Examining the Role of Training Design, Supervisor Support, Peer Support, and Motivation in Facilitating Training Transfer in a Malaysian Public Sector Context

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ABSTRACT

The purpose of this quantitative research is to examine the extent to which various factors influence the transfer of training within a Malaysian public sector organization, and whether these factors provide advantages or disadvantages to employees. Specifically, the study investigates four key variables: training design, supervisor support, peer support, and motivation to transfer. Data were collected through structured questionnaires distributed to 124 male and female employees who regularly participate in training programs within the organization. The questionnaires were carefully designed to capture relevant insights related to the transfer of training. The findings indicate a positive relationship between training design, supervisor support, peer support, and motivation to transfer. However, out of the four independent variables tested, only peer support and motivation to transfer were found to significantly influence the actual transfer of training. These results suggest that interpersonal and motivational factors play a more substantial role in training transfer than the structural elements of training or supervisory involvement. Ultimately, this study aims to enhance understanding of training effectiveness by identifying the most influential factors in promoting successful training transfer within the public sector.

Keywords: *motivation to transfer, peer support, supervisor support, transfer of training, training design*

INTRODUCTION

In today's competitive environment, organizations are increasingly leveraging employee training and development to adapt to changes and meet organizational goals. Training helps employees enhance skills and stay relevant, but its true effectiveness lies in the transfer of training, where employees apply what they learn to their job roles (Sasikumar, 2022).

In the public sector, ensuring successful training transfer remains challenging despite significant investments. Factors like training design, supervisor support, peer support, and employee motivation play key roles in whether employees can transfer new skills to their jobs (Mohd Shah, Alias, & Ismail, 2023). In Malaysia, government initiatives such as National Training Week 2023 and the Public Sector Human Resource Development Blueprint (2021–2025) highlight the government's commitment to improving public sector performance through continuous learning (Human Resources Online, 2023).

The Vision 2025 and Mission of the Civil Service emphasize the importance of human capital development, aiming to create a skilled, adaptable, and innovative public workforce (Public Service Delivery Blueprint, 2021). Despite these efforts, ensuring practical training outcomes requires understanding factors like a supportive work environment, aligning training with job needs, and motivating employees to apply what they have learned (Ahmad et al., 2024).

This study focuses on identifying these critical factors within Perak's public sector, aiming to bridge the gap between training outcomes and workplace performance, in alignment with the government's vision for a more effective and skilled workforce.

RESEARCH QUESTIONS

This research is designed to explore the following questions:

RQ1: Does training design have a significant relationship with transfer of training among selected public sector employees?

RQ2: Does supervisor support have a significant relationship with transfer of training among selected public sector employees?

RQ3: Does peer support have a significant relationship with transfer of training among selected public sector employees?

RQ4: Does motivation to transfer have a significant relationship with transfer of training among selected public sector employees?

RESEARCH OBJECTIVES

The purpose of this study is to address the following objectives:

RO1: To determine the relationship between training design and transfer of training among selected public sector employees.

RO2: To examine the relationship between supervisor support and transfer of training among selected public sector employees.

RO3: To explore the relationship between peer support and transfer of training among selected public sector employees.

RO4: To investigate the relationship between motivation to transfer and transfer of training among selected public sector employees.

LITERATURE REVIEW

Factors Influencing Transfer of Training in Malaysia

Training and development are crucial components of Malaysia's strategic workforce initiatives, particularly highlighted in the 11th Malaysia Plan. The objective is to develop, attract, and retain employees with the necessary skills and competencies to meet evolving industry demands. The government allocated RM200 million to the Human Resource Development Fund (HRDF), which is aimed at providing 210,000 training opportunities across the country (Economic Planning Unit, 2021). Despite these efforts, research has shown that there is a significant gap between the skills employees acquire and the expectations of employers. A report by the Department of Skills Development (2022) revealed that employees' skill sets often fail to meet industry standards, as evidenced by interviews with employers and data from training institutions.

