The Influence of Training on Employee’s Work Commitment and Performance

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2003

Submitted to the Graduate School of Business
Faculty of Business and Accountancy
University of Malaya, in partial fulfillment of
the requirements for the
Degree of Master Business Administration

July 2009
Abstract

Training helped people to learn how to be more effective at work by modifying knowledge, skills or attitudes through learning experience to achieve effective performance. Human resource theory supports the significance of training in which it is considered as one of the processes in achieving organizational goals by attracting and maintaining employees, and also managing them effectively. Prior studies suggested that training is a significant predictor of employees’ work commitment and performance. Results of prior empirical studies also suggested that training comprised four dimensions namely training commitment, training needs assessment, training contents and delivery approaches, and training evaluation. This research attempted to contribute additional empirical evidence on the influence of training on employee’s work commitment and performance. In particular, this study examined the role of training in determining the employee’s work commitment and performance in Malaysia. One hundred and eighty two employees in Malaysia were surveyed for this purpose. The results of this study revealed that training commitment, training needs assessment, training contents and delivery approaches, and training evaluation positively and significantly influence the employee’s work commitment and performance. Training commitment and training evaluation were found to be more important dimensions of training in affecting employee’s work commitment and performance.

Keywords: training, work commitment, employee’s performance
Dedication

This research study is dedicated to my parents,

Hamidun bin Masuod and Asmah bt Ibrahim,

who have taught me more about training, commitment and performance than any course I have ever taken or any book or article I have ever read.

Their patience and support throughout my learning journey made me realize how lucky I am to live in their world.
Biography

I, Hasniza binti Hamidun was born on August 1, 1979 in Batu Pahat, Johor. After Sijil Pelajaran Malaysia (SPM) from Sekolah Menengah Taman Melawati, Gombak, Selangor in 1996 with 15 aggregate, I attended University Technology of Malaysia (UTM) in City Campus Jalan Semarak, Kuala Lumpur and graduated in May 2000 with a Diploma Management Technology (Accounting). In June 2000, I began my undergraduate study in Mara University of Technology in Shah Alam, Selangor. I earned my Bachelor of Accountancy (with Honours) in July 2003. Upon completion of undergraduate study, I worked for 2 months as a data entry clerk at Hexagon Sdn. Bhd. from November 2002 to December 2002. Subsequently, I worked as manager at Stesyen Minyak Wangsa, Setapak, Kuala Lumpur from March 2003 to August 2007. During this period, I began my postgraduate study in Business Administration at University of Malaya, Petaling Jaya, Selangor, formally enrolling in December 2005. In January 2008 I worked as accounts executive at Stamford College Sdn. Bhd. Petaling Jaya, Selangor for 4 months, but then I decided to do full time in study in order to finish my research project.
Acknowledgement

This learning journey could not have been completed without the dedication and support from the following individuals during the completion of this research study: -

My supervisor, Encik Zulkufly Ramly, who provided patient guidance and a clear view at a critical point in my Degree Master of Business Administration process. I will be forever grateful.

The Graduate Business School, University of Malaya, especially to all my beloved lecturers, Professor Dr. Mohd Nazari Ismail, Professor Dr. M. Fazilah Abdul Samad, Associate Professor Dr. Ong Fon Sim, Associate Professor Dr. Sharifah Latifah, Dr. Roslee Shah Shaharudin, Associate Professor Dr. Abdul Latif Salleh, Associate Professor Alwi Shabudin, Dr. M. Abessi, Dr. Dunston Ayadurai, Dato’ Dr. William Stevenson, Dr. Kamarul Zaman Ahmad and Mr. Cyril H. Ponnu, who have supported me in achieving my educational goals and I truly appreciate your guidance, support and encouragement.

My friends and colleagues in the profession, who have provide support and encouragement in various ways. I thank you all.

My family has been a source of encouragement and support throughout this process, and I thank you for all you have done to help me throughout my education.

Finally, to all the executives from various organizations either public sector or private sectors who helped in giving feedback through questionnaire which had distributed to them. I thank you for your time and support.
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<tr>
<td>β</td>
<td>Coefficient Beta</td>
</tr>
<tr>
<td>*</td>
<td>Asterisk or Multiply</td>
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<tr>
<td>Et. al.</td>
<td>And others</td>
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<tr>
<td>GDP</td>
<td>Gross Domestic Product</td>
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<td>HRD</td>
<td>Human Resource Development</td>
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<td>HRDF</td>
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<td>HRM</td>
<td>Human Resource Management</td>
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<td>ICT</td>
<td>Information and Communication Technology</td>
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<tr>
<td>M</td>
<td>Mean</td>
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<tr>
<td>N = 182</td>
<td>Sample size of the study is 182</td>
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<tr>
<td>OJT</td>
<td>On – Job – Training</td>
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<td>OPP 3</td>
<td>the Third Outline Perspective Plan</td>
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<td>RMK9</td>
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<tr>
<td>S.D.</td>
<td>Standard deviation</td>
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<td>Sig.</td>
<td>Significant</td>
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<td>TNA</td>
<td>Training Needs Assessment</td>
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<td>VIF</td>
<td>Variance Inflation Factor</td>
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CHAPTER 1: INTRODUCTION

1.0 Chapter Introduction

Many of organizations today suffer from low employee morale and productivity, which has lead to poor quality products and services; and higher costs. This is because managers in most organizations lack of the listening; slow in giving feedback and facing difficulty in delegation of works in order to enhance their employee’s work commitment and improve performance. Successful organizations today must have managers who able to motivate and inspire their employees. Successful managers must see themselves not just as bosses, but as performance coaches by providing training; help employees enhance their careers; and mentor them to become the best they can be. This study seeks to examine the influence of training on employee’s work commitment and performance, and to review the needs of training in organizations which reflect to employees work commitment and performance. There are seven sections cover in the first chapter explain briefly the scenario of this research study.

1.1 Background of the Study

Previous studies have indicated that training opportunities play an increasingly important role in the recruitment and retention of employees in today’s business environment. Research studies done by Lerman, McKernan and Riegg (1999); and Billikopf (2003) are taken as a guideline in conducting current study based on the implications arisen during the research done by them. Training process is time consuming as the employees need time to adapt and struggle with the task given. So,
this study will be analyze training differs from exercise in that people may dabble as an occasional activity for fun, as training has specific goals of improving one's capability, capacity, commitment and performance.

1.2 Research Objectives and Questions

The main objective of this study is to contribute new empirical evidence to the existing knowledge on the influence of training on employee’s work commitment and performance. Other objectives are as follows: -

(1) To examine the relationship between training and employee’s work commitment and performance

(2) To determine the extent of influence of each of the four dimensions of training on employee’s work commitment and performance

(3) To investigate the attitudes of the top management towards training programmes provided for their employees

This study addresses three research questions which are as follows: -

(1) How committed Malaysian employees are in attending and participating in training provided by their employers?

(2) Are the training provided able to meet employees’ expectations and able to help improving their work commitment and performance?

(3) How committed Malaysian employers are in preparing and delivering training programmes for their employees?
1.3 Scope of the Study

Training refers to the acquisition of knowledge, skills, and competencies as a result of the teaching of vocational or practical skills and knowledge that relate to specific useful competencies. So, all employees receive some form of training during their careers in order to improve their current skills and to learn the new skills. Training represents an expensive investment that organizations make in their human resources department, so it is important that organizations evaluate the effectiveness of their training efforts (Mathieu, Tannenbaum and Salas, 1992). This study is to analyze how the training able to maximize the work commitment of employees and how the benefits of training in their work performance.

1.4 Significance of the Study

Most employees generally feel that money, having good leader, working environment and other benefits are mainly influenced the work commitment and performance. However, this study is extended from previous academic studies suggested that there is a significant influence of training dimensions on employee’s work commitment and performance. The literatures suggest that there are four dimensions of training influence employee’s work commitment and performance, which are training commitment, training needs assessment, training contents and delivery approaches, and training evaluation. Understanding how the influence of training on employee’s work commitment and performance is an important step in addressing the issue of employee’s work commitment and performance.
The literatures also points to various factors that may contribute to the employee’s work commitment – affective, continuance and normative commitment (Allen and Mayer, 1990). The perceived amount of training offered by the organizations may influence the level of commitment an employee feels to their organizations. Beside that, the literatures suggest employees’ perceptions towards their performance right after they have attending the training programmes offered by their organizations (Kumar, 2006; Berger and Cummings, 1979).

The conceptual framework is proposed in this study has not been applied to date, so this study hopes to add to the body of research on employee’s work commitment and performance, and will create a new framework for understanding the unique of training influencing the employee’s work commitment and performance.

1.5 Research Methodology of the Study

This study is conducted to analyze and examine the five hypotheses in view of training influence the employee’s work commitment and performance. The target population is the employees who work in private and public sectors in Malaysia, where 500 of questionnaires were distributed through mail, electronic mail (e – mail) and by hand. From the group, 193 questionnaires were returned but only 182 questionnaires were usable for data analysis, which yielding a response rate of 94.3%.

There are four dimensions of training developed by previous researchers are identified as the independent variables, which are training commitment, training needs assessment, training contents and delivery approaches, and training evaluation. The
employee’s work commitment and performance is identified as the dependent variable in this study. These two variables are analyzed and tested by using SPSS Version 14.0 for Windows software program by looking at the establishment of Cronbach’s alpha; the descriptive analysis by describing the data of the mean, standard deviation and variance; to test the relationship between two continuous variables and the dependent variable by using the Pearson’s bivariate correlation matrix; and to see the correlation between the independent variables and dependent variable by using the multiple regression analysis.

1.6 Limitations of the Study

Limitations arisen in designing and application of previous study may influence in this research study. So, it is attempted to minimize the impact of limitations as much as possible, but it is necessary from a contextual perspective to realize that some issues were unavoidable.

The first and obvious limitation of the study is that the sample size is was relatively small, which only 182 respondents able to complete the questionnaire, so these sample may have generated results that will not sufficient and representative to reflect the influence of training on employee’s work commitment and performance. The first limitation is highly affected by the second limitation of this study, where the findings are based on the use of questionnaire survey data. This may be affected by response biases, where some of the items in the questionnaire unable to relate to some of the respondents.
1.7 Organization of the Study

This study is organized by chapters for better understanding about the systematic view of training influence on employee’s work commitment and performance. Chapter 1 consists study introduction, which there are seven sections: background of the study; objectives of the study; scope of the study; significance of the study; research methodology of the study; limitations of the study; and organization of the study. Chapter 2 explains analysis of literature reviews based on previous researchers’ ideas; opinions; and recommendations by analyzing previous journals and articles. Chapter 3 explains about research methodology of the study, which analysis of the hypotheses based on the research study; and explains the measurement of data analysis. Chapter 4 explains about analysis result based on observation and distribution of questionnaire, which data is gathered and analyze by using SPSS software. Chapter 5 is the last chapter explains about research discussions and conclusions of current research, and also recommendations for future study.
1.8 Chapter Summary

An employee must be nurtured and developed but it is not enough just throw a training to employees and hoping for the best from them. Most of the training is not tied to the organization’s goals as it is often conducted in a vacuum, which unrelated to the problems facing by the organizations. So, the training results are considered less important than the activity itself because the organizations are satisfied as long as the employees attend. Hence, whether the employees retain anything or can apply what they have learned from the training to the job, it is immaterial because it is the activity that count and not the results benefited from the training.

So, the following chapter presents the review of academic literatures in understanding the influence of training on the employee’s work commitment and performance.
CHAPTER 2: LITERATURE REVIEW

2.0 Chapter Introduction

Most of managers sent their employees for training because of performance problems arise in organizations as they expecting to see them to come back, a day or so later, and able to perform satisfactorily. However, the manager not aware of the purpose of training nor he was given tools to help in coaching the employees in applying what they had learned in training on the job. So, employees often questioned the value of the relevance of training they received as they returned to work environment that did not support a change, even though they wanted to make some changes in their behaviors and trying out new skills on their works. Research into training influence employee’s work commitment and performance has generated much debate among previous academic researchers. The desire for training is supported by human resource management (HRM) theory, which training is one of the processes in achieving organizational goals by attracting and maintaining employees, and also to manage them effectively. HRM theory indicated that training is the field concerned with organizational activity aimed at bettering the employee’s work commitment and performance in organizational settings.

