

The Effect of Job Satisfaction on Transfer of Training: Testing the Role of Transfer Motivation and Supervisor Support

Saeed T. Alshahrani, PhD

Assistant Professor
Imam Mohammad Ibn Saud Islamic
University Riyadh, Saudi Arabia

Kamran Iqbal

Lecturer
University of Lahore, Pakistan
(Corresponding author)

Abstract

The aim of this study is to examine how job satisfaction affects transfer motivation and to further assess how transfer motivation subsequently influences training transfer. Another important purpose of this study is to see whether perceived supervisor support moderate the association between transfer motivation and transfer of training. The data analysis was performed using a sample of 180 trainees through partial least square structural equation modeling (PLS-SEM) technique using Smart PLS software. The results indicate that job satisfaction is positively related to transfer motivation and as a mediator transfer motivation significantly contribute to the transfer of training. The findings further suggest that supervisor support positively moderate the relationship between transfer motivation and training transfer. This study makes a significant theoretical contribution to the literature by demonstrating the importance of job satisfaction, perceived training utility, transfer motivation and supervisor support in transfer of training. The findings of this study will be helpful for organizational leaders in Pakistan's banking sector on how they can maximize transfer of training.

Keywords: Job satisfaction, Transfer motivation, supervisor support, transfer of training

Introduction:

Training is essential to boost employee satisfaction and productivity and the success of the organization. For training to be effective, it must be effectively transferred. Training transfer has increasingly become a focal point of research on managing and optimizing the workplace environment, with a proliferation of studies in recent years (Schoeb et al., 2021). Training offers important benefits for employees by preparing them with right knowledge and skills, enhancing productivity and empowering them to perform their roles effectively (Maharmeh, 2021). Consequently, organizations globally direct much of their human resources budget towards the training and development of employees as an investment in the organization's human capital (Maharmeh, 2021).

For organizations, the benefit of training employees is in their ability to realize the benefits through training transfer (Maharmeh, 2021). While it may be expected that trainees will return to the real-world workplace motivated to implement their skills and knowledge and that, as a result, training will lead to better organizational outcomes (Maharmeh, 2021), the reality is that training transfer does not always occur. Baldwin and Ford (1988) noted that only ten percent of training outcomes were actually transferred to the actual job. Given its importance, there has been extensive research into factors affecting training transfer and how it can be utilized for better organizational and employee outcomes (Poell, 2017).

This study builds on existing research to evaluate the relationships between job satisfaction, transfer motivation, and perceived supervisor support as impacting training transfer. Employee motivation, divided into motivation to attend training and transfer motivation training (Kontoghiorghes, 2002), plays a vital role in deciding whether individuals effectively implement their learnings to achieve better organizational outcomes (Axtell et al., 1997; Liebermann & Hoffmann, 2008; Noe, 1986; Schoeb et al., 2021). A key principle of training transfer is that the more an employee applies learned KSA to their workplace, the more successful the perception of the training in the eyes of the employee and their organization (Capaldo et al., 2017). Higher quality training programs are seen to increase worker's motivation to utilized training contents upon returning to the workplace (Seiberling and Kauffeld, 2017). The supervisor's role in promoting training transfer is debated throughout the literature, finding both positive and neutral correlations (Muhammad Shahnawaz Adil, 2020). As this relationship has only limited focus to date, this study has a focus to further investigate whether supervisor support has a moderating role in training transfer.

Although the impact of employee's personal characteristics on training transfer is extensively studied (Baldwin & Ford, 1988; Cheng & Hampson, 2008; Iqbal & Dastgeer, 2017; Lim & Morris, 2006). However, only few studies have empirically assessed the impact of job satisfaction on training transfer. This study has examined the role of

transfer motivation and supervisor support between job satisfaction and training transfer.

Literature review

Job Satisfaction and transfer motivation

Job satisfaction is the most studied variable in the research related to organizations due to its importance for building constructive attitudes and behaviors in employees (Bai et al., 2006). Job satisfaction is defined by Spector (1997) as "how people feel about their jobs and different aspects of their jobs. Essentially, it is the extent to which people like or dislike their jobs" (p. 2). Job satisfaction was observed as significant predictor of several workplace outcomes that play significant role in the success of an organization i.e., organizational commitment (Yang & Chang, 2008), customer satisfaction (Gil et al., 2008) and performance (Vandenabeele, 2009). Recently, Zumrah and Boyle (2015) explored the role of job satisfaction as psychological mechanism between perceived organizational support (POS) and training transfer. Jodlbauer et al. (2012) pointed that individual with high job satisfaction, transfer more KSA on the job than those who are dissatisfied with their job. Zumrah and Boyle (2015) postulated that satisfied employees may possess a higher motivation to apply learned KSA on actual work.

