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ADMINISTRATORS' ROLES IN TRAINING PROGRAMS AND TRAINING TRANSFER

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Abstract

*A*n administrator plays a vital role in the growth and development of his/her subordinates. Despite this notion, the role of an administrator in the context of training programs and transfer of training is not well studied. Therefore, this study is set to examine the relationship between administrator's role in training programs and training transfer. A survey method was utilized to gather 706 survey questionnaires from employees of local authorities of three cities in the state of Sarawak, Malaysia. The results of SmartPLS path model analysis confirmed that the ability of administrators to properly implement support, communication and assignment in planning and implementing training programs has been an important predictor of training transfer in the studied organization. Further, this study provides discussion, implications and conclusion.

PERAN ADMINISTRASI PADA PROGRAM PELATIHAN DAN TRANSFER PELATIHAN

Abstrak

Administrator memainkan peran penting dalam pertumbuhan dan perkembangan bawahannya. Akan tetapi di negara ini, peran administrator dalam konteks program pelatihan dan transfer pelatihan tidak diteliti dengan baik. Oleh karena itu, penelitian ini dibuat untuk menguji hubungan antara peran administrator dalam program pelatihan dan transfer pelatihan. Kaedah survei telah digunakan untuk menggumpul 706 borang soal selidik dari beberapa karyawan pemerintah daerah dari tiga kota di negara bagian Sarawak, Malaysia. Keputusan analisis model jalur Smart PLS menegaskan bahawa kemampuan administrator menerapkan dukungan, komunikasi dan tugas dengan baik dalam perancangan dan pelaksanaan program pelatihan telah menjadi prediktor penting kepada transfer pelatihan di organisasi kajian. Seterusnya, penelitian ini menyediakan diskusi, implikasi dan kesimpulan.

JEL Classification: M1, M19

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INTRODUCTION

While learning is an important goal of job training, the transfer of training to performance in the profession context is the most central purpose (Ellington et al., 2015). The process of learning from others is fruitful when employees transfer the contents learned into practice (Grohmann et al., 2014). Cognitive learning theory suggests that man learns through his interaction with other people (Rigg & O'Dwyer, 2012). It is therefore not surprising to find that one who undergoes a training program (where one will not only be exposed to new knowledge but also provided with an avenue to socialize with significant referents) records an increased self-efficacy.

Consequently in the organizational context, training program is often viewed as a strategic human capital development process that is meant to improve employees knowledge, skills, abilities and attitudes in order to meet organizational objectives (DeSimone et al., 2002; Ismail & Ibrahim, 2010; Kueh Hua et al., 2011; Noe, 2012; Ismail et al., 2013). According to Weisweler et al. (2013), the extant literature has documented a positive outcome of vocational training on organizational performance, but the added value will only materialize if training transfer occurs (Bossche & Seger, 2013).

The Study Liu and Smith (2011) reported that studies have shown only 10 to 15 percent of training content are actually practiced in the workplace by trainees upon completion of their training. The study Gegenfurtner et al., (2013) defined training transfer as an application of the newly acquired knowledge in one's job. The study Bossche and Seger (2013) further argued that transfer of training also encompasses one's openness and acceptance of future training. The study Bossche and Seger (2013) also elucidated that training transfer is influenced by training input (i.e. characteristics of the trainee), training design and work environment (e.g. support from supervisors and peers).

Traditionally, research on training transfer tended to focus on individual behavior, hence giving more emphasis on training input (Rustiana, 2010; Liu & Smith, 2011). Of late, however, researchers have shifted the spotlight to organizational factors including supervisors and peers.

Notably, employers often recruit and select senior, middle and/or low management employees as professional administrators to assist them in planning, implementing and monitoring of training program and to fully benefit from training transfer (DeSimone et al., 2002; Ellinger et al., 2005; Noe, 2012; Ismail et al., 2013). The role of administrators in training transfer can be argued from the perspective of social capital theory whereby administrators can play an active role in training programs by setting training objective, determining its design and facilitating the application of knowledge gained in work setting (Bossche & Seger, 2013).

Fundamentally, training transfer can only happen if a person is engaged in training and it is the administrators who have the discretion on who to be given training (Atukpawu et al., 2012). Nonetheless, the role of administrators in training programs is much affected by employers' management thoughts. For example, in the early stage of industrial revolutions in US and European countries, the management of training programs was heavily influenced by traditional management thoughts like Taylor's (1856-1915) scientific management, Fayol's (1841-1925) administrative management and Max Weber's (1864-1920) bureaucracy theory (Wren & Bedeian, 2009).

