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Trainee's Motivation to Transfer has Moderating Effect on the Relationship of Trainees Learning and Trainee's Behaviour in Social Enterprises of Pakistan

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Abstract: Trainees' learning from training is an important factor for behaviour change of the trainees. The current study's aim is to investigate the relationship between trainees' learning and trainee behaviour in social enterprises operating in Pakistan. The study further investigates the moderating influence of trainees' motivation to transfer in the relationship amid trainees' learning and trainees' behaviour. The questionnaires adopted relevant to variables were distributed among skill certification training program trainees of social enterprises in the cities ranked in the world entrepreneurship index -2018, including Lahore, Karachi, Peshawar and Islamabad. A total of 394 responses to the completed survey questionnaire were received at two-time intervals. Different statistical tools, including Structure equation modelling (SEM) and others, were utilised on the collected data. The study found a significant relationship between trainees' learning and behaviour, levels two and three of the Kirkpatrick model. However, the results did not support the second hypothesis of the moderating influence of trainees' motivation to transfer in the relationship between trainees' learning and trainees' behaviour in social enterprises of Pakistan.

Key Words: Trainees' Learning, Trainees' Behavior, Trainees Motivation to Transfer, Social Enterprises, Skill Certification Training

Introduction

Human capital formation occurs when an existing employee is further developed by getting new job-related learning to become more educated and skilful according to the job in the organisation. For the said reason, organisations spend millions of dollars to enhance the skills, knowledge and job-related abilities to make effective human capital (Frey, 2017). Learned human capital can boost the organisation's productive capacity. Human capital is the stock of skills and useful knowledge that they contain about their job in the organisation. Level 2 of the Kirkpatrick model is trainee learning. Learning is the process of acquiring new skills and knowledge for effective and efficient working

in the organisation. Human capital is a well-established resource of competitive advantage that argues organisational competitiveness through creativity, innovation, quality enhancement and cost reduction (Baloch & Inam, 2009; Mellander & Florida, 2021). Historically, Adam Smith developed the notion of human capital in his book "An Inquiry into the Nature and Causes of the Wealth of Nations" in the 18th century. Smith's book looked at how a nation's wealth was made up of its people's knowledge, training, experience, and abilities. (Ucak, 2015). Smith's book looked at how a nation's wealth was made up of its people's knowledge, training, experience, and abilities. Investing in any or all of these characteristics will benefit the firm in two ways: it will

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enhance production while also enhancing the earning power of the employee. When training is implemented effectively, job satisfaction and organisational commitment increase, and employees are more likely to stay with a company for an extended period of time ([Bhalotra & Clarke, 2020](#)).

Training is recognised as the most effective instrument to enhance employees' knowledge, skills and capabilities (Bhatti, 2014). Therefore organisations allocate funds to develop and improve the existing skills and knowledge of employees ([Garavan et al., 2021](#)). The return on investment will be considered achieved when the trainees acquire the job-related knowledge, skills and abilities (KSA) from the training program and develop their behaviour (Hutchins, 2010). The third Level 3 of Kirkpatrick's model of training evaluation is behaviour change or transfer. Trainees' behaviour is defined as the development/change of behaviour due to the transferred job-related knowledge, skills and abilities to the trainees ([Mohamad and Osman, 2017](#)). It has defined as the level of change in the behaviour of trainees by attending the training program assessed in the workplace ([Sharma, 2016](#)). The level of behaviour or transfer determines whether the participant of the training who acquired KSA utilises his new skill or knowledge in the organisation. If not, the training may not have an impact on the effectiveness of the organisation ([Homklin, 2014](#)). Kirkpatrick's four-level model is also the most well-known and commonly used because it is basic, evident, and straightforward, which is exactly what training evaluators require. In academics, the notion is still extensively utilised and business, as well as in research ([Sukserm & Takashi 2012](#); [Mohamad & Osman 2017](#); [Brooke, Rasdi & Samah 2017](#)). However, level Three "Trainees behaviour" has been ignored in most of the training evaluation studies ([Langmann & Thomas, 2019](#); [Kim et al., 2020](#)).