Recent studies mentioned that training is an essential element for sustainable competitive advantage and survival in the 21st century as it is the process of providing employees with specific skills or helping them to correct deficiencies in their performance (Poh, 2001). It can be defined as development of skills, specifies measurable objectives, and should result in observable change in behavior (Wagonhurst, 2002). Training is a systematic process, which helps people to learn
how to be more effective at work by modifying knowledge, skills or attitudes through
learning experience to achieve effective performance (Buckley and Caple, 2000).
Most of managers give training to their employees for three main purposes (Belcourt,
Wright and Saks, 2000), which are:

(1) To increase productivity or the performance of employees;
(2) To achieve organizational goals; and
(3) To invest in employees to succeed in the unpredictable and turbulent business
    environment

The importance of training is usually to reduce errors and to improve
productivity and safety. So, properly, planned and executed training benefits both the
employer and the employees. Well trained employees become more confident in their
tasks, which results in fewer mistakes, reduced rework and thus, higher productivity.
This also able to reduce the cost associated with time, materials and support activities,
improves employee satisfaction and enables for the company to be more competitive
in the market.

The study done by Ismail and Othman (1993) stated that 23% out of 44% of
respondents conducted formal training did not conduct a “Training Needs Assessment
(TNA)” but 16% indicated TNA based only on the strategic plan of the organization.
Past evidence also mentioned that most of training conducted for managers is in the
service sector rather than manufacturing sector (Othman, 1998; Juhary and Saiyadain,
1996). So, in order to maintain economic scenario as the fastest growing nation in
Southeast Asia, Malaysia able to have a large and professional, trained workforce by referring to this study.

2.1 **Training Commitment**

Malaysia has been identified as one of the top exporting nations in the world with strong performances in the manufacturing, construction and service sectors have boosted the gross domestic product (GDP) to 5.7 percent for year 2007 establishment. In order to maintain in creation of a developed and industrialized society, Malaysia needs large; professional and trained workforce where 2 schemes were initiated according to Saiyadain (1994); Poon and Othman (2000): (1) Human Resources Development Fund (HRDF), which required companies to contribute an amount equivalent to a certain percentage of their payroll to a fund and then claim back a part of the cost of training from this fund; and (2) providing higher education to those who not qualified to get it through the traditional route as high turnover forced many companies to spend more on training because more new recruits had to be trained. So, in order to determine how committed Malaysian organizations towards the training on their executives, is by looking at the proportion of the total payroll it spends on the activity and also demonstrated by its financial commitment during financially difficult times (Poon and Othman, 2000).

So, this a study of the employee’s perceptions in reflects of their commitment towards the training commitment provided by the organizations. According to Saiyadain (1994), most training programmes are offered to fulfill the expectation of the employee’s needs because most of the training programmes are practical and
relate to the actual problems arise in the work environment, so the employees able to
test out the techniques which they have learned from the training programmes in their
work tasks. Beside that, the employees able to obtain input by learned and shared
from other participants’ experiences in most training programmes (David, Scott,
Nancy and Michelle, 2005; Wagel, 1977; Jenks, Carter and Jenks, 2007). In addition,
most of training programmes are not a ‘one – shot’ affairs but it follow – up based on
experience from previous training program and also the continuity after the previous
program succeed (Saiyadain, 1994; Saiyadain and Juhary, 1995; Hamid, Mohd.
Salleh, Muhammad and Ismail, 1987).

For many managers, training is an expense centre that reward their
subordinates for good work or pass problem managers to trainers for the duration of
training; and some send their employees to make up the quota, so training has
becomes statistics and does not have much value added (Saiyadain and Juhary, 1995).
The investment in human capital can occur via formal training in a structured
environment or can be informal, on – the – job training. Training programmes can be
expensive to design and implement, so it is one of the reason why most of small
organizations may hesitate to do training (O’Connor, Bronner and Delaney, 1996).
However, if managers are going to invest time and money in training, it would be best
spent in training in conflict resolution skills, which develop good goal setting skills
and planning skills (Hartenian, 2003).

As Malaysia enters 21st century, human resource development (HRD) will
continue to remain a key strategy in ensuring that all Malaysians share in the nation’s
prosperity and develop a dynamic labor force that is competitive. With appropriate
resources allocated to the development of effective training programmes, it can be tremendously effective when meeting the needs of the organization; and when specially tied to business strategies and goals (Wagonhurst, 2002). So, organizations should give serious attention in designing and evaluating training programmes in striving to meet demands from the management for the profit contributions and participants who want programmes that able to produce results and give benefit not only to the participants but also to the organizations. This effort will be inline with Malaysia’s development as an industrialized nation and to support HRD strategies as outlined in the Third Outline Perspective Plan (OPP 3, 2001 – 2010) and the Ninth Malaysia Plan (RMK9).

2.2 Training Needs Assessment (TNA)

Training Needs Assessment (TNA) develop a composite impression of the professional setting and includes inquiries regarding short and long term business strategies, the physical work environment, departmental culture, performance capabilities and the personalities of the employees. Also known as Training Objectives or Terms of Reference, which need to be achieve after conducting the training program. However, conducting a systematic TNA is a crucial initial step to design a training program and can substantially influence the overall effectiveness of training programmes (Goldstein and Ford, 2002; McGehee and Thayer, 1961; Sleezer, 1993; Zemke, 1994), which also affected the performance of employees (Wagonhurst, 2002). According to Buckley and Caple (2000), there are five major benefits by having and stating TNA in the training, which are:
(1) Prevention in teaching too much or too little, which too little training indicates inadequate training may not provide a stimulus for improvement, while overload training can lead to overtraining syndrome (Karvonen, 1992; Kuipers and Keizer, 1988)

(2) Guidelines for the training course design and are the basis for producing enabling objectives and learning points

(3) Clarification of what are the goals in the training for the reference to the trainers and for the trainees

(4) Effectiveness of the training in terms of knowledge, skills and attitudes expected of the trainees, the minimum acceptable performance standards and the conditions under which the performance is measured

(5) Validation of the training which providing the link between training needs and the training

In addition, a systematic needs assessment can guide and serve as the basis for the design, development, delivery and evaluation of the training program; it can be used to specify a number of key features for the implementation and evaluation of training programmes. The expectation of the training objectives to be achieve at the end of the program; the conditions under which the trainees able to demonstrate their learning and the standards that must be reached to confirm level of competence and understanding are another dimensions of TNA, which have been discussed by previous researchers (Bersin, 2006; Schneier, Guthrie and Olian, 1988; Buckley and Caple, 2000). Consequently, the presence and comprehensiveness of TNA should be related to the overall effectiveness of training because it provides the mechanism whereby the questions central to successful training programmes can be answered
So, in the design and development of the training programmes, systematic attempts to assess the training needs of the organization, identify the job requirements to be trained and identify who needs training and the kind if training to be delivered should result in more effective training (Wagonhurst, 2002).

2.3  **Training Contents and Delivery Approaches**

A product of the TNA is the specification of the training objectives that, in turn, identifies or specifies the skills and tasks to be trained. For a specific task or training contents, a giving training delivery approaches may be more effective than others because all training delivery approaches are capable and intended to communicate specific skills, knowledge, attitudinal or task information to trainees, so different training delivery approaches can be selected in order to deliver different training contents. According to Wexley and Latham (2002), the need to consider skill and tasks characteristics in determining the most effective training delivery approaches should be highlighted. So, training contents and delivery approaches can be elaborated as follows:

2.3.1  Contents Description

A number of typologies have been offered for categorizing skills and tasks (Gagne, Briggs and Wagner, 1997; Rasmussen, 1982; Schneider and Shiffrin, 1977), which can be categorized into two broad categories: people or technical skills (Poon and Othman, 2000), is crucial in designing training programmes. Many organizations fail because their employees not trained well enough in skills that truly matter in the age of information. However, people skills are typically hard to observe; quantify and
measure as much as it needed for everyday life and in work because its have to do with how people relate to each other: communicating, listening, engaging in dialogue, giving feedback, cooperating as team member, solving problems and resolving conflicts (Goldstein, 1974; Coates, 2004). The benefits of people skills training are (Menguin, 2007): (1) providing a platform to showcase technical skills; (2) helping in the fast lane; (3) bring out the leadership qualities; and (4) helping personal growth. To provide the desired motivation and accountability, it is a good idea to assess people skills in advance of the training programmes by employing executives who able to coach their supervisors and subordinates in ensuring frequent feedback, encouragement and reinforcement. So, organizations can achieve the desired return on a considerable investment in people skills training.

Organizations should acknowledge that their employees have the latest technical skills training, which are designed and offered by organizations in updating their existing skills and acquiring new technologies that will best suit with organization’s technical training needs, goals and budgets. Employees need to learn specific skills for assessing a comprehensive new hiring training programmes and able to perform specific job tasks. Positive effects of technical skills training have been evaluated in several studies: technical skills training leads to the performing of more skills on the organizations (Scherpbier, 1997); higher scores on written skills test (Remmen, Scherbier, Van Der Vleuten, Denekens, Derese, Hermann, Hoogenboom, Kramer, Van Rossum, Van Royen and Bossaert, 2001); and improved employees performance (Bradley and Bligh, 1999). The technical skills training played by tutor or trainer projected a positive attitude towards the method of role playing, which achieved better results in employee’s commitment and performance.
(Nikendei, Zeuch, Dieckmann, Roth, Schafer, Volkl, Schellberg, Herzog and Junger, 2005).

2.3.2 Delivery Approaches

The training delivery approaches used are as varies as the training content areas (Poon and Othman, 2000). Organizations conducted training programmes used one or more types of the approaches for delivering training objectives and developing their management employees. Teams have become increasingly popular in organizations of all sizes and industries because most of managers believe that teams often provide better outcome such as improving productivity, enhancing creativity, reducing response times and improving decision making (Lawler, 1988; Hartenian, 2003), rather than individuals.

*Team training* is one of delivery approach of training by which people learn how to work effectively in problem – solving groups, where direct observation and feedback is needed in the process of training (Rasmussen, 1982; Forbush and Morgan, 2004). Most of the organizations need ongoing, real time training which constantly raises the bar for performance standards for individuals, teams and the organization as a whole, where the real time training learn from the successes and failures of current practices (Roberts, 1997). Robert (1997) also explained that team training possesses and shares more knowledge than any group of individuals and keeps up to date with rapid changes in order to survive in the global competition of today – much less tomorrow.
**Mentoring** is another delivery approach of training, which mentors are the person who have more firm – specific of knowledge, skills and abilities (KSAs) in problem solving, conflict resolution, communication, goal setting and planning (Hartenian, 2003). Traditionally, mentoring meant helping others learn business – related lessons quickly with less risk and also based on chemistry between two people who had a lot in common. However, nowadays mentoring involves everything that is done to support career advancement and professional development in order to maximize learning and development (Keller, 2008; Miller, Devaney, Kelly and Kuehn, 2008). So, the goal of mentoring is the exchange of knowledge (Chase, 1998) so that the mentee is better socialize and becomes better prepared to take on important duties in the organizations (Hartenian, 2003), able to help provide a vision to the mentee, improve the commitment to work, and to motivate the mentee to become a mentor (Burgess, 2007; Haynor, 1994; Smith, McAllister and Crawford, 2001). It also showed professional growth with the higher levels of achievement at work as well as a personal satisfaction (Burgess, 2007; Smith et al., 2001). Mentoring relationships have been proved with many positive outcomes, including improved socialization (Ostroff and Kozlowski, 1993), promotions (Dreher and Ash, 1990), reduced turnover intentions (Viator and Scandurs, 1991), and career satisfaction (Fagenson, 1989). In addition, mentoring activities have great value for building an organization with a strong culture that keeps it competitive in the battle for talent and lays the foundation for addressing the succession issues that many organizations face (Keller, 2008).

**On – the – job training (OJT)** is another delivery approach of training, which takes place at normal workplace and makes the job itself part of the instruction given and a means of acquiring practical skills (Bas, 1989; Tews and Tracet, 2008).
However, there is some argument about formal classroom training produced individuals who are only able to perform crude and forced imitations of target behaviors (Georges, 1996; Zeytinoglu, Cooke, Harry and Chowman, 2008), which it is questionable that whether they have fully develop interpersonal skill proficiency during the formal training and whether they successfully apply or transfer these skills on the job (Burnaska, 1976; Russell, Wexley and Hunter, 1984; and Georges, 1996). There are also a number of workplace and individual factors that influence, whether directly or indirectly, an employer’s tendency to provide on – the – job training. Based on previous study, workers in low – paid jobs have less opportunity for on – the – job training as compared to workers in higher – paid jobs (Isik, Gordon, Karlene and James, 2008). Consistent with Lin and Tremblay (2003) study showed that workers who are higher educated are more likely to receive on – the – job training. So, job skills training and skills upgrading is an integral part of maintaining the organizations’ competitive employability profile (OECD, 2006a; Statistics Canada, 1997).

