Factor Comparison for Participation in Training Program: The View of Training Officer and Academic Staff at Public University Malaysia

Ikram Syah Mokhtar[1], Nor Hazana Abdullah[1], Bestoon Othman[2]*, Peshraw Mahmood Salman[3] and Darbaz Anwer Ismael[4]

Abstract--- Training and development have been seen as an important tool for organizational needs. In fact, the quality of employees and continuous improvement in skills and productivity through training are now widely recognized as important factors in ensuring long-term success in an organization. Staff participation in training programs is essential in achieving the goals and needs of a training program. In line with this, the study aims to continue to compare factors affecting participation in training programs based on feedback from training officers and academic staff at Public University Malaysia. The study uses qualitative methods where seven (7) training officers and 28 (twenty-eight) academic staff of the Public University in Malaysia have been interviewed. The data obtained was analysed using Nvivo10 application. Based on the analysis, training staff argued that individual factors are the main factors affecting academic staff in training programs. While the academic staff of the Public University in Malaysia suggested that work factors are the main factors that influence them to attend training programs. It is hoped that the study findings can be used by the parties to help increasing participation rate in training programs.

Keywords--- Academic staff, Skills, Training

I.   INTRODUCTION

The current development of education in Malaysia has evolved over the decades. The developments have proved Malaysia's international presence by expanding the field of publishing, research, patent, institutional quality as well as increasing the number of international students [17]. 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). The purpose of the PSPTN is to address the aspirations of the country and the nation's education philosophy to develop an effective human capital management education. The PSPTN puts all state institutions of higher learning as a major component of the ecosystem to produce scholars, scientists, skilled workers and semi-skilled workers [1, 11]. Therefore, the transformation of higher education is needed to improve the quality of

[1]Faculty of Technology and Business Management, Universiti Tun Hussein Onn Malaysia, Johor, Malaysia
[2]*Department of Business Administration, Koya Technical Institute, Erbil Polytechnic University, Iraq and Universiti Tun Hussein Onn Malaysia, Malaysia. E-mail: Bestoon2011@yahoo.com
[3]Department Business Administration, Technical College of administration, Sulaimani Polytechnic University, Kurdistan, Iraq
[4]College of administration and financial sciences Knowledge University, Iraq

teaching and learning. Training has been provided to help academic staff achieve the required skill and competence levels.

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 in producing 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 [19]. This policy setting 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 at producing labor force that can meet the country's needs to compete internally and abroad [19].

Malaysian public universities can formulate policies including the setting up of training policies. The setting up of this training policy also gives the university a chance to plan, prepare and monitor training management at their respective universities. Effective training management can enhance the training capability to achieve the goals and objectives set. The effectiveness of staff skills and competencies can be enhanced to produce high quality human resources in responding to the government's desire to become a developed nation by 2020 [17].

II.   LITERATURE REVIEW

Training and development is a formal activity and is a continuous effort by the organization to improve the performance and quality of the work of an employee. In addition, training is also being provided to meet the needs of self-development of employees through continuous learning. It is to 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 [16,20]. This improvement can be measured through changes that occur on knowledge, skills, attitudes and social behavior[6].

Training and development are seen as an important tool 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. In fact, the quality of workers and the continuous improvement in skills and productivity through training are now widely recognized as an important factor in ensuring long-term success in an organization. Hence, employees need to have access to training based on the 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.

In addition, training can also affect the transfer of knowledge that can enhance the skills, competencies and relationships between participants and instructors [23]. This also has a positive impact on employees to implement what they learned in their daily work. Training has the greatest potential to transfer information, especially for the

latest technical knowledge, ongoing career development, leadership development, human resource development through group change and others which are key components in human resource development.

Today many organizations are more likely to invest in training programmes. This shows that through the participation of employees in the training programme can increase the level of skills and experience in the flow of economic development [9,16]. 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. Obviously, the result of involvement in training programmes can benefit both parties. But the effectiveness of this training programme depends on the selection of the programme, the involvement of a person in the training program and the organization's ability to provide training to the workers based on the needs.

Participation in training programmes, learning programmes or any development activities is considered as a key strategy for the development of employees and organizations [19]. Basically the selection of appropriate training programmes is a basic thing in improving the skills and knowledge of an employee. But that does not apply to those who do not fully participate in the training program provided. Without the participation of workers in the training programmeit can lead to failure and also affect the return on investment [4]. This is because for a successful training program it involves a lot of financial allocation. If a person does not attend, it will cause loss to the organization.

In addition, 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 [16]. This is because if an employee is not motivated to participate in the training program, 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 participate in the training programme. It should be noted that serious enforcement and action must be taken against those who are in default of the prescribed instructions.

