



ZULFAQAR Journal of Defence Management, Social Science & Humanities

Journal homepage: <https://zulfaqarjdmssh.upnm.edu.my/index.php/zjdmssh/about>



THE ROLE OF COACHES IN THE EFFECTIVENESS OF TRAINING FOR PALAPES CADETS OFFICER AT THE NATIONAL DEFENCE UNIVERSITY OF MALAYSIA (NDUM)

Norfazira Azman, Amnah Saayah Ismail, Nor Nazimi Mohd Mustaffa, Noor Azmi Mohd Zainol, Zahimi Zainol Abidin^a

^a Faculty of Management and Defence Studies, National Defence University of Malaysia (NDUM), Kuala Lumpur.

*Corresponding author: norfaziraazman@gmail.com

ARTICLE INFO

Article history:

Received

09-07-2021

Received in revised

10-02-2022

Accepted

11-04-2022

Available online

30-06-2022

Keywords:

Training Method,
Communication, Attitude,
Training Motivation,
Training Effectiveness.

ABSTRACT

This study aims to evaluate the role of coaches in the effectiveness of training. An in-depth review of the literature found some of the problems faced by the coaches were (1) training methods that attracted attention, (2) communication skills of the coaches, and (3) the attitude shown by the coaches can influence the personalities of the officer cadets. In this study, 278 questionnaires have been tested as an actual survey involving all three-level intakes of PALAPES UPNM using the analysis path of SmartPLS version 3.3.3 to test the direct effect and mediating model. The outcome of hypotheses testing showed that the element for the role of coaches is significantly correlated with training effectiveness and proves that it can predict the training force substantially. Analysis of the mediating model confirmed that training motivation partially mediates the relationship between training method, communication, and attitude with training effectiveness among Officer Cadets PALAPES UPNM. In conclusion, the role of coaches can influence the training motivation of the Officer Cadets and lead to training effectiveness.

e-ISSN: 2773-529X

Type: Article

© Norfazira Azman 2022. All rights reserved.

DOI: <https://doi.org/10.58247/jdmssh-2022-0501-06>

Introduction

Training and coaches have a close relationship, especially in the military field. Training is a significant factor in building an army member's physical and mental strength. The primary purpose of the coaches in the training program is to train an individual to form leadership skills, especially in various challenging situations in the future (Azman *et al.* 2015). According to Helton *et al.* (2019), training program in the military is self-instructional, self-contained, independent, adaptive, user-friendly, and consistent. The element applied in the training program focused more on forming a high level of job performance and reducing the work gap between the trainees. According to Noe (2014), the success of a training program depends on several elements; one of the elements is the role of the coaches, who determines the objectives and goals of training so that it can be achieved to the maximum level and participants in performing tasks can practice the rewards.

Usually, the role of the coach is defined as a guide, facilitator, and subject matter expert that can diagnose and formulate learning objectives, ready to teach, deliver teaching, evaluate the teaching process, and do administration functions (Harris *et al.* 2014, Noor Azmi *et al.* 2015). Coaches also play an essential role in ensuring trainees obtain knowledge transfer, skills, increased self-motivation, confidence, and high self-esteem after completing the training program (Passmore, 2015). According to Rosniza *et al.* (2021), a coach must have broad skills and expertise for every information that can provide training to participants to improve their knowledge and skills. In addition, the coach's behaviour can easily influence the followers and develop their social psychology aspects that help change followers' behaviour (Kim *et al.* 2018). Therefore, training analysis needs to be emphasised in training planning to ensure the effectiveness of the training implemented. Training planning consists of achieving goals and guidelines in planning and designing exercises that emphasise specific learning and implementation according to the program and schedule that has been set. Coaches will significantly influence the trainer's feeling of pleasure, satisfaction, and continuous participation in training (Ehsani *et al.*, 2013; Khong Chiu *et al.*, 2014). The vital role of the coaches in training is to make sure trainees obtain the effectiveness of training that will be received by the trainee while performing the task.

