

## Developing a Model for Graduate Employability Transfer of Training

Nor Intan Adha<sup>1</sup>, \*Zuhaina Mustapa<sup>1</sup>, Suhaila Mohamed<sup>1</sup>, Jiang Ming Di<sup>2</sup>, Masliza Osman<sup>3</sup>

<sup>1</sup>Universiti Teknologi MARA, Faculty of Business & Management, Kampus Puncak Alam, Malaysia

<sup>2</sup>Universiti Teknologi MARA, Faculty of Business & Management, Kampus Shah Alam, Malaysia

<sup>3</sup>Selangor Human Resource Development Centre (SHRDC), Selangor, Malaysia

intan520@uitm.edu.my, \*zuhaina528@uitm.edu.my, suhaila423@uitm.edu.my,  
2021823622@isiswa.uitm.edu.my, masliza@shrdc.org.my

**Abstract:** The focus of this research at the Talent Enhancement Institution (TEI) is to enhance the effectiveness of transfer of training in Malaysia's graduate employability programs. This is crucial for shaping the future workforce in accordance with the Malaysian National Higher Education Strategic Plan 2021–2030 policies and the sustainable development goals for quality education. This study provides insight into the influence of trainees' self-efficacy, traits, and training design on the effectiveness of training outcome transformation. Meanwhile, learning culture acts as a moderator between every independent variable and the transfer of training. Using a practical combination of both quantitative input from 125 survey participants and qualitative insights from 25 interviews, our study seeks not only to investigate but also to gain a detailed understanding of the dynamics of knowledge and skill application after training. We will propose solutions to enhance the transfer of training and improve the effectiveness of Talent Enhancement Institution (TEI) programs in enhancing graduate employability in the dynamic global job market.

**Keywords:** *Talent Enhancement Institute (TEI), Graduate Employability, Transfer of Training, Training Effectiveness, Learning Culture*

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### 1. Introduction and Background

The difficulty of graduates finding work is a significant roadblock while researching the Malaysian labor market. The widening disparity between graduate skill sets and industry demands, along with rising levels of competition for jobs, makes this problem more challenging to solve (Okolie et al., 2020). As the Ministry of Higher Education Malaysia highlighted in 2021, the progressively intricate benchmarks set by the job market are intensifying rivalry for positions and underscoring the acute lack of jobs. Graduates should be encouraged to have versatile, entrepreneurial characteristics and academic strength, according to the Ministry. New challenges, such as significant unemployment among fresh graduates, can be met with these skills. The country's Ministry of Higher Education has developed a comprehensive strategy to help graduates stand out in Malaysia's competitive job market and reduce the skills gap.

According to Pai and Mayya (2022) research, it is confirmed that Malaysian graduates highly prioritize soft talents, such as proficient English language abilities, computer technology, etc. According to the World Economic Forum (2020), there is an increasing recognition and value placed on soft talents. Graduates universally seek these talents in the perfect workforce. To ascertain the challenges faced by graduates in securing employment in Malaysia, a comprehensive analysis of graduates' requirements is required. This provides a transparent depiction of the expectations held by Malaysian graduates. This endeavor goes beyond the mere provision of facts. Additionally, it offers a strategy to align education with the specific demands of Malaysia's labor market, thereby bridging the disparity between the skills possessed by graduates and the requirements of graduates.

In 2023, linguistic barriers will continue to be significant in Malaysia's work market (Lee, 2023). They have a subtle influence on job performance. Despite the Malaysian workforce's improvements in English proficiency and conversation abilities, hurdles persist. Although the English proficiency and conversational skills of the Malaysian workforce have improved, significant barriers persist, particularly in the application of these skills in workplace communication. According to a study conducted by Hongal and Kinange (2020), individuals with strong language skills have a competitive advantage when searching for employment. Therefore, it is crucial to overcome these challenges and acquire proficiency in multiple languages. The report indicates that Malaysia's training and education systems require enhancements. The objective is to produce graduates who possess the skills necessary to effectively manage the changing communication requirements of the dynamic labor market.

