating in computer training at the Universiti Kebangsaan Malaysia found that teachers had positive attitudes towards the training. Similar study was conducted by Zulkifli and Raja Maznah (1994) on the attitudes of a group of diploma in education trainee teachers at Malaya Universiti. According to the findings, there are attitude differences among male and female trainees towards computer training.

A study on the attitude of teachers toward in service training by Songan, Anding and Chan (2001) also shows that almost 80 percent of the respondents have a positive attitude towards the in-service training programs. According to the study, none of the respondents show a negative attitude towards in-service training programs.

Research and studies on the attitudes of executives towards in-service training programs in the statutory corporations in Sarawak is new and, therefore, justify the significance of this study.

## **2.10 Summary**

This chapter reviews the definitions of attitudes, the concept and formation of attitudes, measurement of attitudes, attitude change, and relationship between attitudes and behavior. The chapter also highlighted the work and research done by renowned authors relating to attitudes, its benefits and factors affecting attitudes. The chapter also provides a review of research on training carried out in Malaysia which is relevant to topic understudy. Factors such as motivation and how motivation theories influence individual towards in-service training programs was also briefly discussed. Learning theories such as behaviorism theory, cognitive theory and humanistic theory were also briefly discussed. As can be seen from various studies made by renowned behavioral and social scientists, there are many factors affecting the success of training programs in an organization.

The works and opinions of some writers such as Sheal (1994), Webster (1993) and Pont (1990) was also cited. In this chapter various definitions of training were highlighted. The definitions cited by Buckley and Caple (1995), Bramley (1986), Patrick (1992), Nadler & Nadler (1989) are relevant to the context of the study. The final sub-topic of the chapter touches briefly on the employee training in Malaysia. The role of the government towards human resource development was briefly highlighted. To ensure success in the implementation of human resource development programs, the government has encompassed various measures under the 7MP and the new 8MP.

# CHAPTER 3

## RESEARCH METHODOLOGY

### 3.0 Introduction

The scientific methodology is a system of explicit rules and procedures on which research is based and against which claims for knowledge are evaluated (Nachmias & Nachmias, 1992). This chapter justifies the research methodology used in this study. The rationale for choosing one methodology over another is connected to the nature of the subject studied and the underlying goals of the research. The chapter discusses the research design, population and sample, and instrument to measure the development and independent variable, the steps taken to ensure the validity and reliability of the instrument, the procedure to implement the research, and the statistical techniques to analyze data.

### 3.1 Research Design

Research design addresses the planning of scientific inquiry—designing a strategy for finding out something (Babbie, 1995). Under the same purview, Fraenkel and Wallen (1993) advocate that research is termed as any sort of “careful, systematic, patient study and investigation in some field of knowledge, undertaken to discover or establish facts and principle”. As such, the type of research to be adopted in this study is a survey research. The purpose of adopting survey research methodology is to gain new insight and to portray status and characteristics of a group or situation. Using survey research, it is possible to collect a wide scope of information from a large information through sampling. This research deals with real situation and data are collected in actual situation.

This study employs a survey methodology to collect data on dependent variable that is, the attitudes of executives towards in-service training programs and on the independent variables, that are the factors that influence the executives towards in-service training programs.

The purpose of this research is to examine the attitudes of executives towards in-service training programs. The research also investigate factors, including demographic factors, that may affect the attitudes of staff towards in-service training. This research involves gathering new data and using existing data from primary sources. Primary sources are original documents and secondary sources are materials written by someone about the original document.

In terms of this hypothetical study of attitudes toward in-service training programs, a survey might be the most appropriate method: either interview respondents or asking them to fill out a questionnaire. A questionnaire is normally used in a survey research. A survey questionnaire is designed for self-administration and to be used for this study only. It can guarantee confidentiality or anonymity to participants in a research project and may elicit more truthful responses (Hussey & Hussey, 1977).

Questionnaires are popular method of collecting data (Hussey & Hussey, 1997; Babbie, 1995; Fraenkel & Wallen, 1993; Wiersma, 1991; Cowl, 1993; Nachmias & Nachmias, 1992). The reasons for using a questionnaire survey is cheaper and less time-consuming than conducting interviews and very large samples can be taken. In addition to the issue of confidentiality, there are a number of problems associated with the use of questionnaire. Question design is concerned with the type of questions, and therefore the questions must be clear and unambiguous to avoid any confusion and misinterpretation (Cohen & Manion, 1994). Questions should be presented in a logical order, often moving from general to specific topics. This is known as funneling (Hussey & Hussey, 1997; Fraenkel & Wallen, 1993). The questionnaire should not be so long that it makes responding a tedious or burdensome task or make unreasonable demands on the respondent's time (Wiersma, 1991). Simultaneously, the questionnaire contains both positively and negatively phased statements to preclude any response set (Popovich et al., 1987) and the items should be in a logical sequence to hold the interest of the respondent (Wiersma, 1991).

### **3.2 Population and Sample**

Fraenkel and Wallen (1993) define population as the group to which the results of the study are intended and, a sample is a group in a research on which information is obtained. Meanwhile Nachmias and Nachmias (1992) define population as the "aggregate of all cases that conform to some designated set of specifications and a sample is the subset of population" (p.170).

In this study, the population consists of all executives who had attended in-service training programs, and are working in the statutory corporations in the five corporations under study, namely, STIDC, SESCo, SEDC, SALCRA and LCDA. The statutory corporations selected for this study are all located in Kuching Division. For the purpose of this study, simple random sampling technique was applied. Simple Random Sampling procedures was chosen in order that every sampling unit of the population has an equal and known probability of being included in the sample; this probability is  $n/N$ , where  $n$  stands for the size of the sample and  $N$  for the size of the population. The advantage of random sampling is that it is likely to produce a representative sample (Fraenkel & Wallen, 1993).

As recommended by Cohen and Manion (1994), the size of the sample should not be less than 30 percent of the population. It is impossible, impractical, or extremely expensive to collect data from all the potential units of analysis encompassed in the research. The population of the study are all the executives who had attended the in-service training programs, working in the five corporations under study as shown in Table 3.

One hundred and thirty-five sets of questionnaires had been distributed to the executives through their HR Divisions in the respective organizations under study. Eighty-five sets of questionnaires were received presenting a return of 63 percent. From the 85 valid returns, 12 copies (100%) were from STIDC, 20 copies (77%) from SEDC, 15 copies (75%) from LCDA, 33 copies (50%) from SESCO and 5 copies (45%) from SALCRA. All the 85 sets or 100 percent of questionnaires received were found to be satisfactorily completed.

**Table 3: The Population of Executives involved in the Study**

| NO. | GOVERNMENT AGENCY'S NAME | POPULATION | SAMPLE/PERCENT |
|-----|--------------------------|------------|----------------|
| 1.  | STIDC                    | 12         | 12(100%)       |
| 2.  | SEDC                     | 26         | 20(77%)        |
| 3.  | LCDA                     | 20         | 15(75%)        |
| 4.  | SESCo                    | 66         | 33(50%)        |
| 5.  | SALCRA                   | 11         | 5(45%)         |
|     | <b>TOTAL</b>             | <b>135</b> | <b>85(63%)</b> |

### 3.3 Instrument

The instrument used for the study is the questionnaire developed for the collection of data regarding the socio-demographic of the executives and their attitudes towards in-service training programs. The questionnaire was developed by the researcher to suit this study. Questionnaires are associated with both positivistic and phenomenological, methodologies (Hussey & Hussey, 1997). A questionnaire is a list of carefully structured questions, chosen after considerable testing, with a view to eliciting reliable responses from a chosen sample. The aim is to find out what a selected group of participants do, think or feel.

Survey instrument used in this study consisted of close-ended and a rating scale, that is Likert Scales to rate the degree of individual executive opinion or feelings towards the statements pertaining to in-service training programs. As according to Nachmias and Nachmias (1992), Likert Scaling is a method designed to measure people's attitudes. It is also important that measurements to be used are valid and reliable as possible. A questionnaire that is going to be used in this research consists of the following three sections:-

**Section A** contains questions to solicit information on the demographics of the executives. **Section B** contains questions to solicit information on the general attitudes of the executives towards in-service training programs. This section includes 15 attitudes statements to obtain responses on executives attitudes towards in-service training programs. **Section C** contains questions to solicit information on the factors that may influence executives' attitudes towards in-service training. This section consists 42 items to solicit information on nine factors (intrinsic motivation, extrinsic motivation, top management support, availability, relevancy, practicality, needs, peer influence, and

competency) that may have an influence on the attitudes of executives towards in-service training programs.

The responses to all items in Section B and Section C are in the form of five-point Likert Scale, requiring the respondents to choose from five possible responses, ranging from, 1= Strongly Disagree; 2 = Disagree; 3 = Undecided; 4 = Agree; and 5 = Strongly Agree.

The items in Section B and Section C are identified from the transcripts of interviews that were conducted earlier with some of the executives in STIDC and SESCO on their attitudes towards in-service training programs. A pilot test to determine the reliability of the instrument was conducted on twenty executives from STIDC and SESCO, who had attended the in-service training programs to respond to the items in the questionnaire. The analysis using the *Cronbach's Alpha* reliability coefficients ( $r$ ) was calculated individually for scale ratings for the general attitude of the executives towards in-service training in Section B. The results of the reliability test on the items in Section B yielded 0.7228, and 0.8176, 0.7822, 0.7011, 0.7002, 0.7156, 0.7106, 0.6719, 0.7011 and 0.6932, respectively for the factors that measure the Relevancy, Needs, Intrinsic Motivation, Practicality, Extrinsic Motivation, Competency, Availability, Top Management Support and Peer Influence in Section C of the questionnaire.

The overall results of the reliability test on the items in Section B and C using *Cronbach's Alpha* yielded the reliability coefficient ( $r$ ) of **0.7838** which was considered to be satisfactory for group comparison purposes. A high alpha score of 0.7838 that was greater than  $\alpha = 0.5$  is an acceptable level, which indicates that the items in the scale are tightly connected and more favorable dispositions towards the test format under consideration (Nachmias & Nachmias, 1992). Table 4 summarizes the result of the reliability test of the instrument using *Cronbach's Alpha*.

