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Antecedents of transfer of training with mediating role of motivation to learn and moderating role of self-efficacy

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ABSTRACT

This study investigates how supervisor support, peer support, and organizational learning culture influence the motivation to learn, which subsequently affects the transfer of training, with self-efficacy as a moderating variable. The objective is to evaluate which factors most effectively drive post-training behavioral implementation in Karachi's service sector. A quantitative, cross-sectional dataset was collected using a structured Google Forms survey from employees in education, banking, and telecom industries. Data were collected during 2024, and after screening procedures, 293 valid responses were analyzed. PLS-SEM (SmartPLS 3) was applied to test hypotheses, while SPSS was used for preliminary data screening and descriptive statistics. Findings reveal that peer support is the strongest predictor of motivation to learn, followed by supervisor support, while organizational learning culture had no significant effect on motivation to learn. Motivation to learn had a strong positive impact on transfer of training. Furthermore, self-efficacy positively influenced transfer of training, but its controlling effect between inspiration to learn and transmission of training was negative, indicating unexpected behavioral dynamics. Organizations should strengthen peer learning mechanisms, reinforce supervisor engagement, and design self-efficacy–based interventions to improve training outcomes while reassessing the effectiveness of existing learning culture policies.

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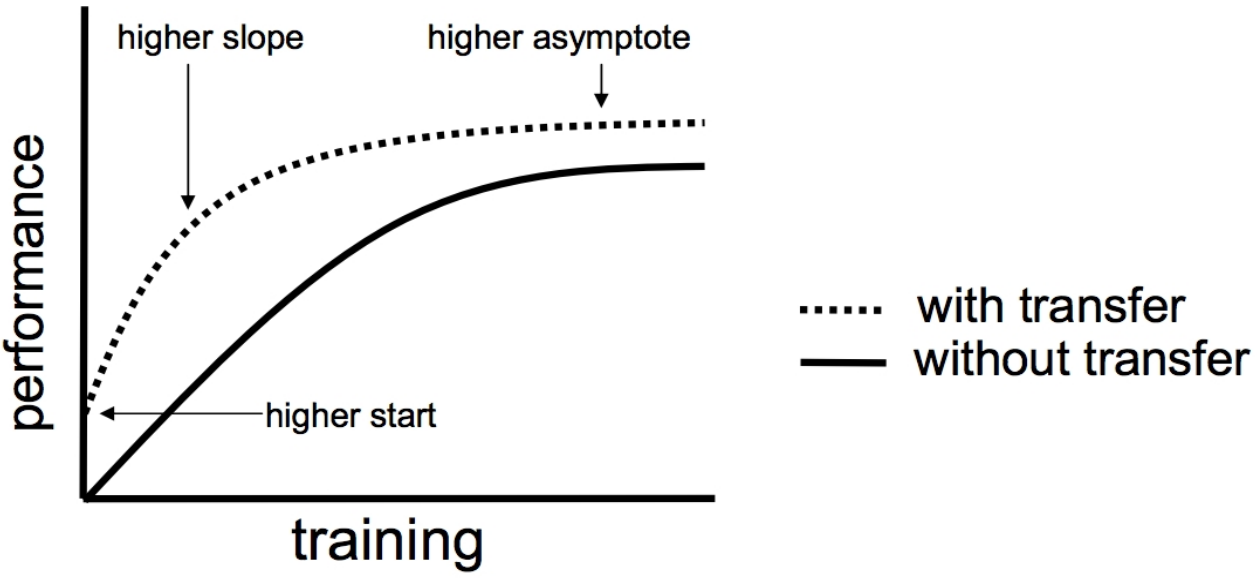
1. Introduction

Transfer of training is that important in Human Resources Management (HRM) in organizations. Research has been able to create the high strategic importance of transfer of training on employee performance (Almohammadi & Aisyah Panatik, 2020). Globalization, technical innovations and aptitude conflicts demanded the use of training to bring a higher level of individual and organizational efficiency (Muduli & Trivedi, 2020). Study and exercise have recognized the importance of the knowledge transfer and training services between a drill program and work place, also referred to as training transfer, fitted to achieve more effective training (Muduli & Raval, 2018). Training transfer is dependent on a number of factors but the training transfer climate is paramount to training transfer (Suleiman, Dassanayake, & Abang Othman, 2018). In addition, research has investigated the key factors determining the transfer climate of training like perception regarding peers supervisors coaching and mentoring climate, and the opportunity to use (Holton Iii, Bates, & Ruona, 2000; Muduli & Raval, 2018), however, slight is known about the influencing factors behind transfer training climate.

