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**EMPLOYEES' PRESPECTIVE OF TRAINING EFFECTIVENESS AT
CHEMICALS INDUSTRY SDN BHD: A QUALITATIVE STUDY**

RAVINDRAN A/L MUNIANDY



UUM
Universiti Utara Malaysia

**MASTER HUMAN RESOURCES MANAGEMENT
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MAY 2018**

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INDUSTRY SDN BHD: A QUALITATIVE STUDY**

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**Thesis Submitted to
Othman Yeop Abdullah Graduate School of Business,
University Utara Malaysia,
In Partial Fulfilment of the Requirement for the
Master of Human Resource Management**



**Pusat Pengajian Pengurusan
Perniagaan**

SCHOOL OF BUSINESS MANAGEMENT

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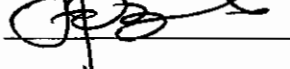
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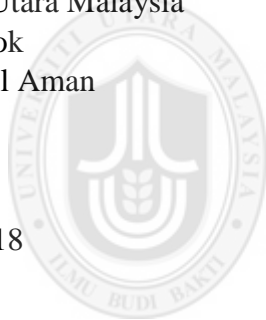
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Abstract

Although there are numerous training programs have been conducted to employees at Chemicals Industry Sdn. Bhd, the number of accidents and customer's complaints are still rather high. Hence, this qualitative study was carried out to study employee's perspective of training effectiveness at Chemical Industry Sdn. Bhd. This study focuses on identifying factors that could influence the training effectiveness at Chemical Industry Sdn. Bhd. This study was conducted by using structured interviews session with 15 selected participants. The output of interviews was transcribed after each interview carried out and analysed by comparing each interview data to identify the mutual feedback that emerged. The data collected were analysed manually by using Excel sheet. Furthermore, for this study, Baldwin and Ford's transfer of training model was used to support the research. The findings of the study show that training motivation, training design and working environment which were indicated in this model are the factors influencing the training effectiveness. However, the findings also indicated some new factors that could influence training effectiveness. This study has made some important contributions to the training effectiveness at Chemicals Industry Sdn. Bhd. from employee's perspective.

Keywords: employee's perspective, training effectiveness, Baldwin and Ford's transfer of training, chemical industry



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TABLE OF CONTENTS

| <u>Title</u> | <u>Page</u> |
|-----------------------|--------------------|
| DECLARATION | ii |
| PERMISSION TO USE | iii |
| ABSTRACT | iv |
| ACKNOWLEDGEMENTS | v |
| TABLE OF CONTENTS | vi |
| TABLES | viii |
| FIGURES | ix |
| LIST OF ABBREVIATIONS | x |

CHAPTER ONE: INTRODUCTION

| | | |
|-----|-----------------------------------|----|
| 1.0 | Introduction | 1 |
| 1.1 | Background of the study | 2 |
| 1.2 | Problem Statement | 8 |
| 1.3 | Research Question | 11 |
| 1.4 | Research Objectives | 11 |
| 1.5 | Significance of the Study | 11 |
| 1.6 | Scope and Limitation of the Study | 12 |
| 1.7 | Terms of Reference | 12 |
| 1.8 | Organization of the Thesis | 13 |

CHAPTER TWO: LITERATURE REVIEW

| | | |
|-----|---|----|
| 2.0 | Introduction | 14 |
| 2.1 | Training Effectiveness | 14 |
| 2.2 | Baldwin and Ford's Transfer of Training Model | 15 |

CHAPTER THREE: METHODOLOGY

| | | |
|-----|---------------------------|----|
| 3.0 | Introduction | 22 |
| 3.1 | Purpose of Research | 22 |
| 3.2 | Qualitative Research | 22 |
| 3.3 | Interview | 23 |
| 3.4 | Selection and Sampling | 24 |
| 3.5 | Data Collection Procedure | 26 |
| 3.6 | Data Analysis | 28 |
| 3.7 | Ethical Consideration | 28 |
| 3.8 | Limitation of the study | 30 |

CHAPTER FOUR: FINDINGS

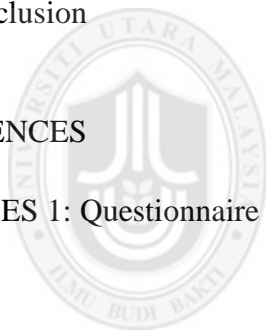
| | | |
|-----|--|----|
| 4.0 | Introduction | 31 |
| 4.1 | Background of the Participants | 31 |
| 4.2 | Factors influencing training effectiveness | 33 |
| 4.3 | Training Motivation | 33 |
| 4.4 | Trainer Characteristic | 38 |
| 4.5 | Training Activities | 44 |
| 4.6 | Work Environment | 49 |
| 4.7 | Improvement on Training Effectiveness | 53 |

CHAPTER FIVE: DISCUSSION, RECOMMENDATION AND CONCLUSION

| | | |
|-----|---|----|
| 5.0 | Introduction | 60 |
| 5.1 | Overview of the study | 60 |
| 5.2 | Discussion of the findings | 61 |
| 5.3 | Suggestions to the training effectiveness | 67 |
| 5.4 | Recommendation for Future Research | 69 |
| 5.5 | Conclusion | 70 |

REFERENCES

APPENDICES 1: Questionnaire



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TABLES

| Title | Page |
|---|------|
| Table 1.1 List of management programs | 4 |
| Table 1.2 List of safety programs | 4 |
| Table 1.3 List of quality programs | 4 |
| Table 1.4 List of soft skills programs | 5 |
| Table 1.5 List of technical programs | 5 |
| Table 1.6 Training budget 2015-2017 | 6 |
| Table 1.7 Number of training conducted 2015-2017 | 7 |
| Table 1.8 Total number of headcount by department & trained | 7 |
| Table 1.9 Number of industry accidents | 9 |
| Table 1.10 Number of customer's complaints | 10 |
| Table 3.1 Participant's Demographic | 25 |
| Table 3.2 Leading questions outlined of the interview | 27 |
| Table 4.1 Participant's background | 32 |



FIGURES

| Title | | Page |
|------------|---|------|
| Figure 2.1 | Model of transfer of training process | 16 |
| Figure 2.2 | Burke & Hutchins (2008) model of transfer | 19 |



LIST OF ABBREVIATION

T&D: Training and Development



CHAPTER ONE

INTRODUCTION

1.0 Introduction

This qualitative study was carried out to identify the factors contributing to training effectiveness from the employee's perspective among operational employees in Chemicals Industry Sdn. Bhd.

Advancement in technology had led to rapid changes in global market, organizations with all sizes are more concerned to make the best sustainable business. A work carried out by an employee 10 years ago, has been changed with the presence of technology today. The existing technology has changed the business strategy, customer needs and product innovation. To strive global market, the organization must develop workforce that have chances to train employees for better performance in the workplace to produce superior quality of products and services. Therefore, training is a platform for an organization to transfer their objectives to employees by training and to shape employee's skills and knowledge according to organization needs.

Generally, training provides employees the knowledge and the skills needed to do a task through change job attitude (Ghee et al., 2013). The focus of the training is more on what an employee should learn or to know. Each training has designed for a specific purpose to employees for specific job improvement which eventually contributes to the organization profitability.

Thus, the organization should analyse and plan effectively on the needs of the training programs for their employees which will be in return to the investment in the training that worth the organization as well employee's development. However, it is a great challenge to the organization to provide effective training programs because it involves huge cost needed to invest on human capital. Therefore, training is an essential component which is not avoidable by the organization in the name of cost.

Although certain organizations have a systematic training plan to their employees, but there are several factors being influenced in the training effectiveness among employees, even though a lot of training were given to employees. In this study, we will examine employee's perspective towards training effectiveness in one of the growing chemical industry.

1.1 Background of Study

In the rapidly evolving technology and expanding job functions world, employees should be regularly trained and equipped with the required skills and knowledge sets. It is crucial for organizations in Malaysia, especially private sectors, investing in training is a trigger to the organization. This is because the resources provided during the training isn't from the organization itself and employers are afraid that employee who regularly attends training might leave the company once he or she becomes skilful, looking for other opportunities present elsewhere.

Most of us might have heard that people saying, *"If you give a man one fish, he will eat it but if you train him to fish, he can fish whenever he is hungry"*. When an employee fed with relevant knowledge and skills, he or she will able to perform and react whenever changes

happen in the working environment. If the organization provide an employee with facilities and equipment to perform a work, it only helps to complete the job accordingly but if the organization provide knowledge and skills about specific job, the employee will be competent and transfer what he or she have learnt into job. This is where the training effectiveness occurs.

1.1.1 Background of Organization

The study was conducted at Chemicals Industry Sdn. Bhd to identify employee's perspective of training effectiveness. This organization was established in 1980 where primary using palm oil used in producing semi-finish products such as fatty acid, glycine, soap noodles and fatty ester which are used in food, pharmaceutical, cosmetic, lubricant and grease oil, and soap and detergent industries. There are approximately 800 employees including management staffs working in this organization. The nature of production which consist of oil, hot water, chemicals, tanks and pipelines are related to heavy and high risking works in this organization. Therefore, the operational mainly operated by male workers whereby female workers only focused in management field.

For employee's training, this organization has Training and Development (T&D) department that does planning and execution of training programs to all employees. This T&D department has a structured training programs such as management, safety, quality improvement, information technology and technical training programmes. Table 1.1, 1.2, 1.3, 1.4 and 1.5 indicated are the training programs being provided to related operational employees for improvement of their knowledge, skills and job behaviour according to the organization needs.

Table 1.1*List of Management programs*

| No. of Training Programs | Human Relation Training Programs |
|--------------------------|-------------------------------------|
| 1. | Effective Customer Service |
| 2. | Effective Supply Chain |
| 3. | Supervisory Skills |
| 4. | Presentation & Communication Skills |
| 5. | Positive Mental Attitude |

*Source: List of Management programs, Chemicals Industry Sdn. Bhd.***Table 1.2***List of Safety and Health programs*

| No. of Training Programs | Safety, Health & Environment Training Programs |
|--------------------------|--|
| 1. | General Safety & Personal Protective Equipment |
| 2. | Fundamental Process Safety |
| 3. | Chemical Handling |
| 4. | OHSAS 18001 & ISO 14001 Awareness Training |
| 5. | Hot work and Confine Space |

*Source: List of Safety programs, Chemicals Industry Sdn. Bhd.***Table 1.3***List of Quality programs*

| No. of Training Programs | Quality Improvement Training Programs |
|--------------------------|---|
| 1. | Handling Customer Complaints & Corrective Actions |
| 2. | ISO 9001 awareness training |
| 3. | Critical Control Points (CCP) |
| 4. | GMP/HACCP awareness training |
| 5. | Effective Product Sampling |

Source: List of Quality programs, Chemicals Industry Sdn. Bhd.

Table 1.4*List of Soft skills programs*

| No. of Training Programs | Information Technology Training Programs |
|---------------------------------|---|
| 1. | General Computer |
| 2. | Windows 10 |
| 3. | Microsoft Excel Basic & Intermediate |
| 4. | Microsoft Words |
| 5. | Microsoft Powerpoint |

*Source: List of Soft skills programs, Chemicals Industry Sdn. Bhd.***Table 1.5***List of Technical programs*

| No. of Training Programs | Engineering & Technical Training Programs |
|---------------------------------|--|
| 1. | Air compressor |
| 2. | Heat Exchanger |
| 3. | Operating boiler water |
| 4. | Fundamental pump |
| 5. | Gasket & mechanical seal |

Source: List of Technical programs, Chemicals Industry Sdn. Bhd.

These are the list of training programs carried out by T&D department to train relative operational employees. However, each respective superior will give a standard training identification form to nominate their employees for above training programs. Upon requisition from superior, T&D department will plan and conduct the trainings for employees to fulfil the gaps or needs for as per their work requirements. Basically, these are the training programs which were recommended by the training committee of this organization. This training committee consist of number of department managers such as technical and engineer manager, safety and health manager, information technology manager, quality manager and human resource manager who will be evolved in suggesting the type of training programs that is to be conducted to all employees in this organization. This is how the training programs been established.