Over the past decades, the development of training programmes in Malaysia has shown a very positive development. After Independence in 1956, the Malaysian government began to channel financial resources to improve the quality of state education. In 1957 a total of RM512.10 million has been allocated for this purpose under the Malaysia Plan 1 (1966-1970). The Government continued this effort by injecting RM448.48 million under the Plan of Malaysia 2 (1971-1975). The main goal of the programme is to provide training to all quarters, especially in higher education levels to create human capital that meets market needs.

Staff engagement studies in training programmes need to be improved to identify the real factors that influence a person to attend training programme. Although there has been a previous study in Malaysia, it is very limited and is still in the early stages of the study. Specific studies on the involvement of academic staff at Malaysian public universities in specific training programs have not been conducted. Therefore, this study is very suitable to look at the issues and problems faced.

III.   RESEARCH METHODOLOGY

Before a survey was conducted, a researcher had to think about the design of the study. It is an overview of the study to be conducted. The purpose of the study design was to make planning for the research's end. This plan covers the rules and procedures used during the study. This planning needs to be determined at an early stage to ensure that the research can be successful in achieving the objectives set. The selection of case studies is a very important element before a study is conducted. In this study, Malaysian public universitieswere selected as a case study. Here are four main categories, namely university-level (APEX), university-based university, university-level (MTUN) and university-level comprehensive. Through this approach, researchers can look closely at how the prosses or events occur. With this method the information obtained will be deeper. This is because the information obtained is from individuals who are directly involved. This is also explained by the previous researcher that the selection of case studies is based on the problem statement identified at the beginning of the study [11]. As a result, the information obtained is very high quality, transparent and has a very high value.

In the study conducted several criteria for the selection of research participants were set to obtain the required information. This criterion affects the information and data obtained. In qualitative studies, the selection of sample surveys is very important to ensure that quality information is obtained [14,18]. The selected study participants must be able to answer all the issues raised [26]. In this study, a total of (7) training officers were interviewed. The selection of academic staff has been determined using purposive sampling techniques. Through this method, the selection of study participants is based on academic staff at Malaysian public universities about their involvement in the training programme provided. This study has interviewed a total of twenty-eight (28) academic staff at the Malaysian public universities to assist in the conduct of the study.

This study has been using qualitative methods where interview methods are the tools used. Interviews are a method in which researchers will meet face-to-face with research participants to obtain the information they need to which is also an information gathering process in a limited time environment [12]. 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 interview the data collected were the words directly from the study participants. In this way, the data obtained is a more transparent and true view.

In qualitative research, there are various ways to make analysis. It was noted by previous researchers in which the basis of different study epistemology allows data to be analysed in various ways [7,14]. For qualitative research it was never mentioned by any researchers about the best way to analyse data. This study has been using a special application to analyse the data obtained by Nvivo10 software. This application greatly helps researchers in analysing data especially in determining key themes and supporting themes. This was supported by previous researchers where in qualitative research, there is no specific method proposed to analyse but it depends on the researchers [22]. This is also supported by past researchers where in qualitative research, there is no debate or question criticizing the method of analysing data [7,21]. This means that in qualitative research, the process of analysing the data is subject to the justification of the method selection used by researchers. That is why the data collection process is very important to produce high quality data. By using Nvivo10 software, the data obtained are clearly categorized according to certain

themes. Obviously by using the Nvivo10 software method, the process of analysing the data becomes more and more systematic.

IV. FINDINGS

Based on the interview, the study found that training officers stand by the opinion that individual factors are the main factors that influence the participation of academic staff of the Malaysian public universities in the training programme. While the academic staff of public universities thinks that work factors are the main factors that influence their participation in the training programme. It can be described as below:

A. Findings of Training Officers of Malaysian Public Universities

According to training personnel (7) seven sub factors influenced by individual factors namely attitude, staff awareness, personal, promotion, motivation, internal conflict and time.

Attitude. Attitude is a major sub-factor affecting academic staff from Malaysian public universities to participate in the training programme provided. The feedback provided noted that most academic staff who were absent from the training programme were due to their less attentive attitude towards the importance of training. They are more focusing on the work of being academic staff in the university. Training is also said to be not a major criterion for promotion. It is like Participant 4. *"In terms of attitude ... attitudes or attitudes also refer to the academic staff in which they perceive easy in terms of training importance to them".* Participants of study 4 clearly stated that academic staff from Malaysian public universities think that training is not a priority to be given attention by them. This is because there are academic staff who are not exposed to the importance of training for self-development and promotion of staff. In fact, academic staff also think that the exercises carried out in universities can be attended by any staff. In fact, they are more interested in attending specialized training in their field of expertise. Based on the interpretation made, this study found that academic staff actually did not have enough time to attend training. This is because academic staff have a high workload. This is true because the performance indicators set by the university to them are too high that academic staff choose to give priority to work that can give them a return. This study concludes that the enforcement aspect of the university had unintendedly caused academic staff not to care about participation in training programmes.