Figure 1: Slops with and without transfer



1.1. Problem Statement

It is becoming increasingly understood that training does not translate into performance and that is why the problem of transfer of training has become a significant issue in the organization today (Ma et al., 2018). Companies spend enormous sums of money annually on on-job training and majority of the employees (trainees) did not translate it into their workplaces (Fatima & Siddiqui, 2019). This theoretical gap is the reason why current study is attempted. The successful design of training should establish a win- win situation between the employee on the one hand and the organization on the other to achieve organizational activities and enhance the employee efficacy. Goals can also be realized by employees and even organizations provided that the transfer of learning skills to workplace is executed successfully (Awais Bhatti & Kaur, 2010). Training solely serves the purpose of assisting organizations as it helps in preparing, acquiring, and enhancing the skills required, which is impossible to carry out unless it is maintained and transferred by the employees (trainees) in the work places. Entrepreneurs in various divisions in Pakistan spend large sums of money and labor in conduct of on job training, yet outcomes of these training programs are not impressive because there are individual and organizational factors that influence transfer of training back to job by the trainees. This research will assist the organizations on identifying the gaps in training programs that failed to enable the trainees to assimilate and transfer it to the workplaces.

1.2. Research Questions

RQ1: How does supervisor support, peer support, organization learning culture influence the motivation to learn?
RQ2: How does motivation to learn affect training of transfer?
RQ3: Does transfer training act as a mediator between supervisor support and an employee's motivation to learn?
RQ4: Does the culture of organizational learning relate to learning culture in a way that influences training transfer, with motivation to learn serving as a mediator?

1.3. Objective of the Study

The study aims to explore how supervisor support, peer support and the organization's learning culture shape employees' motivation to learn. It also seeks to find out whether motivation to learn contributes to the transfer of training. Another objective is to assess whether motivation to learn serves as a mediator between supervisor support and the transfer of training. The study further examines how motivation mediates the link between organizational learning culture and training transfer. It also investigates whether motivation to learn mediates the relationship between peer support and training transfer, and finally evaluates whether self-efficacy moderates the connection between motivation to learn and the transfer of training.

1.4. Significance of the study

This research was done in Pakistani corporate environment which incorporated an action research approach where participants involved were employee. The transfer practices to the organization may be enhanced. The members of the team through their influence could help the managers and supervisors in order to embrace the transfer practices. The study was a chance to the entire stakeholders in the organization; peers, supervisors, and managers, top management to audits transfer current practices. Transfer of training was not only a concern to persons handling training activities but also to all the individuals affected by the training (Brinkerhoff, 2006). This initiative became an addition to knowledge and practice of learning and development team when it comes to designing and delivering training. Reasons to make sure learning takes place could be extended in the past to transfer. Elements of design that facilitate transfer could be established and utilized.

1.5. Organization of the Study

The study is organized into five chapters to maintain a clear and logical flow. Chapter 1 outlines the background of the topic, the research problem, the objectives, the importance of the study and its overall scope. Chapter 2 presents the related literature, including the theoretical foundation, past empirical work, the conceptual model and the development of hypotheses. Chapter 3 explains the methodology, describing the research design, target population, sampling approach, instrument development, data collection procedures and the statistical techniques used for analysis. Chapter 4 focuses on the results, covering the measurement model, structural model, hypothesis testing and interpretation of the findings. Chapter 5 summarizes the main conclusions, highlights theoretical and practical contributions, provides recommendations, notes the study's limitations and suggests directions for future research. The overall structure ensures a smooth progression from identifying the problem to verifying the findings and presenting their practical value.

2. Literature Review

This chapter described the linkage between dependent, independent, mediator and moderator variables in theoretical background. Hypothesis will be defined on the basis of theoretical relationship. In theoretical background, picture of linking dependent and independent, mediator and moderator variables will be exposed so that theoretical linkage can be easily identifies. Review of related literature will be given in all relevant literature and contributions of previous researchers. Literature related to mediating relationship of motivation to learn with supervisor support, peer support and organization learning culture to transfer of training with moderating effect of self-efficacy will be identified in this chapter. Literature review also provides an idea to a reader on what direction research is focused on.

2.1. Underpinning Theory

Scholars and training professionals often draw on three main theories to understand how training is designed for effective transfer: the Identical Elements Theory, the Principles Theory and the Cognitive Theory of Transfer (Noe, 2005). While other perspectives such as motivation, organizational behavior and adult learning also influence training practices, these three are directly centered on explaining how transfer occurs. A theory is generally expected to satisfy two conditions: it should summarize a wide range of observations using a model built on a limited set of assumptions, and it should be able to predict future outcomes with clarity (Bandura, 1997). Even though these theories help describe and anticipate transfer-related processes, each has faced conceptual and empirical criticism in the academic literature.