Under these management thoughts, the authorities of designing training programs are centralized and controlled by employers, but administrators are given discretion to focus on planning routine, informal and ad hoc training activities, as well as identifying and overcoming daily employee weaknesses and improve their current competencies in the workplace (DeSimone et al., 2002; Ismail et al., 2007; Ismail & Ibrahim, 2010; Kueh Hua et al., 2011; Noe, 2012).

The practices of the thoughts attract, retain and motivate employees for helping organizations that operate in stable and fewer competition environments (DeSimone et al., 2002; Goldstein & Ford, 2002; Ismail & Ibrahim, 2010 & Kueh Hua, 2011).

Mega waves that occur in the early of the 21st century have globally changed economic operations that were based on agriculture, mining, construction and manufacturing sectors to a service economy (Andriopolous & Dawson, 2009 & Zeithaml et al., 2009). The latest situation emphasizes on the knowledge-based economy where it has motivated employers to shift their thoughts on traditional job-based training to achieve organizational strategy and cultural fitness (Ismail et al., 2009; Ismail & Ibrahim, 2010; Kueh Hua et al., 2011; Noe, 2012).

Under this new management thought, HR administrators are viewed as strategic partners to employers and they are given high empowerment and delegation to assist employers in conducting training needs analysis, formulating realistic and achievable training objectives, developing effective lesson plans, selecting program methods and techniques, as well as preparing training materials (DeSimone et al., 2002; Blanchard & Thacker, 2007; Ismail et al., 2009; Kueh Hua et al., 2011). After obtaining approval from employers, HR administrators will work together with line managers in coordinating and monitoring the implementation of training programs to accomplish a set of training objectives, supporting the organizational growth, as well as maintaining and achieving organizational strategy and goals in an era of global competition (Ismail & Ibrahim, 2010; Ismail et al., 2013; Noe, 2012).

Surprisingly, a thorough review of successful organizational development program reveals that carefully designing training programs based on training needs analysis will not be able to achieve their goals in an era of knowledge-based economy if administrators do not have adequate competencies to manage the various kinds of training programs in the workplace (Saks & Belcourt, 2006; Dawley et al., 2008; Kueh Hua et al., 2011; Ismail et al., 2013). Many scholars like Blanchard and Thackers (2007), Ismail et al. (2013) and Noe (2012) highlight that administrators often implement three effective roles in managing training programs: support, communication, and assignment. The capability of administrators to adequately provide support, openly communicate the information about training, and clearly giving training assignments may help employees to repeat positive behavior learned from training programs when returning to the workplace (Subedi, 2004; Chiaburu & Takleab, 2005; Kueh Hua, 2011; Ismail et al., 2013).

The nature of this relationship is interesting, but the role of administrators as an effective predictor is little discussed in the workplace training models (Chiaburu & Takleab, 2005; Saks & Belcourt, 2006; Ismail & Bongogoh, 2007; Ismail et al., 2013). Many scholars argue that the role of administrators as an effective predictor is ignored in past studies because they have emphasized the characteristics of administrator's role in training programs, employed a simple correlation method as a major instrument to describe respondent perceptions toward administrator's role in training programs, and ignored to quantify the effect size of administrator's role in training transfer.

Consequently, these studies have not provided useful findings to be used as guidelines by practitioners in formulating adequate action plans for improving the effectiveness of training programs in competitive organizations (Saks & Belcourt, 2006; Dawley et al., 2008; Ismail et al., 2013). These observations encourage the researchers to explore further the types of relationships that may exist between training program and training transfer.

This study has three primary objectives: firstly, to examine whether there exists the relationship between support and training

transfer. Secondly, to examine whether there is a relationship between communication and training transfer. Finally, to examine whether there is a relationship between assignment and training transfer. In the next section, this paper explains the different types of contracts employ in this study by examining the literature. Finally, it describes why the contracts to be related to training transfer.

This study addresses four important constructs: support, communication, assignment and training transfer. Firstly, support is broadly viewed as administrators providing physical and moral support before, during and after employees attending training programs (Chiaburu & Marinova, 2005; Ismail & Bongogoh, 2007; Dawley et al., 2008; Ismail et al., 2013). This support can guide employees in applying what they have learned in the training program after they return to work in the workplace. Secondly, communication is generally seen as administrators delivering the information about training content and procedures to employees, explaining the advantages of attending training programs and giving performance feedback to employees who have attended training programs (Chiaburu & Tekleab, 2005; Ismail & Bongogoh, 2007; Vuuren et al., 2007; Ismail et al., 2009).

