

**THE RELATIONSHIP BETWEEN TRANSFER OF
TRAINING AND LEADERSHIP STYLES WITH
TRAINING EFFECTIVENESS AMONG NON-
ACADEMIC STAFFS IN UNIVERSITI UTARA
MALAYSIA**

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**MASTER OF HUMAN RESOURCE MANAGEMENT
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By

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Dissertation Submitted to

**Othman Yeop Abdullah Graduate School of Business, Universiti Utara
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Human Resource Management**

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ABSTRACT

The main purpose of this study is to investigate the relationship between transfer of training and leadership style with training effectiveness among non-academic staff in Universiti Utara Malaysia. The objectives of this study is to examine the relationship between transfer of training, leadership style (Transactional leadership style and Transformational leadership style) and effectiveness of training. Data was collected through a survey of 273 respondents using the approach of quantitative research methods. Analysis of the quantitative data suggests that transfer of training and leadership style are significantly associated with effectiveness of training among non-academic staff in Universiti Utara Malaysia. Meanwhile for leadership style, it was found that transactional leadership is most significantly associated with effectiveness of training compared to transformational leadership. At the end of this study, recommendations have been given to the university as well as recommendations for future studies.

Key terms: training effectiveness, transfer of training, leadership style, transactional leadership, transformational leadership

ABSTRAK

Tujuan utama kajian ini adalah untuk menyiasat hubungan di antara pemindahan latihan dan gaya kepimpinan terhadap keberkesanan latihan yang diberikan kepada staf bukan akademik di Universiti Utara Malaysia. Objektif kajian ini adalah mengkaji hubungan antara pemindahan latihan dan gaya kepimpinan (gaya kepimpinan transaksi dan gaya kepimpinan transformasi) terhadap keberkesanan latihan. Data diperolehi melalui kaji selidik terhadap 273 orang responden dengan menggunakan kaedah penyelidikan kuantitatif. Analisa kuantitatif data menunjukkan bahawa pemindahan latihan dan gaya kepimpinan mempunyai hubungkait yang signifikan dengan keberkesanan latihan yang diberikan kepada staf bukan akademik di Universiti Utara Malaysia. Manakala untuk gaya kepimpinan, didapati bahawa gaya kepimpinan transaksi menunjukkan hubung kait yang paling utama terhadap keberkesanan latihan jika dibandingkan dengan gaya kepimpinan transformasi. Cadangan penambahbaikan kepada pihak universiti dan cadangan penambahbaikan untuk kajian lanjut juga diberikan di akhir laporan ini.

Kata kunci: Keberkesanan Latihan, Pemindahan Latihan, Gaya Kepimpinan, Kepimpinan Transaksi dan Kepimpinan Transformasi

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LIST OF ABBREVIATIONS

ASTD – American Society for Training and Development
CPD – Continuous Professional Development
HCI – Human-Computer Interaction
HRD – Human Resource Development
HRMIS – Human Resources Management Information System
I/O – Industrial/Organizational
IPTA – Public Higher Level Learning Institution
IPTS – Private Higher Level Learning Institution
KPI – Key Performance Indicators
KSAA – Knowledge, Skills, Attitude, Ability
SPSS – Statistical Package for the Social Sciences
U.S. – United States of America
UUM – Universiti Utara Malaysia

CHAPTER 1

INTRODUCTION

1.1 Introduction

The development of organization depends on the efficiency of its employees. The level of knowledge, skills and abilities of employees must be in line with the development of organization in order to achieve the mission and vision that have been set by the management. Unfortunately, business challenge for example the increment of customer expectation on customer service has demand dynamic and competent employees. Hence, employees' training and development become essential in helping organization in executing its strategies (Werner and DeSimone, 2009). The importance of employees' training and development has been highlighted by American Society for Training and Development (ASTD) where this entity exhibited that American organizations spent about 2.2% of their total salary expenses or average 44 training hours per employees in training and development. This investment becomes the largest investment in managing human capital followed by human resource planning, managing diversity and compensation (Werner and DeSimone, 2009).

Effectiveness of training involves identifying what effects learning before, during and after training. According to Stewart (1996), the training function can give an impact in a positive management change. According to Crooks (1994), the success of any training program needs to be evaluated in relation to the stated training

objectives. This facilitates the measurement of the effects of training to be documented for the future use.

According to Shapiro (1995), effective training enables each participant to produce results on the job using the knowledge and skills taught. When this occurs, the organization gets a return on its investment. If the participant continues to use the skills we can say that the investment has grown in value. However, if the skills acquired in the training proves to be ineffective or the participant does not use them, then the organization must look at the time and money spent as a loss.

As maintained by Alan Greenspan, former chairman of the U.S. Federal Reserve Board, appropriate level of knowledge is a must in order to confront with economic diversity (Werner and DeSimone, 2009), therefore, a systematic training is crucial to provide opportunities for employees to meet current skills that are necessary for future job demand which may benefit the organization (Werner and DeSimone, 2009).

Training activities are focusing on improve employees' knowledge, skills and abilities that guarantee the achievement of organization's long-term plan as well as to ensure the efficiency and effectiveness of production. The challenges faced by organization become more complex. It includes (Werner and DeSimone, 2009):

- (1) workforce diversity;
- (2) global economy competition;
- (3) skills gap;
- (4) need for lifelong individual learning;

(5) facilitating organizational learning; and

(6) ethical issues.

These challenges may be handled by performing effective training. In order for the management getting a conclusive result, training must be involved by all level of workers; from the lower level until the higher management and must cover all kind of topics including soft skills and hard skills. The training can be performed by using method including in-house and off-job training (Brinkerhoff, 1987). The management must put in mind that not all trainings may bring a good result. Sometimes it does not change employees' knowledge, skills and abilities. The effectiveness of training is relying on the training plan (training needs analysis), training design, its execution and its evaluation. Training is considered as not effective when the employees fail to transfer the knowledge gathered from the training program into their job. Thus, the management has to encourage employees to apply knowledge and skills that they have been learnt in training program and transform it into jobs.

To evaluate a training program, it will measured by its effectiveness. Training effectiveness is seen when the participants can show changes to the desired knowledge, skills and abilities. As been maintained by Shapiro (1995), the quality of training occurs when each participant can apply their knowledge, skills and abilities to their current job.

The definition of effectiveness differs according to the type of organization and level of employees (Werner and DeSimone, 2009). Some organizations look the

effectiveness of training in long term. Same goes to the level of employees. For the lower level employees, the effectiveness of training is evaluated in a short term while for the management level; the effectiveness of training is evaluated in a long term. The evaluation of training effectiveness in long term is called development.

In sum, training programs are not all bring a successful result. It depends on various factors such as transfer of training and the role of leaders towards training. Training could be one of the means used to achieve such improvements through the effective and efficient use of learning resources.

1.2 Background of the Study

The purpose of this study is to investigate the effectiveness of training among non-academic staff in UUM because it was found that there is still no changes in their behavior and job performance after attended a training. Based on informal interview with selected non-academic staff, it was found that they cannot apply what they have learned in the training programs to their jobs due to unsuitable working environment and low encouragement by their supervisor. Many staffs who have attended training programs also mentioned that they were not really sure about its effectiveness and how to transfer the KSAs gained from the training.

Training and development is vital for company's growth (Lee, 2007). Noe, Hollenbeck, Gerhardt and Wright (2006) and Mohd Nor (2009), agree that this human resource function contributes to organizations overall effectiveness as well as sustaining its competitive advantage via learning organization.

Employees are the valuable assets that drive to productivity efficiency. It is important for each of employee to well verse with his job function and understand his job responsibilities. Therefore, training becomes crucial for employee's growth and enhancing his satisfaction in performing jobs. Whenever employees are fully equipped with proper knowledge and skills, it can eliminate uncertainty during performing works and this will reduce error and increasing job satisfaction. As defined, training is a planned program execute by the management to ensure employees' gap of knowledge, skills and abilities being filled which will helps in increasing their productivity. As maintained by Abdul Rahman (2012), training program starts as soon as new employees are employed.

Abdul Rahman (2012) also exhibited that training giving gain to both parties; employees and organization. The effective training contributes in building organization's capabilities in improving performance even though the investment on training brings a high cost. The most important thing is leaders in an organization must realize their role in upholding the effectiveness of training by encouraging the transfer of training and sharing knowledge amongst employees.

In general, training program regardless it been performed to private or public servants, it helps the economic development of our nation. For this reason, the large investment being put to this human resource function is seen as reasonable for employees' development. Azizah and Malik Shah (2006) have emphasis that human capital development is among the key element of the Ninth Malaysia Plan (2006 – 2010).

In Malaysia, the government has increase the allocation for training and development from RM223.7 million for the Seventh Malaysia Plan to RM400 million for the Eight Malaysia Plan (Hashim, 2002). This increment shows that the Malaysian government is realized the importance of training and development of human resources for the nation development. The government of Malaysia has established many colleges that offer many hands on programs for example Institut Kemahiran Mara, Kolej Komuniti and Akademi Binaan Malaysia. In addition, in terms of legislative, Human Resource Development Fund Act serves mandatory statutory requirement for any qualified companies to give training to their workers (Maimunah, 2009).

Management must foresee training as not only for efficiency of productivity, but also for employee's professional development (Mohd Nor, 2009). In a study by Papalexandrias and Nikandrou (2000), it was found that training helps organizations to create employees who are capable to meet new skills demand. In addition, Dessler (1994), Ivancevich (1995) and Noe and Hollenbeck (1994) agree that training program given to employees can mould employees to show their competencies through appropriate knowledge, skills and abilities which may directly helps in confirming organizational success and survival (Bernardin and Russel, 1998).

Changes in environment may become an obstacle for the organization's survival. The need of efficient employees is vital in managing environmental changes for example changes in technology, in order to maintain organization's and employees' good performance (Junaidah, 2006, Shapiro, 1995, Haslinda and Mahyuddin, 2009 and Kartini, 2010).

Inspired by the importance of training to enhance good service quality amongst public servants, in 2009, the Public Service Department has spent RM47.7 billion to train public sector employees in order to achieve a knowledge-based workforce as what is needed to achieve country's vision 2020. Therefore, it is important to examine the effectiveness of training as well as transfer of training in the public sector since enormous amount of money has been invested on its employees (Haslinda and Mahyuddin, 2009; Werner and DeSimone, 2009).

Broad and Newstrom (1992) have defined, transfer of training as the effective and continuing application, by trainees to their jobs, of the knowledge and skills gained in training, both on and off their job. Transfer can exist in different forms; positive transfer occurs when job performance improves as a result of training, zero transfer occurs when there is no change in job performance as a result of training and negative transfer occurs when job performance worsens as a result of training (Werner and DeSimone, 2009).

In addition, transfer of training can be discussed in terms of near transfer versus far transfer. Near transfer involves the ability to directly apply on the job what has been learned in training, with little adjustment or modification. While far transfer has to do with expanding upon or using what was learned in training in new or creative ways (Werner and DeSimone, 2009).

Baldwin and Ford (1988) have developed a model of the training transfer process. According to the model, a training program must clearly stating its learning objective, adopting training situation with the real job requirement, provide

opportunity among trainees to practice the task, use variety case studies, indicating the important aspect of the tasks, explaining general principles of the tasks, explaining the goals of the tasks, giving opportunity to the trainees to apply the knowledge when they back to their job and compensate trainees when they showing good performance during and after training program. This model suggests that training inputs (including trainee characteristics, training design, and the work environment) affecting learning retention and transfer.

Broad and Newstrom (1992) maintained that a significant purpose for transfer of training is to elevate the role and status of the training and development in the organization. There are two conditions for effective transfer; firstly, responsibility for improving transfer of training must be shared by managers and trainees, as well as trainers; and secondly, the trainers plays a key role as a manager/coordinator/stimulator/monitor of the entire transfer process.

As mentioned, immediate supervisor plays an important role in the employee's work life, delegating tasks and responsibilities, setting expectations, evaluating performance, and providing feedback, rewards, and discipline. A new development of leadership encourages employees to work in a group, implementing tasks independently and close supervision in terms of controlling subordinates' behaviour. The controlling mechanisms for instance punishment, setting key performance index and efficient performance appraisal are used to maintain high quality of productivity (Werner and DeSimone, 2009, Bass, 2008).

Becker (1992) and Burke, Richley and DeAngelis (1985) have found that, the influence of supervisor has bring a positive impact to employees' commitment and job satisfaction which is directly affect organizational performance (Billings, et al., 1996). Therefore, leader can make the difference in determining whether organizations are headed to success or failure (Bass, 2008). Maccoby (1979) concluded, from his observations that a manager playing a role as a politician in managing his subordinates to confront with increasing competition, technological advances, changing governmental regulations, and changing attitudes of workers. These changes require a higher level of leadership. In reducing uncertainty and resistance amongst employees due to environmental changes, appropriate training program is important to be given to the employees.

Leadership plays a crucial role in the organization which helps to maximize the effectiveness and efficiency of the organization to achieve the desired goals. Leaders in an organization do not require the same approach. Thus, their style varies from one to another based on types of individual employees they deal. Some of the important leadership styles are transformational leadership and transactional leadership (Bass, 2008) which have attracted scholars to debate (Che Mohd Syaharuddin, 2013). At the same time, the role of transformational leadership and transactional leadership are essential to the creation of intentional behaviour of individual to learn that needs cooperation of the employees in the organization (Brian, 2009).

Transactional leaders tend to reward and punish as their approach in managing subordinates. On the other hand, transformational leaders tend to motivate their

subordinates in implementing jobs. Transformational leaders address self-worth amongst their followers and set high expectation of performance (Bass, 2008).

As transformational leaders become more democratic in managing subordinates, transactional leaders manage their subordinates with autocratic approach. Transactional leaders emphasize on exchange between leader and member. Reward will be given when objectives have been reached. On the other hand, punishment will be enforced when the subordinates implement the tasks with error. A power distance becomes essential in transactional leadership (Bass, 2008). In executing training program, transactional leader will instruct subordinates to attend and giving punishment if the subordinates fail to transfer the knowledge, skills and abilities effectively in their job. In contrast, transformational leaders will identify appropriate training program for the subordinates and encourage as well as motive subordinates to applying all the knowledge, skills and abilities gathered from the training program into job.

As one of the public university in Malaysia, UUM need to fulfil its responsibility to train its employees to be more competitive in order to produce better performance which is to serve its customers such as students, internal staff, and suppliers, and to achieve its vision, mission, and strategic goals. According to Rehman (2011), systematic management of training is also required to ensure effectiveness of the capacity development interventions for achieving the desired developmental goals.

Recognizing the importance of training efforts in the public service sector, Human Resource Training Policy of UUM has been setup to ensure that each of the staff

equip themselves with knowledge, skills, ability, and attitude (KSAs) through competency training and continuous learning process. The objectives of UUM training policy are: (1) To provide a qualify, capable, and competence staff; (2) To achieve a high quality output; (3) To improve competency and productivity; (4) To develop a good value and positive attitudes; (5) To create added value and creation value; and (6) To provide career advancement path.

In order to achieve the objectives of the training policy, it is also stated in the training policy that UUM will implement the following strategies:

- i) UUM will provide an annual allocation equivalent to two (2) percent of the annual emolument for the purpose of training (approximately RM2 million a year);
- ii) Every head of department need to ensure that their staff at all levels attend the course at least seven (7) days a year;
- iii) Establishment of Human Resource Development Committee headed by the Vice Chancellor for university-level training implementation;
- iv) Establishment of Human Resource Development Working Committee headed by the Registrar for administrative-level training implementation; and
- v) Establishment of University Teaching and Learning Committee headed by the Deputy Vice Chancellor (Academic and International Affairs) for academic staff training implementation.

According to the training policy, it is stated that training structure will be implemented across all schemes and classification of services in five (5) levels as follow:

i) **Pre-placement Level**

Training at this level will be implemented to a newly appointed staff on a regular basis. This training is exempted to the staff who had been attended the pre-service courses in certain schemes in the public services (as well as academic staff);

ii) **Basic Level**

Basic level training will be conducted to all staff who had served from the beginning until a period of three (3) years of services;

iii) **Middle Level**

Middle level training will involve development of competencies and increase level of competencies to the staff who had served between three (3) to ten (10) years;

iv) **Advanced Level**

Advanced level training will be conducted to the staff who had served more than ten (10) years in order to strengthen their competencies; and

v) **Transition Level**

Transition level training will be carried out to the staff who will be leaving the services within two (2) years prior to their retirement.

According to Training Policy of UUM every head of department need to ensure that every non-academic staffs at all levels have to attend the training/course programs at least (minimum) seven days/42 hours a year. Every non-academic staffs also have to make sure that they comply with the requirement of Continuous Professional Development (CPD) program of UUM which requires them to complete 30 hours of official training/course portion and 12 hours of knowledge enhancement/skills

portion obtained from official talks, lectures, discourse or other similar events. CPD program is the comprehensive and latest career development program for UUM and part of performance management system which has been approved and certified by top management of UUM on 23 June 2009. CPD program is a lifelong learning process to develop and improve individual competency and is widely used by professional bodies to develop specific professions such as doctors, architects and engineers. It encompasses the development of knowledge, skills and attitudes, and to understand and apply new knowledge and skills in their positions. It enable staff to understand and apply new knowledge and skills in their areas of employment respectively, facing of the changes and challenges in career development, always appreciate values and positive attitude, and support the achievement of the concept of efficiency level assessment. Hence, every non-academic staff of UUM need to fulfil and comply with this requirement every year.

In Universiti Utara Malaysia (UUM), the Training Unit for non-academic staff is placed under the Human Resource Development Division of Registrar Department. This unit is responsible for conducting competency training to all non-academic staff of UUM. 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. Therefore, it is important to investigate the effectiveness of training being imparted in UUM especially for non-academic staff due to; (1) To ensure that each of them are able to produce results on the job by using the knowledge and skills being taught; (2) UUM as an organization gets a return on its investment, since enormous amount of money and efforts have been invested on their training; (3) To ensure that the objectives of UUM training policy

had been achieved successfully; (4) To ensure that they continues to use the skills, therefore UUM investment has grown in value; (5) To know the weaknesses of the training being implemented in order to to improve the training package in the future; and (6) To ensure that UUM always have a competence and highly skilled workforce that can contribute to solutions for the world's pressing problems.

In order to ensure all non-academic staffs applying their KSAs from their attended training, all heads of department must play a role identifying that transfer of training is realized. Hence, this study tends to examine the relationship between leadership style, transfer of training and effectiveness of training among non-academic staff of UUM.

1.3 Problem Statement

Training and development are human resource functions that equally important to both public, private sectors and non-profit organization. All of these sectors have a common goal which is efficiency. Training and development programs help public sector employees to increase their own abilities to perform their job. Funding for these types of programs is a priority because, without training and development, government agencies cannot maximize the use of human capital.

Both training and development serve to help public agencies with succession planning. As employees develop more KSAs, they are ready to take over positions vacated by people who leave or retire. Training and development also prepares staff to take over jobs left by retirees.

Training and development activities also help a public organization to develop innovative solutions to internal dilemmas. In other words, employees and managers in an agency need some degree of flexibility in planning how to manage work tasks. Working in teams, these employees can determine unique solutions to problems without having to follow the same model as another government agency.

Every public agency has mandatory training and development programs that ensure employees will fulfil their public responsibilities according to the law. Employees must complete these programs in order to keep their position. Some public sector training and development programs are authorized by law. For example the government policy is to provide a minimum of seven (7) training days per year for every employee as cited in Public Service Department, Service Circular No. 6 (2005). Therefore, every head of department needs to ensure that their staffs at all levels attend the course at least seven (7) days a year.

The main component of a successful training is to measure the effectiveness of the training. Longenecker (2007) has identified the consequences of 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, demotivated, 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.

Most literatures for example Bramley (1996) and Harrison (1994) discussed on training effectiveness and it is assumed that, the goals of an organization can be more easily met by implementing a proper training programs. It is also mentioned that many training offerings are intended to provide solutions to assumed skills, knowledge or attitude deficiencies.

Unfortunately, in reality, some of the trainings were developed and delivered without attempting to identify the expected result of benefits. Therefore, this study focuses on the achievement of training effectiveness in UUM by analyzing the possible factors that might affect training effectiveness including transfer of training and leadership so that the right approach can be used when planning for training. A more systematic and organized plan can be formulated to improve on the effectiveness of training, which can lead to cost savings, improved output and productivity, or quality changes.

Thus, even though the bottom line for most training and development programs is an improvement in overall organizational performance, leaders in an organization often devote little attention to evaluate training effectiveness. McClelland (1994) mentioned that, the evaluation phase is the most overlooked aspects in training. The value of conducting training evaluations is often neglected. It is viewed as a means to gain participants immediate post-course reactions, whereby the results are

sometimes mistakenly viewed as implying whether or not the course was successful overall without reference to training effectiveness.

Training evaluation serves self-correcting mechanism in the process of maintaining the effectiveness of training via transfer of training (Kumpikaite, 2008). Effectiveness of training imparted among non-academic staff of UUM is questionable whether it is effective or not. Based on informal interview with selected non-academic staff, some of the staff feels that they cannot apply what they have learned in the training programs to their jobs due to unsuitable working environment and low encouragement by their supervisor. They also feel that they only attended the course/training just to fulfil the needs of Continuous Professional Development (CPD) system and seven (7) days training requirement setup by UUM. Meanwhile, some of the officers feel unhappy with the result of transfer of training and behavior shows by their staffs/participants after attended the training programs because there is still no improvement in their job's performance and behavior in the workplace. Many staffs who have attended training programs also mentioned that they were really enjoyed the training environment (e.g., in hotel or training centre) but they were not really sure about its effectiveness and how to transfer the KSAs gained from the training.

Transfer of training is a core issue of training effectiveness with respect to linking individual change to the requirements of the organizational system or culture. Therefore, if people in management level believe that training will makes a difference in organizational and individual performance, they must understand how to support transfer of training in their organizations. Therefore, in the case of

ineffective training among non-academic staff in UUM, the immediate leaders/supervisors must ensure that trainees have an opportunities to practice and apply what they have learned in training on the job. Immediate leaders/supervisors should encourage and reinforce trainees' application of the new skills on the job. The leaders/supervisors should show their support by reducing job pressures and workload, arrange practice sessions and evaluate employees' use of training skills on the job.

Leadership style practice by head of department or at the supervisory level have a huge influence on the effectiveness of training among non-academic staff in UUM. Ineffective leadership will eventually contribute to low motivation by their subordinate to improve themselves by going to the training program or if they already went for a training they are not interested to apply what they have learned in training on their job. Therefore, leadership play an important role in training effectiveness because it provide direction of training, implementing the training plan and motivating people in training towards achieving desired training objectives. Therefore, in the case of UUM, the immediate leaders/supervisors should practice and combine both transactional and transformational leadership in their management practice to encourage effective training implementation among non-academic staff in UUM.

