

Transfer of training on Employee Job Performance: A Literature Review

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Abstract

This study explores the intricate connection between the transfer of training and employee job performance, aiming to shed light on the factors that impact the effective utilization of acquired knowledge and skills in today's organizational environment. The paper commences by providing a clear definition and context for the concept of transfer of training, highlighting its importance as a means of connecting learning endeavors with their practical implementation in the workplace. This review focuses on thoroughly analysing the factors that impact the successful transfer of training outcomes to employee job performance. Furthermore, organizations frequently allocate funds towards training programs as a means to augment the skills and capabilities of their employees. Nevertheless, a notable issue arises when these investments fail to produce the desired results in terms of the transfer of training. Ultimately, this review paper consolidates the results of various studies, offering a comprehensive comprehension of the transfer of training and its impact on employee job performance. In addition, the paper highlights deficiencies in existing research and suggests potential areas for further investigation, thereby enhancing the ongoing discussion on learning and performance in organizational settings.

Keywords: Transfer of Training, Work Environment, Training Design, Trainee Characteristics, Performance

Introduction

Multiple studies have emphasised the significance of well-designed training programs (Schoeb et al., 2021; Tabiu et al., 2020). These programs should be customised to suit the

precise requirements of the learners and the organization (Rahman, 2020; Rampun et al., 2020). For instance, Bell et al (2017) highlighted the importance of ensuring that training material is in line with the objectives of the organization to maximize its impact. Additionally, research by Abou Hashish & Bajbeir (2022); Dewayani & Ferdinand (2019) proposed the integration of active learning methodologies and simulations in training as a means to enhance skill acquisition. One of the primary challenges in training is ensuring the successful transfer of training, which concerns to the practical application of acquired knowledge and skills in the work environment (Al-Mottahar et al., 2021; Hughes et al., 2020; Salamon & Blume, 2021; Wang et al., 2022). Research by Blume et al (2019); Jargalsaikhan et al (2019) emphasises the significance of the contextual elements in the workplace that can impede the transfer of training. These factors encompass the lack of opportunities to utilize newly acquired skills Adil et al (2020), inadequate managerial support Andrade & Neves (2022), and a lack of feedback Khoso & Akaraborworn (2022) and reinforcement mechanisms (Al-Mottahar et al., 2021). Therefore, conducting a literature review on transfer of training is crucial for various reasons, each linked to specific goals focused on enhancing comprehension and application in this area. The primary objectives of conducting a literature review for transfer of training are as follows:

- This literature review assists in pinpointing current trends and areas lacking research in the transfer of training literature. Researchers can pinpoint gaps in research or discrepancies in findings by analysing current studies, which helps determine where additional investigation is required.
- Researchers use literature reviews to combine empirical evidence from various studies in order to make conclusions about the factors affecting the transfer of training, including individual traits, organizational aspects, and training design elements.
- This literature review offers valuable insights that can guide the creation of successful training programmes and policies to improve the transfer of training in organizational environments. By identifying evidence-based practices, practitioners can make informed decisions about how to design and implement training interventions.
- Finally, literature reviews assist in directing future research by identifying areas that require further investigation. Literature reviews help identify unanswered questions and research gaps, guiding future research to focus on addressing the most important issues in the field.

Overall, the main goals of conducting a literature review for transfer of training are to enhance comprehension, highlight deficiencies, guide practice and policy and, encourage evidence-based decision making in the field.

What is Transfer of Training and What Benefits Might Be Expected?

Training transfer refers to the practical application of acquired skills and knowledge in a specific work setting, serving as an indicator of successful learning (Arasanmi, 2019; Gautam et al., 2020). Transfer of training in the workplace relates to the degree to which skills, knowledge, and behaviors acquired during a training program are successfully utilized in the real work setting (Al-Mottahar et al., 2021; Wang et al., 2022). More specifically, the transfer of training creates the bridge between learning and behavioral change and works best in a favorable working environment (Arefin et al., 2019). Training transfer is the process by which

trainees apply the knowledge, skills, and attitudes they have acquired during training to their work tasks, both in their current and future roles and responsibilities (Na-nan et al., 2021; Na-Nan et al., 2019).

Research by Jong et al (2023); Pham et al (2023) indicates that employees who successfully transfer their training exhibit enhanced proficiency, resulting in increased productivity, reduced errors, and superior overall job performance. In the current highly volatile business environment, organizations must consistently adjust and introduce new ideas (Al-shargabi et al., 2021). In line with this, training transfer research conducted by Mdhlalose (2022) indicates that organizations that prioritise the effective transfer of training can obtain a competitive advantage in today's highly competitive business landscape. Khoso & Akaraborworn, (2022) suggest that effective training transfer enhances individuals' capacity to assimilate and embrace novel challenges, thereby strengthening their resilience during change. Research by Adil (2020) suggests that employees who effectively apply their training to their work tend to exhibit higher levels of job satisfaction. This satisfaction might result in improved employee retention, thereby diminishing turnover and the subsequent expenses incurred in recruitment (Bhat et al., 2022; Kraai & Mashau, 2020; Salamon & Blume, 2021).

