

**EFFECTS OF SOCIAL SUPPORT ON EMPLOYEE JOB
PERFORMANCE: MEDIATING ROLE OF TRAINING
TRANSFER**

A Dissertation submitted to the Office of the Dean, Faculty of
Management in partial fulfillment of the requirements for the Master's
Degree

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CERTIFICATION OF AUTHORSHIP

I have explored and submitted a final draft of the dissertation entitled “Effects of Social Support on Employee Job Performance: Mediating Role of Training Transfer”. The work of this dissertation has not been submitted previously for conferral of any degrees nor has it been proposed and presented as part of requirements for any other academic purposes. The assistance and cooperation that I received during this research work have been acknowledged. In addition, I declare that all information sources and literature used are cited in the reference section of the dissertation.

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May, 2024

REPORT OF RESEARCH COMMITTEE

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ACKNOWLEDGEMENTS

I am grateful to Dinesh Basnet, Supervisor, Shanker Dev Campus for guiding me throughout my dissertation. This research “Effects of Social Support on Employee Job Performance: Mediating Role of Training Transfer” would not have been possible without his supervision. His expertise, feedback, and continuous encouragement have played a crucial role in the successful completion of this project.

My family members were quite helpful during this time of research. I would like to acknowledge my father Akal Man Maharjan, my mother Maya Devi Maharjan and my sisters, who taught me the value of education since my childhood. I am extremely grateful to my family for their constant support and understanding during this journey. Their love and encouragement have been my driving force, and I couldn't have accomplished this without them. I would like to express my sincere gratitude and appreciation to all those who have contributed to the successful completion of this research. I am truly thankful for the support, guidance, and encouragement I have received throughout this dissertation.

I would like to express my gratitude to my friends and colleagues for their support in data collection. for their moral support and encouragement. Their presence and motivation have made this academic journey a more enjoyable and fulfilling experience. I am thankful to everyone who has directly or indirectly helped me for complete this research. I would also like to express my sincere gratitude towards respondents from different cooperatives.

Manisha Maharjan

TABLE OF CONTENTS

Certification of Authorship	ii
Report of Research Committee	iii
Approval Sheet	iv
Acknowledgements	v
Table of contents	vi
List of Table	ix
List of Figure	x
Abbreviations	xi
abstract	xii
CHAPTER I	1
INTRODUCTION	1
1.1 Background of the study	1
1.1.1 History of Cooperatives	5
1.2 Problem statement	6
1.3 Objectives	7
1.4 Research Hypothesis	8
1.5 Significance of the Study	9
1.6 Limitations of the Study	9
LITERATURE REVIEW	11
2.1 Theoretical Review	11
2.1.1 Social Support	12
2.1.2 Supervisor Support	12
2.1.3 Peer Support	13
2.1.4 Organizational Support	14
2.1.5 Employee Job Performance	15
2.1.6 Training Transfer	16
2.1.7 Types of Training	18
2.1.8 Importance Of Training Transfer	20
2.1.9 Factor Influencing Training Transfer	21
2.1.10 Social Support Theory	24
2.1.11 Goal-Setting Theory	25
2.1.12 Equity Theory	25

2.1.13 A Transfer of Training Model	25
2.1.14 Relationship between Training Transfer and Employee Performance	27
2.1.15 The Mediating Role of Training Transfer	27
2.1.16 Social Support and Training Transfer	29
2.1.17 Supervisor Support and Training Transfer	29
2.1.18 Peer Support and Training Transfer	30
2.1.19 Social Support and Employee Job Performance	30
2.1.20 Peer Support and Employee Job Performance	31
2.1.21 Organizational Climate and Employee's Job Performance	31
2.1.22 Training transfer and Employee Job Performance	32
2.1.23 Role of Supervisor Support and Peer Support	33
2.1.24 Organizational Incentives For Training Transfer	34
2.2 Empirical Review	35
2.3 Research Gap	46
CHAPTER III	48
RESEARCH METHODOLOGY	48
3.1 Research Design	48
3.2 Research Approach	48
3.3 Population, Sample and Sampling Design	49
3.4 Nature and Source of Data	50
3.5 Instrument of Data Collection	51
3.6 Unit of Analysis	51
3.7 Research Framework	51
3.8 Definition of Variables	52
CHAPTER IV	54
RESULT AND DISCUSSION	54
4.1 Results	54
4.1 .1 Demographic Information	54
4.1.2 Assessment of Normality	56
4.1. 3 Assessment of Linearity	57
4.1.4 Test of Homoscedasticity and Heteroscedasticity	58
4.1.5 Reliability Analysis	58
4.1.6 Levene's Test of Gender on Study Variables	63
4.1.7 Year of Experience on Study Variable	64

4.1.8 Qualification on Study Variables	65
4.1.9 Position on Study Variables	67
4.1.10 Age on Study Variables	68
4.1.12 Training Participated on Study Variables	69
4.1.13 Earning Per Month on Study Variables	70
4.1.14 Duration of Training on Study Variables	71
4.1.15 Correlation	72
4.1.16 Test of Multicollinearity	73
4.1.17 Mediation Analysis of training transfer on supervisor support and employee job performance relationship	74
4.1.18 Mediation Analysis of training transfer peer supervisor support and employee job performance relationship	75
4.1.19 Mediation Analysis of training transfer on perceived organization support and employee job performance relationship	77
4.2 Discussion	79
CHAPTER V	81
SUMMARY AND CONCLUSION	81
5.1 Summary	81
5.2 Conclusion	82
5.3 Implications	83
REFERENCE	84
Appendix I	90

LIST OF TABLE

Table 3.1 Distribution of Population	50
Table 4.1 Demographic Information	55
Table 4.2 Normality Test	57
Table 4.3 Test of Linearity	57
Tables 4.4 Test of Homogeneity of Variances (Based on YOE)	58
Table 4.5 Test of Homogeneity of Variances (Based on Qualification)	59
Table 4.6 Test of Homogeneity of Variances (Based on Position)	59
Table 4.7 Test of Homogeneity of Variances (Based on Age)	60
Table 4.8 Test of Homogeneity of Variances (Based on YTP)	61
Table 4.9 Test of Homogeneity of Variances (Based on TC)	61
Table 4.10 Test of Homogeneity of Variances (Based on EPM)	62
Table 4.11 Test of Homogeneity of Variances (Based on Duration)	62
Table 4.12 Reliability Analysis	63
Table 4.13 Independent Sample T-test (Gender)	64
Table 4.14 Descriptive statistics of Year Of Experience	65
Table 4.15 Descriptive statistics of Qualification	66
Table 4.16 Descriptive statistics of Position	67
Table 4.17 Descriptive statistics of Age	68
Table 4.18 Descriptive statistics of Year Of The Training Participated	69
Table 4.19 Descriptive statistics of Training Participated	70
Table 4.20 Descriptive statistics of Earning PerMonth	71
Table 4.21 Descriptive statistics of Duration of Training	72
Table 4.22 Correlations	73
Table 4.23 Test of Multicollinearity	74
Table 4.24 Mediating of TT on SS – EMP relationship	75
Table 4.25 Indirect effect	75
Table 4.26 Mediating effect of TT on PS-EJP relationship	76
Table 4.27 Indirect Effect	77
Table 4.28 Mediating effect of TT on POS-EJP relationship	78
Table 4.29 Indirect Effect	78

LIST OF FIGURE

Figure 2.1. Theories Supporting Transfer of Training	26
Figure 3.1 Research Framework	52

ABBREVIATIONS

EJP:	Employee Job Performance
HRD:	Human Resource Development
POS :	Perceived Organizational Support
SMEs :	Small and Medium Sized Businesses
EP:	Employee Performance
PSSS :	Perceived Social Support From Supervisor
CEOs:	Chief Executive Officers
HR:	Human Resource
YOE:	Year of Experience
YTP :	Year of Experience
YTP:	Year OF Training Participated
TC:	Training Content
EPM:	Earning Per Month
ANOVA:	Analysis of Variance
VIF:	Variance Inflation Factor
TT:	Training Transfer
SS:	Supervisor Support
Qual:	Qualification

ABSTRACT

Employee job performance is the burning issue in Nepalese cooperative sectors. As a result, it is difficult to sustain many cooperative sectors in this dynamic environment. Thus, to address this issue, this study examines the outcome of social support on employee job performance with a mediating role of training transfer. A comprehensive review of the literature was done to encompass theories related to social support and training transfer as well as their connections to job performance. Data was collected through surveys from employees across cooperative sectors. The results showed that peer and supervisor support have a substantial impact on training transfer, with employees more likely to successfully adapt their training to their jobs in the workplace if they perceive higher levels of support from their superiors and peers; however, the effect of perceived organizational support on training transfer has not been established. Furthermore, the finding indicated that improved training transfer leads to enhanced employee job performance. Moreover for evaluating the relationship -both direct and indirect—between occupational performance and social support through training transfers. The finding reveals that the relationship between dimensions of social support (i.e. supervisor support, peer support, and perceived organizational support) and employee job performance is partially mediated by training transfer. The study sheds light on the significance of fostering a supportive workplace environment to maximize the effectiveness of training transfer and subsequently improve employee job performance. It also offers theoretical and practical insights for researchers and organizations to enhance employee job performance through training mechanisms and social support dimensions. This research contributes to the understanding of the mediating role of training transfer on the relationship between peer support and employee job performance; and perceived organizational support and employee job performance. The fulfillment of the gap offers valuable insight for both academia and the business world.

Keyword: *Social support, supervisor support, peer support, perceived organizational support, training transfer, employee job performance, cooperative sectors.*

CHAPTER I

INTRODUCTION

1.1 Background of the study

Employee job performance (EJP) serves as a crucial metric by indicating the work output of individuals, departments, and organizations. Company management anticipates effective performance wherein all employees realize their full potential thereby delivering the expected quantity and quality of output. The expectation for job performance remains a factor necessitating substantial annual investments, a trend that continues to grow in the quest to cultivate a workforce capable of operating at their maximum capabilities. Training and development stand out as the most dependable means to elevate EJP. Billions of dollars are invested in training and development by organizations each year. In the pursuit of optimized job performance, organizations regard EJP as a pivotal benchmark for reflecting the productivity of individuals, departments, and the overall enterprise. Management expects effective performance with all employees realizing their full possibilities and delivering the anticipated quality and quantity of output. This expectation demands large yearly investments, a trend that continues to escalate in the endeavor to cultivate a workforce capable of operating at their maximum potential. Training and development emerge as the most reliable technique to improve EJP with organizations allocating billions of dollars to these initiatives each year (Na-Nan & Sanamthong, 2020).

Baldwin and Ford (1988) stated in their research that training researchers and practitioners must prioritize the transfer of training. Transfer of training is The degree to which learners successfully integrate the attitudes, abilities, and understanding they have acquired during a course environment into their work. Thus, training transfer involves more than just the initial learning that occurs within a program. For a behavior to transfer, it must be implemented in the workplace and maintained over time. There is general consensus that training can provide nothing in the way of new information, skills, behaviors, and attitudes if they are not implemented in the workplace and maintained over time. In simpler terms, training loses its effectiveness if it doesn't translate into improved performance. Swanson (1995) emphasizes that, for Human Resource Development (HRD) to become an essential corporate procedure, performance is a crucial element. So transfer of training is a central concern when it comes to aligning individual changes with

the needs of the organizational system. Therefore, to genuinely impact organizational and individual performance through training, understanding how to promote the transfer of training inside businesses is essential (Yamnill & McLean, 2001).

Over the decades, Performance management has grown significantly as a result of the development of theories of historical and economic contexts. In an era of high human capital, traditional evaluation methods were effective in identifying which employees to retain, reward, and set aside. However, staff development became increasingly targeted as organizations searched for fresh approaches to address the demand when the availability of human talent dropped. Priorities inside the organization changed as a result of the severe lack of managerial talent. Assessments were used by companies to develop and advance their management staff, especially to train managers for senior management roles. Social psychologist Douglas McGregor made the famous argument that supervisors should provide their subordinates with instruction and assistance to help them choose their performance objectives and evaluations, which should be based on their strengths and capacities. Subsequently, he presented this strategy as management "theory". This theory makes the assumption that workers desire to do a good job and will do so if given the right backing. Organizations for performance appraisals were largely utilized in the early 21st century for employee accountability and incentive distribution. It became challenging to use performance reviews for timely goals, enhance individual performance, and develop talent for future roles at the same time because of other changes in organizational life. Social support can be understood in various ways, considering structural aspects like the size of one's social circle, functional aspects such as emotional or informational support, enacted support involving specific behaviors, and the subjective impression of assistance. The exchange of support is seen as interpersonal, encompassing emotional (caring and concern), informational (guidance and advice), and instrumental (material goods) interactions. Emotional support aids in reducing distress by boosting self-esteem, informational support enhances control by providing guidance, and instrumental support, involving material assistance, may alleviate feelings of loss of control. The concept of social support can be confused by the idea that it can come from both natural (family and friends) and formal (professionals or community ties) support systems. Natural support networks are considered more enduring, while formal support may be more transient. However, the superiority of one over the other is unclear. The way

support is defined and implemented in an intervention is crucial for its success, and it can be provided through various channels, including family and friends, professionals, and community ties (Hogan et al., 2002).

The theory of social support originated from the research and publications of Don Drennon-Gala and Francis Cullen, who aimed to establish a link between juvenile crime and anti-social experiences. Their theory examined both large and small-scale instances of connections within society. It highlighted that when juvenile delinquents were connected with individuals actively fostering confidence and self-esteem, there was a positive impact on the offenders' ability to reintegrate into society more successfully (Hogan et al., 2002).

Social support, encompassing perceived organizational support (POS), has been identified as a positive factor in coping with stress (Cohen & Wills, 1985; Fusilier, Ganster, & Mayes, 1987). In terms of alleviating distress, studies indicate that individuals dealing with chronic pain alongside high levels of support experience less distress than those lacking psychosocial assistance. Similarly, perceived support has been linked to reduced physical distress, implying that assistance could cause pain impulses to be cognitively reorganized, in line with the biopsychosocial approach. Perceived organizational support (POS) and the idea of social support, which includes affirmation, direct assistance, and affective support, are quite similar, which is specific to discretionary support from the organization. While both include affective and direct assistance, POS focuses on support from the workplace, while social support encompasses assistance from non-work sources like friends and family. This benevolent treatment often leads to increased commitment and effort to contribute more to the organization. Research has consistently shown a positive relationship between POS and performance, including in-role and out-of-role behavior, citizenship, and outcome expectancies. Overall, individuals tend to put in additional work when POS is offered (Byrne & Hochwarter, 2006).

Companies are currently grappling with heightened competition arising from factors such as changes in the political and economic spheres, globalization, and technological breakthroughs. In response to these challenges, organizations are increasingly recognizing the need to train their employees as a vital strategy for equipping them to adapt to the

evolving changes and, consequently, enhance overall performance. Ensuring the effectiveness of employees is a shared responsibility within organizations, and the implementation of training programs stands out as a pivotal step for many companies in achieving this goal. Recognizing the pivotal role of employees as a valuable resource, optimizing their contribution to the company's objectives becomes crucial for sustaining effective performance. Managers are thus tasked with securing a skilled workforce that is not only technically proficient but also socially competent, capable of advancing into specialized departments or managerial roles. Regardless of whether an organization is production-oriented or service-oriented; the imperative for well-trained employees remains indisputable in achieving both specific and overarching objectives in a rapidly evolving environment. Trained personnel play a crucial role in mobilizing and leveraging both human and non-human resources inside the company to achieve its objectives (Brum) (Dio Lavarino & Wiyli Yustanti, 2016).

The idea that work is becoming more and more knowledge-based has made it clear how important it is to invest in intangible assets, especially human capital, as a key tactic for obtaining a competitive advantage. Many experts think that companies ought to spend more money on employee training to improve workers' competency at work. On the other hand, training efficacy must be substantiated. Four aspects of training are evaluated using Kirkpatrick's (1967) taxonomy: trainees' responses, learning outcomes, application of learning to the workplace, and attainment of training goals in terms of resolving perceived performance deficiencies (outcomes). The 'ultimate' level's main goal is to compute the ROI by comparing training expenses with Kirkpatrick's taxonomy's fourth level. The 'four-plus-one' paradigm, which includes the 'ultimate' level, has not been widely adopted even after it was introduced. There are four causes. First of all, because the latter two are thought to be harder to quantify, organizations usually concentrate on measuring the first two levels. Second, because measuring behavior (the third level) and results (the fourth level) can be equally challenging and expensive, businesses may decide to monitor behavior instead of results. Thirdly, training departments may choose to forego such evaluation processes if evaluators of training value conclude that the instruction is not cost-effective. (Cheng & Hampson, 2008).

Training is essential in order to promote employee learning and growth and encourage constructive behavioral changes in the workplace .In the contemporary work environment, characterized by frequent changes, employees need to swiftly adapt, necessitating continuous enhancement of new skills, acquisition of knowledge , and adjustment of practice .Companies recognize that training is instrumental in improving productivity and performance of employees, acting as a risk management tool associated with emerging goods, markets, and technological advancements. The uncertainty linked to these factors leads to an increased investment in training, with developed countries witnessing a substantial amount of training implementation, driven by the belief that enhanced knowledge contributes to overall company performance . As consequence, there is a steady rising trend in training investment, which raises the proportion of employees taking part in training programs and raises the average number of training hours spent by employees. Considering how important training is, it is not unexpected that several methods exist for creating training patterns that work. A number of studies (Arthur et al., 2003; Burke et al., 2006) highlight the importance of instructional strategies and training materials. These results are consistent with the widely recognized Kirkpatrick (1998) four-level model for evaluating training; Level 1 measures the emotional reactions of trainees, Level 2 assesses knowledge acquisition, Level 3 looks at behavioral changes, and Level 4 measures the effect of training on the performance of the firm. Particularly in practitioner circles, the Kirkpatrick model has greatly influenced conversations on the value, effectiveness, and quality of training (Giangreco et al., 2010). But training-related discussions have been largely disregarded in the research community, despite their importance to practitioners (Saks & Burke, 2012).

