

**THE INFLUENCE OF MANAGEMENT SUPPORT, TRAINING PROCEDURE AND
TRAINING ENVIRONMENT ON JOB PERFORMANCE AMONG STUDENT IN
MALAYSIA ARMY TRAINING INSTITUTION**

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**MASTER OF HUMAN RESOURCE MANAGEMENT
UNIVERSITI UTARA MALAYSIA**

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AZIZI BIN MOHD ARIFF

**Thesis submitted to Othman Yeop Abdullah Graduate School of Business,
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May 2013

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ABSTRAK

Kajian ini di jalankan untuk mendapatkan pandangan mengenai peningkatan mutu kerja dikalangan penuntut kursus di Pusat Latihan Tentera Darat. Tujuan kajian ini adalah untuk mengkaji kaitan diantara prosedur latihan, persekitaran latihan dan sokongan pengurusan dalam meningkatkan mutu kerja peserta kursus di Pusat Latihan Tentera Darat.

Penulis menjalankan tanggung jawab dan mengambil peluang yang ada untuk mengkaji faktor-faktor yang mempengaruhi peningkatan mutu kerja di kalangan pelatih di pusat-pusat latihan tentera darat. Tiga faktor yang dikenalpasti adalah prosedur latihan, persekitaran latihan dan sokongan pengurusan.

Kajian ini dijalankan menggunakan kaedah kuantitatif iaitu data dikumpul dengan menggunakan set borang soal selidik. Kajian ini dilaksanakan untuk mengenalpasti pengaruh prosedur latihan, persekitaran latihan dan sokongan pengurusan dalam meningkatkan mutu kerja pelatih yang menghadiri kursus di pusat latihan tentera darat. Data yang dikumpul akan di analisis menggunakan SPSS versi 20.0. Sebanyak 153 responden telah dipilih dalam kajian ini.

Hasil kajian telah mendapati sokongan pengurusan merupakan faktor yang paling mempengaruhi peningkatan mutu kerja dengan .333 nilainya. Ini diikuti oleh prosedur latihan sebanyak .146 dan persekitaran latihan .009 merupakan faktor terendah. Hasil kajian ini akan membantu pihak pengurusan dan pusat latihan memperbaiki dan menambahkan pengurusan latihan supaya dapat mencapai objektif mereka dengan lebih cemerlang.

ABSTRACT

This study was conducted to gain view on the issue of the enhancement of job performance among trainee in Malaysian Army Training institution. The objective of this study is to determine the relationship between training procedure, training environment and management support and enhancement of job performance.

Thus the researcher carried out his responsibility and took the opportunity to study the factors that influencing the enhancement of job performance among student attended course in selected Malaysian Army Training institution. There are three main factors identify that influence in job performance namely training procedure, training environment and management support. These three factors will be studied whether it has the influence the job performance in Malaysian Army training institution.

This study is a descriptive study to find out the influence variable that related to enhancement of job performance. The study was conducted to find out the influence variable in training procedure, training environment and management support with job performance of student attended training conducted in IPDA and PULADA. The collected data will be analyzed by Statistical Package for Social Science version (SPSS) 20.0. There was 153 respondents selected and all of them give the feedback. The reason how the researcher manage to get full feedback is due to the connection and good cooperation among the staff, student and researcher.

The finding from the coefficient result describing to the three predictor of the job performance in training institution through the standardized coefficients beta indicating that the predictor of management support with the significant level .333 was the highest amongst the three predictors. Training Procedure is the second highest with a less significant level .146 and for the training environment predictors data results show that the predictors is not significant with the value of .009. The finding of this study is benefited to the management, training institution and the soldiers attending the course. The finding will assist the top management to know the best way to conduct the training in training institution.

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ABBREVIATION

PULADA	-	Army Combat Training Centre
IPDA	-	Army Institute of Management
TRADOC	-	Training and Doctrine Division

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CHAPTER 1

INTRODUCTION

1.0 Background of Study

Malaysian Army is the oldest and the biggest services in Malaysian Armed Forces. Since the establishment in 1942, Malaysian Army has evolve according to new environment and technology. The working environment has been fluid where changes occur rapidly and swiftly. In the new millennium the working environment will be more knowledge oriented, thus making army a learning organization. The Army vision is to be a “compact yet lean”, mean capable force to deter any foreign threat and win in any challenges to come. The rapid changes in technology, threat and complexity of new challenges require the soldiers to combine their efforts in terms of knowledge, skills and expertise to meet the challenges. Therefore, for Army to advance, its rate of learning must be equal or greater than the rate of change in environment. In order to achieve the vision the Army has to invest in the education and training of its force.

Training is always the important task during peacetime soldering. There are collective training and individual training use in Malaysian army. Most of individual training is conducted in training institution and what they have learn in the training institution will be tested in the exercises at their various units. The purpose of training is to ensure all soldiers in the army have adequate knowledge, skill and ability to perform

their task effectively. The introducing of Knowledge Army (K Army) is directed towards an effective organization. Every army personnel have one mission which to be trained and competent to defend the country from any external threat. In order to built competent force the army has to rely on their personnel. The top army management has to realize that other than advance technology and sophisticated equipment the army need to have competent soldiers. The training conducted in the training institution should be effective and able to enhance job performance of the soldiers who attended the course. This is very important

The Malaysian Armed Forces, especially the Malaysian Army, has evolved rapidly over the years in term of size, strength, equipment, weapons systems, infrastructure etc. These evolvments are due to current demands and challenges that the country has to face. Besides the specific roles and tasks, the Malaysian Army is also required to perform newer tasks to accomplish national objectives such as the fulfilment of the Blue Ocean Strategy and Peace Keeping Operations. However, it is easier said than done, and the Malaysian Army is always constrained by a number of limitations that challenge the realisation of its vision. Thus, the Malaysian Army introduced new approaches in the training system to ensure and to maintain the credibility of the Malaysian Army as a professional organisation. The dynamic military organisation that possesses sophisticated weapons technology require highly educated and well trained officers and soldiers. The right person is not only the one who can do the job but also the one who wants to do the job; the right position is a job that he or she can do, and the right

performance is a result of the person being in the right position given the opportunity to do the desired job.

Due to the new development on equipment and diversification of responsibilities, the Malaysian Army Training Institutions are required to prepare and enhance their performance towards new dimensions in order to produce highly professional soldiers. The enhancement of job performance of the student attending the course in training institution is very important. All the training conducted should lead the enhancement of the job performance. Besides that, they also require highly competent and committed instructors to carry out these challenging tasks. Thus, the factors that influence the job performance in the training institutions should be a main concern for the organisation in ensuring the quality of the soldiers.

1.1 Training in Malaysian Army

The main task for the army during peacetime is training. The training is conducted for individual and also as a team. There are individual and collective training. The Army has undergoing changes in its structural organization and in technology to meets the current challenges. In order to meets the challenges, the soldiers are bombarded with new knowledge and skill that have to be learned and adapted to the changing environment. Training is the very important to assist the soldier to adapt with the new challenges. In order to fulfil the rapid requirement, the Army has established training institution at corps and army level.

Training is a planned process to modified attitude, knowledge or skilled behaviour through learning experience to achieve effective performance in a activity or a range of activities (Manual Land Warfare, Part 3, Training Volume, Training, General (1991). It is a provision of the opportunity to learn in order to be able to act in new ways of his job that to improve his job performance behaviour. Training is helping the individual make the shift from the present situation to the desired situation through the process of intentional learning. Training in any profession is vital in order to maintain a high state of efficiency and capability.

The training should be designed properly to gain maximum output and highest performance so that the soldier or officer who attended the course can enhance their job performance in the units. The training facilities and support should be given the priority to ensure the performance of training. The top management from army and TRADOC should give their fullest support to ensure the needs and requirement of training being attended.

1.2 Overview of Army Combat Training Centre (PULADA)

PULADA is well known training centre for insurgency warfare in the world. In 1948, the security of Malaya (now known as Malaysia) was threatened by the Communist Insurgency. The British who governed Malaya then discovered that they needed a training centre to train their forces in jungle warfare before deploying them in the jungle to combat the insurgents. In view of this, a training centre called the 'Far East Training

Centre' was established in Tampoi, Johor. However, this training centre was moved to Ulu Tiram and relocated to its present location and was given a new identity as the 'Far East Land Forces Training Centre (FARELF) in 1951.

When General Sir Gerald Templer took over command as Director of Operations in Malaya in 1952, he renamed the FARELF Training Centre, calling it the 'Jungle Warfare School'. This training centre was used to train Commonwealth Forces in getting acclimatised to the weather and environment to fight communist terrorists. Soon after, the Jungle Warfare School became a branch of the School of Infantry, Warminster, United Kingdom. During the peak of emergency (1948-1960), there were as many as 35 Infantry Battalions conducting training at this training centre annually. It was also a prerequisite then for every Infantry Battalion to undergo retraining at this centre prior to deployment for operation in parts of the country.

In 1970, it was decided that the Jungle Warfare School be turned into a training unit for the members of the Five Power Defence Arrangement (FPDA). Malaysia and United Kingdom were made responsible to provide the bulk of the staff. However, before this could materialise, it was decided that Malaysia would take over the school totally. This was part of a reduction in strength policy of the British Army in the Far East.

After the withdrawal of the British Forces from the Far East in 14 January 1972, this training centre was officially declared open by the Malaysian Chief of General Staff, Lt Gen Tan Sri Dato' Ungku Nazaruddin bin Mohammed. It was renamed 'Pusat Latihan

Tempur Tentera Darat (PULADA)' or the Army Combat Training Centre, and bore the motto, "Knowledge Builds Confidence". Through the years, PULADA has witnessed a lot of progress and development in terms of its strength, roles and outlook in training the officers and men of the Malaysian Army and other friendly armies of the world since its establishment.

In line with the motto, this training centre was designed accordingly and effectively based on their Mission, Objective, and Roles as a Centre of Excellence. The Mission of this training centre is to train officers and other ranks of the Malaysian Army and other friendly armies in land warfare doctrine and tactics, command and leadership, jungle survival and tracking, weapon handling and the employment.

Meanwhile, the objective of PULADA is to enhance the knowledge of officers and other ranks in the army to be proficient in the tactical applications of conventional and counter insurgency warfare in the aspects of command, tactics, weapon handling, jungle survival, tracking and the employment of war dogs.