Based on the statistic data acquired from Human Resource Management Information System (HRMIS) Unit of Registrar Department, it was found that non-academic staffs represent the largest population of total staff in UUM. As at 31 December 2012, total numbers of non-academic staff are 1,830 while total numbers of

academic staff are 1,409. Therefore, non-academic staffs represent about 56 percent of total population of staff in UUM. Furthermore, based on annual report by Training Unit of Registrar Department, it was found that until 31 December 2012, Training Unit of Registrar Department has spent about RM569,440.00 worth amount of money for non-academic staff training expenses for the year 2012. Therefore, enormous amount of money and efforts have been invested on non-academic staff training programs and they represent the largest population of staff in UUM. So, it is important to conduct a study to investigate the training effectiveness particularly the transfer of training among non-academic staff of UUM.

Even though most of the evaluation by the officers/supervisors showing good result in terms of job's performance, but this evaluation may subject to several biasness for instances halo effect, leniency and stereotyping. According to the interview conducted by the researcher with 20 non academic staffs, they mentioned that they always confronting with difficulties in dealing with their counterpart in other departments. The result from the interviews showed that the customer service amongst non academic staff is poor even though it involves dealing with internal staffs.

Referring to the interview, the researcher can concludes that the role of Assistant Registrar and other officers is also in doubt. The non academic staffs who participate in the interview session indicated that there was no knowledge sharing session being executed after any staff who is returned from any training program. Moreover, some officers and Assistant registrar did not do any training needs analysis to indicate the appropriate training program for the appropriate staff and no driven force been given

by the officers to motivate staffs to apply their new knowledge, skills and abilities in real job. Therefore, it can be concluded that effectiveness of training is still lacking in UUM especially among non-academic staff due to ineffective transfer of training and weaknesses of leadership among their supervisors. Furthermore, there is no study being conducted among non-academic staff in UUM to investigate about this subject matter. Therefore, the study on evaluation for training effectiveness among non-academic staff in UUM could be considered as important. In addition, enormous amount of money and efforts have been invested on non-academic staff training programs because they represent the largest population of staff in UUM. Therefore, it is important for the UUM to know whether this investment pays off or not.

The motive behind this study is to understand the effectiveness of training programs imparted among non-academic staff in UUM. The training cannot be measured directly but the change in attitude and behaviour that occurs as a result of training. By studying and analyzing the response of employees regarding training we can make scientific conclusions, which is the core idea of this study.

Therefore, a study should be conducted to investigate the effectiveness of training in UUM as public university's to provide different insight into the subject matter. Hence, this study aims to investigate the transfer of training among non-academic staff of UUM.

1.4 Research Questions

This study attempts to answer the following questions:

- i) Do transfer of training correlates with effectiveness of training among non-academic staff in UUM?
- ii) Do leadership styles correlates with effectiveness of training among non-academic staff in UUM?

1.5 Research Objectives

The objectives of the study are listed below:

- i) To examine the relationship between transfer of training and effectiveness of training among non-academic staff in UUM.
- ii) To investigate the relationship between leadership styles and effectiveness of training among non-academic staff in UUM.

1.6 Significance of the Study

In Malaysia, the importance of providing training is seen as important in National Human Resource Development Policy and Public Sector Human Resource Training Policy implemented by the government and about RM30 billion have been allocated for it. In relation to the public sector, the government policy is to provide a minimum of seven (7) training days per year for every employee as cited in Public Service Department, Service Circular No. 6 (2005).

The significance of the study contributes to a growing body of knowledge and can be useful as a ground work to support further research. This study focus on transfer of training imparted among non-academic staff of UUM that will lead to increase individual's job performance as well as meeting the objective of training policy in UUM and pays off the investment on training and development made by UUM. Transfer of training should become as a main focus among non-academic staff in improving their capability to perform their job and for the supervisors as a leader to support their subordinates in transferring what they have learned (e.g., knowledge, skills, attitude) into the actual working environment.

A better knowledge about transfer of training can facilitate the trainer as well as the trainee in conducting and benefiting from the training. But examining transfer of training becomes a very complex process. So, the best way to achieve it is by studying and analyzing the feedback of employees as well as managers/supervisors. Some of the benefits of this study are listed below:

- i) This will help Registrar Department by suggesting a better training plan in order to know the efficiency of their training programs as well as satisfaction level of non-academic staff and thus take necessary managerial decisions.
- ii) The inferences made out of the study can help the employer and employee to contribute for the better training facilities in order to encouraging the transfer of training.
- iii) Any training and development program should meet both primary and secondary objectives of the organization. The study will give light in the designing of better training programs aiming solely at the desired result.

Therefore, this study will provide information to the Training Unit of Human Resource Development Division of Registrar Department, every Head of Department, and top management of UUM about non-academic staff perception on training and development in UUM. The information gathered will be useful to Registrar Department to justify the return on investment aspects which is closely related to Key Performance Indicators (KPI) for every non-academic staff to achieve. Furthermore, information obtained from this study could be used by Registrar Department to analyze the transfer of training element that has been addressed in this study as to get top management support and to create more conducive environment in order to apply related knowledge, skills and attitudes (KSA) on the job. It would also allow Registrar Department to capitalize organization strategy in order to deal with elements of the job that contribute to the effectiveness of training. It could provide some preliminary information and background to understand the bigger picture and the scenario on the effectiveness of training in the public university sector and its effect on competitiveness among non-academic staff.

The effective training will help organizations to enhance the existing capabilities and improve the quality of its human resources. So, transfer of training and leadership among supervisors is important to the effective training. Therefore, leaders/supervisors must concentrate on generating trust, respect and honesty in order to achieve individual and organizational goals in training. Leaders should foster spirituality in team work in order to motivate the individuals to come up with new skills and knowledge.

It is hope that result from this study would provide valuable information to UUM's Registrar Department to assess and rebuild their existing leadership style towards the development of effective transfer of training.

1.7 Scope and Limitation of the Study

This research studies only two factors which have a relationship with effectiveness of training. There are many other factors such as training policy, trainers' capability, job related factors, employees' attitude and motivation, commitment and support of top management, type of training, and training environment that also can influence effectiveness of training. Future researchers may consider the effect of those variables in order to achieve the effectiveness of training.

Furthermore, the researcher only limits the population to non-academic staff in UUM main campus in Sintok due to limitation of time and geographical constraint. There are various level of position namely support staff (non-academic), managerial/professional staff (non-academic), academician and top management in UUM. Therefore, the results obtained from this research may not represent the overall view of employees in UUM.

1.8 Conclusion

This chapter describes the purpose of this study which is to investigate the relationship between transfer of training, leadership style and effectiveness of training. This study will attempt to determine whether transfer of training and

leadership style have an impact on effectiveness of training imparted among non-academic staff in UUM. The transfer of training that will be investigated is a transfer of training after attending a course while the leadership style that will be investigated are transactional leadership and transformational leadership. Objective of this study are to determine whether transfer of training has a positive correlation with effectiveness of training and which leadership style has a positive correlation with effectiveness of training. By knowing whether transfer of training and which leadership style would have a greater impact on effectiveness of training, the organization will be able to achieve their training objective and gain their return on investment on training and development.

The scope of the study will be non-academic staff of UUM in the main campus. The non-academic staff works in various department namely Chancellery, Registrar, Bursary, Library, Academic Affairs, Student Affairs, Development and Maintenance, Security, Computer Centre, Sports Centre, Co-Curriculum Centre, Health Centre, College of Business, College of Arts and Sciences, College of Law, Government and International Studies, Research and Innovation Management Centre, UUM Press and other centre of excellence.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

This chapter focuses on the literature review that describes the connection between transfer of training, leadership style and effectiveness of training. In addition, this chapter attempts to provide a clear insight about transfer of training, leadership style and effectiveness of training by giving the extensive definitions on concepts and further elaboration as quoted from various available literatures.

2.2 Training Effectiveness

Shapiro (1995) defined training effectiveness as a quality that occurs when each participant is able to use the skills taught in the training programs to bring a desired result on the job. Training is effective to the degree that it produces the desired behavior in the population being trained and the measure of a training program's quality is its effectiveness.

The terms effectiveness is relative. Typically, effectiveness is determined with respect to the achievement of a goal or a set of goals. Training effectiveness must be determined in relation to the goals of the program. Therefore, it makes sense to examine effectiveness more specifically. Training program can be effective in meeting some goals (i.e spending within budget or increasing a participant's skills)

and ineffective in meeting others (i.e improving customer satisfaction) (Werner and DeSimone, 2009).

According to Shapiro (1995), effective training enables each participant to produce results on the job using the knowledge and skills taught. When this occurs, the organization gets a return on its investment. If the participant continues to use the skills we can say that the investment has grown in value. However, if the skills acquired in the training proves to be ineffective or the participant does not use them, then the organization must look at the time and money spent as a loss.

In 2009, Malaysian government has spent RM47.7 billion amount of investment to achieve knowledgeable employees which is important for country's vision 2020. Therefore, training effectiveness as well as transfer of training in the public sector must be worthwhile since a lot of money has been invested for employees' training and development (Haslinda and Mahyuddin, 2009).

According to Kartini (2010), training is one of the best methods for enhancing the productivity of individuals and communicating organizational goals to new personnel. It is a learning process that involves the acquisition of knowledge, skills and attitudes to enhance the performance of employees.

Training is aimed at developing employee skills, knowledge and attitudes. Many of organizations today want their employees to have all the talents and skills they need in order to be more competitive to contribute to the company's profit.

Training is required for employees who are expected to assimilate rapid changes in the workplace in order to provide efficient and high quality service to their customers (Schumaker, 2004). The core intention of training is to improve knowledge, skills, attitudes and ability of employees and to make them effective in their job to achieve organizational goals (Dessler, 2008). Therefore, in the public sector government need to build a culture of organizational learning in order to foster continuous reinvention of the public service (Kumpikaite, 2008).

According to Ford and Evans (2001), any improvement due to training is important for the company. Effective training programs can increase market share, give better customer relationship measures and fewer reworks that can help increase the revenues and profits of the company in a long-term.

Organization cannot afford to provide training that has not been evaluated for its contribution to the organization's strategic goals, mission and its effectiveness (Brinkerhoff, 2005). Effectiveness is the core issue of training activities in an organization, that is giving employees the knowledge and skills they need to perform their jobs effectively (Noe and Schmitt, 1986). Therefore, good training practice is vital to the effectiveness of training programs in organization.

Good training practices should include the following best practices such as: (i) Training programs should be strategy-driven; (ii) Setting of criteria to define success; (iii) Training programs should be supported by key strategies, systems, structures, policies and practices; (iv) Training should be driven through many channels; and (v) Learning by doing and establishing shared accountability

(Kirkpatrick, 1998). Hence, in order to acquire best training practice, the organization should determine needs, setting objectives, determine subject content, select suitable participants, determine the best schedule, select appropriate facilities, select appropriate instructors, select and prepare audiovisual aids, coordinate the program, and evaluate the program.

Effectiveness of training involves identifying what effects learning before, during and after training. According to Stewart (1996), the training function can give an impact in a positive management change. According to Crooks (1994), the success of any training program needs to be evaluated in relation to the stated training objectives. This facilitates the measurement of the effects of training to be documented for the future use.

According to Bramley (1996), the main objective of training is to enhance the effectiveness of the organization. Therefore, most of the organization spent some of their income for training development. Harrison (1994) stated that, simply investing in people's learning and development cannot guarantee an effective contribution to the achievement of organization's goals. In fact, support, assistance and motivation from the management are important towards the training programs in the organization. Head of Division or Section should be involved in designing the module of training because they are the one who understand the nature of job in that particular division or section.

According to Rossetts (1997), although the ending of a training course could be exciting when participants feel happy and passing great remarks about the training,

there may be a deviation from what it was supposed to be. Therefore, though training may be successful, training effectiveness/training objectives may have not been achieved at all. Hence, a preparation of training in terms of training design and training tools are required to achieve training effectiveness.

Tracy and Tews (1995) observed, if employees are highly committed to their jobs and the organization, normally they will view training as worthwhile. So, in order for the trainees to foresee the training is enjoyable and worthwhile, the selection of training content, a good trainer and the right time for training are important. Furthermore, employees who go into training with negative attitudes, will not put an effort during training and will not incorporate what they have learned in their jobs. Hence, in order to know either a particular training brings a positive or negative impact to the trainees, training evaluation must be performed.

Evaluation forms or feedback questionnaires are normally handed out to the participants to be filled out at the end of the training session in order to assess whether the training objectives have been met. The questions asked would normally pertain to the evaluation of the trainers or the course content so that future courses can be improved. According to Bedingham (1997), the questionnaires did not take into account the complexity of the topics taught by the trainers, the difficulty level of different class of peoples with unfamiliar subjects, or the emotional and intellectual difficulties experience by individuals. It may seem that the best courses could have been the ones where the trainers have a good rapport with the participants and where the subject matter is easy to understand and digest. However, this may not necessarily reflect that the training objective has been achieved. While much

importance has been emphasized on training, it would be a waste of resources if its objectives were not met.

In sum, in order to make training system have a value to an organization, it must be effective. In order to initiate more effective training, organizations need to look at how the training system is aligned with the strategy of the organization and what is being done to make sure that all training activities are effective. Hence, in order to know either a particular training brings a positive or negative impact to the trainees, training evaluation must be performed.

2.2.1 Training Evaluation

Werner and DeSimone (2009) defined training evaluation as the systematic collection of descriptive and judgmental information necessary to make effective training decisions related to the selection, adoption, value and modification of various instructional activities.

While, Rae (1991) defined training evaluation as the assessment of the total value of a training system, training course or program in social as well as financial terms. Evaluation attempts to measure the overall cost benefit of the course or program and not just the achievement of its laid down objectives.

Training programs do not always work and when they do work, they sometimes do not work as well as they should. A major tool for making training work better is

evaluation. Evaluation, if done well and at the right time, could help turn all the training failures into success (Werner and DeSimone, 2009).

Just as there are varying definitions of evaluation, there are variations in the way that writers describe the reasons for carrying out evaluation. Bee and Bee (1995) suggest four main reasons for evaluation:

- i) To improve the quality of the training – in terms of delivery (trainer, methods, length of training) and training objectives (content, level).
- ii) To assess the effectiveness of the overall course, trainer, and training methods.
- iii) To justify the course – prove that the benefits outweigh the cost.
- iv) To justify the role of training – for budget purposes, in cutback situations.

According to Lawrence and Barnett (2000), evaluation will help employers or supervisors determine the amount of learning achieved and whether an employee's performance has improved on the job. Among the methods of evaluating training are:

- i) **Participants opinion** - Questionnaires or informal discussions with employees can help employers determine the relevance and appropriateness of the training program.
- ii) **Supervisors' observations** - Supervisors are in good positions to observe an employee's performance both before and after the training and note improvements or changes.
- iii) **Workplace improvements** - The ultimate success of a training program may be changes throughout the workplace that result in reduced injury or accident rates.

- iv) **Formal assessments** - Practical and written exams also assist in evaluating understanding of training material. For example, for a lift-truck operator, a written and a practical exam would identify areas of training that may need to be revisited. Furthermore, administering a pre-test and post-test will establish a knowledge base line or reference point to measure training effectiveness.

Lawrence and Bernett (2000) mentioned that, when evaluations are reviewed, there will be evident that the training was not adequate and the employees did not reach the expected level of knowledge and skill. Therefore, in evaluating the program, the trainer should ask:

- i) If a job analysis was conducted, was it accurate?
- ii) Was any critical feature of the job overlooked?
- iii) Were the important gaps in knowledge and skill included?
- iv) Was material already known by the employees intentionally omitted?
- v) Were the instructional objectives presented clearly and concretely?
- vi) Did the objectives state the level of acceptable performance that was expected of employees?
- vii) Did the learning activity simulate the actual job?
- viii) Was the learning activity appropriate for the kinds of knowledge and skills required on the job?
- ix) When the training was presented, was the organization of the material and its meaning made clear?
- x) Were the employees motivated to learn?
- xi) Were the employees allowed to participate actively in the training process?
- xii) Was the employer's evaluation of the program thorough?

In terms of evaluating the effectiveness of training programs, several different outcomes may be of interest to the training personnel. Kirkpatrick's measurement categories for evaluating the effectiveness of training programs included reactions, learning, behaviour 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. This outcome is an important starting point for evaluating program outcomes. 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 "**behaviour**" 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 be in any forms including sales quotas met, cost reductions, increased employee retention or satisfaction, and any number of system outcomes (Asraf, 2012).

Effectiveness of training could be measured through evaluation process. Therefore, according to Kirkpatrick (1998), organization need to evaluate training for three specific reasons:

- i) To justify the existence of the training department by showing how it contributes to the organization's objectives and goals.
- ii) To decide whether to continue or discontinue training programs.
- iii) To gain information on how to improve future training programs.

In many organizations, upper-level managers are putting pressure on training department to justify their existence by proving their worth. Some have even demanded to see tangible results as measured by improvement in sales, productivity, quality, morale, turnover, safety records, and profits. Therefore, training department should evaluate the training program at all four levels and communicate the results to top management (Kirkpatrick, 1998).

When the training effectiveness is evaluated, the outcomes of training are usually assessed hierarchically. The widely used Kirkpatrick (1983) model, proposed four levels of training outcomes:

i) **Level 1 – “Reaction”**

Trainee’s reaction plays vital role in building interest, intention and motivation to transfer (Kartini, 2010). Reactions of the trainees reflex their perception and subjectively evaluate the relevance and quality of the training. It attempts to answer questions regarding the participants’ perceptions – Did they like/enjoy it? Was the training objectives fully achieved? Did their personal objectives have been achieved? Was it relevant and important to their job? Was the material relevant to their work? Was the content easy to follow? Were there sufficient exercises, simulations and role plays to help them to follow? Did they learned and get new ideas? What are the overall rating? This type of evaluation is often called a “smileysheet.” Positive reactions are very importance in creating sufficient learning motivation. Although a positive reaction does not guarantee learning, a negative reaction almost certainly reduces its possibility. Even though the course contents and methods are

adequate, if the environment is not conducive to implementation, training will have very little impact on the employee and his job (Haslinda and Mahyuddin, 2009).

ii) **Level 2 – “Learning”**

Learning has been one of the major focuses of many training programs because more successful trainees means more would be able to perform and motivated to transfer (Kartini, 2010). Learning can be described as the extent to which the attitudes of the participants change, their knowledge increases or their skills are broadened due to training. This is a second level of evaluation tests on the participants to see whether new skills have been acquired. At this point, evaluation can relate to the method used to transfer the knowledge, skills and attitudes. Assessing at this level moves the evaluation beyond learner satisfaction and attempts to assess the extent students have advanced in skills, knowledge, or attitude (Haslinda and Mahyuddin, 2009).

iii) **Level 3 – “Behavior”**

This involves studying the change in job behavior after the training. Evaluating at this level attempts to answer the question – Are the newly acquired skills, knowledge, or attitude being used in the environment of the learner? At this point, evaluation sees whether tasks are performed differently before and after the training. In order for positive reactions and learning effects changed job behavior, the transfer of skills to the work situation must be ensured. The quality of this transfer is strongly dependent on the support the participant receives from his immediate supervisor or coach (Kirkpatrick,

1998). According to Bergenhenegouwen (1997), the low effectiveness of training courses, was due to immediate bosses who have more of a discouraging effect, who themselves do not set a satisfactory example or provide insufficient supervision. For many trainers this level represents the truest assessment of a program's effectiveness. However, measuring at this level is difficult as it is often impossible to predict when the change in behaviour will occur, and thus requires important decisions in terms of when to evaluate, how often to evaluate, and how to evaluate. Eventhough changes in job behaviour slowly improve, the organization should keep on sending them on training program. The organization should take measure to act on their weakness and get feedback from the trainers on various factors. Open discussion between the leader and the subordinates in the organization will be necessary for mutual benefit (Haslinda and Mahyuddin, 2009).

iv) **Level 4 – “Result”**

At this point, evaluation checks how the results are evaluated at the end of the training programs. An evaluation of the results therefore measures the progress made at organizational level. Frequently thought of as the bottom line, this level measures the success of the program in terms that managers and executive can understand – i.e increased production, improved quality, decreased costs, reduced frequency of accidents, increased sales and even higher profits or return on investment. From a business and organizational perspective, this is the overall reason for a training program, yet level four results are not typically addressed because determining results in financial

terms is difficult to measure, and is hard to link directly with training program (Haslinda and Mahyuddin, 2009).

In sum, evaluation and feedback of training is important for any process of strategic human resource development. It helps in establishing self-correcting mechanism in the process. The evaluation stage will also help in demonstrating human resource development successes and increase the credibility of the human resource development function.

2.3 Transfer of Training

Broad and Newstrom (1992) defined transfer of training as the effective and continuing application of the knowledge and skills gained in training by trainees to the jobs. According to Holding (1991), transfer of training occurs whenever the effects of prior learning influence the performance of a later activity.

While Baldwin and Ford (1988) defined transfer of training as the degree to which individuals effectively apply the skills and knowledge gained from a training program to a job situation. This suggests that transfer of training initially requires a trainee to learn new job-related competencies (Velada and Caetano, 2007). By learning, they acquired permanent change in knowledge, skills and behaviour of trainees (Weiss, 1990). After learning and retaining the training content, trainees should transfer the knowledge and/or skills accrued to the work activity with the intention of improving job performance over time (Noe et al., 2006).

Transfer of training can take different forms. Positive transfer occurs when job performance improves as a result of training, zero transfer occurs when there is no change in job performance as a result of training and negative transfer occurs when job performance worsens as a result of training. Another distinction that should be made is near transfer versus far transfer. Near transfer involves the ability to directly apply on the job what has been learned in training with little modification. While far transfer is using what was learned in training in a new or creative ways (Werner and DeSimone, 2009).

Baldwin and Ford (1988) developed a model of the training process. According to the model, in order to make training transfer back to the job, the organization should:

- (a) develop and follow clearly learning objectives for the training;
- (b) maximize the similarity between the training and job situation;
- (c) provide opportunity during training to practice the task;
- (d) use a variety of situations and examples;
- (e) identify important features of a task;
- (f) make sure trainees understand general principles;
- (g) provide support back in the work environment; and
- (h) provide opportunity to perform what is learned back on the job.

Trainee's reaction is vital in building interest, attention and motivation to transfer. Learning performance is the trainee's performance in a training program which can be measured by asking trainees to recall trained materials shortly after completion of a training program. Learning performance has been one of the major focuses in training programs because more successful trainees means more would be able to perform and motivated to transfer (Kartini, 2010).

