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ORIGINAL PAPER

THE RELATIONSHIP BETWEEN MANAGEMENT SUPPORT IN TRAINING PROGRAMS AND MOTIVATION TO PERFORM TASK WITH MOTIVATION TO LEARN AS MEDIATOR

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ABSTRACT. **Background:** Present studies recognize that commercial organizations and public organizations have work together to set up national logistic policies for the national development requirements. In order to support this aim, leadership of public sector has planned and implemented training programs to expose latest logistic management strategies and operations to employees. Latest findings from logistic management studies circulated in the 21st century revealed that the willingness of management to support training programs has strongly invoked employees' motivation to learn creative logistic methods. As a result, this motivation may drive to an enhanced motivation to perform task. Even though this relationship is interesting, the role of motivation to learn as a significant mediating variable has largely been neglected in the logistic management literature. Thus, this situation stimulate the present study to extend the literature by examining the mediating effect of motivation to learn in the relationship between management support in training programs and motivation to perform task.
Method: Survey questionnaires were employed to gather data from employees at central government agencies under controlled by the Malaysian federal government. The SmartPLS was used to measure the psychometrics properties of instrument and test the research hypotheses.
Result: This study showed that motivation to learn did act as an important mediator of the relationship between management support in training programs and motivation to perform task.
Conclusion: The mediating effect of motivation to learn between management support in training programs and motivation to perform task also is consistent and has extended previous logistic management studies published in Western and Asian countries.

Key words: management support, motivation to learn, motivation to perform task, SmartPLS.

INTRODUCTION

Logistic management principles have widely been applied to manage the performance of commercial organizations (e.g., private companies) [Al-Minhas et al. 2020], public organizations (e.g., military, rescue and fire, as well as public enterprise organizations) [Buics 2017], and non-profit organizations (e.g., humanitarian aid organizations) [Bolsche et al. 2013]. It is often dealt with some or all of the following business functions, such as inbound transportation, outbound transportation, fleet management, warehousing, materials handling, order fulfilment, inventory management and demand planning [Buics 2017, Ristovska1 et al. 2017]. In order to handle such business functions, many organizations improve the process of planning, organizing, leading and controlling the efficient movement and storage of goods, services, and related information between the point of origin (source) and point of consumption (destination) to meet customers' needs and expectations [Council of Logistics Management 2000, Wang et al. 2018].

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Some important logistic methods often practiced by organizations to upgrade the efficiency of logistic operations are outsourcing critical job to logistic companies, use digital technology to monitor vendor compliance programs, business intelligent software to track transportation trends, green business practice, pay at risk and organizational flexibility practice [Al-Minhas et al. 2020, PLS Logistics Services 2020]. If such logistic methods are appropriately done they may provide many beneficial results to organizations, especially as increase revenue, improve operating cost structure, reduce overall transportation costs, and improve customer service [Kherbacha, Mocana 2016, Rivera et al. 2016].

Present studies about logistic management acknowledge that logic industry has many employees with various knowledge, skills and behavior who involve in many phases of logistic operations. Training programs is viewed as a vital function to develop highly competent and talented employees where they may remove barriers in order to enhance sustainable green logistics [Al-Minhas et al. 2020, Bombiak, Marciniuk-Kluska 2018, Iqbal et al. 2018].

At an organizational growth phase, human resource management have given more attention on the establishment of their organizations and training programs are run routinely, informally and on ad-hoc basis in order to overcome daily task deficiencies, enhance daily job performance and achieve short-term objectives [Ismail et al. 2016, Jehanzeb, Basir 2013, Slusarczyk 2018]. According to Karatzas et al. [2020] said that such training programs are applicable to upgrade organizational performance in times of stable and less market competitions. But, they have not offered sufficient help to maintain and enhance the competitive advantages of knowledge based organization in an era global economic turbulence [Schwab 2017, Ismail et al. 2016, Howard, Lee 2019].

In consistent with economic, social and political changes, many commercial and commercial organizations have changed their management paradigms, that is from an internal job based to external competitiveness based management in order to meet the requirements of various management segments, particularly training management [Roblek et al. 2018, Schwab 2017, Howard, Lee 2019]. Under this new paradigm, human resource management will establish a department training committees which involve line management and consultants to prepare a training master plan for its organization. This committee will hold a training need analysis to clearly identify the requirements of organization, job and personnel. Further, information gathered from the analysis will help them to set up realistic learning objectives, relevant training content and determine attractive and interactive learning methods [Jehanzeb, Basir 2013, Slusarczyk 2018, Karatzas et al. 2020]. Implementation of the training design may impart employee competencies in coping with uncertain environments, and grabbing open market opportunities to rebuild organizations, as well as respond and adapt to external and internal organizational changes timely [Ospina et al. 2011, Reinhold et al. 2018].

