

# **A case in the public sector: The role of motivation to transfer as a mediator in relationship between training support and job competency**

**By**

**Nur Izzaty Mohamad**

School of Humanities, Universiti Sains Malaysia

**Abdullah Sanusi Othman**

Faculty of Economics & Management, The National University of Malaysia

**Nurshahira Ibrahim**

Academy of Contemporary Islamic Studies, Universiti Teknologi MARA, Kampus Pahang, Malaysia

## **Abstract**

Creating an organization that is motivated is challenging, particularly in the public sector. Some findings from public sector studies published in the twenty-first century reveal that how well training support is done, it will not be able to upgrade job competency if subordinates have low motivation to transfer. Even though this relationship has been extensively studied, the mediating effect of transfer motivation is largely ignored in the public sector literature. Thus, this study aims to examine the relationship between training support, motivation to transfer, and job competency. Survey questionnaires are adapted from training management literature to collect data from employees in the public sector in Malaysia. The validity and reliability of survey data and research hypotheses have been analyzed using the SmartPLS program. Structural equation modeling results have indicated that training support is vital in determining motivation to transfer and can ably act as mediated relationship between training support and job competency. Furthermore, the study identified a few methodological and conceptual constraints and made potential recommendations to strengthen future research. The findings of the study could help practitioners understand different paradigms of motivation in order to transfer construct and formulate interactive training action plans to maintain and improve the academic excellence of the public sector.

**Keywords:** training support, motivation to transfer, job competency

## **Introduction**

Training support is critical to provide a good opportunity for employees to expand their knowledge, job skills, and positive attitude to become more effective in the workplace [1, 2]. There are two parties involved in this process: training managers and subordinates [3-5]. A training manager is a specialist who systematically helps the organization by developing, facilitating, and overseeing training programs for employees, identifying and assessing the training needs, developing a group of training programs and training manual, purpose training methods, managing the training budget and preparing facilities of training strategies that can improve workforce effectiveness [6-8]. This effort can improve the outcomes of subordinates by promoting current knowledge, psychosocial and personal development, and career opportunities. In the public sector, training assistance is typically provided in two forms: formal training and informal training [4, 7]. Informal training is the interrelationship between training managers and subordinates, is usually characterized by a practical approach, involves hands-

on experience, task learning, and well-structured programs (e.g. face-to-face or online workshops and/or seminars) that are implemented in a planned manner [4, 7]. Conversely, an informal training relationship is characterized by role modeling and observation) and/or self-directed learning (e.g., guided reading). These practices may help increase employees' efficiency, build self-confidence, increase motivation level, enhance personal and professional credibility, adjust to a new environment and improve job performance [2, 9]. Past studies on training management posit that significant antecedents of training program effectiveness are training support rather than subordinate traits (e.g., culture of knowledge sharing, learning agility, communicate, create opportunities) and supervision support (e.g., promote and use training technology, understanding, create strong learning culture) [10, 11]. These training management effectiveness antecedents are widely accepted, but only a few recently published studies have looked into the impact of training support in the public sector [10, 12]. Some recent training program studies specify the significant roles of training support, which reveal that no matter how well training programs are designed, they will not achieve their goals unless training managers provide effective support in formal and informal training programs [4, 7]. Training support is cutting edge where training managers will often help subordinates by providing two primary support: psychology (i.e., moral) and physical [3, 13].

The ability of training managers to implement psychology and physical support appropriately may improve positive subordinate outcomes, particularly motivation to transfer and job competency [6, 14, 15]. Further, some latest outcomes from the agencies, departments and/ or section unit subordinates circulated in the 21st century show that the relationship between training support and job competency is indirectly influenced by motivation to transfer [5, 15]. Even though this relationship has been extensively researched, the size and nature of motivation to transfer as a significant mediating variable is little discussed in the public sector training literature, in which further exploration of this issue is imperative [5, 15].

