THE FACET OF INDIVIDUAL TRAINING EFFECTIVENESS ON THE JOB PERFORMANCE OF MILITARY PERSONNEL

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ABSTRAK

Keberkesanan latihan dalam meningkatkan prestasi kerja menjadi keprihatinan utama kepada organisasi, di mana terdapat kajian yang menekankan pelbagai faktor yang mempengaruhi prestasi kerja. Dalam konteks organisasi berasaskan latihan seperti Tentera Darat Malaysia, peluang untuk meneroka faktor-faktor yang mempengaruhi prestasi kerja adalah terhad dan kurang diterokai, terutamanya disebabkan oleh faktor kerahsiaan dan kekangan akses. Kajian ini membincangkan keperluan kritikal untuk mengoptimumkan keberkesanan latihan ketenteraan bagi meningkatkan prestasi kerja dalam Tentera Darat Malaysia. Kajian ini meneroka bagaimana reka bentuk latihan, relevansi dan kecekapan latihan, keyakinan kendiri terhadap prestasi, serta sokongan organisasi yang dirasai mempengaruhi prestasi kerja anggota tentera dalam Rejimen Artileri Diraja Tentera Darat Malaysia. Kajian ini menggunakan reka bentuk penyelidikan kuantitatif dengan menggunakan soal selidik untuk mengumpul data daripada anggota tentera pelbagai pangkat dalam rejimen tersebut, berasaskan kepada Teori Medan Kurt Lewin. Hasil kajian menunjukkan bahawa keyakinan kendiri terhadap prestasi, relevansi dan kecekapan latihan mempunyai kaitan positif yang signifikan dengan prestasi kerja. Sebaliknya, reka bentuk latihan dan sokongan organisasi yang dirasai tidak menunjukkan korelasi yang signifikan, mencadangkan bahawa kesan ini mungkin bergantung kepada kepimpinan dan dinamik kumpulan. Penemuan ini menekankan kepentingan untuk meningkatkan keyakinan kendiri terhadap prestasi melalui program latihan yang berkesan serta memperbaiki reka bentuk latihan untuk memenuhi keperluan operasi dunia sebenar. Memperkukuhkan sokongan kepimpinan dan memperhalusi strategi latihan adalah penting untuk meningkatkan prestasi keseluruhan anggota tentera. Kajian ini juga menawarkan cadangan praktikal untuk dasar latihan ketenteraan dan mengemukakan arah tuju penyelidikan masa depan, termasuk kaedah longitudinal dan pendekatan kualitatif untuk memahami dengan lebih mendalam prestasi kerja tentera.

Kata Kunci: Prestasi kerja; Keyakinan kendiri terhadap prestasi; Relevansi dan kecekapan latihan; Reka bentuk latihan; Sokongan organisasi yang dirasai

ABSTRACT

The effectiveness of training in improving job performance has become a critical concern in organizations, with existing research highlighting various factors that influence job performance. In the case of a training-based organization such as the Malaysian Army, the opportunity to explore these influencing factors is limited and underexplored, primarily due to confidentiality and accessibility constraints. This study addresses the critical need to optimize the effectiveness of military training to enhance job performance within the Malaysian Army. This study explores how training design, training relevance and efficiency, performance self-efficacy, and perceived organizational support influence the job performance of military personnel in the Royal Artillery Regiment of the Malaysian Army. A quantitative research design was employed, utilizing surveys to collect data from military personnel across various ranks in the regiment, underpinned by Kurt Lewin's Field Theory. The results indicate that performance self-efficacy, training relevance and efficiency are significantly positively associated with job performance. In contrast, training design and perceived organizational support did not correlate significantly, suggesting their effects might depend on leadership and team dynamics. These findings highlight the importance of enhancing performance self-efficacy through effective training programs and improving training design to meet real-world operational needs. Strengthening leadership support and refining training strategies are crucial for improving the overall performance of military personnel. The study offers practical recommendations for military training policies and proposes future research avenues, including longitudinal methods and qualitative approaches for a more comprehensive understanding of military job performance.

Keywords: Job performance; Performance self-efficacy; Training relevance and efficiency; Training design; Perceived organizational support

DECLARATION

I certify that except where due acknowledgement has been made, the work is that of the author alone; the work has not been submitted previously, in whole or in part, to qualify for any other academic award; the content of the thesis is the result of work which has been carried out since the official commencement date of the approved research program; and any editorial work, paid or unpaid, carried out by a third party is acknowledged.

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LIST OF ABBREVIATIONS

ANOVA	Analysis of Variance
BAT	*Borang Angkatan Tentera* (Armed Forces Form)
BE	Base Everywhere
BMI	Body Mass Index
BMT	Basic Military Training
CI	Confidence Interval
FE	Fit Everywhere
FED M	Federal Establishment Document Military
LE	Light Everywhere
LL	Lower Level
PMR	*Penilaian Menengah Rendah* (Lower Secondary Assessment)
RAR	Royal Artillery Regiment
SPM/SPMV	*Sijil Pelajaran Malaysia/Sijil Pelajaran Malaysia Vokasional* (Malaysian Certificate of Education/Malaysian Certificate of Education Vocational)
SD	Standard Deviation
SE	Standard Error
SPSS	Statistical Package for Social Sciences
STPM	*Sijil Tinggi Pelajaran Malaysia* (Malaysian Higher School Certificate)
UL	Upper Level
VIF	Variance Inflation Factor

CHAPTER 1

INTRODUCTION

1.1. Background of Study

The Malaysian Army, formed in 1933 with the establishment of the Malay Regiment, has evolved into a prominent regional military force known for its resilience and adaptability (Jalal et al., 2021). Over the years, the Army has significantly transformed from a colonial force to a fully independent institution. This shift has shaped the Army's doctrines, leadership, and operational needs, ensuring its relevance and strength in the region. The Army's most notable achievement is the Army Training System, established in 1983, which provides a comprehensive and structured approach to training, focusing on individual capabilities to meet the increasing demands of military operations (Anonymous, 2005).

However, while the training system is critical, the central concern remains the job performance of military personnel. Military personnel performance is the ability of military personnel to do what they are supposed to do, such as accomplish objectives and mission requirements. Inderjit et al. (2021) define military job performance not only as the execution of duties but also in terms of the contributions made to the social and psychological well-being of the unit. According to Luo et al. (2008), military job performance consists of contextual and task performance. Task performance refers to the core duties and responsibilities required in military settings. In contrast, contextual performance involves voluntary actions that promote teamwork, unity, and resilience, all of which are essential for successful military operations (Luo et al., 2008). Effective job performance, therefore, not only depends on fulfilling assigned tasks but also on

contributing positively to the broader organizational culture, including discipline and morale.

One critical factor influencing job performance is performance self-efficacy, which refers to an individual's belief in their ability to accomplish tasks (Holton et al., 2000). This psychological construct plays a pivotal role in military settings, where personnel often face high-stress, high-stakes situations. Research has shown that individuals with higher performance self-efficacy are more likely to engage in the tasks required, exhibit resilience under pressure, and perform effectively (Rigotti et al., 2008). Moreover, performance self-efficacy influences both task and contextual performance by enhancing the confidence required to succeed in operational and interpersonal aspects of military work (Velada et al., 2007). As such, fostering performance self-efficacy among military personnel is crucial for ensuring that the skills learned during training are effectively applied in the field.

Another key factor influencing job performance is perceived organizational support, which refers to the extent to which military personnel feel valued and supported by their organization (Eisenberger et al., 1986). In the military, where personnel operate in hierarchical, mission-critical environments, perceived organizational support is integral to maintaining high morale and motivation. Military personnel who perceive strong organizational support tend to exhibit higher levels of job performance and organizational commitment (Alshaabani et al., 2021). When military personnel feel that their organization is invested in their well-being, they are more likely to perform well individually and as part of a team. This support, provided through leadership and structured systems, is fundamental in maintaining the discipline and cohesion necessary for operational success.

While military training remains a core element in preparing personnel for their duties, its effectiveness is not solely determined by the content and structure of the training itself. The psychological factors, specifically performance self-efficacy and the perceived support from the organization, are equally important in determining the overall effectiveness of military personnel (Nzimakwe & Utete, 2024). For example, training designs that lack relevance to real-world scenarios or fail to reinforce positive behaviors may not improve job performance (Nafukho et al., 2017). In contrast, when training designs are aligned with operational needs and are accompanied by strong organizational support, personnel are more likely to apply their training effectively, leading to better performance outcomes (Halawi & Haydar, 2018).

Therefore, although training is undeniably a critical component of military development, a holistic view of job performance must also consider internal psychological factors such as performance self-efficacy and the broader organizational context. This study explores how training design, training relevance and efficiency, performance self-efficacy, and perceived organizational support influence the job performance of military personnel in the Malaysian Army. By examining these interrelated factors, the study seeks to provide a comprehensive understanding of how they collectively contribute to military job performance overall.

1.2. Statement of the Problem

The performance of military personnel is strongly influenced by a rigorous selection and recruitment process. Recruits undergo Basic Military Training (BMT) at the Army Basic Training Center (PUSASDA) in Port Dickson, Negeri Sembilan, where they develop physical fitness, military skills, and character traits essential for operational effectiveness (Santtila et al., 2015). BMT includes endurance, resistance, and

combined training, and upon completion, recruits are assigned to specialized units (Darat, 2021). Following BMT, ongoing training continues to support career development and operational readiness, with personnel participating in individual and collective training tailored to specific unit needs (Ariff, 2013). Despite this structured system, designing programs that meet evolving operational demands remains challenging. The true challenge lies in having a training plan and ensuring that personnel acquire the necessary skills and attitudes to excel in the field, as demonstrated through assessments like the Basic Fitness Test and Combat Skills Test (Zainol et al., 2022).

In military organizations, job performance extends beyond the mere execution of tasks; it is a fundamental determinant of operational readiness, unit cohesion, and strategic capability. Despite the Malaysian Army's well-established training framework, several practical challenges continue to hinder optimal performance among its personnel. Notably, there has been a significant rise in disciplinary dismissals, with more than 3,500 cases recorded between 2020 and 2024 (Parliament of Malaysia, 2024). These incidents point to underlying issues of morale and behavior, often linked to insufficient support systems, low engagement, and inconsistent enforcement of disciplinary standards. As Daud et al. (2015) argue, these behavioral challenges are not only a matter of individual conduct but also reflect larger systemic issues within the organizational structure.

In addition to disciplinary concerns, physical fitness, and health-related limitations remain persistent challenges. A significant portion of military personnel is reported to be overweight or obese, affecting their ability to meet essential performance standards, such as the Basic Fitness Test and Combat Skills Test (Qistina et al., 2021). The implications of this issue are far-reaching, as fitness is foundational to military

performance. Manning (2023) highlights that such health issues hinder individual performance and compromise overall unit effectiveness, ultimately undermining the Army's ability to respond to operational demands effectively. Moreover, inconsistent engagement in training routines and a lack of recognition of the importance of proper training procedures exacerbate these performance challenges. Ariff (2013) also suggests that personnel who fail to engage with training programs consistently face higher risks of performance inefficiencies, further highlighting the need for better alignment between training design and practical outcomes.

Despite the structured training systems in place, the problem extends beyond the training design itself. The issue also involves psychological readiness and the organizational environment that supports the application and transfer of learned skills. While training is intended to enhance capabilities, its effectiveness can be compromised if the supporting psychological and organizational factors are not aligned with the job demands (Rigotti et al., 2008).

A key psychological factor is performance self-efficacy, an individual's belief in their ability to execute tasks successfully (Bandura, 1986; Holton et al., 2000). High-performance self-efficacy influences critical traits such as persistence, adaptability, and resilience under pressure, qualities essential for military personnel (Rigotti et al., 2008). Personnel with high-performance self-efficacy are likelier to persist in their tasks and effectively apply learned skills in high-stress situations, leading to better performance and greater mission success. Volgemute et al. (2023) emphasize that performance self-efficacy is central to determining how well personnel manage challenges and maintain performance during operational stress. Despite its importance, performance self-efficacy has not been sufficiently explored within the context of military performance, particularly regarding its impact on the Malaysian Army.

Another crucial factor is perceived organizational support, which refers to the degree to which military personnel feel valued and supported by their organization. Eisenberger et al. (1986) suggest that high levels of perceived organizational support are associated with increased job performance and outstanding organizational commitment. In military environments, where personnel are often subjected to high stress levels and are expected to adhere to strict hierarchies, perceived organizational support can significantly influence morale, trust, and team engagement (Rhoades & Eisenberger, 2002). When personnel perceive strong organizational support, their willingness to perform at high levels increases, directly contributing to job performance. Despite these findings, there is a notable lack of research on how perceived organizational support impacts job performance within the military, especially in relation to structured training programs and performance outcomes.

From a theoretical perspective, much existing research has focused primarily on technical and structural solutions, often emphasizing training systems and performance standards, as noted in studies on military training design (Zainol et al., 2022). However, these studies have largely overlooked the importance of psychological constructs and organizational climate factors, both of which are crucial in determining military personnel's behavior and outcomes. This gap in understanding the human-centered determinants of job performance needs to be addressed, particularly within the high-pressure environment of the military, where psychological resilience and organizational support play vital roles in determining success.

Therefore, this study seeks to address a dual-layered problem. Practically, military personnel continue to face challenges related to fitness, discipline, and inconsistent performance, even with standardized training in place. Theoretically, research has yet to sufficiently integrate performance self-efficacy and perceived organizational

support into models of military job performance. Although training remains a critical component of military job performance, its success is contingent upon the confidence personnel have in their abilities and the level of support they receive from their organization. By exploring how these psychological and organizational factors, alongside training factors, interact to influence job performance, this study aims to provide a more comprehensive framework for understanding and enhancing military personnel's job performance.

1.3. Research Questions

In light of the challenges identified in the statement of the problem, the following four research questions will guide the investigation:

1) Does performance self-efficacy influence job performance?

2) Does training design influence job performance?

3) Does training relevance and efficiency influence job performance?

4) Does perceived organizational support influence job performance?

1.4. Research Objectives

This study aims to address the questions outlined in the previous subsection and provide a promising path toward improving job performance for military personnel. The study aims to identify approaches and methods that enhance job performance to accomplish the following objectives

1) To determine the relationship between performance self-efficacy and job performance.

2) To examine the relationship between training design and job performance.

3) To examine the relationship between training relevance and efficiency, and job performance.

4) To determine the relationship between perceived organizational support and job performance.

1.5. Significance of the Study

This study makes an important theoretical contribution to understanding military job performance by integrating Kurt Lewin's Field Theory with key psychological, training, and organizational factors. Lewin's Field Theory, which examines how personal characteristics and environmental factors interact to shape behavior, has been widely applied across various fields (Lewin, 1951). While much of the existing research focuses on technical aspects such as training systems and performance standards, this study extends the theoretical framework by incorporating psychological, training, and organizational factors that significantly influence military performance.

The inclusion of performance self-efficacy is particularly significant. Performance self-efficacy refers to an individual's belief in their ability to perform tasks successfully, influencing their job performance (Bandura, 1986). In high-stress environments like the military, personnel with higher performance self-efficacy are more likely to apply their skills effectively and achieve better job outcomes (Volgemute et al., 2023). Despite its critical role, performance self-efficacy remains underexplored in military job performance models (Rigotti et al., 2008). This study investigates how psychological readiness contributes to job performance by investigating its impact.

Additionally, perceived organizational support is a key factor in this study. Perceived organizational support refers to how much individuals feel valued and supported by their organization, which has been linked to job performance and organizational commitment (Eisenberger et al., 1986). While perceived organizational support has been extensively studied in other sectors, its role in military settings remains underexplored. This study integrates perceived organizational support into existing military performance models, demonstrating its importance alongside technical training in determining job performance.

The study examines how training design, relevance, and efficiency are essential in military settings. Well-designed, relevant, and efficient training programs ensure that military personnel acquire the necessary skills to meet operational demands (Manna & Biswas, 2018). This study enhances the theoretical understanding of how training programs must be structured to influence job performance positively.

The practical significance of this study is evident in its potential to enhance military job performance by offering actionable recommendations to improve training systems and organizational support. Despite the Malaysian Army's well-established training framework, military personnel face practical challenges such as discipline issues, fitness concerns, and difficulties applying learned skills in real-world military operations (Maduwanthi & Buddike, 2023). This study offers practical solutions for improving job performance by integrating performance self-efficacy, training design, training relevance and efficiency, and perceived organizational support into military training and personnel management strategies.

Performance self-efficacy is crucial in ensuring that military personnel are motivated, resilient, and persistent when faced with challenging tasks. Military personnel with

higher performance self-efficacy are more likely to exhibit better performance outcomes as their confidence in their abilities enhances task execution and contextual behavior (Rigotti et al., 2008). The study provides practical strategies for military leaders to foster performance self-efficacy through success-oriented tasks, regular feedback, and supportive training environments.

In addition to performance self-efficacy, training design is critical in ensuring that military personnel are well-prepared to meet the demands of their duties. This study suggests that training programs must be tailored to meet real-world operational needs, ensuring that the skills taught directly apply to the personnel's daily tasks. Effective training design includes clear learning goals, practical exercises, and continuous feedback (Manna & Biswas, 2018). By aligning training content with operational requirements, this study offers guidance on developing more effective and efficient training programs that help personnel apply their learned skills in complex, high-pressure environments.

Furthermore, training relevance and efficiency are essential for improving military personnel performance. Training relevance ensures that the skills learned directly apply to operational tasks, while training efficiency optimizes resources, time, and effort in delivering training programs (Manna & Biswas, 2018). This study demonstrates how relevant and efficient training enhances job performance, ensuring that personnel can perform tasks more effectively and confidently, even under stressful conditions. Practical recommendations from this study include streamlining and optimizing training programs to maximize effectiveness while minimizing unnecessary burdens on personnel.

Finally, perceived organizational support is key in improving military personnel performance. Personnel who perceive high levels of organizational support tend to show higher job performance, greater commitment, and better overall engagement (Eisenberger et al., 1986). This study underscores the practical importance of enhancing perceived organizational support within the military by fostering a supportive organizational culture that motivates personnel, contributes to their mental well-being, and improves performance. The findings provide practical insights into strengthening organizational support systems, including clear communication, positive leadership, and recognition of achievements, ultimately enhancing military personnel performance and operational readiness.

This study offers practical recommendations for improving military training programs, fostering greater performance self-efficacy, optimizing training design, relevance, and efficiency, and enhancing perceived organizational support. By addressing these factors, the study aims to help military leaders create a more effective, resilient, and capable workforce capable of handling the evolving demands of modern military operations.

1.6. Scope of Study

This study will focus on training design, training relevance and efficiency, performance self-efficacy, and perceived organizational support in influencing job performance. These factors are crucial in understanding how military training influences job performance in military contexts. The study explicitly targets military personnel from the Royal Artillery Regiment (RAR) stationed in the northern region of Peninsular Malaysia, specifically from the 52nd RAR in Sungai Petani, Kedah. This unit was selected because it represents combat support units within the Malaysian

Army, which have received less attention in past studies. Research on military training has predominantly focused on infantry units and training centers, making this study's inclusion of combat support units significant in broadening the understanding of training effectiveness across different military environments.

The study examines military personnel of various ranks, ranging from Privates to Warrant Officers 1. Targeting a diverse personnel group aims to assess how training factors impact individuals at different career stages and responsibilities. Furthermore, this study investigates the effectiveness of existing training methods and evaluates the adaptability of military personnel to these methods. It also considers performance self-efficacy in applying learned skills in real-world operations and explores how well personnel understand and embrace the training objectives.

In addition, this study evaluates the organizational support structures essential for effectively implementing and sustaining training. It focuses on how supportive organizational environments influence training outcomes, particularly in high-stress operational settings. The study provides practical insights into improving military training systems and organizational support to enhance personnel job performance by assessing these factors.

1.7. Definition of Key Terms

This study includes several key terms to ensure the reader understands the research objectives. The key terms are as follows:

1.7.1. Job Performance

Job performance refers to how well an individual successfully carries out their assigned tasks and duties (Motowidlo & Kell, 2013). It includes task performance, which pertains to core job duties, and contextual performance, which encompasses

discretionary behaviors that enhance organizational effectiveness, such as teamwork and organizational citizenship (Luo et al., 2008).

1.7.2. Performance Self-Efficacy

Performance self-efficacy is an individual's confidence in completing tasks and successfully attaining desired outcomes. It influences motivation, effort, and persistence, particularly in adapting to challenges and performing under pressure (Bandura, 1986; Holton et al., 2000)

1.7.3. Training Design

Training design is planning and developing programs to enhance individuals' or groups' knowledge, skills, and engagement. It includes recognizing training needs, setting clear learning goals, choosing suitable instructional methods, and assessing the program's effectiveness. (Hendrickson et al., 2010).

1.7.4. Training Relevance and Efficiency

Training relevance refers to how well a training program's content and objectives align with the tasks and skills required for the job, while training efficiency is achieving desired learning outcomes with minimal time, resources, and effort (Nafukho et al., 2017).

1.7.5. Perceived Organizational Support

Perceived organizational support refers to employees' perception of how much their organization values their contributions and prioritizes their well-being, and it is closely linked to job performance (Eisenberger et al., 1986).

1.8. Organization of the Research Paper

This research paper is organized into five chapters, each addressing a key aspect of the study. Chapter 1, Introduction, overviews the research, including the background, problem statement, research questions, and objectives. It also discusses the study's significance and defines the research's scope. This chapter sets the foundation for understanding the core focus of the study and its contributions to the field of military personnel job performance.

Chapter 2, Literature Review, presents a detailed review of existing literature related to the study, examining the theoretical frameworks and key concepts relevant to military job performance. This chapter focuses on critical variables such as performance self-efficacy, training design, training relevance and efficiency, and perceived organizational support. It synthesizes previous research and identifies gaps in the existing literature, establishing a strong theoretical foundation for the study and positioning it within the broader context of military performance studies.

Chapter 3, Research Methodology, outlines the research design and methodology. This chapter clearly explains the data collection methods, including the survey instruments and sampling techniques. It also describes the study's target population, the sample size, and the statistical methods used to analyze the data. The methodology is designed to address the research questions and hypotheses, providing a structured approach to assessing the factors that influence military personnel's job performance.

Chapter 4: Findings and Analysis presents the results from the data analysis, including descriptive statistics, correlation analysis, and regression analysis. This chapter interprets the findings of the research questions. It provides a detailed examination of how various factors, such as performance self-efficacy, training design, and perceived

organizational support, influence military job performance. The analysis also discusses the significance of the relationships identified and provides a comprehensive interpretation of the data in the military environment.

Finally, Chapter 5: Discussion and Conclusion addresses the implications of the study's findings, connecting the results to the theoretical framework and existing literature. This chapter provides recommendations for future research and offers practical applications for military leaders, focusing on improving training programs, organizational support structures, and personnel management strategies to enhance job performance. The chapter concludes by summarizing the key contributions of the study and discussing its broader significance within the field of military personnel development.

CHAPTER 2

LITERATURE REVIEW

2.1. Introduction

This chapter provides an overview of the literature on military job performance, focusing on the key factors that influence it. The chapter will explore various aspects of job performance, including the impact of training design, training relevance and efficiency, performance self-efficacy, and perceived organizational support. The chapter will begin by defining job performance and its core components, then explore how these factors enhance performance in military settings. It will also review the theoretical frameworks and empirical studies related to these factors and identify gaps in the existing literature. Ultimately, this chapter aims to establish a foundation for understanding the key determinants of military job performance, which will inform the research questions addressed in the study.

2.2. Conceptualization of Job Performance

Military job performance refers to personnel's ability to effectively execute their assigned duties, directly influencing the organization's operational success. According to Motowidlo & Kell (2013), job performance encompasses both the quality and efficiency of task completion, grounded in individual behaviors. In military settings, job performance is integral to mission readiness and combat preparedness (Zin & Nazry, 2021). The effectiveness of military personnel is measured not just by their task completion but also by their adaptability, resilience, and alignment with the organization's values.

According to Luo et al. (2008), the conceptualization of job performance in military settings can be divided into two primary dimensions, which are task and contextual

performance. Task performance refers to the core duties and responsibilities that military personnel must execute to achieve mission goals. This includes military training, task accomplishment, and the application of specific skills required for operational readiness. On the other hand, contextual performance involves discretionary behaviors beyond formal job requirements, such as promoting teamwork, resilience, self-discipline, and organizational citizenship behaviors. While not always directly linked to task completion, these behaviors are critical to maintaining organizational culture and ensuring unit cohesion (Luo et al., 2008).

The Malaysian Army formally assesses job performance using the Soldier Performance Appraisal Report Form (BAT D30). This form evaluates task performance in terms of task accomplishment and work capability. Contextual performance evaluates self-discipline and organizational contribution. This performance evaluation framework provides a practical measure of military personnel's effectiveness, ensuring that task-related and context-related behaviors are considered in assessing overall job performance.

The concept of job performance in the military also highlights the role of training factors in shaping personnel's abilities and behaviors. Well-designed training programs that target task and contextual performance help ensure that personnel are prepared for the rigors of military duties while reinforcing behaviors that foster cohesion, morale, and adaptability in high-pressure environments.

2.2.1. Previous Studies on Job Performance

In the army, factors that influence personnel job performance include physical training and individual well-being. Individual training and management support are vital to improving military personnel performance (Ariff, 2013). Moreover, Zin and Nazri

(2021) highlight the importance of performance self-efficacy in enhancing learning motivation and knowledge-sharing behaviors, underscoring the need for training programs designed to teach essential skills and knowledge that enhance performance.

The research consistently indicates that tailored training programs significantly impact job performance (Bekesiene, 2023). Individualized training is the focus of organizations to tackle the specific skill gaps and knowledge needs that can lead to higher performance levels of military personnel (Salas et al., 2012). Motowidlo and Kell (2013) state that job performance is the anticipated result for the organization based on an individual's behavior over time. This emphasizes the need to integrate task and contextual performance. This combination guarantees that military personnel acquire the essential skills and knowledge to succeed.

Training individualized to the needs of the individual has clear benefits for improving the job performance of military personnel. The most important advantage is that it supports individual learning needs and personal preferences (Haryono et al., 2020). Tailored training programs provide personnel with role-specific skills to increase job performance (Daud et al., 2015). These flexible training programs promote responsibility and accountability in skill development (Santtila et al., 2015).

Nevertheless, Mukhyiddin et al. (2023) mention that an overemphasis on individual training may limit teamwork and peer learning as these are key to performing jobs effectively in complex settings. Individual training has many advantages, but it also has its drawbacks. Developing these programs is costly and challenging to scale up in large-scale organizations (Horn et al., 2022). Moreover, the challenge lies in consistency and standardization, especially while trying to gain uniform results from a large group. Organizations that want to harvest the benefits of personalization whilst

demanding collaborative learning, which includes teamwork, communication, and knowledge sharing, should this set for the best performance (Shirvani et al., 2022).

Previous research (Ariff, 2013; Bekesiene, 2023; Luo et al., 2008) has undoubtedly supported that practical and individual training significantly impacts military personnel's overall job performance. Organizations can improve upon the benefits of the training process by filling in the skill gaps, increasing performance self-efficacy, rethinking the design and relevance of the training itself, and providing organizational support. As a result, military personnel's job performance across various tasks and roles can be improved.

2.3. Conceptualization of Performance Self-Efficacy

Performance self-efficacy refers to an individual's belief in their ability to complete tasks and achieve specific goals within a particular context. Introduced by Bandura (1986), this concept is crucial in high-pressure environments such as the military, where personnel's confidence in their abilities influences their motivation, resilience, and effectiveness. In military settings, performance self-efficacy impacts the ability to perform tasks under stressful conditions and adapt to changing operational demands.

Bandura (1986) conceptualized performance self-efficacy as a central driver of behavior, emphasizing that individuals with high-performance self-efficacy are likelier to engage in and persist with challenging tasks. This psychological construct enhances personnel's confidence and determination to succeed in their roles, which is particularly important in the military, where tasks are often high-stakes and complex.

In military contexts, performance self-efficacy is tied to psychological, enabling personnel to maintain performance even when faced with significant operational stress (Kanapeckaitė et al., 2022). Holton et al. (2000) extended this theory by linking

performance self-efficacy to learning transfer, suggesting that personnel with higher performance self-efficacy are more likely to successfully apply the skills they acquire during training in real-world operational settings. This belief in one's ability to perform is crucial for military personnel, who often operate in challenging and high-pressure environments.

Moreover, Velada et al. (2007) demonstrated that performance self-efficacy plays a significant role in training outcomes. Personnel with greater performance self-efficacy are more motivated to excel in training programs, which leads to better retention and application of learned skills. This performance self-efficacy improves task and contextual performance by effectively applying learned skills in the field.

