

# What Motivates to Transfer of Training? Empirical Analysis of Selected Training Institutions

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## Abstract

*[Training organizations in the public sector, on the other hand, have a mission to arrange training programs for human resource development at all levels. As a result, the training program's goal is to increase trainees' capacity in terms of skill, knowledge, and work behavior (attitude) so that they can offer better service to citizens. The Bangladesh Public Administration Training Centre (BPATC) and Bangladesh Public Service Administration Academy (BCSAA) are responsible for providing civil officials with training. The government has made training and development the highest priority, investing much in this domain. Motivation to the transfer of training has many folds; therefore, this study aims to identify the factors for motivation to transfer of training and find out the relationship of influencing factors for motivation to training transfer. The research took a quantitative method. The respondents have worked in the field and have received training from either BPATC or BCSAA or both training organizations. Using standardized questionnaire item scores ranging from "strongly agree" to "strongly disagree," data was collected from respondents. This study employed a purposeful random sampling approach. Because of the COVID-19 pandemic, an online questionnaire (emailing) was circulated to 1800 participants who had received training from BPATC and BCSAA. A total of 307 respondents participated in the study. A model was developed based on research hypotheses. Model and formulated hypotheses were tested by Regression and Coefficient results, some hypotheses are shown positive and significant impact on the transfer of training. The regression model is significant, according to the results. Furthermore, some factors have a positive effect on motivation to transfer training according to Standardize coefficient value and level of significance ( $p < .05$ )].*

**Keywords:** Motivation, Transfer of Training, BPATC, BCSAA, Bangladesh

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## 1. Introduction

The investment in human resource development has been overemphasized, where the significance of training is infinite in building efficient human resources. The effectiveness of a training programme mostly depends on the transfer of training. Thus, training is always considered a tool for enhancing the different levels of employees in different sectors. Training organizations are providing different types of training programmes for their designated employees. Public sector training organizations have a mandate to organize training programmes for a specific level of people. The upshot of the training programme is to build the capacity of trainees in terms of skill, knowledge, and work behaviour (attitude) for rendering services to service seekers (Noe & Schmitt, 2006). There is no doubt about it; if we want to obtain SDG goals by 2030 (UN, 2015), developing the capacity of a government employee is a must. Thus, it requires the motivation to learn and transfer training. Participants of different training courses received new skills and new knowledge and built their aptitude for day-to-day work in their respective working fields. Training institutions are also providing several training programmes as per their training calendar. Courses are determined from the top level of government decisions.

Government has a training policy, and one of the primary objectives of this policy is to develop government employees' capacity for performing their duties at an efficient level (Vinesh, 2014). Rendering to the government employees' level or status, training programmes are set accordingly. The effectiveness of those training programmes depends on how the knowledge, skill, and attitude (Vinesh, 2014) are obtained from training programmes and their uses in the field. Therefore, the transfer of training has an impact on the training effectiveness and motivation of trainees. Bangladesh Public Administration Training Centre (BPATC) and Bangladesh Civil Service Administration Academy (BCSAA) have the mandate to impart training to civil servants (Islam & Hossain, 2019). The government has given priority to training and development and means it, investing a lot in training purposes (UN, 2013).

However, it is needless to say that we have to achieve SDG by 2030 (UN, 2015), and there is no other alternative to develop human capacity. Thus, best practices of human resources and their development are a must. Obtaining excellent performance and accelerating our economy requires

value-adding training programmes for organizational performance in every sector (Noe, 1986; Baldwin & Ford, 1988). The motivation for training transfer not only depends on individual attitude or individual accomplishment from the training courses. Many factors are involved with training transfer. First of all, we have to look at the relationship between training and career planning or career development; motivation of training transfer and training curricula or its delivering methods (Blume, et al., 2010); training behaviour and practices in the field; training recipient and supervisor attitudes or relationship (Perloff, 2016); opportunity to perform training learned at the workplace (Powell, 2011). In public sector organizations, training and motivation to learn and transfer training are given less emphasis. The government has formulated a policy of 60 hours of training at all levels during a calendar year. Still, linking with this skill and career is given less value for individual growth. Therefore, the outcome of this programme needs to find out and examine. Thus, the research objectives are to attempt:

- a) To identify the factors that influence motivation to transfer of training;
- b) To find out the relationship of influencing factors for training transfer; and
- c) To suggest some policy implications for training transfer for BPATC and BCSAA.

This paper is articulated into five parts. The first part has described the research problems and research objectives. The second part deals with the literature and hypotheses development based on the problems of the research. The third part has demonstrated the methodology of the study. It has incorporated detailed sampling and data collection techniques and tools. The fourth part has incorporated the data presentation and discussion. The last part has described the suggestions and concluding remarks of the study.

