

# TRAINING AN INNOVATION AND EMPLOYEE PERFORMANCE: ISLAMIC FINANCIAL SERVICE EMPLOYEES

Samsudin Bin Wahab, Noor Saliza Amin Nudin And Melati Binti Manaf

Universiti Teknologi MARA Cawangan Pulau Pinang  
Jalan Permatang Pauh 13500 Bukit Mertajam Pulau Pinang

---

**ABSTRACT:** *This study was carried out to explore the impact of training and developments towards employee performance among employee at Celestica (M) Sdn. Bhd. There are three factors that will be examined in this research which are training method, employee's readiness for training, and delivery styles. This is a descriptive research study. The researcher use primary data collection method and secondary data collection method. Journal, internet research, and text book had been used as secondary data collection. The target population is employees at Islamic Financial Service department. Questionnaire based survey was used and 100 sets of questionnaire were distributed to respondents and being analyzed by using SPSS. Findings shows that the employees satisfaction arising with the creative training design. It is recommended that training process for Islamic service institution must consider the innovation element such as training delivery method and content of the training.*

---

## 1.0 INTRODUCTION

Nowadays, training and development are important in the organization. Many employers will make sure their employees are well trained. This is because they want to make sure there is no error when they perform their task. In this case, they will keep retrain the senior employees and train new employees especially fresh graduate when they enter to the organization.

Training is the act of increasing the knowledge and skill of employee for doing particular job. It is to develop new skill, technical knowledge, problem-solving, and others. Training has the achievement of an organizational goal by incorporating the interests of organization and the workforce (Raja Abdul Ghafoor Khan, Furqan Ahmad Khan, Dr Muhammad Aslam Khan, 2011). Training is the most important tool in business. This is because training can increase the efficiency and the effectiveness of employees and the organization. Training improves the performance of employees on present jobs and prepares them for taking up new assignments in the future (J Swaminathan, Gowri Shankar, 2011).

Another researcher said that employee performance is the important factor and the building block which can increases the performance of overall organization (Qaiser Abbas and Sara Yaqoob). Employee performance depends on many factors like job satisfaction, knowledge and management but there is a relationship between training and performance (Chris Amisano,2010). This fact shows that employee performance is depend on training at the company. Thus this research is carry on to show the relationship between training and emplo

The training department or human resources department in companies that do not have a specialist department to organize training, will conduct a formal training needs analysis to determine who needs training and in what areas. The heads of each department in the organization will give input into the training need analysis. To do this, they will need to monitor the performance of their subordinates and decides whose performance would improve if they received appropriate programmes. Large training departments may be able to sustain various trainer roles (Pettigrew et al., 1982), matching particular course objectives to particular trainer preferences and abilities, but "the fewer trainers there are, the more complex and ambiguous the role may become" (Bennett and Leduchowicz, 1983, p. 31).

## **1.1 PROBLEM STATEMENT**

Lack of training can lead to the problem on quality and quantity of product produce by the company. The organization need to maintain the schedule on training and use all their experience to improve employee performance.

“I think people are talking more about performance and results and consequences. They are not necessarily doing more about it”, (Roger Kaufman Florida State University). From this statement it is clear that training and development is important factor. So the significance of this study is that the training can improves the organization performance. Training is important for the employee’s development and the employee development can encourage self-fulfilling skills and abilities of employee, decreased operational costs, limits organizational abilities and changing goals and objectives (M.A, 2009)

There are many factors might contribute to employee and organizational performance which is training. From the previous study, we know that most of the employees are not satisfy with the training in their organization. So with that we conduct this study to investigate whether training at Celestica are align or not with their employees work. Thus, it is recommended that organization should create various styles and methods to make sure employees are ready for training.

In this research, the researcher was defining several factors that can be used to increase the training method among employees at Celestica (M) Sdn. Bhd. This research will identify the factors that affect the training and development among employees at Celestica (M) Sdn. Bhd.

In this section, the purpose of this research includes broad objectives and specific objectives. The objectives of this research are to examine the importance of training for employee’s performance, to determine the employee’s readiness for training, and to ascertain the relationship between training method and delivery style for training.

