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TRAINING MANAGEMENT AS AN ANTECEDENT OF TRAINING TRANSFER

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ABSTRACT

Present literature related to human resource development highlights that training management is a strategic human resource management policy. This issue has been viewed as a remarkable phenomenon in dynamic organizations. Recent studies mostly published in the 21st century proved that the ability of management to plan and implement training programs may produce a noteworthy effect on work related attitudes, particularly in training transfer. This study incorporates a cross-sectional design as it delivers flexibility to the researchers in incorporating the training management literature, a self-administered questionnaires and semi-structured interview to gather data from participants at a military medical corps using a purposive sampling method. They are the administrators, medical doctors, nurses and supporting staff who work in different divisions within the organization. The SmartPLS path model analysis was utilized to analyze the validity and reliability of the instrument, and thus testing the research hypotheses. The results of SmartPLS path model analysis revealed that the

implementation of communication and assignment in managing training programs had led to higher employees' motivation to transfer, while implementation of support in managing training programs had not led to higher employees' motivation to transfer in the organizational sample. Therefore, this study further suggests that communication and assignment should be considered as a critical success factor for the training management domain, as well as external and internal obstacles should be comprehensively evaluated to maintain and achieve the training goals in an era of knowledge-based organization.

1.0 INTRODUCTION

An organization's human resource management strategies are now being considered as a fundamental business advantage over its competitors especially in the face of the current turbulent environment. Among all the human resource strategies, training is usually considered as the heart of the human resource department. At the same time, training and development of employees is seen as one of the core challenges that organizations especially in developing countries face, as the critical asset of every organization is its people (Zahari & Obaid, 2014). Considering the significance of training, both the government and private sector invest a significant amount of money into training their employees (Madagamage, Warnakulasooriya, & Wickramasuriya, 2014). Despite this, organizations' investment in training development will only be invaluable if the training transfer of the learned contents is effected efficiently. While every employee has a different set of skills, working capacity, and working behaviour, a certain amount of finesse is required in order to enhance its employees' knowledge, competence, and expertise through training and development. Typically, in the early stage of organizational development, training is administered by human resource managers as a routine personnel function to build general skills and use them in order to overcome routine work challenges and enhance work performance (Azman et al., 2015; Kucherov & Manokhina, 2017; Siti Fardaniah & Mohd Nasir, 2016).

In line with an era of globalization, expectation of environmental friendliness and sophisticated digital technology, many organizations have been reengineered and designed to enable them to adopt a strategic management approach to handle new challenges and uncertainties in the new era (Cuterela, 2012; Schwab, 2017). Some of the strategies include adopting a new technology, modifying existing technology, improving human resource policies and reducing environmental impact (Shekari & Ghatari, 2013). Under this strategic paradigm, the objectives, content, and procedures of training programs are designed based on two major methods, namely work-oriented method (what employees do, e.g. time and motion studies) and employee-oriented method (what attributes are required by employees to execute tasks, e.g. knowledge, skills and behaviour) (Brannick, Levine, & Morgeson, 2007; Chow, Gillespie Finney, & Woodford, 2010). Information gathered from such methods can be used to develop new competencies, upgrade self-confidence, change negative attitudes, increase motivation levels, match skills and knowledge with the organization goals, groom employees to face new challenges, adopt advanced technologies, obtain high rewards, improve group efforts, increase promotion opportunity, implement continuous improvements and enhance organizational learning (Advantages of Training Programme, 2017; Ghosh, Satyawadi, Joshi, Ranjan, & Singh, 2012; Azman & Nurul, 2010). These training practices will increase employees' efficiency, reduce supervision, decrease wastage, decrease turnover among employees, assist new recruits and promote healthier labour management relations. As a result, this situation can lead to improved organizational competitiveness in global economy (Advantages of Training Programme, 2017; Kucherov & Manokhina, 2017).

