

THE INFLUENCE OF TRAINEE CHARACTERISTICS TOWARDS THE EFFECTIVENESS OF TRANSFER OF TRAINING IN THE PUBLIC SECTOR

A CASE STUDY AT UNIVERSITI TEKNOLOGI MARA (UiTM) MALAYSIA

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Abstract: The purpose of this study is to examine the influence of trainee characteristics towards the effectiveness of transfer of training. The study was conducted in UiTM Shah Alam. Ultimately, this study is aiming to predict the relationship between trainee characteristics and transfer of training. This study has analyzed 176 responses out of 310 by using convenient sampling technique. The primary instrument used was questionnaire whereby the questionnaire has been divided based on three sections which are demographic profile, independent variables and dependent variable. Multivariate analysis of variance using cognitive ability, self-efficacy, motivation and perceived utility of training/instrumentality as independent variables and transfer of training as the dependent variables resulted to have a significant relationship between both variables. It gives prediction to the researcher that employee confidence level on the skills they learned from the training and their abilities to apply the knowledge has derived to the effectiveness of the training in terms of stay up to date on new process, achieve work target, opportunities in different career path and good competitive advantage to the organization for future prospect.

Keywords: trainee, trainee characteristics, transfer of training, knowledge sharing, cognitive ability, self-efficacy.

I. INTRODUCTION

The public sector plays a fundamental role as they are seen to be an indicator in providing an efficient delivery system. In Malaysia, there are approximately RM 1.4 million civil servants in 28 schemes of service under the Public Service Department of Malaysia (Public Service Department of Malaysia, 2014) working in various positions starting from clerical to top executive posts. These civil servants are also working in the federal public service, the state public services, the joint public services, the education service, the judiciary, the legal service, the polices and armed forces. Ahead from this issue, government has to put a serious attention particularly on workplace training as it seems to become one of the essential trigger to ensure our human capital are knowledgeable and equipped with the employability skills including hard skills and soft skills. Many organizations have set in motion to recognize the crucial training program to be prepared for those employees. Some of examples of workplace training are management training (includes HR management, strategic

management and financial management training), ICT and computer-basis training (database and visual management training) and general training (communication and writing training) (Public Administration Malaysia, 2015). According to the National Institute of Public Administration (INTAN) (2015), the training that are focused for the public servants are basically for those majoring in land administration, financial administration, office management and local government administration.

The key success of training program initiatives is the extent to which trainees or the employees use their training lesson onto the job. Many researchers and practitioners have recognized this issue as the transfer of training, whereby it is defined as the degree to which the employees or trainees can apply their knowledge and skills gained from the training program into their job (Ford & Weissbein, 1997; Tannenbaum & Yulk, 1992; Wexley & Latham, 1981). However, many organizations always claimed that conducting a training program is an expensive investment and need a lot of cost. Even though conducting a training program is quite costly especially for those small organizations, the training program itself can represent the positive essence of return on investment (ROI) of an organization. It has been evidenced in the USA

where 10 percent of \$100 billion of total training and development expenditures could lead to positive transfer of training (Georgenson, 1982). Some of the employees successfully understand about the concept of transfer of training, but there is still little value of number practicing it. From here, we can obviously say that a precise understanding about the factors that can allocate the employees to use their learned knowledge and skills on the job would be priceless in order to create a successful job performance and also developing a quality human capital. There are several factors that can influenced the effectiveness of transfer of training, i.e. motivation, attitude, emotional intelligence, support from management and peers, training style and environment, open mindedness of trainer, job related factors, self-efficacy and basic ability (Punia & Kant, 2013). Hence, for the purpose of this study, trainee characteristics is the area that will be focused in detail as it gives the biggest influence to the effectiveness of transfer of training.

