

EFFECTS OF ADMINISTRATOR'S ROLE IN TRAINING PROGRAMMES AND TRAINEES' MOTIVATION ON TRAINING MAINTENANCE

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Abstract

The purpose of this study is to examine the relationship between the administrator's role (i.e., communication and delivery mode) in training programmes, trainees' motivation, and training maintenance. Data were collected from 123 employees of various military health centres in Malaysia. The results of SmartPLS path model analysis revealed two important findings: firstly, communication and trainees' motivation are positively and significantly related to training maintenance. Secondly, delivery mode and trainees' motivation are positively and significantly related to training maintenance. As a whole, these findings posit that trainees' motivation does act as an effective mediating variable in the relationship between the administrator's role in training programmes and training maintenance in the studied organizations. Further discussions, implications and conclusion are presented in the succeeding sections.

Keywords: Administrator's role; trainees' motivation; training maintenance.

JEL: M1, M12

1. INTRODUCTION

Training provides a positive return on investment, not only to the employees, but to the organization as a whole. Nowadays, organizations are moving rapidly, and businesses are required to be more competitive; thus, the need for employees to update their skills in order to tackle new challenges in their job has increased. The ultimate objective in any organization is to craft their employees towards enhanced motivation, job satisfaction, and performance. Hence, training is an important factor in shaping employee's attitudes and leads to organizational commitment. New skills are learned by employees as to enable them to work more efficiently and effectively. By motivating and engaging employees in organizational training programmes, their performance will improve; and this may ultimately improve the organizational outcome and profitability. If we look back to the history of industrial revolution in the European and North American countries, training has been seen as a core function of human resource management (Noe et al., 2014; Sung

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& Choi, 2014; Sawitri & Muis, 2014; Kennett, 2013). In managing training programmes, human resource administrators are given the authority by stakeholders to plan and implement various forms of training programmes in developing and enhancing employees' potentials (i.e., cognitive, affective, and psychomotor) in order to support their organizational strategies and goals (Noe, 2012; Chalofsky, Rocco & Morris, 2014). According to Latif, Jan & Shaheen (2013), training positively impacts productivity, whereby resulting in higher level of customer and employees' satisfaction. Furthermore, training can minimize the probability of failure as training affects performance, enlarges skill base, and improves competency (Noe, 2012).

In most organizations, human resource administrators (HR administrators) often take proactive actions to inspire and encourage line administrators towards working together in designing the types, procedures, and goals of training programmes for employees who work in different job levels and categories (Azman et al., 2013; Noe, 2012; Noe et al., 2014; Weiss, 2014). In the administration of training programmes, both traditional and non-traditional management approaches are often used by administrators to design suitable training programmes for their organizations. Under the traditional approach, both HR and line administrators often design various types of training programmes that focus on developing employees' basic skills, and motivate them to use what they have learned to overcome their daily job's deficiencies and improve current job's performances (Blanchard & Thacker, 2004; Noe, 2010; Reynolds, Rahman & Bradetich, 2014). This training approach is widely practised by organizations of highly stable market with less competition, in order to achieve their goals (Azman et al., 2013; Noe et al., 2014; Chalofsky, Rocco & Morris, 2014).

In responding to intense market competition and organizational uncertainty in this era of globalisation, most successful organizations have shifted their paradigms by focusing more on job-based training to achieve organizational strategies and goals (Azman et al., 2013; Arneson, Rothwell & Naughton, 2013; Noe et al., 2014). Under this new paradigm, administrators have often designed the types, procedures, and goals of training programmes that can impart employees' new competencies, change employees' negative attitudes, match employees' knowledge and skills in line with the organizational needs, prepare employees to face new challenges, and ease employees in adapting advanced technologies; as well as inculcate continuous improvement and promote organizational learning culture. The ability of administrators in managing these training programmes will enhance the quality and productivity of employees, and this may stimulate

them to enhance organizational growth and competitiveness in this era of a borderless world (Arneson, Rothwell & Naughton, 2013; Azman & Nurul, 2010; Noe, 2010; Noe et al., 2014; Nijman et al., 2006).

