An Empirical Study of the Relationship Between Leadership Practice in Training Programs and Skill Development: Motivational Climate as Mediating

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Abstract – The purpose of this study is to assess the relationship between leadership practices in training programs, motivational climate and skill development. A questionnaire was used to collect data from employees at the Administration Centre in Malaysia. The SmartPLS software was employed to evaluate the data quality of the questionnaire and test the study hypotheses. The results of the SmartPLS path model analysis indicate that the impact of leadership practices in training programs on skill development is indirectly influenced by motivational climate. The results of the SmartPLS path model analysis indicate that the impact of leadership practices in training programs on skill development is indirectly influenced by motivational climate. The study findings explain that a leader's ability to regularly practice leadership practices in training programs in the execution of daily work operations can generate a motivational climate within the organization. Consequently, this motivation can further encourage individuals to enhance effective skill development.

The findings of this study can serve as a guide for practitioners to understand the intricacies of the motivational climate concept and to formulate strategic action plans to improve leadership skills in order to achieve and maintain the goals and strategies of the organization in the era of globalization and knowledge-based economy.

Keywords – Leadership practise, training programs, skill development, motivational climate.

1. Introduction

Training has emerged as a reliable approach to meet the increasing demands, technological advancements, and evolving expectations of both employees and leaders [1], [2], [3]. The ability of leaders to provide effective training has become crucial in addressing current challenges and driving organizations toward greater achievements [2], [4]. It is undeniable that leadership practices in training programs are acknowledged as an effective learning method in many successful organizations [5]. According to Nafukho *et al.,* [6] and Mulder [7], leaders in training programs must actively promote learning and skill development focusing on (a) job-specific needs, (b) competence as a holistic combination of knowledge, skills, and behaviors, and (c) inspiring competency growth among employees through leadership practices in training programs. Therefore, the value of training in an organization is not solely determined by the number of programs and activities offered but rather emphasizes the effectiveness of leadership practices in enhancing the motivation climate that can yield positive employee behaviors [8].

In training programs, leadership practices typically involve leader-directing and enhancing various leadership skills to improve job performance [9], [10], [11].

Firstly, both leaders and employees need to understand the objectives of the planned and implemented training. Secondly, leaders should provide guidance, learning, and practical support to facilitate trainee development, taking on various roles such as mentors, collaborators, and motivators. Thirdly, both leaders and employees should actively participate in both formal and informal mentoring activities. Fourthly, encouraging interaction between leaders and employees is essential because extensive learning is seen as a sociocultural experience that requires social interaction for effective professional development [12]. This approach is particularly crucial in the context of human relationships, self-awareness, problem-solving and decision-making, motivation, values, and effective program management in training [13], [14].Leadership practices in training programs typically employ two task styles: intangible support and tangible support [15], [16]. In training perspective, leadership practice refers to the leader that provides both intangible support (moral or emotional support) and tangible support (material or instrumental support) to trainees in guiding and improving their capabilities before, during, and after the training program [9], [15], [17]. In organizational training programs, the leader often provides intangible help in training activities through high encouragement and motivation, openness, attentively hearing and addressing concerns and showing empathy [15], [18]. Meanwhile, the leader usually provides tangible help through practical development training, material assistance (such as providing training guides, teaching-learning techniques, and preparing training locations), efficiently coordinating the training process, and designing a training program that is appropriate to the trainee's field of work. This type of support is interrelated and can help improve trainees' skills and knowledge, as well as build and maintain high competence [5], [15], [18], [19]. The objective of this training will be successfully achieved if the leaders are able and willing to plan and execute tasks correctly in the organization's training program [2], [4], [16]. Therefore, the latest research in leadership practice in training programs acknowledges that both intangible and tangible support is equally important and complementary in increasing positive trainee results, especially for the career development of trainees in the future.

Surprisingly, recent research on training management reveals that the connection between leadership practice in training programs can influence the motivational climate and skill development [20], [21], [22]. In the perspective of training management, the motivational climate is very useful for improving the learning process, learning the training framework, cooperation, and training guidance strategies to renew the latest skills, and showing interest in the training program implemented [1], [19], [23]. Trainees who are exposed to a balanced motivational climate environment usually have high motivation to allocate higher effort, are willing to work hard, have a tenacious attitude, and have the ability to handle tasks and able to play a responsible role in the organization [15], [24], [25]. Nevertheless, trainees with low motivation will try to take proactive actions to become successful trainees who are efficient and effective in managing and performing tasks. Meanwhile, skill development is defined as a cognitive process and the capacity of workers to handle and carry out tasks, with the aim of acquiring expertise and enhancing performance and potential within careers and organizations [26], [27]. Further research on leadership practices in training programs reveals that a balanced climate of motivation and skill development is an important outcome found in leadership practices in training programs and execution in any department. Though the nature of this affiliation has been broadly studied, the position of motivational climate as a mediating variable in the relationship is still less discussed in the area of organizational training [2], [9], [28].

