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ARTICLE

**Voyage of Perceptions and Motivational Learning for Training
Transfer and Performance**

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Abstract

Statistical analysis carried out in this study shows that the perceived usefulness of training is positively associated with motivation to learn, amount of learning, training transfer and job performance. Furthermore, motivation to learn is also positively correlated with learning, training transfer and job performance.

Key Words: Perceived usefulness, training transfer, motivation to learn, performance.

Introduction

During the last decades Training and different aspects associated with it caught the eye of many researchers drastically but specially the work of Salas and Cannon-Bowers,(2001) added more in conceptualization of effectiveness of trainings .There are different factors during the time of training like training transfer ,organizational system ,and design of training that influence the effectiveness of training outcomes to individual level to team and ultimately to organizational outcomes (Kozlowski, Kraiger, Salas & Teachout, 1997).

This paper intended to presents the link between the learning impact of training provisions,perceived usefulness and benefits associated with the trainings and their connection with training transfer and performance.Learning and transfer role phenomenon with performance perspective was come across the demand in the shape of more theory-driven fundamental issue during the last years (Blume, Ford, Baldwin, & Huang, 2010).We try to explicate numerous phenomena in the process of training transfer and performance enhancement process with the angle of perceived usefulness and perceived benefits and learning provisions.

Interestingly , literature reveals that different theories of social psychologists are apropos with training transfer and is worthwhile if we critically analyze them.The instructive effort of this study is to go beyond those conventional transfer theories. It is our anticipation that we will try to explore that how an individual learn by keeping in mind the perceived usefulness(cognitive behavior) of that training and how this social psychology of perceived usefulness boost the learning process.However,this is also proposed that when the learned material was retained over the period of time it would considered as training transfer and that eventually leads towards performance enhancement aspect of the employees.

Lewin's (1951) work provides the basis of our research where he considered behavior as a function of person as well as environment and that behavior leads to learning capability of person which meant to training transfer and this phenomenon explored in different training transfer's framework (e.g. Baldwin & Ford, 1988; Kirwan & Birchall, 2006). Furthermore, several theories support the learning phenomenon of individuals but the most remarkable work on this aspect is learning theory of Bandura (1986) who presented the skills and behaviors pattern while the learning process going on and utilized this material for performance stock (Noe, Wilk, Mullen, & Wanek, 1997). So performance can also be enhanced through the goal setting practice and this assumption was supported by the well known theory of goal setting (Locke, 1990).

To date numerous of comprehensive models related to training transfer concepts have been proposed (Baldwin & Ford, 1988; Cannon et al., 1995; Colquitt, LePine, & Noe, 2000). Thayer and Teachout (1995) offered a theoretical model of training transfer which had many common features with others model. He proposed that skill acquired during training and practiced them at work place considered as the most dominant characteristics of evaluating the effectiveness of trainings that produce post trainings outcomes. The literature of trainings revealed that investment in training programs and learning acquired through this investment (Alvarez, Salas & Garofano, 2004), is not always translated into persistent performance due to lack of perceived benefits associated with that trainings and motivation of trainees (see, eg, Baldwin & Ford, 1988). So training transfer is learned knowledge during training that can enhance the job performance if it is applied on the job (Laker & Powell, 2011). So we hypothesized this concept as learning and it is effective if it is transformed at work place. Therefore, learning and transfer is supported by the perceived benefits and perceived use concept and this transfer act should be rehearsed that leads to effective performance (e.g. Blume et al., 2010). Motivation to learn is considered as the behavioral intention that is predicted by the positive behavior of trainees' such as understanding, listening, and engaging all sort of practices, that are helpful in the process of learning during training (Noe & Schmitt 1986).

Most of the research in the field of trainings were based on self rated questionnaires but in our study the other's rated evaluation of criteria was adopted. Another important aspect of this study is that here we are categorizing learning into two dimension first motivation to learn and then actual learning and eventually to training transfer (Burke & Hutchins, 2007). To this end, we are focusing on effectiveness of training research to pinpoint those aspects that expedite the learning, transfer training and performance link (Colquitt et al., 2000; Holton, Bates, & Ruona, 1998).

