



Faculty of Cognitive Sciences and Human Development

**THE RELATIONSHIP BETWEEN TRAINING AND EMPLOYEES'
PERFORMANCE IN THE MANUFACTURING INDUSTRY**

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THE RELATIONSHIP BETWEEN TRAINING AND EMPLOYEES' PERFORMANCE IN
THE MANUFACTURING INDUSTRY

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ABSTRACT

This research examines how training in motivation to learn and supervisor support influences employee performance in the manufacturing industry. The study is grounded in Vroom's Expectancy Theory and Perceived Supervisor Support by Eisenberger and Stinglhamber (2011), exploring how these training factors relate to performance outcomes within a context driven by rapid industrial transformation under Industry 4.0. A quantitative, cross-sectional survey design was utilized, involving 70 employees from two selected manufacturing companies in Kota Kinabalu, Sabah. Data were analyzed using Pearson Correlation, which revealed moderate positive and statistically significant correlations between motivation to learn and work performance with a correlation coefficient and p-value of ($r = 0.554$, $p = 0.000$), as well as supervisor support and work performance ($r = 0.599$, $p = 0.000$). These findings suggest that employees who are more motivated to learn and perceive greater support from supervisors tend to report higher performance levels. The findings provide valuable insights for HR practitioners seeking to enhance the effectiveness of training and highlight the need for further studies with larger sample sizes and additional variables to fully understand how training contributes to employee development and organizational success.

ABSTRAK

Kajian ini meneliti bagaimana program latihan yang dinilai dari aspek motivasi untuk mempelajari program latihan dan peranan penyelia sebagai penyokong dalam program latihan. Kajian ini berasaskan Teori Jangkaan oleh Vroom dan Persepsi Sokongan Penyelia oleh Eisenberger dan Stinglhamber (2011) yang bertujuan untuk meneroka bagaimana faktor-faktor yang dipilih dalam kajian ini berkait rapat dengan hasil prestasi pekerja dalam konteks transformasi industri yang kian pesat di bawah Industri 4.0. Kajian yang digunakan ialah kajian kuantitatif, melibatkan seramai 70 orang pekerja daripada dua buah Syarikat pembuatan milik persendirian di Kota Kinabalu, Sabah. Data dianalisis menggunakan *Pearson Correlation*, yang menunjukkan hubungan antara semua pemboleh ubah berada pada kedudukan sederhana positif dan signifikan secara statistik dengan nilai r dan p bagi kedua-dua hipotesis, masing-masing menunjukkan ($r = 0.554$, $p = 0.000$) serta pemboleh ubah kedua, ($r = 0.599$, $p = 0.000$). Hasil daripada dapatan kajian ini memberikan beberapa cadangan kepada Professional Sumber Manusia dalam usaha memastikan keberkesanan latihan dan memperluaskan lagi saiz kajian bagi kajian seterusnya dengan memperbanyakkan sampel serta mempertimbangkan pemboleh ubah tambahan untuk memahami dengan lebih mendalam bagaimana latihan menyumbang kepada pembangunan kerjaya individu dan kejayaan sesebuah organisasi.

CHAPTER ONE

INTRODUCTION

1.1 Introduction and Background of Study

In today's rapidly changing world, driven by technological advancements and globalization, organizations are forced to continuously adapt to remain competitive. Sung and Choi (2014) highlight that globalization has pushed organizations to find innovative strategies to attract, retain, and motivate skilled employees. However, rather than relying solely on hiring new talent, organizations can achieve sustainable success by investing in the development and upskilling of their existing workforce. This approach aligns with Kuruppu et al. (2021), who stress that employee performance plays a critical role in driving organizational success. Training, therefore, emerges as a key strategy for enhancing employees' skills and knowledge, enabling organizations to thrive in an increasingly competitive environment.

The advent of Industry 4.0 in the manufacturing sector has emphasized the need for upskilling and reskilling workers to meet increasing technological demands. As organizations automate processes and adopt advanced systems, training becomes crucial to bridging skills gaps and ensuring workforce readiness (Bonekamp & Sure, 2015). This technological transformation requires employees to continuously adapt to new tools, systems, and processes, making effective training programs essential to ensure job performance remains consistent and competitive.

Armstrong (2020) emphasizes that training is a core component of human resource management, defined as the systematic use of formal procedures to equip individuals with the information and abilities needed to perform their tasks effectively. The quality of employees' work performance is largely determined by their skills and knowledge. Ichsan (2020) supports this

notion, explaining that training shapes and equips employees with the necessary skills, knowledge, and behaviours to function efficiently and adapt rationally to their roles. As technology advances, training becomes even more essential to ensure employees' skills remain relevant and up-to-date.

Kuruppu et al. (2021) further indicate that many job roles and designations are becoming obsolete due to rapid technological progress, increasing the demand for highly skilled individuals. To remain employable and competitive, workers must continuously enhance their competencies. This underscores the importance of implementing effective training programs that empower employees with the skills and knowledge necessary to meet future job requirements.

The impact of training on employee performance, however, is influenced by various factors. According to Niati et al. (2021), training effectiveness can be measured across multiple dimensions and indicators. For the purpose of this study, two critical dimensions are explored: motivation to learn and supervisor support in training, which are expected to significantly influence employees' performance. This study, therefore, aims to examine how these specific training dimensions impact employee performance within a selected private manufacturing company.

1.2 Problem Statement

This study aims to determine the impact of training in the dimension of motivation to learn and supervisor support on employees' performance. Past studies on this particular topic which is training mostly shown and proven that there is positive significance on employees' performance in various industries.

Hasanah (2010), past studies has an impact on job performance. Other research findings also indicate a relationship between employee performance and training (Triasmoko et al., 2014; Niati et al., 2021). The present evidence on how the variables, training impact on performance indicates that training both simultaneously (together) or partially (individually) has a significant a significant effect on employee performance (Nurlaely, 2021). However, based on to some scholars in recent years, Malaysia's manufacturing sector indicates poor performance in a manufacturing company specifically in manufacturing activities. This includes a lack of innovative production methods, greater production costs and worse quality, a shortage of qualified and experienced operation staff, and a lack of competitive manufacturing practices in terms of materials and resource management (Sidin and Sham, 2015; Nagulendran et al., 2016; Nordin and Adebambo, 2016; Abdul-Rashid et al., 2017; Asada et al., 2017).

While several studies have demonstrated the positive impact of training programs on employee performance, there is a particular study that reveals low performance among employees particularly, in Malaysia's manufacturing sector. This underscores the need for a deeper understanding of the relationship between training and employee performance. According to research published in the *International Journal of Human Resource Studies*, effective training and development practices are crucial for enhancing employee performance in this sector, yet challenges persist that hinder optimal outcomes (Macrothink, 2021).

Furthermore, explain the supervisor's support and employees' performance. The supervisor support in this study is the supervisor's effort and willingness to provide assistance and guidance to employees in participating in the training program. The assistance or guidance can be in terms of resources, emotional support as well as technical support. This can be supported based on some studies that indicate that supervisors are specifically expected to encourage employees to

participate in training programs, support them financially, provide opportunities, and provide resources before, during, and after training, involve them in decision-making and assist them in implementing newly acquired competencies to use in the workplace (Chiaburu & Tekleab 2005; Ismail et al. 2007; Park et al. 2017). In addition to other forms of support, training is a significant organizational investment in employees that raises perceived organizational support and performance (Wayne et al. 1997; Park et al. 2017).

Nevertheless, according to Park et al. (2017), fewer studies have examined the impact of supervisor support for training, which indicates how organizations value their employees' growth and the possible influence of development in such relationships than we do about supervisor support in general. Even though several studies show a positive correlation between supervisors' support and employees' work performance, the actual data is conflicting. (Settoon et al. 1996; Wayne et al. 1997; Park et al. 2017). Based on the findings on motivation to learn and employees' performance, trainees' awareness of developmental requirements is not much impacted by supervisor support for training. Thus, more empirical study is necessary to determine whether and how supervisory support affects employees' training and the processes by which this impact occurs (Park et al. 2017).

In summary, this study highlights the interconnectedness of motivation to learn and supportive supervisory practices in driving employee performance. Thus, a researcher in this study is interested in exploring these dimensions in greater depth, particularly within the manufacturing sector, to develop comprehensive strategies that maximize the effectiveness of training programs. By addressing these areas, organizations can better equip their workforce for current challenges and future advancements in the industry.

1.3 Research Objectives

This study consists of two objectives which are the general objective and the specific objectives.