Although extensive research has been conducted on the relationship between leadership practices in training programs, motivation climate, and skill development, the mediating effects of this relationship have been overlooked in the literature on organizational training management. Researchers in the field of training management have revealed that several factors contribute to this neglect [6], [20], [22].

Most past studies have primarily focused on explaining the nature of the motivation climate in terms of leadership practices in training programs, such as discussing concepts, definitions, objectives, types, and the importance of the motivation climate in organizational management [24], [25], [28]. Secondly, many literature reviews tend to assess the direct effect of variables by using Statistical Package for the Social Sciences (SPSS). For example, previous study evaluates the relationship between leadership practices in training programs and specific attributes of the motivation climate (such as self-confidence, commitment, and skill enhancement), examine the relationship between the motivation climate and skill development, including adapting technical skills, mastering competence, building task-related skills, and enhancing task performance [1], [20], [22]. The general findings of the study can be used, but the recommendations provided to practitioners for understanding various perspectives regarding the motivation climate in shaping and linking leadership practices in training programs and skill development are insufficient to achieve the organization's mission and vision.

Therefore, the situation is not entirely clear, and more empirical research is needed to understand how the motivation climate can influence leadership practices in training programs and skill development. Consequently, in this study, an attempt is made to bridge this knowledge gap. As a result, this situation encourages researchers to delve deeper into the existing literature on training management by assessing the mediating effects of the motivation climate on the relationship between leadership practices in training programs (intangible support and tangible support) and skill development.

2. Conceptual Framework and Hypothesis Development

This section discussed the literature review that will be used to develop the conceptual framework and research hypotheses.

2.1. Leadership Practice in Training Programs

The term leadership practice in training programs encompasses two crucial components, namely intangible support and tangible support [21], [29], [30]. In terms of intangible support is often understood as a leader willing to serve as a mentor and provide internal emotional support, including offering encouragement, practicing openness, showing consideration, providing information resources, and caring for employee well-being [21], [30]. On the other hand, tangible support is frequently interpreted as a leader's capability to demonstrate high commitment and attention by ensuring fair distribution of organizational resources to employees, providing appropriate rewards, allocating sufficient financial resources, offering comfortable training facilities, and adequate training equipment, creating a conducive atmosphere with comfortable climate and ventilation, maintaining up-to-date physical training facilities, establishing well-defined training objectives, training procedures, and systematic work techniques [27]. Recent studies on training management highlight the significance of leadership practice in training programs as a predictor variable for motivational climate and skill development [21], [27], [30].

2.2. Motivational Climate

The motivational climate is the psychological environment (the way of thinking, socializing and interacting with other individuals) that is created by the organization by designing training sessions that can provide benefits and feedback that will help to motivate employees in their work [17].

Most organizations believe that improved employee performance is a result contributed by the motivational climate through a leader's intangible and tangible support practice [22], [31]. Leaders and employees should prepare themselves to be more willing to provide a positive training environment (such as trying to instill good values, trying to study the content of the training program diligently to produce more learning about the latest knowledge, new talents and progressive skills task-related through training program activities) [21]. Leaders who can develop a positive environment when implementing training programs will be able to help employees to be more motivated to attend training programs and get benefits that are offered in training programs [1], [20], [22]. Most studies on management training found that motivational climate is a key intervening factor in the correlation between leadership practice in training programs and skill development.

2.3. Skill Development

Skills are often described as the process of thinking and the ability of workers to manage and execute tasks to master competence and enhance performance and potential in their careers and organizations [26], [27]. Most management scholars believe that skill development is crucial for improving valuable experiences and creating a proactive environment to assist employee in managing and completing daily operating tasks [26], [27]. It is important to include valuable experiences and a proactive environment in organizational training programs to help employees identify, manage, and complete tasks with the benefits of training [26], [27]. A leader's skill in organizing training programs that prioritize work methods, task-solving techniques, and strategies for mastering the latest skills, as well as procedures for applying those skills, can greatly enhance their abilities and help the organization achieve its goals more efficiently [26], [27]. Therefore, the efficiency of employees is evaluated based on their ability to apply all interests and benefits transferred in a task. Most recent studies on organizational training found that skill development is an important result of the relationship that exists between leadership practice in training programs and motivational climate.

