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**ORGANISATION FACTORS THAT INFLUENCE TRANSFER OF
TRAINING AMONG EMPLOYEES AT FARMERS' ORGANISATION
AUTHORITY HEADQUARTERS, KUALA LUMPUR**



BY
ROSHIDAH BINTI AHMAD

UUM
Universiti Utara Malaysia

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Management



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ABSTRACT

Transfer of training is important to an organisation as organisations have devoted lot of money for sending their employees for training in order to increase the employees' knowledge, skills and abilities. From the training they attended, it is essential for the employees to apply the learned knowledge into the workplace. The purpose of this study is to examine rewards, supervision and peer relationships influence on the transfer of training at Farmers' Organisation Authority (FOA) Headquarters, Kuala Lumpur. A cross-sectional study was chosen for this research. Data were gathered through questionnaire survey involving employees (n=252). Quantitative methodology was employed for this study to examine the relationships among rewards, supervision, and peer relationship on the transfer of training involving employees at FOA Headquarters, Kuala Lumpur. Self-administered questionnaires were adapted from various sources and consisted of variables related to transfer of training, rewards, supervision and peer relationships. Data gathered were then analysed using Statistical Packages for Social Sciences, version 22.0 (SPSS). This study applied descriptive statistics, reliability and inferential analysis to examine the relationships among the variables. The results showed that only rewards and supervision had significant relationship with transfer of training while peer relationship was found to be insignificant. The implications of this study are FOA needs to be proactive in order to increase the employees' rewards, encourage supervisors to support their supervisees as well as create conducive atmosphere to ensure the transfer of training occur in the workplace and utilise experienced workers efficiently.

Keywords: *Transfer of training, rewards, supervision and peer relationships.*

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ABSTRAK

Pemindahan latihan adalah penting terhadap sesebuah organisasi kerana sesebuah organisasi memperuntukkan jumlah yang besar bagi menghantar kakitangannya untuk menjalani latihan atau kursus demi meningkatkan pengetahuan, kemahiran, dan kemampuan mereka. Daripada latihan yang telah dihadiri, adalah penting untuk pekerja mengaplikasikan pengetahuan yang dipelajari di tempat kerja. Tujuan penyelidikan ini adalah untuk mengkaji sejauh mana ganjaran, penyeliaan, dan hubungan sesama pekerja mempengaruhi proses pemindahan latihan di Ibupejabat Lembaga Pertubuhan Peladang (LPP), Kuala Lumpur. Kajian keratan rentas dipilih untuk kajian ini. Data dikumpul melalui borang kaji selidik dan responden adalah seramai (n=252). Kaedah kuantitatif digunakan untuk menganalisa hubungan ganjaran, penyeliaan dan rakan sekerja dengan pemindahan latihan di kalangan kakitangan Ibupejabat LPP, Kuala Lumpur. Soalan kaji selidik diadaptasi daripada pelbagai sumber mengandungi pemboleh ubah berkaitan dengan pemindahan latihan, ganjaran, penyeliaan dan hubungan rakan sekerja. Data yang diperolehi dianalisa menggunakan Pakej Statistik untuk Sains Sosial, versi 22.0 (SPSS). Kajian ini menggunakan kaedah diskriptif, kebolehpercayaan dan inferensi untuk melihat hubungan antara pembolehubah. Keputusan kajian menunjukkan bahawa ganjaran dan seliaan mempunyai hubungan yang signifikan dengan pemindahan latihan. Beberapa implikasi yang diperolehi adalah untuk mengambil tindakan proaktif bagi meningkatkan tahap ganjaran pekerja, menggalakkan penyelia untuk menyokong pekerja dan mewujudkan suasana kondusif bagi memastikan pemindahan latihan dapat berlaku dengan berkesan di tempat kerja.

Kata kunci: *Pemindahan latihan, ganjaran, seliaan dan hubungan rakan sekerja.*

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CHAPTER ONE

INTRODUCTION

1.0 Background of the Study

There is always a division of training in most organization. This division ensure the quality assurance of every staff hired by the organisations. Failure to have quality workers will result in failures in the organisation performance. Every training programmes conducted need to achieve their goals in order to ensure the appropriate transfer of attitudes, knowledge and skills. The transfer of training can be defined as the level where all the individuals were capable of utilizing the knowledge, skills and ability on the job that were gained in a training programme (Daley, 2012). Quendler and Lamb (2016) have identified the problems in acquiring the transfer of training skills, knowledge and ability. Training programmes that are poorly designed and organised can cause undesirable results. Therefore, it is important for every training manager to ensure the programmes are effective and efficient in helping to improve the employees' performance.

Training organisers need to have some reasonable knowledge and skills concerning the effectiveness and efficiency of training programmes to be conducted. If programmes are conducted without proper plans and strategies, training programmes can be ineffective. It is important for training managers to possess an overall understanding of the fundamental principles of the training transfer. If training managers are not knowledgeable in terms of training transfer, the outcomes will not

produce effective results. Therefore, they have to count on the good transfer theories as the theory that is able to cope with rigorous empirical testing could be a helpful opinion. The effectiveness of programmes and transfer of training depends on the ways programmes are implemented.

Despite the uncertainty that surrounded the transfer of training in management, the field of training is currently experiencing a vast paradigm switch in line with the development of integrative models which are construct to analyse factors affecting the transfer of learning and training (Bhutto & Tunio, 2017). Generally, the transfer of training is considered as a process of implementing the knowledge, skills, ability and other qualities obtained from attending programmes in order to increase productivity, effectiveness and job satisfactions (Hanaysha, 2016).

Undoubtedly, it is crucial to include transfer of training as one of the essential components of the training process accepted by managers and participants in order to maintain the benefits (Durst, 2016). One of the principle aspirations of transfer of training is to boost up the investment income through a variety of training programmes conducted. Therefore, the organisations must learn the variables which were related to the transfer of training, so that they can implement them and eliminate the interruptions occurred (Thennakoon, French & Bandara, 2017). The attitude, knowledge and skills to be transferred depend on the needs analyses carried out before any training programme is implemented.

Training has witnessed a lot of progress in its methods and targets (Haddouchane, Bakkali, Ajana and Gassemi, 2017). It plays a major role in the development of firms and organisations since training programmes are considered the core of success in organisations. These programmes are also considered investments in the development of organisations because they contribute to the improvement in the quality and quantity of their products.

Training and development programme is the crucial factor in increasing the staff productivity. Shirazi (2014) confirms that training does not cost much compared with the outcomes where ten percent (10%) of the expenses for training can lead to the positive training. This is because training is aimed at preserving and improving the current working performances, while the development programmes are aimed at enhancing the skills of the workers. Training is one of the continuous learning processes which has been designed to change attitude, knowledge and skills of the staff members so that their performances will increase (Elnaga and Imran, 2013).

FOA needs training and development programmes to achieve its goals as these goals represent the organisation plans. A continuous learning is crucial in FOA because the transfer of information and skills can develop the organisation. Measuring the real success of a training and development programme depends on the level of knowledge, skills and behaviour which can be acquired and implemented to increase productivity, enhance the works' efficiency and achieve the goals of the organisation (Sanghi, 2016).

Moreover, training system means the organised efforts that simplify the learning processes of employees in order to increase their competencies in completing their duties or tasks. These processes will enable the workers to master their knowledge, skills and behaviours in order to apply them in their daily activities at the workplace. When workers implement what they have learned in their training into the workplace, it will create a win-win situation for the organisation and workers themselves (Bratton and Gold, 2017).

Moreover, Gino and Staats (2015) believed that good training programmes should be aimed at improving the organisation's performances or otherwise it will be wasted efforts and time (Asfaw, Argaw & Bayissa, 2015). The training programme is considered effective when it is able to change the behaviours of the participants after getting back to their workplace (Baron and Parent, 2015). Thus, training programme will be considered ineffective if it does not have any impact on employees' behaviours.

Training programmes will be ineffective if they are not applied in their workplace. Furthermore, if the skills that are learned during training are not used at work, they will be by employees who participated in the training. Unfortunately, according to Kaschig, Maier and Sandow (2016) only fifty percent (50%) of the knowledge obtained during training can be implemented into the workplace.

Based on a study using Holton Model, Ghosh, Chauhan and Rai (2015) found a few factors that influence transfer of training. They focused on the three main outcomes: learning, individual performances and organisation's outcome. If their studies were to

be applied in the workplace, individual performances can be increased. This methodology can certainly give direct changes in the organisation's performances.

In line with that, the Farmers' Organization Authority (FOA) is a statutory body under the Ministry of Agriculture and Agro-base Industry (MoA) has played its role as the main organization that provides services to Farmers' Cooperative or known as Farmers' Organization (FO). Farmers' Organization (FO) has played its role as the main organization that provides services to the farmers. Areas Farmers' Organization (AFO) is an institution that is important to the farmers in rural areas which can be found in every district around Malaysia. Every state in Malaysia has a State Farmers' Organization (SFO) and one of the main bodies for farmers' movement is known as National Farmers Organization (NAFAS).

In today's globalization era, FOA has to improve its situation in order to gain competitive advantage. Hence, it needs to consider training as one of the ways to increase employees' knowledge and skill. Therefore, training programmes carried out by FOA can help employees increase their knowledge and skills needed to achieve very satisfactory progress among the employees achieving skilled and produce effective workers are the pillars of success in FOA. They need to attract good patrons who can stimulate and bring benefits as well as success to this organisation. Therefore, training programmes are considered necessary even though they need more investment on their employees.

Hence, it is necessary for all employees of FOA to attend training programmes as to motivate them and to benefit from these programmes. The employees can choose the

types of training they want to attend as long as they are related to their jobs. In addition to the freedom of selecting the types of training that they want to attend, personality factors such as high confidence level, career demands and positive attitudes can also motivate these employees to get more knowledge (Bakker, 2012). Therefore, if the knowledge and skills can be used and applied in the workplace, the transfer of training is considered successful. Employees who did not attend training can acquire the skills from those who attended training courses. Therefore, it is crucial for employer such as FOA to train its new employees.

Xiao (1996) states that there are six measurement scales of training transfer: (i) the training and orientation, (ii) matching knowledge, (iii) skill and ability with work design, (iv) rewards, (v) supervision and (vi) peer relationships. Thus, for transfer of training to be successful, organisation must always support its workers in their transfer of training.

Moreover, workers will appreciate more if their supervisors continue to support throughout the transfer of training process. In FOA, the support from higher management is very important to ensure that the transfer of training will take place effectively. Hence, management must be responsible towards their workers. The higher management of FOA also motivates its workers to advance their careers and give their full commitments to the organisation. Thus, if the culture of the organisation itself is positive and each member supports one another, the transfer of training will be more efficient and effective. Hence, by applying the reward system in relation to transfer of training, the FOA workers will work hard by applying the transfer of training at their workplace once they have completed their training.

Rewards can be divided into two categories namely monetary and non-monetary. Monetary is the money given directly to the workers in the form of monetary such as salary, fringe benefits, allowances, bonuses and incentives while non-monetary includes appreciation, expansion, career prospects, awards and recognition. The dissatisfaction of workers occurs when there are no rewards systems. This will not only lead to decrease or productivity of the organisation but also influence workers to migrate to another organisation which offer better and higher salary (Dobre, 2013). Therefore, rewards which benefits workers or employers must be carried out and retained.

This study is conducted to identify factors that influence the transfer of training in FOA, identify the perception levels of the transfer of training among the workers of FOA and determine the relationship between the variables involved.

1.1 Statement of Problem

The training programmes are considered one of the factors that contribute to improve the progress of an organisation. Many companies and organisations devote their efforts to train employees with new knowledge and skills. It is expected from employees who are being sent for training to come back and train other employees as well as implement changes and improve their performance.

The success of the training programmes can be seen through the effectiveness of the transfer of training. Unfortunately, there are some employees who failed

to conduct in house training when they return from their training programmes. They have difficulties in transferring the training programmes due to some factors. Avraamidou and Economou (2012) identify five difficulties that obstruct the transfer of training are: (i) the insufficient analysis of the organisation before the execution of the training programmes, (ii) difference in the corporation and training cultures, (iii) unmotivated participants, (iv) the skills and knowledge that are taught do not relate to the problems of the work and (v) no follow-ups in the workplace. Therefore, organisations need to identify/rectify the problems before implementing the transfer of training.

Indeed, organisations need to spend a lot of money to facilitate the process of teaching employees new skills and knowledge. Undoubtedly, many organisations have realized the importance of the training in increasing the productivity. Therefore, they allocate a large amount of money in the training programmes.