A previous study conducted by Raja Suzana (2011) had found that, despite the government spending on training and development in most of public organizations, there are still much number of grievances and complaints reported especially regarding to public service delivery. Most of complaints were directed towards the public employees as they are said to be inefficient and ineffective especially when dealing with customers or other stakeholders. In Universiti Teknologi MARA (UiTM), along January to October 2015, about 1327 complaints cases have been recorded from staffs, students or guests (UiTM Official Portal, 2015). Thus, from the number of complaints cases, it can be evidenced that there are some problems or complexities in regards to the effectiveness of transfer of training. Based on the previous studies, past researcher have raised the problem whereby the factors that declining the effectiveness of transfer of training derived from the trainee's characteristics itself (Santos & Stuart, 2003). Trainee characteristics can be related to the attitude, trait or behaviour of the trainees described on how they see training program as beneficial and effective to themselves especially in their real job. Some argue that such characteristics account for the bulk of variability in training outcomes (Van der Klink, Gielen, & Nauta, 2001). It can be evidenced by revealing the acknowledgement from UiTM support staffs, as most of them actually attended the training program just to fulfil the requisite or requirement for their Key Performance Indicator (KPI) without concerning about the importance of learning. In addition, some of them also see training as costly and a waste of time.

From this attitude, it will lead to a poor effectiveness of transfer of training itself and might also give some negative impacts to the employees and also the organizations as it will contribute to low productivity, poor performance and systematic error (Morgan, 2011; Amo, 2014). Due to this negative effect, the inability for the employees to perform the job effectively will raise and thus leading to errors and feeling of being demotivated. According to Bersin (2006) in common, lack of integration between training and job performance makes it almost impossible to obtain any meaningful data on the business impact of training. Despite from the issue of transfer of training itself, this study would like to evaluate the effectiveness on transfer of training itself based on trainee characteristics. This study also attempts to identify the most dominant factors in trainee characteristics that decline the occurrence of training transfer.

II. TRAINING AND DEVELOPMENT

Training is an activity aimed to acquire and obtain some information or instruction regarding to some necessary knowledge, skills, attitudes, concepts and roles in order to improve the individual's performance. According to Jucious (1963), training is a process of gaining specific knowledge and skills to perform a better job. Throughout training, it is significantly trying to help people to be more proficient and has the employability skills in doing some jobs. In the context of public sector, an organization conducted some training program purposely in trying to facilitate their employees to learn the specific knowledge and skills so that they will contribute to the attainment of organization's objectives and goals. As we already know, employees are the valuable assets for organization to gear up their productivity and innovation. In order to have that capacity, a proper training and learning program have to be prepared so that they are available to perform and handle with greater difficulty and responsibility about their job.

This can be evidenced when our government particularly concerned on developing a quality human capital. Training appears to be an important agenda to achieve Vision 2020 in which our government has entirely trying to move towards the K-economy (knowledge-economy) by enhancing the knowledge and innovative capacity among the workforce. Malaysian Human Resource Development Act (2001) has been established purposely to assess and determine the types of training parallel to the requirements of the human resource in different industries. Besides, the act also focuses on promoting and stimulating manpower training. In the meantime, it also determines the terms and conditions under which such assistance financial or other benefits will be provided. According to Rama, Etling & Bowen (1993), there are three approaches of training. First is traditional approach, second is experimental approach and third is performance-based approach. For traditional approach, it focuses on the training design in which the objectives, contents, teaching techniques, assignments, lesson plans, tests and evaluation are being emphasized. For experimental approach, it is about the objectives and other elements of training that are jointly determined by the trainer and trainee. The trainer who is act as the facilitator incorporates and shares their experiences to those trainees in order to make them become more active and proactive during the training program. It is more emphasizing on the real or simulated situations in which the trainee will eventually operate. For the performance-based approach, it is focusing on measuring the level of proficiency of the trainees through some specific observable skills for a task.

In general, training is a circular process which has three main phases including planning, implementation and evaluation. Each of the steps has some specific linkage to each other and it will give some explanation or a better understanding to the trainee to capture and review what is going to be delivered during the training program. According to Raab, Swanson, Wentling & Dark (1987), training evaluation is a systematic process of collecting information about the training activity which then can be used in guiding the decision making and for assessing relevance and effectiveness of various training components. According to Kirkpatrick (1976), training evaluation is based on four different levels which are reaction, learning, behaviour and result. Reaction helps to reflect the feeling of the trainees about the training that has been attended. Learning is more toward the outcome during the training. Behaviour is referred to determination of the attitude after the training. Result will give impact on how success the training is conducted.

