

## **Impact of Job Satisfaction and Goal Setting on Transfer of Training with the Mediating role of Motivation to Transfer**

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### **Abstract**

In any organization, training is considered an important step towards success as it provides its employees to work on their competencies and improve themselves. Previously the two important trainee characteristics; goal setting and job satisfaction have never been examined on the transfer of training. The purpose of this research study is to examine the effect of Job Satisfaction and Goal Setting on the Transfer of training with the mediating role of motivation to transfer. All the developed seven hypotheses are accepted. A sample of 280 teachers working in different universities of twin cities of Pakistan has participated in the study and get their responses recorded through questionnaires. The facts obtained are examined using SPSS, which includes a correlation, regression, and mediation analysis.

**Key Words:** Job Satisfaction; Goal Setting; Motivation to transfer; Transfer of Training

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## 1. Introduction

In the human resource management field, Training is considered as one of the most important and consistent practices to enhance the employee's performance and ultimately the organization's productivity (Bhatti & Kaur, 2010). Training and development, if defined can be taken as a procedure that might be initiated by the organization, resulting in the changes in the competencies (Knowledge, skills and abilities) of the employees (Noe, 2002). In this modern era of globalization, organizations are spending lots of money yearly on the training procedures of their employees to advance their abilities skills and knowledge so,

that the organization as a whole can stand and face the intense global competition (Kauffeld & Lehmann-Willenbrock, 2010). Transfer of Training is viewed as something that is described as more than self-learning in the context of organizational Training Program (Atkinson, 1972). Organizational commitment to goal setting and job satisfaction has acknowledged momentous consideration in the context of the workplace. This is due to the general recognition that these two variables; goal setting and job satisfaction can be the major causes of improved organizational performance and increased organizational productivity (Angle, 1981; Riketta, 2002). Luz et al., (2018) suggest that how much a person experiences the desires and pleasures in the organizational context is defined as job satisfaction. Training should be carried out effectively so that a positive outcome of effective transfer of training to the workplace is being generated (Berry & Morris, 2005). But this fact has been just mentioned and not practically applied evident from the fact that only 10 percent of the training being learned gets transfer to the workplace and job being performed (Kupritz, 2002). Moreover, in this research study, we will be including two important trainees' characteristics as independent variables to be tested on our dependent variable and mediator which have previously never been explored before and have been suggested to be studied; Job Satisfaction and Goal Setting.

This era has proved to be quite challenging but yet exciting for the corporate world. Due to these increasing challenges, businesses continuously strive to perform better than others to face intense competition. The educational industry of Pakistan, like all the other businesses, also faces this intense competition. To improve the competencies and performance, they conduct training and development programs. Here if the skills and knowledge acquired through training are not being applied to do workplace leads to transfer of training problem and all the investment on training goes in vain because it fails to give the outcome of increased individual performance. Paulsen and Kauffeld (2016) are of the view that in the whole process of transfer of training, motivation to transfer is a crucial element that plays a very vital role. Moreover, the other two independent variables, self-efficacy and retention also contribute as important elements in training results (Haccoun & Saks, 1998), but in this research study, we will be including other trainees' characteristics as independent variables to be tested on the transfer of training which have previously never been explored before and have been suggested to be studied (Iqbal & Dastgeer, 2017). Hence, we test job satisfaction and goal setting on motivation to transfer and transfer of training. As the transfer of training and motivation to transfer are the foremost

requirements of any training in an organization, there is a need to study the factors that foster or hinder these two. This manuscript has the following research objectives:

- To investigate the impact of Job Satisfaction on motivation transfer and Transfer-Training.
- To investigate the impact of Goal setting on motivation transfer and Transfer-Training.
- To investigate the impact of motivation to transfer on Transfer-Training.
- To investigate the mediating role of motivation to transfer between IVs and DVs.

## **2. Literature Review**

### *2.1. Job Satisfaction and Transfer of Training*

To determine the training consequences, Job Satisfaction plays a vital role (Haccoun & Saks, 1998). According to Egan et al. (2004), job satisfaction is an important determinant that can be used to analyze the critical outcome variables, out of which the most important one is the transfer of training or learning within the workplace. Hence higher the Job satisfaction, the higher is the probability of the transfer of training.

