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Dwindling Resources in Developing countries: Core Self Evaluations to the Rescue of Transfer of Training

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ABSTRACT

In its pursuit of resources the developed world needs to invest in not only infrastructure development in developing countries but also in management trainings. This study aims to empirically investigate the links of three dimensions of organizational resource availability with transfer of leadership training through trainee motivation to transfer. It further investigates the positive moderated mediation effects of employee core self-evaluation on these relations in developing world context. The study used a cross sectional quantitative design to study the transfer of training. Survey method was adopted to collect data in three-time waves for the study and Hayes' PROCESS tool and AMOS plug-ins were used for testing the hypothesized relationships. Moreover, data were collected using self-reported questionnaires, most of which have been widely validated, from participants belonging to power sector organization in Pakistan. The findings of the study affirmed all the hypotheses in conceptualized directions. Using transfer of skills as context and individual as a unit of real progress and growth, the study philosophizes a much broader perspective of human social development beyond leadership development in developing countries. With the help of Goal Setting theory, the paper builds a case for HRD professionals in developing world to focus their trainings in developing core self-evaluations in employees and leaders alike. The study proposes the poor nations to be confident on their self-resources and the rich of the world to have higher goals of helping the poor nations in achieving their own goals.

Key words: Technological support, budget support, physical and aesthetic environment, trainee motivation to transfer, transfer of training.

1. INTRODUCTION

In the mid twentieth century it was generally believed in USA that human

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societies would “progress into a continually brighter future free from scarcity that had beset societies in past” (York & Dunlap, 2019). Far from this short lived euphoria of mid-20th century, however, crises are becoming more complex in the current global environment of hyper competition (Wisittigars & Siengthai, 2019) as well as man caused natural disaster. But to quote Colin Powell “Leadership is the art of accomplishing more than the science of management says is possible” (Denhardt & Denhardt, 2005; Kutbi, 2018; Sakkab, 2007). The quote is well supported by organizational management literature. Human resources have been noted to be one of the most crucial factors in the promotion of national economic growth (Mikami & Furukawa, 2018). In this era of globalization effective leadership is most important for organizational effectiveness (Ali et al., 2020; Ford et al., 2018; MacKie 2008; Pitelis & Wagner, 2019). In the wake of rapid changes in their business environment, managers constantly need to acquire new knowledge or skills (Aguinis & Kraiger, 2009; Mustafa & Elliott, 2019). Leadership development programs can lead to development of the organizations by developing purposeful leadership based on enhanced managerial skills, attitudes and knowledge (Couch & Citrin, 2018; van der Locht et al., 2013). However, it has been observed that practitioners are still not happy about the return on handsome investments in management trainings, especially in developing countries like Islamic Republic of Pakistan where employees remain disengaged disappointment and distressed. Given the estimates of limited transfer (Bascombe, 2018; Brown, 2005; Grossman & Salas, 2011; Johnson et al., 2012; Sindhu, 2019), referred to as transfer problem (Mikami & Furukawa, 2018) or for that matter average levels of transfer (Celestin & Yunfei, 2018) in developed countries, the situation must be alarming for HRD specialists in developing countries.

To overcome this problem though scholars have been studying training design and trainee factors but lately, especially after the seminal work of Baldwin and Ford (Baldwin & Ford, 1988), there has been a considerable focus of scholars on environmental factors that affect the application of training to the actual work assignments at the workplace (Hughes et al., 2020) e.g. social support (Manzoor 2019), reaction, transfer climate and external events (Kirwan & Birchall, 2006), organizational transfer climate (Rouiller & Goldstein, 1993), transfer of training climate (Tracey et al.,

1995), work environment factors (Lim & Johnson, 2002), organizational culture, (Chatterjee et al., 2018) and work environment (Antunes et al., 2018), yet an acute paucity of interest of researchers towards studying the impact of environmental factors on transfer of managerial training has been noted. Moreover, though there has been a growing trend of management training in developing countries (Atiyyah, 1991), yet no empirical study for the factors that determine its effectiveness in south Asian region of developing countries could be found in the extant literature.

Keeping in view the advice of Baldwin and Ford and based on above observations of the researchers, the primary goal of this study is to explore the impact of three dimensions of resource availability (Physical and Aesthetic Environment, Budget Support and Technological Support) as recently identified as environmental factors by Shad (2008). Secondly, the literature review identifies that trainee motivation to transfer may be a key factor towards explanation of the process of transfer of training (Ensour et al., 2018; Okonkwo., 2019; Reinhold et al., 2018). Hence, it is conjectured that post training resource availability should have a considerable impact on trainee motivation to transfer which in turn has been found to be positively correlated with transfer of training (Reinhold et al., 2018).

