DOES TECHNOLOGICAL SUPPORT INFLUENCE THE ON-THE-JOB TRAINING (OJT)?

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Abstract: This paper aimed to analyse the significant influence of technological support to on-the-job training (OJT) in 9 Technical and Vocational Training (TVET) institutions. This is parallel with the Government efforts in enhancing the higher education image in Malaysia. The reasons of this effort is to enhance the academician's quality as a part of nurturing process to the organization in striving towards its objectives. Empowering education and maintaining the sustainability of the human capital is one of the Government initiatives in supporting the quality of higher education in Malaysia. The reason nurturing the human quality aspect is to help in enhancing the TVET lecturers' capabilities to help the institution in striving towards its direction. For this reason, the Human Capital Theory and the Technology Acceptance Model (TAM) was adapted to underpin this study in analysing the influence of variables. The study was conducted in 9 polytechnic campuses in East Coast Malaysia consists of three states which are Kelantan, Pahang and Terengganu. The numbers of population (N=1408 respondents) are consists of the lecturers from various departments in the targeted institutions and the sample size (n) contributes 345 respondents from the populations. The questionnaire with 17 questions and 7 points were distributed to gather the feedback from the respondents by using the stratified sampling procedure. For the purpose of assessing the relationship among the variables the Multiple Regression analysis was implemented. The Statistical Package for Social Science (SPSS) output showed there is a strong relationship between all the measured variables. The multiple regression analysis for technological support and on-the-job training shows the significant value = 0.000 with B=0.610, t=14.25

Keywords: TVET, on-the-job training, technological support, SPSS, Multiple Regression analysis

1.   Introduction

Competition among the educations' institutions are getting stiffer and sustainability of the institution has become a crucial issue to the Government. Because of this reason, the Malaysia government is seriously concentrating on the effort to increase the quality of its human capital through all kinds of development program. As a part of Malaysia's strategic development scope and now, it has become a major aspect in Economic Transformation Programme (ETP) across all National Key Economic Areas (NKEA). Today, Malaysia is ranked on 22nd out of 122 countries and placed 5th is Asian Pacific Region in Human Capital Index 2013 by World Economic. This human capital index examine how countries leveraging their human capital and developing workforce in order to meet the demand in competitive economy (Islam, Bashawir, Ghani, Kusuma, & Theseira, 2016). Claimed by Rahayu (2017), the compatibility person-organization becoming a key instrument for the educational institutions in attracting and maintaining the most adequate personnel to ensure their quality are significant in sustaining the institution's performance. The quality criteria not only focusing on quantity of output but it also stressing on how to create a competitive atmosphere to provide a positive social impact.

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1.1   Research Objectives

The research objective is to:
Examine the influence of technological support towards on-the-job training (OJT)

1.2.   Research Hypothesis

The research hypothesis is:
There is a significant positive relationship between technological support and on-the-job training (OJT)

2.   Literature Review

Highlighted by Selig & Bastos (2017), organizational "assets" are people endowed with high human capital. They contribute talent, idea and capabilities striving towards the organization success. For the purpose of enhancing their individual quality the institutions have to identify the best strategy in nurturing they potential. To identify how on-the-job training can assist the development activity this study also considered the impact of technological support in accelerating the activities. Therefore, the theories of Human Capital by Schultz (1961) and Technology Acceptance Model (TAM), has been identified and adapted to the research setting as the conceptual framework for this research (Figure 1). The primary focus of this model is on how perceptions of usefulness and ease of use of information technology in executing the on-the-job training activities.

Clearly explained in the human capital theories, training is an investment in human to enhance the individual's work skills and productivity and enable the worker to receive a wage in keeping with this enhanced productivity (Hara, 2014). The human capital theory by Schultz (1961) explained human capital as the knowledge and skills that people acquire through education and training being from a form of capital, and that this capital is a product of deliberate investment that yields returns. The objectives of the training and development are often used to close the gap between current and expected future performance. The gap can be identified by performance gap analysis conducted by the training organizer or trainer before conducting the program to the respective trainees. The main purpose of training is to acquire and improve knowledge, skills and attitudes towards work related tasks. Research conducted by Alipour & Shahnavaz (2009) found that training is a substantial organizational investment getting a satisfactory return on investment means linking the training function and activities to the company's overall business activity. In the TVET education context, Yunos et al., (2016) explained the needs of preparing the Vocational teacher with the proper skills, knowledge and attitudes as part of the excellence components for TVET ecosyestem thought the teacher training and development program. The effort aim to helps them in mould into maintable skills, advanced knowledege and improve the teacher quality to play their role as the change agent of the transformation to keep longer.