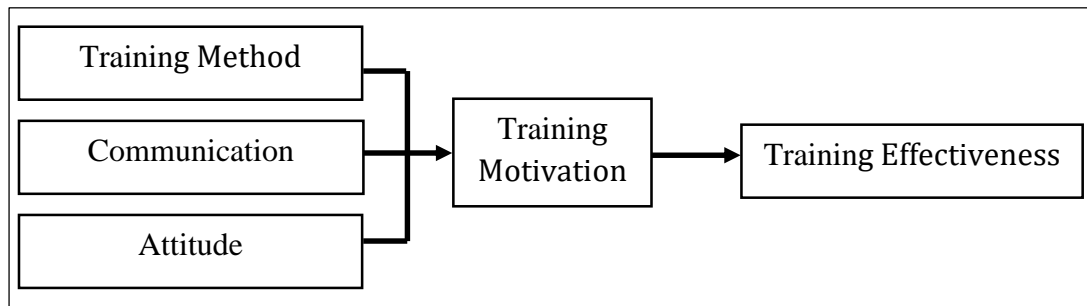
Literature Review

Ineffective training programs will influence trainees' inability to practice the knowledge gained at the workplace. According to Shenge (2014), trainees always face problems after training to practice what they have learned during training. To avoid this, coaches should implement specific training methods to motivate trainees' commitment and produce training effectiveness. This, however, is not an easy task as a weak monitoring system, lack of training facilities and mode, and ineffective teaching aids hinder training effectiveness. The selection of appropriate methods by the coaches during the teaching and learning process profoundly affects the trainee's understanding. According to Johansson (2017) and Langan (2015), implementing effective teaching and learning methods will be a problem if coaches do not have enough knowledge, skills, and the right attitudes. A study conducted by Piirainen (2019) supported this, where limited knowledge and experience by coaches will reduce the scope of training. Besides, coaches also need to be skilled in communication to attract trainees in imparting knowledge. This is because communication and training have a close relationship where the training content is delivered through the communication process. An exercise will achieve the objective if the trainee understands the information presented (Radtke, Tate & Happ, 2012). A study from Goudarzi *et al.* (2018) proved that good communication could influence trainees' motivation to pay more attention and be more committed to participating in training, thus affecting the effectiveness of training. Also, according to Terziev and Nichev (2017), the trainee's life in the training program provides an opportunity for the trainee to strengthen the self-discipline resulting from the personal ability of the coaches in educating. Experienced coaches know the appropriate teaching methods to attract trainees to gain knowledge by applying a good attitude while teaching. The previous study found that trainees will be easily influenced by philosophy, understanding of knowledge, and action if the training program is successful in the right way. It makes them perform well after participating in the training program (Smit & Merwe, 2018). According to a study conducted by Han *et al.* (2019), trainees who lack motivation will experience a poor willingness to attend training which negatively impacts training effectiveness.

Therefore, coaches must ensure that all aspects of training management are well managed before carrying out activities to impact training positively. Besides, trainees who continuously participate in training can contribute to job satisfaction and competitiveness and improve training (Mackay *et al.* 2017). Previous studies have also proven that training programs are related to training effectiveness and, at the same time, are influenced by training motivation (Azman *et al.*, 2011; Noor Azmi *et al.*, 2019; Patrick *et al.* 2009). The coach's ability to perform the training and provide a training framework containing clear information will influence the trainee to acquire new knowledge, improve the latest skills, and form an upbeat personality for the task.

Conceptual Framework

Fig.1. shows the conceptual framework of this study.



The hypotheses of this study are as follows:

- H₁: There is a positive correlation between training methods and training effectiveness.
- H₂: There is a positive correlation between communications and training effectiveness.
- H₃: There is a positive correlation between attitudes and training effectiveness.
- H₄: The relationship between training methods and motivation positively impacts training effectiveness.
- H₅: The relationship between communications and training motivation positively impacts training effectiveness.
- H₆: The relationship between attitudes and training motivation positively impacts training effectiveness.

