



**Research Report**  
**on**  
**Motivation to Transfer of Training: A Case of BPATC and BCSAA**

**Research Team**

- Principal Advisor** : **Md. Rakib Hossain**<sub>ndc</sub>  
Former Rector  
Bangladesh Public Administration Training Centre  
Savar, Dhaka-1343, Bangladesh
- Advisor** : **Dr. Md. Sanwar Jahan Bhuiyan**  
Joint Secretary  
&  
DEPD, SEIP, Finance Division Ministry of Finance, Dhaka
- Project Director** : **Dr. Md. Zohurul Islam**  
Director (Development)  
Bangladesh Public Administration Training Centre  
Savar, Dhaka-1343, Bangladesh  
Email: zohur68@gmail.com
- Joint Project Directors** : **Mr. Mohammad Nazmul Ahsan**  
Deputy Director  
BCS Admin Academy  
Shahbag-1000, Bangladesh  
&  
**Mr. Shamim Hosen**  
Assistant Director (Development)  
Bangladesh Public Administration Training Centre, Savar,  
Dhaka-1343, Bangladesh  
Email: shamim.du207@gmail.com



**Bangladesh Public Administration Training Centre (BPATC)**  
**Savar, Dhaka**

**13 July 2021**

## **Declaration**

I, the undersigned, on behalf of the research team, would like to state that we did not submit this study report for full or partial publishing or presentation anywhere. It has also said that the report is genuine and legitimate and followed all ethical standards to the letter. As a result, I want to make sure that secondary literature and resources and original data are widely acknowledged.

**Dr. Md. Zohurul Islam**

Director (Development)  
Bangladesh Public Administration Training Centre  
Savar, Dhaka-1343, Bangladesh

## **ACKNOWLEDGMENT**

To begin, I would like to offer heartfelt appreciation to the principal adviser, Mr. Md. Rakib Hossain<sup>ndc</sup> Former Rector, for his unwavering support, allowed me to undertake this research under BPATC's research wing. I would really want to compliment the authorities of the research wing, BPATC, for their assistance and cooperation.

Second, I appreciate Abdul Kader Jilani, Assistant Professor, BIGM, Dhaka, Bangladesh, for his cooperation in developing the online survey questionnaire structure.

Thirdly, I would like to thank the responders for their contributions to the primary data collection. The importance of secondary literature is acknowledged once more.

Fourthly, I would like to express my thanks for participating in the online survey and filling in the survey questionnaires.

Finally, I would like to thank the well-wisher, data processors, report editor, report evaluators, and BPATC for helping us accomplish this project.

**Dr. Md. Zohurul Islam**

Director (Development)  
Bangladesh Public Administration Training Centre  
Savar, Dhaka-1343, Bangladesh

## ACRONYM

ACAD= Advance Course on Administrative and Development

ACC= Accountability

ACL= Upazila Land Office

ASL= Awareness of strategic linkage

ATT =Attitude Towards Training

BCS= Bangladesh Civil Service

BCSAA= Bangladesh Civil Service Administration Academy

BPATC= Bangladesh Public Administration Training Centre

CC= Career Commitment

CC= Citizen Charter

FTC= Foundation Training Course

HRD= Human Resource Development

KMO=Kaiser-Meyer-Olkin

KSA= Knowledge, Skill Attitude

MTT= Motivation to the Transfer of Training

OP= Opportunity to Perform

PCA= Principal Component Analysis

PPMC= Policy Planning and Management Course

PS= Peer Support

SDG= Sustainable Development Goal

SE= Self-efficacy

SFTC= Special Foundation Training Course

SSC= Senior Staff Course

TC= Training Content

TM= Training Method

TNA= Training Need Assessment

## CONTENTS

Declaration	ii
ACKNOWLEDGMENT	ii
ACRONYM	iv
LIST OF TABLES AND FIGURE	viii
Abstract	1
1. INTRODUCTION	2
1.1. Preface	2
1.2 Problem Statement	2
1.3 The Rationale of the Study	3
1.4 Research Objectives	5
1.5 Research Questions	5
1.6 Scope and Limitation	6
1.7 Chapter Organization	6
2. LITERATURE REVIEW	7
2.1 Preface	7
2.2 Previous Study on Training and Training Transfer	7
2.3 Important Elements of Training Transfer	10
2.3.1 Training Content	10
2.3.2 Training Methods	10
2.3.3 Self-efficacy	10
2.3.4 Supervisors' Support	10
2.3.5 Career Commitment	11
2.3.6 Attitude	11
2.3.7 Awareness of Strategic Link	11
2.3.8 Opportunity to Perform	11
2.3.9 Accountability	11
2.4 Model of Training Transfer from different scholar	11
2.5 Factors of Motivation to Transfer of Training and Hypotheses Development	14
2.5.1 Self-efficacy and Motivation to Transfer of Training	14
2.5.2 Supervisors' Support and Motivation to Transfer of Training	15
2.5.3 Career Commitment and Motivation to Transfer of Training	16
2.5.4 Attitude and Motivation to the Transfer of Training	16
2.5.5 Awareness of Strategic Link and Motivation to the Transfer of Training	17

2.5.6	Opportunity to Perform and Motivation to Transfer of Training	17
2.5.7	Accountability and Motivation to the Transfer of Training	18
2.5.8	Other factors of Training Transfer	18
2.6	Conceptual Framework of this Study	20
2.7	Conclusion	21
3.	METHODOLOGY	22
3.1	Introduction	22
3.2	Methods of the Study	22
3.2	Testing Hypotheses	23
3.3	Sources of Data and Methods of Data Collection	23
3.4	Data Collection Tools	23
3.5	Data Analysis and Presentation	23
3.6	Study Variables	23
3.6.1	Dependent Variable	23
3.6.1	Independent variables	24
3.7	Reliability	25
3.8	Data Normality Test	26
3.9	Model Specification	27
3.10	Conclusion	27
4.	DATA ANALYSIS AND DISCUSSION	28
4.1	Introduction	28
4.2	Descriptive Analysis	28
4.2.1	Respondent Demographic Information	28
4.2.2	Training Organization and Respondents Distribution	29
4.2.3	Gender Distribution	30
4.2.4	Respondent age group distribution	30
4.2.5	Respondent Marital Status Distribution	31
4.2.6	Respondent Academic Degree	31
4.2.7	Respondent Academic Institutions	32
4.2.8	Respondent Length of Service	33
4.2.9	Descriptive Statistical Analysis of Dependent and Independent Variables	33
4.2.10	Bi-Variate Statistical Analysis of Pearson Correlation	34
4.3	Multivariate Analysis	35
4.3.1	Regression Model	35

4.3.2	ANOVA and Model Summary	35
4.4	Test of OLS Assumptions	36
4.5	Test of Hypothesis	38
4.6	Factor Analysis	39
4.6.1	Sampling Adequacy with KMO	40
4.6.2	Total Variance and Eigenvalue Results	40
4.6.3	Principal Component Analysis (PCA)	41
4.6	Conclusion	44
5.	CONCLUSION AND RECOMMENDATION	46
5.1	Introduction	46
5.2	Theoretical and Practical Implications	47
5.3	Limitation and future research direction	48
5	REFERENCES	49
APPENDICES-01		53
	Questionnaire Survey	53

## LIST OF TABLES AND FIGURE

Table 1: Cronbach alpha value	25
Table 2: Attended Training Course	29
Table 3: Organization wise respondent distribution	30
Table 4: Gender distribution	30
Table 5: Age distribution	31
Table 6: Marital status of respondents	31
Table 7: Academic attainment of the respondent	32
Table 8: Respondent Academic Institution Distribution	32
Table 9: Respondents service length	33
Table 10: Descriptive statistics result and normality test result	34
Table 11: Correlation metrics table between the variables	35
Table 12: Variables entered in the Regression model	36
Table 13: Regression Model Summary	36
Table 14: Analysis of Variance (ANOVA)	36
Table 15: Coefficient and Collinearity Statistics Result	37
Table 16: Relations among Variables	38
Table 17: Summary Result of Hypotheses	39
Table 18: KMO and Bartlett's Test Result	40
Table 19: Eigenvalue and Explained variance	40
Table 20: Rotated Component Matrix <sup>a</sup>	42
Figure 1: The Transfer of Training Framework (Gielen, 1996)	13
Figure 2: Simplified Model of Training Transfer (Velada et al., 2007)	13
Figure 3: Conceptual Framework	20



## Abstract

In general, a training program's effectiveness is determined by motivation to transfer training information from a defined training program. Training, in particular, is constantly assessed as a technique for enhancing the ability of a varied group of personnel in a multitude of sectors. 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 were participated in the study.

Principal Component Analysis/factor analysis was used with SPSS tools to discover the elements influencing the desire to transfer training. There were a total of eight variables found, including significant factor loading and commonalities. After that, a step-by-step regression analysis was performed to determine the components that impact motivation to transfer training. Furthermore, a correlation matrix was created to investigate the connection among the variables. The regression model is significant, according to the results. Furthermore, some factors have a positive effect on motivation to transfer training.

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

## 1. INTRODUCTION

### 1.1. Preface

The capacity and skill of human resources have been enriched through several training courses to benefit the organization and provide better services. The training organizations like BPATC, BCSAA, and many more take many training programs for changing behavior and boosting calibre of the government officials. The overall success of the training courses depends on the application of perceived knowledge from the training courses. Attitude, opportunity, behaviour, environment, and numerous factors play a positive and negative role in the motivation of training transfer (Bhatti, Ali, Isa, & Battour, 2014). Sometimes these factors influence by other factors in the procedures of transfer of training. This research has identified motivating factors of training transfer. The statement of the problem and objectives of the study have elaborately identified the rationale of the research. Thus, the research questions and the conceptual framework have performed the investigative responsibility to meet the research aims and objectives.

### 1.2 Problem Statement

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 towards the 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 employee's 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 for civil servants (Islam & Hossain, 2019). The government has given priority to training and development and means it, investing a lot in training purpose (UN, 2013).

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. To obtain excellent performance and accelerate our economy requires value-adding training programmes for organizational performance in every sector (Noe, 1986; Baldwin & Ford, 1988). The motivation of 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, Ford, Baldwin, & Huang, 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.

