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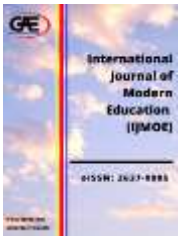

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THE TRANSFER OF TRAINING: CASE STUDY IN THE MALAYSIAN ARMY

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Abstract:

The impact of training on operational readiness within the Malaysian Army (MA), emphasizing the critical role of training design, self-efficacy, and transformational leadership in enhancing training transfer. Despite the MA's substantial investment of RM21.74 billion in training, the effectiveness of these programs has been questioned, as many trained personnel fail to apply learned skills in their roles. The research highlights the importance of adapting training to rapidly changing military environments and technology through structured courses aimed at equipping officers with necessary skills. This study utilize quantitative method which analysing using SPSS Ver 21. The findings reveal the strong relationship between self-efficacy and transfer of training (r=0.414**) highlights the importance of self-efficacy in fostering confidence for performance after training. Additionally, training design demonstrates a significant foundational relevance (r=0.328**), while training leadership enhances outcomes (r=0.409**) regardless of the design employed. Transformational leadership is identified as the most influential factor, nurturing supportive environments that promote effective skill application. The study also underscores the need for improved training design, particularly through the application of virtual reality technologies to enhance engagement and effectiveness. As a result, the research emphasizes the necessity of integrating motivational strategies into training programs and aligning with defense policies to improve military readiness, suggesting future studies should focus on interactions between self-efficacy, leadership

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dynamics, and organizational climate to further understand the factors contributing to successful training outcoms.

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Keyword:

Self-Efficacy, Transfer Design, Transfer of Training and Transformational Leadership.

Introduction

This study discusses the crucial role of training in enhancing the capabilities of personnel within the Malaysian Army (MA) to ensure effective operational readiness in varying scenarios, including warfare and peacetime activities. It highlights the importance of human capital comprising knowledge, skills, and moral capabilities in maintaining competitive advantage (Purwanto & Ilhamsyah, 2025). Poor management of human resources is identified as a critical risk factor for organizations. MA invests significantly in training, approximately the MAF received a budget of RM21.74 billion, a 2.92 percent increase from 2025 which RM14.11 billion is allocated for Operational Expenditure includes maintenance, training, and ongoing deployments, to improve the skills of military (DSA (2025). However, despite substantial financial commitment, there remains uncertainty regarding the effectiveness of training programs in translating into improved job performance (Alim, 2023). The text points out that only a fraction of training investment yields positive behavioral changes, as evidenced by studies indicating that a large percentage of trained personnel do not apply learned skills in their work. The document emphasizes the necessity for military officers to quickly adapt to changes in technology and management practices, facilitated through structured career courses. These courses, lasting four months, aim to equip officers with essential skills, motivate them, and (Alim et. al., 2024) familiarize them with the latest advancements in military tactics.

Therefore, the aim of this study is to investigate factors affecting training transfer in military contexts, focusing on self-efficacy, training design and transformational leadership. It underscores the importance of evaluating training programs to confirm competencies and enhance effectiveness. The study highlights the impact of external factors and individual traits on training transfer, aiming to improve military outcomes through better organizational climate and motivation strategies.

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Literature Review

Military service involves significant physiological and psychological demands due to multistressor training and operational environments (Feigel et. al., 2025). This strain can harm soldiers' health and performance, leading to fatigue and injury, which affects readiness and deployability. To address these challenges, there is a need for strategies to monitor physiological biomarkers through a comprehensive approach that assesses various human performance optimization domains. A broad and inclusive definition of biomarkers is proposed to enhance understanding of human performance.

Transfer of Training.

Training transfer refers to the application of knowledge and skills acquired from training to professional roles, influenced by training design, individual characteristics, and work environment (Baldwin and Ford, 1988) model. According to Fadli & Hidayat (2025), Transfer of Training (TOT) model serves as a critical framework for assessing this transfer in workplace settings, particularly in skill-based industries like hospitality. Recent studies highlight the importance of workplace support in enhancing training transfer, emphasizing motivation and practice opportunities as key components for effective implementation. Training transfer according to Abd Razak & Zahidi (2024) denotes the successful application of skills and knowledge acquired during training in a workplace setting, indicating effective learning. It serves as a bridge between learning and behavior change, positively influenced by a supportive work environment. In a rapidly changing business landscape, organizations prioritizing training transfer can gain a competitive edge and enhance employee resilience and job satisfaction, which may lead to lower turnover rates and recruitment costs.

