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KMF3103 FINAL YEAR PROJECT

**The Relationship between Training and Development and Employee
Performance in Manufacturing Industry in Kuching, Sarawak**

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ABSTRACT

The main objective of this study is to examine the impact of training and development on employee performance within the manufacturing industry in Kuching, Sarawak. For this study, data were collected from a total of 121 employees working at Sarawak Consolidated Industries Berhad. The independent variables investigated in this research include training content, training delivery style, and training method, while the dependent variable is employee performance. This study employed a quantitative research methodology, and the sample was selected through purposive random sampling. Data were gathered using structured survey questionnaires and subsequently analyzed using SPSS software. Descriptive statistics were used to analyze respondents' demographic profiles, while inferential statistics, including Pearson correlation and multiple regression analysis, were applied to test the study's hypotheses. The findings revealed significant positive relationships between all independent variables and employee performance. Among these, training delivery style emerged as the most dominant factor influencing employee performance. This research contributes valuable insights to both employers and employees within the Malaysian manufacturing sector. Furthermore, the results may assist organizations in enhancing their training and development to improve overall employee performance. Recommendations have been provided for the future references of human resource practitioners, organizations, and future researchers.

ABSTRAK

Kajian ini dijalankan bagi menilai kesan latihan dan pembangunan terhadap prestasi pekerja dalam kalangan industri pembuatan di Kuching, Sarawak. Seramai 121 orang responden daripada Sarawak Consolidated Industries Berhad telah terlibat dalam kajian ini. Kajian ini menumpukan kepada tiga pemboleh ubah bebas iaitu kandungan latihan, gaya penyampaian latihan dan kaedah latihan, manakala pemboleh ubah bersandar adalah prestasi pekerja. Pendekatan kuantitatif telah digunakan, dengan pemilihan sampel dilakukan secara pensampelan bertujuan. Data diperolehi melalui soal selidik berstruktur dan dianalisis menggunakan perisian SPSS. Statistik deskriptif digunakan untuk melihat profil demografi responden, manakala statistik inferensi seperti korelasi Pearson dan regresi berganda digunakan untuk menguji hipotesis kajian. Hasil kajian menunjukkan ketiga-tiga pembolehubah bebas mempunyai hubungan yang positif dan signifikan dengan prestasi pekerja. Gaya penyampaian latihan didapati sebagai faktor yang paling dominan dalam mempengaruhi prestasi pekerja. Kajian ini memberi sumbangan berguna kepada majikan dan pekerja khususnya dalam sektor pembuatan di Malaysia. Dapatan kajian ini juga boleh dijadikan panduan kepada organisasi dalam merangka strategi latihan dan pembangunan yang lebih berkesan bagi meningkatkan prestasi pekerja. Beberapa cadangan turut dikemukakan bagi manfaat pengamal sumber manusia, organisasi dan penyelidik akan datang.

Keywords: Training, development, employees, performance, manufacturing industry

Kata kunci: Latihan, pembangunan, pekerja, prestasi, industri perkilangan

CHAPTER 1: INTRODUCTION

1.0 Introduction

The aim of this research is to examine the relationship between employee performance and training and development programs in the manufacturing industry in Kuching. There are ten sections in the chapter. These sections include a research background, problem statements, the objectives of the study, hypotheses, a conceptual framework, a definition of terms, limitations of the study, and a conclusion.

1.1 Background of the Study

Madanat and Khasawneh (2018) due to the rapid changes in the environment, businesses are seeking ways to improve the performance of their employees and organizations. In today's business environment, skilled employees play a vital role in ensuring sustainability and achieving competitive advantage (Johara et al., 2019). An organization's most valuable asset is its employees, who play a crucial role in its success. In spite of this, Mahadevan and Yap (2019) report that rapid technological and economic advances have created opportunities and challenges for many organizations. Thus, technological advancements have significantly altered the skills and competencies required for various job roles. In order to address these challenges effectively, organizations should prioritise investing in comprehensive training and development programs (Lee, 2023).

Training can be an excellent tool for improving the skills of workers, enhancing their existing knowledge, and providing them with the opportunity to learn new skills (Engetou, 2017). Training and development (T&D) programs help individuals reach their maximum potential and perform their job efficiently in an organization. Therefore, every organization must follow strategies in order to achieve its goals or expectations. Several studies have demonstrated that well-designed T&D programs lead to improved employee performance (Sung & Choi, 2018). Through these programs, companies are able to enhance individual capabilities as well as boost organizational productivity. Therefore, there has been an increasing focus on enhancing performance outcomes through T&D.

Employee performance is a key factor that influences organizational success and is often used as a benchmark for evaluating the effectiveness of human resource practices. High employee performance is linked to increased productivity, improved quality of output, and greater organizational efficiency. According to a study conducted by Salah (2016), higher employee performance is associated with reduced employee turnover and absenteeism, fewer accidents at the workplace, less waste, and less supervision. Despite this, T&D are often regarded as having limitations. Due to economic slowdowns and profit decreases, organizations will first reduce their training budgets (Abdullahi et al., 2018). Cutting the training budgets would lead to high job turnover, which would require organizations to recruit new employees at a higher cost and lower profitability. Therefore, it is imperative that human resources are utilized effectively within the organization. According to Garavan et al. (2020) that training is among the most effective and efficient tools for enhancing employee performance and achieving organizational goals.

In order to prepare employees for workplace demands, T&D programs that include training content, training delivery style and training methods are essential aspects to enhance employee performance. These aspects allow employees to learn and apply new skills while performing their duties, which improves both short-term and as well as long-term performance (Falola, Osibanjo, & Ojo, 2014). Organizations must implement adequate training to help workers develop and strengthen their expertise. By doing so, the company will have the ability to develop new products, come up with innovative ideas, and provide high-quality services within the organization. Therefore, it is important that every organization develops strategies to achieve its goals and expectations. In order to achieve their objectives, the organization can conduct a training and development program (Karim, 2019). As described by Engetou (2017), training and development aim to improve employees' skills by organizing their performance and improving their capacity to achieve their goals and objectives.

The aim of this study is to investigate the relationship between specific T&D aspects such as training content, training delivery style and training methods on employee performance in the manufacturing industry in Kuching, Sarawak. By exploring these variables, the study will contribute to a better understanding on how various training aspects such as training content, delivery style and training methods can impact overall employee performance.

1.2 Problem Statement

Training and development have a significant impact on employee performance, which prompted this research. This study's problems are largely due to Malaysia's incomplete employee training program. In Malaysia, 97% of employees expressed a strong interest in learning and development opportunities, yet only 36% reported receiving training from their employers (Chau, 2022). This indicates a significant gap between employee aspirations and the actual training provided by the organizations. There is evidence that while some types of training have a positive correlation with employees performance, others do not, indicating that the effectiveness of training programs can vary widely depending on their design and implementation (Sannagy & Hassan, 2023). Therefore, a significant gap remains in understanding how various training aspects, such as training content, training delivery style and training methods have an impact on employee performance. Hence, mixed results have been reported regarding the impact of these programs on employee performance in the manufacturing industry, highlighting several theoretical, empirical, and practical gaps.

The theoretical gap in understanding the effectiveness of T&D on employee performance lies in evaluating the specific contributions of training content, training delivery style and training methods within corporate contexts including manufacturing industry. According to previous research on this topic, it was identified that the Expectancy Theory (Vroom, 1964) and Kirkpatrick's Four-Level Evaluation Model (Kirkpatrick & Kirkpatrick, 2006) was the most appropriate theory and Model that explains T&D and employee performance. The expectation theory is a motivational theory which explains how individuals decide to act based on the outcomes they expect to achieve. However, Kirkpatrick's Four-Level Evaluation Model is related because it evaluates how training programs, including its content, methods, and delivery style, into improved employee performance.

There are empirical gaps in research concerning the effectiveness of T&D on employee performance. Numerous studies have been conducted to explore the topic broadly across multiple industries and contexts. In spite of significant amounts of research, there are still numerous unanswered questions regarding the impact of training and development (Shafiq, 2017). Several studies have demonstrated this correlation between T&D and employee performance. However,

many studies evaluate how T&D impacts employee performance, but little attention has been given to the impact of T&D in Malaysia on employee performance. In addition, most of the research conducted in the past has been focused on hotels, telecommunications, and the retails industry. This research focused on the manufacturing industry. Thus, the impact of T&D programs towards employee performance in the manufacturing industry in Kuching has not been consistently examined. Also, most of the previous research was done in West Malaysia and overseas such as Pakistan, India, Iran, Jordan, Somalia, Sri Lanka and Nigeria. Also, there is a geographical gap in the study locations. Due to this, the research in Malaysia focuses on the manufacturing industry in Kuching. Additionally, due to the limited sample size of one organization, and a relatively small population, the study might not fully represent different cultures and industries (Wambugu, 2014). Moreover, past research has focused on different T&D programs but minimal attention is paid to the specific T&D aspects such as training content, training delivery style and training methods on employee performance.

In terms of practical gaps, there is a disconnect between the design and implementation of T&D programs in East Malaysia, particularly in Kuching's manufacturing industry and their actual impact on employee performance. This study relates to the T&D programs in improving employee performance. T&D needs to become a fundamental function in companies since it's a factor in high performance. Therefore, it is imperative that effective steps be taken to provide various training programs to employees of the manufacturing industry to enhance their performance. An organization with high employee performance should emphasize training and development such as training content, training delivery style and training methods. Thus, this research study examined how an organization effectively can improve employee performance and identify capable and quality employees using important T&D programs to meet the organization goals.

Training content is one of the most significant factors that influence training program effectiveness. A well-structured training program ensures that employees and the organization get relevant and customized content. Training programs with clear objectives and aligned with organizational goals significantly enhance employee engagement and performance outcomes (Bilal et al., 2023; Mahmood et al., 2018). In contrast, It has been shown that training content does not show a significant correlation with performance outcomes (Daqar & Constantinovich, 2021).

According to the study, training materials and delivery methods positively affect employee performance in the Palestinian banking sector. The purpose of effective training content is not only to build relevant skills, but also to demonstrate the organization's commitment to employee development, which can result in increased job satisfaction and performance (Rumman et al., 2020). Although many organizations still struggle with inadequate training content, this results in a mismatch between employee capability and job requirements, which exacerbates skill gaps (Bhushan, 2022).

A training delivery style describes the methods and approaches used to deliver training. Effective training delivery can greatly affect employee engagement and knowledge retention. Studies have shown that interactive and practical training methods, such as on-the-job training and workshops, are more effective than traditional lecture-based approaches (Cheruiyot, 2020; SANG, 2021). In order to maximize engagement and learning outcomes, learners should be able to choose from a variety of delivery styles (Getachew, 2023). Particularly in manufacturing, where practical skills are essential, effective methods of training delivery are essential. However, inadequate delivery methods can lead to poor knowledge retention and application, further widening the skill gap among employees (Yasril, 2024; Adaobi & Owusuua-Konadu, 2022).

A training method refers to a specific technique or strategy used during training sessions. Training methods are one of the main components of training & development. In order for employees to perform their jobs effectively, it is imperative that they acquire the necessary skills and knowledge. Many corporate companies invest heavily in T&D initiatives without fully understanding the specific needs of their employees or how different training methods align with their business goals (Abdullahi, 2018). The combination of various training methods, such as e-learning, mentoring, and experiential learning, can enhance the effectiveness of training programs (Soelton, 2023; Handayani, 2020). However, many organizations still use outdated training methods that do not meet employees' current needs, causing employees to be unprepared for challenges in the manufacturing sector (Mungou, 2022). This gap in training methods not only affects individual employee performance but also impacts overall organizational productivity and competitiveness (Hajjar & Alkhanaizi, 2018; Nwali & Adekunle, 2021).

1.3 Research Objective

A general objective and a specific objective of this study are to examine the relationship between variables.

1.3.1 General Objective

- To identify the relationship of training and development programs on employee performance in the manufacturing industry in Kuching.

1.3.2 Specific objectives

- To determine the relationship between training content and employee performance
- To investigate the relationship between training delivery styles and employee performance.
- To identify the relationship between training methods and employee performance .
- To investigate the most dominant factor that influences employee performance.

1.4 Research Hypothesis

The following hypothesis formulated for this study are:

Ha1: There is a significant relationship between training content and employee performance.

Ha2: There is a significant relationship between training delivery styles and employee performance.

Ha3: There is a significant relationship between training methods and employee performance.

Ha4: There is a dominant factor that impacted employee's performance in manufacturing industry in Kuching

1.5 Conceptual Framework

Figure 2 below illustrates the conceptual framework developed based on the variables that will be analyzed in this study. Conceptual frameworks consist of two types of variables. Training and development programs are independent variables, whereas employee performance is a dependent variable. The independent variables include training content, training delivery style, and training methods. However, employee performance is the dependent variable, which has an impact on the independent variable.

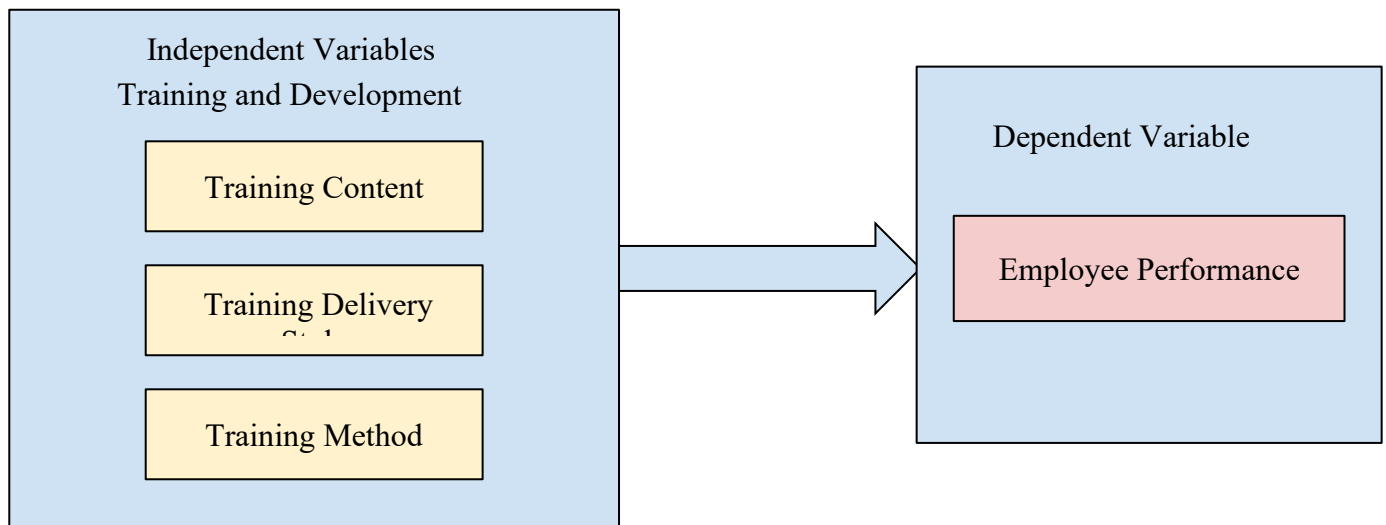


Figure 1 Conceptual Framework

Adapted from: *THE IMPACT OF TRAINING AND DEVELOPMENT ON EMPLOYEES' PERFORMANCE IN MANUFACTURING INDUSTRY IN KUCHING, SARAWAK*

THE EFFECT OF TRAINING AND DEVELOPMENT ON EMPLOYEES PERFORMANCE IN A SELECTED CALL CENTRE IN KUALA LUMPUR MALAYSIA

1.6 Significance of Study

Practically, the finding of this research is crucial for employees, organizations, Human Resources practitioners and academicians. This study is intended to provide readers with an understanding of and insight into the impact of T&D as a tool to improve employee performance. This research fills gaps in existing studies by focusing on specific T&D aspects including training content, training delivery style and training methods that impact employee performance in East Malaysia particularly in Kuching's manufacturing industry. In addition, policymakers can use the findings to support policies that promote the most effective T&D aspects, helping to improve workforce performance and contributing to Malaysia's national goals. This study's insights can shape training programs that support continuous professional growth across industries.

