

CHAPTER ONE

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INTRODUCTION

BACKGROUND

Training in an organization is a learning process that is planned to changed attitude, increase knowledge and skills of the staff so that their work performance can be upgraded. This is due to the fact that organization always faced various problems of staff which low work performance and low productivity. Ibrahim Mamat (2001) believes that most organization implement training programs based on the belief that training can 'cure all the ills' in an organization. They are not clear as to why an organization needs to conduct training and the benefits that can be obtained as a result of conducting training.

Basically, training should be beneficial not only to the organization but also to the staff. The effectiveness of a training is hard to visualize, for example, training to change the worker's attitude and to boost their morale, usually does not get adequate emphasis. The situation it can be seen and realized, for example, the impact of the training on productivity, sales revenue, production volume and so on. Training could overcome problems as a result of staff turnover, new work system, new machinery, new product and customer service. However, training should be organized efficiently to prepare workers for change in systematic and effective manner, without shock or negative impacts. Buckley and Caple (1992) have listed below the benefit that organization and employee could gain from training. For organizations: (1) higher profits, (2) higher productivity, (3) uplift organization image, (4) lower staff turnover, and (5) employee will cope with organization change. The benefit to the employee are: (1) job satisfaction, (2) realize own potential, (3) upgrade competency and efficiency, and (4) opportunity for promotion and pay increase.

TRAINING IN THE MALAYSIAN ARMY

Training in any profession is vital in order to maintain a high state of efficiency and capability. This is especially so in the military, in producing a situation of readiness, the military must be capable of responding effectively to government directives over a wide range of situations. The mission of Malaysian Army as stated by Tan Sri Hashim Hussein, Chief of Malaysian Army, 'is to defend Malaysia and its interests against any external threat and provide assistance to civil authorities to win any land war to maintain the prosperity of country'. To achieve this, the Malaysian Army needs a balanced, well-trained and highly motivated force. Therefore, in line with the mission, the training mission is 'to ensure that the execution of training attains the professional standard required through effective individual and collective training programmed'.

The overall aim of military training is to prepare for war. The training of troops to fight efficiently is one of the most important functions of command. The ability of the unit commanders to organize and conduct training so as to obtain the best possible results from the limited time and resources available. To achieve economy in time spent on training and to ensure maximum benefit from it, training must be progressively planned at every level and coordinated with administratively and other extraneous commitments. The training plan so evolved should disseminate through the media of training directives and instructions for subordinates formations and units to take action. Therefore, the formations and units commanders have the responsibility to ensure that both individual soldiers and subunits under their command receive the most effective training possible, and that it is conducted in the most efficient manner available. The effectiveness of training is measured by to the extent, which its results meet the requirements of job performance.

Training in Malaysian Army consists of individual and collective training.. In terms of formation responsibility, the Army Training Command Headquarters is responsible for the individual training conducted in the training establishments, whereas the Field Command Headquarters is responsible for individual and collective training conducted in the various formations and units.

INDIVIDUAL TRAINING

The individual training are categorized into two areas; training in the units and attending functional courses in the military training establishments. Individual training in the units is a preparation for collective training and it is a process to develop, individual knowledge, skills and attitudes, and maintained at the standard required. Individual training in units does not normally require expensive and complex training devices. Types of individual training conducted in the units for the Officers and Other Ranks are shown on Table 1.