Methodology

Research Design

The study used a cross-sectional design method to allow the researcher to use literature review, pilot study, and questionnaire study as the primary procedure in data collection. The use of this cross-sectional method can help improve the lack of a study method, help collect research data accurately, reduce bias in data collection, and improve the quality of data collected (Sekaran & Bougie, 2010; Cresswell, 2014).

This study focuses on PALAPES Cadet Officers of the National Defence University of Malaysia (NDUM), consisting of three levels: Level One/Junior, Level Two/ Intermediate, and Level Three/Senior. The coaches involved in training PALAPES Cadet Officers consist of permanent unit members entrusted to train students during the PALAPES training.

Survey

The survey was conducted after constructing the questions and designing the scale of the items to suit the diversity of levels of understanding. The essential thing in the survey is forming questionnaires, selecting questionnaires, and the suitable instruments. Data collection was done using a questionnaire based on the Likert Scale, which contains five optional answers to measure all the items of this study included in the questionnaire.

The survey questionnaires of this study are divided into six parts. The first part is the demographic data, including six items related to the respondent's characteristics, gender, age, religion, faculty of study, race, and year of study. The second is the teaching method which has 13 items adapted from the literature review related to the teaching method (Rasidah, 2007; Sapie et al., 2014). Third, communication measured with ten items was adapted from the literature review about communication (Azlina, 2010). Fourth, attitudes with 11 items were modified from the literature review concerning attitudes (Suhana et al. 2016). Fifth, training motivation was measured with 11 items modified from the training motivation literature (Azman et al., 2015). Finally, training effectiveness has ten things taken from the literature review (Abdul Ghafar et al. 2015).

The actual survey was conducted after obtaining approval from the Coaches of the Battalion PALAPES UPNM. The actual study was conducted on 278 PALAPES Cadet Officers consisting of three levels, 166 Cadet Officers from Level One/Junior, 101 Cadet Officers from Level Two/Intermediate, and 11 Cadet Officers from Level Three/Senior, which was done during the training.

Data Analysis

Data obtained from the distributed questionnaires were analysed using the Smart Partial Least Square (SmartPLS) version 3.3.3. According to Ringle *et al.* (2005) and Henseler *et al.* (2009), SmartPLS is a new statistical package for analysing data to obtain accurate and reliable results. SmartPLS is also used to analyse the compatibility of the measurement model by performing confirmatory factor analysis and testing the research hypotheses found in this study. Confirmatory factor analysis was conducted to ensure reliability and validity (convergent and discriminant validity). The purpose is to ensure that each construct represented by the questionnaire items in the study model is valid and reliable. According to the guidelines set by Ringle *et al.* (2005) and Henseler *et al.* (2009), the measurement model with study data will be analysed for suitability by performing factor validation analysis. This analysis plays a role in identifying the validity and reliability of the constructs in the study model, namely teaching methods, communication, attitudes, training motivation, and training effectiveness (Chua, 2009; Gefen & Straub, 2005).

In this study, the SmartPLS path model was also employed to test the hypothesised model by examining the path coefficients using standardised betas (β), t statistics (bootstrapping), and R^2 using bootstrapping method (Hair *et al.* 2017). The value of β ($t > 1.96$) shows a significant correlation between variables, while the value of R^2 obtained from the test results indicates the overall predictive strength of the model (Henseler *et al.*, 2009; Chin, 2010). The value that reaches $R^2 = 0.67$ is considered substantial, while the moderate value is at the level of 0.33, and the value of 0.19 is categorised as weak (Hair *et al.* 2014; Henseler *et al.* 2009). According to Hair *et al.* (2017), the structural model to test the effect of the mediating variable has categorised the following relationships: (1) No Mediating Effect: (a) Direct relationship without interruption: Only significant direct relationship; and (b) No direct and intermittent relationship: All relationships are insignificant; (2) The Effect of Mediating: (a) Complementary (Partial Interruption): Direct relationship and positive interference positive; (b) Competitive (Partial Interruption): Direct relationship and negatively significant interference; and (c) Full Interval: The relationship is significant, and the relationship is not significant.