Besides that, PULADA established their 6 roles in performing their responsibilities which are to:

- 1.2.1 Conduct tactics, infantry weapons and infantry specialist courses.
- 1.2.2 Conduct research and development of tactical doctrines.
- 1.2.3 Conduct user trials and evaluation of equipment for the army.
- 1.2.4 Conduct research in the use of war dogs for operations.

1.2.5 Produce trained war dogs and handlers in support of operations in the fields of tracking, search and guard duties.

1.2.6 Develop and maintain specialist standards in the handling of infantry weapons.

1.3 Overview of Army Institute of Management (IPDA)

Army Institute of Management has a long history in Malaysian Army. The history began before independence in 17 Dec 1953 when Federation Army College was established. Later on, in 1957 the function of the college was change to Armed Forces School of Instruction and move to Tanjung Keling, Malacca. Since 1961 AFSI has been move back to Port Dickson and change its name to Malaya Army Advance Training College. In 1964 the name of the institution has change to Malaysian Military Training School. After that, in 1972 the name was change to Army School of Training (LATEDA). Due to training requirement this institution was merged with Army School of Management and become Army Institute of Management (IPDA).

The function of the institution are as follows:

1.3.1 To become the prominent institution in Defence management.

1.3.2 To conduct individual training accordance to Malaysian Army Training System (MATS) and uphold Army training policy on defence management.

1.3.3 To develop human capital through effective individual training to fulfil Malaysian Army requirement in accordance to MS 9001.

1.4 Problem Statement

The former Chief Of Army, General Tan Sri Hashim Hussien visualized the challenges of tomorrow when he said ‘The challenges in the new millennium will be concentrated on the technology warfare where the era of information technology, with the emergence of a borderless society will make the role of the army more sophisticated ‘. As such, the soldiers in this era should equip themselves with relevant knowledge and skill to face the challenges. The statement and vision of the former of Chief of Army has shown the important of training to produce competent soldier to face new challenges. The question is whether training conducted in Malaysian army training institution can enhance soldiers job performance when they come back to their various unit. The training also should be able to enhance the job performance of the soldier when they attended the course in the training institution. The soldiers will apply all the knowledge and skill they learn in the training centre at their various units. The army evaluate the competency of the soldiers during exercise, operation and others task. The army has use Army Evaluation Program (ARTEP) to evaluate and trained the unit and individual soldier. From the annual report by the evaluation team there are some complains on the performance of individual soldiers. The report shows that the soldiers cannot perform their task effectively even though they have attended the course in the various training units. This report indicates that there are some problem occur in the implementation of the course.

The purpose of training is to enhance the performance of the soldiers. Performance consists of a worker engaging in behavior in a situation to achieve results (Mohrman et al, 1989). In the past, most organization assessed only how well employees performed their task, but today most organization require more from their employee (Robbins and Judge) (2013). These indicate the important of training in order to enhance the job performance of the soldiers. Performance is something that people actually do and it can be observed. Performance includes only those actions or behaviors that are relevant to the organization's goals and that can be measured in terms of every individual's level of contribution. Performance is not the consequence or result of action, it is the action itself. Performance consists of goal-relevant actions that are under the control of the individual, regardless of whether they are cognitive, motor, psychomotor, or interpersonal Campbell (1993).

In the Army, the responsibility to train and educate soldiers is under the Training and Doctrine Division (TRADOC). Malaysia Army has established many training institution for various Corps and specialities to train their soldiers in respective corps and specialities. In order to fulfil the army requirement in training, it is important to study the factors that influence the enhancement job performance of soldier attended training in Malaysian Army training institution.

The performance of training is implemented and programmed in the course that conducted in Training institution. It is undeniable that there are different factors believed to influence the performance of training such as provision of training time required, the provision of adequate resources, policies and directive as planned and continue support

by all parties. Hence this study has been made to show and prove that the training in Malaysia Army training institution can enhance the job performance of the soldiers.

This study should identifies the factors that influence the enhancement of job performance of among the soldiers attending training conducted in selected Malaysian Army training institution that is consistent to all army officer personnel. This study also explains in detail the relationship between factors that influence the enhancement of job performance of training conducted in the respective training institution.

1.5 Research Objective of the Study

The general objective of this study is to empirically investigate and determine the variables that are influence the enhancement of job performance of trainee in selected Malaysian Army training institution. The study will determine the factors that influence the enhancement of job performance among the trainee, which also lead to indicate the performance of training in Army Combat Training Centre (PULADA) and Army Institute of Management (IPDA). Those factors should assist trainee to enhance their job performance when they went back to their various units. Therefore, the objective of this study is to examine the factors that influence the enhancement of job performance of trainee who attended training in respective training institution. The specific of this study are as follows:

1.5.1 To determine the training procedure influence in the enhancement of job performance of the student attended training in Malaysian Army Training institution.

1.5.2 To determine the training environment influence in the enhancement of job performance of the student attended training in Malaysian Army Training institution.

1.5.3 To determine the management support influence in the enhancement of job performance of the student attended training in Malaysian Army Training institution.

1.6 Research Question

This study seeks to identify factors influencing the enhancement of job performance of trainee attended training in selected Army Training institution (PULADA & IPDA) and for the specific courses (G2 Staff and Tactic Course and G3 Staff and Tactic Course). The following research questions were developed to address the purpose of the research:

1.6.1 Is there any influence between training procedure and the enhancement of job performance of the student attended training in Malaysian Army training institution.

1.6.2 Is there any influence between training environment and the enhancement of job performance of the student attended training in Malaysian Army training institution.

1.6.3 Is there any influence between management support and the enhancement of job performance of the student attended training in Malaysian Army training institution.

1.7 Significance of the Study

The significance of the study is to determine and identify the theoretical and practical factors that influence the enhancement of job performance of the trainee attended courses in specific course in PULADA and IPDA. This study aim to assist the Army Training and Doctrine Headquarters' (TRADOC) to enhance and managing the courses conducted in Malaysia Army training institution. In this study, the researcher conducted the research on how job performance can be enhance among the student attended training in respective courses in PULADA and IPDA. This study attempts to determine how management support, training procedure and training environment influence the enhancement of job performance among the trainee attended the training conducted to assist the body which related to the training institution in managing the training. Therefore, this study is significance to:

1.7.1 Top Management. TRADOC is the top management in Malaysian Army to responsible on the training of its soldiers. Theoretically, this study is able to identify scientifically the factors that influence the enhancement of job performance of the student attended training in Malaysian Army training institution. This study will assist top management of the army to review its

training system for the betterment of training institution and army as the whole. This study also will expand the relevant training literature for the military organization and assist TRADOC to develop effective training programme. This study also will help the top management to design the training effectively and get feedback from the trainee.

1.7.2 Training Institution. Commandant is the head of training institution that's responsible to handle the course and training in their training institution. This study will able to assist the commandant to improve the training environment and training procedure in the training institution. The study also will assist the commandant to enhance the administration and quality environment in the training institution. This study will determine the most influence factors that contribute to the enhancement of job performance.

1.7.3 Future Study. This study can give the foundation to future researcher to conduct their research on training in military environment. The area of study which is enhancement of job performance has less been touch by the researcher. Most of the researchers focus their study on the effectiveness of training. This study will create new dimension of study in military training institution. There is very little study conducted in military due to the nature of the organization. This study will be the stepping stone for the researcher to make comparison between civilian and military training procedure, management and

environment and how these training will enhance job performance of the student when completed their course.

1.8 Limitation of the Study

This research has some limitations that are challenges factors that need to handle. Some classified document cannot be reveal to public for security purposes. Overall in the Malaysian Army, they have many training institution for the respective corps and speciality. However due to the limitation and time constraint it was not possible to conduct in depth research to all training institution. Therefore this study is conducted in Malaysian Army training institution level. These two institutions is Army training institution whereas the other is for respective corps.

The researcher also needs to consider the cost and time limitation to conduct the research. The duration of the courses need to be consider and the training time table. Therefore this study needs to be plan accordingly due to the limitation.

For the purpose of the study, two officer courses was selected namely Grade 2 Staff Officer Course and Grade 3 Staff officer Course which conducted in PULADA and IPDA. Both training institution was running at Army level and the course is compulsory for all army officer in Malaysian Army. The student attended the course is changing in every intake. There will be three intakes in one year. For the purpose of this study, the first intake in 2013 was selected for this study.

1.9 Organization of the Study

The overall report of the study is presented in five chapters. The sequence of the chapter is shown as follow:

1.9.1 **Chapter 1.** This chapter will define the subject matters. It give an introduction where it cover the training in Malaysia Army, an overview of the problem statement, purpose of the study, objective of the study, contribution of the study and organization of the study. This chapter is important for this study because it will guide to the success of the study.

1.9.2 **Chapter 2.** This chapter will emphasis on the literature review that is related to the study to provide detail information on the concept and theory related to the factors that influence the enhancement job performance among the trainee who attended training in Malaysian Army training institution from the academic and military perspective. The model is identified from previous study on the aspect of training and job performance and measures of effective training are highlighted. This chapter is important to develop the hypothesis of the study. This chapter also will establish the ground to commence the study.

1.9.3 **Chapter 3.** This chapter discuss on how research methodology approach in this study. It present how the research is being conducted in term of research design, data collection procedure and analysis techniques. The chapter

also elaborates the design of the study, the conceptual framework, research hypothesis, research sampling design and method.

1.9.4 **Chapter 4.** This chapter is concentrates on research finding where it incorporates the finding and result of the study. The statistical test using Statistic Package for Social Science (SPSS) version 20.0 have been applied covering the demographic characteristic respondents, difference between demographic respondent toward performance and also correlation findings as well as regression among the independent variables. The research uses the frequency distribution to identify the highest mean value. At the end of this chapter a summary of the result is highlighted.

1.9.5 **Chapter 5.** In this chapter it will discuss the result, recommendations and conclusion made by researcher based on the outcome of the surveys. This chapter also recommends what needed for future study and the conclusion. This chapter will analyse the data collected and the conclusion of the study. It also recommended to the respective party the outcome of the study. From the study, there will be some recommendation for the higher management, training institution and for future research.

