

**IDENTIFICATION OF IN-SERVICE TRAINING NEEDS AMONG SECONDARY  
SCHOOL CLERKS IN KUCHING DIVISION, SARAWAK**

**P.KHIDMAT MAKLUMAT AKADEMIK  
UNIMAS**



**1000132424**

By  
Mary John

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## DEDICATION

This thesis is dedicated to my husband, Hilary John Da, my two children, Amanda Natasha and Aaron Zachary, who have and will always be my inspiration to be a better person; My mother, Luwi Minggu, who has wonderfully cared for my two children throughout the duration of my study. My late father, John Langgie, who had, in his life time, encouraged me to always give my best in everything I do.

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## ABSTRACT

Training is an important management tool in order to improve the work performance of both the individual and the organisation due to the rapid changes in technology and tasks performed by the worker. In addition, changes in composition of the workforce and competition to produce quality products and services are also contributory factors for the need in training. On the other hand, training involves time, financial and human resources. So before an organisation can embark on any training, it is important that training needs analysis be carried out so as to ensure a return in investment, as training is an investment by itself.

Therefore, this study sets out to identify the training needs, in terms of knowledge and skills, of seventy (70) secondary school clerks in Kuching Division, Sarawak. Eight (8) areas were identified as main aspects of the clerks' job; namely, Managing Yourself – Your Personal Effectiveness, Paper Work, Communication, Handling Information and Data, Working within the Government System, Finance, Store Management, and Documentation of Service Matters. Through the questionnaire and DIFF analysis, clerks were asked to identify the degree of difficulty, importance and frequency of thirty eight (38) tasks classified under the eight (8) broad areas. From here, it was deduced that training would be needed for seventeen (17) items or tasks. Thus, it is pertinent that these seventeen (17) tasks have to be included in the content of future clerical training programme. In addition, through the semi-structured interview, the opinions of nine (9) secondary school principals were obtained pertaining to training needs of secondary school clerks.

Clerks were also asked to identify their training preferences with regard to duration, location and trainers. The majority of clerks apparently preferred clerical training to be a week course during working days, to be done outside the school and conducted by external trainers. By cross tabulation and employing the chi-square test ( $\chi^2$ ), the four (4) demographic characteristics of gender, age, job grade and length of service were selected in order to compare the significant differences in training needs among all thirty-eight (38) tasks.

Based on the findings, two types of training programme were recommended for the clerks. Firstly, pre-posting in-service training would have to be carried out, with emphasis on the provision and acquisition of administrative knowledge and competencies associated with clerical work. Secondly, an on-going, well-structured and coherent staff development programme would have to be drawn up based on a thorough training needs assessment done at the organisational and individual levels. Implications for policy makers at the Malaysian Ministry of Education Malaysia and the Sarawak State Education Department (SSED) as well as for future research were highlighted.

*Latihan merupakan salah satu alat pengurusan yang penting bagi meningkatkan prestasi kerja dua-dua organisasi dan individu akibat perubahan pesat teknologi dan tugas yang dilakukan oleh pekerja. Tambahan pula, perubahan dalam komposisi pekerja dan persaingan untuk pengeluaran barangan dan perkhidmatan yang berkualiti juga merupakan factor yang menyumbang terhadap perlunya latihan. Di samping itu, latihan melibatkan sumber-sumber kewangan, masa dan sumber manusia. Maka itu, sebelum sesuatu organisasi mula dengan rancangan latihan mereka, adalah penting bahawa analisa keperluan latihan dibuat terlebih dahulu bagi memastikan pulangan pelaburan, memandangkan latihan itu sendiri merupakan pelaburan.*

*Dengan itu, kajian ini bertujuan mengenalpasti keperluan latihan dari segi pengetahuan dan kemahiran tujuh puluh (70) orang pembantu tadbir yang berkhidmat di sekolah menengah Bahagian Kuching, Sarawak. Lapan (8) bidang telah diidentifikasi sebagai bidang kerja pembantu Tadbir yakni pengurusan diri, surat menyurat, komunikasi, pengurusan maklumat dan data, perkhidmatan dalam sistem kerajaan, kewangan, pengurusan stor dan dokumentasi hal-hal perkhidmatan. Melalui soal-selidik dan analisa DIFF, para pembantu tadbir diminta mengidentifikasi tahap kesukaran, kepentingan dan kekerapan tiga puluh lapan (38) tugas yang telah dikelasifikasi di bawah lapan (8) bidang utama berkenaan. Daripada kajian yang telah dibuat, didapati bahawa latihan adalah perlu untuk tujuh belas (17) tugas. Justeru itu, adalah mustahak bahawa ketujuh belas (17) tugas tersebut dimasukkan dalam kandungan latihan untuk pembantu tadbir pada masa hadapan. Di samping itu, sembilan (9) orang pengetua telah ditemuduga bagi memperoleh pandangan mereka tentang keperluan latihan pembantu tadbir sekolah menengah.*

*Para pembantu tadbir juga diminta mengenalpasti keutamaan berkaitan tempoh, lokasi dan jurulatih sesuatu latihan. Kebanyakan daripada mereka menyatakan mereka lebih suka sekiranya latihan dibuat dalam tempoh seminggu semasa waktu bekerja dan dilaksanakan di luar sekolah. Selain itu, mereka memilih supaya jurulatih dari luar sekolah dipanggil memberi kursus. Melalui kaedah "cross-tabulation" dan ujian "chi-square" ( $X^2$ ), empat (4) ciri demografi iaitu jantina, umur, gred jawatan dan tempoh perkhidmatan dipilih bagi membanding samada ada terdapat keperluan latihan yang signifikan bagi tiga puluh lapan (38) tugas pembantu tadbir yang telah dikenalpasti.*

*Hasil penemuan kajian, dua (2) jenis program latihan dicadang. Pertama, latihan dalam perkhidmatan sebelum pembantu tadbir dihantar bertugas ke stesyen masing-masing harus dibuat, dengan penekanan kepada penguasaan pengetahuan dan kecekapan pentadbiran berkaitan dengan tugas mereka. Kedua, latihan hendaklah berterusan dan mempunyai struktur program perkembangan staf yang baik dan berdasarkan keperluan latihan yang dibuat pada peringkat organisasi dan individu. Implikasi kepada penggubal dasar pada peringkat Kementerian Pendidikan Malaysia dan Jabatan Pendidikan Negeri Sarawak juga dinyatakan. Akhir sekali, implikasi untuk kajian akan datang juga dikemukakan.*

# CHAPTER 1

## INTRODUCTION

### 1.1 Introduction

Training plays an important role in determining the success of any organization. This is especially true today where the technological, economic, social and political environment is constantly changing. Therefore through training, an organisation has to ensure that its people are equipped with the necessary knowledge, skills and attitudes. According to Nadler and Nadler (1992), training is the activity where the learning is focused on the present job of the learner. In other words, training focuses on the acquisition of knowledge, skills and attitude that are needed to perform more effectively in one's current job and subsequently improve the performance of the organization. However, before an organization embarks on a training programme, it has to do a training need analysis. According to Blanchard and Thacker (1999), a training need analysis is a systematic method for determining what needs to be done to bring performance in a particular job or sets of jobs to the expected level. Training need analysis will determine whether the problem of performance deficiency should be tackled through training or other methods that do not involve training.

Peters (1989) outlined ten attributes of a good and successful training programme. These include:

- a) Extensive entry-level training that focuses on exactly the skills in which the organisation wish to be distinctive.
- b) Employees being treated as potential career employees.
- c) Regular training is required.
- d) Both time and money are generously expended.
- e) On-the-job training.
- f) No limitation to the skills that can profitably be taught to everyone.
- g) Training is used to herald a commitment to a new strategic thrust.
- h) Training is emphasised at a time of crisis.
- i) All training is line-driven.
- j) Training being used to teach the organisation's vision and values.

The suggestion above is obviously farsighted and is based on several changes that are occurring worldwide. These changes include global competition, corporate reorganization and developments in technology as well as social and economic demands that emphasised on the significance of training in the workplace.

Ahmad Sarji (1994) said that in implementing its training objectives, the Civil service of Malaysia has put emphasis on:

- a) Management and upgrading of quality and productivity.
- b) Improvement in systems and procedures.
- c) Improvement in counter services.
- d) Information technology.
- e) Implementation of the Malaysia Incorporated policy.
- f) Discipline and accountability
- g) Implementation of the New Remuneration System.
- h) Right sizing of the civil service.
- i) Improvement in financial management.

For instance, in the seventh Malaysian Plan (1996-2000), it has been projected that workers in the clerical category will increase at the rate of 3.2 percent per year, constituting 11.7 percent of new jobs created. With the increased use of information technology in office administration and management, the skills of workers in this category will be expected to shift to a more automated work procedure. Hence, the increase in demand for trained workers that has keyboarding skills and knowledge in computer software.

Within the Malaysian government service, the task of training civil servants is stated explicitly in the training objectives outlined by the National Institute for Public Administration (INTAN), that is to increase the knowledge and skills of its staff. On the other hand, the implicit objective will be to evolve a spirit of belonging, loyalty and accountability to the organization (Halim Shafie & Sta Maria, 1997). Therefore in its training programme, courses in communication and language skills as well as team building, among others will be included.

Referring specifically to clerical tasks, Lund (1993, p.94) aptly predicted that the role and job opportunity of clerks in future would change because "as office technology continues to become more sophisticated and widespread, the role of clerical workers will continue to expand to a more skilled...and professional level." In addition, Sheal (1992) mentioned that with the rapid change in technology and work system, many traditional industries and clerical tasks have changed radically or become obsolete. New tasks then have come into existence, particularly in the service sector and information-based industries. As a result, it has deemed to be necessary for workers to adapt themselves to the situation and acquire the relevant skills after the opportunities have been given to them to do so.

According to Gerber and Velde (1996), clerical staff perceived the need for them to be skilful in their job. Those skills include development of basic skills, acquisition of required knowledge, good personal characteristics, efficiency in work and holistic thinking.

## **1.2 Background of the study**

In Malaysia, secondary school clerks make up the support staff in schools. They are responsible for assisting the school principals in carrying out their administrative tasks namely financial management and other general administration work like filing, store management, keeping records and data. Besides, clerks also serve as important "Public Relations Officers" as they have to deal with students, teachers, parents and the general public. There are altogether 144 secondary schools that are directly under the jurisdiction of the Sarawak State Education Department (SSED), of which 35 schools are in the Kuching Division. Depending on the grade of school and whether it has boarding facilities or otherwise, will determine the number of clerks allocated to the particular school. Thus the number of clerks for secondary schools will range from one to three persons.

To date, there is no fixed statement or policy for professional training of secondary clerks in Sarawak and in Malaysia in general. In other words, newly appointed clerks and clerks on promotion to a higher grade need not necessarily be given formal training once they are posted to the respective schools. Thus, they are ill prepared to shoulder the responsibilities expected of them in order to perform their jobs effectively, efficiently and with full accountability. In the absence of formal training, these clerks will generally gain knowledge and skills on-the-job over the years from their peers or principals. Hitherto, the Ministry of Education, Malaysia and the Sarawak State Education Department (SSED) give

expository in-service training on an ad-hoc basis whenever time and funds permit. The training, which lasts for a week or so, is usually organised, based on the perception of the Ministry or State Education officials. Occasionally, clerks are also sent to courses conducted by the National Institute for Public Administration (INTAN), Kuala Lumpur. Selection of participants for such training is based on nominations given by principals to the training unit in the SSED. Needs assessment was not being undertaken at the task and individual level pertaining to the topics or content of the training programme. Preferences of participants with regard to duration, location and trainers were not given due consideration. Besides, the tendency for training to be regarded as one “shot- in- the- arm” treatment seems to be the norm rather than the exception. The choice of topics, duration, place and trainers should form the basis of any in-service training programme. Therefore, these elements have to be deliberated on carefully as they are seen as contributory to the effectiveness of the in-service programmes.

### **1.3 Statement of the problem**

The clerks serving in secondary schools in Sarawak in general and Kuching Division in particular are diverse in nature. Some of these clerks (Grade N9) are appointed to the post right after leaving school, devoid of any experience in doing clerical work, while others are appointed after being promoted from a lower job scale in the other support staff category where the nature of the job is completely different from the clerical work that they are presently doing. Still, some others have served in primary schools but are now transferred to the secondary schools where the expectations in terms of knowledge and skills are more demanding. This is so because in Sarawak, all secondary schools are responsibility centres and school principles are warrant holders with respect to the management of financial resources. On the other hand, clerks holding senior posts (Grade N7) are enlisted among clerks who have been promoted from the junior grade (N9), after having served in that job grade for a sufficient length of time.

With these varied background, what are then the specific aspects of work where the clerks need training? How many of these clerks will need training, no training or over training in the areas identified as major aspects of their work? What are their preferences regarding the duration, location and choice of trainers if training is to be given? It is inevitable therefore, that the training needs of clerks especially with regard to the relevant topics for the specific groups be identified. By doing so, it can justify the cost in sending the clerks for attending the courses organised by the respective parties concerned and to ensure transfer of training to the workplace. Ultimately and hopefully, performance of the clerks in their job will be brought up to the expected level and in line with the schools’ vision and mission.

### **1.4 Objectives of the Study**

The purpose of this study is to identify the in-service training needs of secondary school clerks in Kuching Division, Sarawak. Related to those needs, preferences of the clerks pertaining to duration, location and trainers for the training programme will also be determined.

Specifically, the primary objectives of this study are listed as below:

1.4.1. Describe the demographic characteristics of secondary school clerks.

- 1.4.2. Determine the degree of difficulty, importance and frequency of performing the tasks identified as main aspects of the clerks' job.
- 1.4.3. Determine where the clerks need training, no training or over training in aspects of work identified in the study.
- 1.4.4. Determine the clerks' preferences of duration, location and trainers for the training programme.

In addition, the secondary objective of the study will be to determine whether there are differences among secondary school clerks of varied demographic characteristics (gender, age, job grade and length of service) in terms of the training needs.

## **1.5 Research Questions**

The specific research questions of this study are:

- 1.5.1 What are the demographic characteristics of secondary school clerks in Sarawak?
- 1.5.2 What are the degree of difficulty, importance and frequency of performing the identified clerical tasks?
- 1.5.3 What are the training needs of secondary school?
- 1.5.4 What are the clerks' training preferences in respect of the duration, location and trainers for the training programme?

This study also seeks to find answers to this secondary research question, that is, are there significant differences in the training needs among the various demographic characteristics of secondary school clerks?

## **1.6 Research Hypotheses**

With regards to the secondary research objective, the following research hypotheses were tested:

Null Hypothesis (Ho1): There is no significant difference between male and female secondary school clerks in terms of their training needs.

Null Hypothesis (Ho2): There is no significant difference among secondary school clerks from the different age groups in terms of their training needs.

Null Hypothesis (Ho3): There is no significant difference between Grade N7 and Grade N9 secondary school clerks in terms of their training needs.

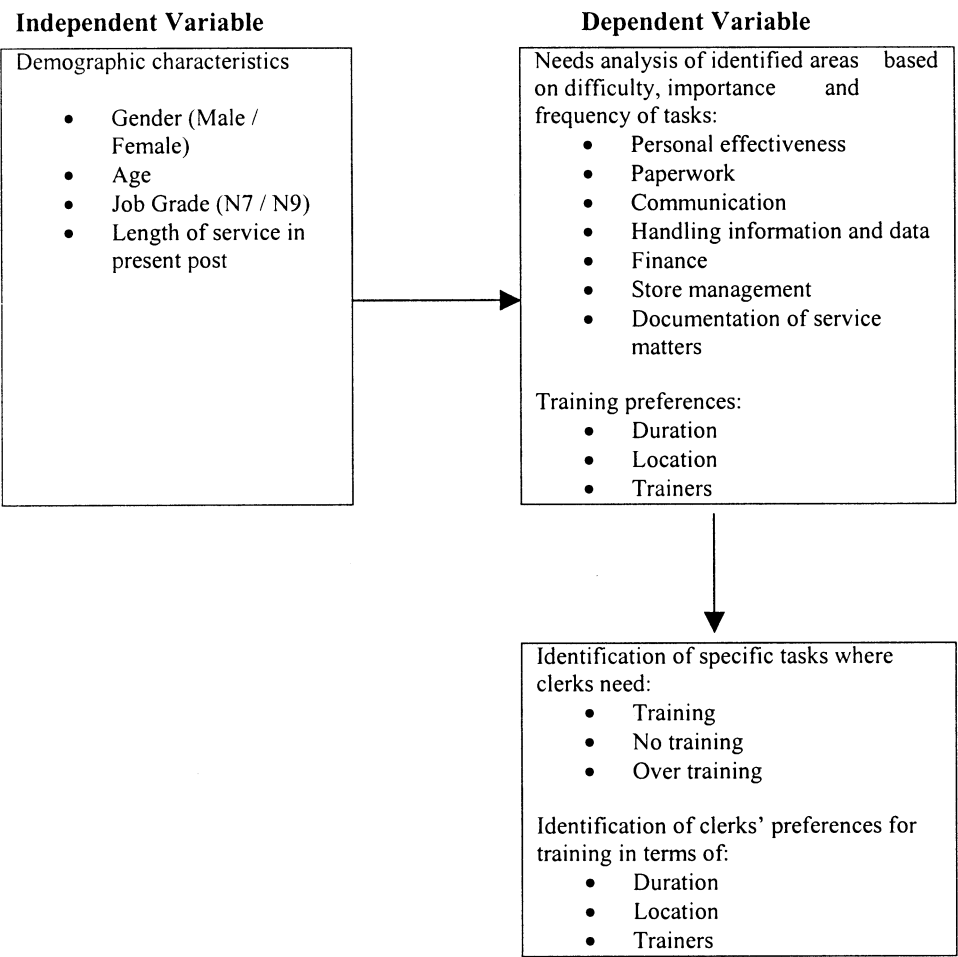
Null Hypothesis (Ho4): There is no significant difference between clerks of different length of service in terms of their training needs.

## **1.7 Conceptual Framework**

The conceptual framework of the study is designed, firstly, to determine the degree of difficulty, importance and frequency of the main aspects of the clerks' job as shown in Figure 1.1. Based on the figure, specific areas where the clerks need training, no training or over training will be determined.

The second aspect of the conceptual framework that is also given in Figure 1.1, is to determine the preferences of clerks in terms of duration, location and types of trainers if

training or over training is to be carried out. Finally, the third aspect of the conceptual framework is to ascertain whether any significant difference exists among clerks of varied demographic characteristics (gender, age, job grade and length of service) in terms of their training needs.



**Figure 1.1            Conceptual framework of the Study.**

**1.8            Significance of the Study**

The description and analysis of the clerks' training needs in Kuching Division will be able to provide insight into areas that require training, no training or over training. In addition, identification of tasks from the study where in-service training need to be emphasised will help the Sarawak State Education Department and the Ministry of

Education to plan and budget for future training programmes. Preferences of clerks' concerning the duration, location and trainers for training are factors that needed to be given due consideration so as to create the feeling of ownership towards the programme. This will go a long way to ensure that transfer of training takes place in the workplace and improvement of work performance is achieved.

From the findings of the study, training planners and designers will be able to prioritise the training needs of the secondary school clerks by classifying tasks that need training into critical, urgent and medium term training needs. In designing the content of the training programme, topics to be selected and emphasised can be done more precisely.

## **1.9 Definitions of terms**

In this study, the operational definitions will be given to enable the study to be understood more accurately within the framework given by the definitions. Therefore, the proper focus can be given to the particular aspects within the context of the study.

### **1.9.1 In-service courses**

In the context of the education service, in-service courses are given to school clerks that have been appointed in their respective schemes, either the N9 or N7 job category. Dependent upon the availability of funds from the Ministry of Education in Kuala Lumpur, the frequency of courses attended by clerks range from one to three times in the whole duration of their career.

