THE RELATIONSHIP BETWEEN TRAINING ENVIRONMENT AND TRAINING EFFECTIVENESS OF PNB, CFA STUDENT
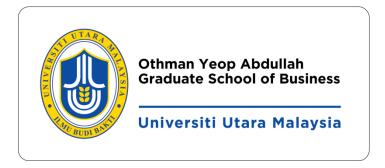
ASRAF BIN ABDUL RAHMAN

MASTER OF HUMAN RESOURCE MANAGEMENT

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THE RELATIONSHIP BETWEEN TRAINING ENVIRONMENT AND

TRAINING EFFECTIVENESS OF PNB, CFA STUDENT

By

ASRAF BIN ABDUL RAHMAN

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ABSTRACT

This study attempt to evaluate the training effectiveness provided by external trainer organised by PNB Investment Institute. This study also identify the influencing factors that affect the training effectiveness, that is training environment. Adopted Questionnaires were used for data Collection. Out of 33 participants, 32 respondents returned their questionnaire, making the responses rate of 97 percent. Data was processed and analyse using SPSS. Appropriate data analysis technique were used, both for descriptive and inferential analysis. Findings show that respondents perceived that training environment provided by PNB Investment Institute are good especially on their ability in task involvement. Findings also revealed that training environment is significantly associated and influenced the training effectiveness. Suggestion for future research was made at the section of this study.

ABSTRAK

Kajian ini bertujuan mengenalpasti keberkesanan Kemudahan Kursus yang disediakan oleh PNB Investment Institute anjuran Permodalan Nasional Berhad (PNB). Di mana kajian ini bertujuan mengenalpasti faktor-faktor persekitaran yang mempengaruhi keberkesanan kursus terhadap peserta. Faktor yang mempengaruhi kesan penyediaan kursus dan persekitaran dikaji berdasarkan hubung kait di antara pembolehubah bebas (Persekitaran Kursus) dengan pembolehubah bersandar (keberkesanan kursus). Data bagi kajian ini diperolehi dengan menggunakan kaedah soal selidik yang dibangunkan oleh penyelidik berdasarkan kajian-kajian lepas.

Daripada sejumlah 33 peserta kursus, 32 orang mengembalikan soal selidik menjadikan kadar respon sebanyak 97 peratus. Data kemudiannya diproses dan dianalisis dengan menggunakan perisian SPSS dengan melibatkan kaedah statistik deskriptif dan inferensi yang sesuai. Kajian mendapati peserta berpendapat persekitaran Kursus yang disediakan anjuran Institut Kajian Dan Latihan Integrasi Nasional (IKLIN) adalah sangat baik terutamanya dari segi keupayaan penglibatan dalam kursus tersebut. Kajian turut mendapati, persekitaran kursus mempunyai hubungan yang signifikan dengan keberkesanan kursus. Selain itu, persekitaran kursus turut mempengaruhi keberkesanan kursus dengan kuat. Cadangan-cadangan pembaikan untuk kajian pada masa hadapan dicadangakan pada akhir kajian ini.

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CHAPTER 1

INTRODUCTION

1.1 Background of the study

Organisations in both the private and public sectors, regardless of types or nature of organisation, agree that training and development is essential to the growth and development of the business (Lee, 2007). Human resource management (HRM) literature (Noe, Hollenbeck, Gerhardt & Wright, 2006), viewed training and development as an important activity that contributes to an organization's overall effectiveness in human resources management and that training and development is required to build and sustain an organization's competitive advantage via skills and knowledge enhancement.

In Malaysia, allocation for training and development made by the government had increased from RM223.7 million for the 7th Malaysia Plan to RM400 million for the 8th Malaysia Plan (Hashim, 2002), thereby indicating the importance of training and development of human resources in Malaysia. The government of Malaysia has established a number of initiatives which directly or indirectly help employers to train their employees. This include a free educational system up to secondary level, subsidized tertiary education in public universities, encouraging top-class foreign universities to establish branches or campuses or conduct training programs, establishment of Industrial Training Institute to train industrial training instructors and introduction of the Pembangunan Sumber Manusia Bhd Act (Human Resource Deveolpment Bhd Act) (Maimunah, 2009).

Training refers to a planned effort by a company to facilitate employees' learning of job related competencies. The goal of training is for employees to master the knowledge, skill and behaviors emphasized in training programs and to apply them to their day to day activities. Training plays a vital role in order to ensure that employees are well equipped with high quality training and hence are more productivity. Training starts as soon as a new employee is hired for a particular post by an organization.

The training should be able to improve the capabilities of individuals and collectively the organization. If the program of training does not contribute to the building of organizational capabilities and reflect over a period of time, in improve performance the loss to the organization is far greater than the money spent on training. The organization could lose its competitive edge and its market position. Therefore training has to serve identified purpose for the organization based on systematic analysis of its own capabilities and the demands upon it that the future scenario may make.

Organization can no longer afford to provide training that has not been evaluated for its contribution to the organization's strategic goals and mission and its effectiveness and use on the job to achieve those goals (Brinkerhoff, 2005).

Organizations establish training for many purposes. One purpose is to structure the learning process. Training helps people whenever they make a change in their work by preparing them for the change. Training can contribute to the success of the organization by enabling employee to achieve promotion and follow a chosen career path. It also helps employees to acquire professional or further education qualification. Training helps to improve performance and can reduce cost to the organization. Thus, training and

development can be initiated for a variety of reasons for an employee or group of employees, and among them are ie when a performance appraisal indicates performance improvement is needed, as part of an overall professional development program, as part of succession planning to help an employee be eligible for a planned change in role in the organization, to train about a specific topic directly and indirectly related to their work or task (Junaidah, 2006).

In Permodalan Nasional Berhad (PNB) the training department is under the Human Capital Planning and Development and PNB Investment Institute is responsible for conducting financial training to all PNB staff. Some of the training will be conducted either internally or externally. Most of the sessions conducted involve external practitioners coming from various backgrounds and disciplines.

1.2 Purpose of the study

To review the relationship between training environment and organizational effectiveness among PNB staff who are doing Chartered Financial Analyst (CFA) at PNB Investment Institute.

1.3 Problem Statement

The main component of a successful training is to measure the effectiveness of the training (Longenecker, 2007) had identified the consequences of ineffective training and educational practices at the manufacturing organizations in his studies. He found that at the organizational level, ineffective training leads to lower productivity, quality problems, customer dissatisfaction, difficulty in achieving performance goal, loss of team work, morale problems, increased stress, inflated costs and the under utilization of both equipment and technologies.

At the individual worker level, ineffective training can cause poor performance, loss of confidence, increased frustration, jobs dissatisfaction, de-motivated, lack of productivity, customer dissatisfaction and safety concerns romance damaging issues. Training which is controllable, when not properly handled can create a myriad of uncontrollable, unpredictable and negative consequences.

1.4 Research Questions

There are several research questions that this study attempts to achieve, which are:

- Do training environment factors (physical support, supervision, communication, peer cohesion and task involvement) associate with training effectiveness?
- Do training environment factors (physical support, supervision, communication, peer cohesion and task involvement) contribute to training effectiveness?

