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The Relationship between Training Factors and Individual Characteristics

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Abstract

Along with the development of workplace, human resources which is the most important factor of any establishment requires to be promoted as well. In this way, training programs were recognized as a significant approach to boost the effectiveness of the workforce across the world. Any training is constituted by four main factors including training needs assessment, training design, training delivery, and training evaluation. In the context of the present study, these main factors are considered as the independent variables. At the same time, there are lots of elements that integrate human behavior characteristics. Self-efficacy and attitude as the main determinants of individual characteristics were selected to be investigated in terms of their correlations with training factors. Therefore, identifying the relationship between training factors and individual characteristics is the purpose of this study. In order to achieve the purpose, a survey was conducted within the academic staff of University Technology Malaysia (UTM) and 310 respondents were elected from 1622 academics, applying questionnaire to collect the data. Using Statistical Package for Social Science (SPSS), descriptive and inferential analysis as well as Pearson correlation was applied and performed to analyze the relationships. The results demonstrated that there is a significant positive relationship between the four factors of training and the two main determinants of individual characteristics (self-efficacy and attitude).

Keywords: Training Factors, Individual Characteristics

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Introduction

With the advancement of new technologies and its influences on multiple dimensions of lifestyle and workplace, organizations strive to adapt and coordinate themselves since keeping abreast their competitors. In the new era, growth and development of technology have created a frequent demand for upgrading current knowledge. Stunning speed of changes taking place in the community has forced the organizations and institutions to accord with altering circumstances. In this status, any establishment and association wish to survive and maintain its qualification, competency and productivity along with new circumstances. Consequently, adapting new conditions has become vital. However, it actually will not be achieved easily and requires a compatibility process. In this process, employees in the organizations are expected to accept and adapt new dispositions in order to expedite operations.

Adapting new circumstances will not happen until employee' intentions and behaviors change. According to the theory of reasoned action (TRA) which was developed by Fishbein and Ajzen (1975 and 1980), attitudes and behavioral intentions determine and predict a person's behavior. When attitude and intention alter, his reaction to a special situation can be changed. Since lots of variables are involved in determination of human behavior such as education, gender, experience, self-efficacy, attitude, subjective norms, skills, and so forth; it seems essential to study on determinant factors as they carry more importance in forming behaviors. Besides, it will help to identify their impacts and interactions within such process.

Among them, two main determinants of human behavior including self-efficacy and attitude are selected and will be presented as a result of their basic impacts on human behavior. They strongly influence behavioral intentions and human behavior. Further, their effects upon mentioned process will be reviewed. In the meanwhile, how they impact and construct behavior will be discussed in this research.

Improving employees' knowledge and skills as well as changing employees' behavioral intentions has been as a subject matter that organizations attempted to handle such an important subject and look for proper approaches to accomplish that significant assignment.

Accordingly, there are some approaches which can influence these two main variables (self-efficacy and attitude) and help to enhance them toward work environment. One of these approaches is training. In the context of this study, training is designated to debate and its relationship and interactions with these two determinant variables of behavior have also tried to be explained.

As one approach, training programs are one of the most widely applied solutions. Training has been recognized to facilitate the improvement of human behavior's components throughout the world. Many organizations are trying to create desirable changes in their employee behaviors via planning and conducting different types of training programs. According to the previous studies accomplished by lots of scholars (Korte, 2007, Chowdhury, 2006), function and impacts of training upon human behavior have been under researches.

Hence, this study tries to figure out the impact of training' factors on self-efficacy and attitude, their relationship and investigate how they can interact each other.

Problem Statement

Problem statement means from the one side considering such a significant issue (training staff to improve their competencies and to enhance their individual characteristics) and from the other side the importance

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and role of training in achieving this purpose seek a very high attention and consideration toward maximizing the effectiveness of such procedure. Therefore, the statement of this research's problem can be formed in the paragraph below:

While UTM hugely invests in the planning and conducting training programs to improve its employee individual effectiveness, is it really effective toward improving individual characteristics? Does it actually conducts training programs in the systematic and standard styles and observes its principled methods that might result in boosting self-efficacy and attitude?

Research Questions

In the context of this study, there are three main research questions that have been formulated and progressively carry more significance from the researcher's point of view.