### **1.9.2 Training**

Training for clerks in this study will encompass self-management, paperwork, communication, handling information and data, working within the government system, finance, store management and documentation of service matters.

### **1.9.3 Over-training**

Over-training refers to training beyond bare mastery because there are unlikely to be opportunities to practise on the job. Over-training may be required for some tasks where the frequency rating indicates that there may be the chance of forgetting what has been learnt. Over-training sets out to achieve full mastery, such that any performance, at any time will be full mastery standards. Examples are wearing breathing apparatus in hazardous conditions, safety procedures under emergency conditions, weapons training for combat troops (Open Learning, 1991).

However, in the context of the clerks in the Education Service in this study, tasks that indicated over-training would not be interpreted as a need for training as the Education Service does not fall into the Critical Service Category as outlined by the Malaysian Public Service Department. Rather, it means that the clerks have been given too much training on the particular tasks. Any retraining for such tasks, if any, would merely be for the clerks to view performing the tasks in a different manner. Therefore, over-training would mean re-training here.

### **1.9.4 In-service training**

In-service training refers to all the activities that are planned, designed and implemented to improve the job competencies of secondary school clerks.



### **1.9.5 Training needs**

Training needs are the specific knowledge and skills that the clerks require to enable them to carry out their job responsibilities effectively and efficiently.

### **1.9.6 Training needs analysis**

Training needs analysis refers to the assessment and evaluation of the specific knowledge and skills needed by the clerks. In this study, they refer to tasks that need training, no training or over-training.

### **1.9.7 Secondary School clerks**

Secondary school clerks are clerical assistants from the N7 and N9 job category, posts established under the New Remuneration Scheme of the Malaysian Public Service. They made up part of the support staff assisting the school principals in their administrative and management tasks.

### **1.9.8 Secondary Schools**

Secondary schools are institutions where students are placed to study in Form 1 until Form 5 or Form 6 classes. In the context of this study, these are government or government-aided secondary schools located in the Kuching Division in the State of Sarawak. These schools include only those that are directly under the jurisdiction of the SSED and exclude technical schools and fully residential schools, which come under the direct purview of the Ministry of Education, Malaysia.

### **1.9.9 Grade A and Grade B secondary schools**

Grade A secondary schools are schools that obtain the minimum 60% of points required to qualify under such grade based on the following criteria stipulated by the Ministry of Education:

- Total enrolment of students
- Location of school
- Stream of School
- Number of Boarders
- School Level
- Number of school session

Grade B secondary schools are schools that do not meet the minimum 60 % of points required to qualify as Grade A schools based on the criterion above.

### **1.9.10 Boarding and non-boarding schools**

Boarding schools are secondary schools that have accommodation facilities and provide meals for boarders. The student population therefore comprises both boarders and day students. Non-boarding (Day) schools do not have any boarding facilities.

### **1.9.11 Sarawak State Education Department (SSED)**

The Sarawak State Education Department is a federal department and made up one of the fourteen state education departments under the Ministry of Education, Malaysia.

### **1.9.12 Responsibility centres**

Responsibility centres refer to all secondary schools in Sarawak that receive allocation warrants from the Regional Head Office, that is, the SSED.

### **1.9.13 Knowledge**

In the context of this study, knowledge refers to the facts that the clerks need to know in order to do their job efficiently, especially knowledge on managing oneself, paperwork, communication, handling information, working within the government system, finance, store management and documentation of service matters.

### **1.9.14 Skills**

Skills, in this context, would mean the ability of clerks to apply in practical terms the knowledge learnt in their respective work place.

### **1.9.15 Abilities**

In this study, abilities refer to knowledge and skills acquired by clerks after having been on the job for a sufficient length of time, usually more than five years. After this period, the clerks are considered to be reasonable proficient in their jobs and would therefore, require minimum supervision from their superiors.

### **1.9.16 Support staff**

Under the New Remuneration Scheme introduced in 1991, the Support Staff Category includes all staff that is not in the Top Management as well as in the Management and Professional Groups. In secondary schools, the support staff group comprises clerks, laboratory attendants, hostel supervisors, typists, drivers and general workers.

### **1.9.17 DIFF (Difficulty, Importance, Frequency) analysis**

The DIFF analysis is one of the techniques for identification of training needs at the operational or task level by identifying the degree of difficulty, importance and frequency of tasks carried out by the clerks. From here, deduction on training needs will be made. Training needs imply the need for training, no training or over training of clerks.

### **1.9.18 Clerical tasks**

Clerical tasks in this study refer to tasks that have been categorised under the eight sections of Part II (Training Needs) of the questionnaire. The eight sections comprise managing oneself, paperwork, communication, handling information and data, working within the government system, finance, store management and documentation of service matters.

## **1.10 Limitations of the Study**

This study is not a comprehensive study on training needs analysis. Instead, the analysis is only done at the individual level and does not include organisational analysis. In other words, it aims to determine the degree of difficulty; importance and frequency of doing those tasks that are considered as main aspects of the clerks' work. Deductions were then made through the DIFF analysis to indicate the respective tasks that will need training, no training or over training.

The main method employed for data gathering is done through questionnaires that have to be completed by the clerks. In order to consolidate findings of this study, semi-structured interviews were conducted on the school principals to obtain views on the training needs of clerks under their supervision. However, only nine (9) out of the thirty-five (35) principals in Kuching Division can be interviewed due to the time constraint. As a result, the selection of school principals for this purpose has to be done randomly, which is a

representation of the schools in Kuching Division. Transcribing, analysing and quantifying the results from the data obtained have proven to be time-consuming and difficult as the findings were very subjective.

There are one hundred and forty-four (144) secondary schools in Sarawak that are under the direct jurisdiction of the SSED. Out of these, thirty-five (35) schools were selected for the study, which make up the one hundred percent (100%) sample of schools in Kuching Division. Therefore, any result from this study would be representative only of clerks from Kuching Division and did not reflect the general situation in Sarawak or Malaysian secondary schools. This would also mean that the study on identification of training needs did not reflect the needs of secondary school clerks in general.

### **1.11 Conclusion**

This chapter has presented the research objectives and the hypotheses that the study will address. The significance and limitations of the study in relation to its educational context has also been discussed. It has been argued that this study will be beneficial and useful in that the findings will provide both the policy makers at the Ministry of Education and decision makers at the SSED with valuable feedback that can help shape future policy and administrative directions towards improving the effectiveness of the training of secondary school clerks.

## CHAPTER 2 REVIEW OF LITERATURE

### 2.1 Introduction

To support this study, the review of literature has examined the factors influencing training needs and previous studies on the training needs of support staff in general and clerks in particular. In addition, this chapter also reviews literature on Training Needs Analysis (TNA), its purpose and benefits obtained from conducting TNA. Approaches involved in doing TNA are also discussed.

### 2.2 Concept of In-Service Training

The ambiguities pertaining to the terms used to describe in-service training were as numerous as the different terms used by different authors to describe it. Choices of terms used were normally associated with the purpose in which the training was carried out within the organisation itself. Tymeson (1988) identified terms such as staff development, on-the-job training, renewal, continuing education, professional growth and personal development as being used interchangeably to denote the same thing.

In-service programmes have five interdependent subparts. They are planning, design, content, support and assessment. Each subpart needs to be planned carefully to complement and support the other. Therefore as suggested by Sullivan (1990), in-service training should incorporate the following ideas:

- a) Every program must be planned, and proper emphasis should be given to designing the learning experience, assessing needs, projecting expectations, budgeting, assigning responsibilities and evaluation,
- b) Every educational personnel, such as teachers, administrators, supervisors and school board members should take part in in-service training,
- c) In-service training emphasised further development and not maintenance of the knowledge, skills and attitudes of the individuals related to the job,
- d) The individual should be the target of in-service training, and focus should be directed towards his needs rather than the institution only,
- e) In-service training is more beneficial and effective if individuals' experiences and needs are taken into consideration,
- f) Needs analysis must be carried out,
- g) Effective in-service training is carried out in a concerted, planned, general and continuous manner, rather than as a separate, isolated and ad-hoc program. It should be coherent and developmental,
- h) More benefits are gained when participants are given the chance to choose their own goals and activities rather than having activities and goals planned and chosen for them,
- i) Effective in-service course should stress on demonstration, trial and feedback, rather than the mere acquirement and storage of knowledge for future use, and
- j) Staff must perceive it as relevant to their practical needs.

The choice of the right trainers, the right time and the right place were critical in ensuring the success of any in-service courses (Pierce & Hunsaker, 1996). Besides, Rudduck (1981) opined that the logic of learning needed a balanced relationship between elements like:

- a) aims of the course,
- b) experience of course participants,
- c) setting of the course (i.e. shape and size of rooms),
- d) resources needed (hand-outs and audio visual aids),
- e) total working time available at the course,
- f) date and time of training,
- g) continuity and coherence of the course as a total event,
- h) the relationship between the course and the classroom situation or its relevance to the school.

### **2.2.1 Weaknesses Identified in In-Service Training Programmes**

Most in-service training programmes are devoid of proper needs assessment. Courses were short and expository in nature, but the expectation after each course was high. This situation reflected a similar situation faced by the SSED or Ministry of Education, Malaysia when organising courses for teachers or support staff. Such predicament is also experienced by other countries as shown in a study of in-service training for agriculture education in the Netherlands by Jongmans (1996). His study revealed that many in-service programmes were without any formal or theoretical method to determine the needs for the programmes. Participants were selected randomly as there were no specific criteria used for their nomination. Selection of participants was mainly left to the discretion of the heads of the training and development department or agencies concerned.

### **2.3 Importance of Training**

As defined by Goldstein (1993), training is the systematic acquisition of skills, rules, concepts, or attitudes that result in improved performance in another environment. In other words, the main objective of training is to improve the performance of both the individual and the organisation. Among some of the reasons that necessitate training (Sheal, 1992) are the rapid change in technology and tasks performed by the worker, as well as lack of skills in the long term. Changes in composition of the workforce and market pressure and competition to produce quality products and services are also contributory factors towards the necessity for training. In addition, Sibthorpe (1994) viewed training as an investment as it can make the individual more productive and serves as an evident of appreciation for the worker. Indeed, training is one way to help the worker to cope with changes and to adopt the quality approach in performing his/her work. This is so as training can assist in reducing errors committed at work by taking the necessary measures to resolve the problem.

Analyses of the value of a training programme should begin with the needs assessment process. According to Perry (1996), once a need for training is determined, it should be regarded as a major investment by the agency decision makers. This is because investment in training delivers formidable extra benefits, which include:

- a) Data are generated for budget forecasts,
- b) Training is linked to agency performance indicators at the outset,
- c) Early management buy-in is achieved,
- d) Agency resource priorities are considered,
- e) Training is viewed as a management tool – a valuable part of an integrated solution.

Thus, the advantages of training should not be viewed as merely for improving knowledge and skills. Studies have shown that training was beneficial to both the employees and the organisation (Stout, 1993). Individual benefits could be seen in terms of more job satisfaction, improved job performance, better career prospects and greater salary expectations. Organisation benefits were evident in improved work performance, increased safety at work, reinforcement of staff motivation and more consistent customer satisfaction.

### **2.3.1 Training Policy in Malaysia**

According to the Public Service Department (JPA, 1984), the Malaysian Government's policy on training for the public service is for the purpose of achieving the following objectives:

- a) Preparation of qualified and competent officers,
- b) Attainment of high quality work, and
- c) Improvement of skills, efficiency and productivity.

As mentioned in the Civil Service Circular No. 1, (1991) it was mandatory for civil servants to attend the induction course at least once in their service under the New Remuneration scheme. Nevertheless, the knowledge and skills acquired can become obsolete over time. Thus, there was a need for retraining which could be in the form of in-service training. With such training, performance of the worker could be improved, new knowledge and skills learnt, organizational problems could be solved and developmental needs of the individual could be met.

### **2.4 Concepts of Training Needs, Training Needs Identification and Analysis of Training Needs**

Robyn Peterson (1994) argued that there was a need to differentiate terms like training needs, training needs identification and analysis of training needs. A training need is a need for human performance improvement that can be met by training of some kind. Training needs identification however is the process required to detect and specify training needs at the organizational and individual levels. Finally, the analysis of training needs is the process of examining training needs to determine how best they might actually be made. Put simply, the complete process of training needs analysis involved all those skills necessary to identify and analyse training needs accurately. This meant specifying those gaps or discrepancies in performance that actually existed between what people are capable of doing now, what they should be doing, and what you want them to do in future. Stout (1993) clarified that there were two basic types of training needs, namely organizational and individual training needs. Identifying these two types of training needs can reveal a knowledge or skills gap, an attitude or behaviour problem and in which area past training has failed. In addition, shortcomings of training as well as suitable and unsatisfactory practices obtained through on-the-job-training will be recognised by both the manager and the employee. Blanchard and Thacker (1999) on the other hand, defines a training needs analysis (TNA) as a systematic method for determining what needed to be done to bring performance in a particular job or sets of jobs to the expected level.

Public service training needs normally fall into seven broad categories (Sarawak State Public Service and John Watkin & Associates Sdn. Bhd., 1994):

- a) Training new employees;
- b) Remedial training to improve performance;
- c) Maintenance training to keep the team up-to-date;

- d) Training outstanding employees for promotion;
- e) Management training;
- f) Attitude training; and
- g) Organizational Development.

#### **2.4.1 Reasons for Doing Training Needs Analysis**

A thorough analysis or assessment of training needs is a prerequisite for the design of any training plan, and ensures that each individual employee is sent on the appropriate training courses (Stout, 1993). Those who have been identified to lack the necessary knowledge, skills and attitudes may require training. In other cases, employees may have the requisite knowledge, skills and attitudes to do the job, but obstacles to effective performance are discovered that need to be removed. Therefore, conducting an analysis of training needs will assist training professionals to make sure that the correct training is being provided to the right people. Besides, it provides a benchmark (pre-measure) of the skills trainees have before training. This can be compared to a measure of the skills acquired in training (post-measure). With pre and post measures, it is possible to demonstrate the cost savings or value added as a result of training (Cascio, 1989). Training needs analysis also ensures that training focuses on knowledge, skills and attitudes that the trainees really need. When training is perceived as relevant, it is more likely to create interest.

According to Ibrahim Mamat (1996), although conducting training needs analysis is important before embarking on any training programme, many private or public agencies view it as unnecessary and a waste of time. On the other hand, training given to an employee will be wasteful if the training program is not suitable for him or her. Organising a training programme requires a big investment of capital. Therefore, in order to reduce training costs, a systematic training needs analysis should be adopted so that a suitable training programme can be offered to those who need it. In addition, a more result-oriented, job-specific and practical training can be designed. Appropriate training methodology can be identified and planning of training can be improved. Other related benefits from conducting training needs analysis include updating of desk files and identifying trainers among above-average individuals.

On the other hand, Wart, Cayer and Cook (1993) outlined three additional reasons for conducting a needs analysis. Firstly, it provides alternative solutions to problems that are not related to training, such as staff changes, pay increases, recruitment, or a combination of several other options. Each of these options has different training ramifications. The best solution may be a combination of several alternatives, which would involve a variety of training strategies. Secondly, a needs analysis also forms an important research base for programme development and evaluation. A good needs assessment will determine the general need and audience, establish the training content, indicate the most useful teaching strategies, focus logistical decisions, and ascertain the specific audience to address. Finally, the needs analysis also provides an external legal defence and internal support for a training programme. Employees' ignorance of legally required operating procedure does not free the organisation from responsibility for employees' behaviour. If an organisation can prove that information or skills were disseminated systematically, liabilities can be avoided or minimised. Also, top management is interested in obtaining supporting data before committing time and money to programmes. Middle management and affected employees are usually more supportive of programmes based on solid needs assessment because they are involved in the process of producing and identifying data.

## **2.4.2 Levels of Needs Analysis**

A training needs analysis is generally made up three distinct but closely interrelated components or levels: organisational analysis, operations (tasks/job) analysis, and person analysis. Since needs can exist at any levels, and to ensure an effective human resource development effort, it has been suggested that if possible, all three types of analyses have to be undertaken. This is because each level of assessment measures different aspects of the organization. According to DeSimone and Harris (1998, p.100), organizational analysis suggests where in the organization training is needed and under what conditions it will occur. Task analysis explains what must be done to perform a job successfully. Person analysis reveals who needs to be trained, and what kind of training they need. It is worth noting that different authors used different terminology when writing on task analysis. For instance, Blanchard and Thacker (1999) used the term “operational analysis”, DeSimone and Harris (1998) used the term “task analysis” and Wilson (1999) preferred the term “occupational analysis”. On the other hand, Goldstein (1993) used the terms “job analysis” and “task analysis” interchangeably.

### **a) Organisational Analysis**

This level of analysis involves looking at the internal environment of the organisation and determining its fit with organisational goals and objectives. It is also an examination of how these factors affect job performance. Finally, the organisational analysis identifies constraints on training. McGehee and Thayer (cited in Blanchard & Thacker, 1999) suggested that an organisational analysis should focus on the strategies and the resources in the organisation as well as the allocation of these resources. More recently, organisational analysis has been reconceptualized to include the total internal environment. This process looked at structures, policies and procedures, job-design work flow processes and other factors that facilitate or inhibit an employee's ability to meet job performance expectations (Tannenbaum & Yukl, 1992).

The organisational mission and strategies provide the priorities for training. Training resources are always finite, so decisions must be made as to where to spend the training budget. From this, focus can be made on employees facing performance discrepancies. The other main objective of the organisational analysis is to examine the various structures (e.g. mechanistic or organic) and designs (e.g. pay systems and reward policies) operating in an organisation in order to determine how congruent they are with the performance objectives of the unit in which the discrepancies have been identified. Identifying these in congruencies early, and changing them, will help ensure that when training is complete, it will transfer to the job.

There is no one best way to perform an organizational analysis. Useful information can be obtained from many different sources. Interviews with individuals at different levels in the organization, surveys and archival data such as grievance levels, productivity and quality measures are all appropriate indicators of how the organization is operating and where problems are arising.



## **b) Operational (Job/Task) Analysis**

Blanchard and Thacker (1999) viewed operational analysis as consisting primarily of an examination of the tasks required to do a particular job effectively. It requires an examination of what tasks are to be performed, at what level they must be performed, and what knowledge, skills and attitudes are necessary to perform them. It also requires an analysis of any roadblocks faced in doing an effective job.

According to McCormick (1979), the job analysis should result in a list of all the important tasks and knowledge, skills and attitudes required to perform the job. Both sets of information are necessary. The task information is important for identifying the expected behaviour, developing actual training programmes and making subsequent evaluations of the training.

All jobs require some type of knowledge. This is often “declarative knowledge”, that is, the knowledge necessary to perform a task. The job analysis should provide a list of tasks that when examined, will point to the knowledge requirements necessary to be successful. As are for knowledge and skills, attitudes can be inferred from the job analysis.

Goldstein, Macey, and Prien (1981) suggested the following steps when conducting task needs analysis:

- i. Overview of the job
- ii. Interview job experts and determine tasks and knowledge, skills and attitudes needed to perform tasks
- iii. Rate tasks and knowledge, skills and attitudes
- iv. Determine which tasks should be trained and which should be emphasized

## **c) Person Analysis**

A person analysis identifies those incumbents who are not meeting performance expectations (Blanchard & Thacker, 1999). In other words, it examines those who occupy the job to see if they have the required knowledge, skills and attitudes to do the job and performing at an acceptable level. When the standards for the job (operational analysis) do not match an employee's performance (person analysis), a performance discrepancy exists. A performance discrepancy is the difference between expected behaviour and actual behaviour. Expected behaviour is a performance level expected in the future and actual performance is the current performance level.

