

The Development of Training Participation Conceptual Framework among Academic Staff: A Qualitative Study based on Training Officers Perception at Malaysian Public Universities

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Abstract--- Training was created for the purpose of focusing on the improvement of specific work skills. Many organizations are now more likely to emphasize the aspects of training and development as a way to promote the development of workers to achieve a highly skilled workforce. In order to realize that aspiration, staff participation in training programs is essential to achieve the objectives and goals set. In line with these requirements, the study aims to continuously explore the factors that influence the participation of academic staff of the Malaysian public universities in programme training. This study has been using a qualitative method where (7) seven training officers from Universiti Awam Malaysia have been interviewed. The data obtained were analysed using Nvivo10 application. Based on the analysis, four major factors were found to have influenced the participation of academic staff in programme training. It consists of individual factors, training, organization and work factors. It is hoped that the findings of this study will benefit and be used by any stakeholders in enhancing knowledge in the topics studied.

Keywords--- Public Universities, Training Participation, Conceptual Framework.

I. INTRODUCTION

Training and development is a formal activity and continuous effort by the organization to improve the performance and quality of the work of an employee [3,60,88]. In addition, training is also being provided to meet the needs of self-development of employees through continuous learning [21,27]. 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 [13,94]. Training is a process provided to improve the knowledge and skills of workers [24,60,61]. Hence, it is a process that aims to change one's behaviour towards improving the quality and performance of the organization [65, 75,83]. This improvement can be measured through changes that occur on knowledge, skills, attitudes and social behaviour [4, 19].

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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 [21,35,93]. 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 [23,41,86]. 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 in developing training plans based on the needs of workers [6, 53, 74].

Education development 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 [66, 76]. Efforts have been made by the authorities to respond to the country's aspirations to make Malaysia a regional education hub. 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, scholars, skilled workers and semi-skilled workers [47]. Therefore, the transformation of higher education needs to be done to improve the quality of teaching and learning. Training has been provided to help academic staff achieve the required skill and competence levels.

Next, KPTM is taking a step further by introducing the 2015-2025 Malaysia Education Development Plan (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 [47]. 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 at developing 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 [47].

Next, other authorities have also responded to the government's call for internationally-competent labor. 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 ascertaining 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 (PSD, 2005). The policy setting seeks to increase the competence of public service personnel which 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 domestically and abroad (PSD, 2005).

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 that all civil service personnel to follow seven (7) days of training per year (PSD, 2005).

II. LITERATURE REVIEW

Training was created for the purpose of focusing on specific work skills improvement [39,64]. Therefore the actual concept of training is aimed at developing individual to be more confident and competent in their lives and in their work (Dodd et al., 2002). the success of a training program depends on the organization's ability to develop training plans based on employee needs [6]. 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 [23,41,86]. Hence, employees need to have access to training based on the required requirements.

A. Training In The State Higher Education Strategic Plan

The National Higher Education Strategic Plan (PSPTN) was introduced by the Ministry of Higher Education of Malaysia (KPTM) in 2007 [47]. The PSPTN has outlined five major thrusts in the transformation of state higher education. Among these five thrusts, the Second Thrust is to enhance knowledge and cultivate first-class minds that can be clearly linked to the training aspect. This core aspiration refers to the competent and knowledgeable academic or instructors of staff as a claim at the state's tertiary education center. It is to produce high quality students. This success can be measured when the graduates born are of high quality and can meet the needs of the national workforce [1, Science, 2016).

In 2015, KPTM has introduced the Malaysia Education Development Plan 2015-2025 (Higher Education) (PPPM (PT)). PPPM (PT) is a continuation of the PSPTN introduced in 2007. It is in line with the new National Higher Education system which has outlined (5) five key goals to enable Malaysia to compete globally. These elements are nurturing entrepreneurial minds, developing an academic system that is not centered on routine routes, focusing on outputs, regulating Public Institutions of Higher Learning (IPTA) and strengthening financial institutions [47].

The Public Service Department [44] is a government agency responsible for planning, managing and developing human resources in all public service agencies. PSD plays a role in planning high-quality public sector human resources. PSD also acts as a policy maker to realize the state's desire to create human capital to meet the needs of the country [1,66]. In order to realize the country's requirement especially KPTM, PSD has introduced the Public Sector Human Resource Training Policy. It was released in 2005 through Circular No. 6, Year 2005.

The Malaysian public universities act as the implementer to enhance staff competence by providing training opportunities based on staff requirements [6,30,68]. These public universities are allowed to provide their own training circulars and guidelines in accordance with the suitability and importance of their respective universities [73]. Based on the guidelines identified, two categories of participation in the training program have been introduced. First is to require all staff to attend training programs at least (7) seven days a year.

B. Participation in Training Program

Nowadays many organizations are more likely to invest in training programs [22,56,90]. This shows that through the participation of employees in the training program can increase the level of skills and experience in the flow of economic development [39,64]. It is a major factor in determining the success of an organization by achieving the required standards. Participation in training programs is seen as an important component in skills development [9,55]. Obviously, the result of involvement in training programs can benefit both parties [37,48,91,97]. But the effectiveness of this training program depends on the selection of the program, the involvement of a person in the training program and the organization's ability to provide training to the workers based on the needs [3,28,38,55,82].

Participation in training programs, learning programs or any development activities is considered as a key strategy for the development of employees and organizations [15,89]. Basically the selection of appropriate training programs is fundamental in improving the skills and knowledge of an employee. But it does not mean that one does not need to fully participate in the training program provided. Without the participation of workers in the training program can lead to failure and also affect the return on investment [11]. 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 [36].

In addition, participation in training programs 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 causes great influence for friends and individuals themselves [29,64]. 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 [3]. 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 program [78]. It should be noted that serious enforcement and action must be taken against those who are in default of the prescribed instructions.

Staff engagement studies in training programs need to be improved to identify the real factors that influence a person to attend training program [51,54]. Although there has been a previous study in Malaysia, it is very limited and is still in the early stages of the study [32]. Specific studies on the involvement of academic staff in the Public University in Malaysia 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

In the context of this study, deep exploration and understanding of the involvement of academic staff at Public University Malaysia in the training programs have been selected. This has been confirmed by previous researchers

that one of the purposes of the qualitative study was to study a process that took place deeper [8]. This is also supported by previous researcher which refers to the understanding of the study needs to answer the question of why and how the process took place (Turner, 2010). Through this method, researchers will better understand the actual events that had occurred to the study participants. Therefore, this qualitative study can be described as an exploration to understand the truth of the actual case based on what had been experienced by the study participants through the experience it possesses.

