

EFFECT OF ADMINISTRATOR'S ROLE IN TRAINING PROGRAMS ON TRAINEES' MOTIVATION

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Abstract

This study investigates the association between administrator's role in training programs and trainees' motivation. A survey method was utilized to gather self-report questionnaires from employees at a largest banking group of employees in Malaysia. The SmartPLS was employed to test the research hypotheses and outcomes of this test displayed two important findings: firstly, support was insignificantly related to trainees' motivation. Secondly, assignment was significantly related to trainees' motivation. This finding confirms that support does not act as a significant antecedent of trainees' motivation, but assignment does act as a significant determinant of trainees' motivation in the organizational sample. Further, discussion, implications and conclusion are elaborated.

Keywords: Administrator's Role in Training Program, Trainees' Motivation, Malaysia

INTRODUCTION

Training program is often defined as a planned effort by an organization to facilitate employees learn and master job related competency like necessary knowledge, up to date skills, latest ability, and positive attitudes and behavior emphasized in training programs, apply them to their day-to-day operations, and share this information with other employees in organizations (Barba Aragón et al., 2014; Ismail & Ibrahim, 2010; Noe et al., 2014). In order to enhance the capability of employees learn and master job related competency, administrators have designed two major training types namely on the job and off the job training programs. On the job training program is generally defined as training activities implemented within an organization such as coaching, mentoring and job rotation. This training program is often given more priority by employers because it may be customized according to employees' needs and job demands.

While, off the job training program is broadly defined as training activities implemented outside an organization like collaboration with universities to offer distance learning and short courses, as well as outsourcing training programs. This training program is often used by employers to enable employees expose and learn new ideas and experience from successful people outside their organizations. These training goals will be able to maintain and enhance organizational competitiveness if human resource administrators able to work together with their stakeholders and line managers, design appropriate training programs, select appropriate employees and aid them before, during and/or after attending the training programs (Elnaga & Imran, 2013; Hassan et al., 2013; Ismail & Ibrahim, 2010; Noe et al., 2014).

According to the history of human resource development, the way of administering training programs is strongly affected by management thoughts (DeSimone et al., 2002; Noe, 2014; Noe et al., 2014). In a classical management thought, training program has been viewed as an event of personnel management where it is implemented to enhance the capability of employees to understand and apply basic skills in overcoming immediate job problems and increasing daily job performance. This training approach is important, but it is only suitable for managing small-medium organizations that operate in less competitive environments and high market stability (Barba Aragón et al., 2014; Ismail & Ibrahim, 2010; Noe, 2014).

In the era of global competition, many organizations have changed their paradigms from a traditional based training to support their strategies and goals (Elnaga & Imran, 2013; DeSimone et al., 2002; Goldstein & Ford, 2002; Noe, 2014). Under this strategic approach, human resource administrators play important roles as a strategic partner for line managers and willing to cooperate with them in determining important areas of improvement, proposing appropriate training programs and updating the content and methods of training programs. After getting approval from top management, human resource administrators will jointly coordinate with line managers to implement on the job and off the job training programs for the benefits of organization and employee (Ismail & Ibrahim, 2010; Noe et al., 2014; Vodde, 2012). For example, the content and methods of on the job training and off the job training programs give more attention to upgrade employee capabilities by imparting new competencies, changing negative attitudes, matching knowledge and skills to organization needs, preparing employees to face new challenges, adapting with sophisticated technologies, doing a continuous improvements and promoting organizational learning (Blanchard & Thacker, 2004; Ismail & Ibrahim, 2010; Noe, 2014). As a result, this training approach may motivate employees to maintain and support their organizational competitiveness in a turbulent global economy (Ismail & Ibrahim, 2010; Nijman et al., 2006; Noe, 2014).