The Malaysian government realizes the importance of training and development of human resources for the nation's development. The government implements the Human Resource Development Fund (HRDF) Act to serve mandatory statutory requirement for any qualified training provider to give training to their workers (Pilz, 2016). The Public Service Department spent RM4.9 billion to train public sector employees to achieve a knowledge-based workforce in 2017 (Professional Bulletin, 2017). Besides spending certain allocation for general education, Ministry of Education also tries to upgrade all Technical Vocational subjects and increase the quality of graduates through

Technical and Vocational Education Training Institutions (TVET) programmes. The government has prepared 100 TVET Excellent Students Scholarships worth RM4.5 million. The government also created the National Rail Centre of Excellence in a bid to support skilled workers in the rail industry. The centre will improve its training accreditation, supervise and coordinate quality assurance.

FOA allocated RM1,229,410 to train 4,545 employees in 2015 (LPP, 2015). The amount decreased to RM996,000,000 to trained 6,266 employees in 2016 (LPP, 2016). Therefore, it is important to examine the effectiveness of training as well as the transfer of training in the public sector since an enormous amount of money has been invested in its employees' training (Dhar, 2015).

According to the administration of FOA, there have been complaints about the quality of employees who were sent for training. The higher management noticed an element that can be improved. Thus, FOA needs to design and develop quality programmes to enhance employees' performance.

Based on several studies related to transfer of training by Govaerts, Kyndt, Vreye and Dochy (2017), there was a lack in study on the roles of work environment (supervisor support and reward) and the trainees' characteristics (organization commitment and job involvement) in the transfer of training. The available studies that discussed the transfer training ignored the role of the work environment and the trainees' characteristics (Huang, Ford & Ryan, 2017).

Jafri Ishak (2014) discussed the role of transactional and transformational leadership in transfer training. Furthermore, Profijt (2015) studied the impact of the work environment on training transfer and how training provided knowledge and skills to the trainers. Abdul Rahim Zumrah (2014) used transfer of training as a mediator between training and workers. Sayadi, Rajaeepour, Abedini and Gholami (2017) studied factors that affect the training transfer on human resources. Johnson (2013) found that work environment can support training transfer in the police forces.

Schindler and Burkholder (2014) studied the role of supervisor supports (mentoring, coaching, social support and task support) in transfer training in the field of learning knowledge and skills. In another study, Wen and Lin (2014) discussed the relationship that connected self-efficacy and motivation, where they revealed that the employees needs motivation to learn and transfer of training.

This study will focus on improving transfer of training through supervision, rewards and peer relationships in order to increase the performance of employees (Xiao, 1996). Due to the lack of studies on the above three variables, this study will explore the effectiveness of these three variables on the employees' performance.

1.2 Research Questions

Based on the issues and problems discussed in the problems statements, the following questions are being posed:

- i. Is there relationship between rewards and transfer of training?

- ii. To what extent does supervision has relationship on transfer of training?
- iii. Is there relationship between peer relationships and transfer of training?

1.3 Objective of Study

The primary aim of this research is to study the factors influencing the transfer of training in the organisation. The specific objectives of this research are as follows:

- i. To identify the relationship between rewards on the transfer of training.
- ii. To determine the relationship between supervision and transfer of training.
- iii. To examine the relationship between peer relationships and transfer of training.

1.4 Scope of the Study

This study focus on investigating organisational factors regarding rewards, supervision and peer relationships that influence the transfer of training among employees at FOA Headquarters, Kuala Lumpur. To carry out this research, a sample of 344 respondents were chosen to participate. The selected group for sampling comprised of two job categories which are professional and management as well as supporting staff.

1.5 Significance of the Study

This study expect to offer substantial contributions in terms of practical aspects of training transfer. From the theoretical perspective, this study aims to provide some understandings of the independent variable (rewards, supervision and peer

relationships) towards the effectiveness and efficiency of training transfer. By combining three independent variables, the findings could enrich the existing knowledge, skills and abilities in the area related to transfer of training. The findings of this study intend to provide some practical aspects for the organisation.

This study will help employer to have more understanding of rewards, supervision, peer relationships and transfer of training. The results will help other researchers to conduct more studies on transfer training in future.

1.6 Definition of Key Terms

The definitions of key terms for this study are as follows:

Transfer of training

The employee's proficiency to utilize the relevant learning experiences and increase their capacity which resulted to work more excellently (Xiao, 1996).

Organisational Factors (Rewards, Supervision, Peer Relationships and Transfer of Training)

Transfer of training is complex and includes many factors that have impact on efforts of the organisations. Considerably, few research has been done to understand how transfer of training relates to the factors that present themselves in organisations and how these factors can be successfully managed (Kennedy, 2014).

There are many factors that affect transfer of training. In this study, three independent variables are rewards, supervision and peer relationships.

i. **Rewards:** Rewards can be divided into two categories namely monetary and non-monetary. Monetary is the money given directly to the workers in the form of monetary such as salary, fringe benefits, allowances, bonuses and incentives while non-monetary includes appreciation, expansion, career prospects, awards and recognition (Xiao, 1996).

ii. **Supervision:** An intervention that is provided by a senior member of a profession to a junior member of members of the same profession. The roles of supervisors are to work hard in order to achieve the training objectives which have a significant impact on the transfer of training. The key elements of supervision are to diagnose job tasks, set goals, provide feedback, obtain commitment and give support (Xiao, 1996).

iii. **Peer relationships:** The interdependent relationship of group members affect the effectiveness of the group as well as the individuals. The mutual supports among the peers have big impacts on their training (Pabon and Gurin, 1992).

1.7 Organization of Chapters

Chapter 1: Introduction. The chapter outline the whole research that are; the research background followed by problem statement, research question, research objectives and significance of the study.

Chapter 2: Literature Review. Provide the review of the previous literature regarding the related variables. This chapter will also reveal an overview of the transfer of training, the relationship between the variables and the framework of this research hypothesis development.

Chapter 3: Methodology. This chapter comprise of research design, data collection methods and sampling design. Additionally, research instrument which covers questionnaire design and a pilot tests, and actual data collection are included in this chapter.

Chapter 4: Findings. This chapter elaborate on the results of the study. The Statistical Package for Social Science (SPSS) was used to analyse the data. It starts with the descriptive analysis, factor analysis, and inferential analysis (Pearson Correlation and Multiple Regression) and summary of the hypotheses of the study.

Chapter 5: Discussion and Conclusion. This chapter discuss the findings, elaborate on the limitations and suggestion for future research. Lastly, the conclusion of the whole research project will be presented.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents the literature review regarding the foundation for the exploration of organisational factors that influence transfer of training among FOA employees. This chapter provides a write up of the existing and previous writings on the transfer of training.

2.1 Transfer of Training

Training transfer comprises of the orientation of knowledge, trained expertise and conducts from the training settings to the workplace environment as well as the sustainment of trained assistances, conducts and the length of programmes (Vikas, 2016). Training transfer is one of the important elements in improving training efficiency standards and increasing organisation performance (Miller, 2016).

Transfer of training is defined by Xiao (1996) as the employee's ability to develop the cultured skills in training and relating it into the job which resulted to work more proficiently. Several human resource researchers (Bhatti, 2013; Grossman & Salas, 2011; Suzana, Kasim & Ali, 2011) found that transfer of training has been solitary of the basic features in the training effectiveness that will encourage the employees as well as the organisation performance. They deliberate on the issues of training effectiveness and consider that there are many factors which affect transfer of training.

Awais Bhatti, Ali, Isa, Faizal and Mohamed Battour (2014) indicate that factors such as rewards, supervision and peer relationships affect the transfer of training at the workplace. Training transfer means that beginners will be able to “transfer” their knowledge and skills taught in a training programme and apply them into their careers.

Training involves lots of money to design and organise good quality programmes. Organisations spend millions each year on training, yet only a small portion of that investment results in improved performance. It is important to ensure the training transfer among participants especially when it involves important individuals or groups (Ismail, 2016). These important individuals include managers, peers, customers and the employers. Stakeholders also assume accountability for supporting training transfer. The objective of training is not only to improve their knowledge and skills but also to transfer learning into performance, which in turn leads to enhancements in organisation results. Training transfer is not an event; it is a dynamic and complex process that requires planning.

Tho and Trang (2015) define transfer of training as the step to which an individual successfully relate their skills and knowledge acquired from a training programme to a career position. This suggests that transfer of training originally involves a trainee to study new work-related abilities. By learning, they will be able to develop stable changes in knowledge and skills of trainees (Sitzmann & Weinhardt, 2015). Subsequently, trainees should be able to transfer the knowledge and skills accrued to their job activities which lead to work performance over time (Ukaegbu, 2017).

Yelon, Ford and Bhatia (2014) see transfer of training as how much and individual successfully applies the aptitudes and learning picked up from training programme to their workplace. Choi, Lee and Jacobs (2015) recommend for transfer of training to be related to job-related competencies. By learning, they acquire permanent change in knowledge, skills and behaviour of trainees (Fathima, Sasikumar and Roja, 2014). Subsequent to learning and retaining the training contents, trainees should be able to transfer the knowledge and skills that can improve their job performance (Khakayi, 2017).

Govaerts and Dochy (2014) define transfer of training as the trainee's capacity to apply the knowledge, skills and behaviours gained from the training programmes. According to Diamantidis and Chatzoglou (2014), transfer of training is the trainee's ability to execute what they have gained from the training programme into their work and it would help them to enhance their performance. In addition, transfer of training can also be discussed as the organization self-reliant in their employees to use the cultured skills (Jaidev & Chirayath, 2012). Xiao (1996) expresses that by providing training which addresses the employee's issues, the organisation can create more positive outcome from them. Aside from that, the frequently use of the learned skills and knowledge guide the behaviours or attitudes of employees are additionally related to the transfer of training (Leonardo, 2015).

Cummings and Worley (2014), indicate that there are three types of transfer of training:

- i) Zero transfer in this circumstance, past experience or training neither proves nor hinders the acquisition of a new skill or solution achievement of a new problem.

- ii) Positive transfer occurs when prior training facilitates acquiring of a new skill or reaching the solution to a new problem. In this circumstance, the individual accomplishes better after their prior training.
- iii) Negative transfer occurs when earlier training hinders acquiring of a new skill or achieving the solution to a new problem. In this situation, the individual performs terribly to the prior training.

According to Punia and Kant (2013), the transfer of training activities could be divided into three phases which is before, during and after training in order to facilitate and improve the transfer of training.

Management must guarantee that trainees have immediate and frequent chances to practice and realize what they have learn in training on the work. The administration should also support and fortify trainees' submission of the new skills on the job (Callan & Bowman, 2015). There are different things that managers can do to simplify transfer of training such as to cultivate an action strategy with trainees for transfer and show some support by decreasing job pressures and workload, position a practice sessions, broadcast transfer successes, give promotional inclination to employees who have established transfer of training and value employees' use of trained skills on the job (Jackson, 2016).

Trainees should be able to use new abilities on the job as quickly as possible. In the meantime, trainees should meet with their administrator to discuss the approaches for transfer. Trainees likewise build up a system of companions who additionally go to a preparation programme where they can impact with each other on the most proficient method to utilize their trained skills acquired from the training. Trainees should also set objectives for practicing their newly acquired abilities on the job (Hoffman, Ward,

Feltovich, Bello, Fiore & Andrews, 2013). In addition, transfer of training mostly refers to knowledge, skills, approaches and behaviours cultured in the training programme back to the job in the organisations. Thus, transfer of training is the enhancement of knowledge, skills, attitudes in their career and improvement of quality as well as efficiency of the workers.

2.2 Organisational Factors (Rewards, Supervision, Peer Relationships and Transfer of Training)

Transfer of training is complex and includes many factors that impact on efforts of the organisations. Considerably, few research has been done to understand how transfer of training relates to the factors that present themselves in organisations and how these factors can be successfully managed (Kennedy, 2014).

A review of the literature suggests that there are many factors that affect transfer of training. In this study, three independent variables are rewards, supervision and peer relationships.

2.2.1 Rewards

Rewards are generally accepted by organisations as a vital factor in encouraging employees. Organisations all over the world continuously look for innovative ways to make their rewards more meaningful to their workers so that the latter can endure to

constrain themselves to their jobs and to the organisation (Mattarelli & Tagliaventi 2015).

From the management perspective, motivation has always been an essential factor in employee performance (Barrick, Thurgood, Smith and Court right, 2015). Rewards are frequently used as an encouragement to accomplish greater effort when it comes to individual performance, to encourage and engage workers to strive beyond work tasks. According to Koen, Asada, Nixon, Rahuman and Arif (2017), reward is an advantage achieved for performing a task, rendering a service. In general, the major reward is a pay. Beside pay, common rewards package in Malaysia are bonus, pension scheme, pay insurance, company cars, loans and share options.