1.1.2 Training Budget

Typically, training budget define how much cost needed to allocate for the training. The training budget always depends on the type of training the organization intend to provide to employees. For this study, the organization has allocated appropriate training budget to train their employees. Table 1.6 illustrates the training budget which is planned for employees in this organization.

Table 1.6
Training Budget 2015 – 2017

| No | Budgeting items | Budget 2015 | Budget 2016 | Budget 2017 |
|----|---|-------------|-------------|-------------|
| 1. | Training program (<i>in-house & public trainings</i>) | 54,000.00 | 80,000.00 | 64,000.00 |

Source: Training Budget 2015 – 2017, Chemicals Industry Sdn. Bhd.

Above are estimated training budget allocated for year 2015, 2016 & 2017 for in-house and public training programs.

1.1.3 Training Plan

Based on the T&D department, every year this organization conducts Training Needs Analysis (TNA) to identify total number of training session to be conducted accordingly. For this organization, the purpose of conducting TNA is to improve and to enhance employee's job performance by feeding knowledge and skills, to minimize the number of accidents in the organization and improve productivity. According to below data, provided by T&D, it illustrates the total number of training planned.

Table 1.7*Number of Training Conducted 2015 – 2017*

| No. | Descriptions | Number of Training Conducted | | |
|-----|---|------------------------------|------|------|
| | | 2015 | 2016 | 2017 |
| 1. | Number of training conducted for in-house & public trainings. | 117 | 129 | 145 |

Source: Number of Training Conducted 2015-2017

These are the number of training conducted for last 3 years for operational employees. The organization does conducts TNA annually for the newly joined employees. Orientation training conducted for these new employees are also included in this training plan. Therefore, the number of training conducted annually varies.

Nonetheless, Table 1.8 illustrates the total number of trained employees for each department. The table provides evidence that most of the employees in this company are trained, hence performance problems should not occur

Table 1.8*Total number of headcount by department & headcount trained*

| No. | Department | Total Head Count 2016 | Total Head Count 2016 (Trained) |
|-----|------------------------------|-----------------------|---------------------------------|
| 1. | Director | 3 | 2 |
| 2. | Marketing | 33 | 22 |
| 3. | Sales & Shipping | 22 | 12 |
| 4. | Finance | 25 | 22 |
| 5. | Human Resources | 10 | 9 |
| 6. | Security | 24 | 22 |
| 7. | Administration | 3 | 2 |
| 8. | Procurement | 9 | 8 |
| 9. | Information Technology | 15 | 15 |
| 10. | Internal Audit | 2 | 2 |
| 11. | Quality Assurance | 6 | 6 |
| 12. | Safety, Health & Environment | 6 | 5 |
| 13. | Engineering | 9 | 9 |
| 14. | Research & Development | 11 | 9 |
| 15. | Quality Control | 53 | 31 |

| | | | |
|-----|------------------------------------|-----|-----|
| 16. | <i>Productions</i> | 396 | 286 |
| 17. | <i>Logistics</i> | 14 | 5 |
| 18. | <i>Warehouse</i> | 39 | 27 |
| 19. | <i>Store</i> | 13 | 4 |
| 20. | Facilities | 1 | 1 |
| 21. | <i>Utilities</i> | 25 | 11 |
| 22. | <i>Maintenance</i> | 33 | 20 |
| 23. | <i>Electrical & Instrument</i> | 26 | 13 |
| 24. | Bulking Installation | 26 | 23 |

Source: Total headcount by department & headcount trained (Chemical Industry Sdn. Bhd.)

1.2 Problem Statement

During the economic crisis or downturn, training is the area of the first focus in cost reduction for the organization without giving concern on the importance of training. Of course, training is expensive especially for private sectors. For instance, when budgets getting tight for organizations, the management tend to cut training programs expenditures (Byrnes, K., 2013). Furthermore, the number of training is reduced because the management is afraid of losing their employees if employees became too skilful.

1.2.1 Number of Accident Rates

Even though, this company has allocated a large sum of money for training and many training has been conducted to improve the performance of its employees, performance problems are still evident. For example, accidents still occur in the manufacturing floor which is rather costly in terms of money and time. Data obtained from the Human Resource Department, Chemicals Industry Sdn. Bhd is shown in Table 1.8. This table shows the number of accident increase in last 3 years. Majority of these accidents occurred among operational employees while they are performing their routine works at production area such as chemical spillage to employee's eyes

during cleaning wastes, forklift accident due to lift overweight products during shipment, fingers injured during handling empty drums for filling final products etc.

Table 1.9
Number of Industry Accidents

| NUMBER OF INDUSTRY ACCIDENTS | | | |
|------------------------------|------|------|---------------------------|
| NO | 2015 | 2016 | 2017 (as at September) |
| 1. | 3 | 4 | 4 |

Source: Number of Industry Accident, Chemicals Industry Sdn. Bhd.

Although the number of industry accident which showed are small, the impact of accident is big because it involves certain investment such as money, time and other resources to do the corrective actions. Thus, any number of accidents in the production area is not acceptable, and the numbers presented in Table 1.9 is not acceptable. Especially when the T&D department has conducted several trainings to prevent them from occurring.

Most of the time, human behaviour is found to be the factor of the incident or the accident present, then, training would be the platform to train the employees (some references is required here). Even tough, this organization has conducted a lot of training programs to operational team, yet the number of incident/accident are on the presence. Therefore, the training programs which have been conducted by this organization might not be effective.

1.2.2 Number of Customer's complaints

Besides the industrial accident, there is some customer complaints which is very costly to Chemicals Industry Sdn. Bhd. Even though the number of customer complaints shown in Table 1.10 is relatively small, it is a big concern to this company.

Table 1.10

Number of Customer's complaints

| NUMBER OF CUSTOMER'S COMPLAINTS | | | |
|---------------------------------|------|------|------|
| NO | 2015 | 2016 | 2017 |
| 1. | 2 | 1 | 1 |

Source: Number of customer's complaints, Chemicals Industry Sdn. Bhd.

It is highly sensitive to the organization when they receive complaints from valuable customers because they might lose customers when the products are not according to customer's requirements. During data gathering to support the study, the human resource personnel has highlighted the customer's complaints; products bags which were not packed in correct methods, delay on delivery schedule, product defects etc. When the products are rejected, the productions have to reprocess the products which involves additional time, money and human resources in order to avoid losing their customers. End of day, the organization has to retrain the operational employees to be more committed and skilful to have zero customer complaint. Table 1.9 clearly shows that the training program conducted by this organization are not effective since the number of customer's complaints are keep increasing and the employees are unable to transfer the skills and knowledge which they have learned from the training.

1.3 Research Question

The fundamental research questions of this study are:

- a. What are employee's perspective of training effectiveness?
- b. What can be recommended to improve the training effectiveness?

1.4 Research Objectives

The objectives to be established are:

- a. To identify employee's perspective of influence training effectiveness.
- b. To identify participants' recommendation to improve for training to be more effective.

1.5 Significant of the Study

The study investigates employee's perspective which influence training effectiveness at chemicals industry. It is important to identify what are the employee's perspective of training effectiveness which directly or indirectly contributes to training programs so that the recommendations can be obtained for future use. These recommendations will somehow be the driving factor in the training effectiveness by providing effective training for future development. Besides that, this study also wants to know which factors majority of participants been indicating towards the training effectiveness.

Thus, this study can make an effective contribution to create better understanding in order to implement related training programs for employees being productive and contribute for progress of organization. By conducting this study, it is also gives benefits to researcher and

practitioners pertaining on how to ensure that training effectiveness helps to increase the productive of employees as well as organization.

1.6 Scope and Limitation of the Study

The research intends to study on employee's perspective that influence training effectiveness at chemical industry. The scope of this study also being specified within operational employees and not included office oriental employees who works or focuses on management side that involves paperwork's at office. It is because operational employees are of the bigger number of headcount compared to those employees who are working under the management side. Usually, those employees who works at production or called operational employees need to be trained frequently compared to management or office workers. It is because the customers' requirements keep changing. Besides that, this qualitative study conducted through interview with 15 operational employees to gather relevant information.

1.7 Terms of References

1.7.1 Training

Training is a program that helps employees to learn specific skills, knowledge and behaviour to improve their performance as per current job demands.

1.7.2 Training Effectiveness

Training effectiveness is a training producing the performance improvement results desired by the organization (Gosim, 2016).

1.7.3 Chemical

Chemical defined that any substance which consist of any liquid, solid or gas to produce raw materials. (Helmenstine, 2017).

1.8 Organization of the Thesis

This thesis is separated into five (5) chapters. Chapter One contains introduction of study, background of study, followed by background of the organization, problem statements, research questions and research objectives of this study. Besides that, scope and limitation of the study is explained to specify the focus in this chapter. There are some definition of terms and organization of the study clarified within. Chapter Two provides the literature review to support the study with previous research and significant factors influencing training effectiveness. In this chapter, some model being explored to explain or support the study. Chapter Three Beginning of the chapter is explained on qualitative research with research framework and methodology approach that were used in this study. In addition, the aim of the research study, the data collection methods, how and why the sample was selected and how data was analysed have been described. Chapter four Explains the findings obtained from the data collection and analysis accordingly. Each respective participant's background is discussed too and presentation of data collection by using statistic, graph and tables are presented as well. Finally, Chapter five Discussion and conclusion are focused in this chapter. Implications of the findings were introduced. Suggestions for improving training effectiveness were also presented. Recommendations for further research were presented. Finally, this study ends the chapter with conclusion of the study.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

In this chapter, the related literature is narrated to get a better understanding on the factors that influence training effectiveness. Nevertheless, a relevant model is also presented to support this research.

2.1 Training and Effectiveness

Dessler (2013) defined training as an activity which provides new or existing employees the skills which are needed to perform their works in an organization. Employees required to adapt quickly to every change in their workplace which requires a continual improvement of new skills and knowledge and adaptation of their job behaviour if they want to keep up their level of competitive environment. Piyali Ghosh *et al.* (2011) defined that training is an activity that changes people's behaviour to achieve a certain objective. Besides that, training refers as a planned learning experience designed to bring about permanent change in knowledge, skills or attitudes (Rama & Shaik, 2012). This is where the training become a platform for an organization by changing employee's job behaviour according to organization's objective. The focus of training mainly to attain knowledge, skills and job attitudes which are needed to perform more effectively (Mehrdad Lipour et al., 2009). Each organization wants to provide effective training programs to their employees to achieve their desired objectives. However, the organization only can measure the training effectiveness to what extent the participants apply their obtained skills and knowledge that were learnt from the training.

Basically, the term ‘effectiveness’ is relative. Effectiveness means the achievement of the goal that was set to accomplish the planned purpose (Yaqoot et al., 2017). Typically, effectiveness is determined when certain goals or objectives are achieved. Effectiveness also refers to the extent which an employee considered they have acquired and applied what they have gained in the training to the job. On the other hand, effectiveness of training refers to the capability of employees to identify a problem by an average time (Rama & Shaik, 2012). Therefore, training effectiveness is to know about the characteristics of organization, training program itself and participants before, during and after the training (Rafiq, 2015). In addition, training effectiveness is a training that produces the performance improvement results from the organization’s objective (Gosim, 2016). By viewing training programs, the effectiveness requires a sincere consideration on the factors that impact the process through employment of the proper training evaluation model to evaluate those factors (Yaqoot et al., 2017).

2.2 Baldwin and Ford Transfer of Training Model

To support this study, Baldwin and Ford’s transfer of training model (1988) used to define the transfer of training to work depends on training inputs such as participant characteristics, training design and work environment.