Training programs are designed with the purpose of enhancing employees' knowledge, skills, attitudes, and behaviors to improve their job performance. Research has consistently highlighted that the effectiveness of training programs, particularly in the public sector, is a critical area of focus in Malaysia. Recent studies on the transfer of training suggest that the successful application of learned skills to the workplace is influenced by several factors. These include motivation to transfer, the design of training programs, and the opportunities available to employees to apply their learning on the job (Lee & Tan, 2021; Chia et al., 2022).

Furthermore, the role of supportive organizational factors has been emphasized in recent literature. For example, a study by Abdullah et al. (2023) identified that managerial support, peer assistance, and a positive attitude towards training were essential factors in ensuring the transfer of training in the Malaysian public sector. Similarly, research by Ahmad et al. (2022) found that employees' ability to apply new skills was also linked to the presence of ongoing training practices and workplace culture that encourages learning. These findings reinforce the idea that the success of training programs is highly dependent on the support employees receive from both their supervisors and colleagues.

Transfer of Training

According to Na-nan et al. (2020), training transfer takes place when employees remember the knowledge, skills, and attitudes (KSAs) they learned during training and use them in their job. Suhepi (2020) adds that the main goal of training transfer is to improve performance and apply new skills in the workplace. However, not all employees transfer what they have learned equally. Some find it easier than others, often depending on whether they see the benefits of applying the training. There are also two types of training transfer: near transfer and far transfer.

Near transfer happens when the training environment is very similar to the actual job. This makes it easier for employees to apply what they have learned. When training closely matches real job tasks, employees feel more motivated to use their new skills (Zumrah, 2020; Cowman & McCarthy, 2021). Far transfer, on the other hand, occurs when the training environment is very different from the workplace. In these cases, employees may find it hard to use what they have learned, which can lead to frustration and reduced motivation (Matthews, 2020). This gap between learning and doing makes training transfer more difficult. Both near and far transfer affect how well employees can apply training to their jobs.

Supervisor Support

Supervisors continue to play a pivotal role in supporting employees' learning and development, acting as coaches, mentors, and a bridge between organizational goals and individual growth. Their

involvement is particularly critical in areas such as performance monitoring, learning implementation, and employee motivation. Recent studies highlight that supervisors are instrumental in encouraging employee participation in training programs and fostering a positive learning environment that enhances training transfer (Nguyen & Tran, 2020; Mohamad Yunus et al., 2022).

Moreover, the previous research has emphasized that supervisor support before, during, and after training significantly contributes to the application of newly acquired skills. For example, Aminudin Mokhtar et al. (2022) found that employees who perceive higher levels of supervisor support show stronger motivation to transfer their training, which ultimately enhances extra-role performance. Similarly, Gautam et al. (2023) highlighted that supervisors who clearly communicate training expectations, reinforce key learning outcomes, and provide feedback after training can boost employees' confidence and application of skills.

Supervisor involvement fosters a stronger relational dynamic between managers and employees, increasing the likelihood that training outcomes will be translated into job performance. Mohamad Yunus et al. (2022) reported that supervisor support directly impacts training transfer by enhancing employee self-efficacy. Additionally, effective supervisor behavior includes aligning training with job roles, modeling trained behaviors, and recognizing employees' efforts, all of which have been shown to facilitate the learning transfer process (Gautam et al., 2023).

Peer Support

Peer support has emerged as a crucial factor influencing the successful transfer of training within organizations. It refers to the assistance, encouragement, and collaboration employees offer each other to apply newly acquired skills and knowledge in the workplace. This support can take various forms, such as coaching, feedback, collaborative problem-solving, and shared learning, all of which reinforce the practical implementation of training (Gautam et al., 2023).

Recent studies emphasize that when employees feel supported by their peers, they are more likely to apply what they have learned, especially in team-based or collaborative work environments. Ithnin et al. (2021) found that social support from peers significantly improves motivation to improve work through learning, which directly enhances training transfer outcomes. Furthermore, peer support plays a particularly valuable role when employees encounter on-the-job challenges, as having a supportive network sustains motivation and fosters continued learning (Nguyen & Tran, 2020).