If trainees are not enough motivated, they might not transfer learned KSA on actual work (Baldwin & Ford, 1988). However, high motivated trainees will exert their efforts to transfer learned skills into practice (Gegenfurtner et al., 2009). Transfer motivation is described by Noe (1986) as "a trainee's desire to use the knowledge and skills mastered in the training program on the job" (p. 503). Transfer motivation is found to be significant predictor of training transfer in a number of studies (Axtell et al., 1997; Devos et al., 2007; Kirwan & Birchall, 2006; Liebermann & Hoffmann, 2008).

Transfer motivation and training Transfer

Georgenson (1982) defined transfer as "the extent to which an individual uses the knowledge and skills acquired in the classroom effectively and continuously" (p. 75). Due to ineffective learning transitions, trainees are unable to transfer newly acquired competencies to the work

environment, resulting in positive changes in the work environment (Manju & Suresh, 2013) and organizations are forced to spend money on training (Burke & Hutchins, 2007). Training success should be measured in exercise transitions (Wickramasinghe, 2006a) and critical performance measures should reflect transitions (Ford et al., 2011).

Many researchers have pointed out training motivation as important ingredient in improving the training effectiveness (Colquitt et al., 2000; Noe & Wilk, 1993; Tai, 2006). At the first stage, motivation affects employee's willingness to attend training sessions (Noe & Wilk, 1993) and when these employees back to their work, it influences their willingness to apply those learned skills on actual work (Baldwin & Ford, 1988). Nijman and Gelissen (2011) highlighted transfer motivation as a key component in training transfer.

Latham (2007) highlighted the importance of motivation in training transfer as "the time, money, and resources an organization devotes to ways of increasing a person's abilities are wasted to the extent that an employee chooses not to learn what is being taught or chooses not to apply newly acquired knowledge and skills in the workplace" (p. 3). This study proposed a mediating model where job satisfaction affects transfer motivation, this transfer motivation further leads to higher training transfer.

Supervisor support as moderate between transfer motivation - training transfer

Within the category of environmental factors, support from leaders is critical for the transition process of learning (Burke & Hutchins, 2007). Fecteau et al. (1995) demonstrate a mixed approach: supervisor support directly affects perceived learning transitions, but a negative correlation and a positive shift indirectly affect perceived transfer via pretraining motivation.

Supervisor support refers to the extent to which supervisor-managers facilitate and reinforce the application of newly acquired knowledge and skills in the workplace (Holton et al., 2000). The supervisor role is crucial in restructuring performance expectations, creating effective plans for applying skills acquired in specific workplaces, and in assigning new tasks that include training content to

improve employee performance. When supervisors assist employees significantly, they receive increased training efficiency and motivation, aligning with organizational expectations (Clark et al., 1993). Additionally, they stated that if supervisors believed the training would improve trainees' actual performance, they would develop employee transition behaviors following costly training programs. Individual performance improves when supervisors and coworkers encourage and reward employees for utilizing newly acquired skills. According to Wickramasinghe (2006) study, trainees are satisfied with their skills when assisting their supervisors with job applications. Similarly, Saks and Belcourt (2006) and Blume et al. (2010) stated that supervisor support is a significant predictor of training transfer. Organizations can create effective training shifts by supporting employees and providing opportunities to apply acquired skills and rewarding new skills in the workplace. If supervisors assist employees in applying new knowledge, skills, and attitudes in the workplace, they can make a positive learning transition (Zumrah & Boyle, 2015).

Thus, based on above given literature we proposed following hypotheses:

H1. Job satisfaction is positively connected with transfer motivation.

H2. Transfer motivation is positively related to training transfer.

H3: Perceived supervisor support Moderate moderates the positive linkage between Transfer motivation and training transfer.

H4. Transfer motivation intervenes the positive association between job satisfaction and training transfer.