Furthermore, Foss, Pedersen, Reinholt, Fosgaard and Stea, (2015) view reward as a major instrument that training organisation for workers. It also used to attract employee in the organisations. Besides, it is used to encourage the workers to attend their work without any absences. The rewards system similarly embraces all the components which are the route of decision making and procedures by providing actions which contains the substance of reward and welfares to employees. Cash being crucial factor which encourages the workers whereby there is no other motivator or inspiration that can yield above the place for cash as it has been more imperative to each employee because money influences the workers compared to other factors (Adoko Obicci, 2015).

Needless to say, there are no workers who are willing to work without a charge. Employees' impression is that they need to accept a reasonable salary and benefit as a token for completing a task at the end of their job (Geary, Aguzzoli and Lengler 2017). The fact of the matter is that the authorities preserve and inspire individuals towards better performance. However, more challenges, responsibility, and recognition as well as more autonomy or budget are also types of reward that influence the entrepreneurial behaviours of employees (Nelima, 2017). As pointed out by Elnaga and Imran (2014), management must be willing to pay their employees as entrepreneurs if they want to encourage their employees to act like entrepreneurs.

Further, Sekoere (2015) claims that reward as a distinct sensitivity in satisfying his expectation towards his effort. The rewards system in administrations needs to be well structured in order to encourage effective and quality programmes. A good reward system must increase the employees' incentive to be innovative (Montalvo, 2018). It also indicates that in order to encourage transfer of training, the reward system requirement must consider goals and feedback. Moreover, reward system should have emphasis on different responsibility and result-based incentives (Elwyn, Frosch and Kobrin, 2015).

According to Jessen (2015), employees receive employment rewards which bring up to the intrinsic and extrinsic benefits based on the work assigned. The rewards can be described in two ways: monetary rewards and recognition awards. A monetary reward is the toughest motivator on influencing employees to contribute to the strength of educating the environment (Osabiya, 2015).

2.2.2 Types of Rewards

The reward system in this study can be divided into two features (monetary and non-monetary). The monetary rewards include salary, fringe benefits, bonuses, allowances and incentives. Another feature, non-monetary rewards include appreciation, expansion and career prospects.

Monetary Reward

Monetary reward refers to a visible profit which consists of currency reward such as long-term incentive, short term incentives and some other benefits that include salary (Claypool, 2017). Additionally, monetary reward can be referred to “Pekeliling Perkhidmatan Bilangan 1 Tahun 2016” (Rasionalisasi Skim Perkhidmatan Bagi Perkhidmatan Awam Persekutuan Di Bawah Sistem Saraan Malaysia, 2016).

Non-monetary Reward

This type of reward is not centred on monetary value. Non-monetary rewards refer to an imperceptible incomes or sensible returns such as appreciations, position and employment welfares (Miller & Merriweather deVries, 2015). For example, non-monetary rewards in FOA are certificates, study leave, promotion, overseas training, monthly employee’s award, complimentary notes from bosses, recognition and gratitude of birthday. To escalate and recognise their employees’ involvement, management bargains an appreciation to the employees who have an outstanding performance. Additionally, Nyaribo (2016) states that non-monetary rewards are given

when employees receive acknowledgment, accomplishment, responsibility, experience and personal development.

The rewards system is defined as a guideline for management and practices that offer monetary and non-monetary rewards which appraise employees' performance. It also appraises job together with the process of enduring coordination as well as to ensure the system drives effectively and flexibly (Sang, 2015). The reward system makes value for money.

Moreover, monetary reward states that the essence of incentives is to build an organisation with preferred performance and the benefit is to impress workers (Hanzlick, 2015). Non-monetary shows a significant role in the reaction of the employees against the conduciveness of working atmosphere (Khan, Shahid, Nawab, & Wali, 2013).

In addition, offering rewards for organisations is one of the most effective motivational tools in organisations (Katzenbach and Smith, 2015). If the employees' needs are satisfied, it would encourage them to perform effectively and efficiently. Bozeman and Gaugan (2011) mention that by awarding a reward, it can give satisfaction to the employees. Onanda (2015) also indicate that the rewards can be predecessor circumstances of the achievement that influence jobs' satisfactions.

2.2.3 Supervision

Supervision can be defined as the act of helping their workers to show their knowledge, skills and attitudes gathered from the training programmes (Fang & Wu, 2015). According to Massenberg, Spurk and Kauffeld, (2015), supervision plays significant

roles in training effectiveness. Without receiving support from supervisors, the transfer of training method cannot be effective. This is because the workers tend to loose attention when they are not monitored or supervised. Supervision is considered to be one of the most powerful tools in improving transfer of training by numerous studies (Melby-Lervag, Redick & Hulme, 2016).

According to Murray et al. (2015), the support can be in terms of emotional which is delivered before, during and after the training programmes. It also served as a tool to provide feedback. Feedback is seen as part of supervision whereby a supervisor recognises which area of their workers that needs to be improved and developed. It is also to encourage them to undergo training programmes and help them to apply the cultured skills upon completing their on job training. Apart from that, Adu, Akinloye and Olaoye (2014) state that supervision is also accountable for assigning budget for workers' development. This is because each individual has the rights to improve their knowledge, skills and abilities. Improvement can be accomplished when they undergo training programmes provided by organisation.

Further, Glasser (2014) reveals that good supervision should be able to develop an achievable goal, spread positive approaches thorough out the organisation as well as increase the workers' awareness on why the training is essentially important for them. Congruently, these objectives are achievable if the supervision provides full support to their workers. The value of the supervision supports can also depend on how supervisors deal with their workers (Shrestha, 2016).

Chelliah, Bujang, Lew and Adriel (2016) stress on the role of supervisors in influencing the transfer of training. The basic elements of supervision consist of

identifying job tasks, setting goals, providing feedback, procuring on commitment and giving support (Musundire, 2015).

Lipsham, (2016) defines supervision as a process by which a research student is guided and empowered to gain techniques, methods in research without distracting or misleading the supervisee's own intellectual improvement. Wierda (2016) considers supervision as a form of intervention that is provided by an oldest member of a profession, the supervisor, to a junior member or members of that profession (supervisee). It emerges from the autonomous characteristics of a supervisor and a supervisee (Hammonds, 2014).

2.2.4 Peer Relationships

Peer relationships are mostly understood as the co-employees' encouragement to use new knowledge and ability in organisations (Bossche et al., 2015). Peer relationships focus mainly on supporting the use of learning at workplace (Bossche 2010 & Weckowska, 2015). Peer relationships have a significant influence on the training transfer (Munro, 2017) and they affect transfer of training including setting practical objectives, giving support or contributing positive feedback (Alnowaiser, 2017). Ng (2015) and Schindler and Burkholder (2016) found that peer relationships among organisational factors has more impact on past training performance and motivation in regard to transfer of training. Meanwhile, the study conducted by Bossche (2010) revealed that peer relationships in the form of feedback was very essential in determining workers' capacity in applying what they received on the job training. The comprehensive review of 170 studies by Giovengo (2014) concluded that peer

relationships have had more stable relationship with transfer of training. Awais Bhatti, Ali, Isa, Faizal and Mohamed Battour (2014) found that peer relationships are significantly related to pre-training motivation and skills' transfer. While the study carried out by Chauhan, Ghosh, Rai and Shukla (2016) reveal that peer relationships have influence on transfer of training.

Peer relationships are more intensive in supporting the use of knowledge at workplace (Bossche et al., 2015). Chiaburu (2016) in the study indicated that relationships from peers were more vital than that of supervisors (supervision at workplace). The role played by peers is to set goals with their friends. Moreover, peers also perform as assistants to their colleagues. It shows that peers will contribute positive comments and feedback to their colleagues at their workplace. In the form of feedback, peer relationships are very essential in determining workers' ability to relate what they have gain at workplace (Bossche et al., 2016). This is in line with the research done by Capaldo, Depolo, Rippa and Schiattone (2017) who found that peer relationships have a better influence on past training behaviours and motivation to transfer of training.

Peer relationships are the extent to which employees of an organization reinforce and support the applications of learning at workplace such as goal setting, assistance and positive feedback. The group members share good and beneficial values among group members and individuals. Mutually, peer relationships and service users (clients) see themselves in various roles throughout any given discussions. As a result, negotiations are formed similar to those in community. In community type relationships, service transfer can help improve services in public sector. Besides, peer relationships in

community of the workplace can certainly compensate any weaknesses in organisations (Tipton and Furmanek, 2016).

In addition, peer relationships are an approach for individuals to come together with collective experiences for the purpose of changing an awkward arrangements and moving beyond their perceived boundaries through humble and equally relationships (Hernandez, 2017). Therefore, peer relationships can be a social passionate relationship, commonly attached with influential supports that are mutually obtainable or delivered by individuals. In the case of public health, perceptual health complaints can be resolved by sharing any health issues that can bring preferred change (Liu, 2014).

2.3 Relationship between Variables and Development of Hypotheses

2.3.1 Relationship between Rewards and Transfer of Training

Bernard (2017) considers reward scheme as a major instrument that has a relationship with organisational training. It is also used to attract employees in organisations and also to encourage workers to work together by minimizing problems at workplace (Foss, Pedersen, Reinholt, Fosgaard & Stea, 2015). When differences are resolved amicably, achievement can be successfully gained.

Moreover, Ng and Ahmad (2017) argued that the increased in transfer of training are increased performance which leads to reward. They also suggest that deliberate rewards be given to employees who play an important role in organisations (Sivaranjini, 2015). Increased performance has also become a main factor (reward) for an organisation to motivate, attract and retain talented individuals. Futhermore,

rewards can be an instrumental tool to influence or encourage individuals to enhance transfer of training (Osabiya, 2015).

Additionally, Mabaso (2015) suggests that an effective reward helps an organisation to attain the goals, objectives by retaining capable employees. The effectiveness of effort can be maintained when the management rewards are given to encourage employees to participate in training by themselves Mandondo (2017). On the other hand, rewards increase employees' motivation towards work, pleasure, superiority of the job, decreased absences and turnover (Lujuo, 2014).

Cohen (2016) reveals that lack of rewards creates an unfriendly environment that eventually reduces employees' work struggles and affects the careers. Becker (2016) states that rewards are impressive in stimulating positive approaches and behaviours among employees. Awais Bhatti, (2016) who pointed out that rewards play a vital role in keeping the workers away from any possible de-motivation experiences. The employers in organisations can use transfer of training to show to their employees what are expected from them (efforts, approaches and behaviours).

In other words, the rewards can be used by the organisation as a tool to drive employees towards their improve efforts and behaviours as well as to eradicate any unwanted behaviours (Bammens, 2016). By using an appropriate reward, it helps organisations to make their employees becomes better and more engaged. They will become more engaged workers with positive attitudes in their organisations. The findings of this study also show that appreciation for rewards affect the transfer of training. Therefore,

on the basis of the above discussion about rewards and transfer of training, the following hypothesis is proposed:

H1: There is a relationship between rewards and transfer of training.

2.3.2 Relationship between Supervision and Transfer of Training

Previous research conducted by Wilson (2015) views supervision by which an employee is directed and empowered to obtain techniques and methods in work without disrupting or misguiding the supervisee's own knowledge development and as one of the bases in transfer of training. This is because supervisors spend more time with employees and they know their employees much better than the top management.

Anjah (2017) states that supervision is an interference that is provided by a senior member of a profession to a junior member or members of that profession (supervisee) as it can increase employee readiness to transfer the information to their work. Employee readiness is important in order to make the transfer of training process occur at the workplace. Thus, the targeted aims and outcomes can be achieved, for instance, increase knowledge, skills and abilities.

Liu, Zhang, Liao and Hao (2016), found that supervision plays a vital role on transfer of training in organisations. Chelliah, Bujang, Lew and Adriel (2016) recommend that the scope to which the supervisor performs in ways consistent with the training has a significant influence on the transfer of training. The basic elements of supervision comprise of identifying job tasks, setting goals, providing feedback, procuring commitment and giving support (Musundire, 2015).

Further, Glasser (2014) reveals that good supervision should be able to develop an achievable goal, spread positive approaches thorough out the organisation as well as

increase the workers' awareness on why the training is essentially important for them. Congruently, these objectives are achievable if the supervisors give full support to their workers. The value of the supervision support can also depend on how the supervisors deal with the workers (Shrestha, 2016).

Moreover, with the help of discussion by supervisors, the employees will also try to improve the practice and become knowledgeable in their organisations (Ismail, Amir, Kho & Jui, 2013). Consequently, the discussion helps facilitate the transfer of training in organisations. Better supervisor-supervisee relationship can certainly provide effective job performance in organisations.

Hence, it can improve workers where they become more reliable and hardworking. Besides, it will enhance personnel confidence as well as produce capable employees who can work well together with their supervisors. Supervisors become more useful when employees can seek help from their supervisors at any time and positively contribute to the achievement of the organisations.

Hughes (2016) reveals that supervision can send clear indications concerning the roles and values of training, progress, and proficiency growth. Supervision in the organisations can also motivate employees to perform in their organisations. In other words, positive outcomes from training programmes will be achieved when supervision is involved at the first stage of the training implementation. Therefore, the following hypothesis is proposed for this study:

H2: There is a relationship between supervision and transfer of training.