1.10 Conclusion

This chapter has focus on the background of the study and why it's important for the army. The training is a requirement for the soldier in peacetime soldering. This is very important to ensure the soldier is competent enough to perform their job in the time of conflict. Their job performance is the paramount important for the soldier. If they believe their job performance will be enhancing after attended the training, it will indicate the effectiveness of training in Malaysian Army training institution. This chapter clarifies the research topic by describing the background of the study, and what factor influence the enhancement of job performance of among trainee attended course in the training institution. The nature of the problem has been identified and discussed. The purpose of the research has stated clearly and the specific research objectives that need to be achieved in the study have also being identified. The significance of this study has also been highlighted. The next chapter will provide extensive discussion on the literature review on the influencing factors.

CHAPTER 2

LITERATURE REVIEW

2.0 Introduction

In the new millennium, the highly sophisticated weapons and equipments available require highly educated soldiers to manage and handle this specialized weapon system. War is complex and unpredicted condition that required highly motivated soldiers, good leadership and well organized training have been the best formula in ensuring success. Training efforts focus on teaching skills and knowledge.

In order to be in the state of constant readiness to face any aggressors, the Malaysian Army must continuously upgrade its military capabilities through systematic training and education. The top management in the Army has the responsibility to ensure each soldiers receives the training and education in the most efficient way possible in order to get the best result. This training will be benefited if it can enhance the job performance of the soldiers. In meeting the requirements of training and education, the Malaysian Army has establish sixteen training establishment throughout the nation to cater for certain training requirements for various levels of career development. Each training institution is responsible in providing the required practical knowledge; skills and attitude in order the soldiers to function effectively in the organization.

This chapter will focus and critically discuss on the literature pertaining the factors that influence the job performance. This literature review was conducted as a basis to develop research model. Three important areas related to this study have been identified. First, there will a review on the relevant literature review regarding the enhancement of job performance which related to the training procedure, training environment and management support. This literature review also cover the determinants factors that influence the enhancement of job performance and finally a review to the formation of research models specific to determinant factors that influence the enhancement of job performance among student attended training in selected army training institution. The model is used as the basis for the hypothesis testing. This hypothesis will be test and whether it's in line with the view of the trainee attended the course.

2.1 Definition

2.1.1 Training

In the general term, training is designed to improved employee on job performance (Heath, 2001). Lynton and Pareek (1990) refer training as the main concern in preparing people for activities outlined by technology, organization and setting. Training helps participants to improve their performance. Through training, it is expected that upon completing any training, an organization would be able to identify the right person for the right job, who has the capability and willingness, and finally determine the best performance, which comes for the

right person with the position and is given the opportunity to do the desired job. In military there is no exemption to the training. In fact this particular organization requires a highly effective, constant and advanced training system as to ensure the soldiers' competencies and knowledge to handle specialized, sophisticated, up to date equipment, and to perform better in their functions (Manual Land Warfare, Part 3, Training Volume, Training, General (1991). Thus, it is very important to ensure the course conducted i Malaysia Army training institution enable to enhance the job performance among trainee attended the course.

Training is one of the major keyword in this study. Training is defined as the systematic attainment and development of knowledge, skill and attitudes required by employees to perform a task or job adequately or to improve performance in job environment (Wexley & Latham, 2002). These definitions show that the end result of training will enhance the job performance of the trainee. It is considered as a foundation of human resource management and one of the most persuasive methods for enhancing the productivity of employees (Arthur et al, 2003, Paul & Anantharam, 2003). In contrast to development activities, which increase the ability in relation to future needs, training activities are directed at an immediate or near term application (Dowling & Welch, 2004), and are designed to close the gap between desired an actual performance(Swart et al , 2005). The closing gap indicates that the training should lead to enhancement of job performance. Therefore training should be delivered and to develop knowledge, skill and attitude required to perform duties or employment (Tharenou, Saks & More, 2007) and should tailored to the need of organization

and employees (Tannenbaum & Yuki, 1992). Observation show that different individuals in an organization will requires different types of training based on their position, experience and the requirement of the assignment (Kartini & Kamaruzaman, 2010). Training is closely related to the job performance.

According to Yong (1996), training employees has gained much intention over the years mainly because organizations have come to realize the important of employees training as factor for organizational growth. The organizations realize the important of training and subsequently lead to the big investment on training in many organizations. According to Odiorne and Rummler (1998), much of employee education and training draw on the psychology of behaviourism. The greatest emphasis in training is placed upon the importance of thinking through and specifying the desired outcomes of particular learning programs with respect to change in knowledge, behaviour, attitudes or sensibility of the learner. Consequently, it is useful to understand some of the underlying principles of learning. There are number of general principles that should be considered as one designs a training programs. Thus the training procedure can be vital factors that influencing the performance of training.

Leach (1998) defines training as the key to building comradeship and regularly raising morale among soldiers and esprit de corps within units to enhance teamwork, and enable soldiers personally and collectively to withstand hardship and danger, overcome fear and act resolutely against opponents. Consequently, it is useful to understand some of the underlying principle of

learning. A number of general principles should consider when designing training program. The study has established the important for the training management to follow those principles before designing the training programs. The training is not only enhance the knowledge, skill and ability but the most importantly its able to built the competent force among the soldier in every aspects.

2.1.2 The Importance of Training

There are many studies discussing the important of training. There are many literature discuss on how the important of training in order to develop individual knowledge, skills and ability in their job. Lynton and Pareek (1990) refer training as the primary concern in preparing people for activities delineated by technology, organization and setting. Educations help students to choose their activities. Training helps participants to improve their performance. Junaidah (2001) refers training as planned and systematic efforts to modify or develop knowledge, skills and attitudes through learning experience to achieve effective performance in an activity or range of activities. She also states that training involves the facilitation of learning by individuals or groups of people who can benefit by having new knowledge, skills and attitudes. Training will develop individual in the organization to achieve organization mission and objective. Training also help the organization to have the competent workforce and enhance cooperation in the organization.

In order to conduct effective training, Melvin Sheila (1995) says that it must involve the exercise of good policy formulation, preparation of participants,

follow-up evaluation, the basic principle of repetition, and precision of training records. According to Frank and Harriet (1999), to make certain effective training, it should focus on performance and not to the work and combining it with the necessary skill and knowledge of the actual performance. Domonic (2009) explains that the management of training could be considered as a process of enhancing the ability of employees to manage a large responsibility successfully. In terms of training performance, Huang (2001) have raised about relationship between organizational characteristic with the performance of training which no significant differences between them. In his study, Huang (2001) found cases of significant relationship between the percentages of workers who received training with the performance of training. The main goal of training is to improve organizational capabilities, which is very important to access the training program in the form of training results (Leung, 2006). Zhao (2005) stated that formal training is a training program designed and planned with a specific purpose, which is usually considered as one part related with the strategy for the development of the organization as a whole. In this case he tried to inform that undertaken formal training itself will give an overview on the important of training programmed designed and planned to achieve a comprehensive development strategy of the organization.

For other researcher, Barber (2004) and Smith, Oczkowski, Noble & Macklin (2004) where they inform that they may have informal training in which trainees receive informal training in their workplace and do not have any relationship with any others training centres. How it can help to increase and

enhance their skill and working knowledge depends on their character and workplace environment.

A study by Knoll & Ellis (2001) found that the employees require an attractive working environment with all the facilities, security guaranteed, comfortable working area, good current technology and equipment in order for them to fulfil the needs for the organization. Without proper training, the organization maybe facing problems and ultimately it will affects organization performance.

In conclusion, the work is an important element of training management and beneficial to train a person to carrying their task. Other than that, there are also some other factors that influence the performance of training. It is very important for us to study factors that influence the training so that we enhance the performance of training in the training institution. In this paper, we will study the factors that influence the enhancement of job performance of the soldiers attending the course in Malaysian Army training institution. Quantitative study will be conducted to find what the trainee perceived about the course they attended and what the factors will influence the enhancement their job performance.

2.1.3 Job Performance. Job performance will be the main study in this paper. Enhancement of the job performance is one of the aim of training. Byars and Rue (2006) defined job performance as the degree to which an employee accomplished the tasks that made his or her job. Williams (2002) defined

performance as results and behaviors. The main task of the soldier is to defend the country from the external threat. During peacetime, the job performance of the soldier can only be identified during training and exercise. This will not give the full picture of the soldier's performance unless they are facing the real conflict.

McConnell, (2003) narrated job performance is an accomplishment of tasks which could be practical and quantifiable. Popovich (1998) reported that job performance is a complex phenomenon as various variables influence job performance. Those variables could be age, recognition of achievements and job satisfaction (Voltero, 2004; Bonett, 2002; Becherer, 1999). Each variable can positively influence employees' job performance.

Cronje (1995) classified on micro level, performance is the degree and quality of effort, cooperation, absenteeism, lateness, compliance with standards and commitment displayed by individuals. Additionally, (Ivancevich & Matteson, 1996) explained performance can be viewed in terms of competing standards which individuals must achieve in their work and it can be seen as the desired result of behavior.

Employee's performance depends on the individual's capacity, willingness and opportunity to perform. The direction, intensity and duration of effort expended by individuals influence the quality of their job performance (Ivancevich & Matteson, 1996). Spangenberg and Theron (2001) highlighted that potentially the most important organizational link for performance management is to drive the implementation and realization of strategy. Den Hartog, Boselie & Paauwe, (2004) considered that the implementation and realization of strategy is

required so that organization can enhance employee performance and development, with the aim of maximizing organizational performance.

The objective outcomes can be measured through turnover and absenteeism, personal behavior outcomes and reflect the individual's reactions to the work (e.g.; staying with the job or quitting due to physiological and health problems). The intrinsic and extrinsic outcomes (eg; variety, autonomy, supervision) are related to individuals' actions and hence influence their job performance (Ivancevich & Matteson, 1996). Employee's performance is the behavior or actions executed by individuals that lead to the attainment of goals, standards, quantities or other types of outcomes (Ali, 2000).

Williams (2002) defined in his book "Managing Employee Performance, Design and implementation in Organizations", that performance is not only the result but also the way he/she performs his/her tasks, as he stated in his book "*performance should be associated with task accomplishment, goal achievement, results, and outputs*". Furthermore, he explained that the performance shall not be viewed as task accomplishment or goal achievement. It is the fact that for many jobs results aren't necessarily the outcome of what individual employees do – there are many other contributing factors like opportunity to perform, complexity of task which are nothing to do with the person doing the job (Cardy and Dobbins 1994; Murphy and Cleveland 1995). Additionally, he described that every employee may not have the same opportunity to perform or it is not necessary whatever employees do is task-related (Murphy, 2002).