Many research and practice support the significance of management support in training programs in fulfilling organization and employee objectives [Forbes 2019, Hajjar, Alkhanaizi, 2018]. For instance, results from a study by the Association for Talent Development [Forbes 2019] in many European countries reported that management support had played very important roles in designing and administering job based training, as well as creating a positive learning culture that enhance daily work performance and responsive to external and internal organizational challenges. Hence, this support practice had improved 70% employees' productivity and this could assist in enhancing the organizational competitiveness in a global economy.

A careful examination of the present literature which related to logistics management shows that how well training programs are designed they will not be able to accomplish their objectives if management does not provide effective support in organizations [Al-Minhas et al. 2020, Jabbour,

de Sousa Jabbour 2016]. In a logistic management standpoint, effective management support is often done into two major forms, namely emotional support (e.g., making someone feel valued, loved and cared for) and instrumental support (e.g., helping, appreciate, understanding, and breaking) [Issah 2018, Morelli et al. 2015]. Undeniably, management support has been recognized as a crucial management behaviour in commercial and non-commercial organizations [Al-Minhas et al. 2020, Issah 2018]. Most findings from organizational training studies published in an era of globalization disclosed that effect of management support on motivation to perform a task is indirectly affected by motivation to learn [Olumuyiwa et al. 2012, Al-Minhas et al. 2020]. Although the relationship has extensively been examined, the role of motivation to learn as a significant mediating variable has been largely ignored in the logistic management research literature [Al-Minhas et al. 2020, Iqbal et al. 2018].

Most researchers discuss that this situation may be caused by several factors: First, many previous studies have used a descriptive approach to elaborate the internal properties of motivation to learn, such as conceptual discussion about definitions, dimensions and advantages of the construct in logistics management [Iqbal et al. 2018, Nadeem, Ahmad 2017, Lee et al. 2017]. Second, abundant past studies have used a simple direct relationship model to examine the association between two variables: (a) employees' perceptions toward management support in training programs; (b) association between management support in training programs on employees' motivation to learn; and (c) association between employees' motivation to learn and employees' motivation to perform task [Abdulkarim et al. 2009, Park et al. 2018, Ristovska1 et al. 2017]. These models have not been assessed using advanced statistical analyses (such as, descriptive statistics and bivariate statistics) and outcomes of this analysis have only able to display the magnitude of association between such variables. Conversely, the statistical results have not sufficient to determine the effect size and nature of motivation to learn as a crucial mediating variable in the hypothetical models [Abdulkarim et al. 2009, Karatzas et al. 2020, Nadeem, Ahmad 2017]. Consequently, the study approach has only able to produce general recommendations and may not sufficient to offer a clear road maps to be used by practitioners in understanding the complexity of motivation to learn construct and designing appropriate instructional strategies to maintaining and achieving organizational strategy and objectives in an era of global economic turbulence.

This study setting is central government agencies of the federal government of Malaysia. These agencies consist of four regulatory bodies, namely Malaysian Administrative Modernization and Management Planning Unit, Implementation Coordination Unit, Economic Planning Unit, Treasury, Public Service Department and Socio-Economic Research Unit. These agencies have often cooperated to perform their critical functions, namely a) to formulate the national financial and economic policies, public sector human resource policies and monitor the implementation of these policies, b) to assist, coordinate and control the running operating agencies (i.e., ministries, government departments and public bodies), and c) to provide several requirements to operating agencies in implementing government project and programs for citizens [Hai, Nawi, 2007].

In order to support the functions of central agencies, they have adopted positive business management values and applied logistic management solutions to accomplish the grand national agenda, namely Vision 2020 inspired by the 4th Prime Minister of Malaysia Mahathir Mohamad to become Malaysia as a fully developed country by the year 2020 [Mahathir, 1991, 1997], and Government Transformation Programme created by the 6th Prime Minister of Malaysia Najib Abdul Razak to make Malaysia as a developed and high-income nation [Prime Minister Office 2020].