**TABLE 4: Result of Reliability Test of the Instrument Using Cronbach's Alpha**

|                                    | Reliability Coefficient ( $r$ ) |
|------------------------------------|---------------------------------|
| <b>SECTION B</b>                   |                                 |
| GENATT                             | 0.7228                          |
| <b>SECTION C</b>                   |                                 |
| Relevancy                          | 0.8176                          |
| Needs                              | 0.7822                          |
| Intrinsic Motivation               | 0.7011                          |
| Practicality                       | 0.7002                          |
| Extrinsic Motivation               | 0.7156                          |
| Competency                         | 0.7106                          |
| Availability                       | 0.6719                          |
| Top Management Support             | 0.7011                          |
| Peer Influence                     | 0.6932                          |
| <b>SECTION B &amp; C (Overall)</b> | <b>0.7838</b>                   |

**Total N of Cases = 20, Total N of Items = 57**

In Section B and Section C, the respondents were asked to select the numerical value ranging from 1 - which represents Strongly Disagree and to 5 - which represents Strongly Agree. This turns the question into a statement and asks the respondents to indicate their level of agreement with the statement by ticking a box. The areas covered in this study are:

- a) General attitudes of staff towards in-service training programs which are covered in Section B, that are in Questions B1 to B8.
- b) Relevancy is covered in Section C, that are in Questions C1.1 to C1.5. Relevancy factors measure how relevant is the in-service training programs they had attended in relations to the executives current tasks, duties and responsibilities, interest, needs of organization and qualification and position.
- c) Needs are covered in Section C, that are in Questions C1.6 to C1.10. The needs factors assess the needs of the executives for knowledge and benefits acquired from participating in any in-service training programs now and in future.
- d) Intrinsic Motivation is covered in Section C, that are in Questions C1.11 to C1.15. Intrinsic motivation factors assess the forces acting on or within the executives that caused them to actively participate in the in-service training programs.
- e) Practicality is covered in Section C, that are in Questions C2.1 to C2.5. Practicality factors measure the aspect of practical relevancy of the in-service training programs that are able to improve and instigate change to the jobs and tasks of executives and organizations.
- f) Extrinsic Motivation is covered in Section C, that are in Questions C2.6 to C2.11. Extrinsic motivation factors focus on the external motives that arouse the executives to develop a positive orientation towards the in-service training programs.
- g) Competency is covered in Section C, that are in Questions C2.12 to C2.14. The competency factors intend to measure the outcomes of the in-service training programs that are able to improve the management skills of the executives.
- h) Availability is covered in Section C, that are in Questions C2.15 to C2.18. Availability factors measure the accessibility of the in-service training programs, training schedules, and training materials to the executives in general.
- i) Top Management support is covered in Section C, that are in Questions C2.19 to C2.23. Top Management Support factors intend to find out the positive effort and support given the top management that may motivate executives to participate in any in-service training programs.

- j) Peer influence is covered in Section C, that are in Questions C2.24 to C2.27. Peer influence factors intend to extract information on attitude of peers towards in-service training programs that directly or indirectly influenced the executives.

These factors form the independent variables of this study. The questionnaire was presented to the supervisor and was reviewed for accuracy, relevancy, validity, consistency and objectivity. The questionnaire has been improved to incorporate all the comments and recommendations made by the supervisor. The unsuitable items were either discarded or improved and any instruction or items that were not clear were addressed amicably to remove any ambiguity.

### **3.4 Data Collection Procedure**

Since the study was conducted in Kuching, questionnaires were distributed to corporations concerned. Individual distribution of questionnaires was done for the sample that was situated in STIDC office in Kuching where the researcher works. The Human Resource Manager/Executive assisted in the distribution of questionnaires to the selected staff in the other corporations understudy. At the same time, the HR Manager/Executive also assisted in collecting and returning the questionnaires to the researcher. Prior permission and approval from the Heads of the various statutory corporations understudy was obtained and received before the researcher commence the study. The survey was administered within one week time limit and responded to anonymously by the executives of the corporations under study.

### **3.5 Data Analysis**

In data analysis, the concept of inferential and descriptive statistics were adopted. According to Crawl (1993), "inferential statistics is the term applied to the statistical techniques, researcher use to generalize the finding of a study." A suitable computer statistics package, the SPSS for Windows Version 6.1.3 software was used for both types of statistical analysis. Data collected were analyzed according to classification using statistical methods as summarized in Table 5.



**Table 5: Summary of Statistical Methods applied**

| <b>ANALYSIS OBJECTIVES</b> |  | <b>METHODS</b>  |
|----------------------------|--|---|
| 1.                         | To identify the demographic characteristics of the executive.  | Descriptive Statistics:<br><b><i>Percentage and Frequency</i></b>         |
| 2.                         | To analyzed the general attitudes of executives towards in-service training programs.  | Descriptive Statistics:<br><b><i>Mean and Standard Deviation</i></b>      |
| 3.                         | To determine any significant differences in the general attitudes of executives towards in-service training programs and demographic characteristics.  | 2 groups : <b><i>t-test</i></b><br>>2 groups: <b><i>One-way ANOVA</i></b> |
| 4.                         | To determine the relationships between the attitudes of executives towards in-service training programs and factors that may influence such attitudes. | <b><i>Pearson Correlation, r</i></b>                                      |
| 5.                         | To determine factors having the most significant influence on the formation of attitudes of executives towards in-service training programs.           | <b><i>Multiple Regression</i></b>   |

### 3.5.1 Inferential Statistics

Inferential Statistics are procedures used to decide whether a sample obtained is or is not representative of a particular population (Heiman, 1992). The comparison of the *means* is carried out by using the *t test* and *one-way ANOVA*, whereas the direction and strength of the relationship between the attitudes of the executives (dependent variable) and the factors such as relevancy, needs, intrinsic motivation, extrinsic motivation, practicality, competency, availability, top management support, and peer influence (independent variables) were derived from the Pearson correlation analysis. Finally, the multiple regression analysis was employed to formulate a linear equation for predicting the attitudes of executives towards in-service training programs.

### 3.5.2 Descriptive Statistics

Descriptive statistics are procedures for organizing and summarizing the data in order to communicate and describe the important characteristics of a sample (Heiman, 1992). It was administered to described the general attitude of executives towards in-service training programs. If the data is in numerical form, such as age or number of years of reaching experience, the finding, are usually reported in the form of distribution, mean and standard deviation. The data that cannot be expressed in numerical form, such as sex or academic qualification, are reported in the form of frequency and percentage. Tables are drawn to display the data and to allow for easy reference and interpretation.

The mean and standard deviation (SD) of the attitude of executives towards in-service training programs were computed from the items in Section B. The *SD* represents an average deviation from the mean score of the sample (Jaccard & Becker, 1997). The larger the *SD* the larger is the variability among the set of scores.

The general attitudes of executives towards in-service training programs was classified into three levels, namely, positive, neutral, and negative. The range of the three levels of attitude was obtained by subtracting the highest from the lowest values of the scale. The difference is then divided by the number of range. In other words, range was derived from  $[(5-1) \div 3]$ , which was equal to 1.33. Therefore, the lower range limit was from 1.00 to 2.33, the medium range limit was from 2.34 to 3.66, and the upper range limit was from 3.67 to 5.00. The attitude of an executive is positive if the score falls between 3.67 and 5.00, neutral if it falls between 2.34 and 3.66, and negative if it falls between 1.00 and 2.33. The classification of the attitudes' levels were summarized in Table 6.

**TABLE 6: Classification of Attitudes of Executives**

| Attitudes  | Positive    | Neutral     | Negative    |
|------------|-------------|-------------|-------------|
| Mean Score | 3.67 - 5.00 | 2.34 - 3.66 | 1.00 - 2.33 |

### 3.5.3 Independent - Samples *t*-Test

The independent - sample *t* Test is used to test whether the means of two independent samples for a single variable differ significantly from each other. The *t* Test was used to ascertain whether the mean attitudes of staff towards in-service training differs from that of the and male and female staff or between any two groups of respondents.

If the difference between the scores of two groups is likely due to chance, then there was no significant difference between them. However, if the difference is unlikely to be caused by chance, then there is a statistically significant difference between the groups. It is conventional to use 5% probability level or alpha level (Foster, 1993) to determine whether the outcome of the test is significant or not. If the probability is equal to or less than 5%, the difference is not due to change and that there is significant difference. On the other hand, if the probability is greater than 5%, the difference is not significant.

### 3.5.4 Analysis of Variance (ANOVA)

The *one-way analysis of variance* (ANOVA) is used to determine whether there is any significant difference between the means of the independent samples for a variable. It is used under the same circumstances as the independent-samples *t* test except that the number of samples is more than two. For example, the age of staff is grouped into three or more categories in order to study its effect on their attitudes towards in-service training programs.

The probability associated with the *F* statistics indicates whether there is any significant difference between the mean attitudes of groups compared (Foster, 1993). If the analysis shows that there are significant differences, post hoc analysis using Tukey and Bonferroni tests is carried out to identify the pair or pairs that has or have significant differences.

3.5.5 Pearson Correlation

The Pearson correlation was based on a linear model and indexes the extent of the linear relationship between two quantitative variables (Jaccards & Becker, 1987). The correlation coefficient, *r*, can range from -1.00 to +1.00. The sign of the correlation coefficient indicates whether the relationship is direct or inverse. The absolute value of the correlation coefficient indicates the strength of relationship or the degree of association between the two variables that were the attitude of executives towards in-service training programs and the factors that may influence such attitude. The correlation coefficient gives an idea of the degree to which the variables approximate a linear relationship. If there is no relationship, the correlation coefficient is zero. However, the fact that the two variables are correlated does not necessarily mean that any change in one variable cause a change in the other variable (Heiman, 1992) or vice versa. This is because the changes in both variables may be caused by some other common variables.

In this study, the Pearson correlation coefficient is used to determine the direction and strength of the relationship between the attitudes of the executives and factors such as availability, practicability, relevancy, competency, top management’s support, peer influence, needs, intrinsic motivation and extrinsic motivation. The interpretation of the strength of correlation by Miller (1991) is given in Table 7.

TABLE 7: Interpretation of the Correlation Coefficient, *r*

| Correlation Coefficient | Interpretation             |
|-------------------------|----------------------------|
| 0.00 – 0.20             | Little or no relationship  |
| 0.20 – 0.40             | Some slight relationship   |
| 0.40 – 0.60             | Substantial relationship   |
| 0.60 – 0.80             | Strong useful relationship |
| 0.80 – 1.00             | High relationship          |

3.5.6 Multiple Regression

After the strength and the significance of the relationship between the dependent variable and independent variable are determined, the multiple regression analysis is used to predict the dependent variable Y by using the independent variables X. The equation for the multiple regression is:

$$Y = a + b_1X_1 + b_2X_2 .....b_nX_n + e$$

- Where:
- Y = dependent variable
  - X<sub>n</sub> = independent variable n
  - a = Y – intercept
  - b<sub>n</sub> = regression coefficient for the variable X<sub>n</sub>
  - e = error term

The error term indicates the proportion of the variance of the independent variable, Y, unexplained by the regression equation (Bryman & Cramer, 1994). In this study, the relationship between attitudes of staff (dependent variable) and factors influencing attitudes (independent variables) is represented mathematically as below:

$$Y = a + b_1X_1 + b_2X_2 + .....b_9X_9 + e$$

Where: Y = dependent variable: attitudes of staff  
 $X_1$  = independent variable: availability  
 $X_2$  = independent variable: practicability  
 $X_3$  = independent variable: relevancy  
 $X_4$  = independent variable: competency  
 $X_5$  = independent variable: top management's support  
 $X_6$  = independent variable: peer influence  
 $X_7$  = independent variable: needs of staff  
 $X_8$  = independent variable: intrinsic motivation, and  
 $X_9$  = independent variable: extrinsic motivation.

