EMPLOYEE'S PERSPECTIVE: AN EMPIRICAL STUDY OF TRAINING EFFECTIVENESS

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BY

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DECLARATION

I hereby declare that:

(1) This undergraduate FYP is the end result of my own work and that due acknowledgement has been given in the references to ALL sources of information be they printed, electronic, or personal.

(2) No portion of this FYP has been submitted in support of any application for any other degree or qualification of this or any other university, or other institutes of learning.

(3) Sole contribution has been made by me in completing the FYP.

(4) The word count of this research report is

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Date: 10/12/2023

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TE	Training Effectiveness
ToT	Transfer of Training
TC	Trainee Characteristics
TD	Training Design
M	Motivation

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PREFACE

Training, which refers to the process of acquiring skills necessary for the trainee to be qualified for the job and activity, is an essential component of human resources management. The necessary knowledge and abilities are referred to as pre-requisites. A training course, an admissions course for new hires, or another kind of instruction can be used. The goal of training is to create a workforce and workplace that are productive and efficient. In addition to teaching new skills and knowledge, the training can improve the participants' current abilities. The performance of the team and the organisation will be indirectly improved by the employee's higher quality and productivity. Employee loyalty to their employer, as well as job satisfaction, can all be raised by the staff.

Malaysia's systematised training is to be lacking. Finding strategies to raise the likelihood of a successful training session and boost the programme's efficacy is vital at this point. If the number of employees receiving structured training increases after the completion of the programme. This may result in higher compensation for highly skilled and qualified workers. Foreign companies will find Malaysian employees more appealing, which will eventually lead to an increase in foreign investment in Malaysia. Therefore, determining the factors that will affect the training's effectiveness is crucial.

ABSTRACT

The Baldwin and Ford model, which takes into account the factors influencing how effective the training is, serves as the foundation for this study. Based on the model, the impact of the following factors on training efficacy has been assessed: motivation (M), trainee characteristics (TC), training design (TD), and transfer of training (ToT). The applied model is based on a prior study that was conducted and proved to be effective.

The questionnaire that is circulated and designed with measurement-related questions about the variables involved is used to gather research data. 219 employees have completed the questionnaire, which effectively produced the research's actual results. The association between training efficacy and Trainee Characteristics (TC), Motivation (M), Training Design (TD), and Transfer of Training (ToT) is established and significant through the use of both descriptive and inferential analysis. These important results establish the study's pivotal position. The acknowledged limitations of this study do not diminish its significance; rather, they serve as a basis for future research.

Chapter 1 Research Overview

1.0 Introduction

The purpose of the study, Employee's Perspective: An Empirical Study of Training Effectiveness, is explicated in this chapter. This chapter will cover the context, problem statement, objective, question, and importance of the research.

1.1 Research background

Madanat & Khasawneh (2018) claim that due to the environment's rapid change, most businesses are looking for ways to enhance both employee and business-wide performance and achievement. As a result, they create and put into practice numerous new workplace policies and procedures to improve productivity and worker satisfaction. Through Blume, Ford, Baldwin, & Huang (2010), many companies adopt human resource development (HRD) as their fixed cost in operation cost to strengthen their competitive edge. Since it can boost productivity, encourage and promote employee potential, and improve the relationship between the employee and the organization, HRD has taken on a significant role in the management of organizations. Consequently, employees are more likely to remain loyal to the business and contribute to achieving organizational objectives (Madanat & Khasawneh, 2018).

The term "training" refers, according to Nick Blanchard & Thacker (2013), to a series of activities or a systematic process that is offered by a party for the objective of learning. The phrase "development" also indicates the intended outcome of the process of learning. Training and development, as stated by Madanat & Khasawneh (2018), aim to increase employee performance and, in turn, indirectly boost business performance by providing workers with the information and skills they

need to perform their jobs effectively over time. Additionally, Murtiningsih (2020) states that training aims to make employees aware of and capable of prompt adaptation to company and environmental change. According to the findings of Misra & Mohanty (2021), training and development not only transfer skills and information but also inspire employees to be loyal to the company in the face of an uncertain, unpredictable, and competitive future. Additionally, training might improve staff retention because it helps personnel rebuild their view and understanding of the organization through their job.

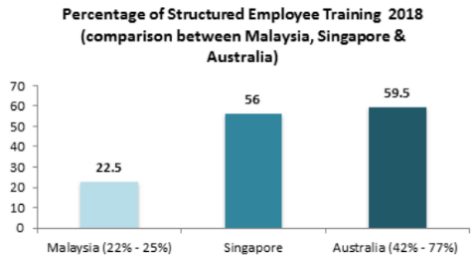


Figure 1.1: Comparison of structured employee training between Malaysia, Singapore and Australia (Source: Training Divest, Issue 2)

Figure 1 shows that Malaysia's percentage of organized employee training is significantly lower than that of its neighbors, Singapore and Australia. To address this issue, the Ministry of Human Resources (MoHR) decided to intervene and influence company training practices to help Malaysian businesses catch up quickly with other nations' training development. In 2019, the HRDF modified its mission statement to "Every Malaysian Employee Trained" to emphasize its support for this endeavor. A press release issued by HRDF Malaysia in Kuala Lumpur (2018) outlines the department's actions and goals to increase the number of trained personnel, with the funding being mentioned in the perspective of the law. According to Ibraiz Tarique, et al. (2022), MNEs should take into account compensation and training materials in accordance with local legislation and regulations. The law makes it explicit what kind of information, language, and resources businesses are required to provide. In Malaysia, as mentioned in the earlier press release, the funds used by HRDF Malaysia to carry out its aims are contributed by registered employers under the PSMB Act, 2001. The Act deals with

the imposition and collection of a tax on human resources for the purpose of financing training (HRD Corp., 2021).

Regulated Entity	STE Requirement
Investment banks	3.0%
Commercial banks	2.5%
Islamic banks	
Development financial institutions	
Life, general and composite insurers	3.5%
Takaful operators	
Insurance brokers, money brokers, loss adjusters and financial advisers	2.0%
Takaful brokers and Islamic financial advisers	

Table 1.1: Training allocation percentage based on the year gross salary
(Source: Staff Training Expenditure (STE)., 2015)

The Bank Negara Malaysia recently disclosed that the minimum investment required for training by the whole Malaysian industry has been upgraded. The gross wage from the previous year is used to determine what amount of funds will be allocated for training. The minimum training expense requirements for the following industries as defined by Bank Negara Malaysia are shown in table 1.1. According to the disclosed document, it show that the minimal standard will effective from 1 January 2016, and it is valid according to the sections 126 of the Development Financial Institutions Act of 2002 (DFIA), 277(c) of the Islamic Financial Services Act of 2013, and 266(c) of the Financial Services Act of 2013 (FSA).

1.2 Research Problem

The main driver of the study's problems is Malaysia's incomplete employee training program. According to The Edge Malaysia (2019), around 70% of Malaysian employees are concerned about not having the skills required for their jobs. As a

result, employees within this range claim to be underqualified and express concerns about achieving future objectives. The survey indicates that in Malaysia, particularly in the technology sector, about 90% of workers were considered underskilled in 2019. Starting in 2019, the Human Resource Department of Malaysia initiated practices to enhance the structured training for employees, as reported by TrainingDivest (2020). However, according to Chau, C. (2022), 60% of employees still believe they are underqualified and in need of training to improve their skills, including soft skills.

The another problem is the high rates of voluntary turnover among Malaysian employers might be achievable by enhancing and improving the proportion of training programs and their effectiveness benefit of the Malaysian government increasing the coverage and effectiveness of training in Malaysia(Zainal et al., 2022).To solve the problem, as discussed by Jaworski, Ravichandran, Karpinski, & Singh (2018), is that trained employees exhibit better task performance, reaching a level equal to or higher than those who have not undergone training. However, insufficient training could lead to stress-related issues, impacting overall employee retention (Murtiningsih, 2020). According to Halawi and Haydar (2018), provided training not only enhances employees' job-related knowledge but also deepens their loyalty to the organization.

According to the findings of earlier research (Ma, F., et al., 2018), only 10% of training expenses actually contribute to the intended training outcome for the company. Only a small portion of the knowledge and abilities learned during training may be applied in the real workplace, as opposed to the HRD prediction. This demonstrates that there is a huge gap between training efforts and actual business results, an intense problem that has emerged in the education and training sector. According to Noris (2022), HDRF would spend RM6.7 billion on training in Malaysia in 2023. This research is essential to understanding how to improve training effectiveness in Malaysia and make the best possible use of training funds.

The resources a company invests in training and employee performance could be overlooked and diminished if there is no endeavour to expand the array of training programs and enhance their effectiveness (Sendawula, etc., 2018). Thus, the main problem that form this research is the training investment by the organization maybe will not been fully utilize and transfer in increase the quality of the human capital (Ma, F., et al., 2018).

1.3 Research Objectives

1.3.1 General Objectives

The main objective of this study is to examine the relationship between the Baldwin and Ford models and the effectiveness of training from the employees' perspective.

1.3.2 Specific Objectives

1. To study the relationship between transfer of training and training effectiveness.

2. To study the relationship between trainee characteristics and training effectiveness.

3. To study the relationship between training design and training effectiveness.

4. To study the relationship between motivation and training effectiveness.

1.4 Research Questions

The essence of this study is to investigate the relationship between the Balwin and Ford models and the effectiveness of training from the employees' perspective. The research questions aligned with this study are:

1. Does there any relationship between transfer of training and training effectiveness?

2. Does there any relationship between trainee characteristics and training effectiveness?

3. Does there any relationship between training design and training effectiveness?

4. Does there any relationship between motivation and training effectiveness?

1.5 Research Significance

The significance of the current study lies in its concentration on employee perceptions of training effectiveness, which is poised to exert a substantial impact on business performance. The literature review section delineates four independent variables that are anticipated to influence the extent of training efficacy.

The objective of training, according to Sendawula et al. (2018), is to increase employees' quality and productivity by enhancing their knowledge and skills. As a result, not only a department's but also the entire organization's efficiency and effectiveness may be significantly enhanced. Second, training may improve the employee's cognitive capacities as well as a closed skill—a skill that can be used instantly. In the end, the organisation may train and generate workers who are highly

creative, imaginative, and have excellent decision-making ability. This comprehensive training can shape an employee's personality, attitude, and workplace expertise, thereby increasing their overall potential. Thirdly, many businesses consider training a long-term investment that shapes employee attitudes and equips them to confidently and adeptly navigate an uncertain future. Furthermore, training serves as a vital tool for imparting knowledge about workplace safety and hazard levels to both managers and employees, ensuring a safe and productive work environment (Ted Learning, 2018). Through Ted Learning, (2018a),training also plays a role in enhancing employees' interpersonal skills, inadvertently boosting their competence and confidence when interacting with clients or fellow employees directly associated with the business. Additionally, training facilitates the improvement of staff members' understanding of how to excel as team players. Individuals become aware of their roles within the team and how to contribute their talents and efforts effectively.