In addition, peer support has been found to promote informal learning by encouraging knowledge sharing and reinforcing training content through day-to-day interactions. This is especially important in sectors where teamwork and interpersonal communication are integral to success, such as healthcare, education, and public service (Mohamad Yunus et al., 2022). Ultimately, peer support enhances learning transfer by building a culture of shared responsibility, continuous feedback, and collaborative development.

Motivation to Transfer

Motivation to transfer refers to an employee's willingness to apply skills and knowledge gained during training to their job. It is a critical factor in ensuring training effectiveness and bridging the gap between learning and real-world application (Gautam et al., 2023).

This motivation is influenced by factors such as organizational support, career opportunities, recognition, and feedback from peers and supervisors (Aminudin Mokhtar et al., 2022; Nguyen & Tran, 2020). Employees with high self-efficacy usually confidence in their ability to use new skills and are more likely to apply training successfully (Mohamad Yunus et al., 2022). Clear expectations and post-training support further strengthen this motivation (Ithnin et al., 2021).

Motivation also acts as a key mediator between support mechanisms and training transfer (Gautam et al., 2023), with strong links to improved performance and organizational outcomes (Nguyen & Tran, 2020). Without it, even well-designed training may fail to produce lasting results.

Development of the Research Framework

There were several past studies found training design plays a significant role in determining whether employees can successfully apply the learned skills and knowledge to their job. Gil et al. (2022) found a significant relationship between the quality and structure of training design and the actual application of training outcomes. Furthermore, recent studies suggest that well-designed training programs, with clear objectives and practical content, positively influence employees' ability to transfer learning to their job (Sundaray & Tiwari, 2023). Training design influences the relevance of content and delivery methods, which impact the employee's ability to apply the skills learned (Gautam et al., 2023). The findings from prior research indicate a significant relationship, providing support for the development of Hypothesis 1 as stated below

H_1: There is a significant relationship between training design and transfer of training among selected public sector employees.

There are previous studies showed that the factors of work environment which supervisor support shown a significant relation towards transfer of training (Pham et al., 2013). According to Nguyen & Tran (2021), supervisor support positively impacts employees' motivation to transfer training by providing feedback, recognition, and encouragement to apply new skills. Similarly, a study by Ahmed et al. (2022) showed that supervisors who provide clear post-training expectations and continuous support foster a stronger motivation to transfer and apply learned skills in the workplace. The findings from prior research indicate a significant relationship, providing support for the development of Hypothesis 2 as stated below:

H_2: There is a significant relationship between supervisor support and transfer of training among selected public sector employees.

Recent studies continue to show that peer support enhances the transfer of training, especially in collaborative work environments. As per the findings of Qureshi et al. (2021), peer support fosters an environment where employees share experiences and provide feedback, thereby increasing the likelihood of applying learned skills on the job. Furthermore, a study by Pham & Van (2023) demonstrated that peer feedback and collaboration significantly improved the transfer of knowledge, particularly in high-interaction work environments. The findings from prior research indicate a significant relationship, providing support for the development of Hypothesis 3 as stated below

H_3: There is a significant relationship between peer support and transfer of training among selected public sector employees.

Previous researchers had made the studies on factor influencing transfer training towards motivation to transfer. Maung and Chemsripong (2022) demonstrated that employees' motivation directly influences their ability to transfer training into practical application, especially when incentives and recognition are aligned with training goals. In addition, studies by Vella et al. (2023) and Aminudin Mokhtar et al. (2022) show that motivation to transfer is significantly correlated with employees' performance improvements after attending training programs. Motivation not only increases immediate application but also enhances long-term job performance. Therefore, there is evidence of a significant relationship, which supports the basis for Hypothesis 4 presented below.

H_4: There is a significant relationship between motivation to transfer and transfer of training among selected public sector employees.