Technological advances offer new paradigms for training nowadays as multimedia tools, which have strengthened the distance learning and e – learning approaches. E – Learning refers to the use of ICTs to enhance and support teaching and learning processes by using electronic technologies, which includes a wide variety of learning strategies and ICTs applications for exchanging information and gaining knowledge (Sife, Lwonga and Sanga, 2007; Candice, Sandra and John, 1998). It also meant that everyone with a computer and an internet access can access to the e – learning program, its course material, its academic and non – academic staff and attain high quality knowledge and degrees in his convenient time and location (Safavi,
There are several benefits of e-learning, such as: it is usually less expensive to deliver; self-paced, which courses can be taken when necessary; it provides consistent contents; it works from anywhere and anytime; it can be updated easily and quickly; it can be easily managed for large groups of people; helping organizations to increase employees performance (Cantoni, Celario and Ports, 2004). So, e-learning provides a comprehensive employee performance management tool, where it ensure that employee performance able to translate into organizational performance. However, Cantoni et al (2004) also discussed disadvantages and risks of e-learning, such as: it may costly to develop initially; it requires new skills in content of producers; requires more responsibility and self-discipline for learner to keep up with more free and unconstrained learning process and schedule.

**Role Playing or Simulation** techniques are used as important tools in many contexts and disciplines, including research, psychotherapy, organizational change and training. Role play is generally characterized as a method to approximate ‘real life’ experiences in certain settings, yet the results can be disappointing due to lack of knowledge and understanding of the techniques involved (Krysia, 1997). Most of training programmes have come into contact with some form of role play, which it is evident that role play is commonly and widely used, for example as part of a training program and in order to assess the effects of a training program (Greenberg and Eskew, 1993; Swink, 1993; Swink and Buchanan, 1983; Hicks and Klimoski, 1987) and to increase problem solving skills (Swink, 1993; Armstrong, 2000). Role playing may also refer to role training where employees rehearse situations in preparation for a future performance and to improve their abilities within a role such as in
occupational training role plays, educational role play exercises, and certain military war games (Blatner, 1995; Rilstone, 1994).

**Seminars** is the function of bringing together a small group of people for recurring meetings, focusing each time on some particular subject, in which everyone present is requested to actively participate (Webster’s dictionary, 1992). The idea behind the seminar system is to familiarize employees more extensively with their work tasks and also to allow them to interact with the practical problems that always crop up during handling the work tasks (Holladay and Quinones, 2003). It is also an essential place where assigned works are discussed, questions can be raised and debates conducted, which it is relatively informal (Ford and Weissbein, 1997). Beside that, seminars explore effective employee goal – setting techniques and performance feedback from employees in order to support organization’s long – term plans (Ron and Willett, 2008).

**Field Trip or Tour** is usually observation for training and non - experimental research in order to provide employees with experiences outside of their everyday activities, which with the aim to observe its natural state and possibly collect samples in purpose of work tasks (Kaushik, 1996). In truth, organizations seldom use outdoor activities including field trip as an integral part of the training because of three main reasons (Mirka, 1970; Fido and Gayford, 1982; McKenzie, Uigard and Lisowski, 1986): (a) logistics limitations exist in the organizational system such as organizational difficulties, cost factors, security concerns and the lack of time; (b) lack of adequate materials of training; and (c) organizations and trainers are unfamiliar with the outdoor as training environment. So, organizations should
implement field trip because it able to increase motivation, performance and abilities of employees so that they clearly understand their duties (Kaushik, 1996).

2.4 Training Evaluation

The choice of evaluation criteria is a primary decision that must be made when evaluating the effectiveness of training. However, training evaluation is a difficult and complex task (Arthur and Bennett, 2003; Easterby – Smith, 1986) but the most important activity in the training process because it is the final logical stage; and organizations should assess their training efforts systematically. The main objective of training evaluation is to prove that the training has actually taught what was intended and to improve the course contents for future use (Goldstein, 1993; Tannenbaum and Woods, 1992). Although newer approaches to training evaluation have been proposed by Day, Arthur and Gettman (2001); Kraiger, Ford and Salas (1993), but Kirkpatrick’s (1967, 1994) four level model of training evaluation continues to be the most popular (Winfrey, 1999; Salas and Canon – Bowers, 2001; Van Buren and Erskine, 2002). Based on Kirkpatrick’s model (1967, 1994) there are four levels for categorizing training criteria and trainee reactions, which each level represents a more precise measure of the effectiveness of the training program, but at the same time requires a more rigorous and time-consuming analysis.

(1) Level 1: Evaluation – Reactions

This level can be defined by asking the employees how they liked and felt about the training, which reactions are emotionally based on opinion. Every training program should at least be evaluated at this level in order to provide for the
improvement of a training program, where the knowledge and skills contents as expressed in the training objectives. Also evaluate the training methods used and trainer who delivered it; the general learning conditions and environment; and the degree to attitudinal objectives of training programmes have been achieved.

(2) Level 2: Evaluation – Learning

The evaluation beyond the trainee satisfaction and attempts to assess the extent trainees have advanced in skills, knowledge, or attitude. Methods range from formal to informal testing to team assessment and self-assessment (Kraiger et. al., 1993). Some of participants take the test or assessment before the training (pre – test) and after training (post test) in order to determine the amount of learning that has occurred.

(3) Level 3: Evaluation – Transferring

Evaluating at this level attempts to answer the question – How effective knowledge, skills and attitudes acquired through training transferred to workplace? There are several strategies for ensuring training transfer, such as: link training objectives to the strategic goals of the organization; maximize similarity between training content and work environment; have supervisors encourage employees to use acquired skills; ensure supervisors are accountable for reinforcing training transfer; select trainees who are already committed to training transfer; and develop re – entry plans for trainees. It is application to the work tasks that defines training success (Alliger, Tannenbaum and Bennett, 1995).
(4) Level 4: Evaluation – Results

Evaluating in this level indicates the success of the program in terms that managers and executives can understand - increased production, improved quality, decreased costs, reduced frequency of accidents, increased sales, and even higher profits or return on investment (Brogden and Taylor, 1950; Tannenbaum, 1996). Also indicates the internal processes as an indicator of organization health and ultimate effectiveness e.g. staffs attitudes and morale, turnover, quality and transfer request (Shelton and Alliger, 1993; Tannenbaum and Woods, 1992).

Evaluation is never absolute truth as it is an attempt to provide credible evidence, which can be useful to people in making decisions. So, most of companies unable to conduct a systematic training evaluation with using only rating sheets completed by trainees at the end of a training program (Loo, 1991; Saari, Johnson, McLaughlin and Zimmerie, 1998) because some of the organizations not understand the importance of evaluating the training programmes; some may be incapable of evaluating; the awareness among trainees in giving negative feedback as for fear of what the company may find; and hard to express cogent criticisms (Saiyadain, 1994).

2.5 Employee’s Work Commitment and Performance

2.5.1 Employee’s Work Commitment

Research into employee’s work commitment has generated much confusion and extensive literature of previous researchers. This is supported by numerous HRM writers, for example: Bratton and Gold (1999); Beardwell and Holden (1997); Beer, Spector, Lawrence, Quinn and Walton (1985); Guest (1995, 1998); Legge (1995);
Sisson (1994); Tyson (1995); and Wood (1995). There are a lot of definition to the concept of commitment which is confusing (O’Reilly and Chatman, 1986), however by referring Webster’s dictionary (1992) defines commitment as “the state of intellectual and emotional adherence to some political, social or religious theory or action or practice; something which engages one to do something; a continuing obligation”. Employee commitment is a shared responsibility between line management and the human resource (HR) function, indeed this is one of the characteristics that differentiate HRM from the traditions of personnel management. However, few empirical studies have linking the motivation in learning contexts with personality nor explaining dispositional influences on an employee’s motivation to improve work through learning (Naquin and Holton, 2002). So, employee’s work commitment has received a great attention and becoming an important issue in training motivation (Facteau, Dobbins, Russell, Ladd and Kudish, 1995; Noe, 1986; Tannenbaum, Mathieu, Salas and Cannon – Bowers, 1991) as it may be use to predict employee’s performances, absenteeism and other behaviors (Dordevic, 2004).

Employee’s work commitment is a functional of personal characteristics, including dispositional qualities and presents a facet design of work commitment that includes work ethics, career commitment, organizational commitment either affective or continuance commitment, and job involvement (Morrow, 1993; Morrow and Wirth, 1989). Employees with strong work commitment continue employment with the organization because they want to do so (Ghani, Nordin and Mamat, 2004), so the employer needs to help their employees to value involvement in the organization. Employee’s work commitment has been found to be positively and significantly related to training (Martin and O’Laughlin, 1984; Mathieu, 1991; Sharma, 1989),
which reflects a multidimensional psychological attachment of an individual to the organization (Dordevic, 2004). Dordevic (2004) also mentioned that employee’s work commitment has two basic dimensions: (1) it characterizes the employee’s relationship with the organization, and (2) it has implication for the decision to continue or stop membership in the organization. So, according to Allen and Meyer (1990, 1996), there are three dimensions of employee’s work commitment:

(1) Affective Commitment

It represents employee’s emotional attachment to organization; identification; and involvement in the organization (Allen and Meyer, 1990; O’Reilly and Chatman, 1986). Employees who are affectively committed to their organizations believe in the organization’s goals and wish to maintain their organizational membership because they want to. There are many factors that influence the level of affective commitment (Allen and Meyer, 1990), which can be divided into two groups: (1) individual – level factors include personality, values orientation, education background and age; and (2) organizational factors include believing that employee’s roles and job goals are clearly defined, and management support.

(2) Continuance Commitment

It means cognitive attachment between employees and the organizations because the costs of leaving organizations either social costs or economic costs (Jaros, 1997) outweigh the benefits including loss of prestige, status and monetary incentives (Allen and Meyer, 1990; Brown, 1996; Mathieu and Zajac, 1990). The employees who have high level of continuance commitment stays with the organization because they need to do so, which may lead to several factors: (1) the
level of investment accumulated in the organization such as some of the employee makes financial investments upon joining the organization and some of them make non–financial investments to gain the role status within the organization (Mayer and Schoorman, 1998); and (2) the employees’ perceived lack of alternatives outside the organization, which the perceived costs of leaving the organizations will be higher so it will develop a stronger sense of continuance commitment to the organization.

(3) Normative Commitment

It represents feeling of obligation to remain with the organization (Allen and Meyer, 1990; Mathieu and Zajac, 1990) and internalization of normative pressures as familial or cultural pressures (Hackett, Bycio and Hausdorf, 1994) because the employees will think it is morally right to do so for the organization. Factors that influence the level of normative commitment are education, and age.

Based on the study conducted by Meyer and Allen (1990), commitment can have positive and negative aspects for both the employee and the organization as these three components are interconnected that reflects the unique nature of each individual’s level of commitment to the organization. Figure 2.1 illustrates Meyer and Allen’s conceptual model.

Employee’s work commitment is a dynamic and reciprocating concept, which mean that if the employees are committed to the organization, they expect that the organization to be committed to them too. So, this can be defined as the extent that an individual accepts, internalizes, and views the employees’ role based on the
organizational values and goals (Jans, 1989). The employee becomes committed to the organization due to three reasons (Hunt and Morgan, 1994; Jans, 1989; Mowday, Steers and Porter, 1982): (1) when they internalize the goals and values of the organization; (2) when they willing to exert effort in the attainment of the organization’s goals; and (3) when they have a strong desire to remain in the organization.

Figure 2.1
Three Components of Employee’s Work Commitment

(Affective Commitment) “I stay because I want"

(Normative Commitment) “I stay because I ought to”

(Continuance Commitment) “I stay because I have to”

(Source from Meyer and Allen, 1990)
2.5.2 Employee’s Work Performance

Training facilitates the updating of skills and lead to increase commitment, well-being, and sense of belonging, thus directly strengthening the organization’s competitiveness (Acton and Golden, 2002; Karia and Ahmad, 2000; Karia, 1999). To earn commitment, top management must offer a workplace with effective performance feedback and opportunities for participation, so committed employees are less likely to leave for another job and are more likely to perform at higher levels (Stup, 2006). So, in order to achieve a high performance culture that ensure employee’s commitment and contribution at work management should initiate with following behavior-oriented steps (Kumar, 2006): (1) establishing clear work roles and performance standards; (2) able to communicate openly and honestly by making healthy criticisms which contribute more to productivity and productions; (3) knowledge sharing should be demonstrated through organizations; (4) creating flexible work environment; (5) encouraging teamwork and self-managed team culture; (6) give training to employees in order to improve their skills and knowledge at performance level; (7) provide supportive, motivate and trusting work environment to members for efficient performance; and (8) keep performance orientation simple and open to employees for verification and clarification.
A theoretical framework is proposed for this research study based on previous academic reviews, which promotes a systematic view of training by exploring its influence towards employee’s work commitment and performance. Figure 2.2 illustrates the conceptual framework for the influence of training programmes on employee’s work commitment and performance.