Megyuan Zhang (2015) defined training transfer as a process of applying newly acquired skills and knowledge to the practical work of the participants. Therefore, only certain skills and knowledge learnt from training program are applied to routine work.

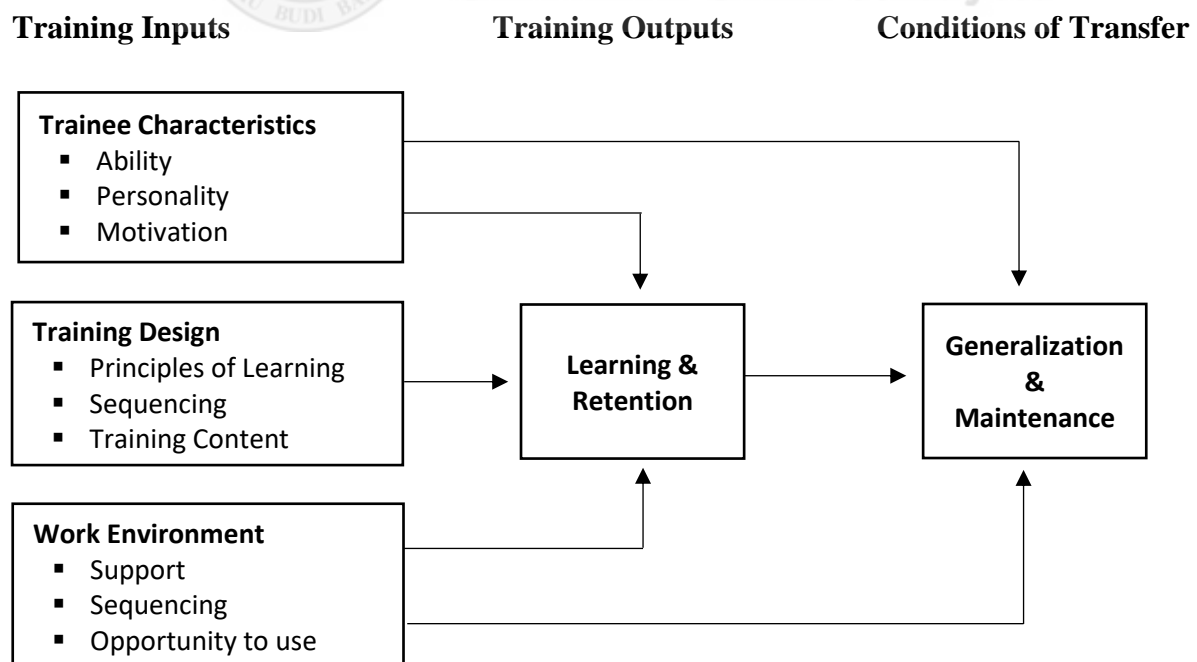
According to the model, training inputs involves participant characteristics, training design and work environment. These 3 training inputs hugely influence transfer of training to participant’s

work. Training outs refer to the attainment of skills and knowledge that occurs during the training process and the retention of the skills and knowledge after the training program is complete (Megyuan Zhang, 2015). In addition, “maintenance” refers to the participants; embracing the knowledge and skills for a certain duration after the training complete meanwhile “generalization” of newly learnt skills and knowledge refers that the participants would apply at different situations outside of the training program (Jin Guan, 2012).

The ultimate benefit of this model is explained on the impact of each factor in training and the potential for improving the impact of elements associated (John, 2014). These factors such as trainee characteristic, training design and work environment will determine the effectiveness of training by transferring or applying what participants have learnt to work. If the participants obtained the knowledge and skills and have successfully transferred or implement at work, the training will be considered as effective to the participants.

Figure 2.1

Model of Transfer of Training Process, Baldwin and Ford, 1988



Source: Model of Transfer of Training Process, Baldwin and Ford, 1988.

2.3.1 Trainee Characteristics

Burke and Hutchins (2007) argues that participant's characteristic influences training outcomes which involves motivation level, job utility and career utility and personality traits that largely influence participant's ability to learn in the training program. Usually, training motivation refers to the intensity and persistence of efforts put by participants to learn or apply either before, during or after training program (Burke & Hutchins, 2007). Ability to readiness to learn and perceived do influence how the trainee learns new skills and latest information (Lim *et al.* 2013). If the training program organized by organization is not relevant to the participants' interest or work, it would decrease the motivation level to obtain the knowledge and skills. It also influences the participants' perspective of training effectiveness. Besides that, Vimala (2011) stated that participants with a high degree of education level tend to be more motivated learners to learn in the training. Therefore, participant's characteristics is one of factors which influence the training effectiveness. Jin Guan (2015) argued that perceived job utility that refers to how participant thinks about the training is useful for the job that he or she is doing. This will facilitate objective associated with current job in order to perform better. This perceived usefulness also influences career utility such as getting promotion, or taking more responsibility on work. Ford *et al.* (1997) argued trainee characteristics such as personality traits are also the factors which impact an individual's motivation to learn and learning strategies used during training eventually influences training effectiveness. Besides that, certain personality constructs are consistently predictive on important job-related criteria (Burke & Hutchins, 2007). It is because personality traits are the key predictor for training motivation and transfer of training outcomes.

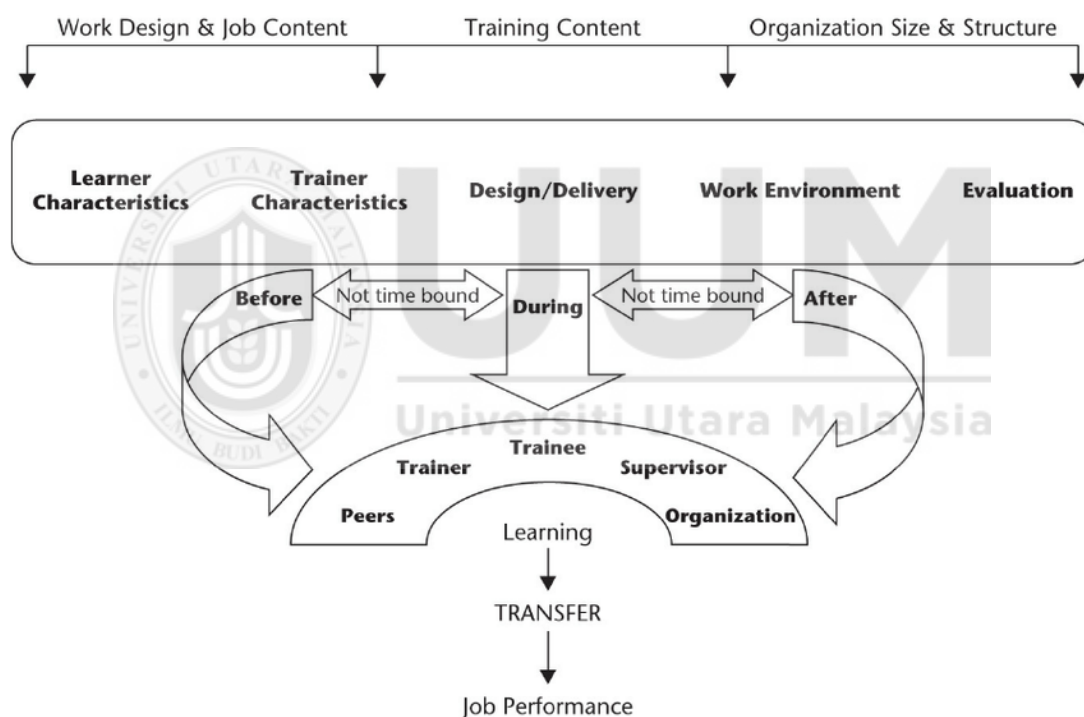
2.3.2 Training Design

Training design refers to how the training been carried that involves learning methods, relevance content and assessment being given to participants during the training session (Ghee *et al.*, 2013). Typically, factors influencing this training design in this model are content relevance, participant's choice of attendance, role of trainer, pre-training and post-training determinants and training materials (Jin Guan, 2015). Alvelos *et al.* (2015) reported that participants can learn better on the training content when it is meets specific needs or fills some gaps in the workplace. It is the primary reason participants attend the training that eventually influences participant's prespective of training effectiveness as well. According to Arghode and Wang (2016), trainers should design the training content and delivery strategically and carefully to facilitate the training to engage the participants during the training session. If the participants want to transfer what they have learnt at workplace, it is only can be done if they learn the taining content effectively and this could be engaged through active training session with trainers.

Trainer's characteristic is one of the element in the Baldwin and Ford's (1988) transfer model, which states the role of trainers and specifically their knowledge and skills related to training transfer that has been largely overlooked (Hutchins et al., 2010). It is very important to consider trainer's role during training design because competent trainers could help participants to transfer the knowledge and skills learned in the training. Whereas, Hutchins *et al.* (2010) argues that trainers own learning behaviour is driven by the accessibility of information, the quality of source and their own motivation. This could lead trainers to develop their own competency in order to learn method of training transfer which influences trainer's characteristics. According to Wenzel and Cordery (2014) explained that in the Burke & Hutchins (2008) model

of transfer, trainer characteristics is one of the major influence on training transfer in which the original three training inputs (trainee's characteristic, training design and work environment) suggested by Baldwin and Ford (1988). Based on figure 2.3, mentioned that before the training is conducted, it is important to identify the trainer characteristics according to targeted participants. It is because trainer's characteristic will influence the participant's perspective to transfer what they have learnt to workplace.

Figure 2.2
Burke and Hutchins model of transfer



Source: Burke & Hutchins (2008) model of transfer, 2010

Besides that, effective trainers must be able to transfer their knowledge clearly, use numerous instructional techniques, good interpersonal skills, and ability to encourage trainees to learn (Lim *et al*, 2013). This characteristic will influence participant's perspective towards trainers during learning session. As asserted by Latif (2012), trainer is a trusted person to convey the training objectives to trainees. Furthermore, the trainer should use humour with care to

accomplish the training session. It is important to use humour by trainer during training because it could help maintain participant's concentration on the training. This could also help to increase the level of engagement during the delivery of the training (Arghode & Wang, 2016). On the other hand, the trainer should be empathetic with participant's background such as level of participant's working experience, nature of work and their age which helps the trainer to come up with effective training methods to deliver the training. Besides that, trainers who uses simple languages to ensure participants who faces difficulty to understand, will able to perceive easily especially using both languages (Bahasa Malaysia and English). This is also one of the influence on participants' perspective towards training effectiveness.

2.3.5 Work Environment

Since the implement occurred at workplace, there is large involvement of support from superior and colleagues needed to participants to transfer the knowledge and skills learnt in the training to their work. Basically, transfer climate refers to the situations which facilitate the use of what participants have learnt in the training back on the job (Jin Guan, 2015). Work environment such as superior and colleagues support, work climate and opportunity to implement factors influencing participants to transfer what they have learnt in the training program. However, this factor will eventually influence the effectiveness of training as well. According to Ford et al, (1997) supervisors are advised to have discussion with participants before they attend the training whereby the discussion should include on training content, the importance of training to participant's job and supervisor's expectations. This is will prepare the participants once they return to workplace to improve their job performance by implementing what they have learnt in the training. Without superior and colleagues support, participants won't get opportunity to implement what they have learnt. Jin Guan (2015) stated that participants with

more supportive supervisors would have stronger beliefs that the training is useful. This could impact participant's perspective when perceived encouragement and support from their supervisors present.



CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter provides the research methodology which is used in this study. It was being with utilizing qualitative approach was chosen, present about the sample or participants which was selected for the study and the method used to gather data collection with the process of data analysis. End of this chapter, it will discuss the limitation associated with this study.

3.1 Purpose of research

To recap that the purpose of this study is to identify the following research questions:

- a. What are the employee's perspective of training effectiveness?
- b. What can be recommended to improve the training effectiveness?