Research Framework

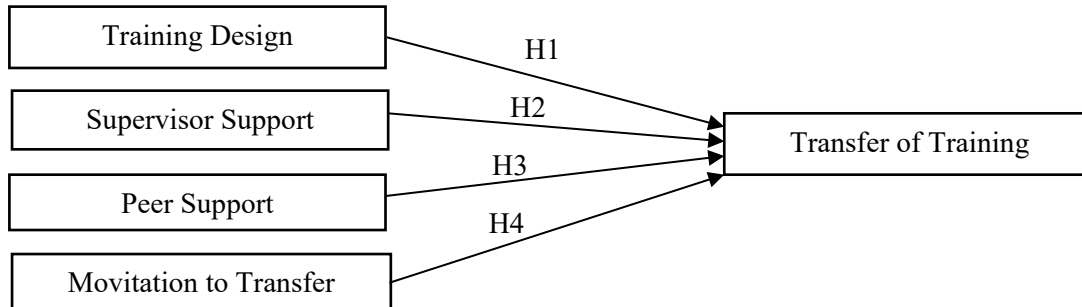**Independent Variables**   **Dependent Variable**

Figure 1: Research Framework

RESEARCH METHODOLOGY

Research Design and Setting

This study employed a quantitative research design to examine factors influencing the transfer of training among selected public sector employees in Perak. Data was collected from the one of public sectors in Perak, a public organization where civil servants are mandated to attend a minimum of seven days of training annually under the Service Circular 2005. However, not all employees attend with the intention to improve performance, raising concerns about the actual effectiveness and application of training. The setting was chosen to explore how training design, supervisor support, peer support, and motivation affect the application of training outcomes.

Population, Sampling, and Unit of Analysis

The population of the study consisted of 300 selected public sector employees in Perak. Using Krejcie and Morgan's (1970) sample size table, a representative sample of 169 respondents was selected through simple random sampling on six departments. The unit of analysis was individual employees (both male and female) who had participated in training programs designed and offered by the organization.

Measurement Design

The survey instrument was divided into six sections: (i) Section A: Demographics; (ii)Section B: Transfer of Training, consist of five items, adapted by Velada et al., (2007); (iii) Section C: Training Design , consist of five items, adapted by Velada et al., (2007); (iv) Section D: Supervisor Support, consist of five items, adapted by Wieland Handy (2008); (v) Section E: Peer Support , consist of five items, adapted by Wieland Handy (2008); (vi) Section F: Motivation to Transfer , consist of five items, adapted by Wieland Handy (2008). Each construct was measured using a 5-point Likert scale ranging from "strongly disagree" to "strongly agree."

Data Collection and Analysis

Primary data were collected via structured questionnaires distributed to the selected respondents. Data were analyzed using SPSS Version 25. Descriptive statistics (frequencies and percentages) were used for demographic analysis, while reliability was tested using Cronbach's Alpha.

Correlation analysis was applied to test relationships between independent variables (training design, supervisor support, peer support, and motivation) and the dependent variable (transfer of training).

DATA ANALYSIS

In this study, the researcher used frequency analysis, descriptive analysis, regression, correlation analysis and hypotheses testing as the data analysis.

Frequency Analysis

From the table 1, The demographic analysis of the respondents shows that there were slightly more female participants (50.8%) compared to male participants (42.2%). In terms of ethnicity, most respondents were Malay, with a total of 117 individuals, followed by a small number of Indian (4), Chinese (2), and other ethnicities (1). Most of the respondents were between the ages of 30 to 39 years old, making up 43.5% of the total, while other age groups included 20–29 years (26.6%), 40–49 years (18.5%), 50–59 years (8.9%), and 60 years and above (2.4%).

Regarding education level, the highest proportion of respondents held a diploma (35.5%). This was followed by those with SPM (21.0%), a bachelor's degree (19.4%), PMR (10.5%), STPM (8.1%), and a certificate (5.6%). None of the respondents had a master's degree. Marital status data revealed that most respondents were married (64.5%), while 33.9% were single and a small percentage (1.6%) were single parents.