2.3.1. Previous Studies on Performance Self-Efficacy

Performance self-efficacy is essential in influencing job performance and resilience, particularly in high-stress environments like the military. Previous studies have consistently shown that performance self-efficacy positively impacts military personnel's ability to handle stress and challenges, enhancing their job performance. Kanapeckaitė et al. (2022) highlighted that psychological resilience is directly linked to performance self-efficacy, suggesting that individuals with high performance self-efficacy are better equipped to deal with the stresses of military life and training demands.

Rigotti et al. (2008) found that individuals with high-performance self-efficacy demonstrate better adaptability and resilience under stress, which is essential in military operations. Personnel with higher performance self-efficacy are likelier to persist in completing tasks and maintain high performance even under challenging

circumstances. This concept is particularly relevant in military settings, where job performance is closely tied to mission readiness and operational success.

Furthermore, Bekesiene (2023) emphasized that performance self-efficacy enhances training effectiveness by motivating personnel to participate in training programs, leading to improved performance. Darr et al. (2018) explored the moderating role of performance self-efficacy in the relationship between training motivation and skill acquisition, showing that confident military personnel are likelier to develop the necessary skills for excellent performance in high-stakes environments.

In contrast, low-performance self-efficacy can present significant challenges, often leading to anxiety, underperformance, and decreased mission readiness. Personnel with low-performance self-efficacy may avoid training or struggle to apply learned skills, ultimately affecting their performance (Bekesiene, 2023). Mikuliciute (2012) and Wu et al. (2022) also pointed out that performance self-efficacy plays a vital role in teamwork and collective efficacy, suggesting that personnel with higher performance self-efficacy contribute to stronger team dynamics and better overall performance.

This study explores the role of performance self-efficacy in military contexts. It applies Bandura's (1986) definition of performance self-efficacy and incorporates insights from Holton et al. (2000) and Velada et al. (2007) to assess its impact on military job performance through training effectiveness.

2.4. Conceptualization of Training Design

Training design refers to the structured process of creating and developing training programs to enhance the knowledge, skills, and capabilities of individuals within an organization. The core objective of training design is to ensure that the training

experience is aligned with organizational goals while also addressing the specific tasks and responsibilities required for job performance. In military contexts, training design plays a critical role in preparing personnel for the demands of their roles, ensuring that they are equipped with the necessary skills to execute their duties effectively (Salas et al., 2012).

The training design process typically includes several stages: needs assessment, program development, content structuring, delivery, and evaluation. Each of these components contributes to the overall effectiveness of the training program, helping ensure that personnel acquire the knowledge and skills necessary for optimal job performance. According to Holton et al. (2000), effective training design also involves ensuring that the program is structured to maximize learning transfer, directly influencing job performance outcomes.

Training design must consider technical proficiency and psychological resilience in a military setting. Military personnel are often required to perform under high-stress and high-pressure conditions, and training design must ensure that they are skilled in their tasks and mentally prepared to handle the challenges of military service. Resilience training is often incorporated into training design to help personnel develop the mental toughness to cope with extreme stress and unexpected situations (Sanborn et al., 2021). Campbell-Sills et al. (2018) found that training programs focused on building resilience can significantly improve personnel's ability to maintain performance and adapt to challenging environments, which is crucial for effective job performance in military settings.

The hierarchical nature of military organizations also shapes how personnel engage with training. Martins and Lopes (2012) suggest that the military's structured

environment influences how individuals respond to training programs, which often include individual tasks and team-based activities. Effective training design must consider this structure and ensure that it facilitates learning, enhances individual skills, and promotes unit collaboration. Turner and Moran (2021) emphasize that creating a supportive training environment within the military context is essential to help personnel transition smoothly from training to real-world missions, improving job performance.

Ultimately, training design in the military is about ensuring that personnel are fully prepared to meet the demands of their duties, whether it is the technical aspects of their job or the ability to adapt and perform under pressure. Well-designed training programs contribute directly to job performance by improving personnel effectiveness and readiness, which is crucial for mission success and organizational goals.

2.4.1. Previous Studies on Training Design

Previous studies emphasize the importance of training design in enhancing job performance in military contexts. Well-designed training programs tailored to operational needs significantly improve personnel's ability to perform tasks effectively. Ojanen et al. (2020) found that military personnel performed 30% better in simulated tasks when their training was designed to meet the actual needs and challenges of military environments. This highlights the importance of training relevance and ensuring that training aligns directly with the military's operational requirements.

Velada et al. (2007) further demonstrated that well-designed training facilitates better knowledge transfer and improves job performance in real-world settings. Training programs closely aligned with job tasks and real-world scenarios help personnel apply

their learned skills effectively in operational environments. Additionally, Ismail and Ibrahim (2010) emphasized that training design must consider the alignment between organizational goals and individual needs, contributing to a more effective and productive workforce.

However, training design faces challenges, particularly in resource-constrained environments. Enachescu et al. (2022) noted that incorporating advanced instructional methodologies and technologies like virtual reality simulations can enhance engagement and improve knowledge retention. However, these approaches come with increased costs and logistical challenges, making them difficult to implement across all military units (Zainol et al., 2022). Knapik et al. (2012) also discussed the importance of task-specific training, which helps improve physical performance but must be adapted to meet the particular demands of the military role.

Another issue with training design is balancing individualized training and the development of team-based skills. Mukhyiddin et al. (2023) highlighted that individualized training can be beneficial but may limit opportunities for peer learning and collaborative skills, which are also critical in military settings. Shirvani et al. (2022) emphasized that collaborative learning and communication are essential for achieving high performance in military environments and should, therefore, be integrated into training design to ensure that personnel are prepared for individual tasks and equipped to work effectively as part of a team.

Furthermore, Bumbuc (2021) emphasized that systematic evaluation and feedback are necessary to ensure the quality of training design. Without proper evaluation, training programs may fail to meet the evolving needs of the military, leading to ineffective training outcomes. Zainol et al. (2022) also highlighted the importance of leadership

and a supportive organizational environment in ensuring that training design is practical and yields the desired outcomes.

2.5. Conceptualization of Training Relevance and Efficiency

Relevance and efficiency while training are crucial aspects in the military environment that significantly affect operational effectiveness and personnel readiness. Relevance refers to how closely the tasks performed by military personnel in training resemble the tasks and challenges they will face in operational environments. This is important for fostering alignment so that military personnel are being developed with the right competencies, knowledge, and skills to play the role they are supposed to be playing. According to Nafukho et al. (2017), relevant training is directly connected to the skills and knowledge required for the role. As a result, there is a high probability of successful learning transfer and practical application.

Training regarded as applicable to real-world situations increases trainees' motivation and engagement, enhancing skill learning and performance in high-stress environments (Domínguez-Falcón et al., 2021). Conversely, training efficiency refers to the optimal use of resources, time, personnel, and materials to deliver training that achieves the relevant objectives. In high-stakes military operations, efficient training programs are necessary to minimize resource expenditure and maximize learning outcomes (Lee, 2023).

The military training must be as similar to actual operational demands as possible, highlighting the training's relevance. According to Zainol et al. (2022), training must be tailored to match military personnel's physical, cognitive, and situational demands to train military personnel for real-world scenarios effectively. Moreover, high-intensity functional training has been suggested to boost the significance and

efficiency of military physical training programs by enabling personnel to obtain essential skills rapidly while keeping high-performance standards (Helén et al., 2023). A military organization prioritizes training relevance and efficiency will produce personnel capable of handling the complexities of modern warfare and meeting operational demands.

2.5.1. Previous Studies on Training Relevance and Efficiency

Training relevance and efficiency in the military environment is a well-studied topic, emphasizing their importance for boosting operational effectiveness and personnel readiness. Training relevance means ensuring that the training content and activities align with the tasks and responsibilities of military personnel. A proper alignment is essential for the military personnel to attain the needed skills, knowledge, and competencies in the prescription role. According to Nixon (2012), to enhance military professionalism and ensure training applies to real-world scenarios, military commanders must deeply understand their subordinates' needs and motivations, align them with organizational goals, and design context-specific and relevant training programs. Zainol et al. (2022) further emphasize that training closely aligned with real-world tasks enhances military personnel's cognitive performance under pressure, thereby improving operational readiness.

Training efficiency is as essential as getting the desired training results with minimal resources like time, workforce, and material. High-intensity functional training is one of the most efficient methods adopted to respond to the ever-changing necessities of modern warfare. According to Helén et al. (2023), traditional physical training does not meet the needs of current combat. On the contrary, high-intensity functional training acts as a relevant and palatable concomitant focusing on functional fitness that

directly relates to performance in the fight. This method minimizes resource allocation and increases military personnel's physical preparedness to meet their objectives in high-stress environments.

Nevertheless, training relevance and efficiency have some considerable disadvantages. A concern is that personnel may be over-specialized to the extent that training relevant to specific tasks may restrict their adaptability to unanticipated situations. According to Campbell et al. (2010), although certain personality traits can predict success in military training, overemphasizing these traits can obscure the broader skill sets necessary in many operational contexts. Consequently, a well-prepared workforce can perform specific tasks but lacks the dynamic versatility needed in a dynamic fight.

However, there is also the risk of burnout and low morale created by high-intensity training programs. According to Varley Campbell et al. (2018), rigorous training inculcates physical performance among diverse groups within the military but also leads to physical and psychological strain. This strain can decrease training efficiency and effectiveness, leading to disengagement. In addition, incorporating modern technologies in training can present many advantages and pose a problem. However, according to Gawlik-Kobylińska and Maciejewski (2019), virtual training platforms rely on which there is a chance of missing real-world experience that might create a brain gap between the simulated training and the actual combat situation. If personnel are not adequately equipped to deal with the unpredictability associated with real-world operations, this can disconnect training programs.

Although enhancing the relevance and efficiency of training in military settings substantially facilitates ensuring operational readiness and performance, presented

challenges should be managed. Specialized, relevant training, adaptability, and well-being must be balanced to develop adequate military personnel.

2.6. Conceptualization of Perceived Organizational Support

Perceived organizational support refers to the extent to which employees feel that their organization values their contributions and cares about their well-being. Eisenberger et al. (1986) first introduced the concept of perceived organizational support, emphasizing that employees' perception of organizational support is crucial for fostering positive behaviors and enhancing job performance. High levels of perceived organizational support are linked to increased excellent job performance (Linda et al., 2019)

In a military context, perceived organizational support is critical to job performance because it influences morale, engagement, and overall motivation (Aulia et al., 2022). Personnel who perceive that their organization provides adequate resources, support, and recognition are likelier to exhibit higher task and contextual performance. Perceived organizational support can manifest in various forms, such as providing training opportunities, offering emotional support, and recognizing employee contributions (Eisenberger et al., 1986).

When military personnel feel supported, they are more likely to remain committed to the organization, enhancing individual and team performance. Perceived organizational support contributes to a favorable organizational climate, where personnel are motivated to engage in behaviors beyond their job duties, contributing to organizational success (Rhoades & Eisenberger, 2002). In the military, where personnel work in high-stakes, high-pressure environments, organizational support is critical for maintaining high performance.

2.6.1. Previous Studies on Perceived Organizational Support

Research on perceived organizational support has consistently highlighted its positive relationship with job performance. Eisenberger et al. (1986) established that employees who perceive strong organizational support are more likely to exhibit higher job performance. This concept has been applied to military contexts, where perceived organizational support is crucial for maintaining morale, engagement, and organizational commitment.

In military settings, perceived organizational support is linked to team cohesion and overall unit effectiveness. Aulia et al. (2022) found that military personnel who perceive high levels of organizational support are more likely to engage in their tasks with incredible passion and commitment, leading to improved job performance. Alshaabani et al. (2021) also noted that perceived organizational support positively affects military personnel's job performance, especially in high-stress environments like the military, where motivation and mental well-being are critical to maintaining high performance levels.

Leadership is a critical factor in shaping perceived organizational support within an organization. Todorovic et al. (2017) emphasized that leadership behaviors foster a culture of support and engagement within military units. Leaders who care for their subordinates' welfare contribute to higher morale and job performance among personnel. Gabriel et al. (2022) further support this by showing that leaders who provide emotional support and recognition can significantly improve both task and contextual performance in military personnel.

Moreover, perceived organizational support has improved job performance and reduced turnover intentions in military settings. Barnes et al. (2013) indicated that

higher levels of perceived organizational support are linked to more outstanding organizational commitment, which is essential in reducing personnel turnover and maintaining a stable workforce. However, Sun (2019) cautioned that when organizational support is perceived as insincere or inconsistent, it can lead to cynicism and disengagement, diminishing its positive effects on job performance.

2.7. Underpinning Theory

The foundational theory for this study is Kurt Lewin's Field Theory (1951), which posits that behavior results from the dynamic interaction between personal characteristics, internal factors, and environmental influences, external factors. According to Lewin (1951), life is a psychological field where internal and external forces interact to influence individual behavior. These forces can either push or pull individuals toward specific behaviors, and this interaction ultimately determines how individuals perform tasks, particularly in high-pressure environments such as the military.

Lewin (1951) stated that behavior can be formulated as a function between individuals and their environments, B = f (P, E), where B stands for behavior, P denotes personal characteristics such as performance self-efficacy, and E represents environmental factors like training design, relevance, efficiency, and perceived organizational support. This equation illustrates the interaction between individual characteristics and environmental conditions in determining behavior. For example, in this study, individual factors are linked to external factors like training and the organizational support provided, which can influence the behavior of military personnel toward achieving job performance.

This theory offers a comprehensive framework for examining how internal personal factors, like performance self-efficacy, and external environmental factors, such as training design, training relevance, and organizational support, interact to influence job performance. It is applicable in the military, where personnel are confronted with various challenges. The study demonstrates that individual strengths such as self-confidence and skills must be married with environmental factors such as training and organizational support in order to develop effective strategies, improve coping skills, and produce better performance (Burnes & Cooke, 2012; Safiudin & Kutty, 2023).

Performance self-efficacy is an internal force of the individual's field in Field Theory, which helps it resist stress and meet operational demands. According to Rigotti et al. (2008), performance self-efficacy plays a critical role in shaping task performance and fostering resilience during high-pressure situations. Performance self-efficacy, confidence, and competence are enhanced through military training programs to enable personnel to perform better in individual tasks and teamwork, which together lead to enhanced job performance (Bekesiene, 2023).

In Lewin's Field Theory, training design is considered a significant environmental influence that shapes behavior. Velada et al. (2007) state that training programs should be well structured to transfer skills to real-world applications. Military personnel can better apply knowledge under operational pressure when training has clear objectives, practical feedback mechanisms, and opportunities for hands-on learning. Effective training provides military personnel with the tools and resources to build confidence, competence, and resilience to enhance task and contextual performance (Flood & Keegan, 2022).

In the context of field theory, the relevance and efficiency of training also play important environmental roles. Nafuhko et al. (2020) found that training that matches operational needs increases personnel's motivation and confidence and improves performance. Efficient training reduces the amount of cognitive overload on personnel and enables personnel to learn and apply critical skills quickly, leading to better task and contextual performance. The training relevance creates a conducive field for learning and skill transfer, increasing the forces that drive positive performance outcomes, according to Kyrolainen et al. (2017).

Another important environmental factor in Lewin's Field Theory is perceived organizational support. According to Eisenberger et al. (1997), individuals who perceive high levels of organizational support are generally more motivated and perform better. Organizational support enhances personnel's performance self-efficacy and commitment to their role in military contexts where training is resource and guidance-intensive. According to Yarnall (1998), military personnel the organization supports have higher morale and engagement, resulting in better job performance. Safiudin and Kutty (2023) also state that a favorable organizational climate boosts morale and operational readiness, strengthening the link between environmental forces and individual performance.

Because Field Theory includes technical and psychological performance, it is particularly suited to military settings. Individuals in high-pressure applications, like the military, are required to do so within pressured conditions, with precise technical action, while managing to be emotionally resilient. Lewin's framework offers a forceful approach to dissecting how individual qualities, ecological help, and speculation explicitly prepare cooperation to impact job performance. The dynamic exchange of internal and external forces is analyzed in this framework to make

informed decisions for developing better training programs with higher operational effectiveness.

2.8. Performance Self-Efficacy and Job Performance

Performance self-efficacy refers to an individual's belief or expectation regarding their ability to complete a task and attain desired outcomes through their skills, knowledge, and effort. (Holton et al., 2000). In Lewin's Field Theory, performance self-efficacy is considered one of the important internal forces that interact dynamically with environmental influences in the individual's life space. Lewin (1951) emphasized that behavior is the outcome of the interaction between personal characteristics and environmental influences.

The military environment is characterized by high stress and complex operational challenges, and performance self-efficacy plays a crucial role. Greater performance self-efficacy enhances military personnel's endurance, courage, and persistence in meeting the overwhelming demands of their duties (Bekesiene, 2023; Volgemute et al., 2023). Performance self-efficacy bolsters the driving forces within the life space, such as confidence and adaptability, to counterbalance restraining forces like stress and fatigue and sustain high-performance levels under pressure (Rigotti et al., 2008).

Luo et al. (2008) highlighted that performance self-efficacy is critical for task performance, such as finishing training exercises and performing operational duties, and contextual performance, such as teamwork, discipline, and overall organizational climate. Personnel with high performance self-efficacy tend to be proactive learners, adapt to unpredictable changes, and demonstrate their skills in demanding environments (Flood & Keegan, 2022). This dual impact is consistent with Lewin’s

idea of the tension system, which states that unmet demands generate tension that causes individuals to act to restore equilibrium.

As a concept that influences various aspects of performance, like task and conceptual performance, performance self-efficacy helps military personnel complete tasks effectively while contributing to a positive organizational culture through cooperation, resilience, and teamwork. Likhomanov et al. (2020) demonstrated that personnel with high-performance self-efficacy could enhance their task and contextual performance in conditions of stress and uncertainty. Morgan et al. (2011) also added that performance self-efficacy enhances operational readiness and effectiveness, allowing individuals to overcome obstacles and perform well in unpredictable conditions.

This study draws upon Lewin's Field Theory to frame performance self-efficacy as a driver of personal behavior and a close linkage with the environment. Field Theory emphasizes that the results in life spaces result from the interaction between internal and external forces. As a result, performance self-efficacy causes military personnel to persist, acquire competence, and use their skills competently, thus performing better.

Based on the theoretical and empirical evidence, the following hypothesis is proposed to test the relationship between performance self-efficacy and job performance:

H1: There is a significant and positive relationship between performance self-efficacy and job performance.

2.9. Training Design and Job Performance

An effective training design can be assured by matching the training with actual working tasks so trainees learn relevant and valuable skills in real-life settings. A well-developed training program for military personnel addresses technical skill development and psychological resilience, which are crucial for job performance in

physically and psychologically demanding roles in military environments (Kyrolainen et al., 2017; Zainol et al., 2022).

From a Field Theory perspective, training design is a considerable external force in individual life space. An environmental factor influences the dynamic interaction between personal characteristics and external conditions. A well-structured training program provides a conducive field for learning as personnel interact with a supportive training environment (Burnes & Cooke, 2012). In military settings, however, this interaction is critical, as success depends on whether training content aligns with operational requirements

Research indicates that the training design effectively increases skills transfer and job performance. As Velada et al. (2007) stated, transfer design is the structuring of training to make it relevant to actual operational settings, greatly enhancing skill retention and operational readiness. Under the Field Theory, training design integrates external forces, clear objectives, practical applications, and feedback loops with the internal drive to succeed in an individual to guarantee that the acquired skills are used in operational contexts.

Military training has powerful mechanisms for creating adaptive skills and resilient operators. These include hands-on simulations, realistic scenarios, and iterative feedback loops. These environmental factors within the life space strengthen employees' capacity to fulfill job expectations by providing a structured and supportive learning setting. Nafukho et al. (2017) suggest that training activities aligned with job requirements improve the transferability of the skills gained, which in turn boosts operational performance.

Lennox et al. (2021) and Zou et al. (2024) argue that training integrates the enhancement of technological skills with psychological proficiency, and structured training programs improve individuals' readiness for high-pressure environments. Field Theory considers training design elements as environmental factors because they affect performance outcomes and mental toughness. According to Smith et al. (2023), military personnel participating in well-designed training routines are in better physical condition, suffer fewer injuries, and have more excellent operational outcomes. Physical readiness levels and operational performance competence are developed through a well-designed training system.

Field Theory analyzes how training design matches inner factors, including performance self-efficacy, to produce better job results. A training environment that connects individual motivation with structural design and personal abilities will develop practical efficiency and mental toughness (Zainol et al., 2022).

Building on these insights, the following hypothesis is proposed to evaluate the relationship between training design and job performance:

H2: There is a significant and positive relationship between training design and job performance.

2.10. Training Relevance and Efficiency and Job Performance

The relevance and efficiency of training significantly influence how training affects job performance within the military context. Training relevance describes how closely the training activities and materials relate to the tasks, responsibilities, and operational needs that personnel must perform. In contrast, efficiency is about deriving the training goal within limited resources and time and maximizing learning outcomes at a minimum cost. These components together allow personnel to learn practical, mission-

specific skills necessary for effective performance in high-stakes environments (Zainol et al., 2022).

It includes representative training, indicating a clear connection between the training activity and the operational requirements within a military setting. This alignment helps retain the skill and makes the training applicable in real-world scenarios. According to Nafukho et al. (2017), training programs closely tailored to job-specific tasks significantly improve skills transferability and job performance. Domínguez-Falcón et al. (2021) emphasized that when training is considered relevant, it enhances engagement, improves retention, and improves performance in high-stress situations.

The military environment prioritizes training efficiency since time and resources are limited. According to Lee (2023), properly designed training programs allow personnel to learn basic skills rapidly and be deployed operationally without delay. The proper combination of training toughness with flexibility preserves operational preparedness by reducing workload-related risks, including physical body wear and tear and mental exhaustion (Varley Campbell et al., 2018).

Studies show that relevant and effective training methods improve adaptability and readiness performance. Zainol et al. (2022) and Helén et al. (2023) found that performance-based physical and functional conditioning creates training programs that match operational requirements to give personnel both technical abilities and psychological competencies for success. Training methods that include these elements establish motivational environments that help personnel achieve skill competence while improving combined performance output.

Field theory posits that behavior is influenced by outside factors such as training relevance and efficiency, which are linked with internal elements such as motivation

and readiness. The theory suggests that behavior results will be enhanced when the external elements are combined with the internal characteristics of adaptability and preparedness. Proper alignment creates a situation that allows employees to acquire practical skills and achieve organizational objectives and mission-specific goals in high-stress situations (Drain et al., 2015; Gawlik-Kobylińska & Maciejewski, 2019).

Based on the theoretical and empirical evidence, the following hypothesis is proposed to test the relationship between training relevance efficiency and job performance:

H3: There is a significant and positive relationship between training relevance and efficiency, and job performance.

2.11. Perceived Organizational Support and Job Performance

Perceived organizational support is essential to promote job performance in military settings where job stress is exceptionally high. Organizational support is the perception held by employees that an organization values its staff and acknowledges their contributions. Perceived support has a positive correlation with commitment, motivation, and effort, which directly contribute to enhanced job performance (Eisenberger et al., 1997).

From the Field Theory perspective, perceived organizational support is considered an external environmental force. Organizational support influences behavior by interacting with internal factors like performance self-efficacy, which allow personnel to fulfill their roles effectively. Personnel receiving strong organizational support are generally more resilient, flexible, and committed to organizational goals, enabling them to better cope with operational challenges (Flood & Keegan, 2022). Support of this kind creates a positive atmosphere that fosters the best performance, availability

of required resources, constructive feedback, and emotional health (Burnes & Cooke, 2012).

Empirical research indicates that organizational support is considered crucial in fostering job performance. The application of training outcomes to job performance is significantly enhanced by supervisor feedback as part of organizational support (Velada et al., 2007). Regular feedback reinforces performance self-efficacy and creates an environment of learning where personnel are encouraged to apply newly learned skills to their daily tasks. Thus, aligning individual readiness and organizational support with the Field Theory's concern for the dynamic interplay between personal and environmental forces provides an understanding of resource acquisition and use.

Perceived organizational support on several dimensions, such as access to resources, constructive feedback, and emotional support, promotes optimal conditions for high performance. The necessary materials and equipment available to personnel guarantee that the task will be performed effectively. The constructive feedback would point out strengths and improvement areas to be used for personnel in their role. Psychological needs are fulfilled through socio-emotional support by creating a feeling of belongingness and commitment to the organization (Eisenberger et al., 1997). Within the military environment, this increased commitment is crucial for managing high-pressure situations (Ayemoba et al., 2022; Safiudin & Kutty, 2023).

Strong perceived organizational support significantly influences military personnel's job performance. According to Ayemoba et al. (2022), training initiatives initiate learning outcomes and job performance when the organization is involved. This is also shown by Mehravar et al. (2023) in a further study, which also states that psychological

support and counseling raise psychological wellness and the efficiency of military personnel. However, as Powell et al. (2022) observed, when organizational support is lacking, strain and rates of injury increase, and job performance suffers.

Perceived organizational support acts as a key stabilizing element within Field Theory and determines the atmosphere in which individuals work. Through its alignment with organizational practices and individual needs, perceived support increases motivation, self-efficacy, and performance. This interaction makes organizational support significant as a main factor for cultivating resilience and achieving mission objectives in difficult military environments.

Based on these insights, the hypothesis below is suggested to assess the relationship between perceived organizational support and job performance:

H4: There is a significant and positive relationship between perceived organizational support and job performance.

2.12. Theoretical Framework

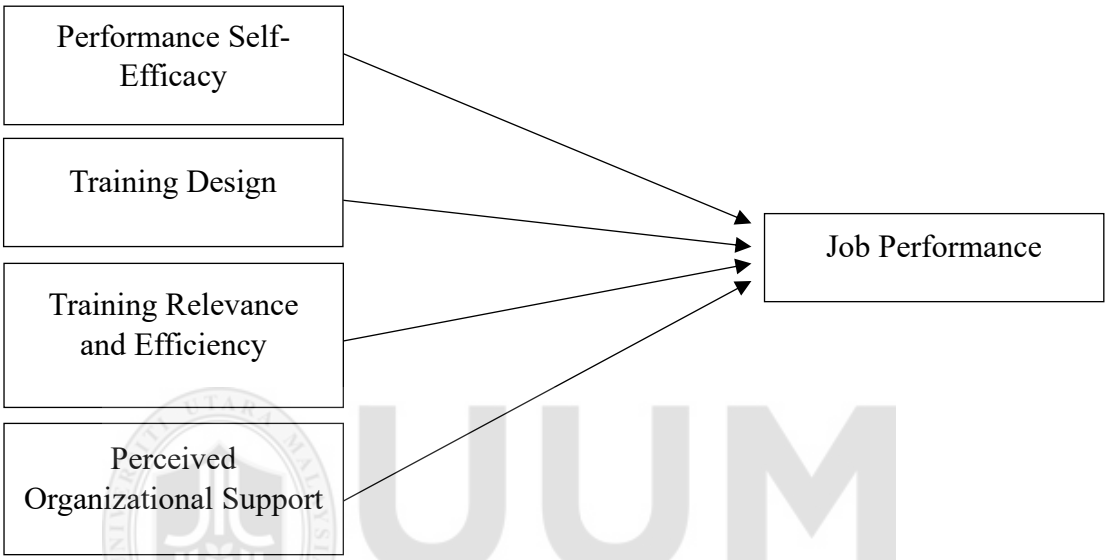
The theoretical framework for this study is based on Lewin's Field Theory, which explains that behavior results from the interaction between personal factors and environmental influences. According to this framework, job performance is influenced by combining an individual's internal factors, like performance self-efficacy, with the external conditions in which they work. The relationship between these internal and external factors helps guide the creation of practical training and strategies that improve military personnel's job performance.

Using this framework, the study suggests that job performance will improve when performance self-efficacy is high, training design is well-structured, training is relevant and efficient, and there is strong organizational support. This theoretical basis

provides valuable ideas for designing training to help military personnel perform better in stressful and challenging situations. Figure 2.1 schematically illustrates the relationships between these variables.

Figure 2.1

Theoretical Framework



2.13. Gap in Literature

A systematically reviewed literature on job performance, performance self-efficacy, training design, training relevance, training efficiency, and perceived organizational support in military settings reveals several gaps that require further research. At the same time, there is substantial literature on these variables. There is an evident lack of integrated frameworks that combine performance self-efficacy, training design, and organizational support to explain how these constructs influence job performance in military environments. Studies such as Nafukho et al. (2017) emphasize the need for context-specific military training, yet an integrated framework that links these variables remains underexplored.