1- What is the level of self-efficacy and attitude as the individual characteristics among UTM academic staff?

2- What is the level of training factors (need assessment, design, delivery, and evaluation) among UTM academic staff?

3- Is there any direct relationship between training factors and individual characteristics?

Literature Review

Training

"Training" is regarded to a systematic approach to learning and development for progressing individual, team, and organizational effectiveness (Goldstein and Ford, 2002). At the same time, activities causing to the attainment of new knowledge or skills for objectives toward personal advancement is called "Development". However, determining whether a special research study addresses training, development, or both is often difficult. Nevertheless, this study uses the term "training" referring to both training and development efforts.

In the *Annual Review of Psychology* since 1971 the scientific concerns and significance of training in work institutions is reflected through the orderly publication of training reviews (Salas and Bowers, 2001). It expressed by Herman and Kurt (2009) that training in work organizations is an area of applied psychological research that is particularly well suited for making a clear contribution to the enhancement of human well-being and performance in organizational and work settings as well as in society in general (Herman and Kurt, 2009). Training in work associations generates distinct advantages for individuals, teams, organizations, and society. Each of these stakeholders (individuals, teams, organizations, and society) takes important benefits and advantages from training and development activities in work organizations. Nonetheless, in this study only the effects of training on individuals and specifically on two main characteristics of individuals (self-efficacy and attitudes) will be investigated. Therefore, the benefits and effects of training on the rest (teams, organizations, and society) are not taken into consideration in this research.

Training Models

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Training is a sub-system of the organization because the departments such as, marketing & sales, HR, production, finance, and so forth depends on training for its survival. Training is a transforming process that requires some input and in turn it produces output in the form of knowledge, skills, and attitudes (http://trainingandevelopment.naukrihub.com).

System Model

The system model consists of five phases and should be repeated on a regular basis to make further improvements. The training should achieve the purpose of helping employee to perform their work to required standards. The steps involved in System Model of training are as follows:

1. Analyze and identify the training needs i.e. to analyze the department, job, employees' requirement, who needs training, what do they need to learn, estimating training cost, etc. The next step is to develop a performance measure on the basis of which actual performance would be evaluated.

2. Design and provide training to meet identified needs: This step requires developing objectives of training.

3. Develop: This phase requires listing the activities in the training program that will assist the participants to learn, selecting delivery method, examining the training material, validating information to be imparted to make sure it accomplishes all the goals and objectives.

4. Implementing: Is the hardest part of the system because one wrong step can lead to the failure of whole training program.

5. Evaluating: Evaluating each phase so as to make sure it has achieved its aim in terms of subsequent work performance. Making necessary amendments to any of the previous stage in order to remedy or improve failure practices.

Benefits of Training Evaluation

The aim of evaluation is to ensure that the training enables to fill the competency gaps within the organization in a cost effective way. This is especially consequential in terms of the fact that organizations are trying to decrease costs and increase profitability. Some of the most basic benefits of the training evaluation can be 1- Assessing the effectiveness and appropriateness of instructional strategies, 2- Identifying the learning being used on the job, 3- Determining whether the objectives of the learning experience were met, 4- Checking the costs, and 5- Delivering feedback to the trainers and training program administrators (Richards, 2011).

Benefits of Training for Individuals

It has been evidenced by lots of documents that performance of individuals positively is influenced via training activities (McLelland, 2011). This can be beneficial regarding the other results at both the individual and team level as well such as attitudes, incentive, and empowerment. Performance-related benefits are shortly reviewed here as well as profits towards individual characteristics (self-efficacy and attitudes).

Benefits Related to Job Performance and Individual Characteristics

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The changes created by training should lead to improved job performance and other positive alterations; for instance acquirement of new proficiencies (Hill and Lent, 2006, Satterfield and Hughes, 2007) and it will be considered as antecedents of job performance (Kraiger, 2002). The consequences of training on performance may be more precise (though measurable). In a qualitative study including mechanics in Northern India, it demonstrates that on-the-job training caused to higher innovation and tacit skills (Barber, 2004). Behaviors obtained by informal learning that are beneficial for impressive performance being called tacit skills.

