

Hakcipta © tesis ini adalah milik pengarang dan/atau pemilik hakcipta lain. Salinan boleh dimuat turun untuk kegunaan penyelidikan bukan komersil ataupun pembelajaran individu tanpa kebenaran terlebih dahulu ataupun caj. Tesis ini tidak boleh dihasilkan semula ataupun dipetik secara menyeluruh tanpa memperolehi kebenaran bertulis daripada pemilik hakcipta. Kandungannya tidak boleh diubah dalam format lain tanpa kebenaran rasmi pemilik hakcipta.



**FAKTOR-FAKTOR YANG MEMPENGARUHI
KEBERKESANAN PROGRAM LATIHAN DI KALANGAN
STAF PENTADBIRAN UNIVERSITI UTARA MALAYSIA**



SYAMIMI BINTI ROSLAN

UUM
Universiti Utara Malaysia

SARJANA SAINS (PENGURUSAN)

UNIVERSITI UTARA MALAYSIA

2016

**FAKTOR-FAKTOR YANG MEMPENGARUHI KEBERKESANAN
PROGRAM LATIHAN DI KALANGAN STAF PENTADBIRAN
UNIVERSITI UTARA MALAYSIA**



Oleh
SYAMIMI BINTI ROSLAN

UUM
Universiti Utara Malaysia

**Kertas Penyelidikan ini diserahkan kepada
Pusat Pengajian Pengurusan Perniagaan (SBM)
Universiti Utara Malaysia,
sebagai memenuhi sebahagian dari syarat keperluan Ijazah Sarjana
Sains (Pengurusan)**



**Pusat Pengajian Pengurusan
Perniagaan**

SCHOOL OF BUSINESS MANAGEMENT

Universiti Utara Malaysia

PERAKUAN KERJA KERTAS PENYELIDIKAN
(*Certification of Research Paper*)

Saya, mengaku bertandatangan, memperakukan bahawa
(*I, the undersigned, certified that*)
SYAMIMI BINTI ROSLAN (818289)

Calon untuk Ijazah Sarjana
(*Candidate for the degree of*)
MASTER OF SCIENCE (MANAGEMENT)

telah mengemukakan kertas penyelidikan yang bertajuk
(*has presented his/her research paper of the following title*)

**FAKTOR-FAKTOR YANG MEMPENGARUHI KEBERKESANAN PROGRAM LATIHAN DI KALANGAN STAF
PENTADBIRAN UNIVERSITI UTARA MALAYSIA**

Seperti yang tercatat di muka surat tajuk dan kulit kertas penyelidikan
(*as it appears on the title page and front cover of the research paper*)

Bahawa kertas penyelidikan tersebut boleh diterima dari segi bentuk serta kandungan dan meliputi bidang ilmu dengan memuaskan.
(*that the research paper acceptable in the form and content and that a satisfactory knowledge of the field is covered by the research paper*).

Nama Penyelia Pertama : **DR. YATY BINTI SULAIMAN**
(*Name of 1st Supervisor*)

Tandatangan : 
(*Signature*)

Tarikh : **06 DISEMBER 2016**
(*Date*)

KEBENARAN MERUJUK

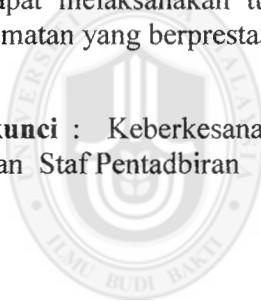
Kertas projek ini dikemukakan sebagai memenuhi sebahagian daripada keperluan pengijazahan Sarjana Sains (Pengurusan). Saya bersetuju membenarkan pihak perpustakaan Universiti Utara Malaysia (UUM) menjadikan kertas penyelidikan ini sebagai bahan rujukan. Saya juga bersetuju membenarkan sebarang bentuk salinan sama ada secara keseluruhan atau sebahagian daripada kertas penyelidikan ini untuk tujuan akademik dengan mendapatkan kebenaran penyelia kertas penyelidikan atau Dekan Pusat Pengajian Pengurusan Perniagaan. Sebarang bentuk salinan atau penggunaan sama ada secara keseluruhan atau mana-mana bahagian daripada kertas penyelidikan ini bagi tujuan komersil tidak dibenarkan sama sekali tanpa kebenaran daripada penyelidik. Pernyataan rujukan kepada penyelidik dan Universiti Utara Malaysia perlu dinyatakan dalam penggunaan sebarang bentuk bahan-bahan yang terdapat di dalam kertas penyelidikan ini. Permohonan bagi mendapatkan kebenaran untuk membuat salinan atau menggunakan secara keseluruhan atau sebahagian kertas penyelidikan ini boleh dibuat dengan menulis kepada:

Dekan Pusat Pengajian Pengurusan Perniagaan
Universiti Utara Malaysia, 06010 UUM Sintok,
Kedah Darul Aman, Malaysia.

ABSTRAK

Program latihan sering dilihat sebagai aktiviti yang menjadi pemangkin dalam merealisasikan usaha dan matlamat sesebuah organisasi dalam melahirkan dan mewujudkan pekerja yang berkemahiran serta berdaya saing bukan sahaja sebagai pekerja dalam organisasi, tetapi juga terhadap diri seseorang pekerja itu sendiri. Secara keseluruhannya, kajian ini dilakukan untuk melihat persepsi pekerja terhadap keberkesanan program latihan di kalangan staf pentadbiran Universiti Utara Malaysia dengan menggunakan Model Penilaian Kirkpatrick yang mengkaji reaksi pekerja terhadap program latihan, pengalaman pembelajaran yang berlaku sepanjang program latihan, tingkah laku pekerja terhadap tugas yang dilakukan selepas menjalani program latihan, dan penilaian terhadap kesan program latihan yang mampu menyumbang kepada keberkesanan organisasi. Kajian ini merupakan kajian yang berbentuk kuantitatif yang menggunakan borang soal selidik yang melibatkan jumlah sampel sebanyak 350 orang staf pentadbiran Universiti Utara Malaysia (UUM). Dapatan kajian menunjukkan bahawa reaksi, pembelajaran, tingkah laku dan hasil mempunyai hubungan yang signifikan dan positif terhadap keberkesanan program latihan. Hasil daripada kajian ini, pihak universiti dapat membuat penambahbaikan terhadap program latihan bagi melatih staf-staf mereka agar dapat melaksanakan tugas dengan cemerlang bagi menuju ke arah melahirkan perkhidmatan yang berprestasi tinggi.