In the study conducted several criteria of 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 [71]. The selection of the study participants can answer all the issues and issues raised [92]. In this study, the selection of research participants was determined by using purposive sampling technique. Through this method, the selection of study participants is based on the involvement of academic staff from Malaysian public universities in the training programme provided. This study has interviewed a total of twenty-eight (28) academic staff from the public universities in Malaysia to assist in the conduct of the study.

One of the instruments in qualitative research is to use interview methods. Interviewing is a method in which researchers will meet face-to-face with research participants to obtain the information they need as well as an information gathering process in a limited time environment [46]. 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 [8]. Through this interview the data collected were directly from the study participants themselves. In this way, the data obtained is a more transparent and true view. This method is different from quantitative studies in which the study does not require to be face-to-face with the study participants. This method obtains the view of the research participants through written feedback. The participants of the study need to fill the assessment form, if they did not understand the question asked in the assessment form then no one could understand them. Their implication of not answering the questions asked will have a great impact on the results obtained [25].

The data obtained should be analyzed to get the results of the study. Analyzing data is a process that has an impact and can affect the findings of the study [58]. The researcher acts as a very important instrument in determining the effectiveness of the data obtained [12,26]. This can be clearly seen when the analysis process is carried out where the quality of the data required depends on how the investigator conducts the interview. Hence, all data collected should be analyzed simultaneously with data collection [12,77]. This is because if the data obtained are immediately analyzed, the researcher still remembers and understands what has been discussed. However, previous analysts have stated that analyzing data can be done in two stages [26]. It is at the same level and stage after all data collection is carried out. This means that data can be analyzed during the interview process or after all interviews are conducted.

For this study, researchers have chosen NVivo 10 software as a data analyzer. 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 analyzed as long as the transcription process does not occur. So this study has

posted transcription notes into NVivo 10 software for the purpose of analyzing data. In qualitative studies, ethics and procedures for collecting data should be noted. This is because it is the process that determines the success of the study [69]. It is also to ensure that the data obtained are assured of quality and cannot be disputed [81]. If this process is not done, the originality and purity of the study will probably be disputed and questioned [67]. This data collection ethics has been described in detail in the best method and implementation.

IV. FINDINGS

Based on the analysis, four major factors have influenced the participation of academic staff in program training. It consists of individual factors, training, organization and work factors. It can be described as below:

A. *Individual Factors*

This study found that individual factors greatly influenced the participation of academic staff of the Public University of Malaysia to attend a training program. This individual factor consists of (7) seven sub factors namely attitude, staff awareness, personal, promotion, motivation, internal conflict and time.

Attitude. Attitude factors are the main sub factors that influence academic staff at Public University Malaysia to participate in training programs provided. The feedback provided noted that most academic staff who were absent from the training program were due to their attentive attitude towards the importance of training. They are more interested in focusing on the work as academic staff in the university. Training is also said not to be 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 state that academic staff at Public University Malaysia think that training is not a priority to be given attention by them. This is because there are among 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 at public universities can be attended by any staff. While they are more interested in attending specialized training in the field of expertise. Based on the interpretation made, this study found that academic staff actually did not have enough time to attend the training. This is because academic staff have a high workload. This is true because the high 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 has unintendedly caused academic staff not to care about the participation in training programmes.

Staff Awareness. The study has found that the second sub factor that affects the participation of academic staff in training programme is staff awareness. Based on staff awareness, the study found that academic staff were unaware of the cost of 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 even 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 we're not participating, 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 organizer can look for a substitute to fill the training spot and

should take a serious note for the staff absenteeism. Academic staff are required to provide a letter of recommendation for 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. These findings clearly prove that the exploration of staff awareness especially for waste cost is closely related to the staff attitude. This is because there are academic staff who deliberately concerned about the initial announcement to the organizer but did not attend the training programme. As a result, other staff also did not have the opportunity to participate in the training program because the quota had been filled by absent academic staff. This impacts the financial management of the university because expenses was not strategized properly.

Personal. Personal factors are one of the other factors that can affect academic staff at Public University Malaysia to participate in the training programmes provided. Feedback provided proved that it is among the academic staff who had to take a schooling child at noon. This is because their partner is working or away from home. The statement on the need to pick up a child 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 for safety reasons. This causes academic staff unable to attend training programmes because they do not want to torture other individuals. As a result, staff will miss the best opportunities especially for the much needed training. Exploration on this factor proves that academic staff should be wise in dividing time to avoid any loss. Family activities planning is required because the training programmes conducted by the universities are fixed on certain date according to the availability of the speakers and organizers.

Promotion. This study explores promoting factors is also an individual factor out of other factors that affect staff participation in training programmes. Academic staff are more likely to attend training programmes that have impact on promotion. Unfortunately what happened on the day of exercise is 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. "The Tu that 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 seen as small contributors to assist in the promotion of staff. Therefore, academic staff choose to complete the tasks that can contribute to promotion such as research, publication and negotiation activities. This study implies that academic staff are more concerned with key criteria of promotion rather than attending training. This is a loss to the academic staff because training is to make someone competent and [63,85] enable or qualify academic staff to be promoted if they have mastered the current level of skills.

Motivation. Meanwhile, this study also found that motivation factor is another individual factor that influenced academic staff of Malaysian public universities to attend training programmes. 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 attend from the beginning to the end of the training programme participated. Even the training and speaker environment also affect the interest of academic staff to attend training programs. 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 program more to motivation I see. Because if I offer motivation, offer health have a program ... like reflexology, indeed interest, indeed ... NLP ... Neuro Linguistic Program. If so, aaa ... health program is the same ... if we make programs on health too many people are interested. Its meaning is beyond their teaching and learning field if they are academics. Aaa ... he saw programs that might give inputs other than those he or she existed ". Study participants 7 pointed out that the academic staff at Malaysian public universities are more interested in attending training programmes that can increase their motivation to continue serving the organization. Exercise 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 clearly indicate that academic staff should balance the strength of the body to maintain career motivation. This will have a positive effect on the actions taken by academic staff to continue to maintain confidence which will contribute in the quality of work[18,64].

