

CHAPTER FIVE

CHAPTER 5

RESEARCH FINDINGS

INTRODUCTION

The survey was conducted in Kuala Lumpur, Kuantan, Seremban, Port Dickson, and Melaka. The self-administered questionnaire was sent by mail to all major and minor units in Kuantan. However, in other places self-administered questionnaire was personally distributed by the researcher including conducting personnel interview and explaining how to fill up the questionnaire. Respondents were given two weeks to fill up the questionnaire and return back to the various admin offices. The collection was done personally by researcher except for units in Kuantan, it was posted by mail to the researcher. Most of the respondents (ex-trainees and supervisors) that respond are from Kuala Lumpur. Statistically it also showed that the ex-trainees Grade Two are from units in Kuala Lumpur and ex-trainees for Grade One are from other places.

Table 7, provides an overview of the respondents personal characteristics. The total number of respondents is 141 comprising 57 ex-trainees of Clerical Class 2, 41 ex-trainees of Clerical Class 1, and 43 supervisors who were in position to evaluate ex-trainees performance in his job function. The demographic data shows the majority of the respondents were male and 77.3% are from the Malay ethnic group to represents the population of Malaysian and also represent the majority in the Armed Forces. The least percentage of Chinese and Indian were mainly the supervisors (officers) and none of them were employed as a clerk. This is because most of the Chinese and Indian are reluctant to join the Armed Forces. The fourth groups, other groups constitute 12.8 percents were the Ibans, Bajau, and Kadazan.

Table 7 – Demographic Characteristics of Respondents

Demographic Variables	Frequency	Percentage
Status		
a. Supervisors	43	30.5%
b. Ex-trainees Grade 1	41	29.1%
c. Ex-trainees Grade 2	57	40.4%
Total	141	100%
Gender		
a. Male	85	60.3%
b. Female	56	39.7%
Total	141	100%
Race		
a. Malay	109	77.3%
b. Chinese	5	3.5%
c. Indian	9	6.4%
d. Others	18	12.8%
Total	141	100%
Age		
a. 18 – 25	41	29.1%
b. 26 – 30	22	15.6%
c. 30 - 40	47	33.3%
d. Above 41	31	22%
Total	141	100%
Marital Status		
a. Single	38	27%
b. Married	103	73%
Total	141	100%
Ranks		
a. Private	33	23.4%
b. Lans Corporal (LCpl)	28	19.9%
c. Corporal (Cpl)	19	13.5%
d. Sargent (Sgt) – WO II	25	17.7%
e. Officers	36	25.5%
Total	141	100%
Period of Services		
a. Below 5 years	27	19.1%
b. 6 – 10 years	44	31.2%
c. 11 – 15 years	31	22.1%
d. 16 – 21 years	15	10.6%
e. Above 22 years	24	17%
Total	141	100%
a. RAMD	19	13.5%
b. Renjer	13	9.2%
c. Armor	22	15.6%
d. Artillery	16	11.3%
e. Gen Service – Clerks	71	50.4%
Total	141	100%

There were five main age groups, below five years (19.1 percent), six to ten years (31.2 percent), eleven to fifteen years (10.6 percent), and above twenty-two years (17 percent). The respondents were mainly from the middle age that contributes 29.1 percent of age group 18 to 25 years old and 15 percent for 26 to 30 years old. The respondents above 41 years old (22 percent) were the supervisors. From this age it showed that most of the respondents were married (73 percent) and 27 percent were single. The rank structures of the respondents were private ranks, which constitutes 23.4 percent, followed by Lans Corporal 19.9 percent, Corporal 13.5 percent. The supervisors were mainly from the ranks of Sergeant to Warrant Officers 17.7 percent, and Officers 25.8 percent.

The period of service of the respondents shows that 31.2 percent respondents have served between 6 to 10 years, 22.1 percent between 11 to 15 years, 19.1 percent below 5 years. For RAMD, Ranger, Armor and Artillery, they have their own clerks and for other corps the clerks are assigned from the General Service (clerks). Therefore, the General Service personnel (clerks) represent the highest proportion of clerical staff with 71 percent, followed by Armor with 15.6 percent. This followed by RAMD with 13.5 percent, Artillery 11.3 percent, and Ranger 9.2 percent. These ratios represent the total strength of clerks in the Malaysian Army.