Data for actual performance can be obtained from different sources. Three commonly used sources are performance appraisal, performance data and proficiency tests. Attitude survey can also be utilised, though to a lesser extent.

### **2.4.3 Methods in Conducting Needs Analysis**

There are nine basic needs assessment techniques (Steadham, 1980 as cited by Goldstein, 1993) which include observation, questionnaire, key consultation, print media, interviews, group discussion, tests, record and reports and also work samples. However, the more commonly adopted methods are through questionnaires and interviews. The advantages and disadvantages of both methods are highlighted in Appendix F.

## **2.5 Demographic Variables Influencing Training Needs**

Studies have revealed that several demographic factors can, to a certain extent, decide the training needs of individuals. Among some of these factors are age, gender, experiences and school size.

### **2.5.1 Age**

Carnevale and Carnevale (1994) in their survey on 60,000 trainees in the United States indicated that training is being concentrated among those in the older age group as employers are convinced that they are committed to the job. From the year 1983 to 1991, there was a seventy-one (71) percent increase in employees between the ages of 35 and 44 reporting on self-improved training. However, according to Smolak (1993), employers did not like to invest in training for older workers due to the belief that these workers were less interested and less capable in learning new tasks. His claim was further supported by Cross (1981), who discovered that in most studies, involvement and interest in learning tended to decrease when employees reached their 40s. It deteriorated rapidly as one reached 50 years of age and above.

However, Welford (1958) as cited by Knox (1989) concluded that the age factor did not have much influence on individuals who attended systematic training and with the intention of learning new skill. As such, this study has shown that there is no significant relationship between age and training needs. Thus, it concurred with Long's findings (1972) that age was not a factor influencing adult learning. The most important factor rather, was the physiological factor arising from increased age that might hinder learning. According to him, regardless of the increase in age, adults would still have a positive attitude toward learning.

Age is also associated with types of training preferred. Latham, Crandall and Morrison (1991) mentioned that research by the United States Geographical agency found that trainees from the different age cohort preferred different areas of training. Trainees between the ages of 40 to 49 years preferred training in management areas, while workers within the 50 to 59-age category preferred training in technological areas. On the contrary, workers over 60 years of age showed little interest in any specific area as they focused more on their impending retirement and held the belief that they were not trainable.

### **2.5.2 Gender**

Cross (1981), discovered that females were no less involved in learning activities as compared to their male counterparts. In fact, in most studies, many females also indicated that they are more interested in those learning activities as compared to those from the opposite gender.

However, in the field of information technology, females were less interested in using the computer as compared to males (Reinen & Plomp, 1997). Females found themselves facing varied problems when using the various computer softwares. The prevalence of such situation could be the result of insufficient support, less accessibility to computers and lack of female role models in this specific area.

In his study of 400 working women, Zaberenco (1997) found that 80 percent of these women considered technology to be the gateway to job domains that hitherto, had been largely dominated by males. Those women also stated that the computer and the Internet would also assist in achieving their professional goals.

### **2.5.3 Experience**

Experiences could influence the attitudes of individuals (Roger, 1992). These experiences could be in the form of new attitude, role-playing, decision-making, simulations and others. In the study of in-service training needs among secondary school principals in Thailand, Jongjit (1983) found that principals with less experiences had a higher need for training than those who had more experiences.

### **2.5.4 School size**

Jongjit (1983) also discovered that principals heading schools with a large student population needed more in-service training than those schools with small student population. Scheerens (1992), however, refuted this finding as he did not regard school size based on student enrolment had any significance on training needs.

## **2.6 Clerical Staff Training**

Generally, employers are reluctant to put much effort into clerical training because they do not consider it an investment. They view clerical workers, particularly the younger ones, will not stay with companies for long periods. However, Gabe (1974) opined that this should not prevent employers from ensuring that acceptable levels of proficiency are reached in the shortest time possible. Indeed, he concluded that identification of training needs for clerks should stress on the “knowledge” content of the job as much of clerical work is concerned with intangibles and therefore, virtually impossible to see an end product.

### **2.6.1 Clerical tasks**

According to Torrington and Weightman (1989), administrative tasks are tasks needed to maintain the organisation. These tasks are carried out upon instructions from others and usually referred to as clerical tasks. Subsequently, in most cases, clerks are not assigned to any particular officer as they assist everyone in the office. Among the varied tasks that clerks are expected to perform are arranging files, typing, helping to prepare reports, assisting in decision-making and data manipulation. They are also expected to operate photocopy machines, fill forms, sort out documents, files and correspondence. Besides supervising files, records and logbooks, they compose official letters, produce bills and manage office inventory. Finally, clerks are usually proficient in word processing (Parker & Case, 1993; McLeod, 1993; Moore, 1993; Keenan, 1991).

Clerks are expected to be considerate, punctual and flexible (Marshall & Harris, 1990). Thus, it is pertinent for them to have good public relations and telephone skills, in addition to having competent banking and accounting skills.

In terms of information management, Davis (1985) added that clerks are responsible for controlling and inputting data. As such the tasks of clerks will change considerably when business transactions shifted from the manual form to one that is

computerised. On-line computerised system will make this more evident. Furthermore, as the tasks of clerks become more technology intensive, specialised and centrally controlled, distinction between the professional and clerical tasks will also become obvious.

Based on the 'Work Procedure Manual' prepared by the Ministry of Education, Malaysia (1995), the tasks of secondary school clerks can be divided into two main areas namely, documentation of service matters and finance. The former documents appointment, confirmation and transfer of staff, as well as relief and resignation from posts held. Other documentation also includes retirement, all types of leave, promotion, performance appraisal, declaration of assets and performance appraisal. The second area, notably financial management, encompasses school budget preparation, collection of government revenue, maintenance of vote and cashbooks, and payroll administration. Other tasks include store management and procurement of equipment, work and services. Finally, it covers payment of bills and claims.

## **2.7 Previous Studies Related to Identification of Training Needs Among Clerical Staff**

A study conducted by the Olsten Corporation in 1994 (Mondy, Noe & Premeux, 1999) found that for the three levels of employees namely management, support staff and professional/technical employees, the skill most needed were basic computer, written communications, listening and interpersonal communications.

Meanwhile, Bartram & Gibson (1997) identified three areas for training that could help clerical staff to become more effective in their jobs. These comprised technical training, interpersonal skills training and information training. While technical training is relevant to the tasks that employees performed in their job, interpersonal skills training is relevant to the interactions they have with people in order to perform their job. Information training is equally important because it helps employees to keep updated with new developments and changes that will affect the performance of their jobs.

In his study of perceived training needs among clerical staff aged 55 years and above from the banking, sales and insurance industry, White (1992) concluded that this particular group had indicated that they needed more and better training programs in areas like human relations, computers and stress management. Training in these three areas would help this aging work force to alleviate job-related stress especially those from the service industry. Besides, it would increase their abilities and value as experienced workers.

On the other hand, Moore (1993) studied the competency needs in executing clerical and secretarial tasks in Pittsburg. Specifically, the study tried to identify the competency needed at the entry level in order to secure posts as bookkeepers, clerk-typists, filing clerks, general clerks, secretaries, stenographers and typists. Results from the study have shown that the following competencies were found to be important and frequently performed:

- a) Receiving, interviewing and informing people;
- b) Preparing and reporting of documents;
- c) Monitoring files, records and logs; and
- d) Word processing

Permanency in clerical and secretarial posts required a wider dimension of skills, apart from the competencies needed as highlighted in the four categories above. Indeed, the most

important skill for both clerical and secretarial staff would be the acquirement of interpersonal skills.

Besides information regarding competencies of applicants needed by prospective employers, Velde (1997) utilized qualitative and quantitative data to determine the basis for selecting clerks to attend training programs. In addition, the mode of knowledge acquisition by clerical staff was also investigated. Findings from analysis of data indicated that firstly, training in performing clerical tasks was obtained through work experience and practical training. Secondly, updating of skills and knowledge was done by only one-third of the respondents. From the same study, Velde found that clerks were still taught the same conventional skills like typing and secretarial tasks while new strategic skills like entrepreneurship, planning and problem solving were neglected. In addition, these new strategic skills were usually overshadowed by employers' appreciation of workers that were loyal, punctual and having good as well as respectful personality.

In Malaysia, for instance, the Management Team of Kuching North City Hall (DBKU) carried out an Organizational Training Needs Analysis (TNA) on the 15<sup>th</sup> and 21<sup>st</sup> December 1995 in collaboration with the Centre for Modern Management (CMM). The objective of the Organizational TNA was to identify and prioritise training needs so as to have a positive impact on the overall performance, productivity and customer service of the City Hall. Identified training needs were subsequently divided into three categories. Firstly, critical training needs would be required during the next 6-12 months. Secondly, urgent training needs are areas that required training during the next 12 months to 2 years. Finally, medium term training needs indicated training that would be needed during the next three years. Among some of the areas identified where training would be required for the support staffs were:

- i. Information technology;
- ii. Communications;
- iii. Project Management;
- iv. Environmental Protection Laws;
- v. Financial resources; and
- vi. Plant and equipment.

In his study of perceived training needs of secondary school clerks in Kuching-Samarahan Divisions of Sarawak, Thomas (1998) ranked eight areas where training is required, from the most important to the least important. Those areas were Information technology, Finance, Store Keeping, Administration, General Management, Performance Management, Service and Communication.

Zaiton (1997) on the other hand, in her study of training needs among the support staff in the Malaysian Student Department (MSD) in London, found that 71 percent of staff in the clerical category highlighted an important need for training in computer literacy particularly database and word processing. Over half (57 percent) of staff from this category considered training in problem solving, time management and government policies as important. Other training that are highly needed by 43 percent of the staff include speaking in English, report writing, understanding finance circulars, letter writing, record keeping, filing, communication, stress management, e-mail, Internet, MSD vision and motivation.

## **2.8 Conclusion**

This chapter has reviewed the relevant literature on 'in-service training' as well as the concepts of training needs identification and training needs analysis. The three levels of needs analysis were also discussed and several demographic factors affecting training needs were outlined. Finally, previous studies on training needs of clerks were highlighted.

## **CHAPTER 3 METHODOLOGY**

### **3.1 Introduction**

This chapter discusses in detail the research design, population and sample, instrument, pilot study conducted, data collection procedures, the development of the instrumentation used for measuring the variables and the methods used in statistical analysis of quantitative data in the study. Method for analysing qualitative data will also be explained.

### **3.2 Research Design**

The purpose of this study is to identify areas of training needs among secondary school clerks in Kuching Division, Sarawak. Done through a survey, the study is exploratory and descriptive in nature. The independent variable is the demographic characteristics of secondary school clerks, which include gender, age, job grade and length of service. The dependent variable is the areas of training needs of the clerks. In order to identify areas related to the clerks' job that need training, no training or 'over training' (re-training), indication of the degree of difficulty, importance and frequency of executing those tasks were obtained from the clerks themselves. The study also aims to determine whether there is any significant relationship between demographic characteristics of clerks and their training needs. Finally, the preferences of clerks' pertaining to duration, location and trainers for training is also described.

### **3.3 Population and Sample**

The subjects of this study were 81 clerks from 35 secondary schools in Kuching Division that are directly under the jurisdiction of the SSED. Since the total population of 81 clerks was chosen as respondents, it means that they comprised 100 percent of the sample for this study. The detailed breakdown on the number of clerks for each school was furnished by the SSED. Out of the 81 questionnaires sent out to the schools, 69 (85.2 percent) were completed and returned.

### **3.4 The Research Instrument**

A self-administered questionnaire was used as a research instrument in this study and designed especially to obtain demographic characteristics of the clerks and their indication of training needs and preferences. Before the questionnaire were constructed and subsequently pilot tested, several secondary school principals were consulted on the main tasks of the clerks. Job descriptions, job specifications and work procedure manual were sources of reference to determine the key result areas.

In order to obtain information from the respondents, the questionnaire was divided into three parts as shown in Table 3.1. Part I consists of six sets of demographic characteristics. Part II examines the clerks' indication of the degree of difficulty, importance and frequency in carrying out the tasks as part of their job. The rating scales for all items in Part II give four possible responses for each component using the following keys:

**DIFFICULTY**

- 1 = None
- 2 = A little
- 3 = Quite a lot
- 4 = A great deal

**IMPORTANCE**

- 1 = Not very important
- 2 = Important
- 3 = Very important
- 4 = Crucial

**FREQUENCY**

- 1 = Rarely
- 2 = Occasionally
- 3 = Frequent
- 4 = Continuously

Part III examines the clerks' preferences with regard to duration, location and trainers for training.

**Table 3.1 The Three Sections and Variable Items in the Questionnaire**

<b>Part</b>	<b>Item Variables</b>	<b>Item Number</b>	<b>Total Items</b>
<b>I</b> Demographic characteristics	Grade of school	1	6
	School type	2	
	Gender	3	
	Age	4	
	Job grade	5	
	Length of service in present post	6	
<b>II</b> Identification of training needs based on degree of difficulty, importance and frequency of tasks	A. Personal effectiveness	1 – 7	38
	B. Paperwork	1 – 4	
	C. Communication	1 – 4	
	D. Handling information and data	1 – 5	
	E. Working within the government system	1 – 3	
	F. Finance	1 – 6	
	G. Store management	1 – 3	
	H. Documentation of service matters	1 – 6	
<b>III</b> Training preferences	Duration	1 – 5	9
	Location	1 – 2	
	Trainers	1 – 3	

For Part II, items for components A,B,C,D were based on items used by the Training Development Division, Office of the Minister for the Civil Service, London (1988) which was modified by the researcher to suit the local condition. With the exception of those items, all the other items were devised based on related literature pertaining to the job description of the clerks and after consultation with several secondary school principals. The measurement scales that were used to measure quantitatively the training needs variables in Part II were ordinal in nature. The questionnaire was produced in both the English and Malay language to ensure clarity of each item for the respondents. Assistance from the researcher's supervisor and a Malay language specialist from the SSED were obtained respectively for this purpose.

Pilot testing was carried out on the questionnaire before it was sent out to respondents in the study. A total of 30 respondents were chosen randomly from clerks working in the SSED and secondary schools in the Sri Aman Division. Reliability analysis test using the Alpha Cronbach scale showed an overall reliability coefficient of 0.8672.



However, in order to increase the reliability coefficient to 0.8890, five items were removed before administering the questionnaires to the respondents in the actual study.

The questionnaire was chosen as the main method of data gathering because firstly, according to Silberman (1998), it could reach a large number of people in a short time. It is also relatively inexpensive to administer and gave opportunity of expression without fear of embarrassment. Finally, it could also yield data that is easily summarised and reported. In conjunction with the use of questionnaire, the researcher also adopted the semi-structured interview to develop insights into how the secondary principals perceived the training needs of clerks under their supervision. The interview technique, particularly the semi-structured approach, provided a more flexible style that can be suited to the personality and circumstances of the persons being interviewed (Johnson, 1994) and permit the researcher to probe and expand the informants' responses (Hitchcock & Hughes, 1989) where and when appropriate.

Rossman and Wilson (1991) suggest three reasons for combining quantitative and qualitative data. Firstly, it is to enable confirmation or collaboration of findings via triangulation. Secondly, it is for the purpose of elaborating or developing analysis, thus providing richer detail. Thirdly, it is for initiating new lines of thinking through attention to surprises or paradoxes, turning ideas around, and providing fresh insight.

Information gathered from the interview, therefore, could be used to illuminate the findings obtained through the survey questionnaire and, where relevant, to validate and give persuasive plausibility to the results. In the context of this study, the advantage of using these two methods of inquiry was that they would provide the study with both the breath and depth necessary for presenting a strong case to decision makers at the policy making levels of the Ministry of education and the SSSED.

For the purpose of this study, principals from nine secondary schools as listed in Table 3.2 were interviewed to consolidate findings gathered from the questionnaire. These principals were chosen based on their schools being chosen as a representative, as much as possible, that is, the schools involved in the study.

**Table 3.2                      Schools included for data gathering of principals' view on training needs of secondary school clerks in Kuching Division, Sarawak.**

<b>No.</b>	<b>Name of school</b>	<b>Criteria for choice of school</b>
1.	SMK Kuching High	Urban, Grade A, Non-boarding
2.	SMK St. Mary	Urban, Grade B, Non-boarding
3.	SMK Tunku Abdul Rahman	Urban, Grade B, Non-boarding
4.	SMK Datuk Patinggi Abang Hj. Abdillah	Urban, Grade A, Boarding
5.	SMK Tabuan Jaya	Urban, Grade B, Non-boarding
6.	SMK Bandar Kuching no.2	Urban, Grade B, Non-boarding
7.	SMK Siburan	Rural, Grade A, Boarding
8.	SMK Bako	Rural, Grade B, Boarding
9.	SMK Batu Lintang	Urban, Grade A, Non-boarding

### 3.5 Data Collection

After having obtained the necessary permission to conduct the study from the Ministry of Education and the SSED, the questionnaires were sent to the respondents through the SSED. This was done as all, except two schools, have their mailing boxes at the SSED. This method was also chosen as sending them by post could delay the delivery to the respondents. Two cover letters addressed to the school principals and the respondents were attached to the questionnaire. Self-addressed and stamped envelopes were also included so that the respondents could return the completed questionnaire within the next two weeks. Follow-up calls were made to the respondents to ensure the questionnaires were returned. At the same time, wherever possible, the researcher would also personally collect the questionnaires in order to meet the two weeks deadline. However, there was a slight delay in the returns as by mid November, the total questionnaires received were at 86.4 percent (70 out of 81 respondents). To avoid any delay in the analysing of data and completion of the study, responses from the questionnaires were computed by that time. Simultaneously, data gathering through interview were also done. Prior notice was given to the nine principals regarding the researcher's intention. All interviews done were tape-recorded in addition to note-taking so as to ease analysis of such data.

### 3.6 Data Analysis

Two types of data were used for this study. Quantitative data was obtained from the questionnaire administered to the clerks while qualitative data was deduced from the interviews done with the school principals.

#### 3.6.1 Quantitative Data

Statistical analysis was done by utilising the Statistical Package for Social science (SPSS), a computer software package for Microsoft Windows version 10.0. Frequency distributions, cross tabulation and a non-parametric statistical test involving the Chi Square were used. The level of significance adopted is 0.05 as it suited the small sample used in this study (de Veus, 1994). The cross tabulation analysis was used to determine the significance of existing differences between independent groups of respondents within a selected variable and also to determine the association of training needs on gender, age, job grade and length of service. A summary of the methods employed is given in Table 3.3.

The '**Diff-Rating**' technique, where a rating scale of 1 to 4 indicating the degree of difficulty, importance and frequency of tasks as mentioned earlier, was used as an aid in making decisions about training needs. The '**Diff-Rating**' could be interpreted using a decision table as shown in Table 3.4 (Open Learning, 1991). In deciding on the training needs for items in Part II of the questionnaire, the median was used, as it was best suited to data that was ordinal or ranked (Salkind, 2000). Furthermore, since the decision table was in whole numbers, this would ease interpretation of training needs utilising the '**Diff-Rating**' technique.

**Table 3.3**                    **A summary of Statistical tests Employed in Analysis of Data**

No.	Study Objectives	Null Hypothesis reference	Statistical Method
1.	To describe the demographic characteristics of secondary school clerks.	-	Frequency and percentage
2.	To determine the degree of difficulty, importance and frequency of tasks	-	Frequency and percentage
3.	To determine decision on training needs	-	Median, Frequency and percentage
4.	To determine clerks' preferences for training in terms of duration, location and trainers	-	Frequency and percentage
5	To analyse the significant differences in demographic characteristics with regard to training needs	1, 2, 3, 4	Cross tabulation (chi square test)

**Table 3.4**                    **Decision on Training Needs**

Learning Difficulty	Importance	Frequency	Decision
2, 3, 4	3, 4	3, 4	Training required
1,	3, 4	1, 2	
2, 3, 4	1, 2	1, 2	
1,	3, 4	3, 4	No training
2, 3, 4	1, 2	3, 4	
1	1, 2	1, 2, 3, 4	
2, 3, 4	3, 4	1, 2	Over training

Source: Open Learning (1991).