H1: “Job-satisfaction has Positive-significant impact on the transfer of training”

Qureshi (2017) is of the view that the world is becoming a place where the most important asset of an organization is the contemporary knowledge and extraordinary expertise of its employees. On the other hand, Job satisfaction is defined as how an employee reacts towards a job when the expected and actual outcomes are compared (Cranny et al., 1992). Job Satisfaction is hence seen as a complex paradigm that consists of multiple determinants out of which one is motivation to transfer (Howard & Frick, 1996), and as seen and described earlier that motivation to transfer has a crucial role in the context of the transfer of training (Paulsen & Kauffeld, 2016).

The more a person is satisfied with the job, the more he is motivated to transfer the content of the training. Hence higher the job satisfaction higher the

motivation to transfer and lower the job satisfaction lower is the motivation to transfer. Fecteau et al. (1995) state that the prognosticators of the pre-stage of motivation to transfer might include a wide variety of variables. It may include incentives, promotions, pays, job security, work-family balance, participation in decision making (Shahid et al., 2018), commitment to goals and organization, loyalty, supervision as well as support from the top hierarchical level, coworkers and peers. The mentioned factors of job satisfaction are necessary for organizational efficiency as these factors enhance employee retention. Similarly, (Qureshi & Sabir, 2018) describe employee turnover can affect an organization's efficiency, costs and overall performance. In the same framework, researchers have argued that job satisfaction is a trainee characteristic that is expected to be strongly associated with the organizational culture of learning. Simosi (2012) describes employees who are not willing or show hesitation or reluctance towards the training program can be thought of as a cause of faulty supervisory styles being adopted by the organizations. Therefore, employee Job satisfaction is expected to have a positive impact on motivation to transfer.

H2: “Job-satisfaction has Positive-significant impact on motivation to transfer”

## *2.2. Goal Setting and Transfer of training*

Locke and Latham (2002) are of the view that a goal is an objective or purpose to achieve a specific or certain standard within a given time frame. The time frame can be limited and must be taken into consideration and the goal setting's basic objective is goal fulfillment within the specific period. Setting goals requires goals to be clear because an employee gets committed to working in that direction (McKenzie & Hodge, 2013). A goal needs to be clear because unclear goals give birth to multiple uncertain outcomes thus creating abstruseness and complexity which hinders efficient organizational performance (Latham & Locke, 1991). The significance of the training lies in the fact that employee's motivation to transfer and transfer of training are being positively influenced (Baldwin & Ford, 1988). Moreover, the individual characteristics, such as support from the manager, positive work environment and clear goal-setting have a notable effect on the transfer of training (Huczynski & Lewis, 1980). Hence Goal setting has a significant positive association with the transfer of training.

H3: “Goal-setting has Positive-significant impact on the transfer of training”

McClelland et al. (1953) have declared that with conscious and clear goals comes subconscious motivation. Hence Goal setting has a significant positive relationship with motivation to transfer as stated by McClelland.

H4: “Goal-setting has Positive-significant impact on motivation to transfer”

### *2.3. Motivation to transfer and Transfer of Training*

Paulsen and Kauffeld (2016) identify that Motivation to transfer has a crucial role in the context of the transfer of training. The motivation to transfer is being used as a mediator in the current study. It can be considered as a situational response in a way that if a person is satisfied with the job and has proper goal setting, then motivation can serve as the highest point of decision making in transferring of this training (Shahid, 2017). Hence, our mediator can be described as the apprentices’ willingness to utilize the learned competencies in the actual workplace setting (Axtell et al., 1997). Burke and Hutchins (2007) emphasize the components that are directly concerning motivation to transfer. Both highlight the fact that if trainees feel that their training components are directly in accordance with their profession or can have some positive impact on their performance then it will have a prominent increase in their motivation to transfer. Motivation to transfer on testing demonstrated a resilient connection with the transfer of training (Chiaburu & Lindsay, 2008). Moreover, Bhatti and Kaur (2010) state that transfer of training has its importance rooted in the crucial component; Motivation to transfer. Research is done by Liebermann and Hoffmann (2008) also conclude a substantial positive relationship between the two. Hence the above argument leads to the formation of the following hypothesis:

H5: “Motivation to Transfer has Positive-significant impact on the transfer of training”

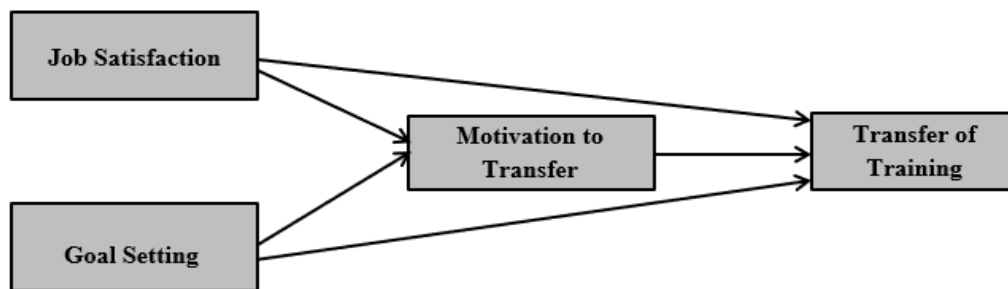
Hence this leads to the formation of the following two hypotheses considering the motivation to transfer as the mediator in between the relationship of two characteristics (Job satisfaction and Goal setting) and transfer of training (Baron & Kenny, 1986)

H6: “The relationship between Job satisfaction and transfer of training is mediated by Motivation to transfer”

H7: “The relationship between Goal-setting and transfer of training is mediated by Motivation to transfer”

*2.4. Motivation to transfer as a mediator*

Motivation to transfer has a fundamental and vital role when it comes to the context of the transfer of training (Paulsen & Kauffeld, 2016). Bhatti and Kaur (2010) suggest that it might get complex to learn and then to apply those learned tactics to the workplace without motivation. To successfully and effectively transfer the training, multiple factors have been identified (Bates et al., 2007). For the transfer of training to be done successfully and effectively, it is considered the most critical constituent acting as a bridge to transfer the training in between two employees (Gegenfurtner et al., 2009, Grohmann et al., 2014, & Massenbergl et al., 2015). Motivation to transfer if defined means to the trainees wish to apply the learned skills, knowledge and abilities (competencies) being grasped in the training program to their workplace (Gegenfurtner et al., 2009). Researches observing the impact of motivation to transfer on the transfer of training being examined from passed up till now shows a positive correlation. Clark et al., (1993) argue based on their research that many aspects influence the motivation to transfer amongst which the most evident ones are job-related behavior such as job satisfaction and job expectations. Burke and Hutchins (2007) further highlight the predictors of motivation to transfer. They both perceive that if an employee feels that if the contents (knowledge, skills, attitudes) being learned by him in the training program have some impact on their job requirement or performance, their motivation level will be boosted.



*Figure 1 Theoretical Framework*

### **3. Research Methodology**

The selected population of this study includes the university teachers employed in the education sector of Islamabad and Rawalpindi. It includes the teachers teaching at various public and private universities of the twin cities of Pakistan. Population incorporated teachers from both genders. Further, the Non-probability sampling technique is being used; convenience sampling for our research analysis to collect data from the faculty of universities located in twin cities, as we find it convenient to get data from the faculty of universities located in Islamabad and Rawalpindi. According to (Roscoe, 1975), most researches involve sample sizes of more than 30 and less than 500. Hence, we distribute 280 questionnaires to conduct our research. (We got a response from 265 respondents). The unit of analysis is individuals who are the faculty members of all departments/programs of universities in Islamabad and Rawalpindi. The time horizon that is used in the current research study is cross-sectional.

We conduct a quantitative study (Questionnaire's Survey) in which we rely on primary data by distributing questionnaires among the faculty of Islamabad/Rawalpindi universities; SZABIST, Iqra, NUML, Cust and ARID. A Likert scale of five points has been used in this manuscript that serves as an option to answer the questions being mentioned in the questionnaire (Likert, 1967). In this Likert scale, five signifies "strongly agree" to "strongly disagree". Data gathered through questionnaires is examined and analyzed using IBM SPSS Statistics 22 Software to develop a proper numerical analysis. For the analysis and interpretation of the results, we rely on tests such as pilot testing, regression and correlation analysis.

