

The Effect of Motivation on The Relationship Between Workplace Spirituality and Transfer of Training

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Abstract: *These days, the interest of talented laborers in Malaysia has expanded dependent on the expanded computerization and prologue to the most recent innovation for the Industrial Revolution 4.0. Accordingly, the organizations need to investigate the approaches to viably connect with their representatives and use their maximum capacity by improving positive transfer of training. Literature identified motivational factor enhances the transfer of training among employees but at the same time this factor has been influenced by workplace spirituality. However, review of literature revealed that so far, no study had been conducted between workplace spirituality towards transfer of training. This present study focused on the investigation of the relationship between workplace spirituality and the transfer of training, also the mediating effect of the motivation is investigated. To achieve the objectives of this study, a quantitative research design where the questionnaire is distributed to all the respondents involved in the “standard of procedure” training at all Al-Ikhsan’s branches in Malaysia. Further, this data is statistically tested using Statistical Packages for Social Sciences for Windows Version 25 (SPSS) for empirical investigations of the relationships between workplace spirituality, motivation and transfer of training. The results of this study confirmed mediation effect of motivation on the relationship between workplace spirituality towards transfer of training. Results of the study imply that workplace spirituality is a powerful new management concept that can be revolutionize the working environment of an organization by influencing employee performance.*

Keywords: *Workplace Spirituality, Motivation, Transfer of Training*

1. INTRODUCTION

Training and development are an integral component to the growth and development of any organization, whether private or public (Hunter-Johnson, 2012) specially to align with Industrial Revolution 4.0 (IR4.0). The catchphrase of the day is the Fourth Industrial Revolution or Industry 4.0. Industrialists have started talking about it since 1999, predicting human civilization that is geared by the Internet in the near future. True enough, it did not

take long for the revolution to go full-fledged with many breakthroughs in technologies such as artificial intelligence, robotics, the internet of things, autonomous vehicles, 3D printing, the blockchain, biotechnology and so on (Thornhill, 2016). Where people communicate within the information technology domain less than two decades ago, devices and machines are doing the talking now in an era powered by the Internet of Things (IoT).

Moving back home, the Industry 4.0 is being promoted by the Government via National Policy on Industry 4.0 (Industry4WRD). This national policy on Industry 4.0 was a collaborative effort between the government, industry and academia. The government has outlined 13 strategies under Industry4WRD as part of its roadmap to transform Malaysia's manufacturing industry landscape in the next 10 years. As indicated by the current International Trade and Industry Minister, Datuk Darrel Leiking said the arrangement was detailed to diagram Malaysia's advanced change in the assembling and administrations segment. The methodologies would be brought out through five key empowering agents to be specific Funding, Infrastructure, Regulation, Skills and Talent and Technologies (FIRST) alongside focused activity plans created to address the regions encompassing Industry 4.0. The procedures incorporate fortifying the computerized availability, upgrading the capacity of the existing workforce and growing new gifts and aptitudes, improving information honesty and gauges, escalating exploration, imaginativeness and mechanical improvement projects and exercises. Industry4WRD additionally accompanies four explicit objectives. They are to expand the dimension of efficiency in the assembling business per individual from RM106,647 by 30 percent, raise the total commitment of the assembling segment to the economy from RM254 billion to RM392 billion, fortify development limit and ability as reflected by progress in Global Innovation Index positioning from 35th to top 30 and increment the quantity of high-talented laborers in the assembling division from 18 percent to 35 percent.

This is evidenced by the 2019 budget presentation presented by the Finance Minister, Lim Guan Eng recently. The government is allocating more than RM5 billion in the 2019 Budget to propel industries in Malaysia in the wake of the Fourth Industrial Revolution (Industry 4.0). During the tabling of the first budget for the Pakatan Harapan government, Lim said RM210 million had been allocated over three years from 2019 to support the transition and migration to Industry 4.0 in line with the Malaysia National Policy on Industry 4.0 launched recently. Based on increased automation and introduction to the latest technology, demand for skill workers and skilled workers will continue to increase in the future. To ensure adequate supply of skilled workers, the government has allocated funds in Budget 2019 for the implementation of cross-cutting skills programs, skills upgrades and expert retraining.

Nowadays, all modern organizations accept that a well-trained workforce is a critical success factor that influence the organizations' performance. Training and development is actually an expensive investment for most organizations and the employers are expected to ensure that investments in training provide maximum returns. The organizations are willing to invest large amount of money annually to train and develop its employees' skills and knowledge for future needs including the government that can be seen through the presentation of Malaysian Budget 2019. It is purposed for the employees to apply what they have learned from the training place to the job setting. In other words, the ultimate goal of training should be positively transferred into the workplace (Govaerts, Kyndt & Dochy, 2017).

The training transfer process should take place in order to see the effectiveness of training results, so that training content can be applied to the actual workplace. Accordingly, the process of transfer of training can be an important measure of individual academic improvement efforts as this process allows a person trained to translate the knowledge, skills and attitudes acquired through training to actual work situations. In order to do that, there are factors that can influence the transfer process of the training and directly affect the

employee's performance ability at the workplace (Rahim & Abiddin, 2014). Therefore, this study was conducted because there is a need to ensure that investment in human resources involving the implementation of training programs can not only be transferred but can improve the efficiency and quality of work performance and organization.