Internal Conflict. The sub-factor of internal conflict is also an individual factor that can influence academic staff at the Malaysian public universities to join the training programmes. Some of the academic staff tend to attend exercises to reduce stress with the head of responsibility center. The academic staff will try their best to find any training program to prevent them from meeting the head of 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 is not. 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 they will not achieve high levels of excellence to serve the university. Academic staff who are dissatisfied with their leaders also refer to internal conflicts such as the issue regarding the rejection of their participation application for training programmes or even for their promotions. 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 in an organization. Both sides need to play a role in creating a harmonious and conducive working environment [23]. 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 the subordinates. The

impact of this issue is that if subordinate staff are dissatisfied 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 at a later time or on days with no intrinsic tasks such as lecture in the classroom. This 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 when the academic staff do not have lectures. This depends on the timetable of each academic staff as their daily schedule are different from one another. In addition, there are academic staff who said that sometimes calls for a training programmes are informed in a short period of time especially during the time that other academic staff who are not present. As a result, the academic staff was unable to attend the training because they could not make preparations before the class 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. Training Factors

This study found that training factors also influenced the participation of academic staff of the Malaysian public universities in the training programmes. This training factor consists of (4) four sub factors namely training modules, speakers, training titles and promotions.

Training Module. This study found that almost all study participants stated that the training module was a sub factor that influenced the participation of academic staff in the training programmes. Based on the feedback given, training modules that meet the needs of academic staff are indispensable for improving skills to achieve efficiency based on current needs. It will facilitate academic staff to practice and be useful in daily tasks. This is explained by Participants of the study 5. "Courses involving leadership, skills that are mostly related to their skills and knowledge related to our knowledge". Participants of the study 5 stated that factors related to the module content should be taken seriously. The modules provided must meet the requirements for the development flow. Examples of the latest application-based and technology modules are highly demanded to attain the required skill levels today. This study concludes that the university needs to provide training modules that meet the needs of the staff. This can be attributed to the university's action to get feedback from academic staff based on a survey on training needs studies. As a result, universities can plan and provide only the training required by academic staff. This is a financial saving measure of the university by not offering inappropriate training and coinciding with the needs of academic staff [24].

Lecturer. This study also found that sub-factor speakers also influenced the academic staff of the Malaysian public universities to participate in the training program. Based on the feedback given by most governors, it is of the opinion that speakers who can make effective delivery can attract academic staff to attend and follow the training

programme from beginning to end. Effective communication and teaching aids used by speakers are also important in order for the training programme to be more interactive. Study participants 6 argued that effective delivery is a key factor that can attract academic staff of Malaysian public universities to attend training programmes. "The so far speakers that we have chosen are satisfied. It means that the participants are satisfied with the appointed speaker ". According to the statement above, academic staff who committed throughout the training programme will practice what is learned in his/her daily work which will have impact on the success of information transfer. This can improve the quality of academic staff in teaching. In addition, effective communication can also increase the staff's interest to remain committed throughout the training [70]. The use of good intonation, good greeting and two-way communication can improve the effectiveness of the exercise. In addition, the use of teaching aids such as audio, visuals and interesting equipment is also important for attracting academic staff and achieving staff satisfaction. Impact of information transfer successfully increases staff motivation to continue to serve the university positively. Additionally, these academic staff will recommend their colleagues to attend the same training program in the future.

Training Title. Factors related to the training title may also affect academic staff of Malaysian public universities to attend training programmes. This is because the title is the earliest impression of an academic staff regarding the training programme. This study finds that an interesting exercise title can increase the staff's desire to attend training. An interesting title can open the mind of academic staff to learn something new based on the initial insights and perceptions that will be learned while attending the training programme such as Participant's review of the study 5, "What happens is that through my experience the title of the course is very important. Very important. Examples of our time management, time management. If you look at the government's brousher all the time management titles. But what I learned from outside consultants, they also have time management. But using another title crowd is crowded because the title needs to raise a question mark. What is meant by the best time management. The title may be in terms of time management, perhaps you can touch in terms of the type of organization relationship with the staff. Do I contribute to the university. So if we are such a title it's time management, but when people are wondering people will be present." Participants of the study 5 clearly stated that an interesting training title can increase the staff's desire to plan their time to attend the training programme. This is because they want to know what will happen next if they attend the training programme. The title of the exercise should use a language that is easy to understand. Academic staff will not attend the training programme if it is not clearly stated about the training title to be held. The use of this understandable language has a very high impact on the aspirations of a training programme[32]. Referring to the topic of the training topic, this study assessed that the university has been trying to provide an interesting training topic to attract more academic staff to participate in the training program. The University has also strived to meet the needs of the exciting topics by providing a module and a caliber speaker to achieve the objectives of the training. This can affect the satisfaction of the academic staff who attended the exercise. In fact, the process of transfer of information will also run smoothly as a result of the satisfaction of academic staff towards the training programmes. The success and effectiveness of this training title can be seen in terms of increased participation from time to time.

Promotion. Promotional Factors Sub identified as being able to influence the academic staff of Malaysian public universities to participate in a training program. Among the promotional method that can be done conveying the training information will be conducted through the Facebook app. The use of this app is very popular and can be used by academic staff anywhere and anytime as long as they can access the internet. Refer to the feedback of the Participants of the study 2. "When we make a poster we promote in Facebook to our social media, we have to create a promotion that can attract him." Participants of the study 2 stated that promotion methods using Facebook can streamline information directly to academic staff quickly and accurately. The effectiveness of information delivery using this technology can provide early notification of the training to be carried out. Based on the feedback given, this study concluded that the use of the latest applications is very appropriate and also in line with today's technological developments. It is to improve the effectiveness of information delivery to academic staff accurately and quickly. In order to improve the effectiveness of delivering, the information streamed should be compact, concise and attractive [18]. In other words, the information should be interactive to attract the academic staff to attend the training programme to be carried out.

C. Organisation Factors

The findings show that organizational factors can also affect academic staff of Malaysian public universities to attend a training programme provided. This organizational factor comprises (7) seven sub factors namely training policy, talent management, management commitment, university training culture, finance, training grounds and facilities.

Training Policy. Policy set by the university is a sub factor that can affect academic staff to join a training programme. By setting requirements of minimum (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 at improving the academic staff's skills and competencies. It is not a force but instead provides an opportunity for academic staff to enhance their ability to cope with the current development flows. 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 this 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.

Talent Management. Studies have found that sub-factors related to talent management also affect academic staff of Malaysian public universities to attend training programmes. The training developed should include the leadership skills and capabilities to allow the academic staff to be trained to lead the university in the future. Hence,

a long-term plan to uncover new talents should be highlighted. Academic staff are exposed to leadership training following their own potentials to become the essential role in one of the top universities in the future. This has been informed by Participants of 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 groom 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 made good use of [55,80]. Additionally there are academic staff who have high leadership qualities and have the potential to assume the highest position in a university. The university also tends to appoint internal staff rather than external staff who are less familiar 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 where they hold the highest position of the university.

