

Organizational Factors that Affected Training Participation among Academic Staff based on Training Officers' Perception: a Qualitative Research at a Malaysian Public University

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Abstract--- *Training and development are seen as an important tool for organizational needs. Many organizations are now more likely to emphasize on the aspects of training and development as a way to promote the development of workers to achieve a highly-skilled workforce. Staff participation in training programmes is essential to improve the ability of employees and the trust to carry out the assigned tasks. Refer to these requirements, this study aims to continuously explore organizational factors affecting the participation of academic staff at public universities in Malaysia in programme training. This study has been using a qualitative method whereby a total of seven (7) officers from a university in Malaysia were interviewed. The data obtained was analysed using Nvivo10 application. Based on the analysis, (8) eight identified organizational factors are training policies, preventive measures, talent management, management commitments, university training culture, financial constraints, training facilities and facilities management. It is hoped that the findings of this study can be utilized by any interested parties, especially for the Training Division of the Malaysian public universities as well as the Ministry of Higher Education Malaysia (KPTM).*

Keywords--- KPTM, PT, PSPTN, PSD.

I. INTRODUCTION

The development of education in Malaysia has evolved over the past decades. The developments have shown Malaysia's international presence by expanding the field of publishing, research, patent, institutional quality as well as increasing the number of international students [13]. In order to realize this aspiration, the Ministry of Higher Education Malaysia (KPTM) has enhanced its function and role to compete internationally. KPTM has introduced the National Higher Education Development Plan in 2007 namely the National Higher Education Strategic Plan (PSPTN).

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Following the implementation of the PSPTN in 2007, the KPTM took a step further by introducing the Malaysia Education Development Plan 2015-2025 (Higher Education). This plan is better known as PPPM (PT). This PPPM (PT) has been officially published in 2015 which is a continuation of the PSPTN to transform the nation's education [16]. Among the new policies introduced are suggesting major changes to the transformation of higher education to meet the needs of students. The improvement of the quality of education is based on international standards. In addition, PPPM (PT) also provides space for public and private institutions of higher learning to intensify research and innovation to enhance institutional excellence. It is aimed to develop talented learners which can contribute to national development. Overall, PPPM (PT) is an important country agenda for enhancing human resource development to produce future generations that can meet the needs of national and international labor force [16].

Next, other authorities have also responded to the government's call for labor that could compete internationally. The Public Service Department (PSD) is the main body of the public service sector that carries out its functions and roles to produce labor force to meet the needs of the nation. PSDs have the same goal as KPTM which serves to realize the government's desire to produce high quality workforce. PSDs also play a role in determining the needs and development of human resources by determining the basis of training. This training policy has been translated through the Service Circular Number 6, Year 2005 which is the Public Sector Human Resources Training Policy. This policy has made it mandatory that all public service personnel should follow (7) seven days of training a year [18]. This policy seeks to increase the competence of public service personnel and it is also a continuous learning process. The policy also aims to promote self-development, knowledge acquisition, skills upgrading as well as enhance creativity and innovation. Clearly, the policy introduced by the PSD is also aimed to produce labor force that can meet the country's needs to compete internally and abroad [19, 20].

In order to realize the aspirations of PSPTN and PPPM (PT) introduced by KPTM to have a highly skilled human resource, the Civil Society of Malaysia has developed its own circulars and guidelines regarding staff participation in training programmes. The circular requires all staff to join (7) seven days or (42) forty-two hours of training a year. This circular was developed based on Public Sector Human Resources Training introduced by the PSD in 2005 which requires all civil service personnel to follow seven (7) days of training per year [20, 23].

II. LITERATURE REVIEW

Training and development is a formal activity and a continuous effort of the organization to improve the performance and work quality of an employee [26, 29]. In addition, training is also being provided to meet the needs of self-development of employees through continuous learning [9]. It can enhance the skills, knowledge and ability of a person to compete in a challenging development stream to weather the latest technological changes. Training is a process provided to improve the knowledge and skills of workers. Hence, it is a process that aims to change one's behaviour in improving the quality and performance of the organization. This increase can be measured through changes that apply to social knowledge, skills, attitudes and behaviours [7]

Training and development are seen as important tools for organizational needs. Many organizations are now more likely to emphasize the aspect of training and development as a way to promote the development of workers to achieve a highly skilled workforce [9]. In fact, the quality of workers and the continuous improvement in skills and

productivity through training are now widely recognized as important factors in ensuring long-term success in an organization. Hence, employees need to have access to training based on the required requirements. In fact, the success of a training programme depends on the ability of the organization to develop training plans based on the needs of workers.