1.5 Research Objectives

There are several research objectives that this study attempts to achieve, which are:

- To determine a relationship between training environment factors in term of physical support and training effectiveness.

- To determine a relationship between training environment factors in term of communication and training effectiveness.

- To determine the influence of training environment factors to training effectiveness.

1.6 Significance of study

It is hopes that this study would generate further interest in the study of training environment and factors that contribute to its effectiveness, as well as its ever growing importance in all forms of organizations in today's world. The research will provide relevant findings to PNB on what the PNB executives feels towards the CFA program about the activities carried out in PNB Investment Institute training program. This finding will help the management either to improve or to formulate better training program in which can enhance the knowledge, skills, and abilities (KSA) of executives and PNB in the future.

1.7 Assumptions

a) With the potential for an increase in the number of newly recruited management trainees in PNB, training activities are expected to increase.

b) It was assumed that there would be no extreme differences among the roles of the respondents

c) It was assumed that the investigator's and PNB professional relationships with the respondents would not affect responses to the questionnaire.

1.8 Limitation of the study

This study is limited to some restrictions. The following are limitations, which may influence the findings of this study:

a) The sample only consists of employees in PNB. Data collected from other organization might differ due to the working climate. Therefore, generalization to other administrative institutions may be limited.

b) This study is oriented to executive level in PNB. Therefore the findings might not hold true for other technical categories of employees or other categories of employees.

c) The measurement tool was limited to only self perception questionnaires. Others form of data such as the evaluation by peers, instructors or superiors were not sought for comparison due to time constraint.

d) The retrieval rate of the questionnaires was 96.96%.

1.9 Definition of key terms

The key concepts and terminologies used in this study are explained in the subsequent paragraphs.

Training, as a vehicle for human resource development, is concerned with improving the skills of employees and enhancing their capacity to cope with the ever-changing demands of the work situation. Besides that, (Anthony et al., 2002) also said that training is providing an employee with skills that can be used immediately on the job. The practical effect of providing customers with more effective training packages is an increase in the level of customer's satisfaction and corresponding customer retention. The needs based program also can help protect the organization against potential claim of negligence for ineffective training (Chow et al., 2008)

Training effectiveness is defined as a measurement of observable changes in knowledge, skills and attitude after training has been conducted (Bramley, 1996). Alvarez, Salas and Garafano (2004) defined training effectiveness as the variables that are likely to influence the outcomes of the training at different stages of the training process. For the purpose of this research, the definition provided by Bramley (1996) will be adopted as the focus on the study is on the measurement of changes in knowledge, skills and attitude upon completion of the training. Training environment is defined as the creation of virtual space where learning, assessment and interaction can take place in very manageable way.

Permodalan Nasional Berhad (PNB) incorporated on March 17, 1978, was conceived as a pivotal instrument of the Government's New Economic Policy to promote share ownership in the corporate sector among the Bumiputera, and develop opportunities for

suitable Bumiputera professionals to participate in the creation and management of wealth. With fund under management totaling more than RM190 billion, the PNB Group is the country's leading investment institution with a diversified portfolio of interests that include unit trusts, institution property trust, property management and asset management.

PNB Investment Institute (PNBi), established on Nov 19, 1998, is registered as a private higher educational institution with Ministry of Higher Education. PNBi has emerged as one of Malaysia's financial education and training institution for capital market professionals in Malaysia.

The Chartered Financial Analyst (CFA) designation is a mark of distinction that is globally recognized by employers, investment professionals and investors as the definitive standard by which to measure serious investment professionals.

1.10 Organization of the Chapters

This research paper is divided into 5 chapters. Chapter 1 provides an overview of the study and introduces the rationale behind the study, whereas Chapter 2 focuses on an extensive review of the available literature relevant to the purpose of the study and the theoretical result framework that this study is essentially based on. Chapter 3 then provides the research methodology, the overall research design and the detailed procedures relevant to questionnaire design. This is followed by Chapter 4 that provides the detailed result and findings of this study while Chapter 5 goes on to discuss the

findings obtained from the study. This is followed by the conclusion with highlights on the limitations of this study and possible areas for future researches.

CHAPTER 2

LITERATURE REVIEW AND RESEARCH FRAMEWORK

2.1 Introduction

Chapter two provides a review of the related literature on the study and previous empirical findings. This chapter will also explain in detail the definition of independent variables and dependent variables.

2.2 Evaluation of Training

Aminuddin (2000) defined training as the organizational activities designed to change employees through the learning process so that they can perform their job efficiently. To make change happen, the training offered must be effective. Training is more job organization specific and is aimed at improving job performance. It focuses more on immediate organizational needs and the immediate application of new skills and attitudes.

Goldstein and Gilliam (1990) looked at training as learning events that are planned in a systematic fashion and are focused on the work environment. From this point of view, the training process is defined as "the systematic acquisition of skills, rules, concepts or attitudes that result in improved performance in the work environment'.

Hamblin (1974) defined training as "any activity which deliberately attempts to improve a person's skill in a job". A similar definition was offered by Flippo (1976) as 'the act of increasing the knowledge and skills of an employee for doing a particular job'. He stressed the purpose of training is to increase productivity, heighten morale, reduce supervision, reduce accidents and increase organizational stability and flexibility.

Koehorst and Verhoeven (1986a, 1986b, 1986c) did a study on 'effectiveness of Training' in Netherlands supported Flippo's findings. They highlighted the issue of cost-effective training. According to them, the teaching costs in the education system are accounted for exclusively by the teachers' salaries. From an economic viewpoint, the time the pupils spend at school does not matter. However, the situation with regard to industrial training is very different. Here, the principal cost factor is the time trainees spend taking courses. The time away from the production process is paid for by the company. Therefore the cost-cutting measures which are used in the education system must not be applied indiscriminately to industrial training. In essence, they suggested the companies should strike a balance between training effectiveness and costs.

Cherrington (1995) defined training by contrasting it with education. He offered a clear-cut explanation on the distinction between training and education which is more often than not regarded as synonymous. He clarified that 'training' refers to the acquisition of specific skills or knowledge to perform a specific job, whereas 'education' is much more general and attempts to provide students with a general knowledge that can be applied in many different settings.

According to Miner and Crane (1995) training and education is distinguished in more or less the same tone. They marked off the difference in a more comprehensive manner asserting that 'training' is specific to the needs of an organisation helping people to perform better in a job, through improving their competence with the job requirements and confirming to the strategies, philosophies and culture of the organisation as a whole. In contra 'education' focuses on the goals of the individual preparing people for the multiple roles they play in life and contribute to personal growth.