This situation gives full clarity to employees about the goals to be achieved by the employer in implementing this training program. Thirdly, assignment is broadly interpreted as the ability of administrators to implement voluntary instructions (employees are given choices) and/or mandatory instructions (employees are not given alternatives) in encouraging employees to attend training programs (Baldwin & Magjuka, 1991; Baldwin et al, 1991; Tsai & Tai, 2003; Ismail et al., 2013). This command depends on the skill level of employees, if they have a lack skill training (for example; new employees started serving), this training program is required for them to improve their work performance.

Finally, training transfer consists of two major types: direct transfer and indirect transfer. Direct transfer is often referred to the ability of trainees to learn and implement the knowledge, skills, and abilities gained from training programs to similar situations (i.e., at training place). While, the indirect transfer is often seen as the ability of trainees to learn and implement the knowledge, skills, and abilities gained from training programs to dissimilar situations (i.e. at the workplace). Although these types of training transfer are different, their spirits are to stimulate trainees improving daily tasks, strengthening professional development and meeting organizational needs and expectations (Lim & Morris, 2006; Nijman et al., 2006; Gegenfurtner et al., 2009; Ismail et al., 2009).

Within the workplace training model, many scholars concur that support, communication, assignment and training transfer are different, but strongly interrelated concepts. For example, the ability of administrators to adequately provide material and moral support, openly communicate the advantages and prospects of training programs, and properly implement voluntary and mandatory assignments may increase trainee motivations to apply what they have learned when returning to the workplace (Saks & Belcourt, 2006; Vuuren et al., 2007; Dawley et al., 2008).

Extant studies about training administration have been conducted using different samples in different organizational contexts like perceptions of 207 trainees in an organization in United States (Baldwin et al., 1991), 193 trainees in the engineering group of a manufacturing organization in United States (Baldwin & Magjuka, 1991), 10 Korean HR practitioners in Korea (Lim, 2000), 184 employees belonging to 18 banks in Northern Taiwan (Tsai & Tai, 2002), 150 members of a large training and development society in Canada (Saks & Belcourt, 2006), 456 employees in telecommunication services in Dutch (Vuuren et al., 2007), and 346 employees from a manufacturing facility in US (Dawley et al., 2008).

Results of the above studies reported three important findings: firstly, the ability of administrators to adequately provide

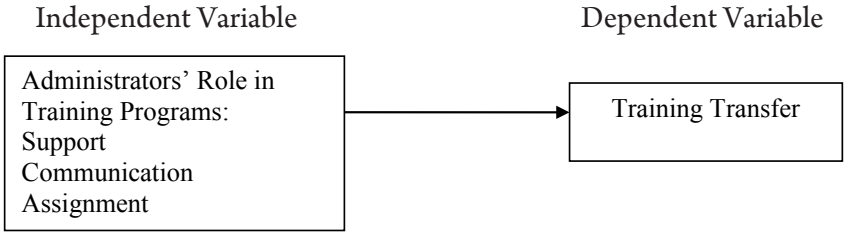

Figure 1. Conceptual Framework

encouragement and physical support had been an effective predictor of training transfer (Chiaburu & Tekleab, 2005; Dawley et al., 2008). Secondly, the ability of administrators to openly communicate the advantages and prospects of attending training program had been an effective predictor of training transfer (Lim, 2000; Vuuren et al., 2002). Thirdly, the ability of administrators to properly provide voluntary and mandatory assignments had been an effective predictor of training transfer (Baldwin & Magjuka, 1991; Baldwin et al., 1991; Tsai & Tai, 2002; Saks & Belcourt, 2006).

The cited studies support the notion of moThe cited studies support the notion of motivation theory. Firstly, Adams' (1963) equity theory highlights that if an individual perceives that he/she receives resources (e.g., rewards) equally with his/her contribution, this will reinforce to enhance positive attitudes. Secondly, Vrooms' (1964, 1973) expectancy theory reveals that an individual will perform certain actions if he/she understands such actions may bring valued outcomes. Thirdly, Baldwin and Ford's (1988) transfer theory explains that helping is an important motivating factor that may encourage individuals to learn and apply what they have learned in organizations.

