

**THE RELATIONSHIP BETWEEN TRAINING
AND CAREER DEVELOPMENT ON EMPLOYEE
PERFORMANCE AMONG LECTURER IN
PRIVATE HIGHER EDUCATION
INSTITUTIONS IN KOTA KINABALU: JOB
SATISFACTION AS A MEDIATOR.**

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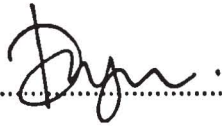
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ABSTRACT

The main objective of this study is to investigate the relationship between training and career development on employee performance among lecturers in Private Higher Education Institutions in Kota Kinabalu, Sabah with the role of job satisfaction as a mediator. Total of 200 questionnaires has been distributed and 176 was returned. This study was conducted based on non-probability sampling in Sabah Malaysia with focus point in the area of Kota Kinabalu. The research sample was selected among lecturers that who working in Private Higher Education Institutions based on purposive sampling. Quantitative data obtained and the data gathered were being treated by using the statistical program namely SmartPLS (Partial Least Square) version 2.0 for analysis and summarization purpose. The findings based on the results shows there is positive relationship between training development and career development on employee performance. The role of job satisfaction as mediator only mediated the effect of career development and employee performance. Meanwhile, the findings indicated that job satisfaction does not mediated the effect of training development on employee performance.

ABSTRAK

Objektif utama kajian ini ialah untuk meneroka hubungan di antara Latihan dan Pembangunan Kerjaya terhadap prestasi kakitangan di antara pensyarah di Institusi Pengajian Tinggi Swasta. Sejumlah 200 soal selidik telah diedarkan dan hanya 176 dikembalikan. Kajian ini dikendalikan berdasarkan bukan pensampelan keberangskalian di Sabah Malaysia dan mengfokuskan kawasan Kota Kinabalu. Sampel penyelidikan telah terpilih dari responden yang bekerja sebagai pensyarah di Institusi Pengajian Tinggi Swasta berdasarkan persampelan bertujuan. Data kuantitatif diperolehi dan data dikumpul telah dianalisis dengan menggunakan program statistik iaitu SmartPLS (Partial Least Square) versi 2.0 untuk tujuan analisis dan ringkasan. Penemuan berdasarkan keputusan menunjukkan Latihan dan Pembangunan Kerjaya menunjukkan hubungan positif ke atas prestasi kerja dalam kajian ini. Peranan kepuasan kerja sebagai perantara hanya mengantara hubungan di antara pembangunan kerjaya dan prestasi kakitangan. Sementara itu, hasil kajian menunjukkan bahawa kepuasan kerja tidak menjadi pengantara kepada kesan latihan ke atas prestasi pekerja.

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LIST OF ABBREVIATION

HR	Human Resource
PHEIS	Private Higher Education Institutions

CHAPTER 1

INTRODUCTION

1.1 Background of the study.

In order to provide a strategic direction and to maintain quality of all public and private higher education institutions that exist in Malaysia, Malaysian government has established the Ministry of Higher Education (MOHE) in March 2004 to monitor tertiary education in Malaysia. As we know, higher education institutions provide knowledge that needed by the human capital for future demand. Human capital that encompassed highly skill talent will bring succeed in national development and also economic growth through developing and utilizing their knowledge. Its mean that highly skilled talent will highly contribute in Malaysia productivity.

In addition, in October 2011, the Malaysian education Blueprint 2015-2025 was introduced by the Ministry. This is due to the rising standards of education that lead to globalization and Malaysia and to revive the educational scenario in Malaysia. Therefore, the Malaysian education Blueprint was implemented by Ministry. Malaysia Education Blueprint also emphasized that education is the main contributor of Malaysia development especially on social and economic capital whereas through education, it can encourage innovation and leads youth to be able to complete in modern world.