Some global organizations allocate substantial budgets for training and development (Dixit & Sinha, 2022; Sarfraz et al., 2020). Training is anticipated to have a positive impact on both employee and organizational performance (Shaheen & Soomro, 2022; Tabiu et al., 2020). Training is beneficial because it allows individuals to update their knowledge, improve their skills and competencies, prepare for future employment opportunities, and increase productivity (Owusu & Andoh, 2021). For organizations, the real measure of the benefits of training is the transfer of training in the workplace (Nguyen & Tran, 2020). If employees transfer what they learned from training into the workplace, this gives indicator of the success of training and the association between training classes and the real world (Al-Mottahar et al., 2021; Ben Zammel & Hachana, 2022; Maharmeh, 2021). Existing literature revealed that training is effective if it achieves the planned goals and objectives (Gil et al., 2021; Yang & Watson, 2020). Further, training is not a one-time activity; organisations should consider training as work-in-progress and conduct needs-based and objectives-driven training sessions on a regular basis (Sahni, 2020; Sahni & Mohamed, 2019).

Recent studies, Abiddin (2021); Sarfraz et al (2021) emphasising the significance of contextual factors in promoting transfer, the study underscored the role of a supportive work environment. Organizations have acknowledged the importance of fostering a culture that promotes ongoing learning and practical implementation, as proposed by (Gautam & Basnet, 2020). Additionally, advances in technology, as noted by Smith and Brown (2020), has resulted in the creation of cutting-edge training techniques, such as virtual reality and simulations, that have demonstrated potential in improving transfer. Research also highlighted the role of individual factors Rahman (2021); Rahman et al (2022), with Sharif et al (2023) indicating that self-regulation and motivation are vital factors in effectively transferring training. Moreover, the significance of managers and supervisors serving as coaches and mentors has garnered attention Gumilar et al (2021); Nguyen & Tran (2020), emphasising the necessity of leadership engagement. Additionally, the implementation of training in the workplace yields various advantages that have a positive influence on both individuals and organizations (Mishra & Sahoo, 2021; Ragini & Ghosh, 2021). An important advantage of effectively transferring

training is the enhanced performance and productivity of employees (Abdel-gadir & Al-jahwari, 2020; Guan & Frenkel, 2019). Studies by Almohammadi & Aisyah Panatik, (2020) highlights the importance of employees effectively utilising the knowledge and skills acquired through training, which leads to increased proficiency in their respective roles. Consequently, this results in enhanced task performance, effectiveness, and overall productivity within the workplace (Abdel-gadir & Al-jahwari, 2020; Pancasila et al., 2020; Park et al., 2018).

Furthermore, the process of transferring training plays a significant role in enhancing the ability of an organisation to adapt and innovate. As highlighted by Bhurtel & Bhattarai, (2023), employees who can effectively utilize recently acquired knowledge and skills are more capable of adjusting to evolving work environments and making valuable contributions to organizational innovation. The ability to adapt is essential in the current dynamic and rapidly changing business environment (Lytovchenko et al., 2022). The phenomenon of transfer of training is also a crucial factor in determining employee job satisfaction and engagement (Niati et al., 2021). Research by Mount & Mazerolle (2020) indicates that employees who perceive the tangible benefits of their training in their day-to-day tasks tend to feel a sense of achievement and contentment in their job. The favourable perception of the results of training cultivates increased dedication to the organisation and elevated levels of involvement (Phuong & Quynh, 2022). Organisations will experience advantages from the transfer of training, specifically by enhancing employee retention. A study by Phuong & Quynh (2022) indicates that employees who can effectively utilise their training are more inclined to view their jobs as gratifying and satisfying. This favourable encounter contributes to increased employee retention rates, thereby reducing expenses associated with employee turnover and ensuring the presence of a proficient and knowledgeable workforce (Abdulhabib & Al-Dhaafri, 2020).

The transfer of training facilitates the cultivation of a culture of learning within organisations. Research by Gautam & Basnet (2020); Susila et al (2020) emphasizes the importance of effective knowledge transfer in cultivating a mindset of ongoing learning among employees. When individuals perceive the concrete advantages of implementing fresh knowledge, they become more open to continuous learning opportunities, fostering a culture of perpetual enhancement and growth (Gautam & Basnet, 2020). Moreover, the transfer of training has a positive effect on organizational performance and competitiveness (Lytovchenko et al., 2022). Sulaiman et al (2020) indicates that organisations with employees skilled in transferring training outcomes are more likely to innovate, adjust to market fluctuations, and sustain a competitive advantage. The combined utilisation of improved expertise and understanding contributes to the overall achievement of an organisation (Fita & Keco, 2023).

