

Transfer of Training in Malaysian TVET Institutions: The Role of Attitude, Organisational Commitment, Perceived Importance and Gender Differences

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ABSTRACT

Technical and Vocational Education and Training (TVET) is a central pillar of Malaysia's human capital development strategy, particularly in producing industry-ready graduates aligned with Industry 4.0 requirements. The effectiveness of this system is highly dependent on TVET lecturers' ability to transfer training outcomes into actual teaching practice. However, despite substantial investment in professional development, training transfer among lecturers remains inconsistent and insufficiently examined. This conceptual paper proposes a study involving TVET lecturers in Malaysian higher learning institutions as respondents to investigate transfer of training. The study is guided by three objectives: (i) to assess the level of training transfer, (ii) to examine gender differences, and (iii) to determine the influence of attitude, organisational commitment, and perceived importance on training transfer. The study is underpinned by the Theory of Planned Behaviour (TPB), which explains how attitude, organisational commitment, and perceived importance shape behavioural intention and subsequently influence training transfer. Gender Role Theory is integrated to account for possible gender-based differences, particularly in male-dominated technical fields such as automotive and mechanical engineering. A quantitative cross-sectional survey design is proposed, with data analysed using descriptive statistics, independent sample t-tests, and multiple regression analysis via SPSS. This study is expected to extend the literature by integrating TPB and Gender Role Theory in explaining training transfer among TVET lecturers in Malaysia, while providing practical implications for enhancing the effectiveness of professional development programmes.

Keywords: Transfer of training, TVET lecturers, attitude, organisational commitment, perceived importance, gender differences, TPB, Gender Role Theory

INTRODUCTION

Technical and Vocational Education and Training (TVET) has become a strategic component of Malaysia's human capital development agenda in preparing a highly skilled workforce aligned with industrial transformation, digitalisation, and the demands of Industry 4.0. The effectiveness of TVET institutions is highly dependent on the competencies and professional capabilities of TVET lecturers, as they play a central role in delivering technical knowledge, practical skills, and industry-relevant competencies to students. Consequently, continuous professional development and structured training programmes are extensively implemented to enhance lecturers' pedagogical effectiveness, technical expertise, digital literacy, and industry engagement capabilities.

Despite substantial investments in training and development initiatives, the effectiveness of such programmes remains questionable if the acquired knowledge and skills are not effectively transferred into workplace practice.

Transfer of training refers to the extent to which trainees apply, generalise, and maintain the knowledge, skills, and attitudes acquired during training in their actual job environment (Baldwin & Ford, 1988). In TVET education, effective transfer of training is particularly critical because lecturers are expected to continuously integrate newly acquired competencies into classroom instruction, workshop practice, curriculum delivery, competency-based assessment, and industry-linked learning activities. However, empirical evidence consistently indicates that training transfer remains suboptimal. Saks and Belcourt (2006) estimated that only 10% to 40% of training content is effectively applied in the workplace, while Blume et al. (2019) confirmed that transfer of training continues to be a persistent challenge across professional sectors. Although graduate employability rates in Malaysia remain relatively strong, issues such as skill mismatch, insufficient workplace readiness, communication gaps, and limited adaptability continue to be raised by industry stakeholders and policymakers (Ministry of Higher Education Malaysia, 2023). These challenges suggest potential limitations in the effectiveness of training transfer among TVET lecturers, which may indirectly influence instructional quality and student competency outcomes. Furthermore, lecturers often encounter barriers such as workload pressure, limited institutional support, insufficient opportunities for skill application, and resistance to pedagogical change, all of which may hinder the effective application of newly acquired competencies (Gegenfurtner, 2020).

