A STUDY ON TRAINING FACTORS AND ITS IMPACT ON TRAINING EFFECTIVENESS IN KEDAH STATE DEVELOPEMNT CORPORATION, KEDAH, MALAYSIA

HU YANAN

OTHMAN YEOP ABDULLAH

GRADUATE SCHOOL OF BUSINESS

June 2011

A STUDY ON TRAINING FACTORS AND ITS IMPACT ON TRAINING EFFECTIVENESS IN KEDAH STATE DEVELOPEMNT CORPORATION, KEDAH, MALAYSIA

A Project Paper Submitted to Graduate School of Business in Partial Fulfillment of the Requirements for the Degree of Master of Human Resource Management Universiti Utara Malaysia

BY

HU YANAN

808155

PERMISSION TO USE

In line with representing this thesis as partial fulfillment of the requirements for the award of postgraduate degree from University Utara Malaysia, I agree that the University Library make this thesis freely available for inspection. I further agree that permission of copying this thesis in any manner, in whole or in part, for scholarly purposes may be granted by my supervisor or, in his absence, by the Dean of College of Business. It is understood that any form of copying, use or publication of this thesis for financial gain is not allowed without my written permission. In case of any use, due recognition should be addressed to

Dean

Othman Yeop Abdullah

Graduate School of Business
UUM COB

Universiti Utara Malaysia

06010 UUM Sintok

Kedah Darul Aman

Abstract

The main objective of this study is to measure the impact of training on human resource practices as well as to identify the factors those are related to effectiveness of training. The variables examined were demographics characteristics (age, gender, martial status, education level and length of working in current job), types of training, training environment and work environment .

A total of 92 questionnaires were distributed to the respondents in Kedah State Development Corporation (KSDC) company. This study was designed to identify through questionnaire survey, the factors that can contribute towards training effectiveness. The results of the study found that training environment and work environment significantly affect raining effectiveness .The study provides baseline data from which the training effectiveness can be assessed and improved upon so that higher benefits can be obtained by the organization.

ACKNOWLEDGEMENT

Praise to Allah, the most merciful and most gracious for bestowing me with patience, strength and excellent health throughout the process of completing this research. This project paper would not been done without assistance and support from many people. I would like to take this opportunity to extend my deepest gratitude to my supervisor, DR.VIMALA SANJEEV KUMAR for her expert advice, guidance and support throughout the entire research.

Also, I would like to thank University Utara Malaysia for giving me this great opportunity to achieve my educational goals throughout my entire MHR(Master of Human Resource Management) study duration in UUM campus.

My deepest appreciation also goes to beloved family for constant support, patient and understanding throughout my life.

Finally, special thanks to those people who have been involve in the accomplishment of this project paper. Your endless contribution and encouragement are very much appreciated.

TABLE OF CONTENTS

CHAPTER 3: RESEARCH METHODOLOGY

CHAPTER 4: FINDINGS

CHAPTER 5: DISCUSSION AND CONCLUSION

LIST OF TABLES

LIST OF FIGURES

CHAPTER ONE

INTRODUCTION

1.1 Background

Employee training has been a matter of concern and attention by many business field nowadays. Organizations realize that employee training is an essential element to increase efficiency of job performance and keep their business running, as competition are getting more intense. Training is the process of providing employees with specific skills or helping them correct deficiencies in their performance (David, 2010). For example, new equipment may require workers to learn new ways of doing the job or a worker may have a deficient understanding of a work process. In both sides, training can be used to correct the skill deficit. Training is focus on the current job, the scope of training is on individual employees (Robert, 2010). It is also job specific and addresses particular performance deficits or problems. Training tends to focus on immediate organizational needs and fairly quick improvement in workers' performance. It strongly influences present performance levels.

A fundamental objective of training is the elimination or improvement of performance problems. To be successful, a training program must have clear stated and realistic goals (David, 2010).These goals will guide the program's content and determine the criteria by which its effectiveness will be judged. For example, management cannot easily realistically expect that one training session will make everyone an accounting

expert. Such an expectation guarantees failure because the goal is unattainable. If the goal is to improve specific skills, the training needs to be targeted to those skill areas. In contrast, the company's training goal may be to provide employees with a broader understanding of the organization (Luis, 2010).

Training also requires a lot of money investment, but there is a relationship between firms' investment in training and profitability. However, the cost of training and the return benefits will indicate whether a training investment, no matter how well planned and positioned, was worth it or is worth continuing.

1.2 Problem Statement

In Malaysia so many enterprise implement various training program to enhance their employees by working performance. But as overall view, the training environment still exist shortages in enterprise today, for instance, lack of knowledge of training, resources, trainer etc. Emphasis on training performance is not like some business managers think that the idea of employees more mobile, spend a lot of manpower, material and financial resources to develop the talent, but unable to retain talent (Alvarez, 2004). This situation is more common in private enterprise. Some companies believe that the current business-effective, quality of staff also meet the needs of enterprises temporarily training. Some companies believe that human resources training can be effective immediately. Secondly, some enterprises emphasis

on staff training, they also enter a misunderstanding, with much emphasis on training, inadequate staff skills and training; sales decline; bad attitude and so on. Training as a panacea to solve management problems. As everyone knows, people are the most difficult to train, there are many uncertain factors affecting people's capabilities (Axtell and Yearta, 1997),

On the other side, companies provide training only for new employees. Some companies emphasis on staff training, but only for training junior staff, the expense of management and decision-making leading cadres training. Senior management of some companies tends to consider themselves experienced, and sine they are busy with work but none of them go for training.

Neglect of training evaluation and supervision which are important part of testing cause an overall assessment of training that improve the quality of training and improve training effectiveness, reduce training costs, improve employee participation interest. In the real work, some companies attach importance to training, but ignored the latter part of training evaluation as and supervision so that most employees will feel like they have learn nothing after a fixed time. Some companies see training evaluation is the only assessment of training content, and they are not concern about the employees' attitude change, performance improvement, capacity improvement, and what business benefits can go up to consider the assessment remains at a low level. Some companies also lack of training evaluation as system of records, lack of

professional management training, there is no establishment of a complete training information system.

Furthermore Training methods are too simple. The way of training that companies are using the traditional method adopts a "trainer speak, trainee listen" approach. This approach is usually less organized requires therefore, easily and cannot the training materials in a of time so that people will feel tired of understanding. As trainers in the training content, even if the investigation were made before training, but very few practical things. These methods also make the training staff feel boring so that greatly reduced training effectiveness and training effectiveness

Some organizations blindly follow the training trend. These training not conducted a serious training investigation and analysis, and some companies lack of relevant and practical training staffs from the actual work (Baldwin, 1988). Some business leaders easily imitate other company's training plan, but resulting in duplication of learning or passive learning .this is just waste of operating resources and time.

In addition most organizations too much put emphasis on knowledge and skills training but weak in training employees how to be a good person in their working like decency training. General emphasis on domestic enterprises' staffs skills training, such as organization and coordination, management theory, cooperative spirit and operating techniques rather than the expense of training employee ideas, character,

morality and interpersonal skills (Luis,2007). Staff's personal accomplishment, conversation is actually plays as a business card and image of the company. Corporate culture is the most essential thing, which fundamentally determines the attitude of employee and quality of work. Like Europe, United States, Japan attaches great importance to employees of the life in business training, calling it "attitude training", through such training to improve staff morale, loyalty to the organization and employee training. The enterprise is just like a family, employees are members of the family. Each family member should not only depend on education taught, but also teach him to be a good leader to responsible for the family.

Therefore, the problem addressed in this study is examine the factors affect training (types of training, training environment, work environment and employees' personal characteristics) and training effectiveness on human resource practices in Kedah State Development Corporation (KSDC) which is the parent company under BDB Company. This research also will determine the main factors which influence employee training on human resource practices.

Background of Kedah State Development Corporation (KSDC)

Kedah State Development Corporation (PKNK) is an agency established on August 25, 1965 under the State Government of Kedah Enactment No. 5 / 1965 serves as an agency entrusted to protect the interests of Bumiputera and supervised by the Ministry of Finance Malaysia.

First appearance in history to face an era of rapid development, the State Government of Kedah Darul Aman has diversified its economic activities. To achieve this goal, on 25 August 1965, the Kedah State Development Corporation was established as an agent of social and economic development drive. In the early stages of emergence, PKNK operate in an office space located at the State Secretariat Building in Alor Setar. While the staff is made up of civil servants seconded from the State Administrative Service. The state government has issued an annual allocation to help finance the Corporation's administrative costs and authorize the PKNK to undertake its first project of the quarry operation in Silver Hill, followed by redevelopment of the business 'desert' as a business area that is planned and organized. Further progressing is achieved as a result of programs of comprehensive Corporation. In February 1968, PKNK has successfully own its first office building which is located in the carving Jalan Tunku Ibrahim, Alor Setar. Carving, which means "For the People's Economic Development 'till now been the inspiration for the Corporation to develop a corporate dimension. Progress made by the Corporation also increased its cooperating team.