1.6 Conclusion

The initial section of the chapter offers a comprehensive introduction to the background of the study. The preceding section has also furnished examples of the research question and objectives. Furthermore, the issue discussed earlier serves as justification for delving into the investigation on enhancing Malaysian training efficacy and achieving HDRF's objectives. The significance of this study centers around enhancing training efficacy, benefiting both the company and its employees.

Chapter 2 Literature Review

2.0 Introduction

In chapter 2, the four independent variables and dependent variable will be introduced. The independent variables are proposed based on the underlying theory. The conceptual framework will show the relationship between the independent and dependent variables clearly. The conceptual framework is presented in the diagram for easier understanding by the readers. After the framework has been constructed, the hypotheses will be formulated.

2.1 Underlying theory

The Transfer of Training Model developed by Baldwin and Ford forms the foundation of the research. Wenzel & Cordery (2014) claim that Broad and Newstrom created this concept 25 years ago. Key stakeholders and the length of time should be carefully considered when developing training to maximize its effectiveness, according to the theory's creators. Pre-training, training, and post-training are the three time periods the model divides the training process into. Executives, supervisors, performers, and other training-related staff members are among the major stakeholders (Broad, 2005). Balwin and Ford's Transfer of Training Model was further developed by Rizwan Ahmed (2019), who conceptualized the transfer mode for human resource development and looked at the variables that influence the degree of acquired skills and information that may be transmitted during training.

According to Blume, Ford, Baldwin, and Huang (2010), trainee characteristics, training design, and training transfer are all inputs to the model that have a direct impact on transfer. According to Wenzel & Cordery (2014), the Balwin & Ford approach is oversimplified and should be more systematic, considering the organisational elements that either directly or indirectly affect trainee performance. The trainees' perception of their value, for instance, can be impacted if they believe that management is not giving enough attention to the planning or execution of their training. It has therefore been investigated if the trainee's motivation will affect their readiness to learn and transfer, ultimately affecting both individual and general performance, thereby influencing the degree of training efficacy (Kontoghiorghes, 2002).

Therefore, in order to increase the trainee's perceived worth during the training process, the management, according to Rizwan Ahmed (2019), should foster a mutual understanding between the potential employee and the planned training programme. The model demonstrates how training delivery and design, including course materials and instructor guidance, will directly affect the development of competencies. The acquired competencies can be successfully used in the actual workplace.

2.2 Review of Variables

2.2.1 Transfer of training

Previous research has demonstrated that the impact of training transfer can be studied at a transcending level, indicating that training transfer is a multidimensional phenomenon that can be influenced by multiple levels of

influencers (Pilbeam & Karanikas, 2023). According to Mozammel, D. S. (2019), the application of the training content in the workplace needs to be performed for the training transfer to be successful. According to Blume, Ford, Baldwin & Huang (2010), trainees will plan to formulate and apply the training rules and customize the training content to fit their own needs. According to Pilbeam & Karanikas (2023), the concept of "fit" encompasses the notion of training transfer, and by adopting an alternative perspective to the dominant psychological approach commonly employed in training transfer studies, the compatibility between practice and organizational needs and goals becomes crucial. In simpler terms, if the training practice, especially its content, aligns well with the workplace environment and job duties, the transfer of acquired knowledge and abilities is more likely to occur.

According to Arabi & Garza (2023) research about Balwin & Ford model, training transfer means that the knowledge and skills acquired during training be applied to the employee's workplace and maintain it. Through Noe (2020), the transferred skill that with only slight changes, indicating near transfer. Training transfer suffers when the training task differs from the job setting. The learned abilities should be use in a novel or creative way, signifying far transfer (Noe, 2020). The fundamental goal of training is to help employees perform their tasks more efficiently.

Through Noe (2020), closed skills and open skills are two types of skills that can be transferred in the workplace. Closed skills are those that can be utilized immediately in the employee's job. On the other hand, open skills allude to a general learning principle. For example, customer service is one of the open skills. To transfer customer service competence into the workplace, the trainee must learn from the underlying premise and relate it to their job. The trainees will not be able to employ their new skills right away. In contrast, Noe (2020), the skill to interact with an angry customer may be a closed skill, as the trainee can immediately apply the skill in the

workplace. As a result, open skills are more difficult to transfer than closed skills. The trainee must not only learn the open skill but also consider how to apply and adapt it in a variety of situations.

Not only can the form of training transfer be categorized into various ways based on the level of improvement in job performance, according to Ford, Baldwin & Prasad (2018). Positive transfer denotes a significant improvement in job performance following training. When there is zero transfer, job performance begins to decline after training. Negative transfer occurs when a skill learned in training becomes a disruption that affects the trainee's job performance. Training transfer has a positive impact on training design.

According to Kodwani & Prashar (2019), effective training can be conducted when the training content can be applied to the workplace and increase employees' job performance. Thus, the quantity of training information and competence that can be transferred to the workplace has a direct link to training effectiveness.

2.2.2 Trainee Characteristics

The trainee's attributes will have an impact on the individual's ability to learn and acquire new skills and knowledge. Trainability, personality and attitude, motivational construct, values and interests, emotions and perceptions are categories of qualities (Noe, 2020).

Trainability, as defined by Sahoo and Mishra (2019), refers to the level of preparedness of an individual's perception through the combination of learned skills and information with their own ability. According to Shin and

Karniadakis (2020), trainability is a critical component of successful training, and it represents the upper limit of training success rate. Personality, as explained by Diener and Lucas (2019), refers to an individual's pattern of thought, feelings, and behavior, which are usually consistent and stable. For example, someone with extraversion may be anticipated to perform well socially in various situations. According to the meta-analysis report conducted by Barrick, Mount, and Judge (Breuer, Ortner, Gruber, and others, 2023), extraversion and openness to experience are valid predictors of training success. Therefore, an extroverted learner is more likely to ask questions during job training, increasing the likelihood of training success and the level of training effectiveness.

One of the motivational constructs, as identified by Sahoo and Mishra (2019), is self-efficacy. The study of training and the trainee's preparation includes self-efficacy. According to Na-Nan and Sanamthong (2020), self-efficacy influences an individual's behavior in the thinking, motivation, and emotional process. It guides individuals in selecting the most suitable capabilities based on the circumstances. Self-efficacy is closely related to goal-setting theory and planned behavior theory. For example, individuals with high levels of self-efficacy prefer to set difficult goals because doing so increases their motivation and sense of accomplishment upon reaching their objectives. Thus, the trainee's emotional capacity indirectly influence their physical performance through training. Additionally, a person with high self-efficacy will develop self-engagement, which will make the trainee more willing to apply what was learned and ultimately enhance training effectiveness (Ibrahim & VENGDASAMY, 2020). Na-Nan and Sanamthong (2020) also suggest that self-efficacy affects an individual's behavior in the thinking, motivation, and emotional process, as it helps them choose the most appropriate capability depending on the situation (Sahoo & Mishra, 2019).

The lack of a fully developed guidance framework, according to Ford & Weissbein (1997), is a limitation on the trainee characteristics of the Balwin & Ford model. The theoretical framework does not explicitly state how or what kind of trainee characteristics may apply. As a result, the HRD is unable to deliver an initial training session that is both effective and appropriate. In these conditions, the HRD is compelled to experiment with conducting training until they find the most effective and fully efficient training method. Before they discovered the best way to produce the greatest desired outcome, the company may have wasted time and resources.

2.2.3 Training design

In previous research, as noted by Mangaroska and Giannakos (2018), training design is considered a form of documentation that aims to analyze and summarize a diverse range of data. Additionally, training design encompasses a framework that facilitates trainers' collaboration and interaction, enabling them to plan training activities effectively and make optimal use of available resources and technologies. According to Blume, Ford, Baldwin & Huang (2010), the training design characteristics that are mainly mentioned in the Balwin and Ford model are overlearning, practice, and delivery method.

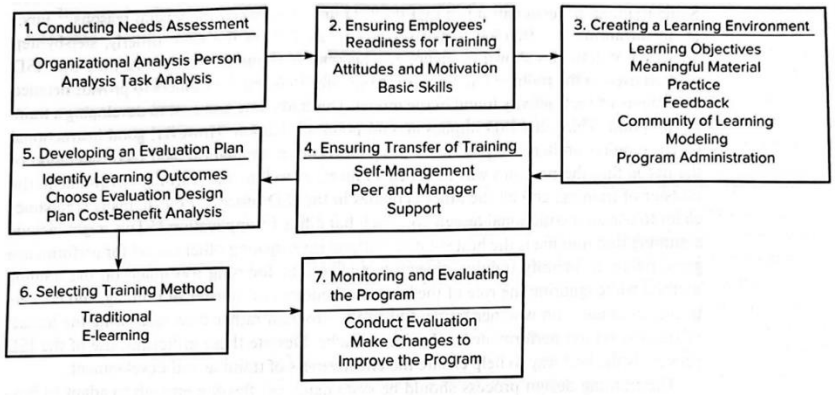


Figure 2.2.3(1): Training design process (Source: Noe, 2020)

The training design process is a systematic technique for creating any training program (Noe, 2020). The process consists of seven steps, as depicted in Figure 1. It is based on the foundations of Instructional System Design (ISD) and the ADDIE paradigm. The acronym ADDIE stands for analysis, design, development, implementation, and evaluation. When implementing any concept, the following assumptions should be specified and followed. The first assumption is that the training design will be effective only if it can assist the trainee in achieving instructional or training goals and objectives. The learning objectives should be measured before the training program begins. Evaluation is crucial in selecting the training technique, monitoring the training, and recommending any necessary changes to the training design process (Noe, 2020).

The first step in developing a successful training program is to identify the current training requirements through a needs analysis. It is essential to determine whether training is necessary at this stage (Noe, 2020). According to Mohanty, Dash, Dash, and Das (2019), training requirements can be determined by comparing the level of knowledge and skills required for a given job with the level of knowledge and skills the employees currently possess. The focus of the training program's content should be on addressing the identified gap during the design phase.