According to Baldwin and Ford (1980), There are three types of transfer of training:

i) **Positive Transfer**

This situation occurs when prior training facilitates acquiring of a new skill or reaching the solution to a new problem. In this situation the individual performs better after the prior training.

ii) **Negative Transfer**

This situation occurs when prior training hinders acquiring of a new skill or reaching the solution to a new problem. In this situation the individual performs worse after exposed to the prior training.

iii) **Zero Transfer**

In this situation, past experience or training neither enhances nor hinders acquiring of a new skill or reaching the solution of a new problem.

According to the transfer of training framework by Saks and Haccoun (2007), the transfer of training activities could be segregated into three phases which is before, during, and after training to facilitate and improve the transfer of training. However, for the purpose of this study, only transfer of training after training is being applied.

Therefore, the management must ensure that trainees have immediate and frequent opportunities to practice and apply what they have learn in training on the job. The management should also encourage and reinforce trainees' application of the new skills on the job. There are many other things that managers can do to facilitate transfer of training such as develop an action plan with trainees for transfer and

show some support by reducing job pressures and workload, arrange practice sessions, publicize transfer successes, give promotional preference to employees who have received training and transfer, and evaluate employees' use of trained skills on the job (Wexley and Baldwin, 1986).

Training department should also conduct follow-up booster sessions after training program. Training department should maintain their involvement in the training and transfer process by conducting field visits to observe trainees' use of trained skills, provide and solicit feedback, and provide continued support and assistance to trainees (Lim and Johnson, 2002).

Trainees should also be able to use new knowledge and skills on the job as soon as possible. At the same time, trainees should meet with their supervisor to discuss methods for transfer. Trainees might also establish a network of peers who also attended a training program, so that they can share with each other on how to use their trained skills on the job. Trainees should also set goals for practicing their newly acquired skills on the job (Foxon, 1997).

In sum, transfer of training generally refers to a transfer of knowledge, skills, attitudes and behavior learned in the training program back to the job in the organization. In order for transfer to occur, learned behavior must be generalized to the job context and maintained over a period of time on the job. Hence, transfer of training is the generalization of knowledge, skills, attitudes and behavior learned in training on the job and the maintenance of acquired knowledge and skills over time.

2.4 Theory Related to Transfer of Training

2.4.1 Transfer of Learning Theory

Transfer of learning is the dependency of human conduct, learning, or performance on past experience. The notion of “transfer of learning” was originally introduced by Thorndike and Woodworth (1901). They explored how individuals would transfer learning in one context to another, similar context or how improvement in one mental function could influence a related person. Their theory implied that transfer of learning depends on how similar the learning task and transfer tasks are, or where identical elements are concerned in the influencing and influenced function, now this theory is known as the “identical element theory”.

Transfer of learning is usually described as the process and the effective extent to which past experiences affect learning and performance in a new situation. However, it remains controversy as to how transfer of learning should be conceptualized and explained, what its prevalence is, what its relation to learning in general, and whether it exists at all (Ellis, 1965).

As adapted from Schunk (2004), the following table presents different types of transfer of learning:

Type	Characteristics
Near	Overlap between situations, original and transfer contexts are similar.
Far	Little overlap between situations, original and transfer settings are dissimilar.
Positive	What is learned in one context enhances learning in a different setting.
Negative	What is learned in one context hinders or delays learning in

	a different setting.
Vertical	Knowledge of a previous topic is essential to acquire new knowledge.
Horizontal	Knowledge of a previous topic is not essential but helpful to learn a new topic.
Literal	Intact knowledge transfer to new task.
Figural	Use some aspect of general knowledge to think or learn about problem.
Low Road	Transfer of well-established skills in almost automatic fashion.
High Road	Transfer involves abstraction so conscious formulations of connections between contexts.
High Road/ Forward Reaching	Abstracting situations from a learning context to a potential transfer context.
High Road/ Backward Reaching	Abstracting in the transfer context features of a previous situation where new skills and knowledge were learned.

Schunk (2004) added that, transfer of learning is said to be positive when the learning carried out in one situation proves beneficial to learning in another situation. Examples of such transfer are:

- i) The knowledge and skills related to school of mathematics help in the learning of statistical computation;
- ii) The knowledge and skills acquired in terms of addition and subtraction in mathematics in school may help a child in the acquisition of knowledge and skills regarding multiplication and division;
- iii) Learning to play badminton may help an individual to play ping-pong and lawn tennis.

Learning and transfer have an implications on training practice. A modern view of transfer in the context of training practice shows little need to distinguish between the general and specific paradigms. In this view, Bransford, Brown and Cocking (1999) identified four key characteristics of learning which applied to transfer:

- i) Necessity of initial learning;

- ii) The importance of abstract and contextual knowledge;
- iii) The conception of learning as an active and dynamic process; and
- iv) The notion that all learning is transfer.

First, the necessity of initial learning for transfer specifies that minimum exposure or memorization is not learning, there must be an understanding. Learning as understanding takes time, such that expertise with deep and organized knowledge will improve transfer. Teaching that emphasizes how to use knowledge or improves motivation should enhance transfer.

Second, while knowledge anchored in context is vital for initial learning, it is also inflexible without some level of abstraction that goes beyond the context. Practices to improve transfer include having students specify connections across multiple contexts or having them develop general solutions and strategies that would apply beyond a single-context case.

Third, learning should be considered an active and dynamic process. Instead of one-shot tests that follow learning tasks, students can improve transfer by engaging in assessments that extend beyond current abilities. Improving transfer in this way requires instructor prompts to assist students such as dynamic assessments or student development of metacognitive skills without prompting.

Finally, the fourth characteristic defines all learning as transfer. New learning builds on previous learning, which implies that teachers can facilitate transfer by activating what students know and by making their thinking visible. This includes

addressing student misconceptions and recognizing cultural behaviors that students bring to learning situations.

A student-centered learning countered view of transfer encompassed these four characteristics. With this conception, teachers can help students transfer learning not just between contexts in academics, but also to common home, work, or community environments.

In sum, transfer of learning is the basis of the occurrence of transfer of training. Learning is a means and learning is an internal behavior while transfer of training is the training output in form of performance. Transfer of training occurs whenever the effects of prior learning influence the performance of later activity. The degree to which trainees successfully apply in their jobs the knowledge and skills gained in training situation through learning is considered positive transfer of training.

2.5 The Relationship Between Transfer of Training and Effectiveness of Training

When the trainees has successfully transferred (applied) knowledge, skills and attitudes learned from a training programs to their job, that training could be considered as effective. Interaction between human and computer is very useful in explaining the effective transfer of training and effectiveness of training. Human-Computer Interaction (HCI) is used in designing a training program for a transfer with technology. Technology has been successfully used to increase the degree with which learners effectively utilize skills and knowledge gained through class into the

real world. This interaction of learners with computers and other technology has altered the landscape of education by reducing the need for paper based educational artifacts, altering curriculum, and introducing a plethora of innovations that allow for key simulations and virtual experiences in the learning environment. Examples of curriculum shifts related to HCI include the change from penmanship towards word processing and computer languages being allowed to be substituted as foreign language requirements (Erikson, 2012; Choi, 2007).

Instructors that properly implement HCI simulations and animation in the learning environment (i.e training program) create a learning state that reflects actual situations in which the knowledge or skill will likely be used in. This transfer using HCI techniques will effectively increase transmission for both scientific and technology knowledge. HCI also allows for group based learning as proposed to teacher based learning through interactive and individualized technologies including: blogs, wikis, social networks, video casts, and virtual worlds. These various aspects of HCI allow for unique learning experiences to be undertaken that highlight different learning styles and cultural perspectives helping to increase effectiveness of transfer (Erikson, 2012; Choi, 2007).

Transfer is increased when trainees see the potential transfer implications of what they are learning. Properly designed HCI interfaces promote visual thinking that leads to more successful transfer as well. The field of Instructional Design will be an area primarily focused on design principles and the implications on successful blending of HCI to optimize transfer. The trainees base that benefits the most from transfer enhanced HCI implementations consists of digital natives to these concepts

and expertise. The trainees however are often first generation computer users with limited prior knowledge. Often this makes it difficult to incorporate HCI into improved conditions for transfer within the new world learning environments. While these “digital immigrants” struggle to successfully incorporate technology into areas such as transfer, it is possible to overcome with proper manual, proper goal setting, assessments, peer support, and instructor support (Joo, 2011; Rosen, 2009; Rodger, 2007, Erikson, 2012; Choi, 2007).

In a review of research on motivation and transfer, Pugh and Bergin (2006) concluded that motivational factors can influence transfer. They found that clear understanding of goals were more consistently linked to transfer success rather than were performance goals. They also found that interest was related to transfer success when this interest was related to peripheral things, such as seductive details in text, it stimulated transfer success. In addition, they found evidence that transfer success was positively related to self-efficacy. Finally, the reviewers proposed that the transfer process is affected by the presence of an explicit goal of achieving transfer. Pugh and Bergin (2006) predicted that motivational factors influence transfer in three ways. First, they can influence the quality of initial learning that support transfer. Second, they can influence the initiation of transfer attempts, particularly in situations where individuals have an opportunity to apply learning but are not required to. Third, motivational factors can influence individuals’ persistence when engaged in transfer tasks.

In sum, a positive and high degree of transfer that occurs after a normal classroom training or computer-interactive training has a significant relationship with

effectiveness of training. Hence, it can be assumed that effective transfer of training has a significant relationship with effectiveness of training.

2.6 Leadership Style

Yulk (1994) defined leadership as influence processes that interpret events for followers, the choice of objectives for the group or organization, the organization of work to accomplish the objectives, the motivation of followers to achieve the objectives, the maintenance of cooperative relationships and teamwork, and the influence on outsiders to support and cooperate with the group or organization.

Leadership is the single most critical factor in the success or failure of institution. Leadership is the use of non-coercive influence to direct and coordinate the activities of a group toward accomplishing a goal. Leadership plays a crucial role in the organization which helps to maximize the effectiveness and efficiency of the organization in order to achieve the desired goals. Leaders in any organization do not require to practice the same approach. Thus, their style varies from one organization to another based on types of individual employees and nature of industry or business they deal.

A leadership style is a leadership's style of providing direction, implementing plans, and motivating people. There are many different leadership styles that can be exhibited by leaders in the political, business or other fields. Some of the important leadership styles are autocratic leadership, democratic leadership, bureaucratic leadership, transactional leadership and transformational leadership. Thus,

transactional leadership and transformational leadership model have attracted many scholars to debate (Che Mohd Syaharuddin, 2013). At the same time, the role of transformational and transactional leadership are essential to the creation of intentional behaviour of individual to learn (i.e in training) that needs cooperation of the employees in the organization (Brian, 2009).

It should be notified that styles of leadership are distinguished not only by behavioural differences but also by differences in cognition and intentions. If the leaders are consistent in what they think they ought to do, they will have a consistent style of leadership (Wofford and Goodwin, 1998).

In sum, leadership style is important in directing and coordinating the activities of an organization toward accomplishing a desired goal. Leadership style also plays a crucial role in the organization which helps to maximize the effectiveness and efficiency of the organization in order to achieve the desired goals.

2.7 Transactional Leadership

Molly (2009) defined transactional leaders is a leader who identify goals to be met and provide contingent reward (i.e reward employees according to their performance in meeting goals), and who manage by exception (i.e acting only when things go wrong). Transactional leadership refers to a leader that play vital role to their follower. In order for the followers to get their own self interest, leaders must motivate them.

Bass (1990) described transactional leadership as a prescription for mediocrity, especially if the leader relies heavily on passive management-by-exception practices. By using the promise of rewards or the avoidance of penalties to motivate followers, the leader must have absolute control over the rewards and penalties

A leader is transactional when the follower is rewarded with carrot for meeting agreements and standards or beaten with stick for failing in what was supposed to be done. Transactional leadership emphasizes the exchange that occurs between a leader and followers. This exchange involves direction from the leader or mutual discussion with the followers about requirements to reach desired objectives (Bass, 2008).

Several researchers agree that transactional leadership consists four types of behaviour which are contingent reward, passive management by exception, active management by exception and laissez-faire leadership (Bass, 1990):

i) **Contingent reward**

The first characteristics of transactional leadership exhibit when the “contract exchange of rewards for effort, promises rewards for good performance, and recognizes of accomplishments.”

ii) **Passive management by exception**

Passive management by exception is when a leader “intervenes only if standards are not met.”

iii) **Active management by exception**

Active management by exception is when a leader “watches and searches for deviations from rules and standard, and take corrective actions.”

iv) **Laissez-faire leadership**

The laissez-faire leadership is when a leader “abdicates responsibility and avoids making decisions.”

In sum, transactional leadership is a leader who identify goals to be met, provide contingent reward for performance and manage by exception. Transactional leadership also emphasizes the exchange that occurs between a leader and followers in order to reach desired objectives of the organization.

2.8 Theory Related to Transactional Leadership

2.8.1 Path-Goal Theory

Path-Goal Theory is the theory that relates to the leaders that help individuals in achieving their target effectively. Leaders should also support, give direction, advice, coaching and mentoring the individuals in order to achieve desired goals (Bass, 2008).

The theory has its roots in the expectancy theory of motivation. The link shows how leader’s behaviors influence employee’s effort and performance. Thus, it will lead to effective performance by individuals and organizations (Bass, 2008). According to

Bass and Riggio (2006), transactional leadership occurs when the leader rewards or disciplines the follower depending on the adequacy of the follower's performance.

House and Mitchheal (1974) focused on the use of rewards which help subordinates see the path reap rewards. They proposed that by clearly defining the path for subordinates to attain rewards, it will keep them interested and increase their efforts toward goal achievement.

Transactional leadership theory assumes that individual's is work hard when they are given reward. In contrast, the punishment is given when individual do not obtain their target. Path-Goal Theory indicates that, to be effective on job performance, leaders must satisfy their needs satisfaction in contingent upon effective job performance (Bass, 2008).

In other words, effective leaders should strengthen the performance-to-outcome expectancy and valences of those outcomes by ensuring that employees who perform their job well and meet the target have a higher degree of need fulfilment than employees who perform poorly. The research on leader effectiveness is well grounded in early theory such as Path-Goal Theory by House (1971), where effective leaders strengthen the effort-to-performance expectancy by providing the information, support and other resources necessary to help employees complete their tasks.

In sum, path goal theory is significantly related to transactional leadership because in path goal theory leaders clearly defining the path and target for subordinates to

attain rewards, which made them interested and increase their efforts to achieve goal. While, transactional leader rewards or disciplines the follower depending on the follower's performance in achieving the targeted goal.

2.9 Transformational Leadership

Molly (2012) defined transformational leader as a leader that initiates changes and improvement as opposed to the manager who keeps the organization ticking over efficiently. Nowadays, many researchers has been found to write and focus on transformational leadership, which is said as the most dominant and practical leadership style that fit to the organizations in order to develop greater autonomy (Mahayuddin, 2010).

According to Burns (1998), transformational leadership as leaders induce the followers to act for certain goals that represent the values and the motivations i.e the wants and needs, the aspirations and expectations of both leaders and followers. This, leader plays an important role to change the employees behaviour. A study by Birasnav, Ragnaker and Dalpati (2011) found that transformational leaders motivate followers to accept and accomplish difficult goals that followers normally would not pursued. Transformational leadership is made possible when leaders' end values (internal standards) are adopted by followers, thereby producing changes in attitudes, beliefs, and goals of followers.

Bass (1985) and Yukl (1998) defined transformational leadership as terms of leader's that effect on followers including: they feel trust, admiration, loyalty and

respect toward the leader, and they are motivated to do more than they originally expected to do. They identified three approaches in which leaders transform followers:

- i) Increasing their awareness and level of consciousness of task importance and value.
- ii) Getting them to focus on team or organization goals, rather than their own interests.
- iii) Activating their higher-order needs.

In another studies by Bass and Riggio (2006) and Nielsen, Berg and Gazman (2010) they proposed that there are four dimensions which underpin transformational leadership namely the “charismatic behavior/idealized influence”, the “inspirational motivation” where it involves communicating high expectations and giving work meaning and challenge, thirdly, “individualized considerations” where a leader treats employees as individuals and giving them personal attention and finally the “intellectual stimulation” where a leader involves in questioning assumptions, reframing problems and approaching them in new ways.

i) **Idealized influence**

Idealized influence occurs when leaders create the trust and respect of their followers by doing the right thing rather than do things right (Kelloway and Barling, 2000). Meaning that, when leaders focus on doing the right thing, they serve as a role model. Therefore, trust must be built on a solid moral and ethical foundation between leaders and followers. Furthermore, idealized influence refers to ways leaders provide vision, and sense of mission, instill pride, and behave as a role

model of their followers (Chen and Barnes, 2004). Leaders manifest idealized influence when they make improvement in performance by participating in risks with their followers, maintain consistency in their behaviour, and are dependable (Kelloway, et. al., 2003).

ii) **Inspirational motivation**

Inspirational motivation is the degree to which the leader clearly mention a vision that is appealing and aspiring to the followers. Leaders with inspirational motivation challenge followers with high standards, communicate optimism about future goals, and provide meaning for the task at hand (Kelloway and Barling, 2000). That means leader normally set high expectation and communicate a vision to followers in a simple language and in return, the followers will react willingly by increasing their efforts to attain the vision. Moreover, leaders bring meaning and purpose to the work being done, introduce challenges and maintain motivation (Kelloway, et. al., 2003).

iii) **Intellectual stimulation**

Intellectual stimulation is the degree to which a leader challenges assumptions, takes risks and encourages followers to use their own imagination and to re-think of doing things the old ways. The leader's vision provides the framework for followers to see how they connect to the leader, the organization, each other, and the goal. Thus, give freedom to the followers in trying new approaches, so they can creatively overcome any obstacles in the way of the mission (Kelloway and Barling, 2000).

iv) **Individualized consideration**

Individualized consideration is the degree to which the leader gives personal attention to the followers by building a relationship with each individual and focus on the person's needs. Furthermore, the leaders pay individual attention to their followers, providing support and acting as coach (Kelloway, et. at., 2003).

In sum, transformational leaders is a leader that motivate followers to accept and accomplish difficult goals that followers normally would not pursued, makes followers feel trust, admiration, loyal, respect and motivated to do more than they originally expected to do. This leadership style is the most dominant, practical and fit to the organizations that wish to develop greater autonomy.

2.10 Theory Related to Transformational Leadership

2.10.1 Charismatic Theories

Charismatic theories, is known as transformational leadership theories. Transformational leadership motivates and inspires followers by helping individual members see the task importance and set higher-order needs of the task (Weber, 1947).

These leaders are not just focused on the performance of individual members, but also want each person to fulfil their potential to achieve goals. Leaders with this style often have high ethical and moral standards. These leaders are more concentrated in performing their tasks. Thus, every individual in the group should fulfil their potential to achieve goals (Weber, 1947).

According to Bass and Avolio (1994), there are many different ways to be a leader, but charismatic leaders guide by using charm and self-confidence. Their personalities attract attention and gain admirers. Charismatic leaders use others' people's admiration to influence them to follow. Charismatic leaders with good ethics and intentions have the power to inspire and transform the people they lead. While immoral charismatic leaders can be forces of devastation and destruction. Charismatic leaders have a clear vision where they want to go and how to go there and they are fantastic at communicating their vision to others. They are sensitive to their surroundings and to the needs of their followers. According to Bass and Avolio (1990), charismatic leaders are often risk-takers who do things that others are afraid to do. Their unconventional behavior often attracts others to them. Charismatic leaders are great at observing others and able to evaluate their emotional needs. The charismatic leader can be identified by knowing how they interact with other people.

According to Benett and Figuli (1990), charismatic leaders are able to change their attitude and presentation to suit the needs of persons they interact with. They will use both wisdom and overt tactics to influence others to their point of view. The charismatic leader's social skills and personal appeal attract the followers. Once the leader has followers, he or she will struggle to make his or her group distinct from other groups. The leader is able to instill confidence in his or her group and challenge group members to meet his or her expectations. The leader is also able to raise his or her group above the status of other groups, if not in reality but in the mind of the leader and his or her followers. This makes the leader's group a strong and unified force.

In sum, charismatic leaders motivates and inspires followers by helping individual members see the task importance and set higher-order needs of the task. These leaders are not just focused on the performance of individual members, but also want each person to fulfil their potential to achieve goals. Leaders with this style often have high ethical and moral standards, and have a strong and unified group.

2.11 The Relationship Between Leadership Style and Effectiveness of Training

According to Yulk (1994) leadership is the influence processes that interpret events for followers, the choice of objectives for the group or organization, the organization of work to accomplish the objectives, the motivation of followers to achieve the objectives, the maintenance of cooperative relationships and teamwork, and the influence on outsiders to support and cooperate with the group or organization.

A leadership style is a leadership's style of providing direction, implementing plans, and motivating people. There are many different leadership styles that can be exhibited by leaders in the political, business or other fields but transactional leadership and transformational leadership model are two most popular leadership style that have been mostly debated among the researchers.

A leader is transactional when the follower is rewarded with carrot for meeting agreements and standards or beaten with stick for failing in what was supposed to be done. Therefore, transactional leader will ensure that their subordinates attend the training program and then transfer the knowledge, skills and attitudes learned into

their job accordingly. Thus, ensuring an effective training and able to achieve desired organization goal.

Transformational leaders is a terms of leader's that effect on followers including: they feel trust, admiration, loyalty and respect toward the leader, and they are motivated to do more than they originally expected to do. Therefore, transformational leader will encourage their subordinates to attend the training program and give rewards for successfully transfered the knowledge, skills and attitudes learned into their job. Thus, ensuring an effective training and able to achieve desired organization goal.

A number of writers have hypothesized the influence of leadership style on behaviour and process towards effective training. In leadership, transformational and transactional leadership are the two major factors that influence the reaction, learning, behavior, process and result of effective training. Regarding influence of transformational and transactional leadership towards trainee's intention to learn in training, it is worth to review the general research regarding leadership style and intention to learn. For example, in 2003, a research in 72 U.S. Army platoons found that active transactional and transformational leadership behaviors are positively correlated with potency, cohesion, attitudes and performance of the trainees (Bass, Avolio, Jung and Benson, 2003).

Previous research supports this finding, suggesting that the most effective leaders in any organizations typically display both transformational and transactional leadership style (Avolio and Bass, 1998; Avolio, Bass and Jung, 1999; Bass and

Avolio, 1993; Curphy, 1992; Hater and Bass, 1998; Howell and Avolio, 1993; Kane and Tremble, 1998). This has been suggested that effective transformational leadership behavior will increase effectiveness of transactional leadership behavior (Bass, 1985, 1998; Bass and Riggio, 2006).

Further study by Edwards and Gill (2012), mentioned that leadership style has a positive and strong relationship with encouragement to learn or acquire knowledge in order to be effective in works. Employee's leadership style plays a major role in influencing their intention to go for a training especially when individuals found that they are valuable to the organization. The findings of the research show that transformational leadership is conducive to extra effort, effective and satisfying. However, transactional leadership show little similarity to be conducive to extra effort, effective and satisfying. However, both leadership style encourage employees to go for a training in order to upgrade themselves and to be effective in doing their jobs.