The Government of Malaysia has taken a serious step towards initiating compulsory staff training by employers, by introducing the "Human Resource Development Act" in 1993 and followed by the establishment of the Human Resource Development Fund (HRDF). The HRDF was initially set up for employees in the manufacturing sector, with a paid up capital of at least RM 2.5 million. In January 1995, the membership of the Council was extended to service sector employers, such as transport, tourism, banking and insurance. Under the Act, employers are compelled to contribute a levy of 10% of their employees' monthly wages to the HRDF. Within two years, the contribution towards the fund was RM 1.3 million. HRDF in return assists the employers under specific schemes to conduct training programmes more effectively (Tan, 1995).

To ensure that the money and effort invested in training becomes a serious commitment to developing excellence, evaluation in training effectiveness is essential. Almost all the writers about this subject, including Lawrie (1988) and Phillips (1987) recommended a change of attitude among the practitioners in order to achieve a successful evaluation

methodology. The next issue which arises can be seen from the question put forward by Hamblin (1974): 'How should, training be evaluated?' Feedback may differ due to the different criteria used in evaluating training.

2.3 Training Effectiveness

Training, in the most simplistic definition, is an activity that changes people's behavior. Increased productivity is often said to be the most important reason for training. But it is only one of the benefits. Training is essential not only to increase productivity but also to motivate and inspire workers by letting them know how important their jobs are and giving them all the information they need to perform those jobs. According to Campbell, Dunnette, Lawler, and Weick (1970), training can be defined as a planned learning experience designed to bring about permanent change in an individual's knowledge, attitudes, or skills. McNamara (n.d.) lists the following as general benefits from employee training such as increased job satisfaction and morale, increased motivation, increased efficiencies in processes therefore resulting in financial gain, increased capacity to adopt new technologies and methods, increased innovation in strategies and products and reduced employee turnover.

Human resources management is facing a challenging period, with tight budgets in the federal government and in many states increasing pressure to improve productivity. At the same time, the changing demographic nature of the workforce (Hudson Institute,

1988) and the rapid introduction of new technology into the workplace suggest a need for increased training opportunities, both to give entry-level staff the necessary work skills and to retrain experienced employees in new skills. In times of budget stringency, however, training is often seen as expendable and thus is the first area cut. Given the often precarious position of training in all government agencies, one would expect trainers to put a high priority on evaluation, in order to document improved individual performance or organizational productivity. In fact, the state of the art in training evaluation remains quite primitive, for the most part. Training evaluation is generally seen as having four possible levels: evaluation of trainees' reactions, of learning, of individual behavior, and of organizational results (Kirkpatrick, 1976).

While evaluation of the link between training and behavior or performance would most appropriately document the organizational benefits of training, most evaluation still focuses primarily on the first two levels, with few studies examining the effects of training on either individual job performance or results for the organization (Clement, 1981; Ammons & Niedzielski-Eichner, 1985).

Training is a big business. In 1998, American companies spent $60 billion on training (Rosner, 1999). So, how does an organization train effectively so that the investment results in growth and success? To make training count, it must be matched directly to the needs of the organization and people in it.

ln terms of evaluating the effectiveness of training programs, several different outcomes may be of interest. Kirkpatrick's measurement categories for evaluating the effectiveness of training programs included reactions, learning, behavior and results (Ailiger and Janak, 1989).

The first category or level in Kirkpatrick's model is the "reaction" or feelings that participants in a training program have toward the actual program. While this outcome is an important starting point for evaluating program outcomes, it is perhaps the least explored in existing studies identified for this meta-analysis. The second category in Kirkpatrick's model is "learning" and is concerned with knowledge outcomes, or ideas, information, and approaches from the training program that are understood and retained by trainees.

For the third level in his model, Kirkpatrick identified "behavior" as an outcome. This level is concerned with the actual on-the-job application of learned ideas, information, and approaches from the training program. The final level in the model is concerned with "results," and is broadly conceived as the overall end results achieved. These results could take myriad forms including sales quotas met, cost reductions, increased employee retention or satisfaction, and any number of system outcomes.

2.3.1 Reaction

As the word implies, evaluation at this level measures how the learners react to the training. This level is often measured with attitude questionnaires that are passed out after most training classes. This level measures one thing: the learner's perception (reaction) of the course. Learners are aware of what they need to know to accomplish a task. If the training program fails to satisfy their needs, a determination should be made as to whether it's the fault of the program design or delivery.

This level is not indicative of the training's performance potential as it does not measure what new skills the learners have acquired or what they have learned that will transfer back to the working environment. This has caused some evaluators to down play its value. However, the interest, attention and motivation of the participants are often critical to the success of any training process - people often learn better when they react positively to the learning environment by seeing the importance of it.

When a learning package is first presented, rather it be e-learning or classroom training, the learner has to make a decision as to whether he or she will pay attention to it. If the goal or task is judged as important and doable, then the learner is normally motivated to engage in it (Markus- Ruvulo, 1990). However, if the task is presented as low-relevance or there is a low probability of success, then a negative effect is generated and motivation for task engagement is low.

2.3.2 Learning

Learner assessments are created to allow a judgment to be made about the learner's capability for performance. There are two parts to this process: the gathering of information or evidence (testing the learner) and the judging of the information (what does the data represent?). This assessment should not be confused with evaluation. Assessment is about the progress and achievements of the individual learners, while evaluation is about the learning program as a whole (Tovey, 1997).

Evaluation in this process comes through the learner assessment that was built in the design phase. Note that the assessment instrument normally has more benefits to the designer than to the learner. Why? For the designer, the building of the assessment helps to define what the learning must produce. For the learner, assessments are statistical instruments that often poorly correlate with the realities of performance on the job and they rate learners low on the "assumed" correlatives of the job requirements (Gilbert, 1998). Thus, the next level, performance, is the preferred method of assuring that the learning transfers to the job, but sadly, it is quite rarely performed.

2.3.3 Behavior

This evaluation involves testing the students capabilities to perform learned skills while on the job, rather than in the classroom. Level three evaluations can be performed formally (testing) or informally (observation). In Kirkpatrick's original four-levels of

evaluation, he names this level "behavior." However, behavior is the action that is performed, while the final result of the behavior is the performance. Gilbert said that performance has two aspects- behavior being the means and its consequence being the end (Gilbert, 1998). If we were only worried about the behavioral aspect, then this could be done in the training environment. However, the consequence of the behavior (performance) is what we are really after - can the learner now perform and produce the needed results in the working environment?

It is important to measure performance because the primary purpose of training is to improve results by having the students learn new skills and knowledge and then actually applying them to the job. Learning new skills and knowledge is no good to an organization unless the participants actually use them in their work activities. Since level-three measurements must take place after the learners have returned to their jobs, the actual Level three measurements will typically involve someone closely involved with the learner, such as a supervisor.

Although it takes a greater effort to collect this data than it does to collect data during training, its value is important to the training department and organization as the data provides insight into the transfer of learning from the classroom to the work environment and the barriers encountered when attempting to implement the new techniques learned in the program.

