Effectiveness Analysis Training Workers in Sub Sector Education: Research in Malaysia

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Abstract

Leadership development program has three main dimensions; course content, the role of the coach and management support. Depth studies in this field show that the ability of management to design and implement leadership development programs on a regular basis can increase the transfer of training within the organization. However, the role of leadership development programs as predictor variables still less studied and discussed in organizational development model. Therefore, this study was conducted to measure the relationship between leadership development programs with training transfer. The survey method was used to collect 237 questionnaires among trainers or human resources working in the services sector in Malaysian universities. The model is estimated using a model analysis Smart PLS route that shows the contents of the course, the role of the coach, and management support all have a significant relationship with transfer of training. These findings confirm that the contents of the course, the role of the coach and management support are effective predictor variables to transfer of training in the education services subsector.

Keywords: coach, leadership, management support, training

1. Introduction

A leader is someone smart who influences and brings people to carry out the duties and responsibilities efficiently and effectively to achieve a goal or objective. Without basic knowledge and the right skills and attitude of excellence, then a leader is difficult to achieve the crucial role. This situation will lead to the team and the organization faces risks that could negatively invite various problems either in the short term or long term. Leaders are recognized as an important factor who is leading the organization to the vision, goals and objectives. The leader's ability in leading the organization has been accepted as a factor that can determine the success or failure of the organization. This is indirectly reflects the high value that is given to the aspects of the organization's leadership.

Therefore, organizations need to create a leadership development program and requires all members to join it. Management development programs are often considered as a critical issue in the development and management of professional human resources [1,2,3]. It is implemented to complete the management staff at the lower level, middle level and upper level with important knowledge, new skills, new capabilities, positive attitude and whatever the

current requirements that are relevant to their work to improve the competitiveness, manage the opportunities and problems wisely, and immediately respond to the various challenges in the organization continuously [3].

Training development program has three main dimensions; course content, the role of the coach and management support. In this study, the three main dimensions is used as the parameter to determine how it affects the transfer of training. Training can be defined as the process of skills learning which is required by someone to perform the task (Oxford Advanced Learner's Dictionary).

Besides that, the training also refers to programs specifically designed to improve performance at the level of individuals, groups and organizations [4]. Training is known to improve employee attitudes and behaviour positively especially in transfer of training.

In this study there are three objectives:
1. To study the relationship between the content of courses to the transfer of training.
2. To study the relationship between the role of the coach to the transfer of training.
3. To study the relationship between management support to transfer of training.

2. Literature Review

2.1. Content of Course

Noe [3], Beebe et al [5], and Tracey [6] defined that the content of course as course material arranged in a systematic and interactive as the basic facts, knowledge, specific concepts, principles and elements of skills required to improve the performance of the coach during a training session. Meanwhile, Azman [7] states that the use of the design of the course content that meets the needs of the job is able to encourage the coach to improve the transfer of training in the organization. The content of the course can apply the knowledge, skills and attitudes and can provide the ability to transfer of training [8,9]. Colquitt [10] and Pulakos [11], were receiving the latest course content and catered innovation can affect the transfer of training. Based on the new approach, the transfer of training designed to create realistic learning expectations, making employees feel comfortable to attend training and improving employee efficiency [12,13,14].

2.1.1. Coach

The role of the coach is often interpreted as an indicator of teaching, facilitation, expertise, and experts to improve the performance of the coach who are able to identify and establish learning objectives, willing to teach, delivering lessons and evaluating the teaching process that has been done, besides conducting administrative tasks [2,15]. Meanwhile, training is often interpreted as an initiate and realistic information on the transfer of training given by trainers to employees before or and during the training program [9,16]. The role of the coach is also very important, according to Azman et al [17], they confirmed that the role of the coach is able to act as predictor variables that are important to transfer of training. Coach is known as an agent of change. Coach is a person responsible for helping individuals to improve current performance the supply of education and guidance based on experiences [18].