#### *3.1. Measurement*

The survey is divided into two portions. The former portion incorporated the demographic questions about age, program and gender. Latter portion incorporated items for determining job satisfaction, goal setting, motivation to transfer & transfer of training. The scale of the first independent variable Job Satisfaction ( $\alpha = 0.797$ ) is adopted from the scale designed by the authors MacDonald and MacIntyre (1997) which has 7 items. The scale of the second independent variable Goal setting ( $\alpha = 0.795$ ) has 5 items adopted from the scale



designed by Nies et al. (2001). The scale of mediator motivation to transfer ( $\alpha=0.825$ ) has 6 items adopted from the scale designed by (Machin & Fogarty (2004). The scale of the dependent variable Transfer of training ( $\alpha=0.852$ ) has 7 items adopted from the scale designed by (Hicks et al., 2006). Cronbach's Alpha of all 4 variables is mentioned in Table-1

**Table 1:** Reliability Analysis

*Reliability Statistics (N=265)*

<b>Variables</b>	<b>Number of Items</b>	<b>Cronbach's Alpha</b>
<b>Job Satisfaction</b>	7	0.797
<b>Goal Setting</b>	5	0.795
<b>Motivation to Transfer</b>	6	0.825
<b>Transfer of Training</b>	7	0.852

#### 4. Empirical Results

Table-2 shows a standard deviation value of 0.664 with a mean value of 3.473 for Job Satisfaction. For Goal Setting, the values are 0.747 and 3.552 respectively. The standard deviation value of 0.703 and mean value of 3.770 in the case of a mediator. In Transfer of Training, the values are 0.760 and 3.683 respectively. The values of kurtosis and skewness are shown in the below table lies within the standard ranges i.e. (-1 to +1) and (-3 to +3) indicating that the data is normal and appropriate for regression.

**Table 2:** Descriptive Statistics

	<b>Minimum</b>	<b>Maximum</b>	<b>M</b>	<b>S.D</b>	<b>Skewness</b>	<b>Kurtosis</b>
<b>Job Satisfaction</b>	1.000	5.000	3.473	0.664	-0.934	1.391
<b>Goal Setting</b>	1.000	5.000	3.552	0.747	-0.443	-0.557
<b>Motivation To Transfer</b>	1.000	5.000	3.770	0.703	-0.886	1.602
<b>Transfer Of Training</b>	1.000	5.000	3.683	0.760	-0.699	0.075

Analysis for Correlation examines the existence of the relationship between two variables; moreover, it is a technique that is also used to tell the strength and the direction of the association amid the variables, either positive or negative see Table-3.

**Table 3:** Correlation Analysis

	JS	GS	MTT	TOT
<b>Job Satisfaction (JS)</b>	1			
<b>Goal Setting (GS)</b>	0.468**	1		
<b>Motivation To Transfer (MTT)</b>	0.579**	0.489**	1	
<b>Transfer Of Training (TOT)</b>	0.634**	0.512**	0.635**	1

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

\* Correlation is significant at the 0.05 level (2-tailed)

The association between job satisfaction and goal setting is significantly high having a 0.468\*\* of magnitude, has a positive direction but in nature, it is weak to moderate. The relationship between Job satisfaction and motivation to transfer is significantly high having a 0.579\*\* of magnitude, has a positive direction and in nature, it is moderate to high. The relationship between Goal Setting and motivation to transfer is significantly high having 0.489\*\* of magnitude, has a positive direction but in nature, it is weak to moderate. The relation between Job satisfaction and transfer of training is significantly high having 0.634\*\* of magnitude, has a positive direction and in nature, it is moderate to high. The relationship between Goal Setting and transfer of training is significantly high having 0.512\*\* of magnitude, has a positive direction and in nature it is moderate. The relationship between Motivation to Transfer and transfer of training is significantly high having 0.635\*\* of magnitude, has a positive direction and in nature, it is moderate to high.

#### 4.1. Regression Analysis

To check the variation in the dependent variable with any changes being made in the independent variable while keeping the other variables constant or unchanged, we use regression analysis. This study carries regression analysis being performed between job satisfaction and goal setting on the transfer of

training with a mediating role of motivation to transfer. If the p-value is less than 0.05, we say that the beta relationship is significant, for every independent variable beta coefficient shows the magnitude of the effect of a stated variable on the dependent variable and the direction of the effect is provided by the sign associated with the coefficient.