1.3.1 General objective:

i) To determine the relationship between training and work performance among manufacturing employees

1.3.2 Specific objectives:

i) To determine the relationship between employees' motivation in training and work performance among manufacturing employees

ii) To determine the relationship between supervisor support in training and performance among manufacturing employees

1.4 Research Hypothesis

Ha1: There is a significant relationship between employees' motivation in training and work performance among manufacturing employees

Ha2: There is a significant relationship between supervisor support in training and work performance among manufacturing employees

1.5 Research Framework

The research framework in this study defines the key variables and their interrelationships, establishing a foundation for understanding how the two dimensions of training; motivation to learn, and supervisor support contribute to enhancing employee performance. This framework

combines theoretical and conceptual perspectives to effectively guide the study's design, methodology, and objectives. The theoretical framework in this study refers to an existing theory or set of theories used to understand the connection of variables in the research. In this study, the expectancy theory developed by Vroom (1964) and perceived supervisor support developed by Eisenberger and Stinglhamber (2011) is used to understand the connection between the two dimensions of training (motivation to learn and Supervisor Support) with employees' performance. The independent variables; motivation to learn and supervisor support and the dependent variable; work performance in this study are graphically represented by a conceptual framework adapted and modified from past scholars, (Park et al., 2017).

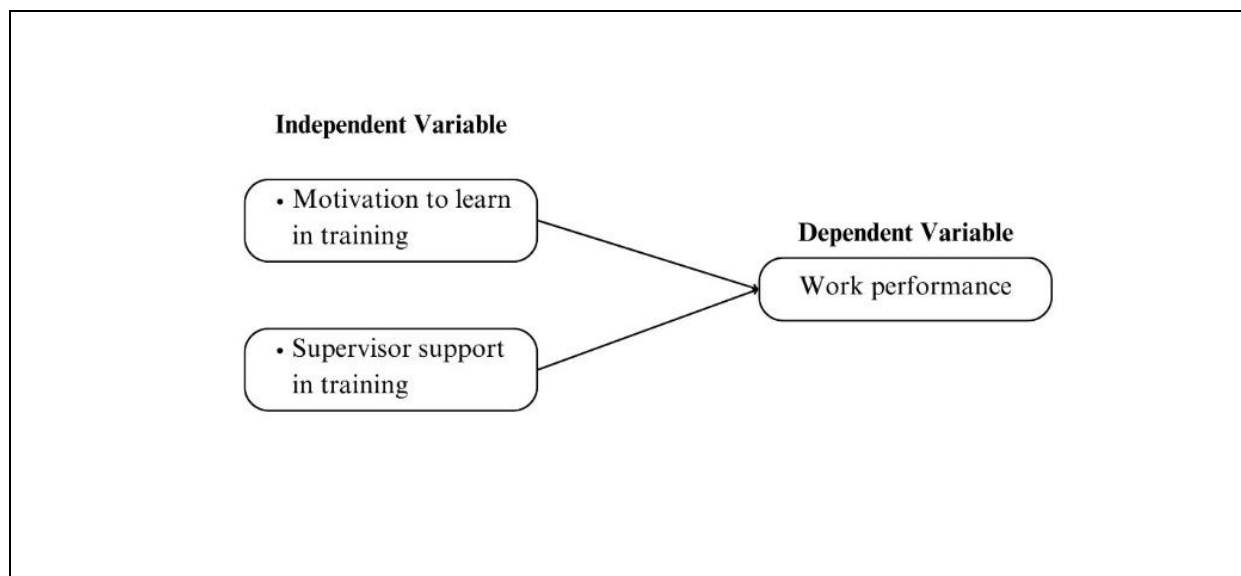


Figure 1.1 Research Framework on the relationship between Training and Employee Performance

Source: Park et al. (2017)

1.5.1 Theoretical Framework

This study draws upon two key theoretical approaches to explain the variables under investigation: Expectancy Theory (Vroom, 1964) and Perceived Supervisor Support (Eisenberger & Stinglhamber, 2011). These theories are relevant for understanding the dynamics of training in terms of motivation to learn, and supervisor support in influencing employee performance.

1.5.1.1 Motivation to Learn in Training and Performance

Expectancy Theory, as proposed by Vroom (1964), is based on the idea that individuals are motivated to act based on the expected outcomes of their actions. In the context of training, this theory suggests that employees' motivation to engage in training activities is influenced by their expectations of what they will gain from participating in the training. According to Vroom's theory, trainees are likely to be motivated if they believe that their efforts in training will lead to successful learning outcomes. A meta-analytic path analysis conducted by Colquitt et al. (2000) further supports this idea, indicating that employees form expectations about the likelihood of successfully mastering the content based on their efforts. If trainees believe that the training will lead to valuable outcomes, such as improved skills, they are more likely to invest effort into the learning process.

Motivation to learn plays a crucial role in shaping employee performance, and this relationship is explored using Vroom's Expectancy Theory. The theory suggests that employees are more likely to invest effort in learning when they have positive expectations about the outcomes of their efforts. In the context of training, when trainees believe that the training program will lead to improved performance, they are more likely to be motivated to actively participate in the program and engage with the learning content. This increased motivation can then lead to enhanced employee performance.

1.5.1.2 Supervisor Support in Training and Performance

Perceived Supervisor Support, as defined by Eisenberger and Stinglhamber (2011), refers to employees' perception of how much their supervisors value their contributions, offer support, and care for their well-being. This concept emphasizes the psychological and emotional aspects of supervisor-employee relationships, where employees feel more motivated and committed when they perceive that their supervisors are genuinely supportive. The theory suggests that such support has a direct impact on employees' attitudes toward their work and organizational commitment.

Eisenberger and Stinglhamber (2011) assert that supervisor support is not only an individual-level experience but also reflects organizational support. When supervisors provide recognition, encouragement, and resources for employees' personal and professional development, employees tend to feel more connected to the organization and are more likely to perform well. This perceived support can enhance the effectiveness of training programs, as employees are more likely to engage in learning when they feel backed by their supervisors. Supervisor support is critical because it creates an environment where employees feel valued, which can lead to greater motivation to learn and apply new skills.

1.5.2 Conceptual Framework

1.5.2.1 Relationship between Motivation to Learn in Training and Employees'

Performance:

Past studies support this relationship. For instance, research by Colquitt et al. (2000) and Mathieu et al. (1992) found that the motivation to learn is strongly influenced by the trainees' perception that the training will directly contribute to improving their job performance. This highlights the importance of clear, positive expectations about the training program's value, as

they significantly boost employees' willingness to engage in learning and apply new skills in their roles. Therefore, it is expected that motivation to learn will have a significant positive impact on employee performance in this study (Park et al., 2017).

1.5.2.2 Relationship between Supervisor Support in Training and Employees' Performance:

Supervisor support is another critical factor influencing employee performance, as it fosters a supportive work environment. According to the Perceived Supervisor Support theory (Eisenberger & Stinglhamber, 2011), when employees perceive that their supervisors value their contributions and provide adequate support, they are more likely to feel motivated and engaged in their work. This sense of support can result in higher job satisfaction, reduced stress, and ultimately, improved job performance (Park et al., 2017).

Past studies have consistently shown that perceived supervisor support has a positive impact on employee performance. For example, Tarcan et al. (2020) and Rubel and Kee (2013) found that employees who perceive high levels of support from their supervisors are more likely to perform well, as they feel valued and supported in their roles. Supervisor support enhances employees' self-efficacy, motivating them to put in greater effort toward achieving organizational goals (Farida et al., 2022). This underscores the significant role supervisors play in creating an environment that encourages high performance.

1.6 Definition of Terms

1.6.1 Conceptual definition of training

- Training is the process of instructing or assisting someone in developing behaviour (knowledge, skills, attitudes) to get their desired outcome (Elmi, 2018).

1.6.2 Operational definition of training

- In this study, training will be measured by two dimensions: motivation to learn and supervisor support (Park et al., 2017).

1.6.3 Conceptual definition of motivation to learn for training

- According to Noe and Schmitt (1986) motivation to learn is defined as a desire to learn the training content.

1.6.4 Operational definition of motivation to learn

- Motivation to learn in this study is assessed through items in the questionnaire that will measure employees' willingness, readiness, and perceptions to acquire new knowledge and skills through the training programs using five Likert Scales (Noe and Schmitt, 1986).

1.6.5 Conceptual definition of supervisor support

- Supervisor support refers to the actions and efforts by supervisors to encourage staff participation in training programs. This includes providing financial support, opportunities, and resources before, during, and after training. It also involves engaging employees in decision-making processes and assisting them in applying newly acquired competencies in the workplace (Chiaburu and Tekleab, 2005; Ismail et al., 2007; cited Park et al., 2017).

1.6.6 Operational definition of supervisor support

- In this study, supervisor support is measured using a questionnaire focusing on how the supervisor's role affects employee performance. The aspects measured will include the extent to which supervisors facilitate, encourage, and reinforce employee participation in training programs, as well as the application of new skills to improve performance (Burkee and Baldwin, 1999).

1.6.7 Conceptual definition of employee performance

- Brown (2008) defines performance refers to how effectively an individual completes a specific task, as well as the perception of how that task is carried out.