2.3.4 Results

Phillips (1996), who probably knows Kirkpatrick's four-levels, better than anyone, writes that the value of information becomes greater as we go up these levels of information (from reaction to results/impacts). For example, the evaluation of results has the highest value of information to the organization, while reaction provides the least information (although like any information, it can be useful). And like most levels of information, the ones that provide the best value are often more difficult to obtain. Thus we readily do the easy ones (levels one and two) and obtain a little information about the training efforts, while bypassing the more difficult ones (three and four) that would provide the most valuable information for the organization. All four levels of evaluation may be useful for both formative and summative purposes.

The first two levels of reactions and learning focus on the learning environment or experience and are captured at the close of training in the training setting by the training facilitator. In contrast, the next two levels of behavior and results focus on the transfer of training to the work environment are captured in the work setting and require management involvement. As such, the first two levels are the most often examined by trainers and researchers because they are more immediate and often easier to measure. As mentioned earlier, the first level of trainee reactions is by far the most popular measure for those organizations that evaluate training. Therefore, this study will focus to the first two level of Kirkpatrick evaluation model as, i.e reaction and learning.

2.4 Training Evaluation Model

Training evaluation may be either formative or summative in nature. Training evaluation serves a formative purpose when information gathered is used to improve the course. Formative evaluation may take place throughout the development of a particular instructional course (Brown & Gerhardt, 2002). That is, training designers may collect feedback on a training course at various stages of the creation of the course. For example, before making a course available to the entire organization, training designers may create a "pilot-study" version of the training course to deliver to a small number of participants. Evaluation measures collected from the pilot course that are used to improve the course are considered formative evaluation measures.

Training evaluation is used for a summative purpose when the information gathered is used for decision-making and to determine if the training course was effective (Lee and Pershing, 1999). Summative evaluation is completed after the training has been implemented. Formative evaluation is considered to be of significant importance in training that uses multi-media delivery such as online training (Tessmer, 199511996).

The multi-media capabilities of online training technology provide many instructional options. For example, training designers may incorporate a variety of features such as video, audio, interactive quizzes, simulations and collaborative learning options (i.e. "chat" rooms or discussion boards). Also, using technology can provide challenges such as user system capabilities and bandwidth availability. Due to these instructional

capabilities and the complexity of using technology in training, formative evaluation is important to determine the most effective training design. Online training is also conducive to formative evaluation because it is possible and common to develop a pilot of a training course that can be given to trainees to get feedback for improvement.

2.5 Training Environment

Training Environment (TE) can be defined as the creation of virtual space where learning, assessment and interaction can take place in very manageable way. Researchers such as Becker et al. (1968), Synder (1971) Dahlgren (1978) highlighted that TE factors such as assessment methods and excessive course material proved that they affect the trainees' performance.

Ramsden (1992), Gow et al., (1994) and Sharma (1997) also revealed the employee approaches to learn are influenced by the TE. Ramsden (1992), defined TE as being the assessment method, curricular and teaching methods, and, to a lesser extent, the atmosphere or *ethos* of the course, program of study or institution. Sharma (1997) also noted that is the employees or trainees perception of these elements, which influence their learning. In relation with class environment as in Wooten (1998), Brophy (1987) also reported similar findings that students are more likely want to learn when they appreciate the classroom activities.

Therefore, expectancy theory also supports the inclusion of this variable. This includes appropriate use of class time as in time management, a caring instructor as in instructor's characteristics and good instructional materials. These factors should all increase the students' level of expectancy, thus increase motivation. It is said that classroom learning environment is related to achievement goal theory of motivation. Evidence that a substantial proportion of the variance in human behaviour can be accounted for by situational or environmental variables has been accumulating rapidly during recent years (Insel & Moos, 1975; Gunderson & Sells, 1975).

As growing numbers of behavioural scientists have begun to examine empirically the relationships between environmental variables and human behaviour, the issue of how to conceptualize and assess environmental characteristics has been receiving increasing attention (Johannessen, 1973; Moos, 1973)

An approach employed by Moos (1973) to characterize and measure the psychosocial qualities of environments was based upon Murray's (1938) model for studying the interaction between personal needs and environmental stress. This conceptualization has been applied by Moos and his associates (lnsel & Moos, 1974a) in the development of a series of Social Climate Scales for assessing the psychosocial characteristics of nine different environmental settings: (1) psychiatric wards, (2) community-oriented psychiatric treatment programmes, (3) correctional institutions, (4) military basic training companies, (5) university student residences, (6) junior and senior high school classes, (7) work environments, (8) family environments, and (9) group environments (e.g. social

and treatment groups). These scales have been developed to assess expectations of what the particular environment had been like as well as perceptions of what the environment is actually like.

This study was part of a larger investigation undertaken to evaluate the training effectiveness attended by government employees. Since the focus of this research was on subsequent adjustment to training environment, the Work Environment Scale (WES) (Insel & Moos, 1974b) was selected from the set of Social Climate Scales for application to this setting. The objectives of this study were to develop factor analytically derived scales for the WES which could be used in a training environment and to compare these subscales with the original WES scales. According to The Work Environment Scale (WES) manual, WES measures the social environment of all types of work settings. It comprises ten subscales or dimensions, which are divided into three sets: the Relationship Dimensions, the Personal Growth or Goal Orientation dimensions, and the System Maintenance and System Change dimensions.

Original Work Environment Scale (WES) is a ninety item, self-administered inventory that contains ten subscales designed to measure a subject's perception of his/her existing work environment. The WES was developed by Paul Insel and Rudolf Moos (1974b). The ten subscales assess three underlying domains or sets of dimensions and are listed in Table 2.1. According to Moos, the ten WES subscales reflect conceptually distinct aspects of the work environment. For this reason, the ten subscales had been integrated in

the analysis because the three dimensions are not intended for statistical purposes (Moos, 1994b).

Table 2.1: Work Environment Scale (WES): Subscales and Dimensions

Relationship Dimension	
1. Involvement	The extent to which employees are concerned about and committed to their jobs.
2. Coworker Cohesion	How much employees are friendly and supportive of one another
3. Supervisor Support	The extent to which management is supportive of employees and encourages employees to be supportive of one another
Personal Growth Dimension	
4. Autonomy	How much employees are encouraged to be self-sufficient and to make their own decisions
5. Task Orientation	The emphasis on good planning, efficiency, and getting the job done
6. Work Pressure	The degree to which high work demands and time pressure dominate the job
System Maintenance and Change Dimension	
7. Communication	Whether employees know what to expect in their daily routine and how explicitly rules and policies are communicated
8. Managerial Control	How much management uses rules and procedures to keep employees under control
9. Innovation	The emphasis on variety, change, and new approaches
10. Physical Comfort	The extent to which the physical surroundings contribute to a pleasant work environment

This study employed and adopted five subscale of original WES, as followed:

a) Task Involvement

The Involvement subscale measures the extent to which trainees are concerned about and committed to the training, for example: how challenging the task is, the pride people have in the organization, and the effort they put into what they do.

b) Peer Cohesion

The peer cohesion subscale taps the extent of which employees are friendly and supportive of one another, for example: the effort people make to help a new employee feel comfortable, the interest they have in each other, and how frank they are about their feelings.

