

Exploring Factors for Motivation to Transfer of Training

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Abstract

Bangladesh Public Administration Training Centre (BPATC) and Bangladesh Civil Service Administration Academy (BCSAA) are responsible for providing training as a means of capacity development for the civil officials. The government has made training and development the highest priority, investing much in this domain. Motivation for the transfer of training has many folds; therefore, this study aims to identify the factors for motivation to transfer training and find out the relationship of influencing factors for motivation to training transfer. The research took a quantitative method. The respondents have worked in the field and have received training from either BPATC or BCSAA or both training organizations. Using standardized questionnaire item scores ranging from "strongly agree" to "strongly disagree," data was collected from respondents. This study employed a purposeful random sampling approach. An online questionnaire (emailing) was circulated to 1800 participants who had received training from BPATC and BCSAA. A total of 307 respondents participated in the study. Principal Component Analysis/factor analysis was used with SPSS tools to discover the elements influencing the desire to transfer training. There were a total of eight variables found, including significant factor loading and commonalities. After that, a simple regression analysis was performed to determine the components that impact motivation to transfer training. Furthermore, a correlation matrix was created to investigate the connection among the variables. The regression model is significant, according to the results. Furthermore, some factors have a positive impact on motivation to transfer training.

Keywords: Motivation, Transfer of Training, PCA, BPATC, BCSAA

Introduction (Background& Statement of the Problems)

The investment in human resource development has been overemphasized, where the significance of training is infinite in building

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efficient human resources (Tabassi & Bakar, 2009). The effectiveness of a training programme mostly depends on the transfer of training (Islam & Hosen, 2021). Thus, training is always considered a tool for enhancing the different levels of employees in different sectors. Training organizations are providing different types of training programmes for their designated employees. Public sector training organizations have the mandate to organize training programmes for a specific level of people (Islam, Asrafujjaman, & Hosen, 2022). The upshot of the training programme is to build the capacity of trainees in terms of skill, knowledge, and work behaviour (attitude) for rendering services towards service seekers (Noe & Schmitt, 2006). There is no doubt about it; if we want to obtain SDG goals by 2030 (UN, 2015), developing the capacity of a government employee is a must. Thus, it requires the motivation to learn and transfer training. Participants of different training courses received new skills and new knowledge and built their aptitude for day-to-day work in their respective working fields. Training institutions are also providing several training programmes as per their training calendar. Courses are determined from the top level of government decisions.

Government has a training policy (Hasan, 2009), and one of the primary objectives of this policy is to develop government employees' capacity for performing their duties at an efficient level (Vinesh, 2014). Rendering to the government employees' level or status, training programmes are set accordingly. The effectiveness of those training programmes depends on how the knowledge, skill, and attitude (Vinesh, 2014; Islam & Hossain, 2019) are obtained from training programmes and their uses in the field. Therefore, the transfer of training has an impact on the training effectiveness and motivation of trainees. Bangladesh Public Administration Training Centre (BPATC) and Bangladesh Civil Service Administration Academy (BCSAA) have the mandate to impart training to civil servants (Islam & Hossain, 2019). The government has given priority to training and development and means it, investing a lot in training purposes (UN, 2013).

It is needless to say that we have to achieve SDG by 2030 (UN, 2015), and there is no other alternative to develop human capacity without ensuring quality education and training (Hosen & Islam, 2023). Thus, best practices of human resources and their development are a must. Obtaining excellent performance and accelerating our economy requires value-adding training programmes for organizational performance in every sector (Noe, 1986; Baldwin & Ford, 1988). The motivation for training transfer not only depends on individual attitude or individual accomplishment from the training courses. Many factors are involved with training transfer. First of all, we have to look at the relationship

between training and careering planning or career development; motivation of training transfer and training curricula or its delivering methods (Blume, Ford, Baldwin, & Huang, 2010); training behaviour and practices in the field; training recipient and supervisor attitudes or relationship (Perloff, 2016); opportunity to perform training learned at the workplace (Powell, 2011). In public sector organizations, training and motivation to learn and transfer training are given less emphasis. The government has formulated a policy of 60 hours of training at all levels during a calendar year. Still, linking with this skill and career is given less value for individual growth. Therefore, the outcome of this programme needs to find out and examine.