The TVET industry now is playing its role as one of the most important keys to sustainable development by enhancing the human capital development especially for industrialization and economy development. There is no more perception that TVET is a second-class option among the community. Its proven that by 2020 as a result of GTP, 3.3 million new jobs will be created in Malaysia and 46% of these jobs requires vocational certificates (24%) and diplomas (22%) Bakar (2017). This positive phenomena directly demand for the oorganizations to progressively invest in employee training with the

expectation that training will enable employees to perform better and more efficiently, thus improving the organization's productivity (Shen & Tang, 2018). The investment in people, both in developing and maintaining the appropriate skills, is vital part of the organization's strategy for the future aimed to produce a valuable outcome to the organization. Effective training enhances the knowledge, skills, attitudes and behaviour of people and their performancee. The findings by Paryono (2015) as cited in(Majumdar, 2012) the main challenges involved the college instructor is lack of industrial exposure and working experience in industries. This is because most of them were recruited among the fresh graduates. Therefore, training and development of these groups of employees is critical in this era of competition since organizations need to survive, grow and develop.

Consequentially, training and development have become an issue of strategic importance for the institutional sustainability in the future. In addition (J & O, 2016), human capital is the key element in improving the firm's assets and employees in order to increase productivity as well as sustaining the competitive advantage and the human capital becomes one of the instrument is used to measure the performance. Basically, human capitals involved the processes which directly related to training, education and other professional initiatives in order to increase the levels of knowledge, skills, abilities, values, and social assets of an employee which will lead to the employee's satisfaction and performance, and eventually to the organization's performance. Rastogi (2000) stated that human capital is an important input for organizations especially for employees' continuous improvement mainly on knowledge, skills, and abilities.

2.1   *Research Framework*

Figure 1: Research Framework

Technological Support		On-the-job training
Independent Variable		Dependent Variable
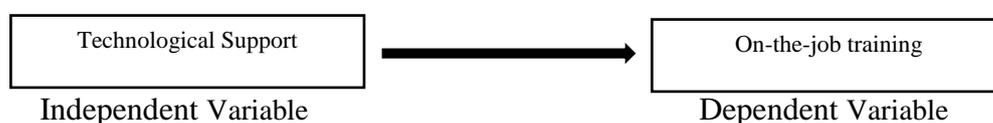
To examine the influences of the variables, the research framework was established (Figure 1). The framework was adapted from the Human Capital Theory (Schultz, 1961) to shows the relationships of the independent and dependent variable.

2.2   *On-the-job training*

Nowadays, labor markets around the world experience tremendous changes in the composition of their workforce. Fewer workers perform routine tasks and the number of workers engaged in non-routine tasks is on the rise. For workers, one strategy to adapt to these changes might be through training (Tamm, 2018). Training not only concentrating on to fulfil the job requirement but it also influence the decisions regarding peoples' careers (Schmidt, 2001) . Human capital skill can be improved through the investment on the training activities. The requirements of high skill development and knowledge are needed by the organization to fulfil employment for productivity.

Research on the transfer of on-the-job training to the workplace has been subject to educational research but is also highly related to labour economics. In the economic literature, the transfer of training is based on the theoretical framework of human capital theory and has been extensively analysed empirically in econometric studies that take account

of unobserved heterogeneity of workers and selectivity in training participation. By focusing on the returns to training in terms of the productivity increase after the training, the economic literature is highly complementary to the research focus of the educational literature on the transfer of training to the workplace (Grip & Sauermann, 2013).

Discussed in Schmidt (2001), employees are more valued the training program if it is necessary part of the job. Therefore, this types on training not only benefits the employees but from an organizational standpoint, on-the-job training ultimately benefits both the employee and the organization because it can increase the employee's retention towards the job. Defined by Mathias (2013) on-the-job training is training that takes place while employees are actually working. It means that skills can be gained while trainees are carrying out their jobs. This benefit both employees and the business. Employees learn in the real work environment and gain experience dealing with the tasks and challenges that they will meet during a normal working day. The business benefits by ensuring that the training is specific to the job. It also does not have to meet the additional costs of providing off-the-job training or losing working time. Besides, on-the-job training is best used in situations in which the employee does not know how to carry out his or her job due to a lack of knowledge, skills, and/or experience, where job procedures are new or have changed, and in which the equipment or tools are new (Orser, 2001). Supported by(Alipour & Shahnavaz, 2009) stated that the purpose of the on-the-job training session is to provide employee with task-specific knowledge and skills in work area. The knowledge and skills presented during on-the-job are directly related to job requirements.