Methodology

The data were gathered from the non-managerial employees working in private banks of twin cities of Rawalpindi and Islamabad. The selective sampling was used to pick up the sample for the current study. The author only selected those respondents who got training in last one year. The surveys were delivered personally to the respondents. The language of the questionnaire was English as English is medium of instructions in higher education institutes and banking sector employees

understand English very well. A cover was attached with each questionnaire to highlight the background of the current study and to assure the respondents about the confidentiality of their responses. This was a cross-sectional study as response related to all variables were taken at one-time frame. Total about 400 questionnaires were circulated, and 180(45%) were found to be completed in all aspect. Therefore, final analysis was conducted using these 180 samples. All questions were asked on “five-point Likert scale” that was ranged from “strongly agree=5 to strongly disagree.”

Measures

Job satisfaction

The questionnaire of Job satisfaction was taken from Agho et al. (1992). The Questionnaire contains 6 items “I often bored with my job” “I am well satisfied with my job” “I am satisfied with my job for the time being” “I am enthusiastic about my work” “I am better than the average worker does” “I feel real enjoyment in my work”.

Supervisor Support

The used questionnaire of supervisor's support was originally developed by Xiao (1996). The questionnaire consists of six items. The items are “My supervisor helps me set goals for applying new KSA to my job” “My supervisor sets criteria for applying new KSA to my job” “My supervisor provides assistance when I have a problem trying out KSA” “My supervisor discusses how to apply KSA to job situations” “My supervisor informs me how well I accomplish tasks by using KSA” “My supervisor informs me of our group performance in accomplishing tasks.”

Training Transfer

The measure of training transfer was taken from the study of Xiao (1996). The measure of training transfer comprised of 6 items “I can accomplish the tasks better by using the new knowledge acquired from the training course” “Using the new KSA(Knowledge , skill , abilities) has helped me improve my work” “I can accomplish my job tasks faster than before training” “I have accomplished my job tasks faster than before training” “The quality of my work has improved after using new KSA” “I make fewer mistakes in performing my job when using new KSA”.

Transfer motivation

Transfer motivation was determined with the scale of Holton et al. (1997), which contain seven items, “I plan to use what I learned on the job” “I get excited about using my new learning” “At work, I am motivated to apply new knowledge” “Training will increase personal productivity” “I couldn't wait to get back to work to try what I learned” “I will help me do my current job better” “I think about trying to use my new learning on my job”.

Results

We have employed measurement model approach to examine convergent validity and discriminant validity of our proposed model. The convergent validity was assessed by examining the factor loadings of each of the items of all constructs, average variance extracted (AVE) and the reliability of all variables in the measurement model. According to Hair et al., (2017), the factor loadings of all items should be higher than exceeding 0.50. The reliability of the constructs was examined using Cronbach alpha and composite reliability. The findings indicate that the Cronbach alpha and composite reliability of all five study's variables are higher than the threshold value of 0.70 (Hair et al., 2011). Finally, convergent validity was assessed using AVE values. AVE values higher than 0.5 are considered as adequate. The findings indicate that AVE values of all the variables are higher than the threshold value 0.50. So, we are in a position to conclude that the convergent validity has established.

We have examined discriminant validity using Fornell–Larker Criterion, Heterotrait-Monotrait ratio (HTMT ratios) and cross-loadings (Henseler et al., 2016). The results of Fornell–Larker test given table 3 suggests that square root of AVE for each variable is higher than the correlations of the variables(Rouf&Akhtaruddin, 2018). The HTMT values are also less than threshold of 0.90 (T Alshahrani& Iqbal, 2021). Finally, the cross-loadings of all items are assessed. The results indicate that the cross loadings load the highest on their relevant variable (table 3). Hence, we can infer that the discriminant validity is also established.

