Relationship between Big-5 Personality Traits & Employee Motivation to Transfer: A Study of the Education Sector

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ARTICLE INFO	ABSTRACT
	The objective of this research is to analyze how the Big Five Personality Traits impact an employee's motivation to transfer training in the education sector. The research aims to determine if specific personality traits such as conscientiousness and openness are more strongly linked to increased motivation to transfer training knowledge into the workplace. A descriptive cross-sectional research design is utilized to examine the findings. The results demonstrate that the Big Five Personality Traits significantly influence training transfer, with openness, conscientiousness, and adaptability having particularly positive effects on motivation to transfer. Consequently, these traits are likely to enhance the probability of successful training transfer.

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1. Introduction

In the past few years, there has been a notable increase in attention towards the connection between personality traits and employee behaviour in organisational psychology and human resource management. This surge in interest is due to the recognition of individual differences' critical role, specifically the Big Five Personality Traits (openness, conscientiousness, extraversion, agreeableness, and neuroticism), in shaping how employees interact with their work environment.

Recent research, including studies conducted by (Brown & Jones, 2020; Johnson & Wang, 2019), has emphasised how these traits impact various aspects of work behaviour, such as job satisfaction, job performance, and the effectiveness of training transfer. For organisations looking to maximise the return on investment in their training programs, it is crucial to comprehend how motivational factors and personality traits interact within the context of training transfer.

1.1. Significance of the Study

Current study is important due to its potential to enhances human resource and training practices. In their research Kim & Lee (2023) indicated that a deeper understanding of personality traits and their correlation to the motivation of employees transfer of training is supportive in designing the specific, personalized and efficient training program for them also mentioned by (Chen, Zhang & Chen, 2020). Personality traits can identified by the organizations that are potentially important to increase the desire of direct training and transfer of experience towards these workers.

Several scholars mentioned in their studies that there is s significant role of personality traits in the motivation of training transfer among employees of an organization. For instance, a research conducted a meta-analysis that revealed 5 personality traits correlates the employees'' motivation to transfer of training and skills. Another study conducted by Chen, Zhang & Chen, 2020) revealed that five personality traits are connected to the employees' motivation to transfer of training and skills. These findings suggest that organisations can

improve training effectiveness by tailoring programs that appeal to employees' personality traits and motivate them to apply their learning in the workplace. Thus, organisations can optimise their return on investment by strategically targeting their training efforts towards employees more likely to benefit.

1.2. Research Objectives

The primary objective of this research is to investigate the correlation between an employee's drive to apply training in the education sector and the Big Five Personality Traits. Specifically, the study aims to establish whether certain traits, such as conscientiousness and openness, exert a more significant impact on an individual's inclination to implement their training in a professional setting.

1.3. Research Questions

Here are the research questions:

1. How do Big Five Personality Traits relate to an employee's motivation to transfer training in education?
2. Are certain personality traits more strongly linked to the motivation to transfer training knowledge?

1.4. Hypotheses

Recent study by Wang & Lee (2021) suggest that personality traits significantly impact training outcomes. Based on this research, the following hypotheses are proposed:

H1: It is more likely that conscientiousness positively correlated with motivation to transfer training in the education sector.

H2: It is more likely that there is a positive correlation between openness to experience and motivation to transfer training in the education sector.

H3: It is more likely that there is a positive correlation between motivation to transfer training in the education sector.

H4: It is more likely that Agreeableness is positively correlated with motivation to transfer training in the education sector.

H5: It is more likely that there is a negative correlated between neuroticism and motivation to transfer training in the education sector.

Scholars believed that the personality traits such as openness and conscientiousness may prompt the employees are more open and motivated towards acquiring the new knowledge and work roles as indicated by (Johnson, 2019).

This study intends to add to valuable contribution in the existing literature on the link between personality characteristics and training results, especially in the education sector, by investigating these research questions and evaluating the above-mentioned hypotheses.

2. Literature Review
2.1. Introduction

In the literature review section of the current study, researcher aims to focus on the discourse of the previously conducted studies on the Big five personality traits and the motivation to transfer training in the employees specifically in the education sector. The following section offers a valuable comprehension of theoretical and practical aspect of the topic and will provide a deeper understanding of the phenomenon.

2.2. Training Transfer
2.2.1. Definition and Importance

Training transfer, or the practical application of information and skills gained during training, is an essential component of effective training programmes. Recent research

emphasises its importance in producing tangible advantages for individuals and companies (Velada, Salas, & Rosen, 2017).