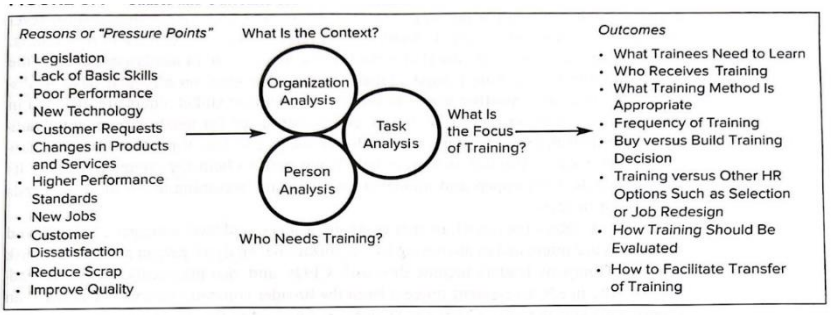


Figure 2.2.3(2): Causes and Outcomes of Needs Assessment (Source: Noe, 2020)

Figure 2 provides an overview of the information that must be included during the assessment of training needs step. It covers determining who needs training and what specific knowledge or skills the trainees need to learn. Upon completing the training needs assessment, the organization can make a decision whether to conduct the training internally or externally. This is because, following the completion of the training needs assessment, the human resources department is responsible for developing and evaluating the entire training program (Noe, 2020).

In conclusion, Ibrahim & VENGDASAMY (2020) proved the validity of a direct correlation between training design and training effectiveness. This is due to the fact that the ways that the training content is designed can significantly impact the degree to which the learners understand the training objectives and the degree to which committed they are to the training programme.

2.2.4 Motivation

Punia & Kant (2013) assert that motivation has an impact on the effectiveness of training. According to Arafah, Susita, and Wolor (2022), motivation can encourage individuals to enroll in a specific training program organized by an organization, put in the effort required to complete the program, and apply the knowledge and skills they acquire in their workplace. Kodwani & Prashar (2019) define "motivation" as the trainees' willingness to participate in training and embrace the training experience. Therefore, the more motivated a learner is, the more knowledge and skills they will acquire from the training, resulting in greater training effectiveness.

Punia & Kant (2013) argue that providing learners with the freedom to choose the type of training they want to attend can enhance their motivation. Thus, employees' attitudes towards training influence trainees' motivation. Additionally, factors such as self-efficacy, valence, anxiety, and climate will have a greater impact on the level of trainees' motivation (Blume, Ford, Baldwin & Huang, 2010).

According to Kodwani & Prashar (2019), pre-training information can influence learners' expectations and motivation throughout the program. Employees often inquire about their opportunities for professional growth. Pre-training materials inform trainees about the content and structure of the training. As a result, trainees become aware of the various educational benefits that the training can provide, which can enhance or change their initial attitude towards the training. Moreover, by reducing trainees' anxiety levels before training, the likelihood of training success increases along with trainees' motivation to learn.

2.2.5 Training effectiveness

According to past study, Niati, Siregar, and Prayoga (2021) claim that training and development are carried out to elevate and update the level of modern knowledge and skills for employees to use in the workplace, ultimately improving overall corporate performance. The ultimate goals of training are to enhance the effectiveness and efficiency of the work accomplished by employees while simultaneously strengthening and enhancing their motivation to perform their duties. Training has various indicators and characteristics, including the instructors, participants, and materials, which can significantly impact the calibre and efficacy of the training.

"Training effectiveness" refers to the success of a training program in transferring the desired skills and information according to the Centres for Disease Control and Prevention (CDC) when discussing training development in 2023. The criterion for measuring the level of training effecntivess should take into account not only the amount of knowledge that was learned during the training session but also the amount that can really be transferred and used in the job. To obtain the desired outcome, these evaluations should be carried out both pre- and post-training. To obtain an appropriate assessment of learning transfer, more than just the initial exam on the learner should be conducted. The outcome will depend on how well the trainee was able to retain and apply their newfound information and skills. The accuracy of the level of training efficacy for each training can be improved as a result of delayed training assessments. Through firm performance and profit, the corporation can precisely gauge the value of a certain training program (CDC, 2023).

2.3 Purposed Conceptual Framework

The Figure 3 represents the conceptual framework of this study and it include four independent variables and one dependent variable.

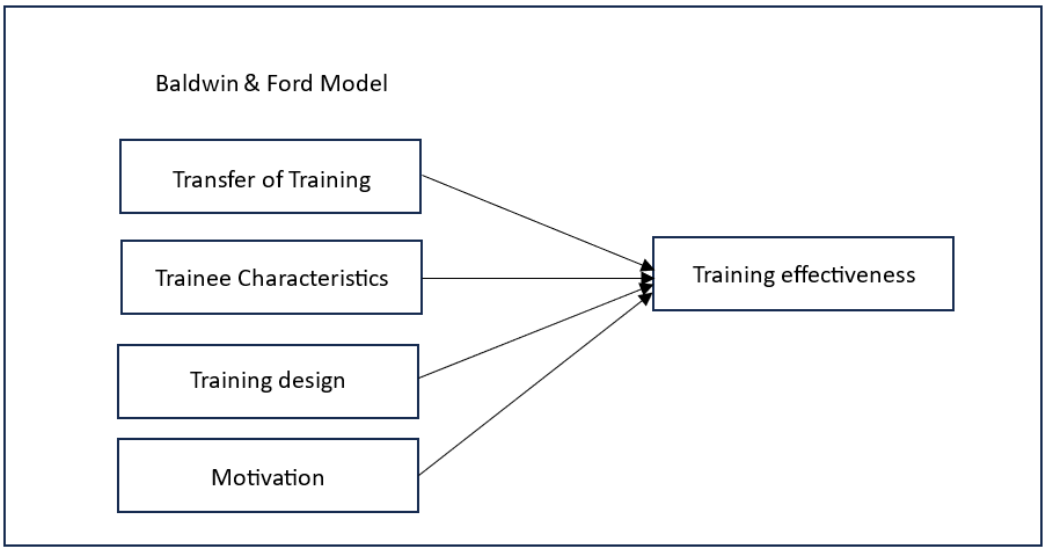


Figure 2.3: The model of Baldwin and Ford includes four independent variables that affect the level of training effectiveness.

2.4 Hypothesis Development

2.4.1 The relationship between transfer of training and training effectiveness

The proposed hypothesis will demonstrate that, in accordance with the Baldwin and Ford model, training transfer is a factor that significantly affects the degree of training efficacy. Thus, the transfer of training will no have any impact on the independent variables, which is training effectiveness if the hypothesis is void. Careful analysis and survey inquiries will be conducted to test this notion. The results will also have a considerable impact on current and future research, supporting the validity of the theory.

H_1: There is a relationship between transfer of training between training effectiveness.

2.4.2 The relationship between trainee characteristics and training effectiveness

The Baldwin and Ford model delivers the formulation of the hypothesis regarding the relationship between trainee characteristics and training effectiveness. According to the hypothesis, the better trainee characteristics, will result in higher training success rates and greater training returns. Thus, if the hypothesis is proved, the performance of the trainees will have direct impact on it. In contrast, the hypothesis will be invalid if the negative test result shown. The hypothesis will tested rigorously due to the result serve as a foundation for future study.

H_2: There is a relationship between trainee characteristics between training effectiveness.

2.4.3 The relationship between training design and training effectiveness

By examining whether training effectiveness has any impact on the influence of training design using the Baldwin and Ford model, the hypothesis is put to the test. The findings will confirm the widely accepted hypothesis that training design has a greater impact on training effectiveness.

If the tested hypothesis is accurate, it will be shown that the training design has a considerable impact on training effectiveness and makes a particular training more successful than others. However, if the hypothesis is shown to be false, the aforementioned assertion is invalid. The hypothesis inquiry will be verified and thoroughly analyzed to establish a strong foundation for this research.

H_3 : There is a relationship between training design between training effectiveness.

2.4.4 The relationship between motivation and training effectiveness

The outcome of training will be greatly influenced by the level of motivation, in line with the purposes of the Baldwin and Ford model (1988). The hypothesis will show that motivation is what makes a certain type of training significantly more effective than others. If the idea is correct, motivation will lead to a noticeably greater rise in training efficacy compared to other factors. The results of the hypothesis will serve as the foundation of the study.

H_4 : There is a relationship between motivation between training effectiveness.

2.5 Conclusion

This chapter exclusively centers on the literature review segment of the study. It aims to enhance both the researcher's and reader's comprehension of the study's objectives and the demonstration of the Balwin and Ford model. The envisaged conceptual framework meticulously elucidates the interrelation between the dependent variable and the four independent variables.

CHAPTER 3: METHODOLOGY

3.0 Introduction

The research methodology that was used to carry out the entire investigation will be introduced and explained in this chapter. This section will comprise the research design, sampling methodology, data collection technique, and intended data analysis tool.

3.1 Research Design

Akhtar, Dr. (2016) defines research design as a framework encompassing strategies for gathering and analyzing data within the intended research scope, based on a rational foundation. This enables informed decision-making. Research design, therefore, serves as a comprehensive strategy and framework that outlines the processes and methods for data collection and analysis. Research can take on four distinct forms: exploratory, descriptive, explanatory, and experimental.

3.1.1 Quantitative Research

In quantitative business research, the research findings are represented numerically, as outlined by Zikmund et al (2013). Deduction, which involves commencing the investigation from a specific hypothesis, is another technique commonly employed in quantitative research. The study design for quantitative research typically involves descriptive analysis. For this study, 200 employees will receive questionnaires, and they will be asked

to evaluate and provide independent evidence related to the research questions and hypotheses.

3.1.2 Descriptive analysis

When conducting research to analyze an existing phenomenon, descriptive analysis—commonly referred to as statistical analysis—is employed (Akhtar, Dr. 2016). This approach involves identifying and examining the characteristics of a specific social issue, such as challenges faced by a particular community or social group. Such analysis entails segmenting and evaluating the target market based on factors like demographics, geography, and psychographics. In the context of this study, the target audience is subdivided by age group, occupation, and other relevant factors.

3.1.3 Causal analysis

According to Zikmund et al. (2013), the objective of causal analysis is to investigate the relationship between causes and effects. This study aims to identify evidence of causation, including factors like temporal order, concurrent variance, and nonspurious correlation. Consequently, the upcoming section will carry out a sampling design and correlation test to analyze the connection between the dependent and independent variables.