However, different scholars have different estimations of training effectiveness (Celestin & Yunfei, 2018). Therefore for better understanding of the transfer problem, previous studies have examined a number of moderators in the relationship of environmental factors and transfer of training which interact with environmental factors to elicit a high level of transfer of training. However, the research on personal factors that could enhance training effectiveness especially in developing countries (Al-Jaghoub et al., 2019) under harsh environmental factors remains scant to date. Judge and Hurst (2007), observe that mostly people face benign conditions in developed countries but less is known about how people survive in adversity. So in the context of developing countries where the shortage of qualified human capital is undoubtedly obstructing the development (Mikami & Furukawa, 2018) the need to know the personal traits that can alleviate transfer problem in leadership training is immense.

In view of observations of scholars about the area of trainee characteristics as a

unique source of insight into training and development (Bell et al., 2017) and an important factor in the transfer of training (Burke & Hutchins, 2007), we find it essential to study personal characteristics of managers that may play a vital role in transfer of training. Hence, the third important objective of the study is to explore how trainee core self-evaluation may play an important role in transfer of training. Thus, the study investigates this construct as a moderator of the relationship of three resource availability dimensions and transfer of training. It has been studied that infrastructure development in developing countries by the developed countries is useful for sustainable development of overall society (Thacker et al., 2019). Extending this line of argument we argue that developing management personnel in developing countries would also benefit the society as a whole.

1.1. Theoretical Underpinnings of the Study

The theory of identical elements posits that transfer of training is improved by increasing the degree of extent to which correspondence among the stimuli and responses of training setting and those operative in the performance setting resemble. Vander locht et al., (2013) have further observed that the impact of identical elements in management training – a domain where training transfer is crucial for organizational effectiveness – has not been adequately addressed. However, managers in the current competitive world, especially in developing countries, may need to go beyond similarity in contexts of training setting and work setting to be effective because of the paucity of resources at workplace. Study of literature shows it to be possible.

It has been found that internalization of personal assets like psychosocial skills and disposition can “change the person in contexts beyond where the skills were originally learned” (Ford et al., 2018; Parong & Mayer, 2020). Positive psychology literature (Krumrei-Mancuso, 2020) posits that its individual perseverance in the face of hardship and initial failure that produces success (Hefferon et al., 2017; Oosthuizen, 2020; Seligman & Csikszentmihalyi, 2000; Wright, 2017). It has also been observed that individuals with higher level of core self-evaluations develop and retain high levels of job relevant competencies (Carlson et al., 2019; Greenhaus & Powell, 2006). Hence taking lead from observation of Ford et al. (2018) that it is possible “to develop such internal

personal assets, characteristics, and skills such as goal setting, emotional control, self-esteem and hard work ethic”, it is conjectured that managers with high core self-evaluations set internal goals for performance regardless of external contexts that can make them effective even if the workplace contexts are deficient in some aspects (like availability of resources). Goal setting develops perceptions of goals as contractual obligation and provides opportunities for individual accomplishment (Mendonca & Kanungo, 1990).

Goal setting theory posits that a goal is that level of performance the individual is trying to accomplish; it is the object or aim of behavior and challenging goals whether these are assigned in a participative manner or set by individuals themselves motivate them. Locke (1968), observed that “goals direct attention and action”, motivate effort commensurate with perceived requirements of the goal or task (Locke et al., 1981; Tanner & Itti, 2019) and most importantly “the employee must be given adequate resources-money, equipment to attain goals” (Locke & Latham, 1984).

However, Abuhamdeh and Csikszentmihalyi (2012) have noted that sometimes people are self-motivated to undertake challenging goals. They found that among the key conditions associated with the enjoyment of challenging goals (Converse et al., 2019) was the presence of relatively difficult challenges that nevertheless were not beyond the participant’s perceived capacities. Juxtaposing these findings with ideas from goal theory it is conceptualized that it is not just that optimal utilization of resources for goal achievement is important but achieving goals when material resources are scarce is also possible. This is further supported by evidence from literature. It has been found that people with flow are more intrinsically motivated and experience self-esteem in doing hard work to attain challenging goals (Hektner & Csikszentmihalyi, 1996). Erez and Judge found that the core self-evaluations factor was positively related to sales goal level and goal commitment (Judge & Kammeyer-Mueller, 2004) suggesting thereby that individuals with high CSE tend to set more challenging goals (Chang et al., 2012).