## **2.0 LITERATURE REVIEW**

### **2.1 EMPLOYEE PERFORMANCE**

Every company should continually monitor and evaluate their employees; here are seven easy ways to quickly gauge performance and ensure your firm is on the right track. Performance as the achievement of specific tasks measured against predetermined or identified standards of accuracy, completeness, cost and speed. Punctuality means an employee who regularly arrives late for work or are frequently absent from the office are unlikely to be meeting their performance objectives. The underlying issue needs to be addressed here – have they received adequate training? Do they get along with their co-workers and manager? Issues with punctuality mean an employee is not doing their job to their full potential and a negative attitude may also be affecting their colleagues. (Nassazi, 2013)

Quality of work occurs when the timely completion of projects to the desired standard is a key indicator in measuring employee performance. Is the work being carried out average or outstanding? Are they committing maximum effort to projects? Is their attitude affecting their ability to meet your expectations? Do they understand their personal performance objectives? The answers to those questions will help you to understand the root causes of any problems. Employee performance is defined as the outcome or contribution of employees to make them attain goals (Herbert, John & Lee 2000) while performance may be used to define what an organization has accomplished with respect to the process, results, relevance and success Uganda National Development Program (1995). (Nassazi, 2013)

Observe personal habits are a Perpetual bad habits can detract from employee performance. This may include indulging in office gossip, taking unauthorized breaks, disruptive behavior and the use of computers for personal reasons (such as social media, online shopping). In order to prevent these habits from being adopted by their co-workers, you must be clear on what is acceptable in your business and issue an appropriate behavioral code.

The employers must check their attitude. A bad attitude will often manifest itself in insubordinate behavior. Again, this is indicative of an individual who is unlikely to be meeting their performance objectives. Typically, these employees will not comply with company policies and are likely to display disrespect for your company and co-workers.

Review personal presentation, most firms have a professional dress code appropriate to the job and company culture. Employees who disregard your expectations and present a disheveled or careless appearance reflect badly on your image. It's likely that their performance will be failing to meet your expectations too.

## **2.2 TRAINING METHOD AND INNOVATION**

Training has the achievement of an organizational goal by incorporating the interests of organization and the workforce (Raja Abdul Ghafoor Khan, 2011). The general purpose of training is to improve employee's abilities and performance on the job. There are a large number of training methods available that can be used by training department in an organization. Once the training department has decided to train the employees and on what they should learn, they have to design the training programmed. Training improves the performance of employees on percent jobs and prepares them for taking up new assignments in the future (J Swaminathan). They are five training methods which is on-the-job training, distance and internet-based training, managerial on-the-job training, off-the-job management training, and management development.

First, on-the-job training (OJT) means a person learns a job by actually doing it. In many companies, OJT is the only training method that they use to teach their employees. Besides that, there are several types of OJT. However, the most common one is coaching or the understudy method. Here, an experienced worker or the supervisor trains the employee. At lower levels, trainees learn the skill by observing the supervisor. This technique is also used at top management levels. Job rotation is also called as OJT methods. It is where an employee moves from job to job at planned intervals. OJT has several advantages. It is relatively inexpensive, where trainees can learn doing and get quick feedback on their performance. There are several points to note when using OJT that are the trainers themselves should be trained and they should be given the proper training materials.

Second training method is distance and internet-based training. There are various forms of distance learning methods. They include traditional paper-and-pencil correspondence courses, as well as tele-training, video-conferencing, and Internet-based classes. Tele-training is occurring when a trainer in a central location teaches groups of employees at remote locations via television hooks-up. Video-conferencing is when people in a location to communicate live via video equipment with people in another location, city, or country. Hence, Internet-Based-Training was used in many companies where they let their employee's takes online courses offered by online course providers. Others use their own internal intranet to facilitate computer-based training. Lastly, learning portals occurs when many employers create 'learning portals' to satisfy their employees training needs. The 'Improving Productivity' section explains how they do this.