In the context of social enterprises' skill certification training programme in Pakistan, most of the social enterprises give skill training but ignore to analyse the effectiveness of pieces of training, which is beneficial for management to evaluate training effectiveness. The growing problem

in Pakistani working organisations is the measurement of the effectiveness of training ([Aziz, 2013](#)). Training characteristics research has reached a more advanced stage and is now looking at the characteristics of principles of learning. The packages of characteristics have been identified by the researchers of the present era, and additional characteristics like error training have also been investigated ([Kuijpers et al., 2020](#)). Ascertaining the specific individual characteristics like trainees' motivation to transfer of training is important to analyse how much behaviour change and improvement in performance occur as a result of training learning ([Vega, 2019](#)). In particular, academic relationships between trainees' learning and behaviour of the Kirkpatrick model in social enterprise in the context of Pakistan are relatively new ([Cheah et al., 2019](#)).

Forgoing in view, the current research is an attempt to fill the literature gap to analyse the relationship between the trainees' learning and behaviour and analyse the moderating role of trainees' motivation to transfer in the relationship between trainees learning and trainees' behaviour in social entrepreneurship operating in the cities ranked in world entrepreneurship index - 2018 including Lahore, Karachi, Peshawar and Islamabad.

Literature Review

Relationship between Trainee Learning and Trainee behaviour

As globalisation emerges in the business world, the training related to jobs becomes important, and organisations spend millions on a training programs to enhance the service quality, increase efficiency, decrease cost and increase productivity for profit ([Mohanty et al., 2019](#); [Sahni, 2020](#)). Training learning is the transfer of training in the form of knowledge, skills and abilities ([Reese, 2020](#)). Training transfer or learning becomes the main aim, goal and problem of the human resource department of organisations in today's competitive environment ([Shen & Tang, 2018](#); [Mohamad & Osman, 2017](#)). The training is effective if the KSA transfers successfully to employees. The effectiveness of training can

be summarised as the acquisition and transfer of the KSA of the training in the form of changed behaviour ([Guan & Frenkel, 2018](#)). If the trainees acquire learning from the job-related training, their knowledge skills and work-related abilities will be enhanced, and behavioural development will take place. Thus by utilising learned knowledge, good learners believe in performing better. Once the behaviour of employees develops by acquiring knowledge, skills and abilities from the training program, the return on investment is considered to be achieved ([Botke et al., 2018](#)).

Learning is the process of gaining new understanding, acquaintances, performances, skills, values, attitudes, and inclinations. The capacity to learn is controlled by humans, creatures, and some machines; there is also evidence for some kind of learning even in certain plants ([Karban, 2015](#)). Therefore, learning is "a process that leads to change, which occurs as a result of experience and increases the potential for improved performance and future learning" ([Ambrose et al., 2010, p. 3](#)). The change in the learner may happen at the level of knowledge, attitude or behaviour. One of Kirkpatrick's publications in 1994 argued that if the trainee hasn't learned, there will be no occurrence of a change in the behaviour of the trainee ([Martins et al., 2019](#)). According to the hierarchical diagram by Hubbard (2009), the performance of the employees in an organisation was directed towards training transfer and training investment ([Yang & Watson, 2020](#); [Martins et al., 2019](#); [Snell et al., 2015](#)). The level of change in behaviour and attitudes by knowledge, skills and abilities that are applied in the organisation is effectively defined as training transfer ([Mohamad and Osman, 2017](#); Turab & Casimir, 2015).

A study by [Liebermann & Hoffman \(2008\)](#) identified that learning impacts directly over the transfer. The expectancy theory (Vroom 1964) states that the motives of individual learners lead toward performance improvement in case the training learner feels good to utilise knowledge and skills of the training ([Homklin 2013](#)). Therefore good learners may develop their behaviour and utilise the knowledge of training in the

workplace. The change or development in the trainees' behaviour could be found in the workplace if more training knowledge is learned from the training (Brown & Sitzmann, 2011). The study of Thammachi 2018 identified a significant correlation between behaviour and trainees' learning. The relationship between learning and behaviour has not been investigated in social enterprises of Pakistan, but keeping in view previous literature and research on the relationship between learning and behaviour, it is hypothesised;

Hypothesis 01: Learning has a significant relationship with behaviour in Social Enterprises of Pakistan.