A review of the recent literature pertaining on workplace human resource development highlights that effective training administration usually has two salient features: support and assignment (Ismail et. al., 2010; Tsai & Tai, 2003). Support is broadly viewed as administrators highly encourage employees to attend training programs, help employees before, during and after training programs in terms of time, budgetary and resources, involve employees in decision-making, and guide trainees in applying competencies that they have learned when entering the workplace (Ismail, 2010; Nijman et al., 2006; Noe, 2014). Conversely, assignment is broadly viewed as administrator's role in giving instruction either mandatorily or voluntarily for employees to attend training program. Mandatory assignment refers to instruction for employees to compulsorily attending a training program assigned to them. Mandatory assignment is usually implemented when administrators feel that the training is deemed important to be attended by

employees in order to perform their job thus meeting the organizational goals. While, voluntary assignment is frequently referred to the choice for employees to attend or not to attend training programs assigned to them (Ismail & Ibrahim, 2010; Machin & Treloar, 2004; Tsai & Tai, 2003).

Interestingly, a thorough investigation of corporate training program reveals that the ability of administrators to provide adequate support and implement appropriate assignment in training programs may have a significant impact on individual attitudes and behavior, especially trainees' motivation (Chaloner, 2006; Machin & Fogarty, 2004; Tsai & Tai, 2003; Noe, 2014). According to many scholars like Machin and Treloar (2004), Ismail et al. (2009), Tabassi and Bakar (2009), and Noe (2014) generally view trainees' motivation as individuals who have desires and willingness to attend and learn necessary knowledge, current skills, new abilities and positive attitudes in training programs, as well as apply what they have learned to improve their performance in organizations. Within an organizational training model, many scholars think that support, assignment and trainees' motivation are distinct, but strongly interrelated concepts. For example, the ability of administrators to adequately provide support and appropriately giving assignments may motivate employees to attend and learn in the workplace training programs (Chaloner, 2006; Machin & Fogarty, 2004; Tsai & Tai, 2003).

Even though this relationship is interesting, the role of administrators as an important predicting variable has been left unexplained in the workplace training research literature (Chaloner, 2006; Ismail & Ibrahim, 2010; Noe et al., 2014). Many scholars argue that this situation is due to the previous studies have given much emphasized on discussing the internal characteristics of training administration in organizations, utilized a simple correlation method as a mean to assess the perceptions of selected employee demographic characteristics toward general training types, and focused on measuring the strength of association between administrator's role in training programs and trainee outcomes. Conversely, the effect size of administrator's role in training programs on trainee outcomes are given less attention in the workplace training administration research literature. Consequently, these studies have not provided adequate empirical evidence that may be used as guidelines by practitioners to set up current action plans for maintaining and achieving their organizations' vision, missions and goals in a knowledge based economy (Chaloner, 2006; Machin & Fogarty, 2004; Noe, 2014; Tsai & Tai, 2003). Therefore, this situation encourages the researchers to further explore the nature of this relationship.

OBJECTIVE OF THE STUDY

This study has twofold objectives: first, is to examine the relationship between support and trainees' motivation. Second, is to examine the relationship between assignment and trainees' motivation.

The structure of this paper discusses four important issues: first, review the theoretical and empirical evidence supporting the hypothesized model. Second, methodology and procedure for conducting this study. Third, findings of the data analysis. Finally, discussion of the data analysis results, implications and conclusion.

LITERATURE REVIEW

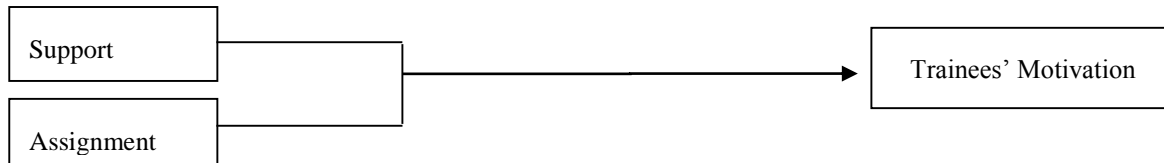
Relationship between Administrator's Role in Training Programs and Trainees' Motivation

