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## Motivation to Transfer, Work Environment Factors, and Transfer of Training at Workplace Among Employees

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### Abstract

**Aim:** This research aimed to present the connection among motivation to transfer, environmental factors and training transfer at the workplace.

**Methodology:** The study is descriptive and correlational research that utilized quantitative data to present the moderating effects of motivation to transfer between the workplace factors and the training transfer. The descriptive part of the study was used to identify the significant factors influencing the training transfer of employees. On the other hand, the correlational part of the study was used to examine the relationship (if any) between age, gender, position title, tenure, employment status, civil status and department, as the demographic factors with work environment factors and training transfer. For the moderating effect of motivation to transfer, it was examined using the moderation analysis.

**Results:** There is no significant difference in the three variables: motivation to transfer, environmental factors and training transfer when grouped by profile. On the other hand, there is a significant relationship between motivation to transfer, environment factors and training transfer with a computed p-value that is less than 0.05. Furthermore, the moderating variable (motivation to transfer) has a significant moderating effect on the relationship between environmental factors and training transfer with a p value of .0462.

**Conclusion:** Trainers in the manufacturing company may use this as guidelines in strategic planning to ensure that every employee who attended the training will have a successful transfer of training when they get back to their workplace after the training. Moreover, future researchers may use the results and findings as reference for their study and conduct other research of a parallel topic to validate the findings of this study.

**Keywords:** Environmental Factors, Training Transfer and Motivation to Transfer

### INTRODUCTION

Working environment is rapidly changing and the organisation and employee needs to acquire new skills and knowledge (Amihan & Sanchez, 2023; Carvajal, et al., 2024; Dizon & Sanchez, 2020; Muñoz & Sanchez, 2023; Salendab & Sanchez, 2023). Even with its acknowledged significance, there are still many unanswered questions and uncharted areas in the field of training transfer research, especially when considering the quickly changing nature of today's workplaces. Although earlier research has provided a basis for comprehending the methods and factors influencing training transfer, current issues necessitate a reexamination of this crucial phenomena. Closing the gaps in our knowledge of training transfer is becoming more and more important as firms manage the complexity of globalization, technological innovation, and changing worker dynamics.

Transfer of training refers to the learned information and skills and can be applied to another certain situation or setup (Salendab, Ocariza-Salendab & Sanchez, 2023; Sanchez & Sarmiento, 2020). Weiss (2016) defined training transfer in his study as used to improve the learner in certain tasks where he/she can transfer the learned information to a related situation. In this study, it was stated that there are a number of terminology inconsistencies whereas transfer learning and domain adaptation are practised to similar procedures. The transfer of training is one of the significant aspects to achieve the objective and goals of an organisation. Supervisory support is one of the



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determinants that affect the transfer of training. This study, using the review of previous studies, supervisory support was treated as an established concept of which correlates, moderators and outcomes (Govaerts, 2014). The research conducted showed that although supervisor support is expected to be one of the key determinants of training transfer, still, there is no universally accepted definition of the role of supervisor in training transfer yet. The methodical expansion of a person's knowledge, abilities, and attitudes required for them to positively complete a specific task or employment is described as training. But how can we measure or determine if the training interventions are effective and worth investing in? What could be the factors that hinder the learners to grasp or acquire the knowledge needed and be able to apply it in the real-life workplace environment and be as efficient and effective a worker as they can be.

A newly acquired knowledge or a training that is unsuccessful to transfer to the workplace environment are very common (Amihan, Sanchez & Carvajal, 2023; Carvajal & Sanchez, 2023; Sanchez, 2020; Sanchez, 2023a; Sanchez, et al., 2024b). According to one study only 34% of the learner/trainees apply into a real-life workplace situation what they have attained after a year of training intervention (Saks & Belcourt, 2006). When an employee fails to adapt to a new environment, technology and/or policy it is an indicator that the intervention that has been made is unsuccessful and in cost benefit analysis it may cost the company a loss of funds directly or indirectly. However, one of the indicators that transfer of learning is successful is once the learner has an expertise to a job/task that needs to be done and he/she can teach others or pass the knowledge or skills that they have downline to them.

Massenberg (2015) found evidence that social support and motivation to transfer have direct involvement in training transfer. Moreover, this study emphasizes the importance of support from the organisation and supervisor in employees transfer of learning to the workplace. On the other hand, Homklin (2014) research stated that coworker rather than supervisor support should give importance to enhancing transfer of learning at the workplace. These two researches are giving both emphasis on the influence of workplace setting on the employees transfer of learning. Therefore, how can we address those gaps and issues to produce an effective and efficient employee through the Transfer of Training and what could be the possible deterrents on the transfer of learning itself.

