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**THE RELATIONSHIP BETWEEN TRAINING, WORK ATTITUDES,
LEADERSHIP AND JOB PERFORMANCE**



By

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UUM
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**Thesis Submitted To
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(Master of Human Resource Management)**



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ABSTRACT

The main aim of this study was to analyze the relationship between training, work attitudes, and leadership with job performance. This study was conducted in Universiti Utara Malaysia with UUM College of Arts and Sciences, UUM College of Business, and UUM College of Law, Government and International Studies, Kedah, Malaysia. The sample of this study consists of 152 respondents from the UUM administrative department. Data were collected through questionnaires survey. The data were analyzed using various statistical techniques such as reliability analysis, descriptive analysis, correlation analysis (Pearson Correlation Analysis) and regression analysis (Multiple Regression Analysis). The analyses were carried out via Statistical Package for Social Science (SPSS) version 22.0 version for Windows. Based on the regression results, there was clear indication that the independent variable (leadership) was negatively correlated with the dependent variable (job performance). Meanwhile, work attitudes were positively correlated with job performance. The results also indicated that training has no relationship to job performance.

Keywords: *Training, Work Attitudes, Leadership, Job Performance*



ABSTRAK

Tujuan utama kajian ini adalah untuk mengenalpasti hubungan diantara latihan, sikap kerja, kepimpinan dan prestasi kerja. Kajian ini telah dilaksanakan di Universiti Utara Malaysia (UUM) iaitu di Kolej Sastera dan Sains, Kolej Perniagaan dan Kolej Undang-undang, Kerajaan dan Pengajian Antarabangsa, Kedah, Malaysia. Sampel kajian ini terdiri daripada 152 orang staf pentadbiran di UUM. Data dikumpul melalui soal selidik. Data kajian dianalisis melalui beberapa ujian statistik seperti ujian kebolehppercayaan, analisis diskriptif, analisis korelasi dan analisis regrasi. Data dianalisis dan diproses melalui *Statistical Package for Social Science* (SPSS) versi 22.0. Dapatan kajian menunjukkan bahawa pembolehubah bebas (kepimpinan) mempunyai hubungan negaitif dengan pembolehubah bersandar (prestasi kerja). Tetapi, sikap kerja mempunyai hubungan positif dengan prestasi kerja. Data kajian juga menunjukkan latihan tidak mempunyai hubungan dengan prestasi kerja.

Kata Kunci: *Latihan, Sikap Kerja, Kepimpinan, Prestasi Kerja.*



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CHAPTER ONE

INTRODUCTION

1.1 Background of Study

Overall improvement of employees' job performance helps organizations keep substantial competitive benefits in the worldwide marketing competition, which includes education organizations. Nowadays, the development of an organization can be affected by many factors. Performance is an important criterion for organizational outcomes and success.

Based on the present research throughout the development of organizations, the training of employees is a very important factor in improving performance and increasing productivity. This successively results in organizations in the face of competition to maintain a high standing. Hence, this means that whether an organization trains their employees or not will have different impacts on job performance. Employees with training will get the necessary knowledge, skills and capacities to implement their own jobs; for the employees that without enough training may not be able to do their jobs as well as trained employees. Swart (2005) supported that there is a significant relationship between training and job performance. Purcell (2003) was focused on performance conducted that based on job performance in particular, and others have reached a

general viewpoint of performance among organizations. He illustrated that employees' performance is one function of organizational performance and in return, organizational performance affects the employees' job performance as well. According to the above, Wright and Geroy (2001) mentioned that employee capacities can be changed by effective training courses. Not only does this improve the employees' overall job performance to effectively perform in their present jobs, it also improves the knowledge, skills and the attitudes of employees that is needed for them in their future jobs as well. Thus, training plays a vital role in the superior the performance of an employee's job.

Meanwhile, an efficient leader influences employees to meet organizational targets. Different leadership styles may have the different influences on employees' job performance. In a company it was considered that job performance is impacted by a competitive, innovative culture. Meanwhile, organizational culture is impacted by leadership style. Thus it can be seen that leadership style has a significant influence on organizational performance which can improve employees' job performance (Lee & Wu 2011).

1.2 Problem Statement

In recent years, UUM faced many challenges on their way to become the best business school. (focus on year 2007 - 2012). The significant change in UUM is that OYAGSB (Othman Yeop Abdullah Graduate School of Business) plans to become the best business school in the region (currently waiting for the AMBA “Association of MBAs” audit). Hence, improving job performance plays a vital role in achieving the objective of the OYAGSB and UUM.

There may be many factors that results in performance problems such as organizational and job factors, individual factors, and others. Organizational factors and job factors which include poor leadership, inadequate tools, cumbersome work procedures, lack of benefits, feedbacks, and the support on how to complete the job which are outside the employee's control may have a negative influence on the employee's ability to meet desired goals. When the performance problems happened and it have a correlation with organizational and job factors which out of the employees' control, the managers should be focused on resolving the problem if they have the authority to do it, or they should refer to a higher level of authority to solve the problem. Meanwhile, some individual factors including personal circumstances, physical and/or emotional health problems, inappropriate personal behaviors, and others may also influence the employees' performance. When managers are aware that an employee is facing personal

circumstances that might have a negative influence to their capacities to get the desired performance goals, they need to make valid efforts to help their subordinates in the short term. Employees should then remain responsible for their performance in return. If their performance still cannot meet the desired goals, managers should make the expectations clear and clarify the reasons on why they are not meeting the goals. Those are the problems that UUM head of the department needs to face and solve to improve the job performance of the UUM administrative staffs.

Previous studies on training and job performance has met the expected findings regarding this relationship. Training is a factor for improving performance and has benefited for the employees and the organization though positive influence on employees' performance by improving the employees' knowledge, skills, abilities and behaviors (Harrison, 2000). One previous study defined training as methods of handling with performance (Swart., Mann, & Brown, 2005). Swart et al., (2005) said the performance gap refers to conducting a relevant training intervention for improving skills and abilities of the employees and improving their job performance. They then elaborated the idea by illustrating that training facilitates the organization to discover why its employees are not performing well and also their knowledge, skills and attitudes that needs to be established based on the organizational wants. It is usually a requirement that employees should have the enough knowledge relevant to different

kinds of jobs.

However, employees must constantly grasp the new demands of their job performance. They also need continuous training and retaining from the organization and also not just wait for when problems in job performance happens. Although the existing literature strongly supports a significant relationship between training and performance, there is little empirical study support in the UUM context. Training has several benefits that improve performance. From all these studies carried out in the past, it is evident that little empirical study that has been carried out to specifically determine whether there is a significant relationship between training and performance in UUM, especially focused on the administrative department (e.g. Truitt, 2011; Aragon, Daniel, & Valle, 2014; Hafeez & Akbar, 2015; Amin, Saeed & Lodhi, 2013; Swart et al., 2005; Ghebrejorgis & Karsten, 2007; Horgan & Muhlau, 2006). Many researchers did not get any empirical evidence between training and performance in UUM with many looking at factors that affecting the performance of the UUM rather than the factors that impact the employees' job performance. This study was therefore implemented to examine the relationship between training and job performance and its relevance to the performance of UUM administrative staffs. In this study, the researcher sought to discover whether there exists a relationship between training and performance of employees in UUM and specifically focused on the administrative department.

According to Moh (2014), there is a direct relationship between work attitudes and job performance, which is to say a positive work attitudes held in the workplace has a positive influence on improving of job performance of employees. An example is personality related to the job performed, in which employees may be more adaptive in the surrounding environment and so that they will get on well with their co-workers. This will have a positive influence on the improvement of job performance in their workplace.

Behavior of the employees in the workplace relates to their job performance. Employees' job performance consists of two phases. Firstly, employees should do their job to achieve a desirable goal. Second, they should take advantage of organizational resources efficiently by reducing and avoiding wastage when doing their jobs. Work attitudes have significant influences with the behavior of the employees in the workplace. Factors that may affect attitudes of employees in the workplace are superiority, subordination, peers, supervision, pay, benefits, promotions or anything that may cause positive or negative reactions. These attitudes show an average person's interests and what they did not like in other people, goals, events and activities in their working environment. Some kinds of the attitudes are seeming to impact on employees' behavior which builds their enthusiasm to learn new things.

Empirical researches discovered the relationship between work attitudes and employee job performance and most of the studies have been done in the western context. In the meantime, there was no substantive empirical study has been conducted to investigate whether work-related attitudes impact on the job performance in the tertiary and vocational education contexts such as in UUM. This research thus seeks to fill this research gap which needs research attention to help develop the theory and literature of employee work-related attitudes and job performance. This study specifically focuses on answering the research questions whether there is an impact on work-related attitudes in terms of job satisfaction, organizational commitment and job involvement with the job performance of the employees in tertiary and vocational education contexts such as in UUM.