1.1.1 History of Cooperatives

The industrial revolution put many workers' livelihoods in jeopardy, and in reaction, the cooperative movement was born in Europe in the 19th century. According to the International Cooperative Alliance, a cooperative is a voluntary group of people who band together through a jointly-owned, democratically-controlled business to address shared economic, social, and cultural concerns. In Nepal, cooperative concepts like Guthi, Parma, Dhikuri, and Dharmabhakari have existed since early times, reflecting characteristics similar to those of modern cooperatives (Bhandari, 2019).

Formally, the government established the Department of Cooperative in 1953 to regulate cooperatives. The first modern cooperative movement began in the Chitwan District as part of a flood relief and resettlement program. Thirteen credit cooperatives were established in 2013 B.S., and legal support followed in 2016 B.S. with the adoption of the Cooperative Societies Act. Subsequent revisions resulted in the approval of the Cooperative Act in 1992 after the people's movement of 2046 B.S.

The Department of Cooperative, under the Ministry of Planning, Development, and Agriculture, is responsible for the registration and regulation of cooperatives in Nepal. The number of cooperatives, employed individuals, and members has been on the rise, demonstrating the diversity of cooperatives in various working areas. The total number of cooperatives in 2073/74 is reported as 34,512, with 6,309,981 members (Bhandari, 2019). Despite the progress, challenges persist, particularly in achieving the inclusion of Dalits, women, and other disadvantaged groups in the cooperative movement. Identified reasons for cooperative failures in Nepal include a lack of national vision, inadequate monitoring, insufficient inclusion of all societal sectors, a deficit in managerial skills and professionalism, limited working capital, technological support, and credibility issues. Governmental negligence, lack of vision, and commitment, along with insufficient efforts from political parties and non-profit organizations, has also contributed to the challenges faced by the cooperative movement in Nepal (Bhandari, 2019).

1.2 Problem statement

The relationship between social support, training transfer, and employee work performance has not been well understood, according to earlier studies (Gautam & Basnet, 2022a; Na-Nan & Sanamthong, 2020). Previous research has focused on the direct impacts of social support and training transfer on employee job performance; however, it has not investigated the mediating role of training transfer in this relationship. This represents a research gap. The purpose of this study is to look into how training transfer influences the relationship between job performance and social support among employees. Data from workers in a variety of cooperative industries was gathered for the study, which employed a quantitative research design. Data on employee work performance and the transfer of social support training were gathered for the study using a survey questionnaire. According to the research hypothesis, social support enhanced the

transfer of training, which in turn enhanced worker job performance. This study is significant because it adds to the body of knowledge already available on employee job performance, training transfer, and social support. Managers and organizations can use the study's findings to create training programs that effectively combine social support and enhance employee work performance. Insights into the variables influencing training transfer and worker performance are also provided by the study, and these insights can be utilized to create treatments targeted at enhancing worker performance. In conclusion, this study aims to investigate the mediating role of training transfer in the relationship between social support and employee job performance. The study will contribute to the existing literature on social support, training transfer, and employee job performance and provide insights into the factors that influence employee job performance.

The outcomes of research examining the connection between social support and training transfer are inconsistent. Therefore, it's essential to look at the connection in a fresh light. Therefore, by analyzing the impact of social support and training transfer, this study will aid in closing the current gap. The following are the main research questions, which are based on the problem and research gap:

- What is the current position of social supports and employee job performance in Nepalese cooperative sectors?
- Do social supports influence employee job performance in cooperative sectors?
- Do social supports influence training transfer in cooperative sectors?
- Does training transfer mediate the connection between worker job performance in cooperative industries and social support?

1.3 Objectives

This study's primary goal is to find the effects of social support on employee job performance and mediating role of training transfer in the cooperative sector still lacking, though, are experimental studies that look at these broad effects of work performance on training transfer. Researchers continue to concentrate on performance as a transfer outcome because they are interested in whether behavioral changes that improve performance happen after training. Thus, by examining the mediating impacts of job performance on the process of transfer, this study seeks to solve the shortcomings of

earlier research. More specifically, the high-performer group and the low-performer group are compared for the effects of work environment parameters on training transfer. These elements consist of peer transfer support, supervisor transfer aid, and organization learning support. The findings of this research will contribute to a comprehensive comprehension of the connections among the different elements influencing the transfer of training. To achieve the objectives of this study, the research questions are as follows:

- i) To identify the current status of social supports and employee job performance in Nepalese cooperative sectors
- ii) To examine the effect of social support on employee job performance in Cooperative sectors.
- iii) To analysis the effect of social support on training transfers in cooperative Sectors
- iv) To assess the mediating role of training transfer in the relationship between social support and employee jobs in cooperative sectors.

It is critical to improve the perception of efficacy in order to motivate staff to carry out their duties with more assurance. The potential of employees to meet goals is also significantly increased by perceived environmental support and information sharing. The purpose of this research is to explore the relationship between, perceived environmental support, and employee work performance, both directly and indirectly.

1.4 Research Hypothesis

It is required to assume the relationship and adhere to the formulation developed for the study in order to examine the relationships between independent and dependent variables using both theoretical and empirical data, as well as to answer the research question. Thus, through training transfer, this study investigates how social support affects employee job performance. Thus, the following is the hypothesis that the study will test:

H1: There is a positive relationship between supervisor support and training transfer.

H2: There is a positive relationship between peer support and training transfer.

H3: There is a positive relationship between perceived organizational support and training transfer.

H4: There is a positive relationship between training transfer and employee job performance.

H5: The relationship between supervisor support and employee job performance is mediated by training transfer.

H6: The relationship between peer support and employee job performance is mediated by training transfer.

H7: The relationship between perceived organizational support and employee job performance is mediated by training transfer.

1.5 Significance of the Study

The association between supervisor support and training transfer is made clearer in this study by accounting for all relevant variables, including mixed, direct, and indirect effects in addition to positive and negative ones. Employees and the company both benefit from effective training in reaching personal and collective objectives. Due to a variety of factors, training is not as successful or productive as anticipated.

Moreover, this study helps researchers and trainers to attain valuable findings and depth knowledge of employee job performance. Similarly, this study is crucial to practitioners in formulating policies and strategies and involved in making decisions regarding employee job performance. The findings of the research questions facilitate managers in the formulation of appropriate policies and strategies (Lee, 1998).

1.6 Limitations of the Study

- i. Every research and study has some limitations. This research also lacked in some aspects. Some of the limitations that were observed during this course of study are:
- ii. Although there was lots of an obstacle, for the collection of data, the researcher distributes the questionnaire physically and through online form to the concerned people.
- iii. Online forms are convenient to share to concerned respondents; however, there is a risk that it might not reach the right respondents.
- iv. Unwillingness of the employees to respond could be the reason why some of the variables are not loaded into expected factors.

- v. The study directed during a specific time-frame won't bring about elements that have long-term impact.
- vi. Non-respondents during the study were a snag, which has confined the examination work somewhat.

CHAPTER II

LITERATURE REVIEW

This chapter begins with theoretical analysis. In hypothetical review, previously developed theories relevant to this study are presented. After that, an empirical review has been done. In empirical review, previously identified findings were analysed. Based on theoretical and empirical review, research gap has been recognized which is describing in the following sections:

2.1 Theoretical Review

2.1.1 Social Support

Support of the supervisor, peer, and handover motivation had been determined as the significant predictors of training transfer. It was believed that the relationship between the support training transfer and transfer motivation was mediated. Individual perceptions of such characteristics were shared among the team members, particularly after the introduction of team training that involved all team members. It was uncommon, but necessary, for the team level to be integrated into the training transfer mechanism. Both individually and as a team, social support increased the incentive for the transition. The findings emphasize how crucial it is to include many levels in theories and studies about the process of training transfer, creating a shared supportive atmosphere for all team members, and using individual-directed assistance. (Massenberg et al., 2015).

One important factor in predicting job satisfaction is social support. However, not much research has looked at the advantages that can be learned when obtaining social support from the workplace. Based on the role conflict and accumulation framework, we suggest that social support from a domain can boost job satisfaction by: (1) offering tools to reduce work-family conflict; and (2) encouraging Staff members should seize opportunities to learn from their experiences in order to improve work-to-family facilitation. Our two mediator model was partially supported by the empirical results. As expected, Social support enhances the facilitation of work-family dynamics and elevates job happiness. Conflict between work and family, however, is unable to moderate the relationships between social support and job satisfaction. According to contrasting effect

analysis, the relationship between social support and job satisfaction is significantly more facilitated by work-to-family work than it is by work-to-family conflict.

2.1.2 Supervisor Support

Baldwin and Ford (1988) recommend the workplace is the setting for any method of enhancing transfer that takes place either before or after official training. A supportive work atmosphere encourages trainees to take more initiative in their transfers. One of the most crucial elements of the workplace is supervisor support. The degree towards which managers encourage and assist the application of learning while working is known as supervisory support (Holton et al., 2000). If an individual's supervisor engages in activities such as "setting realistic goals based on training, defining performance expectations after training, finding opportunities to apply new knowledge and skills, assisting people with issues they face when using new skills, and giving feedback when people successfully use their newly acquired abilities," that person is deliberated to have received supervisory support. It also indicates the degree to which trainers' bosses and supervisors emphasize the importance of applying what is taught in the workplace and the worth of taking part in training programs. The trainees' motivation to practice skills may rise with supervisor support, which will enhance the learning transfer process (Singh, 2017).

However, in the Nepali context, peers and supervisors are happy to support and encourage juniors to pursue training; juniors do not receive adequate material or feedback from them after completing their training, despite their cordial relationships with both. Therefore, in the Nepali context, supervisors' post-training support is doubtful. Thus, prior research has validated the effect of supervisor support on training success.

2.1.3 Peer Support

In general, Peer support is the act of colleagues encouraging one another to use newly learned skills at work. Employees' ability to apply training in the workplace has been demonstrated to be significantly impacted by peer support. According to Baldwin and Ford's 1988 theory, one of the key components of social support is peer support. When taking into account social support, peer support cannot be disregarded. Peer assistance has been included by several researchers, with varying results. While some scholars link peer

support to pre-training motivation (Facteau et al., 1995), Peer support is one of the key indicators of training efficacy. Peer support can be defined as a group of two or more workers who get together on a regular basis via email or in-person meetings to discuss issues related to the development of newly acquired skills in the workplace. Additionally, it comprises the support that one receives from peers and coworkers, and it is a significant element in training results. Moreover, a peer could be a mentor who has completed the same training course and can offer guidance and criticism (Noe, 2010).

2.1.4 Organizational Support

According to Organizational Support Theory, as outlined by researchers such as Eisenberger, Cummings, Armeli, Lynch (1997), Eisenberger, Huntington, Hutchison, Sowa (1986), and Shore and Shore (1995), the theory put forward that Employee perceptions about how much the company values their efforts and puts their well-being first are generally formed. Following the reciprocity standard, this perceived organizational support (POS) is expected to generate a sense of commitment among employees to respond by caring about the organization's welfare and actively contributing to its purposes. This reciprocal obligation may manifest in increased emotional loyalty to the company and heightened efforts by employees to assist the organization in reaching its goals. When representatives of the organization take action, it's common to interpret it as a reflection of the organization's aims rather than just the agents' personal motivations (Eisenberger et al., 2001).

Levinson recommended that this personification of the organization is facilitated by several factors, including the organization's lawful, moral, and fiscal accountability for the arrangements of its representatives. Additionally, organizational policies, standards, and culture play a role in reinforcing this personification by providing continuity and prescribing expected role behaviors. The power that the organization's agents hold over individual employees further contributes to this perception. In essence, employees tend to take whatever treatment they receive, good or bad, as a sign of the organization's favoritism or hostility toward them.

Perceived organizational support (POS) is more strongly influenced by organizational benefits and favorable work environments, such as pay raises, job promotions, more

fulfilling positions, and control over corporate policy when employees perceive these outcomes as stemming from the organization's voluntary choices rather than being compelled by external factors like governmental health and safety regulations or union negotiations. In essence, the voluntary nature of organizational actions enhances their positive influence on opinions of employees about organizational support (Rhoades & Eisenberger, 2002).

2.1.5 Employee Job Performance

Employee Job Performance (EJP) serves as a significant measure, reflecting the productivity of Individuals, divisions, and entire organization. Company management expects effective performance, where employees tap into their full potential to deliver the anticipated quantity and quality of output. The demand for high annual investment in job performance expectations is steadily rising to cultivate a workforce operating at its maximum capacity. Training and development emerge as the most dependable methods to boost EJP, prompting organizations to allocate billions of dollars annually. The dilemma lies in the significant gap between the substantial financial commitment to employee education and the inadequate transfer of awareness, talents, and attitudes necessary for improved EJP after the conclusion of training and development programs (Chauhan et al., 2017). This inconsistency prompts a crucial question: Why does the substantial investment in training counteract effective knowledge transfer?

Employee Job Performance (EJP) is the ultimate outcome of actions during work operations or behaviors post-training and development (Na-Nan et al., 2018). Three types of performances were included in the paradigm that the researchers had introduced: organizational, process, or divisional, and individual performances. The mission and objectives, system design, capabilities, motivation, and expertise all have an impact on these performances. The primary focus of human resource development and industrial psychology is on individual performance, which is considered the fundamental unit that has the closest relationship to the behaviors of each employee. The efficiency of EJP can be seen in individual performance, indicating that the best way to gauge EJP is through the standardization of work processes or delivery.

EJP can be assessed by taking into account the amount and quality of employee output in relation to target agreements between managers and employees. To thoroughly assess EJP accomplishment, it is essential to comprehensively evaluate various proportions of employees' behaviors during work operations. Conducted a study on the dimensions of EJP and utilized factor analysis to develop 12 measurement scales, identifying question dimensions. They rigorously evaluated and definite these structures, categorizing all questions into three dimensions. The first dimension, work quality, assessed accuracy and adherence to organizational criteria. The second component, work quantity, assessed the anticipated results based on the personnel's actions. This included sales, satisfaction, waste, and products. The third component, time, identified the operating window for task completion according to due dates and assignment complexity. All three dimensions are crucial components of EJP structures and align with empirical evidence (Na-Nan & Sanamthong, 2020).

2.1.5.1 Individual Performance

The issue of individual output at work has not only captured the attention of companies worldwide but has also inspired a lot of study in the management fields, work and organizational psychology, as well as occupational health. Various studies have been submitted into individual work performance, yet diverse approaches to its examination abound in contemporary literature. While the management field has predominantly focused on maximizing employee productivity, occupational health has concentrated on avoiding productivity loss attributable to specific diseases or health impairments. On the flip side, work and organizational psychologists are intrigued by determinants like personal work performance and the influence of personality, job satisfaction, and work engagement.

2.1.5.2 Organizational Performance

The evaluation of an employee's involvement to fulfilling the organizational mission in the workplace is referred to as performance. Various researchers have interpreted performance differently, with many associating it with the evaluation of transactional efficacy and efficiency in accomplishing corporate objectives. An Employee's job is shaped by the degree to which they achieve specific targets or missions, defining the boundaries of performance. Researchers have identified different thoughts, attitudes, and

beliefs about performance, emphasizing their role in measuring the efficiency of inputs and outputs, leading to transactional associations. Effective management of resources is crucial for an organization's success. Strategies designed to achieve organizational goals and an objective are based on organizational performance, further emphasize that equity, derived from high returns, plays a dynamic role in the efficient management of organizational resources, leading to improved performance. The performance measuring method aids in enhancing organizational associations' ability to successfully accomplish goals and objectives. The foundation of strategic planning, which helps businesses focus their non-financial or intangible resources, is the establishment of goals and objectives. Financial considerations are involved in performance, quality, and customer-related services. The operation of the financial and nonfinancial incentive management systems is facilitated by the assessment and evaluation provided by the performance measurement system. Because it boosts productivity, a positive organizational culture has a big effect on how well employees perform on the job. Organizations with varied backgrounds have different practices and ideals when it comes to workforce management. A steady organizational culture makes it easier to manage workers in the workforce successfully and effectively. Enhanced employee performance is positively correlated with an organization's net profit. A common approach to best resource use within the same cultural affiliation promotes positive organizational development. In certain circumstances, organizational culture can be advantageous and give a competitive edge. In light of the company's sustainability, employee commitment and collaboration are critical components of improved performance. An organization's success and longevity are influenced by the type and strength of its culture (Mohammad Awadh & Saad, 2013).

2.1.6 Training Transfer

According to Baldwin and Ford (1988) transfer of training is Training transfer is a crucial factor in evaluating an individual's efficacy since it refers to the "knowledge, skills, and attitudes" acquired during training that are applied in the workplace and sustained over time.

The purpose of this study is to investigate the mechanism underlying the association between perceived organizational supports and training transfer, with self-efficacy and work satisfaction acting as mediating variables. More specifically, self-efficacy is

examined as a mediator between job satisfaction and perceived organizational support, while work satisfaction is examined as a mediator between training transfer and perceived organizational support. The intervening function of job satisfaction between perceived organisational support and training transfer was validated by structural equation modeling analysis. Additionally, it was found that the relationship between job fulfillment and perceived support from the organization was mediated by self-confidence. The information was gathered over time and has implications for workers and organizations. This research highlights the increasing issue of training transfer and offers organizations a practical framework to enhance their human capital. This study may be the first to use empirical techniques to examine self-efficacy and work fulfillment as mediators (Islam & Ahmed, 2018).

Effectiveness in the workplace depended on training transfer but some of its social support qualifications had not received enough attention. We investigated the relationship between training transfer and two types of social support (from the supervisor and the organization), and we suggested multiple related processes that account for these influences. First, social support raised trainees' motivation to transfer their self-efficacy, goal orientation, and mastery (learning) to training. We therefore suggested that training-related cognitions were positively correlated with these individual factors. The findings shed light on a number of significantly associated mechanisms and advanced our understanding of how social support from supervisors and organizations influences transfer (Chiaburu et al., 2010).

