



# The Role of Leader Psychological Support in Enhancing Technical Skill Transfer: Examining the Mediating Effect of Task Motivation

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## ABSTRACT

This study investigates the relationship between leader psychological support, task motivation, and technical skill transfer using a mediation model grounded in empirical research. A quantitative research design was employed, with data collected through a self-administered questionnaire distributed to 210 workforce in Malaysia government organization. The hypotheses were tested using partial least squares structural equation modeling (PLS-SEM), which allowed for the evaluation of both measurement and structural models. The results revealed that leader psychological support and task motivation significantly and positively influence technical skill transfer, underscoring the pivotal role of leader psychological support in fostering task motivation and, consequently, enhancing technical skill transfer. These findings highlight the importance of organizational strategies that strengthen leader psychological support as a means of cultivating a motivated workforce capable of effectively applying newly acquired skills. In addition, the study offers valuable insights for practitioners by providing a framework to better understand the interplay between leader psychological support and task motivation in driving successful technical skill transfer.

**Keywords:** Leader Psychological Support, Task Motivation, Technical Skill Transfer

**JEL Classifications:** M0, M1, M2

## 1. INTRODUCTION

Organizations continually invest in training and development initiatives to enhance employee competencies and improve organizational performance. However, research consistently shows that the effectiveness of training is not guaranteed by program design alone, but rather by the degree to which employees transfer newly acquired knowledge and skills into their workplace roles (Baldwin and Ford, 1988; Mikołajczyk, 2022; Wu et al., 2025). Despite extensive resources allocated to training, many

organizations still report limited technical skill transfer, which undermines both employee development and organizational return on investment. This persistent challenge has motivated scholars and practitioners to explore the factors that facilitate or hinder successful transfer roles (Baldwin and Ford, 1988; Mikołajczyk, 2022; Wu et al., 2025). One of the critical determinants of technical skill transfer is the extent of leader psychological support provided in the workplace (Kundi et al., 2021; Mehner et al., 2024). Leader psychological support encompasses the emotional, cognitive, and motivational resources offered by leaders to help

employees manage challenges, maintain well-being, and apply their learning effectively. Supportive practices such as constructive feedback, encouragement, and creating a safe environment for experimentation strengthen employees' confidence and willingness to use new skills (Franke and Felfe, 2012; Agarwal et al., 2019; Hammer et al., 2024). While prior studies have established that supportive organizational environments positively influence training outcomes, the mechanisms through which this influence occurs require further examination.

Task motivation has been identified as a central psychological process that may explain how support translates into behavior. Drawing from self-determination theory (Ryan and Deci, 2000, Furnham and MacRae, 2021), motivation can be intrinsic, driven by interest and personal growth, or extrinsic, driven by external rewards and recognition (Gagné et al., 2026; Kaviya et al., 2025). Both forms of motivation are critical in sustaining effort and persistence when applying new skills on the job. It is therefore plausible that leader psychological support enhances employees' motivation, which in turn promotes technical skill transfer. Yet, empirical research that explicitly tests this mediating relationship remains limited (Gagné et al., 2026; Kaviya et al., 2025).

Although the relationship between leader psychological support and various aspects of workplace behavior has been widely acknowledged, its mediating influence through task motivation in the context of technical skill transfer has received insufficient attention in organizational research (Sahoo and Mishra, 2022; Mehner et al., 2024). Training and development initiatives often fail to achieve their intended outcomes when employees are not motivated to apply newly acquired skills. This gap creates dissatisfaction, as it undermines the effectiveness of training investments and limits the development of positive, productive organizational behavior. Several factors contribute to this research gap. First, much of the existing literature has been rooted in an objectivist approach, emphasizing structural and non-human factors such as organizational policies, operational standards, and work procedures as the main determinants of performance and effectiveness (Mehner et al., 2024). While these perspectives provide important insights into how structural elements shape organizational outcomes, they tend to overlook human dimensions particularly leader psychological support and employee motivation which are central drivers of skill application, innovation, and adaptability in the workplace. Second, prior research has disproportionately focused on the external conditions that facilitate training transfer, such as organizational climate and resources, while giving less attention to internal dimensions of motivation (Kundi et al., 2021, (Jankelová et al., 2025). Studies often highlight the importance and challenges of technical skill transfer at a general level but neglect the intrinsic and extrinsic motivational processes that determine whether employees are willing and able to apply learned skills in practice. This limited focus reduces the ability of organizations to design interventions that tap into deeper psychological drivers of behavior.