To date, more exploratory research enquiry of training transfer in the field of academia and administration has yet to be published. Despite substantial development in the field of transfer training research (Geilen, 1996; Holton et al., 1997; Haccoun & Saks, 1998; Noe, 1999). This is the major significance of this study that although there has been plenty of research that explored the effects of motivation to learn and training transfer (Geilen, 1996; Noe & Schmitt, 1986), but we are examining the transfer behavior with retention and application of learned knowledge and skills to the job in academia and administrative side of society. Therefore, purpose of this study is to explore the links between perceived usefulness, motivation to learn and training transfer that significantly contribute to increase in performance and make the whole training program effective. Similarly, this research is an effort for providing the new aspects for future research and practical implication for effectively getting the benefits from training investments as well as increasing performance at workplace.

Secondly, since to date there are very limited instances where all variables relating effectiveness of training like learning is linking to motivation to learn, perceived benefits associated with that trainings and training transfer are discussed. Therefore, we are trying to

These research studies are consistent with theories of motivation to learn. First of all, Locke & Latham (1990) theory of goal setting provide explanations about the way of accomplishing the goals will rise employees motivational level. As a consequence, job performance may increase (Tracey, Hinkin, Tannenbaum, Mathieu, 2001; Goldstein & Ford, 2002). Wood and Bandura's theory (1986) and Holton et al., (1997) of social learning explore that self efficacy strengthens individuals' performance. If we see these theories in training perspective then it is revealed that learning is dependent on motivation to learn and that can be converted to training transfer domain and consequently, it leads to increased job performance (Brown, Ganesan, & Challagala, 2001; Goldstein & Ford, 2002).

Surprisingly, all the research carried out in the field of training just focused on determining the factors affecting the training transfer but very few researchers have focused the area how we can accelerate learning and training transfer behaviors but considerable research suggesting that learning is not that much useful if it won't penetrate to the job. (Noe & Ford, 1992; Holton et al., 1997; Noe, 1999). So the participants in attending the training contribute to motivation to learn (Baldwin et al., 1991).

Relationship Between Training Transfer and Performance.

Literature provides the support that training transfer and performance has the positive relationship (Russell, Terborg & Powers 1985; Dastmalchian & Blyton 1992). Organizations visualize the training programs as a sort of investment that they are doing in order to enhance the knowledge skills and abilities of their employees for performance enhancement (Ford et al., 1997). Human capital theory postulates that this type of investment will raise the performance and productivity (Becker, 1976). In this view, the training transfer and performance is based on an analysis of cost-benefit, with the provided trainings and development practices when all sort of financial benefits prevail over the costs of transferring the KSA (Burke & Hutchins, 2008). In relation to organizations in service sectors where the performance is arguably based on the skills and knowledge possessed by the staff. (Williams & Lloyd, 1992; Doueck & Austin, 1986). Recent study of Lim and Johnson (2002) examining elements prompting the learning transfer among HRD professionals of Korea, declared that training transfer is affected by numerous factors but it ultimately gives the resultant variable of significant performance. Existing pragmatic indication offers backing for this conception that effective transfer of training may lead towards the scenario of improved performance (Mathieu, Martineau, & Tannenbaum, 1993; Noe & Schmitt, 1986)

Hypothesis and Theory Building

Perceived usefulness measures the extent of belief of a person about using a learned material will increase her/his effectiveness productivity and performance that will make the task easier to perform (Venkatesh & Davis, 2000).

Although there are plenty of ways to measure net benefits for individual and organizational level but the Perceived usefulness is considered as the most common and accurate measure for individual level. Yet, very occasional problems have been seen with the perceived usefulness items (e.g., Adams et al., 1992). Noe and Schmitt (1986) defined motivation to learn as an explicit desire to learn the content of a training program on the part of trainees. Significant research endorses Maier's argument (1973) that even individuals with the indispensable ability will perform under the weather in training if their motivation is low and that high motivation to involve in a training program falls out in more enhanced learning level (Adams et al., 1992; Baldwin, Magjuka, & Loher, 1991; Becker, 1976; Martocchio & Webster, 1992; Mathieu, Tannenbaum, & Salas, 1992). Trainees' motivation to learn affects their assessments regarding the focus, direction, and level of determination that constitute their contribution in a training program (Noe, Wilk, Mullen, & Wanek, 1997; Quinones, 1995).

advocates of efficient market hypothesis. Because of this reason importance of this area has increased considerably from the point of view of financial economists.