3.2 Qualitative Research

For this study, a qualitative approach was chosen as the research methodology. Basically, qualitative research refers to a process to reveal a target participant's range of behaviour and the perceptions that drive with reference to specific issues (QRCA, 2017). Qualitative research involves a variety of different approaches (Siverman, 2013) to understand participant's views on same objective of research. According to Hancock et al. (2009), qualitative research tends to focus on how people can have diverse ways of looking at a reality. In this study, qualitative research was chosen to identify participant's different point of views on factors that probably

influence training effectiveness. The qualitative research involves use of qualitative data such as interviews, documents and participant observation data to understand and explain social phenomena (Myers, 1997).

3.3 Interview

Generally, interview is a verbal conversation process between two people with the objective of collecting related information for research purpose. According to Rossman & Rallis (2017), interview is one of the primary technique of qualitative research to gather information to interpret the depth of study. In interview method curiosity about what people say and a systematic effort to really hear and understand what people tell you is incurred (Sandy & Dumay, 2011) and it allows the depth of data received from people. Based on Kvale (2006), interview research allows participants freely to present their life experiences in their own words and open for a close personal interaction between the researchers and their subjects. Therefore, the process of interview method is more valuable compare to questionnaire method.

For this study, semi-structured interview was selected to carry out for gather data collection from selected participants. According to Hamza (2014), semi-structured interview allows in-depth to be achieved by providing the opportunity to probe and expand the interviewee's responses. In additional, although the language speaking by researcher and participants are same, but their words may have different according to their background of culture and this completely useful for data collection. In this qualitative research, small number of participants were involved in this interview session to purse rich and in-depth data for this study.

3.4 Selection and Sampling

Gentles et al. (2015) asserted that, sampling refers to the selection of specific data sources from where the data are collected to address the research objectives. For this study, 15 participants were selected from operational employees who are working in this chemical industry for purpose of data collection. Generally, operational employees refer to those employees who are working in operational area such as production, utilities, quality assurances, electricals and instruments, warehouse, logistics, store, quality control and maintenance. The reason why did the researcher chose operational employees as the sample of the study is because in this organization the headcounts of operational employees are higher compared to management employees who works at office. Secondly, majority training programs organized by this organization purely for operational employees. For example, a technician who works at electronic company has different skills and knowledge and if the technician starts work at chemical company, he or she has to learn new skills and knowledge according to the job scope. Therefore, these 15 selected operational employees have different working experience, skills, knowledge, gender and designation. Besides that, the researcher chose to interview participants aged between 25 to 50 years of age because to identify their level of experiences towards training effectiveness and different perspective from different group aged of participants. There are 10 male participants and 5 female participants with different range of age.

According to Martin (1996), appropriate sample size for a qualitative research adequately answers the research questions. This sample size would be appropriate to identify employee's perspective of training effectiveness by sharing their experience and view on training programs which they have attended. During the selection of 15 participants for this study, the respective

human resource personnel and department managers have provided the list of employees to researcher to select the participants for data collection.

Since it is difficult to arrange interview those employees in middle of working. Therefore, the management has provided relevant data about employees which help researcher to select the sample for the study such as employee's working schedule which help participant's convenience to participate in interview session during their working hours.

Table 3.1
Participant's Demographic

| Participant | Gender | Age | Marital | Designation | Employment Period |
|-------------|--------|-----|---------|----------------------------|-------------------|
| 1 | Male | 31 | Married | Utilities Engineer | 5 years |
| 2 | Female | 49 | Married | Quality Assurance Officer | 23 years |
| 3 | Male | 26 | Single | Electrical Engineer | 3 years |
| 4 | Male | 33 | Married | Maintenance Engineer | 5 years |
| 5 | Male | 42 | Married | Operation Executive | 20 years |
| 6 | Male | 32 | Single | Maintenance Officer | 10 years |
| 7 | Female | 39 | Married | Engineering Officer | 17 years |
| 8 | Female | 25 | Single | Plant Engineer | 2 years |
| 9 | Female | 36 | Married | Maintenance Supporter | 3 years |
| 10 | Male | 26 | Single | Warehouse Supervisor | 6 years |
| 11 | Male | 29 | Married | Store Technician | 3 years |
| 12 | Male | 49 | Married | Plant Supervisor | 12 years |
| 13 | Male | 42 | Married | Quality control technician | 12 years |
| 14 | Male | 57 | Married | Production Executive | 11 years |
| 15 | Female | 26 | Single | Logistic Technician | 3 years |

Source: Participant's demographic, Chemicals Industry Sdn. Bhd.

In addition, these participants come from different nature of occupation in the operational area and presented different perspective and opinion for this research study. The selection of participants was provided by management because this interview was conducted during working hours and to avoid any interruption in their productions. In term of designation as mentioned on above table, participants who are executive and non-executive are also included in this interview to present their different perspective towards training effectiveness.

3.5 Data Collection Procedure

The data collection effectively took a place in the month of September 2017. A smart phone was used to record the conversation with each participant and all interviews were fully transcribed verbatim. Most of the participants chose to have the interview session to be carried out at their workplace; in the existing meeting room. Recording what is learned takes persistence and effort, but as a researcher, undertaking this discipline is vital to analyse the data and others may decide whether they are convinced that the processes, evidence and conclusions are sound. Seven of the fifteen participants participated interview by using English language as the medium of interaction and the rest of the participants used Bahasa Malaysia to ensure their flexibility to speak freely during interview.

For this study, a semi-structured interview was conducted with a structured question form of an interview and the sequence of question was carried out based on the question form. Each interview with participants has been reserved in advance for an appointment to ensure they are available during interview and presented with same set of questions to all participants to get different perspective or information from different group of participants towards training effectiveness. For example, an open-ended question which was included in the questions form

is “what makes the training more effective?” These types of open ended questions usually will allow the participants to be able to express their views and thoughts that contribute to this research study. Most of the questions were open ended questions and only few questions of close ended questions which related to participant’s length of employment, age, education background and designation were used. Researcher outlined the basic questions prior to meet the participants. The main questions to be asked are as Table 3.2.

Table 3.2

Leading questions outlined of the interview

| NO | QUESTIONS |
|----|---|
| 1. | How you feel about the training provided in this company? Do you know why the company asked you to attend these training? If you know, please explain to me? |
| 2. | Do you think the training that you have attended helps in performing your job? If yes, in what way these training has helped? If no, why is that so? |
| 3. | Do you like to attend the training organized by this company? If yes, why is that so? If no, why is that so? |
| 4. | What kind of training you would prefer? Will that make you more motivated/committed in attending the training? |
| 5. | In your point of view, what are the characteristic should the trainers have? |
| 6. | How you feel about training been carry out? It is any activates been given during training session? If yes, what types of activities? If no, why is that so? |
| 7. | Do you practice anything that you have learnt from a training session? Which training is that? Please elaborate on what you have learnt and how you use it in doing your job. |
| 8. | Is there a time when you believe you have learnt something useful but you still did not use it in performing your job? Why? |
| 9. | In your point of view, what makes the training more effective? Kindly provide your suggestion for improvement? |

This interview process allowed the participants or interviewees on the ability to express their point of views and feeling towards training effectiveness with above questions which were

highlighted during the interview session with them. A pilot interview was carried to the commencement of the actual research. Thus, the researcher able to find the factors that significant influence on training effectiveness and to find out on any new factors compared to factors that have been discussed in past research.

3.6 Data Analysis

Once relevant data was collected, the next process is to analyse the data. According Rossman & Rallis (2017), data analysis is the process of bringing order, structure and meaning to the mass of collected data. Before data analysis, the data need to be coded to ensure easiness to interpret the data accordingly. Basically, coding is the formal representation of analytic thinking and entails thinking through what you take as evidence of a category or theme (Rossman & Rallis, 2017). By doing transcribing, the researcher was able to gain better understanding of this study from by rapidly listening to the conversation and reading the transcribed interviews. Coding the data only begun after all data was completely transcribed. After the data was analysed, the data has been sorted out according to themes which emerged through the coding process. This themes which emerged were assigned a specific code accordingly. The next stage involved interpreting any similarities and differences in the data.

3.7 Ethical Considerations

Ethics is one of the most important criteria when conducting qualitative study especially during data collection or interview session with the participants. According to Rossman & Rallis (2017), ethical dilemmas are not solvable but are reasoned through moral principles. Therefore, the researcher must ensure that participants are willing to participate for this study and they are

able to withdraw their views from any time if they refuse to share. Anjum Halai (2006) claims that participants are voluntary and they have right to withdraw from the study.

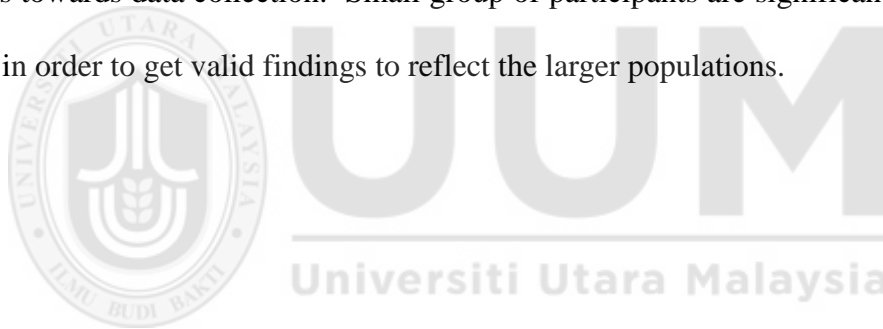
During the period of conducting this study, the researcher should clearly explain the purpose of this study and how their views been using to support this study. Once participants were understood, it would help to create comfortable environment between researcher and participant for interview session. Besides that, participants are also advised that there is no any compulsion to answer all the questions if they felt uncomfortable or uneasy with the question. Each participant's identity is not revealed to other parties. Thus, what they shared with researcher by participants will be confidential by hiding their names. Basically, researcher have get in advanced appointment from participants for interview session. Participants were given brief clarification for the interview session in order participants agree to cooperate for this study. This could help to gather in-depth information from participants because they were willingly express their perspective of training effectiveness once accepted for the interview.

Before conducting the study, researcher has built good relationship by having a good bonding through communication for a long duration to ensure participants avoid disclosing when sharing their views towards training effectiveness when they felt trust on researcher. Strength of qualitative research rely on informality of the communication as well as the iterative nature of the research process (Fritz, 2008).

3.8 Limitations of the study

While conducting this study, the researcher came across of several limitations. Firstly, time consuming when conducted interview with participants because small number of participants needed in-depth conversation with them that leads to conflict of interest. Some of the participants have different ideology with the researcher where it is lead to a lengthy conversation and probably out of the research scope. When the interview goes lengthy, participants tend to finish fast their interview in order to continue their duty at workplace.

Besides that, the researcher did not simply chose participants according to the flexibility of the researcher. The researcher always aware of the objective of the study and eliminated the research bias towards data collection. Small group of participants are significantly important to the study in order to get valid findings to reflect the larger populations.



CHAPTER FOUR

FINDINGS

4.0 Introduction

This chapter will present the findings from participant's interviews whom have participate in answering research questions which collected for this study. Before proceeding to the findings, a descriptive of background of the participants were developed to introduce the participants who shared their experiences towards this research. In the study, the interview data were gathered, transcribed, sorted by accordingly and summarized into a presentable format before they were coded and reported.

The fundamental objectives of this field study are as follows:

1. What are the employee's perspective of training effectiveness?
2. What can be recommended to improve the training effectiveness?

4.1 Background of the Participants

For this study, the samples comprising 15 participants were chosen from operational employees such as production, maintenance, electrical & instruments, warehouse, quality control, store, logistic, engineering, quality assurance and utilities department. These 15 participants who have attend training which organized by this organization. By based on the last training program which they have attended, the interview was carried out to identify participant's perspective of training effectiveness and eventually to improve the training effectiveness.

Table 4.1 illustrate participant's background which stated participant's designation, years of working experience and nature of work.