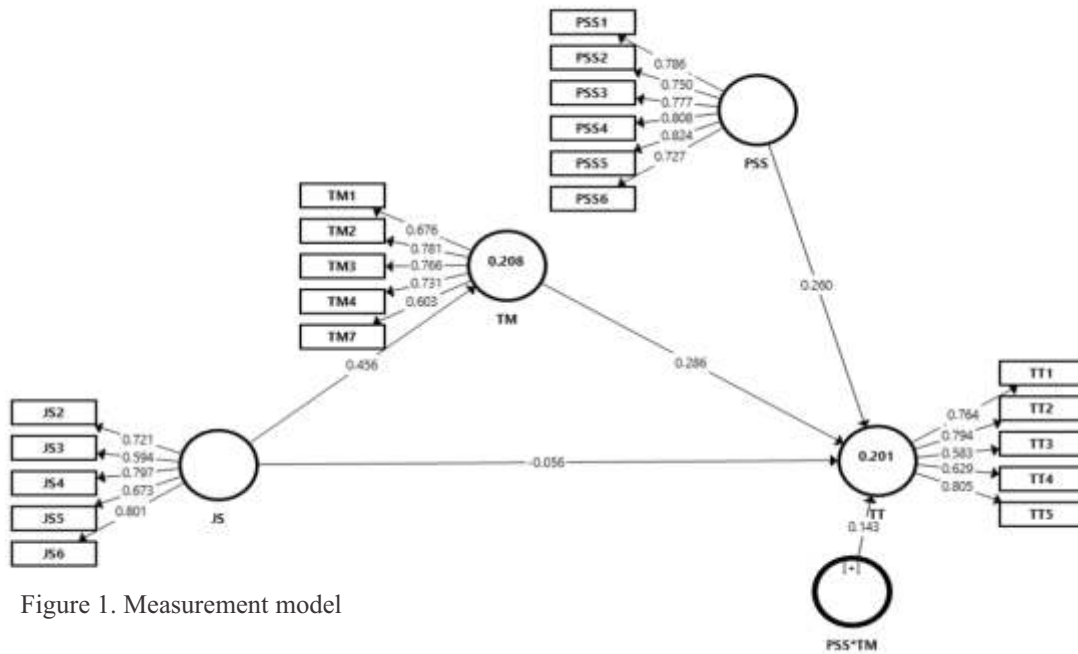


Figure 1. Measurement model

Table 1. Measurement model

Variables	Items	Loadings	Cronbach's Alpha	rho_A	Composite Reliability (CR)	Average Variance Extracted (AVE)
Training transfer(TT)	TT1	0.758	0.776	0.807	0.843	0.521
	TT2	0.791				
	TT3	0.598				
	TT4	0.634				
	TT5	0.802				
Transfer Motivation (TM)	TM1	0.676	0.757	0.763	0.838	0.510
	TM2	0.780				
	TM3	0.766				
	TM4	0.731				
	TM7	0.603				
Perceive supervisor Support (PSS)	PSS1	0.786	0.871	0.874	0.903	0.608
	PSS2	0.749				
	PSS3	0.777				
	PSS4	0.808				
	PSS5	0.825				
	PSS6	0.727				
Job Satisfaction (JS)	JS2	0.721	0.767	0.785	0.843	0.521
	JS3	0.594				
	JS4	0.797				
	JS5	0.673				
	JS6	0.801				
N= 180						

Table 2. Measurement of Discriminant validity established on Fornell–Larker Criterion

	JS	TM	PSS	TT
Job satisfaction (JS)	0.722			
Perceived supervisor support (PSS)	0.417	0.779		
Transfer Motivation (TM)	0.456	0.493	0.714	
Training transfer (TT)	0.156	0.365	0.342	0.722

***The off-diagonal values are correlations between the construct and in diagonals (shown in bold are square values of AVEs)**

Table 3. Measurement of Discriminant validity established on Heterotrait-Monotrait ratio

	JS	TM	PSS	TT
Job satisfaction (JS)	0.505			
Perceived supervisor support (PSS)	0.156	0.107		
Transfer Motivation (TM)	0.594	0.601		
Training transfer (TT)	0.193	0.417	0.410	

Table 4. Discriminant validity based on cross-loading criterion

	JS	PSS	TM	TT
JS2	0.721	0.312	0.310	0.125
JS3	0.594	0.180	0.267	0.009
JS4	0.797	0.431	0.376	0.152
JS5	0.673	0.225	0.314	0.110
JS6	0.801	0.315	0.364	0.137
TM1	0.306	0.312	0.676	0.159
TM2	0.293	0.352	0.780	0.318
TM3	0.354	0.347	0.766	0.293
TM4	0.261	0.383	0.731	0.298
TM7	0.406	0.363	0.603	0.132
PSS1	0.333	0.786	0.382	0.252
PSS2	0.243	0.749	0.447	0.339
PSS3	0.245	0.777	0.364	0.283
PSS4	0.395	0.808	0.438	0.291
PSS5	0.436	0.825	0.380	0.220
PSS6	0.330	0.727	0.270	0.283
TT1	0.143	0.269	0.267	0.758
TT2	0.125	0.312	0.277	0.791
TT3	0.017	0.164	0.170	0.598
TT4	0.081	0.209	0.107	0.634
TT5	0.154	0.317	0.336	0.802

