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Unlocking potential: evaluating the impact of training and development on staff performance in polytechnic Kuala Terengganu

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ABSTRACT

The importance of training and development for organizations is crucial. This research aims to evaluate the effectiveness of training and development staff within the PKT organization. It explores how effective training and development can positively impact an organization and help achieve its goals. A group of 70 staff members participated in the survey-based study. The results showed that the majority of staff experienced improvements in knowledge, motivation, innovation, knowledge transfer, and confidence in teaching courses as a result of the training and development programs.

The results show that there is a strong connection between specific training efforts and improved staff performance, emphasizing the significance of ongoing professional development. Moreover, the study identifies important elements that contribute to the effectiveness of training programs, such as being in line with the organization's objectives, engaging employees, and providing continuous support. The research ends by suggesting ways for organizations to improve their training and development strategies, ultimately unleashing their workforce's full potential and cultivating a culture of continual enhancement. Nevertheless, there are challenges such as cost, limited resources, and changes in technology, as well as potential solutions. It is anticipated that by using the results of this study and implementing several proposed plans, the organization will be able to maximize the benefits of training and development for their staff and achieve long-term objectives.



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Introduction

According to Yuvaraj and Mulugeta (2013) stated that continuous human resource development interventions Improve employee ability and performance through training, career training, performance evaluation and management, and human resource development is a component of organizational development. Training is also a planned learning process and is done with the aim of ensuring that employees can solve current or future problems, according to their abilities. It also aims to develop the competence of employees who are competitive in the future (DeSimone et al., 2002; Ibrahim, 2001; Kraiger et al., 1993). According to Milhem et al. (2014), the purpose of training in the workplace is to develop staff abilities and meet the current and future needs of the organization.

In an era of global competition that is economically and knowledge-oriented, organizations need high-performance and quality human resources or human capital to deliver the best services and develop organizational excellence. Human capital is a very important asset in increasing the efficiency and effectiveness of an organization and each individual must play a role in achieving the organization's goals and objectives. The training that has been given by the organization should be able to be valued by an organization. It also aims to determine whether the investment that has been spent is an investment that gives a good return or otherwise to the organization. The ability of the training program will be able to change employee behavior, increase productivity and improve work and organizational performance (Chiaburu & Marinova, 2005). Training evaluation ensures that trainees can implement their learning at their respective workplaces or their daily work (Nagar, 2009).

Therefore, the organization, namely Kuala Terengganu Polytechnic (PKT), needs to play a role in ensuring that human capital can be implemented more effectively for employees. More organized and meticulous training planning needs to be given attention so that all planning can be achieved well and in an organized manner. Recognizing the importance of development in the public sector for human capital development, through the government, the Public Services Department (JPA) has issued Service Circular No. 6/2005 on the Public Sector Human Resource Training Policy. Service Circular Number 6 of 2005 stipulates that every member of the public sector must equip themselves with the appropriate attitude, skills and knowledge through a planned human resource development program based on competency development and continuous learning. Training is a process of transferring knowledge in a neat and disciplined manner, aimed at increasing knowledge and skills to meet current needs and demands in the organization. Competence refers to the knowledge, skills and personal characteristics necessary to perform a task and responsibility. Learning is the process of change resulting from experience in relation to behavior. It involves each individual receiving learning according to their own needs, whether through experimental methods, analysis, and the ability to use lifelong experience. Self-development is the improvement of skills, abilities and careers that can be achieved by practicing knowledge, exposure to various ideas and experiences, as well as through training and mentoring. The importance of customer service training is widely recognized, the tangible impact of such programs on measurable performance outcomes and customer satisfaction often requires careful evaluation to justify the investment and optimize training content.

Problem Statement

According to (Oluwaseun, 2018), "an educational process that involves the sharpening of skills, concepts, changing of attitude, and gaining more knowledge to enhance the performance of employees". Recognizing the importance of training and human capital development, most organizations are now paying more attention to the effectiveness of on-the-job training. Careful and thorough training program planning needs to be implemented to ensure that training is realized and to prevent waste.