Besides, Malaysia is decides to become a hub of knowledge in nation by 2020. Thus, it is very important to develop its human capital development which can respond to changes in the 21st century workplace (Nurul Awanis, 2011). Since human capital development is a crucial enabler for driving and sustaining Malaysia's economic growth, thus, the investments in education is needed in order to produce high human talent. In Eleventh Malaysia Plan (2016-2020), the government focus on four area whereas one of the area is focused improving the quality of the education system for better students outcomes and institutional excellence (Eleventh Malaysian Plan). Thus, role of education is the crucial for human capital development and lecturers' performance is important as lecturers become are core elements in the universities operation towards students that can produce highly talented (according to Abd Rahman as cited in Aokiasamy, Ismail, Ahmad & Othman, 2009)

Nowadays, in order for any organization to sustain and stay competitive to other organizations, every organization need to ensure that their employee perform well in their related task or job to achieve the organization's goal and objectives. It same goes to private higher education institutions whereas lecturers as an employees need to perform well in order to achieve organization's goal and objectives. Employee performance is very important as the performance of the employee will contribute to overall growth of an organization. As we know, employee as a human resource in organization play a crucial role in shifting the direction of the organization and according to the planning of the group of management people. Employer role in managing well their employee is needed as it can bring more positive contribution to organization and able to increase the employee performance within the organization Thus, every organization around the globe have been enormous attention to the employee's performance. For that reason, many of organizations have embraced many aspects of human resource management practices to ensure that their employee are competent in order to gain competitive advantage over many other rivalries.

According to Boles and Babin (1998), performance can be defined as the level of productivity of an individual employee job related behaviors and outcomes and Saeed Rashid et al. defined performance as the art to complete the task within the defined boundaries. Then according to Campbell Model (1990) as cited by Sonnentag and Frese Michael (2001), performance can be determine by three factors which are declarative knowledge, procedural knowledge and skills, and lastly motivation.

Nowadays, competition between organizations are increases and this is due to the rapid changes in technology, political and economic environment. Through training and development, it is given the opportunity to the employees to enhance the employee's knowledge, abilities, skills, attitude (KASA) and also behavior in the organization (De Cenzo & Robbins, 1988). Besides, by giving them training and development, the organization actually prepare their employee for the knowledge, skills and ability that needed in the future. Every organization must no ignore about how important the growth of knowledge among their employees as this knowledge that possess by the employee will help the organization to achieve their goals. According to Cole (2000), programs of training and development can influence the employee performance which is training and development is the official and ongoing education activities with the organization to enhance the fulfillment and performance of employee, the offer of the training and development is includes a variety of educational technique and programs that can be attended on compulsory or voluntary by the employee.

Then, career development give an employment opportunities that promise an extension of their interests, personality and abilities. Bartlett (2001) stated that employees nowadays do not only value money but they also want a few fringes such as promotions and their loyalty to the organization depends upon the degree to which their employer satisfies their wants. Employees nowadays are more conscious regarding their career that can guarantee them for a better life in the future where they seeks for development and improvement of their career life. Thus, employer support in term of employee's career path is essential because

employee believe that their employer is value them and believe on their abilities and will increase their performance and boost their motivation and confidence in their work (Saleem and Amin, 2013 & Foong min, 2008)

Job satisfaction is important element to ensure that the employees remain happy and also deliver their level best towards their work. The happier the employee, the better will be their attitudes towards the work, the higher their motivation and the better will be their performance. According to Fisher (2004) as cited in Baptiste Nicole (2007), job satisfaction includes the positive feelings that can intuitively lead to improved performance. Loyalty employees are mostly employee that highly satisfied with their job. Employees need to be passionate towards their work and passion comes only when employees are satisfied with their job and organization on the whole. Thus, in other to ensure that the employee satisfied with their job, every organization need to consider some incentives or benefits that can increase their job satisfaction. According to George and Weimerskirch (1994), organizations that are successful in their services are organizations that have invested some programs for their employees that can increase their job satisfaction and performance.

In this study, lecturers in Private Higher Education institutions that exist in Kota Kinabalu, Sabah are been chosen in order to identify in extent that training and development and career development are two of human resource practices that help them to increase their performance. The role of lecturers is very vital to every education system in raising corporate image and producing excellent graduates. It is observed that most research that have been done on performance particular focused much on lecturers from public universities and least research done among lecturers in private higher education institutions especially in Kota Kinabalu, Sabah. Therefore, this study is to understand whether training and development and career development as a human resource practices that influence their performance.