c) Control

The Control subscale assesses the extent to which management uses rules and pressures to keep trainees under control, for example: how much following policies and regulations is emphasized, whether people are expected to follow set rules in doing their work, and how closely supervisors watch employees.

d) Physical Comfort

The Physical Comfort subscale measures the extent to which the physical surroundings contribute to a pleasant training environment, for example: how good the lighting is, how stylish and modem the place appears, and whether the colors and decorations make the place warm and cheerful work in.

e) Communication

The Communication subscale assesses the extent to which management is supportive of employees and encourages them to be supportive of one another, for example: how easy the trainees get the information about the program, how often supervisors compliment and trainees who does something well, how often they give full credit to the ideas contributed by trainees, and whether trainees feel free to ask for a raise. A comparison of these factor scales with the original WES scales indicated that five of the scales developed by Insel & Moos (19746) were represented in the results of factor analyses, although the number of items in each was reduced by the method of scale construction employed in this study. In addition, four of the original scales were combined into two factor scales: Clarity and Staff Support were merged into Communication; Task Orientation and Involvement were merged into Task Involvement. Only the Autonomy scale, which had been included in the WES by Insel & Moos to assess the extent to which individuals were encouraged to be self-sufficient and to make their own decisions, was not represented in the results from these factor analyses .
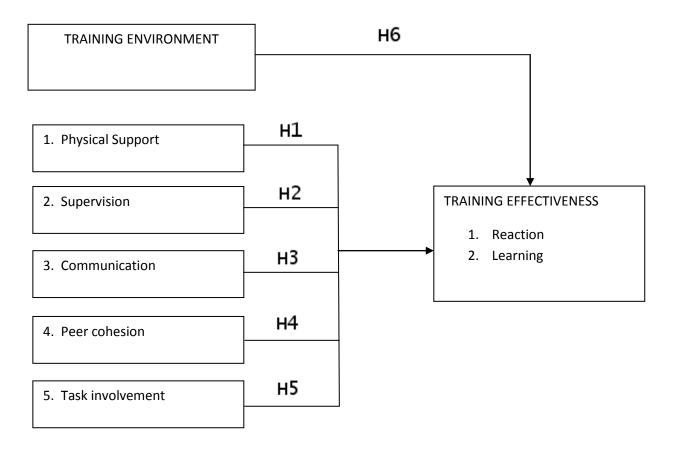
On each of the Social Climate Scales, Moos (1973) has organized the scales into three categories which he suggests are represented across environmental settings. In the WES, the involvement, peer cohesion, and staff support scales are conceptualized as relationship measures; the autonomy and task-orientation scales are conceptualized as personal growth or development measures; and the work pressure, clarity, control, innovation, and physical comfort scales are conceptualized as *system maintenance and change* measures. While each of these categories was represented to some extent in the results of these factor analyses, variations did occur which should be pointed out. First, the original clarity and staff support scales were from different categories, but merged into a single factor, communication, which would be best described as a relationship dimension. Second, the original involvement and task orientation scales were from different categories, but merged into a single factor, task involvement, which would be best described as a personal growth and development dimension. These dimensions have also been use by Richard et.al. (1976) in their study on occupational training environment.

Other TE factors as revealed by Kember and Ng (1996) and Kember and Leung (1998) include perceive workload that has been found to have detrimental effects on trainees' approaches to learning, thus their performance. Even class size has been treated as TE as it believed that class size may have some effect on students' performance especially in term of attention or perhaps more space for participation or questioning during the training. The above literature has examined many variables in relation TE effects on students' performance. This study attempts to identify the relationship of TE factors and training effectiveness .

2.6 Research Model/Framework and Hypotheses Development

Based on the literature discussed before, researcher has developed a model for this study. The model is illustrated in Figure 2.1. The purpose of this research is to evaluate the relationship between training environment (IV) and training effectiveness. Training environment had been treated as Independent Variable (IV), while training effectiveness had been Dependent Variable (DV). IV consists of five dimensions; that are physical support, supervision, communication, peer cohesion, and task involvement. While DV is represented by two dimensions; Reaction and Learning

Table 2.2: Research Framework

From the model in Table 2.1, six hypotheses were developed as below:

H1: There is no significant relationship between physical support and training effectiveness.

H2: There is no significant relationship between supervision and training effectiveness

H3: There is no significant relationship between communication and training effectiveness.

H4: There is no significant relationship between peer cohesion and training effectiveness.

H5: There is no significant relationship between task involvement and training effectiveness.

 H6: Training effectiveness is not significantly influenced by training environment.

These hypotheses had been tested using an appropriate data analysis technique.

CHAPTER 3

METHODOLOGY

3.1 Introduction

This chapter provides the methodology use in this research. This chapter begins with research design, data collection procedure, instrumentations and data analysis procedures.

3.2 Research Design

3.2.1 Type of Study

The design of the study is quantitative survey study. The study was carried out specifically among employees of PNB who are doing CFA with PNB Investment Institute Sdn Bhd.

3.2.2 Unit of Analysis

The unit of analysis is 33 individual employees, whom work at Permodalan Nasional Berhad at Jalan Ampang, Kuala Lumpur. They had been asked to fill and answer the questionnaire to evaluate and prove whether there is any relationship between training environment and training effectiveness.

3.3 Sample and Sampling Procedure

The sample used for this study consisted of employees who work at Permodalan Nasional Berhad (PNB) and have undergone CFA training in the organization. A target sample of 33 respondents was selected. The only criteria of the sample selection were that the respondents were employees in the organization and have attended the CFA training provided by the organisation. The sample size involve for this research is 33. According to Roscoe (1975), sample sizes are larger than 30 and less than 500 are appropriate for most research. Within this limits (30 to 500), the use of sample about 10% size of parent population is recommended.

3.4 Data Collection Procedure

Before distributing the set of questionnaire items, permission to conduct the study had been obtained from Assistant Vice President of Human Capital Development of PNB. The organization has 1,236 staffs and holding various positions. The sets of questionnaire had been distributed through Human Capital Development Department.

The questionnaire was developed in English Language. For better understanding, each item was explained and brief accordingly to respondents' representative. The representative is requested to explain the meaning and the need of every item before they answer the questionnaire. After one week, they returned the answered questionnaire to the researcher.

3.5 Instrumentations

The instrument used in this study is adopted by Work Environment Scale (WES) (Insel & Moos, 1974b). This will only apply in Part C. To gather the data from respondents, this study uses a questionnaire which consists of three sections. The section consists of part A, B, and C.

Part A

Consists of demographics section concerning personal and company information of respondent. Selected demographics such as age, gender, education level and tenure in job are measure.

Part B

Consists of training effectiveness which is dependent variable for this theoretical framework. Part B is adopted using Kirkpatrick Model. Training effectiveness is measure using two sub-scale, that are Reaction and Learning.

Part C

Consists of training environment and measured using five dimension; physical support,

supervision, communication, peer cohesion, and task involvement. Training environment is a multidimensional construct, and therefore it is essential to evaluate each dimension. Respondents were asked to indicate their perceptions towards the questions and statements using five point Likert-scales. The scales start from 1: Strongly Disagree to 5: Strongly Agree.