Based on the questionnaire, respondents were asked to determine the degree of difficulty, importance and frequency of clerical tasks on a rating scale of 1 to 4. The combinations of the rating scales from the three categories of difficulty, importance and frequency of executing clerical tasks would assist in the three types of decision pertaining to training needs of clerks. These decisions would indicate training, no training or 'over-training' (re-training).

### 3.6.2 Qualitative Data

The main aim of the semi-structured interview was to investigate and gained greater insight into the views of nine secondary school principals with regard to the training needs of clerks under their supervision. Qualitative data gathered complemented and supplemented

the quantitative data gathered from the survey questionnaire. The interviews set out to learn about the principals' views on:

- Training in general,
- Ranking of aspects of the clerks' task that appear to be most and least difficult,
- Ranking of aspects of the clerks' task that are considered to be the three most important,
- Constraints in conducting training,
- The three most important areas of change and development hoped for in the next few years.

Audio recordings and notes taken during the interviews was transcribed and summarised in order to give a general overview of training needs suggested by the principals.

### **3.7 Conclusion**

In this chapter, the research methodology, design, subjects, the instrument, how the pilot test was carried out, administration of the questionnaire and data analysis were discussed in detail. The analysis of the data and results are discussed thoroughly in the following chapter.

## CHAPTER 4 RESEARCH FINDINGS

### 4.1 Introduction

This chapter discusses research findings from the quantitative and the qualitative data based on the research objectives and null hypotheses that have been proposed earlier in Chapter 1. The discussion follows the sequence stated in the list of objectives beginning with a description of the clerks' demographic characteristics, training needs and training preferences, testing of each hypothesis in the order stated in the null hypotheses, and finally the views of school principals pertaining to the training needs of secondary school clerks. In addition, the major findings will be discussed in light of the findings and work deliberated in the literature reviewed in Chapter 2.

### 4.2 The Quantitative Data

#### 4.2.1 Demographic Characteristics

A total of seventy (70) fully completed questionnaires were used for analysis of demographic characteristics. This number represented 86.4 percent of the total clerk population in thirty-five (35) secondary schools in Kuching Division that are under the direct jurisdiction of the SSED. Demographic characteristics were summarised according to school grade, school type, gender, age, job grade and length of service as displayed in Table 4.1.

##### 4.2.1.1 School Grade

The majority of the respondents were from Grade A school (75.7 percent) while 24.3 percent were from Grade B schools.

**Table 4.1      Distribution of Respondents by Demographic Characteristics (n = 70)**

Sample	Characteristics	Frequency	Percentage ( % )	Total Percentage (%)
School Grade	Grade A	53	75.7	100
	Grade B	17	24.3	
School Type	Boarding	31	44.3	100
	Non-boarding	39	55.7	
Gender	Male	36	51.4	100
	Female	34	48.6	
Age	18-28 years	13	18.6	100
	29-39 years	27	38.6	
	40-50 years	28	40.0	
	Over 50 years	2	2.9	

**Table 4.1** (continued)

Job Grade	N7	10	14.3	100
	N9	60	85.7	
Length of service in present post	0-11 months	7	10.0	100
	1-5 years	20	28.6	
	6-10 years	8	11.4	
	Over 10 years	35	50.0	

**4.2.1.2 School Type**

Slightly more than half (55.7 percent) of the respondents served in non-boarding schools while 44.3 percent served in boarding schools.

**4.2.1.3 Gender**

Male clerks and female clerks make up 51.4 percent and 48.6 percent of the total respondents respectively.

**4.2.1.4 Age**

In terms of age, 18.6 percent of respondents were between 18 to 28 years old. Clerks that were between 40 to 50 years old made up the majority of the respondents (40.0 percent), while 38.6 percent consisted of those from the 29 to 39 age category. Only 2.9 percent of the respondents were over 50 years of age.

**4.2.1.5 Job Grade**

Only 14.3 percent of the clerks were from the N7 job grade. This was not surprising as Grade N7 was a promotional post. Distinctively, 85.7 percent of respondents therefore, comprised of those from the N9 Job category.

**4.2.1.6 Length of Service in Present Post**

10 percent of the respondents were those that had served 11 months or less in their present post while 28.6 percent consisted of clerks who had served for 1 to 5 years. Those that have served between 6 to 10 years comprised 11.4 percent of the total respondents. Exactly half (50 percent) of the respondents were clerks that had over 10 years of service within their present posts. Thus, it could be deduced that the majority of the clerks have very wide knowledge of their area of work.

**4.2.2 Training Needs of Secondary School Clerks in Kuching Division, Sarawak**

Through the DIFF-rating analysis of training needs, a summary of areas and tasks where the clerks needed training or no training are depicted in Table 4.2. In order to be able to decide on those decisions, the median was primarily used to determine the degree of difficulty, importance and frequency of tasks being carried out as the variables in Part II of the questionnaire are ordinal in nature.

For area A (Managing Yourself – Your Personal Effectiveness), there were two tasks listed that needed training. These were items **A2 (Coping with tight datelines)** and **A5 (Persuading senior officers to accept your ideas)**. Therefore, it truly reflected the daily routine and intangible nature of the clerks' job. As for area F (Finance), only task **F1 (School Budget Preparation)** needed training. Surprisingly though, two areas that did not indicate any need for training were areas on Paperwork and Communication. This could probably be explained through the fact that clerks were familiar with those tasks through practice and constant contact with students, parents and the general public.

Three dominant areas where training would be needed were areas **D (Handling Information and Data)**, **E (Working within the Government system)** and **G (Store management)**. All tasks under these areas required training. The need for training in area D (Handling Information and Data) especially tasks related to the use of computer and information technology concurred with studies done by Thomas (1998) and Zaiton (1997). In both studies, respondents ranked training in information and computer literacy as the highest need. The need for training in area **E (Working within the Government System)**, reflected the need for respondents to understand Government policies. In order to achieve this, they have to have a good understanding of financial and service circulars. As there maybe changes from time to time with regard to financial and service policies, updating of knowledge in these two areas were deemed necessary.

For area F (Finance), the only task that indicated the need for training was item **F1 (School Budget preparation)**. From the researcher's own experience as Head of the Finance Unit in the Sarawak State Education Department (SSED) for eight years, this was one particular area where it was observed to be of difficulty to the clerks. Errors were constantly discovered in the school budget preparation, as clerks apparently could not work with formulae that evolved around the student enrolment and number of staff serving in the school.

As for area G (Store Management), the need for training was attributed to the importance of keeping up-to-date records of assets, inventories and general supplies for the school. Precision on the part of the clerks was important as keeping improper records could lead to wastage (over supply), shortage or theft. Clerks also needed to know how to constantly dispose and write – off asset and inventory, as failure to do so would lead to obsolescence in public property. Besides, they also took up storage space and incurred depreciation in value which otherwise could be utilised or sold off elsewhere. Proper disposal and write-off of asset and inventory would justify the acquisition of new property and use of revenue from taxes.

For area H (Documentation of Service Matters), four tasks had been identified where the respondents needed training. These were items **H1 (Appointment and confirmation of school staff)**, **H4 (All types of leave)**, **H5 (Declaration of assets)** and **H6 (Disciplinary cases of school staff)**. The obvious need for training of those four tasks amplified the necessity for clerks to do the correct documentation, as any flaws in doing so would be detrimental to the service records of all staff in the school.

Table 4.2

**DIFF (Difficulty, Importance, Frequency) analysis of the clerks' training needs**

Item	Area / Task	Median			Decision
		D Difficulty	I Importance	F Frequency	
<b>A</b>	<b>Managing Yourself – Your Personal Effectiveness</b>				
A1	Thinking and planning ahead, setting objectives	2	2	3	No training
A2	Coping with tight datelines	2	3	3	Training
A3	Establishing and maintaining good working relationship	1	3	4	No training
A4	Using your own time effectively	1	3	4	No training
A5	Persuading senior officers to accept your ideas	2	2	2	Training
A6	Keeping up to date with knowledge in your own area of work	1	3	4	No training
A7	Working as part of a team	1	3	3	No training
<b>B</b>	<b>Paper Work</b>				
B1	Drafting letters, minutes, reports etc	1	2	3	No training
B2	Acting as secretary, note-taker at meetings	1	2	2	No training
B3	Checking / proof-reading of written or typed work	1	3	3	No training
B4	Filling in forms	1	2	3	No training
<b>C</b>	<b>Communication</b>				
C1	Consulting about work	1	3	3	No training
C2	Taking part in meetings	1	2	2	No training
C3	Dealing face to with the public	1	2	3	No training
C4	Dealing with members of the public on the telephone	1	2	4	No training
<b>D</b>	<b>Handling Information and Data</b>				
D1	Understanding and analysing quantitative data, including computer print-out	2	3	3	Training
D2	Using computer equipment yourself, including microcomputer	2	3	3	Training
D3	Computer Programming	2	3	3	Training
D4	Collecting /collating data / information from printed	2	2	2	Training
D5	Collecting information directly from people	2	2	2	Training



**Table 4.2 (continued)**

Item	Area / Task	Median			Decision
		D Difficulty	I Importance	F Frequency	
<b>E</b>	<b>Working within the Government System</b>				
E1	Understanding the legislative framework / process	2	3	3	Training
E2	Understanding financial procedures and circulars	2	3	4	Training
E3	Understanding service circulars	2	3	4	Training
<b>F</b>	<b>Finance</b>				
F1	School budget preparation	1	3	2	Training
F2	Maintaining cash and vote books	1	3	4	No training
F3	Payment of bills and travelling claims	1	3	3	No training
F4	Revenue collection	1	3	3	No training
F5	Procurement	2	2	3	No training
F6	Payroll administration	1	3	3	No training
<b>G</b>	<b>Store Management</b>				
G1	Stock control and management	2	3	4	Training
G2	Up keeping of records for asset / inventory / office supplies	2	3	3	Training
G3	Disposal and write-off of asset and inventory	2	3	3	Training
<b>H</b>	<b>Documentation of Service Matters</b>				
H1	Appointment and confirmation of school staff	1	3	2	Training
H2	Transfer of staff	1	3	3	No training
H3	Relief / resignation / retirement from post	1	3	3	No training
H4	All types of leave	1	3	2	Training
H5	Declaration of assets	1	3	2	Training
H6	Disciplinary cases of school staff	2	3	3	Training

#### 4.2.2.1 Frequency Analysis of Training Needs for Secondary School Clerks

A frequency analysis was done on all tasks that required training based on the DIFF technique. From here, the frequency and percentage of respondents that needed training or no training for the particular tasks are highlighted in Table 4.3. In addition, tasks where clerks had experienced over-training would also be shown in the same table.

For area A (Managing Yourself- Your Personal Effectiveness), 57 percent of respondents indicated the need for training for item **A2 (Coping with tight datelines)**. 12 percent said that they needed no training while 18 percent indicated over-training in this aspect of work. On the other hand, 62.3 percent of respondents indicated the need for training for item **A5 (Persuading senior officers to accept your values or opinions)** while only 2.9 percent indicated over-training. As for area D (Handling Information and Data), there was a need for training in all tasks as indicated by the majority of the respondents, that is, 45.7 percent for item **D1 (Understanding and analysing quantitative data)**, 37.1 percent for item **D2 (Using computer equipment yourself, including microcomputer)**, 54.3 percent for item **D3 (Computer programming)**, 54.3 percent for item **D4 (Collecting/collating data/information from printed sources)** and 44.3 percent for item **D5 (Collecting information directly from people)**.

A similar situation occurred for all tasks under area E (Working within the Government System). Here again, the majority of respondents indicated the need for training in all tasks with 45.7 percent for Item **E1 (Understanding the legislative framework / process)**, 47.1 percent for item **E2 (Understanding financial procedures and circulars)** and 48.6 percent for item **E3 (Understanding service circulars)**.

In area F (Finance), however, only one task required training namely task **F1 (School Budget Preparation)** where 31 percent of respondents required training and 21.4 percent indicated over training for the same task. The rest of the 34.3 percent did not need any training in this particular area.

Another area where training was needed for all three tasks was Area G (Store Management). For task **G1 (Stock Control)**, 48.6 percent needed training while 47.1 percent needed training for task **G2 (Up keeping of asset/inventory/office supplies)**. On the other hand, 48.6 percent of respondents required training for task **G3 (Disposal and write-off of asset and inventory)**.

For area H (Documentation of Service matters), four tasks would need training. Firstly, for task **H1 (Appointment and confirmation of school staff)**, 48.6 percent of the clerks needed training. Secondly, exactly half (50.0 percent) of respondents required training for task **H4 (All types of leave)** while the third task that required training as mentioned by 47.1 percent of respondents was item **H5 (Declaration of assets)**. The final task, item **H6 (Disciplinary cases of school staff)** showed 45.7 percent of clerks needed training.

**Table 4.3 Frequency Analyses of Training Needs for Secondary School Clerks in Kuching Division (n=70)**

Item	Area / Tasks	Training	No Training	Over-Training
<b>A</b>	<b>Managing Yourself – Your personal Effectiveness</b>			
A1	Thinking and planning ahead, setting objectives	27 (38.6%)	37 (52.9%)	6 (8.6%)
A2	Coping with tight datelines	40 (57.1%)	12 (17.1%)	18 (25.7%)
A3	Establishing and maintaining good working relationship	14 (20.0%)	53 (75.7%)	3 (4.3%)
A4	Using your own time effectively	21 (30.0%)	48 (68.6%)	1 (1.4%)
A5	Persuading senior officers to accept your values or opinions	43 (62.3%)	24 (34.8%)	2 (2.9%)
A6	Keeping up to date with knowledge in your own area of work	20 (28.6%)	47 (67.1%)	3 (4.3%)
A7	Working as part of a team	18 (25.7%)	51 (72.9%)	1 (1.4%)
<b>B</b>	<b>Paper Work</b>			
B1	Drafting letters, minutes, reports etc	25 (35.7%)	42 (60.0%)	3 (4.3%)
B2	Acting as secretary / note taker at meetings	26 (37.1%)	43 (48.6%)	10 (14.3%)
B3	Checking / proof-reading of written or typed work	14 (20.0%)	53 (75.7%)	3 (4.3%)
B4	Filling in forms	14 (20.0%)	53 (75.7%)	3 (4.3%)
<b>C</b>	<b>Communication</b>			
C1	Consulting about work	19 (27.1%)	47 (65.7%)	5 (7.1%)
C2	Taking part in meetings	30 (42.9%)	38 (54.3%)	2 (2.9%)
C3	Dealing face to with the public	12 (17.1%)	57 (81.4%)	1 (1.45)
C4	Dealing with members of the public on the telephone	13 (18.6%)	56 (80.0%)	1 (1.4%)
<b>D</b>	<b>Handling Information and Data</b>			
D1	Understanding and analysing quantitative data, including computer print-out	32 (45.7%)	28 (40.0%)	10 (14.3%)
D2	Using computer equipment yourself, including microcomputer	38 (54.3%)	26 (37.1%)	6 (8.6%)
D3	Computer Programming	32 (54.3%)	15 (35.7%)	23 (10.0%)
D4	Collecting /collating data / information from printed sources	38 (54.3%)	25 (35.7%)	7 (10.0%)
D5	Collecting information directly from people	31 (44.3%)	28 (40.0%)	11 (15.7%)
<b>E</b>	<b>Working within the Government System</b>			
E1	Understanding the legislative framework / process	32 (45.7%)	25 (35.7%)	13 (18.6%)
E2	Understanding financial procedures and circulars	33 (47.1%)	29 (41.4%)	8 (11.4%)
E3	Understanding service circulars	34 (48.6%)	31 (44.3%)	5 (7.1%)

**Table 4.3 (continued)**

Item	Area / Tasks	Training	No Training	Over Training
<b>F</b>	<b>Finance</b>			
F1	School budget preparation	31 (44.3%)	24 (34.3%)	15 (21.4%)
F2	Maintaining cash and vote books	26 (37.1%)	40 (57.1%)	4 (5.7%)
F3	Payment of bills and travelling claims	27 (38.6%)	37 (52.9%)	6 (8.6%)
F4	Revenue collection	29 (41.4%)	34 (48.6%)	7 (10.0%)
F5	Procurement	29 (41.4%)	33 (47.1%)	8 (11.45%)
F6	Payroll administration	24 (34.3%)	36 (51.4%)	10 (14.3%)
<b>G</b>	<b>Store Management</b>			
G1	Stock control and management	34 (48.6%)	30 (42.9%)	6 (8.6%)
G2	Up keeping of records for asset / inventory / office supplies	33 (47.1%)	33 (47.1%)	4 (5.7%)
G3	Disposal and write-off of asset and inventory	34 (48.6%)	18 (25.7%)	18 (25.7%)
<b>H</b>	<b>Documentation of Service Matters</b>			
H1	Appointment and confirmation of school staff	34 (48.6%)	18 (25.7%)	18 (25.7%)
H2	Transfer of staff	21 (30.0%)	43 (61.4%)	6 (8.6%)
H3	Relief / resignation / retirement from post	30 (42.9%)	35 (50.0%)	5 (7.1%)
H4	All types of leave	35 (50.0%)	25 (35.7%)	10 (14.3%)
H5	Declaration of assets	33 (47.1%)	32 (45.7%)	5 (7.1%)
H6	Disciplinary cases of school staff	32 (45.7%)	17 (24.3%)	21 (30.0%)

#### 4.2.3 Training Preferences

This section would attempt to answer study 'objective 1.4.4', that is, to determine the clerks' preferences of duration, location and trainers for the training programme.

As shown in Table 4.4, the majority of the clerks (58 percent) preferred the duration of training to be a week course during working days. Those who preferred short modules for a few weeks constituted 24.3 percent while 11.4 percent indicated the preference for a weekend course. On the other hand, a small number (4.3 percent) of them preferred a one day course during working days and only one respondent (1.4 percent) indicated a preference for a half day course during working days.

In terms of location for training, most of the respondents (74.3 percent) preferred the training to be outside the school. Only a small number (25.7 percent) would like the training programme to be carried within the school.

As for the preference for trainers, exactly 74.3 percent of the clerks preferred external trainers while 25.7 percent chose internal trainers for their training programme.

**Table 4.4                      Preferences for Duration, Location and Trainers for Training (n=70)**

<b>Item</b>	<b>Preference</b>	<b>Frequency</b>	<b>Percent</b>
<b>A.</b>	<b>Duration</b>		
1.	One day course during working days	3	4.3 %
2.	Half a day course during working days	1	1.4 %
3.	A week course during working days	41	58.6 %
4.	Short modules for a few weeks during working days	8	11.4 %
	<b>Total</b>	70	100.0 %
<b>B.</b>	<b>Location</b>		
1.	Within the school	18	25.7 %
2.	Outside the school	52	74.3 %
	<b>Total</b>	70	100.0 %
<b>C.</b>	<b>Trainers</b>		
1.	Internal trainers	18	25.7 %
2.	External trainers	52	74.3 %
	<b>Total</b>	70	100.0 %

#### **4.2.4 Hypotheses Testing on Differences in Training Needs Among the Various Demographic Characteristics (Gender, age, job grade and length of service)**

This section addresses the study 'objective1.4.5' of trying to determine whether there was any significant difference among school clerks of varied demographic characteristics, like gender, age, job grade and length of service in terms of their training needs. Here, the four research hypotheses that were stated in the null form would be tested. Cross tabulation analysis and the chi-square test were used to identify prevalence of the significant difference and dependency of all training needs on the respondents' four demographic characteristics as mentioned above. The significant level of 0.05 was used for the analysis. **Thus, only findings that are significant would be reported in the following sections with tables drawn for ease of reference and discussion.** Nevertheless, the results from the hypotheses testing, which include both significant and insignificant results, shall be tabulated in Appendices G1, G2, G3 and G4.