Several extant studies were done using an indirect effects model to examine training administration based on different samples such as perceptions of 137 trainees from Queensland Police Service in Australia towards training administration (Machin & Fogarty, 2004), 184 employees belonging to 18 banks who attended government-sponsored training programs in Northern Taiwan (Tsai & Tai, 2003), and 100 participants from the non-UK sites of the aircraft manufacturer Airbus on the same matter (Chaloner, 2006). These surveys reported that the willingness of administrators to provide adequate support (e.g., encouragement and materials), and implement appropriate assignment (e.g., voluntary and mandatory) in planning and implementing training programs had been a major determinant of trainees' motivation in the respective organizations (Chaloner, 2006; Machin & Fogarty, 2004; Tsai & Tai, 2003).

Findings from these studies are consistent with the essence of motivation theory. For example, Maslow's (1954) need hierarchy theory assumes that individuals are motivated to achieve or maintain various goals within five sets of needs including basic needs, safety, love, esteem and self-actualization. In the work environment, upon fulfilling the lower level needs, employees strive to achieve self-esteem and self-actualization which among others need support in terms of training in order to achieve it (Ramlall, 2004). Besides that, Baldwin and Ford's (1988) transfer theory explains that helping is an essential factor that motivates employees to learn and apply what they have learned in the workplace. Moreover, Adam's (1963) equity theory posits that fair treatment is a major factor that motivates an individual to perform task. Further, Locke and Latham's (1990) goal setting theory highlights that clarity of goals may guide an individual to perform job. Almost similarly, Vroom's expectancy theory posits that an individual willingness to act in a certain way is influence by their expectation on the outcome (Ramlall, 2004). In a training administration model, the essence of these theories suggests that fair treatment and clarity of goals will increase if administrators able to provide adequate support and implement appropriate assignment in training programs. As a result, it may lead to an enhanced trainees' motivation in organizations (Chaloner, 2006; Machin & Fogarty, 2004; Noe, 2014; Tsai & Tai, 2003).

Theoretical Framework and Research Hypothesis

The research literature has been used as foundation of establishing a conceptual framework for this study as illustrated in Figure 1.

Independent Variable**Dependent Variable****(Administrator's Role in Training Program)****Figure 1** Conceptual Framework

Based on the framework, it was hypothesized that:

H₁: Support positively related to trainees' motivation

H₂: Assignment positively related to trainees' motivation

METHODOLOGY**Research Design**

A cross-sectional research design was employed in this study because it allowed the researchers to combine the training administration research literature, the semi-structured interview, the pilot study and the actual survey as a main procedure to gather data for this study. As recommended by many scholars, the main advantage of using this procedure may help to improve the inadequacy of single method, as well as upgrade the ability to gather accurate data, decrease bias data and increase quality of data being collected (Cresswell, 1998; Ismail et al., 2010; Sekaran & Bougie, 2011). This study was conducted at headquarter of the largest banking group of employees in Malaysia. At the initial stage of data collection, survey questionnaire was drafted based on the training administration literature. After that, the semi-structured interviews were conducted involving five employees in the management and professional group in order to understand the nature of administrator's role in training programs and trainees' motivation, as well as the relationship between such variables in the organization. Further, information gathered from the interview method was used to improve the content and format of survey questionnaire for an actual study. A back translation technique was used to translate the survey questionnaire into English and Malay versions in order to increase the validity and reliability of research findings (Cresswell, 1998; Ismail et al., 2010; Sekaran & Bougie, 2011).