### 1.3 The Rationale of the Study

Bangladesh Public Administration Training Centre (BPATC) is a regional hub for public sector training institutions. One of the significant functions of BPATC is to provide practical, inclusive, and self-mandated quality training for civil servants at all tier of government officials (Islam & Hossain, 2019). BPATC, to some extent, is significantly diversified as well through organizing an academic workshop, seminar, foreign exposure training visit, organizing seminar on development economics, and development administration. Moreover, the organization has its mandate to organize and manage research work and administration, management,

economics, gender & development, training & development, and the environment. Besides these, the centre also arranges international conferences and seminars on public administration and related issues. In a nutshell, the centre aims: to equip future leaders and policymakers with the background necessary for a broad understanding of varied social, economic, political, environmental, scientific, and organizational aspects involved in the planning of national policies and strategies. In addition to focusing on 3Es-efficiency, economy, effectiveness, and social equity (Wooldridge & Bilharz, 2017), the centre embraces equity, responsiveness, inclusiveness, accountability, innovation, and collaboration. In line with the aim of BPATC has become a centre of excellence for developing patriotic competent and professional civil servants who are dedicated to doing work for the government interest. BPATC does arrange several training courses. Since its inception (1984), the centre has turned into a trusted home of training for the officials of government, autonomous and non-government organizations. Among the courses conducted by the centre, the Foundation Training Course (FTC) is for the new entrants to the Bangladesh Civil Service (BCS), while Advance Course on Administrative and Development (ACAD) is for mid-career Deputy Secretaries. Their equivalent, on the other hand, Senior Staff Course (SSC) is for the Joint Secretaries and equivalent officials from Defence Services and Police, while Policy Planning and Management Course (PPMC) is for the Additional Secretaries (BPATC, 2021).

Moreover, many skilled-based short courses are also offered by the centre. Now the question arises, whether training outcome is transferred or not. The researchers or academician has done the number of training effectiveness, training evaluation, training need analysis, training methodology work; a little study is found on motivation to transfer training. Thus, this scope has made an ample opportunity to do research motivation to transfer training from the BPATC side and BCSAA.

From its inception, Bangladesh Civil Service Administration Academy (BCSAA) is organizing training courses for civil servants. The academy provides five-month-long basic training related to law and administration for newly appointed officers of the Bangladesh Civil Service (Administration) cadre and various periodical training requirements for officials of different levels (BCSAA, 2021). The Academy has provided various training, including Foundation Training Course to different cadre service officers by the government (BCSAA, 2021). Apart from training courses, the academy researches administration, governance, management, development, publishes journals, books, and magazines. The academy provides various training on administration, management, government procurement, information,

communication technology, increase in English language proficiency, ethics, ideals, values , and corruption prevention to develop government officials of various levels as skilled, capable, self-motivated enthusiastic (BCSAA, 2021). It is essential to measure training effectiveness and transfer training. Trainees are receiving training input from the academy, and how much those inputs are used at their workplace should be measured. Therefore, this study has brought a fruitful result and guideline for motivation to transfer training.

#### 1.4 Research Objectives

This study has been conducted based on some specific objectives. These specific research objectives are as follows:

- 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 in respect to BPATC and BCSAA.

#### 1.5 Research Questions

To investigate the research objective, research questions are fundamental. The research questions of this study are as follows:

- a) What are the factors that influence motivation to transfer of training? Do those factors really motivate the transfer of training? If so, to what extent are those factors influenced by the motivation to transfer of training?
- b) Is there any relationship between those factors with motivation to transfer of training? And how are they linked (level of relationship) with motivation to transfer of training?

#### 1.6 Scope and Limitation

This study has focused only on limited variables, as proposed in the conceptual framework, and will search only two training organizations such as BPATC and BCSAA. Respondents have been considered who had trained from those two training organizations and had field-level experience working in the field or respective organizations. Due to the Covid-19, an online survey was done through email, and the questionnaire survey covered a large population.

#### 1.7 Chapter Organization

This study has incorporated five chapters. The first chapter has described the research problems, background, research questions, and objectives of the study. The second chapter deals with the literature review for an in-depth understanding of the concepts and problems of

the research. The third chapter has demonstrated the methodology of the study. It has incorporated detailed sampling and data collection techniques and tools. The fourth chapter has incorporated the data presentation and discussion. The last chapter has described the suggestions and concluding remarks of the study.

## **2. LITERATURE REVIEW**

### **2.1 Preface**

Training is very much essential for the development of human resources. The measurement of profits from the training is not possible as calculating varies from one circumstance to another. Hence, it can only measure performance or productivity, which alternatively reduces the manufacturing value and intensification in production (Robinson & Robinson, 1989). The study explored that individual and institutional result changes due to the investment in the training activities (Taylor et al., 2009; Tharenou et al., 2007). Indeed, adequate training has an elemental power to upsurge the knowledge, skills, and abilities, shortly KSA of the employees, which ultimately and positively change the organization (Becker & Huselid, 1998).

The Bangladesh Public Administration Training Centre (BPATC) is the hub of the government sector training organization (Islam & Hossain, 2019) with a mandate of building up a capable civil servant for the shake of the People's Republic of Bangladesh; thus, they can serve better at the multiple organization from the field administration to the central government. As the changing competitiveness in the universal marketplace has twisted contests for the business organization and public services (Islam & Siengthai, 2010), BPATC should also adopt fruitful training transfer procedures to cope with the competitive global market. This study will determine the relationship between several variables and motivation to training transfer so that BPATC can accept and implement these variables to ensure effective and successful training.

### **2.2 Previous Study on Training and Training Transfer**

Kasim and Ali (2011) have been explored that it has been neglected to inspect or implement human resource skill improvement exercises in organizations although staffs are a significant asset of the institutions (Kasim & Ali, October 2011). The study has been conducted from limited training transfer doings amongst Malaysia's advanced public training or learning academies. It has been revealed that the most progressive organization has enthused in thinking of human resource practices as not a cost factor somewhat concerning them as the arms in the war of competitive gains (Blume et al., 2009). Thus, the developing countries are more interested in human resource training, and the government is seen as passionate to invest in this sector. Nevertheless, it has been found that training itself does not upsurge the performance of an organization until the learned knowledge has been transferred into the work sector (Noe,

1986; Baldwin & Ford, 1988). However, as mentioned earlier, the paper did not make a link among other variables (Self-efficacy, Supervisors' Support, Career Commitment, Attitude, Strategic Link, Opportunity to Perform, Accountability, etc.) of training transfer what was left for the future research direction.

Islam and Hossain (2019) have debated organizational efficiency where a successful organization finds its goals to serve the customers (Islam & Hossain, 2019). As an apex training institution, Bangladesh Public Administration Training Centre (BPATC) depends on the beneficial arrangement of training programs and transfer of training. They have discussed organizational effectiveness based on the need of clients. As the accomplishment of training depends on the training procedures, programs, and participants' satisfaction, those are also interlinked with the success of the training organization; they have said that "an effective organization requires both a focus on organizational strategy and its progressive culture" (Islam & Hossain, 2019). A liberal training organizational culture needs skills, aptitudes, and strategies for transferring training or learning, significantly connected with administrative achievement.

Bhatti et al. (2013) have described circumstantial, personal, situational, and aspects of training transfer procedures (Bhatti et al., 2013). The study explained supervisors' support and peer assistance in intensifying the inspiration ground for transferring learned knowledge to the workplace. Bhatti et al. (2013) have discussed learner readiness, peer support, supervisor support, instrumentality, training retention, and transfer motivation as the vital aspects for transferring training (Bhatti et al., 2013). They have also defined the factors for disturbing the standard procedure of training transfer with the view of Baldwin and Ford, who identified characteristics of the participants, work condition, and training design as the major three factors (Baldwin & Ford, 1988). Bhatti et al. (2013) have described a) skills and abilities, motivation, and behavior as the characteristics of the trainee; b) supervisory support, peer support, and situation of utilizing learned behavior as the environment of the workplace; and c) principles of learning, training contents, sequencing, learning retention as training strategy factor to handover of learning. Nonetheless, this paper did not consider the relationships of self-efficacy, career commitment, attitude, awareness of strategic connection, and accountability with the transfer of training, although several studies consider these as important issues.



Islam et al. (2012) described that one of the essential mandates of BPATC is to provide training for the newly recruited civil servant named Foundation Training Course (FTC) (Islam et al., 2012). Performance-based administration is essential for a knowledge-based society, where personal skills and aptitude are also crucial. However, civil servant efficiency has not reasonably transformed concerning effectiveness and progress for distributing essential public services with numerous government initiatives. Motivation, a vital element for performance, was importantly emphasized in all reform endeavors (Islam et al., 2012). They have also said that “there is no shortcut way but to make the civil servants efficient, productive, responsive, and innovative with proper and continuous training and development approaches for improving their performance” (Islam et al., 2012). Nevertheless, it has been revealed that an effective training transfer procedure is very significant for changing the civil servant to perform in a better way.

Blume and others expressed that the transfer of learning was gradually the primary objective of psychologists; it has become significant in training (Blume et al., 2010). The study explored the influence of analytical reasons such as apprentice characteristics, working atmosphere, and training involvements to transfer training in numerous frameworks (Blume et al., 2010). They have also found out the connection between these reasons and the transfer procedure. The study found a very constructive correlation between forecasters and transfer, like "cognitive ability, conscientiousness, motivation, and a supportive work environment" (Blume et al., 2010). It has exposed that the type of training objective is significantly crucial in transfer relations, whereas variables like working environment and motivation are strongly linked with the transfer process (Blume et al., 2010). However, this meta-analysis review did not explore a robust relationship with ability, accountability, and strategic link with motivation to transfer knowledge.

## 2.3 Important Elements of Training Transfer

### 2.3.1 Training Content

Training content is one of the essential factors for training transfer. The relevant contents are always appreciating parameters of implementing acquired knowledge from a specific training program. According to the training need assessment, training organizations are ready to redesign their training curriculum and content (TNA). However, sometimes training need assessment does not reflect on the training program designing, which ultimately impacts the training transfer procedure.

### 2.3.2 Training Methods

Training methods have changed depending on the understanding, organization, and morally flavored concepts (Meuwese, 1973). Study and practice have identified numerous core training methods, such as case study, lecture, simulation, exercise, game-based study, internship, job rotation, job shadowing, mentoring and apprenticeship, programmed instruction, role-modeling, role-play, stimulus-based training, and team training (Martin, Kolomitro, & Lam, 2013). These training methods play a crucial role in human resource development and organization.

### 2.3.3 Self-efficacy

Self-efficacy considered as the intellectual power of somebody by which s/he can confront the challenges to reach the goal. To Albert Bandura, self-efficacy is “how well one can execute courses of action required to deal with the prospective situation” (Bandura, 1982). Self-efficacy influences human activities. It believes that everyone can overcome ahead challenges and acquire success.

### 2.3.4 Supervisors' Support

Supervisors' support is “the extent to which leaders value their employees' contribution and care about their well-being” (Powell, 2011). It has been believed that supervisor support is indispensable for successful training as it assists collaboration, cooperation, and teamwork to learn and transfer knowledge by taking care.

### 2.3.5 Career Commitment

Career commitment means the individual dedication to their job and performs duties according to their job description. Career commitment correlates with career satisfaction, self-efficacy, and institutional commitment (Ahmed, 2019).

### 2.3.6 Attitude

It can be said that attitude is the manner, feeling, and position of a person. The Cambridge Dictionary has defined attitude as “a feeling or opinion about something or someone, or a way of behaving (Dictionary, 2020). According to Perloff, “attitude is a psychological construct, a mental and emotional entity that inheres in or characterizes a person” (Perloff, 2016).