Out of the 38 tasks listed in Part II of the Questionnaire, 15 tasks showed significant differences in training needs by gender, age, job grade and length of service. In other words, the null hypotheses for such items had failed to be accepted.

#### 4.2.4.1 Hypothesis One: Difference in Training Needs by Gender

Ho1: There is no significant difference between male and female secondary school clerks in terms of their training needs.

The breakdown of sample according to the different gender was 36 male clerks (51.4 percent) and 34 female clerks (48.6 percent). As shown in table 4.5, five items showed some significant differences among male and female secondary school clerks in terms of their training needs. These are items A7 (*Working as part of a team*), B3 (*Checking / proof-reading of written or typed work*), D4 (*Collecting / collating data / information from printed sources*), E3 (*Understanding Service Circulars*) and H4 (*All types of leave*).

There is a significant difference ( $\chi^2 = 7.465$ ,  $df = 2$ ,  $p = 0.024$ ) in training needs for Item A7 (*Working as part of a team*) between male and female clerks. The percentage of respondents that did not need training for this item was higher among the female clerks, constituting 85.3 percent, as compared to 61.1 percent among the male clerks. On the other hand, only 38.9 percent of the male clerks and 11.8 percent of the female clerks needed training. Only one female respondent indicated she had been over-trained for this particular task.

There is also a significant difference ( $\chi^2 = 6.444$ ,  $df = 2$ ,  $p = 0.040$ ) between the two genders for item B3 (*Checking / proof reading of written or typed work*). It was observed that a high percentage (88.2 percent) of the female clerks did not need training for such task as compared to 63.9 percent of the male clerks. Although the percentage was low, more males (27.8 percent) needed training as opposed to only 11.8 percent of the female clerks.

Training needs for item D4 (*Collecting / collating data / information from printed sources*) differed significantly ( $\chi^2 = 7.414$ ,  $df = 2$ ,  $p = 0.025$ ) especially for 30.6 percent of the male clerks who needed no training for such task as compared to 58.8 percent of the female staff. The need for training only differed slightly as 50.0 percent of females and 58.8 percent of males needed it.

As for item E3 (*Understanding service circulars*), the needs differed significantly ( $\chi^2 = 7.414$ ,  $df = 2$ ,  $p = 0.025$ ) as 63.9 percent of the male clerks needed training for this particular task. On the contrary, only 32.4 percent of the female clerks needed training for the same task. However, 11.8 percent of them had been over-trained as compared to 2.8 percent for the male clerks.

There is a significant difference ( $\chi^2 = 6.966$ ,  $df = 2$ ,  $p = 0.031$ ) in training needs for item H4 (*All Types of leave*). It appeared that the need for training constituted a higher percentage (55.9 percent) among the female clerks as compared to 44.45 percent of the male clerks. A similar trend could be observed for those who did not need training for the same item, as it was 41.2 percent for the females and 30.6 percent for the males. However, male clerks made up the majority (25 percent) in terms of over-training for the task as compared to 14.3 percent for the female clerks.

For all five items, there were significant differences in training needs by gender. Therefore, the null hypothesis, Ho1 for these tasks are rejected. The null hypothesis for other tasks, however, is accepted.

**Table 4.5 Differences in Training Needs by Gender**

Item	Task	Training Needs	Male	Female	Chi-square value ( $\chi^2$ )	df	P *
A7	Working as part of a team	Training	14 (38.9%)	4 (11.8%)	7.465	2	0.024
		No training	22 (61.1%)	29 (85.3%)			
		Over training	0 ( 0.0%)	1 ( 2.9%)			
		<b>Total</b>	36 (100%)	34 (100%)			
B3	Checking / proof reading of written or typed work	Training	10 (27.8%)	4 (11.8%)	6.444	2	0.040
		No training	23 (63.9%)	30 (25.7%)			
		Over training	3 (8.3%)	0 ( 0.5%)			
		<b>Total</b>	36 (100%)	34 (100%)			
D4	Collecting / collating data / information from printed sources	Training	18 (50.0%)	20 (58.8%)	7.414	2	0.025
		No training	11 (30.6%)	20 (58.8%)			
		Over training	7 (19.4%)	0 (0.0%)			
		<b>Total</b>	36 (100%)	34 (100%)			
E3	Understanding service circulars	Training	33 (63.9%)	11 (32.4%)	7.414	2	0.025
		No training	12 (33.3%)	19 (55.9%)			
		Over training	1 (2.8%)	4 (11.8%)			
		<b>Total</b>	36 (100%)	34 (100%)			
H4	All types of leave	Training	16 (44.4%)	19 (55.9%)	6.966	2	0.031
		No training	11 (30.6%)	14 (41.2%)			
		Over training	9 (25.0%)	10 (14.3%)			
		<b>Total</b>	36 (100%)	34 (100%)			

\* Significant at the level of 0.05      df = degrees of freedom      p = significance of chi-square

#### 4.2.4.2 Hypothesis Two: Difference among school clerks of various age categories in terms of their Training Needs.

Ho2: There is no significant difference among secondary school clerks from the different age groups in terms of their training needs.

Analysis by cross tabulation and applying the chi-square test resulted in six items showing significant differences in training needs by age. As highlighted in Table 4.6, these included the following items: B3 (*Checking / proof reading of written or typed work*), F1

(School budget preparation), F2 (Maintaining cash and vote books), F3 (Payment of bills and travelling claims), F4 (Revenue collection), and F6 (Payroll administration).

A very significant difference ( $\chi^2 = 17.886$ ,  $df = 6$ ,  $p = 0.007$ ) in training needs was discovered among the various age groups for item B3 (*Checking / proof reading of written or typed work*). It was noted that most clerks (88.9 percent) in the 29 to 39 age category indicated they needed no training at all for this task and such sentiment was also shared by 84.6 percent of clerks in the age group of 18 to 28 years old. Interestingly though, exactly 50 percent of clerks aged 50 and above needed to be trained and another 50 percent informed that they been over-trained for the same task.

Training needs for item F1 (*School budget preparation*) was another task that differed significantly ( $\chi^2 = 22.165$ ,  $df = 6$ ,  $p = 0.001$ ) among the various age groups. This was particularly obvious for those in the 18 to 28 years age category, where training was much needed by 76.9 percent of the clerks. On the other hand, exactly half (50 percent) of those from the age groups of 40 to 45 years and over 50 years did not need any training at all. 50 percent of those from over 50 years of age indicated they had been over-trained.

Similarly, a significant difference in training in training needs ( $\chi^2 = 16.157$ ,  $df = 6$ ,  $p = 0.013$ ) was noted for item F2 (Maintaining cash and vote books) where the need for training for this particular task decreases with increasing age. For instance, 69.2 percent of those aged 18 to 28 years needed training as compared to 37 percent for those aged 29 to 39 years, 21.4 percent for those in the 40 to 50 years age category and 50 percent for clerks aged more than 50 years.

There was a significant difference in training needs ( $\chi^2 = 16.387$ ,  $df = 6$ ,  $p = 0.012$ ) among the various age groups for item F3 (*Payment of bills and travelling claims*) as noted from the high percentage (69.2 percent) of clerks aged 18 to 28 years who needed training for such task. On the contrary, 40.7 percent of those from 29 to 39 years old needed training for the same task. As for those who were over 50 years of age, exactly 50 percent indicated they needed to be trained while 50 percent felt there was no necessity to do so.

As for item F4 (*Revenue collection*), it was noted that training needs were dependent on age. Through cross tabulation, those needs were found to differ ( $\chi^2 = 12.599$   $df = 6$ ,  $p = 0.050$ ), though not very significant. This was especially so because 76.9 percent of clerks aged 18 to 28 years needed training for such task. The percentage however, decrease subsequently with increasing age, that is, 37.0 percent of those aged 29 to 39 years, 32.1 percent for those aged 40 to 50 years and eventually 0 percent for those over 50 years.



**Table 4.6 Differences in Training Needs by Age**

Item	Task	Training Needs	18-28 years	29-39 years	40-50 years	Over 50 years
B3	Checking / proof reading of written or typed work.	Training	2 (15.4%)	3 (11.1%)	8 (28.6%)	1 (50.05%)
		No training	11 (84.6%)	24 (88.9%)	18 (64.3%)	0 (0%)
		Over training	0 (0%)	0 (0%)	2 (7.1%)	1(50.0%)
		<b>Chi-square value (<math>\chi^2</math>) = 17.886</b>	<b>Total</b>	<b>13 (100%)</b>	<b>27 (100%)</b>	<b>28 (100%)</b>
		<b>df = 6</b>				<b>2 (100%)</b>
		<b>p = 0.007</b>				
F1	School budget preparation	Training	10 (76.9%)	10 (37.0%)	6 (21.4%)	1 (50.0%)
		No training	4 (30.8%)	13 (48.1%)	22 (78.6%)	1 (50.0%)
		Over training	0 (0.0%)	4 (14.8%)	0 (0.0%)	0 (0.0%)
		<b>Chi-square value (<math>\chi^2</math>) = 22.165</b>	<b>Total</b>	<b>13 (100%)</b>	<b>27 (100%)</b>	<b>28 (100%)</b>
		<b>df = 6</b>				
		<b>p = 0.001</b>				
F2	Maintaining cash and vote books	Training	9 (69.2%)	10 (37.0%)	6 (21.4%)	1 (50%)
		No training	4 (30.8%)	13 (48.1%)	22 (78.6%)	1 (50.0%)
		Over training	0 (0.0%)	4 (14.8%)	0 (0.0%)	0 (0.0%)
		<b>Chi-square value (<math>\chi^2</math>) = 16.157</b>	<b>Total</b>	<b>13 (100%)</b>	<b>27 (100%)</b>	<b>28 (100%)</b>
		<b>df = 6</b>				
		<b>p = 0.013</b>				
F3	Payment of bills and travelling claims	Training	9 (69.2%)	11 (40.7%)	6 (21.45%)	1 (50.0%)
		No training	4 (30.8%)	13 (48.1%)	22 (78.6%)	1 (50.0%)
		Over training	0 (0.0%)	4 (14.8%)	0 (0.0%)	0 (0.0%)
		<b>Chi-square value (<math>\chi^2</math>) = 16.387</b>	<b>Total</b>	<b>13 (100%)</b>	<b>27 (100%)</b>	<b>28 (100%)</b>
		<b>df = 6</b>				
		<b>p = 0.012</b>				

\* Significant at the level of 0.05

df = degrees of freedom

p = significance of chi-square

**Table 4.6 (continued)**

Item	Task	Training Needs	18-28 years	29-39 years	40-50 years	Over 50 years
F4	Revenue collection	Training	10 (76.9%)	10 (37.0%)	9 (32.1%)	0 (0.0%)
		No training	2 (15.4%)	15 (55.6%)	16 (57.1%)	1 (50.0%)
		Over training	1(7.7 %)	2 (7.4%)	3 (10.7%)	1 (50.0%)
		<b>Total</b>	13 (100%)	27 (100%)	28(100.0%)	2 (100%)
	<b>Chi-square value (<math>\chi^2</math>) = 12.599</b> <b>df = 6</b> <b>p = 0.050</b>					
F6	Payroll administration	Training	8 (61.5%)	10 (37.05%)	5 (17.9%)	1 (50.0%)
		No training	3 (23.1 %)	11 (40.7%)	21 (75.0%)	1 (50.0%)
		Over training	2 (15.4%)	6 (22.2%)	2 (7.1%)	0 (0.0%)
		<b>Total</b>	13 (100%)	27 (100%)	28 (100%)	2 (100%)
	<b>Chi-square value (<math>\chi^2</math>) = 13.368</b> <b>df = 6</b> <b>p = 0.038</b>					
<b>* Significant at the level of 0.05</b>		<b>df = degrees of freedom</b>	<b>p = significance of chi-square</b>			

Finally, as highlighted in Table 4.6, there was also a significant difference ( $\chi^2 = 13.368$  df = 6,  $p = 0.038$ ), in terms of training needs for *Item F6 (Payroll administration)*. Clerks from the 40 to 50 years category accounted for the highest percentage (75.0 percent) that needed no training for this task while 61.5 percent of the youngest group, that is 18 to 28 years, needed to be trained. While none from those over 50 years indicated that they had been over-trained for such item, a small percentage from the other three age categories said that they had been given over-training for the same task.

For all six items, there were significant differences in training needs by age. Therefore, the null hypothesis, Ho2 for these tasks are rejected. The null hypothesis for other tasks, however, is accepted.

#### 4.2.4.3 Hypothesis Three: Differences in Training Needs by Job Grade

Ho3: There is no significant difference between Grade N7 and Grade N9 secondary school clerks in terms of their training needs.

As can be seen from Table 4.7, there were three items that showed significant differences in training needs by job grade. These were items *B4 (Filling in forms)*, *D2 (Using computer equipment yourself, including microcomputers)* and *H5 (Declaration of assets)*.

Through cross tabulation analysis and running the chi-square test, it was discovered that the training needs for grades N7 and N9 clerks differed significantly ( $\chi^2 = 7.103$ , df = 2,  $p = 0.029$ ). The percentage of clerks that needed training for task *B4 (Filling in forms)* is the same, consisting exactly 20 percent of each. The majority of clerks from both categories needed no training. However, the percentage was higher for the N9 clerks (78.3 percent) as compared to 60 percent for those from the N7 category. Among the N7 clerks, 20 percent of

them had been over-trained for this particular task while it was just 1 percent for clerks from the N9 job grade.

As for item D2 (*Using computer equipment yourself, including microcomputers*), there was a significant difference ( $\chi^2 = 5.945$ ,  $df = 2$ ,  $p = 0.051$ ) in training needs among clerks from the two job grades. With reference to table 4.7, it was noted that 70 percent of the N7 clerks needed training as compared to only 31.7 percent of the N9 clerks.

There was also a significant difference ( $\chi^2 = 6.966$ ,  $df = 2$ ,  $p = 0.031$ ) in training needs for item H5 (*Declaration of assets*). Slightly half (53.3 percent) of clerks in the N9 job grade indicated they needed training for such task while only 10 percent on the N7 clerks needed to be trained. While 70 percent of the N7 clerks need not be given training, the percentage was lower for the Grade N9 clerks, that is, 41.7 percent. However, only 5 percent of them were found to be over-trained for the task as compared to 20 percent for the N7 clerks.

**Table 4.7 Differences in Training Needs by Job Grade**

Item	Task	Training Needs	N7	N9	Chi-square value ( $\chi^2$ )	df	P *
B4	Filling in forms	Training	2 (20.0%)	12 (20.0%)	7.103	2	0.029
		No training	6 (60.0%)	47 (78.3%)			
		Over training	2 (20.0%)	1 (1.7%)			
		<b>Total</b>	10(100%)	60 (100%)			
D2	Using computer equipment yourself, including microcomputers	Training	7 (70.0%)	19 (31.7%)	5.945	2	0.051
		No training	2 (20.0%)	36 (60.0%)			
		Over training	1 (10.0%)	5 (8.3%)			
		<b>Total</b>	10(100%)	60 (100%)			
H5	Declaration of assets	Training	1 (10.0%)	32 (53.3%)	6.966	2	0.031
		No training	7 (70.0%)	25 (41.7%)			
		Over training	2 (20.0%)	3 (5.0%)			
		<b>Total</b>	10(100%)	60 (100%)			

\* Significant at the level of 0.05     $df$  = degrees of freedom     $p$  = significance of chi-square

Based on the significance of the chi-square value of the three tasks as depicted in Table 4.7, the null hypothesis for hypothesis testing of training needs by job grade is thus rejected. However, the hypothesis for all other tasks is accepted.

#### 4.2.4.4 Hypothesis Four: Differences in Training Needs by Length of Service

Ho4: There is no significant difference among clerks of different length of service in terms of their training needs.

As projected in Table 4.8, there was only one item that had shown very significant difference ( $\chi^2 = 15.415$ ,  $df = 6$ ,  $p = 0.017$ ) in the training needs of clerks by length of service. This was item F6 (*Payroll administration*). In terms of the need for training, 55 percent of clerks who had worked from one to five years had indicated that they needed training as compared to merely 12.5 percent for those who had worked for 6 to 10 years. In comparison, a high percentage (87.5 percent) of clerks who had served for 6 to 10 years felt they needed no training for carrying out this particular task. With the exception of those who had worked from 6 to 10 years, all clerks in the other three categories indicated that they had been over-trained to some extent, although the percentage was small. Subsequently, this is the only item that indicated that the null hypothesis has to be rejected. The null hypothesis for other task, however, is accepted.

**Table 4.8 Differences in Training Needs by Length of Service**

Item	Task	Training Needs	0-11 months	1-5 years	6-10 years	Over 10 years
F6	Payroll administration	Training	2 (28.6%)	11(55.0%)	1(12.5%)	10(28.6%)
		No training	3 (42.9%)	4 (20.0%)	7(87.5%)	22 (62.9)
		Over- training	2 (28.6%)	5 (25.0%)	0 (0 %	3 (8.6%)
		<b>Total</b>	7 (100%)	20(100%)	8 (8.0%)	35(100%)
<b>Chi-square value (<math>\chi^2</math>) = 15.415</b>						
<b>df = 6</b>						
<b>p = 0.017</b>						
<b>* Significant at the level of 0.05</b>		<b>df = degrees of freedom</b>	<b>p = significance of chi-square</b>			

\* Significant at the level of 0.05      df = degrees of freedom      p = significance of chi-square

#### 4.2.4.5 Summary of Hypotheses Testing of Training Needs

The hypotheses testing of training needs based on gender, age, job grade and length of service have shown that there were significant differences among clerks for 15 tasks out of the 38 tasks outlined in Part II on the questionnaire. Therefore, for these tasks, the null hypotheses based on the four demographic characteristics of gender, age, job grade and length of service are rejected. On the other hand, the null hypotheses for all other 23 tasks are, however, accepted. For ease of reference, the summary of the hypotheses testing shall be depicted in Table 4.9.