To clarify this gap, numerous researchers have revealed some critical reasons. Firstly, previous studies have elaborated the training support features, especially conceptual disputes about definitions, aims, types, internal and external influences, and benefits of its implementation in agencies, departments and/ or unit. Secondly, numerous prior studies have used a simple causal model to assess training support with three criteria: First, the correlation between internal and external factors that influence training support [7, 16]. Second, the correlation between types of training support and motivation to transfer. Third, the correlation between motivation to transfer and subordinates outcomes [6, 15]. The outcomes have only displayed the strength and nature of the correlation between the variables studied, but the mediating role of motivation to transfer is not indicated in the model development [10, 16]. Finally, previous studies have used simple statistical tools (i.e., bivariate and descriptive statistics) to measure simple causal models related to public sectors [10, 16]. Outcomes from the measurement cannot identify the effect size and nature of motivation to transfer as the mediating effect. As a result, the findings were only generic, which may not have been sufficient for practitioners to understand the multidimensional viewpoints of concept motivation to transfer and establish social ecology-based training programs to promote performance.

This study examines three important contributions to the existing body of knowledge. First, it contributes to previous studies by promoting a motivation to transfer process inspired by training support rather than subordinates trait and supervision support, where training support act as an important determinant of motivation to transfer. Second, this study extends the job competency literature by exploring training support in formal and informal training programs as a significant predictor, which has been little discussed thus far. It is important to

note that training support may indirectly upgrade job competency through motivation to transfer. Third, this is the first effort to precisely evaluate the combined effect of training support features on job competency, revealing that job competency is strongly influenced by psychology and physical support. Thus, the scholarly discussions stimulate the researcher to fill in the gap by measuring the mediating effect of motivation to transfer between training support and job competency.

## **Literature review**

### ***Training Support***

According to Jawaad, et al. [17], Venkitachalam and Bosua [18], effective training support in a training program contains two critical components: psychology and physical support. Psychology support is commonly related to management's sincerity in offering internal support (such as encouragement, concern and being openness) to motivate employees to manage and accomplish duties efficiently and effectively [19, 20]. Meanwhile, physical support is typically connected with the training manager readiness to give high instrumental support (such as effective development training, a sufficient budget, a comfortable training atmosphere, and up-to-date training equipment) [19, 21]. Furthermore, this training support is crucial in developing efficient and successful individuals and highly competitive, knowledgeable, positive, and flexible skills[22] As a result, organizational training programs are a broad topic frequently the focus of most training development literature studies. In addition, they are frequently regarded as a critical phenomenon in establishing a positive network between employers and employees [19, 20]. Some new training management studies acknowledge that training support is a critical, independent variable in job competency and motivation to transfer [5, 14, 21].

### ***Motivation to Transfer***

Motivation to transfer is frequently associated with effective internal and external encouragement and inspiration in employees to help them learn and deepen the significance found in the content of the organization's training programmes (such as applying effective learning principles, providing career guidance, improving task understanding, achieving a level of task competency, and providing critical thinking methods) [6, 17]. Employees who can learn these skills quickly will be able to improve their ability to manage task and organizational conflicts, multiply positive results, and foster cooperation and creativity in task management [23, 24].

### ***Job Competency***

According to the training development perspective, job competency is frequently interpreted broadly as all task knowledge, current skills, and proactive attitudes gained in training program sessions that employees can apply to perform daily tasks at work [18, 25]. Job competency can ensure that employees have the knowledge and skills required to produce effective learning based on the application of training to the job. Employees who attend and receive training in digitization-based work methods, task-solving techniques, cognitive and affective management strategies, will be able to have a high impact on task performance in order to achieve organizational goals and strategies in a challenging work environment [21, 24, 26]. Furthermore, a recent literature review on employee training supports the notion that job competency is a critical outcome of the relationship between training support and motivation to transfer [5, 14].