Third, many studies employ traditional, linear models that focus on direct relationships between training inputs, organizational support, and transfer outcomes (Kundi et al., 2021; Jankelová et al.,

2025). While useful, such approaches often rely on basic statistical techniques that do not fully capture the complex mediating role of task motivation. Consequently, the nuanced interactions between leader psychological support, task motivation, and technical skill transfer are frequently underexplored, leading to oversimplified findings that provide little strategic value for organizations seeking to enhance training effectiveness. As a result, the potential of task motivation as a mediating mechanism remains inadequately addressed in the literature. Without this perspective, organizations risk implementing training and support practices that fail to produce sustained behavioral change. There is therefore a pressing need to develop more holistic research approaches that integrate structural elements, leader psychological support, and motivational processes in explaining technical skill transfer.

In response to this gap, the present study examines the relationship between leader psychological support, task motivation, and technical skill transfer through a mediation model grounded in empirical evidence. This study contributes in four ways. First, it demonstrates the importance of leader psychological support as a predictor of task motivation and technical skill transfer. Second, it extends the literature on training outcomes by positioning task motivation as a stronger determinant of technical skill transfer than external conditions alone. Third, it highlights the mediating role of motivation, thereby deepening theoretical understanding of how support translates into behavior. Fourth, it offers practical insights for leadership and human resource development by identifying strategies that enhance training effectiveness and foster positive, productive employee behavior. By integrating these perspectives, this study measures the relationship between psychological support, task motivation and technical skill transfer.

## 2. LITERATURE REVIEW AND HYPOTHESIS DEVELOPMENT

### 2.1. Leader Psychological Support

Leader psychological support refers to the emotional, cognitive, and motivational assistance provided by leaders to help individuals cope with challenges, enhance well-being, and optimize performance (Franke and Felfe, 2012; Agarwal et al., 2019; Hammer et al., 2024). In the workplace, support includes encouragement, feedback, empathy, and the creation of a safe environment where employees feel valued and understood. Within the scope of psychological support, leaders must possess a clear understanding of their roles and responsibilities, alongside a diverse set of skills to perform effectively (Franke and Felfe, 2012; Agarwal et al., 2019; Hammer et al., 2024). These skills encompass not only coordinating tasks systematically, communicating expectations, and providing constructive feedback, but also offering encouragement, empathy, and continuous support through training and career development initiatives (Rai et al., 2024; Hammer et al., 2024). Furthermore, leader psychological support requires leaders to recognize and appreciate the roles and responsibilities of colleagues across different organizational levels and functions, a competency that has become increasingly important in today's dynamic and rapidly evolving environment (Rai et al., 2024; Hammer et al., 2024). Studies (e.g., Franke and

Felfe, 2012) show that supportive behaviors, such as providing constructive feedback and creating a psychologically safe environment, encourage employees to apply new skills.

## 2.2. Task Motivation

Task motivation is widely recognized as a critical determinant of employee behavior, performance, and the effective application of learning in organizational contexts (Ryan and Deci, 2020). It shapes not only the level of effort employees are willing to exert but also their persistence in applying newly acquired skills to complex work tasks. Drawing on self-determination theory (SDT), motivation can be categorized into two broad dimensions: intrinsic motivation, which is driven by personal interest, growth, curiosity, and a sense of satisfaction, and extrinsic motivation, which is influenced by external contingencies such as rewards, recognition, or the avoidance of negative consequences (Ryan and Deci, 2020; Yang et al., 2025). Both dimensions are critical in influencing technical skill transfer, as intrinsically motivated employees are more likely to engage in continuous learning and innovation, while extrinsically motivated employees respond to organizational incentives and performance expectations (Furnham and MacRae, 2021).