2.4. Relationship Between Leadership Practice in Training Programs and Skill Development

The relationship between leadership practice in training programs and skill development is consistent with the concept of Social Exchange Theory [32].

This theory suggests that the quality of social relationships between employers and employees can be achieved through two forms of support: internal support (such as practicing socialization, building friendships, holding discussions, raising awareness, showing tolerance, practicing empathy, and sympathy) and external support such as offering special leave, affording bonuses, and training amenities) to encourage employees to exhibit positive behaviour in the workplace. In training management perspective, this idea explains that the concept of quality social relationships between employers and employees is normally translated as leadership practice in training programs. This theory has been discussed in many previous literatures. Most previous studies often analyze management training programs based on different samples such as perceptions. For example, a study conducted by Chatterjee *et al.,* [33] gathered data from 159 senior executives across various industries in India, while another study by Mohamad *et al.,* [21] surveyed the perceptions of 115 staff members in Malaysian government agencies. Additionally, Ismail *et al*., [17] conducted a survey of 300 employees in a medical line in Malaysia. The findings of these studies suggest that a leader's capability to support adequate training programs through intangible and tangible support can increase the development skills of employees in the organization. Therefore, the tested hypothesis is:

H1a: Intangible support has a positive relationship with skill development

H1b: Tangible support has a positive and significant relationship with skill development

2.5. Relationship Between Leadership Practice in Training Programs and Motivational Climate

The relationship between leadership practice in training programs and motivational climate is consistent with the concept of Transformational Leadership Theory [34]. This theory explains that charismatic and influential leaders can serve as good role models to increase the motivation of their followers. Additionally, Bass [34] highlighted the leader's ability to adopt positive attitudes, such as providing support, displaying high determination, working hard, caring, and giving fair encouragement will be able to generate positive motivational climate in their organization. The effectiveness of this theory has received strong support from several training management studies published in Western and Asian countries.

For example, 72 employees working in 10 teams at an international engineering, design, and advisory company in Sweden [20], 20 leaders and 323 employees and surveys were sent to leaders and employees before training, post-training, and 4 months after training [1]. Overall, this analysis confirms that leaders who provide both intangible and tangible support can enhance the motivation climate of employees (i.e., their interest in learning new knowledge and skills, and their effort to reap benefits from training sessions) [1], [20], [22]. Therefore, the hypothesis being tested is:

H1c: Intangible support has a positive and significant relationship with motivational climate

H1d: Tangible support has a positive and significant relationship with motivational climate

2.6. The Relationship Between Leadership Practice in Training Programs, Motivational Climate and Skill Development

The importance of human resources for achieving a sustained competitive advantage is increasingly being recognized through a motivational climate in training programs. The role of motivational climate in the relationship between leadership practice in training programs and skill development is consistent with the Adult Learning Theory [35]. This theory states that a positive environment in training programs implemented by organizations can be created through the desire of workers to learn and deepen their skills while the knowledge is built on the observation of individuals who have the ability to analyze information effectively and efficiently, which can encourage them to develop a positive attitude. The theory makes four assumptions: 1) adults need to know why they need to learn something; 2) adults need to learn experimentally, 3) adults need to see learning as problem-solving, and 4) effective adult learning contains useful titles and contents. While social cognitive theory by Bandura [36] is a widely accepted and empirically validated theory that explains the effectiveness of leadership practices in training programs. This theory states that job environment can influence the individual's own response. Numerous studies on training management literature have strongly validated the robustness of this theory. Previous studies have commonly examined the motivational climate by analyzing various samples such as perceptions. The study's findings confirm that a leader's ability to provide sufficient support through intangible and tangible means can improve the motivational climate of employees.

This, in turn, can have a positive impact on skill development [20], [21], [22]. Therefore, the hypothesis being tested is:

H2a: Motivational climate acts as a positive mediating variable between intangible support and skill development.

H2b: Motivational climate acts as a positive mediating variable between tangible support and skill development.