Furthermore, HR managers and practitioners can use this study's findings to invest more wisely in T&D programs. By focusing on the T&D aspects shown to improve performance, they can build a more skilled and motivated workforce, ultimately boosting organizational success. This study's research design offers a valuable approach for other researchers to examine T&D's effectiveness on employee performance in different settings. By including a variety of T&D aspects, this study creates a framework that can be applied or adapted for further research. Additionally, this study contributes to academic resources by addressing theoretical gaps related to T&D effectiveness and introducing research methods that lecturers can use as examples in research methodology or advanced HR courses in universities.

1.7 Definition of terms

1.7.1 Employee performance

Conceptual: Employee performance is defined as the manner in which employees execute their assigned tasks and responsibilities, reflecting the effectiveness, quality, and efficiency of their work (Suleman et al., 2022).

Operational: Employee performance is defined as the employee's ability to meet the expectations of the organization

1.7.2 Training and development

Conceptual: T&D are processes aimed at improving the effectiveness of organizations and individuals by enhancing employees' skills, knowledge, and competencies to meet current job demands and future challenges" (Oluwaseun, 2018).

Operational: Training and development refers to the efforts made by an organization to enhance employee capabilities in various ways.

1.7.3 Training Content

Conceptual: Training content refers to the structured information, skills, and knowledge provided to participants in a learning program to achieve specific learning outcomes. It includes the curriculum, learning materials, exercises, and tools aligned with organizational goals and individual learning needs (Noe et al., 2020).

Operational: Training content includes resources like manuals, multimedia tools, and simulations used in training programs. Its effectiveness is measured by relevance to job roles, alignment with goals, and skill improvement.

1.7.4 Training Delivery Style

Conceptual: Training delivery styles refer to the tools and techniques trainers use to structure learning experiences (Simmering, 2020).

Operational: Training delivery styles refer to the manner in which a trainer conveys relevant information to a group of trainees.

1.7.5 Training Methods

Conceptual: Training methods refer to strategies and techniques used by organizations to enhance their employees' skills, knowledge and competency (Gourikar, 2020).

Operational: A training method refers to the type of training that an organization uses to enhance employee performance.

1.8 Limitation of the study

There are several limitations to this study. A small sample size and a lack of diversity may limit the generalizability of findings. Additionally, self-reported data could introduce biases due to employees' overestimation of performance or training effectiveness. Furthermore, research as a student presents a number of challenges, including time constraints and data collection difficulties. This study may only consider a limited number of training and development aspects such as training content, training delivery style, and training methods excluding other relevant approaches, such as training transfer and work environment. Furthermore, a narrow focus on quantitative performance metrics might overlook qualitative factors like job satisfaction and engagement, which are also essential to understanding employee performance.

1.9 Summary

The purpose of this chapter is to provide an overview of the study through the outlining of its foundational concepts. There is an overview of the study background, problem statement, research objectives, hypotheses, conceptual framework, significance, conceptual and operational definitions, and limitations of this study. Throughout the chapter, it examines the relationship between training and development programs and employee performance.

CHAPTER 2: LITERATURE REVIEW

2.0 Introduction

In this chapter, the existing literature is reviewed related to training and development programs and employee performance. In order to investigate and establish the research problem, a literature review was conducted using the work of other researchers as a reference. The purpose of this chapter is to review the relevant literature on Training and Development (T&D) programs. A variety of training and development aspects will be discussed in this chapter, including training content, training delivery style, and training methods. There are several concepts that will be discussed in this chapter, as well as theories that will explain the study and previous research that supports the hypothesis of the study.

2.1 Concepts Related to Study

2.1.1 Employee Performance

Nyayu (2017) states that employee performance refers to how well employees perform their duties and tasks. It is important for organizations to take steps to enhance their employees' performance. Employees are an organization's most valuable asset. Any organization would not be able to produce goods and services without employees. Employee performance is a critical factor for the organization's success and growth. It includes the productivity, effectiveness, and overall contributions of employees towards achieving organizational objectives (Ibrahim & Cuadrado, 2022). According to Kim and Ployhart (2020) employee performance can be broken down into various dimensions that assess both task-related and behavioral contributions. Task-related contributions measure the extent to which employees complete job-specific tasks and achieve the required standards, focusing on core duties directly related to their roles.

In addition, talent management has a significant impact on the performance of employees. According to Marhuri and Karneli (2023), effective talent management strategies improve employee performance, showing the importance of managing talent throughout the employee lifecycle. Moreover, T&D helps employees keep up with industry demands, increase productivity, and foster employee engagement (Noe, 2020). Additionally, high employee performance directly

contributes to the efficiency, profitability, and productivity of an organization. The performance of employees has a direct impact on the ability of organizations to meet customer demands, innovate, and maintain competitive advantages (Kim & Ployhart, 2020).

Employee performance can be considered a multidimensional concept influenced by a variety of factors including personal, organizational, and external influences. For instance, personal factors such as individual skills, motivation, and emotional intelligence while organizational factors include the company culture, management practices, and available resources. Market conditions, economic conditions, and industry trends can be the external influence. Employees working in competitive markets are often required to adapt quickly to change, which impacts both task execution and team collaboration (Kim & Ployhart, 2020). Therefore, improving employee performance is essential for sustaining organizational success and growth through effective training and development (Suleman et al., 2022).

2.1.2 Training and Development

Training and development (T&D) is defined as "any activity that improves upon skills, knowledge, and behavior, including both formal and informal training" (Kum, Cowden & Karodia, 2014). In training, skills and knowledge are increased for the purpose or task of the employee, whereas development is defined as a set of different combinations of training aimed at improving the quality and performance of employees (Majeed & Shakeel, 2017). The purpose of training is to prepare employees for immediate job responsibilities, whereas the purpose of development is to prepare them for future roles and responsibilities. Employee training and development play an important role in providing them with the necessary competencies to perform their duties. Therefore, the T&D process is crucial in preparing employees for job demands and adapting to changing industry standards.

In any organization, training and development are essential components that work together to increase an individual's global productivity (Kadiresan et al., 2015). Organizations that prioritize employee performance are likely to increase productivity, reduce turnover, and boost employee morale. The goal of T&D is to facilitate continuous learning and professional development within organizations. According to recent research, the importance of T&D is essential in driving

employee engagement, satisfaction, and retention, which ultimately contributes to the success of an organization (Jayasuriya, 2024). In order to meet the needs of diverse learning preferences, organizations must adopt innovative training strategies that are driven by technological advancements and changing market conditions. According to Leuhery (2024), effective technology adoption can enhance accessibility and personalization of training programs, thereby improving the effectiveness of training programs. By investing in comprehensive training and development, organizations enhance job performance while preparing employees for contemporary challenges. For instance, IT skill development programs enhance adaptability and innovation, boosting performance in fast-changing technical roles (Hadi et al., 2021). In addition, Lean Manufacturing Programs based on Six Sigma and continuous improvement principles help streamline workflows, raising employee productivity and operational efficiency (Youhelingam et al., 2020). T&D programs play a significant role in employee retention, as loyal and committed employees are more likely to remain loyal to their organizations (Sulaman et al., 2022).

2.1.3 Training Content

The El Hajjar and Alkhanaizi (2018) define training content by describing the elements of the training, including the activities that trainees will engage in, the methods for which they will engage, the learning outcomes and objectives, and how to apply the new skills and knowledge. This involves the curriculum, instructional materials, and the methods used to convey information to trainees. Effective training content exhibits several characteristics, including relevance, clarity, structure, engagement and feedback mechanisms. It is essential for the content to have direct relevance to the trainees' roles and responsibilities at work. In a study by Nafukho (2022), participants are significantly more likely to transfer their newly acquired skills back to their workplace when training content aligns with their work environment. Secondly, well-organized, clear, and easy-to-understand content facilitates better learning.

Training programs should present information in a logical sequence, using clear language and avoiding unnecessary complexity (Falkarassul & Farooqi, 2015). Next process is engagement in which interactive elements within the training content, such as discussions, practical exercises, and multimedia resources, can increase trainee engagement and motivation. In addition, feedback mechanisms are about Incorporating opportunities for feedback that allows trainees to understand

their progress and areas needing improvement. Feedback is crucial for reinforcing learning and ensuring that participants can correct misunderstandings promptly. El Hajjar and Alkhanaizi (2018) states that training content is one of the factors that influence effectiveness of training. According to McNamara (2016) it is crucial to select training activities that will enhance the teaching and learning process. This involves planning and determining appropriate activities, selecting suitable methods, and establishing clear objectives that define what trainees should master by the end of the training program.

Recent studies highlight that well-structured training programs are essential for effective knowledge transfer and skill application in the workplace. For instance, research by Gegenfurtner et al. (2020) indicates that training programs that align content with real-world applications facilitate smoother knowledge transfer, particularly when they incorporate active learning methodologies and practical scenarios (Boere et al., 2023; Santana-Domínguez et al., 2022). According to Kraiger et al. (2021), tailored training is essential for meeting learners' diverse needs and enhancing their learning outcomes. Therefore, the effectiveness of training is enhanced when there is a clear alignment between training content and job requirements, ensuring that what is taught is relevant to the participants' actual work experiences (Alias et al., 2019). Therefore, the relevance and quality of training content are essential for achieving desired learning outcomes and ensuring that participants can effectively apply what they learn in their work environments. Through this comprehensive approach, both organizational goals and employee development needs are aligned.

2.1.4 Training Delivery Style

According to Nafukho et al., (2022) training delivery style refers to the approach and methods used to present training content to learners, significantly impacting the effectiveness of the training process. It encompasses various techniques, including instructor-led training, e-learning, simulations, blended learning, and hands-on activities, tailored to meet the diverse learning preferences of participants (Nafukho et al., 2022). The choice of training delivery style greatly influences participant engagement and learning outcomes. Delivery styles also play a pivotal role in the effectiveness of training programs. Studies emphasize that each delivery style has unique benefits; for instance, in-person delivery allows for immediate feedback and interaction, while

online and blended methods provide flexibility and accessibility, making them ideal for dispersed or large teams (Armstrong & Landers, 2021).

Therefore, Li et al. (2022) found that blended learning significantly improves students' academic achievements, motivation, and engagement, as well as critical thinking skills. Further studies also highlight that, blended approach not only enhances student performance but also offers advantages like personalization, flexibility, and self-paced learning, which align with various educational needs and preferences (Rizwan Shoukat et al., 2024). In addition, a study by Abou Hashish & Bajbeir (2022) emphasizes the need for diverse delivery ways to accommodate various learning styles, which can enhance participant engagement and information retention. However, a study by Abhishek and Senthilkumar (2016) showed that trainees prefer training sessions that have games and fun activities such as quizzes, games to make the training sessions more interesting. A game-based approach to learning has been found to be more engaging and creates a strong bond between participants (Mansaray, 2020). Therefore, it can enhance the cohesion and collaboration of the workplace. Through this activity, the trainees will actively engage in every activity in order to gain a full understanding of the material. Moreover, research indicates that trainer competency is a crucial element within delivery styles; trainers who are adept at engaging participants and facilitating discussions contribute positively to training outcomes (Alias et al., 2019). Choosing an appropriate delivery style requires aligning it with the training content, objectives, and learner characteristics, as the method of delivery impacts learner engagement and motivation (Salas et al., 2023). Thus, by tailoring the delivery style to the content and learners, organizations can improve knowledge retention and application in the workplace.

2.1.5 Training Methods

According to Yimam (2021) training methods are defined as the various approaches and techniques employed to facilitate the learning process and enhance employees' skills and knowledge. These methods encompass a range of strategies, including on-the-job training, off-the-job training and job rotation each tailored to meet specific learning objectives and organizational needs (Yimam, 2021). Training methods are characterized by their ability to impart new knowledge and skills through various instructional techniques such as lectures, hands-on practice, and collaborative learning environments. The choice of method is influenced by factors like the nature

of the content being taught and the specific goals of the training program (Beydoun & Saleh, 2023). These methods are described as systematic approaches that include identifying training needs, designing appropriate content, selecting delivery styles, and evaluating outcomes. Effective training methods consider the instructional strategies that maximize learning transfer from the classroom to the workplace. Various training methods and techniques can be utilized within an organization to increase employee performance. The use of different training methods varies depending on the organization.