Training is frequently not transferred to the workplace. The authors contend that comments made by coworkers regarding the use of recently acquired abilities in the workplace contribute to bridging the performance gap between present levels and the ideal of fully utilizing training-related knowledge. Using a social network viewpoint, this study investigates how feedback produced within the network influences training transfer and motivation to transfer. The results show that there is a positive relationship between quantity and quality of feedback received and the desire and actual transfer of training. There seems to be a negative correlation between feedback frequencies. This study emphasises how critical feedback is to creating a learning environment at work that

facilitates the transfer of training. It also implies how beneficial it is to take a social network viewpoint (Van den Bossche et al., 2010).

The modern business environment is characterized by increased competition among firms and the necessity of quickly responding to changing operational circumstances and staffing requirements. As a result, identifying the factors that impact employee performance (EP) has become more crucial. In order to better understand EP, this paper will look at the relationships that exist between various firm and environmental factors (training culture, management support, environmental dynamism, organizational climate), job-related factors (job environment, job autonomy, job communication), and employee-related factors (intrinsic motivation, skill flexibility, skill level, proactivity, adaptability, commitment) (Diamantidis & Chatzoglou, 2018).

Effectiveness in the workplace depends on training transfer, but some of its social support backgrounds have not received enough attention. We investigate the relationship between training transfer and two types of social support (from the supervisor and the organization), and we suggest multiple linked processes that account for these influences. First, social support raises trainees' motivation to transfer, their mastery (learning) goal orientation, and their self-efficacy in training. We therefore suggest that training-related cognitions are favorably correlated with these individual characteristics (Chiaburu et al., 2010).

Training efficacy cannot be assessed if social support is disregarded. Peers and supervisors inside the company can have a direct or indirect impact on trainees' training motivation levels and the transfer of knowledge to the workplace. In order to ascertain training motivation and training efficacy, this study takes into account peer and supervisor support as social support variables.

2.1.7 Types of Training

Businesses have the option to utilize two main categories of training methods: on-the-job and off-the-job techniques. The choice between these approaches is influenced by individual circumstances, as well as the specifics of the "who," "what," and "why" factors

associated with the employee training program (Armstrong, 2006) many of social support's dimensions have already been provided.

2.1.7.1 On The Job Training

Investing in human capital for strategic advantage is achievable through on-the-job training, where employers structure jobs to facilitate continuous learning while employees perform their duties. This can involve acquiring new skills, operating unfamiliar equipment, or learning from experienced colleagues. Employers may allow time for self-training, including studying new software or reading technical manuals. Despite potential productivity costs during the learning process, employers may choose to absorb them, relying on interactions with skilled colleagues or trial-and-error approaches.

On-the-job training is seamlessly integrated into employees' regular tasks, ensuring minimal time loss. Employees should be made aware of the specifics of the training plan upon its establishment, and progress may be monitored with the aid of a schedule that includes regular assessments. Orientations, job instruction training, apprenticeships, internships, assistantships, job rotation, and coaching are a few examples of on-the-job methods. Armstrong (2010) emphasizes the crucial role of managers in facilitating employee learning and development, highlighting that while most learning occurs on the job, its effectiveness can be enhanced.

2.1.7.2 Off The Job Training

Off-the-job training involves conducting training sessions outside the employees' regular work environment. Off-the-job training methods are characterized by a separation from the work setting, provision of study materials, a more concentrated learning experience, and the availability of freedom of expression. One common off-the-job training method is conferences, which are traditional and direct instructional approaches involving presentations to a broad audience. Conferences are cost-effective as they involve a large number of employees focusing on the same topic, in the same location, and at the same time. The speaker delivering the conference content must possess significant expertise in the subject matter. Lectures and seminars in colleges and universities are examples of commonly used off-the-job training methods, but they need to be engaging and motivational for trainees.

Another off-the-job training method is role-playing. This approach entails addressing issues and concepts in a corporate simulation, promoting discussion among participants. Trained employees provide insights into defining positions, concerns, priorities, responsibilities, and emotions. The effectiveness of role-playing increases when the stress level in the environment is minimized. This approach is especially helpful for workers in positions like sales, customer service, management, and support personnel. During role-playing, each participant takes on the perspective of an individual impacted by a problem, examining how human life concerns or human activity affect the environment from that person's point of view (Ab Rashid et al., 2020).

2.1.8 Importance Of Training Transfer

Training is a crucial and indispensable process for organizations seeking to enhance their personnel's performance, thereby fostering the organization's expansion and prosperity. Its advantages extend to both employers and employees, with well-trained employees exhibiting increased efficiency and productivity. Providing comprehensive training enables firms to elevate the quality of their workforce, conveying the importance of employees' roles and equipping them with the necessary information for optimal job performance. The benefits of employee training are multifaceted, encompassing heightened job satisfaction, boosted morale, enhanced motivation, increased flexibility to new technologies and procedures, enhanced process efficiencies that result in financial gains, and increased innovation in tactics and products. Moreover, employee turnover is reduced, contributing to overall organizational stability. This is a non-exhaustive list of the myriad advantages stemming from effective training, which is most impactful when aligned with appropriate needs analysis (Charles, 2013).

The primary purpose of training revolves around the improvement of knowledge and skills, coupled with the alteration of attitudes and behaviors. It stands as a potent motivator with the potential to yield numerous benefits for individuals and the organization alike. In the face of evolving technology, employees must possess the requisite knowledge, skills, and abilities to navigate new processes and production techniques. The heightened recognition of training's importance in recent times can be attributed to increased competition and the success of organizations that prioritize substantial investments in employee training. The acknowledgement that an

organization's triumph hinges on the skills and capabilities of its workforce has led to a shift towards significant and ongoing investments in training and development, fueled by technological advancements and organizational change (Sakiru, Enoho, Kareem & Abdullahi, 2013).

2.1.9 Factor Influencing Training Transfer

In the current business landscape, organizations are grappling with intense global competition and the constant upheaval brought about by ongoing changes. This dynamic environment has led to the globalization of both businesses and their workforce. The shift towards a more worldwide perspective has profound implications for employee training and development, necessitating an understanding of how learning and training transfer operate across different organizations and countries. However, despite the crucial role of training transfer in the achievement of an organizing, many multinational organizations fall short in addressing the cultural requirements of diverse recipients in multicultural settings. Consequently, human resource development (HRD) experts now face a major task when creating a worldwide training program that takes cultural needs into account. This study is prompted by several theoretical and practical considerations. Firstly, while numerous empirical studies on training transfer exist, they often neglect cross-cultural settings, where Cultural variations among nations must to be recognized as significant factors. Given the scarcity of research in cross-cultural training transfer, there is a compelling need to identify and understand the cultural factors affecting the transfer of training in such environments. Secondly, existing theories and models of training transfer are deemed inappropriate for studying the nuances of learning and transfer in cross-cultural environments. This underscores the urgency of developing a model for international training transfer. Such a model would allow for the examination and verification of factors in training design, organizational dynamics, and cultural differences influencing the transfer of training in cross-cultural contexts. From a practical standpoint, HRD practitioners in multinational companies require guidelines to enhance their comprehension of training transfer within a global context. The outcomes of this study are anticipated to provide valuable insights, aiding program designers in multinational companies to formulate overseas training programs that align with organizational and individual needs while being culturally appropriate (Lim, 2000).

Three primary categories of factors influence the transfer process: (1) trainee characteristics, (2) training design, and (3) the work environment. Notably, trainee characteristics and the work environment have a direct impact on the transfer. Existing literature suggests one-way relationships between these factors, yet the interactions among them in influencing the transfer process are not explicitly described. The majority of research has concentrated on training design factors, with limited exploration of individual trainee characteristics and external environmental factors. Among the trainee characteristics influencing transfer, six distinct categories can be identified: (1) aptitude, ability, skills, and readiness to learn; (2) motivation; (3) self-efficacy; (4) job attitudes and commitments; (5) personality, interests, and expectations; and (6) goal orientation. "Ability" encompasses the general capacity of a trainee to demonstrate high performance in given tasks, involving both cognitive and physical abilities to acquire knowledge and identify situations. "Aptitude" relates to the trainee's readiness to be trained and subsequently apply the learning. In addition to having a direct impact on a culture of continuous learning, training effectiveness, and perceived transfer, trainee motivation also has an impact on a number of other variables, including work involvement, outcome expectations, self-efficacy, perceived relevance of training material, and choice in attending training. Additionally, motivation determines whether a trainee can align with and adapt to their organization and subsequently transfer the training. Trainee self-efficacy pertains to the trainee's self-judgment of their ability to perform tasks, with higher levels of self-confidence associated with better performance. Overall, the existing body of research highlights the importance of understanding and addressing these trainee characteristics for effective training transfer (Hamid, 2012).

Training transfer, or the application of learned skills and knowledge in the actual work environment, is influenced by a variety of factors. Understanding these factors is crucial for designing effective training programs and ensuring that the acquired skills are successfully transferred and applied on the job. Here are some key factors influencing training transfer:

1. Relevance to Job Role: The degree to which training is directly applicable to an employee's job tasks significantly impacts transfer. If the training content aligns closely with daily responsibilities, employees are more likely to transfer what they learned to their work.

2. Training Design and Delivery: The quality of the training program itself, including the

clarity of content, practical exercises, and interactive elements, can affect transfer. Well-designed and engaging training is more likely to be retained and applied.

3. Managerial Support: Supervisors and managers play a crucial role in facilitating or hindering training transfer. Supportive managers who encourage and reinforce the application of new skills contribute positively to transfer.

4. Peer Support: Colleague support and positive peer relationships can influence training transfer. If employees share their experiences and support each other in applying new skills, it can enhance the transfer process.

5. Motivation and Attitude: Employees' motivation to apply what they have learned and their positive attitudes toward training impact transfer. Individuals who see the value in the training are more likely to transfer their new knowledge and skills to their job.

6. Feedback Mechanisms: Regular feedback on performance and the application of newly acquired skills helps employees understand how well they are doing and where improvements are needed. Constructive feedback contributes to successful transfer.

7. Organizational Culture: The organizational culture, including its values, norms, and support for continuous learning, can either facilitate or hinder training transfer. A culture that values learning is more likely to support transfer efforts.

8. Resources and Tools : Availability of resources, tools, and infrastructure necessary for applying new skills is crucial. Lack of resources can act as a barrier to successful transfer.

9. Post-Training Support: Continued support after the training, such as follow-up sessions, coaching, and mentoring, helps reinforce learning and encourages transfer to the workplace.

10. Pre-Training Assessment: Assessing employees' skills and knowledge before training helps tailor the program to their specific needs, increasing the likelihood of successful transfer.

11. Job Autonomy: The level of autonomy an employee has in their job can influence transfer.

Employees with more control over their work may find it easier to implement new skills.

12. Incentives and Recognition: Providing incentives or recognition for successfully applying new skills can motivate employees to transfer their training effectively.

Understanding and addressing these factors can contribute to the success of training transfer and ensure that organizations realize the full benefits of their investment in employee development.

2.1.10 Social Support Theory

The concept explains how social support is seen in relation to behavior modification, learning, and accomplishing organizational goals. We define social support as the mutual swapping of materials between two individuals, with both the provider and the recipient perceiving the exchange as intended to improve the recipient's well-being. In examining this definition, we explore several assumptions and implications, addressing gaps in the existing support literature. Exchange principles, which are based on economic theories, have a limited amount of relevance in terms of support. Social support, in its fullest definition, is what it means to be "social" because it involves caring for one another. While definitions of support exhibit significant variations, the common assumption across various models and empirical studies is that individuals receiving support are expected to be in better physical and emotional health compared to those without support. Despite this, there is a notable lack of models explaining the mechanisms through which social support enhances well-being. A crucial step in comprehending the support process involves a clear distinction between the intended outcomes of support for the recipient, referred to as its functions, and the means by which these functions are realized—namely, the resources provided in supportive exchanges (Shumaker & Brownell, 1984).

The model's variables came from the research on organizational behavior and training and development. Colquitt et al. (2000) include the notion of training motivation through identified constructs into a motivation theory-based theoretical framework, drawing on motivation theories such as expectancy theory, goal-based theory, and need-based theory. The present investigation is specifically grounded in Vroom's expectancy theory. The training motivation model identifies the structures that predict training motivation as well as the constructions that result from training motivation. Motivation for training depends on employees' perceptions of improved training outcomes, greater salaries, and prospects for promotion. Employees who valued higher levels of training motivation were demonstrated by learning-related training outcomes. The training motivation model indicates that peer and supervisor support were not studied frequently enough and

recommends that supervisor and peer support be taken into account by future researchers in order to predict training motivation. This model is in line with other models that demonstrate how training motivation entirely mediates the relationship between social support and training outcomes. However, through motivation to learn, social supports have a direct and indirect association with training outcomes. Therefore, the goal is to pinpoint the mindsets and characteristics that impact workers' willingness to pick up new skills, their desire to transfer those skills, and the efficacy of their training. More specifically, employees' desire to understand the training program's content is referred to as motivation to learn. However, motivation to transfer refers to an employee's willingness to apply newly acquired information and skills to their current position. The paradigm postulated a direct relationship between social support and learning motivation. Additionally, Colquitt et al. (2000) proposed that social support is a significant factor in an individual's conduct. Consequently, in order to forecast training motivation and training outcomes, it is imperative to comprehend social supports

2.1.11 Goal-Setting Theory

The goal-setting hypothesis presumes that human conduct is shaped by two cognitive factors: intentions and values. Since intentions directly result from actions, choosing or accepting intentions and committing to them are the two stages of the second cognitive process.

2.1.12 Equity Theory

The foundation of equity theory is the idea that people want to be treated fairly. Equity is defined as the sense that workers are treated fairly in relation to other people, whereas inequity is the sense that workers are treated unfairly when compared to their colleagues. People are looking for parity in their employment, highlighting the reality that job satisfaction depends on whether the benefits a person receives match the prizes they feel they should receive (Obaid, 2014).

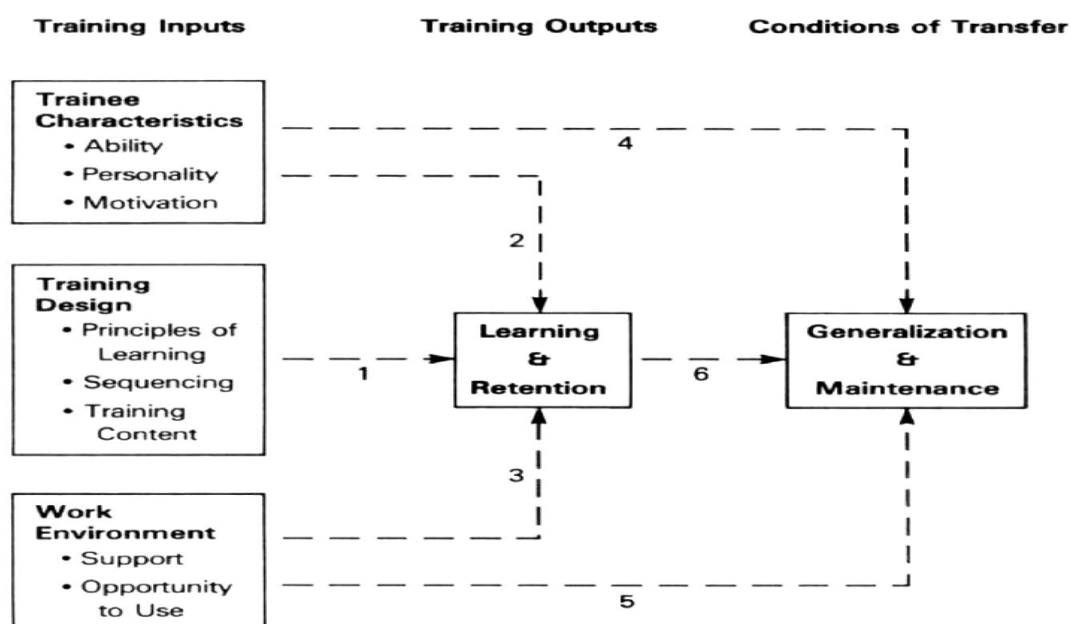
2.1.13 A Transfer of Training Model

Conventional methods of training transfer typically view it as a horizontal relationship between performance and training. A thorough analysis of the literature established three categories to categorize the variables influencing training transfer: (1) training outputs,

which include learning and retention; (2) training inputs, which include the work environment, learner characteristics, and training design; and (3) conditions of transfer, which are centered on the maintenance and generalization of training. It is believed that each of the three training input feature sets has an impact on learning and retention, which in turn have an impact on generalization and maintenance. Still, enhancing performance is a major goal of training and development. Enhancing performance is, nevertheless, a key goal of training and development. An organization doesn't really benefit from learning unless it somehow improves performance.. Performance is typically a more external behavior than learning, which is an inside one. Performance should therefore be prioritized over merely learning in training outputs. This approach was used by several writers to analyze the efficacy of training. But Kuchinke (1995, as referenced in Yamnill & McLean, 2001) contended that education is a process rather than a goal. Training objectives should also emphasize performance goals in addition to learning objectives. The scope of training transfer by emphasizing that acquired behavior needs to be sustained over time and generalized into the workplace. Additionally, after the training session is over, Baldwin and Ford defined training outcomes as the ability to retain the knowledge acquired.

Figure 2.1.

Theories Supporting Transfer of Training



Source: Baldwin and Ford (1988)

2.1.14 Relationship between Training Transfer and Employee Performance

The fulfillment of particular duties with dignity in comparison to predetermined benchmarks for time, expense, correctness, and thoroughness is known as performance. When it comes to employment contracts, performing means meeting obligations in a way that releases the performer from contractual obligations. Efficiency and effectiveness, along with Productivity and competitiveness are essential elements of training and performance. is a means of enhancing individual performance. Recognizing that employee performance is crucial for achieving organizational goals, various factors influence it, with training playing a significant role in improving skills, capabilities, confidence, and competencies (Armstrong, 2010).

