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**FACTORS INFLUENCING TRANSFER OF TRAINING
AMONG MALAYSIAN PUBLIC SECTOR OFFICERS**



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**MASTER OF HUMAN RESOURCE MANAGEMENT
UNIVERSITI UTARA MALAYSIA**

2019

**FACTORS INFLUENCING TRANSFER OF TRAINING AMONG
MALAYSIAN PUBLIC SECTOR OFFICERS**



**Thesis Submitted to
School of Business Management,
College of Business,
Universiti Utara Malaysia,
In Partial Fulfilment of the Requirement for the Master in Human
Resource Management**



**Pusat Pengajian Pengurusan
Perniagaan**

SCHOOL OF BUSINESS MANAGEMENT

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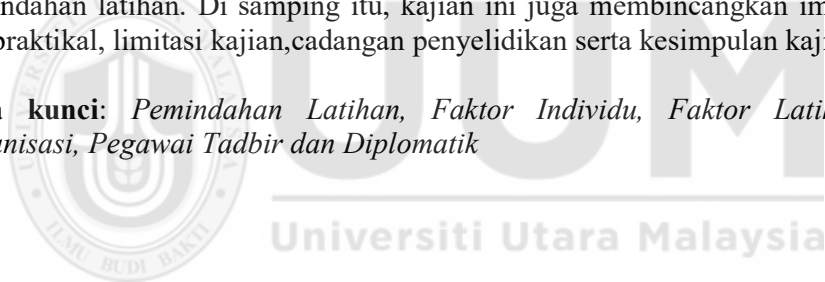
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ABSTRAK

Pemindahan latihan penting dalam sesebuah organisasi. Ini kerana organisasi telah melabur wang yang banyak untuk menghantar pekerja mereka menghadiri latihan bagi meningkatkan pengetahuan, kemahiran, dan kebolehan. Daripada latihan yang telah dihadiri, adalah penting untuk pekerja untuk mengaplikasikan pengetahuan yang dipelajari di tempat kerja. Kajian ini melihat faktor-faktor mempengaruhi pemindahan latihan di kalangan penjawat awam di Malaysia. Antara faktor-faktor yang dikaji adalah faktor individu, latihan dan organisasi terhadap pemindahan latihan. Dimensi bagi faktor individu adalah keyakinan diri, motivasi untuk belajar dan niat untuk memindahkan latihan. Dimensi untuk faktor latihan adalah pengesanan kandungan latihan dan bentuk pemindahan manakala dimensi bagi faktor organisasi adalah sokongan penyelia, sokongan rakan kerja dan peluang untuk mengaplikasi latihan. Sejumlah 293 Pegawai Tadbir dan Diplomatik di seluruh Malaysia menyertai kajian ini. Analisis korelasi dan regresi dilakukan untuk menguji hipotesis penyelidikan. Hasil kajian mendapati faktor individu dan organisasi iaitu keyakinan diri, motivasi untuk belajar, sokongan penyelia, sokongan rakan kerja serta peluang untuk mengaplikasi latihan mempunyai pengaruh yang signifikan dan positif terhadap pemindahan latihan. Selain itu, faktor individu dan latihan iaitu niat untuk memindahkan latihan, pengesanan kandungan latihan dan bentuk pemindahan tidak mempengaruhi pemindahan latihan. Di samping itu, kajian ini juga membincangkan implikasi teori dan praktikal, limitasi kajian, cadangan penyelidikan serta kesimpulan kajian.

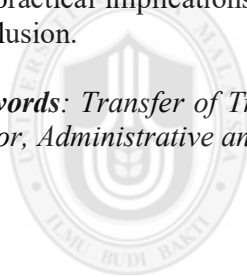
Kata kunci: *Pemindahan Latihan, Faktor Individu, Faktor Latihan, Faktor Organisasi, Pegawai Tadbir dan Diplomatik*



ABSTRACT

Transfer of training is vital to organizations. This is because organizations invested lots of money for sending their employees to training in order to increase the employees' knowledge, skills, and abilities. From the training they attended, it is crucial for the employees to apply the learned knowledge in the workplace. This study examined factors influencing transfer of training among Malaysian public sector officers. The factors involved in this study are individual, training and organizational factors towards transfer of training. The individual factor's dimensions are self-efficacy, motivation to learn and intent to transfer towards transfer of training. The training factor's dimensions are perceived content validity and transfer design whereas the organizational factor's dimensions are supervisor support, peers support and opportunity to use. A total of 293 Administrative and Diplomatic officers in Malaysia participated in this study. Correlation analysis and regression analysis were performed to test the research hypotheses. The result of this findings revealed that individual and organizational factors such as self-efficacy, motivation to learn, supervisor support, peers support and opportunity to use have significant and positive influence on transfer of training. Besides, individual factor and training factors such as intent to transfer, perceived content validity and transfer design did not influence transfer of training. Discussions elaborated on the research findings. Additionally, this study also discussed theoretical and practical implications, limitations of the study, directions for future research, and conclusion.

Keywords: *Transfer of Training, Individual Factor, Training Factor, Organizational Factor, Administrative and Diplomatic Officer*



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ACKNOWLEDGEMENT

Firstly, I would like to convey my gratitude to God for giving me the strength, health, motivation to complete this research paper. My highest respect and thanks to my parents, wife, kids, and friends for giving me morale support and encouragement during the process of preparing this paper. Meanwhile, I would like to take the opportunity to express greatest gratitude and thank you to my supervisor, Professor Dr. Khulida Kirana Yahya for her advice, guidance, encouragement and effortless support throughout the entire process. I also thank all the lecturers, college mates, and my friends who have created supportive environment and encouragements. I would like to address a special thanks to the respondents who have contributed significantly by participating in the study and answering the questionnaires.

In a nutshell, I would like express thousands of heartfelt thanks to each and every single person who supported and assisted me directly and indirectly in completing this research paper.

Thank you very much.



TABLE OF CONTENT

PERMISSION TO USE	ii	
ABSTRAK	iii	
ABSTRACT	iv	
ACKNOWLEDGEMENT	v	
TABLE OF CONTENT	vi	
LIST OF TABLES	viii	
LIST OF FIGURES	ix	
LIST OF ABBREVIATIONS	x	
CHAPTER 1		
1.0	Introduction	1
1.1	Background of Study	1
1.2	Problem Statement	5
1.3	Research Questions	9
1.4	Research Objectives	10
1.5	Scope of Study	10
1.6	Significance of Study	11
1.7	Definition of Key Terms	12
1.8	Organization of the Thesis	15
1.9	Chapter Summary	16
CHAPTER 2		
2.0	Introduction	17
2.1	Transfer of Training	18
2.2	Individual Factors, Training Factors and Organizational Factors	22
2.3	Relationship between Individual Factors, Training Factors and Organizational Factors	33
2.4	Underpinning Theory	41
2.5	Research Framework	42
2.6	Chapter Summary	44
CHAPTER 3		
3.0	Introduction	45
3.1	Research Design and Unit of Analysis	45
3.2	Population and Sample	47
3.3	Measurement and Instrument	48
3.4	Data Collection Procedures	57
3.5	Pilot Test	57
3.6	Data Analysis Techniques	60
3.7	Chapter Summary	62

CHAPTER 4		
4.0	Introduction	63
4.1	Profile of Respondents	63
4.2	Reliability Analysis	65
4.3	Descriptive Analysis	67
4.4	Correlation Analysis	68
4.5	Multiple Regression Analysis	70
4.6	Summary of Hypotheses	74
4.7	Chapter Summary	75
CHAPTER 5		
5.0	Introduction	76
5.1	Discussion	76
5.2	Theoretical and Practical Implications	84
5.3	Limitation of the Study	85
5.4	Recommendation for Future Research	86
5.5	Conclusion	88
	REFERENCES	90
	APPENDICES	98
	Appendix A - Questionnaire Section	98
	Appendix B - Frequency Distribution of Respondent's Profile	107
	Appendix C - Reliability Analysis	113
	Appendix D - Pearson Correlation Analysis	122
	Appendix E - Multiple Regression Analysis	124

LIST OF TABLES

Table 3.1	Description of Survey's Section	49
Table 3.2	Operational Definition and Instrument for Individual Factor	50
Table 3.3	Operational Definition and Instrument for Training Factor	52
Table 3.4	Operational Definition and Instrument for Organizational Factor	54
Table 3.5	Operational Definition and Instrument for Transfer of Training	56
Table 3.6	Pilot Test Result / Reliability Test Result	59
Table 4.1	Frequencies Distribution of Respondents' Demographic	65
Table 4.2	Reliability Coefficients for Variables	66
Table 4.3	Descriptive Analysis of the Variable	67
Table 4.4	Correlation of the Variables	69
Table 4.5	Multiple Regression Analysis result	71
Table 4.6	Summary of the Hypotheses Testing	74



LIST OF FIGURES

Figure 2.1	Baldwin & Ford's (1988) Transfer of Training Model	19
Figure 2.2	Research Framework	44



LIST OF ABBREVIATIONS

PTD	<i>PEGAWAI TADBIR DAN DIPLOMATIK</i>
SLT	SOCIAL LEARNING THEORY
SPSS	STATISTICAL PACKAGE FOR SOCIAL SCIENCE



CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter presents the background of the study, problem statement of this study, research questions, research objectives, scope of study, significance of the study and operational definition of the key terms.

1.1 Background of the Study

Shelf life of new knowledge and skills are growing shorter in this face pacing world with advancement of technology and innovations. Job positions are changing overnight. Thus, it requires employees to update their knowledge, skills and abilities as well as their competencies to meet the new job demands. These could be improved via training and continuous learning process. Training is an investment for healthy functioning of talents and organizations in extremely competitive global environment to generate high quality and productive workforce. Therefore, most of public and private organizations are considering training as a tool to improve the talents, organization and industry performance (Al-Omrani, 2014).

Most organizations invest a lot of money in training, expecting that training able to develop their talents' performance and advance the organization's productivity (Qureshi & Tunio, 2017). Pertaining to investment in training, new working techniques and skills can be learned and transferred through training which encourage organizations to spend on training. Although costly working time and huge sum of

dollars have been invested for training programs, ensuring transfer of training actively applied in the actual job is extensively very important.

According to Tonhauser and Buker (2016), the realization of training investments should be measured from educational and economical perspectives. In term of educational perspective, it focuses on developing individual competencies whereas the economic perspective focuses on how this aspect facilitates the application of the learnt skills and knowledge from training surroundings to hands-on application in the workplace. The adoption of these two perspectives constructively influences the working process and individuals' performance as well as generating enhanced economic result. Thus, training and effective transfer of training help organizations to remain competitive in this globalized economy market.

Allocations for training are increasing over the years and many employees are participating in training as well as the training hours per employees also have been increased (Heathfield, 2017). In United States, organizations allocate approximately USD171.5 billion however past researcher Baldwin and Ford (1988) informed that huge training budget is unable to improve performance without the application of newly learnt skills in actual work (Iqbal & Dastgeer, 2017). For instance, Burke and Hutchins (2007) encountered that only 10 to 40 percent of training inputs are conveyed in actual work (Iqbal and Dastgeer, 2017). This is mostly due to minimal prospect to transfer the knowledge in workplace, the training is irrelevant with the job, and poor organization's environment has led to the problem. Thus, organizations should take proactive approaches such as support and encouragement to ensure employees are capable to use the skills and knowledge they received in their actual work. Otherwise, the money

invested on the human resource development will be total wastage (Noor, 2015). This is because before an employee is selected for training, the organization expects a reasonable outcome from the employee which benefits both employee and organization. When there is lack of transfer of trained skills and knowledge, the productivity and efficiency of the job does not improve which consider a waste of training investment.

In addition, transfer of training is considered a main condition to training effectiveness (Bai, Ma, Yang & Ma, 2018). In relation to that, developing an inclusive, simplified, suitable mechanism are vital to improve transfer of training which help organizations to manage transfer interventions effectively and efficiently through identifying the strengths and weaknesses in transfer of training. Hence, return from training investment can be maximized. Zumrah (2014) revealed that positive connection between training and transfer of training as well as transfer of training and service quality among Malaysian public service officer. However, complaints and grievances regarding public officers' ineffectiveness and inefficiency are heard more, albeit the government have invested significantly on training and development for the public servants (Kasim & Ali, 2011). When the public are not satisfied with civil servants' service delivery, it indicated that the training investment did not yield positive outcome and therefore possible problems arise either in individuals, training or transfer of training.

Malaysia is a developing country and moving forward to establish as knowledge based economy, many training and development programs through various policies implemented by the government. The Service Circular 2005 by Public Service Department of Malaysia government fixes seven days of training in a year must be

followed by all the civil servants (Norazman, 2013). It is important for the civil servants to choose suitable training program which is related to their work in order to effectively apply them. Usually, the respective departments fund transport, meal allowances, training fees and other applicable charges pertaining to training. Therefore, the efforts and investments undertaken will be useless without the application of acquired competencies to the workplace. Thus, evaluation of training is necessary in determining the effectiveness of training and its application at work.

Furthermore, training evaluation process includes all the measures that put a value on people, events and procedures (Sahoo & Mishra, 2019). It can be evaluated through factors that influencing its' effectiveness. Transfer of training which influences growth in worker's performance and organizational productivity is identified as most imperative training effectiveness factor (Bhatti, Ali & Battour, 2014). Baldwin and Ford (1988) developed a model which indicates transfer of training is usually observed as a function of three factors such as trainee personal characteristic, components of training and work environment. In addition to this model, transfer of training determinants have been measured reliably by other models like Learning Transfer System Inventory Questionnaire (LTSI) which was developed by Holton, Bates and Ruona (2000) includes personal, training, and work environment factors. In this research, the individual factors, training factors and organizational factors are further investigated with the assistance from those established transfer of training models.

1.2 Problem Statement

Training has been a key element that nurtures organizational success. This is due to training objectives involve in the function of employees, procedures and processes towards greater individual and organizational performance through application of newly learnt knowledge, skills and abilities. However, Brinkerhoff and Gill (1994) revealed that efficiency of training programs' outcome is relatively upsetting, demonstrating that training programs are repeatedly inefficient (Nurdiana, 2014). There were three causes highlighted for this inefficiency. Firstly, the training associated costs are often understated. For instance, an employee's absence in his work during attending training cause productivity loss and this loss normally ignored. Then, the newly learnt knowledge, skills and abilities are transferred to a specific level only, implies that training investment is not fully utilized. Finally, if the newly learnt knowledge, skills and abilities are not transferred effectively, the organization will lose its competitive advantage (Nurdiana, 2014). Fundamentally, the problems aroused along the influencing factors should be addressed and solution must be identified for effective transfer of training to take place and helps in individual and organizational performance.

The Malaysian public sector emphasizes training as an essential element to improve service quality and delivery to the people (Hakim, 2016). Public training institutes such as National Institute of Public Administration (INTAN), Judicial and Legal Training Institute (ILKAP), National Account Institute (IPN), Malaysian Police Training Centre (PULAPOL) and many more conduct various training programs to improve quality and efficiency of public servants. Furthermore, Malaysian Public Service Department (PSD) developed a public service transformation framework to revitalize public

servants to boost competency, performance, productivity and innovation skills (PSD, 2015). The government took many initiatives ensure the objectives of the framework is achieved. In the annual budget, every ministry allocate budget for training and development activities to meet the transformation framework's objective. Even though human resource departments in the agencies are handling training, most of the public service officers had been given flexibility to choose their favourable training courses as long as their supervisors allow them.

Recently, Tan Sri Dr Sulaiman Mahbob, Chairman of Malaysian Institute of Economic Research indicated that public servant's training is inadequate where old model of public administration stresses on efficiency and effectiveness still exist (New Straits Times, 2019). The need of being accountable to the stakeholders is relatively important and leads to optimal result. Despite the government have allocated significant amount for training, there are several public sector officers involved in misconducts, criminal cases and also inefficient in doing their job. For example, The Star on August 28, 2018 has reported 7 Administrative and Diplomatic (PTD) officers have been remanded for misuse of General Election funds (The Star, 2018). In 2017, Malaysia Anti-Corruption (MACC) deputy chief commissioner said corruption among civil servants in Malaysia is at critical stage (The Star, 2017). Of the 2329 cases investigated by the MACC between 2014 to 2016, 46% cases involve public servants. In relation to that, MACC was pushing for laws to punish civil servants who cause high losses in public funds through negligent and unethical practices in their respective government departments with criminal charges (The Sun Daily, 2017). Despite public service officers allowed to go for training to learn good deeds, the image of public service tarnished because of few officers. Tun Dr. Mahathir Mohammad during the monthly assembly after sworn

in as Malaysia's 7th Prime Minister expressed his disappointment over the civil service's performance and he pointed out to use their knowledge and expertise to recover Malaysia's image and civil service itself (The Star, 2018).

Due to lack of confidence from lawmakers, public sector officers have to accept the criticism and improve their performance to gain trust from lawmakers. Public officers should develop their knowledge, skills, abilities and competencies to improve their performance by attending training and transfer constructive deeds they learnt in training. The do's and don'ts of procedures, government's code of conducts were well established in General Orders (*Pekeliling Perkhidmatan*) are also taught in training to educate civil servants to behave well, improve civil service image and avoid misconducts to deliver services professionally and ethically. According to General Order Number 6 Year 2005, the human resource training policy for public sector explained in accordance with Malaysia remuneration system (PSD, 2005). The implementation strategy as per Clause 7 (i) stated that every ministry or departments shall provide an equivalent annual allocation of at least 1% of emolument for training purpose. The Clause 7 (ii) states each Secretary General or Head of Department shall ensure the public servants to attend at least 7 days of training annually.

Although public sector officers have to attend seven days of training annually, the public and lawmakers portray them inefficient and incompetent which relate difficulties in transferring the training goals at workplace. The stated General Order has been complied by all the ministries, however the types of training in term of whether it is related to the job or not is not stressed. The difficulties in term of their individual characteristics perhaps could affect them to learn new things and apply new methods to increase their performance. There were limited research on transfer of training among

public servants have been conducted. Therefore, it is essential to scrutinize the individual factors' role on transfer of training in Malaysian public sector context. There were many researches on training effectiveness and service quality and job performance had been conducted. The ignorance of the transfer of training influencing factors will affect training budget, employee's growth as well as the government's performance.

Furthermore, many trainings such as management, enforcement, ethics, technical soft skills and professional skills are conducted by government training institutes. However, the suitability of training according to job description is a problem to be identified. And also, does the training delivery include transfer design as an aspect to encourage public servants to transfer the training. According to Zumrah (2014), the researcher discovered that significant and positive relationship present between training and transfer of training, and followed by transfer of training and service quality among Malaysian public sector officers. It is also important that training atmosphere attract the trainees and guide them how to effectively transfer the knowledge and skills once they are back to workplace. Therefore, a depth investigation of training factors and transfer of training is required in the context of Malaysian public sector officers is able to strengthen the scope of study.

In addition, the role of organizational factor in the Malaysian public sector is generally overlooked as the main focus put on training environment. After attending training, the officers are back to their respective departments or organizations to hands-on the training objectives in their routine. In organizations, there are many types of people, culture and climate involved. Mostly, the human factor plays vital role in which supervisor and peers role in facilitating transfer of training should be addressed. This is

because; all the public servants are bound to supervisor's directive in introducing or practicing new methods. Bhatti, Battour, Sundram and Othman (2013) revealed that supervisors play important role in influencing transfer of training. The post training strategies particularly opportunity to apply newly learnt skills affects the effectiveness of transfer of training. The assessment organizational climate which provides opportunity for the officers to apply is given or restricted to be addressed as well. Even after officers attend the training and the training was fantastic, if there is no opportunity to practice the newly learnt knowledge and skills, the overall training is considered a waste in term of money, time and effort. Therefore, organizational factors have to be examined in Malaysian public sector context.

Thus, the problem statement for this study addresses: Do individual factors (self-efficacy, motivation to learn and intent to transfer), training factors (perceived content validity and transfer design) and organizational factors (supervisor support, peer support and opportunity to use) influence transfer of training?

1.3 Research Question

The following research questions need to be addressed.