From the analysis, it is possible to determine the factors having the most significant influence on the formation of attitudes of staff towards in-service training programs. The multiple correlation coefficient, R, combines all the independent variables in order to increase the accuracy of the prediction of the dependent variable (Cozby, 1989). The coefficient of determination,  $R^2$ , gives the proportion of the variation in the dependent variable that is explained by the independent variable (Rubin & Babbie, 1993). If the F statistic is significant ( $p < 0.05$ ), there is a significant linear relationship between the dependent and independent variables (Foster, 1993).

### 3.6 Summary

This chapter discusses on the research design, sampling and instrument, the steps taken to ensure the validity and reliability of the instrument, the procedure to implement the research, and statistical techniques to analyze data.

# CHAPTER 4

## FINDINGS AND DISCUSSION

### 4.0 Introduction

This chapter presents the findings and discussion of this research. The findings are based on the objectives and hypotheses of the study. Respondents' demographic characteristics and the general attitudes of the executives in the STIDC, SESCo, SEDC, SALCRA and LCDA based in Kuching, Sarawak are presented. Following that, discussion are based on the evaluation of the hypotheses of the study. One hundred and thirty-five sets of questionnaires had been distributed to the executives through their HR Divisions in the respective organizations under study. Eighty-five sets of questionnaires were received presenting a return of 63 percent. 100 percent of questionnaires received are found to be satisfactorily completed.

### 4.1 Respondent's Demographic Characteristics

Descriptive statistic is used to describe the demographic characteristics of the respondents. These demographic characteristics are classified into categories such as sex, age, marital status, and academic qualification.

#### 4.1.1 Gender

The Table 8 shows that 78.8 percent of the respondents are male and 21.2 percent are female. The number of male respondents is found to be higher than that of the females, which indicates that the predominance of men holding the executive posts in the statutory corporations in Sarawak.

**TABLE 8: Distribution of Respondents by Gender (n=85)**

| Gender | Frequency | Percentage |
|--------|-----------|------------|
| Male   | 67        | 78.8       |
| Female | 18        | 21.2       |
| Total  | 85        | 100        |

#### 4.1.2 Age

The age of respondents as shown in the table ranges from 20 years to 50 years and above. The table shows that 35.3 percent of the respondents are aged between 30 to 39,

34.1 percent are aged between 40 to 49, or 18.8 percent are aged between 50 years and above and 11.8 percent are aged between 20 to 29. This shows that the majority of the respondents fall in the age group of 30-49 years, which mean to say that most respondents are middle-aged executives. See Table 9.

**TABLE 9: Distribution of Respondents by Age (n=85)**

| Age                | Frequency | Percentage |
|--------------------|-----------|------------|
| 20 – 29 years      | 10        | 11.8       |
| 30 – 39 years      | 30        | 35.3       |
| 40 – 49 years      | 29        | 34.1       |
| 50 years and above | 16        | 18.8       |
| <b>Total</b>       | <b>85</b> | <b>100</b> |

#### **4.1.3 Marital Status**

Table 10 shows that most of the respondents are married which constitutes 76.5 percent while 23.5 percent are not married or single. See Table 10.

**TABLE 10: Distribution of Respondents by Marital Status (n=85)**

| Marital Status | Frequency | Percentage |
|----------------|-----------|------------|
| Single         | 20        | 23.5       |
| Married        | 65        | 76.5       |
| <b>Total</b>   | <b>85</b> | <b>100</b> |

#### **4.1.4 Academic Qualification**

As shown in Table 11, majority of the respondents are having the qualification of a Master Degree which constitutes 41.2 percent, 31.8 percent are with Bachelor Degree, 21.2 percent are with Diploma and 5.9 percent are with STPM/HSC. This shows that the majority of the executives working in the statutory corporations in Sarawak are graduates and highly professional in their own fields.

**TABLE 11: Distribution of Respondents by Academic Qualification (n=85)**

| Qualification | Frequency | Percentage |
|---------------|-----------|------------|
| STPM/HSC      | 5         | 5.9        |
| Diploma       | 18        | 21.2       |
| Bachelor      | 27        | 31.8       |
| Master        | 35        | 41.2       |
| <b>Total</b>  | <b>85</b> | <b>100</b> |

### 4.1.5 Working Experience

The Table 12 shows that 21.2 percent of the respondents have been working between 26 years and above, 20 percent of the respondents worked from 11 to 15 years, 18.8 percent worked from 16 to 20 years, 15.3 percent worked from 6 to 10 years and 11.8 percent have 5 years and below of working experience. Generally, most of the executives have working experience of more than ten years.

**TABLE 12: Distribution of Respondents by Working Experience (n=85)**

| Experience         | Frequency | Percentage |
|--------------------|-----------|------------|
| 5 years and below  | 10        | 11.8       |
| 6 – 10 years       | 13        | 15.3       |
| 11 – 15 years      | 17        | 20.0       |
| 16 – 20 years      | 16        | 18.8       |
| 21 – 25 years      | 11        | 12.9       |
| 26 years and above | 18        | 21.2       |
| <b>Total</b>       | <b>85</b> | <b>100</b> |

### 4.2 Respondent's General Attitudes towards In-Service Training Programs

The data on the respondent's general attitudes towards in-service training programs is collected, compiled, analyzed and interpreted in this section. To determine their attitudes, respondents are asked to answer fifteen items relating to their opinion or feelings towards in-service training programs.

The analysis and the overall results of the findings on the general attitudes of executives towards in-service training programs are summarized in Table 13. Table 13 shows the distribution of the respondents by their attitudes towards in-service training programs. More than three-quarters of the respondents which accounted for 85.9 percent of the sample have a positive attitudes (a mean score between 3.67-5.00 on the attitude scale) towards in-service training programs; and the remainder 14.1 percent of the respondents have neutral attitude. None of the respondents show a negative attitude towards in-service training programs. These findings show that the executives are mostly in favor of the in-service training programs that are conducted for them by their organizations or by the government with the aim of improving their knowledge and skills in particular and State Civil Service in general in line with the Nation's Vision 2020.

These findings concur with that of Rogers (1992), who found that adults, such as executives are more interested to develop their knowledge and skills through their active participation in any in-service training programs so that they become more competent to serve their organization and the government. These findings are also consistent with that of Songan, Anding and Chan (2001), who found that almost 80 percent the Malaysian's teachers have a positive attitude towards the in-service training programs. According to their study, none of the respondents show any negative attitude towards in-service training programs.

In the context of the executives level in their organizations, these findings are significant because the executives are the ones who are given the authority and responsibility to implement the government policies and projects for the benefit their organizations, the government and the society. Therefore, they are aware that they should upgrade themselves continuously by acquiring the latest knowledge and skills by participating actively in the in-service training programs.

**TABLE 13: Distribution of Respondents by Attitude towards In-Service Training Programs**

| Attitude                    | Mean Score  | N         | Percent       |
|-----------------------------|-------------|-----------|---------------|
| Positive                    | 3.67 – 5.00 | 73        | 85.9          |
| Neutral                     | 2.34 – 3.66 | 12        | 14.1          |
| Negative                    | 1.00 – 2.33 | 0         | 00.0          |
| <b>Total</b>                |             | <b>85</b> | <b>100.00</b> |
| Mean=60.1412;<br>SD= 3.0294 |             |           |               |

### 4.3 Relationship between Demographic Characteristics and Attitudes

#### 4.3.1 Attitudes and Gender

##### Null Hypothesis

**There is no significant difference between male and female executives in terms of their attitudes towards in-service training programs.**

As shown in Table 14, the result of the Independent Samples T-test, shows that there is no significant difference between male and female executives in terms of their attitudes towards in-service training programs ( $t=0.339$ ,  $p=0.735$ ,  $df=83$ ).

From the analysis, the null hypothesis is, therefore, accepted. In other words, both the male and female executives have high positive attitude towards in-service training programs. This finding are also consistent with that of Levin (1983), Maccoby and Jacklin (1974) and Sheehy (1974), who found that there is no significant different between adult male and female towards in-service training programs.

**TABLE 14: T-test in terms of executives attitudes towards in-service training programs based on gender**

| Gender | N  | sd     | Mean    | Mean Difference | df | t    | p (2-tailed) |
|--------|----|--------|---------|-----------------|----|------|--------------|
| Male   | 67 | 2.2921 | 32.4925 | 0.2148          | 83 | .339 | .735         |
| Female | 18 | 2.7183 | 32.2778 |                 |    |      |              |



### 4.3.2 Attitudes and Age

#### Null Hypothesis

**There is no significant difference between executives of various age categories in term of their attitudes towards in-service training programs.**

One-way ANOVA is used to determine if there is a significant difference between executives of various age categories in term of their attitudes towards in service training program. The result of one-way ANOVA is shown in Table 15. The analysis indicates that the value of  $F=19.099$ , which is statistically significant ( $p=0.000$ ). The null hypothesis is therefore rejected.

Tukey Post Hoc Test is performed to determine which age categories differed in term of their attitudes towards in-service training programs. The result of Tukey Post Hoc test as shown in Table 16, shows that the age group of 40 to 49 years old scored lower (mean=31.1724) in their attitudes towards in-service training programs as compared to age group of 20 to 29 years old (mean=36.000). The executives in the age group of 20 to 29 years old have more positive attitudes towards in-service training programs as compared to the executives in the age group of 40 to 49 years old.

In other words, younger executives generally have more positive attitude towards in-service training programs than older executives. The length of service in the civil service could be part of the reason contributing to this phenomenon. These findings also concur with that of Knox (1977) and Wlodkowski (1985), who found that younger adult in the age group of 20 to 39 years were more interested to develop their knowledge and skill through active participation in in-service training programs.

**TABLE 15: One-way ANOVA in term of executives attitudes towards in-service training programs based on age**

| Variable | Source of Variation | Sum of Square | df | Mean <sup>2</sup> | F        | p     |
|----------|---------------------|---------------|----|-------------------|----------|-------|
| Age      | Between groups      | 195.970       | 3  | 65.323            | 19.099** | 0.000 |
|          | Within groups       | 277.042       | 81 | 3.420             |          |       |
|          | Total               | 473.012       | 84 |                   |          |       |

\*\* Significant at the 0.01 level.