Fourthly, Eisenberger et al. (1986) perceived organizational support posits that the willingness of an organization to provide favorable treatments may inspire employees to achieve the organizational interests. Further, Locke and Latham's (1990) goal setting theory postulates that goals will remove roadblocks and may guide individuals to perform the job. The application of these theories in a training model shows that fair treatment, valued outcomes and clarity of goals are the essence of support, communication, and assignment. For example, the willingness of administrators to provide adequate support, use communication openness and implement appropriate training assignments may motivate trainees to enhance training transfer in the workplace (Baldwin & Magjuka, 1991; Baldwin et al., 1991; Lim, 2000; Tsai & Tai, 2002; Chiaburu & Takleab, 2005; Saks & Belcourt, 2006; Dawley et al., 2008).

The literature has been used as foundation to establish a conceptual framework for this study as exhibited in Figure 1.

Based on the framework, it was hypothesized that:

H_1: Support is positively related to training transfer

H_2: Communication is positively related to training transfer

H_3: Assignments are positively related to training transfer

METHOD

This study employed a cross-sectional research design, which allowed the researchers to integrate the training management literature, the in-depth interview, the pilot study and the actual survey as the main procedures to gather data. The main advantage of using this procedure may improve the inadequacy of single method and increase the ability to gather accurate and less biased data (Cresswell, 1998; Sekaran & Bougie, 2010). In the Malaysian public administration, local government is known as a third tier government after state and federal governments. This study was conducted

on three city-based local government authorities in Sarawak, Malaysia. The name of the organizations is kept anonymous because of confidential reasons.

The local government authorities were established under the Local Authorities Ordinance (1996), and their administration and funds were monitored by the state's Ministry of Environment and Public Health. To achieve the organizational goals, the state government has placed a great emphasis on training and development as a mean to develop the quality workforce in the organizations.

In the context of training and development program, administrators are viewed as a strategic partner of the stakeholders where they play important roles in assigning employees to attend training programs, provide technical support (e.g., budgetary, facilities, materials) and non-technical support (e.g., encouragement, positive feedback), and communicate the information about training programs to employees through e-mail, memo, letter or notice prior to and/or after training programs.

The ability of administrators to implement these roles will motivate employees to learn and apply new knowledge, up-to-date skills, latest abilities and positive attitudes onto the job. All of these may help facilitate the organization to achieve it strategies and goals.

At the initial stage of the study, in-depth interviews were conducted involving 6 senior officers, namely one head of HRM unit (20 years of experience), one head of town planning unit (14 years of experience), one training instructor from the enforcement unit (20 years of experience), one senior engineer from the project engineering unit (17 years of experience), one assistant of accountant from the finance unit (9 years of experience), and one assistant of administrative officer from HRD unit (17 years of experience) in the organizations. These officers were selected using a purposive sampling technique because they had good knowledge and experience about the nature and features of administrator's role in designing and managing training programs.

After that, the information was transcribed, categorized according to proper themes and compared to the related literature review. The results of this comparison were used to develop the content and format of the survey questionnaire for a pilot study. Next, a pilot study was conducted by distributing 60 survey questionnaire forms to employees in the various departments through contact persons, comprising HR officers, secretary of the head of HR departments, secretary of department heads, and supervisors. The results of this study showed that the variables produced Cronbach values greater than 0.70, indicating that they satisfactorily met the standards of reliability analysis (Nunally & Bernstein, 1994). Further, a back-translation technique was used to translate the survey questionnaires into Malay and English versions in order enhance the validity and reliability of the instrument (Cresswell, 1998; Kothari, 2008).

The survey questionnaire consists of four sections. First, support was measured using 7 items that were modified from the training support literature (Nijman et al., 2006; Ismail & Bongogoh, 2007; Ismail et al., 2007; Dawley et al., 2008, 2013; Al-eisa et al., 2009; Abdullah et al., 2011). The dimensions used to measure support are encouragement, recommendation, guidance, time frame, and reminder. Second, communication was measured using eight items that were modified from the training transfer literature (Tsai & Tai, 2003; Ismail & Bongogoh, 2007; Ismail et al., 2007; Abdullah et al., 2011, 2009; Kueh Hua, 2013;). The dimensions used to measure communication are information, discussion, explanation, notice, feedback, and praise. Third, the assignment was measured using five items that were modified from the training assignment literature (Baldwin & Magjuka, 1991; Baldwin et al., 1991; Tsai & Tai, 2003; Ismail et al., 2013).