A review of the contemporary literature relating to organizational training shows that having a well-designed training program is important, but the organization will not be able to accomplish its goals if it does not have adequate proficiencies to plan and implement the training programs (Azman et al., 2015; Al-Swidi & Al Yahya, 2017). In this century, training management has been a critical imperative phenomenon in which many workplace training studies showed that the capability of human resource to appropriately execute communication, support and assignment in designing and administering training programs to strongly mould positive employee attitudes and behaviour, especially in training transfer (Lancaster, Milia, & Cameron, 2013; Nafukho, Alfred, Chakraborty, Johnson, & Cherrstrom, 2017a; Rahmah, Rosnita, & Siang, 2015). Although this relationship has been widely investigated, the effect size and nature of training management as an important predictor has not been incorporated significantly in the organizational training research literature (Lancaster et al., 2013; Nafukho

et al., 2017a). Many scholars argue that these circumstances may be caused by several reasons: first, numerous past studies have focused more on the features of workplace training, such as conceptually discuss about the definitions, types and importance of training management in public, private and/or non-profit organizations (Dawley, Andrews, & Bucklew, 2008; Ng, 2015). Second, many past studies have largely used a simple correlation test to assess the employees' attitudes toward training management and then measure the degree of relationship between training management and training outcomes (Azman et al., 2015; Dawley et al., 2008). Even though the model analysis is important, it is not able to measure the effect size and nature of training management as a vital predictor of training transfer in the organizational learning research literature (Al-Swidi & Al Yahya, 2017; Lancaster et al., 2013). As a result, findings from these studies did not provide sufficient empirical evidence that can be used as useful recommendations to practitioners in comprehending the difficulty of training administration constructs and developing creative performance management practices to upgrade the effectiveness of training programs in a knowledge-based organization (Al-Swidi & Al Yahya, 2017; Na-nan, Chaiprasit, & Pukkeeree, 2017). Therefore, these conditions seemed to have motivated the researchers to investigate thoroughly the nature of the relationship between training management and training transfer.

The aim of this research is to evaluate three major relationships, i.e., to examine the relationship between communication and training transfer, the relationship between support and training transfer and the relationship between assignment and training transfer.

2.0 LITERATURE REVIEW
The following subsections further explain the constructs developed pertaining to training management and training transfer.

2.1 Explanation about the Constructs
Training management consists of three influential elements which consist of communication, support and assignment. In workplace training, communication refers to an open discussion and feedback between managers and subordinates through exchanging information on subject matters relating to the benefits of joining training programs, clarifying the course structure, delivering and exchanging wisdom as well as overcoming work-related challenges before, during and after attending training programs (Azman, Sofiah, Sheela Chitra, Rodney, & Rabaah, 2009; Hua, Ahmad, & Ismail, 2011). Support is commonly described as superiors and

colleagues' showing interest in participants' learning after attending training programs by providing encouragement, physical, emotional, and instrumental support in guiding and motivating employees to join, learn, and participate in training programs (Dawley et al., 2008; Hua et al., 2011; Azman et al., 2015). Support also includes discussion with employees about techniques to apply their learned contents in their work and assisting employees to formulate reasonable work goals relating to work performance based on their training (Dermol & Čater, 2013; Al-Swidi & Al Yahya, 2017).

Furthermore, assignment consists of two major types, which are mandatory and voluntary instructions. Mandatory instructions require employees to attend compulsory training programs. The assignment is typically created by managers when they believe that the training programs are vital in assisting employees perform core job and special functions that are related to the organization's strategic vision and missions (Azman et al., 2015; Na-nan et al., 2017). In contrast, voluntary assignment is consistently viewed as optional training assignment where employees have a choice on whether to attend or otherwise the assigned training programs. This assignment is frequently allocated by managers when they believe that their subordinates are aware of beneficial training programs that will help them meet their organizations' needs and expectations (Azman et al., 2015; Al-Swidi & Al Yahya, 2017). Next concept is training transfer, which is normally inferred as employees acquiring knowledge, latest skills, up-to-date cognitive and emotional abilities, and positive attitudes in a learning environment and they have high aspirations and initiative to apply, generalize and maintain these competencies beyond training sessions, in their normal work environment (Na-nan et al., 2017; Faizal Amin & Ruhizan, 2014; Faizal Amin, Ruhizan, & Mohd, 2015.).