Today many organizations are more likely to invest in training programmes. This shows that the participation of employees in the training programmes can increase the level of skills and experience in the flow of economic development. It is a major factor in determining the success of an organization by achieving the required standards. Participation in training programmes is seen as an important component in skills development [20, 25]. Obviously, the result of involvement in training programmes can benefit both parties [23, 26]. However, the effectiveness of this training programme depends on the selection of the programme, the involvement of a person in the training programme and the organization's ability to provide training to the workers based on the needs [29].

Participation in training programmes, learning programmes or any development activities is considered as a key strategy for the development of employees and organizations [34]. Basically the selection of appropriate training programmes is the basis to improve the skills and knowledge of an employee. However, it does not mean that one does not need to fully participate in the training programmes provided. Without the participation of workers in the training programmes, it can lead to failure and also affect the return on investment [4]. This is because for a successful training programme, it involves a lot of financial allocation. If a person does not attend, it will cause loss to the organization.

In addition, the participation in training programmes also has a great impact on individual workers. This is because there are a handful of individuals who underestimate the training provided. Such an attitude should be avoided because it has a great impact on the influence of friends and individuals themselves. This is because if an employee is not motivated to participate in the training programme, the employee will not attempt to achieve what the organization needs. This will inhibit the development of the organization. It is even more unfortunate if this worker has influenced other workers to equally not to participate in the training programme[30]. It should be noted that serious enforcement and action must be taken against those who are in default with the prescribed instructions.

Based on the previous study, it was found that the issue of training was a major factor affecting a staff member to attend the training programme. The training issues that meet the needs of the staff, relevance and currency can increase one's desire to attend the training programme provided. The previous study also found that the success of information transfer was one of the factors identified [22,31]. This is in line with the level of satisfaction of the staff where the information obtained can be transferred successfully. As a result, staff can use the information they acquire to perform during day-to-day tasks and to increase the level of efficiency required.

Furthermore, the intention and motivation to participate in a training programme is also a factor for a staff member to follow the training programme[22,28]. This is because positive intentions can increase staff commitment during the training. This can improve staff's understanding of what's being learned. This can also increase the motivation of staff to continue to attend future training programmes to get the desired outcomes through the training

offered to them. In addition, previous studies found that the factors to acquire skills from participating training also influenced someone to attend the training programme[28,31].

Additionally, past studies found that persistent training factors were also factors that could attract staff to attend training. This is because the desire of a worker to gain more knowledge is in the form of prolongation. It can be further explained that staff are more keen to attend a series of training programmes. It can affect the continuous improvement of the skills of the staff. The previous study also found that staff was also keen to attend training which has a well-organized and comprehensive structure. This is to prevent them from attending training that does not fit the requirements.

The previous study also found that support and feedback from past participants could also influence a staff member to attend training programmes (22). This is because what the last participant says is a reflection on the staff who will attend the training. This initial illustration can increase the staff's perception of the good or bad of an exercise programme being run. Additionally, previous studies found that the speaker factor can also influence someone to attend the training programme. This is because staff are more interested in attending training programs conducted by speakers who can communicate well and effectively. Finally, the last study also noted that elements of innovation and lifelong learning also affect the involvement of staff in training programmes. This can raise awareness to the staff about how important the changes are to be made and the learning process is a process of acquiring unlimited knowledge of age and cannot stop at any time.

III. RESEARCH METHODOLOGY

Before conducting the study, researchers need to know the overall picture of the study to be conducted. This is important to ensure that researchers understand what is being done in order to produce high quality of research. On the other hand, the selection of suitable study methods also affects the data obtained. In the context of this study, deep exploration and understanding of the involvement of academic staff at Public University in Malaysia in the training programmes have been selected. Through this method, researchers will better understand the actual events that occurred to the participants of the study. Therefore, this qualitative study can be described as an exploration to understand the truth of the actual case based on what experienced by the participants of the study through the experience they possess.