The qualitative case study investigates by Tompkins (2025) identify how junior U.S. Coast Guard officers perceive the effectiveness of cognitive apprenticeship in transferring knowledge during their first tour in the continental U.S. Cognitive apprenticeship, part of constructivism, emphasizes active learning and social interaction, aiming to facilitate knowledge transfer across various contexts. This instructional technique differs from traditional apprenticeship by promoting generalization of skills. The study highlights the need for effective training interventions, as many military training systems fail to consider optimal instructional strategies, emphasizing the importance of designing replicable training methods that enhance efficiency and effectiveness.

Transfer Design.

Training design according to Nafukho et. al. (2023) is crucial in the training transfer process, with two key factors identified: content design and instruction design. Content design emphasizes the relevance of training materials to job contexts, enhancing the learning transfer, as noted by researchers like Burke and Hutchins (2007) and Lim and Morris (2006). Studies show that relevant training content significantly impacts employee learning transfer. Instruction design involves effective instructional strategies which correlate with training quality. The well-structured training design, including both content and instruction, is a significant predictor of successful training transfer. Singh & Singh (2024) emphasize in contemporary research, virtual reality (VR) and 3D simulations are emerging as advanced technologies for training in defense sectors such as the Army, Navy, and Air Force. This paper highlights the development of an innovative simulator using Unreal Engine to address the

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limitations of traditional training methods, which are increasingly costly and less effective in meeting modern demands. The simulator aims to reduce expenses, minimize risks, facilitate scalability for more trainees, and lessen maintenance costs. It argues for VR as a cost-effective, sustainable alternative that enhances training effectiveness and addresses ongoing challenges in conventional training approaches.

Self-Efficacy.

According to Kani (2023), Bandura's self-efficacy theory, introduced in 1977, posits that individuals hold expectations about their performance in tasks based on prior experiences. Self-efficacy pertains to these expectations and influences behavior modification when individuals assess their performance against standards. This concept encompasses generalized self-efficacy, which applies to various situations beyond specific tasks. Nor et. al. (2025) asserts in military training; there is an increasing emphasis on psychological readiness alongside traditional physical and technical competencies. Psychological readiness encompasses mental, emotional, and motivational preparedness, which is crucial for adapting to diverse military roles. Key psychological factors, such as motivation to learn and training self-efficacy, significantly influence trainee engagement and success.

Transformational Leadership.

Transformational Leadership (TL) defence by Em (2025) as an inspiring approach aimed at elevating leaders and followers to higher motivation and ethical standards. TL leaders articulate compelling visions, foster intellectual environments, and provide personalized support. They encourage followers to prioritize organizational goals over personal interests, enhancing performance, innovation, and change through creativity and continuous improvement. According to Northouse (2019), TL prioritize the emotions and long-term goals of their followers, fostering motivation through innovation, positive feedback, and clear communication of collective goals (Northouse, 2019). Key behaviors include idealized influence, where leaders earn respect through morals and ethics; inspirational motivation, which involves setting clear expectations and engaging emotions; intellectual stimulation that encourages creativity without fear of failure; and individualized consideration, where leaders personalize interactions and support individual development. (TNR, 12, single spacing, justify)

Research Gap

The study emphasizes the critical role of effective training in bolstering the operational readiness of the MA. It identifies significant gaps in TOT literature and practice, particularly regarding self-efficacy, training design, and transformational leadership. The research highlights a lack of empirical studies on TOT in military contexts, as well as insufficient exploration of factors like motivation and support that influence the practical application of training (Jodaei, 2025; Sottilare, 2024). Moreover, current training programs fail to incorporate relevant technologies such as virtual reality. Self-efficacy, crucial for MA personnel in high-stress situations, remains underexplored, and the influence of transformational leadership on post-training troop motivation is neglected (Lawson, 2025). Methodological shortcomings in evaluating training effectiveness and ROI necessitate integrated frameworks combining qualitative and quantitative methods. Addressing these gaps is essential for enhancing training efficacy in the Malaysian Army.