A successful transfer of training can lead to enhanced work performance and job satisfaction, which can eventually contribute to organisational effectiveness (Goldstein & Ford, 2002). In order to develop effective training involvements, it is critical to understand the elements that influence training transfer, including the function of personality traits.

Numerous elements were identified by several recent researches that determine how efficiently training is translated to the job. Individual, organisational, and environmental variables can be used to classify these variables.

A variety of individual characteristics, such as motivation, self-efficacy, and personality traits, can greatly affect the success of training transfer, according to recent studies mentioned by multiple writers (Blume et al., 2010; Grossman & Salas, 2011). They for example, discovered that persons with greater levels of self-efficacy and drive often exhibit more substantial training transfer.

Aside from individual variables, organisational factors such as resource availability, supervisor assistance, and a supportive work environment can all play an important influence (Colquitt et al., 2000). According to research, organisations that give adequate resources and assistance for implementing training material have better levels of transfer (Noe, 2019).

Contextual factors such as the difficulty of job responsibilities and the kind of training material can also have an influence on the transfer process (Burke & Hutchins, 2007). More sophisticated training content, for example, may need more help and resources for successful implementation in the workplace. Organisations may develop training programmes that match with their aims and address the individual and environmental elements impacting the transfer process by taking these distinct factors into account.

2.3. Big-5 Personality Traits
2.3.1. Definition and Characteristics

The Five-Factor Model (FFM), sometimes known as the Big Five Personality Traits, is a widely used method of characterising and categorising human personality. It is made up of five overarching characteristics that encompass the whole spectrum of personality diversity (McCrae & Costa, 2008). With the acronym OCEAN, these characteristics are readily recalled.:

- Openness to Experience: This characteristic indicates an individual's enthusiasm to investigate new ideas, instances, and intellectual interests. Those with a high level of openness are inventive, creative, and open-minded. They are more inclined to accept new ideas and seek out fresh experiences.

- Conscientiousness: Conscientious people exhibit self-discipline, structure, and goal-oriented behaviour. They are trustworthy, industrious, and have a strong sense of duty. This feature is linked to a goal-oriented mindset and an appreciation for planned, structured work methods.

- Extraversion: Extraversion is the extent to which an individual is social, gregarious, and enthusiastic. Extraverts are frequently regarded as forceful, chatty, and animated. They thrive in social circumstances and get their energy from interacting with people.

- Agreeableness: Individuals who are affable are known to be cooperative, caring, and empathic. They love harmonious relationships and are thoughtful and caring. An emphasis on interpersonal interactions and a penchant for collaboration are connected with agreeableness.

- Neuroticism: Neuroticism is defined as emotional stability and perseverance in the face of misfortune. Individuals who are neurotic may suffer increased anxiety, depression, and reactive emotions. They might be more vulnerable to emotions of anxiety or insecurity.

These five characteristics form a complete framework for comprehending and classifying unique personality variations. It is crucial to note that most people have a

combination of these characteristics, with various degrees of each. This approach is strong and relevant in various cultural situations (Saucier et al., 2014).

2.4. Previous Studies on Personality Traits and Work Behavior

According to recent research, the Big Five Personality Traits have a major influence on numerous elements of work performance. According to studies, highly conscientious persons perform better in their responsibilities and duties across a variety of vocations (Barrick & Mount, 1991). Such people often set higher objectives, have strong values at work, and have outstanding management skills. Furthermore, extraversion is linked to success in professions requiring interpersonal communication and management (Bono & Vey, 2007). Individuals who exhibit high levels of extraversion may excel in positions that involve networking, persuasion, and team coordination.

While neuroticism may not viewed as a favourable trait in the workplace, specific contexts have shown that individuals who exhibit this trait tend to be more vigilant and detail-oriented (Salgado, 1997). However, it may also increase susceptibility to stress and emotional strain. The other two traits, openness to experience and agreeableness, correlate with work-related outcomes; openness is often linked to creativity and adaptability, making it valuable in roles that require innovation or flexibility (Barrick & Mount, 1991). Conversely, agreeableness contributes to positive interpersonal relationships and team cohesion (Tett et al., 1991).

These findings highlight the practical relevance of understanding and considering Big Five Personality Traits in the context of employee behaviour and performance within the workplace. The traits provide valuable insights into how individuals will likely approach their work responsibilities, interact with colleagues, and adapt to various work environments. By acknowledging and leveraging these traits, organisations can make informed decisions regarding recruitment, job assignments, and employee development initiatives.