It is found that transformational leadership leads to better solution in creativity tasks, enhance leadership satisfaction and employee behavior (Hoyt and Blascovich, 2003; Jung, 2001; Sosik, 1997). In other studies Jung (2001), quoted that transformational leadership condition produces more ideas and increases individual behaviour such as desire and persistence, and made higher ratings with regards to individual performance and extra effort.

It is reported that transformational leadership has a positive relationship with managerial and individual performance (Pearce and Sims, 2002). Keller (1992),

demonstrated that transformational leadership significantly predicts individual performance of army platoons. Thus transformational leadership leaders create a feeling of self motivated that lead to better individual performance. Directly it will increase the effectiveness of training and helps to achieve the organizational goals. Transformational leadership is also found to create behavior such as supports innovation and creativity, so that all individuals are committed learn new knowledge and skills in the training programs. Individuals in organization are more self-confident when led by a leader with high transformational leadership (Sivasubramaniam, 2002).

In sum, leadership style is important in directing and coordinating the training activities of an organization toward accomplishing a desired goal. Leadership style either transactional or transformational leadership plays a crucial role in the organization to maximize the effectiveness of training and efficiency of the organization in order to achieve the desired goals. Transactional leaders is a leaders who identify training goals to be met, provide contingent reward for training performance and manage by exception. Transactional leaders also emphasizes the training exchange that occurs between a trainer and trainees in order to reach desired objectives of the organization and this will make training program become effective. While transformational leaders is a leader that motivate trainees to accept and accomplish difficult goals in training that trainees normally would not pursued, makes trainees feel trust, admiration, loyal, respect and motivated to do more than they originally expected to do. This leadership style is the most dominant, practical and fit to the organizations that wish to develop greater autonomy and this will make

the training program become more effective. Hence, both leadership styles have a positive and significant relationship with training effectiveness.

2.12 Conclusion

This chapter presented a review of literature that focused on the relationship between transfer of training, leadership styles and effectiveness of training. From the journals, articles and books read by the researchers, it was found that some studies have been performed in examining the relationship between transfer of training and effectiveness of training, however, to the knowledge of the researcher, there were no studies has been performed to see the relationship between transfer of training, leadership style and effectiveness of training among non-academic staff in higher education industry. A conceptual framework was developed based on the literature review and from the framework the researcher constructed research's hypotheses. The following chapter will describe the procedures and methodology used for data collection and analysis of the study.

CHAPTER 3

METHODOLOGY

3.1 Introduction

This chapter primarily outlines the overall research methodology. Detailed development of hypotheses, sampling procedure used for this survey and sources of data will be described. Method that was used to collect data to run statistical analysis will be discussed further in this chapter.

3.2 Research Design

A research design is a master plan specifying the methods and procedures for collecting and analyzing the information. The design is to ensure that all information gathered is appropriate for solving the research problem (Sekaran, 2003).

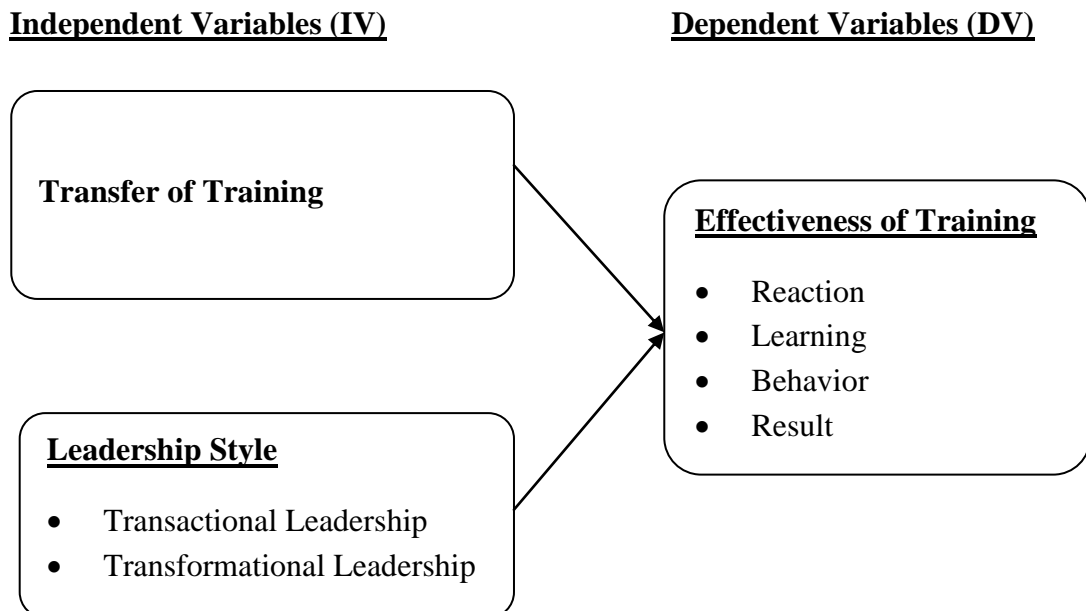
3.2.1 Type of Research

This study is a correlational study because it was designed to determine the correlations between independent variables and dependent variable. The independent variables are transfer of training and leadership style, and dependent variable is effectiveness of training.

3.3 Research Framework

Chapter 2 previously mentioned the literature review on effectiveness of training, transfer of training and leadership style. The construct of theoretical framework of dependent variables which is effectiveness of training are reaction, learning, behavior and result based on (Kirkpatrick, 1998). Further, the literature review discussed about independent variables of transfer of training by (Baldwin and Ford, 1980) and leadership style which are transactional leadership and transformational leadership by Bass (1985). Therefore, based upon the literature review and theoretical framework, there is a need to examine and explore the link between transfer of training, leadership style and effectiveness of training. The conceptual framework as shown in Figure 3.1 will provide the conceptual foundation.

Figure 3.1
Research Framework



3.4 Hypotheses Development

In this study, the researcher would like to examine the relationship of independent variable and dependent variable. Therefore, three hypotheses were developed as follows:

- H₁: There is a relationship between transfer of training and effectiveness of training among non-academic staff in UUM.
- H₂: There is a relationship between transactional leadership and effectiveness of training among non-academic staff in UUM.
- H₃: There is a relationship between transformational leadership and effectiveness of training among non-academic staff in UUM.

3.5 Measurement and Instruments

The survey questionnaire used in this research consists of three parts. Part A asking about the respondents' demographic data such as their age, gender, marital status, education level, job position, job status, job scope and years of service in the organization. Part B of the questionnaire consists of the measurement items for transfer of training, part C consists of measurement items for leadership style, and in part D, the section measures on effectiveness of training.

The literature review has helped to provide a number of measurement items for transfer of training, leadership style and effectiveness of training in the questionnaire. Survey respondents were asked to state their level of agreement for all

the variables discussed previously. The survey questionnaire has adopted the five-point Likert scale which ranges from 1 (strongly disagree) to 5 (strongly agree) as indicated in Table 3.1 for independent variables which are transfer of training and leadership style, and also for dependent variables which is effectiveness of training.

Table 3.1
Rating Scales for independent variables and dependent variables

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

The measurement items used to operationalize the constructs for the purpose of this study were adapted from relevant previous literature with necessary changes. All the questions have been translated into Malay to accommodate the background of non-academic staff. The variables and measurement of the past research used in this study is indicated in Table 3.2

Table 3.2
Distribution of Variables and measurement

Variables	Total no. of items	Scales	Sources
<u>Independent</u>	3	Likert Scale	Tesluk et. al (1995)
Transfer of Training		1 - 5	
Leadership Style	21	Likert Scale	Bass (1985)
		1 - 5	
<u>Dependent</u>	27	Likert Scale	Aksu and Yildiz
Effectiveness of Training		1 - 5	(2011)
TOTAL	51		

3.5.1 Transfer of Training

In this research, the items for transfer of training were adopted from Tesluk et. al (1995). The questionnaire used three (3) items to assess respondents' transfer of training on their job. Likert scales were adopted for the respondents to rate the measurement items with (1 = strongly disagree and 5 = strongly agree).

3.5.2 Leadership Style

The 21-items for leadership style were adopted from Multifactor Leadership Questionnaire 5-S (MLQ) (Bass, 1985). It is used to measure two dimensions of leadership style, namely transactional leadership and transformational leadership. Survey respondents are requested to rate how closely his or her supervisor relate to the statements provided in the questionnaire. Likert scales were adopted for the respondents to rate the measurement items with (1 = strongly disagree and 5 = strongly agree). There are nine (9) items used for transactional leadership and twelve (12) items used for transformational leadership.

3.5.3 Effectiveness of Training

The 27-items for effectiveness of training were adopted from Aksu and Yildiz (2011). It is used to measure four dimensions of effectiveness of training, namely reaction, learning, behaviors and results. Survey respondents are requested to rate how closely the effectiveness of training relate to the statements provided in the questionnaire. Likert scales were adopted for the respondents to rate the measurement items with (1 = strongly disagree and 5 = strongly agree). There are

eight (8) items used for reaction, nine (10) items for learning, five (5) items for behaviors and four (4) items used for results.

3.6 Population and Sampling

3.6.1 Population

The population of this study involves all non-academic staff in UUM Sintok campus which are clustered under direct hire employees of UUM either permanent or contract basis. The number of population in this study is 1,830 (N).

At UUM, non-academic staff level comprises of two categories which are managerial and professional level, and support level. Their scope of job comprises of a few categories such as administrative, information technology, accounting and finance, library, technical, health, security, and creative and fine art.

3.6.2 Sampling

Based on Krejcie and Morgan (1970) table for determining sample size, for a given population of 1,830 , a sample size of at least 322 would be needed to represent a cross section of the population.

Since the sample for this study are relatively small and target respondents are attached at various departments in the organization, the researcher decided to use disproportionate stratified simple random sampling.

Proportionate formula:

Multiply the group number by sample size and divide by the total number of population = Total Number of respondents.

Table 3.3
Disproportionate stratified simple random sampling

Department	Number of Non-Academic Staff			Proportionate (%)	Total number of respondents
	Managerial	Support	Total		
Canselori	21	47	68	68/1830 = 4%	4% x 320 = 13
Pendaftar	17	101	118	118/1830 = 6%	6% x 320 = 19
Bendahari	13	51	64	64/1830 = 3%	3% x 320 = 10
HEA	8	31	39	39/1830 = 2%	2% x 320 = 7
Perpustakaan	31	95	126	126/1830 = 7%	7% x 320 = 22
HEP	36	233	269	269/1830 = 15%	15% x 320 = 48
JPP	19	228	247	247/1830 = 13%	13% x 320 = 42
P Komputer	34	96	130	130/1830 = 7%	7% x 320 = 22
Keselamatan	1	128	129	129/1830 = 7%	7% x 320 = 22
PKU	8	53	61	61/1830 = 3%	3% x 320 = 10
Pusat Islam	5	16	21	21/1830 = 1%	1% x 320 = 3
CIAC	3	9	12	12/1830 = 1%	1% x 320 = 3
P Ko-k	1	17	18	18/1830 = 1%	1% x 320 = 3
P Sukan	3	34	37	37/1830 = 2%	2% x 320 = 7
Unifilm	2	17	19	19/1830 = 1%	1% x 320 = 3
PACE	1	22	23	23/1830 = 1%	1% x 320 = 3
IPQ	4	11	15	15/1830 = 1%	1% x 320 = 3
UTLC	2	9	11	11/1830 = 1%	1% x 320 = 3
PPE	3	14	17	17/1830 = 1%	1% x 320 = 3
RIMC	11	18	29	29/1830 = 2%	2% x 320 = 7
UUM Press	11	32	43	43/1830 = 2%	2% x 320 = 7
IPDM	2	7	9	9/1830 = 0%	0% x 320 = 2
CEDI	3	12	15	15/1830 = 1%	1% x 320 = 3
CUIC	4	19	23	23/1830 = 1%	1% x 320 = 3
ITU-UUM	6	4	10	10/1830 = 1%	1% x 320 = 3
NCRC	2	8	10	10/1830 = 1%	1% x 320 = 3
CAS	8	89	97	97/1830 = 5%	5% x 320 = 16
OYA GSB	4	7	11	11/1830 = 1%	1% x 320 = 3
COB	12	80	92	92/1830 = 5%	5% x 320 = 16
COLGIS	9	58	67	67/1830 = 4%	4% x 320 = 13
TOTAL	284	1546	1830	100%	322

Source: HRMIS Unit, Registrar Dept. UUM 2013

3.7 Data Collection Procedures

To collect the data for this study, questionnaires were distributed to get respondents' perceptions on understudied variables.

The questionnaire is used as the main tool to collect data from the respondents. The advantages of using questionnaires are this tool is relatively low in cost and the closure of respondent's name will lead to more openness and truthful responses (Schermerhorn, 2000). Questionnaires have been distributed to all non-academic staff under direct hire category which comprises permanent and contract basis at various departments in UUM with the assistance from one administrative staff from each department. A total of 322 sets of questionnaire were distributed by phase started on 17 November 2013 until 9 December 2013. A total of 273 or 85% sets of questionnaires were successfully collected.

3.8 Data Analysis

The data collected will be analyzed by using the Statistical Package for Social Science Program (SPSS) version 19.0 .

3.9 Pilot Study

The purpose of performing pilot study is to ensure whether the respondents are understood with the items in the instrument. By doing a pilot study, the feasibility of the study was investigated (the reliability of the measuring tools and its

acceptability). So the potential problems could be identified and resolved before commencing the actual study. The information gathered was used to improve the methods or instruments where applicable. This procedure is necessary before the process of collecting the data. The pilot study was conducted based on 20 target respondents at UUM between 30 October until 7 November 2013.

The findings of the pilot study will assist the researcher in the removal of questions that are considered to be vague or unclear to the participants. Necessary changes and improvement will be done on the questionnaire to ensure that the questionnaire is fully understood by the respondents.

3.10 Reliability Test

The reliability of the questionnaire was tested by using Cronbach's Alpha or called Alpha Coefficient to show the internal consistency of the questionnaire. According to Sekaran (2003), the closer the reliability coefficient to 1.00 the better the reliability of the questionnaire. In general, the acceptable alpha coefficient should be more than 0.7. Sekaran (2003) added that, the value of Cronbach Alpha of 0.6 is poor but it is still acceptable.

3.11 Validity Test

Validity test is to identify whether the variables studied in this research are valid and measurable. In validity tests, the researcher performed face validity and construct validity. Face validity, the questionnaire was referred to the expert in human

resource practices in order to confirm that the items asked were measuring understudied variables. In construct validity, the researcher will rely on the results from factor analysis. This is because construct validity is performed to identify the exact discriminant factors as well as the convergence items. Result from factor analyses will be used whereby eigenvalues will indicate discriminant factors while rotated component matrix will shows convergent items.

3.12 Data Screening

Linearity test, Normality test, Data Transformation, Homogeneity test and Multivariate Outliers test will be performed in data screening process.

3.12.1 Linearity Test

Linearity test is use to test the relationship between independents and dependents variables. Scatter Plot will be used to ensure that the relationship between dependents and independents variables is linear or otherwise.

3.12.2 Normality Test

Normality test is used to determine whether a data set is well-modeled by a normal distribution or not, or to compute how likely an underlying random variable is to be normally distributed. Skewness and Kurtosis test will be used by the researcher to check the normality. If the data are normally distributed than the data points will be

close to the diagonal line. As suggested by Hair et. al (1998), this study will use ± 1.96 as the value of Skewness and Kurtosis.

3.12.3 Data Transformation

Data transformation is performed when the test on the Skewness and Kurtosis are not normally distributed between ± 1.96 .

3.12.4 Homogeneity Test

Homogeneity test is executed to identify whether all of the data are homogeneous or not. To test the homogeneity, M-box plot will be performed.

3.12.5 Multivariate Outliers Test

Cases with extreme or unusual values on a single variable or a combination variables are called outliers (Meyers, et. al, 2006). Hair. Jr, et. al (1998) identify four reasons for outliers in a data set:

- i) Outliers can be caused by data entry error.
- ii) Some outliers may be function of extraordinary events or unusual circumstances.
- iii) There are some outliers for which we have no explanation.
- iv) There are multivariate outliers whose uniqueness occurs in the pattern of combination of values on several variables.

To test the multivariate outliers, the researcher evaluates multivariate box plot and Mahalanobis distance values.

3.13 Factor Analysis

The purpose of factor analysis is to summarize the information contains in a large number of variables into a smaller number or variables (Sekaran, 2003). The most popular method for determining construct validity is by using factor analysis (Sekaran, 2003). Therefore, this study executes factor analysis to determine the transfer of training variables and leadership style variables.

Before executing factor analysis, prerequisite tests must be performed in order to permit the factor analysis process. These test including Kaiser-Meyer-Oikin (KMO), Bartlett, Anti-image correlation and Measure of Sampling Adequacy (MSA) tests.

3.13.1 Prerequisite Tests for Factor Analysis

KMO, Bartlett, Anti-image Correlation and MSA Tests

The Kaiser-Meyer-Olkin (KMO) and Bartlett 's Test: The next item from the output is the Kaiser-Meyer-Olkin (KMO) and Bartlett's test. The KMO measures the sampling adequacy which should be greater than 0.5 for a satisfactory factor analysis to proceed (<http://evolumedia.com/cgi-bin/wiki.cgi?StatisticalMethods.template.html>) (Meyer et. al, 2006).

To identify total of factors, the researcher refers to eigenvalues and cumulative eigenvalues. Factors that involved in this study must have eigenvalues more or equal to one (1) and cumulative eigenvalues must be more or equal to 60%.

To indicate items that converge in a particular factor, this study will use 0.63 as the factor loading value. Items score above or equal to 0.63 will be converge in the same factor. No single item can be measured any understudied factor (Meyers, Gamst and Guarino, 2006).

3.14 Correlation Analysis

Correlation analysis will be performed to examine the relationship between independent and dependent variables understudied. Pearson correlation coefficient is used to show the degree of linear relationship between independent and dependent variables. The symbol of a correlation coefficient is r , and its range is from -1.00 to +1.00. A correlation coefficient tells two things about the relationship between two variables; the direction of the relationship and its magnitude. The closer the measure is to 1.00, the more likely the relationship is statistically significant (Muchinsky, 1993). The interpretation of the strength of correlation according to Meyer et. al (2006) is as follows:

Table 3.4
Interpretation of strength of correlation coefficient

Value of Coefficient	Relation between Variables
0.5	Strong
0.3	Moderate
0.1	Weak

The following analysis was conducted in this research to achieve the research objectives and provide answer for the research questions:

The research objective 1, which is “to examine the relationship between transfer of training and effectiveness of training”, can be answered by measuring using Pearson’s Correlation.

The research objective 2, which is “to investigate the relationship between leadership style and effectiveness of training”, can be answered by using Pearson’s Correlation.

3.15 Summary of Test on Hypotheses

Table 3.5 shows the summary of test of hypotheses of this study.

Table 3.5
Statistical Analysis

	Hypotheses	Test
H ₁	There is a relationship between transfer of training and effectiveness of training among non-academic staff in UUM.	Pearson’s Correlation
H ₂	There is a relationship between transactional leadership style and effectiveness of training among non-academic staff in UUM.	Pearson’s Correlation
H ₃	There is a relationship between transformational leadership style and effectiveness of training among non-academic staff in UUM.	Pearson’s Correlation

3.16 Conclusion

This chapter has described the development of the research model for this study. The research methodology and the research design have been explained following the research framework and research objectives. Different statistical tests, such as data screening, factor analysis and correlations analysis will be used to examine the relationship between Independent variables and Dependent variables.

CHAPTER 4

RESULT AND FINDINGS

4.1 Introduction

This chapter analyses the data findings of the study. All data were analysed using Statistical Package for Social Sciences (SPSS) version 19.0 for windows. Frequency and percentage were utilised in analyzing the respondents' demographic characteristics such as age, gender, marital status, academic qualification, job position, job status, job scope, department and length of service. In addition, Pearson Correlation was used to determine the existence of relationships between the independent variables and dependent variable.

4.2 Sample Characteristics

A total of 322 questionnaires have been distributed to the targeted respondents which are non-academic employees in UUM Sintok campus. This total is in accordance with the table established by Krejcie and Morgan (1970). From the total of distributed questionnaires, 273 of them have been collected. Hence, the returned rate was 85% as shown in **Table 4.1** below.

Table 4.1
Response rate

Total Population	Total questionnaire distributed	Total questionnaire collected	Percentages (%)
1,830	322	273	85

4.3 Respondents' Profile

The frequency and percentage values were used to describe these particular demographic samples. The survey demonstrated the details concerning demographic variables of respondents' profile as shown in **Table 4.2** below.

The respondents' profiles descriptive analysis are examined by using 270 useable questionnaires instead of 273 collected questionnaires. This is due to 3 respondents were discarded from the analysis because of outliers. The outliers result will further discuss in **section 4.5.4**.

Based on the analysis of 270 non-academic staff, from **Table 4.2** below we could observe that majority of respondents are female which is 59.3% while male is 40.7%. For the age of respondents, below 20 years old is 0.4%, between 21-25 years old is 7.0%, between 26-30 years is 20.4%, between 31-35 years is 20.7%, between 36-40 years is 16.7%, between 41-45 years is 14.1%, between 46-50 is 16.3%, and 51 years old and above is 4.4%. For marital status, 17.8% is still single, 80.4% already married and 1.9% is divorced. For the highest academic academic qualification, there are 38.5% from A level/SPM/STPM holders, 16.7% diploma holders, 33.0% degree holders, 10.4% master degree holders and 1.5% holding other qualifications.

For the job position demography, there are 27.4% come from managerial/professional position and 72.6% from support position. For the job status, 75.9% is a permanent staff, 21.9% is a contract staff and 2.2% is from

temporary or other status. For the job scope, 66.7% is doing job related to administrative, 4.8% related to information technology, 4.1% related to accounting and finance, 4.4% related to library, 0.7% related to sports, 0.4% related to co-curriculum, 8.1% related to technical, 0.7% related to health, 4.4% related to security, 1.5% related to culture and arts, and 4.1% related to others. For the department of respondents, 4.8% come from Canselori, 7.0% from Pendaftar, 3.3% from Bendahari, 1.9% from HEA, 6.3% from Perpustakaan, 9.6% from HEP, 6.7% from JPP, 5.9% from Pusat Komputer, 7.8% from Keselamatan, 3.7% from PKU, 1.1% from Pusat Islam, 0.7% from CIAC, 1.1% from Pusat Ko-k, 1.1% from Pusat Sukan, 0.7% from Unifilm, 1.1% from PACE, 1.1% from IPQ, 1.1% from UTLC, 1.1% from PPE, 2.6% from RIMC, 2.6% from UUM Press, 1.1% from IPDM, 1.1% from CEDI, 1.1% from CUIC, 1.1% from ITU-UUM, 1.1% from NCRC, 8.9% from CAS, 1.1% from OYA GSB, 7.0% from COB, and 5.9% from COLGIS. Meanwhile, for the length of service of the respondents, 28.5% of respondents have been working below 5 years, 25.6% have been working between 5-10 years, 21.1% have been working between 11-15 years, 9.6% have been working 16-20 years, and 15.2% have been working for 21 years and above.