### 2.3.7 Awareness of Strategic Link

A strategic link is vital for understanding the organizational goals and training objectives. It has been said that "awareness of strategic linkages identifies the degree to which trainee is capable of creating a bridge between the acquired training skills and the strategic goals of the organization" (Arefin & Islam, 2018). Employees or trainees should have consciousness regarding the tactical linkage of training perspective for increasing organizational performance.

### 2.3.8 Opportunity to Perform

The phrase "opportunity to perform" means a trainee's ability to learn relevant skills and knowledge for utilizing at the workplace. It has been considered one of the critical aspects of transferring knowledge (Baldwin & Ford, 1988). It requires individual capacity and application ground in the job sector.

### 2.3.9 Accountability

Accountability means the liability, answerability (Dykstra, 1938), and responsibility for which a person or organization will be assessed for their actions. Williams said that “accountability is the acknowledgment and assumption of responsibility for actions, products, decisions and policies” (Williams, 2006).

## 2.4 Model of Training Transfer from different scholar

Training is an essential tool for developing human resources for the achievement of organizational goals and performance. It has been said that “training can be thought of as the planned and systematic activities designed to promote the acquisition of knowledge (i.e., need to know), skills (i.e. need to do) and attitudes (i.e. need to feel)” (Kasima et al., 2013).

Training transfer or learning transfer has been considered and gained colossal attention by academicians, management professionals, researchers, and trainers. It has been explored that transfer of learning has 100 years long history where researchers and academicians made a broad debate on the nature, situations, and frequency of transfer of learning and research (Barnett & Ceci, 2002). Training transfer has been well-defined as “the degree to which trainees apply to their job the knowledge, skills, behavior, and attitudes they gained in training” (Holton et al., 1997). It has been thought that the training transfer is the significant component of training

effectiveness which assists the trainee and their institutions for upgrading the performance and outcome (Bhatti et al., 2013). Moreover, Raja Suzana Raja Kasim and Sharriffah Ali said that “ the terms ‘transfer of training’, transfer of learning’, ‘training transfer’, ‘learning transfer’, and ‘transfer’ are perceived interchangeable terms in the Human Resource Development (HRD) field” (Kasim & Ali, October 2011). They also added that transfer had been derived as the knowledge of response on one job consequence the response in one more job.

In addition, the transfer procedure affected by the job atmosphere, training program design, and learner (Baldwin & Ford, 1988), whereas others found professional planning, institutional obligation, organizational climate (Colquitt et al., 2000) as significant factors. However, Guerrero and Sire have established an alternative model where individual variables like age or seniority; organizational variables like voluntary action, informed training and supervisor support; training motivation like self-efficacy and instrumentality; and training results such as learning and satisfaction had been seen as essential factors for transferring training (Guerrero & Sire, 2001).

Gielen (1996) had described a training transfer model in the context of a corporate setting. This study expressed that the training is fruitful as soon as the trainee can utilize their education in the job environment. It has been said that "transfer of training is referred to as the degree to which trainees effectively apply knowledge, skills, and attitudes, gained in a training context, to the work situation" (Gielen, 1996). The study presented an empirically evidence-based model that is inclusively related to the framework of corporate training transfer (Gielen, 1996). It has been seen that Gielen has merged trainee characteristics and work environment features in the transfer of the training model. The training transfer framework of Gielen is as follows:

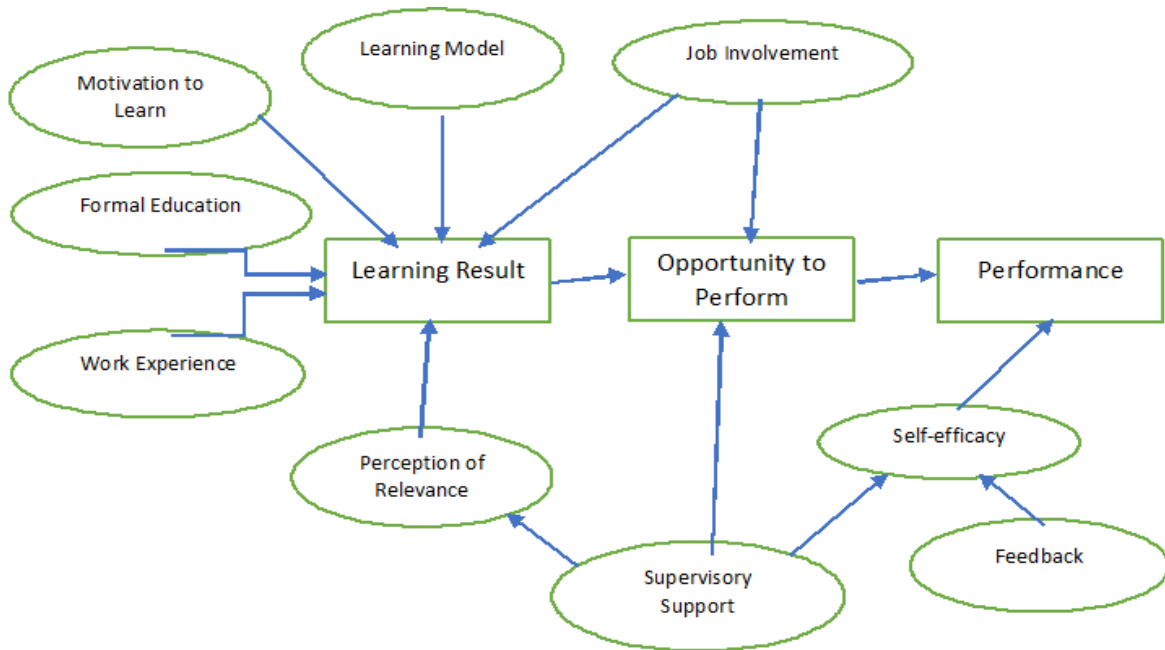


Figure 1: The Transfer of Training Framework (Gielen, 1996)

This model has emphasized trainee characteristics as the influential factors for training transfer (Gielen, 1996). However, Velada and others explained a basic structure of training transfer in “the effects of training design, individual characteristics and work environment on the transfer of training” (Velada et al., 2007). The simplified model of training transfer remains as follows:

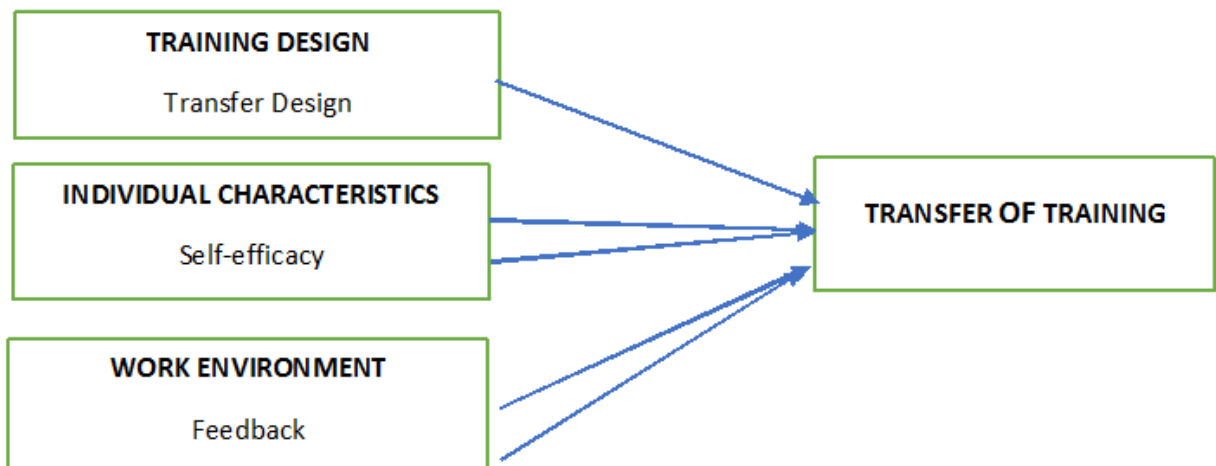


Figure 2: Simplified Model of Training Transfer (Velada et al., 2007)

The above-simplified structure of training transfer (figure 2) has been incorporated few variables correlated to training design, working environment, and individual characteristics which influence transferring learning into the job sector (Velada et al., 2007). It has been claimed that the transfer process is not possible except for the parallel of learning and transfer

tasks, including tactics, purposes, and procedures. Therefore, the contribution of training and the transfer of knowledge can change the performance of an organization.

## 2.5 Factors of Motivation to Transfer of Training and Hypotheses Development

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 into 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 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.

### 2.5.1 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 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.*

### 2.5.2 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, Battour, Sundram, & Otham, 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.*

### 2.5.3 Career Commitment and Motivation to Transfer of Training

Career commitment, popularly considers, is the attitude of different peoples 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.*

#### 2.5.4 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 among the trainee characteristics, training attitudes, and motivation to transfer (Sahoo & Mishra, 2019). Yang and others revealed a very high transfer frequency of anew 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.*

#### 2.5.5 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, 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 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.*

#### 2.5.6 Opportunity to Perform and Motivation to Transfer of Training

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 to the workplace. Although individual skills, works 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.*

#### 2.5.7 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 at the working place. Certainly, trainees receive some skills and knowledge from any training, and they got some positive attitude for 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*

### 2.5.8 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, peer support, 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% afterward 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 for 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 depend on self-efficacy, peer support or any other component of motivation to transfer of training, training content matter on capturing knowledge and skill from 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 contends, 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.

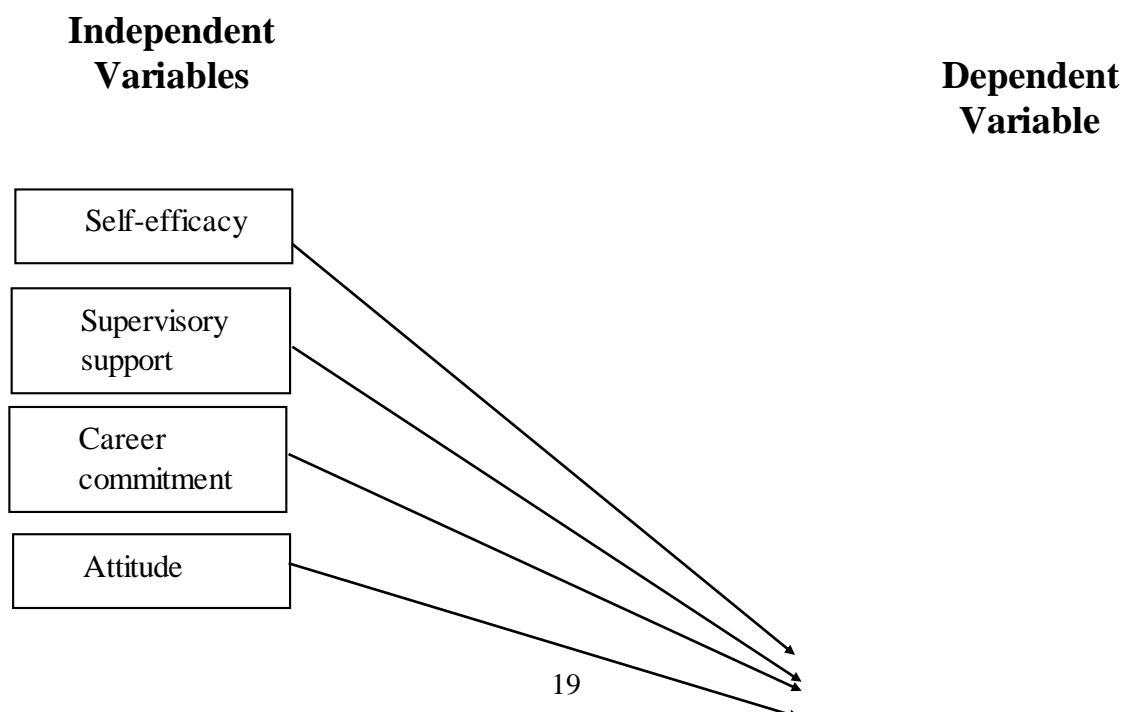
*H8: Training content (TC) has a relationship with motivation to transfer of training.*

*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*

## 2.6 Conceptual Framework of this Study

The following figure (conceptual framework) illustrates the relationship between independent variables and dependent variable related motivation of transfer training in BPATC and BCSAA. Therefore, based on the literature review and hypotheses development, the conceptual framework is developed.