Hypotheses Testing

In the second step, structural model was run using bootstrapped sample of 5000 at to examine the study's hypothesis. The table 5 shows that the impact of job satisfaction on transfer motivation is significant. Results shows that beta value ($\beta = .456, p < .05$) is significant. Hence, our first hypothesis H1 has been accepted. In second step, effect of transfer motivation on training transfer has been analyzed, the result shows that beta value ($\beta = .286, p < .05$)

is significant, showing that our second hypothesis H2 has accepted. The results further reveal that the interactional effect of transfer motivation and perceived supervisors' support on training transfer is positive and significant ($\beta = .143, p < .05$). Hence, hypothesis H3 is also approved.

Finally, the indirect effect of job satisfaction on training transfer through transfer motivation is found to be significant ($\beta = .086, p < .05$). Thus, hypothesis H4 is approved.

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
H1: JS -> TM	0.456	0.465	0.070	6.533	0.000
H2: TM -> TT	0.286	0.286	0.105	2.738	0.006
H3: MT*PSS> TT	0.143	0.133	0.073	1.965	0.049
H4: JS -> MT -> TT	0.130	0.132	0.051	2.576	0.010

Discussion and Conclusion

Discussion

The focus of this study is primarily centered upon examining whether, and to what extent, job satisfaction affects trainees' transfer motivation, and how transfer motivation subsequently influences training transfer in the presence of supervisor support. The prior literature highlighted that training presents as a major opportunity for all employees to expand their knowledge (Becker, 1964). Human capital theory posits that employees learn skills during training that makes them more productive while performing their roles in the workplace. While organizations can benefit from their employees' attending trainings, which lead to better organizational outcomes through improved employee performance, training cannot produce positive outcomes unless new skills are transferred to an actual job (Montesino, 2002). Transfer is a serious issue for organizations because it means that costly training programs are not improving employee's behaviors and performance. Although organizations invest billions of dollars in training every year, in many cases employees do not transfer the learned material to the workplace. In the literature review, it was found that job satisfaction is the most studied variable in organizational psychology. While

previous research has tested the direct impact of job satisfaction and transfer motivation on training transfer, the way through which job satisfaction influences training transfer has not been adequately explored. The results of our data analysis support the findings in the existing literature review and expand them to cover this area. Job satisfaction is positively connected with transfer motivation. Further, the results also found that job satisfaction has an indirect effect on training transfer through motivation to transfer.

Supervisor support is an important environmental factor that supports employees in transition their learning from a training scenario to a real-world workplace environment. While the literature found mixed results as to the impact of perceived supervisor support on transfer of training, our study found that perceived supervisor support moderates the positive link between transfer motivation and training transfer. Based on this study's results, we posit that supervisors should offer as much support as possible to increase the likelihood of effective transfer of training.

Conclusion

This study will help Human Resources Development (HRD) practitioners and higher management to understand the key factor that contribute towards training transfer. The

findings of our study are relevant to HRD as we conclude that job satisfaction influence training transfer indirectly through the mechanism of transfer motivation. This suggests that efforts to improve job satisfaction because individuals with higher levels of job satisfaction are more motivated to improve their performance at work. It is in an employer's best interests to ensure that their employees have a high level of job satisfaction, and that they attend trainings that are relevant and beneficial to their role.

It is also important for HRD and employers to provide supervisor to support to employees after training, as while the results are mixed in the literature on whether this directly impacts transfer of training, our study found that supervisor's support is vital in training transfer along with trainees' transfer motivation. Therefore, the best practice for HRD would be to provide as much support as possible for optimal organizational outcomes.