In terms of working experience, the largest group had less than five years of experience (33.1%). Other experience levels included 6–10 years (28.2%), 11–15 years (10.5%), 16–20 years (15.3%), 21–25 years (9.7%), and 26 years or more (3.2%). Finally, respondents came from various departments, with the highest number from the Bahagian Pengurusan Sumber Manusia (25.8%), followed by Bahagian Kerajaan Tempatan (21.8%), Bahagian Korporat (17.7%), Bahagian Pengurusan

Table 1: Frequency Table of Selected Public Sector Employees

No		Descriptive Items	Frequency	Percentage (%)
1	Gender	Male	61	49.2
		Female	63	50.8
2	Race	Malay	117	94.4
		Indian	4	3.2
		Chinese	2	1.6
		Others	1	0.8
3	Age	20-29 years old	33	26.6
		30-39 years old	54	43.5
		40-49 years old	23	18.5
		50-59 years old	11	8.9
		60 years and above	3	2.4
4	Education	PMR	13	10.5
		SPM	26	21.0
		Certificate	10	8.1
		Diploma	44	35.5
		Bachelor's degree	24	19.4
		Master's degree	0	0
5	Marital status	Single	42	33.9
		Married	80	64.5
		Single Parent	2	1.6
6	Working experience	Less than 5 years	41	33.1
		6-10 years	35	28.2
		11-15 years	13	10.5

		16-20 years	19	15.3
		21-25 years	12	9.7
		26 years and above	4	3.2
7	Department	Bahagian Kerajaan Tempatan	27	21.8
		Bahagian Pengurusan Sumber Manusia	32	25.8
		Bahagian Korporat	22	17.7
		Bahagian Pengurusan Maklumat	21	16.9
		Bahagian Audit Dalam	5	4.0
		Unit Perancangan Ekonomi Negeri	17	13.7
		Total	**124**	**100**

Reliability Testing & Descriptive Analysis

Reliability analysis is the consistency of a measurement and it to measure the relationship that shows the degree on which selected choices are consistent to one and another. In extracting data for the reliability analysis, the reliability index would be the Cronbach's Alpha which used to measure the internal consistency reliability. The range would be 0 to 1.00 and the data considered as high consistency and the good value of Cronbach's Alpha would close to 1.00. Table 2 has shown the result of reliability test on all the variables which training design as the highest value of 0.894 for Cronbach's Alpha and as for the lowest, transfer of training obtained the lowest Cronbach's Alpha value 0.781. While, as for supervisor support, peer support and motivation to transfer, the value was 0.858, 0.875 and 0.850 for Cronbach's Alpha respectively. Therefore, researcher can conclude that all variables are reliable since the Cronbach's Alpha was greater than 0.50.

Regarding Sekaran & Bougie (2013), it stated that descriptive statistics is a measurement for frequencies, percentage, mean, standard deviation and variance that give more information on the set of data and the distribution of each variable. In this study, it had been analyzed the data using descriptive statistics to explore more the data collected and to summarize the data. So, it may be useful which is it is only wanted to make some observation towards the data collected. Table 2 shows the descriptive analysis result for dependent variable and independent variables includes transfer of training, training design, supervisor support, peer support and motivation to transfer. Based on the table it shows the mean of transfer of training is 4.5532 which above the midpoint and the standard deviation was 0.399. Meanwhile, training design obtained 4.325 for mean and for standard deviation obtained 0.560. Mean for supervisor support obtained 3.956 and standard deviation was 0.530. Next, mean for peer support was 4.424 and standard deviation was 0.486. Last variable which motivation to transfer obtained the mean value was 4.467 and the standard deviation was 0.409. The result shows that the respondents agreed with the questionnaire.