The central agencies have adopted logistic methods to enhance the competency of public sector in two major fields: First, apply logistical methods to improve the bureaucratic systems in order to increase customer satisfaction. For example, the regulatory

bodies have introduced some institutional reforms, such as implement innovator and cost saving strategies, decrease hierarchical levels in the administration, promote decentralization of decision making to lower levels, introduce job flexibilities, simplify job procedures, upgrade mobile commerce technologies, deregulate the complicated legal system, allow citizen participations and practice customer-friendly administration have helped operating agencies (e.g., ministries) to get brilliant input, useful message and information sharing, make faster decisions in obtaining funds, buying and distributing products (goods or service) to other government agencies (e.g., military, rescue and fire organizations, hospital, educational institutions, as well as government linked company), enhancing integrity and honesty in doing daily job operations (e.g., decrease corruptions and malpractices), and helping citizens to get better services (e.g., discount for paying utility bills, efficient public transport, good health treatments for dangerous diseases, tax deductions for corporate social responsibility and innovation companies). This reform may lead to deliver better services in terms of quality, speed, efficiency, convenience and fairness to citizens [Rosena et al. 2008, Zuraimi et al. 2013].

Second, the central and operational government agencies have collaborated with business companies to design strategic plans for creating condusive ecosystem that may motivate logistic industry to succeed in domestic and international market [The Ministry of Transport Malaysia 2016]. The Ministry of transport Malaysia has taken a proactive action by establishing the National Logistics Task Force comprising inter-agency and private sector representatives to design the logistics and trade facilitation masterplan. The main objective of this plan is to become logistics industry as the backbone of the Malaysian economy through overcoming debottlenecking, enhancing domestic growth and creating regional footprint. This effort is very useful to support all sectors of the economy, facilitates trade and reduces cost of doing business, besides improving productivity and efficiency of the economy [The Ministry of Transport Malaysia 2016]. To strengthen the masterplan, East Coast Economic Region of Peninsular Malaysia project, for example, was launched in 2007 to transform the region into a major international and local tourism destination, an exporter of resource based and manufactured products, a vibrant trading centre, and an infrastructure and logistics hub to become the main gateway for trade and industry within the Asia Pacific region. This mega project involves high expenditures for business infrastructures, but returns from their activities may enhance the flow of economic transactions and sustain national economic growth for long term [Zuraimi et al. 2013]

Designing and implementing a systematic training programs in atrracting, maintaining and motivating civil servants to support the implementation of grand national agenda and mega projects are pivotal in Malaysian public sector. Training methods and content which related to logistic operations implemented in the central agencies and operating agencies are done according to the national human resource development guidelines as set up by the Public Service Departments [Syed Ibrahim 2007, Tajuddin Hussein 2009]. In the central agencies, various types of on the job and off the job training programs have been implemented to emphasize on four major areas, namely a) providing competencies, knowledge and responsibility of the job, b) applying wholesome values and fostering team spirit, c) creating a quality pool of talents, multi-skills and d) inculcating the ability to cope with current and future challenges. For example, The Public Service Department [2019] reported the willingness of management to offer satisfactory support through instrumental aids (e.g., providing training and budgeting) and emotional aids (e.g., advice and guidance) in performing daily job have enhanced motivation of employees to learn new knowledge, latest skills, up-to-date cognitive and emotion abilities, improve positive attitudes and master current capabilities that suit with the current logistic operations. [The Public Service Department 2019]. As a result, this motivation may stimulate employees to perform daily job operations efficiently and effectively [The Public Services Department 2019]. Although this relationship is important, the mediating effect of motivation to learn has not been

empirically evaluated in the organizations. With the scarcity of empirical evidence, there is a vital need to enrich the existing literature by evaluating the role of motivation to learn as a mediating variable between management support and motivation to perform task. Hence, the structure of this paper discusses five major issues: literature review, methodology, findings, discussions and implications and conclusion.

LITERATURE REVIEW

Management support in training programs

Management support is an important feature of Locke and Lathman's [1991] Goal Setting Theory and Dansereau's et al. (1965) Leader-Member Exchange Theory. It consists of two major facets, namely emotional support and instrumental support [Morelli et al. 2015, Issah 2018]. Emotional support is usually related to the ability of management to understand diverse employees' needs, provide training types that suit with employees' job, maintain social relationship to attract employees enrolling training programs, making someone feel valued, cared for and lengthening positive effect on others [Morelli et al. 2015, Issah 2018]. Next, instrumental support is often referred to as the management giving high commitment and assistance to the employee such as allocating training budgets, creating conducive working climate, providing adequate physical facilities, harmonizing procedures and techniques, designing instructional training programs and coordinating all kinds of instrumental support with the organizational strategies [Schindler, Bukholder 2014, Issah 2018]. Numerous organizational training studies prove that the readiness of management to appropriately provide various types of emotional and instrumental aids in managing training programs may lead to a higher positive trainees' outcomes, particularly motivation to perform a task and trainees' motivation to learn [Ismail et al. 2016, Nadeem, Ahmad 2017].