Management Commitment. In addition, the sub-factor, management commitment has been identified as an organizational factor that can affect academic staff to attend the 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 that 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 stated 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 is learned as a result of training for teaching and learning [5,19]. The self-development programme of the academic staff is seen as a reflection of the success of the university when graduates are competent and competitive in today's challenging labor market. Referring 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 in enhancing self-development of academic staff.

Training Culture At University. Research conducted have shown that the university's training culture is a sub-factor related to an organization that can influence the participation of academic staff in training programs. Training culture is related to university commitment to the implementation of training programmes. Often universities recognize the training programme organized by the center of responsibility and faculty. This increases the participation of academic staff in the training programme as stated by Participants of the study 2. "Even though we compete with outside training because of the lecturer he goes away outside training, but we are continuously doing a lot of internal programs as well as not the Office Registrar only. Also PTj-PTj is related and I think the faculty ranks

are various in house sharing seminars, various kinds of programs 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 ". Referring to Participant of study 2, this study found that by recognizing training programmes conducted by the center of responsibility and faculty, it boosts 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 successful training programme at the university. Additionally, it adds to the total number of university exercises carried out each year. Referring 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 from 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 more specific knowledge that contributes to the expertise of their career.

Financial constraints. University also faced with resource constraints, especially the financial slowdown. This can withstand the process of organizing training programmes at the Malaysian public universities. The allocation of funds at Malaysian public universities annually is channelled by the Ministry of Higher Education Malaysia (KPTM). But 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 the feedback of the study participants, academic staff are laying emphasis on the financial constraints of the university in allocating funds for 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 slim 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." Referring to the information provided by Participant 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 than other exercises. This causes many academic staff to lose 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 any third parties by limiting the number of participants. In addition, the university also encourages academic staff to utilize the grant they earn to help the university in reducing the cost that the university has to bear. Referring 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 by offering irrelevant training at present. Specific training is still needed by the university as it is a requirement for the participation of academic staff.

Training place. Sub-actors related to training sites can also affect staff to join the training programme. To save on costs and to overcome the financial constraints, the university has taken austerity measures by conducting training programmes at branch campuses. So, the staff do not need to follow the training on the master campus. It also saves time, energy and travel costs as the university only has to pay the cost of a speaker 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 in 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 it's really ... meaning it's worth it ... because of what, because it involves only speakers or instructors just go there to teach. Aaa ... their expertise is. Bring here Peninsular to Sabah and Sarawak ". Referring to feedback from Participants of the study 6, by conducting training at branch campuses, more academic staff have the opportunity to participate in the training programme. This can also save time and cost compared to sending academic staff to a remote campus. By bringing experienced speakers, the university only need to pay speaker instead of travel claims by academic staff. Referring 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 with other academic staff.

Facilities. Finally, this study found that sub-factor facilitation also contributed to the participation of academic staff in the training programme. The university needs to ensure that facilities are in good condition. Facilities for a place of study should be sufficient to accommodate a number of participants at one time such as the internet or should be updated and can be used properly. It facilitates the learning process of academic staff. It provides the convenience of academic staff to follow the training programme from the beginning until the completion of a training programme is conducted as the feedback provided by the Participants of the study 1. "So we are the training provider, we want to do a course for academic staff to find a place the most beautiful, the 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 ". Referring 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. Referring to the above statement, this study can conclude that the provision of appropriate and well-equipped training places can increase the motivation and it helps them 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 will enhance the ability to transfer information and knowledge that can improve quality [20].

D. Work Factors

This study found that work factors influenced the participation of academic staff of Malaysian public universities to attend a training programme provided by the university. The work factors consist of (7) seven sub factors, namely the responsibility of the head of responsibility, teaching, administration, attending meetings, staff burden, student supervision and the role and function of academic staff at Malaysian public universities.

Constraints of Head of Responsibility Center or Head of Department. Based on the feedback given, this sub-factor explained that the head of responsibility center or the head of department were dilemma in approving academic staff to attend a training programme due to their duties at the faculty.. Although they have been applying for so long, the head of responsibility center or head of department has the authority to give permission to academic

staff to attend training programmes especially during important times such as the first week of a new semester, the examination week or when there is a visiting guest from other parties. This statement has been informed by the Participants of the study 1. "It is ok if the word said that the training is done in the campus, so they will be disturbed ... one disturbed by their head of department". Participants of the study 1 stated that these constraints are inevitable as the approval to participate in the training programme lies with their leader. If the expertise of the academic staff is needed on the day the programme was conducted or it happened to be the due date for any assignment given by the university, the head of responsibility center or the head of department may not allow the academic staff to attend the training. Based on the information provided, this study can sense that the academic staff will feel overwhelmed because they cannot attend long-term training. On the contrary, in view of the positive side of the academic staff, they should appreciate the university's actions because it involves them in carrying out university activities and making decisions. This means that the expertise of academic staff is recognized and this academic staff has a high value on the university side.

Teach. Teaching sub-factors have also affected academic staff to attend the training programme provided. The task of teaching is the real duty of an academic staff at the university. Academic staff should spend fourteen (14) weeks in teaching the compulsory syllabus and add other academic activities such as student presentations, training course and group work. The academic staff of the Malaysian public universities assumes that the training programme is not appropriate during the semester is in progress such as feedback from Participants of the study 7. "That class cannot be cancelled because of his academics he is tied to the schedule. The university's lecturer holds a very high academic responsibility for up to twenty eight hours to teach in a week." Study participants 7 clearly stated this teaching factor is a major constraint for academic staff to attend training, especially if the training is conducted during the semester is in progress. Academic staff should give priority to teaching and choose not to attend training programmes. However as an administrator or implementer, the planned training should be implemented. This is because the university has allocated a number of financial allocations to finance training programmes on an annual basis. The university has also provided a training calendar to provide an opportunity for academic staff to plan to participate in any training programme at the right time. Based on the information provided, this study found that the issue and question of this teaching should not arise if the academic staff act smartly and take the opportunity by planning early to attend the training. Academic staff who do not attend training programmes can be said to be at great loss because the organized training aims to improve the skills and competence of academic staff. Even universities do not charge any fees for internships internally.