However, various factors contribute to the phenomenon of ineffective training programs, effectiveness of training for staff and lack of knowledge and skills in one area among staff. According to (Robson, 2008), "There are many issues when it comes to forming training because perspective and learning need of all employees will be different and which will not satisfy everyone's needs"

Research Objective

Therefore, in line with this objective, a study was conducted (1) Examine the value of the effectiveness of training and development among staff of Kuala Terengganu Polytechnic (PKT). (2) Evaluate the effectiveness of training and development programs that have been implemented and (3) Identify the level of knowledge and skills in a field.

Training refers to a planned initiative by a company to improve employees' skills, knowledge and competencies for specific tasks or overall performance improvement (Noe, 2017). This study also examines the positive impact of training in terms of the implementation of training and development in determining their ability to achieve organizational outcomes and goals. According to (Vinesh, 2014), "The main aim of the training and development program should be to raise the standards of employee practice and thus providing the best quality of work to their customers".

Literature Review

Employee training and development is an important organizational activity because of its influence on employee productivity. According to (N. Veena, 2018), "Training and development is an indispensable protecting tool for enhancing worker's performance. The Organization provides training to its employees that will earn them a competitive edge by maintaining accumulative training and development budget on a yearly basis".

To meet the current and future challenges of business, training and development are considered learning activities, starting from training employees for their tasks. According to (Bharthvajan R, 2019), "Training can help the individual to enhance the effectiveness and efficiency of the employees in the organization by updating his or her formal knowledge by generating abilities which are relevant to his or her job. Training helps the management and individual in managing suitable behavior and attitude".

Training is just sharing information to the trainee by trainer and other believed that it is way of enhancing skills of trainee and learning new concepts. According to (Raja Abdul Ghafoor Khan, 2011), "The employee performance depends on different factor and the most important factors is training. Training is necessary for enhancing the employee's capability for performing various tasks assigned to them at the workplace". According to (Pots, 1998), "Acquiring skills with short term productivity evaluation is training and extension of skills with long term career growth of the individuals is Development"

Method

A quantitative approach was adopted for understanding the effectiveness of the training and development programs on employee performance. The design of this study is quantitative based on the survey method. The population includes all the individuals or elements of the research environment, who will get affected by the study. The sample population for the study was working employees and management and professional group who are interning Kuala Terengganu Polytechnic state in Malaysia. The sample frame was of 70 respondents from the sample population. This sample frame consisting of 35 respondents were working employees and 35 respondents were support staff and professional group. Data Collection Method The instruments used for the study are questionnaires. Google form was used to create a questionnaire of 11 questions including the demographic gender and professional background of the respondents and to understand the respondent perspective on the topic: Unlocking Potential: Evaluating the Impact of Training and Development on Staff Performance in PKT. The questions asked in the questionnaire are restricted as well as unrestricted to understand the view of the respondents. Figure 1 show Likert scales, multiple-choice questions, cognitive scales are used to understand the respondent's perspective. The questions were based on a Likert scale. Likert scale is a five-point scale ranging from 'strongly agree' to 'strongly disagree'. Following are the basis. For analyzing Likert scale result Strongly disagree, Disagree, Neutral, Agree, Strong agree.

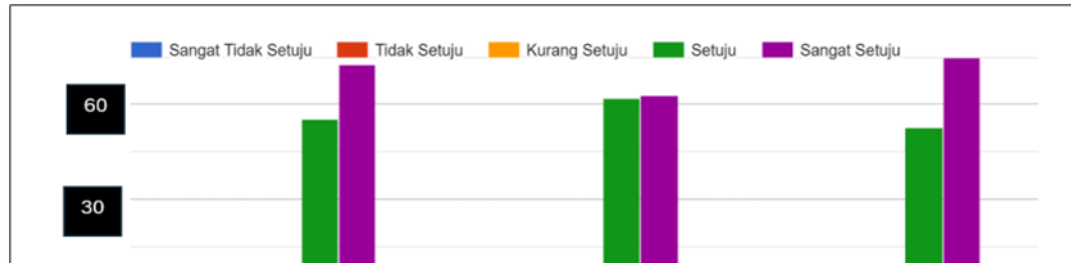


Figure 1. Likert scales

Results and Discussions

Questions to understand the Demography of the respondents:

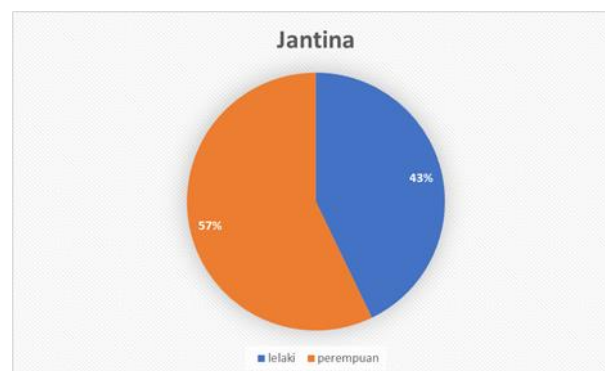


Figure 2. Gender Distribution

Figure 2 show gender distribution among the 70 respondents, there were 40 (57%) female & 30 (43%) male respondents.



Figure 3 Management Category

Figure 3 show the respondents category were 35 (50%) professional and 35 (50%) were support staff who working in same organization and total respondents were 70.

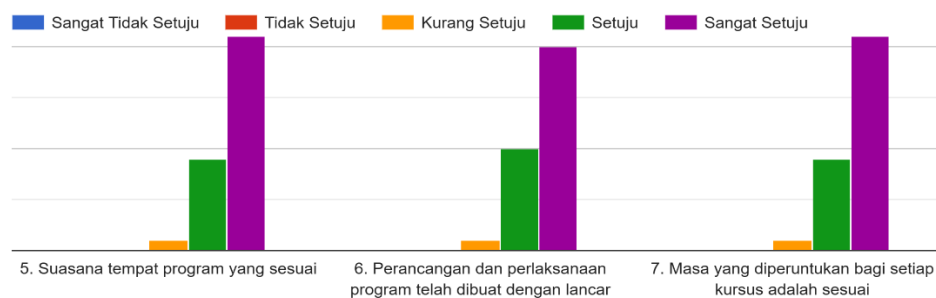


Figure 4 : Program Implementation Assessment

Figure 4 show the study questions were divided into the three questions. First questions were the planning and implementation of the program were done smoothly, second the time allocated for each course was appropriate and third the atmosphere of the program venue.

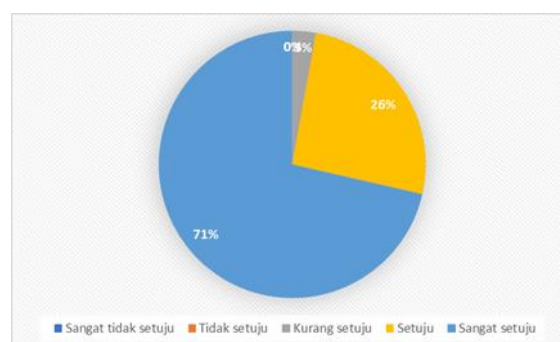


Figure 5 : The atmosphere of the program venue

Figure 5 show the atmosphere of the program venue show that the respondents were 50 (71%) strong agree, 18 (26%) respondents were agree and 2 (3%) disagree.

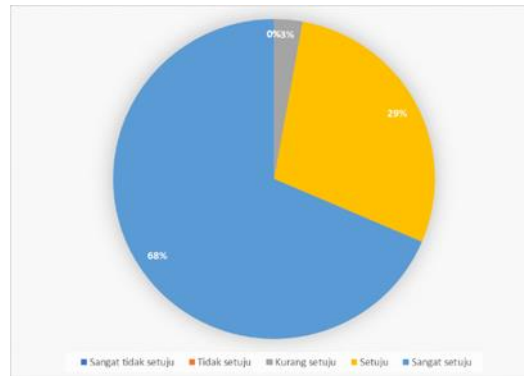


Figure 6 : Implementation of the program were done smoothly

Figure 6 show the implementation of the program were done smoothly show that the respondents were 48 (68%) strong agree, 20 (29%) respondents were agree and 2 (3%) disagree.