## **2. Literature Review, Hypotheses Development, and Conceptual Framework**

It has been thought that motivation to transfer learning has been demarcated regarding the insight of a participant regarding the importance of training and their thinking of chances for utilizing learned knowledge in the job sector (Tracey & Kavanagh, 1995). Motivation has

also been thought of as the learner's wish to implement obtained information and skills into the workplace (Kasim & Ali, October 2011). Bhatti et al. (2013) described that “transfer inspiration is a crucial component in the procedure of transfer learning” (Bhatti et al., 2013). The study outlined it as the way, passion, and determination for using training knowledge in the workplace (Holton et al., 2007). However, motivation can encourage the trainees to increase their inclination to hand over academic knowledge in the working sector (Baldwin & Ford, 1988).

Indeed, the success of an effective training program depends on the learning transfer criteria. Thus, if the participants of a training program can utilize an educated attitude, skills, and knowledge in the workplace, it can be said a training transfer (Axtell & Maitlis, 1977; Kasim & Ali, October 2011). However, the common belief is that the training will not be effective and successful without motivation to transfer. Again, the opportunity also influences training transfer, where trainees should have the scope and authority to give them space to perform according to the learned knowledge from the training. Therefore, numerous factors influence and impact the motivation of trainees for transferring training to the job sector. The following factors and variables are related to the procedure of training transfer.

### **2.1 Self-efficacy and Motivation to Transfer of Training**

It has also been considered that motivation for transferring training and self-efficacy are interrelated with learners' enthusiasm, transfer design, content rationality, and utilization of chance (Kirwan & Birchall, 2006; Battour et al., 2013). Bhatti et al. (2013) have described that according to Holton and others, learners' readiness influences motivation to transfer unswervingly, and it also influences trainee's capacity for transferring knowledge (Holton et al., 2007; Kirwan & Birchall, 2006). Undoubtedly, a training program has been considered practical and thriving when the training outcome such as knowledge, attitude, and skills is utilized at the workplace by the trainees. The study has found that individual choice for achieving organizational goals and targets depends on self-efficacy (Paugh & Bergin, 2006). The employee with strong self-efficacy is more dedicated to performing in the workplace and inspired to transfer training or learning. Therefore, studies explored an encouraging and positive connection between self-efficacy and

inspiration to learn from training (Burke & Huthins, 2007; Paugh & Bergin, 2006; Kirwan & Birchall, 2006).

*H<sub>1</sub>: There is a positive relationship between self-efficacy and motivation to transfer training.*

## **2.2 Supervisors' Support and Motivation to Transfer of Training**

Supervisors' support has been defined as multiple frameworks such as work atmosphere, affiliation, collaboration, coaching, teamwork, feedback, and reinforcement in learning and transferring the training process. Innumerable studies claimed that supervisors' support is a significant standard for transferring training knowledge to the job sector, special newly developed knowledge, skills, and perceptions (Huczynski & Lewis, 1980; Clarke, 2002; Nijman et al., 2006). Goldstein and Ford believed that the supervisor's contribution to training sector efficiency is crucial (Goldstein & Ford, 2002). Bhatti et al. (2013) said that "transfer of training forms an important part in the training effectiveness criteria" (Bhatti, et al., 2013) where it has been recognized the implication of administrator support for training exercise transfer including training motivation (Valeda et al., 2007). Again, Nijman and others said that supervisor support is "the extent to which the supervisor behaves in a way that optimizes employees' use on the job of the knowledge, skills, and attitudes gained in training" (Nijman et al., 2006). Gielen has said that "the activities determine the perception of the supervisory support the supervisor performs before, during, and after the training program" (Gielen, 1996). Several studies revealed a positive outcome of a supervisor role in the process of inspiration for transferring training and the level of self-efficacy of trainees (Al-Eisa et al., 2009; Valeda et al., 2007). Thus, it has a significant link between supervisors' support and motivation for training transfer.

*H<sub>2</sub>: There is a positive relationship between supervisors' support and motivation to transfer training.*

## **2.3 Career Commitment and Motivation to Transfer of Training**

Career commitment, popularly considers, is the attitude of different people towards their occupation. It has been said that "career commitment is characterized by a strong sense of identification, persuasion, development and active involvement in individual career goals" (Srikanth & Israel, 2012). It can also consider as the targets, aims,



and goals of someone's profession or occupation. Career commitment has been found for forecasting professional achievement amongst persons who show moderate levels of self-efficacy (Ballout, 2009). It has also revealed a connection between career commitment and professional achievement, where a smooth career track inspires the employee to be more committed and devoted to the job. However, training skills and knowledge assist individuals in their careers. According to research, a mixed outcome has been found in the connection between motivation to transfer training and career commitment (Cheng & Hampson, 2008; Ballout, 2009).

