

**THE RELATIONSHIP BETWEEN SELF-EFFICACY,
SUPERVISOR SUPPORT, TRANSFER CLIMATE AND
TRANSFER OF TRAINING: A STUDY AT A PUBLIC
ORGANIZATION IN KEDAH**

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**The Relationship between Self-Efficacy, Supervisor Support,
Transfer Climate and Transfer Of Training: A Study At
Public Organization in Kedah**

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ABSTRACT

Transfer of Training is important to organization. This is because organization has invested lots of money for sending their employees to training in order to increase the employees knowledge, skills, and abilities. From the training they attended, it is crucial for the employees to apply the learned knowledge into the workplace. The purpose of this study is to examine self-efficacy, supervisor support, and transfer climate influence the transfer of training at a public organization in Kedah Darul Aman.

A cross-sectional study was chosen for this study. There are three objectives in this study, (i) to examine the influence of self-efficacy on transfer of training, (ii) to determine the influence of supervisor support on transfer of training, (iii) to identify the influence of transfer climate on transfer of training. Data were gathered through questionnaire survey of support staff (n=142). Self-administered questionnaire adapted from various sources comprise variables concern transfer of training, self-efficacy, supervisor support, transfer climate, used in data collection. Data gathered was analysed using Statistical Packages for Social Sciences, version 20.0 (SPSS). This study applied factor analysis, descriptive statistics, reliability analysis and inferential analysis to examine the relationship among the variables. The result showed that self-efficacy, supervisor support, transfer climate has significant relationship with transfer of training. Multiple regression results also showed that these variables significantly related to the transfer of training and explained 22.7% the total variance.

The implication of this study is organization need to take proactive action to increase the employees self-efficacy level, encourage supervisor give support to their supervisee, and promote good organization climate especially to make transfer of training occur in the workplace, and utilize experience employees. Future research needs to include other factors that influence the transfer of training such as leadership style and communication.

Keywords : *Transfer of Training, Self-efficacy, Supervisor Support, Transfer Climate, Public Organization*

ABSTRAK

Pemindahan latihan penting di dalam organisasi. Ini kerana organisasi telah melabur wang yang banyak untuk menghantar pekerja mereka menghadiri latihan bagi meningkatkan pengetahuan, kemahiran, dan kebolehan. Daripada latihan yang telah dihadiri, adalah penting untuk pekerja untuk mengaplikasikan pengetahuan yang dipelajari di tempat kerja. Tujuan kajian ini adalah untuk mengkaji efikasi sendiri, sokongan penyelia, dan pemindahan suasana pekerjaan mempengaruhi pemindahan latihan di sebuah unit dalam organisasi awam di Kedah Darul Aman.

Kajian keratan rentas telah dipilih untuk kajian ini. Terdapat tiga objektif dalam kajian ini, (i) untuk mengkaji pengaruh efikasi sendiri pada pemindahan latihan, (ii) untuk menentukan pengaruh sokongan penyelia pada pemindahan latihan, (iii) untuk mengenal pasti pengaruh iklim pemindahan pada pemindahan latihan. Data dikumpulkan melalui soal selidik daripada kakitangan sokongan ($n = 142$). Soal selidik tadbir sendiri di ambil dari pelbagai sumber merangkumi variabel seperti pemindahan latihan, efikasi sendiri, sokongan penyelia, pemindahan suasana pekerjaan, digunakan dalam pengumpulan data. Data yang diperoleh dianalisis dengan menggunakan Pakej Statistik untuk Sains Sosial, versi 20.0 (SPSS). Tambahan pula, kajian ini menggunakan analisis faktor, statistik deskriptif, analisis kebolehpercayaan dan analisis inferensi untuk mengkaji hubungan antara variabel. Keputusan menunjukkan bahawa variabel efikasi sendiri, sokongan penyelia, pemindahan suasana pekerjaan) mempunyai hubungan yang signifikan dengan pemindahan latihan. Keputusan regresi menunjukkan bahawa pembolehubah ini signifikan dengan pemindahan latihan dan 22.7 % menjelaskan jumlah keseluruhan varian.

Implikasi kajian ini adalah organisasi perlu mengambil tindakan proaktif untuk meningkatkan tahap efikasi sendiri pekerja, menggalakkan penyelia memberikan sokongan kepada pekerja di bawah seliaan mereka, dan menggalakkan suasana organisasi yang baik bagi menggalakkan pemindahan latihan berlaku di tempat kerja, dan menggunakan pekerja berpengalaman sebaiknya. Kajian masa depan perlu memasukkan faktor-faktor lain mempengaruhi pemindahan latihan seperti gaya kepimpinan dan komunikasi.

Kata kunci : *Pemindahan Latihan, Efikasi Kendiri, Sokongan Penyelia, Iklim Pemindahan Latihan, Organisasi Awam*

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List of Abbreviations

Abbreviation	Description of Abbreviation
UPEN	<i>Unit Perancang Ekonomi Negeri /</i> Economic Planning Unit
SLT	Social Learning Theory
SPSS	Statistical Package for Social Science
KMO	Kaiser-Mayer Olkin
VARIMAX	Varian Maximum

CHAPTER 1

INTRODUCTION

1.1 Introduction of the Study

Within an ever-changing global society, organizations need to adapt and adjust continually if they want to be successful. To adapt and adjust in high pace changing environment, employees are required to work and organization need to provide good equipment to assist their employee to perform job. As a consequence, it increases employee competency, support the organization operation in order to be competitive. To keep up with these demands and requirements, it is necessary for employees to be send for training. This is particularly important as the idea that work has become increasingly knowledge based has taken place. Thus, investing in intangible assets especially human capital has been regarded as a core strategy for the organization to demonstrate its competitive advantage (Cheng & Hampson, 2008). Therefore, enabling them to be at par with their competitors. As a result, when organization is competing and become renowned organization, it attracts good employees. These situations urge organization to provide as much as possible training that suits with employees in order to increase their skills and produce a pool of skilful workforce.

In fact, it is clear that employees must be able to adapt with the highly skill environment in order to encounter with the new changes. Apparently, employees can adapt with the new environment through training conducted. Training can be a good

strategy for organization to assist their employees to gain necessary knowledge and skills needed to meet with the challenges. Moreover, the main goals of training program is to increase the employee's knowledge, skills, and abilities in performing their tasks and duties which is significantly important to achieve the organization objectives. These goals can only be realised if employees are able to transfer the learned skills from the training program into the workplace. Keeping valuable asset in the organization, which is the employee, is extremely important. This is because employees are responsible to run the organization operation. Without them, it will paralyze the organization operation and could put an end to the organization. Hence, organization needs to provide various training and development programs in order to equip their employees with the knowledge, skills, and abilities as it would help them achieve competitive business results.

To ensure the success of the training, the study on the transfer of training needs to be addressed (Hutchins, Burke, Berthelsen (2010). Transfer of training is one of the most important criteria in training effectiveness (Bhatti, Battour, Sundram, & Othman, 2013). This is because; training has been viewed as an expensive investment. This situation worsen when it was found that only 10 per cent of the training expenditures lead to transfer of training (Elswick, 2014). This is due to reasons such as minimal opportunity to transfer the knowledge to workplace, the training is not related with the job, and poor environment has led to the problem. On the whole, organization needs to take proactive action so that employees are able to transfer the learned skills and knowledge into the workplace. Otherwise, the organization will face total wastage on what they have invested on their employees' development.

Researchers such as Cromwell and Kolb (2004), Edwards (2013), Pham, Segers, and Gijsselaers (2013) mentioned that the transfer of training is less successful to occur in the organization cause by several factors as mentioned earlier. As a result, both organization and employees suffer because they are not able to apply the learned skills and knowledge at the workplace (Colquitt, Lepine, & Noe, 2000; Saks & Belcourt, 2006). When this happen, the employees have problems upon completing their task even though they had undergone training program. On the other hand, the organization may not get the expected results as employee fail to demonstrate multi skills, reduce the time taken to complete job task or hoping higher competency from their employees. This situation is a major problem for organizations whereby the transfer of training is considered the primary leverage point by which training influences organizational-level outcomes and results. Therefore, it is important for organizations to incorporate into their training programs the strategies to improve the transfer of training (Ahmad, 2011; Ismail, Sieng, Abdullah, & Francis, 2010; Olsen, 1998; Putter, 2013; Sanjeevkumar & Yanan, 2011).

1.2 Problem Statement

We live in a constantly changing environment. What happens today may be completely different from what happens tomorrow. Tomorrow is essentially an extended trend-line from yesterday is no longer true! The global economy means that competitors are likely to come across boundaries as well as from same nation, and fill into our market due to the high demand from customer. In line with the competitive environment, organization needs skilful employees who have varieties of knowledge. To produce skilful and competent employees, organization must equip their employees with knowledge. This can be achieved by sending them to training.

During the training, the employees will be taught new knowledge and skills. The new knowledge and skills will help them to perform their job better than before. Moreover, in the Malaysian context, government has established the Human Resource Development Fund (HRDF). This fund is allocated for the employees' development. The organizations in Malaysia are encouraged to contribute certain per cent of the organization income to this fund. In return, the organization may request financial assistance from HRDF to organize development activities for employees such as training program. Therefore, producing skilful and competent employees has become an important agenda in organizations and this can be reach through training.

Although employees were sent to training many times, they are still not able to be skilful and competent (Holladay, Anderson, & Quin, 2008). There are many factors that contribute to this problem. One of the problems are, they are not able to apply the learned knowledge to their job (Hutchins, 2009). This process is known as transfer of training. Study on transfer of training are over the past decades and some published research findings are of value to management practitioners, there is a still long way to go in order to reach mature stage. In fact, research has not adequately examined the joint effects of individual and environmental analysts of transfer of training, particularly in organizational settings (Sookhai & Budworth, 2010). It is necessary to examine the effects of individual and environment on the transfer of training process. This is because it is undeniably there is a dynamic relationship between them. The ignorance of the dynamic will affect the employee performance as well as the organization performance such as decrease organization productivity.

Moreover if organization's fail to transfer the learned skills from training program into the job, it is consider as dangerous situation. This is because, training and development is one of the costly activities in human resource practices in organization. The organization has invested lots of money into training and they need to see results on what they have invested. This situation is called return on investment (ROI). However, how do organization want to get good return if the employees cannot transfer the learned skills from training into their job? Thus, a study to examine factors that influence transfer of training is important in order to avoid the organization assume that training is loss investment to them (Elswick, 2014).

An informal interview conducted via phone with the officer from the Economic Planning Unit (UPEN) in Kedah (Alor Setar) indicated that, transfer of training is an alarming issue at the organization. This is because the organization has sent their employee to training, but organization could not see the transfer of training process largely to happen. Some of the employees are still not able to transfer what they have learned from the training to the workplace. When this occurs, the organization is unable to fully exploit what they have invested and the employees still work inefficiently. Thus, the situation urges a study need to be perform on factors influencing the transfer of training in organization where it could assist the organization to enhance the transfer of training process.