Awareness. The study has found that the second sub-factor that affects the participation of academic staff to the training programme is staff awareness. Based on staff awareness, the study found that academic staff were unaware of the losses that the university had to cover due to absenteeism. This results in a waste where the university is forced to pay pre-booked speakers and meals in advance if staff are absent. This is explained by Participants of the study 1. *"If not, it will make us difficult in terms of cost because we have provided, rented a place, we have been looking for a caterer and we have been hiring the speaker because it involves cost. We've got a lot of money but no participants, we're losing ... we're going to lose in terms of training. "* Based on the feedback given by Participant study 1, the study found that the cost of losses incurred by the university should be reduced through the initial feedback of academic staff absenteeism. The organizers can look for a substitute for other academic staff to fill the training spots. The university should take a serious note for academic staff who are absent without cause. Academic staff should be required to provide an absence excuse letter to their respective heads. This enforcement is to warn

about how the university looks serious about this. This will also affect the promotion where all attendance records and staff disciplinary problems will be reviewed and will affect the promotion of academic staff. These findings clearly proved that the exploration of staff awareness especially for waste of cost is closely related to the staff attitude. This is because there are academic staff who deliberately concerned about the initial announcement of training programme but did not attend it afterwards. As a result, other staff also did not have the opportunity to participate in the training programme because the quota had been filled by absent academic staff. This impacts the financial management of the university because the usage of funds were not well strategized.

Personal. Personal is one of the other sub-factors that can affect academic staff from Malaysian public universities to participate in the training programme provided. Feedback provided proved that it is the academic staff who had to take a schooling child at noon were affected. This is because their partner is working or away from home. The statement regarding this issue has been stated by the Participant of the study 1. *"The third may be disrupted by family activities. You've got a schoolboy what's going on. "* Based on the information provided by Participant's study 1, child-bearing constraints at noon are inevitable for both working couples. They cannot ask co-workers or others to take their children due to safety reasons. This causes academic staff choose not to attend training programmes because they do not want to trouble other individuals. As a result, the staff will miss the best opportunities especially for the much needed training. Exploration on this factor proved that academic staff should be wise in dividing time to avoid any loss. Family activities planning is required because the training will only be conducted on specific day.

Promotion. This study explored that promoting factors is also an individual factor of other factors that affect staff participation to attend training programmes. Academic staff are more likely to attend training programmes that can impact on promotion. Unfortunately what happened on the day of exercise was not helpful directly to the promotion of staff. This is because training is not listed as the main criterion for staff promotion. Therefore the academic staff chose not to attend the training programme organized by the university. This is explained by Participant's 4 study. *" I said earlier that attending training indirectly helped him to get promoted. It only helps not directly and does not count as one of the criteria for promotion. So that's between what I see and no tokens for academic staff who meet the hours of training for promotion. The token means that in terms of career paths. If this is an example in the university, if he wants to go to Associate Professor he has researches and books that he has to write, once he has just arrived he is promoted to Associate Professor. But the training element was not included. So if it is not included, it becomes an easy thing for them and I'm sure if the research element is not included in the promotion criteria, they will also not research, will not write books, not be university KPIs."* Based on the information provided by the Participant's review 4, the training does not serve as the main prerequisite for promotion of staff. In fact, they are considered as small contributors to assist in the promotion of staff. Therefore, academic staff choose to do work that can contribute to promotion such as research, publication and negotiation activities. This study implies that academic staff are more concerned with the key criteria of promotion than attending training. This is a disadvantage to academic staff because training is meant to make someone competent [15,23] that enables or qualifies academic staff to be promoted if they have mastered the level of current positioning skills.

Motivation. Mean while, this study also found that motivation factor is another individual factor that influenced academic staff of Malaysian public universities to attend training programme. Positive motivation can increase the desire to attend, staff commitment throughout the course of the training and the ability to transfer knowledge after attending the training. Intense training inputs can motivate staff to concentrate from the beginning to the end of the participating training programme. Even the training and speaker environment also affect the interest of academic staff to attend training programmes. Feedback on the role of motivation in influencing academic staff to participate in the training programme has been explained by Participants of the study 7. *"Sometimes when he's attending to more to skills only but he's got no new motivation, new inputs ... maybe he's not happy. Tu is he who wants to programme more to motivation I see. Because if I offer motivation, offer health has a programme ... like reflexology, indeed interest, indeed ... NLP ... Neuro Linguistics Programme. If so, aaa ... health programme is the same ... if we make programmes on health too many people are interested. Its meaning is beyond their teaching and learning field if they are academics. Aaa ... he saw programmes that might give inputs other than those he or she existed ".* Study participants 7 pointed out that the academic staff from Malaysian public universities are more interested in attending training programmes that can increase their motivation to continue serving the organization. Exercises provided should be relaxing which they can enjoy. Spiritual elements and occupational health also need to be applied in training programmes to enhance the inner strength of an academic staff. Referring to the statements made by the Review Participant 7 which clearly indicated that academic staff should balance the strength of the body to maintain career motivation. This will have a positive impact on the actions taken by academic staff to be confident in the quality of work contributed.