The benefits of training extend to improving employee performance for the benefit of both companies and workers by fostering the growth of knowledge, skills, talents, competences, and behavior. It is evident that training is a key contributor to organizational development, enhancing performance, increasing productivity, and positioning companies competitively. Employee performance and training are positively correlated, with training serving as a vital mechanism for organizations to stay ahead in the competitive landscape and maintain their leading position (Hailesilasie, 2016).

2.1.15 The Mediating Role of Training Transfer

According to Kirkpatrick's model of training effectiveness, which is operationalized in earlier research, social support either directly or indirectly influences training effectiveness through training motivation . A correlation has been observed in certain studies between social support and training efficacy, but no correlation has been found a relationship between training results and social support. According to certain empirical studies, there is no visible association between training results and supervisor assistance. As a result, the researcher believes that supervisor support and training effectiveness may be indirectly related. In this regard, numerous studies have established a connection between social support and training efficacy via learner motivation. Furthermore; social support has an impact on training motivation and transfer of training. Likewise empirical research revealed that training motivation completely mediates the link between training results (transfer, maintenance, and generalization) and Leader Member Exchange, one of the social support components. Furthermore, the association between predictors

(motivation and relevance, specific goals, learning, transfer resource availability, supervisor support, and peer support) and soft skill training is entirely mediated by motivation to transfer. Moreover, training motivation was viewed as a mediator in the training process in earlier theoretical models of training efficiency. Motivation to learn, which is described as "intensity and persistence of efforts that trainees apply in learning-oriented improvement activities before, during, and after training". This study, more precisely, focuses on social traits that influence training motivation. In order to ensure that employees acquire the training information, numerous researches have connected situational variables with motivation to learn. In addition, a low degree of social support lowers training motivation, which ultimately results in low training efficacy. Training design has always been centered on fostering learning. Nonetheless, despite receiving ongoing training, certain employees still learnt more than others .It follows that the degree of training motivation may be influenced by the interaction of social support and training design (Colquitt et al., 2000).

Prior research has frequently utilized Kirkpatrick's model of training effectiveness to operationalize learning, wherein social support, either directly or through training motivation, is suggested to influence training outcomes. While some studies have testified a direct association between social support and training effectiveness, others have failed to establish a clear link between social supports, particularly supervisor support, and training outcomes. Consequently, the researcher suggests the possibility showing a covert connection between training efficacy and supervisor support.

In response to this, several studies have explored the indirect pathway, linking social support with training effectiveness through the mediating factor of motivation to learn. Empirical evidence, such as findings, supports the notion that training motivation fully mediates the relationship between Leader-Member Exchange (a component of social support) and various training outcomes (transfer, maintenance, and generalization).

Moreover, motivation to transfer completely mediates the relationship between several predictors (motivation and relevance, clear goals, learning, transfer resource availability, supervisor support, and peer support) and soft skill training outcomes. Building on these insights, the theoretical models of training effectiveness have consistently conceptualized

training motivation as a mediator in the training process (Chiaburu & Tekleab, 2005; Scaduto et al., 2008).

Specifically, this study digs into the social characteristics that determine training motivation. Numerous studies have established a link between situational characteristics and motivation to learn, emphasizing the role of these characteristics in facilitating employees' acquisition of training material. Furthermore, the study suggests that in situations where social support is low, the level of training motivation decreases, consequently impacting training effectiveness negatively. Despite the traditional focus on training design as a means of promoting learning (Colquitt et al., 2000), variations in the extent to which employees learn from constant training designs suggest that the interplay between social support and training design may play a crucial role in determining the level of training motivation.

2.1.16 Social Support and Training Transfer

The relationship between social support and training transfer is pivotal in enhancing employee performance. As highlighted by Noe (2010), effective training design, encompassing factors like learning environment and self-management strategies, significantly contributes to successful knowledge transfer. Employees' perceptions of social support dimensions influence the application of training content on the job. Training effectiveness hinges on a well-designed program aligned with job requirements. The interplay between social support and training design emerges as a critical dimension for determining the level of training motivation, ultimately enhancing overall training effectiveness. Numerous studies have demonstrated the impact of social support on training effectiveness, considering various forms such as task support, manager support, peer support, and feedback. In this study, supervisor support and peer support are considered integral components of social support. The ensuing section delves into exploring the intricate relationship between social supports and training effectiveness.

2.1.17 Supervisor Support and Training Transfer

The impact of supervisor support on training effectiveness is well-substantiated in both empirical and qualitative studies, with various researchers affirming its significance and asserting that a higher level of supervisor support corresponds to greater training transfer.

Empirical evidence identifies supervisor support as the most influential factor for training transfer, a finding corroborated. However, Fecteau et al. (1995) reported a negative relationship between supervisor support and training effectiveness. Singh (2017) empirically found below-average supervisor support in a Nepali public organization, indicating potentially low training effectiveness. This aligns with the observation that training effectiveness tends to be higher in private organizations compared to public ones. Considering these findings, this study contends that the association between supervisor support and training effectiveness is nuanced and influenced by variables such as training motivation and design.

2.1.18 Peer Support and Training Transfer

Previous research has established a correlation between social context and training motivation, with studies .While peer support is recognized as a component of social context, the specific relationship between peer support and training motivation has not been thoroughly explored. Notably, Fecteau et al. (1995) found no significant relationship between peer support and pre-training motivation, diverging from studies that linked peer support to motivation to transfer. Drawing on the theoretical, which connects supervisor support and training motivation, this study aims to establish a similar connection between peer support and training motivation. This extension aligns with the calls for further analysis made. Therefore, additional investigation is warranted to comprehensively understand the relationship between peer support and training motivation. Based on the existing evidence, this study posits that peer support positively influences training motivation.

2.1.19 Social Support and Employee Job Performance

The bond between social support and employee job performance is a critical aspect of organizational dynamics. Social support, emanating from colleagues, supervisors, and the work environment, plays a pivotal role in influencing job performance. Positive social support fosters a conducive workplace atmosphere, enhancing overall involvement, work happiness, and well-being of employees. When employees feel supported, they are more likely to exhibit higher levels of motivation, collaboration, and commitment, ultimately contributing to improved job performance. This connection underscores the significance

of cultivating a supportive work culture that recognizes the impact of social support on optimizing performance of employees and the general prosperity of the organization.

2.1.20 Peer Support and Employee Job Performance

Different from intellectual models and diagnostic criteria, peer assistance is based on the fundamental values of mutual agreement, respect, and shared accountability about what is deemed beneficial. It involves empathetic understanding of another's emotional and psychological pain through shared experiences. When individuals identify with others they perceive as similar, a deep connection or affiliation is established, transcending the constraints of traditional expert/patient relationships. As trust develops, both parties can respectfully challenge each other, allowing for the exploration of new behaviors and moving beyond preconceived self-concepts rooted in disability and diagnosis. This reciprocal empowerment, as termed by the Stone Center, enables members of the peer community to challenge assumptions about mental illness, fostering a culture of health and ability rather than one of illness and disability. The primary objective is to responsibly challenge preconceptions about mental health while validating individuals for who they truly are and acknowledging their unique experiences, promoting a creative and nonjudgmental approach to understanding and making meaning of their lives, as opposed to diagnosing and labeling all actions and feelings (Mead et al., 2001).

2.1.21 Organizational Climate and Employee's Job Performance

The Principal Outcomes Model theory emphasizes how organizational environment plays a key role in encouraging desired behaviors and asserts a direct positive impact on individual and organizational performance. Numerous elements, such as the company culture, job motivation, personality attributes, and general efficacy, affect how well employees perform on the job. Notably, employees' personality traits exhibit long-term stability, whereas organizational climate, being adjustable in the short term, quickly influences staff perceptions. Shore and Wayne identified three dimensions of organizational climate- organizational friendly, innovative, and fair atmospheres .It significantly impacts employee involvement and job performance. Wang's structural equation model revealed that organizational climate influences job performance not only directly but also indirectly through organizational commitment, self-efficacy, and satisfaction (He et al., 2015).

Several researchers argue that the support of management plays a crucial role in improving Employee Performance (EP). When employees perceive backing from management for their job-related efforts, it is likely to result in noticeable improvements in job performance. Management support is strongly connected with employee commitment and initiative. The organizational climate shapes employees' attitudes and behaviors, thereby impacting their performance levels. In essence, these findings highlight the interconnectedness of management support, organizational climate, and culture with various aspects of employee performance and behavior (Morrison & Phelps, 1999).

2.1.22 Training transfer and Employee Job Performance

The sequence between employee job performance and training transfer is a critical side of organizational development. Effective training programs, when seamlessly integrated, can positively impact job performance by equipping employees with relevant skills and knowledge. Training transfer, the successful application of learned concepts to the job context, serves as a bridge between training initiatives and on-the-job effectiveness. A well-executed training transfer enhances employee competence, productivity, and adaptability, directly influencing job performance outcomes. It is essential for organizations to not only invest in comprehensive training but also to facilitate an environment that encourages the practical application of acquired skills, ensuring a seamless transition from learning to sustained, improved job performance.

The training literature identifies a wide range of variables that affect how well training-derived knowledge is applied in the workplace, thereby improving performance on both an individual and organizational level. Training transfer factors are derived from various sources, including the work environment (the circumstances in which employees perform their duties), task limitations, practice opportunities, a culture of continual learning, organizational support, and more. These factors, stemming from the workplace, training design, and participant characteristics all have short- and long-term effects that shape training volume and quality, assist learning retention, and ease the integration of training into the workplace. (Holton et al., 2003).

While numerous studies concentrate on the participant characteristics and the training plan, there is a notable gap in understanding how the work environment impacts the transfer of learning. Additionally, limited research has been conducted on post-training interventions, the utilization of transfer mechanisms, and employees' reactions to them. Managerial activities can significantly influence the perceived importance of training, motivation to learn, and training transfer. Employees receive important signals from managers, supervisors, and peers, which influence not just their training but also their conduct after training. (Dermol & Čater, 2013).

This study draws heavily on the Holton model (Holton et al., 2000) as a theoretical framework that shows how organizational climates and training transfer are related. The Holton model presents a comprehensive training transfer system, encompassing factors related to individuals, training, and organizations. In this specific investigation, the focus is on organizational factors influencing training transfer, referred to as organizational incentives for training transfer. These factors create conducive conditions for training transfer, eliminate potential inconveniences and obstacles, or actively promote training transfer. Conditions related to work conditions, the provision of necessary material, equipment, and information for a successful transfer of training into the work context fall into the former category, while financial support and performance-related control/feedback resulting from training transfer fall into the latter.

2.1.23 Role of Supervisor Support and Peer Support

The success of training and its effective transfer into the work context is contingent upon the proper support provided by supervisors and peers to trainees. Various authors underscore the significant impact of supervisor support on training transfer. Holton et al. (2003) assert that supervisors contribute to training transfer by articulating expectations regarding post-training behavior, aiding in the identification of implementation opportunities for learning, and furnishing relevant information to employees. Supervisor support becomes particularly crucial when employees encounter challenges in applying new knowledge.

In addition to supervisor support the accomplishment of training and its application is also reliant on peer support, characterized by combined selection, execution, and practical

use of learning opportunities of acquired knowledge. Group norms, whether pro-improvement or anti-improvement, influences the effective transfer of trained skills. The theory of planned behavior associates group norms with the realization of intentions to change, making them a significant incentive for promoting training transfer. Peers contribute by being patient as colleagues learning is promoted when attendees apply what they have learned in the job and help out when needed. Holton et al. (2003) note that peers can either facilitate or impede training transfer.

Social learning theory, which emphasizes the importance of social support and mentoring, posits how companies and the people that belong to them impact individual learning through organizational incentives and training support activities, ultimately impacting training volume and quality. Similar insights are recognized by various authors studying training transfer factors. In summary, both peer and supervisor support positively influence training, contributing to organizational incentives for effective training transfer (Dermol & Čater, 2013).

2.1.24 Organizational Incentives For Training Transfer

The literature on training acknowledges a range of factors that facilitate the transfer of learning from training sessions to actual work settings, positively impacting individual and organizational performance (Holton et al., 2003). These transfer factors stem from the work environment, encompassing elements such as the circumstances in which employees carry out their duties, organizational support, opportunities for practice, a culture of continuous learning, task constraints, and more. These factors, originating from the work environment, along with those associated with training design and participants' characteristics; exert both short-term and long-term influences on the quality and quantity of training. They also play a role in preserving learned skills and adapting them to the work context, enabling knowledge maintenance. While existing research primarily focuses on the characteristics of participants and training design, comparatively less attention has been given to understanding how the work environment influences the transfer of learning. Additionally, there is a gap in knowledge regarding post - training interventions, the utilization of transfer mechanisms, and employees' reactions to them. Introducing effective managerial activities could significantly impact perceptions of the importance of training, motivation to learn, and training transfer. The importance of

managerial, supervisory, and peer attitudes and behaviors as crucial signals influencing not only training but also post-training behavior.

The Holton model (Holton et al., 2000) serves as a comprehensive conceptual framework in understanding the link between organizational climate and training transfer. It encompasses factors related to individuals, training programs, and organizational elements. In this study, we specifically focus on organizational factors influencing training transfer, referring to them as organizational incentives for training transfer. These factors either establish conducive conditions for transfer or address potential inconveniences and obstacles. Some are associated with work conditions and the provision of necessary materials, equipment, and information for successful training transfer, while others involve financial support and performance-related control /feedback following the transfer of training.

2.2 Empirical Review

The empirical review plays a crucial role in the planning of a study. Its primary purpose is to examine the existing body of work in the specific research area under investigation. This involves reviewing previous studies to understand the groundwork that has been laid in the chosen field. Globalization and technological progress have compelled organizations to adapt, with employee development through effective training becoming crucial for navigating dynamic environments. Empirical studies consistently affirm the significant influence of social support on employee job performance, with a growing body of research recognizing the mediating role of training transfer in this relationship. The positive impact of social support mechanisms improves within the workplace on employees' overall job performance. Social support, including both emotional and instrumental assistance from colleagues and supervisors, has been found to create a conducive work environment, fostering a sense of belonging and motivation among employees. This, in turn, positively affects their engagement and commitment to training programs. The mediating role of training transfer becomes evident as employees who perceive high levels of social support are more likely to effectively transfer the acquired skills and knowledge from training to their job tasks. Overall, the empirical evidence underscores the importance of cultivating a supportive work environment for optimizing the impact of training initiatives on employee job performance, acknowledging the

mediating function of effective training transfer in translating supportive workplace relationships into tangible performance outcomes.

According to Saks and Belcourt (2006) stated in their study set out to find out how much training is implemented by organizations to help with training transfer before, during, and after training, as well as how these activities relate to training transfer between firms. Training experts from 150 companies stated that 62%, 44%, and 34% of workers apply training materials at work right away, six months later, and a year later. Furthermore, compared to either before or after training, their businesses were noticeably more likely to use training activities to facilitate transfer during training. Additionally, there was a substantial correlation found between training activities before, during, and after training and the transfer of training; the correlation was stronger between work environment activities prior to and following training than between training and transfer. These findings' scientific and practical consequences are examined in order to enhance the training transfer inside businesses.

Koopmans et al. (2011) stated that the variations in the conceptualization and operationalization of individual work performance across disciplines prompted the current review's two objectives: (1) identifying conceptual frameworks and (2) integrating them into a heuristic framework. A systematic examination across medical, psychological, and management databases involved the independent selection of studies by two researchers. In total, 17 generic frameworks applicable across occupations and 18 job-specific frameworks catering to particular professions emerged. Noteworthy dimensions in delineating individual work performance included task performance, contextual performance, counterproductive work behavior, and adaptive performance. Synthesizing these findings, a heuristic conceptual framework for individual work performance was proposed, grounded in existing literature. This framework holds potential as a theoretical underpinning for future research and practical applications, offering a comprehensive perspective on the nuanced nature of individual work performance across diverse professional landscapes.

Obaid (2014) conducted a study on "The Role of Key Factors of Training Transfer on Employee's Job Performance: A Review." The main objectives is to find out one of the

most pressing challenges faced by developing countries revolves around the training and development of their workforce, as employees stand out as a critical strategic asset for any organization. Enhancing the skills of employees within the work environment is key for organizations to succeed and remain highly competitive in their respective domains. Recognizing that employees exhibit diverse working capacities and behaviors, irrespective of rewards, performance assessment has become a widely adopted management practice worldwide to evaluate employee work performance.

This research endeavors to explore the influence of training transfer on job performance and the interconnectedness between these factors within the context of Higher Education organizations in Palestine. It is observed that employees tend to apply knowledge, skills, and attitudes acquired from corporate training programs to a limited extent in their workplaces. While it is often asserted that training factors play a significant role in improving performance, the specific role of training transfer in this relationship remains unclear within the Palestinian context. Consequently, the study suggests the need for future research to delve into the relationship between pre-training factors, training transfer, and performance in Palestine, particularly within the educational sector.

Rashid, Hamzah, and Ramli (2020) has carried out research on "On-the-Job Training Versus Off-the-Job Training: Impact on Employee Performance At Franchise Restaurants in Klang Valley." *International Journal of Business and Economy* 2.4 (2020): 43-56. stated the combined annual expenditure of American corporations on staff training exceeds \$80 billion, while worldwide investment in training and development has surged by 400% over the past 11 years. However, what matters is how well your staff absorbs the training and how successful it is, not how much money you spend on it. For this reason, assessing the efficacy of training is essential for all businesses and organizations, regardless of size. Assessing the efficiency of your training programs enables you to determine their current value as well as areas for future improvement. Effective training also improves team morale, raises employee performance and satisfaction, and maximizes return on investment.