Today, high performing organizations realise the need for effective training and development practices as to enhance their competitive advantage (Arneson, Rothwell & Naughton, 2013). Training and development are essential elements of every business if the value and potential of its people were to be harnessed and grown (Chalofsky, Rocco & Morris, 2014). For instance, without these training and development practices, Toyota will not be able to hold on to their achievement in productivity over the past 10 years. Toyota has taught manufacturing companies about the importance of employee training and company-wide cross training. The basis of Toyota's philosophy, which led them to their success, is to train and also cross-train everyone. Training that begins with preparing employees to serve customers at the counter, and extends to programmes that help individuals towards launching their own franchise, is a key to McDonald's 50-plus-year success story. Last year, the company had kicked it up a notch with improved restaurant leadership training, sharpened people selection and processes, and refined coaching and mentoring practices.

A review on the recent literature pertaining to high-performing organization highlights that both HR and line administrators often succeeded in designing and managing training programmes because they focused on two important practices: communication and delivery mode (Jaeggi et al., 2014; Weissbein et al., 2011; Teven, 2010; Inman, 2006). Communication is more likely to result in more effective training as it provides a clear vision on the objectives and purposes of the training (Latif, Jan & Shaheen, 2013). Communication depicts frankness between the trainers and trainees in exchanging information on matters pertaining to the advantages of attending training programmes, explaining course contents, delivering and exchanging knowledge, and overcoming interpersonal obstacles before, during and after training programmes (Weiss, 2014; Noe et al., 2014; Zilliox, 2013; Noe, 2010; Azman, Sofiah, Sheela Chitra, Rodney, & Rabaah, 2009b; Jonathan, Karen & Leslie, 2011; Klien, Noe, & Wang, 2006). Although delivery mode is seen as supportive component to communication, it is broadly viewed as hardware and software tool and method employed by instructors to deliver learning activities and track employee's progress during training programmes and upon returning to their organizations (Azman et al., 2009b; Hall, 2005; Klein, Noe & Wang, 2006; Noe, 2010; Teven, 2010).

Extant studies in the workplace of training

management highlighted that the ability of administrators (both HR and line administrators) to appropriately plan and implement the various types of training may have a significant impact to their personal outcomes, especially trainees' motivation (Azman et al., 2013; Kennett, 2013; DeSimone, Werner, & Harris, 2002; Inman, 2006). Training stimulates motivation for increased discretionary behavior and improved career development that ultimately lead to increased job satisfaction (Latif, Jan & Shaheen, 2013). Trainees' motivation is often seen in individuals who possessed strong inner desires that highly encourage them to learn necessary knowledge, up-to-date skills, new abilities, and positive attitudes in training programmes (Noe et al., 2014; Sung & Choi, 2014; Zilliox, 2013; Aziz & Ahmad, 2011; Azman & Nurul, 2010; Noe, 2010; Gegenfurtner et al., 2009). Unpredictably, the discovery of a recent training management research literature highlighted that administrator's role in training programmes and trainees' motivation has enhanced training maintenance in organizations (Latif, Jan & Shaheen, 2013; Kennett, 2013; Scaduto, Lindsay & Chiaburu, 2008; Walker et al., 2001). Training maintenance is defined as the process of preserving learned behavior in carrying out duties and responsibilities (Noe, 2010; Gedeon, 2002). For example, employees are responsible to use newly learned behavior in a period of time (Gedeon, 2002). The ability of administrators to invoke the employee to continuously utilise the new learned behavior may increase employee and organizational performances (Balkisnah & Norhasni, 2009; Blume et al., 2010). Based on the discussion, training maintenance can be defined as continuous use, and application of necessary knowledge, up-to-date skills, new abilities and positive attitudes gained from training program in order to exhibit a consistent and improved performance (Walker et al., 2001; Scaduto et al., 2008). Within an organizational training model, many scholars view communication, delivery mode, trainees' motivation, and training maintenance as distinct, yet strongly interconnected variables. For example, the ability of administrators to adequately implement comfortable communication and accurately select the delivery mode will strongly motivate employees to attend and learn in training programmes. As a result, this situation may lead to greater training maintenance in an organization (Arneson, Rothwell & Naughton, 2013; Scaduto, Lindsay & Chiaburu, 2008; Walker et al., 2001).