The dimensions used to measure assignment are a chance, listen, demand, and consideration. Finally, training transfer was measured using nine items taken from training transfer literature (Lim & Morris, 2006;

Nijman et al., 2006; Saks & Belcourt, 2006 & Gegenfurtner et al., 2009). The items used to measure training transfer are usable, behavioral change, confident, application in appropriate time, application in appropriate situation, adaptability, and utilizable. All the items used in the questionnaire were measured using a 7-item scale ranging from 'strongly disagree' (1) to 'strongly agree' (7). Demographic variables were used as the controlling variable because this study focused on employee attitudes.

The researchers had obtained an official approval to conduct the study from the heads of the studied organizations and also received advice from them about the procedures of conducting the survey in their respective units/departments. The targeted population for this study was employees who worked in the organizations. After considering the organization rules, a period of this study and financial constraints, a convenience sampling technique was used to distribute 1000 survey questionnaires to employees through the HR departments in the organizations. Of the total number, 706 usable questionnaires were returned to the researchers, yielding a response rate of 70.6 percent. The survey questionnaires were answered by participants based on their consent. The figure has exceeded the minimum sample of 30 participants as required by probability sampling technique, showing that it may be analyzed using inferential statistics (Cresswell, 1998; Sekaran & Bougie, 2010).

The SmartPLS version 2.0 as recommended by Henseler et al. (2009) was employed to analyze the questionnaire survey data. The main advantage of using this method is to produce 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 et al., 2009). The procedure of data analysis followed these steps: first, confirmatory factor analysis was used to assess the validity and reliability of the instrument. Second, Pearson correlation analysis and descriptive statistics were employed to estimate the validity and reliability of constructs.

Third, hypothesized model was tested. The outcomes of this test will clearly show the significant relationship between the independent variable and dependent variable if the value of t statistic is larger than 1.96 (Henseler et al., 2009). Then, a global fit measure is conducted to validate the adequacy of PLS path model globally based on Wetzels et al. (2009) global fit measure. The value of R2 is used as an indicator of the overall predictive strength of the model. The value of R2 is considered as follows: 0.19 (weak), 0.33 (moderate) and 0.67 (substantial) (Chin, 1998 & Henseler et al., 2009).

Further, a global fit measure is conducted to validate the adequacy of PLS path model globally based on Wetzels et al. (2009) global fit measure. This result confirms that the PLS path model has better explaining power in comparison with the baseline values (GoF small=0.1, GoF medium=0.25, GoF large=0.36). If the results of testing hypothesized model are greater than the cut-off value of 0.36 for large effect sizes of R^2 then it adequately supports the PLS path model globally.

RESULTS AND DISCUSSIONS

Table 1 shows that most of the participants were males (53.4 %), aged between 40 to 49 years old (34.3%), SPM/MCE holders (51.4%), support staff category (90.9%), employees who served in administration division (62.9%), and employees who had working experience less than 5 years (27.1%).

The outcomes of confirmatory factor analysis confirmed that the survey questionnaire used in this study had 29 items that met the acceptable standards of validity and reliability analyzes. These items represent four different constructs: support (7 items), communication (8 items), assignment (5 items), and training transfer (9 items) as shown in the Tables 2, 3, 4 and 5. Table 2 shows the results of convergent

Table 1. Participant Characteristic (N=706)

Respondent Profile	Sub-Profile	Percentage
Gender	Male	53.4
	Female	46.6
Age	>20 years old	0.6
	21-29 years old	21.1
	30-39 years old	32.7
	40-49 years old	34.3
	>50 years old	11.3
Education	SRP/LCE/PMR	18.6
	SPM/MCE	51.4
	Diploma/STPM/HSC	20.4
	Bachelor	7.9
	Masters	1.1
	Others	0.6
Position	Management	9.1
	employees	90.9
	Supporting employees	
Division	Administration	62.9
	Technical	37.1
Length of Service	>5 years	27.1
	6-10 years	11.9
	11-15 years	17.3
	16-20 years	18.6
	>21 years	25.2

Note:
PMR/SRP/LCE: Penilaian Menengah Rendah/Sijil Rendah pelajaran/Lower Certificate of Education
SPM/MCE: Sijil Pelajaran Malaysia/Malaysia Certificate of Education
STPM: Sijil Tinggi Persekolahan Malaysia/Malaysia Higher Certificate of Education
Source: data processed (2014)