1.1 Problem Statement

Training is an important factor in developing employee performance and the productivity of organizations of all kinds. It is a continuous process for improving employee knowledge to further develop their skills in doing their job as well as their behaviour, attitude, work reaction, and even job satisfaction (Punia and Kant, 2013). Recognizing the importance of implementing training programs, there are organizations that are willing to spend a great deal on developing their employees as a long-term investment strategy in creating a highly competitive organization. Malaysia also has the same scenario. In 2016, the Malaysian Government has allocated RM3874 million for the development of education and training (Economic Report 2016/2017) and the amount has increased to RM5904 million in 2017. This proves that the government is committed to improving education and training development to the people.

However, only a few reports of the results of the training evaluation show that there is an excellent level of effective transfer of training (Halbesleben, Cox & Hall, 2011; Nikandrou, Brinia & Bereri, 2009). This explains that the majority of human resource training and development programs implemented by organizations or employers are ineffective and not transferable, supported by evidence of low levels of training transfer (Renta-Davids, 2014; Pham & Gijsselaers, 2010). The main problem of training transfer is that formalized training measures often see participants acquiring skills that they do or are unable to apply adequately in their workplace. That is, it is assumed that such participants often fail to transfer to their daily work routine what they have learned through training measures (Tonhäuser and Bükér, 2016).

Several authors assume that the workplace applies only 10-20% of the lesson content (Kauffeld, Bates, Holton & Müller, 2008; Solga, 2005). It is also supported by Patterson (2009), where he found that more than 80 percent of the outcomes of training in terms of knowledge, skills and skills gained in training programs are not being applied back to the real job. In addition, according to the study conducted by Tonhäuser and Bükér (2016), 62 percent of the training content is applied in the workplace immediately after training, falling to 44 percent after six months and 34 percent after one year. Differing results regarding transfer rates can be attributed to modifiable personal and situational determinants. For this reason, it is essential to analyze the determinants of training transfer. They provide evidence of which determinants significantly influence the success of learning transfer, be it positively or negatively. Since then, it has been widely reported in literature that the desired and expected outcome is often not achieved by training investment (Wen & Lin, 2014).

Some researchers present motivation as a key determinant of training effectiveness to overcome these problems (Banerjee, Gupta & Bates, 2017; De Almeida, 2016) and suggest that creating a sense of optimism and capitalizing on training motivational variables can enhance training transfer (Noorizan, Afzan & Akma, 2016; Zainol, 2016). Studies have shown that motivation has a positive relationship with training transfer in terms of research (Banerjee, Gupta & Bates, 2017; Wen and Lin, 2014; Renta-Davids, 2014; Gegenfurtner, 2013). Based on the motivation theory, both intrinsic and extrinsic motivation is driven by how individual senses their goal or rewards of the particular task. There are, however, several research gaps between motivation and training transfer in the study. They suggested testing the relationship between instrumentality and training transfer for future research, according to the study conducted by Bhatti & Kaur (2010). There is a need for empirical explanation that

clearly indicates which of the rewards (intrinsic and extrinsic) is strongly associated with training transfer. This relationship will predict the kind of reward that would drive trainees to transfer learned skills and knowledge to the workplace, whether intrinsic or extrinsic or both. Besides that, the study by Wen and Lin (2014) also suggested that some factors may intervene transfer of training which will contribute to motivation.

According to Malik, Naeem & Bano (2014), their past study indicated that aspects of workplace spirituality such as meaning at work and community conditions have an important role to play in nurturing intrinsic motivation that even controls the effects of gender, age and work experience. In addition, Vander de Walt (2014) also supports the positive correlation of meaning and purpose in life with work motivation and positive work attitudes, including aspects such as job satisfaction and organizational commitment. There have also been positive relationships between individual spirituality, spiritual well-being or spirituality in the workplace, and important psychological (individual) outcomes such as life satisfaction and subjective well-being (Pashak & Laughter, 2012; Pagnini, Lunetta, Rossi, Banfi, Gorni, Cellotto & Corbo, 2011). Furthermore, Gall (2011) states that "religious and spiritual beliefs in relation to one's connection to a greater meaning can help to create meaning and purpose for life. From all these past studies, there is a positive relationship between motivation and spirituality in the workplace that can affect the transfer of training between employees in return.

The researcher found that transferring training was an important issue in the success of a training effort as a result of the discussion in the background of the problem. Nowadays, the ever-increasing competition in the business world has forced organizations to explore ways to engage their employees effectively and exploit their full potential by enhancing positive training transfer. Spirituality in the workplace is one such way. The search for new and improved management concepts led researchers into the spirituality of the workplace. Review of the literature revealed that there were only limited studies that has been investigated between workplace spirituality towards transfer of training, so this study will be a first attempt to study the relationship between workplace spirituality and transfer of training with the mediating effect of motivation among Al - Ikhsan Sports Sdn Bhd employees.

1.2 Research Questions

Research questions of this study are:

1. What is the workplace spirituality, motivation and transfer of training level among employees at Al-Ikhsan Sports?
2. Is there exists a relationship between workplace spirituality and transfer of training among employees at Al-Ikhsan Sports?
3. Is there exists a relationship between motivation and transfer of training among employees at Al-Ikhsan Sports?
4. Is there exists a relationship between workplace spirituality and motivation among employees at Al-Ikhsan Sports?
5. Does motivation mediate the relationship between workplace spirituality and transfer of training among employees at Al-Ikhsan Sports?

1.3 Research Objectives

The objectives of this study are to examine the relationship between workplace spirituality and transfer of training with the mediating effect of motivation among the employees in Al-Ikhsan Sports. This study aims specifically:

1. To identify the workplace spirituality, motivation and transfer of training level among employees at Al-Ikhsan Sports.