Since the research is conducted in UiTM, one of the training programs that organized by the Training and Competency Department is iTraining. Generally, iTraining is an ICT training program that is delivered to the UiTM staffs, objectively trying to deliver the training through online without have to physically attend the classroom session. This iTraining is specifically aimed to solve the limited space or venue for conducting training program if the total participants are in huge number. Besides, this training initiative is also trying to help the disabled (OKU) staffs to receive the training besides minimizing the allocation of cost for training program (Jabatan Pembangunan Sumber Manusia UiTM, 2016). The iTraining program has adapted the ADDIE Module (Analysis, Design, Develop, Implementation and Evaluation) whereby the three (3) main phases include planning, implementation and evaluation phases. As mentioned, Training and Competency Department is the responsible authority in handling this program in which before the training is being introduced, the department has to identify the need assessment of the training program which include the training design and also the curriculum modules. For example, the iTraning modules are developed by the group of trainer who are expertise in one's course. Besides, they also come out with a realistic objective, relevant content and any other practical requirement in order to ensure that the training runs well.

Then, after the first phase is completed, the iTraining program is now being implemented. The implementation phase needs the Training and Competency Department to put some publicity towards the training program. This is the most difficult phase to conduct because in order to put a planned action into operation, it needs a lot process and management to run in accordance to what has been planned. The last phase which is evaluation phase will then be operated in order to determine the relevancy and the effectiveness of that program. Plus, it is also trying to determine either the training program achieves their objective or not. Since iTraining program is a new program, the evaluation phase cannot be determined yet, but somehow, a continuous review and monitoring process has always been done to see the progress of the training.

III. TRANSFER OF TRAINING

The terms ‘transfer of training’ and ‘transfer of learning’ have the same meaning. Most of the previous researcher generally agreed to define transfer of training as the degree to which trainees apply the knowledge, skills and attitudes gained from training program into their job (Ford & Weissbein, 1997; Tannenbaum & Yulk, 1992; Wexley & Latham, 1981). However, transfer of training is considered as a multidimensional construct in which several authors viewed the concept of transfer of training in a different way of its definition. According to Wexley & Latham (1981) they suggest that transfer of training can be measured in three different ways which are positive transfer, zero transfer and negative transfer. Positive transfer occurs when the learning curriculum gained from the training program resulting in a better performance on the job. Zero transfer happens when learning in the training situation has no effect on the job performance. Whereas, the negative transfer takes place when learning is attained from the training situation which then resulting in declining poor performance. Even though there are varieties on how transfer of training which have been described, but it has been agreed that transfer of training is one of the crucial issues in HRD practices. In a simpler word, transfer of training is a process involving the transfer of knowledge, skills and other specific elements gained during the training program session applied into the real job situation purposely to enhance the employees’ performance and organization’s development. As we know, training has become an essential concern element in most of the organization not only in Malaysia, but also in other country. Public sector organization as well as private sector also recognized training as an effort to prepare their employees with the necessary elements possess to the organizational development. Many organizations provide training programs to their employees for the purpose of developing their knowledge, skills and abilities in order to produce an outstanding and high quality human capital. Though there are a lot of spending invested on the organization’s training program, yet there is still a growing of transfer of training problem (Michalak, 1981). It is estimated that while American industries annually spend up to \$100 billion on training and development, not more than 10 percent of these expenditures actually resulted in the transfer to the real job situation (Georgenson, 1982). This issue has also has been debated by some other researcher and, Nga Pham et al., (2010) had also stated that the effect of transfer of training decreases almost 50 percent one year after the training. Many organizations for example IBM reported a failure of transfer of training whereby the bulk of training expenditures do not give a positive return on investments since their employees failed to effectively develop skills and anticipate future needs (IBM, 2008).