## 2.3. Technical Skill Transfer

Technical skill transfer refers to the extent to which knowledge, skills, and attitudes acquired during training are effectively applied in the workplace. It is not merely about retaining information but about transforming learning into observable behaviors that enhance both individual and organizational performance. Baldwin and Ford's (1988) seminal model of transfer highlights three interrelated determinants that influence transfer success: individual characteristics (such as ability, motivation, and self-efficacy), training design (including relevance, practice opportunities, and instructional methods), and work environment factors (such as organizational support, feedback, and opportunities to apply new skills) (Schoenfeld et al., 2024). At the same time, task motivation strengthens the individual characteristics dimension by shaping employees' readiness and willingness to apply what they have learned. Intrinsically motivated employees are more likely to embrace technical skill transfer as part of their personal growth and mastery, whereas extrinsically motivated employees are driven by organizational rewards, recognition, or career advancement opportunities. When motivation is aligned with psychological support, employees are more resilient in overcoming obstacles that may arise during the transfer process.

## 2.4. Leader Psychological Support and Task Motivation

Bandura's Social Cognitive Theory (Kim et al., 2023) highlights that individual behavior is shaped through social learning, where individuals acquire knowledge, attitudes, and skills by observing others, particularly role models. Within the workplace, leader psychological support serves as a key mechanism that facilitates this learning process. Leaders and peers who provide encouragement, constructive feedback, and recognition act as important environmental factors that influence employees' cognitive and behavioral development. Social learning encompasses three fundamental components: The environment,

which includes supportive leaders, colleagues, and peers; cognitive elements, such as language, imagination, and reasoning that guide thought processes; and behavioral elements, such as patience, empathy, assertiveness, caring, and positive conduct. Through psychological support, these elements are reinforced in ways that create a safe and motivating environment for employees to learn and adapt.

Applying these theories in today's organizational context is often referred to as psychological support. Several empirical studies have found a positive correlation between leader psychological support and task motivation. For example, a total of 280 responses were collected from employees working in cellular companies in Pakistan through paper-and-pencil surveys. The proposed hypotheses were examined using the structural equation modeling (SEM) technique. The findings indicate that psychological well-being, encompassing both hedonic and eudaimonic dimensions has significant effect to task motivation (Kundi et al., 2021).

Next, a total of 268 university teachers from Slovak universities and colleges participated in the study. The data were analyzed using the PLS-SEM method with SmartPLS 3.3 software to examine the paths between variables and the direct effects. The findings suggest that both intrinsic motivation and prosocial motivation have a significant influence on task motivation among university teachers (Jankelová et al., 2025). Importantly, leader psychological support plays a pivotal role in fostering both intrinsic and extrinsic motivation. According to Bandura's Social Cognitive Theory, leader psychological support satisfies employees' basic psychological needs namely, autonomy (the sense of volition and control over one's actions), competence (the belief in one's ability to master tasks and achieve outcomes), and relatedness (the feeling of being connected, valued, and supported by others). When these needs are fulfilled through supportive leadership, constructive feedback, and empathetic organizational practices, employees are more motivated to apply their knowledge and skills effectively in the workplace. Conversely, when leader psychological support is lacking, employees may feel disengaged, undervalued, or uncertain about their capabilities, which undermines both motivations. Based on the theory and empirical evidence presented, the following hypothesis is formulated:

- $H_1$ : Leader psychological support is positively associated with task motivation.

## 2.5. Leader Psychological Support and Technical Skill Transfer

Leader-Member exchange (LMX) Theory (Graen and Uhl-Bien, 1995) highlights that leadership effectiveness is largely determined by the quality of interpersonal relationships between leaders and their team members. High-quality exchanges are developed through dynamic interactions, open communication, and mutual trust. Within this framework, leader psychological support plays a central role, as leaders who provide encouragement, empathy, and constructive feedback foster stronger bonds with their employees. Next, previous studies have shown that leader psychological support consistently predicts technical skill transfer positively. For example, a survey was conducted with 355 high school athletes aged 16-18 (263 males and 92 females;  $M = 17.04$ ) registered with

the Korea Olympic Committee. The participants represented 10 different sports, including Taekwondo, soccer, baseball, basketball, badminton, and swimming. Structural equation modeling (SEM) was used to test the hypotheses. The results indicated that positive leader psychological support directly predicted both basic psychological needs and life skill development (Kim et al., 2025). A study by Franke and Felfe (2012) examined the effects of leader psychological support and organizational support on leadership behavior after training and 1 year later. The findings showed that leader psychological support had a positive effect on technical skill transfer after training and remained significant after 1 year. In addition, transfer of leadership behavior after training was found to predict job performance in the following year. Within this, leader psychological support plays a critical role in enhancing the work environment dimension of the model. Support from leaders and the organization creates a climate of trust and encouragement where employees feel confident in experimenting with new behaviors without fear of failure. Such support not only reduces resistance to change but also reinforces the value of applying newly acquired skills in real work situations. For example, feedback mechanisms, recognition of effort, and the creation of psychologically safe environments enable employees to bridge the gap between training and actual performance. Based on the theory and empirical evidence presented, the following hypothesis is formulated:

- $H_2$ : Leader psychological support is positively associated with technical skill transfer.

