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# How to enhance the impact of training on service quality? Evidence from Malaysian public sector context

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## Abstract

**Purpose** – The purpose of this study is to highlight the importance role of transfer of training as a mediator in the relationship between training and service quality.

**Design/methodology/approach** – The data of this study were collected from three sources: the employees of public sector organizations in Malaysia who participated in a Basic Financial Management training program, their supervisors and their colleagues through surveys. The data were analyzed using structural equation modeling.

**Findings** – The findings reveal that transfer of training mediated the relationship between training and service quality.

**Research limitations/implications** – The finding illustrate that management in public sector need to ensure that their employees apply the new learned knowledge and skills at the workplace following the training to maximize the return of training investment.

**Originality/value** – This study extends the literature by providing empirical evidence that transfer of training has a mediating effects on the relationship between training and employee service quality in the context of public sector organizations in Malaysia, a non-Western context that located in Southeast Asia.

**Keywords** Training, Malaysia, Service quality, Public sector, Transfer of training

**Paper type** Research paper

## 1. Introduction

Service quality is regarded as a critical success factor of service organizations (Avcikurt *et al.*, 2011). This is due to the belief that service quality can deliver positive effects to internal customers (i.e. the organizations' employees) and external customers, the people outside the organization who receive their services. Lai (2006) and Ramayah *et al.* (2011) found employees feel satisfaction with their job when they provide good service to the organization's customers. Successfully providing a quality service also can decrease employee's intention to quit the organization (Slatten *et al.*, 2011). In regard to external customers, researchers have found excellent service quality can subsequently increase customers' positive perceptions toward the organization, influences the customers' behavior to continuously receive service from the service organization (Kim *et al.*, 2012) and remain loyal to it (Gracia *et al.*, 2011).

One important and essential factor that contributes to employee service quality is training. As Mosahab *et al.* (2011, p. 93) indicate, "in order to enhance service quality, training is an important task that cannot be neglected". The training provides an opportunity for employees to continuously learn (Batt, 1999). This opportunity allows



employees to directly upgrade their knowledge, skills, abilities and professionalism which they require to meet the needs of customers, and respond better to customers' requirements (Chand, 2010). Training also leads to the development of an employee commitment to service quality (Sun *et al.*, 2012) and the development of a positive service climate (Mathe and Slevitch, 2013).

While it has been generally accepted that training will lead to higher levels of service quality, the literature does not lend its full support to this relationship. Review of the literature revealed that there is still ambiguity among researchers regarding the association between training and service quality. Although a number of studies found a significant relationship between training and service quality (Beigi and Shirmohammadi, 2011; Chand and Katou, 2007; Schneider and Bowen, 1993), a number of studies reported insignificant results (Cook and Verma, 2002; Hung, 2006; Zerbe *et al.*, 1998). For example, a study with 439 hotel employees in India indicated that training showed the highest correlation with service quality than other human resource practices such as recruitment, selection, manpower planning and pay system (Chand and Katou, 2007). On the other hand, Cook and Verma (2002) in their study of 147 employees of a large bank in Hong Kong found that training provided by the organization was not related to any dimension of service quality. Therefore, a more detailed scrutiny of this relationship is clearly warranted.

This study is conducted to further study this relationship by exploring the possibility that transfer of training is a mediator in the relationship between training and employee service quality. Such mediating effect could exist due to previous studies found that training is positively and significantly associated with transfer of training (Liebermann and Hoffmann, 2008; Nijman *et al.*, 2006; Tziner *et al.*, 2007). There is also study indicated that transfer of training is positively and significantly associated with service quality (Zumrah *et al.*, 2013). Based on both findings, this study argues transfer of training could mediate training and service quality relationship. However, till date, there is no study has empirically verified whether the transfer of training mediates the relationship between training and employee service quality, particularly in the Southeast Asia context such as Malaysia.

This study adds to the transfer of training and service quality literature by examining the mediating role of transfer of training in the relationship between training and service quality. According to Tremblay *et al.* (2010), there is a need for research to investigate the mediating factor between human resource management (HRM) practices and employees' performance to enhance understanding about the mechanisms that link HRM practices and employees' performance. Specifically, in this study, although a positive relationship between training (HRM practice) and service quality (employees' performance) is acknowledged in several empirical studies, this study improves this line of research by examining whether the relationship between training and service quality is mediated by transfer of training.

