ORIGINAL PAPER

THE ADMINISTRATION OF LEADERSHIP TRAINING PROGRAMS ENHANCE THE TRAINEES' MOTIVATION TO LEARN

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ABSTRACT. **Background:** The aim of this paper is to examine the relationship between the administration of leadership training programs and trainees' motivation to learn. Self-administered questionnaires were distributed to collect data from junior army leaders in Peninsular Malaysia.

Methods: A cross sectional method was employed in this study because it allowed the researchers to integrate the LTP literature, the pilot study and the actual survey as the main procedures to collect data. Beside a purposive sampling technique was used to distribute 300 self-report questionnaires to junior army leaders at the organization and the survey questionnaire data were analyzed using SmartPLS.

Results: The results show that the ability of senior administrators to appropriately use a well-designed course content and select the right instructors to teach and facilitate trainees had enhanced trainees' motivation to learn in the organizational sample.

Conclusions: This study tested a conceptual schema developed based on the LTP research literature. The results of the confirmatory factor analysis showed that the instrument used in this study satisfactorily met the standard of validity and reliability analyses. Furthermore, the outcomes of the SmartPLS path model proved that course content and instructors' roles were important predictors of trainees' motivation to learn in the organizations.

Key words: Course content, instructors' roles, motivation to learn, SmartPLS.

INTRODUCTION

In a workplace training, leadership training program (LTP) is often interpreted as a process of developing and enhancing leaders' competencies to achieve the organizational strategy and goals in unpredictable and challenging environments [Beheshtifar and Panah 2012, DeRue and Myers 2012]. Traditionally, many organizations implemented the LTP as routine, informal and ad hoc activities in order to increase the ability of leaders in carrying out short-term duties and responsibilities, as well as solving daily job problems and improving their current job performance [Beheshtifar and Panah 2012, Lyne de Ver and Kennedy 2011]. This approach may help to achieve organizational goals, but many scholars view that it is most suitable for handling small-medium organizations that operate in domestic, stable and less competitive environments [Broome and Hughes 2004; Cox and Walsh 2006].

Globalization began in the 1970s where many organizations had been involved in cross-border businesses, made business collaborations between countries, and held a political cooperation between countries in order to share mutual benefits in a global economy [Darrin and Christian 2012, Lyne de Ver and Kennedy 2011]. This situation has motivated organizations to shift their approaches from the traditional job-based leadership training to the strategic-based

leadership training in order to support their strategies and cultures [Gentry et al. 2014, Lancester 2014]. Under this new approach, LTP is systematically designed and administered to build realistic learning expectations, create conducive training conditions and enhance leader competencies [Brum 2007, Goldstein and Ford 2002], change negative attitudes, fit knowledge and skills to the organizational needs, prepare leaders to face present challenges, keep up with advanced technologies, improve continuously, and develop a complex social networking and promote organizational learning. As a result, it may help organizations to attract, retain and motivate leaders to accomplish their organizations' strategies and goals [Broome and Hughes 2004, Cox and Walsh 2006].

A review of the recent literature pertaining to workplace training shows that successful LTP is determined by a competent administration. Competent administration refers to the capability of administrators to design the course content based on job requirements and select the right instructors to teach and facilitate trainees [Hamdan 2006, Lancester 2014, Mohamad 2006]. Course content is broadly defined as a systematic training syllabus that consists of fundamental facts, knowledge, important concepts, principles and elements of skills that suit the trainees' vocational needs [Nikandrou 2009, Noe 2014]. Meanwhile, an instructor is generally defined as a trainer or coach who has particular expertise, sufficient teaching and facilitating skills, the capability to make diagnosis and formulate learning objectives, the ability to evaluate trainee performance and competency in the administration of training functions [Maimunah 2014, Patrick et al. 2009].

Interestingly, a thorough investigation about successful LTP literature published in the 21st century reveals that a well-designed course content based on job requirements and selection of the right instructors are important predictors of trainee outcomes, especially motivation to learn [Hamdan 2006; Hatfield et al. 2011, Lokman 2006, Rahimi 2007]. In a management training perspective, the motivation to learn is often viewed as trainees having high desires and willing to make

sacrifices to learn necessary knowledge, develop up to date skills, develop the latest abilities, instill positive attitudes and other current capabilities in training programs. As a result, these competencies may enhance trainees' careers and well-being in organizations [Nizam A.M.Y. 2012, Pham et al. 2010].