To explain the psychological mechanisms underlying training transfer, this study is grounded in the Theory of Planned Behaviour (TPB). TPB posits that behaviour is directly influenced by behavioural intention, which is shaped by three core determinants: attitude toward the behaviour, subjective norms, and perceived behavioural control (Ajzen, 1991). In the context of this study, attitude, organisational commitment, and perceived importance of training are conceptualised as key determinants that influence TVET lecturers' behavioural intention to apply training outcomes, which subsequently affects the actual transfer of training. Attitude reflects lecturers' evaluative disposition toward training and the application of acquired competencies in teaching practice. Organisational commitment represents the psychological attachment and sense of responsibility lecturers have toward their institution, which may strengthen their intention to align behaviour with institutional goals and expectations. Perceived importance of training reflects the degree to which lecturers perceive training content as relevant, valuable, and applicable to their professional roles. Within the TPB framework, favourable attitudes, strong organisational commitment, and high perceived importance are expected to strengthen behavioural intention, thereby increasing the likelihood of effective transfer of training in TVET settings. In addition to psychological determinants, demographic factors may also influence training transfer behaviour. This study further draws on Gender Role Theory, which posits that gender differences in behaviour, perception, and workplace experiences are shaped by socially constructed norms and expectations. According to this theory, men and women are socialised into different roles, which influence their confidence, learning engagement, access to opportunities, and behavioural expression in professional settings. In male-dominated technical fields such as automotive engineering, mechanical engineering, welding, and electrical technology within TVET institutions, gendered expectations may shape lecturers' experiences in applying newly acquired competencies. Within this context, male and female TVET lecturers may differ in terms of exposure to technical tasks, confidence in applying new skills, and institutional support received for professional development. Such differences may influence the extent to which training is effectively transferred into teaching and learning practices. However, empirical findings on gender differences in training transfer remain inconsistent, and there is limited evidence specifically focusing on TVET lecturers in Malaysia. Therefore, applying Gender Role Theory provides a relevant framework for examining whether significant differences exist in transfer of training between male and female lecturers in TVET institutions.

Although transfer of training has been extensively studied in corporate and general educational contexts, limited empirical attention has been given to TVET lecturers, particularly within the Malaysian higher education and vocational education system. Existing studies have largely focused on organisational training effectiveness and employee performance, with insufficient emphasis on the combined influence of psychological determinants (as explained by TPB) and gender-based differences (as explained by Gender Role Theory) in shaping training transfer behaviour among TVET educators. Therefore, this study seeks to address these gaps by focusing on three main objectives: (1) to measure the level of transfer of training among TVET lecturers, (2) to examine differences in transfer of training based on gender, and (3) to identify the influence of attitude, organisational commitment, and perceived importance on transfer of training among TVET lecturers. Understanding these relationships is essential to ensure that investments in professional development translate into effective

instructional practice, improved teaching quality, and enhanced graduate employability within the Malaysian TVET ecosystem.

Transfer of training

Transfer of training refers to the extent to which knowledge, skills, and abilities acquired through training are applied, generalised, and sustained in the workplace. The foundational model by Baldwin and Ford conceptualises transfer as being influenced by trainee characteristics, training design, and the work environment, and it remains widely used in human resource development research to explain why training does not consistently translate into improved job performance. Empirical evidence shows that training transfer remains a persistent challenge, with only about 10%–40% of training content effectively applied in practice (Blume et al., 2019; Saks & Belcourt, 2006). Its effectiveness is shaped by both individual factors (e.g., motivation, self-efficacy, attitudes) and organisational factors (e.g., supervisory support, learning culture, and opportunities to apply skills) (Burke & Hutchins, 2007; Grossman & Salas, 2011). In educational contexts, particularly higher education, training transfer is critical for sustaining improvements in teaching practice; however, professional development often fails to produce lasting behavioural change without strong institutional reinforcement (Gegenfurtner, 2020). Salleh, Amin, and Mamat (2017) emphasised that training transfer among academic staff is significantly influenced by employee readiness, training design, and work environment, indicating that both individual and organisational factors are essential in determining the extent to which training is effectively applied in the workplace.