1.6.8 Operational definition of employee performance

- In this study, employee performance can be defined as the effectiveness, efficiency, and quality with which manufacturing workers complete their tasks and responsibilities after undergoing training programs. It measures how well the acquired skills and knowledge are applied in the workplace to achieve desired outcomes and these will be measured in the survey questionnaire by (Kanamathipillai and Azam, 2020).

1.7 Significance of Study

The significance of this study can be divided into three aspects. First, it highlights the importance of understanding how training impacts employees' performance in the manufacturing industry, specifically within private manufacturing companies. Second, it provides insights for HR practitioners to help them design or select appropriate training programs that enhance job performance. Lastly, it offers valuable knowledge for future researchers interested in exploring this topic further in other dimensions of training.

1.7.1 Organization of Study

This study provides valuable insights for manufacturing companies on how training dimensions such as motivation to learn and supervisor support influence employees' performance. Since most private sector companies rely on their budget for training programs, it is crucial to understand which elements mostly enhance employees' performance. Organizations can refine

their training programs by understanding these relationships to address specific workforce needs, enhance skills, and boost productivity. These improvements can contribute to better project execution and overall organizational success in a competitive industry, specifically private companies.

1.7.2 HR Practitioners

For HR practitioners, this research highlights practical strategies to enhance the effectiveness of training programs for manufacturing workers. By focusing on key elements like engaging employees' motivation and ensuring strong supervisor support, HR professionals can design initiatives that drive tangible improvements in performance. Besides, according to Park et al. (2017), Human resource development (HRD) professionals can consider what participants need and desire when creating and carrying out professional development programs by performing an initial needs assessment of participants. To enhance the caliber and usefulness of current professional development programs, HRD practitioners can also work with participants' supervisors to plan interventions.

1.7.3 Future Research

This study adds to the existing body of knowledge on training and employee performance, specifically in the Malaysian manufacturing sector. It provides a foundation for future studies to investigate additional training-related factors or expand into other industries. Researchers can also use this study to explore the long-term impacts of training on employee retention, job satisfaction, and career development within the manufacturing industry or beyond.

1.8 Limitations of Study

This study has several limitations that affect the validity and generalizability of the findings. Firstly, the sample size is confined to a specific private construction company, which significantly restricts the ability to generalize the results to the broader construction industry. This limitation raises concerns about potential bias which is the unique characteristics as an example of the selected company may twist the findings, making them unrepresentative of typical industry practices.

Secondly, the study employs a cross-sectional design, capturing data at a single point in time. This approach limits the researcher's ability to observe changes or trends over time and complicates the establishment of causal relationships between variables, as it only identifies associations without determining whether one variable influences another variable.

Lastly, the exclusive reliance on quantitative research methods constrains the study's depth and breadth. By not incorporating qualitative methods such as interviews or focus groups, the research misses out on rich contextual data that could provide deeper insights into participant experiences and perceptions.

Overall, while this study offers valuable insights within its scope, its limitations should be acknowledged when interpreting the results. Future research could enhance understanding by employing larger and more diverse samples, longitudinal designs, extended training periods, and a mixed-methods approach to enrich findings and improve generalizability.

1.9 Summary

To conclude, this chapter introduces the study on how training, motivation to learn, and supervisor support influence employee performance in the manufacturing industry. It emphasizes the importance of training in equipping employees with the skills needed to perform their tasks effectively, while motivation to learn drives them to engage fully in the learning process. Supervisor support is highlighted as a critical factor in ensuring that training efforts translate into improved performance.

The chapter identifies a gap in previous research and focuses on understanding how these factors collectively impact employee performance in manufacturing. It sets clear research objectives and presents a framework linking the independent variables (training, motivation to learn, and supervisor support) to the dependent variable (employee performance).

The significance of the study is discussed, highlighting its contributions to enhancing organizational strategies, improving HR practices, and supporting future research. The chapter also outlines the scope and limitations of the study. This introduction lays the groundwork for further exploration into the factors influencing employee performance in the manufacturing sector.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This study aims to determine the relationship between training and employees' performance by viewing it in two dimensions: motivation to learn and supervisor support. Therefore, this chapter is organized into four main sections, with further discussion of the literature review related to the research variables under this study. The first section discusses issues related to the topic, section two discusses related models and theories, the third section talks about the same past findings of this study, and section four will be the summarization of this chapter.

2.2 Discussion of Research Variable

2.2.1 Training

Training has been defined in various ways, reflecting its evolving role in workforce development. In the 1960s, it was primarily understood as a process to enhance job-related skills and knowledge, enabling employees to perform their duties effectively and efficiently (Kuruppu et al., 2021). Hassan et al. (2013) expanded this view by defining training as a structured and planned effort designed to improve work performance, emphasizing its strategic importance for organizational success. Kulkarni (2013) further highlighted its role in fostering adaptability and operational flexibility while promoting employee well-being and driving organizational growth. Similarly, Noe and Hollenbeck (2019) and Yimam (2022) described the training as an intentional initiative to develop employees' skills, behaviours, and knowledge, ensuring they are well-prepared to meet workplace demands and contribute meaningfully to organizational goals. Overall,

training is not only a tool for immediate performance enhancement but also a critical mechanism for long-term professional and organizational development

2.2.2 Motivation to Learn in Training

In terms of motivation to learn in this particular study, motivation indicates a desire to understand the training objectives and content (Dinesh and Dhruba, 2022). In this study, it is a crucial process to identify employee behaviour before the training programs. Hence, sending motivated employees to training is important to gain better outcomes from the training programs. According to Dinesh and Dhruba (2022), motivation in terms of learning something is an essential factor because sending demotivated or less motivated trainees to attend the training programs will be a loss of time and other valuable organizational resources. Additionally, a few studies have demonstrated that pre-training motivation affects cognitive and skill-based learning outcomes (Chiaburu and Marinova, 2005; Fecteau et al., 1995; Quinones, 1995; Tziner et al., 2007; Park et al., 2017). This means that motivation to learn before participating in any training program is more likely to affect the outcomes which is the job performance. Thus, Park et al. (2017), indicate that motivation to learn serves as a beneficial component in the connections between training and employee performance.

2.2.3 Supervisor Support in Training

According to Park et al. (2017), cited in Chiang and Hsieh (2012), highlight that employees' perceptions of the support provided by their organizations and supervisors play a crucial role in explaining and predicting job-related attitudes and behaviours. Supervisor support, as defined by Chiaburu and Tekleab (2005) and Ismail et al. (2007) cited by Park et al. (2017), involves actions and efforts by supervisors to encourage staff participation in training programs. This includes providing financial support, opportunities, and resources before, during, and after training.

Furthermore, supervisors' encouragement, feedback, and assistance in identifying opportunities for employees to apply newly acquired competencies in the workplace are also integral parts of training support. When employees perceive strong support from their supervisors during training, it significantly influences their ability to acquire new skills and knowledge, enhancing their performance in the workplace. Thus, supervisors play a vital role in shaping employees' performance in the context of this study.

2.2.4 Employee Performance

Sultana et al. (2012) as cited by Kuruppu et al. (2021) have defined performance as “the achievement of particular goals evaluated against predetermined criteria or anticipated degree of expertise and thoroughness”. Employees are seen to be good performers when they do their work to the necessary standard (Sultana et al., 2012; Kuruppu et al., 2021). Other studies outlined performance as how successfully someone finishes a certain activity and how work is seen to be completed (Brown, 2008; Sila, 2014). As a definition by Baldwin (2008) cited in Sila (2014), performance is the process of effectively producing behaviors or actions to reach predetermined goals. Based on the definitions stated above, employee performance definition can be defined as the completion of a task as evaluated against current requirements or standards that have been set.

2.3 Related Theories of Study

Two main theoretical approaches will be used in this study the Expectancy Theory developed by Vroom and the Perceived Supervisor Support (PSS) which was first introduced by Eisenberger et al. (1986). These two theories will guide the discussion of the variables in this study,

specifically training in the dimensions of motivation to learn and supervisor support and their impact on employee performance.

2.3.1 Expectancy Theory

The expectancy theory, developed by Vroom (1964), outlines that individuals are motivated to engage in behaviors if they believe their effort will lead to desirable outcomes. In the context of this study, this means employees are more motivated to learn when they expect training to improve their skills and job performance. According to a study by Asmidar et al. (2021), Vroom's expectancy theory provides one of the most comprehensive explanations of how individuals are motivated to learn. An earlier study by Tolman (1959) also contributed to the development of Vroom's expectancy theory model, highlighting its foundational aspects. Past research suggests that expectancy theory assumes individuals purposefully choose their course of action by considering both the expected results of those actions and the perceived likelihood of achieving those results. For example, in this study, employees may decide to actively participate in training programs if they believe the training will equip them with valuable skills (expected result) and perceive a high likelihood that these skills will improve their job performance. While the theory has faced criticism (Eerde & Thierry, 1996; Reinhart & Wahba, 1975), the majority of research data support its hypotheses (Asmidar et al., 2021).