Though the nature of this relationship is interesting, the influence of trainees' motivation as an important mediating variable is hardly being explored in the workplace of training management research literature (Latif, Jan & Shaheen, 2013; Teven, 2010; Elias &

Rahman, 1994). Many scholars argued that the mediating effect of trainees' motivation has been ignored in the previous studies because they have focused much on describing the characteristics of administrator's role in training programmes, employing a simple correlation method to explain respondents' attitudes toward administrator's role in training programmes, and measuring the degree of association between the administrator's role in training programmes and trainees' motivation (Latif, Jan & Shaheen, 2013; Azman et al., 2013; Chaloner, 2006; Inman, 2006). Conversely, the role of human psychology (e.g. motivation) in influencing the effective size of administrator's role in training programmes on training maintenance has been inadequately discussed in the workplace of training management models (Weiss, 2014; Scaduto, Lindsay & Chiaburu, 2008; Walker et al., 2001). Consequently, these studies have provided insufficient empirical evidence to be used as key recommendations by practitioners in understanding the complexity of training management, and designing action plans to maintain and achieve organizational strategies and goals (Sheehan, 2014; Weiss, 2014; Scaduto, Lindsay & Chiaburu, 2008; Walker et al., 2001). Thus, this situation encourages the researchers to further discover the nature of this relationship.

2. PURPOSE OF THE STUDY

This study has two primary objectives: first, is to assess the relationship between the administrator's role in training programmes and trainees' motivation. Second, is to assess the relationship between the administrator's role in training programmes, trainees' motivation, and training maintenance.

3. LITERATURE REVIEW

The effect of administrator's role in training programmes on trainees' motivation is consistent with the notion of Eisenberger et al.'s (1986) organizational support theory. This theory explains that support is consisted of several important components, namely respect, encouragement, good relationship, and care. If an administrator is able to provide material and moral support, this may lead to an increased employee's motivation in the workplace. The principle of this theory has gained strong support from research literature on training management. For example, several studies had utilised the direct effect model to examine training management based on different samples, such as perceptions of 147 marriage and family therapy nursing trainees in United States (Inman, 2006), 100 respondents in the non-UK sites of the aircraft

manufacturer Airbus (Chaloner, 2006), 91 respondents from a state library in East Malaysia (Azman, Lucy, Mohd Na'eim, Noor Faizzah & Ali, 2009a), perceptions of 110 respondents at a state public work agency in East Malaysia (Azman et al., 2010), and perceptions of 113 respondents from a military-based health organization in Malaysia (Azman et al., 2013). The findings of these surveys revealed two important outcomes: first, the willingness of administrators to properly implement communication openness (e.g., good speaking and listening, comfortable language, and useful dialogue) had increased trainees' motivation (Azman et al., 2009a, 2010; Chaloner, 2006; Inman, 2006). Second, the willingness of the administrators to correctly select delivery mode (e.g., teaching aids and methods) had increased trainees' motivation (Azman et al., 2013; Chaloner, 2006; Inman, 2006). Thus, it can be hypothesized that:

H1: Communication is positively related to trainees' motivation.

H2: Delivery mode is positively related to trainees' motivation.

Further exploration of recent literature on the trainees' motivation showed that its role as an important mediating variable in the workplace of training management is consistent with the notion of adult motivation theory. For example, Vroom's (1964) expectancy theory clarifies that individuals will perform certain action if they perceive that their action will bring valued outcomes. Meanwhile, Baldwin and Ford's (1988) transfer theory postulates that the readiness of an individual to be trained will motivate him/her to transfer and preserve knowledge, skills, abilities, and positive attitudes in executing his/her job. In addition, Locke and Latham's (1990) goal-setting theory suggests that clarity of goals may guide individuals in performing their jobs. The spirit of these theories promotes perceived valued outcome, ready to be trained and clearly understand that goals are the results of the ability of administrators in properly implementing communication openness and correctly selecting the right delivery mode in training programmes. Furthermore, this situation will strongly motivate trainees to attend and learn new knowledge, up-to-date skills, latest abilities, and good moral values. As a result, it may lead to an enhanced training maintenance in organizations (Gurdjian, Halbeisen & Lane, 2014; Kennett, 2013; Scaduto, Lindsay & Chiaburu, 2008; Walker et al., 2001). Thus, it can be hypothesized that:

H3: Correlation between communication and trainees' motivation will positively impact training maintenance.

H4: Correlation between delivery mode and trainees' motivation will positively impact training maintenance.