In the Technical and Vocational Education and Training (TVET) context, transfer of training is especially significant as lecturers are required to continuously update their competencies in response to rapid industrial and technological change. TVET lecturers must translate training outcomes into practical, competency-based teaching in workshops and industry-linked learning environments. However, literature indicates that transfer is often constrained by barriers such as heavy workloads, limited access to modern equipment, insufficient institutional support, lack of post-training reinforcement, and misalignment between training content and workplace needs (Cheng & Ho, 2001; Gegenfurtner, 2020). In the Malaysian context, despite strong government investment in TVET and high graduate employability rates, concerns persist regarding the development of soft skills, critical thinking, and workplace readiness, suggesting gaps in training application at the instructional level. Studies further highlight that organisational support, reinforcement mechanisms, and institutional differences significantly influence lecturers' ability to transfer training effectively (Noor et al., 2022). Consequently, understanding the level and determinants of training transfer among TVET lecturers in Malaysia remains essential for enhancing teaching quality and graduate outcomes.

Gender and Transfer of training

Research on gender differences has long been explored across various social science domains, including negotiation skills, leadership, and learning behaviour. Studies have examined how males and females differ in negotiation approaches (Stevens, Bavetta, & Gist, 1993), emotional intelligence and transformational leadership (Mandell & Pherwani, 2003), as well as preferred learning styles (Philbin, Meier, Huffman, & Boverie, 1995). For example, the application of Kolb's Learning Style Inventory demonstrated that male learners tend to align more closely with traditional instructional methods, whereas female learners often show stronger preferences for reflective, collaborative, and experiential learning approaches. Nevertheless, findings regarding gender differences in actual performance outcomes remain inconclusive, as some studies reported no significant differences in negotiation performance between males and females (Stevens et al., 1993). Within the training literature, Tziner and Falbe (1993) further identified gender as a contributing factor influencing motivation to transfer training, suggesting that individual and contextual factors may interact differently across genders. These gender-based differences can be further explained through Gender Role Theory, which posits that societal expectations and culturally constructed gender roles shape individuals' attitudes, behaviours, and workplace experiences. According to the theory, men and women are often socialised into different behavioural orientations, influencing how they perceive learning opportunities, professional responsibilities, and organisational expectations. In occupational settings, particularly within male-dominated technical environments, gender norms may influence access to opportunities, confidence in applying newly acquired skills, and engagement in professional development activities. Consequently, male and female employees may

demonstrate different levels of motivation, learning engagement, and behavioural application following training interventions.

In educational and Technical and Vocational Education and Training (TVET) contexts, gender differences continue to emerge in relation to professional development participation and technology adoption. Studies among educators indicate that female teachers often report higher engagement in structured professional development activities and greater inclination toward self-directed learning strategies, particularly in integrating educational technologies into teaching practices (Alghamdi & Higgins, 2015). Within the broader TVET sector, gender composition among lecturers is becoming increasingly important, as recent international reports indicate growing female participation in technical and vocational education professions alongside differing professional development experiences between male and female lecturers (UNESCO-UNEVOC, 2022; World Bank, 2023). Female TVET educators are frequently reported to place greater emphasis on pedagogical enhancement and instructional innovation, which may positively influence their application of training knowledge and skills, especially within technology-enhanced teaching environments. The relevance of Gender Role Theory becomes particularly significant within Malaysian TVET institutions, where several technical disciplines such as automotive, mechanical engineering, welding, and machining remain predominantly male-oriented. In such environments, organisational culture and traditional gender expectations may shape lecturers' professional experiences differently. Female lecturers may encounter distinct challenges related to workplace inclusion, access to technical responsibilities, or opportunities to apply newly acquired competencies, while male lecturers may experience stronger alignment with established technical work cultures. These differing experiences may subsequently influence the extent to which training knowledge, skills, and attitudes are transferred into workplace practice. Despite growing attention toward transfer of training in Malaysian higher education, existing studies have primarily focused on trainee characteristics, organisational commitment, and workplace factors, with limited emphasis on gender-based differences among TVET lecturers, particularly within male-dominated technical disciplines. Therefore, integrating Gender Role Theory provides a relevant theoretical lens for understanding how socially constructed gender roles may influence training transfer behaviours among TVET educators in Malaysia. Accordingly, the following hypothesis is proposed:

H1: There is a significant difference in transfer of training based on gender.

