



**THE INFLUENCE FACTORS OF TRAINING MOTIVATION,
PEER SUPPORT AND SUPERVISORY SUPPORT THAT
AFFECT TRANSFER OF TRAINING: A CASE OF INTI
COLLEGE, SARAWAK**

Jason Wong Tee Hock

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THE INFLUENCE FACTORS OF TRAINING MOTIVATION, PEER SUPPORT
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INTI COLLEGE, SARAWAK

JASON WONG TEE HOCK

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ABSTRACT

The results from studying and examining the predictor of transfer of training from an instructional to a organization environment are presented. Previous and prior research has indicated that transfer of training is a result from *organizational contextual* (peer support and supervisory support). *Organizational contextual* (peer support and supervisory support) was introduced as a proximal training outcome and further connected to the distal training outcome, transfer of training (TOT). Analysis with questionnaires revealed that organizational contextual factor such as supervisory support was related to transfer of training. Furthermore, past and present literatures were introduced to further support the nature of the proposed model.

Descriptive statistic, correlation analysis and regression analysis were used to analyze the data. The descriptive data about the background of respondent were also discussed. Secondly, the Stepwise regression analysis was carried out and showed that both supervisory support and peer support mediates the relationship between training motivation and transfer of training. Thirdly, a standard regression concluded that training motivation had a non significant relationship with transfer of training, $P=.239$ at a significant level of .05.

In conclusion, the results showed that both peer support and supervisory support plays an important mediating role of the relationship between training motivation and transfer of training,. Some suggestion was proposed for the organization and researchers to help nurture the preparation for high quality and competent HR

managers. Based on this study, it would lead to the enhancement of a trainees' skill and knowledge transfer in private organization.

ABSTRAK

Keputusan penyelidikan ini akan mengkaji faktor peramal pemindahan latihan daripada satu sudut prosedur latihan sehinggalah kepada persekitaran organisasi akan dibentangkan. Penyelidikan terkini and sebelumnya telah menandakan bahawa pemindahan latihan adalah satu hasil daripada faktor *organisasi mengikut konteks* (contoh: faktor sokongan rakan sebaya dan sokongan penyeliaan). Faktor organisasi mengikut konteks (sokongan rakan sebaya dan sokongan penyeliaan) telah diperkenalkan sebagai satu proksimal hasil latihan dan dikatakan mempunyai hubungan kait dengan keputusan hasil latihan (pemindahan latihan).. Analisis daripada soal selidik juga telah mendedahkan bahawa faktor mengikut konteks organisasi seperti sokongan penyeliaan mempunyai hubungan korelasi positif terhadap faktor pemindahan latihan. Tambahan pula, kesusasteraan lepas telah diperkenalkan untuk menyokong sifat model yang dicadangkan.

Statistik huraian, analisis korelasi dan analisis regresi adalah alat yang digunakan untuk menganalisa data yang telah dikumpul. Deskriptif data tentang latar-belakang responden juga dibincangkan. Selain itu, analisis regresi Stepwise telah dijalankan dan keputusan menunjukkan kedua-dua faktor sokongan penyeliaan dan sokongan rakan sebaya mempunyai peranan sebagai faktor mediasi di antara faktor motivasi latihan dan pemindahan latihan. Ketiga, satu regresi Standard menyimpulkan bahawa faktor motivasi latihan mempunyai perhubungan negatif dengan faktor pemindahan latihan, $P=.239$ pada paras bererti .05.

Secara kesimpulanya, keputusan kajian ini telah berpendapat bahawa kedua-dua faktor sokongan rakan sebaya dan sokongan penyeliaan mempunyai peranan sebagai mediasi di antara motivasi latihan dan pemindahan latihan. Beberapa idea-idea telah dicadangkan untuk organisasi

dan para penyelidik bagi membantu dalam memupuk persediaan untuk melahirkan pengurus-pengurus yang berkebolehan, berkualiti tinggi dan cekap. Berdasarkan kajian ini, ia akan mendorong organisasi untuk melatih para pelatih dan meningkatkan kemahiran dan pengetahuan mereka supaya amalan pemindahan pengetahuan di dalam organisasi swasta dapat diteruskan.