1.1.1 Background of Malaysian's Private Higher Education Institutions

In recent years, there have been a lot of universities and colleges that have been formed in order to support the tertiary education in Malaysia. Institutions of higher education in Malaysia are categorized into two which are public and private institutions. Public institutions that establish in Malaysia are fully managed and controlled by the Federal Government whereas private education is financed by the private sector such as student's fees, shareholder funds and business activity that can support the operation and management.

Private Higher Education Institution in Malaysia can be divided into two categories encompass of university status and non-university status. Non-universities were including of private colleges, private universities, university colleges and university branch campuses. The Private Higher Education Institution focused in Kota Kinabalu area has been chosen and sample selected among academic staffs in these categorized institutions.

**Table 1.1: Statistic of Private Higher Education Institution in Malaysia
until 30 April 2016**

State	Private Universities	Private College University	Foreign University Campus Branch	College	Total
Johor	2	3	3	26	34
Melaka	1	2	-	17	20
N. Sembilan	4	2	-	16	22
Selangor	21	6	3	103	133
W.P KL	13	6	1	91	111
W.P Putrajaya	1	-	1	1	3

Perak	3	2	-	24	29
Kedah	2	2	-	7	11
Pulau Pinang	1	4	-	28	33
Perlis	-	1	-	2	3
Pahang	2	2	-	13	17
Terengganu	1	2	-	10	13
Kelantan	-	2	-	10	12
Sabah	-	2	-	25	27
Sarawak	1	1	2	28	32
Total	52	37	10	401	500

Source: Jabatan Pengajian Tinggi, Kementerian Pengajian Tinggi (2016), Statistik IPTS Terkini Sehingga 30 April 2016

Table 1.2: List of Private Higher Education Institutions in Sabah

No.	Status	Name of Institutions	Area
1	College	AMC The School of Business	Kota Kinabalu
2	College	Institut Prima Bestari	Kota Kinabalu
3	College	Institut Sains dan Pengurusan	Kota Kinabalu
4	College	Institut Seni Sabah	Kota Kinabalu
5	College	Institut Sinaran	Kota Kinabalu
6	College	Kolej Sayfol	Kota Kinabalu
7	College	Kinabalu Commercial College	Kota Kinabalu
8	College	Kolej Antarabangsa Almacrest	Kota Kinabalu
9	College	Kolej Antarabangsa Bandaraya	Kota Kinabalu

10	College	Kolej ATI	Kota Kinabalu
11	College	Kolej Eastern	Kota Kinabalu
12	College	Kolej INTI Sabah	Kota Kinabalu
13	College	Kolej Masterskill	Kota Kinabalu
14	College	Kolej Multimedia (Sabah)/Multimedia College (Sabah)	Kota Kinabalu
15	College	Kolej PTPL	Kota Kinabalu
16	College	Kolej Antarabangsa Sains Kesihatan Aseana	Kota Kinabalu
17	College	Kolej SIDMA	Kota Kinabalu
18	College	Kolej Teknologi Antarabangsa Cosmopoint Caw. Kota Kinabalu	Kota Kinabalu
19	College	Kolej Yayasan Sabah (KYS)	Kota Kinabalu
20	College	Strategy College	Kota Kinabalu
21	College	Kolej Poly-Tech MARA Cawangan Semporna Sabah	Semporna
22	College	Institut Teknologi Ibnu Sina	Labuan
23	College	Kolej Mahsa Kampus Sabah	Kota Kinabalu
24	University	Twintech International Cosmopoint Cawangan Kota Kinabalu	Kota Kinabalu

Source: Jabatan Pengajian Tinggi, Kementerian Pengajian Tinggi (2016), Senarai Daftar IPTS Terkini Sehingga 30 April 2016.

