

FACTORS INFLUENCING EFFECTIVENESS OF TRAINING, RESILIENCE FACTOR AND DEVELOPMENT ON EMPLOYEE PERFORMANCE

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Abstract

Training and development programs are crucial for enhancing employee performance in organizations, including in Universiti Teknikal Malaysia Melaka (UTeM). However, the effectiveness of these programs depends on several factors. Therefore, this study aims to identify the factors that influence the effectiveness of training, resilience factor and development towards employee performance. The study employed a quantitative research approach, and data were collected through a survey questionnaire distributed to 132 employees. The data were analyzed using descriptive and inferential statistics. The findings of this study revealed that employee readiness, the effectiveness of speaker, training content, training methods, and training evaluation are significant factors that influence the effectiveness of training and development on employee performance. Employee readiness, including motivation, attitudes, and readiness to learn, significantly affects the effectiveness of training and development programs. Furthermore, training content and methods, such as relevance, applicability, and interactivity, significantly impact employee performance and resilience factor. Finally, training evaluation, including feedback and assessment, significantly contributes to the effectiveness of training and development programs. In conclusion, this study suggests that UTeM should consider these factors when designing and implementing training, resilience factor and development programs to enhance employee performance. By understanding these factors, UTeM can create effective training

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and development programs that meet the needs of its employees and ultimately improve their performance.

Keywords: Training and development, employee, performance, resilience factor.

1. INTRODUCTION

The National Higher Education Strategic Plan 2020-2025 outlines the government's strategic direction for higher education in Malaysia. The plan emphasizes the importance of training and development for faculty and staff to improve the quality of higher education in the country. The plan also includes initiatives to enhance the professional development of faculty and staff through various training programs and workshops (<https://www.mohe.gov.my/muat-turun/pelan-strategik-pendidikan-tinggi-nasional-2020-2025>). Training and development are important aspects of higher education institutions, including universities. The main goal of training and development in universities is to enhance the knowledge, skills, and abilities of faculty and staff to improve the quality of education and research. This can be achieved through various training programs, workshops, seminars, conferences, and other professional development opportunities.

Training and development programs are essential for improving employee performance in university settings. These programs provide opportunities for employees to learn new skills, gain knowledge, and develop competencies that are necessary for performing their job responsibilities effectively. In universities, faculty members and staff play critical roles in delivering high-quality education and conducting research that contributes to the advancement of knowledge. Therefore, providing them with opportunities for professional development through training and development programs can have a significant impact on the overall performance of the university. Training and development programs also can help employees to keep up-to-date with the latest teaching methodologies, technologies, and research trends. This can help them to improve the quality of their teaching and research, which can, in turn, enhance the reputation of the university.

Moreover, training and development programs can help to improve employee motivation and job satisfaction. By investing in their professional development, employees feel valued and supported by their employer, which can lead to greater job satisfaction and commitment. This, in turn, can lead to higher levels of performance and productivity. Additionally, training and development programs can help to address skill gaps and knowledge deficiencies among employees. By identifying and addressing these gaps, universities can ensure that their employees have the necessary skills and knowledge

to perform their job responsibilities effectively, which can improve their job performance and productivity. In summary, training and development programs are important for improving employee performance in university settings. These programs can enhance the quality of teaching and research, improve employee motivation and job satisfaction, and address skill gaps and knowledge deficiencies. As a result, investing in training and development programs is crucial for the success of universities.

Positive psychology is a branch of psychology that focuses on the positive aspects found in a person (King, 2008), which are namely hope, gratitude, optimism, resilience, happiness and grit. Positive psychology studies that focus on a person's positive aspects aim to return psychology to its original path, which not only treats psychological ills but also productive and meaningful aspects as well as sharpen and mould a person's best potential (Seligman, 2001).