Measures

The survey questionnaire used in this study has two major sections: first, support has 3 items, and assignment has 3 items that were modified from training administration literature (Barba

Aragón et al., 2014; Chaloner, 2006; Ismail & Ibrahim, 2010; Machin & Fogarty, 2004; Tsai & Tai, 2003). The dimensions used to measure support were goal, feedback and helpful. While, the dimensions used to measure assignment were encouragement, improvement needed, and training area needed. Second, trainees' motivation has 3 items that were modified from trainees' motivation literature (Chaloner, 2006; Ismail & Ibrahim, 2010; Machin & Fogarty, 2004; Noe, 2014; Tsai and Tai, 2003; Tai, 2006). The dimensions used to measure trainees' motivation were attention, learning and seek clarification. All items used in the questionnaires were measured using a 7-item scale ranging from "strongly disagree" (1) to "strongly agree" (7). Demographic variables were used as controlling variables because this study focused on employee attitudes.

Sample

A convenience sampling technique was employed to distribute 200 self-report questionnaires to employees who work in the studied organization. This sampling technique was employed because the organization had practiced a secrecy policy where the information details of employees were not given to the researchers for confidential reason. This situation did not allow the researchers to select respondents randomly for this study (Ismail *et al.*, 2009; Ismail & Ibrahim, 2010; Sekaran & Bougie, 2011). From the total number, 113 usable questionnaires were returned to the researchers, yielding 51.5 percent of the response rate. The survey questionnaires were answered by participants based on their consent and a voluntary basis.

Data Analysis

The SmartPLS 2.0 was employed to analyze the survey questionnaire data because it has the capability to deliver latent variable scores, avoid small sample size problems, estimate every complex models with many latent and manifest variables, hassle stringent assumptions about the distribution of variables and error terms, and handle both reflective and formative measurement models (Henseler et al., 2009; Riggle et al., 2009). The procedure of data analysis is: first, confirmatory factor analysis was used to assess the validity and reliability of instrument. Second, Pearson correlation analysis and descriptive statistics were employed to estimate the validity and reliability of constructs. Third, SmartPLS path model analysis was utilized to test the hypothesized model. The outcomes of this test will clearly show the significant relationship between the independent variable and the dependent variable if the value of t statistic larger than 1.96 (Henseler et al., 2009). The value of R^2 is used as an indicator of the overall predictive strength of the model. The value of R^2 are considered as follows; 0.19 (weak), 0.33 (moderate) and 0.67 (substantial) (Chin, 1998; Henseler et al., 2009). In addition, a global fit measure is conducted to validate the adequacy of PLS path model globally based on Wetzels et al.'s (2009) global fit measure. If the results of testing hypothesized model exceed the cut-off value of 0.36 for large effect sizes of R^2 , showing that it adequately support the PLS path model globally (Wetzels et al., 2009).

FINDINGS

Respondent Characteristics

Table 1 shows that the majority of respondents were males (54.9%), ages between 26 and 30 years old (44.2%), married employees (82.3%), management employees (50.4%), SPM/MCE holders (64.6%), and employees who worked from 6 to 10 years (34.5%).

Table 1 Respondent Characteristics (n=113)

Respondent	Sub Profile	Percentage
Gender	Male	54.9
	Female	45.1
Age	< 25 years old	16.8
	26-30 years old	44.2
	31-35 years old	19.5
	> 36 years old	19.5
Marital status	Single	17.7
	Married	82.3
Position	Management employees	50.4
	Supporting employees	49.6
Education	Bachelor	23.0
	Diploma	1.8
	STPM/HSC	5.3
	SPM/MCE	64.6
	PMR/SRP/LCE	5.3
Length of Service	< 5 years	23.0
	6 to 10 years	34.5
	11 to 15 years	15.0
	16 to 21 years	10.6
	> 22 years	16.8

Note: SPM/MCE : Sijil Pelajaran Malaysia/ Malaysia Certificate of Education
 STPM/HSC : Sijil Tinggi Pelajaran Malaysia/ Higher School Certificate
 PMR/SRP/LCE : Penilaian Menengah Rendah/Sijil Rendah Pelajaran/Lower School Certificate

Validity and Reliability of the Instrument

The confirmatory factor analysis was performed to determine the psychometric properties of survey questionnaire data. Table 2 shows the results of convergent and discriminant validity analyses. All constructs had the values of average variance extracted (AVE) larger than 0.5, indicating that they met the acceptable standard of convergent validity (Henseler et al., 2009). Besides that, all constructs had the values of AVE square root in diagonal were greater than the squared correlation with other constructs in off diagonal, showing that all constructs met the acceptable standard of discriminant validity (Henseler et al., 2009).