The selection of research participants was determined by using purposive sampling technique. Therefore, (7) seven training officers in charge of training at the Public University in Malaysia had been interviewed. Interview is a method in which the researcher will meet face-to-face with the research participants to obtain the necessary information. It is a process of gathering information within a limited duration[21]. It comes from the conversation and the communication between the two parties where the researcher will ask the questions and the participants will answer the questions[3]. Through this approach, the participants of the study are free to give opinions based on their experiences. This is a major source of research carried out to get a real view of the involvement of academic staff at Public University in Malaysia in the training programme provided. This technique also provides space for academic staff to express their personal views in depth about their involvement in the recommended training programme. It is

also agreed by the previous researcher who states that semi-structural interviewing methods can further increase the depth of the study [35].

In an interview, researchers have recorded all conversations using tape recordings for record purposes and facilitate transcripts of the information obtained. This is supported by the previous researcher who stated that by recording all the information the conversation will facilitate analytical process where it can be re-listened to increase the understanding of the researcher about what is outdated[27]. In addition, one of the aims of the conversations is to give the researchers an advantage to make the copying of what is said more easily and accurately. After transcripts are made, these notes are incorporated into the software for analysis. For this study, researchers have chosen NVivo 10 software as a data analyser. This software is often used by many researchers to help make coding to produce the necessary themes. However this software can only be used after the investigator makes a transcription. This means that the role of researchers in making transcriptions is very important where data cannot be analysed as long as the transcription process does not occur. So this study has posted transcription notes into NVivo 10 software for the purpose of analysing data.

IV. FINDINGS

Based on the interview, the study found that (7) organizational factors affecting the academic participation of Malaysian public universities in training programmes specified by training officers. It comprises (8) eight organizational factors: training policy, preventive measures, talent management, management commitment, university culture training, financial constraints, training facilities and facilities management. These factors can be described as below:

Training Policy. Policy set by the university is a sub factor that can affect academic staff to join a training programme. By setting a requirement of (42) forty-two hours or (7) seven-day training hours a year, academic staff will work to meet the required training hours. This statement has been issued by the Participants of the study 6. The academic staff are also given the freedom to follow any training programme. This can increase the desire of academic staff to make decisions to choose the exercises that they think are appropriate. *"We still apply or we are encouraging or even put conditions for the staff to have 42 hours of course a year at least, at least"*. Referring to the statements made by the Participants of the study 6, the requirement to meet 42 hours of training a year is a suggestion by the Ministry and the Public Service Department (Public Service Department (PSD), 2009), aimed to improve the academic staff's skills and competencies. It is not a force but rather provides an opportunity for academic staff to enhance their ability to cope with the current development flow. Determining the total hours of training can facilitate the human resource division to plan and monitor the training conducted. This study implies that setting the requirements of the training can be linked to the provision of platforms to empower academic staff in educating and delivering effective presentations to students. It will affect the quality of graduates who will use the learned knowledge. This will increase the ability of graduates who are born to compete globally through the skills they possess.

Preventive Measures. The University has taken some precautionary measures. This can reduce the cost of waste absenteeism and discipline staff to attend training programmes for no reason. The University requires staff who are

absent from the training program without any reason to write a show cause letter and through their Head of Department. It is to prevent staff from being involved in misconduct and non-compliance. This enforcement has led academic staff to take responsibility for attending training programmes that have been requested such as feedback provided by Participants of the study 6. *"What they need to do is that they have been told that they need to advance letter to ... because of what, their leader should know why they did not attend this course when they apply for approval by the head, suddenly the course day is gone, why ... We do not want them either, here but it's actually gone somewhere. That's why we need a hard copy of black and white."* Referring to Participant of the study 6, this referral letter is basically a reminder to academic staff who are absent from the training programme for no reason or notification to the secretariat. Naturally, to avoid wasting, the university should replace the seat of the academic staff who cannot attend with other academic staff. Through this method, the Head of Responsibility Center is involved in monitoring academic staff under their care to attend the training programme applied. If there is no reason to be present, it is a wrongdoing that must be taken strictly because it is a working day. Awareness of the staff about the importance of informal absenteeism [14,17] for academic staff who are unable to attend a training programme can indirectly be enhanced.

