

Enhancing Employee Talents: Administrative Roles in Training Programmes

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ABSTRACT

Training and development are critical for managing human resources in a successful organisation. This study examines the effect of administrative roles in training programmes on employee talents. The study was empirically tested using a survey method to obtain research data from 478 employees in Public Agencies in Malaysia. SmartPLS 4.0 software was used to assess the quality of the data and further test the research hypothesis. The test results of structural equation modelling confirmed that administrative roles in training programmes increase employee talents. The findings provide practitioners with essentials of administrative roles and formulate strategic action plans to enhance administrative roles in training programmes, ultimately achieving and sustaining organisational goals and strategies in a knowledge-based economy.

Keywords: Administrative roles, employee talents, SmartPLS, training and development.

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1. INTRODUCTION

Training has been well recognised as a core function of human resource management, commonly interpreted as a formal and informal learning process carried out through workplace and off-site training methods to establish a positive learning culture (Aryee *et al.*, 2023; Nor Shamri *et al.*, 2022). According to official statistics published by the National Institute of Statistics of Portugal, the aggregate data on investment in training and development activities has increased over the past few years. The average cost of the training course per participant is €288.2, and the rate of access to ongoing training has also increased to 28.1% to enhance the level of competence, skills, and human resources (Ferreira & Velinças, 2016; Mohamad *et al.*, 2023).

Many empirical studies related to organisational learning emphasised that even well-designed training programmes will not be able to achieve their objectives if administrators do not effectively perform their roles within the organisation (Aryee *et al.*, 2023; Nor Shamri *et al.*, 2022; Suryanarayana, 2022). An organisational behaviour perspective, influential administrative roles in training programmes typically practice three types of roles: administrative support (i.e., formulating training and development opportunities, being openness, spending training allocations) (Mohamad & Rahman, 2023; Suryanarayana,

2023), training course (i.e., task management techniques, task management strategies, concepts) (Zulkifly, 2022), and supervisor guidance (giving instruction, expressing thoughtful ideas and suggestions, sharing techniques) (Mohamad, Ismail & Mohamad Nor, 2020; Yaqub *et al.*, 2020). This situation shows that this aspect is crucial to improve new knowledge, up-to-date skills, and positive personality (e.g., cross-cultural communication) in the organisation concerned.

Recent studies on trainee behaviour in the 21st-century global market reveal that the relationship between administrative roles in training programmes and employee talents is not widely discussed in the literature on workplace training research (Kim, Park & Kang, 2018; Nor Shamri *et al.*, 2022). Several factors influence this situation. First, most previous studies have emphasised the internal nature of administrative roles in training programmes by explaining the general and specific meaning, purpose, types, benefits, and challenges of variables in diverse public and private organisations (Mohamad *et al.*, 2023). Second, many previous studies developed hypotheses based on the relationships between administrative roles and knowledge, training courses and knowledge, supervisor guidance and skills, and training courses and skills (Mohammed Hassen Yimam, 2022; Zulkifly, 2022). These measurements were analysed separately, and simple behavioural statistical approaches (e.g., descriptive, dispersion and bivariate analysis) were used to evaluate the study model. The results of this framework analysis can only assess the strength and characteristics of the relationships between the study constructs. As a result, the results of the research paradigm only produce general findings. This situation may not offer sufficient guidelines for practitioners to understand the multidimensional paradigm of administrative roles in training programmes to improve and achieve organisational goals in global competition and innovation (Kim, Park & Kang, 2018; Nor Shamri *et al.*, 2022).

This study measures four main contributions. Firstly, it contributes to the previous literature on training programmes by promoting administrative roles as a more important predictor than personal and environmental variables in upgrading positive training outcomes, namely employee talents (Kim, Park & Kang, 2019; Ashonibare, 2022). Secondly, this study expands the literature on trainer attitudes and behaviour by revealing administrative roles in training programmes as a more powerful determinant than personal and environmental variables in employee talents in the workplace (El-Said *et al.*, 2020; Kim, Park & Kang, 2018), which has recently received less attention. Thirdly, recent literature on organisational learning suggests that most models related to administrative roles (e.g., Naquin & Holton, 2002) were developed in the West and tested in various countries, predicting that administrative roles in training programmes can play an essential role as a predictor in the relationship between administrative roles and employee talents in using on-the-job training (Kim, Park & Kang, 2018; Nor Shamri *et al.*, 2022). Furthermore, this study motivates researchers to fill the gap by examining the role of administrative roles in training programmes and employee talents in the workplace.