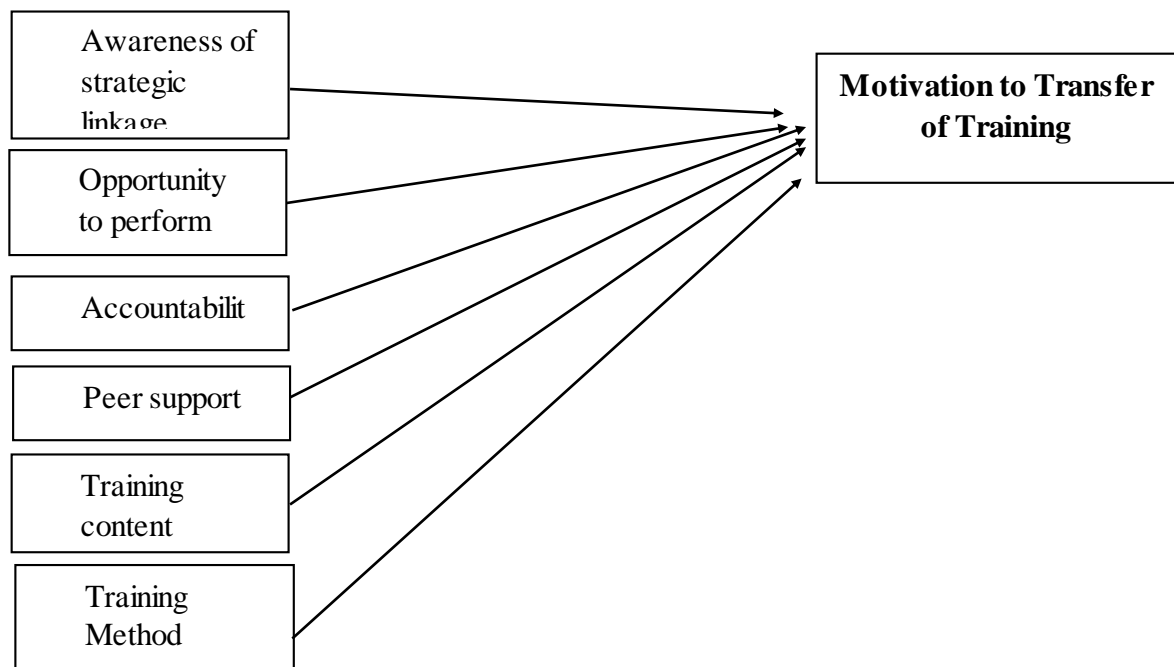


Figure 3: Conceptual Framework

## 2.7 Conclusion

To summarize this chapter, it can be said that the previous studies described various aspects of training and training transfer for changing organizational performance and ensuring adequate training programs. The training transfer relates to different variables like self-efficacy, supervisors' support, career commitment, opportunity to perform, strategic linkage, attitude, and accountability. Besides, training design, retention, peer support, ability, and training contents are crucial for transferring training or learned knowledge to working place to increase organizational performance and obtain institutional mission and vision. Therefore, the mentioned and discussed variables have a low to moderate and positive relationship to motivation to transfer training.

### 3. METHODOLOGY

#### 3.1 Introduction

The research methodology is the pathway to conduct research. As a road map or pathway, the critical part of this study is the methodological approach for obtaining study objectives. 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, reliability of variables items were tested by Cronbach Alpha, description statistics results were performed along with ANOVA test, and Principal Component Analysis was performed from SPSS.

#### 3.2 Methods of the Study

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 emailing survey. Online survey links were distributed among the participants as respondents through email. In that case, email addresses were taken from participants' email directory 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 (unstandardised of Beta value with the 5% significance level).

### 3.3 Sources of Data and Methods of 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 the relevant document 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 and Presentation

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 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 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 measure 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'.

### 3.6.1 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 thing'.
- 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 of training program'; 'individual training need to be attended'; 'career goal'; and 'applicability training on the job'.

### 3.7 Reliability

Nunnally (1978) was 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 below:

Table 1: Cronbach alpha value

<b>Variables</b>	<b>Number of items</b>	<b>Alpha value</b>
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

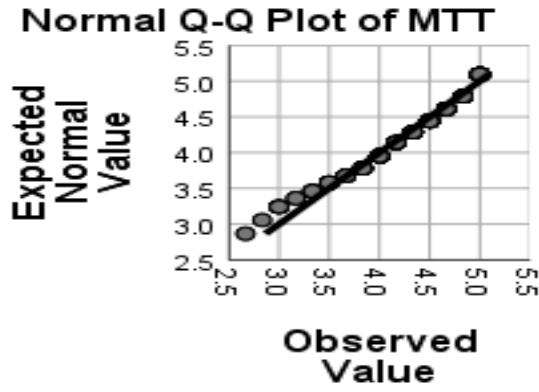
Based on the correlation (item to total correlation) and Cronbach Alpha values, it can be interpreted that all items are valid (sig. <0.05) and the instruments are reliable (Cronbach Alpha > 0.60) to be used for further statistical analysis.

### 3.8 Data Normality Test

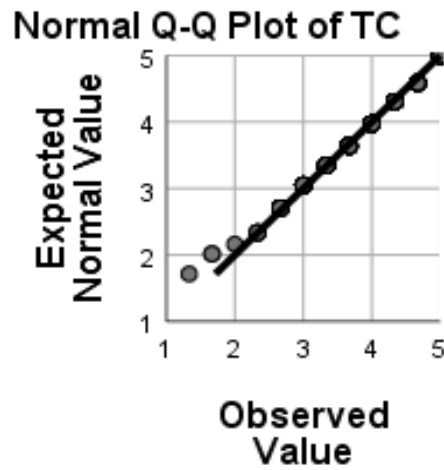
From Q-Q Plot analysis, the data normality test is done through SPSS. Plots are presented here.

MTT:

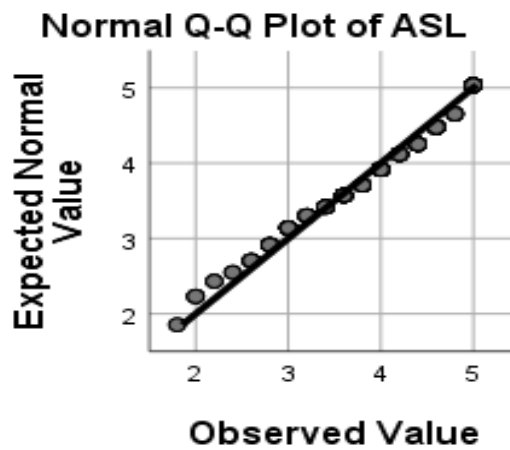




TC:



ASL:



It is observed that Q-Q plots shown that data is usually distributed.

### 3.9 Model Specification

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

$$\text{MTT (dependent)}=f(\text{TC, TM, SE, CC, SS, PS, OP, ASL, ACC, ATT}) +C$$

### 3.10 Conclusion

This quantitative study has collected primary data by conducting a structured survey questionnaire through an online platform. The study has obtained research objectives, data normality, reliability of variables item by testing Cronbach Alpha, ANOVA test, and Principal Component Analysis through SPSS. Yamane's (1967) formula was used for determining sample size. This study has also developed a causal relationship model for measuring variables.

## 4. DATA ANALYSIS AND DISCUSSION

### 4.1 Introduction

The study was based on a quantitative approach. Received and verified data were entered into SPSS software for doing needed analysis. Both descriptive and inferential statistical analysis were done to obtain desired results. The demographic data were analysed with frequency and percentile output. The study has several hypotheses. Hypotheses were developed based on the literature review and the conceptual framework composed of dependent and independent variables after reviewing different transfer models. The items under variables were checked by Cronbach Alpha value, and variables items are measured with a scale. Descriptive analyses were performed with mean and standard deviation for understanding the central tendency of the responses against each variable.

Moreover, a correlation matrix was performed using SPSS to ascertain the bi-variate correlation between the variables. Another objective of correlation analysis was to identify the multi-collinearity between the variables. Finally, regression analysis and ANOVA output were run to test the model and coefficient analysis to test the formulated hypotheses and regression models.

In order to test the reliability of OLS, several assumptions, such as multi-collinearity, auto-correlation, and heteroscedasticity, were tested. Moreover, skewness and kurtosis statistics were performed to investigate the normality of the distribution of data.

The following sections are dedicated to descriptive as well as inferential statistical analysis. The first part of the section covered the respondents' demographic data analysis, while the latter part covered the inferential analysis of data like dependent and independent variables.

### 4.2 Descriptive Analysis

#### 4.2.1 Respondent Demographic Information

For the study purpose, the respondent, of course, attended a training course either BPATC or BCSSA or both training institutions. The data are collected through emailing survey, mostly apart from a direct questionnaire survey. About 1800 questionnaires were distributed through emailing and physical surveys as well. The responses are distributed in the following table. Questionnaires were sent to Special Foundation Training Course (SFTC) as well. Thus, missing

data are fallen in SFTC as well. However, data were represented in different training course participants who received training from BPATC and BCSAA. Respondents are from FTC 63 rather than any other group. Here, it is found that a large number of respondents are not identified their course name, thus missing frequency is found (47.6%). However, the responsive respondents are working at their office and can use their training skills and knowledge in their day-to-day office work. Moreover, they have ample scope to transfer training, what they received at their respective training organizations (BPATC or BCSAA). Attended training courses and several respondents are presented in the following table.

