



UNIVERSITI PUTRA MALAYSIA

**TRANSFER OF TRAINING AMONG TEACHERS
ATTENDING SHORT COURSES**

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FPP 1997 34

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**MASTER OF SCIENCE
UNIVERSITI PUTRA MALAYSIA**

1997



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by

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**A Research Project submitted to the Department of Extension Education,
Faculty of Educational Studies, in partial fulfillment of the requirements
for the degree of Master of Science (Human Resource Development)
Universiti Putra Malaysia**

May 1997



ACKNOWLEDGMENTS

All praise be to Allah for His guidance and mercy.

In writing and completing this project paper, I have had so much help from lecturers, friends, relatives and colleagues who advised me on how to improve the project paper. I wish to thank especially my supervisor, Dr. Azahari Ismail for helping me to complete this project paper and illuminating me with so much knowledge and skills.

My sincere appreciation and thanks are dedicated to all lecturers and staff in the Department of Extension Education for their support, guidance and constants encouragement. I have truly enjoyed their kindness during my studies in the center. To Dr. Hj. Maimunah Ismail, thank you for being so nice and understanding.

I would like to thank Azmi Salim, Norazlan Anual, Razaob Hamat and Suhaimi Salleh for their constant support and companion. I am indebted to Zakaria, Azman Ali, Mahani, Hulma, Aiman Najah and Eizaz Sadeq for their kindness and hospitality. For all the prayers and encouragement and help, I would like to thank particularly my mother and all the members of my family.

I would also like to thank my students and all the teachers in Sekolah Menengah Jengka 10 for their support and consideration. Special thanks and

gratitude to the cooperation and support given by the principal and supporting staffs.

For my wife Roslina Yaakub and for my children, Ahmad Ikram, Sufiya Adnin and Ammar Syatbi, no word can express my love for your understanding, tolerance and suffering throughout the duration of my studies. Your willingness to wait and pray for my success is deeply appreciated.

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Abstract of Research Project submitted to the Department of Extension Education, Faculty of Educational Studies, Universiti Putra Malaysia in partial fulfillment of the requirements for the degree of Master of Science.

**TRANSFER OF TRAINING
AMONG TEACHERS ATTENDING
SHORT COURSES**

By

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MAY 1997

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The transfer of training (the application of training in the workplace) is a critical issue faced by all organizations. This issue is concerned with the impact of training on employees and the organization. Trainee's characteristics, training design and organizational support are identified in many studies as the three major factors affecting the transfer of training.

This study is aimed at investigating the transfer of training on the Art of Learning courses organized by the Education Department of Pahang. The objectives of the study were: (1) to identify the outcomes of the Art of Learning

course; (2) determine the level of learning and transfer of training among course participants; (3) to determine the relationship between the transfer of training and trainee's characteristic, training design and organizational support.

Ninety-four teachers out of 120 participants who attended three separate training programs were interviewed. They were asked to rate ten questions regarding trainee's characteristics, twenty questions each regarding training transfer, training design and organizational support. Data were gathered through personal interviews using questionnaires specifically designed for these studies. Three relationships were tested by using Pearson Product - Moment Correlation. Frequencies, mean, median, percentages and t-test were also used in the analysis.

The findings from the study showed that there were changes in the level of knowledge, level of skills and level of ability to solve problems among participants after attending training program. However the levels of training transfer among the participants were low. The study also found that the score on trainee's characteristic and training design were high. The score on organizational support was less than the median.

The findings indicated a positive and significant correlation between : (1) transfer of training and trainee' characteristics, (2) transfer of training and training design. However the finding did not show any relationship between transfer of training and organizational support.

Appropriate suggestions are offered to enhance transfer of training among teachers attending short courses. Accordingly, suggestions for further research are also provided.

Abstrak Projek Penyelidikan yang dikemukakan kepada Jabatan Pendidikan Pengembangan, Fakulti Pengajian Pendidikan, Universiti Putra Malaysia sebagai memenuhi sebahagian daripada keperluan untuk mendapat Ijazah Sarjana Sains.

**PEMINDAHAN LATIHAN DI KALANGAN
GURU-GURU YANG MENGHADIRI
KURSUS JANGKA PENDEK**

Oleh

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MEI 1997

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Pemindahan latihan (aplikasi terhadap apa yang dipelajari dalam program latihan ke tempat kerja) ialah isu kritikal yang dihadapi oleh semua organisasi. Isu ini adalah berkaitan dengan kesan latihan ke atas pekerja dan organisasi tersebut. Ciri-ciri pelatih, rekabentuk latihan dan sokongan organisasi telah dikenalpasti dalam banyak kajian sebagai tiga faktor utama yang mempengaruhi pemindahan latihan.

Kajian ini bertujuan untuk melihat pemindahan latihan di kalangan peserta-peserta yang menghadiri kursus-kursus 'Art of Learning' anjuran Jabatan Pendidikan Negeri Pahang. Objektif kajian ialah untuk: (1) mengenalpasti hasil

kursus Art of Learning; (2) menentukan tahap pembelajaran dan pemindahan latihan di kalangan peserta; (3) menentukan perkaitan di antara pemindahan pembelajaran dengan ciri-ciri pelatih, rekabentuk latihan dan sokongan organisasi.