Kedah State Development Corporation In today, Now Kedah State Development Corporation (PKNK) managed to have a tall 14 storey office building in Jalan Sultan Badlishah, Alor Setar, known as Wisma PKNK. The Corporation is also a leader in economic development for the state of Kedah Darul Aman. The Corporation has played an important role on the farm, property, industrial, investment and tourism as

well as engage in activities that shape the social responsibilities. In addition, the Corporation is also responsible for developing and helping entrepreneurs in the state of Kedah in particular.

Management is committed to human resource development as well as its social responsibilities through various programs. Training and development programs are offered by the KSDC company that training program also adapted to the latest technological advances. The total number of staffs in KSDC is 120 and they all attended in the training program in the company according to their relevant job before. The company offer the employees take both of technical and none-technical training program to fulfill the requirements in their working field to improve their job performance quality, also make training as an important tool for the organization better operating their business system management .

1.3 Research Questions:

The research questions are :

1- What is the influence of training types on employees' training effectiveness in Kedah state development corporation?

B- What is the influence of training environment on employees' training effectiveness in Kedah state development corporation?

C- What is the influence of work environment on employees' training effectiveness in Kedah state development corporation?

2- Do employees' personal characteristics (age, gender, marital status, education level and length of working in current job) affect training effectiveness in Kedah state development corporation?

1.4 Research Objectives

The purpose of this study is to investigate the factors and phenomenon of training effectiveness on human resource practices .The research objective is to find out the factors towards training and its effectiveness of training objectives.

The research objectives are:

1-To determine the influence of training types on training effectiveness in Kedah state development Corporation Company.

2- To determine the influence of training environment on employee's training effectiveness in Kedah state development Corporation Company.

3- To determine the influence of work environment on employee's training effectiveness in Kedah state development Corporation Company.

4. To determine the affect of employees' personal characteristics (age, gender, marital status, education level and length of working in current job) on training effectiveness in Kedah state development Corporation Company.

5- To make necessary recommendation regarding training in current companies of Kedah State Development Corporation.

1.5 The Significance of Study

This study, combining theoretical and empirical research, trying to find factors that affect employee training and its impact in acting human resource practices thereby laying the theoretical foundation for the future research about survey on the employee training, also provide a good reference.

From the study, the company will know that training of staffs of the company can enhance the sense of belonging and sense of ownership. To company, the more fully on staff training, the more attraction for employees, the more high value-added human resources to invest, thus creating more benefits for enterprises (Ford, 1988). Training not only improves the skills of workers, but also increases awareness of the value of their own employees to have a better understanding of the objectives

Training can promote the business and staff training, management and staff level in a two-way communication, such like enhance the unity and cohesion and create excellent corporate culture. Many companies take their own approach to training and commissioned training. This is easy to train into the corporate culture, because culture is the soul in an organization; it is a kind of values as well. Company identity management and staff culture, not only consciously learn how to master knowledge and skills, but also develop a sense of ownership, quality awareness and sense of innovation. So as to nurture our professionalism, innovation and social responsibility,

make full use of the formation of self-knowledge, and consciously create a good atmosphere for the invention so that the enterprise technology professionals will grow, the development of enterprise technology capabilities will be significantly enhanced. Training can improve the overall quality of staffs, improve productivity and service levels, establish a good corporate image and enhance profitability.

Training also adapt to market changes, competitive advantage. Corporate training is a reserve force to maintain the vitality of business always following the operation. To put it bluntly enterprise competition is the talent competition. Wise entrepreneurs clearly understand that the training is the development can not be ignored in human investment. Developed countries in promoting technical innovation, not only pay attention to the introduction of mechanical equipment, the upgrading of hardware investment, but pay more attention to improving the quality of the software as the main objective of technical inputs. Facts have proved that talent is the primary resource, with first-class talent, you can develop first-class products, to create first-class performance, and companies can compete in an invincible position in the market

Therefore the study focus on the evaluation of factors of training effectiveness on human resource practices. An in depth analysis of the possible factors influencing the achievement of training objectives will provide assistance for this study.

1.6 Scope of study

For the purpose of this study, the population of this study is Kedah State Development Corporation employees; the study sample is a group of selected employees of KSDC who will take the survey. Due to limited time in doing in this resource, data gathering is just once.

1.7 Organization of study

This thesis comprises of five chapters. Chapter one provides the background of the study, the problem statement, objectives of the study, research questions, and the scope and significance of the study. Chapter Two focuses on a review of the existing literature related to this study. The chapter discusses the framework developed and the hypotheses formulated for this study. Chapter Three discusses the research methodology. This includes research design, instruments of measurement, population, sample, data collection and questionnaire. Chapter Four is devoted to the findings of the study. The demographic profiles of the respondents, descriptive analysis, and result of hypotheses testing are presented. At the end of this chapter, a summary of the result is presented. Chapter Five recapitulates the study findings followed by discussion. Implications and limitations of the present study are also discussed. The chapter ends for future research with recommendation.

1.8 Conclusion

This chapter provides the background of the study, the problem statement, research questions, objectives of the study, and the significance and the scope of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In this part the relevant literature will be reviewed to get a better understanding of the importance of factors affecting employee training and its effectiveness on human resources practice. Firstly, many of these supervisors may feel morally responsible for offering the training program for their employees whether these employees find their jobs satisfying, frustrating, challenging, boring, significant or meaningless becomes a serious concern for these managers.

Secondly, managers are concerned about the factors affecting of employees training has on performance. Many of the organizations heads believe that employee training program can lead to high productivity, low absenteeism and motivation for the job performance.

The next sub section will examine the theories of employee training and its effectiveness, which will aid in determining whether overall employees will feel satisfied or dissatisfied in their training program. It is now important to understand what has led the employee to feel satisfied or dissatisfied in their training program offered by their companies, therefore the causes or sources of training resources will be discussed by each term towards training effectiveness.

2.2 Understanding of Training Effectiveness

In this dynamic and ever changing environment, organizations both public and private must increase the importance on employees' learning and development of skills. This shows that put investment in employee training program can bring employers a favorable return but rarely is the effectiveness of this expenditure assess. Studies suggest that many training and development activities are implemented on blind faith with only the hope that they will yield resist (Arthur, Bennett, Edens & Bell, 2003) ; According to (Broad and Newstrom, 1992; Robinson and Robinson, 1989). Seldom are training programs rigorously evaluated to determine their effect on the behavior or job performance of participants. One of the more optimistic estimates suggests that no more than 15 percent of learning transfers to the job (Cromwell and Kolb, 2004). Other studies of transfer rates find they typically average only in the 10 to 40 percent range (Baldwin and Ford, 1988; Burke and Hutchins, 2007; Fitzpatrick, 2001; Ford and Kozlowski, 1997). Therefore, it is important to explore methods to encourage transfer of learning in order to achieve grater training impact on human resource practices.

Previous studies (Mayfield, 2011) suggested that training effectiveness is a good predictor of employee training. This association suggests that when employee have been trained in a training program, the training effectiveness is likely to be followed by job behavior (Pelham, 2009).

Previous studies also suggest that demographic variables such as age, degree held, and experience were related to training impact in some studies (Devins, Johnson and Sutherland, 2004) .The focus of previous work has been on the relationships between training effectiveness and employees' demographic variables.

2.3 Trainee personal characteristics

A variety of trainees' personal characteristics have been studied in relation to transfer of learning during the training program. The related personal characteristics that figure out with the age, gender, martial status, and etc. With the trainees' self-confidence and belief in his or her ability to successfully acquire and transfer the target skill (Gist, Stevens & Bavetta, 1991). Employers could improve training effectiveness by training only those trainees with a high level of job performance and evaluation but this is often not practical. Therefore, researchers have looked for ways to improve the confidence and motivation of trainees through activities before, during, and after the training in terms of their personal characteristics.

For individual training effect, age (Hill, 2002); gender (Chou, 1994; Elizabeth, 2002); marital status (Dewberry, 2001) is also important factors. In the study, these variables as control variables to be more, rather than the independent variables to be studied. The results of these studies is that for the training guide, training, which should be fully taken into account the individual's personality characteristics and psychological

interaction between the demographic variables of the training process. This interaction makes the training process more complex. Elizabeth (2002) in the study found, young, highly educated women are more vulnerable than other women training means training to produce a virtuous cycle of career development effect. Trained adult women tend to retire later, suggesting that a more knowledgeable and more wealth to more career women in skills, the ability to stay longer in the professional community. Chou (2001) found that gender and learning style and cognitive style will interact and affect the training methods on the role of training effectiveness. Study also found that gender training methods may also directly regulate the relationship between performance and training. Elizabeth (2002) found that some women show a unique "train track" (training track), they will continue to follow the trainer and receive continued.

Trainees with a high degree of education level tend to be more motivated learners and accomplish more (Chiaburu and Marinova, 2005). A direct access has been established between efforts to build the self-confidence of learners and the likelihood of their using skills on the job (Salas and Cannon-Bowers, 2001). This is one of the reasons for investing in good training program and preparing trainees for training. On the other side, understanding the objectives of the training, its relevance to individual and organizational needs and expectations for application can greatly improve learner motivation (Montesino, 2002). Assessing individual needs and providing good environment for training can also have a positive effectiveness on human resource practices among employees in the firm. This is because a better skill among

employees is achieved through their personal characteristics. Besides, trainees' ability to improve his or her performance through training (Salas, Rozel, Mullen & Driskell , 1999) program itself .According to Sutherland (2009) who found variation on training impact level based on the length of work experience.