2.3.3 Relationship between Peer Relationships and Transfer of Training

Peer relationships have a significant influence on the training transfer (Munro, 2017) and they affect transfer of training which includes setting objectives, giving support or contributing positive feedback (Alnowaiser, 2017).

Peer supports are mostly assumed as the co-workers' encouragement to use new learning in the organisation (Van den Bossche, 2010 & Pedro, Santos, Aresta and Almeida, 2015). Support initiating from peers has been originated to exercise a significant influence on employees' knowledge and apply in training at the organisation (Josiah Willock, Mayberry, Yan & Daniels, 2015). After reviewing 170 employees on the predictors of the transfer of training, Huang (2017) concludes that peer relationships have more reliable relationship with transfer of training. This decision is supported by other similar qualitative reviews (Adam, Kueh and Ng 2015). It implies that there is a wide agreement on the importance of co-workers in supporting employees to apply their training (Chiaburu, 2010; Van den Bossche, 2010 & Boateng, 2014).

Wang (2018) after empirically testing on the organisational factors and training transfer involving 186 employees from an organization, the researcher found interesting results regarding the interactions between organisational factors and transfer of training. Peer support appeared as a predictor of the transfer of training through pre-training motivation while supervision support had no association with transfer of training.

Besides, another study by Mirkovic, Ostroumov, Anna, van Grondelle and Scholes (2016) on 73 production operators in organisations supported the notion of the

importance of co-workers in transfer of training. Peer supports appeared to explain a significant variance. Based on the review, the findings reveal the significant relationship between transfer of training and employees' relationship. When there is positive relationship among workers, the employees will transfer their knowledge, skill and ability as well as apply whatever they have learned among their peers at workplace. Besides, employees can help one another and encourage among themselves to use new knowledge, skills and ability at their workplace.

Furthermore, peers also perform as assistants to their colleagues. It can be stated that peers will contribute positive comments and feedback to their colleagues at the workplace. In the form of feedback, peer relationships are very essential in determining workers' ability to relate with what they had learned of the work. Chiaburu (2016) also noted that the different nature of private sector organisation in India which might involve different cultures, environments and high competitiveness.

Therefore, the following hypothesis is proposed for this study:

H3: There is a relationship between peer relationships and transfer of training.

2.4 Research Framework

Figure 2.1 illustrates the research framework for this study which is adapted from Xiao (1996). There are three independent variables for this study which are rewards, supervision and peer relationships. The dependent variable for this study is transfer of training. As for rewards, supervision and peer relationships variables are classified under various conditions because these variables are considered the internal factors that influence the transfer of training in the organisation.

Independent variable

Dependent variable

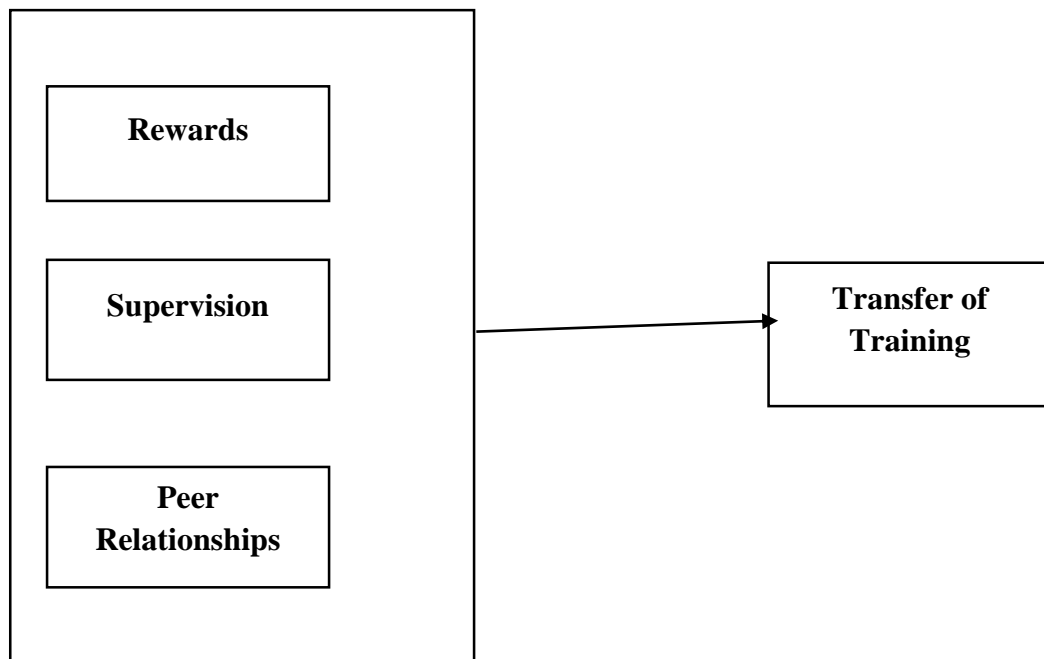


Figure 1

Conceptual Framework

2.5 Conclusion

The chapter reviews the literature on rewards, supervision, peer relationships and transfer of training. The next chapter will discuss the methodology and procedures that were applied in data gathering and analysis.

CHAPTER THREE

RESEARCH METHODS

3.1 Introduction

The methodological phases of this research includes the research design, population of the study, sampling size and sampling technique, operational definitions and measurement of variables, data collection procedure, technique of data analysis and the pilot test conducted.

3.2 Research Design

The objective of research design is to plan research action in order to solve the problem by collecting suitable information (Bryman & Bell, 2015). It highlighted the facts that the measures engaged for finding related and suitable information needed to unravel a research problem (Hart, 2016). Sekaran and Bougie (2016) revealed that the research design is an initial scheme on how to collect and analyse data to answer the research questions that were developed for the research.

Research designs are divided into two methods, which include the qualitative and quantitative research method. A comprehensive method of quantitative research contains mostly numerical data (Saldana, 2015). It is a description of model that succeeds in a normal setting which makes the researcher to improve an inclusive description from a strong participation in the actual experiences (Gebrehiwot, 2015).

Bernard (2017) reveal that qualitative research is less prepared in description since it formulates and constructs new theories. Moreover, qualitative research builds its grounds on inductive, rather than empirical reasoning. The observational features pose questions which is then attempted to be described.

Quantitative research comprises of gathering data information that can be measured and will be exposed to statistical analysis in the direction to maintain alternative knowledge entitlements' (Bernard, 2017). Quantitative research method consists of statistical approach to research design. Ormston, Spencer, Barnard and Snape (2014), maintained that quantitative research builds upon existing theories, in which the analysis and research is shown. The research is a self-direct quantitative research approach which shows that there is an objectivity of result when measuring data. The most appropriate methods in research area are quantitative research methods due to reasons such as time saving and easily conducted.

Quantitative method was applied for collecting data in this study, to observe the relationships between the dependent variable and independent variables. The demographics will be considered using descriptive frequency tables and a complete set of questionnaires are used as an instrument for this study.

Quantitative research method is faster and easier to conduct and generalize the results. The advantage of using questionnaire is that individuals are more authentic while answering the questionnaires due to their responses are undisclosed, however the negatives is that minority of the respondents who collect the questionnaires did not

return and those who do, might not be representative of the originally selected sample (Gebrehiwot, 2015).

Quantitative methodology has been chosen for this study because it is to examine the relationship between supervision, rewards and peer relationship on the transfer of training among employees in FOA.

The responses were keyed into the data management system (Statistical Package for Social Science - SPSS) for analysis and to test the hypotheses. The intention of this is to identify relationships using descriptive, correlation and regression analyses. A correlation study was used as the measurement method whereby the employee actions and feedback were examined as degrees of relationship with transfer of training in organization. Sekaran and Bougie (2010) defined correlation study as the relationship between independent variables (supervision, rewards and peer relationships) and the dependent variables (transfer of training).

3.3 Population and Sample

3.3.1 Population

This study involves employees from agricultural industry at FOA Headquarters, Kuala Lumpur. The total of employees of this organization is 2,788 employees as of 31 December 2017 which includes employees from eighteen department namely the Director General Office, Deputy Director General Development Office, Deputy Director General Operation Office, Audit of Registrar Division, Administration Service Division, Finance Division, Information Technology Division, Supervision and Enforcement Division, Corporate Welfare Division, Farm Production Division, Planning and Evaluation Division, Engineering Division, Entrepreneurs Division, Agribusiness Division, Human Capital

Division, Integrity Unit, Internal Audit Branch and Legislation Branch. The survey was conducted to all permanent employees only.

3.3.2 Sampling Size

For the population of 2,788 employees, the sample size recommended by Krejcie and Morgan (1970) as cited by Sekaran (2010) is 338 employees. The selected group for sampling comprised of two job categories which are professional and management, and supporting staff. The total number of 344 questionnaires was distributed to 344 employees in FOA Headquarters, Kuala Lumpur.

3.3.3 Sampling Technique

In this research, probability sampling has been selected as the sampling technique. The purpose for choosing probability sampling is to avoid bias and ensure all groups of respondent are represented. Therefore, Stratified Random Sampling was chosen to highlight a specific subgroup within the employees. This technique is useful because it ensures the presence of the key subgroup within the sample. Table 3.1 explained how the total populations were divided into subgroups.

Table 3.1

Sample Size based on Stratified Random Sampling

Category	Total Population	Percentage of Population	Total sample
Professional and management	265	10	91
Supporting staffing	2,523	90	253
	2,788	100	344

3.4 Measurements

This study utilizes the quantitative method. The survey is fragment into two sections. The first section (part A) is on demographic profile (age, gender, working grade, qualification, monthly salary, tenure in organization, last attended training and training programme). Part B will concentrate on the dependent variable, transfer of training and the three independent variables that are supervision, rewards and peer relationships.

3.4.1 Operationalization and Measurement of Variables.

The operational definition is described by defining and measuring the variables in the study (Huta & Waterman, 2014).

3.4.1.1 Transfer of training

Transfer of training is define by Jin Xiao (1996), as employee's proficiency to utilizes the relevant learning experiences and increase their capacity which resulted to work more excellent. Transfer of training scale is adapted from Jin Xiao (1996) which

comprise of 6 items. Researchers such as Hendrix (2010) and Bagozzi (2011) used this instrument in their studies. In terms of cronbach alpha, Xiao (1996) obtain 0.83, Jaidev and Chirayath (2012) obtain 0.91, and Burke and Saks (2009) gets 0.79, and research done by van der Klink et al. (2001) indicate results of 0.77 which makes this instrument valid and reliable. According to Chan and Idris, (2017), the high cronbach's alpha value makes the instrument reliable and suitable to use for study. The five-point likert scale (1 = strongly disagree to 5 = strongly agree) is used in this questionnaires. Table 3.2 exhibit the operational definition and items for these measurements.

Table 3.2 Operational Definition and Items for Transfer of Training

Variable:	Transfer of training
Operational Definition:	The employee's proficiency to utilize the relevant learning experiences and increase their capacity which resulted to work more excellently (Xiao, 1996).
Items:	<ol style="list-style-type: none"> 1. Using the new knowledge, skill and ability has helped me improve my work. 2. I can accomplish my job tasks faster than before training. 3. I have accomplished my job tasks faster than before training. 4. I can accomplish job tasks better by using new knowledge, skill and ability. 5. The quality of my work has improved after using new knowledge, skills and ability. 6. I make fewer mistakes in production when using new knowledge, skill and ability.

Source: Jin Xiao, 1996

3.4.1.2 Supervision

Jin Xiao (1996) defines supervision as an intervention that is provided by a senior member of a profession to a junior member of members of the same profession. The roles of supervisors are to work hard in order to achieve the training objectives which have a significant impact on the transfer of training. The key elements of supervision are diagnosing job tasks, setting goals, providing feedback, obtaining commitment and giving support.

Supervision scale is adapted from Jin Xiao (1996) which comprise of 6 items, with cronbach alpha of 0.76. As obtain in the study of Jin Xiao (1996), the instrument was adapted to investigate relationship between organisational factors and the transfer of training in the electronics industry in China. More so, the range of inter scale correlations was 0.57 for supervision. Whereby making the scale to be represented in the study to determine the correlation among investigate relationship between organisational factors and the transfer of training in the electronics industry in Shenzhen.

The adoption of the instrument has been previously employed by Ng Kueh (2013) towards the influence of supervision and peer support on the transfer of training with cronbach of 0.70. Also, the content validity of the scale remained high and the scale was represented in the study to influence supervision and peer support on the transfer of training between employees. As indicated in table 3.3 which comprised of operational definition and items for supervision.