*H<sub>3</sub>: There is a positive relation between career commitment and motivation to transfer training.*

#### **2.4 Attitude and Motivation to the Transfer of Training**

Attitude can be explained in diverse modes, like an obtained behavioral outlook, an inner state, and an emotional propensity (Yang et al., 2020). A positive attitude can change the enthusiasm to transfer, and training motivation can change a participant's attitude. It has been believed and revealed that increasing the budget for training programs does not implement the learned knowledge, attitude, and skills into working institutions; moderately, it necessitates an optimistic attitude to change the organizational performance through utilizing training. The study has found a positive relationship between trainee characteristics, training attitudes, and motivation to transfer (Sahoo & Mishra, 2019). Yang and others revealed a very high transfer frequency of a newly obtained KSA where trainees' cognitive, affective, and behavioral attitudes are intimately connected to transfer (Yang et al., 2020).

*H<sub>4</sub>: There is a positive relationship between attitude and motivation to transfer of training.*

#### **2.5 Awareness of Strategic Link and Motivation to the Transfer of Training**

Awareness of strategic connection is significant for the motivation to transfer training knowledge for obtaining organizational vision. The study has revealed a strategic linkage between the training package and usage of training in the occupation sector (Montesino, 2002). It has been believed that training assists a trainee in imagining organizational strategic goals by increasing competencies. Nevertheless, employees of

an organization from top to bottom need to realize goal settings, measure internal and external resources, and obtain positive performance. Consequently, employees will more frequently exercise transfer capabilities if given competent authority to perform (Arefin & Islam, 2018). Burke and Hutchins have identified two types of strategies for transferring training such as a) instructional strategies and models for facilitating the transfer, and b) self-management strategies for equipping trainees to transfer learned knowledge at the workplace (Burke & Hutchins, 2007). However, Montesino has found a low to moderate positive connection amid training perceptions of the strategic way of the institutions and the practice of training knowledge (Montesino, 2002). It has also revealed a mixed (significant and no significant) affiliation between awareness of strategic linkage and motivation to transfer training (Madagamage et al., 2002).

*H<sub>5</sub>: There is a positive relationship between awareness of strategic links and motivation to transfer training.*

## **2.6 Opportunity to Perform and Motivation to Transfer of Training**

The opportunity to perform is another critical factor in the procedure of transferring training (Baldwin & Ford, 1988), where working circumstances work as the opportunity to practice the recently obtained learning (Gielen, 1996). It can be stated as the context where the trainee can replicate his acquired skills and learning in the workplace. Although individual skills, work capacity, and knowledge had been obtained from training, Gielen said that "the degree of opportunity to perform was influenced by the supervisor" (Gielen, 1996). Thus, the trainee needs to use or perform their acquired knowledge to change the organization's performance. Again, if the trainees got enough chances in their workplace, they will be inspired to obtain knowledge and be motivated to transfer them to the job segment. It is considered that the "opportunity to use the trained skills was rated as the highest form of support for learners and the lack of opportunity to use training was rated as the biggest obstacle to transfer" (Lim & Johnson, 2002). Therefore, a significant linkage between an opportunity to perform and motivation to transfer has prevailed (Seyler et al., 1998).

*H<sub>6</sub>: There is a positive relationship between the opportunity to perform and motivation to transfer training.*

## 2.7 Accountability and Motivation to the Transfer of Training

Accountability is mostly learned for business societal responsibility and performance feedback (Hess, 2007), but currently, it has become necessary for training programs. It has been defined as the structure where an organization, management team, or culture demands trainees to utilize learned knowledge at the workplace by holding trainees responsible (Brinkerhoff & Montesino, 1995; Kontoghiorghes, 2002). Promoting accountability is essential for transferring training in various job natures (Tews & Burke-Smalley, 2017). According to Broad and Newstrom, accountability-linked procedures for training transfer depend on several processes such as a) supervisors' performance criteria for transferring training, b) developing transfer action plans and strategies, c) evaluating transfer plans and strategies, and d) conducting an assessment survey for feedback (Broad & Newstrom, 1992). Moreover, for making a training course successful, everyone is responsible for making it effective. Training design and content should be relevant; besides, the trainee should utilize learned knowledge in the working place. Certainly, trainees receive some skills and knowledge from any training, and they got a positive attitude toward applying learned knowledge. Therefore, a sense of accountability builds up for motivating trainees to transfer training to the organization.

*H<sub>7</sub>: There is a relationship between accountability and motivation to transfer training*

## 2.8 Other Factors of Training Transfer

Several studies identified individual aspects, training climate, and working environment as the three major components of training involvement ((Baldwin & Ford, 1988; Holton, 1996). It can be noted that individual factors are carefulness, nervousness, valence, and self-efficacy (Rouiller & Goldstein, 1993), whereas the transfer environment assists in applying learning knowledge to the job sector (Holton, 2005). Besides, the transfer climate significantly influences individual capacity and motivation for transferring knowledge to the work output (Xiao, 1996).