2. To evaluate the relationship between workplace spirituality and transfer of training among employees at Al-Ikhsan Sports.
3. To test the relationship between motivation and transfer of training among employees at Al-Ikhsan Sports.
4. To determine the relationship between workplace spirituality and motivation among employees at Al-Ikhsan Sports.
5. To identify the mediating effect of motivation in the relationship between workplace spirituality and transfer of training among employees at Al-Ikhsan Sports.

1.4 Research Scope

This study was conducted to investigate the mediating effect of motivation to the relationship between workplace spirituality and the transfer of training. This study was conducted at all the branches of Al-Ikhsan Sports in quantitative way using questionnaire. All the staff involved in the “standard of operation” training in Al-Ikhsan Sports in the past three months will be the population in this study. This study analysed the collected data using Statistical Packages for Social Sciences for Windows Version 25 (SPSS).

1.5 Significance of Study

This study contributes theoretically and practically to the existing body of academic knowledge on spirituality in the workplace, particularly among Al-Ikhsan Sports employees. This study provides an insight into the concept of spirituality in the workplace by examining its effect on training transfer. Three dimensions of workplace spirituality which are meaning at work, community at work and positive organizational purpose have been take into account for discovering workplace spirituality relationship with transfer of training.

This study is extremely useful from an organizational perspective to stress the importance of spirituality and motivation in the working environment in order for the employees to understand the concept of working properly and transparently. This can help to achieve organization, as the main pillars of the success of an organization’s human resources. Therefore, the employee can plan and act on the transfer of training in managing programs towards a spiritual motivation of the employee by identifying the spiritual and motivational effect on the workplace. This will improve the management function of the organization to encourage the improvement of employees.

In addition, this study helps increase employees' awareness of spirituality at work in Al-Ikhsan Sports. That is important in order to ensure that the skills of employees are transferred positively from training to work. In addition, this study will help the employees to understand themselves and what their needs to contribute to the organization.

The results of this research will add to the knowledge of the new concept of spirituality at work. The new concept of the spirituality of the working place and its connection to improve or diminish the efficiency of training transfer. The results of this study can therefore improve the prospects of the relationship between spirituality and motivation at work.

2. LITERATURE REVIEW

2.1 Defining Workplace Spirituality

In recent years there has been an increase in interest in spirituality as a scholarly topic. Research on spirituality in the workplace has become a heated debate among researchers, as research into spirituality in the work place does not have definite clarity (Marques, Dhiman & King, 2005; Tischler, Biberman & Altman, 2007; Gotsis & Kortezi, 2008; Rego and Cunha, 2008; Van Tonder and Ramdass, 2009). As a result, this issue of clarity has become a major obstacle to advancement in this field (Tischler and others, 2007; Gotsis and Kortezi, 2008; Kolodinsky, Giacalone and Jurkiewicz, 2008). Is it a true interest to understand the

importance and depth of the spirituality of work at this contemporary level? Or can we use our deepest beliefs in the service of corporate productive activity in just another way? (Kamoche & Pinnington, 2012).

In this sense spirituality is usually defined as meaning in a greater sense in one's life or an inner journey (Fry, 2003; Mitroff, 2003). Based on Ashar and Lane-Maher (2004), the ideal of natural hunting for transcendent or supreme meaning in life is what is common between all definitions. Mitroff (2003) has defined it for eventual meaning or purpose as a central or fundamental basis in person's life. Sheep (2006) then stated that spirituality concerns thinking, feelings and behaviors that arise from the desire to associate with or associate with a higher or higher purpose. Shankar Pawar (2009) findings indicate that spirituality in the workplace concerns spiritual experiences and events. This concept was studied in different contexts and mostly the language of spirituality remains unchanged regardless of its context or background (Ashmos and Duchon, 2000). Spirituality in one simple word is the expression of spirit then spirituality is the place of work.

In many research papers on the subject of workplace spirituality, different definitions are given. While there are a number of researchers' perspectives in spirituality in their workplaces, there are few common topics that have emerged from several authors like Ashmos and Duchon (2000), Duchon and Plowman (2005), Gotsis and Kortezi (2008), Marques, Dhiman and King (2005) and Milliman, Czaplewski and Ferguson (2003). However, the definition of the subject of research as Ashmos and Duchon, 2000 (Dehler and Welsh 2003, Kinjerski and Skrypnek 2008, Milliman and Ferguson 2003) is the most dominant subject used in quantitative research. Acknowledgement of the inner life which nurtures and is nourished with meaningful work in the community, according to Ashmos and Duchon (2000). While there are many dimensions to the spirituality of the workplace, only three of them (meaningful work and community, positive organisation), which are the most widely used definition of Ashmos and Duchon (2000) have been discussed by the researcher.

2.2 *Meaningful Work*

The profound meaning and purpose of the work is a fundamental aspect of workplace spirituality (Milliman, Czaplewski & Ferguson, 2003). This aspect describes how employees work on an individual level from day to day (Milliman, Czaplewski & Ferguson, 2003). Spirituality considers work not only an exciting and difficult thing, but also to seek a deep meaning and purpose, to animate one's dream, and to describe one's lives in order to find significance in one's work and to contribute to others (Ashmos et Duchon, 2000). The significance of his / her work can be characterized at the level of the individual, who enjoys his / her job, feels alive with his or her job and acquires personal significance and purpose. Steger, Dik, and Duffy (2012) defined meaningful work as "work that is both significant and positive in valence (meaningfulness)". As such, employees who think that their jobs mean better welfare are reported (Steger et al., 2012), more central work is seen as important (Arnold et al., 2007), work is of greater value (Harpaz & Fu, 2002) and job satisfaction is reported (Nord, Brief, Atieh, & Doherty, 1990). Empirical research has demonstrated that work is often a significant source of meaning throughout life (Kamdron, 2005). Steger, Dik & Duffy (2012) suggested that meaningful activities may help people to gain an understanding of themselves and the world around them and facilitate their personal growth. Long-recognized organizational scholars derive meaning from their work and this is a key factor in the attitudes and behaviors of the employees (Duchon & Plowman 2005).