2. LITERATURE REVIEW

2.1 Administrative Roles in Training Programmes

An insightful administrator is always responsive and prepared to invest in training to maintain and enhance their organisation's sustainability, optimise positive social behaviour, promote two-way interaction, and improve the leadership quality of leaders and followers (Setayesh Sarvar, Hematian & Zargar, 2023; Suryanarayana, 2023). It comprises three main components: administrative support, training courses, and supervisor guidance (Elumalai *et al.*, 2020; Setayesh Sarvar, Hematian & Zargar, 2023). First, administrative support is often

defined as management willing to optimise its role towards employees to provide various types of material or instrumental assistance, develop training and development opportunities, be openness and attentive, and spend training allocations and locations appropriately (Mohamad, Ismail & Mohamad Nor, 2020; Mohamad & Rahman, 2023). Second, the training course is widely interpreted as the management's ability to design training programme content that is practical, contains lifelong learning, new knowledge, and current skills, and can be used to improve the delivery of learning quality in the organisation (Mohammed Hassen Yimam, 2022; Zulkifly, 2022) Third, supervisor guidance is often linked to the concept of humanitarian ethics, which can be highlighted through the supervisor's determination to play his role to give and practice physical help (such as giving instruction, expressing thoughtful ideas, sharing task techniques) and instrumental (such as caring about employee performance, giving advice, encouraging new knowledge and inspiring) (Mohamad, Ismail & Mohamad Nor, 2020; Yaqub *et al.*, 2020).

In the context of training in the workplace, various forms of administrative roles practices that are successful by management through encouraging employees to attend organised training programmes, helping employees acquire new knowledge, being willing to permit to attend training, showing confidence in the benefits of attending training, allocating sufficient budget, providing the latest training equipment and a conducive atmosphere, and providing training locations attracting employees to attend training) (Sarfraz *et al.*, 2021; Elumalai *et al.*, 2020; Nafukho *et al.*, 2023). On the other hand, the training course implemented by the management is based on their determination to develop, plan, and load meaningful training content through the essence of the course content according to the task situation, provide technical and strategic solutions, improve existing skills, develop new skills, provide an experience that beneficial and revealing to lifelong learning skills (Mohamad *et al.*, 2020; Yaqub *et al.*, 2020; Elumalai *et al.*, 2020). Supervisors usually implement supervisor guidance through their efforts to adapt skills and knowledge in assignments, convince employees to use acquired skills, provide complete guidance, inform the latest performance, set task goals, and give constructive suggestions. Further studies recognise that the administrator's ability to provide administrative roles in training programmes appropriately has been an essential antecedent of employee talents (Mohamad, Ismail & Mohamad Nor, 2020; Yaqub *et al.*, 2020; Zulkifly, 2022).

2.2 Employee Talents

Currently, intense competition in most markets in developed economies has forced organisations to focus on improving their performance in developing high-quality employee talents. From a training perspective, employee talents have two essential elements: knowledge and skills. Knowledge is a form of positive outcome present in workplace training studies. In organisational learning, knowledge is often defined as employees' understanding and cognitive abilities to manage and handle tasks efficiently to help improve organisational performance in the future (Kim, Park & Kang, 2018). It explains that knowledge will be stimulated by internal forces (e.g., psychological needs) and/or external forces (e.g., rewards) to recognise the value of such formal and informal learning processes by putting more significant effort into acquiring and mastering the necessary competencies, and the latest skills, recent cognitive and affective abilities, and other current capabilities (e.g., digital technology) (Handa, Pagani & Bedford, 2019; Gürlek, 2020). The knowledge employees gain in the training environment helps improve their future personal growth and career development, contributing to their overall talent.

Meanwhile, skills are an essential indicator in training management studies. From a training perspective, skills are defined as the mastery of new competencies and applying

effective work techniques and strategies (e.g., task handling proficiency) (Kim, Park & Kang, 2019; Ashonibare, 2022). This situation suggests that workplace skills emphasise employees' thoroughness in handling tasks, ability to self-regulate, achievement orientation, and efficiency in performing assigned tasks. Consequently, employees make more significant efforts to achieve specific task goals by applying the benefits obtained in the training programme to their assignments. Recent studies about workplace training advocate that knowledge (Kim, Park & Kang, 2019; Ashonibare, 2022) and skills (Handa, Pagani & Bedford, 2019; Gürlek, 2020) are positive outcomes of the administrative roles in training programmes.