Although training effectiveness has been widely studied in organizational settings, there is limited research on how these training elements apply to the military context, specifically the Malaysian Army (Ariff, 2013). Most existing studies primarily focus on Western or developed countries, limiting their applicability to the socio-cultural and operational needs of Southeast Asian military environments (Inderjit et al., 2021). Flood and Keegan (2022) further highlight the importance of context-specific training adaptations, especially in Southeast Asian military forces, to address unique cultural, geographic, and operational differences.

While broadly recognized in civilian settings, performance self-efficacy remains underexplored in military roles, especially in non-combat military settings (Volgemute et al., 2023). As Bekesiene (2023) and Rigotti et al. (2008) noted, performance self-efficacy plays a crucial role in stress management and influences behavior. However, its influence during peacetime military duties remains underexplored despite significant differences in stress and performance demands compared to combat. Flood and Keegan (2022) emphasize the necessity for longitudinal studies examining performance self-efficacy's role in combat support military roles to improve motivation toward job performance.

While training relevance and efficiency are often discussed in civilian or low-stakes contexts, they are rarely addressed in high-pressure, high-stakes military operations (Kyrolainen et al., 2017). Training in military environments must be both immediately applicable and resource-efficient, especially given the constraints of time and resources. Nafukho et al. (2017) argue that training relevance and efficiency enhance the transfer of learning, yet there is insufficient research on how these factors influence military performance under mission-critical conditions. Zainol et al. (2022) emphasize the importance of training design in facilitating job performance. However, much of

the training transfer and efficiency research remains insufficiently explored in high-stress military contexts.

Perceived organizational support has been extensively studied in civilian settings, impacting job satisfaction, motivation, and productivity (Eisenberger et al., 1986). However, research on perceived organizational support in military contexts remains limited, particularly regarding its direct impact on military job performance. Given the hierarchical structure of military organizations, perceived organizational support may have a more pronounced effect on morale, cohesion, and discipline than in civilian environments. Eisenberger et al. (1986) demonstrated that perceived organizational support positively impacts job commitment, but how this impacts military personnel's morale, discipline, and job performance remains underexamined. Safiudin and Kutty (2023) also argue that perceived organizational support in military settings may enhance performance under stress, but further research is needed to investigate how organizational support plays a role in fostering motivation and cohesion among military personnel.

While many studies examine performance self-efficacy, training design, and organizational support separately, limited research integrates these variables into a cohesive framework. Nafukho et al. (2017) and Velada et al. (2007) emphasize the need for adaptive frameworks that consider physical, psychological, and environmental factors to develop practical military training. Flood and Keegan (2022) also advocate integrating these variables to create a holistic approach to military training that improves job performance. This study seeks to address this gap by developing an integrated framework to examine the effects of these factors on military job performance.

2.14. Chapter Summary

The chapter extensively reviews job performance research, performance self-efficacy studies, training design relevance and efficiency investigations, and perceived organizational support investigations in military environments. The field of research includes many studies, yet various essential gaps persist. Research has not sufficiently analyzed how performance self-efficacy, training design relevance efficiency, and organizational support improve job performance, especially in military roles.

CHAPTER 3

RESEARCH METHODOLOGY

3.1. Introduction

This chapter outlines the research methodology employed to explore the factors influencing job performance within the Malaysian Army. It provides a comprehensive explanation of the research design, the study environment, the sampling strategy, data collection procedures, and the analytical techniques. The chapter begins by detailing the selection of participants and the data collection methods, ensuring that the research adheres to rigorous standards for reliability and validity. Furthermore, it outlines the analysis techniques employed to address the research questions. It provides a solid foundation for understanding how the identified factors, such as performance self-efficacy, training design, training relevance and efficiency, and perceived organizational support, impact military job performance. By the end of this chapter, a clear understanding of the methods used to gather and analyze the data ensures that the study's findings are credible and relevant to military personnel development.

3.2. Research Design

This study adopts a quantitative research design to investigate the factors influencing job performance among military personnel in the Malaysian Army. The design is structured to test hypotheses through data collection at a single point in time, allowing for an analysis of the relationships between the independent variables, performance self-efficacy, training design, training relevance and efficiency, and perceived organizational support and the dependent variable, job performance.

The unit of analysis for this study refers to the level at which data is collected and analyzed. In this context, the unit of analysis is the individual military personnel within

the Royal Artillery Regiment in Northern Malaysia. The focus is on junior ranks, from privates to warrant officers, as the study examines how these individuals' training experiences and perceptions of support influence their job performance.

To gather the required data, participants from these ranks will be asked to complete a questionnaire to capture their training experiences, performance self-efficacy beliefs, and perceptions of organizational support. This approach allows for a detailed examination of individual-level factors contributing to military personnel's job performance, providing insights into how training programs and organizational support can be optimized to enhance overall performance.

3.3. Population of Study

The participants in the study were members of the Malaysian Army, specifically from the Royal Artillery Regiment Corps. The Royal Artillery Regiment is a combat support unit, one of the main Corps in the Army. The 52nd RAR unit in the northern region of Peninsular Malaysia at the Airport Camp Sungai Petani Kedah is the unit which this study focuses on the artillery personnel. All units use the exact Army Training System. Thus, the unit was selected as a representative for the study. This study will focus on military personnel of other ranks, from Private to Warrant Officer 1, participating in individual training programs and undergoing regular evaluations. This group was chosen as they constitute the most significant part of any military unit and are the core workforce and strength of the unit.

Getting precise numbers of active personnel in the unit is difficult because of transfers, retirements, and security reasons. Nevertheless, in line with the Federal Establishment Document Military (FED M) 2019, the unit is authorized to consist of 34 Officers and 373 other ranks. In the second term, Jun to December 2024, the unit's strength on roll

is 19 Officers and 273 other ranks, and these numbers will be taken as the basis for this study.

3.4. Sample Size

Sample size pertains to the number of responses the population needs to complete a questionnaire for the research. Appropriate research sample sizes are usually between 30 to 500. This will prevent the findings from being analyzed using a smaller sample size. The Krejcie and Morgan (1970) table illustrates the required sample sizes for the research population, and these sample sizes can be derived from the table. Reference to the table shows that about 159 samples are recommended for the sample size, given the population size of about 273 military personnel. The calculation of this sample size guarantees that the sample size is statistically significant, at a 95% confidence level and a 5% margin of error, which is standard in social science research (Krejcie & Morgan, 1970).

3.5. Sampling Techniques

Effective sampling techniques and procedures ensure that conclusions drawn from the sample accurately reflect the broader population. These methods must produce results that can be generalized to the entire population under study. Types of sampling include probability and nonprobability sampling (Sekaran & Bougie, 2016). This study's target group consisted of military personnel from the Royal Artillery Regiment in the Northern Zone of Peninsular Malaysia. Samples were taken from personnel in all ranks in the 52nd RAR in Sungai Petani. Sekaran and Bougie (2016) recommend that a probability sampling design be used when there is a known chance that elements in the population will be chosen as subjects in the sample. The variation in the number of personnel ranks in the unit makes it essential to apply stratified random sampling in

this study to ensure that each population segment is well represented. To better describe the generalizability of this study from different organizational cultures and the effectiveness of individual training in those units, diverse rank categories were chosen.

Stratification involves separating the population into subgroups based on particular characteristics. In the army, personnel will be classified or divided into or according to rank, the lower being Gunner/Privates, Lans Bombardier/Lance Corporal, Bombardier/Corporal, Sergeant, Staff Sergeant, and Waren Officers 2, and Waren Officer 1. The study can be assured that each stratum gets adequate representation in the sample, so the study results are accurate by identifying these ranks. The appropriate size for the sample size discussed in subsection 3.4 is 159 personnel. However, a sample size of 170 was chosen to buffer against potential issues such as non-responses or incomplete data. Each group will be represented proportionally to the sample size distributed among the identified strata.

The division of the number in the group to the total number of each unit is the basis of the ratio distribution. It means that each group has enough representation in a unit. After the number by rank for each unit has been found, individuals are selected randomly in each rank strata. A lucky draw concept will give each member the same opportunity to be picked. After sampling is completed, implementation and data collection can be implemented when permission and approval are obtained from the authorities of that unit. The unit details and stratified random sampling breakdown are presented in Table 3.1.

Table 3.1

Sampling Fraction

Unit Name	Rank	Population	Sample Size
52nd RAR	Warrant Officer 1	2	1
	Warrant Officer 2	13	8
	Staff Sergeant	9	6
	Sergeant	36	22
	Bombardier/Corporal	127	79
	Land Bombardier/Lans Corporal	29	18
	Gunner/Private	57	36
Total		273	170

3.6. Measurements of Variable

This section presents the operational definitions for each variable and a list of items in Table 3.2. The following subsections outline the instruments and measurements used to assess them chronologically.

Table 3.2

Operational Definition and List of Items

Variable	Operational Definition	Items
Performance Self-Efficacy (Velada et al., 2007)	Performance self-efficacy, which is the belief in one's ability to complete job-related tasks, adapt to challenges, and apply training effectively, also plays a key role in job performance (Bandura, 1986; Velada et al., 2007).	1. I am able to use newly learned skills effectively on the job. 2. I am confident in my ability to use new skills at work. 3. I apply what I have learned even in difficult situations. 4. I can overcome obstacles by using new skills or knowledge.

Table 3.2 (continued)

Variable	Operational Definition	Items
Training Design (Velada et al., 2007)	The structure and delivery of training programs to ensure personnel acquire mission-critical skills. Effective training design includes clearly defined objectives, scenario-based simulations, and structured instructional methods to facilitate learning transfer and skill application in real-world tasks (Hendrickson et al., 2010; Salas et al., 2012).	1. The training provided examples of how to use what I have learned in my job. 2. The activities and exercises during the training helped me understand how to apply what I learned. 3. The teaching methods showed me how to apply the learning directly to my job tasks. 4. The trainer demonstrated a clear understanding of how to use the learning in practical situations.
Training Relevance and Efficiency (Nafukho et al.,2017)	Training relevance refers to how well training aligns with real-world tasks, while training efficiency refers to how effectively the training is delivered, including clear objectives, feedback, and the retention of learned skills to maximize outcomes (Nafukho et al.,2017).	Relevance item. 1. Most trainings given were related to my professional experience. 2. Most training activities allowed me to understand the subject matter better. 3. Most trainings that I attended were related to my professional development goals. 4. Most training activities allowed me to exercise my skills related to the subject.

Table 3.2 (continued)

Variable	Operational Definition	Items
		5. Most trainings given are related to the unit development. 6. Most trainings I attended were related to my personal development goals. 7. In most of the trainings, the topics studied were closely related to the activities I do in my job. Efficiency Item. 8. Most trainings that I attended this year provide clear training objectives. 9. During most of the trainings, I received constructive comments about my performance that helped me to improve my knowledge and skills. 10. Currently, I can accurately remember the main ideas of the subject studied during most of the trainings. 11. I gained a solid foundation of knowledge on the subject studied during most of the training.

Table 3.2 (continued)

Variable	Operational Definition	Items
Perceived Organizational Support (Eisenberger et al., 1986)	Perceived organizational support is the extent to which individuals feel valued and supported by their organization, including access to resources, organizational encouragement, and recognition (Eisenberger et al., 1986).	1. My organization cares about my opinion. 2. My organization genuinely cares about my welfare. 3. My organization strongly considers my goals and values. 4. Help is available from my organization when I have a problem. 5, My organization would forgive an honest mistake on my part. 6. If given the opportunity, my organization would take advantage of me. 7. My organization shows very little concern for me. 8. My organization is willing to help me if I need a special favor.
Job Performance (Luo et al., 2008)	The ability of military personnel to execute their roles effectively, high performance standards, and promote teamwork. It includes task performance and contextual performance (Luo et al., 2008; Inderjit et al., 2021)	Task Performance. 1. I complete a higher quantity of work compared to other military personnel in my unit. 2. The quality of my work exceeds the average level of other military personnel in my squad. 3. I perform my tasks more efficiently than most military personnel in my unit.

Table 3.2 (continued)

Variable	Operational Definition	Items
		4. I actively complete tasks without procrastination or delays. 5. I perform tasks with care, showing dependability and responsibility. 6. The quality of my work often exceeds the required standards. 7. I work effectively and show high commitment in various roles or positions assigned to me. 8. I am competent in communicating with others. 9. I can quickly learn and apply new techniques and skills. 10. I have strong physical fitness and adapt quickly to changing environments. 11. I am qualified and capable of completing job tasks effectively. <u>Contextual Performance</u> 12. I am polite to others and show solidarity with my comrades. 13. I am honest and never cheat my leaders, person in charge, or comrades. 14. 14. I avoid speaking negatively about my comrades or superiors behind their backs. 15. I take care of my behavior outside the military camp and avoid conflict.

Table 3.2 (continued)

Variable	Operational Definition	Items
		16. I am kind to my comrades and avoid physical or verbal abuse. 17. I show respect to my leaders or the person in charge and always obey their orders. 18. I follow all instructions from my superiors without questioning them. 19. I maintain strict discipline and lead a good, responsible lifestyle. 20. I avoid destructive behaviors and habits, such as gambling. 21. I strictly observe all the rules and regulations of the military. 22. I respect and follow the administration of my squad leader without contradiction. 23. I maintain a strong sense of solidarity and respect for my comrades.

The variables were measured using instruments from prior research, which were developed and validated. They were measured using a five-point Likert scale, where responses ranged from 1 = Strongly Disagree to 5 = Strongly Agree, along with demographic data. The simplicity and effectiveness of this scale in measuring variations in perceptions and attitudes make it familiar in social science research (Maruf, 2023).

The following sections detail the instruments used to measure demographic variables, job performance, performance self-efficacy, training design, training relevance and efficiency, and perceived organizational support.

3.6.1. Demographic Variables

Demographic information was collected to better understand the respondents. This included data on gender, marital status, age category, educational background, years spent in the current unit, duration of service, rank, medical fitness classification, and Body Mass Index (BMI) level. These variables included nominal and ordinal scales, which offered a complete view of the participant's background and facilitated the examination of these variables' impacts on the study's critical factors. It provided a means of gaining meaningful insight into the possible correlations between demographic factors and key variables.

3.6.2. Job Performance

Job performance was measured using 23 items adapted from Luo et al. (2008) to assess work capability, task achievement, and self-discipline. The study applied these established metrics to measure the impact of a specific training program aligned with the Malaysian Army's standards and expectations, providing a practical method for evaluating personnel readiness and effectiveness. The use of a scale validated by Luo et al. (2008) further reinforced the study's reliability, with Cronbach's alpha values ranging from 0.80 to 0.93. Therefore, it serves as an effective tool for assessing job performance based on the Malaysian Army's criteria.

3.6.3. Performance Self-Efficacy

Four items adapted from Velada et al. (2007) were used to measure performance self-efficacy, which was designed to assess respondents' confidence in using newly

acquired skills effectively in the workplace. A five-point Likert scale was used to indicate the respondents' level of performance self-efficacy in job performance. Cronbach's alpha value of 0.76 indicates that this measure was reliable in measuring confidence in skill application. This study aimed to understand how belief in one's abilities and performance self-efficacy contribute to job performance in the context of the Malaysian Army.

3.6.4. Training Design

This study evaluated the training design based on four items from the study conducted by Velada et al. (2007). These items measured the relationship between training and job requirements, the practicality of training activities, and the degree to which trainees understood the application of skills within their jobs. This approach aligns with the recommendations of Velada et al. (2007), emphasizing that training should be designed to promote the transfer of learning and meet workplace needs. Participants assessed the degree to which the training was suitable and enhanced their job performance using a five-point Likert scale. Their studies have shown that the scale for training design demonstrates good reliability, with a Cronbach's alpha of 0.78, confirming consistency and validity in assessing the construct.

3.6.5. Training Relevance and Efficiency

To measure training relevance and efficiency in this study, 11 items were adapted from Nafukho et al. (2017). These items assessed how aligned training was to job tasks, how practical were training activities, and how well time and resources are used. With a five-point Likert scale, they were requested to rate how their perceived training was relevant to them and how efficient it was. The Cronbach's alpha value of 0.91 for this measure indicated high reliability in measuring training relevance and efficiency. This

study aims to assess the impact of well-structured and resource-efficient training on the job performance of Malaysian Army military personnel through training relevance and efficiency.

3.6.6. Perceived Organizational Support

This study measures perceived organizational support using eight items from the perceived organizational support survey created by Eisenberger et al. (1997). It concentrates on the organization's capacity to address personnel needs and support and the extent to which personnel feel recognized and valued. Participants assess responses on a five-point Likert scale to indicate perceived support. Similar to previous studies, this measure is shown to have high reliability, with Cronbach's alpha values reported at 0.90, indicating effectiveness in measuring perceptions of organizational support.

Table 3.3 Summarizes the instruments and measurements of the variables, while the detailed instrument is available in Appendix A.

Table 3.3

Summary of Instrument and Measurement

Variable	Items	Scale	Source	Cronbach's Alpha Values
Job Performance	23	5 Point Likert Scale	Luo et al. (2008)	0.80 to 0.93
Performance Self-Efficacy	4	5 Point Likert Scale	Velada et al. (2007)	0.76
Training Design	4	5 Point Likert Scale	Velada et al. (2007)	0.78
Training Relevance and Efficiency	11	5 Point Likert Scale	Nafukho et al. (2017)	0.91
Perceived Organizational Support	8	5 Point Likert Scale	Eisenberger et al. (1997)	0.90

3.7. Pilot Test

Pilot studies were conducted to test the psychometric properties of measurement instruments with a similar but smaller group of respondents (Tabachnick & Fidell, 2014). According to Khan (2024), pilot studies collect experimental data to identify weaknesses in the design and instruments and their suitability for final data collection. Sekaran and Bougie (2016) defined pilot testing as the initial determination of the research instrument, ensuring that the questions are unambiguous to the respondents and validating the wording and measurement. Thus, pilot studies will allow researchers to identify early warning signs in the proposed instrument and detect any inconsistencies in the study before starting the data collection process across a larger group of respondents.

According to Malhotra (2006), pilot studies usually consist of 15 to 30 respondents from the same target population to identify and eliminate potential problems. This study distributed questionnaires among 50 military personnel at the 2nd RAR at Mahkota Camp Kluang Johor. The questionnaires were administered with the permission of the Commanding Officer and fully assisted by the administrative department. The Administrative Officer (Adjutant) was given the respondents' selection criteria to ensure the questionnaires were distributed according to these research criteria.

The pilot study data was collected during the first week of December 2024. The instrument's psychometric properties and reliability testing were conducted based on the pilot study feedback. The reliability of the instrument was assessed through the Cronbach's Alpha value, with the results showing that the overall Cronbach's Alpha

for the variables fell within the optimal range, as presented in Table 3.4 below. Therefore, the instrument representing the study variables was considered reliable.

Table 3.4

Cronbach's Alpha of the Variables (Pilot Study)

Variable	No. of Item	Cronbach's Alpha Value
Job Performance	23	0.965
Performance Self-Efficacy	4	0.948
Training Design	4	0.939
Training Relevance and Efficiency	11	0.979
Perceived Organizational Support	8	0.818

3.8. Data Collection Process

Data was collected through a self-administered survey using an online platform, Google Forms. Google Forms provides convenience in distributing the survey and recording data, with the ability to reach a broad respondent pool via social media platforms like WhatsApp, Instagram, and Twitter (Mondal et al., 2019; Widayanti, 2021). The survey was conducted in the third week of December 2024 at the 52nd RAR when the regiment prepared for a new training cycle.

Several best practices were followed to ensure a high response rate and minimize potential issues. Permission from the Commanding Officer of a military unit was obtained to ensure confidentiality and compliance with military activities (Szoc et al., 2013). Coordination with military authorities also ensured that the survey was conducted at an appropriate time, minimizing disruptions.

The Adjutant in charge of human resource management was responsible for distributing the survey link and ensuring an equal and balanced number of respondents

were selected from each department. The personnel were informed about the survey's purpose, their voluntary participation, and the assurance of confidentiality. Clear instructions on how to complete the survey were provided to minimize response errors (Khan, 2024). The survey was completed within four days, from 24 to 27 December 2024.

The 52nd RAR management randomly selected participants based on the required sample size to prevent data manipulation. Survey responses were stored securely on the researcher's virtual storage for subsequent analysis using the Statistical Package for Social Sciences (SPSS), and all data were kept confidential throughout the study to protect participants' privacy.

3.9. Data Analysis Techniques

This study uses descriptive and statistical data analysis methods to evaluate data collected from the survey questionnaires. Descriptive analysis summarizes the data, providing an overview of the respondents' characteristics, such as means, frequencies, and percentages. Reliability tests were performed to ensure the accuracy and consistency of the collected data. After this, missing data were addressed using listwise or pairwise deletion methods and imputation techniques to ensure the completeness of the dataset. Outliers are observations with distinct characteristics, making them different from the rest (Hair et al., 2018). According to Alves et al. (2024), outliers must be eliminated from the data if their number is significant because it will affect the results' reliability.

Following the data cleaning steps, correlation and regression analyses were applied to test the research hypotheses and examine the relationships between variables. To check the suitability of the data for statistical tests, skewness, and kurtosis values were

examined to assess the normality of the data and its distribution. This step ensures the data meets the assumptions necessary for valid inferential statistical tests. The data was analyzed using SPSS, which allowed for handling missing data and outliers and the application of normality tests, ensuring the accuracy and reliability of the study's findings (Creswell & Creswell, 2018).

3.9.1. The Reliability Test

This study performed a reliability test on the variables to assess the quality of the measurement (Hair et al., 2018; Sekaran & Bougie, 2016). The reliability test focuses on internal consistency, which measures whether a questionnaire or scale consistently measures the same construct (Sekaran & Bougie, 2016). In other words, it ensures that the instruments measure the intended construct and produce consistent results when applied repeatedly. Factor analysis was then conducted to evaluate the underlying structure of the study variables and ensure the items for each variable were accurately grouped. This procedure helps organize a complex data set by combining it into interpretable, meaningful, and manageable factors (Cavana et al., 2001).

Additionally, data screening was conducted to identify and address any outliers that could distort the results, ensuring the integrity of the dataset for valid analysis. To ensure the data met the assumptions required for valid inferential statistics, normality tests were performed by calculating skewness and kurtosis values. According to Hair et al. (2018), the normality assumption may be questioned if these values fall outside the range of -2 to +2. Graphical methods, such as histograms and Q-Q plots, were also employed to assess the data distribution visually.

3.9.2. Descriptive Analysis

The main steps of data analysis involve descriptive statistics, which summarizes a sample's characteristics. The frequency distribution is an important component that represents the count of occurrences for each value or category of a variable. The center position of the data is represented through measures of central tendency, such as the mean, median, and mode. To measure how spread out the data is, standard deviation and variance are used as the primary variability measures (Sekaran & Bougie, 2016).

3.9.3. Correlation Analysis

Correlation analysis is the measure of the strength of the relationship between independent and dependent variables. It investigates the connection between variables and the magnitude and direction of the linear relationship between them. The correlation coefficient ranges from -1.0 to +1.0, which reflects the strength of the relationship between two metric variables. A positive value indicates a direct relationship, while a negative value shows an inverse relationship (Hair et al., 2018). The Pearson Correlation Coefficient method was employed in this study.

3.9.4. Regression Analysis

The coefficient of determination and regression equation are calculated using a single independent variable. It is known as multiple regression analysis when two or more independent variables are used. In multiple regression, the regression coefficient and regression equation are calculated to evaluate how well the independent variable can predict the dependent variable (Saunders et al., 2019). Statistical research uses regression analysis to define and measure the relationship between independent and dependent variables (Sekaran & Bougie, 2016).

The main goal of regression analysis is to examine how an independent variable influences the prediction of a dependent variable, with all other predictors held constant. The regression coefficient value indicates the extent of change in the dependent variable when the independent variable changes by one unit while all other predictors stay constant (Sekaran & Bougie, 2016). The coefficient values between 0 and 1, with a value of one indicating that the independent variable thoroughly explains the change in the dependent variable. On the contrary, a coefficient of 0 indicates that the independent does not explain the change in the dependent variable (Saunders et al., 2019).

In regression analysis, hypothesis testing is important to see whether the relationship between the independent and dependent variables is strong enough and significant. According to Cavana et al. (2001), hypothesis testing is used to determine if there is a clear relationship or significant difference between the groups or factors. In regression analysis, a hypothesis test is usually done to establish whether the coefficient of regression differs from 0 to indicate a significant relationship between the independent and dependent variables. Regression analysis allows researchers to quantify the amount of variation in the dependent variable that changes in the independent variable can explain and simultaneously interpret the strength of the relationship between the variables (Cavana et al., 2001).

3.10. Chapter Summary

This chapter provides a comprehensive description of the methodology applied in the study. It also outlines the measurement process for each variable, the survey instrument used, the sampling method, the data collection approach, and the data analysis techniques used to address the research questions. This chapter also covers how the

reliability of the constructs in this study was assessed. Details about the population and sample are also presented. The findings from the data analysis will be outlined in Chapter Four, based on the methodology that has been described.

CHAPTER 4

FINDINGS

4.1. Introduction

This chapter outlines the results from the statistical analysis performed on the research data. The first part of this section presents the data collection, survey responses, and data filtering process. The second part describes the descriptive statistics of the data, followed by reliability and factor analysis. The study's hypotheses were then tested through correlation and regression analyses. This chapter concludes with the results of hypotheses testing and a summary of the findings.

4.2. Response Rates

Response rate is essential to generalize results to the entire population (Sekaran & Bougie, 2016). Therefore, 170 questionnaires were distributed in 52nd RAR according to the rank breakdown required by the researcher. Of the total given, 170 responses were received, making the response rate 100%.

The main reason behind this study's high and perfect response rate is the self-administration method using online mediums. In addition, reasonable assistance and coordination from the organization expedited and made the data collection process successful. This is evidenced by Szoc et al. (2013), which states that high response rates like traditional methods can be obtained through online surveys with appropriate changes in administrative operations and can be done on a large scale for military personnel.

4.3. Data Cleaning

Before analyzing the data, it is essential to check the accuracy of the entered data to ensure the reliability of the findings. (Tabachnick & Fidell, 2014). Therefore, a data filtering procedure was implemented in this section to check for missing data and outliers, as these invalid values could undermine the validity of the research findings.

4.3.1. Missing Data

Hair et al. (2018) defined missing data as unavailable information in cases where other information is available. While no standard exists for missing values in a dataset to draw valid statistical conclusions, many researchers commonly agree that a missing rate of 5% or less is regarded as negligible (Tabachnick & Fidell, 2014). However, no missing values were detected in this study due to the advantages of using Google Forms. According to Rama et al. (2022), Google Forms allows for setting questions to be answered to prevent respondents from skipping questions.

4.3.2. Outliers

Outliers are observations with distinct characteristics, making them different from the rest (Hair et al., 2018). According to Alves et al. (2024), outliers must be eliminated from the data if their number is large because it will affect the results' reliability. Outliers can be detected through Boxplot, Histogram, Q-Q Plot, and Descriptive Table. No outliers were detected in the received response data. The results of this analysis are presented in Appendix C.

4.4. Demographic Profile

The demographic profile is highly indicative of the nature of the sample and serves as a reference to judge the study population (Field, 2018). This study identified nine

demographic profiles: age, gender, marital status, rank, education level, length of service, years in the current unit, medical fitness classification, and BMI level.

As presented in Table 4.1, out of the 170 respondents selected for this study, 168 (98.8%) were male, and only 2 (1.2%) were female. The gender distribution reflects that most military personnel in the 52nd RAR are male. Since the nature of military occupation is synonymous and dominated by males, this distribution was expected.

The respondents' age was categorized into four groups, with the largest group falling between 21 and 30 years old, comprising 87 personnel (51.2%). The next largest group was those aged 31 to 40 years, with 71 personnel (41.8%). Those under 20 comprised seven personnel (4.1%), and the age group 41 to 50 was the most minor, with five personnel (2.9%). The data showed that 93% of military personnel in the 52nd RAR were between 21 and 40 years old, indicating that they are trained and mature military personnel. The numbers for the age groups under 20 years and 41 to 50 years are almost the same because it is a new entry process to replace retired military personnel.

Of the 170 selected respondents, 111 personnel (65.3%) were married, and 57 (33.5%) were still unmarried. Only two personnel (1.2%) recorded that they were widowed. The distribution shows that most military personnel are married, have a commitment as the head of the family, and are responsible for managing the family. The organization still has unmarried military personnel responsible for managing all their housing and food needs.