2.3 *Community at Work*

Community at work signifies interrelation, an important element of the spirituality of the workplace. Deep relationships with others are an important dimension of workplace

spirituality (Ashmos & Duchon, 2000). This dimension focuses on individual conduct at group level and on interaction between employees and employees. The working environment involves mental, emotional, and spiritual contacts among the employees in an organization, according to Neal and Bennett (2003). This creates a deep sense of connection, support, freedom of speech and forgiveness between persons. Community at work is characterized by the feeling of connecting with colleagues, employees supporting each other, and connecting to common goals (Milliman, Czaplewski & Ferguson, 2003). Authentic community is not imposed, driven by social, but by extrinsic motivation. Employees are encouraged to be authentic and enable personal relationships to be formed rather than impersonal connections via their roles (Garrett et al., 2014).

2.4 Positive Organizational Purpose

Positive organizational purpose shows how employees perceive their company as having a positive purpose towards society and employees, according to a Duchon and Plowman (2005) study. If they accept that their organization is intended to serve a noble cause and can make a positive difference for others, they also feel. According to Fry (2003), this can be called "calling," and calls fulfill the employees' highest spiritual needs. Positive organizational goals include that employees are willing to be involved in organizations with the aim not just to be good companies, but also to become an ethically or integrally active and contributing more to the welfare of employees, customers and society than ordinary companies. Positive organizational objectives are characterized by a sense of organisation, mission and organizational values and employee concern of the organization (Milliman, Czaplewski & Ferguson 2003). In this research work, the characteristics of meaningful work and working communities in line with Ashmos and Duchon (2000) definitions of spirituality in the workplace and both aspects are meaningful work and working community. Workplace spirituality at organizational level in the present study is hypothesized in terms of positive organizational purpose; this aspect is different from Milliman, Czaplewski & Ferguson (2003) study which hypothesized alignment with organizational values as organizational level of workplace spirituality. The views are given about spirituality in the workplace at the level of organizations in line with the study of Mr. Milliman, Mr. Czaplewski & Mr. Ferguson (2003).

The present study therefore includes three characteristics of the spirituality of a working place, which are like these; meaningful in work is consistent with the study of Ashmos and Duchon (2000). The second point is also in line with the study by Ashmos and Duchon (2000), which shows how workers feel that they are part of their working community, where they can experience personal growth, they feel valued as individuals and they feel like worked together. The second is the study by Ashmos and Duchon (2000). Thirdly, the positive organizational purpose where it is in accordance with the study by Duchon and Plowman (2005), which shows how employees view their organization as having some positive aim in terms of employees, society, etc.

2.5 Workplace Spirituality Outcomes

Based on recent studies, spirituality and motivation are linked to a positive one (Afsar et al., 2016; Jayalakshmi and Venkateswarlu, 2015; Malik, Naeem & Bano, 2014; Fry, 2003). Based on these studies, not only do the spirituality at work, but also the motivated workforce in this highly complex, competitive and dynamic working environment view practitioners and academics as a sustainable source of competitive advantage (Malik, Naeem & Bano, 2014). Today, motivation for working people is seen as an essential component for effective workforce management as a popular motivating mantra (Steers, Mowday & Shapiro, 2004).

2.6 *Motivation*

Motives drive human activities and the motive must be of some kind (Kant, Wood, & Schneewind, 2002). The theorists often categorize motivation as a different cause of action into two different classes: extrinsic and intrinsic motivation (Calder & Staw 1975; Deci 1972; Porac & Meindl 1982; Scott, Farh, and Podsakoff 1988). In fact, intrinsic motivation that refer to the motivation to do something due to inherent satisfaction has been known as one key factor that influences the learning process (Ryan & Stiller, 1991). (Berlyne, 1966; Decharms, 1972; Deci, 1972; Deci & Ryan, 2000). Therefore, the intrinsic motivation is important and is necessary for human development (Deci & Ryan 1985). This motivation affects learning, adaptation and ability. The intrinsic motivation is a powerful source of conduct if someone has a chance to decide their conduct independently (Deci & Ryan, 1985). Extrinsic motivation refers, unlike intrinsic motivation, to something being done, which results in valuable results like better job performance, pay and promotions (Deci, 1972; Lawler & Porter, 1967). Extrinsic motivators include work related matters, including promised rewards, louanges and timetables (Amabile, 1993). Based on the past studies, there are many researchers studied about the positive relationship between motivation and transfer of training (Banerjee, Gupta & Bates, 2017; De Almeida, 2016; Noorizan, Afzan & Akma, 2016; Zainol, 2016; Wen & Lin, 2014; Zubairy, Mozie & Ghazali, 2014; Renta-Davids, 2014; Bhatti, Kaur & Battour, 2013; Awais, 2013; Gegenfurtner, 2013). However, the role of workplace spirituality towards transfer of training is a new thing to explore. Therefore, in this present study aims to study about the mediating effect of motivation in the relationship between workplace spirituality and transfer of training.