Internal Conflict. The sub-factor of internal conflict is also an individual factor that can influence academic staff from Malaysian public universities to join the training programme. Some academic staff tend to attend exercises to reduce contact with the head of responsibility center. The academic staff will try their best to find any training programme to prevent them from meeting the head to avoid stress and dissatisfaction. The perspective of the conflict with the head of responsibility center has been explained by Participants of the study 7. *"Actually, if the head of department does not get out, it is actually more of the internal problem between the people. Internal problem. Because we aaa ... do not know how he has a relationship between him and his HOD. Sometimes he's a misunderstanding, simple-simple things can not be tolerated ".* Participants of the study 7 explicitly emphasized that academic staff who have conflicts with their leaders will choose to attend training programmes. It aims to show dissatisfaction by running away from the problems with their leaders. The effectiveness of staff motivation will decrease and unable to achieve high levels of excellence to serve the university. Academic staff who are dissatisfied with their leaders also refer to internal conflicts. For example, the issue of their application to participate in training programme being rejected or the application for their promotion was rejected. Based on the statement issued by the study participants 5, it is clear that the relationship with the leader in any organization should be established well and strong. Both sides need to play a role in creating a harmonious and conducive working environment. In addition, respect for each other also needs to be improved from time to time to increase trust. It is also related to the way a person communicates such as giving instructions, how to advise and how to teach subordinates. The impact of this

issue is that subordinate staff are dissatisfied and the quality of service and productivity may decline which can affect the reputation of an organization.

Time. Finally, this study found that the sub-factor of time also influenced the academic staff of Malaysian public universities to attend a training programme. Based on the feedback given, academic staff are more interested in attending training programmes during the day with no intrinsic tasks such as lecture in the classroom. This time factor has been stressed by Participants of the study 1. *"So in terms of time factor, the right time ... is one of the more factors to enable them to be absent".* Based on feedback given by Participant study 1, the appropriate time factor refers to the days that academic staff haveno lectures. This depends on the timetable of each academic staff schedule which is not the same. In addition, there are academic staff who say that sometimes information about a training programme would be announced on a short period of time from the training date. As a result, the academic staff was unable to attend the training because they could not make preparations before the training was conducted. Additionally, study participants 1 also hold that there are academic staff who have free time in the morning but are not free in the evening. It can also prevent academic staff from attending training programmes. In addition, this leisure time factor can also be attributed to the performance indicators of an academic staff. Academic staff who are burdened with high performance leads have not been able to attend training programmes.

B. Findings of the Academic Staff Study of the Malaysian Public Universities

According to staff (7) there are seven sub-factors which can be influenced by teaching work , research, attendance meetings, performance indicators, student supervision, staff burden and preparatory teaching.

Teaching. Based on feedback given, most academic staff interviewed argued that teaching are the main obstacles that prevent the academic staff of the Malaysian public unviersities to attend a training. This is because the teaching task is the main task that should be given priority by an academic personnel. Academic staff need to complete the syllabus within a certain period of time. In addition, teaching is a face-to-face learning process where students can meet and ask questions if they do not understand something. Therefore, academic staff should not be absent in teaching on the appointed days. Furthermore, if the academic staff needed to teach on the day that the training was conducted, it complicates them to participate in any exercises overlapping with their lecture days. This statement was stated by participants 33. *"For me as an academic, I will always put my student as a priority. It's the same with teaching. That is why our work is essential. Aaa ... so that is indeed if personally is my number one constraint. My preparation for the class ".* Study participants 33 hold that as an academic staff, they cannot cancel or postpone the class for no reason. The task of teaching should be given priority as it is an essential task for an academic staff. Furthermore, an academic staff in Malaysian public universities will have to teach within the specific semester period. The period is set for only 14 weeks for them to finish the syllabus. This time span is very limited as they are forced to teach, give course work and group work within that period. Furthermore, academic staff also need to teach several categories of students such as diploma, bachelor and undergraduate students. Based on the feedback given in this study, it can be interpreted that teaching is a task that should be given priority by an academic staff. This is because the total number of students is increasing from time to time. This will result in the students will be divided into several sessions and academic staff will need to teach them on a set schedule. This led to the need for

academic staff to teach more than (40) forty teaching hours a week. There are also academic staff who are forced to teach at night due to very limited lecture rooms. In addition, there are also academic staff who are forced to teach in the short semester. This makes academic staff to have no time to do other work including attending training programmes.