This study leverages the expectancy theory to explore how employees' motivation to learn influences their ability to apply acquired knowledge and skills to their roles. By linking training to desirable outcomes, organizations can create an environment where employees are not only motivated to learn but also committed to using their new skills to enhance their work performance. This understanding underscores the importance of designing training programs that communicate

the benefits and align with employees' personal and professional goals will enhance employees' motivation to learn and drive both individual and organizational success.

2.3.2 Perceived Supervisor Support

The Perceived Supervisor Support (PSS) theory, developed by Eisenberger and Stinglhamber (2011), posits that employees' perceptions of the support they receive from their supervisors significantly influence motivation and performance. In the context of training, employees are more likely to engage with and benefit from training programs if they feel their supervisors are supportive. This support can take the form of providing resources, offering encouragement, or helping employees apply newly learned skills. Studies by Khan et al. (2015) and Sounthary and Vijayalakshmi (2020) confirm that supervisor support is a key factor in motivating employees to actively participate in training. The positive perception of being valued by supervisors leads to improved performance, especially when employees are guided through the application of their training. This study, focusing on supervisor support in training aligns with this theory, and suggests that effective supervisor involvement can increase the overall success of training programs and, consequently, enhance employee performance.

2.4 Discussion of Past Similar Findings

Generally, several studies have explored the correlation between training and employee performance, with most research supporting the idea that training has a positive impact on performance outcomes. For example, a study by Nurlaely (2021) tested the hypothesis that training significantly affects employee performance. The findings confirmed that training had the most significant impact on employee performance compared to other independent variables such as compensation and work motivation. Another study by Kanapathipillai and Azam (2020) in the context of telecommunication companies in Malaysia also supported the hypothesis that employee

work performance is significantly correlated with training programs. Their findings indicated that training programs were an effective means of improving employees' work performance by providing them with the necessary knowledge and skills to perform their duties more efficiently. Furthermore, research by Pich and Suhariadi (2020) shows that their third hypothesis, which investigates the relationship between training and employee performance, has been supported. The study found a positive correlation of 29.1%, indicating that training has a moderate but significant impact on employee performance. This suggests that as employees receive training, there is a measurable improvement in their performance, although other factors may also contribute to the overall performance outcomes.

2.4.1 Motivation to learn in training and performance

According to the study by Nguyen and Tran (2020), their sixth hypothesis indicates that motivation to learn directly impacts job performance. This is because when employees believe that training will improve their job performance or career development, they are more motivated to engage in learning opportunities (Clark et al., 1993). The belief that their efforts will lead to tangible improvements in their professional growth or skills fosters a sense of purpose and drives a commitment to personal development. Furthermore, another study by Aarabi et al. (2013) examined the relationship between motivational factors and job performance among employees in the Malaysian service industry. The research identified that intrinsic motivational factors, particularly in training, significantly predict job performance, contributing to 40.4% of the variance. This suggests that when employees are intrinsically motivated such as when they perceive training as a valuable tool for their growth they are more likely to invest effort into learning and apply that knowledge to their tasks. These findings emphasize the critical role of motivation to learn as a mechanism that enhances performance

2.4.2 Supervisor support in training and performance

According to the latest studies by Nguyen and Tran (2020) and Zeb et al. (2022), their supervisor support and performance hypotheses indicate a positive correlation. This can be supported by the literature on the subject, which suggests that a strong social link between supervisors and their staff serves as the foundation for the phenomenon of supervisor support (Zeb et al., 2022). When supervisors demonstrate consistent support, it fosters an environment of trust and motivation, which in turn encourages employees to perform at their best. Moreover, this positive relationship highlights the critical role of supervisors in not only facilitating skill development through training but also creating a workplace culture that values continuous learning and improvement. Additionally, the study by Talukder et al. (2019) also indicates that support from supervisors is positively associated with employee performance. This emphasizes the importance of supervisors playing an active role in guiding and supporting their teams, as it not only boosts morale but also enhances overall work outcomes. Thus, these findings highlight the critical influence of supervisor support in driving employee performance across various organizational settings.

2.5 Summary

In conclusion, this chapter has explored the relationship between training and employee performance, focusing on the dimensions of motivation to learn and supervisor support. It discussed relevant theories, including Vroom's Expectancy Theory and Eisenberger's Perceived Supervisor Support (PSS) Theory, and their application to the study of training programs and employee performance. The chapter also reviewed past studies that support the positive correlation between training and performance, highlighting the importance of motivation and supervisor

support in achieving successful training outcomes. The findings from previous research, including those by Nurlaelly (2021), Kanapathipillai and Azam (2020), and Pich and Suhariadi (2020), reinforce the significant role of training in enhancing employee performance. This chapter provides a foundation for understanding how training, when combined with motivated employees and supportive supervisors, can lead to improved job performance and organizational success.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

The purpose of this study is to gain a better understanding of how training influences employees' performance, particularly in a selected private manufacturing company. Training in the context of this study is based on these dimensions; motivation to learn and supervisor support these dimensions serve as independent variables while the employees' performance serves as the dependent variables. This chapter will further explain in detail the research design, populations, and sample, instruments data collection, and data analysis used in this particular study.

3.2 Research Design

In this research, the quantitative method was employed. Using this approach, the relationship between the independent variable (training in the dimension of motivation to learn and supervisor support) and the dependent variable (employee performance) was examined among manufacturing workers in selected companies in Kota Kinabalu, Sabah. A cross-sectional survey questionnaire served as the primary instrument for data collection. The questionnaire was directly distributed to the target respondents in the selected organizations.

3.3 Population and Sampling

According to Rusli and Hasbee (2011), a population is defined as any entity, whether living, such as humans, or non-living, such as companies, products, and others. In this study, the target

population comprises employees from selected private manufacturing companies in Kota Kinabalu, Sabah.

The sample size for this research is determined using the Krejcie and Morgan (1970) sampling table. With a total population of **85 employees** in the selected private manufacturing-based company, the required sample size is **70 employees**. Participants were selected using a non-probability sampling method, specifically convenience sampling, as it allowed the researcher to gather data from employees who were readily accessible and willing to participate in the study.

Table 3.1

Minimum Sample Size (Krejcie & Morgan, 1970)

N	S
75	63
80	66
85	70
90	73

3.4 Research Instrument

Table 3.2

Description of Research Questionnaire

Section/Source	Number of item(s)	Questions
A:	(8)	1. Gender
Demographic Information		2. Age

		3. Education 4. Which department are you working in 5. Experience in a year approximately 6. Have you ever received any training program in your organization 7. How many training programs have you attended in a year
B: Job Performance (Gupta, 2009 ; Mohammad, 2010)	Job performance (10)	1. I am fully prepared to assume the responsibilities resulting from my wrong actions. 2. I perform my jobs because I have the skill to carry out orders and instructions carefully. 3. I have sufficient abilities and qualifications to perform all the duties and the work assigned to us. 4. The selection of skilled employees and well-trained leads to the development in this organization performance. 5. I have all the knowledge of the duties, the powers and responsibilities assigned to me.

-
6. I feel like I am working in an integrated with each other to accomplish the work in this organization
 7. Organizations realizing the role of employees made me feel the importance of my role in this organization.
 8. The accurate training programs leading to the development of my performance.
 9. The training and development programs adhered to by the organization means to organizational excellence.
 10. Giving me too many tasks at once caused my job performance to drop.
-

C: Training

Motivation to learn in training

- | | | |
|--|---|--|
| <ul style="list-style-type: none"> • Motivation to learn questionnaire based on (Noe and Schmitt, 1986; Abdul Aziz and Selamat, 2016) | <ul style="list-style-type: none"> • Motivation to learn in training (10) • Supervisor support in training (19) | <ol style="list-style-type: none"> 1. I think the training program helped me to improve my knowledge 2. I was motivated to learn the knowledge emphasized in the training program 3. I tried to learn as much as I can from the training program. |
| <ul style="list-style-type: none"> • Supervisor support questionnaire based | | |
-

on (Burkee and
Baldwin, 1999).

4. I got more from the training
program than most people.

5. The knowledge I gained in the
training program may help advance my
career.

6. I was desired to attend the training
program as soon as I can.

7. I get excited to learn the contents of
the training that will be delivered
during the training programs.

8. I try my best to learn as much as
possible from the training.

9. I try to work harder when I have
problems to understand the content of
the training.

10. Doing well in the training is very
important to me.

Supervisor support in training

1. My supervisor and I discuss my
training needs and developmental plans
to meet those needs.

2. My supervisor and I discuss the objectives of training programs that I attend.

3. I see a link between the training programs I participate in and my performance objectives. 4. My supervisor expects me to apply the knowledge and skills I gain in training back to my job.