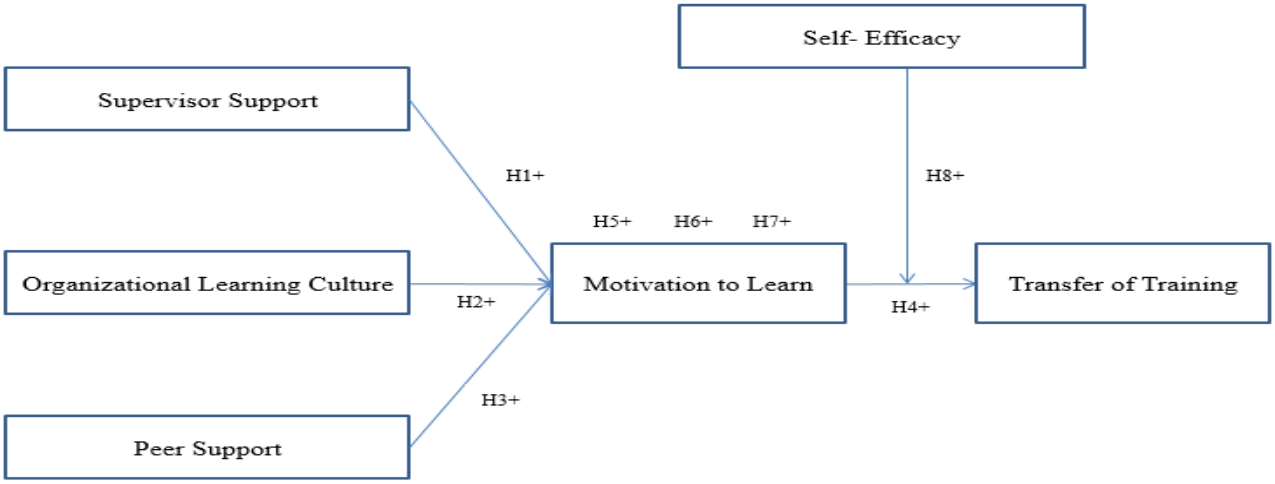
2.2. EMT and fMRI both employ the Cognitive Theory of Transfer

e cognitive view of transfer stems from information-processing approaches to learning, which focus on how knowledge is stored and retrieved (Noe, 2000). This perspective holds that training transfer depends on a person's ability to access the information that can guide their behavior in a new setting (Royer, 1979). The theory rests on several assumptions. First, it assumes that memory is highly organized, operating in a way that resembles a computer system where information can be searched systematically. Second, it proposes that some pieces of stored knowledge are strongly linked to others, making them easier to locate, while other pieces are weakly connected and therefore harder to retrieve(Ahmed, Azhar, & Mohammad, 2024; Mohammad, 2015). Third, it suggests that transfer is more likely when individuals not only acquire information but also understand it at a deeper level (Royer, 1979).

2.3. The Theory of Transfer of Principle is connected to the research article

e Principles Theory of Transfer shifts the focus away from matching the learning setting with the transfer setting. Instead, it highlights the importance of the core ideas and rules that guide the tasks being transferred (Goldstein, 1993). Its roots can be traced to Höffding (1892) view that psychological similarity matters more than surface-level similarity, and to Judd (1908) findings that transfer improves when learners first understand the underlying principles. In this approach, learners are taught general concepts and rules that they can apply later in situations they did not directly encounter during training (Seok Kang, Sung Kim, & Won Lee, 2006).

Figure 2: Conceptual Framework



3. Theoretical Background and development of Hypothesis

3.1. Support from supervisors, encouragement to learn, and training transfer

Supervisor support can be understood as the supervisor's behaviour that aligns with the objectives of the training program (Xiao, 1996) and helps employees apply what they learned when they return to their jobs (Holton Iii, Bates, & Ruona, 2000; Nijman et al., 2006). Research shows that support from supervisors plays an important role in shaping trainees' motivation to learn and their willingness to use new skills on the job (Axtell, Maitlis, & Yearta, 1997; Seyler et al., 1998). It has also been linked to stronger training transfer outcomes (Blume et al., 2010; Cromwell & Kolb, 2004; Pham, Segers, & Gijselaers, 2013; Wei Tian, Cordery, & Gamble, 2016). Evidence further indicates that the effect of supervisor support continues well after training is completed, including one month (Axtell, Maitlis, & Yearta, 1997), two months (Gaudine & Saks, 2004), three months (Pham et al., 2013), and even up to a year later (Axtell, Maitlis, & Yearta, 1997; Cromwell & Kolb, 2004).