Furthermore, it has been thought that attitude and social support are the critical elements of practical training (Bhatti et al., 2013). Peer support is beneficial for transferring training to the working place. The study



revealed that social support, superior support, peersupport, and working environment positively affect training efficiency (Baldwin & Ford, 1988).

Moreover, training retention and method are essential for transferring training parallel to intellectual ability (Bhatti et al., 2013). A study by Wexley and Latham reported that around 40% of the training knowledge transfer instantly decreased to 25% of transferred training in six months and to 15% afterwards one year (Wexley & Latham, 2002). Thus, remembering the training knowledge is not less significant for training transfer.

Besides, the ability has been considered an influential factor in transferring training. It has seemed that the ability of an individual trainee or employee regulates the massive portion of changes in learning consequences and outcomes (Gielen, 1996). The ability helps an employee to gather prior experience and skills with innovative knowledge. Therefore, the following hypotheses are also drawn.

The goal of training is not only dependent on self-efficacy, peer support or any other component of motivation to transfer of training, training content matter in capturing knowledge and skill from the designated training programme. Before organizing training programmes, training organizing personnel must know the trainees' development need and need training content and delivery methods to be designed. Only appropriate training contents, and delivery methods can capture knowledge, attitude and skill from the training course. Of course, trainees or participants will stimulate by the training content and method based on their organizational needs and personal need. Therefore, training contents and training methods have a significant relationship with motivation to transfer of training.

*H8: Training content (TC) has a relationship with motivation to transfer of training.*

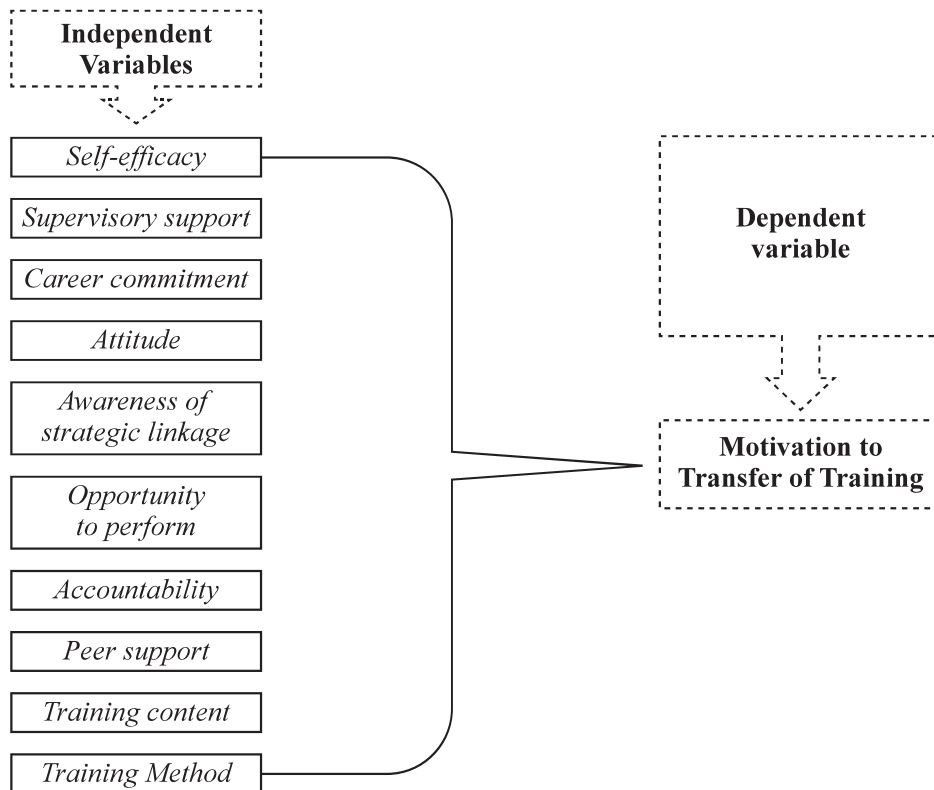
*H9: Training method (TM) has a relationship with motivation to transfer of training.*

*H10: Attitude toward training (ATT) has a positive relation with motivation to transfer of training*

## **2.9 Conceptual Framework**

The following conceptual framework (figure 1) illustrates the relationship between independent variables and dependent variable

related to the motivation of transfer training in BPATC and BCSAA.



**Figure 1: Conceptual Framework**

### 3. Methods and Materials

This study is adopted with the most popularly used quantitative research approach to measure motivation to transfer training from civil servants/public servant perception. Moreover, as a quantitative research approach, a questionnaire survey instrument is used for this study. Filled-in questionnaires were entered into SPSS software and analyzed later. To obtain research objectives, data normality, and reliability of variables items were tested by Cronbach Alpha, description statistics results were performed along with ANOVA test were performed from SPSS.