Table 4.1

Participant's background

| No. | Participants | Designation | Working Experience | Nature of Work |
|-----|--------------|---------------------------|--------------------|---|
| 1. | P1 | Utilities Engineer | 5 years | Responsible for boiler water and steams to supply adequately energy to production. |
| 2. | P2 | Quality Assurance Officer | 23 years | To ensure operation's documents were revised accordingly which will be used by operational employees in their daily routine works. |
| 3. | P3 | Electrical Engineer | 3 years | To ensure that the production don't have any interruption in term of insufficient of power supply to machines which affects the production. |
| 4. | P4 | Maintenance Engineer | 5 years | Responsible for breakage or leakage of plant, tanks and pipelines for productions. |
| 5. | P5 | Operation Executive | 20 years | To ensure that the shipment of products delivery in appropriate manner especially transfer into ships. |
| 6. | P6 | Maintenance Officer | 10 years | Repairing pump leakage & installation in the tanks when any damage occurs in the production. |
| 7. | P7 | Engineering Officer | 17 years | To draw production layout before installing machines, pipelines and tanks before production start-up |
| 8. | P8 | Plant Engineer | 2 years | Responsible for production flow; planning and ensure sufficient manpower to support the production. |
| 9. | P9 | Maintenance Supporter | 3 years | To support maintenance department in term of receiving job notification from production personnel to repair any breakages. |
| 10. | P10 | Warehouse Supervisor | 6 years | To ensure storage of products from production in proper manner and shipment to containers timely. |
| 11. | P11 | Store Technician | 3 years | To receive incoming stocks and delivery equipment's to production by using forklift. |

| | | | | |
|-----|-----|----------------------------|----------|--|
| 12. | P12 | Plant Supervisor | 12 years | To support the production in term of monitoring the flow of production; operating and coordinating the employees work accordingly. |
| 13. | P13 | Quality control technician | 12 years | Handling on product sampling to test the quality of product from time to time before the products are completely produced. |
| 14. | P14 | Production Executive | 11 years | Managing production by responsible to produce products accordingly with sufficient employees support the productions. |
| 15. | P15 | Logistic Technician | 3 years | Responsible for weighing road tanks and container before and after load the products according to appropriate weighing schedule. |

Source: Participant's background, Chemicals Industry Sdn. Bhd.

4.2 Factors influencing training effectiveness

Based on the research objective, the interview data in this study was reported. By conducting interview session with 15 selected participants, the researcher has identified several factors which directly or indirectly influences the training effectiveness. From the interviews, the study found the following themes as the contributed or influenced to the training effectiveness. Therefore, the themes were training motivation, trainer characteristics, training activities and environment support.

4.3 Training Motivation

4.3.1 Related to work

All participants felt that the training which they have attended is related to their job. Most of participants shared that the training given a significant reason or expectations which drive participants to attend the training.

...If any training is relevant to my job scope and designation, my superior will support me to attend the training. I'm felt good and it has motivated me when my superior came and discuss with me on related training he has been planned for me. I like technical skills training and by attending the training I will feel motived because the training is related to my work...

(Participant 1).

This participant shared that his superior has planned related training to him which motivated this participant to attend the training program because the training solely related to his/her work. Furthermore, this participant likes to attend technical because the training is related to his/her work which eventually will improve better performance.

...since my tasks on handle SAP system so I would like to have SAP system training. It will make me motivated because the training will help me to perform better...

(Participant 9).

This participant said that by attending SAP system training, it would make the participants more motivate to learn because the training is related his/her work.

...Yes! Because the training helps me to improve my skills to manage my warehouse employees and it's relate to my job scope and working environment...

(Participant 10).

Participant ten said that he felt motived to attend the training because the training itself related to his work requirement and he needed skills to manage his respective staff at workplace (warehouse). This leads the participants to attend the training.

...saya berasa gembira terhadap training yang hadir kerana ia mengajar tentang pengendalian bahan kimia kerana ia memotivasi saya kerana mengajar cara penggunaan bahan kimia yang betul. Sebab saya perlu tahu tentang bahan kimia untuk kerja harian saya...

(Participant 13).

Participant thirteen described that he attended the training because the training related to his work function. This training motivated the participant to learn about handling chemical substances which taught correct practices of chemical substances usage which he needs to use at his daily work.

4.3.2 Latest information

This participant felt that motivated to attend the training because to obtain latest information which help her to perform better and enhance her knowledge towards her job.

...sebab ia akan menambahbaik diri sendiri dengan maklumat-maklumat yang terkini. Saya berasa dihargai oleh superior kerana dia nak saya upgrade tahap pemahaman kerja dengan informasi yang baru. Bagi saya di bahagian Quality Assurance (QA), saya akan berasa lebih bermotivasi dengan maklumat yang baru yang berguna untuk kerja saya....

(Participant 2).

Participant two said that she likes to attend the training because to obtain the latest information which will helps the participant to upgrade better understanding of work. Since she in Quality Assurance department, she felt motivated when she perceived such information which useful to her work.

4.3.3 Opportunity to learn

All of the participants were interested to learn when the organization conduct training programs to employees. Some of participant shared that they are appreciated because the organization provided free training programs to improve their knowledge and skills.

...Of course, I always to give more priority to training when comes to company arrange the training. I would like to enhance more knowledge on technical because the company provide free training...

(Participant 4).

This participant shared that he always gives priority to attend the training when the company conducted training because the participant wants to take opportunity to learn or enhance technical knowledge which related to the job since the company provided free training program.

...saya sangat suka hadir training kerana bila company berikan training dimana satu perkidmatan yang percuma. Kalau saya pergi kat luar kena bayur. Saya berasa sangat gembira kerana saya berasa dihargai. Saya suka training yang lebih kepada technical seperti service pump, calibration instruments. Ia akan menambahkan pengetahuan dan memotivasikan saya...

(Participant 5).

Participant five spoke that he likes to attend training which arranged by the company because it is free service to employees. If he wants to go to public training which he needs to pay. He felt very happy because he is being appreciated when the company provided free training program. He prefers training which related to technical such as pump service and calibration instruments because it would increase knowledge and motivated him.

...kalau ada training, saya akan attend training dan saya tak akan lepaskan peluang training. Superior akan bagitahu training yang dia pilih untuk saya dan beritahu saya untuk bersedia untuk training. Saya rasa bermotivasi bila dia bagitahu tentang training...

(Participant 6).

Participant six said that he will attend training when the company organized and he doesn't missed the opportunity to attend the training. He felt motivated when his superior has informed him about the training and requested to prepare for the training.

...saya suka hadir training kerana dapat peluang untuk belajar walaupun sesetengah kilang tidak bagi. Biasanya boss saya akan rancang training dan saya juga ada minta untuk pergi training. Dia akan bincang tentang training dia nak hantar. Saya berasa dihargai...

(Participant 7).

The participant agreed that she likes to attend training because gets opportunity to learn meanwhile some other companies, don't provide such service to employees. Usually, her superior will plan and request her to go for the training. She said that the superior has discussed what training has planned for her. She felt appreciated when her superior has discussed. These are the factors which influence the participants to learn in the training when they are motivated.

...saya memang suka hadir training, kalau boleh kilang harus lakukan 3 bulan sekali, training tersebut bukan ia hanya membantu di tempat kerja tetapi di rumah juga sebab ia mengajar pengendalian kebakaran. Biasanya supervisor saya akan panggil saya dan beritahu training-training yang akan bagi manfaat kepada saya. Saya rasa gembira sebab dia percaya pada saya dan mengambil berat tentang saya dan saya dianggap penting kepada supervisor...

(Participant 12).

Interestingly, this participant said that he likes to attend training but requesting the company should conduct the training every 3 months once because the training not only helps to implement at workplace but also at home which the training taught on how to extinguisher fire. Normally, the superior will call him upon to tell the benefits of the training before attend

training. He felt happy because the superior had trust on him and he felt that he is being important to the superior. This is the factor which motivated the participant to take opportunity to learn.

4.4 Trainer Characteristic

4.4.1 Understand participant's background

The majority of participants highlighted a significant characteristic should a trainer obtained. These participants have a specify expectation towards trainer who taught them during training programs.

...Firstly, the trainer must understand the background of participants. For example, in steam engineer training where have 15 participants. For example, may be there is steam engineer grade II or some of engineer doesn't have experience, so he must identify level of knowledge to make sure all participants understand...

(Participant 1).

This participant shared that a trainer must able to understand the participant's background such as level of knowledge which obtained by participants in order help the trainer to deliver the training effectively. This will help all participants to understand easily once the trainer known which the method to be used to deliver the training.

...sebagai trainer, cara dia memberi keterangan dimana kita boleh faham. Bukan semua participants boleh faham dengan cepat. Oleh itu, dia mesti faham latar belakang participants...

(Participant 13).

This participant shared that as a trainer must understand participant background because not all participants are easily understand the training content. Therefore, this participant wants that the trainer must understand participant's background before conducting a training.

4.4.2 Good in delivery

All participants reported that they wanted the trainer use an appropriate method or effective approached to deliver the training programs to the participants.

...Berdasarkan apa yang ingin disampaikan oleh trainer saya dapat difahami. Sebagai seorang trainer, dia mesti pandai menyampaikan maklumat dan berkomunikasi dengan apa yang dia ingin sampaikan...

(Participant 2).

Based on what the trainer have delivered, the participant has understood in the training which the participant has attended. However, this participant shared that the trainer must expert in delivery the information and communicate what the trainer intends to delivery.

...with my last TQM trainer, where I felt satisfy with trainer where he really guides us in the many ways. So, first the trainer must know the right approaches and very friendly with participants. He need to be good in lecture where he can give more explanation in detail in each and everything statements...

(Participant 9).

Interestingly, this participant described that the trainer must know the appropriate method to deliver the training. Besides that, the trainer need to give good lecture during the training session because it would help participants to better understanding about the training.

...I have believed that the way the trainer conducted the training in professional and the understanding was there. For me, first the trainer should have a proper communication skill and friendly with participants in the training because it will create more interest to participate in the training...

(Participant 10).

Participant ten agreed that the trainer is compete trainer because of the way the trainer conducted the training. In this participant view, the trainer should have good in communication skills and be friendly with participants which could be a trainer characteristic.

...By my observed on the trainer who conducted the training, the trainer must communicate to participants in two languages (Bahasa Malaysia & English) because some of participants don't understand English...

(Participant 14).

This participant said that the trainer must use two languages such Bahasa Malaysia and English when the trainer delivery the training content because certain participants might not understand in English language. Therefore, this participant requested the trainer should use multi languages when deliver training content.

...Sebab cara penyampaian trainer tu terang dan jelas. Jadi, trainer tu kena banyak focus, proactive dan bersemangat pastikan semua soalan yang ditanya boleh dijawab. Trainer pastikan objective training dapat sampaikan...

(Participant 15).

Participants fifteen said that a trainer should have more focus in the training, proactive mindset and motivated person because the trainer must able to answer the questions which arise by participants. Therefore, the trainer must ensure the objective of training obtain by participants.

4.4.3 Friendly & humour

This participant has highlighted that the trainer should use some humour and be friendly with participants in order to create good rapport with between participants and the trainer because it could be helping to increase participation.

...cara trainer mengajar kena ada tarikan participants. Trainer kena beramah dengan participants dan kena buat lawak sedikit kerana baru participants tidak akan berasa bosan...

(Participant 7).

Participant seven said that the trainer should friendly with participants and able to use few humours in order the participant won't feel bored.

4.4.4 Competent Trainer

Majority participants highlighted that the trainer should be a competent and knowledgeable person to conduct the training program because it would lead participants to gain better understanding and able to enhance their knowledge.

...bagi training ISO 50001 yang saya hadir, trainer tersebut memang “lead auditor” dan competent person kerana dia mempunyai pengalaman yang mendalam. Sebagai, trainer mesti kena berpengalaman yang luas dan mahir dalam bidang yang dia nak ajar...