H1: The supervisor support is mediated by motivation to learn.

3.2. Organizational learning culture, motivation to learn and transfer of training.

Companies that have been keen on learning and development have realized a rise in job satisfaction, productivity and profitability of the employees (Watkins & Marsick, 2003). In this paper, organizational learning culture will be used to denote the structural and the process aspects of learning in an organizational setup. This definition goes in line with the construct and measures proposed by Watkins and Marsick (2003) and employed in this paper. They proposed seven of the dimensions of the concept learning organization, which, they argued, are not only different, but also interrelated between people and structure. A learning organization is considered as an organization that is able to incorporate people and structure to propel an organization towards constant learning and change. This study bases the theoretical frameworks on the learning organizations analytic framework that was developed by Watkins and Marsick (2003). This model possesses a number of notable aspects. It gives clear and wide definition of construct learning organization, defines the construct on the prism of organizational culture and gives enough measurement domain. Moreover, this model does not just identify the underlying dimensions of learning organizations, but also combines such dimensions in a theoreticized structure that spells out the interdependent relations.

H2: The mediation level of the organizational learning culture is the motivation to learn.

3.3. Peer support, incentives to learn and transfer training

Peer support refers to the encouragement and assistance that co-workers provide to trainees as they try to learn and apply new skills in their jobs (Chiaburu, 2010; Nijman et al., 2006; Seyler et al., 1998). Because peers work at the same level and interact with trainees more frequently than supervisors or managers, these relationships tend to grow stronger over time (Chiaburu & Harrison, 2008). This closeness, along with the growing reliance on team-based work, has increased the influence peers have on a trainee's motivation and their ability to use training effectively in the workplace (Chiaburu, 2010; Chiaburu & Harrison, 2008; Cromwell & Kolb, 2004; Martin, 2010; Van Den Bossche, Segers, & Jansen, 2010).

H3: Peer support has a moderating influence on learning and motivation.

3.4. Bring the field training and the motivation to learn.

Transfer motivation is paramount as far as transfer of training is concerned (Paulsen & Kauffeld, 2017). Without motivation, learned skills can be so hard to employ in the place of work (Awais Bhatti & Kaur, 2010). It is the intention of the trainees to move to real work place which is called motivation to transfer (Axtell, Maitlis, & Yearta, 1997; Colquitt, LePine, & Noe, 2000). Motivation is not a variable that is under investigation in the literature of learning (Latham, 2011). By way of illustration, one of the matters of the research was that (Shaw, 1992), expectancy theory will be pivotal as far as the impact of presumed outcomes regarding effort, degree of motivation and outcome of the performance. Equally, the social cognitive theory states that expectations of outcome, self efficacy and goals role play a role in reforming human behaviors (Bandura, 1997).

Yamnill and McLean (2001) identified goal-setting theory, expectancy theory, and equity theory as key motivational frameworks relevant to training. Goal-setting theory explains how specific goals influence motivation and guide behavior during and after training (Locke & Latham, 2002). The theory emphasizes that individuals are driven by the goals they strive to achieve. In a study on motivation to transfer, Clark, Dobbins and Ladd (1993) used structural equation modeling based on expectancy theory and found that two contextual factors influence transfer motivation: the perceived career benefits and job-related utility of the training. Their model proposed that a trainee's motivation to transfer is directly shaped by their belief that the training will enhance career or job performance. Similarly, Burke and Hutchins (2007) highlighted that trainees are more motivated to transfer when the training content aligns with job requirements or helps improve job performance. Perceived organizational support and supervisor support are also workplace factors that affect transfer motivation (Chiaburu, 2010).