Talent Management. Studies have found that sub-factors related to talent management also affect academic staff of the Public University in Malaysia to attend training programmes. The training developed is a leadership form of shining leadership capabilities of academic staff leading the leadership of the university in the future. Hence, a long-term plan to uncover new talents can be highlighted. Academic staff are exposed to leadership training following their own potentials to become one of the top universities in the future. This has been informed by Participants of the study 5. *"Talent, you see. So this is what we are doing. We say in the university we want all our talent that we have ", " We have a course ... one for leadership ... that is about the grooming for those who hold positions in IPT, especially in the university is ok. For example the post of Deputy Dean and there is a course for us aaa ... which is also for the leadership. Like we're grooming them. And grooming for promotion for example "*. Referring to the statements given by Participants of the study 5, the factors related to talent management are referring to the university's action to unleash new talents to become the leader of the university in the future. Academic staff is a valuable asset that should be fully utilized[25,32] Additionally, there are academic staff who have high leadership qualities and have the potential to assume the highest position in a single university. The University also tends to appoint internal staff rather than the less well-known external staff with the culture and the environment of the university. Based on the perceptions provided by the study participants, it can be concluded that this talent management factor is a strategic planning undertaken by the university to find new talents. Through this leadership-led training programme, academic staff will also be introduced to the real situation that a leader will face if they hold the highest position of the university.

Management Commitment. In addition, the sub-factor of management commitment has been identified as an organizational factor that can influence academic staff to attend training provided. The University has spent a large amount of financial allocations for academic staff to attend training programmes both inside and outside the university. It is a long-term investment for the self-development of academic staff. So the academic staff become competent and able to weather the current development. This return on investment reflects the university's concern

for the importance and training needs of academic staff. This has been mentioned by Participants of the study 3. *"So near here that he said from you so the course center wasteful like that, what do you really mean unit cost center but ROI return it, really effective"*. Participants of study 3 state that the training provided by the university will bring return on investment if the academic staff succeeds in achieving the specified skill level. Academic staff can implement what they learned as outcome of the training for teaching and learning [1,7]. The success of the self-development programme of the academic staff can be reflected by the success of the university when graduates are competent in today's challenging labour market. Refer to the above statement, this study can be interpreted that investing in training is a commitment to planning, implementing and monitoring training programmes effectively. This is important because it is a strategic planning conducted by the university to enhance self-development of academic staff.

Training Culture at University. The university's training culture is a sub-factor related to an organization that can influence the participation of academic staff in training programmes. Training culture is related to university's commitment to the implementation of training programmes. If universities recognize the training program organized by the center of responsibility and faculty, it will increase the participation of academic staff in the training programme as stated by Participants of the study 2. *"Although we are competing with training outside as the lecturer goes outside training, but we continuously do a lot of internal programmes as well as not the Office Registrar only. Also PTj-PTj is related and I think the faculty holds various in house sharing seminars, various kinds of programmes for the development of academic staff. So although it may be sometimes we find it difficult to get it, but I believe it's actually a practice for academic staff to have so many opportunities to attend the training "*. Refer to Participant of the study 2, this study found that by recognizing training programmes conducted by the center of responsibility and faculty, it can increase the desire of academic staff to participate in training programmes. This provides an opportunity for the center of responsibility and the faculty to be involved in the training programme at the university. Additionally, it adds to the total number of university exercises carried out each year. Refer to the above statement, this study can conclude that the diversity of organizational methods of the training can enhance the ability of the university to increase the participation of academic staff. The training criteria are calculated in the performance evaluation at the end of each year. This reinforces the desire of academic staff to follow any training programme offered either by the university, the center of responsibility or the faculty. Most academic staff will choose the training organized by the center of responsibility and faculty because of the specific knowledge that contributes to their own expertise.

Financial Constraints. University faced resource constraints, especially the financial slowdown. This can affect the process of organizing training programmes at the Public University of Malaysia. The annual allocation of funds at the Public University in Malaysia is channeled by the Ministry of Higher Education Malaysia (KPTM). However, the allocation is decreasing year by year. This makes it difficult for the university to provide training programmes as it involves a lot of funding. However, based on feedback from the study participants, academic staff are seeking to look more seriously on university financial constraints in allocating a number of financial allocations to finance training programmes. More staff require training that leads to their area of expertise. If the university is unable to provide this financial allocation, the opportunity to attend such training is very thin and the effect is that the staff

cannot reach the level of skills required in any field. The financial constraints have been voiced by Participants of the study 1. *"That is to say that he was present this year, the following year we are for others. We have policies for us to control because of very limited financial resources."* Refer to the information provided by Participant of the study 1, this financial problem has led the university to not carry out various training required by academic staff. Specific exercises are much more expensive. This causes many academic staff not to have the opportunity to attend specific training. However, the university still provides an opportunity for academic staff to follow any training programme including training organized by outsider parties by limiting the number of participants. In addition, the university also encourages academic staff to utilize the grant they have earned to help the university reduce the cost of spending that the university has to bear. Refer to the above, this study can evaluate that the issue of decreasing funding for university finance needs to be handled wisely. The university needs to optimize the allocation provided by offering the required training only. It is to avoid wastage of offering irrelevant training. Specific training is still needed by the university as it is a requirement for the participation of academic staff.