## 2.6. Task Motivation and Technical Skill Transfer

Self-determination theory (SDT) (Ryan and Deci, 2000) explains that human motivation is driven by two main sources: Intrinsic motivation and extrinsic motivation. Intrinsic motivation originates from within the individual, encouraging them to perform tasks with commitment, creativity, and persistence because the activity itself is inherently satisfying. By contrast, extrinsic motivation is driven by external factors such as rewards, recognition, promotions, or the desire to avoid negative consequences. In organizational contexts, both intrinsic and extrinsic motivation play complementary roles in sustaining employee performance. Previous studies have shown that task motivation and technical skill transfer positively. The first study involved a survey of 541 employees who had undergone on-the-job training in the past 2 years. This study reports that task motivation has a significant effect on technical skill transfer. Qualitative interviews were conducted with 51 participants and recorded their knowledge network before and after training (Mehner et al., 2024). Based on the theory and empirical evidence presented, the following hypothesis is formulated:

- $H_3$ : Task motivation is positively associated with technical skill transfer.

## 2.7. Leader Psychological Support, Task Motivation and Technical Skill Transfer

From a theoretical perspective, the findings can be interpreted through the lens of Social Cognitive Theory (Bandura, 1986), which emphasizes the triadic reciprocal relationship between personal factors, environmental influences, and behavior. In this context, leader psychological support provided by leaders represents a critical environmental factor that shapes employees'

motivational beliefs (personal factor), which subsequently influence their behavioral outcomes, namely technical skill transfer. This interpretation suggests that employees are more likely to apply newly acquired competencies when they perceive strong support from their leaders, as such support reinforces their self-efficacy and motivation to engage in skill-related behaviors.

Recent findings empirically demonstrate that task motivation mediate between leader psychological support and technical skill transfer. A survey was conducted with 541 employees who had undergone on-the-job training within the past 2 years, using a mediation model to examine the relationships among key variables. The results indicate that task motivation serves as an effective mediating factor between leader psychological support and technical skill transfer. In addition, qualitative interviews were carried out with 51 participants, and their knowledge networks were documented both before and after the training. The findings reveal that participants reported heightened task motivation, which subsequently facilitated greater technical skill transfer within the organization (Mehner et al., 2024). Next, a sample of 389 employees from a government-owned power transmission organization in Odisha, India, was examined in this study. The findings demonstrate that task motivation functions as an effective mediator in the relationship between leader psychological support and technical skill transfer. Considering the limited attention given to technical skill transfer in the Indian power sector, this study provides significant insights by identifying key organizational enablers that facilitate the transfer of skills (Sahoo and Mishra, 2022). Based on the theory and empirical evidence presented, the following hypothesis is formulated:

- $H_4$ : Task motivation acts as a mediating variable between leader psychological support and technical skill transfer.

The empirical studies and theoretical evidence were used to build this study's framework. Figure 1 shows that leader psychological support serves as the independent variable, task motivation as the mediating variable, and technical skill transfer as the dependent variable. This figure demonstrates that the effect of leader psychological support on technical skill transfer is indirectly influenced by task motivation.

## 3. MATERIALS AND METHODS

### 3.1. Research Design and Sample Size

This study adopted a cross-sectional design to administer survey questionnaires. Such an approach is considered effective for obtaining accurate, unbiased, and high-quality data through surveys (Saunders et al., 2019). The unit of analysis involved in this study comprised employees currently serving in the study organization. Due to confidentiality constraints, the institute's management did not provide a full trainee list, preventing

Figure 1: Conceptual framework



random sampling. Therefore, 320 self-report questionnaires were intentionally distributed to employees and 210 usable responses (65%) were returned. SPSS was used to clean the data by removing missing values, straight-lining, outliers, and skewness/kurtosis values beyond  $\pm 2.0$  (Hair et al., 2017). The sample met Hair et al.'s (2017) adequacy guideline, which requires a minimum of 200 respondents for reflective measurement models. VIF values were below the 3.30 threshold (Kock, 2015), indicating no common method bias.