In addition, the effects of training not only include declarative knowledge or procedural awareness, but also can boost strategic knowledge. Strategic knowledge means understanding when to apply a particular knowledge or dexterity (Kozlowski *et al.,* 2001, and Kraiger *et al.,* 1993).

Moreover, stability in performance across situations may be one of the other results of training as it was ascertained in a study accomplished by Driskell *et al.* (2001), in the U.S. Navy technical school trainees and results showed that training was useful since after the training course, trainees performed better under stress and accordingly stress training assists preserve performance consistency. Enhancing of self-efficacy or self-management skills of trainees may also eventuate from performance consistency. In a field experiment, Frayne and Geringer (2000), implemented a self-management training (lectures, group discussions, and case studies) in the life insurance industry. The results illustrated that salespeople attending in the training program indicated superior self-efficacy, outcome expectancy (e.g., "I will increase my sense of accomplishment"), and objective outcomes (e.g., number of new policies sold) and subjective job performance (i.e., sales managers' ratings of each salesperson's performance) as well.

Albeit, as it showed in this part that training has so many benefits for individuals, however its benefits toward self-efficacy and attitudes are more predominant in this study. For instance, a longitudinal randomized field experiment in which Dvir *et al.* (2002), delivered transformational leadership training to group leaders. In this study, results depict that training increased trainee's motivation like self-actualization requirements and tendency of putting on further endeavor as well as morality and also empowerment (i.e., critical-independent approach, strenuous obligation in the task, and special self-efficacy). Furthermore, Towler (2003) discovered some documents in his study correlating to the training effects. He found the effectiveness of charismatic influence training in the contributor's performance and attitudes who watched the videotapes as a training method. This result is alike to the results of Dvir *et al.*, which are mentioned above.

Research Methodology

Data Collection Method

For the purpose of this study, questionnaire method will be used to collect primary data. The numbers of variables in the present study are six designed with two sets of separated parts (need assessment in the first part as well as training delivery and training evaluation as the subsets of training design, and self-efficacy and attitude in the second part as the subsets of individual characteristics).

Population and Sampling

Since the research aims to study on the training category as the significant part of the investigation, an academic environment which normally conducts training programs for its employees should be selected to survey on. Thus, as a matter of fact, the population of the present study is chosen from the academic staff of University Technology Malaysia (UTM). They normally participate in the training programs

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performed by UTM in time intervals which intend to extend the knowledge and skills of academics as well as their competency and attitudes. According to an inquiry from the UTM human resource department, the number of academic staff in UTM is 1622 and the researcher selected 310 staff for this study.

Instruments

The instrument for data collection in this study is questionnaire as it is mentioned above.

1- Training Needs Assessment Questionnaire: This questionnaire is designed and developed by the researcher and tries to extract and identify respondents' views and beliefs about how their needs in the workplace are analyzed. It contains 10 questions and follows Likert Scale; from strongly disagree to strongly agree (1-5).

2- Training Delivery Questionnaire: This questionnaire is also designed and developed by the researcher and tries to extract and identify respondents' views and beliefs about how they receive training and how they feel about the methods of training they participate in. The questionnaire contains 10 questions and follows Likert Scale; from strongly disagree to strongly agree (1-5).

3- Training Evaluation Questionnaire: This questionnaire is designed and developed by researcher as well and tries to extract and identify respondents' views and beliefs about training evaluation process, how they feel about and to what extent they are effective. It contains 10 questions following Likert Scale; from strongly disagree to strongly agree (1-5).

4- Self-efficacy Questionnaire: This questionnaire is extracted from MRC/LEARNS Webinar. General Self-Efficacy Scale (GSES) developed in Germany in 1979 by Jerusalem and Schwarzer, and was later revised and adapted to 26 other languages by various co-authors. The questionnaire has 14 questions and asks the opinions of employees toward how they feel in their workplace. The questions follow Likert Scale; from strongly disagree to strongly agree (1-5).

5- Attitude Questionnaire: The last questionnaire is extracted from an article by Knapp and Mujtaba named "Designing, Administering, and Utilizing an Employee Attitude Survey". Nova Southeastern University and is published in the Journal of Behavioral Studies in Business. This questionnaire' intention is to investigate attitudes of employees. It asks some questions about communication, independency, contribution-attitude, and job and work attitudes. It has 18 questions all by five rating scale (1-5) from strongly disagree to strongly agree.