Further, trainee plays a significant role in determining the successful transfer of training process. One of the element for trainee in determining a successful transfer of training process is self-efficacy (Bhatti et al., 2013). Self-efficacy is a condition in which the employee's believe they have the capability to do the job (Bandura, 1982).

Besides, Chen, Gully, and Eden (2001) identify self-efficacy as the individual's tendency and successfully performing the duty even though in different circumstances. Additionally, the level of human self-efficacy is keep changing and were influence by many factors. Employee's self-efficacy may decrease over time. This matter stem from several reasons such as always thinking negative about themselves such as do not realise their own capabilities, minds are blocked with negative perception of others, and do not have the courage to try new things in life especially in organization (Bruning, Dempsey, Kauffman, McKim, & Zumbrunn, 2013). Meanwhile, in the transfer of training processes, the employees do not have confidence with themselves to apply the new things that will help execute their job better although they have undergone several training programs. As a results, the learned knowledge are forgotten as the time pass (Watson, 2007). This shows that, objective of the training which is to increase skills and knowledge is not achieve due to the lack of confidence among employees to utilize them. Hence, this opens the opportunities to study whether self-efficacy influence the transfer of training in organization.

Besides that, supervisor support also arise in issue of the training transfer (Cromwell & Kolb, 2004; Ellinger, Ellinger, & Keller, 2003; Karatepe, 2013; Madi, Abdullah, Baroto, Ismail, & Tat, 2011; van der Klink, Gielen, & Nauta, 2001). However, in some circumstances, the supervisor did not support the training program due to insufficient time and low priority given in measuring learning outcomes. As a result, the transfer of training did not take place in organization because lack of support from supervisor (Hutchins, Burke, & Berrthelsen, 2010). Therefore, it is important to determine if supervisor support can influence the transfer of training. According to

Yarnall (1998), supervisor support refers to the supervisor care and responsible for their employees career which they will spend time together to discuss issues like how to be skilful, thus taking into account actions to be taken for the sake of the employees' development. Without proper guidance from the supervisor, it can distort the process of transfer of training in the organization. According to, Bhatti et al., (2013), supervisor plays an important roles in training effectiveness. Without support from the supervisor, the transfer of training process cannot successfully to occur and it is recommended to be one of the most powerful tools in enhancing transfer of training (Baldwin & Ford, 1988; Ismail et al., 2010; Nijman, Nijhof, Wognum, & Veldkamp, 2006). This is because, employees feel motivated to apply what they have learned when their effort are supported by their supervisor. For instance, when supervisor give positive feedback and recognise the effort shown by the employees. As a result, it will motivate the employees to work hard and demonstrate the skills they learn and imply the skills to the workplace.

Nevertheless, the problems in transfer climate is where the organization setting do not provide adequate environment such as opportunity to apply the learned skills, no reward given to the employees when they transfer the skills at the work, and gaining information with innovative thinking is not recognize in the organization (Hammami, Amara, & Landry, 2013). In line with the problems arise in the organization setting, employees tends to avoid transferring the learned skills into their job. Situation worsened when employees try to signal their disagreement to apply the skills by refusing to go for training, do not participate during the training, and try to escape from the training program (Lim & Morris, 2005).

Thus, it shows that improper transfer climate may distort the transfer of training process inside the organization and there is a need to examine whether transfer climate influence on transfer of training in organization. Besides, research carried out by van der Klink, Gielen, and Nauta (2001) and Tziner and Haccoun (1991) found there is no significant relationship between climate and transfer of training in the organization. Therefore, this opens opportunity to conduct a study on transfer climate because it may contribute to a better understanding of factors affecting transfer of training in organization.

1.3 Research Questions

The predominant question of this research is “Does self-efficacy, supervisor support, and transfer climate influence the transfer of training?” Thus, the specific research questions used in this study are as follows:

1. Does self-efficacy influence the transfer of training?
2. Does supervisor support influence the transfer of training?
3. Does transfer climate influence the transfer of training?

1.4 Research Objectives

The primary aim of this research is to study the factors influencing the transfer of training in organization. The specific objectives of this study are as follows:

1. To examine the influence of self-efficacy on transfer of training.
2. To determine the influence of supervisor support on transfer of training.
3. To identify the influence of transfer climate on transfer of training.

1.5 Significance of the Study

This study adds to the emerging literature on the relationship between self-efficacy, supervisor support, transfer climate and transfer of training as well as add understanding on how Social Learning Theory (SLT) link with the transfer of training process. The findings may reveal meaningful results that HRD trainers and practitioners would find valuable and therefore makes a significant contribution to HRD. The research finding also enhanced the validity, strengthen and justify factors influencing the transfer of training. From the results obtained, it notify that organization need to take proactive action to increase the employees self-efficacy level, encourage supervisor to give support to their supervisee, and promote good organization climate especially to make transfer of training occur in the workplace.

Besides that, the findings may help the public organization involved in this study to acknowledge the factors that influence the transfer of training, Hence, introduce recommended interventions to improve the situation. Additionally, the public organization can encourage and nurture the trainees to maximize their learning and transfer capabilities and achieve the dynamic relationship between their employee

performance and organizational performance. This study will provide a basis to proceed more study in the future related to transfer of training.

1.6 Definition of Variables

The following Table 1.1 illustrate the terms and definition of variables used in this study.

*Table 1.1
Definition of Variables*

TERMS	DEFINITION
Transfer of training	Transfer of training is the employee's proficiency to utilize the learned skills in training and apply it into the job which resulted to work more efficiently (Xiao, 1996).
Self-efficacy	Is the ability of individual's to be confidence and successfully performing any task even in different situations (Chen, Gully & Eden,2001).
Supervisor support	The supervisor is care and responsible for their employees career which they will spend time together to discuss, thus taking into account actions to be taken for the sake of the employees' development, (Yarnall,1998)
Transfer climate	Transfer climate is the shared perceptions of employees concerning the practices, procedures, and behaviours that get rewarded and supported in a work setting (Tracey & Tews, 2005).

1.7 Organization of the Thesis

This thesis comprises of five chapters as follows:

Chapter 1 : Background

This introductory chapter describes the background of the study, the problem statement, research objectives, research questions, and the significance of the study.

Chapter 2 : Literature Review

This section reviews the literature surrounding this study. The literature starts with transfer of training as the dependent variable for this study and followed by the independent variables namely self-efficacy, supervisor support, and transfer climate. Besides, it addresses the underpinning theory , discussion regarding relationship between the independent variables and the dependent variable, and research framework for this study.

Chapter 3 : Methodology

This chapter focuses on research design and method in obtaining the data which were used to achieve the research objectives and research questions. The operational definition and items for each variable, and the pilot study performed were explained in this section.

Chapter 4 : Findings

In this chapter, it comprises the results for this study. It starts with the descriptive analysis, factor analysis, and inferential analysis (Pearson Correlation and Multiple Regression) and summary of the hypotheses of the study.

Chapter 5, Discussion, Recommendations and Conclusion

The last section in this study discusses results based on the findings of each variable, providing the study implication, recommendations for future study as well as the study limitation and ended with the conclusion.

1.8 Conclusion

This chapter has presented an overview concerning the various aspects such as introduction of the study, problem statement, research questions, research objectives of the study and the significant of the study. Thus, in chapter 2, the researcher will discuss the related literature of the study.

CHAPTER 2

LITERATURE REVIEW

Introduction

This study investigates factors that influence transfer of training in organization. This chapter explains and discusses elements which contribute to the literature review. The purpose of this research is to examine if self-efficacy, supervisor support, and transfer climate influence transfer of training at one of the public organization in Kedah Darul Aman.

This chapter starts with the review of literature on transfer of training. The following part continues with literature on self-efficacy, supervisor support, and transfer climate. In addition, after reviewing the literature for each factor, hypotheses is proposed and with the conclusion of this chapter.

2.1 Transfer of Training

This section review literature on dependent variable for this study which is transfer of training. Transfer of training mentioned by Xiao (1996) as the employee's proficiency to utilize the learned skills in training and apply it into the job which resulted to work more efficiently. Many human resource development researchers (Baldwin & Ford, 1988; Bhatti et al., 2013; Burke & Saks, 2009; Grossman & Salas, 2011; Lisa A. Wieland Handy, 2008; Suzana, Kasim, & Ali, 2011) found that transfer of training

being one of the key elements in the training effectiveness that will influence the employees as well as the organization performance. They discussed the issue of training effectiveness and stated that there are many factors which affecting training effectiveness. One of the pioneer researchers in human resource development, Baldwin and Ford (1988) stated that factors such as work environment, training design, and trainee largely affect the transfer of training at the workplace.

Further, transfer of training have catch the attention of many researchers and training professionals (Jaeggi, Buschkuehl, Shah, & Jonides, 2014; Suzana et al., 2011). According to Holton, Bates, Seyler, and Carvalho (1997), transfer of training as the trainee's capability to apply the knowledge, skills, and behaviours gained from the training program. In other words, the trainee's ability to implement what they have learned from the training program into their work and it would help them to improve their performance. In addition, transfer of training can also be referred as the organization confident in their employees to use the learned skills (Jaidev & Chirayath, 2012). Xiao (1996) stated that, it is a situation where by providing training that meet with the employee's needs, the organization can generate more positive outcome from them. Apart from that, the frequently use of the learned skills and knowledge influence the behaviours or attitudes of employees are also relatedly to the transfer of training (Velada & Caetano, 2007).

The discussion of transfer of training from Baldwin and Ford (1988) points out that, transfer of training can be categorize into three different segments which are; trainee characteristics, work environments, and training design. Trainee characteristics include the skills, motivation, and personality traits. Work environments consist of

supervisory or peer support and constraints and chances to absorb positive behaviour on the job. As for the training design factor, it includes principles of learning, sequencing and training content, and learning retention. Research conducted by (Baldwin & Ford, 1998; Ford & Weissbein, 1997; Salas, Cannon-Bowers, Rhodenizer, & Bowers, 1999; Alvarez, Salas, & Garofano, 2004) act as a benchmark has led Burke and Hutchins (2007) to do some innovation to three main factors influencing the transfer of training namely; learning characteristics, intervention design and delivery, and work environment influences. Learning characteristics includes cognitive ability, self-efficacy, motivation, personality, perceived utility/value, career, and locus of control (Burke & Hutchins, 2007). Intervention design and delivery consists of needs analysis, learning goals, content relevance, instructional strategies and methods, stress management strategies, technological support. On the other hand, work environment influences comprises strategic link, transfer climate, supervisor support, peer support, opportunity to perform, and accountability (Burke & Hutchins, 2007).

After reviewing the three primary factors that influence the transfer of training as mentioned by Burke and Hutchins (2007), it is decided to explore more on learning characteristics which is self-efficacy and work environment influences which is supervisor support and transfer climate. This is because, learner characteristics are viewed as one of the most dominant factors largely affecting the transfer of training (Sacket, Gruys, & Ellingson, 1998) as cited in Burke and Hutchins (2007). Moreover, Burke and Hutchins (2007) added, the work environment also give positive impacts during the transfer of training process. Thus, the next section will discuss more on self-efficacy, supervisor support, and transfer climate.