Third method is managerial On-The-Job training. It is not just for managers but it also includes job-rotation, coaching, and action learning. Job rotation means moving management trainees from department to broaden their understanding of all parts of the business and to test their abilities. The trainees may spend several months in each department. They may just be observes in each department, but it is more common for them to get fully involved in its operations. The trainees thus learn the departments business by actually doing it, while discovering what jobs they prefer. Mentoring or understudy approach, the trainee works directly with a senior manager who is the trainees mentor. Normally, the trainee relieves that manager of certain responsibilities, thus having a chance to learn the job. Lastly, action learning is where the managers are given released time to work full time on projects as a member of the project team. The will analyzed and solve problems in departments other than their own.

Fourth training method is Off-The –Job Management Training. There are several method used which is the case study method where the trainees are given an organizational problem. They will analyze the case, diagnose the problem, and discuss their solutions with other trainees. Next methods are management games. The trainees are divided into small teams that compete with one another in a simulated market place. Hence, Corporate University and In-House training centre. Many large companies have their own in-house training centers. These canters need not offer a wide range of courses. They cooperate with training providers to create programs that suit their needs. Some may even work closely with a university to offer specific degree programs.

Last but not least management development is any attempt to improve managerial performance by providing knowledge, changing attitudes, or increasing skills. The aim is to improve the performance of the company. Some development programs are company-wide and involve all most managers. Other development programs aim to fill specific positions, such as the CEO. This is also involves succession planning. Succession planning also refers to the process through which a company plans for and fills senior positions. Large training departments may be able to sustain various trainer roles (Pettigrew et al., 1982), matching particular course objectives to particular trainer preferences and abilities, but “the fewer trainers there are, the more complex and ambiguous the role may become” (Bennett and Leduchowicz, 1983, p. 31).

### **3.0 METHODOLOGY**

The objective of data collection are to collect and obtain the accurately. Primary and secondary sources are used to obtain and collect the data. According to (Sekaran & Bougie, 2013), data collections are essential methods are an essential element of research design, which it has their own advantages and disadvantages.

#### **3.1 Primary Data**

Primary data refer to information obtained personally by the researcher on the variables of concern for the specific purpose of the study (Sekaran & Bougie, 2013). Primary data were originally got self by the researcher for the specific purpose of addressing in the research problem. In this research, the researcher were collected the primary data through survey and distributed the questionnaire.

#### **3.2 Questionnaire**

According to (Sekaran & Bougie, 2013) questionnaire is pre-formulated written set of questions to which respondent record their answers, usually within rather closely defined alternatives. Questionnaires are generally cheap and faster feedback than interviews and observations, but they also introduce a much larger chances of non-response and non-response error. The designs of questionnaire are to collect large numbers of quantitative dat. The researchers must know how to conduct the data from questionnaire and what is needed in this research. For this research, 100 employees from Celestica (M) Sdn. Bhd. are randomly selected to answer the questionnaire.

#### **3.3 Secondary Data**

The information collected from sources that already exist is called secondary data (Sekaran & Bougie, 2013). Secondary data were collected through the textbooks, journal, theses, reports, internet, and others. In this research, the researcher was used the past study about this topic to obtain the data. The secondary data helps the researcher to gather more information and knowledge to understand about this topic. The researcher can gather more information to solve their uncertainties about their research topic that cannot be obtained from primary data. All the information that we get from secondary data, we used it for completed our research because the data can be located quickly and impressively.

#### **3.5 Sampling Design**

According to the population based on our research which is The Training and Development towards Employee Performance, the quantitative data was collected for sampling design is using the non-probability sampling self-administered questionnaire that using Likert Scales. According to Malhotra (2007), non-probability sampling is less expensive, less time consuming, and require only little sampling skills.

Therefore, the sampling technique is adopted to conduct survey in this research. Moreover, units of sample in this research are selected on the basis of personal judgment or convenience because information and targeted respondent is readily an available. This study also used convenience sampling technique method to estimate the population that include factory workers as a main target. Convenience Sampling refers to the collection of information from members of the population who are conveniently available to provide it. It usually used during the exploratory phase of a research project and offers no precision or general. The estimated target factory workers are 1280 workers at Celestica (M) Sdn. Bhd. and the estimated population are 100 workers as recommended by (Eugene, 2011).