The conceptual framework represents a model ascertaining the relative importance of the know antecedents of employee’s work commitment and performance. Most researchers in their literatures mentioned that training commitment; training needs assessment; training contents and delivery approaches; and training evaluation are the factors that have connection with employee’s work commitment and performance, which are generally considered as the ultimate
outcome from the HRD activities based on previous studies done by Lerman, et. al. (1999), and Billikopf (2003).

2.6 Chapter Summary

An effective training program cannot be analyzed and studied as phenomenon unto itself. As with any systematic process, an effective training program is driven by several factors, including training commitment of employees which reflects to commitment of organizations in preparing training; comprehensive needs assessment in resolving organizational problems; employing appropriate training contents and delivery approaches; and training evaluation handed out at the end of training programmes, which influence the transfer of skills from training environment to work environment (Lerman, et. al., 1999; Wagonhurst, 2002).

This chapter reviewed the literature related to the major components of this research study. The literature clearly suggests that there is a connection between training dimensions with employee’s work commitment and performance, which deserves a more in – depth understanding by developing hypotheses based on research questions and looking at research methodology in the next chapter.
CHAPTER 3: RESEARCH METHODOLOGY

3.0 Chapter Introduction

This chapter provides descriptions of sample and data collection procedures. It also discusses the operational measures of variables used in the study, as well as the statistical tests used to evaluate the hypotheses.

3.1 Development of Hypotheses

According to Wagonhurst (2002), in order to survive in competitive market, an effective training not only promotes productivity, it can also foster personnel and professional development and promote employee morale, as training is a systematic process which helps people to learn how to be more effective at work (Lam and Kong, 1992). So, the first hypothesis asserts that training commitment will have a more favorable influence on employee’s work commitment and performance.

H1: Training commitment significantly influences employee’s work commitment and performance

According to Goldstein (1993), training needs assessment is an effort to analyze and diagnose the person, task and organization to determine whether or not training is required. However, this essential function is recommended but often not carried out (Schneier, et. al., 1988), so the second hypothesis examines the essential purpose of training needs assessment in order to determine how knowledge, skills and abilities influence employees to commit in organization; and what are necessary for employees to perform effectively in their jobs.
**H2: Training needs assessment significantly influences employee’s work commitment and performance**

In addition to assessing the direct influences of training towards employee’s work commitment and performance by looking at training contents and delivery approaches in delivering training knowledge, skills and abilities to employees. According to Poon and Othman (2000), there are choices of training contents either based on people skills or technical skills in designing training program. There are also one or more types of the approaches for delivering training objectives (Poon and Othman, 2000). However, it is often difficult to produce a clear linkage between training contents and delivery approaches with the job tasks, especially in management training (Lam and Kong, 1992). So, the third hypothesis asserts that training contents and delivery approaches influence employee’s work commitment and performance.

**H3: Training contents and delivery approaches significantly influence employee’s work commitment and performance**

Training evaluation is the final logical stage in helping to improve the quality of feedback to trainers and hence the quality of training services; increase the trainers’ professional skills and the effectiveness of the training department; and to improve relationships in the organization (Lam and Kong, 1992; Goldstein, 1993). However, it is a difficult and complex task but the most integral part of the cycle of training process (Esterby - Smith, 1986). For training evaluation to be valuable, training criteria must be meaningful to decision makers and must be able to be collected within typical organizational constraints (Tannenbaum and Woods, 1992). So, the
fourth hypothesis examines training evaluation has favorable influence on employee’s work commitment and performance.

*H4: Training evaluation significantly influences employee’s work commitment and performance*

In addition to this study, we also examine whether training commitment; training needs assessment; training contents and delivery approaches; and training evaluation have more favorable influence on employee’s work commitment and performance.

*H5: Training commitment, training needs assessment, training contents and delivery approaches, and training evaluation significantly influence employee’s work commitment and performance*

### 3.2 Research Method

#### 3.2.1 Data source and Sample

The target population of this study is employees who are working in private and public sectors in Malaysia, based on their experiences going for training. The trainings are either organized by the organizations itself or any training programmes attended by the employees, in relations of their work tasks. 500 questionnaires were distributed to Malaysian employees, where 193 were returned. However, only 182 questionnaires were usable, 11 of which were incomplete, yielding a response rate of 94.3%. The incomplete questionnaires were returned because some of the respondents unable to complete some of the parts and the items in the questionnaire.
3.2.2 Data Collection Procedure

Questionnaire (see also Appendix 1: Questionnaire) was the instrument form of data collection used in this study, where the distribution was through mail, electronic mail (e–mail) and by hand. Distribution through mail was done by sending the questionnaires to the organizations’ human resource department (HRD) located throughout Malaysia, which were selected randomly from The Star newspaper. The distribution through e–mail was done by sending the soft copy of questionnaire to all recipients who were selected. The respondents replied back the results through e–mail and also by sending it to the given address in the questionnaire.

The recipients were asked to read each statement carefully in six parts of the questionnaire and indicate their agreement or disagreement with the statements using a 5–point and 7–point Likert’s scales: Part A of the questionnaire represents respondents’ feelings about their organizations; Part B represents respondents’ perceptions on their performance in organizations; Part C represents training commitment of employees in reflects to commitment provided by organizations in training; Part D represents training needs assessment in resolving organizational problems; Part E represents respondents’ perceptions on training contents and delivering approaches used in training programmes attended; and Part F represents respondents’ evaluation towards training programmes, whether it reached its objectives and organizational goals. In addition, the questionnaire also sought information about the respondents’ profile in the Part G of the questionnaire.

So, the validity and reliability of the constructs of the survey instrument is checked by conducting a pilot study. The pilot study was conducted by distributing
the questionnaires to ten randomly selected people. They were asked to answer the questions and gave some comments by looking at their understanding of the needs of the questions. In order to check the reliability of the questionnaire in the pilot study, the Cronbach’s Alpha measurement is tested, which is 0.907. So, the reliability coefficient is above 0.70 (Nunnally, 1978) and a few changes were made to the questionnaire for giving more understandable meaning of the questions to other respondents.

3.3  Research Design: Variable Measurements and Questionnaire Design

3.3.1 Independent Variables

This measure is based on four major dimensions developed by previous researchers, which are training commitment; training needs assessment; training contents and delivery approaches; and training evaluation being those main constructs in measuring the employee’s work commitment and performance are identified as the independent variables in the study.

Training commitment is identified as the first independent variable for this study. Training commitment should comprise an effective training which able to meet the needs of the organization and able to achieve the organizational specific goals (Wagonhurst, 2002). This variable consists of 8 items, which sample items included “most training programmes able to fulfill my expectation of needs”; “most training programmes are practical and do relate to the actual problems at work”; and “in most training programmes, I learn from each other’s experiences”. Responses to these
items were measured on a 7 – point Likert scale from 1 = “strongly disagree” to 7 = “strongly agree”.

Training needs assessment is identified as the second independent variable for this study. If employees not knowing what they actually want when they need to go for training then they not able to understand it, so training needs assessment able to help and develop initiatives in order to resolve any problems faced by employees in organization (Schneier, et. al., 1988). This variable consists of 8 items, which sample items included “a clear view of training objectives should be stated as guideline in conducting training program”; “training objectives are the basis for measuring effectiveness of the training in knowledge, skills and attitudes expected of trainees”; and “the expectation to be achieve at the end of the training”. Responses to these items were measured on a 7 – point Likert scale from 1 = “strongly disagree” to 7 = “strongly agree”.

For the third independent variable, there are two dimensions which are training contents and training delivery approaches. According to Poon and Othman (2000), it is difficult in designing training programmes as training contents have to focus either on people skills or technical skills. This first dimension consists of 8 items of training contents, which need to classify into either people skills or technical skills. Sample items included “providing a platform to showcase technical skills” (employee development); “helping personal growth” (interpersonal and self – management); and “planning and goal setting” (decision making and project management). Responses to these items were measured on a 7 – point Likert scale from 1 = “strongly disagree” to 7 = “strongly agree”. The second dimension
mentioned the approaches in adding variety and delivering training objectives in order to make it more interesting, enjoyable and effective (Poon and Othman, 2000). This dimension consist 7 items, are on – the – job training; role playing; team training; technology advances or e – learning; mentoring; and visit or tour. Responses to these items were measured on a 5 – point Likert scale from 1 = “strongly disagree” to 5 = “strongly agree”.

Training evaluation is identified as the fourth independent variable for this study. Training must be evaluated at the end of the program in order to prove that the training has actually taught and to improve the training contents for future use (Bramley, 1991). There are 8 items in this dimension, which sample items included “able to evaluate about the structure or content of the training and the methods employed”; “able to measure performance of knowledge, skills and attitudes against criteria which were set during training and immediate post training period”; and “able to establish clearly and specifically the training objective as training has changed the job behavior and performance”. Responses to these items were measured on a 5 – point Likert scale from 1 = “strongly disagree” to 5 = “strongly agree”.

3.3.2 Dependent Variables: Employee’s Work Commitment and Employees’ Work Performance

Employee’s work commitment and employee’s work performance are identified as the dependent variable in the study. Employee’s work commitment is a functional of personal characteristics of an employee to the organization (Morrow, 1993), which this dimensions included affective commitment, normative commitment and continuance commitment (Allen and Mayer, 1990, 1996). There are 14 items in
this dimension, which need to classify into the three aspects. Sample items included “I would be happy to spend the rest of my career with this organization” and “My organization values my contribution to its well being and appreciate any extra effort from me”. The responses to these items were measured on a scale from 1 = “strongly disagree” to 7 = “strongly agree”.

Hence, according to Stup (2006) employee’s work performance is evaluated after attending any of training whether the training gives benefit to the employee and also to the organization. So, for the purpose of this study, the employees gave their perceptions towards their performance in work tasks after attending the training. This dimension consists of 8 items, which sample items included “training programmes establish a clear view of work roles and increase performance”; “training programmes encourage teamwork and self – managed team culture”; and “training programmes provide to update work of skills, which increase my performance in on – the – job”. The responses to these items were measured on a scale from 1 = “strongly disagree” to 7 = “strongly agree”.

3.4 Data Analysis Techniques

Quantitative study is used for the purpose of this study because quantitative analyses results provide support for anticipated directions of the associations between independent and dependent variables. So, by using SPSS Version 14.0 for Windows software programmes, the central of tendency and the dispersion of the data are checked; the reliability and validity of the measures are tested; and the hypotheses developed for this study are also tested. Four techniques are used in analyzing the data
for this study, such as descriptive statistics, reliability analysis, correlation statistics and regression analysis.

3.4.1 Descriptive Statistics

The descriptive statistics provides frequencies and measures of central tendency of this study analysis. So, frequencies of this analysis can be refer to histograms or bar charts of various subcategories, such as gender, ethnic groups, level of occupations and level of educations. It also would be useful to know how training dimensions influence employee’s work commitment and performance by looking at the mean of the variables, which indicates a measure of central tendency that offers a general picture of the research study.

3.4.2 Reliability Analysis

The reliability analysis is used to test consistency of respondents’ answers to all the items of independent and dependent variables in the questionnaire, whether the items are hanged together as a set which they are highly correlated with one another. Consistency of this study is examined through Cronbach’s coefficient Alpha, which is used for multipoint – scaled items (Cronbach, 1946).

3.4.3 Correlation Statistics

The Pearson correlation matrix is used to describe the relationship between the independent variables (training commitment, training needs assessment, training contents and delivery approaches, and training evaluation), and dependent variable (employee’s work commitment and performance). This analysis indicates the direction, strength and significance of the bivariate relationships of all the variables in
this study. Thus, a hypothesis that postulates a significant positive or negative relationship between the two variables can be tested by examining the correlation between the two (independent variables and dependent variable).

3.4.4 Regression Analysis

The major statistical analysis used in this study is regression analysis, where two types of regression analysis are used in analyzing the hypotheses developed in this study.