In essence, job prerequisites are undergoing changes because of rapid technological breakthroughs and a growing demand for digital skills, both of which are shaping the current work environment. According to Goulart et al.(2022), possessing digital expertise is crucial for anyone seeking employment. However, the dynamic nature of the employment market might be a challenge for recent graduates who lack technological expertise. Malaysia today faces a discrepancy between its technological advancements and language proficiency. Therefore, we strongly encourage our government and schools to work together, specifically targeting language obstacles and limited technological proficiency. These endeavors aim to transparently outline the expectations for Malaysian graduates, it seeks to do more than simply present factual information or depict current conditions. The objective extends to helping forge comprehension of a specific issue or circumstance by illuminating it. In doing so, recommendations are posited for approaches to narrow the disparity between what is taught and what the job market necessitates. By examining these strategies based on available data and facts, education can be redirected to better meet employment needs.

In 2024, the Ministry of Education will conduct research to improve the employability of graduates. In 2024, the Ministry of Education will conduct research to improve the employability of graduates. This research will guide policy and support initiatives such as the Talent Enhancement Institute (TEI). Aligned with the United Nations Sustainable Development Goals and Malaysia's Higher Education Plan 2021-2030, the plan emphasizes the need to upgrade training and education so that graduates are equipped with relevant job skills and ready for the future. It emphasizes the importance of effectively applying what is learned, not just linking theory with practical skills. This reduces the amount of time it takes for new graduates to bring positive benefits to the company. Today's highly developed and competitive job market makes adaptability more important than ever for graduates. In this way, graduates can become fast learners, quickly acquire competencies and knowledge, and conveniently achieve career goals.

## 2. Underpinning Theories

**Social Cognition Theory:** This theory provides a framework to grasp the complex relationship between personal quality, the environment, and other necessary factors. Essentially, it thinks that external influence, such as the results of behaviors, plays a significant role in men's thinking and decision-making process. This has been supported by the research of Stajkovic and Luthans (1998) and Schunk and DiBenedetto (2016), in which a concept called self-efficacy is highlighted. This concept is about self-confidence about the ability of oneself, which is necessary for finishing difficult tasks, overcoming challenges, and achieving long-term goals. This research not only reclaims the value of the social cognition theory but provides scientific support for education and personal development as well - a quite distinct example of the potentiality of this theory to drive achievement motivation and improve learning outcomes.

So, self-efficacy is extremely important for learning. Learners' belief in their capabilities can greatly impact their acquisition of new skills (Dunlap, 2005). Schunk and Usher (2011) noticed that a strong sense of self-efficacy is closely related to an efficient learning atmosphere. It motivates curiosity, sets goals, and allows strategic studying. Consequently, educators and instructors must take responsibility for boosting learners' confidence and self-efficacy. Tasks should be both demanding and achievable, accomplishments should be disseminated, and a nurturing educational environment is essential. According to Renta-Davids et al. (2014), these kinds of targeted interventions can increase self-efficacy, which in turn improves the ability to put training into practice at work. To ensure that learning goes beyond theory and manifests itself in people's competence and confidence in their professional pursuits, SCT offers a useful lens for evaluating and optimizing training programs, thanks to its emphasis on self-efficacy.

**Agility Theory:** The concept of agility theory originated from its military applications in the 1950s (Richards, 1996). Presently, this is a significant business transaction that prioritizes the requirements of the customers. Agile manufacturing emerged in the early 1990s and revolutionized the manufacturing industry (Hormozi, 2001). According to Muduli (2013), an agile team combines effective communication, client comprehension, expertise, and exceptional service. This notion is revolutionizing the field of human resource management by introducing a novel approach to team management. The agile method is characterized by rapid changes, high speed, extensive knowledge, effective teamwork, and constant pursuit of new ideas. The primary focus is on providing clients with unparalleled value (Qin & Nembhard, 2015). This comprehensive approach signifies a

shift in the conduct of the firm. An active team should anticipate the needs of the customer and act before the customer has even given the order. This can significantly improve customer satisfaction, as well as the efficiency of the entire team.

Felipe spoke in 2016 about how, according to Nafei's research, agility means having the ability to handle tough situations. The rapid development of the world challenges the ability of schools and organizations to respond to unexpected problems. Understanding agile theory helps a lot - it helps us adapt to our environment smartly and be open to new scenarios and ideas. According to Hilton and Pellegrino (2012), this approach significantly improves graduates' ability to apply what they have learned in their lives. Gupta said in 2013 that the curriculum is supposed to develop students' ability to solve real-world problems, which is important for their future business activities. Saha et al. (2017) also saw a few years later that simplifying concepts, providing clear guidance and tools, emphasizing flexibility and rapid response to more effectively manage change, develop, and teach the necessary skills are all requirements of Agile theory. This holistic approach combines several key aspects that highlight the adaptability required today. These new skills or ideas are aligned with the values, goals, and needs of an individual or organization and can be applied in practice. They can help graduates apply classroom learning outside of school.

