UNIVERSITI PUTRA MALAYSIA

TRANSFER OF TRAINING OF SELF DEVELOPMENT COURSE AS
PERCEIVED BY THE MANAGERIAL AND PROFESSIONAL
EMPLOYEES OF KUALA LUMPUR CITY HALL

HJ. MD. ZAMRI BIN HJ. JALALUDIN

FPP L 1996 5

TRANSFER OF TRAINING OF SELF DEVELOPMENT COURSE AS PERCEIVED BY THE MANAGERIAL AND PROFESSIONAL EMPLOYEES OF KUALA LUMPUR CITY HALL

By

HJ. MD. ZAMRI BIN HJ. JALALUDIN

Project Paper Submitted in Partial Fulfilment of the Requirement for the Degree of Master of Science (Human Resource Development) in the Centre for Extension and Continuing Education
Universiti Pertanian Malaysia

May 1996

ACKNOWLEDGEMENTS

In the name of Allah, Most Gracious, Most Merciful

Above all I am submissively very thankful to ALLAH (S. W. T.) for giving me the blessings and patience to undergo this master's programme. I am also grateful to the Kuala Lumpur City Hall management staff, especially the Chief Director, Deputy Chief Director I, and my boss the Director of Organisational Management Department for kindly granting me the precious study leave and study allowances supporting my study at UPM. Gratefully, I wish to express my sincere gratitude and appreciation to the following important persons whose assistance and encouragement were invaluable toward the success of my endeavours during the master's program.

My supervisor Associate Professor Dr. Hjh. Aminah Bt. Ahmad for her guidance throughout this programme and her constructive advice during the course of my research work.

TABLE OF CONTENTS

LIST OF TABLES

Abstract of project paper submitted to the senate
of University Pertanian Malaysia in partial fulfilment
of the requirement for the degree of
Master of Science

TRANSFER OF TRAINING OF HUMAN DEVELOPMENT COURSE AS PERCEIVED BY MANAGERIAL AND PROFESSIONAL EMPLOYEES OF KUALA LUMPUR CITY HALL

By

HJ. MD. ZAMRI BIN HJ. JALALUDIN

MAY 1996

Supervisor: Assoc. Prof. Dr. Hjh. Aminah Bt. Ahmad

Faculty: Centre For Extension and Continuing Education

The objective of this study were: 1) to determine the extent of

transfer of training as perceived by the managerial and professional

employees of Kuala Lumpur City Hall (DBKL), 2) to determine the

relationship between the extent of transfer of training and the extent of

organisational support as perceived by the employees. The one

hundred respondents involved in this study were employees who have

ix

attended self development course held by DBKL in 1995. Data were collected by means of questionnaires which had been tested for reliability in measuring transfer of training and organisational support. The data were analysed by using the Statistical Package For Social Sciences (SPSS-PLUS) for Windows. The finding shows that as a whole there was moderate to high level of transfer of training among the respondents, based on their perception. It was also found that there was a significant positive correlation between transfer of training and organisational support. Based on the findings it was suggested that the training content be revised by focussing on topics whereby the transfer of training levels were low, and organisational support should be further increased to facilitate further transfer of training.

Abstrak projek penyelidikan yang dikemukakan kepada senat Universiti Pertanian Malaysia sebagai memenuhi sebahagian daripada keperluan untuk mendapatkan Ijazah Sarjana Sains

PEMINDAHAN LATIHAN KURSUS BINA INSAN MENGIKUT PERSEPSI KAKITANGAN PENGURUSAN DAN PROFESIONAL DEWAN BANDARAYA KUALA LUMPUR

Oleh

HJ. MD. ZAMRI BIN JALALUDIN

MEI 1996

Penyelia: Professor Madya Dr. Hjh. Aminah Bt. Ahmad

Fakulti: Pusat Pengembangan dan Pendidikan Lanjutan

Objektif kajian ini ialah: 1) untuk menentukan sejauh manakah pemindahan latihan kursus bina insan berlaku mengikut persepsi kakitangan pengurusan dan profesional Dewan Bandaraya Kuala Lumpur (DBKL), 2) untuk melihat sama ada terdapat kaitan antara pemindahan latihan dengan sokongan organisasi mengikut persepsi