Motivation to learn

Motivation to learn is a critical component of Knowles's [1984] Adult Learning Theory. It is broadly interpreted as employees' desire and willingness to acquire and master new knowledge, up-to-date skills, latest emotional and cognitive abilities, positive attitudes and present capabilities in order to fulfill their organizational objectives [Lee et al. 2017, Govaerts et al. 2017]. According to a training management perspective, motivation to learn consists of two salient features, that is, high motivation to learn and low motivation to learn. High motivation to learn is often referred to employees' willingness to learn training content, such as latest knowledge, new talents and progressive job-related skills. Ability to master the training content may lead to a higher performance in organizations [Abdulkarim et al. 2009, Ismail et al. 2016]. While, low motivation to learn is normally related to employees' failures in understanding the training content and this situation may not help them to improve their job performance in organizations [Abdulkarim et al. 2009]. Many recent studies have found that employees with high motivation to learn is an important outcome of management support and also can act as an effective mediating variable between management support and motivation to perform task in different organizational settings [Ismail et al. 2016, Nadeem, Ahmad 2017, Abdul Aziz 2016, Park et al. 2017].

Motivation to perform task

Motivation to perform task is a critical element of Amabile's (1983) componential model of creativity. It is often discussed from an intrinsic motivation perspective where individuals have high desire and passion to perform creativity and innovation in organizations [Olumuyiwa et al. 2012]. According to a training management viewpoint, motivation to perform task consists of two important characteristics, namely high motivation to perform tasks and low motivation to perform task [Diamantidis,

Chatzoglou 2018, Amos, Natamba 2015]. For example, employees with high motivation to perform task will have high desire in carrying out daily tasks to achieve their job objectives [Diamantidis, Chatzoglou 2018, Amos, Natamba 2015]. While, employees with low motivation to perform task will have low inspiration in doing daily task to meet their job targets [Diamantidis, Chatzoglou 2018]. Further, extant organizational training studies advocate that motivation to perform task is a significant result of the relationship between management support and motivation to learn [Park et al. 2017, Abdul Aziz 2016].

THEORETICAL BACKGROUND AND HYPOTHESIS DEVELOPMENT

Relationship between management support and motivation to perform task

Influence of management support in motivating individuals to perform task is consistent with the essence of Dansereau et al.'s (1965) Leader-Member Exchange Theory. It explains two major types of relationship in organizations, namely high quality of the relationship between leaders and members and low quality of the relationship between leaders and members. In the context of high quality relationships define the leader's willingness to practice a high physical and emotional effort on employees such as providing information, providing feedback, openness and caring can enhance a positive employees' behaviour. Conversely, in a low quality relationship condition define the leaders' inability to provide a high physical and emotional support to employees' can enhance a negative outcome. The application of this theory in a training management shows that essence of high quality relationship is frequent translated as management support. This essence of this theory has received strong support from the research papers in workplace training management.

Previous studies have not supported the role of management support in enhancing motivation to perform task. For example, results from surveys by McCoy and Evans [2005] and Haris et al. [2000] had only focused on a component instrumental support, namely material aids and neglected emotional support as determinants of motivation to perform task. This finding may be due by the majority employee's perceived material aids such as values of training, physical aids as the bread winner that may help them to decrease current work problems and improve their daily work performance in the organizations.

Recent studies advocate that management support is an important determinant of motivation to perform task. For example, results from surveys by Ismail et al. [2016] and Nadeem and Ahmad [2017] displayed that the ability of management to appropriately provide emotional aid (e.g., encouraging employees to attend training programs, practicing open communication, delivering training programs information and caring for employee needs) and instrumental aid (e.g., providing convenient training facilities, provide feedback on training applications and allocate financial for training programs) in executing on the job and off the job training programs had been an important determinant of motivation to perform task in the respective organizations. Thus, the hypothesis is formulated as below:

H1: Management support has a positive relationship with motivation to perform task

Relationship between management support and motivation to learn

Influence of management support in affecting motivation to learn has supported the principal meaning of Locke and Lathman's [1991] Goal Setting Theory. It suggests that clear and challenging goals provide road map to enable employees fulfill their intended outcomes. The use of this theory in a training management displays that the principal meaning of goal is usually interpreted as management support. This principal meaning is consistent with the research articles in organizational training management.

Past studies uncover that management support is not an important predictor of motivation to learn. For example, outcomes of surveys by Huchin [2009] and Sarks and Belcourt [2006] had only highlighted an element of instrumental aid, namely technical support and ignored emotional support as predictors of motivation to learn. This outcome may be affected by the majority employee's view that training equipment, additional information and technical assistance are specific factors that can help them in achieving job targets in the organizations.

