EMPLOYEE TRAINING AND POWER DISTANCE:
A CASE OF EMPLOYEES IN PRIVATE HIGHER EDUCATION INSTITUTIONS IN KUALA LUMPUR

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APRIL 2012
EMPLOYEE TRAINING AND POWER DISTANCE:
A CASE OF EMPLOYEES IN THE PRIVATE HIGHER EDUCATION
INSTITUTIONS IN KUALA LUMPUR

A thesis submitted to the Faculty of Business Management in partial fulfillment of the requirements for the degree Master of Human Resource Management,
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DECLARATION OF THESIS

I declare that the substance of this project paper has never been submitted for any degree or post graduate programs and qualifications.

I certify that all the supports and assistance received in preparing this project paper and all the sources abstracted have been acknowledge in this stated project paper.

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ABSTRACT

Training is an important function of human resource management. However, prior research about the relation between employee training and power distance mostly focuses on private higher education institutional within Kuala Lumpur, uses a few single case studies or examines only power distance. To address this need, the researcher will provide a theoretical framework which proposes that power distance factors affect training methods and training motivation. Data was gathered through distributed questionnaires answered by 300 respondents from employees in higher education institutional within Kuala Lumpur. Data was analyzed using the Statistical Package for Social Sciences (SPSS v.16) where descriptive analysis was used to analyze the social demographic variable of the respondent, and the Pearson Correlation Analysis was used to analyze the level of significant relationship between training methods with power distance and training motivation with power distance. Implications for practice and future research are discussed.
ABSTRAK

ACKNOWLEDGEMENT

In the name of ALLAH, Most Gracious and Most Merciful. First and foremost, Alhamdulillah, praise to Allah Subhanahhuwata'alah for giving me the will and strength in enduring problem in completing this thesis.

To my beloved mother, Hajah Zauyah Binti Mahmood, thank you for tirelessly taking on many of the family responsibilities to afford me time I needed. And also to my siblings, Dila Bahar, Nisa Bahar, Syahir Bahar & Mira Bahar, my truly friends, Tuty Haryanty Rahim, Nur Syazana Osman, Nor Azian Ros and Mohd Sufian Jamaludin my who understood my commitment and are always be my source of inspiration.

My profound gratitude and thanks to Dr. Wan Shakizah Binti Wan Mohd Noor, supervisor for this research, and Mr. Ghazali Bin Din for all assistance rendered and advice generously given to me.

I also wish to express my sincere appreciation to all the respondents who unhesitant spent time filling the questionnaires in spite of their busy schedule. It would not have been possible for me to complete this tedious and painstaking research without the understanding and sacrifice of my parents, wife and children for the entire period of my study.

First and last, thank Allah the Almighty for whatever I achieved.
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CHAPTER 1
INTRODUCTION

1. Introduction

1.1 Background of the Study

Training in organizations is an organized educational activity that helps employees develop their personal and organizational skills, knowledge, and abilities. It is one of the most important functions of human resource management because it reflects organizations' recognition of the value of human capital investment (Noe, 2005). However, the majority of existing conceptualizations did not fully acknowledge the cultural contexts where training is conducted. According to Cervero and Wilson (1994), most training models can be traced back to Tyler's classic Basic Principles of Curriculum and Instruction as early as 1949. Wilson also cited that Tyler (1949) contended that any adequate educational activity must begin by identifying four fundamental questions: (1) what educational purposes or objectives should be attained? (2) what educational experiences can be provided in order to attain these purposes? (3) how can these educational experiences be effectively organized? and, (4) how can the effects of attaining these purposes be determined?

Nowadays these four questions have been transformed into four basic elements or stages of training process: (1) needs assessment, (2) instructional design, (3) training methods, and (4) training evaluation (Swanson, 2009). Although some literature has explored the issue of cultural impact on education or learning to a certain extent (Hofstede, 1986), this article goes beyond them by using a systematic set of cultural dimensions and being more comprehensive and holistic in examining the relationship
The contents of the thesis is for internal user only
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