(1) Simple Regression Analysis

This analysis is used in order to find the equation that best represents the linear relationship between independent variables (training commitment, training needs assessment, training contents and delivery approaches, and training evaluation) and dependent variable (employee’s work commitment and performance). This analysis also used to determine the strength of this relationship whether each of independent variables is significantly influences dependent variable.

(2) Multiple Simultaneous Regression Analysis

This analysis is used when dependent variable (employee’s work commitment and performance) is predicted from several independent variables (training commitment, training needs assessment, training contents and delivery approaches, and training evaluation) simultaneously. The regression equation is developed in Figure 3.1, which the dependent variable is modeled as a function of the independent variables, corresponding parameters (constants) and error term (which treated as the random variable).
Figure 3.1
Regression Equation Model for “The Influence of Training on Employee’s Work Commitment and Performance”

\[ Y = f(X, \beta) \]

Dependent Variable = \( f \) (Independent Variables, Unknown Parameters)

\[ Y_i = f(X_1 \beta_1 + X_2 \beta_2 + X_3 \beta_3 + X_4 \beta_4 + \varepsilon) \]

\( Y_i \) = Employee’s Work Commitment and Performance
\( X_1 \) = Training Commitment
\( X_2 \) = Training Needs Assessment
\( X_3 \) = Training Contents and Delivery Approaches
\( X_4 \) = Training Evaluation
\( \varepsilon \) = Error form, normally distributed about a mean of 0

Multicollinearity is also analyzed in this analysis because when independent variables (training commitment, training needs assessment, training contents and delivery approaches, and training evaluation) are highly correlated with the dependent variable (employee’s work commitment and performance), it is difficult to identify the unique contribution of each independent variable in prediction the dependent variable. The highly correlated variables are predicting the same variance in the dependent variable, so the overall p-value may significant but the p-value for each predictor may not significant. The variance inflation factor (VIF) and tolerance are two closely related statistics for diagnosing collinearity in multiple simultaneous regression analysis. They are based on the R-squared value, obtain by regressing independent variables (training commitment, training needs assessment, training contents and delivery approaches, and training evaluation) on all of the other independent variables (training commitment, training needs assessment, training contents and delivery approaches, and training evaluation) in the analysis.
3.5 Chapter Summary

This chapter explained the two types of variables – independent and dependent – which were used in this study in reflection of logical reasoning in the theoretical framework mentioned in the previous chapter. So, training dimensions such as training commitment, training needs assessment, training contents and delivery approaches, and training evaluation are categorized as the independent variables. And employee’s work commitment and performance is categorized as the dependent variable for this study.

This chapter also discussed the relationships between independent variables (training commitment, training needs assessment, training contents and delivery approaches, and training evaluation) and dependent variable (employee’s work commitment and performance). So, five hypotheses are developed in order to test whether these relationships able to give some clues to solve the problem arise in organization.

In addition, this chapter explained that questionnaire is used for data collection, where the data are analyzed by using SPSS Version 14.0 for Windows software program. The data analysis techniques that are used in this study is descriptive statistics, reliability analysis, correlation statistics and regression analysis.

So, in the next chapter, the results from the data analysis after testing the hypotheses generated is discuss and to find answers to the research questions constructed for the purpose of this study.
CHAPTER 4: RESEARCH RESULTS

4.0 Chapter Introduction

This chapter presents the results of the data analysis of the influence of training on employee’s work commitment and performance. The purpose of this study is to analyze how the training able to maximize the work commitment of employees and how the benefits of training in their work performance. This chapter is comprised of four main sections. The first section provides the summary statistics of the data analysis including the profile of the respondents in this study. The second section provides analyses of measures that are used in examining the influence of training on employee’s work commitment and performance. The third section addresses hypotheses testing of five hypotheses, which are constructed in previous chapter. The fourth section summarizes the research results based on the previous sections. The combination of these four sections will be essential to understanding the influence of training on employee’s work commitment and performance.

4.1 Summary Statistics

4.1.1 Profile of Respondents

A number of demographic questions were asked in order to know profile of the respondents of this study. From Figure 4.1, there are 101 (55.5%) female and 81 (44.5%) male respondents, who response to this study. Among the respondents, 53.3% are Malays, 32.4% are Chinese, and 11.5% are Indians.
From Figure 4.2, the employees are categorized into three major types of occupational groups: (1) the professionals groups included doctors, accountants, engineers and lecturers; (2) the managerial group included middle and senior managers, who responsible for several work areas; and (3) the executive group included supervisors, administrative personnel and general clerks. Most of the respondents worked at the level of executives (54.4%), managers (19.2%) and professionals (25.3%). From the occupation distribution, 35.7% of these employees have been working at the current organizations for less than 2 years and 101 employees had achieved at least a degree or professional qualification.

Additional descriptive statistics of the group of employees are given in Table 4.1 (see also Appendix 2: Descriptive Statistics – Respondents Profile).
Figure 4.2
Occupational Groups of the Respondents

Table 4.1
Summary of Descriptive Statistics of the respondents’ profile

<table>
<thead>
<tr>
<th></th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total of questionnaires distributed</td>
<td>500</td>
<td></td>
</tr>
<tr>
<td>Employees responding in the research</td>
<td>193</td>
<td></td>
</tr>
<tr>
<td>Valid survey cases</td>
<td>182</td>
<td>94%</td>
</tr>
<tr>
<td>Group of Ethnics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Malay</td>
<td></td>
<td>53%</td>
</tr>
<tr>
<td>Chinese</td>
<td></td>
<td>32%</td>
</tr>
<tr>
<td>Indian</td>
<td></td>
<td>12%</td>
</tr>
<tr>
<td>Occupation (participants)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Executives</td>
<td></td>
<td>54%</td>
</tr>
<tr>
<td>Professionals</td>
<td></td>
<td>25%</td>
</tr>
<tr>
<td>Managers</td>
<td></td>
<td>19%</td>
</tr>
<tr>
<td>Years of service on the job (participants)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than 2 years</td>
<td></td>
<td>36%</td>
</tr>
<tr>
<td>2 to 5 years</td>
<td></td>
<td>28%</td>
</tr>
<tr>
<td>6 to 10 years</td>
<td></td>
<td>17%</td>
</tr>
<tr>
<td>Highest education level achieved (participants)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Degree or Professional Certificate</td>
<td>56%</td>
<td></td>
</tr>
<tr>
<td>Post Graduate</td>
<td></td>
<td>25%</td>
</tr>
</tbody>
</table>
4.2 *Analyses of Measures*

4.2.1 Descriptive Statistics

The descriptive statistics in Table 4.2 displays the mean and standard deviation of the variables: Training Commitment, Training Needs Assessment, Training Contents and Delivery Approaches, Training Evaluation, and Employee’s Work Commitment and Performance (see also Appendix 3: Descriptive Statistics and Scale Items – Variables).

<table>
<thead>
<tr>
<th>Variables</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employee’s Work Commitment and Performance</td>
<td>105.95</td>
</tr>
<tr>
<td>Training Commitment</td>
<td>37.47</td>
</tr>
<tr>
<td>Training Needs Assessment</td>
<td>44.32</td>
</tr>
<tr>
<td>Training Contents and Delivery Approaches</td>
<td>69.65</td>
</tr>
<tr>
<td>Training Evaluation</td>
<td>29.94</td>
</tr>
</tbody>
</table>

N = 182

From Table 2, the results show that the mean on training evaluation is rather low (M = 29.94, on scale from 1 = strongly disagree to 5 = strongly agree), same as the mean on training commitment (M = 37.47, on scale from 1 = strongly disagree to 7 = strongly agree). As for training needs assessment, the mean is about average (M = 44.32, on scale from 1 = strongly disagree to 7 = strongly agree), and the mean on training contents and delivery approaches is enriched (M = 69.65). In addition, the mean of employee’s work commitment and performance is 105.95 (on scale from 1 = strongly disagree to 7 = strongly agree).
4.2.2 Reliability Analysis

The reliability of the questionnaire is tested according to Cronbach’s Alpha measurements. The reliability coefficients (Alpha) of training dimensions (training commitment, training needs assessment, training contents and delivery approaches, and training evaluation) influence on employee’s work commitment and performance is presented in Table 4.3 (see also Appendix 3: Reliability Analysis).

Table 4.3
Cronbach’s Alpha (Reliability) of Dependent and Independent Variables

<table>
<thead>
<tr>
<th>Variables</th>
<th>A set of items</th>
<th>Reliability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employee’s Work Commitment and Performance</td>
<td>22</td>
<td>0.94</td>
</tr>
<tr>
<td>Training Commitment</td>
<td>8</td>
<td>0.91</td>
</tr>
<tr>
<td>Training Needs Assessment</td>
<td>8</td>
<td>0.94</td>
</tr>
<tr>
<td>Training Contents and Delivery Approaches</td>
<td>15</td>
<td>0.88</td>
</tr>
<tr>
<td>Training Evaluation</td>
<td>8</td>
<td>0.91</td>
</tr>
</tbody>
</table>

N = 182

The alpha values of all variables are well above 0.80, which indicate 0.91 is for training commitment, 0.94 is for training needs assessment, 0.88 is for training contents and delivery approaches, and 0.91 is for training evaluation. According to Cronbach (1946), reliability coefficient of above 0.80 is considered good indicator of internal consistency reliability that is used in this study. In addition, the reliability coefficient of employee’s work commitment, as dependent variable in this study, is 0.94, which also well above 0.80.
4.2.3 Correlation Statistics

The correlation matrix in Table 4.4 (see also Appendix 4: Correlation Statistics) displays correlation coefficients between the four independent variables (training commitment, training needs assessment, training contents and delivery approaches, and training evaluation) and the dependent variable (employee’s work commitment and performance) by using multiple – item scales. The correlation coefficients indicate the strength of the association between the variables, where a coefficient is considered significant if the p – value is less than 0.05 (Schervish, 1996).

From Table 4.4, there are significant correlations between all the independent variables (training commitment, training needs assessment, training contents and delivery approaches, and training evaluation) and dependent variable (employee’s work commitment and performance), where all coefficients are larger than 0.40 and below than 0.80. So, according to Bryman and Cramer (1997), the Pearson’s r between each pair of independent variables should not exceed 0.80, otherwise the independent variables that show a relationship at or in excess of 0.80 may be suspected of exhibiting multicollinearity. The highest coefficient of correlation is 0.74 of training commitment, which is below the cut – off of 0.80 for the collinearity problem. Hence, collinearity and multicollinearity do not present data problems in this study research (Hair, Anderson, Tatham and Black, 1998; Gottschalk, 1998).
Table 4.4  
Correlations Matrix of the Training Dimensions and Employee’s Work Commitment and Performance

<table>
<thead>
<tr>
<th></th>
<th>Training Commitment</th>
<th>Training Needs Assessment</th>
<th>Training Contents and Delivery Approaches</th>
<th>Training Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training Commitment</td>
<td>Pearson Correlation</td>
<td>0.577**</td>
<td>0.682**</td>
<td>0.593**</td>
</tr>
<tr>
<td></td>
<td>Sig.</td>
<td>0.000</td>
<td>0.000</td>
<td>0.000</td>
</tr>
<tr>
<td>Training Needs Assessment</td>
<td>Pearson Correlation</td>
<td>0.682**</td>
<td>0.695**</td>
<td>0.691**</td>
</tr>
<tr>
<td></td>
<td>Sig.</td>
<td>0.000</td>
<td>0.000</td>
<td>0.000</td>
</tr>
<tr>
<td>Training Contents and Delivery Approaches</td>
<td>Pearson Correlation</td>
<td>0.593**</td>
<td>0.485**</td>
<td>0.601**</td>
</tr>
<tr>
<td></td>
<td>Sig.</td>
<td>0.000</td>
<td>0.000</td>
<td>0.000</td>
</tr>
<tr>
<td>Training Evaluation</td>
<td>Pearson Correlation</td>
<td>0.739**</td>
<td>0.541**</td>
<td>0.595**</td>
</tr>
<tr>
<td></td>
<td>Sig.</td>
<td>0.000</td>
<td>0.000</td>
<td>0.000</td>
</tr>
</tbody>
</table>

** Correlation is significant at the 0.01 level (1 – tailed)  
N = 182

The results show that dependent variable – employee’s work commitment and performance – is most highly correlated with training commitment, with correlation coefficient of 0.74. This shows that training commitment is perceived as a dominant training dimension. Therefore, higher employee’s work commitment and performance is associated with higher training commitment, training needs assessment, training contents and delivery approaches, and training evaluation.
4.3 Testing of Hypotheses

The responses obtained from 182 employees are analyzed through simple regression analysis in order to test Hypotheses 1 to 4. And for Hypothesis 5, the data is tested by using multiple simultaneous regression analysis.