2.7 *Transfer of Training*

There are some perspectives among researchers on the transfer of training. The transfer of training has been defined generally as the application of everything skills acquired from training to work and can be practiced for a long-term period. Positive transfer of training indicates the level at which the trainer is apply knowledge, skills and attitudes gained from training to workplace actually is high (Elangovan and Karakowsky, 1999). Vermeulen (2002), said the training transfer concept is defined as "one-way movement from learning to learning and practice. While Wills (1993) said what could help the training move happening at work is by the following methods:

- Provide training to employees of the same group and this will facilitate training transfers.
- Some skills acquired from the course can only be transferred to workplace effectively in the event of cultural change in the workplace.
- The involvement of managers before, after and in some current cases exercise.
- Ensure that each trainee gets enough time to practice what which they learned during the course.
- Manage transitions occur from courses to work.

There are several widely used transfer of training's model that were discussed to clear the understanding about transfer of training including Baldwin and Ford's Transfer of Training Model (1988), Foxon's Transfer of Training Model (1993), Thayer dan Teachout's Transfer of Training Model (1995), Holton's Transfer of Training Model (1996), and Elangovan dan Karakowsky's Transfer of Training Model (1999). The researcher believes that one of the most difficult aspects of measuring transfer of training is to determine the most appropriate model of transfer of training. It was also agreed by Brinkerhoff (2006), Shoobridge (2004) and Wexley & Latham (1991). For Tavor et al., (2013), the best model of transfer of training is the model that suits the researcher's requirements. He stressed that there is no single most complete and absolute transfer of training model in a behavior measurement where researchers need to look at training objectives, past studies and emphasize limited variables

and are not addressed in measuring transfer of training. According to Pineda (2010), to measure the transfer of training, the most important thing is to obtain comprehensive and accurate information from an individual perspective, work environment and organization to get responses, learning, impact on work achievement and impact on organizational achievement. All these are in line with Baldwin and Ford's Transfer of Training Model (1988), Foxon's Transfer of Training Model (1993), Thayer and Teachout's Transfer of Training Model (1995), Holton's Transfer of Training Model (1996), and Elangovan and Karakowsky's Transfer of Training Model (1999). In conclusion, all these models of transfer of training were adapted and adopted to form conceptual framework of this study.

2.8 Conceptual Framework

Theoretical framework of the study has been formed based on the highlights of the work that has been done as shown in the figure in Figure 2.1.

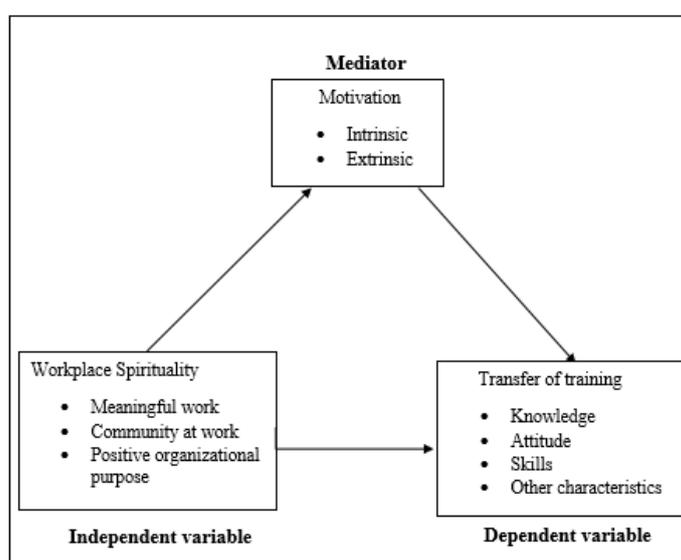


Figure 2.1 Conceptual Framework

3. METHODOLOGY

3.1 Research Design

According to Creswell (2014), the design of the study is the approach chosen by the researcher in conducting a study. The selection should involve the interaction between the study philosophies leading to the investigation process. Beri (2013), stated that the selection of the study was dependent on the problem statement in a study. Among other factors that influence the design of the study are the scope of the study. A study involving a broad scope of studies will have differences with a limited scope of study (Beri, 2007). In summary, the design of the study is a research plan from the identification of the problem to the findings of the study. This study aims to identify the relationship between workplace spirituality and transfer of training with a mediating effect of motivation.

The research design that will be used in the current study is a survey study. Survey is a non-experimental study, most used and facilitates data collection (Tayie, 2005). Survey studies describe, compare and predict the attitudes, opinions, behaviours and characteristics of a population (Creswell, 2015). According to Fowler (2009), the purpose of the review is to obtain statistics in the form of quantitative or figures on aspects studied in a population. The main way of obtaining data in a survey is through questionnaire and usually the information obtained is from the sample of the study compared to the population survey (Fowler, 2009). In this study, the whole population is used to present the sample of the study. The study

reviewed on employees at Al-Ikhsan Sports using questionnaires as a research instrument to answer all the research questions of this study.

Creswell (2015), states that there are two types of survey surveys: cross-sectional research and longitudinal study. In this study, the cross-sectional survey was used because the researcher collected the data once after three months of 'standard of procedure' training was carried out to the employees of Al-Ikhsan Sports. Cross sectional survey study means researchers will collect data once from a sample at a time (Parasuraman, Grewal, & Krishnan, 2006). The advantages of using cross sectional survey is that it is easy to manage, cost savings and researchers can get the data quickly (Tavakoli, 2012). In conclusion, the research design used in this study was a cross sectional survey because the researcher collected the data once only.