Sembilan puluh empat orang daripada 120 orang peserta yang menghadiri tiga program latihan yang berasingan telah ditemuduga. Mereka diminta memberi skor kepada sepuluh kenyataan mengenai ciri-ciri pelatih dan 20 kenyataan setiap satu bagi pemindahan latihan, rekabentuk latihan dan sokongan organisasi. Data telah dikumpul melalui temutanya bersemuka menggunakan soalselidek yang direka khusus untuk kajian ini. Tiga ujian perkaitan telah dijalankan dengan menggunakan "Pearson Product - Moment Correlation". Kekerapan, purata, median, purata dan ujian - t juga digunakan dalam analisis ini.

Hasil kajian menunjukkan perubahan dalam tahap pengetahuan, kemahiran dan kebolehan menyelesaikan masalah di kalangan peserta selepas menghadiri program latihan. Walau bagaimanapun pemindahan latihan di kalangan peserta adalah rendah. Kajian jagan mendapati skor ke atas ciri-ciri pelatih dan reka bentuk latihan adalah tinggi. Skor ke atas sokongan organisasi adalah kurang dari median.

Hasil kajian menunjukkan perkaitan yang positif dan signifikan di antara:

(1) pemindahan latihan dan ciri-ciri pelatih; (2) pemindahan latihan dan reka bentuk program. Walau bagaimanapun hasil kajian tidak menunjukkan perkaitan signifikan di antara pemindahan latihan dan sokongan organisasi.

Beberapa cadangan telah dikemukakan untuk meningkatkan pemindahan latihan di kalangan guru-guru yang menghadiri kursus jangka pendek. Cadangan juga dibuat untuk kajian selanjutnya dalam bidang ini.

CHAPTER 1

INTRODUCTION

The school is a place of learning. It is a sanctuary where education grows and nourishes under the dedication of teachers and school administrators. It is a haven for students to begin their early steps in acquiring knowledge, skills and attitude. Life is about dreams. Teaching and learning is about making the dreams come true. For teachers and school administrators, their noble goal and dedication are to produce students who will be good citizens as well as obedient servants of Allah. In order to produce good students, teachers must acquire good knowledge, skills and attitude too.

The Education Department recognized that the preservice training provided to teachers is not adequate. Thus during their teaching years, efforts are made to further train teachers with suitable skills and knowledge. With the rapid changes in educational technology and the information explosion, the roles of teachers are becoming more challenging. Teachers have to cope with the changes in order to be ahead of their students. The ability to teach and impart knowledge alone is no longer sufficient in school. New skills and competencies are needed both by the students and teachers to perform well in their studies. There were many cases, especially in urban schools where the students' knowledge and skills are better off than their teachers. This is because through



the initiative of enthusiastic parents for example, students have been exposed to various programs such as computer competencies, study skills and motivational courses.

The establishment of private colleges and training institutions is another challenge to public schools. There are many kinds of programs offered by these colleges and schools. Motivational courses, computer competencies, study skills and language proficiencies are few popular programs vigorously conducted by the private colleges and institutions. These colleges and schools can afford to conduct these programs because the fees they are charging the students and participants are very high compared to public schools.

Various learning programs are also available in the open market. Learning and teaching programs such as Speed Learning, Super Learning, Study Smart and Human Calculator can be purchased through just a phone call. In other word education is no longer a 'traditional routine' i.e. learning and teaching that is mainly based on textbooks, teachers and school alone. It is now a booming industry as competitive and as rapid as industrialization. Based on the realization of these phenomena, the Education Department feels that teachers and school administrators need to attend some of the above programs. In May 1992 for example, 100 school teachers from all over Pahang attended a four day's course on the Art of Learning (Shariff, 1992). The course was organized by the Education

Department of Pahang and sponsored by Pahang State Foundation. According to the General Manager of Pahang State Foundation, Datuk Sariff Shamsuddin, the total cost of the course was RM35,000.

The Education Resource Center of Pahang (Pusat Sumber Pendidikan Negeri Pahang, PSPN), District Education Office (Pejabat Pendidikan Daerah, PPD) and even schools, organized their own training programs (JPNP, 1995). In May 1994 for example 40 teachers attended a four day's course on the latest Study Skills module at Teratak Mercu, in Bandar Jengka Pahang (PSPN, 1994). In July, the same year another batch of teachers with study skill's experience attended a four day's workshop on Mind Mapping and Accelerated Learning at the Kabana Resort in Cherating, Kuantan. Study Skill trainers such Dr. Shukri and Dr. Hassan Ali, become popular 'artists' among schools and have been receiving frequent invitations to lecture on the 'art of learning'. The above are few examples that training are the 'in thing' in schools.

Goldstein (1990) asserts that individuals, managers and organizations have turn to training in solving problems related to job. Training is one of the ways that can be taken to solve some of the organizational problems. A similar idea was agreed by Frederiksen (1982), although he believed that not all problems can be solved through training. However more and more organizations are giving

considerations on training because training is one of the ways to improve organizational effectiveness (Alang, 1990).