Table 2: Descriptive Analysis

No	Variables	Mean	Std. Dev	Valid Items	Item Deleted	Cronbach Alpha
1	Transfer of training	4.55532	.39927	5	-	.781
2	Training Design	4.3258	.56076	5	-	.894
3	Supervisor Support	3.9565	.53042	5	-	.858
4	Peer Support	4.4242	.48630	5	-	.875
5	Motivation to transfer	4.4677	.40955	5	-	.850

Validity Testing using Correlation

Correlation is to identify the strength of relationship between two variables, and the function of correlation analysis was to distinguish if there is any relationship existing between two variables in research. First correlation between training design and transfer of training was r = 0.417 or 41.7%. It means that there is moderate relationship between training design and transfer of training. It also shows a significantly correlated between training design and transfer of training. Second, correlation between

supervisor support and transfer of training was r = 0.370 or 37% and this shown a low relationship between supervisor support and transfer of training. However, there a significantly correlated shown between supervisor support and transfer of training. Third correlation between peer support and transfer of training was r = 0.498 or 49.8%. r = 0.498 means there is a moderate relationship indicated between peer support and transfer of training. It is a significantly correlated between peer support and transfer of training. Fourth correlation between motivation to transfer and transfer of training was r = 0.529 or 52.9%. r = 0.529 means there is a moderate relationship indicated between motivation to transfer and transfer of training. It shows a significantly correlated between motivation to transfer and transfer of training.

Table 3: Correlation

No	Variables	1	2	3	4	5
1	Transfer of Training	-	.417**	.370**	.498**	.529**
2	Training Design	.417**	-	.544**	.479**	.407**
3	Supervisor Support	.370**	.544**	-	.473**	.404**
4	Peer Support	.498**	.479**	.473**	-	.594**
5	Motivation to Transfer	.529**	.407**	.404**	.594**	-

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

Hypotheses-Testing using Regression

Based on the table 4, it shows a regression analysis which there is only two variables that shows the value that significantly correlated. The value that significantly correlated was peer support with value of 0.038 and the other variable was motivation to transfer with value of 0.001. Next, the F-value was 16.603 and the significant value was 0.000 where p>0.001. The value of R-squared was 35.8% variance by dependent variable. Furthermore, the total respondents for this study were N = 124.

Hypothesis 1: Table 4 shows that there has no significant and weakest relationship hypothesis 1 between training design and transfer of training. Beta 0.157 means positive relationship. Each one unit increase in training design; the transfer of training will increase by 0.157 units. This bring a meaning which when training designs are increased, the transfer of training in selected public sector also will be increased too. The p-value of training design was 0.091 which higher than 0.05. P-value = 0.091 shows that there was no significant relationship between training design and transfer of training in selected public sector. The t-value was 1.703. Therefore, the training design was not significant because the p-value was 0.091 and hypothesis 1 was rejected.

Hypothesis 2: Table 4 below shows that there has no significant and weakest relationship hypothesis 2 between supervisor support and transfer of training. Beta 0.057 means positive relationship which ß = 0.057 shown for each one unit increase in supervisor support, transfer of training will also increase by 0.057 units. Thus, when supervisor support was increased, transfer of training will also increase. The p-value of supervisor support was 0.534 which higher than 0.05. P-value = 0.534 shown that there was no significant relationship between supervisor support and transfer of training in se. The t-value for hypothesis 2 was 0.623. Therefore, supervisor support was not significant because the p-value was 0.534 and hypothesis 2 was not supported.

Hypothesis 3: Table 4 shows that there a significant and strong relationship hypothesis 3 between peer support and transfer of training. Beta 0.206 means positive relationship which ß = 0.206 shows for each one unit increase in peer support, transfer of training will also increase by 0.206 units. Thus, when peer support was increased, transfer of training also will increase. The p-value of peer support was 0.038 which lower than 0.05. P-value = 0.038 shows that there was a significant relationship between peer support and transfer of training, therefore, the t-value was 2.096. Furthermore, peer support was significant due to p-value was 0.038 and hypothesis 3 was supported.