Table 4.2
Demographic variables (n = 270)

No	Item	Category	Frequency	Percentage
1.	Age	Below 20	1	0.4
		21 – 25	19	7.0
		26 – 30	55	20.4
		31 – 35	56	20.7
		36 – 40	45	16.7
		41 – 45	38	14.1
		46 – 50	44	16.3
		51 and above	12	4.4
		Total	270	100
2.	Gender	Male	110	40.7
		Female	160	59.3
		Total	270	100
3.	Marital Status	Single	48	17.8

	Married	217	80.4
	Divorced	5	1.9
	Total	270	100
4.	Highest Academic Qualification		
	A level/SPM/STPM	104	38.5
	Diploma	45	16.7
	Bachelor Degree	89	33.0
	Master Degree	28	10.4
	Ph.D	0	0.0
	Others	4	1.5
	Total	270	100
5.	Job Position		
	Managerial/Professional	74	27.4
	Support	196	72.6
	Total	270	100
6.	Job Status		
	Permanent	205	75.9
	Contract	59	21.9
	Others	6	2.2
	Total	270	100
7.	Job Scope		
	Administrative	180	66.7
	Information Technology	13	4.8
	Accounting and Finance	11	4.1
	Library	12	4.4
	Sports	2	0.7
	Co-Curriculum	1	0.4
	Technical	22	8.1
	Health	2	0.7
	Security	12	4.4
	Culture and Arts	4	1.5
	Others	11	4.1
	Total	270	100
8.	Department		
	Canselori	13	4.8
	Pendaftar	19	7.0
	Bendahari	9	3.3
	HEA	5	1.9
	Perpustakaan	17	6.3
	HEP	26	9.6
	JPP	18	6.7
	P Komputer	16	5.9
	Keselamatan	21	7.8
	PKU	10	3.7
	Pusat Islam	3	1.1
	CIAC	2	0.7
	P Ko-k	3	1.1
	P Sukan	3	1.1
	Unifilm	2	0.7
	PACE	3	1.1
	IPQ	3	1.1
	UTLC	3	1.1
	PPE	3	1.1
	RIMC	7	2.6
	UUM Press	7	2.6
	IPDM	3	1.1
	CEDI	3	1.1
	CUIC	3	1.1
	ITU-UUM	3	1.1
	NCRC	3	1.1
	CAS	24	8.9
	OYA GSB	3	1.1
	COB	19	7.0
	COLGIS	16	5.9
	Total	270	100

9. Length of Service	Below 5 years	77	28.5
	5 – 10 years	69	25.6
	11 – 15 years	57	21.1
	16 – 20 years	26	9.6
	Above 20 years	41	15.2
Total		270	100

4.4 Pilot Study

Pilot study is performed to examine the reliability of the measurement used in the study. The value of Cronbach Alpha of 0.7 and above is considered as reliable while Cronbach Alpha value 0.6 is poor but still it is acceptable (Sekaran, 2003). The summarized of Cronbach Alpha values for each dimension understudied are shown in the **Table 4.3** below.

In the reliability test, the values of overall Transfer of Training, overall Leadership, Transactional Leadership, Transformational Leadership, overall Effectiveness of Training, Reaction Level, Learning Level, Behavioral Level and Result Level were 0.755, 0.885, 0.617, 0.907, 0.918, 0.843, 0.862, 0.666 and 0.850 respectively. Thus, all variables were reliable to be executed for further analysis.

Question measuring leadership at first, involving 20 questions as what being suggested by Bass (1985). In the first attempt of testing reliability, the Cronbach Alpha value was 0.505. This value does not meet the prerequisite of 0.6 which have been mentioned by Sekaran (2003). Hence, questions number 4, 5 and 7 were discarded in order to get Cronbach Alpha value 0.617.

Table 4.3
The Cronbach Alpha for pilot test (n = 20)

Variables	Dimension	Items	Cronbach Alpha Value (α)
Transfer of Training	Overall (3 questions)	ToT_1-3	0.755
Leadership	Overall (17 questions)		0.885
	Transactional Leadership (5 questions)	Transac_1,2,3,6,8	0.617
	Transformational Leadership (12 questions)	Transform_1-12	0.907
Effectiveness of Training	Overall (27 questions)		0.918
	Reaction Level (8 questions)	Reaction_1-8	0.843
	Learning Level (10 questions)	Learning_1-10	0.862
	Behavioral Level (5 questions)	Behavior_1-5	0.666
	Result Level (4 questions)	Result_1-4	0.850

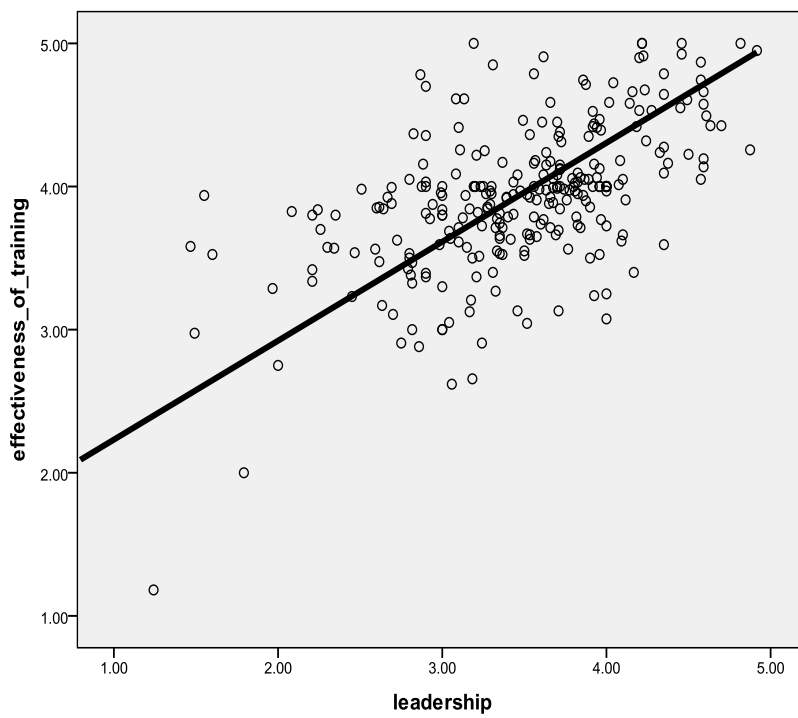
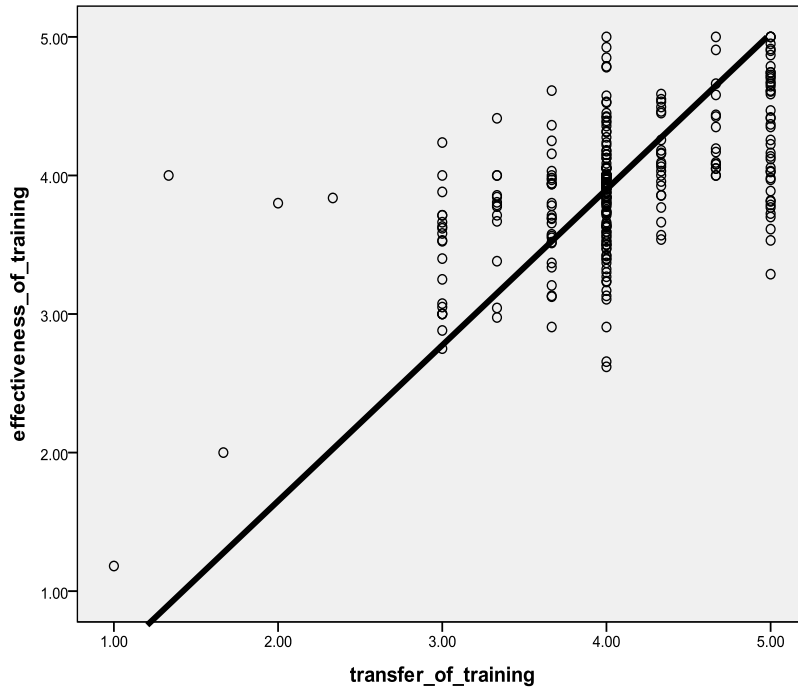
4.5 Data Screening

Data screening is performed to ensure the gathered data are linear, normal and homogenous. To test the linearity, the researcher has performed scatter plot. In addition, normality was tested by measuring the values of skewness and kurtosis and M-box plot that measures homogeneity must be not significant at $\rho < 0.001$.

4.5.1 Linearity Test

Table 4.4 below are the scatter plot graphs showing the linearity pattern between dimensions. From the diagram, it shows that all scatter plots graphs are linear.

Table 4.4
Scatter Plot Graphs (n = 270)



4.5.2 Normality Test

To test the normality, skewness and kurtosis values are referred. From the **Table 4.5** below, it shows that the Skewness and Kurtosis values for Transfer of Training, Leadership and Effectiveness of Training are between ± 1.96 which shows the normality of the data.

Table 4.5
Skewness and Kurtosis Values (n = 270)

		Statistics for Skewness and Kurtosis		
		Transfer of Training	Leadership	Effectiveness of Training
N	Valid	270	270	270
	Missing	0	0	0
Skewness		-.165	-.445	-.021
Std. Error of Skewness		.148	.148	.148
Kurtosis		.306	.396	.152
Std. Error of Kurtosis		.295	.295	.295

4.5.3 Homogeneity Test

Homogeneity test is executed to identify whether all data are homogeneous or not. To test the homogeneity, M-box plot has been performed. Table below indicates the test of homogeneity of variances for all dimensions. **Table 4.6** below shows that all dimensions are not significant at $p < 0.001$. The insignificant has shown that the data in all dimensions were homogeneous.

Table 4.6
Homogeneity/Homoscedasticity Test (n = 270)

Test of Homogeneity of Variances				
	Levene Statistic	df1	df2	Sig.
Reaction level	2.111	6	261	.052
Learning level	1.636	6	261	.137
Behavioral change level	.829	6	261	.548
Result level	1.718	6	261	.117

4.5.4 Multivariate Outliers Test

To test the multivariate outliers, Mahalanobis distance values are referred. The following is the table for Mahalanobis distance values. **Table 4.7** below showed 10 extreme Mahalanobis distance values. This values included 5 cases (case 88, 270, 235, 34 and 150) that recorded highest values while cases 61, 224, 55, 173 and 21 were recorded as extreme lowest value. The Mahalanobis distance values were examined with a chi-square (χ^2) distribution, with degrees of freedom equal to the number of independent variables (this research consisted with 3 variables) and evaluated with a table of critical values for chi-square at a stringent alpha level of $p < 0.001$ (Meyers, et. al, 2006). Therefore, according to χ^2 distribution table, any case with a Mahalanobis distance value equal or greater than 13.816 can be considered as multivariate outlier. **Table 4.7** below showed that case 88, 270 and 235 scored equal or greater than 13.816 Mahalanobis distance value, therefore multivariate outliers have been identified. So, case 88, 270 and 235 were discarded as respondents in this study.

Table 4.7
Mahalanobis Distance Values (n = 270)

Extreme Values				
		Case Number		Value
Mahalanobis Distance	Highest	1	88	26.01261
		2	270	22.55791
		3	235	15.60213
		4	34	11.70236
		5	150	10.64996
	Lowest	1	61	.00535
		2	224	.00644
		3	55	.00653
		4	173	.00921
		5	21	.01091

4.6 Factor Analysis

Factor analysis is an activity to determine the discriminant factors and the convergent of items clustered in particular dimensions (factors). Before executing factor analysis, prerequisite tests must be performed in order to permit the factor analysis process. These test including Kaiser-Meyer-Olkin (KMO), Bartlett, Anti-image correlation, and Measure of Sampling Adequacy (MSA) tests.

4.6.1 Prerequisite Test for Factor Analysis

KMO, Bartlett, Anti Image Correlation and MSA Tests

Kaiser-Meyer-Olkin (KMO) and Bartlett's Test: The next item from the output is the Kaiser-Meyer-Olkin (KMO) and Bartlett's test. The KMO measures the sampling adequacy which should be greater than 0.5 for a satisfactory factor analysis to proceed (<http://evolumedia.com/cgi-bin/wiki.cgi?StatisticalMethods.template.html>) (Meyer et. al, 2006).

i) Transfer of Training

Based on the above statement regarding the value for KMO, the KMO value for Transfer of Training is acceptable for factor analysis. In addition, the Bartlett test has shown significant. Hence, factor analysis is permitted to be performed. **Table 4.8** below show the KMO values and Bartlett's Test for all dimensions.

Table 4.8
KMO and Bartlett's Test for Transfer of Training (n = 270)

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.693
Bartlett's Test of Sphericity	Approx. Chi-Square	370.056
	Df	3
	Sig.	.000

From the table of anti-image correlation as shown in **Table 4.9 Appendix E**, it is found that all items for Transfer of Training dimension are not exceeding 0.7 . For MSA values for Transfer of Training, all items are well above 0.5 .

i) Leadership Style

Based on the above statement regarding the value for KMO, the KMO value for Leadership Style is acceptable for factor analysis. In addition, the Bartlett test has shown significant. Hence, factor analysis is permitted to be performed. **Table 4.10** below show the KMO values and Bartlett's Test for all dimensions.

Table 4.10
KMO and Bartlett's Test for Leadership Style (n = 270)

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.939
Bartlett's Test of Sphericity	Approx. Chi-Square	3638.858
	Df	136
	Sig.	.000

From the table of anti-image correlation as shown in **Table 4.11 Appendix E**, it is found that all items for Leadership Style dimension are not exceeding 0.7 . For MSA values for Leadership Style, all items are well above 0.5 .

ii) Effectiveness of training

Based on the above statement regarding the value for KMO, the KMO value for the Effectiveness of Training is acceptable for factor analysis. In addition, the Bartlett's Test has shown significant. Hence, factor analysis is permitted to be performed.

Table 4.12 below show the KMO values and Bartlett's Test for all dimensions.

Table 4.12
KMO and Bartlett's Test for Effectiveness of Training

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.942
Bartlett's Test of Sphericity	Approx. Chi-Square	5231.336
	Df	351
	Sig.	.000

From the table of anti-image correlation as shown in **Table 4.13 Appendix E**, it is found that all items for Effectiveness of Training dimension are not exceeding 0.7. For MSA values for Effectiveness of Training dimension, all items are well above 0.5.

4.6.2 Factor Loading

Factor analysis is performed to identify factors involve in this present study. To identify total of discriminant factors, the researcher refered to eigenvalues and cumulative eigenvalues. Discriminant factors that involved in this study must have eigenvalues more or equal one (1) and cumulative eigenvalues must be more or equal to 60%. To indicate items that converge in a particular factor, this study will use 0.5 as the factor loading value (Meyers et al., 2006). Items score above or equal to 0.5 will be converge in the same factor. No single item can be measured by any understudied factor.

i) Transfer of Training

The eigenvalues to execute factor analysis is 1. From the **Table 4.14** below, there is only one (1) factor that has been extracted eigenvalues more than 1 with the cumulative eigenvalues percentage above 60%. Hence, this study will only has one dimension of Transfer of Training in further analysis. Based on **Table 4.14** below, all the three items for Transfer of Training scored loading factor value more than 0.5. Therefore, all of these items will be used in examining Transfer of Training.

Table 4.14
Factor Analysis Results of Transfer of Training (n = 270)

Items	Factor 1
Transfer of Training 2	.92
Transfer of Training 3	.87
Transfer of Training 1	.84
Variance Explained (cumulative eigenvalues)	76.96%
The Kaiser-Meyer-Olkin measure of sample adequacy	.69
The Bartlett's test of sphericity (significance level)	.000

Note.

Only factor loadings > .50 are shown.

Only those items that loaded on the factors with eigenvalues greater than 1 are shown.

ii) Leadership Style

The eigenvalues to execute factor analysis is 1. From the **Table 4.15** below, there are three (3) factors that have eigenvalues more than 1 with the cumulative eigenvalues percentage above 60%. Hence, this study will include those three factors for convergent test.

Table 4.15 below has shown three (3) discriminant factors. Based on loading factor 0.5, **Factor 1** consist items including: “Transformational Leadership 1” (Transform_1), “Transformational Leadership 2” (Transform_2), “Transformational Leadership 3” (Transform_3), “Transformational Leadership 4 (Transform_4),

“Transformational Leadership 5” (Transform_5), “Transformational Leadership 6” (Transform_6), “Transformational Leadership 7” (Transform_7), “Transformational Leadership 8” (Transform_8), “Transformational Leadership 9” (Transform_9), and “Transformational Leadership 10” (Transform_10). This factor is renamed as **Transformational Leadership**.

Meanwhile **Factor 2** consist items including: “Transactional Leadership 1” (Transac_1), “Transactional Leadership 2” (Transac_2), “Transactional Leadership 3” (Transac_3), “Transformational Leadership 11” (Transform_11), and “Transformational Leadership 12” (Transform_12). This factor is renamed as **Transactional Leadership**.

While **Factor 3** consist items including: “Transactional Leadership 6” (Transac_6), and “Transactional Leadership 8” (Transac_8).

Therefore, the researcher found that there are three dimensions of leadership style under this rotated component matrix namely Transactional Leadership, Transformational Leadership and one unknown Leadership Style (Factor 3). After performing reliability test after factor analysis which has been exhibit in **Table 4.17**. The unknown Leadership Style factor (**Factor 3**) is discarded due to failed to meet the requirement of reliability testing.

Table 4.15
Factor Analysis Results of Leadership Style (n = 270)

Items	Factor 1	Factor 2	Factor 3
Transformational Leadership 1	.72		
Transformational Leadership 2	.70		
Transformational Leadership 3	.82		
Transformational Leadership 4	.80		
Transformational Leadership 5	.81		
Transformational Leadership 6	.83		
Transformational Leadership 7	.81		
Transformational Leadership 8	.74		
Transformational Leadership 9	.70		
Transformational Leadership 10	.76		
Transactional Leadership 1		.77	
Transactional Leadership 2		.70	
Transactional Leadership 3		.73	
Transformational Leadership 11		.58	
Transformational Leadership 12		.66	
Transactional Leadership 6			.71
Transactional Leadership 8			.66
Variance Explained (cumulative eigenvalues)			69.76%
The Kaiser-Meyer-Olkin measure of sample adequacy			.93
The Bartlett's test of sphericity (significance level)			.000

Note.

Only factor loadings > .50 are shown.

Only those items that loaded on the factors with eigenvalues greater than 1 are shown.

iii) Effectiveness of Training

Based on the **Table 4.16** below, there are four (4) factors that have eigenvalues more than 1 with the cumulative eigenvalues percentage above 60%. Hence, this study will include all factors for convergent test.

Table 4.16 below has shown four (4) discriminant factors. Based on loading factor 0.5, **Factor 1** consist of items including: “Learning Level 1” (Learning_1), “Learning Level 2” (Learning_2), “Learning Level 3” (Learning_3), “Learning Level 4” (Learning_4), “Learning Level 5” (Learning_5), “Learning Level 6” (Learning_6), “Learning Level 7” (Learning_7), “Learning Level 8” (Learning_8),

“Learning Level 9” (Learning_9), “Learning Level 10” (Learning_10), and “Behavioral Change 1” (Behavioral_1). This factor is renamed as **Learning Level**.

Meanwhile, **Factor 2** consist of items including: “Reaction Level 1” (Reaction_1), “Reaction Level 2” (Reaction_2), “Reaction Level 3” (Reaction_3), “Reaction Level 4” (Reaction_4), “Reaction Level 5” (Reaction_5), “Reaction Level 6” (Reaction_6), “Reaction Level 7” (Reaction_7), and “Reaction Level 8” (Reaction_8). This factor is renamed as **Reaction Level**.

While, **Factor 3** consist of items including: “Result Level 1” (Result_1), “Result Level 2” (Result_2), “Result Level 3” (Result_3), “Behavioral Change Level 3” (Behavior_3), and “Behavioral Change Level 4” (Behavior_4). This factor is renamed as **Result Level**.

While **Factor 4** consist of items including: “Behavioral Change Level 2” (Behavior_2), “Behavioral Change Level 5” (Behavior_5), and “Result Level 4” (Result_4). This factor is renamed as **Behavioral Change Level**.

Table 4.16
Factor Analysis Results of Effectiveness of Training (n = 270)

Items	Factor 1	Factor 2	Factor 3	Factor 4
Learning Level 1	.63			
Learning Level 2	.70			
Learning Level 3	.65			
Learning Level 4	.56			
Learning Level 5	.74			
Learning Level 6	.74			
Learning Level 7	.53			
Learning Level 8	.70			
Learning Level 9	.79			
Learning Level 10	.70			
Behavioral Change Level 1	.66			
Reaction Level 1		.59		
Reaction Level 2		.72		
Reaction Level 3		.76		
Reaction Level 4		.73		
Reaction Level 5		.66		
Reaction Level 6		.57		
Reaction Level 7		.65		
Reaction Level 8		.65		
Result Level 1			.76	
Result Level 2			.75	
Result Level 3			.74	
Behavioral Change Level 3			.74	
Behavioral Change Level 4			.62	
Behavioral Change Level 2				.76
Behavioral Change Level 5				.66
Result Level 4				.80
Variance Explained (cumulative eigenvalues)				65.50%
The Kaiser-Meyer-Olkin measure of sample adequacy				.94
The Bartlett's test of sphericity (significance level)				.000

Note.

Only factor loadings > .50 are shown.

Only those items that loaded on the factors with eigenvalues greater than 1 are shown.

4.7 Reliable Test After Factor Analysis

The reliability test on the data was carried out after factor analysis before proceeding with further analysis. **Table 4.17** below indicated that the cronbach alpha values for dimensions involved in this study after factor analysis. The cronbach alpha values

has shown that all dimensions are reliable for further analysis, except for factor 3 of leadership style dimensions.

This particular dimension (factor 3) scored 0.503 cronbach alpha value and this value is well below the condition set by Sekaran (2003), where 0.6 becomes the minimum acceptable value for reliability test.