Table 3.3 Operational Definition and Items for Supervision

Variable:	Supervision
Operational Definition:	An intervention that is provided by a senior member of a profession to a junior member of members of the same profession. The roles of supervisors are to work hard in order to achieve the training objectives which have a significant impact on the transfer of training. The key elements of supervision are to diagnose job tasks, set goals, provide feedback, obtain commitment and give support.
Items:	<ol style="list-style-type: none">1. My supervisor helps me set goals for applying new knowledge, skill and ability to my job.2. My supervisor sets criteria for applying new knowledge, skill and ability to my job.3. My supervisor provides assistance when I have a problem trying out knowledge, skill and ability.4. My supervisor discusses how to apply knowledge, skill and ability to job situations.5. My supervisor informs me how well I accomplish tasks by using knowledge, skill and ability.6. My supervisor informs me of our group performance in accomplishing tasks.

Source: Jin Xiao, 1996

3.4.1.3 Rewards

Rewards can be divided into two categories namely monetary and non-monetary. Monetary is the money given directly to the workers in the form of monetary such as salary, fringe benefits, allowances, bonuses and incentives while non-monetary includes appreciation, expansion, career prospects, awards and recognition. It is to attract employees to work effectively by rewarding them (Jin Xiao, 1996).

Rewards measure is adapted from Jin Xiao (1996), with cronbach of 0.84. As accessible in the study of Jin Xiao (1996), the instrument was adapted to investigate relationship between organizational factors and the transfer of training in the electronics industry in China with cronbach of 0.76.

The adoption of the instrument has been previously employed by Ng Kueh (2014) towards the quasi-moderating role of organisational culture in the relationship between reward and knowledge share and gain with cronbach of 0.82. As indicated in table 3.4 which comprised of operational definition and items for reward.

Table 3.4 Operational Definition and Items for Reward

Variable:	Rewards
Operational Definition:	Rewards can be divided into two categories namely monetary and non-monetary. Monetary is the money given directly to the workers in the form of monetary such as salary, fringe benefits, allowances, bonuses and incentives while non-monetary includes appreciation, expansion, career prospects, awards and recognition. It is to attract employees to work effectively by rewarding them.
Items:	<ol style="list-style-type: none"> 1. Verbal praise is given to trained workers who have applied new knowledge, skill and ability. 2. Trained workers can get a bonus for improved performance. 3. Trained workers can get a wage increase when they use knowledge, skill and ability in accomplishing. 4. Workers can get a promotion if they accomplish tasks with distinction. 5. I have been given verbal praise for applying new knowledge, skill and ability. 6. I have received a bonus for improved performance by using new knowledge, skill and ability. 7. I got a wage increase for accomplishing tasks effectively with knowledge, skill and ability.

8. I received a promotion because I accomplished tasks with distinction.
-

Source: Jin Xiao, 1996

3.4.1.4 Peer Relationships

It is mutual supports between the peers have big impacts on their training. Those peers have the same experiences and difficult situations (Pabon and Gurin, 1992). Peer relationship measure is adapted from Pabon and Gurin, (1992), with cronbach of 0.79. The instrument was adapted to investigate relationship amongst personality, social skills, anxiety and deviant habits among university student (Haron, 2009). Moreover, the co-efficient value alpha 0.74.

The adoption of the instrument has been previously employed by Ng Kueh (2013) towards the influence of supervision and peer support on the transfer of training with cronbach of 0.70. Also, the content validity of the scale remained high and the scale was represented in the study to influence supervision and peer support on the transfer of training between employees. As indicated in table 3.5 which comprised of operational definition and items for peer relationships.

Table 3.5 Operational Definition and Items for Peer Relationships

Variable:	Peer relationships
Operational Definition:	The mutual supports between the peers have big impacts on their training. Those peers have the same experiences and difficult situations.
Items:	<ol style="list-style-type: none">1. I feel close to my co-workers2. My colleagues do not take much interest in my problems. (R)

3. Sometimes I feel lonely when I am with my colleagues. (R)
4. I don't feel that I fit in very well with my co-workers. (R)
5. My colleagues are willing to listen if I have a problem.

Pabon and Gurin, 1992
(R) – Reverse coding

3.5 Translation of Questionnaires

The original version of the questionnaires is in English. In order for the respondents to clearly understand all the items questions as well as obtain good result, the questionnaires are translated into Bahasa Malaysia. This is because most of the management and supporting staff at the organization does not have high proficiency of the English language. Therefore, to ensure greater understanding of the questionnaires, it is translated to Bahasa Malaysia. The back to back translation processes are done by the researcher. Moreover, to determine whether translation is properly translated, it was checked and validated by a lecturer from HRM department. It is to ensure that the words and sentences is appropriate and suitable with the environment and culture under the study.

3.6 Pilot Test

For the purpose of this study, a pilot test is carried out to ensure the reliability of the instrument used. According to Azmi (2010), pilot test is initiated to test the reliability of the instrument used to measure the research variable from the samples in order to achieve the objective of the studies. The pilot test is carried out and administered on 12 March 2018 at FOA, Kedah, with thirty (30) respondents from different Branches and Units such as Administrative Branch, Audit Branch, Information Technology

Branch, Development Branch, Registrar Branch and Agribusiness Unit. The result of the reliability test is reflected in table 3.6.

Table 3.6

The Result of Reliability Analysis for Pilot Study

Variables	Number of Items	Cronbach Alpha
Transfer of Training	6	0.94
Supervision	6	0.98
Rewards	8	0.84
Peer Relationship	5	0.69

The results of coefficients (α) range from 0.69 to 0.98. cronbach's alpha for supervision is 0.98, reliability result rewards 0.84, peer relationship at 0.69 and transfer of training is 0.94. So, the data in this study can be classified as reliable and acceptable for this research.

3.7 Data collection

The actual survey was conducted at the end of March, 2018. Soft copies of questionnaires were distributed via e-mail to the Chief Clerk at Headquarters, Kuala Lumpur. During this process, the researcher liase with various employees at FOA for the data collection. With the assistance of the Chief Clerks, the researcher was able to retrieve significant numbers of the questionnaire from different categories of employees. The respondents were given one week to return the questionnaires. A total of 344 hard copies of questionnaires were distributed to professional and management as well as supporting staff. The Chief Clerks from eighteen departments collected the 265 questionnaires.

3.8 Technique of Data Analysis

All the data collected from the survey were entered and coded using Statistical Package for Social Science (SPSS) software version 22.0. The survey results were analysed, generated and in terms of descriptive analysis, correlation analysis and regression analysis.

3.8.1 Descriptive Analysis

Descriptive analysis involves process of transforming data of general characteristics. Ng et al. (2015) described the descriptive analysis on measure of mean, medians, modes, variance, range and standard deviation. In this study, descriptive analysis were used to describe and summarize the respondent demographics consists of age, gender, job grade, qualification, monthly salary, tenure in organization and training attended.

3.8.2 Correlation Analysis

Correlation analysis is used to measure the strength and significance relationship between variables (Ibrahim & Ismail, 2017). In the correlation analysis, pearson correlation coefficient (r) is used to show the linear relationship between independent variables (supervision, rewards and peer relationships) with dependent variable, transfer of training. The values of this correlation range from -1 to +1. There is a positive linear relationship if the two variables value of r closed to +1 and negative linear relationship if the two variables value of r closed to -1. However, if the value

of r is closed to 0 there is no linear relationship or weak relationship between the two variables.

3.8.3 Regression Analysis

Regression analysis is use to identify the relationship between dependent variable and independent variables. In this study, regression tests is used to determine the relationship between supervision, rewards, peer relationships and transfer of training. Multiple Regression Analysis being used in this study to identify which independent variables have more significant relationship with transfer of training.

3.9 Conclusions

This chapter discussed on how the researcher conducts the study by collecting, analyse and interpreting the data. SPSS version 22.0 will be used in conducting the analysis and interpretation. Questionnaires was used to obtain information from the respondents. Stratified Random Sampling was used as sampling technique. The data collection involving 344 respondents were checked for their reliability. The data analyses used were descriptive, correlation and regression analysis.

The next chapter will discuss the findings of the study of analysis conducted. It will be used to interpret the data received and determine if there are any significance differences between the variables.

CHAPTER FOUR

FINDINGS

4.1 Introduction

In this chapter, the findings of the study are presented. Data recovered from the respondents were evaluated using statistical package of social science (SPSS 22.0) for descriptive and inferential analysis.

Descriptive analysis such as frequency were used to analyse the respondents' demographic information such as gender, age, grade, highest academic qualification, monthly salary, tenure and training programme. It is then continued with the inferential analysis to determine the relationship between independent variables (rewards, supervision and peer relationships) and the transfer of training as the dependent variable.

4.2 Responses Rate

The respondents for this study are employees at FOA Headquarters, Kuala Lumpur. A total number of 344 questionnaires were distributed and 265 were returned. However, only 252 responses was analysed using the statistical package for social sciences version 22.0. The response rate as indicated in table 4.1.

Table 4.1 Percentage of Survey Responses

	Total	Percentage (%)
Distributed	344	100%
Returned	265	77.03%
Usable	252	73.3%

4.3 Profiles of Employees

Based on table 4.2, majority of the respondents 144 (57.1%) were between the age of 30-39, while only 18 (7.1%) were 50 years and above. Based on the findings, many of the FOA employees were between the ages of 30-39 namely Gen-Y. Gen-Y is known as Millennial and was born between early 1980s to early 2000s (Lyons & Kuron, 2014). Besides, Gen-Y would choose and hope their managers to take care of their well-being (Bolton, 2013). Moreover, Gen-Y is more effective in certain fields like multitasking, responding to visual stimulation and filtering information. However, they are less experience in dealing with face-to-face interaction and translating non-verbal clues (Rani & Samuel, 2016). It is because these generations have been exposed to computers, laptops and other technological effects since at a young age.

In terms of gender, 150 (59.5%) were female, while 102 (40.5%) were male. For the job categories, 165 (65.5%) were supporting staffs while only 87 (34.5%) were professional and management staffs. For the highest academic achievement, 89 (35.3%) had STPM while 81 (32.1%) had Diplomas.

Referring to the tenure in organisation at FOA, 112 (44.4%) had served between 1 to 3 years, 66 (26.2%) had served more than 10 years in FOA while 44 (17.5%) had spent 4 to 6 years in FOA. In addition, 176 (69.8%) had attended training programme more than 1-3 times while 69 (27.4%) attended in training programme up to 4 to 6 times.

Table 4.2

Demographic Profile

Demographic characteristic		Frequency	Percentage (%)
Gender	Male	102	40.5
	Female	150	59.5
Age	Below 29	38	15.1
	30-39	144	57.1
	40-49	52	20.6
	50 year above	18	7.1
Grade	Professional and Management	87	34.5
	Supporting staffs	165	65.5
Highest qualification	SPM	19	7.5
	STPM	89	35.3
	Diploma	81	32.1
	Ijazah	35	13.9
	Masters	28	11.1
Salary	Less than 2000	14	5.6
	2001-4000	165	65.5
	4001-6000	67	26.6
	6001-8000	6	2.4
	8001-10,000	0	0
Tenure	Less than a year	13	5.2
	1-3 years	112	44.4
	4-5 years	44	17.5
	7-10 years	17	6.7
	Above 10 years	66	26.2
	None	6	2.4
Training programmeme	1-3 times	176	69.8
	4-6 times	69	27.4
	7-10 times	1	0.4
	Above 10	0	0

4.4 Descriptive Analysis

Descriptive statistics were used to describe the basic collection of the data in this study. The data collection are measured and summarized into frequency, mean and standard deviation. In this study, 5-point Likert scale was used to measure the variables, from 1 - strongly disagree to 5 – strongly agree. Based on Table 4.3, results of descriptive statistics indicated that the highest mean was transfer of training at 3.85 with standard deviation of 0.55 while the lowest mean is peer relationships at 3.80 with standard deviation of 0.63.

Table 4.3.

Mean and Standard Deviation for Transfer of Training, Supervision, Rewards and Peer Relationships of the Variables

Variable	Mean	Standard Deviation
Transfer of training	3.85	0.55
Supervision	3.84	0.56
Rewards	3.81	0.51
Peer relationships	3.80	0.63

The reliability test was used to observe the variables measured in the questionnaire. The coefficient alpha for transfer of training is 0.74, supervision 0.73, rewards is 0.71 and peer relationships is 0.69. According to Sekaran and Bougie (2010), all the constructs used are discovered to have the internal consistency reliability if the result passed the minimum acceptable level of 0.6. Table 4.4 shows the results of the reliability test.

Table 4.4

Reliability Results for Transfer of Training, Supervision, Rewards and Peer Relationships.

Variables	Cronbach's Alpha	No. of Items (N)
Transfer of training	0.74	6
Supervision	0.73	6
Rewards	0.71	8
Peer relationships	0.69	5

4.5 Pearson Correlation Analysis

Pearson Correlation Analysis is used to measure the strength and significance relationship between variables (Tidd and Thuriaux, 2016). Table 4.5 show the results of the correlation analysis of the variables.