Table 2 The Results of Convergent and Discriminant Validity Analyses

Variable	AVE	Support	Assignment	Trainees' motivation
Support	0.6199	0.7873		
Assignment	0.7534	0.4991	0.8680	
Trainees' motivation	0.8406	0.3904	0.6037	0.9168

Table 3 shows that the correlation between items and factors had higher loadings than other items in the different constructs. The loadings of the four variables were greater than 0.7 in their own constructs in the model, indicating that the validity of measurement model met the criteria (Henseler et al., 2009). Besides that, the values of composite reliability were greater than 0.8, indicating that the instrument used in this study had high internal consistency (Henseler et al., 2009; Nunally & Benstein, 1994). These statistical analyses confirmed that the measurement scales met the acceptable standard of validity and reliability analyses.

Table 3 The Results of Factor Loadings and Cross Loadings for Different Construct

Construct/ Item	Support	Assignment	Trainees' Motivation	Composite Reliability
<u>Support</u>				0.828775
SUP1	0.398635	0.894293	0.680917	
SUP2	0.606775	0.855735	0.352342	
SUP3	0.353455	0.853399	0.425434	
<u>Assignment</u>				0.901607
ASN1	0.704745	0.165178	0.189376	
ASN2	0.748270	0.244152	0.189981	
ASN3	0.896222	0.585845	0.432304	
<u>Trainees' Motivation</u>				0.940449
TRM1	0.317110	0.644085	0.954051	
TRM2	0.372761	0.552314	0.934983	
TRM3	0.400635	0.440927	0.858772	

Construct Analysis

Table 4 shows the results of Pearson correlation analysis and descriptive statistics. The means for all variables are from 4.2 to 5.0, signifying that the levels of support, assignment and trainees' motivation ranging from high (4.0) to highest level (7). The correlation coefficients for

the relationship between the independent variable (i.e., support and assignment) and the dependent variable (i.e., trainees’ motivation) were less than 0.90, indicating that the data were not affected by serious collinearity problem (Hair, Anderson, Tatham & Black, 2006). Thus, these statistical results provide further evidence of validity and reliability for the measurement scales used in this research.

Table 4 Pearson Correlation Analysis and Descriptive Statistics

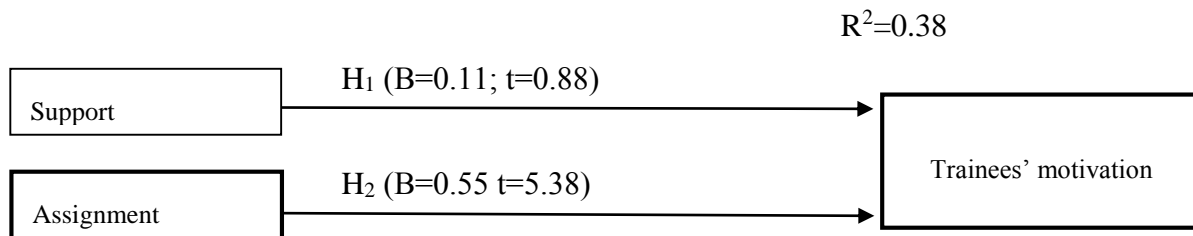
Variable	Mean	Standard Deviation	Pearson Correlation Coefficients (r)		
			1	2	3
1. Support	5.0	1.0	1		
2. Assignment	4.4	1.4	0.46*	1	
3. Trainees’ motivation	4.2	1.3	.34**	0.56**	1

Note: Significant at ** $p < 0.01$
Reliability Estimation is showed in a diagonal