The same issue was reported in Malaysia where approximately RM 7.3 million has been allocated towards the training and development sector, but a small percentage of that allocation RM was contributed towards the concept of transfer of training. The previous study has been conducted upon 60 manufacturing companies in Malaysia and it has been found that 24.4 percent of them have spent more than 2 percent of their annual budget on training development (Faizuniah et.al, 2002) (Sanniah, 2007). However, only 10 percent of the expenditure is directed to the positive training transfer (Cheng & Ho, 2011). Other example of the failure of transfer of training is regarding the ICT training for example the training on writing an email. This kind of training is basically given to the students especially among higher educational institutions. However, most of the complaint cases especially from the corporate organization reviewed that they actually do not really apply the basic ICT knowledge especially when writing an email. Thus, highlighting on this transfer problem, a comprehensive analysis has been conducted by some researchers to reveal the gap between training efforts and organizational outcomes. A diagrammatic conceptual framework provides a quick understanding of the study and the concept involved. This conceptual framework involves two major variables and shows the relationship between trainee characteristics (cognitive ability, self-efficacy, motivation and perceived utility of training/instrumentality) with transfer of training in an organization focuses on the public sector.

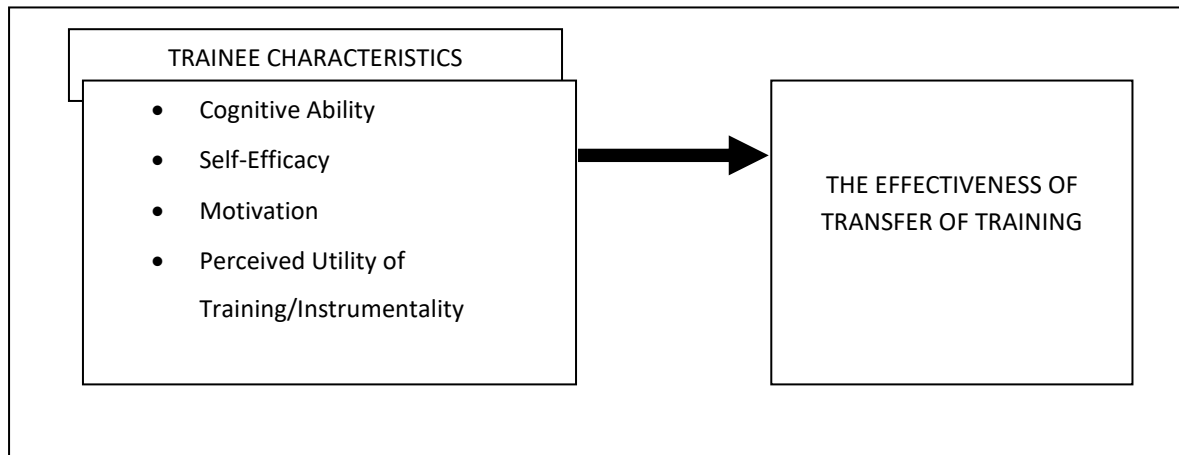


FIGURE I: Conceptual Framework

Adapted from: Baldwin T.T. and Ford J.K. (1988). Transfer of Training: A Review direction for future research. *Personnel Psychology*, 41, pp. 61-103.

The conceptual framework has been drawn by referring to the Transfer of Training Model proposed by Baldwin & Ford (1988). According to the original model, the researcher has provided a review and direction for future research according to the topic. All the independent variables are categorized under training input factors which influence the process of transfer to take place. Several previous researches have conducted on the same topic, but they discussed about different factors. For this study, the researcher decided to focus on some specific dimension of independent variables as those variables seem to distribute a strong relationship towards the transfer of training. Hypothesis is an unproven proposition formulated for empirical testing (Rozieana, 2009). Hypothesis also brings a meaning as logically conjectured relationship between two variables. It is expressed in the form of testable statement. By testing the hypothesis and realizing the conjectured relationship, it is expected that solution can be found to correct the problem encountered (Sekaran, 2006).

H01: There is no significant relationship between the cognitive ability towards the transfer of training.

Ha1: There is a significant relationship between the cognitive ability towards the transfer of training.