Bangladesh Public Administration Training Centre (BPATC) is a regional hub for public sector training institutions. One of the significant functions of BPATC is to provide practical, inclusive, and self-mandated quality training for civil servants at all tiers of government officials (Islam & Hossain, 2019). BPATC, to some extent, is significantly diversified as well through organizing academic workshops, seminars, foreign exposure training visits, organizing seminar on development economics, and development administration (Islam, Asrafujjaman, & Hosen, 2022). Moreover, the organization has its mandate to organize and manage research work and administration, management, economics, gender & development, training & development, and the environment. Besides these, the centre also arranges international conferences and seminars on public administration and related issues. In a nutshell, the centre aims: to equip future leaders and policymakers with the background necessary for a broad understanding of varied social, economic, political, environmental, scientific, and organizational aspects involved in the planning of national policies and strategies. In addition to focusing on 3Es—efficiency, economy, effectiveness, and social equity (Wooldridge & Bilharz, 2017), the centre embraces equity, responsiveness, inclusiveness, accountability, innovation, and collaboration. In line with the aim of BPATC has become a centre of excellence for developing patriotic competent and professional civil servants who are dedicated to doing work for the government's interest. BPATC does arrange several training courses. Since its inception (1984), the centre has turned into a trusted home of training for the officials of government, and autonomous and non-government organizations. Among the courses conducted by the centre, the Foundation Training Course (FTC) is for the new entrants to the Bangladesh Civil Service (BCS), while Advance Course on Administrative and Development (ACAD) is for mid-career Deputy Secretaries. Their equivalent, on the other hand, Senior Staff Course (SSC) is for the Joint Secretaries and equivalent officials from Defence Services and Police, while Policy Planning and Management Course

(PPMC) is for the Additional Secretaries (BPATC, 2021; Islam, Asrafujjaman, & Hosen, 2022).

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

Since its inception, Bangladesh Civil Service Administration Academy (BCSAA) is organizing training courses for civil servants. The academy provides five-month-long basic training related to law and administration for newly appointed officers of the Bangladesh Civil Service (Administration) cadre and various periodical training requirements for officials of different levels (BCSAA, 2021; Islam, Hosen, Hoshen, & Alam, 2022). The Academy has provided various training, including Foundation Training Courses to different cadre service officers of the government (BCSAA, 2021). Apart from training courses, the academy works on administration, governance, management, and development along with publishing journals, books, and magazines. The academy provides various training on administration, management, government procurement, information, communication technology, increase in English language proficiency, ethics, ideals, values, and corruption prevention to develop government officials of various levels as skilled, capable, self-motivated enthusiastic (BCSAA, 2021; Islam, Hosen, Hoshen, & Alam, 2022). It is essential to measure training effectiveness and transfer training. Trainees are receiving training input from the academy, and how much those inputs are used at their workplace should be measured. Therefore, this study has brought fruitful results and guidelines for motivation to transfer training.

Thus, the presentation of the article includes an introduction, problem statement, significance of the study, the concept of motivation to transfer of training along with the conceptual framework, and study research questions; later on, describes the study material and method; in addition to that data analysis and interpretation are also presented and finally conclusions are drawn in this article.

Elements of Training Transfer and Conceptual framework

Training Content

Training content is one of the essential factors for training transfer (Bhatti, Ali, Isa, & Battour, 2014). The relevant content is always

appreciating the parameters of implementing acquired knowledge from a specific training program. According to the training needs assessment, training organizations are ready to redesign their training curriculum and content (TNA). Still, sometimes training needs assessment does not reflect on the training program design, which ultimately impacts the training transfer procedure.

Training Methods

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

Self-efficacy

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

Supervisors’ Support

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

Career Commitment

Career commitment means the individual dedication to their job and performing duties according to their job description. Career commitment correlates with career satisfaction, self-efficacy, and institutional commitment (Ahmed, 2019). Thus, career commitment plays a significant role in training transfer.

Attitude

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

Awareness of Strategic Link

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

Opportunity to Perform

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

Accountability

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

Research Question

This study is to investigate the research questions, which will reply to the study objectives. These are as follows:

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

Material and Method

Methods of the Study

This study has considered all eight administrative Divisions. Thus, divisions were selected purposively. Sample framing will be considered randomly, who have received BPATC or BCSAA or both and working in different sectors of public administration and public sector offices. For this study, a random sampling tool has been used for data collection through a structured questionnaire survey. Eligible respondents have

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

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

Sources of Data and Methods of Data Collection

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

Data Collection Tools

A structured Questionnaire with scale variables measurement items was designed and administered by emailing and an online survey among the respondents for primary data collection.