In view of these findings we argue that goals might be challenging because of their unprecedented high level not achieved by the individual before or the challenge may further be intensified by non-availability of resources commensurate with the effort

required to attain the goals, which may decrease the possibility of their attainment (Grant, 2020). However Lever et al., have identified a wide range of research suggesting that dependence of subjective wellbeing on one's material life situation is limited in many cases, further indicating that psychological and social variables such as personality, aspirations, adaptation to the environment and motivation rather than economic variables explain a significant part of the variance in well-being (Lever et al., 2005) and hence may enhance transfer of training.

Therefore, using the lens of goal setting theory and based on evidence from positive psychology literature, we propose that transfer behavior of trainees is facilitated or restrained due to material resources and personality traits in the pre-training, training, and post-training processes (Ng & Ahmad, 2018).

2. LITERATURE REVIEW

2.1. Outcome Variable: Transfer of Training

Popularly transfer of training has been defined as “an ability to directly apply back on the job what has been learned in training with very little adjustment or modification” (Desimone et al., 2002). Ford et al., observe that the process of training transfer entails the embedding and maintaining of newly learned KSAs according to the training content (Ford et al., 2018). However, combining the definitions of construct by Kraiger (2002) and Xiao (1996), Yaghi and Bates (2020) have stated it as 'the self-reported application of skills, abilities and knowledge which the academic manager learned in the leadership training program he/she completed'. After deleting the word of “academic”, this definition is adopted for this study. It is customary to differentiate between near and far transfer (Sala et al., 2019). Transfer that occurs when the knowledge and skill domains of training setting and the transfer setting are identical is called near transfer but transfer of training taking place from one domain (training setting) to a dissimilar domain (e.g. workplace where the knowledge and skills taught in training is not welcomed) is called far transfer (Ford et al., 2018).

This study examines far transfer in the sense that in developing countries like Pakistan, management training is being imparted on the basis of western theories and

practices but most of the people at workplace in Pakistan are Pakistanis and believe in Islam as source of best management theory and practice. The survey conducted at the end of the courses to assess training effectiveness revealed that most of the participants regarded their management training programs, designed by the power sector Authority of the country, as irrelevant to their organizational cultures (Dewi et al., 2019) .

This is broadly consistent with already prevailing disillusionment with management education in developed countries like USA and Great Britain (Jones, 1989) and sometimes with management development programmes in developed (Shipton & Shackleton, 1998) as well as developing countries. Though literature on relationship of management and sociocultural environment is not conclusive, yet this study also adds evidence to existing literature on cross cultural issues in management theory and practice and developing –developed dichotomy e.g (Jackson, 2019).

2.2. Independent Variables

a) Physical and Aesthetic Environment

Physical environment is the hard side of the workplace of an employee. Workplace stress along with many other morbidities arises as a result of misalignment between the needs of the employee and the characteristics of the environment that effect his physical activity and sedentary behaviors (Magee et al., 2019; Zhu et al., 2020). Physical environment that cause physiological and/or psychological strain can be viewed as demands whereas if it stimulates engagement and motivation, and/or aid recovery from demands it is viewed as resource (Roskams & Haynes, 2019). The quality of workplace environment is determined by its characteristics like color, artifacts, decor, comfortable light, acoustics and the forms and aesthetics. Growing research findings have shown positive links between physical environment and employee health and wellbeing. such aspects as indoor air quality at workplace, factors like lighting arrangements and office furniture and seating arrangements are considered to be of vital importance in workers quality of life.

Though it has been recognized that aesthetic judgments of employees do contribute to overall environmental satisfaction for them (Danielsson, 2015) and workplace professionals in practice are typically expected to provide workplaces which

are aesthetically pleasing (Appel-Meulenbroek et al., 2011; Sander et al., 2019), aesthetic quality of the environment has been given relatively very little attention by the researchers of the field.

Bennett (2007), observed that well-designed spaces cause a positive effect on social relationships and behavior of students. Physical setting appropriate and suitable for application of knowledge skills and attitudes acquired by the trainees during training, can enhance employee job satisfaction and motivate them to a higher pedestal of job performance (Sundstrom et al., 1990). Kupritz, had noted that aesthetics being an important aspect of physical environment, it may have deep impact towards reduced stress of employees, their increased work interest and may also thus play a crucial role in effective transfer of learning acquired at training (Kupritz 2002). Inappropriate furniture and tools at workplace are believed by ergonomics and work environmental psychologists to cause nerve injuries to the workers and can create a worker and his environment misfit (Vischer, 2007). According to Gick and Holyoak (1987), the transfer of training is improved when there is a similarity of physical characteristics of learning environment with that of transfer environment so much so that only a perception of similarity is also sufficient.

