

The Impact of Trainee Characteristics and Work Environmental Factors on Motivation to Learn

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ABSTRACT

This article examines the impact of two trainee characteristics (self-efficacy and career commitment) and four work environmental factors (supervisory support, opportunity to perform, accountability and awareness of strategic linkages) on motivation to learn. Data was collected from 152 officers of the Sri Lanka Administrative service who participated in a capacity building training program. The Structural Equation Modeling technique was used to test the hypotheses. The findings revealed that trainees' self-efficacy and awareness of strategic linkages have a significant impact on the motivation to learn. Contrary to expectation, career commitment, supervisory support, accountability and opportunity to perform did not significantly influence the motivation to learn. The implications of the results and limitations of the study are also noted, along with suggestions.

Keywords: Training, Trainee characteristics, work environmental factors, motivation to learn

INTRODUCTION

Nations in the world struggle to modernize and reorganize the machinery of their governments, especially civil administration, to attain the well-being of the people (Commonwealth Secretariat, 2002). As a result, many governments in the world have introduced new public management practices and accepted that enhancement of competencies of the staff is critical when implementing these practices. Human capital development is considered a key area to enhance strategic initiatives of any organization (Cheng and Hampson, 2008). Thus, the public sector also spends an immense amount of money, time and effort on staff training (Commonwealth secretariat, 2002). In this respect, it is important to ensure that this public investment gives adequate returns. Past researchers have highlighted that competencies acquired through training are of little value if positive behavioral changes do not occur, and if they are not utilized on the job setting (Grossman and Salas, 2011; Velda et.al, 2007). As a result, scholars have empirically and theoretically examined the training transfer process and its consequences.

Baldwin and Ford (1988) have developed a framework to describe the training transfer process, which is considered the basis for the training transfer process. It can be observed that many scholars have followed the findings of the above studies and introduced training transfer models of their own, including new variables and highlighting relationships among the variables differently. For example, some researchers incorporate training motivation as a key determinant of training effectiveness (Holton, 1996; Kontoghiorghes, 2002; Nikandrou et.al, 2009) and suggest that creating a sense of optimism and capitalizing on motivational variables in training can enhance transfer of training (Gegenfurtner, 2009; Holton, 1996). However, some scholars state that there is a relative paucity of research on the role of motivation in the training transfer process (Liebermann and Hoffmann, 2008). Furthermore,

studies that examine the impact or influence of trainee characteristics and work environmental factors on motivation to learn are limited. Moreover, much of the literature on transfer of training is from the perspectives of Western countries (Donavan and Darcy, 2011). Nevertheless, in the Asian context, some empirical research has been conducted from a public sector perspective. This study was therefore designed to fill the above research gap. More specifically, the objective of this study is to identify the impact of trainee characteristics and work environmental factors on motivation to learn by examining the capacity building training (CBT) program provided to the Sri Lanka Administrative Service (SLAS) Class 111 officers.

LITERATURE REVIEW

Motivation to Learn

Motivation to learn refers to the trainees' specific desire or intention to learn the content of a training program (Al-Esia et.al, 2009; Burke and Hutchins, 2007). Motivation to learn has been found to be influenced by individual characteristics (Mathieu, et. al 1993; Grossman and Salas, 2011) and work environmental factors (Chiaburu and Tekleab, 2005).

Trainee Characteristics

The role of individual trainees is critical in the training transfer process and understanding the role of trainees will help to find suitable strategies to improve transfer of training. There are several trainee characteristics that affect the motivation to learn. Some of these characteristics include ability, personality attributes, self-efficacy, work related attitudes and motivation (Burke and Hutchins, 2007; Elangovan and Karakowsky, 1999). This research focuses only on two trainee characteristics, self-efficacy and career commitment.