Further, extant studies recognized that management support is a significant predictor of motivation to learn. For example, results from surveys by Govaerts et al. [2017] and Park et al. [2017] disclosed that the capabilities of management to provide emotional aid (e.g., disseminate a complete training information and adopt an open mind in introducing new ideas and skills) and instrumental aids (e.g., high incentives for employees) in training management had enhanced trainees' motivation to learn in the different organizational settings. Thus, the hypothesis is established as below:

H2: Management support has a positive relationship with motivation to learn

Relationship between management support, motivation to learn and motivation to perform task

Mediating effects of motivation to learn in training programs is consistent with the spirit of Adult Learning Theory [Knowles 1984]. It posits that learning by observing a role model may inspire individuals to learn. Application of this theory in a training management shows that the ability of management to adequately provide emotional aid (e.g., arrangement training activities, give encouragement) and instrumental aid (e.g., instructional strategy, training environment, technology support) can enhance employees' motivation to learn in organizations. The spirit of this theory has received strong support from the research papers in training management.

Past studies have not supported the role of motivation to learn as an important intermediary between management support and motivation to perform task. For example, a survey by Meyer and Tuner [2002] found that a dimension of instrumental support, namely psychological problem-solving technique and neglected emotional support was seen as an important antecedent of motivation to learn. This finding may be caused by the majority employees believe that psychological problem solving is sufficient to achieve employees' needs and expectations in the organizations.

More recent studies advocate that effect of management support on motivation perform a tasks is indirectly affected by motivation to learn. For example, outcomes of surveys by Abdul Aziz [2016] and Abdulkarim et al. [2009] reported that the ability of management to appropriately provide emotional aid (e.g., relevant to the job, provide the latest training) and instrumental aid (e.g., training reputation, cultural support) in the design and administration of training programs had strongly invoked trainees' motivation to learn (e.g., spirit to learn the content of training, focus and committed in training programs). As a result, this motivation could lead to greater motivation to perform task in the organizational samples. Thus, hypothesis is developed as below:

H3: Effect of management support on motivation to perform task is mediated by motivation to learn.

METHODOLODY

Research design

A survey method is used as the research strategy to assist the researchers to gather accurate, unbiased and high quality of data [Lomand 2016, Sekaran and Bougie 2016]. This study was conducted at central agencies of the Malaysian federal government. Due to the confidentiality, the real name of this organization is not stated. At the early stage of this study, a survey questionnaire was drafted based on the training management literature.

Further, a back translation technique was used to translate the questionnaire in English and Malay languages in order to enhance the quality of research findings [Lomand 2016, Sekaran, Bougie 2016].

Measurement tools

The survey questionnaire has five major parts. First, management support had 7 items adapted from the training related management support literature [Madagamage et al. 2014, Dermol, Cater 2013]. Second, motivation to learn had 7 items adapted from the training related motivation to learn literature [Abdul Aziz, Selamat 2016, Soon, Ahmad 2012]. Third, motivation to perform task had 8 items adapted from the training related job motivation literature [Madagamage et al. 2014, Podsakoff et al. 1997]. All items were evaluated based on the 7-item Likert scale, starting from "very disagreeable/ very dissatisfied" (1) to very agree/ very satisfied (7). The respondent characteristics are used as controlling variables because this study focuses on employee attitudes.

Sample of study

The unit of analysis is employees who serve at the studied organizations. A purposive sampling technique was used to distribute 200 questionnaires to different categories of employees who work at various departments/divisions within the organizations. For the specific purpose, the sampling technique was chosen because the organization heads could not provide a detail employee record to the researchers due to the confidentiality factor. This constraint did not permit the researchers to select participants using a random technique. From the total of number, only 115 (38.3%) participants answered the questionnaires with consent, voluntary and secrecy. Harman's single factor test is used as recommended by Eichhorn [2014] and Podsakoff et al. [2003] to detect bias caused by the survey method. Results from this test indicated that the variance percentage was 45 percent and this value was lower than 50 percent of the variance [Eichhorn 2014, Podsakoff et al. 2003], indicating that bias is not present in the survey questionnaire data.

FINDINGS

Respondent characteristics and sample profile

Most respondents aged 34 to 39 years old (41.7%), female (67.0%), Malay (94.8%), Malaysian higher education certificate holders (43.5%), supporting staff (59.1%), position grades 19 to 26 (40.9%), monthly salaries RM1000 and RM2499 (41.7%), length of service less than 5 years (33%) and married (75.7%).