Table 4.1 also shows that the majority of military personnel in the 52nd RAR are graduates of SPM/SPMV, which is 158 personnel (92.9%). One personnel (0.6%) is an STPM graduate, and 6 (3.5%) have a Malaysian Skills Certificate. Only two personnel (1.2%) are diploma holders, and 3 (1.8%) only have a PMR. According to

the education level of the respondents, most joined the military with the basic qualification of SPM. Only a few personnel have a higher education level but enter the service as other ranks because they are still not eligible to join the officer force, which requires at least a bachelor's degree. Personnel with only a PMR are the last group to enter the service using the PMR and are at the end of their service.

In reviewing the rank position in the organization, the demographic information collected met the requirements of the study, which required distribution based on rank, and each group received sufficient representation based on the total population. Respondents with the rank of Gunner/Privates are 36 personnel (21.2%), Lance Bombardier/Lance Corporal 18 personnel (10.6%), Bombardier/Corporal 79 personnel (46.5%), Sergeant 22 personnel (12.9%), Staff Sergeant with six personnel (3.5%), Waren Officers 2 numbered eight personnel (4.7%) and only one personnel (0.6%) are Warren Officer 1.

Regarding the duration of personnel service within the organization, three service period groups represent the majority of the respondents. The largest group consists of personnel with service periods ranging from 1 to 5 years, totaling 48 personnel (28.2%). This is followed by 47 personnel (27.6%) in the 6 to 10 year service range and 40 personnel (23.5%) who have served between 16 and 20 years in the armed forces. The next group is from service periods between 11 and 15 years with 25 personnel (14.7%). Among those with less than five years of service, six personnel (3.5%) were recorded, while only 4 (2.4%) had served for more than 21 years. Based on the distribution of the number of military personnel services period, it is clear that there is an effort to maintain the number of personnel at a minimum level for readiness based on the balance of each group, especially those over 21 years and under 5 years.

Regarding the length of service in 52nd RAR, the largest group comprises personnel with 1 to 5 years, totaling 80 personnel (47.1%), followed by 43 personnel (25.3%) with 6 to 10 years of service. Additionally, 28 personnel (16.5%) have served for less than a year, 14 personnel (8.2%) have 11 to 15 years of service, and only five personnel (2.9%) have served for more than 16 years. This number varies with the length of service as military personnel are often transferred based on promotion, welfare, and filling vacancies to balance the strength of all regiments.

Regarding Medical fitness classification, most military personnel have Fit Everywhere (FE) status, which allows them to be mobilized and deployed at any time. A total of 165 personnel (97.1%) have FE status. 4 personnel (2.4%) have Base Everywhere (BE) status, and only 1 (0.6%) has Light Everywhere (LE) status. BE personnel cannot be mobilized and only work in camps with duties appropriate to the level of injury. In contrast, LE personnel can still be mobilized but only perform light duties.

Finally, the BMI level data shows that most military personnel in the 52nd RAR 158 (92.9%) have a BMI below 26.9, as set by the Malaysian Army. Only 12 personnel (7.1%) have a BMI problem exceeding the maximum of 26.9. This proves that personnel in the 52nd RAR still have overweight problems.

The following Table 4.1 provides a detailed overview of the demographic profiles of the respondents.

Table 4.1

Demographic Profiles of the Respondents

Demographics Profile	Frequency (n)	Percentage (%)
Gender		
Male	168	98.8
Female	2	1.2

Table 4.1 (continued)

Demographics Profile	Frequency (n)	Percentage (%)
Age		
Below 20 years old	7	4.1
21 to 30 years old	87	51.2
31 to 40 years old	71	41.8
41 to 50 years old	5	2.9
Marital Status		
Single	57	33.5
Married	111	65.3
Other: Widower	2	1.2
Education Level		
SPM/SPMV	158	92.9
STPM	1	0.6
Malaysian Skills Certificate	6	3.5
Diploma	2	1.2
Undergraduate Degree	0	0
Master Degree	0	0
Other: PMR	3	1.8
Rank		
Private/Gunner	36	21.2
Lance Corporal/Lance Bombardier	18	10.6
Corporal/Bombardier	79	46.5
Sergeant	22	12.9
Staff Sergeant	6	3.5
Warrant Officer 2	8	4.7
Warrant Officer 1	1	0.6
Current Service Period		
Below 1 year	6	3.5
1 to 5 years	48	28.2
6 to 10 years	47	27.6
11 to 15 years	25	14.7
16 to 20 years	40	23.5
21 years and above	4	2.4
Number of years in the current unit		
Less Than 1 year	28	16.5
1 to 5 years	80	47.1
6 to 10 years	43	25.3
11 to15 years	14	8.2
More than 16 years	5	2.9

Table 4.1 (continued)

Demographics Profile	Frequency (n)	Percentage (%)
Medical fitness classification		
Fit Everywhere (FE)	165	97.1
Base Everywhere (BE)	4	2.4
Light Everywhere (LE)	1	0.6
BMI Level		
Below 26.9	158	92.9
Above 26.9	12	7.1

4.5. Descriptive Analysis of Research Variables

After correcting the data set, the descriptive analysis provides an overview of the raw data. It helps explain the general condition of all study variables, such as mean value, standard deviation, maximum, and minimum (Sekaran & Bougie, 2016). Descriptive statistics summarize the data, including each study variable's mean and standard deviation values.

According to Sekaran and Bougie (2016), this statistical measure is important to understand the general distribution of data. The mean represents the average value of the variable, offering a picture of central tendency. A higher mean indicates a higher score on the entire sample. At the same time, the standard deviation indicates the extent of variation or spread of data points around the mean. A smaller standard deviation suggests that data points are tightly clustered around the mean, whereas a larger standard deviation shows greater variability and a broader range of values (Sekaran & Bougie, 2016).

Among the study variables, training design had the slightly highest mean (M = 3.76, SD = 0.741), followed by training relevance and efficiency (M = 3.70, SD = 0.739), job performance (M = 3.64, SD = 0.674), performance self-efficacy (M = 3.64, SD =

0.756) and perceived organizational support (M = 3.55, SD = 0.673). Table 4.2 illustrates the values of the variables.

Table 4.2

Descriptive statistics of the constructs

Variable	Mean	Std. Deviation
Job Performance	3.64	0.674
Performance Self-Efficacy	3.64	0.756
Training Design	3.76	0.741
Training Relevance and Efficiency	3.70	0.739
Perceived Organizational Support	3.55	0.673

4.6. Fundamental Statistical Assumptions

At this stage, the data were prepared for inferential analysis to ensure the fulfillment of the statistical assumption. This study conducted several key assumption tests, including normality, linearity, and multicollinearity.

4.6.1. Normality Test

The assumption of normality is a fundamental assumption in research using regression analysis, and it helps determine whether the data scores are normally distributed (Field, 2018). According to Islam et al. (2021), the normality of a data set can be determined through statistical methods alone or together with graphics. Sekaran and Bougie (2016) also suggested that the normality of study variables can be investigated by examining graphical methods and calculating univariate and multivariate measures of skewness and kurtosis. As a result, this study employs statistical and graphical techniques to

assess the data's normality and measure the degree of deviation from a normal distribution.

Skewness and kurtosis are statistical techniques employed to assess normality by evaluating the distribution of data. Hair et al. (2018) noted that if a critical value is below -2.58 or above +2.58, it suggests that the assumption of normality should be rejected. Meanwhile, Almquist et al. (2019) argued that values between -2 and +2 are generally acceptable.

The skewness and kurtosis values for the variables in this study were examined, and the findings are shown in Table 4.3.

Table 4.3

Results of skewness and kurtosis for normality test

Variable	Skewness	Std. Error	Kurtosis	Std. Error
Job Performance	-0.095	0.186	-0.172	0.370
Performance Self-Efficacy	0.061	0.186	-0.547	0.370
Training Design	-0.027	0.186	-0.525	0.370
Training Relevance and Efficiency	0.008	0.186	-0.472	0.370
Perceived Organizational Support	0.295	0.186	-0.060	0.370

4.6.2. Graphical Method

Histograms and normal probability plots are often used to assess whether data follows a normal visual distribution. According to Field (2018), for sample sizes greater than 200, it is better to assess the shape of the distribution using graphical methods rather than relying solely on skewness and kurtosis statistics. Histograms and normal probability plots for the variables of this study are presented in Appendix B.

Appendix B presents bell-shaped histograms for each variable, showing that the data follows a normal distribution. The visual pattern of the data indicates symmetry around the mean without noticeable skewness or multiple peaks that might challenge the normality assumption (Tabachnick & Fidell, 2014). This is an important pattern for validating the normality assumption, which is required to guarantee the reliability of parametric statistical tests.

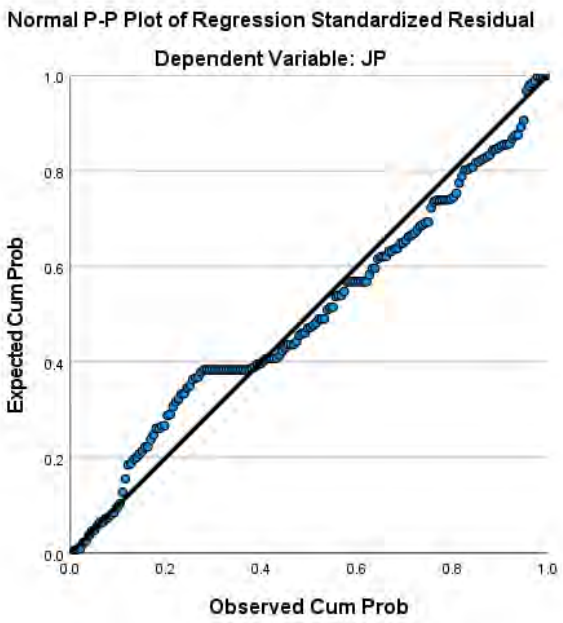
Additionally, the Q-Q plot reveals that the data points closely align with a straight line, reinforcing that the data follows a normal distribution. The near-perfect alignment of the points with the line further supports the validity of the normality assumption for the study variables (Field, 2018). In this study, which used a large sample size, visual tools such as histograms and Q-Q plots are useful for assessing normality, as even small deviations are unlikely to substantially impact the results of the statistical test (Tabachnick & Fidell, 2014).

4.6.3. Linearity Test

Linearity tests are used to detect the relationship between independent and dependent variables and to see the direction of the relationship according to the hypothesis. Positive values indicate a positive relationship and vice versa. The study performs a standard multiple regression analysis to assess linearity and evaluates the residuals using a Normal Probability P-P Plot (Hair et al., 2018). The linearity test, conducted using residual plots for all variables in this study, indicates a straight-line relationship with the predicted dependent variable, confirming that the linearity assumption holds true. Figure 4.1 below displays the results from the linearity test for the study variables, with the findings validating the linearity assumption.

Figure 4.1

Linearity test results



4.6.4. Multicollinearity Test

Multicollinearity arises when there is a high correlation among independent variables in a regression model, and its effects can interfere with the accuracy of the analysis. Estimates and results in regression analyses can be unreliable due to this issue. To detect multicollinearity, the tolerance measure and Variance Inflation Factor (VIF) are used. Tolerance indicates the proportion of variance in a predictor that other independent variables in the model cannot explain. At the same time, VIF represents the extent to which the variance in the regression coefficient increases due to collinearity with other predictors (Hair et al., 2018).

Significant multicollinearity problems can be identified when the VIF value is greater than 10 or the tolerance value is below 0.1 (Hair et al., 2018). When the VIF exceeds 10, one variable is strongly correlated with another, leading to unstable coefficient

estimates. Likewise, a tolerance value under 0.1 suggests that the variable closely resembles others, potentially weakening the regression model.

For this study, VIF and tolerance values were computed for each independent variable, and the findings are presented in Table 4.4. Based on the results obtained, no VIF value exceeded 10, and the lowest tolerance value recorded was 0.165, which is above the critical value of 0.1. These results indicate no multicollinearity is detected in the model, indicating that the relationships between the independent variables are uncorrelated and independent.

Table 4.4

Multicollinearity test

Variable	Tolerance	VIF
Performance Self-Efficacy	0.248	4.028
Training Design	0.184	5.435
Training Relevance and Efficiency	0.165	6.078
Perceived Organizational Support	0.343	2.916

Dependent variable: Job Performance

4.7. Reliability Analysis

After ensuring that all data sets met the statistical assumptions, reliability tests were performed on the research variables to evaluate the stability and consistency of the measurement instruments. The reliability of the questionnaire was evaluated using Cronbach's Alpha coefficient. Hair et al. (2018) state that the data obtained is reliable if the Cronbach's Alpha value is 0.6 or above.

Reliability analysis for the dependent variable, job performance, using 23 scale items adapted from Luo et al. (2008), resulted in a Cronbach's Alpha value of 0.971 in this

study. Meanwhile, for the independent variables of this study, Performance self-efficacy and training design, four scale items taken from Velada et al. (2007) for each variable gave excellent Cronbach's Alpha values of 0.964 and 0.941. For the variable training relevance and efficiency, 11 items from Nafukho et al. (2017) also produced an excellent Cronbach's Alpha value of 0.975. Meanwhile, for perceived organizational support, eight items taken from Eisenberger et al. (1997) gave a good value of Cronbach's Alpha, which was 0.875.

Since the reliability values for all variables showed acceptable ranges, none of the items were removed. The reliability of the study variables is now suitable for regression. The detailed analysis results of this test are attached in Appendix C, while Table 4.5 below summarizes the reliability test results of this study.

Table 4.5

Reliability test results

Variable	No. of Item	Cronbach's Alpha
Job Performance	23	0.971
Performance Self-Efficacy	4	0.964
Training Design	4	0.941
Training Relevance and Efficiency	11	0.975
Perceived Organizational Support	8	0.875

4.8. Correlation Analysis

Pearson correlation analysis was conducted to describe and assess the strength of relationships between the variables in this study. Hair et al. (2018) suggested that correlations of +1 and -1 represent perfect positive and negative relationships, respectively, while a correlation of 0 indicates no relationship between variables. The

correlations between 0 and +1 or -1 were interpreted based on the criteria set by Saunders et al. (2019). The relationship is weak when the correlation (r) is between 0.2 and 0.35. When r is between 0.35 and 0.6, the relationship is moderate, and 0.6 to 0.8 is strong. Above 0.8 is very strong, and finally, the relationship is said to be perfect when the correlation is 1.

The correlation analysis results showed positive correlations for all variables, suggesting a positive relationship between each pair of variables. The correlation results for performance self-efficacy and job performance are very strong, with the highest value being r = 0.863. Training relevance and efficiency also have a very strong correlation with job performance, with a value of r = 0.812. This is followed by a strong correlation for training design with job performance, with r = 0.784, and perceived organizational support with job performance, with r = 0.727.

A confidence interval represents the range within which the actual parameter is expected to lie, with a certain level of confidence indicating the uncertainty in the sample estimate (Veljkovic, 2024). Hair et al. (2018) mention that a coefficient is considered statistically significant when the confidence interval does not contain zero. Confidence intervals for all coefficients for a variable do not show zero, and the correlation is statistically significant. This also means that there is a possibility of a genuine relationship between the variables.

All variables have a statistically significant correlation because the Sig (2-tailed) value is less than or equal to 0.05. This means that an increase or decrease in the value of the independent variable is significantly associated with an increase or decrease in the dependent variable. In other words, the data from this study support a positive relationship between the study variables of job performance with performance self-

efficacy, training relevance and efficiency, training design, and perceived organizational support.

Although the results of the correlation analysis are positive and support the hypothesis, correlation analysis cannot involve evidence of cause and effect (Saunders et al., 2019). Therefore, to study the effects of various interactions and combinations of variables, regression analysis is proposed to test the study hypothesis further (Hair et al., 2018; Saunders et al., 2019). Table 4.6 illustrates a positive relationship between the dependent and independent variables, which aligns with the hypothesis.

Table 4.6

Means, Standard Deviations, and correlations with confidence intervals

Variable	*M*	*SD*	1	2	3	4
Job Performance	3.64	0.674				
Performance Self-Efficacy	3.64	0.756	0.863** [0.81, 0.89]			
Training Design	3.76	0.741	0.784** [0.71, 0.83]	0.844** [0.79,0 .88]		
Training Relevance and Efficiency	3.70	0.739	0.812** [0.75, 0.85]	0.830** [0.77, 0.87]	0.880** [0.84, 0.91]	
Perceived Organizational Support	3.55	0.673	0.727** [0.64, 0.79]	0.726** [0.64, 0.79]	0.742** [0.66, 0.80]	0.803** [0.74, 0.85]

Note. M and *SD* are used to represent mean and standard deviations, respectively. The value in the square bracket indicates the 95% confidence interval for each correlation. ** Correlation is significant at the 0.01 level.

4.9. Regression Analysis

Regression analysis is a commonly applied statistical technique used to evaluate the strength of the relationship between independent and dependent variables (Sekaran & Bougie, 2016). It also indicates the relative significance of independent variables in forecasting dependent variables. Regression analysis methods are easily used to assess the study variables' direct effects and test this study's hypotheses. A detailed report of the regression analysis findings is available in Appendix C, and a summary of the findings is presented in Table 4.7.

Based on Table 4.7, the R-square value is 0.778. This value shows that the independent variables perceived organizational support, performance self-efficacy, training design, training relevance, and efficiency contribute to or influence 77.8% of the job performance factors among military personnel. Meanwhile, another 22.2% of the factors to job performance are obtained by other independent variables that have not been measured in this study and can be measured or added for future studies.

Table 4.7

Model Summary of Multiple Regression Analysis[b]

Model	R	R Square	Adjusted R Square	Std Error of the Estimate	Durbin-Watson
1	0.882[a]	0.778	0.773	0.321	1.896

a. Predictors: (Constant), perceived organizational support, performance self-efficacy, training design, training relevance and efficiency
b. Dependent Variable: Job Performance

Next, Table 4.8 shows the results of the Analysis of Variance (ANOVA). The analysis of variance (ANOVA) results showed that the regression model was statistically

significant, as evidenced by the F value of 144.956 and the Sig value of $p = 0.001$. In other words, perceived organizational support, performance self-efficacy, training design, and training relevance and efficiency as predictor variables can together explain a large proportion of the variation in job performance.

The F value shows that the model has a strong explanatory power. That is, the predictor variables can explain the variation in job performance. In addition, the p-value = 0.001 shows very little probability that this result could have occurred by chance. According to Saunders et al. (2019), a significant F ratio is obtained if the probability of the difference between groups occurring by chance is less than 0.05. This robust regression model provides valuable insight into the factors influencing job performance.

Table 4.8

Analysis of Variance (ANOVA)[a]

Model		Sum of Squares	df	Mean Square	F	Sig
1	Regression	59.274	4	14.931	144.956	0.001[b]
	Residual	16.995	165			
	Total	76.719	169			

a. Dependent Variable: Job Performance
b. Predictors: (Constant), perceived organizational support, performance self-efficacy, training design, training relevance and efficiency

Table 4.9 will then explain the coefficient data, explaining the relationship between the independent variables and their influence on the dependent variable. For the first variable, performance self-efficacy is positively significant, with a value of $\beta = 0.588$, t = 8.002, and $p = 0.001$. The 95% confidence interval for the beta coefficient ranges from 0.395 to 0.654, indicating that the actual value of the beta is likely to fall within

this range. This variable also shows a very strong relationship in the correlation analysis, r = 0.863 with p = 0.001. Therefore, it can be concluded that performance self-efficacy is one of the predictors of job performance, supporting the first hypothesis (H1). This study confirms that there is a significant and positive relationship between performance self-efficacy and job performance.

For the second variable, training design, the regression analysis showed no relationship and was not statistically significant, with β =-0.003, t = -0.030, and p = 0.976. Two variables were statistically significant in the regression analysis when the p-value was <0.05 (Saunders et al., 2019). The 95% confidence interval ranges from -0.156 to 0.151, including zero, further confirming the lack of significance. Although the correlation analysis showed a strong positive relationship with job performance, r = 0.784 with p = 0.001, the regression analysis showed that the unique contribution of training design was not significant when combined with other variables in the model. Based on these statistical data, the second hypothesis (H2) was rejected because training design did not significantly affect job performance, as evidenced by the β value close to 0 in this study.

The regression analysis showed a statistically significant relationship for the third variable, training relevance and efficiency, with a value of β = 0.232, t = 2.573, and p = 0.011. Since the p-value is less than 0.05, this indicates that training relevance and efficiency have a significant positive effect on job performance. The 95% confidence interval for the beta coefficient ranges from 0.049 to 0.375, excluding zero, further supporting the significance of this relationship. The results of the correlation analysis also showed a very strong positive linear relationship between training relevance and efficiency and job performance, with a correlation value of r = 0.812 at a significant level of p = 0.001. Based on these findings, the third hypothesis (H3) is accepted

because training relevance and efficiency significantly and positively affect job performance.

For the last variable, perceived organizational support, the regression analysis showed a not statistically significant relationship, with $\beta = 0.116$, t = 1.846, and p = 0.067. Since the *p*-value is more significant than 0.05, perceived organizational support does not significantly affect job performance when combined with other variables in the model. The 95% confidence interval for the beta coefficient ranges from -0.008 to 0.239, including zero, suggesting that the effect is weak and not statistically significant. Although the correlation analysis showed a strong positive linear relationship between perceived organizational support and job performance, r = 0.727, its strength in predicting job performance was insufficient compared to other variables in the model. The regression results indicated that the unique contribution of this variable was weak and insignificant. Therefore, the fourth hypothesis (H4) was rejected because perceived organizational support did not significantly affect job performance in this study.

Table 4.9

Result of Multiple Regression Analysis with Simultaneous Entry

Variable	Beta	*SE*	95% CI		*β*	t	*p*
			LL	*UL*			
Performance Self-Efficacy	0.525	0.066	0.395	0.654	0.588	8.002	0.001
Training Design	-0.002	0.078	-0.156	0.151	-0.003	-0.030	0.976
Training Relevance and Efficiency	0.212	0.082	0.049	0.375	0.232	2.573	0.011
Perceived Organizational Support	0.116	0.063	-0.008	0.239	0.116	1.846	0.067

Note. * $p < 0.05$

4.10. Hypotheses Test Results

Based on the data analysis conducted using SPSS, starting with filling, screening, and ending with regression, and all the data detailed in the previous section, Table 4.10 summarizes the analysis results for testing this study's hypotheses. The analysis results show that two hypotheses were supported while the others were not.

Table 4.10

Summary of the research hypotheses test results

No	Hypotheses Statement	Result
H1	There is a significant and positive relationship between performance self-efficacy and job performance.	Supported
H2	There is a significant and positive relationship between training design and job performance.	Not Supported
H3	There is a significant and positive relationship between training relevance and efficiency and job performance.	Supported
H4	There is a significant and positive relationship between perceived organizational support and job performance.	Not Supported

4.11. Chapter Summary

This chapter presents the data analysis and findings of the study, including data cleaning tests, preliminary analysis, demographic profiles, and descriptive statistics of the study variables. The empirical results from hypothesis testing show that all study

variables had a positive relationship through correlation analysis. However, regression analysis revealed that only performance self-efficacy and training relevance and efficiency significantly impacted job performance, while training design and perceived organizational support did not. In conclusion, two hypotheses were supported, and two were not. The next chapter will discuss these findings and their practical and theoretical implications.

CHAPTER 5

DISCUSSIONS

5.1. Introduction

This chapter presents the study's findings and is divided into three parts. The first part outlines the studies and discusses the results related to the study's objectives. The following section examines the implications of these findings for both theory and practice. It also addresses the challenges faced during the research and suggests potential areas for future exploration. The chapter concludes with a summary of the study as a whole.

5.2. Recapitulation of the Study Findings

This study examined how performance self-efficacy, training design, training relevance and efficiency, and perceived organizational support are related to job performance among military personnel. Analysis of survey responses from 170 participants showed that performance self-efficacy and training relevance and efficiency were significantly positively associated with job performance. The most significant variable was performance self-efficacy, with the highest standardized beta value and the most significant t and p values. The results also highlighted the importance of confidence in one's ability to complete tasks efficiently, enhancing job performance. A positive relationship was also found between training relevance and efficiency, indicating the criticality of delivering training programs relevant to operational needs.

However, the relationship between training design and perceived organizational support with job performance was not statistically significant. These results indicate that their effects on job performance may be direct but limited and chained through

other factors not captured in this study. The regression analysis results indicated that the significant variables together accounted for 77.8% of the variance in job performance, and performance self-efficacy contributed the most.

5.3. Discussion of the Findings

5.3.1. The Relationship between Performance Self-Efficacy and Job Performance

The first objective of this study was to examine the relationship between performance self-efficacy and job performance among Malaysian Army personnel. According to Holton et al. (2000), performance self-efficacy is an individual's belief in adapting and improving performance under situational demands. This concept is broadly acknowledged as a crucial psychological factor influencing job performance, particularly in high-pressure settings like military operations. This study's findings confirm a significant positive relationship between performance self-efficacy and job performance. This indicates that military personnel with greater confidence in their abilities tend to exhibit higher competence.

This finding aligns with Kurt Lewin's Field Theory, which suggests that an individual's behavior is shaped by the continuous interplay between their cognition and the surrounding environment (Burnes & Cooke, 2012). In the military domain, performance self-efficacy is an internal driver that enables personnel to manage combat situations and make quick decisions. Military personnel with high-performance self-efficacy are more adaptable, proactive, and effective in solving problems, leading to improved job performance.

The research indicates that performance self-efficacy is critical in military and high-risk professions. According to Rigotti et al. (2008), individuals with high performance self-efficacy tend to perform better under pressure and uncertainty, considering they

are both more motivated and mentally flexible. Similarly, Velada et al. (2007) stated that higher performance self-efficacy leads to greater engagement in training, better knowledge retention and ultimately stronger job performance in the real-world operations. In addition, Luo et al. (2008) highlighted that performance self-efficacy is closely associated with job performance and teamwork and reaffirmed its significance in discipline, unit cohesion, and mission success.

These findings are supported by several further studies that show how performance self-efficacy influences resilience and operational effectiveness. According to Kanapeckaitė et al. (2022), performance self-efficacy assists military personnel in dealing with situations and enhancing their training outcomes. Bekesiene (2023) also demonstrated that recruits with greater confidence in their abilities tend to be more adaptable and practical at problem-solving, which benefits them in high-risk environments. Also, Volgemute et al. (2023) explored how performance self-efficacy supports stress management and discovered that individuals with high performance self-efficacy in the military could continue to be organized and productive during combat.

Moreover, Darr et al. (2018) found that performance self-efficacy was key in fostering confidence in training motivation and skill achievement. They also suggested that employees who strongly believe in their abilities are more likely to engage in training and retain knowledge more effectively. Similarly, Mikuliciute (2012) claimed that performance self-efficacy plays a crucial role in both individual and group success, enhancing collective competence and fostering trust within the unit, which in turn strengthens teamwork. According to Wu et al. (2022), high performance self-efficacy has the potential to enhance psychological resilience, which helps maintain performance in high-pressure situations and demanding missions.

Beyond the military context, performance self-efficacy is also a key factor in other high-risk professions. For instance, a study of emergency response teams found that confidence in one's capabilities is vital to success in stressful scenarios (Aulia et al., 2022). These findings indicate that performance self-efficacy is useful or necessary for success in jobs requiring physical and mental toughness.

In that context, the study by Gibala et al. (2015) shows that military personnel with higher performance self-efficacy had better endurance and physical efficiency during highly intense training, which positively correlated with greater operational readiness. Mehravar et al. (2023) also emphasized that performance self-efficacy serves as a significant predictor of job performance and that targeted training for military leaders fosters problem-solving abilities and improves effectiveness in high-risk military operations. Furthermore, Campbell-Sills et al. (2018) found that performance self-efficacy is strongly linked to resilience, a critical element in maintaining job performance in high-pressure environments.

5.3.2. The Relationship between Training Design and Job Performance

The second goal of this study was to examine the connection between training design and job performance for military personnel. Training design refers to how training programs are created, structured, and delivered to give personnel the skills and knowledge they need to do their jobs effectively. The study found that the relationship was not statistically significant. This means that although well-structured training can help improve job performance, it is not the only factor that affects how well personnel perform in the military.

One reason for the lack of a strong relationship could be that job performance is influenced by several other factors, not just training. Operational demands,

environmental conditions, and an individual's adaptability all significantly influence how well someone performs. For example, even if someone is well-trained, how they perform on the job can depend on the challenges they face in the field, like stress or unexpected situations.

Additionally, the relevance of the training is crucial when it comes to how well people can apply what they learned. Velada et al. (2007) pointed out that training programs with clear goals and practical, hands-on activities are more likely to help people retain what they learned. However, transferring that learning is not automatic, and it depends on how well personnel can apply the training in real-world situations. Nafukho et al. (2017) also argued that training needs to be directly relevant to the tasks and mission requirements. If training does not address the needs of the job, it is unlikely to improve performance.