The resilience aspect is crucial when facing challenges, especially for someone who is more productive, meaningful and earnestly pursues his positive potential although in difficult situations (Luthar, Lyman, & Crossman, 2014). Resilience and positive psychology aim to provide benefits to humanity (Donaldson, Csikszentmihalyi, & Nakamura, 2011). Resilience actually focuses on relationships with others consistent with the aim of positive psychology, which is the presumption that individuals who are enjoying a degree of prosperity and wellbeing are doing so due to the good relations they have with individuals around them (Holaday (1997); Ab Rahman et al (2018); Ahmad Zaki Hasan et al (2020); Luthar, Lyman, & Crossman, 2014).

Assimilating the principles of positive psychology, such as the show of resilience when undergoing psychotherapy, can certainly help the individual to overcome psychological distress in the form of depression and anxiety (Donahue, M. J. (1985); Giorgi, L., & Marsh, C. (1990); Smith, B, et al, (2008); Stein, M. (2005); Septiani, T., & Fitria, N. (2016). Principles of positive psychology adopted during psychotherapy can help the individual recover from psychological distress and provide positive hope in life (Seligman, 2001).

Training and development programs are essential for organizations, including in Universiti Teknikal Malaysia Melaka (UTeM), to improve employee performance and enhance the overall organizational effectiveness. However, the effectiveness of these programs depends on this factors, such as employee readiness, speaker effectiveness, training content, training methods, and training evaluation. This are the factors that influence the effectiveness of training and development on employee performance in Universiti Teknikal Malaysia Melaka (UTeM):-

Employee readiness: This refers to the employee's motivation, ability, and willingness to learn new skills and knowledge (Chen & Lin, 2019). It's important to assess the employees' readiness before providing training and development programs to ensure that they are receptive and able to learn. Employee readiness, including motivation, attitudes, and readiness to learn, plays a crucial role in the effectiveness of training and development programs (Colquitt, LePine, & Noe, 2000). If employees are not motivated or interested in the training program, they may not benefit from it.

Speaker: The speaker or trainer who conducts the training sessions plays a vital role in the effectiveness of training and development programs. The trainer should have the necessary expertise and experience to deliver the content effectively and engage the employees (Becton, Carr, Brown & Hauenstein, 2018).

Training content: The training content should be relevant, informative, and engaging. The content should be designed to meet the specific needs and requirements of the employees and the organization (Noe, 2017). Furthermore, training content and methods, such as relevance, applicability, and interactivity, significantly impact employee performance (Baldwin & Ford, 1988). Employees need to feel that the training is relevant to their job and provides them with skills and knowledge that they can apply in their work.

Training methods: The training methods used should be appropriate for the content and the employees' learning styles (Colquitt, LePine & Wesson, 2021). The methods may include lectures, hands-on training, case studies, simulations, and e-learning.

Training evaluation: It's essential to evaluate the training and development programs to measure their effectiveness and identify areas that need improvement (Phillips & Phillips, 2019). The evaluation process should be conducted before and after the training to assess the employees' learning outcomes and the impact of the training on their job performance. Finally, training evaluation, including feedback and assessment, significantly contributes to the effectiveness of training and development programs (Kirkpatrick, 1994). Evaluation allows organizations to assess the impact of the training program on employee performance and identify areas for improvement.

In summary, the effectiveness of training and development on employee performance depends on various factors such as employee readiness, the quality of the trainer, the relevance of the content, the appropriateness of the training methods, and the effectiveness of the evaluation process. By considering these factors, organizations can design and implement training and development programs that can enhance employee performance and contribute to the overall success.

of the organization. Therefore, this study aims to identify the factors that influence the effectiveness of training and development on employee performance in UTeM. By understanding these factors, UTeM can create effective training and development programs that meet the needs of its employees and ultimately improve their performance

2. LITERATURE REVIEW

According to a study by Tella et al. (2007), training and development programs have a significant positive impact on employee performance in Nigerian universities. The study found that training and development programs increased the knowledge, skills, and capabilities of employees, resulting in improved job performance, job satisfaction, and organizational commitment. Similarly, a study by Alagaraja and Kulinna (2007) found that training and development programs were positively associated with employee job satisfaction and motivation in American universities.