Today behavioral view of performance says, one of the themes in which is that performance is not output or results. That doesn't mean that there is no place for goals in such a behavioral concept, as Murphy (1990) definition makes clear, *“performance is defined as the set of behaviors that are relevant to the goals of the organization or the organizational unit in which a person work”*.

There are two different views on performance, results/outputs and behaviors. It would be quite tough to explain both aspect of performance at the same time. In the military context the performance of the soldiers can only really be identify during war and real operations. It is very difficult to really measure the soldier performance in the peacetime unless they involve in the real conflict. We can only simulate the result in training and exercise. This is the reason why training must be conducted as real as possible. The real behavior of the soldier only can be identify during the real conflict. However, (Cardv and Dobbins 1994; Waldman 1994) they explained, behavior is viewed as one of the causes of output, and output is one of the means by which the effectiveness of performance (behavior) may be perceived.

The end result of training should enhance the job performance of the trainee. Performance is a measure of the appropriateness of the goal that managers have selected for the organization to follow and of the degree to which the organization accomplishes those goal (Geogre and Hill, 2000). Robbin and Coulter (1996) report that performance can be described as doing the right thing. According to Geogre (2001) there are six step in ensuring the high performance of training; (1) pin point training needs, (2) Set training objective, (3) decide how

best the specific objective, (4) secure/develop the program, (5) conduct training and (6) asses training. He also suggest that to determine whether or not training is effective, every organization must answer these three question; did trainees learn the course content? Do they apply training on the job? And does the training make difference?.

Effective training improves the performance of individual and the organization, and it is known as performance based instruction (Todd, 1999). Performance in the ,military organization can only be accomplish if the right man for right job is selected since they are needed to do the right thing as required from the early stage of soldering. The fulfilment of the following characteristic for the military to achieve performance can only be successful if they have made a correct placement decision. A trained soldier who is not clear goal eventually will be ineffective. Officers attain a variety skill to b effective in their jobs. Career and functional course prepare every officer undertake a task mission given. Therefore, it is leader's responsibility to ensure they work as a team by binding the required skill to be an effective team. .

2.1.4 Training Evaluation

In this study the researcher only highlighted how to evaluate the training. The evaluation are needed to perform training to ensure that the training provided has increased a person's knowledge, skill, attitudes and lead to efficiency. Raab, Swanson and Wentilng (1991) explain the training evaluation is a systematic collecting and analysing information for and about a training programme that can

be used for planning and guiding decision making as well as assessing the relevance, performance and the impact of various training components. Experience has shown that one of the most effective ways trainers can improve their performance and training activities in which they are involve is through evaluation. The performance of training can be measured by using some system or model which was created by the scholar or researcher before.

Some of the training models that have been used for evaluation are publish. One of the best known and most widely used frameworks for classifying is the Kirpatrick model. He originally proposed the model as step in 1959 and describe the model as level in 1998 (Kirpatrick,1998). He suggest that reactions, learning, behaviour and result are four measures that are relevant for the evaluation of training outcomes. Reaction, refer to the extent to which trainees like and feel about training. Learning refers to the knowledge and skills acquired by the trainees. Behaviour refers to the transfer of knowledge to the work situation of the trainees. Result refer to the attainment of organizational objective. Kirpatrick's four levels are as follows:

2.1.4.1 **Level 1 – Reaction.** What the participants thought of the program, are normally measured by the use of reaction questionnaire. At this level, action is often measured with attitude questionnaire distributed after most training classes and measures only the learner's perception (reaction) of the course. The trainees may be asked on how well they like the instructor's presentation techniques, how completely the topics were

covered, how valuable they perceived each module of the course or the relevance of the course content to their specific job. They might also ask on how they plan to use their new skill back on the job. Learners are keenly aware of what they need to know to accomplish a task. If the training fails to satisfy their needs, Kirkpatrick stressed that a determination should be made as to whether it is a fault of the course designed or method instruction.

2.1.4.2 **Level 2 – Learning.** The changes in knowledge, skill and attitude with the respect of training objectives, normally assessed by use of performance test. He defined this level as the extent to which participants change their attitude, improve their knowledge and increase their skill as the result of attending the course. It addresses the question, did the participant learn anything? Learning evaluation requires post testing to ascertain what combined with pre-testing, so that one can differentiate between what they already knew before training and what they actually learned during the course. Pre testing can be done before the conduct of training such as entrance test or quizzes or question and session between trainer and participants. Evaluating the learning process that have been taken place is normally focuses on such question such as the following, what knowledge has been acquired?. What attitude that were change?. According to Kirkpatrick measurement at this level, would indicate that a program's instructional are effective or ineffective. He also reminded that

this will not prove if the newly acquired skill and knowledge would be used later in the working environment.

2.1.4.3 **Level 3 – Behaviour.** This refers to change in job behaviour resulting from the program, to identify whether the learning is being applied. Assessment methods include observation and productivity data. The level of behaviour is defined as the extent to which a change in behaviour has occurred as the result from the course attended. The evaluation include testing's the student's capabilities to perform learned skills in the daily job. In this level the evaluation can be perform formally (testing) or informally (observation). It will determine if the behaviour change has occurred by answering following question. Do people use their newly acquired skills, attitudes or knowledge on the job?. Kirkpatrick stress that it is important to measures behaviour because the primary purpose of the training is to improve result by changing behaviour. He also argued that new learning skill and knowledge is futile to an organization unless the participants actually use the new skill, knowledge and attitudes in their work activities. Since the level 3 is the measurement, as termed by Kirkpatrick, it must take place after the learners have returned to their job. The actual level 3 measurement will typically involve someone closely involve with the learner, such as instructors or superior commander. He believe that although, it takes a greater effort to collect this data than it does to collect during training. Its value is important to the training department and organization. Behaviour data provides insight into

the transfer of learning from classroom to the work environment and the barriers encountered when attempting to implement the new technique in the program.

2.1.4.4 **Level 4 – Results.** This refers to the bottom line input in training program. Methods for measuring result including measuring cost, quality and return of investment (ROI). This is defined as the results that occurred because the participants attended the course, the ability to apply learned skill to new and unfamiliar situations. These impacts can include such items as monetary, efficiency, teams and so forth. Here, thinking is expanded beyond the impact on the learners who participated in the training program and begin to ask what happens to the organization as the result of training efforts. Kirkpatrick pinpointed that while it is often difficult to isolate the result of a course, it is usually possible to link training contribution to organizational improvements. Collecting, organizing and analysing level 4 information can be difficult, time consuming and more costly than others three level, but he reassured that the results are often worthwhile when viewed in the full context of its value to the organization. The evaluation processes become more difficult and time consuming, although it provides information that is of increasingly significant value.

Measuring results that affect the organization will provide more information, whether or not the organization is receiving a return of their investment in training. For

the performance of training and the maintenance of competency, Bramley (1991) stated that most training and development activities focus on the individual with the ultimate objective to increase performance in part of organization. According to Wentling (1992), training needs is a condition where there is a difference between 'what is' and 'what should be. The difference can be in term of knowledge, attitude or skills that trainees need to be more effective in performing their jobs. Training needs analysis is the diagnosis portion of the training system. It also helps to identify the gaps and improvement for the training planners.

2.2 Training Procedure and Job Performance.

Training was provided to improve knowledge, skill and ability of employees to make sure employees doing their job with performance to achieve organizational goals (Dessler, 2008). The importance of employing the right man for the right job in the military is to enable military organization to achieve performance and efficiency. Geogre (2001) highlighted six steps in ensuring effective training by pin point training, set training objective, decide how best to meet objective, secure or develop the program, conduct training and evaluate training. He also suggested that to determine whether training is effective, the organization must answer three question. Did trainees learn the course content? Do they perform on job training? Does training make a difference?.

According to Mathis and Jackson (2009), training program should be evaluated to determine the outcome through reaction of trainees learning, behaviour and output or productivity in organization. The performance of training depends on contents and methods, selection of trainer, learner's motivation and learning style (Wang & Drewry,

2009). To maximise performance, program developers should carefully prepare training goals, training format and training techniques (Petri et al, 2008).

Sufficient knowledge, skill and the right attitude are the determining factors of person performance towards their job. To some extent an organization is able to develop the knowledge and skill to a standardized level among employees through training development programs, but very difficult to have standard attitude among employees because it will differs from one individual to others This is due to the environmental factors and influences from the individual background.

2.3 Training Environment and Job Performance.

The limited resources was one of the factors identified contribute to training performance (Omar, 2001). According to Anuparna & Johnson (2007), individual who receive adequate training related to their deployment is likely to see work environment to support training and development activities. It proves that the important of the environment in training for ensuring the skills and capabilities of members increased to achieve the objective and target of the organization. Yadapadithaya & Stewart (2003) stated that sufficient equipment enable workers to adopt new skills and ideas required and accurately identify and reduce barriers unfortunate. This can be explained that with good training environment, it can assist in the smooth running of a training which individuals will be able to apply skills and ideas acquired during training.

According to Bates (2001), organization which are interested in promoting the involvement of workers in training as tool for improving performance should seriously

considered the environment needs to be able to support the success if works in applied training. Gucharan Singh (1999), states that performance is identified by how trainees are successful in achieving the outlined performance. Meanwhile, the competencies are related to the extent of the ability of trainers and training managers to use existing training resources to train their trainer. Therefore, all training resources will be utilized optimally. The quality and quantity of training will be constantly monitored to ensure the competence and preparation of trainees for future work to be done. According to Kartini and Kamaruzaman (2010), the instructor competence and training types significantly interact with the types of training participants to influence the performance of performance and knowledge application. In other word, the instructor competence and training types are primary contributors to training performance.

Therefore, a suitable, systematically planned and effective training is very important to any organization and certainly, it is applicable to military environment as well. Anupama & Johnson (2007) said that individual who receive the best and adequate training should have a positive attitude toward training. With the positive attitude among the personnel, training will be carried out properly and effectively. Bates (2001) stated that, it is logical to have a positive attitude regarding training, but it's still not enough to encourage or stimulate them to attend training sessions conducted. He stated that employees may feel there is work to be done causes then to not need to attend training or they feel learning a new thing will only leads to additional requirement and it will be an unsatisfying burden. Relating this with training requirement in Military, obviously this attitude will lead to suffer of losses and it become a barrier in ensuring the success of training. An effective training environment is designed to optimize learning both during

the training event and afterward on the job (Kuntek, 2009). Through the information, it is evident that the environment is very important in ensuring that training can be implemented smoothly and effectively.