2.7. Leadership Practice in Training Programs Framework

A literature study has been used to build the framework of this study. Figure 1 shows the framework of the study. It explains that the effect of showing intangible support and tangible support on skill development is indirectly influenced by motivational climate.
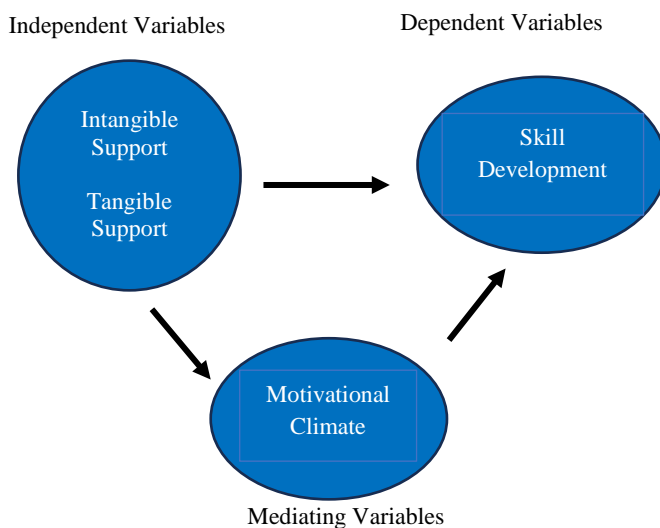

Figure 1. Leadership practice in training programs framework

3. Methodology

A literature review of training management, pilot studies, and questionnaires was applied as the main methodology in data collection. This approach helps the researcher obtain relevant data, increase data accuracy, achieve data quality and reduce bias [37], [38]. The initial step in the data collection procedure is the preparation of a draft questionnaire based on the literature review. After that, it was translated from English to the Malay language [39]. The purpose of carefully re-translating the questionnaire items from English to Malay is to create definitions that are more accurate and easily understood by the respondents.

To ensure that the definitions are reliable and authentic, the researcher enlisted the help of language lecturers in human resource development and management, specifically four lecturers at Universiti Kebangsaan in Malaysia. The translation technique was carried out to increase the level of authenticity and definition accuracy and to ensure that the items are suitable for further analysis without any doubts about their meaning. The researcher had conducted a pilot study to test the relevance of the items asked. Finally, the questionnaire items were carefully formatted and arranged for the study respondents to answer.

3.1. Measurement

The questionnaire used in the study has three main sections. The first section evaluates intangible support which is based on four modified items taken from organizational training management literature [40], [41], [42]. Second, tangible support which is based on six modified items taken from organizational training management literature [41], [42]. Third, section measures motivational climate, which is based on five modified items from literature on employee motivational in organizations [43]. Fourth, skill development which is based on five modified items taken from training transfer literature [41], [42]. The respondents rated each item on a scale ranging from one (strongly disagree/very dissatisfied) to seven (strongly agree/very satisfied). In addition, demographic items were included as control variables because the study aimed to investigate training management issues based on the perceptions of employees in general.

3.2. Sample of Study

The study group consists of employees currently serving in the support and professional service group at the Administrative Center in Malaysia. To collect the data, the researcher employed sampling techniques to distribute 600 survey questionnaires to employees in various departments. The questionnaires were distributed with the assistance of officers responsible for delivering them to their respective units and departments. The distribution rate took into account the organizational situation, procedures, and regulations, as well as the study's timeframe and objectives. Out of the 600 survey questionnaires distributed, only 502 valid questionnaires were returned to the researcher. The researcher could not employ random sampling techniques due to organizational policy. In this situation human resource management department could not provide a complete list of employees registered with the researcher.

Respondents were selected based on their willingness to participate and mutual consent between the organization and the employees. The response rate for the questionnaire was sufficient for the researcher to conduct data analysis using inferential statistics, as required [38], [37].

4. Findings

This section presented the results of the instrument validity and reliability analysis performed with SmartPLS software.

4.1. Validity and Reliability Analysis of Instrument

The assessment of validity and reliability of the instrument involved reflective and formative measurements using a two-stage analysis based on the hierarchical component model (HCM). Table 1 presents the findings of convergent validity measure by composite reliability, indicator loading, Average Variance Extracted (AVE) and Cronbach's Alpha. The composite reliability values reported were greater than 0.70, indicating that the items had achieved high internal consistency. Additionally, the indicator loading values reported were higher than 0.70, indicating that the items had met the criteria for high indicator reliability [44]. Meanwhile, the AVE values were higher than 0.50, indicating that the items had achieved the suggested level of convergent validity established by Hair *et al.*, [44].