The training output measured the contribution of training from all perspective of performance which how it can positively influence the organization (Tafvelin, Thiele, & Hasson, 2017). Supported by Isabel, Aragón, Jiménez, & Valle (2014) training in job related skills and cross-training have an indirect effect on operations performance through its effect on organizational commitment as a whole. Generally, the performance output consists of the product quality, product development, market share and growth in sales. As for Japan, some recent studies found that firm-provided training has a positive effect on wage growth and employability for regular employees (Hara,2014). From (Cummins, Sychology, Niversity, Elbourne, & Ustralia, 2009) cited in Blundell, Dearden, Meghir & Sianesi (1999) explain the output of training as a part of the human capital investment to the organization.

2.3   *Technological Support*

Research by Diep & Hartman (2016) have identified, high competencies and qualified vocational teacher are necessary to fulfil the requirement in the new era and to facilitate the process of vocational teacher education as well as the reform of TVET systems all over the world. The TVET education environment especially in Asia now are demanding to achieve the supply of adequately skilled workers in this context. Computer and technology literacy are one of the components should be master by this group of workers. Basically, lectures, computer-based training, games and simulations are the common forms of training methods (Alipour & Shahnavaz, 2009) . The information and communication technologies (ICT)-based innovations and applications have become major drivers of enhanced organizational performance, economic growth, and social change (Yunis, Tarhini, & Kassar, 2018). Today technology functions within the broader context of the organization structure and management, the defined work task, and the people that interface with it (Heine, Grover, & Malhotra, 2003). According to (Pinsonneault & Kraemer, 1993) technology significantly contributes to the organizational performance. It now includes more sophisticated computer

applications to encourage the employees to keep current with changes in the profession field. The widespread of information technology has effects on almost every aspect of our society included the way we live our lives and do our jobs (Stone, Deadrick, Lukaszewski, & Johnson, 2015). For example, technology has altered the way we purchase products, communicate with others, receive health care services, manage our finances, and educate our students. It has also had a profound impact on organizational processes The Technology Acceptance Model (TAM) cited in (Ghavifekr, Athirah, Rosdy, & Teaching, 2015) is an information systems theory that models how users come to accept a technology and how they use that technology.

Information systems (IS) have an influence on organizational performance by adding the values to an organization, its performance and activities that contributes it to stay competitive in today's globalized world. Suggested by Hansson et al., (2004) innovation and information technology not only cause firms to invest more in training but are also highly dependent on education, skills and training in generating profit from these investments. Supported by Jamal & Saif (2011) to enhance the human capital capabilities of organization in knowledge information technology play the roles as an enabler to foster the activities.

Black & Lynch (1996) examined the relationship between work practice, information technology and investment in human capital and firm performance. The study findings concluded that impact of practices is in its implementation not adoption, and the higher education level and greater use of computer of production worker has a positive impact on firm productivity because there is a significant relationship between work practice, human capital investments and information technology to the productivity establishment.

One of the objectives of the Human Resource (HR) is to enhance the knowledge, skills, and abilities of employees through training and development. Today a variety of technologies have been adopted by organizations to more effectively deliver and manage the training process. These "e-learning" or "e-training" initiatives range from merely providing training materials online, to using a variety of technologies to deliver course content and support trainee communication (e.g., videoconferencing, virtual simulations) (Stone et al., 2015).

3. Methodology

3.1 Research Design

In this research, quantitative methodology was used to collect and analyse the data obtained from all the respondents. The researchers developed the questionnaire and finalized it before being distributed to the targeted group of respondents.

3.2 Population and Sampling

The numbers of research populations for 9 campuses in East Coast Malaysia are 1408 lecturers as recorded by Jabatan Pendidikan Politeknik Malaysia. The allocation of respondents as illustrated in Table 2:

Table 2: Research population

State	Campus	Numbers of Lecturers
Kelantan	Politeknik Kota Bharu	480
	Politeknik Jeli	40
Terengganu	Politeknik Kuala Terengganu	88
	Politeknik Sultan Mizan	268
	Politeknik Besut	21
	Politeknik Hulu Terengganu	43
Pahang	Politeknik Sultan Hj Ahmad Shah	368
	Politeknik Muadzam Shah	138
	Politeknik Metro Kuantan	32
Total		1408

3.3 Research Instrument

A survey questionnaire with a total of 17 items with 3 section was used as the main instrument in this study to analyse relationship between technological support and training. The questionnaires were distributed where all respondents were asked to read the statements given and choose their answers based on 7-Likert scale ranged from 7= Strongly Agree to 1= Strongly Disagree. Section A is about the demographic background of the respondents (4 items), Section B for on-the-job training (3 questions) and Section C for technological support (10 questions).