This research aims to investigate the correlation between on-the-job and off-the-job training about employee performance, specifically focusing on staff in Franchise

Restaurants within the Klang Valley. Training serves as a means of professional development within organizations, enhancing individual skills for future responsibilities. The Department of Human Resources is responsible for organizing training initiatives for all employees. However, there has been insufficient attention given to assessing the impact of training on employee performance in Malaysia, particularly in the Klang Valley region. The study was conducted in response to the growing number of franchise restaurants in the Klang Valley area. Data were collected through a convenience sampling method, utilizing self-administered survey questionnaires from 197 respondents. Pearson Correlation analysis was employed to examine the relationship between independent variables and the dependent variable. The results revealed a significant influence of both on-the-job and off-the-job training on employee performance. Furthermore, it was identified that off-the-job training had a more substantial impact on employee performance. In summary, while both on-the-job and off-the-job training were confirmed as determinants of employee performance, the management of franchise restaurants is advised to place greater emphasis on the content of off-the-job training to enhance the performance of their employees

Mead, Hilton, and Curtis (2001) has conducted this article presents a theoretical perspective on peer support, aiming to delineate the elements that, when strengthened through education and training, create a new cultural context conducive to healing and recovery. Individuals labeled with psychiatric disabilities often face social and cultural exclusion, reinforcing a self-perception tied to the "patient" identity. By educating peer support members about these cultural forces and their impact, there is an opportunity for personal, relational, and social transformation. The hope is that this article sparks dialogue among consumers of various programs, traditional providers, and policymakers, fostering an understanding of the role of peer programs in shaping a recovery-oriented system

Bhanthumnavin (2003) has conducted research aimed to investigate the correlation between perceived social support from supervisors (PSSS), encompassing emotional, informational, and material dimensions, and subordinate performance as assessed through both self-report and supervisory ratings. Additionally, the study sought to explore the impact of psychological and situational factors on subordinate performance. The analysis

involved 355 supervisor-subordinate pairs employed in health centers in Thailand. Findings indicated that female subordinates who perceived support across all three dimensions received higher performance evaluations from their supervisors compared to their male counterparts. Moreover, subordinate performance was influenced by factors such as perceived organizational support, self-efficacy, and workplace location. The discussion encompasses recommendations for future research, and implications for Human Resource Development (HRD) in Thailand, and acknowledges the study's limitations .

Lemma and Alemu (2016) conducted a study on "Effects of training practices on employee's performance in east Addis Ababa District of Commercial Bank of Ethiopia." Training involves enhancing an individual's knowledge, skills, and attitude tailored to a specific job. In the current context, training is increasingly seen not only as a means to develop individual employees but also as an integral component of organizational growth. Typically, employee performance is assessed based on outcomes. This research focused on investigating the impact of training practices on employee performance within the Commercial Bank of Ethiopia (CBE) in the East Addis Ababa District. To achieve the study's objectives, a descriptive survey and an explanatory research design were employed. Data were collected through questionnaires distributed to a sample of 234 individuals selected using a simple random sampling method, along with interviews conducted with CBE managers. The collected questionnaire data underwent analysis using inferential and descriptive statistical tools, including mean, standard deviation, correlation, and multiple regression analysis. The study's results revealed that various dimensions of training practices, such as need assessment, training objectives, methods, selection of trainees and trainers, implementation, and evaluation, had a positive and significant relationship. These dimensions collectively contributed significantly (58.4%) to enhancing employee knowledge, skills, and attitudes. Furthermore, employee knowledge, skills, and attitudes were found to have a positive and significant relationship, contributing significantly (61.3%) to overall employee performance. Based on the study's findings, the researchers recommend initiating need assessments by analyzing organizational, task, and people-level aspects. They also suggest incorporating training evaluation and feedback throughout the training process and reassessing training

objectives to align with SMARTER criteria (Specific, Measurable, Achievable, Relevant, Time-bound, evaluated, and Reviewed).

Dermol and Čater (2013) aim to enhance the existing body of knowledge on training by examining the interplay between training factors, training transfer, and company-level training outcomes, as well as their connection to overall company performance. The authors propose and validate a model that establishes links between training-related constructs such as training volume, training quality, supervisor support, peer support, and organizational incentives. These constructs are further connected to company-level training outcomes, including the acquisition and interpretation of information, and cognitive and behavioral changes. The study utilizes structural equation modeling based on data from 247 service companies for empirical analysis. The findings of the study confirm a robust association between supervisor support and both the volume/quality of training and organizational incentives for training transfer. Organizational incentives directly impact company-level training outcomes, specifically the acquisition and interpretation of information, and cognitive and behavioral changes. Additionally, these incentives indirectly influence company performance by fostering cognitive and behavioral changes. Notably, the volume and quality of training exhibit a direct correlation only with the acquisition and interpretation of information, without a direct link to overall company performance.

Dermol and Čater (2013) has the study delivers a significant message to CEOs and HR managers, emphasizing the importance of not only focusing on the quantity and quality of training but also on critical training-transfer-related factors. It adds value to prior research by distinctly differentiating between training and training transfer factors, exploring their interconnectedness with company-level training outcomes, and ultimately influencing company performance. The model's approach to these relationships represents a novel contribution to the existing literature on this subject .

Meta Table

Author/Date	Article	Objectives	Methodlogy	Findings
Saks, Alan M., and Monica Belcourt. (2006)	"An investigation of training activities and transfer of training in organizations ." Human Resource Management: Published in Cooperation with the School of Business Administration, The University of Michigan and in alliance with the Society of Human Resources Management 45.4 (2006): 629-648.	Examine how much training is implemented by organizations to facilitate the transfer of training before to, during, and following training. Analyze how training activities and training transfer between organizations relate to one other. Talk about the findings' study and practical implications for enhancing the training transfer in enterprises.	Training professionals from 150 businesses were surveyed for the study. Information was gathered about the degree of training implementation before to, during, and following training. The percentage of staff members that used training information immediately, six months, and a year after training was conducted in order to evaluate the transfer of training across organizations. To investigate the connections between training activities and training transfer, statistical analyses were carried out.	. After receiving training, employees from the studied firms implement the content immediately (62%), after six months (44%), and after a year (34%). Compared to before or after training, organizations are more likely to use training activities to facilitate transfer during training. The transfer of training is strongly correlated with training activities that occur before, during, and after training; the relationships between pre- and post-training activities and transfer are greater than those between training activities and training.

Koopmans, Linda MSc; Bernaards, Claire M. PhD; Hildebrandt, Vincent H. PhD; Schaufeli, Wilmar B. PhD; de Vet Henrica, C.W. PhD; van der Beek, Allard J. PhD: August 2011.	Conceptual frameworks of individual work performance: A systematic review. Journal of occupational and environmental medicine, 53(8), 856-866.	Individual work performance is differently conceptualized and Operationalized in different disciplines. The aim of the current review was twofold: (1) identifying conceptual frameworks of individual work performance and (2) integrating these to reach a heuristic conceptual framework	A systematic review was conducted in medical, psychological, and management databases. Studies were selected independently by two researchers and included when they presented a conceptual framework of individual work performance.	A total of 17 generic frameworks (applying across occupations) and 18 job-specific frameworks (applying to specific occupations) were identified. Dimensions frequently used to describe individual work performance were task performance, contextual performance, counterproductive work behavior, and adaptive performance
Obaid, Tareq. June (2014).	The role of key factors of training transfer on employee's job performance: A review. European Scientific Journal June.	This study aims to examine the connection between job performance and training transfer in Palestine's higher education institutions. It seeks to address any uncertainties in previous research and provide recommendations for future studies to investigate this relationship further within the Palestinian education context.	To evaluate an employee's work performance, common management procedures like performance reviews are used. The study recommends that future investigations examine the connection between performance in the Palestinian educational system, training transfer, and pre-training	Within Palestine's Higher Education institutions, the transfer of training has a major effect on employee performance. The information, abilities, and attitudes that employees have acquired from corporate training programs are not being used to their full potential at work. The relationship

			characteristics.	between training elements, training transfer, and performance in the Palestinian setting has not been well-defined by previous studies.
Ab Rashid, Putri Dahlia, Syarifah Atifah Syed Hamzah, and Azra Hanun Ramli. (2020)	"On-the-Job Training Versus Off-the-Job Training: Impact on Employee Performance At Franchise Restaurants in Klang Valley." International Journal of Business and Economy 2.4 (2020): 43-56.	Examine how employee performance in franchise restaurants is impacted by both on- and off-the-job training. Find the most important aspect affecting Klang Valley franchise restaurant employees' performance.	The study explores at the connection between employee performance in franchise restaurants in Malaysia's Klang Valley and on-the-job and off-the-job training. information gathered from 197 participants via a self-administered survey form. Pearson Finding correlations between variables is done through correlation analysis.	Employee performance among Klang Valley franchise restaurant employees is highly influenced by both on-the-job and off-the-job training. When compared to on-the-job training, off-the-job training has a greater effect on employee performance.
Mead, Shery, David Hilton, and Laurie Curtis. (2001)	Peer support: A theoretical perspective. Psychiatric Rehabilitation Journal, 25(2), 134–141.	To clarify what peer assistance entails, create a fresh cultural framework for healing and recovery, and encourage discussion regarding the function of peer programs in the creation of a recovery-	Providing a theoretical framework for peer assistance, instructing and preparing participants, and examining the characteristics and effects of cultural	increased ability for social, relational, and personal transformation among peers and individuals, which may result in a move away from the "patient" identity and

		based system	influences on people	toward a more independent sense of self.
Bhanthumnavin, Duchduen. (2003)	Perceived social support from supervisor and group members' psychological and situational characteristics as predictors of subordinate performance in Thai works units. Human Resource Development Quarterly, 14(1), 79–97	To investigate the effects of psychological and situational elements on performance, as well as the relationship between subordinate performance and the characteristics of perceived social support from supervisors (PSSS).	Evaluating the impact of PSSS dimensions, psychological variables, and situational factors on subordinate performance, data from 355 supervisor-subordinate pairs in Thai health centers were analyzed.	In addition, workplace location, self-efficacy, and perceived organizational support were all associated with subordinate performance. Supervisors gave higher performance evaluations to female subordinates who received emotional, material, and informational support than to their male counterparts.
Lemma, Mesfin, and Eshetu Alemu. (2016)	Effects of Training Practices on Employees' Performance in East Addis Ababa District of Commercial Bank of Ethiopia	Using a mixed-method approach, the study combined data from 234 randomly selected individuals' questionnaires with management interviews from Commercial Bank of Ethiopia (CBE). Employers' knowledge,	Descriptive survey with explanatory research design. Randomly selected 234 participants and gathered questionnaire data. Commercial Bank of Ethiopia (CBE) managers in the East	The knowledge, skills, and attitudes of employees are greatly correlated with and contributed to by training practices, which include need assessment, training objectives, methodologies,

	Ethiopia	skills, and attitudes as well as the links between training techniques and employee performance were examined using statistical tools including correlation and multiple regression analysis. To improve training procedures, recommendations include putting more emphasis on need assessment, providing ongoing feedback and evaluation, and setting SMARTER targets.	Addis Ababa District were interviewed. The data were analyzed using statistical tools including multiple regression analysis, correlation, mean, standard deviation, etc.	selection of trainees and trainers, implementation, and evaluation. These practices account for 58.4% of the total. Employee performance is favorably correlated with and contributes 61.3% to the knowledge, skills, and attitudes of the workforce.
Dermol, Valerij, and Tomaž Čater.(20013)	"The influence of training and training transfer factors on organisational learning and performance." Personnel review 42.3 (2013): 324-348.	The study intends to add to the body of knowledge on training by examining the connections between business-level training outcomes and company performance, as well as the relationship between training and training transfer variables.	The authors present and evaluate a model that establishes a connection between company performance, company-level training outcomes (such as information acquisition and interpretation, cognitive and behavioral changes, and organizational incentives), and training-related constructs (such as training volume and quality). Based on a sample of 247 service	The study demonstrates an excellent relationship between supervisor support and organizational incentives for training transfer, as well as the amount and caliber of training. These variables have a major impact on training outcomes at the corporate level and the ensuing behavioral and cognitive shifts, which have an indirect effect on organizational success. Quantity and quality of training do not, however, directly correlate with

			organizations, the authors employ structural equation modeling in their empirical research.	company performance; rather, the importance of training rests in data collection and analysis.
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2.3 Research Gap

Existing studies and theories have primarily concentrated on physical work in the international context. Similarly, the dimensions of training factors and job satisfaction in the Nepalese context differ due to the unique social structure. However, there's a scarcity research examining the dynamics of training factors and job satisfaction in Nepal's financial sector, indicating a notable research gap.

Past research in areas such as motivation, training, training evaluation, transfer of training, individual and situational characteristics, and motivational factors will be explored, providing a foundation for the current study's training motivation model. The subsequent portion of the literature review will delve into the current landscape of the field. Following a review of motivation theories, the literature will discuss studies relevant to the predictor variables and criteria of the present study, specifically motivation to transfer training. The literature review will conclude with a summary and hypotheses addressed by the ongoing research. This underscores the need to bridge the research gap in understanding the effects of social support, employee job performance, and training transfer in the unique context of Nepal's financial sector.

Existing literature reviews have highlighted a significant gap in research concerning training transfer in developing countries. The majority of studies, particularly those focused on job performance, have primarily centered around the U.S.A. and the U.K. In these contexts, it has been consistently concluded that training transfer is a crucial factor influencing employees' attitudes toward their jobs, with perceived refinement playing a pivotal role (Ozer and Gunluk, 2010).

In contrast to previous research that often examined these factors collectively, the current study aims to delineate the individual associations between pre-training factors and their

specific impact on training transfer. Furthermore, the research seeks to explore the relationship between training transfer and subsequent job performance. This focused approach will contribute to a deeper understanding of the nuanced connections between pre-training factors, the transfer of training, and its ultimate impact on job performance.

CHAPTER III

RESEARCH METHODOLOGY

In this section, beginning with the chosen research methodology, the content continues by outlining the research approach, design, hypotheses, variables with their operational definitions, unit of analysis, population and sample selection, demographic considerations, instrumentation details, and the procedures for data collection and analysis. Additionally, it covers the techniques employed for data gathering and the strategies employed for analysis.

3.1 Research Design

Descriptive and causal research designs were employed in this study. The respondents' demographic data has been determined by the application of descriptive analysis. Mean, standard deviation, normality, linearity, homogeneity, multicollinearity, and reliability have been calculated to fulfill the assumption and understand the nature of data before conducting inferential analysis. Further, regression and correlation were conducted for inferential inquiry to examine the relationship and effects among different variables. These instruments are carefully constructed to measure the apparent level of social support and job performance indicators. The hypotheses are formulated to test the specific connections between different dimensions of social support and various facets of job performance.

3.2 Research Approach

When investigating the influence of social support on employee job performance, and training transfer the chosen research approach involves a comprehensive examination of the association between these variables. The study adopts a quantitative approach, utilizing structured surveys and assessments to gather numerical data. The primary objective is to identify patterns, correlations, and statistical significance in the condition of social support and its guidance on various phases of employee job performance.

This investigation employs a quantitative research approach for data analysis. Quantitative research is esteemed for its capacity to formulate accurate predictions, offering valuable tools for theory evaluation and testing.

3.3 Population, Sample and Sampling Design

The population is the total of all the elements that were defined before the sample was chosen. Thus, choosing a few (a sample) from a population is the process of sampling. Before choosing a sample, the sampling unit decision must be made. Moreover, the sampling frame is the list of sampling units. Furthermore, if the universe is finite, the sample frame also includes the names of every object in the universe (Kothari & Garg, 2014).

The study's sample comprises employees in cooperative sectors with training experience. To determine the sample size, guidelines from Tabachnick and Fidell (1989) suggest at least 20 times the number of predictors. This study contains four predictors, which means $4 \times 20 = 80$ samples is sufficient to do this research and Schmidt (1971) suggests a subject-to-predictors ratio of 15 to 1 to 25 to 1. In this study, a minimum 125 sample is required to do the study. Similarly, Green (1991) recommended of 200 samples for any regression analysis. In this study, 199 sample data were used for analysis which is sufficient as recommended by Schmidt (1971).

For the study, the population has been defined in terms of cooperatives within the Kathmandu Valley of Chandragiri Municipality. There are 20 cooperative name lists that are used for population samples.

Table 3. 1

Distribution of Population

S.N	Name of Cooperatives	Total Number Of Cooperatives
1	Young Farmer Multipurpose Cooperative Society Ltd.	12
2	Bhalakusha MultiPurpose Cooperative Society Ltd.	10
3	Bishnu Devi MultiPurpose Cooperative Society Ltd	10
4	Kishan Krishi MultiPurpose Cooperative Society Ltd.	10
5	Hasana Bhasipur Saving And Credit Cooperative Society Ltd.	15
6	Balambu Mushroom MultiPurpose Cooperative Society Ltd.	15
7	Chandi Bhairab krishi Cooperative Society Ltd.	10
8	Western Rhitambhara Saving And Credit Cooperative Ltd.	8
9	Kishipidhi MultiPurpose Cooperative Society Ltd.	10
10	Unnabh MultiPurpose Cooperative Society Ltd.	10
11	Sambridda Bikash MultiPurpose Cooperative Society Ltd.	8
12	Satyapur MultiPurpose Cooperative Society Ltd.	8
13	Dev Darshan Saving And Credit Cooperative Ltd.	10
14	Satungal Saving And Credit Cooperative Society Ltd.	10
15	Nateshwor Saving And Credit Cooperative Society Ltd.	10
16	Munafa Saving And Credit Cooperative Society Ltd.	8
17	Jhigu Sankalpa Saving And Credit Cooperative Society Ltd.	10
18	Sorga Bhoomi MultiPurpose Cooperative Society Ltd.	10
19	Nhu: Pala MultiPurpose Cooperative Society Ltd.	10
20	Chamkila Tara Women Saving And Credit Cooperative Society Ltd.	5
	Total	199

3.4 Nature and Source of Data

The data for this study was obtained from primary sources. More precisely, a questionnaire survey was employed in primary sources to gauge respondents' attitudes and actions. The questionnaire survey has also been utilized in previous studies to measure employee job performance, training transfer, and social support factors. A five-point Likert scale was used in the questionnaire; answers ranged from one (strongly

disagree) to five (strongly agree). The questionnaire was also used to gather demographic data, such as age, gender, work experience, monthly salary, and educational attainment. After being informed of the study's goals, participants were asked to answer a series of questions. (Gautam & Basnet, 2022a; Na-Nan & Sanamthong, 2020).