Kata kunci : Keberkesanan Program Latihan, Reaksi, Pembelajaran, Tingkah Laku, Hasil dan Staf Pentadbiran

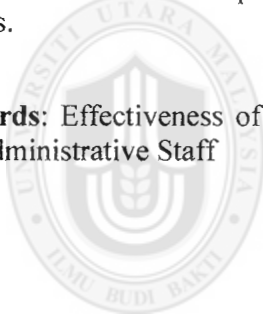


Universiti Utara Malaysia

ABSTRACT

The training program is often seen as an activity that catalyze to realize the goal of an organization to produce and create skilled and competitive employees not only as employees in organizations, but also good for employees themselves. The training program is designed to change or improve the employee behavior in order to stimulate their efficiency. Overall, this study was conducted to see the employee perception of the effectiveness of training programs among administrative staff of Universiti Utara Malaysia by using Kirkpatrick Evaluation Model that studied the reaction of employee to the training program, learning experiences that occur during the training program, the behavior of employees to the task conducted after the training program, and the assessment of the result of training programs that can contribute to organizational effectiveness. This survey is a quantitative research by using a questionnaire which consisted a total sample of 350 administrative staff of Universiti Utara Malaysia (UUM). The finding indicated that reaction, learning, behavior and results have a significant relationship and positive impact on the effectiveness of the training program. Based on the result of this study, the university can make improvements to the training program to train their staff in order to perform an excellent job towards producing high-performance services.

Keywords: Effectiveness of Training Programs, Reaction, Learning, Behavior, Results and Administrative Staff



UUM
Universiti Utara Malaysia

PENGHARGAAN

Bismillahirrahmanirrahim

Dengan nama Allah Yang Maha Pengasih lagi Maha Penyayang. Segala puji bagi Allah, Tuhan semesta alam. Selawat dan salam ke atas junjungan besar Nabi Muhammad S.A.W. Syukur Alhamdulillah terhadap Allah S.W.T. kerana dengan limpah kurniaan dan izinNya saya berjaya menyiapkan kajian ini dengan sempurna.

Setinggi-tinggi penghargaan dan jutaan terima kasih diucapkan kepada penyelia saya Dr. Yaty Sulaiman di atas bimbingan, perkongsian ilmu, nasihat dan perhatian yang tidak ternilai bagi meningkatkan lagi kualiti penulisan kajian ini. Semoga dengan ilmu yang dicurahkan kepada saya membolehkan kehidupan Dr.Yaty sekeluarga dirahmati Allah S.W.T.

Ribuan terima kasih juga diucapkan kepada Dekan Sekolah Pengajian Pengurusan Perniagaan, kakitangan bukan akademik dan Perpustakaan Sultanah Bahiyah di atas kerjasama yang diberikan sama ada secara langsung atau tidak langsung. Terima kasih juga kepada responden yang terlibat dalam kajian ini iaitu staf pentadbiran Universiti Utara Malaysia kerana meluangkan masa memberikan maklum balas terhadap soal selidik dan mengembalikannya dalam keadaan sempurna dan lengkap.

Penghargaan yang tidak terhingga juga ditujukan kepada kedua ibu bapa saya iaitu Encik Roslan Bin Othman dan Puan Rosilawati Binti Othman serta adik-beradik yang lain di atas sokongan, dorongan, pengorbanan, dan doa yang telah mengiringi kejayaan saya pada hari ini. Segala nasihat dan motivasi yang diberikan oleh mereka adalah sumber kekuatan saya untuk berjuang dalam menyiapkan kajian ini.

Akhir sekali, kepada rakan-rakan seperjuangan yang tidak jemu dalam memberikan bantuan dan sokongan dalam menyiapkan kajian ini, ribuan terima kasih diucapkan. Jasa kalian amatlah saya hargai. Persahabatan dengan kalian memberikan suatu pengalaman yang sungguh besar pengertiannya.

Akhir kalam, semoga kajian ini berguna untuk menjadi rujukan buat semua.

ISI KANDUNGAN

PENSIJILAN KERTAS PENYELIDIKAN
KEBENARAN MENGGUNAKAN MAKLUMAT PENYELIDIKAN	i
ABSTRAK	ii
ABSTRACT	iii
PENGHARGAAN	iv
ISI KANDUNGAN	v
SENARAI JADUAL	ix
SENARAI RAJAH	xi
SENARAI SINGKATAN	xii

BAB 1 : PENGENALAN

1.1 Pengenalan	1
1.2 Latar Belakang Kajian	1
1.3 Pernyataan Masalah	5
1.4 Persoalan Kajian	7
1.5 Objektif Kajian.....
1.5.1 Objektif Umum	8
1.5.2 Objektif Khusus	9
1.6 Skop dan Batasan Kajian	9
1.7 Kepentingan Kajian.....
1.7.1 Teoretikal	10
1.7.2 Praktikal	11
1.8 Organisasi Disertasi	12
1.9 Kesimpulan	14

BAB 2 : ULASAN KARYA

2.1 Pengenalan	16
2.2 Staf Pentadbiran Universiti Utara Malaysia.....	17
2.3 Definisi Latihan	18
2.4 Program Latihan.....	21

2.5 Keberkesanan Program Latihan	24
2.6 Model Penilaian Kirkpatrick (<i>Four Level Evaluation Model</i>)	
2.6.1 Tahap 1 - Reaksi	31
2.6.2 Hubungan Di Antara Reaksi Dengan Keberkesanan Program Latihan.....	32
2.6.3 Tahap 2 - Pembelajaran	33
2.6.4 Hubungan Di Antara Pembelajaran Dengan Keberkesanan Program Latihan	35
2.6.5 Tahap 3 – Tingkah Laku	36
2.6.6 Hubungan Di Antara Tingkah Laku Dengan Keberkesanan Program Latihan.....	37
2.6.7 Tahap 4 - Hasil.....	38
2.6.8 Hubungan Di Antara Hasil Dengan Keberkesanan Program Latihan.....	39
2.7 Kesimpulan	40

BAB 3 : METODOLOGI KAJIAN

3.1 Pengenalan	41
3.2 Rangka Kerja Kajian.....	41
3.3 Hipotesis Kajian.....	42
3.4 Reka Bentuk Kajian	43
3.5 Populasi dan Saiz Sampel.....	45
3.6 Teknik Pensampelan	47
3.7 Instrumen Kajian.....	
3.7.1 Bahagian A : Maklumat Peribadi.....	51
3.7.2 Bahagian B : Persepsi Responden Terhadap Keberkesanan Program Latihan	51
3.7.3 Bahagian C : Reaksi.....	52
3.7.4 Bahagian D : Pembelajaran.....	53
3.7.5 Bahagian E : Tingkah Laku	55
3.7.6 Bahagian F : Hasil.....	56
3.8 Ujian Rintis	57
3.9 Kaedah Pengumpulan Data	
3.9.1 Data Primer	58
3.9.2 Data Sekunder.....	59
3.10 Kaedah Analisis Data.....	
3.10.1 Ujian Reliabiliti.....	60
3.10.2 Ujian Normaliti	61