**Table 4.9**                      **Summary of Hypotheses Testing of Training Needs Based on Gender, Age, Job Grade and Length of Service**

Item	Area / Task	Gender	Age	Job Grade	Length of Service
<b>A</b>	<b>Managing Yourself – Your Personal Effectiveness</b>				
A1	Thinking and planning ahead, setting objectives	Accepted	Accepted	Accepted	Accepted
A2	Coping with tight datelines	Accepted	Accepted	Accepted	Accepted
A3	Establishing and maintaining good working relationship	Accepted	Accepted	Accepted	Accepted
A4	Using your own time effectively	Accepted	Accepted	Accepted	Accepted
A5	Persuading senior officers to accept your ideas	Accepted	Accepted	Accepted	Accepted
A6	Keeping up to date with knowledge in your own area of work	<i>Rejected</i>	Accepted	Accepted	Accepted
A7	Working as part of a team	<i>Rejected</i>	Accepted	Accepted	Accepted
<b>B</b>	<b>Paper Work</b>				
B1	Drafting letters, minutes, reports etc	Accepted	Accepted	Accepted	Accepted
B2	Acting as secretary, note-taker at meetings	Accepted	Accepted	Accepted	Accepted
B3	Checking / proof-reading of written or typed work	<i>Rejected</i>	<i>Rejected</i>	Accepted	Accepted
B4	Filling in forms	Accepted	Accepted	<i>Rejected</i>	Accepted
<b>C</b>	<b>Communication</b>				
C1	Consulting about work	Accepted	Accepted	Accepted	Accepted
C2	Taking part in meetings	Accepted	Accepted	Accepted	Accepted
C3	Dealing face to with the public	Accepted	Accepted	Accepted	Accepted
C4	Dealing with members of the public on the telephone	Accepted	Accepted	Accepted	Accepted
<b>D</b>	<b>Handling Information and Data</b>				
D1	Understanding and analysing quantitative data, including computer print-out	Accepted	Accepted	Accepted	Accepted
D2	Using computer equipment yourself, including microcomputer	Accepted	Accepted	<i>Rejected</i>	Accepted
D3	Computer Programming	Accepted	Accepted	Accepted	Accepted
D4	Collecting /collating data / information from printed	Accepted	Accepted	Accepted	Accepted
D5	Collecting information directly from people	Accepted	Accepted	Accepted	Accepted

Table 4.9 (continued)

Item	Area / Task	Gender	Age	Job Grade	Length of Service
<b>E</b>	<b>Working within the Government System</b>				
E1	Understanding the legislative framework / process	Accepted	Accepted	Accepted	Accepted
E2	Understanding financial procedures and circulars	Accepted	Accepted	Accepted	Accepted
E3	Understanding service circulars	<i>Rejected</i>	Accepted	Accepted	Accepted
<b>F</b>	<b>Finance</b>				
F1	School budget preparation	Accepted	<i>Rejected</i>	Accepted	Accepted
F2	Maintaining cash and vote books	Accepted	<i>Rejected</i>	Accepted	Accepted
F3	Payment of bills and travelling claims	Accepted	<i>Rejected</i>	Accepted	Accepted
F4	Revenue collection	Accepted	<i>Rejected</i>	Accepted	Accepted
F5	Procurement	Accepted	Accepted	Accepted	Accepted
F6	Payroll administration	Accepted	<i>Rejected</i>	Accepted	<i>Rejected</i>
<b>G</b>	<b>Store Management</b>				
G1	Stock control and management	Accepted	Accepted	Accepted	Accepted
G2	Up keeping of records for asset / inventory / office supplies	Accepted	Accepted	Accepted	Accepted
G3	Disposal and write-off of asset and inventory	Accepted	Accepted	Accepted	Accepted
<b>H</b>	<b>Documentation of Service Matters</b>				
H1	Appointment and confirmation of school staff	Accepted	Accepted	Accepted	Accepted
H2	Transfer of staff	Accepted	Accepted	Accepted	Accepted
H3	Relief / resignation / retirement from post	Accepted	Accepted	Accepted	Accepted
H4	All types of leave	<i>Rejected</i>	Accepted	Accepted	Accepted
H5	Declaration of assets	Accepted	Accepted	<i>Rejected</i>	Accepted
H6	Disciplinary cases of school staff	Accepted	Accepted	Accepted	Accepted

### 4.3 Qualitative Findings

This section presents the major findings from the qualitative data gathered through the open-ended and semi-structured interviews with school principals selected randomly from nine schools in Kuching Division. As discussed in Chapter 3, the main aim of the interview was to investigate and gain greater insight into the views and perceptions of school principals pertaining to the training needs of secondary school clerks. The findings are presented along the following five themes:

- a. Opinion about clerical staff training;
- b. Ranking of three areas of work which appeared to cause difficulties for the clerical staff;
- c. Ranking of the three most important areas of the clerks' work;
- d. Constraints in conducting training for clerks;
- e. Three most important areas of change in clerical staff training envisaged over the next few years.

#### 4.3.1 Opinion About Clerical Staff Training

Generally, all informants interviewed agreed that training was an important part of school management. Without training, support staff personnel would not be able to perform to the expected level due to the different background. Training was viewed to be important especially for newly appointed clerks and clerks who had been transferred from primary schools because of the slightly different nature of the job. Training could be informal and done "on the job" through attachment to other schools, the SSED or the Divisional Education Office. As one school principal aptly mentioned:

Training is much needed because without training, clerks will not be able to help effectively the principal, teachers, students, parents or even the general public. Unlike trained teachers who have been given training prior to their appointment, newly appointed clerks are not given such training until much later after their appointment.

(SP 3)

Another principal added that training could be done at two levels. One would be expository training on certain aspects of clerical work in secondary schools like service matters, finance, work ethics and computer skills. Specific training where clerks incurred some difficulty could be given after two or three months on the job.

At the same time, there seemed to be a consensus among all the nine principals interviewed that even for clerks who had held the post for a sufficient length of time, they would still need to undergo "refresher courses" or be given short briefings whenever there are changes in policies and regulations.

In terms of the duration for training, eight principals recommended that continuous but focussed training be carried out for a week each on different aspects of clerical work. However, one principal opined that training should preferably be held during the weekends or school holidays, as these were "the less busy period" especially for schools that have only one or two clerks.

#### **4.3.2 Ranking of Three Areas of Work Which Appeared to Cause Difficulties For Clerical Staff**

Based on the areas of work that were outlined in the questionnaire that had been given to secondary school clerks for this study, the principals were asked to rank the three areas where clerks faced difficulty. In the order of most difficult, next difficult and third most difficult, the areas were:

- a. Finance
- b. Store Management
- c. Handling Information and Data

#### **4.3.3 Ranking of The Three Most Important Areas of the Clerks' Work**

Again, based on the three main areas of work outlined in the questionnaire for the clerks, the principals viewed the following as the most important, next in importance and third most important:

- a. Managing Yourself / Your Personal Effectiveness
- b. Handling Information and Data
- c. Finance

#### **4.3.4 Constraints in Conducting Training For Clerks**

Although six principals informed that they did not faced any problems in conducting training for their clerical staff, three principals shared the following sentiments:

The lack of qualified personnel in the school has to a certain extent, been an obstacle to an effective "in-house" training at the school. It would have been very valuable if the training could be done at the school level, as the clerks need not be away from school in order to attend training outside. Due to this reason, we are dependent on training organised by the SSED or the Divisional Education Office. (SP 1)

Usually, training given by the SSED or Divisional Education is done outside the school, for a duration of one week. This definitely will pose some problems to a small school like mine, which has only one clerk. There will be a backlog of work as there will be nobody to complete those tasks while he is away. (SP 8)

Finance is a constraint. Sometimes, it is good for the clerks to attend training off-the-job or outside the state especially courses organised by other agencies like INTAN as they will not be distracted with worries about their job in the school. Furthermore, it will "open their minds" when meeting other clerks from other Departments by sharing experiences pertaining to their job description. However due to insufficient funds, they have to be contend with attending training that are carried within the state. (SP 9)



### **4.3.5 Three Most Important Areas of Change in Staff Training and Development Envisaged Over the Next Few Years**

All nine principals informed that training in Information Technology should be emphasised with the advancement in technology so that that schools could communicate easily and share information with the SSED, the Divisional / District Education Offices, other schools or even other agencies. In line with that, it was felt pertinent that all clerks be trained in basic computer skills especially word processing, spreadsheet and simple programming.

Secondly, modules for areas of work that were important or where clerks faced difficulty could be introduced so as to encourage continuous learning. Updating of knowledge was also deemed necessary should there be changes in procedures and regulations.

Finally, principals hoped there would a high commitment to training by all parties concerned especially from the school, Department and the clerks themselves so that improvement could be attained with regard to knowledge, skills and attitude. As one principal pointed out:

A proper training programme should be drawn up to meet the needs of the clerks. It has also to suit the local context. Thus, there has to be a needs assessment done prior to any training being given. Evaluation and follow-up have to be monitored by the principals themselves as they will be able to assess the performance of the clerks and to decide whether further training is required or, if needed, after all. (SP2)

## **4.4 Discussion of Major Findings**

The major findings of the research are broadly presented under the following three headings: training needs, training preferences and differences in training needs based on gender, age, job grade and length of service.

### **4.4.1 Training Needs**

As discussed in Chapter 2, training is an important management tool in order to improve the work performance of both the individual and the organisation (Goldstein, 1993). Rapid change in technology and tasks performed by the worker as well as lack of skills in the long term required training (Sheal, 1992). In addition, changes in composition of the workforce and competition to produce quality products and services are also contributory factors for the need in training. On the other hand, training involves time, financial and human resources. So before an organisation can embark on any training, it is important that needs analysis be carried so as to ensure a return in investment, as training is an investment in itself (Silthorpe, 1994 and Perry, 1996). As Sullivan (1990) pointed out, the individual should be the target of in-service training. Therefore, focus should be directed toward his needs rather than the institution only. Besides, any in-service training would be more beneficial and effective if individuals' experiences and needs were to taken into consideration.

By asking the respondents to indicate the degree of difficulty, importance and frequency of tasks clerks performed through the questionnaire, deductions were made

whether the particular tasks need to be included in the training programme content. Broadly, these tasks could be classified into areas under: Managing Yourself – Your Personal Effectiveness, Paper Work, Communication, Handling Information and Data, Working Within The Government System, Finance, Store Management, and Documentation of Service Matters.

Analysis of the quantitative data showed seventeen items or tasks that would have to be included in the training programme for clerks. Based on the highest frequency of respondents indicating the need for training for the particular item, the tasks in order of priority were:

- Coping with tight datelines,
- Using computer equipment yourself, including micro computers,
- Collecting / collating data / information from printed sources,
- Documentation of all types of leave,
- Understanding service circulars,
- Stock control and management,
- Disposal and write-off of asset and inventory,
- Documentation of appointment and confirmation of school staff,
- Understanding financial procedures and circulars,
- Up keeping of asset / inventory / office supplies,
- Documentation of declaration of asset,
- Understanding and analysing quantitative data, including computer print-out,
- Computer programming,
- Understanding the legislative framework / process,
- Collecting information directly from people,
- School budget preparation, and
- Documentation of disciplinary cases of school staff.

The quantitative findings above seemed to concur with the qualitative findings done by interviewing the nine school principals. During the interview, the informants ranked three areas

of work (from the most difficult, next difficult and third difficult) which they observed to be apparent difficulty to the clerks. These areas were Finance, Store Management and Handling Information and Data. In terms of the three most important areas of work (from the most important, next in importance and third in importance) that the principals saw as important for clerks to perform would be Managing Yourself / Your Personal Effectiveness, Handling Information and Data and Finance.

Findings on areas and tasks where the clerks needed training in this study seemed to concur with findings from previous studies highlighted in Chapter 2. These areas in particular included basic computer skills and information technology, ( Mondy, Noe & Premeux, 1999; White, 1992; Bartram & Gibson, 1997; DBKU, 1995; Thomas, 1998; and Zaiton, 1997) Finance (DBKU, 1995, Zaiton, 1997 and Thomas, 1998) and Store Management (DBKU, 1995).

The study also revealed that training was not necessary at all in areas like Paper Work and Communication. Again, such finding concurred with previous findings by Mondy, Noe & Premeux (1999), Bartram & Gibson (1997) and Moore (1993) that interpersonal and

communication skills were important, though not necessarily be included in the training programme.

#### **4.4.2 Training Preferences**

The choice of the right trainers, the right time and the right place were critical in ensuring the success of any in-service courses (Pierce & Hunsaker, 1996). At the same, participants for any training had to be given an opportunity to be involved in the planning of any training programme, as staff must perceive those choices as relevant to their practical needs (Sullivan, 1990).

From this study, as regards to duration of training, more than half of the respondents (58.6 percent) preferred the duration to be a week course during working days. Most of them (74.3 percent) indicated that training be done outside the school. Such preference echoed the views by Perry (1996) that:

“Employees need to leave the stress and distraction of the workplace in order to reenergize their thinking, reflect on abstract concepts, assess their development needs, build complex skills, and learn from others”(p. 431).

As for the choice of trainers, 74.3 percent of respondents preferred external trainers. Such choice confirmed the revelation made by one of the school principal interviewed for this study that among the several constraints in conducting training for the clerks at the workplace was the lack of qualified personnel. Therefore, the clerks seemed to have more confidence on external trainers, rather than trainers from within the school.

#### **4.4.3 Differences in Training Needs based on Gender, Age, Job Grade and Length of Service**

The four demographic characteristics of Gender, Age, Job Grade and Length of Service were selected in order to compare the differences in training needs as regards to areas of training among the clerks chosen for this study. Cross tabulations and the chi-square test ( $\chi^2$ ) were utilised to confirm the null hypotheses that were no significant differences in training needs based on those demographic characteristics. With the exception of tasks discussed subsequently in this section, there was no significant difference in training needs of clerks for the rest of the tasks based on those four characteristics. In such case, all four null hypotheses in connection to those tasks had failed to be rejected.

Out of the 70 respondents who completed and returned the questionnaire, male clerks comprised 51.4 percent while female clerks comprised 48.6 percent. As for age, 18.6 percent of respondents were between 18 to 28 years old while 38.6 percent consisted of those from the 29 to 39-age category. Clerks that were between 40 to 50 years old make up the majority (40.0 percent). Only 2.9 percent of the respondents were over 50 years of age. In terms of job grade, 85.7 percent of the respondents were from the N9 Job category while 14.3 percent were appointed to the N7 Job Grade. 10 percent of the respondents were those that had served 11 months or less in their present post while 28.6 percent consisted of clerks who had served for 1 to 5 years. Those that have served between 6 to 10 years made up 11.4 percent of the total respondents. Exactly half (50 percent) of the respondents were clerks that had over 10 years of service in their present posts.

Training needs differed significantly by gender for the following tasks:

- Working as part of a team,
- Checking / proof –reading of written or typed work,
- Collecting / collating data / information from printed sources,
- Understanding service circulars,
- Documentation of all types of leave.

As for age, there was a significant difference in training needs among the clerks for seven of the tasks below:

- Checking / proof reading of written or typed work,
- Consulting about work,
- School Budget Preparation,
- Maintaining cash and vot books,
- Payment of bills and travelling claims,
- Revenue collection,
- Payroll administration.

There were only three tasks where the training needs of clerks differed significantly by Job Grade. These tasks encompassed Filling in Forms, Using computer equipment yourself, including microcomputers, and Declaration of Assets.

As far as length of service was concerned, the only task where clerks differed significantly in training needs was Payroll administration. Clerks who had served longer seemed to indicate a higher percentage of no necessity for training. For instance, 87.5 percent for those who had served 6 to 10 years and 62.9 percent for those who had been appointed to the post for over 10 years indicated no necessity for training for this particular task. Such findings confirmed the study by Jongjit (1983) that school principals with less experience had a higher need for training than those who had more experiences.

## 4.5 Conclusion

This chapter has presented the findings in five sections. Firstly, the description of the respondents' demographic background was given. Then the degree of difficulty, importance and frequency of performing the tasks were identified. From here, through the DIFF analysis, the training needs of the clerks were deduced. Thirdly, their preferences pertaining to duration, location and trainers for the training programme were obtained. Fourthly, by using cross tabulation analysis and running the Chi Square test, it was discovered that there were significant differences in training needs based on the four demographic characteristics of gender, age, job grade and length of service for 15 tasks. Finally, based on data collected from the interviews, the general information like the types of training, areas for training, constraints faced and what the principals envisaged for future training was highlighted. The chapter also discussed the research findings in light of some related work cited earlier.

## **CHAPTER 5**

### **CONCLUSION: IMPLICATIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

The general aim of the study was to identify the in-service training needs of secondary school clerks in Kuching Division, Sarawak. Specifically, it set out to describe the demographic characteristics of those involved in the study and analyse the degree of difficulty, importance and frequency of performing the tasks as main aspects of the clerks' job. From such analysis, it would help to determine which tasks the clerks needed training, no training or over-training. In relation to the training needs, preferences regarding duration, location and trainers for the training programme would also be determined. Finally, the study attempted to confirm whether there were significant differences in the training needs of the clerks based on the selected demographic characteristics of gender, age, job grade and length of service.

This chapter discusses the major findings of the study, and examines their implications for the administrative policy of the Department and future directions of related research.

#### **5.2 The Findings**

The major research findings discussed in Chapter 4 bring into focus some important issues and related questions about training in general and the training process in Kuching Division, Sarawak in particular. Besides, they have brought a number of key implications for educational policymakers and practitioners. In summary, the study shows that with regards to the training needs of secondary school clerks, 17 administrative tasks and three areas of work - finance, store management and handling information and data – were considered as important management tools to improve their work performance, both as individuals and that of the organisation. The study also revealed that training was not necessary at all in areas like Paper Work and Communication. The hypotheses testing of training needs based on gender, age, job grade and length of service have shown that there were significant differences among clerks for 15 tasks out of the 38 tasks outlined. It was also highlighted that the clerks preferred the duration of training to be a week course during working days, done outside the school and conducted by external trainers.

#### **5.3 Implications of the Study and Recommendations**

In the light of an educational set-up that is highly centralised and characterised by a small number of qualified professional personnel and limited financial resources, the study suggests the urgent need to:

- a. redefine the realm of training, its purpose and roles of those directly involved in the training process so that greater training effectiveness can be achieved;
- b. provide a continuous, coherent and well-structured in-service staff development programmes to those who are entrusted with various training responsibilities so that their professional knowledge and training competence can be further achieved; and
- c. provide in-service training that is effective, coherent, continuous and developmental for clerical staff.

The study also brings forth the following questions:

- a. What type of training programmes would be best suited to the needs of secondary school clerks who are expected and required to execute various supporting services?
- b. In time of financial constraints and shortage of training personnel, should the training programmes be confined to enhancing secondary school clerks' competence in only some areas or should they encompass all expected competencies required from tasks allocated to them? What should the content of such courses be?

### **5.3.1 Policy Recommendations**

Consistent with the literature reviewed in the earlier chapters, the study highlights the training needs of clerks in terms of areas and tasks where training will be required in order to improve their knowledge, skills and attitudes. It also reveals the particular areas and tasks where training is not necessary and where they have been over-trained. Preferences pertaining to location, duration and trainers for the training programme have also been indicated as well as the significance in training needs based on the clerks' background. Perceptions and views of secondary school principals have helped shed light into some factors that can contribute towards better and effective training plans.

#### **(a) Training of Secondary School Clerks**

Based on the findings, two types of training programmes are recommended:

- (i) pre-posting in-service training which place emphasis on the provision and acquisition of administrative knowledge and competencies which are associated with clerical work.
- (ii) on-going , well-structured and coherent staff development programme, rather than a separate, isolated ad-hoc programme be carried out.

Therefore, before embarking on any training programme, a thorough training needs assessment should be carried out at the organisational and individual levels. Organisational assessment will help to identify agency priorities and concerns while the individual level will help to identify specific knowledge and skills to further the clerk's job performance and personal development.

Specific knowledge and skills where training is required can be utilised to provide the course content. Thus, it can help to avoid clerks who might not need any training at all or exclude clerks that have been over-trained. In so doing, the funding of training programmes can be fully maximised. In conjunction with this, training records of every clerk should be properly recorded and updated by the school and the SSED, so that an individual training plan can be well charted in the future.

#### **(b) Resource Allocation**

Sufficient human and financial resources must be allocated to the SSED, Divisional Education Office or Secondary Schools by the Ministry of Education Malaysia to ensure greater coverage of training personnel within the Education Service. The principals in particular, can make good trainers themselves once they are confident that they have sufficient training and consulting schools to carry out on-the-job training, mentoring and at the school level.