Today, we cannot deny the importance of training in our effort to improve organizational effectiveness. Looking at this, a cabinet Committee On Training was set up in Mac 1990 (Malaysia Government, 1990). Besides the above committee, the Malaysian Government has also set up a panel to improve the public services (Malaysian Government, 1990). This panel has identified that training program should be given emphasis to achieve the objective of its establishment. According to the report by the panel, government officers should be given training in their respective job. Therefore various kinds of training will be conducted by the public sectors to increase the competency of the government employees (Malaysian Government, 1989).

The Public Services Department (Jabatan Perkhidmatan Awam, JPA) also believed that training is one of the ways to improve the performance of an organisation. Training was also given serious attention by the private sector. According to the Fifth Malaysian Plan, in 1985 there were 250 training institutions that were conducted by the private sector. The government has encouraged the private sector to give training to the civil servants and the public. In order to encourage this, in the 1991 budget, the government gave double

exemption to the organizations that conduct training programs. Today, there are more than 400 training institutions conducted by the private sectors.

Actually huge amounts of money were spent for the training programs. The United State of America for example spent US\$100 billion every year for training and development program (Broad,1982). IBM alone, for example, spent US\$750 million or 5 % of its annual budget for training programs, while General Electric Company spent US\$260 million or 2% of its annual budget for the same purpose. This amount is not inclusive of the participant's salary for attending the training programs.

In Malaysia, there are evidences that huge amounts of money are spent on training program. The education and training sector continues to receive the highest allocation from the budget every year (Berita Harian, 1996). The chairman on the Cabinet Committee on Training, Dato' Seri Anwar Ibrahim said that human resource development is still the most effective strategy to guarantee social mobility and to bridge the widening social gap.

According to the Malaysian Ministry of Finance, the Institute of Public Administration (INTAN) alone spent RM19,785,000 in 1989 and the amount increased to RM22,080,500 in 1990. The budget allocated for Human Resource Ministry in 1989 was RM18,197,500 and increased to RM20,264,800 in 1990. The National Productivity Center (NPC) spent RM7,937,200 in 1989 and the

amount spent on training increased to RM8.784,400 in 1990. The Fifth Malaysian Plan (Rancangan Malaysia Kelima, RML) allocated RM303.89 millions for training agencies that conducted training programs in RML development period.

From the above statistics, we can say that more than RM300 millions were spent on training programs by the various sectors in Malaysia. The organizations that conducted training programs and organizations that sent their employees for training do expect considerable return in whatever form for the investment that they have made.

It is undeniable that organizations are spending a lot of money on training. The education authorities, even at the state level, are included in these phenomena. Beside money, a lot of time had to be sacrificed for the teachers who undergo training. They have to leave their classes and their students had to be supervised by relief teachers. Most of the time, they are deprived of their regular learning activities. For training institutions, the amount of effort and money spent to plan, coordinate, implement and evaluate training programs are unmeasurable. The question is, whether what have been taught or imparted to the teachers during training programs had been used or practiced by them in the workplace. In other word, does transfer of training occur back in schools?

In addressing this matter Georgensen (1982) mentioned that the transfer of training problems is critical among organization that relies on the return of the training programs. This problem should be given serious consideration by all so that it will not be more critical. During the closing ceremony of The Art of Total Teaching Course in Institute Kemahiran Ikthisas Pahang (IKIP) in May 1992, the General Manager of Pahang State Foundation, expressed his worry about the transfer of training.

In most cases, studies have not been made on the transfer of training on the programs conducted by the private sector. Trainers on the other hand are more interested in efficiency rather than effectiveness. According to Asma (1995) the role of trainers is to ensure the efficiency of a training program not its effectiveness. On the other hand, some organizations regard training as a craze and sent their employees for training to fulfill their yearly HRD programs. Since a lot of money had been spent on training, the failure to practice what have been taught in the workplace is a great wastage (Newstrom, 1986). Wills (1993) agrees by asserting that training will have no impact on the business unless the skills are used back at the workplace.

If this problem is not given serious attention by the respective authority especially the practitioners, the above phenomena will continue to happen.

Training programs will face the same problem, because evaluation on the training programs has not been properly made (Wills, 1993).

Georgensen (1982) mentioned that an amount of US\$100 billion had been spent on training programs in United States every year. However not more than 10% return is available as a result of the transfer of training. This was due to various reasons. Ford and Baldwin (1988), mentioned three main factors that influenced the transfer of training and attention must be made to these factors to ensure that the transfer of training occurs at a satisfactory level. The factors are trainee's characteristic, training design and organizational support in the employees workplace.

Statement of the Problem

Can we say that there are problems in the transfer of training? A comprehensive study on the literature review made by Timothy Baldwin and Kevin Ford (1988) agree with the above. This was further agreed by Wills (1993). They said that more and more people admitted that the transfer of training problem exists today. It is estimated that industries in the United States are spending more than US\$100 a year on training programs and development. However not more than 10% of the expenditure is a result of training transfer.