3.2 Sampling design

Kabir (2016) defines sampling design as the strategy and procedure employed to investigate the characteristics of the selected target sample from the target population. This process involves the utilization of the sample frame, sampling method, sampling unit, and sampling size.

3.2.1 Target population

According to Zikmund et al. (2013), population refers to a group of people or institutions that have common characteristics. The target population of this study are the working employees in various industries.

3.2.2 Sampling element

According to Zikmund et al. (2013), sampling element refers to all element of the target population. The sampling element of this study included university lecturers and employees from various industries.

3.2.3 Sampling techniques

According to Kabir (2016), the goals, nature, and time range of this research will all have an impact on the sampling techniques that are chosen. Probability and non-probability are the two types of the sampling techniques. The non-probability have used to conduct this research since there are no sampling frame. The convenient sampling will be chosen from the non-

probability sampling strategies that are available and developed during the data collection procedure. As a result, the convenience of the researcher was crucial to the success of this study.

3.2.4 Sample size

According to Parikh & Thiessen Philbrook (2017b), the research design should be used to calculate the sample size precisely and explicitly. A prior study suggested that there were 200–250 respondents in the sample. G*Power was used in this study to determine the sample size. The table below shows that the sample size for this study must be a minimum of 129 respondents.

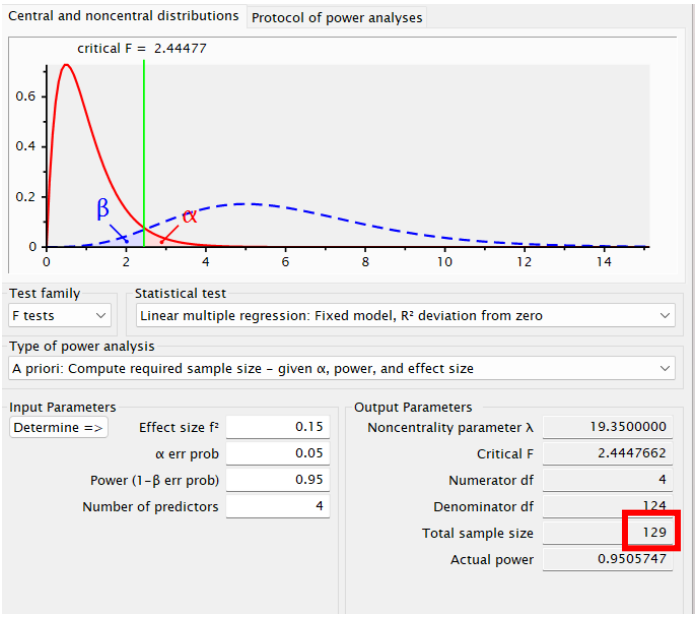


Figure 3.2.4: Total sample size calculation (Source: G*Power)

3.3 Data Collection Method

According to Kabir, Syed Muhammad. (2016), data collection is a process to collect and analyse the data of certain variables tom let the researcher can get the result of the research hypothesis and research question. The data collection method can be categorised in two types, which are primary data and secondary data.

3.3.1 Primary data

Zikmund et al. (2013) defined primary data as information gathered solely by a researcher for their own research. In order to collect feedback and opinions regarding the variables, this study will administer a questionnaire. The procedure for distributing the questionnaire will be closely monitored to ensure the maintenance and fulfillment of validity and reliability criteria. The questionnaire for this study will be designed using both interval and nominal scales.

3.4 Research Instrument

The term "research instrument" refers to the tools used to gather and analyze the data required for the research project. Due to the nature of research, the researcher typically decides and selects the instrument (Columbia.edu, 2023). A questionnaire will serve as the research tool for this investigation. Thomas, Oenning, and Goulart (2018) define a questionnaire as a set of questions intended to get desired responses from participants, presented in the form of a pre-prepared document.

Based on the nature of the study, the questions will be thoughtfully collected, organized, and methodically designed. The title and content of the questions will be crafted in alignment with the specific subject and the desired responses from the participants. In this study, the target respondents—working personnel from various industries—will receive the questionnaire online. Approximately 200 respondents are expected to complete the questionnaire, with each respondent committing around 10 minutes of their time. Through a pilot test, the finalized questionnaire will be evaluated, ensuring that Cronbach's Alpha for each question is not less than 0.8.

3.4.1 Questionnaire design

Jenn (2006) argues that a formal and effective questionnaire should be created in a way that is simple for respondents to understand, avoiding unnecessary complexity. Additionally, questions should be translated into the respondents' preferred language and tailored to their educational level. Consequently, for this study, the questionnaire will translate the meaning of each question using basic English.

The structured questionnaire will be conducted in its design. Thus, the respondents' responses and opinions, according to Thomas, Oenning, and Goulart (2018), will be confined to the options provided by the researcher. In the survey, respondents must select the multiple-choice option that best aligns with their viewpoint. According to Thomas, Oenning, and Goulart (2018), the decision of respondents to answer the questionnaire is an obligation rather than a requirement. Furthermore, the data and information collected from the general public—the questionnaire respondents—will only be used for educational purposes and will be kept confidential. The questionnaire will consist of two sections.

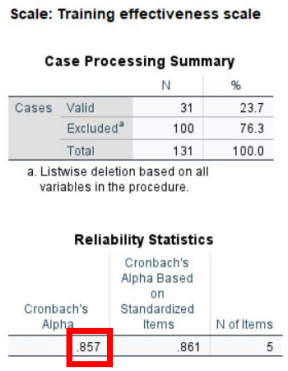
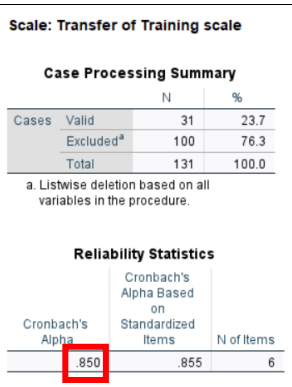
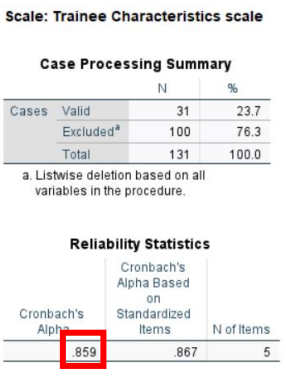
The aim of Section A is to collect demographic information from the respondents, encompassing their age, gender, and current employment field. The industries listed in Section A of the questionnaire are those where the training sector constitutes more than 8% of firms, as indicated in the training industry report (Freifeld, 2022).

Measurement-related questions are included in Section B of this questionnaire for both the dependent and independent variables. The Baldwin & Ford model serves as the foundation for the independent elements, which include transfer of training, training design, trainee characteristics, and motivation. The options in the questionnaire will be expressed as a Likert 5-scale. Each respondent will be given a rating on how much they agree or disagree with the statement on a scale of 1 to 5 (Strongly Agree). In the feedback of trainees, the 5-point Likert scale is also frequently used, according to Sullivan & Artino (2013). Each variable consists of 5–6 questions that have been modified from earlier research.

3.4.2 Pilot test

As stated by In (2017), the purpose of the pilot project is to collect feedback aimed at enhancing the draft questionnaire. This process particularly emphasizes refining phrasing, sequence, and other improvements before the questionnaire is distributed to a broader audience. By conducting pilot testing, the quality and efficiency of the questionnaire will be augmented. A smaller sample, consisting of 10–30 respondents, will be used for the pilot test as compared to the full sample. In this study, the draft questionnaire was administered to 31 participants, yielding a Cronbach's Alpha score exceeding 0.8. The Cronbach's Alpha values for various aspects of the questionnaire are as follows: 0.857 for training effectiveness, 0.850 for

training transfer and training design, 0.859 for trainee characteristics, and 0.874 for motivation.

No.	Variables	Cronbach's Coefficient Value (α)	Cronbach's Coefficient Result
Dependent variables			
1.	Training effectiveness	α value: 0.857	 **Scale: Training effectiveness scale** **Case Processing Summary** N: Valid 31 (23.7), Excluded[a] 100 (76.3), Total 131 (100.0) a. Listwise deletion based on all variables in the procedure. **Reliability Statistics** Cronbach's Alpha: .857; Cronbach's Alpha Based on Standardized Items: .861; N of Items: 5
Independent variables			
1.	Transfer of training	α value: 0.850	 **Scale: Transfer of Training scale** **Case Processing Summary** N: Valid 31 (23.7), Excluded[a] 100 (76.3), Total 131 (100.0) a. Listwise deletion based on all variables in the procedure. **Reliability Statistics** Cronbach's Alpha: .850; Cronbach's Alpha Based on Standardized Items: .855; N of Items: 6
2.	Trainee Characteristics	α value: 0.859	 **Scale: Trainee Characteristics scale** **Case Processing Summary** N: Valid 31 (23.7), Excluded[a] 100 (76.3), Total 131 (100.0) a. Listwise deletion based on all variables in the procedure. **Reliability Statistics** Cronbach's Alpha: .859; Cronbach's Alpha Based on Standardized Items: .867; N of Items: 5

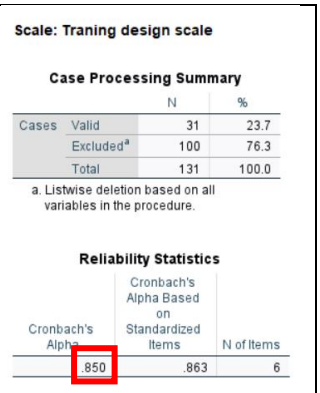
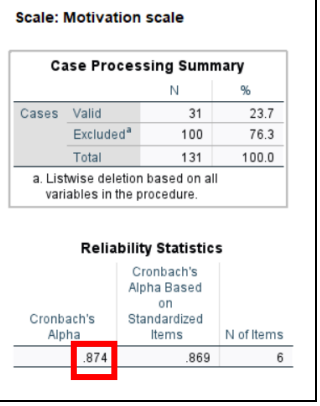
3.	Training design	α value: 0.850	
4.	Motivation	α value: 0.874	

Table 3.4.2: Summarize of Reliability result of variables (Source: SPSS)

3.5 Construct Measurement

3.5.1 Nominal scale

Nominal scales are used to organize and analyze data with no ordering or direction, such as marital status and gender, as stated by Meloun, Militk, and colleagues (2011). According to the HFTM Faculty Directory (2023), the link between the variables and values will not be discussed or calculated using a nominal scale. Additionally, all potential categories of respondents related to the particular topic should be fully represented in the available multiple-choice options.