Self-Efficacy and Motivation to Learn

Self-efficacy is defined as a trainee's judgment about his/her ability to meet training requirements and master the program content (Gist et.al. 1991; Tziner et.al, 2007). The higher the trainee's Self-efficacy, the more likely it is that he/she would successfully acquire the target knowledge and skills and apply the learned skills. The influence of Self-efficacy on motivation to learn has been strongly supported (Al-Esia et.al, 2009; Chiaburu and Marinova, 2005; Colquitt et.al, 2000; Tracey et.al, 2001). Moreover, a number of studies indicate that trainees who lack sufficient Self-efficacy will put in less effort to learn and for transfer of training, since it plays a motivational role and affects the amount of effort applied to task performance (Tziner et.al, 2007). Based on this theoretical and empirical support, the present study hypothesized that

H1: Self-efficacy positively relates to motivation to learn

Career Commitment and Motivation to Learn

Career commitment refers to the "employee's attitude towards his or her vocation, including a profession" (Balu, 1985) or the "employee's motivation to work in a chosen vocation" (Hall, 1971). In general, career commitment involves development of career goals and willingness to put effort, energy and time to pursuing career goals (Colarelli and Bishop, 1990). Aryee and Tan (1992) argue that employees with high levels of career commitment may make significant investments in their careers. A similar view is presented by Cheng and Ho (2001) which indicates that trainees with a high career commitment are likely to exercise greater effort towards learning the training program with the intention of improving their job performance, suggesting that career commitment is positively related to learning motivation.

Many scholars argue that job security cannot be guaranteed in a turbulent environment, if employees are not employable. Therefore, employees need to continuously enhance required competencies through commitment to their career. Cheng and Ho (2001) found that career commitment was positively related to motivation to learn and motivation to transfer. Though the empirical evidence between motivation to learn and career commitment is minimal, based on the foregoing discussion it can be hypothesized that

H2: Career commitment is a significant determinant of motivation to learn.

Work Environmental Factors and Motivation to Learn

It is widely accepted that trainees' work environment affects their motivation to learn and motivation to transfer (Cromwell and Kolb, 2004; Lim and Morris, 2006). Work environment refers to the current perception of employees, and observable nature of personal relationships that affect the accomplishment of work within a particular organization (Lim and Morris, 2006). Scholars have indicated various factors in the work environment that affect the motivation to learn. Some of them are supervisory support, peer support, opportunity to perform, awareness of strategic linkages, accountability and transfer climate (Burke and Hutchins, 2007; Lim and Morris, 2006). The current study selected four factors which may be highly significant in a government executive work environment, namely, supervisory support, opportunity to perform, accountability, and awareness of strategic linkages. However, the impact of supervisory support and opportunity to perform on motivation to learn has been extensively studied, whereas the influence of accountability and awareness of strategic linkages have not been adequately examined (Burke and Hutchins, 2007).

Supervisory Support and Motivation to Learn

Supervisory support refers to the perceived support that a trainee receives from his or her immediate supervisor before and after training (Lim and Johnson, 2002). Supervisory support to the trainees takes different forms, such as encouraging participation in training, assisting to apply by changing the work environment, giving guidance, delegating more autonomy, assigning new tasks, and reinforcing positively (Grossman and Salas, 2011; Tracey and Tews, 2005). The literature reveals that supervisory support influences subordinates' training motivation (Al-Eisa et.al, 2009; Clarke, 2002; Lim and Johnson, 2002; Seylar et.al, 1998) and the level of Self-efficacy of trainees (Al-Eisa et.al, 2009) because it positively impacts on the trainees' expectancies and instrumentalities (Chiaburu and Tekleab, 2005). It is highly likely that the immediate superiors discuss the relevance of training for competence acquisition and career development and provide support for participation. Conversely, some researchers have found a negative relationship between supervisory support and training motivation (Nijman et.al. 2006). Chiaburu and Marinova (2005) conclude that no relationship exists between supervisory support either with pre training motivation or skill transfer.

Based on the foregoing discussion, H3 is formulated as follows.

H3: Supervisory support positively influences motivation to learn

Opportunity to perform and Motivation to Learn

Opportunity to perform refers to the extent to which a trainee is provided with or actively obtains work experiences relevant to the tasks for which he or she was trained (Ford et.al, 1992). The common notion is that if trainees perceived ample opportunities in their working environment he/she will be motivated to learn and motivated to transfer it to work. Researchers constantly indicate that the lack of opportunities leads to low performance and is a barrier to effective transfer (Burke and Hutchins, 2007; Clarke, 2002). Cromwell and Kolb

(2004) reveal that lack of time is a significant barrier for training transfer and proposed that managers modify the work load if the training required them to use their new competencies. Seyler et.al (1998) found a significant positive correlation between opportunity to perform and motivation to transfer. Even though there is a dearth of empirical research findings on opportunity to perform and motivation to learn in public sector organizations, the fourth hypothesis was formulated based on the above discussion as follows.