There are a variety of methods used in training and development, each with a unique advantage tailored to specific needs of the organization. A variety of methods are used for training and development, including on-the-job training and off-the-job training. Through on-the-job training, employees can gain practical experience by completing tasks under the guidance of experienced colleagues, enabling them to apply their knowledge immediately (Karim et al., 2023). According to Vasanthi and Basariya (2019), there are many methods of on-the-job training, including mentoring, coaching, and job rotation. This approach is often guided by a mentor or supervisor who provides instructions, demonstrations, and feedback, allowing employees to learn by doing while addressing immediate job requirements (Sitzmann & Weinhardt, 2020). On-the-job training is particularly effective for roles requiring practical skills and real-time problem-solving, as it enables learners to apply knowledge directly to their job tasks (Kraiger, Passmore, & dos Santos, 2020). Off-the-job training provides structured learning environments away from daily work tasks, ideal for imparting theoretical knowledge and specialized skills (Liang et al., 2023). This type of training typically includes seminars, workshops, simulations, and classroom-based learning sessions (Vasanthi & Basariya, 2019). During off-the-job training, training outside of the trainee's working environment allows trainees to learn new and creative concepts while gaining theoretical knowledge (Amadi, 2014). Training centers that offer this kind of training must be fully equipped with all the necessary tools. Off-the-job training allows employees to engage deeply with the content and practice skills in a controlled environment, which can be especially beneficial for complex or conceptual topics that may be harder to learn on the job. By experiencing diverse functions, employees gain a holistic view of the organization and develop versatile skills, making them more adaptable and capable of taking on different responsibilities (Noe, 2020). An

organization can foster a culture of continuous learning by strategically implementing these varied training methods that enhance employee performance and contribute to organizational success.

2.2. Review of Related Theory and Model

Based on the conceptual framework of this study, the related theory is discussed.

2.2.1 Expectancy Theory

Based on the expectation theory, which was developed by Vroom (1964), individuals are motivated to act if they expect to achieve the objectives, believe that achieving the objectives will result in other incentives, and believe that rewards received are appropriate. It provides a framework for understanding employee motivation by emphasizing the relationships between effort, performance, and outcomes. According to Chopra (2018) Vroom's Expectancy theory is used to explain motivation in various fields of management. Motivation requires the expectation that hard work will result in performance and that an expectation of performance will lead to actual goals (Sims & Chinta, 2019). In several contexts, Vroom's expectancy theory has been used to explain the relationship between T&D and employee performance (Rehman et al., 2019; Kumar et al., 2021; Ervania et al., 2022). In the context of T&D, the expectancy component refers to an employee's belief that training will improve their job performance (Gandhimathi et al., 2020). Those employees who believe that their training will enhance their skills and abilities will be more motivated to participate in the training program (Mantow & Nilasari, 2022). Based on this theory, motivation to perform is influenced by three key elements: expectancy, instrumentality, and valence. In expectation theory, behavior is motivated by the expectation that it will result in a desired outcome, its instrumentality, and its valence (Rehman et al., 2019). Expectancy refers to the belief that effort will lead to performance, instrumentality refers to the belief that performance will lead to rewards, and valence refers to the individual's regard for the rewards (Zboja et al., 2020). As shown in figure 3 below, the elements of expectancy theory of motivation are illustrated.

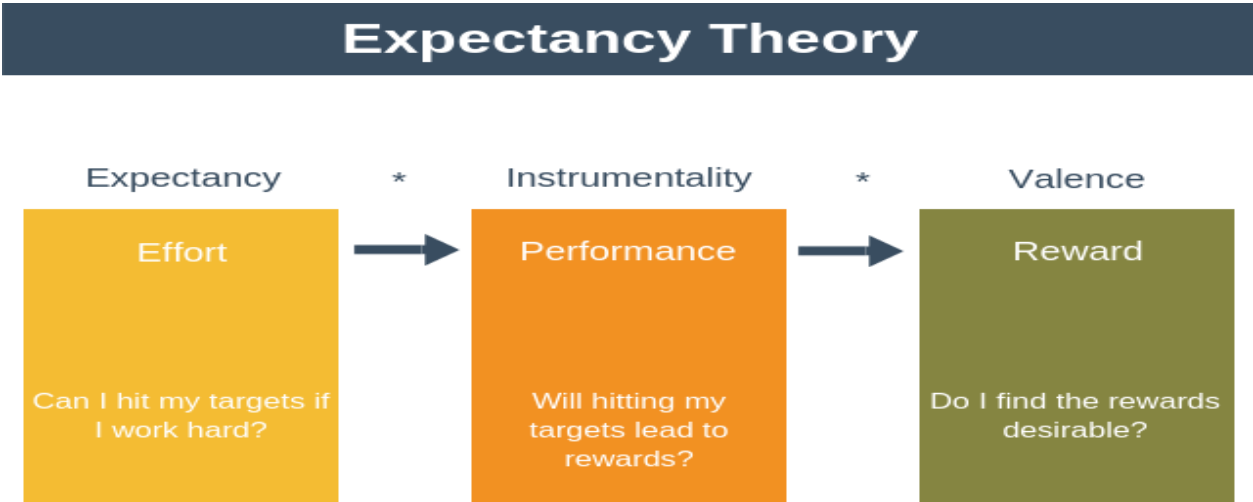


Figure 2: Expectancy Theory Of Motivation

Source: (Expert Program Management, 2018)

An expectancy refers to the belief that more effort will lead to better performance. Employees are more likely to participate in training programs if they believe they have the skills, resources, and support to succeed. There are several factors contributing to this belief, including the clarity of training objectives, training design, and access to mentorship (Kanfer et al., 2017). In the case of instrumentality, it refers to the perception that strong performance will be rewarded. In order for employees to participate in T&D programs, they must believe that their efforts will result in tangible benefits such as promotions, salary increases, or recognition. In addition, employees will be more motivated to apply the skills and knowledge they gain from training if they perceive that they will receive a reward for their enhanced performance (Ervania et al., 2022). Also, research indicates that organizations with performance-related reward plans see higher employee motivation and engagement in training programs (Awan et al., 2020). Next, valence refers to the value or attractiveness of outcomes associated with improved performance (Rehman et al., 2019). Training and development activities will be more motivational for employees if they perceive the outcomes as highly desirable (Ervania et al., 2022). Moreover, the rewards for employees participating in T&D programs should align with their personal goals, such as acquiring new skills, advancing in their careers, or fulfilling their job satisfaction. Thus, a good T&D program can have

a significant impact on employee performance. Based on Vroom's expectancy theory, training and development correlate with employee performance, since employees are more likely to engage in training when they believe the training will improve their performance. Improved performance leads to desirable outcomes, which are valued (Gandhimathi et al., 2020). In the context of T&D programs, the main aspects are training content, training delivery style, and training methods. When these three aspects are correctly identified, the training program becomes effective. Effective T&D programs motivate employees to perform well and remain committed to their organization. In this study, expectation theory is applied to explain how training and development programs impact employee performance. The purpose of this study is to examine how training content, delivery styles, and training methods can effectively align with employee motivational factors, ultimately improving employee performance.

2.2.2 Kirkpatrick Model

A Kirkpatrick Model was developed by Dr. Donald Kirkpatrick in 1959, is a widely recognized framework for evaluating training programs. In general, this is one of the most common models for assessing and measuring the effectiveness of training. In the current era of increased competition and performance-related metrics, a practical model suited to the current era is needed to evaluate performance levels more efficiently. This led to the development of the 'New World Kirkpatrick Model' (Kirkpatrick, J. D. & Kirkpatrick, W. K., 2016). This model allows for the evaluation of skills based on four levels of criteria, regardless of whether the training is informal or formal (Kurt, 2018). In order to explain the relationship between training and development and employee performance, the Kirkpatrick model can be used, which is widely recognized as a framework for evaluating training effectiveness (Bahmani, 2021; Heydari et al., 2019; Sim, 2017). In various contexts, including healthcare, education, and the corporate sector, researchers have utilized the Kirkpatrick model to evaluate the effectiveness of training and development programs (Bahmani, 2021; Heydari et al., 2019; Sim, 2017). In these studies, it has been shown that effective training programs can improve employee performance and organizational outcomes. Therefore, the Kirkpatrick Model remains a foundational tool for evaluating training effectiveness in many organizations. While it provides a structured approach to assess various dimensions of training outcomes, ongoing adaptations and critiques highlight the need for evaluators to consider

contextual factors and broader impacts beyond immediate learning outcomes. A study conducted by Rafiq (2015) describes that the Kirkpatrick Model consists of four sequential steps: Reaction, Learning, Behavior, and Results. In Figure 4, the model is illustrated.

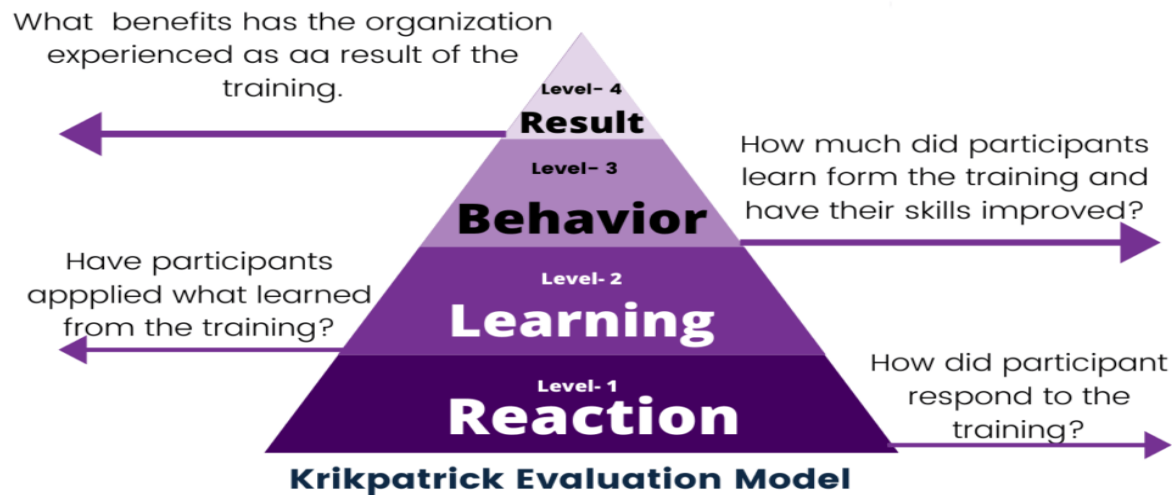


Figure 3: Kirkpatrick Four-Level Evaluation Model

Kirkpatrick, J. D., & Kirkpatrick, W. K. (2016). *Kirkpatrick's four levels of training evaluation*. Association for Talent Development.

Based on the findings of Fung & Songan (2016), level one, "reaction" is related to training experiences. During this level, participants are evaluated based on how they responded to training. A survey or feedback form is usually used immediately after the training session to measure the participants' satisfaction with the training experience. According to Kirkpatrick, J. D., and Kirkpatrick, W. K. (2016), the second level, "learning" is based on information or knowledge gained directly after training. During this level, participants are evaluated on their increased knowledge or skills. Learning outcomes are typically assessed before and after training. Next, the "behavior" level refers to the changes in attitudes in the trainees' personalities. During this level, participants are evaluated on their ability to apply what they have learned in the workplace. Over time, it examines behaviors and performance to determine if the knowledge gained is being applied in practice. Lastly, level four, "results" indicate whether training material has positively influenced the organization (Kirkpatrick, J. D., & Kirkpatrick, W. K. (2016). A level that measures how

training impacts organizational goals, such as productivity, quality, or financial performance. The systematic approach outlined in this model ensures that training programs are aligned with organizational goals and that they improve employee performance. As a result, this aligns with the objective of this study, which is to establish the relationship between T&D and employee performance. A Kirkpatrick Model is applied to this research to empirically validate how different aspects of training content, training delivery style, and training methods contribute to measurable employee performance. In order to ensure alignment between training investments and strategic objectives, organizations should assess the impact of a program at multiple levels.

2.3 Past Research Findings

The research conducted by Isoh et al. (2020), “The Effects of Training and Development on Employees' Performance: The Case of the National Financial Credit Bank (NFCB) of the Centre Region of Cameroon”, explains that training is an important factor impacting employee performance in competitive business environments. A study by Alfiah and Riyanto (2019) examined “The Effect of Compensation, Work Environment, and Training on Employee Performance at Politeknik LP31 Jakarta”. For this study, 81 employees were chosen to participate in the survey. Based on the results of this study, training has a positive and significant impact on the performance of employees. As part of their recommendations, they stated that HR managers should consider training employees based on their expertise and skill needs.

A study conducted by Halawi & Haydar (2018) at two Lebanese companies found that training is of great importance to employee success because it provides them with skills needed for performing various tasks at work. In return, this will increase employee motivation and performance. A study by Younas et al. (2018) examined how employee training and development affects performance. A total of 500 workers have been selected from Pakistan's banking sector. According to the findings, training and education contribute to improved employee performance. Similarly, Said et al. (2016) conducted a study on 76 employees from Pejabat Daerah dan Tanah, in Dungun, and found that participants who thought their training was adequate and favorable were likely to perform better on the job. Salah (2016) also examined employee performance and productivity through training and development, surveying 254 private sector employees. The

results of the study indicated a positive relationship between employee training, development, and performance.

Numerous studies have investigated the relationship between training content and employee performance, each of which provides unique insights into how different aspects of training affect performance. The study by Mahmood et al. (2022) evaluated the effectiveness of orientation training content on employee and firm performance. There is a strong argument that different types of training content can have different impacts on performance outcomes, and organizations should prioritize the development of orientation training programs tailored to the specific needs of the organization. In a study conducted by Kuruppu et al. (2021) in Sri Lanka's apparel sector, training content was strongly related to employee performance. Based on their regression analysis, well-structured training content significantly impacts performance outcomes, indicating that organizations should prioritize the identification of training requirements and the development of appropriate training materials. Furthermore, Rumman et al. (2020) examine the impact of human resource development practices, including training content, on employee engagement and performance in Jordanian family restaurants. Research indicates that not all types of training lead to improved performance, emphasizing that the effectiveness of training depends on the content and context in which it is delivered.