3.5.2 Ordinal scale

Chiang & Bock (2022) state that an ordinal scale operates in organized, ordered numerical sequences. It is possible to conduct both quantitative and qualitative research using the ordinal scale. The ordinal scale can be utilized when the quantitative questionnaire is administered using percentages to present results in a continuous numerical sequence. In this study, the 5-point Likert scale is employed to construct section B of the questionnaire.

3.5.3 Origin of construct

Construct	Measurement items	Source
Dependent variables		
Training effectiveness	1. The results of training for employees, can improve the quality of employees that are useful for the organization.	Santoso, W. E., & Moeins, A. (2019).
	2. The knowledge, skills, and attitudes being trained in alignment with your facility's goals. 3. Trainees provided with positive feedback when they exhibit the desired behaviours.	Hughes, Ashley & Zajac, Stephanie & Spencer, etc. (2018)
	4. This training programme helps me to achieve the set departmental goals.	Arefin, M. S., & Islam, N. (2019).

	5. Training makes participants able to work together with other employees.	Sugiarti, E. (2022).
Independent variables		
Transfer of training	1. The training are perceived useful for employee. 2. Trainees given the opportunity to reflect on how they can implement the learned knowledge and skills once they return to the job. 3. The training help build trainees' confidence in their ability to successfully use what is learned in training.	Hughes, Ashley & Zajac, Stephanie & Spencer, etc. (2018)
	4. Pre - training self-efficacy is particularly important when training open skills.	Ford, J. K., Baldwin, T. T., & Prasad, J. (2018).
	5. Rewarding experimentation will be more effective for open skills than for closed skills 6. It will be most effective to reward results when skills are closed and supervision is low	Grossman, R., & Burke-Smalley, L. A. (2018).
Training design	1.Training developed using a valid training strategy and design.	Hughes, Ashley & Zajac, Stephanie & Spencer, etc. (2018)
	2. Use mixed models (positive and negative models during training) rather than only positive models.	Ford, J. K., Baldwin, T. T., & Prasad, J. (2018).

	3. The method used makes it easier for you to understand the training carried out. 4. The training material that was followed was in accordance with my competency needs.	Sugiarti, E. (2022).
	5. Bappeda has provided adequate facilities to support employee work.	Santoso, W. E., & Moeins, A. (2019).
	6. The training has applied updating training techniques.	Madanat, H. G., & Khasawneh, A. S. (2018)
Trainee characteristics	1. Trainees prefer to ask questions and seek out assistance when needed during training. 2. Trainees provided the opportunity to self-regulate (or control) portions of their learning.	Hughes, Ashley & Zajac, Stephanie & Spencer, etc. (2018)
	3. Post-training self-efficacy is particularly important for effective transfer or interpersonal/leadership training.	Ford, J. K., Baldwin, T. T., & Prasad, J. (2018).
	4. Selecting trainees high on cognitive ability, learning orientation, and zest will be more effective for open skills than for closed skills	Grossman, R., & Burke-Smalley, L. A. (2018).
	5. The training participants have been fairly arranged by the company based on existing needs.	Sugiarti, E. (2022).
Motivation	1. The level of completed training will affect the incentive obtained by employee after training.	Hughes, Ashley & Zajac,

	2. The information as to what they will be using from the training program back in the work environment will affect the willingness to attend the training.	Stephanie & Spencer, etc. (2018)
	3. Motivation to learn is particularly important when training open skills.	Ford, J. K., Baldwin, T. T., & Prasad, J. (2018).
	4. I intend to use the knowledge and skills acquired from the programme when I get back to the job. 5. I am committed to learning in this training programme because these competences help to achieve the departmental goals	Arefin, M. S., & Islam, N. (2019).
	6. The incentive system provided by the organization to employees increases employee motivation	Santoso, W. E., & Moeins, A. (2019).

Table 3.5: Origin of construct questionnaire

3.6 Data processing

Data processing is the procedure that translates the collected data into symbols and formats that can be analyzed using computer languages, ultimately providing the necessary information for the study. Typically, data processing should be undertaken by professionals such as data scientists. This process must be executed with precision to ensure a high level of reliability and accuracy. The results of data

processing directly influence the data output and the study's conclusions (Talend, 2023).

3.6.1 Questionnaire checking

Zikmund et al. (2013) advocate for conducting pretesting before distributing the actual questionnaire to a broader population. At this stage, it's crucial to determine the wording of both the straightforward and challenging sections. Additionally, preliminary tabulation of the retest results should be carried out to assess whether the response rate and level of response fulfill the questionnaire's distribution purpose or the study's objectives. For this reason, a pilot test is conducted, involving 30 employees, to ensure the quality of the draft questionnaire used in this study, as emphasized by Zikmund et al. (2013).

3.6.2 Data collection

Astera (2023) defines the data collection process as the procedure of obtaining data from all reliable sources. The researcher should diligently uphold the dependability, accuracy, and credibility of the data throughout this process. According to Zikmund et al. (2013), determining the target audience and schedule is crucial during the data collection process. Only after these factors are determined should the questionnaire be activated.

3.6.3 Data Preparation

Astera (2023) defines data preparation as the process of verifying and cleaning the data gathered in the previous step. According to Ridzuan & Wan Zainon (2019), data cleaning is the process of removing data exceptions from existing data and collecting proper and accurate data. Additionally, as stated by Zikmund et al. (2013), researchers should also complete post-collection data coding and data correction during this phase.

Data coding involves transferring data through descriptive labels to facilitate quick and precise identification within the dataset. The study should incorporate a well-defined and connected code of data. Data editing is the process of examining and locating errors in the collection, processing, and analysis of data. According to the Government of Canada and Canada (2021), errors and potential errors should be identified throughout the data editing process. Zikmund et al. (2013) assert that the three criteria that should be met during the data editing stage are accuracy, completeness, and appropriate coding.

3.7 Data analysis

Data analysis, as defined by Maryville University Online (2021), is the process of collecting, arranging, and organizing data gathered in the program in the most effective manner. According to Zikmund et al. (2013), there are two distinct types of data analysis methods: descriptive analysis and inferential analysis.

3.7.1 Descriptive analysis

According to Zikmund et al. (2013), descriptive analysis involves presenting the collected data by calculating frequencies, measures of dispersion, and central tendencies. Utilizing calculated means, medians, and modes, the descriptive analysis will present the findings of the analysis in the form of tables, charts, or graphs. This analysis will aid the researcher in completing the demographic section of the questionnaire in this study. The charts will illustrate respondents' gender, age, and industry of employment.

3.7.2 Inferential analysis

Zikmund et al. (2013) assert that inferential analysis is primarily employed for hypothesis testing and estimating population values. As mentioned by Kuhar, C. W. (2010), inferential analysis will be utilized to compare variations within the treatment group. This analysis will also be employed to test and evaluate the relationship between each dependent variable and the independent variable. For example, the study's research hypothesis will be tested and examined in the next section using the ANOVA test.

3.7.2.1 Multiple Linear Regression

Multiple Linear Regression (MLR) is a statistical technique used to compare the values of two or more variables (Taylor, 2020). The dependent variables will be the core determined value in the MLR, while the independent variables will be the significant value in the formula for determining the

value of the dependent variable. Thus, the relationship between the four independent variables with the dependent variable, as mentioned previously, will be tested through the MLR.

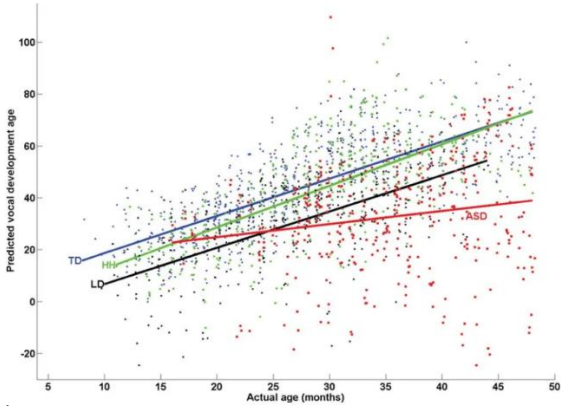


Figure 3.7.2: Example of MLR (Source: Taylor (2020))

The formula of Multiple Linear Regression Equation is:

$$\hat{Y} = b_0 + b_1 X_1 + b_2 X_2 + \ldots + b_p X_p$$

Whereby,

$\hat{Y}$ – The expected or predicted value of the dependent variable

β_0 - Y-intercept,

$\beta_1, \beta_2 \ldots \beta_p$ - Correlation value of independent variables,

$X_{i_1}, X_{i_2} \ldots X_{i_p}$ - Independent variables

3.7.3 Measurement of scale

3.7.3.1 Reliability test

The purpose of the reliability test, as outlined in IBM material from 2021, is to examine and determine the nature of the measurement scale and the items within it. The results of the reliability test will also shed light on the relationship between the two test items. In this investigation, Cronbach's Alpha was the chosen reliability test. According to Ucla.edu, Cronbach's Alpha measures the internal consistency, or the degree of similarity, among variables in a group. Before conducting a survey or experiment, it's essential to assess the inter-consistency, as the value of Cronbach's Alpha indicates the validity of the variables (Tavakol & Dennick, 2011).

However, a high Cronbach's Alpha score doesn't always indicate consistent variables; rather, it is a reliability coefficient and not a statistical instrument. Moreover, as noted by Tavakol & Dennick (2011), the reliability value demonstrates the level of random error present in the variables. The range for Cronbach's Alpha is limited to values between 0 and 1. A higher value of Cronbach's Alpha suggests a stronger correlation between the variables. According to Zeller (2005), Cronbach's Alpha values above 0.9 are considered adequate and the employed variables are reasonable. Values between 0.8 and 0.9 are deemed great for inter-consistency. Reliability falls between 0.7 and 0.8; anything below this range suggests the employed variables are significantly questionable and need adjustments to maintain reliability. As per Taber (2018), Cronbach's Alpha values of 0.7 and above are the only ones considered reliable enough to continue the study. If not, researchers should revise their work until the reliability value improves. As a result, all of the Cronbach's Coefficient values for the study's pilot test are higher than 0.8.

Cronbach's Coefficient Value (α)	Strength of association
α value ≤ 0.6	Cannot be acceptable
α value between 0.6 – 0.7	Seriously suspected
α value between 0.7 – 0.8	Marginal
α value between 0.8 – 0.9	Considered adequate
α value ≥ 0.9	Considered excellent

Table 3.7.3.1: Cronbach's Alpha value (Source: Taber, 2018)

3.7.4 Computer program

The statistics for the inferential analysis in this study will be calculated using the Statistical Package for the Social Sciences (SPSS). The purpose of utilizing SPSS as a software package, as mentioned by TechTarget (2018), is to analyse the data.