CHAPTER 1

INTRODUCTION

1.0 Introduction

The purpose of this chapter was to expand our understanding on transfer of training adopted in this present organization, Inti College. It would further explain the development and the outcome of transfer of training among the full-time and part time academic staffs. Besides that, this chapter had included the problem statement of study, objective of study, limitation of study, definition of terms and conceptual framework. Finally, a framework of the study was proposed to highlight the importance of peer support and supervisory support as the important mediator.

2.0 Background of Study

In the era of rapid high-modernization, the move of technology innovations had been an indicator that would allow the continuation of rapid growth of organizations. The changing environment where organization had to depend on technology had caused employees to adapt to meet the new challenges (Adler, 1991; Pulakos et al., 2000; Quinones, 1997; Wei-Tao Tai, 2006).

Charles W. Read and Brian H. Kleiner (1996) once stated that:

"Today's organizations must respond to demands for change while at the same time realizing that advances in technology and knowledge are rendering many

traditional employee skills obsolete, while simultaneously developing needs for new ones”.

In an effort to be a development country, the Government of Malaysia had a vision for the country to become a fully developed nation by the year 2020 (Mohamed, 1991). To accomplish vision 2020, the country required more knowledgeable and skilful workers in the public and private sectors – to compete healthily in meeting the future challenges. Mohamed (1991) explained that only through proper training among employees that the public and private sectors could ensure effective productivity. Due to the encouragement of the government, many organizations acknowledged the needs of focusing on attaining training effectiveness and transfer of training (TOT). Transfer of training (TOT) was referred to the application of what a trainee learned in training to their job (Baldwin & Ford, 1988; Holton et al, 1997). Pulakos et. al. (2000) further explained that most organizations are now facing difficulties in improving training program and its capabilities as training employees requires creative supports from both managers and lower supervisors.

The difficulties of engaging effective training and transfer of training had caused Eddie (2001) to believe that training (c.g.: transfer of training or transfer training) was hard to achieve as it was regarded as an expensive investment by organizations. Georgenson (1982) explained that because of expensive cost of training, only 10 percent of total training expenditures could lead to positive transfer of training in the USA. However more literatures supported the importance of training as an important tool for organization growth that should not be left out. In line with the organizational growth and development the present

study was more concerned about how to ensure the transfer of learned skills to the work situation.

Wei-Tao Tai (2006) briefly explained that there was a need for the continuation of technology usage to alter the nature of work tasks, requiring employees to learn new knowledge and skills to perform their jobs-to enable further training effectiveness and transfer of training (TOT).

In Malaysia, the private sectors contributed almost 60% of the country's development (Mohamad 1991). He later explained that one of the factors behind the high contribution of growth by private sectors contributed from effective training capability provided by its managers.

This case study would examine the practices of transfer of training the effectiveness of transfer of training (TOT) at INTI College Sarawak. To examine its effectiveness, this research had to take into account the exploratory of training motivation, peer support and supervisory support.

The research would examine closely into of the private colleges in Sarawak- INTI College Sarawak's' transfer of training practice (TOT). INTI College Sarawak is a private university college located in Sarawak, Malaysia and it is a member of the Laureate International Universities network since 2008. It is owned by the INTI Education Group, which is now operating 11 education institutions in Malaysia, Indonesia and China. By 2008, INTI Education Group is owned by Laureate Education Inc., an American based company, which operated other major universities around the world. Ever since its new establishment under Laureate Education Inc, INTI College Sarawak had transformed itself into a major International College in Malaysia which offers a wide variety of courses which

include Diploma, Degree, Master's and Doctorate Degree. These courses have been link with linked with foreign universities, Australia and United Kingdom. Since 2006, The Minister of Higher Education approved INTI College Malaysia's upgrading to University College Status (INTI, 2009). This recognition, had allowed INTI College Sarawak to improve its facilities and employees' career development (e.g.: proper staff training and improving transfer of training, TOT) under new management strategic plan. Thus, this present research had to focus on the importance of the organization's fundamental method of improving transfer of training.

In todays organizational development (e.g.; human resource development areas), Malaysian Government and organizations spend a large amount of money and effort in order to train employees and workers, believing that employees would use what they had learned during the training back on the jobs. Employees were said to be the most valuable assets in an organization, and that an organization was only as good as its people. Only through employees can organizations achieve their objectives. (Rossilah Jamil, 2006). This case study would examine the effectiveness of TOT at INTI College Sarawak. To examine its effectiveness, this research had to take into account the exploratory of training motivation, peer support and supervisory support.