In addition, this study extends a discussion about the role of transfer of training in public sector organizations in Malaysia, a non-Western country located in Southeast Asia. The rationale for testing the proposed model in the context of public sector organizations in Malaysia is based on the fact that previous studies on the transfer of training have mostly been conducted in private sector organizations (Chiaburu *et al.*, 2010; Martin, 2010; Sookhai and Budworth, 2010). In previous studies, evidence has been presented, showing that public and private sector organizations differ significantly in

terms of organizational goals and systems, work values and work motivation (Buelens and Broeck, 2007). These differences could have a significant impact on transfer of training outcomes in the workplace (Chen *et al.*, 2006). In addition, previous research on transfer of training has mostly been conducted in Western countries, specifically the USA (Chiaburu *et al.*, 2010; Martin, 2010; Velada *et al.*, 2007). As a consequence, the main corpus of work on the transfer of training has to date referred only to Western cultural contexts and therefore our understanding of transfer of training issues in other contexts, particularly Southeast Asian countries such as Malaysia, is still limited (Zumrah, 2013).

From a practical perspective, this study provides an additional understanding, especially for public sector organizations, on how to increase the return on training investment they have made to their employees. Specifically, this study highlights the important role of transfer of training as an important mechanism to enhance the impact of training on employees' performance. This study also provides empirical evidence about the important role of transfer of training to employees to enhance organizational awareness of the transfer of training issue. This will be valuable, as most organizations appear less concerned with transfer of training than they do with providing the actual training to their employees (Pineda, 2010).

## 2. Literature review

### 2.1 *The relationship between training and transfer of training*

Training is defined as a planned and systematic effort to provide and enhance employees' knowledge, skills and attitudes related to their job, through learning experiences with a view to working more efficiently (Blanchard and Thacker, 2010; Goldstein and Ford, 2002). Transfer of training refers to the consistent application of knowledge, skills and attitudes that have been gained during training, to the workplace (Blume *et al.*, 2010). Researchers in the training field posit that training is a prerequisite for transfer of training to occur in the workplace (Brown and McCracken, 2009; Frash *et al.*, 2010; Pineda, 2010). The previous indication would suggest that if employees gain new knowledge, skills and attitudes from the training, they are more likely to apply those training outcomes to their job. This assumption has been supported by a number of empirical studies that were conducted in various countries and organizations (Liebermann and Hoffmann, 2008; Nijman *et al.*, 2006; Tziner *et al.*, 2007; Xiao, 1996). For example, a study conducted among employees of electronic industry in China found that training was significantly related to the transfer of training. The finding indicates that the employees' learning level in training contribute to their productivity efficiency (transfer behavior) in the workplace (Xiao, 1996). One of the reasons why training has a positive impact on transfer of training is due training enable employees to gain new knowledge, skills and attitudes, which should enhance the employees' ability to use various cognitive and behavioral tactics or strategies to apply their training outcomes to their job.

### 2.2 *The relationship between transfer of training and service quality*

Researchers (Colquitt *et al.*, 2000; Kontoghiorghes, 2004) argue that transfer of training could lead to better employee job performance such as service quality. A recent study shows that a significant and positive relationship exists between transfer of training and service quality. The result suggests that the application of knowledge, skills and attitudes that are learned from training can facilitate employees to perform the promised

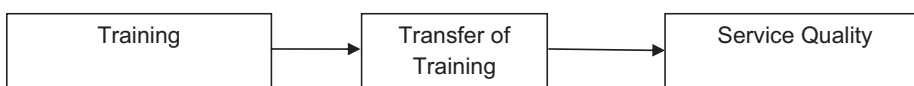
service dependably and accurately (reliability), create positive willingness to help their colleagues (internal customer) and provide prompt service (responsiveness), improve the knowledge and courtesy of employees and their ability to inspire trust and confidence (assurance) and heighten the employees' caring and individualized attention toward their colleagues (internal customer) in the organization (empathy) (Zumrah *et al.*, 2013). Researchers argue that such relationships exist because employees are motivated to perform well at their jobs when they are able to apply what they have learned during the training (Sullivan, 2002). An application of the newly learned knowledge, skills and attitudes also provide additional input to employees in managing and performing their work more effectively and efficiently. Without transferring the newly learned knowledge, skills and attitudes in the workplace, employees may not be able to improve the quality of their work compared to other employees who do apply the training outcomes to their job (Pineda, 2010).