3.10.3 Faktor Analisis	61
3.10.4 Analisis Deskriptif	63
3.10.5 Analisis Korelasi <i>Pearson</i>	63
3.10.6 Analisis Regresi	64
3.11 Definisi Operasi	65
3.12 Kesimpulan	66

BAB 4: ANALISIS DATA DAN DAPATAN KAJIAN

4.1 Pengenalan	67
4.2 Kadar Maklum Balas Responden.....	68
4.3 Analisis Ujian Rintis	69
4.4 Saringan Data.....	
4.4.1 <i>Missing Data</i>	71
4.4.2 Ujian Normaliti	71
4.5 Faktor Analisis	
4.5.1 Analisis Keberkesanan Program Latihan.....	76
4.5.2 Analisis Reaksi	79
4.5.3 Analisis Pembelajaran	82
4.5.4 Analisis Tingkah Laku.....	85
4.5.5 Analisis Hasil	88
4.6 Analisis Statistik Deskriptif	
4.6.1 Jantina Responden	91
4.6.2 Umur Responden	92
4.6.3 Bangsa Responden.....	93
4.6.4 Taraf perkahwinan Responden	94
4.6.5 Kelayakan Akademik Responden	95
4.6.6 Tempoh Perkhidmatan Responden	96
4.6.7 Taraf Jawatan Responden	97
4.6.8 Pengalaman Responden Dalam Mengikuti Program Latihan	98
4.6.9 Kekerapan Responden Mengikuti Program Latihan Dalam Setahun	99
4.6.10 Jenis Program Yang Diikuti Oleh Responden	100
4.7 Min Dan Sisihan Piawai.....	100
4.8 Analisis Statistik Inferensi	

4.8.1 Analisis Korelasi <i>Pearson</i>	102
4.8.2 Analisis Regresi	105
4.9 Ringkasan Hasil Pengujian Hipotesis	107
4.10 Kesimpulan	108

BAB 5: PERBINCANGAN, CADANGAN DAN KESIMPULAN

5.1 Pengenalan	109
5.2 Ringkasan Penemuan Kajian	109
5.3 Perbincangan.....	
Hipotesis 1: Terdapat hubungan yang signifikan antara reaksi dan keberkesanan program latihan	112
Hipotesis 2: Terdapat hubungan yang signifikan antara pembelajaran dan keberkesanan program latihan	113
Hipotesis 3: Terdapat hubungan yang signifikan antara tingkah laku dan keberkesanan program latihan.....	114
Hipotesis 4: Terdapat hubungan yang signifikan antara hasil dan keberkesanan program latihan.....	115
5.4 Batasan Kajian	116
5.5 Implikasi Kajian.....	117
5.6 Cadangan Penyelidikan Masa Hadapan.....	118
5.7 Kesimpulan	119

RUJUKAN	120-139
LAMPIRAN	140-152

SENARAI JADUAL

Jadual 1.1: Senarai Kehadiran Staf Ke Kursus Sehingga 21 Oktober 2015	7
Jadual 3.1: Jadual Penentuan Saiz Sampel Mengikut Jadual Sekaran (1992)	46
Jadual 3.2 : Jumlah Staf Pentadbiran Universiti Utara Malaysia.....	47
Jadual 3.3: Layout Item Soal Selidik	50
Jadual 3.4: Persepsi Responden Terhadap Keberkesanan Program Latihan	51
Jadual 3.5: Items Dalam Faktor Reaksi	53
Jadual 3.6: Items Dalam Faktor Pembelajaran	54
Jadual 3.7: Items Dalam Faktor Tingkah Laku.....	55
Jadual 3.8: Items Dalam Faktor Hasil.....	56
Jadual 3.9: Ujian Kebolehpercayaan Dalam Ujian Rintis	58
Jadual 3.10: Nilai <i>Cronbach's Alpha</i>	61
Jadual 3.11: Nilai KMO dan Tahap Varian	62
Jadual 3.12: Kekuatan Hubungan Untuk Korelasi <i>Pearson (r)</i>	64
Jadual 3.13: Definisi Pembolehubah Yang Digunakan	65
Jadual 4.1: Jumlah Kadar Maklum Balas Responden.....	68
Jadual 4.2: Ujian Kebolehpercayaan Dalam Ujian Sebenar Dan Ujian Rintis.....	69
Jadual 4.3: Ujian KMO Dan Bartlett's Terhadap Keberkesanan Program Latihan.....	76
Jadual 4.4: <i>Eigenvalues</i> Dan Peratusan Kumulatif Varian Bagi Keberkesanan Program Latihan.....	77
Jadual 4.5: Komponen Matrik Terhadap Keberkesanan Program Latihan.....	77
Jadual 4.6: Ujian KMO Dan Bartlett's Terhadap Reaksi	79
Jadual 4.7: <i>Eigenvalues</i> Dan Peratusan Kumulatif Varian Bagi Reaksi.....	80
Jadual 4.8: Komponen Matrix Terhadap Reaksi.....	80
Jadual 4.9: Ujian KMO Dan Bartlett's Terhadap Pembelajaran.....	82
Jadual 4.10: <i>Eigenvalues</i> Dan Peratusan Kumulatif Varian Bagi Pembelajaran.....	83
Jadual 4.11: Komponen Matrik Terhadap Pembelajaran.....	83
Jadual 4.12: Ujian KMO Dan Bartlett's Terhadap Tanggapan Tingkah Laku	85
Jadual 4.13: <i>Eigenvalues</i> Dan Peratusan Kumulatif Varians Bagi Tingkah Laku	86

Jadual 4.14: Komponen Matrix Terhadap Tingkah Laku	86
Jadual 4.15: Ujian KMO Dan Bartlett's Terhadap Hasil	88
Jadual 4.16: <i>Eigenvalues</i> Dan Peratusan Kumulatif Varians Bagi Hasil.....	89
Jadual 4.17: Komponen Matrix Terhadap Hasil	89
Jadual 4.18: Perbezaan Item Bagi Setiap Pembolehubah Sebelum Dan Selepas Analisis Faktor	90
Jadual 4.19: Jantina Responden	91
Jadual 4.20: Umur Responden	92
Jadual 4.21: Bangsa Responden.....	93
Jadual 4.22: Taraf Perkahwinan Responden	94
Jadual 4.23: Kelayakan Akademik Responden	95
Jadual 4.24: Tempoh Perkhidmatan Responden	96
Jadual 4.25: Taraf Jawatan Responden	97
Jadual 4.26: Pengalaman Responden Dalam Mengikuti Program Latihan.....	98
Jadual 4.27: Ke kerap an Responden Mengikuti Program Latihan Dalam Setahun	199
Jadual 4.28: Jenis Program Latihan Yang Pernah Diikuti Oleh Responden.....	100
Jadual 4.29: Analisis Statistik Deskriptif Pembolehubah	101
Jadual 4.30: Nilai Analisis Korelasi <i>Pearson</i>	104
Jadual 4.31: Ringkasan Model	105
Jadual 4.32: Analisis Regresi Reaksi, Pembelajaran, Tingkah Laku, Hasil Dengan Keberkesanan Program Latihan	106
Jadual 4.34: Ringkasan Hasil Pengujian Hipotesis	107