CHAPTER 4: DATA ANALYSIS

4.0 Introduction

The main goal and content of this chapter is to present and discuss the results in Chapter 3. Both descriptive and inferential analysis that was mentioned in the previous chapter will be presented and interpreted in this chapter via the result processed by SPSS. The results processed through SPSS will be summarized and presented in both table and graph form. The conclusion and evaluated hypothesis from the preceding part is the chapter's output.

4.1 Descriptive analysis

4.1.1 Gender

Description	Frequency	Frequency Percentage (%)
Male	78	35.6
Female	141	64.4
Total	219	100

Table 4.1.1: Gender Profile Summary (Source: Developed for the research)

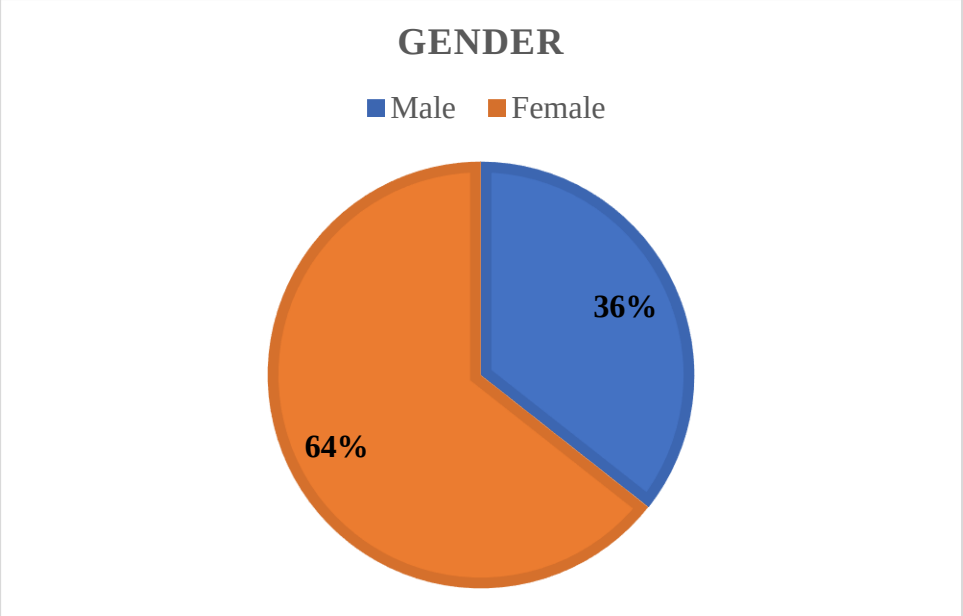


Figure 4.1.1: Contribution percentage of different gender categories (Source: Developed for the research)

The researcher successfully collected 141 (64.4%) female respondents and 78 (35.6%) male respondents via randomly distributed. The result shows that female is more willing to participate in this questionnaire.

4.1.2 Age

Description	Frequency	Frequency Percentage (%)
Below 30	151	68.9
31-40	21	9.6
41-50	26	11.9
Above 50	21	9.6
Total	219	100

Table 4.1.2: Age Profile Summary (Source: Developed for the research)

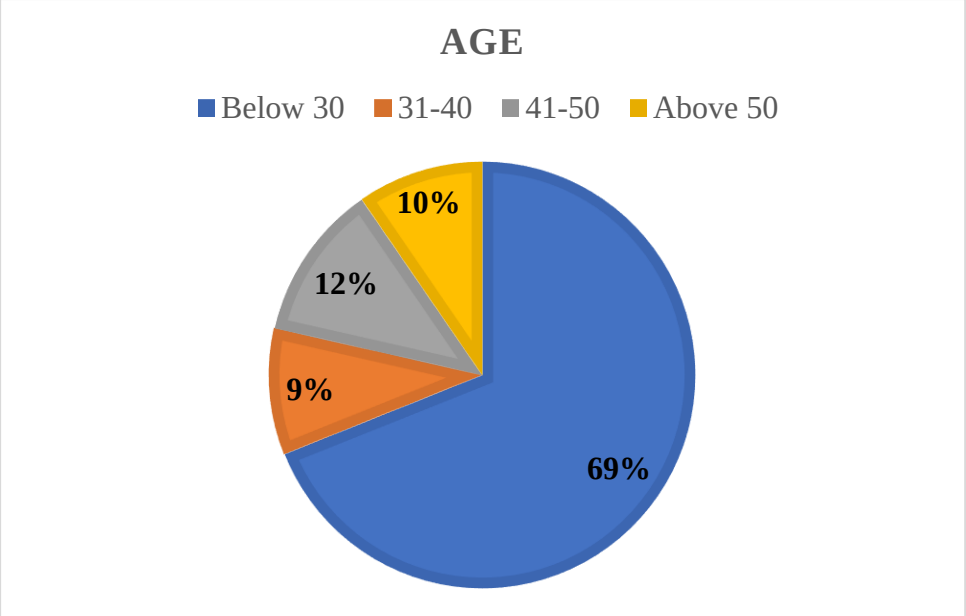


Figure 4.1.2: Contribution percentage of different age categories (Source: Developed for the research)

A total of 151 respondents are under 30 years old, 21 respondents, or 9.6% of the sample, are between the ages of 31 and 40, another 26 participants are between the ages of 41 and 50, and the remaining 21 respondents, or 9.6% of the sample, are over the age of 51.

4.1.3 Employment status

Description	Frequency	Frequency percentage (%)
Junior Executive	139	63.5
Senior Executive	29	13.2
Assistant manager	14	6.4
Executive manager	10	4.6
Senior manager	15	6.8
Vice President	5	2.3
Senior President	7	3.2

Table 4.1.3: Employment status profile summary (Source: Developed for the research)

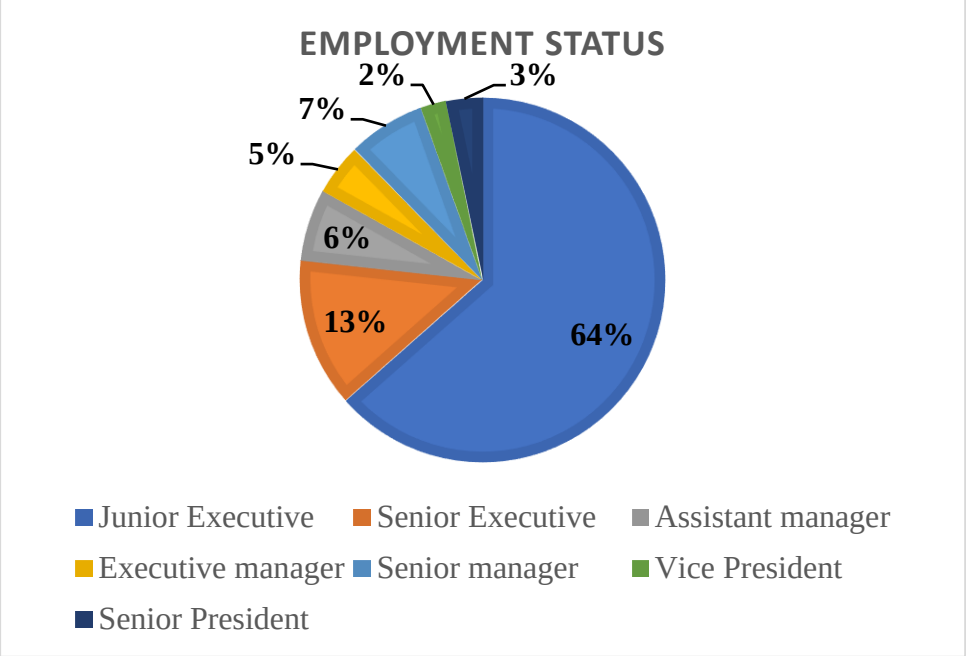


Figure 4.1.3: Contribution percentage of different employment status (Source: Developed for the research)

Junior executives make up 139, or 63.5%, of the total respondents, while senior executives make up the remaining 29. Subsequently, 10 responses, or 4.6%, are executive managers, 15 participants, or 6.8%, are already senior managers in their respective companies, and 14 participants, or 6.4%, are assistant managers. Five of the responses on the left are in the position of vice president, and seven, or 3.2%, are senior presidents.

4.1.4 Industry

Description	Frequency	Frequency percentage (%)

Education services/ Academic Institution	32	14.6
Government	7	3.2
Real Estate/ Insurance	12	5.5
Technology/ Software	26	11.9
Banking/ Finance	37	16.9
Health/ Medical services	11	5
Manufacturing	34	15.5
Other	60	27.4
Total	219	100

Table 4.1.4: Industry profile summary (Source: Developed for the research)

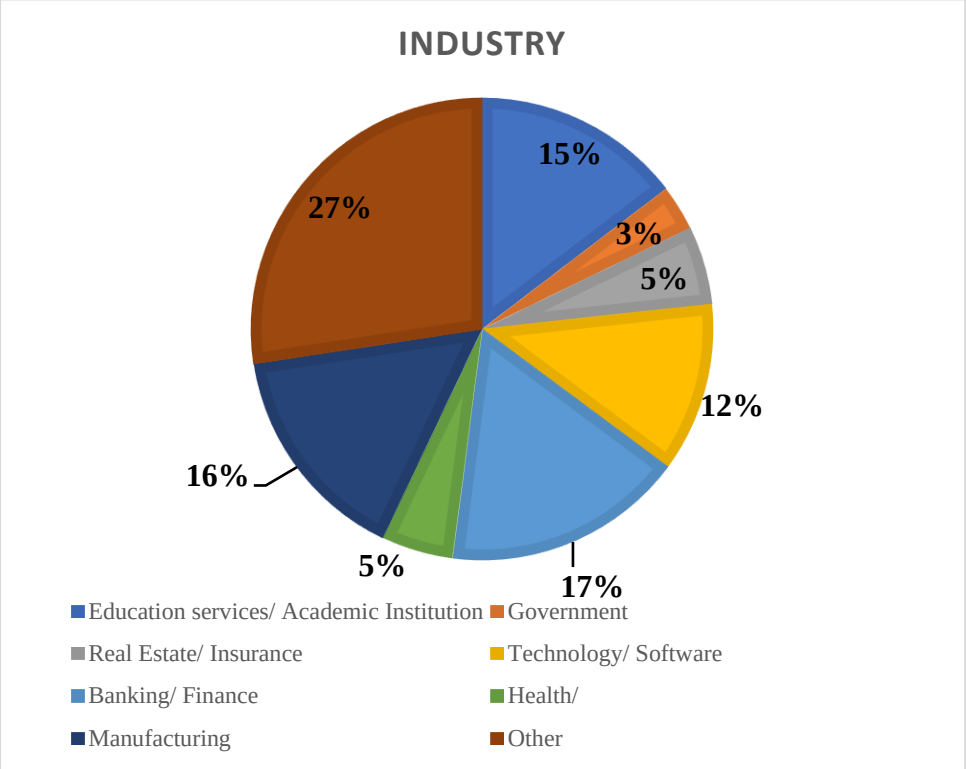


Figure 4.1.4: Contribution percentage of different industry categories (Source: Developed for the research)

32 respondents are from the academic or education services sector; seven are from the government sector; 12 are from the real estate or insurance sector; and 26 or 11%, are from the technology sector. Subsequently, 37 employees who took part in the survey are employed in the banking or financial sector, 11 participants are employed in the health or medical services sector, 34 respondents are from manufacturing companies, and 60 respondents are from other industries.