2.2 Review of Literature on Self-efficacy, Supervisor Support, and Transfer Climate

This section review the literature on the independent variables for this study namely self-efficacy, followed with supervisor support, and transfer climate.

2.2.1 Self-Efficacy

Self-efficacy is defined by Chen, Gully, and Eden (2001) as the ability of individual's to be confidence and successfully performing any task even in different situations. According to Burke and Hutchins (2007), self-efficacy is one of the determinants in transfer of training. This is because, the level of human self-efficacy keep changing and influence by many factors. Hence, it open the opportunities to study self-efficacy. Bandura (1982) defined self-efficacy as one's judgments of his or her ability to accomplish a task. In addition, Bandura (1982) had identified four bases of self-efficacy which are; enactive mastery, modelling, verbal persuasion, and arousal. Besides that, Wood and Bandura (1989) suggest, self-efficacy as the employee's ability to determine effective action needed that suits with the environment needs, using various resources in which they are able to mobilize their motivation. Similarly, according to Bandura (1997), efficacy motivate the employees as it influence how they think, feel, and act. Study also proved that self-efficacy are significantly related with the job attitudes (Saks, 1995), training proficiency (Martocchio & Judge, 1997), as well as boost up employees and organization performance (Stajkovic & Luthans, 1998).

So, on the basis of the self-efficacy, one can easily said that it is like a motivation that stimulates the employees to adapt with the situation and helps to accomplish the job (Lippke, Wiedemann, Ziegelmann, Reuter, & Schwarzer, 2009). Personal experiences, family, recreation, faith traditions, and beliefs are some of the factors that shapes the self-efficacy quality in one's life (Allred, Harrison, & O'Connell, 2013). Interesting findings indicated by Allred, Harrison, and O'Connell (2013) found that individual's with high level of self-efficacy will choose challenging tasks and take more responsibility compared with those with low level of self-efficacy. According to Ransom (2012), higher self-efficacy employees also believed to have clear goals, forming achievable strategies, and low self-esteem. Furthermore, Johnson, Hollenbeck, Scott DeRue, Barnes, & Jundt (2013) mentioned, with the high level of self-efficacy, it will largely affect the learning attitudes, greater impact when participating in development activities, and at the same time increase the awareness of the importance of development program for them.

Additionally, in the workplace, self-efficacy are intervened by occupational positions that differ in terms of scope and job hierarchy such as power, authority, empowerment, trust, and creativity (Allred et al. 2013). Besides that, if these factors are poorly managed, it can create conflicts which in turn ruin the organization business as time were taken to solve the internal problems. At the same time, even a minimal communication and feedback from the manager or supervisor will possibly impacted the employee's self-efficacy level (Burk & Hutchins, 2007).

2.2.2 Supervisor Support

Supervisor support refer as the supervisor behave in helping their employees to demonstrate the skills, knowledge, and attitudes collect from the training program (Nijman, n.d.). According to Bhatti et al. (2013), supervisor plays an important roles in training effectiveness. Without getting support from the supervisor, the transfer of training process cannot be successful. This is because the employee will tend to lost focus when they are not monitor or supervise. It is said to be one of the most powerful tools in enhancing transfer of training and supported by numerous studies (Baldwin & Ford, 1988; Ismail et al., 2010; Nijman et al., 2006).

According to Putter (2013), the support can be in terms of emotional, instrumental, and at the same time support which are provided before and after the training program. Providing feedback also would be a form of supervisor support (van der Klink et al., 2001). This is because feedback is relatively seen as part of supervisor support whereby the supervisor identify which area of their employees needs to be improved, encouraging them to join the training program, and help them to apply the learned skills upon completing their job. Apart from that, Ismail et al., (2010) stated that supervisor is also responsible for allocating budget for their employees developmental purpose. This is because, each individual's has the rights to increase their knowledge, skills, and abilities, and hence, this can only be achieved when they undergo the training program provided by the organization.

Further, Goleman (2000) mentioned that good supervisor should be able to develop achievable targets, spread positive attitudes thorough out the organization, as well as increase the employees' awareness on why the training is fundamentally important for

them. Congruently, these objectives are achievable if the supervisor give full support to their employees. The effectiveness of the supervisor support also depends on how the supervisor deals with the employee's whom resist to participate the training activities (Blanchard & Thacker, 2007).

Besides, Blanchard and Thacker (2007) identified that discussion between the supervisors with their employees can also certainly stimulate the transfer of training. This is because, the employees feel that they are valued in the organization. Furthermore, Yarnall (1998) refers supervisor support as the supervisor is care and responsible for their employees career which they will spend time together to discuss the matter, thus taking into account actions to be taken for the sake of the employees' development. As a matter of fact, the supervisor themselves must have basic understanding of development concept before they can facilitate their employees (Karatepe, 2013). This is because when the supervisors have good understanding about the development concept, it increases the employees confidence that their supervisor is qualify and can lead them.

On the other hand, to get the support from the supervisor in ensuring training effectiveness is not as simple as ABC (Burke & Saks, 2009; Chiaburu & Tekleab, 2005; Edwards, 2013). This is because, according to Garavan (1990), among the reasons why sometime supervisor refused to support transfer of training are; the employees lack of awareness regarding the importance of sending employee for training, work overload, and they are not rewarded when they support their employees. Thus, thus neglect their roles as supervisor that should support their employees in training activities. Another concerning attributes, why sometimes the

supervisor is reluctant to give support to their employees is, most of the time they only give negative feedback to their employees rather than positive feedback (Nijman et al., 2006). They only see the negative side of their employees without noticing that their employees have done great job in performing the task, duties, and responsibilities. As a result, the employees feel demotivate, stress, and have high intention to leave the organization (Madi et al., 2011). Nonetheless, supervisor is responsible to give support to their employees as it could eliminate these negatives behaviours from spreading among employees throughout the organization.

2.2.3 Transfer Climate

Another determinants that support the transfer of training in this study is work environment or also known as transfer climate (Rouiller & Goldstein, 1993; Tracey, Tannenbaum, 1995). Ideally, climate can be described as a bond between individual's inner state with his or her work environment such as the culture, structure, and the managerial behaviour (Bates & Khasawneh, 2005; Pham et al., 2013). Such culture, structure, and the managerial behaviour will stimulate the individual's perceptions to their work environment and influences how they will respond into it. Since that, climate was view as salient and meaningful feature in order to make the transfer of training process more effective (Smith & Wiener-Ogilvie, 2009). This is because from the perception, it will lead to the action and assist the organization to apply or transfer the knowledge and skills in ways that help the organization function more effectively (Grossman & Salas, 2011).

In addition, it is important to understand the dynamics that exist between the environment and the individuals participating in the training program prior to initiating any training intervention (Hatala & Fleming, 2007). This is because the dynamics relation will affect and encourage employees to transfer the learned knowledge to the workplace. This phenomenon is due to the influence from employee's perceptions of their experiences with their organization's policies, procedures, practices, and it is accepted within the organization. As a consequence, these will give impact to the employee's actions and behaviour (Hammami et al., 2013a).

On the other hand, poor organization environment such as lack of encouragement, poor facilities, and no rewards given either monetary or non-monetary when apply new knowledge and skills can blocked the transfer of training to occur in organization. Hence, the transfer of training process mostly do not occur at the workplace (Hatala & Fleming, 2007). Moreover, among crucial element in transfer climate is the social support from both peers and supervisor that exists within the organization circle (Cheng & Hampson, 2008; Cheng, Eddie, W.L., Ho, Danny, 2006; Cromwell & Kolb, 2004). The network from the organization circle presumably show that they are significant in making transfer of training process fruitful.

Transfer climate as mentioned by Hatala and Fleming (2007) comprises an employee's views of the supervisor support, able to imply the new learned knowledge and skills derived from the training as it can generate the positive or negative outcomes, and the supportive behaviour portray by the peer. In other words, the working environment is assumed as the key player in enhancing the transfer of

training in the organization because it will increase the participation of the employee's in the development activities. Therefore, it could assist the organization to achieve the vision and mission (Sarros, Cooper, & Santora, 2008; Vijayakumar, 2007). Moreover, through the positive and comfortable work environment, it can enable the smooth process of knowledge sharing and knowledge application (Hammami et al., 2013a).

According to Sookhai and Budworth (2010), the transfer climate are also link to the "transfer problem" that occur in the organization whereby the employee's need to face with the unsupportive behaviour neither from the supervisor nor their peer, and organization poor facilities that can decrease the confidence upon transferring the new knowledge and skills. Sookhai and Budworth (2010) added, even though the training programs are at the best quality, these negative aspects may distort the transfer of training process at the workplace.

Rouiller and Goldstein (1993) conducted a study on the transfer climate that identify the link between workplace climate and behavioural change at the post-training level. In the study, they mentioned that transfer climate comprise two types of cues which is situation and consequence. Situation cues consist of goal, social, task, and self-control cues. On the other hand, consequence cues consist of positive reinforcement, negative reinforcement, punishment, and no feedback. From the study conducted by Rouiller and Goldstein (1993), they found there is significant relationship between transfer climates to the trainee behaviour in the workplace after the trainee have undergone training program. This indicate that transfer climate is accounted for the

explanations for training effectiveness. The findings is also consistent with the study conducted by Xiao (1996), Holton, Bates, and Ruona (2000), and Olsen (1998).

On the other hand, research conducted by van der Klink, Gielen, and Nauta (2001) and Tziner and Haccoun (1991) contradict with other researchers. They found that there is no significant relationship between climate and transfer of training in the organization. Since there is inconsistency of the findings, therefore, it open opportunity to conduct a study on transfer climate because it may contribute to a better understanding of factors affecting transfer of training in organization.

2.3 Underpinning Theory

This section explains the underpinning theory that is appropriate to the present study. Theory that were found relevant with this study is Social Learning Theory (SLT) proposed by Bandura (1971). The Social Learning Theory view human behaviour being driven by inner forces and were influence by the environment. In other words, this theory suggested that positive psychological state such as enthusiastic, confidence, and optimism combine with decisive surroundings, will bring out the best result. For example perseverance, work efficiently, and improve communication in organization or in anywhere. However, if this reciprocal interaction between the psychological state and the surroundings were violated, it will bring negative impact such as dissatisfied, poor task delegation, and inefficiencies. Besides, Bandura pointed out, human functioning relies on three regulatory processes, namely; stimulus, cognitive, and reinforcement control (Bandura, 1971).

For this study, out of the three human functioning, stimulus factor is the most appropriate to apply with this study. This is because all the variables involve in this present study; self-efficacy, supervisor support, and transfer climate are elements that stimulate the transfer of training process. Self-efficacy is the element that stimuli from the inner forces of the human. On the other hand, supervisor support and transfer climate are environmental elements. Further, to function effectively, a person must be able to notice the consequences of different events and courses of action and regulate his or her behaviour accordingly. The ignorance to notice the consequences of different events and courses would make him or her to act blindly. When this happen, perilous drawbacks may encounter such as lack of knowledge and skills, unproductive, and do not give chance to change to be better.

