



UNIVERSITI PUTRA MALAYSIA

**PATTERNS OF TRAINING EVALUATION PRACTICES AMONG
TRAINING INSTITUTIONS IN MALAYSIA**

JUNAIDAH BINTI HASHIM

FPP 1999 22

**PATTERNS OF TRAINING EVALUATION PRACTICES AMONG
TRAINING INSTITUTIONS IN MALAYSIA**

JUNAIDAH BINTI HASHIM

**DOCTOR OF PHILOSOPHY
UNIVERSITI PUTRA MALAYSIA**

1999



**PATTERNS OF TRAINING EVALUATION PRACTICES AMONG
TRAINING INSTITUTIONS IN MALAYSIA**

By

JUNAIDAH BINTI HASHIM

**Dissertation Submitted in Partial Fulfilment of the Requirements
for the Degree of Doctor of Philosophy in the Faculty of
Educational Studies
Universiti Putra Malaysia**

March 1999



ACKNOWLEDGEMENTS

Many people have contributed in different ways to the completion of this dissertation. I would like to express special appreciation to my supervisor, Dr. Shamsuddin bin Ahmad, for his many hours of guidance and insight during the entire process without that this research would not have been completed successfully. Special appreciation and grateful thanks are extended to my graduate committee members: Associate Prof. Dr. Hj Azahari Ismail, Dr. Bahaman Abu Samah, and Associate Prof. Dr. Hjh. Maimunah Ismail whose insightful comments have made this study more interesting.

I would also like to acknowledge the contributions of Dr. Saodah Wok, who has provided assistance that expedites the data analysis of this study. I am also grateful to the Research Centre of International Islamic University, for giving the financial support for this research. Special thanks and appreciation also go to Director General of Human Resources Development Council, Malaysia, Mr. Yau Di Piyau, and Assistant Director of Human Resources Development Council, Malaysia, Mr. Shahril bin Hassan and to all the respondents of this study.

Finally, my appreciation goes to my friend, Judy Yeoh and my family who have been very supportive throughout my study and ensure this research a success.



TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENTS	ii
LIST OF TABLES	vi
LIST OF FIGURES	ix
ABSTRACT	x
ABSTRAK	xii
CHAPTER	
I	
INTRODUCTION	1
Background of the Study	1
The Growth and Development of Training in Malaysia	2
Human Resources Development Fund (HRDF)	17
Providing Higher Education and Workplace Training	22
The Practice of Evaluation	24
Patterns of Evaluation Practices	26
Statement of the Problem	29
Research Objectives	31
Significance of the Study	31
Assumptions and Limitation of the Study	34
Definitions of Terms	35
II	
REVIEW OF THE LITERATURE	38
Introduction	38
Evaluation Concept	39
Evaluation Theories and Models	44



	Traditional Approaches	46
	Contemporary Approaches	58
	Summary on Evaluation Theories and Models	79
	Standards for Evaluations of Educational Programmes, Projects, and Materials	84
	Training Evaluation	87
	The Purpose of Training Evaluation	90
	The Practice of Evaluation in Training	95
	Training Evaluation Practices in Malaysia	109
	Theoretical Framework of the Study	113
	Chapter Summary	116
III	RESEARCH METHODOLOGY	117
	Introduction	117
	Design of the Study	117
	Research Scope	118
	Population and Sample	119
	Instrumentation	120
	Description of the Research Instrument	122
	Pre Testing of the Research Instrument	129
	Validity and Reliability of the Research Instrument	131
	Data Collection	133
	Data Analysis	137
	Chapter Summary	140
IV	RESEARCH FINDINGS	142
	Introduction	142
	Background Characteristics of Respondents	142



	Training Evaluation Practices among Training Institutions	150
	Patterns of Training Evaluation Practices	165
	Predictions of Patterns	184
	Summary of Findings	185
V	SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	188
	Summary	188
	Conclusions	190
	Background Characteristics	191
	Training Evaluation Practices	194
	Patterns of Evaluation Practices	209
	Prediction of Patterns	211
	Implications	212
	Recommendations for Further Research	217
	REFERENCES	220
	APPENDICES	
	A Questionnaire	233
	B Research Letters	248
	C Results Tables	256
	D Human Resources Development Council s Evaluation Form	262
	VITA	269