Today's business environment is full of unpredictable and constantly changing factors. Agile methods are tools that help organizations adapt to changing environments as they evolve. Both the enterprise and the employee should find proper strategies to deal with such uncertainty. During this process, the team leader plays a very central role. The method of agility provides us with a response strategy, encouraging us to rapidly adapt to the continuously changing environment, and training the staff that can handle such challenges. The trainers can help companies with such problems. To facilitate the perfect incorporation of theoretical knowledge and practice, the organization should form a strategic vision, adapting the change by providing each employee with personalized, personality-respecting training. During the past ten years, companies have always been searching for a path that can guarantee continuous success without damaging their competitiveness. Speaking more specifically, the core mission of the trainer, the coach, is to build the adaptability of the trainees and to make sure everyone has been prepared for potential difficulties. Agility is a new sense of intelligence; it considers the development and progress of the individuals and is capable of adapting to the changing business environment while satisfying the current requirements. By reorganizing and redesigning the management procedures, it can achieve rapid and flexible responses. Though the agility and self-adaptive methods provide us with a theoretical basis, their key advantage is the high flexibility, which is recognized and practiced among the whole organization, resulting in a happy outcome in which each member's adaptability and changeability are growing higher when facing challenges.

**Adult Learning Theory:** In 2011, Belanger tried to expand Knowles' adult education theory, emphasizing customizing instruction, which can better fit the features of mature learners, and endorsed a graduate-level style of teaching. Based on Maslow's famous conclusion about human motivation and well-being, he proposed that adult education should specifically focus on the attractiveness of the topic so that this learning might be helpful to add to meaningful matters in their personal and career life (Jarvis, 2004). Additionally, this theory stressed the importance of educators rethinking and adapting their teaching approaches to actively engage and inspire change in adult learning. The core focus involved addressing adult learners' unique needs. It encouraged creative instructional design that could spark and foster adult learning, thereby enhancing the dynamism and transformative impact of the learning process.

While there has always been at least an implicit understanding that adults can and do learn, it was not until the 20th century that research began to focus on adult learning. The earliest studies of adult learning were conducted by behavioral psychologists in the first decades of the century. There are three main schools of adult learning theory - adult learning science, self-directed learning, and transformational learning. Scholars such as Burns (2020), Merriam & Bierema (2013), and Rothwell (2020) have emphasized the application of adult learning theories to modern education, particularly in the provision of graduate training. Adult Learning Theory is well suited to graduate training as it provides a strong basis for tailoring programs to individual needs. As noted by Fung et al (2022), training programs should meet the needs of supervisors while ensuring a safe and inclusive environment to effectively support the growth of adult learners. Avis and his coworker mentioned that the adult learning theory could help relate the training content and works, that is, to nurture

skills by exploring, reflecting, and dealing with reality.

Adult learning theory laid a considerable foundation for our training program and shall benefit the participants to fully understand and utilize the acquired knowledge. Through several important elements, we can witness how this theory plays its role in developing students' abilities and resilience. First, there can be engaging learning activities guided by this theory, in which we practice and discuss in groups our experience, creating opportunities to engage. Second, the career planning assistance in line with this adult learning theory, involves building more specific career counseling to inspire clearer self-awareness of their future paths. Additionally, the adult learning theory emphasizes that there should be a stimulating learning environment, which can benefit individuals and organizations to refine and expand their abilities. It committed that the adults could learn the best during the material that is highly related to reality. It also involves customizing courses according to the demand and interest of each person, achieving their needs. Though this framework has shown its effectiveness in many relevant fields, it shall still be investigated carefully, to better understand how to help the learners in various milieu and occasions. This will allow adult learning theory to better function and help each learner in their path of growth.

### 3. Literature Review

#### **Talent Enhancement Institution (TEI)**

Malaysia Talent Enhancement Institute (TEI) is a talent enhancement practice in Malaysia containing a combination of efforts from institutions and industrial enterprises, and specialized programs for instance HRD Corp (Human Resources Development Corporation), Industrial Training Institutes (ITIs), Advanced Technology and Training Centre (ADTEC), and others. While trying to absorb, develop, and retain the skillful, the TEI is attempting to adapt to the challenges through a series of approaches. It provides the relevant industry training, building methods to deal with the talented workers' shortfall, minimizes the skill gap between the new and the old, and reasonably educates the locals for a sustainable high-skill, innovative, and flexible worker storage for Malaysia's successful transition into a digital economy.