Table 4. 5
Pearson Correlation Analysis of the Variables

No.	Variables	1	2	3	4
1	Transfer of training	1			
2	Supervision	.399**	1.00		
3	Rewards	.445**	.389**	1.00	
4	Peer relationships	.104**	.205**	.509**	1.00

** $p \leq 0.01$ level (2-tailed) ; * $p \leq 0.05$ level (2-tailed)

The results of the correlation indicate that supervision and rewards have significant relationship with transfer of training. Peer relationships have no significant relationship with transfer of training.

Transfer of training and supervision indicate a positive correlation of ($r = 0.399$; $p \leq 0.05$). Likewise, transfer of training and peer relationships have a positive significant correlation at ($r = 0.104$; $p \leq 0.05$). Similarly, reward have significant correlation with transfer of training at ($r = 0.445$; $p \leq 0.05$).

4.6 Multiple Regression Analysis

Regression analysis is conducted on the three independent variables which are supervision, rewards and peer relationships. This is to determine if there is significant relationship with the variable. The results are shown in Table 4.6.

Table 4.6

Multiple Regression Analysis of Independent Variables on Transfer of Training

Model	Unstandardized Coefficients		standardized Coefficients		Sig.
	Std. Error				
	β		beta	t	
Constant	1.562	.310		5.032	.000
Supervision	.292	.064	.267	4.569	.046
Rewards	.505	.079	.426	6.399	.000
Peer relationships	-.189	.071	-.168	-2.674	.008
<hr/>					
$R^2 = 0.279$	$R = 0.528$		$p \leq 0.05$	$F = 31.945$	

From the regression result, the value of R^2 was 0.279 meaning that the independent variable (supervision, rewards and peer relationships) explains 27.9% variability of transfer of training. From the regression analysis, it was found that supervision ($\beta=0.267$, $p \leq 0.05$) and rewards ($\beta=0.426$, $p \leq 0.05$) have significant influence on transfer of training.

The results revealed that with the standardized beta value of supervision ($\beta = 0.267$) and rewards ($\beta = 0.426$) are the most significant in influencing transfer of training compared to peer relationships ($\beta = -0.168$).

Table 4.7 shows the summary of the hypothesis testing in this study. The hypotheses were proposed earlier in Chapter 2. After the results were obtained, whereby the significant level, $p < 0.05$, it has made the proposed hypothesis supervision and rewards in this study are accepted and peer relationships is rejected. It reveals that supervision and rewards are significantly and positively influence the transfer of training in the organisation. Peer relationships are not significantly and positively influence the transfer of training in the organisation.

Table 4.7

Summary of Hypothesis Testing

Hypothesis Statement	Finding
H1: Supervision is significant and positively influence the transfer of training in the organisation	Accepted
H2: Rewards is significant and positively Influence the transfer of training in the organisation	Accepted
H3: Peer relationships is not significant and positively influence the transfer of training in the organisation	Rejected

4.7 Conclusion

In this chapter, the results of frequency, descriptive statistics, reliability, correlation, and regression analysis were done to conduct the analysis. It shed light on the relationship of the variables and the measurement scales used in the survey. The next chapter will discuss the findings, conclusions and recommendation of the study.

CHAPTER FIVE

DISCUSSIONS, RECOMMENDATIONS AND CONCLUSIONS

5.1 Introduction

This chapter consists of three major parts sections namely discussions, recommendations and conclusions. The discussion include the objectives of the study as mentioned in chapter one. Recommendation, and practical implications of the study and provide suggestion for future research. Lastly, this study conclude the overall summary of the study.

5.2 Discussions

This study examines the relationship among three independent variables namely rewards, supervision and peer relationships on transfer of training among FOA employees.

The study aims to achieve the following objectives:

- i. To identify the relationship between rewards on transfer of training.
- ii. To determine the relationship between supervision on transfer of training.
- iii. To examine the relationship between peer relationships on transfer of training.

5.2.1 The Relationship between Rewards and Transfer of Training

The results show that rewards have significant relationship on transfer of training ($\beta=0.426$, $t=6.399$, $p<0.05$) (Refer to Table 4.6). Rewards are significant on transfer of training and play a vital role in the FOA. It is the most influenced variable on training transfer. From the findings, rewards are considered important as an incentive to improve performance. Monthly salary, being an important component of rewards, are given out based on individual levels of proficiency predetermined by management as the basis of their salaries for a year rather than performance. From the salary range RM2,000 to RM4,000 is the highest among age 30-39 years. Moreover, the rewards the employees received are considered as a promotion for improved performance by using knowledge, skills, and ability gained in the training setting.

Based on the findings, many of the FOA employees were between the ages of 30-39 and they were mainly Gen-Y. Gen-Y is still new and can be motivated by asking them to attend training to increase their knowledge, skills and ability. After attending the training, appreciation such as attendance certificates will be given to gen-Y. Verbal praise is given to them for applying new knowledge, skills and ability. Gen-Y workers can get wage increase when they use their knowledge, skills and ability in accomplishing their jobs. Additional appreciation and promotion will be given if they accomplish their tasks with distinction. As a conclusion, rewards are considered significant to the transfer of training because the rewards will be able to attract employees to work effectively and efficiently.

This finding is in line with the study confirming that there is a significant relationship between rewards and transfer of training. Cohen (2016) reveals lack of rewards creates an unfriendly environment that eventually reduces employees' work struggles and affects the careers. Becker (2016) states that rewards are impressive in stimulating positive approaches and behaviours among employees. Likewise, in a survey led by Thiruchelvan (2017) involving 149 organisations in Malaysia, the employees remain in their workplace when they are pleased with the service rewards that they have had. Based on the discussions above, the researcher predicts that when employees are given appropriate measures of rewards, employees will improve their work performance. Further, they will become more engaged workers with positive attitudes in their organisations. The findings of this study also show that appreciation for rewards affect the transfer of training.

The results were also supported by Awais Bhatti, (2016) who pointed out that rewards play a vital role in keeping the workers away from any possible de-motivation experiences. The employers in organisations can use transfer of training to show to their employees what are expected from them (efforts, approaches and behaviours). In other words, the rewards can be used by the organisation as a tool to drive employees towards their improve efforts and behaviours as well as to eradicate any unwanted behaviours (Bammens, 2016). By using an appropriate reward, it helps organisations to make their employees becomes better and more engaged. However, the lack of rewards may lead to de-motivation in the organisations studied by Osabiya (2015).

5.2.1 Relationship between Supervision and Transfer of Training

Results shown in Table 4.6 exhibit that there is significant relationship between supervision and transfer of training, ($\beta = 0.267$, $p \geq 0.05$). It is possible that the workers loose attention when they are not monitored or supervises regularly by their supervisors. Undoubtedly, supervision is significant on transfer of training and it plays a vital role in the organisation being studied. From the findings, it can be stated that training needs analysis is needed before organising any quality training programmes. Moreover, it is believed that supervisors can have the strongest impact on their supervisees' transfer behaviours.

In most organisation settings, supervisor is considered as an intermediary to deliver message from the top management to the targeted group. Supervisors use various ways to ensure they successfully transmit the top management's vision and mission to the targeted group. Therefore, supervision plays an important role in any organisations. The results show the importance of supervisors to identify and recognise employees who need training from time to time.

Supervision in FOA gives support to employee especially for those employees who have been working between one to four years in the organisation. This is because they are still new and need more supervision. This serves as platform for supervisors to provide additional support for their employees to increase and develop their knowledge, skills and ability.

It is crucial for supervisors to ensure that their employees get the necessary training which can help them perform better in their designated jobs.

FOA does not carry out any training needs analysis before designing and developing any training programmes. Ordinarily, participants, in this case, FOA employees are selected randomly to attend training. It is suggested that supervisors will be answerable to supervise the training needs analysis in Human Capital Development Division of FOA. The training needs analysis is to be performed in order to identify the most appropriate employees for training. After identifying employees for certain training, it is necessary for supervisor to carry out the performance appraisal of the employees which is under their supervision. Based on their performance appraisals, the supervisors will be able to identify and select the right employees for the training programmes. Consequently, it is easy for supervisors to suggest to the top management the allocation and budget for appropriate training for their employees.

It is important for organisations to encourage staff to attend training more than three times yearly. In other words, supervisors of the employees will want them to have lots of skills in order to do the work with the hope they can transfer the knowledge to their workplace. Besides, most employees indicated that their objective to attend training is to increase their job performance skills. It is necessary for supervisors to encourage their supervisees to attend training programmes which can help them improve their skills. Thus, having appropriate job skills can certainly enhance employees to perform and complete their jobs effectively and efficiently.

Supervision plays an important role in creating conducive atmosphere for employees. Supervisors need to constantly encourage their employees to acquire new knowledge, skills and ability that can benefit their organisations. There needs to be a positive environment for employees to be comfortable with the presence of their supervisors. When supervisors and supervisees combine their skills at their workplace, the employees will feel happy and leads to increase efficiency. The employees can always

advance their careers and success. Moreover, better supervisor-supervisee relationship can certainly provide effective job performance in organisations. Thus, it can improve workers where they become more reliable and hardworking. Besides, it will enhance personnel confidence as well as produce capable employees who can work well together with their supervisors. Supervisors become more useful when employees can seek help from their supervisors at any time and positively contribute to the achievement of the organisations.

Based on the demographic data of the respondents, most of the FOA employees have qualification such as Diploma and STPM. Due to their lower qualification, the supervisors should assist them through discussions regarding their career development. Constant discussions between supervisors and supervisees will make the workers feel important. Moreover, with the help of discussion by supervisors, the employees will also try to improve the practice and become knowledgeable in their organisations (Ismail, Amir, Kho & Jui, 2013). Consequently, the discussion helps facilitate the transfer of training in organisations.

Hughes (2016) reveals that supervision can send clear indications concerning the roles and values of training, progress, and proficiency growth. Supervision in the organisations can also motivate employees to perform in their organisations. In other words, positive outcomes from training programmes will be achieved when supervision is involved at the first stage of the training implementation. Therefore, it would affect the workers' performance in training. In return, employees will be able to benefit their organisation by practicing their knowledge and skills gained from the training.

5.2.2 Relationship between Peer Relationships and Transfer of Training

The results shown in Table 4.6 exhibit that there is no significant relationship between peer relationship and transfer of training ($\beta = -0.168, p \leq 0.05$). It was also found that feedback was essential in determining workers' capacity in applying what they gained from the training.

Based on the findings, peer relationships have no significant relationship on transfer of training because Gen Y employees see their peers as their rivals. Many of the FOA employees were between the ages of 30 to 39 and had work less than 3 years. FOA is a statutory body, where the culture is more individualistic for Gen-Y as everybody wants to show their performance and go for promotion compared to baby boomers generation who have good teamwork relationship. Gen-Y is rather individualistic to succeed and see their colleagues as competitors. Gen-Y only knows about their own work, tends to work alone and does not refer to experienced workers. Gen-Y always likes to be together in their group and sees experienced workers as obstacles for their success. Evidently, the training transfer did not occur in FOA due to their insensitivity towards colleagues. FOA needs to foster team spirit so that this Gen-Y respects other staff in the organization and creates a harmonious and conducive working environment.

The result of this study is different from the research done by Chiaburu (2016) who indicated that relationship among peers being important than that of the supervisors. The roles played by the peers are to set practical and useful goals with their friends.

Moreover, peers also perform as assistants to their colleagues. It can be stated that peers will contribute positive comments and feedback to their colleagues at the workplace. In the form of feedback, peer relationships are very essential in determining workers' ability to relate with what they had learned of the work. The research finding by Chiaburu (2016) is different due to the nature of private sector organisation in India which might involve different cultures, environments and high competitiveness.

5.3 Implication of the study

The findings of the study have significant implications particularly to FOA. Firstly, although not all variables were proven to have significant relationship with transfer of training, supervision and rewards were significantly explain transfer of training. It is hoped that organisations such as FOA needs to strengthen the rewards system and supervision aspects which are more related to transfer of training. Furthermore, it will contribute to the teambuilding process in order to create a sense of belonging within organisations especially among Gen-Y.

Stakeholders of FOA consist of members from MoA, Board Members and employees itself. There is a limitation from MoA due to the budget cut by FOA. Besides, there is also a limitation in FOA Board Members where they only concerns with the achievement of training programmes without evaluating the effectiveness of the transfer of training. FOA limitations include having not-updated policies and does not carried out training need analysis for each employee.

The following are recommendations to further improve their implementation of training:

1. MoA as stakeholders need to increase the budget especially with regard to training programmes where analysis of achievement to be included;
2. FOA Board Members needs to include the evaluation of training programmes in order to ensure transfer of training; and
3. FOA needs to strengthen existing training policies and provide training need analysis for each employee.