### 3.6 Population of Study

For this research, the researcher is targeting the banks which is located at Kulim, Sungai Petani and Alor Setar, Kedah. The targeting population is from employee in Islamic Finance Department with the total of 1500 from different department all over Kedah State . In this research, the researcher has distributed 100 questionnaires to the employee at Kulim areas.

### 3.7 Sampling Size

As per data from the total number of employee in the organization is 1500. The sample size of this research is 100 employee selected. The questionnaires was distributed and collected the next day by the researcher. The respondents left the questionnaires on their table for collected, and some of them managed to answer and submitted by hand at the researcher. All the questionnaires collected are valid. This study employed snowball sampling techniques. Snowball sampling is a special non-probability method for developing a research sample where existing study subjects recruit future subjects from among their acquaintances.

## 4.0 DATA ANALYSIS

### 4.1 RELIABILITY TEST RESULT

It is necessary to conduct the reliability test of the independent and dependent variables. This is to decide whether the questions that have been asked are truly significant and acceptable. For this purpose, Cronbach's Alpha reliability coefficient was obtained for all variables and by using SPSS software. Cronbach's alpha can be inferred as a correlation, which ranges in value from 0 to 1. In reliability analysis, Cronbach's alpha that is less than 0.6 are generally considered to be poor, those that in range 0.6 are in moderate, 0.7 considered as good, 0.8 considered as very good and those over 0.9 are considered as excellent.

**TABLE 4.1 RELIABILITY ANALYSIS FOR ALL VARIABLES**

| Reliability Statistics |            |
|------------------------|------------|
| Cronbach's Alpha       | N of Items |
| .711                   | 23         |

The result indicates the entire questions that have been asked in questionnaire in order to analyze both dependent and independent variables are 0.711.

#### **Explanation:**

This is due to the internal consistency reliability of the measure used in this study can be considered to be moderate. This is because the overall Cronbach's alpha is 0.711. in the other hand, all questions ask in dependent variables are consider as relevant for this study.

### 4.4.2 RELIABILITY TEST FOR DEPENDENT VARIABLE

**TABLE 4.2 RELIABILITY ANALYSIS FOR EMPLOYEE PERFORMANCE**

| Reliability Statistics                       |            |
|--|------------|
| Cronbach's Alpha Based on Standardized Items | N of Items |
| .645   | 9          |

The internal consistency reliability of the measure used in this study can be considered as moderate. This is because the value of overall Cronbach's alpha is 0.645.

#### **4.3 RELIABILITY TEST FOR INDEPENDENT VARIABLES**

**TABLE 4.3 RELIABILITY ANALYSIS FOR TRAINING METHOD**

| <b>Reliability Statistics</b> |            |
|-------------------------------|------------|
| Cronbach's Alpha              | N of Items |
| .644                          | 5          |

The table above shows the reliability test result for training method. The question is about whether the training method that has been use in the organizations is influencing the employees to attend the training.

#### **Explanation:**

The internal consistency reliability of the measure used in this research can be considered as moderate. This is because the value of overall Cronbach's alpha is 0.644.

**TABLE 4.4 RELIABILITY ANALYSIS FOR EMPLOYEE READINESS FOR TRAINING**

| <b>Reliability Statistics</b> |            |
|-------------------------------|------------|
| Cronbach's Alpha              | N of Items |
| .774                          | 5          |

The table above shows the reliability test result for employee's readiness for training. The question asked the respondent to determine whether they are ready or not to be trained.

#### **Explanation:**

The internal consistency reliability of the measure used in this research can be considered as good. This is because the value of overall Cronbach's alpha is 0.774.

**TABLE 4.5 RELIABILITY ANALYSIS FOR DELIVERY STYLES**

| <b>Reliability Statistics</b> |            |
|-------------------------------|------------|
| Cronbach's Alpha              | N of Items |
| .764                          | 4          |

The table above shows the reliability test result for delivery styles. The question asked the respondent to determine the trainer's style that makes them confident with the training.