Within an LTP model, many researchers think that course content, instructor's role, and trainees' motivation to learn have different meanings, but they are strongly interrelated concepts. For example, the readiness of senior administrators to appropriately use a well-design course content based on job requirements, and the selection of the right instructors to properly teach and facilitate trainees may lead to greater trainees' motivation to learn in dynamic organizations. Even though many studies have been done, the administrators' roles in LTP as an important predicting variable are neglected in the leadership training research literature [Beheshtifar et al. 2012, Darrin et al. 2015]. Many scholars argue that this situation may be caused by several factors: firstly, many previous studies have explained a great deal about the features of LTP characteristics, the conceptual definitions of the term, types, purposes and advantages of the training programs. Secondly, most previous studies have employed a simple descriptive and correlation analysis method to identify particular indicators of LTP administration, employees' attitudes towards LTP types and assess the strength of the association between LTP administration and general training motivation. Conversely, the effect size and nature of the relationship between LTP administrations on trainees' motivation to learn based on organizational behavior science has been little discussed in the previous studies [Amir et al. 2013, William et al. 2014].

As a result, these studies have only suggested general recommendations and this may not offer much help to be used as essential guidelines by senior administrators in understanding the complexity of LTP concept and practice, as well as introducing creative leadership styles to enhance the effectiveness of LTP in dynamic organizations [Gentry et al. 2014, Lancester 2014]. Thus, this situation

stimulates the researchers to further study the issue. The aim of this paper is to answer two major objectives: the first one is to assess the relationship between the course content and trainees' motivation to learn. The second one is to assess the relationship between instructors' role and trainees' motivation to learn. Besides, the structure of this paper discusses five important issues: literature review, methodology, findings, discussion and implications, and conclusion.

LITERATURE REVIEW

The relationship between the course content and motivation to learn is consistent with Vroom's [1964] expectancy theory, which describes that a valued outcome may motivate an individual to perform positive actions [Vroom 1964]. The application of this theory in an LTP context shows that the notion of valued outcome is normally translated as a well-designed course content based on job requirements. This notion is consistent with considerable LTP research literature.

Several extant studies were conducted using a direct effect model to examine LTP in different organizational samples, such as the perceptions of 24 graduates who consist of supervisors, managers and senior managers from 4 leadership development programs at a large multi-site Australian government-owned energy provider [Lancester 2014], the perceptions of 106 trainees at a technological training institute in northern Taiwan [Tai 2006], 134 low-level managers at five organizations in Greece [Sahinidis and Bouris, 2008], 155 bank management and supporting staff in Pakistan [Amir et al. 2013], and 763 respondents of leadership development programs from seven different countries, namely China/ Hong Kong, Egypt, India, Singapore, Spain, the United Kingdom, and the United States [Gentry et al. 2014]. These surveys found that the readiness of senior administrators to use well-designed course contents based on job requirements had strongly enhanced trainees' motivation to learn necessary knowledge, develop up to date skills and new abilities, instill good moral values and other current capabilities in the different organizations [Amir et al. 2013, Gentry et al.

2014; Sahinidis and Bouris 2008, Tai 2006]. Thus, it is hypothesized that:

H1: Course content is positively related to trainees' motivation to learn

The relationship between instructors and the motivation to learn gains a strong support from Wood and Bandura's [1989] social learning theory, which explains that being ready to learn by observing a behavior and by observing the consequences of the behavior may enhance trainees' belief in their abilities to perform tasks [Wood and Bandura's 1989]. Besides, the self-directed learning theory posits that the willingness to learn independently to fulfill needs and expectations may induce trainees to perform positive actions [Kolb's and Boyatzis's 1970, Knowles 1975]. The application of these theories in an LTP shows that the notion of being ready to learn by observing a good model and being willing to learn independently are often referred to as instructors' roles in teaching and facilitating trainees. The notion of these theories has gained strong support from considerable leadership training program literature.