Moreover, a study by Omar and Ahmed (2018) investigated the impact of training and development on employee performance in Malaysian universities. The study found that training and development programs significantly improved employee performance, as well as their job satisfaction and organizational commitment. Additionally, a study by Ayeni and Adebisi (2019) found that training and development programs positively impacted the performance and productivity of academic staff in Nigerian universities.

Another study by Ali and Ahmad (2015) explored the relationship between training and development programs and employee performance in Pakistani universities. The study found that training and development programs significantly improved employee performance, as well as their job satisfaction and organizational commitment. The study also found that the effectiveness of training and development programs was influenced by factors such as the quality of the training, the relevance of the training to the job, and the availability of resources.

Furthermore, a study by Wook, Haron, Shaari, Abd Ghani, & Yusof (2022) investigated the impact of training and development programs on employee performance in Malaysia. The study found that training and development programs had a positive impact on employee performance, job satisfaction, and organizational commitment. The study also found that the effectiveness of training and development programs was influenced by factors such as the quality of the training, the relevance of the training to the job, and the availability of resources.

The effectiveness of training and development on employee performance is an important area of research in the field of human resource management. In universities, training and development programs are crucial for enhancing the knowledge, skills, and abilities of employees and improving their job performance. This literature review aims to explore the factors that influence the effectiveness of training and development on employee performance in universities, including employee readiness, speaker, training content, training methods, and training evaluation.

Employee training and development programs are essential for enhancing employee performance in organizations (Noe, 2010). However, the effectiveness of these programs depends on several factors. Employee readiness is a critical factor that affects the effectiveness of training and development on employee performance. Chen and Lin (2019) found that employee readiness positively affects learning transfer, which is the application of learned knowledge and skills to the job. Shin and Lee (2019) also found that employee readiness has a significant effect on training transfer. They suggested that employees who are motivated and have high self-efficacy are more likely to transfer the knowledge and skills learned in training to their jobs. Colquitt, LePine, and Noe (2000) found that employee motivation, attitudes, and readiness to learn significantly affect the effectiveness of training and development programs. If employees are not ready to learn or are not interested in the training program, they may not benefit from it

The speaker or trainer who conducts the training sessions is another critical factor that influences the effectiveness of training and development programs. Becton et al. (2018) found that trainer expertise positively affects training effectiveness, which is the degree to which the training achieves its objectives. Kehoe and Wright (2013) suggested that the trainer's behavior, such as providing feedback and support, can enhance employee motivation and learning.

Resilience is an individual's capability to persevere, overcome, and self-adapt when overcoming difficulties in life (Holaday & Mcphearson, 1997; Bagar and Killacky, 2006; Walsh, 2003; Connor & Davidson, 2003). Ogińska-Bulik & Juczyński (2008) defined resilience as an individual's degree of adaptability based on the individual's flexibility, diligence in pursuing personal aims, ability to practice tolerance when undergoing negative experiences, ability to face difficult situations, open to new experiences and being optimistic towards life.

Some of the characteristics of resilient individuals are the ability to withstand stress, can regulate emotions well, flexible when adapting to change, having close relationships with others and the ability to handle oneself well (Reivich & Shatte, 2002; Connor & Davidson,

2003). There are several factors that influence an individual's resilience, such as feeling grateful (Listiyandini, 2016; Listiyandini, 2018), optimistic (Lamond, et al., 2009), a good personality, social intelligence (Andriani & Listiyandini, 2017), and having social support (Khabbaz, Behjati, & Naseri, 2012). Connor and Davidson (2003) defined the five characteristics of resilience as:

- (1) Personal competence and high standards indicate that the individual feels capable of achieving his/her objectives in a difficult and failing situation;
- (2) Believe in one's own instinct and having tolerance in negative matters by exercising calmness, ability to easily cope with stress, think prudently, and the ability to focus when facing problems;
- (3) A positive attitude towards changes and the ability to forge good relationships with others, which refers to the ability to adapt to changes;
- (4) Good self-management can be used to achieve one's objectives and assist in requesting or obtaining help from others; and
- (5) Influences spirituality by instilling confidence in Allah SWT and believing in fate.