H4: Opportunity to perform has a positive impact on motivation to learn

Awareness of Strategic Linkage and Motivation to Learn

Awareness of strategic linkage refers to the trainees' perception of the extent to which the training program is aligned with the strategic goals of the organization. In general, trainees who perceived that strategies and the organization or departmental objectives are linked to the training are more likely to be motivated to learn and to transfer learning to the job. Burke and Hutchins (2007) mention the minimal amount of empirical research done on the relationship between awareness of the strategy and training transfer process. Montesino (2002) found that the group of trainees, who reported that their training usage was very high, perceived a relatively higher degree of significant alignment between the training program and the strategic direction of the organization, than those who reported their training usage to be very low. As a basic requirement of new public management practices, strategic planning is essential for government sector organizations. On this premise, it is necessary to examine the trainees' level of awareness of the strategic directions of the respective institutions and its impact on motivation to learn. Therefore, it is hypothesized that 'awareness of strategic linkage positively relates to motivation to learn' (H5)

H5: Awareness of strategic linkage positively relates to motivation to learn

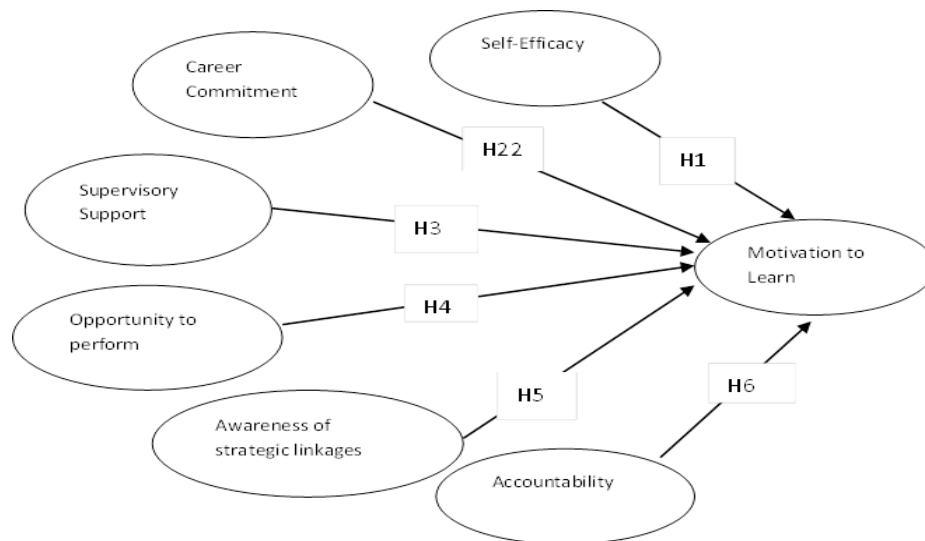


Figure 1. Proposed Model for the Study

Accountability and Motivation to Learn

Accountability refers to the degree to which the organization, culture, and/ or management expect the trainees to use knowledge and skills gained through training on the job and hold them responsible for doing so (Brinkerhoff and Montesino, 1995; Kontoghiorghes, 2002). Burke and Saks (2009) argue that research and practice on training transfer have much to gain by focusing more on accountability of training as a key factor for improving training transfer. Further, they recommend that organizations conduct training transfer accountability

audits and communicate expected behaviors to each of the stake holders and then relate outcomes to the performance reviews, rewards and sanctions. As Schlenker (1997) states, if a trainee is viewed as accountable for certain behaviors or performance, it would connect to his/her actions as a psychological adhesive and enhance the feeling of obligation to fulfill it. In general, if trainees perceived that the organization expects them to be accountable to apply new competencies after training; they will be motivated to learn. Accordingly, the sixth hypothesis is formulated as accountability has a positive impact on motivation to learn.