Moderating Role of Trainee Motivation of Transfer in Relation to Learning and Trainee behaviour

For transferring training, the essential part is learning and motivation ([Reinhold et al., 2018](#)). It is not possible to transfer the outcomes of training to the workplace without learning and motivation. Motivation is the trainees' desire or inspiration to practically implement or practice the learned material in the workplace ([Bates and Holton, 2012](#)). The desire of learners to implement the learned KSA of training programmes at work motivates them to transfer ([Blume, 2019](#)). Due to the unsatisfactory transfer rate, practitioners and researchers have long been concerned about transfer of training and implementation of developed skills, knowledge attitudes and abilities in the workplace (Mohan Yang, 2020). Motivation to transfer and learning are important factors for successful training transfer ([Reinhold et al., 2018](#)). Transfer motivation is a crucial factor in the training transfer process. Without motivation, it is impossible to communicate knowledge successfully. In other words, in order to transfer gained expertise and knowledge, trainees must have transfer motivation, as motivation can influence an employee's readiness to utilisation what they've acquired from job-related training ([Dewayani & Ferdinand 2019](#)). The successfully learned trainees who want to apply their new information, skills, and talents in the job are more likely to change

their behaviour ([Al-Mughairi, 2018](#)). The goals of learning orientation have an impact on proactive behaviour. Individuals with a strong learning goal orientation will be able to master new skills (Bhatti et al., 2014). Because training transfer might have a favourable effect on trainees' work performance, the low occurrence of behavioural change requires a better knowledge of the factors of training transfer ([Hoyt, 2013](#); [Shen & Tang, 2018](#)).

Several studies (e.g., [Blume, 2019](#); [Reinhold et al., 2018](#)) defined transfer of training as the rate at which acquired knowledge or skills are put into practice in the workplace ([Brown & Warren, 2014](#); [Saks & Burke, 2012](#)). Another viewpoint considers transfer to be the quality or efficacy with which newly learned materials are applied and with the result of developed behaviour ([Massenberg et al., 2015](#); Hua et al., 2011; [Oamar & Baloch, 2017](#)) or even how learning may be better customised to meet the needs of a specific profession ([Blume, 2019](#)). The final perspective defined training transfer as an increase in employees' working efficacy following behaviour modification and the application of new knowledge ([Shen & Tang, 2018](#); [Baloch et al., 2021](#)). The transfer of training definition (or conceptualised) is critical because, as [Blume et al. \(2010\)](#) have analysed in their study analysis, the elements those influence transfer differ depending on its particular conceptualisation of it ([Shen & Tang, 2018](#)). For instance, [Blume et al. \(2010\)](#) observed that motivation transfer is stronger when behaviour change is measured in terms of how frequently new knowledge is applied rather than how efficiently it is executed ([Baloch et al., 2007](#); [Schoeb et al., 2021](#)).

[Baloch \(2009\)](#), in its meta-analysis of over a hundred studies probing individual or group processes in different organisational settings, stated that the relationship between job satisfaction and job design, job techniques, workplace motivation, physical environment, leadership and communication styles, rewards and recognition greatly impacts productivity. Motivation to transfer, according to Axtell et al. (1997), is an indicator of immediate and long-term transfer. Indeed, this outcome is an important transfer indicator since it predicts "the trainee's effort to adapt what he learned during the training

to his employment ([MacRae & Skinner, 2011](#); [Baloch, 2009](#)). Motivation to transfer is also interesting as a 'hot indication' of transfer (that is, one that can be measured at the end of the training) ([Peters et al., 2012](#)). The more the trainees have motivation to transfer, the more learned skill executed in behaviour development in the shape of transfer of training (Treuer et al., 2013). Similarly, Trainees who lack motivation are more likely to struggle and face difficulty with acquiring the information and exhibiting the necessary degree of skill ([Roberts et al., 2018](#)). As a result, a low return on investment and behaviour change will take place in organisations ([Salamon et al., 2021](#)).