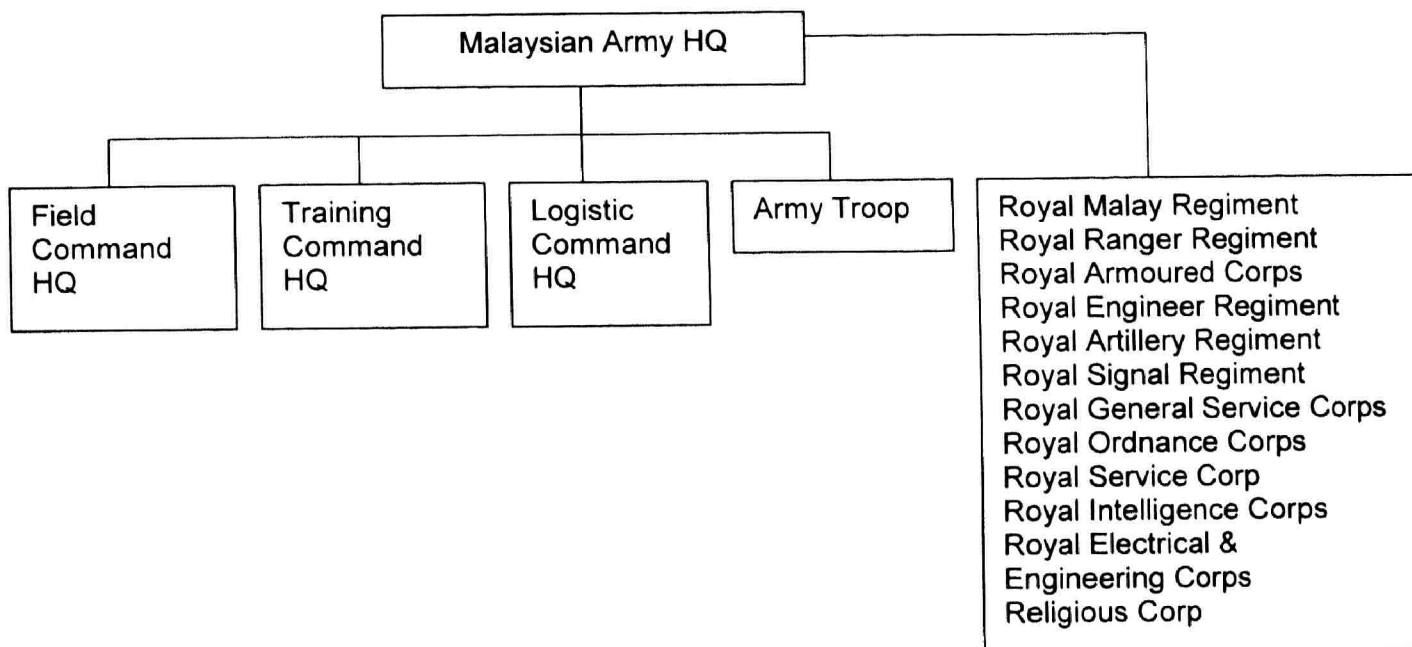
Table 1. Individual Training in the Units

Types of Training	Officers Training	Other Ranks Training
Study Day	Once a months	Involve only Senior Ranks
Shooting	Stage 1 to 5	Stage 1 to 5
Physical	Physical & endurance test -twice	every term.
Skills Proficiency Test	Basic soldiering-once a year	Basic soldiering-once a year
Unarmed Combat	Achieve at least at grade 9	Achieve at least at grade 9
Promotion Exam	Capt to Mej-written & practical	Not Applicable
Spiritual	Seminar, lectures, short courses,	by the Religious Corps

Source: Malaysian Army, (1991) Malaysian Army Training System, Manual of Land Warfare, Part Three, Training Volume Two, Training General, T 3031.

Individual training in the training establishment is to prepare them to acquire knowledge and skills to perform their job more effectively. The Malaysian Army is organized into various corps and branches. The organization is shown on Figure 1.

Figure 1. Organization of Malaysian Army



The Army operates several training establishments, which is under the Army Training Command HQ. Most of the training establishments operate three levels of training; basic, intermediate and advance training. Each individual is to attend various functional and non-functional courses based on the career development. Training in training establishment is highly utilitarian where programmes are designed to be familiar with military formula of 'need to know' rather than 'nice to know'. The training also emphasis on uniformity where programmes are to meet the requirements of the service rather than the individual, the standard curriculum is employed without exception.