4. METHODOLOGY

4.1. Research Design

This study employed a cross-sectional research design that allows the researchers to combine the training management literature, the pilot study, and the actual survey as its main procedure to gather data for the study. The utilization of this method may increase the ability to gather accurate data, decrease bias data, and increase quality of data collected (Cresswell, 1998; Sekaran & Bougie, 2014). This study was conducted in various military health centres throughout Peninsular Malaysia. At the initial stage of the data collection, the researchers had drafted the survey questionnaire based on related literature review. After that, a pilot study was conducted by discussing the questionnaire with four administrators, three medical officers, and four allied health officers. A purposive sampling technique was employed in order to choose respondents who had working experience from 4 to 19 years as well as being knowledgeable about the management of training programmes in their organizations. The information gathered from this pilot study assisted the researchers to improve the content and format of the survey questionnaire for an actual study. A back translation technique was utilized to translate the survey questionnaire into English and Malay in order to enhance the validity and reliability of research findings (Cresswell, 1998; Sekaran & Bougie, 2014).

4.2. Measures

The survey questionnaire consists of four major parts: firstly, four items of communication and three items of delivery modes (that were altered from the literature on training management) (Goldstein & Ford, 2002; Machin & Fogarty, 2004; Noe, 2012; Noe et al., 2014; Tsai & Tai, 2003). The items used to measure communication are the ability to clearly explain the benefit of attending courses in order to increase knowledge, enhance skills, strengthen attitudes, and develop critical thinking. While the items used to measure delivery mode are the ability of discussion to strengthen cooperation, the ability of lecture to enhance knowledge, and the ability of case studies to improve efficiency. Secondly, trainees' motivation was measured using four items that were modified from literature on trainees' motivation (Goldstein & Ford, 2002; Machin & Fogarty, 2004; Noe, 2010; Noe et al., 2014; Rodrigues

& Gregory, 2005; Tsai & Tai, 2003; Tai, 2006). The items used to measure trainees' motivation are concentration, willingness to learn, readiness to participate, and responsibility to do assignments.

Finally, training maintenance was measured using five items that were altered from the literature on training maintenance (Noe, 2012; Noe et al., 2014; Scaduto, Lindsay & Chiaburu, 2008; Walker et al., 2001). The items used to measure training maintenance are able to maintain thinking abilities in revising study, executing job, sharing working experiences, and discussing with senior staff, as well as maintaining good moral values in performing daily works. All items used in the questionnaires were rated using a 7-item scale ranging from "strongly disagree" (1) to "strongly agree" (7). Respondents' characteristics were only considered as controlling variables as this research only focused on employees' attitudes.

4.3. Sample

A convenient sampling technique was employed in distributing 200 survey questionnaires to employees in the studied organization. This sampling technique was chosen because the list of registered employees was not released by the HR department to the researchers in order to avoid intrusiveness. This condition did not allow the researchers to use any random sampling techniques in choosing respondents for this study. Of the total number of questionnaires given out, 123 questionnaires were returned to the researchers, yielding a 61.5 percent of response rate. The survey questionnaires were answered by participants with their consent and on a voluntary basis. The number of this sample met the requirement of probability sampling technique, signifying that it may be analyzed using inferential statistics (Cresswell, 1998; Sekaran & Bougie, 2014).

4.4. Data Analysis

Hence, the SmartPLS 2.0 as recommended by prominent scholars like Henseler, Ringle & Sinkovics, (2009), and Ringle, Wende & Will, (2005) was employed to analyze the survey questionnaires' data. This statistical package is very beneficial because it has the capabilities to deliver

latent variable scores, avoid small sample size problems, estimate every complex model 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, Ringle & Sinkovics, 2009; Ringle, Wende & Will, 2005).