Banerjee et al. (2016), defined motivation to transfer as a person's inspiration or desire to apply the learnings obtained from the training at workplace. Previous studies have identified that motivation to transfer is one of the important mediating factors between the training transfer and the environment factors which has been put into view on numerous hypothetical transfers of training, Grohmann et al. (2014). Other researchers agreed that the significant predictor of training transfer is motivation to transfer versus to other training related-variables. Come to think of it, an employee may not choose to use what has been learned knowledge or skills if he or she is not motivated to do so. Furthermore, if an employee is highly motivated, the chance of transferring what they have learned for the training to the workplace will be high. Therefore, it is plausible that motivation to transfer has a mediation role between the training transfer and environmental factors.

As part of the HR personnel of the organisation, it is one of our responsibilities to provide a healthy workplace, promising career, sustainable compensation, and career growth and many more to each of the employees (Carvajal & Sanchez, 2024; Sanchez, 2022; Sanchez, et al., 2024a; Sanchez, Sanchez & Sanchez, 2023). Upon recruitment up to separation of an employee several HR interventions will be made along the way, one of which is to give a career development by means of trainings, workshops, seminars and the like. Nonetheless, how can we determine the factors that hinders the above-mentioned career development intervention and be translated into an effective and efficient personnel of the organisation and deliver or produce a good or best product/services that will contribute to the organisation as a whole. As the study progress it will attempt to touch the various side of training transfer to the workplace environment and it will tackle the different factors that affects the learning transfer of the employee and how it will be going to affect the organisation as a whole and what could be the proper approach to address the gaps, issues and problem on how it affects the training transfer to the workplace environment.

As we dive deep into it, this study focused on what significant factors influence the employee of the company in the poor application of learning in the workplace, in terms of "Work Environment and Motivation to Transfer" for which identified aspects in the Training Transfer Model, Baldwin et al. (2017). Likewise, the study examined the importance of these aspects that can help with workplace training transfer using the "Baldwin and Ford's Transfer of Training Model" (1988). It is helpful for the company considering that it will serve as a guide on how they can manage the impact of those factors in order to improve the transfer of learning at the workplace. For the employee, it will provide them knowledge on the role of environment factors and motivation to transfer that hinder their transfer of learning. At the end, the study would like to inquire if motivation to transfer has a moderating



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effect between environment factor and training transfer. In line with this, the company will come up with an intervention in relation to those factors to improve the transfer of knowledge.

### Objectives

This research aimed to present the connection among motivation to transfer, environmental factors and training transfer in the workplace of manufacturing companies within First Philippine Industrial Park (FPIP)

Specifically, it sought to answer the following research questions:

1. What is the socio-demographic profile of employees in terms of
  - 1.1. Sex;
  - 1.2. Age;
  - 1.3. Department;
  - 1.4. Length of service;
  - 1.5. Employment status;
  - 1.6. Civil status
2. Is there a significant difference in motivation to transfer when grouped by profile?
3. Is there a significant difference in environment factors when grouped by profile?
4. Is there a significant difference in training transfer when grouped by profile?
5. Does the motivation to transfer have a significant moderating effect on the relationship between environmental factors and training transfer?
6. Is there a significant relationship between motivation to transfer, environmental factors and training transfer?
7. Does the result will assist the companies to enhance the transfer of knowledge, devising an intervention aligned with relevant factors?

### Hypothesis

Given the stated research problem, the following hypotheses were tested on 0.05 level of significance:

Hypothesis 1: There is no significant difference in the environmental factors, motivation to transfer and training transfer when compared according to profile.

Hypothesis 2: There is a significant relationship between the three variables: motivation to transfer, environmental factors and training transfer.

Hypothesis 3: The motivation to transfer does not have a significant moderating effect on the relationship between environmental factors and training transfer.

### METHODS

#### Research Design

The study is descriptive and correlational research that utilized quantitative data to present the moderating effects of motivation to transfer between the workplace factors and the training transfer. Using this design, the researcher can examine links between variables or factors through descriptive studies, even if causality cannot always be established. This design makes it possible to examine a number of aspects in the context of training transfer.

#### Population and Sampling

From a total population of 2,600 employees working at manufacturing companies, sample size 160 based on G-Power input parameters: alpha error .05, power .95 and effect size.15. The participants of this study were chosen in the quantitative data gathering. The participants (sample) for this study were 160 employees from a private manufacturing company at FPIP. The participants are selected based on the following reasons and criteria: easy access, convenience, availability of respondents and willingness of members and top management to subject their employees in such a study to identify the significant work factors influencing the employee training transfer at their workplace. The respondents were chosen using the G-power input parameters. These employees represent three departments: support, production and the admin with employees aged from 22 to 45.