Current observation from present studies had recognized the vast effort of INTI College's Management to improve training effectiveness which would result with a positive transfer of training. Even so, Mosel (1957) once stated that there was a negative widespread of thinking by practitioner that training failed to have significant impact as it either fails to transfer or it is lost with time. In the past, the

organization might have few negative view of staff training. Management in the past, tried to avoid the necessity of staff training in fearing that if staffs were given training on yearly basis, the transfer of training would not applied. This unsuccessful of transfer of training in the organization was contributed by the failure of majority of staffs who did not apply what they had learned from into their workplace. Past research in Canada by renowned researchers Brinkerhoff and Gill (1994) proved their point that on certain occasion in most organizations, less than 5 percent of trainees self report applying trained skills at work.

Although certain past literatures agreed on the failure of Transfer of training, present studies suggested that practitioners and researchers indicated the importance of TOT (Chiaburu & Marinova, 2005). There was a need to gain vast knowledge and skills while employees seek to establish effective ability as to use them productively. How to do this was now a matter of international concern (Rabey, 2001). Thus, organizations were trying to search for the most effective ways of gaining transfer of training effectiveness and thus maintaining competitive advantage.

It was therefore important that employees possess the necessary skills, knowledge and abilities (SKAs) in order that organizations achieve their goals and remain competitive and successful (Rossilah Jamil, 2006). The method of attaining successful TOT is not only through SKA but Ford (1988) stated that, rather more researches had to be focused on how non-design factor such as organizational contextual (peer support and supervisory support) determinants of transfer of training (TOT). Baldwin and Ford (1988) responded to the importance to examine organizational contextual factors related to training outcomes of TOT.

Employees who had the ability to apply what they learned from their training can only be achieved if organizations established proper training methods and the results of transfer of training will be more visible.

In Malaysia, the government had set its sights on a vision for this country to become a fully developed nation by the year 2020 (Mohamad, 2003). A formal approach for private organizations to update employees' acquisition of transfer of training (TOT) was ensuring that its workers were fully exposed with the competitive environment of work. In some literatures, many agreed that transfer of training had become a necessity tool to encourage growth within the departments of an organization. Moreover, researches in the area of training claimed that training methods (e.g.: Transfer of training) was an important factor that could facilitate a firm's expansion, develop its potentials and enhanced its profitability (Cosh, *et al*, 1998). While other literatures might viewed the usefulness of corporate training methods and development programs had long been questioned in terms of its return on investment (Management Review, 1995; Regalbuto, 1992)

In the light of the importance of return on investment in training as a source objectives and strategy (especially in the private sectors), this chapter would present an overview of the research paper, commencing about the potential of transfer of training.

1.2 Problem Statement

This present research proposed to address certain limitations and problems of prior research. Firstly, it is indicated that although many past research from

Facteau (1995) had been done to establish the connection between training motivation and organizational support (peer support and supervisory support) towards transfer of training and training outcome, these dimensions needs to be more applied into clear model that are better specified. In addition, not many past and present literatures from Baldwin & Ford (1988) had clearly applied this concept into realistic model to prove the effectiveness of transfer of training potential. Park (2008) indicated his findings that only few studies have been conducted to identify what kinds of intervention can be performed to maximize transfer of training. Therefore, this present study would attempt to explain the possible contribution of peer support and supervisory support in

Secondly, to certain extent, Park (2008) stated that there were inadequate amount of literatures to support the positive relationship between organizational contextual factors (peer support and supervisory supports) and effectiveness of transfer of training (TOT). Although insufficient in literatures, only certain literature has proven the relationship between these two variables, but the results are still not encouraging. Facteau (1995) indicated this view of the inadequate literatures. It was possible for training motivation to have mixed effect on transfer of training through organizational factors (peer support and supervisory support. Therefore, since recent findings from Park (2008) did not examine this alternative, it would be addressed in this study by testing the relationship between training motivation and transfer of training (TOT) through organization factors (peer support and supervisory support).

Although researchers had studied transfer of training research over few decades, there was still a long way to go in order for transfer of training to reach

its competitive stage (Eddie, 2001). Moreover, more efforts by scholars and practitioners were expected to build a united and coherent research framework.