Moreover, factors like teamwork, mental toughness, and stress management are key to job performance in the military. Mikuliciute (2012) said military training works best when it is well-structured and considers these psychological factors. For example, Campbell–Sills et al. (2018) showed that endurance training improves resilience, helping military personnel manage stress and keep going in challenging situations. This shows that training is about learning new skills and preparing people mentally for stressful and unpredictable environments.

Similarly, Helén et al. (2023) found that high-intensity training programs, though more challenging than regular fitness routines, better prepared military personnel for the physical demands of their jobs. Gibala et al. (2015) also found that training improves skills, but the ability to use those skills under pressure is more about psychological resilience than the training itself. This means that being able to apply what is learned

in high-pressure situations is as much about mental strength as it is about physical training.

Lastly, Sanborn et al. (2021) emphasized that success in the military is not just about going through training programs but also about how well personnel perform when under pressure. Military training, therefore, is less about following a set structure and more about building adaptability and the ability to handle the unknown. Unlike civilian training, which is often focused on structured learning, military training is designed to prepare personnel for the unexpected and risky situations they will face.

In conclusion, the relationship was insignificant because other factors, such as psychological resilience, environmental conditions, and operational demands, also have a significant effect. This highlights that training design alone is insufficient, and many other elements determine how well personnel perform in the military.

5.3.3. The Relationship between Training Relevance and Efficiency and Job Performance

This study examines the influence of training relevance and efficiency on military personnel's job performance. Training relevance creates a need for training content that provides training on actual operational tasks and tasks that confront military personnel, which enables skills derived from the training to be applied in real-world situations (Nafukho et al., 2017). On the other hand, training efficiency means using resources, teaching methods, and time management in the best way possible to improve learning outcomes (Domínguez-Falcón et al., 2021). This study confirms a significant and positive relationship between training relevance and efficiency factors and job performance, which shows that training that is relevant and efficient and has a practical

and mission-oriented approach provides more significant benefits to military personnel.

These findings align with previous studies highlighting the importance of relevant and efficient training to improve the body of knowledge. As stated by Nafukho et al. (2017), training integrated with operational requirements speeds up the use of knowledge and skills in the workplace, allowing military personnel to apply what they have learned quickly. Domínguez-Falcón et al. (2021) similarly demonstrated that the same is true for the retention of the skills acquired through training programs that are designed following good principles to eliminate the dispensable and introduce engagement in training. This confidence in job performance improves when military personnel consider their training important and efficiently delivered.

Zainol et al. (2022) also stated that well-designed training improves personnel engagement, skill retention, and overall job performance. Moreover, Helén et al. (2023) showed that military personnel are more effectively equipped to handle stressful situations when their training methods focus on reducing cognitive load and addressing real-life scenarios. Carrying out these studies is essential for developing training programs tailored to military personnel while ensuring they align with operational needs. This approach improves their readiness, allowing them to apply both theoretical knowledge and practical skills effectively.

Moreover, it is shown that mission-specific training enhances military readiness. Gibala et al. (2015) have demonstrated that training aimed at military-specific tasks enhanced the technical and physical performance, particularly in the presence of operational stress. Ojanen et al. (2020) further confirmed that training mission-critical tasks enhances the skill acquisition and decision-making capabilities in the combat

environment. According to Bumbuc (2021), training programs need to be regularly updated to reflect emerging operational needs to avoid military personnel's maladaptation to the current challenges caused by outdated training.

Ongoing skill development is also largely dependent on training efficiency. Sanborn et al. (2021) also found that if military personnel rely on their training as meaningful, it is more engaged and perform better. Moran and Turner (2021) stress the importance of training efficiently to maintain key skills without crushing one's decision-making based on cognitive overload of the first encounters in highly stressful situations. According to Kyrolainen et al. (2017), mission-specific training coupled with proven instructional methodologies improves job and operation readiness by ensuring the personnel retain skills most important to their jobs.

Given the critical role of structured training in skill development, job performance is not entirely determined by the amount of structured training. According to Mikuliciute (2012), better performance does not come from training alone unless it is for real and the training methodology is meant to foster active learning. This is supported by Mehravar et al. (2023), as their findings show that training programs incorporating relevance and competence in military training led to personnel with improved adaptability, enhanced problem-solving skills, and greater effectiveness in operational tasks. In addition, Lee (2023) points to the fact that the relevant training content coupled with appropriate learning strategies can enhance military readiness as personnel can respond better to unanticipated operational challenges.

These findings align with Kurt Lewin's Field Theory, which asserts that an individual's behavior is shaped by the interaction between personal and environmental factors (Burnes & Cooke, 2012). In this sense, training is an external factor that contributes to

job performance by offering structured learning opportunities that are relevant and efficient in this context. In such a scenario, when military personnel trust the cognitive training programs and believe that they are important to use, the training programs are aligned operationally, and can be delivered efficiently, they gain confidence in their efforts and perform their job better in real-world conditions (Zin & Nazry, 2021). This theory supports the need for training that gives military personnel information and allows them to use their skills on real-world tasks.

5.3.4. The Relationship between Perceived Organizational Support and Job Performance

The fourth objective of this study was to assess the relationship between perceived organizational support and job performance among military personnel. Perceived organizational support refers to the extent to which employees believe their organization values their contributions and cares about their well-being. This study found that the relationship was not statistically significant.

Several factors may explain why this relationship was not significant in this study. First, military environments are typically characterized by a high level of structure and hierarchy. Job performance is often influenced by factors such as discipline, physical fitness, and leadership rather than the organization's level of support (Rhoades & Eisenberger, 2002). In such a context, perceived organizational support may not play as significant a role in driving job performance as in other settings where individual autonomy and employee well-being are more directly linked to performance outcomes.

Moreover, while perceived organizational support has been shown to influence motivation and job performance in many organizations (Eisenberger et al., 1986; Almohtadi & Aldarabeh, 2021), its impact on military personnel may be less

pronounced due to the nature of military work, which often emphasizes duty, commitment, and teamwork over individual recognition and support. This suggests that while personnel may feel supported by the organization, this feeling does not always translate into improved job performance, as military work requires more focus on mission objectives and unit cohesion (Todorovic et al., 2016).

Additionally, factors such as operational demands, team cohesion, and individual resilience are likely more immediate drivers of performance in the military. Even though personnel may feel supported by the organization, their ability to perform well in demanding situations may depend more on their mental toughness, readiness, and ability to work as a team under pressure (Mikuliciute, 2012; Sanborn et al., 2021). This highlights that perceived organizational support may be less affected by the military context than in other workplace settings.

Overall, while the study found that the lack of a statistically significant result may reflect the unique context of military work, other factors, such as individual autonomy and team dynamics, may play a more significant role in determining job performance than perceived support from the organization.

5.4. Implications of the Study

Understanding the results of this study is key to evaluating job performance based on things like performance self-efficacy and perceived organizational support. These two factors can not only improve operational effectiveness but also help in improving other competencies such as human resources, training management, and leadership. The practical advantages of this study's results are also anticipated to positively influence unit or regimental management, particularly when creating and executing military training programs. In addition, this study also provides relevant recommendations for

the unit or formation level to improve organizational performance and effectiveness. This study holds both theoretical and practical implications, which will be further presented in the following subsections.

5.4.1. Theoretical Implications

Using Kurt Lewin's Field Theory, this study provides a valuable contribution to the theoretical understanding of military job performance. Lewin's (1936) theory describes how internal and external factors interact to shape an individual's behavior. Previous studies have investigated separate aspects, such as resilience, the efficacy of training, and environmental stress, but have not linked these into a whole theoretical framework (Joe & Chuck, 2012). In order to address the shortcomings of these studies, this research integrates performance self-efficacy, training relevance, and efficiency into a more comprehensive model for job performance in a stressful military environment.

The key theoretical insight of this study is to identify performance self-efficacy as a key internal factor impacting job performance in the military setting. The findings of this study validate the claim by Holton et al. (2000) that performance self-efficacy plays a crucial role in boosting resilience and success in demanding job environments. The findings of this study indicate that performance self-efficacy directly impacts job performance and assists military personnel in handling uncertainty and making quick decisions during operations. According to Kurt Lewin's Field Theory, performance self-efficacy is a factor that interacts with external elements such as training quality and environmental stress, directly influencing job behavior and effectiveness. Given military operations' unpredictability, high-performance self-efficacy personnel are more inclined to adapt swiftly, remain focused, and perform effectively under pressure. These findings, therefore, support the view that military organizations should focus on

strategies that raise performance self-efficacy, mainly through structured and practical training programs designed to increase military personnel's confidence and competence.

Moreover, this study aligns with the results of Nafukho et al. (2017) and Domínguez-Falcón et al. (2021) that job performance can be improved by training relevance and efficiency. This study emphasizes that training programs should be created to align with the actual needs of military operations to make training effective. Besides technical skills training, the training should include resilience development and psychological techniques that help military personnel resist combat stress and operational uncertainty more efficiently. According to Kurt Lewin's Field Theory, this finding is in coherence with training relevance and efficiency as external factors that interact with personal factors, namely, performance self-efficacy, shaping behavior, and job performance in a military job environment.

This study highlights the theoretical implications of the relationship between the psychological factors of the individual and training framework as key determinants of military personnel's job performance. The results offer a fuller understanding of the relationship between military personnel achieving high levels of performance by integrating performance self-efficacy and training relevance and efficiency. Overall, this study expands the body of literature by confirming that performance self-efficacy and training relevance and efficiency are key predictors of job performance in the military context. These findings align with previous studies, highlighting the significance of performance self-efficacy and training relevance and efficiency in training effectiveness, stress management, and operational adaptability. These findings also emphasize the need to maintain and strengthen high levels of performance self-efficacy in military personnel and ensure that training remains relevant and practical

to optimize their performance in challenging and unpredictable military operational environments.

However, these findings imply a need to understand further interactions between individual beliefs, training methodologies, and operational effectiveness to learn what is desired regarding performance. This helps explain how these relationships can be applied to create more effective and realistic military training programs, which improve technical readiness and build psychological resilience to better prepare for unpredictable challenges in operations.

5.4.2. Practical Implications

From a practical perspective, this study highlights the need to develop performance self-efficacy, training effectiveness, and organizational support as the main factors that enhance military personnel's job performance. Training must address real-world operational needs, producing efficient, resilient personnel capable of making decisions in high-pressure situations. This study demonstrates that performance self-efficacy is a crucial factor in determining how well military personnel can respond to operational challenges with higher levels of self-confidence, thereby improving job performance.

Military training programs should include effective confidence-building strategies, such as realistic simulation training, progressive task mastery, and positive reinforcement techniques. These strategies help military personnel sharpen their problem-solving and adaptability skills in combat environments, allowing them to engage in simulations that replicate high-pressure situations in a controlled environment. This approach encourages military personnel to become more efficient in actual operations, ultimately improving their operational readiness.

The relationship between training relevance and training efficiency is critical in determining job performance. Training programs tailored to the field's realities and current needs are more effective in enhancing personnel efficiency. To improve training relevance and efficiency, technology such as simulation-based and virtual reality training should be expanded across military units to mirror operational demands better. These technologies allow military personnel to gain hands-on experience with complex issues in a safe-to-fail environment, accelerating learning, building decision-making skills, and ensuring that training resources are utilized effectively without compromising operational efficiency and readiness.

Monitoring and evaluation are essential for adapting military training to current needs. Training must be relevant, continuously monitored, and evaluated for effectiveness. Military organizations should enhance their training monitoring systems by measuring key performance metrics such as training success rates, skill acquisition levels, and physical fitness. A systematic monitoring approach will allow military organizations to identify weaknesses early and make the necessary adjustments to improve training quality, preventing long-term performance decline.

Effective leadership is indispensable for the success of military training. Since military personnel work in teams, strong leadership is necessary for fostering collaboration, ensuring motivation, and maintaining unity throughout the training period. Leaders must guide their teams, ensuring clear communication, setting expectations, and providing continuous feedback. In addition to focusing on tasks, leaders must create a trustworthy and resilient environment, especially in high-pressure training situations. Leaders should identify individual strengths and weaknesses, offering specific guidance to enhance performance. Moreover, leaders must remain adaptable to the varying needs of their team members, particularly when training becomes physically

or mentally demanding. By maintaining morale and fostering a positive learning environment, leadership becomes a key factor that increases motivation and ensures military personnel are ready to face operational challenges with discipline and confidence.

The effectiveness of military training also depends on efficient resource management. Military organizations must ensure that training resources, such as quality training equipment, effective schedules, and human resources, are optimally allocated to achieve maximum effectiveness. Training equipment should be highly quality, regularly maintained, and relevant to personnel's tasks. Modern tools like simulation-based training and virtual reality technologies should be incorporated to create realistic and safe training environments. Additionally, military organizations need to ensure that training time is used efficiently. Proper planning of training schedules and balancing intense learning periods with appropriate rest are key to maximizing learning outcomes. Moreover, human resources, including instructors and trainers, must be carefully selected and adequately trained. Ensuring trainers are skilled in technical aspects and providing effective feedback will optimize the training process, ensuring personnel are skilled and adaptable in real-world operations.

Finally, military organizations must focus on performance self-efficacy, training relevance, and efficiency in their training programs. When training reflects real-world operational demands, service members can develop practical skills and confidently apply them to their jobs. Efficient training delivery maximizes resources and learning outcomes, which are critical in dynamic and high-risk environments. Continuous improvement in training programs will ensure that training remains relevant, effective, and beneficial to military missions. By focusing on practical and efficiently designed

training, military organizations can increase personnel readiness and ensure they are always ready to perform their roles effectively in any operational context.

5.5. Limitations and Future Research Recommendations

However, several limitations to this study must be acknowledged to ensure a comprehensive interpretation of these findings, which offer valuable insight into the key factors influencing the job performance of military personnel. Recognizing these limitations allows for a more accurate assessment of the study's results and highlights areas for future studies that could expand the understanding of military job performance.

A key limitation of this study is its cross-sectional design, as it does not enable the establishment of causal relationships between the variables examined. This study was conducted since the data was gathered at a single point in time, meaning it only captures correlations, not the cause-and-effect relationships. The temporal progression and long-term impacts of performance self-efficacy, training effectiveness, and organizational support on job performance remain uncertain. Future studies should adopt a longitudinal approach, allowing data to be gathered over a more extended period to understand better how these variables evolve over time. In the military context especially, roles and responsibilities of personnel change continuously in response to operational requirements and external threats. Researchers can use performance appraisal and training records to track how job performance factors change and learn how military personnel cope with training programs, organizational support systems, and leadership influences at various career stages.

A further limitation of this study is the small sample size, as data were gathered from a single military unit, the 52nd RAR, which only represents the northern region and

the Artillery Corps. While this focused approach allows for detailed analysis within a particular organizational context, it could restrict the applicability of the findings to other units from different regions or formations. To enhance the applicability of future research, a broader sample should be used, incorporating multiple formations, different geographical areas, and personnel across various ranks. An understanding of job performance dynamics across the entire armed forces could be more amply understood with comparative analyses between officers and enlisted personnel or between different military corps.

The study utilizes self-reported information that might produce response bias effects. Social desirability factors might have affected participants, which led them to report capabilities that were either higher than actual or to follow expected norms instead of their real experiences. The researchers implemented measures to protect participant anonymity, but the military's hierarchical structure and peer dynamics possibly influenced the obtained data. Future research about military job performance evaluation should combine self-reported data with actual performance measures such as supervisor evaluations, documented records, and structured interviews.

Another key limitation is that some variables examined in this study, such as training design and organizational support, did not directly affect job performance. These factors may influence job performance indirectly by impacting other elements, such as leadership style, intrinsic motivation, or job satisfaction. Future research should explore these complex interactions to determine how organizational and leadership dynamics contribute to personnel performance.

The research employed quantitative methods primarily, but statistical data alone cannot adequately capture military personnel’s real-world experiences and personal

perspectives. Future research should use qualitative techniques like direct interviews or focus group discussions to better understand workforce opinion toward training programs and organizational assistance. Internal factors influencing military personnel become observable through qualitative investigations beyond survey-based research.

Finally, future research should expand its examination of job performance factors by incorporating alternative social and team-related variables because organizational support perceptions did not demonstrate significant effects in this study. Team dynamic relationships and leadership involvement play critical roles in military performance because military personnel depend on unity and collaboration during high-risk operational tasks. Research on peer support and teamwork in job performance would enable the development of a framework that better represents actual military operational conditions.

This study contributes substantially to understanding job performance in military settings by highlighting essential factors, including performance self-efficacy, training relevance, and efficiency. Future studies should focus on overcoming the limitations identified to improve theoretical frameworks and practical approaches related to military personnel's development and training effectiveness. Future studies on military job performance should explore the gaps to deepen our understanding of lasting factors that influence military performance, enabling more effective training and personnel support systems design.

5.6. Conclusion

This study examines the key factors influencing job performance among Malaysian Army personnel, focusing mainly on the Royal Artillery Regiment. It explores how performance self-efficacy, training relevance and efficiency, training design, and

perceived organizational support impact job performance. Kurt Lewin's Field Theory is the theoretical foundation, illustrating how internal psychological beliefs and external organizational systems influence behavior and outcomes in a military setting.

This study demonstrates that job performance benefits from performance self-efficacy combined with training relevance and efficiency. The study underscores the necessity of building personnel confidence and implementing structured, efficient training programs because they create superior operational readiness and enhanced mission success rates. Field theory proves its high value in military settings because personnel need their personal beliefs and the organization's structure properly synchronized to maximize performance outcomes.

Training design and perceived organizational support did not show a direct relationship to job performance. This study suggests that other variables, such as leadership styles, team structure, workplace diversity, and the work environment, likely influence these factors. The research indicates that job performance analysis in structured high-stakes environments requires additional investigation of these secondary elements.

The theoretical application of Field Theory in military settings receives expanded validation through this study, demonstrating how internal and external forces must match for peak performance results. The study delivers actionable solutions, recommending methods to boost performance self-efficacy and train better methods alongside leader development programs to build an encouraging organizational environment.

The study presents various contributions yet contains specific limitations that researchers should acknowledge. A cross-sectional design limits the establishment of cause-and-effect associations, thus disturbing the evaluation of enduring results. The

approach concentrates on a single military unit, which affects the ability to apply findings to other military divisions or units. Future studies need to handle these limitations using long-term research methods while studying numerous military groups through quantitative and qualitative investigation approaches to fully understand military personnel involvement.

In conclusion, this study adds valuable knowledge about military job performance, which creates a strong foundation for additional study and planning development initiatives. Studies integrating practical advice and theoretical knowledge facilitate initiatives to improve military job performance and better personnel training standards among organizations.

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Appendix A

UNIVERSITI UTARA MALAYSIA

SURVEY QUESTIONNAIRE

Dear Participants,

My name is Mejar Mohd Irwan Saifullah bin Jamaludin. I am a student Master of Human Resource Management student at Universiti Utara Malaysia under the supervision of Dr Edora binti Ismail and Associate Professor Dr. Johanim binti Johari. I am researching organizational practices and their impact on military personnel behavior.

You have been selected to participate in this study, and I would appreciate it very much if you could answer all the questions as accurately as possible. This survey will take approximately 20 - 30 minutes, and the information you provide will influence the accuracy and success of this study.

Your answers will be kept strictly confidential and used for academic purposes only. If you have any questions regarding this research, please do not hesitate to contact me. Your participation in this study is greatly appreciated.

Thank you for your time and cooperation in completing this questionnaire.

Yours sincerely,

Mejar Mohd Irwan Saifullah bin Jamaludin

School of Business Management

University Utara Malaysia Sintok, Kedah.

Tel: 018-9112083

E-mail: wan_kulim@yahoo.com

SECTION 1: DEMOGRAPHIC INFORMATION *(MAKLUMAT DEMOGRAFI)*

Kindly answer the following questions by marking the answer in the appropriate box.

(Sila jawab soalan berikut dengan menandakan jawapan dalam kotak yang sesuai.)

1. Gender *(Jantina)*:

☐ Male *(Lelaki)* ☐ Female *(Wanita)*

2. Age *(Umur):*

☐ Below 20 years old *(Bawah 20 tahun)* ☐ 21 to 30 years old *(21 hingga 30 tahun)*

☐ 31 to 40 years old *(31 hingga 40 tahun)* ☐ 41 to 50 years old *(41 hingga 50 tahun)*

3. Marital Status (Status Perkahwinan):

☐ Single *(Bujang)* ☐ Married *(Berkahwin)*

☐ Other (*Lain-Lain) ……*

4. Education Level *(Tahap Pendidikan)*:

☐ SPM/SPMV ☐ STPM

☐ Diploma ☐ Malaysian Skills Certificate *(Sijil Kemahiran Malaysia)*

☐ Undergraduate Degree *(Ijazah Sarjana Muda)* ☐ Master Degree *(Ijazah Sarjana)*

☐ Other (*Lain-Lain) ……*

5. Rank *(Pangkat)*:

☐ Private (*Prebet)* /Gunner ☐ Lance Corporal *(Lans Koperal)*/Lance Bombardier

☐ Corporal *(Koperal)*/Bombardier ☐ Sergeant *(Sarjan)*

☐ Staff Sergeant *(Staf Sarjan)* ☐ Warrant Officer 2 *(Pegawai Waran 2)*

☐ Warrant Officer 1 *(Pegawai Waran 1)*

6. Current Service Period *(Tempoh Perkhidmatan Sekarang)*:

☐ Below 1 year *(kurang 1 tahun)* ☐ 1 to 5 years *(1 hingga 5 tahun)*

☐ 6 to 10 years *(6 hingga 10 tahun)* ☐ 11 to 15 years *(11 hingga 15 tahun)*

☐ 16 to 20 years *(16 hingga 20 tahun)* ☐ 21 years and above *(21 tahun ke atas)*

7. Number of years in the current unit *(Tempoh berada di unit semasa):*

☐ Less Than 1 year *(kurang 1 tahun)* ☐ 1 to 5 years *(1 hingga 5 tahun)*

☐ 6 to 10 years *(6 hingga 10 tahun)* ☐ 11 to15 years *(11 hingga 15 tahun)*

☐ More than 16 years *(lebih 16 tahun)*

8. Medical fitness classification *(Klasifikasi kecergasan perubatan):*

☐ Fit Everywhere (FE) ☐ Base Everywhere (BE)

☐ Light Everywhere (LE)

9. BMI Level *(Tahap BMI)*:

☐ Below 26.9 *(Bawah 26.9)* ☐ Above 26.9 *(Atas 26.9)*

SECTION 2:

Concerning yourself, please indicate your level of agreement with the following statements by ticking the most appropriate answer based on the scale given.
(Merujuk kepada diri anda, sila nyatakan tahap persetujuan anda terhadap pernyataan berikut dengan menandakan jawapan yang paling sesuai berdasarkan skala yang diberi.)

	Strongly Disagree (Sangat Tidak Setuju)	*Disagree (Tidak Setuju)*	*Neutral (Neutral)*	*Agree (Setuju)*	*Strongly Agree (Sangat Setuju)*
Scale *(Skala)*	**1**	**2**	**3**	**4**	**5**

No	Items	1	2	3	4	5
1	I complete a higher quantity of work compared to other military personnel in my unit. *Saya menyelesaikan kuantiti kerja yang lebih tinggi berbanding anggota tentera lain di unit saya.*	☐	☐	☐	☐	☐
2	The quality of my work exceeds the average level of other military personnel in my squad. *Kualiti kerja saya melebihi tahap purata anggota tentera lain dalam skuad saya.*	☐	☐	☐	☐	☐
3	I perform my tasks more efficiently than most military personnel in my unit. *Saya melaksanakan tugas saya dengan lebih cekap daripada kebanyakan anggota tentera di unit saya.*	☐	☐	☐	☐	☐
4	I actively complete tasks without procrastination or delays. *Saya secara aktif menyelesaikan tugas tanpa berlengah-lengah atau kelewatan*	☐	☐	☐	☐	☐
5	I perform tasks with care, showing dependability and responsibility. *Saya melaksanakan tugas dengan berhati-hati, menunjukkan kebolehpercayaan dan tanggungjawab.*	☐	☐	☐	☐	☐
6	The quality of my work often exceeds the required standards. *Kualiti kerja saya sering melebihi piawaian yang diperlukan.*	☐	☐	☐	☐	☐

No	Items	1	2	3	4	5
7	I work effectively and show high commitment in various roles or positions assigned to me. *Saya bekerja dengan efektif dan menunjukkan komitmen yang tinggi dalam pelbagai peranan atau jawatan yang diberikan kepada saya.*	☐	☐	☐	☐	☐
8	I am competent in communicating with others. *Saya cekap dalam berkomunikasi dengan orang lain.*	☐	☐	☐	☐	☐
9	I can quickly learn and apply new techniques and skills. *Saya boleh belajar dan menggunakan teknik dan kemahiran baharu dengan cepat.*	☐	☐	☐	☐	☐
10	I have strong physical fitness and adapt quickly to the changing environments. *Saya mempunyai kecergasan fizikal yang kuat dan cepat menyesuaikan diri dengan persekitaran yang berubah-ubah.*	☐	☐	☐	☐	☐
11	I am qualified and capable of completing job tasks effectively. *Saya berkelayakan dan mampu menyelesaikan tugas dengan efektif.*	☐	☐	☐	☐	☐
12	I am polite to others and show solidarity with my comrades. *Saya sopan kepada orang lain dan menunjukkan solidariti dengan rakan-rakan saya.*	☐	☐	☐	☐	☐
13	I am honest and never cheat my leaders, person in charge, or comrades. *Saya jujur dan tidak pernah menipu pemimpin, orang yang bertanggungjawab sebagai ketua atau rakan seperjuangan saya.*	☐	☐	☐	☐	☐
14	I avoid speaking negatively about my comrades or superiors behind their backs. *Saya mengelak daripada bercakap negatif tentang rakan seperjuangan atau orang atasan di belakang mereka.*	☐	☐	☐	☐	☐
15	I take care of my behavior outside the military camp and avoid conflict. *Saya menjaga kelakuan di luar kem tentera dan mengelakkan konflik.*	☐	☐	☐	☐	☐
16	I am kind to my comrades and avoid physical or verbal abuse. *Saya bersikap baik kepada rakan-rakan dan mengelakkan penderaan fizikal atau lisan.*	☐	☐	☐	☐	☐

No	Items	1	2	3	4	5
17	I show respect to my leaders or the person in charge and always obey their orders. *Saya menunjukkan rasa hormat kepada pemimpin atau orang yang bertanggungjawab sebagai ketua saya dan sentiasa mematuhi perintah mereka.*	☐	☐	☐	☐	☐
18	I follow all instructions from my superiors without questioning them. *Saya mengikut semua arahan daripada pihak atasan tanpa mempertikaikan arahan mereka.*	☐	☐	☐	☐	☐
19	I maintain strict discipline and lead a good, responsible lifestyle. *Saya mengekalkan disiplin yang ketat dan menjalani gaya hidup yang baik dan bertanggungjawab.*	☐	☐	☐	☐	☐
20	I avoid destructive behaviors and habits, such as gambling. *Saya mengelakkan tingkah laku dan tabiat yang merosakkan, seperti berjudi.*	☐	☐	☐	☐	☐
21	I strictly observe all the rules and regulations of the military. *Saya mematuhi semua perintah dan peraturan tentera dengan ketat.*	☐	☐	☐	☐	☐
22	I respect and follow the administration of my squad leader without contradiction. *Saya menghormati dan mengikuti pentadbiran ketua skuad saya tanpa percanggahan.*	☐	☐	☐	☐	☐
23	I maintain a strong sense of solidarity and respect for my comrades. *Saya mengekalkan rasa solidariti dan hormat yang kuat terhadap rakan-rakan saya.*	☐	☐	☐	☐	☐

SECTION 3:

Concerning yourself, please indicate your level of agreement with the following statements by ticking the most appropriate answer based on the scale given. *(Merujuk kepada diri anda, sila nyatakan tahap persetujuan anda terhadap pernyataan berikut dengan menandakan jawapan yang paling sesuai berdasarkan skala yang diberi.)*

	Strongly Disagree (Sangat Tidak Setuju)	*Disagree (Tidak Setuju)*	*Neutral (Neutral)*	*Agree (Setuju)*	*Strongly Agree (Sangat Setuju)*
Scale *(Skala)*	**1**	**2**	**3**	**4**	**5**

No	**Items**	**1**	**2**	**3**	**4**	**5**
1	I am able to use newly learned skills effectively on the job. *Saya dapat menggunakan kemahiran yang baru dipelajari secara efektif di tempat kerja.*	☐	☐	☐	☐	☐
2	I am confident in my ability to use new skills at work. *Saya yakin dengan keupayaan saya untuk menggunakan kemahiran baharu di tempat kerja.*	☐	☐	☐	☐	☐
3	I apply what I have learned even in difficult situations. *Saya menggunakan apa yang telah saya pelajari walaupun dalam situasi yang sukar.*	☐	☐	☐	☐	☐
4	I can overcome obstacles to use new skills or knowledge. *Saya boleh mengatasi halangan untuk menggunakan kemahiran atau pengetahuan baharu.*	☐	☐	☐	☐	☐

SECTION 4:

Referring to the training that you have attended throughout this year, please indicate your level of agreement to the following statements by ticking the most appropriate answer based on the scale given.
(Merujuk kepada latihan yang telah anda jalani sepanjang tahun ini, sila nyatakan tahap persetujuan anda terhadap pernyataan berikut dengan menandakan jawapan yang paling sesuai berdasarkan skala yang diberi)

	Strongly Disagree (Sangat Tidak Setuju)	*Disagree (Tidak Setuju)*	*Neutral (Neutral)*	*Agree (Setuju)*	*Strongly Agree (Sangat Setuju)*
Scale *(Skala)*	**1**	**2**	**3**	**4**	**5**

No	**Items**	**1**	**2**	**3**	**4**	**5**
1	The training provided examples of how to use what I have learned in my job. *Latihan memberikan contoh cara menggunakan apa yang telah saya pelajari dalam pekerjaan saya.*	☐	☐	☐	☐	☐
2	The activities and exercises during the training helped me understand how to apply what I learned. *Aktiviti dan eksesais semasa latihan membantu saya memahami cara mengaplikasikan apa yang saya pelajari.*	☐	☐	☐	☐	☐
3	The teaching methods showed me how to apply the learning directly to my job tasks. *Kaedah pengajaran menunjukkan kepada saya cara mengaplikasikan pembelajaran secara langsung kepada tugas saya.*	☐	☐	☐	☐	☐
4	The trainer demonstrated a clear understanding of how to use the learning in practical situations. *Jurulatih menunjukkan pemahaman yang jelas tentang cara menggunakan pembelajaran dalam situasi praktikal.*	☐	☐	☐	☐	☐

SECTION 5:

Referring to the training that you have attended throughout this year, please indicate your level of agreement to the following statements. Based on the scale given, please tick (√) on the box ☐ that best describes your preferred answer.