**TABLE 16: Tukey Post Hoc Test showing significant difference across various ages of executives in term of their attitudes towards in-service training programs**

| Age Group     |                    | Means Score |         | Significant |
|---------------|--------------------|-------------|---------|-------------|
| 20 – 29 years | 30 – 39 years      | 36.000      | 31.9667 | .000**      |
|               | 40 – 49 years      |             | 31.1724 | .000**      |
|               | 50 years and above |             | 33.4375 | .005**      |

\*\* Significant at the 0.01 level

### 4.3.3 Attitudes and Marital Status

#### Null Hypothesis

**There is no significant difference between married and unmarried/single executives in term of their attitudes towards in-service training programs.**

The result of the Independent Samples T-test in Table 17 shows that there is a significant difference between married and unmarried executives in term of their attitudes towards in service training programs ( $t = 3.574$ ,  $p = 0.001$ ,  $df = 83$ ). The mean value of attitude for unmarried respondents is 34.000 ( $SD = 3.4793$ ), whereas the mean value of attitudes for married respondents is 31.9692 giving the differences of 2.0308. The null hypothesis is, therefore, rejected. A study by Carp, Peterson and Roelfs (1974) shows that one of the reasons why adult learners do not participate in adult education programs is because they are already having families or already married. This finding seems to support that of their study.

**TABLE 17: T-test showing executives attitudes towards in-service training programs based on marital status**

| Marital Status | N  | sd     | Mean    | Mean Difference | df | t     | p (2-tailed) |
|----------------|----|--------|---------|-----------------|----|-------|--------------|
| Single         | 20 | 3.4793 | 34.000  | 2.0308          | 83 | 3.574 | .001         |
| Married        | 65 | 1.6768 | 31.9692 |                 |    |       |              |

### 4.3.4 Attitudes and Working Experience

#### Null Hypothesis

**There is no significant difference between executives of various categories of working experience in term of their attitudes towards in-service training programs.**

One-way ANOVA is performed to determine if there is a significant difference between executives of various categories of working experience in term of their attitudes towards in-service training programs. Table 18 indicates the value of  $F = 30.172$ , which was

statistically significant ( $p=0.000$ ). Based on the analysis the null hypothesis was, therefore, rejected.

Tukey Post Hoc Test is also performed to determine which groups of working experience differed significantly. The findings in Table 19 shows that the group with 6 to 10 years working experience scored the lowest mean of 29.4615 on their attitudes towards in service training compared to the groups with a working experience of between 5 years and below (mean=36.000). The executives with 5 years and below working experience have a more positive attitudes towards in-service training programs as compared to those groups of 6 to 10 years, 16 to 20 years, 21 to 25 years and above 26 years of working experiences.

This finding is consistent with that of Rogers (1992), who found that adults such as executives are more interested to upgrade their knowledge and skill through active participation in in-service training programs, particularly those in the early stage of their working life. In the context of education and quest for knowledge, these findings are significant because younger executives will be the one who will take over the helm in their organizations when the older ones retired from the service.

**Table 18: One-way ANOVA showing executives attitudes towards in-service training programs based on working experience**

| Variable           | Source of Variation | Sum of Square | df | Mean <sup>2</sup> | F      | p      |
|--------------------|---------------------|---------------|----|-------------------|--------|--------|
| Working experience | Between groups      | 310.442       | 5  | 62.088            | 30.172 | .000** |
|                    | Within groups       | 162.569       | 79 | 2.058             |        |        |
|                    | Total               | 473.012       | 84 |                   |        |        |

\*\* Significant at the 0.01 level.

**TABLE 19: Tukey Post Hoc Test showing significant difference across various working experiences of executives in term of their perception on attitudes towards in-service training programs**

| Working Experience | Means Score | Significant |
|--------------------|-------------|-------------|
| 5 years and below  | 36.000      | .000**      |
| 6 – 10 years       | 29.4615     | .005**      |
| 11 – 15 years      | 33.8824     | .000**      |
| 16 – 20 years      | 31.3125     | .000**      |
| 21 – 25 years      | 33.1818     | .000**      |
| 26 and above       | 31.8333     | .000**      |

\*\* Significant at the 0.01 level

### 4.3.5 Attitudes and Academic Qualification

#### Null Hypothesis

**There is no significant difference between executives of various academic qualification in term of their attitudes towards in-service training programs.**

One-way ANOVA is performed to determine if there is any significant difference between executives of various categories of academic qualification in term of their attitudes towards in-service training programs. The results of one-way ANOVA are shown in Table 20. From the analysis, it can be seen that the value of  $F=0.505$ , which is statistically significant ( $p=0.680$ ). As such, the null hypothesis is accepted.

This finding concur with that of Cross (1981), who inferred that the higher the qualification possessed by a person, the more interested they are in wanting to develop their knowledge and skills. This finding is also consistent with the earlier findings that the majority of respondents (94.1 percent) are graduates of which 41.2 percent are holders of Master Degree, 31.8 percent are with Bachelor Degree and 21.2 percent are with Diploma (Table 1).

**TABLE 20: One-way ANOVA showing executives attitudes towards in-service training programs based on academic qualification**

| Variable               | Source of Variation | Sum of Square | df | Mean <sup>2</sup> | F    | p    |
|------------------------|---------------------|---------------|----|-------------------|------|------|
| Academic qualification | Between groups      | 8.682         | 3  | 2.894             |      |      |
|                        | Within groups       | 464.330       | 81 | 5.732             | .505 | .680 |

### 4.4 Factors that Influence Attitudes of Executives

Pearson Correlation Coefficient tests were performed to determine the direction and strength of relationship between the attitudes of the executives towards in-service training programs and factors, such as, availability, practicality, relevancy, competency, top management support, peer influence, needs, intrinsic motivation and extrinsic motivation that may influence such attitudes.

#### 4.4.1 Attitudes and Relevancy

#### Null Hypothesis

**There is no significant relationship between attitudes of the executives towards in-service training programs and relevancy.**

Pearson Correlation test is used to determine if there is a significant relationship between attitudes of the executives towards in-service training programs and relevancy. From the

analysis as shown in Table 21, the correlation coefficient between the attitudes and the relevancy factor is  $r=0.174$  with the  $p$  value is 0.111. The finding indicates no relationship between these two variables. Based on the finding, the null hypothesis which mentioned that there is no significant relationship between attitudes of the executives towards in-service training programs and relevancy is therefore accepted. In other words, the relevancy factor has no influence on the attitudes of the executives towards in-service training programs.

This finding shows that the executives are interested to participate in any in-service training programs even though the training is not relevant to their job. It can be concluded that the executives, being professional and highly educated feel that any in-service training programs positively upgrade their knowledge and skills.

**Table 21: Pearson Correlation for relationship between attitudes of the executives towards in-service training programs and relevancy**

| Variable  | Mean <sup>2</sup> | sd     | N  | r    | p    |
|-----------|-------------------|--------|----|------|------|
| ATTITUDE  | 32.4471           | 2.3730 | 85 | .174 | .111 |
| RELEVANCY | 15.7529           | 2.8615 |    |      |      |

#### 4.4.2 Attitudes and Needs

##### Null Hypothesis

**There is no significant relationship between attitudes of the executives towards in-service training programs and needs.**

Pearson Correlation is performed to determine if there is a significant relationship between attitudes of the executives towards in-service training and needs. From the analysis as shown in Table 22, the finding indicates a significant but weak relationship between the attitudes of the executives towards in-service training and needs ( $r=0.229$ ,  $p=0.035$ ). The null hypothesis is, therefore, rejected. This finding shows that the more the in-service training programs is perceived as being able to meet the needs of the executives, the greater interest they have towards the in-service training programs.

This finding supports that of Bill and Gilbert (1996) who mentioned about learning as an integral part of self-development needs and any working executives need to grow professionally in order to achieve personal and organizational goals. This finding also concurs with that of McClelland (1986) and Stoner (1984), who found that the need for achievement could be strengthened to some extent through participating in a systematic training programs and look for meaning and personal growth in their work. Again this finding supports that of Wlodkowski (1985), who also found that education programs that are able to improve the living condition of adults could motivate them to participate in it.

**Table 22: Pearson Correlation for relationship between attitudes of the executives towards in-service training programs and needs**

| Variable | Mean <sup>2</sup> | sd     | N  | r     | p    |
|----------|-------------------|--------|----|-------|------|
| ATTITUDE | 32.4471           | 2.3730 | 85 | .229* | .035 |
| NEEDS    | 21.6118           | 1.0011 |    |       |      |

\*Correlation is significant at the 0.05 level (2-tailed).

#### 4.4.3 Attitudes and Intrinsic Motivation

##### Null Hypothesis

**There is no significant relationship between attitudes of the executives towards in-service training programs and intrinsic motivation.**

Pearson Correlation is used to determine if there is any significant relationship between attitudes of the executives towards in-service training programs and intrinsic motivation. From the analysis as shown in Table 23, it is found that the correlation between the intrinsic motivation and the attitudes of executives towards in-service training programs is significant and strong. The value of  $r=0.625$  shows that there is a strong and positive relationship between these two variables. It was also found that the relationship between these two variables was highly significant ( $p=0.000$ ). As such, the null hypothesis is, therefore, rejected.

This finding is consistent with that of Tomkins (1970) and Weiner (1980), who inferred that intrinsic motivation can incite the behavior of an individual in many ways and changing their behavior could significantly influence adult learning behavior towards in-service training programs. Again, this finding is also similar to that of Deci and Ryan as cited by Schwerzer (1985) who inferred that elements of intrinsic motivation incites individuals to become more interested in educational programs if the training programs are able to meet their need, for example to become more confident and competent persons. The finding is in consonant with Wlodkowski (1985), who found that education programs that are able to help adults to fulfill their needs, for example, developing their career path, can be a major source of motivation to participate in any in-service programs.

**Table 23: Pearson Correlation for relationship between attitudes of the executives towards in-service training programs and intrinsic motivation**

| Variable             | Mean <sup>2</sup> | sd     | N  | r      | p    |
|----------------------|-------------------|--------|----|--------|------|
| ATTITUDE             | 32.4471           | 2.3730 | 85 | .625** | .000 |
| INTRINSIC MOTIVATION | 18.6000           | 1.9036 |    |        |      |

\*\*Correlation is significant at the 0.01 level (2-tailed).

#### 4.4.4 Attitudes and Practicality

##### Null Hypothesis

**There is no significant relationship between attitudes of the executives towards in-service training programs and practicality.**

Pearson Correlation is used to determine if there is any significant relationship between attitudes of the executives towards in-service training programs and practicality. The analysis, as shown in Table 24, indicates a negative and with no correlation between attitudes of the executive towards in-service training programs and practicality ( $r=-0.003$ ,  $p=0.975$ ). The null hypothesis is, therefore, accepted. This finding shows that the practicality factor does not have any effect on the interest of the executives to participate in any in-service training programs. In other words, this factor has no influence on the attitudes of the executives towards in-service training programs. This finding does not concur with that of Cross (1981), who found that adults will participate in adult education programs as long as the training programs are practical and pragmatic.