#### 3.1 Methods

**Sampling:** In Bangladesh, there are eight administrative Divisions. This study has considered all Divisions. Thus, divisions were selected purposively. Sample framing will be considered randomly, who have

received BPATC or BCSAA or both and working in different sectors of public administration and public sector offices. For this study, a random sampling tool has used for data collection through a structured questionnaire survey. Eligible respondents have received training from BPATC or BCSAA, or both. Due to COVID-19, a physical data collection model was not possible, and we went for an online and email survey. Online survey links were distributed among the participants as respondents through email. In that case, email addresses were taken from participants' email directories made by BPATC in their batch-wise training 'Souvenir' publication as a personal datasheet. The sample size is determined by using Yamane (1967) formula. However, this study is entirely based on the quantitative method. Yamane's mathematical formula is considered to determine the sample size. Taro Yamane's (1967) formula:  $n = \frac{N}{1 + Ne^2}$ .

Altogether, 1800 questionnaires were sent to the respondent through emailing online (monkey survey). We received a valid 307 questionnaires, which is 17.05% of the surveyed population.

### **3.2 Testing Hypotheses**

In this study, there are two kinds of variables one is the dependent variable, and another one is the independent variable, a total of ten independent variables are here in this study. With those variables, a conceptual framework is designed. The conceptual framework and literature review formulated hypotheses were tested through ANOVA and Regression analysis (unstandardized of Beta value with the 5% significance level).

### **3.3 Sources of Data and Approach to Data Collection**

Both primary and secondary sources were considered for data collection. Trainees of different courses who have Foundation Training Course from BPATC or Special Foundation Course and working at the field level or working in their respective ministry were considered respondents of this study. Existing rules and relevant documents are consulted as secondary sources of data for the study.

### **3.4 Data Collection Tools**

A structured Questionnaire with scale variables measurement items was

designed and administered by emailing and an online survey among the respondents for primary data collection.

### **3.5 Data Analysis Procedures**

This study is explanatory and confirmatory; a significant portion of primary data was collected through a questionnaire survey. According to the study conceptual framework and literature review, several questionnaire items were used. Therefore, Principal Component Analysis/factor analysis was performed by using SPSS statistical tool. The regression analysis has also been performed with other descriptive statistics to get impact results, and its variance explained the motivation to transfer training correspondence with dependent and independent variables. However, for this study, exploratory and confirmatory factor analyses were run to identify significant factors for motivation to transfer training. From regression, standardized coefficient values and significance level hypotheses were tested in the decision with accepted or rejected.

### **3.6 Study Variables**

#### **3.6.1 Dependent Variable**

In this study dependent variable is ‘motivation to the transfer of training (MTT)’. This variable is measured with six items. These are: ‘use of knowledge & skill at the job’; ‘set goal link with knowledge & skill’; ‘overcome barriers through knowledge & skills’; ‘apply of new knowledge & skills’; ‘job performance’; ‘reward for performance’.

#### **3.6.2 Independent variables**

Independent variables and their items of this research are given below:

- a) **Training Content (TC):** ‘need-based training contents; ‘training program according to job requirement’; and ‘training contents according to organizational need’.
- b) **Training Method (TM):** ‘training program is similar to real-life job’; ‘learning cases are relevant to job’; and ‘training contents & materials are linked with job requirement knowledge’.
- c) **Self-efficacy (SE):** ‘confident to apply new knowledge & skill’; ‘development of expertise’ and ‘confident for obstacles’.

- d) **Career Commitment (CC):** ‘training & career commitment’; ‘KSA & career development; and ‘training transfer & job career’.
- e) **Supervisor Support (SS):** this variable is measured with five items: 'supervisor encouragement to attend training program'; 'resource support from supervisor'; 'skill practices'; 'support for problem-solving from supervisor'; 'and 'recognition for using new competencies at the job'.
- f) **Peer Support (PS):** This variable is measured with five items. These are: 'co-worker encouragement to learn new knowledge'; 'colleague participation in applying new knowledge'; ‘supporting selection co-worker’; ‘new idea acceptance’ and ‘using new ways of doing things’.
- g) **Opportunity to Perform (OP):** Measurement is: ‘right job for utilizing knowledge & skill’; ‘logistics support’; ‘managerial support’; and ‘apply training skills repeatedly in organization’.
- h) **Awareness of Strategic Linkage:** Items are: ‘Content need-based for organization’; ‘training program as per career development plan’; ‘innovative training content for implementing SDGs’; ‘training content according to eGovernment & eService delivery’; and ‘strategic linkage between training performance and promotion.
- i) **Accountability (ACC):** Items are: ‘aware of organizational expectation’; ‘obligation to utilize learning’; ‘disseminate learning’; ‘and ‘performance reflection in ACR’.
- j) **Attitude towards training (ATT):** Items are: ‘keen on training program’; ‘individual training needs to be attended’; ‘career goal’; and ‘applicability training on the job’.