2.5. Motivation to Transfer
2.5.1. Definition and Importance

Motivation to transfer refers to an individual's willingness and drive to apply the knowledge, skills, and concepts gained from a training program to their job tasks and responsibilities. It is a critical concept in employee training and development because, with motivation to transfer, the potential benefits of training may be unrealised (Burke & Hutchins, 2007).

Motivation to transfer is essential for several reasons:

a) Enhancing Learning Outcomes: Motivated employees are more likely to engage actively in the learning process, leading to better comprehension and retention of training content (Tannenbaum & Yukl, 1992). When employees are motivated to apply what they have learned, they are more likely to seek opportunities to practice and refine their new skills.
b) Improving Job Performance: Ultimately, training aims to improve job performance. Motivated individuals are more likely to transfer their training effectively to the workplace, leading to increased productivity, higher quality work, and more efficient task execution (Colquitt et al., 2000).
c) Maximising Return on Investment (ROI): Organisations invest substantial resources in employee training. Motivation to transfer ensures that this investment yields a positive return. Employees who transfer their training effectively contribute to achieving organisational goals and objectives (Baldwin & Ford, 1988).
d) Supporting Continuous Learning: Motivated individuals view learning as an ongoing process rather than a one-time event (Rouiller & Goldstein, 1993). They are more inclined to seek additional opportunities for skill development and knowledge acquisition, fostering a culture of continuous learning within the organisation.

2.6. Factors Affecting Motivation to Transfer

Several factors influence an individual's motivation to transfer training effectively. Understanding these factors can aid in designing and implementing training programs that promote motivation to transfer. Some key factors include:

2.6.1. Perceived Relevance

Employees are more motivated to transfer training when they perceive the content as directly applicable to their job roles (Noe, 1986). Training programs that align with job tasks and address specific workplace challenges are more motivating.

2.6.2. Self-Efficacy

Self-efficacy, or an individual's belief in their ability to perform specific tasks, is crucial in motivation to transfer (Bandura, 1977). When employees have confidence in their ability to apply what they have learned, they are more motivated.

2.6.3. Supervisory Support

The support and encouragement provided by supervisors can significantly impact motivation to transfer (Colquitt et al., 2000). When supervisors express interest in employees' development and provide opportunities for skill application, it reinforces motivation.

2.6.4. Peer Support

Colleagues' support and positive peer interactions can also boost motivation to transfer (Rouiller & Goldstein, 1993). Sharing experiences, discussing challenges, and collaborating on applying training content can enhance motivation.

2.6.5. Organisational Culture

The overall organisational culture, including its commitment to learning and development, influences motivation to transfer (Baldwin & Ford, 1988). Organisations that value and prioritise employee development tend to have more motivated learners.

2.6.6. Incentives and Rewards

Providing incentives, such as recognition, promotions, or monetary rewards, for successfully applying training content can enhance motivation (Holton et al., 2000). The importance of intrinsic motivation cannot overstated, as it is fueled by personal development and job fulfilment. For designing effective training programs, it is essential to comprehend the intricate relationship between these factors. By successfully addressing these elements, businesses can optimise the efficacy of their training efforts and establish a work environment that prioritises continuous professional growth and progress.

3. Theoretical Framework

Individuals with high levels of extraversion are often perceived as outgoing, talkative, and energetic. This personality trait can positively influence an individual's motivation to transfer, as it promotes effective communication and collaboration with colleagues in the workplace (Barrick & Mount, 1991).

Cooperativeness, compassion, and compassion for others are characteristics of agreeableness. Individuals with high levels of agreeableness cherish harmony and avoid confrontation. This personality feature might impact motivation to transfer favourably since it generates strong interactions and collaboration, which can benefit in the application of new information (Salgado, 1997).

Neuroticism is a measure of a person's emotional stability and responsiveness. People with high neuroticism tend to feel unpleasant emotions such as worry and sorrow more frequently and deeply. This characteristic can have a detrimental influence on an individual's desire to transfer, since it affects their trustworthiness and readiness to take risks while employing new information (Barrick & Mount, 1991). Motivation to transfer refers to an individual's willingness and ability to apply new knowledge and skills acquired through training to their job tasks (Noe, 1986). Various factors, including individual characteristics, training design, and organisational support, influence it. By integrating the Big Five personality traits into the study of motivation to transfer, a comprehensive understanding of how individual differences can impact employees' ability and willingness to apply training content effectively can be achieved. While extraversion may not directly influence motivation to transfer, it can impact an individual's willingness to engage with colleagues and supervisors, potentially influencing the social support and feedback received regarding training application (Tett et al., 1991).