Training content is also an important factor that affects the effectiveness of training and development on employee performance. Baldwin and Ford (1988) suggest that training programs need to be relevant, applicable, and interactive to be effective. Relevant training content is important because employees need to feel that the training is directly related to their job and provides them with skills and knowledge that they can apply in their work. Noe (2017) also suggested that training content should be relevant and appropriate for the employees' needs and job requirements. Huang and Chang (2017) found that training content and training outcomes positively affect organizational commitment, which is the degree to which employees identify with and are committed to the organization. Applicable training content is important because employees need to see the value of the training in their day-to-day work. Finally, interactive training methods, such as group activities and discussions, can enhance employee learning and retention.

Training methods are another critical factor that influences the effectiveness of training and development programs. Colquitt et al. (2021) suggested that training methods should be appropriate for the training content and the employees' learning styles. Brinkerhoff and Montesino (2017) proposed the success case method, which is an evaluation approach that focuses on identifying successful cases of training transfer and the factors that contribute to success.

Training evaluation is the final critical factor that influences the effectiveness of training and development on employee performance.

Phillips and Phillips (2019) suggested the four levels of training evaluation, which include reaction, learning, behavior, and results. Kirkpatrick and Kirkpatrick (2016) also proposed the four levels of evaluation, which are reaction, learning, behavior, and results. Evaluation allows organizations to assess the impact of the training program on employee performance and identify areas for improvement.

In conclusion, this literature review highlights the importance of employee readiness, speaker, training content, training methods, and training evaluation are critical factors that influence the effectiveness of training and development on employee performance in universities. The literature suggests that these factors should be considered in designing and implementing effective training and development programs that can enhance employee performance and contribute to the success of the university. By considering these factors, UTeM can design and implement effective training and development programs that enhance employee performance and ultimately improve organizational effectiveness.

3. METHODOLOGY

This section explains the method used to conduct this study, examine learning organization practices in Malaysian public universities and collect data. The methodological aspects discussed include the scope of the study, context of the study, study sample, as well as the procedures involved in data collection and analysis.

3.1 Scope of the study

The conceptual framework for the learning organization practices in this study is an adaptation of O'Brien's model for Learning Organization Practices Profile (LOPP) (1994). According to O'Brien (1994), twelve aspects form the fundamental factors that support the implementation of the learning organization practices in universities. These twelve aspects are strategy and vision, executive practices, management practices, organizational climate, work structure, information flow, individual and group practices, work processes, achievement and feedback goals, training and education, rewards and recognition, as well as individual and group development. Yet, for this particular study, only the elements of employee readiness, speaker effectiveness, training content, training methods, and training evaluation are concentrated. As these are the factors that found by many researches that able to influence the effectiveness of training and development on employee performance.

This descriptive study has three general characteristics. First, the study sample is the human resource or university staff (academics and non-academics staff). Second, the samples were selected using the

purposive sampling method because the study requires data from respondents who have 1 to 5 years of work experience in a university. Finally, data focused on measuring the perception towards learning organization practices held by staff in the case study universities belonging to the three work groups, namely executives, management and academic staff.

3.2 Context of the Study

This study was conducted in collaboration with Universiti Rangkaian Teknikal Malaysia (MTUN), which is a network of four public universities in Malaysia that focuses on specific technical fields. The concept of establishing a case study involves a different and unique curriculum and learning experience, identified as a high-tech university that focuses on Problem and Action Centered Learning as well as creativity, emphasises on Experimental Learning and Practice as well as practice with Teaching Factory facilities focusing on application and practices. Respondents in this study consisted of academic and non-academic personnel working at the respective case study universities in Malaysia

3.3 Data Collection and Procedures

This study applied the interview method to collect data and the process lasted from June to September 2022. Selected respondents were given a set of questions to be answered online.

3.4 Data Analysis Procedure

In this study, the analysis of the data was performed through the descriptive and inferential statistics.

3.4.1 Descriptive Statistics

The descriptive statistics involved frequencies, percentages, mean and was employed to answer Objective One and Two.