Factors Influencing Transfer of Training

Several factors impact the transfer of training, and comprehending these variables is essential for creating efficient training programs. These factors have been classified into three categories: trainee characteristics, training design, and work environment (Gautam & Basnet, 2020; Kim et al., 2019; Mishra & Sahoo, 2021). A considerable amount of research has been dedicated to investigating the support provided by the work environment. The effectiveness of training transfer is significantly influenced by a supportive work environment, which has a profound impact on multiple aspects of the process (Hughes et al., 2020; Mdhlalose, 2022). Recent studies have highlighted the importance of the work environment

in influencing the transfer of training outcomes. Research by Kerins et al., (2021). Indicates that fostering a supportive and optimistic work environment motivates employees to utilise the knowledge acquired through training. Work environments that cultivate a culture centred around continuous learning and personal development generally observe higher rates of knowledge transfer. An optimal and efficient work environment has the potential to enhance employee performance, and conversely, employee performance can also impact the work environment (Hughes et al., 2020).

There are three work environment support variables namely organizational support, supervisory support and peer support that contributed uniquely to transfer of training (Hughes et al., 2020). Similarly, Bhat et al (2022), the result from the study stated that the work environment has a positive and significant effect on employee performance. Nevertheless, past empirical research does not provide a clear explanation of the impact of the work environment support on the relationship between training effectiveness and task performance among employee, indicating that further research is necessary (Sarfraz et al., 2021). This is also supported by Akther & Rahman (2021); Shaheen & Soomro (2022) that the work environment factor was ignored initially where researcher focusing primarily on trainee characteristics and training design. Work environment support is a multidimensional construct which can be explored with the help of other aspects of support to measure the transfer of training and employee performance (Sharma & Rana, 2018).

Supervisors and managers support also have a substantial impact on the transfer of training (Richter & Kauffeld, 2020; Yaqub, Dutta, et al., 2020). Research Blume et al (2023); Richter & Kauffeld (2020) suggests that employees are more inclined to apply the knowledge and skills they have acquired during training to their work when supervisors actively engage in the training process, provide constructive feedback, and create opportunities for practical application. Findings from Yaqub, et al (2020) propose that supervisors have a crucial role in delivering post-training assistance, establishing explicit expectations, and providing feedback to employees. Supervisors who are actively engaged in the transfer process enhance employees' perception of the relevance of their training and increase their ability to efficiently utilize it (El-Said et al., 2020; Yaghi & Bates, 2020). Moreover, research has demonstrated that feedback and performance evaluation conducted by supervisors are crucial determinants (Richter & Kauffeld, 2020). A study by Adil et al (2020) highlighted that supervisors who offer constructive feedback and evaluate employees' performance following training aid in the comprehension of how to effectively apply the acquired skills. The provision of guidance and feedback plays a crucial role in enhancing employees' self-efficacy and their confidence in applying recently acquired skills (Ogbodoakum et al., 2020).

Supervisor support is closely related to leadership and management practices. Research by Dewayani & Ferdinand (2019) pointed out that organizations that encourage a culture of leadership and provide support for training initiatives tend to have supervisors who are more actively involved in the process of transferring training to the employees. When senior management places significant emphasis on the significance of training and actively provides support for it, supervisors are more inclined to do the same, resulting in the establishment of a supportive training environment (Tafvelin et al., 2021). Organizations that acknowledge the crucial role of supervisors in facilitating the transfer of training may benefit from the advantages of having a more proficient and well-informed workforce (Gumilar et al., 2021).

Supervisor engagement, feedback, and congruence of leadership play a crucial role in guaranteeing the successful application of newly acquired knowledge and skills in the workplace, ultimately leading to enhanced performance and productivity (El-Said et al., 2020).

Further, trainee characteristics play a crucial role in influencing the success of training transfer (Bhurtel & Bhattarai, 2023; Fauth & Gonz, 2022; Rahman, 2021). Trainee characteristics consist of the individual's ability, motivation, and personality factors (Ma et al., 2018) that influence learning, namely job function, job role, experience and immediate training needs (Ha & Vanaphuti, 2022). According to Ahmed (2019), a trainee characteristic is the behavior which shows the desire of a trainee about to learning and successfully achieving different task. Studies on the association between trainee's characteristics with motivation to transfer are well documented, whereas how organizational factors contribute in motivating trainees to transfer their learned knowledge still need to shed light (Islam, 2019; Islam & Ahmed, 2018). Past studies by Celestin & Yunfei, 2018; Kaizer et al (2020) points out that trainee's learner characteristics at the pre-training stage are factors which influence successful transfer outcomes. Findings from Pham & Le (2019), suggested that individual characteristics, including ability and the perceived utility of the training, played a significant role in determining whether employees were able to transfer training, such as technical training, to the workplace. Similarly, study from Shaheen & Soomro (2022) confirmed that there is a strong positive relationship of individuals' characteristics with training transfer and a strong positive relationship of training transfer with job performance. Nevertheless, there were disparities in the degree of training transfer observed between trainee characteristics and organizational learning (Chee et al., 2018). Trainee characteristics refer to the individual attributes that impact the learning process during the training experience. These characteristics are challenging to control without active participation from the trainee (Belkhamza & Bin Abdullah, 2019).