2.4 Management Support and Job Performance.

Cooper (2005) stated that managerial commitment is defined as ‘engaging in and maintaining behaviour that help the others achieve a goal’. This definition show that the management support is very important for the trainee to achieve their aim in the training. According to Yadapadithaya & Stewart (2003), one of the most important aspect in training was to get support and encourage from higher management and peers where it become a priority and responsiveness of the organization to ensure the training development in term of introducing requirement to transferable skill and new idea. Due to that, it can be concluded that higher authority support is a key of success to performance of training.

(Mattis, 2013) stated that support from management is not just matter of word. It means allowing workers to develop and use their skill and ability. The management must ensure that the soldier after attended the course can apply their knowledge at their workplace. This will built their confidence on the knowledge they receive in the course. Roy (1987), conclude that knowledge transfer as an interpretive, not as amenable to a static cognitive analyses that reifies “common elements” in problem solving situation as traditionally supposed. Management support is clearly important for the training institution to enhance the job performance of the trainee attended the course.

Transfer of training is one of the dimensions in management support. Broad and Newstrom (1992) defined the transfer of training to the workplace as “the effective and continuing application, by trainees to their job, of the knowledge and skill gained in both on and off the job”. The trainee level of motivation, support from the trainer and the ability to understand and benefit from their training are important determinants of the individual’s learning outcomes (Baldwin & Ford, 1988). The management should provide certain reward or opportunity for the trainee attending the course. The support will motivate and enhance the job performance of the trainee who attending the course.

2.5 Conclusion

The literature highlighted in this chapter is useful to this study and can be implied that training is an important element in military organization. In the army, training sometime referred to as welfare to the soldiers. By sending them for training and train them, it will improve the soldiers in acquiring or enhancing their knowledge and skills to perform their task more effectively. As a conclusion, this chapter explain the theoretical framework used prior studies to predict the performance of individual training. Review of the literature led to the discovery of the concept of the performance of training in selected Malaysia Army training institution and the creation of research model includes various dimension and factors.

The chapter also touches on the formation of hypotheses to be tested. The next chapter will discuss the research methodology will be used in this study to test the research model and hypotheses that have been developed. It is important to note that for the current study, the perception of the army on the performance of training is to be

determined based on the framework identify. The study will perceived that performance of training in army training institution is determine by the procedure, environment and management support

CHAPTER 3

RESEARCH METHODOLOGY

3.0 Introduction

In this chapter, the methodology adopted to carry out the research will be presented. The chapter is divided into several subtopics, and these include the conceptual framework and development of hypothesis, research design, sampling technique, population and sampling size, pilot test, instrumentation, data collection, and data analysis.

Zikmund (2003) defines research as systematic and objective process of gathering, recording and analyzing data for aid in making business decisions. The research process will be based on Uma Sekaran (2003) which stated that the process of the developing the theoretical framework and the hypothesis for the testing and the design which involves the planning of the actual study, dealing with such aspect as the location of the study, the selection of the sample, and collection and analysis of the data.

This chapter provides in the research methodology used for the overall current research. It encompasses the research method that applied a brief outline of the selected respondents. This chapter presents the design of the study, theoretical framework, hypothesis, questionnaire design, sampling method, data collection, pilot test, reliability test, normality test and linearity testing and as well as statistical analysis techniques. The

finding of this research would be able to provide guidelines on how training in Army Training institution should be conduct.

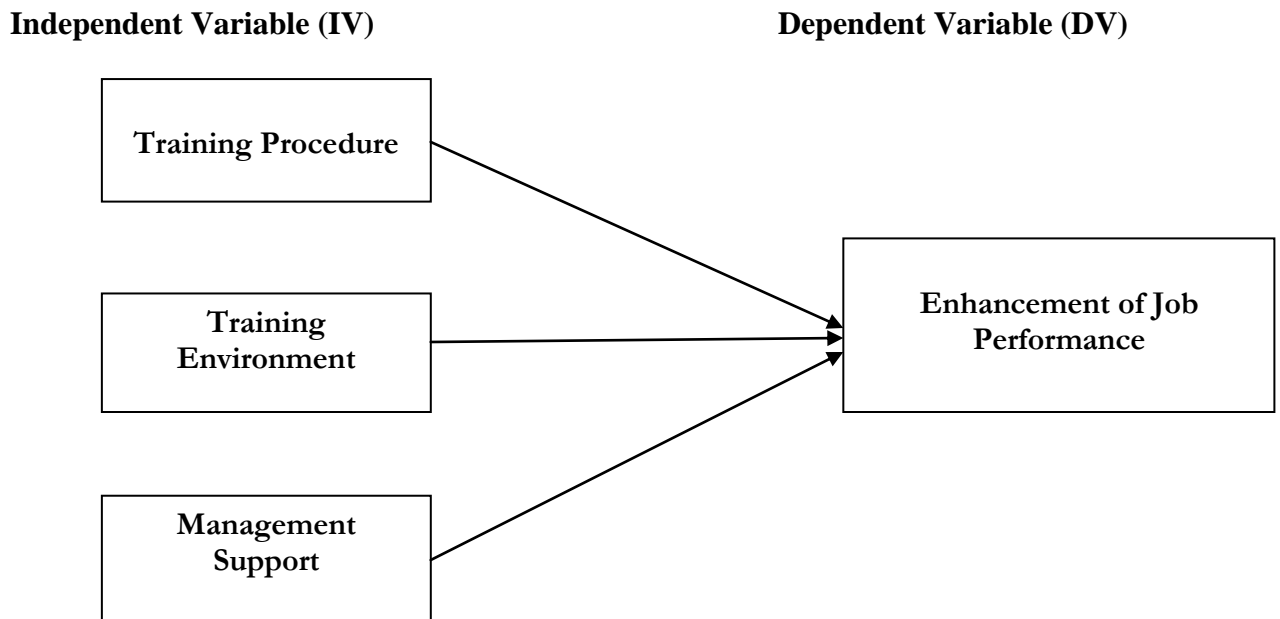
This study will be a descriptive quantitative study which to analyse the relationship between key factors that influencing the performance of training in Malaysian Army Training Institution namely training procedure, training environment and management support. This study will also investigate any differences among demographic factors toward to the success of the training. The discussion on the research methodology employed in achieving the objective of the study based on Zikmund (2003). Zikmund describes the research objective as the purpose of the research and expressed it in measurable terms. Thus the study will focus on following objective:

3.1 Theoretical Framework

This study focuses on scientific research by carrying out surveys to respondents in G2 and G3 courses in PULADA and IPDA to obtain primary data related to the perception of performance of training in PULADA and IPDA. Despite the absent of specific literature on the study to be done, the literature on the training has been used to perform scientific study on the enhancement of job performance of trainee in the training conducted in PULADA and IPDA. There is clearly stated that the most important task for the army in peacetime is training. The study adopted a quantitative method and it is correlation study. According to Zikmund (2003) the aim of quantitative research is to determine any phenomenon in the form of numbers. Cavana (2000) suggested that correlation study is specifically used to identify the relationship between independent and dependent variables.

This theoretical framework for this research was designed based on the identified factors such as demographic profiles, training procedure, training environment and management support that may influence the enhancement of job performance of trainee attended training in Malaysia Army training institution. Through constructed theoretical framework, it will explain the required data in answering research problem statement. In general this conceptual framework will study the perception of the army personnel of the enhancement of job performance (Independent Variable) and their relationship with Training Procedure, Training Environment as well as Management Support(Independent Variable). This study is based on perception of respondent to the factors reflected in their training experience and maturity toward the service. The research conceptual research framework is shown in Figure 3.1 below.

Figure 3.1: Research Framework



3.2 Hypotheses Development

Based on the explanation before, three independent variables have been identified in influencing the job performance in the training which in this study will be dependent variables. Three hypotheses are developed to ensure that relationship between variables exists. Kontoghiorghes (2001) through his research has found out that knowledge, skill and management support have a relationship with transfer of training. It is expected this factors have the influence towards training performance and enhancement of job performance. According to Chiaburu (2005), the relationship between management support and training performance are tested through training motivation. It is proofed that management support become stronger predictor to training motivation.. Baldwin & Ford (1998) stated that there are seven researchers to study the relationship of environment creation with training transfer. It shows that the relationship between organizational sources with the training performance and enhancement of job performance exist.

The study is based on hypothetical research involving three factors that influence the enhancement of job performance of the soldier attended training in Malaysian Army training institution. .

3.2.1 H1: There is significant influence between training procedure and the enhancement of job performance among the student attended the course in Malaysian Army training institution.

3.2.2 H2: There is a significant influence between training environment and the enhancement of job performance among the student attended the course in Malaysian Army training institution.

3.2.3 H3: There is a significant influence between management support and the enhancement of job performance among the student attended the course in Malaysian Army training institution.

Therefore, this study is needed to identify the perceptions among the soldiers attended the course, whether there is a influence between independent variable (Job performance) with the three independent variables (Training procedure, Training Environment and Management Support).

3.3 Questionnaire

3.3.1 Questionnaire Design. Question that will result in the questionnaires are designed according to the objective of the study. It was decided that has a self administered approach would be the most affective means to collect a large amount of data from a sample of predetermined size. The self administered approach survey process provides quick, inexpensive, efficient and accurate means of assessing information from respondents since the researcher has the time limitation. The questionnaire is prepared in Malay, as it is assumed that the majority of the respondent would be competent to answer in Malay. A covering letter was attached to every questionnaire to give an explanation to the respondents of the objective of the questionnaire.