Findings

Respondents Demographic

Table 1 shows the distribution of respondents' demographics. In the distributed total of 308 questionnaires set, only 278 samples were applicable. Most respondents demographic were Officer Cadet Women (65.5%), aged 21-25 years (59.0%), Muslims (93.5%), from the Faculty of Management and Defense Studies (FPPP) (39.9%), Malay (91.7%) and mainly from Year One (59.7%) who filled out the questionnaire due to their total strength is more than the other levels.

Table 1: Respondent's Demographic of Actual Survey (n=278)

Respondents Demographic	Sub-Profil	Frequency	Percentage
Gender	Male	96	34.5
	Female	182	65.5
Age	Below 20 years	113	40.6
	21 – 25 years	164	59.0
	26 – 30 years	1	0.4
	Above 30 years	-	-
Religion	Islam	260	93.5
	Hindu	11	4.0
	Buddha	5	1.8
	Kristian	2	0.7
	Sikh	-	-
Faculty	FPPP	111	39.9
	FSTP	66	23.7
	FKJ	62	22.3
	FPKP	39	14.0

Respondents Demographic	Sub-Profil	Frequency	Percentage
Nationality	Malay	255	91.7
	Indian	11	4.0
	Chinese	5	1.8
	Others	7	2.5
Year	One	166	59.7
	Two	101	36.3
	Three	11	4.0

Notes:

FPPP : Faculty of Defence Studies & Management
 CFSTP : Faculty of Defence Science & Technology
 FKJ : Faculty of Engineering
 FPKP : Faculty of Medicine & Safety Health

Confirmatory Factor Analysis

Table 2 shows the results of the convergence, discrimination validity, and reliability test. The findings of the study analysis show that the correlation between items with constructs has a factor loading from 0.777 to 0.881 and proves that the items for each construct have met the acceptable standard, effective with high consistency where it has achieved set standards (Bond & Fox, 2015). Each construct's average variance extracted (AVE) value is between 0.645 and 0.731, showing that the item has reached the recommended factor loading value exceeding 0.7. However, one item does not reach the factor loading value as recommended, and it is still maintained because the AVE value for each construct has exceeded the value of 0.5 (Hair *et al.*, 2014; Ringle *et al.*, 2015). For discriminant validity tests, the $\sqrt{\text{AVE}}$ value shown diagonally was more significant than the correlation between the other constructs. It showed that all constructs met the acceptable standard of discriminant validity (Henseler *et al.*, 2015). Moreover, the reliability value of Composite Reliability (C.R.) and Alpha Cronbach exceeds 0.80, which means that each item's measurement scale has a high internal consistency (Henseler *et al.*, 2015).

Table 2: Summary of Result Item Reliability, Convergent and Discriminant Validity Test

	No. of Items	Factor Loading	CR	Alpha Cronbach	AVE	1	2	3	4	5
Training Method	7	0.823-0.860	0.946	0.933	0.713	0.845				
	No. of Items	Factor Loading	CR	Alpha Cronbach	AVE	1	2	3	4	5
Communication	6	0.797-0.879	0.940	0.924	0.731	0.712	0.855			
Attitude	5	0.777-0.820	0.901	0.862	0.725	0.800	0.746	0.851		
Training Motivation	11	0.811-0.881	0.967	0.962	0.727	0.708	0.785	0.734	0.853	
Effectiveness of Training	9	0.812-0.874	0.961	0.954	0.645	0.798	0.723	0.790	0.728	0.803