Validity and reliability analysis

Table 1 shows the results of convergent validity analysis. Outer loading values for the correlation between items and constructs were greater than 0.70 [Hair et al. 2017], and he values of the average variance extracted (AVE) for each construct were greater than 0.50 [Hair et al. 2017], confirming that the constructs have met the convergent analysis standard. Meanwhile, the values of composite reliability for each construct were greater than 0.80 [Hair, et al. 2017], indicating that the constructs have high internal consistency.

Table 2 shows the results of discriminant validity. The values of Heterotrait-Monotrait Ratio (HTMT) for each construct were less than 0.85 [Hair et al. 2017], and the confidence interval values in the bracket for each construct were greater than 1.0 [Hair et al. 2017], indicating that the constructs have fulfilled the discriminant validity criteria.

Table 1. Convergent Validity Analysis and AVE Values

Constructs/ Variables	Outer Loading			Composite Reliabilty	AVE Values
	Management Support	Motivation to Learn	Motivation to Perform Task		
Management Support					
A1. encouragement to attend training	0.877			0.950	0.733
A2.caring for the needs of skills in the task	0.867				
A3.encouraging to acquire new skills	0.868				
A4. open to discussing training problems	0.863				
A5.clearly explain the objective of the training programs	0.833				
A6.provide feedback on the training programs applied	0.851				
A7. suggest an exciting training program	0.830				
Motivation to Learn					
B1.the spirit to learn the training content		0.768		0.913	0.600
B2. interested in attending training programs		0.753			
B3. focuses on the training content		0.858			
B4.increase motivation to carry out		0.770			
B5.improve skill level		0.788			
B6. resulting in quality job performance		0.761			
B7. increase the level of current knowledge		0.747			
Motivation to Perform Tasks					
C1. Ready to assist colleagues in performing duties			0.820	0.951	0.710
C2. encouraged to help co-workers to solve task problems			0.877		
C3. take part in the meeting to improve organizational performance			0.795		
C4. share job expertise with co-workers			0.831		
C5. confident of higher quality work			0.860		
C6. sure to develop the skills learned in the task			0.875		
C7. believe it can overcome the task barriers when using new knowledge			0.853		
C8. trying to solve job-related problems			0.824		

Table 2. Discriminant Validity HTMT Analysis and HTMT Confidence Interval

Constructs/ Variables	Management Support	Motivation to Learn
Management Support		
Motivation to Learn	0.468 (0.222, 0.569)	
Motivation to Perform Task	0.445 (0.221, 0.588)	0.842 (0.756, 0.562)

Note: In the bracket is the confidence interval of 5% and 95%

Construct analysis

Table 3 shows the results of descriptive statistics and variance inflation factor. The mean values for each construct between 5.523 and 5.879, indicating that the levels of management support, motivation to learn and motivation to perform task range from high level (4) to very high level (7). The correlation coefficients for the relationships a) between the independent variable (management support) and the mediating variable (motivation to learn), and b) the mediating variable (motivation to learn) and the dependent variable (motivation to perform tasks) have values of variance inflation factor less than 5.0 [Hair et al. 2017], confirming that all constructs are free from serious collinearity problems. Overall, the result further confirms that all constructs have met the validity and reliability criteria.

Table 3. Descriptive statistics and Variance Inflation Factor Analysis (VIF)

Constructs/ Variables	Mean	Standard Deviation	Variance Inflation Factor (VIF)
Management Support	5.523	0.774	1.232
Motivation to Learn	5.879	0.636	1.000
Motivation to Perform Task	5.874	0.702	1.232

Outcomes of testing H1 and H2

Table 4 shows the results of testing research hypotheses for the direct effects model. First, management support had a significant relationship with motivation to perform task (β =0.447; t=4.856), hence H1 was supported. Second, management support had a significant

relationship with motivation to learn (β =0.452; t=5.565), hence H2 is supported. This result indicates that management support is an important determinant of motivation to perform tasks and motivation to learn.

In terms of explanatory power, the entry of management support into the analysis has contributed 23% of the variance in motivation to perform task and 20% of the variance in motivation to learn. The result shows that the value of R2 is greater than 0.13, meaning that this research model has moderate impact [Cohen 1992].

Table 4. Hypothesis Testing Result H1 and H2

Hypothesis	Relationship	β Values	t Value	R^2 (%)	Result
H1	Management Support→ Motivation to Perform Task	0.447	4.856	0.23	Supported
H2	Management Support→ Motivation to Learn	0.452	5.565	0.20	Supported

Note: Significant level t >1.65 (10%)

Further, the effect size (f2) and predictive relevant (Q2) were assessed. The finding of the PLS algorithm test showed that the value of f2 in the relationship between management support and motivation to perform task was 0.232, which was greater than 0.15, indicating a medium effect on motivation to perform task [Hair et al. 2017]. While, the value of f2 for the relationship between management support and motivation to learn was 0.025, which was greater than 0.02, indicating a weak effect on motivation to learn [Hair et. al 2017]. Furthermore, the result of the PLS blindfolding test displayed that management support had Q2 value of 0.118, which was greater than zero [Hair et al. 2017], indicating that the model has predictive relevance.