The fact is that transfer of training is bounded by time, i.e. dynamic transfer takes place throughout the working period after training in a real environment. However, meta-analysis by Baldwin et al. (2009), ASTD (2009) and research carried out by Aziz & Ahmad (2011) and Carla (2012) show most organizations that evaluate behavior, taking measurements between periods two weeks or two months after training. Thus, Kirkpatrick (2007) recommends that workers be given enough time and opportunity to make changes, and the appropriate period of time is three to six months after or a year after receiving training (Pineda, 2010). Behavioral measurement in a timely manner is more important to determine whether the new behavior is exhibited by the trainee or not in the training environment and working environment (Arguinis & Kraiger, 2009). This is because the training is only effective if the employee is successful in improving the performance of the work that is aligned with the goals of the organization. Following the literature review above, the researcher decided to test the transfer of training among respondents after three months the training has been conducted.

3.2 *Population*

According to Yount (2006), the population of the study is the entire subject of the study. Meanwhile, according to Md Shah (2002), the study population is a large group of individuals or objects that have always been the main focus of scientific inquiry. Then this data and information will be analysed once collected. While in this study, the whole population of the respondents involved in the past three months of "standard operation" training was used in this study as the number of participants in that training was only 100. Therefore, in this present study had decided to use all the staff involved in the training to get the whole picture about the transfer of training among the participants.

3.3 *Pilot Study*

Pilot study is a research approach to identify potential or problems that may affect the quality and validity of the research findings. Pilot research is also known as a mini-scale study conducted as a complete study preparation (Blessing & Chakrabati, 2009). According to Teijlingen and Hundley (2001), pioneering research is a possible study of small-scale versions and is a pre-test for research instruments such as questionnaires or interview schedules. Pilot study is one of the important elements in the design of good research. Specifically, through the pilot study, researchers can identify the probability or potential of the study towards failure, identify practical problems in the conduct of the study or find the questionnaire distributed as inappropriate or too complex. In summary, pilot studies will increase the probability or potential of successful research (Teijlingen & Hundley, 2001).

For the current study, pilot studies were conducted on three main objectives. The first objective was to identify the language used in this questionnaire to be easily understood by Al-Ikhsan Sports employees. Next, pilot study was conducted to identify the average or

estimated time needed by respondents to answer the questionnaires that will be distributed. Finally, this pilot study was conducted to identify the scale reliability used in the research instrument. A pilot study involved a total of 30 employees of Al-Ikhsan Sports.

4. RESULTS AND FINDINGS

4.1 *The Survey on Respondent's Profile*

The data from the respondent's profile survey is obtained through the demographic questions of research instrument. The whole population of the respondents involved in the "standard operation" training in one month are used in this study as the number of participants in that training is only 100. Therefore, in this present study has decided to use all the staff involves in the training in one month to get the whole picture about the transfer of training among the participants. The information from the respondents includes gender, age, educational level and working experience at the organization. The detailed information is presented as below. The majority of the respondents are female (57.0%) in which the number of females' employees (57) is more than the males (43). Table 4.1 also shows the frequencies of respondents' age into 3 categories from 21 years old to 50 years old. A majority of the employees ages range between 21 to 30 years old. As shown in Table 4.1, in terms of educational level, SPM, STPM/ diploma and degree presented the educational levels of the employees. Whereas, the STPM/ Diploma is not less than the degree, these four categories were developed as the educational among them. This table shows the majority of the respondents possess SPM with 49.0 percent. Table 4.1 presents the frequencies of the current respondents' experience at Al-Ikhsan Sports. It shows that a majority of the respondents had below than two years of working experience at the company, followed by 40.0 percent of respondents range 3 to 5 years working experience and only 8.0 percent of them had 6 years and above of working experience at Al-Ikhsan Sports.

Table 4.1: Respondents' demographic information

Gender	Frequency	Percent
Female	57	57.0
Male	43	43.0
Age		
Below 30	80	80.0
31-40 years old	18	18.0
41 and above	2	2.0
Higher Educational level		
SPM	49	49.0
STPM/Diploma	29	29.0
Degree	22	22.0
Working Experience with Al-Ikhsan		
Below 2 years	52	52.0
3-5 years	40	40.0
6 years and above	8	8.0

4.2 *Descriptive Analysis of Variables*

This section describes the statistical description of all variables of the study.

4.2.1 The Level of Workplace Spirituality, Motivation and Transfer of training

Research Question 1: What is the workplace spirituality, motivation and transfer of training level among employees at Al-Ikhsan Sports?

Table 4.3: The Mean Level of Workplace Spirituality, Motivation and Transfer of training

Variables	Mean Score	Level
Workplace Spirituality	4.70	High
Motivation	4.52	High
Transfer of training	5.17	Very high

Table 4.3 shows the mean level of workplace spirituality, motivation and transfer of training. As we can see, the mean score reading of transfer of training scored the highest compared to workplace spirituality and motivation which is 5.17. while the mean score reading of motivation is the lowest with 4.52 but still consider high according to the table of mean level classification.

4.3 Inferential Analysis

The next analysis of this study is conducted 1) to measure the relationship between workplace spirituality and transfer of training among employees at Al-Ikhsan Sports 2) to test the relationship between motivation and transfer of training among employees at Al-Ikhsan Sports 3) to investigate the relationship between workplace spirituality and motivation among employees at Al-Ikhsan Sports, so the Pearson correlation method was used. This is because the construct for the independent variable and dependent variable consist from Likert Scale. According to Gregory (2014), the coefficient of correlation is to state the level of linear relationship between the two sets of scores obtained from the same individuals. The value of the coefficient of collation ranges from the value -1.00 to +1.00. The approximate value of +1.00 or -1.00 is said to have a strong or strong relationship between the two variables. While positive and negative symbols determine the direction or direction of the relationship (Gregory, 2014).