Holding an Administrative Position. In addition, sub-factor related to academic staff holding administrative positions has affected staff to join a training programme provided by the university. Studies have found that most academic staff holding administrative positions at universities are less interested in participating in the training provided to them. They tend to complete administrative tasks first. If they participate in any training programme, they will choose exercises related to the positions held only. Or just or the training programme directed by the superior. For academic staff who hold administrative positions, the desire to attend training programmes is less than the academic staff who do not hold any positions such as feedback provided by Participants of the study 4. "I think there are some academic staff he is involved with in the post management level. For example most of them hold

important positions either in faculty or at university level ". Based on the information provided by Participant study 4, the factors related to holding administrative position are the obstacles faced by most academic staff in the university. Furthermore, this appointment will only take effect for a certain period of time. However the academic staff who hold this position should be wise to take the opportunity to attend any training programmes provided. This can indirectly help the academic staff to manage the administrative posts held. In line with the training requirements, this study concludes that an academic staff who holds an administrative position is also non-independent to attend a training program provided by the university. It is undeniable that they have to balance the work of the real estate and also the administrative office. However, good planning and time management can improve the efficiency of academic staff while having the opportunity to improve the skills and competence levels through training attended.

Attending Internal and External Meetings. Sub-factor attending internal or external meetings may also affect academic staff to miss a training programme. This is because the responsibility or expertise of academic staff can be indispensable needed in some important meetings. This academic staff will reflect the university's personality in which the expertise used will enhance the university's ability and identity to be better known. This statement was given by Participants of the study 4. "When they hold a management post, they are often involved with faculty meetings, sometimes representing the Dean, sometimes representing the university. I also see it as a factor that prevents them from appearing ". The study participants 4 clearly showed that the issue of attending meetings is inevitable. This is because the expertise of an academic staff is indispensable at that time regardless the need of attending training programmes. The expertise and experience of academic staff are needed to answer any questions that arise during a training program. Referring to the above statement, this study can evaluate that academic staff are compelled to attend the meeting although the date overlaps with the training dates which should be attended by academic staff. This is because their expertise are needed at that time. As a result of this commitment, the university has had a positive impact as the result of the success of academic staff attending the meeting particularly in making a presentation and answering questions by members of the meeting. However this will affect the participation of academic staff to attend training programmes.

Staff Expenses. The study found that the burden of academic staff was another sub-factor affecting academic staff to attend the training programme provided. Academic staff should teach, conduct research, supervise, publish, consult and serve the community. In addition, the determination to achieve high performance indicators burdens academic staff . This causes the academic staff to choose not to attend the training programme in order to perform the essential tasks that have high performance indicators. This statement was given by Participants of study 4. "KPI university. Because everything for me is related to the individual. I made for me a career path ". Participants of the study 4 stated that the high performance indicators are the main burden that must be achieved by an academic staff during the current year. This concern is more likely to rise when it comes to the middle of the year and the end of the year where the performance indicators have not yet been reached. In addition, timely requirements issued by the faculty or university will also impose academic staff, especially those involving certain expertise. It is also a responsibility that needs to be resolved by academic staff. Referring to the above statement, this study concludes that the factors associated with the burden of duty of academic staff prevent them from participating in training programmes. But academic staff need to be smart in planning to join the training programmes. The training offered

has certain goals and objectives, especially to enhance the competence of academic staff. As a result they are able to perform all the tasks given based on experience gained from participating in a training programme.

Student Supervision. The study also found that sub-factors related to student supervision had influenced an academic staff to attend a training programme provided by the university. Academic staff are asked to oversee various levels of students including diploma, bachelor, master, and doctoral students where the student supervision process takes a relatively long time of supervision. It complicates academic staff to participate in training programmes provided by universities such as feedback from Participants of study 6. "Not that I, in terms of supervising students, we understand their constraints. Ok, that's what makes them hard to come to the courses we offer." Study participants 6 argued that the pressure is more felt when the number of students to be supervised increases. The lack of manpower also causes academic staff to oversee the growing number of students. The number of new students are growing while senior students still need to be supervised. Other pressures are also felt when senior students face assessments from external parties. It is a requirement to meet the needs of study. Referring to the feedback given by Participant study 6, this study can be interpreted that the workload of academic staff to supervise students can prevent them from attending training programmes. However, academic staff should take the initiative to join the training programmes provided by the university. They can follow trainings related to student supervision. This will make it easier for the supervisory process to work as well as to enhance the effective supervision of academic staff.

Role of Academic Staff. The roles and functions of today's academic staff are equally influential to academic staff of Malaysian public universities to participate in training programmes. This is because there are among academic staff who hold administrative positions. The academic staff in charge of administration should complete the essential duties and official duties entrusted to them at the same time. In addition, the role of academic staff today educating especially in the face of students' displeasure is also seen as a challenge to academic staff to handle teaching and learning. Today academic staff also serves as mentors to students. Referring to the fact of Participant of study 2, academic staff do not have the time to participate in the training programmes due to time constraints. "Because of the feedback we get when they are absent from the average we see in terms of their commitment to the activities in which the official activities, the roles they perform as lecturers". Participants of the study 2 clearly stated the role and responsibilities of academic staff today are increasingly challenging. They need to complete various assignments given in a very limited time. The burden is heavier for those academic staff who hold administrative positions. This is because academic staff are also responsible for the university administrative process besides carrying out the essential tasks. Referring to the above statement, this exploration demonstrates that the role and responsibilities of academic staff may also influence them to attend the training programmes provided. Academic staff can be regarded as a high value asset in producing graduates who meet market needs. This is because the task of educators today is increasingly challenging in the modernization. However, academic staff should be wise in managing stress to avoid any unexpected events such as stress, high blood pressure and depression [75]. This affects both work performance and university productivity.

V. DISCUSSION

This study has found four key factors that influence the academic staff of Malaysian public universities in participating in a university-organized training. It consists of individual, organization, training and work factors. This is stated by [49] based on the research that has been conducted. There are five factors that influence a person to attend training for example socio-demographic, individual, work, training and organization. This shows that this study has significant results with previous studies. However, this study has focused on specific research participants namely academic staff from Malaysian public universities. This study has a high value because it has been using the exploration method by interviewing administrators directly involved in managing the training at the university. This gives highly added value and contributes to knowledge on the topic of knowledge (knowledge contribution).

A. *Individual Factors*

Overall almost all the administrative officers who manage the training stated that individual factors are the main factors affecting academic staff in the training programmes. The findings show that the attitude of a staff is very supportive in increasing the desire to participate in the training. The attitude of looking easy on the importance of training and self-development, feeling enough with what they have, being in a comfortable zone and ego is a barrier that keeps staff from attending practice. In addition, the sense of satisfaction with the position is also an obstacle to the staff. Such an attitude should be avoided by a staff member to avoid being absent from the training provided. It is also noted by the previous researcher that such negative attitudes may be detrimental to the staff as each training provided by the organization has the objectives and aims to develop the staff themselves and their careers [2,45,78].