There are two types of stimulus; symbolic conditioning and vicarious conditioning (Bandura, 1971). Symbolic conditioning represents the self-efficacy variable for this study. This is because; symbolic conditioning is a situation whereby the behaviour of a man is shape through experiences. The experience that we had gone through will shape our behaviour. For instance the experiences are contributed from our personal life and our friends' life. From the experience, we will become more mature and responsible in anything that we do. There are quotes which say "experience is the best teacher in our life," and it is undeniably true. The more a person experience, the high self-efficacy that person will demonstrate. In organization, when employee has vast experience, the higher the chances for them to apply the knowledge they have to their work. This is because, they believe they are able to perform any task even in different situation.

On the other hand, vicarious conditioning is suitable to represent supervisor support and transfer climate. Vicarious conditioning is the situation in which external factor may affect our reactions. The support from supervisor and the transfer climate can affect employee's reaction to the transfer of training process in organization. For example feedback and encouragement from the supervisor, supportive environment, and employee's is noticed when they apply the learned skills to their workplace are some examples of activities that can affect the employees reaction in organization. Besides, when the employees were treated well, they tend to treat the people and organization in good ways such as give high commitment to the work and reduce the intention to leave the organization (Bandura, 1977).

2.4 Relationship between Self-efficacy, Supervisor Support, Transfer Climate and Transfer of Training

This subsection explain the relationship between self-efficacy, supervisor support, transfer climate and transfer of training in organization whereby it indicated past studies that show the relationship between the three variables and transfer of training.

2.4.1 Relationship between Self-efficacy and Transfer of Training

The study conducted by Burke and Hutchins (2007) show that there is a relationship of self-efficacy and transfer of training. According to them, self-efficacy is one of the determinants in transfer of training. This is because, the level of human self-efficacy keep changing and influence by many factors. Hence, it opens the opportunities to study self-efficacy. Self-efficacy is believed to influence how individual behaviour to achieve the goals that they set for themselves (Lippke et al., 2009). Therefore, the higher the self-efficacy, the higher chances for individual to achieve what they want.

On the other hand, the lower the self-efficacy, the lower chances for individual to achieve what they have targeted.

In addition, Sookhai and Budworth (2010) performed a study to examine the role of self-efficacy in transfer of training. Interestingly, they found self-efficacy is significantly related to transfer of training. Moreover, researcher revealed that, self-efficacy reflect motivation for development and its application of learned skills on the job.

A study in Saudi Arabia conducted by Al-Eisa, Furayyan and Alhemoud (2009) proved that self-efficacy influence on the transfer of training. In addition, Claiborne (2002) shows that self-efficacy impact transfer of training in organization. In line with that, Chiaburu and Marinova (2005) demonstrate that self-efficacy plays an important factor on transfer of training. This is because it solely depends on the inner-beliefs of oneself to be confidence on what they do in their life especially to their job. Besides, researchers also found that self-efficacy received a strong support as the determinants in transfer of training (Al-Eisa et al., 2009; Bruning et al., 2013; Chiaburu & Marinova, 2005; Davis, Fedor, Parsons, & Herold, 2000; Ransom, 2012; Sanjeevkumar & Yanan, 2011). Therefore, on the basis of the above discussion about self-efficacy and transfer of training, the following hypothesis is proposed:

H1: Self-efficacy is significantly and positively influence the transfer of training in the organization.

2.4.2 Relationship between Supervisor Support and Transfer of Training

This section explain relationship between supervisor support and transfer of training from studies whom successfully show there is a relationship between supervisor support and transfer of training.

Study conducted by van der Klink et al. (2001) and Suzana et al., (2011) found that, supervisor support as one of the determinants in transfer of training. This is because supervisor spent most of their time to be with the employees and they know the employees much better than the top management.

Moreover, supervisor determine which employee should go for training. After attended the training, supervisor give support by encouraging the employee to apply the information to their work. It is important in order to make the transfer of training process occur at the workplace. Thus, it can obtain the designated outcome from the training such as increase knowledge, skills, and abilities.

Similarly to that, Lisa (2008) reveal that, supervisor support give impact to transfer of training process in organization. This is because, when the employee receive support from their supervisor it can increase employee readiness to transfer the information to their work. In addition, feedback from the supervisor is one of the way to show support in transfer of training. Researchers such as Karatepe (2013), Park and Wentling (2007), Velada, Caetano, Michel, Lyons, and Kavanagh (2007), positively found that supervisor support plays a vital role on transfer of training in the organization.

Therefore, the following hypothesis is proposed for this study to identify whether supervisor support is significant to the transfer of training in organization.

H2: Supervisor support is significantly and positively influence the transfer of training in the organization.

2.4.3 Relationship between Transfer Climate and Transfer of Training

This subsection discover relationship between transfer climate and transfer of training.

As discussed earlier, transfer climate have received attention because it is significantly related with transfer of training in organization. Research done by Sookhai and Budworth (2010) showed that transfer climate is significant and positively related to transfer of training. This is because, good organization climate such as opportunity to practice what they have learned from the training, rewarded when shows skilful quality after undergone the training are some of the examples of good transfer climate.

The study conducted in China by Zhang and Begley (2011) also found that transfer climate is closely related and has positive relationship with transfer of training process. This is because, as soon as the employees complete attending the training, they are eager to transfer the skills to the job. Hence, good transfer climate is important in transfer of training. Researchers such as Hammami, Amara, and Landry (2013); Sanjeevkumar and Yanan, (2011); Snoek and Volman (2014); Tracey amd Tews (2005) also found that transfer climate is significant to transfer of training.

On the basis of the discussion about transfer climate and transfer of training, the following hypothesis is proposed:

H3: Transfer climate is significantly and positively influence the transfer of training in the organization.

2.5 Research Framework

Figure 2.1 illustrates the research framework for this study which is adapted from (Baldwin & Ford, 1988). There are three independent variables for this study which are self-efficacy, supervisor support, and transfer climate. The dependent variable for this study is transfer of training. To link the framework with the Social Learning Theory (SLT) developed by Bandura (1971), it can be seen that self-efficacy can be consider as the symbolic conditioning because it is an internal factor that can influence the transfer of training in the organization. As for supervisor support and transfer climate, both variables are classified under vicarious conditioning because these variables are the external factors that influence the transfer of training in the organization.

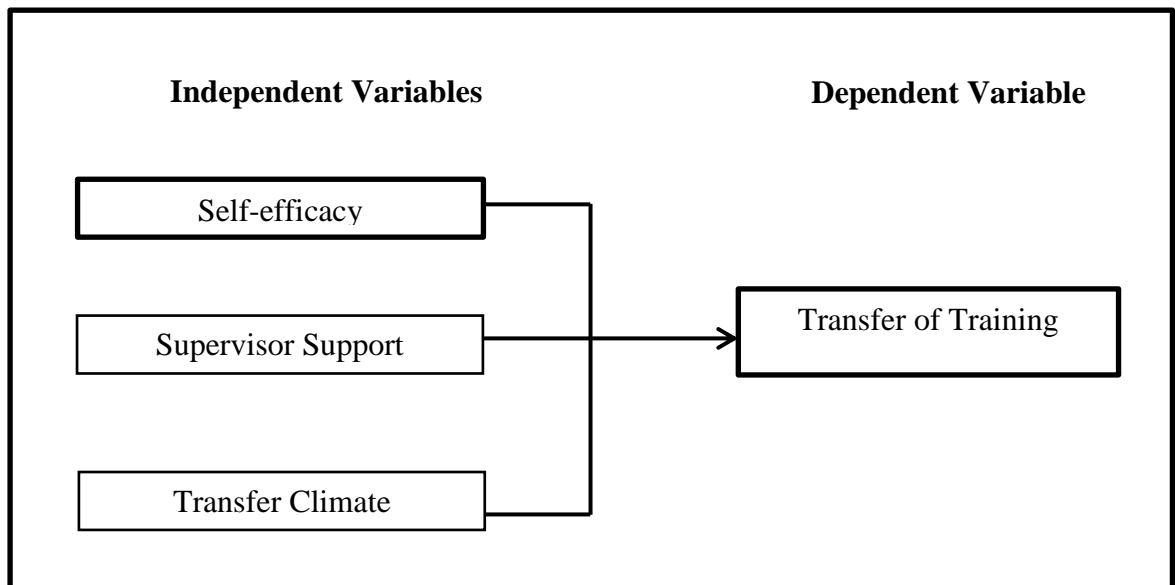


Figure 2.1 Research Framework

2.6 Conclusion

This chapter presented the review of literature focused on the influence of self-efficacy, supervisor support, transfer climate, and transfer of training. In the following chapter, the researcher will describe the procedures and methodology that were used for data collection and analysis in this study.

CHAPTER 3

METHODOLOGY

3.1 Introduction

This chapter explains the research design and method used to obtain the required data for answering the research questions. The purpose of this research is to examine if self-efficacy, supervisor support, and transfer climate influence the transfer of training at a public organization in Kedah Darul Aman. In this regard, this chapter will deliberate on the research design, measurement, data collection procedures, and data analysis techniques.

3.2 Research Design

The purpose of this research is to examine factors that influence the transfer of training in the organization as there are many factors related to the transfer of training process in organizations. The research is to measure how self-efficacy, supervisor support, and transfer climate influence the transfer of training.

This study is a quantitative research design. A quantitative research design involves mostly numerical data (Chua, 2012). In addition, by using quantitative study; the data collected is analysed using descriptive statistical and inferential statistics. Besides, according to Chua (2012), quantitative methods enable one to “answer questions

about relationships among measured variables with the purpose of explaining, predicting, and controlling phenomena”.

A cross-sectional study was chosen for this study. This is because, according to Cavana, Delahaye and Sekaran (2001), cross-sectional study allow the researcher to integrate related literature, pilot study, and the actual survey as main procedure to obtain data for this study. It is mentioned that data obtain from cross-sectional study is less biased and more accurate (Sekaran & Bougie, 2009). In addition, due to the time constraint and limited time given to collect the data, cross-sectional is more applicable rather than a longitudinal study. Although longitudinal study will provide the cause-effect results, it takes longer to obtain the results. Thus, longitudinal study is not applicable in this study.

The data for this study is collected through self-administered questionnaires. The questionnaires are completed using a self-report, pen and paper. As for maintaining the ethical guidelines to prevent sensitive issue from arising during the data collection, a cover letter is include to stressed that the individual responses would be treated as confidential.