5. FINDINGS

5.1. Sample Profile

Table 1 shows that most respondents were male (54.5%), age ranging from 26 to 30 years old (43.9%),

Table 1: Respondent characteristics (n=123)

Respondent	Sub Profile	Percentage
Gender	Male	54.5
	Female	45.5
Age (years)	<18	15.4
	26 – 30	43.9
	31 – 35	18.7
	>36	22.0
Marital status	Single	16.2
	Married	83.7
Education	Degree and above	21.1
	Diploma	1.6
	STPM/HSC	5.7
	SPM/MCE	65.9
	PMR/SRP/LCE	5.7
Position	Medical Officers	3.3
	Administration staff	10.6
	Allied health science	7.3
	Others	78.9
Work Group	Medical Officers	19.5
	Administration Staff	34.1
	Allied Health Science Staff	33.3
	Others	13.0
Division	Formation Center	1.6
	Allied Health Science Institute	34.1
	Hospital	33.3
	Non-hospital	13.0
Tenure of Service (years)	< 5	21.1
	6 – 10	35.0
	11 – 15	13.8
	16 – 21	13.0
	> 22	17.1

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

married (83.7%), passed SPM/MCE certificates (65.9%), hospital employees (60.2%), and had 6 to 10 years tenure of services (35.0%).

5.2. Validity and Reliability of the Instrument

The outcomes of confirmatory factor analysis are shown in Tables 2 and 3. Table 2 displays the validity of all constructs. All constructs had the values of AVE larger than 0.5, indicating that they had met the acceptable standard of convergent validity (Barclays, Higgins & Thompson, 1995; Fornell & Larcker, 1981; Henseler, Ringle & Sinkovics, 2009). Besides that, all constructs had the values of $\sqrt{\text{AVE}}$ in diagonal were greater than the squared correlation with other

constructs in off diagonal, showing that all constructs had met the acceptable standard of discriminant validity (Henseler, Ringle & Sinkovics, 2009; Yang, 2009).

Table 3 displays the validity and reliability of all constructs. The correlation between items and factors had higher loadings than other items in the different constructs; and the loadings of variables were greater than 0.70 in their own constructs in the model, which are considered adequate (Henseler, Ringle & Sinkovics, 2009). These show that the validity of measurement model had met the criteria. Besides that, the values of composite reliability and Cronbach's Alpha were greater than 0.8, indicating that the instrument used in this study had high internal consistency (Henseler, Ringle & Sinkovics, 2009; Nunally & Bernstein, 1994).

Table 2: The results of convergent and discriminant validity analyses

Variable	AVE	Communication	Delivery	Trainees motivation	Training Maintenance
Communication	0.8768	0.9364			
Delivery	0.8371	0.5983	0.9149		
Trainees motivation	0.7982	0.4752	0.6043	0.8934	
Training Maintenance	0.8282	0.4522	0.6827	0.6386	0.9101

Table 3: The results of factor loadings and cross loadings for different constructs

Construct/ Item	Communication	Delivery	Trainees motivation	Training Maintenance	Composite Reliability	Cronbach Alpha
Communication					0.9660	0.9529
COM1	0.9343	0.5643	0.4082	0.4749		
COM2	0.9818	0.5927	0.4602	0.4347		
COM3	0.9132	0.6132	0.4451	0.4260		
COM4	0.9146	0.4728	0.4618	0.3638		
Delivery					0.9390	0.9023
DEL1	0.5818	0.9446	0.5297	0.6191		
DEL2	0.4832	0.9145	0.5836	0.6781		
DEL3	0.5819	0.8846	0.5413	0.5712		
Trainees motivation					0.9405	0.9155
TM1	0.4312	0.5060	0.9066	0.5148		
TM2	0.4337	0.5613	0.8672	0.5729		
TM3	0.4409	0.5870	0.8735	0.5742		
TM4	0.3903	0.4983	0.9251	0.6138		
Training Maintenance					0.9601	0.9479
TME1	0.4500	0.6702	0.6014	0.9357		
TME2	0.3653	0.5585	0.5470	0.9338		
TME3	0.3152	0.5363	0.5499	0.8693		
TME4	0.4853	0.6274	0.6147	0.9003		
TME5	0.4278	0.7026	0.5861	0.9094		

Table 4: Pearson correlation analysis and descriptive statistics

Variable	Mean	Standard Deviation	Pearson Correlation analysis (r)			
			1	2	3	4
Communication	5.8	.99	1			
Delivery	6.0	.71	.61**	1		
Trainees motivation	6.1	.69	.47**	.59**	1	
Training Maintenance	6.0	.64	.46**	.68**	.63**	1

Note: Significant at **<0.01; reliability estimation is shown in diagonal

5.3. Construct Analysis

Table 4 displays the outcomes of Pearson Correlation analysis and descriptive statistic. The mean values for the variables were between 5.8 and 6.1, with the levels of communication, delivery mode, trainees' motivation, and training maintenance range from high (4) to the highest level (7). The correlation coefficients for the relationship between the independent variable (i.e., communication and delivery mode) and the dependent variable (i.e., training maintenance), and the relationship between the mediating variable (i.e., trainees' motivation) and the dependent variable (i.e., training maintenance) were less than 0.90, showing that the data were not affected by serious collinearity problem (Hair et al., 2006). These outcomes further confirmed that the instruments used in this study had met the acceptable standards of the analyses of validity and reliability.