2.4 Types of training

As in the companies in Malaysia, training for technical and non-technical workers in the organizations under study is mainly job rotation (Hooi, 2010) Though alternatives to training were suggested, the implementation of these programs is still in the infant stage and has yet to achieve desirable results. The types of training and alternatives to training base on the firm needs and also relevant to the employees' job performance

The local company place little emphasis on training needs analysis and provide training mainly for replacement purposes (Chew, 2005),(Yong, 2003) argues that local firms with less interest in skill enhancement, approach training on a needs basis and limit learning to job specific training. Management in local organizations does not expect employees to commit to lifelong learning especially in new technology and employees do not regard competence enhancement a passport to career advancement.

Training and development focus on technical knowledge and skill training with little emphasis on social and intercultural skills and competence development (Rowley and Abdul-Rahman, 2007. The studies show that it is not evidence relationship between

the training impact and the types of training. Training type affected firm performance (Devins, Johnson, & Sutherland, 2004; Kitching & Blackburn, 2002; Eraut et al., 1998). According to Kitching & Blackburn, (2002) employees in the smallest organizations are more likely than those employed in the largest organizations to have gained a qualification.

2.5 Training Environment

Good learning atmosphere and environment to enhance the training effect, and similarly, the bad and the atmosphere will affect the learning environment, trainees with learning, emotional, thereby reducing the effectiveness of training. Training environment that includes: training facilities, site layout, sound lighting, hardware environment, classroom climate, student involvement of the soft environment. Therefore, only the training of managers and trainers work together to create a better learning atmosphere and environment. According to (Martin, 2010; Ford, and Weissvein, 1997).Training environment have an effect on training effectiveness on human resource practices among employees .

2.6 Work Environment

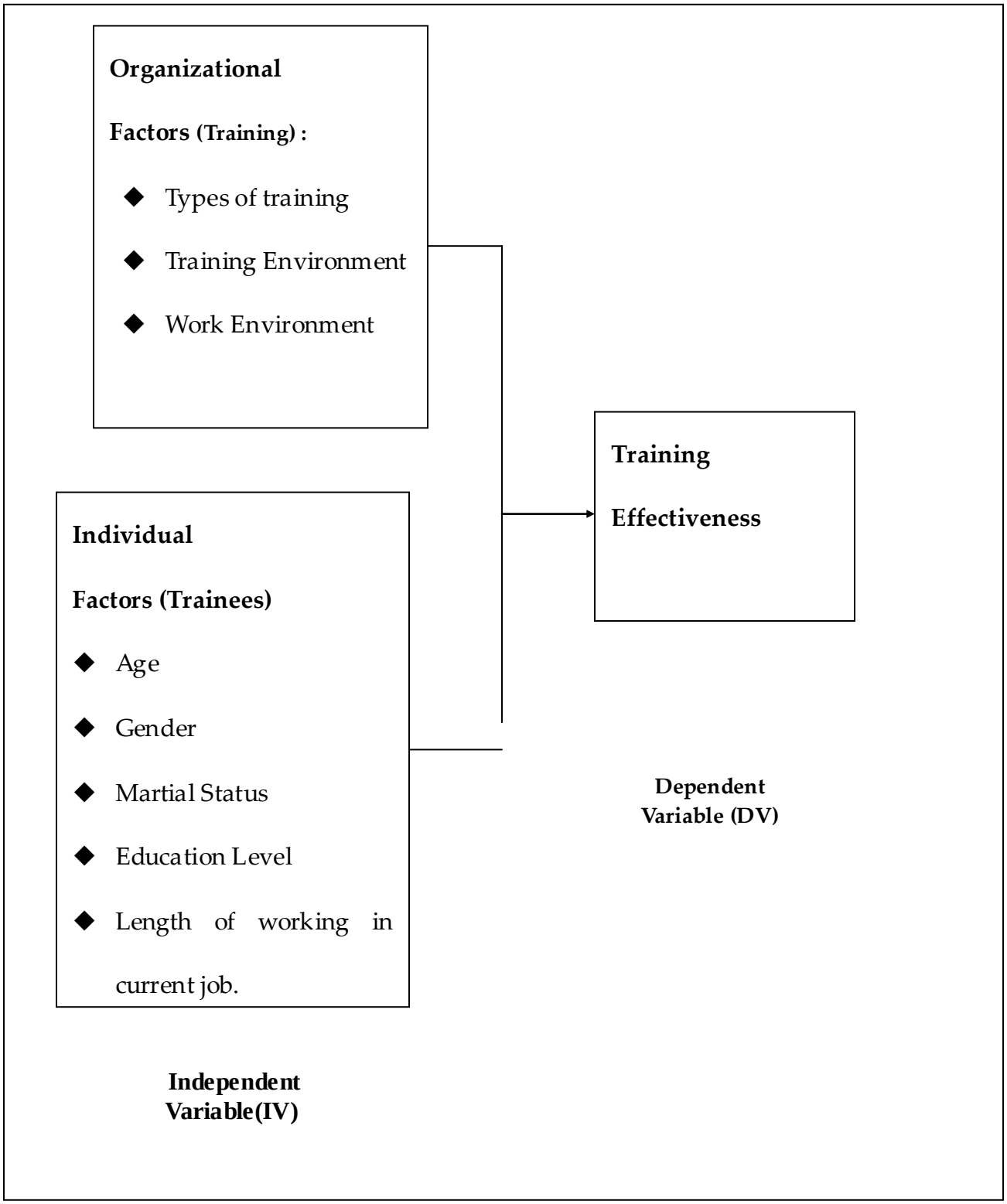
While much research has focused on program design and trainee characteristics in promoting learning transfer, attention has also been given to the influence of the workplace environment. Work environment includes such factors as managerial support, peer encouragement, adequate resources, opportunities to apply learned skills, technical support, and consequences for using training on-the-job (Burke and Hutchins, 2008; Colquitt *et al.*, 2000; Kontoghiorghes, 2001; Lim and Morris, 2006; Rouiller and Goldstein, 1993; Tracey *et al.*, 1995). Research has shown that removing barriers to application in the work environment is so important that training opportunities should be turned down by employees if proper follow-up support is not available (Rossett, 1997).

Employees have been trained after training program, they should relate to their current job performance and also the behavior of the job. Managers can show support for training in a variety of ways ranging from simply allowing employees to attend the training to participating in the training itself as an instructor (Birdi *et al.*, 1997; Brinkerhoff and Montesino, 1995; Broad and Newstrom, 1992; Burke and Baldwin, 1999). Supervisors signal whether the training is to be used and how quickly changes are expected. A supervisor who does not view the training as useful or relevant can easily undermine application in a variety of direct and covert ways. A supportive organizational climate is also communicated by how the work is designed and skill application rewarded.

Peer support enhances learning transfer both by improving employees' feelings of self-motivation and by providing them with related training program. Peer support enhances learning transfer through the feedback, encouragement, problem-solving assistance, supplemental information, and coaching provided to trainees (Facteau *et al.*, 1995; Hatala and Fleming, 2007) and may have a stronger influence on trainee transfer than supervisory support (Gilpin-Jackson and Bushe, 2007). In summary, behavioral changes following training will be short-lived without activities to support transfer towards work environment. These activities may occur in advance of the training to improve program design, motivate learners, or generate positive expectations; during training to demonstrate relevance and promote understanding of concepts and their application; or after training to create a more favorable workplace environment, provide feedback of results, and motivate effort toward change.

Employees after training program can really related to their current job refer to what they have been trained in the training program will make an effect on the organization management evaluation system.

2.7 Research Framework （Figure 2.1）



The theoretical framework for this study is explaining the variables. The most important variable for the purpose of this study is ”Training effectiveness” which have an effect on both of organizational needs and individual needs in the company. The independent variables are: 1.types of training (technical or non-technical); 2. Trainees' personal characteristics.(age, gender, martial status, level of education and length of working in current job).3.training environment;4.work environment.

2.8 Research Hypotheses

This study aims to investigate relations between organizational factors which towards training (types of training, training environment and working environment) and individual factors which towards trainees on trainees personal characteristics (age ,gender, martial status, education level and length of working in current job) with training effectiveness. According to our frame work the following hypotheses are formulated.

H1: Types of training between technical training program and non-technical training program will affect training effectiveness.

H2: Training environment will affect training effectiveness.

H3: Work environment will affect training effectiveness.

H4: Trainees' personal characteristics (age, gender, martial status, education level and length of working in current job) will affect training effectiveness.

2.9 Conclusion

This chapter presented a review of literature that about research and primarily deals with the conceptualization and definitions each concept as well as the variable used in this research. This chapter also focuses on previous work that has been done to investigate the organizational factors and individual factors (types of training, training environment, work environment and employees' personal characteristics) has an effect on training effectiveness on human resource practices. The following chapter describes in detail of procedures and methodology that were used for data collection and analysis in this identification.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

Every project work is based on certain methodology, which is a way to systematically solve the problem or attain its objectives. It is a very important guideline and lead to completion of any project work through observation, data collection and data analysis.