Note: $\sqrt{\text{AVE}}$ shows in diagonal

Result of Hypotheses Testing

Table 3 shows a summary of hypothesis testing results using the bootstrapping method. For the direct effect hypothesis, the test results found three critical findings, namely: first, training methods have a significant relationship with training effectiveness ($\beta=0.713$; $t>19.056$), and second, communication has a meaningful relationship with training effectiveness ($\beta=0.747$; $t>21.315$), and third, attitudes also had a substantial relationship with training effectiveness ($\beta=0.725$; $t>19.282$). Therefore, H1, H2 and H3 are

accepted. In addition, the relationship of the effect of mediating variables was assessed by testing the role of motivation training in the study. The test results obtained show that the relationship between training methods (H4), communication (H5) and attitude (H6) with training motivation is significant, namely H4 ($\beta = 0.708$; $t > 13.624$), while H5 ($\beta = 0.734$; $t > 14.714$) and H6 ($\beta = 0.728$; $t > 15.965$). Next, the relationship between training motivation and effectiveness showed significant values ($\beta = 0.516$; $t > 4.085$). This result indicates that training motivation plays a substantial role between training methods, communication, and attitudes toward training effectiveness. However, the findings of this mediating variable model have generally proved that training motivation is categorised as a complementary intervening effect (partial interruption), a direct relationship and positively intervening significantly (Hair *et al.* 2017). From the aspect of model strength, the inclusion of motivation training into the analysis has contributed 67.9 per cent to the changes in training effectiveness, which is considered robust (Hair *et al.* 2014).

Table 3: Summary Outcomes of Hypothesis Testing

	β	t	p	R ²
Training Method → Training Effectiveness	0.713	19.056	0.000	0.508
Communication → Training Effectiveness	0.747	21.315	0.000	0.558
Attitude → Training Effectiveness	0.725	19.282	0.000	0.526
Training Method → Training Motivation	0.708	13.624	0.000	0.501
Communication → Training Motivation	0.734	14.714	0.000	0.539
Attitude → Training Motivation	0.728	15.965	0.000	0.530
Training Motivation → Training Effectiveness	0.516	4.085	0.000	0.679

Findings

The mediating variable model test findings have shown that the relationship between the role of the coaches and the training motivation can further enhance the best training effectiveness among PALAPES UPNM Cadet Officers. The role of coaches is vital in ensuring that PALAPES Cadet Officers have the spirit to attend training to further strengthen their knowledge and skills as a leader. This proves that the coaches are responsible for improving training methods, communication skills, and attitudes. It encourages the PALAPES Cadet Officers to attend training and ultimately produce the best training effectiveness in the future.

The implications for this study are divided into three: implications for theory, implications for the strengthening of research methods, and the implications for human resource practitioners. The study had found two significant findings that contribute to theoretical perspectives on human management resources and strengthen the role of training motivation in construction models in organisational leadership. First, training method, communication, and attitude positively correlate with the effectiveness of training (Roslee Muazzin, 2016; Kamaruzzaman Che Mahzan, 2017; Fadillah Nasir, 2016). Secondly, the inclusion of training motivation as a variable affects the relationship of training method, communications, and attitude with the effectiveness of training (Goudarzi *et al.*, 2018; Noor Azmi *et al.*, 2019; Smit and Merwe; 2018). This study also tested the hypotheses using PALAPES Cadet Officers as a sample. Finally, it produced a result that proved there are weaknesses in the role of coaches while managing training programs that affect training motivation and effectiveness.

The implications for strengthening research methods, this study used the cross-sectional method to test the conceptual framework and answer the research questions. This method allows researchers to use literature review, the pilot study and the actual survey as the primary procedure to gather data for this study. Analysis of measurement model correspondence was determined first by performing factor authentication analysis with the research data obtained. Finally, the passion and reliability of the data obtained have reached a prescribed standard. In addition to the implications for human resource practitioners, the findings obtained can be used as a guide to assist management in improving training effectiveness. The lack of previous studies on training motivation in the military is more detailed. So, this study has determined the importance of nurturing a trainer's motivation as it significantly affects training effectiveness. In addition, a coach must have the appropriate training method, good communication skills, and the best attitude as it influences trainees' motivation to continue their training until the end.