Trainee motivation is a crucial predictor of how well material learnt in a training programme is transferred to the workplace, resulting in improved trainee behaviour ([Grossman & Salas., 2011](#)). The effect of intention to transfer on training success has been investigated and shown to be essential. According to the study by [Liebermann and Hoffmann \(2008\)](#), motivation to transfer has a favourable effect on learning transfer and has a beneficial impact on modifying and improving behaviour ([Shen & Tang, 2018](#)). Furthermore, Warr, Allan, and Birdi (1999) found in their study that trainees' reported post-training competence was influenced by their learning motivation (Treuer et al., 2013). When learners are driven to learn and transfer knowledge throughout the training process, it is much easier to transfer knowledge ([Dewayani & Ferdinand 2019](#)). However, the consistent framework is a deficit in the studies on motivation to transfer for considering it as a moderator variable affecting this process ([Brown & Warren, 2014](#)). Similarly, the Expectancy theory of Vroom 1964 argues that the learner will be more motivated if his motives are supposed to support his performance ([Saks & Burke, 2012](#)).

Based on the Vroom theory, it can be suggested that if the trainees' motives are supported to transfer the gained knowledge into the workplace, more behaviour development or transfer will take place instead of the one with the low motivation to transfer. In the context of the motivation to shift to a moderating effect, past research has

remained unclear, particularly in relation to changes in behaviour and learning. It can be proposed as per the available literature that motivated to transfer trainees will be more transfer the knowledge, skills and abilities of the training to the workplace (Dewayani &

Ferdinand 2019). Based on the literature, it has been proposed that:

Hypothesis O2: Trainees' Motivation of Transfer has Moderating role in Relationship of Trainee's Learning & Trainee's Behavior.

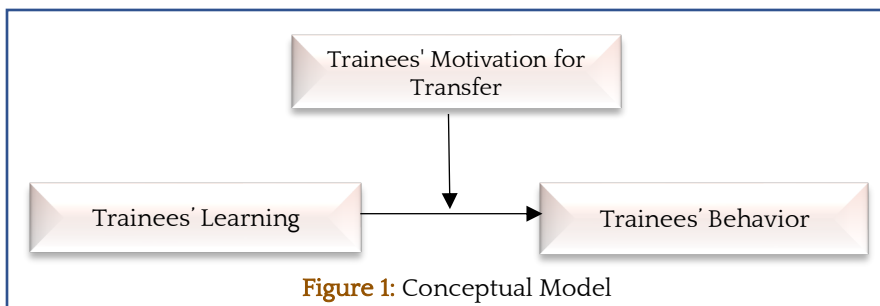


Figure 1: Conceptual Model

Methodology

The skill certification trainees in social enterprises operating in Peshawar, Lahore, Karachi and Islamabad were selected as per cities selected in Global Startups Ecosystem index World Economic Forum report 2018. The skill certification training program offering social enterprises was selected. The population of the trainees at the time of the study was around 1267. Email, personal and telephonic sources were used to collect the data as it is almost difficult for any study to cover all the population selected (Saunders et al., 2015). The Yamane 1967 formula of selection sample was utilised and selected 394 trainees in social enterprises for the current study.

The adopted questionnaires were used to collect the data from the selected sample of social enterprises of Pakistan operating in major cities Peshawar, Lahore, Karachi, and Islamabad. The probability sampling technique was used to distribute the survey for collecting data. Data were collected in two-time intervals utilising a Time-lagged design of collecting data to minimise the weakness as identified in previous studies (Grant & Langan-Fox, 2007; Baloch, 2017). In the T1 time interval, the data regarding Trainees' learning and behaviour were collected, and in T2, after one month period, the data regarding moderating variable Trainees' motivation to transfer was collected. There were roughly 1267 learners receiving

skill certification training in total. The questionnaires were given with a cover sheet that included the study's purpose as well as basic information such as education, certification programme participation, and other pertinent information. In the first phase of the study, we issued 720 questionnaires to a randomly selected sample, and we obtained 272 replies. 348 questionnaires were issued in the second phase, and 282 replies were obtained. Following a thorough review and elimination of incomplete questionnaires, the final 394 replies were deemed to be complete in every way and appropriate for analysis. Males made up 81 per cent of the respondents, with 79 per cent being undergraduates (16 years of education), 17 per cent graduates (18 years of education), and only 4% having a PhD. The respondents' average age was 33.33. We used surveys with a five-point Likert scale ranging from strongly Agree (01) to strongly Disagree (05).