- i. Does individual factors (self-efficacy, motivation to learn and intent to transfer) influence transfer of training among Malaysian public sector officers?
- ii. Does training factors (perceived content validity and transfer design) influence transfer of training among Malaysian public sector officers?

- iii. Does organizational factors (supervisor support, peer support and opportunity to use) influence transfer of training among Malaysian public sector officers?

1.4 Research Objective

The aim of this research is to study the factors influencing transfer of training. The specific research objectives are;

- i. To determine the influence of individual factors (self-efficacy, motivation to learn and intent to transfer) on transfer of training among Malaysian public sector officers.
- ii. To examine the influence of training factors (perceived content validity and transfer design) on transfer of training among Malaysian public sector officers.
- iii. To find out the influence of organizational factors (supervisor support, peer support and opportunity to use) on transfer of training among Malaysian public sector officers.

1.5 Scope of Study

This study specifically focuses on the factors influencing transfer of training among Malaysian public sector officers. The factors involved in this study are transfer of training, individual factors (self-efficacy, motivation to learn and intent to transfer), training factors (perceived content validity and transfer design) and organizational factors (supervisor support, peer support and opportunity to use). The study is conducted among Administrative and Diplomatic Service (PTD) officers, scheme '*Pegawai Tadbir dan Diplomatik*'. The Administrative and Diplomatic Service (PTD)

scheme grade M41 is chosen because their learning curve is stiff due to their less experience in public sector. Therefore, this will help on obtaining relevant and supporting data for conclusion.

1.6 Significance of Study

This study aims to determine the factors influencing transfer of training among Malaysian public sector officers. The factors investigated in this study include individual factors (self-efficacy, motivation to learn and intent to transfer), training factors (perceived content validity and transfer design) and organizational factors (supervisor support, peer support and opportunity to use).

The findings of this research help training institutions to identify the significance factor that influence transfer of training and provide useful recommendations for effective training and transfer of training take place. The research is significant for several reasons to the Malaysian public sector departments, training institutions and public sector officers' perspective. In addition, this research can be a guideline and reference for future research who are concerned to explore further on this area of research. This is because this research has tested the framework and this can provide support for the future research.

From the data gathered, the researcher will be able to gather understanding on factors influencing transfer of training among Malaysian public sector officers. Furthermore, this study determined to reinforce the literature of transfer of training particularly in the scope of Malaysian public sector. It will further facilitate related researchers and

stakeholders to identify improvement on transfer of training as well as improving organization's performance. Based on the individual perspective, the research aims to help public sector officers on the key aspects to consider before applying any training courses. In term of training perspective, the research focuses to indicate the training institutions that importance of training delivery, training methodology, suitability of training and ability to incorporate transfer approach during the training. For organization perspective, the research aims to help government organizations to cultivate constructive transfer climate to enhance effective transfer of training after officers attend training.

New insights on the transfer of training will be helpful for organization to leverage training funds in more effective way. Since there were limited researches have been conducted on PTD officers and their training programs, this study's findings will benefit Public Service Department and National Institute of Public Administration (INTAN) to focus on aspects that lacking in effectiveness of training programs and transfer abilities, therefore equip the future trainees with the improvised training programs.

1.7 Definition of Key Terms

Some theoretical definitions applied in this research. A few theories are being attached to preserve the consistency and streams of the study.

1.7.1 Dependent Variable

1.7.1.1 Transfer of Training

Transfer of training is defined as the individual's proficiency to utilize the learned knowledge, skills and abilities through training and applying them in the job environment which resulted to higher efficiency in work (Xiao, 1996).

1.7.2 Independent Variables

1.7.2.1 Individual Factor

Individual factor is described as the characteristics of individual performance in the trainability concept (Noe, 1986).

a. Self-efficacy

Self-efficacy is defined as the individual's ability to be confident and successfully performing any task even in difficult situations (Chen, Gully & Eden, 2001).

b. Motivation to learn

Motivation to learn is described as a specific desire of an individual to learn the content of training program (Noe & Schmitt, 1986).

c. Intent to transfer

Intent to transfer defined as the individual's desire to apply on the job the learned knowledge, skills and abilities which have been obtained through training (Noe et al., 1986).

1.7.2.2 Training Factor

Training factor is defined as the degree in which the intervention leads to expected training outcome (Nijman, 2004).

a. Perceived content validity

Perceived content validity defines as the judgment on similarity between training content and actual job and the way the training is conducted to enable transfer of training (Holton & Bates, 1998).

b. Transfer design

Transfer design described as the way the training is conducted to inspire and enable transfer of training (Holton & Bates, 1998).

1.7.2.3 Organizational Factor

Organizational factor refers to transfer climate which describes work environment characteristics that facilitate or hinder the application of trained skills (Burke & Baldwin, 1999).

a. Supervisor support

Supervisor support defined as the effect of social support in the organizational context and source of feedback to employees on their performance (Nijman, 2004).

b. Peers support

Peers support is defined as the way colleagues behave to maximize the trainee's application of newly learned knowledge, skills and abilities on the job (Russ-Eft, 2002).

c. Opportunity to use

Opportunity to use is defined as the degree of which trainees notice and allocated adequate time and facilities to allow knowledge, skills and abilities gained in training will be used (Russ-Eft, 2002).

1.8 Organization of The Thesis

This research is conducted to examine the factors influencing transfer of training. It consists of five chapters. Chapter one presents the introduction, background of the research, problem statement, research questions, research objectives, significance of study, scope of study and organizations of chapters. In chapter two, literature of related researches, formulation of hypotheses and development of research framework are presented. Chapter three presents the research methodology which explains research design, research sampling, operation definition and measurement, survey material, pilot test, data collection procedure and data analysis techniques. Findings of this research analyzed in chapter four. Lastly, chapter five contains the conclusion, recommendations and future research ideas accomplished in light of the study findings and pertinent literature review highlights.

1.9 Chapter Summary

In this chapter 1, the overview of the study and background of the study are discussed. It is then followed by the problem statement, objective of the study, research question briefly explained. Then, the scope of study, significance of the study as well as definition of the key terms is explained. Finally, the organization of the remaining chapter is described. The following chapter two explains literature review of related studies to this research.



CHAPTER 2

LITERATURE REVIEW

2.0 Introduction

This study examines factors that influencing transfer of training among Malaysian public sector officers. Reviews of literatures that are relevant to the research topic are presented. Based on the literature, hypotheses and research framework are developed as well as independent variable and dependent variable also presented. This research intended to examine if individual factors (self-efficacy, motivation to learn and intent to transfer), training factors (perceived content validity and transfer design) and organizational factors (supervisor support, peers support and opportunity to use) influence transfer of training in public sector, specifically among young M41 PTD officers.

In addition, this chapter is divided into three sub topics, namely literature review, which provides information relative to transfer of training, followed by literature review on independent variables which are individual, training and organizational factors. The last sub topic presents the framework that explains the relationship between dependent variables and dimensions of independents variables, hypotheses developed and finally the conclusions of the chapter. An inclusive literature review was conducted to observe past researches in transfer of training across organizational background area. This research's aim is to find out gaps in existing researches on transfer of training and contribute ideas for future research.

2.1 Transfer of Training

In this section, literature review of dependent variable of this study is elaborated. Generally, transfer of training created a center of attention of many researchers and training professionals. Xiao (1996) described transfer of training as the employee's aptitude to utilize the learned skills in training into the job which improves output of the work in term of efficiency and productivity. Organizations usually allow employees to take part in training programs so that they can utilize the knowledge and skills after the training. Training is seen as a feature to improve efficiency and productivity of work. Therefore, transfer of training must be considered as a key aspect involves in organizational success.

Baldwin and Ford (1988) conceptualized transfer of training framework with the function of three factors include individual factors, training design factors and work environment factors, is shown in Figure 2.1. The individual factors include ability, motivation and personality factors. Training design factors focuses on the training in general includes training delivery, training content, and maintenance of learning. Work environment factors cover organizational climate involve supervisor and peer support, followed by opportunity to use the learnt knowledge, skills and abilities. The scope of individual, training and organizational factors covers wide range of dimensions that influence transfer of training. Furthermore, transfer of training is also an essential element in the training effectiveness conditions to advance organization performance. When an employee transfer the training effectively, it indicates that the employee benefitted from the training and one aspect of training effectiveness is identified. Transfer of training will be very effective if it is well planned, involved all stakeholders and supported by appropriate technologies (Noorizan, Afzan & Akma, 2016).

Therefore, organizations should allow employees to participate actively, provide facilities and support to employees to ensure training objectives are met in the aspect of transfer of training.

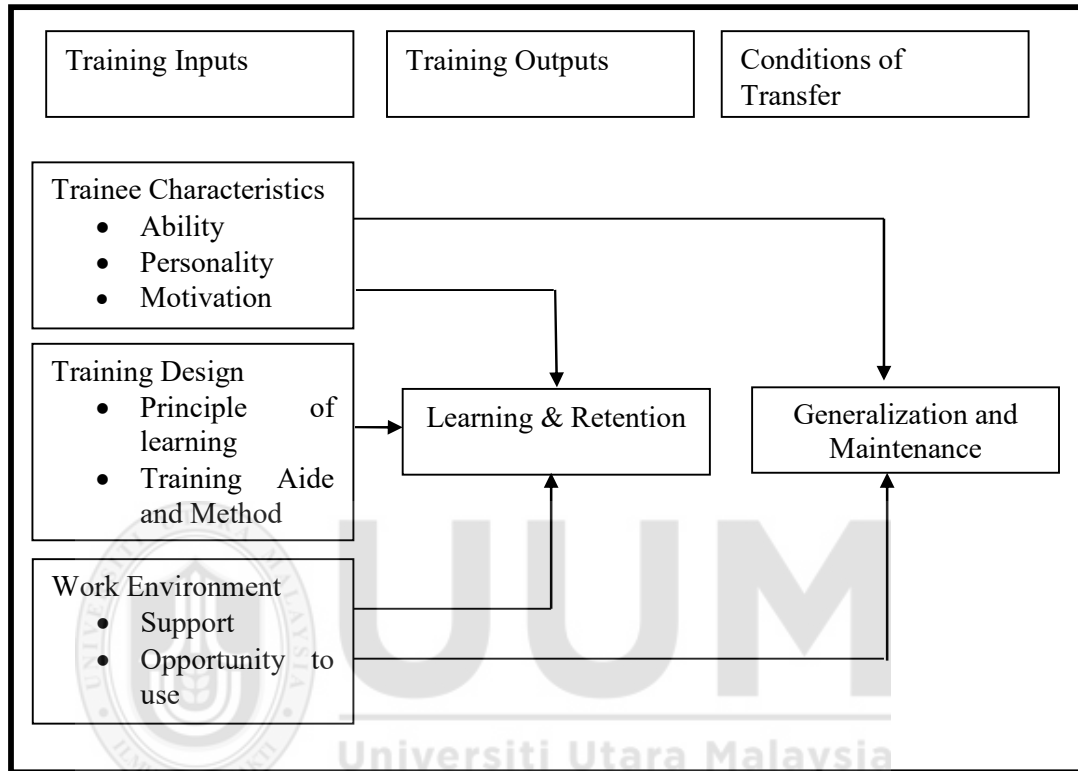


Figure 2.1
Baldwin & Ford's (1988) Transfer of Training Model

A few empirical studies in transfer of training field had been conducted and it has developed clear empathetic on the numerous reasons that influence the transfer of training (Baldwin & Ford, 1988; Burke & Hutchins, 2007; Chiaburu & Lindsay, 2008; Kasim, & Ali, 2011; Tonhauser & Buker, 2016, Nazli & Khairudin, 2017). The studies on transfer of training suggest that workforces should transfer knowledge and skills obtained after completing the training and constantly utilize them in their workplace.

Baldwin and Ford (1988) stressed on behaviour of the trainees must be generalized to the scope of work and need to maintain for a longer timeframe before considering effective realization. Furthermore, the learning application concept explains that to transfer the learning without failing, trainees should portray an optimistic performance changes. There are many challenges to transfer the training to the workplace. There are certain challenges occur after the trainees attempt to transfer this training in the workplace such as lack of bolstering training on the job, transference from the immediate training environment, lack of constructive transfer climate, the workers undermine the training, and finally lack of technology and other facilities to support training (Qureshi, Bhutto & Tunio, 2017). In addition to that, manager's practices and support also affect transfer of training. To reinforce the statement, Ridge (2002) mentioned that managers might not have the knowledge to support the information that the employees have learned.

Besides, transfer of training also be referred as the organizations confident in their employees to send them for training and motivate them to use the learned skills. Xiao (1996) stated that by providing training that meet with the employee's needs in term of knowledge, skills and abilities, the organization can expect more positive result from them. Thus, the repeated application of the learned skills and knowledge influence the behaviours of employees and it project to constructive transfer of training. The motivation of the employees to give more to the organization increases undoubtedly and the organization as well will motivate the employees to attend trainings. When transfer of training is effective, it creates win-win situation for both employees and employers.

Chiaburu and Marinova (2005) revealed that those employees possess higher intrinsic and extrinsic motivational factors are very keen to apply the training into routine performance gains than workers with lesser motivational factors (Edwards, 2013). This transform in performance is regarded the key factor that transfer of training had taken place and supported the definitions of transfer. Thus, transfer of training regarded as the utilization of learning whereas the transfer success is viewed as worker's capability to constantly use new knowledge to improve individual and job performance. If training is not translated into a performance gain that the organization expected, then it is considered the training objectives did not meet and the transfer of training in the perspective of job performance is trivial (Saks, Salas & Lewis, 2014). Consequently, the training would not be worthwhile if the transfer of training does not increase the employee's performance. Organizations should monitor the transfer of knowledge, skills and abilities. Therefore, the primary complications related to transfer need to be scrutinized (Edwards, 2013).

Training and transfer can happen within the remoteness of a classroom venue only when the characteristics related to the individual factors, training factors, and the organizational factors are included (Edwards, 2013). It indicates that the ability to obtain knowledge and skills not depend on where the training is conducted but how it is conducted and how it is transferred. Organizations generally recognize training influencing factor for successful job performance and gaining competitiveness (Kraiger, 2014). However, according to Baldwin & Ford (1988) and Saks (2007), most organizations hardly distinguish between training effectiveness and transfer of training whereby only limited knowledge and skills are utilized to the workplace causing the

training investment is improvident despite average direct expenditure per employee on training increase every year (Miller, 2014).

Xiao (1996) indicated that, transfer of training is a condition whereby employee's need on learning new knowledge and skills is achieved, subsequently the organization's performance is enriched through its employees. Furthermore, Zumrah (2013) discovered that public service officers able to transfer the knowledge and skills they learnt in National Institute of Public Administration (INTAN) but the percentage of knowledge and skills transferred is depend on individual factors, transfer process and nature of job. Therefore, the role of individual factors, training factors and organizational factors influencing transfer of training require further investigation in the context of Malaysian public service officers.

2.2 Individual Factors, Training Factors and Organizational Factors

In this section, the literature review on independent variables for these study namely individual factors (self-efficacy, motivation to learn and intent to transfer), training factors (perceived content validity and transfer design) and organizational factors (supervisor support, peer support and opportunity to use) are explained in detail.

2.2.1 Individual Factors

The individual trainee is one of the important factors of training. In examining the influence of individual factors in the transfer literature, research question typically focused on how the personal factors influence transfer of training. In specific, employees' transfer of training related to job performance and required to improve their

knowledge, skills and abilities to efficiently transfer as well as motivate them to promote transfer of training. The demands regarding the individual factor and transfer explore the employees within the context of involving in a form of training, and as a result, transfer the freshly attained knowledge and skills into job performance (Edwards, 2013). Trainee's characteristics do influence training outcomes whereby it is the sustainable conceptualization in the psychology literature that proves individual's ability to motivation affects performance (Awortwi-Tando, 2013). Thus, in this study, self-efficacy, motivation and intent to transfer dimensions are examined under individual factors.

2.2.1.1 Self-efficacy

Self-efficacy is defined as individual's ability to be confident and successfully performing any task even in different or difficult situations (Chen, Gully & Eden, 2001). Self-efficacy is considered as one of the key aspect in transfer of training. The level of human self-efficacy keeps changing according to many other factors. Thus, it allows to further study self-efficacy. Individuals observe task assigned to them in different angle according to their attitude towards job. Based on Bandura (1982), self-efficacy is individual's judgment over his ability to accomplish a task. Self-efficacy as the employee's capability to establish effective action needed that complies with the environment needs, particularly increase motivation to complete a task. Self-efficacy in other word increases enthusiasms among individuals to perform task assigned to them. Furthermore, Bandura (1997) revealed that self-efficacy encourages the employees to perform effectively as it has influence on how they think, feel, and act. Saks, Salas and Lewis (2014) also revealed that self-efficacy is considerably influences

job attitudes, training proficiency (Martocchio & Judge, 1997), and improves employees and organization performance (Stajkovic & Luthans, 1998).

Moreover, when an individual in organization has high confidence in his capability to learn in the training is very likely to have extraordinary confidence in applying newly gained knowledge and skills towards job after the completing the training. Researchers studied on the relationship between self-efficacy and other variables like transfer motivation, transfer of training and they confirmed that self-efficacy can increase the level of transfer of training (Chiaburu & Marinova, 2005; Gaudine and Saks, 2004; Saks, 1995), but there was less attention given on how it affects individual factor towards transfer of training (Saks et al., 2014). Hence, it is important to further examine the self-efficacy among trainees.

In addition, individuals with high self-efficacy are more likely to successfully transfer the training inputs because the increased cognitive engagement coupled with high self-efficacy cultivate the development of connected knowledge and skills required for transfer of training. A number of studies indicate that trainees who lack sufficient self-efficacy will put less effort to learning and transfer of training since it plays a motivational role, and affects the amount of effort applied to task performance (Machin & Fogarty, 2004). Based on this theoretical and empirical support, the study on self-efficacy is very important to further add empirical support particularly among Malaysia public sector officers.

2.2.1.2 Motivation to Learn

An individual's credits of job performance are internally or externally comprehended depending on his locus of control. Noe and Schmitt (1986) established that enthusiastic workers will involve in exploratory deeds directly based on an amplified motivation to learn. Moreover, the higher the individual determination for the employees to progress, the higher is the motivation for the trainees to learn in training (Edwards, 2013). When the employees concern on career advancement and job involvement, the motivational aspect gives impact on learning and job performance with potential influence on behaviour. In addition to that, motivation to learn likely increase when training and effective transfer of training lead to promotion, salary increment, self-worth and satisfaction (Noe & Schmitt, 1986).

2.2.1.3 Intent to Transfer

Holton (1998) defines intent to transfer as individuals' desire to use the knowledge and skills learned in training program in their jobs. Intent to transfer plays significant part in transfer of training (Paulsen & Kauffeld, 2016). It might be difficult to use trained skills in workplace without motivation (Bhatti, Ali, Isa & Battour, 2014). Individuals who attend training need self-motivation or must have intention to transfer in order to share his knowledge and skills successfully. For example, the expectancy theory states that anticipations about results affect struggles, motivation and performance. Similarly, social cognitive theory indicates expectations role about outcomes, self-efficacy and development of human behaviours (Bandura, 1997). Yamnill and McLean (2001) revealed goal setting, expectancy and equity theories are acting as supporting theories for intention to transfer. According to Yamnill and McLean (2001), in goal setting

theory, a goal is the objective which an individual is struggling to attain. Likewise, Burke et al. (2007) revealed that if trainees identify the training contents are similar to their job condition, it can improve their performance and attract their intention to transfer. Even though, intent to transfer is relate to other factors like training design and organizational climate, but its' role in individual factor provide significant support to increase relationship towards transfer of training.