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## Instrument

Survey questionnaire was used to collect the necessary data in this study. The participants of the study were asked to answer a 5-point Likert-type online survey questionnaire adopted from Nijman et al., (2006). The adapted questionnaire consists of 25 items to measure work environment factors, then 9 items for measuring the training transfer at the workplace and 6 items for measuring the employee motivation to transfer the training at workplace. The items are assessed using a 5-point Likert scale with 5 as strongly agree and 1 as strongly disagree. The researcher subjected the survey questions through a validation process under analysis of three (3) research specialists who evaluated the factors for evaluation and concluded if the study's questions accurately reflected the topic under investigation. After that, 30 respondents from a subset of the target demographic participated in a pilot test of the validated questionnaire. Cronbach alpha was used to determine the reliability index. Items' reliability was evaluated as  $\alpha=0.92$  for environmental factors, 0.89 for Training transfer and 0.73 for motivation to transfer. Generally, the instrument is acceptable and reliable to use for this research.

## Data Collection

The data were gathered, read, and analyzed following the objective of the study and in adherence to all protocols in the conduct of research. Going further, the researcher adopted instruments from other research. To ensure the ethical procedure in adopting research instruments, the researcher asked for permission to utilise the instrument by sending an email to the authors of the instruments. Eventually, they responded and approved the researcher's request. The statistician checked the test and approved their dissemination.

Before the data gathering procedure, the researcher sought permission from the Human Resource Management of the manufacturing company and the respective managers to allow the employees to be the respondents for the study. Fortunately, the persons in charge duly approved to conduct the study in the said companies.

Then, the researcher started to collect the quantitative data from 169 students. The survey questionnaire was administered and data gathering was done via Google Forms and MS Forms. Along with the instrument, a cover letter outlining the objective of the research and a data privacy agreement which were made known to the respondents of the study. And also, respondents were instructed to tick the corresponding box appropriate for their answer. The participant responses were accurately recorded, totalled, statistically tabulated, evaluated, and then interpreted after the scales had been collected. To gather the result for qualitative data, formulated interview questions with supervision of the 3 experts were used for the qualitative part of the study.

## Treatment of Data

The collected data was analyzed using the Statistical Package for the Social Sciences (SPSS) with the help of a statistician. To determine whether there were any significant differences between the three variables when categorized based on participant profiles, a T-test and an ANOVA were utilized. The means of two groups were compared using the T-test, while the means of several groups were compared using an ANOVA. These analyses shed light on the potential influences of participant characteristics on the variables being studied.

Regression analysis was also done to investigate the moderating effect in other 2 variables in the study. One statistical technique for analyzing the relationship between variables is regression analysis. This methodology facilitated a more profound comprehension of the potential influence of motivation on the correlation between environmental factors and training transfer.

## Ethical Considerations

The researcher ensured that all research protocols involving ethics in research were complied with for the protection of all people and institutions involved in the conduct of the study. To ensure the ethical procedure in adopting research instruments, the researcher asked for permission to utilise the instrument by sending an email to the authors of the instruments. Eventually, they responded and approved the researcher's request. The statistician checked the test and approved their dissemination.

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were made known to the respondents of the study. And also, respondents were instructed to tick the corresponding box appropriate for their answer. The participant responses were accurately recorded, totalled, statistically tabulated, evaluated, and then interpreted after the scales had been collected.

## RESULTS and DISCUSSION

The respondents' demographic profile in terms of type of sex, age, department, tenure, employee status and civil status. Male respondents from the manufacturing companies comprise 50.9% while 49.1% of the respondents are female. Based on the result in terms of respondent's sex, there was only a slight difference in the percentage between male and female. This is because the company is embracing diversity at work. This statement is supported by the study conducted by Dautzenberg (2012), gender diversity has a positive relationship with the productivity in a firm.

Most of the respondents are aged from 25 to 29 with a total of 40.2%, second to the highest is the age range of 30 to 34 with a total of 23.1%, then age range of 20 to 24 with a total of 20.1%, followed by the age range of 40 to 44 with a total of 8.9% and age range of 35 to 39 with a total of 7.7%. As you can see, the results in age are diverse, because the company promotes diversity in the workplace.

Majority of the respondents came from the production department with a total of 53.8 percent followed by the administration department with a total of 23.7% and support department with a total of 22.5%. Production department has the highest number of populations in the company that is why it got the highest participants in the study.