Accordingly, the methodology used in the project is as follows: -

Defining the objectives of the study

Framing of questionnaire keeping objectives in mind (considering the objectives)

Feedback from the employees

Analysis of feedback

Conclusion, findings and suggestions.

According to Fred. N.Kerlinger,"Research is a systematic, controlled, empirical and critical investigation of hypothetical propositions about the presumed relations among natural phenomena."

A detailed study was undertaken by set of activities. Systems of models, techniques are used to find the results of the research problem.

In this chapter present research design and method. This chapter an overview of the research study, a discussion about the population, and description of the instrument

selected for the data gathering and the procedures used in the study.

3.2 Type of Research

3.2.1 Applied research

In this study, applied research is used. The researcher tries to solve an ongoing problem within some organizational framework by introducing training models and observing the results of training effectiveness.

3.3 Research Design

A Research Design is the overall plan or program of research. It is a general blue print for the collection, measurement and analysis of data.

This research is basic research, as we know, the literature on this study was qualitatively examined and the information was collected by using the questionnaires. Firstly, the research process has been identified and the research problems were formulated. Then, there were also discuss about the instruments to be used and the decisions that should be taken for achieving the purpose of the research were thoroughly analyzed. Later on, the research design was created to answer the research objectives or hypotheses.

In the preliminary stage, the literature of this subject was examined. As a quantitative study, conclusions are based on the questionnaires distributed to respondents. Statistical data used as a medium to obtain needed information. This study aims to determine the relations between independent variable organizational factors towards

trainings (types of training, training environment ,working environment) and individual factors towards trainees (personal characteristics :age, gender, martial status, education level ,length of working in current job)and dependant variable (training effectiveness on human resource practices). The findings and the conclusion of the study will solely depend on the utilization of the statistical data collected.

We have focused on methodology for this study in terms of research design, research instrument, preparation and administration of questionnaire, the statistical method for this study.

3.4 Operational Definition and Measurement

In order to increase an academic knowledge in conducting a research, the researcher proposed to use questionnaires as a method for collecting data information. The questioners were used for gathering information about the training and its effectiveness (organizational factors toward training program and individual factors toward trainees) on human resource practice. The following section will be an explanation of the instrument applied in this research.

3.5 Unit of Analysis

The unit of analysis for this study is employees in Kedah State Development Corporation Company.

3.6 Time horizon

Before the study was carried out, initial contacts with targeted company (KSDC) were made on April 16 , 2011 by formal letter whereby a sample copy of the questionnaire was attached. As a result of these contacts, HR manager of Kedah State Development Corporation agreed to participate and permit other employees to participate in the study .

3.7 Sample and population

Sampling Technique

Population:

Population is the target group. The population considered for the study is finite and it includes all employees of KSDC, amounting to 120 people. Sampling unit: The sampling unit is the basic unit containing the elements of the population. It is all members of the population are used as a sample. According to the sample determination table provided by Sekaran (2003), the appropriate sample size for population of 120 is 92(n). 92 sets of questionnaires were distributed to KSDC Company. The sample size chosen this study was 92 employees in KSDC Company. It was considered that 92 employees adequate to represent the total population of KSDC.

3.8 Data Collection Method

3.8.1 Primary data

Primary data are the first hand information from the respondents. The researcher considered structured questionnaire while collecting primary data. In this, field study was done, which aims at discovering the relations and interactions among variables.

3.8.2 Secondary data

Secondary data are the published data from KSDC, Books, Online journals, Publications by KSDC, Journals, magazines, websites, etc.

3.9 Instrumentation

The researcher depends on The Training Effectiveness questionnaire (TEQ) which taken from the previous study measuring instruments to formulate measuring instrument that will be utilizing and self employed to determine training effectiveness in this study. Is that is extracts a detailed factors affecting training effectiveness or not.

The questionnaire is one of the main tools for collecting data from the respondents. The types and designs of questionnaires that are used depend on the studies that have been carried out The questionnaire will be distributed in English and will consist of four sections. First section will ask the demographic information of respondent

(gender, age, martial status, education level and etc.). Second section will contain 15 items that measure training effectiveness. In the third section will contain 8 items towards training environment .The last section contains 6 items will ask on work environment.

3.10 Questionnaire Preparation Measurement Scale

According to Training Effectiveness questionnaires the researcher formulate questionnaire. While a wide range of instruments are used for measuring training impact, section A will ask respondents to ticket out the information

In section B,C and D required respondents to rate items based on a 5 point rating scale response format is related to training effectiveness and the factors affect employees' training.

According to a Likert scale technique which is a psychometric scale commonly used in questionnaires, and is the most widely used scale in survey research. The rating scale from 1 (strongly disagree) to 5 (strongly agree) was used.

1 = strongly disagree

2 = disagree

3 = neutral

4 = agree

5 = strongly agree

3.11 The description of questionnaires of section

Section 1	This section consist profile of demographic respondent such as gender, age, marital status, education level, length of working in current job and types of training they have experienced before.
Section 2	This section contains 15 questions to measure training effectiveness.
Section 3	This section consists of 8 questions to measure training environment.
Section 4	This section contain of 6 questions to measure work environment.

3.11.1 Training Effectiveness

Variable	Definition of term	Item
Training Impact	Evaluation of development impact caused by training.	1. Training program attend was directly relevant to my job
		2. Trainer was very competent in providing the training
		3. The training program was very interesting
		4. The training is useful for me
		5. I'm happy to have undergone the training
		6. Grateful to my organization for providing the training.
		7. Should suggest similar training to be provided for other employees.
		8. Have some specific skills through the training.
		9. Training content was well very well understood by me
		10 .Pay I think was change after attending the training
		11. Not learn much during the training.
		12. Many new skills through the training.
		13. Feel more effective in doing job task.
		14. I was learnt in the training could not be applied in my daily job.
		15. Covered some aspect in my job by applying what was learnt in the training

3.11.2 Training Environment

Variable	Definition of term	Item
Training Environment	The physical environment in which training is conducted can have a significant impact on the effectiveness of the training.	1. The room temperature was very comfortable.
		2. The visual aids were suitably placed.
		3. The tables and chairs were ergonomically placed.
		4. The training facility provided everything I needed to assist in my learning.
		5. The training facility was easily accessible\reachable.
		6. The meals provided during training were good.
		7. The lighting is extremely good
		8.Work space is crowded.

3.11.3 Work Environment

Variable	Definition of term	Item
Work Environment	The place where one work at, here refers to the environment during working after been trained.	1. My supervisor was not interested to know what i learnt during the course.
		2. My supervisor was the one who encouraged me to attend the course.
		3. I share with my colleagues what I have learnt from the training
		4. I am given the resources(tools, equipment, or materials)whereby I can apply and practice what I have learnt.
		5. After the training, I have improved the quality of my performance.
		6. I have been able to practice on the

		job, most i have learned after training.

3.12 Data Analysis

Various statistical methods will be used to analyze the data that we will collect from the respondents. In this study, the researcher used The Statistical Package for the he latest version (2008) of the Statistical Package for the Social Sciences (SPSS 16.0) will use for the statistical analysis. All the items and variable was coded before entered to the employee. In this study, the responses and information collected from the survey was tested using statistical techniques such as frequency distribution and descriptive statistics, correlation analysis by using the reliability test. Frequency distributions were obtained for all the personal data or classification variables. The frequencies were computed to analyze respondent's profile .Such like frequency analysis use for the respondent's demographic factors of gender, age, and education level, length of working in current job. Besides, Pearson Correlation Analyses were used to examine the relationship between independent variables and the dependent variables. The hypotheses of research will analysis with regression analysis and person correlation analysis with the acceptable Cronbach Alpha values are 0.60 and above (Sekaran, 2003). Therefore, for the items that have low Cronbach Alpha values (less than 0.59) will be eliminated from further analysis process. The statistical tools will be defined as follows:

3.12.1 Percentage analysis: Percentage analysis consists of reducing a series of related amounts to a series of percentages of a given base.

3.12.2 Correlation analysis: The Correlation analysis is performed on log normalized spot expression levels. Spots can then be clustered according to how closely correlated they are. Spots with a high correlation value (i.e. close to 1) show similar expression profiles while spots which a high negative correlation value (i.e. close to -1) show opposing expression profiles.

3.12.3 Regression analysis: In statistics, regression analysis includes any techniques for modeling and analyzing several variables, when the focus is on the relationship between a dependent variable and one or more independent variables. More specifically, regression analysis helps one understand how the typical value of the dependent variable changes when any one of the independent variables is varied, while the other independent variables are held fixed

3.12.4 ANOVA : An ANOVA is an analysis of the variation present in an experiment. It is a test of the hypothesis that the variation in an experiment is no greater than that due to normal variation of individuals' characteristics and error in their measurement.