Review of literature further suggests that although transfer of training has not been approached thoroughly by researchers in environmental design disciplines, yet the existing research findings about positive relationship of this variable with improved employee health, his/her enhanced work performance, improved organizational productivity allow us to conjecture that it may have a profound link with transfer of training as well.

b) Technological Support

Webber had observed that the level of technology and the corresponding level of development, also affects managerial style and attitudes (Parnell & Hatem, 1999). At start of the new millennium, companies like Tesla has already started implementing the concept of smart factories. It is viewed that the development in artificial intelligence and automation and novel digital technologies connected to the Internet of Things, would transform current job descriptions: the assemblers would need to become digital

operators. Others are using highly digital production processes (for instance, Lean management techniques through integrated industrial robotics, programmable logic controllers [PLCs], and CAD/CAM) (Sjödin et al., 2018). This would definitely need to increase the competence level of managers through training and education. Not only the new class rooms would have to be leveraged through the use of innovative technologies (Tarbutton, 2018). But the managers need technologies to leverage their performance at workplace. For example HRD practitioners would need technology to support their training initiatives. Active organizations are using information technology and mechanisms to aid their decision making process.

In this research we have conceptualized technological support is taken as not only the equipment, tools, supplies and materials etc. required by the employee to carry out his routine tasks but also computers and computer related equipment to carry out more complex managerial tasks like mentoring, coordination and most importantly the decision making. As posited by Rouiller and Goldstein (1993), latest Technological innovations have the potential to positively affect transfer of training. This hints that availability of technology similar to that which is used during training program attended should be provided at workplace too. The use of computer technology enhances learning and improves quality of training (Simon et al., 1996). Its mastery by the trainee enhances self-efficacy of the trainee (Hill et al., 1987) by improving his self assessment of his ability to perform a specific task. Technology can add to the abilities of humans at their workplace.

In line with above findings in the extant literature, it is argued that trainees expectations that appropriate technology in the post-training workplace environment would be provided which would help reduce task complexity lead to effective transfer of training.

c) Budget Support

A budget is the financial plan of an activity that has been agreed upon to be carried out to achieve organizational goals in certain time. A number of studies show that there is a positive link between enhanced training budgets and increased performance of the organization reflected through various positive organizational variables (Foxon, 1993;

Garavaglia, 1993). While surveying major national businesses, a strong inverse relationship in enhanced training budgets and employee turnover was found by American Management Association in 1995. It was found that 68% of businesses showed improved profits after raising their budgets for training, whereas only 42% businesses were found to show profit increase while maintaining status quo for training budgets. Similarly when budgets are set in participative manner employee performance is increased through increased organizational commitment (Nouri & Parker, 1998) leading to increased organizational performance (Clinton & Hunton, 2001) there are studies that show that there were average gains of 44% in profits of organizations with larger training budgets (Andam et al., 2019; Gordon et al., 1996).

It reflects the way organizations plan and spend their budget with the is linked managerial behaviors (Merchant, 1981). It is therefore inferred that spending whole budget on training design may improve the perceived training quality in the training room but the trainee might not be able to extend this quality back at workplace. For example, managers who receive training in their foreign services for managing diplomatic missions and other dignitaries, should be provided appropriate funds when they go back to perform his duties as a protocol officer etc which they could use for extending courtesies and gifts for the dignitaries.

In such a fast changing scenario, HRD specialists are increasingly becoming conscious that for ensuring transfer of training, a handsome portion of training budget is needed to be allocated for post training environmental factors keeping in view the training environment and it should be spent to bring necessary changes at workplace to match it with the design of the training. The importance of workplace environment in the implementation phase of training needs to be highlighted.

In view of the literature discussed about (a) physical and aesthetic environment , (b) technological support and (c) Budget support, it is hypothesized that:

H₁ (a), (b) & (c): *Each of (a) physical and aesthetic environment, (b) technological support and (c) budget support has positive and significant impact on transfer of training.*

2.3. Mediating Variable: Trainee motivation to Transfer

Trainee motivation to transfer can be described as; “the direction, intensity and persistence of effort towards utilizing in a work setting the skills and knowledge learned” (Bates et al., 2007). Study of the existing literature shows that a positive and significant correlation between trainee motivation to transfer and transfer of training exists (Testers et al., 2019). Transfer of training is actualized when trainees are motivated to learn and transfer throughout the training process (Baldwin et al., 2009; Blume et al., 2010; Burke & Hutchins, 2007; Chiaburu & Lindsay, 2008; Chiaburu & Marinova, 2005; Fecteau et al., 1995; Lim & Johnson, 2002; Tziner et al., 2007) . Transfer motivation has been proposed to be the most important of a number of precondition for the application of training content to the workplace (Arasanmi, 2019;Bhatti & Kaur, 2010;Holton III, 1996;Nikandrou et al., 2009).