Data Analysis and Presentation

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

Study Variables

4.0.1 Dependent Variable

In this study dependent variable is 'motivation to the transfer of training (MTT)'. This variable is measured with six items. These are: 'use of

knowledge & skill at the job'; 'set goal link with knowledge & skill'; 'overcome barriers through knowledge & skills'; 'apply of new knowledge & skills; 'job performance'; 'reward for performance'.

4.0.2 Independent variables

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

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

Data Analysis, Key Findings and Discussion

Factor Analysis

According to the study objectives, factors of motivation to the transfer of training are to be identified. Therefore, the study requires running factor analysis to find out factors associated with motivation to transfer training. The precondition of factor analysis is to find out or check the Kaiser-Meyer-Olkin measure for sampling adequacy and KMO and Bartlett's test confirmed that factor analysis or principal component analysis can be run further as the result of KMO is more than .70, study result is found .920, which revealed that good fit for PCA (Principal Component Analysis) or factor analysis. In the following Table- 1, KMO result is presented.

Table 1: KMO result

| KMO and Bartlett's Test | | |
|--|--------------------|---------|
| Kaiser-Meyer-Olkin Measure of Sampling Adequacy. | | .920 |
| Bartlett's Test of Sphericity | Approx. Chi-Square | 1.053E4 |
| | Df | 990 |
| | Sig. | .000 |

Factor items Communalities Result

Before extraction of the rotated matrix, items factor loading is performed extraction, the result revealed that all the items are found high loading values. The main principle of using communalities value is to assess how well each variable is explained by the factors. The better variable is explained by the factors if the communalities value is closer to 1. In the following Table-2 communalities value is presented and found that variable items are having more than .50, and many of them are closer to 1. Thus, the result revealed that communalities area good fit to explain factors.

Table 2: Communalities

| Variable Items | Initial | Extraction |
|---|---------|------------|
| TC1: The contents delivered in the training program (s) are sufficient to meet my individual training needs | 1.000 | .582 |
| TC2: The contents delivered in the training program (s) are sufficient to meet my job requirements. | 1.000 | .708 |

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| | | |
|--|-------|------|
| TC3: The contents included in the training program (s) are sufficient to meet the needs of my organization. | 1.000 | .608 |
| TM1: The way I have been taught in the training program is similar to the real-life I use on the job. | 1.000 | .729 |
| TM2: The trainers used sufficient cases and examples that showed me how I could use my learning on the job. | 1.000 | .692 |
| TM3: The way the trainers delivered materials and exercise sheets made me more confident in applying the learning on the job. | 1.000 | .690 |
| SE1: I am confident enough in my ability to apply newly-learned knowledge and skills. | 1.000 | .679 |
| SE2: I am confident that I can develop expertise in the knowledge and skills learnt from the training. | 1.000 | .765 |
| SE3: I am confident that I can overcome any obstacles I face when applying the new knowledge or skills learnt in the training. | 1.000 | .644 |
| CC1: The training I have attended is relevant to my career commitment. | 1.000 | .638 |
| CC2: The KSA obtained from the training program is helpful for my career development. | 1.000 | .573 |
| CC3: The level of transfer of training is positively connected with my career and job. | 1.000 | .657 |
| SS1: My supervisor encourages me to attend the training program. | 1.000 | .576 |
| SS2: My supervisor provides resources needed to apply new competencies acquired from the training. | 1.000 | .660 |
| SS3: My supervisor provides the time needed to practice the skills learnt in training. | 1.000 | .756 |
| SS4: My supervisor provides support when I have problems applying the new competencies. | 1.000 | .694 |
| SS5: My supervisor gives recognition and credit to those who apply new competencies to their jobs. | 1.000 | .651 |
| PS1: My co-workers encourage me to learn new knowledge and skills from the training program. | 1.000 | .751 |