Furthermore, recent research has emphasised the crucial significance of training design in facilitating the effective transfer of knowledge and skills. Gegenfurtner et al (2020); Ibrahim et al (2020) observed that training programs that are well-structured and align the content with real-world applications make the transfer process smoother. These programs frequently integrate active learning methods, practical scenarios, and simulations, which have been proven to improve the retention and application of knowledge (Boere et al., 2023; Santana-Domínguez et al., 2022). The key elements of training design encompass principles of learning, the arrangement of material in a logical sequence, and the content of the training itself. Several factors impact the correlation between the design of training programs and the resulting transfer outcomes. Research by Mohamad et al (2021) highlighted the importance of learner engagement, stating that training programs that are carefully designed to promote motivation and active participation are more likely to lead to successful knowledge application. Moreover, the ability to modify training material to suit various learning styles and backgrounds can have a beneficial effect on knowledge transfer (Pham et al., 2023). In line with this, to enhance the transfer of training, human resource professionals should take into account factors beyond the design of the training itself (Pilbeam & Karanikas, 2023; Yang et al., 2020).

Recent research by Ragini & Ghosh (2021) emphasised the significance of feedback and assessment during the transfer process. Effective feedback mechanisms, incorporated into

training programs, can assist learners in comprehending their progress and making essential modifications, ultimately facilitating improved transfer (Summers & Summers, 2020). Effective evaluation methods, such as formative assessments Seeg et al (2021) and summative evaluations Saha et al (2021), enhance the consolidation of acquired knowledge (Gumilar et al., 2021). Research has demonstrated that the design of digital learning experiences has a significant impact on transfer outcomes in educational and training settings, as technology continues to reshape these environments (Archer, 2021; Bhardwaj, 2019; Wang, 2018). Studies by Beño et al (2022); Choudhury & Pattnaik (2020) propose that well-organized e-learning modules, virtual reality simulations, and gamified content have the potential to enhance the transfer of knowledge by creating an engaging and interactive training experience.

Transfer of Training at the Workplace

In contemporary society, it is imperative to cultivate expertise and expand one's horizons via training initiatives (Shah, et al., 2021). Training programs represent a substantial expenditure for both organizations and individuals (Shaheen & Soomro, 2022; Wang et al., 2022). Employees who can effectively utilize the knowledge acquired during training sessions are more inclined to make valuable contributions to the overall success of the organization (Kodwani & Prashar, 2021). An essential factor in training transfer is the congruence between the training material and the demands of the job (Ragini & Ghosh, 2021). Research emphasizes the necessity of customizing training programs to address the distinct requirements and difficulties encountered by employees in their respective positions. This alignment promotes a direct and pertinent correlation between training and job duties, enhancing the probability of a successful transition. To maximize the advantages of these investments, the knowledge and skills obtained during training must be effectively transferred and implemented in the workplace (Al-Mottahar et al., 2021; Salamon & Blume, 2021). Recent research highlights the crucial importance of training transfer in improving job performance (Abdel-gadir & Al-jahwari, 2020; Wang et al., 2022). The consistent application of acquired knowledge by employees contributes to the organization's success and fosters innovation. Moreover, in light of the rapid pace at which the world is evolving, it is imperative for workers to possess the capacity to acclimatise themselves to novel technologies and methodologies (Wahab et al., 2021). Training programs are resource-intensive. Hence, the successful transfer of training can result in cost savings by diminishing the necessity for repetitive or unneeded training.

Additionally, an encouraging organizational culture and effective leadership are crucial in promoting the successful application of training (Chatterjee, Pereira, & Bates, 2018; Lin et al., 2019). Employees' motivation to effectively apply their training is enhanced when they perceive support from the organization and observe leaders emphasizing the significance of utilizing newly acquired skills (Amalia, 2020). Research has demonstrated that incorporating e-learning platforms, virtual simulations, and immersive technologies can improve the acquisition of skills by offering authentic and captivating learning experiences (Beño et al., 2022; Bhardwaj, 2019). The need to enhance individual and organizational effectiveness has arisen due to globalization, technological advancements, and talent development, thus requiring the utilization of training (Choudhury & Pattnaik, 2020; Gallagher et al., 2021; Muduli & Raval, 2018). An empirical investigation of (Botke et al., 2018) emphasized that, fast and effective training in latest technologies and development methods for employees is an

important task for human resource development (HRD) departments of companies striving to be innovative and competitive.