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Leadership is an element that is considered as a deep influential factor on the organizational job performance, whether with managers or employees (Wang, 2005). Base on Eran's (2005) previous theories tried to define leadership styles effectively and to link them with the organizational consequences. Recently, researchers have laid emphasis on employees' perspectives and suggested two main factors of leadership, which are transactional and transformational leadership. The theory proposed that transformational leadership, rather than transactional leadership, includes an additional positive result about employees' attitudes towards their works, work atmosphere, and

finally impacts on their job performance.

Effective leadership is considered that to have an affirmative impact on the employees' job performance. (Maritz, 1995; Bass, 1997; Charlton, 2000). Behling and McFillen (1996) proved the relationship between high performance and leadership in USA by conducting a charismatic/transformational leadership model in which leaders' behaviors are considered to improve the inspiration, respect and empowerment among their employees, leading to high effort, commitment and willingness to accept consequences. Efficient leadership is able to ensure employee's job performance. (Cummings and Schwab, 1973; Hellriegel, Jackson, Slocum, Staude, Amos, Klopper, Louw and Oosthuizen, 2004). As a consequence, many leadership theories have been suggested in the last 50 years which are stated that there is an effective impact for managers on their job performance where they have been employed.

Hence, this research is intended to discover the factors that have a relationship with job performance in UUM. Previous studies identified that the relationship between job performance exists between the three factors. Therefore, this thesis is focused on examining the relationship between those three factors, which are training, work attitudes, and leadership with job performance in UUM.

1.3 Research Questions

This research seeks to answer the following questions:

1. Is there any relationship between training and job performance?
2. Is there any relationship between work attitudes and job performance?
3. Is there any relationship between leadership and job performance?

1.4. Research Objectives

The purpose of this research is to examine the relationship between all independent variables (IV) and the dependent (DV). The specific objectives are as follows:

1. To examine the relationship between training and job performance.
2. To examine the relationship between work attitudes and job performance.
3. To examine the relationship between leadership and job performance.

1.5 Scope of Study

This study is focused on the employees' performance who worked in Universiti Utara Malaysia (UUM) that located at northern region of Peninsular Malaysia. UUM was founded on 16 February 1984 under the Universiti Utara Malaysia 1984 Order. The university was corporatized on 23 April 1998. It is located in Sintok, Kedah. The university is a management university and ranked 701 in the QS World University Rankings in 2015/16.

The range of the research work involves administrative staff of UUM. The administrative staff have the obligation of performing administrative undertakings of the university on a daily basis. Nonetheless, this study will deliberate and center on the administrative personnel of UUM, in the viewpoint that they execute most of the administrative and clerical parts in the university. A total of 180 respondents from the staffs of UUM were randomly selected to be involved in the survey.

1.6 Significance of study

This study offers several potential contributions to the understanding of the relationship of training, work attitudes, and leadership on employee job performance. To put it differently, there are three main reasons that make this study very important. Firstly, this research gives an explanation to the influence of training, work attitudes, and leadership toward their job performance in an organization. In this context, human resource is considered as a vital important asset in an organization. For this reason, the effectiveness of a university relies heavily on their employees' job performances and this is very important especially for UUM itself in order to ensure the university has the capability to motivate and guide their staffs to achieve the objectives and goals of the university.

Secondly, this study focuses on training, work attitudes and leadership which are crucial for the organization and their staffs. In other words, employees' training is the same as investing in the most important advantage of the organization which is the employees themselves. Training can build their skills, changes their work related attitudes and builds their loyalty for organizations in order to improved performance. Work attitudes refer to individuals' feelings and beliefs about their work. Therefore, the employees' work attitudes are very important as the job itself is important to the individual's identity, health and evaluation of life. Leadership can be defined as the manner of an individual to drive others by monitoring, directing and influencing them to perform their job for the sake of achieving expected results and targets. The present research focuses on examining the effects among those three factors toward employee's job performance in UUM. Additionally, this study also provides a comprehensive review of previous literature regarding the relationships between training, work attitudes, and leadership on job performance.

The implication of this study is very beneficial to UUM to improve their job performance in the workplace. By improving their job performance, UUM will achieve their targets within several years. For instance, OYAGSB was established as the part of the UUM's bold effort to continuously provide effective and innovative business management that related to education and wants to join AMBA (the Association of

MBAs) within several years. Thus, the improvement of the job performance may lead to them obtaining the organizational outcomes and success.

1.7 Definition of Key Terms

Job performance can be defined as work performance in term of quantity and quality expected from every employee (Khan., Dongping., Ghauri., 2011).

Training is teaching, monitoring or developing others or people themselves with required skills and knowledge. Training has the specific targets of improving people's capacity, capability, productivity and performance during or before their works (Stone J. R., 2002).



Work attitudes are the sets of evaluations of an employee's work that consist of employee's feelings toward and link to the employee's job. Employees always evaluate their advancement opportunities by observing their job, their occupation, and their employer. Specific attitudes tend to predict the specific behaviors; however, general attitudes tend to predict general behaviors (Carpeter, 2009).

Leadership is defined as “a process of social influence in which a person can enlist the aid and support of others in the accomplishment of the common tasks”. For instance,

some people know the leader just as the person whom others follow, or as the person who guides, monitors or directs other people, Meanwhile, others consider leadership as motivating and organizing a group of people to achieve a common target (Edy, 2010).



CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter illustrates a review of literature that is related to the research topic. The hypotheses and the framework for understanding the relationship between training, work attitudes, leadership and job performance are also presented.

2.2 Definition and Conceptualization of Variables

2.2.1 Job Performance

Job performance is the work-related activities expected of an employee and how well those activities were executed. According to Khan et al (2011), he explained that employees' job performance can be defined as the work performance based on the quantity and quality expected from employees. Furthermore, Kinicki and Kreitner (2007) mentioned that a happy and satisfied work environment can enhance the employees' job performance and the managers find that it is helpful to motivate high performers to achieve organizational goals. Moreover, Pugno and Depedri (2009) explained job performance as the level to which employees successfully realize the factors that under their organizational job description. However, the substance of job performance for each job is sometimes different. Measures of job performance may

consist of quality and the quantity that employees performed in their jobs, the accuracy and speed when they do their jobs and the whole effectiveness of the individual on the job. Among most organizations, job performance decides whether an employee should be promoted, get the rewards or additional responsibilities or get fired in an organization. For this reason, managers pay attention to their employee's job performance, for instance, recording the data on topics such as how many clients that the employees visit, how many sales that the employees achieve, how much the insufficient was found in their outputs or how many customers' complaints and praises were received among their work in the organization. For others, job performance data is sometimes not readily available. Instead, the supervisor, colleagues, customers and subordinates' assessment of the jobs that the employees perform in terms of the quality and quantity of job performed is the indicator of their job performance (Mohammed, 2015).

2.2.2 Training

Training is teaching, or developing in a person or others, any skills and knowledge that relate to specific useful competencies. Armstrong (2010) as cited in Alice (2014) defined training as the systematic, planned instruction activities are used to promote learning. On the other hand, training is a series of activities that correspond to meet needs and it is aimed at the instructor and compared to learning which is a process that concentrates on developing organizational and individual potential and developing

capabilities for the future needs (Reynolds, 2004). Training is also the systematic development of the skills and attitudes that an individual need for the sake of perform adequately performing a given job. Training is also designed to change the employees' behaviors in the workplace for the sake of motivating efficiency and higher performance standards.

Employees' training is the same as investing in the most important advantage of the organization which is the employees themselves. Training can improve employees' skills, changes employees' work attitudes and enhances employees' loyalty to the organization in order to improved performance. Training and development practices are aimed at improving employees' personal traits that lead to a better organizational performance. Training is also aimed at helping the employees get knowledge and skills which is required to perform, and can develop their abilities as a whole in organizational areas. Effective training should improve the performance and ability of the trained employees as well.

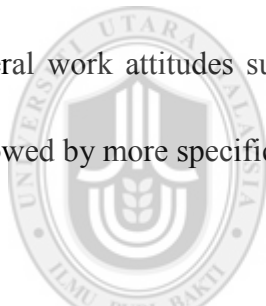
As the one of the major functions of human resource management, training has gained a lot of research attention by academic authors. (e.g. Gordon 1992, Beardwell, Holden & Claydon 2004). There are many definitions of training. For instance, Gordon (1992) defined training as the designed and systematized adjustment of behavior throughout

learning events, activities and programs which can make employees attain required knowledge, skills, competencies and abilities to perform their jobs effectively. The main objectives of training is to give the employees required knowledge, skills and attitudes to perform their jobs. It is also the vital potential motivator which is beneficial to employees and organizations in recent days and in the future as well (eg. Asfaw., Argaw., Bayissa., 2015).