3.3.2 Questionnaire Development. The cross sectional survey method was applied so that to gathered data could be used not for the purpose of description but also for determination of relationship between the variables at the time of the study. The questionnaire was adapted from Hariff (2010) and Fared (2011). Training procedure variables is taken from model designed by Paek (2005). As for training environment variable, the model is from Mead, Tobin and Couturiaux (1996). To determine the influence for management variable the model used is from Kunder (1998). There were five pages of question organized into five sections that consist of 47 items statement. Part 1 (Section A) on the demographic and Part 2 where Section B emphasized on the training procedure, Section C emphasis on training environment, Section D emphasis on management support and Section E for the job performance. The Lakert scale was used with five categories from 5 (strongly agree), 4 (Agree), 3 (Neither agree or disagree), 2 Disagree and 1 (Stronly agree). The detail questionnaire are as per Annex A and five sections of questions structured as follows:

3.3.2.1 Part 1 (Section A) - Demographic. This section requested for demographic information such as unit, rank, age, marital status length of services, appointment, qualification and courses attended.

3.3.2.2 Part 2 (Section B) - Training Procedure. This section focus on testing about the suitability of training design by further looking in Policy and Directive and also Training Instruction and Training Program. Base on this result researcher will easily identify either the program itself is properly

design or not or the implementation on the ground will make it different toward the result achievement.

3.3.2.3 Part 2 (Section C) - Training Environment. This section is to measure about the level of environment elements which contribute for the training either enough for the training conducted. It will discuss relevant such as Trainees attitude, Trainer's Characteristic and Training Facilities. The answer pursue to this section is both enough support and contribution will effect the job performance of the trainee.

3.3.2.4 Part 2 (Section D) - Management Support. This part is to measure the performance of the training relate to the management support such as higher level support and transfer of skill.

3.3.2.5 Part 2 (Section E) - Job Performance. This part is to measure the enhancement job performance of the student after attended the course in Malaysian Army training institution. The question will show whether the course help the trainee to enhance their confidence, commitment and their contribution in the workplace after attended the course.

3.4 Research Design

This section will show how this research will be designed. Its will cover type of study, Unit of analysis, time horizon, population and sampling technique. The study adopted a quantitative method and it is correlation study. According to Zikmund (2003) the aim of quantitative research is to determine any phenomenon in the form of numbers.

Cavana (2000) suggested that correlation study is specifically used to identify the relationship between independent and dependent variables.

3.4.1 Type of Study

The study will use quantitative method using collective data from the sample. This study is a descriptive study to find out the influence variable that related to performance of training. The study was conducted to find out the influence variable in training procedure, training environment and management support with job performance of student attended training conducted in IPDA and PULADA. The collected data will be analyzed by Statistical Package for Social Science version (SPSS) 20.0. The result was tested using Cronbach's Alpha and the tested by Pearson Correlation.

3.4.2 Unit Analysis

For this research, unit of analysis is individual student from two courses running in PULADA and IPDA.

3.4.3 Time Horizon

This research was conducted base on cross sectional where all data gathered just for one time. The data will be collected for one shot studies.

3.4.4 Research Population

The population for this study consisted of the officers attended the course at the Army Combat Training Centre in Ulu Tiram, Johor, who range from the ranks of Captain to Major and officers attended the course at the Army Institute of Management (IPDA) in Port Dickson, Negeri Sembilan from the ranks of Captain to Major. Both course participants from this two training institution is attending G2 Staff and Tactic Course and G3 Staff and Tactic Course respectively. The total number of students at the Army Combat Training Centre was 64 officers and 89 officers in Army Institute of Management. A total of 153 students participated in this survey.

3.4.5 Sample Size

For this research, respondent that involves are 153 which represent 100% attended the course.

3.5 Data Collection Procedures

3.5.1 Primary Data

The primary data was gathered using sets of self administered questionnaire. The compilation a set of questions designed before being requested to answer by the respondent. The researcher than distributed the questionnaire personally and conducted the brief session to all respondents to explain the purpose and the aim of the study including how to fill up the questionnaire. The respondent given

sufficient time to answer and all the completed questionnaire will be collected once the session is over. The researcher will collect personally the completed questionnaire.

3.5.2 Secondary Data

Secondary data was gathered from the previous research, research paper, military journal, officer day paper, book and observation. In this study, the researcher gathered the secondary data from the library, internet, training institution and also from Training and Doctrine Division (TRADOC).

3.5.3 Pilot Test

Prior to the actual study, a pilot study has been conducted to test the reliability of the questionnaire. A pilot study of the drafted questionnaire will be conducted to the convenience figure 26 personnel randomly in each course. This to ensure that the questionnaire were easy and understandable. All of the aspects of the questionnaire were put to be tested and the involving testing the question contents, wording, sequence, the difficulties of the questions, form layout and even its instruction. The outcome of the pilot test will improved the final list of the questionnaires. The result represent table 3.1.

Table 3.1. Pilot Test for Reliability

Variables	No. of Items	Alpha values
Job Performance	9	.623
Training Environment	12	.926
Training Procedure	12	.918
Management Support	8	.860

3.6 Data Collection Method

The data collection method is prepared by using set of questionnaire which distributed to the respondents. In order to give clear understanding on the questionnaire, the respondent will be brief about the aim and purpose of the research.

3.7 Data Analysis Technique

The Statistical Package for Social Science Programme (SPSS) is used to process all collected data. Descriptive statistic such as frequent distribution, mean, median and standard deviation were utilized to summarize the result. The data was inserted into SPSS and run the test to find the result.

3.7.1 Reliability. Reliability testing is concerned with estimates of the degree to which the measurement is free of random and unstable error. The component items each of the factors were tested for internal consistency reliability using Cronbach's Alpha Coefficient. The Cronbach Alpha (Cronbach,

1970) was computed to assess the reliability of the scales. The closer the Cronbach's Alpha to 1, the higher the internal consistency reliability.

3.7.2 Pearson Correlation. In this study, the association of the independent variable namely Training Procedure, Training Environment and Management Support towards the enhancement of job performance of soldiers attended the course. In order to determine the relationship between variables, correlation of determination, r was analyzed to indicate the strength of the relationship between variables whether it is negative or positive.

Pearson correlation analysis is important to know the nature, direction and significance of the relationship between dependent and independent variables. Sekaran (2003) has suggested the relationship will be perfect positive relationship among two variables if it is represented by +1 or perfect negative relationship if it will be represented by -1. Therefore the researcher has to determine the significance of the correlation between two variables.

Significance level of $p=0.05$ is commonly acceptable conventional level in social science research. This means that researcher might be sure that there is significant relationship between dependent and independent variable, and there is merely 5% probability relationship doesn't exist. Davis (1997) proposed that the rule of thumb that should consider while interpreting the r -value from the correlation analysis as shown in following table.

Table 3.2: Interpreting the R-value for Correlations

R-value	Relationship
Above 0.70	Very strong relationship
0.50-0.69	Strong relationship
0.30 -0.49	Moderate relationship
0.10-0.29	Low relationship
0.01 - 0.09	Very low relationship

According to Zikmund (2003) correlation coefficient is a statistical measure of the association between two variables. Further he categorized the r, ranges for correlation coefficient from +1.00 to -1.00. Below table shows that categorization.

Table 3.3: Interpreting the R-value for Correlations

r, ranges	Relationship
+1	Perfect positive linear relationship
-1	Perfect negative linear relationship
$+0.50 < r < + 1.00$	Strong positive linear relationship
$-1.00 < r < -0.50$	Strong negative linear relationship
$0 < r < + 0.50$	Weak positive linear relationship
$-0.50 < r < 0$	Weak negative liner relationship

3.7.3 Regression Analysis. Regression is a technique for measuring the linear association and it will be used to predict values between a dependent variable and an Independent variable. Multiple regression are an extension of the vicariate correlation. It involved the used of one dependent variable and three independent variable where both variable must be interval or ratio for its type of measurement. The result of regression is equation that represent the best prediction of a dependent variable from several independent variable This analysis is used to observe the level of influence independent against the dependent variable.

3.8 Conclusion

This chapter clarified the elaboration of the study methodology that had been applied. It encompasses information of does the research population and place, selection method and the total sample, study instrument, measurement procedure variables, data collection procedure and methods analyze data had achieve. In the following chapter the finding will be reported according to the objectives.

Chapter 4

FINDING

4.0 Introduction

This chapter will elaborate the finding of this study. It shows the demographic characteristic of respondents and shows the relationship between factors influencing the performance of training using Pearson Correlation. This chapter incorporates the finding and results of the research acquired from the statistical test conducted using the SPSS version 20.0. The finding is based on the analysis of Descriptive Statistical Test, Frequency Distribution, Pearson Correlation Analysis and Regression Analysis. This chapter report the finding related to the demographic characteristic of respondents, differences between demographic respondents toward performance of training and also correlation findings as well as regression among the level of performance of training, training procedure, training environment and management support at selected training institution. Lastly, the hypothesis that was tested would be identified either it has a relationship or not with the performance of training. Overall, this chapter will present research finding based on the statistical data obtains.

4.1 Reliability Test

Reliability is conducted to determine the reliability of the instrument or questionnaire used in the study. Cronbach's Alpha is a reliability coefficient that reflect how well the item in a set are positively correlated to one another in explaining the concept. Reliability occurs when a test measures the same thing more than once and the

results are the same outcomes (Salkind, 2006). Therefore, the item with low reliability which the value less than 0.5 will be dropped. According to Sekaran et al (2009), the reliability value less than 0.6 are generally considered to be poor and those value above than 0.7 are accepted and those over 0.8 to be good. According to Hair, Money and Samuel (2003), researchers generally Cronbach's Alpha value of 0.7 as minimum, although lower coefficient maybe acceptable depend on the research objectives. The result of the reliability test as per table 4.1 below:

Table 4.1 Reliability Test

Variables	No. of Items	Alpha values
Job Performance	9	.585
Training Environment	12	.900
Training Procedure	12	.896
Management Support	8	.851

The value of Cronbach's Alpha for the reliability of training procedure is .896, training environment is .900, management support is .851 and job performance is .585. The result shows that the Alpha value has very good internal consistency reliability for the scales. The lowest value is the job performance but still can be accepted but will be considered poor.

4.2 Descriptive Statistical Analysis- Frequency

A total of 153 questionnaires have been distributed to the 153 respondents for this study. All the respondents has answering the questionnaire distributed to them.

4.2.1 Demographic Characteristic

For the purpose of this study there were 89 respondents from G2 course at PULADA and 64 respondents from IPDA. Frequency distributions are obtained for all demographic characteristic and also for dependents and independent variables by using SPSS Version 20.0.

a) Rank.

Table 4.2 shown the frequency distribution of 156 respondents in this study according to rank. It show that from total 156 respondents 77.8% in the rank of captain and 22.2% in the rank of major.