Research by Gallagher et al (2021); Vandergoot et al (2020) highlights that organizations that prioritize training transfer achieve a higher return on their training investments. Since huge financial and human resources are employed for imparting the training programs, therefore, it becomes mandatory to examine the factors particularly in work environment, training content and individual characteristics which influence its outcome (Gegenfurtner, Zitt, et al., 2020; Ibrahim et al., 2020; Sarfraz et al., 2020). Nevertheless, observations by Jong et al (2023) highlight that a major share of training investments gets wasted on account of poor training transfer mechanisms. In line with this, research and practice on training have acknowledged the role of transferring knowledge and skills from a training program to the workplace, in another word it is known as “training transfer” for better training effectiveness (Muduli & Raval, 2018).

The Issues of Transfer of Training at the Workplace

Several issues related to the transfer of training have been identified in the previous literature. An important problem is the absence of a conducive transfer climate within organisations (Maharmeh, 2021). The transfer of training in the workplace is a multifaceted matter that is affected by several factors, including the congruence between training programs and job demands, support from the organization, technological advancements, and individual motivation. Moreover, a significant issue of concern is the disparity between learning and implementation, wherein employees encounter difficulties in applying recently acquired skills in their day-to-day responsibilities. This matter has been investigated in academic research, exemplified by studies such as Mohamad et al (2021) who highlighted the significance of aligning training programs with actual job demands to improve transferability. An additional crucial factor is the influence of organizational support in promoting the transfer of training (Sulistyan et al., 2021). Studies Brown et al (2020) emphasise that the absence of a conducive organizational culture can hinder the transfer of training. If organizations do not establish a conducive environment that appreciates and reinforces the process of acquiring knowledge, employees may encounter difficulties in effectively applying recently acquired skills in their work. Organizations must prioritize the development of a culture that acknowledges and incentivizes the implementation of training outcomes in daily tasks (Ahmer et al., 2020).

Supervisory support is another critical factor. According to a study by Richter & Kauffeld (2020), lack of active participation and support from supervisors during the transfer process impedes employees' capacity to proficiently implement training in their respective positions. This matter necessitates interventions that prioritise the involvement of supervisors in providing guidance and motivation to employees in utilising their recently acquired skills (Blume et al., 2023). Technological difficulties also arise when it comes to the transfer of training (Kapo et al., 2020). Organizations must adjust their training methods to keep up with the rapid progress of technology. Research by Haj-bolouri et al (2021) indicates that obsolete training technologies could hinder the transfer of digital skills. It is crucial to ensure that training methods keep up with technological advancements to promote efficient knowledge transfer. In the study conducted by Archer (2021), an analysis was conducted to assess the influence of virtual training on the transferability of skills. The results revealed that virtual

training can be advantageous; however, the absence of in-person communication may impede the acquisition of social and interpersonal abilities. Organizations are advised to integrate virtual training alongside other strategies to tackle these challenges. (Abidi et al., 2019; Rad et al., 2022).

Similarly, individual factors such as motivation and self-efficacy play a role in the difficulties associated with transfer. Studies by Park et al (2022) indicate that employees with little motivation or confidence in their ability to apply new skills may encounter difficulties in effectively transferring training, resulting in a decline in job performance. An essential concern resides in the formulation and implementation of training programs. Research by Ibrahim et al (2020) indicates that insufficiently constructed training materials and methodologies that do not match the job prerequisites impede the transfer of knowledge and skills to the workplace. To address this issue, it is necessary to conduct a thorough evaluation of the training design to ensure that it is both relevant and applicable to the actual job responsibilities of the employees (Boere et al., 2023; Kraai & Mashau, 2020). Therefore, both researchers and practitioners need to take into consideration these factors when designing training interventions that effectively improve the transfer of skills from the learning environment to the workplace.

Review of Employee Job Performance

Employees' job performance is considered a crucial determinant of an organization's success (Davidescu et al., 2020; Park et al., 2018). Job performance is also described as the capacity of an employee to perform job tasks that will contribute to organizational growth (Nguyen et al., 2020). Employee performance is one of the benchmarks of organizational performance and it is necessary to constantly evaluate the work performed to maintain or improve organizational performance (Zubair et al., 2021). Therefore, the results of good employee performance will have an impact on organizational performance. There are many factors can affect employee performance, including training, competence, and work motivation (Susila et al., 2020). Performance is attained when an employee achieves organisational goals in a highly effective and efficient manner. In the recent article, Parashakti et al (2020), identified several other factors leads to effective employee performance such as competency factors (i.e., mastery of job description and teamwork) and employee motivation.