The application of this theory in an LTP shows that the notions of trainees' belief in their abilities to perform tasks and the high quality relationship between coaches and trainees are often seen as the ability of instructors to teach and facilitate trainees. The notion of these theories has gained strong support from considerable leadership training program literature. For example, several recent studies were done using a direct effect model to examine leader perceptions towards the administration of LTP in different organizational samples, such as the perceptions of 1,109 officer cadets at Singapore Armed Forces Training Institute [Lim et al. 2005], 113 military officers and other ranks at a Malaysian military organization [Ismail et al. 2013], the perceptions of 24 graduates who consist of supervisors, managers and senior managers from 4 leadership development programs at a large multi-site Australian government-owned energy provider [Lancester 2014] and 76 MBA students attending a leadership development course at an European business school [Mosteo et al. 2016]. These surveys show that the readiness of senior

administrators to select the right instructors to properly teach and facilitate trainees had strongly enhanced trainees' motivation to learn necessary knowledge, develop some up to date skills, develop new abilities, instil good moral values and other current capabilities in the respective organizations [Ismail et al. 2013; Lim et al. 2005, Mosteo et al. 2016]. Therefore, it is hypothesized that:

H2: Instructors are positively related to trainees' motivation to learn.

METHODOLOGY

Research Design

This study was conducted at a military training camp in Peninsular Malaysia. For confidential reasons, the name of this organization will be kept anonymous. A Malaysian armed force was established in 1933 to defend the sovereignty and strategic interests of Malaysia from all forms of threat. In responding to the objectives, senior administrators of the organizations have taken proactive efforts to strengthen leadership training programs, which lay emphasis on enhancing the capability of leaders to handle complex security and defence challenges. In order to ensure that the training goals are achieved, senior administrators have conducted a proper training needs assessment and outcomes of this assessment have encouraged them to pay more attention to the development of a well-designed course content based on job requirements and to the selection of the right instructors who have high abilities to teach and facilitate the trainees. These aspects have been an important backbone of the training programs that can strongly motivate junior army officers to learn necessary knowledge, develop up to date skills, develop the latest abilities, instil positive attitudes and other current capabilities needed by the organizations. Although the administration of leadership training programs is widely implemented at military training camps, their effectiveness has not been empirically investigated. Therefore, a further exploration about the issue is imperative.

A cross sectional method was employed because it allowed the researchers to integrate the LTP literature, the pilot study and the actual survey as the main procedures to collect data for this study. The main advantage of using this procedure is that it may help to increase the ability of gathering accurate, less biased and quality data [Creswell 2012, Sekaran and Bougie 2010]. At the initial stage of this study, the researchers drafted questionnaires based on the LTP literature. Furthermore, a back translation technique was used to translate the questionnaire into English and Malay languages in order to increase the validity and reliability of the research findings [Cresswell 1998, Sekaran and Bougie 2013].

Measures

The survey questionnaire had three major sections: firstly, the course content had 6 items adapted from LTP-related course content literature [Aziz 2006, Azman and Inani 2010, Jabatan Arah Infantri 2010]. This construct was measured using four dimensions: knowledge, confidence, good moral values and skills. Secondly, instructor's role had 9 items adapted from LTP related instructor's role literature [Azman 2012; Rahimi 2007; Sani 2009]. This construct was measured using four dimensions: explanation, delivery, experience and teaching. Thirdly, the motivation to learn had 13 items adapted from LTP related training motivation [Agong 2009, Azman and Inani 2010 and Hussain 2011]. This construct was measured using six dimensions: attention, focus, responsibility, effort, willingness to learn and attendance. All items used in the questionnaire were measured using a 7-item scale ranging from "very strongly disagree/dissatisfied" (1) to "very strongly agree/satisfied" (7). Demographic variables were used as the controlling variables because this study only focused on employees' attitudes.

Sample

A purposive sampling technique was used to distribute 300 self-report questionnaires to junior army leaders at the organization. This sampling technique was chosen because the list of junior army leaders was not given to the researchers for confidential reasons and this

did not allow the researchers to randomly select participants for this study. From the total number, 163 usable questionnaires were returned to the researchers, yielding 54.3 per cent response rate. All participants answered the questionnaires based on their consent and on a voluntary basis.