*Table 2: Attended Training Course*

Course Name		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	FTC 60	16	5.2	9.9	9.9
	FTC 63	81	26.4	50.3	60.2
	FTC 64	5	1.6	3.1	63.4
	FTC 65	12	3.9	7.5	70.8
	FTC 67	23	7.5	14.3	85.1
	FTC 69	24	7.8	14.9	100.0
	Total	161	52.4	100.0	
Missing	System	146	47.6		

#### 4.2.2 Training Organization and Respondents Distribution

Respondent received their training from BPATC and BCSAA training institutions. It is found that most of the respondents received training from BPATC (94.5%), and respondents received training from both organizations (5.5%). It is mentioned that the entire cadre official, except Education and Health service cadre official, are not received training from BPATC or BCSAA. BCSAA is a specialized training organization only for BCS Administration cadre officials. Therefore, we received responses who received training from BPATC mostly. As an organization, BPATC is a hub for public sector training institutions and BCSAA for administration. These organizations provide training and developing human resource development, especially for civil servants and public sector officials, who provide services to the citizens and implement policies made by the government.

Table 3: Organization wise respondent distribution

Organization	Frequency	Percent	Valid Percent	Cumulative Percent
BPATC	290	94.5	94.5	94.5
Both	17	5.5	5.5	100.0
Total	307	100.0	100.0	

#### 4.2.3 Gender Distribution

Among the respondents, it is found that male respondents (71.7%) were higher than female (28.3%) respondents. It is also standard figure that female officer in cadre service is less than male. Furthermore, it is a typical picture that in training courses female are participated less in number. However, female applicants are more at the application stages of recruitment. Nowadays, females are more in civil service. In the training courses, still female is one-third of male participants. However, we sent a questionnaire according to the number of trainees as per course. Gender distribution frequency and percentage (%) value are presented in the following Table.

Table 4: Gender distribution

Gender		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	220	71.7	71.7	71.7
	Female	87	28.3	28.3	100.0
	Total	307	100.0	100.0	

#### 4.2.4 Respondent age group distribution

In the following Table, respondents' age distribution is presented. Most of the respondents were entry-level officials. The highest levels of the respondent are from 31-35 age groups (59.9%). Age distribution Table revealed that most of the respondents have at least seven years of field-level experience. Therefore, they have ample opportunity and cope with the utilization of training input in their working life. According to the age distribution of the respondents, it is found that very few numbers of respondents are over 50 years of age group. Most of the respondents are representing up to 40 ages, not working age. The age distribution table notes that age group 31-35 have representation 59.9%, while 25-30 age group is 30% and 36-40 age

group participated 7.5% of total frequency. The detailed age frequency and % value are presented in the following table.

Table 5: Age distribution

Age group	Frequency	Percent	Valid Percent	Cumulative Percent
25-30	92	30.0	30.0	30.0
31-35	184	59.9	59.9	89.9
36-40	23	7.5	7.5	97.4
41-45	4	1.3	1.3	98.7
45-50	2	.7	.7	99.3
50+	2	.7	.7	100.0
Total	307	100.0	100.0	

#### 4.2.5 Respondent Marital Status Distribution

Respondent's marital status is presented in the following Table. Most of the respondents are married (75.6%). Very few are 23.5% unmarried, while 1.0% might be divorced. Therefore, the respondents have their family life; work-life balance is there.

Table 6: Marital status of respondents

Marital status	Frequency	Percent	Valid Percent	Cumulative Percent
Married	232	75.6	75.6	75.6
Unmarried	72	23.5	23.5	99.0
Other	3	1.0	1.0	100.0
Total	307	100.0	100.0	

#### 4.2.6 Respondent Academic Degree

In civil service, it is preconditioning that candidates have to receive four years bachelor's degree from any academic institution. Apart from the technical cadre, Civil Servants are with Master's degree qualifications. Here, the result found that most of the respondents are a Master's degree. Some cadre is called technical cadre, where four years academic degree is required. However, civil servants are having the highest level of academic attainment.

Table 7: Academic attainment of the respondent

Degree		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Masters	260	84.7	84.7	99.0
	PhD	3	1.0	1.0	100.0
	Total	307	100.0	100.0	

#### 4.2.7 Respondent Academic Institutions

In the following Table, respondent academic attainment institutions are presented. It is found that those civil servants who are joining public sector offices are primarily from public universities/Institutions relatively private universities. Several Private Universities are offering degree programs, but they are not joining in Civil Service. Results revealed that public university students are more interested in joining in civil service. However, it is remarkable that respondents from Public University are represented 94.8%, while 2% from Private universities and 3.3% from National university.

Table 8: Respondent Academic Institution Distribution

University		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Public University	291	94.8	94.8	94.8
	Private University	6	2.0	2.0	96.7
	National University	10	3.3	3.3	100.0
	Total	307	100.0	100.0	

#### 4.2.8 Respondent Length of Service

Respondents' service length is mostly five years (51.6%), and the second-highest is within ten years of service (43.6%). More than ten years of service length is a smaller number of respondents. Very few questionnaires were sent to the respondents, who have an extended length of service. Results revealed that respondents have experienced with filed level administration and have working experience. In consideration of respondent's service length, it is found that they can use training input in their respective workplace and have a broader scope to application training transfer.

Table 9: Respondents service length

Years		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	up to 5 yrs	158	51.5	51.6	51.6
	5-10 yrs	134	43.6	43.8	95.4
	11-15 yrs	8	2.6	2.6	98.0
	16-20 yrs	3	1.0	1.0	99.0
	25+	3	1.0	1.0	100.0
	Total	306	99.7	100.0	
Missing	System	1	.3		
Total		307	100.0		

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

In the following descriptive table mean and standard deviation results are presented. The descriptive statistical result revealed that all the variables are 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 1 to 5 point Liker 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, where Training Methodology's mean scored 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 10: Descriptive statistics result and normality test result

Descriptive statistics									
	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

#### 4.2.10 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. The 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 11: Correlation metrics table between the variables

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

#### 4.3.2 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 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-12. 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 12: 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 13: 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 14: 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.

Table 15: 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
	<b>TM</b>	-.121	.056	-.186	-2.175	<b>.030</b>	.295	3.387
	SE	.020	.050	.027	.393	.694	.469	2.131
	<b>CC</b>	.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
	<b>ASL</b>	.134	.060	.204	2.241	<b>.026</b>	.261	3.833
	<b>ACC</b>	.119	.054	.159	2.220	<b>.027</b>	.425	2.354
	<b>ATT</b>	.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-15, 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.

Table 16: Relations among Variables

No	Predictors	Validating statistics	Nature of Influence
01	Training Methods (TM)	$\beta = -.186$ $t = -2.175$ $p < 0.05$	Negatively significant
02	Career Commitment (CC)	$\beta = .135$ $t = 1.910$ $p < 0.05$	Positively significant
03	Awareness of Strategic Linkage (ASL)	$\beta = .204$ $t = 2.241$ $p < 0.05$	Positively significant
04	Accountability (ACC)	$\beta = .159$ $t = 2.220$ $p < 0.05$	Positively significant
05	Attitude towards Training (ATT)	$\beta = .381$ $t = 6.428$ $p < 0.001$	Positively significant

From the above table, it is revealed that variables like career commitment (CC), awareness of strategic linkage (ASL), accountability (ACC) and attitude towards training (ATT) have a positive but significant influence on motivation to transfer of training (MTT). Moreover, the training methods (TM) are found negatively significant influence motivation to transfer training (MTT).

Other than the predictors mentioned earlier, the independent variables, such as training contents, self-efficacy, supervisory support, peers supports, and opportunity to perform, found no significant influence on the dependent variable 'motivation to transfer of training'.

#### 4.5 Test of Hypothesis

In relation to motivation to transfer of training, ten hypotheses were articulated to test through regression analysis. Considering the level of significance, nature of influence and beta coefficient, the hypothesis-1 (*There is a positive relation between training content and motivation to transfer training*), hypothesis-5 (*There is a positive relation between supervisors' support and motivation to transfer training*), hypothesis-6 (*There is a positive relation between peer's support and motivation to transfer training*), and hypothesis-7 (*There is a positive relation between the opportunity to perform and motivation to transfer of training*) were rejected. Considering the level of significance, nature of influence and beta coefficient, the hypothesis-2 (*There is a positive relation between training method and motivation to transfer of training*), hypothesis-4 (*There is a positive relation between career commitment and motivation to transfer training*), hypothesis-8 (*There is a positive relationship between awareness of strategic link and motivation to transfer of training*), hypothesis-9 (*There is a positive relation between accountability and motivation to transfer of training*), and

hypothesis-10 (*There is a positive relation between attitude to training and motivation to transfer of training*) were accepted.

Table 17: Summary Result of Hypotheses

<b>Variables</b>	<b>Description of H0</b>	<b>Beta Coefficient</b>	<b>Sig.</b>	<b>Result</b>
TC	H <sub>1</sub> : There is a positive relation between training content and motivation to transfer training	-.092	.203	Rejected
<b>TM</b>	H <sub>2</sub> : There is a positive relation between training method and motivation to transfer of training	-.186	<b>.030</b>	Accepted
SE	H <sub>3</sub> : There is a positive relation between self-efficacy and motivation to transfer training	.027	.694	Rejected
<b>CC</b>	H <sub>4</sub> : There is a positive relation between career commitment and motivation to transfer training.	.135	<b>.057</b>	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
<b>ASL</b>	H <sub>8</sub> : There is a positive relationship between awareness of strategic links and motivation to transfer of training.	.204	<b>.026</b>	Accepted
<b>ACC</b>	H <sub>9</sub> : There is a positive relation between accountability and motivation to transfer of training.	.159	<b>.027</b>	Accepted
<b>ATT</b>	H <sub>10</sub> : There is a positive relation between attitude to training and motivation to transfer of training.	.381	<b>.000</b>	Accepted

#### 4.6 Factor Analysis

Generally, factor analysis is the practice of considering many variables and to reduce into a few number of variables or items. This study used 11 variables with 45 items. Therefore, to reduce the number of variables to few, the factor analysis method is run. It is easier to do research work. Moreover, deeper factors are driving the underlying concepts of data which may explore. Here, this study adopted exploratory factor analysis, rather confirmatory factor analysis.

#### 4.6.1 Sampling Adequacy with KMO

KMO and Bartlett's test is performed for sampling adequacy with the data set and result showed that the sampling is adequate (.920) and significant ( $p < .01$ ). Thus, the KMO test result indicated that factor analysis and principal component analysis are appropriate for this study. Moreover, Bartlett's chi-square test result is 10530.843 with 5% level of significance ( $p < .05$ ).

Table 18: KMO and Bartlett's Test Result

<b>Kaiser-Meyer-Olkin Measure of Sampling Adequacy.</b>		.920
Bartlett's Test of Sphericity	Approx. Chi-Square	10530.843
	Df	990
	Sig.	.000

#### 4.6.2 Total Variance and Eigenvalue Results

In these study, eigenvalues are considered more than 1. Therefore, variable items are extracted into 5 factors that over eigenvalue more than 1 and explained 60.331% of the total variance. In the following table, eigenvalue and percent of variable are explained according to the component. Factor 1 is having 38.018 eigenvalues which explained 15.823% of the total variance. Factor 2 is having 6.750 eigenvalue, this factor explained 15.653% of total variance. Factor 3 is having eigenvalue 6.288, this factor explained 14.529% of total variance. Factor 4 is having eigenvalue 5.752, this factor explained 7.695% of total variance. Factor 5 is having 3.522 eigenvalue, this factor explained 6.631% of total variance. Therefore, all together five factors are explained 60.33% of the total variance on motivation to transfer of training.

