UNIVERSITI PUTRA MALAYSIA

**TRAINING DESIGN DEVELOPMENT: THE PRACTICE
OF FOUR DEVELOPMENT AGENCIES IN MALAYSIA**

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TRAINING DESIGN DEVELOPMENT:
THE PRACTICE OF FOUR
DEVELOPMENT AGENCIES IN MALAYSIA

By

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GLOSSARY

ILR: Institut Latihan RISDA (RISDA Training
            Institute)

INPUT: Institute of Land Development, Trolak

FELDA: Federal Land Development Authority

KEMAS: The Community Development Division

PPSTM: Pusat Pembangunan Sumber dan Teknologi
            Manusia (Centre for Human Development
            and Technology Resources)

MARDI: Malaysian Agricultural Research and
            Development Institute

RISDA: Rubber Industry Smallholders
            Development Authority

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FEBRUARY 1994

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Efficient and effective training programmes are
needed to produce competent workers in order to achieve
the development goals of a country. Therefore,
strategy-oriented, coordinated training designs are
important to maximize the impact of the training
activities.

This study was conducted to identify the training
design(s) and components employed by the training
personnel of Malaysian Agricultural Research and
Development Institute (MARDI), the Federal Land
Development Authority (FELDA), the Rubber Industry

Smallholders Development Authority (RISDA), and the Community Development Division, Ministry of Rural Development (KEMAS).It also sought to determine the processes of developing the components of training design as practised by the respondents. Finally, it attempted to determine problems encounterd during the process of developing the training designs and also issues related to the transfer of training to the working environment as perceived by the training personnel.

A proposed generic training design, which formed the basis of the instrumentation, was first derived by using content analysis procedure. Fifteen training designs or programme development models were reviewed to synthesize a proposed generic training system approach design. Personal interviews were conducted from 78 selected training personnel of four respective development agencies . Quantitative data analysis was employed to analyze the data from interviews.

The results of the statistical analyses showed that the four development agencies followed a similar trend of practices, incorporating only five training components out of the proposed eight components. The components were : 1) Deriving training content;

2) Conducting training ; 3) Defining training objectives; 4) Monitoring and evaluating training; and 5) Following-up and Revising training . This indicated a need for its further improvement by explicitly or implicitly including the other three components as they are critical in determining the effectiveness of the training programmes. The findings also showed that the training personnel perceived all the training components and its related tasks were important to be included in the training. The data further indicated that the training personnel perceived all the issues of transfer of training to be important and that the training related and non-training related factors were the major concerns which initiated the conduct of training programmes.

The study therefore recommends that all training personnel or those who are responsible for training to have a thorough understanding of a systematic and organized process of training programmes. Also, it is highly recommended for all categories of personnel in the organization to have a high-level commitment to training which must be reflected in their administrative and management actions.

Abstrak   tesis yang dikemukakan kepada Senat
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PEMBENTUKAN REKABENTUK LATIHAN:
PENGAMALAN EMPAT AGENSI
PEMBANGUNAN DI MALAYSIA

Oleh

ASMA BINTI AHMAD

FEBRUARI 1994

Pengerusi: Professor Madya Hj. Saidin Teh, Ph.D.

Fakulti : Pusat Pengembangan dan Pendidikan Lanjutan

Program   latihan   yang   efisien   dan   efektif

menghasilkan kakitangan yang cekap dalam mencapai

matlamat   pembangunan sesebuah negara. Oleh itu,

rekabentuk latihan yang strategik dan koordinasi adalah

penting untuk mendapatkan kesan latihan yang maksimum.

Kajian   ini   dijalankan   untuk   mengenalpasti

komponen-komponen rekabentuk latihan yang dipraktikkan

oleh kakitangan Latihan Institut Penyelidikan Pertanian

Malaysia (MARDI), Lembaga Kemajuan Tanah Persekutuan (FELDA), Lembaga Kemajuan Pekebun Kecil Perusahaan Getah (RISDA) dan Bahagian Kemajuan Masyarakat (KEMAS). Ia juga cuba mengenalpasti beberapa proses pembentukan rekabentuk latihan yang dipraktikkan oleh responden. Akhir sekali, ia cuba menentukan masalah-masalah yang dihadapi semasa proses pembentukan rekabentuk latihan dan juga persepsi kakitangan tentang isu-isu berkaitan dengan pemindahan latihan.

Rekabentuk generik latihan yang dicadangkan menjadi asas instrumentasi yang dibentuk dengan menggunakan prosedur "content analysis". Lima belas rekabentuk latihan atau model pembentukan program telah ditinjau untuk mensintesiskan satu cadangan rekabentuk generik kaedah sistem latihan. Kaedah temubual individu digunakan untuk mengumpul data daripada 78 kakitangan latihan terpilih di kalangan empat agensi pembangunan. Kaedah kuantitif digunakan untuk menganalisis data daripada temubual.