Table 4.2 Frequency Distribution (Rank)

	Frequency	Percent	Valid percent	Cumulative percent
Capt	119	77.8	77.8	77.8
Maj	34	22.2	22.2	100.0
Total	153	100.0	100.0	

b) **Frequency Distribution (Age).**

The result of age distribution in table 4.3 below suggest that the greatest numbers of respondent for G3 course are in their 26-30 (48.4%) and 31-35 (36.6%) age group, followed by respondent aged Above 35 (12.4%), then followed by respondent by age below 25 (2.6%) . From the result its show that majority of the respondent was at the middle age in their service.

Table 4.3 : Frequency distribution (age)

	Frequency	Percent	Valid percent	Cumulative Percent
Below 25	4	2.6	2.6	2.6
26-30	74	48.4	48.4	51.0
31-35	56	36.6	36.6	87.6
Above 35	19	12.4	12.4	100.0
Total	153	100.0	100.0	

c) **Frequency Distribution (Marital Status)**

Table 4.4 represent the frequency distribution of 153 respondents in this study according to marital status. It shows that from total 156 respondents 19 is bachelor, 79.7 % is married and only 1.3% is divorce.

Table 4.4: Marital Status.

	Frequency	Percent	Valid Percent	Cumulative Percent
Bachelor	29	19.0	19.0	19.0
Married	122	79.7	79.7	98.7
Divorce	2	1.3	1.3	100.0
Total	153	100.0	100.0	

d) **Frequency Distribution (Year of Service)**

Table 4.5 represent frequency distribution of 153 respondents in this study according to number year of service. The distribution was 12.4% has less than 5 years service, 52.9% between 6 to 10 years, 25.5% between 11 to 15 years and 9.2% above 15 years of service.

Table 4.5: Years of Service.

	Frequency	Percent	Valid Percent	Cumulative Percent
Less 5	19	12.4	12.4	12.4
6-10	81	52.9	52.9	65.4
Valid 11-15	39	25.5	25.5	90.8
Above 15	14	9.2	9.2	100.0
Total	153	100.0	100.0	

e) **Frequency Distribution – Qualification**

Table 4.6 represent the frequency distribution of 153 respondents in this study according to qualification. It shows that from total 153 SPM/STPM is 12%, Diploma 31.4%, Degree/Master 56.2%. This indicate that majority of the respondent has high qualification.

Table 4.6: Qualification.

	Frequency	Percent	Valid Percent	Cumulative Percent
SPM/STPM	18	11.8	11.8	11.8
Diploma	48	31.4	31.4	43.1
Degree/Master	86	56.2	56.2	99.3
	1	.7	.7	100.0
Total	153	100.0	100.0	

f) **Frequency Distribution (Number of Course Attended)**

Table 4.7 represent the frequency distribution of 153 respondents in this study according to number of course attended. It shows that from total 153 respondents 12.4% has attended less than 5 courses, 53.9% between 8-10, 25.5% between 11-15 and only 9.2% above 15.

Table 4.7: Number of Course Attended

	Frequency	Percent	Valid Percent	Cumulative Percent
Less 5	19	12.4	12.4	12.4
6-10	81	52.9	52.9	65.4
11-15	39	25.5	25.5	90.8
Above 15	14	9.2	9.2	100
Total	153	100	100	

4.3 Mean, Standard Deviation, Variance, Range, Minimum and Maximum Value

Fah and Hoon (2009) defined mean as the average value of data set. It constructs a mathematical number that we can use to report central tendency. Whereas standard deviation is used to calculate the “dispersion” or “spread”. It can be obtained by summing the squared values of the deviation of each observation from the mean, dividing by the total number of observation which is variance and then taking the positive square root of the result (Gorard, 2005). According to Uma Sekaran (2003), in order to test the relationship between independent and dependent variables, we should know the means and standard deviations of each variable.

Table 4.8: Descriptive Statistic

	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
JP	150	15.00	28.00	43.00	4.26	0.3030	7.434
TP	150	32.00	28.00	60.00	3.75	0.5433	42.510
TE	150	34.00	26.00	60.00	3.88	0.5348	41.178
MS	150	23.00	17.00	40.00	3.90	0.5163	17.057
Valid N (listwise)	150						

Table 4.8 shows the mean, standard deviation, variance, minimum and maximum value of the data. The results demonstrate that the mean and standard deviation scores for the dimensions of independent variables, such as the mean and standard deviation value for training program (M= 3.75, SD= 0.5433), training environment (M= 3.88, SD= 0.5348), and management support (M= 3.90, SD= 0.5163). In other hand, result shows the mean score for dependent variable which is job performance (M= 4.26, SD= 0.3030). All mean scores reflect the tendency of agreement. In terms of standard deviation, which was used as a measure of dispersion, offers the spread of a distribution or the variability in the data. The standard deviation, along with mean is a very constructive tool because of the following statistical rules in a normal distribution (Sekaran, 2003).

4.4 Level Of Agreement

Level of variables has been segmented into three categories; low, moderate and high level. Low level range is 1.00-2.33, while moderate level range is 2.34-3.67, whereas high level range is 3.68-5.00. The results of the level of the variable for each variable are as follows:

Table 4.9 Level of Variables

Variables	Mean	Level
Job Performance	4.26	High
Training Procedure	3.75	High
Training Environment	3.88	High
Management Support	3.90	High

Base on the Table 4.9 we can conclude that all the variables lies was high level since all means come above 3.67. The highest mean in this scale is job performance and training procedure with the value of 3.75 is lowest mean in this scale.

4.5 Pearson Correlation Analysis

Correlation analysis is performed to examine the relationship between independent and dependent variables understudied. The correlation matrix between independent and dependent variables has been exhibited in Table 4.10 below. Then the results from this analysis have been compared against the hypothesis developed in this research study. Pearson Correlation Analysis is used to find relationship between independent and dependent variables.

From the data analysis the table below show the result acquired from the test using Pearson Correlation. The result is based on the independence variables which has the relationship with the job performance. The result also shows a positive relationship, meaning that any positive change in independence variable will cause a positive change to the dependent variable. From the data collection and the result show that there a strong relationship between independence variable and dependent variable. The result as per shown in Table 4.10

Table 4.10. Correlation

		JP	TP	TE	MS
JP	Pearson Correlation	1	.508**	.480**	.613**
	Sig. (2-tailed)		.000	.000	.000
	N	153	153	153	153
TP	Pearson Correlation	.508**	1	.740**	.706**
	Sig. (2-tailed)	.000		.000	.000
	N	153	153	153	153
TE	Pearson Correlation	.480**	.740**	1	.720**
	Sig. (2-tailed)	.000	.000		.000
	N	153	153	153	153
MS	Pearson Correlation	.613**	.706**	.720**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	153	153	153	153

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

4.5.1 Correlation between Job Performance and Training Procedure

There is significant correlation at the 0.01 value, the strong level of positive relationship between job performance and training procedure with the r value is= 0.508.

4.5.2 Correlation between Job Performance and Training Environment.

There is significant correlation at the 0.01 value, the moderate positive relationship between job performance and training environment with the r value is= 0.480.

4.5.3 Correlation between Job Performance and Management Support.

There is significant correlation at the 0.01 value, the strong level of positive relationship between job performance and management support with the r value is= 0.613

4.6 Linear Regression

Table 4.11 indicates the influence of independent variables which are “management support, training procedure, training environment” on dependent variable. “Job performance” as it is explained by the R Square value is .387 which shows the 38.7% of the variance has been significantly explained by the dimensions of independent variable towards job performance. However there are others factors that contributes to job performance which not been include in this study.

Table 4.11 Model Summary R Square

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.622 ^a	.387	.375	2.202

a. Predictors: (Constant), MS, TP, TE

Table 4.12 Regression Analysis for Job Performance, Beta Value

Model	Unstandardized Coefficients		Standardized Coefficients	T
	B	Std. Error	Beta	
(Constant)	24.983	1.411		17.710
1 TP	.062	.044	.146	1.424
TE	.004	.043	.009	.088
MS	.333	.066	.503	5.051

a. Dependent Variable: JP

The regression analysis was done to examine the influence of independent variables on dependent variable. Further regression analysis was done to test the hypothesis. Further, from the regression analysis it is found that out of three independent variables one of them are significantly contributed to job performance. Those three independent variables namely are training procedure, training environment and management support. It can be derived from the significance level of $p < 0.05$. Among those three variables, the highest beta value comes from management support (MS) which is ($B = .333$; $p < .000$), then training procedure contributes ($B = .062$; $p < .158$) and training environment is third contributing factor with beta value of ($B = .004$; $p < .938$). Hence, management support (MS) was significantly contributed to enhancement of job performance but training procedure and training environment has less influence in enhancement of job performance. Therefore, management support should be emphasized respectively in order to achieve high job performance of employees. The data represent in table 4.12.

4.7 Hypothesis Acceptance

4.7.1 Hypothesis 1. There is positive influence between training procedure and enhancement of job performance among the student attended course in Malaysian Army training institution.

4.7.2 Hypothesis 2. There is positive influence between training environment and enhancement of job performance among the student attended course in Malaysian Army training institution.

4.7.3 Hypothesis 3. There is a strong positive influence between management support and enhancement of job performance among the student attended course in Malaysian Army training institution.

4.7.4 Acceptance Relationship. The list of hypothesis accepted is as follow:

Table 4.13. Hypothesis Acceptance.

Hypothesis	Independence Variable	Dependent variable	Result
H1	Training Procedure	Enhancement of Job Performance	Accepted
H2	Training Environment		Accepted
H3	Management Support		Accepted

4.8 Conclusion

From the result and finding from this study, its shows management support has biggest role in ensuring the enhancement of job performance among the student in Malaysian Army Training institution. Training environment and training procedure has less influence in enhancing job performance in Malaysian Army institution. This finding should initiate further study to identify why these factors has less influence in job performance. The following chapter will discuss the result and compatibility of each hypothesis whether it answer the research objective and the main core of the research.

The discussion also will analyse further on the finding and to bring solution and also the recommendation required in enhancing job performance among student in Malaysian Army Training Institution.