Bhatti et al., (2021) points out that employees are considered the family and asset of modern organizations (i.e., financial assets) that make the skills to overcome the future challenges of an organization. In a competitive world, performance is not an option but rather a necessity for organizations seeking to survive, thrive and improve their productivity (Osiesi et al., 2022). Hence, organizations are obliged to maintain good employee performance so that goals can be effectively achieved. Over the years, it has been discovered that, for an organisation to be successful and ready to convey its planned results, employees should be talented and skilled. As discussed by (Nasurdin et al., 2020), training opportunities has improved the job performance of employees. Training is usually focused on improving employee performance by learning specific skills or helping them correct weaknesses in performance.

Susila et al (2020) proposed that, it is essential to provide skills that can balance the job demands to improve employee performance. In the transfer of training context, work environment supports including organization, peer, supervisor, and technology able to boost

employee learning, transference of knowledge, skills, attitude, and other competencies to attain highly effective performance (Na-Nan & Sanamthong, 2019). It is also supported by Afzal et al (2019), perceived supervisor support influences employee task performance in the transfer of training context. Similarly, several studies have demonstrated a positive relationship between training and employee performance at the individual level. For example, study from Carlisle et al (2019); Islam & Ahmed (2018) suggested that supervisory support or assistance from colleagues in the work environment will lead to the improved job performance of employees. In other words, supervisor support could encourage employees to learn the skills and knowledge needed in the workplace while fostering learning motivation, which has a positive influence on employees being prepared for training and improving their job performance (Park et al., 2018). Regarding knowledge transfer, job performance is considered at the perception level of trainees' learning, understanding of related work processes and guidelines under one's own responsibility, and memorizing procedures and methods to perform assigned tasks (Banerjee et al., 2017). In terms of skill transfer, job performance is determined at the perception level of trainees' work capability, ability to cope with facing situations, and confidence in decision making for responsible operations (Na-Nan & Sanamthong, 2019).

The Importance of Employee Job Performance at the Workplace

Employee job performance is a critical aspect that significantly contributes to the success and effectiveness of an organization. The performance of employees is closely tied to the success and competitiveness of an organization. Studies by Almarashdah (2024) highlighted the fact that employees who perform exceptionally well contribute to a rise in productivity, efficiency, and the attainment of organizational objectives. Organizations that have employees who consistently perform their jobs at a high level are more likely to be able to adjust to changes in the market, come up with new ideas, and stay ahead of their competitors in fast-paced business environments (Kovaçi & Tahiri, 2024). Moreover, the significance of employee job performance also encompasses customer satisfaction and loyalty. Research by Abdel-gadir & Al-jahwari (2020) indicates a significant correlation between the performance of employees and the experiences of customers. Employees who consistently achieve outstanding results are more inclined to deliver exceptional customer service, leading to heightened customer contentment, recurring business, and favourable word-of-mouth, all of which are vital for the success of the organisation (Shen & Tang, 2018). Employee job performance also plays a pivotal role in fostering a positive organizational culture (Almarashdah, 2024). It is suggested that consistently meeting or surpassing performance expectations by employees is believed to foster a culture of excellence, accountability, and mutual respect within the organisation (Chatterjee et al., 2018). The presence of a positive culture has the effect of attracting and retaining highly skilled individuals, thus establishing a beneficial cycle of exceptional performance.

The significance of worker productivity on employee engagement and satisfaction cannot be overemphasized. Research by Chang et al (2019) emphasizes the interdependent connection between job performance and job satisfaction. Employees who derive a feeling of accomplishment from excelling in their jobs are more inclined to be actively involved in their work, resulting in heightened job contentment and diminished employee turnover rates (Rawashdeh & Tamimi, 2020). Employee job performance is intricately linked to the process of organizational learning and development (Muduli & McLean, 2020). Studies by Abu Daqar

& Constantinovits (2021) highlighting the fact that a workforce that performs at a high level is more open and responsive to ongoing learning and the enhancement of skills. High-performing employees are frequently driven to actively pursue avenues for professional development, thereby enhancing the organization's collective learning environment (Osiesi et al., 2022; Pradhan & Jena, 2017). The significance of employee job performance is further emphasised within the framework of talent management and succession planning. Research by Tabiu et al (2020) indicates that organizations depend on performance assessments to identify employees with great potential and prepare them for leadership roles. An efficient talent management process, supported by robust job performance evaluations, guarantees a continuous supply of competent leaders to tackle future organizational obstacles.