Location of Training. Factors related to training sites can also affect staff to participate in training programmes. To save on costs and to overcome the financial constraints, the university has taken austerity measures by conducting training programmes at branch campuses. Here the staff do not need to follow the training on the master campus. It also saves time, energy and travel cost as the university only has to pay the cost of a speaker only if the training is conducted at a branch campus. This is explained by Participants of the study 6. *"So what we make of the alternative is to hold a course at their place. Ok, instead of being en masse to the peninsula, we bring our speakers or our teachers there to hold a course there. And so very much ... its meaning is worth the thing ... because of what, because it involves only speakers or instructors just to go there to teach. Aaa ... their expertise is. Bring here Peninsular to Sabah and Sarawak "*. Refer to feedback from Participants 6, by conducting training at branch campuses, more academic staff have the opportunity to participate in training programmes. This can also save time and cost when compared to sending academic staff to a remote campus. University prefers bringing experienced speakers because they only need to pay speakers' fees when compared to paying for travel claims of academic staff. Refer to the above statement, this study concludes that the university should practice prudent spending due to financial constraints. The alternative is to hold a training programme at the branch campus. It is a great way to ensure that more academic staff have the opportunity to participate in training programmes.

Facility Management. Finally, this study found that the sub-factor of facilities also contributed to the participation of academic staff in the training programme. The university needs to ensure that facilities are in good condition. Facilities of a place of study should be sufficient to accommodate a number of participants at anytime such as the internet or any applications to be used should be updated and can be used properly. It facilitates the learning process of academic staff. It provides the convenience for the academic staff to follow the training programme from the beginning until the completion of a training program, This is provided as the feedback of the Participants of the study 1. *"So we are our training provider, if we want to do a course for academic staff, to find the most beautiful place, best in the campus, we'll find the hall, the nice, comfortable, comfortable lecture rooms that are right for them. So they are comfortable to receive the knowledge"*. Refer to Participant's review 1, the facilities provided should be in good condition and safe for use during training. It needs to be sufficient and can be used

simultaneously by participants. In addition, a good place of learning can enhance the harmonious learning environment as a result of the satisfaction of the academic staff participating in the training. Refer to the above statement, this study can conclude that the provision of appropriate and well-equipped training places can increase the motivation of academic staff to remain committed throughout the training programme. It will also affect the participation of academic staff for the training programme. Indirectly, the factor of the facility can enhance the ability to transfer information and knowledge that can improve quality [8].

V. DISCUSSION

The study found that factors related to the organization were closely related to the participation of the staff in training programmes. The findings show that university policies can have a good impact and the adverse impact of academic staff at universities. The good effect is that the staff will try their best to meet the requirements of the training hours. Enforcement by universities such as obtaining a letter of support from the Head of Department, submitting a show cause letter if there is no attendance, monitoring the arrival of staff and imposing fines for staff who do not attend training without any reason can discipline the staff to continue participating in the training provided. In addition to controlling the approval of the staff to go outside training is a step to remind staff that the university controls staff involvement in outside training programmes. The university also needs to give other academic staff an opportunity to attend external training exercises. While the imperfect effect is that the staff are forced to fulfil the training hours requirement set by the university but the knowledge gained is still disputable. In addition, the sincerity of the staff to attend the training is also disputable as they are forced and burdened with the heavy duties and responsibilities. This will affect the acceptance and transfer of knowledge. This statement is also supported by past researchers that the transfer of knowledge would work successfully if the staff is ready to accept what is being learned as much as possible [24].

The study also found that the factor of talent management also helped increase the staff's willingness to participate in the training. Training acts as a tool to improve the staff's competence to achieve a set stage. This was stated by a freelance researcher that ultimate goal of the exercise was to improve the competence of staff [15, 30]. This is also supported by previous researchers that training is also being developed to enhance one's ability to attain the required level of skill [7, 36]. Hence, the talent management aspect of the university to manage new coats is in line with the aspirations of the training. It aims to uncover new talents that can be highlighted. The leadership aspects applied in this talent management exercise can prepare an academic staff to take major positions at the university. This can be attributed to the promotion of academic staff because they are ready to take on greater duties and responsibilities. Therefore, they are entitled to a greater or higher degree of rewards in line with the positions held and to have a higher position in the hierarchy of a university.

