

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

JAFRI BIN ISHAK

**MASTER OF HUMAN RESOURCE MANAGEMENT
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By

JAFRI BIN ISHAK

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

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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

Master of Human Resource Management
Othman Yeop Abdullah Graduate School of Business
Universiti Utara Malaysia
Tel : 012-4629940 E-mail: jafri@uum.edu.my

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

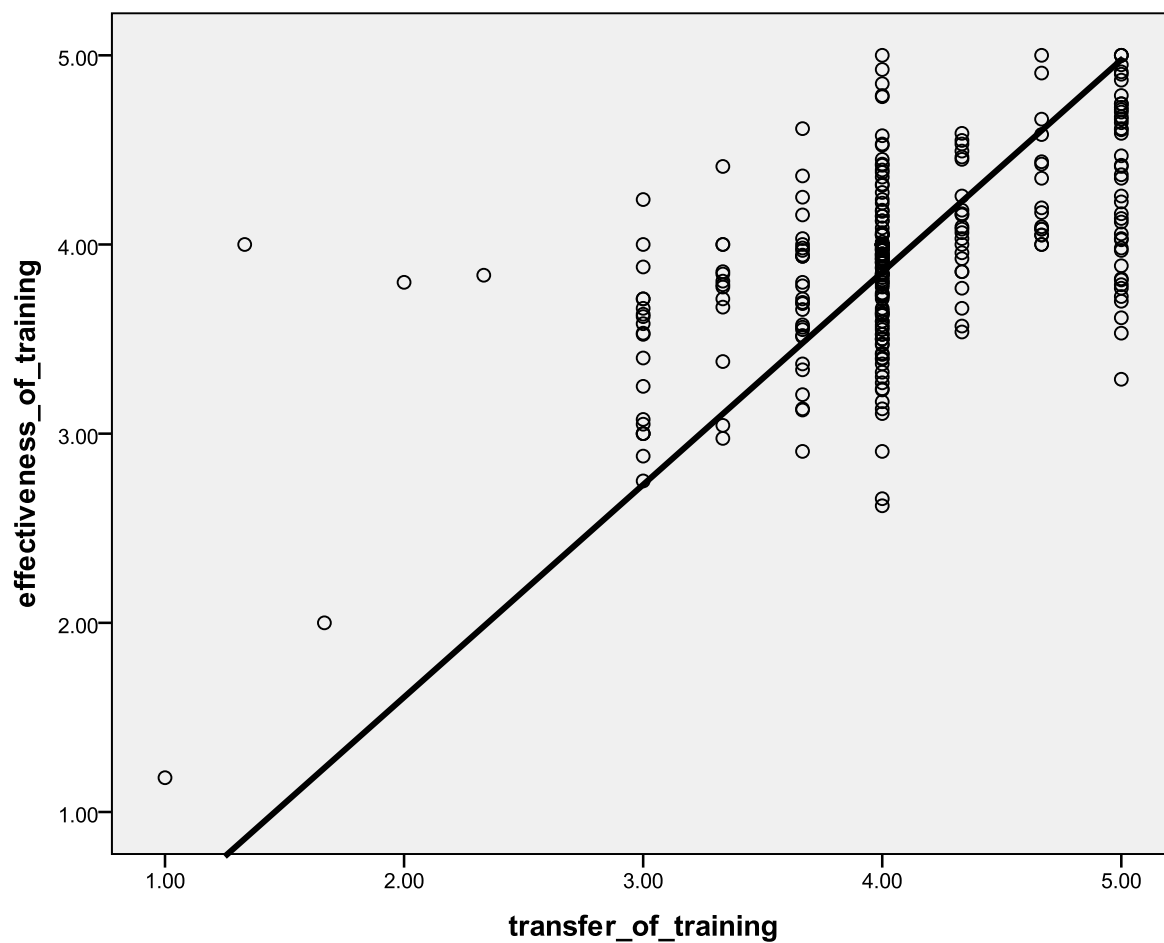
Item-Total Statistics

	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

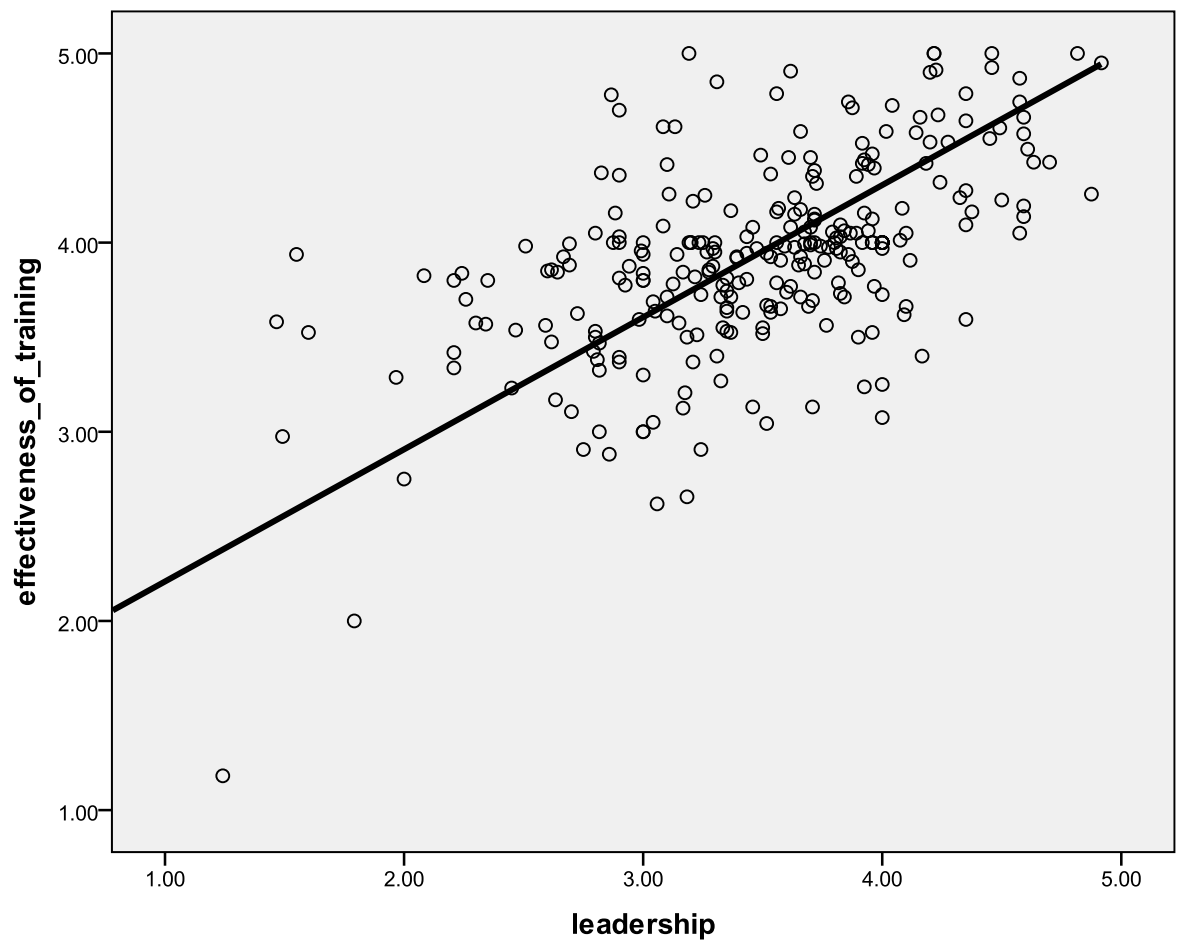
APPENDIX D
DATA SCREENING

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_afte r_FA	Effective ness_of_ Training _after_F A
Transfer_of_Training _after_FA	1	.251**	.303**	.539**	.548**	.166**	.421**	.481**
Pearson Correlation								
Sig. (2-tailed)		.000	.000	.000	.000	.006	.000	.000
N	270	270	270	270	270	270	270	270
Transac_Leadership_ after_FA	.251**	1	.679**	.391**	.412**	.460**	.386**	.502**
Pearson Correlation								
Sig. (2-tailed)	.000		.000	.000	.000	.000	.000	.000
N	270	270	270	270	270	270	270	270
Transform_Leadership_ p_after_FA	.303**	.679**	1	.438**	.492**	.290**	.423**	.485**
Pearson Correlation								
Sig. (2-tailed)	.000	.000		.000	.000	.000	.000	.000
N	270	270	270	270	270	270	270	270
Reaction_Level_after _FA	.539**	.391**	.438**	1	.733**	.440**	.655**	.825**
Pearson Correlation								
Sig. (2-tailed)	.000	.000	.000		.000	.000	.000	.000
N	270	270	270	270	270	270	270	270
Learning_Level_afte r_FA	.548**	.412**	.492**	.733**	1	.470**	.690**	.849**
Pearson 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	.166**	.460**	.290**	.440**	.470**	1	.564**	.782**
Pearson 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?