kakitangan tersebut. Seratus responden yang telah mengikuti kursus bina insan pada awal tahun 1995 telah terlibat dalam kajian ini. Data telah dikumpul dengan menggunakan borang soalselidik yang telah diuji kesahannya untuk mengukur tahap pemindahan latihan dan sokongan organisasi di tempat respondan bekerja. Data yang terkumpul telah diproses dengan menggunakan perisian statistik "SPSS-Plus for Windows". Hasil kajian menunjukkan secara keseluruhannya terdapat tahap pemindahan kursus bina insan yang sederhana dan tinggi di kalangan responden berdasarkan persepsi mereka. Terdapat perkaitan positif yang signifikan antara pemindahan latihan dengan sokongan organisasi. Berdasarkan hasil kajian penyelidik mencadangkan kandungan kursus perlu disemak semula dengan memberi perhatian kepada topik-topik di mana tahap pemindahan masih rendah, dan sokongan organisasi dipertingkatkan bagi meninggikan lagi tahap pemindahan latihan.

CHAPTER 1

INTRODUCTION

Malaysia, a developing country, is experiencing rapid changes in terms of economy, science and technology. Human resource development plays an important role in the realisation of Vision 2020. This can be achieved by the continued process of education and training in the public and private sector. Poltecher (1987) put education and training as one of the keys that will develop human potential to the maximum. Smith (1983) and Lovel (1984) viewed staff development programmes, which include in-service training, playing an important role in bringing about planned changes in employees' behaviour. Changes in employees' behaviour which is planned beforehand are expected to occur with improved knowledge, skills, and positive attitude, values, work ethics and work culture.

The rapid development and changes toward achieving Vision 2020, that took place within the administrative system in Malaysia has resulted in greater awareness and interest towards in-service training among public employees (INTAN, 1991; 1992;1993). With the rapid changes in public sector organisational structure and the development of sophisticated technology, training is viewed as an important tool to cope with the new development. According to Frederiksen (1982) training is one of the approaches to solve organisational problems. Alang (1980), viewed training as a tool to increase organisational efficiency, and most organisations have given consideration to the training direction.

Training is a form of adult education or continuing education as viewed by UNESCO (1977), broader definition of adult education. Courtney (1991) and Cross (1981) Darkenwald and Merriam (1982) viewed that adult commit themselves to learning/training for many reasons, where transfer of training is one of the reasons. Transfer of training can contribute to development of a nation

In the development of a nation , besides materials and technologies, human resource is the most important ingredient. Johnston and Parker's landmark study, Workforce 2000, (1987) pointed out that the foundation of national wealth was the people, i.e. human capital represented by their knowledge, skills, organisations, and motivations. Education and training are the primary systems by which human capital of a nation is preserved and increased. It is evidenced in many organisations that only trained and continually trained staffs will add value and quality to the organisations (Peters, 1988; Deming, 1988).

In Malaysia the establishment of National Institute of Public Administration (INTAN) is seen as a vital institution for effective implementation of the public sector's in-service training policy which was adopted by the government in 1970 (Iqbal, 1987 cited in Arshad 1993). The government was aware of the importance of training in the public sector in order to achieve excellence in the Civil Service (INTAN, 1991). Other government agencies such as MARDI, SIRIM, DBKL, TNB and FELCRA realising the importance of training followed by establishing their own training centres.

Big organisations in the world today, spend billion of dollars to finance their training programs. Carnevale and Gainer (1990) estimated that U.S. employers both public and private sectors spend a huge $30 billion annually on direct costs of formal training. This does not include indirect costs such as trainees' salaries and costs of training facilities. In addition they spend between $90 to $180 billion on less structured informal training. For example IBM, spend $750 million or 5 percent from their yearly budget while General electric spend $260 million or 2 percent of their yearly budget for training.

Many organisations are just beginning to realise the full extent of their expenditures for training (Broad and Newstrom 1992). In Malaysia the Deputy Prime Minister, Dato' Seri Anwar Ibrahim said that an estimated amount of $20 billion was invested in training (Money Matters, 1990).

The importance of training is considerably felt , with the yearly increase in training budget of the public sector. According to the Malaysian Budget 1990 by the Ministry of Finance (Malaysian Government (1990), the estimated budget for INTAN in the year 1989

is RM19 million and increased to $22 million in 1990. While the Ministry of Human Resource spent RM 18 million in 1989 and increased to RM 20 million in 1990. Pusat Daya Pengeluaran Negara , another training agency, spent RM 8 million in 1990. City Hall of Kuala Lumpur spend RM 5 million in 1993 to support it's formal and informal training. In Malaysia the Fifth Development Plan (1991-1995) , a total of RM303.89 million was allotted for training .