### 3.7 Reliability

Nunnally(1978)cited in Peterson that 'the alpha value should be 0.70 or higher(Peterson, 1994). Cronbach alpha value for this study variables items showed the variables items have internal consistency, and the alpha value is given following Table1.



*Table 1: Cronbach Alpha Value*

Variables	Number of items	Alpha value
TC	3	.823
TM	3	.857
SE	3	.858
CC	3	.807
SS	5	.876
PS	5	.919
OP	4	.895
ASL	5	.910
ACC	4	.791
ATT	4	.713
MTT	6	.771

Based on the correlation (item to total correlation) and Cronbach Alpha values, it can be interpreted that all items are valid (sig. <0.05), and the instruments are reliable (Cronbach Alpha > 0.60) to be used for further statistical analysis.

### 3.8 Model Specification

For this study, a causal relationship model is developed. The model specification is given below:

**MTT (dependent)=f (TC, TM, SE, CC, SS, PS, OP, ASL, ACC, ATT)+C (error)**

## 4. Data Analysis and Discussion

### 4.1 Descriptive Statistical Analysis of Dependent and Independent Variables

In the following descriptive Table-2 mean and standard deviation results are presented. The descriptive statistical result revealed that all the variables scored high mean values and less standard deviation. Thus, the result indicated that respondents had given more importance to those training transfer variables and those variables impacted motivation to transfer of training. Variables items measurement scale was a 1-to-5-point

Likert scale. Thus, the variables' mean values upper limit was five and the lowest limit was 1. The mean value of independent and dependent variables scored seen as almost more than 4, where Training Content scored 3.8, and Training Methodology's mean score was 3.7. Results found that the standard deviation is within the limit. Therefore, respondents' perception regarding variables with motivation to transfer training is not varied from one to another. Results are very much coherent for motivation to transfer of training.

The following descriptive statistics result revealed that the skewness and kurtosis statistics are almost between -1 to -.1, which indicated that the data are reasonably skewed.

**Table 2: Descriptive Statistics Result and Normality Test Result**

Variables	N	Minimum	Maximum	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
TC	307	1.33	5.00	3.8208	.73315	-.304	.139	-.154	.277
TM	307	1.00	5.00	3.7134	.80822	-.410	.139	.077	.277
SE	307	2.33	5.00	4.0543	.71091	-.446	.139	-.460	.277
CC	307	2.00	5.00	4.0174	.68206	-.366	.139	-.393	.277
SS	307	1.40	5.00	4.0801	.72163	-.825	.139	.681	.277
PS	307	2.20	5.00	4.1700	.72807	-.661	.139	-.395	.277
OP	307	1.00	5.00	3.9943	.83613	-.591	.139	-.199	.277
ASL	307	1.80	5.00	4.0065	.80209	-.559	.139	-.469	.277
ACC	307	1.75	5.00	4.0928	.69687	-.517	.139	-.405	.277
ATT	306	2.25	5.00	4.1217	.60775	-.430	.139	-.271	.278
MTT	307	2.67	5.00	4.2742	.52535	-.660	.139	.112	.277

## 4.2 Bi-Variate Statistical Analysis of Pearson Correlation

The Pearson correlation metrics are performed to evaluate the strength of the relationship between the study variables. The analysis reveals that both dependent and independent correlation coefficients range among the variables from .223 to .775. Most coefficients are ranged around .50, which is positively but moderately correlated.

However, the variables such as training content, training management, self-efficacy, career commitment, supervisor support, peer support, opportunity to apply, attitude of strategic linkage, attitude, accountability,

and motivation to transfer of training have positive but significant ( $p < .000$ ) correlations between corresponding variables.

Other than the correlation coefficient between the variables "opportunity to apply" and "attitude to strategic links" (.775), all other Pearson correlation coefficients are found less than .75, which satisfies no multicollinearity (Table-3).

**Table 3:** *Correlation Metrics Table Between the Variables*

Variable	TC	TM	SE	CC	SS	PS	OP	ASL	ACC	ATT	MTT
TC	1	.735**	.579**	.588**	.466**	.425**	.405**	.505**	.471**	.416**	.223**
TM	.735**	1	.650**	.601**	.566**	.509**	.471**	.649**	.560**	.504**	.284**
SE	.579**	.650**	1	.593**	.468**	.451**	.289**	.438**	.469**	.415**	.284**
CC	.588**	.601**	.593**	1	.515**	.433**	.516**	.609**	.584**	.464**	.394**
SS	.466**	.566**	.468**	.515**	1	.749**	.534**	.578**	.579**	.352**	.345**
PS	.425**	.509**	.451**	.433**	.749**	1	.538**	.542**	.548**	.373**	.334**
OP	.405**	.471**	.289**	.516**	.534**	.538**	1	.775**	.548**	.407**	.332**
ASL	.505**	.649**	.438**	.609**	.578**	.542**	.775**	1	.661**	.506**	.432**
AC	.471**	.560**	.469**	.584**	.579**	.548**	.548**	.661**	1	.552**	.467**
ATT	.416**	.504**	.415**	.464**	.352**	.373**	.407**	.506**	.552**	1	.522**
MTT	.223**	.284**	.284**	.394**	.345**	.334**	.332**	.432**	.467**	.522**	1