2.2.2 Training Factor

Training factor is an important factor influences transfer of training (Pesiridis, Sourtzi, Galanis & Kalokairinou, 2014). Training design is the structure of learning principles, training methodology, training content relevant to the job and training goals bind to organizations expectation (Chidananda & Udhayachandra, 2018). In this study, perceived content validity and transfer design are two dimensions reviewed for training factors. Training factors offer a platform for effective transfer of training whereby trainees involvement in the training affecting training effectiveness and transfer of training. Few recent studies exhibit that the traditional training methods less likely playing role in transferring the training because technology playing significant role in attracting trainees (Nazli & Khairudin, 2018). Those days training was conducted in classroom or lecture hall involve trainer and trainees. However, nowadays there are many types of evolved such as simulation, outdoor training, gamification, on job training and so on. The training method evolvment is due to classroom training is unlike with the actual working conditions (Saks et al., 2014). Training environment therefore should encourage both trainer and trainees communicate without barriers.

The training factor stimulates variability to accomplishing maximum learning and enriching transfer by engaging trainees with appropriate training approaches (Nafukho, Alfred, Chakraborty, Johnson & Cherrstrom, 2017). However, transfer of training is representing what is learned in training and application of the learnt knowledge skills and abilities in real-world work. Brahm and Singer (2013) suggested that attractive training methodology can positively influence transfer of training, which attracts individuals to actively participate in training activities. This training factor is able gain trainees interest towards training and followed by motivate trainees to transfer the learned skills effectively. Therefore, this training factor is studied in the context of Malaysia to verify the significance towards transfer of training.

2.2.2.1 Perceived Content Validity

Bhatti et al. (2014) highlighted perceived content validity increase trainee's self-efficacy towards transfer of training. Trainees see content is important aspect that attract their interest. According to Chidananda and Udhayachandra (2018), perceived content validity should be affiliated individual and organizational goals as well as based on training need analysis. Therefore, training content and delivery should consider work environment and the transfer abilities have to be validated through related programs and activities. Bates (2003) revealed that training contents should be designated according to suitability to trainees; well ahead so that they can prepare themselves by avoiding uncertainties about the goal of the training program (MdSalleh & Mamat, 2017).

Furthermore, most trainees reacted that content validity is a key aspect for successful transfer of training (Bates, 2003). For transfer to be feasible, then training methods must

be considered. Through this method, researcher able to identify solution for how a training is carried out or conveyed and the method influences transferability of the learned skills.

2.2.2.2 Transfer Design

Holton and Bates (2000) defined transfer design as the degree to which training has been designed and delivered to ensure trainees able to transfer the learned knowledge and skills to the job, and training methods match the actual job (Muduli & Raval, 2018). However, the actual training design varies depending on other aspects as it has to consider organizational culture, structure and participants demographic profile. Similarly, Holton (1996) revealed that transfer designs diverge significantly relying on content, cultures, and other situational characteristics and it shows distinctiveness in the training model. Therefore, different trainees may require different training design.

According to Burke and Hutchins (2007), organizations are encouraged to design training that offers opportunity to the employees to transfer the training as well promoting them to apply and maintain the training content for a longer period of time. In addition, appropriate feedback after training is recommended to verify the effectiveness of the training. Loch, Dam and Chiaburu (2013) examined the role of matching elements between the learning method and the actual method as part of the process of transfer of training. The study authenticated that similarities between training and daily work situations has a positive impact transfer of training.

According to Baldwin and Ford (1988), integration of training doctrines, training material sequence and the training content relevancies are vital aspects considered in transfer design. It enables the flow of training is uninterrupted and enhances trainees' understanding. In addition, the training methods, training location, facilities are important aspects to be considered prior to planning training program which assist workforces transfer training in workplace (Muduli & Raval, 2018). The training method should attracts trainees' interest by incorporating technologies. Training location, somehow should provide comfort to the trainees and convenient location for them to move. Previous researcher (Tai, 2006) indicated training time, trainer, support by trainer and duration of the program affect the degree of transfer of training.

There are various training method available nowadays for example, on job training, class room training, simulation training, role playing, seminar and so on. Since the world is influenced by technology, some findings have presented that the traditional approaches reduce the transfer of knowledge. Learning in the classroom is dissimilar with the real working conditions (Saks et al., 2014). Therefore, it is necessary to examine transfer design within training factor to obtain the relationship towards transfer of training.

2.2.3 Organizational Factor

The organizational factor is also one of the important factor that influencing transfer of training. In this study, supervisors support, peers support and opportunity to use are three dimensions reviewed. Generally, organizations spend significant amount of time and money on training to improve organizational performance. This factor are similar

to work environment that influence transfer of training. In the transfer of training process, it is vital to support trainees personally and to create a shared insight of social support (i.e. a supervisor and peer support) after the training program (Massenberg, Spurk, & Kauffeld, 2015). The results indicate that such a supportive climate in term of supervisors support and peers support as well as opportunity to apply influences shared views on motivation to transfer prior to transfer of training. Subsequently, supervisors can discuss with those employees, and then test their knowledge for the entire team, to create a supportive, motivational climate to effectively transfer the training. Moreover, peers support after training, is considered an extended support from supervisors support where the entire team help in facilitating transfer of training. It is also suggested that supervisors to conduct team meeting as well as personal meetings with the trainees to discuss progress, difficulties aroused and opportunity to use in transfer of training. Therefore, to identify whether the interaction contribute or prevent effective transfer, it is necessary to analyze this factor in this study.

2.2.3.1 Supervisor Support

Organizations should make sure that supervisors are attentive and have adequate knowledge of transfer of training need to support after training interventions (Massenberg et al., 2015). In such training ideas, supervisors should have prior knowledge regarding the training attended by employees to cultivate motivation to transfer and influence transfer of training. Supervisors should provide more freedom to employees to learn and apply those knowledge and skills in the job context (Chatterjee, Pereira & Bates, 2018). The supervisor's management style should include characteristics like risk-taking, innovation, freedom, trust and uniqueness. In order for

employees to implement new skills, supervisor's agreement is very important to avoid long drawn processes and bureaucracy which deter effectiveness of transfer of training. This systematic approach could lead positive response from employees and inspire them to deliver more for betterment of the work process and organization. For example, when an employee returns to the work place after completed particular training is fully poised to transfer. If there is lack of management support such as low budget, affects production and so on, the employee unable to transfer his learned skills effectively. This organizational frustrations make transfer just unachievable despite them had an excellent expensive training.

Supervisors able to guide employees in improving rate of transfer by familiarizing them with the use trained skills, teach them how to apply newly learnt skills to jobs, setting objectives and providing them with timely opinions (Gosh, Chauhan & Rai, 2015). Generally, supervisors have vast experience and knowledge compared to their subordinates. Therefore, employees must be prepared to receive guidance as well as critics from supervisors. Supervisors understand the importance of supporting employees' transfer efforts and they provide significant support to enhance the rate transfer of training in the organization (Lancaster, Milia & Cameron, 2013). Furthermore, supervisors should be a role model in the workplace in cultivating transfer of training. In addition to that, supervisors should exhibit their interest in knowing employees training experience to facilitate necessary assistance to them for effective transfer of training approach.

2.2.3.2 Peer Support

According to Muduli and Raval (2018), peer support is generally explained as co-workers' encouragement to use newly learnt knowledge and skills the workplace and it exerts influence on employee's ability to transfer training, as supported by past researchers, Bates et al. (2000) and Chiaburu (2010). In addition, peers play supportive role in transfer of training and they are willing to give feedback on new initiatives. When the organization support risk-taking, there will be less fear for failure and the commitment to apply new knowledge and skills as well as innovations ensure participation from all the fellow employees (Chatterjee, Pereira & Bates, 2018). This approach develops positive organizational climate and transfer climate within the organization.

Moreover, employees should put effort to create support networks among their peers and sustain working relationships after transfer of training has ended (Zumrah & Boyle, 2015). The role of peer support should not be taken advantage during employees' need their support but they should interact continuously and discuss for improvements.

2.2.3.3 Opportunity to use

Based on research done by Ford (2006), the opportunity to use training knowledge and skills in the work context is significantly influences transfer of training (Nafukho et. al, 2017). Similarly, Schindler and Burkholder (2016) noted that, existing research recommends that providing employees with an opportunity to use learned knowledge and skills, the training can be transferred effectively. Employees also should communicate with their supervisors and colleagues on the benefit of using newly

learned skills. Failure to provide such opportunities will result in loss of training time and training cost. Apart from that, employees might forget those skills if they did not try them immediately. Furthermore, Baldwin and Ford (1988) express their concern on the opportunity to use can be realized by advising organization to provide sufficient time for the employees to practice and repeat the knowledge and skills that they had learned. Moreover, it can build employee's confidence in practicing the new acquisitions and helps to reduce errors.

Opportunity to use the learnt knowledge and skills viewed as critical factor to emphasize their learning (Lancaster, DiMilia & Cameron, 2013). Organization through management should facilitate practice opportunities by empowering them to develop and try those trained skills and innovations. Employees need to discuss with their supervisors on the applications development and this ensures the employees receive timely feedback to correct undesired outcomes. To maximize the opportunity to use, the supervisors can praise them for their effort, give recognition or even provide extrinsic rewards (MdSalleh & Mamat, 2017). Employees will repeat the utilization of new skills in their work when they perceived that they are appreciated for their transfer of training. These studies support the findings of previous studies and investigate further to the transfer knowledge scope on opportunities to use to back transfer of training.

2.3 Relationship between Individual Factors, Training Factors and Organizational Factors towards Transfer of Training

The relation between individual factors, training factors and organizational factors towards transfer of training is explained in this section. Past literature studies and

theoretical examples that indicate relationship between the three variables and transfer of training are discussed as well.

2.3.1 Relationship between Individual Factor (Self-efficacy, Motivation and Intent to transfer) and Transfer of Training

Machin and Fogarty (1997) revealed the relationship between individual factor and transfer of training. The research focused on self-efficacy, motivation and intent to transfer which are dimensions of individual factor predict transfer of training. In addition, Kenyon (2013) adapted Machin and Fogarty (1997) instrument and he discovered that there is a positive correlation between dimensions and transfer of training. Sahoo and Mishra (2018) researched individual factor including the dimensions of self-efficacy, motivation to learn and motivation to transfer exhibited positive relationship towards transfer of training.

Iqbal and Dastgeer (2017) examined the role of self-efficacy towards transfer of training in Pakistan's banking sector and the result indicated that there is a positive relationship between them. The findings show that employees with greater self-efficacy eventually lead to greater transfer of training. Furthermore, Noor (2015) revealed that self-efficacy shows significant relationship on transfer of training. Moreover, individuals who lack of self-efficacy will show lesser determination in learning and transfer of training because self-efficacy acting as a motivational element. Self-efficacy also exclusively depends on the inner-beliefs of trainees to be confident on what they do in their job.

According to research by Nafukho et al. (2017), motivation to participate in training predicts transfer of training in Spain. The positive relationship of learning oriented motivation indicates that individuals receive personal benefits by participating in training and expected to perceive higher level of transfer of training in their job. Bhatti et al. (2014) exhibits motivation to learn has significant and positive impact on transfer of training.

Furthermore, Suleiman, Dassanayake and Othman (2018) examined the role of transfer motivation as mediating variable between trainee characteristics and transfer of training in Nigeria educational sector. However, there was no positive mediating relationship between trainee characteristics and transfer of training. Therefore, it suggests the transfer motivation to be examined directly with transfer of training. In addition, Iqbal and Dastgeer (2017) examined the role of motivation to transfer towards mediating relationship between training retention and transfer of training in Pakistan's banking sector and the result showed that motivation to transfer mediates the relationship between them. Considering the importance of direct relationship between motivation to transfer and transfer of training, it is important to examine the factors in the context Malaysian public service. Lee, et al. (2014) analysed motivation to learn among high and low performers in Korean insurance company and revealed that low performers show direct influence transfer of training.

Thus, this study implies approaches for strategies that individuals may use to enlighten decisions on interventions designed to enhance self-efficacy, training motivation and intention to transfer the learned knowledge, skills and abilities. Therefore, the following

hypothesis is proposed for this study to identify whether individual factor is significant to the transfer of training.

H1: Individual factors significantly and positively influence transfer of training.

H1a: Self-efficacy significantly and positively influence transfer of training.

H1b: Motivation to learn significantly and positively influence transfer of training.

H1c: Intention to transfer significantly and positively influence transfer of training.

2.3.2 Relationship between Training Factors (Perceived Content Validity and Transfer Design) and Transfer of Training

This section discusses relations between training factor and transfer of training from past researchers whom proved significant relationship between those variables. Holton and Bates (2009) developed Learning Transfer System Inventory (LTSI) model to examine transfer of training, including individual factor, training factor and organizational factor. Holton & Bates (2009) analysed training factor and found out that perceived content validity and transfer design significantly influences transfer of training. Renta-Davids, Jimenez-Gonzalez, Fandos-Garido and Gonzalez-Soto (2014) examined the training design factor and the findings indicate that it is positively associated with transfer of training. Relatively, effective transfer design incorporate with constructive training objectives can ensure transfer of training takes place efficiently. Additionally, Chidananda and Udhayachandra (2018) examined the influence of training design on transfer of training in microfinance industry in Karnataka, India. The findings support that training design affects the transfer of training.

Further, Muduli and Raval (2018) carried out research to examine the influence of transfer design on transfer of training in Indian insurance company. The study result shows that transfer design is contributed negatively to transfer of training. In the context of India, the trainers in insurance company are full-time employees who enjoy job security, so they consider training to be a routine, hence lack of enthusiasm to improve training. In addition, Bhatti (2014) studied training content's role on transfer of training in the Malaysian banking sector. The result proved training content predicts transfer of training. When the training content, design and delivery matches work environment and job requirement, it will enhance transfer of training followed by personal development.

Transfer design and perceived content validity are two characteristics that discusses training factor in detail. A training conducted must be added with values that enhance transfer in the organization. Proper approaches, methods, design, content validity and delivery must be considered to boost trainees' interest towards the training as well as transfer of training. Therefore, the following hypothesis is proposed for this study to identify whether training factor is significant to the transfer of training.

H2: Training factors significantly and positively influence the transfer of training.

H2a: Perceived content validity significantly and positively influences the transfer of training.

H2b: Transfer design significantly and positively influences the transfer of training.

2.3.3 Relationship between Organizational Factors (Supervisor support, Peer support and Opportunity to use) and Transfer of Training

This section discovers relations between organizational factors and transfer of training from previous researchers whom proved significant relationship between those variables. Katz and Kahn (1996) emphasized that the organizational factor indicates the type of people who make up the organization, work processes, communication and the exercise of authority within the organization that influences transfer of training (Eunice, 2013). Good organization climate such as supervisor support, peer support and opportunity to use the learned knowledge, skills and abilities from the training, enable trainees transfer the training inputs in the organization effectively.

Study conducted by Noor (2015) revealed that supervisor support is one of the transfer of training's determinant. Almost in all the organizations, supervisors play important role in transforming management's vision and mission towards business goals through participation of employees. The business goals can be achieved through when the employees have the capability of performing their duties efficiently and effectively. Lancaster et al. (2013) examined the supervisor support before, during and after training for transfer of training. The findings exhibit relationship between the two variables. It is discovered that, supervisors that initiated meeting before training increase employees confidence to learn. Furthermore, supervisors support during training is indeed beneficial which enables employees to discuss related topics and clarify enquiries. When the meetings held after the training, supervisors facilitate effective transfer of training. In addition, MdSalleh and Mamat (2017) examined the supervisor support's relationship on transfer of training among Universiti Teknologi Mara (UiTM) academic staff. The result indicated significant relationship exists between supervisors support

and transfer of training. Nurdiana (2014) researched supervisors support among mechanics in Surabaya, Indonesia and indicated that supervisors support significantly influences transfer of training. This is because the supervisors have greater authority over their subordinates, thus it enables the subordinates follow the instructions from their supervisors.

Nurdiana (2014) also examined peers support influencing transfer of training among mechanics in Surabaya, Indonesia and indicated that peers support does not influence transfer of training. The insignificance caused by the working conditions and environments inhibits communication among the colleagues. Lau and McLean (2013) examined the influence of peers support on transfer of training among outdoor management program's participants and found out that the peers support does not predict transfer of training. Furthermore, Lee, Lee, Lee & Park (2014) analyzed peer support among high and low performers in Korean insurance company and pointed out peer support does not influence transfer of training. It was assumed that the culture of the employees and organization affected the result.

Besides, MdSalleh and Mamat (2017) also studied the relationship of opportunity to use factor on transfer of training among Universiti Teknologi Mara (UiTM) academic staff. The result pointed out significant relationship between opportunity to use and transfer of training. Muduli and Raval (2018) examined the opportunity to use factor on transfer of training in Indian insurance company and found out that opportunity to use influences transfer of training.

Specifically, supervisor support and peer support have a crucial role in ensuring effective transfer of training. Supervisors are first level people in management and peers are counterparts that support and critics the trainees when they wanted to implement any new skills that they learned from training. When an employee receives support from his supervisor it can increase employee willingness to transfer the information to their work. When the employee's co-workers support the sharing of knowledge, it will produce conducive learning transfer environment within the organization. In addition, constructive feedback from the supervisor and peers is one of the ways to enhance transfer of training. Additionally, opportunity to use the skills learnt in the training can be enriched with the support from both supervisors and peers combining with suitable facilities are provided.

Therefore, the following hypothesis is proposed for this study to identify whether organizational factor is significant to the transfer of training.

H3: Organizational factors significantly and positively influence transfer of training.

H3a: Supervisor support significantly and positively influences transfer of training.

H3b: Peer support significantly and positively influences transfer of training.

H3c: Opportunity to use significantly and positively influences transfer of training.

2.4 Underpinning Theory

An underpinning theory that is applicable and relate to this study is explained. There were many theories developed for transfer of training, but for this study Social Learning Theory (SLT) that was proposed by Bandura (1971) is considered relevant. This section explains the underpinning theory that is appropriate to the present study.

The Social Learning Theory (SLT) observe human activities, particularly behaviours being driven by inner forces and influenced by the environment. According to Vygotsky's (1962) social learning theory, transfer of training enables knowledge sharing by bridging theoretical gap between using learning tools and executing processes (AlYahya, 2014). Transfer of training is highly important in measuring the effectiveness of training program. Furthermore, this theory revealed that positive mind-set such as optimistic, enthusiastic and confidence in a constructive work environment able to contribute positive outcomes. However, if these mutual interactions between mind-set and environment are disrupted, it will resulted negatively in term of improper task delegation, dissatisfaction and inefficiencies.

Bandura's Social Learning Theory illustrated that learning will be successful when individuals pay proper attention to learning, sustaining learning behaviour, applying the learning and motivation for effective learning. This theory applicable to this study as it covers all the aspects in terms of individual factors, training factors and organizational factors towards transfer of training. Precisely, for individual factors, self-efficacy, motivation to learn and intent to transfer elements that are stimulus to present study are examined. These individual factors relate to human behaviours and mind-set from before attending training, during in the training and after the training. Secondly the

training factors involve perceived content validity and transfer design. These elements concentrated at training environment and it describes how the individuals recognize training. Lastly, organization factors cover supervisor support, peers support and opportunity to use. The social involvement and the support from them are described in the work environment condition. Thus, the three factors give impact on transfer of training and failure to observe the importance of these factors could cause drawbacks in transfer of training.

The two types of stimulus involved in Social Learning Theory are symbolic conditioning and vicarious conditioning (Bandura, 1971). Symbolic conditioning represents the individual factors in this study, namely self-efficacy, motivation to learn and intent to transfer. It is because symbolic conditioning is a condition when the behaviour of an individual is moulded via experiences. For example, the more an individual's experience, he tend to have high self-efficacy, motivation to learn and intention to transfer. The vicarious conditioning represents external factors that influence individuals' reactions. In this study, perceived content validity, transfer design, supervisor support, peer support and opportunity to use may influence transfer of training in the organization. When the learning and working environments are constructive and able to create positive atmosphere, it will increase individuals' interest in transferring the training.

2.5 Research Framework

The research framework is adapted from Baldwin and Ford (1988) transfer of training model. The model is slightly changed to suit this research in the context of transfer of

training among Malaysian public sector officers. Figure 2.2 illustrates the research framework for this study. There are three independent variables focused in these study include individual factors, training factors and organizational factors. Individual factor is dissected into three dimensions which are self-efficacy, motivation and intent to transfer. The training factors broke down perceived content validity and transfer design. The organizational factors' dimensions are supervisors support, peers support and opportunity to use. The dependent variable explored in this study is transfer of training.