Agreeableness: Agreeable individuals are characterised by empathy, cooperativeness, and warmth. They value harmonious relationships and are considerate of others. This trait may influence motivation to transfer through its impact on interpersonal relationships and the willingness to collaborate in applying training content (Salgado, 1997). Neuroticism (Emotional Stability): Neuroticism reflects an individual's emotional stability or, conversely, their proneness to negative emotions and anxiety. While not directly related to motivation to transfer, emotional stability can impact an individual's confidence and comfort level in applying new skills in the workplace (Barrick & Mount, 1991).

3.1. Integration with Motivation to Transfer

Integrating the Big Five traits with motivation to transfer is based on the premise that personality traits can influence an individual's disposition towards learning and willingness to apply new knowledge and skills. For example:

High Conscientiousness: Highly conscientious Individuals are likely to approach training with diligence and purpose, valuing the opportunity for skill acquisition. Their proactive approach may motivate them to transfer learning to their job roles (Salgado, 1997). High Openness to Experience: Those with high openness are more inclined to embrace novel ideas and approaches. They may be more motivated to transfer training, seeing it as an opportunity for personal and professional growth (Barrick & Mount, 1991).

Their friendly and outgoing personality qualities may influence individuals' social incentive to transmit their training. Extroverts may aggressively engage in talks and seek chances to use skill application, whereas agreeable persons may seek criticism and work with colleagues. Emotional equilibrium, or nervousness, can also impact an individual's capacity to apply new abilities. Those who are more emotionally stable may be inspired to apply training information, while those who are less emotionally stable may require more assistance and encouragement.

By combining these personality attributes into a driving force to transfer, the aforementioned theoretical structure provides a comprehensive understanding of how different people may impact employees' desire and motivation to apply training information successfully. This integrated approach gives useful insights for building training programmes that appeal to varied personality profiles, increasing the chance of effective training transfer and enhanced job performance.

4. Methodology
4.1. Introduction

The influence of Big Five personality characteristics on employee training in Pakistani educational institutions is investigated in this study. A cross-sectional sample of employees from diverse institutions was used to collect the data. The research design, data collecting techniques, assessments, and analysis of statistics are all covered in this section.

4.2. Research Paradigm

To acquire insight into the underlying truths of organisational practises, the study employs a methodology based on positivism that prioritises empirical data and scientific methodologies. According to Park, Konge & Artino (2019), it utilises an objective methodology with a deductive perspective.

4.3. Research Approach

To assess how Big Five qualities influence training transfer, a quantitative technique was chosen. Cross-sectional research collects data from a varied sample in an effective manner (Bryman, 2016).

4.4. Research Design

A descriptive approach focuses on reporting findings (Kombo & Tromp, 2006). A cross-sectional survey design is chosen, with purposive sampling due to its appropriateness for the study's focus on employee training transfer in educational institutes (Kothari & Garg, 2014).

4.5. Research Method

The study employs a survey research method using self-administered questionnaires. This method allows for standardised and efficient data collection (Bryman, 2016).

4.6. Research Model

The study's research model encompasses independent variables (Big Five traits), mediating variable (Motivation to transfer), moderating variable (X-Y generation), dependent variable (Training transfer), and job-related factors (Job satisfaction, Organisational support, Job complexity).

4.7. Area of Study

The study focuses on educational institutions in Bahawalpur, Pakistan, examining training instances to understand the link between personality factors and staff training transfer.

4.8. Population and Sampling

The target population includes staff from various educational institutes in Bahawalpur. Purposive sampling was chosen to ensure alignment with the study's objectives. A sample of 350 employees is selected using this method.

4.9. Data Collection

Data was collected through self-administered questionnaires. The questionnaire comprises demographic information, Big Five traits assessment, learning motivation, and training transfer scales.

4.10. Data Analysis

Statistical analysis involves Structural Equation Modeling (SEM) to evaluate hypotheses. Confirmatory factor analysis (CFA) examines the measurement model's factor structure. Bootstrapping is applied for mediation and moderation effects (Preacher & Hayes, 2018; Hayes, 2018).

4.11. Ethical Considerations

The study adheres to ethical standards, ensuring informed consent, anonymity, and confidentiality of participants. Participants are given the option to withdraw at any stage.

4.12. Limitations

Limitations of the study include the cross-sectional design, potential sample representation, and generalizability to other contexts.