### ***The Relationship Between Training Support and Job Competency***

The role of training support towards job competency is in line with the understanding of Organizational Support Theory [27]. This theory states that individuals who receive high socio-emotional support will be able to increase benefits, effort, and efficiency in managing and performing tasks. For example, caring for the needs of employees, giving appreciation, being considerate, caring, encouragement, motivation, sufficient budget, and providing a comfortable work climate. In the public sector, employees need the kind of support provided by manager's to assist them in managing the transfer of motivation within the organization, fulfilling task potential, developing skills, acquiring new knowledge, and gaining confidence to perform tasks. The application of this theory in an organizational environment explains that the notion of socio-emotional support is often interpreted as training support. The robustness of this idea has been supported by several previous studies that have been studied based on training support in dynamic organizations. For example, most of the previous studies often examine studies based on training programs based on varied samples, such as the responses of 159 senior executives in various industries in India, which emphasize the importance of manager support ability to provide high psychology and physical support in relation to formal training and /or informal can increase employee job competency [15]. Research involving the perception of 100 staff in the training management model at Malaysian Government Agencies shows that management's willingness to offer psychology and physical support in the training environment will able to produce better job competency [5]. Meanwhile, 300 employees in the profession of nurses, doctors, support staff, and administrators in Malaysia proved that training manager ability to provide adequate training support through psychology support (such as consideration, encouragement, providing advice and sharing information) and physical support (such as providing material recent and sufficient training) will be able to improve the job competency of employees in the organization concerned [28]. Previous studies have recognized that training support is essential to employee task achievement. A study by Park, et al. [29] found that the training support present in the training environment will increase employees' job competency. Meanwhile, Ismail, et al. [28] found that proper manager's plays a role in encouraging employees to attend training programs, supporting them before, during and after training in terms of budget support, opportunities and resources, involving employees in decision-making, and guiding them can increase the job competency of employees.

### ***The Relationship Between Training Support, Motivation to Transfer and Job Competency***

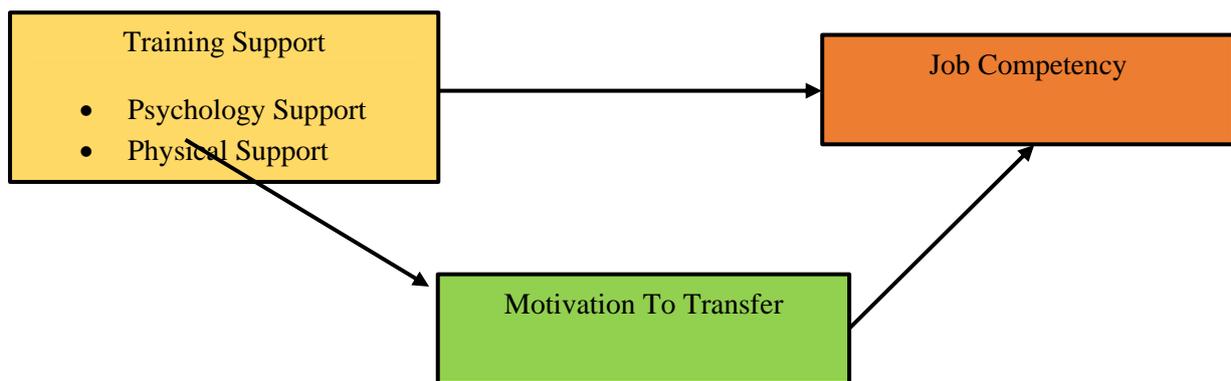
The role of motivation to transfer in the relationship between training support and job competency coincides with the Adult Learning Theory by Knowles [30] and Self-Determination Theory Tafvelin and Stenling [31]. Adult Learning Theory states that the desire of employees to learn a specific skill and knowledge is the result of observing individuals who can analyze information efficiently and effectively, which can encourage them to develop positive behavior. Next, Self-Determination Theory [31] explains that an individual's motivational orientation can produce positive behavior. It is often associated with the basic psychology needs of autonomy, growth, extrinsic and extrinsic motivation, encouragement and well-being are the main elements that can increase motivation to transfer and valued as critical element in Self-Determination Theory [31]. From the perspective of training programs in the workplace, employees will increase the desire for motivation to transfer when they are mandatory and voluntary when assigned to participate in a training program by their management. This assignment can inspire employees to participate and engage in mastering and applying new skills and/or human competencies during the training session and after returning to the workplace [6, 14]. Further research on workplace training shows that motivation to transfer is usually recognized as an important implication in the relationship between training support and job competency [5, 14].