The Social Learning Theory (SLT) suit to the research framework of this study. The theory discusses cognitive factors, also known as personal factors which cover knowledge, expectations and attitudes. As this factor related to individual factors, it investigates the individuals feature in transfer of training. Motivation to learn and intent to transfer are important personal factors that match with Social Learning Theory. Furthermore, the theory includes behavioural factors which skills, practice and self-efficacy. This behavioural factor is including self-efficacy that tested on individual factors of this study and training factors like perceived content validity and transfer design. Through this link towards the theory, this research framework able to identify the important aspects of learning and transferring the training. Moreover, the environmental factors in the theory explains social norms, access in community and influence on others. These environmental factors are applicable on organizational factors like supervisor support, peer support and opportunity to use. In the organizations, the trainees interact with organization's community and influence them to transfer the training as well as looking for opportunity to obtain support from supervisor, peers and other related employees. Therefore, Social Learning Theory (SLT) adapted to apply in the research framework.

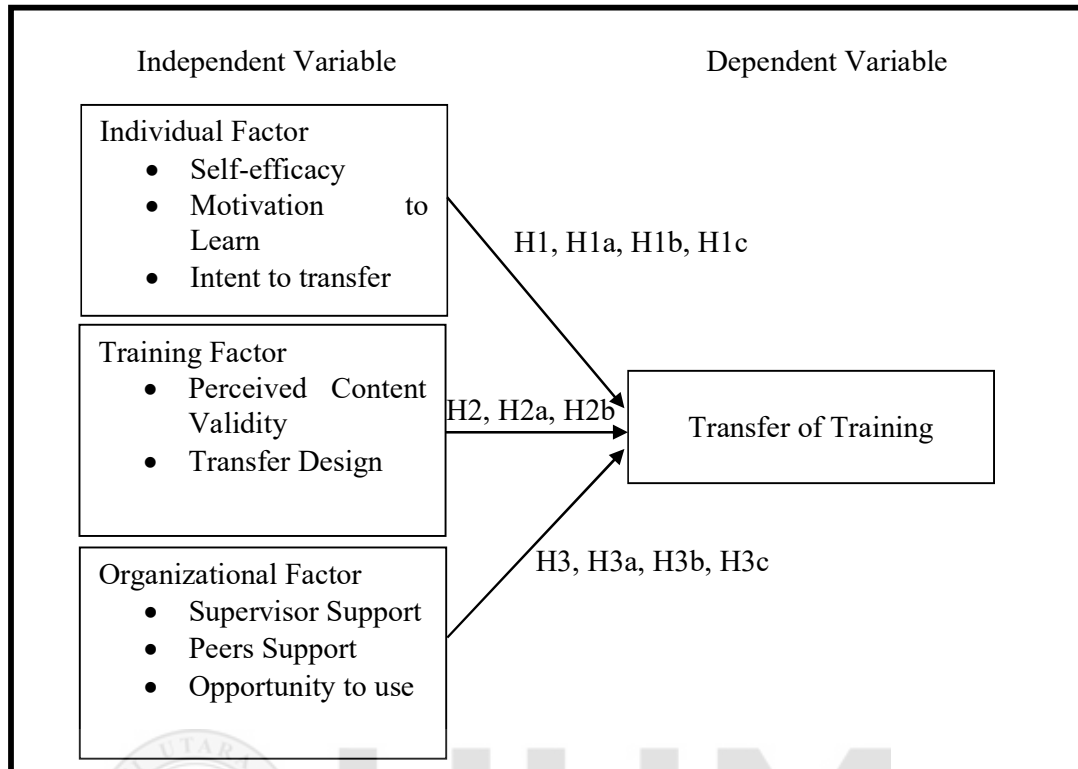


Figure 2.2
Research Framework

2.6 Chapter Summary

This chapter presented the review of literatures in the spotlight of factors that influencing transfer of training among public service officers. Furthermore, the dimensions of independent variables scrutinized to ensure the past literature studies has theoretical relationship with the dependent variable. The research methodology and the processes involve in conducting this research presented in Chapter 3.

CHAPTER 3

METHODOLOGY

3.0 Introduction

This chapter discusses the research methodology applied in this study. The process involved in factors influencing transfer of training among public sector officers will be discussed. Specifically, it covers research design, research sampling which include population, sampling size and sampling technique, operational definitions and measurement of variables, pilot test, data collection procedure and data analysis technique.

3.1 Research Design and Unit of Analysis

Research design is a general blue print for collection, measurement and analysis of data to find answer for research objectives and hypotheses. This research examines the factors that influencing transfer of training among Malaysian public sector officers. This research applies quantitative research method to assess the variables and analyze the result. Quantitative research involves data collection that can be measured and subjected to continuation and challenge “alternate knowledge entitlements” (Creswell, 2013). Quantitative research method helps to answer inquiries in connection to quantifiable factors with an aim to clarify and control wonders connections inside measurable factors with an expectation to explain foresee and control a phenomenon (Perumal, 2014).

This study is conducted using cross-sectional research design in which data is collected, analyze, and summarized where the conclusion is drawn at a single-point in time. Cross-sectional study allows researcher to integrate related literature studies, basis from pilot test and evidence from actual survey as a key practice to accumulate data for this study (Noor, 2015). Furthermore, this study also furnishes a clear 'snapshot' of the findings and the distinctiveness linked with it. It is also assess disparity among diversified nature of people, matters, or phenomena rather than change of process. Hence, the outcome obtained from cross-sectional study is more accurate and less biased.

In this research, survey technique had been chosen to gather data as it is relatively inexpensive and consume less time to conduct. A comprehensive set of questionnaire is used as an instrument for this study. In quantitative research, questionnaire is most common technique to collect data as various respondents are asked to respond to same questions. Furthermore, it is one of the most affordable ways to gather quantitative data and it is flexible. Thus, questionnaires ensures the outcome of the research is more objective, relatively quick to collect information and can be targeted to the groups that researcher prefers.

Unit of analysis refers to the subject that is being studied in researches (Mohajan, 2017). The unit of analysis in this study is individual particularly the Administrative and Diplomatic (PTD) M41 officers from Malaysian public sector. For the purpose of this study, the researcher focused on PTD M41 officers all over in Malaysia in both Federal and State departments. The M41 cohort is chosen due to they were recently attended one year of training program in National Institute of Public Administration (INTAN) and they are able to judge the transfer of training in public service. In the public sector,

they play significant role as young officers to be nurtured as impressive leaders who lead ministries and departments in future.

3.2 Population and Sample

Robinson (2014) describes population as a collection of subject of interest to be studied. Similarly, individuals who have similar characteristics and common traits that researcher identify to the study also consider as population. The population for this study is PTD officers Grade M41 in Malaysia public sector. A total number of 930 PTD officers who were selected from year 2015 until 2017 are considered as the population for this study. The population is chosen due to a minimum one year service in their respective departments to be able to transfer the training they had attended in year 2018.

For the PTD M41 officers, the population of 930 officers, the sample size recommended by Krejcie and Morgan (1970) as cited by Sekaran (2010) is 274. In this study, the officers those selected in the year of 2015, 2016 and 2017 are chosen to test their transfer of training for the trainings that they had attended in 2018.

The respondents are situated all over Malaysia in various government agencies and departments. Thus, the census is applied in this research. Census is defined as a study of every unit, everyone or everything in a population, which means a complete count (Baffour & Valente, 2012). Normally, census is applied when it comes to measurement of specific phenomenon especially when the population is small. Besides, the data can be used as a benchmark for future studies and the results would be better when it is widely applied (Baffour & Valente, 2012). The questionnaire sent to all the trainees and

they are allowed to participate in the survey on their willingness to share their experience.

3.3 Measurement and Instrument

As this research applies quantitative method, the instruments involved in this study were used to develop a set of questionnaire to examine the relationship between variables and test the hypotheses drawn. The survey is widely utilized information collection approach for an extensive study due to its effortlessness and quickness.

The independent variables used in this study are individual factors, training factors and organization factors whereas the dependent variable is transfer of training. All items in the questionnaire were tested by using Likert Scale ranging from 1 indicates strongly disagree to 5 indicates strongly agree.

As mentioned in research design, the survey contains quantitative measure of transfer of training, individual factors, training factors, organization factors and demographic profile of the respondents such as gender, age, marital status, highest education achievement, current attachment at agencies, grade, duration in public service and days of training attended in 2018. The questionnaires distributed in English language consist of three (3) parts which includes 59 questions, as shown in Table 3.1.

Table 3.1
Description of Survey' Section

Questionnaire Sections	Variables
Part A	This part illustrates demographic profile such as gender, age, marital status, highest education achievement, current attachment at agencies, grade, duration in public service and days of training attended in 2018. This part contains 8 items.
Part B	This part illustrates items on independent variable which are individual factor, training factor and organizational factor; and it consists of forty five (45) items.
Part C	This part illustrates items on dependent variable which is transfer of training and it consists of six (6) items.

3.3.1 Independent Variable

The following subsections describe the instrument and the operational definition of the independent variables used in this study such as individual factor, training factor and organizational factor.

3.3.1.1 Individual Factor

The instrument used to measure individual factor is adopted from Machin and Fogarty (1997) comprises of 5 positive worded items for self-efficacy, 5 positive worded items for motivation and 11 positive worded items for intent to transfer. Machin and Fogarty (1997) obtained Cronbach Alpha reliability coefficient of 0.82 for self-efficacy, 0.87 for motivation and 0.90 for intent to transfer which indicate the instrument is a reliable tool. The instrument further tested by Kenyon (2016) and he obtained the Cronbach Alpha reliability coefficient of 0.91 for self-efficacy, 0.87 for motivation and 0.93 for intent to transfer.

The high reliability shows the instrument is valid and reliable. Respondents were required to answer based on their level of understanding and experience through these 21 questions measurement using a five-point Likert scale from 1- indicating strongly disagree to 5 - indicating strongly agree. Table 3.2 displays the operational definition and the items for individual factor.

Table 3.2
Operational Definition and Instrument of Individual Factor

Variables	Operational Definition	Items
Individual Factor	Individual factor is described as the characteristics of individual performance in the trainability concept (Noe, 1986).	
<ul style="list-style-type: none"> • Self-efficacy 	Self-efficacy is defined as the tendency and enthusiasm that individual has in order to apply the skills he obtained in any situations (Chen, Gully& Eden, 2001).	<ol style="list-style-type: none"> 1. I feel confident that I am able to master the material presented in the training. 2. I feel confident that I can perform satisfactorily in the training. 3. I feel confident that I will effectively use the skills taught in the training. In the past, I have expected the best. 4. I feel confident that I will develop expertise in the skills taught in the training. 5. I feel confident that I can overcome obstacles to using the skills taught in the training.
<ul style="list-style-type: none"> • Motivation to Learn 	Motivation to learn is described as a specific desire of an individual to learn the content of training program (Noe & Schmitt, 1986).	<ol style="list-style-type: none"> 1. I expect that investing effort in the training will result in my achieving a high level of success in the training. 2. I expect that my success in the training will result in better on the job performance. 3. I expect that doing my best in the training will be beneficial to me.

		<ol style="list-style-type: none"> 4. Doing my best in the training is important to me. 5. Doing my best in the training is a source of satisfaction for me.
<ul style="list-style-type: none"> • Intent to Transfer 	<p>Intent to transfer defined as the individual's desire to apply on the job the learned knowledge, skills and abilities which have been obtained through training (Noe & Schmitt, 1986).</p>	<ol style="list-style-type: none"> 1. I discuss with my supervisor, ways to develop the skills I have learned. 2. I discuss with my co-workers, ways to develop the skills I have learned. 3. I spend time thinking about how to use the skills I have learned. 4. I evaluate how successfully I can use the skills that I have learned. 5. I look for opportunities to use the skills that I have learned. 6. I review training materials in order to develop the skills that I have learned. 7. I practice using the skills that I have learned. 8. I set specific goals for maintaining the skills that I have learned. 9. I seek expert help/advice in order to maintain the skills that I have learned. 10. I examine my work environment for potential barriers to using the skills that I have learned. 11. I monitor my success at using the skills that I have learned.

Source: Machin and Fogarty (1997)

3.3.1.2 Training Factor

The instrument used to measure training factor is adopted from Learning Transfer System Inventory (LTSI) Training Factor (Holton, Bates & Ruona, 2000) comprises of 9 items whereby 5 items test perceived training content validity and 4 items test transfer design. Holton and Bates (2009) obtained Cronbach's alpha of 0.84 for perceived training content validity and 0.85 for transfer design. Edwards (2013) obtained Cronbach alpha of 0.85 for both dimensions. Bhatti et al. (2014) obtained Chronbach alpha of 0.81 for perceived content validity and 0.79 for transfer design. In addition to that, Noorizan et al. (2016) obtained 0.83 for perceived content validity and 0.91 for transfer design.

The good reliability shows the instrument is valid and reliable. Respondents were to answer based on their experience through these 9 questions measurement using a five-point Likert scale from 1- indicating strongly disagree to 5 - indicating strongly agree.

Table 3.3 displays the operational definition and the items for training factor.

Table 3.3
Operational Definition and Instrument of Training Factor

Variables	Operational Definition	Items
Training Factor	Training factor is defined as the degree in which the intervention leads to expected training outcome (Nijman, 2004).	
<ul style="list-style-type: none"> Perceived Content Validity 	Perceived content validity defines as the judgment on similarity between training content and actual job and the way the training is conducted to enable transfer of training (Holton, Bates & Ruona, 2000).	<ol style="list-style-type: none"> 1. The instructional aids (equipment, illustration, etc.) used in training are very similar to real things I use on the job. 2. The methods used in training are very similar to how we do it on the job.

		<ol style="list-style-type: none"> 3. I like the way training seems so much like my job. 4. What is taught in training closely matches my job requirements. 5. The situations used in training are very similar to those I encounter on my job.
<ul style="list-style-type: none"> • Transfer Design 	<p>Transfer design described as the way the training is conducted to inspire and enable transfer of training (Holton & Bates, 1998).</p>	<ol style="list-style-type: none"> 1. The activities and exercises the trainers used helped me know how to apply my learning on the job. 2. It is clear to me that the people conducting the training understand how I will use what I learn. 3. The trainer(s) used lots of examples that showed me how I could use my learning on the job. 4. The way the trainer(s) taught the material made me feel more confident I could apply it.

Source: Holton, Bates & Ruona (2000)

3.3.1.3 Organizational Factor

The instrument used to measure organizational factor is adopted from Baldwin and Ford (1988) comprises of 15 items whereby 6 items test supervisor support including 1 reversed item, 4 items test peer support and 5 items test opportunity to use. Manju and Suresh (2011) tested the instrument and obtained Cronbach alpha of 0.905 for both supervisor and peer support and 0.816 for opportunity to use. Shi and Liu (2015) also tested the instrument and obtained Cronbach Alpha of 0.923.

The high reliability shows the instrument is valid and reliable. Respondents required to answer based on their experience through these 15 questions measurement using a five-point Likert scale from 1- indicating strongly disagree to 5 - indicating strongly agree.

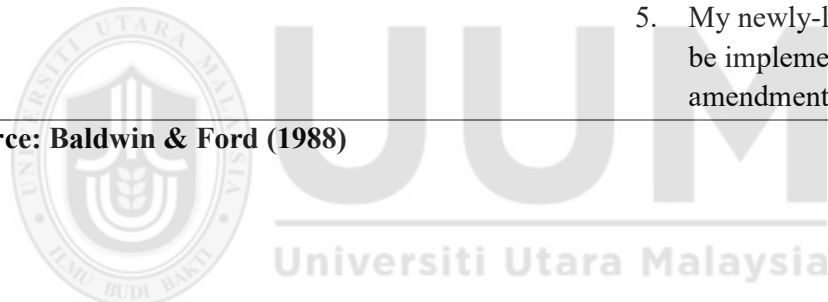
Table 3.4 displays the operational definition and the items for organizational factor.

Table 3.4
Operational Definition and Instrument of Organizational Factor

Variables	Operational Definition	Items
Organizational Factor	Organizational factor refers to transfer climate which describes work environment characteristics that facilitate or hinder the application of trained skills (Burke & Baldwin, 1999).	
<ul style="list-style-type: none"> • Supervisor Support 	Supervisor support defined as the effect of social support in the organizational context and source of feedback to employees on their performance (Nijman, 2004).	<ol style="list-style-type: none"> 1. My supervisor provides required office support facilities after training. 2. My supervisor encourages me to share newly learnt concepts with my colleagues. 3. My supervisor sets new goals for me in order to benefit from new skills and concepts learnt during training. 4. My organization's management does not consider training as important inputs. ® 5. While conducting Performance Evaluation in the organization, use of newly learned skills is considered vital. 6. I like the overall quality of the supervision I receive from my work.
<ul style="list-style-type: none"> • Peers Support 	Peers support is defined as the way colleagues behave to maximize the trainee's application of newly learned knowledge, skills and abilities on the job (Russ-Eft, 2002).	<ol style="list-style-type: none"> 1. My colleagues support my initiative to implement skills and knowledge learnt during training. 2. My colleagues are keen to know about my training.

		<ol style="list-style-type: none"> 3. My colleagues want to adopt my newly acquired style of work. 4. My colleagues are willing to share my workload in implementing newly learnt skills and techniques.
<ul style="list-style-type: none"> • Opportunity to use 	<p>Opportunity to use is defined as the degree of which trainees notice and allocated adequate time and facilities to allow knowledge, skills and abilities gained in training will be used (Russ-Eft, 2002).</p>	<ol style="list-style-type: none"> 1. My job conforms to what I learnt during training. 2. After training I am assigned to the job in accordance with training. 3. My job after training is more challenging. 4. I need to require formal approval from my supervisor to implement newly learnt skills and concept. 5. My newly-learnt skills could be implemented without amendments.

Source: Baldwin & Ford (1988)



3.3.2 Dependent variable

The following subsection explains the instrument and operational definition used to measure transfer of training as dependent variable.

3.3.2.1 Transfer of Training

The transfer of training instrument is adapted from Xiao (1996) which comprises of 6 positive worded items. Researchers such as Zakaria (2015), Noor (2015), and Jaidev and Chirayath (2012) have used this instrument in their studies. In terms of Cronbach alpha, Xiao (1996) obtained 0.83, Zakaria (2015) obtained 0.78, Noor (2015) obtained 0.72 and Jaidev and Chirayath (2012) obtain 0.91, which makes this instrument valid and reliable tool. According to Chua (2012), the high Cronbach's alpha value makes

the instrument reliable and fit to use in to examine transfer of training. Respondents required to answer based on their overall experience, through these 6 questions measured using a five-point Likert scale from 1- indicating strongly disagree to 5 - indicating strongly agree. Table 3.5 exhibits the operational definition and the items for organizational factor.

Table 3.5
Operational Definition and Instrument of Transfer of Training

Variables	Operational Definition	Items
Transfer of Training	The outcome of application of learnt skills and knowledge in the job and its impact on individuals' performance (Xiao, 1996).	<ol style="list-style-type: none"> 1. Using the new knowledge, skills, and ability helped me to improve my work. 2. I can accomplish my job tasks faster than before training. 3. I have accomplished my job tasks faster than before training. 4. I can accomplish job tasks better by using new knowledge, skills, and ability. 5. The quality of my work has improved after using new knowledge, skills, and ability. 6. I make fewer mistakes in production when using new knowledge, skills, and ability.

Source: Xiao (1996)

3.4 Data Collection Procedures

The instruments that had been adapted from previous established researchers translated into a set of questionnaire. In this research, the questionnaire is prepared with the assistance of Google Form. The questionnaire's link distributed to PTD M41 officers via electronic communication tool or social networking applications such as WhatsApp group and Telegram group. A cover letter is attached to briefly explaining the purpose of this study. In this research, M41 PTD officers' cohort had been selected to examine the factors influencing transfer of training.