| | | |
|---|-------|------|
| PS2: My colleagues actively participate with me when I apply new knowledge and skills acquired in the training. | 1.000 | .738 |
| PS3: Experienced co-workers of my section/branch/wing/group are found supportive of me when I use new learning on the job. | 1.000 | .725 |
| PS4: My colleagues accept and encourage new ideas (learned from programs) shared by me. | 1.000 | .802 |
| PS5: My co-workers generally prefer to use new ways of doing things learned in training, rather than using existing traditional methods. | 1.000 | .708 |
| OP1: I have been placed in the right job so I can get opportunities to utilize my acquired knowledge and skills. | 1.000 | .714 |
| OP2: At my work, I have enough access to logistic support (equipment, information, materials, budget, and supplies) to help me apply the new knowledge and skills that I have acquired from the training program. | 1.000 | .713 |
| OP3: I get the necessary administrative/managerial support for "selling" and sharing my new ideas and initiative in my organization. | 1.000 | .775 |
| OP4: I will have the opportunity to apply trained skills repeatedly in the organization. | 1.000 | .781 |
| ASL1: The issues and contents covered in the training program(s), were as per the needs of the organization. | 1.000 | .749 |
| ASL2: The training program (s) were designed according to the career development plan of my organization. | 1.000 | .788 |
| ASL3: The contents of the training program (s) contributed to learning innovation and SDGs implementation strategies of government. | 1.000 | .638 |
| ASL4: The contents of the training program (s) contributed to learning e-governance and online service delivery strategies of the government. | 1.000 | .685 |
| ASL5: The strategic linkage between training performance and promotion-placement encouraged | 1.000 | .766 |

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| | | |
|--|-------|------|
| me to learn as well as apply. | | |
| ACC1: I am aware of the organizational expectations for the competencies I have acquired from the training program. | 1.000 | .707 |
| ACC2: I feel the obligation to utilize the learning obtained from the training program. | 1.000 | .730 |
| ACC3: I know that I have to provide a detailed presentation/report on the KSA learned from the training program. | 1.000 | .663 |
| ACC4: My supervisor generally gives attention to my level of utilization of learning from training which also reflects in ACR. | 1.000 | .568 |
| ATT1: I was very keen to attend the training program. | 1.000 | .596 |
| ATT2: The training program (s), I attended, fulfilled my training need. | 1.000 | .721 |
| ATT3: The training program(s), I attended, would fulfil my career goal. | 1.000 | .641 |
| ATT4: The learning, I obtained from the training program(s), would be easy to apply on the job. | 1.000 | .648 |
| MTT1: I intend to use the knowledge and skills acquired from the program when I get back to the job. | 1.000 | .624 |
| MTT2: I set specific goals for maintaining the knowledge and skills that I have learnt from the program. | 1.000 | .655 |
| MTT3: I generally overcome the potential barriers to using the knowledge and skills that I have learnt. | 1.000 | .623 |
| MTT4: My job performance improves when I apply the new knowledge and skills that I have learned from the training program. | 1.000 | .662 |
| MTT5: I feel encouraged when I experience improved jobperformance. | 1.000 | .673 |
| MTT6: The reward (if any) offered to me for my improved performance is valuable to me. | 1.000 | .627 |

Principal Component Analysis

There were 44 items of all factors. Two items are not extracted; thus 42 variable items are run to perform Principal Component Analysis. PCA reduced 8 factors with 42 items. The factors are renamed with Factor 1: training link with career commitment; Factor 2: peer support; Factor 3: Awareness of strategic linking; Factor 4: attitude; Factor 5: motivation; Factor 6: Capacity (knowledge & skill); Factor 7: accountability; and Factor 8: support staff. All the items are having high loading factors. Loading factors are presented in following Table 3 and coding is explained in the communality Table before (Table 2).

Table 3: PCA with VARIMAX Rotation on motivation to training transfer

| | Factor-1 | Factor-2 | Factor-3 | Factor-4 | Factor-5 | Factor-6 | Factor-7 | Factor-8 |
|-------------|--------------------------------------|--------------|--------------------------------|----------|-------------------|------------------------------|----------------|---------------|
| Factor Name | Training link with Career Commitment | Peer Support | Awareness of Strategic linking | Attitude | Motivation for TT | Capacity (knowledge & skill) | Accountability | Support Staff |
| TC1 | .667 | | | | | | | |
| TC2 | .559 | | | | | | | |
| TC3 | .664 | | | | | | | |
| TM1 | .579 | | | | | | | |
| TM2 | .668 | | | | | | | |
| TM3 | .705 | | | | | | | |
| SE1 | .617 | | | | | | | |
| SE2 | .733 | | | | | | | |
| SE3 | .547 | | | | | | | |
| CC1 | .575 | | | | | | | |
| CC2 | .577 | | | | | | | |
| SS1 | | | | | | | | .547 |
| SS2 | | | | | | | | .508 |
| SS3 | | .651 | | | | | | |
| SS4 | | .624 | | | | | | |
| SS5 | | .638 | | | | | | |
| PS1 | | .733 | | | | | | |
| PS2 | | .750 | | | | | | |
| PS3 | | .769 | | | | | | |
| PS4 | | .796 | | | | | | |
| PS5 | | .671 | | | | | | |
| OP1 | | | .747 | | | | | |
| OP2 | | | .530 | | | | | |
| OP3 | | | .784 | | | | | |
| OP4 | | | .760 | | | | | |
| ASL | | | .701 | | | | | |