In terms of tenure, the range of 1 to 2 years got the highest percentage with a total of 32% and the range of 7 to 9 years got the lowest percentage with a total of 5.9%.

Majority of the respondent's employment status are regular at 87.6%, probationary at 7.1% and Project Based/Contractual at 5.3%. This is due to the short term of probationary duration therefore, employees become a regular employee for a short period of time.

Most of the civil status of employees are single with a total of 71.6% and a total of 28.4% married. This result was due to the recent layoff happening in the company as a countermeasure for the cost reduction where most of the old employees became subject to redundancy.

With the said above, the respondents of the studies varied in terms of sex, age, department, length of service, employment status and civil status. As the researcher utilised random sampling, it can be inferred the data taken from the participant were the best representation of the data.

Table 1 presents a difference in respondents' motivation to transfer training when compared according to profile. The result indicates that the respondent's profile was found to be insignificant in the motivation to transfer with a computed p-value that is greater than 0.05. It means that sex, civil status, age, department, length of service and employment status are not influencing factors in the motivation to transfer when grouped by profile.

In terms of gender and age, Banerjee et al. (2017), conducted a moderation analysis to verify if the demographic profile has a significant difference in motivation to transfer, the result is found to be insignificant. Opposingly, in the study conducted by Elnaga (2013), an outcome of the one-way analysis of variance followed by the post-hoc Scheffe test showed that according to the age variable, there is a statistically significant difference between the psycho-social and economic instruments at  $p = 0.008$  and  $p = 0.001$ , respectively ( $p > 0.05$ ). With these contradictory results of studies further research concerning specifically in respondents' profile is necessary.

Table 2 presents differences in respondents' environmental factors when compared according to profile. The result indicates that the respondent's profile was found to be insignificant in environmental factors with a computed p-value that is greater than 0.05. It means that sex, civil status, age, department length of service and employment status have no significant difference in the environmental factors when grouped by profile.

Starting with sex gender and length of service the results verified the findings of the study cited in this research which conclude agreeably. Pham (2012), study results revealed no significant difference on transfer were caused by the control variables of age, gender, years of work experience, job position, motivation for pursuing the MBA, or source of MBA fees. To elaborate, this study revealed that sex gender and length of service of the respondents did not show significant differences when they grouped with the environmental factors.

Furthermore, in terms of civil status, age, department and employment status were also found to be insignificant. Na-nan et al. (2017) discovered workplace environmental elements that have a substantial impact on employees' decisions to transfer their training and behaviour. The characteristics that were discovered, such as organisational support, peer support, supervisor support, technology assistance, and opportunities to use learned information, were also consistent with other studies. Additionally, Nik Nazli et al. (2018) identified a number of



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environmental factors that affect the transfer of training, including management support, supervisor support, organisational training policies, peer support, job constraints, transfer opportunities, training rewards, job design, and decision-making systems. These two studies verified the factors in the environment that have significant influence in the transfer of training. Therefore, these studies will support the result in this study where respondents' profiles have no significant difference.

Table 3 presents differences in respondents' training transfer when compared according to profile. The result indicates that the respondent's profile was found to be insignificant in training transfer with a computed p-value that is greater than 0.05. It means that sex, civil status, age, department, length of service and employment status have no significant difference in the training transfer when grouped by profile.

According to Awais (2014), transfer design, perceived content validity, performance self-efficacy, learner readiness, peer support, instrumentality, training retention, affective reaction, and transfer motivation are some factors that affect training transfer. This study found that, among the previously listed variables, the association between training design and performance self-efficacy was larger than that between transfer motivation and transfer design, indicating that transfer design also affects transfer motivation. Likewise, Pham (2012), study results revealed no significant difference on transfer were caused by the control variables of age, gender, years of work experience, job position, motivation for pursuing the MBA, or source of MBA fees.

With these, significant factors above support that respondents' profile in terms of sex, civil status, age, department, length of service and employment status have no significant difference in the 3 variables when grouped by profile.

To summarise and compare the result of environmental factors, training transfer and motivation to transfer when grouped by profile. The result showed in this study that there is no significant difference.

For moderating variable (motivation to transfer) has a significant moderating effect on the relationship between environmental factors and training transfer with a p value of .0462. Noorizan et al. (2016), used the Goal-setting theory as the dimension of the motivation that will moderate the relationship between the training transfer and work environment. Moreover, since the interaction has a p value of .0462, indicating that motivation to transfer has an effect on the relationship between environmental factors and training transfer. Environmental factors explain 61.53% of the variation in environmental factors.