Data Analysis Procedure

Data analysis is a process that involves changing the raw data to information that has meaning and can be understood (Sekaran, 2007). Analysis process should involve the systematic review process, short listing, and categorizing, analyzing, interpreting and drawing conclusions. The process of analyzing the raw data obtained through distribution of questionnaires to be implemented by using the technique of computerized analysis / statistical technique is known as the software of Statistical Package for Social Science (SPSS). This software facilitates the process of analysis and the results which will be produced are more accurate. In this study, version 20 of SPSS was applied to quantitatively analyze the data.

Data Analysis

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First Objective:

To Measure the Level of Individual Characteristics (Self-efficacy and Attitude) among Academics in UTM

Self-efficacy

The highest score with the mean of 2.81 is item number 11 (I don't need extra training to enhance my capabilities) with a standard deviation of 0.79. In other words, a total of 114 persons (36.8%) disagree or strongly disagree that they do not need extra training to enhance their capabilities. Whiles, 58 persons (18.7%) agree or strongly agree with this statement. The second highest score holder is item number 12 (I am able to handle my own duties without receiving training anymore) with a mean of 2.66 and standard deviation of 0.79. A number of 144 respondents (46.4%) disagree or strongly disagree that are able to handle their own duties without receiving training anymore. However, 47 persons (15.2%) agree or strongly agree that are able to handle their own duties without receiving training.

In addition, the rates of standard deviation among all of the items do not exceed 0.81 (from 0.79 to 0.81). It shows that the whole items have respectively the lowest value of standard deviation thus; all of the values are close to the total mean in this section.

Self-efficacy questionnaire consists of 14 questions. Based on the results, the total mean of respondents stands on 2.53 (between 2.41 to 2.81). From the Likert Scale of 5 (strongly disagree to strongly agree), the mean of 2.53 shows that the level of self-efficacy among academic staff in UTM is not quite high nor very low. Hence, according to the provided data, the level of self-efficacy among academics is in the middle level approximately.

Attitude

This part presents the overall perception of respondents towards attitude among academics in UTM. According to the results, item number 18(How satisfied are you with the training you receive to get a better job with this university?) has the highest mean score of 3.75 and standard deviation of 0.63. Only 11 persons (3.5%) of respondents are very satisfied with the training they receive to get a better job with this university; meaning that 229 respondents (73.8%) are not satisfied with the training they receive altogether. Item number 17 (How satisfied are you with the training you received for doing your present job?) is the second highest score holder in this section with a mean of 3.71 and standard deviation of 3.63. Again only 12 persons (3.8%) are very satisfied or satisfied with the training they received for doing their present job. While, 218 persons (70.4%) of respondents are dissatisfied with the training they received for doing their present job.

Accordingly, it can be concluded that academics in UTM are not very satisfied with the training they receive presently in terms of getting a better job in this university as well as doing their present job well.

Attitude questionnaire consists of 18 questions. Based on the results, the mean of respondents often stands around 2.5 (between 2.39 to 2.58). From the Likert Scale of 5 (strongly disagree to strongly agree), the mean of 2.5 shows that the level of attitude among academic staff in UTM is not quite high nor very low. However, the last two questions are different from the overall. It means that the mean for the last two

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questions (AT-Q17-18) stands at 3.7 which demonstrate that respondents are somewhat dissatisfied with their jobs and the training they receive.

Hence, according to the provided data, the level of attitude among academics is in the middle level approximately except in the last two questions which indicates that their level of dissatisfaction and attitude toward their jobs (considering everything) and the training they receive is slightly high. To sum up, the total average mean score is calculated to 2.49. This indicates that the level of attitude toward their work environment among academic staff in UTM is being practiced on a moderate level.