**Table 24: Pearson Correlation for relationship between attitudes of the executive towards in-service training programs and practicality**

| Variable     | Mean <sup>2</sup> | sd     | N  | r     | p    |
|--------------|-------------------|--------|----|-------|------|
| ATTITUDE     | 32.4471           | 2.3730 | 85 | -.003 | .975 |
| PRACTICALITY | 20.3647           | 1.2521 |    |       |      |

#### 4.4.5 Attitudes and Extrinsic Motivation

##### Null Hypothesis

**There is no significant relationship between attitudes of the executives towards in-service training programs and extrinsic motivation.**

Pearson Correlation is used to determine if there is any significant relationship between attitudes of the executives towards in-service training programs and extrinsic motivation. The analysis, as shown in Table 25, indicates that there is a negative and no significant correlation between the attitudes of the executive towards in-service training programs and extrinsic motivation ( $r=-0.013$ ,  $p=0.904$ ). As such the null hypothesis is, therefore, accepted. In other words, the extrinsic motivation factors have no influence on the attitudes of the executives towards the in-service training programs. This finding does not concur with that of Hill (1981) and Songan, et al (2001), who found that adults are motivated to participate in training programs if they are paid to do so.

**Table 25: Pearson Correlation for relationship between attitudes of the executive towards in-service training programs and extrinsic motivation**

| Variable                | Mean <sup>2</sup> | sd     | N  | r     | p    |
|-------------------------|-------------------|--------|----|-------|------|
| ATTITUDE                | 32.4471           | 2.3730 | 85 | -.013 | .904 |
| EXTRINSIC<br>MOTIVATION | 24.1412           | 2.0187 |    |       |      |

#### 4.4.6 Attitudes and Competency

##### Null Hypothesis

**There is no significant relationship between attitudes of the executives towards in-service training programs and competency.**

Pearson Correlation is used to determine if there is any significant relationship between attitudes of the executives towards in-service training programs and competency. From the analysis as shown in Table 26, the correlation between the factors of competency and the attitudes of executives towards in-service training programs is positive and significant ( $r=0.542$ ,  $p=0.000$ ). The null hypothesis is, therefore, rejected. This finding shows that the more the in-service training programs are improving the executives competency, the more interest they are towards the in-service training programs.

The finding is in consonant with that of Stoner (1984), who mentioned that training should not only teach technical training, it must be designed to improved manager's human, and conceptual skills and boost their confidence and competence.

**Table 26: Pearson Correlation for relationship between attitudes of the executives towards in-service training programs and competency**

| Variable   | Mean <sup>2</sup> | sd     | N  | r      | p    |
|------------|-------------------|--------|----|--------|------|
| ATTITUDE   | 32.4471           | 2.3730 | 85 | .542** | .000 |
| COMPETENCY | 11.6588           | 0.7951 |    |        |      |

\*\*Correlation is significant at the 0.01 level (2-tailed).

#### 4.4.7 Attitudes and Availability

##### Null Hypothesis

**There is no significant relationship between attitudes of the executives towards in-service training programs and availability.**

Pearson Correlation is performed to determine if there is any significant relationship between attitudes of the executives towards in-service training programs and availability.



As shown in Table 27, the finding indicates that there is a positive and slight significant relationship between attitudes of the executives towards in-service training programs and availability ( $r=0.216$ ,  $p=0.047$ ). As such the null hypothesis is, therefore, rejected. This finding shows that if the executives are given accessibility to training, the more interested they want to participate in the in-service training programs.

This finding seems to concur with that of Stoner (1984), who found that the motivation of employees is likely to be high if training is made available and the training needs are fulfilled accordingly.

**Table 27: Pearson Correlation for relationship between attitudes of the executives towards in-service training programs and availability**

| Variable     | Mean <sup>2</sup> | sd     | N  | r     | p    |
|--------------|-------------------|--------|----|-------|------|
| ATTITUDE     | 32.4471           | 2.3730 | 85 | .216* | .047 |
| AVAILABILITY | 15.8824           | 1.3576 |    |       |      |

\*Correlation is significant at the 0.05 level (2-tailed).

#### **4.4.8 Attitudes and Top Management Support**

##### **Null Hypothesis**

**There is no significant relationship between attitudes of the executives towards in-service training programs and top management support.**

Pearson Correlation is performed to determine if there is any significant relationship between attitudes of the executives towards in-service training programs and top management support. As shown in Table 28, the finding indicates a positive and highly significant relationship between attitudes of the executive towards in-service training programs and top management support ( $r=0.342$ ,  $p=0.001$ ). The null hypothesis is, therefore, rejected.

This finding concurs with that of Lightfoot (1983), who mentioned that top management must have competency in identifying training needs, capability and interest of their staff with regard to training. Therefore, the role and support of top management in any in-service training programs is one of the critical factors in influencing and shaping the attitudes of their executives towards in-service training programs.

This finding also seems to support the study made by Songan, Anding and Chan (2001), who found that adult learner should be given the freedom to choose and to participate actively in the learning process in order to achieve the goals that they have identified for themselves. It is therefore, very important that top management support their staff to participate in any in-service training programs.

**Table 28: Pearson Correlation for relationship between attitudes of the executives towards in-service training programs and top management support**

| Variable                     | Mean <sup>2</sup> | sd     | N  | r      | p    |
|------------------------------|-------------------|--------|----|--------|------|
| ATTITUDE                     | 32.4471           | 2.3730 | 85 | .342** | .001 |
| TOP<br>MANAGEMENT<br>SUPPORT | 20.9765           | .9383  |    |        |      |

\*\*Correlation is significant at the 0.01 level (2-tailed)

#### 4.4.9 Attitudes and Peer Influence

##### Null Hypothesis

**There is no significant relationship between attitudes of the executives towards in-service training programs and peer influence.**

Pearson Correlation is performed to determine if there is any significant relationship between attitudes of the executives towards in-service training programs and peer influence. As shown in Table 29, the finding indicates that there is a positive and significant correlation between attitudes of the executives towards in-service training programs and peer influence support ( $r=0.236$ ,  $p=0.030$ ). As such the null hypothesis is, therefore, rejected. The finding shows that peer influence is a critical factor in influencing and shaping the attitudes of the executives towards in-service training programs.

This finding corresponds to that of Cross (1981) and Roger (1992), who found that the attitude of adult is very much influence by their peers who have similar attitude and experience toward an object or situation. The finding also supports the study by Songan, Anding and Chan (2001), who found that the attitude of adult learners towards training programs is influenced indirectly by the attitude and experience of their peers.

**Table 29: Pearson Correlation for relationship between attitudes of the executives towards in-service training programs and peer influence**

| Variable          | Mean <sup>2</sup> | sd     | N  | r     | p    |
|-------------------|-------------------|--------|----|-------|------|
| ATTITUDE          | 32.4471           | 2.3730 | 85 | .236* | .030 |
| PEER<br>INFLUENCE | 14.4353           | 1.8609 |    |       |      |

\*Correlation is significant at the 0.05 level (2-tailed)

#### 4.4.10 Factors Contributing to the General Attitudes of Executives towards In-Service Training Programs.

##### Null Hypothesis

**There are no factors that contribute significantly to the formation of attitudes of executives towards in-service training programs.**

Stepwise Multiple Regression is used to determine the factors that contribute significantly to the formation of attitudes of executives towards in-service training programs. In stepwise multiple regressions, the criteria for the probability of F to enter was  $\leq .050$  and the probability to remove was  $\geq .100$ . The Intrinsic Motivation was introduced in the first model, followed accordingly by Competency in the second model, Top Management Support in the third, Peer Influence in the fourth, Needs in the fifth and Availability in the sixth model. This is shown in Table 30. No variables that have been entered into the model were removed.

**Table 30: Variables Entered/Removed using Stepwise Multiple Regressions**

| Model | Variables Entered      | Variables Removed |
|-------|------------------------|-------------------|
| 1     | Intrinsic Motivation   | -                 |
| 2     | Competency             | -                 |
| 3     | Top Management Support | -                 |
| 4     | Peer Influence         | -                 |
| 5     | Needs                  | -                 |
| 6     | Availability           | -                 |

In Table 31, the analysis gives the final value  $R^2$  as 0.818 whereas the final F ratio is given as 58.392. Since the p value was smaller than alpha level, the null hypothesis which mentioned that there are no factors that contribute significantly to the formation of attitudes of executives towards in-service training programs was, therefore, rejected. The six factors such as Intrinsic Motivation, Competency, Practicality, Availability, Top Management Support and Extrinsic Motivation contribute significantly in influencing the attitude of executive towards in-service training programs.

The result of the regression analysis is shown in Table 31. Only six factors, that are, intrinsic motivation, competency, top management support, peer influence, needs, and availability contribute significantly ( $F = 58.392$ ,  $P \leq .05$ ) to the shaping of attitude of executives towards in-service training programs. In combination, they accounted for 81.8 percent ( $R^2 = .818$ ) of the variance in attitude formation. Thus, the regression model can predict the effect of the six factors in shaping the attitude of executives towards in-service training programs as follows:

$$\begin{aligned} \text{Executives' Attitude} = & 9.83 + 1.28 (\text{Intrinsic Motivation}) + 1.23 (\text{Competency}) + \\ & 0.71 (\text{Top Management Support}) - 0.11 (\text{Peer Influence}) + \\ & 0.22 (\text{Needs}) - 0.93 (\text{Availability}) \end{aligned}$$

In the relative contribution to explaining the variance in attitude, Intrinsic Motivation is the most influential ( $\Delta R$  Square = 39.1 percent), followed in order of importance by Competency ( $\Delta R$  Square = 24.3 percent), Top Management Support ( $\Delta R$  Square = 5.5 percent), Peer Influence ( $\Delta R$  Square = 6.4 percent), Needs ( $\Delta R$  Square = 3.0 percent) and Availability ( $\Delta R$  Square = 3.5 percent). This finding shows that the higher the intrinsic motivation of executives towards learning, the more positive will be their attitude towards in-service training programs. These findings is consistent with that of Deci and Ryan as cited in Schwerzer (1985), who stated that continuous intrinsic motivation will drive individual to continuously participate in training programs.

The other factors, such as, competency, top management support and needs also contribute significantly in shaping the executives' attitude towards in-service training programs. The other two factors of peer influence and availability contribute negatively, but significantly in influencing the executives' attitude towards in-service training programs. This is due to the fact that as the majority of the executives are highly educated professionals in their own fields, they will be better able to handle problems, and they expect that the in-service training programs will be able to upgrade their knowledge and skills. Staff development programs must cater to all aspects and needs of individual in order to generate and motivate not only the executives but all levels of staff in the organization to actively participate in the in-service training programs. The variables not included in the equation are relevancy, practicality and extrinsic motivation because they were found to have no correlation with attitude through correlation analysis.