3.12.5 T-test : T-test for comparing the means of two samples (or treatments), even if they have different numbers of replicates. In simple terms, the *t*-test compares the actual difference between two means in relation to the variation in the data (expressed as the standard deviation of the difference between the means).

3.13 Conclusion

This chapter has discussed the methodology of this research, which comprised the design of study, measurement, questionnaire design, sampling design, data collection and data analysis. The following chapter will discusses the findings of this study.

CHAPTER FOUR
RESEARCH FINDINGS

4.1 Introduction

In this chapter we present the findings of the study. This chapter discuss all the findings through statistical. Chapter four also deals with construct assessment of the variables in the main study. Firstly, the main study has an assessment that discusses the respondents' demographic profiles and purification of the measurement variables. Secondly, the reliability tests were conducted to test the consistency of the questionnaires. Thirdly, the hypothesis testing presented through correlation. Furthermore, this research is conducted in term of descriptive manner by utilizing quantitative methods, by choosing an appropriate study design with adequate sample sizes.

4.2 Overview of Data Collected

A total of 92 questionnaires were distributed to employees in KSDC in Kedah State which located in north Malaysia by researcher. All the questionnaires were returned. Hence, 92 questionnaires were used in the statistical analysis, representing a response rate of 100%.

4.3 Demographic Profile of Respondents

Tables below displayed the demographic profile of respondents. In this study, individuals' variables have been analyzed to know the frequency and the percentage of participants' gender, age, marital status, educational level, and the length of work experience in the company.

Table 4.1

The Gender of the Respondents

Gender	Frequency	Percentage (%)
Male	34	37
Female	58	63
Total	92	100

This research starting with respondents' gender as shown in table 4.1. The distribution shows that the majority of the respondents' are female, 58 (63%) female, and 34 (37%) are male respondents.

Table 4.2

The Age of the Respondents

Age	Frequency	Percentage (%)
Under 25 Years	13	14.1
25-35 years	25	27.2
36-45 years	31	33.7
46-55	20	21.7
More than 55 years	3	3.3
Total	92	100

The above table depicts that respondents' age is range from under 25 years, 26-35 years, 36-45 years, 46-55 years, and 55 years and above. The respondent's age shows that is the highest age was the age group 36-45 years which comprised of 31 (33.7%) respondents. The second highest frequency was for age 25-35 which comprised of 25 (27.2%) respondents. 20 (21.7%) of respondents are at the age range from 46-55 years. 13 respondents are between the age range of under 25 years which is 14.1%, and respondents between the age range of more than 55 years had 3 respondents which is 3.3%.

Table 4.3

The Marital Status of the Respondents

Marital Status	Frequency	Percentage(%)
Single	27	29.3
Married	65	70.7
Total	92	100

As seen from the table 4.3 above, the marital status of the respondents being single is 27 which is 29.3% and the married respondents are 65 in number which is 70.7%. Hence it all stood at total of 92 respondents which is 100%.

Table 4.4

The educational Level of Respondents

Education Level	Frequency	Percentage%
SPM below	24	26.1
SPTM/Diploma	33	35.9
Bachelor	22	23.9
Master	9	9.8
Phd	2	2.2
Professional	2	2.2
Total	92	100

Based on level of educational background, most of the respondents have SPTM/DIPLOMA (26.15), SPM below (26.1%), Bachelor degree (23.9%), Master degree (9.8%), PhD (2.2%), and 2 of the respondents are Professional (2.2%) as depicted in table 4.4 above.

Table 4.5

The Work Experience of Respondents

Work Experience	Frequency	Percentage%
Below 5 years	24	26.1
6-10 years	14	15.2
11-15 years	30	32.6
Above 16 years	24	26.1
Total	92	100

The work experience of the respondents considered in this study can be seen in table 4.5. It is as follows: below 5 years, 6-10 years, 11-15 years, and above 16 years. The level of experience range of below 5 years had 24 respondents and represented by 26.1%. The experience range of 6-10 years had 14 respondents and represented by 15.2%. The experience range from 11-15 years had the highest respondents with 30 respondents and represented by 32.6%, and finally above 16 years has 24 respondents which are represented by 26.1%.

4.4 Data Analysis

This section will discuss the results of the statistical analysis, including reliability test, descriptive statistics and ANOVA analysis.

4.4.1 Reliability Test

Reliability tests were conducted on the independent and dependent variables which are: training effectiveness, training environment, and work environment. The Cronbach's alpha values of the study variables are shown in table 4.6. As revealed, the reliability coefficient of the study variables exceeded the minimum acceptable level of 0.60 (Nunnally, 1978). As a result, Cronbach's alpha for the training impact variable is (0.805); for training environment variable (0.697); and finally, for work environment (0.700).

Table 4.6

Reliability Coefficient of the Study Variables

Variables	Total Items	No. of Items Deleted	Alpha Coefficient
Training Effectiveness	15	None	0.805
Training Environment	8	None	0.697
Work Environment	6	None	0.700

4.4.2 The Results of Hypotheses Testing

Correlation Analysis

Correlation test used for inferential statistics. The Pearson correlation will be used to measure the significance of linear bivariate between the independent and dependent variables thereby achieving the objective of this study (Sekaran, 2003). Variable association refers to a wide variety of coefficients which measure the strength of a relationship among variables in the model. Furthermore, correlation is a bivariate measure of association (strength) of the relationship between two variables. It varies from 0 (random relationship) to 1 (perfect linear relationship) or -1 (perfect negative linear relationship). It is usually reported in terms of its square (r^2), interpreted as percent of variance explained (Hair, Black, Babin, Anderson & Tatham, 2006). Table 4.7 below shows that organization variable was partially significantly correlated in with training effectiveness. Types of training was not significantly correlated with training effectiveness (-0.087), training environment was more significantly correlated with training effectiveness (0.495), and work environment was correlate variable with training effectiveness with high value equal to (0.367).

Table 4.7

Correlations between Variables

		types of training	TI	TE	WE
types of training	Pearson Correlation	1	-.087	-.034	.027
	Sig. (2-tailed)		.410	.750	.799
	N	92	92	92	92
TEF	Pearson Correlation	-.087	1	.495(**)	.367(**)
	Sig. (2-tailed)	.410		.000	.000
	N	92	92	92	92
TE	Pearson Correlation	-.034	.495(**)	1	.338(**)
	Sig. (2-tailed)	.750	.000		.001
	N	92	92	92	92
WE	Pearson Correlation	.027	.367(**)	.338(**)	1
	Sig. (2-tailed)	.799	.000	.001	
	N	92	92	92	92

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

4.4.3 Regression Results

The first hypotheses of this study proposed that training types would affect training effectiveness in Kedah state development corporation. Hence, to determine to what extend the training types influence the employees' training effectiveness on human resource practices regression test was conducted. As shown in table 4.8, the results of regression test the training types as the independent variable against training effectiveness as the dependent variable. The results of regression analysis indicated an insignificant p value $p>0.05$ (0.410). Therefore it can be concluded that training types does not affect the training effectiveness.

Table 4.8

Regression between Types of Training and Training Effectiveness

Model			Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	R	R Square	B	Std. Error	Beta	Lower Bound	Upper Bound
1 (Constant)	.087	.008	3.708	0.151		24.484	0.000
Types of Training			-0.072	0.087	-0.087	0.828	.410

Dependent Variable: TEF

The second hypotheses of this study proposed that training environment would affect training effectiveness in Kedah state development corporation. Hence, to determine to what extend the training environment influence the employees' training effectiveness on human resource practices regression test was conducted. As shown in table 4.9, the results of regression test the training environment as the independent variable against training effectiveness as the dependent variable. The results of regression analysis indicated a significant p value $p < 0.05$ (0.001). Therefore it can be concluded that training environment influences the training effectiveness and significantly contribute to the R square value. The results of regression analysis indicated that training environment explained about 25% ($R^2 = 0.245$) of the variance in training effectiveness.

Table 4.9

Regression between Training Environment and Training Effectiveness

Model			Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	R	R Square	B	Std. Error	Beta	Lower Bound	Upper Bound
1 (Constant)	.495	.245	1.874	.319		.879	.000
Training environment			.481	.089	.495	.406	.000

Dependent Variable: TEF

The third hypotheses of this study proposed that work environment would affect training effectiveness on human resource practices in Kedah state development corporation. Hence, to determine to what extend the work environment influence the employees' training effectiveness on human resource practices regression test was conducted. As shown in table 4.10, the results of regression test the work environment as the independent variable against training effectiveness as the dependent variable. The results of regression analysis indicated a significant p value $p < 0.05$ (0.001). Therefore, it can be concluded that work environment affects the training effectiveness and significantly contribute to the R square value. The results of regression analysis indicated that work environment contributed about 14 % (R^2 =0.135) to the variance in training effectiveness.

Table 4.10

Regression between work environment and Training Effectiveness

Model			Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	R	R Square	B	Std. Error	Beta	Lower Bound	Upper Bound
1 (Constant)	.367	.135	2.405	.318		.566	.000
Work environment			.324	.086	.367	.744	.000

Dependent Variable: TEF

4.5 Analysis of Differences

The analysis of T-Test and ANOVA are used in this study. T-test is used to find the differences between training effectiveness with gender. Likewise t-test is used to find the differences between training effectiveness with marital status. Otherwise, the NOVA is used to find differences between training effectiveness with age, educational level, and length of work experience. Independent sample t-test is applied in many researches concerns the means and standard deviations of two groups on the variable and examines whether the numerical difference in the means is significantly different from 0 (zero) as postulated in null hypotheses (Sekaran, 2003).