Furthermore, various research studies have explored the relationship between training delivery style and employee performance, each contributing valuable insights into how different delivery styles affect performance outcomes. One significant study conducted by Michira (2024) examines how training delivery styles affect employee performance. Research has demonstrated a positive relationship between the style of training delivery and employee performance. Accordingly, the manner in which training is delivered has a significant effect on the effectiveness of employees' performance. Similarly, Sari et al. (2022) examined the impact of training on employee performance in the context of retail businesses. In their study, they found that employee motivation and performance are significantly affected by the quality of the training delivery style. According to the study, employees perform better when they receive training in a more effective manner. Additionally, Adejare et al.,(2022) demonstrate that effective training is crucial for addressing

inefficiencies among non-academic staff in Nigerian universities. According to the study, proper training delivery can boost employee performance by providing them with the necessary skills

A variety of research articles have examined different aspects of the relationship between employee training methods and performance. The study by Pradhan (2023) examines the impact of training practices on employee performance in Nepalese service sector institutions. The results of the research indicate that training methods significantly affect employee performance, indicating that organizations should provide training in a variety of formats to accommodate a variety of learning styles and job requirements. Furthermore, Aktar (2023) concludes that training and development methods directly affect employee satisfaction and performance in the banking industry. According to the study, the more diverse and tailored the training methods, the more efficient the employees become. Similarly, Asfaw et al. (2015) examined the impact of training and development on employee performance at the District Five Administration Office in Ethiopia. As a result of their research, they have established a cause-and-effect relationship between training methods and employee performance, suggesting that effective training methods are essential for improving employee performance. The study indicates that training and development have a significant impact on the performance and efficiency of employees. In spite of these previous findings, a variety of research and studies have been conducted in various locations and industries since 2015 until now. In several studies, training and development as independent variables were found to be positively correlated with employee performance as dependent variables.

2.4 Summary

In this chapter, the concept of training and development, as well as employee performance, are discussed. By doing so, researchers can gain a deeper understanding of employee performance and T&D. Furthermore, the chapter discusses the theory of this research and its current research interests. Moreover, the past similar findings were discussed based on the reviews of previous researchers. The next chapter will explore research methodologies used by the researcher in conducting this study.

CHAPTER 3: RESEARCH METHODOLOGY

3.0 Introduction

This chapter describes the methodology used by the researcher to conduct this study. It includes ten sections. The objective of this chapter is to examine the strategies used to analyze the relationship between the independent and dependent variables in this study. This chapter discusses the research design, the research population, and the sample and sampling procedure. In addition, it covers the research instrument, pilot study, validity and reliability, the ethics of the study, data collection, and analysis, along with a chapter summary.

3.1 Research Design

Based on Asenahabi (2019), a research design aims to interpret research problems into data that can be analyzed, providing appropriate answers to the research questions at a minimum cost. A quantitative approach was used to collect, analyze, and summarize the data in this study. The quantitative research process involves measuring variables and analyzing the data quantitatively using basic statistical concepts (Apuke, 2017). The method selected is more suitable for hypothesis testing, as it provides a large number of participants. A correlational research design was used to address the research hypothesis. According to Ahmad (2014), correlational research involves determining the relationship between independent and dependent variables without manipulating either. This approach allows the researcher to determine the strength and significance of the relationship between the variables. In addition, it helps determine the relationship between independent and dependent variables. Accordingly, this study examined the relationship between training and development (T&D) programs and employee performance, using quantitative and correlational methods. Moreover, the study examined the impact of training content, methods, and delivery style on employee performance in the manufacturing industry.

3.2 Population, Sample and Sampling Procedure

The study population consists of employees of the selected manufacturing company located in Kuching. The population of this study consists of 170 employees from Sarawak Consolidated Industries Berhad (SCIB). The participants in this study are manufacturing company employees. The sample size for this study is 121 employees. The probability sampling method will be used in this study to select the manufacturing company employees from the population, involving simple random selection, a controlled procedure, and the participation and response of respondents to survey questionnaires (Ahmad et al., 2014). Due to this, a simple random sampling method will be used in this study. This sampling method is used because it is difficult to reach the entire population of manufacturing company employees in Kuching. By using this method, a selection based on personal bias is minimized, and the accuracy of the research results will be improved. Participants will be selected in accordance with the study's requirements. Then, random numbers will be chosen until the maximum number of samples is occupied. This method minimizes selection based on personal bias and will improve the accuracy of research findings. Thus, all employees in the SCIB have the same chance of being chosen as a sample. The sample size will be determined by several factors, including available resources, study scope, and the degree of accuracy required for data analysis. According to Krejcie and Morgan (1970), researchers target at least 121 respondents from the population size in this study, which is 170, as indicated in Table 1 below:

Table 1

Sample size from a Given Population

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Note: N is population size. S is sample size.

Source: Adapted from (Krejcie & Morgan, 1970)

3.3 Research Instrument

According to Sathiyaseelan (2015), a research instrument is a tool or method used to collect, measure, and analyze data related to a research interest. In this study, the research instrument was a structured questionnaire that was adapted from past validated research. It was designed to measure the effectiveness of training and employee performance. Research questionnaires consist of a series of questions intended to collect data from respondents (McLeod, 2018). A questionnaire is a cost-effective, fast, and effective method of obtaining large amounts of information from a large sample of participants. A closed-ended questionnaire was used in this study. Comparatively, closed-ended questionnaires can be summarized more easily. For this study, the questionnaires were divided into five sections:

Table 2

List of questionnaire items in the google form

Sections	Items	Source of Questionnaire
A	Demographics	-
B	Training Content	Odhiambo Ooko Jacksonia, (2018)
C	Training Delivery style	Salah (2016)
D	Training Method	Cheng (2015)
E	Employee Performance	Abdullahi (2018)

Research information was obtained using questionnaires. The questionnaire included multiple-choice questions as well as Likert scale questions to quantify T&D's effect on employee performance. Research instruments were developed based on the research objectives and hypotheses. The questionnaires were distributed online using Google Forms, making it easy for participants to access and cost-effective. As shown in Table 3, the respondents were instructed to answer each question in Section B to Section E according to a five-point Likert scale, which ranges

from 1 (strongly disagree) to 5 (strongly agree). To facilitate respondents' feedback, the researcher used the 5-point Likert scale as follows:

Table 3

5- point Likert Scale

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

3.4 Validity and Reliability

According to Heale and Twycross (2015), validity refers to the ability of instruments to measure what they are intended to measure and the degree to which the concept is precisely estimated in the research. In contrast, reliability ensures that an instrument yields consistent results under consistent conditions (Creswell & Creswell, 2018). In this study, a questionnaire was adapted from previous research and translated into English and Malay languages. The internal consistency of the scale in the questionnaire was checked through Cronbach's Alpha procedure once the instrument was verified. In SPSS, Cronbach's Alpha is a convenient test used to determine the reliability or internal consistency of a questionnaire. A reliability analysis was performed before conducting the test to verify the appropriateness of the measurement scale. Reliability is considered a requirement for validity. For this research, reliability was determined through the coefficient value using SPSS version 27 software. In this study, the validity and reliability of the questionnaire were very important and must be tested through a pilot test before the questionnaire was distributed to respondents. Following that, Cronbach's alpha was used to compare the data collected from the samples and the data from the pilot study. Table 4 shows Cronbach's Coefficient Alpha value.

Table 4

Coefficient of Cornbach's Alpha

Cronbach's Alpha	Interpretation
≥ 0.9	Excellent
0.8 to < 0.9	Good
0.7 to < 0.8	Acceptable
0.6 to < 0.7	Questionable
< 0.6	Poor

Source: Adopted from Hair, Babin, Money & Samouel, 2003

3.5 Pilot Study

As part of the pilot study, the questionnaire was tested for ambiguities, grammatical errors, validity, and reliability in this study. A pilot study is necessary to improve the quality and efficiency of the main study (In, 2017). Besides that, the pilot study is essential for checking or evaluating all items included in the questionnaire to make any necessary changes before the final data collection is conducted. This pilot study was conducted by distributing the questionnaire to 30 employees of a selected manufacturing company in Kuching, Sarawak. A questionnaire link was sent to the participants via email after they agreed to participate in the study. However, these 30 employees were excluded from the actual study to prevent the same respondents from appearing in both the pilot and main samples.

Table 5

Pilot Test Results

Section	Variable	Cronbach's Alpha value
-	All Variable	0.964
B	Training content	0.813
C	Training Delivery Style	0.895
D	Training Method	0.870
E	Employee Performance	0.888

3.6 Ethics of Study

The ethics and principles of research were followed throughout this study. Researchers adhere to ethical research standards such as fairness, competence, carefulness, respect for intellectual property, confidentiality, and legality. This research was conducted in a confidential and private manner. The researcher informed all respondents about the study's aims and objectives before conducting the survey. The study's purpose, the voluntary nature of participation, and participants' right to withdraw at any time was explained to participants before their consent was obtained. Additionally, the questionnaire does not ask for personal information to protect participants' privacy. All the data and information gathered were used for academic purposes only. Data collected from the questionnaires is strictly confidential and used solely for data aggregation. Furthermore, the survey avoids any questions that might cause distress or discomfort.

3.7 Data Collection Procedure

Based on a quantitative approach, this research represented employees from the manufacturing company in Kuching, Sarawak. Therefore, a questionnaire was used to collect data from respondents. The questionnaire was distributed to the target population through Google Form link via email. A random selection of respondents were made based on their willingness to participate

in this study. Moreover, the researcher briefed the respondents about the study's purpose clearly before they volunteered to answer the survey questionnaire. This is to ensure that respondents understand the questions when answering the survey. Additionally, the survey remained open for a week. Responses were anonymized and securely stored. Data were monitored and analyzed using SPSS software to determine the study's objectives and hypotheses.

3.8 Data Analysis Procedure

As part of this study, a systematic approach to data analysis was taken to ensure comprehensive and accurate insights. After data collection was completed, responses were downloaded from Google Forms and imported into statistical software, IBM SPSS Statistics Version 27. The data were analyzed descriptively and inferentially due to the nature of the study. Descriptive statistics were used to interpret the demographic data of the respondents. In addition, the collected data was divided into five sections, including demographic data. The data was presented in a pie chart, with demographic information including gender, age, ethnicity, marital status, and duration of service described as a frequency and percentage. Meanwhile, inferential statistics were used to assess the relationship between the independent variables and the dependent variables in this study. Also, the hypothesis was tested through statistical analyses such as the Pearson Correlation Coefficient. The Pearson Correlation Coefficient was tested to determine the correlation between training and development (Training Content, Training Delivery Style, and Training Methods) and employee performance in the manufacturing industry. As part of this study, Multiple Regression was used to determine which variables were the most dominant among the independent variables.

3.9 Summary

This chapter outlines the research methodology employed in the study, detailing the research design, population, sample, sampling procedures, and instrumentation. It also emphasizes the significance of conducting a pilot study, along with assessments of the study's validity and reliability. Furthermore, the chapter describes the data collection methods, data analysis techniques, and ethical considerations pertinent to the research.

CHAPTER 4 : FINDINGS AND DISCUSSION

4.0 Introduction

This chapter is divided into five sections. In the first section, the demographic characteristics of respondents will be discussed. Based on descriptive statistics, tables, and charts, the demographic characteristics of respondents are interpreted in terms of frequency and percentage. The second section of this study will present the main findings of the study. In the third section, the findings and discussion of this research study will be presented. A Pearson correlation analysis was used to determine the relationships between employee performance and training and development. This included training content, training delivery style and training methods. In the following section, the chapter concludes with a summary of the hypotheses tested and a chapter summary.

4.1 Demographic Characteristics of Respondents

The demographic characteristics of the respondent's section consist of information about the respondent. The data includes gender, age, ethnicity, highest academic degree, work experience, and number of years in the current organization. There were a total of 121 respondents from Sarawak Consolidated Industries Berhad (SCIB) that were involved in this study. Each of them have successfully answered five questions regarding their demographic background which are gender, age, ethnic, marital status, and duration of service. Descriptive statistics was used to analyze the demographic background of the respondents. Kaliyadan and Kulkarni(2019) state that descriptive statistics can aid in data summarization by providing simple quantitative measures such as percentages and means, as well as graphical summaries such as histograms and pie charts.

4.1.1 Gender

Table 6

Gender of respondents

Gender/ Jantina					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male/Lelaki	63	52.1	52.1	52.1
	Female/Perempuan	58	47.9	47.9	100.0
	Total	121	100.0	100.0	

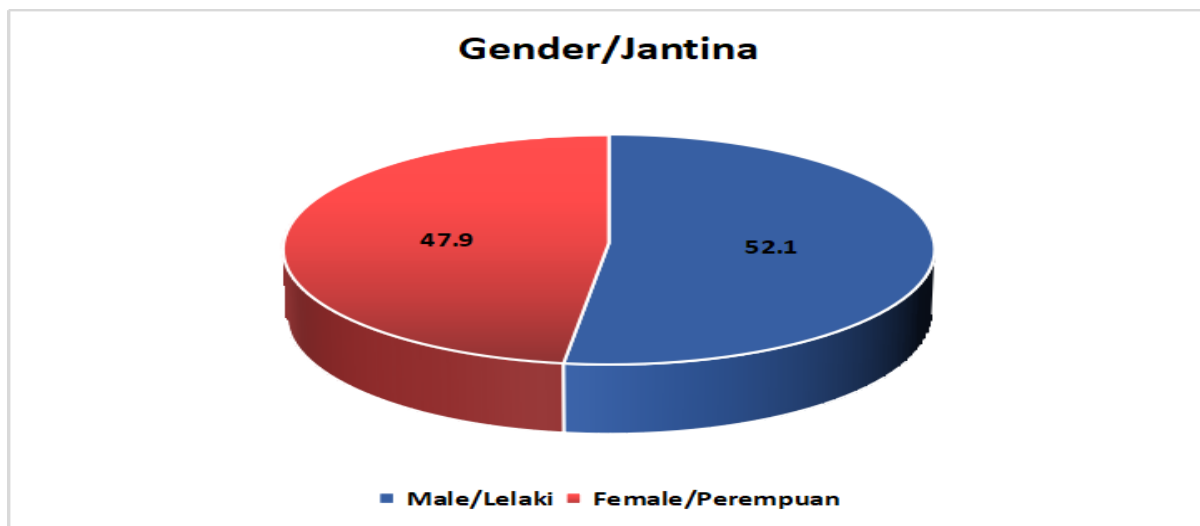


Figure 4 Gender of Respondents

According to Table 6 and Figure 4, there are 63 male respondents and 58 female respondents. Following that, the percentage of male respondents is 52%, followed by the percentage of female respondents, which is 48%. According to the above table and pie chart, the respondent's percentage is calculated based on the respondent's gender who participated in the survey questionnaires.