Motivation can be categorized into two forms: motivation to learn and motivation to transfer (Kontoghiorghes, 2008; Warr, Allan, & Birdi, 1999). Chiaburu and Harrison (2008) examined both forms and found that motivation to transfer had a stronger association with actual training transfer (0.43) than motivation to learn (0.07). Work motivation theories suggest that motivation drives action (Latham, 2011). Awais Bhatti and Kaur (2010) also emphasized that transfer motivation is the most critical factor in the transfer of training. Supporting evidence comes from studies by Liebermann and Hoffmann (2008) and Kirwan and Birchall (2006), which reported strong correlations between motivation and training transfer. Overall, both conceptual (Mathieu, Tannenbaum, & Salas, 1992) and meta-analytic studies (Colquitt, LePine, & Noe, 2000) confirm that motivation plays a central role in training outcomes. This leads to the following hypothesis:

H 4: Transfer motivation influences transfer of training positively.
H5: Motivation to learn has a mediating role in the supervisor support and training transfer.
H6: Motivation to learn is the mediating variable on organization learning culture and training transfer.
H7: The mediator between peer support influence on transfer and trainee motivation is motivation to learn.

3.5. Self-efficacy, learning transfer and training motivation.

Research indicates that self-efficacy affects the transfer of training, a relationship that can be understood through (Bandara & Wirasinghe, 1986) social learning theory. To assess how effectively a person can carry out specific actions, it is important to consider the types of performance required. This involves not only the skills themselves but also the individual's belief in their ability to use those skills effectively (Wood and Bandura, 1989). Self-efficacy reflects a person's confidence in meeting the performance standards of a job. Employees with high self-efficacy are more likely to achieve greater training effectiveness and successfully apply what they have learned, whereas those with lower self-efficacy tend to demonstrate reduced training transfer due to limited confidence in utilizing the training content (Islam & Ahmed, 2018; Vignoli et al., 2018; Wen & Lin, 2014). Overall, self-efficacy has a significant positive impact on training transfer (Na-Nan & Sanamthong, 2019).

H8: Hypothesis: I assumed that self-efficacy will mediate the relationship between motivation to learn and transfer of training such an assumption means that an improvement in the relationship will be observed between the people who reported having a higher level of self-efficacy and motivation to learn as well as transfer of training.

3.6. Research Gap

Mostly training outcomes have been examined on the basis of the general HR practices or individual level predictors but there has been little literature to examine surveys on peer support, supervisor support, motivation to learn and self-efficacy in quasi-mediation moderation model, particularly in service industry in Karachi. Furthermore, the organizational learning culture brought up conflicting conclusions in previous studies. The negativity in the moderating relationship between self-efficacy and the motivation-to-learn pathway has never been studied and serves as a clear conceptual and empirical gap that is currently being used in the current study through the PLS-SEM-based ways of causality.

4. Methodology

Positivism is commonly linked with scientific research that primarily uses quantitative data and follows the principles of scientific inquiry (Lastrucci, 1963). From a positivist perspective, the methods and standards applied in the natural sciences can also be used to study social phenomena. The paradigm assumes that reality exists independently of the researcher observing it (Guba & Lincoln, 1994). Epistemology, as defined by the Cambridge Dictionary of Philosophy, is the study of the nature and justification of knowledge. It involves examining (a) the defining characteristics of knowledge, (b) its sources or conditions, and (c) its boundaries or limitations (Audi, 1999). In the field of education, personal epistemology refers to individuals' beliefs about the nature of knowledge and the process of knowing (Hofer & Pintrich, 1997).

4.1. Research design

Research design is the plan that describes how the researcher will discover the answers to the research questions, the way the data is being measured, collected, and analyzed (Sekaran & Bougie, 2016). This research has adhered to this framework with a view of coming up with the answer to the hypotheses that were put in place. In order to undertake this research in research design we must undertake quantitative method. Likert scale has been applied in order to analyze the respondent answers with a view to collecting data questionnaire. The general conceptualization of this study is to examine the mediating role of motivation to learn with supervisor support, peer support and organization learning culture to transfer of training with mediating role of self-efficacy. The data of this research is obtained in various organizations in Karachi, Pakistan. Quantitative research creates deductive reasoning which initiates up with concept designing and is later validated through the application of various statistical procedures that represent core concept (Newman, 2007). They were tested in SPSS (Statistical Package of Social Sciences) software which was used to test the collected data of quantitative research using various statistical methods. This research adopts the descriptive method of research. Descriptive research is the scientific procedure to comprehend any phenomenon on a more thorough account and reveals the features of the entities like person, organizations, products or brands etc. Such a method of research provides the researchers with an opportunity to further investigate the ideas, and help the managers to make simple decisions (Sekaran & Bougie, 2016). Other than this study, the hypothesis testing

approach is also involved since it is believed to test the developed relation between the independent variables, mediator, moderator and dependent variables.