The questionnaire divided into three main parts namely part A, part B and part C. Part A contains basic demographic queries such as age, gender, marital status, highest education achievement, current agency, duration in public service and days of training attended in 2018. Part B contains the specified questions for independent variables and part C enquires dependent variable. Respondents were required to answer referring to Likert scale from 1 strongly disagree to 5 strongly agree. The questionnaire is presented in Appendix A.

3.5 Pilot Test

Pilot test is a preliminary study conducted in a small scale before the appropriate samples used for the actual test. Based on Zikmund (2013), pilot test is defined as survey for a small scale research by collecting data from small group of respondents to evaluate the instrument's reliability and decide on conducting the research in full scale. Therefore, data transparency can be obtained from the trial from a small group of respondents.

Pilot test for this study was conducted on 1 until 3 February 2019 to pre-test the items and to scrutinize the reliability significance of each dimension in the instrument. The process of the pilot test is to verify if the items are reliable and have internal consistency (Piaw, 2012). Even though all the items were adapted from established researchers, the respondents characteristics involved in this research must be experimented through a pilot test. Diversified respondents' characteristics and backgrounds make them react differently to the questions. All the items (individual factors, training factors, organizational factors and transfer of training) had been tested. Higher internal consistency of reliability denotes when the Cronbach's Alpha is close to 1. The Cronbach's Alpha value above 0.60 is still acceptable according to researchers (Sekaran, 2000; Morgan, Cleave-Hogg, DeSousa & Tarshis, 2004).

In this pilot study, 30 respondents from PTD M44 officers group participated. These officers selected because their characteristics match with M41 PTD officers since they were recently promoted from grade M41 to M44. The respondents were given 3 days to answer the questionnaire. Based on the responses, reliability of the instruments analyzed to determine the internal consistency of the instruments. The result of the reliability is presented in Table 3.6.

Table 3.6
Pilot Test Result / Reliability Test Result

Variables	Number of Items	Mean	Standard Deviation	Cronbach's Alpha
Transfer of Training	6	4.650	0.633	0.94
Individual Factor				
• Self-efficacy	5	4.473	0.638	0.90
• Motivation to Learn	5	4.713	0.343	0.78
• Intent to transfer	11	4.567	0.408	0.87
Training Factor				
• Perceived Content Validity	5	4.360	0.542	0.86
• Transfer Design	4	4.650	0.604	0.93
Organizational Factor				
• Supervisor Support	6	4.239	0.711	0.82
• Peers Support	4	4.367	0.715	0.88
• Opportunity to use	5	4.650	0.780	0.74

The Chronbach alpha for transfer of training is 0.94 considers excellent. For individual factors, the internal consistency coefficient for self-efficacy is 0.90, for motivation is 0.78 and intent to transfer is 0.87. All the items for individual factor are adapted for actual research. For training factor, the Chronbach alpha for perceived content validity is 0.86 and transfer design is 0.93 indicate the instrument is strong. For organizational factor, the alpha is 0.82 for supervisor support. Peer support's alpha is 0.88. Chronbach alpha for opportunity to use is 0.86.

Hence, the pilot test helps the researcher to evaluate the suitability of the instruments. Based on the internal consistency obtained from the pilot test, all the items are adapted to test in actual research.

3.6 Data Analysis Techniques

The data collected from the survey are analyzed using Statistical Package for Social Science (SPSS) software version 24. The results were analyzed and summarized into statistical analysis prioritizing descriptive analysis, reliability analysis, correlation analysis and regression analysis.

3.6.1 Descriptive Analysis

Descriptive statistics involve transformation of raw data into a form that would grant information to explain a set of factors in a situation. According to Zikmund (2013), descriptive analysis involves calculation of mean, median, mode, variance, range and standard deviation. In this study, descriptive analysis used to describe and summarize the respondent's demographic information, which consist of as gender, age, marital status, highest education achievement, current attachment at agencies, grade, duration in public service and days of training attended in 2018. The analysis was done based on the collected data from the survey.

3.6.2 Reliability Analysis

The reliability of the items were verified by using Cronbach's alpha coefficient to show the internal consistency of the items involved in this study. According to Sekaran (2003), the reliability of the items is better when the Alpha value is closer to 1.00. However, Sekaran (2003) suggested Alpha value above 0.6 is still acceptable.

3.6.3 Correlation Analysis

Correlation analysis measures the strength and significance relationship between the variables (Sekaran & Bougie, 2011). In this analysis, Pearson correlation coefficient (r) is used to show the linear relationship between independent variables (individual factor, training factor and organizational factor) with dependent variable, transfer of training. The values of this correlation range from -1 to +1. It describes there is a positive linear relationship if the two variables value of r closed to +1 and negative linear relationship if the two variables value of r closed to -1. However, if the value of r closed to 0 there is no linear relationship or weak relationship between the two variables. The correlation scale explains the intensity of the relationship between the dependent and the independent variables of the study (Zakaria, 2015).

3.6.4 Regression Analysis

Regression analysis traces the influence between dependent variable and independent variables. In this study, regression test is used to determine the situation where a dependent variable (transfer of training) is influenced by independent variables (individual factor, training factor and organizational factor). R square value close to one indicates that the model fits the data very well and value above 0.5 considered as significant. In this research, multiple regression analysis used to identify independent variables' dimensions significances towards transfer of training. A one-tailed test is preferred for this study as it allocates all the alpha to test statistical significance in one direction of interest. Therefore, testing for a possibility of the relationship in one direction is considered and completely disregard the possibility of a relationship in the other direction.

3.7 Chapter Summary

This chapter has focused on research methodology used for data collection, data analysis and interpretation. Survey using questionnaire used to get the feedback from the respondents. Census is used as sampling technique. The pilot test for 30 respondents was conducted to check the reliability. The data analyses were done by focusing on descriptive, reliability, correlations and regression analysis. Findings of data collection and analysis will be discussed in the next chapter. In the next chapter, researcher discussed briefly about the results and findings of the statistical analysis.



CHAPTER FOUR

DATA ANALYSIS AND FINDINGS

4.0 Introduction

In this chapter, the results of data obtained for survey done on factors that influencing transfer of training among public service officers are analyzed. The findings of the research discussed in depth. After the actual questionnaires distributed and data were gathered, they are then transferred into statistical analysis software. Statistical Programs for Social Sciences (SPSS) version 24 is used to perform analysis. The analyses include frequency measurement which covers respondent's profile based on demographic characteristics of gender, age, marital status, highest academic achievement, current agency, duration in public service and days of training attended in 2018. It is followed by reliability analysis conducted to verify the instrument's validity. Then, descriptive analysis, correlation analysis and regression analysis used to examine the relationship between dependent and independent variables.

4.1 Profile of Respondents

Questionnaire developed according to the instruments and translated into Google survey form. The questionnaire link was shared with PTD officers grade M41, selected in year 2015, 2016, and 2017. One week of time frame given for the respondents to answer. From the total number of 930 Administrative and Diplomatic officers, 293 officers responded. Therefore, the response rate was 31.5%. The detailed frequency distribution of respondent's profile is shown in Appendix B.

In addition, this section discusses the respondent's general information and provides detailed updates on information about the respondents. Demographic information of the respondents was analyzed using frequency analysis. Based on the survey, the male respondents dominantly involved in this study comprises of 161 (54.9%) respondents whereas the female respondents are 132 (45.1%) respondents. Majority of the respondents are married. In term of age, 243 (82.9%) respondents were in the range of 31 to 40 years old. Most of the respondents, 178 (60.8%) respondents own a bachelor degree as their highest academic achievement. In term of current agency that the respondents are attached, 177 (60.4%) respondents are attached at federal agencies. 286 (97.6%) respondents are below 5 years' experience in public service. In term of training duration attended in 2018, most of the respondents attended more than 7 days, whereby 180 (61.4%) respondents attended 7 to 9 days training and another 27 (9.2%) respondents attended more than 10 days of training. The respondents' demographic information is illustrated in Table 4.1;

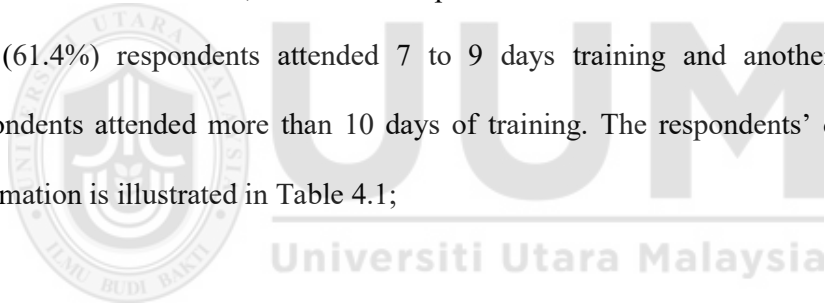


Table 4.1
Frequencies Distribution of Respondents' Demographic Profile

Demographic Profile	Category	Number of Respondents	Percentage
Gender	Male	161	54.9
	Female	132	45.1
Marital Status	Single	124	42.3
	Married	163	55.6
	Divorced	6	2.0
Age	21 - 30	42	14.3
	31 - 40	243	82.9
	41 - 50	8	2.7
Highest Academic Achievement	Bachelor Degree	178	60.8
	Master Degree	115	39.2
Current Agency	Federal Agency	177	60.4
	State Agency	116	39.6
Duration in Public Sector	Below 5 years	286	97.6
	6 – 10 years	6	2.0
	11 – 15 years	1	0.3
Days of Training Attended in 2018	1 – 3 days	4	1.4
	4 – 6days	82	28.0
	7 – 9 days	180	61.4
	10 days and above	27	9.2

N=293

4.2 Reliability analysis

Reliability analysis has been conducted to test consistency and stability of the instruments involved in this study. Cronbach's alpha which is reliability coefficient meant to determine the internal consistency of the instruments that are used in this study. According to Sekaran and Bougie (2009), the acceptable Chronbach's alpha is 0.7 and above, and above 0.80 is considered good reliable. Furthermore, the coefficient alpha less than 0.6 are considered weak and in the range of 0.6 to 0.7 is considered moderate. Therefore, in this study, coefficient alpha of 0.60 and above is accepted. The reliability result for this study is shown in Table 4.2;

Table 4.2
Reliability Coefficients for variables

Variable	Number of Items	Cronbach's Alpha Value
Dependent Variable		
Transfer of Training	6	0.90
Independent Variable		
Individual Factors		
Self-efficacy	5	0.73
Motivation to learn	5	0.61
Intent to transfer	11	0.87
Training Factors		
Perceived Content Validity	5	0.85
Transfer Design	4	0.73
Organizational Factors		
Supervisor Support	5	0.82
Peers Support	4	0.79
Opportunity to use	3	0.71

From the reliability analysis, the dependent variable which is transfer of training shows good internal consistency with Chronbach alpha of 0.90 for 6 items. For individual factor, 5 items of self-efficacy exhibit fair internal consistency with Chronbach alpha of 0.73. The motivation to learn dimension displays moderate internal consistency with Chronbach alpha of 0.61. In addition, 11 items of intent to transfer dimension indicated good internal consistency with Chronbach alpha of 0.87.

In term of training factor, 5 items of perceived content validity displays good Chronbach alpha of 0.85 and transfer design which consists of 4 items displays 0.73. All the items in training factors are accepted.

In addition, the organizational factor's dimension supervisor support show internal consistency coefficient at 0.82 after removing 1 item due to low inconsistency. Peers support shows moderate Chronbach alpha at 0.79. There are 2 items from opportunity

to use dimension were removed due to inconsistency. Therefore, the 3 items in opportunity to use exhibit Chronbach alpha at 0.71.

The Appendix C shows the statistic of reliability analysis of dependent variable and independent variables that was analyzed using SPSS.

4.3 Descriptive Analysis

The mean and standard deviation for dependent variable and independent variables obtained from the survey is presented in Table 4.3;

Table 4.3
Descriptive Analysis of the Variable

Variable	Mean	Standard Deviation
Dependent Variable		
Transfer of Training	4.651	0.452
Independent Variable		
Individual Factors		
Self-efficacy	4.583	0.374
Motivation to learn	4.620	0.319
Intent to transfer	4.568	0.389
Training Factors		
Perceived Content Validity	4.352	0.370
Transfer Design	4.595	0.398
Organizational Factors		
Supervisor Support	4.559	0.465
Peers Support	4.399	0.526
Opportunity to use	4.570	0.469

All the items in the variables were evaluated based on 5-point Likert scale. Based on the descriptive analysis for all the variables, the mean for transfer of training is 4.651. Among the individual factors motivation to learn shows higher mean at 4.620, followed by self-efficacy and intent to transfer. In the training factors, transfer design has highest

mean of 4.595 and then perceived content validity's mean is 4.352. For the organizational factors, opportunity to use has highest mean of 4.57, followed by supervisor support of 4.559 and lastly peers support is 4.399.

The standard deviation for transfer of training is 0.452. The individual factors' standard deviation for dimension of motivation has the lowest at 0.318, self-efficacy is 0.374 and intent to transfer is 0.389. For training factors, perceived content validity has lowest standard deviation of 0.370 compared to transfer design is 0.398. In addition, organizational factors dimension's standard deviation for supervisor support is 0.46548, followed by opportunity to use is 0.469 and peer support has the highest, 0.526. Motivation to learn has least standard deviation whereas peers support has highest standard deviation.

4.4 Correlation analysis

In this study, Pearson Correlation analysis was conducted to examine the relationship between the independent variables (individual factors, training factors and organizational factors) and dependent variable (transfer of training). Furthermore, the correlation analysis has the ability to indicate the direction of the relationships, type of relationship and also degree of the relationship (Sekaran & Bougie, 2009). The correlation analysis result for all the variables involved in this study is as shown in Table 4.4.

Table 4.4
Correlation of the Variables

	Transfer of Training
Transfer of Training	1
Individual Factors	
▪ Self-efficacy	0.655**
▪ Motivation to learn	0.623**
▪ Intent to transfer	0.705**
Training Factors	
▪ Perceived content validity	0.582**
▪ Transfer design	0.672**
Organizational Factors	
▪ Supervisor support	0.688**
▪ Peers support	0.617**
▪ Opportunity to use	0.697**

**** $p \leq 0.01$ level (1-tailed)**

Table 4.4 exhibits that all the dimensions of independent variables have significant correlation towards transfer of training. For individual factors, intent to transfer shows strongest correlation towards transfer of training whereby the Pearson Correlation coefficient, $r = 0.705$, $p < 0.01$. It is followed by self-efficacy towards transfer of training indicates significant correlation towards transfer of training whereby $r = 0.655$ and $p < 0.01$. For motivation to learn dimension, Pearson Correlation for training factor and transfer of training shows significant correlation whereby $r = 0.623$ and $p < 0.01$.

In addition, training factor dimension transfer design displays significant correlation in which $r = 0.672$, $p < 0.01$. The Pearson Correlation coefficient for perceived content validity is $r = 0.582$, $p < 0.01$, indicates positive correlation towards transfer of training.

Furthermore, opportunity to use dimension indicates positive correlation towards transfer of training with $r = 0.697$, $p < 0.01$, followed by supervisor support and peer

support positive correlation on transfer of training with $r = 0.688$, $p < 0.01$ and $r = 0.617$, $p < 0.01$ relatively.

Therefore, all the dimensions in individual factors, training factors and organizational factors are exhibiting positive correlations towards transfer of training. The detailed Pearson Correlation result is shown in Appendix D.

4.5 Multiple Regression analysis

Multiple regression analysis was conducted to examine relationship between dependent variable and independent variables. According to Sekaran and Bougie (2013), regression analysis helps to determine the variance caused by independent variables towards dependent variable. Furthermore, it able to indicate which independent variable particularly dimension has strongest impact on the dependent variable. The detail analysis of multiple regressions is show in Appendix E. The result of regression analysis is as shown in the Table 4.5. As exhibited in the Table 4.5, the regression analysis result revealed that the individual factors, training factors and organizational factors explained that 61.7% ($r^2 = 0.617$, $F = 57.154$, $p \leq 0.05$) variance related to transfer of training. It is assumed that the remaining 38.3% of the variance indicates other factors influence transfer of training.

Table 4.5:
Multiple Regression Analysis result

Dependent Variable (Transfer of Training)	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.173	.253		.684	.494
Self-Efficacy	.150	.075	.124	1.999	.047
Motivation to learn	.205	.083	.144	2.470	.014
Intent to transfer	.033	.097	.028	.342	.733
Perceived Content Validity	-.090	.077	-.074	-1.175	.241
Transfer Design	.149	.083	.131	1.803	.072
Supervisor support	.189	.063	.195	3.005	.003
Peer support	.109	.049	.126	2.225	.027
Opportunity to use	.234	.062	.243	3.793	.000

a. Dependent Variable: Transfer of training

R square = 0.617, R = 0.785

F = 57.154, n = 293, *p < 0.05

Based on the multiple regression analysis, opportunity to use shows strong prediction towards transfer of training with $B = 0.234$, $t = 3.793$ and $p < 0.05$. Among the individual factors' dimensions, self-efficacy ($B = 0.150$, $t = 1.999$ and $p < 0.05$) and motivation to learn ($B=0.234$, $t = 3.793$ and $p < 0.05$) predicts transfer of training. However, intent to transfer ($B=0.033$, $t = 0.342$ and $p > 0.05$) did not predict transfer of training. For training factors, both perceived content validity ($B=-0.09$, $t = -1.175$ and $p > 0.05$) and transfer design ($B=0.149$, $t = 1.803$ and $p > 0.05$) did not predict transfer of training. In organizational factors, all the dimensions, supervisor support ($B=0.189$, $t = 3.005$ and $p < 0.05$), peer support ($B=0.109$, $t = 2.225$ and $p < 0.05$), and opportunity to use ($B=0.234$, $t = 3.793$ and $p < 0.05$) predicted the relationship towards transfer of training.

Furthermore, the regression analysis results drive to examining the hypotheses that were developed earlier for this study.

H1a: Self-efficacy significantly and positively influence the transfer of training.

Referring to Table 4.5, the t value is 1.999 at 0.47 significance and the p is less than 0.05, hence the null hypothesis is rejected. Thus, alternate hypothesis is accepted. It means that self-efficacy influences transfer of training.

H1b: Motivation to learn significantly and positively influence the transfer of training.

Referring to Table 4.5, the t value is 2.470 at 0.14 significance and the p is less than 0.05, hence the null hypothesis is rejected. Thus, alternate hypothesis is accepted. It means that motivation to learn influences transfer of training.

H1c: Intent to transfer significantly and positively influence the transfer of training.

Referring to Table 4.5, the t value is 0.342 at 0.733 significance and the p is greater than 0.05, hence the null hypothesis is accepted. Therefore, intent to transfer did not influence transfer of training.

H2a: Perceived content validity significantly and positively influence the transfer of training.

Referring to Table 4.5, the t value is -1.175 at 0.241 significance and the p is greater than 0.05, hence the null hypothesis is accepted. As a result, perceived content validity did not influence transfer of training.

H2b: Transfer design significantly and positively influence the transfer of training.

Referring to Table 4.5, the t value is 1.803 at 0.072 significance and the p is greater than 0.05, hence the null hypothesis is accepted. Therefore, transfer design did not influence transfer of training.

H3a: Supervisor support significantly and positively influence the transfer of training.

Referring to Table 4.5, the t value is 3.005 at 0.003 significance and the p is less than 0.05, hence the null hypothesis is rejected. Thus, alternate hypothesis is accepted. It predicts that supervisor support influences transfer of training.

H3b: Peer support significantly and positively influence the transfer of training.

Referring to Table 4.5, the t value is 2.225 at 0.027 significance and the p is less than 0.05, hence the null hypothesis is rejected. Thus, alternate hypothesis is accepted. It predicts that peers support influences transfer of training.

H3c: Opportunity to use significantly and positively influences the transfer of training.

Referring to coefficient table, the t value is 3.793 at 0.00 significance and the p is less than 0.05, hence the null hypothesis is rejected. Thus, alternate hypothesis is accepted. It predicts that opportunity to use influences transfer of training.