In terms of the result in moderating effect on environmental factors, it shows that motivation to transfer has a significant effect with a computed p-value that is less than 0.05. According to Banerjee et al. (2017), (quoted in previous research by Huczynski and Lewis, 1980), transfer of training at the workplace is more likely to occur if the employee is motivated by the training's value compared to those who do not have any clear aim to attend the training. It means that environmental factors alone will not guarantee that training transfer will happen at the workplace.

Furthermore, in terms of the result in moderating effect on training transfer, it shows that motivation to transfer has a significant effect with a computed p-value that is less than 0.05. This result is supported by prior research that suggests that the training transfer process requires strong motivation. Since newly learned skills and information will be challenging to apply in the job if an individual lacks motivation (Gegenfurtner, 2014). With these results it is verified that trainees' motivation to transfer the training is one of the important factors in determining outcomes of a training in the organisations.

While in the results of the significant relationship between the three variables: motivation to transfer, environmental factors and training transfer toward an employee's workplace. The result was found to be significant with a computed p-value that is less than 0.05

To begin with, environmental factors have a significant influence on employees' training transfer at the workplace with a computed p-value that is less than 0.05. This is supported by the study of Na-nan et al. (2017) identified workplace contextual elements that have a substantial impact on how employees behave and make decisions about training transfers. Moreover, those identified factors were consistent with other studies and these factors include, organisational support, peer support, supervisor support, technological support and opportunities to utilise acquired knowledge.

In terms of correlation between training transfer and motivation to transfer, the result above shows that there is a significant influence on employees training transfer at the workplace with a computed p-value that is less than 0.05. This is supported by the study of Kim et al. (2019), which found that factors such as supervisor support, training readiness and motivation to learn are interconnected with each other that positively influenced the intention to transfer.



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Furthermore, the findings indicated a significant correlation between environmental conditions and motivation to transfer with a computed p-value that is less than 0.05. This is supported by the study of Noorizan et al. (2016) and Pham et al. (2013), there is a favourable association between the desire to use the training and the workplace environment as well as organisational commitment. Therefore, if there is support from the workplace environment, strong levels of motivation to transfer the training are most likely to occur at the workplace.

To summarise the result above, it shows that there is an interconnected relationship between the 3 variables. Each variable has a significant influence in training transfer.

Overall, The study's significant findings can be valuable in manufacturing companies who conduct in house training and also will help to have a successful transfer of training at the workplace. Making training relevant, interesting, and rewarding while promoting an atmosphere of ongoing learning and development within the company are key to inspiring people to attend it. Therefore, if training transfer occurs effectively, workers will be able to apply what they've learned to use in their daily tasks and will lead to improve their performance and productivity.

### Significant difference in motivation to transfer when grouped by profile

Table 1 demonstrates that there is no significant difference in motivation to transfer when grouped by profile.

Table 1  
Significant difference in motivation to transfer

Profile variables	Motivation to Transfer Mean (SD)
<b>Sex</b>	
Male	3.84 (.65)
Female	3.87 (.55)
<b>t-value (prob)</b>	<b>0.32(.114)NS</b>
<b>Civil status</b>	
Single	3.84 (.62)
Married	3.87 (.59)
<b>t-value (prob)</b>	<b>0.22(.827)NS</b>
<b>Age</b>	
20 to 24	3.95 (.63)
25 to 29	3.74 (.60)
30 to 34	3.83 (.59)
35 to 39	3.71 (.42)
40 to 44	3.73 (.73)
<b>F-value (prob)</b>	<b>0.771 (.546)NS</b>
<b>Department</b>	
Administration	3.91 (.58)
Production	3.73 (.65)
Support	3.80(.60)
<b>F-value (prob)</b>	<b>1.09 (.34)NS</b>
<b>Length of Service</b>	
Less than a year	3.85 (.61)
1 to 3 years	3.91 (.66)
4 to 6 years	3.75 (.51)
7 to 9 years	3.75 (.53)
10 or more	3.49 (.58)
<b>F-value (prob)</b>	<b>0.578(.679)NS</b>
<b>Employment status</b>	
Project based/ Contractual	3.98 (.65)



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Probationary	3.85 (.46)
Regular	3.79 (.61)
F-value (prob)	<b>1.439 (.242)NS</b>

Legend: NS Not significant

In terms of civil status department, length of service and employment, it was found to be insignificant in the motivation to transfer. In the research conducted by Massenberget al. (2015), which measured the motivation to transfer the training when grouped in an individual and group manner. The result showed that training transfer is positively affected by motivation to transfer which has positive correlation in support variables like supervisor support and peer support.

In a research conducted by Grohmann et al., (2014), the study successfully identified that motivation to transfer had a mediational link between transfer and training characteristics. This study also proved that the role of motivation to transfer is important to understand specifically within the transfer process in order to identify the vital parameters for successful transfer.