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Research Framework

The literature review establishes a conceptual framework for understanding training transfer (TOT) within military settings, especially concerning the MA. It does so by merging Baldwin and Ford's (1988) model with various factors such as training design, self-efficacy, and transformational leadership (TL). The quantitative research is presented as a structural equation model (SEM), where trainee reactions (learning application) are seen as influencing the outcome variable, TOT. This model considers the interaction of various predictors in the context of multiple stressors, such as fatigue and biomarkers.

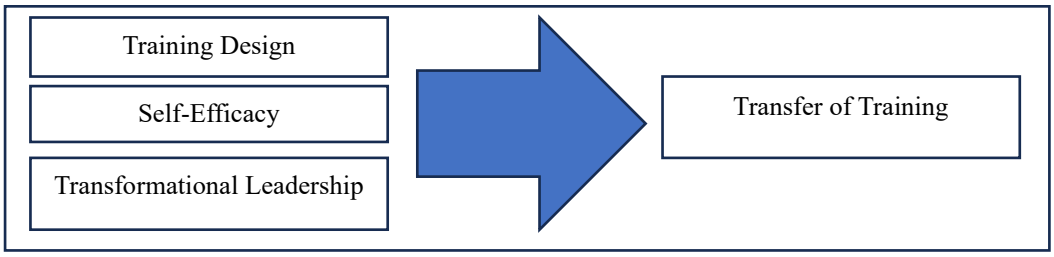

Figure 1: Research Framework

Source: Author (2026)

Significance of Study

This research explores an important aspect of training effectiveness within the Malaysian Army (MA) by investigating how factors such as self-efficacy, training design, transformational leadership, and motivation impact the transfer of training to operational performance. This study investigates a model linking self-efficacy transfer and the effect of transformational leadership on motivation, thereby enhancing military cognitive readiness literature. Additionally, it informs MINDEF policies to align with the Defence White Paper 2020 for Future Armed Forces, emphasizing the need for improved HR management and training transfer for military readiness in hybrid warfare. Proposed reforms aim to enhance skill application and support human capital development within the RM21.74 billion defense budget for 2026, adhering to the "Train as You Operate" doctrine.

Methodology

This paper employs quantitative data analysis, based on a sample collected from Malaysian Army (MA) Officers who have attended the Staff Course. A probability sampling method was utilized, involving a total of 321 respondents from across Malaysia to answer 20 items of the questionnaire as a primary data adopt/adapt from previous scholar. The data was analyzed using SPSS Version 21, to conduct reliability and validity test, then focusing on measuring the multiple regression between the transfer of training as dependent variable and transfer design, self-efficacy, and transformational leadership as independent variables. The use of sampling allowed for a statistically valid representation of the population studied, enabling reliable inferences to be drawn from the analysis conducted.

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Data Analysis

Demography Analysis

Table 1 shows the respondent profile from the MA career course survey indicates a mature group of mid-level officers, characterized by substantial experience, education, and operational exposure. The sample predominantly consists of combat support personnel (38.9%), primarily Majors (56.7%), and 86% are males, with over 92% aged 36 and older. The average service length is about 11 years, with 95.3% holding degrees, reflecting a mature and educated cohort capable of sophisticated assessments on training transfer.