2.2 Training Management and Training Transfer

Correlation between training communication and training transfer is consistent with the main idea of Vroom's (1964) Expectancy Theory, which emphasizes that understanding the desirability of outcome (valence) may motivate an individual to achieve his/her intended outcomes. The underlying idea of this theory is consistent with a few more recent studies completed by researchers using different organizational samples, such as perceptions of 346 participants in a manufacturing organization in US (Dawley et al., 2008), 706 local authorities' employees from three cities located in Sarawak, Malaysia (Azman et al., 2015) and 306 employees at a large government agency (Ng, 2015). The outcomes of these studies demonstrated that communication was used as an important instrument by management to

deliver the information about goals and benefits of training, training content and procedures, as well as encouraging open discussion and two-way feedback. The information supplied had increased employees' perceived importance about their training programs which can bring about higher training transfers within the organization (Dawley et al., 2008; Hua et al., 2011; Azman et al., 2015). Another study by Mikami and Furukawa (2018) also reinforced that two-way communication between employees who attended training increases the probability of training transfer within the organization, thus, contributing to human resource development in developing countries. With this cue, the following first hypothesis is established:

H1: Training communication is positively associated with training transfer.

Association between training support and training transfer is aligned with the principle of Dansereau, Graen, and Haga's (1975) Leader-Member Exchange Theory, which proposes that quality relationship between leaders and followers may strongly encourage employees to perform positively within their organizations. When applying this theory into training management, the principle's significance of quality relationship between managers and subordinates is often interpreted as support. The meaning attributed to this theory has been substantiated by several existing studies using various organizational types, involving 346 participants from a US manufacturing company (Dawley et al., 2008), 306 employees of a government agency (Ng, 2015), 21 participants in an Australian energy corporation (Lancaster et al., 2013), 706 employees of local authorities in Sarawak, Malaysia (Azman et al., 2015), 220 MBA students in Rajamangala University of Technology, Thailand (Na-nan et al., 2017) and 389 employees in Saudi Arabian universities (Al-Swidi & Al Yahya, 2017). The findings of these studies showed that management provides support through motivation, encouragement, setting up expectations, physical emotional and instrumental support, meetings held after the courses, positive role model, supervisors funded new initiatives and inclusion of employees in decision-making. This support system reinforces training transfer in the respective organizations (Dawley et al., 2008; Lancaster et al., 2013; Azman et al., 2015; Ng, 2015; Al-Swidi & Al Yahya, 2017; Na-nan et al., 2017). The integrative findings provide basis for second hypothesis:

H2: Training support is positively associated with training transfer.

Linking training assignment to training transfer gained support from the conception of Locke and Latham's (1990) Goal Setting Theory, which submitted that reasonable and specific

objectives may guide employees to achieve their objectives. In a training management, goal setting is usually converted as assignment. Training assignment had been shown to have a positive influence in training transfer in studies conducted by Baldwin (1991) in an engineering sector, Tsai and Tai (2003) in a banking sector of Taiwan, and Trowler and Bamber (2005) in an education sector. While studies conducted by Burke and Hutchins (2007), Gilpin-Jackson and Bushe (2007), Velada, Caetano, Michel, Lyons, & Kavanagh (2007), and Chiaburu and Lindsay (2008) all concluded that participants who believed that their training assignment is useful and will accomplish their work goals are more likely to apply their skills and acquired knowledge in their current workplace. In general, participants who voluntarily select their training assignment thinking that it will be beneficial are more likely to participate in training transfer. Considering the benefits, organizations would need to design wisely their training programs to include the employees' goals in order to promote training transfer within their respective organizations. Another research conducted by Azman, Ghazali, Muhammad Zulfadhlizam, and Zain Yusof (2013) in Malaysia showed that both voluntary and mandatory training assignments are related to employees' perceived value in training transfer. Hence, the third hypothesis is proposed as follows:

H3: Training assignment is positively associated with training transfer

To recapitulate, the training management and training transfer literature had been used as a foundation to come up with a conceptual framework for the present research as illustrated in Figure 1.
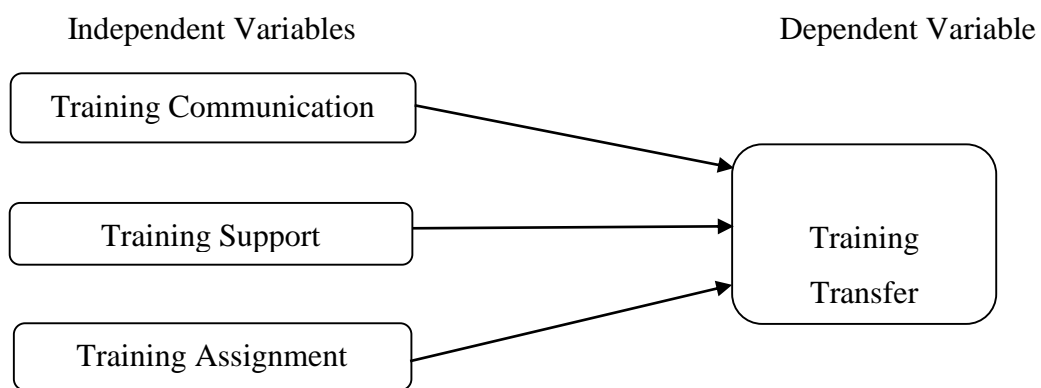

Figure 1: Conceptual framework

3.0 METHODOLOGY

The following subsections explain about the research design used in the study.

3.1 Research Design

This research used a cross-sectional design as it delivers flexibility to the researchers in incorporating the training management literature, semi-structured interview and a questionnaire survey as a data collection procedure for the present research. According to Creswell (1998) and Sekaran and Bougie (2010), the use of this procedure helps gather accurate data, reduce data biasness while enhancing the quality of data being gathered. The present research is administered at a military health corps in Malaysia. The name of the organization is not disclosed for privacy reasons. At the initial stage of data collection, a survey questionnaire was drafted based on the literature review. It was followed by a semi-structured interview as an additional data collection procedure that is useful to validate the research constructs and explain further the results of questionnaire survey method. This interview method involved 11 administrators and medical doctors who had served in different divisions within the organization. Information gathered from this interview method was used to grasp the characteristics and nature of training management and training transfer while understanding the relationship between these variables in the context of this research. The interview results were summarized as shown in Table 1.

Table 1: The interview result

Construct	Interviewees' Voices
Communication	Management provides a clear explanation about short and long terms training benefits, and employees are allowed to ask and give feedback in training assessments.
Support	Management provides recognitions and appreciations, such as employees are given opportunity to further their studies, and employees are given advices to improve their career paths.
Assignment	Management often use a mandatory instructions and voluntary instructions. Mandatory instructions refer to employees' mandatory attendance of technical competency courses (e.g., hands-on based) and human skill courses (e.g., customer relation, quality management and professional ethics) which are directly related to core tasks and responsibilities as included in their job descriptions. Conversely, voluntary instructions refer to employees who can make decisions to attend or not courses offered by their organizations. In practice, if employees feel very busy with their daily job they can make decisions not to attend courses that are not directly related to their core tasks and responsibilities, such as general administration and soft skill courses.
Training Transfer	Employees can share and help each other in practising necessary knowledge, up to date skills and new behaviour gained from training sessions to improve their service quality, particularly in medical treatments, customer relations, and work disciplines.
Relationship between Training Management and Training Transfer	Employees tend to be highly motivated to apply necessary knowledge, up to date skills and new behaviour gained from training sessions if they received clear training information (e.g., training goals, methods and content), adequate training support (e.g., rewards to the best trainees and assist trainees' parents during training programs), as well as appropriate training assignments (e.g., consistent with employees' job descriptions and training schedules that suit with employees' times and situations) from their immediate bosses.

Next, the interview results have been used to enhance the format and content of final version of the survey questionnaire. The last step was performing a back-translation technique to translate the survey questionnaires from English into Malay languages in order to enhance the reliability and validity of research results (Creswell, 1998; Sekaran & Bougie, 2010).

3.2 Measures

There are two major sections in the survey questionnaire used in this research: first, training management consisted of three major constructs, namely communication which had 5 items, support which had 3 items, and assignment which had 3 items that were adapted from the workplace training literature (Machin & Fogarty, 2004; Lancaster et al., 2013; Na-nan et al., 2017). However, training transfer was assessed using 5 items adapted from the training transfer literature (Al-Swidi & Al Yahya, 2017; Hua et al., 2011; Azman & Nurul, 2010). The survey questionnaire used 7-item Likert scales for all the items which ranged from strongly disagree or dissatisfied (1) to strongly agree or satisfied (7). For this research, the demographic characteristics were treated as controlling variables as this study focused on employee attitudes.