Data Analysis

As recommended by Henseler et al. [2009] and Hair et al. [2017], SmartPLS is very useful to assess the psychometric of the survey questionnaire data and test the research hypothesis. The procedure of the data analysis is that first of all, the model measurement was assessed using a confirmatory factor analysis to determine the validity and reliability of the instrument. Second of all, the structural equation model was assessed by examining the path coefficients using standardized betas (β) and t statistics (t >1.96). Thirdly, the value of R^2 was used as an indicator of the overall predictive strength of the model (i.e., 0.19

(weak), 0.33 (moderate) and 0.67 (substantial) [Chin, 2010: Henseler et al., 2009]. Finally, the value of Q2 was used as a criterion to assess the model's predictive relevance based on the following baselines: (i.e., 0.02 (weak), 0.15 (medium) and 0.35 (large) [Hair et al., 2017].

FINDINGS

Table 1 shows that the majority of the respondents were ranked Staff Sergeant/Sergeant (55.8%), aged from 31 to 35 years old (36.2%), with the length of service between 16 – 21 years (39.3%), SPM/MCE/SPMV holders (46.0%), serving at the Infantry Unit (81.6%), appointed as the Section Commander (55.8%) and also followed a Platoon Commander course (12.9%).

Table 1. Respondent Characteristics (N=163)
Tabela 1. Charakterystyka uczestników (N=163)

Respondent Profile	Sub-Profile	Percent
Rank	Major	1.2
	Captain/Lieutenant	31.9
	Staff Sergeant/Sergeant	55.8
	Corporal/Lance Corporal	11.0
Age	21 - 25 years old	9.8
	26 - 30 years old	20.2
	31 - 35 years old	36.2
	36 above	33.7
Length of Service	5 - 10 year	25.2
	11 - 15 year	31.9
	16 - 21 year	39.3
	22 above	3.7
Education	Degree	6.7
	Diploma	17.8
	STPM/HSC	0.6
	SPM/MCE/SPMV	46.0
	SRP/PMR/LCE	28.8
Department	Formation HQ	10.4
	Training Centre	6.1
	Infantry Unit	81.6
Current Appointment	Platoon Commander	11.7
	Section Commander	55.8
	Staff	12.9
	Instructor	4.3
Highest Leadership Course Attended	Platoon Commander	12.9
	Section Commander	11.7

Note:
STPM/HSC: Sijil Tinggi Pelajaran Malaysia/ Higher School Certificate
SPM/MCE/SPMV: Sijil Pelajaran Malaysia/ Malaysia Certificate of Education/ Sijil Pelajaran Malaysia Vokasional
SRP/PMR/LCE: Sijil Rendah Pelajaran / Penilaian Menengah Rendah/ Lower Certificate Education

Table 2. Results of Factor Loadings and Cross Loadings for Different Constructs
Tabela 2. Wyniki wpływu poszczególnych czynników oraz wzajemnego oddziaływania dla poszczególnych typów

Construct	Cross-Factor Loading (≥ 0.70)			Composite Reliability (≥ 0.80)
	1	**2**	**3**	
Course Content	0.799 to 0.829			0.890
Instructor's Role		0.776 to 0.907		0.944
Trainees' Motivation to Learn			0.802 to 0.896	0.971

Table 3. Results of Convergent and Discriminant Validity
Tabela 3. Wyniki trafności zbieżnej i różnicowej

Construct	**AVE** (≥ 0.50)	**1**	**2**	**3**
		(HTMT ≤ 0.85)		
Course Content	0.643	**0.802**		
Instructor's Role	0.693	0.565	**0.833**	
Trainees' Motivation to Learn	0.740	0.461	0.507	**0.860**

Table 4. Results of Convergent and Discriminant Validity
Tabela 4. Wyniki trafności zbieżnej i różnicowej

Construct	Mean	Standard Deviation	Variance Inflation Factor
			VIF < 5
Course Content	5.97	.664	1.470
Instructor's Role	5.98	.671	1.470
Trainees' Motivation to Learn	6.12	.639	3

Table 2 shows the factor loadings and cross loadings for various constructs. The correlation between items and factors had higher loadings than other items in the different constructs. The loadings of variables were higher in their own constructs in the model, greater than 0.7 which was considered adequate [Chin 1998, Fornell and Larcker 1981, Gefen and Straub 2005, Henseler et al. 2009]. In sum, the validity of the measurement model has met the criteria. Meanwhile, the values of the composite reliability for all constructs were greater than 0.8, indicating that the measurement scale had high internal consistency [Chua 2006, Henseler et al. 2009, Sekaran and Bougie 2010].