Table 1: Demography Distribution

Item	Characteristics	Frequency	Percent
Service Group	Combat	105	32.7
	Combat Support	125	38.9
	Combat Service Support	91	28.3
Rank	Lieutenant Colonel	3	9
	Major	182	56.7
	Captain	136	42.4
Gender	Male	276	86
	Female	45	14
Length of Service	1 -5 years	8	2.5
	6 – 10 years	84	26.2
	11 – 15 years	114	35.5
	16 – 20 years	86	26.8
	Above 20 years	29	9.0
Academic Qualification	SPM/ SKM 3 and below	2	0.6
	Diploma	15	4.7
	Degree	245	76.3
	Master's degree	59	18.4
	Doctorate degree	2	0.6
Age	26 -30 years old	3	0.9
	31 – 35 years old	22	6.9
	36 – 40 years old	141	43.9
	41 – 45 years old	129	40.2
	46 and above	26	8.1
Race	Malay	300	93.5
	Chinese	4	1.2
	India	9	2.8
	Others	8	2.5
	Total	321	100

Notably, 62.3% have more than 11 years of service, fostering practical wisdom in applying training to field scenarios like hybrid warfare. The majority of respondents (76.3%) possess degrees, enabling them to critically evaluate self-efficacy and leadership in training outcomes. Age and rank stability is evident, with 84.1% aged 36-45 holding Captain or Major ranks, thus enhancing their maturity in bridging training to leadership roles. This mature profile significantly contributes to the credibility of findings on training transfer predictors within the Malaysian Army, especially in the context of the RM21.74 billion 2026 defense investments.

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Descriptive Analysis

Table 2: Descriptive Statistics

Code	Item	Mean	Std. Deviation	Skewness	Kurtosis
TD 1	It is clear to me that trainers conducting the training understand how I will apply what I learn	4.02	0.905	-1.77	3.953
TD 2	The trainers gave lots of examples that showed me how I could apply my learning on the job	4	0.871	-1.831	4.569
TD 3	The way the trainers taught using the material made me feel more confident that I could apply it	4.1	0.922	-1.734	3.823
SE1	I am able to master the material presented from the training.	5.37	1.298	-1.207	1.441
SE2	I can perform satisfactorily in the training.	5.5	1.228	-1.352	2.03
SE3	I will effectively use the skills acquired from the training.	5.69	1.216	-1.464	2.501
SE4	I will develop expertise in the skills taught in the training.	5.64	1.243	-1.403	2.212
SE5	I can overcome obstacles by applying the skills acquired from the training.	5.63	1.226	-1.411	2.332
TL1	Instils pride in me for being associated with him/her.	2.83	0.8	-0.682	0.856
TL2	Goes beyond self-interest for the good of the group.	2.9	0.873	-0.973	1.165
TL3	Acts in ways that build my respect.	3.06	0.782	-0.853	1.218
TL4	Displays a sense of power and confidence.	3.07	0.766	-0.91	1.549
TL5	Talks about his/her most important values and beliefs.	2.92	0.856	-0.829	0.897
TL6	Specifies the importance of having a strong sense of purpose.	3.07	0.794	-0.91	1.268
TOT1	Using the new knowledge, skills, and attitude gained from the training has helped me improve my work	4.46	0.637	-1.435	4.537
TOT2	I can now accomplish my job tasks faster than before training.	4.23	0.772	-1.364	3.255
TOT3	I have accomplished my job tasks faster than before training.	4.13	0.828	-1.286	2.517
TOT4	I can accomplish job tasks better by using new knowledge, skills, and attitude	4.35	0.653	-1.375	5.167
TOT5	The quality of my work has improved after using new knowledge, skills, and attitude gained from the training	4.38	0.641	-1.403	5.48
TOT6	I make fewer mistakes in my work when using new knowledge, skills, and attitude	4.03	0.947	-1.168	1.29

The descriptive statistics of the Malaysian Army survey (N=321) indicate strong positive perceptions regarding training transfer factors, characterized by high mean scores and significant negative skewness suggesting ceiling effects among mid-career officers. The average scores for Transfer of Training (TOT) items are strong (4.13-4.46 on a 5-point scale), with Self-Efficacy (SE) even higher (5.37-5.69 on a 7-point scale). While Transfer Design (TD) is solid (4.00-4.10), Transformational Leadership (TL) scores are comparatively lower (2.83-3.07), indicating a need for leadership improvement in training. Negative skewness (-0.682 to -1.831) and low standard deviations (0.637-1.298) reflect consensus on high performance, confirming training endorsement norms within the military context. These findings underscore the mature demographics of the respondents and highlight leadership as an area for further intervention, while strong SE and TOT support operational returns on investment aligned with Total Quality Management (TQM) principles.