5. My supervisor typically shows interest in what I learn in training programs.

6. My supervisor exhibits behaviors that are consistent with the training I receive (e.g., uses the same terminology taught in training; practices the same skills).

7. My supervisor has a positive attitude toward training.

8. When I attend training programs, my supervisor helps to ease the pressures of work while I'm away.

9. My supervisor encourages me to describe the new techniques I learn in training to other employees.

10. The content of most training programs I attend has practical applicability to my job. 11. I am encouraged to try using new techniques or innovations in my job.

12. I am selected to attend training programs based on established program criteria.

13. I receive information regarding available training opportunities.

14. Physical facilities for training activities that I attend are adequate.

15. Management is willing to spend money on training.

16. My supervisor are receptive to my use of new skills from training programs.

17. If I use new skills learned in training, I can expect to receive some sort of recognition or reward.

18. If I did not implement new skills I learned in training programs, my supervisor would be critical of me.

19. If I implement new techniques from training programs, it usually goes unnoticed by my supervisor.

In this study, questionnaires were utilized as they provide extensive information and serve as a primary source of data tailored specifically to the research. Training in the dimension of motivation to learn will be measured using the scale developed by Noe and Schmitt (1986), while training in the dimension of supervisor support will be measured using the scale developed by Burkee and Baldwin (1999). The questionnaires are bilingual, consisting of both English and Malay, to ensure that respondents fully understand the questions. The questionnaire is divided into three sections: Section A, Section B, and Section C.

Section A captures demographic information about the respondents, including gender, age, ethnicity, working experience, and length of employment. Section B focuses on questions related to employees' job performance, representing this study's dependent variable. Section C contains questions addressing the independent variables: motivation to learn and supervisor support. A five-point Likert scale, developed by Nachmias (1992), is used to gauge respondents' degrees of agreement or perception. The questionnaire aims to examine the relationship between training and employee performance.

Table 3.3

Likert-Type Rating Scales

1	2	3	4	5
Strongly disagree (Sangat tidak setuju)	Disagree (Tidak setuju)	Slightly Agree (Agak Setuju)	Agree (Setuju)	Strongly agree (Sangat setuju)
SD	D	N	A	SA

3.5 Pilot Test

A pilot study is conducted to evaluate the reliability of the research items. The objective of this pilot test is to ensure that the items in the research instrument, such as survey questions, accurately align with the study's objectives. Reliability refers to the consistency of an instrument in measuring what it is intended to measure, ensuring that results are stable and reproducible over time or across different samples. The pilot test will involve a small group of 30 participants drawn from the target population but excluded from the main study sample. As discussed by Whitehead et al. (2016), Browne (1995) highlights that a pilot study sample size of 30 was commonly recommended at the time. This separation helps prevent potential bias in the final results. The

instrument's reliability will be assessed using Cronbach's alpha coefficient, with a value of 0.7 or higher indicating satisfactory internal consistency among the items. If any items show poor reliability or cause confusion, revisions will be made to improve their clarity and relevance before the main data collection begins. By conducting a pilot test, the study aims to identify and resolve potential issues in the research instrument, enhance its accuracy, and ensure that the findings are both valid and reliable.

3.6 Validity, Reliability and Normality

Table 3.4

Reliability Results of Research Instrument

Variables	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of items
Motivation to Learn	0.904	0.907	10
Supervisor Support	0.765	0.787	10
Work Performance	0.917	0.924	19

The types of validity in this study consist of content validity and construct validity to ensure that the research instrument accurately measures what it is intended to assess. Content validity will be established through expert evaluation, where a few academicians will review the questionnaire to confirm that it adequately represents the research objectives. Construct validity will also be

assessed to ensure that the items appropriately reflect the theoretical framework of the study. This type of validity can be assessed through SPSS utilizing factor analysis tools.

To assess reliability, Cronbach's alpha will be used to determine the internal consistency of the survey items. A Cronbach's alpha value of 0.7 or higher will be considered acceptable, indicating that the items are reliably measuring the intended constructs. Ensuring reliability reinforces the consistency of the data collected for the study (Twycross & Shields, 2004).

Therefore, based on the Table 3.4, the motivation to learn scale's reliability analysis indicates that the 10 items used to assess this variable have a high degree of internal consistency as indicated by the Cronbach's Alpha score of 0.904. The alpha coefficient increased marginally to 0.907 when standardized items were used, suggesting that the responses were consistent across items. These results demonstrate that the items are highly reliable and suitable for measuring employees' motivation to learn in training. Meanwhile, analysis for the supervisor support in training scale, the Cronbach's Alpha value of 0.917 reflects excellent consistency among the 19 items. When standardized items were used, the alpha value slightly increased to 0.924, which further confirms the strong reliability of the scale.

These results indicate that the instrument is highly consistent and suitable for assessing employees' supervisor support in training in this study. Lastly, for work performance, the scale produced a Cronbach's Alpha value of 0.765, indicating an acceptable level of internal consistency among the 10 items. The alpha coefficient increases slightly to 0.787 when calculated using standardized items, suggesting a consistent measurement pattern across responses. As a whole, the findings confirm that the Work Performance items demonstrate adequate reliability and are appropriate for assessing the intended variable in this study.

Table 3.5

Results of Normality Test

	N	Skewness		Kurtosis	
	Statistics	Statistics	Std Error	Statistics	Std Error
Motivation to Learn	30	-1.124	0.427	1.099	0.833
Supervisor Support	30	-0.328	0.427	-0.563	0.833
Work Performance	30	-0.045	0.427	-0.722	0.833

Table 3.6

Results of Z-score

Variables	Z-score		Interpretation
	Skewness	Kurtosis	
Motivation to Learn	-2.632	1.319	Not normally distributed
Supervisor Support	-0.768	-0.676	Approximately normally distributed
Work Performance	-0.105	-0.867	Approximately normally distributed

$$z - score = \frac{\text{Skewness or Kurtosis}}{\text{Std Error}}$$

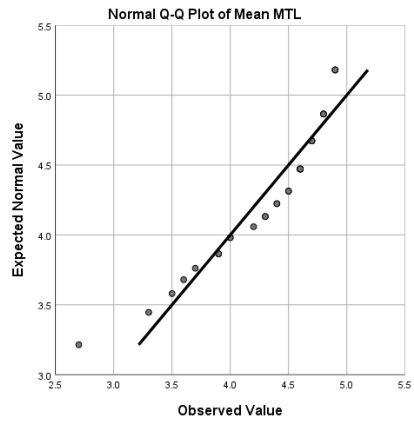
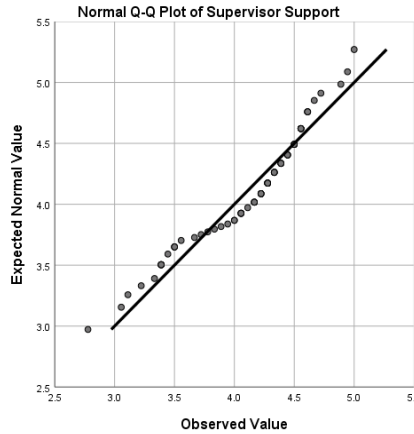
The normality of the dataset was examined using skewness and kurtosis values along with their corresponding z-scores. According to Kim (2013), a z-score that exceeds ± 1.96 indicates a significant deviation from normality. Based on this guideline, only Motivation to Learn showed a skewness z-score of -2.632, suggesting that it is not normally distributed and is moderately skewed to the left. In contrast, both Supervisor Support and Work Performance had skewness and kurtosis z-scores within the acceptable value, indicating that their distributions are approximately normal. Therefore, since this study involves only a small sample size, the tendency of data to be non-normally distributed is high. Hence, the researcher ran a Q-Q plot on SPSS to reconfirm the result of normality.

Based on the table shown of Q-Q plot analysis, for motivation to learn, the Q-Q plot shows that the majority of data points closely align with the diagonal reference line, with minor variations shown at the bottom and higher ends. This means that a little deviation from complete normality and most likely brought on by a slight degree of skewness in items 1-2. Nevertheless, the overall distribution is approximately normal.

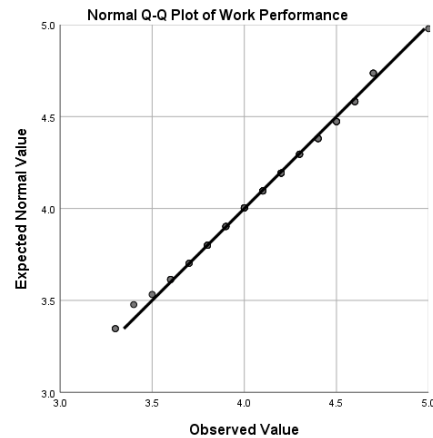
Meanwhile, for supervisor support in training, with just a little variation at the tails, the data points mostly follow the reference line. This implies that the distribution of Supervisor Support items is tolerably normal. However, the Q-Q plot for work performance, the dependent variable, shows normal data since all items fall under the diagonal reference line, indicating that the data is normally distributed. Therefore, it is still considered appropriate to use Pearson to analyze the correlation.