4.3.1 Simple Regression Analysis

Table 4.5 summarizes the results of regression analysis of employee’s work commitment and performance, and training dimensions (training commitment, training needs assessment, training contents and delivery approaches, and training evaluation). Training dimension of training commitment significantly and positively influence employee’s work commitment and performance, which explained 54.4% of the variation in employee’s work commitment and B – value is 1.89. Training needs assessment is the lowest dimension of training that significantly and positively influences employee’s work commitment and performance, which explained 28.9% of the variation in employee’s work commitment and performance and B – value is 1.42. So, F – test for this study is significant because it is the significance test for R², when there is only one predictor variable is equivalent to simple test of correlation between independent variables (training commitment, training needs assessment, training contents and delivery approaches, and training evaluation) and dependent variable (employee’s work commitment and performance).
### Table 4.5
Summary of Simple Regression Analysis

<table>
<thead>
<tr>
<th>Model</th>
<th>Adjusted $R^2$</th>
<th>F</th>
<th>B</th>
<th>t – value</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (Training Commitment and Employee’s Work Commitment and Performance)</td>
<td>0.54</td>
<td>216.50</td>
<td>1.89</td>
<td>14.71</td>
<td>0.00</td>
</tr>
<tr>
<td>2 (Training Needs Assessment and Employee’s Work Commitment and Performance)</td>
<td>0.29</td>
<td>74.66</td>
<td>1.42</td>
<td>8.64</td>
<td>0.00</td>
</tr>
<tr>
<td>3 (Training Contents and Delivery Approaches and Employee’s Work Commitment and Performance)</td>
<td>0.36</td>
<td>101.72</td>
<td>1.23</td>
<td>10.09</td>
<td>0.00</td>
</tr>
<tr>
<td>4 (Training Evaluation and Employee’s Work Commitment and Performance)</td>
<td>0.35</td>
<td>98.75</td>
<td>2.25</td>
<td>9.94</td>
<td>0.00</td>
</tr>
</tbody>
</table>

N = 182

4.3.2 Multiple Simultaneous Regression Analysis

From Table 4.6, the results show multiple simultaneous regression analysis, where all independent variables (training commitment, training needs assessment, training contents and delivery approaches, and training evaluation) against dependent variable (employee’s work commitment and performance). This analysis is conducted to predict the percentage of dependent variable, where independent variables are entered simultaneously. The overall variance (employee’s work commitment and performance) is explained by the independent variables (training commitment, training needs assessment, training contents and delivery approaches, and training evaluation).
Evaluation) is 58.5%. Training commitment (B = 1.39, t-value = 7.88) and training evaluation (B = 0.82, t-value = 3.19) are significantly and positively influence employee’s work commitment and performance.

Table 4.6
Summary of Multiple Simultaneous Regression Analysis

<table>
<thead>
<tr>
<th>Overall Model</th>
<th>( B )</th>
<th>( t )-value</th>
<th>\text{Sig.}</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Constant)</td>
<td>15.60</td>
<td>2.21</td>
<td>0.03</td>
</tr>
<tr>
<td>Training Commitment</td>
<td>1.39</td>
<td>7.88</td>
<td>0.00</td>
</tr>
<tr>
<td>Training Needs Assessment</td>
<td>0.34</td>
<td>1.91</td>
<td>0.06</td>
</tr>
<tr>
<td>Training Contents and Delivery Approaches</td>
<td>-0.02</td>
<td>-0.10</td>
<td>0.92</td>
</tr>
<tr>
<td>Training Evaluation</td>
<td>0.82</td>
<td>3.19</td>
<td>0.00</td>
</tr>
<tr>
<td>Adjusted R(^2)</td>
<td></td>
<td>0.59</td>
<td></td>
</tr>
<tr>
<td>( F )-value</td>
<td></td>
<td>64.79</td>
<td></td>
</tr>
<tr>
<td>Significant</td>
<td></td>
<td>0.00</td>
<td></td>
</tr>
<tr>
<td>N = 182</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4.7 shows the results of multiple simultaneous regression analysis also indicate no multicollinearity problem, where the multicollinearity statistics show that the tolerances for all elements of employee’s work commitment and performance are greater that 0.1, and that the variation inflation factors (VIF) are all less than 10 (Hair, et. al., 1998; O’Brien, 2007).

Table 4.7
Collinearity Statistics of Multiple Simultaneous Regression Analysis

<table>
<thead>
<tr>
<th>Variables</th>
<th>Tolerance</th>
<th>VIF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training Commitment</td>
<td>0.49</td>
<td>2.06</td>
</tr>
<tr>
<td>Training Needs Assessment</td>
<td>0.50</td>
<td>2.01</td>
</tr>
<tr>
<td>Training Contents and Delivery Approaches</td>
<td>0.32</td>
<td>3.14</td>
</tr>
<tr>
<td>Training Evaluation</td>
<td>0.49</td>
<td>2.03</td>
</tr>
</tbody>
</table>

N = 182
4.4 Summary of Research Results

The overall objective of this study is to examine the influence of four dimensions of training (training commitment, training needs assessment, training contents and delivery approaches, and training evaluation) on employee’s work commitment and performance (Karia, 1999; Karia and Asaari, 2006) within the context of the Malaysian organizations. In addition, this study aims to analyze the attitudes of the top management towards training given to their employees in relation to employee’s work commitment and performance.

The results of correlation statistics of this study reveal that employee’s perceptions toward the four dimensions of training (training commitment, training needs assessment, training contents and delivery approaches, and training evaluation) are significantly influence employee’s work commitment and performance.

The results of simple regression analysis also show that the four dimensions of training (training commitment, training needs assessment, training contents and delivery approaches, and training evaluation) are positively and significantly influence employee’s work commitment and performance.

The results of multiple simultaneous regression analysis indicate that employee’s commitment towards training is perceived as a dominant dimension of training because there is a strong association with employee’s work commitment and performance. This study is consistent with previous research which found that training commitment is important for understanding employee’s work commitment and
performance (Saiyadain, 1994; Poon and Othman, 2000; Wagel, 1977; Saiyadain and Juhary, 1995; Hamid, et. al., 1987).

Training evaluation is also found to have significant influence towards employee’s work commitment and performance. Further, aspects of training evaluation such as structure and methods, reflect opinions, measure performance, clear and specific, representative sample and analyze resources appear to influence employee’s work commitment and performance in this study. The present results are consistent with the findings of Bramley (1991) and Goldstein (1993), who found that the training evaluation in the most important activity to improve training program for future use in reflects on employee’s work commitment and performance.
4.5 Chapter Summary

The results of data analysis are presented in this chapter in order to examine the influence of training on employee’s work commitment and performance. So, the data are analyzed in order to look at: (1) the means of variables in the descriptive statistics, (2) the correlations between training dimensions (training commitment, training needs assessment, training contents and delivery approaches, and training evaluation) and employee’s work commitment and performance in Pearson – correlation analysis, (3) the reliability coefficients (Alpha) of the variables (employee’s work commitment and performance, training commitment, training needs assessment, training contents and delivery approaches, and training evaluation) in reliability analysis, and (4) the hypotheses testing by using regression analysis.

So, the following chapter presents discussion and conclusion of the overall study of the influence of training on the employee’s work commitment and performance, where future research is taken into consideration.
CHAPTER 5: DISCUSSIONS, CONCLUSIONS
AND RECOMMENDATIONS

5.0 Chapter Introduction

The intention of this study is to examine the influence of training on employee’s work commitment and performance and to review the needs of training in organization, which is reflected to employee’s work commitment and performance. As stated in the first chapter, this study should be able to contribute to the existing literatures and also to analyze the attitude of top management towards training given to their employees. This chapter comprises three sections: (1) the first section provides discussions of the overall research results based on previous chapter, (2) the second section provides conclusion for overall study of the influence training on employee’s work commitment and performance, and (3) the third section addresses recommendation which can be used for future research in reflects of this study.

5.1 Discussions of the Overall Research Results

From Table 5.1, the results can be summarize that if the training dimensions are acted individually, then it (training commitment, training needs assessment, training contents and delivery approaches, and training evaluation) is strongly, positively and significantly influence the employee’s work commitment and performance. However, if all of the training dimensions are taken into consideration, then only training commitment and training evaluation are strongly, positively and significantly influence employee’s work commitment and performance.
Table 5.1
Summary of Research Results for “The Influence of Training on Employee’s Work Commitment and Performance”

<table>
<thead>
<tr>
<th>Hypothesis</th>
<th>Findings</th>
</tr>
</thead>
<tbody>
<tr>
<td>H1: Training commitment significantly influences employee’s work commitment and performance</td>
<td>Supported</td>
</tr>
<tr>
<td>H2: Training needs assessment significantly influences employee’s work commitment and performance</td>
<td>Supported</td>
</tr>
<tr>
<td>H3: Training contents and delivery approaches significantly influence employee’s work commitment and performance</td>
<td>Supported</td>
</tr>
<tr>
<td>H4: Training evaluation significantly influences employee’s work commitment and performance</td>
<td>Supported</td>
</tr>
<tr>
<td>H5: Training commitment, training needs assessment, training contents and delivery approaches, and training evaluation significantly influence employee’s work commitment and performance</td>
<td>Supported</td>
</tr>
</tbody>
</table>

The questionnaire provides useful perspective about the influence of training on employee’s work commitment and performance in organization. It is evident that importance of training is attached to employee’s work commitment and performance, which the findings indicate employees, who receive training in relations to their work tasks, are able to perform adequately, committed to responsibility in work tasks and also able to stay long in the organizations. The findings of this study indicate that Malaysian employees do appreciate training, which is given and developed by the organizations in reflects of their work commitment and performance. So, this section presents the discussion for research analyses, which derived from the descriptive statistics, the correlation statistics, and the regression analyses.
5.1.1 Results of Descriptive Statistics

The results show that respondents are slightly agree that they as employees are committed to attend training when they are able to learn and obtain inputs from other participants in reflects of their work tasks. Beside that, most of training programmes are practical, therefore they able to test out new training techniques in their work tasks. So, the mean of training commitment is 37.47.

Training needs assessment is important in designing training programmes because when employees attending training, they should know the purpose of training programmes. The results show that respondents of this study moderately agree with training needs assessment able to provide guidelines for training design and are the basis for producing learning points. Beside that, training needs assessment able to clarify precisely what employees are expected to achieve at the end of their training. In addition, training needs assessment validates a link between training needs and training commitment. Training needs assessment also provides the basis for measuring the effectiveness of training in terms of knowledge, skills and attitudes expected in relation to employee’s work commitment and performance. So, the mean of training needs assessment is 44.32.

A number of training contents are presented in training program able to influence employee’s work commitment and performance. The contents of training programmes can be categorized into two types of category, which are people skills and technical skills. The results show that respondents are slightly agree with most of training programmes attended by employees, having training contents which focus at people skills. Training programmes related to employee development, interpersonal
and self-management, and decision making and project management are the most popular training contents, which employees attended and will attend in reflect to their work commitment and performance. Beside that, training contents which focus at technical skills, such as information technology (IT) management is also important to be presented in training programmes. Thus, it is important to select the most appropriate delivery approaches, in which to apply training contents. Respondents of this study also slightly agree that the most appropriate delivery approaches in delivering training contents are on-job-training (OJT), role playing and team-training. So, the mean of training contents and delivery approaches is 69.65.

Training evaluation is the most crucial and important part in designing and conducting training programmes (Goldstein, 1974; Easterby-Smith, 1986; Goldstein, 1993; Tannenbaum and Woods, 1992). In this study, respondents are slightly agree with the items in training evaluation, where training evaluation is a reflection of employee’s opinion towards training programmes attended. Training evaluation also present a detail examination of training programmes in order to see the benefit of training, in reflects to employee’s work commitment and performance. Beside that, training evaluation measures the performance of employee by looking at their understanding of training purpose. In addition, training evaluation is analyzed resources acquisition in order to see whether employee able to use efficiently the knowledge, techniques and skills gained from training program in their work tasks. So, the mean of training evaluation is 29.94.