2.1.2. Management Support

According to Azman and Nurul [17], Chiaburu and Tekleab [19], Holton and Baldwin [20] and Holton [21], management support is often defined as the party that encourages employees to attend training programs, providing physical or financial support before, during and after training, involving employees in decision making and guiding employees to apply what they have learned in the workplace. The role of management support is essential to change negative attitudes, improve knowledge and skills of workers in line with the organization's requirements [12,22]. The ability management support to perform training programs related to their duties and designing training framework which is containing

information which clearly can be a motivating factor for improving employee performance [19,23]. Whereas, Bandura [24,25] states that the confidence in self abilities developed through observation management support to the good examples can improve the performance. The willingness of the management to lend support physical and moral support accordingly is able to encourage trainers to improve work performance in the organization [7].

Research Hypothesis:
H1 : There is positive relationship between the content of courses to the transfer of training
H2 : There is positive relationship between the role of the coach to the transfer of training.

3. Research Methodology

Budgeting model in this study was conducted using 3 SmartPLS software to analyse the relationship between the content of the course, the role of the coach and management support to transfer of training. The budgeting model created using an image conceptual framework involving three-dimensional construct (the course content, the role of the coach, and management support to transfer of training) which each construct have each item. Data were collected for each item involved in the budgeting model is a Likert scale, a scale of 1 to 7 scale where1 represents the scale strongly disagree and 7 represents the scale of strongly agree according to the perception of respondents (employees). The reliability scale of each construct (independent variable) and the tested items using three tests, the first is composite reliability. The second is tested through the weighting factors and weighting cross for different construct to see the discrimination test. And the third is tested through variance inflation factor test to see the level of multi co-linearity in this study.

3.1. Data Collection

Sources of data in this study consisted of 237 respondents, which is consist of low education level, secondary, diploma, bachelor's, master's and doctoral who is involved under the education sub-sector. According to data subjects in the education sub-sector obtained from field work using a questionnaire carried out in some selected states in Malaysia in 2015. Various important information is taken from the respondent questionnaire includes demographics, current position, and also a course that was attended by the respondents.

4. Result

4.1. Descriptive Analysis

Based on the analysis that has been conducted in this study are shown in Table 1. Descriptive analysis that was carried out showed that the respondents in Selangor state dominate the total number of respondents, with 58.2 percent. Followed by 25 percent of respondents from Kedah, Perlis and Sarawak respectively is 9.3 percent. Meanwhile, Johor, Pahang and Kelantan each is 4.2 percent. A total of 139 people or 58.6 percent of the respondents were women while the remaining 41.4 per cent are men. Respondents aged 21-30 years dominate the total respondents which is equivalent to 35.4 percent of the total respondents. Followed, respondents aged under 21 years is 27.8 per cent, 31-40 years is 21.9 per cent and, 41-50 years is equivalent to 14.8 per cent.

In this study, respondents from the Malay race are the most with 189 people or 79.7 per cent. Chinese 9.7 percent or 23 people, the Indians 17 persons or 7.2 percent and others are 3.4 percent, equivalent to 8 people.

For the level of education, those with a bachelor's degree are the most respondents with a total of 87 people or equivalent to 36.7 percent. Followed by, 70 people or 29.5 percent of master respondents. Meanwhile, respondents with secondary education and diploma level, respectively 35 and 25 or 14.8 and 10.5 percent. The respondents with doctorate level consist of 19 people or 18 percent. And the respondent with low education level is 1 or 0.4 per cent.

The respondent's service period with of 6-10 years and under 5 years is dominating the other respondents in terms of number with each of 66 people or 27.8 percent. Respondents who have served more than 21 years are 48 people or 20.3 percent. Followed by the respondents who have served 11-15 years and 16-20 years are respectively 29 and 28 or equivalent to 12.2 and 11.8 percent.

Table 1.
Respondents Descriptive statistics (N = 271)

	Category	Frequency	Percentage (%)	Min	St. Dev
State	Kedah	25	10.5	4.1013	3.63922
	Perlis	22	9.3		
	Selangor	138	58.2		
	Johor	10	4.2		
	Pahang	10	4.2		
	Kelantan	10	4.2		
	Sarawak	22	9.3		
Gender	Male	98	41.4	0.5865	0.75722
	Female	139	58.6		
Age	Below 21 yrs	-	-	2.2363	1.01841
	21-30 years	66	27.8		
	31-40 years	84	35.4		
	41-50 years	52	21.9		
	51 yrs above	35	14.8		
Race	Malay	189	79.7	0.3418	0.75722
	Chinese	23	9.7		
	Indian	17	7.2		
	Others	8	3.4		
Education Level	Low	1	0.4	3.0422	1.16368
	Secondary	35	14.8		
	Diploma	25	10.5		
	Bachelor	87	36.7		
	Master	70	29.5		
	Doctorate	19	8.0		
Service Period	Below 5 years	66	27.8	1.6878	1.49419
	6-10 years	66	27.8		
	11-15 years	29	12.2		
	16-20 years	28	11.8		
	21 years above	48	20.3		