Instruments

Trainers' Learning

the construct of Trainee learning has been adopted from the Homklin 2014 study. Knowledge, attitudes and skills are the main antecedents of Trainees' learning. The construct consists of 07 numbers of items like "My skills increased as a result of this course" and "I remember almost every skill covered in training," scaling the Five Likert scale from 01 (strongly agree) to 05 (strongly disagree).

Trainers' Behaviour

the construct of Trainees Behaviour has been adopted from the [Homklin 2014](#) study. The knowledge, attitudes and skills are the main antecedents of Trainees' learning. The construct is consisting 06 numbers of items like "I can accomplish my job tasks faster than before training" and "I make fewer mistakes in production when using new knowledge and skills". The five Likert Scales were used from strongly disagree 05 to strongly agree 01.

Trainees' Motivation to Transfer

The questionnaire on Trainees' motivation to transfer to the current study was adopted from the study of [Gegenfurtner et al. \(2009\)](#). This level questionnaire consists of 04 items. Five Likert scales from 01 strongly agree to 05 strongly disagree are used for collection of data regarding the aid variable.

Data Analysis

The statistical tools, i.e. AMOS 24 and SPSS 26, were utilised for a different test. Two staged analysis approach was adopted in the current research keeping in view the significant effectiveness of covariance-based SEM in different studies (Talwar et al., 2019). In the first step of the research, the validity and reliability of the constructs were analysed, and SEM was used to check the proposed model in the second step. By using multi-group analysis through AMOS 24, the moderating analyses were also carried out in the end. The details are as below:

Results

Common Method Bias

For this study, Harman's single factor test was used to analyse the CMB (Common method bias) ([Podsakoff et al., 2012](#)). For this test, all the elements were converted to a single un-rotated factor. The 31.584 % of the variance is explained in the single factor. The variance was less than the threshold value of 50%, which explains that no CMB was found in the current study's data. For further verification of CMB, the marker variable technique was used in the current research (Talwar et al., 2020), confirming that the current data has no issue of Common method bias.

Measurement Model

The CFA analysis was utilised for the evaluation of the measurement model of the study. The goodness of fit of the model confirmed from the results of the RMSEA= 0.049, TLI = 0.974, CMIN/df= 1.931 and CFI = 0.978 ([Hair et al., 2017](#)). The value of CR (Composite reliability) was 0.908 to 0.942, which is within the acceptable value of 0.70, contributing to convergent validity ([Fornell & Larcker, 1981](#)). As shown in table 1, the factor loading value of the construct items was at least 0.60. The Structure Average Variance Extract (AVE) was above 0.50. The results in table 3 confirmed convergent validity ([Fornell & Larcker, 1981](#)). The intercorrelation amongst the items was below 0.80 and was below AVE values square root confirming the discriminant validity. Furthermore, the HTML values were also confirming discriminant validity with a value less than 0.85 ([Barclay et al., 1995](#)).

Table 1. Factor Loading Scores

Constructs	Indicators	Loadings	
		CFA	SEM
Trainee Learning	TL1	0.789	0.792
	TL2	0.826	0.891
	TL3	0.801	0.813
	TL4	0.858	0.793
	TL5	0.823	0.826
	TL6	0.882	0.852
	TL7	0.867	0.840
Trainee Behavior	TB1	0.802	0.790
	TB2	0.809	0.800

Constructs	Indicators	Loadings	
		CFA	SEM
Trainee Motivation to Transfer	TB3	0.787	0.798
	TB4	0.828	0.813
	TB5	0.794	0.804
	TB6	0.781	0.794
	MT1	0.860	0.884
	MT2	0.895	0.907
	MT3	0.853	0.901
	MT4	0.759	0.840

Table 2. Convergent and Discriminant Validity

	CR	AVE	MSV	Traine Learning	Traine Beh	Moti Trai
Traine_Learning	0.942	0.698	0.487	0.835		
Traine_Beh	0.925	0.638	0.630	0.609***	0.799	
Moti_Trai	0.908	0.711	0.002	0.024	-0.043	0.843

Note. CR: Composite reliability, AVE: Average variance explained, MSV: Maximum shared variance.