3.4 Data Analysis Process

All the data collected from the respondents were gathered together to be analysed using Statistical Package for the Social Sciences (SPSS) version 21. The analysis includes both descriptive and inferential analysis. The researchers used descriptive analysis to analyse the frequency and percentage of the overall population in the demographic background.

4. Result and discussion

The findings of this research will give the output needed by the researchers to answer the research questions.

Table 3: Demographic profile

Items	Frequency	Percentage (%)
Campus		
1. Kelantan-Politeknik Kota Bharu	92	26.7
i. Kelantan-Politeknik Jeli	17	4.9
ii. Pahang-Politeknik Sultan Haji Ahmad Shah (POLISAS)	85	24.6
iii. Pahang-Politeknik Metro Kuantan	11	3.2
iv. Pahang-Politeknik Muadzam Shah	39	11.3
v. Terengganu-Politeknik Sultan Mizan	59	17.1
vi. Politeknik Besut	7	2.0
vii. Terengganu-Politeknik Hulu Terengganu	16	4.6
viii. Terengganu-Kuala Terengganu	19	5.5
TOTAL	**345**	**100.00**
Gender		

i.	Male	123	35.7
ii.	Female	222	64.3
	TOTAL	**345**	**100.00**
Age			
i.	Below than 30	21	6.1
ii.	31-40	191	55.4
iii.	41-50	89	25.8
iv.	51-60	44	12.8
	TOTAL	**345**	**100.00**
Department			
i.	Civil Engineering	62	18.0
ii.	Electrical Engineering	21	6.1
iii.	Mechanical Engineering	66	19.1
iv.	Mathematics, Science and Computer	51	14.8
v.	General Studies	60	17.4
vi.	Commerce	30	8.7
vii.	Tourism and Hospitality	19	5.5
viii.	Agrotechnology	6	1.7
ix.	Bio Industry	3	0.9
x.	Information Technology and Communication	18	5.2
xi.	Design and Visual Communication	7	2.0
xii.	Food Service (Halal Practice)	2	0.6
	TOTAL	**345**	**100.00**

Table 3 represent the demographic profiles of the research respondents. From the overall population (n=345) majority of the respondents are from polytechnic Kota Bharu (26.7%), followed by polytechnic Sultan Haji Ahmad Shah (24.6%), Polytechnic Sultan Mizan (17.1%), Polytechnic Muadzam Shah (11.3), Polytechnic Kuala Terengganu (5.5%), Polytechnic Jeli (4.9%), Polytechnic Hulu Terengganu (4.6%), Polytechnic Metro Kuantan (3.2%) and lastly from Polytechnic Besut (2.0%). Next is the comparison of respondent's gender. There are 222 female respondents with a percentage of 64.3% as compared to only 123 male respondents with 35.7%. From the overall population based on age, the highest frequency of respondents are 31-40 years old with a total 191 (55.4%) followed by 41-50 years old with 89 (25.8%), then 51-60 years old with 44 (12.8%) and below 30 years old with 21 (6.1%). The highest department members were from the Department of Mechanical Engineering contributes of respondents 66 respondents (19.1%), then Department of Civil Engineering (18.0%), Department of General Studies (17.4%), Department of Mathematics, Science and Computer (14.8%), Department of Commerce (8.7%), Department of Electrical Engineering (6.1%), Department of Tourism and Hospitality (5.5%), Department of Information Technology and Communication (5.2%), Department of Design and Visual Communication (2.0%), Department of Agrotechnology (1.7%), Department of Bio Industry (0.9%) and lastly from Department of Food Service (Halal Practice) (0.6%).

Table 4: Reliability Analysis

Construct	Cronbach's Alpha (a)	N of items
On-the-job training	0.929	3
Technology support	0.954	10

Table 4 represent the reliability analysis of the research instrument. The result indicates that the Cronbach's Alpha for the 17 items as stated in the questionnaire. The strength of association result shows that this dependent variable is ranged as excellent and the

independent variable is very good. It also means that the questionnaire is acceptable and reliable in measuring the respond.