In addition, FOA is required to provide policies to Gen-Y person-organization fit (fit between an individual's cultural values and those of the entire organisations). Compatibility can enhance values among workers of various departments towards achieving the goals of the organisations.

This training policy needs to consider implementing Corporate Social Responsibility (CSR) for Gen-Y in order to promote their involvement with farmers and employees. Transfer of training involving CSR can certainly promote positive relationship among peers. Improving reward through CSR programmes include giving awards or certificates at the FOA Monthly Assembly in order to raise their spirits and get recognition.

Results show that quite a number of supporting staff members who had experiences and worked there for more than 5 years. This group of workers should be utilized by the organisation. The management has already set up the mentor-mentee programme

in the workplace whereby the experienced workers are selected as mentors (possess knowledge and skill) to the younger workers. The mentor-mentee programme enables the sharing of knowledge at the workplace. At the same time, when the workers attended training, they gain new ideas and can assimilate the new ideas with knowledge shared by the experience workers. Therefore, chances for the transfer of training to occur at the organisation are higher because of the positive interactions between them. The positive interactions will enhance the transfer of training to occur at the workplace. As a result, the workplace gets the expected results from the training that returns on investment.

Another suggestion is for FOA to reinforce its mentor-mentee programme. The mentor-mentee programmes involved the appointment of a mentor to be responsible in developing their mentee for a year. If the mentee assign to the mentor does not perform in their job due to disciplinary problems, the mentee will be subjected to dismissal.

It is also recommended for FOA to improve its training policies by increasing the number of teambuilding training programmes to Gen-Y. Furthermore, FOA needs to emphasize more group and teamwork for Gen-Y which can lead to the quality of human capitals in terms of human resource management.

Appreciation can be offered to employees who perform better than any other employees. Appreciation in terms of rewards can be given to employees who perform well in workplace. FOA can select the best employee to be given a monthly award. Since, there are higher respondents involved in this study are from the Gen-Y (18-38

years old), the management can give USB flash drives or external drives to show appreciation by FOA. This provides encouragement to employees for learning new knowledge and skills from the training. Moreover, the workers will feel more important, respected and valued at their workplace. Realistically, when they feel valued at workplace, they tend to be more comfortable and gain higher levels of confidence. Feeling appreciated and rewarded for their accomplishment at their workplace can help them perform their jobs better and establish decent workplaces.

Regular supervision with workers is crucial in any organisations to boost performance of workers. By carrying out a periodical supervision at FOA, employees can certainly share their ideas when there is a two-way communication between supervisors and supervisees in this organisation. Moreover, group conversations are encouraged when everyone can share their views and ideas without fear and tears.

5.4 Limitation of Study

This study was carried out at FOA Headquarters, Kuala Lumpur without involving state and area level. Therefore, there were different respondents at different situations. Regarding the sample used, there were just a small number of employees involved (344) compared to the population number in state and area level in Malaysia (2,788). Hence, the size of the sample limits the generalizability of this study.

The study was carried out at Headquarters level where the focus has been on management. However, at the state and area level, the focus has been on operational level which is directed to target group (farmers).

This study faces lots of challenges when dealing with issues about employees in FOA at Headquarters, Kuala Lumpur as employees were not adequately trained, rewarded and supervised. It makes monitoring of training transfer complicated when it involves many employees from eighteen (18) various departments in FOA.

5.5 Recommendations for Future Research

This study was conducted to examine if rewards, supervision and peer relationships influence the transfer of training at FOA in Kuala Lumpur. Based on the results, some aspects need to be further clarified and researched. The suggestions are as follow:

A replication of this research is required in other circumstances and perhaps in other areas such as in multi-national organisations and perhaps, in different states or countries, different cultures, environments and high competitiveness organisations. Moreover, studies in different circumstances would empower researchers to get different materials of information. Thus, by increasing the understanding of transfer of training processes in different contexts and environment could furnish more understandings about factors which can contribute or influence transfer of training.

Although supervision and rewards in this study have significant relationship with the transfer of training at FOA, continuous determination by the company to make transfer of training process more effective remain their main concerns. Since the workers are the heart and assets of the organisation, they need to be continuously encouraged in order to produce skilled employees.

It is hoped that the present study will bring more attention to researchers worldwide to study other features such as comparison between public sector and private sector, comparison between state level and Headquarters as well as comparison between Headquarters of FOA and other agencies of similar sectors (agriculture) at Headquarters.

Although supervision and rewards in this study have significant relationship with the transfer of training at FOA, continuous effort by the organisation is considered important to make transfer of training process more successful. It is hoped that the present study will spur more interests among researchers to study other aspects as mentioned earlier in the recommendations for the future research.

5.6 Conclusion

This research was conducted to examine the three factors that influence the transfer of training in FOA. The results of the research were achieved through analysis such as descriptive analysis, reliability analysis and inferential analysis (Pearson Correlation and Multi Regression) methods. From the correlation and regression analysis performed, it was found that two variables (rewards and supervision) have significant and positive relationship on transfer of training in the organisation. Rewards were found to be the most significant among the three (3) variables that influence on transfer of training. Besides, the significant results help the hypotheses in this study to be accepted.

As an overall conclusion, this research has accomplished the three (3) research objectives. FOA must focus on the Gen-Y by focusing training on group teamwork in order to foster a sense of belonging in organisation. Among the recommendations are MoA as stakeholders need to increase the budget, FOA Board Members needs to

include the evaluation of training programmes and FOA needs to strengthen existing training policies and provide training need analysis for each employee. It is hoped that the present study will bring more attention to researchers worldwide to study other features such as comparison between public sector and private sector, comparison between state level and Headquarters as well as comparison between Headquarters of FOA and other agencies of similar sectors (agriculture) at Headquarters.



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**APPENDICES A:
Questionnaire**



INFORMATION AND CONSENT FORM

***ORGANISATIONAL FACTORS THAT INFLUENCE TRANSFER OF
TRAINING AMONG THE EMPLOYEES OF FARMERS'
ORGANISATION AUTHORITY, HEADQUARTERS KUALA LUMPUR.***

Dear Sir/Madam/Miss,

Thank you for agreeing to participate in this research. I am a Master student at University Utara Malaysia.

The following survey is being conducted for a partial fulfilment for the Masters in Human Resource Management research paper requirement at University Utara Malaysia. This research paper is to assess the transfer of training in Farmers' Organisation Authority employees at Headquarters Kuala Lumpur.

I would appreciate if you could answer the questions sincerely because the information provided will influence the accuracy and success of this research. It will take less than 20 minutes to answer this questionnaire. The feedback is confidential and will be used for academic purpose only.

Thank you for the assistance given and the time taken to answer the questionnaire.

Yours sincerely,

Roshidah binti Ahmad,

MSc. Human Resource Management

School of Business Management (COB)



MAKLUMAT DAN BORANG KEBENARAN

Kepada Tuan/Puan/Cik,

Terima kasih kerana bersetuju untuk menyertai kajian ini. Saya adalah pelajar dari Universiti Utara Malaysia.

Kajian tinjauan ini adalah sebahagian daripada keperluan untuk melengkapkan kertas kajian bagi Ijazah Sarjana dalam Pengurusan Sumber Manusia di Universiti Utara Malaysia. Tujuan kajian ini adalah untuk menilai pemindahan latihan di Lembaga Pertubuhan Peladang (LPP), Kuala Lumpur.

Saya amat menghargai jika anda dapat menjawab semua soalan yang dikemukakan secara jujur kerana maklumat yang diberikan akan mempengaruhi ketepatan hasil dan kejayaan kajian ini. Soalan-soalan ini hanya akan mengambil masa selama 20 minit untuk dijawab. Maklumbalas yang diperolehi adalah sulit dan hanya akan digunakan untuk tujuan akademik sahaja.

Terima kasih di atas kerjasama dan masa yang telah anda peruntukkan untuk menjawab soalan-soalan ini.

Yang benar,

Roshidah binti Ahmad,

Ijazah Sarjana Pengurusan Sumber Manusia

School of Business Management (COB)

PART A

Sila tandakan (BULATKAN) tahap persetujuan anda mengikut urutan terhadap pernyataan berikut.

Please indicate (CIRCLE) your agreement to the following statements.

1	2	3	4	5
Sangat tidak bersetuju <i>Strongly disagree</i>	Tidak bersetuju <i>Disagree</i>	Separa bersetuju <i>Partially Agree</i>	Bersetuju <i>Agree</i>	Sangat bersetuju <i>Strongly Agree</i>

BAHAGIAN 1: Pemindahan latihan

SECTION 1: Transfer of training

Pemindahan latihan : Kemahiran pekerja menggunakan pengalaman pembelajaran dalam latihan dan menerapkannya ke dalam pekerjaan yang menghasilkan kerja lebih efisien.

Transfer of training: Employee's proficiency to utilize the learned skills in training and apply it into the job which resulted to work more efficiently.

1.	Dengan menggunakan pengetahuan, kemahiran, dan kebolehan tersebut telah membantu saya menambahbaik kerja saya. <i>Using the new knowledge, skill and ability has helped me improve my work.</i>	1	2	3	4	5
2.	Saya dapat menyiapkan tugas dalam masa yang lebih singkat berbanding sebelum latihan.	1	2	3	4	5

	<i>I can accomplish my job tasks faster than before training.</i>					
3.	<p>Saya telah berjaya menyiapkan tugas lebih cepat berbanding sebelum menjalani latihan.</p> <p><i>I have accomplished my job training faster than before training.</i></p>	1	2	3	4	5
4.	<p>Saya dapat menyiapkan tugas dengan lebih baik menggunakan pengetahuan, kemahiran, dan kebolehan yang baru dipelajari.</p> <p><i>I can accomplish job tasks better using new knowledge, skill and ability.</i></p>	1	2	3	4	5
5.	<p>Kualiti kerja bertambah baik dengan menggunakan pengetahuan, kemahiran, dan kebolehan yang baru dipelajari.</p> <p><i>The quality of work has improved after using new knowledge, skills and ability.</i></p>	1	2	3	4	5
6.	Saya kurang melakukan kesilapan dalam pengeluaran setelah menggunakan pengetahuan,	1	2	3	4	5

	kemahiran, dan kebolehan yang baru dipelajari. <i>I make fewer mistakes when using new knowledge, skill and ability.</i>					
--	---	--	--	--	--	--

Sila tandakan (BULATKAN) tahap persetujuan anda mengikut urutan terhadap pernyataan berikut.

Please indicate (CIRCLE) your agreement to the following statements.

1	2	3	4	5
Sangat tidak bersetuju <i>Strongly disagree</i>	Tidak bersetuju <i>Disagree</i>	Separa bersetuju <i>Partially Agree</i>	Bersetuju <i>Agree</i>	Sangat bersetuju <i>Strongly Agree</i>

BAHAGIAN 2 : Penyeliaan

SECTION 2 : Supervision

Penyeliaan : Tahap yang mana penyelia berkelakuan sesuai dengan objektif latihan signifikan terhadap pemindahan latihan dan elemen utama pengawasan termasuk mendiagnosis tugas, menentukan tujuan, memberi maklumbalas, memperoleh komitmen dan memberikan sokongan.

Supervision: The extent to which the supervisor behaves in ways congruent with the training objectives has a significant impact on the transfer of training and the key elements of supervision include diagnosing job tasks, setting goals, providing feedback, obtaining commitment, and giving support.

1.	<p>Penyelia saya membantu saya menetapkan sasaran untuk mengaplikasikan pengetahuan, kemahiran, dan keupayaan baru dalam kerjaya saya.</p> <p><i>My supervisor helps me set goals for applying new knowledge, skill and ability to my job.</i></p>	1	2	3	4	5
2.	<p>Penyelia saya menetapkan kriteria untuk mengaplikasikan pengetahuan, kemahiran, dan keupayaan baru dalam kerjaya saya.</p> <p><i>My supervisor sets criteria for applying new knowledge, skill and ability to my job.</i></p>	1	2	3	4	5
3.	<p>Penyelia saya menyediakan apabila saya berdepan masalah dalam mencuba pengetahuan, kemahiran, dan keupayaan baru.</p> <p><i>My supervisor provides assistance when I have a problem trying out new knowledge, skill and ability.</i></p>	1	2	3	4	5
4.	<p>Penyelia saya berbincang tentang bagaimana untuk mengaplikasikan pengetahuan, kemahiran,</p>	1	2	3	4	5

	<p>dan keupayaan baru dalam situasi kerja.</p> <p><i>My supervisor discusses how to apply new knowledge, skill and ability to job situations.</i></p>					
5.	<p>Penyelia saya memaklumkan saya tentang tahap penguasaan saya dalam menyiapkan tugas menggunakan pengetahuan, kemahiran, dan keupayan baru.</p> <p><i>My supervisor informs me how well I accomplish tasks by using new knowledge, skill and ability.</i></p>	1	2	3	4	5
6.	<p>Penyelia saya memaklumkan tentang pencapaian keseluruhan kumpulan dalam menyiapkan tugas yang diberi.</p> <p><i>My supervisor informs me of our group performance in accomplishing tasks.</i></p>	1	2	3	4	5

Sila tandakan (BULATKAN) tahap persetujuan anda mengikut urutan terhadap pernyataan berikut.