The result also shows that the coefficient of determination,  $R^2$  ( $\Delta R^2 = .818$ ) is quite high, indicating that there are still some factors that have not been taken into consideration in this study, such as the aspect of working environment and organizational culture.

**Table 31: Result of Multiple Regression Analysis on the Contribution of the Nine Factors in Shaping Attitude**

| <b>R Square = 0.818</b>          |              | <b>F = 58.392</b> |             | <b>P = 0.00</b> |                  |                |
|----------------------------------|--------------|-------------------|-------------|-----------------|------------------|----------------|
| <b>Variables</b>                 | <b>B</b>     | <b>SE B</b>       | <b>Beta</b> | <b>T</b>        | <b>ΔR Square</b> | <b>P value</b> |
| <i>Variables in Equation</i>     |              |                   |             |                 |                  |                |
| Intrinsic Motivation             | 1.279        | .135              | 1.026       | 9.503           | .391             | .000           |
| Competency                       | 1.227        | .216              | .411        | 5.678           | .634             | .000           |
| Top Management Support           | .714         | .164              | .283        | 4.362           | .689             | .000           |
| Peer Influence                   | -.112        | .095              | -.088       | -1.181          | .753             | .000           |
| Needs                            | .222         | .177              | .094        | 1.255           | .783             | .000           |
| Availability                     | -.931        | .136              | -.533       | -6.874          | .818             | .000           |
| <b>Constant</b>                  | <b>9.833</b> | <b>6.886</b>      |             | <b>1.428</b>    |                  | <b>.157</b>    |
| <i>Variables Not in Equation</i> |              |                   |             |                 |                  |                |
| Relevancy                        | -.235        | .049              | -.107       | -1.816          |                  | .073           |
| Practicality                     | -.449        | .171              | -.237       | -2.619          |                  | .431           |
| Extrinsic Motivation             | -.344        | .093              | -.293       | -3.717          |                  | .621           |

#### 4.5 Summary

All fifteen null hypothesis in this study was tested according to their classification. The overall result of the hypothesis testing is summarized in Table 32, 33 and 34.

**Table 32: Summary of the Result of Hypothesis Testing on the Relationship between Demographic Characteristics of executives and Attitudes towards In-Service Training Programs**

| <b>Code</b> | <b>Null Hypothesis</b>  | <b>Result</b> |
|-------------|---|---------------|
| 4.3.1       | There is no significant difference between male and female executives in terms of their attitudes towards in-service training programs.                             | Accepted      |
| 4.3.2       | There is no significant difference between executives of various age categories in terms of their attitudes towards in-service training programs.                   | Rejected      |
| 4.3.3       | There is no significant difference between married and unmarried/single executives in terms of their attitudes towards in-service training programs.                | Rejected      |
| 4.3.4       | There is no significant difference between executives of various categories of working experience in terms of their attitudes towards in-service training programs. | Rejected      |
| 4.3.5       | There is no significant difference between executives of various academic qualification in terms of their attitudes towards in-service training programs.           | Accepted      |

**Table 33: Summary of the Result of Hypothesis Testing on the Relationship between Attitudes of the Executives towards In-Service Training Programs**

| <b>Code</b> | <b>Null Hypothesis</b>  | <b>Result</b> |
|-------------|---|---------------|
| 4.4.1       | There is no significant relationship between attitudes of the executives towards in-service training programs and relevancy.              | Accepted      |
| 4.4.2       | There is no significant relationship between attitudes of the executives towards in-service training programs and needs.                  | Rejected      |
| 4.4.3       | There is no significant relationship between attitudes of the executives towards in-service training programs and intrinsic motivation.   | Rejected      |
| 4.4.4       | There is no significant relationship between attitudes of the executives towards in-service training programs and practicality.           | Accepted      |
| 4.4.5       | There is no significant relationship between attitudes of the executives towards in-service training programs and extrinsic motivation.   | Accepted      |
| 4.4.6       | There is no significant relationship between attitudes of the executives towards in-service training programs and competency.             | Rejected      |
| 4.4.7       | There is no significant relationship between attitudes of the executives towards in-service training programs and availability.           | Rejected      |
| 4.4.8       | There is no significant relationship between attitudes of the executives towards in-service training programs and top management support. | Rejected      |
| 4.4.9       | There is no significant relationship between attitudes of the executives towards in-service training programs and peer influence.         | Rejected      |

**Table 34: Summary of the Result of Hypothesis Testing on Factors that contribute significantly to the General Attitudes of Executives towards In-Service Training Programs**

| <b>Code</b> | <b>Null Hypothesis</b>   | <b>Result</b> |
|-------------|--|---------------|
| 4.4.10      | There are no factors that contribute significantly to the formation of attitudes of executives towards in-service training programs. | Rejected      |

# CHAPTER 5

## SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

### 5.0 Introduction

This chapter provides an overview on the rationale of the approaches, such as introduction, literature review and methodology used in the study. The results of the research will be briefly discussed and summarized followed by the conclusion. Finally, this chapter will conclude with some recommendations to improve the attitudes of executives towards in-service training programs.

### 5.1 Summary of the Rationale of Approaches of the Research

Training in an organization constitutes a program of learning which is planned to upgrade the knowledge, skills and the job performance of all levels of the staff. As such the government has long recognized the benefits of providing education and training for their officials. Such activities are seen as a vital element of the effectiveness of government organizations in maintaining and improving their services to the public, as well as their own organizational and administrative capabilities. In addition, the promotion of organization training is being ever more closely linked to increase competitiveness and success.

The responsibility on individuals to consider their own learning needs can also be allied to an individual's willingness to articulate their own learning needs, and to contribute to decisions about how they may be met, is an important dimension of this responsibility. An important starting point for diversity of training involves heightening awareness of the different challenges faced by different people within the organization. People, especially the executives who are "different" from each other in terms of their gender, age, physical ability, socio-economic, working experience, academic background and so on, are more likely to have at least some stereotypes about each other and it is these stereotypical attitudes and views that may influence and shape the attitudes of the executives toward in-service training programs. As such organizations need to develop training and development programs that encourage participants to actively participate in any in-service training programs and the training interventions that do successfully tackle the negative attitudes towards the in-service training programs.

In any given situation, the existing knowledge, belief and experience will very much affect the attitude of the executives towards in-service training programs. Therefore, the key issue is how to establish the methods of learning and change the system of thinking

of the trainees (executives). The degree of knowledge transfer is interrelated with the attitudes of executives. Those who have no willingness to learn cannot efficiently absorb the knowledge.

As mentioned in the introduction, organizations in the 1990s are facing a reality quite different from that experienced by them 20 years earlier. The new reality is earmarked by heightened competition, fast changing information technology and globalization. These forces have implications for the attitudes, skills, behaviors and competency necessary for surviving and thriving in the new reality. In view of the above rationality, it is thus the main aim of the researcher to study the attitudes of executives, as well as the factors that may influence and shape their attitudes towards in-service training programs and find out how best to resolve the attitude problems towards in-service training programs in the statutory corporations in Sarawak.

A positive attitude is a critical factor in determining the success of the training programs. Well-trained staff plays the most critical role in nation building and economic development. Human resource development has emerged as the crucial driving force towards realizing the goals of Vision 2020.

The literature review shows that a person develops his attitude when he responds evaluatively towards an entity. According to some social psychologists, attitude results from a person's background, personality and life experiences. Attitude is an inferred state that accounts for the covariation between stimuli denoting the attitude objects and evaluative responses for these stimuli. It was also found that Likert's Scale method is a general scaling technique that may be applied to any attitudinal responding and attitude measurement, which provide the usual method of attitude assessment.

Various related learning theories in training, their application and adoption of relevant ones were briefly discussed. The related theories are the motivation theory, behaviorism theory, cognitive theory, humanistic theory and adult learning theory. It was found that trainees will be motivated to participate in the in-service training programs if the training center is well-equipped, trainees are given freedom to access to training, respect for peers at the workplace, economic necessity, job satisfaction, top management support, needs, rewards, intrinsic motivation such as emotion, competency, and availability of the in-service training programs.

Research findings on employee training in Malaysia by Songan, Anding and Chan (2001), Saiyadain and Juhary (1995), Harper (1984), and Zulkifli and Raja Maznah (1994) are highlighted. According to their findings, majority of the respondents have a positive attitude towards in-service training programs, which justify the significance of this study.

Survey instrument used in this study consists of close-ended question and a rating scale, that is, Likert Scale to rate the degree of executive's opinion or feeling towards the statements pertaining to in-service training programs. Data collected are analyzed using statistical methods, such as, descriptive statistics, mean and standard deviation, one-way ANOVA, Pearson Correlation ( $r$ ), and multiple regression.



The size of the sample collected for the research is 85 respondents which is 63 percent of the population. Simple random sampling procedures are applied in this study in order that every sampling unit of the population has an equal and known probability of being included in the sample.

## **5.2 Summary of the Research Findings**

The findings of this study can be summarized into three broad topics namely, executive's demographic characteristics, executive's general attitudes towards in-service training programs and the factors that influence attitudes of executives towards in-service training programs.

### **5.2.1 Respondents' Demographic Characteristics**

From the analysis, 78.8 percent of the respondents are male and 21.1 percent are female executives. Out of the 85 executives that responded to this survey, almost 70 percent of the executives fall in the age group of 30-49 years. This shows that the majority of the executives working in the statutory corporations are middle-aged executives. Majority of the executives are already married and they accounted for 77 percent of the respondents. 73 percent of the executives have working experience of more than ten years. The majority of the executives are graduates, of which 21.2 percent are Diploma holders, 31.8 percent are holders of Bachelor Degree and 41.2 percent are holders of Master Degree qualification. This showed that majority of the executives are highly educated and are qualified for their positions as executives or managers in their organizations.

### **5.2.2 Executive's General Attitudes towards In-Service Training Programs**

The overall results of the findings on the general attitudes of executives towards in-service training programs found that 86 percent of the executives are in favor of the in-service training programs that are conducted for them by their organizations or by the government. None of the respondents show any negative attitude towards in-service training programs. The findings also show that demographic characteristics of executives, such as, gender has no significant effect on the attitudes of executives towards in-service training programs. Gender wise, the t-Test shows that there was no significant different between adult male and female towards in-service training programs. The female executives are as confident as their male counterparts and are co-partners in the quest to acquire knowledge and skills.

However, characteristics such as age, marital status, working experience and academic qualification have effect on the attitude of executives towards in-service training programs. The one-way ANOVA indicates that there is a significant difference in the attitudes among executives of various age categories. The post hoc analysis using the Tukey procedure reviews significant differences between executives of various age categories with the younger executives demonstrating more positive attitudes towards in-service training programs. Similar analysis also reveals that there is significant differences among executives with different working experience and academic qualification. Those executives with working experience of 5 years and below and those

possessed higher academic qualification also demonstrate a more positive attitudes towards in-service training programs.