#### **Explanation:**

The internal consistency reliability of the measure used in this research can be considered as good. This is because the value of overall Cronbach's alpha is 0.764.

#### **4.6 PEARSON CORRELATION ANALYSIS**

A Pearson correlation matrix will indicate the direction, strength, and significance of the bivariate relationship among all the variables that were measured at an interval or ratio level. The strength of association between variable to expand the discussion on the interrelation between dependent and independent variables can

be examined using the hypothesis to know the relationship between two variables either it is significant positive or negative.

**Table 4.6.1 Correlations**

|                                  |                     | <b>Correlations</b> |                                 |                 |
|----------------------------------|---------------------|---------------------|---------------------------------|-----------------|
|                                  |                     | Training Method     | Employee Readiness for Training | Delivery Styles |
| Training Method                  | Pearson Correlation | 1                   | .044                            | .634**          |
|                                  | Sig. (2-tailed)     |                     | .662                            | .000            |
|                                  | N                   | 100                 | 100                             | 100             |
| Employees Readiness for Training | Pearson Correlation | .044                | 1                               | .089            |
|                                  | Sig. (2-tailed)     | .662                |                                 | .380            |
|                                  | N                   | 100                 | 100                             | 100             |
| Delivery Styles                  | Pearson Correlation | .634**              | .089                            | 1               |
|                                  | Sig. (2-tailed)     | .000                | .380                            |                 |
|                                  | N                   | 100                 | 100                             | 100             |

\*\* . Correlation is significant at the 0.01 level (2-tailed).

**Table 4.6.2 Summary of Pearson Correlation**

| <b>IVs</b>                       | <b>r value</b> | <b>Degree of Significant</b> | <b>Type of Relationship</b>           |
|----------------------------------|----------------|------------------------------|---------------------------------------|
| Training Method                  | $r = 1$        | $r = 1$                      | Perfect positive linear relationship  |
| Employees Readiness for Training | $r = 0.044$    | $0 < r < 0.5$                | Weak positive linear relationship     |
| Delivery Styles                  | $r = 0.634$    | $0.5 \leq r < 0.8$           | Moderate positive linear relationship |

Table 4.6.2 represents the summary of the Pearson Correlation between employee performance with training method, employee's readiness for training, and delivery styles. Based on the table above, the interpretation of the findings as follow:

1. Training method and employee performance are positive relationship because the correlation value positive which is  $r = 1$  thus, there is perfect positive linear relationship between training method and employee performance.
2. Employee's readiness for training and employee performance are positive relationship because the correlation value positive which is  $r = 0.044$ . There is a weak positive linear relationship and significant positive relationship between employee's readiness for training and employee performance.
3. Delivery styles and employee performance are positive relationship because the correlation value positive which is  $r = 0.634$ . There is a moderate positive linear relationship between delivery styles and employee performance.

## 4.7 Training Method

### Hypothesis 1

H01: Training design has no significant effect on the employee performance. To increase the knowledge and skills in the job training is given to the employees.

HA1: Training design has significant effect on the employee performance. To increase the knowledge and skills in the job training is given to the employees.

To interpret correlation coefficient, the researcher examines the coefficient and its associated significant value (p). The result shows that the correlation coefficient for training method and employee performance is 1. The output was determined that the significant and perfect positive relationship exist between training method and employee performance. The result shows that Pearson correlation value of 1 is positive because SPSS did not put a negative sign in front of it. Therefore the researcher has to accept the alternative hypothesis (H<sub>A</sub>) and reject the null hypothesis (H<sub>0</sub>), since the result shows a positive Pearson correlation.