**Table 4:** Direct Hypotheses Testing (IV-1: Job Satisfaction)

Model	R	R-Square	F	p		
	0.714	0.509	136.241	0.000		
	<b>Coeff (β)</b>	<b>Se</b>	<b>t</b>	<b>p</b>	<b>LLCI</b>	<b>ULCI</b>
<b>JS → MTT</b>	0.612	0.053	11.519	0.000	0.508	0.717
<b>MTT → TOT</b>	0.436	0.057	7.613	0.000	0.323	0.549
<b>JS → TOT</b>	0.457	0.060	7.531	0.000	0.337	0.576

*Note:* (JS=Job Satisfaction, MTT=Motivation to Transfer, TOT=Transfer of Training)

Variations caused due to independent variable in the dependent one is being represented by R square; the value of R-square is 0.5098 which shows that the change predicted in the overall model is 50.98%. Moreover, the F-stat value is above 4 showing the strength of the model and it is 136.2418. Moreover, R-value shows the model fitness, its value is 0.7140, p shows the significance level, in our case, it is 0.0000, which represents 99.9% accuracy of the model and it is highly significant. We analyze the different paths and will accept and reject the hypothesis accordingly.

The first path is an independent variable to the mediator; Job Satisfaction to motivation to Transfer, from the table, the value of coefficient (β) is 0.6129, which shows that the impact of job satisfaction on motivation to transfer is 61.29%, and the relationship is highly significant as p-value is 0.001. Further t-value should be above 2, in our case, it is 11.519, moreover, the same direction of both LLCI and ULCI further contributes towards the acceptance of our hypothesis 2.

Moving towards our model, the second path is the mediator to a dependent variable; Motivation to Transfer to Transfer of training, from the table, the value of coefficient (β) is 0.436, which shows that the impact of motivation to transfer on the transfer of training is 43.68%, moreover, as p-value is below 0.001, hence the relationship is highly significant, further t value should be above 2, in this

case, it is 7.613, the moreover same direction of both LLCI and ULCI further contributes towards the acceptance of our hypothesis 5.

Moving towards our model, the third path is independent variable to dependent variable; Job Satisfaction to Transfer of training, from the table, the value of coefficient ( $\beta$ ) is 0.457, which tells that the impact of Job satisfaction on the transfer of training is 45.73%, moreover as the sig value (p) is below 0.001, hence the relationship is highly significant, further t value should be above 2, in this case, it is 7.531, the moreover same direction of both LLCI and ULCI further contributes towards the acceptance of our hypothesis 1.

**Table 5:** Mediation Analysis (Path 1)

<b>Total Effect of X on Y</b>					
<b>Effect</b>	<b>SE</b>	<b>T</b>	<b>P</b>	<b>LLCI</b>	<b>ULCI</b>
0.725	0.054	13.278	0.000	0.617	0.832
<b>Direct Effect of X on Y</b>					
<b>Effect</b>	<b>SE</b>	<b>T</b>	<b>P</b>	<b>LLCI</b>	<b>ULCI</b>
0.457	0.060	7.531	0.000	0.337	0.576
<b>Indirect Effect of X on Y</b>					
<b>Effect</b>	<b>SE</b>			<b>LLCI</b>	<b>ULCI</b>
0.267	0.051			0.176	0.379

The table-5 shows that the overall impact of an independent variable on the dependent variable is 0.725 or 72.51%, the direct effect of job satisfaction on the transfer of training without any mediator is 0.457 or 45.73%, whereas the indirect effect of job satisfaction on the dependent variable with a mediating role of the mediator is 0.267 or 26.77%. This interprets that although there is a relationship of the independent variable on the dependent variable in presence of a mediator but there also exists a direct relation in the presence of Partial mediation in our model. The indirect effect of X on Y shows a value of 0.267 and the same direction of both LLCI and ULCI, which leads towards the acceptance of the 6th hypothesis.