Different studies have been conducted to explain the existence of lead-lag relationship between stock returns. In this regard the discussion goes back to Fisher (1966) who reported that non-synchronous trading brings autocorrelation between stock returns. In preceding studies lead-lag pattern was studied by sorting portfolios on the basis of different characteristics. Lo and Mackinlay (1990) and Cohen et al. (1986) reported that lead-lag pattern is due to thin trading. Thinner trading occurs as far as trading in small stock is concerned. This is due to the fact that investors wait until they see enough evidence that prices of small stocks are going to adjust to new information. Thus a lag in response of the market is created to adjust the prices of small stocks. This size associated with lead-lag relationship is attributed to the mechanism of dissemination of information by Lo and Mackinlay (1990). Availability of information also plays an important role in lead-lag relationship of stock returns as highlighted by Chan (1993). According to findings of Chan (1993) findings large stocks are more focused by institutional investors compared to small stocks. More information and analysis are produced regarding large stocks. So, the investors who only specialize in small stocks are left only to rely in the price movement of large stocks because movements in their prices, large stocks indicate quality of information generated by institutional investors. Investors follow price movements of large stocks to predict movements in prices of small stocks. Chan (1993) views were objected by Badrinath et al. (1995). They argued that lead-lag relationship is more related to institutional ownership than size itself.

Recent studies have shifted the focus of lead-lag patterns from more fundamental explanations to behavioral explanations. Studies by Hong et al. (2007); Merton (1987) and Hong & Stein (1999) reported slow diffusion of information among different segments of markets because of limited ability of humans to process all available information. This limited cognitive ability lead to lag of information reaching from one segment to other which in turns create lead and lag phenomena in asset returns.

One important empirical study in this regard is the study of Hong et al. (2007). Their main hypothesis was that the propensity of an industry to lead movement of the stock market index is linked with its ability to predict various economic indicators. They found evidence in support of their hypothesis, even after controlling for well-known stock market predictors.”

Another important aspect is the directional asymmetry in returns behavior of small and large stock returns. Directional asymmetry is when two things going in different directions. McQueen, et al. (1996) proved that directional asymmetry exist in returns of small and large stock portfolios. Their study also reported that some small stocks have a tendency to respond slowly to good macroeconomic news. This provides another opportunity to find out stocks with rapid response to good macroeconomic news.

The objectives of the study are: to (i) find whether returns of small stocks or large stocks lead the market returns; (ii) to investigate lead and lag relationship between the returns of small and large stocks; (iii) to find directional asymmetry in returns of small and large stocks; and (iv) to investigate the direction and degree of responsiveness of small stock returns in up and down market conditions. This paper has idiosyncrasy in a way that no previous research study in Pakistan has investigated directional asymmetry in up and down market conditions.

This remainder of this study is organized as follows: in section 2, existing literature on lead and lagged pattern is discussed in details in Section 3, the sample framework, sources

Research proposed that perceived usefulness influence learning dimensions of individuals and intention to use that learning (Straub 1994; Hill et al. 1998; Harris & Davidson 1999). Previous research approved that conceptualizing training projects as developmental viewpoint, positively affects the trainee's motivation to learn (Quinones, 1995).

Thus this hypothesis was posed:

Hypothesis1: Perceived usefulness is positively related to motivation to learn.

Training transfer measure refers to the transfer of knowledge skill and abilities learned through trainings and get maintained over the period of time Ajzen (1991). So this transfer behavior gets affected by many factors like cognitive abilities, transforming behaviors and environment. But in our study, we are just focusing on perceived usefulness, motivation to learn and learning in connection with training transfer in order to get clear insight about the extent of these learning behaviors effect on training transfer. In this context, we proposed following hypothesis.

Hypothesis2: Perceived usefulness is positively related to training transfer.

Learning was considered as a central role in the training transfer process (Ajzen 1991; Eagly & Chaiken, 1993). Moreover, a theory of self-determination (Deci& Ryan, 2000), theory of expectancy (Vroom, 1964), and planned behavior theory (Ajzen, 1991) is supposed to offer to conceptualize three aspects of learning and motivation to learn: autonomous motivation to learn that leads to learning, controlled motivation to learn and learning took place, and intention to learn. Egars and Grover (1993) used and analyzed the data from the study of (Adams et al., 1992) they used confirmatory factor analysis and also eliminated an item from the construct of usefulness i.e. 'works more quickly'. Moreover, they revealed that 'effectiveness' and 'job performance' did not acceptable well with perceived usefulness. They used these two items to measure a distinct construct known as effectiveness.