TEI's curriculum provides a wide range of opportunities aimed at cultivating the skill sets necessary for today's careers and tomorrow's advancements. Their proficiency-based teaching model ensures graduates are well-equipped for achievement in the workplace. Employers consider programs and certifications as an indication of experience. Manufacturing techniques, information and communication technology, solar photovoltaic systems, micro-systems, and aerospace could be involved in the curriculum. The students of this course could have chances to obtain the basic ability that is compatible with the requirement of all career options, while deeply understanding the concept of industry 4.0 and smart factories. TEL is eligible to prove that its participants have passed a specific series of courses and training and have acquired the key ability the course offers. This standard method has been highly recognized by various industries - different options fit the same different interests, but the skills and abilities are more general.

#### **Workforce Agility**

Labor agility is super-crucial for handling the rapidly changing business environment. As discussed by Miceli et al. (2021), this sense of agility is the key factor for a company to continue running in the market, because it allows the company to promptly adapt to the new situations. According to Armanious and Padgett (2021), this concept of agility exceeds the traditional limitations, and has already been embedded into the spirits and workings of the staff, becoming an internal behavior or 'culture'. They describe it as a guarantee of continuous learning, an unlimited group spirit to adapt and to move forward. Speaking in general, these three aspects form a strong basis so that agility could hold a labor team that can survive and even further develop in this unpredictable era.

Salmen and Festing (2022) studied how agility defines a desirable adaptive employee. An adaptive person has the capacity to learn new skills to cope with the unpredictively and thus adapt to the new environment. Salmen and Festing further discusses the definition of an adaptive employee, connecting this ability to adapt to changes with another, more crucial ability to lead a revolution in a continuously changing business environment. They claim that leaders shall nurture their ability to adapt to the changes, which provides them enough power to guide the team through times of change and toughness, to better recover from the challenges and failures and

more effectively grasp the opportunity of revolution, which is extremely important for the development and surviving of an organization. Prieto and Talukder emphasized in 2023 the key function of adaptability, especially during the global COVID-19 pandemic. Their analysis concludes that this notion of adaptability is an advantage for the organization to better respond to the rapid change of the demand, and transition seamlessly to remote employment models. Thus, these two studies underscore the importance of flexibility and adaptability for employees and organizations navigating a rapidly transforming global business environment.

### **Contemporary Model and Transfer of Training**

In 2020 Williams launched a program to study how previous working experience can help to enhance the strategy of the whole company. He suggests updating the outdated teaching technics, combining the teaching tool and content with the cooperation and enterprise goals. He emphasizes the utilization of technology to continuously for better innovation and improvement. This approach aims at tightly connecting the acquittance of knowledge and development of skills with the prosperity of the company, ensuring that the acquired skills and information smoothly fit with the ordinary duty of staff so that they can more effectively do their jobs and achieve long-term goals. The research shows that the staff using their learned experience and skills can considerably improve the overall operation of the company. It strengthens teams by bringing expert knowledge together with clear goals.

Jones and Smith (2022) suggested a new teaching technique that they believed could help graduates deal with future job hurdles. Their method boosted effectiveness by understanding each learner's needs and teaching in a way that suits them. They aimed to increase self-confidence and the quality of learning by using customized teaching materials. Further, in 2021, Kim and his team showed how support from friends, bosses, and directors can improve learning results. They stressed that a helpful environment boosts success. Also, in 2017, Attiq's team showed the importance of a supportive learning atmosphere. It helped in applying knowledge, preparing for careers, and encouraging continuous learning and applying skills. These research results show that personalized learning and support in school yield better results and pave the way for job challenges.

### **Evaluating the Impact of Self-Efficacy on Transfer of Training in Graduate Employability Programs**

In 1997, Albert Bandura created the concept of "self-efficacy." This represents an individual's confidence in their capabilities. It is a significant aspect of individual and career development. Individuals with high self-efficacy possess a greater belief in their own abilities. This idea motivates people to exert greater effort and achieve more ambitious objectives. Additionally, it enhances their ability to effectively manage difficulties. Self-efficacy has been the primary subject of numerous research investigations. These studies examine the impact of self-efficacy on individuals' practical use of acquired knowledge. Paine's 2021 study provides evidence in favor of the notion that self-efficacy is of utmost importance. It facilitates individuals adapting to changes and acquiring new abilities. This facilitates the transition from the learning phase to the working phase. Self-efficacy holds significant importance. It facilitates the professional development and management of novel workplace obstacles. Additionally, it provides us with a valuable understanding of the process of human development.