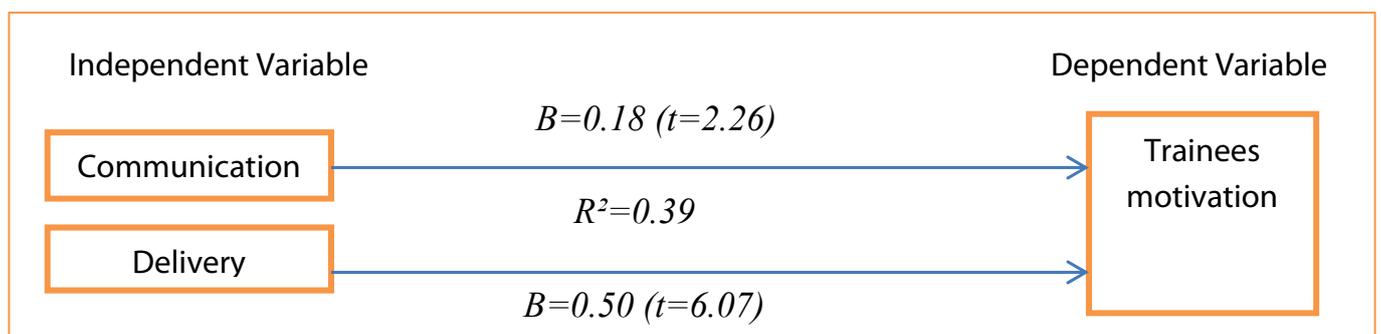
5.4. Outcomes of Testing Hypotheses 1 and 2

Figure 1 presents the outcomes of testing a direct effect model using SmartPLS path model. The value of R^2 was used as an indicator to the overall predictive

strength of the model. The value of R^2 was considered as follows; 0.19 (weak), 0.33 (moderate), and 0.67 (substantial) (Chin, 1998; Henseler, Ringle & Sinkovics, 2009). This model showed that the inclusion of communication and delivery mode in the analysis explained 39 percent of the variance in the dependent variable. Specifically, the result of testing research hypotheses displayed two important findings: first, communication is significantly correlated with trainees' motivation ($\beta=0.18$; $t=2.36$), therefore H1 is supported. Second, delivery mode is significantly correlated with trainees' motivation ($\beta=0.50$; $t=6.07$), therefore H2 is supported. Therefore, the result demonstrated that the administrator's role in training programmes is an important predictor to trainees' motivation in the hypothesized model.

In addition to the testing of direct correlation between the administrator's role in training programmes and trainees' motivation, we have also carried out a global fit measure to validate the adequacy of the model globally (Figure 1) based on Wetzels, Odekerken-Schroder, & Van Oppen's (2009) global fit measure guideline. The guideline is as follows: $GoF = \sqrt{\{MEAN (Communality of Endogenous) \times MEAN (R^2)\}}$. The results of this test will be used to explain the power of SmartPLS path model analysis in comparison to the baseline values ($GoF_{small}=0.1$, GoF

Figure 1: The Outcomes of SmartPLS Path Model Showing the Relationship between the Administrator's Role in Training Programmes and Trainees motivation



Note: Significant at * $t > t_{.96}$

medium=0.25, GoF large=0.36). In this study, the value of GoF was 0.57, indicating that it exceeded the cut-off value of 0.36 for large effect sizes of R^2 . Thus, it provides adequate support to validate the PLS model globally (Wetzel et al., 2009).