Table 2. The Results of Convergent and Discriminant Validity Analyses

Variable	AVE	Support	Communication	Assignment	Training Transfer
Support	0.717	0.847			
Communication	0.778	0.863	0.882		
Assignment	0.810	0.667	0.723	0.900	
Training Transfer	0.746	0.462	0.483	0.4104	0.864

Source: data processed (2014)

and discriminant validity analyzes. All constructs had the values of average variance extracted (AVE) larger than 0.5, indicating that they met the acceptable standard of convergent validity (Barclay et al., 1995; Fornell & Larcker, 1981; Henseler et al., 2009). Besides that, all constructs had the diagonal values of √ AVE 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 3 shows the factor loadings and cross-loadings for different constructs. The correlation between items and factors had higher loadings than other items in the different constructs. The variables loaded more strongly on their own constructs in the model, exceeding the specified minimum, 0.7 (Fornell & Larcker, 1981; Chin, 1998; Gefen & Straub, 2005; Henseler et al., 2009). In sum, the validity of measurement model met the criteria..

Table 3. The Results of Factor Loadings and Cross Loadings for Different Constructs

Construct/Item	Support	Communication	Assignment	Training Transfer
Support				
Item1S	0.808240	0.665410	0.540386	0.368147
Item2S	0.845396	0.709404	0.570627	0.353972
Item3S	0.869385	0.709679	0.516349	0.391129
Item4S	0.882770	0.782580	0.600305	0.394678
Item5S	0.861819	0.754579	0.550032	0.406858
Item6S	0.846481	0.740278	0.581697	0.420871
Item7S	0.810438	0.744299	0.592799	0.394504
Communication				
Item1C	0.752494	0.893156	0.630150	0.381436
Item2C	0.751090	0.892185	0.631398	0.413899
Item3C	0.768871	0.906591	0.645329	0.434346
Item4C	0.805370	0.918931	0.633035	0.466809
Item5C	0.790319	0.897076	0.604773	0.445616
Item6C	0.727379	0.822154	0.585577	0.441749
Item7C	0.761672	0.890655	0.678140	0.436812
Item8C	0.722871	0.830380	0.702697	0.369890
Assignment				
Item1A	0.569965	0.619883	0.859066	0.346149
Item2A	0.577442	0.625368	0.895555	0.365002
Item3A	0.580886	0.644041	0.917870	0.364231
Item4A	0.637592	0.682884	0.912587	0.388084
Item5A	0.632867	0.676905	0.914644	0.381515
Training Transfer				
Item1T	0.433976	0.447756	0.349193	0.837274
Item2T	0.458852	0.474050	0.379652	0.871750
Item3T	0.403027	0.416341	0.344200	0.875230
Item4T	0.400133	0.417193	0.361581	0.881101
Item5T	0.378555	0.398433	0.343932	0.877469
Item6T	0.396055	0.407506	0.364151	0.871405
Item7T	0.380309	0.420704	0.372146	0.878107
Item8T	0.365499	0.385932	0.339624	0.861605
Item9T	0.357888	0.369606	0.329229	0.817918

Source: data processed (2014)

Table 4 shows the results of reliability analysis for the instrument. The composite reliability and Cronbach's Alpha had values greater than 0.8, indicating that the instrument used in this study maintained high internal consistency (Nunally & Benstein, 1994; Henseler et al., 2009).

Table 5 shows the results of Pearson correlation analysis and descriptive statistics. The mean values of the variables vary from 4.67 to 5.63, signifying that the levels of support, communication, assignments and training transfer ranging from high (4) to highest level (7). The correlation coefficients for the relationship between the independent variables (support, communication and assignment) and the dependent variable (training transfer) were less than 0.90, indicating that the data were not affected by serious collinearity problem (Hair et al., 1998).

Figure 2 show that the inclusion of suppoFigure 2 show that the inclusion of support, communication and assignment in the model analysis had explained 30 percent of the variance independent variable. Specifically, the outcomes of testing research hypotheses using SmartPLS path model showed three important findings: first, the support positively and significantly correlated with training transfer (β=0.16; t=2.12), therefore H1 was supported. Second, communication positively and significantly correlated with training transfer (β=-0.26; t=3.29), therefore H2 was supported.

Third, assignment positively and significantly correlated with training transfer (β=-0.11; t=2.43), therefore H3 was supported. In sum, this result confirms that the ability of administrators to provide adequate support, practice communication openness and properly implement assignments in training management context have motivated trainees to transfer what they gained when returning into the workplace.