SENARAI RAJAH

Rajah 2.1: Model Penilaian Kirkpatrick.....	31
Rajah 3.1: Rangka Kerja Kajian Mengenai Faktor-Faktor Yang Mempengaruhi Keberkesanan Program Latihan.....	42
Graf 4.1 : Histogram Ujian Normaliti Untuk Reaksi.....	72
Graf 4.2 : Histogram Ujian Normaliti Untuk Pembelajaran.....	73
Graf 4.3 : Histogram Ujian Normaliti Untuk Tingkah Laku.....	73
Graf 4.4 : Histogram Ujian Normaliti Untuk Hasil.....	74
Graf 4.5 : Histogram Ujian Normaliti Untuk Keberkesanan Program Latihan.....	74



UUM
Universiti Utara Malaysia

SENARAI SINGKATAN

- DV : Pembolehubah Bersandar (*Dependent Variable*)
- IV : Pembolehubah Tidak Bersandar (*Independent Variable*)
- KMO : *Kaiser-Meyer-Olkin*
- KPT : Kementerian Pengajian Tinggi
- PMR : Penilaian Menengah Rendah
- P & P : Pengurusan dan Profesional
- SBM : Pusat Pengajian Pengurusan Perniagaan (*School of Business Management*)
- Sig. : Signifikan (*Sigificant*)
- SPM : Sijil Pelajaran Malaysia
- SPSS : Pakej Statistik Sains Sosial (*Statistical Package for Social Science*)
- STPM : Sijil Tinggi Persekolahan Malaysia
- UUM : Universiti Utara Malaysia

BAB SATU

PENDAHULUAN

1.1 Pengenalan

Bab ini membincangkan tujuan kajian dijalankan dengan penerangan latar belakang kajian secara terperinci dan kemudian diikuti dengan pernyataan masalah, persoalan kajian dan objektif kajian. Persoalan keberkesanan program latihan adalah menjadi perkara penting bagi organisasi dalam melahirkan tenaga kerja yang produktif. Perkara yang akan disentuh dalam bab ini juga melibatkan skop dan batasan kajian, kepentingan kajian, organisasi disertasi dan diakhiri dengan kesimpulan.

1.2 Latar Belakang Kajian

Program latihan sering dilihat sebagai aktiviti yang menjadi pemangkin dalam merealisasikan usaha dan matlamat sesebuah organisasi dalam melahirkan dan mewujudkan pekerja yang berkemahiran serta berdaya saing bukan sahaja sebagai pekerja dalam organisasi, tetapi juga terhadap diri seseorang pekerja itu sendiri. Menurut Raja, Furqan dan Khan (2011), latihan adalah faktor penting dalam meningkatkan keupayaan pekerja. Pekerja yang memiliki lebih pengalaman kerja mempunyai prestasi yang lebih baik kerana mempunyai kelebihan dari aspek kemahiran dan kecekapan.

The contents of
the thesis is for
internal user
only

RUJUKAN

- Abeeha, B., & Bariha, B.(2012). Effects of employees training on the organizational competitive advantage: Empirical study of Private Sector of Islamabad, Pakistan. *Far East Journal of Psychology and Business*, 6(1).
- Adams, W. (2007). *Organizational effectiveness: evolution of training*. Policy and Practice. Retrieved from http://findarticles.com/p/articles/mi_m0PCD/is_4_65/ai_n25020407
- Aguinis, H., & Kraiger, K. (2009). Benefits of training and development for individuals and teams, organizations, and society. *Annual Review of Psychology*, 60, 451-474.
- Akinpeju, B. (1999), "Educational technology and teaching – learning process in the 21st century" in Adesomowo, P.O. (Ed), *Basic of Education*, Lagos Triumph Books publishers.
- Alturki, U., & Aldraiweesh, A. (2014). *Assessing effectiveness of e-training programs based on Kirkpatrick's model*. Texas, The Clute Institute International Academic Conference.
- Alyahya, Mohammed Saad, & Norsiah Binti Mat. (2013). Evaluation of effectiveness of training and development:the kirkpatrick model. *Asian Journal of Business and Management Sciences*, 11, 14-24.
- Ana Paula Ferreira, & Regina Leite (2012). *Employee's perception of training and development in Portuguese organizations*. Book of Proceedings – Tourism and Management Studies International Conference Algarve, 2.

- Armstrong, M. (2012). *Armstrong's Handbook of Human Resource Management Practice*. United Kingdom: Ashford Colour Press.
- Armstrong, M. (2009) *Armstrong's Handbook of Human Resource Management Practice*. 11th Edition, Kogan Page Limited, London.
- Arsaythamby, V., & Rosna Awang Hashim. (2009). Kesahan dan kebolehpercayaan alat ukur orientasi pembelajaran Matematik (OPM). *International Journal of Management Studies*, 16(1), 57-73.
- Asfaw, A. M. et. al. (2015). 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. *Journal of Human Resource and Sustainability Studies*, 3, 188-202.
- Asgarkhani, M. (2004). The need for a strategic foundation for digital learning and knowledge management solutions. *Electronic Journal of E-Learning*, 2 (12), 1-9.
- ASTD (2009). *American Society for Training and Development*. The Value of Evaluation: Making Training Evaluation More Effective.
- Awais Bhatti, M., & Veera Pandiyan Kaliani Sundram (2015). *Business Research Quantitative and Qualitative Methods*. Pearson Malaysia Sdn. Bhd.
- Azlah Md Ali, Thuaibah et. al. (2009). Keberkesanan latihan di kalangan kakitangan kumpulan sokongan di pejabat setiausaha kerajaan negeri Kedah Darulaman. *Amalan Latihan dan Pembangunan Sumber Manusia Di Malaysia*, 56-81.