The application of these theories in training management is often interpreted as motivation to transfer. Its function as a mediating variable in the relationship between training support and job competency has received widespread attention in literature studies on training management. This is in line with a study involving 263 academic managers who completed a leadership training program at a university that reported that the willingness of administrators to provide adequate training support through psychology support (such as advice, encouragement, showing concern, tolerance and showing concern) and support physical (such as providing training information, providing training facilities and arranging a conducive training environment) can increase motivation to transfer employees. As a result, the situation can also achieve a positive effect on job competency. Furthermore, a study carried out by Mohamad, et al. [6] involving 115 samples in Malaysia acknowledges that training support provided sufficiently such as psychology support and physical support in the training environment will be able to increase the desire of employees to transfer work motivation obtained in the assignment. Next, this practice can encourage employees to achieve job competency in the organization concerned. While, 263 academic managers who completed leadership training programs in public universities used structural equation modeling to test the research model. The findings of the study confirm that the willingness of administrators to provide sufficient training support through psychology support (such as advice, encouragement, showing concern, tolerance and showing concern) and physical support (such as providing training information, providing training facilities and arranging the conducive training environment) can increase motivation to transfer of employees. The implication is that the situation can also achieve a level of positive impact on job competency[14].

## Method

### Research Model

The literature has been used as the platform for establishing a conceptual framework. It explains that relationship between training support and job competency is indirectly affected by motivation to transfer as exhibited in Figure 1.



**Figure 1.** Theoretical and Conceptual Framework

- H1a: Training psychology support has a positive correlation with job competency
- H1b: Training physical support has a positive correlation with job competency
- H2a: Training psychology support has a positive correlation with motivation to transfer
- H2b: Training physical support has a positive correlation with motivation to transfer
- H3a: Motivation to transfer mediates the relationship between training psychology support and job competency

H3b: Motivation to transfer mediates the relationship between training physical support and job competency

## **Research methodology**

### ***Research Design***

This study applies a cross-sectional method that combines sources from the literature review of training management, pilot studies and questionnaires as the primary procedure for collecting study data. This procedure can help researchers obtain more relevant, accurate data, reduce bias and improve the quality of data obtained [32]. In the first step in the data collection procedure, questionnaire items were constructed based on a literature review related to the management and development of organizational training. After that, the method of re-translating the research items was implemented to understand the accuracy of the true meaning of the items from English to Malay and translate the items from Malay to English. This practice is very important to produce a more accurate meaning and be easy to understand by the respondents in the research organization. The researcher used the expert services of several lecturers in the field of English and Malay as well as three lecturers in the field of human resource development at Universiti Kebangsaan Malaysia, Bangi, Selangor. This translation technique guarantees the research questions' accuracy, authenticity and reliability so that their validity is not doubted and has been certified valid for use in the following analysis process. Further, a pilot study was carried out to check and retest the relevance of this research instrument. Finally, the questionnaire items for the actual study were formatted to be distributed to the study respondents.

This study assesses training support practices in the public sector. It is a human relationship-oriented training style critical to increasing knowledge-based productivity as recommended in the Eleventh Malaysia Plan (RMK-11), which is to provide transparent services and act quickly Penning de Vries, et al. [7]. To achieve these objectives, management is actively involved in assessing training needs, developing annual training operational plans, creating budgets, and providing psychology and physical support to encourage employees to be able to train themselves, develop knowledge, and create positive behavior while working in the organization. The new findings revealed that training support could increase employee training motivation to achieve job competency through psychology support (such as caring, considerate care, and providing advice) and physical support (such as providing adequate equipment, a comfortable training environment, suitable ventilation, and a sufficient budget) can encourage employees to increase motivation to transfer.