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

### 4.3 Multivariate Analysis

#### 4.3.1 Regression Model

In the regression model, "training content (TC)", "training methods (TM)", "self-efficacy (SE)", "career commitment (CC)", "supervisor support (SS)", "peer support (PS)", "opportunity to perform (OP)", "awareness of strategic linkage (ASL)", "accountability (ACC)", "attitude towards training (ATT)" were taken as independent variables and those were considered as predictors on the dependent variable "motivation to Transfer of Training (MTT)". The ANOVA and Model summary, the test of hypothesis and the test of OLS assumptions were analyzed below:

#### 4.3.1 ANOVA and Model Summary

Analysis of variance (ANOVA) and regression model summary Table is

presented in the following section. The regression model is significant ( $p < .05$ ), and the correction ( $r$ ) summary is found .601, which is quite acceptable and signifies a positive correlation between and among the variables. The results of the regression analysis are presented in Table-4. According to the ANOVA table and regression summary, it is revealed that the regression analysis is statistically significant ( $F = 16.677$ ) at the level of  $p < 0.001$ . Moreover, from the model summary, the  $R^2$  and adjusted  $R^2$  are found .361 and .339, respectively, which is acceptable for social research. The adjusted  $R^2$  signifies that the factors explain 34% of the total variance of motivation to transfer training (Table-5).

**Table 4:** Variables Entered in the Regression Model

Model	Variables Entered	Variables Removed	Method
1	ATT, PS, SE, OP, CC, ACC, TC, SS, TM, ASL <sup>b</sup>	.	Enter
a. Dependent Variable: MTT			
b. All requested variables entered.			

**Table 5:** Regression Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.601 <sup>a</sup>	.361	.339	.42686
a. Predictors: (Constant), ATT, SS, TC, OP, SE, ACC, CC, PS, TM, ASL				
b. Dependent Variable: MTT				

**Table 6:** Analysis of Variance (ANOVA)

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	30.387	10	3.039	16.677	.000 <sup>b</sup>
	Residual	53.752	295	.182		
	Total	84.139	305			
a. Dependent Variable: MTT						
b. Predictors: (Constant), ATT, SS, TC, OP, SE, ACC, CC, PS, TM, ASL						

#### 4.4 Test of OLS Assumptions

The Durbin-Watson statistic is found 2.05 which confirms (within 1.5 to 2.50 the assumption that there is no serial auto-correlation between and

among the variables. Moreover, the collinearity statistics (VIF) are found between 1.623 and 3.833 (less than 4, the accepted level is  $<7.5$ ) and the highest tolerance values between .261 and .616 that are greater than 0.10 implied no collinearity. Moreover, the model's heteroscedasticity is tested by observing the scatter plot and in the scatter plot; it is clear that there is no pattern among the residuals, which indicates no presence of heteroscedasticity; that means the regression result is quite decent to accept with reliability. From the histogram of regression standardized residual, it is revealed that the data is typically distributed. The study result found that there is no multicollinearity according to tolerance and VIF results (Table-7).

**Table 7: Coefficient and Collinearity Statistics Result**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	1.948	.206		9.455	.000		
	TC	-.066	.052	-.092	-1.275	.203	.417	2.398
	TM	-.121	.056	-.186	-2.175	<b>.030</b>	.295	3.387
	SE	.020	.050	.027	.393	.694	.469	2.131
	CC	.104	.054	.135	1.910	<b>.057</b>	.433	2.309
	SS	.063	.056	.087	1.117	.265	.361	2.770
	PS	.028	.054	.039	.520	.603	.389	2.570
	OP	-.057	.049	-.091	-1.172	.242	.359	2.782
	ASL	.134	.060	.204	2.241	<b>.026</b>	.261	3.833
	ACC	.119	.054	.159	2.220	<b>.027</b>	.425	2.354
	ATT	.329	.051	.381	6.428	<b>.000</b>	.616	1.623
a. Dependent Variable: MTT								
Note: N= 307; *p< 0.10, **p< 0.05 ***p< .01; ****p< 0.001; R <sup>2</sup> = .339, Durbin-Watson Statistics: 2.05; Dependent Variable: Motivation to Transfer of Training								

From the coefficient Table-7, it is found that among the 9 independent variables, 5 are significant influences on the dependent variable "motivation to transfer of training". The following independent variables are both positively and negatively significant predictors of dependent variable motivation to transfer training.