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Reliability And Validity Test

Reliability refers to the reduction of random measurement errors to consistently achieve similar results which value more than 0.7 is excellent data (Creswell, 2022). (Haslinda, 2019) outlines methods for assessing this, such as the split-half method for evaluating item agreement and Cronbach's Alpha (CA) for measuring inter-item consistency. The CA value in overall is 0.936 which excellent data for this study.

Table 3: Item-Total Statistics

Item	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
TD 1	79.36	133.436	.549	.768	.923
TD 2	79.37	133.778	.555	.805	.923
TD 3	79.28	133.695	.525	.760	.924
SE1	78.00	122.747	.741	.831	.919
SE2	77.87	122.833	.786	.864	.918
SE3	77.69	123.510	.768	.859	.918
SE4	77.74	122.731	.779	.878	.918
SE5	77.74	122.761	.791	.863	.918
TL1	80.54	135.237	.530	.496	.924
TL2	80.47	134.700	.507	.509	.924
TL3	80.31	134.398	.591	.660	.923
TL4	80.31	134.720	.587	.642	.923
TL5	80.46	134.468	.530	.552	.924
TL6	80.31	134.651	.567	.671	.923
TOT1	78.91	137.264	.540	.534	.924
TOT2	79.14	135.723	.523	.684	.924
TOT3	79.24	135.683	.486	.604	.925
TOT4	79.03	136.121	.603	.749	.923
TOT5	78.99	136.750	.572	.695	.923
TOT6	79.35	135.552	.421	.356	.926

The Item-Total Statistics table indicates robust internal consistency among Transfer Design, Self-Efficacy, Transformational Leadership, and Transfer of Training scales based on responses from 321 MA personnel. All constructs demonstrate excellent Cronbach's alpha values (0.918-0.926), confirming high reliability for military studies. The Self-Efficacy scale shows the strongest cohesion, reflecting the respondents' confidence in applying training, while Transfer of Training's lower correlation for one item suggests context-specific ambiguity. The reliability assessment supports effective measurement for Transfer of training research and facilitates hypothesis testing in training ROI studies.

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Inferential Analysis

Correlation

Table 4 Correlation**

Variables	Training Design	Self-Efficacy	Transformational Leadership	Transfer of training
Training Design	1			
Self-Efficacy	.489**	1		
Transformational Leadership	.258**	.451**	1	
Transfer of training	.328**	.414**	.409**	1

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

The correlation matrix indicates moderate to strong positive relationships among Self-Efficacy (SE), Transfer Design (TD), Transformational Leadership (TL), and Training Transfer (TOT) within the Malaysian Army (N=321). SE exhibits the strongest correlations with TD (r=0.489**), TL (r=0.451**), and TOT (r=0.414**), underlining its role in enhancing confidence that drives application. TL is also positively correlated with TOT (r=0.409**) and SE (r=0.451**), but shows a weaker link with TD (r=0.258**), suggesting the influence of structural training factors. TD correlates moderately with TOT (r=0.328**), confirming its impact. The significance values indicate valid predictive paths for PLS-SEM, establishing SE as a potential key factor connecting design and leadership to training outcomes, alongside implications for Total Quality Management (TQM) interventions to enhance training ROI for the MA.

Regression

Multiple regression analysis indicates that transfer of training (TOT) among Malaysian Army officers is explained by 25.1% variance, with significant predictors being training design (TD), self-efficacy (SE), and Transformational Leadership (TL) ($F=35.362$, $p<0.001$). The model's moderate explanatory power ($R=0.501$, $R^2=0.251$) suggests combined predictors account for about one-quarter of TOT variation. Adjusted $R^2=0.244$ and a standard error of 3.115 confirm robustness despite low variability in TOT scores. Regression diagnostics show no autocorrelation (Durbin-Watson=2.176). Implications for predictive validity in total TOT models highlight SE as a dominant predictor, with 75% unexplained variance indicating potential for improved motivational and organizational support factors. This analysis emphasizes training design enhancements for mid-career Majors/Captains to optimize operational ROI in defense.