4.1.2 Age

Table 7

Age of Respondents

		Age/ Umur			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20-29 years/ 20-29 tahun	43	35.5	35.5	35.5
	30-39 years/ 30-39 tahun	39	32.2	32.2	67.8
	40-49 years/ 40-49 tahun	39	32.2	32.2	100.0
Total		121	100.0	100.0	

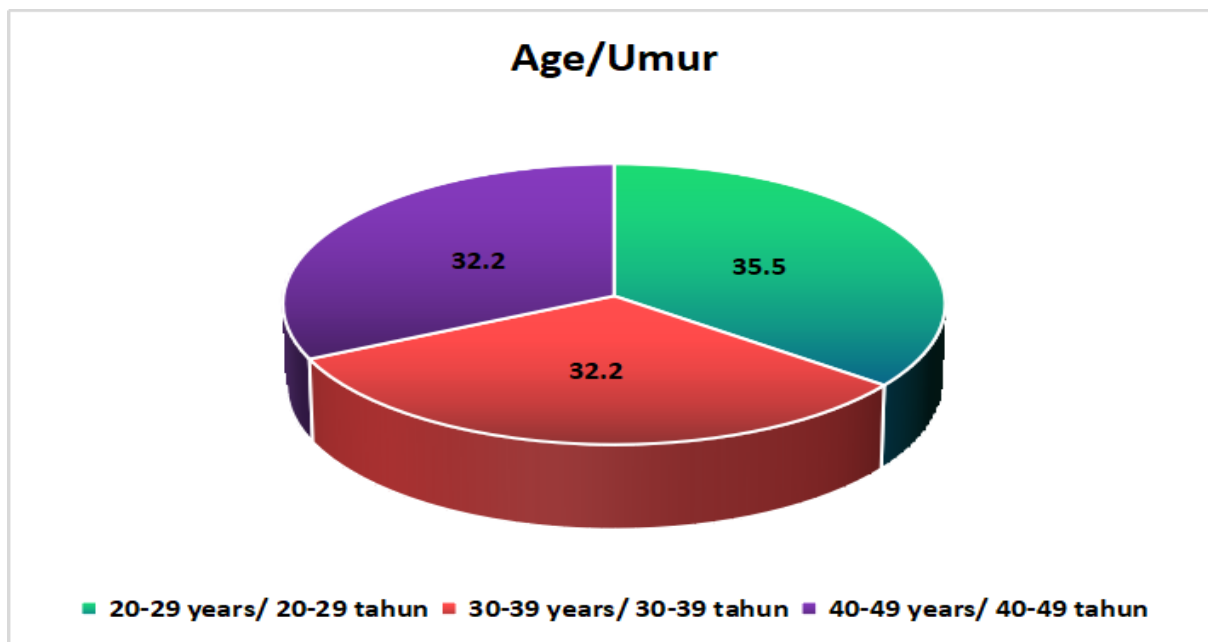


Figure 5 Age of Respondents

As presented in Table 7 and Figure 5, the respondents are categorized into three distinct age groups based on frequency and percentage. The largest proportion of respondents, totaling 43 individuals (35.5%), falls within the 20–29 years age range. This is followed by 39 respondents (32.2%) in the 40–49 years age group, and 39 respondents (32.2%) in the 30–39 years age group. The data illustrated in both the table and the pie chart reflect the age distribution of participants who completed the survey questionnaire.

4.1.3 Ethnicity

Table 8

Ethnicity of Respondents

		Ethnic/ Bangsa			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Malay	37	30.6	30.6	30.6
	Chinese	35	28.9	28.9	59.5
	Iban	19	15.7	15.7	75.2
	Bidayuh	17	14.0	14.0	89.3
	India	5	4.1	4.1	93.4
	Others	8	6.6	6.6	100.0
	Total	121	100.0	100.0	

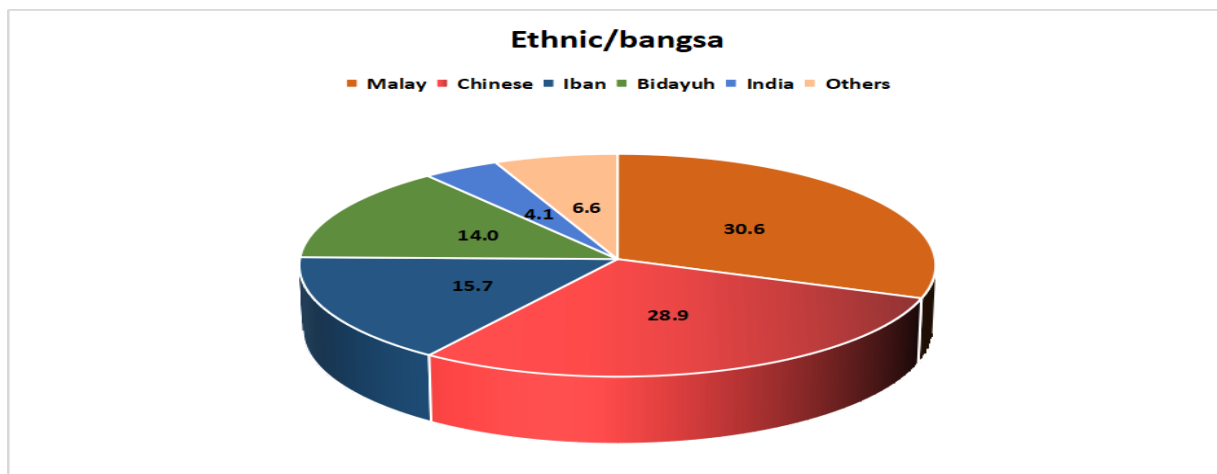


Figure 6 Ethnicity of Respondents

Table 8 and Figure 6 present the distribution of respondents by ethnicity, categorized into six distinct groups and displayed in terms of both frequency and percentage. Based on the data, the majority of respondents, 37 individuals (30.6%), identified as Malay, followed by 35 respondents (28.9%) who identified as Chinese. The next largest ethnic group is Iban, with 19 respondents (15.7%), followed by Bidayuh, comprising 17 respondents (14%). Additionally, 5 respondents (4.1%) identified as Indian, and 8 respondents (6.6%) belonged to other ethnic groups within

SCIB. As illustrated in the table and the accompanying bar chart, the ethnic composition of respondents highlights the diversity among participants who completed the survey questionnaire.

4.1.4 Marital Status

Table 9

Marital Status of Respondents

Marital Status/ Status Perkahwinan					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Single/Bujang	45	37.2	37.2	37.2
	Married/berkahwin	76	62.8	62.8	100.0
	Total	121	100.0	100.0	

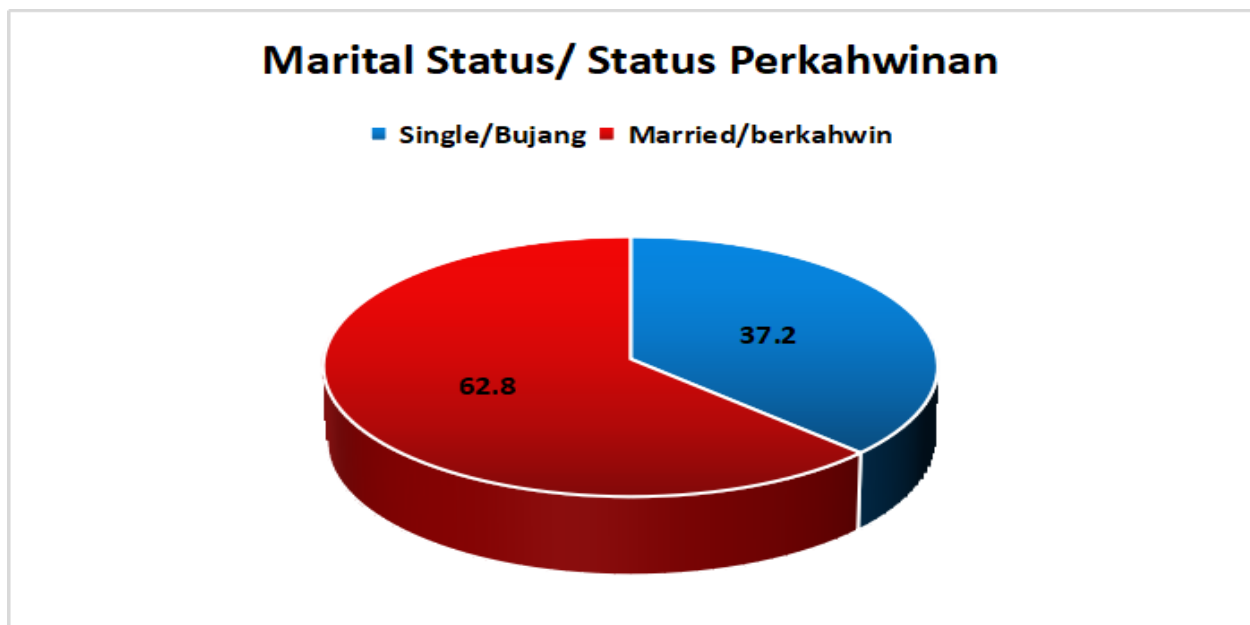


Figure 7 Marital status of Respondents

According to Figure 8, the majority of respondents, totaling 76 individuals (62.8%), are married, while 45 respondents (37.2%) are single. This indicates that a larger proportion of the survey participants are married. As illustrated in both the table and the accompanying bar chart, the distribution of marital status highlights the demographic composition of the respondents who participated in the survey.

4.1.5 Highest academic qualification

Table 10

Highest academic qualification of Respondents

Highest academic qualification					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SPM	19	15.7	15.7	15.7
	STPM	17	14.0	14.0	29.8
	DIPLOMA	35	28.9	28.9	58.7
	BACHELOR'S DEGREE/IJAZAH SARJANA MUDA	28	23.1	23.1	81.8
	MASTER DEGREE/SARJANA MUDA	15	12.4	12.4	94.2
	PHD	7	5.8	5.8	100.0
	Total	121	100.0	100.0	

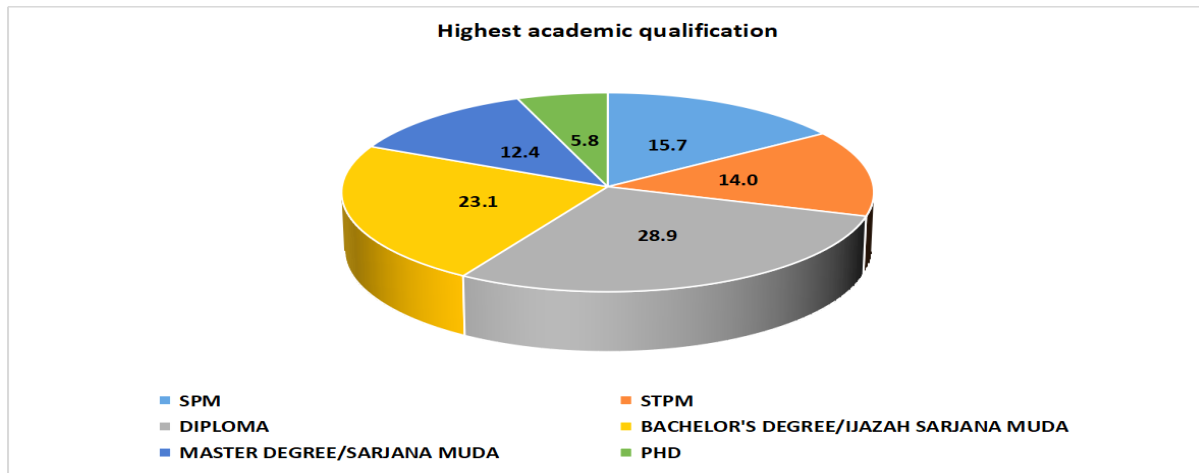


Figure 8: Highest academic qualification of Respondents

Table 10 and Figure 8 present the highest academic qualifications of the respondents, categorized into six distinct groups and represented by both frequency and percentage. According to the data, the largest group comprises 35 respondents (28.9%) holding a Diploma, followed by 28 respondents (23.1%) with a Bachelor's Degree. Additionally, 19 respondents (15.7%) have attained SPM-level education, while 17 respondents (14%) have STPM or an equivalent qualification. Furthermore, 15 respondents (12.4%) have completed a Master's Degree and 8 respondents (5.8%) hold a PhD. The distribution of respondents' educational qualifications, as

illustrated in both the table and the bar chart, reflects the academic background of participants who completed the survey questionnaire.

4.1.6 Duration of service

Table 11

Duration of service of Respondents

Duration of service/ Tempoh perkhidmatan					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	11-15 years/ 11-15 tahun	13	10.7	10.7	10.7
	5-10 years/ 5-10 tahun	48	39.7	39.7	50.4
	Less than 5 years/ Kurang daripada 5 tahun	60	49.6	49.6	100.0
	Total	121	100.0	100.0	

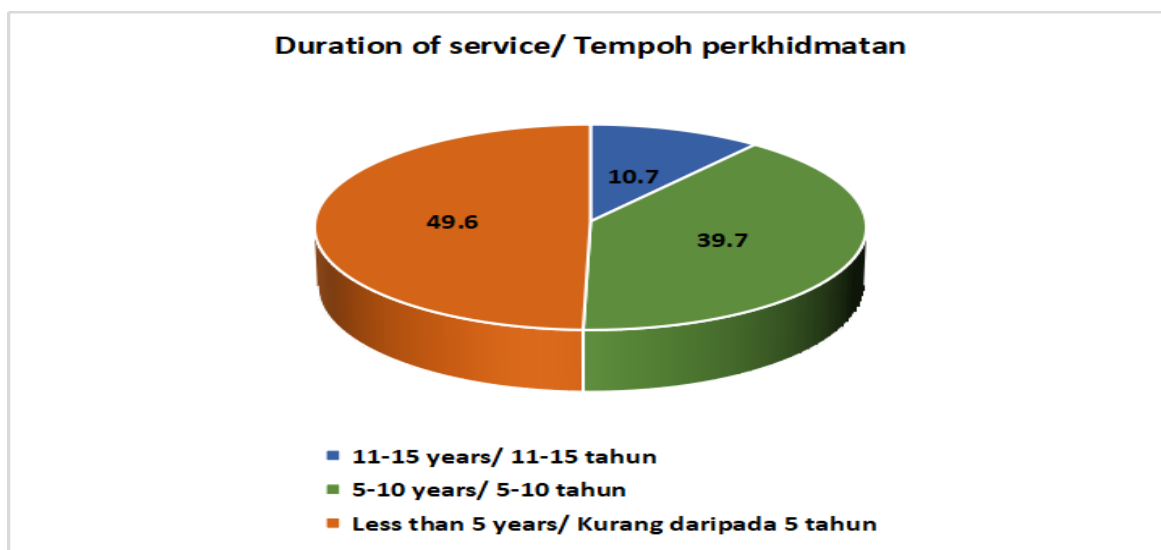


Figure 9 Duration of service of Respondents

Table 11 and Figure 9 above provide information about the number of years that respondents have worked in their current organization. According to the respondent's number of years at the present organization, there are three types of categories. Based on the findings of the study, 72 respondents (47.7%) have worked in the present organization for 1-5 years, followed by 63 respondents (41.7%) who have worked in the present organization for 5-10 years, and 16 respondents (10.6%) who have worked in the present organization for 11-15 years. In the present organization, there are

no respondents who have been working there for 16-20 years. The respondent's percentage is based on respondents that participated in survey questionnaires and illustrated using the table and bar chart above.