Second Objective:

To Measure the Level of Training Factors (Needs Assessment, Delivery, and Evaluation) among Academics in UTM

Training Needs Assessment

There are ten items in the questionnaire on training needs assessment. Total average mean scores of these ten items computed is 2.50. Item number 10 (My priorities in learning necessary subjects are always taken into consideration and I feel it in the next training programs) has the highest level of score (2.60), with a standard deviation of 0.743. This means that in this item 152 or 49.1 percent of the respondents disagree and strongly disagree that their priorities in learning necessary subjects are always taken into consideration. While, 32 persons (10.30 %) of respondents agree or strongly agree that their priorities in learning necessary subjects are always taken into consideration. After item 10 which has the highest mean, item number six (My department continuously analyzes what I need to do my job well) owns the highest mean by 2.58. It means 149 respondents disagree or strongly disagree that their department continuously analyzes what they need to do their job well; whereas, 19 persons (6.20%) agree or strongly agree with this statement. The standard deviation of item number six is 0.652 and it means that most of the values are close to the mean.

Therefore, it can be concluded that all of variables stand on a low degree of standard deviation and they do not differ from the mean a lot.

In this section, the average mean score of these ten items is 2.50, which is between 2.35 and 2.60. Accordingly, academic staff of UTM believes that the level of training needs assessment in UTM is being practiced on a moderate level.

Training Delivery

Based on the results, item number 3 (I often receive the training in an inadequate space and improper environment) has the highest mean score with a mean of 2.68 and standard deviation of 0.79. This shows that 138 respondents equals to 44.50 % disagree or strongly disagree that they often receive the training in an inadequate space and improper environment. The second highest mean score of 2.55 is obtained by item number 2 (I usually dislike the ways in which I receive the training) with the standard deviation at 0.79 as well. It indicates that 158 persons (50.9%) of respondents are somewhat dissatisfied with the way in which they receive training.

On the other hand, the lowest mean score belongs to item number 1 (Any kind of training that I receive is delivered to me properly) with 2.43 and standard deviation of 0.780. However, almost all of the items

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mean stands between 2.43 and 2.68. Furthermore, the standard deviation of the items almost stands on 0.7 and it shows that there is a similarity of the respondent's points of view even among 310 respondents. The average mean score of this part is the same as the previous table with 2.52.

Therefore, it can be concluded that academic staff of UTM believes the level of training delivery in UTM is being practiced on a moderate level.

Training Evaluation

A total average mean score is calculated to 2.50. In addition, the mean score of each item is between 2.42 and 2.58. This result indicates that the level of training delivered in UTM is being practiced on a moderate level based on the opinions of its academic staff.

According to the table, the highest mean score belongs to item number 10 (The training center always lets me know about my results of the taken tests and also about my progress or regress, if any) with a mean score of 2.58 and standard deviation of 0.83. After item 10, the highest mean score is owned by item number 8 (Basically I feel free to answer the questions that are asked after the training) with 2.57 and standard deviation of 0.83. It means that 151 persons (48.7 %) do not feel free to answer the questions that are asked after the training; whereas, 33 persons (10.70 %) agree or strongly agree that they feel free to answer the questions which are asked after training.

From the other side, the lowest mean score in this table belongs to item number 1 (I am always evaluated in terms of my performance after the trainings) by 2.42 and standard deviation of 0.77. Based on the data provided, 184 respondents (59.3 %) strongly disagree or disagree that they are always evaluated in terms of their performance after the trainings; while, only 24 persons (7.80 %) agree or strongly agree that they are evaluated based on their performance after the trainings.

The standard deviations also are very low almost in all of the items. The highest one is 0.83 (item number 8) and the lowest 0.75 (item number 10). It depicts that their mean do not differ too much from the total mean score.

Third Objective:

Correlation between Training Need Assessment and Self-efficacy

The Pearson's correlation results for need assessment and self-efficacy variables are significant. As it is shown in table 4.1, Pearson bivariate correlation using a 2-tailed test, there is a significant relationship between training need assessment and self-efficacy. Pearson's correlation results in $r = 0.663$ is significant at 0.01 level of significance. This indicates that there is a positive correlation between training need assessment and self-efficacy.

Therefore, the first hypothesis of the research that was "the more accurate need assessment the higher levels of self-efficacy of employees" is accepted and proven to be true.