1. To identify the level of factors (such as employee readiness, the effectiveness of speakers, training content, training methods and training evaluation) that influence the effectiveness of training and development.

2. To determine the most significant and least factor that influence the effectiveness of training and development.

The obtained quantitative data were analysed by using the SPSS version 20.0. The determined significant alpha level for this study was set at .05, which according to Pallant (2013).

Table 3.1: Objectives, research questions and statistical analysis

Objectives, Research Questions and Hypotheses	Statistical Analysis
<u>Objective One and Two</u>	
1. <i>To identify the level of factors (such as employee readiness, the effectiveness of speakers, training content, training methods and training evaluation) that influence the effectiveness of training and development.</i>	Mean, Frequency & Percentage
RQ1: What is the level of factors (such as employee readiness, the effectiveness of speakers, training content, training methods and training evaluation) that influence the effectiveness of training and development?	
2. <i>To determine the most significant and least factor that influence the effectiveness of training and development.</i>	
RQ2: What is the most significant and least factor that influence the effectiveness of training and development?	

4. Finding of the study

Descriptive Finding

The descriptive statistics involved frequencies, percentages, mean and was employed to answer Objective One and Two.

1) To identify the level of factors (such as employee readiness, the effectiveness of speakers, training content, training methods and training evaluation) that influence the effectiveness of training and development.

This section explicates the readiness of employee factor in influencing the training effectiveness.

Table 4.1: Readiness of Employee

Items		Frequency/Percentage				Mean	SD
		SD	D	M	A	SA	
1.	I am motivated to learn new skills and knowledge during the training program.	- (-)	12 (9%)	32 (23%)	67 (50%)	21 (15%)	4.07 .98
2.	Most of the training conducted by HRD was relevant to my	- (-)	26 (20%)	48 (36%)	39 (30%)	19 (14%)	3.63 .90

job tasks and responsibilities at the university.

3.	Most of the training conducted by HRD was able to improve my ability in performing my job responsibilities.	- (-)	14 (10%)	60 (36%)	37 (26%)	21 (28%)	3.61	.97
4.	Most of the training conducted by HRD was able to enhance my understanding of university policies and procedures.	- (-)	9 (4%)	60 (45%)	50 (42%)	13 (9%)	3.58	.98
5.	I am able to apply new skills and knowledge gained from the training program to my job responsibilities.	- (-)	27 (20%)	47 (36%)	37 (29%)	20 (14%)	3.63	.92
6.	Most of the training conducted by HRD motivated me to improve my job performance at the university.	- (-)	20 (15%)	48 (36%)	50 (38%)	14 (11%)	3.69	1.01
7.	I received adequate support and resources to apply the new skills and knowledge gained from the training program in my job tasks.	- (-)	21 (15%)	47 (35%)	51 (38%)	13 (12%)	3.65	1.01
8.	Overall, most of the training conducted by HRD was able to increase my job performance at the university.	- (-)	12 (11%)	50 (37%)	50 (37%)	20 (15%)	3.67	1.01

3.65 .96

Strongly Disagree (SD); Disagree (D); Moderate (M); Agree (A); Strongly Agree (SA)

From Table 4.1, the overall mean of employee readiness was moderate (M=3.65, SD=.96). This showed that the employee believe that whenever they were ready and prepared, the training they attended would gave them a lot of benefits. Thus, would be able to increase their performance in completing any tasks given to them.

This section presents the the effectiveness of speakers factor.