References

- Agho, A. O., Price, J. L., & Mueller, C. W. (1992). Discriminant validity of measures of job satisfaction, positive affectivity and negative affectivity. *Journal of Occupational and Organizational Psychology*, 65(3), 185–195.
- Axtell, C. M., Maitlis, S., & Yearta, S. K. (1997). Predicting immediate and longer-term transfer of training. *Personnel Review*.
- Bai, B., Brewer, K. P., Sammons, G., & Swerdlow, S. (2006). Job satisfaction, organizational commitment, and internal service quality: a case study of Las Vegas hotel/casino industry. *Journal of Human Resources in Hospitality & Tourism*, 5(2), 37–54.
- Baldwin, T. T., & Ford, J. K. (1988). Transfer of training: A review and directions for future research. *Personnel Psychology*, 41(1), 63–105.
- Becker, G. S. (1964). *Human capital, New York: National Bureau for Economic Research. The economic approach to human behavior*. University of Chicago Press.
- Blume, B. D., Ford, J. K., Baldwin, T. T., & Huang, J. L. (2010). Transfer of training: A meta-analytic review. *Journal of Management*, 36(4), 1065–1105.
- Burke, L. A., & Hutchins, H. M. (2007). Training transfer: An integrative literature review. *Human Resource Development Review*, 6(3), 263–296.
- Capaldo, G., Depolo, M., Rippa, P., & Schiattone, D. (2017). Supervisor/peer involvement in evaluation Transfer of Training process and results reliability: A research in an Italian Public Body. *Journal of Workplace Learning*.
- Cheng, E. W. L., & Hampson, I. (2008). Transfer of training: A review and new insights. *International Journal of Management Reviews*, 10(4), 327–341.
- Clark, C. S., Dobbins, G. H., & Ladd, R. T. (1993). Exploratory field study of training motivation: Influence of involvement, credibility, and transfer climate. *Group & Organization Management*, 18(3), 292–307.
- Colquitt, J. A., LePine, J. A., & Noe, R. A. (2000). Toward an integrative theory of training motivation: a meta-analytic path analysis of 20 years of research. *Journal of Applied Psychology*, 85(5), 678.
- Devos, C., Dumay, X., Bonami, M., Bates, R., & Holton III, E. (2007). The Learning Transfer System Inventory (LTSI) translated into French: internal structure and predictive validity. *International Journal of Training and Development*, 11(3), 181–199.
- Facteau, J. D., Dobbins, G. H., Russell, J. E. A., Ladd, R. T., & Kudisch, J. D. (1995). The influence of general perceptions of the training environment on pretraining motivation and perceived training transfer. *Journal of Management*, 21(1), 1–25.
- Ford, J. K., Yelon, S. L., & Billington, A. Q. (2011). How much is transferred from training to the job? The 10% delusion as a catalyst for thinking about transfer. *Performance Improvement Quarterly*, 24(2), 7–24.
- Gegenfurtner, A., Veermans, K., Festner, D., & Gruber, H. (2009). Integrative literature review: Motivation to transfer training: An integrative literature review. *Human Resource Development Review*, 8(3), 403–423.
- Georgenson, D. L. (1982). The problem of transfer calls for partnership. *Training & Development Journal*.