3.2.1 Unit of Analysis

The unit of analysis for this study is individual. This is to identify how self-efficacy, supervisor support, and transfer climate affect the transfer of training at the individual level in the organization. Employees are the prime asset in the organization, as without them, organization cannot run their business operation. They are considered the most valuable asset of the organization, send for training to increase their

knowledge and competency upon completing their job tasks. The output from the training program attended can be used to apply what they have learned from the training program into their jobs. This process is called the transfer of training. When this process successfully occur, they can perform their job tasks better and help organization to achieve the mission and vision apart from increasing the productivity.

As transfer of training process plays an important role in the organization, it is essential to conduct a study on how individual factor such as self-efficacy and organizational factors such as supervisor support, and transfer climate influence transfer of training in the organization.

3.2.2 Population and Sample

The population consist of all employees who work with the Kedah State Government. There are many division at the organization and the researcher seek for approval to conduct the study to various division at the organization. However, only one division's, which is the Economic Planning Unit (UPEN), is willing to participate in this study. Thus, the sample for this study stems from employees at the Economic Planning Unit (UPEN).

The population at Economic Planning Unit (UPEN) comprise of 375 employees which include the management and the support staffs. The targeted group for this study are the support staffs. This is because, the organization daily operation are largely supported by them. Hence, they should demonstrate skill and competence at their work. Aligning with that, training program can facilitate the staff to be skilful and competence which could assist the Kedah state Government to become a

developed state by year 2015. Essentially, it is important to study factors that influence the transfer of training as it can open room to understand how they utilize the transfer of knowledge and skills from the training program to the work environment.

The support staff at the Economic Planning Unit (UPEN) consist of 189 employees. Since the number is small, all employees are taken as the sample of the study. Due to only one division's is willing to participate in the study, complete enumeration or census is applied. Census is defined as a study of every unit, everyone or everything in a population, which means a complete count (Baffour & Valente, 2012). Normally census is applied when it comes to measurement of specific phenomenon especially when the population is small. Besides, the data can be used as a benchmark for future studies and the results would be better when it is widely applied (Baffour & Valente, 2012).

3.3 Measurement

The data is collected through survey which consist of multiple questions. The questionnaire contains quantitative measures of transfer of training, self-efficacy, supervisor support, transfer climate and demographic information. In the demographic section, respondents were asked to provide information on gender, age, education, monthly salary, tenure in organization, times attended the training program, time they attended a training program, closeness of the training program to their job, and employee objective during the training program.

The questionnaires were distributed in bilingual (English and Malay) which contain 45 questions and are divided into 5 sections as stated in Table 3.1. The full version of questionnaire is exhibited in Appendix 1.

Table 3.1
Questionnaires Section

Questionnaire Section	Description
Section one	Consists of 6 questions to measure transfer of training.
Section two	Comprises of 8 questions to measure self-efficacy.
Section three	Comprises of 6 questions to measure supervisor support.
Section four	Consists of 15 questions to measure transfer climate.
Section five	Comprises of respondent's demographic information such as gender, age, education, monthly salary, tenure in organization, times attended training program, last time attended a training program, closeness of the training program to the job, and employee objective of the training program.

The next section explains the instrument and the operational definition used to measures the variables in this present study.

3.3.1 Dependent Variable

The following subsection explains the instrument and operational definition to measures transfer of training.

3.3.2 Transfer of Training

The instrument for the dependent variable used for this study is adapted from Xiao (1996) which comprise of 6 items. Researchers such as Burke and Saks (2009), Jaidev and Chirayath (2012), and van der Klink et al. (2001) used this instrument in their studies. In terms of Cronbach Alpha, Xiao (1996) obtain .83, Jaidev and Chirayath (2012) obtain .91, and Burke and Saks (2009) gets .79, and research done by van der Klink et al. (2001) indicate results of .77 which makes this instrument valid and reliable. According to Chua (2012), the high Cronbach's Alpha value makes the instrument reliable and suitable to use for study. The seven-point Likert scale (1 = strongly disagree to 7 = strongly agree) is use in this questionnaires. The operational definition and the items are illustrated in Table 3.2.

*Table 3.2
Operational Definition and Items for Transfer of Training*

Variable	Operational definitions	Items
Transfer of training	The employee's proficiency to utilizes the relevant learning experiences and increase their capacity which resulted to work more excellent.	1. Using the new knowledge, skill, and ability has helped me improve my work. 2. I can accomplish my job tasks faster than before training. (R) 3. I have accomplished my job tasks faster than before training. (R) 4. I can accomplish job tasks better using new knowledge, skill, and ability. 5. The quality of work has improved after using new knowledge, skill, and ability. 6. I make fewer mistakes in production when using new knowledge, skill, and ability.

Source: Xiao (1996)

R = reverse coding

3.4 Independent Variables

The following subsections reveal the instrument and the operational definition of the independent variables for this study such as self-efficacy, supervisor support, and transfer climate.

3.4.1 Self-Efficacy

The instrument used for self-efficacy is adapted from Chen, Gully and Eden (2001) which comprise of 8 items. Past researchers such as Song and Chon (2012), Ng and Earl (2008), and Watson (2007) had used this instrument and proven its high reliability. For instance, study performed by Chen, Gully and Eden (2001) found the Cronbach Alpha for this instrument being .88, Song and Chon (2012) indicate the reliability results of .76, Ng and Earl (2008) demonstrate the reliability of .86, while Watson (2007) reveal results of .73. According to Chua (2012), the high Cronbach's Alpha value makes the instrument reliable and suitable to use for study. The seven-point Likert scale (1 = strongly disagree to 7 = strongly agree) was used in this questionnaires. Table 3.3 show the operational definition and the items for the self-efficacy measures.

Table 3.3
Operational Definition and Items for Self-Efficacy

Variable	Operational definition	Items
Self-efficacy	The individual's tendency and successfully performing the duty even though in different circumstances.	<ol style="list-style-type: none"> 1. I will be able to achieve most of the goals that I have set for myself. 2. When facing difficult tasks, I am certain that I will accomplish them. 3. In general, I think that I can obtain outcomes that are important to me. 4. I believe I can succeed at most any endeavour to which I set my mind. 5. I will be able to successfully overcome many challenges. 6. I am confident that I can perform effectively on many different tasks. 7. Compared to the other people, I can do most tasks very well. 8. Even when things are tough, I can perform quite well.

Source: Chen, Gully and Eden (2001)

3.4.2 Supervisor Support

The instrument used in this study is adapted from Yarnall (1998) which comprise of 5 items. Researchers such as Chiaburu and Marinova (2005), and Ellinger, Ellinger, and Keller (2003) had utilized the instrument in their study. The Cronbach Alpha reveal in study performed in Yarnall (1998) is .92, study performed by Chiaburu and Marinova (2005) show the reliability of .95, and Ellinger, Ellinger and Kellerv (2003) reveal the reliability of .86. According to Chua (2012), the high Cronbach's Alpha

value makes the instrument reliable and suitable to use for study. The high reliability shows the instrument is valid and reliable. The seven-point Likert scale (1 = strongly disagree to 7 = strongly agree) was used in this questionnaires. Table 3.4 indicate the operational definition and items for supervisor support.

*Table 3.4
Operational Definition and Items for Supervisor Support*

Variable	Operational definition	Items
Supervisor support	The supervisor care and responsible for their employees career which they will spend time together to discuss the matter, thus taking into account actions to be taken for the sake of employees' development.	<ol style="list-style-type: none"> 1. My manager shows me how to improve my performance. 2. My manager let me know how well I am performing. 3. My manager utilizes a variety of methods to assist me with my development. 4. My manager has the skills to coach me effectively in my development. 5. My manager views developing staff as an important aspect of his/her job.

Source: Yarnall (1998)

3.4.3 Transfer Climate

The instrument used for transfer climate is adapted from Tracey and Tews (2005) which comprise of 15 items. Researchers who had utilize this instrument are Velada, Caetano, Michel, Lyons, and Kavanagh (2007) with the Cronbach Alpha .78, and Hutchins (2009) with the Cronbach Alpha .74, while study performed by Tracey and Tews (2005) indicate Cronbach Alpha being .75. This demonstrate that the instrument is valid and reliable. According to Chua (2012), the high Cronbach's Alpha value makes the instrument reliable and suitable to use for study. The seven-

point Likert scale (1 = strongly disagree to 7 = strongly agree) used in this questionnaires. The operational definition and items for transfer climate is exhibited in Table 3.5.

*Table 3.5
Operational Definition and Items for Transfer Climate*

Variable	Operational definition	Items
Transfer climate	Transfer climate is the shared perceptions of employees concerning the practices, environment, and behaviours that get rewarded and supported in a work setting.	<ol style="list-style-type: none"> 1. Supervisors give recognition and credit to those who apply new knowledge and skills to their work. 2. Supervisors match associates' needs for personal and professional development with opportunities to attend training. 3. Independent and innovative thinking are encouraged by supervisors. 4. Top management expects high levels of performance at all times. 5. Top management expects continuing technical excellence and competence. 6. Gaining new information about ways to perform work more effectively is important in this organization. 7. Job assignments are designed to promote personal development. 8. Learning new ways of performing work is valued in this organization. 9. Work assignments include opportunities to learn new techniques and procedures for improving performance. 10. There is a strong belief that continuous learning is important to successful job performance. 11. There is a performance appraisal system that ties financial

rewards to use of newly acquired knowledge and skills.

12. This organization offers excellent training programs.

13. Employees are provided with resources necessary to acquire and use new knowledge and skills.

14. There are rewards and incentives for acquiring and using new knowledge and skills in one's job.

15. This organization rewards employees for using newly acquired knowledge and skills on the job.

Source: Tracey and Tews (2005)

3.5 Translation of Questionnaires

The original version of the questionnaires is in English. In order for the respondents to clearly understand all the items questions as well as obtain good result, the questionnaires are translated into Bahasa Malaysia. This is because, most of the support staff at the organization do not have high proficiency of the English language. Therefore, to ensure greater understanding of the questionnaires, it is proper to translated to Bahasa Malaysia. The back to back translation process are done with the help of lecturer from UUM Language Centre. Moreover, to determine whether translation is properly translated, it was checked and validated by the Human Resource lecturer. It is to ensure that the words and sentences is appropriate and suitable with the environment and culture under the study.

3.6 Pilot Study

Before the actual data collection were performed, the researcher conducted a pilot study. The aims of the pilot study is to ensure reliability of measurement that will be used for the study (Chua, 2012). One week is allocated to complete the pilot study from 5th October to 12th October 2014. The participants were chosen among the support staff from one of the public organization in Seberang Perai Utara, Pulau Pinang. During the pilot study, 30 respondents were involved. The questionnaires were distributed via e-mail to the respondents. The respondents responded by sending back the questionnaires to the researcher via e-mail.

A reliability analysis were carried out on items for each of the variables in this pilot study. Based on the analysis, the results showed that all the items were reliable. This is because all of the items were above 0.70. According to Sekaran and Bougie (2009), the acceptable Cronbach Alpha values are 0.70 and above and those above the range of 0.80 is considered good and reliable. The reliability results showed that the Cronbach Alpha's value for each variable as illustrated in the Table 3.6. Due to its reliability, the instrument is valid and can be proceed to the actual data collection process.