4.1.5 Ethnicity

Description	Frequency	Frequency Percentage (%)
Malay	24	11
Chinese	183	83.6
Indian/India	12	5.4
Total	219	100

Table 4.1.5: Ethnicity profile summary (Source: Developed for the research)

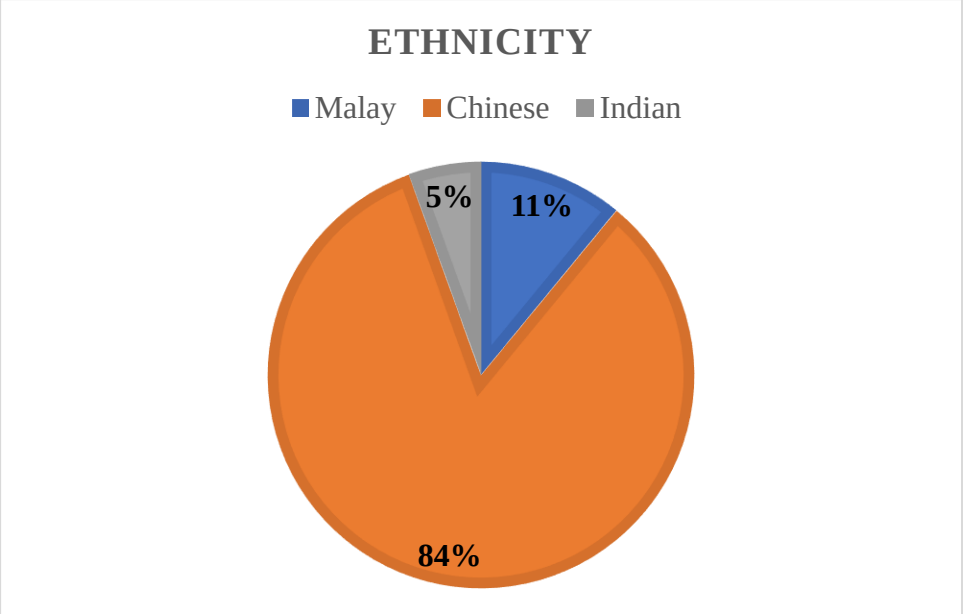


Figure 4.1.5: Contribution percentage of different ethnicity (Source: Developed for the research)

There are 183 (83.6%) Chinese respondents, 12 Indian respondents, and 24 Malay respondents overall.

4.2 Inferential analysis

4.2.1 Reliability Test

Variables	Cronbach's Alpha Value	Determinations
Training Effectiveness (TE)	0.794 **Reliability Statistics** Cronbach's Alpha: .794; Cronbach's Alpha Based on Standardized Items: .796; N of Items: 5	Reliable
Transfer of Training (ToT)	0.789 **Reliability Statistics** Cronbach's Alpha: .789; Cronbach's Alpha Based on Standardized Items: .793; N of Items: 6	Reliable
Training Design (TD)	0.838 **Reliability Statistics** Cronbach's Alpha: .838; Cronbach's Alpha Based on Standardized Items: .838; N of Items: 6	Reliable

Trainee Characteristics (TC)	0.809 **Reliability Statistics** Cronbach's Alpha: .809; Cronbach's Alpha Based on Standardized Items: .810; N of Items: 5	Reliable
Motivation (M)	0.820 **Reliability Statistics** Cronbach's Alpha: .820; Cronbach's Alpha Based on Standardized Items: .822; N of Items: 6	Reliable

Table 4.2.1: Reliability Test Summary (Source: Developed for the research)

All of the Cronbach's Alpha findings through Table 4.2.1 are more than 0.7, indicating that all variables associated to measurement are trustworthy when it comes to measuring the responding variables.

4.2.2 Multiple Linear Regression

Model	R	R Square (R^2)	Adjusted R square	Standard Error of the Estimate
1	.863	.744	.739	.28676

Table 4.2.2(1): Multiple Regression Analysis Model Summary (Source: Developed for the research)

The value of R, or the degree of correlation coefficient, was displayed in Table 4.12 and is 0.863. It shows that there is a significant positive linear correlation between the variables. Additionally, the adjusted multiple coefficients of determination (adjusted R^2 = 0.739) and coefficients of determination (R^2, = 0.744) were included in this study model. According to the corrected R^2 finding of 0.744, trainee attributes, training design, and motivation will all have an impact on 74.4% of the effective level of training.

Furthermore, other factors may influence or justify 28.68% of the effectiveness of the training.

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	51.160	4	12.790	155.540	$< .001^b$
	Residual	17.597	214	.082		
	Total	68.757	218			

Dependent Variable: TrainingEffectiveness

Predictors: (Constant), Motivation, TransferofTraining, TraineeCharacteristics, TrainingDesign)

Table 4.2.2(2): Table of ANOVA (Source: Developed for the research)

The values of p, which is 0.001, and F, which is 155.540, can be observed in Table 4.2.1(2). When the p-value in the table with the dependent variable is less than the significance level of 0.05, it means that there is a significant correlation between the independent variables, or predictors, and the dependent variable. As a result, this model may be used to investigate the link between independent and dependent variables.

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std.Error	Beta		
1	(Constant)	.331	.161		2.049	.042
	TransferofTraining	.373	.073	.365	5.148	<.001
	TraineeCharacteristics	.256	.055	.278	4.677	<.001
	TrainingDesign	.154	.060	.163	2.575	.011
	Motivation	.139	.063	.137	2.227	.027

Table 4.2.2(3): Output of Multiple Regression Analysis Coefficients (Source: Developed for the research)

The new multiple regression equation is form as following:

Y = 0.331 + 0.373 (ToT) + 0.256 (TC) + 0.154 (TD) + 0.139 (M)

Where,

Y = Training effectiveness

ToT = Transfer of Training

TC = Trainee Characteristics

TD = Training Design

M = Motivation

The value of training effectiveness, which can be found in Table 4.2.1(3), is 0.331, indicating that H_0 is also 0.331. Thus, with the other 4 variables set to zero, the training effectiveness will be 0.331.

4.2.3 Implication of correlations

H_1: There is a relationship between transfer of training between training effectiveness.

Given that β_1 in Table 4.2.1(3) is 0.365, it may be inferred that training efficacy will positively affect training transfer. Therefore, while all other factors stay the same, every point increase in training transfer will result in a 0.365 increase in training efficacy. H_1 must be accepted since the p-value is smaller than 0.001 and lower than 0.05 but the null hypothesis should be rejected. As a result, there is a meaningful correlation between training effectiveness and transfer of training.

H_2: There is a relationship between trainee characteristics between training effectiveness.

Given that β_2 in Table 4.2.1(3) is 0.278, an increase in trainee characteristics will result in a 0.278 increase in training effectiveness, provided that all other factors stay constant. If the p-value is smaller than 0.001 or lower than $\alpha = 0.05$, it means that there is a significant correlation between the qualities of the trainees and the effectiveness of the training. H_2 has been accepted and the null hypothesis been rejected as a result.

H_3 : There is a relationship between training design between training effectiveness.

Since $\beta_3 = 0.163$ as calculated by Table 4.2.1(3), an increase in training design will result in a 0.163 increase in training effectiveness, provided that all other variables stay same. With a p-value of 0.011, it falls behind the significance level of 0.05. As a result, the H_3 will be accepted and null hypothesis will be rejected, thus the training design and effectiveness do significantly correlate.

H_4 : There is a relationship between motivation between training effectiveness.

Table 4.2.1(3) states that β_4 is 0.137, which means that as a result of every increase in motivation, training effectiveness will rise by 0.137 while the other factors stay same. The p-value is less than the $\alpha = 0.05$, as indicated by the 0.027 p-value. Consequently, there is a strong correlation between

training effectiveness and motivation. Thus, the H_4 is accepted and null hypothesis rejected.

4.3 Conclusion

The researcher provided a detailed demographic description of each respondent in the descriptive analysis section of this chapter. The inferential analysis will then be examined and clarified in the section that follows. Multiple Linear Regression is used to analyse the inferential analysis and look at the relationship between the four independent variables and the effectiveness of the training. Therefore, there is discernible correlation between the efficiency of training and learner characteristics, training design, training transfer or motivation.

CHAPTER 5: DISCUSSION, CONCLUSION AND IMPLICATIONS

5.0 Introduction

This chapter provides an overview of the hypothesis testing and discusses the main conclusions. This chapter will also cover and explain the study's implications, limitations, and recommendations.

5.1 Discussion of Major Findings

The primary objective of this research is to investigate and demonstrate the connection between the Ford and Balwin models and the efficacy of training from the viewpoint of the workforce. As a result, Table 5.1 presents the testing's ultimate outcome.

Hypothesis	Standardized coefficients Beta	Significant level	Determination
H_1: There is a relationship between transfer of training between training effectiveness.	0.365	< 0.001	Supported
H_2: There is a relationship between trainee	0.278	< 0.001	Supported

characteristics between training effectiveness.			
H_3: There is a relationship between training design between training effectiveness.	0.163	0.011	Supported
H_4: There is a relationship between motivation between training effectiveness.	0.137	0.027	Supported

Table 5.1: Summary of the results of hypothesis testing (Source: Developed for the research)

5.1.1 There is a relationship between transfer of training between training effectiveness.

The testing findings show that the training transfer has a coefficient value of 0.365 and a p-value smaller than 0.001, which is below the significant level of 0.05. The coefficient value of 0.365 indicates a favourable association between training effectiveness and training transfer. The p-value suggests that there was a relationship between training effectiveness and training transfer. This could provide data in support of Ford, Baldwin, and Prasad's (2018) suggestion that the trainer and evaluation team monitor trainee performance to learn more about the real skills that are applicable in the workplace. The non-transferable or peculiar talents should be eliminated, or the appropriate adjustments made.