Table 4.17
Reliability Test after Factor Analysis (n = 270)

Variables	Dimensions	Questions	Cronbach Alpha Values (α)	Remarks
Transfer of Training		ToT_1-3	0.848	
Leadership Style	Transactional Leadership	Transac_1,2,3 Transform_11,12	0.837	
	Transformational Leadership	Transform_1-10	0.956	
	Factor 3	Transac_6,8	0.503	Discard
Effectiveness of Training	Reaction Level	Reaction_1-8	0.901	
	Learning Level	Learning_1-10 Behavioral_1	0.937	
	Behavioral Change Level	Behavioral_2,5 Result_4	0.772	
	Result Level	Result_1,2,3 Behavioral_3,4	0.903	

4.8 Correlations Analysis

Correlation analysis is the statistical analyses that describe the relationship between two variables that exist naturally in the environment. According to Sekaran and Bougie (2009), Correlation measures three characteristics, which are the direction of

the relationship, the form of the relationship and the degree of the relationship. In this study, Pearson's Correlation analysis is performed to examine the relationship between independent and dependent variables understudied. **Table 4.18** below exhibit the correlational analysis result for all variables understudied.

Table 4.18
Result of Correlation Analysis (n = 270)

		Correlations							
		Transfer of Training after_FA	Transac Leadershi p after FA	Transfom Leadershi p after FA	Reaction Level after FA	Learning Level after FA	Behaviora l Change Level after FA	Result Level after FA	Effectiven ess of Training_ after FA
Transfer of Training after FA	Pearson	1	.251**	.303**	.539**	.548**	.166**	.421**	.481**
	Sig. (2-tailed)		.000	.000	.000	.000	.006	.000	.000
	N	270	270	270	270	270	270	270	270
Transac Leadership after FA	Pearson	.251**	1	.679**	.391**	.412**	.460**	.386**	.502**
	Sig. (2-tailed)	.000		.000	.000	.000	.000	.000	.000
	N	270	270	270	270	270	270	270	270
Transform Leadership after FA	Pearson	.303**	.679**	1	.438**	.492**	.290**	.423**	.485**
	Sig. (2-tailed)	.000	.000		.000	.000	.000	.000	.000
	N	270	270	270	270	270	270	270	270

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

4.8.1 Interpretation of Results of Correlation Analysis

Based on the results of Correlation analysis in **Table 4.18** above, the interpretation of relationship between independent and dependent variables understudied are as follows:

a) Relationship between Transfer of Training with Effectiveness of Training.

Table 4.18 above indicated that Transfer of Training is positive and have significant relationship with Effectiveness of Training. The correlation coefficient was 0.481 and this indicate that the relationship is moderate.

b) Relationship between Transfer of Training with Reaction Level in Effectiveness of Training.

Table 4.18 above indicated that Transfer of Training is positive and have significant relationship with Reaction Level in Effectiveness of Training. The correlation coefficient was 0.539 and this indicate that the relationship is strong.

c) Relationship between Transfer of Training with Learning Level in Effectiveness of Training.

Table 4.18 above indicated that Transfer of Training is positive and have significant relationship with Learning Level in Effectiveness of Training. The correlation coefficient was 0.548 and this indicate that the relationship is strong.

d) Relationship between Transfer of Training with Behavior Change Level in Effectiveness of Training.

Table 4.18 above indicated that Transfer of Training is positive and have significant relationship with Behavioral Change Level in Effectiveness of Training. The correlation coefficient was 0.166 and this indicate that the relationship is weak.

e) Relationship between Transfer of Training with Result Level in Effectiveness of training.

Table 4.18 above indicated that Transfer of Training is positive and have significant relationship with Result Level in Effectiveness of Training. The correlation coefficient was 0.421 and this indicate that the relationship is moderate.

f) Relationship between Transactional Leadership Style with Effectiveness of Training.

Table 4.18 above indicated that Transactional Leadership Style is positive and have significant relationship with Effectiveness of Training. The correlation coefficient for Transactional Leadership was 0.502 and this indicate that the relationship is strong.

g) Relationship between Transactional Leadership Style with Reaction Level in Effectiveness of Training.

Table 4.18 above indicated that Transactional Leadership Style is positive and have significant relationship with Reaction Level in Effectiveness of Training. The correlation coefficient for Transactional Leadership was 0.391 and this indicate that the relationship is moderate.

h) Relationship between Transactional Leadership Style with Learning Level in Effectiveness of Training.

Table 4.18 above indicated that Transactional Leadership Style is positive and have significant relationship with Learning Level in Effectiveness of Training. The

correlation coefficient for Transactional Leadership was 0.412 and this indicate that the relationship is moderate.

i) Relationship between Transactional Leadership Style with Behavioral Change Level in Effectiveness of Training.

Table 4.18 above indicated that Transactional Leadership Style is positive and have significant relationship with Behavioral Change Level in Effectiveness of Training. The correlation coefficient for Transactional Leadership was 0.460 and this indicate that the relationship is moderate.

j) Relationship between Transactional Leadership Style with Result Level in Effectiveness of Training.

Table 4.18 above indicated that Transactional Leadership Style is positive and have significant relationship with Result Level in Effectiveness of Training. The correlation coefficient for Transactional Leadership was 0.386 and this indicate that the relationship is moderate.

k) Relationship between Transformational Leadership Style with Effectiveness of Training.

Table 4.18 above indicated that Transformational Leadership Style is positive and have significant relationship with Effectiveness of Training. The correlation coefficient for Transformational Leadership was 0.485 and this indicate that the relationship is moderate.

l) Relationship between Transformational Leadership Style with Reaction Level in Effectiveness of Training.

Table 4.18 above indicated that Transformational Leadership Style is positive and have significant relationship with Reaction Level in Effectiveness of Training. The correlation coefficient for Transformational Leadership was 0.438 and this indicate that the relationship is moderate.

m) Relationship between Transformational Leadership Style with Learning Level in Effectiveness of Training.

Table 4.18 above indicated that Transformational Leadership Style is positive and have significant relationship with Learning Level in Effectiveness of Training. The correlation coefficient for Transformational Leadership was 0.492 and this indicate that the relationship is moderate.

n) Relationship between Transformational Leadership Style with Behavioral Change Level in Effectiveness of Training.

Table 4.18 above indicated that Transformational Leadership Style is positive and have significant relationship with Behavioral Change Level in Effectiveness of Training. The correlation coefficient for Transformational Leadership was 0.290 and this indicate that the relationship is weak.

o) Relationship between Transformational Leadership Style with Result Level in Effectiveness of Training.

Table 4.18 above indicated that Transformational Leadership Style is positive and have significant relationship with Result Level in Effectiveness of Training. The

correlation coefficient for Transformational Leadership was 0.423 and this indicate that the relationship is moderate.

4.9 Hypotheses Testing

Hypotheses 1: There is a relationship between transfer of training and effectiveness of training among non-academic staff in UUM.

The relationship between transfer of training is tested against effectiveness of training. The results from Pearson's Correlations indicate that there is significant and positive relationship between transfer of training and effectiveness of training. The correlation coefficient (r) was 0.481 and this indicate that the strength of the relationship is moderate. Therefore hypotheses 1 was supported.

Hypotheses 2: There is a relationship between transactional leadership and effectiveness of training among non-academic staff in UUM.

The relationship between transactional leadership is tested against effectiveness of training. The results from Pearson's Correlations indicate that there is significant and positive relationship between transactional leadership and effectiveness of training. The correlation coefficient (r) was 0.502 and this indicate that the strength of the relationship is strong. Therefore hypotheses 2 was supported.

Hypotheses 3: There is a relationship between transformational leadership and effectiveness of training among non-academic staff in UUM.

The relationship between transformational leadership is tested against effectiveness of training. The results from Pearson's Correlations indicate that there was significant and positive relationship between transformational leadership and effectiveness of training. The correlation coefficient (r) was 0.485 and this indicate that the strength of the relationship is moderate. Therefore hypotheses 3 was supported.

4.10 Conclusion

This chapter highlighted the result from data analysis process. In the first process, the researcher implemented data screening that tested the linearity and normality. This process is followed by reliability test where the researcher examines the value of cronbach alpha. Before executing correlations analysis the researcher has performed factor analysis.

CHAPTER 5

CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter will elaborate and discuss research findings based on the analysis results. The results from correlation analysis, portray the relationship among understudied variables. Finally, recommendation as well as directions for further future research are presented.

5.2 Training for Non-Academic Staff in UUM

There are many challenges faced by UUM as well as other organizations as we move into this new century. Among the challenges include increasing workforce diversity, competing in global economy, eliminating skills gap, meeting the need for lifelong individual learning, facilitating organizational learning, addressing ethical issues and dilemmas in proactive and effective manner. Three primary factors which contribute to these challenges including emerging workplace trends, increasing globalization and the technological revolution (e.g., the internet). To overcome these challenges, UUM need to address the uncertainty and turbulence in the external environment. These actions include developing employee skills, effectively using new technology, developing new organizational structures, and building cultures that foster learning and innovation.

In UUM, there are two factors that influence employees behavior toward training. There are external factors and internal factors. External factors which include economic, governmental and competitive issues, as well as those in the work environment. While internal factors which include employee's motivation, ability and attitudes.

According to Training Policy of UUM every head of department need to ensure that every non-academic staff at all levels have to attend the training/course programs at least (minimum) seven (7) days/42 hours a year. Every non-academic staf also has to make sure that they comply with the requirement of Continuous Professional Development (CPD) program of UUM which requires them to complete 30 hours of official training/course portion and 12 hours of knowledge enhancement/skills portion obtained from official talks, lectures, discourse or other similar events. CPD program is a comprehensive career development system for UUM and part of performance management system which has been approved and certified by top management of UUM on 23 June 2009. Hence, every non-academic staff of UUM need to fulfil and comply with this requirement every year.

According to Baldwin and Ford (1988), learning is the most aspect of all training efforts. In UUM, beside promoting career development among non-academic staff, the main goal for training is to change behavior, knowledge and attitudes through learning. Training Unit need to emphasize both individual and organizational (strategic) objectives, and be able to make effective use of different forms of learning delivery (not just a classroom and outdoor approach). This could be done by: (1) dividing learning outcome into three aspects which are skill based (e.g.,

operate a computer), cognitive (e.g., know the procedures) or affective (e.g., becoming more safety conscious); (2) incorporate the three principles of learning which are contiguity (e.g., objects that are experienced together tend to become associated with each other), the law of effect (e.g., a behavior followed by a pleasurable consequence is likely to be repeated), and practice (e.g., repeating the events in an association will increase the strength of the association) into learning module; and (3) used lecture, role play and workshop method in training process to make them acquire and develop skills and knowledge, and change their behavior and attitudes.

Therefore, it is important for training unit to ensure that training programs provided to non-academic staff in UUM is effective. In order to make them effective, transfer of training which is transfer of knowledge, skills and attitude must be made successful. Transfer of training will be successful when supported by a good leadership style practiced by every head of department/supervisors in UUM. Hence, transfer of training and leadership style are very much associated with effectiveness of training among non-academic staff in UUM.

5.3 Objectives Achievement

The main purpose of this study is to investigate the relationship between transfer of training and leadership style with effectiveness of training among non-academic staff in UUM. Therefore, based on the findings from the data analysis, it can be concluded that:

Objective 1: To examine the relationship between transfer of training and effectiveness of training among non-academic staff in UUM.

This study aims to examine the relationship between transfer of training and effectiveness of training among non-academic staff in UUM. Based on Pearson's correlation analysis results, transfer of training has significant and positive relationship with effectiveness of training. The strength of the relationship is moderate. Therefore, it could be concluded that training programs provided for non-academic staff in UUM have successfully transferred the skills (work skills, technical skills, interpersonal skills, and communication skills) learned in the training programs into their daily work activities and help improving their job performance. Hence, the first objective of this study has been achieved.

In addition, this study has examined the correlation between transfer of training and the dimensions of training effectiveness. However, the result showed that transfer of training has a weak relationship with behavioral change. Therefore, even though transfer of training is considered successful, it still unable to change completely the behavior of non-academic staff towards their working environment in UUM. In other word, they do not expect the training will make a difference in the way they do their job. This weaknesses occurred likely due to several factors such as:

- i) They could not apply what have been learned in training into their job due to inferiority complex with their colleagues/supervisor, different nature of job, different work culture, low encouragement by their colleagues/supervisor, too busy with their existing job or unsuitable working environment.

- ii) Training is not critically importance to their job because they could do the job without training or they could learn it from their colleagues.
- iii) Training is not really apply to their job due to they practice different method/approach in performing their job or they just attend a training in order to relax and enjoy themselves while away from their office or they just attend the training only to fulfil the needs of Continuous Professional Development (CPD) system and seven days training requirement setup by UUM.
- iv) Post-training support tools/program is not provided by Training Unit of Registrar Department due to not enough manpower or top management feel it is not important to have that program or it is not mandatory to have that program.

Therefore, top management of UUM should not take this lightly and keep on sending them on a training program on how to adopt the knowledge gathered from training program. Training Unit should instead take measure to act on employees' weaknesses and feedback on incapacibilities to transfer knowledge and skills gathered from training program into real job. The conflict between fulfilling the requirement of CPD and to meet the objectives of training should be address carefully in order to improve trainees behavior after training. As a suggestion, maybe Training Unit should relook back into this matter. For example training/courses related to CPD should be more interesting and fun to be attended. Some form of rewards should be given to the staff who have successfully completed all courses in each stage of CPD program in order to increase their motivation and change their behavior towards training. Other than that, open discussion about training between the supervisors and their subordinates will be necessary for mutual benefit. Supervisor should give more

encouragement to their subordinates to implement whatever they have learned in training to the workplace and to improve their behavior after training.

In order to improve the behavior of the trainees, it is recommended for the Training Unit to implement the model of training transfer process developed by Baldwin and Ford (1988), this model mentioned that training input (including trainee characteristics, training design, and work environment) will affect learning, retention and transfer directly. This model include the following process: (1) develop (and follow) clearly stated learning objectives for the training; (2) maximize the similarity between the training situation and the job situation; (3) provide ample opportunity during training to practice the task; (4) use a variety of situations and examples, including both positive and negative models of the intended behavior; (5) identify and label important features of a task; (6) make sure trainees understand general principles; (7) provide support back in the work environment, including clear goals, checklists, measurement, feedback, and rewards for using the new behaviors on the job; and (8) provide ample opportunity to perform what is learned back on the job.

However, there are two conditions required for effective transfer, namely: (1) responsibility for improving transfer of training must be shared by supervisors and trainees as well as trainers; and (2) the trainers plays a key role as a supervisor/coordinator/stimulator/monitor for the entire transfer process. Finally, an immediate supervisor play an important role in effective transfer of training. Expectations establish by a supervisors could influence a subordinate's behavior. If supervisors expecting good performance, their behavior may aid and encourage their subordinates to raise their own self-expectation, increase their efforts, and ultimately perform well. The supervisor's approach to leadership could also influence

employee performance as well and a leadership is the use of noncoercive influence to direct and coordinate the activities of a group toward accomplishing a goal.

Objective 2(i): To investigate the relationship between leadership style (transactional leadership style) and effectiveness of training among non-academic staff in UUM.

This study also aims to investigate the relationship between leadership style (transactional leadership style) and effectiveness of training among non-academic staff in UUM. Based on Pearson's correlation analysis results, the transactional leadership style has significant and positive relationship with effectiveness of training. The relationship was considered as strong. Therefore, it could be concluded that transactional leadership is strongly supported the training programs provided for non-academic staff in UUM. With the support of the transactional leadership, non-academic staff in UUM should foster their training effectiveness between supervisors and subordinates in an effort to increase job performance. Thus, supervisors are encourage to give support, encouragement, and motivation to their subordinates. Hence, the second objective of this study has been achieved.

An immediate supervisors play an important role in the employee's work life, delegating tasks and responsibilities, setting expectation, evaluating performance, providing feedback, giving rewards, and monitor discipline. As a team leader, supervisors continue to play a critical role in the success of most organizations. A supervisor who practice transactional leadership emphasizes the exchange that occurs between a leader and their subordinates. This exchange involves direction

from the leader or mutual discussion with their subordinates about requirements to reach desired objectives. Reaching objectives will appear psychologically or materially rewarding. If the transaction occurs and needs of leader and subordinates are met, the leader reinforces a successful performance. Hence, those supervisor who practice transactional leadership have played their role effectively to support the implementation of Training Policy and Continuous Professional Development (CPD) program in UUM.

It can be said that transactional leadership is the most influential leadership style towards effectiveness of training in UUM. This is due to the achievement of non-academic staff is recognized and awarded. For instance, the conferment of Excellence Service Award annually in UUM has given an impact to the individual intentional behavior toward training. It clearly shows that non-academic staff expect their achievement to be recognized and rewarded. Transactional leadership in nature involves helping ordinary people to do extraordinary things. The leader/supervisor must have the capability to create a center of attention and persuade their subordinates, capable to set clear standard of performance, and perform as the greatest role model to their subordinates. Hence, this suggest that non-academic staff in UUM are more concern about quality of leadership style when such characteristics are manifested especially involving principles of transactional leadership.

The theory by Bass (1990) related to transactional leadership is found to be quite effective in guiding efficiency decisions which are aimed at cutting costs and improving productivity. The transactional leaders tend to be highly directive and

action oriented and their relationship with their subordinates tend to be transitory and not based on emotional bonds. Hence, as a strategies, supervisors in UUM should emphasize transaction (win-win situations towards goal achievement) with their subordinates to foster effectiveness of training in UUM. Thus, it will increase UUM competitiveness to become an eminent management university.

Objective 2(ii): To investigate the relationship between leadership style (transformational leadership style) and effectiveness of training among non-academic staff in UUM.

This study has investigated the relationship between leadership style (transformational leadership style) and effectiveness of training among non-academic staff in UUM. Based on Pearson's correlation analysis results, it could be concluded that transformational leadership style has significant positive relationship with effectiveness of training. The relationship is seen as moderate. Therefore, it could be concluded that transformational leadership is moderately supported the training provided for non-academic staff in UUM. Hence, the second objective of this study has been achieved.

With the support of this transformational leadership which motivate their subordinates to do more than the subordinates originally intended and taught possible, non-academic staff in UUM should strengthen their desire, resourcefulness, persistence, and initiative. Non-academic staff in UUM should have a sense of inspiration in order to become effective in training. Thus, the role of leader/supervisor is vital to give support, encouragement, and motivation to their

subordinates particularly in identifying appropriate training programs and motivate them to use the knowledge, skills and ability in their work. According to Covey (1991), if the organization having less of leaders with transformational leadership, it will definitely become meaningless. In short, the goal of transformational leadership is to transform people and organization in a lateral sense to change them in mind and heart. This could be done by: (1) increasing people awareness and level of consciousness of task importance and value; (2) getting people to focus on team or organizational goals, rather than their own interests; and (3) activating their higher-order needs.

According to Eisenbach, Watson and Pillai (1999), the organizational change is important for the leader with transformational leadership to institutionalize the change process by inducing their subordinates to act for certain goals that represent the values and motivation (the wants and needs, the aspirations and expectations of both leaders and subordinates). Therefore, it is important for the leader to create the organizational change ahead of the least amount level required by the organization through the implementation of effective training. For example, effective leaders should properly change the basic ethics, faith, and attitudes of their subordinates by sending them to an appropriate training programs. A change is normally to benefits an organization as a whole. For that to happen, the administration definitely want the program to run smoothly. So, monitoring and evaluating the training programs are really important to help direct change to a desired result.

5.4 Suggestion for Future Study

Opportunities for future study have emerged from the result of this study. The results can be used by any interested parties to improve or extend this research to other factors in relation with effectiveness of training such as training policy, trainers' capability, job related factors, employees' attitude and motivation, commitment and support of top management, type of training, and training environment.

In addition, this study also can be extended to the broad population such as all IPTA/IPTS or other statutory bodies and also to the various level of the position. Besides that, it will be good to learn on determinants of effectiveness of training such as reaction level, learning level, behavioral change level, and results level. This research will give a detailed insight on what matter most to the effectiveness of training and management can focus on that area and use the appropriate approach that may increase the effectiveness of training.

Perhaps with observations as a means to collect the data and assistance by research assistants could help to improve the reach to a larger audience and thus improving the response rate and sample size. A more details analysis will then be more meaningful with the larger sample size.

In future, an in-depth analysis of the performance and promotion trend of other civil service employees could be made to understand how their training and development help in their career development and growth. A comparative study between the perception of federals' civil service who employed at the ministries, state's civil

service, IPTA and other statutory body could provide different insight into the subject matters.

5.5 Implications and Recommendations

The existing training policy has to be reanalyzed and relook back because it is not very effective in changing the behavior of non-academic staff after attended a training programs. One of the main purpose of training is to change behavior, therefore, the new action plan for the training program should be tailored to improve their behavior and to meet with the current situation of management requirements in UUM. Hence, a new action plan for training program should be setup and implemented immediately in order to improve competency and professionalisme of non-academic staff in UUM. The university need to have a professional administrative staff whom efficient in their job, have a high skills level and capable to assist top management level and academic staff effectively. This is because they are the key persons in the university in terms of performing administrative tasks. Therefore, all job processes wil be retarded if they are inefficient, slow and does not have the competency.

Various ongoing training need to be improved especially in ICT, English language proficiency and management skills. These matters are very important because nowadays, UUM has changed and transformed in accordance with the passage of time that required mastery and skills in managing the university. It is hope that non-academic staff who had attended a training will be able to provide the highest added value to the university in parallel with the requirement of UUM strategic plan. It is

very detrimental to the university if there were non-academic staff who have undergone a training but still maintain the same behavior and practice the old method of working.

In this case, the management/supervisors in UUM could support the implementation of training by ensuring that trainees have immediate and frequent opportunity to practice and apply what they learn in training on the job. The management/supervisors should also encourage and reinforce trainees' application of the new skills on the job. There are many other things that supervisors could do to facilitate transfer such as develop an action plan with trainees for transfer and show support by reducing job pressure and workload, arrange practice sessions, publicize transfer successes, give promotional preference to employees who have received training and transfer, and evaluate employees' use of trained skills on the job.