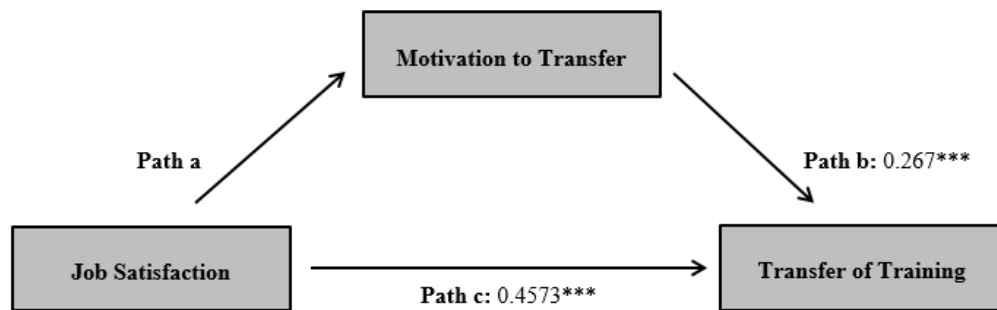


Figure 2 Mediated Path One

Now, we will move towards regression analysis by considering the second variable; Goal setting.

Table 6: Direct Hypotheses Testing (IV-2: Goal Setting)

Model	R	R-Square	F	p		
	0.676	0.457	110.327	0.000		
	Coeff (β)	Se	T	P	LLCI	ULCI
GS → MTT	0.459	0.050	9.081	0.000	0.360	0.559
MTT → TOT	0.547	0.056	9.696	0.000	0.435	0.658
GS → TOT	0.269	0.053	5.081	0.000	0.165	0.374

Note: (GS=Goal Setting, MTT=Motivation to Transfer, TOT=Transfer of Training)

Variations caused due to independent variable in the dependent one is being represented by R square; the value of R-square is 0.457 which shows that the change predicted in the overall model is 45.72%. Moreover, the F-stat is above 4 shows the strength of the whole model and it is 110.327. Moreover, R-value shows the model fitness, its value is 0.676, the p-value is 0.000, which represents 99.9% accuracy of the model and it is highly significant. As discussed earlier as well, the hypothesis is accepted or rejected based on regression analysis by checking the β-value, p-value and the direction of LLCI and ULCI. We will be analyzing the different paths and will accept and reject the hypothesis accordingly.

The first path is independent variable to the mediator; Goal Setting to motivation to Transfer, from the table, the value of coefficient (β) is 0.459, which tells that

the goal setting's influence on the mediator is 45.96%, moreover as the p-value is below 0.001, hence the relationship is highly significant, further t value should be above 2, in our case it is 9.081. Moreover, the same direction of both LLCI and ULCI further contributes towards the acceptance of our hypothesis 4.

Moving towards our model, the second path is the mediator to the dependent variable; Motivation to Transfer to Transfer of training. It is clear from the table-6 that the value of coefficient ( $\beta$ ) is 0.547, which tells that the impact of mediator on the dependent variable is 54.70%, moreover, as the p-value is below 0.001, hence, the relationship is highly significant, further t value should be above 2, in this case, it is 9.696, moreover, the same direction of both LLCI and ULCI further contributes towards the acceptance of our hypothesis 5.

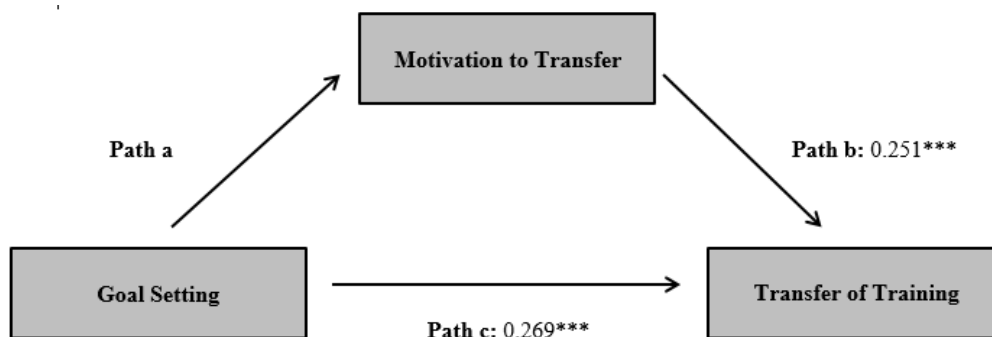
Moving towards our model, the third path is independent variable to dependent variable; Goal Setting to Transfer of training, from the table, the value of coefficient ( $\beta$ ) is 0.269, which tells that the impact of Goal Setting on the transfer of training is 26.97%, moreover as the p-value is below 0.001, hence, the relationship is highly significant, further t-value should be above 2, in this case, it is 5.081, the moreover same direction of both LLCI and ULCI further contributes towards the acceptance of our hypothesis 3.