5.1.2 There is a relationship between trainee characteristics between training effectiveness.

Table 5.1 shows the smaller of 0.001 p-value, which is lower than the significance level of 0.05. Therefore, there is significant relationship between the training effectiveness and the trainee characteristics. Additionally, the result displays the coefficient value of 0.278, which refer a positive correlation between the variables that were examined. According to Sitzmann & Weinhardt (2019), individual differences will affect and have an indirect link with training success. Furthermore, the research gap of EL Hajjar & Alkhanaizi (2018), which indicates that there is a significant relationship between the trainee characteristics with training effectiveness.

5.1.3 There is a relationship between training design between training effectiveness.

It is clear from the previous data that the p-value is 0.011 and the coefficient value is 0.163, both of which are below the 0.05 significant level. This shows that training efficacy and training design are positively and directly correlated. Evidence that the training design incorporates well-established learning concepts is shown by Ford, Baldwin, and Prasad (2018). Additionally, several opportunities of retrieval practice may be given to the student in order to assess the effectiveness of the design.

5.1.4 There is a relationship between motivation between training effectiveness.

Table 5.1 displays the 0.137 coefficient level as well as the p-value, which is 0.027, which is less than the 0.05 significant threshold. As a result, the motivation has been demonstrated to positively and significantly relate to the success of the training. Research by Arafah, Susita, and Wolor (2022) has demonstrated that training motivation has a major influence on training effectiveness. The statement's veracity is further supported by the developed and accepted motivation theory.

5.2 Implication of the Study

According to Blanchard (2018), the research on training efficacy can serve as a guide for an organization's training department, which is one practical use of this study. The training department might be aware of the necessary steps and preparations needed to meet the training objectives for a certain programme. The research's output will be converted into input for the training department's training developer.

This study may include an employee perspective to assess the veracity of the Ford and Balwin models, with regard to the theoretical implications from an academic standpoint. Additionally, this research might bolster earlier studies in the same subject.

5.3 Limitation of the Study

A few limitations arose and were encountered during the study's execution. First off, not all parties involved in the benefits of training were taken into account in the research, which was limited to the viewpoint of the employee. Because the study's target demographics were not fully understood, the results are inaccurate. Secondly, the study's variables do not encompass the analysis and interpretation of the trainer-training efficacy relationship. The study solely looks at the training recipient; it doesn't address the training provider. As a result, the study had only taken into account the training's output and ignored the trainer—the crucial component of the input. Thirdly, the study only included 220 responses, thus the results interpreted may only represent a limited sample size and not the entire population. Though acknowledged, the limitations do not lessen the relevance of the results, and the limitations are developed as the foundation of further investigation.

5.4 Recommendations for Future Research

First off, more research can be conducted from many angles to offer a comprehensive guide and a single point of contact for training-related material. The reader and training developer can recognize and understand the need for training from any perspective they want, not just the standpoint of the employee.

Secondly, the researcher may try to incorporate as many different kinds of stakeholders as possible in future studies. Research can therefore produce more accurate and trustworthy results. Since each stakeholder will have a unique relationship and benefit from the company, they should all be taken into account while planning any business initiatives.

Thirdly, in order to gather more responses from the intended audience, the researcher could increase the study's sample size. Furthermore, the qualitative approach can only be used to collect more responses than just those to the questionnaire questions. The respondent might respond more freely, and the researcher might receive more responses from various angles.

5.5 Conclusion

The study is conducted to verify and assess the accuracy and reliability of previous research. Moreover, the objectives of the research also have been accomplished and every hypothesis has been verified and proven to be true. In conclusion, trainee characteristics, training design, motivation, and training effectiveness all have a significant relationship with each other. Besides the result of data testing, this chapter also addresses the limitations and recommendations of this research.

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APPENDICES

Appendix A: Questionnaire

UNIVERSITI TUNKU ABDUL RAHMAN

(UTAR) FACULTY OF ACCOUNTANCY AND MANAGEMENT (FAM)

Bachelor of International Business (HONOURS)

Academic Research Survey on Employee's Perspective: An empirical study of training effectiveness

Survey Questionnaire

Dear respondents,

I am Shirley Teh Ling Jie (Student Id: 2104439). I am a final year student from Universiti Tunku Abdul Rahman (UTAR), Faculty of Accountancy and Management (FAM), degree in Bachelor of International Business (HONS). Currently, I am conducting a study on " Employee's Perspective: An empirical study of training effectiveness " for my final year project. The objective of this research is to investigate the factors that will affect the effectiveness of training and development in a general way.

The questionnaire consists of two sections, and it will take approximately 10 minutes to complete. Your personal data will only be used for research purposes. The information gatheredfrom this questionnaire is strictly for academic purposes. Your feedback will be kept PRIVATE AND CONFIDENTIAL. Your participation is much appreciated. Thank you for your participation and cooperation in this study. Kindly contact me if there are any problems through email at shirleytehlj.1607@1utar.my or by phone at 012-2619198.

Section A: Demographic Profile

Instruction: please reach each question carefully and specify your appropriate answer byplacing a TICK in the boxes given. Each question should have one answer.

1. Gender o Male o Female
2. Age o Below 30 o 31-40 o 41-50 o Above 50
3. Employment status o Junior Executive o Senior Executive o Assistant Manager o Executive Manager o Senior Manager o Vice President o Senior President
4. Industry o Educational services/ Academic Institution o Government o Real estate/ Insurance o Technology/ Software o Banking/ Finance o Health/ Medical services o Manufacturing
5. Ethnicity o Malay o Chinese o India

o Other:

Section B: Training effectiveness

Section B questions are 5 answer scale measurement questions. Please choose the best answerbased on a scale of 1 to 5.

(1) = Strongly disagree; (2) Disagree; (3) = Neutral; (4) = Agree; (5) = Strongly agree. This section is seeking the respondent's opinion on Baldwin & Ford's Transfer of Training Model (1988).

Baldwin & Ford's Transfer of Training Model suggests that the training input, including trainee characteristics, training design, and training transfer, directly affects transfer. The organizational elements considered will either directly or indirectly affect trainee performance. Thus, the trainee's motivation will affect their readiness to learn and transfer, ultimately influencing both individual and general performance, and thereby influencing the degree of training effectiveness.

Strongly disagree (SD)	Disagree (D)	Neutral (N)	Agree (A)	Strongly agree (SA)
1	2	3	4	5

Training Effectiveness The degree to which the training attains the desired objectives or immediately expected results, which was presumed earlier from the training.						
No.	Question	SD	D	N	A	SA
1.	The results of training for employees, can improve the quality of employees that are useful for the organization.	1	2	3	4	5
2.	The knowledge, skills, and attitudes being trained in alignment with your facility's goals.	1	2	3	4	5
3.	Trainees provided with positive feedback when they exhibit the desired behaviours.	1	2	3	4	5

4.	This training programme helps me to achieve the set departmental goals.	1	2	3	4	5
5.	Training makes participants able to work together with other employees.	1	2	3	4	5

Transfer of training Training transfer means that the knowledge and skills acquired during training may be applied to the employee's workplace with only slight changes, indicating near transfer.						
No.	Question	SD	D	N	A	SA
1.	The training is perceived useful for employee.	1	2	3	4	5
2.	Trainees given the opportunity to reflect on how they can implement the learned knowledge and skills once they return to the job.	1	2	3	4	5
3.	The training help build trainees' confidence in their ability to successfully use what is learned in training.	1	2	3	4	5
4.	Pre - training self-efficacy is particularly important when training open skills.	1	2	3	4	5
5.	Rewarding experimentation will be more effective for open skills than for closed skills	1	2	3	4	5
6.	It will be most effective to reward results when skills are closed and supervision is low	1	2	3	4	5

Training design Training design is considered a form of documentation that aims to analyse and summarize a diverse range of data.						
No.	Question	SD	A	N	A	SA
1.	Training developed using a valid training strategy and design.	1	2	3	4	5

2.	Use mixed models (positive and negative models during training) rather than only positive models.	1	2	3	4	5
3.	The method used makes it easier for you to understand the training carried out.	1	2	3	4	5
4.	The training material that was followed was in accordance with my competency needs.	1	2	3	4	5
5.	The company has provided adequate facilities to support employee work.	1	2	3	4	5
6.	The training has applied updating training techniques.	1	2	3	4	5

Trainee characteristics

The trainee's attributes will have an impact on the individual's ability to learn and acquire new skills and knowledge. Trainability, personality and attitude, motivational construct, values and interests, emotions and perceptions are categories of qualities.

No.	Question	SD	A	N	A	SA
1.	Trainees prefer to ask questions and seek out assistance when needed during training.	1	2	3	4	5
2.	Trainees provided the opportunity to self-regulate (or control) portions of their learning.	1	2	3	4	5
3.	Post-training self-efficacy is particularly important for effective transfer or interpersonal/leadership training.	1	2	3	4	5
4.	Selecting trainees high on cognitive ability, learning orientation, and zest will be more effective for open skills than for closed skills.	1	2	3	4	5
5.	The training participants have been fairly arranged by the company based on existing needs.	1	2	3	4	5

Motivation

The trainees' willingness to participate in training and embrace the training experience. motivation can encourage individuals to enroll in a specific training program organized by

an organization, put in the effort required to complete the program, and apply the knowledge and skills they acquire in their workplace.						
No.	Question	SD	A	N	A	SA
1.	The level of completed training will affect the incentive obtained by employee after training.	1	2	3	4	5
2.	The information as to what they will be using from the training program back in the work environment will affect the willingness to attend the training.	1	2	3	4	5
3.	Motivation to learn is particularly important when training open skills.	1	2	3	4	5
4.	I intend to use the knowledge and skills acquired from the programme when I get back to the job.	1	2	3	4	5
5.	I am committed to learning in this training programme because these competences help to achieve the departmental goals.	1	2	3	4	5
6.	The incentive system provided by the organization to employees increases employee motivation.	1	2	3	4	5

Thank you for your participation,
hope you have a nice day.

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