Merujuk kepada latihan yang telah anda jalani sepanjang tahun ini, sila nyatakan tahap persetujuan anda terhadap pernyataan berikut. Berdasarkan skala di bawah, sila tandakan tanda (√) pada kotak ☐ yang berkenaan.

	Strongly Disagree (Sangat Tidak Setuju)	*Disagree (Tidak Setuju)*	*Neutral (Neutral)*	*Agree (Setuju)*	*Strongly Agree (Sangat Setuju)*
Scale *(Skala)*	**1**	**2**	**3**	**4**	**5**

No	**Items**	**1**	**2**	**3**	**4**	**5**
1	Most trainings that I attended this year provide clear training objectives *(Kebanyakan latihan yang saya hadiri pada tahun ini mempunyai objektif latihan yang jelas)*	☐	☐	☐	☐	☐
2	Most trainings given were related to my professional experience. *(Kebanyakan latihan yang diberikan berkaitan dengan pengalaman profesional saya.)*	☐	☐	☐	☐	☐
3	Most training activities allowed me to understand the subject matter better. *(Kebanyakan aktiviti latihan membolehkan saya lebih memahami perkara yang diajar.)*	☐	☐	☐	☐	☐
4	Most trainings that I attended were related to my professional development goals. *(Kebanyakan latihan yang saya hadiri berkaitan dengan matlamat pembangunan profesional saya.)*	☐	☐	☐	☐	☐
5	Most training activities allowed me to exercise my skills related to the subject matter. *(Kebanyakan aktiviti latihan membolehkan saya menggunakan kemahiran yang berkaitan dengan perkara yang diajar.)*	☐	☐	☐	☐	☐
6	Most trainings given are related to the unit development. *(Kebanyakan latihan yang diberikan berkaitan dengan pembangunan unit/pasukan)*	☐	☐	☐	☐	☐

No	Items	1	2	3	4	5
7	Most trainings I attended were related to my personal development goals. *(Kebanyakan latihan yang saya hadiri berkaitan dengan matlamat pembangunan peribadi saya.)*	☐	☐	☐	☐	☐
8	During most of the trainings, I received constructive comments about my performance that helped me to improve my knowledge and skills. *(Dalam kebanyakan latihan, saya menerima komen membina tentang prestasi yang membantu meningkatkan pengetahuan dan kemahiran saya.)*	☐	☐	☐	☐	☐
9	Currently, I can accurately remember the main ideas of the subject studied during most of the trainings. *(Pada masa ini, saya boleh mengingati dengan tepat idea utama subjek yang dipelajari dalam kebanyakan latihan.)*	☐	☐	☐	☐	☐
10	In most of the trainings, the topics studied were closely related to the activities I do in my job. *(Dalam kebanyakan latihan, topik yang dipelajari berkait rapat dengan aktiviti yang dilakukan dalam pekerjaan saya.)*	☐	☐	☐	☐	☐
11	I gained a solid foundation of knowledge on the subject studied during most of the trainings. *(Saya memperoleh asas pengetahuan yang kukuh mengenai subjek yang dipelajari dalam kebanyakan latihan.)*	☐	☐	☐	☐	☐

SECTION 6:

With reference to the practices in the organization in which you are currently working, please indicate your level of agreement to the following statements by ticking the most appropriate answer based on the scale given.
(Merujuk kepada amalan dalam organisasi di mana anda sedang bekerja, sila nyatakan tahap persetujuan anda terhadap pernyataan berikut dengan menandakan jawapan yang paling sesuai berdasarkan skala yang diberi*)*

	Strongly Disagree (Sangat Tidak Setuju)	*Disagree (Tidak Setuju)*	*Neutral (Neutral)*	*Agree (Setuju)*	*Strongly Agree (Sangat Setuju)*
Scale *(Skala)*	**1**	**2**	**3**	**4**	**5**

No	**Items**	**1**	**2**	**3**	**4**	**5**
1	My organization cares about my opinion. *Organisasi saya mengambil berat tentang pendapat saya.*	☐	☐	☐	☐	☐
2	My organization genuinely cares about my welfare. *Organisasi saya benar-benar mengambil berat tentang kebajikan saya.*	☐	☐	☐	☐	☐
3	My organization strongly considers my goals and values. *Organisasi saya sangat mengambil kira matlamat dan nilai saya.*	☐	☐	☐	☐	☐
4	Help is available from my organization when I have a problem. *Bantuan tersedia daripada organisasi apabila saya menghadapi masalah.*	☐	☐	☐	☐	☐
5	My organization would forgive an honest mistake on my part. *Organisasi saya akan memaafkan kesilapan yang tidak disengajakan di pihak saya.*	☐	☐	☐	☐	☐
6	If given the opportunity, my organization would take advantage of me. *Jika diberi peluang, organisasi saya akan mengambil kesempatan terhadap saya.*	☐	☐	☐	☐	☐
7	My organization shows very little concern for me. *Organisasi menunjukkan sangat sedikit keprihatinan terhadap saya.*	☐	☐	☐	☐	☐

8	My organization is willing to help me if I need a special favor. *Organisasi bersedia membantu jika saya memerlukan bantuan istimewa.*	☐	☐	☐	☐	☐

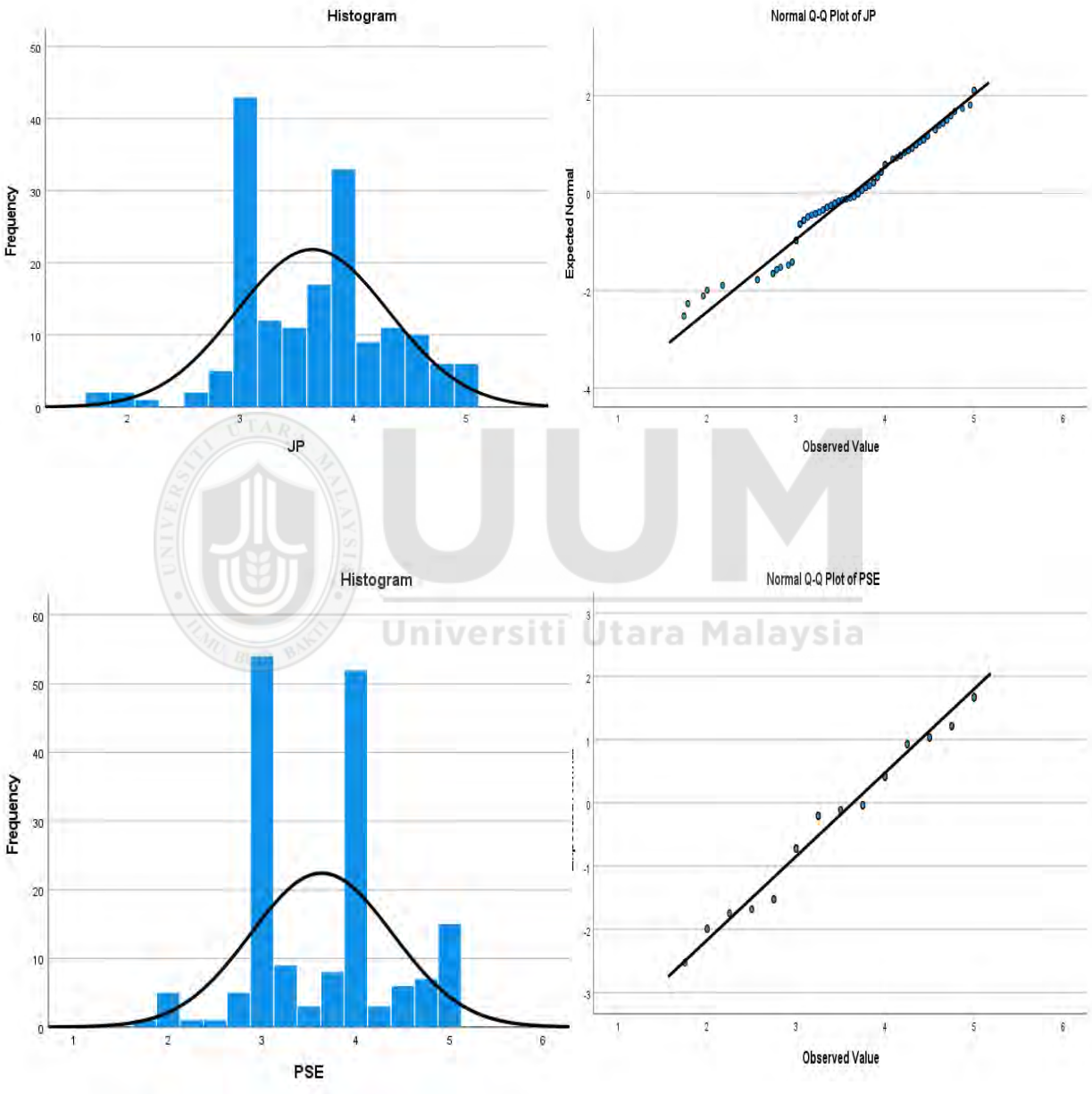
Thank you for your time and cooperation!

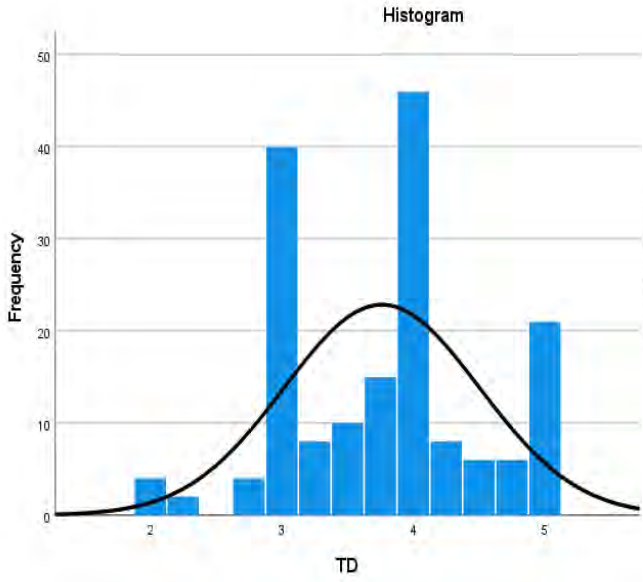
Appendix B

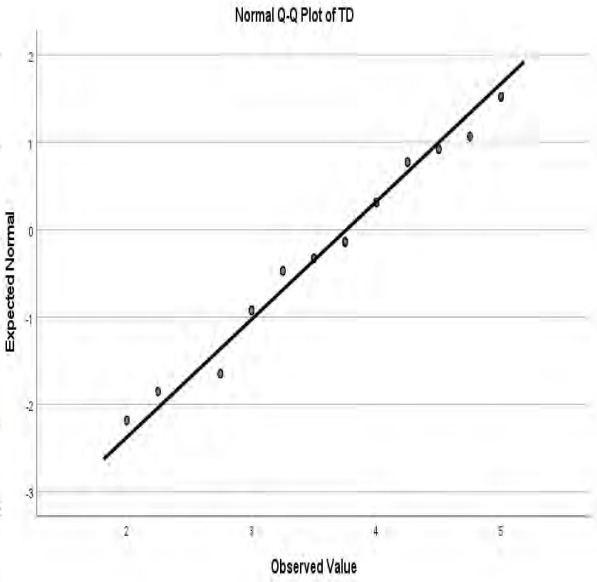
Histograms and Normal Probability Plots for Normality Test

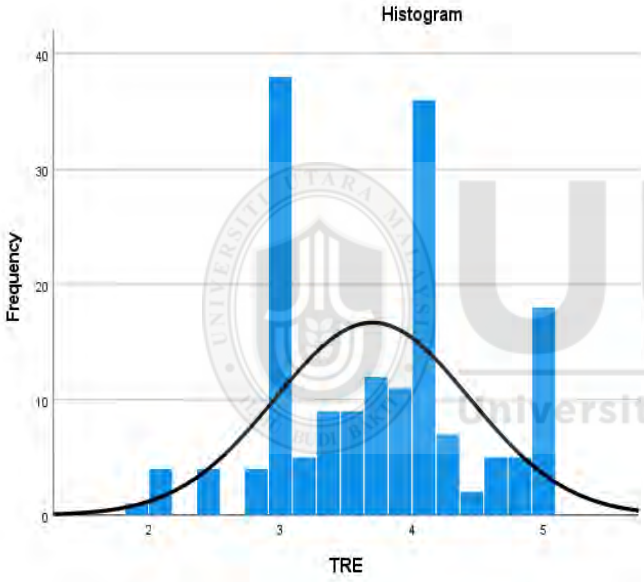
Figure B1

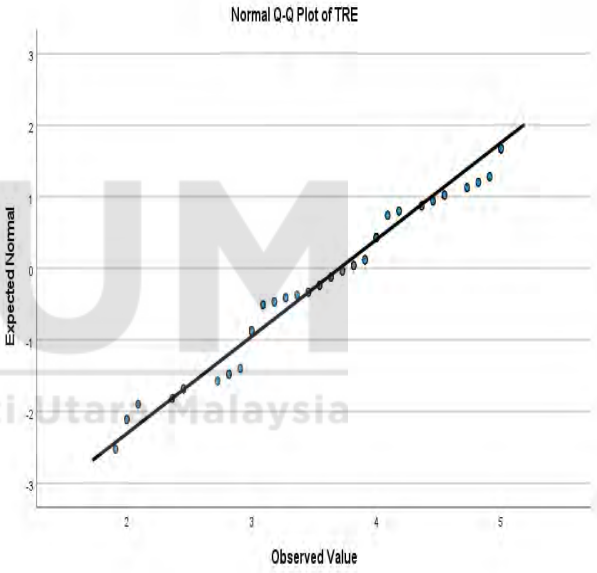
Histograms and the normal probability plots for the normality test of the study variables

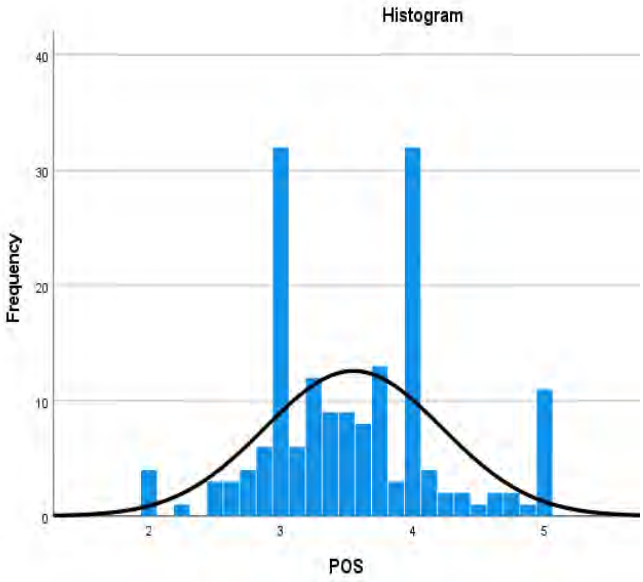


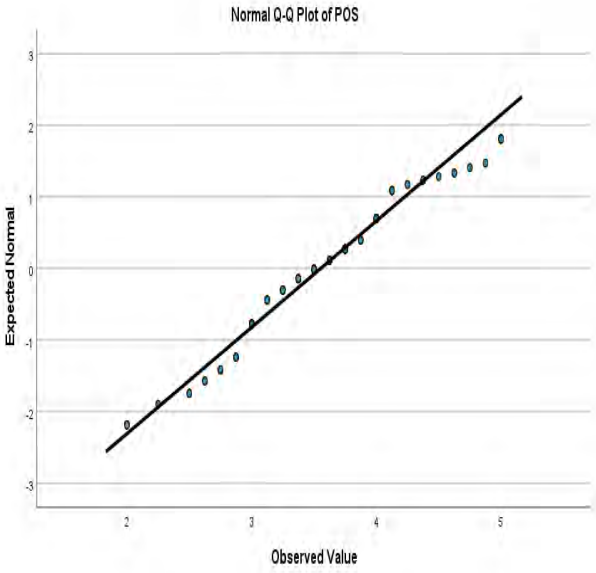












Appendix C

Data Analysis Result

1.0. Statistical Package for Social Sciences (SPSS) Data Analysis Output

1.1. Missing Data

Statistics

		Gender	Age	Marital	Education	Rank	CSP	CUP
N	Valid	170	170	170	170	170	170	170
	Missing	0	0	0	0	0	0	0

Statistics

		Medical	BMI	JP1	JP2	JP3	JP4	JP5
N	Valid	170	170	170	170	170	170	170
	Missing	0	0	0	0	0	0	0

Statistics

		JP6	JP7	JP8	JP9	JP10	JP11	JP12
N	Valid	170	170	170	170	170	170	170
	Missing	0	0	0	0	0	0	0

Statistics

		JP13	JP14	JP15	JP16	JP17	JP18	JP19
N	Valid	170	170	170	170	170	170	170
	Missing	0	0	0	0	0	0	0

Statistics

		JP20	JP21	JP22	JP23	PSE1	PSE2	PSE3
N	Valid	170	170	170	170	170	170	170
	Missing	0	0	0	0	0	0	0

Statistics

		PSE4	TD1	TD2	TD3	TD4	TRE1	TRE2
N	Valid	170	170	170	170	170	170	170
	Missing	0	0	0	0	0	0	0

Statistics

		TRE3	TRE4	TRE5	TRE6	TRE7	TRE8	TRE9
N	Valid	170	170	170	170	170	170	170
	Missing	0	0	0	0	0	0	0

Statistics

		TRE10	TRE11	POS1	POS2	POS3	POS4	POS5
N	Valid	170	170	170	170	170	170	170
	Missing	0	0	0	0	0	0	0

Statistics

		POS6	POS7	POS8
N	Valid	170	170	170
	Missing	0	0	0

1.2. Frequency Table

MEANPSE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	.6	.6	.6
	2	5	2.9	2.9	3.5
	2	1	.6	.6	4.1
	3	1	.6	.6	4.7
	3	5	2.9	2.9	7.6
	3	54	31.8	31.8	39.4
	3	9	5.3	5.3	44.7
	4	3	1.8	1.8	46.5
	4	8	4.7	4.7	51.2
	4	52	30.6	30.6	81.8
	4	3	1.8	1.8	83.5
	5	6	3.5	3.5	87.1
	5	7	4.1	4.1	91.2
	5	15	8.8	8.8	100.0
	Total	170	100.0	100.0	

MEANPTD

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	4	2.4	2.4	2.4
	2	2	1.2	1.2	3.5
	3	4	2.4	2.4	5.9
	3	40	23.5	23.5	29.4
	3	8	4.7	4.7	34.1
	4	10	5.9	5.9	40.0
	4	15	8.8	8.8	48.8
	4	46	27.1	27.1	75.9
	4	8	4.7	4.7	80.6
	5	6	3.5	3.5	84.1
	5	6	3.5	3.5	87.6
	5	21	12.4	12.4	100.0
	Total	170	100.0	100.0	

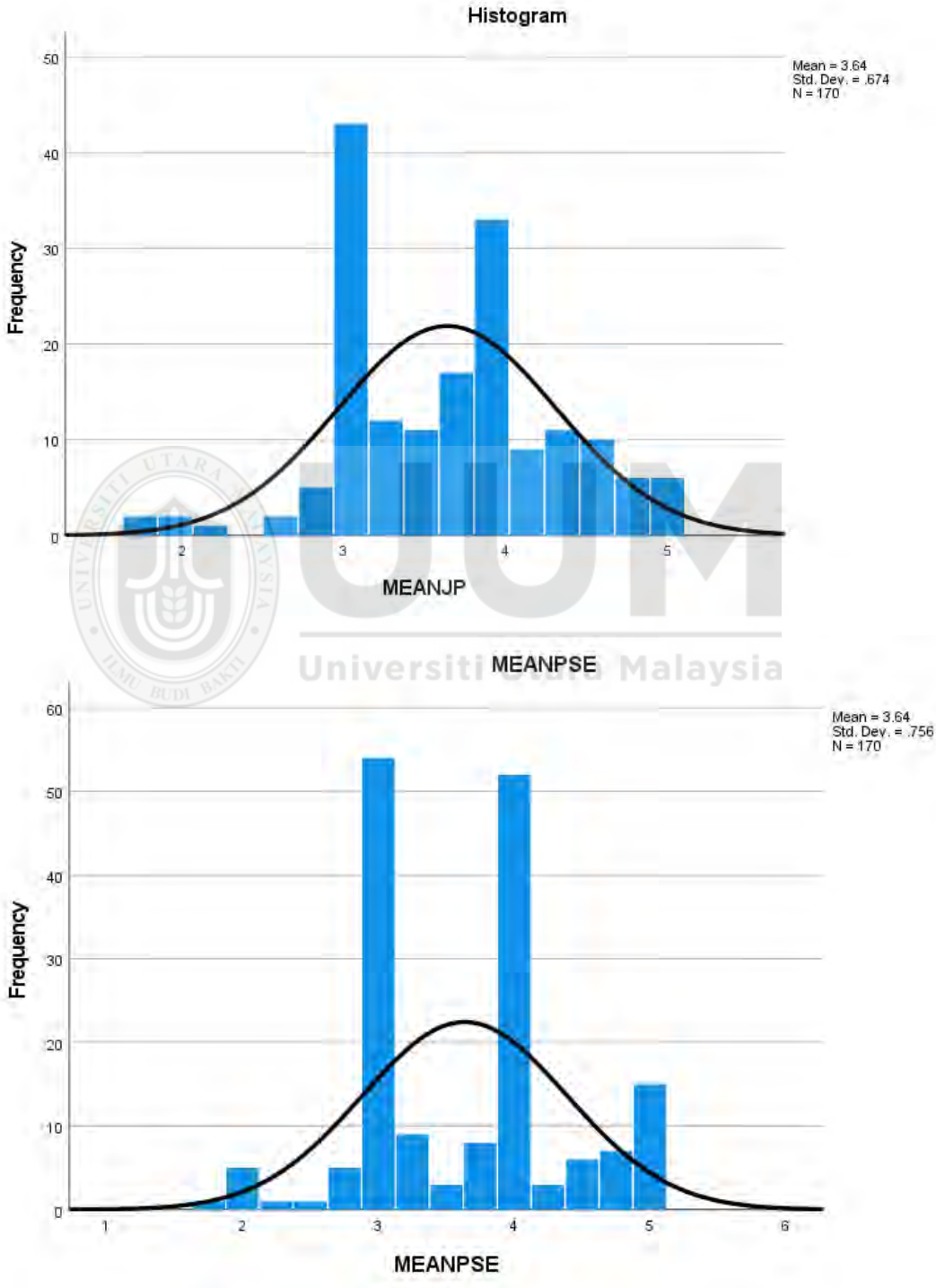
MEANTRE

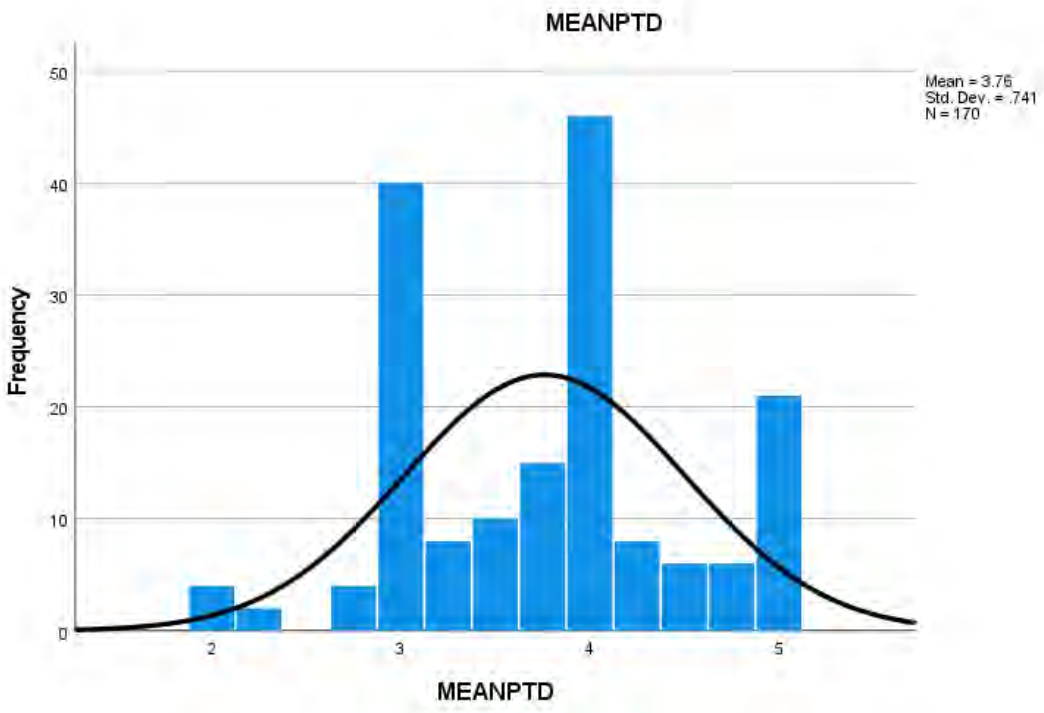
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	.6	.6	.6
	2	3	1.8	1.8	2.4
	2	1	.6	.6	2.9
	2	1	.6	.6	3.5
	2	3	1.8	1.8	5.3
	3	1	.6	.6	5.9
	3	3	1.8	1.8	7.6
	3	1	.6	.6	8.2
	3	37	21.8	21.8	30.0
	3	2	1.2	1.2	31.2
	3	3	1.8	1.8	32.9
	3	4	2.4	2.4	35.3
	3	1	.6	.6	35.9
	3	4	2.4	2.4	38.2
	4	9	5.3	5.3	43.5
	4	6	3.5	3.5	47.1
	4	6	3.5	3.5	50.6
	4	4	2.4	2.4	52.9
	4	7	4.1	4.1	57.1
	4	33	19.4	19.4	76.5
	4	3	1.8	1.8	78.2
	4	3	1.8	1.8	80.0
	4	4	2.4	2.4	82.4
	4	2	1.2	1.2	83.5
	5	5	2.9	2.9	86.5
	5	3	1.8	1.8	88.2
	5	2	1.2	1.2	89.4
	5	3	1.8	1.8	91.2
	5	15	8.8	8.8	100.0
	Total	170	100.0	100.0	