In 2019, Gegenfurtner and his team carried out a study examining the impact of self-efficacy on job training and education, thereby contributing to the continuing discourse about post-graduation employability. Their research established a distinct association between self-assurance, excitement, and active engagement. This combination fosters an ideal setting for the effective implementation of knowledge obtained in educational institutions in a professional setting. The study emphasizes the importance of self-confidence in public speaking and further emphasizes its role in successful training programs. The level of self-confidence greatly influences how well someone applies the information they gain.

In 2020, Seatmann and Ely conducted a study examining the correlation between self-efficacy and job performance. Additionally, they examined the implications of this on graduates' employment prospects. Their analysis of other findings demonstrated a distinct correlation. Enhanced self-assurance resulted in improved job performance. This study imparted two significant insights. Initially, self-assurance holds significant significance. It could enhance the effectiveness of training programs. Additionally, it can facilitate individuals in securing employment. Furthermore, by tailoring training programs to enhance self-assurance, they may yield more favorable outcomes. These discoveries have the potential to enhance the effectiveness of job training.



An intriguing subject for investigation within the graduate employability programs of the Talent Enhancement Institute (TEI) is the critical role of self-efficacy in turning training into measurable performance at work. It highlights the importance of self-efficacy as a tool for making training programs more effective, implying that boosting graduates' self-belief could greatly improve their capacity to apply what they've learned in the real world. We proposed Hypothesis 1 based on the preceding discussion:

- Null Hypothesis (H1<sup>0</sup>): There is no significant relationship between individual self-efficacy and transfer of training.
- Alternative Hypothesis (H1<sup>1</sup>): There is a significant relationship between individual self-efficacy and transfer of training.

### **Assessing the Influence of Program Design on Transfer of Training in Graduate Employability Programs**

Certain attitudes, including the education technology, the assistance systems, and the adaptation of the specific needs of each student, provide an advanced understanding of the complexity of the transition of professional knowledge. This research draws attention to the difficulty in building flourishing preparation programs and underscores the significance of a comprehensive methodology. Each point of the whole program should be considered comprehensively, so to guarantee expertise. By advancing a configuration focusing on the learners, Velada and his group recommended an incorporated system, better solidifying the compounds of the preparation conditions.

Moreover, Harvey et al. (2018) and Chen et al. (2021) worked on how technology can facilitate the courses of those postgraduate students. They have found that adding digital tools into course plans could help the students better engage and memorize. It can also improve the class. Because of the development of the technics, we can enrich the content of the class, and provide more practical experiences and instructions. They mention that it is effective to combine the technics with traditional education. Still, Chen and his team say that this approach can make the class even better. By utilizing technology tools cleverly, we can make the learning process more practical and efficient, which comes from the students' more comprehensive preparation for everything they are about to face in the class. This research shows that the consistency of digital resources and long-tested education manner will benefit learners of higher levels. Technology provides an opportunity to enhance the educational experience, no matter in paths of facilitating the engagement, preservation, or real-world skill building if being applied judiciously alongside in-person teaching.

Tomlinson et al. (2020) and Arabi et al. (2023) found that good planning improves job results for graduates. The studies show clear links between program design, knowledge application, and job market shifts. These findings stress the need for updating courses based on job market trends. Graduates' current needs and future career obstacles should be the focus. A well-designed curriculum contributes to better training and effective career preparations.

Program design is analogous to solving a challenge. The impact on training outcomes is significant, particularly in the context of graduate employability programs at the Talent Enhancement Institute (TEI). It resembles an elaborate scheme. It consolidates several elements. Topics such as industry relevance, practical learning, mentorship, and emerging technologies. The objective is to assist graduates. To assist individuals in confronting their professional obstacles and commencing their professional journeys. Based on the discussion, we thought the training design would facilitate the transfer of training. So, we proposed Hypothesis 2:

- Null Hypothesis (H2<sup>0</sup>): There is no significant relationship between training design and transfer of training.
- Alternative Hypothesis (H2<sup>1</sup>): There is a significant relationship between training design and transfer of training.