4.6 Summary of Hypotheses

In this study, there are several hypotheses were developed in general. Consequently, by conducting the correlation test and multiple regressions analysis, all the hypotheses of the research were tested. The summary of the hypotheses testing is as presented in the Table 4.6.

Table 4.6
Summary of the Hypotheses Testing

Hypothesis	Statement	Findings
H1a	Self-efficacy significantly and positively influences transfer of training.	Supported
H1b	Motivation to learn significantly and positively influences transfer of training.	Supported
H1c	Intent to transfer significantly and positively influences transfer of training.	Rejected
H2a	Perceived content validity significantly and positively influences transfer of training.	Rejected
H2b	Transfer design significantly and positively influences transfer of training.	Rejected
H3a	Supervisor support significantly and positively influences transfer of training.	Supported
H3b	Peer support significantly and positively influences transfer of training.	Supported
H3c	Opportunity to use significantly and positively influences transfer of training.	Supported

4.7 Chapter Summary

In this chapter, the analysis of the results presented and the hypotheses were tested. There were four types of analysis conducted in this study. Firstly, the reliability analysis was conducted on each variable to examine the reliability of the instruments used in this study. Secondly, descriptive analysis conducted to examine mean and standard deviation of the variables. The third analysis carried out is correlation analysis to examine the relationship between the dimensions of independent variables and dependent variable. Lastly, regression analysis was conducted to determine prediction of the variables towards dependent variable and test the hypotheses. These analysis enable to identify the relationship between independent variables towards dependent variable.

The results of the analyses indicated that some dimensions have significant relationship and some does not indicate relationship with transfer of training. The hypotheses proposed based on the literature review were also tested and diversified outcomes obtained. In the next chapter, discussion, recommendations for future study and conclusion will be discussed.

CHAPTER 5

DISCUSSION, RECOMMENDATION AND CONCLUSION

5.0 Introduction

In this chapter, the brief overview of the findings analysed on factors influencing transfer of training among public sector officers is discussed. It is necessary to conclude the findings and provide recommendations based on the research findings. The discussions are based on the analysis done in this study namely, descriptive analysis, correlation analysis and regression analysis. Furthermore, the section in this chapter divided into discussion, recommendation of the research, limitation of the study, recommendation for future study and conclusion.

5.1 Discussion

This study was carried out to examine the factors influencing transfer of training among public service officers. It is also able to highlight several important ideas that researchers and training organizers may concern. The independent variables analyzed are individual factor, training factor and organizational factor whereas the dependent variable is transfer of training. The research objectives for this study are as follow;

- To determine the influence of individual factors (self-efficacy, motivation to learn and intent to transfer) on transfer training among public sector officers.
- To examine the influence of training factors (perceived content validity and transfer design) on transfer of training among public sector officers.

- To find out the influence of organizational factors on transfer (supervisor support, peer support and opportunity to use) of training among public sector officers.

Subsequently, the following discussion provides the findings' review on this study's research questions and comparison with past studies.

5.1.1 To determine the influence of individual factors (self-efficacy, motivation to learn and intent to transfer) on transfer training among public sector officers

The first objective is to determine the influence of individual factor on transfer of training among public sector officers. In examining the influence of individual factor on the transfer of training; the results indicate that all participants, whether male or female, agreed that self-efficacy and motivation to learn have significant influence on transfer of training. Based on correlation and regression analysis as presented in Table 4.3 and Table 4.4, there are positive and significant relationships between self-efficacy and motivation to learn towards transfer of training. However, another dimension of individual factor which is intent to transfer positively correlates to transfer of training but does not predict influence on transfer of training in regression analysis.

The result of these factors demonstrates that transfer of training is effective when individuals show positive attitude and high self-efficacy before attending any training programs. The confidence level of participants before attending the training and their ambition to learn and master the training also make this factor is important. Prior to

attend training, individuals' understanding on the objective of the training, why they should attend training enhances the effectiveness of training and transfer of training.

Furthermore, motivation to learn in the training boosts the output of the training. The more the individuals are motivated to attend training, the more benefit they could obtain following training completion. Based on the result of individual factor, it seems that motivation to learn is a mechanism through which such a way of comprehending trainees' intention to learn skills and knowledge in training and perform better in training. Concurrently, individuals with a high level of motivation to learn seem to present higher level of transfer of training.

Machin and Fogarty (2003) struggled to prove that intention to transfer the training goal is an antecedent of individuals' transfer instigation. On the contrary, the researcher discovered that the intent to transfer is an individual's insight and inspiration to effectively transfer the training. Furthermore, Kenyon (2016) also discovered negative relationship between intent to transfer and transfer of training. The finding of this research implied that officers are obliged to participate without intention to transfer them.

Thus, this research's findings should be interpreted in accordance with the uniqueness of the contextual factors of Malaysia public sector, and the nature of young officers should be reflected in these interpretations as well. With these positive characteristics of individual factor towards transfer of training, it will encourage the management to involve more employees in training and gain competitiveness among their employees.

5.1.2 To examine the influence of training factors (perceived content validity and transfer design) on transfer of training among Malaysian public sector officers

The second objective is to determine the influence of training factors on transfer of training among public sector officers. Based on correlation and regression analysis as presented in Table 4.6 and Table 4.8, there are no significant relationship between training factors and transfer of training among public sector officers. The two dimensions of training factors which are perceived content validity and transfer design were negatively associate with transfer of training. Despite the correlation for these two dimensions indicated positive correlation ($r=0.582$ and $r=0.672$), but the multiple regression analysis showed both dimensions were not predict influence on transfer of training. As Holton and Bates (2007) tested Learning Transfer System Inventory (LTSI) for content validity and transfer design, these research findings are incomparable to Holton and Bates (2007). Furthermore, the findings of this research are inconsistent with previous research by Renta-Davids et al. (2014). This research is however comparable to Muduli and Raval (2018) in Indian insurance company where the training factors' dimensions are contributed negatively to transfer of training. Therefore, the findings very likely attributed to suitability of training content related to work. In Malaysian public sector, public sector officers tend to attend training courses that are not related to their actual work, hence it causing them difficult to transfer it in workplace. It also indicates that the officers attend any trainings in order to comply governments requirement on minimum number of training days can apply any course they want to go without checking whether it is related to their work or not. In addition, the transfer design incorporated in training seems to be inefficient in transferring the training knowledge and skills. The trainers' approaches in delivering training also deemed to be ineffective and did not cultivate application of transfer of training.

The result pertaining to training factor and its negative association with transfer of training must be addressed in order to avoid training become a waste of resources. The training factors result gives message to training organizers and researchers to further investigate the role of training content validity and transfer design in public sector scope. Furthermore, the findings of this study suggested that before sending employees to training program, management should make sure that the training content is related to trainees' actual work and they have basic skills and knowledge to participate in the training programs. This is because basic knowledge and skills about the training activities inspire trainees to take part in training in order to transfer the learned skills at workplace effectively. For example, if an employee going for accounting training, it is important that he has basic knowledge of accounting as well as he is currently doing accounting related job. If the employee is lack of basic accounting knowledge, it would be difficult for him to actively participate in the training and transfer it after the training. Hence, failure to check perceived content validity causes negative reaction to the trainees and organization.

Hence, training factors which grab diversified reaction from the trainees in term of its' content and design must be validated to ensure training is transferred. Trainers and training professionals must consider this factor when designing and conducting any training programs, so that it able to play a supporting role to inspire trainees actively participate and followed by effectively transfer it.

5.1.3 To find out the influence of organizational factors (supervisor support, peer support and opportunity to use) on transfer of training among Malaysian public sector officers

The last objective is to determine the influence of organizational factor on transfer of training among public sector officers. Based on correlation and regression analysis as presented in Table 4.6 and Table 4.8, there is a positive and significant relationship between organizational factors' dimensions and transfer of training. Thus, organizational factor is also considered as one of the key factor that influencing transfer of training. This answers the research questions as well. The result pertaining to organizational factor and its positive association with transfer of training are predominantly important in Malaysia public service officers' context.

The organizational factor includes supervisor support, peers support and opportunity to use as its dimension. In this study, organizational factor is conceptualized as post training factor in which the elements are influencing transfer of training. Obviously in Malaysia public sector particularly for M41 officers, supervisors play important role in guiding them to perform task and the peers assist them to complete the task timely. The role of opportunity to use strongly influences transfer of training compared to other factors. Therefore, positive transfer climate in the organizations encourage officers to actively transfer the training knowledge and skills.

Bhatti et al. (2014) also revealed that supervisor support influences transfer of training through any mediator. Moreover, Ng (2014) found that supervisors are extensively involved in scheduling and enactment of training programs based on his study on administrative and technical employees in Malaysia public service organizations.

Correspondingly, supervisor support in this study shows that supervisors have authority in supporting and facilitating officer to transfer the training effectively in the organization. Furthermore, majority of the officers are with below 5 years of working experience in public service have limited knowledge and skills, thus they need effective supervision and encouragement from supervisors to transfer the acquired knowledge and skills without any error. Supervisors can help officers in enhancing transfer of training rate by acquainting them with the training programs, facilitating them on applying newly learnt skills to jobs, setting goals and give feedback to them timely. The officers also must ready to receive necessary support as well critics from supervisors. From the previous studies and finding of this study, supervisor support as an organizational factor contributes to influence transfer of training. Hence, we may perhaps infer that the influence of supervisor support on transfer of training is contextual based on this study's findings and insignificant relationship seen by other researchers.

Several researchers such as Bates et al., 2000; Cromwell and Kolb, 2004; Facticeau et al., 1995; Festner, 2012; Hinrichs, 2014; Martin, 2010; Ng and Ahm, 2011; Ng, 2014 revealed that peer support provides significant influence on transfer of training. Similarly, this study also exhibits peer support as a dimension of organizational factor contribute to the significant influence towards transfer of training. Burke and Hutchins (2007) as well as Blume et al. (2010), established that peers support has steady relationship with transfer of training. Indeed, significant number of studies have revealed that the essential role of peers support in enriching positive transfer of training (Muduli & Raval 2018). In this research context, most of the respondents attended more than 7 days of training and they were very inspired to transfer the training with

promising support from their colleagues. Furthermore, the colleagues also keen to learn the acquired knowledge and skills from the officers who attended training. As majority of the officers took part in this research are considered young, willing to help those trainees implement newly learnt skills and techniques in the organization. Moreover, peers support plays extrinsic motivational role, because a conducive work environment able to motivate officer's willingness to share their knowledge, skills and abilities to the work tasks.

In order for transfer of training occurs successfully, officers should be provided opportunity to use their newly learnt knowledge and skills in the organization. Lack of opportunity hinder the use of trained skills, thus causes the organization unable to achieve its competitive advantage. Similar to MdSalleh and Mamat (2017), opportunity to use significantly related to transfer of training among academic staff. It can relate that managers should ensure the officers' job conforms to what he learnt in training as well as adjust the officers' workload to enable him to apply them. Without a doubt, the opportunity to use dimension in the organizational factor backs the influence on transfer of training. Furthermore, in Malaysian government sector, opportunity to apply training transfer can be conceptualized as a form of support and also organizational commitment in implementing new skills.

5.2 Theoretical and Practical Implications

The key theoretical implication of this research in examining factors influencing transfer of training is significantly high and direct. The influence of individual factors, training factors and organizational factors are strongly correlate to transfer of training, however not all dimensions are predict significant relationship. The management, employees, training institutes and training professionals should consider the issues that highlighted in this study and make appropriate improvement to enrich application of transfer of training in workplace.

Management should take individual factors into consideration such as officers' self-efficacy, motivation to learn and intention to transfer before allowing particular officer to participate in training. Failure to do so will waste the training investment and the organization's goal cannot be achieved. These research findings implied that individual factors are important aspect to be taken into account whereby when training participants are not keen to attend training, management should not force them to attend. The enthusiasm within the employee guides him to actively participate in training, learn effectively and then transfer the learnt knowledge and skills successfully.

Secondly, the implication of training factor typically focuses on training content and transfer design associated in training. The content of training must be validated on its suitability towards the trainees. Employees effectively transfer training when the training conforms to the actual work. For instance, the instructional aids such as equipment and illustrations used in the training similar to actual work make employees learn effectively. Besides, trainers should be subject matter expert to enhance employee's understanding and encourage transfer. The trainers also should know how

the trainees transfer the learnt skills. Through this implications, training organizers should make sure training programs are resourceful, conforms actual work and easy to learn as well as transfer. Promoting training prior to the program able to motivate employees to take part in the training programs and also helps employees to validate the training content and design. Therefore, public training institutions need to be realistic in designing training programs that can enhance employees' readiness to learn and transfer.

In term of supervisor support, supervisors should act as inspirational leader and support employees effort on application of newly learnt skills. It also implied that, supervisors could facilitate transfer activity by setting new goals and guide them to effectively apply transfer as well as promoting transfer success. Peers' support indicates their role as a buddy to share workload and support the initiatives to implement new skills. Organizations also should inspire employees to transfer the learnt knowledge and skills and provide opportunity to apply them. Perhaps, management may include transfer performance as performance appraisal criteria to show their commitments on transfer of training.

5.3 Limitation of the Study

There were several constraints encountered in this study. The major constraint is the population size whereby the study focuses on factors influencing transfer of training among Malaysia public sector officers, particularly M41 PTD officers. Since the accessibility to larger population is restricted due to time constraint in conducting this research. Furthermore, census is applied in collecting data and this causes only

interested parties respond to the questionnaires. The limited respondents restrict generalization of the research findings.

Apart from that, questionnaire was used as sole instrument in this research. However, the responses could be depending on the honesty of the respondents whereby it may lead to biasness. It is recommended that qualitative methods added to this quantitative approach to complement the findings. There was no scrutiny observed to verify job performance upon completing training and transfer of training. This research has covered until transfer of training which does not reflect on the job performance which appraised by supervisors. However, the researcher reported the findings honestly and without biasness.

Although limitation arises in this research, this research does provide comprehensive vision concerning to the relationship between independent variables (individual factors, training factors and organizational factors) and the dependent variable (transfer of training). Hence, the findings establish the importance of transfer of training among public sector officers.

5.4 Recommendation for Future Research

Based on the findings of this study, there are still requirements for further clarifications and explorations on the aspects of transfer of training. Several recommendations highlighted to be considered in future research.

Firstly, a replication of this study is desired in larger population to examine the hypotheses of this study. This is because; training is attended by all the public servants

as a compulsory requirement despite their ranks. This study was conducted focusing trainings attended by public sector officers in general. The types of training could be not similar and comparable. Therefore, the findings could not be generalized for the overall public service officers and future researches should focus on selected types of training programs.

Secondly, this research covers factors influencing transfer of training whereby 3 independent variables were scrutinized. The future research is suggested to add other variables such as training effectiveness, personality traits or transfer climate to explore the relationship. In addition, future researchers shall consider using other transfer of training model like Holton's (1998) Learning Transfer System Inventory (LTSI) model to explore more transfer of training factors.

Additionally, some variables in this study predicts direct relationship and some are not. It is suggested that future researchers to explore the effects of mediating and moderating variables to examine the relationship towards transfer of training. Also, future study could inspect the effects of transfer of training on job performance or organizational performance. This is in regards to management's concern on dollars spent on training is efficiently utilized.

Last but not least, mixed research method which includes both quantitative and qualitative is recommended to collect data.

5.5 Conclusion

This research was carried out to examine the factors that influencing transfer of training among public sector officers. The objectives are to determine the influence of individual factors on transfer training, to examine the influence of training factors on transfer of training and to find out the influence of organizational factors on transfer of training among public sector officers.

This research applies quantitative method and carried out using cross-sectional research design. A survey technique and self-administered questionnaire used as an instrument to measure the variables involved in this study such as transfer of training, individual factors, training factors and organizational factors. The population of the study is M41 Administrative and Diplomatic officers (*Pegawai Tadbir dan Diplomatik*) working in Malaysia public sector. Census technique applied for data collection as the respondents were located all over Malaysia. Thus, 293 Administrative and Diplomatic service officers participated in this research.

The collected data then analyzed using SPSS. In term of analysis, reliability analysis, descriptive analysis, Pearson correlation analysis and multiple regression analysis tested to examine the relationship between dependent and independent variables. The reliability analysis used to test the reliability of the instruments and all the variables indicates strong reliability after removing three items. From the correlation analysis, all the three variables, individual factors, training factors and organizational factors have significant and positive correlations towards transfer of training. Based on the regression analysis, eight hypotheses tested, five hypotheses were accepted and three were rejected.

In addition, the study revealed several implications since most of the variables were demonstrated significant relationship with transfer of training. For individual factors, enthusiastic and passionate officers who are keen to participate in training has the higher ability to transfer the training effectively. In term of training factors, government's training content must be related to job and training has the transfer features which enable trainees to transfer later on. For organizational factors, it is implied that supervisor and peers inspire officers to transfer the newly learnt skills and also the organization should facilitate opportunity to use the training skills.

However, there were few limitations encountered while conducting this research and these limitations should be addressed in future researches. Firstly, the population for this study is M41 officers only due to time constraint. Therefore, the result could not be generalized to overall public service officers. Secondly, quantitative method was applied. Though, it is recommended that qualitative methods added to this quantitative approach to complement the findings.

As a conclusion, this research has successfully realized its' research objectives namely; to determine the influence of individual factors on transfer training, to examine the influence of training factors on transfer of training and to find out the influence of organizational factors on transfer of training among public sector officers, and answers the research questions such as to what extent individual factors influence transfer of training, to what extent training factors influence transfer of training and to what extent organizational factors influence transfer of training.

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APPENDIX A: Questionnaire Section



FACTORS INFLUENCING TRANSFER OF TRAINING AMONG MALAYSIAN PUBLIC SECTOR OFFICERS

Dear Participant,

Thank you for agreeing to participate in this research.

I am SASIKUMAR A/L GENGATHARAN a Master in Human Resource Management student, College of Business (COB), Universiti Utara Malaysia. I am currently conducting a study aims to examine factors influencing transfer of training among Malaysian public sector officers. Therefore, we would appreciate if you could answer **all of the questions** carefully as the information you provide will influence the accuracy and success of this research. It will take less than 10 minutes to complete the questionnaire. Please note that responses gathered will be treated with the strictest confidence and will be used for academic purposes only.

If you have any questions regarding this research, you may forward them to us at the contact details below.

Thank you for your time and cooperation in answering this questionnaire.

SASIKUMAR A/L GENGATHARAN
MASTER OF HUMAN RESOURCE MANAGEMENT
COLLEGE OF BUSINESS
UNIVERSITI UTARA MALAYSIA
06010 SINTOK, KEDAH.
EMAIL: sasikumargengatharan@gmail.com

Part A: Respondent's Demographic Profile

This part contains a few demographic information pertaining to yourself. **Please choose your answer** in the box or write your response in the space provided.

Gender

<input type="checkbox"/>	Male
<input type="checkbox"/>	Female

Age (years)

<input type="checkbox"/>	21 - 30
<input type="checkbox"/>	31 - 40
<input type="checkbox"/>	41 - 50
<input type="checkbox"/>	51 - 60

Marital Status

<input type="checkbox"/>	Single
<input type="checkbox"/>	Married
<input type="checkbox"/>	Divorced

Others, please specify:

Highest Academic Achievement

<input type="checkbox"/>	Bachelor Degree
<input type="checkbox"/>	Master Degree
<input type="checkbox"/>	PhD

Others, please specify:

Currently Agency

<input type="checkbox"/>	Federal Agency
<input type="checkbox"/>	State Agency

Others, please specify:

Grade

<input type="checkbox"/>	M 41
<input type="checkbox"/>	M 44
<input type="checkbox"/>	M 48
<input type="checkbox"/>	M52
<input type="checkbox"/>	M54 & above

Others, please specify:

Duration in Public Service

<input type="checkbox"/>	Below 5 Years
<input type="checkbox"/>	6 - 10 Years
<input type="checkbox"/>	11 - 15 Years
<input type="checkbox"/>	16 - 20 Years
<input type="checkbox"/>	21 Years & Above

Days of Training Attended in 2018

	0
	1 - 3 Days
	4 - 6 Days
	7 - 9 Days
	10 Days & Above

Part B: Independent Variable

INSTRUCTIONS: With reference to yourself, please indicate to what extent you agree to the following statements on independent variables (individual factors, training factors and organizational factors). Please indicate your choice by **choosing** the **number** in the scale given.