Outcomes of Testing Hypotheses 1 and 2

Figure 2 show that the inclusion of support and assignment in the analysis had explained 38 percent of the variance in trainees’ motivation. Specifically, the results of hypothesis tests displayed two important findings: first, support positively and insignificantly correlated with trainees’ motivation ($\beta=0.11;t=0.88$), therefore H1 was not supported. Second, assignment positively and insignificantly correlated with trainees’ motivation ($\beta=0.54; t=5.38$), therefore H2 was supported. Overall, the results confirm that support does not act as an important determinant of trainees’ motivation and assignment does act as an important determinant of trainees’ motivation in the studied organization.

(Administrator’s Role in Training Programs)



Note: Significant at $t > 1.96$

Figure 2 The Outcomes of SmartPLS Path Model Showing the Relationship between Administrator’s Role in Training Programs and Trainees’ motivation

In order to determine a global fit PLS path model, we carried out a global fit measure (GoF) based on Wetzels et al.'s (2009) guideline as follows: $GoF = \sqrt{\text{MEAN (Communality of Endogenous)} \times \text{MEAN (R}^2\text{)}} = 0.53$, signifying that it exceeds the cut-off value of 0.36 for large effect sizes of R^2 . This result confirms that the PLS path model has better explanatory power in comparison with the baseline values (GoF small=0.1, GoF medium=0.25, GoF large=0.36). It also provides strong support to validate the PLS model globally (Wetzels et al., 2009).

DISCUSSION

The findings of this study demonstrates that support does not act as a significant antecedent of trainees' motivation, but assignment does act as a significant antecedent of trainees' motivation in the organizational sample. In the context of this study, administrators have planned and implemented training programs based on the standard operating procedures in order to motivate employees to appreciate and obligate with their duties and responsibilities. The majority of respondents believed that the levels of support, assignment and trainees' motivation are high. This indicates that administrators have provided appropriate physical and moral support, although this effort is viewed by some trainees as insufficient to enhance trainees' motivation to attend and learn necessary knowledge, up-to-date skills, new abilities and positive attitudes in the training programs. In contrary, the readiness of administrators to implement assignment decisions is seen as adequate and it has enhanced employees' motivation to attend the training program and learn necessary knowledge, skills, abilities and attitudes.

The implications of this study can be divided into three categories: theoretical contribution, robustness of research methodology, and practical contribution. In terms of theoretical contribution, this study highlights two important findings: first, assignment does act as a significant antecedent of trainees' motivation in the studied organization. This result is consistent with studies by Tsai and Tai (2003), Machin and Fogarty (2004) and Chaloner (2006). Second, support does not act as a significant antecedent of trainees' motivation in the studied organization. A careful observation of the semi-structured interview results shows that this finding may be influenced by external factors: first, many administrators are more prefer to practice a mandatory assignment in selecting and instructing employees to attend training programs. Implementation of this assignment without considering employee situations will not enhance employees' motivation to learn, but this feeling may encourage them to attend training programs for fulfilling yearly training schedules. Second, majority participating respondents feel that they have learned the content of training programs that is not directly related with their core tasks, and this situation may decrease the ability of trainees to solve daily job problems in their organizations. Finally, many administrators feel more comfortable to provide physical facilities in order to meet the training standard operating procedures than think about how to fulfill trainees' needs and expectations. As a result of this practice might not be able to encourage trainees to commit with training programs. These factors may overrule the influence of training support on trainees' motivation in the workplace.