3.6 Data Analysis Techniques

 After the questionnaire data was obtained, the data had been coded, tabulate, process and analyze using Statistical Package for Social Science (SPSS) Program. Statistical analysis using One Way Variance Analysis (ANOVA) and independent sample T-Test ware performed to determine the mean values of the Training Environment and Organizational Effectiveness between the groups of respondents. Pearson's Bivariate Correlation Analysis had been utilized to determine the relationship between independent variables, training environment and training effectiveness. Multiple regressions had been then carried out to evaluate the effect of training environment to training effectiveness.

CHAPTER 4

FINDINGS AND ANALYSIS

4.1 Introduction

This chapter discusses the results of the data analysis. Statistical Program for Social Sciences (SPSS) Version 17.0 was used to analyze the data. The final section of this chapter provides a summary of the hypotheses testing.

4.2 Profile of the Respondents

All of the respondents are staff of Permodalan Nasional Berhad (PNB). A total of 33 questionnaires were distributed and 32 were returned. The profile of respondents included gender, age, education level and length of working at PNB can be found in Table 4.1.

Majority of the respondents were female (53.1%) and only 46.9% were male. They were aged less than 25 years old (15.6%), 25 to 35 years old (62.5%), 36 to 45 years old (18.8%) and 46 to 55 years old (3.1%). None of them were aged more than 55 years old.

81.3 percent of the respondents obtained bachelor degree holders and 15.6 percent holding the master degree. Only one respondent have a professional qualification in accontancy. It can also be found that most of them work at Permodalan Nasional Berhad

not more than 5 years and only 2 out of 33 respondent works at Permodalan Nasional Berhad for more than 15 years. The complete profile of the respondent can be found in Table 4.1

Table 4.1: Profile of the Respondents

	Frequency (N)	*Percentage (%)*
Gender		
Male	15	46.9
Female	17	53.1

Age		
<25 years	5	15.6
25 to 35 years	20	62.5
36 to 45 years	6	18.8
46 to 55	0	3.1
More than 55 years	0	0

Education Level

SPM and below	0	0
STPM/Diploma	0	0
Bachelor Degree	26	81.3
Masters degree	5	15.6
Professional	1	3.1

Length of Working

Less than 5 years	19	59.4
5 to 10 years	8	25.0
11 to 15 years	3	9.4
More than 15 years	2	6.3

4.3 Reliability Analysis

For reliability analysis, the internal consistencies of the studied variables were analyzed using Cronbach's Alpha reliability coefficients. The details of the reliability analyses were shown in Table 4.4 below.

The Cronbach's Alpha ranged from 0 to 1.0. The reliability acceptance level should be above .60 (Nunnally & Bernstein, 1994). Table below summarized the reliability according to the factor been formed after factor analysis. Based on the outcome of the reliability analysis, all variables used in this study meet the acceptance level of Cronbach's Alpha of .70. Hence**,** all variable can be used for correlation and multiple regression analysis.

Table 4.2: Internal Consistency of the Variable

Variables	Cronbach's Alpha
Training Effectiveness	0.710
Physical Comfort	0.795
Control	0.868
Communication	0.803
Peer Cohesion	0.746
Task Involvement	0.865

4.4 Descriptive Analysis of the Variables

Respondents were asked to indicate their perceptions based on a five points Liker-scale items, ranged between 1 (strongly disagree) to 5 (strongly agree). Mean score of their perceptions towards training effectiveness and five dimensions of training environments are described in the table below. Mean score were divided into three categories as follows:

1.00 to 2.25   *low*

2.25 to 3.75   *moderate*

3.76 to 5.00   *high*

Except for training effectiveness which registered a mean score of 3.91 which falls in the high category, all five dimensions of training environment were given moderate mean scores by the respondents. The lowest mean score was registered by the *Control* dimension of 2.98. Task involvement has the highest mean score (3.61) followed by communication (3.56), physical comfort (3.4) and peer cohesion (3.23).

Table 4.3: Descriptive Analysis of the Variable.

Variables	Mean	Standard Deviation	Score Categories
Training Effectiveness	3.9125	0.3350	High
Physical Comfort	3.3958	0.3132	Moderate
Control	2.9844	0.6198	Moderate
Communication	3.5625	0.3889	Moderate
Peer Cohesion	3.2344	0.5452	Moderate
Task Involvement	3.6133	0.3548	Moderate

4.5 Mean Differences

This part attempts to look at the mean differences between the group of respondents towards training effectiveness and training environment dimensions. T-test analysis was conducted for the gender variable while one-way ANOVA was conducted for the age and education level variables.

a.Gender (t-test)

The table below shows that although there exists differences in the mean score for all variables between male and female, it is not statistically significant. Therefore, the perception for training effectiveness and training environment are equal between male and female.

Table 4.4: Mean Differences between the Group of the Gender

	Mean		
Variables	**Male**	**Female**	**T**
Training Effectiveness	3.9733	3.8588	0.964
Physical Comfort	3.4444	3.3529	0.820
Control	3.0889	2.8922	0.893
Communication	3.5917	3.5368	0.393
Peer Cohesion	3.3889	3.1863	0.525
Task Involvement	3.5833	3.6397	-0.325

b. Age (One-way ANOVA)

The table below shows that among the different age groups, the scenario is the same with the gender variable. There exists no significant differences in training effectiveness and training environment between the different age groups. Therefore, the perception for these two variables are equal among all the groups.

Table 4.5: Mean Differences between the Group of Age

Variable	Mean				F
	Under 25	**25-35**	**36-45**	**46-55**	
Training Effectiveness	3.9722	3.9267	3.8222	3.8667	0.201
Physical Comfort	3.3667	3.3750	3.5000	3.3333	0.258
Control	2.9667	2.8833	3.2222	3.6667	0.866
Communication	3.4000	3.6000	3.5208	3.8750	0.566
Peer Cohesion	3.1667	3.2750	3.0833	3.6667	0.401
Task Involvement	3.6000	3.5813	3.7083	3.7500	0.124

c. Education Level (One-way ANOVA)

The table below shows that there exists no significant differences for training effectiveness and training environment among the different education levels except for the communication dimension of training environment (F=8.221, p < 0.01). Bachelors degree holders have a higher perception towards communication dimension of training environment with a mean score of 3.64 compared with Masters degree holders (3.4) and professionals (2.38).

Table 4.6: Mean Differences between the Group of Education

Variable	Mean			F
	Bachelors Degree	Masters Degree	Professional	
Taining Effectiveness	3.9359	3.7600	4.0667	0.673
Physical Comfort	3.4103	3.3333	3.3333	0.139
Control	3.0385	2.7667	2.6667	0.522
Communication	3.6394	3.4000	2.3750	8.221*
Peer Cohesion	3.2756	3.0000	3.3333	0.536
Task Involvement	3.6875	3.2750	3.3750	1.742

* Significant at 1% level

4.5 Correlation Matrix

The table below shows the correlation matrix between training effectiveness and all five dimensions of training environment.