The review of the extant literature reveals that there are a number of post training factors that affect the motivation to transfer during and after training programs (Testers et al., 2019). Organizational support for the use of newly acquired KSA's will affect the trainee's ability and motivation to transfer training (Huczynski & Lewis, 1980; Kim et al., 2019; Rouiller & Goldstein, 1993; Tracey et al., 1995; van der Locht et al., 2013).

An office with dreary look lacking light and color can arouse depressive responses of the employee and ultimately lead to a lack of employee vibrancy and motivation to work (Chandrasekar, 2011). It has been studied that an open and comfortable physical space, positive effect creative behavior related to their work (Aziz et al., 2011; Pitt & Bennett, 2008), physical setting can influence other important variables related to transfer of training like employee satisfaction productivity and motivation (Bitner, 1992; Salas et al., 2012), occupants of good physical setting who are satisfied with the overall environmental quality of their workspace are more productive (Blume et al., 2019; Kim & de Dear, 2012).

Technological support is another such factor that can affect trainee motivation to transfer. Kupritz (2002), has also emphasized the critical impact of work contexts like the proximity of equipment, on trainees' motivation to transfer. It has been found that availability of adequate technological support at workplace would be perceived as an

opportunity to apply and further polish their technical skills. Salanova et al. (2005), found that technology is important in facilitating employee performance as it helps them remove obstacles at work. Similarly, according to Woodman et al. (1993), organizational resources and focus on technology have a positive effect on individual creativity.

The extent research on impact of resource availability on transfer of training also suggests that availability budgets and technology are important variables affected the transfer of training positively and significantly (Kupritz 2002; Mathieu & Martineau, 1997; Noe, 1986). In another situation, Shad (2008) has noted that quite a number of trainees perceive that despite availability of funds, their the organization does not make them available implementing the skills learned during training. Such perceptions of trainees that additional financial resources within the reach of the organization and these would be made available to implement training skills, would strongly motivate them and enhance trainee motivation to transfer.

While studying the mediating role of work motivation in the relationship of work environmental factors and job performance, Jayaweera (2015), has quoted previous studies on the subject to highlight the importance of more research on mediating role of motivation on workplace characteristics and outcomes relationship. In line with findings of earlier researchers (Bhatti & Kaur, 2010; Chiaburu et al., 2010; Noe, 1986; Noe & Schmitt, 1986) the trend of studying a mediating role for trainee motivation to transfer between work environmental factors and transfer of training continues (Zhu et al., 2020). It is, therefore, hypothesized that:

H₂ (a), (b) & (c): *Each of (a) physical and aesthetic environment, (b) technological support and (c) budget support has positive and significant impact on trainee motivation to transfer.*

It is further hypothesized that:

H₃ (a), (b) & (c): *Trainee motivation to transfer mediates the relationship between each of a) physical and aesthetic environment, (b) technological support and (c) budget support and transfer of training.*

2.4. Moderating Variable: Trainee Core Self-Evaluations

Grzywacz et al. (2002), has demonstrated that the effectiveness with which

individuals realize benefits from the environment is dependent upon their dispositions or personality. Among dispositional traits that play important role in transfer of training core self-evaluation could be a maverick personality trait of immense importance. Judge et al. (2005) has defined core self-evaluation as “the fundamental assessments that people make about their wellness, competence and capabilities”. This construct represents is a broad dispositional trait comprising of four more specific elements: self-esteem, generalized self-efficacy, locus of control, and neuroticism (Judge & Bono, 2001; Pandey, 2019). The impact of locus of control and self efficacy have already been found to have positive relationship with the transfer of training when tested separately (Burke & Hutchins, 2007).

The conceptualization of core-self-evaluation as a moderator in the studied model is supported by findings of eminent researchers of the field. It has been viewed as “the most useful personality trait in the realm of human performance” (Chang et al., 2012), one’s ability to cope and perform successfully within a variety of situations and ability to feel calm and confident leading to decreased reactivity to everyday happenings (Johnson et al., 2008).