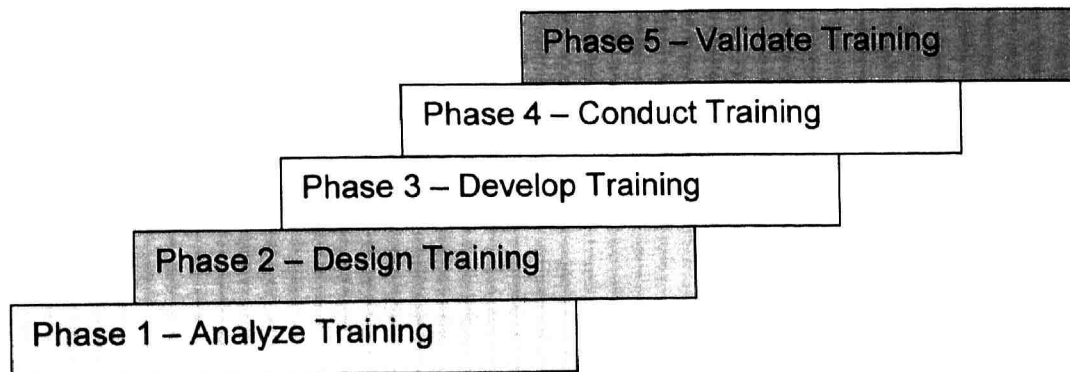
COLLECTIVE TRAINING

Collective training refers to training, which prepares all ranks of military personnel to perform units tasks essential for the accomplishment of a unit's operational mission. Collective training combines the individual knowledge, skills and attitudes of soldiers with those of their commanders, for the performance of collective tasks. These can range from relatively small-group collective tasks, such as in crew, section or platoon training, to collective mission at Army level. Collective training embraces every aspects of a unit's mission, and encompasses activities such as tactics, all arms cooperation, movement, command and control, and administration. Collective proficiency cannot be achieved without excellence at individual tasks. Collective training provides the best vehicle to evaluate the state of training in a unit. It also can be used to test doctrine and identify deficiencies in personnel, procedures, organization, weapons, equipment and training.

SYSTEM APPROACH TO TRAINING

Training in Malaysian Army follows a system known as System Approach to Training (SAT). This approach is a scientific approach to training that primarily relates training to a man's job within his unit and strives to keep it that way. In achieving this result, it is necessary to study each job to establish what tasks are done in pursuance of that job and what knowledge, skills and attitudes are required to adequately perform each task. However, not all tasks identified will contain knowledge and skills, which require formal training particularly those of a very simple nature. This system consists of five phases; analyze training needs, design training, develop training, conduct training and validate training. Figure 2. Illustrated these phases.

Figure 2. Phases of System Approach to Training



Source: Malaysian Army, (1991) Malaysian Army Training System, Manual of Land Warfare, Part Three, Training Volume Two, Training General, T 3031.

This system will be use as tools to evaluate the effectiveness of training at phase five. The mechanism to evaluate is by conducting the internal and external validation. Although SATS, could be apply for any training, but presently the validation process only take place for formal training in training institutions. Internal validation will take place while training is undergoing, whereas the external validation will only take place once the trainee left the training institutions and performing his job function. Nevertheless, the validation process could also been done at individual and collective training at units level. However, the appropriate tool in evaluating the training in the units and at fields is Army Training and Evaluation Programmed or commonly known as ARTEP. The ARTEP is a system within the System Approach to Training.

ARMY TRAINING AND EVALUATION PROGRAMMED (ARTEP)

The ARTEP is to provide guidance to unit commanders to test and evaluate group performance at various levels of individual and collective training. However, ARTEP is not applicable to evaluate training in the training establishment. The ARTEP is to diagnose the strengths and weaknesses of his

training program. In other words, ARTEP is a training management tool, which is to be used to train and evaluate both individual and group training. The purpose and characteristics of ARTEP are as follows:

a. The Purpose

- (1) To evaluate, under simulated combat conditions the ability of units to perform specific missions
- (2) To provide a guide for training objectives by specifying minimum standards of performance for tasks which have been identified as critical for the conduct of effective combat operations
- (3) To evaluate the efficiency and effectiveness of past training at the various units command levels, and
- (4) To provide an assessment of future training needs.

b. The Characteristics.

- (1) Emphasis is on fundamental, frequently performed tasks.
- (2) Unit proficiency is judged on the basis of task performance rather than the extent to which elaborate or detailed procedures have been followed.
- (3) Concurrent, multi-level (section, troops, squadron), as opposed to progressive training and evaluation, is encouraged and facilitated.

The ultimate aim of training is to ensure that each individual in the Malaysian Army is capable to perform his job under operational condition. Formal training means presenting an idea, innovation or technology in an organized manner. Effective learning can result in change of behavior amongst trainees and these trainees will continue to provide support in order for the organization to achieve its objective. Training is considered effective when the behavior of the trainees changed after they return to their workplace upon completing the training

program. The efficiency of training is measured by a comparison of the gain performance as a result of training to the expenditure of resources. Evaluation (phase five of MATS) is an essential component of training. It will reveal whether the required training objectives have been achieved in the most effective and efficient manner, and if not, why, and where the problem lies. Training will answer two critical questions: (1) Does training conducted in accordance with stated training objective?, (2) Can soldiers perform their task at the required standard after completing their training?

PURPOSE OF THE STUDY

The purpose of these studies are as follows:

- a. Eliciting opinions on the usefulness of clerical course in making individuals more competent.
- b. To identify the effectiveness of training whether it increases the individual knowledge, skills and attitudes.
- c. To find the relationship between the influence of career development towards the clerical performance during and after clerical training.