Gender and Training Effectiveness

From the table 4.11 it is observed that the results of testing the differences between male and female who were participants did not have different scores of training

effectiveness at significant level 0.05 levels (t= 0.435, and p =.435 which is p □ 0.05). The results of data analysis are shown in table 4.11 below.

Table 4.11

T-Test Result between Male and Female

No	Male	Female	Sig
Mean	3.545	3.611	.435
SD	.475	.333	

Age and Training Effectiveness

In order to find the differences between age and training effectiveness, it is observed from ANOVA test results that there are no differences among the respondents' age regarding the training effectiveness levels. With (F=0.597, p□ 0.05), there is no differences between three ages groups on training effectiveness. This is shown in table 4.12.

Table 4.12

One Way ANOVA of Age Groups on Training Effectiveness Variable

Age	Mean	F	sig
Under 25 Years	3.651	.695	.597
25-35 years	3.626		
36-45 years	3.606		
46-55	3.460		
More than 55 years	3.622		
Total	3.587		

Marital Status and Training Effectiveness

From the table 4.13 it is observed that the results of testing the differences between single respondents and married respondents who were participants did not have different scores of training effectiveness at significant level 0.05 levels (t= 0.528, p□ 0.05). Based on means, the male participants were better than female participants in received training. The results of data analysis are shown in table 4.13 below.

Table 4.13

T-Test Result between Single and Married Respondents

No	Single	Married	Sig
Mean	3.627	3.570	.528
SD	.420	.528	

Educational Level with Training Effectiveness

In order to find the differences between respondents based on their educational level and training effectiveness, it is observed from ANOVA test results that there are no differences among the respondents' educational level regarding the training effectiveness levels. With (F=1.491, p=. 201; □ 0.05).. This is shown in table 4.14.

Table 4.14

One Way ANOVA of Educational Level and Training Effectiveness Variable

Education Level	Mean	F	Sig
SPM below	3.497	1.491	.201
SPTM/diploma	3.658		
Bachelor	3.478		
Master	3.688		
Phd	3.866		
Professional	3.933		
Total	3.587		

Work Experience and Training Effectiveness

In order to find the differences between respondents based on their length of work experience and training impact, it is observed from ANOVA test results that there are a significant differences among the respondents' regarding the training effectiveness levels based on their work experience. With (F=5.030, p=. 003; □0.05), this is shown in table 4.15. Results showed the less experienced participants have higher training effectiveness (mean = 3.819).

Table 4.15

One Way ANOVA of Work Experience and Training Effectiveness Variable

Work Experience	Mean	F	Sig
Below 5 years	3.819	5.030	.003
6-10 years	3.595		
11-15 years	3.526		
Above 16 years	3.425		
Total	3.587		

4.6 Conclusion

Based on the data of 92 respondents, the multi-items measures were subjected to a series of validity and reliability checks. For the multi-item scale, the set of items that correspond to each theoretical construct was initially subjected to an examination of Cronbach's alpha, item-to-total correlations and regression test. This chapter also provides a detailed discussion of the results of hypothesis testing. The result of the final relationship variables and the testing of the influence of the variables are detailed to figure the relationship and degree of influence among predictors for the training effectiveness as dependent variable.(Figure 4.1 below))

Hypotheses	Results
Types of training between technical training program and non-technical training program will affect training effectiveness.	Rejected
Training environment will affect training effectiveness.	Accepted
Work environment will affect training effectiveness.	Accepted
Trainees' personal characteristics (age, gender, marital status, education level and length of working in current job) will affect training effectiveness.	Partially Accepted

CHAPTER FIVE

DISCUSSIONS AND CONCLUSIONS

5.1 Introduction

In chapter four the researcher presented the results of data analyses intended to test the research model for this study. While in this chapter, the results of empirical tests are summarized and discussed from the perspective of their practical and theoretical implications, possible limitations and future research opportunities. This chapter also determined the discussion of the research framework.

5.2 Discussions

The purpose of this study was to examine whether that organizational factors such as (types of training, training environment, work environment influence training effectiveness among employees in their workplace. The results supported that some factors such as training environment and work environment significant correlation with training effectiveness in organization. Other purposes of this study were to examine whether there were a significant differences between males and females, respondents age, level of education, marital status, and length of work experience of respondents on the training effectiveness. The problem and the gap in the research and literature arise from the fact that organizational and individuals' factors have not been identified widely.

Various methods of analysis were used in measurement. First are the demographic factors or personal information about the respondents which need to be considered in the study as it could describe the respondents' characteristics and their background. Different personal backgrounds would mean different personality and different level of job performance among the respondents.

The demographic part was dealt based on the descriptive analysis. The aims of the analysis are to see the total percentage of those respondents based on the demographic factors which as mentioned earlier include: gender, age, marital status, educational level and work experience. Gender of respondents shows that male respondents are (43) in number making (37%) while female respondents makes (58) and is represented by (63%) this make a total of 100% of the gender of the respondents. The age of the respondents shows that the age range under 25 years had 13 respondents (14.1%); 25-35 years had 25 respondents (27.2%) and 36-45 years had 31and represented (33.7%), 46-55 years had 20 and represented (21.7%), and more than 56 years had 3 respondents (3.3%) which the total gives 92 which is 100%.

The marital status had singles having (27) respondents (29.3%) and married respondents had 65 with (71.7%) with total 100%. Most of respondents have SPTM/DIPLOMA education level which is (26.15%) and only 2 of them were professional. Finally, work experience shows that respondents have different length of work experience and most of respondents having more than 11 years work experience.

Training for organizations seem to be imperative process to improve the equality and products of the firm. Thus, this study attempt to determine factors related to firm performance. Overall, the results from this study yielded somewhat mixed results on the effects of organization factors on firm training effectiveness. Furthermore, the outcomes from analyzing the demographics variables did not differentiate between male and female as well as between respondent's ages, educational level, marital status on the level of training effectiveness. Only one of individual variables has been found to affect training effectiveness which is length of work experience. The specific research hypotheses addressed were:

H1: Types of training between technical training program and non-technical training program will affect training effectiveness.

H2: Training environment will affect training effectiveness .

H3: Work environment will affect training effectiveness.

H4: Trainees' personal characteristics (age, gender, marital status, education level and length of working in current job) will affect training effectiveness.

H1: Types of training between technical training program and non-technical training program will affect training effectiveness.

Regression analysis was conducted to asses if the type of training affects training effectiveness among this study sample. The results from this study indicated insignificant (0.410; p□0.05) correlation between these variables which somewhat inconsistent with previous studies who found that training types affected firm performance (Devins, Johnson, & Sutherland, 2004; Kitching & Blackburn, 2002; Eraut et al., 1998). One possible justification for the inconsistent result of this hypothesis due to largest number of employees in the organization. According to Kitching & Blackburn, (2002) employees in the smallest organizations are more likely than those employed in the largest organizations to have gained a qualification. Therefore, types of training do not influence the training effectiveness in this study.

H2: Training environment will affect training effectiveness.

Regression analysis was conducted to asses if the training environment affects training effectiveness among employees. The result showed that training environment influencing the probability positive outcome for employees. The result was consistent with previous studies who found that training has positive outcome in firm performance (Martin, 2010; Ford & Weissvein, 1997).

H3: Work environment will affect training effectiveness.

Regression analysis was conducted to asses if the work environment affects training effectiveness among employees performance. Workplace environment has found to be factor necessary for enhancing individual performance. The result of this study hypothesis was statistically significant (0.000; p □ 0.05) which was consistent with previous studies who found work environment lead to positive firm performance (Kontoghiorghes, 2001; Lim & Morris, 2006). A various researchers (Rouiller & Goldstein, 1993; Tracey *et al.*, 1995; Burke & Hutchins, 2008; Colquitt *et al.*, 2000) have agreed the importannce of workplace environment factors such as managerial support, peer encouragement, adequate resources, opportunities to apply learned skills, technical support, and consequences for using training on-the-job.

H4: Trainees' personal characteristics (age, gender, marital status, education level and length of working in current job) will affect training effectiveness.

There is a strong call from previous studies regarding to test individual variables on workplace setting. Sample t-test and ANOVA was conducted to assess if differences exists between gender, age, marital status, educational level, and work experience among respondents on training effectiveness. The findings from this study indicated some notable differences associated with some employee characteristics. For example only length of work experience has been found to be factor influenced training effectiveness (0.003; □0.05). Otherwise, none of remains factors (gender, age, marital status, and educational level did not find to influence training effectiveness. The

results somehow was consistent with Sutherland (2009) who found variation on training effectiveness level based on the length of work experience, in other hand the results was inconsistent with Sutherland (2009) who found a variation on training effectiveness based on gender and age variables.