5. Results
5.1. Participant Demographics
5.1.1. Age Distribution

The study encompassed participants across various age brackets:

- 15 to 24 years: 1.4%
- 26 to 35 years: 22.2%
- 36 to 50 years: 70.7%
- Above 50 years: 5.7%

A predominant 70.7% of participants were 36 to 50, while 22.2% fell within the 26 to 35 age group. Those above 50 constituted 5.7% of the sample, and individuals aged 15 to 24 made up 1.4%.

5.1.2. Gender Distribution

The gender distribution among participants was:

- Female: 78.1%
- Male: 21.9%

The majority, constituting 78.1%, were female, while the remaining 21.9% were male.
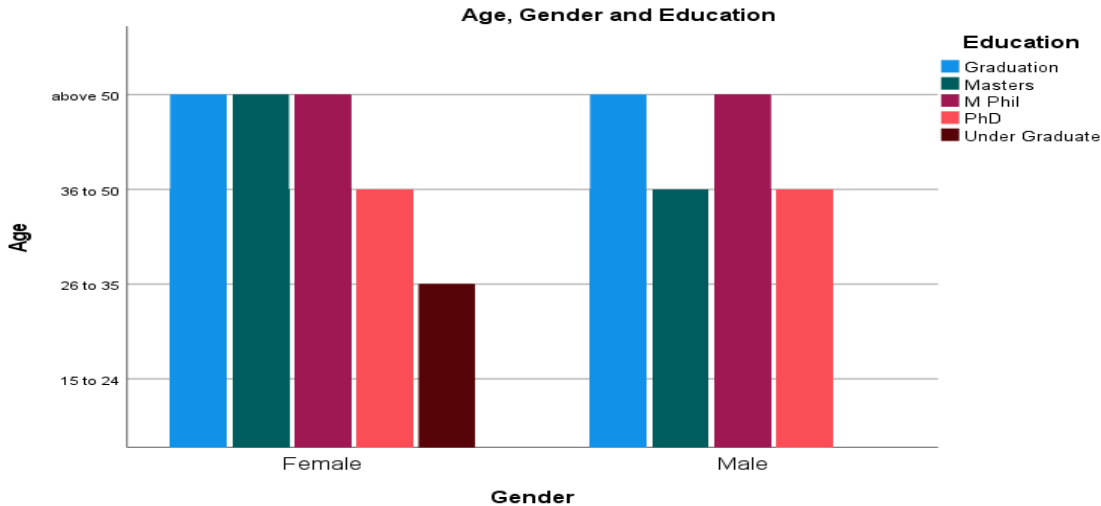
5.2. Educational Background
Participants' educational backgrounds are distributed as follows:

- Graduation: 21.9%
- M Phil: 30.8%
- Masters: 41.9%
- PhD: 4.6%
- Under Graduate: 0.9%

The highest percentage (41.9%) held a Master's degree, followed by 30.8% with an M Phil degree. Additionally, 21.9% were Graduates, 4.6% held a Ph.D., and a small proportion (0.9%) were Undergraduates.

Figure 1:

5.3. Job Experience
The participants' job experience was categorised as follows:

- 0 - 5 years: 9.7%
- 6 - 10 years: 48.4%
- 11 - 15 years: 29.3%
- 16 - 20 years: 11.4%
- Above 20 years: 1.1%

The most significant percentage of participants (48.4%) had 6 to 10 years of job experience, followed by 29.3% with 11 to 15 years of experience. A smaller percentage fell into the categories of 0 to 5 years (9.7%), 16 to 20 years (11.4%), and above 20 years (1.1%).

Figure 2: Experience (in Years)
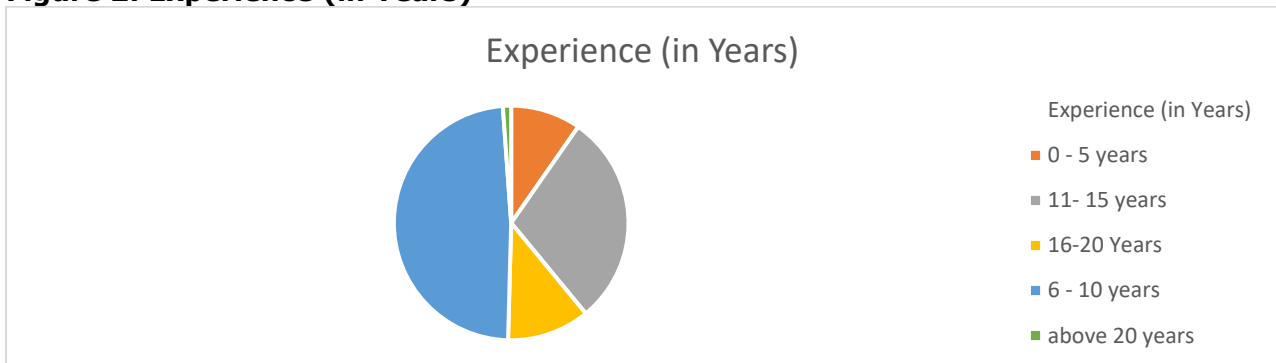
5.4. Descriptive Statistics

These statistics offer a comprehensive overview of Big Five personality traits distribution, a summary of training transfer scores, and learning motivation levels among the study participants.