### 3.2. Research Instruments

This study employed a seven-point Likert scale to assess respondents' attitudes and perceptions toward the items measuring the constructs under investigation. For the construct of leader psychological support, seven items were adapted from Morelli et al. (2015) and Naz (2023). Next, four items measuring task motivation were adopted from (Furnham and MacRae, 2021). The construct of technical skill transfer was measured using six items adapted from Schoenfeld et al. (2024).

### 3.3. Analysis of Tools and Techniques

The research data were first analyzed using the Statistical Package for the Social Sciences (SPSS) to ensure data quality and suitability for further analysis (Hair et al., 2017). This preliminary stage involved essential procedures such as detecting outliers, which could distort findings if extreme values not representative of the population were included. It also addressed issues of missing data, often arising from collection errors or incomplete responses. By completing these steps, the study established a reliable foundation and confirmed that the dataset fulfilled the necessary statistical requirements for subsequent analysis. In the second phase, SmartPLS software was employed to assess the structural model developed in the study. SmartPLS was selected for its ability to handle complex models and evaluate relationships among latent variables using the partial least squares structural equation modeling (PLS-SEM) approach. This method enabled the analysis of both direct and indirect relationships between variables, as well as their interactions, offering a more comprehensive evaluation than traditional techniques. As noted by (Hair et al., 2017), PLS-SEM is particularly effective for smaller sample sizes and complex model structures, making it well suited to this study.

## 4. RESULTS AND DISCUSSION

### 4.1. Sample Characteristics

The respondent profile is characterized mainly by middle-aged 40-45 years (31.4%), Malay (92.9%), female (72.9%), married (70.5%), with <5 years of working experience (34.3%), Malaysian Higher School Certificate educational background (38.1%), and support group services (72.9%).

### 4.2. Assessment for Measurement Model

Table 1 shows convergent validity analysis. All constructs show external loading values above 0.708 (Hair et al., 2017; Henseler et al., 2009), indicating strong relationships between the items and their respective constructs, and thereby supporting good convergent validity. The average variance extracted (AVE) values are all >0.5 (Hair et al., 2017) confirming that more than 50% of

**Table 1: Convergent validity analysis**

Constructs	Outer loading	Composite reliability (CR)	Average variance extracted (AVE)	Cronbach's alpha
Leader psychological support				
LPS1	0.871	0.960	0.774	0.951
LPS2	0.900			
LPS3	0.878			
LPS4	0.846			
LPS5	0.880			
LPS6	0.896			
LPS7	0.887			
Task motivation				
TSM1	0.908	0.944	0.808	0.921
TSM2	0.902			
TSM3	0.902			
TSM4	0.883			
Technical skill transfer				
TST1	0.922	0.972	0.854	0.966
TST2	0.930			
TST3	0.919			
TST4	0.940			
TST5	0.914			
TST6	0.921			

All values exceed threshold criteria (Outer loading>0.708, CR>0.8, AVE>0.5)

each construct's variance is explained by its associated items, which meets the minimum requirement for convergent validity. In addition, the composite reliability values exceed 0.8 across all constructs, demonstrating strong internal consistency (Hair et al., 2017). Collectively, these results establish that the items within each construct consistently and reliably measure their intended concepts. Therefore, the measurement model provides a robust foundation for analyzing the relationships among constructs in the structural model.

Table 2 presents the results of the Heterotrait-Monotrait correlation ratio (HTMT) analysis, which was conducted to assess discriminant validity. Discriminant validity reflects the extent to which the constructs in the model are distinct and do not conceptually overlap. All HTMT values were below the threshold of 0.85 (Hair et al., 2017) confirming that each construct uniquely captures different dimensions and meets the established criteria for discriminant validity.

Table 3 presents the Fornell-Larcker analysis, which provides additional evidence of discriminant validity. The square root of the AVE values along the diagonal exceeded the correlations with other constructs in the corresponding rows and columns. These results confirm that all constructs demonstrate acceptable discriminant validity (Henseler et al., 2009). Furthermore, standardized root mean square residual (SRMR), which measures the difference between observed and model-implied correlation matrices. This index evaluates the average magnitude of discrepancies between observed and expected correlations as an absolute measure of model fit. An SRMR value below 0.08 indicates a good fit (Hu and Bentler, 1999). In this study, the SRMR value of 0.048 demonstrates an acceptable model fit.