Cognitive ability is referring to an individual in processing, retaining and generalizing knowledge and skills in order to gain a valued outcome (Burke & Hutchins, 2007). An individual who has high cognitive ability has the ability to understand complex ideas and adapt with the conflict or problem that happened in their work situation. Cognitive ability seems to have a positive relationship with the transfer of training which can be seen through the ability of the trainee to acquire, utilize and maintain training competencies and transfer them into the work duties.

H02: There is no significant relationship between self-efficacy towards the transfer of training.

Ha2: There is a significant relationship between self-efficacy towards the transfer of training.

Self-efficacy and outcomes are both two variables that are related to either performance (Stajkovic & Luthans, 1998) and training (Colquitt, LePine, & Noe, 2000). Self-efficacy acts as the central role not only in enhancing the effectiveness of the training itself but also promote the development of training transfer (Mathieu, Martineau, & Tannenbaum, 1993). By referring to the definition of self-efficacy, it has been defined as a personal psychological factor that may affect an individual to become more confident and motivated to apply some inputs that are important especially those regarding to their job duties. Hence, it can significantly be predicted that self-efficacy has a positive influence with the transfer of training.

H03: There is no significant relationship between trainees' motivation towards the transfer of training.

Ha3: There is a significant relationship between trainees' motivation towards the transfer of training.

The process of transfer will be facilitated when the trainees are feeling motivated to learn and transfer throughout the training process. According to Robbins & Judge (2009), motivation refers to the process that an individual's intensity is being direct to move forward for attaining a specific goal. Specifically, the researcher has encompassed both motivation to learn and motivation to transfer. In order to ensure that the process of transfer is really occurring, the trainees must believe that they are capable of learning and also believe that their effort would be able to change their job performance. Taking action from that, it has been proposed that motivation to learn is more likely to trigger the proactive behaviours among the trainees that are deemed necessary to encourage the successful of the actual transfer.

H04: There is no significant relationship between perceived utility of training/instrumentality towards the transfer of training.

Ha4: There is a significant relationship between perceived utility of training/instrumentality towards the transfer of training.

According to Chiaburu & Lindsay (2008), a training program has high utility or instrumentality when the trainees perceive a clear link between required performance and outcome that they value. Basically, the main objective of a training program is to improve the employee's work performance. So, in order to move towards that particular aim, the training program must prepare the relevant and significant instrument or materials that are beneficial for the employees and can be use in their real job situation.

H05: There is no determinant factor of trainee characteristics does influencing the transfer of training in UiTM.

Ha5: The determinant factor of trainee characteristics does influencing the transfer of training in UiTM.

In each of the study that has been conducted, there will be a factor that becomes the most determinant factor influencing about the topic. So, in order to find the determinant factor, the regression method will be use and based on the output result, the researcher can determine the most determinant factor that influencing the transfer of training specifically in UiTM.

IV. METHODOLOGY

This study applied cross-sectional design because this study was done only for a specific period of time. This research survey was conducted under quantitative approach and questionnaires were distributed to 310 respondents consists of supporting staff of UiTM. The close-ended questions were prepared which require the respondents to choose the relevant answer based on their own view. The instruction for completing the questionnaire is included in order to give a clear guideline and well-understanding in answering the questions. The questionnaires consist of dual language which are English and Malay language. The questions include three different sections which are Section A, Section B and Section C. Pilot test was conducted before the actual research is made. It is concerned to measure the validity and reliability of the questionnaires. Pre-test is made to give some opportunity to the researcher in order to review either the research instrument which is questionnaire indicate the accuracy and reliable data. During the pre-test session, the respondents are welcomed to give comments and feedbacks in terms of structure, language and format of the questionnaires. For this pilot testing, 25 questionnaires are distributed randomly to the working respondents in a private company. The time estimated for the respondents to answer the entire questions is one week. The researchers then collected the questionnaire to review the feedbacks from the respondents so that any form of dismissal or complexity regarding the questionnaire can be fixed. As the result, the Cronbach Alpha result for each dimensions are presented in Table I:

TABLE I: Pilot Testing Cronbach's Alpha Reliability Statistics

Variables	Dimension	No of Items	Cronbach's Alpha
Independent Variable(s)	Cognitive Ability	5	0.571
	Self-Efficacy	5	0.670
	Motivation	6	0.848
	Perceived Utility of Training/Instrumentality	3	0.715
Dependent Variable	Transfer of Training	5	0.820