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Table 1. Correlation between Training Factors and Individual Characteristics

Correlation		
Training Factors	**Individual Characteristics**	
	Self-efficacy	Attitude
Training Needs Assessment	.663**	.729**
Training Delivery	.643**	.639**
Training Evaluation	.668**	.605**
Note: ** Correlation is significant at the 0.01 level (2-tailed) N = 310		

Correlation between Training Need Assessment and Attitude

The table shows the correlation between training need assessment and attitude. As it is shown, Pearson bivariate correlation using a 2-tailed test, there is a significant relationship between training need assessment and attitude. Pearson's correlation results in r = 0.729 is significant at 0.01 level of significance. This indicates that there is a positive correlation between training need assessment and attitude. Therefore, the second hypothesis of the research that was "the more precise needs assessment the more positive attitudes of employees" is accepted and proven to be true.

Correlation between Training Delivery and Self-efficacy

The Pearson's correlation results for training delivery and self-efficacy variables are significant. As it is shown in the table, Pearson bivariate correlation using a 2-tailed test, there is a significant relationship between training delivery and self-efficacy. Pearson's correlation results in r = 0.643 is significant at 0.01 level of significance. This indicates that there is a positive correlation between training delivery and self-efficacy. Therefore, the hypothesis of the research that was "the more desired training delivery the higher level of self-efficacy of employees" is accepted and proven to be true.

Correlation between Training Delivery and Attitude

The Pearson's correlation results for training delivery and attitude variables are significant. As it is shown in the table, Pearson bivariate correlation using a 2-tailed test, there is a significant relationship between training delivery and attitude. Pearson's correlation results in r = 0.639 is significant at 0.01 level of significance. This indicates that there is a positive correlation between training delivery and attitude.

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Hence, the hypothesis of the research that was "the more attractive training delivery the more improved attitudes of employees" is accepted and proven to be true.

Correlation between Training Evaluation and Self-efficacy

The Pearson's correlation results for training evaluation and self-efficacy variables are significant. As it is shown in the table, Pearson bivariate correlation using a 2-tailed test, there is a significant relationship between training evaluation and self-efficacy. Pearson's correlation results in r = 0.668 is significant at 0.01 level of significance. This indicates that there is a positive correlation between training evaluation and self-efficacy.

Thus, the hypothesis of the research that was "the more comprehensive training evaluation the higher levels of self-efficacy of employees" is accepted and proven to be true.

Correlation between Training Evaluation and Attitude

Table 4.1 shows the correlation between training evaluation and attitude at the last part. As it is shown, Pearson bivariate correlation using a 2-tailed test, there is a significant relationship between training evaluation and attitude. Pearson's correlation results in r = 0.605 is significant at 0.01 level of significance. This indicates that there is a positive correlation between training evaluation and attitude.

Accordingly, the hypothesis of the research that was "the more accurate training evaluation the wiser attitudes of employees" is accepted and proven to be true.

Discussion and Conclusion

First Objective: To Measure the Level of Self-efficacy and Attitude among Academic Staff of UTM

In the case of this study, the level of individual characteristics including self-efficacy and attitude were discovered among UTM academic staff which was set as the first objective of this research. As it is indicated, the level of self-efficacy among academics was determined, using descriptive statistics technique. According to the data provided in table 4.8, the mean of the table is equivalent to 2.53. Basically, it means that the level of self-efficacy among academics in UTM is in a middle level.

From a point of view, the academics in which got the highest level of self-efficacy are in the range of age 30-39 which normally supposed to be senior lecturers. When the senior lecturer's self-efficacy stands on a moderate level, it could alarm for an inappropriate situation. In other words, university's administrators are noticed to take it stronger into consideration improving the level of self-efficacy of their academic staff through planning and conducting whatever programs is required whereby enhancing the level of academic's self-efficacy across the university can be achieved.

In terms of attitude, the level of attitudes among academics was determined, using descriptive statistics technique too. According to the data provided in table 4.9, the mean of the table is equivalent to 2.49. Basically, it means that the level of attitude among academics in UTM is in a middle level as well. When the highest group of respondents in terms of having attitude among academics has a moderate level of attitude, it therefore means that the other groups have lower levels of attitude. Again, it alerts an improper situation.

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Therefore, having a moderate level of individual characteristics has been approved through the results of this study. Based on the results, academics in UTM do not have high levels of self-efficacy nor have high levels of attitude toward training they receive as well as their work environment. The previous literature has suggested that having higher levels of self-efficacy and attitude is necessary when an organization struggles to enhance its qualification and competency in order to compete globally. Thus, employees with moderate and lower levels of individual effectiveness may hinder the organization to boost its empowerment especially when it comes to an organization like UTM which is one of the most prominent universities throughout Malaysia and attempts to maintain its position as a pioneer university in technology and innovation.