Table 3. HTMT Analysis

	Traine_Learning	Traine Beh	Moti_Trai
Traine_Learning			
Traine_Beh	0.606		
Moti_Trai	0.019	0.036	

Structural Model

The first hypothesis was about the relationship between trainees learning with trainees' behaviour in social enterprises of Pakistan. The results of the structural model analysis are shown in table 4 that the standardised coefficient has a positive value

of 0.612 with a critical ratio value of 11.073, which is greater than 1.96. The relationship was significant at a p-value of $0.001 < 0.05$ implies that if there is learning taking place in the training program, the behaviour of trainees will be changed in social enterprises of Pakistan.

Table 4. Results of Hypothesis Testing

Hyp	Path	Beta	SE.	CR.	p-value	Support
H1	Trainee Learning → Trainee Behavior	.612	.064	11.073	***	Accepted

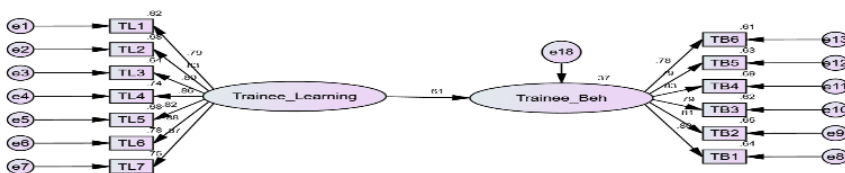


Figure 2: Structural Model

Moderation Analysis

H2: Motivation to Transfer Moderates the Relation between Trainee Learning and Trainee Behavior

After analysing GOF, the moderation analysis was conducted. The results of the structural moderation model are presented in table 5. The motivation to transfer (MT) low-level path estimate value is 0.546, and the high-level MT path estimate value is 0.610,

which shows little influence of moderation. The Critical ratio was 0.921, which is less than the acceptable value of 1.96. The results are not supporting hypothesis H2. Although there is a difference in low and high MT path estimates, the critical ratio is less than 1.96. This shows that the motivation to transfer doesn't moderate the relation between trainees' learning and trainee behaviour in social enterprises of Pakistan.

Table 5. Results of Moderation Effect of Motivation to Transfer

Path	High-Level High-Level MT Path Est.	Low-Level MT Path Est.	Critical ratio	Results
Trainee Behavior <--Trainee Learning	.610***	.546***	0.921	Not Supported

Discussion

Based on the literature on the variables and the results, the variables are discussed below;

Trainees' Learning and Trainees' behaviour

Trainees' learning was associated with the trainees' behaviour in social enterprises of Pakistan through hypothesis H1. The hypothesis was supported by the results in table 4.27, which means that trainees' learning from training influences trainees' behaviour of trainee in social enterprises of Pakistan.

This result is in line with the literature related to trainees' learning and behaviour. The study by Shahrooz [Farjad \(2012\)](#) conducted over the training program of the student of Islamshahr University found a positive relationship between trainees' learning and trainees' behaviour. Another study by Thammachi 2018 also found the relationship between learning and behaviour in the Kirkpatrick model. Both of the studies were conducted in a single institution, but the current study is conducted in diverse cities with different environments, and no study has been conducted in the skill certification program of social enterprises of Pakistan.

The results of the study, as presented in the previous chapter, supported the H1, as a result, shows the p value of 0.001 less than 0.05 with a positive standardise coefficient of

0.612 and a Critical ratio of 11.073, which is greater than 1.96. Overall the results show a positive and significant relationship between trainees learning and trainees' behaviour in a skill certification program in social enterprises of Pakistan, which supported hypothesis H1 proposed in the current study as well as previous literature ([Long, 2008](#); [Leach & Liu, 2003](#)).