Table 3.7

Results of Q-Q Plot Analysis

Variables	Q-Q Plot Analysis
Motivation to Learn	
Supervisor Support	

Work Performance



3.7 Ethics of the Study

Ethical considerations are a critical component of this research to ensure respect, fairness, and integrity throughout the study process.

1. **Informed Consent:** Participants were provided with clear information about the purpose of the study, the procedures involved, and their rights as respondents. Participation will be entirely voluntary, and consent were obtained before data collection begins.
2. **Confidentiality:** The anonymity and privacy of participants will be strictly maintained. Any personal data collected will be securely stored and used for research purposes only.

3. Transparency: The research objectives, methodology, and findings is communicated openly

and honestly, avoiding any form of misrepresentation.

4. Approval: The study is conducted in compliance with ethical guidelines, and approval will be obtained from relevant ethical review boards, where necessary.

These ethical measures are designed to uphold the integrity of the research process and foster trust among participants.

3.8 Data Collection Procedure

Table 3.8:

The timeline for the data collection procedure

Timeline	Activities
March 2025	Week 1: Obtain ethical clearance and approval letters from the research supervisor and the Faculty of Science Cognitive and Human Development (FCSHD).
	Week 2: Develop the questionnaire using an online platform such as Google Forms.
	Week 3: Validate and refine the questionnaire through reviews by the supervisor.

	Week 4: Disseminate the finalized questionnaire through digital channels (email, WhatsApp) to employees from selected private manufacturing companies in Kota Kinabalu, Sabah.
April 2025	Week 1: Monitor the data collection process, track response rates, and send reminders to participants as needed. Week 2: Perform data cleaning to remove incomplete or invalid responses and prepare the dataset for analysis. Week 3: Perform data cleaning to remove incomplete or invalid responses and prepare the dataset for analysis Week 4: Conduct an initial review of the data to identify trends or patterns.
May 2025	Week 1: Begin the detailed analysis of the data, focusing on initial statistical techniques to explore the relationships between key variables. This will include data exploration and preliminary tests aligned with the research objectives.

Week 2: Continue the data analysis process, applying advanced statistical methods to confirm patterns, test hypotheses, and conclude relevant to the study's research questions.

Week 3: Begin drafting the research findings and results section based on the analysis.

Week 4: Review the drafted report, refine key sections, and make revisions to ensure accuracy before final submission.

3.9 Data Analysis Procedure

To ensure the reliability and validity of the study's findings, a structured data analysis approach will be employed. The process will begin with data preparation and cleaning to enhance the accuracy and completeness of the dataset. Responses to the Likert scale items will be assigned numerical codes for statistical computation, and any incomplete or invalid entries will be excluded. The next process is the key-in of data collected through SPSS.

Descriptive analysis will be utilized to summarize the demographic characteristics of the respondents, such as age, occupation, and years of experience. Metrics including frequencies, percentages, means, and standard deviations will be calculated and presented in tables and graphs to provide a clear demographic overview.

For inferential analysis in this study, the researcher will employ Pearson Correlation analysis to examine the relationship between the two variables. This method allows the researcher to determine the strength and direction of the linear association between the variables (Schober et al., 2018), and the interpretation of correlation coefficients refers to guidelines provided by the University of Lincoln (2013).

Table 3.9

Interpretation of Correlation

Range of Correlation Value	Strength of Relationship
1.00 – 0.80	Very strong positive
0.80 – 0.60	Strong positive
0.60 – 0.40	Moderate positive
0.60 – 0.20	Weak positive
0.20 – 0.00	Very weak positive

Source: University of Lincoln, 2013

Finally, the findings will be interpreted and discussed in alignment with the research objectives. Key results were compared to prior studies to provide context and relevance. Implications for training strategies in the manufacturing sector will be highlighted, along with recommendations to enhance employee performance and career advancement initiatives.

3.10 Summary

This chapter outlines the methodology for examining how training impacts employee performance in a private manufacturing company. A quantitative approach is used, focusing on

two training dimensions which are motivation to learn and supervisor support as independent variables, and employee performance as the dependent variable. The sample consists of 80 employees, selected through simple random sampling.

Data is collected via a bilingual questionnaire, which includes sections on demographics, job performance, and training. The survey uses established scales for motivation to learn and supervisor support. A pilot test ensures reliability and validity, and Cronbach's alpha is used for consistency.

The data collection process from March to May 2025 involves developing and distributing the survey, monitoring responses, cleaning data, and performing analysis. Descriptive and inferential statistics, including regression analysis, will be used to examine relationships between training and employee performance. Ethical considerations, such as informed consent and confidentiality, are followed throughout the study.

CHAPTER FOUR

FINDINGS

4.1 Introduction

This chapter presents the findings of the study based on the analysis of data collected from 70 respondents in the manufacturing industry. The purpose of this chapter is to address the research objectives and hypotheses through statistical analysis. Begins with an overview of the demographic characteristics of the respondents, followed by the presentation of main findings, correlation analysis, reliability test results and normality testing. The key findings are discussed with the hypotheses, supported by a previous literature review and relevant theoretical frameworks used in this study, which are Vroom's Expectancy Theory and Perceived Supervisor Support Theory. The discussion highlights the relationship between employees' motivation to learn and supervisor support in training and employees' work performance.

4.2 Demographic Characteristics

Table 4.1

Demographic Characteristics

Demographics	Category	Frequency (n)	Percentage	Cumulative
Characteristics			(%)	Percentage
Gender	Male	39	55.7%	55.7%
	Female	31	44.3%	100%
Age	Young Workforce	41	58.6%	58.6%

	(aged 20-34 years)			
	Mid-level Workforce	24	34.3%	92.9%
	(aged 35-44 years)			
	Senior Workforce	5	7.1%	100%
	(aged 45-59 years)			
Education	SPM or equivalent	10	14.3%	14.3%
	STPM/STAM/Diploma	23	32.9%	47.1%
	or Matriculation			
	Bachelor Degree	34	48.6%	95.7%
	Master Degree and	3	4.3%	100%
	Above			
Department	Operations and	55	78.6%	78.6%
	Technical			
	Administrative	15	21.4%	100%
	Support			
Work Experience	1-2 years	13	18.6%	18.6%
	3-5 years	20	28.6%	47.1%
	5 years above	37	52.9%	100%
Training Received	Yes	68	97.1%	97.1%
	No	2	2.9%	100%
Training Attended	Less than 10 times	58	82.9%	82.9%
in a year	Between 10-24 times	11	15.7%	98.6%
	More than 24 times	1	1.4%	100%

4.2.1 Gender

The figure above shows that the gender frequency which demonstrate that sample is slightly male-dominated with 55.7% of respondents identifying as male ($n = 39$) while 44.3% are female ($n = 31$), which consists of 70 manufacturing employees from two manufacturing company based in Kota Kinabalu, Sabah.

4.2.2 Age

The majority of respondents fall under the young workforce aged 20 to 34 years, representing 58.86% with frequency ($n = 41$). The mid-level workforce aged 35 to 44 years makes up 34.3% ($n = 24$), while only 7.1% ($n = 5$) are part of the senior workforce aged 45 to 59 years. This suggests that the workforce is dominantly composed of younger employees which may influence attitudes toward training and performance.

4.2.3 Education Background

Most respondents possess higher educational qualifications, with 48.6% ($n = 34$) holding a Bachelor's Degree. Meanwhile, 32.9% ($n = 23$) have a qualification level of STPM, STAM, Diploma or Matriculation and 14.3% ($n = 10$) hold SPM certification. Only a small respondents of this study have obtained a Master's Degree or higher, with a percentage of 4.3% ($n = 3$). This indicates that the majority of the workforce is reasonably well-educated, which will support the effectiveness of training programs.

4.2.4 Department

The majority of respondents (78.6%, n = 55) are from Operations and Technical departments, followed by Administrative Support with 21.4% (n = 15).

4.2.5 Work Experience

In terms of work experience, more than half of the respondents (52.9%, n = 37) have been working for over five years, while 28.6% (n = 20) have three to five years of experience and 18.6% (n = 13) have one to two years. This indicates that a significant number of respondents are experienced.

4.2.6 Training Received

As for the training received, out of 70 respondents, a large majority (97.15%, n = 68) indicated that they have received training, while only 2.9% (n = 2) reported that they have not received any training programs. This finding suggests that training programs are widely implemented in the organization, and most employees have had the opportunity to participate in the training sessions. This supports the relevance of studying the relationship between training and employees performance (Aguinis & Kraiger, 2009).