(Participant 3).

Participant three said that for ISO 50001 training, the trainer is a competent person because he is the lead auditor for this system and has wide experience. As a trainer, he should have wide experiences in the field he wants to teach.

...the trainer must a competent person because in term of the trainer presentation skills and the information given will be easier to understanding. Of course, a trainer must have enough knowledge to deliver and good presentation skills where it would be interaction to participants...

(Participant 4).

Participant four said that a compete trainer where he or she should be a knowledgeable person in the subject intend to conduct and effectively convey the information to participants which shows that the trainer is compete person.

...Biasanya ciri-ciri seorang trainer iaitu dia kena faham topic yang dia nak ajar and kemahiran dalam cara menyampaikan kepada participants...

(Participant 5).

This participant described that the trainer should understand well on the subject the trainer intends to give participants and expert in the way deliver the training content.

...Selalunya, trainer tu kena mempekenalkan diri sebelum mula training. Contohnya, dia akan memberitahu bahawa ada pengalaman dalam bidang ini selama 20 tahun...

(Participant 6).

Interestingly, this participant shared that the trainer must introduce his or her experience of in the subject which they are teaching because it will create good rapport to participant to know the trainer at the first place. For example, the trainer informed that he or she has 20 years' experience in this field at the beginning of the training program.

...Bagi forklift training yang saya hadir, trainer itu datang luar dimana dia lebih pengetahuan kerana dia menunjukkan banyak contoh gambar dan video. Bagi saya, seseorang trainer tak boleh ada ego dalam kongsi ilmu dan sebelum training dia kena introduce latar belakang diri...

(Participant 11).

This participant said that he agreed that the trainer who taught the training is competent person because his trainer is an external trainer who has wide experience and shared a lot of samples pictures and videos of forklift training to participant in order to get better understand. For this participant point of view, a trainer should not have ego to share the knowledge and must introduce the trainer background to participants.

...Biasanya, trainer selalunya competent person kerana dia pernah hadir training-training sedemikian dan dapatkan sijil-sijil berkenana sebelum menjadi trainer. Pertama, dia kena ada pengalaman tentang apa yang dia ajar. Kedua, cara mengajar dengan betul dan bersemangat kerana dia perlu sabar mengajar orang yang kurang faham...

(Participant 12).

This participant said that usually trainer is competent person because he had attend many training and gets certification before becoming a competent trainer. Firstly, the trainer must have experience on what he is lecturing. Secondly, the trainer also must know about the method

of deliver and motivated person because he or she needs to be patient to teach those participants who not easily understand.

4.5 Training activities

4.5.1 Practical/On-site activities

Major of participants have acknowledged that training activity such practices or on-site practical been given to them. These training activities became as a platform to participants to practice the exercises which is applicable to their working environment.

...Latihan yang diberikan adalah banyak seperti active session dan two-way communication seperti aktiviti perbincangan antara yang kumpulan. Contohnya, pengiraan kegunaan tenaga dimana ia lebih menarik perhatian dan saya berpeluang berasai apa yang saya telah belajar semasa training kerana saya akan gunakan pengiraan tenaga kat tempat kerja...

(Participant 3).

Participant three described that a lot of training activities been carry out such as active session and two-way communication. For example, discussion between groups. The training activities which is give impact to participant's work such as activity to calculate the energy consumption which it was involved this participant attention and provided some suggestion on correct usage of energy. This participant has opportunity to feel by implemented the activity before return to the workplace.

...Before any training start, they will give an agenda where we can know when is break time, and how the sequence of training. Training activities have given impact to my work performance. For example, we have bearing problem at my workplace, we call trainer to give training for the bearing problem and after that the trainer request to bring us to the place where the bearing problem occurred to do onsite practical for teach us on how to do alignment and balancing with special tools. That's give me impact to my work performance...

(Participant 4).

Interestingly, this participant said that the trainer brings participants to on-site or called at workplace to do demonstration on how to solve the problems. By doing on-site activity, the participant able to learn the skills which taught by trainer to handle the problem on related issue at workplace.

...Latihan yang diberikan dalam training yang baru saya hadir dimana trainer bawa kami ke kawasan lapang dalam kilang untuk mengajar cara membawa motor yang betul. Selain itu, latihan stimulate untuk berlatih dalam computer juga diberi. Saya memang dapat participate dalam training ini. Bagi latihan seperti motorcycle stimulate dalam training ini mengajar saya tentang bahaya yang akan dihadapi...

(Participant 5).

This training shared about motorcycle riding training which he has attended. In term of the training activity, the trainer brings the participants to an empty scape place in the company to teach the correct method to ride a motorcycle. Besides that, a stimulate motorcycle exercise also given to teach participant to ride motorcycle by using computer. By practice in the stimulate activity, this participant learns how to overcome the incidents which might lead to accident.

...Mostly the training been carry out in theories way because the training talk about clauses in the ISO system with good examples. The trainer gives activities such as mock audit where we create a scenario and we divided into groups to solution the scenario. As I mentioned that the mock audit where I did on the class room helps me when I conduct actual internal audit. Because it helps me how to handle actual case when internal audit...

(Participant 8).

This participant shared that she has given mock audit or called on-site practices to do train on audit. This training activity help the participants to conduct actual audit when she going for inspection at workplace.

...Latihan yang diberi seperti suruh saya bawa forklift physically. Contohnya, semasa bawa forklift kita kena tahu muatan forklift. Sebelum training ini, saya tidak tahu berapa muat yang boleh bawa dengan forklift dan selepas training, saya mula lebih berhati-hati...

(Participant 11).

Interestingly, this participant said that the trainer gives activity such as requested to drive forklift physically. Before the training, the participant doesn't know what are actual weight the forklift should be loaded but after attended the training, the participant aware the right weight which the forklift able to carry.

4.5.2 Group discussion/presentation

Some of participants have acknowledged that group activity helps the participants to share their ideas, improve the communication skills and learnt team spirit which eventually contribute to their work.

...Dari segi latihan berkumpulan diberikan. Contohnya, training ERT dimana trainer menjelaskan tentang cara pemadam api dan kita buat partical kat luar bilik training, bagaimana memadam api dan peralatan yang digunakan secara berkumpulan. Ia memang membantu saya semasa saya padam api semasa kejadian yang betul...

(Participant 6).

Participant six described that in term of training activity such group discussion was given. This training activity gave an impact to his's work whereby the trainer taught how to extinguish fire and which equipment to be used.

...Based on TQM training, the trainer creates a game such as holding “pingo ball” with a piece of tube by giving these games leads we had effective communication skills and relationship with participants. Besides that, another game more to engineering type activities where we need to build up a building by using papers. These activates taught us as a team work on how to win the task. Previously, I’m just doing my own tasks by individual at my workplace. After I attended this TQM training, I get learnt team work with other departments whereby I applied on my working tasks especially such as activities like how to identify problems and what solution can be taken by team...

(Participant 9).

Interestingly, this participant has learnt team work by involved in group activity which provided in the training program. The participant has learnt about team work especially to identify any problems and find out the best solution during brainstorming session. This eventually help the participant used the skills at workplace.

...Quite well organize the training. As far I been through the training, presentation activity such as giving your point of views on case study in the training. By did presentation activity at the training, it helps me to improve my communication skills when communicate with my employees. Besides that, this activity which not make me sleepy...

Universiti Utara Malaysia (Participant 10).

This participant has improved communication skills which learnt from presentation activity in the training. By attended such activity, the participant able to use the skills when communicate with superior. Besides that, this activity also makes the participant active in the training program.

...Training yang dijalankan hanya 1 hari sahaja. Aktivitinya, kita telah dipecahkan kepada kumpulan. Setiap kumpla harus buat apa yang ditunjukkan oleh trainer. Mula-mulanya, diajar macam mana buka & pasang hose tempat air bomba, cara memegang hose dengan betul kerana tekanan air. Dalam training ini, setiap orang kena dalam kumpulan kena ambil bahagian, kerana setiap orang dalam pasukan tu perlu buat peranan mereka. Kalau tidak, tak dapat padam api. Dalam 12 tahun ini, saya pernah memadam api dengan betul dalam kebakaran sebanyak 3 kali. Saya pernah guna balik apa yang belajar...

(Participant 12).

This participant shared that the training has been conducted for one day only where the participant wants the training should carry out for two days. First the trainer divided into several groups and each member in the group must do exactly the trainer instruction. This activity taught me on how to open and fix the hose at *bomba water* location and the correct method to hold hose water hose because the water pressure is very strong. In his 12 years working experience, the participant managed to extinguisher fire about three times in the company.

...For internal training, I felt satisfactory with the training event condition. Sometimes, training period is too short but the training materials have a lot of useful but they compress everything in one day. Especially, the supervisory training which I have attended, provided some IQ games, discussion and project to group. For example, how to handle the situation by supervisory skills when my employees not satisfy...

(Participant 14).

This participant also shared that he has learnt on how to use the right skills which learnt in the supervisory skills training to handle his problematic employees.

4.5.3 Playing videos

One of participants has agreed that the training activity such as playing videos helps the participant to improve his work.

Bagi saya bagus. Latihan yang diberikan semasa training seperti menunjukkan vidoes seperti bahan kimia terkena pada mata, bagaimana orang dalam video tu handle bahan kimia sebab dalam bilik training dimana bahan kimia tidak boleh digunakan sebagai activity. Ia membantu saya dalam labelling bahan kimia melalui classification of jenis bahan kimia selepas attend the training banyak membantu saya di tempat kerja.

(Participant 13).

Participant thirteen said that trainer gave activities such as playing videos about chemical substances spill to eyes and how the person in the video handling towards the chemical substance because in the training room, the trainer doesn't allow to use chemical substance as activities. The participant said that the training help in classification of type of chemical substances by doing labelling in the training help him to implement at workplace.

4.6 Work environment

4.6.1 Waiting for an opportunity

These two participants have agreed that some knowledge and skills which learnt have to wait for right or suitable time to implement.

...I'm practicing. In normal routine work. For example, during shutdown plant, clean boilers and inspection boiler. Yes, may be! May be the time not come yet to apply some of knowledge I learnt. For example, incidents in boiler explode, must stop the valve but until the boiler running smoothly so the knowledge I have learnt on how to handler if boiler explode where I couldn't to use because all boilers are running smoothly. Only certain knowledge we have learnt unable to use because it is depending on condition...

(Participant 1).

Interestingly, this participant highlighted that some skills which he has learnt, need to wait for appropriate time to test or implement. For example, the skills to handling during boiler explode only can be done during that particular period which is currently his workplace or the environment doesn't face such incidents.

...I need waiting to the right time to implement what I have learnt by doing a project at my workplace. However, at the moment I can't do it because it not right time because don't have the resources to use it...

(Participant 10).

This participant has similar situation with above participant where he has to wait for right time to implement the skills and knowledge which learned in the training program.

4.6.2 Lack of resources

This participant shared that it is difficult to implement the knowledge and skills which learnt due to lack of resources available at workplace.

Saya ada gunakan dalam kerja harian. Contohnya, tentang penggunaan energy dalam air-condition dan lampu. Ada sesetengah perkara saya belajar masih tidak dapat digunakan sebab lack of resource seperti installation of flow meter to measure compressor air tidak ada kerana taka ada duit untuk beli flow meter tersebut. Jadi, implementation terpaksa dihentikan.

(Participant 3).

Interestingly, this participant said that he has using whatever he learnt in the training such as measurement on usage of air-condition and lights at workplace. However, certain of he learnt wouldn't implement because of lack of resource. For example, don't have flow meter to measure compressor air because don't have money to buy the equipment. So, the implementation has to end.

4.6.3 Immediately use after training

All participants agreed that they have implemented after return to workplace. With supervisor's support, these participants shared how they have implemented the knowledge and skills which learnt in the training.