Table 3.6
The Result of Reliability Analysis for Pilot Study

Variables	Number of Items	Cronbach Alpha
INDEPENDENT VARIABLES		
Self-efficacy	8	.72
Supervisor Support	5	.73
Transfer Climate	15	.88
DEPENDENT VARIABLE		
Transfer of Training	6	.72

3.7 Administration of Questionnaire

Before the survey was carried out, initial contacts with targeted organization were made on 2nd October 2014 by cover letter and a sample copy of the questionnaire was attached. After a few days, the organization responded and agreed to participate in the study.

After the permission was granted, the researcher asked for the list of staffs. The data collection process were carried out on 19th October 2014 whereby 189 copies of the questionnaires were distributed. To ease the process, boxes were provided and was put at the unit's officer desk for the staff to put the questionnaires after they have answered it. After one week, the researcher went back to collect the boxes that contains the questionnaires. Out of 189 questionnaires distributed, 158 were collected which constituted to 83.60% of the response rate. From the 158 questionnaire, 16 (8.47%) were unusable because the respondents did not complete the questionnaires.

Therefore, the remaining of 142 copies which constituted 75.13 % were used for further analysis.

3.8 Data Analysis Techniques

The data collected for this study were analysed using the Statistical Package for the Social Sciences (SPSS version 20.0). All the items and variables were coded before being entered in the computer. After the data were keyed in, the Descriptive Analysis were carried out to see the respondent's demographic characteristics such as gender, age, marital status, highest academic qualification, monthly salary, and tenure in organization. After that, Factor Analysis were performed. The main purpose of Factor Analysis is to help categorize the items for each dimension of the independent and dependent variables such as transfer of training, self-efficacy, supervisor support, and transfer climate. Besides, the sampling adequacy, Kaiser-Meyer Olkin (KMO) test was also used in this study.

In addition, the Cronbach alpha coefficients were computed using reliability analysis to investigate the consistency and reliability of the instrument. Moreover, Pearson Correlation Analyses were used to examine the relationship between independent variables (self-efficacy, supervisor support, and transfer climate) with the dependent variable (transfer of training). Last but not least, Multiple Regression Analysis were also performed to determine which variables significantly influence transfer of training.

3.9 Conclusion

This chapter discusses on the method used in this study which include the introduction, the research design, measurement for the dependent variable as well as independent variables, data collection and administration, and the data analysis techniques. In addition, the pilot study result were also presented in this chapter as it act as an evidence for the reliability before the actual data collection conducted. Therefore, the next chapter will discuss the findings of this study.

CHAPTER 4

FINDINGS

4.1 Introduction

In this chapter, the results of the study are obtained using factor analysis, descriptive statistics (frequencies and percentage), reliability analysis, and inferential analysis (Pearson Correlation and Multi-Regression). The analysis began with the factor analysis and followed with an examination of reliability. Further, descriptive analysis were used to analyse the respondents' demographic information such as gender, age, marital status, highest academic qualification, monthly salary, tenure, times the organization send employees to the training program, last time attended a training program, how the training program related to the job, and employees goal during the training program. The analysis continued with the inferential analysis to determine the relationship between independent variables (self-efficacy, supervisor support, transfer climate) and the transfer of training as the dependent variable.

4.2 Respondent's Demographic Information

The respondents' demographic information as shown in Table 4.1. Based on the table, the male respondents are largely involved in this study whereby they accounted for the 73 respondents (51.4%). In addition, the result also show that the dominant age category involved in this study were between 18-40 years old with a total 128 respondents (90.1%). As for marital status, most of the respondents participated in

this study were married (57.7%). The result also show that 49 respondents (34.5%) have at least Diploma, while 43 respondents (30.3%) have Bachelor's Degree as their highest academic achievement.

In terms of monthly salary, 90 respondents (63.4%) are paid between RM 1501 – RM 2500. Only one respondent (0.7%) received less than RM 1000 per month. In terms of tenure in the organization, most of the respondents had been working between one to three years (33.8%). Besides that, 60 respondents (42.3%) were sent four to six times of training programs this year, while only one (0.7%) had gone to more than 10 times of training this year. 115 respondents (81.0%) have attended training programs for the last 3 months, while only one (0.7%) have attended training program in the last 12 months.

In addition, 83 respondents (58.5%) stated that the training programs they attended are job specific, while, 59 respondents (41.5%) stated the training programs attended are job related. However only 62 respondents (43.7%) stated they attended training programs because they wanted to increase their skills at work.

Table 4.1
Respondents' Demographic Characteristics

Demographic Characteristics	Frequency	Percentage (%)	
Gender	Male	73	51.4
	Female	69	48.6
Age	18-30 years old	94	66.2
	31-40 years old	34	23.9
	41-50 years old	12	8.5
	51 and above years old	2	1.4
Marital Status	Single	55	38.7
	Married	82	57.7
	Divorce/ separated	5	3.5
Highest Academic Qualification	SPM	31	21.8
	STPM	14	9.9
	Diploma	49	34.5
	Bachelor's Degree	43	30.3
	Others	5	3.5
Current Monthly Salary	Less than RM1000	1	0.7
	RM1000 - RM1500	19	13.4
	RM1501 - RM2000	49	34.5
	RM2001 - RM2500	41	28.9
	RM2501 - RM3000	27	19.0
	RM3001 - RM3500	5	3.5
Tenure in Organization	Less than a year	27	19.0
	1 – 3 years	48	33.8
	4 – 7 years	34	23.9
	7 – 10 years	15	10.6
	More than 10 years	18	12.7
How many times have the organization send you to the training program this year	None	8	5.6
	1 – 3 times	51	35.9
	4 – 6 times	60	42.3
	7 – 10 times	22	15.5
	More than 10 times	1	0.7
When is the last time you attended a training program	Last 3 months	115	81.0
	Last 6 months	23	16.2
	Last 12 months	1	0.7
	More than 1 year	2	1.4
How close was the training program you attended relate to your job	Job specific	59	41.5
	Job related	83	58.5
What is your objective of the training program attended	To gain knowledge	52	36.6
	To increase skills	62	43.7
	To change attitudes	13	9.2
	To increase overall productivity	15	10.6
Total	142	100.0	

4.3 Factor Analysis

The purpose of factor analysis is to categorize the suitable items for each dimension of independent variables, namely self-efficacy, supervisor support, and transfer climate in order to know the sampling adequacy. Thus, the Keiser-Mayer Olkin (KMO) test was used in this study. From the analysis result, the reliability test for independent variables and dependent variable were conducted. The Cronbach Alpha results were used to measure the consistency and reliability of the items. The redundant and invalid items in the same factor were eliminated and were not be used for further analysis. The results of Factor Analysis were discussed as follows:

4.3.1 Factors Affecting Transfer of Training (Self-efficacy, Supervisor Support, Transfer Climate)

Before the factor analysis were performed, transfer of training variable consist of six items, self-efficacy consist of eight items, supervisor support consist of five items, and transfer climate consist of 15 items. The rotated component matrix of 34 items with four factors was loaded at 0.40 in order to get the adequacy valid items for further analysis. The rotation of 34 items of factors affecting transfer of training produced four factors namely transfer of training (Factor 1), self-efficacy (Factor 2), supervisor support (Factor 3), and transfer climate (Factor 4). 11 items were eliminated (TOT1, TOT2, TOT3, SE1, SE3, SE4, SE5, SE6, TC2, TC5, TC11, TC12) from further analysis due to cross loading. Table 4.2 illustrate the rotated component matrix and Table 4.3 indicates the percentage of variance for factor 1, 2, 3, and 4.

Table 4.2
Summary of Exploratory Factor Analysis result for Transfer of Training

Rotated Component Matrix				
Factor Loading				
	F1	F2	F3	F4
TOT 4	.874			
TOT 5	.628			
TOT 6	.855			
SE 2		.845		
SE 7		.848		
SE 8		.770		
SV 1			.848	
SV 2			.846	
SV 3			.803	
SV 4			.776	
SV 5			.711	
TC 1				.599
TC 3				.791
TC 4				.858
TC 6				.855
TC 7				.794
TC 8				.632
TC 9				.715
TC 10				.799
TC 13				.600
TC 14				.813
TC 15				.653

*Note :-

TOT > Transfer of Training

SE > Self-efficacy

SV > Supervisor Support

TC > Transfer Climate

Table 4.3
The Percentage of Variance for Factor 1, 2, 3, and 4

Factors	KMO	Number of Items	Percentage of variance (%)
Factor 1: Transfer of Training	.632	3	60.33
Factor 2 : Self-efficacy	0.75	3	58.26
Factor 3 : Supervisor Support	0.74	5	63.77
Factor 4 : Transfer Climate	0.78	11	63.69
Total		22	

4.4 Reliability Analysis

A reliability analysis was carried out on items for each of the variables. Based on the analysis, the results showed that all the items were reliable. This is because all of the items were range above 0.70. The acceptable Cronbach Alpha values according to Sekaran and Bougie (2009) is 0.70 and above and those above the range of 0.80 is considered good and reliable. The Cronbach Alpha possesses by self-efficacy is 0.73, supervisor support reveals 0.85, transfer climate show 0.75, while transfer climate demonstrate 0.73. Hence, the reliability results showed that the Cronbach Alpha's value for each variable as illustrated in Table 4.3.

Table 4.4
The Result of Reliability Analysis

Variables	Number of Items	Cronbach Alpha's
INDEPENDENT VARIABLES		
Self-efficacy	3	0.73
Supervisor Support	5	0.85
Transfer Climate	11	0.75
DEPENDENT VARIABLE		
Transfer of Training	3	0.73

4.5 Correlation Analysis

This section presents the result of Pearson Correlation Statistical analysis conducted to identify the relationship between the independent variables (self-efficacy, supervisor support, and transfer climate) and dependent variable, transfer of training. This section also reveal the hypothesis testing in this study.

As presented in Table 4.4, there was significant and positive relationship between self-efficacy, supervisor support, and transfer climate with the transfer of training. The highest variable that correlate with transfer of training is transfer climate ($r = .422^{**}$, $n = 142$, $p \leq 0.01$), followed with supervisor support ($r = .342^{**}$, $n = 142$, $p \leq 0.01$), and self-efficacy ($r = .338^{**}$, $n = 142$, $p \leq 0.01$). However, even though all of these variables has significant and were positively correlated with the transfer of training, the correlations are considered as low according to the Chua (2012) correlation as there are many reasons that contribute to this matter.

The mean and standard deviation values were also presented in the table. The respondents' from 142 support staff have provided the following mean and standard deviation results as shown in Table 4.5. Based on the result, independent variable two; supervisor support, has the highest mean among the three independent variables, which is 5.69, followed by self-efficacy, which is 5.69, and transfer climate which is 5.61. The mean for the dependent variable, transfer of training is 5.72.

The analysis also shown that supervisor support has the highest standard deviation among the three independent variables (.85), followed by transfer climate (.61), and self-efficacy (.57).