Attitudes

Attitude is commonly defined as an individual's evaluative disposition or perception toward a particular behaviour, which significantly influences willingness to engage in learning and behavioural change (Nollen & Gaertner, 1991). Within training contexts, positive attitudes are widely recognised as an important determinant of employees' readiness to acquire, retain, and apply newly developed knowledge, skills, and abilities (KSAs) in workplace settings. The relationship between attitude and behavioural application can be effectively explained through Theory of Planned Behavior, which posits that an individual's behaviour is primarily influenced by behavioural intention, and that intention is shaped by three key components: attitude toward the behaviour, subjective norms, and perceived behavioural control. According to the theory, individuals who possess favourable attitudes toward a behaviour are more likely to develop stronger intentions to perform that behaviour, thereby increasing the likelihood of actual behavioural implementation.

In the context of training and development, Theory of Planned Behavior suggests that lecturers who perceive training positively are more likely to develop intentions to utilise newly acquired competencies in their professional practice. Positive attitudes toward training enhance lecturers' motivation to learn, willingness to participate actively in professional development activities, and readiness to apply learned competencies within teaching and learning environments. In addition, subjective norms such as institutional expectations, peer influence, and administrative support may further encourage lecturers to transfer training outcomes into workplace practice. Perceived behavioural control, which reflects individuals' perceptions regarding their capability and opportunity to perform a behaviour, also contributes to the extent to which lecturers feel confident in implementing newly acquired pedagogical or technical skills following training participation (Hughey & Mussnug, 1997). Therefore, attitude serves as a critical psychological mechanism influencing behavioural intention and subsequent transfer of training. Previous literature consistently highlights the importance of attitude in determining training effectiveness and transfer outcomes. Positive job-related attitudes have been associated

with higher motivation to learn and greater likelihood of applying acquired skills in workplace settings, although the relationship may vary according to organisational and contextual factors (Grau et al., 2002; Cheng & Ho, 1998). Attitude is also strongly linked to behavioural intention, which functions as an important mechanism for translating learning into behavioural action, particularly in technology-enabled environments (Long, DuBois, & Faley, 2008). From the perspective of Theory of Planned Behavior, favourable attitudes toward training strengthen lecturers' intentions to integrate newly acquired competencies into instructional practice, thereby increasing the likelihood of effective transfer of training.

Recent research within educational and TVET settings further reinforces the importance of attitude in shaping professional learning and instructional transformation. Studies involving TVET educators in Malaysia indicate that positive attitudes toward digital competence and Industrial Revolution 4.0 (IR4.0) technologies are positively associated with teaching readiness and instructional effectiveness (Omar et al., 2020; Mansor et al., 2025). Similarly, research highlights that successful integration of emerging technologies in TVET teaching and learning depends not only on technological infrastructure but also on educators' openness, confidence, and positive perceptions toward training initiatives (Zulnaldi et al., 2020; Ridzuan, 2020). These findings support the assumptions of Theory of Planned Behavior, whereby positive attitudes strengthen behavioural intentions and subsequently increase the probability of actual behavioural implementation. In the Malaysian TVET context, lecturers play an essential role in translating training outcomes into competency-based and industry-aligned instructional practices. Their attitudes toward training therefore become a critical determinant of whether newly acquired pedagogical and technical competencies are effectively transferred into workshops, laboratories, and classroom environments. Lecturers who demonstrate positive attitudes toward professional development are expected to exhibit stronger intentions to apply learned competencies, leading to greater transfer of training. Conversely, negative or indifferent attitudes may weaken behavioural intention and reduce the likelihood of training application despite participation in training programmes. Given the increasing emphasis on digitalisation, IR4.0 integration, and industry-driven curriculum transformation within Malaysian TVET institutions, attitude remains a significant psychological factor influencing lecturers' behavioural intention and transfer of training outcomes. Accordingly, the following hypothesis is proposed:

H2a: Attitude has a significant relationship with the transfer of training among TVET lecturers Organisational