#### 4.8 Employees Readiness for Training

##### Hypothesis 2

**H02:** There is no relationship between employee's readiness for training and employee performance.

**HA2:** There is a relationship between employee's readiness for training and employee performance.

To interpret correlation coefficient, the researcher examines the coefficient and the associated significant value (p). The output was determined that a significant and weak positive relationship exists between employee readiness for training and employee performance ( $r = 0.044$ ). The result shows that Pearson correlation value of 0.044 is positive because SPSS did not put a negative sign in front of it. While, in this situation the test statistic is smaller than the critical value and the decision to reject H<sub>0</sub>. Therefore alternative hypothesis (H<sub>A</sub>) were accepted, that means employee readiness for training has a relationship with employee performance at Celestica (M) Sdn. Bhd.

#### 4.9 Delivery Style

##### Hypothesis 3

**H03:** Delivery style has no significant effect on the employee performance.

**HA3:** Delivery style has a significant effect on the organizational performance.

To interpret correlation coefficient, the researcher examines the coefficient and its associated significant value (p). The result shows that the correlation coefficient for delivery styles and employee performance is 0.634. The output was determined that the significant and moderate positive relationship exist between delivery styles and employee performance. The result shows that Pearson correlation value of 0.634 is positive because SPSS did not put a negative sign in front of it. Therefore the researcher has to accept the alternative hypothesis (H<sub>A</sub>) and reject the null hypothesis (H<sub>0</sub>), since the result shows a positive Pearson correlation.

#### 4.10 Multiple Regressions

Multiple regressions are an extension of simple linear regression. It is used to predict the value of a variable based on the value of two or more other variables.

Table 4.10 Model Summary

| Model Summary |                   |          |                   |                            |
|---------------|-------------------|----------|-------------------|----------------------------|
| Model         | R                 | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1             | .909 <sup>a</sup> | .827     | .821              | 1.54812                    |

a. Predictors: (Constant), Delivery\_styles, EE\_readiness, Training\_method

Table 4.10 shows the results of multiple regressions for the total of three independent variables toward the dependent variable. As we can see, the table above shows that the value of R is 0.909(a). This is mean; the R value is the correlation of the three independent variables towards dependent variables. Besides that, the table also shows that 0.827 or 82.7% of the variance or also known as the R square of the employee performance which has been contributed by the three independent variables which is training method, employees readiness for training, and delivery style in this research. It is also can be concluded that only 17.3% (100% - 82.7%) of dependent variable (employee performance) is explained by other factors. Furthermore, the adjusted R Square



value shows the value of 0.821, therefore, in a conclusion 82.1% of the variation from the dependent variable is being attributed from independent variable. The multiple regression analysis is being done as to test the three independent variables which are training method, employee's readiness for training, and delivery style towards employee performance.

**Table 4.11 Coefficients<sup>a</sup>**

|       |                 | Coefficients <sup>a</sup>   |            |                           |        |      |
|-------|-----------------|-----------------------------|------------|---------------------------|--------|------|
| Model |                 | Unstandardized Coefficients |            | Standardized Coefficients | t      | Sig. |
|       |                 | B                           | Std. Error | Beta                      |        |      |
| 1     | (Constant)      | .666                        | 2.012      |                           | .331   | .741 |
|       | Training_method | -.050                       | .080       | -.034                     | -.625  | .533 |
|       | EE_readiness    | 1.521                       | .075       | .864                      | 20.254 | .000 |
|       | Delivery_styles | .391                        | .091       | .237                      | 4.305  | .000 |

a. Dependent Variable: Employee\_Performance

The table above shows the coefficient with significant level at ( $p < 0.05$ ) is considered acceptable. The significant value for training method is 0.533, employee readiness for training is 0.000, and delivery styles are 0.000. As a result, the predictor which are employees readiness for training and delivery styles has a significant and related to dependent variable because  $p < 0.05$ . The predictor of training method is determined not significant because  $p > 0.05$ .

For beta value, employee's readiness for training is the most which is 0.864, followed by delivery styles 0.237, and training method with -0.034. The beta value at 0.30 is acceptable while below than the value considered not really contributing factors to the dependent variable. The higher value of beta is better.