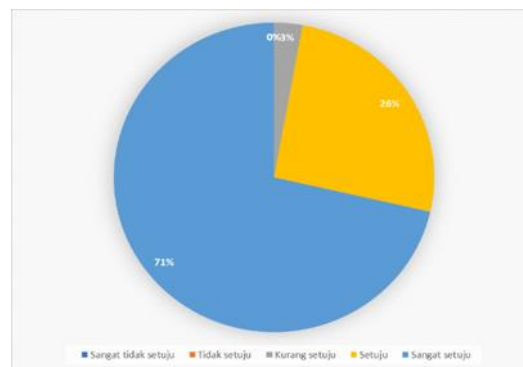


Figure 7 : Time allocated for each course was appropriate and third the atmosphere of the program venue.

Figure 7 show the atmosphere of the program venue show that the respondents were 50 (71%) strong agree, 18 (26%) respondents were agree and 2 (3%) disagree.

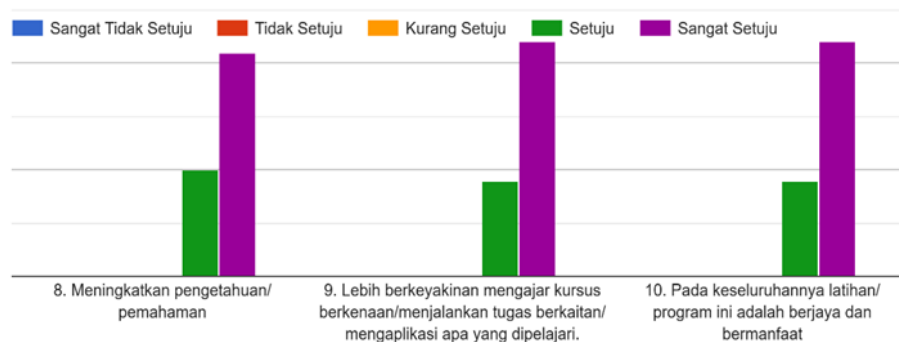


Figure 8 : Assessment of program effectiveness on participants

Figure 8 show the study questions were divided into the three questions. First questions were increase knowledge/understanding, second more confident in teaching the relevant course or carrying out related tasks or applying what is learned and third were more confident in teaching the relevant course or carrying out related tasks or applying what is learned.

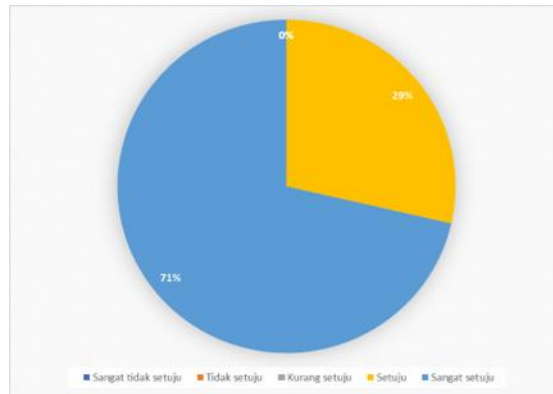


Figure 9 : Increase knowledge or understanding

Figure 9 show that increase knowledge or understanding the respondents were 50 (71%) strong agree, 20 (29%) respondents were agree and 0 (0%) disagree from training.

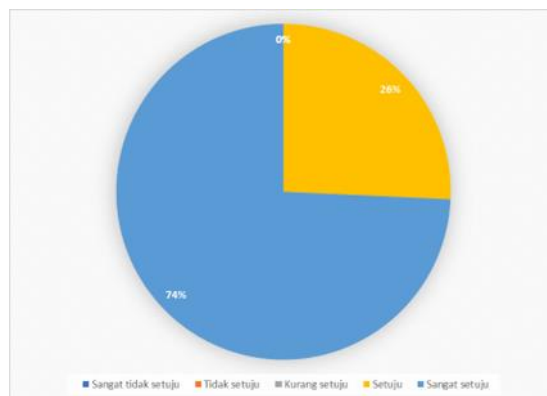


Figure 10 : Confident in teaching the relevant course or carrying out related tasks or applying what is learned

Figure 10 show that confident in teaching the relevant course or carrying out related tasks or applying what is learned the respondents were 52 (74%) strong agree, 18 (26%) respondents were agree and 0 (0%) disagree from training. A research article published in the journal ScienceDirect conducted an analysis on the effects of training programs on the performance of employees within the Tigray Regional Education Bureau (TREB) located in Ethiopia. The study pinpointed various critical variables that play a role in determining the efficacy of training sessions. The Kirpatrick Model is a globally recognized method of evaluating the results of training and learning against four of criteria : reaction, learning, behaviour and results. The examination of the learning of each individual is contingent upon the acquisition of the intended knowledge, skills, attitudes, confidence, and commitment to the training program.