Next, motivation to transfer can improve an employee's job competency in performing daily tasks (such as a desire to perform tasks well, enthusiasm for sharing skills with peers, and confidence in using new knowledge and skills) [33]. Although the nature of this relationship is critical, the role of motivation to transfer as a mediating variable has not been thoroughly studied in the public sector in Malaysia. As a result, the above situation encourages the researcher to fill a gap in the literature review by examining the role of motivation to transfer as a mediating variable between training support and job competency.

### ***Sample Study***

The study respondents are 650 (93.75%) employees who are on duty from various job categories in the public sector in Malaysia. Most of the study respondents are aged 34 to 39 years (71.2%), Malay (94.2%), Muslim (94.9%), female (99.5%), Master's Degree (98.2%) and have served from 11 to 15 years (81.1 %). The adequacy of the sample is measured based

on the rule of thumb, that is the highest number of formative indicators in the survey questionnaire should have more than 10 times, and items for measurement models have outer loading higher than the standard threshold of 0.70 [34]. The study sample exceeds the minimum sample size of at least 90 respondents as required by the rule. Hence, the response bias is determined based on Harman's single factor test, where the value of variance percentage for all items is 48 [35], showing that response bias does not appear in the survey questionnaire data.

### ***Measurement Tools***

There are three main parts contained in the questionnaire. First, training support was measured based on nine items modified based on the literature review of organizational training support [27, 36]. This section is assessed in two dimensions: psychology support, four items, and physical support, five items. Second, motivation to transfer was measured based on five items modified based on previous studies on organizational training management [37]. Third, job competency is measured based on five items modified based on previous studies on employee behavior in organizations [28, 37]. Next, these items are evaluated based on an answer scale that starts from one (strongly disagree/very dissatisfied) to seven (strongly agree/very satisfied). A scale of one to seven was used because it was able to produce more neutral feedback and was found to increase reliability [38, 39]. Meanwhile, the demographic items act as control variables because their nature to act as independent variables does not get strong evidence from the theoretical and empirical aspects based on previous studies that are related to the research objectives, conceptual and hypothesis development [6, 14]. Thus, this survey will investigate the training management issue according to the perception of employees in general.

## **Data Analysis**

The survey questionnaire data are analyzed using the SmartPLS because it can produce latent variable scores, deal with minor sample size issues, estimate simple and complex model, and handle stringent assumptions about the distribution of variables and error terms in reflective and formative measurement models [40]. In the first step of data analysis, the measurement model (the relationship between variables and their indicators) is assessed using confirmatory factor analysis, and hence, the structural model is tested using structural equation modeling (the relationship between the variables of interest) [34].

## **Findings**

### ***Measurement Model***

The assessment of instrument validity and reliability analysis for reflective and formative constructs was carried out based on the hierarchical component model (HCM) using a two-level analysis involving higher-order constructs and lower-order constructs. Table 1 reports the reflective measurement model evaluation that was performed based on the rate of loading values, average variance extracted (AVE) values and composite reliability values. For the correlation of items with the construct, the loading rate is higher than the value of 0.70. Meanwhile, the rate of AVE value is higher than 0.50 [34]. Next, the composite reliability

value recorded a value higher than 0.70, meaning that all constructs have successfully reached the level of convergent validity standards as suggested by Hair, et al. [34].

**Table 1.** Reflective measurement model evaluation (First level)

Item	Construct/ Dimensions	Loading Value	Composite Reliability	Average Variance Extracted (AVE)	Cronbach's Alpha
<b>Psychology Support</b>					
A5	Encouraging renewal of existing training	0.913	0.952	0.831	0.932
A6	Gives enthusiasm to acquire new knowledge	0.933			
A7	Consider employee participation in training programs	0.885			
A8	Shows a sense of concern for renewing task techniques	0.916			
<b>Physical Support</b>					
B8	Provide opportunities to attend training programs	0.889	0.939	0.756	0.920
B9	Coordinating training programs systematically	0.830			
B10	Spend approved training allocations	0.890			
B11	Provide an convenience training location	0.859			
B12	Provide satisfactory training equipment	0.879			
<b>Motivation To Transfer</b>					