Motivation to transfer Moderates the Relation of Trainees Learning and behaviour

The motivation of transfer was associated as a moderator in the relation of trainees' behaviour and resulted in social enterprises of Pakistan through H2. However, the results of the statistical tools in the previous chapter do not support the H2 of the study.

Taking in view the previous literature in regard to trainees' motivation to transfer, trainees learning, and trainees' behaviour, several studies have been in line with the current study and defined the factors according to the situations. The desire or inspiration of the trainees to practically implement or practice the learned material in the workplace is referred to as motivation ([Bates and Holton, 2007](#)). Learners are motivated to transfer what they have learnt in training programs to the workplace by their desire to use what they have learned in training programs ([Baldwin, Ford, & Blume, 2017](#)). Practitioners and researchers have long been worried about the transfer of training

and the application of newly acquired knowledge, talents, and attitudes in the workplace due to the low transfer rate (Mohan Yang, 2020). Motivation to transfer and learning are critical components of successful training transfer ([Gegenfurtner et al., 2009](#)). Learning orientation goals have an effect on proactive behaviour. People that have a high learning goal orientation will be able to acquire new abilities more quickly (Bhatti et al., 2014). Because training transfer is anticipated to improve trainees' work performance, the low rate of behavioural change necessitates a deeper understanding of the elements that influence training transfer ([Hoyt, 2013](#); [Shen & Tang, 2018](#)). Motivation to transfer learning, according to [Liebermann and Hoffmann \(2008\)](#), has a positive impact on transfer as well as on changing and enhancing behaviour ([Shen & Tang, 2018](#)). In addition, Warr, Allan, and Birdi (1999) discovered that trainees' stated post-training competence was influenced by their learning motivation in their study (Treuer et al., 2013). The hypothesis was proposed and tested, but the statistical results do not support hypothesis H2.

The statistical tool was utilised to analyse the data. The results of the structural moderation model are given in table 4.32. The estimated path results in a slight difference. The low path estimate of motivation to transfer was 0.546, and the high path estimate of motivation to transfer was 0.610. The difference of both model results shows the difference but at a lower level. However, the Critical ratio of the model was 0.921, less than the threshold value of 1.96. As per the results, the difference occurred but at a minimum level, but the Critical ratio can be considered for accepting the hypothesis. As the Critical ratio is less than the acceptable level, the hypothesis that trainees' motivation to transfer motivates trainees learning and behaviour in social enterprises of Pakistan was rejected and showed that no moderation of motivation to transfer took place.

Managerial and Theoretical Implications

The study validates the relationship between trainees' learning and trainees' behaviour of Kirkpatrick model of training evaluation and also analysed the moderating influence of

trainees' motivation to transfer in the relationship between trainees learning and trainees' behaviour in social enterprises of Pakistan.

Motivation to transfer has an influential role as a moderator in the relation of trainees' learning and behaviour/ transfer. However, it doesn't support that those training programs would have similar outcomes. The literature on motivation theories mentioned that motivation to transfer is an important factor for behaviour changes. However, the increase and decrease can be varied in accordance with the conditions ([Lim & Johnson, 2002](#); [Homklin, 2014](#)). The study results validated the Kirkpatrick model's effectiveness for the Pakistan training environment. The research sets a guideline for managers and HR establishments to effectively arrange training models for improved trained behaviour learnt through the gradual build-up of influencing characters.

Limitations and Future Recommendations

Apart from the implications, the current research has some limitations.

The behavioural changes are better explored through longitudinal studies but owing to the time and resource limitations of this research. The study adopted a cross-sectional research method, and therefore the integral disadvantage of the cross-sectional research is accordingly associated with this research. Cross Sectional results are not preferred for the generalisation for adaptation in other similar situations; future studies may be conducted keeping this limitation.

The research study focused on investigating the research question upon the skill certification trainees in social enterprises of Pakistan, which has specific working and training environment different from others such as public organisations like the police department ([Mehwish Rafiq, 2015](#)) and commercial organisations like PIA ([Khalid & Rehman, 2012](#)). Hence the research findings not perfectly suitable for adoption in other population and scope. The study may be further investigated in other public training programs for generalisability.

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