### **5.3.2 Future Research**

The findings of this study have its limitations as it was confined to only schools within Kuching Division. Its limited coverage thus makes the resultant findings applicable only to the locality where the study took place. To extend the findings to a larger geographical setting, and to produce a more in-depth understanding of the issue, the following suggestions are worth pondering:

- (a) Similar studies should be carried out in all the Divisions in the State of Sarawak so that a clearer picture of the in-service training needs and preferences of the clerks in the state could be obtained. The findings would provide useful indicators for the Ministry of Education and the Sarawak State Education Department when preparing training courses for the secondary school clerks.
- (b) The same study could be extended to all clerks in the country, and the findings could be used as a benchmark for planning in-service courses for new and experienced clerks.

### **5.4 Conclusion**

This chapter has summarised the major findings of the study and discussed their implications on future training policies. Recommendations were made to further improve the training and development of secondary school clerks. Finally, it also presented suggestions for further extension of the research.

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## APPENDICES

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**Number of respondents involved in the study : Identification of In-service Training Needs among secondary school clerks in Kuching Division, Sarawak.**

No.	Name of school	School Grade	School Type	Job grade of clerk		Total no. of clerks (N7+N9)
				N7	N9	
1.	SMK Datuk Patinggi Abang Haji Abdillah	A	Boarding	1	2	3
2.	SMK Matang Hilir	B	Non-boarding	-	2	2
3.	SMK Petra Jaya	A	Non-boarding	1	2	3
4.	SMK Santubong	A	Boarding	-	1	1
5.	SMK Tun Abang Haji Openg	A	Boarding	-	2	3
6.	SMK Tunku Abdul Rahman	B	Non-boarding	-	2	2
7.	SMK Bako	B	Boarding	-	1	1
8.	SMK Petra Jaya II	B	Non-boarding	1	1	1
9.	SMK Agama Matang	A	Boarding	1	1	2
10.	SMK Sheikh Haji Othman Abdul Wahab	A	Non-boarding	-	1	2
11.	SMK Agama Majlis Islam Sarawak	A	Boarding	-	1	1
12.	SMK Bau	A	Boarding	1	3	3
13.	SMK Lake	A	Boarding	-	1	2
14.	SMK Paku	B	Boarding	-	2	2
15.	SMK Lundu	A	Boarding	-	3	3
16.	SMK Sematan	A	Boarding	-	2	2
17.	SMK Sg. Maong	B	Non-boarding	-	2	2
18.	SMK Green Road	A	Non-boarding	1	2	3
19.	SMK Kuching High	A	Non-boarding	1	2	3
20.	SMK St. Thomas	A	Non-boarding	-	3	3
21.	SMK St. Mary	B	Non-boarding	-	2	2
22.	SMK St. Joseph	A	Non-boarding	1	2	3
23.	SMK St. Teresa	A	Non-boarding	-	3	3
24.	SMK Bandar Kuching no.1	A	Non-boarding	1	2	3
25.	SMK Bandar Kuching no.2	B	Non-boarding	-	2	2
26.	SMK Lumba Kuda	B	Non-boarding	-	2	2
27.	SMK Pending	A	Non-boarding	-	2	2
28.	SMK Tabuan Jaya	B	Non-boarding	-	1	1
29.	SMK Penrissen no.1	A	Boarding	1	2	3
30.	SMK Wira Penrissen	B	Non-boarding	1	2	3
31.	SMK Siburan	A	Boarding	-	2	2
32.	SMK Pedawan	A	Non-boarding	-	2	2
33.	SMK Batu Lintang	A	Non-boarding	-	2	3
34.	SMK Datuk Patinggi Haji Abdul Gapor	A	Boarding	1	2	3
35.	SMK Batu Kawa	A	Non-boarding	1	2	3
<b>TOTAL</b>				<b>15</b>	<b>66</b>	<b>81</b>

Mary John  
 1752, Lorong F4,  
 Taman Satria Jaya BDC,  
 Jalan Stutong,  
 93350 Kuching,  
 Sarawak.

Tel: 082-451752

Pengetua,  
 Sekolah Menengah Kebangsaan.....  
 .....  
 .....  
 Sarawak.

Tuan/puan,

**Memohon Kebenaran untuk menjalankan Kajian bertajuk "Identification of training needs among secondary school clerks in Kuching Division, Sarawak".**

Perkara seperti di atas dirujuk.

2. Sebagai sebahagian syarat penganugerahan Ijazah Sarjana Sains (Pembangunan Sumber Manusia) oleh pihak Universiti Malaysia Sarawak, saya dikehendaki membuat satu kajian berkaitan dengan bidang program tersebut. Justeru itu, saya ingin memohon jasa baik tuan untuk membenarkan saya mendapat maklumat melalui soal selidik di kalangan pembantu tadbir N7 sekiranya ada) dan N9 yang bertugas di sekolah tuan. Di samping itu, saya berharap tuan/puan akan dapat meluang sedikit masa untuk saya menemubual tuan/puan berkaitan dengan keperluan latihan pembantu tadbir berkenaan. Tuan/puan akan dihubungi selanjutnya bagi menetapkan tarikh dan masa yang sesuai bagi tuan/puan meluang diri untuk tujuan tersebut. Ingin dimaklumkan bahawa segala data yang diperolehi nanti akan dianggap sulit dan hanya digunakan untuk maksud kajian ilmiah ini sahaja.

3. Bersama surat ini disertakan perkara berikut untuk rujukan dan tindakan tuan/puan seterusnya:

- i. Surat kebenaran menjalankan kajian dari Jabatan Pendidikan Negeri Sarawak bil. 6/JP/140/KAJIAN bertarikh 23 September 2000,
- ii. Tiga (3) naskah soal selidik untuk diedar kepada semua pembantu tadbir., dan
- iii. Tiga (3) sampul surat yang berselem dan beralamat sendiri bagi mengembalikan soal selidik yang telah dilengkapasi sebelum atau pada **10 November 2000**.

4. Atas segala bantuan dan kerjasama yang tuan/puan berikan, saya dahului dengan ribuan terima kasih.

Yang benar,

(MARY JOHN)

s.k. Pengarah, Jabatan Pendidikan Sarawak  
 (u.p. unit latihan).

Mary John  
 1752, Taman Satria Jaya BDC,  
 Jalan Stutong,  
 93350 Kuching,  
 Sarawak.

Tel: 082-451752

26 Oktober 2000

Tuan/puan ,

**Kajian Ilmiah Bertajuk " Identification of training needs among secondary school clerks in Kuching Division, Sarawak".**

Perkara seperti di atas dirujuk.

2. Kajian ini adalah sebahagian daripada syarat program Sarjana (Pembangunan Sumber Manusia) yang saya ikuti di Universiti Malaysia Sarawak. Ia bertujuan untuk mengumpul data bagi mengetahui tentang keperluan latihan pembantu tadbir di sekolah menengah di Bahagian Kuching.

3. Instrumen kajian ini terdiri daripada tiga bahagian. **Bahagian A** bertujuan untuk mengutip maklumat tentang latarbelakang tuan/puan. **Bahagian B** mengandungi senarai sebahagian tugas tuan/puan yang mungkin memerlukan latihan berdasarkan kesukaran, kepentingan dan kekerapan tugas tersebut dilaksanakan. **Bahagian C** bertujuan untuk mendapat pandangan tuan tentang keutamaan latihan sekiranya tugas-tugas yang telah dikenalpasti memerlukan latihan.

4. Dengan itu, kerjasama dan jasa baik tuan amat diperlukan untuk menjawab **semua** soalan dalam soal selidik ini. Ingin dimaklumkan bahawa instrumen ini bukan satu ujian. Oleh yang demikian, respon ikhlas tuan/puan adalah amat diharapkan. Segala data yang diperolehi berkaitan kajian ini akan dianggap sebagai **sulit** dan hanya digunakan untuk maksud kajian ilmiah ini sahaja. Sila kembalikan soal selidik yang telah dilengkapi dengan menggunakan **sampul yang disediakan** (bersetem dan beralamat sendiri) sebelum atau pada **10 November 2000**.

Atas kerjasama dan masa yang diluangkan, diucapkan ribuan terima kasih.

Yang benar,

(MARY JOHN)



**FACULTY OF COGNITIVE SCIENCE AND HUMAN DEVELOPMENT  
UNIVERSITI MALAYSIA SARAWAK**

**ACADEMIC RESEARCH QUESTIONNAIRE  
M.Sc. (Human Resource Development)  
UNIMAS-IAB Twinning Programme  
2000**

The aim of the questionnaire is to **identify training needs among secondary school clerks in Kuching Division, Sarawak**. All information given will be treated in the strictest confidence and will be used solely for this academic purpose.

*Tujuan soal selidik ini adalah untuk mengenalpasti keperluan latihan di kalangan pembantu tadbir di semua sekolah menengah Bahagian Kuching, Sarawak. Segala maklumat yang diberi akan dianggap sebagai sulit dan hanya diguna untuk kajian ilmiah ini sahaja.*

Thank you very much for your cooperation.  
*Terima kasih atas kerjasama anda.*

MARY JOHN

**PART I: BACKGROUND (LATARBELAKANG)**

**Instructions:** Please tick (✓) in the spaces provided for each of the information required.  
*Sila tanda (✓) pada ruang yang sesuai bagi setiap maklumat yang diperlukan.*

1.	Grade of school / <i>Gred sekolah</i>	A	[   ]	B	[   ]
2.	School type / <i>Jenis sekolah</i>	Boarding / <i>Asrama</i>	[   ]	Non-boarding/ <i>Bukan asrama</i>	[   ]
3.	Gender/ <i>Jantina</i>	Male / <i>Lelaki</i>	[   ]	Female / <i>Perempuan</i>	[   ]
4.	Age / <i>Umur</i>	18 – 28 years / <i>tahun</i>	[   ]	40 – 50 years / <i>tahun</i>	[   ]
		29 – 39 years / <i>tahun</i>	[   ]	Over / <i>Melebihi</i> 50 years / <i>tahun</i>	[   ]
5.	Job Grade / <i>Gred Jawatan</i>	N7	[   ]	N9	[   ]
6.	How long have you been in your present post (as at 01/10/2000)? <i>Jangkamasa berada di jawatan sekarang (seperti pada 01/10/2000).</i>	0 – 11 months / <i>bulan</i>	[   ]	6 – 10 years / <i>tahun</i>	[   ]
		1 – 5 years / <i>tahun</i>	[   ]	Over / <i>Melebihi</i> 10 years / <i>tahun</i>	[   ]

**PART II: TRAINING NEEDS (KEPERLUAN LATIHAN)**

**Instructions:** For the following activities (as part of your job), please tick (✓) ONE BOX ONLY in the column for **DIFFICULTY** within your job, ONE BOX ONLY in the column for the degree of **IMPORTANCE** and ONE BOX ONLY in the column for **FREQUENCY** in doing that activity.

Bagi aktiviti berikutnya (sebagai sebahagian daripada tugas anda), sila tandakan (✓) pada SATU KOTAK SAHAJA bagi ruang **KESUKARAN**, SATU KOTAK SAHAJA bagi ruang **KEPENTINGAN** dan SATU KOTAK SAHAJA bagi ruang **KEKERAPAN** dalam melaksanakan aktiviti tersebut.

<b>DIFFICULTY/KESUKARAN</b>	<b>IMPORTANCE/KEPENTINGAN</b>	<b>FREQUENCY/KEKERAPAN</b>
1=None/Tidak sukar	1=Not very important/Tidak begitu penting	1=Rarely/Jarang
2=A little/Agak sukar	2= Important/Penting	2=Occasionally/Sekali-sekala
3=Quite a lot/Sukar	3=Very important/Amat penting	3=Frequently/Kerap
4=A great deal/Amat sukar	4=Crucial/Genting	4=Continuously/Berterusan

<b>A</b>	<b>MANAGING YOURSELF – YOUR PERSONAL EFFECTIVENESS (KEBEKESANAN DIRI)</b>	<b>DIFFICULTY/ KESUKARAN</b>				<b>IMPORTANCE/ KEPENTINGAN</b>				<b>FREQUENCY/ KEKERAPAN</b>			
		1	2	3	4	1	2	3	4	1	2	3	4
A1.	Thinking and planning ahead, setting objectives ( <i>Merancang dan menetapkan objektif</i> )												
A2.	Coping with tight deadlines ( <i>Menghadapi tarikh akhir yang singkat</i> )												
A3.	Establishing and maintaining good working relationship ( <i>Mengadakan hubungan kerja yang baik</i> )												
A4.	Using your own time effectively ( <i>Mengguna masa dengan berkesan</i> )												
A5.	Persuading senior officers to accept your ideas or opinions ( <i>Memujuk pegawai atasan supaya menerima ide atau pandangan anda</i> )												
A6.	Keeping up to date with knowledge in your own area of work ( <i>Sentiasa mengemaskini pengetahuan bidang kerja sendiri</i> )												
A7.	Working as part of a team ( <i>Bekerja sebagai sebahagian daripada ahli pasukan</i> )												

DIFFICULTY/KESUKARAN	IMPORTANCE/KEPENTINGAN	FREQUENCY/KEKERAPAN
1=None/Tidak sukar	1=Not very important/Tidak begitu penting	1=Rarely/Jarang
2=A little/Agak sukar	2= Important/Penting	2=Occasionally/Sekali-sekala
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4=A great deal/Amat sukar	4=Crucial/Genting	4=Continuously/Berterusan

B	PAPERWORK (KERJA-KERJA MENULIS)	DIFFICULTY/ KESUKARAN				IMPORTANCE/ KEPENTINGAN				FREQUENCY/ KEKERAPAN			
		1	2	3	4	1	2	3	4	1	2	3	4
B1.	Drafting letters, minutes, reports etc (Mendraf surat, minit, laporan dll)												
B2.	Acting as secretary/note-taker at meetings (Menjadi setiausaha atau pencatat semasa mesyuarat)												
B3.	Checking/proof-reading of written or typed work (Menyemak kerja yang telah ditulis/ditaiip)												
B4.	Filling in forms (Mengisi borang)												
C	COMMUNICATION (KOMUNIKASI)	1	2	3	4	1	2	3	4	1	2	3	4
C1.	Consulting about work with others (Berbincang tentang kerja dengan orang lain)												
C2.	Taking part in meetings (Mengambil bahagian dalam mesyuarat)												
C3.	Dealing face to face with the public (Berurusan dengan orang awam secara bersemuka)												
C4.	Dealing with members of the public on the telephone (Berurusan dengan orang awam melalui telefon)												

DIFFICULTY/KESUKARAN	IMPORTANCE/KEPENTINGAN	FREQUENCY/KEKERAPAN
1=None/Tidak sukar	1=Not very important/Tidak begitu penting	1=Rarely/Jarang
2=A little/Agak sukar	2= Important/Penting	2=Occasionally/Sekali-sekala
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4=A great deal/Amat sukar	4=Crucial/Genting	4=Continuously/Berterusan

D	HANDLING INFORMATION AND DATA (PENGURUSAN MAKLUMAT DAN DATA)	DIFFICULTY/KESUKARAN				IMPORTANCE/KEPENTINGAN				FREQUENCY/KEKERAPAN			
		1	2	3	4	1	2	3	4	1	2	3	4
D1.	Understanding and analysing quantitative data, including computer print-out (Memahami dan menganalisis data kuantitatif, termasuk cetakan komputer)												
D2.	Using computer equipment yourself, including microcomputers (Mengguna peralatan komputer, termasuk komputer mikro)												
D3.	Computer programming (Pengaturcaraan komputer)												
D4.	Collecting/collating data/information from printed sources (Mengumpul/menyusun data/maklumat dari sumber bercetak)												
D5.	Collecting information directly from people (Mengumpul maklumat secara langsung dari orang lain)												
E	WORKING WITHIN THE GOVERNMENT SYSTEM (BERKHIDMAT DALAM SISTEM KERAJAAN)	1	2	3	4	1	2	3	4	1	2	3	4
E1.	Understanding the legislative framework/process (Memahami kerangka/proses perundangan)												
E2.	Understanding financial procedures and circulars (Memahami prosedur dan pekeliling kewangan)												
E3.	Understanding service circulars (Memahami pekeliling perkhidmatan)												

DIFFICULTY/KESUKARAN	IMPORTANCE/KEPENTINGAN	FREQUENCY/KEKERAPAN
1=None/Tidak sukar	1=Not very important/Tidak begitu penting	1=Rarely/Jarang
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3=Quite a lot/Sukar	3=Very important/Amat penting	3=Frequently/Kerap
4=A great deal/Amat sukar	4=Crucial/Genting	4=Continuously/Berterusan

F	FINANCE (KEWANGAN)	DIFFICULTY/ KESUKARAN				IMPORTANCE/ KEPENTINGAN				FREQUENCY/ KEKERAPAN			
		1	2	3	4	1	2	3	4	1	2	3	4
F1.	School budget preparation (Penyediaan belanjawan sekolah)												
F2.	Maintaining cash and vot books (Menyelenggara buku tunai dan buku vot)												
F3.	Payment of bills and travelling claims (Pembayaran bil dan tuntutan perjalanan)												
F4.	Revenue collection (Kutipan hasil)												
F5.	Procurement (Perolehan)												
F6.	Payroll administration (Mentadbir payroll)												
G	STORE MANAGEMENT (PENGURUSAN STOR)	1	2	3	4	1	2	3	4	1	2	3	4
G1.	Stock control and management (Kawalan dan pengurusan stok)												
G2.	Upkeeping of asset/inventory/office supplies records (Menyelenggara rekod harta modal/inventori/bekalan pejabat)												
G3.	Disposal and write-off of asset and inventory (Pelupusan dan hapuskira harta modal dan inventori)												

DIFFICULTY/KESUKARAN	IMPORTANCE/KEPENTINGAN	FREQUENCY/KEKERAPAN
1=None/Tidak sukar	1=Not very important/Tidak begitu penting	1=Rarely/Jarang
2=A little/Agak sukar	2= Important/Penting	2=Occasionally/Sekali-sekala
3=Quite a lot/Sukar	3=Very important/Amat penting	3=Frequently/Kerap
4=A great deal/Amat sukar	4=Crucial/Genting	4=Continuously/Berterusan

H	DOCUMENTATION OF SERVICE MATTERS (MENDOKUMENTASI HAL-HAL PERKHIDMATAN)	1	2	3	4	1	2	3	4	1	2	3	4
H1.	Appointment and confirmation of school staff (Perlantikan dan pengesahan staf sekolah)												
H2.	Transfer of staff (Perpindahan staf)												
H3.	Relief/resignation/retirement from post (Pelepasan/perletakan jawatan dan persaraan)												
H4.	All types of leave (semua jenis cuti)												
H5.	Declaration of assets (Pengisytiharan harta)												
H6.	Disciplinary cases of school staff (kes disiplin staf sekolah)												

**PART III: TRAINING PREFERENCES (KEUTAMAAN LATIHAN)**

**Instructions:** Please indicate your training preferences by putting a tick ( ✓ ) on one of the relevant boxes.

*Sila tanda ( ✓ ) di dalam salah satu kotak yang sesuai untuk menunjuk keutamaan latihan bagi diri anda.*

**1. DURATION (JANGKA MASA)**

One day course during working days (Kursus satu hari semasa hari bekerja)	[   ]
Half a day course during working days (Kursus setengah hari semasa hari bekerja)	[   ]
A week course during working days (Kursus satu minggu semasa hari bekerja)	[   ]

Short modules for a few weeks during working days (modul pendek untuk beberapa minggu semasa hari bekerja)	[   ]
A week-end course (Kursus hujung minggu)	[   ]

**2. LOCATION (LOKASI)**

Within the school (Dalam sekolah)	[   ]
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Outside the school (Luar sekolah)	[   ]
-----------------------------------	-------

**3. TRAINERS (JURULATIH)**

Internal trainers (Jurulatih dalaman)	[   ]
External trainers (Jurulatih dari organisasi lain)	[   ]

**THANK YOU VERY MUCH FOR YOUR COOPERATION  
TERIMA KASIH ATAS KERJASAMA ANDA**

**IDENTIFICATION OF TRAINING NEEDS AMONG SECONDARY SCHOOL CLERKS IN KUCHING DIVISION, SARAWAK.**

**INTERVIEW QUESTIONS FOR THE PRINCIPALS**

Name of School: \_\_\_\_\_

1. What is your **opinion about training** for clerks in your school?

2. What **aspects of work** appear to cause your staff most **difficulty**? *(Please rank the three headings in which you see them generally having the most difficulty in their job and give reasons for being so).*

No.	Aspect of work	Ranking	Reasons for their difficulty
A.	Managing yourself/your personal effectiveness		
B.	Paperwork		
C.	Communication		
D.	Handling information and data		
E.	Working within the government system		
F.	Finance		
G.	Store management		
H.	Documentation of service matters		
I.	Others (please specify)		

3. Of the main headings under which the tasks were grouped, which are the **three most important** in your staff's job? (Please enter 1 in the most important, 2 against the next most important and 3 against the third in importance).