### **Examining Trainee Characteristics on Transfer of Training in Graduate Employability Programs**

Noe (2005) demonstrated the importance of characteristics such as prior knowledge, cognitive ability, and motivation in influencing the effectiveness of training sessions. His work established a foundation for investigating the influence of characteristics on capacities. In addition, Colquitt et al. (2017) investigated the

impact of specific personality traits. Research has demonstrated that people exhibiting greater openness and diligence tend to grasp instruction more proficiently and productively employ it in their jobs. This underscores the necessity to tailor training methods to learners' traits, as it mirrors the intricate bond between qualities and the aptitude to employ classroom insights in genuine work settings.

In 2022, Kang et al. discussed how educational background and career goal affect the employees to utilize the content of training in working reality. In this research, they mention that there is a significant difference between the personality, the preferred method to learn new things, and the interests and career ambitions of the participants. Aligning the training with the trainees' anticipated needs and goals promotes significant learning and improves the effective application skills in their jobs. The research stresses that there can be a huge difference between personal quality, the preferred ways of learning new information, interests, and professional ambitions. Putting the training in the same line with the presumed requirements and goals of the trainers can facilitate the learning process and thus effectively improve the practical skills at work. Goldstein and colleagues further discussed how diversity affects the results of training in 2020. They have found that acquiring diversity means personalization. A diverse training environment can better simulate the real working milieu by adapting to different kinds of study approaches. Moreover, it can teach more general skills and knowledge, thus being more attractive. This expands the applicability and usefulness of the training material. This research shows that the refinement of the employment ability and the maximization of the effects of this training program needs to be formed and arranged according to the singular features and demands of each trainer.

This research focuses on the key influence of the personality features of the participants in the effectiveness of this Talent Enhancement Institute's (TEI) training program. Their specific qualities, such as the nature of the trainee, their cultural background, education level, and career goals will significantly affect their ability to transit capacity and experience across different fields of labor. One's personality is important in deciding whether he can successfully transition his ability, skill, and knowledge from one single field into another, this emphasizes the great contribution of one's quality in translating the gained materials into working behaviors. Understanding this better shall be helpful to focus on the customization of courses, so to ensure the students can incorporate their traits and properly use their obtained advantages in working procedures. Based on this, Hypothesis 3 was developed:

- Null Hypothesis ( $H3^0$ ): There is no significant relationship between trainee characteristics and transfer of training.
- Alternative Hypothesis ( $H3^1$ ): There is a significant relationship between trainee characteristics and transfer of training.

### **Moderating Effects**

There is expanding educational intrigue in the relationship between studying conditions in the work environment and preparation, driving excellent employment execution. In 2010, Schein proposed a phrase to portray an extraordinary natural habitat. He called it a "learning culture." It is not unpredictable; it is just a spot where new ideas are welcomed, information is circulated, and new data is consistently accessible. The place needs their laborers' expert turn of events, is open to taking dangers, and extraordinarily esteems innovative thoughts. Such an atmosphere urges representatives to consistently extend their insight and abilities, allowing them to attempt new things and approach troubles from new points of view. It permits correspondence and joint effort across divisions, empowering different points of view and bringing more inventive arrangements. The consistent advancement of employees' aptitudes and information sets the association up for maintainable achievement, as its employees are constantly getting ready to tackle evolving difficulties.

Several studies have delved deeply into the substantial effect of cultivating a learning culture on organizations. Paine's research from 2021, investigations by Sessa and London from 2015, and Egan et al. from 2004 focused on how nurturing an environment where employees continually develop their skills makes a notable impact. The results from these examinations propose that fostering an atmosphere emphasizing learning significantly improves staff competencies and boosts overall business performance. Empirical proof suggests that

generating a setting conducive to ongoing education benefits companies and individuals. Martocchio and Webster added further insight in 2018. They believe that instruction is more powerful in these situations and that the advantages can be tailored according to specific needs. Creating a "learning culture" has proven to be a crucially important influencing aspect.

There is limited research on how self-efficacy, training design, and trainee characteristics interact with learning culture to facilitate the transfer of training. However, the creation of a learning environment can increase employees' confidence in the skills they have learned, thereby strengthening their sense of self-efficacy (Malureanu et al., 2021). Fostering a good learning culture implies that an experienced work organization values goal setting, goal achievement, and the pursuit of standards of excellence through reciprocity (i.e., feeling obliged to reciprocate the preferential treatment received by the organization) (Kim et al., 2020), which will motivate high-self-efficacy trainees to apply their newly acquired skills to their work.