LIST OF TABLES

Table		Page
1	Government Allocation for Education and Training	3
2	Selected Agencies in the Selected Industries in Malaysia Responsible for Training and Development...	4
3	Social Sector Budget for Training	15
4	Training Expenditure in Malaysian Companies	24
5	Frequency Distribution of Respondents by Current Involvement in Evaluation	144
6	Frequency Distribution of Respondents by Training Experience in Evaluation.....	145
7	Frequency Distribution of Respondents by Current Employment Setting	146
8	Frequency Distribution of Respondents by Academic Qualification	147
9	Frequency Distribution of Respondents by Academic Field	148
10	Distribution of Respondents by Model Familiarity....	149
11	Distribution of Respondents by Importance of Training Experience in Evaluation	152
12	Distribution of Respondents by Purposes of Evaluation	153
13	Distribution of Respondents by Reported Influences on Decision to Evaluate	154
14	Distribution of Respondents by Sources of Questions asked during Evaluation	155
15	Distribution of Respondents by Central Issues in Data Gathered	157
16	Distribution of Respondents by Programme Effectiveness Determination	158



17	Distribution of Respondents by Evaluation Method	159
18	Distribution of Respondents by Evaluation Schedule	161
19	Summary Statistics of Respondents by Formal, Comprehensive, and Systematic Evaluation	162
20	Distribution of Respondents by Facilitating Use of Evaluation Results	163
21	Distribution of Respondents by Commitment towards Evaluation	164
22	Distribution of Respondents by Clients' Demand Variables	166
23	Factor Analysis and Reliability Analysis for Purposes of Evaluation	170
24	Factor Analysis and Reliability Analysis for Reported Influences	171
25	Factor Analysis and Reliability Analysis for Programme Effectiveness Determination	172
26	Factor Analysis and Reliability Analysis for Evaluation Method	173
27	Factor Analysis and Reliability Analysis for Facilitating Usage of Evaluation Results	175
28	Summary of Factors and Labels used for the second-order Factor Analysis	176
29	Summary Statistics for Correlation Within Group Variables	178
30	Summary Statistics of Correlation Across Group Variables	179
31	Factor Analysis and Reliability Analysis for Patterns of Training Evaluation Practices	181
32	Summary of Components for Formal Evaluation Pattern	182



33	Summary of Components for Flexible-economic Evaluation Pattern	183
34	Summary of Components for Outcome Evaluation Pattern	183
35	Summary of Components for Client-oriented Evaluation Pattern	184
36	Pre-test and Final Reliability Statistics of Research Variables	256
37	Independence t-test between Respondents Group with Non-response Group	257
38	Partial Correlation among the Patterns	258
39	MANOVA Analysis for Prediction of Pattern	259



LIST OF FIGURES

Figure		Page
1	A Schematic Illustration of Conceptualisation of the Research Problem	32
2	Relationships of Evaluation and Accountability to Programming Process	43
3	Summary of Model Characteristics	81
4	Summary of Patterns of Evaluation Theories and Models	83
5	Relationship of Evaluation to Training Steps	88
6	Summary of Evaluation Purposes	94
7	A Schematic Illustration of Inter-relation between Purposes of Evaluation with Types of Evaluation	95
8	A Schematic Illustration of Theoretical Framework of the Study	115



Abstract of the dissertation submitted to the Senate of Universiti Putra
Malaysia in partial fulfilment of the requirements for the degree of
Doctor of Philosophy

**PATTERNS OF TRAINING EVALUATION PRACTICES AMONG
TRAINING INSTITUTIONS IN MALAYSIA**

By

JUNAIDAH BINTI HASHIM

February 1999

Chairman: Shamsuddin bin Ahmad, Ed. D.

Faculty: Educational Studies

Experience has shown that one of the most effective ways trainers can improve their effectiveness and the training activities, in which they involved, is through evaluation. Evaluation is a systematic process of collecting and analysing information for and about a programme which can be used for planning and guiding decision making as well as assessing the relevance, effectiveness and the impact of various programme components. Evaluation in training is an elusive concept especially when it comes to practice, there still appears to be more talks than action. This criticism is largely explained by the unsystematic, informal and ad-hoc evaluation been conducted by training institutions.



In Malaysia, training activities are monitored by the government agency called Human Resources Development Council. Organisations are required to obtain training services from the training institutions that registered with the Council, in order to enable the organisations to get reimbursement for their training expenditures. There is no study has been conducted to examine the practice of evaluation in training among these training institutions. This study examined the background characteristics of training evaluators, practices of evaluation in training, and identified the patterns of commonalities governing the practice.

This is a descriptive survey research. It utilised mailed questionnaire as the mode of data collection. The data were analysed mainly by descriptive statistics such as mean, percentage, and factor analysis.