3.5 Instrument of Data Collection

The research study has five factors. Peer and supervisor support as well as perceived organizational support were considered under the study's independent variable of social support, or social support. The mediating variable is training transfer, and the dependent variable is employee job performance. The control variables were gender, year of experience, qualification, present position, age; year of the training participated, training content, earnings per month, and duration of training.

Data collection was conducted using a well-structured questionnaire for the research. The source (questionnaires) of the variables used in the study is as follows: Questionnaires of supervisor support were developed by Yarnall (1998). Peer support was developed by Holten et al., (2000), Perceived organizational support was developed by Eisenberger et al., (1986), training transfer was developed by Xiao (1996), and Employee job performance was developed by Na-Nan (2020).

3.6 Unit of Analysis

Individual elements of analysis were done in the study because data were gathered from different cooperative sectors. This study only used individual-level units of analysis. The respondents were mostly assistants, officers, and managers of corporate sectors who worked in a variety of hierarchies. Each response was recorded for data analysis.

3.7 Research Framework

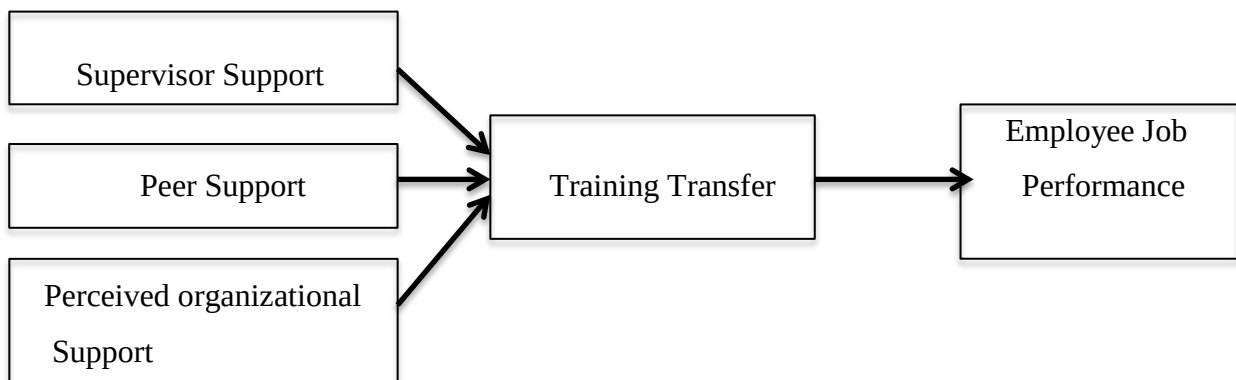
The initial component emphasizes the significance of well-designed and implemented training. However, if individuals are already qualified for their roles, even meticulously designed training aligned with specific job criteria may prove ineffective; resulting in a squandering of time and resources. The second part addresses this problem by utilizing a series of techniques and procedures to evaluate the efficacy of training transfer. The third crucial element aids management in optimizing resource allocation. It involves activities

and methods to ascertain the necessity of the proposed training and its ensuing effect on improving performance. To ascertain whether training is the best course of action for enhancing performance, this section explores both of these components and looks at various approaches and exercises.

A conceptual framework serves as a structured representation of concepts or variables that researchers operationalize to achieve their objectives. Variables, in this context, are measurable characteristics that exhibit varying values among subjects. Independent variables are influenced by researchers to gauge their impact on another variable, known as the dependent variable, which reflects the overall influence resulting from the independent variable (Pant, 2016).

Building upon these theories and existing literature, the intangible framework for this study is constructed around independent variables such as training content, training delivery, training design and training materials. Simultaneously, demographic characteristics like age, gender, work experience, monthly income, and education level are considered moderating variables. The dependent variable in this framework is the level of employee performance.

Figure 3.1: Research Framework



3.8 Definition of Variables

In this study, independent variables consist of peer support, supervisor support, and perceived organizational support. Similarly, the mediating variable consists of training transfer, and the dependent variable consists of employee job performance which is described in the following sections:

Supervisor Support: This aspect pertains to the level of encouragement and backing provided by supervisors or managers to stimulate the presentation of training outcomes in the workplace.

Peer Support: This dimension refers to the extent to which coworkers support and encourage the use of newly acquired information and abilities in the work environment.

Perceived organizational support: This component focuses on how staff members receive assistance from the company. It indicates whether or not the company is concerned about the degree of employee satisfaction.

Training Transfer: This aspect relates to the extent to which individuals effectively employ the knowledge, skills, and attitudes acquired during training in their actual job roles.

Employee job performance: Employee job performance is a critical aspect of organizational success. It encompasses productivity, quality of work, adherence to deadlines, and collaboration. Regular feedback, goal-setting, and professional development opportunities contribute to sustained high performance. Recognizing and addressing performance issues promptly fosters a positive work environment and ensures overall team effectiveness.

CHAPTER IV

RESULT AND DISCUSSION

This chapter begins with demographic information of the respondents. Initially, linearity, normality, homogeneity, reliability, and multicollinearity have been tested. Then for inferential analysis, correlation and regression have been done. In addition, the following sections give the commentary based on the study's findings:

4.1 Results

4.1 .1 Demographic Information

For this study, 199 individuals were selected from the cooperative sectors of the Chandragiri Municipality in Kathmandu. The ratio of male participants and female participants was almost equal. About 44.2 percent were male and 55.8 percent were female. In this study, 51.3 percent of participants had 1 to 3 years of experience. 32.7 percent had 4 to 5 years of experience. Similarly, 14.6 percent had 6 to 9 years of experience and only 1.5 percent of participants had 10 and above years of experience in this field. About 45.2 percent of participants had a bachelor's degree, almost 21.1 percent of participants had masters and above degrees, only 18.6 percent of participants had intermediate, and 15.1 percent of participants had passed their high school. In this study only 9 percent of participants were in the position of manager, 21.1 percent of participants were officers. Likewise, 25.1 percent of participants were assistants and almost 44.7 percent of participants were engaged in other positions. The majority of 67.3 percent of participants belonged to the 25-35 age group. Likewise, 22.01 percent of participants belong to the under-25 age group, 10.1 percent of participants belong to the 36-45 age group and only 0.5 percent of participants belong to the 45-55 age group. About 45.7 percent of participants had participated in training in 2019 or before, likewise, 30.2 percent of participants had participated in training in 2022. 14.6 percent of participants had training in 2020 and the remaining 9.5 percent of participants had training in 2021. About 39.2 percent of respondents had gained training in management sectors. 22.1 percent of respondents had training in technical fields. Likewise, 18.6 percent of respondents had gained training in other different sectors. 17.1 percent of respondents had social skill training and only 3 percent of respondents got training in legal sectors. 49.7

percent of the total respondents earned below NPR 25000. 28.1 percent of respondents earned between NPR 25001-NPR 50000. Around 15.1 percent of respondents earned above NPR 75000 and only 7 percent of respondents earned up to NPR 50001-NPR 75000. About 49.7 percent of respondents participated in training for less than 7 days. Similarly, 23.6 percent of respondents engaged in training for 22 or more days. 20.6 percent of respondents participated in training for 8-14 days and only 6 percent of respondents participated for 15-21 days.

Table 4.1

Demographic Information

		Frequency	Percent
Gender	Male	88	44.2
	Female	111	55.8
	Total	199	100
YOE	1-3	102	51.3
	4-5	65	32.7
	6-9	29	14.6
	10 and above	3	1.5
	Total	199	100
Qual	High School	30	15.1
	Intermediate	37	18.6
	Bachelor	90	45.2
	Masters and Above	42	21.1
	Total	199	100
Position	Manager	18	9
	Officer	42	21.1
	Assistant	50	25.1
	Others	89	44.7
	Total	199	100
Age	Under 25	44	22.1
	25-35	134	67.3
	36-45	20	10.1
	45-55	1	0.5

	Total	199	100
YTP	2022	60	30.2
	2021	19	9.5
	2020	29	14.6
	2019 or Before	91	45.7
	Total	199	100
TC	Technical	44	22.1
	Legal	6	3
	Social skills	34	17.1
	Management	78	39.2
	Others	37	18.6
	Total	199	100
EPM	Below 25000	99	49.7
	25001-50000	56	28.1
	50001-75000	14	7
	Above 75000	30	15.1
	Total	199	100
Duration	Less than 7 days	99	49.7
	8-14 days	41	20.6
	15-21 days	12	6
	22 and more days	47	23.6
	Total	199	100

(Source: Survey, 2023)

4.1.2 Assessment of Normality

Minimum, maximum, skewness, and kurtosis were existing in Table 4.2. Each variable was answered on a 5-point Likert scale, with 1 denoting strong disagreement and 5 denoting strong agreement. Hence, the minimum value is 1 and the maximum value is 5. Blanca, Arnau, López-Montiel, Bono, and Bendayan (2013) have identified the cut-off point for skewness and kurtosis is ± 2.25 in this study. All the variable values are within the range of ± 2.25 . Hence, there is no issue of normality in this study.

Table 4.2*Normality Test*

Variables	Minimum	Maximum	Skewness	Kurtosis
Supervisor Support	1	5	-0.932	1.542
Peer Support	1	5	-0.644	0.725
Perceived Organizational Support	1	5	-0.844	1.992
Training Transfer	1	5	-0.601	2.073
Employee Job Performance	1	5	-0.491	0.657

(Source: Survey, 2023)

4.1. 3 Assessment of Linearity

In Table, 4.3 the implication of the linearity value of all the variables was less than .05. Hence, it can be said that the relationship between supervisor support and employee job performance; peer support and employee job performance; organizational support and employee job performance; and training transfer and employee job performance were linear. Hence, linearity assumptions were fulfilled in this study.

Table 4.3*Test of Linearity*

Variables	Linearity		Deviation from Linearity	
	F	Sig	F	Sig
Supervisor supports	78.177	0.000	0.958	0.508
Peer Support	48.385	0.000	2.290	0.018
Perceived Organizational Support	103.589	0.000	0.814	0.734
Training Transfer	83.694	0.000	1.379	0.151
Dependent Variable: Employee Job Performance				

(Source: Survey, 2023)

4.1.4 Test of Homoscedasticity and Heteroscedasticity

Homoscedasticity is one of the basic assumptions of regression which must be fulfilled before carrying out the further analysis. If homoscedasticity is absent in the data then the data has heteroscedasticity. If the data do not meet the homoscedasticity assumption, then there might be a problem in the result.

4.1.4.1 Test of Homogeneity of Variances (Based on YOE)

In Table 4.4, the result of test of homogeneity of variances based on YOE shows that all the variables have greater than .05 significant value and the variables were not significant, which suggests that test of homogeneity of variance based on YOE did not violate the assumption of homogeneity in this study. Hence, it can be concluded that there is no issue of heterogeneity.

Table 4.4

Test of Homogeneity of Variances (Based on YOE)

	F	Sig
Supervisor support	0.45	0.717
Peer Support	0.485	0.693
Perceived Organizational Support	1.66	0.177
Training Transfer	0.806	0.492
Employee Job Performance	1.649	0.179

(Source: Survey, 2023)

4.1.4.2 Test of Homogeneity of Variances (Based on Qualification)

In Table 4.5, the result of the test of homogeneity of variances based on qualification shows that all the variables have greater than .05 significant value and the variables were not significant, which suggests that test of homogeneity of variance based on qualification did not violate the assumption of homogeneity in this study. Hence, it can be concluded that there is no issue of heterogeneity.

Table 4.5*Test of Homogeneity of Variances (Based on Qualification)*

	F	Sig
Supervisor support	0.762	0.517
Peer Support	0.628	0.598
Perceived Organizational Support	1.406	0.242
Training Transfer	0.215	0.886
Employee Job Performance	1.956	0.122

*(Source: Survey, 2023)***4.1.4.3 Test of Homogeneity of Variances (Based on Position)**

In Table 4.6, the result of the test of homogeneity of variances based on position shows that all the variables have greater than .05 significant value and the variables were not significant, which suggests that test of homogeneity of variance based on position did not violate the assumption of homogeneity in this study. Hence, it can be concluded that there is no issue of heterogeneity.

Table 4.6*Test of Homogeneity of Variances (Based on Position)*

	F	Sig
Supervisor support	0.618	0.604
Peer Support	0.573	0.633
Perceived Organizational Support	0.644	0.587
Training Transfer	0.647	0.586
Employee Job Performance	0.45	0.718

*(Source: Survey, 2023)***4.1.4.4 Test of Homogeneity of Variances (Based on Age)**

In Table 4.7, the result of the test of homogeneity of variances based on age shows that all the variables have greater than .05 significant values except peer support and the variables were not significant except peer support. In line with this finding, Hair, Black, Babin, and

Anderson (2014) indicate that if few variables violate the assumption, then further analysis can be carried out that does not create a problem, which suggests that a test of homogeneity of variance based on age did not violate the assumption of homogeneity in this study except peer support. Hence, as recommended by Hair et al. (2014), it can be concluded that there is no issue of heterogeneity.

Table 4.7

Test of Homogeneity of Variances (Based on Age)

	F	Sig
Supervisor support	0.776	0.462
Peer Support	4.534	0.012
Perceived Organizational Support	0.568	0.568
Training Transfer	0.217	0.805
Employee Job Performance	0.718	0.489

(Source: Survey, 2023)

4.1.4.5 Test of Homogeneity of Variances (Based on YTP)

In Table 4.8, the result of the test of homogeneity of variances based on years of training participated shows that all the variables have greater than .05 significant values except peer support and the variables were not significant except peer support. In line with this finding, Hair et al. (2014) indicate that if few variables violate the assumption, then further analysis can be carried out that does not create a problem, which suggests that test of homogeneity of variance based on the year of training participated did not violate the assumption of homogeneity in this study except peer support. Hence, as recommended by Hair et al. (2014), it can be concluded that there is no issue of heterogeneity.

Table 4.8*Test of Homogeneity of Variances (Based on YTP)*

	F	Sig
Supervisor support	2.279	0.081
Peer Support	3.12	0.027
Perceived Organizational Support	1.156	0.328
Training Transfer	0.227	0.877
Employee Job Performance	2.623	0.052

*(Source: Survey, 2023)***4.1.4.6 Test of Homogeneity of Variances (Based on TC)**

In Table 4.9, the result of the test of homogeneity of variances based on years of training participated shows that all the variables have greater than .05 significant values except perceived organizational support and the variables were not significant except perceived organizational support. In line with this finding, Hair et al. (2014) indicate that if few variables violate the assumption, then further analysis can be carried out that does not create a problem, which suggests that test of homogeneity of variance based on the year of training participated did not violate the assumption of homogeneity in this study except perceived organizational support. Hence, as recommended by Hair et al. (2014), it can be concluded that there is no issue of heterogeneity.

Table 4.9*Test of Homogeneity of Variances (Based on TC)*

	F	Sig
Supervisor support	0.774	0.543
Peer Support	1.337	0.258
Perceived Organizational Support	2.68	0.033
Training Transfer	2.113	0.081
Employee Job Performance	2.41	0.051

(Source: Survey, 2023)

4.1.4.7 Test of Homogeneity of Variances (Based on EPM)

In Table 4.10, the result of test of homogeneity of variances based on earning per month shows that all the variables have greater than .05 significant value and the variables were not significant, which suggests that test of homogeneity of variance based on earning per month did not violate the assumption of homogeneity in this study. Hence, it can be concluded that there is no issue of heterogeneity.

Table 4.10

Test of Homogeneity of Variances (Based on EPM)

	F	Sig
Supervisor support	1.444	0.231
Peer Support	1.557	0.201
Perceived Organizational Support	0.928	0.428
Training Transfer	0.172	0.915
Employee Job Performance	2.445	0.065

(Source: Survey, 2023)

4.1.4.8 Test of Homogeneity of Variances (Based on Duration)

In Table 4.11, the result of test of homogeneity of variances based on duration of training shows that all the variables have greater than .05 significant value and the variables were not significant, which suggests that test of homogeneity of variance based on duration of training did not violate the assumption of homogeneity in this study. Hence, it can be concluded that there is no issue of heterogeneity.

Table 4.11

Test of Homogeneity of Variances (Based on Duration)

	F	Sig
Supervisor support	0.197	0.898
Peer Support	0.365	0.779
Perceived Organizational Support	4.217	0.006
Training Transfer	1.484	0.22
Employee Job Performance	1.515	0.212

(Source: Survey, 2023)

4.1.5 Reliability Analysis

According to Hair et al. (2014) and Nunnally (1978) the cut-off point for reliability is 0.7. In Table 4.12, the Cronbach alpha of all variables is greater than 0.7. It means that all the indicators in each variable have a similar meaning. Hence, there is no issue of reliability in this study, and can proceed for further analysis

Table 4.12

Reliability Analysis

Variables	No. of Items	Cronbach Alpha
Supervisor Support	5	0.872
Peer Support	3	0.712
Perceived Organizational Support	9	0.901
Training Transfer	6	0.786
Employee Job Performance	13	0.867

(Source: Survey, 2023)

4.1.6 Levene's Test of Gender on Study Variables

In Table 4.13, an independent sample T-test of gender was examined to determine whether there existed any statistically significant differences in supervisor support, peer support, perceived organizational support, training transfer, and employee job performance by male and female category. F value suggested that all the variables were not statistically significant, which suggested that there are no differences in the perception of males and females concerning supervisor support, peer support, perceived organizational support, training transfer, and employee job performance variables.