Besides that, for the fifth research question the regression analysis which is to identify the mediating effect of motivation in the relationship between workplace spirituality and transfer of training among employees at Al-Ikhsan Sports, the regression analysis by Baron and Kenny (1986) was used. Mediator explains the relationship between independent variables and dependent variables more accurately. Terms mediators are also known as intervention variables or process variables (Baron & Kenny, 1986). According to Baron and Kenny (1986), the intermediary model explains that there is no direct effect between the independent variable and the dependent variable but the independent variable affects the mediator, then the mediator will influence the dependent variable.

As stated earlier, four hypotheses were developed in this study. This calls for the use of a Pearson correlation and simple linear regression analyses. The results of the hypotheses are shown and discussed as follows.

4.3.1 Relationship Between Workplace Spirituality and Transfer of Training

Research Question 2: Is there exists a relationship between workplace spirituality and transfer of training among employees at Al-Ikhsan Sports?

The findings of this part address the relationship between workplace spirituality and transfer of training as stated in the second research question. Based on that, hypothesis 1 was developed as below:

Hypothesis 1: There is a significant relationship between workplace spirituality and transfer of training.

Regarding the relationship between workplace spirituality and transfer of training, Pearson’s correlation was utilized to analyse the hypothesis. The results of Pearson correlation for the hypothesis is shown in Table 4.4.

Variables		Workplace Spirituality	Transfer of training
Workplace Spirituality	Pearson Correlation	1	.686**
	Sig. (1-tailed)		.000
	N	100	100
Transfer of training	Pearson Correlation	.686**	1
	Sig. (1-tailed)	.000	
	N	100	100

** . Correlation is significant at the 0.01 level (1-tailed).

As shown in table 4.4, the value of Pearson’s correlation coefficient for workplace spirituality ($r= 0.686$) is positive and significant at the level $\alpha= 0.01$. It is concluded that there is a moderate relationship level between workplace spirituality and the transfer of training. Therefore, the alternative hypothesis that stated there is a significant relationship between workplace spirituality and transfer of training is accepted.

4.3.2 Relationship Between Motivation and Transfer of Training

Research Question 3: Is there exists a relationship between motivation and transfer of training among employees at Al-Ikhsan Sports?

The findings of this part address the relationship between motivation and transfer of training as stated in the third research question. Based on that, hypothesis 2 was developed as below:

Hypothesis 2: There is a significant relationship between motivation and transfer of training. Regarding the relationship between motivation and transfer of training, Pearson’s correlation was utilized to analyse the hypothesis. The results of Pearson correlation for the hypothesis is shown in Table 4.5.

Variables		Motivation	Transfer of training
Motivation	Pearson Correlation	1	.683**
	Sig. (1-tailed)		.000
	N	100	100
Transfer of training	Pearson Correlation	.683**	1
	Sig. (1-tailed)	.000	
	N	100	100

** . Correlation is significant at the 0.01 level (1-tailed).

According to the table 4.5, the value of Pearson’s correlation coefficient for motivation ($r= 0.683$) is positive and significant at the level $\alpha= 0.01$. It is concluded that there is a moderate relationship level between motivation and the transfer of training. Therefore, the alternative hypothesis that stated there is a significant relationship between motivation and transfer of training is accepted.

4.3.3 Relationship Between Workplace Spirituality and Motivation

Research Question 4: Is there exists a relationship between workplace spirituality and motivation among employees at Al-Ikhsan Sports?

The findings of this part address the relationship between workplace spirituality and motivation as stated in the fourth research question. Based on that, hypothesis 3 was developed as below:

Hypothesis 3: There is a significant relationship between workplace spirituality and motivation.

Regarding the relationship between workplace spirituality and motivation, Pearson's correlation was utilized to analyse the hypothesis. The results of Pearson correlation for the hypothesis is shown in Table 4.6.

Variables		Workplace Spirituality	Motivation
Workplace Spirituality	Pearson Correlation	1	.757**
	Sig. (1-tailed)		.000
	N	100	100
Motivation	Pearson Correlation	.757**	1
	Sig. (1-tailed)	.000	
	N	100	100

** . Correlation is significant at the 0.01 level (1-tailed).

According to the table 4.6, the value of Pearson's correlation coefficient for workplace spirituality ($r= 0.757$) is positive and significant at the level $\alpha= 0.01$. It is concluded that there is a high relationship level between workplace spirituality and motivation. Therefore, the alternative hypothesis that stated there is a significant relationship between workplace spirituality and motivation is accepted.

4.3.4 Mediating Effect of Motivation in the Relationship Between Workplace Spirituality and Transfer of Training

Research Question 5: Does motivation mediate the relationship between workplace spirituality and transfer of training among employees at Al-Ikhsan Sports?

The findings of this part address the mediating effect of motivation in the relationship between workplace spirituality and transfer of training as stated in the fifth research question. Based on that, hypothesis 4 was developed as below:

Hypothesis 4: There is a mediating effect of motivation in the relationship between workplace spirituality and transfer of training.

In order to examine the mediating effects of motivation in the relationship between workplace spirituality and transfer of training, a multiple regression was conducted to analyse the hypothesis. The mediating effect was tested following the three-step procedure proposed by Baron and Kenny. A formal significant test of indirect effect was carried out to understand the influence of independent variable on the mediator and the mediator on the depended variable. The result of the first step in which (transfer of training) regressed on the independent variable (workplace spirituality) as well as the results for the second and third steps were shown in Table 4.7.