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| | | | | | | | | |
|----------|--|--|------|------|------|------|------|--|
| 2 | | | | | | | | |
| ASL 3 | | | .522 | | | | | |
| ASL 4 | | | .524 | | | | | |
| ASL 5 | | | .643 | | | | | |
| ACC 1 | | | | | | | .550 | |
| ACC 2 | | | | | | | .636 | |
| ACC 3 | | | | | | | .566 | |
| ACC 4 | | | | | | | | |
| ATT 2 | | | | .746 | | | | |
| ATT 3 | | | | .731 | | | | |
| ATT 4 | | | | .540 | | | | |
| MTT 1 | | | | | | .526 | | |
| MTT 2 | | | | | | .709 | | |
| MTT 3 | | | | | | .573 | | |
| MTT 4 | | | | | .549 | | | |
| MTT 5 | | | | | .787 | | | |
| MTT 6 | | | | | .783 | | | |

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 10 iterations.

Descriptive Statistics

In the following Table-4 factors mean value and the person correlation were run to find out the relationship among all the 'motivation to transfer of training' variable items. The result revealed that items are a significant relationship and the degree of their association is high. The correlation results suggest that variables are possible to fit and explained with high correlation.

Table 4: Correlations

| variable | Mean | S.D | Factor _1 | Factor _2 | Factor _3 | Factor _4 | Factor _5 | Factor _6 | Factor _7 | Factor _8 |
|--------------|------|--------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| Factor _1 | 3.89 | .63232 | 1 | .568** | .581** | .547** | .191** | .387** | .531* | .522* |
| Factor _2 | 4.12 | .70711 | .568** | 1 | .614** | .431** | .247** | .359** | .493* | .613* |
| Factor _3 | 4.01 | .77047 | .581** | .614** | 1 | .562** | .288** | .416** | .564* | .470* |
| Factor _4 | 4.02 | .73126 | .547** | .431** | .562** | 1 | .233** | .584** | .464* | .309* |
| Factor _5 | 4.38 | .57710 | .191** | .247** | .288** | .233** | 1 | .527** | .278* | .254* |
| Factor _6 | 4.15 | .62523 | .387** | .359** | .416** | .584** | .527** | 1 | .461* | .264* |
| Factor _7 | 4.14 | .73789 | .531** | .493** | .564** | .464** | .278** | .461** | 1 | .422* |
| Factor _8 | 4.12 | .81383 | .522** | .613** | .470** | .309** | .254** | .264** | .422* | 1 |

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

Regression Analysis

Eight independent variables are entered in this equation, where 'motivation to transfer of training' is the dependent variable. therefore, the model is specified with those eight factors for motivation to transfer of training.

Table 5: Variables Entered/Removed

| Variables Entered/Removed^b | | | |
|--|---|-------------------|--------|
| Model | Variables Entered | Variables Removed | Method |
| 1 | Factor_8, Factor_6, Factor_7, Factor_4, Factor_2, Factor_1, Factor_3 ^a | . | Enter |

a. All requested variables entered.

b. Dependent Variable: Factor_5

Regression Model Summary

The regression model summary explained that the variables are significant relation (r-value .562), where R-square explained 31.6% of the total variance and adjusted R-square 30.0% of the total variance explained. The predictor variables are: (factors, 1, 2,3,4,6 and 7), where

the dependent variable was factor 5 (motivation to the transfer of training).

Table 6: Model Summary

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | F |
|---|-------------------|----------|-------------------|----------------------------|--------|
| 1 | .562 ^a | .316 | .300 | .48280 | 19.744 |
| a. Predictors: (Constant), Factor_8, Factor_6, Factor_7, Factor_4, Factor_@, Factor_1, Factor_3 | | | | | |
| b. Dependent Variable: Factor_5 | | | | | |

Table 7: Analysis of Variance Result

| ANOVA ^b | | | | | | |
|--------------------|------------|----------------|-----|-------------|--------|-------------------|
| Model | | Sum of Squares | df | Mean Square | F | Sig. |
| 1 | Regression | 32.215 | 7 | 4.602 | 19.744 | .000 ^a |
| | Residual | 69.695 | 299 | .233 | | |
| | Total | 101.910 | 306 | | | |

a. Predictors: (Constant), Factor_8, Factor_6, Factor_7, Factor_4, Factor_2, Factor_1, Factor_3

b. Dependent Variable: Factor_5

Impact of Independent variables (factors) with the dependent variable (Motivation to the transfer training): Impact measured on motivation to transfer training as the dependent variable with predictor variables or independent variables. This coefficient result revealed that factor 3, factor 4 factor 6 and factor 8 positively and significantly impacted motivation to transfer training. The result also revealed that there is no multicollinearity problem as per tolerance and VIF result.