2.3 Theoretical Framework

The correlation between administrative roles in training programmes enhancing employee talents is consistent with the essence of the Social Exchange Theory. In general, the administrative roles have been recognised by the Organisational Support Theory introduced by Eisenberger *et al.* (2001), where the leader's role is seen as one of essential agents implementing organisational policies and procedures to evaluate employee contributions and take weight about their well-being, such as offering administrative roles (e.g., assistance, facilities, equipment), training course (e.g., relevant, up-to-date, related to the task), and supervisor guidance (e.g., encouragement, appreciation, motivation, openness). This role will inspire employees to produce reasonable remuneration, such as being committed to the organisation, balancing life and work, reducing turnover, and increasing work motivation (Tai & Hsu, 2023). Next, organisational behaviour thinkers have developed several theories of the relationship between leaders and employees, explaining the various roles of leaders and their implications for employee behaviour; for example, the Equity Theory (Adams, 1865) states that fair treatment of leaders in decision-making, the Leader-Member Exchange Theory (Dansereau, Graen & Haga, 1975) states that a strong bond between the leader and group members in a vertical dyadic relationship, the Transfer of Training Model (Baldwin & Ford, 1988) explains that training support, the Goal Setting Theory (Locke & Latham, 1990) explains that clarity, challenge, acceptance, feedback, and complexity of goals, and the Transformational and Transactional Leadership Theory (Bass & Avolio, 1994) suggests that inspirational motivation, individual consideration, and reward for achievement. These theories have been used in training programmes and found that the essence of equity, leader-member exchange, transfer, goal setting, transformation, and transactions are often interpreted as administrative roles. This essence has received strong support from the workplace training research literature (Abiodun-Oyebanji & Anditung, 2023).

Many prior studies about the relationship between administrative roles and employee talents were conducted in diverse organisational types and functions, involving 336 frontline managers in the textile sector in Pakistan by employing a multi-stage sampling technique (Sarfranz *et al.*, 2021), 15 staff from management and professional services groups (Alias *et al.*, 2019), 784 students in India and the Kingdom of Saudi Arabia (Elumalai *et al.*, 2020), 603 farmers in Uganda (Twase *et al.*, 2021), and 160 teachers working in high-needs schools with large numbers of English learners (ELs) in the Southwest USA (Nafukho *et al.*, 2023). These surveys reported that effective management usually provided administrative roles, such as disseminating complete training information and adopting an open mind in introducing new ideas and skills, high incentives for employees, encouraging employees to attend training programmes, practising open communication, delivering training programmes information, caring for employee needs, providing convenient training facilities, providing feedback on training applications, and allocating financial for training

programmes, have strongly invoked employee talents (e.g., knowledge and skills) in different organisational settings. Thus, the hypotheses are established as follows:

H1: Administrative support is positively correlated with skills.

H2: Administrative support is positively correlated with knowledge.

Previous studies have shown that training course significantly determines employee talents. Various studies have been conducted in different types of organisations, including 215 civil service staff from management and professional services groups in Malaysia (Alias *et al.*, 2019), 300 respondents working in accounting, management, information and communication technology, and human resources departments in Malaysia (Mohamad *et al.*, 2020), 156 employees of an Indian public manufacturing organisation (Yaqub *et al.*, 2020), 784 undergraduate and postgraduate students in India and the Kingdom of Saudi Arabia (Elumalai *et al.*, 2020), and 316 employees of Bahir Dar University, Ethiopia who took training in 2019 (Mohammed Hassen Yimam, 2022). These surveys reported that the management's ability to appropriately design and apply training courses, such as providing up-to-date technical and non-technical content that is relevant to the specific needs of the organisation, task, personnel, and expected outcome statements in terms of cognitive, affective, and/or psychomotor abilities should be specific, realistic, and challenging to meet the organisations' vision, missions, and goals, has strongly enhanced employee talents (e.g., skills and knowledge) in the organisation studied. Thus, the following hypotheses are formulated:

H3: Training course is positively correlated with skills.