Table 1. Assessment of reflective measurement model (stage one)

Construct/ Items	Composite Reliability	Indicator Loading	AVE	Cronbach's Alpha
Intangible Support				
MNS1	0.951	0.910	0.828	0.931
MNS2		0.930		
MNS3		0.887		
MNS4		0.914		
Tangible Support				
MNG1	0.965	0.886	0.807	0.956
MNG2		0.931		
MNG3		0.903		
MNG4		0.910		
MNG5		0.887		
MNG6		0.913		
Motivational Climate				
MTC1	0.954	0.905	0.819	0.940
MTC2		0.924		
MTC3		0.909		
MTC4		0.899		
MTC5		0.854		
Skill Development				
SKD1	0.957	0.924	0.817	0.944
SKD2		0.900		
SKD3		0.933		
SKD4		0.917		
SKD5		0.843		

The Fornell-Lacker analysis was used to conduct a discriminant validity analysis. Table 2 displays the square root of the average variance extracted (AVE) for each construct on the diagonal and the correlations between the constructs on the non-diagonal. The diagonal values are greater than the non-diagonal values, suggesting that the study constructs satisfy the discriminant validity requirements established by Fornell and Lacker [45].

Table 2. Discriminant validity based on Fornell-Lacker criteria (first stage)

Construct	1	2	3	4
1. Intangible Support	0.910			
2. Tangible Support	0.622	0.905		
3. Motivational Climate	0.520	0.507	0.899	
4. Skill Development	0.563	0.546	0.773	0.904

The heterotrait-monotrait ratio (HTMT) analysis was used to evaluate the discriminant validity. Table 3 presented the findings indicating that the values of the study constructs are less than 0.85, which suggests that they have met the criteria for discriminant validity [44].

Table 3. Discriminant validity test based on HTMT criteria (first stage)

Construct	1	2	3
1. Intangible Support			
2. Tangible Support	0.659		
3.Motivational Climate	0.555	0.534	
4. Skill Development	0.598	0.573	0.819

Table 4 displays variance inflation factor (VIF) values. The VIF values were less than 5.0, indicating that the sub-constructs used were free from serious collinearity issues [44].

Table 4. Variance inflation factor analysis

Construct	Variance Inflation Factor	
	Motivational Climate	Skill Development
1. Intangible Support	1.630	1.794
2. Tangible Support	1.630	1.764
3. Motivational Climate		1.482

The cross-loading analysis results are presented in Table 5. The findings reveal that the indicator values for each construct are higher than the indicator values for other constructs, suggesting that the items in the study have met the required level of discriminant validity.

Table 5. Cross loading

Items	Intangible Support	Tangible Support	Motivational Climate	Skill Development
MNS1	0.910	0.556	0.473	0.527
MNS2	0.930	0.584	0.472	0.493
MNS3	0.887	0.549	0.470	0.528
MNS4	0.914	0.575	0.476	0.499
MNG1	0.555	0.886	0.497	0.512
MNG2	0.590	0.931	0.449	0.516
MNG3	0.575	0.903	0.451	0.484
MNG4	0.556	0.910	0.494	0.484
MNG5	0.523	0.887	0.418	0.465
MNG6	0.575	0.913	0.439	0.503
MTC1	0.460	0.447	0.905	0.665
MTC2	0.471	0.442	0.924	0.705
MTC3	0.473	0.476	0.909	0.695
MTC4	0.482	0.470	0.899	0.728
MTC5	0.447	0.443	0.854	0.677
SKD1	0.550	0.525	0.711	0.924
SKD2	0.448	0.434	0.672	0.900
SKD3	0.493	0.486	0.689	0.933
SKD4	0.506	0.495	0.702	0.917
SKD5	0.538	0.522	0.717	0.843

Table 6 displays the results of the basic statistical analysis. The analysis reveals that the constructs of intangible support, tangible support, motivational climate, and skill development have achieved a high (5) to very high (6) level, as evidenced by the minimum values ranging from 5.522 to 8.370.