Table 19: Eigenvalue and Explained variance

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	17.108	38.018	38.018	17.108	38.018	38.018	7.120	15.823	15.823
2	3.037	6.750	44.768	3.037	6.750	44.768	7.044	15.653	31.475
3	2.830	6.288	51.056	2.830	6.288	51.056	6.538	14.529	46.004
4	2.588	5.752	56.808	2.588	5.752	56.808	3.463	7.695	53.699
5	1.585	3.522	60.331	1.585	3.522	60.331	2.984	6.631	60.331
Extraction Method: Principal Component Analysis.									

#### 4.6.3 Principal Component Analysis (PCA)

This study has examined the group of variables items with investigation PCA, rather CPA (confirmatory factor analysis). Study KMO test result suggested for PCA. Therefore, PCA will give how grouped are formed.

The PCA rotated component was performed, and the following table rotated component matrix output is presented with loading values. The cutup point of the loading value was 0.45. Therefore out of 45 items, factor analysis reduced 5 items. Moreover, PCA with rotated component matrix extracted five factors. Those five factors explained 60.33% of total variance. The extracted factors are:

*Factor 1: Training Content, Method and Self-efficacy*

Training content, method and self-efficacy factor extracted 12 components, which are high loading factor. These items and its magnitude values are: training content based on individual need (.653); contents are linked with job requirement (.686); contents are sufficient as per organizational need (.680); training method is linked with real-life job (.622); and so on as presented in the Table (21).

*Factor 2: Opportunity and Strategic Linkage*

Factor 2 is related to 'opportunity and strategic linkage' this factor extracted 9 components, which have high loading values. These factor items and magnitude values are: utilization of training skill and knowledge (.667); enough logistics support to use training knowledge (.745); and so on (Table: 21), those are essential factor loading for motivation to transfer of training.

*Factor 3: Supervisor and Peer Support*

Factor 3 is related to 'supervisor and peer support'. This factor is important for motivation to transfer of training. Supervisor and Peer Support factor is composed with 10 items. This factor items and magnitude values are: supervisor support for attend training program (.509); resource for applying new training skill (.492); time for utilizing new skill (.719); and so on (Table:21 ) are high factor loading important items for motivation to transfer of training.

*Factor 4: Attitude*

Factor 4 is related to 'Attitude'. This factor is important for motivation to transfer of training. It is said that attitude is everything. Thus, training recipient (individual) attitude matter on motivation to transfer of training. This factor items and magnitude values are: attended training program fulfilled training need (.711); training program linked with career goal (.648); learning from training and apply at workplace (.629); and so on (Table: 21) are high factor loading items for motivation to transfer of training.

*Factor 5: Motivation*

Factor 5 is related to Motivation. This factor items and magnitude values are: goal oriented training program (.444); overcome barrier by using knowledge (.462); increase performance

by using training skill and knowledge (.697); encouraged for job performance (.722); and reward for performance (.638) are high factor loading value and important for motivation to transfer of training (Table: 21)

Table 20: Rotated Component Matrix<sup>a</sup>

Factors	Component				
		2	3	4	5
<b>Factor 1: Training Content, Method and Self-efficacy</b>					
TC1: The contents delivered in the training program (s) are sufficient for meet my individual training needs	<b>.653</b>	.292	.201	.028	-.017
TC2: The contents delivered in the training program(s) are sufficient for meet my job requirements.	<b>.686</b>	.182	.121	.216	-.108
TC3: The contents included in the training program (s) are sufficient to meet my organization's needs.	<b>.680</b>	.215	.139	.107	-.076
TM1: The way I have been taught in the training program is similar to the real-life I use on the job.	<b>.622</b>	.369	.224	.254	-.134
TM2: The trainers used sufficient cases and examples that showed me how I could use my learning on the job.	<b>.663</b>	.259	.248	.179	-.007
TM3: The way the trainers delivered materials and exercise sheets made me more confident in applying the learning on the job.	<b>.693</b>	.296	.219	.196	-.041
SE1: I am confident enough in my ability to apply newly-learned knowledge and skills.	<b>.707</b>	-.058	.261	.093	.130
SE2: I am confident that I am able to develop expertise in the knowledge and skills learnt from the training.	<b>.752</b>	-.006	.208	.100	.079
SE3: I am confident that I am able to overcome any obstacles I face when applying the new knowledge or skills learnt in the training.	<b>.706</b>	.025	.247	.245	.110
CC1: The training I have attended is relevant to my career commitment.	<b>.598</b>	.330	.077	.082	.316
CC2: The KSA obtained from the training program is helpful for my career development.	<b>.600</b>	.265	.179	.094	.234
CC3: The level of transfer of training is positively connected with my career and job.	<b>.534</b>	.388	.122	.063	.209
<b>Factor 3: Supervisor and Peer Support</b>					
SS1: My supervisor encourages me to attend the training program.	.381	.044	<b>.509</b>	-.196	.263
SS2: My supervisor provides resources needed to apply new competencies acquired from the training.	.349	.394	<b>.492</b>	-.008	.173
SS3: My supervisor provides the time needed to practice the skills learnt in training.	.253	.372	<b>.719</b>	.087	-.019
SS4: My supervisor provides support when I have problems in applying the new competencies.	.202	.276	<b>.719</b>	.040	.154
SS5: My supervisor gives recognition and credit to those who apply new competencies to their jobs.	.246	.183	<b>.709</b>	.125	.096
PS1: My co-workers encourage me to learn new knowledge and skills from the training program.	.198	.224	<b>.781</b>	.079	.207
PS2: My colleagues actively participate with me when I apply new knowledge and skills acquired in the training.	.270	.160	<b>.770</b>	.163	.028



PS3: Experienced co-workers of my section/branch/wing/group are found supportive to me when I use new learning on the job.	.156	.193	<b>.781</b>	.103	.088
PS4: My colleagues accept and encourage new ideas (learned from programs) shared by me.	.191	.094	<b>.832</b>	.104	.037
PS5: My co-workers generally prefer to use new ways of doing thing learned in training, rather than using existing traditional methods.	.128	.366	<b>.703</b>	.240	-.049
<b>Factor 2: Opportunity and Strategic Linkage</b>					
OP1: I have been placed in the right job so I can get opportunities to utilize my acquired knowledge and skills.	.095	<b>.667</b>	.300	.004	.181
OP2: At my work, I have enough access to logistic support (equipment, information, materials, budget, and supplies) to help me apply the new knowledge and skills that I have acquired from the training program.	.220	<b>.745</b>	.153	.190	-.046
OP3: I get the necessary administrative/managerial support for "selling" and sharing my new ideas and initiative in my organization.	.072	<b>.805</b>	.279	.098	.047
OP4: I will have the opportunity to apply trained skills repeatedly in the organization.	.165	<b>.749</b>	.322	.071	.179
ASL1: The issues and contents covered in the training program(s), were as per the needs of the organization.	.401	<b>.722</b>	.135	.192	.080
ASL2: The training program(s) were designed according to the career development plan of my organization.	.295	<b>.789</b>	.183	.127	.140
ASL3: The contents of the training program(s) contributed to learn innovation and SDGs implementation strategies of government.	.253	<b>.553</b>	.339	.187	.245
ASL4: The contents of the training program(s) contributed to learn e-governance and online service delivery strategies of government.	.375	<b>.521</b>	.231	.184	.198
ASL5: The strategic linkage between training performance and promotion-placement encouraged me to learn as well as apply.	.252	<b>.732</b>	.200	.233	.117
<b>Factor 4: Attitude</b>					
ATT2: The training program (s), I attended, fulfilled my training need.	.275	.274	.139	<b>.711</b>	.032
ATT3: The training program(s), I attended, would fulfill my career goal.	.156	.351	.213	<b>.648</b>	-.005
ATT4: The learning, I obtained from the training program(s), would be easy to apply on the job.	.273	.356	.082	<b>.629</b>	-.008
MTT1: I intend to use the knowledge and skills acquired from the program when I get back to the job.	.241	-.111	.040	<b>.621</b>	.314
MTT2: I set the specific goals for maintaining the knowledge and skills that I have learnt from the program.	.060	.195	.090	<b>.509</b>	.444
<b>Factor 5: Motivation for transfer of training</b>					
MTT3: I generally overcome the potential barriers to using the knowledge and skills that I have learnt.	.022	.323	.260	.422	<b>.462</b>
MTT4: My job performance improves when I apply my new knowledge and skills that I have learned from the training program.	.108	.202	.106	.249	<b>.697</b>
MTT5: I feel encouraged when I experience improved job-performance.	-.039	.011	.086	.028	<b>.722</b>

MTT6: The reward (if any) offered to me for my improved performance is valuable to me.	-.012	.128	.055	-.017	<b>.638</b>
--	-------	------	------	-------	-------------

Extraction Method: Principal Component Analysis.  
 Rotation Method: Varimax with Kaiser Normalization.  
 a. Rotation Converged in 7 iterations.

#### 4.6 Conclusion

From the forgoing analysis, the regressed equation of the model got the shape as bellow:

$$MTT = 1.948 - .186 * TM + .135 * CC + .204 * ASL + .159 * ACC + .381 * ATT + e_i$$

The specified model is significant and has a relationship with motivation to transfer of training. Independent variables are also significantly correlated. Most of the formulated hypotheses are found significant and have an impact on motivation to transfer of training and some are not. Therefore, empirical results proved that training method, career commitment, attitude of strategic linkage, accountability, and attitude have influences on motivation to transfer of training.

In the second part, PCA was performed and found five significant factors that explained 60.33% of the total variance in motivation to transfer training. So, the way variables are grouped in regression analysis regarding independent and dependent variables is not grouped in PCA. PCA extracted five factors those are also having very high loading values. Therefore, PCA explored motivation to transfer training in different ways, but very much closer with regression and coefficient results and the way the survey questionnaire is formed.

## 5. CONCLUSION AND RECOMMENDATION

### 5.1 Introduction

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 matter 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 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 scholar who developed the items and used 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; 'attitude towards training' overall believe, values and culture to use training output; . Therefore, attitude is everything to utilization training skills and knowledge for better work performance. These independent variables are shown a positive and significant link with motivation to transfer of 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 of training. Coefficients result 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 are explained 60.33% of total variance on motivation to transfer of training. Factor loading items with high value 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 practiced 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.

## 5.2 Theoretical and Practical Implications

The study findings have both managerial and theoretical implications. In this study, work environmental factors such as: 'awareness of strategic linkage' and 'accountability' was examined and found that these two independent variables positively and significantly associated with motivation to transfer training. As predictor variables, training management and career commitment are positively and significantly associated with motivation to transfer training. For the government sector, these are two critical factors on motivation to transfer of training. Very few studies were found in public sector training; conversely, this study's findings confirmed other studies (Machien and Fogarty, 1997; Velada et al., 2007). However, this study's findings will help train managers on how to do transfer of training in a better manner. Moreover, HR managers or training organizations should design their training interventions to

increase self-efficacy to enhance motivation to training transfer as a means for capacity enhancement.