Table 4.7: Correlation Matrix between all five dimensions of training environment

Variables	1	2	3	4	5	6
Training Effect (1)	1	0.286	0.470**	0.140	0.385*	0.316
Comfort (2)	0.286	1	0.485**	0.469**	0.431*	0.450**
Control (3)	0.470**	0.485**	1	0.434*	0.438*	0.310
Communication (4)	0.140	0.469**	0.434*	1	0.369*	0.504**
Peer Cohesion (5)	0.385*	0.431*	0.438*	0.369*	1	0.689**
Task Involvement (6)	0.316	0.450**	0.310	0.504**	0.689**	1

** Significant at 1% level

* Significant at 5% level

H1: *There is no significant relationship between physical comfort and training effectiveness.*

From the table, physical comfort is not significantly correlated with training effectiveness ($r=0.286$). Therefore, there is not enough evidence to reject H1 which means there is no significant relationship between physical comfort and training effectiveness.

H2: *There is no significant relationship between control/supervision and training effectiveness.*

From the table,control is significantly correlated with training effectiveness ($r=0.470$) at 1% level. Therefore, there is enough evidence to reject H2 which means there is significant relationship between control/supervision and training effectiveness.

H3: *There is no significant relationship between communication and training effectiveness.*

From the table,communication is not significantly correlated with training effectiveness ($r=0.140$). Therefore, there is not enough evidence to reject H3 which

means there is no significant relationship between communication and training effectiveness.

H4: *There is no significant relationship between peer cohesion and training effectiveness.*

From the table,peer cohesion is significantly correlated with training effectiveness (r=0.385) at 5% level. Therefore, there is enough evidence to reject H4 which means there is significant relationship between peer cohesion and training effectiveness.

H5: *There is no significant relationship between task involvement and training effectiveness.*

From the table,task involvement is not significantly correlated with training effectiveness (r=0.316). Therefore, there is not enough evidence to reject H5 which means there is no significant relationship between task involvement and training effectiveness.

4.6 Regression Analysis

Table 4.8: Effect of Training Environment to Training Effectiveness

Training Environment	B	T	Significant
Physical Comfort	0.038	0.173	0.864
Control	0.230	2.070	0.049**
Communication	-0.172	-0.955	0.348
Peer Cohesion	0.083	0.559	0.581
Task Involvement	0.122	0.702	0.489
R^2	0.290		
F	2.120*		

** Significant at 5% level

* Significant at 10% level

The table above shows the result of a multiple regression analysis based on the model:

$$Y=\beta_0+\beta_1 X_1+ \beta_2 X_2+ \beta_3 X_3+ \beta_4 X_4+ \beta_5 X_5+\mu$$

Where:

Y = Training effectiveness

β_0 = Constant

X_1 = Physical comfort

X_2 = Control

X_3 = Communications

X_4 = Peer cohesion

X_5 = Task involvement

μ = Error term

The multiple regression analysis will determine whether the five dimensions of training environment do affect training effectiveness. From the analysis result, on a individual basis, only the control dimension significantly affects training effectiveness with *beta* value of 0.230 (significant at 5% level). This means, 1% improvement in the control aspect of training environment will result in 0.23% improvement in training effectiveness.

From an overall standpoint that is with all independent variables accounted for, the *F statistic* value of 2.12 indicates that all five dimensions of training environment affect the training effectiveness and this is significant at 10% level.

The R^2 value indicates that only 29% of the changes in training effectiveness can be explained by the five independent variables while the rest of the changes (71%) is explained by the error term.

CHAPTER 5

DISCUSSION AND CONCLUSION

5.1 Introduction

In this chapter, the findings of the study are further discussed and recommendations for future research are offered.

5.2 Discussion

The purpose of this research is to study the relationship between training environment and training effectiveness. Training environment is measured using five dimensions which are physical comfort, control, communication, peer cohesion and task involvement.

In order to achieve the research objectives, this study will have to answer the following questions:

a) Do training environment dimensions associate with training effectiveness?
b) Do training environment dimensions contribute to training effectiveness?

Six hypotheses were developed and tested using the appropriate data analysis techiques and all hypotheses and questions were answered in Chapter 4. Raw data from

the survey were analysed using the SPSS software. The first analysis is the reliability analysis to ensure that all variables were valid constructs.

The analysis result indicates that the training environment dimension of control and peer cohesion do associate with training effectiveness which answers the first question. As for the second question, training environment dimensions do contribute to training effectiveness if all dimensions are taken in account. When the dimensions are analysed separately, only the control dimension contribute to training effectiveness where a 1% improvement of the control aspect, training effectiveness will improve 0.23%.

In terms of mean differences, there are no significant differences among gender and age groups with respect to training effectiveness and training environment. However, among different education level, bachelors degree holders have the highest perception towards the communication dimension of training environment compared to Masters degree holders and professionals.This means that Masters degree holders and professionals ave lower ratings for the communication dimension and subsequently, this suggests that the communication dimension of training environment need further improvements in order to give better feedback to Masters degree holders and professional.

Of the six hypothesis proposed for this study, only three were rejected while as for the other three, there were no evidence to reject the hypothesis. There were enough statistical evidence to reject H2, H4 and H6. Correlation analysis were used to reject H2 and H4 while regression analysis was used to reject H6.

From both correlation and regression analysis, although both research questions were answered, it can be concluded that only control and peer cohesion aspect of the training environment affect training environment. As such, in order to increase training effectiveness, control and peer cohesion aspect could be further improved. As for the other dimensions which failed to provide significant evidence to reject their respective hypothesis, this suggest that training effectiveness is influenced by other dimensions of training environment which are covered by this study.

Near a half of training effectiveness were influenced by five dimensions of training environment. This is a significant value of explanation. The other half might be influenced by the other factors and indicators that is not discussed in this study. Overall findings in Chapter 4 are similar with Becker et al. (1968), Synder (1971) Dahlgren (1978), Ramsden (1992), Gow et al., (1994) and Sharma (1997).

This present study provides evidence that support the previous study that used Kirkpatrick Model (Kirkpatrick, 1959a; 1959b; 1960a; 1960b) to evaluate training effectiveness. Findings of this study revealed that training environment is significantly associated and influenced training effectiveness. Its gives a better understanding on how

to organise training programs that will give a significant affect to training participants. The study also gives the description of what the training providers should do and should not do during the training.

In terms of managerial practice, this study gives the empirical evidences about the factors that influenced the training. Useful for practitioners, academic and the training providers to understand the participants' behaviors. It also gives the important findings that are useful for decision making authorities and related parties.

5.3 Limitations of the study

This study is subjected to several limitations that can be overcome in future research. The first limitation is the feedback from the respondent is confusing and not consistent. Some respondent not answer the entire question in the questionnaire given. Some of them also give same answer for all questions which means they do not totally read the question. Secondly, due to the time constraint, approximately only 3 months was given to complete the study; the researcher opts to use convenience sampling method to reach the respondent in this study. So, the finding from the result cannot be generalised and thus, the findings should be interpreted with caution.