Table 4.2: Speakers Effectiveness

	Items	Frequency/Percentage					Mean	SD
		SD	D	M	A	SA		
1.	Most of the invited speakers were knowledgeable about the topic being presented.	- (-)	- (-)	21 (16%)	70 (53%)	41 (31%)	3.81	.90
2.	Most of the invited speakers were able to effectively communicate the information.	- (-)	6 (5%)	48 (36%)	59 (47%)	19 (12%)	3.65	.89
3.	Most of the invited speakers engaged the audience throughout the presentation.	- (-)	14 (10%)	60 (36%)	37 (26%)	21 (28%)	3.69	.97
4.	Most of the invited speaker provided relevant examples to illustrate key points.	- (-)	9 (4%)	60 (45%)	50 (42%)	13 (9%)	3.78	.95
5.	Most of the invited speakers were responsive to questions and feedback from the audience.	- (-)	2 (1%)	33 (25%)	67 (50%)	30 (24%)	3.81	.84
6.	Most of the invited speakers were well-prepared for the presentation.	- (-)	7 (5%)	55 (41%)	50 (37%)	20 (17%)	3.80	.96

7.	Most of the invited speakers' presentation style was engaging.	- (-)	10 (8%)	57 (43%)	52 (39%)	13 (10%)	3.78	.98
8.	Most of the invited speakers' presentations gave me new insights and knowledge that I could apply in my job.	- (-)	12 (11%)	50 (37%)	50 (37%)	20 (15%)	3.81	1.21
9.	Overall, most of the invited speakers had a positive impact on my understanding and performance related to the topic presented.	- (-)	12 (11%)	50 (37%)	50 (37%)	20 (15%)	3.87	.94
							3.80	.93

Strongly Disagree (SD); Disagree (D); Moderate (M); Agree (A); Strongly Agree (SA)

From Table 4.2, the overall mean of effectiveness of speakers in giving training was high (M=3.80, SD=.93). This showed that the employee believe that speakers did play a crucial role in attracting employee to attend training. Therefore, from the presentations given would gave employees new insights and knowledge that they could apply in their job.

This section presents the the effectiveness of training content.

Table 4.3: Training Content

	Items	Frequency/Percentage					Mean	SD
		SD	D	M	A	SA		
1.	Most of the training content was relevant to my job tasks and responsibilities.	- (-)	22 (16%)	65 (49%)	39 (29%)	6 (6%)	3.67	.99
2.	Most of the training content was presented in a clear and understandable manner.	- (-)	26 (20%)	55 (41%)	44 (33%)	7 (6%)	3.74	.96

3.	Most of the training content was well-organized and followed a logical sequence.	- (-)	29 (23%)	53 (40%)	42 (31%)	8 (6%)	3.74	.92
4.	Most of the training content provided sufficient depth and detail on the subject matter.	- (-)	22 (16%)	65 (49%)	38 (29%)	7 (6%)	3.67	1.02
5.	Most of the training content was up-to-date and relevant to current trends and practices, especially towards IR 4.0.	- (-)	29 (23%)	65 (36%)	28 (33%)	10 (8%)	3.65	.92
6.	Most of the training content provided me with new knowledge and skills that I could apply in my job.	- (-)	20 (15%)	48 (36%)	50 (38%)	14 (11%)	3.70	.98
7.	Most of the training content provided me with a comprehensive understanding of the topic being	- (-)	21 (15%)	47 (35%)	51 (38%)	13 (12%)	3.76	.99

presented.

8. Most of the training content was appropriate for my level of experience and knowledge.	- (-)	30 (22%)	40 (30%)	42 (33%)	20 (15%)	3.69	.90
9. Overall, most of the training content had a positive impact on my job performance.	- (-)	12 (11%)	50 (37%)	50 (37%)	20 (15%)	3.72	.98

3.69 .96

Strongly Disagree (SD); Disagree (D); Moderate (M); Agree (A); Strongly Agree (SA)

From Table 4.3 above, the overall mean of effectiveness in training content was moderate (M=3.69, SD=.96). This indicated that most of the employees agreed that the training content provided by the university administration as well as the speakers were relevant and useful for their needs. Most of the employees perceived that the training content provided them with a comprehensive understanding of the topic being presented (M=3.76, SD=.99). Meanwhile, they perceived the training content was not up-to-date and relevant to current trends and practices, especially towards IR 4.0 (M=3.65, SD=.92).