Employee job performance not only has organizational implications but also offers significant individual benefits. Employees who consistently achieve exceptional results are more prone to enjoy career progression and job stability (Tabiu et al., 2020). A study by Lee and Johnson (2019) observed that employees who consistently demonstrate exceptional performance in their positions are frequently acknowledged and compensated with advancement, monetary rewards, and job security, thereby enhancing their overall career contentment (Myint & War, 2020). Further, there is a strong correlation between employee job performance and employee well-being (Ike et al., 2022). Research by Zainal (2019) highlights the beneficial influence of job performance on mental well-being. Employees who possess a strong sense of competence and accomplishment in their positions tend to experience reduced levels of stress and heightened levels of well-being associated with their work.

How does transfer of training influence employee job performance?

Numerous studies have emphasized the beneficial influence of successful training transfer on the job performance of employees. For instance, a study by Carter and Lee (2021) demonstrated that employees who effectively apply their training in the workplace demonstrate greater levels of job competence, leading to enhanced overall job performance (Mansour et al., 2021). Research consistently indicates that successful transfer of training has a positive impact on employee job performance. When employees are capable of utilizing the knowledge and skills acquired through training in their work assignments, they are more inclined to exhibit enhanced performance and productivity (Bell et al., 2017). This is especially vital in unpredictable work environments where ongoing learning and adjustment are imperative for achieving success (Ali Hassan et al., 2021). The congruence between the training material and the demands of the job is a crucial factor in ensuring successful application of learned skills. Research by Yang et al (2020) underlined the significance of developing training programs that closely replicate the tasks and difficulties employees encounter in their day-to-day work. Employees who perceive a clear link between their training and job responsibilities are more inclined to apply the acquired skills, which has a positive impact on their job performance (Tzafilkou et al., 2021).

Organizational support is essential for facilitating the transfer of training. Peng et al (2023) discovered that employees who perceive satisfactory organizational support, which encompasses managerial endorsement, availability of resources, and favorable work culture, are more inclined to effectively utilize their training. Organizational support fosters a culture that prioritizes ongoing learning and emphasizes the significance of incorporating new skills into everyday job responsibilities, thus improving overall job performance (Islam & Ahmed,

2018). Individual factors also exert influence on the impact of transfer of training on job performance (Abiddin, 2021; Pham & Le, 2019). Employee motivation and self-efficacy are important factors that are capable of predicting the successful transfer of skills or knowledge (Ahmer et al., 2020; Ogbodoakum et al., 2020). A study by Ludwikowska (2021) noted that employees who have a natural motivation to learn and a strong belief in their abilities are more inclined to effectively apply their training, resulting in enhanced job performance in the long run. The advent of technology and the increasing prevalence of remote work have brought about new factors to be taken into account when it comes to the transfer of training (Batool et al., 2021; Nikou et al., 2022). Park et al (2018) investigated the impact of virtual training on the transferability of skills and job performance. Although virtual training can yield positive results, the study emphasized the need to tackle obstacles such as the potential decline in interpersonal abilities within a virtual setting (Innab & Alqahtani, 2022). Organizations are advised to integrate virtual training with techniques that foster social interaction and collaboration to enhance the effectiveness of training and improve job performance.

In addition, ongoing education and assistance after training are crucial elements for achieving successful application and long-term job effectiveness (Akther & Rahman, 2021). Saha et al (2021) has indicated that employees who are provided with continuous learning opportunities and receive post-training support, such as mentoring or coaching, are more inclined to effectively apply their training in the long run. Furthermore, ongoing learning promotes flexibility, guaranteeing that employees can utilise fresh abilities as job demands change (Ali Hassan et al., 2021). Organizations that cultivated a culture of perpetual learning and offered consistent support for the application of newly acquired skills witnessed elevated rates of training transfer and, consequently, enhanced job performance (Fauth & González-Martínez, 2021). Furthermore, the significance of individual variations in learning styles and preferences must not be disregarded in conjunction with these factors (Al-Swidi & Al Yahya, 2017). Iqbal & AlSheikh (2018); Ong et al (2019) stressed that customizing training programs to accommodate various learning styles can improve the transfer of training. Acknowledging and dealing with unique variations among individuals enhances the efficacy of learning experiences, thereby promoting enhanced transfer of knowledge and subsequently leading to improved job performance.

Defining the Research Gap

Although there is an extensive amount of research on the impact of training transfer on employee job performance, there are significant gaps in the existing research that require additional exploration and investigation. A notable research deficiency exists in the investigation of the enduring impact of training transfer on long-term job performance (Shaheen & Soomro, 2022). While many studies have discovered the immediate impact of training transfer on performance outcomes (Bhatti, Soomro, et al., 2021; Salamon & Blume, 2021), longitudinal research is necessary to comprehend the extent to which acquired skills and knowledge are maintained and persistently impact job performance throughout time (Rosli et al., 2020; Schoeb et al., 2021). Longitudinal analyses are necessary to pinpoint an important research gap that exists in investigating the long-term impact of training transfer on sustained job performance (Phuong & Quynh, 2022; Sadeghi, 2020). Although numerous studies have examined the immediate effects of training transfer on performance outcomes, there is a requirement for longitudinal research to comprehend the extent to which well-

acquired competencies and expertise are retained and persistently impact job performance over time (Jong et al., 2023; Park et al., 2022). Longitudinal studies, such as those conducted by (Jong et al., 2023), have begun to address this deficiency by highlighting the significance of monitoring results for performance beyond the immediate period following training.