G1	Eager to learn new skills	0.900	0.950	0.792	0.934
G2	Interested in attending the training program	0.895			
G3	Give full focus	0.888			
G4	Learn new training techniques	0.893			
G5	Motivated to obtain the latest knowledge	0.873			
<b>Job Competency</b>					
M1	Quality work	0.876	0.952	0.799	0.937
M2	Can develop task skills	0.922			
M3	Able to overcome task obstacles	0.875			
M4	Trying to solve the problem	0.908			
M5	Determined to perform the task well	0.887			

Table 2 reports the discriminant validity test which was measured based on the HTMT (heterotrait-monotrait ratio). This test shows that the study constructs have a value smaller than the value of 0.85, this means that all the study constructs are able to achieve the discriminant validity proposed by Hair, et al. [34].

**Table 2.** Discriminant validity based on HTMT criteria ( (First level)

<b>Construct</b>	<b>1</b>	<b>2</b>	<b>3</b>
1. Psychology Support			
2. Physical Support	0.769		
3. Motivation to Transfer	0.533	0.527	
4. Job Competency	0.603	0.569	0.756

Table 3 reports the findings of the instruments 'validity and reliability analysis for the formative items represented by the training support construct through bootstrapping tests to assess the significance level and the variance inflation factor (VIF) between higher order

constructs and lower order constructs [40]. Findings show that the significance level of the t value is between 9.207 to 17.706, meaning that the sub construct of the study has passed the critical conditions set for hypothesis testing [34]. Further, the VIF value for the sub constructs is less than 5.0, which means that all sub constructs are free from serious collinearity issues [34].

**Table 3.** Formative measurement model evaluation (Second stage)

Construct	Sub-Construct	Measurements	Weight	Loading Value	T value	VIF
Training Support	Psychology Support	Formatif	0.532	0.925	9.207	2.064
	Physical Support		0.547	0.929	17.706	2.064

Table 4 reports the results of basic statistical tests. The results of the analysis show that the mean value ranges from 5.579 to 5.955, this means that the constructs of training support (psychology and physical), training motivation and job competency are at a high level (5) and very high (6).

**Table 4.** Basic statistical tests

Construct	Mean	Std. Deviation
1. Psychology Support	5.667	0.908
2. Physical Support	5.579	0.933
3. Motivation to Transfer	5.872	0.734
4. Job Competency	5.955	0.717

### **Structural Model**

The outcomes of the structural model show the direct effects model and mediating model. First, the results of the model fit test display that the value of the standardized root means square residual is 0.047, which is smaller than 0.1 [34]. This result demonstrates that this model has a good fit. Second, the results of the model strength test ( $R^2$ ) present that the psychology support has explained 0.28% of the variance in motivation to transfer. Which is bigger than 0.26 [41], indicating that this model has a substantial effect. Psychology support has explained 0.56% of the variance in job competency. Which is bigger than 0.26 [41], indicating that this model has a substantial effect. Physical support has explained 0.25% of the variance in motivation to transfer. Which is smaller than 0.26 [41], indicating that this model has a moderate effect. Physical support has explained 0.54% of the variance in job competency. Which is bigger than 0.26 [41], indicating that this model has a substantial effect.

Third, the results of effect size test reveal that the relationship between psychology support and motivation to transfer has an  $f^2$  value of 0.056, which is higher than 0.02 and smaller than 0.15 [34], showing that it has a small effect on motivation to transfer. The relationship between physical support and job competency has an  $f^2$  value of 0.060, which is

smaller than 0.15 [34], showing that it has a weak effect on job competency. The relationship between psychology support and job competency has an  $f^2$  value of 0.133, which is higher than 0.02 and smaller than 0.15 [34], showing that it has a small effect on job competency. The relationship between training motivation and job competency has an  $f^2$  value of 0.558, which is higher than 0.35 [34], showing that it has a substantial effect on job competency.