2.2.3 Work Attitudes

Work attitudes are assessments of an individual's job which present employees' feelings towards their job, beliefs about their job and attachment to their job. (Judge & Kammeyer, 2012). Although this statement is relatively simple, there are nuances and complexities that underlie it. Judge and Kammeyer (2012) considered a job as a broad term that includes an individual's current position in an organization, individual work or individual occupation and individual employer, in this context, an individual's attitudes toward his or her job may not be the same as the individual's attitudes toward his or her employers; actually, these often diverge. Furthermore, within each of these objectives, there are more specific objectives whose boundaries are necessarily fuzzy. Work attitudes have some hierarchical structure with global attitudes as a composite of lower-order, more specific attitudes.

To be more specific, work attitudes are multifaceted in their composition, in their structure and in their temporal nature. Judge and Kammeyer (2012) emphasized that employees have many job attitudes to some degree. The element of attitudes that employees have toward their job and work is changed with many dimensions, for instance, employee's objective ("their pay versus their supervision"), their specificity (their most recent pay raise versus their job as a whole) and lastly their nature (evaluative assessment versus behavioral propensities). Under those circumstances, we can assume that work attitudes are structurally and hierarchically organized, with perhaps overall work attitudes being the most general factor, followed by still relatively general work attitudes such as overall job satisfaction, job performance and others, followed by more specific attitudes (Kanungo, 1982).



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Ricketta (2008) illustrates that work attitudes are the positive and/or negative trend of a subject that resulted in an object in the workplace. Therefore, it can be concluded that if employees have a positive attitude they will take delight in performing their jobs.

2.2.4 Leadership

Leadership is considered as the capacity to inspire or influence others towards the leader's goal. Leadership can be defined as a person who drives others to do something with his or her directing, monitoring and influencing for the sake of achieving expected

results and targets (Edy, 2010). Leadership is also considered as a course of the interplay between leaders and subordinates as the leader wants to change the subordinates' behaviors to meet the targets of the organization.

In previous studies, the definition of the leadership is an important factor in organizational behavior. Lee and Chuang (2009), illustrate that an outstanding leader does not just encourage his or her employees to improve their job performance, they also need to consider the subordinate's needs on the way to obtaining organizational targets. According to Stogdill (1957), leadership is one of the individual behaviors to lead a team to obtain the corporate goal. Fry (2003), illustrates that leadership utilize the leading strategy to inspire and improve employees' potential to perform more effectively. Some arguments prove that there should be a relationship between leadership and job performance. Previous studies have proven that when an organization faces the challenges, positive leadership behaviors have a positive influence on the improvement of the job performance (McGrath and MacMillan, 2000; Teece, Pisano and Shuen, 1997).

According to Lee and Chuang (2009), there are many leadership styles, such as transformational leadership, which is the major focus in this study. Transformational leadership is defined as a leadership approach that causes change in individuals and

social systems. In its ideal form, it creates valuable and positive change in the followers with the end goal of developing followers into leaders. Enacted in its authentic form, transformational leadership enhances the motivation, morale and performance of followers through a variety of mechanisms. These include connecting the follower's sense of identity and self to the mission and the collective identity of the organization; being a role model for followers that inspires them; challenging followers to take greater ownership for their work, and understanding the strengths and weaknesses of followers, so the leader can align followers with tasks that optimize their job performance (Podsakoff., Mackenzie., Bommer., 1996).

2.3 Gaps in the Literature

Research gap is a research question or problem which has not been answered appropriately or at all in a given field of study. Based on past cases (e.g. Stone, 2002; Swart, 2005; Carpeter, 2009; Edy, 2010), there are many literatures focused on the relationship between training, work attitudes, leadership and job performance, or how training, work attitudes, and leadership impact on the job performance. However, most of them did not covered all three factors impact on the job performance. In other words, they just illustrate the relationship between one or two factors and job performance. Therefore, this study will integrally find the relationship between the whole three factors and job performance.

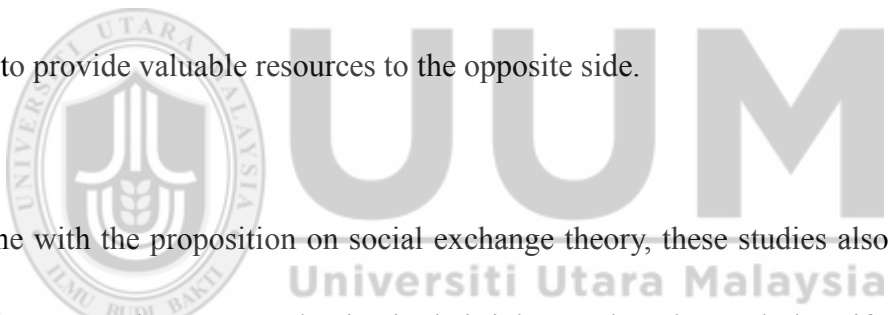
On the other hand, very few past research had focused on administrative staff to understand the influences between those three factors with job performance. The respondents of this research are UUM administrative staff, as although there are many researches involving the relationship between training, work attitudes, leadership and job performance, few researches are based in UUM, especially the UUM administrative staffs. Through this research, the relationship between training, work attitudes, leadership and job performance will be revealed perfectly and reliably.

2.4 Underpinning Theory

2.4.1 Social Exchange Theory

According to Blau (1964), the social exchange theory is unspecified obligations whereby when an individual does a person a favor, there is the expectation the favor will be returned in the future. The employer and employee exchange relationship can be described as an on-going repetitive cycle of bestowing benefits and inducing obligations to reciprocate (Coyle-Shapiro, 2000). The basic principle underlying the social exchange theory is that an individual, who supplies rewarding services to another, obligates them. To remove this obligation, the second individual must provide benefits of some type to the first. The norm of reciprocity that reinforces the social exchange process occurs when one individual does an action for another. Employees may develop exchange relationships with their employers for socioemotional, as well as economic

reasons (Shore et al., 2001) if their employer provide reward and recognition to them to enhance their job performance. Social exchanges with an organization represent the non-monetizable, socioemotional elements of the relationship that produce feelings of trust and loyalty to their organization. (Craig & Tetrick, 2001). In social exchange relationships, the employer's compensations can go beyond the monetary rewards and includes a concern for the employee's job performance, no time frame limitations on employment, and beliefs of reciprocity between employees and employer. (Millward & Hopkins, 1998; Tsui, Pearce, Porter, & Tripoli, 1997). According to Aselage and Eisenberger (2003), social relationships levels will become higher when both sides are able to provide valuable resources to the opposite side.



In line with the proposition on social exchange theory, these studies also predict that employees can be more productive in their job or task at the workplace if the employer knows the factors that influence employee's job performance. In the meantime, while employees pay attention to valuable treatment, employers pursue loyalty and commitment on a job or task from their employees. (Coyle-Shapiro & Shore, 2007; Eisenberger, et al.,2001). Employees by the organization are willing to have the high-quality exchange relationships between employee and employer if the organization gives the positive actions to their employees. Thus, employees can enhance their job performance in the organization. (Eisenberger, et al., 2001; Settoon, et al., 1996; Wayne,

Shore, & Liden, 1997). Therefore, this theory supports this study framework especially on the notion that training is an important factor for improving employees existing knowledge, skills and abilities for better job performance.

2.4.2 Self-Determination Theory

Correspondingly, Self-Determination Theory is focused on the self-motivation that employees acquire in order to generate new behaviors and apply it for the purpose of improvement (Ryan, Patrick, Deci & Williams, 2008). Furthermore, Self-Determination Theory is associated with human motivation and personality. According to Lam and Gurland (2008), self-determination theory is an important theory which can predict job outcomes such as employee job performance. Initially, an employee's self-determination has a strong link with positive job outcomes. Self-determination motivates employees to seek for opportunities and space for improvisation that enhances the employees' performance besides upgrading their existing knowledge, skills and abilities and these are the main feature of the employees with a proactive personality. That is the main reason that links self-determination with proactive personality (Lam & Gurland, 2008).

Meanwhile, Self-Determination Theory is associated with human motivation and personality (Lam & Gurland, 2008) and focus on the self-motivation that employees acquire to generate new behaviors and apply it for the purpose of improvement. Employees' work attitudes is the most influencing element for personality traits especially at the work place (Waryszak, 2001) and motivation has a direct relation with job performance as well. Thus, this theory can also support the link between work attitudes and job performance.