4.2. Sampling

The study is founded on Karachi service industries. Consequently, the officers, managers and supervisors without gender restrictions will be used as target population of this study. The research hypothesis will be primarily tested among the employees of other sectors or organizations. The general employees of the service sectors of Karachi, Pakistan were the available population in this study. Additionally, Non-probability convenient sampling technique is applied, in non-probability sampling technique each member of the population is not given the opportunity to be selected as sample participants and sample is recruited based on availability and convenience (Neuman, 2013; Sekaran & Bougie, 2016). In order to analyse the data, different descriptive and inferential statistics are used. The first step that would be implemented prior to delving into the main analysis is data screening (i.e. detection of missing values and outliers). The SPSS 23 is used to do data screening. On the same note, descriptive statistics have been performed with the assistance of SPSS software version 23, which assists in understanding and profiling the responses. It can also be used to summarize and put the respondents in neat categories based on the demographics. Moreover, inferential analysis is utilized to make predictions on the information gathered to test hypotheses, as this technique of SEM is used. Among the reasons of using this technique, few are, i). It looks at all relational levels of variables at the same time, ii). It offers strong outputs when compared to the rest of the statistical methods and iii). It complies with the recent tendency since most of the high indexed journals demand it and (Hair, 2009) substantiate the notion of its utilization, as it is the most accurate to date. Thus in the smart PLS 3, the first step is the measurement of the first which is the outer model followed by the measurement of the inner model and lastly is the testing of the hypotheses.

5. Results and Discussion

5.1. Data Screening

To do the statistical analysis, we have to be sure that the data which we are going to analyze is either data clear to do further process and this reason is we perform many tests in terms to determine the screen processes of data. Missing values occur when the respondent is not ready to respond on any question or not understanding of the question or finds it hard to respond (Sekaran & Bougie, 2016). Nonetheless, blanked values were detected and replaced in their indicator variables including TOT4, SE3, SS5 PS3 and OLC2. There was no out of range value among the entire range of data in this study when the range value was measured. The data set did not require the reversal of the code. This paper contains six multivariate outliers; 28, 201, 86, 259, 36 and 209 that were dropped out of data set. The final sample size was 293 (it was pared down to get rid of outliers).

Table 1: Measurement Model (n=293)

Latent Constructs	Indicators	Loadings	CR	AVE
Motivation to Learn			0.956	0.844
	MTL1	0.867		
	MTL2	0.917		
	MTL3	0.966		
	MTL4	0.922		
Organizational Learning Culture			0.788	0.555
	OLC1	0.716		
	OLC2_1	0.709		
	OLC3	0.805		
Peer Support			0.910	0.717
	PS2	0.880		
	PS3_1	0.903		
	PS4	0.885		
	PS5	0.706		
Self- Efficacy			0.838	0.566
	SE2	0.784		
	SE3_1	0.709		
	SE4	0.821		
	SE5	0.687		
Supervisor Support			0.943	0.770
	SS1	0.843		

	SS2	0.834		
	SS3	0.937		
	SS4	0.907		
	SS5_1	0.861		
Transfer of Training			0.894	0.628
	ToT1	0.831		
	ToT2	0.753		
	ToT3	0.766		
	ToT4_1	0.891		
	ToT5	0.710		

Note: AVE refers to Average Variance Extracted, and CR stands for Composite Reliability.

Table 1 presents the outer loadings of the indicators, excluding any cross-loading values. All items have loadings above 0.65, indicating acceptable reliability (Hair et al., 2010).

Table 2: Discriminant Validity using HTMT 0.90 Criterion (n=293)

	MTL	OLC	PS	SE	SS	TOT
MTL						
OLC	0.537 (0.311;0.717)					
PS	0.809 (0.718;0.868)	0.67 (0.493;0.810)				
SE	0.725 (0.481;0.724)	0.642 (0.400;0.724)	0.63 (0.470;0.751)			
SS	0.619 (0.481;0.724)	0.578 (0.400;0.715)	0.729 (0.619;0.813)	0.485 (0.312;0.641)		
TOT	0.861 (0.796;0.912)	0.527 (0.361;0.692)	0.757 (0.621;0.861)	0.789 (0.675;0.873)	0.588 (0.443;0.706)	

Table 2 indicates that the Heterotrait-Monotrait Ratio (HTMT) meets the required criteria, with all values below the threshold of 0.9 (Henseler, Ringle, & Sarstedt, 2015).