3.3 Sample

The researchers used a purposive sampling method to distribute 300 survey questionnaires to employees at the examined organization. The category of employees who had received and answered the survey questionnaires were administrators, medical doctors, nurses and supporting staff who serve in different divisions within the organization. A purposive sampling technique was chosen because a complete list and detailed information about employees were not given to the researchers due to confidentiality reasons. In this situation the researchers do not have a sampling frame as an important mean to randomly choose participants. So, this constraint is adequate for the researchers to collect data using the sampling technique in the highly structured and formal organizational entity. Out of the survey questionnaire distributed, only 123 (41%) usable survey questionnaires were gathered by the researchers. Besides being voluntary participation, the participants' identities were kept confidential and anonymous at all times. Sample sufficiency is assessed based on the rule of thumb that states "the sample size should be equal to larger of 10 times the largest number of structural paths directed at a particular construct in the structural model" (Hair, Hult, Ringle, & Sarstedt, 2017) and "the measurement models have an acceptable quality of terms of outer loading (i.e., loadings should be above the common threshold of 0.70)" (Hair et al., 2017). In this study, training transfer had

five items, and this was the largest number of formative indicators in the survey questionnaire. According to this rule, the sample size taken must be at least 50 participants. When compared with the 10 times rule, the number of samples used in this study was adequate. Thus, the sample size used in this research can be used for further analysis.

3.4 Analysis of Data

The data collected from the survey questionnaire is analysed using the SmartPLS 3.0 as it is able to deliver latent variable scores, handle small sample size issues and measure complex models (Henseler, Ringle, & Sinkovics, 2009; Hair et al., 2017). Data analysis for the research uses this guideline: firstly, confirmatory factor analysis is utilized to measure the reliability and validity of the research instrument. a Smart PLS path model analysis is used to test the three hypotheses of the present study. The results of this test will clearly show whether significant relationships exist between the independent variables and the dependent variable. Here, whether the t statistic value is bigger than 1.65 (Henseler et al., 2009). While, the R^2 value is used as an indicator for the overall predictive strength of the model based on these values, 0.67 as substantial, 0.33 as moderate and 0.19 as weak (Henseler et al., 2009; Hair et al., 2017). Whereas, f^2 value is used as a measure to establish the effect size of predicting variable in the model based on these values 0.35 as large, 0.15 as medium and 0.02 as weak (Hair et al., 2017). Lastly, if the Q^2 value for a dependent variable is greater than zero, it shows that the model has predictive relevance (Hair et al., 2017).

4.0 RESULTS

The results were discussed based on the analysis conducted.

4.1 Demographic Variables

Table 2 summarizes the demographic characteristics of the participants. It shows that majority of participants are males (54.5%), in the age group of 26 and 30 years old (43.9%), married employees (83.7%), SPM/MCE ('O'-level equivalent) holders (65.9%), administration staff (42%), non-hospital staff (81%), and employees with the length of service of six to ten years (35.0%).

Table 2: Respondents' characteristics

Characteristic	Sub Profile	Frequency	Percentage (%)
Gender	Male	67	54.5
	Female	56	45.5
Age Group	18 – 25	19	15.4
	26 – 30	54	43.9
	31 – 35	23	18.7
	36 and above	27	22.0
Marital status	Single	20	16.0
	Married	103	84.0
Education	Degree and above	26	21.1
	Diploma	2	1.6
	STPM/HSC	7	5.7
	SPM/MCE	81	65.9
	PMR/SRP/LCE	7	5.7
Work Group	Medical Officers	24	19.5
	Administration Staff	42	27.6
	Allied Health Science Staff	41	34.1
	Others	16	13.0
Division	Allied Health Science Institute	2	1.6
	Hospital	40	32.5
	Non-hospital	81	65.9
Length of Service	Less than 5 years	26	21.1
	6 to 10 years	43	35.0
	11 to 15 years	17	13.8
	16 to 21 years	16	13.0
	More than 22 years	21	17.1