2.4.3 Leader-member Exchange Theory

The Leader-member Exchange Theory (LMX) holds an irreplaceable position in leadership theories in examining the dyadic relationship between leaders and followers. LMX theory was initially come from the Vertical Dyad Linkage (VDL) theory. (Dansereau, Graen & Haga, 1975). According to the VDL method, leaders and followers make use of and improve dyadic relationships and leaders handle every follower in different ways, leading to two groups/levels of followers, which are in-group followers and out-group followers. The in-group includes minority reliable followers that the leader typically creates a special higher quality exchange relationship with. The out-group consists of the rest of the followers that the leader is willing to build a regular relationship with. These different social exchange relationships are relatively long-term strategically; they grow because the leader does not have enough time and energy, and it is very hard to

give equal attention and resources to everyone in the organization (Gerstner & Day, 1997).

The quality of leader-member exchange has positively related to followers' job performance ratings that given by leaders, and objective performance, and is negatively related to role conflict and turnover intentions. (Bauer & Green, 1996; Deluga, 1998; Gerstner & Day, 1997; Schriesheim, Castro, & Cogliser, 1999). Generally, the consequences of those studies recommend that a leader who has a high-quality relationship is able to affect the whole work experience in a positive way, including affective outcomes and performance (Gerstner & Day, 1997). According to Cogliser and Schriesheim (2000) work group cohesiveness, organizational climate, and leader power were related to LMX. The development of relationships in a leader-follower dyad can also be looked at in terms of a life-cycle model with three possible stages (Graen & Uhl-Bien, 1991). The relationship starts with a primary examining stage and stayed at the out-group level if it does not continue to go to the next stage. If the relationship comes to the second stage, mutual trust, loyalty, and respect are established. Some relationships proceed to the third stage where self-interest gives way to mutual commitment to the mission. So this theory can support the link between leadership and job performance.

2.5 Research Framework

Job performance has been selected as the dependent variable in this study, while training, work attitudes and leadership are independent variables. A schematic diagram of the theoretical framework is shown in the figure below:

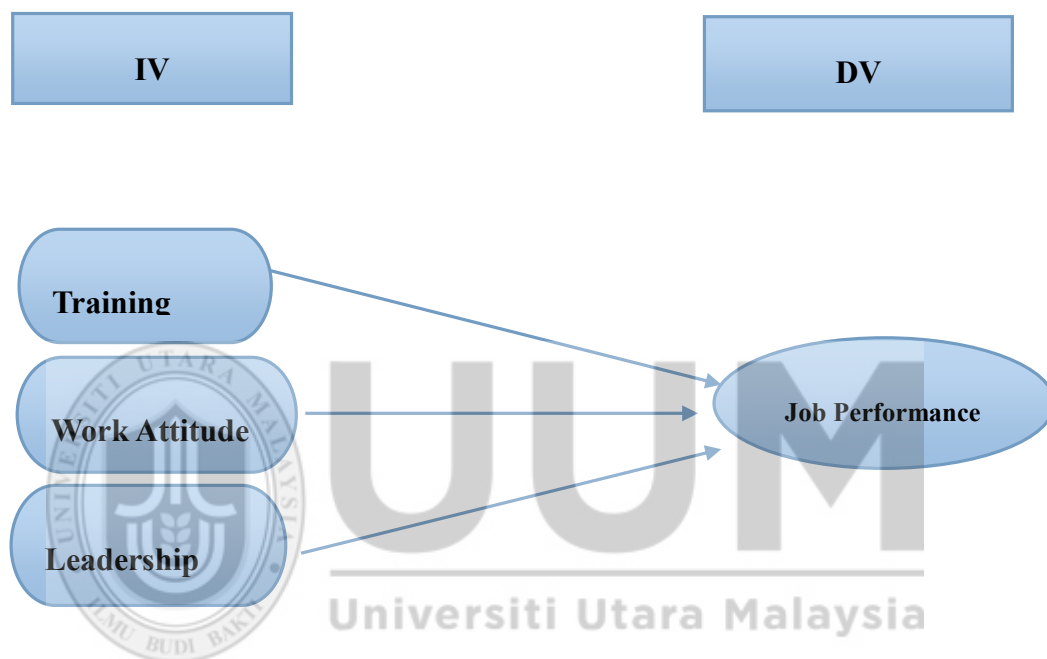


Figure 2.1
Theoretical Framework

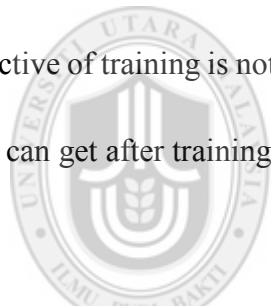
2.6 Development of Hypothesis

2.6.1 Training and Job Performance

The study of Farooq and Aslam (2011) depicts that “there is a positive relationship between training and job performance.” Moreover, the study of Sultana (2012) revealed that an important variation of job performance of employees is through training. Thus,

the study shows that training is significantly influence the job performance of an employee. Many studies also have also revealed that training has significant influence on job performance. (e.g. Truitt, 2011; Aragon, Daniel, & Valle, 2014; Hafeez & Akbar, 2015; Amin, Saeed & Lodhi, 2013; Swart et al.,2005; Ghebregiorgis & Karsten,2007; Horgan & Muhlau, 2006).

According to the literature above, the main target of each training period is to add value to the employees' job performance. Different kinds of businesses design training and development plans of the employees and consider it as a continuous activity. The objective of training is not only what employees learn during the training, but also what they can get after training. Thus, it is hypothesized that



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H1: Training has a positive and significant influence towards the job performance.

2.6.2 Work Attitudes and Job Performance

According to Eskildsen, (2010), managers believe that capable employees are essential for a successful business. There is a direct relationship between employee performance and work attitudes. Haider, (2010) mentioned that we can predict the employees' performance by giving behavioral importance to the employees when they are at work. All the organizations set expectations for the employees which formulates their attitude,

behaviors and trust. A leader's behavior and attitude can affect employees' behaviors, beliefs and attitudes to improve their performance level as well. Employees' work attitudes are among the most influencing element for personality traits especially at the work place (Waryszak,2001). Directional leaders often dispense work duties to their employees and checks out the level of performance. Motivation has the direct relation to job performance.

According to Ahmad (2010), work attitudes have a significant positive influence toward job satisfaction. Meanwhile, a previous study conducted by Susanty, (2013) showed that there was a positive significant correlation between job satisfaction and job performance. Hence, work attitudes have a positive influence toward job performance by impacting job satisfaction. Thus, it is hypothesized that

H2: Work attitude has a positive and significant influence towards job performance.

2.6.3 Leadership and Job Performance.

The previous research by Shahab (2014) proves that there is a significant positive relationship between leadership style and job performance. Similarly, Osabiya and Ikenga (2015) studied the impact of leadership on employees' job performance in an organization. The study mentioned that there is a significance relationship between

leadership and employees' job performance in the attainment of organization goals and objectives.

The relationship between leadership and performance has been tested many times in previous studies. Most researches about the relationship between transactional leadership and organizational performance have the unsatisfactory findings. However, according to Bass (1985) as cited in Eran Vigoda-Gadot (2007), "a high relationship was discovered between leader's transformational style and the performance level of organization. This kind of correlation was consistently higher than positive correlation between leader's transactional style and the performance of organization." Meanwhile, according to Geyer & Steyrer, (1998) as cited in Eran et al, (2007) a negative relationship was discovered between the leader's transactional style and the performance of an organization. Thus, it is hypothesized that

H3: Leadership has a positive and significant influence towards job performance.

2.7 Summary

In this chapter, previous literatures were used to prove the relationship between training, work attitudes, leadership and job performance, though there may still be some gaps. Based on the underpinning theory, the research framework was clearly showed the

possible relationship between those three factors and job performance.



CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter explains the detail of research methodology employed in this study. The aim of this chapter is to connect the conceptual framework developed to this research with the empirical results offered in the next chapters. This chapter is organized around four main topics of methodology which is research design, research measurement, data collection procedures and data analysis techniques.

3.2 Research Design

The general plan for connecting the conceptual research problem to pertinent and feasible empirical research refers to the research design. It is simply the framework for a study that guides data collection and analysis. The research design must also present a method that permits answering the research problem in the most accurate way possible within the constraints put on the researcher such as time and budget. Meanwhile, according to Brian (2014), the research design is the whole plan for linking the conceptual research problems. To put it differently, the research design articulates what data is required, what type of methods are going to be used to collect and analyze all the data and how all of this will answer the research question.

Qualitative research is a research design used by the researchers to have an in depth understanding of the events without using numerical measurements. (Zikmund, Babin, Carr, & Griffin, 2010). This approach is generally used by researches applying oral interviews to gather information on the respondent's views and feelings regarding the situations. (Sekaran & Bougie, 2013; Zikmund et al., 2010).