- Azlan Ahmad & Norfadhillaton Zahari. (2012). Kajian Keberkesanan Program Pembangunan Dan Penilaian Bagi Pegawai Perkhidmatan Tadbir Dan Diplomatik Gred M41. *Jurnal Pengurusan Awam*, 17-31.
- Babaita I (2010). Productivity as a driving force for investment in training and management development in the banking industry. *Eur. J. Social Sci*, 13(2), 278-290.
- Bates R. (2004). A critical analysis of evaluation practice: the Kirkpatrick model and the principle of beneficence. *Evaluation and Program Planning*, 27, 341 – 347.
- Bedingham K, 1997. *Proving the effectiveness of training(industrial and commercial training)*. United Kingdom. MCB University Press.
- Bedrnová, E., Nový I. and Jarošová, E. (2012) *Manažerská psychologie a sociologie*, Praha: Management Press.
- Bhati, D. (2007). *Factors that influence transfer of hazardous material painting: the perception of selected fire-fighter trainees and supervisors*. University Of Central Florida Orlando, Florida.
- Bhalla, K. (2006). *Why a quality management system in service industries? Six sigma*. Retrieved from www.isixsigma.com/library/content/c060213a.asp
- Brinkerhoff, R. O. (2006), *Increasing impact of training investment: an evaluation strategy for building organizational learning capability*. *Industrial and Commercial Training*, 38 (6), 302-307.

- Broad, M. &. (1992). *Transfer of Training: Action-packed strategies to ensure high payoff from training investment*. Reading, MA: Addison-Wesley.
- Bushart S.C and Fretwell C (1994) Continuous Improvement through Employee Training: A Case from the Financial Services Industry. *The Learning Organisation an International Journal*, 1(1):11-16.
- Castrillion, I. D., & Cantorna, A. I. S. (2005). The effect of the implementation of advanced manufacturing technologies on training in the manufacturing sector. *Journal of European Industrial Training*, 29(4), 268-280.
- Cavana, R. Y., Delahaye, B. L., Sekaran, U. (2000). *Applied Business Research: Qualitative and Quantitative Methods*, John Wiley & Sons Australia Ltd., Australia.
- Chalmers, D. & Gardiner, D. (2014). *The measurement and impact of university teacher development programs*. *Educar*, 51/1, 53-80.
- Cheng, W. L., & Ho, C. K. (1998). The effects of some attitudinal and organizational factors on transfer outcome. *Journal of Managerial Psychology*, 13(5/6), 309-317.
- Chika, U; Chima, M. & Hakeem, A. (2014). An investigation into training and development techniques, prospect and challenges in Nigerian banks. *Journal of Research in International Business and Management*, 4 (2), 37-44.
- Chua Yan Piaw. (2011). *Kaedah penyelidikan, buku 1 edisi kedua*. Kuala Lumpur: McGraw-Hill (Malaysia) Sdn. Bhd.

- Chua, Y.P. 2009. *Statistik penyelidikan lanjutan*. Kuala Lumpur: McGraw Hill Malaysia
- Chung, S.-S., & Lo, C. W.-H. (2007). The roles of grassroots local government in sustainable waste management in China. *International Journal of Sustainable Development World Ecology*, 14, 133–144.
- Clark, D. (2010). *Kirkpatrick's four-level training evaluation model*. Retrieved from <http://www.nwlink.com/~donclark/hrd/isd/kirkpatrick.html>
- Coakes, S. J. (2013). *SPSS Version 20.0 for Windows*. Australia: Wiley.
- Cohen, L., Manion, L. & Morrison, K. (2000). *Research methods in education*. London: Routledge Falmer.
- Cole, G.A. (2002). *Personnel and human resource management*. 5th Edition, York Publishers, Continuum London.
- Cooper, D. R., & Schindler, P. S. (2008). *Business research methods: International edition 2008*. New York: McGraw-Hill.
- Creswell, J. W. (2012). *Qualitative inquiry and research design: Choosing among the five traditions (3rd ed.)*. Thousand Oaks, CA: Sage.
- C. Vijayabanu and R. Amudha. (2012). *A study on efficacy of employee training: review of literature*, Business: Theory and Practice, 13(3), 275-282.
- Dhliwayo, S., Nyanumba, L. K. (2014). *An evaluation of an on the job training program at a UK based public health care company*. Problems and Perspectives in Management, 12, 164-172.

- Diamantidis, A. D. et. al. (2012). Evaluation of formal training programmes in greek organisations. *European Journal of Training and Development*, 36(9), 888-910.
- Dressler, G., 2013. *Human resource management*. 13thed. New Jersey:Prentice Hall.
- Durgaprasad, P., Srinivasa, S., (2001). *Paradigms of HRD in Backward Areas*. Indian Economic Panorama, 11(2), 37-43.
- Dyers, S. (1994). Kirkpatrick's Mirror. *Journal of European Industrial Training*, 18(5), 22-31.
- Elnaga, A. and Imran, A. (2013) The effect of training on employee performance. *European Journal of Business and Management*, 5, 137.
- Frye, A.V . & Hemmer, P .A. (2012). *Program evaluation models and related theories: AMEE Guide No. 67*. Web Paper Amee Guide, 34, 288–299.
- Ganesh, A. (2012). A study on training and employee development in commercial banks. *Journal of Commerce and Accounting Research*, 1, 1-13.
- Gill, M. & Sharma, G. (2013). Evaluation of vocational training program from the trainees' Perspective: an empirical study . *Pacific Business Review International*, 6(5), 35-43.
- Grohmann, A. and Kauffeld, S. (2013). Evaluating training programs: development and correlates of the Questionnaire for Professional Training Evaluation. *International Journal of Training and Development*, 17 (2), 135-155.

- Guerrero S. and Sire B. (2001) Motivation to train workers perspective: *International journal of HRM*.
- Gul, S., Ahmad, B., Ur Rehman, S., Shabir, N., & Razzaq, N. (2012). Leadership styles, turnover intentions and the mediating role of organizational commitment. *Information and Knowledge Management*, 2(7), 44-51.
- Hair, J.F., Black, W.C., Babin, B.J., & Anderson, R.E. (2010). *Multivariate data analysis. Seventh edition*. Prentice Hall, Upper Saddle River, New Jersey.
- Hair, J. F., Anderson, R. E., Tatham, R. L., & Black, W. C. (2010). *Multivariate data analysis. Fourth ed*. New Jersey: Prentice Hall.
- Handoko, T. H. (2001). *Human resources management*. Yogyakarta: BPFE.
- Haywood, K.M. (1992). *Effective training: toward a strategic approach*. Cornell Hotel and Restaurant Administration Quarterly, 33(4), 43-52.
- Hellriegel, D., Slocum, Jr.Jw. w and Woodman, R.W (2001). *Organisational behavior: 9th ed*. Ohio:South-Western College Publishing.
- Henry Ongori and Jennifer Chishamiso Nzonzo (2011)., "Training and development practices in an organisation: an intervention to enhance organisational effectiveness." *International Journal of Engineering and Management I.J.E.M.S.*, 2 (4), 187-198.
- Horne, R., & Hayles, C. (2008). Towards global benchmarking for sustainable homes: An international comparison of the energy performance of housing. *Journal of Housing and the Built Environment*, 23, 119–130.