Conclusions

This study has presented a conceptual framework based on previous scholarly studies on training programs and coaches' roles. The result of confirmatory factor analysis using SmartPLS showed that the measurement scale used in this study met the acceptable validity and reliability analysis standards. The findings of direct impact model testing have also demonstrated that the elements of the role of coaches are an essential contributor to the training effectiveness. Training motivation that acts as a mediating variable has also been analysed and produced findings that affect the relationship. In addition, the results of testing on the data obtained have shown that the elements of the role of the coaches, namely training methods, communication, and attitude, can influence the training motivation of the trainees, in turn, lead to the effectiveness of successful training. Finally, this study's findings suggest that the coach who manages the training needs to focus more on training motivation and the training effectiveness of trainees to produce Cadet Officers with the best leadership in the future.

References

- Abdul Ghafar, D., Ab.Halim, T., Supyan, H., & Mohd Aderi, C.N. (2015). Penilaian keberkesanan kursus pusat latihan pengurusan pendidikan islam Institut Latihan Dan Dakwah Selangor (ILDAS). *Jurnal Kepimpinan Pendidikan*, 2 (3), 2289-9669.
- Azlina, H. (2010). Hubungan antara komunikasi dalam organisasi terhadap kepuasan kerja. *Projek Sarjana Muda Pembangunan Sumber Manusia*, Universiti Malaysia Sarawak.
- Azman, I., Nurul Afiqah, F., Rizal, A.B., Norzanah, M.N., & Herwina, R. (2015). Training motivation as a mediator of the relationship between training administration and training transfer. *Jurnal Pengurusan*, 97-106.
- Azman, I., Fazilatulaili, A., Afiqah, S.N.F. & Hua, N.K. (2011). Supervisor's Role in training programs and its relationship with training transfer. *Prosiding International Management Conference (IMaC2011)*. Taman Tamadun Islam, Kuala Terengganu, Terengganu.
- Azman, I., Nurul Afiqah, F., Rizal, A.B., Norzanah, M.N., & Herwina, R. (2015). Training motivation as mediator of the relationship between training administration and training transfer. *Jurnal Pengurusan*, 97-106.
- Bond, T. G., & Fox, C. M. (2015). Applying The Rasch Model fundamental measurement in the human sciences. *Routledge & T. & F. Group, Eds.* (Third Edit). New York & London.
- Chin, W.W. (2010). Bootstrap cross-validation indices for PLS path model assessment. *Handbook PLS and Marketing*, edited by V. Esposito, W. Chin, J. Hensler & H. Wold. Berlin, Heidelberg, New York: Springer.
- Chua, Y.P. (2009). Statistik penyelidikan lanjutan: ujian regresi, analisis faktor dan analisis sem. Kuala Lumpur: McGraw Hill Sdn. Bhd.
- Cresswell, J. W. (2014). Qualitative inquiry and research design: Choosing among five traditions. SAGE publications, London, United Kingdom.
- Ehsani & Mohammad. (2013). 'The relationship between perceived power sources of coaches and satisfaction of Iranian Elite Judokas'. *International Journal of Sport Studies*, 3(3), pp.292-298.
- Fadillah, I., & Nasir, M. (2016). Kompetensi jurulatih XYZ. *Prosiding PERKEM ke-11*.
- Gefen, D. & Straub, D. (2005). A practical guide to factorial validity using PLS Graph: Tutorial and annotated example. *Communication of the Association for Information Systems*, 16: 91-109.