No.	Aspect of work	Ranking
A.	Managing yourself/ your personal effectiveness	
B.	Paperwork	
C.	Communication	
D.	Handling information and data	
E.	Working within the government system	
F.	Finance	
G.	Store management	
H.	Documentation of service matters	
I.	Others (please specify)	

4. What are the **constraints** in conducting training for or of clerical staff?

5. What are the three **most important areas of change** in staff training and development for your clerical staff you would like to see over the **next few years**?

## Advantages and disadvantages of questionnaires and interviews

Method	Advantages	Disadvantages
<i>Questionnaires</i>		
Maybe in the form of surveys or polls of a random or stratified sample of respondents, or enumeration of an entire "population". Can use a variety of question formats: open-ended, projective, forced-choice, priority ranking. Can take alternative forms such as Q-sorts, or slip-sorts, rating scales, either pre-designed or self-generated by respondents. Maybe self-administered (by mail) under controlled or uncontrolled conditions, or may require the presence of an interpreter or assistant.	Can reach a large number of people in a short time. Are relatively inexpensive. Give opportunity of expression without fear or embarrassment. Yield data easily summarized and reported.	Make little provision for free expression of unanticipated responses. Require substantial time (and technical skills, especially in survey mode) for development of effective instruments. Are of limited utility in getting at causes of problems or possible solutions. Suffer low return rates (mailed), grudging responses, or unintended and/or inappropriate respondents.
<i>Interviews</i>		
Can be formal or casual, structured or unstructured, or somewhere in between. Maybe used with a sample of a particular group (board, staff, committee) or conducted with everyone concerned. Can be done in person, by phone, at the worksite or away from it.	Are adept at revealing feelings, causes of and possible solutions to problems which the client is facing (or anticipates); provide maximum opportunity for the client to represent himself spontaneously on his own terms (especially when conducted in an open-ended, non-directive manner).	Are usually time consuming. Can be difficult to analyze and quantify results (especially from unstructured formats). Unless the interviewer is skilled, the client (s) can easily be made to feel self-conscious. Rely for success on a skillful interviewer who can generate data without making client(s) feel self-conscious, suspicious, etc.

Source: Goldstein (1993: 48-49). *Training in organizations*. Belmont, California: Wadworth, Inc.

## Decision on Hypotheses Testing of Training Needs Based on Gender (Ho1)

Item	Area / Task	Gender			
		Pearson Chi-Square (X <sup>2</sup> )	Degree of freedom (df)	Significance of chi-square (p)*	Decision on Testing of Null Hypothesis
<b>A</b>	<b>Managing Yourself – Your Personal Effectiveness</b>				
A1	Thinking and planning ahead, setting objectives	4.289	2	0.117	NS (Accept)
A2	Coping with tight datelines	1.566	2	0.457	NS (Accept)
A3	Establishing and maintaining good working relationship	1.432	2	0.487	NS (Accept)
A4	Using your own time effectively	4.029	2	0.138	NS (Accept)
A5	Persuading senior officers to accept your ideas	4.068	2	0.131	NS (Accept)
A6	Keeping up to date with knowledge in your own area of work	5.790	2	0.055	S (Reject)
A7	Working as part of a team	7.465	2	0.024	S (Reject)
<b>B</b>	<b>Paper Work</b>				
B1	Drafting letters, minutes, reports etc	1.373	2	0.503	NS (Accept)
B2	Acting as secretary, note-taker at meetings	2.169	2	0.338	NS (Accept)
B3	Checking / proof-reading of written or typed work	6.444	2	0.040	S (Reject)
B4	Filling in forms	3.401	2	0.183	NS (Accept)
<b>C</b>	<b>Communication</b>				
C1	Consulting about work	1.400	2	0.497	NS (Accept)
C2	Taking part in meetings	2.478	2	0.290	NS (Accept)
C3	Dealing face to face with the public	2.296	2	0.317	NS (Accept)
C4	Dealing with members of the public on the telephone	1.092	2	0.579	NS (Accept)
<b>D</b>	<b>Handling Information and Data</b>				
D1	Understanding and analysing quantitative data, including computer print-out	0.343	2	0.842	NS (Accept)
D2	Using computer equipment yourself, including microcomputer	2.944	2	0.229	NS (Accept)
D3	Computer Programming	1.713	2	0.425	NS (Accept)

## Decision on Hypotheses Testing of Training Needs Based on Gender (Ho1)

Item	Area/Task	Gender			
		Pearson Chi-Square (X <sup>2</sup> )	Degree of freedom (df)	Significance of chi-square (p)*	Decision on Null Hypothesis of
D4	Collecting /collating data / information from printed sources	7.414	2	0.025	S (Reject)
D5	Collecting information directly from people	3.167	2	0.345	NS (Accept)
<b>E</b>	<b>Working within the Government System</b>				
E1	Understanding the legislative framework / process	2.147	2	0.342	NS (Accept)
E2	Understanding financial procedures and circulars	1.236	2	0.539	NS (Accept)
E3	Understanding service circulars	7.565	2	0.023	S (Reject)
<b>F</b>	<b>Finance</b>				
F1	School budget preparation	2.569	2	0.277	NS (Accept)
F2	Maintaining cash and vote books	5.701	2	0.058	NS (Accept)
F3	Payment of bills and travelling claims	2.195	2	0.334	NS (Accept)
F4	Revenue collection	3.661	2	0.160	NS (Accept)
F5	Procurement	4.624	2	0.152	NS (Accept)
F6	Payroll administration			0.099	NS (Accept)
<b>G</b>	<b>Store Management</b>				
G1	Stock control and management	3.263	2	0.196	NS (Accept)
G2	Up keeping of records for asset / inventory / office supplies	1.247	2	0.536	NS (Accept)
G3	Disposal and write-off of asset and inventory	1.526	2	0.466	NS (Accept)
<b>H</b>	<b>Documentation of Service Matters</b>				
H1	Appointment and confirmation of school staff	2.972	2	0.226	NS (Accept)
H2	Transfer of staff	2.869	2	0.238	NS (Accept)
H3	Relief / resignation / retirement from post	0.305	2	0.859	NS (Accept)
H4	All types of leave	6.966	2	0.031	S (Reject)
H5	Declaration of assets	0.541	2	0.763	NS (Accept)
H6	Disciplinary cases of school staff	2.344	2	0.310	NS (Accept)

\*Significant at the level of 0.05

NS = Not Significant

S=Significant

## Decision on Hypotheses Testing of Training Needs Based on Age (Ho2)

Item	Area / Task	Age			
		Pearson Chi-Square (X <sup>2</sup> )	Degree of freedom (df)	Significance of chi-square (p)*	Decision on Testing of Null Hypothesis
<b>A</b>	<b>Managing Yourself – Your Personal Effectiveness</b>				
A1	Thinking and planning ahead, setting objectives	1.774	6	0.939	NS (Accept)
A2	Coping with tight datelines	3.393	6	0.758	NS (Accept)
A3	Establishing and maintaining good working relationship	1.860	6	0.932	NS (Accept)
A4	Using your own time effectively	6.859	6	0.334	NS (Accept)
A5	Persuading senior officers to accept your ideas	4.580	6	0.599	NS (Accept)
A6	Keeping up to date with knowledge in your own area of work	7.899	6	0.246	NS (Accept)
A7	Working as part of a team	9.799	6	0.134	NS (Accept)
<b>B</b>	<b>Paper Work</b>				
B1	Drafting letters, minutes, reports etc	5.489	6	0.483	NS (Accept)
B2	Acting as secretary, note-taker at meetings	2.874	6	0.825	NS (Accept)
B3	Checking / proof-reading of written or typed work	17.886	6	0.007	S (Reject)
B4	Filling in forms	10.659	6	0.100	NS (Accept)
<b>C</b>	<b>Communication</b>				
C1	Consulting about work	11.621	6	0.071	NS(Accept)
C2	Taking part in meetings	0.781	6	0.993	NS (Accept)
C3	Dealing face to face with the public	5.400	6	0.494	NS (Accept)
C4	Dealing with members of the public on the telephone	10.675	6	0.099	NS (Accept)
<b>D</b>	<b>Handling Information and Data</b>				
D1	Understanding and analysing quantitative data, including computer print-out	4.966	6	0.548	NS (Accept)
D2	Using computer equipment yourself, including microcomputer	4.316	6	0.638	NS (Accept)
D3	Computer Programming	3.126	6	0.793	NS (Accept)

## Decision on Hypotheses Testing of Training Needs Based on Age (Ho2)

Item	Area / Task	Age			
		Pearson Chi-Square ( $X^2$ )	Degree of freedom (df)	Significance of chi-square (p)*	Decision on Testing of Null Hypothesis
D4	Collecting /collating data / information from printed sources	6.892	6	0.331	NS (Accept)
D5	Collecting information directly from people	3.213	6	0.782	NS (Accept)
<b>E</b>	<b>Working within the Government System</b>				
E1	Understanding the legislative framework / process	1.854	6	0.933	NS (Accept)
E2	Understanding financial procedures and circulars	4.963	6	0.549	NS (Accept)
E3	Understanding service circulars	11.939	6	0.063	NS (Accept)
<b>F</b>	<b>Finance</b>				
F1	School budget preparation	22.165	6	0.001	S (Reject)
F2	Maintaining cash and vote books	16.157	6	0.013	S (Reject)
F3	Payment of bills and travelling claims	16.387	6	0.012	S (Reject)
F4	Revenue collection	12.599	6	0.050	S (Reject)
F5	Procurement	9.855	6	0.131	NS (Accept)
F6	Payroll administration	13.368	6	0.038	S (Reject)
<b>G</b>	<b>Store Management</b>				
G1	Stock control and management	3.292	6	0.771	NS (Accept)
G2	Up keeping of records for asset / inventory / office supplies	3.099	6	0.796	NS (Accept)
G3	Disposal and write-off of asset and inventory	1.951	6	0.924	NS (Accept)
<b>Hi</b>	<b>Documentation of Service Matters</b>				
H1	Appointment and confirmation of school staff	4.349	6	0.630	NS (Accept)
H2	Transfer of staff	10.833	6	0.094	NS (Accept)
H3	Relief / resignation / retirement from post	9.539	6	0.145	NS (Accept)
H4	All types of leave	6.704	6	0.349	NS (Accept)
H5	Declaration of assets	2.169	6	0.904	NS (Accept)
H6	Disciplinary cases of school staff	2.882	6	0.823	NS (Accept)

\*Significant at the level of 0.05    NS = Not Significant    S=Significant

## Decision on Hypotheses Testing of Training Needs Based on Job Grade (Ho3)

Item	Area / Task	Job Grade			
		Pearson Chi-Square ( $X^2$ )	Degree of freedom (df)	Significance of chi-square (p)*	Decision on Testing of Null Hypothesis
<b>A</b>	<b>Managing Yourself – Your Personal Effectiveness</b>				
A1	Thinking and planning ahead, setting objectives	1.871	2	0.392	NS (Accept)
A2	Coping with tight datelines	1.513	2	0.469	NS (Accept)
A3	Establishing and maintaining good working relationship	1.398	2	0.497	NS (Accept)
A4	Using your own time effectively	0.170	2	0.918	NS (Accept)
A5	Persuading senior officers to accept your ideas	2.880	2	0.237	NS (Accept)
A6	Keeping up to date with knowledge in your own area of work	7.241	2	0.027	NS (Accept)
A7	Working as part of a team	1.357	2	0.507	NS (Accept)
<b>B</b>	<b>Paper Work</b>				
B1	Drafting letters, minutes, reports etc	0.996	2	0.608	NS (Accept)
B2	Acting as secretary, note-taker at meetings	0.828	2	0.661	NS (Accept)
B3	Checking / proof-reading of written or typed work	0.939	2	0.625	NS (Accept)
B4	Filling in forms	7.103	2	0.029	S (Reject)
<b>C</b>	<b>Communication</b>				
C1	Consulting about work	1.759	2	0.415	NS (Accept)
C2	Taking part in meetings	0.512	2	0.774	NS (Accept)
C3	Dealing face to face with the public	0.225	2	0.894	NS (Accept)
C4	Dealing with members of the public on the telephone	0.179	2	0.914	NS (Accept)
<b>D</b>	<b>Handling Information and Data</b>				
D1	Understanding and analysing quantitative data, including computer print-out	0.350	2	0.839	NS (Accept)
D2	Using computer equipment including yourself, microcomputer	5.945	2	0.051	S (Reject)
D3	Computer Programming	4.034	2	0.133	NS (Accept)

## Decision on Hypotheses Testing of Training Needs Based on Job Grade (Ho3)

Item	Area/Task	Job Grade			
		Pearson Chi-Square ( $X^2$ )	Degree of freedom (df)	Significance of chi-square (p)*	Decision on Testing of Null Hypothesis
D4	Collecting /collating data / information from printed sources	1.313	2	0.519	NS (Accept)
D5	Collecting information directly from people	0.185	2	0.912	NS (Accept)
<b>E</b>	<b>Working within the Government System</b>				
E1	Understanding the legislative framework / process	3.678	2	0.159	NS (Accept)
E2	Understanding financial procedures and circulars	0.798	2	0.671	NS (Accept)
E3	Understanding service circulars	1.195	2	0.550	NS (Accept)
<b>F</b>	<b>Finance</b>				
F1	School budget preparation	1.600	2	0.449	NS (Accept)
F2	Maintaining cash and vote books	5.185	2	0.075	NS (Accept)
F3	Payment of bills and travelling claims	1.720	2	0.423	NS (Accept)
F4	Revenue collection	2.637	2	0.267	NS (Accept)
F5	Procurement	2.994	2	0.224	NS (Accept)
F6	Payroll administration	4.213	2	0.122	NS (Accept)
<b>G</b>	<b>Store Management</b>				
G1	Stock control and management	1.976	2	0.372	NS (Accept)
G2	Up keeping of records for asset / inventory / office supplies	1.202	2	0.548	NS (Accept)
G3	Disposal and write-off of asset and inventory	0.236	2	0.889	NS (Accept)
<b>H</b>	<b>Documentation of Service Matters</b>				
H1	Appointment and confirmation of school staff	4.896	2	0.086	NS (Accept)
H2	Transfer of staff	2.238	2	0.327	NS (Accept)
H3	Relief / resignation / retirement from post	2.489	2	0.288	NS (Accept)
H4	All types of leave	3.010	2	0.222	NS (Accept)
H5	Declaration of assets	7.619	2	0.022	S (Reject)
H6	Disciplinary cases of school staff	4.436	2	0.109	NS (Accept)
*Significant at the level of 0.05		NS = Not Significant		S = Significant	



## Decision on Hypotheses Testing of Training Needs Based on Length of Service (Ho4)

Item	Area / Task	Length of Service			
		Pearson Chi-Square ( $X^2$ )	Degree of freedom (df)	Significance of chi-square (p)*	Decision on Testing of Null Hypothesis
<b>A</b>	<b>Managing Yourself – Your Personal Effectiveness</b>				
A1	Thinking and planning ahead, setting objectives	8.675	6	0.193	NS (Accept)
A2	Coping with tight datelines	3.889	6	0.692	NS (Accept)
A3	Establishing and maintaining good working relationship	3.714	6	0.715	NS (Accept)
A4	Using your own time effectively	2.378	6	0.882	NS (Accept)
A5	Persuading senior officers to accept your ideas	3.712	6	0.716	NS (Accept)
A6	Keeping up to date with knowledge in your own area of work	3.975	6	0.680	NS (Accept)
A7	Working as part of a team	5.448	6	0.488	NS (Accept)
<b>B</b>	<b>Paper Work</b>				
B1	Drafting letters, minutes, reports etc	6.232	6	0.398	NS (Accept)
B2	Acting as secretary, note-taker at meetings	5.143	6	0.526	NS (Accept)
B3	Checking / proof-reading of written or typed work	3.133	6	0.792	NS(Accept)
B4	Filling in forms	6.425	6	0.377	S (Reject)
<b>C</b>	<b>Communication</b>				
C1	Consulting about work	4.823	6	0.567	NS(Accept)
C2	Taking part in meetings	5.308	6	0.505	NS (Accept)
C3	Dealing face to face with the public	2.032	6	0.917	NS (Accept)
C4	Dealing with members of the public on the telephone	3.873	6	0.694	NS (Accept)
<b>D</b>	<b>Handling Information and Data</b>				
D1	Understanding and analysing quantitative data, including computer print-out	9.149	6	0.165	NS (Accept)
D2	Using computer equipment yourself, including microcomputer	5.768	6	0.450	NS (Accept)
D3	Computer Programming	6.495	6	0.370	NS (Accept)

## Decision on Hypotheses Testing of Training Needs Based on Length of Service (Ho4)

Item	Area/Task	Length of Service			
		Pearson Chi-Square (X <sup>2</sup> )	Degree of freedom (df)	Significance of chi-square (p)*	Decision on Testing of Null Hypothesis
D4	Collecting /collating data / information from printed sources	3.386	6	0.759	NS (Accept)
D5	Collecting information directly from people	0.529	6	0.997	NS (Accept)
<b>E</b>	<b>Working within the Government System</b>				
E1	Understanding the legislative framework / process	7.315	6	0.293	NS (Accept)
E2	Understanding financial procedures and circulars	8.539	6	0.201	NS (Accept)
E3	Understanding service circulars	7.955	6	0.241	NS (Accept)
<b>F</b>	<b>Finance</b>				
F1	School budget preparation	10.123	6	0.120	NS (Accept)
F2	Maintaining cash and vote books	8.766	6	0.187	NS (Accept)
F3	Payment of bills and travelling claims	7.969	6	0.240	NS (Accept)
F4	Revenue collection	11.102	6	0.085	NS (Accept)
F5	Procurement	4.337	6	0.631	NS (Accept)
F6	Payroll administration	15.415	6	0.017	S (Reject)
<b>G</b>	<b>Store Management</b>				
G1	Stock control and management	5.200	6	0.518	NS (Accept)
G2	Up keeping of records for asset / inventory / office supplies	9.436	6	0.151	NS (Accept)
G3	Disposal and write-off of asset and inventory	5.467	6	0.485	NS (Accept)
<b>H</b>	<b>Documentation of Service Matters</b>				
H1	Appointment and confirmation of school staff	2.978	6	0.812	NS (Accept)
H2	Transfer of staff	2.782	6	0.836	NS (Accept)
H3	Relief / resignation / retirement from post	3.233	6	0.779	NS (Accept)
H4	All types of leave	1.466	6	0.962	NS (Accept)
H5	Declaration of assets	4.956	6	0.549	NS (Accept)
H6	Disciplinary cases of school staff	6.438	6	0.376	NS (Accept)

\*Significant at the level of 0.05

NS = Not Significant

S =Significant