V. RESULTS AND FINDINGS

The questionnaires were distributed to the support staffs or administrative staffs in UiTM Shah Alam which is located in Shah Alam, Selangor. A total of 300 questionnaires were distributed to those selected respondents which involved all the departments and faculties. However, only 176 questionnaires were returned. The returned questionnaires have been analyzed and the statistical data output is reviewed as demonstrated below. For the respondent's demographic background/profile, the result indicated the frequency distribution for each category in Section A that consist of gender, age, race, level of education, period of service, kind of training attended and number of training attended per year. Here is the interpretation data for the correspondent profile:

TABLE II: Demographic Background

Items	Frequency	Percent (100%)
Gender		
Male	68	38.6
Female	108	61.4
Total	176	100.0
Age		
<30 years	100	56.8
31-40 years	54	30.7
41-50 years	15	8.5
51 and above years	7	4.0
Total	176	100.0
Race		
Malay	169	96.0
Others	7	4.0
Total	176	100.0
Level of Education		
SPM	18	10.2
STPM/Diploma	52	29.5
Bachelor Degree	75	42.6
Masters/PhD	31	17.6
Total	176	100.0
Period of Service		
0-5	98	55.7
6-10	38	21.6
11-15	24	13.6
16-20	6	3.4
21 and above	10	5.7
Total	176	100.0
No of training attended per year		
1-5	122	69.3
6-10	35	19.9
11-15	11	6.3
16-20	7	4.0
21 and above	1	0.6
Total	176	100.0

Based on Table II, from the total 176 questionnaires that have been returned, it shows that 108 respondents in this study were dominantly females which contributed to 61.4 percent from the whole percentage. Meanwhile, 68 respondents were male which indicates 38.6 percent. For respondent's demographic background in terms of the range of age, the highest respondents participated in this research are mostly dominated by less than 30 years old which denotes about 56.8 percent and 100 respondents. The result is followed by the respondents who are ranging between 31 to 40 years old which denotes about 30.7 percent and 54 respondents. Next, it is the followed by the respondents from 41 to 50 years old which indicates

8.5 percent and 15 respondents. Lastly, the lowest range of age of respondents participated in this research are from the age of 51 and above years old which denotes 4.0 percent that is equal to 7 respondents. Generally, the highest contribution respondents are coming from the age of less than 30 years. The respondents can be divided into 4 categories of races, which consist of Malay, Chinese, Indian and others. The table indicates that overall of the respondents participated in the research were dominated by Malay with 96.0 percent (169 respondents) followed by 7 respondents (4.0 percent) from other races which are Bumiputera Sabah and Sarawak. None of the respondents are Chinese and Indian.

Next is the level of education of the respondents where 42.6 percent or 75 respondents have Bachelor Degree qualification while 29.5 percent of 52 respondents have STPM/Diploma qualification. Master/PhD graduates are represented by 31 respondents which denote 17.6 percent of the total number of respondents. The respondents who have SPM qualification are 18 respondents and indicate 10.2 percent of the total number of respondents. Meanwhile, 98 of the respondent have served the company less than 5 years which denotes 55.7 percent which indicates the highest job tenure in UiTM. This is followed by 38 respondents which denote 21.6 percent of the total number of respondents who served for 6 to 10 years in the company. There are 24 respondents who worked for 11 to 15 years which indicate 13.6 percent. The longest duration is 21 and above which indicate 10 respondents which is also equal to 5.7 percent and thus denoting them as the ones who least served UiTM. Lastly, most of the respondents have between 0 to 5 years of working experience at UiTM because most of them are fresh graduates. Based on the table, it also shows the number of training attended per year by respondent in UiTM. It indicates that the highest number of training is 1 to 5 times per year which is represented by 122 respondents (69.3 percent). The second highest fall between 6-10 times per year training was conducted which is represented by 35 respondent (19.9 percent). From the table above, 21 and above times training per year are the lowest frequencies as it was indicated by only 1 respondent. Therefore, it can be concluded that there are 157 respondents who have attended less than 10 times training per year. It shows that the number of training is minimal for the UiTM.