Hypothesis 4: Table 4 shows that there was a significant and strong relationship hypothesis 4 between motivation to transfer and transfer of training. Beta 0.319 means positive relationship which ß = 0.319 shows for each one unit increased in motivation to transfer, transfer of training also will increase. The p-value of motivation to transfer was 0.001 which lower than 0.05. P-value = 0.001 shows that there was a significant relationship between motivation to transfer and transfer of training and the t-value was 3.415. Therefore, motivation to transfer was significant since the p-value was 0.001 and hypothesis 4 was supported.

Table 4: Regression result

Variables	Beta	p-value	t-value
Training design	.157	0.091	1.703
Supervisor support	.057	0.534	0.623
Peer support	.206	0.038	2.096
Motivation to transfer	.319	0.001	3.415
N	124		
R^2	.358		
Adjusted R^2	.337		
F-Value	16.603		
Sig	.000		

Dependent Variable: Transfer of Training
**$p < 0.01$ *$p<0.05$

Summary of Hypotheses Testing

All the hypotheses in the figure shown had test by the researcher to measure which factor influenced transfer of training. Previous study by other researchers clarified those variables influenced the transfer of training. However, the researcher found that only the H3 and H4 that supported the transfer of training. The other hypotheses are not quite supported in this research.

Table 5: Summary of Hypotheses

Hypothesis	Statement	Remarks
H1	There is a significant relationship between training design and transfer of training among selected public sector employees	Not Supported
H2	There is a significant relationship between supervisor support and transfer of training among selected public sector employees	Not Supported
H3	There is a significant relationship between peer support and transfer of training among selected public sector employees	Supported
H4	There is a significant relationship between motivation to transfer and transfer of training among selected public sector employees	Supported

Throughout the analysis of the variables, the researcher has found the significant and no significant relationship among the four independent variables. It has proven that the peer support and motivation to transfer has significant relationship with transfer of training among selected public sector employees. Furthermore, the result also summed up the independent variables (training design and supervisor support) that have no significant relationship with the dependent variable. Next chapter consists of discussions and conclusions from the findings, and some recommendations for each variable.

DISCUSSIONS AND RECOMMENDATIONS

This study helped to differentiate the four objectives from one another as well as providing the relationship between the independent variables which are training design, supervisor support, peer support and motivation to transfer influences with the factor transfer of training among employees.

Research Objective 1: Relationship between training design and transfer of training

Based on the hypothesis, training design did not influence transfer of training. The result shows that there are not significant between training design and transfer of training. Previous study showed that there is a relationship between training design and transfer of training (Basnet, 2017). This research result of findings proves that transfer of training among employees' they disagree with the study conducted that the independent variable which training design give impact to them which it can supported by previous study which there is no relationship between training design and transfer training (Gil et al., 2016). Thus, the researcher believes that the employees are not influenced by the training design to ensure the training was effective.

Table 6: Hypothesis 1 result

Hypothesis	Statement	Remarks
H1	There is a significant relationship between training design and transfer of training among selected public sector employees	Not Supported

Research Objective 2: The relationship between supervisor support and transfer of training

Based on the results obtained, the independent variable supervisor support does not have a relationship with the dependent variable of transfer of training among employees. These due to the connection were not strong enough between the independent variable and dependent variable. The researcher believes that not all the respondents gained support from supervisor to attend and apply the content of training to the job. This finding is somewhat consistent with recent studies suggesting that supervisor support alone may not always significantly impact training transfer, especially if other organizational factors are not aligned (Ng & Ahmad, 2018). While supervisor support is generally important for providing encouragement and reinforcement, its effectiveness in transfer can be limited without complementary support from peers or organizational structures (Gil et al., 2016). Thus, the researcher believes that not all supervisors play their role in influencing their employees to apply training knowledge to the job.

Table 7: Hypothesis 2 result

Hypothesis	Statement	Remarks
H2	There is a significant relationship between supervisor support and transfer of training among selected public sector employees	Not Supported

Research Objective 3: The relationship between peer support and transfer of training

The finding proves that respondents agreed with the study conducted that the independent variable of peer support gives impact to them. The significant and strong relationship between peer support and transfer of training in this study aligns with many recent findings that highlight the role of peers in reinforcing and applying new skills (Elembilassery, 2016). Research shows that peer support is essential for encouraging continuous learning and helping employees overcome challenges when

applying new knowledge (Abdollahi & Daneshmandi, 2017). Peer encouragement has been found to enhance self-efficacy and make employees feel more confident in applying training to their job tasks. Thus. the researcher believes that the employees are influenced due to the support from their peers.