Table 3 shows the results of the convergent and discriminant validity tests. The values of the average variance extracted (AVE) in all constructs were bigger than 0.5 indicating that all constructs met the acceptable standard of convergent validity [Barclay et al. 1995, Fornell and Larcker 1981, Henseler et al. 2009]. Meanwhile, all constructs had the values of √ AVE in diagonal which were

bigger than the squared correlation in other constructs in the off diagonal, showing that all constructs satisfactorily met the requirement of the discriminant validity [Henseler et al. 2009, Kamarudin et al. 2012, Yang 2009].

Table 4 shows the result of the descriptive statistics and Variance Inflation Factor for the research variables. The mean values for the variables were from 5.98 to 6.12, signifying that the levels of course content, instructor's role and training motivation range from high (4) to highest (7). The values of the Variance Inflation Factor for the relationship between independent variables (i.e., course content and instructor's role) and dependent variable (i.e., trainees' motivation to learn) was less than 5.0 indicating that the data were not affected by serious collinearity [Hair et al., 2014].

Outcome of Testing Hypotheses 1 and 2

Figure 1 shows that the inclusion of the course content and instructor's role in the analysis has contributed 30 percent in the

variance of trainees' motivation to learn. This result provides a reasonable support for the model [Hair et al. 2017]. As an extension of the model measurement, a test of predictive relevance for the reflective endogenous latent variable was further conducted using the Blindfolding procedure. The result of this test shows that the value of Q2 for trainees'

motivation to learn was 0.212, indicating that it was greater than zero for the reflective endogenous latent variable. This result had predictive relevance. Regarding the explanatory power, the Q2 value for trainees' motivation to learn was higher than 0.15 [Hair et al., 2017], showing that it had medium predictive relevance.

Independent Variable

(Leadership Training Program)

Dependent Variable

$R^2=0.302$

| Course Content | H1: B=0.257; t=2.36 → | Trainees' Motivation to Learn |

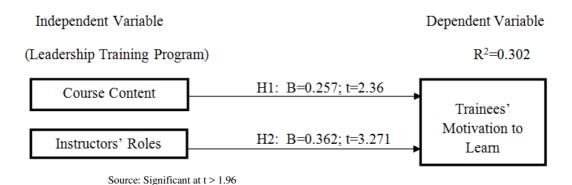| Instructors' Roles | H2: B=0.362; t=3.271 → |

Source: Significant at t > 1.96

Fig. 1. Outcomes of SmartPLS Path Model Analysis
Rys. 1. Wyniki analizy modelu SmartPLS Path

Moreover, the outcomes of testing the research hypothesis showed two important findings: firstly, course content was significantly correlated with trainees' motivation (B=0.257; t=2.364), therefore H1 was supported. Secondly, instructors' roles were significantly correlated with trainees' motivation (B=0.362; t=3.271), therefore H2 was supported. Overall, this result demonstrates that course content and instructors' roles act as important predictors of trainees' motivation to learn in the organizations.

DISCUSSION AND IMPLICATIONS

This study confirms that course content and instructors' roles act as important predictors of trainees' motivation to learn. In the context of this study, senior administrators have properly planned and implemented LTP based on the broad policy and procedures as established by their stakeholders. According to the majority of respondents, the course content, instructors' roles and trainees' motivation to learn are high.

This situation explains that the readiness of senior administrators to use a well-designed course content based on job requirements, and selecting the right instructors to properly teach and facilitate trainees have enhanced trainees' motivation to learn necessary knowledge, develop up-to-date skills, develop new abilities, instill good moral values and other current capabilities in the organizations.