Fourth, the results of predictive relevance test ( $Q^2$ ) disclose that motivation to transfer has a  $Q^2$  value of 0.227, and job competency has a  $Q^2$  value of 0.444, showing that it has predictive relevance [34]. Finally, the results of predictive performance test ( $Q^2$ -predict) show that the  $Q^2$ -predict values for all items in the PLS-SEM (0.662 to 0.751) and LM RMSE (0.665 to 0.746) are bigger than zero, illustrating the prediction errors are distributed symmetrically. Most PLS-SEM values (-0.001 to -0.006) have lower prediction errors than LM RMSE values (0.000 to 0.006) indicating that this model has a medium predictive power [42].

**Table 5.** Outcomes of Testing the hypotheses 1a, 1b, 2a, 2b, 3a and 3b

	<b>Research Hypothesis</b>	<b>B Value</b>	<b>T Value</b>	<b>Result</b>
<b>H1a:</b>	Training psychology support has a positive correlation with job competency	0.211	4.586	Accepted
<b>H1b:</b>	Training physical support has a positive correlation with job competency	0.109	2.674	Accepted
<b>H2a:</b>	Training psychology support has a positive correlation with motivation to transfer	0.289	4.821	Accepted
<b>H2b:</b>	Training physical support has a positive correlation with motivation to transfer	0.293	5.121	Accepted
<b>H3a:</b>	Motivation to transfer mediates the relationship between training psychology support and job competency	0.159	4.477	Accepted
<b>H3b:</b>	Motivation to transfer mediates the relationship between training physical support and job competency	0.161	4.887	Accepted

### ***Outcomes of Hypothesis Test***

Table 5 shows the results of testing the research hypotheses: 1. Training psychology support is positively and significantly correlated with job competency ( $\beta=0.211$ ;  $t=4.586$ ), therefore H1a is accepted. 2. Training physical support is positively and significantly correlated with job competency ( $\beta=0.109$ ;  $t=2.674$ ), therefore H1b is accepted. 3. Training psychology support is positively and significantly correlated with motivation to transfer ( $\beta=0.289$ ;  $t=4.821$ ), therefore H2a is accepted. 4. Training physical support is positively and significantly correlated with motivation to transfer ( $\beta=0.293$ ;  $t=5.121$ ), therefore H2b is accepted. 5. The relationship between training psychology support and motivation to transfer is significantly correlated with job competency ( $\beta=0.519$ ;  $t=4.477$ ), therefore H3a is accepted. 6. The relationship between training physical support and motivation to transfer is significantly

correlated with job competency ( $\beta=0.161$ ;  $t=4.887$ ), therefore H3b is accepted. This result confirms that motivation to transfer and job competency are important outcomes of training psychology support and training physical support. Hence, the relationship between training psychology support and training physical support on job competency is mediated by motivation to transfer. In sum, the type of mediating effect for motivation to transfer is partial mediation in the hypothesized model. This is due to the direct effects model and the indirect effects model being significant and pointing in the same direction (Zhao et al., 2010).

Table 6 shows the IPMA's results motivation to transfer is the most important (0.536) and the best performance (81.233). While physical support is the least important (0.213) and the least performance (76.778). Hence, physical support should be prioritized in enhancing training management.

**Table 6.** IPMA analysis

Constructs	Job Competency	
	Important (Total of Effect)	Performance (Index Value)
Psychology Support	0.292	77.824
Physical Support	0.213	76.778
Motivation to Transfer	0.536	81.233