Organisational commitment

commitment refers to the psychological attachment, identification, and involvement an individual has with their organisation, which influences their willingness to exert effort and remain within the organisation (Meyer & Allen, 1991). Within the training and development literature, organisational commitment is widely recognised as a critical determinant of whether employees translate learning from training into actual workplace behaviour, particularly through its influence on motivation, responsibility, and behavioural persistence. This relationship can be effectively explained through the Theory of Planned Behaviour (TPB), which posits that behaviour is primarily determined by behavioural intention, and that intention is shaped by attitudinal and normative factors as well as perceived behavioural control (Ajzen, 1991). From a TPB perspective, organisational commitment can be conceptualised as a key antecedent that strengthens employees' behavioural intention to apply training outcomes. Employees with strong affective commitment are more likely to internalise organisational goals and align their actions with institutional expectations, thereby increasing their intention to transfer newly acquired knowledge, skills, and abilities (KSAs) into job performance. In TPB terms, organisational commitment reinforces intention through alignment with perceived organisational norms and expectations, ultimately increasing the likelihood of actual training transfer behaviour.

Employees who demonstrate high organisational commitment tend to perceive institutional goals as personally meaningful and are therefore more motivated to apply newly acquired competencies in their work. Conversely, low commitment may weaken behavioural intention, reduce perceived obligation to apply training content, and subsequently limit the extent of training transfer, even when learning has taken place. Accordingly, within the TPB framework, organisational commitment indirectly influences training transfer through its effect on behavioural intention and alignment with organisational expectations. Empirical evidence consistently supports the positive relationship between organisational commitment and training transfer. A meta-analytic review by Colquitt et al. (2000) highlights that motivational variables, including commitment-related constructs, play a

significant role in determining learning outcomes and transfer effectiveness. Similarly, Chiaburu and Marinova (2005) found that employees with higher organisational commitment exhibit stronger transfer intentions, particularly when supported by conducive work environments. More recent studies further reinforce this relationship, indicating that organisational commitment enhances employees' willingness to invest effort in post-training application and sustain behavioural change over time (Alshaikh et al., 2021; Kim et al., 2023). These findings are consistent with TPB's proposition that stronger behavioural intentions increase the likelihood of actual behavioural enactment.

Organisational commitment is particularly important due to the dual role of lecturers as educators and industry-aligned skills facilitators. TVET lecturers are expected to continuously update their competencies in response to evolving industrial technologies, digitalisation, and competency-based education requirements. Across Malaysian TVET institutions, which include polytechnics, community colleges, and universities, variations in institutional culture, leadership practices, and support systems may influence lecturers' professional behaviours. Under such institutional arrangements, organisational commitment shapes how lecturers interpret institutional expectations and how strongly they intend to apply training outcomes in teaching practice. Evidence indicates that lecturers with higher organisational commitment are more likely to perceive training as relevant to institutional goals and therefore demonstrate stronger behavioural intention and greater application of acquired skills in instructional delivery (Noor et al., 2022; Rahman & Ismail, 2024). This aligns with TPB, where perceived normative expectations and attitudinal alignment with organisational goals strengthen intention, which subsequently enhances behavioural performance. However, factors such as workload pressure, limited institutional reinforcement, and inconsistent organisational support may weaken behavioural intention and reduce the strength of the commitment–transfer relationship, particularly among lecturers with lower levels of organisational commitment. Recent Malaysian TVET studies further suggest that organisational commitment interacts with perceived organisational support, where supportive institutional environments strengthen lecturers' motivation and intention to apply training outcomes in teaching and learning processes (Zainal et al., 2023). From a TPB perspective, these environmental conditions enhance perceived behavioural control and reinforce normative influence, thereby increasing the likelihood of training transfer. Therefore, integrating organisational commitment within the Theory of Planned Behaviour framework provides a comprehensive explanation of how psychological attachment to the organisation translates into behavioural intention and ultimately influences transfer of training among TVET lecturers. Strengthening organisational commitment is thus essential to reinforce behavioural intention, enhance the effectiveness of professional development initiatives, and ensure meaningful application of training outcomes in instructional practice. Based on the above discussion, it is proposed that:

H2b: Organisational commitment has a significant relationship with the transfer of training among TVET lecturers