Table 4.13*Independent Sample T-test (Gender)*

		Levene's Test for Equality of Variances				
		F	Sig.	t	df	Sig. (2-tailed)
Supervisor support	Equal variances assumed	0.72	0.397	-0.792	197	0.43
	Equal variances not assumed			-0.781	176.266	0.436
Peer Support	Equal variances assumed	0.006	0.941	1.561	197	0.12
	Equal variances not assumed			1.563	187.304	0.12
Perceived Organizational Support	Equal variances assumed	0.46	0.499	-0.843	197	0.401
	Equal variances not assumed			-0.826	169.737	0.41
Training Transfer	Equal variances assumed	0.309	0.579	0.941	197	0.348
	Equal variances not assumed			0.929	176.128	0.354
Employee Job Performance	Equal variances assumed	2.532	0.113	-1.046	196	0.297
	Equal variances not assumed			-1.019	163.277	0.309

*(Source: Survey, 2023)***4.1.7 Year of Experience on Study Variable**

In Table 4.14, One way ANOVA indicates that different groups of years of experience do not have different perception among study variables because the significant value of all the variables are greater than 0.5.

Table 4.14*Descriptive statistics of Year Of Experience*

		N	Mean	Std. Deviation	F	Sig.
Supervisor Support	1-3 yrs	102	3.86	0.72	0.187	0.905
	4-5 yrs	65	3.81	0.73		
	6 - 9 yrs	29	3.93	0.74		
	10 and above	3	3.80	0.40		
	Total	199	3.85	0.72		
Peer Support	1-3 yrs	102	3.65	0.81	0.847	0.469
	4-5 yrs	65	3.77	0.69		
	6 - 9 yrs	29	3.76	0.68		
	10 and above	3	4.22	0.51		
	Total	199	3.71	0.75		
Perceived Organizational Support	1-3 yrs	102	3.61	0.68	0.392	0.759
	4-5 yrs	65	3.65	0.74		
	6 - 9 yrs	29	3.60	0.68		
	10 and above	3	4.04	0.34		
	Total	199	3.63	0.69		
Training Transfer	1-3 yrs	102	3.75	0.53	0.422	0.737
	4-5 yrs	65	3.69	0.69		
	6 - 9 yrs	29	3.83	0.53		
	10 and above	3	3.83	0.44		
	Total	199	3.74	0.59		
Employee Job Performance	1-3 yrs	101	3.74	0.59	0.103	0.958
	4-5 yrs	65	3.71	0.53		
	6 - 9 yrs	29	3.74	0.54		
	10 and above	3	3.87	0.57		
	Total	198	3.73	0.56		

(Source: Survey, 2023)

4.1.8 Qualification on Study Variables

In Table 4.15, One way ANOVA mentions that, different group of qualification does not have different perception among study variables (i.e. Supervisor support, peer

support ,perceived organizational support, training transfer and employee job performance) because the significant value of all the variables are greater than 0.5.

Table 4.15

Descriptive statistics of Qualification

		N	Mean	Std. Deviation	F	Sig.
Supervisor Support	High School	30	4.15	0.54	3.514	0.16
	Intermediate	37	3.86	0.71		
	Bachelor	90	3.70	0.71		
	Masters and Above	42	3.96	0.79		
	Total	199	3.85	0.72		
Peer Support	High School	30	3.90	0.71	0.802	0.494
	Intermediate	37	3.66	0.87		
	Bachelor	90	3.67	0.79		
	Masters and Above	42	3.73	0.57		
	Total	199	3.71	0.75		
Perceived Organizational Support	High School	30	3.82	0.59	1.678	0.173
	Intermediate	37	3.69	0.64		
	Bachelor	90	3.52	0.71		
	Masters and Above	42	3.67	0.76		
	Total	199	3.63	0.69		
Training Transfer	High School	30	3.82	0.64	0.314	0.815
	Intermediate	37	3.68	0.60		
	Bachelor	90	3.75	0.63		
	Masters and Above	42	3.73	0.43		
	Total	199	3.74	0.59		
Employee Job Performance	High School	30	3.85	0.61	1.04	0.376
	Intermediate	37	3.80	0.52		
	Bachelor	89	3.67	0.58		
	Masters and Above	42	3.70	0.52		
	Total	198	3.73	0.56		

(Source: Survey, 2023)

4.1.9 Position on Study Variables

In Table 4.16, One way ANOVA indicates that different groups of present position do not have different perception among study variables (i.e. Supervisor support, peer support, perceived organizational support, training transfer, and employee job performance) because the significant value of all the variables are greater than 0.05.

Table 4.16

Descriptive statistics of Position

		N	Mean	Std. Deviation	F	Sig.
Supervisor Support	Manager	18	4.1	0.51905	2.458	0.064
	Officer	42	3.9286	0.67977		
	Assistant	50	3.956	0.79518		
	Other	89	3.7079	0.71099		
	Total	199	3.8523	0.72033		
Peer Support	Manager	18	4	0.59409	2.04	0.11
	Officer	42	3.7698	0.68861		
	Assistant	50	3.7933	0.74654		
	Other	89	3.5843	0.79817		
	Total	199	3.7136	0.75287		
Perceived Organizational Support	Manager	18	3.9383	0.64589	1.676	0.173
	Officer	42	3.6667	0.70529		
	Assistant	50	3.6333	0.64992		
	Other	89	3.5456	0.71473		
	Total	199	3.6287	0.69464		
Training Transfer	Manager	18	3.8704	0.54099	1.567	0.199
	Officer	42	3.8016	0.55245		
	Assistant	50	3.82	0.53009		
	Other	89	3.6442	0.63225		
	Total	199	3.742	0.58619		
Employee Job Performance	Manager	18	3.8504	0.46863	0.317	0.813
	Officer	41	3.728	0.51633		
	Assistant	50	3.7108	0.6016		
	Other	89	3.7131	0.58362		
	Total	198	3.728	0.56285		

(Source: Survey, 2023)

4.1.10 Age on Study Variables

In Table 4.17, Based on One way ANOVA, different group of age does not have different perception among study variables (i.e. Supervisor support, peer support, perceived organizational support, training transfer and employee job performance) because the significant value of all the variables are greater than 0.05.

Table 4.17

Descriptive statistics of Age

		N	Mean	Std. Deviation	F	Sig
Supervisor support	Under 25	44	3.8045	0.75512	0.239	0.869
	25-35	134	3.8806	0.70064		
	36-45	20	3.78	0.81279		
	46-55	1	3.6	.		
	Total	199	3.8523	0.72033		
Peer Support	Under 25	44	3.6061	0.94356	0.891	0.447
	25-35	34	3.7662	0.70091		
	36-45	20	3.6333	0.61082		
	46-55	1	3	.		
	Total	199	3.7136	0.75287		
Perceived Organizational Support	Under 25	44	3.5328	0.78515	0.544	0.653
	25-35	134	3.6393	0.67214		
	36-45	20	3.7611	0.65514		
	46-55	1	3.7778	.		
	Total	199	3.6287	0.69464		
Training Transfer	Under 25	44	3.7311	0.60916	0.838	0.474
	25-35	134	3.7413	0.58188		
	36-45	20	3.725	0.57041		
	46-55	1	4.6667	.		
	Total	199	3.742	0.58619		
Employee Job Performance	Under 25	44	3.7028	0.57888	1.303	0.275
	25-35	133	3.7681	0.55454		
	36-45	20	3.5462	0.57015		
	46-55	1	3.1538	.		
	Total	198	3.728	0.56285		

(Source: Survey, 2023)

4.1.11 Year of the Training Participated on Study Variables

In Table 4.18, According to One way ANOVA recommended that different groups of years of the training participated does not have different assumptions among study variables (i.e. Supervisor support, peer support, perceived organizational support, training transfer and employee job performance) because the significant value of all the variables are greater than 0.05.

Table 4.18

Descriptive statistics of Year of the Training Participated

		N	Mean	Std. Deviation	F	Sig
Supervisor Support	2022	60	3.93	0.59	1.22	0.31
	2021	19	3.69	0.90		
	2020	29	4.01	0.73		
	2019 or before	91	3.79	0.75		
	Total	199	3.85	0.72		
Peer Support	2022	60	3.57	0.82	1.18	0.32
	2021	19	3.67	0.95		
	2020	29	3.82	0.70		
	2019 or before	91	3.78	0.67		
	Total	199	3.71	0.75		
Perceived Organizational Support	2022	60	3.53	0.71	1.31	0.27
	2021	19	3.56	0.85		
	2020	29	3.84	0.49		
	2019 or before	91	3.64	0.70		
	Total	199	3.63	0.69		
Training Transfer	2022	60	3.72	0.54	0.70	0.55
	2021	19	3.80	0.62		
	2020	29	3.87	0.54		
	2019 or before	91	3.71	0.62		
	Total	199	3.74	0.59		
Employee Job Performance	2022	60	3.72	0.55	1.06	0.37
	2021	18	3.65	0.79		
	2020	29	3.89	0.41		
	2019 or before	91	3.69	0.56		
	Total	198	3.73	0.56		

(Source: Survey, 2023)

4.1.12 Training Participated on Study Variables

In Table 4.19, Different groups of training content do not have different opinions among study variables (i.e. Supervisor support, peer support, perceived organizational support, training transfer, and employee job performance) because the significant value of all the variables is greater than 0.05, according to one way ANOVA.

Table 4.19

Descriptive statistics of Training Participated

		N	Mean	Std. Deviation	F	Sig
Supervisor Support	Technical	44	3.69	0.80	2.11	0.08
	Legal	6	4.40	0.42		
	Social Skills	34	3.76	0.69		
	Management	78	3.96	0.73		
	Others	37	3.80	0.62		
	Total	199	3.85	0.72		
Peer Support	Technical	44	3.73	0.94	1.18	0.32
	Legal	6	4.33	0.47		
	Social Skills	34	3.64	0.69		
	Management	78	3.68	0.69		
	Others	37	3.75	0.72		
	Total	199	3.71	0.75		
Perceived Organizational Support	Technical	44	3.43	0.94	1.65	0.16
	Legal	6	4.04	0.50		
	Social Skills	34	3.63	0.62		
	Management	78	3.69	0.60		
	Others	37	3.67	0.59		
	Total	199	3.63	0.69		
Training Transfer	Technical	44	3.69	0.76	0.70	0.59
	Legal	6	4.06	0.31		
	Social Skills	34	3.73	0.50		
	Management	78	3.78	0.52		
	Others	37	3.69	0.59		
	Total	199	3.74	0.59		
Employee Job Performance	Technical	43	3.61	0.70	1.13	0.34
	Legal	6	3.90	0.47		
	Social Skills	34	3.83	0.45		
	Management	78	3.77	0.52		
	Others	37	3.66	0.57		
	Total	198	3.73	0.56		

(Source: Survey, 2023)

4.1.13 Earning Per Month on Study Variables

In Table 4.20, The one way ANOVA represent that, a different group of earning per month does not have different insight among study variables (i.e. Supervisor support, peer support, perceived organizational support, training transfer, and employee job performance) because the significant value of all the variables is greater than 0.05.

Table 4.20

Descriptive statistics of Earning Per Month

		N	Mean	Std. Deviation	F	Sig.
Supervisor Support	Below 25000	99	3.7657	0.6615	1.003	0.393
	25001-50000	56	3.9571	0.76154		
	50001-75000	14	3.8714	0.9466		
	Above 75000	30	3.9333	0.7131		
	Total	199	3.8523	0.72033		
Peer Support	Below 25000	99	3.6195	0.82754	1.201	0.311
	25001-50000	56	3.7679	0.69025		
	50001-75000	14	3.7857	0.73505		
	Above 75000	30	3.8889	0.58285		
	Total	199	3.7136	0.75287		
Perceived Organizational Support	Below 25000	99	3.5746	0.67007	0.676	0.568
	25001-50000	56	3.6488	0.64711		
	50001-75000	14	3.6111	0.83575		
	Above 75000	30	3.7778	0.79751		
	Total	199	3.6287	0.69464		
Training Transfer	Below 25000	99	3.6616	0.60443	1.251	0.293
	25001-50000	56	3.8274	0.55228		
	50001-75000	14	3.7976	0.52371		
	Above 75000	30	3.8222	0.60479		
	Total	199	3.742	0.58619		
Employee Job Performance	Below 25000	98	3.7064	0.5044	0.438	0.726
	25001-50000	56	3.7995	0.57352		
	50001-75000	14	3.6648	0.48049		
	Above 75000	30	3.6949	0.74784		
	Total	198	3.728	0.56285		

(Source: Survey, 2023)

4.1.14 Duration of Training on Study Variables

In Table 4.21, One way ANOVA shows that, Supervisor support, peer support, perceived organizational support, training transfer and employee job performance which is a different groups of duration of training do not have different viewpoints because the significant value of all the variables is greater than 0.05.

Table 4.21

Descriptive statistics of Duration of Training

		N	Mean	Std. Deviation	F	Sig
Supervisor Support	Less than 7 days	99	3.81	0.76	0.48	0.69
	8-14 days	41	3.87	0.66		
	15-21 days	12	3.75	0.86		
	22 and more days	47	3.95	0.64		
	Total	199	3.85	0.72		
Peer Support	Less than 7 days	99	3.66	0.77	0.43	0.73
	8-14 days	41	3.75	0.64		
	15-21 days	12	3.72	0.81		
	22 and more days	47	3.80	0.81		
	Total	199	3.71	0.75		
Perceived Organizational Support	Less than 7 days	99	3.59	0.64	0.96	0.41
	8-14 days	41	3.69	0.49		
	15-21 days	12	3.37	1.10		
	22 and more days	47	3.71	0.83		
	Total	199	3.63	0.69		
Training Transfer	Less than 7 days	99	3.70	0.56	0.50	0.68
	8-14 days	41	3.78	0.48		
	15-21 days	12	3.65	0.68		
	22 and more days	47	3.81	0.71		
	Total	199	3.74	0.59		
Employee Job Performance	Less than 7 days	98	3.77	0.51	0.79	0.50
	8-14 days	41	3.64	0.56		
	15-21 days	12	3.60	0.80		
	22 and more days	47	3.75	0.61		
	Total	198	3.73	0.56		

(Source: Survey, 2023)

4.1.15 Correlation

The correlations in Table 4.22 indicate that the connection among the supervisor support, peer support, perceived organizational support, training transfer and employee job performance is positive. According to the correlation, employee job performance and training transfer have a positive relationship between supervisor support, peer support, and perceived organizational support. Supervisor support has the highest positive relationship with other variables and perceived organizational support has the lowest positive relationship than other variables as shown in mean value (Table 4.22).

Table 4.22
Correlations

	Mean	Std. Deviation	Supervisor Support	Peer Support	Perceived Organizational Support	Training Transfer
Supervisor Support	3.852	0.720	1			
Peer Support	3.714	0.753	.446**	1		
Perceived Organizational Support	3.629	0.69	.596**	.285**	1	
Training Transfer	3.742	0.586	.432**	.526**	.374**	1
Employee Job Performance	3.728	0.563	.535**	.435**	.593**	.541**

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

(Source : Survey,2023)

4.1.16 Test of Multicollinearity

To confirm the collinearity issue the tolerance factors and VIF tests were used in different variables of social support. If the VIF is less than 10, then it can be said that there is no problem of multicollinearity (Hair et al., 1998). Table 4.23 shows all the variables (i.e., supervisor support, peer support, perceived organizational support and training transfer) that VIF is less than 2 and the tolerance factors is greater than 50, so this study has no problem of multicollinearity.

Table 4.23*Test of Multicollinearity*

Model	Collinearity Statistics	
	Tolerance	VIF
Supervisor Support	0.551	1.816
Peer Support	0.663	1.508
Perceived Organizational Support	0.626	1.598
Training Transfer	0.656	1.525

Note. Dependent Variable: Employee Job Performance

(Source: Survey,2023)

4.1.17 Mediation Analysis of training transfer on supervisor support and employee job performance relationship

In Table 4.24, demographics variables were used as control variables to control the impact of demographic data on study variables. Table 4.24 shows the direct relationship between supervisor support and training transfer; and training transfer and employee job performance, supporting hypothesis 1 and hypothesis 4. Further, this study assessed the mediating effect of training transfer on the relationship between supervisor support and employee job performance. The finding showed a significant indirect effect of training transfer on supervisor support and employee job performance ($\beta=0.1318$, $CI[0.0695, 0.2204]$, supporting hypothesis H5. Further, the direct effect of supervisor support on employee job performance in presence of the training transfer was also found positive and significant ($\beta=0.2923$, $CI[0.1943, 0.3903]$). Therefore, training transfer partially mediated the relationship between supervisor support and employee job performance as shown in Table 4.25

Table 4.24*Mediating of TT on SS – EMP relationship*

		Consequent						
		M(TT)			Y(EJP)			
Antecedent		Coeff.	SE	p	Coeff.	SE	P	
X(SS)	A	0.3462	0.0556	0	0.2923	0.0497	0	<i>c'</i>
M(TT)		–	–	–	0.3806	0.0594	0	<i>b</i>
Constant	<i>i_M</i>	2.53	0.3691	0	1.2728	0.3355	0.0002	<i>i_y</i>
Gender		-0.0834	0.0838	0.3213	0.0683	0.0683	0.3187	
YOE		0.0014	0.057	0.9802	0.0034	0.0463	0.9417	
Qual		0.0051	0.0438	0.9083	-0.0248	0.0356	0.4862	
Position		-0.022	0.0413	0.5942	0.015	0.0335	0.6558	
Age		-0.0042	0.0793	0.9576	-0.0479	0.0644	0.4577	
YTP		0.0005	0.0335	0.9884	0.0229	0.0272	0.4014	
TC		0.0005	0.0294	0.9871	-0.0097	0.0238	0.6843	
EPM		0.023	0.0411	0.5758	-0.0205	0.0334	0.5409	
Duration		0.0104	0.034	0.7609	-0.043	0.0276	0.1216	
		R ² =.1994			R ² =.4271			
		F(10,187)=4.6580, p=0.000			F(11,186)=12.6041, p=0.000			

Note. YOE= Year of Experience, Qual=Qualification, YTP= Year of the Training Participated, TC=Training Content, EPM= Earning Per month, Duration=Duration of Trainin

(Source: Survey,2023)

Table 4.25*Indirect effect*

	Effect	SE	LLCI	ULCI
Direct effect	0.2923	0.0497	0.1943	0.3903
Total effect	0.4241	0.0498	0.3258	0.5224
Indirect effect	0.1318	0.039	0.0695	0.2204

Note.*5,000 bootstrap samples for bias-corrected bootstrap confidence intervals

(Source: Survey,2023)

4.1.18 Mediation Analysis of training transfer peer supervisor support and employee job performance relationship

In Table 4.26, demographics variables were used as control variables to control the impact of demographic data on study variables. Table 4.26 shows the direct relationship

between peer support and training transfer, supporting hypothesis 2. Further, this study assessed the mediating effect of training transfer on the relationship between peer support and employee job performance. The finding showed a significant indirect effect of training transfer on peer support and employee job performance ($\beta=0.1703$, CI [0.0914, 0.2573], supporting hypothesis H6. Further, the direct effect of peer support on employee job performance in presence of the training transfer was also found positive and significant ($\beta=0.1644$, CI [0.0599, 0.2689]). Both direct and indirect relationships are positive and significant. Therefore, training transfer partially mediated the relationship between peer support and employee job performance as shown in Table 4.27.