### *2.3 Transfer of training as a mediator in the relationship between training and service quality*

The foregoing discussions suggest that transfer of training is a possible mediator of the relationships between training and service quality. Employees who learned and gained new knowledge, skills and attitudes from the training they have attended, will apply the knowledge, skills and attitudes that they learned in training to their workplace following the training, which in turn enable them to demonstrate higher service quality to their customers. This proposition is in line with a social exchange approach (Eisenberger *et al.*, 1986). The social exchange approach entails unspecified obligations; when one person does another a favor, there is an expectation of some future return (Blau, 1964), although exactly when it will occur and in what form is often unclear (Gouldner, 1960). In other words, the social exchange approach dictates that people will follow the norm of reciprocity in which people respond to each other in a kind – returning benefits for benefits. From the perspective of employee and employer, this approach underlies employees' inferences concerning their organization's commitment to them, which, in turn, contributes to the employees' commitment to their organization (Eisenberger *et al.*, 1986). In this study, organization's commitment refers to the organization effort in providing budget for employees to attend training. As a return, employees' give their commitment to organization by transferring what they have learned in training to the workplace, which, consequently, can improve their quality of service to an organization's customers. Thus, the following hypothesis is proposed:

- H1.* Transfer of training mediates the relationship between training and service quality.

The proposed hypothesis is demonstrated in [Figure 1](#).



**Figure 1.**  
The proposed model

### 3. Methodology

#### 3.1 Sample

A purposive sampling technique has been used to select the sample for this study. This technique was chosen as this study focuses on a specific target group (Sekaran and Bougie, 2010) and it has been applied by most of previous transfer of training studies (Chen *et al.*, 2006). Specifically, the sample of this study consists of employees of public sector organizations in Malaysia who participated in a specific training course known as “Basic Financial Management Training”, organized by the National Institute of Public Administration (INTAN), along with their supervisors and colleagues. INTAN is a training center that provides employees of Malaysian public sectors with various types of training.

The sample for this study consists of 222 employees (who participated in a Basic Financial Management Training course), 222 supervisors (the employees’ supervisors) and 624 employees’ colleagues. An arbitrary code number was assigned to each survey in order to associate the feedback received from the employees, the employees’ supervisors and the employees’ colleagues. The total number of matched sets for analysis is 222.

Among the employees surveyed, 68 per cent ( $N = 151$ ) were female and 32 per cent ( $N = 71$ ) were male. The average age was 34 years old. The majority, 68.5 per cent ( $N = 152$ ) have worked in public sector organizations between 1 and 9 years, and the remaining 31.5 per cent ( $N = 70$ ) have worked in public sector organizations more than 10 years. Among the supervisors, 51.4 per cent ( $N = 114$ ) were female and 48.6 per cent ( $N = 108$ ) were male. The average age was 41 years old. In terms of work experience, 38.7 per cent ( $N = 86$ ) of them had worked in public sector organizations between 1 and 9 years, and the remaining 61.3 per cent ( $N = 136$ ) having 10 years or more experience in the public sector. Among the employees’ colleagues, 69.7 per cent ( $N = 435$ ) were female and 30.3 per cent ( $N = 189$ ) were male. The average age was 34 years old. In terms of work experience, 63.6 per cent ( $N = 397$ ) of them have worked in public sector organizations between 1 and 9 years, and the remaining 36.4 per cent ( $N = 227$ ) have worked in public sector organizations more than 10 years.

#### 3.2 Procedures

Data were collected from three sources through survey. The survey included questions that related to variables of this study (training, transfer of training and service quality).

The employees received a questionnaire that contained questions to measure training. It is argued that the employees themselves are credible persons who can provide data on training because they are the individuals who had go through the training and know exactly the level of improvement they achieved as a result of the training (Curry *et al.*, 2010; Curry *et al.*, 2005; Phillips, 1997).