The process through which core self-evaluation is argued to moderate the conceptualized process of transfer of training, occurs at motivational and instrumental levels. People with positive self-evaluations are found to be internally motivated towards goal achievement. Such individuals are more likely to get a high-performance evaluation (Judge et al., 1998). People with positive core self-evaluations value positive work attributes like task variety, challenge inherent in task accomplishment, task control, intrinsic worth of the job and strive for positive job experiences, which align with their orientation toward exerting more control and having a greater impact in organizations (Judge & Bono, 2000), experience more success and are likely to learn new skills, acquire perspectives and experience positive moods (Judge et al., 1998) and are more inclined towards application of their learned skills on the job, (Bell et al., 2017). Similarly, people low on CSEs will make no effort to seek resources such as social support (Aryee et al., 2005) which will inhibit experiences of positive transfer of training. Therefore, it is hypothesized that:

H₄ (a), (b) &(c): *Trainee core self-evaluation moderates each of the relation of (a) physical and aesthetic environment, (b) technological support and (c) budget support with trainee motivation to transfer and then transfer of training positively and significantly.*

The graphical diagram conceptualizing the model of the study is laid down as under:

Figure 1. Graphical Presentation of the Conceptualized Model

3. RESEARCH METHODOLOGY

The study focused on managers who had completed an open management training programme from a prominent management training centre of power sector organization of Pakistan. This training institution uses general training program aimed at general management training skills targeted at employees of 12 sister organizations related to power generation, transmission and distribution of electricity in Pakistan. In terms of course syllabi, trainees learned leadership skills, soft skills, and general communication skills during their training courses ranging from 09 weeks to 11 weeks. The data were collected in three time waves. The questionnaire for physical and aesthetic

environment, technological support, budget support and trainee core self-evaluation was completed just at the start of training, the questionnaire for trainee motivation to transfer was completed after two weeks of training started whereas the responses for transfer of training were taken from the participants after they had returned to their workplace after training.

A total of 270 questionnaires were distributed whereas 220 questionnaires were received back with a response rate of 81.4 percent. Among them 11 more questionnaires had to be removed because of their inappropriate filling by the respondents. Hence the researcher was left with 209 questionnaires and a final effective response rate of 77.4 %. The study participants were engaged in jobs of managerial nature.

3.1. Data collection, Measures and their Reliability

The data for this explanatory study was collected after three months of the officers had got both technical and managerial trainings. Keeping in view the fact that training is still in its infancy stage and scant in a developing country like Pakistan, the study focused on immediate transfer only. Previously published scales were used to collect data for the study. All measures were applied using a 7-point Likert-type scale from 1- (Strongly Disagree) to 7- (Strongly Agree). We used Cronbach's alpha to check for the reliability of the scales use in study. The tests revealed that all the scales had a high level of inter consistency with Cronbach alpha well above the minimum of 0.70 as recommended by Nunnally (1978 (second edition)) as shown in Table-1.

To capture physical and aesthetic environment, technological support and budget support, scales developed and validated by Shad (2008) were utilized. The scales consisted of 10, 05 and 05 items respectively. Examples of items are "conveyance from residence to office would be provided", "additional equipment required to implement training skills would be made available" and "allocation of financial resources was suggested in the budget to implement newly acquired skills". Trainee motivation to transfer was tapped using trainee motivation scale developed by Holton III et al. (1997). The scale consisted of seven items like "I plan to use what I learned on the job. I believe the Training". The transfer of training scale by Xiao (1996) was also filled by trainees. This scale consisted of 06 items like "I can accomplish my job tasks faster than before".

And lastly, core self-evaluation was measured with CSE scale developed by Judge et al. (2003), for this purpose. It consists of 12 items like e.g. “when I try, I generally succeed” and “sometimes when I fail, I feel worthless”. The scholars had conceptualized the CSES items as a unidimensional factor. Hence the construct was measured by aggregating the responses of the participants to the 12 items of the scale.

4. RESULTS AND ANALYSIS

To explore the data depicted in table-1 below are the means and standard deviations and correlations of the variables. The correlation table depicts that all the organizational support dimensions taken in this study on the input side are strongly related to trainee motivation to transfer and transfer of training. However, core self-evaluation is not significantly correlated with any of the variables of the study. Moreover, Hair et al. (2006) argue that multicollinearity can affect the results and correlations beyond 0.80 is sign of problem but value above 0.90 must be checked. But as the table-1 shows no one of the correlations in the studied effects of IVs on the DV is valued above 0.80.; this is indicative of the nonexistence of multicollinearity issue among the variables.