With this, the organisation's failure to invest or encourage its workers through training and development could lead the employees to be demotivated. Furthermore, the desire to transmit the training was explored by Curado et al. (2015) in a complex manner using employee groups that were both controlled and uncontrolled. This study looked into whether enrolling employees in training on a voluntary or mandatory basis will affect their motivation to use the knowledge they are learning. And the outcome demonstrated that voluntary enrolment in training had a greater impact on employees' motivation to transfer than obligatory enrolment did.

To summarise and compare the result of environmental factors, training transfer and motivation to transfer when grouped by profile. The result showed in this study that there is no significant difference.

### Significant difference in environment factors when grouped by profile

Table 2 demonstrates that there is no significant difference in environment factors when grouped by profile.

Table 2

Significant difference in environment factors

Profile variables	Environment Factors
<b>Sex</b>	<b>Mean (SD)</b>
Male	3.58 (.51)
Female	3.73 (.47)
<b>t-value (prob)</b>	<b>1.53 (.128)NS</b>
<b>Civil status</b>	
Single	3.65 (.52)
Married	3.64 (.44)
<b>t-value (prob)</b>	<b>0.15 (.882)NS</b>
<b>Age</b>	
20 to 24	3.72 (.49)
25 to 29	3.60 (.48)
30 to 34	3.45 (.57)
35 to 39	3.60 (.40)
40 to 44	3.63 (.59)
<b>F-value (prob)</b>	<b>0.731 (.573)NS</b>
<b>Department</b>	
Administration	3.71 (.51)
Production	3.51 (.53)
Support	3.69 (.51)
<b>F-value (prob)</b>	<b>1.078 (.344)NS</b>
<b>Length of Service</b>	
Less than a year	3.67 (.49)
1 to 3 years	3.58 (.54)
4 to 6 years	3.62 (.45)





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7 to 9 years	3.51 (.70)
10 or more	3.42 (.52)
<b>F-value (prob)</b>	<b>0.637 (.637)NS</b>
<b>Employment status</b>	
Project based/ Contractual	3.74 (.39)
Probationary	3.55 (.51)
Regular	3.59 (.52)
<b>F-value (prob)</b>	<b>0.087(.917)NS</b>

Legend: NS Not significant

Table 2 presents a difference in respondents' motivation to transfer training when compared according to profile. The result indicates that the respondent's profile was found to be insignificant in the motivation to transfer with a computed p-value that is greater than 0.05. It means that sex, civil status, age, department, length of service and employment status are not influencing factors in the motivation to transfer when grouped by profile.

In terms of gender and age, Banerjee et al. (2017), conducted a moderation analysis to verify if the demographic profile has a significant difference in motivation to transfer, the result is found to be insignificant. Starting with sex gender and length of service the results verified the findings of the study cited in this research which conclude agreeably. Pham et al. (2013), study results revealed no significant difference on transfer were caused by the control variables of age, gender, years of work experience, job position, motivation for pursuing the MBA, or source of MBA fees. To elaborate, this study revealed that sex gender and length of service of the respondents did not show significant differences when they grouped with the environmental factors.

Furthermore, in terms of civil status, age, department and employment status were also found to be insignificant. Na-nan et al. (2017) discovered workplace environmental elements that have a substantial impact on employees' decisions to transfer their training and behaviour. The characteristics that were discovered, such as organisational support, peer support, supervisor support, technology assistance, and opportunities to use learned information, were also consistent with other studies. Additionally, Nik Nazli et al. (2018) identified a number of environmental factors that affect the transfer of training, including management support, supervisor support, organisational training policies, peer support, job constraints, transfer opportunities, training rewards, job design, and decision-making systems. These two studies verified the factors in the environment that have significant influence in the transfer of training. Therefore, these studies will support the result in this study where respondents' profiles have no significant difference.

Opposingly, in the study conducted by Elnaga (2013), an outcome of the one-way analysis of variance followed by the post-hoc Scheffe test showed that according to the age variable, there is a statistically significant difference between the psycho-social and economic instruments at  $p = 0.008$  and  $p = 0.001$ , respectively ( $p > 0.05$ ). With these contradictory results of studies further research concerning specifically in respondents' profile is necessary.

### Significant difference in training transfer when grouped by profile

Table 3 demonstrates that there is no significant difference in training transfer when grouped by profile.