The employees’ supervisors received a questionnaire that contained questions to measure transfer of training. It is argued that the supervisor is the best source of data to measure transfer of training of a subordinate (Arthur *et al.*, 2003; Phillips, 1997) because they know the daily performance of their employees in detail and can assess whether changes have been achieved following the training (Olsen, 1998; Pineda, 2010). This approach can also decrease the potential for common method variance (Blume *et al.*, 2010; Burke and Hutchins, 2007). The data for transfer of training were collected four

months following training. This period is deemed to be appropriate for the supervisors to observe a change in the trainees' performance (Short, 1997), and to ensure participants have the opportunity to use or apply the new learned knowledge, skills and attitudes to their workplace (Nijman *et al.*, 2006; Nijman and Gelissen, 2011).

The employees' colleagues are regarded for the purposes of this study as internal customers. They received a questionnaire containing questions to evaluate internal service quality. Measuring service quality based on internal employees' perception has been applied in a number of previous studies (Cook and Verma, 2002; Glisson and James, 2002; Slatten *et al.*, 2011) as it can provide a more accurate assessment of the quality of service provided by employees to their customers. Internal customers experience service provision from the employees on a daily basis and therefore should be able to observe the employees' service quality more than external customers (Lai, 2006).

Surveys were anonymous and delivered personally to the employees and their supervisors. Assistance from the employee's supervisor was then sought to distribute the internal customer survey to the relevant employees (i.e. the employees' colleagues) in the organization. It was decided to deliver the survey personally because the respondents (the employees and their supervisors) were located in a local area and the researcher had obtained approval to meet them (Cavana *et al.*, 2001; Sekaran and Bougie, 2010). This approach also allowed the researcher to control the conditions under which questionnaires were completed by the actual respondents and to reduce opportunities of shared responses (Thomas and Smith, 2003). Each respondent was provided with an envelope to put the completed survey in and directly submit to the researcher. According to previous researchers (Cook and Verma, 2002; Liao, 2011), requesting respondents to place the complete questionnaire in an envelope and then seal it can ensure anonymity and confidentiality.

### 3.3 Measures

The measures for this study were based on reliable and valid measures previously used and reported in the literature as details below.

**3.3.1 Training.** Training is measured by four items developed by Curry (1997). An example of these items is "As a result of the training, I substantially increased my knowledge on the topic". The four items have been empirically used in previous studies with a reliability of 0.84 in the study by Curry *et al.* (2005) and 0.83 in the study by Curry *et al.* (2010).

**3.3.2 Transfer of training.** Transfer of training is measured using six items developed by Xiao (1996). An example of these items is "He/she can accomplish the job tasks better by using new knowledge, skills and attitudes acquired from the training course". This measurement scale has been used in recent studies and yielded a reliability of 0.83 in the study of Scaduto *et al.* (2008) and 0.76 in the study of Chiaburu *et al.* (2010).

**3.3.3 Service quality.** Service quality was measured using the SERVQUAL instrument developed by Parasuraman *et al.* (1988). Example of items used is "When he/she promises to do something by a certain time, he/she does so". Coefficient alpha reliability of this measure was reported to be 0.88 in the study by Malhotra and Mukherjee (2003).

**4. Analysis result**

*4.1 Measurement model*

The assessment of the measurement model validity is based on the overall model fit and construct validity.

According to the results of the confirmatory factor analysis (CFA), the measurement model fit indices yielded acceptable results ( $\chi^2/df = 2.646$ ; CFI = 0.934; RMSEA = 0.086; SRMR = 0.047).

Moreover, as shown in Table I, factor loadings of the measurement indicators ranged from 0.709 to 0.912. The indicators of each construct also showed good efficacy to measure the constructs, with an average variance extracted (AVE) values equal to or exceeding 0.50 and the reliability, achieving acceptable values, above 0.70 (Hair *et al.*, 2010). All indicators also are statistically significant.