Table 4 presents the variance inflation factor (VIF) analysis and descriptive statistics. The mean values ranged from 4.209

to 5.766, reflecting high to very high levels (based on the scale where 4.0 = high and 5.0 = very high) of leader psychological support, task motivation, and technical skill transfer. The VIF analysis was conducted to assess multicollinearity among constructs. All VIF values were below 5.0, indicating no serious collinearity issues that could compromise the results (Hair et al., 2017). These findings confirm the reliability and accuracy of the data for structural model evaluation and hypothesis testing.

### 4.3. Structural Model Analysis

The coefficient of determination ( $R^2$ ) was applied to assess the predictive accuracy of the model, reflecting the extent to which the variance in endogenous variables is explained by the exogenous variables. As suggested by Cohen (1988),  $R^2$  values can be interpreted as large (0.26), medium (0.13), or small (0.02). In this study,  $R^2$  served as an important indicator of the model's explanatory strength. The structural model produced  $R^2$  values of 0.32 for task motivation and 0.75 for technical skill transfer. Since both values surpass the 0.26 threshold, the model demonstrates strong explanatory power in accounting for the variance of the examined variables.

The effect size ( $f^2$ ) was further employed to examine the change in  $R^2$  when individual exogenous constructs were excluded, thereby identifying their contribution to the endogenous variables. Following Cohen (1988) guideline,  $f^2$  values are classified as small (0.02), medium (0.15), or large (0.35). The  $f^2$  analysis shows that leader psychological support exerted a large effect on task motivation ( $f^2 = 0.477$ ) and an even larger effect on technical skill

transfer ( $f^2 = 1.210$ ). Meanwhile, task motivation had a medium effect on technical skill transfer ( $f^2 = 0.234$ ).

Using 200 bootstrap samples ( $n = 210$ ), the researchers tested the relationship between the variables. A bootstrapping method was used to determine the statistical significance (sig. level 1.96) of the parameters. Table 5 presents the results of hypothesis testing, which yielded four main findings. First, leader psychological support positively and significantly affected task motivation ( $H_1, \beta = 0.568; t = 9.124; P = 0.000$ ). Second, leader psychological support positively and significantly affected technical skill transfer ( $H_2, \beta = 0.666; t = 11.900; P = 0.000$ ). Third, task motivation positively and significantly affected technical skill transfer ( $H_3, \beta = 0.293; t = 5.345; P = 0.000$ ). Fourth, leader psychological support positively and significantly influenced technical skill transfer through task motivation ( $H_4, \beta = 0.167; t = 3.984; P = 0.000$ ). Based on these results,  $H_1, H_2, H_3,$  and  $H_4$  were supported.

## 5. DISCUSSION

This study demonstrates that task motivation plays a pivotal mediating role in the relationship between leader psychological support and technical skill transfer. The findings suggest that when leaders consistently provide leader psychological support in their daily interactions, employees experience a boost in task motivation. This heightened motivation, in turn, facilitates the effective transfer of skills within the organization. These results highlight the critical importance of supportive leadership behaviors in fostering an environment where employees feel encouraged to apply newly acquired knowledge and competencies. Furthermore, the study underscores that technical skill transfer is not merely determined by the design and delivery of training programs but is also strongly shaped by the motivational climate created by leaders and the broader organizational culture.

These findings are consistent with prior research by Mehner et al. (2024) as well as Sahoo and Mishra (2022), both of which established significant positive associations among leader psychological support, task motivation, and technical skill transfer. By confirming the mediating role of task motivation, the present study extends existing evidence and strengthens the argument that leader psychological support enhances employees' willingness and capacity to utilize training outcomes in their work contexts. The qualitative interviews further enriched this understanding, as knowledge network analyses conducted before and after the training revealed that participants reported greater motivation, which subsequently facilitated more effective skill application across the organization.