Please indicate (CIRCLE) your agreement to the following statements.

1	2	3	4	5
Sangat tidak bersetuju <i>Strongly disagree</i>	Tidak bersetuju <i>Disagree</i>	Separa bersetuju <i>Partially Agree</i>	Bersetuju <i>Agree</i>	Sangat bersetuju <i>Strongly Agree</i>

BAHAGIAN 3: Ganjaran

SECTION 3: Reward

Ganjaran: Untuk menarik pekerja bekerja dengan berkesan, berdasarkan pengetahuan, kemahirannya dan juga terus memotivasi pekerja melaksanakan dengan berkesan.

Reward: To attract employee to work effectively, on his knowledge, skills, also keep on motivating the employee perform effectively.

1.	Pujian secara lisan diberikan kepada pekerja terlatih yang mengaplikasikan pengetahuan, kemahiran, dan keupayaan baru. <i>Verbal praise is given to trained workers who have applied new knowledge, skill and ability.</i>	1	2	3	4	5
2.	Pekerja terlatih boleh mendapat bonus di atas	1	2	3	4	5

	<p>peningkatan hasil kerja mereka.</p> <p><i>Trained workers can get a bonus for improved performance.</i></p>					
3.	<p>Pekerja terlatih boleh mendapat kenaikan gaji jika menggunakan pengetahuan, kemahiran, dan keupayaan secara efektif untuk menyiapkan tugas mereka.</p> <p><i>Trained workers can get a wage increase when they use knowledge, skill and ability in accomplishing tasks effectively.</i></p>	1	2	3	4	5
4.	<p>Pekerja akan mendapat kenaikan pangkat jika mereka berjaya menyiapkan tugas dengan cemerlang.</p> <p><i>Workers can get a promotion if they accomplish tasks with distinction.</i></p>	1	2	3	4	5
5.	<p>Saya pernah diberi pujian secara lisan kerana mengaplikasikan</p>	1	2	3	4	5

	<p>pengetahuan, kemahiran, dan keupayaan baru.</p> <p><i>I have been given verbal praise for applying new knowledge, skill and ability.</i></p>					
6.	<p>Saya pernah mendapat bonus kerana berjaya meningkatkan prestasi kerja menggunakan pengetahuan, kemahiran, dan keupayaan baru.</p> <p><i>I have received a bonus for improved performance by using new knowledge, skill and ability.</i></p>	1	2	3	4	5
7.	<p>Saya pernah mendapat kenaikan gaji kerana berjaya menyiapkan tugas secara efektif menggunakan pengetahuan, kemahiran, dan keupayaan.</p> <p><i>I got a wage increase for accomplishing tasks effectively with knowledge, skill and ability.</i></p>	1	2	3	4	5
8.	<p>Saya pernah dinaikkan pangkat kerana telah</p>	1	2	3	4	5

	<p>menyiapkan tugas dengan cemerlang.</p> <p><i>I received a promotion because I accomplished tasks with distinction.</i></p>					
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Sila tandakan (BULATKAN) tahap persetujuan anda mengikut urutan terhadap pernyataan berikut. *Please indicate (CIRCLE) your agreement to the following statements.*

1	2	3	4	5
<p>Sangat tidak bersetuju</p> <p><i>Strongly disagree</i></p>	<p>Tidak bersetuju</p> <p><i>Disagree</i></p>	<p>Separa bersetuju</p> <p><i>Partially Agree</i></p>	<p>Bersetuju</p> <p><i>Agree</i></p>	<p>Sangat bersetuju</p> <p><i>Strongly Agree</i></p>

BAHAGIAN 4: Hubungan Rakan Sekerja

SECTION 4: Peer Relationship

Hubungan Dengan Rakan Sekerja : Sokongan bersama melibatkan mereka yang mempunyai pengalaman hidup yang sama ketika mereka bergerak melalui situasi yang sukar.

Peer Relationship: The mutual support provided by people with similar life experiences as they move through difficult situations.

1.	Saya merasa rapat dengan rakan sekerja. <i>I feel close to my co-workers.</i>	1	2	3	4	5
2.	Rakan sekerja tidak berminat dalam masalah saya. <i>My colleagues do not take much interest in my problems.</i>	1	2	3	4	5
3.	Kadang-kadang saya rasa bersendirian apabila bersama rakan sekerja. <i>Sometimes I feel lonely when I am with my colleagues.</i>	1	2	3	4	5
4.	Kadangkala saya rasa tidak dapat menyesuaikan diri dengan baik bersama rakan sekerja. <i>I don't feel that I fit in very well with my co-workers.</i>	1	2	3	4	5
5.	Rakan sekerja akan berminat mendengar masalah saya. <i>My colleagues are willing to listen if I have a problem.</i>	1	2	3	4	5

BAHAGIAN B: Maklumat demografik

PART B: DEMOGRAPHIC INFORMATION

Sila tandakan (/) maklumat anda dalam kotak yang berkaitan.

Please indicate (TICK) your answer in the box provided.

1. Jantina (*Gender*):

☐ Lelaki (*Male*)

☐ Perempuan (*Female*)

2. Umur (*Age*) :

☐ <29 tahun (< 29 years)

☐ 30 – 39 tahun (30 – 39 years old)

☐ 40 – 49 tahun (40 – 49 years old)

☐ 50 tahun dan ke atas (50 and above years old)

3. Gred jawatan : Sila nyatakan : _____

Grade: Please Indicate: _____

4. Kelayakan akademik tertinggi (*Highest academic achievement*)

☐ SPM

☐ STPM

☐ Diploma

☐ Ijazah (Bachelor's Degree)

☐ Master

☐ Lain-lain; Sila nyatakan (*Others; Please Indicate*): -

5. Pendapatan bulanan terkini – gaji asas dan elaun (*Current monthly salary – basic salary and allowance*)

☐ RM2, 000 (< RM2, 000)

☐ RM2, 001-RM4, 000

☐ RM4, 001-RM6, 000

☐ RM6, 001-RM8, 000

☐ RM8, 001-RM10, 000

☐ RM10, 001 (> RM10, 001)

6. Tempoh perkhidmatan dalam organisasi ini

Tenure in this organization

☐ Kurang dari setahun (*Less than a year*)

☐ 1 – 3 tahun (*1-3 years*)

☐ 4 – 6 tahun (*4-6 years*)

☐ 7 – 10 tahun (*7-10 years*)

☐ Lebih dari 10 tahun (*More than 10 years*)

7. Berapa kalikah organisasi menghantar anda menghadiri kursus/latihan untuk tahun lepas (2017)?

How many times has the organisation send you to the training programme this year?

☐ Tiada (*None*)

☐ 1 – 3 kali (*1-3 times*)

☐ 4 - 6 kali (*4-6 times*)

☐ 7 – 10 kali (*7-10 times*)

☐ Lebih dari 10 kali (*More than 10 times*)

APPENDIX B: SPSS

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	male	102	40.5	40.5	40.5
	female	150	59.5	59.5	100.0
	Total	252	100.0	100.0	

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	below 29	38	15.1	15.1	15.1
	30-39 yrs	144	57.1	57.1	72.2
	40 - 49yrs	52	20.6	20.6	92.9
	50yrs and above	18	7.1	7.1	100.0
	Total	252	100.0	100.0	

Grade

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	professional and management staff	87	34.5	34.5	34.5
	support staff	165	65.5	65.5	100.0
	Total	252	100.0	100.0	

Highest academic achievement

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SPM	19	7.5	7.5	7.5
	STPM	89	35.3	35.3	42.9
	diploma	81	32.1	32.1	75.0
	Ijazah	35	13.9	13.9	88.9
	masters	28	11.1	11.1	100.0
	Total	252	100.0	100.0	

Current monthly salary

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	less than 2000	14	5.6	5.6	5.6
	2001 - 4000	165	65.5	65.5	71.0
	4001 - 6000	67	26.6	26.6	97.6
	6001- 8000	6	2.4	2.4	100.0
	Total	252	100.0	100.0	

Tenure in organization

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	less than a yr	13	5.2	5.2	5.2
	1 to 3 yrs	112	44.4	44.4	49.6
	4 to 6 years	44	17.5	17.5	67.1
	7 to 10 years	17	6.7	6.7	73.8
	more than 10yrs	66	26.2	26.2	100.0
	Total	252	100.0	100.0	

Training programme

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	none	6	2.4	2.4	2.4
	1 to 3 times	176	69.8	69.8	72.2
	4 to 6 times	69	27.4	27.4	99.6
	7 to 10 times	1	.4	.4	100.0
	Total	252	100.0	100.0	

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
gender	252	1	2	1.60	.492
age	252	1	4	2.20	.778
Grade	252	1	2	1.65	.476
highest academic achievement	252	1	5	2.86	1.106
current monthly salary	252	1	4	2.26	.593
tenure in organization	252	1	5	3.04	1.331
training programme	252	1	4	2.26	.498
Valid N (listwise)	252				

Statistics

	gender	age	Grade	highest academic achievement	current monthly salary	tenure in organization	training program me
Valid	252	252	252	252	252	252	252
Missing	0	0	0	0	0	0	0
Mean	1.60	2.20	1.65	2.86	2.26	3.04	2.26
Std. Error of Mean	.031	.049	.030	.070	.037	.084	.031
Std. Deviation	.492	.778	.476	1.106	.593	1.331	.498
Variance	.242	.606	.227	1.223	.352	1.771	.248
Skewness	-.390	.558	-.655	.446	.547	.461	.602
Std. Error of Skewness	.153	.153	.153	.153	.153	.153	.153
Kurtosis	-1.862	.184	-1.584	-.513	.641	-1.292	.013
Std. Error of Kurtosis	.306	.306	.306	.306	.306	.306	.306
Minimum	1	1	1	1	1	1	1

REGRESSION Inter-Item Correlation Matrix

	TOT	SPV	RWD	PRS
TOT	1.000	.998	.251	.359
SPV	.998	1.000	.255	.356
RWD	.251	.255	1.000	.357
PRS	.359	.356	.357	1.000

Residuals Statistics

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	2.1757	5.0037	3.8512	.55481	252
Residual	-.17306	.32507	.00000	.03745	252
Std. Predicted Value	-3.020	2.077	.000	1.000	252
Std. Residual	-4.594	8.629	.000	.994	252

a. Dependent Variable: TOT

Descriptive Statistics

	N Statistic	Maximum Statistic	Mean Statistic	Std. Error	Std. Deviation Statistic
TOT	252	5.00	3.8512	.03503	.55608
SPV	252	5.00	3.8466	.03506	.55650
RWD	252	5.00	3.8160	.03196	.50734
PRS	252	5.00	3.8008	.03947	.62651
Valid N (listwise)	252				

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.528 ^a	.279	.270	.51986

a. Predictors: (Constant), PRS, SPV, RWD

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.562	.310		5.032	.000
	SPV	.292	.064	.267	4.569	.000
	RWD	.505	.079	.426	6.399	.000
	PRS	-.189	.071	-.168	-2.674	.008

a. Dependent Variable: TOT

Correlations

		TOT	SPV	RWD	PRS
TOT	Pearson Correlation	1	.399**	.445**	.104
	Sig. (2-tailed)		.000	.000	.099
	N	252	252	252	252
SPV	Pearson Correlation	.399**	1	.389**	.205**
	Sig. (2-tailed)	.000		.000	.001
	N	252	252	252	252
RWD	Pearson Correlation	.445**	.389**	1	.509**
	Sig. (2-tailed)	.000	.000		.000
	N	252	252	252	252
PRS	Pearson Correlation	.104	.205**	.509**	1
	Sig. (2-tailed)	.099	.001	.000	
	N	252	252	252	252

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

APPENDIX C: EMPLOYEES IN FARMERS' ORGANISATION AUTHORITY

Date	31 Mac 2018
Category	Employees
Nationality	Malaysian

Employee	Total
Top Management	3
Professional & Management	262
Supporting Staff	2,523
Total	2,788

Date Data	31 March, 2018
Date Report	31 March, 2018
Source	Administrative Management Division

APPENDIX E: KRIEJCIE AND MORGAN (1970) SAMPLING TABLE

Table for Determining Sample Size of a Known Population

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	100000	384

Note: N is Population Size, S is Sample Size *Source: Krijcie & Morgan, 1970*

Universiti Utara Malaysia