In addition, organizations with great people and able to provide good training, it is necessity for employees to stay in organization because it is important for
employee’s work commitment and performance. Respondents in this study slightly agree (on scale ranging from 1 = strongly disagree to 7 = strongly agree) that after attending training, employees are motivated to work together with other employees in organization as a team, so they able to share their knowledge and skills gained from training programmes. Beside that, training program is the best place for employees to communicate openly and make healthy criticism towards the information gained in training programmes which they attended. Training programmes also provide a clear role in work tasks, in order to update skills for efficiency and improvement of employee’s work commitment and performance. So, the mean of employee’s work commitment and performance is 105.95

5.1.2 Results of Correlations Statistics

The results of this study provide some insight on the training dimensions that influence the employee’s work commitment. The Pearson’s correlation statistics report correlations between training (training commitment, training needs assessment, training contents and delivery approaches, and training evaluation) and employee’s work commitment and performance. The analysis of this study provides insight on the theoretical framework proposed in Chapter 2. Figure 5.1 illustrates the theoretical framework for this study, which all four training dimensions are significantly influence the employee’s work commitment and performance.
The results show the positive and significant correlation between training commitment and employee’s work commitment and performance, which confirms the work of Saiyadain (1994), Poon and Othman (2000), Wagel (1977), Saiyadain and Juhary (1995), and Hamid, et. al. (1987), with $r = 0.74$.

This study also contribute to the existing literatures on training contents and delivery approaches by exploring the correlation between training contents and delivery approaches and employee’s work commitment and performance. So, training contents and delivery approaches is the second dimension of training positively and significantly correlate to employee’s work commitment and performance, with $r = 0.60$. This confirms the findings of Nikendei, et. al. (2005),and Wexley and Latham (2002).
Then, the positive and significant correlation between training evaluation and employee’s work commitment and performance consistent with the findings of Bramley (1991) and Goldstein (1993), with \( r = 0.60 \). Training needs assessment is the last dimension of training that positively and significantly correlate to employee’s work commitment and performance, with \( r = 0.54 \). This result agree with the research done by Buckley and Caple (2000), Bersin (2006) and Schneier, et. al. (1988).

5.1.3 Results of Hypotheses Testing

Five hypotheses are generated for this study as stated earlier. These call for the use of simple regression analysis for Hypotheses 1 to 4, and multiple simultaneous regression analysis for Hypothesis 5. The results of these tests and their interpretation are discussed below:

(1) Hypothesis 1: Training commitment significantly influences employee’s work commitment and performance

The results show that 54.4% of the variance (employee’s work commitment and performance) is significantly explained by training commitment, which is highly significant, as indicated by F-value of 216.5. The regression coefficient for regressing employee’s work commitment and performance on training commitment indicates positive and significant relationship, where B-value is 1.89 and t-value is 14.71. So, the least squares prediction equation is developed:

\[
\text{Predicted Employee’s Work Commitment and Performance} = 34.96 + (1.89)(\text{Training Commitment})
\]
(2) Hypothesis 2: Training needs assessment significantly influences employee’s work commitment and performance

The results show 28.9% of the variance (employee’s work commitment and performance) is significantly explained by training needs assessment, which is highly significant, as indicated by F – value of 74.66. The relationship between training needs assessment and employee’s work commitment and performance is positive and significant, where B – value is 1.42 and t – value is 8.64. So, the least squares prediction equation is developed: -

\[
\text{Predicted Employee’s Work Commitment and Performance} = 43.16 + (1.42)\times(\text{Training Needs Assessment})
\]

(3) Hypothesis 3: Training contents and delivery approaches significantly influence employee’s work commitment and performance

The results also show that 35.8% of the variance (employee’s work commitment and performance) is significantly explained by training contents and delivery approaches, which is highly significant, as indicated by F – value of 101.72. The regression coefficient between employee’s work commitment and performance and training contents and delivery approaches is also positive and significant, where B – value is 1.23 and t – value is 10.01. So, the least squares prediction equation is developed: -

\[
\text{Predicted Employee’s Work Commitment and Performance} = 20.26 + (1.23)\times(\text{Training Contents and Delivery Approaches})
\]
(4) Hypothesis 4: Training evaluation significantly influences employee’s work commitment and performance

The analysis also shows that 35.1% of the variance (employee’s work commitment and performance) is significantly explained by training evaluation, which is highly significant, as indicated by F – value of 98.75. So, the regression coefficient between training evaluation and employee’s work commitment and performance is positive and significant, where B – value is 2.25 and t – value is 9.94. So, the least squares prediction equation is developed: -

\[
\text{Predicted Employee’s Work Commitment and Performance} = 38.73 + (2.25)\times(\text{Training Evaluation})
\]

(5) Hypothesis 5: Training commitment, training needs assessment, training contents and delivery approaches, and training evaluation significantly influence employee’s work commitment and performance

The correlation between training dimensions and employee’s work commitment and performance is 0.77, which 58.5% of the variation in employee’s work commitment and performance. It also shows that employee’s work commitment and performance is predictable from training dimensions, where F – value of 64.79. Training commitment and training evaluation are the only dimensions of training that contribute to the prediction of employee’s work commitment and performance, with B – value of 1.39 and 0.82 respectively. Training needs assessment, and training contents and delivery approaches are the two training dimensions that have insignificant influence (p > 0.05) on employee’s work commitment and performance. In addition, training contents and delivery approaches have negative influence on employee’s work commitment and
performance, but training needs assessment has positive influences employee’s work commitment and performance. So, the least squares prediction equation is developed:

\[
\text{Predicted Employee’s Work Commitment and Performance} = 15.6 + (1.39)\times(\text{Training Commitment}) + (0.82)\times(\text{Training Evaluation})
\]

The results of regression analysis show that training dimensions (training commitment, training needs assessment, training contents and delivery approaches, and training evaluation) are significantly and positively influence employee’s work commitment and performance (Lerman, et. al., 1999; Billikopf, 2003; Karia and Asaari, 2006; Saiyadain, 1994; Poon and Othman, 2000; Buckley and Caple, 2000). These results are analyzed in order to answer the objectives of this study.

Table 5.2
Summary of Findings of the Study Objectives

<table>
<thead>
<tr>
<th>Study Objectives</th>
<th>Findings</th>
</tr>
</thead>
<tbody>
<tr>
<td>To contribute new empirical evidence to the existing knowledge on the influence of training on employee’s commitment and performance</td>
<td>Achieved</td>
</tr>
<tr>
<td>To investigate the attitudes of the top management towards training programmes provided for their employees</td>
<td>Achieved</td>
</tr>
<tr>
<td>To examine the relationship between training and employee’s work commitment and performance</td>
<td>Achieved</td>
</tr>
<tr>
<td>To determine the extent of influence of each of the four dimensions of training on employee’s work commitment and performance</td>
<td>Achieved</td>
</tr>
</tbody>
</table>
According to Ooi and Arumugam (2006), and Karia (1999), employees are committed to attend and participate in training because they are able to achieve their own personal objectives. The commitment that is presented by employees, are positively related to employee’s work commitment and performance, with beta coefficient is 0.74. Malaysian employees are committed to attend and participate in training as it reflects to their work commitment and performance because they are able to learn and share new skills and knowledge, which obtain from other participants. So, with new skills and knowledge gained from training, employees are able to practice in their work tasks.

According to Poon and Othman (2000), training needs assessment is positively influence employee’s work commitment and performance, because 92% of respondents stated that their organizations conduct formal training needs assessment before conducting training. Training needs assessment is the important to determine what knowledge, skills and abilities are necessary for employees to commit in organizations and to perform well in their work tasks, with beta coefficient is 0.54. Employees who attend and participate in training, are able to know the purpose of the training in order for them to achieve their goals in work tasks.

According to Lam and Kong (1992) and Poon and Othman (2000), training contents and delivery approaches are positively influence employee’s work commitment, because most of organizations are tend to focus at people skills in implementing training programmes because it influence directly to employee’s work commitment and performance. In addition, on – job – training, team – training and role playing encourage employees to explore their knowledge and stimulate
interpersonal interaction, communication and socialization (Wagonhurst, 2002; Olian, Durham, Kristof, Brown, Pierce and Kunder, 1998), with beta coefficient is 0.60. Training contents with more informational inputs are able to attract attention employees to attend and participate in training. An effective approach is used in delivering the contents well in order to make training more enjoyable and participative.

According to Alliger, Tannenbaum, Bennett, Traver and Shotland (1997) and Lam and Kong (1992), training evaluation is positively influence employee’s work commitment and performance, because training evaluation has proved that training has actually taught what was intended and improved the training contents for future use, with beta coefficient is 0.60. The effectiveness of training is depending on evaluation of employees by looking at their understanding throughout the training programmes, and their ability to transfer the new skills and knowledge into their work tasks. So, employees who understand the purpose of training and able to transfer new skills and knowledge, then employees are committed and able to perform well in organization.

Figure 5.2
Regression Equation for Final Model

\[
\text{Employee’s Work Commitment and Performance} = f (1.89X_1 + 1.42X_2 + 1.23X_3 + 2.245X_4)
\]

So, these results support the objectives of this study, which are proposed in the first chapter. Thus, Hypothesis 1, Hypothesis 2, Hypothesis 3 and Hypothesis 4 are supported and the regression equation for final model can be developed as in Figure
5.2. As for Hypothesis 5, the result shows that it support the fourth objective, which training commitment and training evaluation are the only dimensions of training that have significantly and positively influence on employee’s work commitment and performance.

5.2 Conclusions of the Study

In summary, this study is developed to examine the influence of training on employee’s work commitment and performance, where training comprises four dimensions which are training commitment, training needs assessment, training contents and delivery approaches, and training evaluation. As claimed by previous researchers (Lerman, McKernan and Riegg, 1999; Billikopf, 2003; Poon and Othman, 2000; Lam and Kong, 1996; Wagonhurst, 2002; Saiyadain and Juhary, 1995), training dimensions such as training commitment, training needs assessment, training contents and delivery approaches, and training evaluation, have significant influence on employee’s work commitment and performance. So, the findings of this study are considered achieved, because all of the objectives of this study are achieved (Table 5.2).

The result of this study shows that the most important reason for employees attend training is the needs of training for their self – development and able to retain high performance and commitment in their work tasks and also in organization. So, it is important to have a prescribed training program which takes into accounts employees existing skill levels and their goals that need to be achieve. In addition, employees able to evaluate their performance and commitment right after they attend
the training by looking at their capabilities in fully utilize the knowledge and skills that are gained in training into their work tasks. Thus, training commitment and training evaluation are the most important dimensions in conducting training which reflects employee’s work commitment and performance.

So, a good training program with a clear training purpose and with good informational contents which using effective delivery approaches, able to attract employees to attend and participate in the training. When employees are committed in training, they understand that training is the best way that influences their work commitment and performance. In addition, employees can evaluate their understanding on new knowledge and skills into their work tasks.

This study is considered to make a contribution in creating understanding by the development of a theoretical framework in order to see clearly the relationship between the four dimensions of training (training commitment, training needs assessment, training contents and delivery approaches, and training evaluation) and employee’s work commitment and performance (Figure 5.1).

5.3 **Recommendation for Future Research**

As a result of this study, employees and employers alike to have a better understanding in knowing the importance of training that reflects on employee’s work commitment and performance. This is because training is firmly entrenched in human resources management (HRM) theory, but to date not much of study is done in examining the training dimensions, such as training commitment, training needs
assessment, training contents and delivery approaches, and training evaluation, have influence employee’s work commitment and performance.

From organizational point of view, employees are valuable asset, where the terms of employee’s work commitment and performance in organization means relationship between employers and employees, work rewards and by having good training programmes, for career development and achieving the organizational goals. So, it is recommendable for future research to develop further the core concepts of training such as training commitment, training needs assessment, training contents and delivery approaches, and training evaluation, in context of employee’s work commitment and performance. The data of this study is consisted only from the perspectives of the employees, so there is limitation of thinking towards the study. Apart of that, it is recommended to develop a study that not only includes employees but also includes the perspectives from organizations and human resources departments (HRD). Since training has significant influence on employee’s work commitment and performance, it is important to reinforce and apply training as part of organizational agendas in achieving organizational goals. So, the new study should be able to see the perspectives of training from different angels of different people that reflect on employee’s work commitment and performance.

5.4 Chapter Summary

This study is demonstrates that training commitment, training needs assessment, training contents and delivery approaches, and training evaluation are the dimensions of training that influence employee’s work commitment and performance.
So, the results of the data analyses are discussed in this chapter thoroughly in order to see the relationship between independent variables (training commitment, training needs assessment, training contents and delivery approaches, and training evaluation) and dependent variable (employee’s work commitment and performance). After discussion of the results, this study comes out with the overall conclusion for this study, which can be use for better understanding of this topic, together with the existing literatures. In addition, recommendations are proposed in this study for future research, by looking in – depth the concept of training influences employee’s work commitment and performance that helps in HRM theory and also the organization.
REFERENCES


Gottschalk, P. (1998), Content characteristics of formal information technology strategy as implementation predictors in Norwegian organizations, Sandvika, Norway: Department of Technology Management, Norwegian School of Management.