Table 12

Summary of Demographic Profile

Aspects		Frequencies	Percentage %
Gender	Male	63	52.1
	Female	58	47.9
Age	20-29 years	43	35.5
	30-39 years	38	32.2
	40-49 years	39	32.2
Ethnics	Malay	37	30.6
	Chinese	35	28.9
	Iban	19	15.7
	Bidayuh	17	14.0
	India	5	4.1
	Others	8	6.6
Marital Status	Single	45	37.2
	Married	76	62.8

Highest Academic qualification	SPM	19	15.7
	STPM	17	14.0
	Diploma	35	28.9
	Bachelor's Degree	28	23.1
	Master Degree	15	12.4
	PHD	7	5.8
Duration of service	Less than 5 years	60	49.6
	5-10 years	48	39.7
	11-15 years	13	10.7

4.2 Descriptive Statistics

The following section summarizes the responses obtained from the questionnaires completed by the respondents. A descriptive statistic is used to assess the responses. A questionnaire was developed to measure the degree distribution of the selected factors that influence employees' performance. These factors include training method, training content, and training delivery style. The descriptive statistics used in this study include frequency counts and distributions, means, and standard deviations. In the following paragraphs, we will elaborate on each of the factors that impact an employee's performance.

Table 13Statistics results *of Each Item*

Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Training Content	121	2.00	4.67	4.0826	.59439
Training Delivery Style	121	2.25	4.75	4.1880	.63802
Training Method	121	2.33	4.67	4.1598	.60415
Employee Performance	121	2.25	4.63	4.2676	.62694
Valid N (listwise)	121				

Based on the table above, the descriptive statistics summarize all major items in the study. The item mean values ranged from 4.27 to 4.10. Among them, the employee performance had the highest mean score of 4.28 with a standard deviation of 0.63. This was followed by training delivery style, which recorded a mean of 4.18 and a standard deviation of 0.64 . The mean score for the training method was 4.16 with a standard deviation of 0.60, while training content had a mean of 4.08 and a standard deviation of 0.59. Respondents indicated that training delivery style is a significant factor in enhancing training effectiveness. This finding aligns with a previous study conducted by Mozael (2015), which revealed that an appropriate delivery style used by trainers during training can effectively help employees develop their skills and knowledge.

4.2.1 Training content

Table 14

Training Content- Item results

Items	SD (%)	D (%)	N (%)	A (%)	SA (%)	Mean	Standard Deviation
1. The training contents used for training the staffs are based on established training needs/ Kandungan latihan yang digunakan untuk melatih kakitangan adalah berdasarkan keperluan latihan yang telah ditetapkan.	2.5	10.7	3.3	35.5	47.9	4.16	1.072
2. The training contents are normally broad enough to cover the scope of gaps in skill/ Kandungan latihan biasanya cukup luas untuk merangkumi jurang dalam kemahiran.	1.7	10.7	17.4	44.6	25.6	3.82	0.992
3. Training content are developed based on the knowledge level of employees in the organization./ Kandungan latihan dibangunkan berdasarkan tahap pengetahuan pekerja dalam organisasi	0	11.6	13.2	33.1	42.1	4.06	1.011
4. Training contents are developed based on the level of the employees in the organization/ Kandungan latihan dibangunkan berdasarkan tahap pekerja dalam	1.7	8.3	9.9	27.3	52.9	4.21	1.034

organisasi.							
5. The training contents allow provisions for feedback in order to improve the overall learning impact/ Kandungan latihan menyediakan ruang untuk maklum balas bagi meningkatkan kesan pembelajaran secara keseluruhan.	2.5	5.8	11.6	54.5	25.6	3.95	0.912
6. The trainings are always in line with the policies and procedures of the organization/ Latihan sentiasa selaras dengan dasar dan prosedur organisasi.	1.7	4.1	9.9	31.4	52.9	4.30	0.928

Based on table 14, the frequency distribution and percentages of the respondents' views on the training content are presented. This study consists of six questions, and the responses are analyzed to generate a conclusion. The table below provides an overview of the item results, based on the mean and standard deviation for each item. A majority of respondents agreed to the sixth statement that states, with 52.9% indicating they strongly agreed with it ($\bar{X} = 4.30$; $SD = 0.928$). This is followed by the fourth statement, which was agreed to by 52.9% of the group ($\bar{X} = 4.21$; $SD = 1.034$).

4.2.2 Training Delivery Style

Table 15

Training delivery Style - Item results

Items	SD (%)	D (%)	N (%)	A (%)	SA (%)	Mean	Standard Deviation
1. The style of training delivery is determined by the quantity of employees. (For example, group size)/ <i>Gaya penyampaian latihan direka berdasarkan bilangan pekerja. (Eg. Saiz kumpulan).</i>	1.7	8.3	9.9	28.9	51.2	4.20	1.030
2. The presenting style of the trainer influences employees' interest in the training and development program/ <i>Gaya penyampaian jurulatih mempengaruhi minat pekerja semasa program latihan dan pembangunan.</i>	0	5.9	11.6	33.1	49.6	4.25	0.933
3. To meet the objectives of training and development program, the interaction between trainees and trainer is important <i>/ Interaksi antara pelatih dan jurulatih adalah penting untuk memenuhi objektif program latihan dan Pembangunan</i>	3.3	3.3	12.4	25.6	55.4	4.26	1.023

4. The language chosen during training and development has an impact on the employees' comprehension / <i>Bahasa yang digunakan sepanjang latihan dan pembangunan mempengaruhi kefahaman pekerja</i>	4.1	8.3	7.4	51.2	28.9	3.93	1.043
5. The internet is essential for delivering training in an organization / <i>Internet memainkan peranan penting dalam menyampaikan latihan dalam sebuah organisasi</i>	2.5	2.5	4.1	66.1	24.8	4.08	0.781
6. The trainer's voice projection in delivering training affects the employee's understanding/ <i>Lontaran suara jurulatih dalam menyampaikan latihan memberi kesan kepada pemahaman pekerja.</i>	5.0	4.1	9.9	37.2	43.8	4.11	1.071
7. The trainer's body language plays a vital role in delivering training / <i>Bahasa badan jurulatih memainkan peranan penting dalam menyampaikan Latihan.</i>	1.7	7.4	6.6	34.7	49.6	4.23	0.981
8. The training is delivered using up-to-date equipment, facilities and materials/ <i>Latihan disampaikan dengan menggunakan peralatan, kemudahan dan bahan terkini.</i>	0.8	3.3	3.3	35.5	57.0	4.45	0.785

Based on Table 15, the frequency distribution and percentages of respondents' views on training delivery style are presented. This section comprises eight items, and the responses were analyzed to draw meaningful conclusions. The table provides an overview of the results for each item, presented through the mean and standard deviation. A majority of respondents strongly agreed with the fourth statement, with 57.0% indicating strong agreement ($\bar{X} = 4.45$; $SD = 0.785$). This was followed by the third statement, “The interaction between trainees and trainers is important,” which was agreed to by 55.4% of respondents ($\bar{X} = 4.25$; $SD = 1.023$).

4.2.3 Training Methods

Table 16

Training Method - Item results

Items	SD (%)	D (%)	N (%)	A (%)	SA (%)	Mean	Standard Deviation
1. The training methods used during training are effective for understanding the subject/ <i>Kaedah latihan yang digunakan semasa latihan adalah berkesan untuk memahami subjek.</i>	3.3	5.0	3.3	33.1	55.4	4.32	0.993
2. The training program is relevant to our developmental needs/ <i>Program latihan relevan dengan keperluan pembangunan kami.</i>	2.5	6.6	13.2	26.4	51.2	4.17	1.054
3. The training is effective in improving on-the-job efficiency/ <i>Latihan berkesan dalam meningkatkan kecekapan di tempat kerja</i>	0.8	6.6	15.7	53.7	23.1	3.92	0.852

4. Training is conducted to improve employee's skills and knowledge to perform the job/ <i>Latihan dijalankan untuk meningkatkan kemahiran dan pengetahuan pekerja untuk melaksanakan tugas</i>	2.5	5.8	8.3	38.0	45.5	4.18	0.983
5. Group training allows employee to learn with the least of time/ <i>Latihan berkumpulan membolehkan pekerja belajar dalam tempoh masa yang singkat.</i>	0	4.9	4.1	36.4	54.5	4.39	0.850
6. Job rotation improves employee adaptation to a variety of situations and difficulties/ <i>Penggiliran pekerjaan membantu meningkatkan kebolehsuaian pekerja kepada pelbagai jenis situasi dan masalah.</i>	4.1	5.0	8.3	54.5	28.1	3.98	0.970

As shown in Table 16, the frequency distribution and percentage of respondents' views on the training method are presented. This section consists of eight items, and the analysis focuses on the responses to draw meaningful conclusions. The results are illustrated through the mean and standard deviation for each item. A significant majority of respondents strongly agreed with the fifth statement, "Group training allows employees to learn in the least amount of time," with 54.5% indicating agreement ($\bar{X} = 4.39$; $SD = 0.850$). Similarly, 55.4% of respondents agreed with the first statement, "The training methods used during training are effective for understanding the subject," which was ($\bar{X} = 4.32$; $SD = 0.993$).

4.2.4 Employee Performance

Table 17

Employee Performance - Item results

Items	SD (%)	D (%)	N (%)	A (%)	SA (%)	Mean	Standard Deviation
1. We have a 'system' for developing staff abilities / <i>Kami ada 'sistem' pembangunan yang membina kemahiran pekerja</i>	0.8	5.8	7.4	30.1	55.9	4.36	0.913
2. Employees' performance greatly depends on training and development/ <i>Prestasi pekerja sangat bergantung pada latihan dan pembangunan</i>	1.7	4.1	10.7	37.2	46.3	4.22	0.917
3. We support skill development because it benefits our end result by improving employee performance / <i>Kami menggalakkan pembangunan kemahiran kerana ia sangat mempengaruhi tahap asas kami dengan meningkatkan prestasi pekerja</i>	2.5	5.0	9.1	57.9	25.6	3.99	0.880
4. Continuous training is provided to increase employees' performance / <i>Kami memberikan latihan berterusan</i>	0	7.5	3.3	34.7	54.5	4.34	0.945

<i>kepada pekerja untuk meningkatkan prestasi mereka</i>							
5. Our revenue is affected by the quality of staff training and development / <i>Kualiti latihan dan pembangunan yang diberikan kepada pekerja mempengaruhi pendapatan kami</i>	4.1	2.5	3.3	33.1	57.0	4.36	0.975
6. There is a proven correlation between our employees' training and development and our accomplishment / <i>Terdapat hubungan yang terbukti antara program latihan dan pembangunan pekerja kami dengan kejayaan kami</i>	4.1	2.5	0.8	34.0	57.5	4.36	0.949
7. High morale employees give better performance/ <i>Pekerja yang mempunyai moral yang tinggi memberikan prestasi yang lebih baik.</i>	0.8	6.6	5.0	55.4	32.2	4.12	0.839
8. Majority of our employees can work independently and with high performance/ <i>Majoriti kakitangan kami boleh bekerja secara berdikari dan dengan prestasi tinggi.</i>	4.1	2.5	1.7	34.7	57.0	4.38	0.960

Table 17 presents the frequency distribution and proportion of respondents' views regarding employee performance. This section consists of eight questions, and the responses were analyzed to draw conclusions for the study. The results for each item are presented with corresponding mean and standard deviation values. A majority of respondents (57.5%) agreed with the sixth statement, which posits that “Training and development play a significant role in employee performance” ($\bar{X} = 4.36$; $SD = 0.949$). Additionally, 57.0% of respondents agreed with the eighth statement, “The majority of our employees can work independently,” which, ($\bar{X} = 4.38$; $SD = 0.960$).

4.2.5 Normality test

Table 18

Descriptive Statistics									
	N	Minimum	Maximum	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Training_Content	121	2.00	4.67	4.0826	.59439	-1.226	.220	.887	.437
Training_DeliveryStyle	121	2.25	4.75	4.1880	.63802	-1.468	.220	.992	.437
Training_Method	121	2.33	4.67	4.1598	.60415	-1.507	.220	1.261	.437
Employee_Performance	121	2.25	4.63	4.2676	.62694	-1.988	.220	2.729	.437
Valid N (listwise)	121								

In this study, the assumption of normality was evaluated to ensure the appropriateness of conducting parametric statistical analyses such as Pearson correlation and multiple regression. Normality is a fundamental assumption in parametric testing, as it influences the accuracy of statistical inferences. To assess this, the skewness and kurtosis values of each variable were examined through descriptive statistics.

Based on the criteria suggested by West(1995), a dataset can be considered approximately normally distributed when the skewness values fall within the range of ± 2 and the kurtosis values fall within ± 7 . These thresholds are commonly accepted in social science research and are also supported by Kline (2011), especially in studies with moderate to large sample sizes.

Based on the descriptive statistics table 18 above , all four main variables in this study met the required thresholds. The Training Content variable had a skewness of -1.226 and a kurtosis of 0.887, indicating a slightly negatively skewed distribution with moderate peakedness. Training

Delivery Style showed a skewness of -1.468 and kurtosis of 0.992, while Training Method displayed a skewness of -1.507 and kurtosis of 1.261. The Employee Performance variable exhibited the highest skewness at -1.988 and a kurtosis of 2.729. Despite being the most skewed among the variables, these values still lie within the acceptable range, demonstrating no severe deviation from normality.

Therefore, the skewness and kurtosis values of all variables suggest that the data distributions are reasonably symmetric and moderately peaked. Since none of the variables exceeded the acceptable limits, it can be concluded that the assumption of normality has been satisfied. This provides a solid foundation for proceeding with parametric statistical tests such as Pearson correlation and multiple regression analysis in the subsequent sections of this study.

4.3 Findings and Discussion

4.3.1 Bivariate Analysis - Hypothesis Testing

In this study, only one statistical test was used to test all hypotheses. A software package called Statistical Package for the Social Sciences (SPSS) was used. The researcher used Pearson Correlation Analysis as a test procedure to measure the strength of the independent variables with the dependent variables and the relationship between training and development programs. Training content, training delivery style, and training methods are the independent variables that affect employee performance, which is the dependent variable.