This study provides three major implications: theoretical contributions, the robustness of the research methodology, and practical contribution. In terms of the theoretical contribution, the outcomes of this study have displayed two important findings: first of all, the course content does act as an important predictor of trainees' motivation to learn. This finding is consistent and is also supported by other studies [Amir et al. 2013, Gentry et al. 2014, Sahinidis and Bouris 2008, Tai 2006]. Secondly, instructors' roles act as an important predictor of trainees' motivation to learn. This finding is consistent and has also broadened studies by [Ismail et al. 2013, Lim et al. 2005 and Mosteo et al. 2016].

With regard to the robustness of the research methodology, the survey questionnaire data used in this study have satisfactorily met the standards of validity and reliability analyses. This situation may lead to the production of accurate and reliable research findings. With respect to the practical contribution, the findings of this study can be used as guidelines by practitioners to improve the administration of LTP in military organizations. This objective may be achieved if a senior administrator focuses on the following aspects: firstly, leadership training contents should be continuously updated according to the current national and global security and defense requirements. For example, junior army leaders should be exposed to short courses and workshops conducted by experts related to cyber security and defense, as well as technological innovations in order to decrease too much dependence from superpower countries. Secondly, organizational learning policy should be implemented in order to encourage junior armies to learn until they obtain higher degrees in security and defense.

Thirdly, recruitment policies and procedures should be changed to select qualified army leaders based on academic qualifications, working experiences, good personalities and good service records as the main criteria for fulfilling strategic military positions. These leaders may coach and mentor junior army leaders in meeting job targets. Next, training facilities and technologies should be upgraded consistently with the current changes. This initiative is very important to enhance the competency of junior army leaders in using current and advanced warfare devices and tools. Finally, supportive leadership style should be promoted to build a warm relationship and cooperation among army officers. This leadership style will stimulate senior and junior army leaders to share brilliant ideas and use a participative decision-making in performing their daily tasks. As a result, this situation may enhance communication openness, caring and cooperation in the army community. If these suggestions are given more attention, this may retain and motivate junior army leaders to support their organizational strategic vision and missions.

CONCLUSION

This study tested a conceptual schema developed based on the LTP research literature. The results of the confirmatory factor analysis showed that the instrument used in this study satisfactorily met the standard of validity and reliability analyses. Furthermore, the outcomes of the SmartPLS path model proved that course content and instructors' roles were important predictors of trainees' motivation to learn in the organizations. Thus, current research and practice within the workplace leadership training need to consider the course content and instructors' roles as key dimensions of the LTP domain. This study further suggests that the capability of senior administrators to use well-designed course content appropriately based on job requirements and the ability of instructors to appropriately teach and facilitate trainees will strongly motivate trainees to learn necessary knowledge, up-to-date skills, latest abilities, positive attitudes and other current capabilities in the training programs. Consequently, this positive behaviour may lead to the support and maintenance of the organizational strategy and goals in an era of security and defense of the turbulent environment.

This study addresses several limitations: firstly, a cross-sectional research design was used to collect the data for this study and this research design may not capture detailed causal connections between the variables of interest. Secondly, the outcomes of the SmartPLS path model analysis had not assessed the relationship between specific indicators for the independent variable and dependent variable. Thirdly, the results of the survey questionnaire showed the intensity of respondents' feelings, but it is not easy to avoid the influence of respondents' biases in filling in the questionnaires. Finally, the sample for this study was only taken from junior army leaders at a military training camp in Peninsular Malaysia. These limitations may decrease the ability of generalizing the results of this study to other organizational settings.

This study suggests important tips to strengthen future study: firstly, several respondent characteristics such as age, rank and education should be included to show

meaningful perspectives in clarifying how individual similarities and differences may influence LTP in organizations. Secondly, other research designs like longitudinal study should be considered because it may describe in more detail the patterns of change and the direction and degree of causal relationships among variables of interest. Thirdly, more diverse organizations should be involved in order to fully understand the effect of LTP on trainees' motivation to learn. Next, other specific theoretical constructs of LTP such as support, assignment and learning style should be considered because they have widely been acknowledged as important determinants of trainees' motivation to learn [Azman et al. 2013, Lancester 2014, Noe 2015]. Also, other specific theoretical constructs of trainees' motivation to learn such as needs, perceived value and self-efficacy should be measured because they have widely been judged as important outcomes LTP [Hussein 2011, Lancester 2014, Noe 2015]. Finally, the number of sample size should be increased in order to characterize the studied population. The significance of these issues needs to be further explored in future study.