This conceptualization aids in understanding the motivational aspects of learning and actual learning took place and this learning can not only be measured in form of amount but in different kinds as well. But in our study, we just focus on the amount of learning due to time and focus constraint. So, this idea proposes the following hypothesis:

Hypothesis3: Motivation to learn is positively correlated to learning.

For transfer concept the most important aspect is learner's perception about the learned new knowledge and skills will improve their performance level. (Baldwin & Ford, 1988; Becker, 1976; Clark, Dobbins, & Ladd, 1993). According to Lim & Johnson, (2002) research study of 181 Korean employees who ended three days of training programs that perceived learning transfer is affected by the training needs. Perceived usefulness of training can be affected by certain different factors: (1) the veracity of the new skills for performance improvement perspective, (2) a true need to improve performance in the job, (3) a confidence that applying learning will develop an increase in performance, and (4) realism of learned skills for transfer ease (Ruona et al., 2002; Warr & Allan, 1998; Yelon, Sheppard, Sleight, & Ford, 2004). For this reason, we proposed the following hypothesis.

Hypothesis4: Trainee's motivation to learn is positively related to training transfer.

Hypothesis5: Learning of trainees a is positively related to training transfer

All the researchers support this argument that there is a positive relationship between performance and effective trainings. (Ajzen, 1991; Baldwin, Magjuka, & Loher, 1991, Noe, Wilk, Mullen, & Wanek, 1997). According to Human capital theory Effective trainings is a form of investment that not only enhances the skills, knowledge, and abilities but also tends to increase the performance and productivity (Becker, 1976).

Hypothesis 6: Transfer training will positively predict increased in performance.

Thus on the basis of proposed hypotheses following conceptual model is proposed.

The Conceptual Research Model:

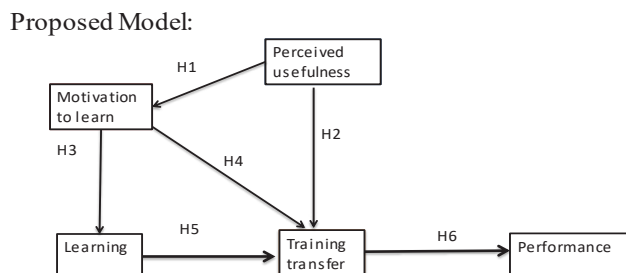


Figure1: Research Model

Methodology

We want to explore how learning and training transfer took place if the trainees are well aware with the perceived usefulness and perceived benefits of that training program and this induced the high performance. We devised a convenience sampling for data collection. Although this is non-probabilistic and limitate the generalizability but for this particular study where the learning and training transfer is evaluated in connection with performance, this was thought to be the appropriate method to make certain sample adequacy for the quantitative based analysis. Consequently, Bryman and Bell (2003) proved that in different fields of social sciences especially in education sector area of research, convenience sampling is the leading approach that could give the desired results (Robson, 2002).

The target sample frame comprised of administrative and academia: National institute of Management (NIM) Trainees, Secretariat employees who recently attended trainings, University of Balochistan academia, Sardar Bahadur Khan University. NIM provides the training courses for in-service government officers for their capacity building and enhancement of skills. These training courses are mandatory for all cadre (BS-18) officers who are due for promotion. These training courses are specially designed for mid-level bureaucracy to add leadership prowess to the officers. NIM started functioning at Quetta in 1987. In the span of twenty years NIM-Quetta has conducted 38 Advanced Courses and a number of short courses. Total number of participants so far is 1925.

Although these respondents from two groups be unlike in some respects (administrative and teaching background, nature and so on). We consider them as similar as both groups are performance oriented and their skills are needed to be polished through effective training programs and these groups considered as the backbone of the society because if these areas considered to be strengthened then the whole nation could revised its identity.

A number of training and performance based studies, during the time of data collection consider students as informants (Krueger et al., 2000). For the generalizability of data multiple sampling tools are employed (Hair, Rolf, Anderon, & Black, 1998). The sample was collected through convenience sampling. Even though this is non-probabilistic sampling and may curb generalizability, but study design's nature (evaluating the effectiveness of training program in connection with performance); this was supposed to be the best.

The survey employed an instrument that is the adapted version of different existing research. Before using the measurement instrument for the purpose of data collection, existing literature provide the basis of the content validity of instrument (Hair et al., 1998).