**Table 2: Discriminant validity using HTMT analysis**

Constructs	Leader psychological support	Task motivation
Leader psychological support		
Task motivation	0.604	
Technical skill transfer	0.867	0.711

Values < 0.85 thresholds indicate adequate discriminant validity

**Table 3: Discriminant validity using Fornell-Larcker analysis**

Constructs	Leader psychological support	Task motivation	Technical skill transfer
Leader psychological support	<b>0.880</b>		
Task motivation	0.568	<b>0.899</b>	
Technical skill transfer	0.833	0.672	<b>0.924</b>

Diagonal values (bold) represent the square root of AVE; off-diagonal values represent construct correlations

**Table 4: VIF and descriptive constructs analysis**

Constructs	VIF values			Mean	SD*
	Leader psychological support	Task motivation	Technical skill transfer		
Leader psychological support	1.000	1.000	1.477	4.870	0.666
Task motivation			1.477	4.209	0.347
Technical skill transfer				5.766	0.654

VIF values < 5.0 indicate no serious collinearity issues. SD: Standard deviation

**Table 5: Relationship effects analysis**

Relationship	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics ((O/STDEV))	P-values
H <sub>1</sub> : Leader psychological support → Task motivation	0.568	0.571	0.062	9.124	0.000
H <sub>2</sub> : Leader psychological support → Technical skill transfer	0.666	0.664	0.056	11.900	0.000
H <sub>3</sub> : Task motivation → Technical skill transfer	0.293	0.296	0.055	5.345	0.000
H <sub>4</sub> : Leader psychological support → Task motivation → Technical skill transfer	0.167	0.170	0.042	3.984	0.000

In practical terms, the study suggests that organizations seeking to maximize the effectiveness of training investments should not only focus on training design but also on leadership practices and organizational support mechanisms that sustain employee motivation. Leaders who demonstrate empathy, provide constructive feedback, and maintain open communication channels create a climate that nurtures motivation and, in turn, strengthens the transfer of skills. For sectors such as power transmission, where skill application is critical for operational efficiency and safety, these insights hold significant managerial implications. By fostering a supportive and motivational climate, organizations can ensure that training outcomes translate into improved performance, innovation, and long-term capability building.

### 5.1. Theoretical Implications

From a theoretical perspective, the results align with Social Cognitive Theory (Bandura, 1986), which posits that individuals' behaviors are shaped by reciprocal interactions among personal factors, social support, and environmental influences. In this study, leader psychological support functions as a critical environmental factor that strengthens employees' motivational beliefs (personal factor), thereby encouraging the transfer of learned skills into practice (behavioral outcome). Similarly, the findings resonate with self-determination theory (Ryan and Deci, 2000), which highlights the importance of fulfilling psychological needs such as relatedness and competence in enhancing motivation and performance outcomes. This study yields four key empirical findings that reinforce these theoretical perspectives. First, leader psychological support was found to positively and significantly influence task motivation (H<sub>1</sub>,  $\beta = 0.568$ ;  $t = 9.124$ ;  $P = 0.000$ ). Second, leader psychological support also demonstrated a direct positive effect on technical skill transfer (H<sub>2</sub>,  $\beta = 0.666$ ;  $t = 11.900$ ;  $P = 0.000$ ). Third, task motivation itself positively and significantly influenced technical skill transfer (H<sub>3</sub>,  $\beta = 0.293$ ;  $t = 5.345$ ;  $P = 0.000$ ). Finally, leader psychological support was shown to significantly affect technical skill transfer indirectly through task motivation, confirming its mediating role (H<sub>4</sub>,  $\beta = 0.167$ ;  $t = 3.984$ ;  $P = 0.000$ ). These findings advance theoretical understanding by demonstrating the dynamic interplay between psychological support, task motivation, and technical skill transfer. They underscore the importance of leadership behaviors not only as a direct driver of technical skill transfer but also as an enabler of motivation, thereby contributing meaningfully to the broader literature on organizational leadership, employee motivation, and training effectiveness.