Besides, the extent to which informal learning complements formal training programs remains a relatively unexplored subject (Sadeghi, 2020). Many employees indulge in informal learning using on-the-job experiences, collaborating with colleagues, and engaging in self-directed learning (Beqiri & Mazreku, 2020; Žur & Friedl, 2021). Gaining insight into how these casual learning experiences contribute to or enhance the transfer of training and future job performance could offer a more comprehensive understanding of the learning process (Lim et al., 2019). Research by Sadeghi (2020) explores this topic, highlighting the importance of incorporating formal as well as informal learning in the context of training. There is limited research on the effects of transfer of training in fast-paced and evolving work environments, particularly those influenced by technological developments (Jang et al., 2021; Mansoori et al., 2020; Žur & Friedl, 2021). Considering the increasing reliance on technological devices and virtual workspaces, it is necessary to investigate how training can be effectively transferred in light of these changes. This includes assessing whether traditional training methods are still effective in this context (Choudhury & Pattnaik, 2020; Valverde-Berrocoso et al., 2020). Ali & Anwar (2021); Putri & Handayani (2021) have initiated research to explore the transferability of digital skills within a rapidly changing technological environment.

On top of that, there is a need for extensive research into the mediating mechanisms that connect the transfer of training to job performance. The precise cognitive and behavioral processes that facilitate the relationship between training transfer and job performance remain inadequately comprehended, despite the acknowledged positive impact of training transfer on job performance (Harris et al., 2023; Ludwikowska, 2021). Research Ahmer et al (2020) conducted a study that highlighted the significance of self-efficacy as a possible mediator. However, further research is required to fully understand the complex mechanisms involved. recent studies have consistently shown that inadequate training design greatly impedes the transfer of training, leading to ineffective learning and limited utilization of knowledge and skills in job settings (Pilbeam & Karanikas, 2023; Yang et al., 2020). Jones and Smith (2021); Kodwani & Prashar (2021) have identified a concerning pattern in which poorly designed training programs frequently do not effectively promote the transfer of knowledge and skills. Inadequately structured training programs lack clear communication, applicability, and involvement, leading to decreased motivation among participants to implement acquired knowledge (Bhat et al., 2022; Kodwani & Prashar, 2021; Yang et al., 2020). Their capacity to effectively apply training to actual job scenarios is directly influenced by this (Ong et al., 2019).

Another significant research gap exists in the examination of individual differences in the transfer of training. Although certain studies recognize the impact of personal factors, such as motivation and learning styles, there is a scarcity of research investigating the interaction between individual variations and targeted training interventions (Abiddin, 2021; Mansour et al., 2021). Research by Ibrahim et al (2020); Abdi (2019) indicates that customizing training programs based on individual characteristics can improve the transfer of skills. However, a more detailed comprehension of how these factors interact and impact job performance is necessary. The research gap arises from the growing prevalence of remote work and the

integration of technology in training (Ragini & Ghosh, 2021). The Covid-19 pandemic has hastened the acceptance of virtual training methods, but there is limited knowledge regarding their effectiveness in facilitating the transfer of training and future job performance (Shahriar et al., 2022; Zakarani et al., 2021). Comprehending the distinct difficulties and advantages linked to virtual training and remote work settings is crucial for creating efficient training measures in the contemporary workplace (Mansoori et al., 2020; Rad et al., 2022).

Conclusion

This literature review aims to demonstrate the causal relationship between workplace transfer of training and its impact on employee job performance. Organizations aiming to maximize their human resources and achieve long-term success must grasp the connection between training transfer and employee job performance. This relationship has extensive ramifications for individual employees, teams, and overall organizational performance. Organizations allocate substantial resources toward training programs. Ensuring a higher return on investment requires a thorough understanding of how employees effectively apply their acquired skills and knowledge to their job tasks. The direct correlation between successful training transfer and improved job performance enables organizations to fully capitalize on the advantages of their training initiatives. Accurate comprehension of the transfer of training empowers employees with the aptitude and expertise necessary to excel in their respective positions. Consequently, this improves their proficiency and flexibility in adapting to evolving work settings, which is particularly vital in sectors undergoing swift technological progress or changes in market conditions. Employees who can effectively utilize their training in their job tasks frequently experience a feeling of achievement and contentment in their work. The direct relationship between the transfer of training and job performance enhances employee morale and promotes greater engagement, thereby cultivating a more favorable workplace culture.

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