In addition, staff awareness of the importance and ability of the trainers to improve their skills, knowledge and behavior should also be applied to a staff member. Failure to understand the objective of the training and negative feedback from friends who attended the last training was a barrier today. But this study also found other factors such as awareness of the importance of training and motivation can increase the ability of staff to attend training. Referring to this staff awareness factor, past studies also support the above statement where this awareness factor can affect the emotions and desires of the staff to participate and remain committed throughout the training [57].

Furthermore, this study found that personal factors influenced academic staff at Malaysian public universities to attend training. The findings of this study are high value added to the topic studied because the previous study focused less in this personal factor. Recent studies have found that personal factors are factors contributing directly to staff participation in training programmes and are not discussed in detail [78]. But this study found that personal factors such as emergency cases, sick staff, sick children, illnesses, family problems and taking schoolchildren were inevitable. This makes the study to have higher quality as it is a feedback that has been obtained directly from the administrative officer who manages direct training at the university.

This study also found that promoting factors influenced an academic staff to attend training programmes. Based on feedback given regarding training factors do not help in the promotion of staff, training is not a major factor in promotion of staff and training is not a token for promotion of staff lead less staff to attend training. They prefer to carry out activities that can contribute directly to their promotion. But the study also found that other factors were also stated by other academic staff that the Self Development Program (Individual Development Program) can

directly affect the promotion. The previous study also noted that promotion factors help in increasing the staff's desire to attend training programmes as one of the goals of training was to advance staff to higher levels [33].

Based on the findings of time factors, it also contributes to staff participation in training programmes. It is proven by the preferences on the training programmes conducted on a semester break. This provides availability and flexibility for academic staff to participate in the programmes than when it was conducted during the semester where staff were busy with teaching and learning activities. But this study also found that there are academic staff who are not interested in participating in training during semester holidays as this is the period for them to relax after so long managing the teaching and learning week until the exams. In addition, this is the time to spend time with family. Referring to time factors, past studies have found that this time factor can provide space for academic staff to participate in training and may also be a barrier for staff to participate in organized training [17,84].

In addition, the study has shown motivation factors and internal conflicts are factors that influence staff to attend training. A high sense of satisfaction can motivate the staff to participate in the recommended training. This statement was also noted by past researchers who stated that staff satisfaction factor was a contributor that could increase the staff's desire to successfully follow the training [75]. It is also agreed upon by a freelance researcher who showed that high motivation may increase the staff's commitment during the training [3,13].

B. Organisation Factors

The study found that factors related to the organization were closely related with the attendance of the staff to attend training. The findings show that university policies set by universities can have a good impact and also adverse impact towards 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 to the training, 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. By controlling staff approval to go training out of campus 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 impression is poor, the staff are forced to agree with the university's hours of training 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 the burden is added to the high duties and responsibilities entrusted to the academic staff to resolve them. This will affect the acceptance and transfer of knowledge. This statement is also supported by past researchers with the results showed that transfer of knowledge will go a long way if the staff is ready to accept what is best studied which can have a positive effect on the transfer of knowledge [54].

This study also has a talent management factor that helps to increase the willingness of staff to participate in training. Nowadays training acts as a tool to improve the staff's competence to achieve a certain level. This was stated by a freelance researcher whose ultimate goal of the exercise was to improve the competence of staff [42,78]. This is also supported by previous researchers who stated that training is also being developed to enhance one's ability to attain the required level of skill [19,95]. 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 very much. This can be attributed to the promotion of academic staff as they are ready to take on greater duties and responsibilities. So they are entitled to more rewards in line with positions held and to be high in the university's hierarchy.

In addition, this study finds that management commitment factors 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 up by a previous researcher in which each organization needs to see the preparation of the training programme to be a return in the future [11]. It is also supported by previous researchers who found that training returns will be visible when staff productivity increases and profitability of the organization's income increases [34,55]. Additionally university commitment in seeing 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 impact on performance improvements. This is also stated by a freelance researcher whereby staff performance will be further enhanced through the knowledge learned through selected and voluntary attendance training [30]. It is also supported by past researchers who had shown that freedom to choose training can also increase the motivation of staff to participate in a training programme provided [7]. This shows that investment in training programme 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 center of responsibility of study and faculty. This will give staff more opportunities to participate in any accredited academic programme as a training programme. In addition, recognizing other programmes such as conferences and colloquium, external programmes such as AKEPT, other universities or any NGOs, NLP programmes and recognizing seminars as training programmes can also provide space for academic staff to continue to participate in programmes. As a result, staff are more interested in participating in any recognized programmes as training programmes that are appropriate for self-development and staff 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 past researchers whereby fun can increase the motivation of staff to participate in training from start to finish [79,87]. As a result, staff will be able to transfer their knowledge successfully after attending a training programme[21, 54].

Additionally, this study finds that financial constraints are preventing universities to carry out training to staff. 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 upon by the previous researcher that the source of financial resources can affect the organization, especially in prioritizing key issues such as payroll to staff [31]. University that is facing financial constraints has caused them 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 organized by outsiders using the regulation which sets a quota. But the staff needs to get in

touch with their 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 point out that the financial factor is actually a basic requirement for the success of training in the organization [31]. 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 [14,55].

Finally, this study finds that the place of training and facilities also affect staff involvement in training programmes directly. This is because the university can save the cost of staff travel by organizing training at branch campuses. Universities only have to pay the cost of traveling of speakers if compared to the many staff members who need to travel to the master campus. 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 best as they can. It is also noted by previous researchers that saving measures need to be taken by the university to practice efficient spending [16]. 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 given by the previous training 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 [50,78].

C. Training Factors

In addition, the study also finds that training factors also influenced staff to participate in training. Based on training factors, modules provided based on staff requirements are key factors to encourage academic staff to participate in training. Modules that are prepared should follow the actual needs of an academic staff. It provides the university with training that is really needed by an academic staff. In addition, the training needs analysis can also be used to help the university provide the training required by the staff. This was stated by a freelance researcher who identified that training needs analysis helped the organization to design the training required by the staff [55,89]. It is also supported by previous researchers who believe that the training needs analysis can provide staff the opportunity to speak up and express opinions on the required requirements [62]. As a result the staff will be appreciated and staff satisfaction will increase [13,75]. In addition, the modules offered should be non-repeatable, specific to the field of expertise and newly updated to increase the staff's desire to attend a training programme. This statement has been backed up by previous researchers who proclaimed that specific and recent modules can attract staff to follow the training as the information to be presented is the latest requirement [72,96]. Another study finds that the exercises can be translated through feedback from university leadership messages. It is to give staff the opportunity to better appreciate specific exercises as suggested by the university's top leadership.