Chapter 5

Discussion, Recommendation and Conclusion

5.0 Introduction

The chapter is attempted to discuss the results and finding from the data collected. It will elaborate some important points in the finding and discussion on each hypothesis of the study, practical implication, recommendation for organization, future research approach and the conclusion of the study. In this chapter discussion on the research finding is presented. Proposals are made after the consideration of the research result consisting of training component such as training procedure, training environment and management support. The fundamental of this research is to identify how job performance of the student in the training institution can be enhance through course that they attended. The discussion will refer to the research results that are presented from chapter 4. Research implication, research limitation and several recommendation for future research are also presented . At the end of this chapter, an overall conclusion for the research will be presented.

5.1 Overview and Finding

The study has reveals some information from data collected in this study. This study want to measure the influence of three factors that has been selected in this study namely training procedure, training environment and management support towards enhancement of job performance of the student attended the course in Malaysian Army training institution from the data collected from the respondent (student). Generally the

practice and conduct of training in the Malaysian Army training institution will influence the job performance of the student in performing their task back in the unit. The enhancement of job performance is the ultimate aim of the training that conducted in Malaysian Army training institution. Two establish Malaysian Army training institution was selected for the purpose of the study. This institution was selected because this two training institution was the only training centre which must be attended by all officers regardless their corps and expertise. This chapter will conclude a number of relevant factors that contribute to enhancement of job performance among the student who attended the course in these two training institution.

As in earlier chapters, this study is to identify how management support, training procedure and training environment will influence the enhancement of the job performance among the officers attended the course in Malaysian Army training institution. Identifying these factors is very important because it will affect the competency of individual and also the army organization. In that case, this study is carried out by collecting data through questionnaire, reference, book review and other relevant source to find the factors that can contribute toward enhancement of job performance among the student attended the course. The objective of the establishment of training institution in Malaysian Army is to train the soldiers and equip them with the appropriate knowledge for them to perform their task given. In the finding it clearly show that training procedure, training environment and management support has significant effect on the enhancement of job performance among the student attended the course.

The objectives of the study in chapter 1, highlighted again to relate with the research finding as set out in chapter 4. The study has proven that management support has strong positive influence with the enhancement of job performance. The others factors such as training procedure and training environment has less positive influence with the job performance among the student after attending the course in this training institution. This section also will provide with the scale of all factors to know exactly what factors will influence the job performance.

5.2 Discussion

The finding from the data collection has shown the relationship of three independence variables and dependence variable. The primary goals of this study to identify the influence between factors that been identify with the enhancement of job performance of the student attended training in IPDA and PULADA. Based on the analysis that has been made is clear that there was influence between Training Procedure, Training Environment and Management Support with the job performance among the student attended the course.

Correlation analysis which is used to identify relationship between three variables as shown in chapter 4 has been shown that there is a significant relationship between three variables. In order to find out the predictive power of these variables, the results of multivariate analysis using multiple regression models are able to confirm the Pearson Correlation coefficient test results and test of job performance.

The finding of result on multiple regression model has show that there is relationship between the variables (training procedure, training environment and management support) with job performance with the correlation $R = .622$, $R\text{ Square} = .387$ indicating that 39 % variance in job performance has significantly explained by these three variables. This show that the hypothesis that been made are proved correct. This finding also indicates that there is 63% which is not describe in where there is also other important factors to clarify the enhancement of job performance that is not considered in this study.

The finding from the coefficient result describing to the three predictor of the job performance in training institution through the standardized coefficients beta indicating that the predictor of management support with the significant level .333 was the highest amongst the three predictors. Training Procedure is the second highest with a less significant level .146 and for the training environment predictors data results show that the predictors is less significant with the value of .009.

Based on the result, it can be concluded that the management support was the most significant factors which attributes explaining the influence. The finding is in line with the study made by Huang (2001) which the result from his study show there was a strong relationship between management support with the effectiveness of training which reflect the enhancement of job performance.

The result has proved that the management support have a strong influence with the job performance. Training environment and training procedure has less influence with the job performance based on the result from the study. This is coincided with the nature

of military organization where training procedure refer to the policy, training, training instruction and training program in the form of written document as a guide and also to support in term of black and white of the implementation of training. Existing level of professionalism in the army, where determining the implementation of training can be proceed and implemented effectively without training procedure. This could be the factors why student did not see training procedure as significant factors to enhance their job performance during the courses. The finding also indicates that the training environment has less significant influence to enhance job performance of the student during attended course in Malaysian Training institution. This is due to numbers of course attended by the student where they don't feel the impact of training environment. Most of the student has attended the course in training institution before.

5.3 Hypothesis Finding

5.3.1 Training Procedure and Job Performance of the student attending course in Malaysia Army training institution. The first objective is to identify the influence of training procedure and the enhancement of job performance.

The hypothesis is:

H1 There is weak positive influence between training procedure and the job performance of the student attending course in Malaysian Army training institution.

The regression analysis result show that the training procedure seem not significant (Beta value = .146) at the level of $p < 0.05$ (Sig value = .156). It can be concluded that the factors of training procedure has less influence on the enhancement of job performance among the student attended training in Malaysian Army training institution.

5.3.2 Training Environment and Job Performance of the student attending course in Malaysia Army training institution. The second objective is to identify the influence of training environment and the enhancement of job performance.

The hypothesis is:

H2 There is weak positive influence between training environment and the job performance of the student attending course in Malaysian Army training institution.

The regression analysis result show that the training procedure seem not significant (Beta value = .009) at the level of $p < 0.05$ (Sig value = .930). It can be concluded that the factors of training procedure has less influence on the enhancement of job performance among the student attended training in Malaysian Army training institution.

5.3.3 Management Support and Job Performance of the student attending course in Malaysia Army training institution. The third objective is to identify the influence of management support and the enhancement of job performance.

The hypothesis is:

H3 There is strong positive influence between management support and the job performance of the student attending course in Malaysian Army training institution.

The regression analysis result show that the management support has significant (Beta value = .0503) at the level of $p < 0.05$ (Sig value = .000). It can be concluded that the factors of management support has strong influence on the enhancement of job performance among the student attended training in Malaysian Army training institution.

5.3.4 Dominant Factor Influencing Job Performance

From the finding is clearly shows that the management support was the dominant factors in enhancing job performance for the student attended training in Malaysian Army training institution. The result show that management support has strong relationship will the enhancement of job performance among the student attended the course.

5.4 Research Implication

The study is expected to help the top management to make further studies on the factors that influencing the enhancement of job performance of the student attended the course conducted in Malaysian Army training institution. It is clear that through this study, it is found that the important of management support in ensuring the enhancement

of job performance among the student in Malaysia Army training institution. The main focus should be given to that factor as it represents the most influencing factors affected job performance. The implication is about the importance of ensuring management support to be improved through various means, whether by implementation of training, or by effective and efficient training management.

Theoretically, this research can identify scientifically the most influencing factors on the enhancement of job performance among the trainee attended the training in Malaysian Army training institution. Hence, the significant of the research is that to identify what factors can contribute the enhancement of job performance of the trainee for the betterment and improvement. It also show that the trainee in Malaysia Army training perceive that training environment and training procedure did not give much significant in enhancing their job performance. Further study should be conduct to identify why the trainee in Malaysia Army training institution did not consider training procedure and training environment as the influencing factors in enhancing their job performance. This will be interesting study

5.5 Recommendations

The study has indicated the factors the influencing the enhancement of job performance among the trainee in Malaysia Army training institution specially for the G2 and G3 course conducted in IPDA and PULADA. This study will assist the appropriate party that involve in the management of the training in both training institution. For the purpose of this study, there were recommendations for three categories that are the organization(management), commandant and future research.

5.5.1 For Organization (Management)

The recommendation for the organization in this case is TRADOC is on how the management support can develop the current training in line with the transformation of the task, technology, doctrine and assisting training institution to conduct the course. Special attention should be given in developing the training system and the content of the course that relevant and relates with the actual task in the unit. The management should give full assistance to the training institution in organising and running the course. The management must always monitor the progress of the course and help the training institution in any shortcoming. The management also can give the recognition to the trainee to motivate them during the course and reward them on their achievement.

The army should not only depend on the existing system in which the enhancement should take place from time to time in order to ensure the capability and ability of Malaysian Army is ahead from the other forces. The increase in current technology should be helpful in assessing the skill of army personnel and the expertise equal with the current need. Continuous monitoring and effective system should be considered to overcome any shortcoming detected and frequently repeated along the running of the course. The top management also can organize more research on training and job performance to collect more information and data. They also can organize seminar or study day discussing the research that has been conducted. This can be supplement for the army to achieve their aim to become learning organization.

5.5.2 For Training Institution.

The study has shows that the training environment has some influence to the performance of training. The training environment provide the essential element for the student to optimize their efforts to received as much knowledge and skills during the course. The commandant has to ensure the training facilities is adequate and relevance for the transferring of knowledge. The reason of training environment and training environment give less influence must be identify. The commandant should encourage the student to share their opinion on the course arrangement. All opinion and idea should be attended and appreciate. This will encourage student and management to voice their view for the betterment of the army.

5.5.3 For Future Research

The last recommendation on this study is for the future research. This study is only focus on specific factors in the selected course and training institution. For future study, the researcher can broaden their population and scope of study to other institution within army training institution. The finding also show that among the trainee in Malaysian Army training institution has not perceive the important of training procedure and training environment. Future research can explore the reason and identify why the result did not comply with research conducted in civilian training institution.

There research also needs to be expended to other training institution in the army to verify the result. From the research its can proof and strengthen the current finding and more data collection can be obtain. Hence, it might be necessary to include those who are in a position as policy makers, instructors and if necessary the top management.

5.6 Conclusion

This study is hopefully will be the catalyst for the more research on enhancement of job performance among the trainee in the Malaysian Army training institution. The challenges in the new millennium will be more complex in nature. The advancing technology requires effective system to absorb knowledge and transferring technology effectively. Malaysian training institution has the vital role in ensuring the process to be done. The army needs professional soldiers of high standard who are proficient in their roles and more importantly willing to adapt to ever changing environment. The challenge for the soldier today is more demanding than it was yesterday and it will even more demanding tomorrow.

In conclusion, this research manages to open the discussion on how training in Malaysian Army institution can be developing to enhance the job performance of the trainee. Instead of studying the effectiveness of training the researcher also can study on how job performance can be enhance in the training institution. This is very important to produce competent soldier to ensure the security and sovereignty of the country.

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