H4: Training course is positively correlated with knowledge.

A bulk of previous studies about the linking between supervisor guidance and employee talents were evaluated in various organisation sizes and core businesses, involving 115 employees at central government agencies controlled by the Malaysian federal government (Mohamad, Ismail & Mohamad Nor, 2020), 400 public servants at public service agencies in West Malaysia (Mohamad *et al.*, 2022), 156 employees of an Indian public manufacturing organisation (Yaqub *et al.*, 2020), and 100 academics working in public, research university in Malaysia (Zulkifly, 2022). The findings of these studies reported that supervisors' ability to regularly guide through guidance, such as communication, teamwork, providing opportunities, feedback, giving ideas, informing performance, and giving positive comments, could improve employee talents, such as skills and knowledge, in their organisation. Thus, the following hypotheses are formulated:

H3: Supervisor guidance is positively correlated with skills.

H4: Supervisor guidance is positively correlated with knowledge.

3. METHOD

3.1 Research Design

This study applies a cross-sectional method combining sources from the literature review of training management, pilot study and questionnaires to collect study data. This approach helps researchers obtain more relevant and accurate data, reduce bias, and improve the quality of data obtained (Creswell, 2015; Sekaran & Bougie, 2016). First, questionnaire items were constructed based on a literature review on organisational training management. Then, the back-translation method, as suggested by Wright (1996), was used to translate the items from English to Malay. This step is crucial to ensure that the items' meaning is accurate and easily understood by the respondents in the research organisation. The researchers

utilised the services of English and Malay lecturers and three human resource development lecturers from Universiti Kebangsaan Malaysia, Bangi, Selangor, to ensure the research question's accuracy, authenticity, and reliability. This translation technique was employed to guarantee the research question's validity and certify its validity for use in the subsequent analysis process (Creswell, 2015; Sekaran & Bougie, 2016). Subsequently, a pilot study was conducted to check and retest the relevance of the research instrument. Finally, the questionnaire items for the actual study were formatted and distributed to the study respondents.

Study Model and Research Hypothesis

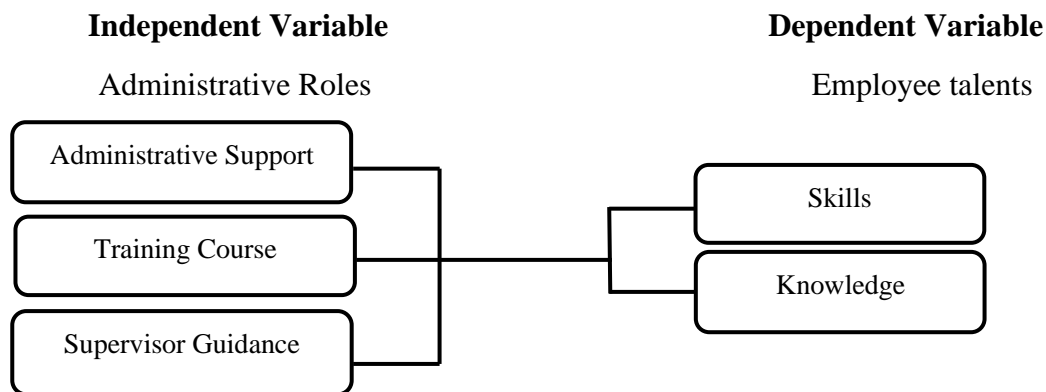


Figure 1: Research Model

3.2 Measures

The survey questionnaire is first written in English using the literature on workplace training management. The questionnaire is then translated into Malay and English using a back-to-back translation method to improve the study instrument's quality (Brislin, 1970). The survey questionnaire is divided into three sections: Firstly, administrative roles in training programmes consist of three essential elements: administrative support (ADPT), training course (TRCR), and supervisor guidance (SPGC). ADPT has five items adapted from the workplace training support literature (Burke & Baldwin, 1999; Chiaburu & Tekleab, 2005; Tharenou, 2001). TRCR has four items adapted from the training management literature (Tharenou, 2001; Burke & Baldwin, 1999). SPGC has five items adapted from the workplace training support literature (Machin & Treloar, 2004; Kim & Kuo, 2015). Secondly, employee talents in training programmes consist of two essential elements: skills (SKLL) and knowledge (KWLD). SKLL has five items adapted from the workplace employee performance literature (Ismail *et al.*, 2019; Machin & Treloar, 2004). KWLD has six items adapted from the knowledge-sharing literature (Ismail *et al.*, 2019; Machin & Treloar, 2004). The whole items are quantified using a seven-Likert scale ranging from "strongly disagree/dissatisfied" (1) to "strongly agree/satisfied" (7). The respondents' backgrounds were treated as controlling variables as this study emphasised employee perceptions.