Six questionnaires were circulated for the further validate of the items in questionnaire as a pretest. Two PhD scholars, three PhD teachers from academia, and two members from administrative people were asked to review the all items for ambiguity, readability and structure and comprehension perspective. In a result of this exercise some modification performed .so refined and final version of questionnaire circulated for the collection of data. All participants were treated according to the “Ethical principles of Psychologists and Code of Conduct” (American Psychological Association, 2002). Questionnaire’s Administration was carried out personally. Two types of questionnaire were circulated for this research. First questionnaire comprises of two sections. First section deals with the demographics, second section deals with learning provisions and perceived usefulness, motivational aspects of learning and training transfer. Second questionnaire covers all the aspects of performance. This questionnaire was others rated. In the others rated version of the performance scale, employees were rated by their supervisors as well as by their colleagues.

Measures

Perceived Usefulness

Perceived usefulness was adopted from the Davis (1989) scale of perceived usefulness. For example, “I would find the 'skills' introduced in the training useful in my work” and perceived usefulness construct related with the idea that how the trainees use the skills introduced during trainings (Ajzen, 2002). In perceived usefulness concept, items cover the three main concepts of usefulness. Job effectiveness, time savings, productivity and the importance of the whole system for job. All items associated with perceived usefulness were measured on 5-point likert scale ranging from one (strongly disagree) to five (strongly agree). The Coefficients alpha for current study was 0.83.

Learning

Five items were adopted from the “course experience questionnaire” (Wilson et al., 1997) to measure the “learning impact of the training provision”. These five items covers the extent through which learner can improve on following dimensions: Problem skills, Planning, Analytical skills, Idea generation and communication. All items related to learning were measured on 5-point likert scale ranging from one (strongly disagree) to five (strongly agree). Examples of items are “This course/training has helped me to develop the ability to plan my own work” and “This course/training has sharpened my analytical skills”. The Coefficients alpha for current study was 0.72. All items related to learning were measured on 5-point likert scale ranging from one (strongly disagree) to five (strongly agree).

Motivation to Learn

Motivation to learn is considered as the behavioral intention that is predicted by the positive behavior of trainees’ such as understanding, listening and engaged all sort of activities that are helpful in learning from a training program (Noe & Schmitt, 1986). We adopted three items from famous study of (Colquitt et al., 2000) to address motivation to learn based on five point likert scale. Example of item is “I think the method of applying the 'skills' introduced in the training makes sense” and “it is well worth spending more time on learning.” All items related to motivation to learn were measured on 5-point likert scale ranging from one (strongly disagree) to five (strongly agree). The Coefficients alpha for current study was 0.78.

Transfer of Training

Scales for training transfer was adopted from the Xiao (1996). So training transfer was measured in the concept of acquisition, effectiveness and retaining of learned material in the job and it was measured by the application of KSA through self-perceived productivity efficiency. Examples of items are “I can accomplish job tasks better by using new KSA” and “I have accomplished my job tasks faster than before training.” In the study of Xio the reliability coefficient was 0.83. In the field of basic research, a reliability of 0.70 or higher supposed to be sufficient (Nunnally, 1978). Discriminant validity is considered to be appropriate if reliability of interscale estimates for every single scale would be higher than the interscale correlations (Marsh & Mannari, 1977). Interscale correlations range was estimated for training transfer measures was 0.20 to 0.65. The Coefficients alpha for current study was 0.78. Training transfer comprises of 6 items and 5-point Likert scale, where (1) relates to “strongly disagree” and (5) to “strongly agree”.

Job Performance

A detailed scale of job performance was adopted from Tett et al., (2000) scale of “performance”. Employees supervisor/financial boss was asked to rate the performance of the employees. This scale is comprised of 39 items measuring the task and contextual behaviors. Task behavior includes: Productivity, Project Management, Professionalism and Flexibility and contextual behaviors includes Positive Thinking, Initiative, Normative Support, Loyalty and Extra Effort.

Sample items include “Maximizes productivity and achieves work-related goals “and “Accepts responsibility for own actions, decisions, and directions to co-workers”. In this study we used the composite score for the performance (average of all 39 items). Coefficients alphas for the task and contextual behavior were 0.94 and 0.93 respectively. Cronbach alpha for overall performance scale was .96. All items related to Job performance were measured on 5-point likert scale ranging from one (strongly disagree) to five (strongly agree).