### **5.2.3 Factors that Influence Attitudes of Executives**

Pearson Correlation Coefficient test was used to determine the strength of relationship between the two variables, factors and attitudes. From the analysis, it is found that factors such relevancy, practicality and extrinsic motivation have no influence on the attitudes of the executives towards in-service training programs. Meanwhile, factors such as needs, intrinsic motivation, competency, availability, top management support and peer influence have significant correlation, which means to say that the more the in-service training programs are able to emphasize on these factors, the greater the interest of the executives to want participate in the in-service training programs.

Stepwise Multiple Regression is also used to determine the factors that contribute significantly to the formation of attitudes of executives towards in-service training programs. From the analysis, only six factors, Intrinsic Motivation, Competency, Top Management Support, Peer Influence, Needs and Availability contribute significantly in influencing the attitude of executive towards in-service training programs.

### **5.3 Conclusion**

The findings reported in this study justified the objectives and hypotheses of the study. The central issue of the study is the general attitudes of the executives towards in-service training programs and the factors that influence and shape these attitudes. Overall, the data presented for the two variables that constitute this study are highly consistent, with existing evidence indicating that there are significant correlation between the general attitudes of the executives (dependent variable) and factors influencing attitudes (independent variables).

From a methodological point of view, it should be held in mind that the samples of the executives are drawn from simple random sampling technique, and that the research is conducted among the executives level only. It may very well be that different results would have been obtained for other levels of staff in other government agencies or departments which are not covered in this study. Therefore, future research is needed in order to extend the validity of the findings beyond the specific levels of staff studied and the specific statutory corporations in Sarawak in which this study is embedded.

Bearing the methodological caveats in mind, the data and findings clearly indicate that the majority of the executives are in favor and have a positive attitude towards in-service training programs. None of the executive shows a negative attitude towards in-service training programs. It is plausible to note that the intrinsic motivation factors accounted for the highest contribution in influencing the attitudes of executives towards in-service training programs with the extrinsic motivation contributes the lowest contribution. Since the intrinsic motivation and competency were found to be the major contributory factors in shaping the attitude of executives, more effort must be made to enhance motivation among executives. The top management in particular and the state government in general should make every effort, such as exposing the executives to

attend motivational talks, seminars, conferences, conventions and symposium so that they will be more motivated to participate in the in-service training programs.

The other factors, such as, needs, availability, top management support and peer influence were also found to contribute in shaping the attitudes of executives. When all these factors are properly addressed, the executives will be more positive and receptive to training and the process of knowledge acquisition will not be adversely affected. A positive attitude is needed to bring about the desirable outcomes and behavior. If the desire to change comes from the executives themselves rather than other people forcing them to change, then, the objectives of training will be achievable and will not encounter any resistance. Only those executives who are truly convinced of the potential and benefit of training will be more committed towards any in-service training programs. However, these findings are inconclusive. More research into the other internal and external forces that influence the executive's attitude towards in-service training programs and the executive's responses to these forces would give better insight into the phenomenon under study.

The other concern that emerges from this study addresses recommendations to stakeholders for organizing future courses, training or retraining for their staff. Although it is important to have clear conceptions of and goals for in-service training programs, it is necessary to focus on how these goals can be manifested. The juxtaposition of the perspectives, general attitude (of executives) and factors that formed these attitudes, suggests that there is a need to ask the executives to consider the importance of becoming change agents in their organizations.

In the attempts to educate and train the staff, it is mandatory that we penetrate and understand the complexity of human life, that is by understanding how the factors such as intrinsic motivation, extrinsic motivation, competency, needs, top management support, peer influence, availability, relevancy and practicality may influence and shape the attitudes of individual towards in-service training programs. Developing innovative conceptions of a training program is important. It is equally important to examine how training design can be concretely manifested. Effective training design and successful management of training are not a panacea for the problems of staff training. However, based on careful research, useful and substantive strategies for future training providers, trainers and trainees can be developed.

## **5.4 Recommendations**

### **5.4.1 Recommendations to Policy Makers**

The overall results of the study show that the majority of the executives responded positively towards in-service training programs and none of them show any negative attitudes. It is imperative that the policy makers, particularly the top management of the various organizations in particular and the state government in general should formulate a short-term and long-term training policies and strategies. This should encompass the planning for short-term and long-term change, developing a support system within the organization and presenting ideas for effective training design and implementation. The strengths and shortcomings of training programs have to be identified immediately so

that the weakness of the training can be improved to avoid similar pitfalls when the programs are introduced to other staff. The training systems of other countries should be studied and assessed with the priority of catching up with new techniques, methodology and areas in training.

Training policies should be backed up by legislation and implemented through the workplace training committee. The authority concerned should develop effective social dialogue to secure and enhance their role for training and to resolve training-related grievances and disputes. Therefore, it would be meaningful to create a forum whereby an entitlement to training is worked out in the best interests of the individual and the organization. The authority should embark on upgrading the competencies of all levels of officers in the State Civil Service by encouraging and facilitating continuous learning and development amongst members of the Sarawak Civil Service through training and staff development activities. In order to develop and maintain the positive attitudes of the staff towards in-service training programs the authority should also ensure that all Human Resource Development (HRD) activities should benefit both the individual staff and organization.

The authority, as well as, the top management must also be concerned and sympathetic to the problems and obstacles faced by their staff. The welfare of the executives should always be in the mind of the policy makers and top management. Avenues for self-reflection, discussions, exchange of ideas, talks and forum to voice grievances relating to training should be made available to the executives. The top management should make every effort, such as, exposing the executives to attend motivational talks so that they will be more motivated to participate in the in-service training programs. The authority who is instrumental in introducing change for the betterment of the state civil service must be a believer in training themselves, so that, they are in the better position to convince and motivate the executives. Supportive top management, availability of training, financial support, and other resources together will create a conducive platform for introducing quantum leap in the state civil service through highly motivated executives with right attitudes.

#### **5.4.2 Recommendations to Training Planner/Training Administrator**

A thorough trainability analysis and training needs analysis must be conducted so that the right persons are selected for the right training at the right time. The contributory factors in shaping the attitude of executives, such as intrinsic motivation, competency, top management support, peer influence, needs and availability of training must be given due consideration in the early stage of planning process of training. This is to ensure that the enhancement of knowledge, skills and professionalism of the executives is optimized. As such, the planning activity of human resource development is able to fulfill the goals of the organization.

Apart from that, the training planner and administrator must ensure that the quality of the program contents and effectiveness of the methodologies used and as well as the effectiveness of resource persons are critical areas that should be emphasized, so that, the intrinsic motivation, competency, needs of trainees and availability of training are fulfilled. The training administrator must also ensure that the training centers should pay

particular attention to the peripheral aspects of training such as providing superb accommodation, sumptuous meals and facilities so as that a conducive atmosphere can spearhead transfer of learning. Feedback from the trainees on their understanding of the programs and on possible things to do to improve the training programs in future should be obtained. Review, practice, share and reinforce the concepts and techniques learned in the training through participation of the trainees themselves so that they can apply the knowledge from the training to their workplace.

The training planner and administrator must also monitor external best practice and new developments in the field of training and development. There is a need for a radical ongoing review of the training programs based on end-user needs and developed around the delivery of these needs in the most appropriate and usable form. In this way, it should be possible to maximize the effectiveness and efficiency of the in-service training programs.

### **5.4.3 Further Research**

Even though the overall results of the study show that the majority of the executives are in favor of in-service training programs and the findings are in consonant with some of the studies previously done few researchers earlier, however, these findings are inconclusive. Further research into the other internal and external forces that influence the executives attitude towards in-service training programs should be carried out so that it would give better insight into the phenomenon under study and to arrive at a better understanding and to construct a more comprehensive model of the attitudes towards the in-service training programs. Specifically, there is a need for further research or studies aimed at determining and clarifying the nature of the relationship of variables in this study and what causes them to correlate.

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94300 Kota Samarahan

Sarawak Malaysia

Tel + 60 82 671000

Fax + 60 82 672281

UNIMAS/12-11/09-08(20)

29 April 2002

General Manager  
Sarawak Timber Industry Development Corporation (STIDC)  
Wisma Sumber Alam  
Jalan Stadium, Petra Jaya  
P.O. Box 194  
93702 Kuching  
(att: Cik Haluyah Awi)

*Sila ben kayjasona Kpd. bekian*  
*[Signature]*  
*2/5/2002*

Dear Mdm

**Permission to Collect Data for Academic Research in Partial Fulfillment of Postgraduate Degree**

With reference to the above matter, I would like to request permission for the following student from the Faculty of Cognitive Sciences and Human Development, Universiti Malaysia Sarawak to collect data for academic research at your organization in partial fulfillment of his Postgraduate Degree – MSc (HRD).

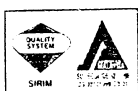
Name : Jaddil @ Zaidel b. Ibrahim  
I/C No. : 580530-13-5003  
Research Topic : Attitudes of Executives towards In-Service Training  
Programs: A Case Study of Statutory Corporations in Sarawak

This research is purely for academic purposes and all information will be treated as strictly confidential.

The support and cooperation given by your organization for the success of this research is highly appreciated. We hope to receive a favorable reply from you as soon as possible.

Yours faithfully

Suekadiana binti Affendi  
b/p Coordinator  
MSc (HRD) Flexi-Time Programme





94300 Kota Samarahan

Sarawak Malaysia

Tel + 60 82 671000

Fax + 60 82 672281

**UNIMAS/12-11/09-08(21)**

29 April 2002

General Manager  
Sarawak Electricity Supply Corporation (SESCO)  
Wisma SESCO  
Petra Jaya, P.O. Box 149  
93700 Kuching  
(att: Encik Zainuddin Monseri)

Dear Sir

**Permission to Collect Data for Academic Research in Partial Fulfillment of Postgraduate Degree**

With reference to the above matter, I would like to request permission for the following student from the Faculty of Cognitive Sciences and Human Development, Universiti Malaysia Sarawak to collect data for academic research at your organization in partial fulfillment of his Postgraduate Degree – MSc (HRD).