JOB COMPETENCE IN SKILLS AND PERSONAL ATTRIBUTES

Table 8 summarizes the effectiveness of clerical training in developing the respondent's job skills, and Table 9 for the personal attributes possesses by the ex-trainees. At this juncture, the performance appraisal has not been analyzed since it is only applicable at the end of the year report. The survey on both these aspects was based on the observation by the supervisor's feedback and observation. It also includes the work performance and the competency that is

required by the ex-trainees on their job function, and compares it before and after the training.

Thomas Steven L (1997) stated that changes in trainee's behavior and performance back on the job were assessed using various means including performance appraisal, supervision feedback and observation of work performance. Nevertheless, it is practices in the Malaysian Army where the ex-trainees job and behavior are assess using performance appraisal and supervisors observation. However, the performance appraisal is applied to all and only conducted at the end of the year. The effective ways to asses ex-trainees is by continuous observation and provide feedback based on Kathleen

Table 8 – Training Effectiveness

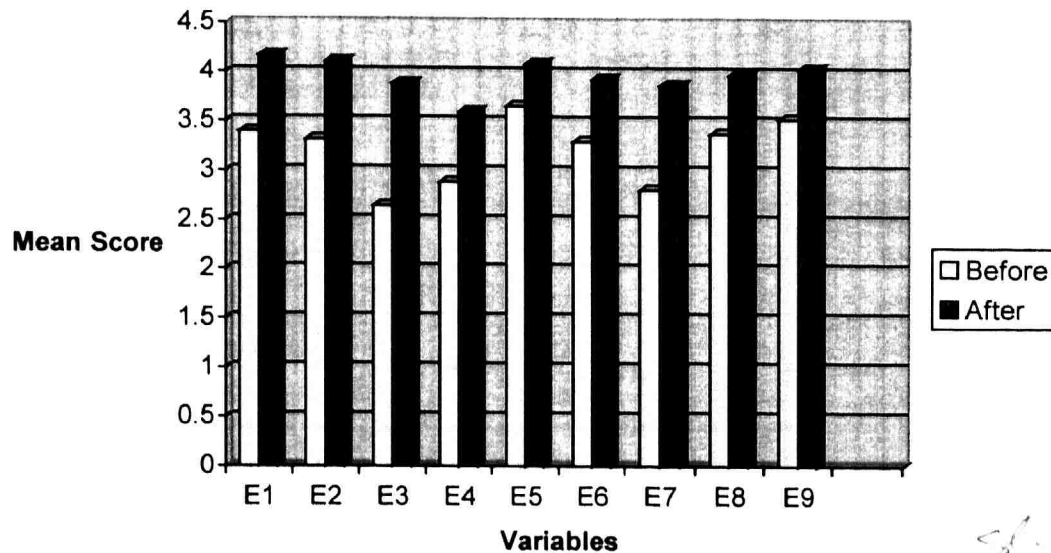
Variables	Code	Competence Achieved Before Training		Competence Achieved After Training	
		Mean	Std Dev	Mean	Std Dev
Job Knowledge	E1	3.40	0.95	4.17	0.52
Quality of Works	E2	3.32	0.78	4.11	0.56
Productivity/Timeliness	E3	2.65	1.04	3.89	0.68
Dependability	E4	2.89	1.05	3.60	1.01
Work Habits	E5	3.66	0.92	4.09	0.78
Organizational Skills	E6	3.30	0.99	3.93	0.93
Resourcefulness	E7	2.81	0.77	3.87	0.74
Problem Solving	E8	3.38	0.68	3.98	0.65
Care of Office Equipment	E9	3.53	0.88	4.04	0.81

A three point Likert Scale was used to measure level of achievement, where 1 = poor, 2 = average, and 3 = high.

Guinn models (1987). Based on Table 8 and Chart 5, the differences in means scores between, before and after training were compared. Mean values acquired

before they had pursued the training seemed to be lower compared to after the training. It perceived that their competence achieved after training seemed to have improved repeated.

Chart 5 – Training Effectiveness



The respondent's quality of works before training was much lower (mean score = 3.32) compared to after training (mean score = 4.11). This showed that the ex-trainees do establish standard and procedures, demonstrate attention to specific direction. It also showed that the lowest variables, the productivity seemed to have lowest mean values (mean score = 2.65). This may be due to inability of the clerks to do clerical jobs such as typing, filing and etc. However, their productivity improved after been taught the method and procedures to perform clerical jobs (mean scores = 3.89).