Accordingly, it is strongly advised to the university practitioners and administrators to review and rethink the ways in which they plan and implement the programs aimed at improving employee individual characteristics. Otherwise, keeping present status would bring it into harder circumstances when they might not be able to easily compensate the possible future complications and would suffer from its unfavorable consequences.

Second Objective: To Measure the Level of Training Factors among Academic Staff of UTM

Identifying the level of training factors including training needs assessment, design, delivery and evaluation among academic staff of UTM was determined as the second objective of this study. According to the data provided, the mean of these factors are 2.505, 2.520, and 2.508 for training needs assessment, training delivery, and training evaluation respectively. Basically, it means that the level of training factors in UTM from the respondent's point of view (academics) is in a moderate level.

Basically, it means that academic staff of UTM are not very satisfied with the training in which is delivered to them. The term "is delivered" covers all factors of training, meaning that they are not very satisfied with the process of training needs assessment in which their university conducts toward, the training design in which training is formed and designed (this conclusion has been derived from the results of third and fourth factors which are said to be the subsets of training design), the ways in which training delivers to them, and finally the process of evaluating of trainings and measuring their performances based on training.

However, it has to be mentioned that the level of training factors is not very low as well. A mean score of approximately 2.50 for all of the factors implicates that academics of UTM are somewhat satisfied with the training programs they receive. Generally it can be represented as the following sentence: they are not very satisfied nor very dissatisfied with the training in which is assessed, designed, delivered, and evaluated in UTM.

As the final conclusion, this level of training implicates that academic staff need some improvements in training cycle. The improvement can include increasing the effectiveness of training needs assessment, the appropriateness of delivering phase of the training as well as modifying the efficiency of training evaluation step in which may multiply their satisfaction with training programs. Therefore, it can be stressed in the following sentence: there is much room for training programs improvement in UTM.

Third Objective: To Examine the Relationship between Training Factors and Individual Characteristics

The third objective of present study consists of "to examine the relationship between training factors (need assessment, design, delivery, and evaluation) and individual characteristics (self-efficacy and

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attitude"). In order to achieve this objective, Pearson Correlation analysis was applied to investigate the relationship between independent variables and dependent variables. Discussions that cover the third objective of the study are as follows:

The Relationship between Training Needs Assessment and Self-efficacy

Based on the findings of the present research, there is a significant relationship between training needs assessment and self-efficacy. It was illustrated in table 4.1 which indicates the Pearson Correlation between training needs assessment and self-efficacy is equivalent to 0.663 at 0.01 level of significance. Actually it means that there is a positive and significant relationship between these two variables.

The findings of this study support the previous research perspectives in which struggled to exhibit the importance of training needs assessment and its relation to the levels of employee's self-efficacy. For instance, Appelbaum and Hare (1996) pointed out that perhaps the most extensive application of self-efficacy has been in the area of training. In addressing needs assessment initially, it can be demonstrated that knowledge of an employee self-efficacy expectations may help to identify specific training needs which might otherwise go unnoticed and which possibly hinder improved performance.

As regards, relying on the previous literature and the findings of this study, it can be concluded that training needs assessment and self-efficacy have positive, direct and strong relationship and concentrating on the analysis of employee' needs in which being covered in training programs may leads to improved and modified self-efficacy perception of academic staff of UTM.

The Relationship between Training Needs Assessment and Attitude

According to the findings of the present research, there is a significant relationship between training needs assessment and attitude. It was displayed in table 4.1 which indicates the Pearson Correlation between training needs assessment and attitude is equivalent to 0.729 at 0.01 level of significance. This means that there is a strong, positive and direct relationship between training needs assessment as the first factor of training and attitude as the second determinant of individual characteristics. However, it should be mentioned that the intent of 'attitude' in this study actually refers to attitude toward job environment and training programs plus its factors. Therefore, the results of data analysis can support the results of previous literature as well.