Note:

SPM/MCE: Sijil Pelajaran Malaysia/ Malaysia Certificate of Education

STPM/HSC: Sijil Tinggi Pelajaran Malaysia/ Higher School Certificate

PMR/SRP/LCE: Penilaian Menengah Rendah/Sijil Rendah Pelajaran/Lower School Certificate

4.2 Measurement Model

Table 3 shows the results of convergent validity analysis. All loadings of the variables were higher than 0.70 in their own constructs within the model. In addition, the correlation between items and factors had higher loadings than other items in the various constructs. As a whole, the results revealed that the items which represent each construct fulfil the criteria of convergent validity (Henseler et al., 2009). All the constructs have average variance extracted (AVE) values higher than 0.5, showing that the constructs tested complied with the acceptable standard of convergent validity (Barclay; Higgins, & Thompson, 1995; Fornell & Larcker, 1981; Henseler et al., 2009).

Table 3: Convergent validity analysis results

Constructs	COMN	SUPT	ASIGN	TTRF	AVE
SUPT					0.764
Advice		0.877			
Preparation		0.884			
Family welfare		0.803			
COMN					0.732
Equipment information	0.876				
Early notice	0.869				
Performance feedback	0.894				
Experience sharing	0.858				
ASIGN					0.791
Course selection			0.796		
Position related course			0.939		
Job description related course			0.926		
TTRF					0.831
Revisit job				0.955	
Practice thinking skills				0.929	
Sharing expertise				0.833	
Working together with experienced employees				0.909	
Practice good moral values				0.926	

Tables 4 reveal the findings of discriminant validity and construct reliability. Here, all the constructs possessed √ AVE values in diagonal which are larger than the squared correlation

with other constructs in off diagonal, disclosing that all constructs fulfilled the acceptable standard of discriminant validity (Henseler et al., 2009; Yang, 2009). While the composite reliability values for all constructs showed coefficients higher than 0.80, demonstrating that the instrument used in this research had high internal consistency (Nunally & Bernstein, 1994; Henseler & Chin, 2010).

Table 4: Discriminant validity and construct reliability for different constructs

Variable	1	2	3	4	Composite Reliability
COMN	**0.874**				0.928
SUPT	0.552	**0.855**			0.891
ASIGN	0.525	0.320	**0.889**		0.919
TTRF	0.501	0.275	0.540	**0.911**	0.961

4.3 Constructs' Analysis

Table 5 displays the variance inflation factor and descriptive statistic values. The mean values for the constructs range from 5.7019 to 6.0472, indicating that the majority of the participants perceived that the levels of COMN, SUPT, ASIGN, and TTRF range from high (4) to highest level (7). Meanwhile, the variance inflation factor values for the relationship between the independent variables (i.e. COMN, SUPT and ASIGN) and the dependent variable (i.e. TTRF) were less than 5.0, indicating that the data are not adversely affected by any serious collinearity issues (Hair et al., 2017).

Table 5: Variance inflation factor and descriptive statistics

Variable	Mean	Standard Deviation	Variance Inflation Factor
			4
COMN	5.7642	.95025	1.787
SUPT	5.7480	1.06128	1.442
ASIGN	5.7019	1.04176	1.383
TTRF	6.0472	.63457	

4.4 Results of Testing Hypotheses H1, H2 and H3

Table 6 shows that the presence of communication, support and assignment had contributed to 36 percent in the variance of training transfer. This finding reveals that it provides moderate

support for the model (Henseler et al., 2009; Hair et al., 2017). Furthermore, the research hypotheses examined exhibit three fundamental research findings which are first, COMN is significantly related to TTRF (B=0.311; t=2.871), thus, H1 is supported. Second, SUPT is not significantly related to TTRF (B=-0.019; t=0.203), thus, H2 is not supported. Third, ASIGN is significantly related to TTRF (B=0.383; t=4.551), hence, H3 is supported. The findings confirm that communication and assignment are important predictors of training transfer. Similarly, support is not an important predictor of training transfer.