...Yes. I have practiced. For example, after the trainer gave on-site practices at workplace regarding on bearing problem. After the training, I'm able to solve the bearing issue at my workplace...

(Participant 4).

This participant described that the on-site practices during the training session, helps the participant to use the knowledge and skills on solve the problems at his/her workplace.

...Ya! Seperti saya beritahu bahawa latihan motosikal ini membantu secara tidak langsung. Contohnya, ia membantu dari segi cara saya membawa motosikal ke tempat kerja dengan selamat dan saya dapat memeriksa motosikal dari masa ke masa...

(Participant 5).

Interestingly, this participant said that although the training is not directly use in workplace but it helps in term of riding motorcycle safely to company.

...Yes, as my mock activates which I done in the training, I always practice during conducting internal audit whereby how to inspect during internal audit and collect the findings which I learnt in training...

(Participant 8).

This participant agreed that the mock audit or called trial audit helps to conduct the actual audit by using the method which learnt during the training session.

...Ada. contohnya, cara memandu forklift semasa mengangkat barang yang sampai kat di tempat kerja dengan tahu muatan barang yang sepatutnya kena angkat semasa guna forklift...

(Participant 11).

Participant eleven acknowledged that the participant has used the newly learnt skills and knowledge on how to handle forklift at workplace. For example, method to drive forklift while lift products at workplace in proper weight. This shown that the participant immediately implements the skills and knowledge when performing the work.

...saya masih menggunakan apa yang saya belajar dalam trainig dari segi labelling pada bahan kimia yang saya simpan dan pakai...

(Participant 13).

This participant agreed that he has using what have learnt in the training in term of labelling chemical substances and the method use to the chemical at work.

...Yes, I have practiced. Especially, pump training. If pump gets leaking, what are actions should take. Usually some of we learnt from the training, we can implement but not all because I only implement which is related to my work environment only applicable to implement...

(Participant 14).

Interestingly, this participant agreed that he has learnt the knowledge to identify if any leaking happened at his workplace and he informed that whereby implemented the knowledge and skills which is related to his work environment. This is clearly shown that the work climate support the participant to implement.

...Ada, contohnya, Microsoft Powerpoint training dimana saya guna semasa buat management meeting slides untuk boss saya...

(Participant 15).

The last participant agreed that used what have learnt in training such as using *Microsoft PowerPoint* application which learnt in the training for preparing management meeting slides for your superior.

4.7 Improvement on Training

Based on research question, the researcher also wants to recommendation from 15 selected participant's suggestions to improve the training programs which provided by the company. All participants revealed that there is a significant improvement need to improve to ensure the training is more effective.

4.7.1 Informal training

One of the participants has suggested that the training should conduct in informal way because it would help the engagement or good relationship between trainer and participants.

...Training should conduct in informal way such as trainer should mingle with participants among during, moving around the classroom to engage with participates and not stand at whiteboard to keep on writing on whiteboard. Besides that, we can have tea with trainer during lecturing and eat together during lunch hours. For me, too formal style which like keep writing on whiteboard will leads to boring. These will make training more effective...

(Participant 1).

This participant recommended that the training program should conduct in informal way where the trainer should move around participants because it will act as ice-breaking session to participants in order they felt free to sharing their views once close with trainers.

4.7.2 Practice the training activities

Majority of participants have agreed that the training activity which given during the training session impacted participants to implement the newly learnt knowledge and skills to their work.

...Bagi saya, latihan yang diberikan semasa training dimana kita boleh cuba semasa training sebab kalau ia berjaya, training tersebut menunjukkan berkesan. Latihan dalam training tersebut mesti memastikan participants boleh buat semasa training, baru saya akan berasa ia efektif...

(Participant 2).

This participant suggested that training activity which is given to participants, must allow them to practice during training session because if they successfully practice during training, it will show that the training is effective. It would be high possibilities where the participants will implement the knowledge and skills at workplace.

...Bagi latihan, mesti dilaksanakan semasa training bukannya selepas training kat tempat kerja kerana saya ingin dapat merasai sebelum balik ke tempat kerja...

(Participant 3).

Participant three also mentioned similar suggestion as participant above where the participant wants that the training activates should give provided during training in order we can implement and feel it before return to workplace.

...As far as I know, extra resource such as presentation in videos or the trainer should play more videos related to the training rather than providing training materials. It will help more understanding by watching videos because some of participants unable to read training materials...

(Participant 10).

Interestingly, this participant has recommended that the trainer should provide or play more videos which related to the training topic instead of provide training material. It is because some of participants couldn't able to read due to low education background. Apart of that, playing videos will help more by visually.

...cara mengajar yang betul kerana kebanyakan orang datang berumur 20 hingga 50 tahun sebab training bukan berunsur bertulisan, perlu lebih kepada video dan lebih aktiviti. Kalau hanya duduk dalam bilik training, tidak ada efektif kerana perlu ada banyak penglibatan semasa practical...

(Participant 12).

Participant twelve said that the method of lecturing must be correct because most of participant is age between 20 years to 50 years. Because the training shouldn't be written based and more on showing videos and also more training activates. If the participants were sitting on training room, it would be effective because need more involvement during practice.

...Pastikan training lebih kepada mainkan lebih video and games kerana saya tidak akan berasa bosan...

(Participant 13).

This participant encourages to have more videos and games should play in the training session because it would create more interesting among participants to pay attention instead of feeling bored.

...Training activity atau practical diluar kelas perlu diberikan kerana participants akan tidur kalau buat dalam kelas. Selain itu, saya rasa lebih banyak participants, lebih bagus kerana mungkin tidak dapat pergi ke training yang sama lagi...

(Participant 15).

Participant fifteen said that training activities should conduct at outside of training room because it will help to avoid participants into sleep if the training activities been conducted in the classroom. Besides that, the more participants attend the training, the more the training is good because the trainees will not get another chance to attend the training once again.

4.7.3 Competent Trainer

Two of the participants suggested that the trainer should competent person and well knowledgeable person on the training conducted.

...First of the trainer must be knowledgeable person and have very good communication skills. He must know how to convey to participants and make the training session more effectively. One more important is the trainer must understand the participants level because not all participants. For example, not all participants have engineering background to understand so trainer should play big role here...

(Participant 4).

Participant four recommended that the trainer should have good skills to convey the knowledge and skills which intend to transfer to participants. Besides that, the trainer also should understand participant's background before conduct the training because it would help trainer to determine the training strategy.

...First thing is trainer must be very good in lecture and the way his or her using communication need to clear in order all participants can understand. Next, we need two days training session where we really involve in the training to cover all topics...

(Participant 9).

Participant nine suggested that the trainer should use right communication in order all participants able to understand such Bahasa Malaysia & English. It is because all not participants have same level of understanding.

4.7.4 Valid training material

One of participants spoke about training material such booklet given to participants during training program. This participant suggested that the trainer should provide updated training material.

...The training materials where prepared by the trainer must updated or valid where helps us to followed what have written. The material helps us to share with our colleagues and become references...

(Participant 8).

Participant eight suggested that the trainer should prepare valid and updated training material to participants because the material might help them as references at workplace and able to share to other employees who not attend the training.

4.7.5 Training Location

This participant has recommended that the training should conduct at external training premises because when the organization held the training program within the premises will affected participation concentration on the training.

...Training kena buat diluar kilang seperti buat training kat hotel ke. Kalau training diadakan diluar kawasan kilang, kita akan pergi dengan pakai yang berkemas. Bila buat training kat dalam kilang terpaksa duduk dengan pakai tak kemas sebab kerja di tempat kerja. Ia memang tak best la...

(Participant 6).

Interestingly, participant six suggested that training should conduct at outside of company premise such as at hotel. If the training is held outside of company premise, the dress code or wearing neatly to training program. However, when the training conducting in the company premise where they have to attend the training will dirty clothes because their dress will be dirty since they are coming from workplace to training.

4.7.6 Training period

Two participants have highlighted that the training period should not compress into one day. It would affect the training content and participant's perceptive.

...Training tidak seharusnya singkatkan dalam satu hari kerana banyak topic perlu penerangan yang dalam dan latihan untuk saya cuba semasa training...

(Participant 7).

Participant seven said that the training shouldn't compress into one day because there are a lot of topics need more explanation and the training activities to be practice during the training. By conducting one day training program, it will effected the training objective and the trainer might not give deeper knowledge or skills due to time constraints.

...If the training requires two days training program, make sure it is conduct for two days instead of compress into one-day training programs...

(Participant 14).

This participant said that if the training designed for two days training programs, make sure the training conducted accordingly.

4.7.7 Full attendance

This participant suggested that full participation in the training program will influencing training effectiveness.

...For me, full attendance on training must be there because it would affect the training flow because if less participants, we will have less people to share their experiences. If one participant not attend may be that place could be occupied by other people who really want to attend. Besides that, when divide into group, will be small number of group only since less participant attending the training...

(Participant 11).

Interestingly, this participant recommended that full attendance for a training program will influence the training effectiveness by sharing each other experience and views during the training. If there are less participants in the training, it is not only affect the training objective, but training activity as well which not enough participants to perceive the new knowledge and skills.

CHAPTER 5

DISCUSSION, RECOMMENDATION AND CONCLUSION

5.0 Introduction

In this final chapter, the major findings of study will be discussed to summarize the findings which stated in Chapter 4. The aim of this study is to get better understanding on the factors that influences the training effectiveness among operational employees who are working at Chemicals Industry Sdn. Bhd. The findings of the study were discussed based on the research questions and the literature reviews. This chapter also discusses on how to improve the training programs to be more effective based on the recommendation given by participants during the conducted interview session. Suggestions for future research were presented. Finally, the chapter ends with conclusion of the study.

5.1 Overview of the study

This study focused on factors influencing the training effectiveness among operational employees who works at Chemicals Industry Sdn. Bhd from the employee's perspective. The other objective was to identify recommendations or suggestions to improve the training program to be more effective which were highlighted by the involved participants. A total of 15 participants who are working under operational were involved in this study. The transcripts of the interviews were then described according to the research objectives.

5.2 Discussion of the findings

By conducting this study, the researcher expresses employee's perspective of training effectiveness towards the training programs provided by the organizations. The central research questions of this study are "What are the employee's perspective of training effectiveness?" and "What can be recommended to improve the training effectiveness?" According to Baldwin and Ford (1988) model, there are three inputs which influences the participants to transfer what they have learnt to workplace. These factors eventually influence the training effectiveness.

5.2.1 Training Motivation

In Baldwin and Ford (1988) model, has highlighted that training motivation is one of the factor that influence the participants to transfer what they have learnt in their work. The study found that below factors were supported the model.

Work related

Most of the participants shared that the training which they have attended is related to their work and eventually motivated participant to obtain new skills and knowledge in the training program. It also helps the participant to perform better in their work. This study supported by Punia and Kant (2013) that employees seem more motivated when they attend training programs which are related to their job attitude. If the training program doesn't relate to their work, it is difficult to measure the training effectiveness because the participants might not implement what they have learnt to their work.

Opportunity to learn

Throughout the finding, majority participants were motivated to learn when the organization conducted training programs to employees. The study found that, participants felt appreciated because they want to learn the knowledge and skills which are required to their work.

Since the organization provides free training programs, these participants probably want to be expert in their current work to improve their skills and knowledge. According to Latif (2012), job with high opportunity and potential to develop their career will lead to greater level of motivation to employees to attend the training which conducted by the organization.

Latest Information

Interestingly, there is new finding in this study which is not mentioned in the Baldwin and Ford (1988) model whereby some of the participants who attended the training program want to obtain the latest information which helps them to enhance their knowledge that contributes to better performance in their work. It is important to obtain the latest information because the work requirements might get changed accordingly to customers' requirements in the future. Therefore, this latest information does prepare participants to face the future challenges. For example, those employees who handling chemical substances must know the latest information about how to classify the chemical substances according to the standardise labelling. Besides that, the latest information which was given in term of training material to the participants will become as a references or guidelines and it could be helping to share to their working colleagues who did not attend the training.