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|-----------------------|--|
| <b>Name</b>           | <b>: Jaddil @ Zaidel b. Ibrahim</b>  |
| <b>I/C No.</b>        | <b>: 580530-13-5003</b>  |
| <b>Research Topic</b> | <b>: Attitudes of Executives towards In-Service Training Programs: A Case Study of Statutory Corporations in Sarawak</b> |

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Yours faithfully

Suckadiana binti Affendi  
**b/p Coordinator**  
**MSc (HRD) Flexi-Time Programme**





94300 Kota Samarahan

Sarawak Malaysia

Tel + 60 82 671000

Fax + 60 82 672281

**UNIMAS/12-11/09-08(23)**

29 April 2002

General Manager  
Sarawak Economic Development Corporation (SEDC)  
6<sup>th</sup> – 11<sup>th</sup> Floor, Menara SEDC  
Jalan Tunku Abdul Rahman  
P.O. Box 400  
93902 Kuching  
(att: Mdm. Maureen Liew)

Dear Mdm

**Permission to Collect Data for Academic Research in Partial Fulfillment of Postgraduate Degree**

With reference to the above matter, I would like to request permission for the following student from the Faculty of Cognitive Sciences and Human Development, Universiti Malaysia Sarawak to collect data for academic research at your organization in partial fulfillment of his Postgraduate Degree – MSc (HRD).

**Name : Jaddil @ Zaidel b. Ibrahim**  
**I/C No. : 580530-13-5003**  
**Research Topic : Attitudes of Executives towards In-Service Training Programs: A Case Study of Statutory Corporations in Sarawak**

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Yours faithfully

  
Suekadiana binti Affendi  
b/p Coordinator  
MSc (HRD) Flexi-Time Programme





94300 Kota Samarahan

Sarawak Malaysia

Tel + 60 82 671000

Fax + 60 82 672281

**UNIMAS/12-11/09-08(22)**

29 April 2002

General Manager  
Sarawak Land Consolidation and Rehabilitation Authority (SALCRA)  
1<sup>st</sup> & 3<sup>rd</sup> Floor, PMC Building  
10<sup>th</sup> Mile Penrissen Road  
P.O. Box 1981  
93740 Kuching  
(att: Encik Nawong Dugat)

Dear Sir

**Permission to Collect Data for Academic Research in Partial Fulfillment of Postgraduate Degree**

With reference to the above matter, I would like to request permission for the following student from the Faculty of Cognitive Sciences and Human Development, Universiti Malaysia Sarawak to collect data for academic research at your organization in partial fulfillment of his Postgraduate Degree – MSc (HRD).

**Name** : Jaddil @ Zaidel b. Ibrahim  
**I/C No.** : 580530-13-5003  
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MSc (HRD) Flexi-Time Programme







94300 Kota Samarahan

Sarawak Malaysia

Tel + 60 82 671000

Fax + 60 82 672281

**UNIMAS/12-11/09-08(24)**

29 April 2002

General Manager  
Land Custody and Development Authority (LCDA)  
Level 5, 8 & 12  
Wisma Satok, Jalan Satok  
93400 Kuching  
(att: En. Joseph Ong)

Dear Sir

**Permission to Collect Data for Academic Research in Partial Fulfillment of Postgraduate Degree**

With reference to the above matter, I would like to request permission for the following student from the Faculty of Cognitive Sciences and Human Development, Universiti Malaysia Sarawak to collect data for academic research at your organization in partial fulfillment of his Postgraduate Degree – MSc (HRD).

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| <b>Name</b>           | <b>: Jaddil @ Zaidel b. Ibrahim</b>  |
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Yours faithfully

  
Suekadiana binti Affendi  
b/p Coordinator  
MSc (HRD) Flexi-Time Programme

**ATTITUDES OF EXECUTIVES TOWARDS IN-SERVICE TRAINING PROGRAMS:  
A CASE STUDY OF STATUTORY CORPORATIONS IN SARAWAK**

**Questionnaire**

This survey is strictly **confidential**. The information requested below is for academic purposed only and will not identify you in any way. Your responses will be completely anonymous. Please complete all the answers in this questionnaire.

Please tick (✓) in the relevant box.

**Section A: Demographic Data**

A1. Gender :

Male  
Female

|  |
|--|
|  |
|  |

A2. Age:

Under 20 years  
20 - 29  
30 - 39  
40 - 49  
50 and above

|  |
|--|
|  |
|  |
|  |
|  |
|  |

A3. Marital Status :

Single  
Married

|  |
|--|
|  |
|  |

Others, please specify : \_\_\_\_\_

A4. Work Experience :

5 years and below  
6 - 10 years  
11 - 15 years  
16 - 20 years  
21 - 25 years  
25 years and above

|  |
|--|
|  |
|  |
|  |
|  |
|  |
|  |

A5. Highest Academic Qualification :

SPM/MCE/SC  
STPM/HSC  
Diploma  
Bachelor Degree  
Master Degree  
Ph.D.

|  |
|--|
|  |
|  |
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|  |
|  |

**Section B: General Attitude towards In-Service Training Program.**

**Instruction:** With reference to the Likert Scale below, please circle only one number for each column which is most accurately expresses your opinion or feelings.

| <b>Strongly Disagree</b> | <b>Disagree</b> | <b>Undecided</b> | <b>Agree</b> | <b>Strongly Agree</b> |
|--------------------------|-----------------|------------------|--------------|-----------------------|
| <b>1</b>                 | <b>2</b>        | <b>3</b>         | <b>4</b>     | <b>5</b>              |

- B1. I like to participate in an in-service training programs because :
- B1.1 it enhances and stimulates my creativity. 1 2 3 4 5
- B1.2 it stimulates and motivates my thinking. 1 2 3 4 5
- B1.3 it arises my interest. 1 2 3 4 5
- B1.4 it improves my self-confidence. 1 2 3 4 5
- B1.5 it exposes me to new challenges. 1 2 3 4 5
- B1.6 it develops a positive attitude towards my job. 1 2 3 4 5
- B1.7 it improves my knowledge and skills. 1 2 3 4 5
- B1.8 it improves the way I do my job. 1 2 3 4 5
- B2. I am always interested and keen to participate any in-service training programs. 1 2 3 4 5
- B3. Attending in-service training programs is stressful to me. 1 2 3 4 5
- B4. I feel restless when required to attend any in-service training programs. 1 2 3 4 5
- B5. Participating in any-service training programs is boring to me. 1 2 3 4 5
- B6. I feel confident to participate in any in-service programs. 1 2 3 4 5
- B7. I feel inconvenience to practice what I have learned from the training programs. 1 2 3 4 5
- B8. Participating in any in-service training programs made me feel physically and mentally fatigue. 1 2 3 4 5

**Section C : Factors that Influence/Affect Attitude towards In-Service Training Program**

**Instruction:** With reference to the Likert Scale below, please circle only one number for each column which is most accurately expresses your opinion or feelings.

| <b>Strongly Disagree</b> | <b>Disagree</b> | <b>Undecided</b> | <b>Agree</b> | <b>Strongly Agree</b> |
|--------------------------|-----------------|------------------|--------------|-----------------------|
| <b>1</b>                 | <b>2</b>        | <b>3</b>         | <b>4</b>     | <b>5</b>              |

**C1. I will only participate in any in-service training program which:**

C1.1 is relevant to my duties and responsibilities. 1 2 3 4 5

C1.2 is relevant to the needs of my job. 1 2 3 4 5

C1.3 is relevant to my interest. 1 2 3 4 5

C1.4 is relevant the needs of my organization. 1 2 3 4 5

C1.5 is relevant to my qualification and position. 1 2 3 4 5

C1.6 fulfills my needs to acquire more knowledge. 1 2 3 4 5

C1.7 enhances my career and position. 1 2 3 4 5

C1.8 improves my level of education. 1 2 3 4 5

C1.9 keeps me up to date with new developments and changes that will affect how I perform my job. 1 2 3 4 5

C1.10 improve the quality of what I do. 1 2 3 4 5

C1.11 motivates me to acquire more knowledge and skills. 1 2 3 4 5

C1.12 improves the quality of my life. 1 2 3 4 5

C1.13 responds appropriately to my feelings. 1 2 3 4 5

C1.14 gives me a sense of satisfaction and accomplishment. 1 2 3 4 5

C1.15 is necessary for confirmation in my service. 1 2 3 4 5

C2. I am interested to participate in the in-service training programs:

C2.1 if training is going to improve my professionalism. 1 2 3 4 5

C2.2 if the knowledge and skills acquired from training is transferable to the other fellow colleagues. 1 2 3 4 5

C2.3 if the benefits of the training programs will be transferred to the job. 1 2 3 4 5

C2.4 if training builds on group commitment immediately after the training programs. 1 2 3 4 5

C2.5 if training is to bring more advantages than disadvantages. 1 2 3 4 5

C2.6 if the training is organized at a convenience locations. 1 2 3 4 5

C2.7 if I am given an allowances for attending the training programs. 1 2 3 4 5

C2.8 if training is one of the criteria for annual performance assessment and promotion. 1 2 3 4 5

C2.9 if I am given a letter of appreciation and recognition. 1 2 3 4 5

C2.10 if training sets as a stepping stone for career development. 1 2 3 4 5

C2.11 if I am given a fair consideration for promotion advancement. 1 2 3 4 5

|       |  |   |   |   |   |   |
|-------|--|---|---|---|---|---|
| C2.12 | if training provides an example and standard to copy.                                      | 1 | 2 | 3 | 4 | 5 |
| C2.13 | if the training is a competency-based training.  | 1 | 2 | 3 | 4 | 5 |
| C2.14 | if training develops performance standards for my organization.                            | 1 | 2 | 3 | 4 | 5 |
| C2.15 | if the training provides outlines and materials for participants.                          | 1 | 2 | 3 | 4 | 5 |
| C2.16 | if the training provides lesson plan in formats approved or required by my organization.   | 1 | 2 | 3 | 4 | 5 |
| C2.17 | if I am given the choice to attend the training programs that fit my interest.             | 1 | 2 | 3 | 4 | 5 |
| C2.18 | if I am given accessibility to the training programs before I participate in the training. | 1 | 2 | 3 | 4 | 5 |
| C2.19 | if the top management gives encouragement to the training programs.                        | 1 | 2 | 3 | 4 | 5 |
| C2.20 | if the top management is fair in selecting the staff for training.                         | 1 | 2 | 3 | 4 | 5 |
| C2.21 | if top management is supportive in sending staff for training.                             | 1 | 2 | 3 | 4 | 5 |
| C2.22 | if top management give the opportunity to use my best ability after training.              | 1 | 2 | 3 | 4 | 5 |
| C2.23 | if top management informs me accordingly on importance of training.                        | 1 | 2 | 3 | 4 | 5 |

- |       |  |   |   |   |   |   |
|-------|--|---|---|---|---|---|
| C2.24 | if there is support and encouragement from my colleagues.                                | 1 | 2 | 3 | 4 | 5 |
| C2.25 | if my colleagues are also attending the same training programs.                          | 1 | 2 | 3 | 4 | 5 |
| C2.26 | if I get a positive feedback from my colleagues who have attended the training programs. | 1 | 2 | 3 | 4 | 5 |
| C2.27 | if every staff are given equal opportunity to be selected for training.                  | 1 | 2 | 3 | 4 | 5 |

THANK YOU FOR YOUR KIND COOPERATION