Outcomes of testing H3

Table 5 shows the results of testing research hypotheses for the indirect effects model. The relationship between management support and motivation to learn was significantly related to motivation to perform task, (β =0.439; t=5.716), hence H3 was supported. This result confirms that motivation to learn acts as an important mediating variable between management support and motivation to perform task.

The entry of management support and motivation to learn into the analysis has contributed 68% to motivation to perform task. The result shows that the value of R2 is greater than 0.67 meaning that this research model has a substantial impact [Cohen 1992].

Table 5. Hypothesis Testing Result H3

Hypothesis	Relationship	β Values	t Value	R^2 (%)	Result
H3	Management Support→ Motivation to Learn→ Motivation to Perform Task	0.439	5.716	0.68	Supported

Note: Significant level t >1.65 (10%)

Hence, the effect size (f2) and predictive relevant (Q2) were evaluated. The results of effect size tests revealed that the value of f2 for management support was 0.102, which was greater than 0.02, signifying that it has a small effect on motivation to learn [Hair et al. 2017]. The value of f2 for motivation to learn was 0.398, which was higher than 0.35, signifying that is has a large effect on motivation to perform task [Hair et al. 2017]. The result of the predictive relevant test showed that the value of Q2 of motivation to learn was 0.308 and for motivation to perform a task is 0.433, which were greater than zero [Hair et al. 2017], signifying that the model has predictive relevance.

DISCUSSION AND IMPLICATIONS

The findings of this study show that motivation to learn acts as an effective mediating variable between management support and motivation to perform task. In the context of this study, leadership of the central government agencies have given more attention to implement training programs that expose current logistic business solutions (e.g., job implication, deregulation of unnecessary laws and use mobile-commerce in managing inventory and transportation) to upgrade the competencies of management and supporting staff in fulfilling citizen needs and assist logistic industry to enhance their performance in domestic and international trade. This achievement may lead to meet the grand national agenda, namely Vision 2020 [Mahathir 1991, 1997], and Government Transformation Program [Prime Minister Office].

In this study, the majority of respondents viewed that the levels of management support, motivation to learn and motivation to perform tasks as high. This situation explains that the capability of management to adequately provide emotional support and instrumental support in improving daily job operations will strongly invoke employees' motivation to learn. As a result, this motivation may lead to a greater motivation to perform task in the training models of the organizational sample. The study provides three important implications, namely theoretical contribution, robustness of research methodology and practical contribution. In term of theoretical contribution, the findings of this study are consistent with the principal meaning of Knowles's [1984] Adult Learning Theory, which reveal that the ability of management to provide adequate emotional aids (e.g., encouragement, concern, openness, motivation and care) and instrumental aids (e.g., delivery of information and opportunities, coordinate training process, allocate budgets, selection of location and physical convenience) will strongly invoke employees' motivation to learn new competencies (e.g., logistic methods and solutions). Consequently, this motivation may enhance employees' motivation to perform task (e.g., active in group works, facilitate co-workers to perform key performance indicators, provide aids to citizen and logistic industry). The principal meaning of the theory has received strong support from the research articles in training management research literature. For example, results from surveys by Ismail et al. [2016], Abdul Aziz [2016], Nadeem and Ahmad [2017] and Park et al. [2017] found that high level of management support (i.e., emotional and instrumental support) has increased trainees' motivation to learn in training programs. As a result, this situation may lead to a higher motivation to learn in the respective organizational settings.

With respect to the robustness of research methodology, the survey questionnaire used in this study has met the acceptable standards of validity and reliability analyses. This situation may assist in enhancing the accuracy and reliability of research outcomes.

Further, in terms of practical contribution, this study can be used as important guidelines by employers to improve training management in organizations. In order to support this aim, the organization needs to give more attention to this issue to ensure this goal can be achieved: First, training assessments should be done before, during and/or after training programs to identify the ability of employees in applying competencies in solving daily job operations. Second, training methods and content should be updated in line with the organizational strategic business vision and missions. Third, adequate financial, emotional and physical assistance should be provided to employees. Lastly, implementing content updates and training program delivery methods (for example, digital editing and attractive graphical displays) to enhance employee learning focus. If these suggestions are given more attention this may lead to accomplish the organizational strategies and goals.