On the other hand, trainees with different characteristics may differ in their perception of the learning culture (Nikandrou et al., 2009). Individuals interpret information cues from the external environment by receiving them and responding accordingly. It is worth noting that trainees with different characteristics who are in a supportive learning atmosphere absorb the training content in the context of their characteristics, i.e., the expectations of their competence (Minja et al., 2022), and through vivid cues available in the work environment, which may lead to a higher level of transfer of training.

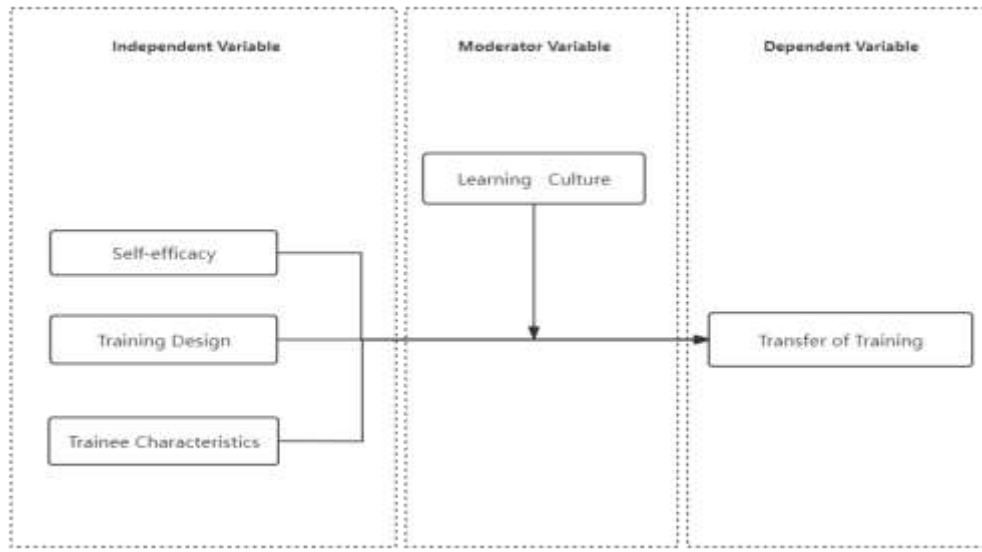
Although there is no direct evidence in the literature to suggest that learning culture moderates the link between training design and transfer of training, some scholars have argued that the conceptual constructs of training design and transfer of training reflect the extent of transfer mechanisms in training program (Li & Pilz, 2023; Gegenfurtner et al., 2020). The adequacy of training design influences whether trainees can apply the skills learned on the job and facilitates the link between learning and on-the-job performance through the connection between examples, methods, and activities. Research has found that training design varies between organizations depending on content, culture, and other contextual factors (Garavan, et al., 2021). Learning culture influences the organization's emphasis on training and the allocation of training resources (Akdere & Egan, 2020). If an organization prioritizes learning and encourages employees to continuously improve, it is likely to place greater emphasis on the practicality of training, its integration with job practices, and the evaluation of training outcomes (Casey et al., 2021). Such training designs are more conducive to the transfer and application of training content to the workplace. Based on the above discussion, we put forward Hypothesis 4.

- Null Hypothesis (H4<sup>0</sup>): Learning culture does not moderate the relationship between self-efficacy, training design, and trainee characteristics on the transfer of training.
- Alternative Hypothesis (H4<sup>1</sup>): Learning culture moderates the relationship between self-efficacy, training design, and trainee characteristics on the transfer of training.

**Conceptual Framework:** At the Talent Enhancement Institute (TEI), researchers found the key elements that make training stick in an organization's learning culture. Using the lenses of Social Cognitive Theory (SCT) and Agility Theory (AT), the study had two goals: First, the researcher explored how trainee self-efficacy (IV1), training design (IV2), and trainee characteristics (IV3) impact the successful transfer of training (DV). Lastly, researchers delved into the supportive role-learning culture as a moderator between every independent variable and the transfer of training (DV). This all-rounded view highlights the need for a helpful environment to use training programs fully. The conceptual framework outlined in Figure 1 provides:



**Figure 1: The Conceptual Research Framework**



#### 4. Research Design

This study will adopt a pragmatist paradigm, using a mixed methods approach to comprehensively address the research questions and achieve the research objectives. Pragmatism is problem-centered and outcome-focused, allowing a combination of qualitative and quantitative methods to provide a holistic understanding of the research phenomenon (Yvonne Feilzer, 2010). This study will be designed using a convergent parallel mixed methods design. Quantitative data will be collected through questionnaires, and qualitative insights will be gathered through in-depth interviews. This approach will allow for triangulation, validate the results of both sets of data, and provide a more holistic understanding of the transfer of training from the Graduate Employability Program.