H6: Accountability has a positive impact on motivation to learn

RESEARCH METHODOLOGY

Sample and the Procedure

A sample of SLAS Class 111 officers who participated in the capacity building training program conducted by the Sri Lanka Institute of Development Administration (the government institute established to enhance the capacity of administrative officers in Sri Lanka) during 2011 and 2012 was drawn for the study. The program, of which the duration was around 29 working days, included approximately 63 hours of sessions. 115 questionnaires were administered to the participants of the 2012 batch at the end of the training program and 100 completed questionnaires were usable. Furthermore, 116 questionnaires were mailed to the participants of the 2011 batch, out of which 52 usable questionnaires were received. Altogether, 152 questionnaires were used for the final analysis. The sample profile included an equal number of male and female respondents 82% were married, 96% were between 31 and 40 years of old, 48% had completed post graduate degrees, 20% held post graduate diplomas and the rest possessed a bachelor's degree, 2 % had more than 10 years' experience in the SLAS, 78% had 6 to 10 years' experience, while 20% had less than 5 years' experience.

Measures

Self-efficacy

This construct was measured by six indicators, out of which three were directly derived from Machin and Fogarty (2004) and the rest were developed by the authors based on the previous literature. A sample item is "I am confident that I can perform satisfactorily during the training".

Career Commitment

Six items developed by Balu in 1985, and further validated by Carson and Bedeian (1994) were employed to tap career commitment. A sample item is "This line of work/ career field has a great deal of personal meaning to me".

Supervisory Support

This construct was captured through six items. Out of these, four items were slightly modified versions of the originals by Al-Eisa et al (2009), Xiao (1996), and Chiaburu and Tekalab (2005). A sample item is "My supervisor encourages me to attend this training program".

Opportunity to Use

Four items based on the study of Ford et.al (1992) were developed to capture the domain of opportunity to Use. A sample item is "I will have an opportunity to perform the skills that I have learned in the training".

Awareness of Strategic Linkages

This construct was measured using four items developed by Montesino (2002) with a few modifications. A sample item is “I am aware of the mission, strategic goals and strategic direction of the organization”.

Accountability

Five items based on the work of Burke and Saks (2009) were employed to measure Accountability construct. A sample item is” I am aware of the organization’s expectations from this training program”.

Motivation to Learn

To measure motivation to learn, five items were employed. Four items were slightly modified versions of Al-Eisa et al, (2009). A sample item is “I was very much excited about attending this training program”.

Perceptual evaluation of the respondents on the above items was taken by using a five point Likert scale (1= strongly disagree; 2= disagree; 3= neither agree nor disagree; 4= agree; 5= strongly agree).

Validation of Measurement Properties

A pilot study with a sample of 46 elements was carried out to validate and refine the questionnaire before it was administered in the main survey. Measurement properties such as reliability, convergent and discriminant validity were examined. The results of the respective tests are given in Table I.

Reliability

Reliability of the instrument was examined through evaluating the internal consistency among the indicators. The data in Table 1 clearly shows that all the constructs exceed the standard value of Cronbach’s alpha of 0.7 ensuring the internal consistency among the items.

Convergent Validity

Factor analysis was performed to examine whether the items converged on the respective constructs. The selected indices of factor analysis are given in Table I. Originally, thirty six items were developed for capturing the constructs of the study and nine items that were poorly loaded were deleted based on the results of the exploratory factor analysis (Table 1). The refined questionnaire was administered for the main survey.

The Kaiser-Meyer- Olkin (KMO) measure of sampling adequacy was used to examine the appropriateness of the factor analysis. All the KMO values were found to be over 0.5, indicating the sampling adequacy (Malhotra, 1993). Bartlett’s test of sphericity was performed to examine whether the indicators of the respective constructs are correlated in the population (Hair et al, 1998). All the Chi square values of the Bartlett’s test are significant at alpha = 0.05 level, suggesting that each indicator is highly correlated with the other indicators (Malhotra, 1993). In addition, the average variance extracted (AVE), and the composite reliability for each construct was examined. All AVE values exceed the standard value of 0.5 while all composite reliability values exceed the standard value of 0.7. The results of these tests ensure convergent validity.