Hence, in order to increase effectiveness of training, the researcher proposed the following framework which is adopted from Werner and DeSimone (2009) for implementation of training in UUM:

i) Conducting Training Needs Assessment Exercise

Training is effective if it successfully addresses some organizational needs. Those needs could be identified by conducting training needs assessment exercise. Training needs assessment can identify an organization's goals and its effectiveness in reaching these goals, discrepancies or gaps between employees' skills and the skills required for current job performance, discrepancies between current skills needed to perform the job successfully in the future and the conditions under which the training activity will occur. With

this information, training manager learn where and what kind of programs are needed, who needs to be included in them, and whether there are currently any roadblocks to their effectiveness. In order to apply this, Training Unit of UUM should get an access to the training need assessment data for every non-academic staff in UUM from the Annual Performance Appraisal System. In the performance appraisal system, every employees will indicate which training they want to attend. Therefore, Training Unit could use this data to prepare their annual training plan. Training Unit could share and access these database because performance appraisal exercise was conducted using on-line system.

ii) Evaluate The Training Programs

Evaluation of training is defined as the systematic collection of descriptive and judgmental information necessary to make effective training decisions related to the selection, adoption, value, and modification of various instructional activities. Training unit of UUM should introduce a comprehensive set of questionnaire which have to be filled up by each participant after they completed their training session. Then, another set of comprehensive training evaluation form should be sent to their supervisor after three months through e-mail system for evaluation of the training impact on job performance. In order to overcome issues of biasness in evaluation (e.g., halo effect, leniency and stereotyping), a special performance evaluation course should be conducted for every supervisor of non-academic staff in UUM. Hence, training unit will have a complete database about the impact of their training programs and further improvement could be made to increase it effectiveness.

iii) Implementing Post-Training Support Tools/Program

Creating a post-training support tools/program is part of the initial training design process which increases the likelihood that resources will produce a measurable increase in performance. Post-training support tools/program should include:

- a) A comprehensive pre-training evaluation form which have to be filled by the supervisor who make an evaluation on their subordinates performance before attending the training.
- b) A comprehensive post-training evaluation form which have to be filled by the supervisor who make an evaluation on their subordinates performance after three months of the training. At this level the supervisor will give an evaluation after making a comparison between report in pre-training evaluation form and current performance. This feedback is very useful to Training Unit in order to improve the effectiveness of their training programs.
- c) Training Unit should conduct follow-up or booster sessions following a training program by conducting field visits every six months to observe trainees' use of trained skills, provide and solicit feedback and provide continued support and assistance to trainees.
- d) During follow-up or booster session, training unit official should also interview the supervisor of the trainees in order to provide and solicit feedback which could be used for further improvement in training.

iv) Implementing Employee Socialization and Orientation Program

Organizational socialization is defined as the process by which an individual acquires the social knowledge and skills necessary from the training programs before assume an organizational role. Normally, a realistic job preview involves providing newly recruits with complete information about the job and an organization. While employee orientation training programs are designed to introduce new employees to a job, supervisors, co-workers and organization. Therefore, Training Unit could use this program as a way to encourage newly recruits non-academic staff to use this platform to share their knowledge and skills among peers during and after the training programs. Hence, the training programs among new employees/non-academic staff will be more effective.

v) Implementing Employees Counseling and Wellness Services

Employees counselling is defined as a way to promote employees' well-being by doing informal discussion with a supervisor or intensive one-on-one discussions with a trained professional. While wellness services are made up of activities that promote employee behavior and organizational practices that ensure employee health and fitness. This role could be played effectively by supervisors by discussing and determine validity of the proposed training by their subordinates in the annual performance appraisal form. It is recommended that the supervisor give a counselling to employees who have attended the training programs and encourage them to apply their behavioral change and knowledge into the job.

5.6 Conclusion

As a conclusion, transfer of training and both leadership styles (transactional leadership and transformational leadership) have a great and significant impact on effectiveness of training among non-academic staff in UUM. However, behavioral changes among non-academic staff after attending a training need to be improved and be given a serious attention by Training Unit and top management of UUM because the quality of transfer is strongly dependent on the support the participants receives after the training especially from their immediate supervisor. For example, low effectiveness of training was likely due to immediate supervisor who have more of discouraging effect, who themselves did not set a satisfactory example or provide insufficient supervision. In terms of impact of leadership style, transactional leadership style have a greater impact on effectiveness of training compare to transformational leadership style. Therefore, it is considered that transactional leadership is more suitable in execution of training practice among non-academic staff of UUM.

This research has contributed to the understanding of the importance of a transfer of training and leadership style towards the effectiveness of training among non-academic staff in UUM. Leader/supervisor will need to demonstrate the right combination of leadership style that will maximize the effectiveness of training. The outcome of this research concludes that transfer of training and the right leadership style are crucial for effectiveness of training. More attention should be given by the leader/supervisor to adapt to these style and practice it in their day to day work in order to increase the performance of their subordinates/staff after training.

Organization of all types and sizes have at least one thing in common: they must employ competent and motivated workers. This needs has become even stronger as organization grapple with the challenges presented by a fast-paced, highly dynamic and increasing global economy. To compete and thrive, many organizations portray employee education, and training and development as an essential part of their organizational strategy. Therefore, UUM need to ensure that education is used in supplying adequate skills for the effective function of the organization. Learning is the core of all training efforts, therefore, a major focus today is on workplace learning and performance. Training seeks to develop people's knowledge, expertise, productivity and satisfaction, whether for personal or group/team gain or for the benefit of an organization, community, nation or ultimately the whole of humanity. Training activities should begin when an employee join an organization and continue throughout his or her career, regardless of whether that employees is an executive or a clerk in the office. Training programs must respond to job changes and integrate the long-term plans and strategies of the organization to ensure the efficient and effective use of resources.

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APPENDIX A



**OTHMAN YEOP ABDULLAH
GRADUATE SCHOOL OF BUSINESS
COLLEGE OF BUSINESS
UNIVERSITI UTARA MALAYSIA**

QUESTIONNAIRE

Dear Sir/Madam,

This questionnaire is design to investigate the **Effectiveness of Training Imparted Among Non-Academic Staffs in Universiti Utara Malaysia.**

I am conducting a study for my master dissertation and your response is of the utmost importance to me, as it will allow me to ensure that data collection is supporting my work and served to my research requirement. This survey will take approximately 15 minutes to be completed.

This questionnaire consists of four sections as follows:

- Section A – Demographic Profile
- Section B – Transfer of Training
- Section C – Leadership Style
- Section D – Effectiveness of Training

Please do not disclose your name or contact details on the questionnaire. It will remain anonymous. Please spend your time to answer each question carefully and return the complete questionnaire at your earliest convenience. Your information will be treated strictly confidential and used only for statistical analysis and academic purposes. Your honesty and sincere answers to the questions asked are very much appreciated.

I sincerely thank you for your participation and cooperation in this study.

Jafri bin Ishak

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SECTION A – RESPONDENT BACKGROUND

Kindly tick (√) the answers appropriately.

-
1. Age
- | | |
|-----------------------------------|---------------------------------------|
| <input type="checkbox"/> Below 20 | <input type="checkbox"/> 36 – 40 |
| <input type="checkbox"/> 21 -25 | <input type="checkbox"/> 41 – 45 |
| <input type="checkbox"/> 26 – 30 | <input type="checkbox"/> 46 – 50 |
| <input type="checkbox"/> 31 – 35 | <input type="checkbox"/> 51 and above |
2. Gender
- | | |
|-------------------------------|---------------------------------|
| <input type="checkbox"/> Male | <input type="checkbox"/> Female |
|-------------------------------|---------------------------------|
3. Marital Status
- | | |
|----------------------------------|-----------------------------------|
| <input type="checkbox"/> Single | <input type="checkbox"/> Divorced |
| <input type="checkbox"/> Married | |
4. Highest Academic Qualification
- | | |
|---|--|
| <input type="checkbox"/> A level/SPM/STPM | <input type="checkbox"/> Master Degree |
| <input type="checkbox"/> Diploma | <input type="checkbox"/> Ph.D |
| <input type="checkbox"/> Bachelor Degree | <input type="checkbox"/> Others: _____ |
5. Job Position
- | | |
|--|----------------------------------|
| <input type="checkbox"/> Managerial/Professional | <input type="checkbox"/> Support |
|--|----------------------------------|
6. Job Status
- | | |
|--|-----------------------------------|
| <input type="checkbox"/> Permanent | <input type="checkbox"/> Contract |
| <input type="checkbox"/> Others: _____ | |
7. Job Scope
- | | |
|---|---|
| <input type="checkbox"/> Administrative | <input type="checkbox"/> Technical |
| <input type="checkbox"/> Information Technology | <input type="checkbox"/> Health |
| <input type="checkbox"/> Accounting and Finance | <input type="checkbox"/> Security |
| <input type="checkbox"/> Library | <input type="checkbox"/> Culture and Arts |
| <input type="checkbox"/> Sports | <input type="checkbox"/> Others: _____ |
| <input type="checkbox"/> Co-Curriculum | |
8. Department: _____
9. Length of Service
- | | |
|--|---|
| <input type="checkbox"/> Below 5 years | <input type="checkbox"/> 16 – 20 years |
| <input type="checkbox"/> 5 – 10 years | <input type="checkbox"/> Above 20 years |
| <input type="checkbox"/> 11 – 15 years | |

SECTION B – TRANSFER OF TRAINING (After attending a course)

Please circle your answer based on the following skill:

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

Transfer of Training Level						
1	I incorporate skills learned in the training course into my daily work activities. <i>Saya menggabungkan kemahiran yang dipelajari dalam kursus/latihan ke dalam aktiviti kerja harian saya.</i>	1	2	3	4	5
2	I use the problem solving and decision making skills presented in the training courses to help improve my job performance. <i>Saya menggunakan kemahiran penyelesaian masalah dan kemahiran membuat keputusan yang dipelajari di dalam kursus/latihan untuk membantu meningkatkan prestasi kerja saya.</i>	1	2	3	4	5
3	I use the interpersonal and communication skills presented in the training course to improve my job performance. <i>Saya menggunakan kemahiran interpersonal dan kemahiran komunikasi yang dipelajari dalam kursus/latihan untuk meningkatkan prestasi kerja saya.</i>	1	2	3	4	5

SECTION C – LEADERSHIP STYLE

Please circle your answer based on the following skill:

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

Transactional Leadership						
1	My superior tell me what to do if I want to be rewarded for my work. <i>Ketua saya memberitahu saya apa yang perlu dilakukan jika saya ingin mendapatkan ganjaran untuk kerja-kerja saya.</i>	1	2	3	4	5
2	My superior provide recognition/rewards when I reach my goals. <i>Ketua saya memberikan pengiktirafan/ganjaran apabila saya mencapai matlamat kerja saya.</i>	1	2	3	4	5
3	My superior call attention to what I can get for what I accomplish. <i>Ketua saya menarik perhatian saya kepada apa yang saya boleh dapat daripada apa yang saya capai dalam kerja saya.</i>	1	2	3	4	5
4	My superior satisfied when I meet agreed-upon standards. <i>Ketua saya berpuas hati apabila saya memenuhi standard yang telah dipersetujui dalam kerja saya.</i>	1	2	3	4	5
5	As long as things are working, my superior do not try to change anything. <i>Selagi semuanya berjalan lancar, ketua saya tidak akan cuba untuk mengubah apa-apa tentang kerja saya.</i>	1	2	3	4	5
6	My superior ask no more of others than what is absolutely essential. <i>Ketua saya tidak meminta lebih daripada apa yang benar-benar penting/diperlukan dalam kerja saya.</i>	1	2	3	4	5
7	My superior content to let me continue working in the same way as always. <i>Ketua saya membenarkan saya terus bekerja dengan cara yang sama seperti biasa.</i>	1	2	3	4	5
8	Whatever I want to do is O.K. with my superior. <i>Apa sahaja yang saya mahu lakukan dalam kerja saya adalah tidak menjadi masalah bagi ketua saya.</i>	1	2	3	4	5

Transformational Leadership						
1	My superior make me feel good to be around him/her. <i>Ketua saya membuat saya merasa selesa berada dengan dia.</i>	1	2	3	4	5
2	I have complete faith in my superior. <i>Saya amat mempercayai ketua saya.</i>	1	2	3	4	5
3	I am proud to be associated with my superior. <i>Saya berbangga bekerjasama dengan ketua saya.</i>	1	2	3	4	5
4	My superior express with a few simple words what I could and should do. <i>Ketua saya menyatakan dengan perkataan yang mudah apa yang saya boleh buat dan patut buat.</i>	1	2	3	4	5
5	My superior provide appealing images about what I can do. <i>Ketua saya memberikan imej yang menarik tentang apa yang boleh saya lakukan.</i>	1	2	3	4	5
6	My superior help me find meaning in my work. <i>Bantuan oleh ketua saya memberi makna dalam kerja saya.</i>	1	2	3	4	5
7	My superior enable me to think about old problems in new ways. <i>Ketua saya meyakinkan saya untuk menyelesaikan masalah-masalah kerja dengan cara yang baru.</i>	1	2	3	4	5
8	My superior provide me with new ways of looking at puzzling things. <i>Ketua saya memberikan saya kaedah baru untuk menyelesaikan masalah-masalah kerja.</i>	1	2	3	4	5
9	My superior get me to rethink ideas that I had never questioned before. <i>Ketua saya mengesyorkan saya untuk memikirkan semula idea-idea yang saya tidak pernah fikirkan sebelum ini.</i>	1	2	3	4	5
10	My superior help me develop myself. <i>Ketua saya membantu saya meningkatkan kerjaya saya.</i>	1	2	3	4	5
11	My superior let me know how he/she think I am doing. <i>Ketua saya memberitahu saya apa yang dia fikirkan tentang apa yang saya lakukan.</i>	1	2	3	4	5
12	My superior give personal attention to me when I seem rejected. <i>Ketua saya memberikan perhatian individu kepada saya apabila saya seolah-olah menolak idea beliau.</i>	1	2	3	4	5

SECTION D – EFFECTIVENESS OF TRAINING

Please circle your answer based on the following skill:

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

Reaction Level						
1	I believe that with the help of the training program I will give better service to my client. <i>Saya percaya bahawa dengan adanya kursus/latihan, saya dapat memberikan perkhidmatan yang lebih baik kepada pelanggan saya.</i>	1	2	3	4	5
2	The training program is easy to learn, practice and functional. <i>Kursus/latihan yang diberikan adalah mudah untuk dipelajari, diamalkan dan dilaksanakan.</i>	1	2	3	4	5
3	I believe that the training program will decrease client complaints. <i>Saya percaya bahawa kursus/latihan yang diberikan akan mengurangkan aduan pelanggan.</i>	1	2	3	4	5
4	I believe that the training program will give support in preparing department activity reports. <i>Saya percaya bahawa kursus/latihan yang diberikan akan memberi sokongan dalam penyediaan laporan aktiviti jabatan saya.</i>	1	2	3	4	5
5	I believe that the training program will support cooperation of all department and creates synergy. <i>Saya percaya bahawa kursus/latihan yang diberikan akan menyokong kerjasama semua jabatan dan mewujudkan kerja berpasukan.</i>	1	2	3	4	5
6	I believe that the training program will suit to our internal database systems. <i>Saya percaya bahawa kursus/latihan yang diberikan adalah bersesuaian dengan sistem pangkalan data organisasi saya.</i>	1	2	3	4	5
7	I believe that the training program will give solutions to my department's problem. <i>Saya percaya bahawa kursus/latihan yang diberikan akan memberikan penyelesaian kepada masalah jabatan saya.</i>	1	2	3	4	5
8	I think the training program will help all non-academic staff to learn something (learning organization). <i>Saya fikir kursus/latihan yang diberikan akan membantu semua kakitangan bukan akademik untuk belajar sesuatu (organisasi pembelajaran).</i>	1	2	3	4	5

Learning Level						
1	I learned new knowledge/skills from the training. <i>Saya belajar pengetahuan/kemahiran baru daripada kursus/latihan yang diberikan.</i>	1	2	3	4	5
2	I have been able to successfully apply the knowledge/skills learned in the training to my job. <i>Saya telah berjaya menggunakan pengetahuan/kemahiran yang dipelajari dalam kursus/latihan untuk kerja saya.</i>	1	2	3	4	5
3	The training helped me to understand all functions in my department. <i>Kursus/latihan yang diberikan membantu saya untuk memahami semua fungsi dalam jabatan saya.</i>	1	2	3	4	5
4	The training positively affected my point of view to the job. <i>Kursus/latihan yang diberikan mengubah pandangan saya menjadi lebih positif terhadap kerja.</i>	1	2	3	4	5
5	The training created positive influence on my communications with superiors. <i>Kursus/latihan yang diberikan memberikan pengaruh yang positif terhadap komunikasi saya dengan ketua saya.</i>	1	2	3	4	5
6	The training created positive influence on my relation with colleagues. <i>Kursus/latihan yang diberikan memberikan pengaruh yang positif terhadap komunikasi saya dengan rakan sekerja.</i>	1	2	3	4	5
7	The training helped me in behaving more positive to other persons. <i>Kursus/latihan yang diberikan membantu saya berkelakuan lebih positif terhadap orang lain.</i>	1	2	3	4	5
8	At the end of the training, my point of view regarding having training was affected positively. <i>Pada akhir kursus/latihan, pandangan saya terhadap keperluan kursus/latihan ternyata positif.</i>	1	2	3	4	5
9	With the training, I better understand my role and contribution in reaching organizational targets. <i>Dengan kursus/latihan yang diberikan saya lebih memahami sumbangan dan peranan saya dalam mencapai matlamat organisasi.</i>	1	2	3	4	5
10	I have a high level of knowledge/skills on the topic after completing the training program. <i>Saya mempunyai tahap pengetahuan/kemahiran yang tinggi mengenai topik tertentu selepas menamatkan sesuatu kursus/latihan.</i>	1	2	3	4	5

Behavioral Change Level						
1	I can apply knowledge/skills that I have learned to my job. <i>Saya boleh menggunakan pengetahuan/kemahiran yang telah dipelajari dalam kursus/latihan ke atas kerja saya.</i>	1	2	3	4	5
2	Most of my work time have been used to acquire knowledge/skills. <i>Kebanyakan masa kerja saya telah digunakan untuk menimba ilmu pengetahuan/kemahiran daripada kursus/latihan.</i>	1	2	3	4	5
3	The training is critically importance to my job. <i>Kursus/latihan adalah amat penting kepada kerja saya.</i>	1	2	3	4	5
4	The training is actually applied to my job. <i>Kursus/latihan sebenarnya diaplikasi untuk kerja saya.</i>	1	2	3	4	5
5	After training support tools/program is well provided. <i>Program sokongan selepas kursus/latihan juga disediakan dengan baik oleh organisasi saya.</i>	1	2	3	4	5

Result Level						
1	The training give high impact on improved productivity. <i>Kursus/latihan memberi impak yang tinggi terhadap peningkatan produktiviti saya.</i>	1	2	3	4	5
2	The training give high improvement in productivity. <i>Kursus/latihan memberi peningkatan yang tinggi dalam produktiviti saya.</i>	1	2	3	4	5
3	The training give high contribution to improved performance. <i>Kursus/latihan memberi sumbangan yang tinggi ke arah prestasi saya yang lebih baik.</i>	1	2	3	4	5
4	Most of my work time have been used to acquire knowledge/skills. <i>Kebanyakan masa kerja saya telah digunakan untuk menimba ilmu pengetahuan/kemahiran daripada kursus/latihan.</i>	1	2	3	4	5

What is your suggestion and recommendation that could be considered by Training Unit of Human Resource Development (HRD) Division of Registrar Department UUM in order to have more effective training:

Apakah cadangan yang boleh dipertimbangkan oleh Unit Latihan, Bahagian Pembangunan Sumber Manusia, Jabatan Pendaftar UUM supaya kursus/latihan anda menjadi lebih berkesan:

Thank you very much for your time.

APPENDIX B
DEMOGRAPHIC VARIABLES

Demography Profile

Umur Responden (Age)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below 20	1	.4	.4	.4
	21 - 25	19	7.0	7.0	7.4
	26 - 30	55	20.4	20.4	27.8
	31 - 35	56	20.7	20.7	48.5
	36 - 40	45	16.7	16.7	65.2
	41 - 45	38	14.1	14.1	79.3
	46 - 50	44	16.3	16.3	95.6
	51 and above	12	4.4	4.4	100.0
	Total	270	100.0	100.0	

Jantina Responden (Gender)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	110	40.7	40.7	40.7
	Female	160	59.3	59.3	100.0
	Total	270	100.0	100.0	

Status Perkahwinan Responden (Marital Status)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Single	48	17.8	17.8	17.8
	Married	217	80.4	80.4	98.1
	Divorced	5	1.9	1.9	100.0
	Total	270	100.0	100.0	

Kelayakan Akademik Tertinggi (Highest Academic Qualification)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A Level/SPM/STPM	104	38.5	38.5	38.5
	Diploma	45	16.7	16.7	55.2
	Bachelor Degree	89	33.0	33.0	88.1
	Master Degree	28	10.4	10.4	98.5
	Others	4	1.5	1.5	100.0
	Total	270	100.0	100.0	

Jawatan (Job Position)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Managerial/Professional	74	27.4	27.4	27.4
	Support	196	72.6	72.6	100.0
	Total	270	100.0	100.0	

Taraf Jawatan (Job Status)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Permanent	205	75.9	75.9	75.9
	Contract	59	21.9	21.9	97.8
	Others	6	2.2	2.2	100.0
	Total	270	100.0	100.0	

Skop Kerja (Job Scope)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Administrative	180	66.7	66.7	66.7
	Information Technology	13	4.8	4.8	71.5
	Accounting & Finance	11	4.1	4.1	75.6
	Library	12	4.4	4.4	80.0
	Sports	2	.7	.7	80.7
	Co-Curriculum	1	.4	.4	81.1
	Technical	22	8.1	8.1	89.3
	Health	2	.7	.7	90.0
	Security	12	4.4	4.4	94.4
	Culture & Arts	4	1.5	1.5	95.9
	Others	11	4.1	4.1	100.0
	Total	270	100.0	100.0	

Jabatan (Department)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Canselori	13	4.8	4.8	4.8
	Pendaftar	19	7.0	7.0	11.9
	Bendahari	9	3.3	3.3	15.2
	HEA	5	1.9	1.9	17.0
	Perpustakaan	17	6.3	6.3	23.3
	HEP	26	9.6	9.6	33.0
	JPP	18	6.7	6.7	39.6
	Pusat Komputer	16	5.9	5.9	45.6
	Keselamatan	21	7.8	7.8	53.3
	PKU	10	3.7	3.7	57.0
	Pusat Islam	3	1.1	1.1	58.1
	CIAC	2	.7	.7	58.9
	Pusat Ko-k	3	1.1	1.1	60.0
	Pusat Sukan	3	1.1	1.1	61.1
	Unifilm	2	.7	.7	61.9
	PACE	3	1.1	1.1	63.0
	IPQ	3	1.1	1.1	64.1
	UTLC	3	1.1	1.1	65.2
	PPE	3	1.1	1.1	66.3
	RIMC	7	2.6	2.6	68.9
	UUM Press	7	2.6	2.6	71.5
	IPDM	3	1.1	1.1	72.6
	CEDI	3	1.1	1.1	73.7
	CUIC	3	1.1	1.1	74.8
	ITU UUM	3	1.1	1.1	75.9
	NCRC	3	1.1	1.1	77.0
	CAS	24	8.9	8.9	85.9
	OYA GSB	3	1.1	1.1	87.0
	COB	19	7.0	7.0	94.1
	COLGIS	16	5.9	5.9	100.0
	Total	270	100.0	100.0	