Table 6. Basic statistical test

Construct	Mean	Std. Deviation
1. Intangible Support	8.370	3.015
2. Tangible Support	5.522	0.930
3. Motivational Climate	5.888	0.757
4. Skill Development	5.804	0.779

4.2. Structural Model

Moreover, the R^2 value indicates that the motivational climate construct can account for 0.32% of the influence on intangible and tangible support, while the skill development construct can account for 0.64% of the influence on intangible and tangible support. These percentages are higher than the value of 0.26%, suggesting that the study's structural model has a strong impact [46]. Additionally, the effect size (f^2) test results reveal five key findings. Firstly, the relationship between intangible support and motivational climate has an f^2 value of 0.101, which is less than 0.15 [46].

This outcome suggests that intangible support has a small effect size on motivational climate. Secondly, the relationship between tangible support and motivational climate has an f^2 value of 0.082, which is less than 0.15 [46]. This finding indicates that tangible support has a small effect size on motivational climate. Thirdly, the relationship between intangible support and skill development has an f^2 value of 0.038, which is less than 0.02 [46]. This outcome indicates that intangible support has a small effect size on skill development. Fourthly, the relationship between tangible support and skill development has an f^2 value of 0.028, which is less than 0.02 [46]. This result suggests that tangible support has a small effect size on skill development. Finally, the relationship between motivational climate and skill development has an f^2 value of 0.740, which is higher than 0.35 [46]. This finding suggests that the motivational climate has a large effect size on skill development.

Table 7 displays the results of hypothesis testing for H1a, H1b, H1c, H1d, H1e, and H1f, conducted using the SmartPLS software. This analysis found six significant findings. Firstly, intangible support has a significant and positive correlation with motivational climate (β = 0.333; t = 6.658). Secondly, intangible support has a significant and positive correlation with skill development (β = 0.155; t = 3.414). Thirdly, tangible support has a significant and positive correlation with motivational climate (β = 0.300; t = 5.781). Fourthly, tangible support has a significant and positive correlation with skill development (β = 0.133; t = 2.774). These results indicate that intangible support and tangible support are important predictors of motivation climate and skill development.

Table 7. Direct hypothesis testing H1a, H1b, H1c and H1d

	Hypothesis	B Value	T Value	Result
H1a	Intangible Support -> Motivational Climate	0.333	6.658	Accepted
H1b	Intangible Support -> Skill Development	0.155	3.414	Accepted
H1c	Tangible Support -> Motivational Climate	0.300	5.781	Accepted
H1d	Tangible Support -> Skill Development	0.133	2.774	Accepted

Table 8 presents the findings of the hypothesis analysis H2a and H2b using SmartPLS software. Firstly, the relationship between intangible support, motivational climate, and skill development is positive and significant (β = 0.208; t = 5.503).

Secondly, the relationship between tangible support, motivational climate, and skill development is positive and significant ($\beta = 0.188$; t = 5.298). These findings confirm that the motivation climate plays a crucial role as a partial mediator in the relationship between leadership practice in training programs (intangible support, tangible support) and skill development.

Table 8. Direct hypothesis testing H2a and H2

	Hypothesis	B Value	T Value	Result
H2a	Intangible Support -> Motivational Climate -> Skill Development	0.208	5.503	Accepted
H2b	Tangible Support -> Motivational Climate -> Skill Development	0.188	5.298	Accepted

Table 9 presents the results of the importance-performance map analysis (IPMA). The findings reveal that motivational climate is the most important factor, with an importance value of 0.640, and has the highest performance value of 81.491. Conversely, tangible support has the lowest importance value of 0.268 and the lowest performance value of 75.338. As a result, enhancing tangible support should be a priority to improve effective leadership practices in training programs within the organization.

Table 9. The findings of the importance-performance map analysis (IPMA)

Constructs	Skill Development	
	Important (Total of Effect)	Performance (Total of Indexs)
1. Intangible Support	0.303	77.280
2. Tangible Support	0.268	75.338
3. Motivational Climate	0.640	81.491

5. Discussion

The research results indicate that the motivational climate plays a critical role as a mediating variable between leadership practice in training programs and development skills. Most participants believe that leadership practices in training programs, motivation climate, and skill development are at a high level. This situation indicates that leaders' ability to provide both intangible and tangible support in training programs can enhance the motivation climate among employees in the organization.

As a result, this positive situation can enhance skill development of employees' in the respective organization.