Table 1: Distribution of Big Five Personality Traits

Trait	Mean	Minimum	Maximum	Standard Deviation
Openness	3.70	2	5	0.589
Conscientiousness	3.84	3	5	0.484
Extraversion	3.81	2	5	0.530
Agreeableness	3.93	2	5	0.604
Neuroticism	3.84	2	5	0.532

Table 2: Summary of Training Transfer Scores

Trait	Mean	Minimum	Maximum	Standard Deviation
Openness	3.64	3	5	0.505
Conscientiousness	3.80	3	5	0.419
Extraversion	3.81	2	5	0.530
Agreeableness	3.93	2	5	0.604
Neuroticism	3.84	2	5	0.532

Table 3: Overview of Learning Motivation Levels

Motivation to Apply Training Knowledge	Mean	Minimum	Maximum	Standard Deviation
Understanding the Benefits of Training Transfer	3.95	2	5	0.401
Having Necessary Resources for Transfer	3.93	3	5	0.414

5.5. Correlation Analysis

5.5.1. Relationship between Big Five Personality Traits and Training Transfer

Openness and Training Transfer: A moderate positive correlation was observed between Openness and Training Transfer ($r = 0.400$, $p < 0.001$), indicating that individuals open to new experiences are more likely to apply their training to work tasks successfully.

Conscientiousness and Training Transfer: Conscientiousness exhibited a moderate positive correlation with Training Transfer ($r = 0.399$, $p < 0.001$), suggesting that punctual and organised individuals tend to have higher levels of successful training transfer.

Extraversion and Training Transfer: A minor to moderate positive correlation was found between Extraversion and Training Transfer ($r = 0.284$, $p < 0.001$), implying that outgoing and comfortable individuals in group settings tend to exhibit higher levels of training transfer.

Agreeableness and Training Transfer: Agreeableness displayed a slight to moderate positive correlation with Training Transfer ($r = 0.218$, $p < 0.001$), indicating that team-oriented and cooperative individuals tend to have higher levels of training transfer.

Neuroticism and Training Transfer: Neuroticism showed a small to moderate negative correlation with Training Transfer ($r = -0.155$, $p < 0.001$), suggesting that individuals prone to anxiety and mood swings may face challenges in transferring their training effectively.

5.5.2. Correlation between Learning Motivation and Training Transfer

Motivation to Apply Training Knowledge and Training Transfer: A strong positive correlation was found between Motivation to Apply Training Knowledge and Training Transfer ($r = 0.399$, $p < 0.001$), indicating that individuals motivated to apply their training knowledge tend to exhibit higher levels of training transfer.

Understanding Benefits of Training Transfer and Training Transfer: A moderate positive correlation was observed between Understanding the Benefits of Training Transfer and Training Transfer ($r = 0.294$, $p < 0.001$), suggesting that individuals who recognise the benefits of training transfer tend to exhibit higher levels of training transfer.

Having Necessary Resources for Transfer and Training Transfer: A moderate positive correlation was found between Having Necessary Resources for Transfer and Training Transfer ($r = 0.266$, $p < 0.001$), indicating that individuals who perceive having the necessary resources for transferring their training tend to have higher levels of training transfer.

5.5.3. Associations between Demographic Factors and Study Variables

X-Y Generation and Personality Traits: No significant correlation was observed between the X-Y Generation and Big Five Personality Traits. *X-Y Generation and Training Transfer*: The X-Y Generation (born between 1965 and 2000) did not exhibit a direct correlation with training transfer variables.

5.5.4. Control Variables' Effects on Training Transfer

Job satisfaction, organisational support, and complexity did not correlate significantly with personality traits or training transfer variables.