Table 4.5
Correlations and Descriptive Statistics

Variables	Mean	Std Deviation	1	2	3
1. Transfer of Training	5.72	.64	1		
2. Self-efficacy	5.69	.57	.338**	1	
3. Supervisor Support	5.69	.85	.342**	.129	1
4. Transfer Climate	5.61	.61	.422**	.493**	.538**

** $p < 0.001$ (1 – tailed) , n = 142

4.6 Multiple Regression Analysis of the Variables

The regression analyses of the relationship were carried out on the following categories:

1. Multiple regression analysis between self-efficacy and the transfer of training.
2. Multiple regression analysis between supervisor support and the transfer of training.
3. Multiple regression analysis between transfer climate and the transfer of training.

Hence, the results of these analyses were presented in Table 4.6 respectively.

4.6.1 Multiple Regression Result of Self Efficacy, Supervisor Support, and Transfer Climate on Transfer of Training

Table 4.6 show the multiple regression results of self-efficacy, supervisor support, and transfer climate on the transfer of training. The result of the regression revealed that the variables; self-efficacy, supervisor support, and transfer climate jointly explained 22.7% ($r^2 = 0.227$, $F = 13.434$, $p \leq 0.05$) variance related to the transfer of training. Besides, self-efficacy being the most significant variables that influence transfer of training with ($\beta = .234$, $p \leq 0.05$), followed by transfer climate ($\beta = .224$, $p \leq 0.05$), and self-efficacy ($\beta = .149$, $p \leq 0.05$). The remaining 77.3% variance could be caused by other variables that are not covered in this research.

Table 4.6
Multiple Regression Result of Self Efficacy, Supervisor Support, and Transfer Climate on the Transfer of Training

Variables Entered					
	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	2.279	.561		4.059	.000
Self-efficacy	.234	0.99	.208	2.364	.019
Supervisor Support	.149	.068	.199	2.190	.030
Transfer Climate	.224	.109	.213	2.057	.042

R Square = .227
 F = 13.434
 R = .477

*p < 0.05

Table 4.7 shows the summary of the hypothesis testing in this study. The hypothesis were proposed earlier in Chapter 2. After the results were obtained, whereby the significant level, $p < 0.05$, it has made all the proposed hypothesis in this study are accepted. It reveals that self-efficacy, supervisor support, and transfer climate are significantly and positively influence the transfer of training in the organization.

Table 4.7
Summary of Hypothesis Testing

Hypothesis Statement	Finding
H1: Self-efficacy is significant and positively influence the transfer of training in the organization.	Accepted
H2: Supervisor support is significant and positively influence the transfer of training in the organization.	Accepted
H3: Transfer climate is significant and positively influence the transfer of training in the organization.	Accepted

4.7 Conclusion

The chapter presented the analysis results of the study. Four types of statistical analysis were conducted in this study. The first analysis performed is the factor analysis. The second analysis conducted were the reliability analysis on each variable and followed by descriptive analysis. The purpose of descriptive analysis is to look at the respondents' demographic information. The fourth analyses used are two main statistical analyses namely Correlation and Regression analyses. This is because, these level of analyses enable to identify the relationship between self-efficacy, supervisor support, and transfer climate with transfer of training.

As a summary, the results of the study showed that self-efficacy, supervisor support, and transfer climate demonstrate significant relationship with transfer of training. The results also indicated that, the three hypothesis proposed in this study are accepted. Moreover, the multi regression results are also able to prove that all the variables are significantly related with the transfer of training. The next chapter will discuss the findings, provide recommendations, and make conclusion.

CHAPTER 5

DISCUSSION, RECOMMENDATIONS AND CONCLUSIONS

5.1 Introduction

This chapter discuss the findings accomplished in Chapter 4. This chapter were divided into three separates section namely, the discussion of each variables with the dependent variable, recommendation, followed by the limitation of the study and end with conclusion.

This study was conducted to examine if self-efficacy, supervisor support, and transfer climate influence the transfer of training at a public organization in Kedah Darul Aman. The specific objectives are (i) to examine the influence of self-efficacy on transfer of training, (ii) to determine the influence of supervisor support on transfer of training, and (iii) to identify the influence of transfer climate on transfer of training.

This study was designed to use a cross-sectional research design. This study was conducted at the Economic Planning Unit (UPEN) Kedah. Moreover, the respondents comprised of 142 support staff and a self-administered questionnaire was used as the instrument. Before the actual data collection, it was first pre-tested for its reliability. The data collected consist of instruments that represent self-efficacy, supervisor support, transfer climate, and transfer of training variables. A seven-point Likert Scale was used to measure the variables. The demographic information comprise of the respondent's gender, age, marital status, highest academic qualification, monthly

salary, tenure in the organization, frequency the organization send employees to the training program, last time they attended a training program, and the respondent's objective during the training program. For this study, factor analysis, reliability analysis, descriptive analysis, and inferential analysis which are Pearson Correlation and Multiple Regression were utilized.

The following section discusses the objectives of the study.

5.2 Relationship between Self-Efficacy and Transfer of Training

The first research objective for this study is to examine the influence of self-efficacy on transfer of training. Based on the correlation and regression result in Table 4.4 and Table 4.6, there is a significant and positive relationship between self-efficacy and transfer of training ($r = .338^{**}$, $n = 142$, $p \leq 0.01$) and ($\beta = 2.34$, $p \leq 0.05$). Therefore, self-efficacy does influence transfer of training.

This is because self-efficacy is significant on transfer of training and play a vital role in organization especially the unit involved in this study. From the findings, male employees are the larger respondents in this study compared to female employees. This is because by nature, male are dominator. Due to the nature, they should demonstrate high self-efficacy. Their role as dominator has made them key player in decision making, problems solving, and the breadwinner of the family. In line with these, they need to have and believe in their capabilities and try to overcome obstacles that could affect their life.

Further, the significant relationship between self-efficacy and transfer of training are being contributed by the age of employees involved in this study. In the age group of 18-30 years old, employees are energetic, high in spirit, and have high motivation. Thus, they are eager and would strive to achieve what they targeted. The academic qualification also influences the level of self-efficacy among the employees at the unit whereby most of them are Diploma and Degree holder. The high academic qualifications enable them to have high self-efficacy because they believe with the knowledge they have, they are able to do the job better and be more excellent. Besides, the frequency of training attended helps the employees to have high level self-efficacy as indicated from the findings in this study. Most of them attended training more than 3 times in a year. Thus, they gain more knowledge and skills that could help them to increase their abilities performing job.

The findings hope to increase the existing literature and knowledge regarding how self-efficacy impact transfer of training specifically and the process of employee's development generally. This finding is similar to the study by Chen, Gully, and Eden (2001) and Allred, Harrison and O'Connell (2013) whereby self-efficacy is significant to transfer of training in organization. This is similar because Chen, Gully, and Eden (2001) and Allred, Harrison and O'Connell (2013) also performed their study to the public organization and support staff was taken as the respondents.

Since self-efficacy is one of the component in social cognitive theory and it had receive attention from organizational researcher such as Schwoerer, May, Hollensbe, and Mencl (2005). They agreed that the self-efficacy mentioned by Bandura (1986) as the inner-state of oneself to understand, organize and increase the employees

confidence to perform the task. This positive behaviour is important to be applied in anything we do in our life regardless of any setting. This is because, if we fail to understand, disorganized, and lack of confidence, we will have difficulties to perform assigned task and responsibilities. As a consequence, it becomes a barrier to achieve certain target in our life. Thus, we will be left behind in the highly competitive environment as we are not able to be sustain expected behaviors.

5.3 Relationship between Supervisor Support and Transfer of Training

The second research objective is to determine the influence of supervisor support on transfer of training. Result shown in Table 4.4 and Table 4.6 exhibited there is significant relationship between supervisor supports on transfer of training ($r = .342^{**}$, $n = 142$, $p \leq 0.01$) and ($\beta = .149$, $p \leq 0.05$). Therefore, it is agreed that supervisor support does influence the transfer of training.

In most organization setting, to deliver message from the top management to the targeted group they need a supervisor as a mediator. Supervisor use various ways to ensure they successfully transmit the top management vision and mission to the targeted group. Hence, supervisor play an important role in the organization. Besides, the results shows supervisor has effort to identify the staff that needed trainings. Supervisor in particular unit give support to employee especially those between one to seven years tenure in organization. This is because they are still new in the organization and need more supervision from the supervisor. This is where the supervisor give support by encouraging employees to go for training to increase and develop their skills. The supervisor needs to ensure the employees get the necessary skills which is important to carry out the designated job.

Moreover, supervisor is responsible to do the training needs analysis in the Economic Planning Unit (UPEN). The training needs analysis is performed to identify the most appropriate training for employees. After identifying the appropriate training, the next process the supervisor do is carry out the performance of the employees under their supervision. Based on the performance results, supervisor can identify employees who needed training. In line with that, supervisor can suggest which training program is suitable according to the employee needs. In addition, the results indicated most of the employees went to training more than three times. In other words, the supervisor want them to have lots of skills in order to do the jobs with the hope they can transfer it back at their workplace. Besides, most of the respondents stated their objective to attend training is to increase skills. This shows that their supervisor supports them through encouragement to go for training to increase skills that would beneficially assist them upon completing the job.

In addition, this findings strengthen the evidence from Al-Eisa, Furayyan and Alhemoud (2009) and Tracey and Tews (2005). They indicated that without a proper encouragement and supervision from the supervisor before and after the training, transfer of training process did not happen in the workplace. This is because; it showed the supervisor not demonstrating desired roles of supervisor such as monitoring the employees development. As a result, the supervisees feel neglected as no one in organization pay attention to them. Furthermore, when the supervisors encourage and demonstrate positive behaviours, trainees are more likely to apply the learned knowledge and skills at the workplace. In fact, when these elements blend together in organization, the employees feel comfortable and confident with their supervisor which could lead towards increase productivity and then resulted to obtain

career success. For instance, employees tend to be more hardworking, improve personnel morale, and able to work in good working environment when the supervisor give supports to them.

At the same time, although most of the respondents have high academic qualification such as Diploma and Bachelor's Degree, the supervisor still discuss with the employee regarding their development. This situation makes the employee feel important because the supervisor discuss what they want in order to be skilful and competent at the workplace. (Ismail, Amir, Kho, & Jui, 2013). Thus, this makes the transfer of training process occur in organization. In addition, Tracey and Tews (2005) stress out that supervisors "can send clear signals regarding the role and value of training, development, and professional growth in the firm, which may, in turn, increase the employee motivation". In other words, the positive outcomes from the training can be seen as early as possible when the supervisor being involved at the first stage of the training implementation. Therefore, it would affect the employees behaviour such as more participated in the training and as in return give it back to their work by applied the learned knowledge gained from the training attended.