Unit of Analysis and sampling

Total no of 238 questionnaires were distributed personally and overall, only 204 filled questionnaires were returned, representing the response rate 85.7%. Female respondent were 49% and 51% were male. Participants with a mean age of 36.7 years (SD= 8.37). SPSS 16.0 were used to statistical analysis. Cranach’s alpha coefficient was used in order to check reliability of the scale. Most of the respondent are working in 18 grades and mean tenure on current position is 6 years and majority of respondents attended more than 5 no of trainings. 31.9 % were single and 68.1 were married.

Data analysis and Results

To analyze the relations and close degree between factors of perceived usefulness, perceived benefits, learning impact of training provisions, training transfer and performance Pearson correlation were used.

Table (1) displays the correlation and Means, standard deviations, alpha coefficients, and correlations among the variables. The mean value and standard deviation for perceived usefulness is (m=4.23, S.D=.64) is almost equal to motivation to learn (m=4.22, S.D=.62). Learning provisions has mean value (m= 4.37, S.D=.52) is equal to training transfer (m=4.37, S.D=.72) but less value of standard deviation and performance recorded mean value and standard deviation (4.10, S.D=.64)

The results demonstrated that perceived usefulness revealed to be significantly correlated with motivation to learn($r = .74, P < .01$) and also with training transfer ($r=.77, P < .01$). Motivation to learn has the significant relationship with learning provisions

with ($r=.73, P<.01$) and with training transfer is ($r=.79, P.01$) and learning provisions revealed to be significantly correlated with training transfer ($r=.81, P<.01$) and finally training transfer is proven to be correlated with performance ($r = .73, p > .01$).

Table 1: Means, Standard Deviations, Alpha Coefficients, and Correlations of Proposed Model (N = 204)

	Mean	SD	PU	ML	LR	TT	PER
PU	4.23	.64	.83				
ML	4.22	.62	.74**	.78			
LR	4.37	.52	.69**	.69**	.72		
TT	4.37	.72	.77**	.79**	.81**	.89	
PER	4.10	.63	.68**	.67**	.69**	.73**	.96

Values in the diagonal are alpha coefficients; **. Correlation is significant at the 0.01 level (2-tailed). PU=Perceived Usefulness, ML=motivation to learn, LR=learning, PER=Performance.

The relationship between motivation to learn and perceived usefulness was significant $\beta=.74, t_{(202)}=15.66, p<.001$. perceived usefulness accounted for a significant amount of variance in motivation to learn ($R^2=.54, F(2,204; 245.45; p<.001)$) that support our H1. The relationship between perceived usefulness and training transfer was significant $\beta=.77, t_{(202)}=17.27, p<.001$. perceived usefulness accounted for a significant amount of variance in training transfer ($R^2=.59, F(2,204; 298.47, p<.001)$) thus providing support H2. The relationship between motivation to learn and learning provisions was significant $\beta=.69, t_{(202)}=13.91, p<.001$. Motivation to learn accounted for a significant amount of variance in learning provisions. ($R^2=.48, F(2,204; 193.49, p<.001)$) that is consistent with proposed H3. The relationship between motivation to learn and training transfer was significant $\beta=.79, t_{(202)}=18.37, p<.001$. Motivation to learn accounted for a significant amount of variance in training transfer ($R^2=.62, F(2,204; 337.59, p<.001)$) that is consistent with proposed H4. The relationship between learning provisions and training transfer was significant $\beta=.81, t_{(202)}=19.77, p<.001$. Learning accounted for a significant amount of variance in training transfer ($R^2=.81, F(2,204; 390.89, p<.001)$) that is consistent with proposed H5. The relationship between training transfer and performance was significant $\beta=.73, t_{(202)}=15.48, p<.001$. Training transfer accounted for a significant amount of variance in performance ($R^2=.73, F(2,204; 239.77, p<.001)$) that is consistent with proposed H6.