Research. The study also found that academic staff of Malaysian public universities need to conduct research to meet the performance indicators set by the university. Furthermore, for research-based universities, academic staff are required to carry out research activities to make publications. For the success of a research programme, it took a long time and academic staff needed to provide a high level of commitment especially for research involving experiments in laboratories. In addition, the university also encourages academic staff to conduct research in order to generate university funding, especially for international grants . This statement was given by the Participant of the study 8. *"When we look at the example I have the training required to be present by the university today for example, but I have ... called by aaa ... client for outside consultancy from outside today as well. So I'm going to give priority to the client rather than training. So he relies on whatever depends on our priority because ye know that if we do that research consultancy is our priority. "* Participants of the study 8 argued that an academic staff should give priority and a high commitment to research conducted. This is because the process of doing research starts from providing research grants, citing data, analysing data to providing reports. This process takes a long time, especially for analysing processes that require complex equipment. Additionally, research participants 8 thoughtthat research should be taken seriously as it involves collaboration with outsiders which will affect the university's reputation in the future. The definitions that can be expressed through this factor are research is a key activity for an academic staff at the university and the research culture applied by the university can provide academic staff an opportunity to enhance expertise and relationships with stakeholders. In addition to generating income for the university, good rapport can affect the opportunities that is needed in the future. Furthermore, this brilliant reputation can raise the university's name to a higher level.

Attending the Meeting. Furthermore, this study found that attending meetings can also affect an academic staff to attend training programmes. Based on the feedback given the intention to attend the training had to be dismissed when a leader asked them to replace or attend a meeting either inside or outside the university. This is because there are occasional notices for attending meetings which might overlap with the date of training which should be attended by the academic staff. Instructions for attending meetings are given due to the expertise and experience of the academic staff member at the time. This has been informed by Participants of the study 18. *"For example, prior unplanned meetings, faculty requirements, departmental requirements, subject requirements where aaa ... the duration provided to the lecturer to solve the problem in a short period of time. Sometimes we do not know, he suddenly asked us for a very short time. So it's inviting to us to think about which is more important. So finally we had to leave the training ... we finished the matter. "* Based on the feedback given by the study participants 18 assignments to attend meeting are inevitable. It is required from time to time as instructed in the handover note for an academic staff who is serving university. For the needs of this faculty or university, academic staff even have to postpone the class or replace it on another date, not to think about attending the training which had been applied for so long. Based on the information provided, this study can conclude that the attendance factor of training

programme is inevitable in the interest of the university. The expertise and experience of academic staff is very much needed to explain and answer any questions raised in the meeting. If the academic staff is absent, it is clear that the questions asked will not be answered properly. This affects the authority of a faculty and university involved. Other identified effects can be attributed to the high value of human resources owned by the university as the academic staff is able to answer any questions from various angles based on their expertise and experience. It is a very valuable asset that must be maintained by the university.

Performance Indicators. In addition, this study found that factors related to performance indicators (Key Performance Indicators) could also affect academic staff of the Malaysian public universities to attend training programme. As an academic staff, performance indicators are the capabilities of a person to complete the tasks assigned. For example an academic staff should make (2) two significant publications each year. So they will work hard to achieve the target. This is because in order to produce high-impact publications, it takes quite a while for the process of getting approval to be published which will take quite some time also. In addition, academic staff are also asked to generate income which is also an indicator of every year's performance. Therefore, they will try their best to get any funds regardless of the terms of the research grant or the consultation. This causes them to have no time to participate in any training programme provided by the university. It is undeniable that carry out a negotiating programme requires intense commitment. This statement was stated by Participants of the 17 study where high performance indicators led academic staff forced to give preference to predetermined targets compared to joining a training programme. "*Now add us RU. RU many, its KPI is high. So until one moment we feel, there is a sense like aaa ... I did not want to, could not be boarded already ... can not get caught KPI. So he continued to block like that. Training does not want to go, do not. "* Based on feedback given by Participant study 17, academic staff today are catered with many performance indicators they need to achieve every year. Furthermore, for research-based universities, research activities are the main activities where academic staff are required to obtain a variety of research grants. This can directly generate income for the university. High performance indicators are a burden on academic staff who are forced to teach for significant amount of hours in a week. This study concludes that these performance indicators are constraints that could prevent academic staff from Malaysian public universities to attend a training programme. This is because they are more likely to achieve predetermined performance indicators than to attend training programmes. High performance indicators are seen as a major challenge for academic staff to implement them. Many of the existing performance indicators need to be quickly added with new performance indicators which are instructions updated from time to time which have further enhanced the burden of academic staff. As a result, academic staff are not keen to attend training programmes because of giving priority to these performance indicators. Therefore, academic staff should be wise in dividing time to fulfil the need for self-development work that can directly motivate staff to achieve defined performance indicators.