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ADMINISTRACJA PROGRAMÓW SZKOLENIOWYCH ZWIĘKSZAJĄCA MOTYWACJĘ UCZESTNIKOW DO NAUKI

STRESZCZENIE. **Wstęp:** Celem pracy było zbadanie związku między administracją programów szkoleniowych zarządzania a motywacją uczestników do nauki. W tym celu zostały skierowane ankiety do młodych przywódców armii w Malezji.

Metody: Zastosowano metodę krzyżową, jako główną metodą zbierania danych, aby lepiej połączyć istniejące publikacje naukowe, badanie pilotażowe oraz aktualne badania. Zastosowano badanie ankietowe na próbie losowej 300 młodych przywódców armii. Uzyskane wyniki poddano analizie przy zastosowaniu SmartPLS.
Wyniki: Wyniki wskazują na zdolność doświadczonych administratorów na prawidłowe stosowanie dobrze przygotowanych materiałów szkoleniowych oraz na dobór właściwych instruktorów do prowadzenia szkoleń oraz zwiększenia motywacji uczestników do nauki w badanej organizacji.
Wnioski: Testowano koncepcyjny schemat opracowany na podstawie przeglądu literatury naukowej. Wyniki przeprowadzonej analizy wykazują, że instrument użyty w pracy w sposób satysfakcjonujący spełnił standardy analizy trafności oraz niezawodności. Wyniki modelu ścieżki SmartPLS zaakceptowały treści szkoleniowej oraz rolę instruktorów, jako ważnych czynników wpływających na poziom motywacji uczestników do nauki w badanej organizacji.

Słowa kluczowe: zawartość kursu szkoleniowego, rola instruktora, motywacja do nauki, SmartPLS

ADMINISTRATION VON SCHULPROGRAMMEN ZUR LERNMOTIVATION-STEIGERUNG BEI KURSTEILNEHMERN

ZUSAMMENFASSUNG. Einleitung: Das Ziel der Arbeit war es, den Zusammenhang zwischen der Administration von Verwaltungs-Schulprogrammen und der Motivation der Kursteilnehmer zum Lernen zu erforschen. Zu diesem Zwecke wurden an junge Armeeführer in Malaysia Fragebögen gerichtet.
Methoden: Um bestehende, wissenschaftliche Veröffentlichungen, Pilotstudien und aktuelle Forschungsvorhaben besser in Einklang zu bringen, wurde als brauchbare Datenerfassungsmethode die Kreuzmethode in Anspruch genommen. Man wendete die Fragebogenuntersuchung auf einer Losgröße von 300 jungen Armeeführern an. Die erzielten Ergebnisse wurden einer Analyse unter Anwendung von SmartPLS unterzogen.
Ergebnisse: Die Ergebnisse weisen auf die Fähigkeit der erfahrenen Administratoren zur richtigen Anwendung von gut vorbereiteten Schulmaterialien und zur Auswahl von richtigen Instrukteuren für die Durchführung von Schulungen sowie für die Erhöhung von Lernmotivationen bei den Beteiligten innerhalb der untersuchten Einrichtung hin.
Fazit: Es wurde ein anhand der Fachliteratur ausgearbeitetes Konzeptionsschema durchgetestet. Die Ergebnisse der durchgeführten Analyse weisen auf den Sachverhalt hin, dass das angewendete Tool in zufriedenstellender Weise die Standards in Bezug auf die Richtigkeit und Zuverlässigkeit der Analyse erfüllt hat. Die Resultate des Modellpfades von SmartPLS haben Schulungsinhalte und die Rolle der Instrukteure als wichtiger Einflussfaktoren bei der Erhöhung des Motivationsniveaus bei den unterrichteten Schulungsteilnehmern innerhalb der untersuchten Organisation bestätigt.

Codewörter: Schulungsinhalt, Rolle des Instrukteurs, Lernmotivation, SmartPLS

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