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Table 5: Model Summary

Model	R	R Square	Adjusted R Square	df1	df2	Sig. F Change
1	.501[a]	0.251	0.244	3	317	0

a. Predictors: (Constant), Transformational Leadership, Training Design, Self-Efficacy

b. Dependent Variable: Transfer of training

The ANOVA results (see Table 6) validate the regression model's overall significance ($F=35.362$, $p<0.001$) as TD, SE, and TL effectively predict TOT variance in the Malaysian Army sample. The regression captures 25.1% of total TOT variation, significantly surpassing residual error. The highly significant F-test establishes predictive validity for assessing direct paths in the conceptual model, supporting further analyses. Moreover, a large portion of unexplained variance suggests opportunities for optimizing Training Transfer through targeted interventions for Majors/Captains.

Table 6: Anova

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	1029.568	3	343.189	35.362	.000[b]
Residual	3076.495	317	9.705		
Total	4106.062	320			

a. Dependent Variable: Transfer of training

The regression coefficients indicate that all three predictors TD, SE, and TL which are statistically significant factors influencing TOT among MA officers (N=321), with TL standing out as the most impactful contributor. The effects of individual predictors reveal that TL plays a significant role, with a coefficient of $\beta=0.272$, $b=0.243$, $t=4.987$, and $p<0.001$. This leadership style accounts for the largest unique variance in training application (Part=0.242), even in the presence of a moderate zero-order correlation of r=0.409**, highlighting its crucial influence during mid-career training. SE demonstrates a significant relationship ($\beta=0.217$, $b=0.132$, $t=3.586$, $p<0.001$), enhancing design effects (Partial=0.197 compared to zero-order 0.414**). Meanwhile, TD shows a positive yet modest contribution ($\beta=0.152$, $b=0.214$, $t=2.721$, $p=0.007$), which is consistent with its role in supporting design.

Table 7: Coefficients

Variables	B	t	Sig.	VIF
(Constant)	14.96		0	
Training Design	0.214	2.721	0.007	1.318
Self-Efficacy	0.132	3.586	0.001	1.545

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Transformational Leadership	0.243	4.987	0.001	1.259

a. Dependent Variable: Transfer of training

The low Variance Inflation Factors (VIFs) ranging from 1.26 to 1.55, which are below the threshold of 5, indicate that there is no multicollinearity present. This finding holds true even in the context of observed intercorrelations (r=0.258-0.489**), thereby affirming the independence of predictors within your TOT framework. The significant influence of TL (β=0.272) among Majors and Captains (99%) highlights the importance of focused leadership development to improve the return on investment in training for Total Quality Management. Additionally, the combined β=0.641 aligns with a R=0.501 model fit, setting the stage for exploring the mediation of MT and the moderation of POS within the framework of PLS-SEM. The study examines the impact of three predictors, TD, SE, and TL on TOT among MA officers. All predictors are statistically significant, with TL being the most influential (β=0.272, p<0.001), accounting for the largest unique variance in training application. SE also shows a significant relationship (β=0.217, p<0.001), while TD has a modest contribution (β=0.152, p=0.007). The analysis indicates no multicollinearity among predictors, as evidenced by low VIFs. The findings underscore the importance of transformational leadership in enhancing training outcomes, particularly for Majors and Captains, and suggest a need for focused leadership development to maximize training investments. The combined predictors yield a model fit of R=0.501, paving the way for further exploration of mediation and moderation effects within the framework of PLS-SEM.

Finding and Discussion

The findings of the study indicate that training design, self-efficacy, and transformational leadership play significant roles in predicting training transfer among Malaysian Army officers. This aligns with the objective of assessing these factors in the context of substantial training investments and the pressures of operational demands. Transformational leadership stands out as the key factor (β=0.272), nurturing supportive environments that promote the effective use of skills. Meanwhile, self-efficacy and team dynamics offer additional individual and structural support, yet they account for only 25.1% of the total variance in outcomes.