4.1   Descriptive Analysis of Variables

Table 5: Descriptive Analysis

Items	N	Min	Max	Mean	Std. Deviation
On-the-job training					
On-the-job training progressively maintain the outstanding employee	345	1.00	7.00	5.2116	.94861
On-the-job training helps the employees to solve the job-related problems	345	3.00	7.00	5.2899	.92292
On-the-job training provides direct practice on the application of tools and work procedure	345	2.00	7.00	5.2783	.96039
Technological Support					
The training is equipped with the sophisticated hardware	345	1.00	7.00	4.9246	1.11287
The institution encourages employees to use hardware in performing the task	345	2.00	7.00	5.1130	1.03793
Specific computer application is ready to serve the training's objectives	345	2.00	7.00	5.0464	1.04166
Software application is ready to support the information exchange activities	345	2.00	7.00	4.9971	1.06066
The employees have high skills and knowledge in using the technology	345	2.00	7.00	5.0725	1.01899
The employees have the access to training for the effectiveness of usage	345	2.00	7.00	5.0870	.95447
The databases are flexible and updated	345	1.00	7.00	5.0058	1.04824
The databases help to collect, analyze, store and retrieve data and information	345	2.00	7.00	5.1217	1.05225
The institution depends on the networks for the flow of information between the organization members.	345	2.00	7.00	5.0609	1.11507
The institution depends of communications systems and networks to handle large numbers of students	345	1.00	7.00	5.0377	1.18188

Based on the table 5, there are 4 section of mean score analysis for training output represent 2 items. The highest mean score for on-the-job training is 5.29 for the question "on-the-job training helps the employees to solve the job-related problems". This explain the roles of these training approach in solving the daily tasks. Next the highest mean score for technological support is 5.12 represent the question "the databases help to collect, analyze, store and retrieve data and information". Nowadays, internet have play an important role in facilitating the information exchange process in an organization.

4.2   Pearson Correlation Relationship between technological support and training

The purpose for correlation analysis is to study the linear direction between dependent variable and independent variables as seen in the correlation coefficient *(r)* and hypothesis was tested by correlation analysis to investigate whether hypothesis is supported.

Table 6**:** Pearson Correlation between technological support and training

Authors		on-the-job training
	Pearson Correlation	.610**
Technology Support	Sig. (2-tailed)	.000
	N	345

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

The result in Table 6 shows, the relationship between dependent variable and independent variables. The purpose of conducting the correlation analysis is to measure the strength and direction of the linear relationship between two variables. Pallant (2005) stated, correlation 1.0 represent a perfect positive correlation dan if the result is -1.0 it can be defined as negative correlation between the variables. To explain the correlation value Cohen (2003) suggest this indication:

r=0.10 to 0.29 or r—0.10 to -0.29: weak correlation
r=0.30 to 0.49 or r=0.30 to -0.49: moderate correlation
r=0.50 to 1.00 or r=-0.50 to -1.00: strong correlation

The Strength of Coefficient between on-the-job training and dependent variable indicated a strong correlation between technology support and on-the-job training (r=0.610,p<0.001).

4.3 *The Assumptions of Multiple Regression*

To test for the research hypothesis, the researcher tests the data with the multiple regression procedure. According to Pallant (2011) there are 4 assumptions before conducting this technique:

i. **Sample size**- Cited in Pallant (2011), from Tabachnick & Fidell (2007) the formula $N> 50 + 8m$ (where m is the numbers of independent variable) can be used to calculate for the sample size requirement. So, for this study N=345 > 50 + 8(5) = 90. Therefore, for this assumption therefore 345> 90 is acceptable.

ii. **Multicollinearity and singularity**- This assumption highlight the important of avoiding the data from this problem. The Multicollinearity refer to the relationship among the independent variables and multicollinearity exists when the independent variables are highly correlated (r=0.9 and above). While the singularity is when one independent variable is a combination of another variable.

Table 7: The summary of Tolerance and Variance Inflated factor (VIF)

Coefficients[a]			
Model		Collinearity Statistics	
		Tolerance	VIF
1	Training	.370	2.704
	Technology	.395	2.535
a. Dependent Variable: mean_technology			

The analysis shows the collinearity statistics correlation measures are greater than 0.10 and VIF scores is less than 0.10 Therefore, there is no existence of multicollinearity detected for this dataset as supported by Hair et al,.(2006) which the it happen if the VIF is less than 10.

iii. **Outliers-**Discussed in Pallant (2011), multiple regression is very sensitive the very high
and very low scores of outliers.