4.2.7 Training Attended in a Year

The findings show that the majority of respondents with percentage of 82.9% (n = 58) attended less than 10 times training sessions in a year. Meanwhile, 15.7% (n = 11) attended between 10 to 24 times and only 1.4% (n = 1) attended more than 24 training sessions

annually. This indicates that although most employees have access to training, the frequency of participation is relatively low. The fact that majority attended fewer than 10 sessions per year. This gives the assumption that training programs are conducted on a limited or targeted department or certain employees only.

4.3 Findings and Results of Hypotheses Testing

Table 4.2

The Pearson Correlation Coefficient Analysis

Variable		Work Performance	
Pearson Correlation	Motivation to Learn	Correlation Coefficient	0.554**
		Sig. (2-tailed)	0.000
		N	70
	Supervisor Support	Correlation Coefficient	0.599**
		Sig. (2-tailed)	0.00
		N	70

4.3.1 Discussion of findings

Based on Table 4.1 shown above, the results of the Pearson Correlation analysis reveal that both hypotheses, H1: Employees' motivation to learn in training and H2: Supervisor support in training, indicate a moderate positive and statistically significant

relationship with work performance among manufacturing employees. These results align with both theoretical foundations and prior research discussed earlier in this study.

Ha1: There is a significance relationship between employees' motivation to learn in training and work performance among manufacturing employees

Ha1 is accepted. A correlation value of 0.544 with a significance level of $p < 0.01$ ($p = 0.000$), indicates a moderate and positive relationship between motivation to learn and employee performance. This means that the higher their motivation to learn in training, the more likely their job performance to improve. This supports Vroom's Expectancy Theory (1964), which explains that individuals are more likely to participate fully in training if they believe it will lead to desired outcomes, such as job performance or career progression. Employees who view training as valuable are generally more engaged in learning (Colquitt et al., 2000).

In addition, empirical findings support this relationship whereby a study by Nguyen and Tran (2020) reported that employees who are internally motivated tend to gain more from training and show improved performance. Similarly, Aarabi et al. (2013) found that motivation accounted for a notable portion of job performance outcomes, with employees showing better results when driven by personal growth and learning intentions.

Previous study by Xing et al. (2023) has shown that motivated workers ought to be more open to learning and achieve better learning outcomes (Mathieu et al., 1992). There is ample evidence to demonstrate the positive correlation between learning performance and motivation to learn (e.g. Colquitt et al., 2000; LePine et al., 2004; Zhao, 2011, cited in

Xing et al., 2023). Therefore, it is anticipated that there will be a positive correlation between workers' willingness to learn and the improvement in their learning performance.

Although the findings revealed a significant and positive connection between motivation to learn and employee performance, the correlation was moderate instead of strong. This outcome aligns with recent studies showing that motivation by itself does not always lead to high performance. For instance, Xing et al. (2023) pointed out that although being motivated to learn is important, its impact can be limited by factors like an employee's confidence and how they perceive feedback. Zhao (2011) also noted that motivation often fades over time if it is not continuously reinforced, which can weaken its long-term effect on performance. Altogether, these studies indicate that while motivation to learn plays an essential role in improving performance, its influence depends on other factors such as the work environment, workload, and personal confidence.

Ha2: There is a significance relationship between supervisor support in training and work performance among manufacturing employees

Ha2 is accepted. The analysis showed a moderate positive relationship between supervisor support and work performance, with a value of Spearman's rho and p-value of ($\rho = 0.567$, $p < 0.01$). This indicates that employees who receive more guidance and encouragement from their supervisors during training are more likely to apply what they have learned and perform well on the job.

These results support the Perceived Supervisor Support Theory (Eisenberger & Stinglhamber, 2011), which emphasizes that when employees feel supported by their

supervisors, they experience increased confidence, motivation and willingness to apply new knowledge. Research by Zeb et al. (2022) and Talukder and Galang (2019) also found that supervisor support involvement in employee learning has a significant impact on job performance. Moreover, Park et al. (2017) explain that when supervisors play an active role before, during and after training, it increases employee engagement and enhances the effectiveness of training programs.

Based on some previous studies, most studies on perceived supervisor support were conducted in private firms and western nations, indicating the majority of the significance and positive outcomes of supervisor support and employees' performance (Zumrah, 2014). In addition, the results also can be supported with the findings of some earlier research that claimed supervisor support might predict positive variation in employee performance (Abinash et al., 2020; Ali et al., 2021; Saleem et al., 2022; Ridwan et al., 2020, as cited in Batse, 2025).

However, the relationship in this study was moderate rather than strong. This could be due to the degree to which supervisor support results in improved performance being limited by contextual factors, such as organizational culture, workload, and resource availability, as well as individual differences in employees' readiness experience or self-efficacy (Park et al., 2018).

Overall, these findings highlight the importance for managers and HR practitioners to provide consistent support and encouragement throughout the training process. Even moderate levels of support can lead to meaningful improvements in performance, especially when combined with a supportive work environment and clear opportunities to apply new skills.

4.2 Summary of Findings

Table 4.3

Summary of findings

Research Hypotheses	Analysis Method	Section in Questionnaire	Findings	Result
Ha1: There is a significant relationship between motivation to learn in training and work performance	Pearson Correlation	Section B: Motivation to Learn	$r = 0.554$ $p = 0.000$	Accepted
Ha2: There is a significant relationship between supervisor support in training and work performance		Section C: Work Performance	$r = 0.599$ $p = 0.000$	Accepted

4.4 Summary

This chapter presented the results obtained from data analysis and the results obtained from the data collected from 70 employees working in the selected manufacturing-based industry located in Kota Kinabalu, Sabah. The chapter was organized into three main parts which are demographic characteristics, hypotheses testing through Pearson correlation analysis and discussion of the key findings in relation to theoretical and literature review.

The demographic profile revealed a slightly male-dominated population, with most respondents belonging to the younger workforce aged between 20 to 34 years. A significant portion held at least STPM/STAM/Diploma or Matriculation qualification and the majority of employees are under technical and operations departments. More than half of the participants had over five years of working experience, indicating a mature and experienced workforce. Almost all respondents confirmed that they had received training, although most had attended fewer than 10 training sessions annually, suggesting limited frequency despite widespread access.

The Pearson correlation test was used to evaluate the relationships among the variables. The results indicated that both hypotheses were supported. Specifically, a moderate positive and statistically significant correlation was found between motivation to learn and work performance ($r = 0.544$, $p < 0.05$), as well as between supervisor support and work performance ($r = 0.599$, $p < 0.05$). These outcomes support the study's theoretical frameworks which is Vroom's Expectancy Theory and Perceived Supervisor Support Theory, both of which explain how employee motivation and supportive leadership contribute to positive performance outcomes.

In conclusion, the analysis confirms that enhancing motivation to learn and ensuring active support from supervisors during training are important contributors to better job performance in the manufacturing industry.

CHAPTER FIVE

SUMMARY

5.1 Introduction

In this chapter, it includes the summarization of this research which is the summarization of each chapter in this study. Followed by implication of study to organization of study, HR practitioners and future research. As well as recommendations proposed of this study. This chapter is ended with the conclusion.

5.2 Summarization of each chapter

This research explores the importance of training in improving employee performance within a private manufacturing company. As globalization and advancements under Industry 4.0 reshape business operations, companies are encouraged to strengthen their existing workforce through targeted training rather than relying solely on new hires. The study focuses on two vital factors which are, employees' motivation to learn and supervisor support to assess their influence on work performance. Grounded in Vroom's Expectancy Theory and Perceived Supervisor Support Theory, this study aims to understand how these elements contribute to the success of training programs and, ultimately, employee effectiveness.

The first chapter provides an overview of the study's background and relevance. It emphasizes how globalization and technological progress, especially under Industry 4.0, have pressured organizations to adapt by developing their existing workforce. Rather than depending on new hires, companies are encouraged to invest in training and upskilling to maintain competitiveness. Training is presented as a strategic function in human resource management that

equips employees with updated knowledge and competencies necessary for high job performance. As job roles evolve and some become obsolete due to automation and digitalization, training becomes even more essential to ensure employee readiness. Scholars such as Armstrong (2020), Bonekamp and Sure (2015), and Kuruppu et al. (2021) emphasize that well-structured training improves both individual capabilities and overall organizational performance. This section also highlights that effective training must address factors that influence its success particularly employee motivation and supervisor support. These two dimensions are the focus of this study, aiming to examine how they contribute to enhancing employee performance in a selected private manufacturing company.

Secondly, chapter two examines how training influences employee performance, focusing on two main aspects which are the motivation to learn and the support given by supervisors. Training is viewed as a deliberate effort to build knowledge and improve job efficiency. An employee's motivation to learn is identified as a key factor that determines how much they benefit from training. Supervisor involvement, such as offering guidance and resources, also plays a vital role in making training more effective. The discussion is guided by Expectancy Theory and Perceived Supervisor Support, both of which explain how belief in positive outcomes and feeling valued by supervisors can lead to better engagement and performance. Previous research supports the idea that effective training, combined with high motivation and strong supervisor backing, leads to improved work performance.