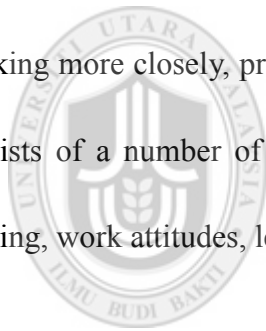
Quantitative research on the other hand, is a research done based on data that is descriptive in nature and not qualified (Sekaran & Bougie, 2013). This research method looks more at establishing a generalizable relationship between the dependent variable and independent variable in a given population. (Zikmund et al., 2010). Zikmund et al. (2010) further explains that both the approaches are equally important, and the choice is made according to the nature of the research.

In this context, the quantitative approach is appropriate to be used in this research so as to examining the hypothesis and tries to expose the influence of training, work attitudes and leadership toward job performance in UUM. Shortly, it considers that this research is emphasized on the correlation of the study variables by examining the hypothesis proposed. The findings of this study contains the description, while this study is focused on the correlation of the variables. The independent variables of this study are training, work attitudes, and leadership and the dependent variable is the job performance in

UUM.

This research will also employ a cross-sectional/one-shot study design as a time-based aspect (time horizon) of the study. A cross-sectional study design involves collecting data only once, perhaps over a period of days, weeks or months, to meet research objectives (Sekaran & Bougie, 2013). The reason for using a cross-sectional design in this study is that it required less time and at a reduced cost and effort compared to a longitudinal design.

Looking more closely, primary data is collected by distributing a questionnaire which consists of a number of written statements and questions for the respondent about training, work attitudes, leadership and their job performance in UUM.



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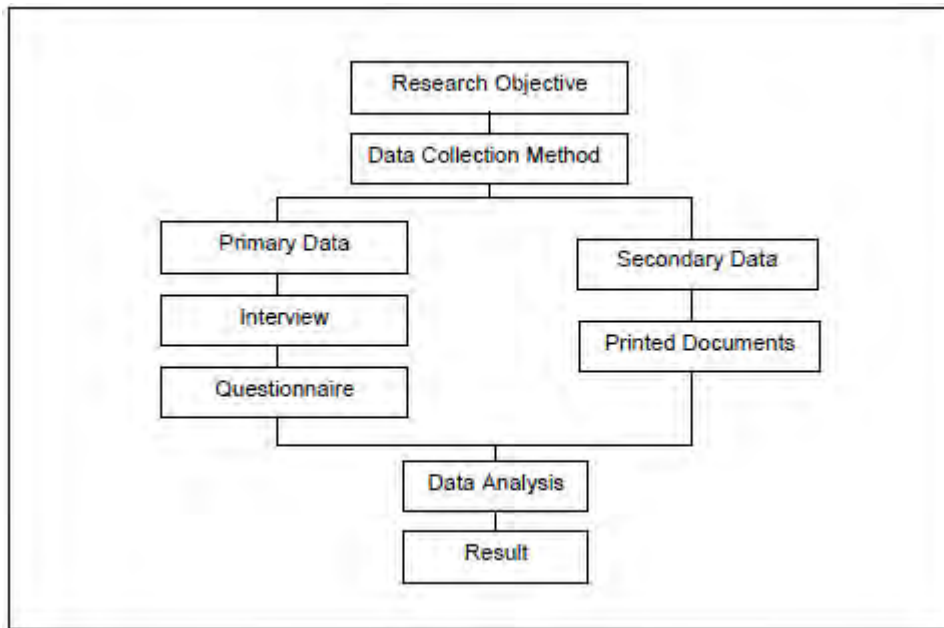


Figure 3.1
Data Collection Method

3.3 Population and Sample

Population refers to the total number of people, events or things that the researcher wants to examine that share a common characteristic required by the researcher (Sekaran & Bougie, 2013). Sekaran and Bougie (2013) added that study population is the group of people, events or things that a researcher is desirous of making inferences of based on a derived sample. The population of this study is the administrative staffs in UUM College of Arts and Science (76), UUM College of Business (75), and UUM College of Law, Government and International Studies (63). The total number is 214 staff and the data was provided by the Registrar Department, UUM. According to Krejcie & Morgan (1970), the minimum sample size for the population of 214 is approximately 140 in this research. To be more accurate, the sample size of this research

is 152 of administrative staff in UUM.

The sampling techniques in this study is convenient sampling. (Sekaran & Bougie, 2013). A sample of convenience is the terminology used to describe a sample in which elements have been selected from the target population on the basis of their accessibility or convenience to the researcher. The researcher used convenient sampling in this study because that the respondents just happened to be situated, spatially or administratively, near to where the researcher conducted the data collection.

3.4 Measurement

Thirty-three items were selected to test the relationship between training, work attitudes, leadership and job performance in UUM. A Likert scale is a common scale used in a questionnaire. This approach is used to study a range of responses in survey research.

The scale is as follows: 1 = strongly disagree, 2 = disagree, 3 = neither agree or disagree, 4 = agree, 5 = strongly agree.

A Likert Scale refers to a psychometric response scale primarily used in questionnaires to obtain a respondent's preferences or degree of agreement with a statement or set of statements. A Likert scale is a non-comparative scaling technique whereby the participants were asked to indicate their level of agreement with a given statement by

way of an ordinal scale. Moreover, a Likert scale is most commonly seen as a five-point scale ranging from “strongly disagree” on one end to “strongly agree” on the other with “neither agree nor disagree” in the middle. However, some practitioners advocate the use of seven and nine point scales which add additional granularity. Each level on the scale is assigned a numeric value or coding, usually starting at one and incremented by one for each level. The measures are listed in Table 3.2 along with their source.

Table 3.1
Measurement of Items

Variable Dimension	Operational Definition	Items	Sources
Training	Training is the acquisition of skills, concepts, or attitudes that result in improved performance in an on-the-job environment.	<ol style="list-style-type: none"> (1) The training program designed based on the requirement of the job. (2) The training that I have taken is applicable for the job. (3) I know the objective of the training. (4) Training increase my motivation to the job I do. (5) Training improves my skills, knowledge, attitude change, and new capability. (6) The training that I attended had lead me to be satisfied with my job. (7) The method of training used by the organization is effective. (8) I have enough training that enables me to do the job as required. (9) The effectiveness of training program is evaluated. (10)I satisfied with the overall aspect of the training programs in this organization. 	Asfaw, A. M., Argaw, M. D., Bayissa, L. (2015). <i>The Impact of Training and Development on Employee Performance and Effectiveness: A Case Study of District Five Administration Office, Bole Sub-City, Addis Ababa, Ethiopia</i> , 3, 188-202.

Work attitude	Work attitudes are the sets of evaluations of employee's work that consist of employee's feelings toward and link to the employee's job.	<p>(1) Most of my hobbies are related to my job</p> <p>(2) I can fully exercise my strengths by working in this organization.</p> <p>(3) To me, my workplace reputation is my own reputation too.</p> <p>(4) I can happily accept any task or responsibility assigned to me.</p> <p>(5) I feel honored when I tell others that I work in this organization.</p> <p>(6) I feel that my organizations' goals are similar to my personal goals.</p>	<p>Kanungo RN (1982). Measurement of job and work involvement. Journal of applied psychology, 67, 341-335.</p>
Leadership	Leadership has been defined as a process of social influence in which a person can enlist the aid and support of others in the accomplishment of the common tasks.	<p>(1) My manager is always seeking new opportunities for the unit/department/organization.</p> <p>(2) My manager has a clear understanding of where we are going.</p> <p>(3) My manager inspires others with his/her plans for the future.</p> <p>(4) My manager is able to get others committed to his/her dream of the future.</p> <p>(5) My manager leads by "doing" rather than simply by "telling".</p> <p>(6) My manager provides a good model to follow.</p> <p>(7) My manager leads by example.</p> <p>(8) My manager fosters collaboration among work groups.</p> <p>(9) My manager encourages employees to be team players.</p> <p>(10) My manager gets the group to work together for the same goal.</p> <p>(11) My manager develops a team attitude and spirit among his/her employees.</p>	<p>Podsakoff, P. M., Mackenzie, S. B., & Bommer, W. H. (1996). Transformational leader behaviors and substitutes for leadership as determinants of employee satisfaction, commitment, trust, and organizational citizenship behaviors. Journal of Management, 22 (2), 259-298.</p>
Job Performance	Job performance has been defined as the overall expected value from employee's	<p>(1) I understand my job and how to carry it out.</p> <p>(2) I maintain good record of attendance in this organization.</p>	<p>Mohammed Inuwa. (2015). Impact of Job Satisfaction, Job Attitude and Equity on the Performance</p>

behaviours carried out over the course of a set period of time.	(3) I can carry out assigned duties effectively and efficiently.	of Non-academic Staff of Bauchi State University Nigeria :
	(4) I take appropriate actions on problem as necessary.	The Moderating Role of Physical Working
	(5) I make good use of time and resources in this organization.	Environment.