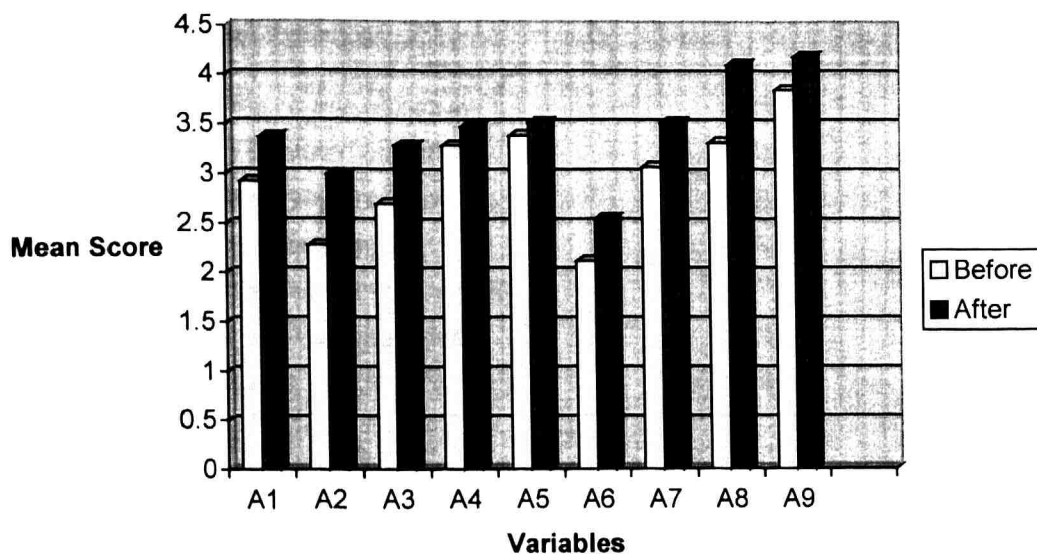
Table 9 – Personal Attributes Performance

Variables	Code	Personal Attributes Before Training		Personal Attributes After Training	
		Mean	Std Dev	Mean	Std Dev
Attendance/Punctuality	A1	2.93	1.04	3.38	1.06
Ability to take direction	A2	2.28	1.40	3.00	1.50
Initiative	A3	2.70	1.51	3.29	1.20
Cooperativeness	A4	3.29	1.08	3.48	0.75
Adaptability	A5	3.39	0.88	3.52	0.80
Receptiveness to criticism	A6	2.12	1.40	2.55	1.57
Communication skills	A7	3.07	1.25	3.52	0.80
Interaction with coworkers	A8	3.32	0.78	4.11	0.56
Courtesy/Hospitality	A9	3.85	0.75	4.19	0.71

A three point Likert Scale was used to measure level of achievement, where 1 = poor, 2 = average, and 3 = high.

The knowledge and skills on Table 8, shows an increased of mean values after training. However, the results of mean and standard deviations from Table 9, shows a slightly increase of mean values of personnel attributes after training. The lowest mean scores is the ability of respondents to be criticized before training (mean score = 2.12) and it increased after training (mean score = 2.55).

Chart 6 – Personal Attribute Performance



The respondent's attributes will not be increased tremendously after training. It takes time to develop increase and improve their personnel attributes. Attributes are acquired through experience, ie learned, but often through subtle processes so that the individual does not recognize the attributes held or know how it was acquired (Jim Stewart, 1991). The Malaysian cultural possesses a high courtesy/hospitality value, which also apply the same to the Army personnel. The means score variable has the highest value of 3.85 before training and increased to 4.19 after training.

TRAINING PROGRAMME

A training program is considered effective when the behavior of the trainees changed after they return to their workplace upon completing the training. Good performance of the participants during the course may not be retained at the same level when they return to their workplace.

Table 10 - Training Programme

Variables	Total Mean	Std Deviation
I clearly understood the course objective	2.98	1.09
The course met all of its stated objectives	3.32	0.89
The course content was relevant to the job	3.85	0.75
Course was delivered effectively	4.09	0.62
Enough time to learn the subject presented	3.57	0.74
Participant material (handout) was useful	3.68	0.91
Core subjects is sufficient	3.74	1.05

A three point Likert Scale was used to measure level of achievement, where 1 = poor, 2 = average, and 3 = high.