- Homklin, T. (2014). *Training effectiveness of skill certification system: the case of automotive industry in Thailand*. Graduate School for International Development and Cooperation Hiroshima University, 1-182.
- Homklin et. al. (2013). *Effects of Individual and Work Environment Characteristics on Training Effectiveness: Evidence from Skill Certification System for Automotive Industry in Thailand*. *International Business Research*, 6(12), 1-16.
- Huang T. (2001). *The relation of training and organizational performance in small and medium size enterprises*. *Education Training*, 43 (8/9):437-444.
- Huselid, M.A (1995). The impact of human resource management practices on turnover, productivity and corporate finance performance. *Academy of Management Journal*, 38:635-670.
- Hower .J.J (2008). *Developing your human resources: an operational approach*.
- Issam Mohammad Almkhadmah. (2012). *Factors influencing the effectiveness of human resource training programmes in hotel sector*. Ghazali Shafie Graduate School of Government, Universiti Utara Malaysia, 1-279.
- Jehanzeb, K., & Bashir, A. N. (2013). Training and development program and its benefit to employee and organization: a conceptual study. *European Journal of Business and Management*, 5(2), 243-252.
- Jehanzeb, K., Bashir, N. A. (2012). Training and development program and its benefits to employees and organizations: a conceptual study. *Far East Journal of Psychology and Business*, 9(2): 58-71.

- John. A. W. and James W. Cartada (2002). *Training and performance year book: McGraw-Hill Companies, Inc.*
- Jones, J. T. (2005). *The determinants of training in Australia manufacturing SMEs.* Education Training, 47(8/9), 605-615.
- Johnson B., & Christensen, L. (2010). *Educational research: quantitative, qualitative, and mixed approaches.* 4th ed. USA: Sage.
- Kane (1986). A strategic look at training and development. *Asia Pacific Journal of Human Resources*, 24(3), 42-52.
- Karim, M. R., Huda, K. N., Khan, R. S. (2012). Significance of training and post training evaluation for employee effectiveness: an empirical study on Sainsbury's Supermarket Ltd, UK. *International Journal of Business and Management*, 7(18): 141-148.
- Kauffeld, S. and Lehmann-Willenbrock, N. (2010). Sales training: effects of spaced practice on training transfer. *Journal of European Industrial Training*, 34(1), 23-37.
- Khalid MA. (2011). Assessing impact of management support on perceived managerial raining effectiveness in public organization of Pakistan. *Eur. J. Social Sci.* 22(1), 106-125.
- Kirkpatrick, D.L. & Kirkpatrick, J.D. (2006). *Evaluating training program*", Berrett-Koehler Publisher, Inc., 3rd edition.

- Kirkpatrick, D., & Kirkpatrick, W. (2009). *The Kirkpatrick model: past, present and future*. *Chief Learning Officer*, 8(11), 20-55.
- Kirkpatrick, W. (2011). *Training on trial*. Kirkpatrick Partners, LLC.
- Kirkpatrick, D. (1979). Techniques for Evaluating training programs. *Training & Development Journal*, 33(6), 78.
- Kirkpatrick, D. (1978). Evaluating in-house training programs. *Training and Development Journal*, 32(9), 6-9.
- Kirkpatrick, D. (1977). Evaluating training programs :evidence vs. proof. *Training and Development Journal*, 31(11), 9-12.
- Kirkpatrick, D., & Kirkpatrick, W. (2007). *Implementing the four level: a practical guide for effective evaluation of training programs*: Berrett-Koehler.
- Kirkpatrick, D. L. (1976). *Evaluation of training*. In R. L. Craig (Ed.), *Training and development handbook: A guide to human resource development*. New York: McGraw Hill.
- Leard, G. (2010). *Benefits of training for both the organization and employees*, Heilum (Online). Retrieved from <http://www.helium.com/items/1774143-training-and-its-benefits-why-train-workers-is-training>.
- Liebermann, S., & Hoffmann, S. (2008). The impact of practical relevance on training transfer: evidence from a service quality training program for German bank clerks. *International Journal of Training and Development*, 12(2), 74–86. <http://dx.doi.org/10.1111/j.1468-2419.2008.00296.x>

- Maister, D. H. (2008). *Why (most) training is useless*. *Training and Development*, 62(5), 52–58.
- Malik, O.F., Abbas, Q., Kiyani, T.M., Malik, K.U.R. & Waheed, A. (2011). Perceived investment in employee development and turnover intention: a social exchange perspectiv. *African Journal of Business Management*, 5(5), 1904-1914.
- Manju.S & Dr. Suresh B.H (2011). *Training design interventions and implications for the productivity effectiveness*. *Synergy*, 9(1), 52-68.
- Mathieu, J., Tannenbaum, S., & Salas, E. (1992). Influences of individual and situational characteristics on measures of training effectiveness. *Academy Of Management Journal*, 35(4), 828-847.
- McBurney, D. H. (2001). *Research Method*. (5th ed.). California: Wadsworth.
- McDowall, A. and Saunders, M.N.K. (2010). UK manager's conceptions of training and development. *Journal of European Industrial Training*, 34, 609-630.
- McNamara, C. (2010). Employee training and development: reasons and benefits. Free Management Library. (Online) available at http://managementhelp.org/trng_dev/basics/reasons.htm
- McNamara, G., Joyce, P., & O'Hara. J. (2010). *Evaluation of adult education and training programs*. *Elsevier*, 548-554.
- Meghe, B., Bhise, P . V . & Muley, A. (2013). Evaluation of training and development. Practices of CTPS using Kirkpatrick method: a case study . *International*

Journal of Application or Innovation in Engineering & Management (JAIEM), ISSN 2319 – 4847.

Mehedi Hasan, Md. Hefzur Rahman & Md. Arifur Rahman (2013). Employee Perception towards Effective Training Program: A Study on Some Selective Private Commercial Banks. *European Journal of Business and Management* (Online) 5 (12).

Meister, J. C. (1998). *Ten steps to creating a corporate university*. Training and Development, 52 (11), 38-43.

Mohamad Said A. & Zulhamri A. (2012). Hubungan Antara Pertimbangan Pemimpin, Pertukaran Komunikasi, Dan Komitmen Organisasi. *Jurnal Komunikasi, Malaysian Journal of Communication*, 28(1), 121-136.

Mohamed, S. H., Seow, T. W., & Goh, K. C. (2014). *The Framework of Knowledge Transfer towards Sustainable Development in the Process of Planning Approval Stage at Malaysian Local Government*.