SIGNIFICANCE OF THE STUDY

This research is conducted to give an overview to the Malaysian Army especially to the Army Training Command Headquarters in identifying the shortcomings and weaknesses of clerical training and whether it is in tandem with the job function. Previous study was carried out by Mohd Radzi (1999), on the effectiveness of external validation in the Malaysian Army Training System

towards the Electrical and Mechanical Engineering personnel that have completed their career courses in Army Institute of Engineering. However, in this study, the focus will be towards the effectiveness of clerical training conducted in Army Institute of Management (IPDA). It is important to study this area, firstly; to identify whether the trainees have been thought correctly with sufficient curriculum in line with new era of information of technology and apply the knowledge and skills to their job. Secondly, the Army now is restructuring her organization to streamline the personnel into 80,000 (currently 100,000). Therefore this study will help to identify whether the position of clerks should be reduced since their job can be done by the staff officers to minimize error and expedite job process. A research showed that no studies that have been conducted, specifically to examine the effectiveness of clerical training and the application in the work place. This study is significant because it will diagnose and rectify the weaknesses of clerical training, job performance in work place and to identify barriers to transfer the knowledge and skills.

SCOPE OF THE STUDY

The study was conducted on the ex-trainees of Grade One and Two including their supervisor base in Kuala Lumpur, Kuantan, Seremban, Port Dickson and Melaka. Firstly, it is to identify whether the training acquired has increased their job competency in skills and attitudes. Secondly, to examine the effectiveness of clerical training program conducted by the Clerical Wing of IPDA. Thirdly, to identify whether the ex-trainees are able to transfer the acquired training to work place.

The research question will examine whether the clerical training conducted in IPDA is effective and increase the trainees' knowledge, skills and attitude. The question will also identify whether the design of the training

programme is relevant to job function, and any barrier for training to be transfer to work place.

LIMITATIONS OF THE STUDY

There is twelve corps in the Malaysian Army, and few corps has their own clerks such as from the Royal Malay Regiment, Ranger Regiment, Armoured Corps and Artillery Corps. Whereas for the remainders of the corps, soldiers from the General Service Corps will be appointed as a clerk. Since time constraints it does not allow us to conduct in-depth research, therefore the study will limit within the scope of study and hopefully it will represent the entire ex-trainees that have completed their clerical course in IPDA. However, the appropriate way is to examine the same ex-trainees is through pre-test (before attend training) and post-test (after training). This will further determine whether the level of knowledge, skills and attitudes have increase on the job performance.

This method also will determine whether the clerical training is effective and give some impact towards the job function. Nevertheless, this research unable to conduct this method since it required more time and financial support to employ field workers. Another constraint is the respondent bias. Although all respondent responded to the survey, the researcher has no assurance that the respondents are not bias in giving their responses. The biasness can be in the formed of giving all positive answer or otherwise to the questions in the questionnaire.

ORGANIZATION OF THE REPORT

This report consists of six chapters. Chapter One will gives an introduction on training in the Malaysian Army. It also gives an overview on individual and collective training, System Approach to Training (SATS) and Army Training and

Evaluation Programmed (ARTEP). It also describes briefly the purpose, significance and scope of this study.

The literature review will be discusses in length in Chapter Two that is related to our study. The previous study on the aspects of training, approach for effective training, measures of effective training, and measures of job performance will be highlighted. It also will discuss the relation of those studies to our research, such as the usefulness of Kirkpatrick's Evaluation model and Instructional System Design, which is similar to SATS, performance management, performance appraisal, motivation, and other aspects related to the soldiers performance in work place.

Chapter Three will discuss the methodology of our research approach. It will begin with the research hypothesis, research framework, sampling design, data collection procedures, and data analysis techniques. In this chapter also, the research question design will be highlighted.

The background of Clerical Training Wing in IPDA will be highlighted in Chapter Four. This chapter wills also give an overview of the training program, capacity of trainees has been trained and their performance from 1997 to 2001. Since the design of this course was formulated using the Malaysian Army Training System, the terminal and enabling objectives for both courses will be highlighted.

The findings of the study will be presented in Chapter Five. It will analyze the results using SPSS application covering the demographic profile, improvement in job competency, effective of training programs, encouragement of transfer of training, improvement in knowledge and skills, and general evaluation of the training effectiveness. The research will use the frequency

distribution to identify the highest means value. At the end of this chapter a summary of the results will be highlighted.

Finally the paper will discuss the overview of the study, implication of the study, recommendations and conclusion in Chapter Six.