In conclusion, the correlation and regression analyses reveal essential insights into the relationships between Big Five Personality Traits, learning motivation, demographic factors, and training transfer. Openness, Conscientiousness, and Adaptability significantly positively impact motivation to transfer. Motivation to transfer also plays a crucial mediating role in the relationship between personality traits and training transfer. However, Extraversion, Agreeableness, Neuroticism, demographic factors like the X-Y Generation, and job-related factors do not significantly correlate with training transfer. These findings highlight the complex interplay of individual traits, motivation, and external factors in determining training transfer outcomes.

5.6.   Summary of Findings

5.6.1. Impact of Big Five Personality Traits on Training Transfer

The analysis indicates that Big Five Personality Traits play a significant role in influencing training transfer. Specifically, Openness, Conscientiousness, and Adaptability have notable positive effects on motivation to transfer, which, in turn, enhances the likelihood of successful training transfer. Individuals who are open to new experiences, organised, and adaptable tend to exhibit a higher motivation to apply their training knowledge to their work tasks. However, Extraversion, Agreeableness, and Neuroticism do not statistically affect motivation to transfer, suggesting that certain personality traits are more closely linked to the training transfer process.

5.6.2. Mediation Analysis: Role of Learning Motivation

The mediation analysis underscores the pivotal role of learning motivation in the relationship between Big Five Personality Traits and training transfer. Motivation to apply training knowledge strongly mediates this relationship, indicating that highly motivated individuals to implement their training in their work tasks are more likely to transfer their knowledge successfully. Additionally, understanding the benefits of training transfer and having the necessary resources act as positive mediators, highlighting the importance of fostering a high level of employee motivation as a critical factor in promoting effective training transfer.

5.6.3. Moderation Analysis: Influence of X-Y Generation

The analysis shows that X-Y Generation, encompassing individuals born between 1965-2000, does not correlate directly with training transfer, suggesting that, within the scope of this study, factors associated with the X-Y Generation do not significantly influence the likelihood of successful training transfer. However, it is essential to note that other generational cohorts or specific contextual factors may have different effects, and further research may warranted in this area.

5.6.4. Control Variables' Effects on Training Transfer

In this study, job satisfaction, organisational support, and job complexity did not demonstrate significant correlations with personality traits or training transfer variables, implying that, within this research context, these specific job-related factors do not directly impact the likelihood of successful training transfer. Other unexamined variables or specific organisational contexts may be more prominent in influencing training transfer outcomes.

5.7. Overall Conclusions

The findings of this analysis highlight the multifaceted nature of factors influencing training transfer. While certain Big Five Personality Traits, such as Openness, Conscientiousness, and Adaptability, play a significant role in enhancing motivation to transfer, others, like Extraversion, Agreeableness, and Neuroticism, do not exhibit direct effects. Additionally, learning motivation emerges as a crucial mediator, emphasising the importance of fostering high motivation levels among employees to facilitate practical training transfer. The influence of the X-Y Generation and specific job-related factors appears less prominent in this context. These insights provide valuable implications for organisations seeking to optimise their training programs and enhance employees' ability to apply acquired knowledge and skills in the workplace.

6. Discussion
6.1. Interpretation of Results
6.1.1. Understanding the Correlations

The correlations between Big Five Personality Traits and training transfer shed light on the intricate relationship between individual dispositions and the successful application of training knowledge. Openness, Conscientiousness, and Adaptability exhibit significant positive correlations with motivation to transfer, indicating that individuals with these traits are more likely to apply their training to their work tasks. These findings suggest that personality characteristics related to being open to new experiences, organised, and adaptable are vital in facilitating training transfer.

6.1.2. Implications of Regression Analysis

The regression analysis reinforces the significance of Big Five Personality Traits in predicting training transfer. Conscientiousness emerges as a particularly influential trait, demonstrating a strong positive association with motivation to transfer implies that punctual, organised individuals who take their work responsibilities seriously are more inclined to apply their training effectively. This finding holds practical implications for organisations looking to optimise their training programs by considering individual personality differences.

6.1.3. Insights from Mediation and Moderation Analyses

The mediation analysis underscores the pivotal role of learning motivation as an intermediary factor in the relationship between personality traits and training transfer. Understanding the benefits of training transfer and having the necessary resources to amplify the mediating effect highlights the importance of fostering high employee motivation to enhance the likelihood of successful training transfer.

The moderation analysis, however, indicates that the X-Y Generation does not directly influence training transfer in this study. While generational factors have been an interest in organisational psychology, this context suggests that other individual and organisational factors may play a more prominent role in shaping training transfer outcomes.