Table 6: Results of testing the direct effects model

Relationship between Training Management and Training Transfer	Beta	T-Statistics	f^2	R^2	Q^2
H1: Relationship between communication and training transfer	0.311	2.871	0.084	0.357	0.271
H2: Relationship between support and training transfer	-0.019	0.203	0.000		
H3: Relationship between assignment and training transfer	0.383	4.551	0.165		

Note: Significant at * t > 1.65 (One Tail Testing)

The study conducted an extra test, testing effect size (f2), and predictive relevance (Q2) using the Bootstrapping and Blindfolding procedures, respectively. The results of Bootstrapping revealed that the f2 value for COMN (0.084) is greater than 0.02 and less than 0.15 (Hair et al., 2017), signifying that it has a weak effect. The f2 value for SUPT (0.000) is less than 0.02 (Hair et al., 2017), signifying that it has no effect. The f2 value for ASIGN (0.165) exceeds 0.15 (Hair et al., 2017), signifying that it has a medium effect. Further, the results of Blindfolding display that Q2 value for training transfer (0.271) is greater than zero (Hair et al., 2017), signifying that it has predictive relevance.

5.0 DISCUSSION

Findings from this research reveal that only two training management elements, namely communication and assignment are essential predictors of training transfer, while support is not an essential predictor of training transfer. In the context of this research, facilitators have taken a proactive behaviour to properly plan and execute training programs based on their wide procedures and policies set up by their stakeholders. Most of the participants perceived that the

levels of communication, support, assignment and training transfer are high. This situation indicates that implementation of communication and assignment in managing training programs can bring about higher training transfer. Conversely, implementation of support in managing training programs may not lead to greater training transfer.

Moreover, the training and development scope has broadened and is now receiving more investment from higher managements. Additionally, external trainers are also being engaged to provide training for employees. Often, concerns are raised in regards with the return of investment expected by these training programs since many of the training programs fail to transfer into the workplace (Baldwin & Ford, 1988; Blume, Ford, Baldwin, & Huang, 2010). In this case, implementation of post intervention measures is needed to analyze the efficiency of training transfer (Tonhauser & Buker, 2016). These post intervention measures will need to be applied to both the subordinate and their managers to obtain perspectives from both groups in order to further improve the training programs that encourage training transfer. This ensures that the investments made for training developments generate returns in the form of training transfer.

This research offers three major implications which are theoretical implications, strength of the research methodology and realistic practical input. In terms of theoretical implications, the results of this research provide three key consequences. Firstly, communication is significantly associated with training transfer and this result is consistent with Vroom's (1964) Expectancy Theory that proposes that the capability of the management to appropriately practice communication in training programs can bring about greater training transfer. These results are also reinforced by other studies by Dawley et al. (2008), Lancaster et al. (2013), Azman et al. (2015), Ng (2015), Al-Swidi and Al Yahya (2017) and Na-nan et al. (2017). Second, assignment is significantly associated with training transfer and this result is similar with the core idea of Locke and Latham's (1990) Goal Setting Theory, which emphasized that the capability of the management to appropriately implement assignment in training programs can bring about higher training transfer. This finding is also reinforced by Dawley et al. (2008), Lancaster et al. (2013), Azman et al. (2015), Ng (2015), Na-nan et al. (2017), and Al-Swidi and Al Yahya (2017).

Third, support is not significantly correlated with training transfer and this result is consistent with previous researches. Similar researches by Hunter-Johnson (2013) and Madagamage et al. (2014), produced similar findings in which participants did not perceive that their organization supported training transfer and support did not affect motivation towards

training transfer. However, studies by Martin (2010) and Grossman and Salas (2011) revealed that support plays an important factor in training transfer among employees. However, a careful observation on the outcomes of the interviews disclosed that this particular finding may be caused by external factors such as the diverse participants' social and service backgrounds may have different impressions and criteria to judge the effect and benefits of SUPT in handling the training programs. Second, the nature of the organizational values governed by military laws practice high formalization and power distance, as well as compliance culture have to be taken into account. Hence, this hierarchical organizational environment may override the effectiveness of SUPT practices in the training program models of the studied organization.