The study also found that speaker factors also influenced the direct involvement of staff in the training programme provided. Effective speaker selection is crucial to attract the staff to participate in training. It is also noted by previous researchers that speakers who can handle a well-trained programme can improve the transfer of information [43]. It is also noted by past researchers that speakers who can create two-way communication can make learning more interactive [13]. This can also give the other participants the opportunity to ask what is incomprehensible to speakers [59]. As a result the staff will understand what they learned throughout their

involvement in the training program. In addition, studies have preferred universities to use speaker services that comprise internal staff in comparison with outside staff. This is because the university needs to follow the time set by external speakers if they want to use external speaker services. This will complicate the situation when it comes to long-standing outdoor speaker reservations while the need to organize training is desperate. Hence, the university is more likely to use internal staff as an interior who is willing to serve the university at any time in addition with much cheaper service costs when compared to external speaker services. This study also finds that the university does not calculate the grade of a person's position to be a speaker. This is because the university also takes into account the expertise of a staff member. It directly gives space and opportunity to any staff capable of being a speaker at the university.

Training topic and good training promotion also contributed to the involvement of staff in the training programme. Interesting topics can further increase the desire of academic staff to attend the training programme provided. Good promotions using the latest technology facilities such as Facebook application (Facebook) can further enhance the ability to disseminate information on the training provided to the staff. Staff can know the exercises provided to them whenever and wherever they are.

D. Work Factors

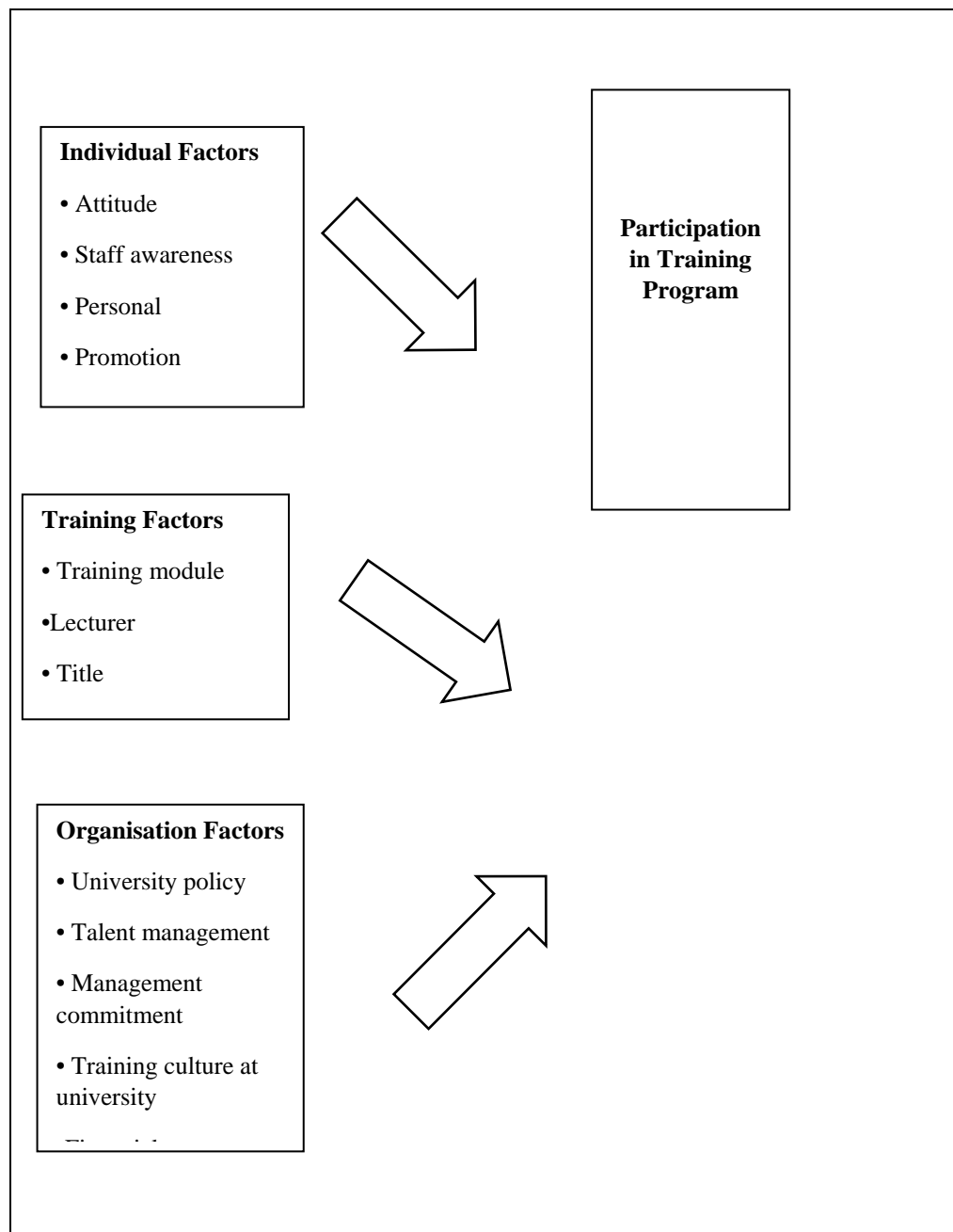
Finally, studies have found that some factors related to work have affected staff to attend a training programme. It consists of constraints from the head of responsibility center and the head of department that hinders academic staff to participate in training. It is because an academic staff is very much needed by their leader at that time. Then the academic staff is subject to be teaching in class. It is a task that needs to be given priority. It is also noted by the previous researcher that the work factor is a key constraint of one's staff to attend training [10,40]. This is also supported by past researchers who pointed out that tasks to be resolved first should be given priority by someone to solve them first [83].

The study also found that staff holding administrative positions at universities are more likely to be absent from training programmes. If they want to join the training programme, they are more likely to follow the relevant training. Infact, factors related to training participation with administrative affiliation are poorly studied. This is because past studies only look at individual relationships and the essential relationship of a staff with the accompanying training [49]. This makes the findings an added value to the studies conducted in this specific topic.