3.3 Sample

The unit of analysis is employees at Public Agencies in Malaysia. These organisations were formed to plan and implement government policies concerning public services, enact policies, assist the government in planning the national economy, modernise the public administrative system, and analyse the national and international economic positions (Public Service Departments, 2023). The organisation's top management has taken proactive steps to improve structural and behavioural changes, including establishing an internal training

department to achieve the goal. The human resource managers will work with internal and external subject matter experts to create training frameworks and modules, as well as coach, mentor, and counsel managers on how to practise supportive management styles by promoting administrative support (e.g., simplifying work processes and allocating resources), training course (e.g., relevant and up to date), and supervisor guidance (e.g., guide and feedback) to inspire employees to reach their organisations' strategic vision and missions (Public Service Departments, 2023). Although this aspect is crucial, administrative roles as a predictor variable have not been studied empirically in Public Agencies in Malaysia. Therefore, the situation prompts researchers to address the literature gap by examining administrative roles as a predictor variable with employee talents. Thus, theoretical and empirical evidence was used to test this study's model.

The researchers distributed 750 self-report questionnaires to all categories of employees serving at various units/sections within the organisations. For the specific objective of this study, the purposive sampling technique is employed because the top management of the organisations has not provided a complete list of registered employees for confidentiality reasons. This constraint restricts the researchers from applying a random technique in choosing participants. Of the distributed self-report questionnaires, only 478 (63.7%) usable questionnaires were returned to the researchers. All participants answered the questionnaires according to their consent, anonymously and voluntarily.

The data analysis was conducted using Hair *et al.*'s (2017) procedure. It started with screening the self-report questionnaires using the SPSS program. This study only used survey questionnaires with no missing values, straight-lining answers, extreme values, and skewness and kurtosis values lower than ± 2.0 (Hair *et al.*, 2017). After that, the sufficiency of the study sample was assessed based on the rule of thumb (Hair *et al.*, 2017), determining that the biggest number of formative items in the structural model should be at least ten times, and the outer loadings for all items in the measurement models should be more than 0.70. In this study, the biggest number of formative indicators in the structural model is represented by knowledge construct. The number of items for this construct is bigger than the minimum sample (60 respondents), as determined by the rule of thumb. Hence, the degree of response bias in the sample was evaluated using Harman's single-factor test (Podsakoff *et al.*, 2003). It indicates that a single factor for all items has a variance percentage of 40.28, which is lower than 50% of the variance, revealing that the study sample does not have response bias. Furthermore, the achievement of this study sample has fulfilled the requirements of using SmartPLS to conduct tests for measurement and structural models.

4. RESULTS

4.1 Measurement Model Analysis

The PLS algorithm was utilised to determine the validity and reliability of the study instrument. Table 1 reports that all the study constructs have outer loadings of more than 0.708 (Henseler, Ringle & Sinkovics, 2009) and Average Variance Extracted (AVE) values of more than 0.5 (Hair *et al.*, 2017), showing that they have satisfied the convergent validity criteria. All the study constructs have composite reliability values of more than 0.8 (Hair *et al.*, 2017), signifying high internal consistency.

Table 1. Convergent validity analysis

Constructs	Outer Loading	Composite Reliability	AVE	Cronbach Alpha
ADPT		0.944	0.773	0.926
A1:	0.829			
A2:	0.903			
A3:	0.911			
A4:	0.876			
A5:	0.874			
TRCR		0.927	0.761	0.895
B1:	0.869			
B2:	0.835			
B3:	0.892			
B4:	0.892			
SPGC		0.959	0.822	0.946
C1:	0.898			
C2:	0.937			
C3:	0.907			
C4:	0.907			
C5:	0.884			
SKLL		0.942	0.763	0.922
D1:	0.932			
D2:	0.892			
D3:	0.920			
D4:	0.878			
D5:	0.932			
KWLD				
E1:	0.876	0.962	0.807	0.952
E2:	0.914			
E3:	0.895			
E4:	0.913			
E5:	0.901			
E6:	0.892			

Note: Administrative Support: ADPT, Training Course: TRCR, Supervisor Guidance: SPGC, Skills: SKLL, Knowledge: KWLD

Table 2 presents that all the study constructs have the Heterotrait-Monotrait Ratio of Correlations (HTMT). This test displays that all study constructs have values smaller than 0.85 (Hair *et al.*, 2017), signifying that the study constructs have satisfactorily met the discriminant validity criterion.