5.3 Implication of the Study

The results of this study provide major contribution to knowledge. First, it provides clear understanding of organization and individual variables on training effectiveness in organization. There has been very little empirical work to verify or refute them. This study has described the key components of organizations and their effects. From the findings it has been found that a positive relationship between training environment and work environment with the training effectiveness. Therefore, these findings indicated that it is important for the management to consider the factors and characteristics of individuals before setting up the goals. Management team should emphasize training opportunities as they may relate to increase job performance with enough training. As a result if these factors are considered, an organization will increase its chances of success.

5.4 Limitation of the Study

This study has some limitations and restricts the research ability to generalize the results. According to limitation of this study, the sample may not be representative of the population because the sample drawn from one organization in Kedah State in

Malaysia, and did not involve other locations or different organizations in Malaysia. Another limitation of the study is that only one public firm was used. Hence, there are too many public and private companies, the applicability of generalize this research findings is consider one of this research limitation.

5.5 Recommendation of Future Research

According to limitation of this study, the sample may not be representative of the population because the sample drawn from one organization in Kedah State in North Malaysia, and did not involve other locations or different organizations in Malaysia. In addition, this research chooses only on public firm, therefore, it would be beneficial for future research to consider the suggestion that weather in public or in private organizations expand the study to enhance the consistency of the results. In addition, further studies will be conducted in order to determine the validity of the model in other organization as well as taking into consideration other variables to measure training among the companies so that this will increase the accuracy of understanding the drivers that could impact training .

5.6 Conclusion

The objectives in this study have been achieved whereby the results had shown that training environment, work environment and employees' characteristics are related to training effectiveness in Kedah State Development Corporation company. Training environment is found to be the strongest driver of training effectiveness in Kedah

State Development Company .Therefore, it should channel more time and resources in this area as it brings a great effectiveness of Kedah State Development Corporation company. Researcher suggest that KSDC company should take a look at the inordinate amounts of time and money spent on program or curriculum design and redesign. If something is not working in a company, training specialists are brought in to improve or upgrade the courses. New programs are sought, written and bought in hopes that this will improve the quality of training for the employees. Also take a look at the tests used after a training program, if any are used at all. The implication is that passing these tests indicates the employees possess a certain level of intellectual competency and should be able to implement what they were taught back on the job. Besides, trainers are often rewarded and evaluated based on the number of employees who like the class. For company needs, not necessarily the people. And, when these courses are taught, there is very rarely any noticeable behavioral change or improvement in the workplace.

With the results of this study also given an avenue for the organization under study to have a working material and an update on their employees which all enable them put the results into practice. The results will also be applicable in other related organizations in the country as they have similar characteristics. Conclusively, the result has brought up to organization factors under study which will be beneficial to their organization performance. Finally, this research is significant as a theoretical contribution in exploring the training impact that the organization and individual variables are having an effect on the organizations training effectiveness.

References:

Abderrahman Hassi, Giovanna Storti, (2011) "Organizational training across cultures: variations in practices and attitudes", *Journal of European Industrial Training*, Vol. 35 Iss: 1, pp.45 – 70

Aaron W. Hughey, Kenneth J. Mussnug, (1997) "Designing effective employee training programmes", *Training for Quality*, Vol. 5 Iss: 2, pp.52 – 57

Alfred Pelham, (2009) "The impact of industry and training influences on salesforce consulting time and consulting effectiveness", *Journal of Business & Industrial Marketing*, Vol. 24 Iss: 8, pp.575 – 584

Arthur, W., Bennett, W., Edens, P.S., Bell, S.T. (2003), "Effectiveness of training in organizations: a meta-analysis of design and evaluation features", *Journal of Applied Psychology*, Vol. 88 No.2, pp.234-45.

Burke, L.A., Baldwin, T.T. (1999), "Workforce training transfer: a study of the effect of relapse prevention training and transfer", *Human Resource Management*, Vol. 38 No.3, pp.227-42.

Baldwin, T.T., Ford, J.K. (1988), "Transfer of training: a review and directions for future research", *Personnel Psychology*, Vol. 41 No.1, pp.63-105.

Burke, L.A., Hutchins, H.M. (2008), "A study of best practices in training transfer and proposed model of transfer", *Human Resource Development Quarterly,* Vol. 19 No.2, pp.107-28.

Birdi, K., Allan, C., Warr, P. (1997), "Correlates of perceived outcomes of four types of employee development activity", *Journal of Applied Psychology*, Vol. 82 No.6, pp.845-57.

Colquitt, J.A., LePine, J.A., Noe, R.A. (2000), "Toward an integrative theory of training motivation: a meta-analytic path analysis of 20 years of research", *Journal of Applied Psychology*, Vol. 85 No.5, pp.678-707.

Cromwell, S.E., Kolb, J.A. (2004), "An examination of work-environment support factors affecting transfer of supervisory skills training to the workplace", *Human Resource Development Quarterly*, Vol. 15 No.4, pp.449-71.

Chew, Y.T. (2005), "The changing HRM practices of Japanese firms and the impacts on compensation practices of Japanese affiliates in Malaysia", *Forum of International Development*, Vol. 28 No.1, pp.55-80.

Chiaburu, D.S., Marinova, S.V. (2005), "What predicts skill transfer? An exploratory study of goal orientation, training self-efficacy, and organizational supports", *International Journal of Training and Development*, Vol. 9 No.2, pp.110-23.

David Devins, Steve Johnson, John Sutherland, (2004) "Employer characteristics and employee training outcomes in UK SMEs: a multivariate analysis", *Journal of Small Business and Enterprise Development*, Vol. 11 Iss: 4, pp.449 – 457

Devins, D., Johnson, S., & Sutherland, J. (2004). Employer characteristics and employee training outcomes in UK SMEs*: a multivariate analysis, Journal of Small Business and Enterprise Development*, 11(4), 449-457.

Eraut, M., Alderton, J., Cole, G., Senker, P. (1998), Development of Knowledge and Skills in Employment*, University of Sussex Institute of Education, Brighton, Research Report No. 5*, .

Facteau, J.D., Dobbins, G.H., Russell, J.E.A., Ladd, R.T., Kudisch, J.D. (1995), "The influence of general perceptions of the training environment on pre-training motivation and perceived training transfer", *Journal of Management*, Vol. 21 No.1, pp.1-25

Ford, J.K., Weissbein, D.A. (1997), "Transfer of training: an updated review and analysis", *Performance Improvement Quarterly*, Vol. 10 No.2, pp.22-41.

Gist, M.E., Stevens, C.K., Bavetta, A.G. (1991), "Effects of self-efficacy and post-training intervention on the acquisition and maintenance of complete interpersonal skills", *Personnel Psychology*, Vol. 44 No.4, pp.837-61

Gilpin-Jackson, Y., Bushe, G.R. (2007), "Leadership development training transfer: a case study of post-training determinants", *Journal of Management Development*, Vol. 26 No.10, pp.980-1004.

Hair, J. F., Black, W. C., Babin, B. J., Anderson, R. e, & Tatham, R. L. (2006). *Multivariate Data Analysis*, 6th ed. New Jersey, Prentic Hall.

Harry J. Martin, (2010) "Improving training impact through effective follow-up: techniques and their application", *Journal of Management Development, Vol. 29 Iss: 6, pp.520 – 534*

Heli Aramo-Immonen, Kaj U. Koskinen, Pasi L. Porkka, (2011) "The significance of formal training in project-based companies", *International Journal of Managing Projects in Business, Vol. 4 Iss: 2, pp.257 – 273*

Hawley, J.D., Barnard, J.K. (2005), "Work environment characteristics and implications for training transfer: a case study of the nuclear power industry", *Human Resource Development International*, Vol. 8 No.1, pp.65-80.

John Sutherland, (2009) "Skills and training in Great Britain: further evidence", *Education + Training, Vol. 51 Iss: 7, pp.541 – 554*

Kitching, J., Blackburn, R. (2002), *The Nature of Training and Motivation to Train in Small Firms.*, DfES, London, Research Report RR330.

Kontoghiorghes, C. (2001), "*Factors affecting training effectiveness in the context of the introduction of new technology – a US case study"*, International Journal of Training and Development, Vol. 5 No.4, pp.248-60.

Lim, D.H., Morris, M.L. (2006), "Influence of trainee characteristics, instructional satisfaction, and organizational climate on perceived learning and training transfer", *Human Resource Development Quarterly*, Vol. 17 No.1, pp.85-115.

Lai Wan Hooi, (2010) "T*echnical training in the MNCs in Malaysia: a case study analysis of the petrochemical industry"*, Journal of European Industrial Training, Vol. 34 Iss: 4, pp.317 – 343

Milton Mayfield, (2011) "*Creating training and development programs: using the ADDIE method"*, Development and Learning in Organizations, Vol. 25 Iss: 3, pp.19 – 22

Montesino, M.U. (2002), "Strategic alignment of training, transfer-enhancing behaviors, and training usage: a post-training study", *Human Resource Development Quarterly*, Vol. 13 No.1, pp.89-108.

Martin, H. (2010). *Improving Training Impact through Effective follow-up: Techniques and their Application*, Journal of Management Development, 29 (61), 520-534.