Table 1. Summary Results of the Pilot Test

<i>Construct</i>	<i>Original Items</i>	<i>No. of deleted Items</i>	<i>AVE</i>	<i>Cronbatch alpha</i>	<i>KMO</i>	<i>Composite Reliability</i>
Self-efficacy(SE)	6	3	6.524	0.731	0.628	0.848
Career commitment(CC)	6	3	6.386	0.711	0.638	0.839
Supervisory support (SS)	6	0	0.723	0.919	0.849	0.939
Opportunity to use (OP)	4	1	0.547	0.711	0.611	0.881
Awareness of strategic linkages (STL)	4	0	0.643	0.809	0.633	0.878
Accountability (ACC)	5	1	0.619	0.793	0.716	0.864
Motivation to learn (ML)	5	1	0.681	0.778	0.707	0.865

Statistical Method

Structural equation modeling (SEM) was used to test the hypotheses of the study because recently SEM has been extensively used for model testing and it is an extension of multiple regression analysis and factor analysis (Hair et.al, 1998). Even though SEM is more suitable for large samples, Iacobucci (2010) has mentioned that if the variables are reliable, and the model not overly complex, a sample size of 150 will usually be sufficient for a convergent and proper solution. SEM includes two steps: validating the measurement model by conducting confirmatory factor analysis (CFA) and fitting structural model (Hair et.al, 1996).

Measurement Models

The data collected through the refined questionnaire was used for validating the measurement model through confirmatory factor analysis (CFA) using the Amos 21 software package. Commonly used fit indices such as relative chi-square, goodness of fit index (GFI), adjusted goodness of fit index (AGFI), comparative fit index (CFI), Tucker Lewis index (TLI) and root mean square error of approximation (RMSEA) (Hair, et.al, 1998) were estimated for validating the measurement model. Results of the final measurement models are recorded in table 2.

Table 2. Goodness of Fit Indices of Each Measurement Model

<i>Variable</i>	<i>Chi square/df</i>	<i>GFI</i>	<i>AGFI</i>	<i>CFI</i>	<i>TLI</i>	<i>RMSEA</i>
Self-efficacy	1.01	0.998	0.986	0.990	0.999	0.001
Career commitment	1.02	0.999	0.994	0.990	0.999	0.001
Supervisory support	1.915	0.959	0.913	0.980	0.970	0.078
Opportunity to perform	1.100	0.995	0.971	0.999	0.996	0.026
Awareness of strategic linkage	1.22	0.992	0.960	0.997	0.992	0.038
Accountability	1.232	0.995	0.968	0.998	0.994	0.039
Motivation to Learn	1.393	0.996	0.996	0.987	0.998	0.001
Accepted standard	1 to 3	≥ 0.9	≥ 0.9	≥ 0.9	≥ 0.9	≤ 0.06

Goodness of fit indices in table 2 reveal that all fit indices exceed the acceptable limits, suggesting a satisfactory overall fit of the measurement models. Standard estimates, standard errors and critical ratios were examined for each measurement model, and the results revealed that standard estimates of all the items are above 0.5, indicating good convergent validity (Bagozzi and Yi, 1988). Further, all items were statistically significant with critical ratio values exceeding 1.96, suggesting the uni-dimensionality of the measurement models. Furthermore, discriminant validity was established by comparing the square of paired correlation values of each and every construct with respective AVE values of the constructs. Each AVE value was greater than the squared paired correlation ensuring discriminant validity.

Structural Model

Measurement models on each construct were used to develop a structural model which examines the impact of six exogenous variables: Self-efficacy, career commitment, supervisory support, opportunity to perform, awareness of strategic linkages and accountability, on an endogenous variable, motivation to learn. Fit indices of initial structural model were below the threshold values. Thus, it was re estimated to improve the model fit by removing some items as suggested by modification indices. Fit indices of the initial and re-estimated structural model are recorded in table 3. Figure 2 depicts the re-estimated structural model.