The core findings from the correlation and regression analyses support Baldwin and Ford's (1988) model within military settings. The strong relationship between self-efficacy and transfer of training (r=0.414**) highlights the importance of self-efficacy in fostering confidence for performance after training. Additionally, training design demonstrates a significant foundational relevance (r=0.328**), while training leadership enhances outcomes (r=0.409**) regardless of the design employed. The model demonstrates significant robustness (F=35.362, p<0.001; low VIFs indicating no multicollinearity), which supports the presence of direct paths. Notably, TL accounts for the largest unique variance, even though the overall fit is modest.

Therefore, findings support the established research framework, indicating that transformational leadership moderates the influence of work environment support on training outcomes, while self-efficacy serves as a mediator for individual traits in the context of psychological demands, such as fatigue from multistressor training. Additionally, training design plays a crucial role in ensuring content and instruction relevance. However, the relatively modest effect of training design (β=0.152) highlights existing gaps in the design, reinforcing the need for improvements in virtual reality applications within officer training

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programs. The 75% of unexplained variance underscores the presence of unexamined factors, such as the role of motivation, which aligns with the study's emphasis on external and individual influences that contribute to enhancing competencies.

The MA are suggesting focussing on the development of team leaders among Majors and Captains in order to enhance the operational return on investment in training. This involves incorporating motivational behaviors to address the challenges associated with low skill transfer. Enhance strategic effectiveness through psychological readiness modules and improve training development with scalable simulations, while optimizing total quality management for both warfare and peacetime preparedness. Future research using PLS-SEM should explore interactions, such as the role of self-efficacy in mediating the relationship between transformational leadership and turnover intention, to better understand residual variance and the influence of external factors like organizational climate.

Conclusion

This study examines the importance of training in enhancing the capabilities of personnel in the Malaysian Army (MA) to ensure operational readiness in various scenarios. It emphasizes the significance of human capital—knowledge, skills, and moral capabilities—in maintaining a competitive edge, while identifying poor human resource management as a critical risk factor. The MA allocates a substantial budget for training, yet questions remain about the effectiveness of these programs in improving job performance. The study aims to explore factors affecting training transfer in military contexts, focusing on self-efficacy, training design, transformational leadership, and motivation. The literature review discusses the physiological and psychological demands of military service and the need for strategies to monitor human performance. It highlights the concept of training transfer, which refers to the application of learned skills in the workplace, influenced by training design and workplace support. The study identifies gaps in existing research on training transfer in military settings, particularly regarding the role of self-efficacy and transformational leadership.

Key findings indicate that training design, self-efficacy, and transformational leadership significantly predict training transfer among MA officers. Transformational leadership is identified as the most influential factor, fostering supportive environments for skill application. The study also highlights the need for improved training design, particularly through the integration of virtual reality technologies. It suggests that the MA should focus on developing team leaders and enhancing psychological readiness to optimize training effectiveness. Future research is encouraged to explore the interactions between self-efficacy, leadership, and organizational climate to better understand training outcomes. Therefore, several reccomandation might increased transfer of training in MA. MA should foster leadership skills by emphasize the importance of well-organized training initiatives for Majors and Captains, concentrating on fostering inspirational motivation, encouraging intellectual growth, and providing personalized attention. Incorporate these elements into four-month officer courses, ensuring the inclusion of coaching and feedback mechanisms. This approach can be informed by successful adaptations observed in military academies, such as those in Lithuania. This creates environments after training that enhance the application of skills by 27.2% in regression models.

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Besides, support within an organization is important to enhance motivation-to-transfer pathways, such as mentorship opportunities, effective communication channels, and access to mental health resources. Research conducted by the Malaysian Army reveals that this type of support significantly enhances the effects of transformational leadership on the morale and loyalty of personnel within the Territorial Army. Reward systems and peer networks play a crucial role in supporting Quality Management Systems by acknowledging the behaviors of team leaders. To address the significant unexplained variance (75%) in training results, implementing technology-driven solutions like AI simulations in partnership with TL is essential. Furthermore, updating policies to include TL metrics in performance evaluations can improve ROI.

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