### 5.2. Practical Implications

Within the scope of leader psychological support, this research offers practical guidance for employers and employees aiming to

strengthen managerial competencies, particularly in government administrative offices. Top management should prioritize several key aspects. First, leaders need to develop clear and effective verbal and written communication skills. Targeted professional development in interpersonal communication will enable leaders to convey expectations, provide constructive feedback, and better understand employee needs. Second, leaders should adopt supportive leadership approaches that inspire employees and nurture their potential. This includes providing continuous learning opportunities, personalized guidance, and fostering a collaborative and inclusive culture. Third, strengthening time management skills is essential to ensure timely task and project completion. Specialized training in prioritization and scheduling can reduce stress and enhance productivity. Fourth, leaders should refine rapid decision-making and problem-solving skills, particularly in complex and uncertain situations. Employing analytical and data-driven strategies can result in more effective and evidence-based decisions. Finally, leaders must master digital technologies relevant to managerial functions, such as project management platforms, data analysis tools, and communication applications. Leveraging these technologies not only streamlines daily operations but also enhances overall efficiency in the digital era.

## 6. CONCLUSION

This study confirms the significant mediating role of task motivation in the relationship between leader psychological support and technical skill transfer. A conceptual framework was developed, grounded in leader psychological support literature and relevant theories; to examine how leader psychological support influences the transfer of skills. The confirmatory factor analysis validated the measurement scales, demonstrating high standards of reliability and validity, thereby ensuring the robustness of the findings. Beyond individual efficiency, the results highlight broader organizational impacts, showing that enhanced leader psychological support contributes meaningfully to overall effectiveness and long-term success. This research emphasizes the strategic importance of strengthening leader psychological support as a means of empowering employees and improving organizational performance. The evidence strongly supports investing in leader psychological support initiatives as a critical driver of task motivation and technical skill transfer, ultimately positioning it as a cornerstone of sustainable organizational success.

### 6.1. Limitations and Dimensions for Future Research

#### 6.1.1. Study limitations

This study presents several limitations that warrant consideration for future research. While it effectively identifies the relationships

between leader psychological support, task motivation, and technical skill transfer. The cross-sectional design restricts the ability to establish causal relationships. As such, the study cannot definitively determine whether certain factors directly weaken task motivation and technical skill transfer. The scope of relationships examined is also limited, as the focus was solely on leader psychological support, task motivation, and technical skill transfer without incorporating other important elements such as leadership competencies, work quality, and organizational productivity. These factors are particularly relevant since effective management practices can strengthen internal leadership, enhance work quality, and improve overall organizational performance. Methodologically, the use of pathway analysis via SmartPLS was appropriate for explaining variance among the selected variables, but it did not account for broader external or organizational influences. This constraint may limit a more holistic understanding of the drivers of technical skill transfer. Moreover, the study's sample size and composition 210 employees drawn exclusively from organization based on workforce in Malaysia government organization restrict the generalizability of the findings. Consequently, the results may be more applicable to government agencies and may not fully extend to private organizations, other sectors, or different cultural contexts.

#### 6.1.2. Future research recommendations

This research highlights several critical recommendations that should be considered in future studies to broaden understanding of leader psychological support and increase the robustness of findings. First, future studies should consider respondent characteristics such as the type of service and the diversity of public and private organizations. Existing studies tend to focus on specific sectors, resulting in a lack of understanding of how organizational and demographic backgrounds influence perceptions and the effectiveness of leader psychological support provided by leaders. By including these demographic variables, researchers have the opportunity to identify variations in employee attitudes toward psychological support, thereby assessing the impact of mentoring more comprehensively across different employee categories. Second, future research designs are recommended to be longitudinal, as the majority of previous studies have used cross-sectional approaches that only capture the situation at one point in time. Longitudinal designs are better able to assess the cause-and-effect relationships between variables, particularly the effects of leader psychological support on task motivation and transfer of skills over time. This approach can provide a dynamic picture of changes in employee behavior and motivation, thus reducing bias.

Third, future research should focus on detailed elements of psychological support, including communication skills, facilitation skills, and interpersonal skills of leaders. Previous studies have often looked at leader psychological support in general, without examining the specific dimensions that have the potential to directly impact psychological support, task motivation and technical skill transfer. An in-depth exploration of this aspect is essential to understand the actual mechanisms of how leader psychological support translates into better work outcomes. Fourth, the involvement of study populations from various sectors,

including the private sector and industry, is essential to overcome the limitations of generalizability of the findings. This is important because the level of leader psychological support and the form of leadership guidance may vary according to organizational structure, work culture and strategic priorities. Overall, the implementation of these recommendations not only strengthens the understanding of the effectiveness of psychological support-based management guidance by leaders, but also offers significant practical implications in designing more targeted and effective guidance interventions across various types of organizations.

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