

What is the Relationship between Motivational Practices and Competence? – The Moderation Role of Training Motivation

Anderson Chao

Student, Fuhsing Private School

Mark Lin

Student, Tungder High School

Abstract

This research investigated the impact of motivational practices on competency development among Taiwanese insurance professionals, using a quantitative approach with 109 participants. The study's theoretical framework incorporated Maslow's hierarchy of needs, Herzberg's two-factor theory, and the iceberg competence model, focusing on the relationship between motivational factors and competency development, with training motivation as a moderating variable.

Data analysis (SPSS) included descriptive statistics, reliability and factor analyses, Pearson correlations, and hierarchical regression. The hypotheses were: 1) Motivational practices positively relate to competence; and 2) Training motivation strengthens this relationship. Results partially supported these hypotheses. Perceived importance and satisfaction with motivational practices positively correlated with competence and training motivation. Hierarchical regression showed that perceived importance and training motivation significantly predicted competence. However, the interaction effect of training motivation was inconsistent across the two dimensions of motivational practices (importance and satisfaction). High training motivation did not consistently enhance the positive impact of motivational practices on competence, particularly when perceived importance or satisfaction were high. The study concludes that motivational practices positively influence competence, but the role of training motivation is more complex than initially hypothesized. Future research should utilize multi-source data and expand beyond the insurance industry.

Keywords

Motivational practices, training motivation, competence, insurance professional.