Student Supervision. In the meantime, this study found that factors related to student supervision also influenced an academic staff to attend a training programme. Based on the feedback given by the academic staff from Malaysian public unvierisities, it is necessary to conduct student supervision as it is the task and responsibility given to them. It facilitates the learning process of students where academic staff are directly involved in student supervision activities. Furthermore, students need to complete a project that is set as a requirement for graduation.

So the academic staff will help them to complete the project. This statement has been notified by Participant Review 21. *"In terms of supervision, assessment, guide aaa ... it is all. Aaa ... specially for us our research student is ".* Based on feedback given by study participants 21, academic staff should supervise, guide and evaluate student work. In university the academic staff should supervise three categories of student projects namely undergraduate projects, master projects and doctoral projects. Each supervisory category requires different supervisory levels where the supervisory process takes a long time. Academic staff should focus more on students who are pursuing undergraduate and doctoral degrees. This focus should be given in the early stages and the final stages of the study. According to the interpretation of student supervisory factors, this study found that the supervisory factor also took some time until the academic staff did not have enough timeup their time to attend training programme because of the large number of students to be supervised. This is because more focus should also be given to students who will face the assessment in the near future. It is to ensure that the students under the supervision of the academic staff are really ready to be assessed by the internal panel or external panel. In addition, this student supervisory activity will also affect the reputation of staff in the future. This is because students will discuss about their supervisors with those who will pursue their studies. As a result, new students will recommend the academic staff as a supervisor when filling out an application form for further study. Whereas today, academic staff is difficult to get students especially for undergraduate and doctoral students.

Workloads. Mean while, this study finds that the burden factor of an academic staff in the university affects their desire to attend training. This is because academic staff are burdened with the duty they are forced to take. As an academic staff, they need to teach, conduct research, supervise student, publish, consults and serve the community . With the increase of students, the lack of workforce of academic staff and infrastructure is casusing the workload of academic staff to be increased. In addition to setting high performance indicators, academic staff will have no time to do other work, let alone attend the training programme provided. The constraints of this task load factor have been voiced by study Participants 31. *"The staff are teaching them the workload they feel is heavy. The burden is too much because they are also new staff. Everything new subject. Last semester two new subjects, this semester pun new subject. Aaa ... so if you ask new people like me but have taught, they say heavy ".* Based on the information provided by the study participants 31, they feel overwhelmed with the burden of duty they have to bear. They were also forced to teach new subjects and were assigned with a very high number of teaching hours. This applies to young staff or new unresolved staff. They also had to bring unsuccessful work home. Some even had to work at weekends in the office to complete deferred work. As a result, staff will ignore family responsibilities, especially when they are forced to work outside of office hours and during weekends. Referring to the feedback given, this study can be interpreted that the issue of the burden of academic staff at the public university can also affect them to attend the training programme provided. This can be attributed to the inadequacy of time. This is because the workload of academic staff is increasing from day to day. Furthermore, academic staff not only need to complete the essential task, but also the assignment given by the faculty and university which is to be completed at the same time. This is because they are also responsible for new instructions from time to time as contained in the assignment notes given to them during the first university post.

Teaching Preparation. Finally, this study found that teaching preparation factors could also influence academic staff from Malaysian public unviersities to attend a training programme. This is because teaching preparations are very important to ensure the smooth running of a teaching process. The notes need to be updated according to current developments. Furthermore, today's learning methods are increasingly sophisticated. The use of the latest audio and visuals also enhances understanding of students about what's being learned. Examples of using YouTube in learning. This will directly enhance the students' understanding as well as expose the new method that has been used extensively by western countries. This statement has been explained by Participant study 14. *"When we know when we are, when I speak of this class we are not just about to come class. We have to prepare. Aaa ... for example on Wednesday classes there at 3:00, there is no point at 3.00 pm I came. At 8:00 I was coming but you gotta update our note. The note we made two years ago did not necessarily mean the same note. Because we have to update with new knowledge, with the latest issues, especially in the environment. And we face the latest environmental issues from time to time. So I got the update and the third one we have to change our teaching "*. Clearly, what the participants of the review 14means is that academic staff need to prepare enough teaching preparations. This can increase the confidence and ability of academic staff to effectively handle the class. The information to be submitted should be up to date, accurate and compact to communicate to students. Based on the explanations given, this study can assess that teaching preparations should be done adequately so that ambiguous material is delivered to the students adequately. As a result, the information to be delivered will impact the students and more knowledge can be used when they work. In addition, the use of the latest technology can also have a high impact on the teaching and learning process. This is the reality of today's life that students need to learn and master the latest skill levels. As a result, students are exposed to the latest technology that can be applied when they work one day.