In many organisations, the ultimate interest of any training programs, especially formalised training program, is ensuring what has been learned in the training program transfers to the context for which it is to be used, Decker and Natham (1985).

Background of the Problem

Presently in service training is a planned activity in any dynamic organisations be it in public or private sector. A huge sum of money is spent to finance the training. With the big investment in training , questions arise as to whether organisations receive a good

and fair return on their training investments. Organisations, trainers and trainees should ensure what have been taught in the training programmes is being used in the work place. Thus come the challenge to maintain, and apply the skills acquired from training in the organisations in order for the organisation to survive and flourish. According to Georgensen (1982), and Broad and Newstrom (1992) the problem of transfer of training is an acute one especially to the organisations which expect a high return from their investments in training.

Acknowledging the fact that training does not come cheap, top managers wish to see value for money invested, Rowe (1992). In Malaysia most public sector training are evaluated immediately after the training ended, but very rarely follow up evaluation or study is done to determine the extent to which what has been learned in the training program is being used by the trainees in their daily work.

Statement of the Problem

Like any other dynamic organisation, Kuala Lumpur City Hall (DBKL) expects its employees who have attended training program to apply the new knowledge and skills gained during training to their work. DBKL expects total commitment of transfer of training from its employees. The high expectation of DBKL for transfer of training on its employees is justified because it has invested a large sum of money for training programs. Ideally it wants every training program to be effective and every trainee to transfer training to their work, (Suara Bandaraya, 1993). Presently there is no empirical study on transfer of training among employees in DBKL. This is an exploratory study looking into the extent of transfer of training as perceived by the trainees who have attended the self development course. In many situations, nobody care what happen after training had taken place and no follow up is being done. The question of how to get trainees apply new ideas, skills and knowledge to their own work situations has been a continuing problem in the City Hall.

Generally the top management perceives and generalises that despite spending a large sum of money on staff training and development, no perceptible changes in on-the-job performance occur. This assumption is without empirical evidence to support. Trainers assumed that the subject matter they taught is both useful and relevant, but either the individual trainee chooses not to apply what he has learned, or if he does , the organisation obstructs his attempts at innovation and fail to support him, Huczynski (1978).

Very few studies have been done on transfer of skills learned in training to work setting, (Balawin and Ford , 1988). Certain factors in work environment which were thought to have a possible influence on the transfer of training skills such as supervisory support were worth investigating, (Salven and Totterdell, 1993)

The problem of transfer of training in DBKL cannot be left to continue forever. Responsible parties should approach the problem or else the RM 5 million invested by DBKL yearly on training programs will be wasted. So it is the purpose of this study to examine the extent

of training transfer among the DBKL employees who have attended training held by DBKL

Objectives of the Study

The objectives of this study are:

1. To determine the extent of transfer of training as perceived by t rainees who have attended self development course held by DBKL

2. To determine the relationship between the extent of transfer of training and the extent of organisational support as perceived by   the trainees.

Significance of the Study

It is hoped that the findings of this study will help guide DBKL in planning   and   creating   positive   and   dynamic   organisational

environment and atmosphere conducive to the practice of transfer of training. Thus it is also hope that the future training program will benefit both trainees and DBKL. In addition, it will avoid wastage of time, energy, materials and public funds.

The findings of this study will also set the milestone for future study on other aspects of transfer of training for other courses conducted by Kuala Lumpur City Hall as well as courses conducted by other organisations.

This study is useful to organisations that give priority to staff development through training programs to ensure that their organisational environments are conducive to the practice of transfer of training.

Limitations of the Study

The findings could only reflect the extent of training transfer among a specific group of employees in DBKL, that is the managerial and the professional groups and may not be applicable to other

employees of DBKL. The findings may not be generalised to employees of other organisations.

Training transfer was measured based on trainees' perception of the extent to which they have used what they have learned from the human development course in their daily duties. Organisational support was also measured based on the trainees' perception of the extent of support from the organisation.Data for the study were only obtained from the trainees but not from the management staff.

CHAPTER II

REVIEW OF RELATED LITERATURE

The purpose of this chapter is to explain several concepts used in this study and to review related literature which are relevant to this study. The concepts include: Training, transfer of training and organisational support.

Training

The existing literature, including the Malaysian Government's publications, pose some controversies with regard to the use of the terms "education" and "training". The two words have been erroneously used interchangeably, (Arshad,1993). The word 'training' is often used as a synonym for 'education', (Kenny and Donnelly,1979