**Table 7:** Mediation Analysis (Path 2)

<b>Total Effect of X on Y</b>					
<b>Effect</b>	<b>SE</b>	<b>T</b>	<b>P</b>	<b>LLCI</b>	<b>ULCI</b>
0.521	0.053	9.671	0.000	0.415	0.627
<b>Direct Effect of X on Y</b>					
<b>Effect</b>	<b>SE</b>	<b>T</b>	<b>P</b>	<b>LLCI</b>	<b>ULCI</b>
0.269	0.053	5.081	0.000	0.165	0.374
<b>Indirect Effect of X on Y</b>					
<b>Effect</b>	<b>SE</b>			<b>LLCI</b>	<b>ULCI</b>
0.251	0.044			0.166	0.340

Table-7 shows that the overall impact of the independent variable on the dependent variable is 0.521 or 52.11%; the direct effect of goal setting on the transfer of training without any mediator is 0.269 or 26.97%, whereas the indirect effect of goal setting on the transfer of training with a mediating role of motivation to transfer is 0.251 or 25.14%. This interprets that although there is a

relationship of the independent variable on the dependent variable in presence of a mediator but there also exists a direct relationship between independent and dependent variables too which results in the presence of Partial mediation in our model. The indirect effect of X on Y shows a value of 0.251 and the same direction of both LLCI and ULCI, leads towards the acceptance of the 7th hypothesis.



*Figure 3 Mediated Path Two*

## 5. Conclusion

### 5.1. Discussion and Analysis

According to our findings, our first hypothesis H1 is that Job satisfaction has a significant positive association with Transfer of training. This hypothesis stands accepted as it was examined that job satisfaction has a positive relationship with a transfer of training such that when Job satisfaction is high, transfer of training will be higher too, and when job satisfaction is the reduced transfer of training will also be lowered. According to (Jodlbauer et al., 2012), those trainees who are not happy in their professions are not expected to transfer the skills being learned by them in their training to their jobs but those trainees who are happy with their jobs and satisfied are predictable to transmit the skills being learned by them to their jobs. Our findings are also in line with the findings of (Haccoun &

Saks, 1998) which state that job satisfaction is such a characteristic that plays a pivotal role in determining the training outcomes, moreover, they also state that higher the job satisfaction higher will be the transfer of training and similarly lower the job satisfaction, lower will be the transfer of Training. According to our findings the university teachers, if they are happy and satisfied with their jobs will lead to an increased rate of transfer of training else dissatisfied teachers won't be transferring the skills being learned in their training.

Our second hypothesis H2 is that Job Satisfaction has a significant positive relationship with motivation to transfer. This hypothesis stands accepted as it is examined that job satisfaction has a positive relationship with motivation to transfer such that when Job satisfaction is high, motivation to transfer will be higher too, and when job satisfaction is reduced motivation to transfer will also be lowered too. The acceptance of the hypothesis can be supported by the findings of (Kontoghiorghes, 2004) who reports that happy and satisfied employees are more motivated to pass on the competencies they have learned in their training. Moreover, the study being conducted by (Egan et al., 2004) to analyze the relationship between job satisfaction and motivation to transfer examined the relationship and find out that both the variables motivation to transfer and job satisfaction positively correlates with each other. Hence it means the more the university teachers are satisfied with their jobs, the more they will be motivated.

Our third hypothesis H3 is that Goal Setting has a significant positive relationship with the Transfer of training. This hypothesis stands accepted as it is examined that goal setting has a positive relationship with a transfer of training such that when goal setting is high, transfer of training will be higher too, and when goal setting is the reduced transfer of training will also be lowered. The acceptance of this hypothesis can be supported by the findings of (Latham & Locke, 1991), which suggest that setting goals for one's self increase the behaviors such as self-evaluation, self-monitoring, self-examination, self-controlling, self-monitoring and many more which also includes commitment and motivation. For this reason, goal setting is seen as a variable increasing the transfer of training of an individual (Baldwin & Ford, 1988). This means that if university teachers have their goals properly set there will be more chances of transfer of training because of their commitment to that particular goal.