4.3.1.1 Relationship between training content and Employee Performance

A Pearson Correlation Coefficient was used by the researcher to test the relationship between training content and employee performance. The tested hypothesis for the mentioned variable is stated below:

Ha1: There is a significant relationship between training content and employee performance.

Table 19*Correlation between training content and employee performance*

Correlations			
		Training Content	Employee Performance
Training Content	Pearson Correlation	1	.732**
	Sig. (2-tailed)		<.001
	N	121	121
Employee Performance	Pearson Correlation	.732**	1
	Sig. (2-tailed)	<.001	
	N	121	121

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

Based on the correlation analysis presented in Table 18, there is a statistically significant and strong positive relationship between training content and employee performance, with a Pearson correlation coefficient (r) of 0.732 and a p-value of < 0.001 . This p-value is less than the significance level of 0.01, indicating that the relationship is statistically significant and not due to chance. As the R-value exceeds the threshold of 0.5, it confirms that the correlation between the two variables is strong. These findings suggest that improvements in training content are positively associated with higher levels of employee performance, supporting the hypothesis Ha1, that effective training content contributes significantly to enhancing employee outcomes within the organization (Salah, 2016; Engetou, 2017; Alias et al., 2019). This aligns with previous studies highlighting that well-structured and relevant training content plays a key role in improving employee knowledge, skills, and productivity, particularly in organizational settings like manufacturing industries.

4.3.1.2 Relationship between training delivery style and Employee performance

Pearson Correlation Coefficient was used as a test procedure by the researcher to test the relationship between training delivery style and employee performance. The tested hypothesis for mentioned variable is stated below;

Ha2: There is a significant relationship between training delivery style and employee performance.

Table 20

Correlation between training delivery style and employee performance

Correlations			
		Training Delivery Style	Employee Performance
Training Delivery Style	Pearson Correlation	1	.848**
	Sig. (2-tailed)		<.001
	N	121	121
Employee Performance	Pearson Correlation	.848**	1
	Sig. (2-tailed)	<.001	
	N	121	121

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

Based on the correlation analysis presented in Table 19, there is a statistically significant and very strong positive relationship between training delivery style and employee performance, with a Pearson correlation coefficient (r) of 0.848 and a p -value of < 0.001 . Since the p -value is less than the significance level of 0.01, the result is statistically significant and unlikely due to chance. Additionally, the R -value far exceeds the 0.5 threshold, confirming a very strong correlation between the two variables. These findings indicate that improvements in the style of training delivery are strongly associated with enhanced employee performance, thereby supporting the hypothesis Ha2, that effective training delivery plays a critical role in improving employee outcomes within the organization (Alias et al., 2019; Mozael, 2015; Salah, 2016). This aligns with

previous studies that emphasize how well-structured, engaging delivery methods can boost learner attention, motivation, and overall job performance.

4.3.1.3 Relationship between Training Methods and Employee Performance

Pearson Correlation Coefficient was used as a test procedure by the researcher to test the relationship between training methods and employee performance. The tested hypothesis for mentioned variable is stated below;

Ha3: There is a significant relationship between training methods and employee performance.

Table 21

Correlation between training methods and employee performance.

Correlations			
		Training Method	Employee Performance
Training Method	Pearson Correlation	1	.787**
	Sig. (2-tailed)		<.001
	N	121	121
Employee Performance	Pearson Correlation	.787**	1
	Sig. (2-tailed)	<.001	
	N	121	121

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

Based on the correlation analysis presented in Table 20, there is a statistically significant and strong positive relationship between training method and employee performance, with a Pearson correlation coefficient (r) of 0.787 and a p-value of < 0.001. As the p-value is less than the 0.01 significance level, the result is statistically significant, indicating that the observed relationship is not due to random chance. Furthermore, the R-value exceeds the 0.5 threshold, confirming a strong correlation between the variables. These results suggest that the application of appropriate training

methods is positively associated with improved employee performance, supporting the hypothesis Ha3, that effective training methods enhance employee outcomes within the organization (Engetou, 2017; Cheng, 2015; Salah, 2016). This is consistent with past research that shows varied and practical training methods, such as on-the-job training and simulations, contribute meaningfully to skill development and job effectiveness..

4.3.2 Multiple Regression

Multiple Linear Regression was used in this section to determine the dominant factor that impacts the employee's performance in a manufacturing company. The independent variables that were used in this regression analysis were training content, training method and training delivery style.

Ha4: There is a most dominant factor that impacts employee's performance in the manufacturing industry.

Ha4: : There is a dominant factor that impacts employee's performance in the manufacturing industry.

Table 22

Model Summary

Modul Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.887 ^a	.787	.781	.29335

a. Predictors: (Constant), Training Method, Training Content, Training Delivery style

Table 23

Multiple Regression of independent variables on dependent variable (ANOVA a)

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	37.098	3	12.366	143.703	<.001 ^b
	Residual	10.068	117	.086		
	Total	47.166	120			

a. Dependent Variable: Employee Performance

b. Predictors: (Constant), Training Method, Training Content, Training DeliveryStyle

Table 24

Multiple Regression of independent variables on dependent variable (Coefficient a)

Coefficients ^a								
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	.157	.208		.757	.450		
	Training Content	.173	.071	.164	2.425	.017	.397	2.516
	Training DeliveryStyle	.459	.079	.467	5.779	<.001	.280	3.577
	Training Method	.356	.066	.343	5.389	<.001	.450	2.223

a. Dependent Variable: Employee Performance

Tables 22, 23, and 24 present the outcomes of the multiple regression analysis conducted to determine the most dominant training factor influencing employee performance in Sarawak Consolidated Industries Berhad. The analysis included three predictors: training content, training delivery style, and training method. The results indicate that all three variables are positively and significantly correlated with employee performance. The model explained 78.7% of the variance

in employee performance ($R^2 = 0.787$), indicating a strong explanatory power. Among the three predictors, training delivery style emerged as the most dominant factor, with the highest standardized Beta value ($\beta = 0.467$, $p = 0.000$), followed by training method ($\beta = 0.343$, $p = 0.000$) and training content ($\beta = 0.164$, $p = 0.017$). The unstandardized coefficients further support these findings: training content ($\beta = 0.173$), training delivery style ($\beta = 0.459$), and training method ($\beta = 0.356$), all statistically significant at $p < 0.05$. These findings affirm that training delivery style plays the most critical role in influencing employee performance, aligning with prior studies by Alias et al. (2019), Mozael (2015), and Salah (2016), who emphasized the importance of engaging and well-structured delivery formats in achieving training effectiveness. Consequently, the alternate hypotheses Ha1, Ha2, and Ha3 are accepted. The results also reflect Kirkpatrick's model and Expectancy Theory, both of which stress that effective learning experiences and perceived value of training lead to meaningful behavior and performance outcomes (Kirkpatrick & Kirkpatrick, 2016; Gandhimathi et al., 2020).

4.4 Summary of Hypotheses Testing

Table 25

Summary of Results of Hypothesis Testing

Test Performed	Alternate Hypothesis	Results of Hypothesis
Pearson Correlation	There is a significant relationship between training content and employee performance.	$r = 0.732$ $p = 0.000$ ($p < 0.05$) Ha1 accepted
Pearson Correlation	There is a significant relationship between training delivery style and employee performance.	$r = 0.848$ $p = 0.000$ ($p < 0.05$) Ha2 accepted
Pearson Correlation	There is a significant relationship	$r = 0.787$

	between training methods and employee performance.	$p = 0.000$ $(p < 0.05)$ Ha1 accepted
Multiple Regression	There is a dominant factor that impacts employee's performance in the manufacturing industry.	$r = 0.887$ $p = 0.000$ $(p < 0.05)$ Ha4 accepted

4.5 Chapter Summary

This chapter has analyzed and discussed the data obtained from survey questionnaires from a specific population sample. Section A of the questionnaire, which contains the demographic profile of the respondents, was analyzed using descriptive statistics. Furthermore, a Pearson Correlation Coefficient was used to analyze Section B, C, D and E which consist of independent variables and dependent variables. Specifically, the independent variables that have been evaluated in this chapter includes training content, training delivery style and training methods while the dependent variable that has been evaluated was employees' performance. Additionally, Multiple Regression Analysis was employed to determine the most dominant factor influencing employee performance. The findings were interpreted based on the statistical significance levels and the strength of correlation and regression coefficients, providing insights into the impact of training-related factors on performance outcomes.

CHAPTER 5: SUMMARY, DISCUSSION, IMPLICATIONS, RECOMMENDATIONS &

CONCLUSION

5.0 Introduction

There are five sections in this chapter. This chapter begins with the research summary and followed by discussions on main findings and related theory that used in this research study which is Expectancy theory. Then, implications of current study and recommendations for improving it also have been briefly and clearly discussed in this chapter. At the end, this chapter ends with the conclusion for current research study.

5.1 Summary of The Research

This research study is conducted for the purpose of fulfilling the general research objective, which is to determine the impact of training and development programs on employee performance. The training and development programs were tested using three distinct methods, namely training content, training delivery style, and training methods. These components were examined to discover whether they significantly impact employee performance in the context of the manufacturing industry. A total of 121 employees from Sarawak Consolidated Industries Berhad (SCIB) in Kuching, Sarawak were selected as participants to take part in this research study.

The first chapter of this research study is known as "*Introduction*", and it consists of ten sections including the chapter summary. This chapter primarily aimed to explain the background of the study and included an in-depth discussion of the problem statement related to the relationship between training and development programs and employee performance, supported by previous research findings. This chapter also covered the research objectives, research hypotheses, and research questions. The conceptual framework in this chapter is divided into two categories: independent variables (training content, training delivery style, and training methods) and the dependent variable (employee performance). Additionally, the definition of terms used in this study was classified into conceptual and operational definitions. In addition, there are other important sections in this chapter such as the significance of the study, limitations of the study,

and the chapter summary were included to give a clearer understanding and picture of the study's purpose and scope.

The second chapter of this research study is titled "*Literature Review*" and it consists of five sections including the chapter summary. This chapter briefly discussed the theoretical and conceptual foundations of training and development and employee performance. Two main theories were used to guide this research: Expectancy Theory by Vroom (1964) and the Kirkpatrick Four-Level Evaluation Model. These theories were applied to explain how training influences employees' motivation and performance outcomes. The chapter also reviewed previous studies that discussed the relationship between training practices and employee performance. These past findings were used to support and strengthen the basis for the current research. The chapter helped provide relevant context and clarity in understanding the connection between the selected independent variables and the dependent variable.

The third chapter of this research study is known as "*Methodology*" and includes nine sections along with the chapter summary. This chapter explained the quantitative research design adopted in this study. The population of this research was drawn from employees in Sarawak Consolidated Industries Berhad, and the sample size of 121 respondents was determined based on Krejcie and Morgan's (1970) formula. The respondents were selected through simple random sampling. A structured questionnaire survey was used as the main research instrument and distributed via Google Forms. The questionnaire consisted of five-point Likert scale items. It was divided into several sections: Section A focused on the demographic background of the respondents, while Sections B, C, and D covered training content, training delivery style, and training methods respectively. Section E was used to evaluate employee performance. A pilot study involving 30 respondents was conducted to ensure the validity and reliability of the questionnaire. The collected data were analyzed using SPSS software, applying both descriptive and inferential statistical methods, including Pearson correlation and multiple regression analysis.

The fourth chapter of this research study is titled "*Findings and Discussion*" and consists of five sections including the chapter summary. This chapter discussed the process of analyzing the collected data according to the research objectives. It began by presenting the demographic characteristics of the respondents, such as gender, age, academic qualification, and length of

service in the organization. The core findings of the study, based on Pearson Correlation Analysis, showed a positive and significant relationship between all three independent variables such as training content, training delivery style, and training method with the dependent variable, employee performance. The results of the Multiple Regression Analysis revealed that training delivery style is the most dominant factor influencing employee performance. The standardized Beta value for training delivery style was 0.467, which was higher than training method ($\beta = 0.343$) and training content ($\beta = 0.164$). The regression model reported an R^2 value of 0.787, indicating that 78.7% of the variation in employee performance is explained by the three training variables. These findings confirm that the alternative hypotheses (Ha1, Ha2, and Ha3) are all accepted, as the p-values were less than 0.05, and the relationship between the training programs and employee performance is statistically significant. The result from the Multiple Regression indicates that training delivery style is the dominant factor that significantly contributes to the employee performance. Hence, training delivery style is concluded to be the most impactful training component.

5.2 Discussions

This part of the research contains two main discussions; discussions of main findings and discussions of theory used in this research. All the discussions made are based on the findings and the objectives of the current research.

5.2.1 Discussions of Main Findings

Relationship between Training Content and Employee Performance

In the present research, the first objective was to determine the relationship between training content and employee performance. This hypothesis was tested using the Pearson Correlation Analysis. The findings revealed a strong positive correlation between training content and employee performance, as indicated by the Pearson correlation coefficient of $r = 0.732$ and a p-value of 0.000, which is less than 0.05. Therefore, this confirms that the relationship is statistically significant, and the hypothesis (Ha1) is accepted. This result indicates that when training content is well-structured, relevant, and tailored to employee needs, it positively contributes to higher performance levels. This finding is in line with a study conducted by Mahmood et al. (2022), which

found that orientation training content significantly affects both employee and firm performance. Similarly, Kuruppu et al. (2021) emphasized that structured training content improves performance outcomes in the apparel sector in Sri Lanka. Additionally, Rumman et al. (2020) noted that the effectiveness of training is largely dependent on the content and how it matches the working context. These findings support the current study's conclusion that effective training content plays a crucial role in enhancing employee performance.

Relationship between Training Delivery Style and Employee Performance

The second objective of the study was to investigate the relationship between training delivery style and employee performance. The analysis, again using Pearson Correlation, yielded a very strong positive relationship, with a correlation coefficient of $r = 0.848$ and a p-value of 0.000. Since the p-value is less than 0.01, the hypothesis (Ha2) is accepted, confirming that the relationship is statistically significant. This finding implies that the way in which training is delivered whether through interaction, engagement, or the medium used has a major impact on employee performance. This is supported by a study from Michira (2024), which demonstrated that the style of delivery directly affects how employees perform. Likewise, Sari et al. (2022) showed that the motivation and performance of employees improved significantly when training was delivered in an engaging and effective manner. The research also aligns with Adejare et al. (2022), who found that an appropriate delivery style helps eliminate inefficiencies among staff. Therefore, the current study concludes that an effective training delivery style is essential for enhancing the performance of employees within the organization.