Regarding the phases of the research activity, there will be three steps. The first step is the initial assessment, which begins with a comprehensive search of the literature, collated, and analyzed to identify the factors that influence the transfer of training in Talent Enhancement Institution (TEI) programs. The second step involved group discussions and in-depth, semi-structured interviews with 25 individuals, including educators, industry professionals, and program participants. This discussion procedure included seeking participant consensus on the goals and mechanisms for measuring training transfer in the Talent Enhancement Institution (TEI) programs through our identified theoretical framework for the study, while also exploring the issues affecting training transfer and identifying potential improvements. The third step was planning data collection for model development by targeting a representative sample of graduate employability program participants with a questionnaire to ensure that data collection covered participants of different ages. A convergent parallel design will be used in this study, while quantitative data will be collected through a questionnaire survey of 125 samples, synchronized with interviews with selected participants to gain insights. Finally, the study will use SMARTPLS to analyze the quantitative data and thematic analysis in ATLAS.ti software for the qualitative data, respectively. The results of the two datasets will then be combined to propose a holistic model for improving Talent Enhancement Institution (TEI) programs through effective training transfer.

#### Significance of the Study

The Talent Training Institute (TEI) values this study because of its mission to improve graduate employability through the development of more effective training programs. This study critically analyzes how to improve the translation of training outcomes to meet the demands of modern education and ensure that training outcomes translate into tangible career benefits for trainees, supporting the broader goals of educational advancement and workforce development. Through this survey, we aim to provide valuable insights into improving the delivery and implementation of training to ensure that trainees' transition from learning to the world of work is smooth and effective.

Analyzing the attributes and knowledge application of potential graduates is critical. Additionally, self-affirmation, personalized learning approaches, and improvements in training techniques are crucial. These efforts will help us optimize our training programs to make them more responsive to the needs of different trainees, thus improving the quality of teaching and the measurability of training outcomes. At the same time, adapting the training experience to the needs of graduates will enhance the vigor, responsiveness, and impact of training, further achieving the goal of improving outcomes.

The study also delves into the factors that influence training outcomes, analyzing them with a combination of quantitative data and qualitative descriptions. This approach not only adds depth and insight to the investigation but also ensures the reliability of the model in practical application. Rigorous validation of the findings enhances the robustness of the study and provides reliable ideas for improving training programs, facilitating the development of trainees' competencies and the application of their knowledge.

In addition, this study supports national education and employment growth plans such as the Sustainable Development Goals for Quality Education and the Malaysian National Tertiary Education Strategic Plan (2021-2030). These plans contribute significantly to upgrading education and expanding educational opportunities by enhancing the job readiness programs for graduates. This study provides novel insights for academic discussions and the development of policies and programs to enhance the effectiveness of training. The alignment of educational outcomes with the needs of the job market is highly beneficial in enhancing the social and economic welfare of the country.

## 5. Conclusion

This study examines the impact of the transfer of training effectiveness for graduates based on the current situation in the Malaysian labor market. Using Social Cognitive Theory (SCT) and Agility Theory (AT), this study constructed theoretical and empirical models to investigate the process of training transfer (DV). The study focuses on analyzing how trainee self-efficacy (IV1), training design (IV2), and trainee characteristics (IV3) affect training transfer, as well as the moderating effect of learning culture. In addition, it provides insightful recommendations for effectively improving the practical application of training transfer by designing targeted training content, creating a positive learning atmosphere, and tapping into trainees' self-efficacy.

This study was designed using a pragmatic paradigm and a convergent parallel mixed methods approach, aiming to comprehensively address the research questions and fulfill the research objectives. By combining qualitative and quantitative methods, the study not only increased the richness and diversity of the data but also enhanced the reliability and comprehensiveness of the results. The study was divided into three main phases: initial assessment, group discussions, and data collection, which together supported an in-depth analysis of the factors influencing training transfer in Talent Training Institute (TEI) programs. Data collected through questionnaires and in-depth interviews will be used to develop a holistic model aimed at improving the effectiveness of talent development through effective training transfer. The data was analyzed using SMARTPLS and ATLAS.ti software to ensure insights were gained from both quantitative and qualitative perspectives, culminating in a theoretical framework that will comprehensively enhance the effectiveness of TEI programs.

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