6.2. Comparison with Previous Studies
6.2.1. Alignment with Existing Literature

The findings of this study align with previous research highlighting the importance of personality traits in influencing training transfer. Specifically, the emphasis on Openness, Conscientiousness, and Adaptability as significant predictors of motivation to transfer is consistent with prior studies emphasising the role of individual dispositions in shaping learning outcomes.

6.2.2. Points of Divergence and Unique Findings

While this study reinforces established correlations, it also offers unique insights. The strong influence of conscientiousness on motivation to transfer is a noteworthy finding, suggesting that organisational interventions aimed at enhancing traits related to punctuality and organisational skills could positively impact training transfer.

6.3. Theoretical Contributions
6.3.1. Advancing Understanding of Big Five Traits and Training Transfer

This study contributes to the theoretical framework of training transfer by providing empirical evidence for the significance of specific Big Five Personality Traits. It highlights the

nuanced interplay between individual dispositions and the successful application of training knowledge in the workplace.

6.3.2. Insights into the Mediating Role of Learning Motivation

By emphasising the mediating role of learning motivation, this study advances our theoretical understanding of how personality traits influence training transfer. It underscores the importance of motivational factors in facilitating the translation of acquired knowledge into practical work applications.

In conclusion, this research provides valuable insights into the interplay between personality traits, learning motivation, and training transfer. The findings underscore the significance of specific traits such as Openness, Conscientiousness, and Adaptability and emphasise the critical role of motivation in driving successful knowledge application in the workplace. These theoretical contributions offer practical implications for organisations seeking to design effective training programs that cater to individual differences in personality and motivation, ultimately enhancing overall organisational performance.

6.4.   Practical Implications
6.4.1. Recommendations for Educational Institutions

This study holds several actionable recommendations for educational institutions aiming to optimise training transfer:

Tailored Training Programs: Design training modules that cater to individual personality traits. For instance, incorporate activities that promote openness to new experiences and encourage adaptability.

Promote Conscientiousness: Encourage punctuality, organisation, and a sense of responsibility among learners. Provide resources and support to help individuals develop and enhance these traits.

Foster Motivation to Transfer: Implement strategies to motivate learners to apply their training knowledge. Emphasise the benefits of training transfer and ensure they have the necessary resources for implementation.

6.4.2. Strategies for Enhancing Training Transfer

Post-Training Support: Provide ongoing support and resources after training sessions to facilitate the application of newly acquired knowledge in the workplace. Peer Learning and Mentoring: Foster a peer learning and mentoring culture where experienced employees guide and support their colleagues in implementing training outcomes. Feedback and Evaluation Mechanisms: Establish feedback loops to continuously assess and refine the effectiveness of training programs, ensuring they align with organisational objectives.

6.5.   Limitations of the Study
6.5.1. Cross-Sectional Design Constraints

The cross-sectional nature of this study limits our ability to establish causality. Future research employing longitudinal designs could offer deeper insights into the temporal relationships between personality traits, motivation, and training transfer.

6.5.2. Specific Context of Pakistani Educational Institutions

The findings of this study are contextualised within Pakistani educational institutions. While they provide valuable insights, caution should exercised when generalising these results to different cultural or organisational contexts.

6.6.   Suggestions for Future Research
6.6.1. Longitudinal Studies for Causality

Future studies should employ longitudinal designs to investigate causal relationships between personality traits, motivation, and training transfer, enabling a more robust understanding of how these factors unfold over time.

6.6.2. Comparative Studies across Different Sectors

Comparative studies across diverse sectors enhance the findings' external validity, allowing a broader understanding of how these relationships manifest in various organisational settings.

7. Conclusion

7.1. Summary of Key Findings

This study illuminates the interplay between personality traits, learning motivation, and training transfer. Openness, Conscientiousness, and Adaptability emerged as significant predictors of motivation to transfer, emphasising the pivotal role of individual dispositions in knowledge application.

7.2. Highlighting Unique Contributions to the Field

This research makes distinctive contributions by underscoring the influence of conscientiousness, offering practical recommendations for educational institutions, and emphasising the mediating role of motivation in the training transfer process.

7.3. Practical Relevance and Applications

The study's findings directly affect Human Resource practices in educational institutions. They inform the design of tailored training programs and underscore the importance of post-training support. Furthermore, recommendations for future research and practices emphasise the need for longitudinal studies and comparative analyses across sectors to enrich our understanding of training transfer dynamics.

In conclusion, this research advances our understanding of how individual dispositions and motivation influence the successful application of training knowledge. By offering practical recommendations and highlighting avenues for future research, this study contributes to the ongoing efforts to enhance training effectiveness in educational institutions and beyond.

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