CONCLUSION

This study evaluated the theoretical framework formulated based on logistic management literature. The measurement scale fulfilled the required criteria of validity and reliability analyses. The outcomes of

SmartPLS path analysis model indicate that motivation to learn does act as an important mediating variable between management support and motivation to perform task. This finding also has supported and broadened the role of motivation to learn in logistic management published in Western and Asian countries. The current research and practice need to incorporate motivation to learn as an essential factor in logistic training program domain. This study further suggests that the capability of management to adequately provide emotional support (i.e., supportive, guidance) and instrument support (i.e., financial, location, equipment) in the operation of logistic training programs will strongly inspire positive employee outcomes (e.g., satisfaction, commitment and ethical behaviour). Hence, this positive outcome may lead organizations to become a market winner based organization in times of globalization and unpredictable economic conditions.

LIMITATIONS AND FUTURE RESEARCH

Despite the contributions made, this study has several conceptual and methodological limitations. First, a cross section method restricts the researchers in assessing detailed causal relationship between intended variables in the sample data. Second, the relationship among the specific elements of independent variable, the mediating variable and the dependent variable are not assessed and this may restrict possible exploration on the issues under study. Third, a specific agencies in Malaysia was chosen for this study and the finding may be specific to this organization. Fourth, a purposive sampling technique used in this study is not able to control response bias in the sample data. The above limitations restrict the findings from being generalized to the other settings.

Despite the limitations as mentioned above, they should be used to guide improvement in future research. First, several important characteristics of the organization (e.g., types of services group, categories) and employees (e.g., age, education, position) should be explored as they may indirectly affect respondent's attitudes on the mediating effect of training programs in the hypothesized model. Second, a longitudinal study should be considered because it will show the effectiveness of a hypothesized model between subsamples with the sample data. This approach may explain in detail the patterns of change and the magnitude of causal relationship among the intended variables. Third, a comparison technique should be used to evaluate the effectiveness of mediating effect of training programs in the private sector to get better findings. Fourth, a larger sample size should be used to decrease response bias which may characterize the population under study. Fifth, other specific theoretical constructs of motivation, such as orientation to learn and intention training transfer should be considered because they have been widely recognized as important connections between management support and employee outcomes. Lastly, another dimension of management support such as respect and trust should be considered because their roles have been extensively acknowledged in training program literature. The significance of these factors needs to be further elaborated in future study.

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ZALEŻNOŚĆ POMIĘDZY WSPOMAGANIEM ZARZĄDZANIA W PROGRAMCH SZKOLENIOWYCH I MOTYWACJĄ REALIZACJI ZADAŃ Z MOTYWACJĄ DO NAUKI JAKO MEDIATOREM

STRESZCZENIE. **Wstęp:** Aktualnie publikowane prace wskazują na współpracę organizacji komercyjnych i publicznych w obszarze ustalenia narodowej polityki wymagań dla rozwoju narodowego. W tym celu, przywódcy sektora publicznego zaplanowano wali i wdrożyli programy szkoleniowe dotyczące strategii zarządzania logistycznego oraz operacyjnego dl pracodawców. Ostatnie badania naukowe dotyczące zarządzania logistycznego pokazują, że wśród pracodawców powstała silna motywacja nauki kreatywnych metod logistycznych. W rezultacie tej motywacji, wzrosła też motywacja do realizacji zadań. Jest to ciekawa zależność, aczkolwiek rola motywacji w nauce, jako istotnej zmiennej mediującej jest najczęściej pomijana w literaturze dotyczącej zarządzania logistycznego. Sytuacja ta spowodowała potrzebę zbadania efektu mediacyjnego motywacji do nauki w relacji pomiędzy wspomaganiem zarządzania w programach szkoleniowych i motywacją do realizacji zadań.
Metody: Dane zebrano na podstawie przeprowadzonej ankiety wśród pracodawców w centralnych agencjach rządowych będących pod kontrolą malezyjskiego rządu federalnego. SmartPLS został użyty do mierzenia właściwości psychometrycznych oraz do testowania postawionych hipotez.
Wyniki: Uzyskane wyniki wskazują, że motywacja do nauki jest istotnych mediatorem zależności pomiędzy wspomaganiem zarządzania w programach szkoleniowych i motywacją do realizacji zadań.
Wnioski: Efekt mediacyjny motywacji do nauki pomiędzy wspomaganiem zarządzania w programach szkoleniowych i motywacją do realizacji zadań jest spójny i wzbogaca wcześniejsze badania dotyczące zarządzania logistycznego publikowane w krajach zachodnich i azjatyckich.

Słowa kluczowe: wspomaganie zarządzaniem, motywacja do nauki, motywacja do realizacji zadań, SmartPLS

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