5.2.2 Trainer Characteristic

The study also found that participants have high expectation on the trainer who taught and trains them during the training programs. Usually, trainer is a middle person between the organization and participants to transfer the organization desire objectives through the training to their employees. As asserted by Latif (2012), trainer is a trusted person to convey the training objectives to participants.

Competent Trainer

Majority participants have highlighted that the trainer should be a competent person and should obtain and possess wide knowledge and experience in the subject which the trainer conduct the training program because it would lead the participants to gain better understanding and able to enhance new knowledge and skills. According to Harris *et al.* (2014), a competent trainer plays a vital role in helping participants who have high independence oriented to achieve their goal of volitionally determining desired outcomes and increasing their satisfaction. This finding supported by the Baldwin and Ford (1988) model whereby the training design factor used the needs analysis to ensure an appropriate trainer must conduct the training. If the trainer is a fresh person or doesn't have wide knowledge on the subject that he or she conducts the training, it will affect the participation from participants and they might probably wouldn't transfer any new skills or knowledge to work.

Friendly & humour

Participant also highlighted that the trainer should be friendly and use some humours to the participants in order to create good rapport during the training program. It is because it could help to increase participation. When the trainer being friendly with participants, it gives an

opportunity to participants to share their problems regarding their work to the trainer in order to get some guidelines or advice to solve.

Using Multi language

Interestingly, there is a new finding in the study which is not highlighted in the Baldwin and Ford (1988) model that the trainer should be able to converse in multi-language while conducting the training program. All participants have reported that they wanted the trainer to use an appropriate communication channel such as using Bahasa Malaysia and English languages to deliver the training programs. In our Malaysian context, it is better to use multi languages when conducting a training program because it would help multi race employees to easily understand the training content.

Understand participant's background

Another new finding is that the trainer should understand participant's background which is not mentioned in Baldwin and Ford (1988) model. Most participants were highlighted a significant characteristic should a trainer obtained. The trainer should be empathetic with participant's background such as level of participant's working experience, nature of work and their age which helps the trainer to come up with effective training methods to deliver the training (Arghode & Wang, 2016). When the trainer able to analyse participant's background, it would help the trainer's delivery method in order for an appropriate method can be used to transfer the skills and knowledge to participants. Besides that, the trainer can identify appropriate learning techniques which will be suitable to the group of participants.

5.2.3 Training activity

Each training program has own training activity to be conducted during the training program. In this study, participants want the training activities which allows them to implement or practice during the training program. By involving in training activity such as practical or on-site activities, group discussion or examination will help to measure the level of understanding. This factor has supported the Baldwin and Ford (1988) model whereby the training design should provide adequate practice to enhance long term maintenance and application of skills (Burke & Hutchins, 2007).

Practical/On-site activities

Majority of the participants have acknowledged that training activity such as practices or on-site practical been given to them that allow them to practice the activity before participants use at their workplace. This training activity is a platform for participants to practice the exercises that were applicable to their workplace.

Group discussion/presentation

Some of the participants have highlighted that group activity provided in the training program helps the participants to enhance ability to share their thoughts and gather ideas especially in problem solving task. This type of training activity also helps to strengthen their communication skills and learn about team spirit that eventually influences their team work at the workplace.

Playing videos

Another interesting factor found in the study is playing related videos during training program. Certain participants who has problem in reading training material, this activity will help them to understand by visually watching the related videos. It is also good as training strategic to ensure the participants being active in the training. Besides that, playing videos also ensures the participants are aware on training and not being bored or feeling sleepy throughout the training.

5.2.4 Work Environment

The training is only effective when the organization managed to measure the extent of participants been using the skills and knowledge which learned to their work is high. Therefore, the working environment is essential factor for the training effectiveness. In Baldwin and Ford (1988), training is only effective when the organization managed to measure the extent of participants been using the skills and knowledge which learned to their work. Therefore, the working environment is essential factor for the training effectiveness. According to Bruke and Hutchins (2007) argued that environment factors such as supervisors support and opportunity to perform as critical components to supporting participants skills maintenance.

Lack of resources

The study also found that there are participants who couldn't implement what they have learnt at their workplace due to the insufficient of resources. Certain new implementation will require some resources such as an appropriate equipment's or machines to be used for transferring the learnt skills and knowledge. The finding support with Puni and Kant, (2013) argued that

unfavourable environment such as poor managerial support will affect the training effectiveness. Since the resources might be involve some cost to be invest, the organization probably will not support participants to transfer the newly learnt skills and knowledge.

Immediately use after the training

The study also found that high positive transfer highlighted by participants whereby they have agreed that they have used the skills and knowledge after return to workplace. With supervisor's support, these participants have shared how they have implemented the learnt knowledge and skills from the attended training. According to Burke and Hutchins (2007), supervisor who has supportive behaviour such as discussing on the new learnt skills, participating in training, providing encouragement and coaching to participants to use new learned skills and knowledge will lead to positive transfer.

5.3 Suggestions to the training effectiveness

Based on the conducted study found that, there are several suggestions that may improve the training program to be more effective which can contribute to training effectiveness.

Informal training style

The training program can be held in informal style because too formal probably will not be suitable especially to those employees who works under production. Since the study focuses on participants who from the operational team involving production, it is better for the training being conducted in an informal way. For example, the setting of training in term of the group

style allows the trainer no longer to use whiteboard to train the participants and can enable more interaction to take place and will create the environment of everyone to involve actively. It is good to have informal style of training because it will help to create good rapport or relationship with participants and the trainer. By having informal training style, participants might feel convenient to share their views and ideas to the trainer.

Valid and relevant training materials

The trainer should provide relevant training materials such as booklets or handbooks to participants during training program. By giving relevant training materials, it would help participants to have a guidelines and references to enhance their knowledge with the latest information. With valid training materials, participants could use the latest information to share to their working colleagues who didn't attend the training program.

Location of training program

The training location also plays a vital role to improve the training to be more effective. Based on the study found that some participants have highlighted that they felt interrupted when the location of training takes place within the organization premises. It is because participants might be called back to workplace if there is any issue or shortage of manpower to support the production. This may directly or indirectly influence the training effectiveness. Therefore, it is better to have the location of training program at outside of the organization premises like external training centre or organizing it at hotel. Besides that, it could help participants to fully focus on training program without any interruption and to remain motivated as they may feel the conducive environment for the training is good to remain attentive and focused.

Training duration

The training duration also will improve the training effectiveness because to transfer a certain knowledge and skills will require an appropriate time to participants to obtain it. In the study, participants have highlighted that one-day training programs are difficult for them to learn. It is good not compress into one-day training program. If the training program was designed to be two days training program, the organization should remain it as well. It is of high chance that the trainer might not cover all the topics in the training due to time constraint. Besides that, some participants might need more explanation and practices in the training in order to learn the new skills and knowledge.

Full attendance

Targeted number of participants should attend the training program in order to get full participation. This eventually will influence the training effectiveness. It is because, poor attendance for the training will impact the training objective. For example, insufficient of participant to do group activity or practice outdoor activates may affect the objective of the group oriented training. Besides that, the participants might not share much of their views since small number of participants present. Therefore, it is good to have full attendance because it is not only help to exchange their ideas of each other but it would show the interest of participants to attend the training program as well.

5.4 Recommendation for Future Research

Based on the research results and discussion, this study has provided several recommendations for future research as follow:

- a. The sample of the study could be more to researcher requisition. For example, the selection of sample could be based on the selection by the researcher instead of the organization providing the sample to conduct the interview which partially affect the study.
- b. Expanding the sample to employees who works under management or office section because this study mainly focuses on operational employees who is working at production. For example, how the training been effective to those office employees who working at finance, marketing, sales and administration department.
- c. Future study could focus much on training program which provided by organization to foreign workers who works at same workplace. For example, the type of training program given to them and how this training program helps to improve their self and contribute to the organization.

5.5 Conclusion

This research has contributed based on the understanding of employee's perspective of training effectiveness at Chemicals Industry Sdn. Bhd. By conducting this study, the researcher has identified some new factors which influences the training effectiveness. The overall of the findings were shown that there are other factors which were not mentioned in Baldwin and Ford (1988) model such as to obtain the latest information, using multi languages and understanding participant's background that could influence the training effectiveness as well. These findings could improve the current training programs to be more effective by including the suggestions as obtained from the interview session in order to meet besides to understand employee's perspective towards training effectiveness.

The objective of the study has been achieved and the findings had shown that the training motivation, training design and working environment are some of the factors influencing the training effectiveness. I believe that the findings and suggestions of this study would contribute towards the training effectiveness of this organization in future.



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APPENDIX 1



UNIVERSITI UTARA MALAYSIA
OTHMAN YEOP ABDULLAH
GRADUATE SCHOOL OF BUSINESS

FACTORS AFFECTING TRAINING EFFECTIVENESS AMONG EMPLOYEES: A QUALITATIVE STUDY IN CHEMICALS INDUSTRY SDN BHD

Dear Sir/Madam,

I, Ravindran, a master student of University Utara Malaysia. The title of my thesis is *Factors Influencing Training Effectiveness among Operational Employees: A Qualitative Study in Chemicals Industry Sdn. Bhd.* As part of my study, I am doing a research to understand a better of your feeling and experience toward training programmes in your company. The results of this research will be contribute to your company beneficial in term of improvement in training effectiveness.

I would appreciate if you could kindly spare some time to discuss on the above subject matter. It could take only 30 minutes or less of your time. I would like to assure you that **your responses will remain strictly confidential.** Furthermore no individual will be identified in any report of the results.

I sincerely thank you in advance for your help, support and cooperation in this study. If you have any queries or would like further information about this study, please email me at ravi.sairam@yahoo.com or call me at 012-566 7909.

Thank you,

Your faithfully,

RAVINDRAN
Master Student
Graduate School of Business
University Utara Malaysia
06010 Sintok
KEDAH DARUL AMAN

SECTION A: INDIVIDUAL INFO

1. Gender
2. Age
3. May I know your education background?
4. How long you are been working here?
5. What is your designation?

SECTION B

1. Currently what types of training have you attend?
2. How you feel about the training provided in this company?
3. Do you know why the company asked you to attend these training? If you know, please explain to me?

JOB RELATED TRAINING

1. Do you think the training that you have attended helps in performing your job? If yes, in what way these training has helped? If no, why is that so?

TRAINING MOTIVATION

1. Do you like to attend the training organized by this company? If yes, why is that so? If no, why is that so?
2. Who decide which training that you should attend?
3. Do your supervisor has consult or discuss with you on training which he/she has plan for you? If yes, please explain me how you feel when your supervisor discuss with on training plan?
4. What kind of training you would prefer? Will that make you more motivated/committed in attending the training?

OVERALL TRAINER

1. Do you think the trainer who conducting the training is competent person? If yes, what make you feel that the trainers are competent person to conduct the training? If no, why you said so?
2. In your point of view, what are the characteristic should the trainers have?

TRAINING DELIVERY

1. How you feel about training been carry out? It is any activates been given during training session? If yes, what types of activities? If no, why is that so?
2. How far you have opportunity to participate in the training?
3. Can you recall any kind of training activities that you have made an impact on your job performance? Why?
4. What kind of training activities that you like? Why?

WORK ENVIRONMENT

1. Do you share what you have learnt from a training? If yes, how do you share that you have learnt from training? If no, why is that so?
2. Do you think your friends/colleague want you to share things you have learnt from training?
3. Do you practice anything that you have learnt from a training session? Which training is that? Please elaborate on what you have learnt and how you use it in doing your job.
4. Is there a time when you believe you have learnt something useful but you still did not use it in performing your job? Why?

IMPROVEMENT ON TRAINING

1. In your point of view, what makes the training more effective? Kindly provide your suggestion for improvement?

-END-