Table 3: Discriminant Validity using Cross Loadings (n=293)

	MTL	OLC	PS	SE	SS	TOT
MTL1	0.867	0.354	0.647	0.475	0.515	0.592
MTL2	0.917	0.372	0.656	0.687	0.494	0.817
MTL3	0.966	0.403	0.721	0.609	0.568	0.733
MTL4	0.922	0.435	0.743	0.526	0.585	0.688
OLC1	0.210	0.716	0.305	0.290	0.400	0.164
OLC2_1	0.334	0.709	0.435	0.305	0.303	0.319
OLC3	0.368	0.805	0.352	0.432	0.256	0.383
PS2	0.725	0.431	0.880	0.437	0.649	0.580
PS3_1	0.711	0.455	0.903	0.506	0.690	0.574
PS4	0.649	0.413	0.885	0.453	0.523	0.549
PS5	0.392	0.387	0.706	0.370	0.370	0.502
SE2	0.551	0.508	0.403	0.784	0.348	0.599
SE3_1	0.411	0.297	0.334	0.709	0.156	0.327
SE4	0.590	0.391	0.552	0.821	0.479	0.531
SE5	0.292	0.160	0.253	0.687	0.242	0.449
SS1	0.435	0.414	0.527	0.405	0.843	0.401
SS2	0.402	0.395	0.536	0.329	0.834	0.419
SS3	0.515	0.343	0.612	0.328	0.937	0.463
SS4	0.585	0.288	0.675	0.365	0.907	0.520
SS5_1	0.592	0.381	0.598	0.451	0.861	0.496
ToT1	0.704	0.428	0.569	0.512	0.471	0.831
ToT2	0.565	0.225	0.460	0.451	0.381	0.753
ToT3	0.575	0.194	0.543	0.437	0.351	0.766
ToT4_1	0.639	0.369	0.535	0.650	0.470	0.891
ToT5	0.571	0.391	0.458	0.534	0.413	0.710

Table 4: Model Quality Criteria (n=293)

	R^2	R^2 Adj	Q^2
MTL	0.581	0.577	0.481
TOT	0.663	0.659	0.408

Note: 5000 bootstrapping used.

Table 4 illustrates the R square, adjusted R square and Q square values. The 58.1 and 66.3 percent explained variance of the mediator and independent variables variable motivation is acceptable and a good estimate in the field of management and social sciences because according to (Hair, 2009) it is not specified the value of R square and it solely depends on the context of the study. On the same note, the other two endogenous variables have explicated variance of 57.7 and 65.9 percent. The fact that the Q square values exceed zero on all the constructs ensures that the exogenous variables have predictive value to the under consideration endogenous variables (Chin, 1998).

Table 5: Hypothesis Testing Table (n=293)

H No.	Hypothesized Relationship	Estimate	SE	T-value	P Values	CIBC 2.5%	CIBC 97.5%	Decision
Direct Effects								
H1	SS -> MTL	0.135	0.052	2.589	0.010*	0.039	0.249	Supported
H2	OLC -> MTL	0.057	0.046	1.236	0.217	-0.025	0.154	Not Supported
H3	PS -> MTL	0.634	0.060	10.552	0.000***	0.513	0.746	Supported
H4	MTL -> TOT	0.507	0.042	12.020	0.000***	0.423	0.590	Supported
Specific Indirect (Mediating) Effect								
H5	SS -> MTL -> TOT	0.068	0.028	2.487	0.013*	0.020	0.131	Supported
H6	OLC -> MTL -> TOT	0.029	0.023	1.253	0.21	-0.013	0.076	Not Supported
H7	PS -> MTL -> TOT	0.321	0.044	7.336	0.000***	0.242	0.416	Supported
Interaction (Moderating) Effect								
H8	SE -> TOT	0.244	0.051	4.780	0.000***	0.143	0.343	
	MTL x SE -> TOT	-0.080	0.018	4.485	0.000***	-0.118	-0.047	Supported

*Notes: * 95% CI (p<.05); *** 99.99% CI (p<.001)*

Table 5 indicates the results of the inner model and the verdict concerning the approval or the denial of the hypotheses developed previously on the foundation of the reviewed literature. According to this table, In direct effect, it is observed that, there exists a positive and significant effect of Supervisor support on motivation to learn (t=2.589, p-value=0.010), Peer support on motivation to learn (t=10.552, p-value=0.000), of motivation to learn on transfer of training (t=12.020, p-value=0.000). Contrary to that, the influence on motivation to learn is negative but negligible (t=1.236, p-value=0.217) of organizational learning culture. In specific indirect mediating effect, there is a significant and positive effect of supervisor support on motivation to learn with transfer of training (t=2.487, p-value=0.013), peer support on motivation to learn with transfer of training (t=7.336, p-value=0.000) but the effect of organizational learning culture on motivation to learn with transfer of training is negative and insignificant (t=1.258, p-value=0.217).