Figure 11 : Be willing and confident to share knowledge gained and carry out activities or projects related to the program

Figure 11 show that a total of respondent were 66 (94%) respondent willing and confident to share knowledge gained and carry out activities or projects related to the program. While 4 (6%) respondents not willing and confident to share knowledge gained and carry out activities/projects related to the program. This represents that employees are well-versed by the need of the training.

The research revealed that the implementation of a thorough training needs evaluation exerts a notable impact on the performance of employees. This underscores the significance of customizing training initiatives to tackle particular skill deficiencies and organizational requirements. The viewpoints of employees regarding training did not emerge as a primary factor influencing levels of performance. This indicates that the calibre and pertinence of training could hold greater significance than how employees initially view the training schemes.

Assessment of learning can be conducted using various formal and informal techniques, including both pre-learning and post-learning evaluations to ascertain levels of accuracy and comprehension. Assessments frequently concentrate predominantly on the outcomes of a program, neglecting to examine the processes by which the program and its elements contributed to the outcomes that were observed. Put differently, comprehension is acquired pertaining to the effects of the program without a comprehensive understanding of the mechanisms that brought about those effects. This methodology has the potential to result in erroneous assertions regarding the manner in which the program truly generated its observed results (Chen, 1998).

In order to assess the execution of a program, Extension educators must cultivate a profound comprehension of their programs. According to Potter Watts, and Preslar (2002), a precise measurement of implementation requires programmers to concentrate on three crucial domains: program fundamentals, implementation structure, and program supervision. Evaluation of program implementation is centered on the extent to which a program is being carried out in alignment with its intended design and strategy. This aspect is crucial within the broader evaluation framework, as it provides insights into the operational effectiveness and outcomes of the program. Merely gauging the impact of a program without a comprehensive grasp of its implementation fidelity may lead to flawed conclusions (Duerden & Witt, 2012). This element assesses the functioning of the program, encompassing its delivery mechanisms, the standard of service provision, and the extent to which the program effectively reaches its target audience.

Following an assessment of the organization's requirements, the subsequent step involves the development of a training action plan as part of the annual agenda. Typically, training areas favored by a majority of employees, as well as the availability of resources and time for implementation, and the anticipated impact, are given priority. The plan should outline the participants and facilitators, the training content, program schedule, allocated financial and non-financial resources with their origins, and the entities responsible for each program. Subsequently, the execution of the prepared training plan takes place. The final stage involves evaluating the training program. This evaluation focuses on the effective implementation of the program and the returns obtained in relation to the resources invested. The program's return on investment (ROI) is projected to be determined. Findings from this evaluation will inform future needs assessment activities for the upcoming year.

The productivity of workers relates to the efficient accomplishment and implementation of assignments. It is anticipated that employees will deliver their best performance in any organization. Employee performance gauges the effectiveness of work carried out by employees, assessing their ability to fulfill job responsibilities and adhere to deadlines. Several elements like population characteristics, resource distribution, instruction needs, and worker perspectives may impact the extent of worker efficiency.

Conclusions

Implications of the study from the aspect theory is that the evaluation of training programs should not only be focused on change the behavior of staff present during or after training but emphasis on resources training (content, input and output) used has an impact on effectiveness training program evaluation (Tennant et al., 2002). The effectiveness of the training program is considered when training is well received and provides relevant knowledge and skills to participants and the confidence to absorb in the workplace (Kirkpatrick & Kirkpatrick, 2016). The implications of this study from the practical point of view of training resources, namely the content and training input should be the same as the atmosphere at work. Simulation can also help participants more ready if faced with a problem i.e. know how to solve the problem though It happened in real life. According to Jose and Dufrene (2014) simulation is learning is the same as the real situation. Simulation training is more beneficial when employees have complex and numerous tasks (Murthy et al, 2008).

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