Table 10 describes the clerical training programme for Grade One and Two. This was based on the survey from the ex-trainees. The design of training was based on the Army Training System, which was formulated into five phases. The conduct of both clerical courses met the stipulated training objectives based on the terminal and enabling objectives. Most of the respondents agreed that the conduct of the course is effective in the positive and conducive manner with the support of training aids. The mean score constitutes 4.09, and on the completion of the training respondents will undergo the on-job training, which is to assimilate the trainees as a clerk before they return to their respective units. The content of the course is relevant to job function (mean score = 3.85), which will help them to improve the quality and productivity of works. The syllabus design for the both courses is relevant to the job function as a clerk in the work place. As quoted by Baldwin and Ford (1988), stated by Donald J Ford (1999) that training program should facilitate positive transfer of knowledge, skills and attitudes from the training context to the job.

A training program is a training that can provide maximum benefits to the participants, which means what they learned during the course can be used at their workplace (Ibrahim, 2001). The training program for both courses was based on the Malaysian Army Training System (MATs). It was design systemically in ensuring that the qualities of clerks and at the same time perform their job effective and efficiently. Although the course met the objective, it seems that the mean score for understanding the course objective is the lowest 2.98., which may be due to prior training factors. The training institution failed to meet the expectation outline and inform the course participants accordingly.

TRANSFER OF TRAINING

Table 11, summarizes the encouragement transfer of training after the respondents completed their training. It would identify whether the knowledge and skills acquired able to transfer to their job function. Training transfer is the effective application by trainees based on the knowledge and skills acquired during training. This is a critical aspect of training programme, and it is the role of all units to ensure that transfer of learning at the workplace will take place.

Tabel 11 – Transfer of Training

Variables	Total Mean	Std Deviation
Supervisors encourage trainees to use acquired skills.	4.11	0.63
Supervisors provide opportunities to use acquired skills.	4.06	0.70
Supervisors reinforcing training transfer.	3.98	0.65
Identify and eliminate transfer barriers.	3.32	0.91
Incentives for trainees that apply acquire skills.	2.36	1.13

A three point Likert Scale was used to measure level of achievement, where 1 = poor, 2 = average, and 3 = high.

If the trainees do not use their newly acquired learning in their job, the training objectives is deemed to have failed. Hollinghead Andrea B (1998) found that majority of the firms have not focus on the mechanism for assessing how well trainees were using what they have acquired in the training. However, using the MATS the ex-trainees was assessed and validate at phase five whether their learning is transform to work place. During this phase, the internal validation will take place during training and external validation at post training.

There are several approaches to ensure the transfer of training takes place immediately after training. The most application used in the units is supervisor should encourage trainees to use acquired skills (mean score = 4.16), and providing opportunity for trainees to use acquired skills (mean score = 4.06). Other approaches such as, identifying and eliminating transfer barriers (mean score = 3.32) and providing incentive for training transfer were not commonly used (mean score = 3,26). This is because the Armed Forces are a unique organization. If the trainees able to produce highly acceptable productivity, then the incentives will be in the form of promotion or good performance appraisal.

Thomas, Steven L (1997) stated that performance appraisal, whether undertaken in a systematic fashion or a "seat-of-the-pants" manner, is the major tools used by many organizations to evaluate training success in the workplace. The Malaysian Army on the other hand used performance appraisal to gauge the performance of military personnel. However, early of the year, each individual will be expected to produce certain target or percentage that to be achieve in that year using the Yearly Target Job (Sasaran Kerja Tahunan). Therefore, at the end of the year the Yearly Target Job will be compare to see how much an individual has achieve before the preparing the report for performance appraisal.