- Goudarzi, N., Salaheddin, E., & Zakarya, A. (2018). The effective factors on improving communication skills between regimental commanders and conscripts at an army introductory Military Training Center. *Annals Of Military & Health Sciences Research*, 14 (1).
- Hair Jr, J., Sarstedt, M., Hopkins, L., & G. Kuppelwieser, V. (2014). Partial least squares structural equation modelling (PLS-SEM), an emerging tool in business research. *European Business Review*, 26(2), 106-121.
- Hair, J.F., Hult, G.T.M., Ringle, C.M. and Sarstedt, M. (2017). A primer on partial least squares structural equation modelling (PLS-SEM), 2nd ed., SAGE, Thousand Oaks, CA.
- Han, J., Sun, J.-M., & Wang, H.-L. (2019). Do high performance work systems generate negative effects? How and when? *Human Resource Management Review*.
- Harris, T.B., Chung, W., Hutchins, H.M. & Chiaburu, S. (2014). Do trainer style and learner orientation predict training outcomes? *Journal of Workplace Learning*, 26(5): 331-344.
- Helton, G. L., Cameron, K. L., Zifchock, R. A., Miller, E., Goss, D. L., Song, J., & Neary, M. T. (2019). Association Between Running Shoe Characteristics and Lower Extremity Injuries in United States Military Academy Cadets. *Am J Sports Med*, 47(12), 2853-2862.
- Henseler, J., Ringle, C.M. & Sinkovics, R.R. (2009). The use of partial least squares path modelling in international marketing. *Advances in International Marketing* 20: 277-320.
- Henseler, J. (2010). On the convergence of the partial least squares path Modelling algorithm. Springerlink.com Jabatan Arah Infantri. *Laporan Validasi Luaran. Kuala Lumpur*. Kementerian Pertahanan.
- Henseler, J., Ringle, C.M. and Sarstedt, M. (2015). 'A new criterion for assessing discriminant validity in variance-based structural equation modelling. *Journal of the Academy of Marketing Science*, 43 (1), 115-135.
- Johansson, P. (2017). Learning study as a clinical research practice to generate knowledge about the learning of historical primary source analysis. *Educational Action Research*, 25(1), 167-181.
- Kamaruzzaman, A.M., & Che Mahzan, A. (2017). Kepentingan komunikasi dalam latihan. *E-Jurnal Penyelidikan dan Inovasi*, 4 (1), 2289-7909.
- Kim, M., Kim, Y., & Won, D. (2018). From commanding to serving athletes: Nurturing the coach-athlete relationship. *International Journal of Sports Science & Coaching*, 13(6), 891-901.
- Khong, C., Lim. (2014). 'Student-athletes evaluation of coaches coaching competencies and their sports achievement motivation. *Review of European Studies*, 6(2), pp.17-30.
- Langan, E. (2015). Using multiple-perspective primary sources to enhance pre-service teachers' understandings. *Teacher education and practice*, 28(4), 617-626.
- Mackay, M. M., Allen, J. A., & Landis, R. S. (2017). Investigating the incremental validity of employee engagement in the prediction of employee effectiveness: A meta-analytic path analysis. *Human Resource Management Review*, 27(1), 108-120.
- Noe, R.A. (2014). *Employee Training and Development*. Illinois: McGraw-Hill Irwin.