Table 3. Fit indices of Initial and Re-estimated Structural Model

	<i>Chi square/df</i>	<i>GFI</i>	<i>AGFI</i>	<i>CFI</i>	<i>TLI</i>	<i>RMSEA</i>
Initial Model	1.713	0.811	0.764	0.838	0.831	0.069
Re Estimated Model	1.033	0.910	0.873*	0.995	0.993	0.015

AGFI>0.85 marginal fit (Hair et.al, 1996)

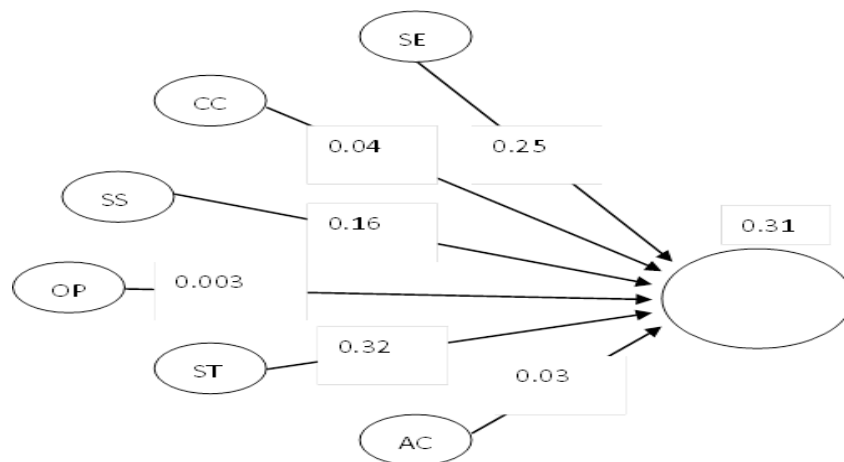


Figure 2. Re-estimated Structural Model

R² of the re estimated model is 0.31, suggesting that the model explains 31% of the variance on motivation to learn.

Estimates, critical ratios and standard errors of the structural paths of the model are recorded in table 4. The results indicate that Self-efficacy has a positive impact on motivation to learn (St. estimate = 0.249, Critical ratio = 2.124, p < 0.05), supporting H1 of the study. Hypothesis 2 stated that career commitment is a significant determinant of motivation to learn. The

results did not support H2 (St. estimate = 0.041, Critical ratio = 0.318, $p > 0.05$), thus career commitment does not seem to have an impact on motivation to learn. Similarly, empirical evidences does not support H3 (St. estimate = 0.156, Critical ratio = 1.516, $p > 0.05$) or H4 (St. estimate = 0.003, Critical ratio = 0.026, $p > 0.05$) of the study. However, the data supports H5, which claims that awareness of strategic linkages has a significant influence on motivation to learn (St. estimate = 0.315, Critical ratio = 2.536, $p < 0.05$). Conversely, H6, which claims that accountability has a significant influence on motivation to learn, was not empirically supported (St. estimate = 0.03, Critical ratio = 0.359, $p > 0.05$).

Table 4. Estimates, Critical Ratios and Regression Weights

<i>Structural Paths</i>			<i>Un St.Est.</i>	<i>S.E.</i>	<i>C.R.</i>	<i>P</i>	<i>St. Est.</i>
H1: ML	<---	SE	0.460	0.217	2.124	0.034	0.249
H2: ML	<---	CC	0.04	0.135	0.318	0.751	0.041
H3: ML	<---	SS	0.129	0.085	1.516	0.130	0.156
H4: ML	<---	OP	0.003	0.115	0.026	0.979	0.003
H5: ML	<---	STL	0.342	0.135	2.536	0.011	0.315
H6: ML	<---	ACC	0.027	0.076	0.359	0.720	0.030

P<0.05

DISCUSSION

One of the arguments of this study is that Self-efficacy has a high degree of positive influence on motivation to learn. The result of testing H1 disclosed that a significant and positive relationship exists between Self-efficacy and motivation to learn. Thus, the finding suggested that Self-efficacy is an important determinant of motivation to learn. This result confirmed the findings of Al-Eisa et.al (2009), Colquitt et.al (2000), Machin and Fogarty (2004), Quinones (1995) and Tracey et.al (2001). However, all of these studies have taken the samples from private sector organizations, while the sample of the current study is from the public sector. Thus, further inquiries in the public sector are needed to confirm this result.