Table 3  
Significant difference in training transfer

Profile variables	Training Transfer Mean (SD)
<b>Sex</b>	
Male	3.87 (.62)
Female	4.07 (.60)
<b>t-value (prob)</b>	<b>1.68 (.096)NS</b>
<b>Civil status</b>	
Single	3.97 (.63)
Married	3.93 (.61)
<b>t-value (prob)</b>	<b>0.36 (.716)NS</b>



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<b>Age</b>	
20 to 24	3.92 (.62)
25 to 29	3.81 (.65)
30 to 34	3.92 (.57)
35 to 39	3.90 (.55)
40 to 44	3.85 (.68)
<b>F-value (prob)</b>	<b>0.551 (.699)NS</b>
<b>Department</b>	
Administration	4.13 (.66)
Production	3.71 (.59)
Support	3.87 (.62)
<b>F-value (prob)</b>	<b>0.952 (.389)NS</b>
<b>Length of service</b>	
Less than a year	3.90 (.63)
1 to 3 years	3.93 (.67)
4 to 6 years	3.88 (.56)
7 to 9 years	3.81 (.51)
10 or more	3.61 (.57)
<b>F-value (prob)</b>	<b>0.622 (.648)NS</b>
<b>Employment status</b>	
Project based/ Contractual	4.25 (.57)
Probationary	3.97 (.56)
Regular	3.84 (.62)
<b>F-value (prob)</b>	<b>0.711 (.493)NS</b>

Legend: NS Not significant

Table 3 presents differences in respondents' training transfer when compared according to profile. The result indicates that the respondent's profile was found to be insignificant in training transfer with a computed p-value that is greater than 0.05. It means that sex, civil status, age, department, length of service and employment status have no significant difference in the training transfer when grouped by profile.

According to Awais (2014), transfer design, perceived content validity, performance self-efficacy, learner readiness, peer support, instrumentality, training retention, affective reaction, and transfer motivation are some factors that affect training transfer. This study found that, among the previously listed variables, the association between training design and performance self-efficacy was larger than that between transfer motivation and transfer design, indicating that transfer design also affects transfer motivation. Likewise, Pham et al. (2013), study results revealed no significant difference on transfer were caused by the control variables of age, gender, years of work experience, job position, motivation for pursuing the MBA, or source of MBA fees.

Furthermore, the research conducted by Cheng et al. (2015) showed that the trainees' intention to transfer the learning at the workplace should not be underestimated therefore, it is important to focus on how to increase the intention to transfer the training. Employees' positive perceptions in the outcome of attending the training will make the transfer of training more likely to happen. And of course, training transfer is more likely to occur when employees see good changes, receive encouraging feedback from their managers, perform better, and are rewarded for bringing what they have learned in the training to their work environment.

With these, significant factors above support that respondents' profile in terms of sex, civil status, age, department, length of service and employment status have no significant difference in the 3 variables when grouped by profile.



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**The relationship between the motivation to transfer, environment factors and training transfer at workplace**

The following data describes the relationship between the motivation to transfer, environment factors and training transfer. Table 4 presents the Significant relationship between the motivation to transfer, environment factors and training transfer.

**Table 4**  
**Relationship between motivation to transfer, environment factors and training transfer**

	Correlation		Interpretation
	R	p – value	
Environment Factors and Training Transfer	.643	.000	Significant
Training Transfer and Motivation to Transfer	.633	.000	Significant
Environment Factors and Motivation to Transfer	.747	.000	Significant

Table 4 presents the results of the significant relationship between the three variables: motivation to transfer, environmental factors and training transfer toward an employee's workplace. The result was found to be significant with a computed p-value that is less than 0.05

To begin with, environmental factors have a significant influence on employees' training transfer at the workplace with a computed p-value that is less than 0.05. This is supported by the study of Na-nan et al. (2017) identified workplace contextual elements that have a substantial impact on how employees behave and make decisions about training transfers. Moreover, those identified factors were consistent with other studies and these factors include, organisational support, peer support, supervisor support, technological support and opportunities to utilise acquired knowledge.

In terms of correlation between training transfer and motivation to transfer, the result above shows that there is a significant influence on employees training transfer at the workplace with a computed p-value that is less than 0.05. This is supported by the study of Kim et al. (2019), which found that factors such as supervisor support, training readiness and motivation to learn are interconnected with each other that positively influenced the intention to transfer.

Furthermore, the findings indicated a significant correlation between environmental conditions and motivation to transfer with a computed p-value that is less than 0.05. This is supported by the study of Noorizan et al. (2016) and Pham et al. (2013), there is a favourable association between the desire to use the training and the workplace environment as well as organisational commitment. Therefore, if there is support from the workplace environment, strong levels of motivation to transfer the training are most likely to occur at the workplace.