TABLE III: Descriptive Statistics

Variables	Items	N	Mean	Std. Deviation
IV (s)	Cognitive Ability	176	3.9534	0.50899
	Self-Efficacy	176	4.0761	0.49765
	Motivation	176	4.1723	0.52217
	Instrumentality	176	4.0568	0.67088
DV	Transfer of Training	176	4.0477	0.49407

The descriptive analysis was used to determine the level of all variables as depicted in Table III. The table shows the value of mean and standard deviation for each variable which includes the dependent variables and dependent variable. There are 24 items in the questionnaire that represents each of the variables including the cognitive ability (5 items), self-efficacy (5 items), motivation (6 items), instrumentality (3 items) and transfer of training (5 items). As a whole, most of the items have a good response from the respondents in which all variables has high value of mean and standard deviation. The highest score was instrumentality of training which indicates the value of mean of 4.0477 and standard deviation of 0.67088. From here, it can be concluded that the trainees or the employees believed that a valued outcome can be triggered from the training attended. It also indicated that the instrumentality from the training can give positive benefit to the employees if the training program provided useful materials, proper guidelines, effective training deliverables and others. In addition, the employees feel that the training was effective as they believed that the instrumentality received from the training program itself is beneficial to transfer into their real job situation and will lead them to have a success in performing task and job.

Besides, the mean and standard deviation for each variable shows good response and is normal for the entire components. The second highest value of mean and standard deviation was motivation (M=4.1723 and SD=0.52217). Motivation here includes the motivation to learn and motivation to transfer whereby motivation to learn and to transfer reflects one's attitude towards the formal process of knowledge and skill acquisition (Griffin, 2010). Trainees were motivated to learn and to transfer as they likely feel that the lesson learned from the training program can positively affect their performance and valued outcome. Therefore, they willingly learn and transfer the input from the training includes the knowledge, skills and capabilities in order to increase their work performance and be able to solve the work-related problem. In the meantime it also becomes a benchmarking or indicator as the employee can prepare themselves for a career enhancement and career path.

Thirdly, the mean score for the cognitive ability is 3.9534 and the standard deviation value is 0.50899. Cognitive ability particularly refers to the cognitive of a person in processing, retaining and generalizing trained skills and knowledge and strongly believed to be a strong predictor of transfer outcomes. Based on the result, cognitive shows a high score whereby it can be described that the employees or the trainees were able to critically understand the complex ideas from the training content and capable to apply them into their real job situation. So, the trainees or the employees who has the high cognitive ability can successfully acquire, utilize and maintain the training competencies and generally support the transfer of training concept. Forth, the mean scores and standard deviation for self-efficacy towards the transfer of training is $M=4.0761$ and $SD=0.49765$. From the result, it indicates that the employees have a good assurance that they are able to perform well after training by transferring the lesson learned in terms of knowledge, skills, capabilities and experiences into their real job. Plus, with enough supervision, effective coaching, a good teamwork and prior exciting lessons, it can help to increase the level of self-efficacy among the trainees and made them to become more confident to perform a better job. At the same time, it will enable them to deal with challenging and complex situation at the workplace.

For the dependent variable, transfer of training, the mean scores is 4.0477 and the standard deviation is 0.49407. Overall, it was a good response from the respondents as the value of mean can be considered as a high score. From the result, it can be interpreted that most of the respondents understand about the concept of transfer of training as the degree to which an individual apply the knowledge, skills and abilities gained from the training program into their job. Hence, a positive work performance can be influenced by a positive transfer of training because each of the elements possessed during the training session can respectively develop outstanding capabilities and comprehensive quality for the future needs.

TABLE IV: Correlations Test

	TOT	Cognitive ability	Self-efficacy	Motivation	Instrumentality
Pearson Correlation	1	0.461**	0.465**	0.459**	0.547**
Sig. (2-tailed)		0.000	0.000	0.000	0.000
N	176	176	176	176	176
** Correlation is significant at the 0.01 level (2-tailed).					