- Gil, I., Berenguer, G., & Cervera, A. (2008). The roles of service encounters, service value, and job satisfaction in achieving customer satisfaction in business relationships. *Industrial Marketing Management*, 37(8), 921–939.
- Hair, J. F., Ringle, C. M., & Sarstedt, M. (2011). PLS-SEM: Indeed a silver bullet. *Journal of Marketing Theory and Practice*, 19(2), 139–152.
- Hair Jr, J. F., Sarstedt, M., Ringle, C. M., & Gudergan, S. P. (2017). *Advanced issues in partial least squares structural equation modeling*. Sage publications.
- Henseler, J., Hubona, G., & Ray, P. A. (2016). Using PLS path modeling in new technology research: updated guidelines. *Industrial Management & Data Systems*.
- Holton III, E. F., Bates, R. A., & Ruona, W. E. A. (2000). Development of a generalized learning transfer system inventory. *Human Resource Development Quarterly*, 11(4), 333–360.
- Holton III, E. F., Bates, R. A., Seyler, D. L., & Carvalho, M. B. (1997). Toward construct validation of a transfer climate instrument. *Human Resource Development Quarterly*, 8(2), 95–113.
- Iqbal, K., & Dastgeer, G. (2017). Impact of self-efficacy and retention on transfer of training: The mediating role of motivation to transfer. *Journal of Management Development*.
- 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.
- Latham, G. P. (2007). A speculative perspective on the transfer of behavioral science findings to the workplace: “The times they are a-changin’”.” *Academy of Management Journal*, 50(5), 1027–1032.
- Liebermann, S., & Hoffmann, S. (2008). The impact of practical relevance on training transfer: evidence from a service quality training program for German bank clerks. *International Journal of Training and Development*, 12(2), 74–86.
- Lim, D. H., & Morris, M. L. (2006). Influence of trainee characteristics, instructional satisfaction, and organizational climate on perceived learning and training transfer. *Human Resource Development Quarterly*, 17(1), 85–115.
- Maharmeh, T. M. (2021). Organizational Climate and Transfer of Training in a Public Corporation in Qatar. *IJRSP Journal*, 2(20), 131–162.
- Manju, S., & Suresh, B. H. (2013). *Factors influencing transfer of training in the Indian manufacturing sector*.
- Montesino, M. U. (2002). Strategic alignment of training, transfer-enhancing behaviors, and training usage: A posttraining study. *Human Resource Development Quarterly*, 13(1), 89–108.
- Muhammad Shahnawaz Adil, N. (2020). Effects of Perceived Professional Learning and Supportive Work Environment on Job Satisfaction and Transfer of Training. *Journal of Management Sciences*, 7(2), 33–55.
- Nijman, D.-J., & Gelissen, J. (2011). Direct and indirect effects of supervisor support on transfer of training. In *Supporting workplace learning* (pp. 89–106). Springer.
- Noe, R. A. (1986). Trainees' attributes and attitudes: Neglected influences on training effectiveness. *Academy of Management Review*, 11(4), 736–749.
- Noe, R. A., & Wilk, S. L. (1993). Investigation of the factors that influence employees' participation in development activities. *Journal of Applied Psychology*, 78(2), 291.
- Poell, R. F. (2017). Time to 'flip' the training transfer tradition: Employees create learning paths strategically. *Human Resource Development Quarterly*.
- Rouf, M. A., & Akhtaruddin, M. (2018). Factors affecting the voluntary disclosure: a study by using smart PLS-SEM approach. *International Journal of Law and Management*.

- Saks, A. M., & Belcourt, M. (2006). An investigation of training activities and transfer of training in organizations. *Human Resource Management: Published in Cooperation with the School of Business Administration, The University of Michigan and in Alliance with the Society of Human Resources Management*, 45(4), 629–648.
- Schoeb, G., Lafrenière-Carrier, B., Lauzier, M., & Courcy, F. (2021). Measuring transfer of training: Review and implications for future research. *Canadian Journal of Administrative Sciences/Revue Canadienne Des Sciences de l'Administration*, 38(1), 17–28.
- Seiberling, C., & Kauffeld, S. (2017). Volition to transfer: Mastering obstacles in training transfer. *Personnel Review*.
- Spector, P. E. (1997). *Job satisfaction: Application, assessment, causes, and consequences* (Vol. 3). Sage.
- T Alshahrani, S., & Iqbal, K. (2021). Influence of Psychological Capital on Organizational Citizenship Behaviors: The Mediating Role of Psychological Well-being. *International Journal of Organizational Leadership*, 10(3), 299–312.
- Tai, W. (2006). Effects of training framing, general self-efficacy and training motivation on trainees' training effectiveness. *Personnel Review*.
- Vandenberg, W. (2009). The mediating effect of job satisfaction and organizational commitment on self-reported performance: more robust evidence of the PSM—performance relationship. *International Review of Administrative Sciences*, 75(1), 11–34.
- Wickramasinghe, V. M. (2006a). Training objectives, transfer, validation and evaluation: a Sri Lankan study. *International Journal of Training and Development*, 10(3), 227–247.
- Wickramasinghe, V. M. (2006b). Training objectives, transfer, validation and evaluation: a Sri Lankan study. *International Journal of Training and Development*, 10(3), 227–247.
- 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(1), 55–73.
- Yang, F.-H., & Chang, C.-C. (2008). Emotional labour, job satisfaction and organizational commitment amongst clinical nurses: A questionnaire survey. *International Journal of Nursing Studies*, 45(6), 879–887.
- Zumrah, A. R., & Boyle, S. (2015). The effects of perceived organizational support and job satisfaction on transfer of training. *Personnel Review*.