1.3 Objectives of Study

1.3.1 Main Objective

Based on the objectives of study, there was a need to study how Malaysian organizations in general approached their transfer of training practices. This present research was carried out to achieve this purpose. The present study was carried out by finding out the background of transfer of training among the trainees implemented by the organization. The main part of the study focused on how training motivation influence transfer of training being mediated by peer support and supervisory support. This study enabled managers to understand how trainees would benefit from the transfer of training being supported by peers and supervisors. The present study had proposed the extension influence of peers and supervisory support in determining transfer of training as well as answered the question of whether the transfer of training framework, as suggested in the literature, was practiced. The overall perceptions of respondents regarding transfer of training practiced in their organizations were obtained in order to know whether such practices were similar to espoused theories. Comparisons of trainees' perception on training motivation, peer support and supervisory support practices in the organization selected demographic factors were evaluated to make out relationship towards transfer of training. Finally, these findings were used as a basis to answer the question of whether formal and theoretical were applied in

organizations, and if not, to propose relevant recommendations to bridge gap between the theory and practice of transfer of training.

1.4 Conceptual Framework

A conceptual model of trainees' training progression routes in figure 1.0 showed the definition of the relationship between the variables and a clear picture of the relationship process of training motivation, peer support and supervisory support on transfer of training. The model on figure 1.0 examined the various components in this present study:

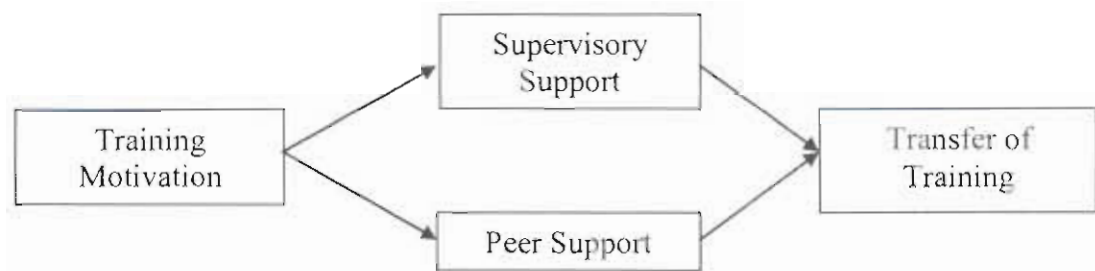


Figure 1.0 Conceptual Framework of the Study

Source: Adapted/Summarized & Noe and Schmitt, 1996; Baldwin & Ford, 1988.

1.5 Hypotheses

H1: Peer support mediates the relationship between training motivation and transfer of training (Cromwell and Kolb 2004).

H2: Supervisory support mediates the relationship between training motivation and transfer of training (Cromwell and Kolb 2004).

1.6 Limitations of Study

The population of the study comprised of respondents (trainees) who attended the training program in their respective organizations. To enhance data accuracy, the respondents were asked to answer the questions based on their past practices and this emphasis was also reflected in every sentence structures in the questionnaire. Some researchers might consider this information a self-report data by a single person to represent the whole organizational transfer of training practice and therefore, doubt its truth. Although all necessary precautions were taken to ensure provision of accurate data, such a possibility was not unusual. For that reason, the data obtained from these trainees might need to be treated with caution as they might be subject to much personal perception and opinion.

In this research the study only employed a single method for data collection, through questionnaires. As acknowledged by Rossilah Jamil (2006), this instrument had several limitations including difficulty to control return rate and lack of richness of data. Furthermore, due to budget and time constraints, this method was still chosen as the most practical and economical. Nevertheless, several measures were taken to minimize these limitations. First, in order to encourage respondents to fill in and return the questionnaires, each respondent were fairly briefed about the objectives of this research with proper guidance. However, whether or not the respondents would actually participate in the study was difficult to control. Moreover, the results of the research largely depended on their willingness to participate in the study. Secondly, a considerable thought and care was given when designing and structuring the questions / items in the

questionnaires to ensure that the data collected would be adequate to answer the study's objectives.

1.7 Definition of Terms

A number of key terms were used in the study which appeared throughout this dissertation. The terms are defined below:

1.7.1 Training Motivation

1.7.1.1 Conceptual Definition

The direction, effort, intensity, and persistence that trainees apply to learning-oriented activities before, during, and after training (Kanfer 1991; Tannenbaum & Yukl 1992).

1.7.1.2 Operational Definition

A trainee's specific desire to learn the content of the training program.

1.7.2 Peer Support

1.7.2.1 Conceptual Definition

Peer Support was considered as an extent to which peers reinforce use of training on the job (Holton, et.al, 2000).