## 4.5 Decision of Hypotheses

The following tables show the result of the hypotheses.

*Table 8: Result of Hypotheses*

Variables	Description of H0	Beta Coefficient	Sig.	Result
TC	H <sub>1</sub> : There is a positive relation between training content and motivation to transfer training	-.092	.203	Rejected
TM	H <sub>2</sub> : There is a positive relation between training method and motivation to transfer of training	-.186	.030	Accepted
SE	H <sub>3</sub> : There is a positive relation between self-efficacy and motivation to transfer training	.027	.694	Rejected
CC	H <sub>4</sub> : There is a positive relation between career commitment and motivation to transfer training.	.135	.057	Accepted
SS	H <sub>5</sub> : There is a positive relation between supervisors' support and motivation to transfer training	.087	.265	Rejected
PS	H <sub>6</sub> : There is a positive relation between peer's support and motivation to transfer training	.039	.603	Rejected
OP	H <sub>7</sub> : There is a positive relation between the opportunity to perform and motivation to transfer of training.	-.091	.242	Rejected
ASL	H <sub>8</sub> : There is a positive relationship between awareness of strategic links and motivation to transfer of training.	.204	.026	Accepted
ACC	H <sub>9</sub> : There is a positive relation between accountability and motivation to transfer of training.	.159	.027	Accepted
ATT	H <sub>10</sub> : There is a positive relation between attitude to training and motivation to transfer of training.	.381	.000	Accepted

## 5. Concluding Remarks

Trainees received training from training institutions. Training institutions designed training programs based on the training job-oriented needs to perform their assigned job effectively. Training contents are also delivered with appropriate methods to develop their knowledge, behavior, and skill. Finally, knowledge, skill, and behavior are transferred in service delivery. Nevertheless, motivation matters on training out transferred in service delivery. Therefore, the study has two research questions: (a) What factors influence motivation to transfer training? Do those factors motivate the transfer of training? If so, to what extent do those factors have an impact on motivation to transfer of training? Moreover, (b) Is there any relationship between those factors with motivation to transfer of training? Obtaining research questions answer the study has adopted a quantitative research approach method, where a

structured questionnaire tool was used. During the COVID-19 pandemic, the survey was done through emailing approach. Questionnaire items were measured with a 5-point liker scale. The study went on two types of variables, independent variable and dependent variable. Variables items were adopted from the different scholars who developed the items and used them in different studies.

Motivation to transfer of training as independent variable is measured with 'training content' which is basically input of training; 'training management' refer to how training programmes is organized delivery point of view; 'self-efficacy' that refer to understanding of training new knowledge and ability to use it; 'career commitment' which is link with training recipient career path; 'supervisor support', most important to get supervisor support in case utilization of training output in practical work-life; 'peer support' work partner support is also important to use training knowledge and skill at workplace; 'opportunity to perform' which refer to work environment for utilization of training output at workplace; 'awareness of strategic linkage' refer to organizational need base training programme; 'accountability' which is essential, trainees should understand his or her role and have to perform as per job requirement; and 'attitude towards training' overall believe, values and culture to use training output. Therefore, attitude is everything in the utilization of training skills and knowledge for better work performance. These independent variables showed a positive and significant link with motivation to transfer training. Descriptive inference statistic results are also shown that these independent variables are essential to the transfer of training. The regression result confirmed that the specified model is positively significant, which explained the 33.9% adjusted R-square value. Thus, the ten independent variables have an impact on motivation to transfer training. Coefficients' results confirmed that among the ten variables, 'training management', 'career commitment', awareness of strategic linkage', accountability', and 'attitude towards training' are positively and significantly shown their impact or influences on motivation to transfer of training. Moreover, these hypotheses are accepted for motivation to transfer training. Regression model correlation results and person correlation results confirmed that the variables have a high and significant relationship with motivation to transfer training. On the other hand, PCA extracted five factors, which explained 60.33% of

the total variance in motivation to transfer of training. Factor loading items with high values indicate that these are important for motivation to transfer training.

Therefore, it is recommended that public sector training organizations enhance their training program through effective training management. Government should link training with their job career in terms of promotion, placement, and benefit. Top management should think about their organizational policy and strategic capacity development of employees. Once it is done, employees' accountability will come into quality service-providing mode. Finally, attitude in both side management and employee should be practised for the betterment of organizational development. According to the national strategic plan for human resource development, need-based training contents and methods are developed, organized, and delivered. Training outcomes application at the workplace still depends on supervisor attitude and support; thus, it is also recommended that training transfer supervisor support is essential.

## 6. References

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