Table 8: Hypothesis 3 result

Hypothesis	Statement	Remarks
H3	There is a significant relationship between peer support and transfer of training among selected public sector employees	Supported

Research Objective 4: The relationship between motivation to transfer and transfer of training

The significant and strong relationship found between motivation to transfer and transfer of training is well-supported in the literature, with motivation identified as one of the strongest predictors of whether employees will apply their learning (Na-nan et al., 2020). Motivation can be intrinsic (employee's personal desire to grow) or extrinsic (organizational rewards and recognition), both of which play a pivotal role in translating training efforts into performance improvements (Deva & Husein, 2017). Additionally, studies by Wen & Lin (2014) and Gil et al. (2018) highlight that high motivation enhances job performance and return on training investment. Thus, the researcher believes that most of the employees are influenced due to their motivation to apply to the job are high and it also gets influenced by the work environment provided by the company.

Table 9: Hypothesis 4 result

Hypothesis	Statement	Remarks
H4	There is a significant relationship between motivation to transfer and transfer of training among selected public sector employees	Supported

RECOMMENDATIONS

Based on the findings, several recommendations are proposed to enhance the transfer of training among public sector employees in Perak, focusing on the independent variables: training design, supervisor support, peer support, and motivation to transfer. Although training design showed a moderate relationship with training transfer, it did not significantly influence it, suggesting a potential mismatch between training content and job relevance. To address this, the Human Resource Department should conduct comprehensive training needs assessments to ensure that programs are aligned with actual job requirements, thereby improving their relevance and impact. Similarly, supervisor support did not significantly affect training transfer, possibly due to minimal involvement in the training process. It is recommended that supervisors take a more active role such as participating in training assessments, attending sessions, and providing follow-up support, to ensure better alignment and reinforcement of training outcomes. On the other hand, peer support demonstrated a positive and significant impact. To strengthen this further, structured knowledge-sharing sessions should be implemented to encourage collaboration and foster a culture of continuous learning, ultimately facilitating skill application in the workplace. Lastly, motivation to transfer was found to be a key factor influencing training transfer. To sustain and boost this motivation, organizations should introduce recognition or reward systems for employees who effectively apply what they have learned. Additionally, incorporating varied and engaging training formats, such as team-based or outdoor activities, may enhance participation and encourage more effective application of training content in daily tasks.

CONCLUSION

This study provides both academic and practical contributions. Academically, it offers a valuable reference for future researchers by presenting clear insights into the factors influencing the transfer of training, helping to guide future investigations in this area. Practically, it enables public sector organizations particularly in Perak to assess and improve their training programs by identifying areas of strength and weakness.

The findings revealed that out of the four factors examined, only two namely peer support and motivation to transfer showed a significant influence on the transfer of training. In contrast, training design and supervisor support did not demonstrate a significant relationship, indicating the need for further evaluation and enhancement in these areas.

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AUTHORS' CONTRIBUTION

Zuritah Binti Ariffin took the lead to find all the data, Sharir Aizat Kamarudin check the format, Eliy Nazira Mat Nazir, Shukor Sanim Mohd Fauzi and Mutiiah Mohamad took the lead in writing the manuscript. All authors provided critical feedback and helped shape the research, analysis, and manuscript.

CONFLICT OF INTEREST DECLARATION

We certify that the article is the Authors' and Co-Authors' original work. The article has not received prior publication and is not under consideration for publication elsewhere. This research/manuscript has not been submitted for publication, nor has it been published in whole or in part elsewhere. We testify to the fact that all Authors have contributed significantly to the work, validity and legitimacy of the data and its interpretation for submission to Jurnal Intelek.

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