Table 1: Correlation Matrix of Studied Variables

Sr#	Variables	Mean	SD	1	2	3	4	5	6
1	PAE	3.70	.910	(0.86)					
2	TSUP	3.71	.951	.252**	(.696)				
3	BSUP	3.78	.990	.744**	.181**	(0.80)			
4	TMT	4.34	.950	.628**	.190**	.683**	(0.75)		
5	TOT	4.29	1.52	.395**	.340**	.384**	.581**	(0.83)	
6	CSE	4.26	1.29	.033	.135	.062	.114	.123	(0.93)

*Note: N = 209. Coefficient (α) reliabilities are shown in the diagonal. ** $p < .01$ level (two-tailed).

4.1. Regression Analysis

Firstly in line with literature on the subject, demographic variables and the organizational tenure were initially included in the analysis but were dropped in the final regression analysis because none of them significantly predict the studied DV.

Then using simple linear regression the effects of IVs on the DV were tested. The statistics of the direct relationship of IV with DV using simple linear regression were

found to be significant. When PAE, TSUP and BSUP were regressed on TOT, β (beta weight) was found to be = .153, .203 and .218). This establishes H_1 (a), (b) and (c).

Direct relationships of IVs with mediator are presented in Table 2. These results were obtained using model 4 of the process macro by Hayes and Preacher (2013). These results show that hypotheses H_2 (a), (b) and (c) are positively affirmed.

Table 2: Direct Effects of (a) PAE, (b) TSUP and (c) BSUP on TMT				
Outcome variable: TMT				
R-sq				
	B	SE	t	R²
				.3763
PAE	.6402	.0573	11.1751	
				.0833
TSUP	.2884	.0665	4.3382	
				.5079
BSUP	.6963	.0476	14.6181	

Table-3 below shows that, the effects of the three proposed IVs on outcome variable was not significant when TMT was introduced in the models as mediator. In these models (a) (b) and (c) the effect of TMT on TOT was found to be significant. These results show that the hypotheses H_3 (a), (b) and (c) are affirmed positively.

Table 3: Mediating role of TMT between: (a) PAE, (b) TSUP and (c) BSUP and TOT					
Outcome variable: TOT		B	SE	t	R²
(a)	.1827				
PAE		-.2627	.1337	-1.9643	
TMT		.8117	.1281	6.3347	
		Effect	SE	LLCI	ULCI
Indirect effect of TMT on ToT		.5197	.0802	.3652	.6754
(b)	.1753				
TSUP		.1495	.1061	1.4098	
TMT		.6141	.1062	5.7841	
		Effect	SE	LLCI	ULCI

Indirect effect of TMT on ToT	.1771	.0520	.0806	.2863
(c)	.1784			
BSUP	-.2351	.1413	-1.6637	
TMT	.8288	.1446	5.7301	
	Effect	SE	LLCI	ULCI
Indirect effect of TMT on ToT	.5771	.0934	.3992	.7659

According to Hayes (2012), full mediation is established when the direct effect of x on y is significant only in the absence of mediator; when the mediator is present, this direct effect becomes insignificant, while the indirect effect is significant.

For assessing the hypothesized moderated mediation effects of CSE on the relationships of (a) PAE, (b) TSUP and (c) BSUP, with TOT via TMT, Model-7 of the Process Macro was utilized. The results of the regression are presented in Table 4.

Table 4: Moderating Mediating Effect of CSE- Hypotheses 4 (a), (b) and (c)				
Outcome : TMT		B	SE	t
(a)				R²
Constant		4.341	.051	
PAE on TMT		.599	.058	
CSE on TMT		.072	.039	
PAE*CSE		.1031	.0402	
Outcome : TOT				
				R²
Constant		1.7385	.4753	3.6574
PAE		-.2627	.1337	-1.9643
TMT		.8117	.1281	6.3347
Index of Moderation:		Index	SE	LLCI
CSE		.0837	.0410	.0069
(b)				ULCI
Constant		5.3008	.8691	6.0994
TSUP		-.3111	.2249	-1.3831
CSE		-.4842	.2012	-2.4066
TSUP*CSE		.1419	.0515	2.7567
Outcome : TOT				
				R²
Constant		1.0690	.5215	2.0499

TSUP		.1495	.1061	1.4098	
TMT		.6141	.1062	5.7841	
Index of Moderation:		Index	SE	LLCI	ULCI
CSE		.0871	.0412	.0014	.1664
(c)					.5390
Constant		3.4561	.6333	5.4574	
BSUP		.1778	.1586	1.1212	
CSE		-.4070	.1395	2.9179	
BSUP*CSE		.1178	.0347	3.4004	
Outcome : TOT					
					.1784
Constant		1.5954			
BSUP		-.2351			
TMT		.8288			
Index of Moderation:		Index	SE	LLCI	ULCI
CSE		.0977	.0378	.0278	.1746