Relationship between Training Method and Employee Performance

The third objective aimed to assess the relationship between training method and employee performance. The Pearson Correlation test produced a strong and statistically significant relationship, with a correlation coefficient of $r = 0.787$ and a p-value of 0.000. Since this value is less than 0.01, the hypothesis (Ha3) is accepted. The finding confirms that appropriate and varied training methods such as simulations, mentoring, or classroom instruction can lead to better learning outcomes and subsequently improved job performance. This is consistent with a study conducted by Pradhan (2023) in the Nepalese service sector, which concluded that the application

of effective training methods positively influences employee performance. Furthermore, other studies such as by Yimam (2021) emphasized the importance of aligning training methods with employee roles and learning preferences to maximize results. In light of this, the study affirms that training method is a critical factor that contributes significantly to employee performance.

Dominant Factor That Influence the Employee performance

Lastly, the fifth research hypothesis is to determine the dominant factor that influences employee performance. Multiple Regression Analysis was used to test this hypothesis and to identify the training and development method that has the greatest impact on employee performance. The results of the analysis showed that training delivery style has the highest standardized Beta value of 0.467, while the Beta value for training method was 0.343, and the Beta value for training content was only 0.164. The unstandardized coefficients and significance (p) values for each independent variable were: training content ($\beta = 0.173$, $p = 0.017$), training delivery style ($\beta = 0.459$, $p = 0.000$), and training method ($\beta = 0.356$, $p = 0.000$).

Therefore, we can conclude that training delivery style is the dominant factor that significantly influences employee performance, as the p -value = 0.000, which is less than 0.05 and is considered statistically significant. Hence, the dominant method is training delivery style. Consequently, the alternate hypothesis (H_{a4}) is accepted at the level of $R^2 = 0.787$ and $p = 0.000$, which proves that training delivery style significantly dominates in contributing to employee performance at Sarawak Consolidated Industries Berhad (SCIB). To date, only a limited number of previous studies have highlighted training delivery style as the most influential factor, thus this result offers a new perspective in the context of training effectiveness within the Malaysian manufacturing sector.

5.2.2 Discussions of Theory

Apart from testing the hypotheses using statistical analysis, this study also highlights the importance of theory in understanding how training and development influence employee performance. The theory used in this research is Expectancy Theory, developed by Vroom (1964). This theory explains that people are motivated to work harder when they believe that their efforts will lead to good performance, and that this performance will bring them rewards they value.

The first part of the theory, Expectancy, refers to the belief that putting in more effort will improve performance. In this study, the significant relationship between training content, training delivery style, and training method with employee performance shows that employees at Sarawak Consolidated Industries Berhad (SCIB) believe that participating in training will help them perform better at work. When training is relevant and well-delivered, employees feel more confident and motivated to improve.

The second part of the theory is Instrumentality, is the belief that good performance will lead to rewards. The study showed that training delivery style was the most influential factor affecting employee performance. This suggests that employees believe that if they perform well after training, they will be recognized and rewarded by the company. It also shows that the way training is delivered can affect how strongly employees connect training with outcomes like promotion, appreciation, or benefits.

The third part is Valence, which refers to how much employees value the rewards. In this study, employees are more motivated when they believe that the results of good performance such as salary increases, career growth, or recognition are important to them. If employees see the benefits as meaningful, they are more likely to stay motivated and committed to the organization.

Therefore, this study supports Expectancy Theory by showing that employees at SCIB are motivated when they believe that training will improve their performance, lead to rewards, and that those rewards are valuable. Hence, employers should focus on making training meaningful, well-delivered, and ensure that good performance is fairly and clearly rewarded to keep employees motivated.

5.3 Implication

5.3.1 Implications towards Research Methodology

This study aided in the development of research methodology in the field of training and development studies. Furthermore, the findings of this study can contribute to future literature reviews, as researchers conducting similar studies may refer to this research to support their own findings. In terms of method, the survey questionnaire used in this study met the required standards of validity and reliability based on previous related research. As a result, it can serve as a solid reference for future studies seeking accurate and consistent results. Moreover, to minimize measurement errors, all items used to assess the independent and dependent variables were adapted from previously validated instruments that have produced highly reliable results. In terms of theory, this research has offered additional evidence to support the existing theories.

5.3.2 Implications for Organizations and Policy Makers

This research offers valuable insights that organizations can adopt to enhance human resource management practices. The findings demonstrate that effective training and development strategies significantly improve employee performance. Therefore, organizations, especially in the manufacturing sector, are encouraged to integrate these practices to boost workforce productivity. Additionally, this study provides practical guidelines for employers to formulate policies that foster employee development and improve overall organizational performance.

5.3.3 Implications for Human Resource Practitioners

The findings of this study provide valuable insights for human resource practitioners by helping them identify key factors that influence employee performance. With a clearer understanding of these factors, HR practitioners can design and implement more targeted and effective training programs tailored to address specific needs within the organization. This, in turn, will enhance employees' skills and capabilities, leading to improved performance and productivity in the workplace. Moreover, by applying these research-based strategies, HR practitioners can contribute to creating a supportive learning environment that promotes continuous development and engagement among employees.

5.3 Recommendations

5.3.1 Recommendation for Organization

Training and development do not only enhance the performance of employees but also improve the productivity and efficiency of the organization. As emphasized in this study, employee development is an essential element for the long-term success of any organization. According to the findings, training delivery style has the most dominant influence on employee performance, followed by training method and training content. Therefore, the organization, especially in the manufacturing industry such as Sarawak Consolidated Industries Berhad (SCIB), is encouraged to improve the quality and effectiveness of training delivery. Although training programs may require employees to spend working hours attending sessions, this should be balanced by clearly identifying which areas require training to avoid unnecessary time and cost. The adoption of flexible and blended training methods, such as combining online and physical training, is a practical and cost-effective approach to continuously upskill employees without disrupting operations. However, organizations should prioritize delivery styles that incorporate interaction, visual aids, simulations, and practical sessions. Trainers must be skilled communicators who can adjust their style to suit different learning needs.

5.3.2 Recommendation for Human Resource Practitioners

As policy makers and training facilitators, it is important for human resource practitioners to collect feedback on current training practices to ensure they meet the needs of employees and enhance their performance. Based on the study's findings, both training method and training delivery style have a significant impact on employee performance. Therefore, HR practitioners are advised to review and improve existing training policies by providing more variety in training approaches so that employees can learn from different techniques and delivery modes. HR practitioners should also encourage employees to take part in training programs and seek development opportunities for their personal growth and job advancement. This can help employees build new skills and boost their performance, which benefits the overall success of the organization.

5.3.3 Recommendation for Future Researcher

The researcher has a few recommendations for future researchers. Firstly, this study only focuses on three independent variables which are training content, training delivery style, and training method. Future studies may consider examining other components such as training need assessment, training evaluation, or learning motivation to further understand what influences employee performance. In addition, future researchers are encouraged to apply qualitative or mixed-method approaches to explore the topic in more depth and gather employees' personal experiences. Lastly, it is also recommended that future studies involve a larger sample size or compare more than one organization, so that the results can be more generalized and applied across different industries or sectors.

5.4 Limitation of Study

There are several limitations in this study. Firstly, this study only focused on three factors of training and development, namely training content, training delivery style, and training method in relation to employee performance. However, there are other important factors such as training needs assessment, training evaluation, and learning environment that may also influence employee performance but were not included in this study. Secondly, this research relied solely on quantitative data collected through self-administered online questionnaires. As a result, the respondents answered the questions independently without any real-time explanation or guidance from the researcher. This may have affected the way some questions were interpreted, especially among those who may not be familiar with certain terms. Thirdly, the study was limited to employees working in the manufacturing industry in Kuching, Sarawak, specifically at Sarawak Consolidated Industries Berhad (SCIB). Therefore, the findings cannot be generalized to other industries or manufacturing companies in other regions of Malaysia.

5.5 Conclusion

In conclusion, this study was conducted to examine the impact of training and development on employee performance in the manufacturing sector, with a focus on Sarawak Consolidated Industries Berhad (SCIB) in Kuching, Sarawak. The training and development factors investigated were training content, training delivery style, and training method. Based on the data collected from 121 employees, the findings revealed that all three factors have a positive and significant relationship with employee performance.

However among the three variables, training delivery style was found to be the most dominant factor that influences employee performance. This means that the way training is delivered plays a critical role in ensuring that employees are engaged, understand the material, and can apply what they have learned to their jobs. The results of this study also support Vroom's Expectancy Theory, which states that employees are motivated when they believe their efforts will lead to good performance and that such performance will bring valuable rewards.

Furthermore, this study has contributed useful insights to organizations, human resource practitioners, and future researchers by highlighting the importance of well-designed and well-delivered training programs. It also provides recommendations for improving training effectiveness and developing policies that support employee growth. Despite a few limitations, the research objectives have been successfully achieved, and the findings have practical value for improving employee performance through effective training and development strategies.

In a nutshell, training and development play a vital role in improving employee performance, especially in a competitive and ever-changing industry such as manufacturing. Therefore, every organization needs to continuously review, update, and structure their training programs to meet employee needs and improve workplace performance. Doing so not only helps the organization retain skilled and experienced employees, but also supports the attraction of new talent. Overall, this research has proven that training content, training method, and especially training delivery style are essential in determining and enhancing the performance of employees in an organization.

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APPENDIX A: CONSENT LETTER

Fakulti Sains Kognitif dan Pembangunan Manusia
Faculty of Cognitive Sciences and Human Development
UNIMAS/NC-16.03/04-13/01 Jld.44 (02)



14 Mei 2025

Ms. Vivi Raman
HRA Executive
Sarawak Consolidated Industries Berhad
Lot 1258, Jalan Utama, Pending Industrial Estate
93450 Kuching
Sarawak

Puan,

Permohonan Menjalankan Kajian/Soal Selidik Bagi Projek Tahun Akhir

Dengan segala hormatnya perkara di atas dirujuk,

Dengan ini disahkan bahawa pelajar **Mahadhir bin Abd Kadir (84391)** adalah pelajar **Program Pembangunan Sumber Manusia**, Fakulti Sains Kognitif dan Pembangunan Manusia, Universiti Malaysia Sarawak (UNIMAS). Beliau sedang menjalankan kajian untuk menyiapkan Projek Tahun Akhir bagi memenuhi syarat bergraduasi program tersebut.

Maklumat lanjut tentang pelajar dan kajian adalah seperti berikut:

Tajuk Kajian	: <i>"The Relationship Between Training And Development in Manufacturing Industry in Kuching"</i>
Penyelia	: Dr Luqman Hakim bin Satiman
No.Telefon Penyelia	: 082- 592637
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E-mel Pelajar	: 84391@siswa.unimas.my

Sehubungan itu, sukacita kiranya pihak puan dapat memberikan kerjasama kepada pelajar berkenaan untuk mendapatkan maklumat yang diperlukan. Segala maklumat yang diperolehi akan hanya digunakan untuk tujuan akademik semata-mata dan dijamin akan kerahsiaannya.

Di atas kerjasama yang diberikan oleh pihak puan, kami dahului dengan ucapan setinggi-tinggi terima kasih.

Sekian,

Yang benar,

Julia Anak Clifton Akoi@Empadeng
Penyelaras
Program Pembangunan Sumber Manusia

s.k – Ketua Penolong Pendaftar, FSKPM

APPENDIX B: SURVEY QUESTIONNAIRE

Section A: Demographic Profile/ Bahagian A: Profil Demografik

Please tick (/) one only/ Sila tandakan (/) satu sahaja.

1. Gender/ Jantina

Male/ Lelaki

Female/ Perempuan

2. Age/ Umur

Below 20 years/ Bawah 20 tahun

20-29 years/ 20-29 tahun

30-39 years/ 30-39 tahun

40-49 years/ 40-49 tahun

50 years above/ 50 tahun ke atas

3. Ethnic/ Bangsa

Malay

Chinese

Iban

Bidayuh

Others (Please state)/ Lain-lain (sila nyatakan): _____

4. Marital Status/ Status Perkahwinan

Single/ Bujang

Married/ Berkahwin

5. Duration of service/ Tempoh perkhidmatan

Less than 5 years/ Kurang daripada 5 tahun

5-10 years/ 5-10 tahun

11-15 years/ 11-15 tahun

Please tick your answer to each statement using 5 Likert scale/ Sila tandakan jawapan anda kepada setiap pernyataan menggunakan skala 5 Likert.

Strongly Disagree/ Sangat tidak setuju= 1

Disagree/ Tidak setuju = 2

Neutral/ Neutral= 3

Agree/ Setuju = 4

Strongly Agree/ Sangat setuju = 5

Section B Training Content

1. The training contents used for training the staff are based on established training needs.
2. The training contents are normally broad enough to cover the scope of gaps in skill.
3. The trainers are very fast in the training they deliver.
4. Training contents are developed based on the level of the employees in the organization.
5. The training contents allow provisions for feedback in order to improve the overall learning impact.
6. The training is always in line with the policies and procedures of the organization.

Section C Training Delivery Style

1. The style of training delivery is determined by the quantity of employees. (For example, group size).
2. The presenting style of the trainer influences employees' interest in the training and development program.
3. To meet the objectives of training and development programs, the interaction between trainees and trainers is important.
4. The language chosen during training and development has an impact on the employees' comprehension.
5. The internet is essential for delivering training in an organization
6. The trainer's voice projection in delivering training affects the employee's understanding.
7. The trainer's body language plays a vital role in delivering training.
8. The training is delivered using up-to-date equipment, facilities and materials.

Section D: Training Methods

1. The training methods used during training are effective for understanding the subject.
2. The training program is relevant to our developmental needs.
3. The training is effective in improving on-the-job efficiency.
4. Training is conducted to improve employee's skills and knowledge to perform the job.
5. Group training allows employees to learn with the least of time.
6. Job rotation improves employee adaptation to a variety of situations and difficulties.

Section E: Employee performance

1. We have a 'system' for developing staff abilities
2. Employees' performance greatly depends on training and development.
3. We support skill development because it benefits our end result by improving employee performance
4. Continuous training is provided to increase employees' performance.
5. Our revenue is affected by the quality of staff training and development.
6. There is a proven correlation between our employees' training and development and our accomplishment.
7. High morale employees give better performance.
8. The majority of our employees can work independently and with high performance.