Table 2. Results of discriminant validity and HTMT confidence interval values

Constructs	ADPT	TRCR	SPGC	SKLL
1. ADPT				
2. TRCR	0.675			
3. SPGC	0.615	0.696		

4. SKLL	0.614	0.663	0.568	
5. KWLD	0.615	0.638	0.597	0.848

Table 3 displays that the means for the study constructs are between 5.8352 and 6.4233, showing that the levels of participants' perceptions about ADPT, TRCR, SPGC, SKLL, and KWLD range from high (4) to highest (7) levels. While the Variance Inflation Factor (VIF) values for the association between the study constructs are smaller than 5.0, showing that the data are not adversely affected by collinearity problems (Hair *et al.*, 2017).

Table 3. Results of VIF and descriptive constructs analysis

Construct	VIF Values		Mean	Std. Deviation
	SKLL	KWLD		
1. ADPT	1.771	1.771	5.727	0.850
2. TRCR	2.012	2.012	5.600	0.856
3. SPGC	1.870	1.870	5.528	0.924
4. SKLL			5.787	0.742
5. KWLD			5.835	0.732

4.2 Structural Model

Bootstrapping, blindfolding, and Importance-Performance Map Analysis (IPMA) were used to determine model fit, effect size (f^2), blindfolding (Q^2), and a critical human behaviour issue in the training management. First, the standardised root mean square residual value is 0.089, lower than 0.10 (Hair *et al.*, 2017), showing a good fit model. Second, the effect size test shows that the relationship between ADPT and SKLL ($f^2=0.075$) is more than 0.02 and less than 0.15 (Hair *et al.*, 2017), displaying that the effect of ADPT on SKLL is weak. The relationship between ADPT and KWLD ($f^2=0.080$) is more than 0.02 and less than 0.15 (Hair *et al.*, 2017), displaying that the effect of ADPT on KWLD is weak. The relationship between TRCR and SKLL ($f^2=0.104$) is more than 0.02 and less than 0.15 (Hair *et al.*, 2017), displaying that TRCR has a weak effect on SKLL. The relationship between TRCR and KWLD ($f^2=0.067$) is more than 0.02 and less than 0.15 (Hair *et al.*, 2017), displaying that TRCR has a weak effect on KWLD. The relationship between SPGC and SKLL ($f^2=0.025$) is more than 0.02 and less than 0.15 (Hair *et al.*, 2017), displaying that SPGC has a weak effect on SKLL. The relationship between SPGC and KWLD ($f^2=0.054$) is more than 0.02 and less than 0.15 (Hair *et al.*, 2017), displaying that SPGC has a weak effect on KWLD. Lastly, the blindfolding test presents that SKLL ($Q^2=0.359$) and KWLD ($Q^2=0.363$) are higher than zero, showing that the study constructs have predictive relevance (Hair *et al.*, 2017).

Table 4 shows that SKLL and KWLD contribute 44% of the variance of ADPT and TRCR. This result is more than 0.26 (Cohen, 1988), displaying that the model has a substantial effect. Next, 45% of the variance of TRCR and SPGC is contributed by SKLL and KWLD. This result is more than 0.26 (Cohen, 1988), displaying that the model has a substantial effect. Further, the results of hypothesis testing display four essential outcomes: First, H1 ($\beta=0.271$; $t=4.964$) is supported. This result shows that ADPT is a critical determinant in SKLL. Second, H2 ($\beta=0.278$; $t=5.138$) is supported. This result indicates that ADPT is a significant predictor of KWLD. Third, H3 ($\beta=0.340$; $t=6.467$) is supported. This result displays that TRCR is a vital enhancer of SKLL. Fourth, H4 ($\beta=0.270$; $t=4.470$) is supported. This result exhibits that the effect of TRCR is a significant predictor of KWLD. Fifth, H5 ($\beta=0.161$; $t=2.663$) is supported. This result shows that SPGC is an essential

determinant of SKLL. Finally, H6 ($\beta=0.234$; $t=3.496$) is supported. This result indicates that SPGC is a critical determinant in KWLD.