Next is chapter three, in chapter it explains that the study applied a quantitative method using a survey questionnaire to investigate how training (motivation to learn and supervisor support) affects employee performance in a private manufacturing company in Kota Kinabalu. A sample of 70 employees was selected through convenience sampling, based on the Krejcie and

Morgan table. The bilingual questionnaire consisted of three sections: demographics, job performance, and training dimensions. Instruments were adapted from established sources, and a 5-point Likert scale was used. A pilot test with 30 respondents confirmed the reliability of the items using Cronbach's alpha, where all variables exceeded the 0.7 threshold. Data analysis was conducted using SPSS, with descriptive statistics for demographic data. As for the data normality, the researcher calculates the skewness and kurtosis to find the z-score, however, based on the value, it indicates that one of the variables is non normally distributed. This might be due to the small sample size, hence, the researcher ran a Q-Q plot to reconfirm the result. Therefore, Pearson correlation is still considered appropriate to run the correlation of this study. Ethical considerations like informed consent and confidentiality were observed. Data collection took place from May 2025 to June 2025.

In chapter four, it presents the findings based on data collected from 70 manufacturing employees in Kota Kinabalu, Sabah. To begin with, the demographic analysis revealed that the majority of respondents were male, aged between 20 to 34 years, and possessed at least a diploma or bachelor's degree. Furthermore, most of them worked in operations and technical roles and had accumulated more than five years of experience. In addition, nearly all participants confirmed they had received training; however, most attended fewer than ten sessions per year, suggesting that while training is widely provided, its frequency remains relatively low. Moving on to hypothesis testing, Pearson correlation analysis was employed and revealed a moderate yet significant positive relationship between motivation to learn and work performance ($r = 0.554$, $p < 0.01$), as well as between supervisor support and work performance ($r = 0.599$, $p < 0.01$). As a result, these findings align with Vroom's Expectancy Theory and the Perceived Supervisor Support Theory. In

conclusion, it can be said that employees who are motivated to learn and feel supported by their supervisors are more likely to perform effectively in their roles.

In conclusion, the study found that employees' motivation to learn and supervisor support significantly enhance work performance. When employees are motivated and feel supported during training, they are more likely to apply their knowledge effectively. This highlights the importance of investing in both training quality and a supportive work environment to boost employee performance in the manufacturing sector.

5.3 Implications

This section highlights the practical and theoretical implications of the study's findings. These results guide organizations, HR practitioners and future research on how to improve training approaches and better understand the factors that contribute to employee performance in the manufacturing sector.

5.3.1 Organization of Study (Manufacturing Company)

The results of this study can be applied within the participating company to improve training strategies. Managers should incorporate motivational elements into training and ensure that supervisors are actively involved throughout the process. Supervisors can be equipped with training to help them guide employees more effectively and follow up post-training. Additionally, increasing the frequency and accessibility of training would help broaden employee participation and development.

5.3.2 HR Practitioners

For HR professionals, this study underscores the importance of aligning training to employee needs and ensuring support from leadership. HR departments should not only assess employees'

readiness and motivation but also develop training for supervisors to enhance their role as facilitators. Furthermore, HR should adopt feedback mechanisms to continuously measure training effectiveness and outcomes.

5.3.3 Future Research

This research sets the foundation for broader investigations into training effectiveness. Future studies could include other influencing factors such as employee engagement, organizational environment, or the use of digital learning tools. Researchers are also encouraged to expand the sample size or examine different industries for a more comprehensive understanding. Longitudinal studies would also provide deeper insight into long-term effects of training strategies.

5.4 Recommendations

Future research should consider broadening the sample size and extending the geographic scope to include more companies across different regions or states in Malaysia. This would help improve the external validity and generalizability of the findings, ensuring they reflect a wider range of employee experiences, organizational cultures, and industry practices. A larger and more diverse sample may also reveal regional trends or company-specific differences in how training impacts employee performance. From it, researchers can provide more comprehensive insights that are useful for both policymakers and industry stakeholders in designing effective training strategies across various contexts.

Secondly, to obtain a more comprehensive understanding of how employees view the effectiveness of training, future studies should consider using a mixed-methods research design. Although quantitative data offers measurable results and statistical reliability, integrating

qualitative methods, such as interviews or open-ended questions, can provide deeper insights into employees' personal experiences and perspectives. This combination enables researchers to explore not only the existence of relationships between training and performance but also to uncover the underlying reasons and processes behind them. Additionally, it helps reveal contextual and emotional elements that may not be evident through numerical analysis alone, resulting in a more well-rounded view of training effectiveness.

Last but not least, future studies should also explore additional variables that may influence the effectiveness of training on employee performance. For example, factors such as organizational culture, employee engagement, leadership style, availability of training resources, or individual learning preferences could significantly impact how training is received and applied in the workplace. Including these variables can help build a more comprehensive model and offer practical insights for improving training design and implementation. This can help future research to better identify the key elements that contribute to successful employee development and organizational performance.

5.5 Conclusion

In a nutshell, the purpose of this study was to examine the relationship between training, specifically the dimensions of motivation to learn and supervisor support and employees' work performance in the manufacturing industry. A quantitative research design was adopted, and data were collected using Google Forms, which were distributed via email to a selected manufacturing-

based company. A total of 70 respondents participated out of a target population of 85, meeting the minimum sample size requirement as suggested by Krejcie and Morgan (1970).

To ensure the reliability of the instruments, a reliability analysis was conducted. A normality test was also performed by analyzing skewness, kurtosis, and standard errors to calculate Z-scores for each variable. The results indicated that the variable motivation to learn did not meet the requirement of a normal distribution of data. However, based on the Q-Q plot analysis, the data is considered normal. As a result, the study employed Pearson correlation to analyze the relationships.

Based on the analysis, both motivation to learn and supervisor support demonstrated a moderate positive correlation with employees' work performance. Despite the correlation analysis shows a moderate relationship between the associated variables, this can be due to other factors whereby motivation to learn itself does not ensure good performance if individual internal and external motivation is not consistent. Meanwhile, for the supervisor support, it also shows a moderate to almost strong correlation between the variables. This may be because individual differences in employees' readiness experience or self-efficacy, as well as contextual factors like organizational culture, workload, and resource availability, limit the extent to which supervisor support leads to improved performance as discussed in chapter four.

This indicates that when employees are intrinsically motivated to learn and receive support from their supervisors, their performance at work improves correspondingly. Overall, the findings support existing literature suggesting that well-structured training programs, supported by active supervisor involvement and learner motivation, are important in enhancing workforce performance in the manufacturing sector.

In summary, the results confirm previous research indicating that effective training initiatives, supported by proactive supervisor participation and learner motivation, are critical to improving worker performance in the manufacturing industry. These observations can help managers and HR professionals improve their training strategies, especially by highlighting the significance of leadership in encouraging lifelong learning. It is recommended that future studies include qualitative insights, broaden the sample to include more organizations or locations, and investigate additional mediating or moderating factors that might help explain the training performance association.

APPENDIX A RESEARCH APPROVAL LETTER

Fakulti Sains Kognitif dan Pembangunan Manusia
Faculty of Cognitive Sciences and Human Development
UNIMAS/NC-16.03/04-13/01 Jld.42 (23)



22 April 2025

Alex Chow
Ketua Pegawai Eksekutif
Mix Venture Manufacturing Sdn Bhd
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Sabah

Tuan,

Permohonan Menjalankan Kajian/Soal Selidik Bagi Projek Tahun Akhir

Dengan segala hormatnya perkara di atas dirujuk,

Dengan ini disahkan bahawa pelajar **Jaslianie Sambilor (84102)** 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 bergraduat program tersebut.

Maklumat lanjut tentang pelajar dan kajian adalah seperti berikut:

Tajuk Kajian	: <i>'The Relationship Between Training And Employees' Performance in Manufacturing Industry'</i>
Penyelia	: Dr Agatha Lamentan anak Muda
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Sehubungan itu, sukacita kiranya pihak tuan 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 tuan, 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

RESEARCH APPROVAL LETTER

Fakulti Sains Kognitif dan Pembangunan Manusia
Faculty of Cognitive Sciences and Human Development



UNIMAS/NC-16.03/04-13/01 Jld.43 (05)

28 April 2025

Encik Law Chun Chiang
Pengurus
Steel Industries (Sabah) Sdn Bhd
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88450 Kota Kinabalu
Sabah

Tuan,

Permohonan Menjalankan Kajian/Soal Selidik Bagi Projek Tahun Akhir

Dengan segala hormatnya perkara di atas dirujuk,

Dengan ini disahkan bahawa pelajar **Jaslianie Sambilor (84102)** 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 Employees' Performance in Manufacturing Industry"</i>
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Di atas kerjasama yang diberikan oleh pihak tuan, kami dahului dengan ucapan setinggi-tinggi terima kasih.

Sekian,

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