Individual Factor: Self-efficacy

I feel confident that I am able to master the material presented in the training.

Strongly Disagree	1	2	3	4	5	Strongly Agree
-------------------	---	---	---	---	---	----------------

I feel confident that I can perform satisfactorily in the training.

Strongly Disagree	1	2	3	4	5	Strongly Agree
-------------------	---	---	---	---	---	----------------

I feel confident that I will effectively use the skills taught in the training.

Strongly Disagree	1	2	3	4	5	Strongly Agree
-------------------	---	---	---	---	---	----------------

I feel confident that I will develop expertise in the skills taught in the training.

Strongly Disagree	1	2	3	4	5	Strongly Agree
-------------------	---	---	---	---	---	----------------

I feel confident that I can overcome obstacles to using the skills taught in the training.

Strongly Disagree	1	2	3	4	5	Strongly Agree
-------------------	---	---	---	---	---	----------------

Individual Factor: Motivation to Learn

I expect that investing effort in the training will result in my achieving a high level of success in the training.

Strongly Disagree	1	2	3	4	5	Strongly Agree
-------------------	---	---	---	---	---	----------------

I expect that my success in the training will result in better on the job performance.

Strongly Disagree	1	2	3	4	5	Strongly Agree
-------------------	---	---	---	---	---	----------------

I expect that doing my best in the training will be beneficial to me.

Strongly Disagree	1	2	3	4	5	Strongly Agree
-------------------	---	---	---	---	---	----------------

Doing my best in the training is important to me.

Strongly Disagree	1	2	3	4	5	Strongly Agree
-------------------	---	---	---	---	---	----------------

Doing my best in the training is a source of satisfaction for me.

Strongly Disagree	1	2	3	4	5	Strongly Agree
-------------------	---	---	---	---	---	----------------

Individual Factor: Intent to Transfer

I discuss with my supervisor, ways to develop the skills I have learned.

Strongly Disagree	1	2	3	4	5	Strongly Agree
-------------------	---	---	---	---	---	----------------

I discuss with my co-workers, ways to develop the skills I have learned.

Strongly Disagree	1	2	3	4	5	Strongly Agree
-------------------	---	---	---	---	---	----------------

I spend time thinking about how to use the skills I have learned.

Strongly Disagree	1	2	3	4	5	Strongly Agree
-------------------	---	---	---	---	---	----------------

I evaluate how successfully I can use the skills that I have learned.

Strongly Disagree	1	2	3	4	5	Strongly Agree
-------------------	---	---	---	---	---	----------------

I look for opportunities to use the skills that I have learned.

Strongly Disagree	1	2	3	4	5	Strongly Agree
-------------------	---	---	---	---	---	----------------

I review training materials in order to develop the skills that I have learned.

Strongly Disagree	1	2	3	4	5	Strongly Agree
-------------------	---	---	---	---	---	----------------

I practice using the skills that I have learned.

Strongly Disagree	1	2	3	4	5	Strongly Agree
-------------------	---	---	---	---	---	----------------

I set specific goals for maintaining the skills that I have learned.

Strongly Disagree	1	2	3	4	5	Strongly Agree
-------------------	---	---	---	---	---	----------------

I seek expert help/advice in order to maintain the skills that I have learned.

Strongly Disagree	1	2	3	4	5	Strongly Agree
-------------------	---	---	---	---	---	----------------

I examine my work environment for potential barriers to using the skills that I have learned.

Strongly Disagree	1	2	3	4	5	Strongly Agree
-------------------	---	---	---	---	---	----------------

I monitor my success at using the skills that I have learned.

Strongly Disagree	1	2	3	4	5	Strongly Agree
-------------------	---	---	---	---	---	----------------

Training Factor: Perceived Content Validity

The instructional aids (equipment, illustration, etc.) used in training are very similar to real things I use on the job.

Strongly Disagree	1	2	3	4	5	Strongly Agree
-------------------	---	---	---	---	---	----------------

The methods used in training are very similar to how we do it on the job.

Strongly Disagree	1	2	3	4	5	Strongly Agree
-------------------	---	---	---	---	---	----------------

I like the way training seems so much like my job.

Strongly Disagree	1	2	3	4	5	Strongly Agree
-------------------	---	---	---	---	---	----------------

What is taught in training closely matches my job requirements.

Strongly Disagree	1	2	3	4	5	Strongly Agree
-------------------	---	---	---	---	---	----------------

The situations used in training are very similar to those I encounter on my job.

Strongly Disagree	1	2	3	4	5	Strongly Agree
-------------------	---	---	---	---	---	----------------

Training Factor: Transfer Design

The activities and exercises the trainers used helped me know how to apply my learning.

Strongly Disagree	1	2	3	4	5	Strongly Agree
-------------------	---	---	---	---	---	----------------

It is clear to me that the people conducting the training understand how I will use what I learn.

Strongly Disagree	1	2	3	4	5	Strongly Agree
-------------------	---	---	---	---	---	----------------

The trainer(s) used lots of examples that showed me how I could use my learning on the job.

Strongly Disagree	1	2	3	4	5	Strongly Agree
-------------------	---	---	---	---	---	----------------

The way the trainer(s) taught the material made me feel more confident I could apply it.

Strongly Disagree	1	2	3	4	5	Strongly Agree
-------------------	---	---	---	---	---	----------------

Organization Factor: Supervisor Support

My supervisor provides required office support facilities after training.

Strongly Disagree	1	2	3	4	5	Strongly Agree
-------------------	---	---	---	---	---	----------------

My supervisor encourages me to share newly learnt concepts with my colleagues.

Strongly Disagree	1	2	3	4	5	Strongly Agree
-------------------	---	---	---	---	---	----------------

My supervisor sets new goals for me in order to benefit from new skills and concepts learnt during training.

Strongly Disagree	1	2	3	4	5	Strongly Agree
-------------------	---	---	---	---	---	----------------

My organization's management does not consider training as important inputs. ®

Strongly Disagree	1	2	3	4	5	Strongly Agree
-------------------	---	---	---	---	---	----------------

While conducting performance evaluation in the organization, use of newly learned skills is considered vital.

Strongly Disagree	1	2	3	4	5	Strongly Agree
-------------------	---	---	---	---	---	----------------

I like the overall quality of the supervision I receive from my work.

Strongly Disagree	1	2	3	4	5	Strongly Agree
-------------------	---	---	---	---	---	----------------

Organizational Factor: Peers Support

My colleagues support my initiative to implement skills and knowledge learnt during training.

Strongly Disagree	1	2	3	4	5	Strongly Agree
-------------------	---	---	---	---	---	----------------

My colleagues are keen to know about my training.

Strongly Disagree	1	2	3	4	5	Strongly Agree
-------------------	---	---	---	---	---	----------------

My colleagues want to adopt my newly acquired style of work.

Strongly Disagree	1	2	3	4	5	Strongly Agree
-------------------	---	---	---	---	---	----------------

My colleagues are willing to share my workload in implementing newly learnt skills and techniques.

Strongly Disagree	1	2	3	4	5	Strongly Agree
-------------------	---	---	---	---	---	----------------

Organizational Factor: Opportunity to Use

My job conforms to what I learnt during training.

Strongly Disagree	1	2	3	4	5	Strongly Agree
-------------------	---	---	---	---	---	----------------

After training I am assigned to the job in accordance with training.

Strongly Disagree	1	2	3	4	5	Strongly Agree
-------------------	---	---	---	---	---	----------------

My job after training is more challenging.

Strongly Disagree	1	2	3	4	5	Strongly Agree
-------------------	---	---	---	---	---	----------------

I need to require formal approval from my supervisor to implement newly learnt skills and concept.

Strongly Disagree	1	2	3	4	5	Strongly Agree
-------------------	---	---	---	---	---	----------------

My newly-learnt skills could be implemented without amendments in the organizational policies.

Strongly Disagree	1	2	3	4	5	Strongly Agree
-------------------	---	---	---	---	---	----------------

Part C: Dependent Variable

INSTRUCTIONS: With reference to yourself, please indicate to what extent you agree to the following statements on transfer of training. Please indicate your choice by **choosing the number** in the scale given.

Transfer of Training

Using the new knowledge, skills, and ability helped me to improve my work.

Strongly Disagree	1	2	3	4	5	Strongly Agree
-------------------	---	---	---	---	---	----------------

I can accomplish my job tasks faster than before training.

Strongly Disagree	1	2	3	4	5	Strongly Agree
-------------------	---	---	---	---	---	----------------

I have accomplished my job tasks faster than before training.

Strongly Disagree	1	2	3	4	5	Strongly Agree
-------------------	---	---	---	---	---	----------------

I can accomplish job tasks better by using new knowledge, skills, and ability.

Strongly Disagree	1	2	3	4	5	Strongly Agree
-------------------	---	---	---	---	---	----------------

The quality of my work has improved after using new knowledge, skills, and ability.

Strongly Disagree	1	2	3	4	5	Strongly Agree
-------------------	---	---	---	---	---	----------------

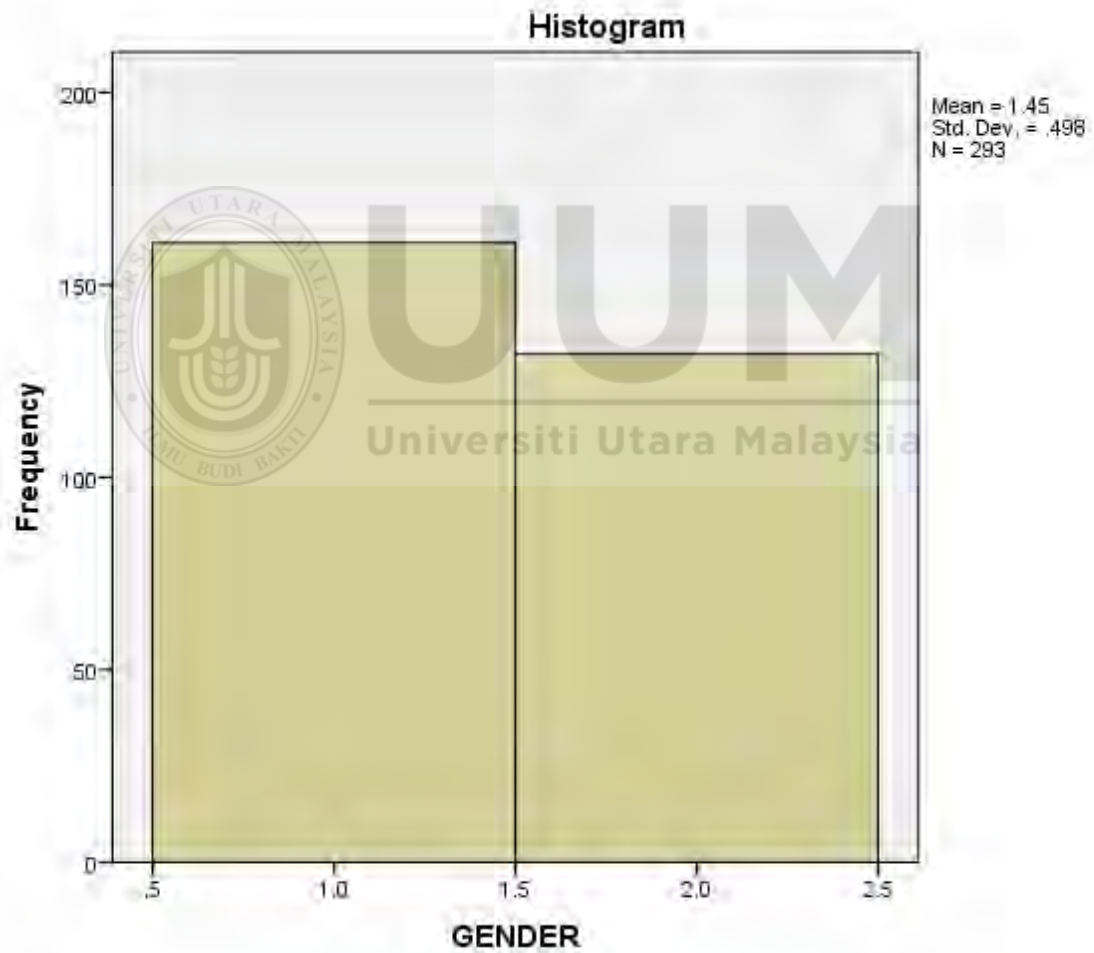
I make fewer mistakes in production when using new knowledge, skills, and ability.

Strongly Disagree	1	2	3	4	5	Strongly Agree
-------------------	---	---	---	---	---	----------------

APPENDIX B – Frequencies Distribution of Respondents Profile

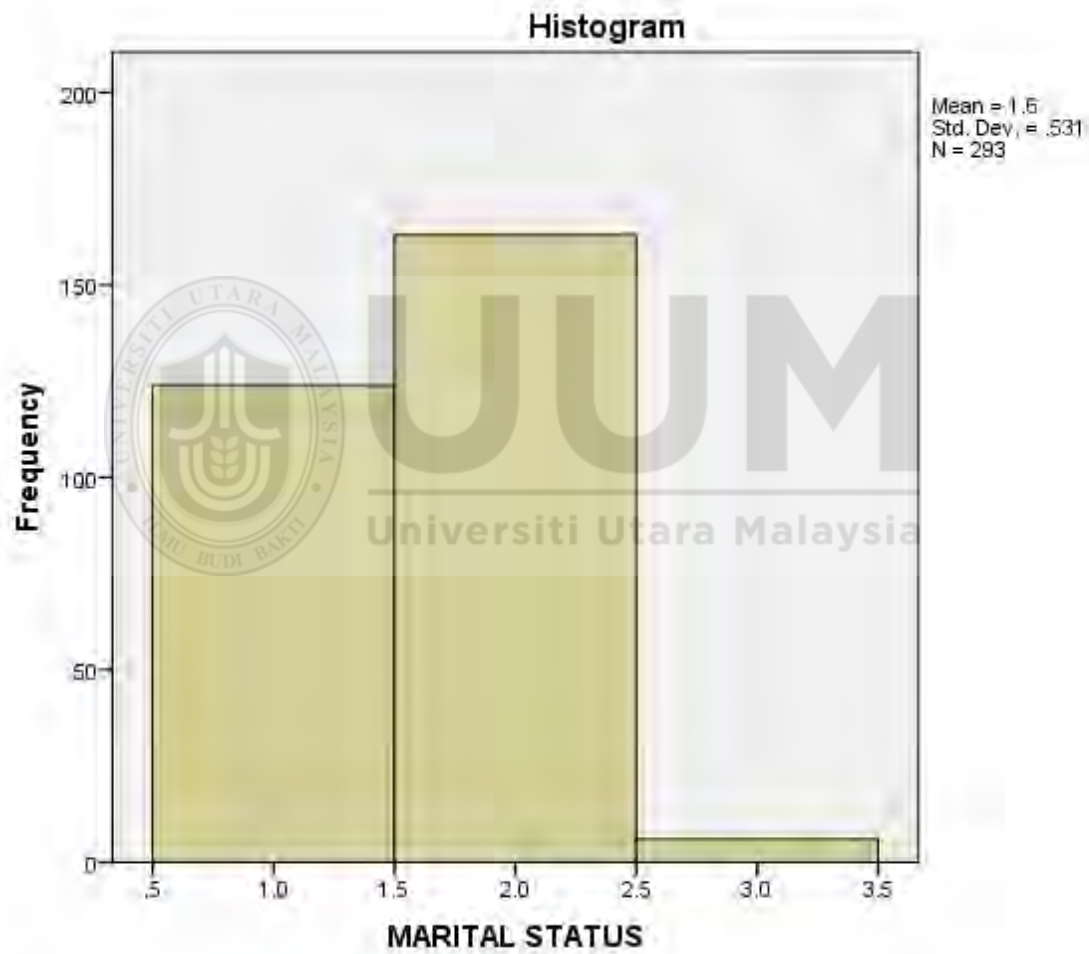
GENDER

	Frequency	Percent	Valid Percent	Cumulative Percent
MALE	161	54.9	54.9	54.9
Valid FEMALE	132	45.1	45.1	100.0
Total	293	100.0	100.0	



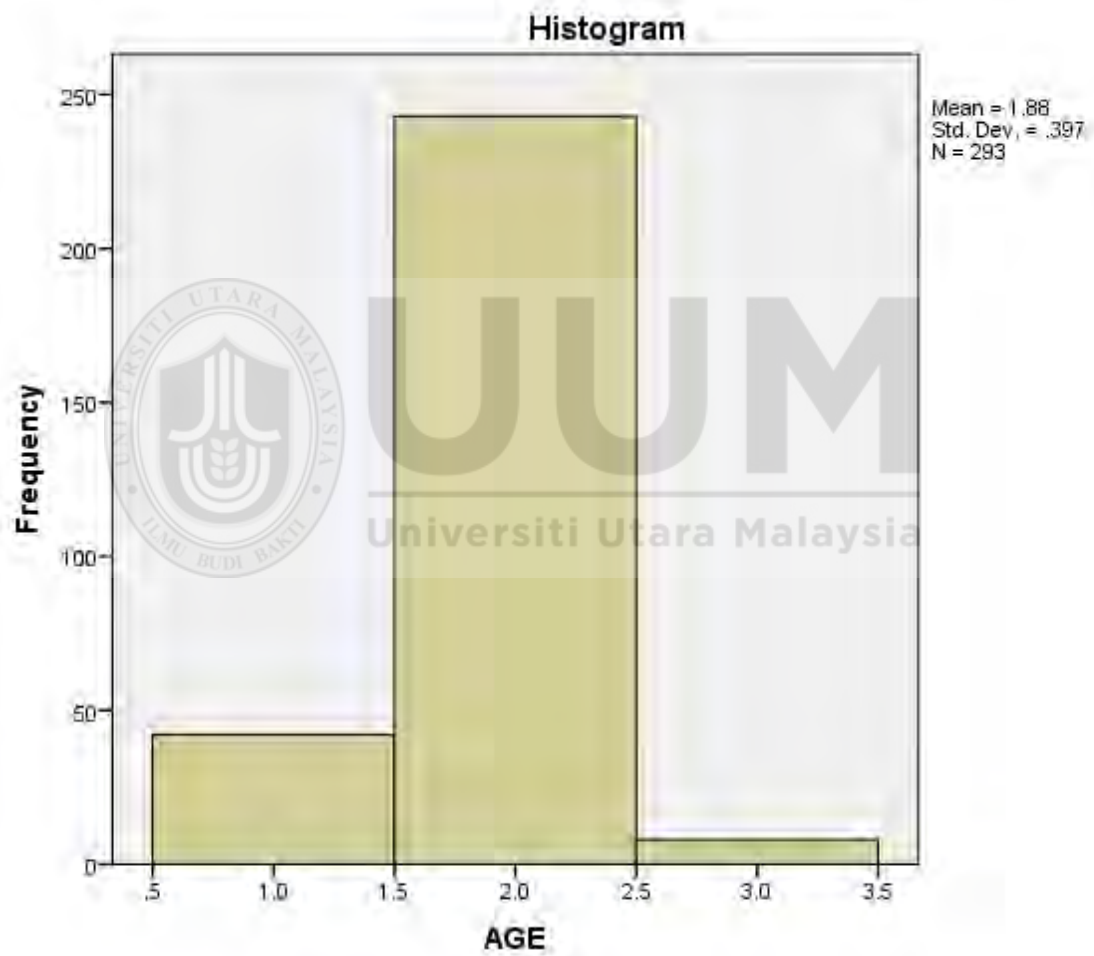
MARITAL STATUS

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid SINGLE	124	42.3	42.3	42.3
MARRIED	163	55.6	55.6	98.0
DIVORCED	6	2.0	2.0	100.0
Total	293	100.0	100.0	