In addition, this study finds that the factor of management commitment can also increase the willingness of staff to attend training. This is because the university sees training as a huge return to the university (Return on Investment). The University tries to provide training opportunities to staff to benefit. This statement is backed by a previous researcher in which each organization needs to see the preparation of the training programme as a return in the future [4]. It is also supported by previous researchers that training returns will be visible when staff's

productivity increases and the organization's income increases [12,25]. Additionally, university's commitment to see the importance of training and giving staff the opportunity to choose their own training is one of the high-value university commitments. The freedom and flexibility of choosing own training will cause staff to feel valued and have impact on performance improvements. This is also stated by a freelance researcher that staff performance will be further enhanced through the knowledge learned through selected and voluntary attendance training [10]. It is also supported by past researchers that freedom to choose training can also increase the motivation of staff to participate in a training programme provided [2]. This shows that investment in training programmes is a long-term investment to keep employees at the required level of skills.

Furthermore, this study found that the culture of training at the university also influenced staff to participate in training where the university recognized the training programme organized by the centre of responsibility of study and faculty. This will give staff more opportunities to participate in any accredited academic programme as a training programme. As a result, staff are more interested in participating in any recognized programmes as training programmes that are appropriate for self-development and work. This recognition also provides space for staff to follow any programmes related to their respective areas of expertise. This statement can be attributed to the excitement of staff to follow the training. It is supported by a previous researcher that fun is to increase the motivation of staff to participate in training from the beginning to the end [31,33]. As a result, staff will be able to gain new knowledge successfully after attending a training programme[9,24].

The budget constraints and limited financial allocations channelled by the ministry are the main constraints of the university to provide more training opportunities to staff. It is also agreed by the previous researcher that the source of financial resources can affect the organization, especially in prioritizing key issues such as payroll to staff [11]. Financial constraints will cause the university to practice prudent spending. This study finds that the university has control over every expense to finance a training. The University has also overseen staff to participate in training by outsiders by setting quota to give other staff the opportunity to participate in training organized by outsiders. The staff needs to get in touch with this university. The staff also need to know the cost of the loss that the university has to bear if the staff are absent without any reason. Based on these financial constraints, past investigators also pointed out that the financial factor is actually a basic requirement for the success of training in the organization [11]. This statement was also supported by previous researchers who said the distribution of financial resources to training programmes was a major step in preparing staff to achieve the required level of skills [5,25].

Finally, this study found that the place of training and facilities also helped the involvement of the staff in the training programme directly. This is because the university can save the cost of travel by organizing training at branch campuses. Universities only have to pay the travelling cost of the speakers if compared to the training organized at the master campus where many participated staff have to travel from the branch campuses to the training site. This will save on the cost of travel and airfare costs for staff in Sabah and Sarawak. This is a saving measure taken by the university to use the financial resources as the best they can. This is also stated by the previous researcher that saving measures should be taken by the university to practice efficient spending [6]. Additionally, the provision of appropriate and well-functioning facilities facilitates the involvement of staff in future training programmes. This also affects the participation of other participants based on the feedback provided by the

participants. This is also supported by past researchers, where the provision of good facilities could be the staff's readiness to follow the training provided (22,30).

VI. CONCLUSION

This study also can identify organizational factors that can affect academic staff to follow the training programme. Policies set by the university are closely related to the continuing of training planned by the university. This is because careful policies can increase the interest of academic staff to participate in training programmes. Financial factors are also seen as a barrier to academic staff to participate in training programmes. Academic staff are of the opinion that the university needs to take a wise move to address issues and concerns about this budget. The university also needs to increase the amount of financial allocation to provide an opportunity for academic staff to follow any training programme that they deem appropriate. Hence, management's commitment also plays an important role in engaging in training. The management should support any training programme organized by the university. The management also needs to be involved directly in planning and developing training programmes to meet the needs of the university. In addition, academic staff are of the view that the university's training cultural factor, training grounds and facilities can also attract academic staff to participate in training. Hence, the university needs to conduct training in the most suitable place by providing complete and good facilities to maintain the commitment and motivation of academic staff to continue to be committed to participating in training programmes.

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