#### 4.12 SUMMARY OF HYPOTHESIS TESTING

**Table 4.7.1 Summary of Hypothesis Testing**

| Hypothesis  | Analysis Tools      | Result   | Hypothesis Decision                 |
|---|---------------------|----------|-------------------------------------|
| H1: Training design has significant effect on the employee performance. To increase the knowledge and skills in the job training is given to the employees. | Pearson Correlation | P: 0.533 | Rejected because the ( $P > 0.05$ ) |
| H2: There is a relationship between employee's readiness for training and employee performance.   | Pearson Correlation | P: 0.000 | Accepted because the ( $P < 0.05$ ) |
| H3: Delivery style has a significant effect on the organizational performance.  | Pearson Correlation | P: 0.000 | Accepted because the ( $P < 0.05$ ) |

#### 5.0 CONCLUSION

This research is conducted to examine the impact of training and development toward employee performance among employees at Celestica (M) Sdn. Bhd. In order to complete this research, the researcher has constructed a questionnaire and distributed personally to the targeted respondents. The objective of this research is to examine the importance of training for employee's performance, to determine the employee's readiness for training, and to ascertain the relationship between training method and delivery style for training. Due to the objectives, the questionnaire was design to collect the information.

The researcher distributed 100 sets of questionnaire for the respondent to answer and manage to get back a total of 100 sets of questionnaire within a week. After that, the researcher check whether it is valid or not and then the researcher use SPSS Version 20.0 to analyze the data.

In conclusion, the independent variable which is employee's readiness for training, and delivery style are accepted as the factors increasing employee performance among employee at Celestica (M) Sdn. Bhd. The research question of this study is answered. All the factors was analyze using frequency distribution, descriptive analysis, Pearson Correlation, and Multiple Regression.

## **6.0 FUTURE RESEARCH**

Based on the conclusion above, the researcher recommend to the other researcher who wants to conduct this research in the future to make sure that they separate their respondent in two groups which direct and indirect worker. This is because these two groups attend a different training, so that they will get more accurate finding based on the group. Besides that, they also have to spend more time doing this research. So that they can spend more time to observe it. This topic is interesting to investigate because the company can know whether their training is effective or not and they can change their style to make it more effective.

## **BIBLIOGRAPHY**

1. Maimunah Aminuddin. (2014). Human Resources Management Principles and Practices.
2. Jeffery A. Mello. (2015). Strategic Human Resources Management.
3. Raymond A. Noe. (2015). Employee Training and Development.
4. Raja Abdul Ghafoor Khan, Furqan Ahmad Khan, Dr. Muhammad Aslam Khan. (2011). Impact of Training and Development on Organizational Performance.
5. Pilar Pineda-Herrero, Esther Belvis, Victoria Moreno, Maria M. Duran-Bellonch and Xavier U ´car. (2011). Evaluation of training effectiveness in the Spanish health sector. Retrived from <http://dx.doi.org/10.1108/13665621111141911>
6. Perceived e\_ectiveness of training and, development: a case study in stc technologies pvt Ltd., chennai. (2011). J Swaminathan and u Gowri shankar. Retrived from <https://mpra.ub.uni-muenchen.de/39641/>
7. Ignacio Danvila del Valle Miguel ´ngel Sastre Castillo Antonio Rodr´guez-Duarte, (2009),"The effects of training on performance in service companies", International Journal of Manpower, Vol. 30 Iss 4 pp. 393 - Retrived from <http://dx.doi.org/10.1108/01437720910973070>
8. Lori K. Long Cathy Z. DuBois Robert H. Faley, (2008),"Online training: the value of capturing trainee reactions", Journal of Workplace Learning, Vol. 20 Iss 1 pp. 21 – Retrived from: <http://dx.doi.org/10.1108/13665620810843629>
9. Aaron W. Hughey Kenneth J. Mussnug, (1997),"Designing effective employee training programmes", Training for Quality, Vol. 5 Iss 2 pp. 52 – 57, Retrived from: <http://dx.doi.org/10.1108/09684879710167638>
10. International Journal of Productivity and Performance Management, Vol. 63 Iss 3 pp. 308 – 323 Retrived from: <http://dx.doi.org/10.1108/IJPPM-01-2013-0008>