V.   DISCUSSION

Based on the feedback given, this study found that training officers and academic staff interviewed had different views on the factors that influenced the academic staff of Malaysian public universities in participating in the training programme provided.   training officers are the implementing agencies of training programmes in universities. Planned exercises should be implemented during the current year. This is because the university has allocated a number of financial provisions to finance the training programme. This will also affect the performance of the university's expenses and the allocation to be received next year. But in the opinion of academic staff the work factor is a major barrier to them to follow the training programme. As an academic staff in their university they need to teach, conduct research, supervise student, publish, consult and do community services. This causes the academic staff to be too busy with the assignments given. Additionally, the number of students is getting more and more. Referring to the above statement, this study can assess that both parties have different views. These views need to be respected to increase trust in continuing to serve the university. This will affect the development of universities in producing high quality graduates to meet the country's labour market.

The study also found that training officers review the participation of academic staff in training programmes based on the number of approved applications. If a person has applied and their application is approved, then they must be responsible for the attendance of the training programme. If they are absent, it will affect the financial

implications of which the university is forced to pay all the provisions although the number of academic staff participation is reduced. This is a loss to the university while the university is encouraged to spend prudently due to financial constraints lately. Based on past studies, individual commitments greatly influence a person to attend a training programme[25]. However, academic staff sometimes fail to attend training programmes as required by the faculty or university at the time. This is because there are times when the letter issued is within a short time that academic staff unable to inform the secretariat about the absence of the approved training programme. This is stated in a recent study in which such obstacles force a staff member not to attend the final training programme[6]. Referring to the feedback provided by this study, it can be concluded that all parties should be responsible for the training being applied and approved. The university also needs to make informed priorities if the academic staff's expertise is needed to allow an academic staff to inform the parties about the absenteeism. This is to enable the university to replace the empty place with other academic staff. As a result, financial costs can be optimized and more academic staff will have the opportunity to participate in training programmes.

Subsequently based on the information provided by the training officers,they stand by the opinion that the designated training policy is one of the steps to improve the skills and competency of academic staff in the field. Exercise is regarded as one of the key mechanisms to realizing the desire to make competent academic staff in the face of a challenging development flows. But academic staff differ in opinions where the essential task needs to be given priority. In addition to the essential tasks, the target of performance indicators must be achieved. Setting this high performance indicators makes academic staff not having the opportunity to attend training programmes. These heavy burdens cause them to focus on the performance indicators set. This is because it will be evaluated at the end of the year which will affect the assessment of performance and the annual salary movement of an academic staff. Referring to the statements above, it can be concluded that training can improve academic staff skills to achieve the level required to survive globalization. This is also confirmed by a recent study in which training is a tool that can improve the competency of an employee [16]. Academic staff should provide time to participate in the necessary exercises. As a result they are able to master the latest skill levels, especially those involving the application and technology that will be used during the teaching and learning process [9].

In addition, this study also found that the academic staff of Malaysian public universities assumed that the training provided by the university was general. It can be joined by any degree of post and the exercises are conducted simultaneously. whereas academic staff are more interested in attending specific exercises to their areas of expertise. This has been explained by a recent study in which training content greatly influences one's interest in attending training programmes [20,24]. Training is a current requirement to achieve the required level of competence. But for the university, training officers have stressed that the university is not able to provide too specific training because of financial constraints that have been particularly dramatic lately. These exercises require a lot of provisions and only few academic staff can participate in the training programme. Referring to the feedback provided by the study, it is possible to state that the university needs to spend the financial allocation provided to fund training programmes prudently. To cope with these financial constraints, the university allows academic staff to follow specific training programmes organized by outsiders. Only that universities are forced to set a quota to save on costs. As a result, few staff have the opportunity to participate in such training programmes. To utilize the

acquired knowledge, the university encourages academic staff who take part in the training programme to share what is learned in a special programme. This will enhance the positive impact on transfer of knowledge that can be used by many parties. It is also explained by past studies that cost constraints can prevent an organization from providing specific training because it requires a very high cost [27].