The findings of the study reveal that the training evaluators have low level of evaluation model familiarity. They conducted evaluation based on their past experience. Though the evaluators do not recognise most of evaluation models found in the literature, they do conduct formal evaluation. There are four patterns of evaluation practice have been identified: 1) formal evaluation pattern; 2) flexible-economic evaluation pattern; 3) outcome evaluation pattern; and, 4) client-oriented evaluation pattern.



Abstrak disertasi yang dikemukakan kepada Senat Universiti Putra
Malaysia sebagai memenuhi sebahagian keperluan untuk
Ijazah Doktor Falsafah

**CORAK AMALAN PENILAIAN LATIHAN DI KALANGAN
INSTITUSI-INSTITUSI LATIHAN DI MALAYSIA**

Oleh

JUNAIDAH BINTI HASHIM

Februari 1999

Pengerusi: Shamsuddin bin Ahmad, Ed. D.

Fakulti: Pengajian Pendidikan

Pengalaman telah menunjukkan penilaian program latihan merupakan salah satu cara yang berkesan bagi jurulatih-jurulatih untuk memperbaiki keberkesanan aktiviti latihan yang mereka kendalikan. Penilaian latihan merupakan proses pengumpulan dan penganalisan maklumat yang sistematik mengenai sesuatu program. Maklumat ini dapat digunakan untuk merancang, membantu membuat keputusan, dan menilai perkaitan, keberkesanan dan kekesan isi kandungan sesuatu program. Dari segi amalan, penilaian program latihan masih dianggap sebagai satu konsep yang samar, yang lebih banyak diperbincangkan daripada diperlaksanakan. Kritikan ini sebahagian besarnya disebabkan oleh penilaian yang tidak sistematik, tidak rasmi, dan tidak berjadual yang dijalankan oleh jurulatih-jurulatih.



Di Malaysia, aktiviti-aktiviti latihan diuruskan oleh sebuah agensi kerajaan yang dipanggil Majlis Pembangunan Sumber Manusia. Organisasi-organisasi dikehendaki mendapatkan perkhidmatan latihan yang diperlukan daripada institusi-institusi latihan yang berdaftar dengan pihak Majlis untuk membolehkan mereka mendapat bayaran balik perbelanjaan yang telah dikeluarkan semasa mendapatkan perkhidmatan latihan tersebut. Setakat ini belum ada kajian yang dibuat bagi mengetahui amalan penilaian latihan di kalangan institusi-institusi latihan ini. Kajian ini bertujuan untuk mengetahui latar belakang penilai-penilai latihan, amalan penilaian yang dilakukan dan untuk mengenal pasti corak persamaan amalan penilaian latihan yang dikendalikan.

Kajian ini bersifat penghuraian tinjauan. Pengumpulan maklumat dibuat dengan menggunakan soal-selidik yang diedarkan secara pos kepada institusi-institusi latihan. Statistik huraian seperti purata, peratusan, dan analisis pemfaktoran telah digunakan untuk menganalisis maklumat yang dikumpulkan.

Hasil kajian menunjukkan penilai-penilai latihan mempunyai kefahaman rendah mengenai pelbagai model penilaian. Mereka melakukan penilaian secara formal berdasarkan pengalaman yang lalu. Terdapat empat kumpulan corak amalan penilaian latihan yang telah dikenalpasti iaitu 1) penilaian rasmi; 2) penilaian ekonomi-lenturan; 3) penilaian hasil; dan, 4) penilaian berorientasikan pelanggan.

CHAPTER I

INTRODUCTION

Background of the Study

Training is an important tool for assisting policy leaders, government officials, development project personnel, extension experts, and agriculturists, in the realisation of their programme objectives and plans. The topic of training also has generated a lot of excitement in many companies. Never before has so much attention been given to the training of employees, and never before has the training of employees in the private sector been given such high priority in corporate Malaysia (Yong, 1996). Training of employees has gained much attention over the years mainly because companies have come to realise the importance of employees training as a factor for organisational growth, and this phenomenon is expected to continue even though Malaysia is facing an economic downturn. With the prevailing situation, companies are struggling to compete in order to survive in the market. Companies ought to excel more in such a tight market. They will have to consider to provide more training to their employees for employees to meet expectations and contribute to their companies (Fitzgerald, 1992). Furthermore, due to the economic downturn, retrenched employees also need training to provide them



with other new skills to enable them to join other companies that might require different skills from what they had. The newly acquired skills will stand them in good stead when the economy recovers, what is more, the current workforce will require continual skills upgrading to keep pace with technological advances.

The key elements that will support survival and competitiveness lie in the planned and continued training of employees. Properly planned and effectively implemented programmes for the development of employees with continuous improvement through evaluation have resulted in higher productivity and better financial results for companies (Koshy, Sunday Star, 28 June 1998). In Malaysia, training and development effort is supported by the existence of Human Resources Development Fund, and by the increase of education opportunity in the country.