Table 4.26

Mediating effect of TT on PS-EJP relationship

Consequent								
		M(TT)			Y(EJP)			
Antecedent		Coeff.	SE	p	Coeff.	SE	p	
X(PS)	A	0.407	0.0496	0	c'	0.1644	0.053	0.0022
M(TT)		–	–	–	b	0.4185	0.067	0
Constant	i_M	2.2421	0.344	0	i_y	1.6225	0.3491	0
Gender		0.0054	0.0784	0.9453		0.1333	0.0718	0.065
YOE		-0.0058	0.0537	0.9143		0.0039	0.0492	0.9369
Qual		-0.0068	0.041	0.8691		-0.0448	0.0376	0.234
Position		-0.0205	0.0387	0.5971		-0.0026	0.0354	0.9407
Age		0.0168	0.0747	0.8226		-0.0436	0.0685	0.5248
YTP		-0.0391	0.0316	0.2177		0.0001	0.029	0.9963
EC		0.0155	0.0276	0.5737		0.0015	0.0253	0.9516
EPM		0.0246	0.0386	0.5248		-0.0094	0.0354	0.791
Duration		0.024	0.0319	0.4535		-0.0297	0.0293	0.3111
		$R^2=.2895$			$R^2=.3538$			
		$F(10,187)=7.6209, p=0$			$F(11,186)=9.2582, p=0$			

Note. YOE= Year of Experience, Qual=Qualification, YTP= Year of the Training Participated, TC=Training Content, EPM= Earning Per month, Duration=Duration of Training

(Source : Survey,2023)

Table 4.27
Indirect Effect

	Effect	SE	LLCI	ULCI
Direct effect	0.1644	0.053	0.0599	0.2689
Total effect	0.3347	0.0498	0.2364	0.4331
Indirect effect	0.1703	0.042	0.0914	0.2573

*Note.**5,000 bootstrap samples for bias-corrected bootstrap confidence intervals

(Source : Survey,2023)

4.1.19 Mediation Analysis of training transfer on perceived organization support and employee job performance relationship

In Table 4.28, demographics variables were used as control variables to control the impact of demographic data on study variables. Table 4.28 shows that there is no direct relationship between perceived organizational support and training transfer ($\beta=0.3134$, $p>0.05$); hence, rejected hypothesis 3. Further, this study assessed the mediating effect of training transfer on the relationship between perceived organizational support and employee job performance. The finding showed a significant indirect effect of training transfer on perceived organizational support and employee job performance ($\beta=0.1147$, CI [0.0443, 0.2092], supporting hypothesis H7. Further, the direct effect of perceived organization support on employee job performance in the presence of the training transfer was also found positive and significant ($\beta=0.3807$, CI [0.2879, 0.4735]). Both direct and indirect relationships are positive and significant. Therefore, training transfer partially mediated the relationship between perceived organizational support and employee job performance as shown in Table 4.29.

Table 4.28*Mediating effect of TT on POS-EJP relationship*

		Consequent					
		M(TT)			Y(EJP)		
Antecedent		Coeff.	SE	p	Coeff.	SE	p
X(POS)	<i>A</i>	0.3134	0.059	0.0001	0.3807	0.047	0.0001
M(TT)	<i>b</i>	0.3661	0.0543	0.0001			
Constant	<i>i_M</i>	2.8601	0.361	0.0001	1.2145	0.31	0.0001
Gender		-0.0742	0.0858	0.3886	0.0553	0.0639	0.3883
YOE		0.0248	0.0584	0.6711	0.0288	0.0434	0.5079
Qual		-0.0009	0.0448	0.9845	-0.0187	0.0333	0.5754
Position		-0.0331	0.0421	0.4327	0.0181	0.0313	0.565
Age		-0.0469	0.0814	0.5651	-0.096	0.0605	0.1144
YTP		-0.0302	0.0343	0.3793	-0.0084	0.0255	0.7415
EC		-0.0037	0.0302	0.9032	-0.0193	0.0224	0.3897
EPM		0.0357	0.0419	0.3949	-0.0147	0.0312	0.6388
Duration		0.0189	0.0347	0.587	-0.0396	0.0258	0.1264
		$R^2=.1605$			$R^2=.4975$		
		$F(10,187)=3.5753, p=0$			$F(11,186)=16.7388, p=0$		

Note. YOE= Year of Experience, Qual=Qualification, YTP= Year of the Training Participated, TC=Training Content, EPM= Earning Per month, Duration=Duration of Training
(Source : Survey,2023)

Table 4.29*Indirect Effect*

	Effect	SE	LLCI	ULCI
Direct effect	0.3807	0.047	0.2879	0.4735
Total effect	0.4954	0.0488	0.3993	0.5916
Indirect effect	0.1147	0.0414	0.0443	0.2092

Note.*5,000 bootstrap samples for bias-corrected bootstrap confidence intervals

(Source : Survey,2023)

4.2 Discussion

The result revealed that there is a significant relationship between supervisor support and training transfer. The finding of this study is consistent with the findings of Nguyen and Tran (2020), Sarfraz et al. (2021), and Sharif, Braimah, and Dogbey (2023) which indicate that support from the manager is the key factor for training transfer in cooperative sectors.

The finding of this study indicated that there is a positive significant relationship between peer support and training transfer. This study is in line with the findings of Sharif et al. (2023) and Sarfraz et al. (2021). However, the finding of this study is not aligned with the findings of Nguyen and Tran (2020) which reject the peer support and training transfer relationship. The majority of studies showed the significant effect of peer support on training transfer which indicates that working in a team and sharing among co-workers play a significant role in training transfer in cooperative sectors.

This current study found that there is no relationship between perceived organizational support and training transfer. The finding of this study is not aligned with the findings of previous studies (Sharif et al., 2023). One of the possible reasons for rejecting the relationship between perceived organizational support and training transfer could be that the organization has a mission and policies but the organization cannot be directly involved in training transfer activities which is the most important for the training transfer back to their workplace.

This study showed that there is a positive relationship between training transfer and employee job performance. The finding of this study aligns with the findings of Ma and Chang (2013) Nguyen and Tran (2020) and Na-Nan and Sanamthong (2020) which indicates that if employees use the learned skills, knowledge, and positive attitude in their workplace, then it ultimately leads to employee job performance.

The finding of this study showed that training transfer partially mediated the relationship between supervisor support and employee job performance. The finding of this study is aligned with the finding of Obaid, Zainon, Eneizan, and Wahab (2016) who also found that training transfer partially mediated the relationship between supervisor support and

employee job performance which indicates that supervisor support to their employees can directly impact employee performance or directly through training transfer.

This study found the training transfer partially mediated the relationship between peer support and employee job performance. In the prior research, the mediating role of training transfer on peer support and employee job performance has not been established yet despite its importance. Hence, this finding of this study could add value to the existing literature.

The finding of this study revealed that training transfer partially mediated the relationship between perceived organizational support and employee job performance. In the prior research the mediating role of training transfer on perceived organizational support and employee job performance has not been established. Hence, the findings of this study might add value to the existing knowledge.

CHAPTER V

SUMMARY AND CONCLUSION

5.1 Summary

Training transfer is a very vital feature of social support on employee job performance. Cooperatives in Nepal should focus on leading the training regularly so that employee performance can be developed. To enhance employee job performance there should be clear dimensions for cooperatives so that their output may be improved.

This research attempts to discover the influence of training transfer on employee job performance with situations in cooperatives in Nepal. Likewise, this study wants to check whether the training transfer and employee job performance are significantly correlated. Moreover, this study tries to find out the impact of social support on employees' job performance mediating the role of training transfer.

A total sample of 199 was taken to perform this study. The primary study was directed where the aim population was the employees of cooperatives in the Kathmandu Valley. The questionnaire method was used as the research mechanism to collect the data. The data were gathered using the convenience sampling technique. The data was analyzed using the statistical software, Statistical Package for Social Science (SPSS). The various tools and techniques used in this study are preliminary tests like linearity test, homogeneity test, normality test, and multicollinearity test. After passing those assumptions, descriptive analysis has been done which includes the standard deviation and mean of the study variables. Moreover, for inferential analysis, regression and correlation have been carried out. Further, for regression, PROCES macro has been used to test the intermediating role of training transfer in the relationship between social support (i.e. supervisor support, organizational support and peer support,) and employee job performance.

There are positive outcomes and good policies in cooperative sectors regarding training transfer. Most of the participants concluded that they have participated in different training organized by the cooperative for their better performance.

5.2 Conclusion

The impact of social support on workers' job performance has been discussed in this study, which also considered the function of training transfer in Nepali cooperatives. It is assumed that the social support variables have a significant impact with employee work performance and training transfer. Based on the sample population's responses and the previously described interpretations and findings, the researchers have arrived at the following conclusion.

For the collection of the Primary data, 199 Questionnaires were distributed from which 199 questionnaires were selected for the survey. The literature review was carried out to recognize the numerous factors such as social support, supervisor support, peer support, organizational support, others support, training transfer, and employee job performance. The various variable factors like peer support, social support, supervisor support, organizational support and other supports play an important role in maintaining the employee's job performance and training transfer. These variables factors help to maintain the general performance of the cooperatives in a better way.

The study has been directed in this particular situation. From this time we are aware of the possibility that the findings could have turned out differently in another context. Likewise this study attempts to find out the influence of training transfer, relationship between different variables on employee job performance.

Although the records samples for this study were collected only from cooperatives of Nepal. However, the future researchers should include more banks, financial institutions, hotel sectors etc. including all levels of employees working in the different sectors in order to give real overview and policy that measure on how far the training transfer impacts on the employee job performance.

Nowadays Nepalese cooperatives are facing different hazards due to low employee performance, lack of training and transfer knowledge on different social support variables .Therefore the further research can be directed in the large samples which can bring more accuracy in data analysis.

5.3 Implications

This research has theoretical and practical significance. From a theoretical viewpoint, rare research has been done concerning intervening role of training transfer in the relationship between employee job performance and peer support; and perceived organizational support and employee job performance. The relationship has been tested in cooperative sectors of Nepal. Hence, similar type of research could be done in other sectors to generalize the finding of this study. Moreover, there might have an endogeneity problem in the study. This study has not explored the opposite relationship. Hence, the future researchers could test the reverse relationship among the variables or endogeneity test has been done in the future work. Further, motivation to training, motivation to learn, training maintenance, and training generalization are the important factors which are not incorporate in the model. In addition, this study only focus on mediating relationship; however, the future researchers could examine the multiple serial mediators among social support, motivating factors including motivation to transfer and motivation to learn , training effectiveness which include training maintenance, training transfer, and training generalization and employee job performance. Additionally, self-efficacy is a significant predictor of employee job performance and the transfer of training. Including self-efficacy as an antecedent in the multiple serial mediation could be the avenue for future researchers.

From a practical perspective, most of the organization focus and give value to the training but the training transfer issue is still not incorporated and addressed in many organizations (Bhurtel & Bhattarai, 2023). Hence, the organizations should consider training transfer as a key component of training. In their human resource policies, training transfer issues need to be addressed. It is seen that after training, feedback mechanisms and support from supervisors, peers, and organizations are missing despite their utmost importance. From this study, Support from peers, organizations, supervisors, and training transfer is found to be a significant predictor of job performance. Hence, the organization should consider those antecedents for better job performance.

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APPENDIX I

Dear Respondent,

I am Manisha Maharjan Pursuing MBS at Shanker Dev Campus; I am on my educational Survey. The Purpose of this study is to learn more about the Social Support for employees' performance. The Company and you are the part of a representative sample.

We recognize the value of your time, and sincerely appreciate your efforts on our behalf. Individual responses are anonymous and all company level data will be held in confidence. Please take some few minutes to complete this survey and submit it at your earliest convenience.

Part 1

Gender	a. Male b. Female
Year of Experience	
Qualification (Highest Degree)	a. High School b. Intermediate c. Bachelor d. Masters and Aboves
Present position: (Please Tick)	a. Manager b. Officer c. Assistant d. Other, if any, Please specify
Age	a. Under 25 b. 25 – 35 c. 36 – 45 d. 46 – 55 e. Over 55
Year of the training participated	a.2022 b. 2021 c. 2020 d. 2019 or before
Training content	a.Technical b.Legal c.Social Skills d.Management e.Other
Earning per month	a.Below 25,000 b. 25,001 – 50,000 c. 50,001- 75,000 d. Above 75,000
Duration of training	a.Less than 7 days b. 8-14 days c. 15- 21 days d. 22 and more days.

Part 2

Below are several statements about you with which you may agree or disagree. Using the response scale below, indicate your agreement or disagreement with each item by choosing the appropriate number. Please give your responses as following:

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	2	3	4	5

SS_1	My manager shows me how to improve my performance	1	2	3	4	5
SS_2	My manager lets me know how well I am performing	1	2	3	4	5
SS_3	My manager utilizes a variety of methods to assist me with my development	1	2	3	4	5
SS_4	My manager has the skills to coach me effectively in my development	1	2	3	4	5
SS_5	My manager views developing staff as an important aspect of his/her job	1	2	3	4	5
PS_6	My colleagues appreciate my using new skills I have learned in training	1	2	3	4	5
PS_7	At work, my colleagues expect me to use what I have learned in training	1	2	3	4	5
PS_8	My colleagues are patient with me when I try out new skills or techniques at work	1	2	3	4	5
OS_9	The organization strongly considers my goals and values	1	2	3	4	5
OS_10	Help is available from the organization when I have a problem	1	2	3	4	5
OS_11	The organization really cares about my well-being	1	2	3	4	5
OS_12	The organization is willing to extend itself in order to help me perform my job to the best of my ability	1	2	3	4	5
OS_13	The organization would notice if I did the best job	1	2	3	4	5
OS_14	The organization cares about my general satisfaction at work.	1	2	3	4	5
OS_15	The organization shows concern for me	1	2	3	4	5
OS_16	The organization cares about my opinions	1	2	3	4	5

<i>OS_17</i>	The organization tries to make my job as interesting as possible.	1	2	3	4	5
<i>TT_18</i>	Using the new knowledge, skills and abilities (KSA) has helped me improve my work	1	2	3	4	5
<i>TT_19</i>	I can accomplish my job tasks faster than before training	1	2	3	4	5
<i>TT_20</i>	The quality of my work has improved after using new knowledge skills & abilities (KSA).	1	2	3	4	5
<i>TT_21</i>	I can accomplish job tasks better by using new knowledge, skill and ability	1	2	3	4	5
<i>TT_22</i>	There is adequate equipment for me to apply new knowledge, skill, and ability on my job.	1	2	3	4	5
<i>TT_23</i>	I have discretion in selecting appropriate knowledge, skill and ability to accomplish my task	1	2	3	4	5
<i>EJP_24</i>	Tasks are performed attentively and correctly.	1	2	3	4	5
<i>EJP_25</i>	Tasks are completed as per the specifications and standards	1	2	3	4	5
<i>EJP_26</i>	Materials and tools meet the set criteria and standards.	1	2	3	4	5
<i>EJP_27</i>	Quality inspection is conducted prior to the delivery of goods and services.	1	2	3	4	5
<i>EJP_28</i>	Products and services meet the expectations of customers	1	2	3	4	5
<i>EJP_29</i>	Output units are in sync with the number of employees.	1	2	3	4	5
<i>EJP_30</i>	Output units meet organizational expectations.	1	2	3	4	5
<i>EJP_31</i>	Output units under my responsibility correspond to my skills and ability	1	2	3	4	5
<i>EJP_32</i>	The quantity assignments are always fulfilled.	1	2	3	4	5
<i>EJP_33</i>	Tasks are normally completed on schedule.	1	2	3	4	5
<i>EJP_34</i>	Tasks are carried out within a reasonable amount of time.	1	2	3	4	5
<i>EJP_35</i>	The delivery of goods and services is conducted in a timely fashion.	1	2	3	4	5
<i>EJP_36</i>	Workers achieve time-related organizational goals.	1	2	3	4	5

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ABSTRACT Employee job performance is the burning issue in Nepalese cooperative sectors. As a result, it is difficult to sustain many cooperative sectors in this dynamic environment. Thus, to address this issue, this study examines the outcome of social support on employee job performance with a mediating role of training transfer. A comprehensive review of the literature was done to encompass theories related to social support and training transfer as well as their connections to job performance. Data was collected through surveys from employees across cooperative sectors. The results showed that peer and supervisor support have a substantial impact on training transfer, with employees more likely to successfully adapt their training to their jobs in the workplace if they perceive higher levels of support from their superiors and peers; however, the effect of perceived organizational support on training transfer has not been established. Furthermore, the finding indicated that improved training transfer leads to enhanced employee job performance. Moreover for evaluating the relationship -both direct and indirect– between occupational performance and social support through training transfers. The finding reveals that the relationship between dimensions of social support (i.e. supervisor support, peer support, and **perceived organizational support**) and employee job performance is partially **mediated** by training transfer. **The**