Mohamadkhani, K., & Ashrafi, M. (2013). *A study on the effectiveness of tour guides training programs in Iran Tehran*. Business & Economic Research (BER), 3(1)

Mokhtar Ismail (2011). *Kaedah penyelidikan kualitatif dalam pendidikan*. Kuala Lumpur: Dewan Bahasa dan Pustaka.

Monaco, E.J. (2014). *A tribute to the legacy of Donald Kirkpatrick*. PDP Communique, 33. Retrieved from <http://www.pdp.albany.edu/>

- Muchinsky, P. M. (1993). *Psychology applied to work: an introduction to industrial and organizational psychology*. California: Brooks-Cole.
- Muhammad Isnan Amin. (2013). *Keberkesanan latihan Modul Pemantapan Kecemerlangan Diri pada Jabatan Bahagian Sumber Manusia Setiausaha Kerajaan Negeri Kedah*. Universiti Utara Malaysia.
- Nadeem, M. (2010). Role of training in determining the employee corporate behavior with respect to organizational productivity: Developing and proposing a conceptual model. *International Journal of Business and Management*, 5, 206–211.
- Ng'ethe, J.M. (2014). *Academic staff retention in public universities in Kenya*. PhD Thesis.
- Nickols, F. (2013). *Leveraging the Kirkpatrick model*. Distance Consulting Llc, 2-6.
- Noe, R. (2002). *Employee Training and Development*, New York: McGraw-Hill Irwin.
- Noe, R. A., Hollenbeck, J.R., Gerhart, B. and Wright, P.M., (2011). *Fundamentals of Human Resource Management*. 4th ed. New York: McGraw-Hill Irwin.
- Noe, R. A. (2010). *Employee training and development*. 5thed. New York: McGraw-Hill Irwin
- Noe, R. (1986). *Trainees' attributes and attitudes: neglected influences on training effectiveness*. *Academy Of Management Review*, 736-749.

- Noe, R., & Schmitt, N. (1986). *The influence of trainee attitudes on training effectiveness: test of a model*. *Personnel Psychology*, 39(3), 497-523.
- Nozri Senawi. (2013). *Pengaruh budaya organisasi dan personaliti terhadap konflik kerja: satu kajian ke atas Anggota Polis Diraja Malaysia (PDRM) dan Angkatan Tentera Malaysia (ATM)*. Unpublished Master Thesis. Universiti Utara Malaysia, Sintok, Kedah
- Nwokocha, I. (2015). The validity of effectiveness of training and development in organizations in nigeria. *Journal of Business and Management*, 17, 01-08.
- Obisi, C. (2011). Employee training and development in Negerian organization: some observations and agenda for research. *Australian Journal of Business & Managerial Research*, 1(9), 82-91.
- O'Dwyer, L. M., & Bernauer, J. A. (2014). *Quantitative research for the qualitative researcher*. Singapore: SAGE.
- Parry, S. (1990). Bribging it back to work. *Training and Development Journal*. Dec. 44 (12), 15-17.
- P. Kulkarni, P. (2013). A literature review on training & development and quality of work life. *Journal of Arts, Science & Commerce*, 136-143.
- Plameta B. , Myers K., Gyarmati D., & Voyer JP. (2011). *Understanding training program effectiveness: a comprehensive framework learning and active employment programs project*. Social Research Demonstration Corporation, 1-23.

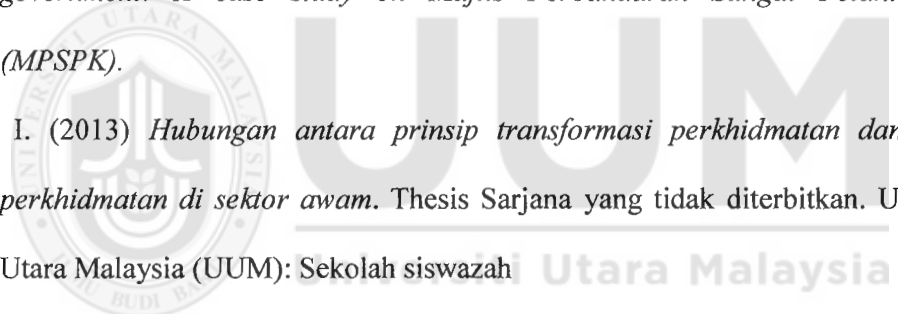
- Punia, B. K., & Kant, S. (2013). A review of factors affecting training effectiveness vis-à-vis managerial implication and future research directions. *International Journal of Advanced Research in Management and Social Sciences*, 2(1), 151-164.
- Praslova, L. (2010). *Adaptation of Kirkpatrick's four level model of training criteria to assessment of learning outcomes and program evaluation in higher education*. Educational Assessment, Evaluation and Accountability, 22(3), 215-225.
- Rabe, M.,Giacomuzzi, S. (2012). Effect of training courses on coping strategies. *Advances in Business-Related Scientific Research Journal*, 3(2): 135-146.
- Rafiq, M. (2015). *Training evaluation in an organization using Kirkpatrick model: a case study of PLA*. Entrepreneurship & Organization Management, 4, 1-8.
- Rahman, W. (2012). *Attitudinal and behavioral outcomes link with employee development in the context of performance appraisal: empirical evidence from Public Universities in Khyber Pakhtunkwa*, Lambert Academic Publishing, Pakistan.
- Rahim A. B. & Shamsiah M., (2008). Teaching using information and communication technology: Do trainee teachers have the confidence?. *International Journal of Education and Development using Information and Communication Technology*. 4 (1), 5-12.
- Raja, A. G. K., Furqan, A. K. and Muhammad, A. K. (2011). Impact of training and development on organizational performance. *Global Journal of Management and Business Research*. 11(7).

- Sabir, R.I., Akhtar, N., Azzi, S., Sarwar, B., Zulfigar, S. & Irfan, M. (2014). Impact of employee satisfaction: a study of Lahore electric supply company of Pakistan. *Journal of Basic and Applied Scientific Research*, 4, 229-235.
- Saedon, H., Salleh, S., Balakrishnan, A., H.E. Imray, C. & Saedon, M. (2012). *The role of feedback in improving the effectiveness of workplace based assessments: a systematic review*, BMC Medical Education, 12 (25), 1-8.
- Saks, A. M. & Burke, L. A. (2012). An investigation into the relationship between training evaluation and the transfer of training. *International Journal of Training and Development*, 16 (2), 118-12.
- Samuel Howard Quartey (2012). Effect of employee training on the perceived organizational performance. *European Journal of Business and Management*. ISSN (online), 4(15).
- Schumaker, A (2004). *Predicting perceived effectiveness of training in local government: A study of municipal clerks training program*. Public Performance and Management Review. 27 (3), 51.
- Sekaran, U., & Bougie, R. (2010). *Research methods for business: A skill building approach (5th ed.)*. UK: John Wiley & Sons.
- Sekaran, U., & Bougie, J.R. (2009). *Research methods for business: A skill building approach*. Chichester (etc.: John Wiley & Sons.)
- Sekaran, U. (1992). *Research methods for business: A skill-building approach*. 2nd ed. New York: John Wiley & Sons.