Table 7: Summary of Hypothesis

H No.	Hypothesis Statement	Decision
H1	Motivation to learn mediates the relationship between supervisor support and training outcomes.	Supported
H2	Motivation to learn mediates the relationship between organizational learning culture and training outcomes.	Not Supported
H3	Motivation to learn mediates the relationship between peer support and training outcomes.	Supported
H4	Motivation to transfer has a positive effect on the transfer of training.	Supported
H5	Motivation to learn mediates the link between supervisor support and the transfer of training..	Supported
H6	Motivation to learn mediates the link between organizational learning culture and the transfer of training.	Not Supported
H7	Motivation to learn mediates the link between peer support and the transfer of training.	Supported
H8	Self-efficacy moderates the relationship between motivation to learn and the transfer of training, such that the effect is stronger for individuals with higher self-efficacy.	Supported

6. Discussion

The initial research hypothesis was to test the mediating impact of motivation to learn of supervisor support and training of transfer. The results indicate that supervisor support interacts with motivation and shows a great positive connection with motivation in the Karachi based service centres in Pakistan. The second research hypothesis was to examine the mediating relation of motivation to learn among organizational learning culture and training to transfer. The result indicates that motivation to learn in Karachi service centers in Pakistan did not have any interaction or significant negative relationship with the organizational learning culture. The third research hypothesis was to examine mediation effect of motivation to learn by peer support and training to transfer. The results imply that motivational factors in the service centers of Karachi, Pakistan interact and significantly relate to peer support. In the fourth research hypothesis, it was hypothesized to examine the relationship that exists between motivation to learn and transfer training. The result indicates that transfer of training has interaction and significant positive relationship with motivation to learn in the service centers in Karachi, Pakistan. The final research hypothesis was on the moderating effect of self-efficacy between training of transfer and the motivation to learn. The results indicate that there exists interaction and positive high relationship between self-efficacy and motivation to learn and transfer training in service centers located in Karachi, Pakistan.

6.1. Limitation

It is planned to conduct a study aimed at investigating the mediating effect of motivation to learn on supervisor support, peer support and organization learning culture on transfer of training with moderating effect of self-efficacy at various organizations in 2020 Karachi. The research was plagued with a number of limitations where one of the obstacles of the research was the unwillingness of the management of the organization to take part in this pandemic since the majority of the employees were working remotely. The other problem encountered in this study was the reluctance of some employees to create some time and complete the questionnaires indicating that they had no time due to busy work schedules. To circumvent this disadvantage the researcher offers online questionnaire links to the respondents to complete in their free time after work.

6.2. Policy Recommendation

Bearing the constructs used in the study and the development that came out, we would have some scarcely practical recommendations to the management that handles the service centers. This paper concludes that motivation has great impact on transfer of training provided that people are motivated. Accordingly, manager must seek and identify those good attributes and enhance them, they must find the undesired attributes and create training programs to overcome them. The given study also shows that the transfer of training and motivation to learn is directly influenced by self-efficacy, thus a manager should enhance self-efficacy to encourage employees to transfer training. To create some confidence among the members the management should first offer some training programs (i.e. behavioral modeling or vicarious learning) to establish confidence because high self-efficacy employees learn to training better and more willing to transfer training as compared to low self-efficacy employees.

6.3. Future Research Recommendations.

The research will bridge the research gap since there have been limited attempts in the area to date, especially in Pakistan. Nevertheless, in a regard to our research in the future, we should provide some advice to the researchers willing to research the same problem in the similarly context. The findings of this study can not be generalized due to the small sample size, and hence the future researcher can decide to research on the same phenomenon by incorporating a bigger sample size. It is possible that future researchers consider the cross cultural study by incorporating multiple countries instead of a single country. The country of origin effect and the host country effect may also be included in the future studies. The research has been carried out on only the service sector but in future other fields might also be researched to obtain total understanding.

7. Conclusion

This research study addressed gaps in previous research since it tested the mediating role of motivation to learn and moderating role of self-efficacy. The up-to-date findings demonstrate that the support of the supervisor and peers could be useful to aid the process of

motivating employees to learn more and have a positive impact on training skills transfer. It also becomes clear in this study that the mediating effect of motivation to learn is not interacting and has negative relationship with organizational learning culture and has telling effect with self-efficacy that employee motivation of learning and readiness to transfer the training among other employees need not be built with organizational learning culture which it may build through peer support, supervisor support and self-efficacy.

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