This section presents the the effectiveness of training method

Table 4.4: Training Method

Items	Frequency/Percentage					Mean	SD
	SD	D	M	A	SA		
1. The training methods used were effective in facilitating my learning.	4 (3%)	12 (9%)	52 (39%)	49 (37%)	15 (12%)	3.74	1.02
2. The training methods used were engaging and kept me interested throughout the	5 (4%)	26 (20%)	48 (36%)	39 (29%)	14 (11%)	3.74	1.12

training.

3.	The training methods used provided me with opportunities to practice and apply what I learned.	7 (5%)	24 (19%)	40 (30%)	40 (30%)	21 (20%)	3.74	1.01
4.	The training methods used allowed me to learn at my own pace and style.	10 (8%)	20 (15%)	50 (38%)	33 (25%)	19 (14%)	3.63	1.00
5.	The training methods used were appropriate for the learning objectives and goals of the training program.	10 (8%)	24 (19%)	55 (41%)	37 (28%)	6 (4%)	3.60	.92
6.	The training methods used were relevant to my job tasks and responsibilities.	10 (8%)	20 (19%)	50 (38%)	33 (25%)	19 (14%)	3.63	1.01
7.	The training methods used provided opportunities for interaction and collaboration with other participants.	9 (7%)	21 (20%)	50 (38%)	33 (25%)	19 (14%)	3.63	1.01
8.	The training	12	30	50	30	10	3.56	1.01

methods used (9%) (23%) (38%) (37%) (8%)
provided me
with feedback
on my
performance
and progress.

9. Overall, the 6 22 47 37 20 3.61 .99
training (5%) (17%) (36%) (27%) (15%)
methods used
had had a
positive impact
on my job
performance.

3.65 .96

Strongly Disagree (SD); Disagree (D); Moderate (M); Agree (A);
Strongly Agree (SA)

From Table 4.4 above, the overall mean in training methods was moderate (M=3.65, SD=.96). This showed that the employees perceived the methods used were suitable yet there was still a room for improvement. Most of the employees perceived that the training methods used were engaging and kept them interested throughout the training (M=3.74, SD=1.02). The training methods used provided the employee with feedback on their performance and progress was identified as the least perception (M=3.56, SD=1.01).

This section presents the the effectiveness of training evaluation

Table 4.5: Objectives, research questions and statistical analysis

	Items	Frequency/Percentage					Mean	SD
		SD	D	M	A	SA		
1.	The training evaluation process was clear and easy to understand.	- (-)	12 (9%)	32 (23%)	67 (50%)	21 (15%)	3.76	.98
2.	The training evaluation process was comprehensive and covered all aspects of the training program.	- (-)	26 (20%)	48 (36%)	39 (30%)	19 (14%)	3.61	.90
3.	The training	-	14	60	37	21	3.78	.97

	evaluation process allowed me to provide feedback on the effectiveness of the training program.	(-)	(10%)	(36%)	(26%)	(28%)		
4.	The training evaluation process allowed me to identify areas of strength and weakness in the training program.	- (-)	9 (4%)	60 (45%)	50 (42%)	13 (9%)	3.74	.98
5.	The training evaluation process provided me with actionable feedback to improve my performance.	- (-)	27 (20%)	47 (36%)	37 (29%)	20 (14%)	3.58	.92
6.	The training evaluation process was conducted in a timely manner.	- (-)	20 (15%)	48 (36%)	50 (38%)	14 (11%)	3.65	1.01
7.	The training evaluation process was used to make improvements to the training program.	- (-)	21 (15%)	47 (35%)	51 (38%)	13 (12%)	3.70	1.01
8.	The training evaluation process was	- (-)	12 (11%)	50 (37%)	50 (37%)	20 (15%)	3.78	1.01