5.4 Relationship between Transfer Climate and Transfer of Training

The third research objective is to identity the influence of transfer climate on transfer of training. The correlation and regression results shown in Table 4.4 and Table 4.6 demonstrate there is significant and positive relationship between transfer climates on transfer of training ($r = .422^{**}$, $n = 142$, $p \leq 0.01$) and ($\beta = .224$, $p \leq 0.05$). Thus, this variable is the most significant variable among the three variables in this study.

Transfer climate is the shared perceptions of employees concerning the practices, environments, and behaviours that get rewarded and supported in a work setting. In the UPEN context, transfer climate exist because the practices, working environment, and behaviours of the supervisor are pleasant and supported in a work setting. In terms of practices, whenever employees have attended training, they are recommended to apply the learned knowledge into their job. For instance, the support staffs are send for training program on how to manage records. During the training, they are taught to use cloud storage as the backup to manage records in the organization. After they attended the training, the supervisor and colleagues are encourage to applied the learned knowledge. The supervisor would asked the employees how the cloud storage helped them in managing the records in the unit. This showed the supervisor being concern with their employees after undergone the training. As for employees, they help each other to use the cloud storage. It demonstrate the employees support each other to transfer the skills into the job.

The positive results indicated that the organization climate demonstrate positive conjecture between the environment and trainees in order for trainees to go for training as well as apply the learned knowledge from the training program. This is because when the environment factor such as encouragement from the supervisor, and individual factor such as high self-efficacy level blend well, definitely transfer of training is achievable and could lead to the organization success.

The good working environment made the organization to be in a peace and conducive. In addition, through a peace and conducive it create a calm working environment which make the employee as well as supervisor work in positive surrounding. Hence,

this could increase the opportunity to transfer the learned knowledge and skills to the workplace. Moreover, it could increase the employees satisfaction to the jobs.

However, if we ignore or neglect the dynamics that exists between the environment and the individuals in transfer of training process, presumably, the process may not occur. As a consequence, the training becomes a waste because the learned skills cannot be applied at the job and workplace. Thus, the organization will not able be able to get the return on investment from the training that have been provided.

Moreover, even the best training programs could not ensure training transfer of the skills and knowledge gained in the training room back to the workplace. Ideally, this is because regardless of how fine the training program or best facilitator conducted the training, if the environment is not compassionate such as lack of encouragement from the supervisor and the colleagues not helping each other to use the skills into the job, it will not allow them to apply the information to the workplace.

This finding being similar with study conducted by Cheng and Hampson (2008). However, the respondents of Cheng and Hampson (2008) studies are taken from manufacturing organization in Vietnam where they found that the transfer climate supports or inhibits the transfer process. Meaning to say, the transfer climate that occur among employees of public organization and manufacturing / private organization are almost similar. This is because Malaysia and Vietnam are Asian countries and both countries tend to have similar culture whereby the person who have authority (supervisor) and will help each other whenever needed. Thus, the

positive transfer climate enables the transfer of training to occur after the employees attended the training sessions.

The following section explains the implications of the research findings.

5.5 Implications of Research Findings

The findings of the study have significant implications particularly to the public organization in Kedah Darul Aman. Firstly, although all variables are proven to have significant relationship with transfer of training, yet the findings should be treated cautiously. This shows that organization need to take proactive action to increase the employees self-efficacy level, encourage supervisor to give support to their supervisee, and promote good organization climate especially to make sure the transfer of training occur at the workplace. Hence, organization can give recognition to employees when they apply new knowledge to the workplace, provide possible resources such as reading materials or online tutorials for them to access information, and encourage employees participation in activities provide in the organization.

The recognition can be in terms of give rewards to the best employee by displaying their picture at the unit notice board of information. Besides, since most of the respondents involved in this study are from the Gen-Y generation (18-35 years old), the unit can give them gadgets such as USB flash drive, MP3 player, or optical mouse to show recognition for implementing to new learned skill from the training. This will make the employees feel important, appreciated and valued in the organization. Besides, when they feel they are valued in organization, they will feel comfortable, which in turn could lead to increase confidence to perform the job and establishing

decent work environment. Regular meeting between supervisor with all employees' is crucial so that they can voice out their idea and given the opportunity to communicate with their management. Moreover, group discussion may be practice, so that everyone can share their opinion and ideas.

The second implication, from the results obtained, it shows that this unit has quite a number of senior employees who had worked there for more than 10 years. This group of employees should be utilize by the organization. This is because; they have lots of knowledge and experiences. The unit can introduce the mentor-mentee program in the organization. whereby the older employees can be appointed as the mentor to the younger employees since these young employees begin to fill the workforce, they need to be guided by knowledgeable and experienced employees. The mentor-mentee program enables the sharing of knowledge happen in the organization. At the same time, when the employee attended training, they gain new knowledge and integrate the new knowledge with knowledge shared by the experience employees. Thus chances for transfer of training to occur in workplace is high because of the positive synergies between them. The positive synergies will enhance the transfer of training process to occur in the organization. As a result, the organization gets the expected results from the training that invested.

5.6 Recommendations for Future Research

This study was conducted to examine if self-efficacy, supervisor support, and transfer climate influence the transfer of training at a public organization in Kedah Darul Aman. Essentially, based on the results, it was found that several aspects need further research and clarifications. Some suggestions are as follows:

1. A follow-up study with the organizational factors such as supervisor's role like leadership style and communication skills in training and personal characteristics such as locus of control, cognitive ability, and motivation will act as a potential variable which could influence the transfer of training process should be further explored. If organizational and personal characteristics are used in research, this may provide meaningful perspectives for understanding the individual differences and similarities that affect training outcomes.
2. A replication of this study is needed in other situation and possibly in other areas such as in private sectors; multi-national companies, manufacturing based and perhaps in different country to determine whether or not the hypotheses of the present study, is accepted in different setting. This is because, study in different situation would enable the researcher to get different information. Thus, by increasing the knowledge of transfer of training process and it could help to get better understanding about transfer of training.

3. As this study is cross-sectional study, future study, should consider the longitudinal approach. This is because a longitudinal study would incorporate pre-training, during training, and post-training evaluation. Besides, the cause and effect can be obtained. Thus, how the trainee behaviour before and after going to training can be evaluated. The results from a longitudinal study will be more consistent and could add more concrete information to the existing body of knowledge.
4. A mediator variable such as employees' readiness, motivation to learn, training policy and procedure should be considered for future study. This is because, a mediator variable is seen as intervening factors that can change the impact of the relationship between the predictor (independent variables) and the criterion (dependent variable). Thus, it could provide better understanding to the study.

Although all variables in this study have significant relationship with the transfer of training at the Economic Planning Unit (UPEN), continuous effort by the organization to make transfer of training process successful and the employee development activities interesting would remain the top priority. This is because employees are the heart and assets of the organization. Thus, they need to be well nurture in order to generate skilful workforce especially in a rapidly change environment. It is hoped that the present study will spur more interest among researchers to study other aspects as mentioned earlier in the recommendations for future research.

The results and implications of the study such as organization need to take proactive action to increase employees self-efficacy level, encourage supervisor to give support to their supervisee, and promote positive transfer climate in order to make transfer of training occur at the workplace would be useful to the practitioners and the trainers in their efforts to plan, design, prepare and implement for the trainees to make sure the transfer of training to be positive and increased back to the workplace.

5.7 Limitation of the Study

Upon completing this study, the researcher identified some limitations. The limitation are listed below:

1. The present study were conducted on the support staff who worked at one of the public organization in Kedah. Therefore, the result of the study could not be generalized to other public organization and other Economic Planning Unit (UPEN) in other states.
2. The sample for this study was taken using census technique in a single public organization. These limitations may decrease the ability of generalizing the results of this study to other organizational settings.
3. The data for this study was gathered through questionnaire only. No interview session were conducted. This is due to the time constraint to complete this study. As such, questionnaire being the most applicable in order to obtain data for this study.

4. This study were limited to three variables only which are self-efficacy, supervisor support, and transfer climate. The result obtained suggested that independent variables chosen for this study are not adequate to explain factors influencing the transfer of training process in the organization due to the r^2 value less to 73%. Therefore, there are other variables that contributed to the factors that influence the transfer of training in the organization such as technology support, locus of control and opportunity to perform.

Even though limitation appears in the present study, this study does provide insight to the existing body of knowledge regarding relationship between independent variables (self-efficacy, supervisor support, transfer climate) and the dependent variable; transfer of training whereby it is important for the management to develop and promote activities that can increase the level of self-efficacy by encouraging them to participate in organization activities, encourage supervision from the supervisor, and create a positive transfer climate in the organization that can make the transfer of training process successful especially in public organization in Malaysia. This is important to have better understanding about transfer of training that occur in the public organization after employees attended training and how training can be improve in the future.

5.8 Conclusion

This study was conducted to examine the factors that influence the transfer of training in organization. The specific objectives are (i) to examine the influence of self-efficacy on transfer of training, (ii) to determine the influence of supervisor support on transfer of training, and (iii) to identify the influence of transfer climate on transfer of training.

This study is a quantitative study and cross-sectional technique were executed. A survey conducted and use self-administered questionnaire as a tool to measure variables in this study such as transfer of training, self-efficacy, supervisor support, and transfer climate. Data was collected at one of the public organization in Kedah Darul Aman where 142 (n) support staffs participated in this study. Census techniques were applied during the data collection.

The results of the study were obtained through analysis such as factor analysis, descriptive analysis, reliability analysis and inferential analysis (Pearson Correlation and Multi Regression) method. From the correlation and regression analysis performed, it was found that all three variables; self-efficacy, supervisor support, and transfer climate has significant and positive relationship on transfer of training in the organization. Self-efficacy was found to be the most significant among the three variables that influence on transfer of training. Besides, the significant results help the hypotheses in this study accepted.

The study also have several implication such as although all variables are proven to have significant relationship with transfer of training, yet the joint effect of these three factors is still not sufficient to explain the dependent variable. This shows that organization need to take proactive action to increase the employees self-efficacy level, encourage supervisor give support to their supervisee, and promote good organization climate especially to make transfer of training occur in the workplace. Moreover, employees should be send to training that specific to the job. This is because, the results indicated that most of the employee attended training that is job related. This is because the chances for the employees to apply the knowledge from training that specific to the job is higher because in any situation they will use it to perform their job.

In addition, the conclusion drawn from the results of this study should consider the following limitations. Firstly, conducted only on the support staff who in one of the public organization in Kedah. Therefore, the result of the study could not be generalized to other public organization department in Kedah. Secondly, the sample for this study was taken using a census technique in a single public organization. These limitations may decrease the ability of generalizing the results of this study to other organizational settings. Besides, this study were limited to three variables only which are self-efficacy, supervisor support, and transfer climate. There are still many factors influencing transfer of training in organization.

As an overall conclusion, this study has successfully achieved the three research objectives namely; to examine the influence of self-efficacy on transfer of training, to determine the influence of supervisor support on transfer of training, and to identify the influence of transfer climate on transfer of training, and answer the three research questions such as does self-efficacy influence the transfer of training, does supervisor support influence the transfer of training, and does transfer climate influence the transfer of training.

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