Appendix 1: Questionnaire

GRADUATE SCHOOL OF BUSINESS
FACULTY OF BUSINESS & ACCOUNTANCY
UNIVERSITY OF MALAYA

THE INFLUENCE OF TRAINING ON EMPLOYEE’S WORK COMMITMENT AND PERFORMANCE

Dear Sir / Madam,

I am currently pursuing my Master Business Administration (MBA) at the Faculty of Business & Accountancy, University of Malaya. As partial fulfillment towards the completion of my postgraduate degree, this research entitled “The Influence of Training on Employee’s Work Commitment and Performance” is undertaken under the supervision of Encik Zulkufly Ramly.

Training refers to the acquisition of knowledge, skills, and competencies as a result of the teaching of vocational or practical skills and knowledge that relate to specific useful competencies. For this research of survey, various studies conducted previously analyzed that training has specific goals of improving one's capability, capacity, and performance. So, the main objective of this research is to analyze how training able to influence employee’s work commitment and performance.

Hence, I sincerely invite you to kindly complete this brief survey. The completed questionnaire shall be returned to me via e-mail or by post to address stated below.

All information will be treated with strictest confidentiality and shall only be used for the purpose of this academic research. Your participation is very much appreciated.

Thank you for your co – operation and assistance.
Yours faithfully,
Hasniza binti Hamidun (013 – 3055629)
Email  : fanieza79@gmail.com
Address: No. 406 Jalan E8, Taman Melawati, 53100 Kuala Lumpur
### Part A – Employee’s Work Commitment

Listed below are statements that represent feelings that **YOU** might have about your organization. Please indicate the degree of your agreement or disagreement with each statement by circling a number from 1 to 7 using the scale below:

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>Moderately Disagree</td>
<td>Slightly Disagree</td>
<td>Neutral</td>
<td>Slightly Agree</td>
<td>Moderately Agree</td>
<td>Strongly Agree</td>
</tr>
</tbody>
</table>

- I would be happy to spend the rest of my career with this organization
- I work here because the people are great and they have helped a lot in my work
- I really feel as if this organization’s problems are my own
- Right now, staying with my organization is a matter of necessity as much as desire
- It would be very hard for me to leave my organization right now, even if I wanted to
- I would not leave my organization right now because I have a sense of obligation to the people in it
- I work here because they provide training that could benefit me in my work
- Training provided has motivated me to work harder than before and catch up on my to-do list
- My organization cares and shows concern about my general satisfaction at work
- I do not think that other company able to prepare better benefits like I had now
- My organization takes pride in my accomplishment at work
- My organization values my contribution to its well being and appreciate any extra effort from me
- This organization has a great deal of personal meaning for me
- Even if it were to my advantage, I do not feel it would be right to leave my organization now
Part B – Employee’s Work Performance

Listed below are statements that represent **YOUR** perceptions towards your performance after attending any of training conducted by your organization. Please indicate the degree of your agreement or disagreement with each statement by circling a number from 1 to 7 using the scale below:

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Moderately Disagree</th>
<th>Slightly Disagree</th>
<th>Neutral</th>
<th>Slightly Agree</th>
<th>Moderately Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
</tbody>
</table>

| Training programmes establish a clear view of work roles and increase performance | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Training programmes encourage teamwork and self-managed team culture | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Training programmes encourage me to make criticisms, which contribute more to productivity and productions | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Training programmes provide knowledge sharing demonstrated in the organization | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Training programmes improved my skills and knowledge at performance level | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Training programmes provide supportive and trusting work environment for my efficient performance | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Training programmes provide to update work of skills which increase my performance in on-the-job | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Training programmes provide me to communicate openly and honestly with my subordinates so that I know my strengths and weaknesses | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
Part C – Training Commitment

Listed below are statements that represent training commitment provided by your organizations, which reflects to YOUR commitment. Please indicate the degree of your agreement or disagreement with each statement by circling a number from 1 to 7 using the scale below: -

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>Moderately Disagree</td>
<td>Slightly Disagree</td>
<td>Neutral</td>
<td>Slightly Agree</td>
<td>Moderately Agree</td>
<td>Strongly Agree</td>
</tr>
</tbody>
</table>

Most training programmes able to fulfill my expectation of needs

Most of training programmes are practical and do relate to the actual problems at work

In most training programmes, I was treated as “important” individuals

Most of training programmes able to obtain input from other participants

Most training programmes are follow–up based on experience from previous training conducted

I able to test out training techniques in my work so that the training objectives are achieved

In most training programmes, I learn from each other’s experiences

Most training programmes continue to offer right after previous program succeed
Part D – Training Need Assessment

If you do not know what you need, you will not get it. So, listed below are statements that represent needs assessment of training that might help and develop initiatives to resolve any problems arisen in your organization. With respect to your opinion, please indicate the degree of your agreement or disagreement with each statement by circling a number from 1 to 7 using the scale below:

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>Moderately Disagree</td>
<td>Slightly Disagree</td>
<td>Neutral</td>
<td>Slightly Agree</td>
<td>Moderately Agree</td>
<td>Strongly Agree</td>
</tr>
</tbody>
</table>

- A clear view of training objectives should be stated as guideline in conducting training program
- Training objectives prevent participants to get confuse and face problem during training program
- Training objectives is the basis for measuring effectiveness of the training in knowledge, skills and attitudes expected of trainees
- The valid training objectives is able to link the training needs and training which delivered
- Training objectives clarify for trainers and for trainees precisely what their goals are in training
- The expectation to be achieve at the end of the training
- The standards must be reached to confirm level of competence

1 2 3 4 5 6 7

1 2 3 4 5 6 7

1 2 3 4 5 6 7

1 2 3 4 5 6 7

1 2 3 4 5 6 7

1 2 3 4 5 6 7

1 2 3 4 5 6 7

1 2 3 4 5 6 7
Part E – Training Contents and Delivery Approaches

Listed below are training contents that most of the training programmes might have which YOU had attended. Please indicate the degree of your agreement or disagreement with each statement by circling a number from 1 to 7 using the scale below:

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>Moderately Disagree</td>
<td>Slightly Disagree</td>
<td>Neutral</td>
<td>Slightly Agree</td>
<td>Moderately Agree</td>
<td>Strongly Agree</td>
</tr>
</tbody>
</table>

Providing a platform to showcase technical skills
Mentoring another people in organization as role model
Helping personal growth
Updating existing skills and acquiring new technologies
Utilizing information gathered to support and assist the top management
Assessing comprehensive new hiring training programmes; and updated organizational procedures and policies
Problem solving and Conflict Resolution
Planning and Goal Setting

Many trainers spend too much time giving training which the participants find irrelevant and boring. Participative training is usually more interesting, enjoyable and effective but it is always more challenging. Below are the strategies in adding variety to training programmes. Please indicate the degree of your agreement or disagreement with each statement by circling a number from 1 to 5 using the scale below:

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>Slightly Disagree</td>
<td>Neutral</td>
<td>Slightly Agree</td>
<td>Strongly Agree</td>
</tr>
</tbody>
</table>

On – the – job Training (OJT)
Demonstration or Role playing
Team training
Technological advances (E – Learning)
Mentoring
Seminars or Conference
Field trip or Tour
Part F – Training Evaluation

Listed below are statements that represent feelings that YOU might have about any training that you had attended which organized by your organization. Please indicate the degree of your agreement or disagreement with each statement by circling a number from 1 to 5 using the scale below:

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Able to evaluate about the structure or content of the training and the methods employed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Able to reflect trainees’ opinions in knowledge and skills content as expressed in objective</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Able to measure performance of knowledge, skills and attitudes against criteria which were set during training and immediate post training period</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Able to establish clearly and specifically the training objective as training has changed the job behavior and performance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Able to choose representative sample of the original target population to take part in follow up study</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Able to analyze resources acquisition from external environment e.g. new materials, specialists and trained manpower etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A detailed examination of particular training program in order to see if every stage of its design, implementation and validation has been carried out properly</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Able to focus on the missing link in the transfer link chain in training program</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Part G – Respondent Profile**

Please tick (√) the answer and fill in the blanks when necessary

1. Gender  
   - Male  
   - Female

2. Age  
   - 21 – 25  
   - 26 – 30  
   - 31 – 35  
   - 36 – 40  
   - 41 – 45  
   - 46 – 50  
   - 51 and above

3. Ethnic Group  
   - Malay  
   - Chinese  
   - Indian  
   - Others

4. Marital Status  
   - Single  
   - Married  
   - Divorced / Separated

5. Education Level  
   - SPM  
   - Diploma / A - Level  
   - Degree / Professional Certificate  
   - Post Graduate

6. Years of service in your current organization  
   - Less than 2 years  
   - 2 to 5 years  
   - 6 to 10 years  
   - More than 10 years

7. Occupation  
   - Professional  
   - Manager  
   - Executive  
   - Own business  
   - Not working / Retired  
   - Student

8. Current Income Level  
   - Less than RM 2,000  
   - RM 2,000 – RM 3,000  
   - RM 3,001 – RM 4,000  
   - RM 4,001 – RM 5,000  
   - RM 5,001 – RM 6,000  
   - More than RM 6,001

~ Thank you for your time and patience ~
Appendix 2: Descriptive Statistics - Respondents Profile

**Respondents Profile**

1. **Gender**

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>81</td>
<td>44.5</td>
<td>44.5</td>
<td>44.5</td>
</tr>
<tr>
<td>Female</td>
<td>101</td>
<td>55.5</td>
<td>55.5</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>182</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

2. **Age**

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21 – 25 years old</td>
<td>19</td>
<td>10.4</td>
<td>10.4</td>
<td>10.4</td>
</tr>
<tr>
<td>26 – 30 years old</td>
<td>67</td>
<td>36.8</td>
<td>36.8</td>
<td>47.3</td>
</tr>
<tr>
<td>31 – 35 years old</td>
<td>46</td>
<td>25.3</td>
<td>25.3</td>
<td>72.5</td>
</tr>
<tr>
<td>36 – 40 years old</td>
<td>22</td>
<td>12.1</td>
<td>12.1</td>
<td>84.6</td>
</tr>
<tr>
<td>41 – 45 years old</td>
<td>11</td>
<td>6.0</td>
<td>6.0</td>
<td>90.7</td>
</tr>
<tr>
<td>46 – 50 years old</td>
<td>8</td>
<td>4.4</td>
<td>4.4</td>
<td>95.1</td>
</tr>
<tr>
<td>Above 51 years old</td>
<td>9</td>
<td>4.9</td>
<td>4.9</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>182</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

3. **Ethnic Group**

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Malay</td>
<td>97</td>
<td>53.3</td>
<td>53.3</td>
<td>53.3</td>
</tr>
<tr>
<td>Chinese</td>
<td>59</td>
<td>32.4</td>
<td>32.4</td>
<td>85.7</td>
</tr>
<tr>
<td>Indian</td>
<td>21</td>
<td>11.5</td>
<td>11.5</td>
<td>97.3</td>
</tr>
<tr>
<td>Others</td>
<td>5</td>
<td>2.7</td>
<td>2.7</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>182</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>
4. **Education Level**

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
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5. **Years of Service at current organization**

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6. **Occupational Group**

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Appendix 3: Descriptive Statistics and Scale Items – Variables

Descriptive Statistics and Reliability Analysis

1. Summary of Descriptive Statistics and Reliability Analysis

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n = 182

2. Dependent Variable

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Appendix 4: Correlation Statistics

Employee’s Work Commitment and Performance with Independent Variables

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</table>

**Correlation is significant at the 0.01 level (1 – tailed)**
January 5, 2009

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

This is to certify that HASNIZA BINTI HAMIDUN, I/C No. 790801-01-5050, Matric No. CGA 050159 is a student pursuing the Master of Business Administration (MBA) at the Faculty of Business and Accountancy, University of Malaya, Kuala Lumpur. As part of the requirements of this course, she is required to write a Research Project.

We would be grateful if you could provide her with the necessary assistance and cooperation to enable her to collect the data required for the above purpose.

Thank you,

Abdul Raqi Haji Alias
Assistant Registrar
Graduate School of Business
Faculty of Business and Accountancy
University of Malaya