Tempoh Perkhidmatan (Length of Service)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below 5 years	77	28.5	28.5	28.5
	5 - 10 years	69	25.6	25.6	54.1
	11 - 15 years	57	21.1	21.1	75.2
	16 - 20 years	26	9.6	9.6	84.8
	Above 20 years	41	15.2	15.2	100.0
	Total	270	100.0	100.0	

APPENDIX C
PILOT STUDY

Reliability Test

a) Transfer of Training

Reliability Statistics

Cronbach's Alpha	N of Items
.755	3

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
Transfer of Training 1	8.0000	.737	.666	.571
Transfer of Training 2	8.1000	.937	.593	.674
Transfer of Training 3	8.1000	.832	.514	.759

b) Leadership Styles

Reliability Statistics

Cronbach's Alpha	N of Items
.885	20

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
Transactional Leadership 1	64.7500	76.092	.209	.890
Transactional Leadership 2	64.5000	74.158	.297	.888
Transactional Leadership 3	64.4000	70.674	.553	.878
Transactional Leadership 4	63.7000	77.168	.321	.885
Transactional Leadership 5	63.9000	77.674	.133	.891
Transactional Leadership 6	64.1000	75.884	.252	.888
Transactional Leadership 7	64.0000	78.526	.087	.891
Transactional Leadership 8	64.4500	70.892	.609	.876
Transformational Leadership 1	63.8000	66.800	.864	.867
Transformational Leadership 2	63.9000	71.147	.648	.876
Transformational Leadership 3	63.7000	70.221	.756	.873
Transformational Leadership 4	63.6500	74.450	.411	.883
Transformational Leadership 5	63.9500	70.050	.674	.874
Transformational Leadership 6	63.5500	72.155	.579	.878
Transformational Leadership 7	63.9000	71.147	.725	.874
Transformational Leadership 8	63.9500	73.103	.551	.879
Transformational Leadership 9	63.9000	71.989	.579	.878
Transformational Leadership 10	63.8000	67.747	.793	.870
Transformational Leadership 11	64.2000	70.379	.704	.874
Transformational Leadership 12	64.5000	73.211	.331	.887

c) Transactional Leadership Style

Reliability Statistics

Cronbach's Alpha	N of Items
.617	5

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Transactional Leadership 1	12.1500	5.082	.455	.519
Transactional Leadership 2	11.9000	4.937	.411	.542
Transactional Leadership 3	11.8000	4.063	.740	.340
Transactional Leadership 6	11.5000	6.684	.076	.690
Transactional Leadership 8	11.8500	6.029	.230	.629

d) Transformational Leadership Style

Reliability Statistics

Cronbach's Alpha	N of Items
.907	12

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Transformational Leadership 1	38.4000	34.989	.869	.886
Transformational Leadership 2	38.5000	38.263	.637	.899
Transformational Leadership 3	38.3000	37.484	.760	.893
Transformational Leadership 4	38.2500	40.724	.394	.909
Transformational Leadership 5	38.5500	37.313	.679	.897
Transformational Leadership 6	38.1500	38.345	.644	.899
Transformational Leadership 7	38.5000	37.842	.771	.893
Transformational Leadership 8	38.5500	39.418	.575	.902
Transformational Leadership 9	38.5000	38.579	.601	.900
Transformational Leadership 10	38.4000	35.516	.813	.889
Transformational Leadership 11	38.8000	37.011	.775	.892
Transformational Leadership 12	39.1000	40.516	.253	.923

e) **Effectiveness of Training**

Reliability Statistics

Cronbach's Alpha	N of Items
.918	27

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Reaction Level 1	97.5500	81.839	.146	.923
Reaction Level 2	97.8500	80.871	.329	.918
Reaction Level 3	97.7500	79.776	.484	.915
Reaction Level 4	97.6500	78.661	.721	.913
Reaction Level 5	97.6000	83.095	.185	.919
Reaction Level 6	97.7500	77.566	.731	.912
Reaction Level 7	97.9000	75.779	.635	.913
Reaction Level 8	97.7500	79.882	.473	.916
Learning Level 1	97.6000	82.674	.140	.921
Learning Level 2	97.7000	78.642	.461	.916
Learning Level 3	97.8500	76.661	.651	.912
Learning Level 4	97.8000	79.221	.652	.913
Learning Level 5	97.8500	78.134	.606	.913
Learning Level 6	97.7000	81.063	.512	.916
Learning Level 7	97.6000	78.253	.671	.913
Learning Level 8	97.6000	78.042	.696	.912
Learning Level 9	97.8000	79.221	.652	.913
Learning Level 10	98.1000	77.147	.465	.917
Behavioral Change Level 1	97.4500	81.734	.494	.916
Behavioral Change Level 2	98.4000	76.358	.532	.915
Behavioral Change Level 3	97.5000	84.684	-.039	.922
Behavioral Change Level 4	97.7500	77.671	.601	.913
Behavioral Change Level 5	98.2500	72.618	.829	.908
Result Level 1	97.8000	77.221	.619	.913
Result Level 2	97.8000	76.063	.728	.911
Result Level 3	97.7000	78.958	.619	.914
Result Level 4	98.2500	72.408	.776	.909

f) Reaction Level

Reliability Statistics

Cronbach's Alpha	N of Items
.843	8

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Reaction Level 1	26.6000	7.832	.402	.860
Reaction Level 2	26.9000	7.674	.712	.807
Reaction Level 3	26.8000	7.958	.685	.812
Reaction Level 4	26.7000	8.116	.760	.809
Reaction Level 5	26.6500	9.082	.428	.841
Reaction Level 6	26.8000	7.958	.685	.812
Reaction Level 7	26.9500	7.208	.622	.821
Reaction Level 8	26.8000	8.379	.528	.830

g) Learning Level

Reliability Statistics

Cronbach's Alpha	N of Items
.862	10

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Learning Level 1	33.9500	12.787	.364	.866
Learning Level 2	34.0500	11.839	.528	.854
Learning Level 3	34.2000	11.326	.671	.840
Learning Level 4	34.1500	12.555	.627	.847
Learning Level 5	34.2000	11.326	.799	.829
Learning Level 6	34.0500	12.997	.604	.851
Learning Level 7	33.9500	11.945	.715	.838
Learning Level 8	33.9500	12.787	.460	.857
Learning Level 9	34.1500	12.555	.627	.847
Learning Level 10	34.4500	10.997	.557	.857

h) Behavioral Change Level

Reliability Statistics

Cronbach's Alpha	N of Items
.666	5

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Behavioral Change Level 1	14.3000	3.905	.294	.670
Behavioral Change Level 2	15.2500	2.197	.623	.498
Behavioral Change Level 3	14.3500	3.713	.195	.695
Behavioral Change Level 4	14.6000	2.779	.585	.538
Behavioral Change Level 5	15.1000	2.516	.472	.594

i) Result Level

Reliability Statistics

Cronbach's Alpha	N of Items
.850	4

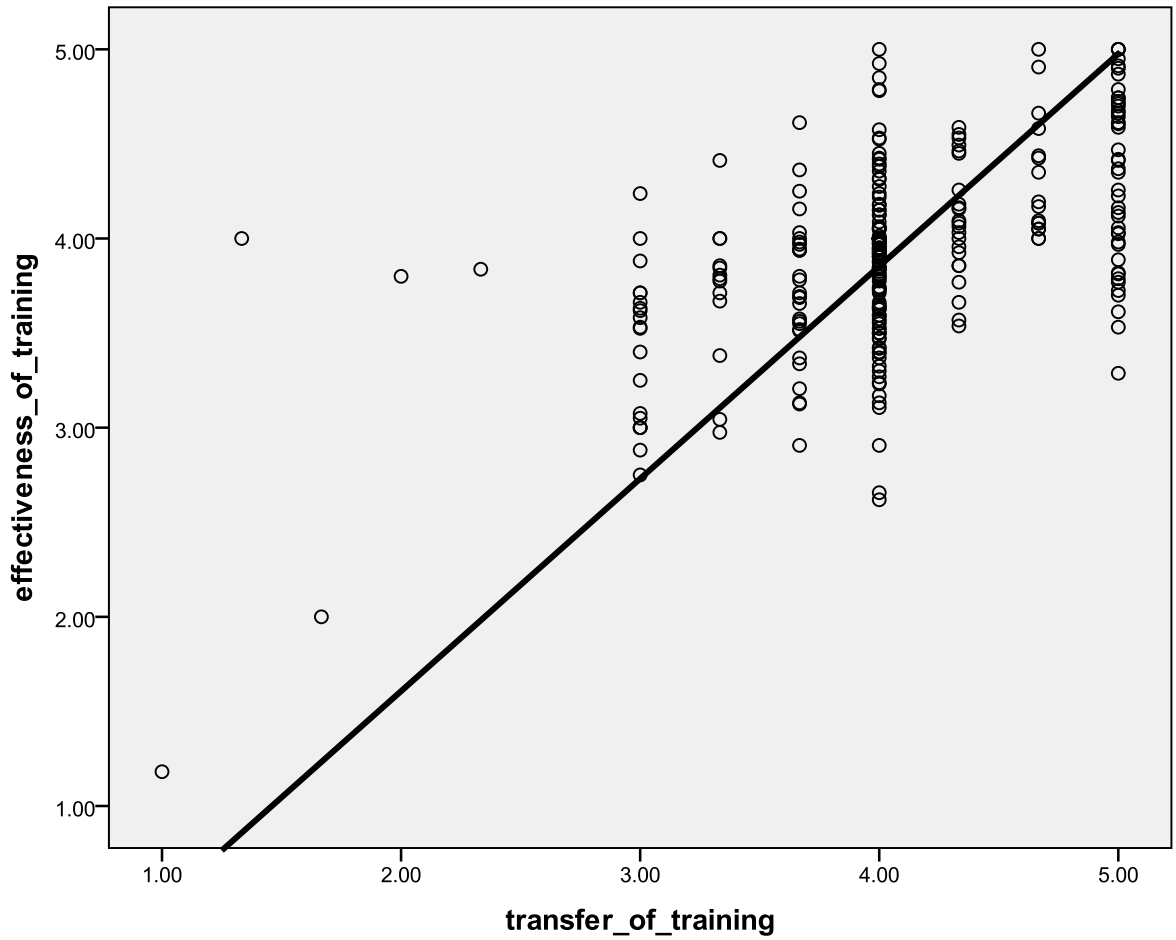
Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Result Level 1	10.9000	2.832	.808	.761
Result Level 2	10.9000	2.832	.808	.761
Result Level 3	10.8000	3.326	.790	.795
Result Level 4	11.3500	2.766	.509	.928

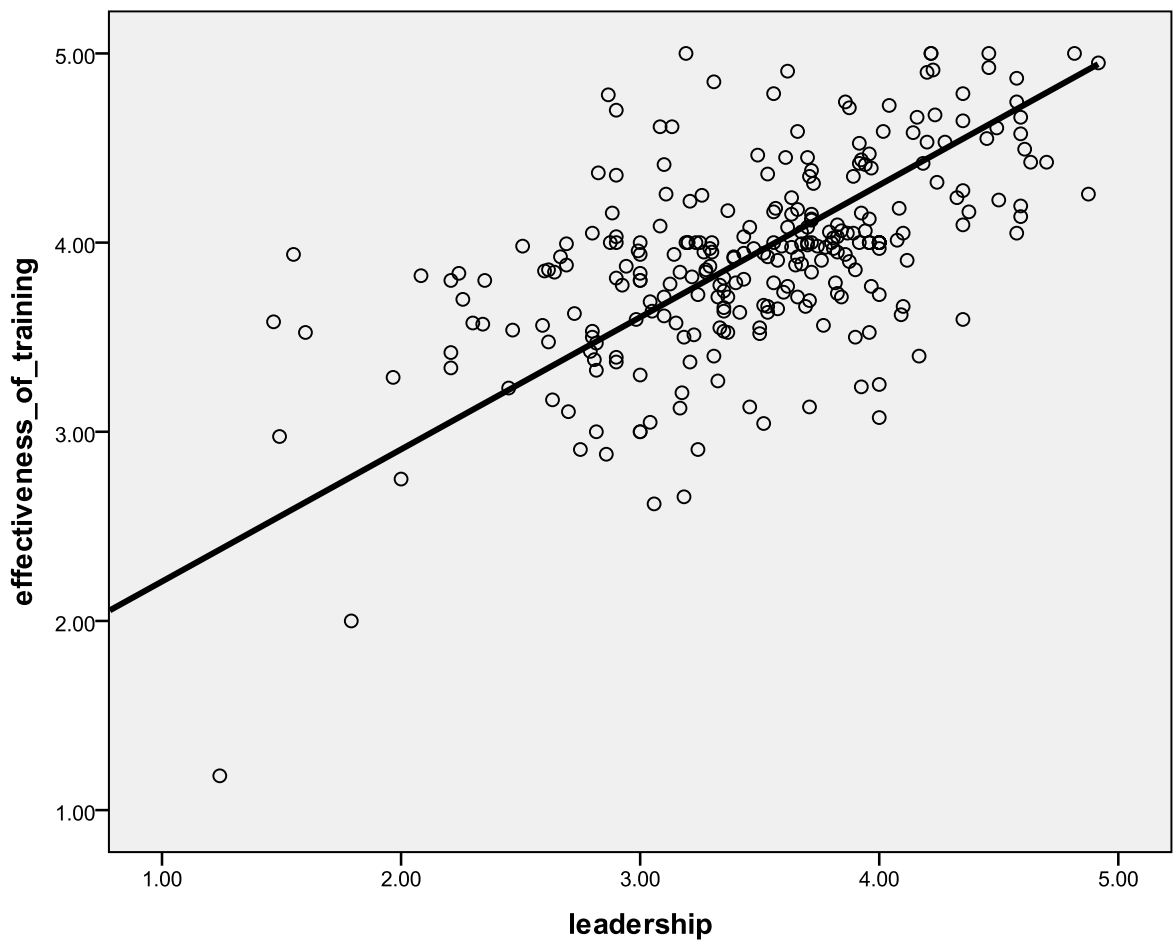
APPENDIX D
DATA SCREENING

a) Linearity Test

Scatter Plot 1



Scatter Plot 2



b) Normality Test

Skewness and Kurtosis Values

Statistics				
		transfer_of_train	leadership	effectiveness_of_training
N	Valid	270	270	270
	Missing	0	0	0
Skewness		-.165	-.445	-.021
Std. Error of Skewness		.148	.148	.148
Kurtosis		.306	.396	.152
Std. Error of Kurtosis		.295	.295	.295

c) Homogeneity Test

Homogeneity/Homoscedasticity Test

Test of Homogeneity of Variances				
	Levene Statistic	df1	df2	Sig.
reaction_level	2.111	6	261	.052
learning_level	1.636	6	261	.137
behavioral_change_level	.829	6	261	.548
result_level	1.718	6	261	.117

d) Multivariate Outliers Test

Mahalanobis Distance Values

			Extreme Values	
			Case Number	Value
Mahalanobis Distance	Highest	1	88	26.01261
		2	270	22.55791
		3	235	15.60213
		4	34	11.70236
		5	150	10.64996
	Lowest	1	61	.00535
		2	224	.00644
		3	55	.00653
		4	173	.00921
		5	21	.01091

APPENDIX E

FACTOR ANALYSIS

a) Transfer of Training

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.693
Bartlett's Test of Sphericity Approx. Chi-Square	370.056
Df	3
Sig.	.000

Table 4.9

Anti-image Matrices

		Transfer of Training 1	Transfer of Training 3	Transfer of Training 2
Anti-image	Transfer of Training 1	.546	-.065	-.203
Covariance	Transfer of Training 3	-.065	.450	-.238
	Transfer of Training 2	-.203	-.238	.363
Anti-image	Transfer of Training 1	.770^a	-.131	-.457
Correlation	Transfer of Training 3	-.131	.700^a	-.590
	Transfer of Training 2	-.457	-.590	.639^a

a. Measures of Sampling Adequacy(MSA)

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2.309	76.960	76.960	2.309	76.960	76.960
2	.451	15.020	91.980			
3	.241	8.020	100.000			

Extraction Method: Principal Component Analysis.

Component Matrix^a

	Component
	1
Transfer of Training 2	.918
Transfer of Training 3	.873
Transfer of Training 1	.839

Extraction Method: Principal Component Analysis.

a. 1 components extracted.

**Rotated Component
Matrix^a**

--

a. Only one component was extracted. The solution cannot be rotated.

APPENDIX F

RELIABILITY TEST AFTER FACTOR ANALYSIS

Transfer of Training

Reliability Statistics

Cronbach's Alpha	N of Items
.848	3

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Transfer of Training 1	8.1333	1.417	.657	.848
Transfer of Training 2	8.1667	1.336	.793	.714
Transfer of Training 3	8.1593	1.458	.706	.799

Leadership Styles

Transactional Leadership

Reliability Statistics

Cronbach's Alpha	N of Items
.837	5

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Transactional Leadership 1	13.2815	7.772	.669	.796
Transactional Leadership 2	13.1296	7.935	.714	.782
Transactional Leadership 3	13.1259	8.103	.724	.780
Transformational Leadership 12	13.3704	9.059	.497	.841
Transformational Leadership 11	12.9444	8.871	.601	.814

Transformational Leadership

Reliability Statistics

Cronbach's Alpha	N of Items
.956	10

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Transformational Leadership 1	33.4815	43.782	.811	.952
Transformational Leadership 2	33.4333	45.377	.725	.955
Transformational Leadership 3	33.3148	43.830	.855	.950
Transformational Leadership 4	33.3852	44.476	.817	.951
Transformational Leadership 5	33.4815	44.161	.863	.950
Transformational Leadership 6	33.3667	44.144	.846	.950
Transformational Leadership 7	33.4333	44.551	.838	.951
Transformational Leadership 8	33.5630	44.396	.801	.952
Transformational Leadership 9	33.5333	44.889	.734	.955
Transformational Leadership 10	33.4741	44.176	.806	.952

Effectiveness of Training

Reaction Level

Reliability Statistics

Cronbach's Alpha	N of Items
.901	8

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Reaction Level 1	27.8741	13.337	.578	.898
Reaction Level 2	28.0704	13.002	.731	.885
Reaction Level 3	28.1593	12.729	.683	.889
Reaction Level 4	28.1037	13.045	.730	.886
Reaction Level 5	28.0741	12.783	.713	.886
Reaction Level 6	28.2778	12.781	.663	.891
Reaction Level 7	28.2333	12.529	.711	.887
Reaction Level 8	28.1148	12.466	.716	.886

Learning Level

Reliability Statistics

Cronbach's Alpha	N of Items
.937	11

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Learning Level 1	39.8481	27.609	.665	.934
Learning Level 2	39.9370	27.985	.713	.932
Learning Level 3	40.0185	27.899	.680	.933
Learning Level 4	39.8852	28.028	.731	.931
Learning Level 5	39.9963	26.673	.820	.927
Learning Level 6	39.9407	26.978	.808	.927
Learning Level 7	39.8889	28.069	.690	.933
Learning Level 8	39.9630	27.716	.754	.930
Learning Level 9	39.8815	27.346	.822	.927
Learning Level 10	39.9852	27.806	.686	.933
Behavioral Change Level 1	39.8778	28.249	.688	.933

Behavioral Level

Reliability Statistics

Cronbach's Alpha	N of Items
.772	3

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Behavioral Change Level 2	7.2815	2.099	.626	.670
Behavioral Change Level 5	7.1000	2.410	.536	.766
Result Level 4	7.1741	2.055	.660	.631

Result Level

Reliability Statistics

Cronbach's Alpha	N of Items
.903	5

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
Result Level 1	16.0630	5.174	.817	.868
Result Level 2	16.0815	5.346	.817	.869
Behavioral Change Level 3	15.9815	5.342	.713	.892
Behavioral Change Level 4	16.1222	5.453	.689	.897
Result Level 3	16.0333	5.609	.765	.881

APPENDIX G

Correlations Coefficient Among Variables

		Correlations							
		Transfer_ of_Traini ng_after_ FA	Transac_ Leadershi p_after_F A	Transfor m_Leade rship_aft er_FA	Reaction _Level_a fter_FA	Learning _Level_a fter_FA	Behavior al_Chang e_Level_ after_FA	Result_L evel_aft er_FA	Effective ness_of_ Training _after_F A
Transfer_of_Training_after_FA	Pearson	1	.251**	.303**	.539**	.548**	.166**	.421**	.481**
	Correlation								
	Sig. (2-tailed)		.000	.000	.000	.000	.006	.000	.000
	N	270	270	270	270	270	270	270	270
Transac_Leadership_after_FA	Pearson	.251**	1	.679**	.391**	.412**	.460**	.386**	.502**
	Correlation								
	Sig. (2-tailed)	.000		.000	.000	.000	.000	.000	.000
	N	270	270	270	270	270	270	270	270
Transform_Leadership_after_FA	Pearson	.303**	.679**	1	.438**	.492**	.290**	.423**	.485**
	Correlation								
	Sig. (2-tailed)	.000	.000		.000	.000	.000	.000	.000
	N	270	270	270	270	270	270	270	270
Reaction_Level_after_FA	Pearson	.539**	.391**	.438**	1	.733**	.440**	.655**	.825**
	Correlation								
	Sig. (2-tailed)	.000	.000	.000		.000	.000	.000	.000
	N	270	270	270	270	270	270	270	270
Learning_Level_after_FA	Pearson	.548**	.412**	.492**	.733**	1	.470**	.690**	.849**
	Correlation								
	Sig. (2-tailed)	.000	.000	.000	.000		.000	.000	.000
	N	270	270	270	270	270	270	270	270
Behavioral_Change_Level_after_FA	Pearson	.166**	.460**	.290**	.440**	.470**	1	.564**	.782**
	Correlation								
	Sig. (2-tailed)	.006	.000	.000	.000	.000		.000	.000
	N	270	270	270	270	270	270	270	270

Result_Level_after_ FA	Pearson	.421**	.386**	.423**	.655**	.690**	.564**	1	.870**
	Correlation								
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000		.000
	N	270	270	270	270	270	270	270	270
Effectiveness_of_Tra ining_after_FA	Pearson	.481**	.502**	.485**	.825**	.849**	.782**	.870**	1
	Correlation								
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	
	N	270	270	270	270	270	270	270	270

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

APPENDIX H

Interview Protocol

Department (Jabatan): _____

Position (Jawatan): _____

Questions:

- 1) Could you apply the knowledge/skills that you have learned in the training programs into your job?

Adakah anda boleh menggunakan pengetahuan/kemahiran yang dipelajari dari kursus/latihan di dalam kerja anda?

- 2) Are you satisfied with the results of transfer of training from the training you has attended?

Adakah anda berpuashati dengan hasil pemindahan latihan daripada kursus/latihan yang anda hadiri?