Penemuan kajian menunjukkan persamaan pengamalan rekabentuk latihan di kalangan responden dengan mempraktikkan lima daripada lapan komponen latihan yang dicadangkan. Komponen-komponennya ialah : 1)

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Menyediakan kandungan latihan; 2) Melaksanakan latihan; 3) Mendefinisikan objektif latihan; 4) Mengawasi dan menilai latihan; dan 5) Membuat susulan dan semakan latihan. Ini menunjukan yang rekabentuk latihan perlu peningkatan secara nyata atau tersirat dengan menambah tiga komponen lain yang kritikal dalam menentukan keberkesanan sesuatu program latihan. Keputusan juga menunjukkan kakitangan latihan menganggap kesemua komponen latihan dan tugasan berkaitan dengannya penting dalam merekabentuk sesuatu program latihan. Seterusnya, data menunjukkan persepsi kakitangan latihan tentang kesemua isu pemindahan latihan adalah penting dan faktor-faktor berkaitan dengan latihan atau bukan latihan adalah perkara utama yang menentukan sesuatu program latihan dijalankan.

Kajian mencadangkan supaya kesemua kakitangan latihan dan juga mereka yang bertanggungjawab tentang latihan perlu mendapat kefahaman yang menyeluruh tentang proses merekabentuk program latihan yang sistematik dan tersusun. Adalah juga dicadangkan supaya setiap kategori kakitangan dalam organisasi mempunyai komitmen yang tinggi terhadap latihan melalui tindakan pentadbiran dan pengurusannya.

CHAPTER I

INTRODUCTION

The Context of the Study

Many development strategies have been developed and implemented to accelerate the pace of development. However, the outcome of these development efforts failed to produce the intended impact and it is now of great concern to all those who are involved in enhancing the development process. It was noted that the management problems (Reilly, 1979) and administrative inadequacies (Mathur, 1983) were found to be the main obstacle to the successful implementation of these development projects. Mathur (1983) further claims that if public administration is effective, and other requirements for development are available, progress then can be expected. This realization has led to several efforts to improve the administrative capability for development, one of which is training.

Training through a more organized purposive development-oriented activity contributes towards improving the performance of development programmes (Camp et al., 1986). Experts from Food and Agriculture Organization who are familiar with development projects

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in some developing countries shared the same have noted that training had created the development opportunities not only on improving individual performance but also had great potential for enhancing organizational growth (Mathur, 1983). The processes of education and training are of vital importance in the development of manpower within a system or an organization.This was supported by Poltecher (1987) who viewed education and training as the key factor that will unlock the full potential of human resources.

Many authorities have already recognized that training is an important component and a critical factor in the development process (Aslam, 1986; Pepper, 1987; Poltecher, 1987). It facilitates development by increasing awareness, improving skills and bringing about attitudinal changes. It is anticipated that an innovative and creative personality triggers development activities.

Training in the Malaysian Context

A highly productive, effective and efficient public administration has been one of the goals as well as a strategy of the Malaysian Government in achieving the nation's economic growth and development. The developmental tasks of the government require an

efficient and effective administrative system (Ahmad Sarji, 1991). Significant budgetary allocations have also been devoted for the goverment's manpower training (Government of Malaysia, 1976, 1984, 1986). The government has also introduced a number of policies to speed up this developmental process (Ambrin, 1990). Institutional measures need to be taken to supplement them. With adequate trained personnel, development can proceed smoothly on its course.

In realizing this fact, the government has established training units or divisions in most of departments, and some even have their own training institutes to cater for the training needs of their employees. This training need has been well recognized and emphasized that one can observe the mushrooming of numerous training institutions for various levels of personnel by either specialized training institutions or the development agencies (Alang, 1980; Abu Daud, 1986).

Two strategies of training are normally being practised by these development agencies. Those agencies with their own training facilities conduct "in-house" training programmes. The training personnel of the respective development agencies will develop the training programmes in consultation with officers from

other divisions. Sometimes they also seek external assistance from other organizations to develop those programmes.

As for the second approach, the development agencies would request the training institutions to conduct tailor-made programmes for their personnel. Background information of the prospective course participants will be given to the training institutions. If there is a readily-made programme package to match, this is used to conduct the training. If unavailable, a new programme will be developed by the training institution. Through experience and observations made by the researcher, normally the development of the training programmes was based merely on a little information received by the training institution. This is inadequate, resulting in the training course developed not meeting the training needs of the participants (Camp et al., 1986). The course thus became irrelevant and impractical in the working places.

It has been observed that most training programmes conducted are based more on the concept of satisfying the organizational needs, and are inadequate (Camp et al., 1986; Nadler, 1986, 1993). A more practical, coordinated and systematic approach to training is

needed for an effective result at minimum cost. The effectiveness of training programmes depends on the concerted efforts of all those who are directly or indirectly responsible to the training functions.

Need for Training Design

Efficient and effective training programmes are needed to produce competent workers in order to achieve the national development goals of the country. Mathur (1983) argues that training can play a decisive role in development affairs if only the trainers and development experts work closely together in developing training programmes for development workers. Collaboration is essential between these personnel to produce efficient and effective programmes.

Training aims to produce positive changes such as improved capabilities of the individuals at work, more efficient performance of activities and also in preparing the individuals to assume more or new responsibilities (Economic Development Institute of the World Bank, 1982). Strategy-oriented, coordinated training programmes are needed to maximize the impact of training activities (Camp et al., 1986).