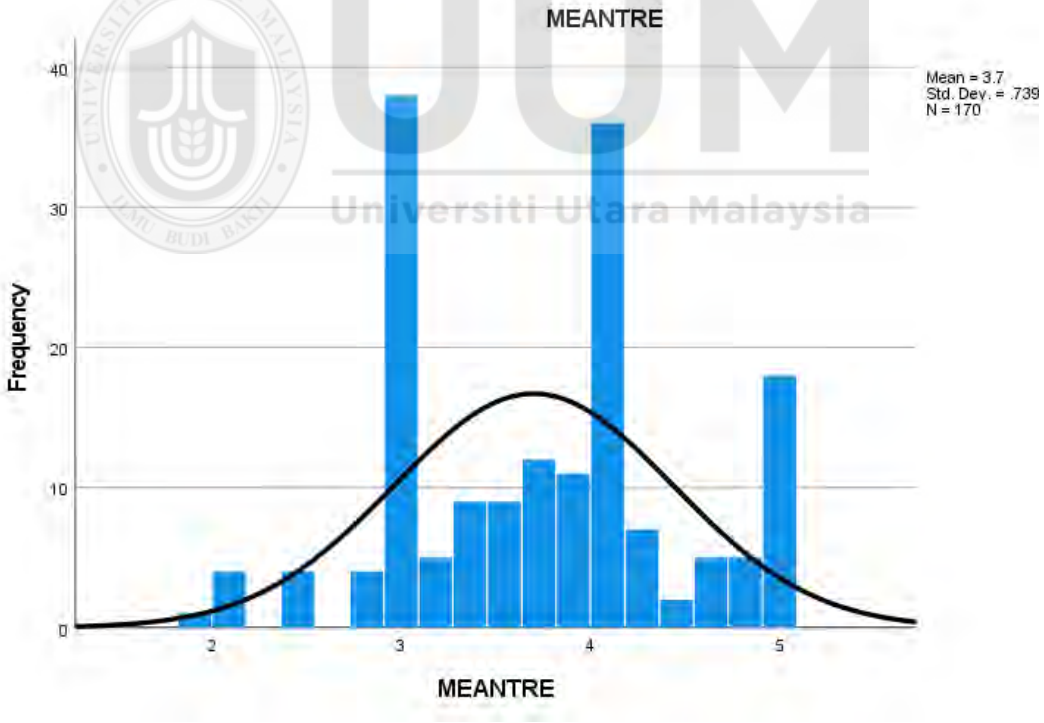
MEANPOS

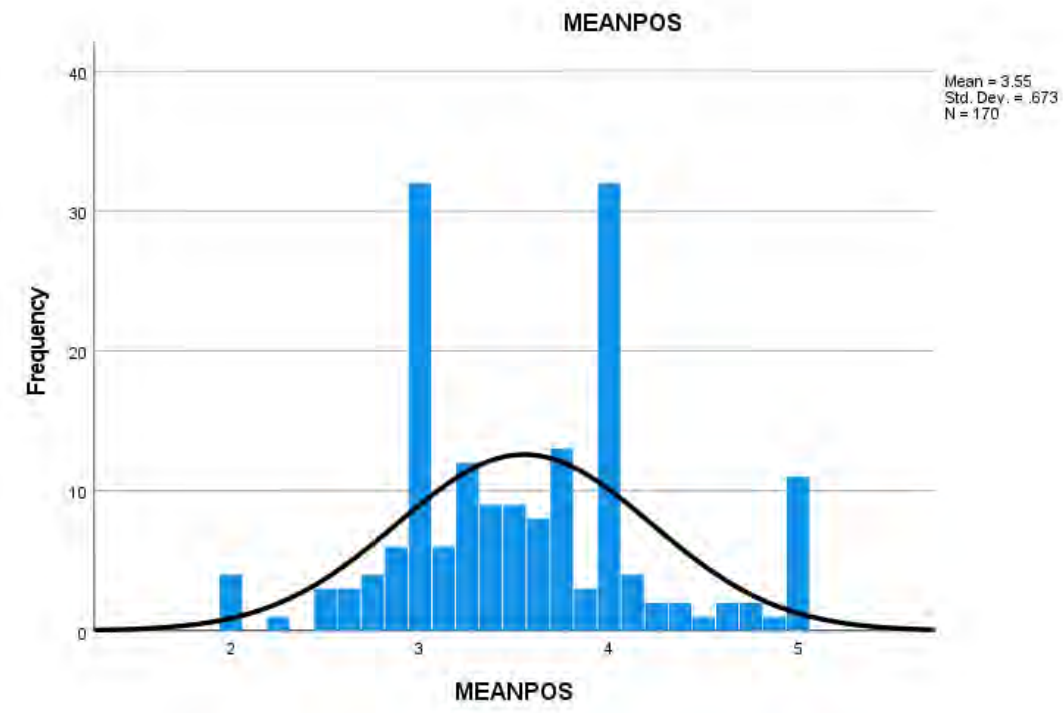
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	4	2.4	2.4	2.4
	2	1	.6	.6	2.9
	3	3	1.8	1.8	4.7
	3	3	1.8	1.8	6.5
	3	4	2.4	2.4	8.8
	3	6	3.5	3.5	12.4
	3	32	18.8	18.8	31.2
	3	6	3.5	3.5	34.7
	3	12	7.1	7.1	41.8
	3	9	5.3	5.3	47.1
	4	9	5.3	5.3	52.4
	4	8	4.7	4.7	57.1
	4	13	7.6	7.6	64.7
	4	3	1.8	1.8	66.5
	4	32	18.8	18.8	85.3
	4	4	2.4	2.4	87.6
	4	2	1.2	1.2	88.8
	4	2	1.2	1.2	90.0

	5	1	.6	.6	90.6
	5	2	1.2	1.2	91.8
	5	2	1.2	1.2	92.9
	5	1	.6	.6	93.5
	5	11	6.5	6.5	100.0
	Total	170	100.0	100.0	









1.2. Normality Test Output

1.2.1. Job Performance

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
MEANJP	170	100.0%	0	0.0%	170	100.0%

Descriptives

			Statistic	Std. Error
MEANJP	Mean		3.64	.052
	95% Confidence Interval for Mean	Lower Bound	3.54	
		Upper Bound	3.74	
	5% Trimmed Mean		3.65	
	Median		3.70	
	Variance		.454	
	Std. Deviation		.674	
	Minimum		2	
	Maximum		5	
	Range		3	

	Interquartile Range	1	
	Skewness	-.095	.186
	Kurtosis	-.172	.370

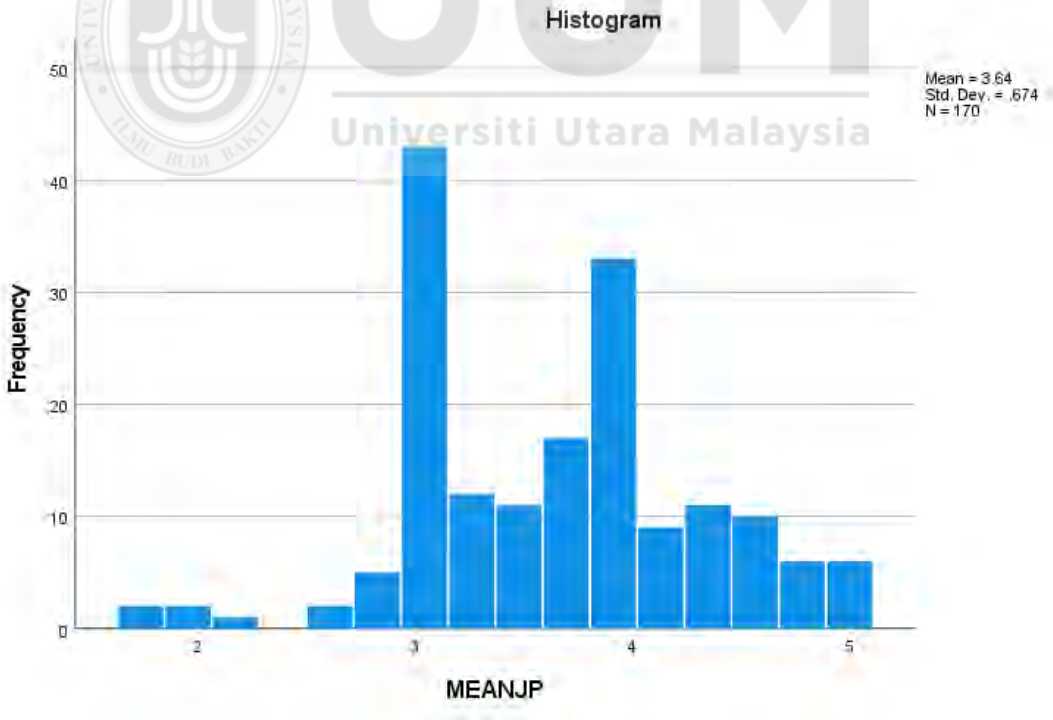
Extreme Values

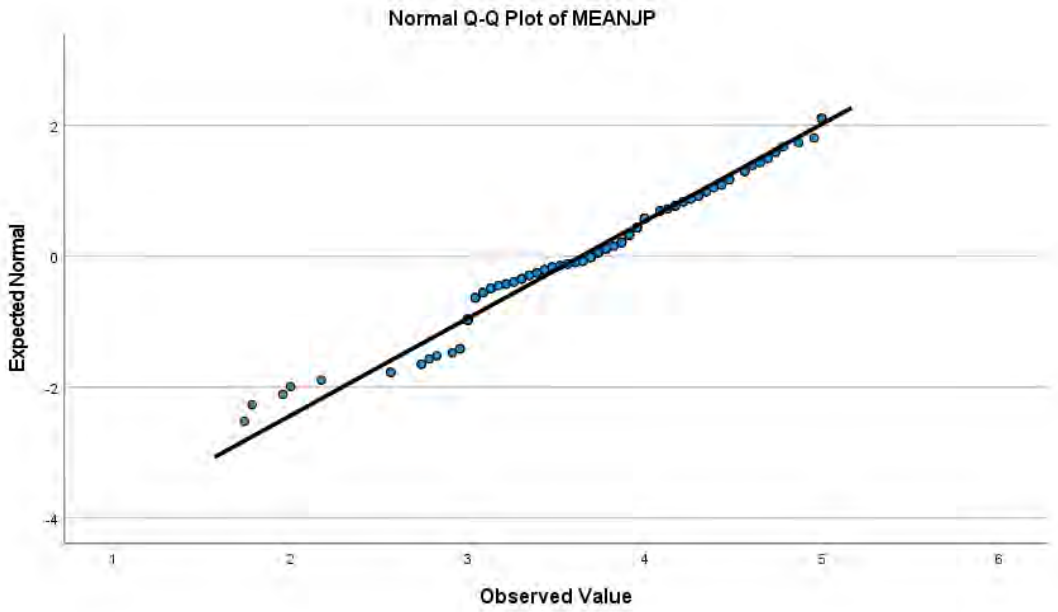
			Case Number	Value
MEANJP	Highest	1	9	5
		2	23	5
		3	52	5
		4	93	5
		5	113	5
	Lowest	1	11	2
		2	68	2
		3	134	2
		4	29	2
		5	115	2

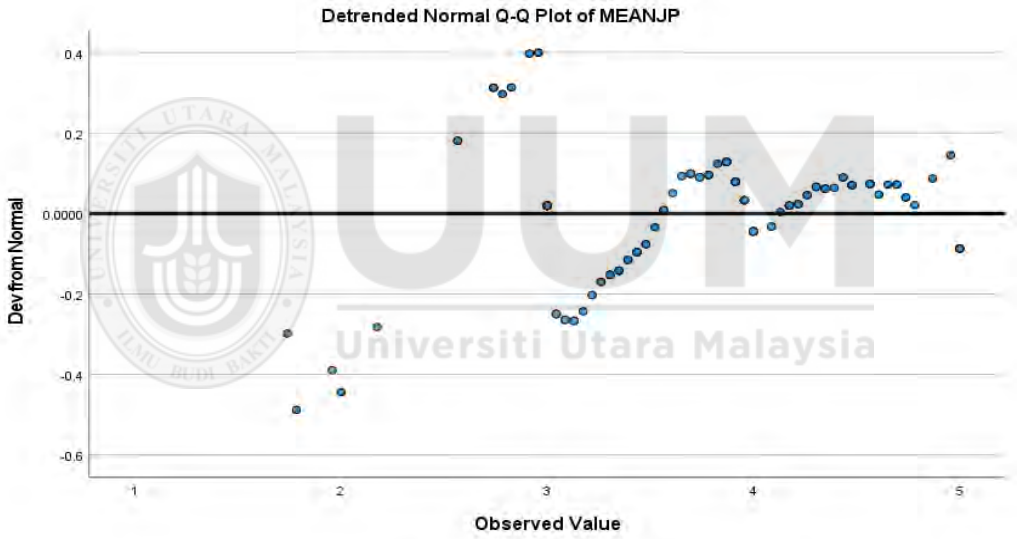
Tests of Normality

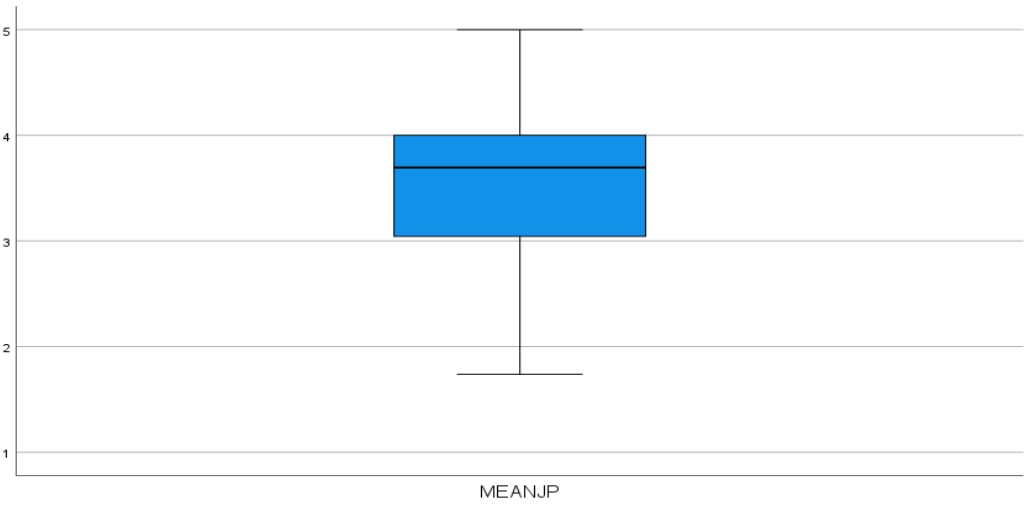
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
MEANJP	.098	170	<.001	.968	170	<.001

a. Lilliefors Significance Correction









1.2.2. Performance Self-Efficacy

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
MEANPSE	170	100.0%	0	0.0%	170	100.0%

Descriptives

			Statistic	Std. Error
MEANPSE	Mean		3.64	.058
	95% Confidence Interval for Mean	Lower Bound	3.52	
		Upper Bound	3.75	
	5% Trimmed Mean		3.64	
	Median		3.75	
	Variance		.571	
	Std. Deviation		.756	
	Minimum		2	
	Maximum		5	
	Range		3	
	Interquartile Range		1	
	Skewness		.061	.186
	Kurtosis		-.547	.370

Extreme Values

			Case Number	Value
MEANPSE	Highest	1	9	5
		2	15	5
		3	21	5
		4	23	5
		5	38	5[a]
	Lowest	1	134	2
		2	126	2
		3	125	2
		4	68	2
		5	29	2[b]

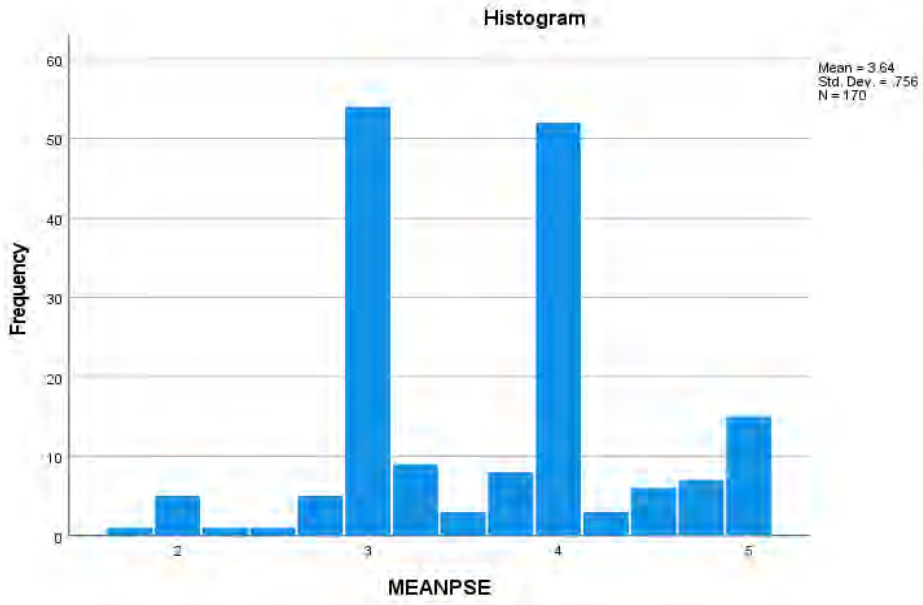
a. Only a partial list of cases with the value 5 are shown in the table of upper extremes.

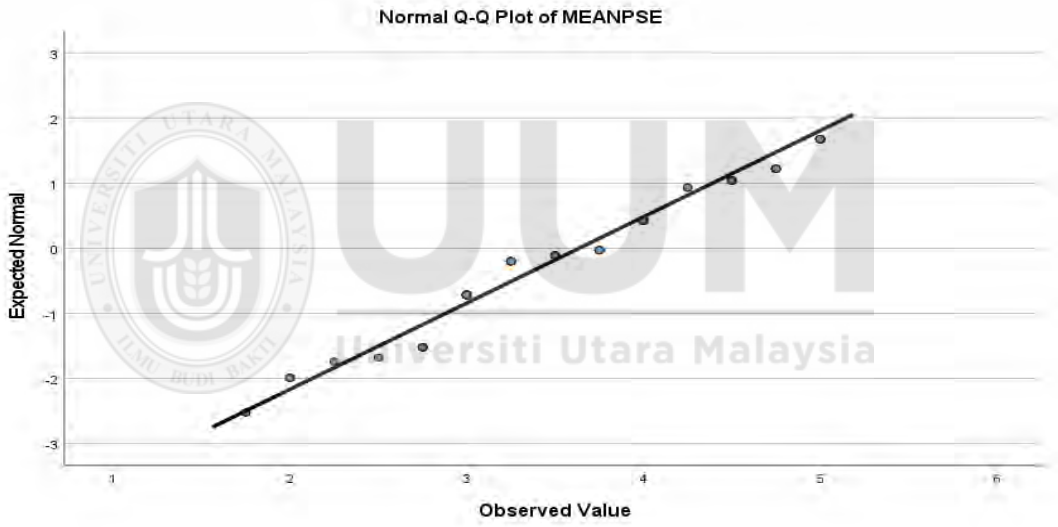
b. Only a partial list of cases with the value 2 are shown in the table of lower extremes.

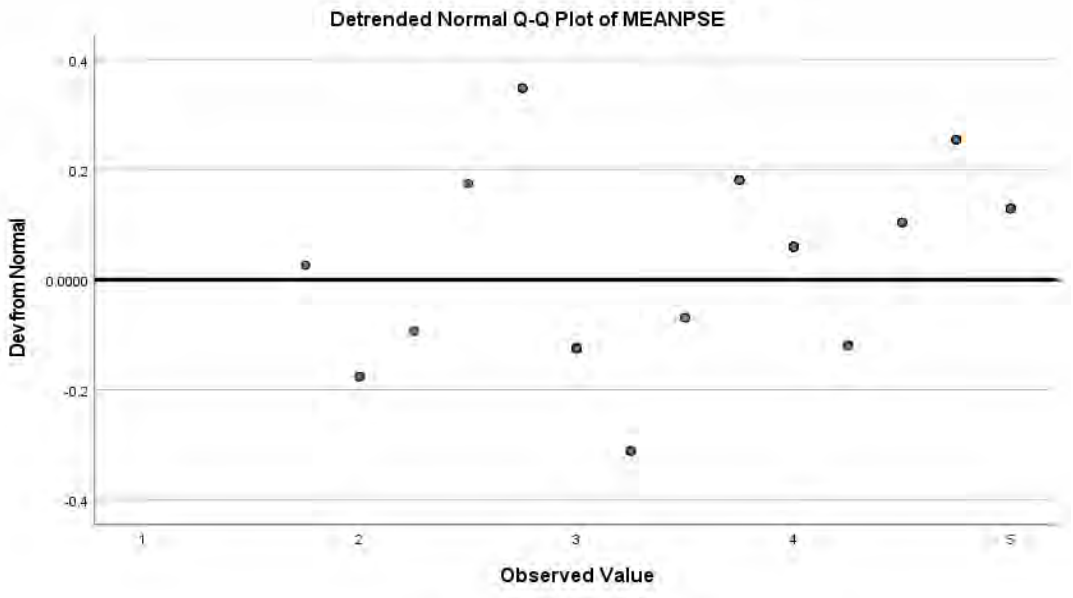
Tests of Normality

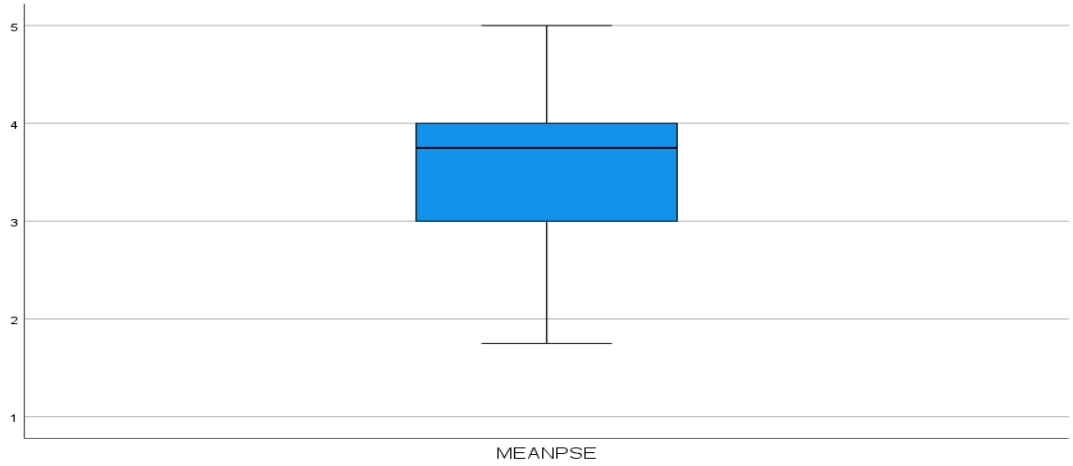
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
MEANPSE	.194	170	<.001	.916	170	<.001

a. Lilliefors Significance Correction









1.2.3. Training Design

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
MEANPTD	170	100.0%	0	0.0%	170	100.0%

Descriptives

			Statistic	Std. Error
MEANPTD	Mean		3.76	.057
	95% Confidence Interval for Mean	Lower Bound	3.65	
		Upper Bound	3.87	
	5% Trimmed Mean		3.77	
	Median		4.00	
	Variance		.550	
	Std. Deviation		.741	
	Minimum		2	
	Maximum		5	
	Range		3	
	Interquartile Range		1	
	Skewness		-.027	.186
	Kurtosis		-.525	.370

Extreme Values

			Case Number	Value
MEANPTD	Highest	1	9	5
		2	15	5
		3	16	5
		4	23	5
		5	25	5[a]
	Lowest	1	100	2
		2	68	2
		3	29	2
		4	11	2
		5	134	2[b]

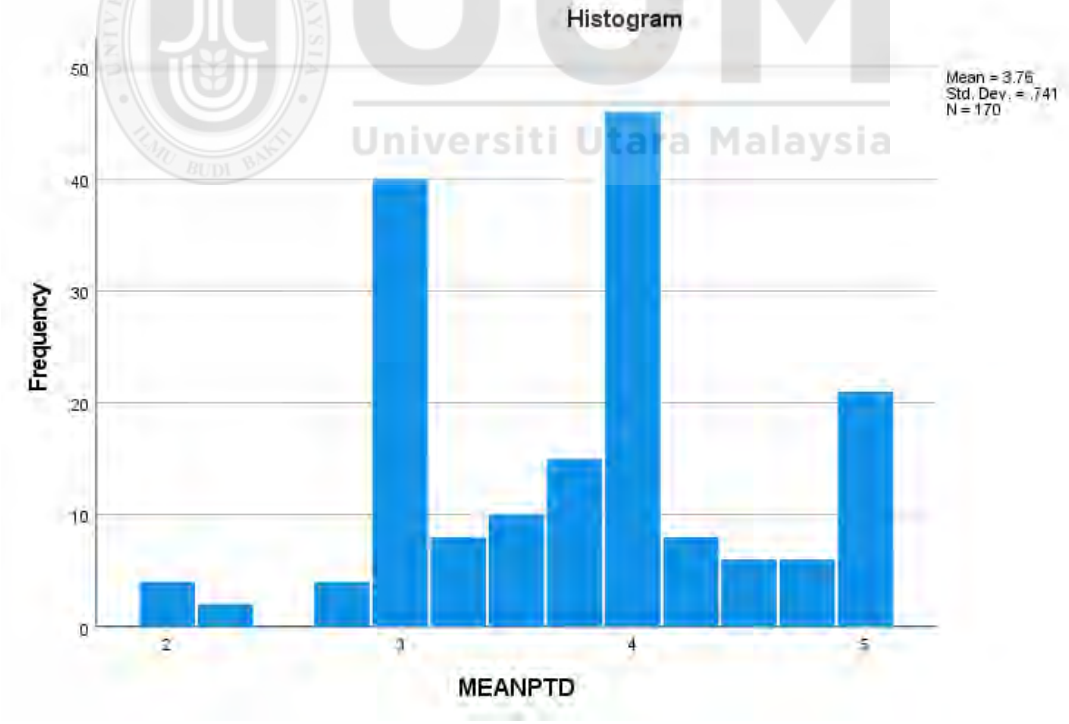
a. Only a partial list of cases with the value 5 are shown in the table of upper extremes.

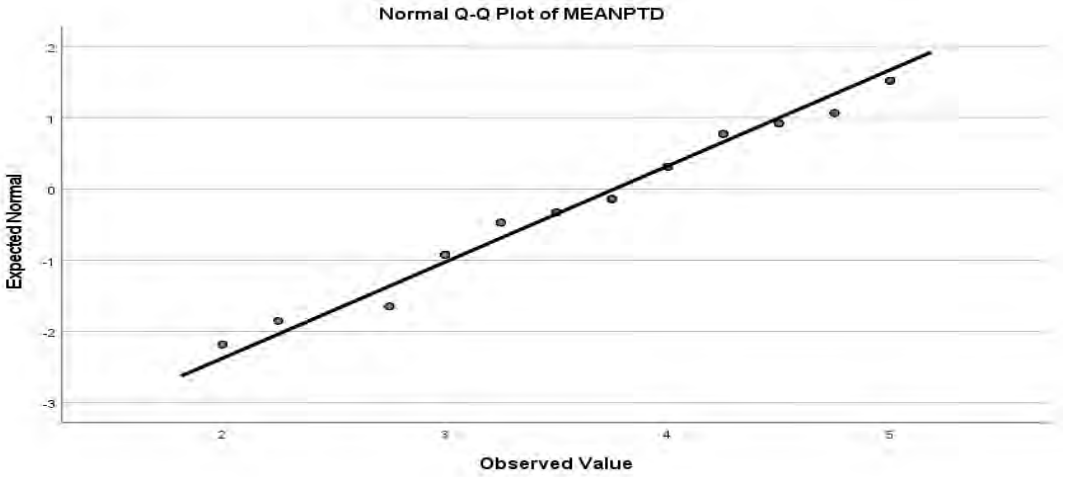
b. Only a partial list of cases with the value 2 are shown in the table of lower extremes.