Administrator's Roles in Training Programs

In order to determine a global fit PLS path modeling, we carried out a global fit measure (GoF) based on Wetzels et al. (2009) guideline as follows: GoF=SQRT{MEAN

Table 4. Composite Reliability and Cronbach's Alpha

Construct	Composite Reliability	Cronbach Alpha
Support	0.946580	0.934070
Communication	0.965502	0.959011
Assignment	0.955268	0.941361
Training Transfer	0.963550	0.957416

Source: data processed (2014)

Table 5. Pearson Correlation Analysis and Descriptive Statistics

Construct	Mean	Standard Deviation	Pearson Correlation Analysis			
			1	2	3	4
Support	5.3	1.15	1			
Communication	5.14	1.25	.86**	1		
Assignments	4.67	1.40	.67**	.73**	1	
Training Transfer	5.63	0.90	.46**	.48**	.41**	1

Note: Significant at *p<0.05; **p<0.01; **p<0.000
Reliability Estimation is shown in a Diagonal
Source: data processed (2014)

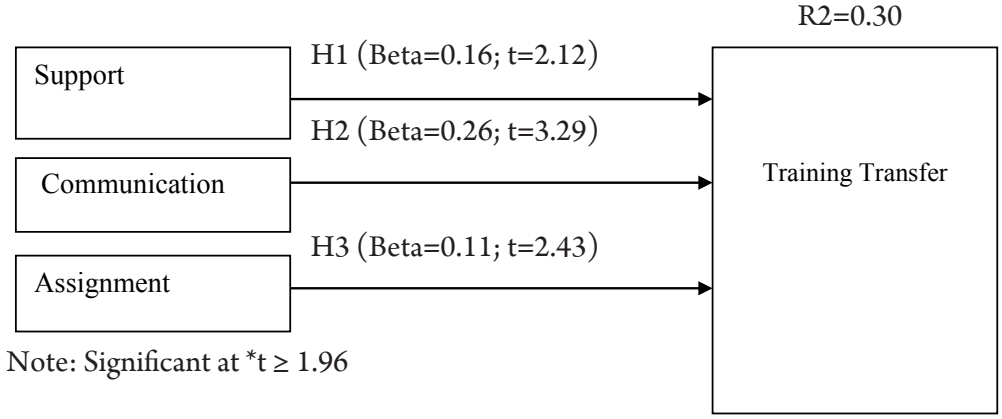

Figure 2. Outcomes of SmartPLS Path Model Analysis

(Communality of Endogenous) x MEAN (R^2)}=0.76, indicating that it exceeds the cut-off value of 0.36 for large effect sizes of R^2. It also provides adequate support to validate the PLS model globally (Wetzel et al., 2009).

The findings of this study show that administrator's role in training programs acts as an important predictor of training transfer in the organizational sample. In the context of this study, administrators have adequately provided training support (e.g., encouragement and physical aids), properly practiced communication openness about training programs (e.g., explanation, feedback, and discussion) and properly implemented training assignments (e.g., voluntary and mandatory instructions). In this situation, the majority of employees perceived that the ability of administrators to play such roles had motivated them to enhance training transfer in the workplace.

This study provides three significant implications: theoretical contribution, the vigour of research methodology, and practical contribution. Regarding theoretical contribution, this study reveals that administrator's role in training programs has been an important predictor of training transfer in the studied organizations. This finding also has supported and extended studies by Baldwin and Magjuka (1991), Baldwin et al. (1991), 1991b), Lim (2000), Tsai and Tai (2002), Chiaburu and Takleab (2005), Saks and Belcourt (2006), Dawley et al. (2008).

Although the results of hypothesis testing were significant, the effect size of administrators' role in training programs on training transfer was low in the hypothesized model. A careful observation of the in-depth interview outcomes shows that this result may be affected by external environmental factors: first, administrators have implemented support, communication and assignments in the various kinds of training programs. Although administrators have properly implemented their roles, it is perceived by majority respondents as not adequate to motivate employees learning and mastering necessary knowledge, up to date skills, new abilities and good moral values in the training programs.

Secondly, administrators have different experiences, abilities and styles in implementing support, communication and assignments in the various types of training programs. Due to these differences, it is viewed by majority respondents as not be able to fulfil the needs and expectations of employees who work in the various types of job groups. This situation may reduce the capability of administrators to motivate employees in enhancing training transfer in the organization.