Our fourth hypothesis H4 is that Goal Setting has a significant positive relationship with motivation to transfer. This hypothesis stands accepted as it is



examined that goal setting has a positive relationship with motivation to transfer such that when goal setting is high, motivation to transfer will be higher too, and when goal setting is reduced motivation to transfer will also be lowered too. The acceptance of the hypothesis can be supported by the findings of McClelland et al. (1953) who have declared that with conscious and clear goals comes the subconscious motivation to transfer, and more the goal-setting of the teachers in universities the more motivated they will be to transfer the training.

Our fifth hypothesis H5 is Motivation to transfer has a significant positive relationship with the transfer of training. This hypothesis is also accepted as it is examined that the higher the motivation to transfer, the higher will be the transfer of training and the lesser the motivation to transfer, the lesser will be the transfer of training. Burke and Hutchins (2007) are of the view that if the trainees have a positive perception about the training being given to them will increase their performance in an organization, they will be motivated to transfer the training contents, otherwise, they won't be. Bhatti and Kaur (2010) further support the acceptance of the fifth hypothesis by presenting their studies which suggest that transfer of training has its importance rooted in the most crucial component; motivation to transfer in a way that they both are positively correlated.

Our sixth hypothesis H6 is Motivation to transfer mediates the relationship between Job satisfaction and transfer of training. This hypothesis of mediation is accepted and results indicate that motivation to transfer mediates the relationship between two. It can be supported by the findings of (Kontoghiorghes, 2004) who suggest that satisfied employees are more motivated to transfer the skills they have been taught during training than dissatisfied employees.

H7: Motivation to transfer mediates the relationship between Goal setting and transfer of training. Moreover, if it directly increases their job performance, they will be even happier in transferring the training being delivered to them (Burke & Hutchins, 2007). Our seventh hypothesis H7 is Motivation to transfer mediates the relationship between goal setting and transfer of training. This hypothesis of mediation is also accepted after examining the results. According to Locke and Latham (2002), when individual set goals after screening out all the wide range of options, he narrows his scope and therefore gets committed to that particular goal and hence, is happy to transfer the training outcomes if he is motivated enough because he is being committed to that particular goal of transferring the training. Moreover, the mediation hypothesis can further be justified by the Baron and Kenny (1986) approach, which states that first there must be a

relationship between independent variable and mediator. Then, there must be a relationship between the mediator and the dependent variable. And after this, there will exist a direct relationship between IV and DV. This contributes to our findings that happy and satisfied teachers who have their goals set properly will be more motivated to transfer the training components than those who are not satisfied or have not set their goals properly.

### *5.2. Future Recommendations*

We recommend that future studies should incorporate other aspects and variables and examine their impact on the transfer of training. Future studies can examine the role of other variables like employee attitude. Moreover, future studies can also take into account external factors such as work environment, supervisor and peer support. Furthermore, future researches should adopt a longitudinal research design and a qualitative approach to study the impact in detail. Future research should also incorporate and examine the transfer of training in other service industries as well, apart from the educational and banking sector, and if the educational sector is taken into account, we recommend future studies to take a larger sample size and try to incorporate all the universities of Pakistan.

### *5.3. Summary*

The main purpose of this research is to explore the impact of goal setting and job satisfaction on the transfer of training with motivation to transfer as a mediator in the light of goal-setting theory. The results shown by our study provides an overview of how job satisfaction and goal setting will lead to an increased rate of both the motivation to transfer and transfer of training. The reason we have incorporated mediator; transferring motivation in our study is that if a person is highly satisfied with his jobs with clearly set goals for his interests, why would he have an urge to transfer the newly learned training outcomes to his job. Hence there needs to be the motivation behind this process to encourage a happy employee to transfer the training outcomes. Our study has provided us with an insight into the trainee characteristics of the teachers employed at various universities in Rawalpindi and Islamabad. Moreover, all our proposed hypotheses stand accepted.

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