The results of the importance-performance matrix analysis (IPMA) are shown in Table 5. The IPMA test exhibits that TRCR is the highest performance (SKLL: 78.823) and (KWLD: 76.843). Followed by SPGC's lowest performance (SKLL: 75.446) and (SPGC: 75.446). This test result recognises that practitioners should give SPGC more attention to improve the effectiveness of training programmes.

Table 4. The results of the hypothesis testing of the research model

Hypothesis	SRMR	Beta Values	t-Values	R ²	Decision
H1: ADPT → SKLL	0.089	0.271	4.964	0.44	Accepted
H2: ADPT → KWLD		0.278	5.138		Accepted
H3: TRCR → SKLL		0.340	6.467		Accepted
H4: TRCR → KWLD		0.270	4.470	0.45	Accepted
H5: SPGC → SKLL		0.161	2.663		Accepted
H6: SPGC → KWLD		0.234	3.496		Accepted

Table 5. IPMA

Construct	SKLL		KWLD	
	Importance (Total Effect)	Performance (Total Index)	Importance (Total Effect)	Performance (Total Index)
1. ADPT	0.245	78.843	0.241	76.823
2. TRCR	0.305	76.823	0.243	78.843
3. SPGC	0.134	75.446	0.187	75.446

5. DISCUSSION

The main finding of this study shows the effect of administrative roles in training programmes enhancing employee talents in the organisation studied. In this study, most participants perceived the levels of administrative roles and employee talents are high. It describes the administrator's ability to appropriately implement administrative support, training courses, and supervisor guidance in executing training programmes that will strongly evoke employee talents.

This study has highlighted three primary implications: theoretical contribution, the robustness of the research methodology, and practical contribution. Concerning the theoretical contribution, the structural equation modelling outcomes acknowledge three essential results: First, administrative support has enhanced positive employee talents. This finding is also consistent with the notion of the Equity Theory (Adams, 1865), Leader-Member Exchange Theory (Dansereau, Graen & Haga, 1975), and The Transfer of Training Model (Baldwin & Ford, 1988), disclosing that various support types provided by administrative roles in managing work functions (e.g., training programme) may upgrade employee talents (e.g., apply up-to-date competencies to achieve job objectives, skills, and knowledge). This essence has been supported by prior workplace training studies, revealing that the management's ability to provide administrative roles in training programmes, such as administrative support (e.g., disseminating complete training information and adopting an open mind in introducing new ideas and skills encouraging employees to attend training programmes, practising open communication, delivering training programmes information,

caring for employee needs, providing convenient training facilities, and allocating financial for training programmes), has been significant predictors of employee talents (e.g., skills and knowledge). This study has been supported by previous studies based on organisational training management (Sarfraz *et al.*, 2021; Alias *et al.*, 2019; Twase *et al.*, 2021; Nafukho *et al.*, 2023).

Second, training courses have enhanced positive employee talents. This result has also supported the principal meaning of the Goal Setting Theory (Locke & Latham, 1990). The Transfer of Training Model (Baldwin & Ford, 1988) and Transformational and Transactional Leadership Theory (Bass & Avolio, 1994) reveal clarity, challenge, acceptance, feedback, complexity of goals, inspirational motivation, individual consideration and reward for achievement and master new competencies through various learning methods. The principal meaning of such theories has gained strong backing from past empirical studies, disclosing that the management's ability to provide administrative roles in training programmes, such as training courses (e.g., providing up-to-date technical and non-technical content that is relevant to the specific needs of the organisation, task, personnel, expected outcome statements in terms of cognitive, affective, and/or psychomotor abilities should be specific), has been significant predictors of employee talents (e.g., skills and knowledge). This study has been supported by previous studies based on organisational training management (Alias *et al.*, 2019; Mohamad *et al.*, 2020; Yaqub *et al.*, 2020; Elumalai *et al.*, 2020; Mohammed Hassen Yimam, 2022).