With respect to the robustness of the research methodology, the survey questionnaire used in this study has met the acceptable standards of validity and reliability analyzes. Thus, it may produce accurate and reliable research findings. Regarding practical contribution, the findings of this study may be

used as important guidelines for employers to improve the management of training programs in organizations. This objective may be realized if employers pay more attention to the following aspects: firstly, leadership training content and methods should be upgraded to enhance the capability of administrators in leading and monitoring employees to accomplish the strategic organizational mission.

Secondly, staff recruitment and selection policies should emphasize on hiring candidates who have good academics qualifications, professional certifications, and relevant experiences than fresh graduates to hold important positions in organizations. Thirdly, performance-based pay should be strengthened to improve the type, level and/or amount of monetary rewards to trainees who can successfully apply what they have learned when joining or returning to organizations. If these suggestions are carefully considered they may encourage employees to attend and commit to the workplace training program.

CONCLUSION

This study developed a conceptual framework based on the workplace training research literature. The instrument used in this study met the acceptable standards of validity and reliability analyzes. The results of SmartPLS path model analysis showed that administrator's role (i.e., support, communication and assignments) positively and significantly correlated with training transfer, therefore H1, H2 and H3 were fully supported. This result confirms that the role of administrators in managing training programs did act as important predictors of training transfer in the studied organizations. This result also has supported and extended training research literature mostly published in Western countries.

Although the results of hypothesis testing were significant, the effect size of administrators' role in training programs on training transfer was low in the hypothesized model. A careful observation of the in-depth interview outcomes shows that this result may be affected by external environmental factors: first, the levels of support, communication and assignments as practiced by administrators are not adequate to motivate employees learning and mastering necessary knowledge, up to date skills, new abilities and good moral values in the training programs. Secondly, different experiences, abilities and styles as demonstrated by administrators are not able to fulfill the needs and expectations of employees who work in the various job categories. This situation may reduce the capability of administrators to motivate employees in enhancing training transfer in the organization.

The current research and practice in the human capital development models need to incorporate support, communication and assignment as important critical success factors of the workplace training administration. This study further suggests that the readiness of administrators to properly implement support, communication and assignment in training programs will strongly enhance subsequent positive training outcomes (e.g., satisfaction, commitment, performance, ethics and pro social behavior). Thus, these positive outcomes may lead to enhanced organizational growth and competitiveness in an era of knowledge based economy.

The theoretical and methodological limitations should be considered in conducting future research. First, this study sets up a basis for measuring the effect of three dimensions of administrator's role in training programs (i.e., support, communication and assignment) on training transfer in one organizational sector. It has raised many queries as well as endorsing preliminary propositions. A few research fields can be further discovered as an outcome of this study.

Second, the organizational and personal characteristics as predicting variables are neglected in the hypothesized model and this may not help to understand how individual similarities and differences influence the effect of

administrator's role in training programs within an organization. Third, the cross-sectional research design has some shortcomings where it may not be able to describe the patterns of change and the direction and magnitude of causal relationships between variables of interest. Fourth, the findings of this study rely very much on the sample taken from a single organizational sector using convenient sampling technique. This situation may decrease the ability to generalize the findings of this study to other organizational settings.

This study may be strengthened if future research gives more attention on the following suggestions: first, future research should not only focus on measuring the effect of administrator's role in training programs (i.e., support, communication and assignment) on training transfer but also include certain organizational and personal characteristics as first and second independent variables in the hypothesized model. This may provide meaningful perspectives to understand how individual similarities and differences are affecting the relationship between administrator's role in training programs and training transfer. Second, other research designs like 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 clearly understand the effects of administrator's role in training program on training transfer, this relationship should be tested on different types of local government in future research. Fourth, other specific theoretical constructs of administrator's role in training programs like participation and delivery mode should be considered in future research because they are given more attention in considerable training program literature (Baldwin et al., 1991 & Kueh Hua et al., 2011). Fifth, a practical and workable model for a training administration model could be adjusted using a hierarchical approach, like trainees are monitored by trainers, trainers are monitored by supervisors whereas administrators mentor supervisors, and administrators are monitored by top management (Noe, 2012 & Rigg & O'Dwyer, 2012). Finally, the association of administrators and trainees' personality traits with training programs needs to be further explored in future research. The importance of these issues needs to be addressed in future research.

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