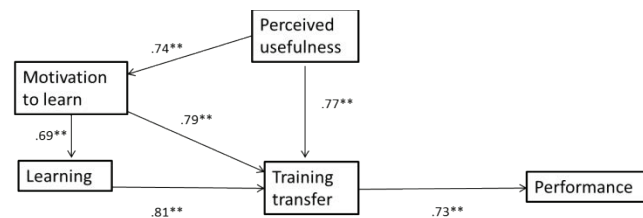


Figure2: Hypothesised model with regression weights

Discussion and Conclusion

The basic purpose of this study was to observe the role of learning and training transfer on performance in terms of its perceived usefulness and motivation. Our findings pointed out that motivation to learn have the most important effect when it is perceived to yield perceived usefulness. Thus, organizations can enhance the effectiveness of training through conveying the employees the perceived usefulness of that trainings Davis (1989).As the results show a significant relationship between motivation to learn and perceived usefulness. It means that if employees become well aware of usefulness associated with that training their motivation to learn will be high. So training expenditures will be worthwhile for employees as well as for the organization as our hypothesis support this argument.

In line with training transfer and performance literature, we extended Davis (1989) propositions with the hypothesis that training transfer influenced by the perceived usefulness of that training. Furthermore, we hypothesized that training transfer will also be raised if the motivation to learn will be high (Mathieu & Martineau, 1997).

The result of this research study indicates that if the trainees will have high perceived usefulness they will be more likely to:

- High motivation to learn(H1);
- Give more value to training program;
- High level of training transfer (H2).

Thus, performance evaluation also can be used for promotion purpose in form of performance appraisal program and it can also be utilized for the pay management program where the employees who got additional skills and knowledge would get more rewards (Noe & Wilk, 1993). Therefore, this support the argument of Martocchio and Webster (1992) that training and performance are the key determination of all factors that firms want to focus on and as (Fisher et al.,1996) argument that different elements associated with trainings and analysis of training needs and result can eventually motivate or demotivate the participation of employees in future trainings.

This model (figure1) has the deepest potential to make the training programs more effective and performance based. First, by clearly recognizing the impact of perceived benefits on motivation to learn and training transfer and how motivation to learn transform into learning and that learning will be practically applied to job practice would be considered as training transfer (Lim & Johnson, 2002). It also present the researchers with more rigorous tool to understand the training transfer and performance construct .Our findings of this study give solid reason about how the learning took place and transferred and impede or enhance performance (Grossman,2011) .Finally, our research also explore one dimension of theory of planned behavior (TPB) with reference to perceived usefulness and motivation to learn that considered subjective norms, beliefs and perceived control as the training-related attitudes.

Nevertheless, trainees who perceive a lack of perceived usefulness are likely to achieve less post-training outcome like performance improvement. For this purpose, our results recommend that perceived usefulness and motivation to learn can be a positive factor to affect individual's learning and transfer training. Our findings are coherent with (Noe et al., 1997) who suggested that if the learning transform at work place we call that training as effective.

From the result it is also revealed that, training to be most valuable tool for the enhancement of performance (e.g. Kozlowski & Hults, 1987) and it should be supplemented by perceived usefulness and other motivation policies that will help in training transfer. Grounded on size of adjusted R and the estimated coefficients it can be argued that training transfer ultimately enhance the performance (Brown et al., 2001) that is the main goal of

training investment. This finding also suggests that such practices add more to the effectiveness of training. The reason for ineffectiveness of training program implies that permitting employees the freedom to do their job the way they had learned the new skills with their ease. The upshot of this is to development a mechanism and structure, that employees can easily bring into run through what they had learned during training. Subsequently, the learning and training literature (Noe et al., 1997; Xiao, 1996) suggest that organizations needs to facilitate learning and transfer culture by giving the environment of practicing skills acquired during training. If it is done with motivational grounds and supportive infrastructure that will be more fruitful.

Limitation and Future Implications

The conceptual and methodological limitations of this study need to be considered when designing future research. Firstly, this study sets a basis for research on relationships between perceived usefulness, motivation to learn, training transfer and job performance. It has turned different questions as well as recommending preliminary propositions. Some research areas can be explored as a result of this research study. Secondly, the organizational and individual differences as a prospective variable that can affect training transfer and performance needs to be further addressed. Using these organizational and personal differences may offers a significant perspective for understanding of how distinct similarities and differences upset training transfer and performance. Thirdly, the convenience sampling and cross-sectional research design and has a numeral inadequacy; therefore, longitudinal research designs can better depict the picture. Fourthly, the conclusions drawn from this study depend on very much on the sample taken from academia and beurocracy. To completely get the insight of the phenomenon and effect of all these variables on job performance, more organizational sector need to be explored in future study. Finally, more areas related to training like motivation, training effectiveness and evaluation of training with the concept of perception should be considered in future research (Ismail et al., 2008; Tai, 2006; Tsai & Tai, 2003).

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