Table 8: Coefficients Result

| Coefficients ^a | | | | | | | | |
|---------------------------|------------|-----------------------------|------------|---------------------------|--------|-------------|-------------------------|-------|
| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. | Collinearity Statistics | |
| | | B | Std. Error | Beta | | | Tolerance | VIF |
| 1 | (Constant) | 2.247 | .225 | | 10.008 | .000 | | |
| | Factor_1 | -.081 | .062 | -.088 | -1.292 | .197 | .488 | 2.049 |
| | Factor_2 | -.003 | .057 | -.003 | -.048 | .962 | .462 | 2.166 |
| | Factor_3 | .096 | .053 | .128 | 1.812 | .071 | .458 | 2.184 |

| | | | | | | | |
|----------|-------|------|-------|--------|-------------|------|-------|
| Factor_4 | -.133 | .054 | -.168 | -2.469 | .014 | .493 | 2.030 |
| Factor_6 | .520 | .056 | .564 | 9.213 | .000 | .611 | 1.637 |
| Factor_7 | .011 | .050 | .014 | .227 | .821 | .565 | 1.769 |
| Factor_8 | .098 | .045 | .139 | 2.191 | .029 | .570 | 1.755 |

a. Dependent Variable: Factor_5 (Motivation to transfer of training)

Conclusion

Motivation to transfer of training as independent variable is measured with 'training content' which is basically input of training; 'training management' refer to how training programmes is organized delivery point of view; 'self-efficacy' that refer to understanding of training new knowledge and ability to use it; 'career commitment' which is link with training recipient career path; 'supervisor support', most important to get supervisor support in case utilization of training output in practical work-life; 'peer support' work partner support is also important to use training knowledge and skill at workplace; 'opportunity to perform' which refer to work environment for utilization of training output at workplace; 'awareness of strategic linkage' refer to organizational need base training programme; 'accountability' which is essential, trainees should understand his or her role and have to perform as per job requirement; 'attitude towards training' overall believe, values and culture to use training output; . Therefore, attitude is everything to utilising training skills and knowledge for better work performance. These independent variables are shown a positive and significant link with motivation to transfer training. Descriptive inference statistic results are also shown that these independent variables are essential to the transfer of training. The regression result confirmed that the specified model is positively significant, which explained the 30% adjusted R-square value. Thus, the ten independent variables have an impact on motivation to transfer training. The coefficients result confirmed that among the ten variables, 'training management', 'career commitment', awareness of strategic linkage', accountability', and 'attitude towards training' are positively and significantly shown their impact or influences on motivation to transfer training. Moreover, these hypotheses are accepted for motivation to transfer training. Regression model correlation results and person correlation results confirmed that the variables have a high and significant relationship with motivation to transfer training. On the other hand, PCA extracted eight factors, which are explained 68.38% of the total variance in motivation to transfer training. Factor loading items with high values indicate that these are important for motivation to transfer training. Those factors are: 'training link with career commitment'; 'peer support'; 'awareness of strategic linking'; 'attitude'; 'motivation for the training of transfer'; 'capacity building (knowledge & skill)';

‘accountability’; and ‘support staff’. The regression result confirmed the best fit of the model, the coefficient result confirmed that “‘awareness of strategic linking’; ‘attitude’; ‘capacity building (knowledge & skill)’; and ‘support staff’ have a positive and significant impact on motivation to transfer of training.

Future Research: A significant number of trainees’ (civil servants) received training from both two reputed training institutions. Thus, the next study can be adopted with a large sample size, and apart from only the quantitative approach, the qualitative approach can be considered.

Conflict of Interest

There is no conflict of interest concerning this research. This is an original research work, and it has maintained high ethical standards. The authors did not receive any funding for conducting, publishing, and disseminating this research work.

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Ethical Issues

The rules of research ethics were followed in the conduct of this investigation. There was no disclosure of the respondents' personal information, and nothing negative happened while data was being collected in the field.

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