Third, supervisor guidance has enhanced positive employee talents. This result has also been supported by the principal meaning of Naquin and Holton's (2002) Motivation to Improve Work through the Equity Theory (Adams, 1865), Leader-Member Exchange Theory (Dansereau, Graen & Haga, 1975), and The Transfer of Training Model (Baldwin & Ford, 1988), disclosing that various support types provided by administrative roles in managing work functions (e.g., training programme) may upgrade employee talents (e.g., apply up-to-date competencies to achieve job objectives, skills, and knowledge). This essence has been supported by prior workplace training studies, revealing that the supervisors' ability to guide training programmes, such as communication, teamwork, providing opportunities, feedback, and giving ideas, has been significant predictors of employee talents (e.g., skills and knowledge). This study has been supported by previous studies based on organisational training management (Mohamad, Ismail & Mohamad Nor, 2020; Mohamad *et al.*, 2022; Yaqub *et al.*, 2020; Zulkifly, 2022).

Regarding the robustness of the research methodology, the survey questionnaire data have fulfilled the requirements of validity and reliability analyses. This achievement may produce accurate and reliable study findings. Hence, concerning the practical contribution, the IPMA outcomes have recognised that supervisor guidance is a crucial training management problem organisation must overcome. Top management should pay more attention to the following aspects to meet this aim: Firstly, people-oriented leadership should be promoted to develop and strengthen the quality of relationships between supervisors and employees in executing the daily job. For example, supervisors must implement favourable treatments, such as allowing employees to ask questions, providing input, focusing on employee development, rewarding achievements, motivating, sharing experiences, and making decisions about training programmes. This leadership style may increase civil servants' interest in learning new technologies and behaviour competencies, thus, motivating them to improve daily job performance. Secondly, communication openness should be encouraged to disseminate training information to all employees before, during, and after implementing training programmes. For example, administrators need to disseminate information about training programmes' objectives, course content, methods, and application procedures to all civil servants. This communication will increase public

servants' understanding of the advantages of each course and may inspire them to choose the right courses to improve their career paths. Thirdly, supervisors have skills for analysis and can look at employee strengths and weaknesses to identify problem areas and reinforce the organisation's core values. Ask employees about their strengths and weaknesses and compare those answers to the supervisor's observations. Once the strengths can be identified, the supervisor can set tasks that match those strengths and deal with weaknesses.

This study addresses some methodological and conceptual constraints. Firstly, a cross-sectional research design only describes general participants' perceptions about the correlation between latent constructs. Secondly, this study only evaluated the association between latent independent constructs and dependent variables. Thirdly, this study is only conducted in Public Agencies in Malaysia. Finally, a purposive sampling plan may not gather adequate data to represent the study population. These limitations may reduce the generalisability of the study outcomes to diverse types of public sector organisations.

This study proposes several recommendations to strengthen future studies. Firstly, some essential participants' characteristics, such as gender, age, education, and marital status, should be explored to understand the similarities and differences in their perceptions towards the study model. Secondly, diverse types of the public sector should be explored further, where they may show meaningful perspectives of comprehending how participants' similarities and differences affect administrative roles in training programmes. Thirdly, a longitudinal study may be used in future studies if researchers wish to identify the patterns of change and the direction and extent of causal relationships among the study constructs over a period. Fourthly, the effect size of the study constructs can be identified if future studies compare different types of public sector organisations. Fifthly, other specific elements of administrative roles, such as communication, participation, and reward, have been widely recognised as significant predictors of employee talent outcomes in future research. Sixthly, a larger sample size should increase the study population's representativeness. Lastly, other components of employee talents, such as job performance, maintenance, generalisation, and organisational commitment, should also be considered, as their roles are often emphasised in various workplace training literature. The suggestions need to be further advance in future studies.

6. CONCLUSION

This study tests a conceptual framework built based on a literature review related to training programmes. The measurement scale of this study has met the established standards of validity and reliability. The empirical outcomes of this study confirm that administrative roles in training programmes effectively enhance employee talents in the training management models of the organisational sample. This outcome has extended the training management literature mostly circulated in Western and Asian countries. Therefore, the present study and practice should view administrative support, training course, and supervisor guidance are crucial dimensions of the workplace training domain. This study further suggests that administrators' competency in executing roles in training programmes will induce subsequent positive employee talents (e.g., skills and knowledge).

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