Perceived importance

Perceived importance refers to the extent to which individuals believe that training content is relevant, valuable, and meaningful for improving their job performance. Within the training and development literature, it is recognised as a key cognitive factor that shapes learners' engagement, motivation, and willingness to apply newly acquired knowledge and skills in the workplace. When employees perceive training as important and directly applicable to their job requirements, they are more likely to invest effort in learning and subsequently transfer acquired competencies into practice (Noe, 1986; Chiaburu & Lindsay, 2008). This aligns with Expectancy Theory, which suggests that individuals are more motivated to engage in behaviours that they perceive as useful and likely to lead to valued outcomes. This relationship can be further strengthened and theoretically explained through the Theory of Planned Behaviour (TPB). According to TPB, behaviour is primarily determined by behavioural intention, which is shaped by attitudes, subjective norms, and perceived behavioural control (Ajzen, 1991). In this framework, perceived importance functions as a key attitudinal belief structure, where individuals evaluate whether training is meaningful, relevant, and beneficial to their job role. When TVET lecturers perceive training as highly important, this strengthens their positive attitude toward applying the training content, which in turn increases their behavioural intention to transfer training into actual teaching practice. Stronger intention subsequently increases the likelihood of actual training transfer in classroom and workshop settings.

In Technical and Vocational Education and Training (TVET) institutions, particularly Malaysian polytechnics, perceived importance is strongly influenced by the alignment between training content and departmental specialisation. For instance, lecturers in the Automotive Engineering Department are more likely to transfer training when professional development programmes include hands-on exposure to emerging automotive diagnostic systems, electric vehicle (EV) technologies, and computerised engine management systems. If such training is perceived as directly relevant to workshop teaching—such as engine troubleshooting, vehicle diagnostics, or hybrid system maintenance—lecturers are more likely to intend to apply these competencies in student practical sessions. Similarly, in the Mechanical Engineering Department, training that focuses on CNC machining, advanced manufacturing processes, CAD/CAM software, or Industry 4.0 automation systems is more likely to be perceived as important when lecturers see a clear connection to curriculum delivery and competency-based assessment. From a TPB perspective, this perceived relevance strengthens lecturers' attitudes toward applying the training, increases their intention to integrate new skills into laboratory instruction, and ultimately enhances the actual transfer of training into teaching practice. Conversely, when training is perceived as too theoretical, outdated, or poorly aligned with workshop requirements, lecturers may develop weaker attitudes toward application, resulting in lower behavioural intention and reduced transfer of training. Even if knowledge acquisition occurs, the absence of perceived importance weakens the intention–behaviour link proposed by TPB, thereby limiting actual application in teaching environments.

Empirical evidence consistently supports the relationship between perceived training importance and transfer outcomes. Employees who view training content as relevant to their job tasks demonstrate higher levels of learning retention and behavioural application after training (Colquitt, LePine, & Noe, 2000). Hutchins and Burke (2007) further emphasised that perceived utility of training significantly enhances transfer motivation, which serves as a critical antecedent of actual training application. More recent research also confirms that perceived importance positively influences both immediate training reactions and long-term transfer behaviour by strengthening individuals' intention to apply newly acquired competencies in their work environment (Blume et al., 2019; Saks et al., 2021). In vocational and educational settings, perceived importance plays a particularly significant role because training is expected to enhance instructional quality and student competency outcomes directly. Educators who perceive strong alignment between training content and industry requirements are more likely to integrate new pedagogical strategies, tools, and technologies into their teaching practice. In Malaysian TVET institutions, this is especially critical given the rapid evolution of industrial technologies such as automation, robotics, and electric mobility systems. Studies further indicate that perceived importance is closely linked to perceived job relevance, where educators who recognise strong alignment between training and instructional responsibilities demonstrate higher levels of skill application in teaching, assessment, and workshop management practices (Noor et al., 2022; Zainal et al., 2023). From a TPB standpoint, perceived importance strengthens behavioural intention by enhancing positive attitude toward training application, thereby increasing the likelihood that TVET lecturers will translate training content into actual instructional practice. Hence, perceived importance operates as a key cognitive determinant that bridges training exposure and behavioural execution in workplace settings. Therefore, it is proposed that:

H2c: Perceived importance has a significant relationship with the transfer of training among TVET lecturers

METHODOLOGIES

This conceptual paper adopts a quantitative, cross-sectional survey design to examine transfer of training among TVET lecturers in Malaysian higher learning institutions. The study is guided by three objectives: (i) to identify the level of transfer of training, (ii) to examine gender differences in transfer of training, and (iii) to determine the influence of attitude, organisational commitment, and perceived importance on transfer of training. The population of interest comprises TVET lecturers across Malaysian higher learning institutions, including polytechnics, community colleges, public universities, and other TVET-related institutions. Although a single official figure for TVET lecturers is not available, Malaysia's TVET ecosystem is extensive, consisting of approximately 1,398 TVET institutions nationwide as of 2024–2025 under various ministries and agencies (Department of Statistics Malaysia, 2024; TVET Malaysia, 2025). The sector has also experienced rapid growth, with enrolment increasing from around 423,267 in 2024 to over 490,000 in 2025 (The Star, 2025; New Straits Times, 2025), reflecting rising demand for instructional personnel. Based on institutional expansion and standard

lecturer-to-student ratios, the number of TVET lecturers is estimated at approximately 8,000 to 12,000 nationwide.

Data will be collected using a structured questionnaire adapted from established instruments in training transfer and organisational behaviour literature. The dependent variable, transfer of training, is adapted from Baldwin and Ford (1988), Holton et al. (2000), and Burke and Hutchins (2007). The independent variables include attitude toward training, organisational commitment, and perceived importance of training. Attitude is grounded in Ajzen's (1991) Theory of Planned Behaviour, organisational commitment is adapted from Meyer and Allen (1997), and perceived importance is derived from training relevance and utility literature. All constructs will be measured using a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree), which is widely used in behavioural research due to its reliability and suitability for statistical analysis (Dawes, 2008; Chomeya, 2010). To ensure validity and reliability, content validity will be established through expert review involving TVET academics and practitioners, while construct validity is supported through the use of previously validated instruments. A pilot study will be conducted to assess internal consistency using Cronbach's alpha, with values above 0.70 considered acceptable (Nunnally & Bernstein, 1994).

A simple random sampling technique will be employed to ensure equal probability of selection among TVET lecturers. Sample size will be determined using Krejcie and Morgan (1970), while a minimum threshold of over 100 respondents is considered adequate for statistical analysis, in line with recommendations by Sekaran and Bougie (2016) and Hair et al. (2019).

Data analysis will be performed using SPSS software. Descriptive statistics will be used to determine the level of transfer of training. Independent sample t-tests will examine gender differences, while multiple regression analysis will assess the influence of attitude, organisational commitment, and perceived importance on transfer of training among TVET lecturers.

CONCLUSION

This conceptual paper highlights the importance of understanding transfer of training among TVET lecturers as a key mechanism for improving instructional quality and ensuring effective implementation of industry-relevant competencies in Malaysian higher education institutions. Despite extensive investment in professional development, the persistence of low or inconsistent training transfer underscores the need to examine both psychological and demographic determinants influencing behavioural application in the workplace. By integrating the Theory of Planned Behaviour (TPB), this study explains how attitude, organisational commitment, and perceived importance collectively shape lecturers' behavioural intention to apply training outcomes, which subsequently determines the extent of training transfer. These constructs provide a structured explanation of how cognitive and motivational factors influence the translation of learning into practice. Furthermore, the incorporation of Gender Role Theory extends the conceptual framework by recognising that socially constructed gender expectations may influence access to opportunities, confidence, and behavioural application, particularly within male-dominated technical disciplines in TVET institutions. Overall, this study contributes a comprehensive conceptual framework that combines individual, organisational, and socio-demographic perspectives to explain transfer of training among TVET lecturers in Malaysia. The proposed model not only addresses a significant research gap in the TVET literature but also provides practical insights for enhancing the effectiveness of professional development programmes. Strengthening psychological readiness, improving institutional support, and ensuring gender-inclusive training environments are essential to maximising the impact of training investments and improving teaching and learning outcomes in the Malaysian TVET system.

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