Table 4.7: The Results of Multiple Regression Analyses: The Effects of Workplace Spirituality and Motivation on Transfer of Training

	Motivation		Transfer of Training	
Test 1	B	t	B	t
Workplace Spirituality			0.753*	14.786
R			0.542*	
Adj. R			0.532*	
F			182.636	
Test 2				
Workplace Spirituality	0.901*	20.211		
R	0.787*			
Adj. R	0.786*			
F	373.853			
Test 3				
Workplace Spirituality			0.241*	3.402
Motivation			0.549*	10.835
R			686*	
Adj. R			684*	
F			254.306	
Dependent variables: Transfer of Training				
*p< 0.00				

With the first test to see the relationships between workplace spirituality and transfer of training, hierarchical regression analysis revealed that workplace spirituality of the employee ($\beta=0.75$; $p<0.01$) had significant positive effects on transfer of training. Therefore, H1 hypothesis was supported.

With the second test, effects of workplace spirituality of the employee on motivation were investigated. Analysis results revealed that workplace spirituality of the employees had significant positive effects on motivation ($\beta=0.90$; $p<0.01$). Thus, H2 hypothesis was also supported.

With the third and the last test, the effects of workplace spirituality and motivation of employee on transfer of training were investigated. The hierarchical regression analysis revealed that with decreasing effects of workplace spirituality on transfer of training, motivation of which mediating role was investigated maintained the significance with increasing regression coefficients. Right at this point, it was observed that workplace spirituality ($\beta=0.24$; $p<0.01$) and motivation ($\beta=0.55$; $p<0.01$) of employees had significant positive effects on transfer of training. These results indicated the (Relative mediating effect) mediating role of motivation between workplace spirituality and transfer of training of employees. Based on these results, H4 hypothesis was supported.

5. CONCLUSION

This study has contributed distinctively to the literature relating to workplace spirituality effecting competency outcomes like transfer of training. An important contribution of the present study is the mediating effect of motivation on the relationship between workplace

spirituality and transfer of training. Data was collected from 100 training participants in one month through self-administered questionnaire. Workplace spirituality was found to be positively related to transfer of training. Moreover, inferential analysis revealed that the direct relationship of workplace spirituality dimensions with transfer of training is positively significant. Finally, the analysis findings confirmed mediation of motivation on the relationship between workplace spirituality and transfer of training.

This study was the first attempt in retail industry in Malaysia to study the effect of workplace spirituality on positive competency outcome which is transfer of training as well as first of its kind to examine the mediation of motivation on the relationship between workplace spirituality and transfer of training. Moreover, workplace spirituality was studied with its three important dimensions namely; meaningful work, community at work and positive organizational purpose. It can also be expounded that this study contributed both at practical as well as theoretical level.

Furthermore, it can be concluded by the present study that workplace spirituality along with its three dimensions are the precursors of transfer of training. This important competency outcome can affect the employee as well as the organization in different ways.

In the light of above discussion, it can be concluded that, spirituality at work is powerful new management concept that can be revolutionize the working environment of an organization by influencing employee competency outcomes. In case of Al-Ikhsan Sports which is service sector organization, the concept of workplace spirituality is of utmost importance because provision of quality services depends on competent employees and this study clearly shows that workplace spirituality can improve transfer of training. moreover, management can tackle with the problem of employees' competency by implementing the concept of workplace spirituality by providing meaningful work, creating sense of community and belongingness among the employees and inculcating positive organizational purpose along with the fulfilment of motivation.

Hence, the proposed conceptual framework of the present study provides a novel platform for further studies in future so that it can be further elaborated that how spirituality at work can affect organizational and behavioural outcomes that can be elucidated by competency outcomes.

5.1 Limitations of the Study

Although substantial research design has been provided in the present study, this study is having some limitations as well as which are discussed in this section. Firstly, the population of respondents in this study were taken on one type of training only at one organization only. Hence, the final results cannot be generalized on other training or whole employees or on the other sectors.

Secondly, though this study has tested the reliability of all scales used in the data gathering or this study, workplace spirituality, motivation and transfer of training instruments were evaluated by self-report rating of the respondents. Therefore, all the information related to these variables depends totally on how accurately the questions were answered by the respondents.

Finally, individuals' attitudes and positive behaviours are prone to change over time. Therefore, this should be considered in the interpretation of the results. The collection data in this study was based on cross sectional method, hence the results cannot conclusively prove causality.

5.2 Recommendations

The present study was done on the concept of workplace spirituality at the organizational level; some future suggestions have been suggested to further the study.

The first proposition of the present study is suggested to conduct a longitudinal study in contrast to cross-sectional and in this way the transfer of training can be determined before and after the implementation of workplace spirituality among employees in the organization. The benefit of this type of research is that it allows researchers to look at changes over time. Researchers can look at how certain things may change at different points in life and explore some of the reasons why these developmental shifts take place. Based on the past studies, the transfer of training among respondents are falling from three months, six month and over a year. So, it is very interesting to see the changes of transfer of training among respondents over time

Secondly, this present study is conducted at the retailed industry company which is Al-Ikhsan Sport. To get a various result from various sectors, it is suggested for future research to conduct the study at the different sectors. Besides that, it is also suggested for future research to conduct the study using experimental design and mixed method to get a bigger picture about workplace spirituality and the transfer of training from the perspectives of the top management or supervisor instead of employees.

Moreover, it is also suggested that the proposed model of this study can be studied in western countries as well to judge the impact of workplace spirituality on transfer of training, also the comparative study in both Muslim and non- Muslim countries can also be done.

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