The Growth and Development of Training in Malaysia

The Malaysian government since her independence in 1957, has manifested her commitment toward education and human resource development. Development approach in Malaysia is based on a five-year development plan. Besides physical infrastructure development plan inherent of substantial part, the key component in development plan in Malaysia is educational and human resource development. The government of Malaysia has always been committed to educational and human resource development for both public and private sectors.

Table 1 presents the amount of budget that the government has allocated for education and training in the country under the First Malaysia Plan (1966-1970) and the Second Malaysia Plan (1971-1975)

Table 1 Government Allocation for Education and Training

Sector	Second Malaysia Plan	First Malaysia Plan
Ministry of Education	RM448.48 million	RM512.10 million
Ministry of Labour	RM 3.70 million	RM 1.5 million
MARA Training Division	RM 42.20 million	RM 26.0 million
MARA Technology Institute	RM 42.88 million	RM 4.0 million
Total	RM537.26 million	RM543.60 million

Producing manpower needed for the economic and social development was emphasised as early as during the First Malaysia Plan. However, the growth of human resource development at initial stage was not as established as it was 20 or 30 year later. The emphasis was on education because the government believed that it was the key input to national development. The government has recognised the importance of human resource development in its quest for achieving developed nation status. This commitment was translated into the establishment and growth of training agencies in the country. Even though the emphasis was structured on agricultural development, the development of other fields like public administration and industrial development were also given attention.

Table 2 shows the agencies in the selected industries that were given the task of training and development in the country. These agencies were set up to provide training and development not only for their own staff but also for the public.

Table 2 Selected Agencies in the Selected Industries in Malaysia Responsible for Training and Development

Industry	Agencies
Agricultural Development	Department of Veterinary Services Malaysia States Agricultural Department Federal Agricultural Marketing Authority Farmer Association Authority Fisheries Department
Rural Development	Federal Land Development Authority (FELDA) Cooperative College Malaysia Community Development (KEMAS) Rubber Industry Smallholders Development Authority (RISDA) MARA National Youth Pioneer Corps (NYPC)
Civil Services	National Institute of Public Administration (INTAN)
Education	Aminuddin Baki Institute (ABI) Center for Extension and Continuing Education (CECE)
National Security and Public Order	Royal Malaysia Police Royal Malaysia Army Malaysia Prison Department Fire Services Department Malaysia
Industrial	National Productivity Corporation (NPC) Standards and Industrial Research Institute of Malaysia (SIRIM)
Business	Malaysian Institute of Management (MIM) Private Training Institutions

PERPUSTAKAAN
UNIVERSITI PUTRA MALAYSIA

In the field of agricultural development, several agencies were set up to carry out training for the farmers. These agencies are Department of Veterinary Services Malaysia (DVS), State Agricultural Department, Federal Agricultural Marketing Authority (FAMA), Farmers Association Authority (LPP), and Fisheries Department.

Department of Veterinary Services Malaysia (DVS) was one of the earliest departments established. The history of DVS started in 1930. The primary responsibility of DVS had been directed towards improvements of animal health and control of zoonotic diseases. The general objectives of DVS are to develop the livestock sector of the agriculture industry, towards an economic level of self-sufficiency in all livestock products, to meet domestic demand and whenever possible for export, in an environment free from specific infectious and exotic diseases. The roles of the DVS is to create the environment and climate for continued growth and development of the livestock industry. The functions and activities are geared towards providing technical services, together with regulatory, supervisory, and administrative and other supportive measures that would stimulate production of livestock and food of livestock origin. To achieve this the DVS offered training programmes and developmental activities such as beef production, cow-calf scheme, fattening scheme, animal health programme, veterinary public health programme, and animal feed production programme (Ahmad Mustaffa Babjee, 1994).

Agricultural department was set up in every state in the country with a few objectives. Firstly, to increase agricultural productivity by means of increasing farmers' contribution through technology transfer and research. Secondly, to gear the attitude of farmers toward ready acceptance of new technology in the agricultural development. Thirdly, to increase the country's economic growth by enhancing group participation in selected agricultural sectors, and fourthly, to provide quality services toward productivity growth. To achieve these objectives, State Agricultural Department conducted training and extension programmes for those who are involved in agricultural activities (Pahang Agricultural Department, Annual Report 1993).