Nunnally, J. C. (1978). *Psychometric Theory*. New York, NY: McGraw Hill.

Rouiller, J.Z., Goldstein, I.L. (1993), "The relationship between organizational transfer climate and positive transfer of training", *Human Resource Development Quarterly*, Vol. 4 No.4, pp.377-90.

Rossett, A. (1997), "It was a great class, but …", *Training and Development*, Vol. 51 No.7, pp.18-24.

Rowley, C., Bhopal, M. (2006), "The ethnic factor in state-labour relations", *Capital and Class*, Vol. 88 pp.87-116

Salas, E., Rozell, D., Mullen, B., Driskell, J.E. (1999), "The effect of team building on performance: an integration", *Small Group Research*, Vol. 30 No.3, pp.309-29.

Salas, E., Cannon-Bowers, J.A. (2001), "The science of training: a decade of progress", *Annual Review of Psychology*, Vol. 52 pp.471-99.

Sekaran, U. (2003). *Research method for business: A skill-building approach* (4th ed). New Youk: John Wiley & sons Inc.

Sutherland, J. (2009). *Skills and Training in Great Britain: further evidenc*e, Journal of Education and Training, 51 (7), 541-554.

Tracey, J.B., Tannenbaum, S.I., Kavanagh, M.J. (1995), *"Applying trained skills on the job: the importance of the work environment*", Journal of Applied Psychology, Vol. 80 No.2, pp.239-52.

Yong, K.B. (2003), "Human resource management", in Malaysian Institute of Management (Eds),*Management in Malaysia*, Percetakan Printpack Sdn. Bhd, Shah Alam, pp.230-50.

APPENDIX I:

SAMPLE OF QUENTIONNAIRE

Dear respondent,

QUESTIONNAIRE

I am Hu Yanan from College of Business, UUM .I' m collecting data on my study on training factors and its impact on training effectiveness in Kedah State Development Corporation (USDC) company. This study was carried out to fulfill the requirement had been set by UUM. The objective of this study is to analyze the factors that contribute towards the effectiveness of training objectives in doing human resource performance.

I would therefore to get your kindly help to fill out the questionnaire form accompanying this letter based on your latest training program that you have attended and would seek your corporation to respond the questionnaire honestly and frankly .

Please complete the questionnaire, as it will be vital to the success of this study. All information collect from you will be kept confidential and only be used for statistical analysis purpose. Please return the completed questionnaire to who passed to you as soon as possible. Thanks for your precious time.

Yours Sincerely ,

……

Hu Yanan

Master of Human Resource Management Program

University Utara Malaysia

Matric No. 808155

Section A

Respondent Background

Please tick [√] in appropriate box

1. Gender :

Male [ ]

Female [ ]

2. Age

Under 25 [ ] 25 to 35 years [ ]

36 to 45 years [ ] 46 to 55 years [ ]

More than 55 [ ]

3. Martial Status

Single [ ] Married [ ]

4. Education Level :

SPM below [ ] SPTM/Diploma [ ]

Bachelor Degree [ ] Masters Degree [ ]

Phd [ ] Professional [ ]

5. Length of working in current job : [ ] **years.**

6. Type of training

Technical [ ] Non-Technical [ ]

Section B

Training Effectiveness

Please tick your answer based on following scale :

1. Strongly Disagree
2. Disagree
3. Neutral
4. Agree
5. Strongly agree

1. Training program attend was directly relevant to my job	**1 2 3 4 5**
2. Trainer was very competent in providing the training.	**1 2 3 4 5**
3. The training program was very interesting.	**1 2 3 4 5**
4. The training is useful for me.	**1 2 3 4 5**
5. I'm happy to have undergone the training.	**1 2 3 4 5**
6. Grateful to my organization for providing the training.	**1 2 3 4 5**
7. Should suggest similar training to be provided for other employees.	**1 2 3 4 5**
8. Have some specific skills through the training.	**1 2 3 4 5**
9. Training content was well very well understood by me .	**1 2 3 4 5**
10 .Pay I think was change after attending the training .	**1 2 3 4 5**
11. Not learn much during the training.	**1 2 3 4 5**
12. Many new skills through the training.	**1 2 3 4 5**
13. Feel more effective in doing job task.	**1 2 3 4 5**
14. I was learnt in the training could not be applied in my daily job.	**1 2 3 4 5**
15. Covered some aspect in my job by applying what was learnt in the training .	**1 2 3 4 5**

Section C

Training Environment

Instructions : For each statement, please evaluate based on the latest training program you have attended and circle the number which best describes how strongly you agree or disagree with each statement according to the following scale :

1. Strongly Disagree
2. Disagree
3. Neutral
4. Agree
5. Strongly agree

1. The room temperature was very comfortable.	**1 2 3 4 5**
2. The visual aids were suitably placed.	**1 2 3 4 5**
3. The tables and chairs were ergonomically placed.	**1 2 3 4 5**
4. The training facility provided everything I needed to assist in my learning.	**1 2 3 4 5**
5. The training facility was easily accessible\reachable.	**1 2 3 4 5**
6. The meals provided during training were good .	**1 2 3 4 5**
7. The lighting is extremely good.	**1 2 3 4 5**
8. Work space is crowded**.**	**1 2 3 4 5**

Section D

Work Environment

Instructions : For each statement, please evaluate based on the latest training program you have attended and circle the number which best describes how strongly you agree or disagree with each statement according to the following scale :

1. Strongly Disagree
2. Disagree
3. Neutral
4. Agree
5. Strongly agree

1. My supervisor was not interested to know what I learnt during the course	**1 2 3 4 5**
2. My supervisor was the one who encouraged me to attend the course .	**1 2 3 4 5**
3. I share with my colleagues what I have learnt from the training.	**1 2 3 4 5**
4. I am given the resources(tools, equipment, or materials)whereby I can apply and practice what I have learnt.	**1 2 3 4 5**
5. After the training, I have improved the quality of my performance.	**1 2 3 4 5**
6. I have been able to practice on the job, most I have learned after training.	**1 2 3 4 5**

APPENDIX II:

ANALYSIS OUTPUT

Appendix

Case Processing Summary

		N	%
Cases	Valid	92	100.0
	Excluded(a)	0	.0
	Total	92	100.0

a Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.805	15

Case Processing Summary

		N	%
Cases	Valid	92	100.0
	Excluded(a)	0	.0
	Total	92	100.0

a Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.697	8

Case Processing Summary

		N	%
Cases	Valid	92	100.0
	Excluded(a)	0	.0
	Total	92	100.0

a Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.700	6

Correlations

		type of training	TI	TE	WE
types of training	Pearson Correlation	1	-.087	-.034	.027
	Sig. (2-tailed)		.410	.750	.799
	N	92	92	92	92
TEF	Pearson Correlation	-.087	1	.495(**)	.367(**)
	Sig. (2-tailed)	.410		.000	.000
	N	92	92	92	92
TE	Pearson Correlation	-.034	.495(**)	1	.338(**)
	Sig. (2-tailed)	.750	.000		.001
	N	92	92	92	92
WE	Pearson Correlation	.027	.367(**)	.338(**)	1
	Sig. (2-tailed)	.799	.000	.001	
	N	92	92	92	92

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

Group Statistics

	gender of respondent	N	Mean	Std. Deviation	Std. Error Mean
TEF	Male	34	3.5451	.47580	.08160
	Female	58	3.6115	.33372	.04382

Gender Variable

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	9
TEF	Equal variances assumed	3.091	.082	-.78	90	.435	-.066	.08464	5 ** o
	Equal variances not assumed			-.72	52.3	.477	-.066	.09262	w ** e

Age Variable

ANOVA

TEF

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.431	4	.108	.695	.597
Within Groups	13.482	87	.155		
Total	13.913	91			

Marital Status

ANOVA

TEF

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.062	1	.062	.401	.528
Within Groups	13.851	90	.154		
Total	13.913	91			

Education Level Variable

ANOVA

TEF

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.110	5	.222	1.491	.201
Within Groups	12.803	86	.149		
Total	13.913	91			

Length Experience Variable

ANOVA

TEF

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.037	3	.679	5.030	.003
Within Groups	11.876	88	.135		
Total	13.913	91			

Regression Analysis

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.087[a]	.008	-.003	.39169

a. Predictors: (Constant), types of training

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.105	1	.105	.685	.410[a]
	Residual	13.808	90	.153		
	Total	13.913	91			

a. Predictors: (Constant), types of training

b. Dependent Variable: TEF

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.708	.151		24.484	.000
	type of training	-.072	.087	-.087	-.828	.410

a. Dependent Variable: TEF

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.495[a]	.245	.237	.34161

a. Predictors: (Constant), TE

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3.410	1	3.410	29.222	.000[a]
	Residual	10.503	90	.117		
	Total	13.913	91			

a. Predictors: (Constant), TE

b. Dependent Variable: TEF

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.874	.319		5.879	.000
	TE	.481	.089	.495	5.406	.000

a. Dependent Variable: TEF

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.367[a]	.135	.125	.36573

a. Predictors: (Constant), WE