1.2 Problem statement

Ministry of Higher Education in Malaysia (MOHE) develop one system that called Malaysian Quality Evaluation System (MyQuest) for Private higher education institutions (PHEIs). This system was develop as an instrument to evaluate the performance of PHEIs that exist in Malaysia. In 2015, there are 238 among PHEIs registered with the higher education department to participate in the rating. However, among 238 private college that participated only 199 private colleges were granted a rating out of 235 private colleges that qualified for auditing. Then, among 199 PHEIs that been rating, only two private college in Kota Kinabalu, Sabah that been given rating which are Kolej PTPL and Institusi Sains dan Pengurusan with receive five star rating. There are five criteria that involve in the evaluation process which are the qualifications and certifications of lecturers and teaching staff, employability of students once they graduate, curriculum and programme recognition, physical resources for providing business programs and its internal quality of management. Thus, it showed that performance of lecturers in private college is vital in order to measure the performance of private college. The issues of performance is an issues of growing importance have been set high on the agenda of higher education (Yusof, 2007)

Besides, the growth of private higher education system seem to be increasing in Malaysia. However, the question arise whether the growth in the number of private college and universities in Malaysia served to maintain the quality of education in Malaysia whereas the quality in education means the service quality provided by the institutions. Since lecturers in PHEIs is one of the important resources that can achieve the performance of private colleges, it is important for them to possess a quality academic staff to provide knowledge to students. According to Naidu and Derani (2015), there are many factors that will effect student preferences and choices to enter specific college, one of them are the performance and teaching capabilities of the lecturer. Thus, it is very important for the lecturers in private college to improve their skills especially in teaching and learning skills to attract their student to engage in learning process.

Therefore, it is very important for Management Team of Private College to give attention and take consideration on how to improve lecturer's performance in their organization since lecturer is one of resources in the organization that need to be invest in order to achieve organization's strategy and goals. Management team of private college can consider some Human Resource (HR) Practices that can help to improve academic staff performance. Many organizations, firms or the public services have realized that HR practices is one of the important elements to be considered in order that organizations may gain advantage over all other organizations for the benefits of achieving effective performance.

According to Holbeche (2001) and Farnham (2010), in order to manage staffs more efficiently and productivity, the organization needs to integrate a set of particular HR practices with its strategies do that success could be achieved. Thus, in this study, training and development and career development have been choose as a strategy and also as a HR development that can be invest by the management staff to improve lecturer's performance and to identify whether these two practices can help to increase lecturer's performance. However, there are limited study that carried out that focused on lecturer's performance at private college in Malaysia especially in Kota Kinabalu, Sabah.

Then, it is found out that mostly lecture in private universities are unaware and uncertain about their career development. In public universities, the lecturers are fully founded and monitored by the government whereas the career development in term of promotion and other benefits in the private in higher leanings are controlled and influenced by individuals or interest groups that influenced the progress and development of the academic staff in private college (Arokiasamy et. al. 2011). In addition, provide good and professional training to lecturers will enhance lecturer's knowledge, skills and abilities. (Nawaz, Pangil and Bhati, 2015) Besides, invest lecturer's in development program will definitely leads high job satisfaction and foster higher engagement (Daraugheha, Pashandi, Hooman, Khan, 2013)Hence, this study want to figure out whether Training and

Development and Career development will lead to the lecturer performance in Private Higher Education Institution with the role of job satisfaction as a mediator.

1.3 Research Question

In order to conduct this study, the following research questions were developed as guideline to investigate this research area:

- I. Does Training and development have significant effect on employee performance?
- II. Does Career Development have significant effect on employee performance?
- III. Does Training and Development have significant effect toward job satisfaction?
- IV. Does Career Development have significant effect toward job satisfaction?
- V. Does job satisfaction have significant effect toward employee performance?
- VI. Does job satisfaction mediate the relationship between training and development and employee performance?
- VII. Does job satisfaction mediate the relationship between career development and employee performance?

1.3 Research objectives

Based on the problem statement presented, the purpose of study is to identify the following

- I. To investigate the relationship between training and development and employee performance.
- II. To investigate the relationship between career development and employee performance.
- III. To investigate the relationship between training and development and job satisfaction.
- IV. To investigate the relationship between career development and job satisfaction.
- V. To investigate the relationship between job satisfaction and employee performance.

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