Referring to the feedback given by the academic staff, the training provided is often repeated. This causes academic staff to delay the time to participate in the training programme at other times. Unfortunately, there are times when the academic staff fails to participate in the training programme after postponing it due to unavoidable reasons. As a result academic staff do not have the opportunity to benefit from the recommended exercises. But training officers who manage training see this repeated training as to provide an opportunity for academic staff to choose their own available time slot. Recent studies have also suggested that time management is crucial to enable a person to attend a training programme[8,15]. The absence of attendance issues does not arise because the university has organized the training repeatedly during the current year. Referring to the above statement, this study finds that repetitive training issues need to be addressed by both parties. Academic staff should be wise to choose the appropriate date to participate in the training programme provided. The Human Resources Division needs to plan carefully to organize this recurring training to avoid wastage where few academic staff join a training programme at any one time.

This study found that the invitation factor of the speaker can also affect the academic staff to participate in the training programme offered. It was also noted by previous researchers that a staff member was more interested in participating in training programmes conducted by knowledgeable speakers and experts in the field [2,5,29]. Experience sharing sessions are the key aspects required by academic staff from the speakers. The obstacles encountered, the success recipes and the upcoming directions can be used as a guide to continuing success in a career that is involved. But in the opinion of the training staff, the cost to invite famous speakers is quite expensive. The university needs to make careful planning to optimize the cost. But this effort is still ongoing to realize the aspirations of academic staff to draw as much valuable experience as possible. Based on the information provided, this study emphasizes that both parties need to understand the financial constraints faced by any university today. But with careful planning, the use of financial costs that can be channelled and be used properly. It gives space to more academic staff to learn from a successful academic figure. As a result, academic staff are more motivated to continue contributing to the university.

In the meantime this study received feedback from academic staff, awareness of how important training is can enhance their desire to attend the training programme provided. The willingness to attend voluntary training can increase the ability of academic staff to receive and transfer knowledge gained. As a result students are able to receive the knowledge they provide during work. This will make them competent to face the challenges ahead. It is also noted by previous researchers that participants will be ready to participate in a training programme when they are aware of the importance of training to self-development and career development someday [13,28]. But this awareness is sometimes mistaken for academic staff that training provided does not directly contribute to their promotion. Therefore they are not interested in participating in training programmes. Academic staff are satisfied with today's promotion methods such as seniority which refers to the number of years of service. This study assesses

that the awareness of academic staff about the importance of training begins with perceptions and openness to participate in a training programme. This is also explained in the past study which openness can increase the ability to gain knowledge as a result of a high learning desire [1,10,20]. Participation in the training programme has nothing to do with advancement as long as the academic staff is willing to accept the knowledge delivered. If they are competent, they are qualified to take on higher positions. Therefore, academic staff need to participate in training programmes to prepare themselves for being a competent person who can master the field involved.

Finally, training officers are of the view that the university's management strongly supports the implementation of training programmes at universities. This training is considered as a long-term investment to enhance the ability of the university to compete at a higher level. The previous study also noted that investments in training programmes are not detrimental but they are future profits [4]. The training programme is considered as a self development and career development programme that all academic staff should use. The diversity of academic and training activities has been established to provide an opportunity for academic staff to complete training hours. As such, there is no issue of academic staff being too busy with the essential task because this opportunity has been provided to them. In fact, this can be disputed as academic staff are paid wages that are commensurate with the assignments given. However, academic staff differ in opinion where enforcement aspects cause them to ignore their participation in the training programme. The university does not take any action against any academic staff who do not have enough training hours. Therefore, academic staff choose to be absent in order to allow them to focus on the tasks that need to be resolved immediately. This study has emphasized that enforcement of training needs to be addressed by the university. Actions like show-cause letters and fines can raise awareness to academic staff about universities that are very concerned about the wastage. This action is not intended to punish but to educate academic staff on their responsibilities towards the exercise applied.

VI. CONCLUSION

In conclusion, this study has been successful in obtaining feedback from training officers and academic staff of Malaysian public universities on the involvement of academic staff in the training programme. Although training officers and academic staff have different views, their views need to be respected. Further research may use quantitative methods to validate the findings of the study. Further research suggests that interviews should be conducted against new staff from Malaysian public universities. It is to get the feedback or perception of new staff in the university to the required training. Further studies also suggest feedback from staff who will retire in the near future (two or three years). Both views can be assessed on the true representation of staff participation in training programmes based on the various staff groups in the university. It is hoped that the findings will help any stakeholders in deciding policies and circulars, especially the Department of Cloud Services, the Ministry of Education Malaysia and the Malaysian Public Universities to increase staff participation in training programmes. It is also expected that these findings will have a high value in contributing to knowledge (knowledge contribution) in the topic studied.

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