IMPROVEMENT IN KNOWLEDGE AND SKILL

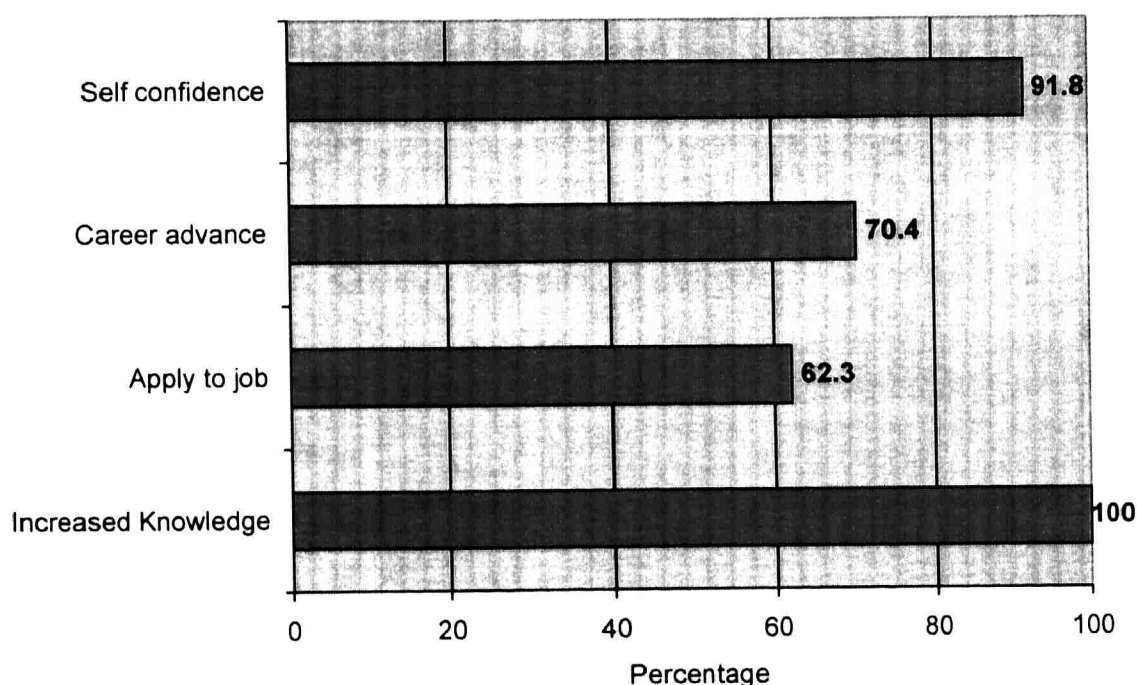
In evaluating the knowledge and skills, the ratings for agreed and strongly agreed were group together. All respondents (100 percent) agreed that this training has increased their knowledge and skills. The mean score of 4.32 was recorded to support this data (Table 12). In addition two third agreed that the training had enabled them to performed well as a clerk. This study was in tandem with the similar study by Radzi (1999), where 87.2 percent of respondents agreed that the knowledge, skills and attitudes has increased after training. The no improvements or little improvement was probably due to the course was not designed in-depth or the trainees standard is low. From the chart (Chart 7) it showed that the knowledge that acquired during training had enabled the respondents to perform his job well. This showed that total of 62.3 percent agreed with this statement and the mean score is 3.59.

Table 12 – Improvement of Knowledge and Skills

Variables	Total Mean	Std Deviation
Knowledge and skills increased from this course	4.32	0.98
Knowledge and skills can be apply to my job	3.59	0.79
Good achievement in the course	3.29	1.20
increased career advancement	2.93	1.04
Enhancement of self confidence		

A five point Likert Scale was used to measure level of achievement, where 1 = strongly disagree, and 3 = strongly agree.

Chart 7 – Improvement Knowledge and Skills



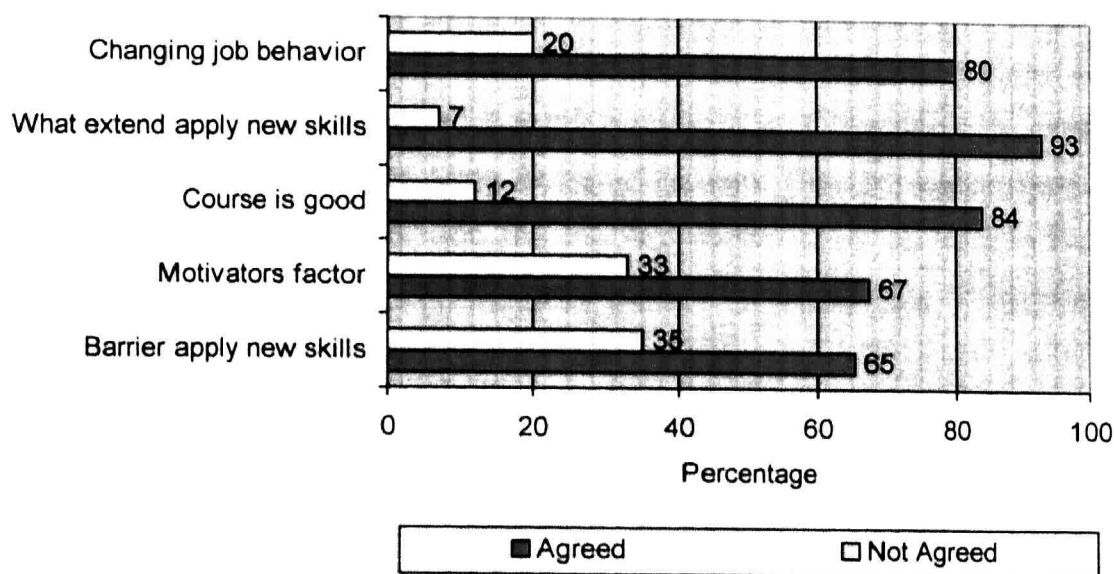
Total of the mean score of 2.93, also showed that it thus enhanced the self-confidence of the clerks after training. The confidence contributed based on the ability to produce quality of works, communication skills, and adaptability with the working environment. Table 12, summarizes the mean scores and Chart 7 on the percentage of respondents that respond to the questions.