5.5. Outcomes of Testing Hypotheses 3 and 4

Figure 2 presents the outcomes of testing a mediating model using SmartPLS path model. The value of R^2 was used as an indicator of the overall predictive strength of the model. The R^2 value was interpreted as follows; 0.19 (weak), 0.33 (moderate) and 0.67 (substantial) (Chin, 1998; Henseler, Ringle & Sinkovics, 2009). This model shows that the inclusion of communication, delivery mode, and trainees' motivation in the analysis explained 41 percent of the variance in the dependent variable. Specifically, the results of research hypothesis testing revealed that relationship between the administrator's role in training programmes (i.e., communication and delivery mode) and trainees' motivation are positively and significantly correlated with training maintenance ($\beta=0.64$; $t=9.90$). Therefore, H3 and H4 are supported. In sum, the result has proven that trainees' motivation does act as an important mediating variable in the relationship between the administrator's role in training programmes and training maintenance in the hypothesized model.

As an extension to the testing of mediating effect of trainees motivation in the hypothesized model, we had carried out a global fit measure to validate the adequacy of the model globally (Figure 2) based on Wetzels, Odekerken-Schroder, & Van Oppen's (2009) global fit measure guideline as follows: $GoF = \sqrt{\text{MEAN (Communality of Endogenous)}}$

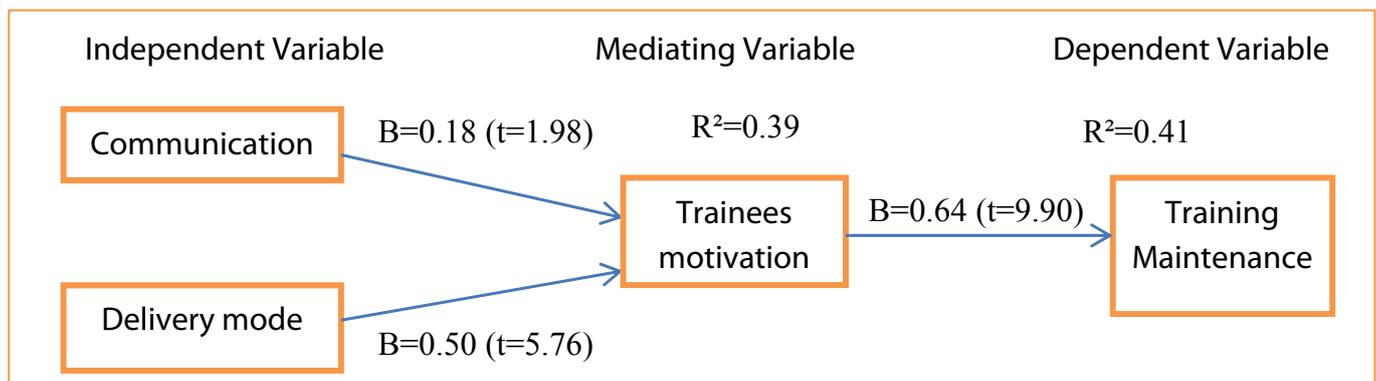
$\times \text{MEAN (R}^2\text{)}$. Results of this test will be used to explain the power of SmartPLS path model analysis in comparison with the baseline values (GoF small=0.1, GoF medium=0.25, GoF large=0.36). In this study, the value of GoF was 0.59, indicating that it exceeded the cut-off value of 0.36 for large effect sizes of R^2 . Thus, it provides adequate support to validate the PLS model globally (Wetzel et al., 2009).

6. DISCUSSION AND IMPLICATIONS

This study proves that trainees' motivation acts as an important mediating variable in the relationship between administrator's role in training programmes and training maintenance. In the context of this study, HR administrators have properly planned and implemented training programmes based on the broad policies and procedures set up by the stakeholder. According to majority of the respondents, they perceived high levels of communication, delivery mode, trainees' motivation, and training maintenance. This condition explains that the willingness of administrators to appropriately implement comfortable communication and correctly select delivery mode will strongly motivate employees to attend and learn in training programmes. Consequently, it may lead to an enhanced training maintenance in the workplace.

This study has three major implications: theoretical contribution, the robustness of research methodology, and practical contribution. In terms of theoretical contribution, the outcomes of this study highlight two significant findings: first, trainees' motivation functions as an important mediating variable in the relationship between communication and training maintenance. Second, trainees' motivation serves as

Figure 2: The Outcomes of SmartPLS Path Model Showing the Relationship between the Administrator's Role in Training Programmes, Trainees motivation and Training Maintenance



Note: Significant at * $t > 1.96$

an important mediating variable in the relationship between delivery mode and training maintenance. These findings are also consistent with, and supported the studies of Latif, Jan & Shaheen (2013), Walker et al. (2001), and Scaduto, Lindsay & Chiaburu (2008).