Results show that, firstly moderation increases the beta value (β) of TMT on TOT compared with the effect of three independent variables on TMT. Secondly, the values of interaction terms (PAE*CSE, TSUP*CSE and BSUP*CSE) are significant. And lastly, the conditional effect of PAE, TSUP and BSUP on TOT at values of the moderator varies positively and significantly at the levels of CSE. This indicates that the moderating effect of CSE on relationship of each of PAE, TSUP and BSUP with TOT via TMT, moves towards higher level in positive direction and significantly as CSE moves from its low, to high through its moderate levels. Moreover the indices of moderated mediation of CSE with each of (a) PAE , (b) TSUP and (c) BSUP as IVs and TMT as mediator (0.0837, 0.0863, and 0.0977 respectively) was found to be significant (as no zero falls between the values of LLCI and ULCI for these indices). These results show that hypotheses H4 (a), (b) and (c) are affirmed positively. The Graphical presentation of the moderation effects of core self-evaluation in interaction with conceptualized independent variables of the study are as under:

Figure 2 (a): Interactive effect of CSE And PAE on TOT

Figure 2 (b): Interactive effect of CSE and TSUP and TOT

Figure 2 (c): Interactive effect of CSE and BSUP on TOT

5. DISCUSSION

The study had two main purposes i.e explore the effects of organizational resource availability on transfer of management training and also the interactive role of trainee core self-evaluation in this process. Positive affirmations of the postulated hypotheses suggests that in the wake of global changes in technology and escalated market competition, organizations should improve their work environment as transfer of training is not self-evident process (Testers et al., 2019). The results reinforce the notion that organizations should ensure support of the trainees with provision of material resources when they return back to the workplace to facilitate transfer of training. The findings of the study also show that positive core self-evaluations can be of very core

significance in developing the managerial behaviors of the employees at workplace after training. This finding confirms the observations of Judge et al. (2003) about the usefulness of core self-evaluations in many applications in I-O and applied psychology.

The study is unique in many ways. Most importantly, it integrates the literatures of positive psychology, transfer of training and environmental behavior domains. The study theorizes relationships of newly contributed environmental factor and transfer of training in the important context of a developing country. To the best of our knowledge, no study has been carried out till date that highlights the importance of core self-evaluation in transfer of management trainings in a developing country. Its findings, reiterate the anecdotal wisdom: “it’s the sails that determine the goals and not the winds”.

5.1. Limitations and Implications of the Study

As the saying goes, there is always a room for improvement and in research, a real big one. This study utilized self-report questioners for the studied variables. Though the responses were collected at different time waves, yet, causality could be established more authentically through peer reported evaluations of transfer of training. Moreover, there is a room for future researchers to fine tune the instruments for grabbing PAE, TSUP and BSUP. Future researchers should also design studies for finding the impact of objectively rated environmental factors like PAE, BSUP and TSUP on TMT and ultimately TOT. Future research could utilize more moderators like moral self-identity, Psycap and resilience for designing studies to explore the impact of intangible assets on the relationships of hardcore assets to performance both at individual and organizational levels.

The findings of the study have far-reaching implications. Positive core self-evaluations can not only impact the well-being of employees and such employees can build the organizations as well. Traditionally motivation to training has been considered as an important factor for selecting employees for training. But it’s time that HRD professional should now focus on core self-evaluations of the employees as a source of unending motivation to achieve higher and difficult goals. Thus people with positive core self-evaluations can not only build organizations but nations as well.

It has been observed that the third world populations are struggling for economic

prosperity yet suffer from scarcity mentality rather than having abundance approach. In the current stage of globalization the third world population is moving fast towards increased social unrest (Moghaddam, 2005). In the wake of such a global social scenario, an important question that has been addressed by this study is that what would be the fate of management training, which is so important for organizations in developing world if the resources provided by the organization are perceived to be less than sufficient by the trainees. This study brings a ray of hope for people of developing world. As observed by Chiu and Yong (2004)

“...The scarcity of resources, the amount of population and the pace of economic growth are challenges that cannot be dealt with only by technological instruments and tools.”

6. CONCLUSION

To conclude with, highlighting the need of study of transfer of management training, Huczynski and Lewis (1980) had observed four decades ago that creation of conditions conducive for transfer of management training was important. The study changes the focus from “either” and “or” of material and non-material resources to the necessity of “both” material environmental and non-material psychological resources for effective transfer. The paper brings a message for people who think that they can grow alone without caring for the growth of society at large and that paucity of material resources is not a sin but dearth of inner resources definitely is.

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