## Discussion and conclusion

The results of this study show that all the hypotheses for the mediation model and the direct effect are accepted. The description of hypothesis test is described as follows: First, training motivation (psychology support, physical support) has a positive correlation with job competency and motivation to transfer. This finding has confirmed that the training manager's ability to provide and practice training support in the form of high psychology and physical support will help employees increase motivation to transfer to attend and learn important skills and the latest knowledge and adopt a positive attitude. Next, this situation can also improve the job competency of employees in the organization concerned. The results are consistent with the essence of Organizational Support Theory [27]. This theory states that individuals who receive high socio-emotional support will be able to increase benefits, effort, fulfilling task potential, develop skills, acquire new knowledge, and gain confidence to perform tasks and efficiency in managing and completing tasks. In addition, the Adult Learning Theory by Knowles [30] states that human motivational needs must be achieved based on socio-emotional, physiological, safety, social, appreciation and self-fulfillment aspects that can encourage employees' enthusiasm and desire to learn the latest skills and knowledge and develop positive behavior. Next, this situation can also affect the motivation to transfer and job competency of employees in the organization concerned. The findings of this study have been supported by previous studies based on training management in dynamic organizations [5, 6, 14, 15, 28].

Second, motivation to transfer can function as an influential mediating variable in relationships between training support and job competency. This finding has confirmed that

the training manager's ability to provide and practice high psychology and physical training support will help employees increase motivation to transfer to attend and learn important skills, and latest knowledge and adopt a positive attitude. Next, this situation can also improve the job competency of employees in the organization concerned. The results are consistent with the recommendations of Adult Learning Theory by Knowles [30]) and Self-Determination Theory [31]. The Adult Learning Theory states that the desire of employees to learn a specific skill and knowledge results from observing individuals who can analyze information efficiently and effectively, which can encourage them to develop positive behaviour. While, Self-Determination Theory [31] explains that an individual's motivational orientation can produce positive behaviour. It is often associated with the basic psychology needs of autonomy, growth, extrinsic and extrinsic motivation, encouragement and well-being are the main elements that can increase motivation to transfer and are valued as critical elements in Self-Determination Theory. The findings of this study have been supported by previous studies based on training management in dynamic organizations [6, 14].

The self-report questionnaire used in this study met acceptable validity and reliability analysis standards. Therefore, regarding the practical contribution, the results of the IPMA (see Table 6) show that physical training support is a significant problem that should be improved to achieve the effectiveness of training employees in the public sector. To support this goal, management should pay attention to the following issues. First, the management should provide physical training support to ensure training management can achieve the planned objectives (such as providing new and up-to-date training requirements, providing a comfortable and attractive training location, allocating an adequate training budget, and providing flexible training opportunities with assignments). Second, it is appropriate to provide technical support (such as e-learning) to employees that include good teaching strategies, delivery of concepts, applicable training theories and applying effective training designs need to be improved to help employees create a conducive learning situation. Third, employers need to build an organizational climate that is based on lifelong learning (such as supporting the use of training after returning from a training session). For example, be willing to share the latest knowledge, and new skills and spread the goodness gained after following a training program (such as introducing new skills and knowledge) that can be put into practice in daily tasks to recognize added value in improving the career development of employees in the future. Fourth, building a good relationship between employers and employees (such as giving high guidance to subordinates to manage and complete complex tasks and helping each other). These improvements are highly desirable to create an interactive organizational environment to help employees fulfil their daily responsibilities (such as performing tasks efficiently and effectively and achieving organizational goals that are increasingly challenging in the global economic market).

## **Conclusion**

This study has made a complex test of the conceptual framework developed, which is based on the study of training management literature. The results of the factor validation analysis show that the measurement scale used in this study meets the high standard validity and reliability level. The research hypothesis using the SmartPLS program confirms that motivation to transfer can act as an effective mediating variable in the relationship between training support and job competency in the organization being studied. This decision received solid support from several articles based on organizational training management to help disseminate training management studies that are mostly studied in Western and Asian countries. In conclusion, this finding reports that the training manager's ability to provide

adequate training support will be able to increase the effort of employees to attend, learn, master new competencies in training sessions (such as the latest understanding, new competencies, cognitive and affective abilities, effective behavior and skills current). As a result, this motivation to transfer can also increase the positive behaviour of employees, especially job competency in the organization being studied.

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