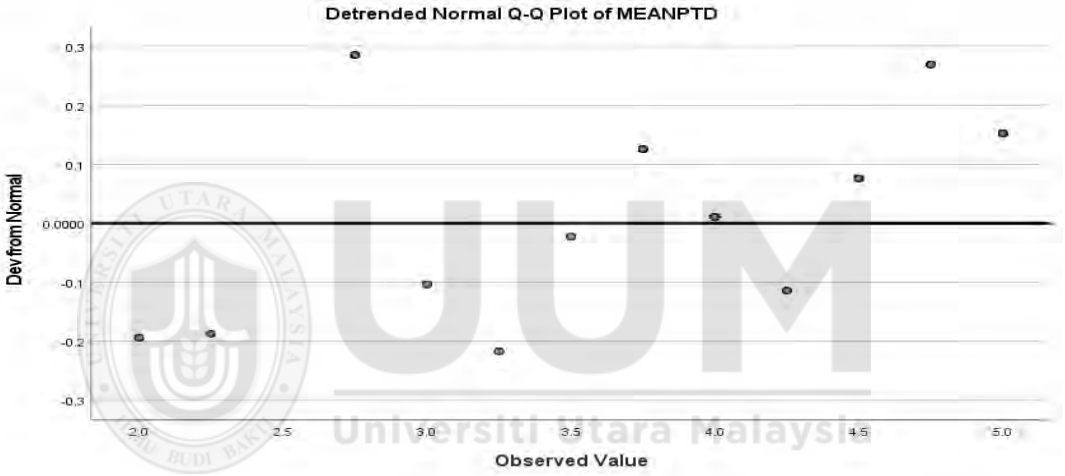
Tests of Normality

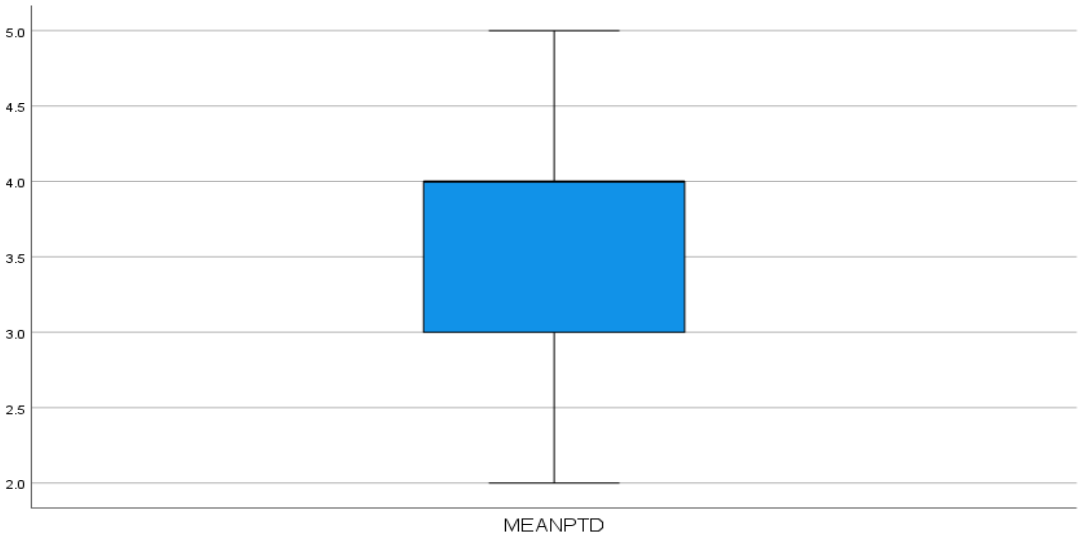
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
MEANPTD	.142	170	<.001	.934	170	<.001

a. Lilliefors Significance Correction









1.2.4. Training Relevance and Efficiency

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
MEANTRE	170	100.0%	0	0.0%	170	100.0%

Descriptives

			Statistic	Std. Error
MEANTRE	Mean		3.70	.057
	95% Confidence Interval for Mean	Lower Bound	3.59	
		Upper Bound	3.81	
	5% Trimmed Mean		3.71	
	Median		3.73	
	Variance		.545	
	Std. Deviation		.739	
	Minimum		2	
	Maximum		5	
	Range		3	
	Interquartile Range		1	
	Skewness		.008	.186
	Kurtosis		-.472	.370

Extreme Values

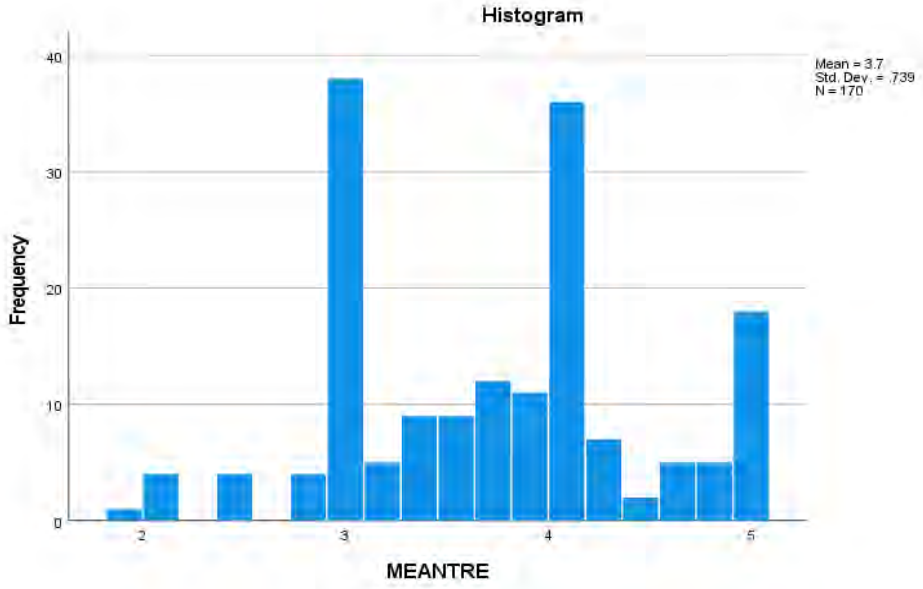
			Case Number	Value
MEANTRE	Highest	1	9	5
		2	15	5
		3	23	5
		4	25	5
		5	38	5[a]
	Lowest	1	134	2
		2	68	2
		3	29	2
		4	11	2
		5	100	2

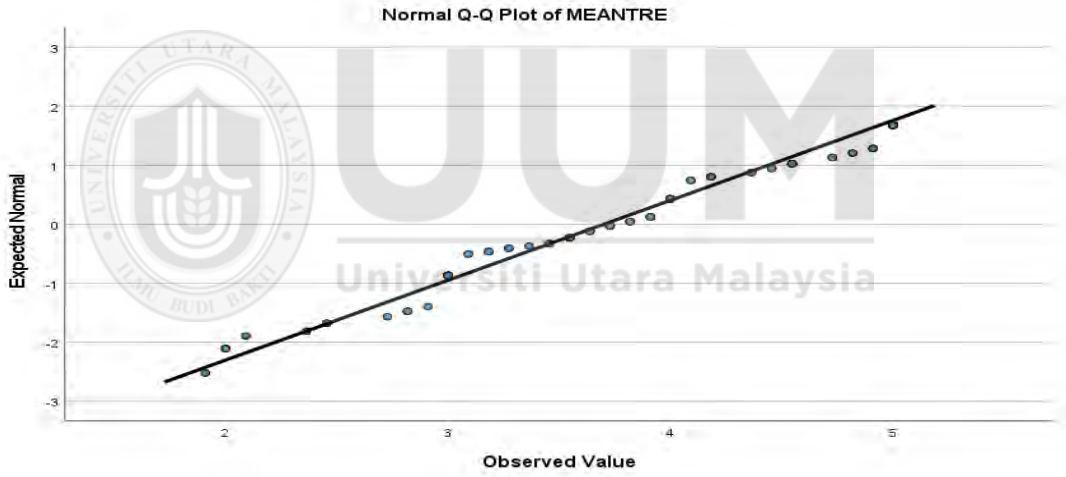
a. Only a partial list of cases with the value 5 are shown in the table of upper extremes.

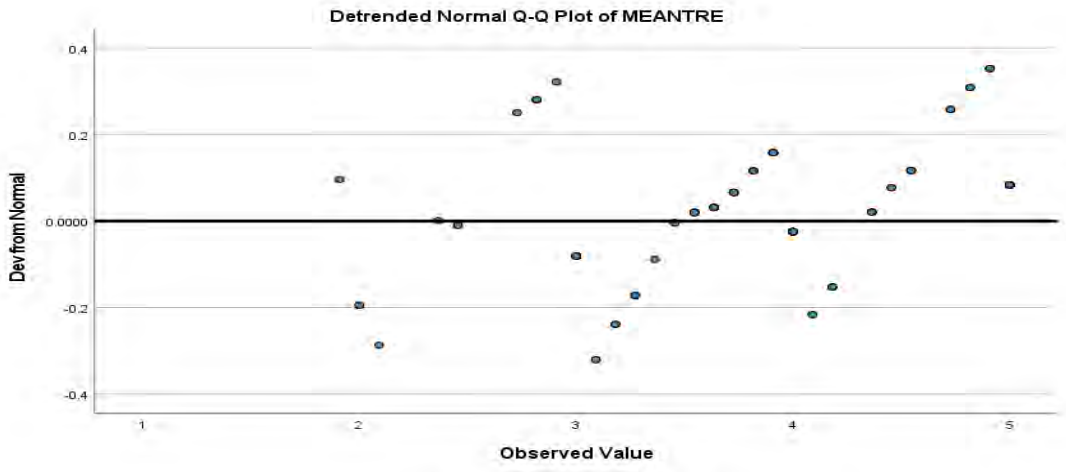
Tests of Normality

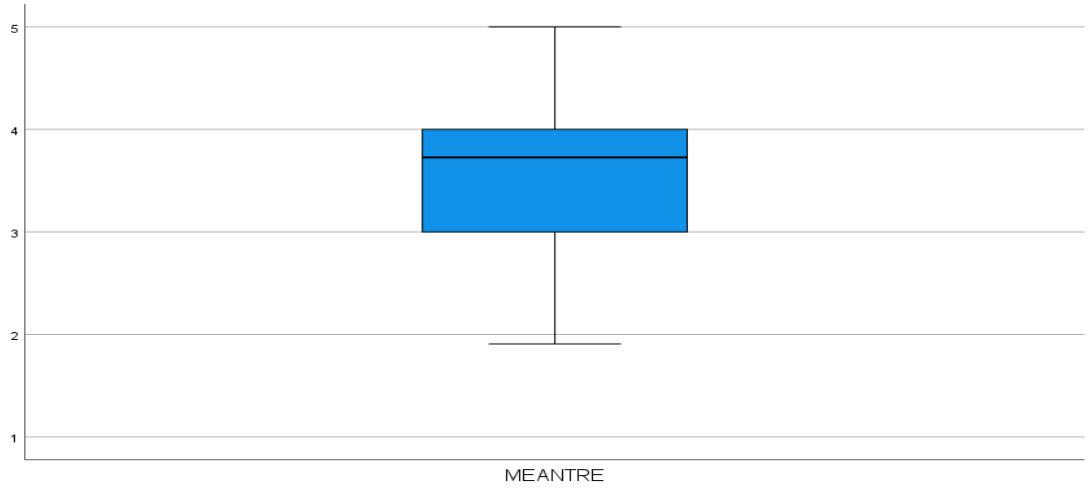
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
MEANTRE	.128	170	<.001	.952	170	<.001

a. Lilliefors Significance Correction









1.2.5. Perceived Organizational Support

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
MEANPOS	170	100.0%	0	0.0%	170	100.0%

Descriptives

			Statistic	Std. Error
MEANPOS	Mean		3.55	.052
	95% Confidence Interval for Mean	Lower Bound	3.45	
		Upper Bound	3.65	
	5% Trimmed Mean		3.54	
	Median		3.50	
	Variance		.453	
	Std. Deviation		.673	
	Minimum		2	
	Maximum		5	
	Range		3	
	Interquartile Range		1	
	Skewness		.295	.186
	Kurtosis		-.060	.370

Extreme Values

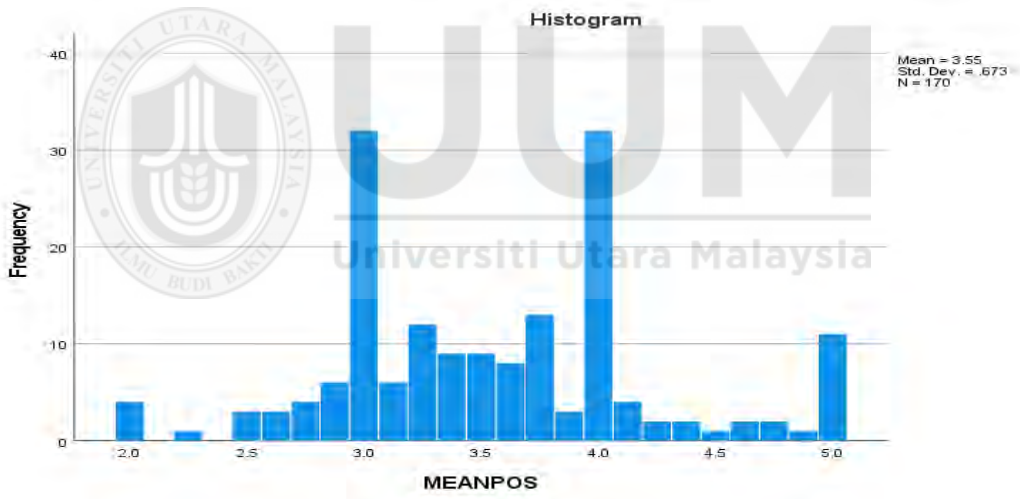
			Case Number	Value
MEANPOS	Highest	1	9	5
		2	23	5
		3	48	5
		4	52	5
		5	58	5[a]
	Lowest	1	134	2
		2	68	2
		3	29	2
		4	11	2
		5	115	2

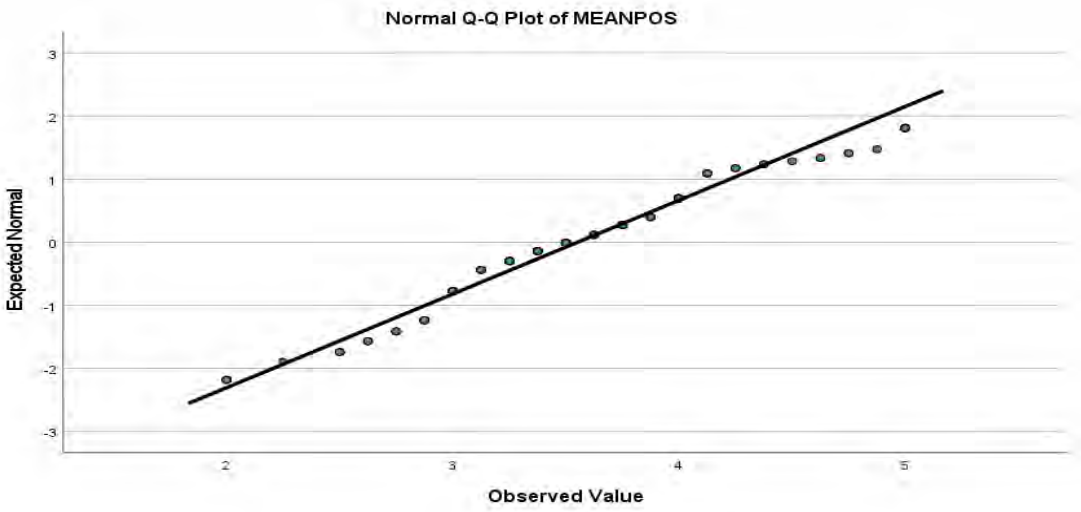
a. Only a partial list of cases with the value 5 are shown in the table of upper extremes.

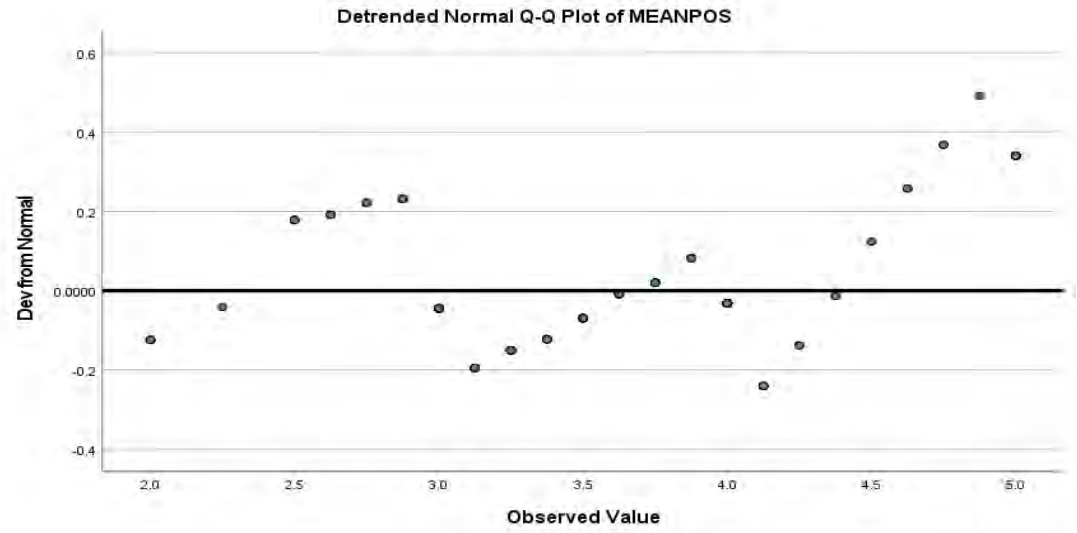
Tests of Normality

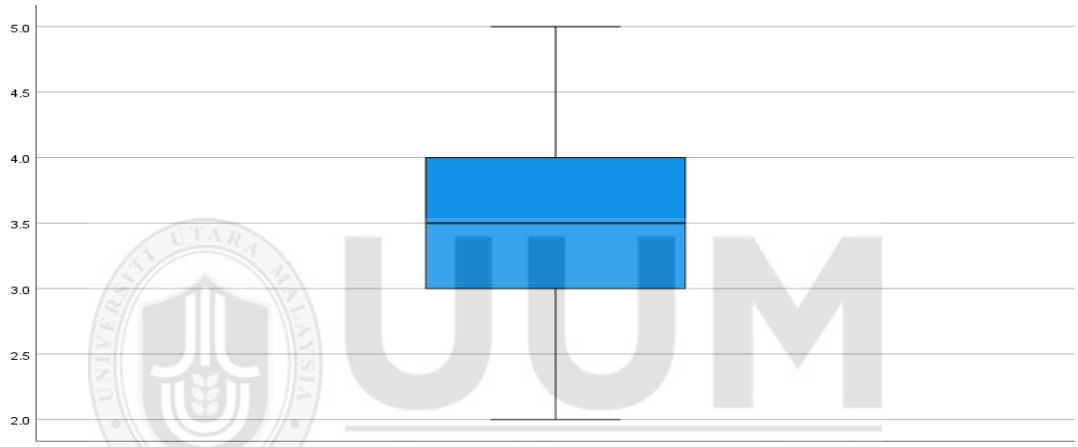
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
MEANPOS	.106	170	<.001	.957	170	<.001

a. Lilliefors Significance Correction









1.3. Reliability and Validity Test

Scale: JOB PERFORMANCE

Case Processing Summary

		N	%
Cases	Valid	170	100.0
	Excluded[a]	0	.0
	Total	170	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.971	23

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
JP1	80.32	222.386	.651	.971
JP2	80.40	224.099	.622	.971
JP3	80.40	223.058	.648	.971
JP4	80.08	217.709	.803	.970
JP5	80.01	219.515	.780	.970
JP6	80.52	223.837	.602	.971
JP7	80.16	217.791	.813	.970
JP8	80.22	221.334	.734	.970
JP9	80.26	220.184	.779	.970
JP10	80.19	221.136	.778	.970
JP11	80.25	222.104	.796	.970
JP12	80.01	218.728	.835	.969
JP13	79.95	222.027	.691	.971
JP14	79.94	219.452	.822	.970
JP15	79.86	218.970	.797	.970
JP16	79.87	218.563	.825	.970
JP17	79.80	217.238	.802	.970
JP18	79.87	219.356	.779	.970
JP19	79.89	218.147	.802	.970
JP20	79.72	219.254	.723	.970
JP21	79.76	219.545	.792	.970
JP22	79.84	218.288	.814	.970
JP23	79.81	217.337	.824	.970

Scale: PERFORMANCE SELF-EFFICACY

Case Processing Summary

		N	%
Cases	Valid	170	100.0
	Excluded[a]	0	.0
	Total	170	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.964	4

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
PSE1	10.91	5.376	.892	.958
PSE2	10.88	5.193	.918	.951
PSE3	10.92	5.046	.926	.949
PSE4	10.92	5.188	.909	.953

Scale: TRAINING DESIGN

Case Processing Summary

		N	%
Cases	Valid	170	100.0
	Excluded[a]	0	.0
	Total	170	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.941	4

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
TD1	11.30	5.028	.870	.919
TD2	11.25	4.876	.861	.922
TD3	11.29	5.179	.864	.921
TD4	11.28	5.101	.843	.927

Scale: TRAINING RELEVANCE AND EFFICIENCY

Case Processing Summary

		N	%
Cases	Valid	170	100.0
	Excluded[a]	0	.0
	Total	170	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.975	11

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
TRE1	37.00	54.095	.880	.973
TRE2	37.01	54.444	.864	.973
TRE3	36.94	54.600	.887	.973
TRE4	37.03	54.005	.888	.973
TRE5	36.95	54.376	.903	.972
TRE6	36.97	53.851	.893	.972
TRE7	37.10	54.931	.826	.974
TRE8	36.96	54.513	.889	.973
TRE9	37.02	55.798	.849	.974
TRE10	36.99	55.059	.881	.973
TRE11	37.02	55.786	.851	.974

Scale: PERCEIVED ORGANIZATIONAL SUPPORT

Case Processing Summary

		N	%
Cases	Valid	170	100.0
	Excluded[a]	0	.0
	Total	170	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.875	8

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
POS1	24.73	22.814	.741	.851
POS2	24.58	22.754	.705	.854
POS3	24.68	23.001	.730	.853
POS4	24.59	23.059	.703	.855
POS5	24.74	22.868	.714	.853
POS6	25.46	21.859	.496	.884
POS7	25.38	22.486	.472	.884
POS8	24.72	22.026	.748	.848

1.4. Descriptives Test

1.4.1. Job Perforamance

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
MEANJP	170	2	5	3.64	.674
Valid N (listwise)	170				

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
JP1	170	1	5	3.36	.875
JP2	170	1	5	3.29	.824
JP3	170	1	5	3.29	.846
JP4	170	1	5	3.61	.912
JP5	170	1	5	3.68	.861
JP6	170	1	5	3.17	.864
JP7	170	1	5	3.53	.898
JP8	170	1	5	3.46	.830
JP9	170	1	5	3.42	.834
JP10	170	2	5	3.50	.794
JP11	170	2	5	3.44	.737
JP12	170	1	5	3.68	.839
JP13	170	1	5	3.74	.845
JP14	170	2	5	3.75	.822

JP15	170	2	5	3.82	.866
JP16	170	2	5	3.82	.854
JP17	170	1	5	3.89	.932
JP18	170	1	5	3.82	.868
JP19	170	1	5	3.80	.894
JP20	170	1	5	3.96	.935
JP21	170	1	5	3.93	.847
JP22	170	1	5	3.85	.877
JP23	170	1	5	3.88	.905
Valid N (listwise)	170				

1.4.2. Performance Self-Efficacy

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
MEANPSE	170	2	5	3.64	.756
Valid N (listwise)	170				

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
PSE1	170	2	5	3.64	.767
PSE2	170	2	5	3.66	.793
PSE3	170	2	5	3.62	.821
PSE4	170	1	5	3.62	.799
Valid N (listwise)	170				

1.4.3. Training Design

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
MEANPTD	170	2	5	3.76	.741
Valid N (listwise)	170				

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
TD1	170	1	5	3.74	.802
TD2	170	2	5	3.79	.844
TD3	170	2	5	3.75	.770
TD4	170	2	5	3.76	.802
Valid N (listwise)	170				

1.4.4. Training Relevance and Efficiency

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
MEANTRE	170	2	5	3.70	.739
Valid N (listwise)	170				

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
TRE1	170	1	5	3.70	.862
TRE2	170	1	5	3.69	.850
TRE3	170	1	5	3.76	.818
TRE4	170	2	5	3.67	.862
TRE5	170	2	5	3.75	.822
TRE6	170	1	5	3.73	.869
TRE7	170	1	5	3.60	.845
TRE8	170	2	5	3.74	.824
TRE9	170	2	5	3.68	.758
TRE10	170	2	5	3.71	.789
TRE11	170	2	5	3.68	.758
Valid N (listwise)	170				

1.4.5. Perceived Organizational Support

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
MEANPOS	170	2	5	3.55	.673
Valid N (listwise)	170				

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
POS1	170	2	5	3.68	.788
POS2	170	2	5	3.83	.829
POS3	170	2	5	3.74	.773
POS4	170	2	5	3.82	.790
POS5	170	1	5	3.67	.805
POS6	170	1	5	2.95	1.220
POS7	170	1	5	3.03	1.159
POS8	170	1	5	3.69	.884
Valid N (listwise)	170				

1.5. Correlations

Correlations

		MEANJP	MEANPSE	MEANPTD	MEANTRE	MEANPOS
MEANJP	Pearson Correlation	1	.863**	.784**	.812**	.727**
	Sig. (2-tailed)		<.001	<.001	<.001	<.001
	N	170	170	170	170	170
MEANPSE	Pearson Correlation	.863**	1	.844**	.830**	.726**
	Sig. (2-tailed)	<.001		<.001	<.001	<.001
	N	170	170	170	170	170
MEANPTD	Pearson Correlation	.784**	.844**	1	.880**	.742**
	Sig. (2-tailed)	<.001	<.001		<.001	<.001
	N	170	170	170	170	170
MEANTRE	Pearson Correlation	.812**	.830**	.880**	1	.803**

	Sig. (2-tailed)	<.001	<.001	<.001		<.001
	N	170	170	170	170	170
MEANPOS	Pearson Correlation	.727**	.726**	.742**	.803**	1
	Sig. (2-tailed)	<.001	<.001	<.001	<.001	
	N	170	170	170	170	170

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

1.6. Regression

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	POS, PSE, TD, TRE[b]	.	Enter

a. Dependent Variable: JP

b. All requested variables entered.

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.882[a]	.778	.773	.321	1.896

a. Predictors: (Constant), POS, PSE, TD, TRE

b. Dependent Variable: JP

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	59.724	4	14.931	144.956	<.001[b]
	Residual	16.995	165	.103		
	Total	76.719	169			

a. Dependent Variable: JP

b. Predictors: (Constant), POS, PSE, TD, TRE

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	.545	.140		3.908	<.001
	PSE	.525	.066	.588	8.002	<.001
	TD	-.002	.078	-.003	-.030	.976
	TRE	.212	.082	.232	2.573	.011
	POS	.116	.063	.116	1.846	.067

Coefficients[a]

Model		95.0% Confidence Interval for B		Collinearity Statistics	
		Lower Bound	Upper Bound	Tolerance	VIF
1	(Constant)	.270	.821		
	PSE	.395	.654	.248	4.028
	TD	-.156	.151	.184	5.435
	TRE	.049	.375	.165	6.078
	POS	-.008	.239	.343	2.916

a. Dependent Variable: JP

Collinearity Diagnostics[a]

Model	Dimension	Eigenvalue	Condition Index	Variance Proportions			
				(Constant)	PSE	TD	TRE
1	1	4.952	1.000	.00	.00	.00	.00
	2	.027	13.648	.91	.04	.02	.02
	3	.011	21.487	.07	.20	.05	.00
	4	.007	27.100	.00	.75	.25	.18
	5	.004	34.522	.02	.02	.69	.80

Collinearity Diagnostics[a]

Model	Dimension	POS
1	1	.00
	2	.00
	3	.76
	4	.11
	5	.13

a. Dependent Variable: JP

Casewise Diagnostics[a]

Case Number	Std. Residual	JP	Predicted Value	Residual
35	-3.580	3	4.45	-1.149
110	3.181	4	3.28	1.021
126	3.053	3	2.41	.980

a. Dependent Variable: JP

Residuals Statistics[a]

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	2.09	4.79	3.64	.594	170
Std. Predicted Value	-2.598	1.945	.000	1.000	170
Standard Error of Predicted Value	.028	.132	.052	.019	170
Adjusted Predicted Value	2.10	4.80	3.64	.595	170
Residual	-1.149	1.021	.000	.317	170
Std. Residual	-3.580	3.181	.000	.988	170
Stud. Residual	-3.635	3.258	-.001	1.008	170
Deleted Residual	-1.184	1.071	-.001	.330	170
Stud. Deleted Residual	-3.778	3.357	-.001	1.021	170
Mahal. Distance	.280	27.741	3.976	4.103	170
Cook's Distance	.000	.190	.009	.023	170
Centered Leverage Value	.002	.164	.024	.024	170