3.5 Questionnaire Design

The questionnaire for this study consists of three parts and all use the English language.

The first is the respondent's profile that consists of gender, age, highest educational level, race, marital status and type of employment. Second is the factors or the independent variables that could influence job performance, namely training which consists of ten items, work attitude which six items, and leadership with 11 items. Lastly, the third component of the questionnaire is job performance which is the dependent variable that consist of six items. For the factors and dependent variables, respondents were asked to rate using 5 point Likert scale from strongly disagree to strongly agree.

3.6 Pilot Test

In line with the study of Hulley (2007), a pilot study is defined as an overture investigation conducted by a researcher that is aimed at assessing the viability, duration as well as the cost expected to be incurred in order to estimate a suitable sampling size for the study and also to improve the format of the study before undertaking the major

research. Also, Doug, Burton, Cuthill, Festing, Hutton, & Playle (2006) emphasize on the significance of pilot test by stating that a pilot study is of great importance for a researcher to undertake a pilot test in the sense that it shows all the imperfections of the study structure and design that could be tackled before engaging more deeply into the main research. Consequently, in line with the above statement on the importance of conducting a pilot test in the research process, a total number of 30 questionnaires were administered as advocated by Malhotra (1999). The result for the pilot study however, indicated that the variables prove to be reliable. The table below shows the reliability of the variables after running the pilot test.

Table 3.2
Results of reliability analysis for pilot test

Variable	No. of items	Reliability Cronbachs' Alpha
Job Performance	6	.820
Training	10	.745
Work Attitude	6	.890
Leadership	11	.937

Based on the results presented in the table above, it therefore shows that all the variables attained a high test of reliability coefficient that ranges from .74 to .93 which can be backed by previous study that a reliability of more than .60 indicates high consistency or reliability (Sekeran, 2003 Hair, Black Babin, Anderson, & Tatham, 2006; Sekeran & Bougie, 2010).

3.7 Data Collection

The elementary sources for directing the research study is primary data. According to Zikmund (2003) primary data is described as “data assembled for the research purpose of the existing situation whereby the events are happening.” There are several methods to gather the primary data. One of the methods is a questionnaire and it is used broadly by most researchers and also helps to collect the data. Therefore, in the current study, the researcher selected self-administrated questionnaire as a method to collect the primary data as it can increase the reliability and simplicity of information for this study.

In this study, 180 sets of questionnaires were distributed to the selected respondents to ensure the returned responses will meet the minimum required sample size. The researcher delivered the questionnaires to the respondents by face-to-face and they also responded spontaneously. Moreover, the participants in this study have various social-demographic backgrounds. The administration questionnaires were conducted from April 1st to April 10th 2016. The data collection began by explaining the purpose of this study to the respondent then required the respondent to fill up the questionnaire. Each respondent is requisite to spent about five to ten minutes to complete the questionnaire. Remarkably, most respondents were worthwhile and compassionate to fill up the questionnaire. Nonetheless, 158 questionnaires were returned. Additionally, total 158 questionnaires were returned, and six were incomplete and eliminated. So, a total of

152 usable questionnaires were used in the data analysis with six which were non-usable questionnaires due to incompleteness.

3.8 Data Analysis Techniques

Both descriptive and inferential statistics were employed as a method of data analysis.

Descriptive analysis will be utilized to provide a description of the phenomenon of the study (Sekaran & Bougie, 2013), where descriptive information was statistically analyzed according to the frequency of phenomenon occurrence (frequency), the average score, or the central tendency (mean), and the variability extent (standard deviation). The sample characteristics and all the constructs used in the study will be exposed to descriptive analysis.

Correlation analysis will be used to determine the strength of the linear relationship direction between the variables, which can either be positive or negative (Pallant, 2013).

A positive correlation refers to a simultaneous increase in two variables. This means that if a variable increases, the other variable will also increase. A negative correlation indicates that as one variable increases, the other decreases. Consequently, both multiple regression and hierarchical regression techniques were used in the data analysis.

Multiple regression analysis will be used to measure the concurrent effects of several independent variables on a dependent variable. (Cavana et al., 2001; Sekaran & Bougie,

2010).

3.9 Summary

This chapter discusses the research design which is based on the quantitative approach through the use of a structured questionnaire. This chapter also dealt with reliability issues throughout the use of a pilot study. The population, sample size, and the survey procedures are discussed along with the minimum sample size requirements. In addition, the current chapter also discussed the statistical techniques used in the study such as descriptive, correlation, and multiple regression analysis. Moreover, the analysis used SPSS version 20.0 and the results of the analysis are explained in Chapter Five.



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CHAPTER FOUR

ANALYSIS AND FINDINGS

4.1 Introduction

In this chapter, the findings of this research are being discussed and explained. The response rate, respondent's description is all presented in this part of the study. Also, the outcome of the reliability test of each variable is included followed by correlation regression analysis.

4.2 Screening process

4.2.1 Missing data

A frequency test has been carried out for every variable to detect any missing responses. According to this, the returned questionnaires were found to be no missing responses.

A reviewed of the data set showed that there were complete responses in section A (Respondents Profile) and part B (factors affecting job performance) of the questionnaires. (See Appendix A).

4.2.2 Outlier detection

Outliers is another essential step in the data screening process which have high influence on the result of any statistical data analysis. After the missing data checking,

detect items and subsequently discarded in the survey forms belong to those outliers. The outliers were examined through **Boxplot**. According to Pallant (2013), IBM SPSS considers outliers when a little circle with the ID number attached appears in the boxplot, which means it extend 1.5 box length from the edge of the box. Second, extreme points indicated with an asterisk, (*) that extend more than three box-lengths from the edge of the box.

Outlier results show six data sets number (see Figure 4.1 below). If points or little circle or asterisk with the ID number attached appears in the boxplot, it means they are outliers and the researcher has to decide what to do with them subjectively (Pallant, 2013). These surveys have to be discarded because it is possible that these respondents might have misinterpreted the instructions that may lead to inaccurate findings (Bhatti, Hee & Sundram, 2012). However, if the researcher feels that the data set is very important for the research, the date set can remain for analysis (Hair et al., 2006; Pallant, 2013). For this study, the researcher subjectively removes four data sets for accurate findings. Figure 4.1 shows the result for Boxplot.

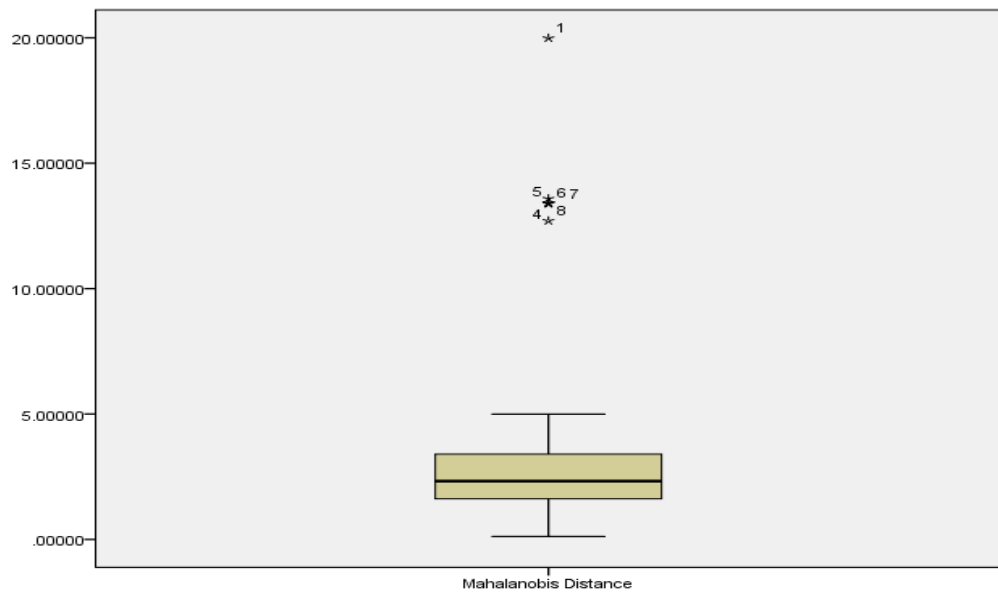


Figure 4.1
Boxplot

4.2.3 Response rate

One hundred Eighty (180) questionnaires were distributed UUM Staff. Out of 180 questionnaires, 158 were returned making the response rate of 88%. After a thorough checking of the questionnaire that returned, six data sets were identified as outliers. Thus, it shows that only 152 were useable for analysis.