Furthermore, the study also finds that attending internal and external meetings could also prevent academic staff from attending training provided. Likewise with the burden of staff, roles and responsibilities of academic staff and student supervision can also prevent academic staff from attending training. This is because staff need to complete the tasks given earlier than to participate in training. That is why the academic staff choose not to follow the training programme to give way to the task that needs to be resolved immediately plus the academic staff has been set with the performance indicators to be reached by the end of the year. Statement for work constraints, previous researcher stated that the constraints that need to be resolved in advance will result in academic staff not attending training [83].

VI. CONCEPTUAL FRAMEWORK FOR THE PARTICIPATION OF ACADEMIC STAFF OF THE MALAYSIAN PUBLIC UNIVERSITIES OF MALAYSIA IN TRAINING PROGRAMMES BASED ON THE FEEDBACK OF ADMINISTRATIVE OFFICERS AT MALAYSIAN PUBLIC UNIVERSITIES

This conceptual framework has been developed based on the feedback given by the administrative officers from semi-structured interviews held with seven administrative officers managing the training at Malaysian Public Universities. The development of this conceptual framework has also been developed to identify factors that have been identified through the interviews. The following conceptual frameworks are based on the perception of corporate governance as shown in fig. 6.1:



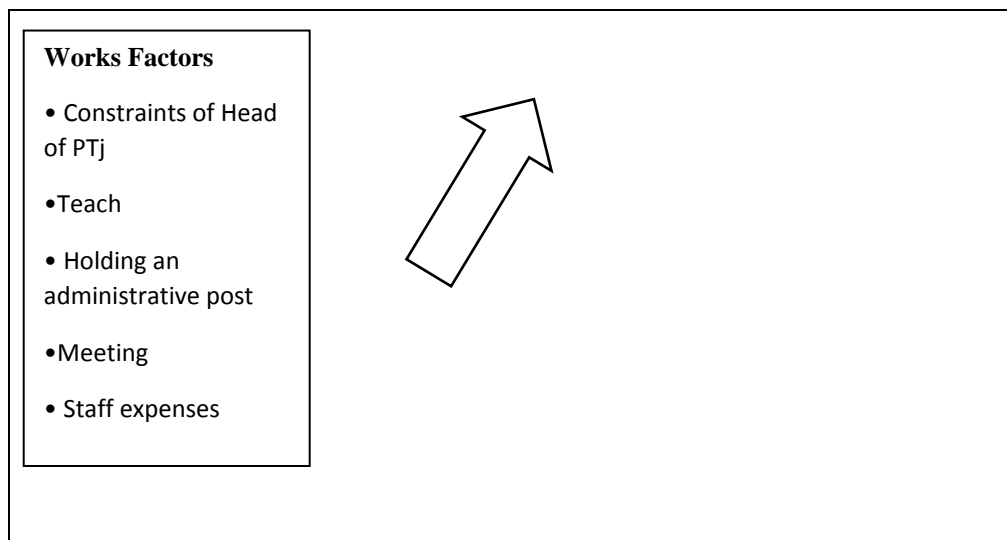


Figure 1: Concept Framework for the Participation of Academic Staff of the Malaysian Public University Malaysia In Training Program Based on Feedback Administrative Officer who manages the Training at Public University Malaysia

The above diagram clearly explains the factors that influence the participation of academic staff in the training program. Based on feedback given, individual factors are the main factors affecting staff. Governance officials interviewed argued that staff attitudes and awareness are the main factors affecting an academic staff to follow the training programme. Additionally, governance officers also see personal constraints faced by academic staff as one of the inevitable obstacles. This refers to health, family and emergency leave that should be addressed by academic staff. In addition, promoting factors are also seen as one of the factors by government officials. Based on the feedback given, the academic staff raced to meet training hours requirements to qualify them for promotion. This is because aspects of training are also evaluated in promotion criteria. Governance officials also see time factors, motivation and internal conflicts as well as individual factors that can influence academic staff to participate in training programmes provided by universities.

The study also concludes that the training factor is the second most important factor that can influence academic staff to participate in training. Governance officials who have interviewed see the training factor of no less importance as the university has made every effort to provide the best training according to the needs of the academic staff. As such, the module's provisioning factor is the most important thing seen by the university in improving the quality of the training delivered. Preparation of speakers is also a factor that has been taken into account in which the university has also tried its best to get speakers who can make good and effective delivery. Additionally, governors are of the view that the title of the training should attract academic staff to find out what the next speaker will tell them. Finally, government officials see that promotion factors can also accelerate the delivery process where various technology-based methods can be used on the day.

The third factor that has been identified by the researcher on factors affecting academic staff in training programmes based on the views of the governor's office is that it relates to organizational factors. Governors who have been interviewed argued that the current policy is good enough to help improving the skills and knowledge of

academic staff. In fact, setting hours of training is the university's commitment to support the involvement of academic staff in training programmes. Additionally, governance officials are of the opinion that the university strives to organize leadership-led exercises to unleash new talents to spearhead the leadership of the university in the future. The strongest commitment factor demonstrated by the management is extremely high in support of any form of organized exercise which is also influencing the interest of academic staff to participate in training programmes. Even the university also supports and approves the annual training calendar to show high support for the training. Additionally, university training practices, training grounds and facilities can affect academic staff to attend training. But officers with administrative duty are also prevented from participating in training programmes. The issue of financial constraints is confronted by any Malaysian public university. This should be acknowledged by academic staff whose universities need to take prudent spending measures to optimize existing resources. Even universities cannot afford to provide very specific training to only a few academic staff.

Finally, the staff of the study can conclude that work factors can also influence academic staff to attend training. The key factor that has been identified is the constraints of the head of responsibility center. It is followed by the lack of teaching of academic staff that cannot be avoided. In addition, governance officers also see factors holding administrative posts, attending meetings, staff loads, student supervision and the role and function of academic staff have also influenced academic staff to attend training programmes. Due to this importance, it is desirable that these factors are placed in the factors influencing academic staff in the training program based on the perception of the governor who manages the training at Malaysian public universities.

VII. CONCLUSION

In conclusion, this study has been successful in obtaining feedback from the administrative officer who manages the training at Malaysian public universities. Factors that have been found have answered Objectives 1 of this thesis. This objective seeks to obtain clarification and perception from administrative staff who conduct training on the involvement of academic staff in Malaysian public universities in the training programme provided. The main factors associated with individuals, organizations, training and careers are those of high value based on qualitative methods that are exploratory. But the findings are only feedback and perceptions from staff who manage training rather than actual views from academic staff. Hence, a real study of academic staff should be done to find the real factors that affect them to attend or not to attend the training programme provided.

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