Federal Agricultural Marketing Authority (FAMA) was established under the act of Parliament in 1965, with mission to be a marketing agency for horticultural products so that it is competitive, operating commercially and efficiently with controlled cost and quality. FAMA objective is to increase the income of farmers, employees and stakeholders at the same time to guarantee customers satisfaction. In 1995, FAMA established its own training institute in Port Dickson. It offers several courses and workshop, attachment, study visit, reference centre, and publications (FAMA, Annual Report 1995).

To further strengthen the agricultural development in the country, the government has set up Farmers Association Authority (LPP) in 1973. The purpose of this agency is to identify, train, and

develop genuine farmers who can provide leadership and training the other members and staff of regional farmers associations This programme involved three main projects skill development and technical training, farm management and entrepreneurship, and management training

Besides developing the agricultural industry, the fishing industry was not neglected In order to develop the fisheries industry the government set up the Fisheries Department with the aim of bringing about changes to the national fisheries sector so that it is commercially operated, modern, productive and achieve sustainable fisheries resources to meet the national demand The objectives of Fisheries Department are to increase national fish production, to manage fisheries resources rationally, to increase deep sea fishing entrepreneurship, to speed up aquaculture development, and to maximise income from the fishing industry Fisheries Department provides training through marine extension and fisheries training institute Malaysia Marine extension's three main programmes are the extension of fisheries skills, technology, and development Fisheries training institute Malaysia provides deep-sea fishing corps course, engine maintenance modular course and etc Through these programmes, the entrepreneurs were given training, continuous consultation and guidance on the aspects of technical knowledge, self and group development, problem solving, entrepreneurship and

changes in value and attitude (Department of Fisheries Malaysia, Annual Report 1994)

In the field of rural development the agencies that offer extension programme are Federal Land Development Authority (FELDA), Cooperative College Malaysia Community Development (KEMAS), Rubber Industry Smallholders Development Authority (RISDA), and Majlis Amanah Rakyat (MARA)

Federal Land Development Authority (FELDA) was set up in 1956. It is a Malaysia government statutory body which is engaged in large scale land development and population resettlement activities. FELDA provides training and development of its settlers through its structured development programmes. Many strategies were formulated and implemented to develop settler societies that are self-dependent, resilient, possess initiative, knowledgeable and responsible and capable of shaping their destinies. The primary focus of settler development programmes was on the creation of appropriate institutions, economic development and welfare of the family.

Cooperative College Malaysia is the only learning institute in the country that deals with cooperative training. It was established in 1956 under the Colonial Welfare and Development Fund. The Malaysian government had also contributed to its development by providing training facilities to cooperative colleges. This college is to provide training and education specifically in the field of cooperative

management to all cooperatives in Malaysia and to other departments that have their own cooperatives. It envisaged that the training will result in effective and efficient cooperative administration (Cooperative College Malaysia, Annual Report, 1993).

In 1961, the Rural Industry Development Authority (RIDA) set up Community Development Department (KEMAS). The main objective of the institution is to eradicate the illiteracy among adults in rural area and to bring about change in the attitude of the community towards rural development. These were done through several programmes such as pre-conditioning the community, developing the initiative of the community, and underpinning programmes. KEMAS had also a programme called "A Family Well-Being Movement" (GKK) which focuses on activities such as education, health, second generation youths, harmonious family environment and activities that enhance the family income.

The commitment to upgrade the economic and social status of Bumiputera (indigeneous people) leads to the establishment of Majlis Amanah Rakyat (MARA) in 1966 which replaced RIDA. The economic and social status upgrading efforts were done through activities in entrepreneurship, corporation, equity ownership, and human resources development. This agency revolves around implementing several activities in areas of secondary education, skill training, educational sponsorship, and commercial education. The contribution

of the training division of MARA in these fields has been significant. The training is designed to introduce and inculcate a sufficient level of trade and craft skill to rural Malays and other indigenous youths to enable them to obtain productive employment.

The National Youth Pioneer Corps (NYPC) was established in 1966 to provide disciplinary and skill training for youths who could not normally gain admission into other formal training programmes because of their educational standards. It conducted training in eight trades, ranging from motor mechanics, tractor driving and maintenance to tailoring (Malaysia, 1991).

In 1973, the government set up Rubber Industry Smallholders Development Authority (RISDA). The mission is “to establish a prosperous smallholders’ community through the development of every aspect of social-economic endeavour”. RISDA undertakes to offer extension education activities to the farmers, their families, and as well as their communities. Among the programmes it offered are replanting, farm management, small industry, animal husbandry, and marketing of agricultural produces.

In the field of civil service, the need to train the government employees leads to the establishment of National Institute of Public Administration (INTAN) in 1972. This agency is responsible for training government employees in the broad areas of administration and management. The agency provides training and training