Pearson's Correlation Coefficient was used to identify the relationship between four dimensions of trainee characteristics towards the transfer of training among the UiTM support staffs as depicted in Table IV. The results shows the output for the Pearson's Correlation testing for all the variables. For the first variable which is cognitive ability, the result indicates that the value of Pearson's correlation or r -value is 0.461 and the significant value is 0.000. From here, we can conclude that the r -value for the cognitive ability has a moderate correlation or moderate relationship with the transfer of training. Thus, with the moderate correlation that exists between the cognitive ability and transfer of training, the objective is achieved and the alternate hypothesis is accepted.

For the second variable, self-efficacy the value for the Pearson's correlation (r -value) is 0.465 and the significant value is 0.000. For motivation, the r -value is 0.459 and the significant value (p -value) is 0.000. Here, we can see that the results for the second and third variables are similar to the first variable whereby the result shows that there is a moderate correlation between both dependent and independent variable. Therefore, the hypothesis is accepted and the objective is considered achieved for this research. For the fourth variable, instrumentality, the r -value is 0.547 and the p -value is 0.000. Hence, instrumentality has a strong relationship towards the transfer of training as the result is greater than 0.05. Based on the result, all the dimensions of the trainee characteristics were significantly correlated to the transfer of training. The most significant factor that has high correlation with transfer of training was instrumentality the other three factors show moderate correlation towards the transfer of training. Thus, it can be concluded that all the four dimensions of trainee characteristics are significantly related to the transfer of training. For the most significantly correlated which is the instrumentality, we can review that the employees believed that receivable of the correct information, appropriate skills and sufficient input during the training program can encourage them to transfer. This is because they perceived that the instrumentality that has been attained can lead them towards a valued outcome. For example, employees can easily handle the customer's complaint and reduce the hazard at the workplace. Thus, apart from that UiTM support staff stated that the training program that has been conducted provided sufficient instrumentality and every trainee who attended it, actually perceived the utility of the training. Hence, it strongly supports the concept of transfer of training.

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For the cognitive ability factor, the support staffs of UiTM believed that it is one of a strong predictor to transfer outcomes in which the staffs were able to understand complex ideas, process and retain the information and can also systematically organize the lesson learned from the training program. Reviewing from the analysis, it can be said that the employees were able to maintain their cognitive ability capacity if they received the right and appropriate training program which are matched with their job scope. This factor could be related with the next factor which is self-efficacy. Self-efficacy describes about the individual judgment of their capabilities to organize and execute courses of action related to their performance. So, from here we can see that the UiTM support staff will feel more confident and believed on his or her capabilities to perform a job better if they have higher cognitive ability in maintaining the relevant input obtained from the training. Besides, based on the findings, the result shows that motivation factor supports the effectiveness of the transfer of training. This is because, as mentioned earlier, from the staff responses, the training provided by UiTM are of sufficient contents and instrumentality. Therefore, this can increase the level of confidence and motivate the employees to learn and then transfer those related input from the training program into the real job situation. At the same time, it also can improve their skills and productivity as they are happy and satisfied to do a job better.

VI. CONCLUSION

All the factors of trainee characteristics include cognitive ability, self-efficacy, motivation and instrumentality of the study has a significant relationship with the transfer of training. Among all dimensions, the factor of instrumentality was the most significant aspect that is correlated with the transfer of training. This finding supports the finding that is proposed by other researchers where the support staffs in UiTM perceived that: with a good and appropriate instrumentality obtained during the training program, it can positively motivate themselves to understand the importance of the training itself to their real job environment and at the same time increase the individual's perception that training will lead to a valued outcome. Most of the review from the respondents also said that for any training program that is conducted, it must fit and match the scope of work of the employees. This is because people are more likely to do something that provides a valued outcome to them. Apart from that, if the employee feels that the training is valuable to their job scope, indirectly it can increase their motivation and self-interest to willingly attend the training program. Plus, the employees themselves will put their effort to critically process and generalize those related training input engaged with their job scope. Therefore, from that, it has contributed to support the cognitive ability, self-efficacy and motivation factor which has been discussed.

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