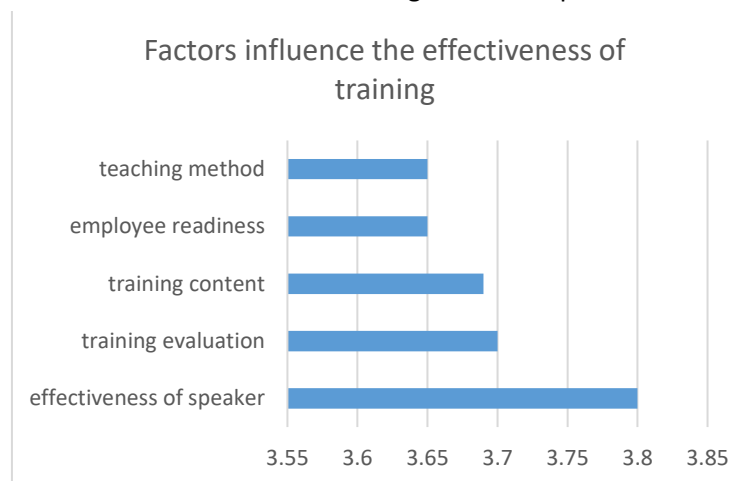
used to make
overall
improvements.

3.70 .96

Strongly Disagree (SD); Disagree (D); Moderate (M); Agree (A); Strongly Agree (SA)

With reference to Table 4.5, the overall mean of effectiveness of training evaluation effectiveness was high ($M=3.70$, $SD=.96$). This indicated that employees perceived the training evaluation provided by the university administration was suitable and relevant in enhancing their performances. Training evaluation is the systematic process of collecting information and using that information to improve ones training. Evaluation provides feedback to help them identify if the attended training achieved their intended outcomes, and helps them make decisions about future trainings.

2) To determine the most significant and least factor that influence the effectiveness of training and development.



From the Figure 4.1 above, it shows that the most significant factor that contributes to the effectiveness of training among employees is the effectiveness of the speakers. A professional speaker should bring proven new ideas from a myriad of sources. The speaker can also give another perspective on old issues. Sometimes issues grow stale. A fresh set of eyes, enthusiasm, and resources can jump-start things whereas “in-house” ideas may be seen as just more of the same. The next factor identified to be important is training evaluation and followed by training content. Last but not least, the last factor that found to be the least contributor is teaching method. It could be conclude that, the teaching method provided either by the speaker or university organiser should be revamped and relooked. Teaching methods are the broader techniques used to help training participants

(employees) achieve learning outcomes, while activities are the different ways of implementing these methods. Teaching methods help them: master the content of the course and finally learn how to apply the content in particular contexts.

5. RESULTS, DISCUSSIONS & RECOMMENDATION

This section aims to answer; how learning organization practices and trainings are successfully implemented by executives, management and academic. The implementation (learning organization practices) is based on feedback from employees regarding the implementation of the three main components of the learning organization (O'Brien, 1994), namely leadership, work system and structure as well as staff development and performance. Implementation of a learning organization in a case study university should be considered when initially introducing learning organization practices. External factors that encourage universities to function as learning organizations are also identified by analysing various documents from the university and the Ministry of Higher Education (MHE).

From the findings, data analysis showed that there are five critical factors that able to influence to effectiveness of training effectiveness, and later will be able to enhance the performance of staff. The five factors are; i) employee readiness, ii) speaker effectiveness, iii) training content, training method and training evaluation. The findings revealed that employee readiness, the effectiveness of speaker, training content, training methods, and training evaluation are significant. Employee readiness, including motivation, attitudes, and readiness to learn, significantly affects the effectiveness of training and development programs. Furthermore, training content and methods, such as relevance, applicability, and interactivity, significantly impact employee performance. Finally, training evaluation, including feedback and assessment, significantly contributes to the effectiveness of training and development programs. In conclusion, this study suggests that UTeM should consider these factors when designing and implementing training and development programs to enhance employee performance. By understanding these factors, UTeM can create effective training and development programs that meet the needs of its employees and ultimately improve their performance.

Last but not least, there are several practices that should be scrutinised by the university, such as selecting a suitable speaker that can fully contribute to the betterment of staff. Bringing in the right professional speaker can change the university environment and staff perspective for the better for years to come. Professional speakers help staff to grow. Using "in-house" speakers can sometimes prevent

employee from growing. For some of them, using people on the staff to train them is a non-starter. There can be personality conflicts. Some employee will not listen to another staff member simply because they do not like like them.

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