5.4 Recommendation for Future Research

Future research should consider a larger sample of respondent. This is mainly because the finding had been more accurate and meaningful if number of respondent are increased. Besides that, in this current study, respondent only comes from Permodalan Nasional Berhad, thus, future research should try to consider participants from other public agencies or government link companies around Malaysia in an effort to provide a clearer insights into the variations of training effectiveness among employees. Besides that, other personality traits should be examined in future to test their effects on training.

Future study should also consider other factors that will influence training effectiveness. The possible factors that might influence training effectiveness are personal characteristic and length of training. The following future research directions regarding the evaluation of training effectiveness could be relevant:

1. Studies to investigate the personal characteristic that may have impact on training effectiveness.
2. Studies to identify specifically the factors that contribute towards training effectiveness in actual working environment.
3. Studies to explore the learning principles and the conditions of practice for maximum retention of training.
4. Studies to survey the possibilities of developing the 'continuous learning' among employees.

5.5 Conclusion

This current study contributes to confirming the result from previous research that used application of theory of training effectiveness in many disciplines and field. Once again Kirkpatrick Model is sufficient to use in predicting training effectiveness among trainees. Although it is clear that the current needs and economic crisis will have a substantial impact on implementing training program. However, training programs are important change in an individual's knowledge, attitudes, or skills. Through implementing various training programs, its hope that employee will view career development as a viable, practical and important to enhanced self development, Beside that, training is thought to be one of the vehicles to improve self attitude, knowledge, skills and ability among Government Link Company Employees.

All in all, it is hoped that the findings and recommendations of this study would contribute towards the challenge of educating and training Malaysian workforce effectively. There is no doubt that investment in training is a fundamental requirement for Malaysia to achieve either Government Transformation Programme or Vision 2020.

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UNIVERSITI UTARA MALAYSIA

Questionnaires

Dear Sir/ Madam,

The purpose of this study is to examine the relationship between training environment and training effectiveness among CFA students of PNB employees. Results of the study will be applied in the thesis for the fulfilment of completing my Master's in Human Resource Management with Universiti Utara Malaysia.

This questionnaire consists of three sections as follows;

Section A - Demographic profile.

Section B – Training Effectiveness.

Section C – Training Environment.

Please spend your time to answer each question carefully and honestly, and return the completed questionnaire at your earliest convenience.

Please be assured that your answer will be treated as confidential and will be used for research purposes only. Should you have any further inquiry, please contact me at 012-2749924.

Thank you for your support and cooperation.

Asraf Abdul Rahman
College of Business
Universiti Utara Malaysia

SECTION A

RESPONDANT BACKGROUND

1. Gender

   Male ☐   Female ☐

2. Age

   Under 25 ☐   46-55 ☐
      25 – 35 ☐   56 above ☐
      36 – 45 ☐

3. Education Level

   SPM & below ☐   Masters Degree ☐
   STPM/Diploma ☐   PhD ☐
   Bachelor Degree ☐   Professional ☐

4. Length of Working in Current Job

   _____years

SECTION B

TRAINING EFFECTIVENESS

Please circle your answer based on following skill:

1. Strongly Disagree
2. Disagree
3. Undecided
4. Agree
5. Strongly Agree

1. Training program attend was directly relevant to my job	1	2	3	4	5
2. The trainer was very competent in providing the training	1	2	3	4	5
3. In my opinion, the training program was very interesting	1	2	3	4	5
4. I find the training is useful for me	1	2	3	4	5
5. I feel happy to have undergone training	1	2	3	4	5
6. I feel grateful to my organization for providing training	1	2	3	4	5
7. I would suggest similar training to be provided for other employees	1	2	3	4	5
8. I learn some specific skill through the training	1	2	3	4	5
9. The training contain was very well understood by me	1	2	3	4	5
10. The way I think was change after attending training	1	2	3	4	5
11. I did not learn much during the training	1	2	3	4	5
12. I learn many new skill through the training	1	2	3	4	5
13. My jobs performance have improves now	1	2	3	4	5
14. What learnt in the training couldn't be apply in daily job	1	2	3	4	5
15. I improved some aspect in my job by applying what was learnt in the training	1	2	3	4	5

SECTION C

TRAINING ENVIRONMENT

Please circle your answer based on following scale:

1. Strongly Disagree
2. Disagree
3. Undecided
4. Agree
5. Strongly Agree

Physical Comfort					
1. The physical surroundings are pleasant enough to work in.	1	2	3	4	5
2. The lighting is extremely good.	1	2	3	4	5
3. The lack of space makes it difficult to work.	1	2	3	4	5
4. The furniture is usually well arranged.	1	2	3	4	5
5. The rooms are well ventilated.	1	2	3	4	5
6. Workspace is crowded.	1	2	3	4	5
Control					
7. Supervisors are very strict about participant following daily schedule.	1	2	3	4	5
8. There is strict emphasis on following the rules and regulations.	1	2	3	4	5
9. Rules and regulations are very well enforces.	1	2	3	4	5
10. Supervisors keep rather a close watch on participants.	1	2	3	4	5
11. Participant are expected to confirm rather strictly to the rules and regulations.	1	2	3	4	5
12. A participant who breaks a minor rule or regulation is punished for it.	1	2	3	4	5

Communication

13. Rules and regulation are clearly understood by participant.	1	2	3	4	5
14. If participant breaks a rule, he knows what will happen.	1	2	3	4	5
15. Supervisor help new participant get oriented in this program.	1	2	3	4	5
16. Supervisor usually compliment the participant who does something well.	1	2	3	4	5
17. Supervisor give full credit to ideas contributes by participant.	1	2	3	4	5
18. Participant always knows who to see for help when problem arise.	1	2	3	4	5
19. Supervisor tells participant when they are doing a good job.	1	2	3	4	5
20. The responsibility of supervisor are clearly defines.	1	2	3	4	5

Peer Cohesion

21. There is not much group spirit.	1	2	3	4	5
22. It is easy to get group of participant together for cards or other off-duty activities.	1	2	3	4	5
23. Participant often talks to each other about their personal problem.	1	2	3	4	5
24. Most of the participants are friends with each other.	1	2	3	4	5
25. Participants are care about each other.	1	2	3	4	5
26. Participants take a personal interest in each other.	1	2	3	4	5

Task Involvement

27. Participants put quite a lot of effort into what they do.	1	2	3	4	5
28. Getting a lot of work done is important to everyone.	1	2	3	4	5
29. A lot of participants seem to be just 'putting in their time' without really working.	1	2	3	4	5
30. A great deal of work gets done.	1	2	3	4	5

31. This is really efficient, great work-oriented place.	1	2	3	4	5
32. Participants proud of work they do.	1	2	3	4	5
33. Participants take a lot of pride of their appearance.	1	2	3	4	5
34. Everyone take a pride in this program.	1	2	3	4	5