Regarding the robustness of research methodology, the survey questionnaire used in this study had satisfactorily met the criteria of analyses of validity and reliability. As such, this may lead towards producing accurate and reliable research findings. With respect to practical contribution, the findings of this study can be used as important recommendations by practitioners to improve the administration of training programmes in organizations. This objective can be achieved if the management considers the followings: firstly, the trainings' content and methods need to be tailored to the individuals' jobs and expectations in order to enhance the competency of employees in fulfilling their organization's key performance indicators. Secondly, recruitment and selection policies need to strongly emphasis on hiring administrators who appreciate continuous learning of their employees, as well as communicating and encouraging their employees to go through training programs designed for new skills and competencies. Thirdly, the administrator has to propose an appropriate and diverse training method according to individual's learning style. A wide range of methods are applicable internally (coaching, e-learning, pairing, job rotation, etc.) and externally (course, technical class, workshop, etc.) can be found in the market. Fourthly, the administrator has to ensure that training's needs be identified and that performance appraisals are met. These training objectives directly affect corporate performances through improved behaviours, increased capability (which produces greater productivity), and employee engagement. If these suggestions are strongly considered, this may motivate employees to appreciate the organizational training's strategies and goals.

7. CONCLUSION

This study suggests a theoretical framework based on the research literature of workplace training. The instrument use in this study satisfactorily meets the criteria of the analyses of validity and reliability. The outcomes of SmartPLS path model show that the correlation between the administrator's role in training programmes (i.e., communication and delivery mode) and trainees' motivation is significantly related to training maintenance. This finding confirms that trainees' motivation mediates the effect of the administrator's role in training programmes on training maintenance

in the studied organizations. Thus, current researches and practices within the workplace of the training programme need to consider trainees' motivation as a critical key element to the training management's domain. This study further posits that the competency of administrators to appropriately implement comfortable communication and to correctly select the right delivery mode will induce positive outcomes to individuals (e.g., satisfaction, commitment, performance, and career advancement). Therefore, these positive outcomes may lead towards maintaining and achieving the stakeholder's needs and expectations in this era of a borderless world.

The results of this study are subjected to the methodological and conceptual limitations. First, by virtue of a cross-sectional research design, this study may not capture causal connection between the variables of interest. Second, the outcomes of SmartPLS path model analysis have not measured the relationship between specific indicators for the independent variable, mediating variable, and dependent variable. Finally, the sample for this study was only taken from military-based health organizations; thus, generalization of the results to other organizations is very limited.

The limitations of this study may be improved if future researches can consider the following suggestions: first, several organizational and personal characteristics should be further explored, where this may show meaningful perspectives in understanding how individual similarities and differences influence the administration of training programmes within an organization. Second, other research designs (e.g., longitudinal studies) should be employed to collect data and describe the patterns of change and the direction and magnitude of causal relationships amongst variables of interest. Third, to fully understand the effect of the administrator's role in training programmes on individual attitudes and behaviours via its impact upon trainees' motivation, more varied organizations need to be involved. Fourth, other specific theoretical constructs of trainees' motivation, such as competitiveness motive, self-efficacy, motivation to transfer, and perceived value need to be considered because they have widely been acknowledged as an important link between the administrator's role in training programmes and many aspects of personal outcomes (Sung & Choi, 2014; Kennett, 2013; Gegenfurtner et al., 2009; Hoi Yan & Alex, 2012; Khalil, 2012; Machin & Fogarty, 2004; Machin & Treloar, 2004; McCracken, Brown, & O'Kane, 2012). Fifth, response bias and common-method variance are common issues in all questionnaire-based research. In order to reduce the biasness, the employment of a larger sampling pool

may represent the studied population. Finally, other elements of the administrator's role in training programmes such as training's assignment and participation need to be given attention because their roles are often discussed in many research literature on training management (Sawitri & Muis, 2014; Zilliox, 2013; Arneson, Rothwell & Naughton, 2013; Brown & McCracken, 2009; Khalil, 2012; McCracken, Brown, & O'Kane, 2012; Vodde, 2012). The significance of these issues needs to be further elaborated in future researches.

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