To summarise the result above, it shows that there is an interconnected relationship between the 3 variables. Each variable has a significant influence in training transfer.

**Moderating effect of motivation to transfer on the relationship between environmental factors and training transfer**

The following data illustrates the moderating effect of morivation to transfer. Table 5 shows the moderating effect of motivation to transfer on the relationship between environmental factors and training transfer.

**Table 5**  
**Moderating effect on the relationship between environmental factors and training transfer**

Outcome variable	Financial Performance (Y)		
	t value	prob	R-sq
Input variable			
Environment factors (X)	2.9445	.0037	.6153
Training Transfer (Y)	3.8644	.0002	
X*W	2.0086	.0462	



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Table 5 shows that the moderating variable (motivation to transfer) has a significant moderating effect on the relationship between environmental factors and training transfer with a p value of .0462. Noorizan et al. (2016), used the Goal-setting theory as the dimension of the motivation that will moderate the relationship between the training transfer and work environment. Moreover, since the interaction has a p value of .0462, indicating that motivation to transfer has an effect on the relationship between environmental factors and training transfer. Environmental factors explain 61.53% of the variation in environmental factors.

In terms of the result in moderating effect on environmental factors, it shows that motivation to transfer has a significant effect with a computed p- value that is less than 0.05. According to Banerjee et al. (2017), (quoted in previous research by Huczynski and Lewis, 1980), transfer of training at the workplace is more likely to occur if the employee is motivated by the training's value compared to those who do not have any clear aim to attend the training. It means that environmental factors alone will not guarantee that training transfer will happen at the workplace.

Furthermore, in terms of the result in moderating effect on training transfer, it shows that motivation to transfer has a significant effect with a computed p-value that is less than 0.05. This result is supported by prior research that suggests that the training transfer process requires strong motivation. Since newly learned skills and information will be challenging to apply in the job if an individual lacks motivation (Gegenfurtner, 2013). With these results it is verified that trainees' motivation to transfer the training is one of the important factors in determining outcomes of a training in the organisations.

### Summary, Conclusions, and Recommendations

Research on motivation to transfer, environmental factors, and training transfer in the workplace has explored the crucial elements influencing the effectiveness of training programs. Studies consistently highlight the significance of employee motivation as a key determinant for successful knowledge application post-training (Carvajal, Sanchez & Amihan, 2023; Sanchez, 2023b; Sanchez, et al., 2024c; Sanchez, et al., 2022). On the level of agreeableness, Respondents consistently demonstrated a high motivation to transfer training to their workplace (mean score of 3.62), supporting Grohmann et al.'s findings on the mediating role of motivation in training transfer. Additionally, respondents acknowledged the impact of environmental factors on training transfer in their workplace, as reflected in the overall composite mean of 3.55. Furthermore, respondents affirmed changes and the transfer of training occurred in their workplace, with an overall mean score of 3.87. This aligns with Cheng et al.'s emphasis on not underestimating trainees' intention to transfer learning at the workplace, highlighting the importance of strategies to enhance this intention for effective training outcomes. However, respondents expressed the least satisfaction with opportunities to work independently, the implementation of company policies, and the chance to innovate job methods.

On the significant relationship between three variables, significant results were observed in the relationship between motivation to transfer, environmental factors, and training transfer in the workplace, as indicated by a computed p-value less than 0.05. The study further demonstrates a significant moderating effect of "motivation to transfer" on the relationship between environmental factors and training transfer, as indicated by a p-value of .0462. Drawing on the Goal-setting theory, Noorizan et al. (2016) employed motivation as a moderating dimension for the relationship between training transfer and the work environment. With the interaction's p-value of .0462, it suggests that motivation to transfer plays a role in influencing the relationship between environmental factors and training transfer. Moreover, the study reveals that environmental factors account for 61.53% of the variation in this context.

Considering motivation to transfer, environmental factors, and training transfer in the workplace has explored the crucial elements influencing the effectiveness of training (Sanchez, et al., 2024d). The data proves that training transfer, the ultimate goal of any training program, refers to the successful integration of new skills and knowledge into the employees' daily work routines. Understanding the dynamics between motivation, environmental factors, and training transfer is essential for organizations seeking to optimize the impact of their training investments.

Future research exploring the effects of particular environmental factors on training transfer may be undertaken in the future. Designing training programs that are more focused and efficient may benefit from an understanding of the interactions between these variables and personal traits and motivation. Based on the existing findings, future research could examine the effectiveness of various strategy meant to increase transfer motivation in the workplace. Interventions like goal-setting, feedback systems, reward and recognition programs, and putting up encouraging learning environments are a few examples of what this could entail.



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