Table 4.1 shows the response rate and useable questionnaire for this research, which relatively acceptable of what is proposed by Krejcie and Morgan (1970) as cited in Sekaran (2003).

Table 4.1

Summary of the total questionnaires and the response rate

Distributed questionnaires	180
Returned questionnaire	158
Returned and usable questionnaire	152
Returned and unusable questionnaire	6
Non – returned questionnaire	22
Response rate	88 %

4.3 Demographic of respondents

This part of the study shows the background of the demographic profile of the respondents who is involved in the current study, which is important and useful aspect to understand the segmentation of the data. The respondents profile includes level of education and annual gross income. Table 4.2 shows the details of the demographic profiles of the respondents.

Table 4.2

Demographic Profile of the Respondents

Profile	Frequency	Percentage
Gender		
Male	50	32.9
Female	102	67.1
Age		
20-29 years old	31	20.4
30-39 years old	90	59.2
40-49 years old	28	18.4
50 years old and above	3	2.0

Profile	Frequency	Percentage
Race		
Malay	150	99.88
Chinese	1	.6
Indian	1	.6
Others	0	0
Educational Level		
SPMS	49	32.2
STPM	19	12.5
Diploma	22	14.5
Bachelor's Degree	46	30.3
Master Degree	13	8.6
Doctoral Degree	3	2.0
Marital Status		
Single	44	28.9
Married	104	68.4
Divorce	4	2.6
Type of Employment		
Permanent	109	71.7
Contractual	43	28.3

Table 4.2 shows that majority of the respondents were female, from the total of 152 respondents, 102 (67%) are female, while the rest are male (32.9%). From the total number of respondents, 59% are at the age of below 30-39. In terms of race, only two of the total respondents are from different race like Chinese and Indian respectively, while majority are Malays (99.88%). Consequently, majority of the respondents are obtained SPM (32.2%) and Bachelor's degree (30.3%) followed by diploma, STPM, postgraduate degree and doctoral degree. In addition, 68.4% of the respondents were married 44% while 28.9% and 2.6 are single and divorced. In terms type of employment, majority of the respondents are in permanent (71.7%) while only 28.3% are contractual.

4.4 Reliability test

The reliability analysis procedure provides information about the relationships among individual items in the scale and their internal consistency. For assessing the reliability, this study uses alpha coefficient also known as Cronbach's Alpha as an indicator.

A value less than 0.6 are considered unsatisfactory, whereas a value exceeding 0.6 is acceptable reliability, and those over 0.8 are preferable (Nunnally & Bernstein, 1994). Thus, the higher the Alpha value or closer the reliability coefficient to 1.0 the higher the reliability of the measurement of items will be. In this study, all the findings resulting from reliability analysis range from 0.740 to .966. The variable demonstrate acceptable value as presented in Table 4.3 and the Cronbach Alpha value are greater than 0.70. These findings indicate that all the variables demonstrate good reliability.

Table 4.3

Results of reliability analysis

Variable	No. of items	Reliability Cronbachs' Alpha
Job Performance	6	.846
Training	10	.740
Work Attitude	6	.762
Leadership	11	.966

4.5 Descriptive analysis (Mean & Standard deviation)

To identify the situation of each of the construct variables (dependent and independent), descriptive statistics, such as mean and standard deviation were used as a way of clarification. A descriptive analysis of all five variables is illustrated in Table 4.5 the calculated values are as shown also in Appendix.

Table 4.4
Descriptive Statistics for Variables

N	Component	Mean	Std. Deviation
152	Job Performance	4.302	.3972
152	Training	3.952	.2571
152	Work Attitude	3.665	.4293
152	Leadership	2.980	.6486

Table 4.4 shows the mean and standard deviation of the variables model. The mean score between job performance, training, work attitude and leadership ranged between 2.97 to 4.30. Those values are reflecting some agreements on factors influencing job performance among UUM employees.

4.6 Correlation analysis

Pearson correlation is a technique that is used to describe the strength of the relationship between two continuous variables. This gives an indication of the direction (whether it

is positive or negative) as well as the strength of the relationship (Pallant, 2013). Simple bivariate correlation is also known as zero-order correlation and is the most common test of linear relationship and describes coefficients with a range of possible values from +1 to -1. The value of zero implies that there is no correlation between the two variables at all, while a value closer to +1 or to -1 implies a better correlation. The perfect correlation is +1 or -1 which indicates that value of one variable can be determined precisely by knowing the value of the other variable (Pallant, 2013).

According to Ajzen and Fishbein (1980), in social science, the r value that is greater than .20 is considered satisfactory and .30 to .50 are considered moderate correlation while those values that are larger than .50 reflect a strong correlation.

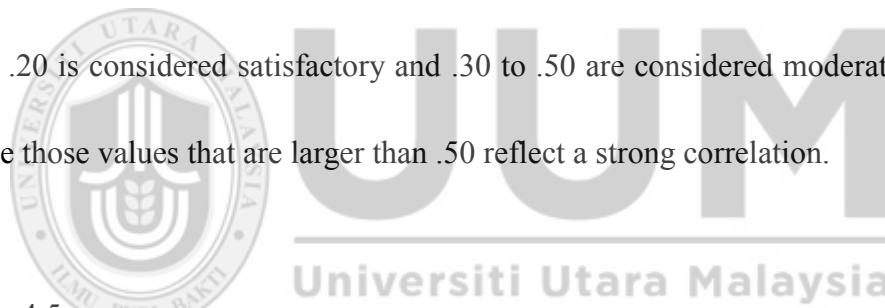


Table 4.5

Correlation among variables construct

Variables	DV	IV1	IV2	IV3
DV- Job Performance	1			
IV1 – Training	.269*	1		
IV2 – Work Attitude	.263*	.481*	1	
IV3 – Leadership	.130*	.167*	.299*	1

Based on the result of the correlation analysis, it is evident that the findings show that the independent variables are positively correlated and expected a positive direction with the job performance at confidence level of 95% ($p < 0.05$). However, based on

results, the strength of the correlations among the variables are weak or satisfactory.

4.7 Regression analysis

Multiple regressions are the procedure that includes one dependent variable with two or more independent variables. In other words, the test is used to assess simultaneous impact of many independent variables on a dependent variable. This procedure helps the researcher to understand how much of the variance in the dependent variable is interpreted by a set of independent variables (Cavana *et al.*, 2001).

The multiple regressions were carried out to determine the independent variables as well as contribution of these predictors; training, work attitude and leadership in predicting job performance as dependent variable. The findings of multiple regression based on statistics assessment are illustrated in table 4.7.

Table 4.6
Multiple Regression Analysis

	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	T	Sig.
(Constant)	3.362	0.550		6.115	0.000
Training	-0.041	0.110	-0.027	-0.373	0.710
Work Attitudes	0.730	0.113	0.790**	6.474	0.000
Leadership	-0.528	0.074	-0.862**	-7.128	0.000
R Square =	0.264				
F =	17.717				
R =	0.514				

Note: **p<0.01; Dependent variable = Job performance.

The three determinants (i.e., training, work attitudes and leadership) explain 26.4 % ($R^2 = .264$) of the variance in job performance. The standardized coefficient beta (β) for training however is $\beta = -.027$, $p > 0.05$, this means that the results is found to be insignificant since the significant value is above 0.05. Thus, this does not support the hypothesis one (H1) that states, “*Training has positive and significant influence toward the job performance*”

The standardized coefficient beta (β) for work attitude is $\beta=.790$, $p<0.01$ and leadership $\beta=-.862$, $p<0.01$. This means that both work attitude and significantly influence job performance. Thus, it supports the hypothesis two (H2) that states, “*Work attitude has positive and significant influence toward the job performance*”. However, leadership is negatively related to job performance, therefore, hypothesis three (H3) that states, “*Leadership has a positive and significant influence toward the job performance*” is not supported.

4.8 Summary hypothesis

Table 4.7

Summary of hypothesis testing result from multiple regression analysis

No	Hypothesis testing	result
H1	Training has positive and significant influence toward the job performance.	Not supported
H2	Work attitude has positive and significant influence toward the job performance.	supported
H3	Leadership has a positive and significant influence toward the job performance.	Not supported

4.9 Chapter Summary

The data utilized in this study was collected from 152 respondents and used to analyze the data. Normality test was carried out and presented that the variables are normally distributed. All variables obtained reliable Cronbach’s alpha which gives support to the

internal consistency of the study and the assumption of factor analysis were met. To determine the strength of the relationship between the variables, Pearson correlation was used. Multiple regression analysis was also conducted to determine the independent relations as well as the contribution of independent variables in job performance as dependent variable. The next chapter will discuss and conclude the findings of the study.