The finding that emerged from the second hypothesis of the present study is inconsistent with the findings of some scholars. For example, Cheng and Ho, (2001) have examined the influence of job and career attitudes (career commitment and job involvement) on motivation to learn and found that career commitment had a significant positive relationship with motivation to learn, while job involvement did not have a significant relationship with motivation to learn. Madagamage (2013) examined the influence of career commitment on motivation to learn and motivation to transfer of MBA students in Sri Lanka and found that career commitment significantly influenced their motivation to learn. It is noted that both of the above studies were carried out in private sector organizations. Facticeau and his colleagues (1995), who conducted a study on a large sample from a public sector organization, concluded that career planning is not significantly correlated with pre training motivation. Therefore, possible explanations for this unexpected result could be their being assured of job security (since the trainees' jobs are already confirmed) and the lack of relationship between level of performance and career progress.

Results of testing H3 are also inconsistent with the previous empirical findings of Al-Eisa et.al (2008), Chiaburu and Tekleab (2005) and Chiaburu et.al (2010). However, Chiaburu and Marinova (2005) disclosed that supervisory support has no considerable influence on motivation to learn. The study of Facticeau et.al (1995) in the public sector organizations also claims that supervisory support has no considerable influence on motivation to learn. The possible explanation for this may be that government sector executives depend less on their supervisors, are more independent, have no formal mentoring and coaching systems and primarily engage in policy implementation. It could also reflect a general organizational culture where supervisors may feel that providing encouragement or advice for executives is not necessary.

This study discloses that the impact of awareness of strategic linkages on motivation to learn is statistically significant. Thus, the finding of this empirical study gives new insight to academics and practitioners. The possible reason for the high statistical significance may be that SLAS Class 111 officers are the decision makers at Divisional Secretariat, Secretarial, Provincial and Ministry levels. Thus, the prior understanding of the officers on the linkages between strategic plans of their respective organizations and the competencies that can be achieved from capacity building training programs enhance the motivation to learn and motivation to transfer skills. Data do not support H4 and H6, suggesting that opportunity to perform and accountability do not significantly influence the SLAS officers to learn the capacity building training program. The reasons for not being accountable for motivation to learn may be the trainees' perceptions that they do not have any legal binding to learn and the public sector organizations do not have any mechanism to examine the progress of learning of the participants.

THEORETICAL AND PRACTICAL IMPLICATIONS

The findings have both managerial and theoretical implications. Firstly, two work environmental factors examined in this study have not been previously extensively researched. One of these factors, awareness of strategic linkages, shows a significant relationship with motivation to learn. Thus, future research can examine this factor for further validation. Secondly, many previous studies on transfer of training have been conducted in Western countries and in private sector organizations. Thus, the findings of this study help to understand factors that influence motivation to learn in a different context, especially in the government sector.

This study offers practical suggestions on how to optimize motivation to learn, which leads to better training transfer. One practical implication of this study is that HRD managers need to design their training interventions in a manner that increases Self-efficacy to enhance motivation to learn and training performance. For example, training should be linked to promotion and increments. Moreover, employees must be encouraged and facilitated to participate in training by stressing the relevance and the importance of training to fulfill their strategic role. Another practical implication is that HRD managers need to examine the reason for non-significant relationship between career commitment and motivation to learn, and take necessary remedial strategies accordingly to ensure the returns on investment on management development. At present, no mechanism (e.g post training reports, interviews, certain prescribed standards) operates in some of the public sector organizations to hold trainees effectively accountable for after training outcomes. It is essential to build a mechanism to hold trainees accountable for motivation to learn and training transfer as suggested by Burke and Saks (2009).

LIMITATIONS AND DIRECTIONS FOR FUTURE RESEARCH

Several limitations of this study should be noted. Firstly, all the variables examined were measured by self-reported data and data were collected through a cross sectional design. Some scholars have mentioned that gathering data from multiple sources may be more accurate and that measuring attitudes through a longitudinal design might be more appropriate (Cromwell and Kolb, 2004). Secondly, the study enumerated only a sample of 152 elements. However, as far as the generalizability is concerned, using a larger and more diverse sample could enable extending the results more confidently. Thirdly, the theoretical and empirical effort of this study is limited to examine only the influence of two trainee characteristics and four work environmental factors on motivation to learn. Many other variables related to trainee characteristics, work environment and training design were ignored when examining the proposed model. Future research should be conducted to address these gaps, taking the limitations mentioned herein into account.

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