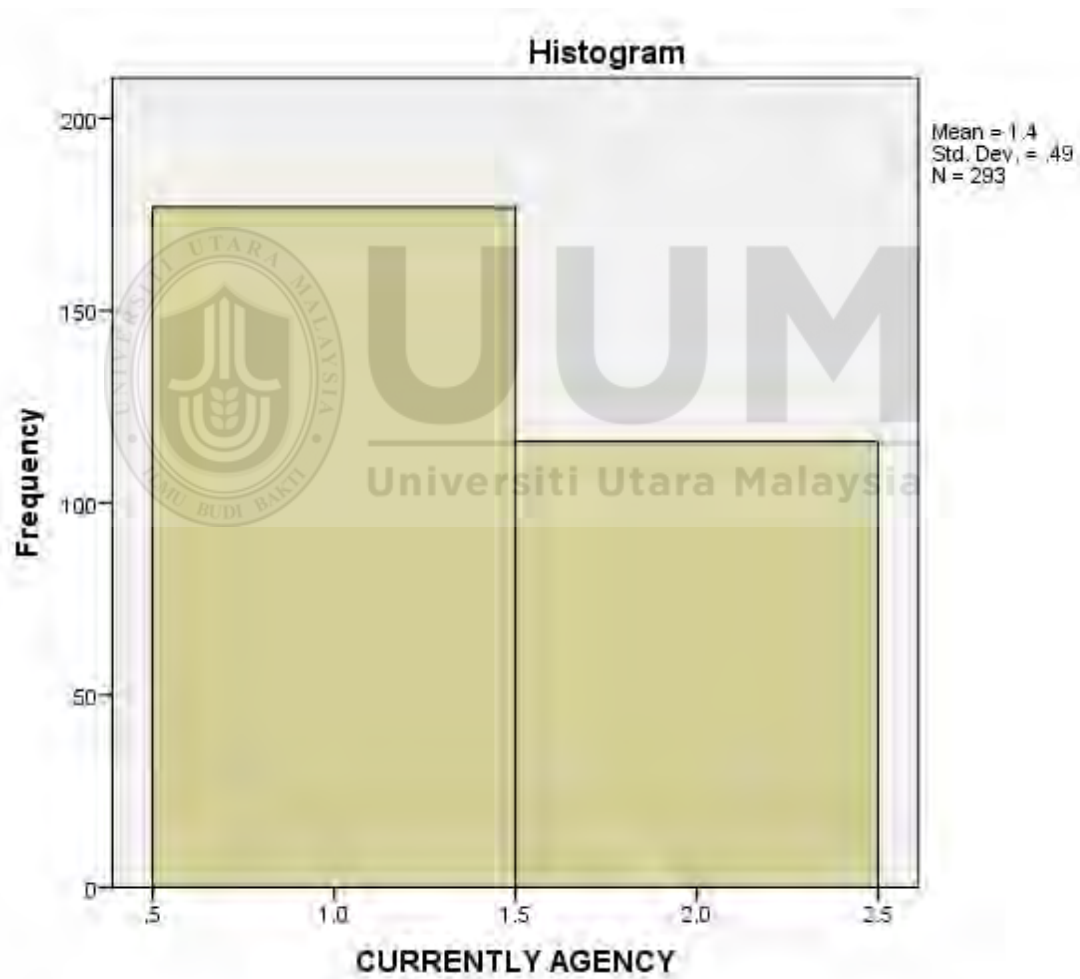
AGE

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 21 - 30	42	14.3	14.3	14.3
Valid 31 - 40	243	82.9	82.9	97.3
Valid 41 - 50	8	2.7	2.7	100.0
Total	293	100.0	100.0	



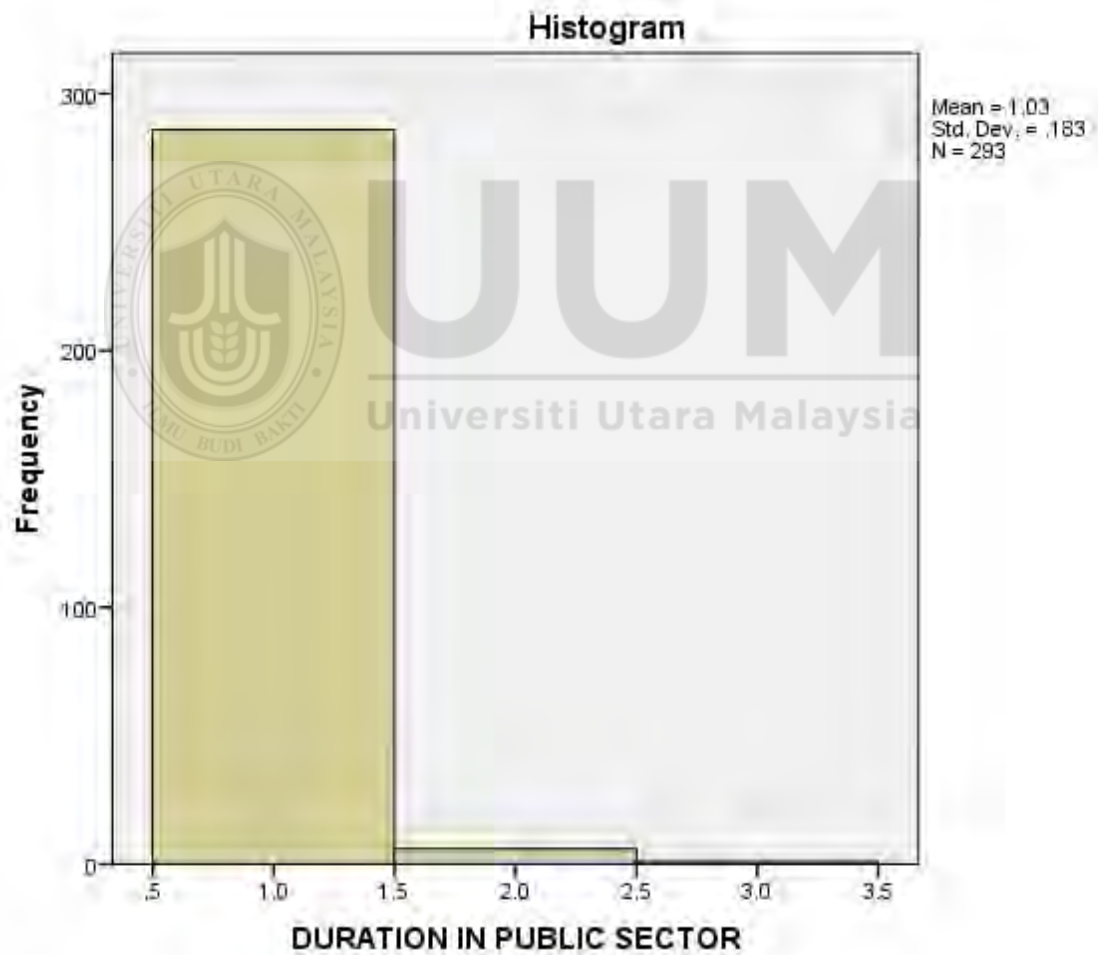
CURRENT AGENCY

	Frequency	Percent	Valid Percent	Cumulative Percent
FEDERAL AGENCY	177	60.4	60.4	60.4
Valid STATE AGENCY	116	39.6	39.6	100.0
Total	293	100.0	100.0	



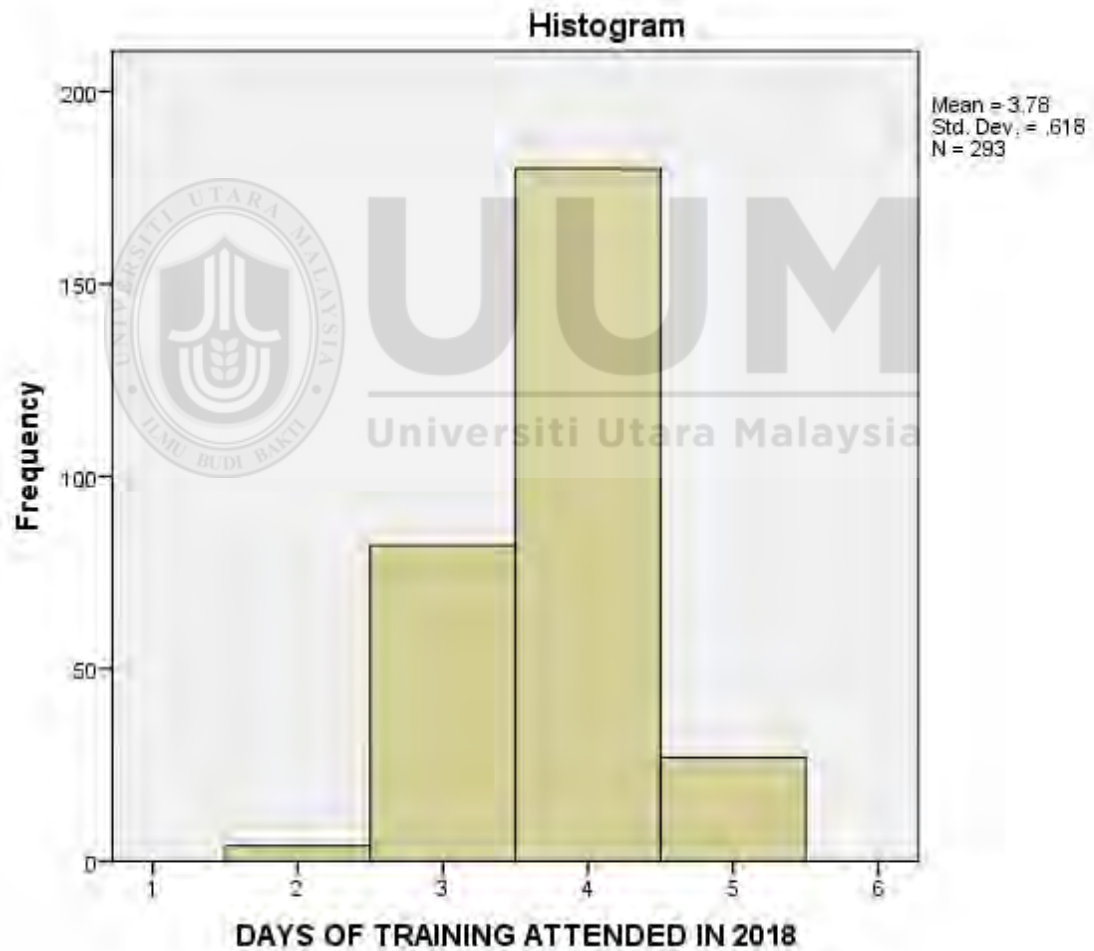
DURATION IN PUBLIC SECTOR

	Frequency	Percent	Valid Percent	Cumulative Percent
BELOW 5 YEARS	286	97.6	97.6	97.6
Valid 6 - 10 YEARS	6	2.0	2.0	99.7
11 -15 YEARS	1	.3	.3	100.0
Total	293	100.0	100.0	



DAYS OF TRAINING ATTENDED IN 2018

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 - 3 DAYS	4	1.4	1.4	1.4
4 - 6 DAYS	82	28.0	28.0	29.4
7 - 9 DAYS	180	61.4	61.4	90.8
10 DAYS & ABOVE	27	9.2	9.2	100.0
Total	293	100.0	100.0	



APPENDIX C: Reliability Analysis

Scale: Transfer of Training

Reliability Statistics

Cronbach's Alpha	N of Items
.898	6

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Using the new knowledge, skills, and ability helped me to improve my work.	23.18	5.411	.756	.877
I can accomplish my job tasks faster than before training.	23.29	5.130	.686	.887
I have accomplished my job tasks faster than before training.	23.34	4.891	.740	.879
I can accomplish job tasks better by using new knowledge, skills, and ability.	23.28	5.166	.765	.874
The quality of my work has improved after using new knowledge, skills, and ability.	23.25	5.326	.701	.884
I make fewer mistakes in production when using new knowledge, skills, and ability.	23.19	5.328	.724	.880

Scale: Self-efficacy

Reliability Statistics

Cronbach's Alpha	N of Items
.731	5

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
I feel confident that I am able to master the material presented in the training.	18.15	2.265	.728	.606
I feel confident that I can perform satisfactorily in the training.	18.36	2.566	.381	.726
I feel confident that I will effectively use the skills taught in the training.	18.42	2.409	.438	.707
I feel confident that I will develop expertise in the skills taught in the training.	18.44	2.439	.402	.722
I feel confident that I can overcome obstacles to using the skills taught in the training.	18.29	2.260	.564	.656

Scale: Motivation to learn

Reliability Statistics

Cronbach's Alpha	N of Items
.606	5

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
I expect that investing effort in the training will result in my achieving a high level of success in the training.	18.34	1.686	.550	.461
I expect that my success in the training will result in better on the job performance.	18.48	1.778	.356	.554
I expect that doing my best in the training will be beneficial to me.	18.55	1.893	.267	.600
Doing my best in the training is important to me.	18.56	1.898	.245	.612
Doing my best in the training is a source of satisfaction for me.	18.46	1.681	.422	.517

Scale: Intent to transfer

Reliability Statistics

Cronbach's Alpha	N of Items
.868	11

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
I discuss with my supervisor, ways to develop the skills I have learned.	45.61	14.457	.668	.849
I discuss with my co-workers, ways to develop the skills I have learned.	45.68	15.205	.525	.860
I spend time thinking about how to use the skills I have learned.	45.70	15.553	.538	.859
I evaluate how successfully I can use the skills that I have learned.	45.79	16.250	.404	.867
I look for opportunities to use the skills that I have learned.	45.65	15.694	.550	.858
I review training materials in order to develop the skills that I have learned.	45.66	15.457	.590	.856
I practice using the skills that I have learned.	45.66	15.622	.542	.859
I set specific goals for maintaining the skills that I have learned.	45.69	14.956	.623	.853
I seek expert help/advice in order to maintain the skills that I have learned.	45.71	15.407	.544	.859
I examine my work environment for potential barriers to using the skills that I have learned.	45.67	15.092	.630	.852
I monitor my success at using the skills that I have learned.	45.68	15.090	.622	.853

Scale: Perceived content validity

Reliability Statistics

Cronbach's Alpha	N of Items
.847	5

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
The instructional aids (equipment, illustration, etc.) used in training are very similar to real things I use on the job.	16.97	2.088	.713	.800
The methods used in training are very similar to how we do it on the job.	17.73	2.401	.710	.807
I like the way training seems so much like my job.	16.98	2.092	.706	.802
What is taught in training closely matches my job requirements.	17.71	2.459	.604	.829
The situations used in training are very similar to those I encounter on my job.	17.65	2.352	.575	.837

Scale: Transfer design

Reliability Statistics

Cronbach's Alpha	N of Items
.727	4

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
The activities and exercises the trainers used helped me know how to apply my learning on the job.	13.58	1.471	.772	.538
It is clear to me that the people conducting the training understand how I will use what I learn.	13.69	1.386	.635	.591
The trainer(s) used lots of examples that showed me how I could use my learning on the job.	13.94	1.702	.350	.764
The way the trainer(s) taught the material made me feel more confident I could apply it.	13.93	1.653	.388	.743

Scale: Supervisor support

Reliability Statistics

Cronbach's Alpha	N of Items
.816	5

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
My supervisor provides required office support facilities after training.	18.12	3.457	.710	.749
My supervisor encourages me to share newly learnt concepts with my colleagues.	18.33	3.763	.541	.799
My supervisor sets new goals for me in order to benefit from new skills and concepts learnt during training.	18.48	3.572	.505	.817
While conducting Performance Evaluation in the organization, use of newly learned skills is considered vital.	18.08	3.723	.671	.765
I like the overall quality of the supervision I receive from my work.	18.17	3.615	.643	.769

Scale: Peers support

Reliability Statistics

Cronbach's Alpha	N of Items
.788	4

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
My colleagues support my initiative to implement skills and knowledge learnt during training.	13.15	3.009	.524	.770
My colleagues are keen to know about my training.	13.28	2.635	.622	.722
My colleagues want to adopt my newly acquired style of work.	13.18	2.587	.641	.712
My colleagues are willing to share my workload in implementing newly learnt skills and techniques.	13.18	2.416	.608	.733

Scale: Opportunity to use

Reliability Statistics

Cronbach's Alpha	N of Items
.711	3

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
My job conforms to what I learnt during training.	8.98	1.071	.620	.536
After training I am assigned to the job in accordance with training.	9.36	1.033	.436	.742
My newly-learnt skills could be implemented without amendments in the organizational policies.	9.08	.918	.559	.584

APPENDIX D: Pearson Correlation Analysis Result

Correlations

		Transfer of training	Self-efficacy	Motivation to learn	Intent to transfer	Perceived Content Validity	Transfer Design	Supervisor support	Peer support	Opportunity to use
Transfer of training	Pearson Correlation	1	.655**	.623**	.705**	.582**	.672**	.688**	.617**	.697**
	Sig. (2-tailed)		.000	.000	.000	.000	.000	.000	.000	.000
	N	293	293	293	293	293	293	293	293	293
Self-Efficacy	Pearson Correlation	.655**	1	.680**	.753**	.571**	.680**	.710**	.548**	.650**
	Sig. (2-tailed)	.000		.000	.000	.000	.000	.000	.000	.000
	N	293	293	293	293	293	293	293	293	293
Motivation to learn	Pearson Correlation	.623**	.680**	1	.733**	.636**	.690**	.599**	.525**	.610**
	Sig. (2-tailed)	.000	.000		.000	.000	.000	.000	.000	.000
	N	293	293	293	293	293	293	293	293	293
Intent to transfer	Pearson Correlation	.705**	.753**	.733**	1	.709**	.808**	.758**	.684**	.783**
	Sig. (2-tailed)	.000	.000	.000		.000	.000	.000	.000	.000
	N	293	293	293	293	293	293	293	293	293
Perceived Content Validity	Pearson Correlation	.582**	.571**	.636**	.709**	1	.766**	.654**	.655**	.671**
	Sig. (2-tailed)	.000	.000	.000	.000		.000	.000	.000	.000
	N	293	293	293	293	293	293	293	293	293

Transfer Design	Pearson Correlation	.672**	.680**	.690**	.808**	.766**	1	.705**	.625**	.721**
	Sig. (2-tailed)	.000	.000	.000	.000	.000		.000	.000	.000
	N	293	293	293	293	293	293	293	293	293
Supervisor support	Pearson Correlation	.688**	.710**	.599**	.758**	.654**	.705**	1	.684**	.692**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000		.000	.000
	N	293	293	293	293	293	293	293	293	293
Peer support	Pearson Correlation	.617**	.548**	.525**	.684**	.655**	.625**	.684**	1	.665**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000		.000
	N	293	293	293	293	293	293	293	293	293
Opportunity to use	Pearson Correlation	.697**	.650**	.610**	.783**	.671**	.721**	.692**	.665**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	
	N	293	293	293	293	293	293	293	293	293

**Correlation is significant at the 0.01 level (2-tailed)

APPENDIX E: Multiple Regression Result

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	.173	.253		.684	.494
Self-efficacy	.150	.075	.124	1.999	.047
Motivation to learn	.205	.083	.144	2.470	.014
Intent to transfer	.033	.097	.028	.342	.733
Perceived Content Validity	-.090	.077	-.074	-1.175	.241
Transfer Design	.149	.083	.131	1.803	.072
Supervisor support	.189	.063	.195	3.005	.003
Peer support	.109	.049	.126	2.225	.027
Opportunity to use	.234	.062	.243	3.793	.000

a. Dependent Variable: Transfer of training

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	36.780	8	4.598	57.154	.000 ^b
Residual	22.845	284	.080		
Total	59.625	292			

a. Dependent Variable: Transfer of training

b. Predictors: (Constant), Opportunity to use, Motivation to learn, Peer support, Self-efficacy, Perceived Content Validity, Supervisor support, Transfer Design, Intent to transfer

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.785 ^a	.617	.606	.28362

a. Predictors: (Constant), Opportunity to use, Motivation to learn, Peer support, Self-efficacy, Perceived Content Validity, Supervisor support, Transfer Design, Intent to transfer