In regard to the strength of the research methodology, the survey questionnaire used in this study has met the criteria of validity and reliability analyses. Therefore, the results of this research are associated with more accurate and reliable research outcomes. Additionally, this study capitalized on the utilization of both training management literature and semi structured interview when producing the survey questionnaire, thus providing a broader perspective in the findings of the study. With respect to the practical input, the research results may contribute to the development of guidelines to be used by practitioners to expand the management of training programs in the organizational context.

In order to meet this objective, the management should take these conditions into consideration: firstly, skill and team building techniques should be emphasized in order to enhance the capability of employees to meet the current organizational strategy and job expectations. Besides, training facilities and technologies should be up-to-date according to the needs of the fourth industrial revolution and 21st century as these efforts may enhance the capability of employees to use current technologies in meeting customers' needs and expectations. Furthermore, recruitment policies for critical positions should be oriented towards hiring new recruits that possess excellent academic qualifications in the human resource field, professional training certifications, good track records in previous services, and positive attitudes. These employees may act as coaches, mentors and counsellors for junior executives and employees in order to meet the stakeholders' objectives and expectations. Additionally, these employees are essential as organization leaders need to understand that change needs to be designed and implemented well or it can be disastrous for organizations (Anjani, 2013). Moreover, organizations can also conduct a training transfer needs analysis to identify the obstacles against training transfer and after which incorporate or encourage communication and assignments within the organization to promote training transfer. If these

suggestions are taken into account, organizations may motivate employees to support their organizational training program objectives and partake in training transfer.

6.0 CONCLUSION

The findings of this study disclose two essential outcomes. First, COMN and ASSIGN are important predictors of TTRF. The capability of management to appropriately communicate the information about training programs and implement assignment in choosing employees to participate in training programs may lead to higher TTRF in the organization. The findings of this research also support and enhance training management research literature mostly published in Asian and Western countries. In contrast, the results show that SUPT is not an important predictor of TTRF. Careful scrutiny of the interview results reveals that this finding may have been influenced by two external aspects, i.e., the participants have different perceptions toward the effects and benefits of practicing SUPT, and the nature of mechanistic based organization management had played an important role to override the effectiveness of SUPT practices that the training program models in the particular organization.

Therefore, the present study and practice of workplace training should incorporate COMN, SUPT and ASIGN as critical success factors of training management. This research further recommends that the capability of the management to appropriately practice COMN, SUPT and ASIGN in training programs will enhance subsequent positive work-related attitudes (e.g., performance, commitment, ethics and prosocial behaviours). Consequently, these positive outcomes can enhance organizational competitiveness and productivity in an age of global economic trials.

This research has its fair share of limitations. Here, a cross-sectional research design is used to collect survey questionnaire data once within the duration of this study, and this information may not describe in detail about the cause-effect relationship between the observed constructs. Secondly, this research has not assessed the correlation between specific features for the independent variable and dependent variable. Thirdly, the findings of the SmartPLS path model had only looked into the level of performance variation explained by the regression equations, but in a real the world, there are still many unexplained factors that should be explored to assess the cause-effect relationship among constructs and its relative explanatory power. In addition, this research was conducted in one organizational sector and purposive sampling technique was used which may lead to response bias. These limitations may prohibit the generalizability of the results of this research to other organizational categories.

This study offers a few recommendations to improve future research. Firstly, numerous industries should be explored further, where they may show meaningful perspectives of comprehending how individual similarities and differences influence training management. Second, a longitudinal design can be used in future studies to measure the patterns of the variables over a period of time in order to clarify the patterns of change and the direction and extent of cause-effect relationships among the studied constructs. Thirdly, effect size of the relationship between training management on work related attitudes can be clearly determined if a future study makes a comparison among organizations. Fourth, other specific theoretical constructs of training management, such as job environment, training motivation and soft skills have been widely identified as an important connection between training management and many types of work-related attitudes can be considered in future research (Lancaster et al., 2013; Nafukho et al., 2017a). Fifth, a bigger sample size should be gathered in order to increase the representativeness of the studied population. Lastly, other features of training outcomes such as satisfaction, performance, commitment and motivation should also be taken into account as their roles are often debated in various training management research literature (Huang & Su, 2016; Nafukho et al., 2017b). The scale and extent of these issues needs to be discussed in depth in future research.

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