GENERAL EVALUATION

The overall general evaluation of the training effectiveness was sought from the supervisors. Total of 65 percent feel that newly acquired knowledge and skills is able to apply in the job function. However, 35 percent unable to apply due to the attitudes among the officers or supervisors that failed to delegate any work to the clerks. At the same time, the administrative down time in the units hampered the ability of the clerks to perform the desired duties. If the ex-trainees able to apply the newly skills and perform with high quality of works, 67 percent of supervisors agreed that the promotion to the higher ranks is possible

according to the clerical career path. The other motivators are the clerks may be offered with short leave, good appraisal report (SSB) and other incentives. However, total of 33 percent feel that sometimes the clerks may work long working hours to complete an urgency correspondence and no incentives was given to the affected clerks.

Chart 8 – General Evaluation



On the evaluation from the ex-trainees, 84 percent like this course because the ability to acquire newly skills on typing using the typewriter and application of computer. Furthermore, on completion this course the ex-trainees will be awarded with certificate from MLVK (Majlis Latihan Vokasional Kebangsaan) and is recognize in the private sectors. Chart 8, summarizes the percentage of diverse opinion and views by the respondents. Most of the ex-trainees (93 percent) agreed that knowledge and skill learned could be applied in the job function and 10 percent respondents feel that they unable to applied it due to no trust given by the supervisors for them to prove their capability. As overall 80 percent of respondents agreed that the course has improve the productivity, increased positive attitudes, increased quality of works, improve the relationship among staffs, and able to organize better the office management.

SUMMARY

The performance of the ex-trainees before training was below standard. However, with the additional knowledge and skills provided during training, the ex-trainees showed an improvement particularly on their job performance. The quality and productivity produce from the correspondence and service letter also improve with less error. Their personal attributes also increased after training in terms of their interaction with other staff and able to adapt with the office environment. The research found that the training was conducted systemically in accordance to the Malaysian Army Training System. The training program was delivered in effective manner and the training contents are relevant to the job functions. The relevancy of the training assisted the ex-trainees to transfer the learning to the work place.

The transfer the training cannot be conducted unless it is fully supported by the supervisors. Research showed that supervisors have effectively play their role in encouraging and providing maximum opportunities for the ex-trainees to apply in their job. Incentives (bonus and pay increment) are beyond the management control. Nevertheless, incentives in Malaysian Army were given in term of unrecorded leaves and good performance appraisal report.

Most of the ex-trainees agreed that training has improved their knowledge and skills and are able to apply in their job. Since the career path for the clerks to be promoted to higher ranks is depend on the result of training, most of the ex-trainees are committed to score good results. However, form the supervisor views, it showed that only 62.3 percent of ex-trainees are able to apply to their jobs. It seems that no empowerment given to the clerks by an officer. This may be due lack of trust or confidence towards newly trained clerks. In the long term, the clerks will lose all the knowledge and skills and the organization will waste

their amount of money spent they have trained them. It is important that an officer change their mind set towards the newly trained clerks, a chance must be given to them to prove their capability.

In summary, the research finding showed that the training program provided by IPDA is effective and relevant to their job function. The knowledge and skills acquired are able to transfer to their work place. Their competency and quality in their job could be improved by providing empowerment, supervision and guidance to the newly trained clerks.