The Relationship between Training Delivery and Self-efficacy

Regarding the magnitude of how training delivers to trainees and its subsequent effects on self-efficacy, past researches have stressed on the impacts of training delivery and how to deliver it to trainees in order to multiply the positive effects on individual effectiveness including self-efficacy. As an illustration, the role of training delivery and how different kinds of training methods can influence self-efficacy of trainees was discussed in previous parts of this research where Chou and Bin Wang (2009) concluded that how one special method of training (instruction-based) can successfully be used to modify self-efficacy and performance of employees; while the other method of delivering (behavior modeling) is dominant regarding to learning performance and computer self-efficacy. Thus, different circumstances require different methods of training to deliver as if facilitates the improvement of trainee's self-efficacy.

In this study, results of data analysis based on applied techniques indicated that there is a significant correlation between training delivery and self-efficacy. It was depicted in table 4.1 that Pearson

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Correlation between training delivery and self-efficacy is equivalent to 0.643 at 0.01 level of significance. It normally means that there is a positive and significant relationship between these two variables.

Accordingly, the result of present research compliments the earlier studies (Simosi, 2011) which represented the important relationship between these two variables meaning the significant relationship exists between self-efficacy and training delivery.

The Relationship between Training Delivery and Attitude

Among training factors, the way in which it transfers to trainees seems to exert the highest effects on the attitudes of trainees. Previous parts pointed out that influencing the attitudes in a positive way largely depends on how to conduct and transfer training to trainees. This is because of the fact that the more they feel satisfied with the program, the higher possibility to improve their attitude. Regarding to the support of this assertion, an instruction to how deliver training titled "5 effective delivery of the training event" in the European consortium for accreditation has stressed that how delivering and treating participants can influence their attitudes. In this text, it is recommended to the trainers how to communicate with trainees and the ways in which training delivers to trainees are said to be quite significant as a result of its effects on participant's attitudes.

In the case of this study, it also was found that there is an important relationship between training delivery and attitudes. The results of data analysis applying Pearson Correlation technique indicated that the correlation between training delivery and attitude is significant and positive. Table 4.1 shows that Pearson Correlation between training delivery and attitude is equivalent to 0.639 at 0.01 level of significance. So, it means that there is a positive and significant relationship between these two variables. Therefore, the results of data analysis can support the results of previous literature as well.

The Relationship between Training Evaluation and Self-efficacy

The correlation between evaluation of training and self-efficacy has been considered by researchers for a long time. For instance, Alvarez, Salas, and Garofano, (2004) have accomplished a study integrating four models of training evaluation. Finally they concluded that evaluation measures found to be related to post-training attitudes were cognitive learning, training performance, and transfer performance. Likewise, training effectiveness variables found to be related to post-training attitudes were pre-training self-efficacy, experience, post-training mastery orientation, learning principles, and post-training interventions. Accordingly, the correlation between training evaluation and individual characteristics were found to exist where the outcomes of present study fully support earlier research. The results of data analysis have indicated that the correlation between training evaluation and self-efficacy is significant and positive. Pearson Correlation between training evaluation and self-efficacy is equivalent to 0.668 at 0.01 level of significance according to table 4.1. Thus, it can be derived from the findings that there is positive, significant and strong relationship between these two variables.

The Relationship between Training Evaluation and Attitude

As it was shown at the end of chapter two, the impact of training evaluation on attitude has been well-addressed in the Kirkpatrick Model (1959). "To what extent did participants improve knowledge and skills and change attitudes as a result of the training?" And "To what extent did participants change their behavior back in the workplace as a result of the training?" Based on these two questions, the author simply provides and illustrates the correlation that may exist between these two variables. In other words, training measurement and its effectiveness and impacts on the participant's attitude has always been taken

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into consideration where practitioners attempt to enhance the training efficiency. Consequently, bringing more explanations when their correlation has certainly been approved is dispensable.

Back to this research, the findings support previous literature. Data analysis has indicated that the correlation between training evaluation and attitude is significant and positive. Regarding table 4.1, Pearson Correlation between training evaluation and attitude is equivalent to 0.605 at 0.01 level of significance.As a result, the correlation between training evaluation and attitude is significant and positive alike to the rest of the variables. Therefore, the results of data analysis can support the results of previous literature as well.

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