- Noor Azmi, M.Z., Azman, I., Ahmad Azan, R. & Nursaadatun Nisak, A. (2015). Program pembangunan pengurusan dan impaknya terhadap pemindahan latihan: Kes tentera darat Malaysia. *Geografia - Malaysian Journal of Society and Space*, 11(10): 14-26.
- Noor Azmi, M.Z., Norlaila Mazura, M., Ahmad Azan, R., & Jessica Ong, H.L. (2019). Assessing the effect of training design and training motivation on the job performance. *11th International Conference on Humanities and Social Sciences (ICHISS)*, 1 & 2 Mei 2019, Prince of Songkhla University, Hat Yai, Thailand.
- Passmore, J. (Ed.) (2015). *Leadership coaching: Working with leaders to develop elite performance* (2nd ed.). London: Kogan Page.
- Patrick, J., Scrase, G., Ahmed, A. & Tombs, M. (2009). Effectiveness of coaches behaviours and their relationship to leadership. *Journal of Occupational and Organizational Psychology*, 82, 491-509.
- Piirainen, J. M., Rautio, T., Tanskanen-Tervo, M. M., Kyrolainen, H., Huovinen, J., & Linnamo, V. (2019). Effects of 10 weeks of military training on neuromuscular function in non-overreached and overreached conscripts. *J Electromyogr Kinesiol*, 47, 43-48.
- Radtke, J. V., Tate, J. A., & Happ, M. B. (2012). Nurses' perceptions of communication training in the ICU. *Intensive and Critical Care Nursing*, 28(1), 16-25. doi:10.1016/j.iccn.2011.11.005.
- Rasidah, R. (2007). Hubungan antara gaya pembelajaran dengan motivasi dalam kalangan pelajar di sebuah Sekolah Menengah Luar Bandar, Sabah. *Tesis Sarjana Pendidikan (Psikologi Pendidikan)*, Universiti Teknologi Malaysia.
- Ringle C.M., Wende, S. & Will, A. (2005). *SmartPLS 2.0 (Beta)*. Hamburg: SmartPLS. Available at www.smartpls.de.
- Ringle, C.M., Wende, S., & Becker, J. M. (2015). *SmartPLS 3*. Boenningstedt: SmartPLS GmbH, <http://www.smartpls.com>.
- Roslee, U., & Muazzin, M.M. (2016). Kajian persepsi terhadap kredibiliti jurulatih luar di dalam proses (P&P) di Politeknik Sultan Abdul Halim Muadzam Shah. (satu analisa ke atas para pelajar yang mengambil unit beruniform Askar Wataniah sesi Disember 2015), *National Innovation and Invention Competition Through Exhibition (iCompEx'16)*.
- Rosniza Aznie, C.R., Mohd Safix, S.L., Mohammad, D.J., Rogis, B., & Mohd Sani, I. (2021). Pengaruh Latihan Bercirikan Ketenteraan Ke atas Pembangunan Prestasi Pekerja: Organisasi Sektor Awam di Malaysia. *Malaysian Journal of Social Sciences and Humanities (MJSSH)*. Volume 6, Issue 2, (page 53-64).
- Sapie, S., Mohamad Fuad, I., Mohd Kamal, D., & Rekkeman, K. (2014). Tahap Pelaksanaan Pendekatan, Strategi, Kaedah dan Teknik Pengajaran dan Pembelajaran Dalam Latihan Mengajar Menurut Persepsi Guru-Guru Pelatih Fakulti Pendidikan KUIS: Satu Tinjauan Awal. *Jurnal Pendidikan*, 1 (2).
- Sekaran, U., & Bougie, R. (2010). *Research methods for business: A skill-building approach*. New York: John Wiley & Sons, Inc.
- Shenge, N. A. (2014). Training evaluation: Process, benefits, and issues. *Ife Psychologia*, 22(1), 50-58.

- Smit, H.A.P., & Merwe, J.H. (2018). Military environmental literacy in the South African Army. *Scientia Militaria, South African Journal Of Military Studies*, 44 (1).
- Suhana, M.L., Sapie, S., Mohamad Fuad, I., Suziana, H.S., & Mohd Faez, I. (2016). Kesan latihan mengajar terhadap perubahan sikap dari perspektif guru pelatih diploma perguruan. *Conference Paper- International Conference On Islamic Education and Research*.
- Terziev, V., N., & Nichev. (2017). Research of the value orientation and structural peculiarities of management activities of cadets in the course of military professional training. *Proceedings of the VII International Academic Congress' Fundamental and Applied Studies in E.U. and CIS Countries'*, 7.