With respect to the robustness of research methodology, the survey questionnaire used in this study has met the acceptable standards of validity and reliability analyses; this may lead to the production of accurate and reliable findings. In terms of practical contributions, the findings of this study can be used to improve the design and administration of training programs in organizations. This objective will be achieved if management emphasizes on the following aspects: first,

administrators should be exposed to effective leadership style. By having a good leadership skill, administrator would know on how to communicate and inspire employees in achieving organization's vision, to understand and develop people, also to establish appropriate environment (Leithwood et al., 2006). A good leader would be able to contribute in developing the capacities and capabilities of staff, in which one of the way is by motivating them to attend training. Second, as support is positively related to trainees' motivation, although in the case of this study is not significant, organization therefore still need to provide appropriate support in order to encourage employees to attend, learn and apply knowledge, skills and attitudes gained from training. Various types of training support could be given among others including support in terms of time allocation in attending training, financial and resources assistance, as well as providing opportunities for employees to apply the knowledge, skill and abilities that they have learned after attending the training program. Third, as assignment is not only positively related but also significant in influencing trainees' motivation, it is therefore important for administrator's to ensure that appropriate assignment is practice. In order to do this, selecting the right employees for the right training programs is important. A training needs analysis should be conducted so that each and every employees training needs could be identified. The relevance of training to individual employees is not only important in encouraging employees to attend training, but also in influencing training transfer (Pidd, 2004). Considering all of these suggestions, if it is implemented, hopefully it may motivate employees to appreciate and support the workplace training program.

CONCLUSION

This study tested a conceptual framework that was developed based on the workplace training administration research literature. The results of confirmatory factor analysis showed that the instrument used in this study satisfactorily met the standards of validity and reliability analyses. Further, the outcomes of SmartPLS path model analysis confirmed that support positively and insignificantly related to training motivation, therefore H1 was not accepted. A thorough investigation of the semi-structured interview outcome shows that this result may be influenced by external factors, namely many administrators prefer to practice a mandatory assignment in selecting and instructing employees to attend training programs, majority respondents feel that they have learned the content of training programs that is not directly related with their core tasks, and many administrators feel more comfortable to provide physical facilities in order to meet the training standard operating procedures than think about how to fulfill trainees' needs and expectations. These factors may overrule the influence of training support on trainees' motivation in the workplace. On the contrary, assignment positively and significantly related to training motivation, therefore H2 was supported. This result also has supported and broadened training administration literature mostly published in Western countries. Therefore, current research and practice within the workplace human capital development model needs to consider support and assignment as key elements of the training administration domain. This study further suggests that the capability of administrators to appropriately provide support and make assignments will strongly invoke positive subsequent employee outcomes (e.g., competency transfer, job satisfaction, job performance, organizational commitment, service quality and obey to law). Consequently, these positive outcomes may lead to enhanced organizational growth and competitiveness in a global economy.

Findings and conclusions drawn from this study should be cautious with some limitations. First, a cross-sectional research design used to gather data at one time within the period of study might not capture the causal connections between variables of interest. Second, this study does not specify the relationship between specific indicators for the independent variable and dependent variable. Third, the outcomes of SmartPLS path model had only focused on assessing the performance of latent constructs used in the hypothesized model. Finally, the sample of this study was taken using a non-probability sampling technique at headquarter of the largest bank located in Kuala Lumpur, Malaysia. These limitations may decrease the ability to generalize the results of this study to other organizational settings.

The conceptual and methodological limitations of this study should be considered in conducting future research. First, several important characteristics for organization and employee like type of organization, ownership type, gender, age, education and length of service should be included in the hypothesized model. If these characteristics are used in future study they may provide meaningful perspectives for understanding how organization and employee similarities and differences influencing the administrator's role in training programs. Second, another form of research designs such as longitudinal study could be used to collect data as this would describe patterns of change and the direction and magnitude of causal relationships between variables of interest. Third, other specific theoretical constructs of training administration like content and methods need to be considered because they have widely been recognized as an important link between administrator's role in training programs and many aspects of individual attitudes and behavior (Ismail & Ibrahim, 2010; Noe, 2014). Finally, other trainees' motivation outcomes such as training transfer, training generalization and training maintenance should be given more attention because they are strongly recognized in the workplace training administration research literature (Kim et al., 2008; Noe, 2014). The importance of these issues needs to be further discussed in future research.

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