### 5.3 Limitation and future research direction

The study was limited with only BPATC and BCSAA; other training organizations are not considered. Furthermore, the respondents rank was mostly operational level rather policy level or mid-level. The results extracted in this study, based on quantitative in nature, the most vital part of exploratory research qualitative approach is missing. On the other hand, factor one has extracted 12 items; further PCA could be run with those items. Therefore, future research can be considered that limitation.

## 5 REFERENCES

- Ahmed, N. O. (2019, June 28 ). Career commitment: the role of self-efficacy, career satisfaction and organizational commitment. *World Journal of Entrepreneurship, Management and Sustainable Development*. doi:10.1108/WJEMSD-06-2017-0038
- Arefin, S., & Islam, N. (2018). A study on the motivation to transfer training in the Banking Industry of Bangladesh. *South Asian Journal of Human Resources Management*, 1-28. doi:10.1177/2322093718803210
- Axtell, C. M., & Maitlis, S. (1977). Predicting immediate and longer-term transfer of training. *Personnel Review*, 26(3), 201.
- Baldwin, T. T., & Ford, J. K. (1988). Training of training: A review and directions for future research. *Personnel Psychology*, 41, 63-105.
- Ballout, H. I. (2009, November ). Career commitment and career success: Moderating role of self-efficacy. *Career Development International*, 655-670. doi:10.1108/13620430911005708
- Bandura, A. (1982). Self-efficacy mechanism in human agency. *American Psychologist*, 37(2), 122–147. doi:10.1037/0003-066X.37.2.122.
- Barnett, S. M., & Ceci, S. J. (2002). When and where do we apply what we learn? A taxonomy for far transfer. *Psychological Bulletin*, 128, 612-637.
- BCSAA. (2021, February 01). *About BCS Administration Academy*. Retrieved February 08, 2021, from [www.bcsadminacademy.gov.bd](http://www.bcsadminacademy.gov.bd):  
[http://www.bcsadminacademy.gov.bd/site/page/72932119-eff0-4276-a04d-b29e95f2f261/-](http://www.bcsadminacademy.gov.bd/site/page/72932119-eff0-4276-a04d-b29e95f2f261/)
- Becker, B. E., & Huselid, M. A. (1998). High performance work systems and firm performance: A synthesis of research and managerial implications. *Research in Personnel and Human Resource Management*, 16, 53-101. Retrieved June 10, 2020, from [https://www.researchgate.net/publication/313524630\\_High\\_performance\\_work\\_systems\\_and\\_firm\\_performance\\_A\\_synthesis\\_of\\_research\\_and\\_managerial\\_implications](https://www.researchgate.net/publication/313524630_High_performance_work_systems_and_firm_performance_A_synthesis_of_research_and_managerial_implications)
- Bhatti, M. A., Ali, S., Isa, M. F., & Battour, M. M. (2014, January). Training Transfer and Transfer Motivation: The Influence of Individual, Environmental, Situational, Training Design, and Affective Reaction Factors. *Performance Improvement Quarterly*, 51-82.
- Bhatti, M. A., Battour, M. M., Sundram, V. P., & Otham, A. A. (2013). Transfer of training: does it truly happen? An examination of support, instrumentality, retention and learner readiness on the transfer motivation and transfer of training. *European Journal of Training and Development*, 273-297. doi:10.1108/0309059131131274
- Blume, B. D., Ford, J. K., Baldwin, T. T., & Huang, J. L. (2010, July). Transfer of Training: A Meta-Analytic Review. *Journal of Management*, 36(4), 1065-1105. doi:10.1177/0149206309352880
- BPATC. (2021). *Introducing BPATC*. Retrieved January 21, 2021, from [www.bpatc.org.bd](http://www.bpatc.org.bd):  
<http://www.bpatc.org.bd/index.php?pageid=157>
- Brinkerhoff, R. O., & Montesino, M. U. (1995). Partnerships for Training Transfer: Lessons from A Corporate Study. *Human Resource Development Quarterly*, 6(3), 263-274.

- Broad, M. L., & Newstrom, J. W. (1992). *Transfer of Training: Action Packed Strategies to Ensure High Payoff from Training Investments*. Reading, MA: Addison-Wesley.
- Burke, L. A., & Hutchins, H. M. (2007, September 3 ). Training Transfer: An Integrative Literature Review. *Human Resource Development Review*, 6(3), 263-296.  
doi:10.1177/1534484307303035
- Burke, L., & Huthins, H. (2007). Training transfer: An integrative literature review. *Human Resource Development Review*, 6(3), 142-163.
- Cheng, E., & Hampson, I. (2008). Transfer of training: A review and new insight. *International Journal of Management Review*, 10(4), 327-341.
- Dictionary, C. (2020). *Attitude*. Retrieved June 08, 2020, from <https://dictionary.cambridge.org>:  
<https://dictionary.cambridge.org/dictionary/english/attitude>
- Dykstra, C. A. (1938, February ). The Quest for Responsibility. *American Political Science Review*, 33(1), 1–25. doi:10.2307/1949761. JSTOR 1949761
- Gielen, E. W. (1996). Transfer of Training in Corporate Setting: Testing a Model. In E. F. Holton (Ed.), *Academy of Human Resource Development International Research Conference 1996* (pp. 435-441). Academy of Human Resource Development.
- Goldstein, I. L., & Ford, J. K. (2002). *Training in organizations : needs assessment, development, and evaluation* (4th ed.). Belmont, CA : Wadsworth.
- Guerrero, S., & Sire, B. (2001). Motivation to train from the workers perspectives: example of French companies. *International Journal of Human Resource Management*, 12(6), 988-1004.
- Hess, D. (2007). Social reporting and new governance regulation: The prospects of achieving corporate accountability through transparency. *Business Ethics Quarterly*, 17, , 453-466.
- Holton, E. F. (1996). The flawed four-level evaluation model. *Human Resource Development Quarterly*, 7, 5-21.
- Holton, E. F. (2005). Holton's evaluation model: new evidence and construct elaborations. *Advances in Developing Human Resources*, 37, 37-54.
- Islam, M. Z., & Siengthai, S. (2010). Human Resource Management Practices and Firm Performance Improvement in Dhaka Export Processing Zone. *Research and Practice in Human Resource Management*, 18(1), 60-77.
- Islam, Z., & Hossain, R. (2019). What Matters for the Effectiveness of a Training Organization? Evidence from Bpatc. *Journal of Community Positive Practices*, XIX(4), 28-45.  
doi:10.35782/JCPP.2019.4.03
- Islam, Z., & Hossain, R. (2019). What Matters for the Effectiveness of A Training Organization? Evidence from Bpatc. *Journal of Community Positive Practices*, XIX(4), 28-45.  
doi:10.35782/JCPP.2019.4.03
- Kasim, R. S., & Ali, S. (October 2011). The Influence of Training Design on Training Transfer Performance among Support Staff of Higher Education Institution in Malaysia. *International Journal of Innovation Management and Technology*, 2(5), 377-382.  
doi:10.7763/IJIMT.2011.V2.162

- Kirwan, C., & Birchall, D. (2006). Transfer of learning from management development programmes: testing the Holton Model. *International Journal of Training and Development*, 10(4), 252-268.
- Kontoghiorghes, C. (2002). Predicting motivation to learn and motivation to transfer learning back to the job in a service organization: A new systemic model for training effectiveness. *Performance Improvement Quarterly*, 15(3), 114-129.
- Lim, D. H., & Johnson, S. D. (2002). Trainee Perceptions of Factors that Influence Learning Transfer. *International Journal of Training and Development*, 6(1), 36-48.
- Martin, B. O., Kolomitro, K., & Lam, T. C. (2013). Training Methods: A Review and Analysis. *Human Resource Development Review*, 13(1), 11-35. doi:10.1177/1534484313497947
- Meuwese, W. (1973 ). Teaching Methods And The Training Of Managers. *Higher Education*, 2, 377-384.
- Montesino, M. U. (2002, March). Strategic alignment of training, transfer-enhancing behaviors, and training usage: A post training study. *Human Resource Development Quarterly*, 13(1), 89-108. doi:10.1002/hrdq.1015
- Noe, R. A. (1986). Trainee attributes and attitudes: neglected influences on training effectiveness. *Academy of Management Review*, 11, 736-749.
- Noe, R. A., & Schmitt, N. (2006, December). The influence of trainee attitudes on training effectiveness: Test of a model. *Personnel Psychology*, 39(3), 497-523. doi:10.1111/j.1744-6570.1986.tb00950.x
- Nunnally, J. C. (1978). *Psychometric Theory*. (2nd, Ed.) New York: McGraw-Hill.
- Paugh, K., & Bergin, D. A. (2006). Motivational Influences on Transfer. *Educational Psychologist*, 4(3), 147-160.
- Perloff, R. M. (2016). *The Dynamics of Persuasion: Communication and Attitudes in the Twenty-First Century*. (6th, Ed.) Routledge.
- Peterson, R. A. (1994, February ). A Meta-Analysis of Cronbach's Coefficient Alpha. *Journal of Consumer Research*, 21(2), 381-91. doi:10.1086/209405
- Powell, D. J. (2011, April 8). *Supervisor Support*. Retrieved June 09, 2020, from www.scontrino-powell.com: <http://www.scontrino-powell.com/2011/supervisor-support/#:~:text=Supervisor%20support%20is%20defined%20as,%20valued%20and%20cared%20about>.
- Robinson, D. G., & Robinson, J. (1989, August). Training for impact. *Training & Development Journal*, 43(8).
- Rouiller, J. Z., & Goldstein, I. L. (1993). The relationship between organizational transfer climate and positive transfer of training. *Human Resource Development Quarterly*, 4, 377-390.
- Sahoo, M., & Mishra, S. (2019, February 18). Effects of trainee characteristics, training attitudes and training need analysis on motivation to transfer training. *Management Research Review*, 42(2), 215-238. doi:10.1108/MRR-02-2018-0089



- Srikanth, P., & Israel, D. (2012). Career Commitment & Career Success: Mediating Role of Career Satisfaction. *The Indian Journal of Industrial Relations*, 48(1), 137-149.
- Tews, M. J., & Burke-Smalley, L. A. (2017). *Enhancing Training Transfer by Promoting Accountability in Different Work Contexts*. (K. G. Brown, Ed.) Cambridge University Press. doi:<https://doi.org/10.1017/9781316091067.011>
- Tracey, S. I., & Kavanagh, M. J. (1995). Applying trained skills on the job: The importance of the work environment. *Journal of Applied Psychology*, 80, 239-252.
- UN. (2013). *Human Resources Management and Training*. New York and Geneva: UNITED NATIONS ECONOMIC COMMISSION FOR EUROPE.
- UN. (2015). *About the Sustainable Development Goals*. United Nations. Retrieved July 17, 2020, from <https://www.un.org/sustainabledevelopment/sustainable-development-goals/#:~:text=The%20Sustainable%20Development%20Goals%20are,environmental%20degradation%2C%20peace%20and%20justice>.
- Vinesh. (2014). Role of Training & Development in an Organizational Development. *International Journal of Management and International Business Studies*, 4(2), 213-220. Retrieved January 02, 2021, from [https://www.ripublication.com/ijmibs-spl/ijmibsv4n2spl\\_13.pdf](https://www.ripublication.com/ijmibs-spl/ijmibsv4n2spl_13.pdf)
- Wexley, K. N., & Latham, G. P. (2002). *Developing and Training Human Resources in Organizations* (3rd ed.). Englewood Cliffs NJ: Prentice Hall.
- Williams, R. (2006). *Leadership Accountability in a Globalizing World*. London: Palgrave Macmillan. doi:10.1057/9780230596825
- Wooldridge, B., & Bilharz, B. (2017, February 06). Social Equity: The Fourth Pillar of Public Administration. In A. Farazmand (Ed.), *Global Encyclopedia of Public Administration, Public Policy, and Governance*. Springer. doi:[doi.org/10.1007/978-3-319-31816-5\\_2383-1](https://doi.org/10.1007/978-3-319-31816-5_2383-1)
- Xiao, J. (1996). The relationship between organizational factors and the transfer of training in the electronics industry in Shenzhen, China. *Human Resource Development Quarterly*, 7, 55-73.