This research offers theoretical, methodological, and practical contributions. In terms of theoretical input, the research demonstrates that the relationship between leadership practices in training programs and motivation climate enhances skill development. These findings align with the concept of adult learning theory [35], which suggests that a leader's ability to provide adequate leadership practices in training programs through intangible support (i.e., advice, encouragement, concern, tolerance, and showing interest, tolerance) and tangible support (i.e., providing training information, facilities, and creating a conducive training environment) will greatly encourage an employee's motivation climate (i.e., new knowledge, current skills, up-to-date cognitive and affective abilities, positive attitudes, and other abilities) in training programs. Thus, this action may enhance skill development in their organization. The results are consistent with studies [20], [21], [22]. This study shows that leaders who are willing to practice both intangible and tangible support, such as concern, encouragement, motivation, guidance, constructive advice, and financial provisions, can help employees in the organization better understand the learning of attending recommended training programs [20], [21], [22]. As a result, leaders who have the capacity to deliver both of these training leadership practices can significantly contribute to the skill development of employees within the organization.

In terms of practical implications, this study provides essential guidelines to help organizations achieve effective training program development. Based on the IPMA analysis in Table 9, tangible support should be taken seriously to assist practitioners in improving training management in the workplace. Some improvements that need to be implemented include: first, leader should prioritize the emotional well-being of trainees by practicing open communication, encouraging their attendance, and emphasizing the benefits of the training program. Secondly, leader should recognize how emotions and planned actions can positively influence trainees and help them maintain focus during the training program. Thirdly, efforts should be made to enhance the development of trainees' emotional intelligence skills, enabling them to better manage and execute tasks. This will result in improved interaction between leader and trainees, leading to enhanced customer service. Fourthly, conducting tests to measure emotional intelligence (EQ) and utilizing training learning platforms can provide valuable insights into each employee.

The test results will offer a framework and detailed information about employees' strengths and weaknesses. Fifth, the program's special guidance for low-performing trainees needs to be prepared to strengthen cognitive and affective behavior (e.g., fostering trainees' positive trust in leader and creating strong relationships between leader and trainees). This socio-motivational aspect can enhance and maintain a higher organizational environment. These suggestions are crucial to consider for establishing sustainability in training program development and achieving organizational goals in an increasingly competitive global economy. Future research on best practices in continuous leadership practices within the training program system should consider motivation climate as a vital aspect of training programs. This research further suggests that a leader's ability to provide appropriate intangible and tangible support in organizations significantly enhances the motivation climate, (such as contributions to professional development, and adoption of new task approaches). As a result, these positive outcomes can contribute to the skill development growth and sustainability of organizations operating in the unpredictable global economy.

6. Limitations and Future Directions

Several limitations were encountered in this study. The cross-sectional study design can only provide an overview of the study respondents' perception of the relationship patterns between variables such as dependent variables (leadership practice in training programs), mediating variables (motivational climate), and independent variables (skill development). Second, this study did not measure specific aspects of the study variables in detail. Third, the structural equation modeling techniques were used to determine the extent to which indicators could measure each construct. However, this approach only tested the direct effects model and mediating variables, which may limit the generalizability of findings to a larger population. Fourth, the study sample consisted of only 502 employees in the Administrative Centre in Malaysia. Finally, the purposive sampling technique used for data collection could not prevent potential bias from participants. As a result, these limitations of the study potentially restrict the generalizability of findings to organizations with diverse backgrounds and patterns.

The research should consider some enhancement to increase the results of potential researches. Firstly, it is important to prioritize the demographic characteristics of the respondents when testing direct and mediation research models to evaluate the similarities and differences in how respondents react to the relationship between study variables, it is necessary to compare them. Additionally, it is proper to use the longitudinal method as the most effective means of exploring the nature of leadership practice in training programs. It is also necessary to test the research model in both public and private sectors, including government agencies, private organizations, and statutory bodies. Additionally, the dimensions of the mediating variable (motivational climate) should be explored, such as self-efficacy. By giving proper emphasis to these recommendations, the findings of future studies can be improved, leading to more robust research.

7. Conclusion

This study tested the conceptual framework developed based on the training management literature. The results from SmartPLS confirm that motivation climate plays a crucial role as a mediating variable between leadership practices in training programs and skill development. Several articles on organizational training management support this finding. This study contributes to extensive research on training management conducted in Western and Asian countries. It emphasizes that a leader's ability to provide intangible and tangible support in training programs can enhance the motivation climate within the studied organization. Furthermore, this situation can help improve employee skill development in the future.

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