Attended Course	Induction	123	51.9	0.6962	0.80287
	Team Building	63	26.6		
	Leadership	51	21.5		
			Support		

4.2. Validity and Reliability Analysis

Table 2 shows the load factor for each item is more than 0.7, indicate that the items for each construct has reached the standards of validity and reliability analysis [26,27]. This is supported by Hulland [28], each indicator shows the load value is more than proposed value which is 0.7.

Larcker Criterion, the test results show the validity of the measurement model good concentration. Table 3 shows the results of variance inflation factor between the independent variable (the course content, the role of the coach and management support) and the dependent variable (transfer of training). The results show the value is below the value of 0.5. This study showed no serious problem of multi collinearity hair [29].

Table 2
The Weighting Factors Value and Weighting Cross
for Different Construct

Construct	Item	Cross Weighting	Composite Reliability
Content of Course	10	0.706-0.858	0.953
Transfer of Training	12	0.745-0.863	0.962
Role of Coach	10	0.758-0.845	0.942
Management Support	11	0.705-0.867	0.955

Table 3
Validation Construct (Fornell- Larcker Criterion)

	Content of Course	Transfer of Training	Role of Coach	Management Support
Content of Course	0.820			
Transfer of Training	0.736	0.823		
Role of Coach	0.664	0.722	0.786	
Management Support	0.585	0.701	0.574	0.811

Table 4
Variance Inflation Factor

	Content of Course	Transfer of Training	Role of Coach	Management Support
Content of Course		2.013		
Transfer of Training				
Role of Coach		1.972		
Management		1.677		

4.3. The Result of the Hypothesis

The value of R2 which is 0.702 can state that independent variables affect changes in the dependent variable of 70.2 percent and showed the value is at a satisfactory level [30]. Coefficient value and t indicates a positive relationship between each independent variable and the dependent variable. The H1, H2 and H3 for this study is received.
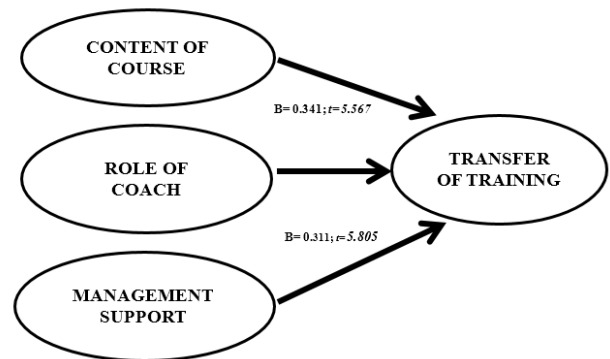

Figure 1. Hypothesis Testing Results – Research Hypothesis

5. Conclusion

Overall, the study clearly shows that the content of the course, the role of the coach and management support have a significant impact on the transfer of training. Respondents felt that the management was able to provide the course content that is relevant and appropriate to their needs. At the same time, give a good impression to the transfer of training. The role of employers in designing the course content is very important because with the good course content, it can give a positive impact in the transfer of training [7].

Coaches also play an important role in conducting the training program planned by the superiors. Coach skills in providing lesson and guidance and needed encouragement much help in the process of transfer of training [7]. From the aspect of management support, clearly shows the willingness of the responsible leaders in senior management, providing good support and reasonable in planning training programs is very important. The passion and commitment given by the top management can have a positive impact on the transfer of training. This finding

supports studies conducted by [7]. The three independent variables is a very important element in determining the success of the transfer of training. Hamdan [30], and Noe [3] stated that the organization's leadership found that effective training transfer has three very important elements: the content of the course, the role of the coach and management support.

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