## APPENDICES-01

### Questionnaire Survey

#### **Bangladesh Public Administration Training Centre**

Savar, Dhaka

(Planning and Development Department)

#### **Questionnaire Survey: “A study on Motivation to Transfer of Training: A Case of BPATC and BCSAA Training Organizations”**

[This questionnaire is designed to assess the views from the respected participants, who were participated in different training courses organized by BPATC and BCSAA. The title of the research study is: “**A study on Motivation to Transfer of Training: A Case of BPATC and BCSAA Training Organizations**”. Collected data from this questionnaire will only be used for research purpose. The identity of the respondent will never be disclosed. Respected participants are requested to respond to the questionnaire by giving their valuable opinion. Your precious opinion will help us in conducting the study which will ultimately contribute to training course design as well development of training organizations.

\*BPATC: Bangladesh Public Administration Training Centre

\*BCS Administration Academy, **both training institutions are organizing the research work.**]

#### **Section A: Demographic Profile**

1. Your working Administrative Division: .....
2. Your working District: .....
3. Name of your cadre: .....
4. Name of your office: .....
5. Your position/designation at office: .....
6. Name of attended Training Course: .....
  
7. Name of Training Organization/Institution, You received Training from:
  - (1) BPATC
  - (2) BCSAA
  - (3) Both
8. Please identify your sex (put  tick mark):
  - (1) Male
  - (2) Female
9. Age Group please identify (put  tick mark):
  - 1) 25-30
  - 2) 31-35
  - 3) 36-40

4) 41-45

5) 45-50

6) 50+

10. Your marital status:

1) Married

2) Unmarried

3) Other

11. Your highest academic degree:

Bachelor

Masters

PhD

Other

12. Academic Institution (degree received):

1) Public University

2) Private University

3) National University

4) Other

13. Service Length: Please put tick mark only.

1) Less than 5 Yrs

2) 5-10 Yrs

3) 11-15 yrs

4) 16-20 yrs

5) 21-25 yrs

6) 25+ Yrs

## **Section B: Opinion on the Motivation to Training of Transfer**

Please read the following statements presented in the table below and give your degree of your agreement or disagreement by putting  tick mark, in the following scale (ranging from 5 to 1, where 5=Strongly Agree 4=Moderately Agree, 3=Partially Agree; 2=Disagree; 1=Strongly Disagree).

### **Construct and items related to Training Transfer**

Items	S t r o n g l y A g r e e ( 5 )	A g r e ( 4 )	N e u t r a l ( 3 )	D i s a g r e ( 2 )	S t r o n g l y D i s a g r e ( 1 )
<b><u>Training Content (TC)</u></b>					
TC1: The contents delivered in training program (s) are sufficient for meet my individual training needs	5	4	3	2	1
TC2: The contents delivered in training program (s) are sufficient for meet my job requirements	5	4	3	2	1
TC3: The contents included in training program (s) are sufficient for meet the needs of my organization	5	4	3	2	1
<b><u>Training method (TM)</u></b>					
TM1: The way I have been taught in the training program is similar to real life I use on the job	5	4	3	2	1
TM2: The trainers used sufficient cases and examples that showed me how I could use my learning on the job	5	4	3	2	1
TM3: The way the trainers delivered materials and exercise-sheets made me more confident in applying the learning on the job	5	4	3	2	1
<b><u>Self-efficacy (SE)</u></b>					
SE1: I am confident enough in my ability to apply newly-learned knowledge and skills	5	4	3	2	1
SE2: I am confident that I am able to develop expertise in the knowledge and skills learnt from the training	5	4	3	2	1

Items	S t r o n g l y A g r e e ( 5 )	A g r e ( 4 )	N e u r a l ( 3 )	D i s a g r e ( 2 )	S t r o n g l y D i s a g r e ( 1 )
<b>SE3:</b> I am confident that I am able to overcome any obstacles I face when applying the new knowledge or skills learnt in the training	5	4	3	2	1
<b><u>Career Commitment (CC)</u></b>					
<b>CC1:</b> The training I have attended is relevant to my career commitment	5	4	3	2	1
<b>CC2:</b> The KSA obtained from the training program is helpful for my career development	5	4	3	2	1
<b>CC3:</b> The level of transfer of training is positively connected with my career and job	5	4	3	2	1
<b><u>Supervisor Support (SS)</u></b>					
<b>SS1:</b> My supervisor encourages me to attend the training program	5	4	3	2	1
<b>SS2:</b> My supervisor provides resources needed to apply new competencies acquired from the training	5	4	3	2	1
<b>SS3:</b> My supervisor provides the time needed to practice the skills learnt in training	5	4	3	2	1
<b>SS4:</b> My supervisor provides support when I have problems in applying the new competencies	5	4	3	2	1
<b>SS5:</b> My supervisor gives recognition and credit to those who apply new competencies to their jobs	5	4	3	2	1
<b><u>Peer Support (PS)</u></b>					
<b>PS1:</b> My co-workers encourage me to learn new knowledge and skills from training program	5	4	3	2	1

Items	S t r o n g l y A g r e e ( 5 )	A g r e ( 4 )	N e u r a l ( 3 )	D i s a g r e ( 2 )	S t r o n g l y D i s a g r e ( 1 )
<b>PS2:</b> My colleagues actively participate with me when I apply new knowledge and skills acquired in the training	5	4	3	2	1
<b>PS3:</b> Experienced co-workers of my section/ branch/wing/group are found supportive to me when I use new learning on the job.	5	4	3	2	1
<b>PS4:</b> My colleagues accept and encourage new ideas (learned from programs) shared by me	5	4	3	2	1
<b>PS5:</b> My co-workers generally prefer to use new ways of doing thing learned in training, rather than using existing traditional methods.	5	4	3	2	1
<b><u>Opportunity to Perform (OP)</u></b>					
<b>OP1:</b> I have been placed in the right job so I can get opportunities to utilize my acquired knowledge and skills	5	4	3	2	1
<b>OP2:</b> At my work, I have enough access to logistic support (equipment, information, materials, budget, and supplies) to help me apply the new knowledge and skills that I have acquired from the training program	5	4	3	2	1
<b>OP3:</b> I get necessary administrative/managerial support for “selling” and sharing my new ideas and initiative in my organization.	5	4	3	2	1
<b>OP4:</b> I will have the opportunity to apply trained skills repeatedly in the organization	5	4	3	2	1
<b><u>Awareness of Strategic Linkage (ASL)</u></b>					

Items	S t r o n g l y A g r e e ( 5 )	A g r e ( 4 )	N e u r a l ( 3 )	D i s a g r e ( 2 )	S t r o n g l y D i s a g r e ( 1 )
<b>ASL1:</b> The issues and contents covered in the training program(s), were as per needs of the organization	5	4	3	2	1
<b>ASL2:</b> The training program (s) were designed according to the career development plan of my organization	5	4	3	2	1
<b>ASL3:</b> The contents of training program (s) contributed to learn innovation and SDGs implementation strategies of government	5	4	3	2	1
<b>ASL4:</b> The contents of training program (s) contributed to learn e-governance and online service delivery strategies of government	5	4	3	2	1
<b>ASL5:</b> The strategic linkage between training performance and promotion-placement encouraged me to learn as well as apply	5	4	3	2	1
<b><u>Accountability (ACC)</u></b>					
<b>ACC1:</b> I am aware of the organizational expectations for the competencies I have acquired from the training program	5	4	3	2	1
<b>ACC2:</b> I feel obligation to utilize the learning obtained from the training program	5	4	3	2	1
<b>ACC3:</b> I know that I have to provide a detailed presentation/report on the KSA learned from the training program	5	4	3	2	1
<b>ACC4:</b> My supervisor generally gives attention regarding my level of utilization of learning from training which also reflects in ACR	5	4	3	2	1
<b><u>Attitude towards training (ATT)</u></b>					
<b>ATT1:</b> I was very keen to attend the training program	5	4	3	2	1

Items	S t r o n g l y A g r e e ( 5 )	A g r e ( 4 )	N e u t r a l ( 3 )	D i s a g r e ( 2 )	Stro ngly Dis agr ee ( 1 )
<b>ATT2:</b> The training program (s), I attended, fulfilled my training need	5	4	3	2	1
<b>ATT3:</b> The training program(s), I attended, would fulfil my career goal	5	4	3	2	1
<b>ATT4:</b> The learning's, I obtained from the training program(s), would be easy to apply on the job	5	4	3	2	1
<b><u>Motivation to Transfer (MTT)</u></b>					
<b>MTT1:</b> I intend to use the knowledge and skills acquired from the program when I get back to the job	5	4	3	2	1
<b>MTT2:</b> I set the specific goals for maintaining the knowledge and skills that I have learnt from the program	5	4	3	2	1
<b>MTT3:</b> I generally overcome the potential barriers to using the knowledge and skills that I have learnt	5	4	3	2	1
<b>MTT4:</b> My job performance improves when I apply my new knowledge and skills that I have learned from the training program	5	4	3	2	1
<b>MTT5:</b> I feel encouraged when I experience improved job-performance	5	4	3	2	1
<b>MTT6:</b> The reward (if any) offered to me for my improved performance is valuable to me	5	4	3	2	1

Thank you very much for your time, cooperation and valuable opinion. –Dr. Md. Zohurul Islam, Director, BPATC.  
 Cell phone: 01716-458964, e-mail: [zohur68@gmail.com](mailto:zohur68@gmail.com) and Mohammad Nazmul Ahsan, Deputy Director,  
 BCSSA, [emonrm4@gmail.com](mailto:emonrm4@gmail.com); cell: 017127430505. Online survey also can be done.