Table 8: Residuals Statistics[a]

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	120.4793	243.5197	173.0058	14.23037	345
Std. Predicted Value	-3.691	4.955	.000	1.000	345

Standard Error of Predicted Value	6.174	38.162	13.242	5.096	345
Adjusted Predicted Value	120.9892	228.4641	172.8797	14.27996	345
Residual	-192.23132	193.45531	.00000	98.71713	345
Std. Residual	-1.930	1.943	.000	.991	345
Stud. Residual	-1.976	1.960	.001	1.001	345
Deleted Residual	-201.36617	197.03394	.12605	100.75342	345
Stud. Deleted Residual	-1.984	1.969	.001	1.003	345
Mahal. Distance	**.325**	**49.514**	**5.983**	**6.173**	**345**
Cook's Distance	.000	.045	.003	.004	345
Centered Leverage Value	.001	.144	.017	.018	345

a. Dependent Variable: mean_no_of_respondents

Outliers value =   Mahalanobis Distance ($D^{2)}$) > Chi Square value (x^2)

$\qquad$ = $49.514 < 76.084$

Therefore, based on the given calculation the Mahalanobis Distance ($D^{2)}$) – Table 8 indicated the D^2 is than the x^2 so there is no outliers for the response given by the respondents for this data set. The basic rules to identify the questionnaire outliers are the ($D^{2)}$) must be greater than the **(x^2).** The result of data view shows that there are no items have exceeded the Chi Square value (x^2). Therefore, the data are free from outliers.

iv.   Normality, linearity, and independence of residuals.

For this assumption it refers to various aspects of the distribution and scores and the nature of underlying relationships between the variables. Referring to Pallant (2011) the values between ±2 are in many cases acceptable the findings shows, the skewness and kurtosis values for all the variables are between 2 to-2. Therefore, for this data, it can be concluded that there was no variable in the study that was found to be distributed in such a non-normal manner.

Table 9: Test of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
On-the-job training	.155	345	.000	.943	345	.000
Technology Support	.073	345	.000	.985	345	.001

a. Lilliefors Significance Correction

The Shapiro-Wilk shows the the P value for on-the-job training is significant at 0.00 while

Table 10: Regression Coefficients[a]

	Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
	(Constant)	2.2218	.217		10.231	.000
1	Technology Support	.603	.042	.610	14.252	.000

a. Dependent Variable: mean_OJT

Table 10 represent the result of standard beta coefficient (B) and significant coefficient. The technology support is significant at P value=0.000.

5.   Findings and Discussion

This section is discussing the contribution of data analysis towards the hypothesis. Research hypothesis 1: H_1 - There is a significant positive relationship between technological support and on-the-job training. The multiple regression analysis for technological support and on-the-job training shows the significant value = 0.000 with B=0.610, t=14.25.   The result also indicated a is strong relationship between the variable. Therefore, technology significantly contributes to this type of training in these 9 polytechnics campuses. Technology clearly able to facilitate the respondents in implementing the training content into a real working environment.

6.   Conclusion

Research findings by Tamm (2018) show that training is key to the changes in jobs tasks. Different kinds of training differently affect the job tasks performed by workers**.** This statement significantly proven by this study. The result of this study explains the positive relationship on technology with training. The findings explained technology significantly contributes to the execution of training and the employees career development by directly facilitating the process. This is because, the organization can increase their competitive advantage of the human talent though technology adaption. Inadequate training might affect individual performance and that of the organization as well. Therefore, it is important for employees to get relevant training to improve their competencies. Positively through the implementation of human capital concept in the job can help the employees to receive their investment reward through salary, benefits, job satisfaction, and more learning opportunities as well as job promotion (Pasban & Nojedeh, 2016). From the research findings it proven than ICT teaching aids are not merely another medium for the transmission of knowledge but have changed the relationship between teacher or trainer and learner. It requires new skills, competencies and attitudes amongst those planners, managers, teachers and trainers who are going to design and develop materials and support learners using these aids (Sharma, Garg, & Sanjiv, 2015). In addition, it is a benefit for polytechnics lecturers to be literate and have good skills and knowledge in using technology to improve their training quality as well as to meet the demand of the 21st century teaching skills.

7.   Acknowledgement

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