CHAPTER FIVE

DISCUSSION AND CONCLUSIONS

5.1 Introduction

This chapter summarizes and discusses the results of the analysis explained in the previous chapter and answers the research questions mentioned in Chapter One. This chapter begins with the discussion regarding the findings and the implications and contributions of the study coupled with its limitations and direction for future research.

The chapter ends with the conclusion of the study.

5.2 Discussion of Findings

The main focus of this study is job performance among UUM administrative staff. Consequently, analyzing employees' job performance is important to know whether they are performing well. This is because when employees are not performing well, it affects the university in general. Therefore, this study identifies the factors that influence job performance among UUM administrative staff.

5.2.1 Training and Job Performance

The first research objective deals with the relationship between training and job performance. Many studies have revealed that that training has a significant influence

on job performance. (e.g. Truitt, 2011; Aragon, Daniel, & Valle, 2014; Hafeez & Akbar, 2015; Amin, Saeed & Lodhi, 2013; Swart et al.,2005; Ghebregiorgis & Karsten,2007; Horgan & Muhlau, 2006).

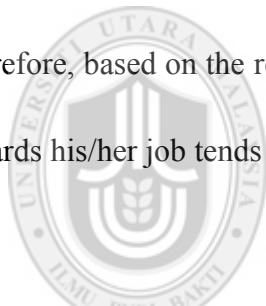
However, the finding of this study revealed that training has an insignificant relationship with job performance. Thus, hypothesis one (H1) is not supported. In addition, it contradicts the findings of the previous study (e.g. Truitt, 2011; Aragon, Daniel, & Valle, 2014; Hafeez & Akbar, 2015; Amin, Saeed & Lodhi, 2013; Swart et al.,2005; Ghebregiorgis & Karsten,2007; Horgan & Muhlau, 2006). There may be various reasons why training is not significant for the administrative staff such as they think they can perform their jobs very well. They do not need any training programs because they have enough knowledge, skills and abilities to complete their tasks. In other words, they believe in their own abilities and there is no space to improve.

5.2.2 Work Attitude and Job Performance

The second research objective looks into the relationship between work attitude and job performance of employees in UUM. From the results obtained in the previous chapter, it appeared that work attitude has a positive and significant influence on job performance ($\beta=.790$, $p<0.01$). Thus, hypothesis two (H2) is confirmed.

In addition, this study supports the studies of some other scholars who confirmed the

significant influence of work attitude on job performance of employees (i.e. Shahab, 2014; Khan, Dongping & Ghauri, 2014). This means that employees work related attitudes are an important factor to look into which could impact the performance of the employee. Ricketta (2008) illustrates that work attitude means the evaluation or individual interests of work related goals. Based on this explanation, it is considered that the work attitudes are the tendency of a subject to respond to an object both positively and negatively in the work environment. Consequently, if employees have the positive work attitudes along with positive thinking, this will reflect on job performance and improve the productivity, thus performing their job effectively. Therefore, based on the results of this study, an employees who has a positive attitude towards his/her job tends to perform well.



UUM
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Work attitudes plays an extensive role in upgrading the job performance of the administrative staff. Based on the outcomes from this research, a large amount of staff in UUM have the positive work attitudes toward their job. The staff that enjoy their daily jobs tend to work harder and are more excited about their job which leads to higher productivity. In this particular instance, UUM administrative staff indicated that their current job makes good use of their skills and abilities. They also get much enjoyment from their work. The positive work attitudes generally spread to other colleagues and may lead to a positive exposure on others' job performance in UUM.

5.2.3 Leadership and Job Performance

The third objective deals with the relationship between leadership and job performance.

The findings for leadership revealed that there is a negative influence on leadership towards employees' job performance.

These results therefore contradict the previous research by Shahab (2014) and Osabiya and Ikenga (2015) which proves that there is a significant positive relationship between leadership style and job performance. However, Eran (2005) found a negative relationship between leadership and performance. A possible explanation for this finding may be rooted in the special characteristics of the organization where the data was collected. In UUM, the staff may feel stressed when their leader pays too much attention to them. There will be a negative influence to the staff's job performance if they cannot perform their jobs comfortably. In such a system, transformational leadership style, which concentrates on the development of followers as well as their needs. Managers with transformational leadership style concentrate on the growth and development of value system of employees, their inspirational level and moralities with the preamble of their abilities may not suitable in UUM. Hence, before drawing broader conclusions, this relationship should be examined in other types of organizations.

5.3 Implications of Study

This research study may be useful to organizations due to its significance, especially in UUM. Thus, the findings provided contribution and implications that are classified in the following sections.

5.4.1 Theoretical Contributions

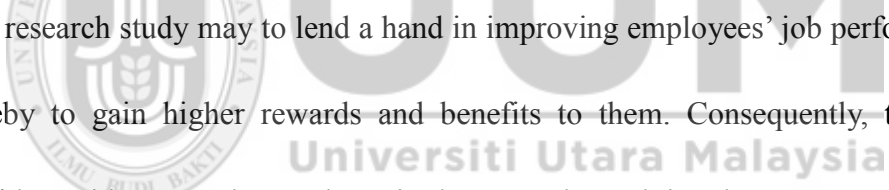
The primary target of this study was to examine the factors that influence job performance of employees in UUM. The contribution of this research from a theoretical perspective lies in determining the relationship between training, work attitude and leadership towards job performance, and how these factors affect employee job performance. This study will supplement the literature on job performance by contributing a more insights on training, work attitude and leadership on the link to job performance link. Furthermore, by considering the discussion, it can be concluded that this research will accommodate organizations to build a workforce especially with the right set of work attitudes which has been proven to be significant towards job performance.

In addition, this study added further knowledge in which studies of McGrath and MacMillan (2000) and Teece, Pisano and Shuen (1997) found that positive leadership behaviors have a positive influence on the improvement of the job performance and

that leadership has a negative influence to job performance.

5.4.2 Practical Contributions

This research provides significant implication to employees of any organization especially UUM to realize the importance of training, work attitude and leadership towards job performance. The findings of the study can be utilized by the UUM management and other organizations in their effort to enhance job performance of their employees by considering the determinant factors involved in this study, particularly in increasing positive work attitudes.



This research study may to lend a hand in improving employees' job performance and thereby to gain higher rewards and benefits to them. Consequently, the research provides guidance to change the attitudes towards work in a better manner or positive way, in such it gives more satisfaction to the employees. For example, in this case, it is the employees' internal way of dealing with life. When an employee fails, he or she has to learn from his/her mistakes and move on to develop and become better and succeed in the future. It makes a lot of difference when you take all matters are taken positively with focus on the lessons learnt, which leads to more productiveness and success. Through the new insight that this study provides, it is better that employee job attitudes to be more positive.

Since job performance is a function of work attitudes, it is hoped that this study will give significant information that will be of great value to UUM. This is because this research provides fresh insights as to enhance the employee performance through building the right set of work attitudes.

5.4 Limitations of the Study

Some limitations appeared in the current study. First, due to time constraints, this study is limited only to one organization which is the Universiti Utara Malaysia(UUM). Only three variables were identified to study the link to job performance. However, many other factors are related to the job performance of the employees. Thus, selecting only three factors is a limitation. Data was collected only using a questionnaire even though it can be collected through a series of observation and interviews.

This is a cross sectional study and therefore, it shows the job performance at only one point in time. Therefore, future research could use a longitudinal study approach by repeating the study at regular intervals for more understanding and assessment of the training, work attitudes and leadership towards the employees' job performance. In spite of the limitations, the findings of this study still provides a platform for future investigation to improve the current awareness about which factors are important in relation to job performance.

5.5 Recommendation for Future Research

The findings and the limitations of the study were a source of ideas and input for future researchers. Thus, the recommendation for the future researchers is as follows:

This study can be continued not only at Universiti Utara Malaysia, but also needs to be developed in other types of organizations so that the results obtained may vary. In addition, comparing and contrasting of multiple universities also will also provide significant in examination and exploration of training, work attitudes, leadership and organizational performance outcomes. Qualitative research may also be a good study that can provide a better understanding on how training, work attitudes and leadership is established in an organization through observation and in depth interviews. In addition, examination of other factors that might be related with the job performance of the employees is important as only three factors are involved in this study. Lastly, possible identification of moderating variables could be significant to further moderate the relationship between training, work attitude, and leadership to job performance.

5.6 Conclusion

This study investigated the factors that could influence the job performance of employees in UUM. The results are consistent with the findings of the previous scholars, which says that work attitude and training are important variables in predicting the job

performance of employees. The research reveals a significant influence of work attitude and leadership towards job performance. However, training is not found to be a significant influence on job performance, which calls for more study and investigation. Finally, this study achieved its objective in identifying what factors influence job performance.



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