- Sherazi SK., Ahmed I., Igbal Z., Umar M., & Rehaman K (2011). *Training needs assessment practices in corporate sector of Pakistan*. Afr. J. Bus. Manage, 5(28), 11435-11441.
- Shen J., & Roger .D. (2006). *Training and management development in Chinese multinational mark saunder*.
- Sitorus, H. M., & Tania, P. (2012). *Evaluasi pelaksanaan pelatihan berdasarkan konsep Kirkpatrick & Kirkpatrick: studi kasus di pt. x Bandung*. Simposium Nasional RAPI X1 FT UMS, 1-97.
- Sparks, A., Ingram, H., & Phillips, S. (2009). *Advanced entry adult apprenticeship training scheme: A case study*. Education and Training, 51(3), 190-202.
- Steensma, H., Groeneveld, K. (2010). Evaluating a training using the “four levels model”. *Journal of Workplace Learning*, 22(5), 319-331.
- Stewart, J. (1996). *Managing change through training and development*; 2nd edition.
- Sutherland, J. (2009). *Skills and training in Great Britain: Further evidence*. Education Training, 51(7), 541-554.
- Sultana, A., Irum, S., Ahmed, K., & Mehmood, N. (2012), “Impact of training on employee performance: A study of telecommunication sector in Pakistan”, *Interdisciplinary Journal of Contemporary Research in Business*, 4(6), 646-661.
- Tabachnick, B.G. & Fidell, L.S. (2013). *Using multivariate statistics* (6th ed.), Boston: Pearson Education.
- Tai. W. T. (2006). *Effects of training framing, general self-efficacy and training motivation on trainees' training effectiveness*. Personnel Review, 35(1), 51-65.

- Tan Sai Tian. (1998). *The Effectiveness of Training Programmes as Perceived by Support Staff in University Utara Malaysia*. Universiti Putera Malaysia. Projek Sarjana.
- Tannenbaum, S. I., & Yukl. G. (1992). *Training and development in work organizations*. Annual Review Of Psychology, 43(1), 399-441.
- Topno, H. (2012). Evaluation of training and development: an analysis of various models. *IOSR Journal of Business and Management (IOSR-JBM)*, 5(2), 16-22.
- Tracey, J., Hinkin, T., Tannenbaum, S., & Mathieu. J. (2001). *The influence of individual characteristics and the work environment on varying levels of training outcomes*. Human Resource Development Quarterly 12(1), 5.
- Tracey, J., & Tews, M. (1995). *Training effectiveness: Accounting for individual characteristics and the work environment*. Cornell Hotel and Restaurant Administration Quarterly. 36(6). 36.
- Tripathi, R., & K. Chaurasia. (2014). Analysis and evaluation of training methods. *Ircs International Journal of Multidiciplinary Research in Social & Management*, 2(2), 91-98.
- T. Saharan. (2011). Objective for Training: What Employees Perceive in Service Industry, *Kegees Journal of Social Science*, 3(1), 118-127
- Tshukudu T (2009). *A model for evaluating training and development initiatives in the Bostwana public service*. Unpublished Phd. Thesis: Nelson Mandela Metropolitan University.

- Ugoji, C., Mordi, C., & Ajonbadi, H. (2014). An investigation into training and development techniques, prospects and challenges in nigerian banks. *Journal of Research in International Business and Management*, 4(2), 37-44.
- Uma Sekaran (2003). *Research method for business: A skill building approach*, 4th edition, John Wiley & Sons.
- United Nation Human Settlement Program (UN-HABITAT).(2012). *Manual on training need assessment and training outcome evaluation in an urban context*.
- Utah, R., (2013). *E-book IBM Statistics for Window Versi 21.0*. Pejabat Teknologi Maklumat.
- Velada, R., Caetano, A., Michel, J. W., Lyons, B. D., & Kavanagh, M. J. (2007). The effect of training design, individual characteristics and work environment on transfer of training. *International Journal of Training and Development*, 11(4), 282–294. <http://dx.doi.org/10.1111/j.1468-2419.2007.00286.x>
- Vroom, V. H. (1964). *Work and motivation*. New York, NY: Wiley.
- Wan Noraini, W. Daud (2011). *Kepuasan Pelanggan dan Kualiti Perkhidmatan Skim Ar-Rahnu Bank Rakyat*. Masters thesis, Universiti Utara Malaysia.
- Waseem Rehmat, Aaltio, A., Agha, J. & Haroon Rafiq Khan. (2015). Is training effective? Evaluating training effectiveness in call centers. *Electronic Journal of Business Ethics and Organization Studies*, 20(1), 4-13.
- Werner, J. M., and DeSimone, R. L. (2009). *Human Resource Development (5th ed.)*. Mason: South-Western Cengage Learning.

- Wutoh R, Boren S. & Balas A. (2004). E-learning: a review of internet-based continuing medical education. *The Journal of Continuing Education in the Health Professions*, 24, 20 – 30.
- Yamhill, S., & McLean, G. (2001). *Theories supporting transfer of training*. Human Resource Development Quarterly, 12(2), 195-208.
- Zahra, A., Iram, A. and Naeem, H., (2014). Employee training and its effect on employees' job motivation and commitment: developing and proposing a conceptual model. *Journal of Business and Management*, 16 (9), 60-68.
- Zakaria, Z. (2008). *Users perception of environmental functions provided by local government: A case study on Majlis Perbandaran Sungai Petani Kedah (MPSPK)*.
- Zarina, I. (2013) *Hubungan antara prinsip transformasi perkhidmatan dan kualiti perkhidmatan di sektor awam*. Thesis Sarjana yang tidak diterbitkan. Universiti Utara Malaysia (UUM): Sekolah siswazah  Utara Malaysia
- Zel, U. dan Dede, S. S. (2015). *Moderating effect of individual differences on the relationship between content, delivery method and perceived effectiveness of training*. Business Education & Accreditation, 7(2), 41-58.
- Zhao, X., Junchuan, Z., & Namasivayam, K. (2004). Factors affecting training success in china. *Journal of Human Resources In Hospitality & Tourism*. 3(1).89-105.
- Zikmund, W.G. (2003). *Business Research Methods*. 7th Edition: South-Western: Ohio.