Furthermore, Table II shows that the square root of AVE of each construct exceeds the coefficient representing its correlation with other constructs, indicating discriminant validity (Hair *et al.*, 2010). For example, the square root AVE of the service quality (0.821)

Item details	Service quality	Training	Transfer of training
Reliability	0.89	0.86	0.91
Average variance extracted	0.67	0.60	0.64
<i>Item abbreviation</i>			
SQ1	0.873		
SQ2	0.709		
SQ3	0.912		
SQ4	0.774		
T1		0.730	
T2		0.834	
T3		0.725	
T4		0.806	
TOT1			0.748
TOT2			0.830
TOT3			0.828
TOT4			0.817
TOT5			0.837
TOT6			0.730

**Table I.** Standardized measurement coefficients resulting from confirmatory factor analysis

**Notes:**  $N = 222$ ;  $\chi^2 = 195.840$ ;  $df = 74$ ;  $p < 0.000$ ;  $\chi^2/df = 2.646$ ; CFI = 0.934; RMSEA = 0.086; SRMR = 0.047; All are significant ( $p < 0.001$ )

Variable	M	SD	SQ	T	TOT
SQ	5.51	0.66	<b>0.821</b>		
T	6.04	0.59	-0.026	<b>0.775</b>	
TOT	5.90	0.64	0.174*	0.245*	<b>0.800</b>

**Table II.** Means, standard deviation and correlation matrix

**Notes:** SQ = service quality; T = training; TOT = transfer of training; the square root of AVE value mark with bold; \* $p < 0.05$



exceeds the intercorrelation between service quality and transfer of training (0.174). In addition, Table II shows the correlation matrix and descriptive statistics for the research variables in the model. The variable means ( $M$ ) range from 5.51 to 6.04, while the standard deviations ( $SD$ ) for the variables range from 0.59 to 0.66. The Table II also shows all the correlations between the constructs are positive, except for the correlation between training and service quality, which is negative. The values of the correlation range from  $-0.026$  to  $0.245$ . All correlations were lower than  $0.90$ , suggesting the less probability of multicollinearity (Tabachnick and Fidell, 2007).

#### 4.2 Test of the model and research hypothesis

As demonstrated in Table III, all the fit indices suggest a reasonable fit between the model and the data.

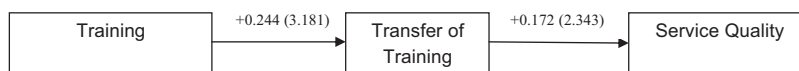
As the structural model of this study manifested a relatively good fit of the data, the proposed hypothesis was tested (Schumacker and Lomax, 1996). Figure 2 presents the results of the structural model analysis. It was predicted that transfer of training would mediate the relationship between training and service quality. The result shows that training has a significant and positive relationship with transfer of training (coefficient =  $+0.244$ , Critical Ratio =  $3.181$ ,  $p < 0.01$ ). The effect of transfer of training on service quality was also significant and positive (coefficient =  $+0.172$ , Critical Ratio =  $2.343$ ,  $p < 0.05$ ). According to Chand (2010) and Kenny *et al.* (1998), when there is a significant relationship between training and transfer of training, and between transfer of training and service quality, it can indicate that the effects of training on service quality are mediated by transfer of training, so the hypothesis of this study is supported.

### 5. Findings and discussion

As presented in the proposed model in this study (Figure 1), training was expected to have a positive relationship with transfer of training and transfer of training was predicted to have a positive relationship with service quality. These perspectives are necessary and would be sufficient to establish a mediation effect (Kenny *et al.*, 1998).

Fit indices	Value
Chi-square $\chi^2$ ( $p$ -value)	196.709 ( $p < 0.000$ )
Degree of freedom (df)	75
Normed chi-square ( $\chi^2/df$ )	2.623
Root mean square error of approximation (RMSEA)	0.086
Comparative fit index (CFI)	0.934
Standardized root mean residual (SRMR)	0.051

**Table III.**  
Structural model  
goodness-of-fit  
statistics



**Notes:** Figures are factor loadings followed by critical ration value; the critical ratio value indicates the significant level of factor loading; the minimum critical ratio value of 1.960 is required for the factor loading to be significant

**Source:** Byrne (2010)

**Figure 2.**  
The result of  
structural model  
analysis

Accordingly, this study proposed that transfer of training would mediate the training and service quality relationship.

This prediction was supported by the analysis. The results of the data analysis have revealed a significant and positive link between training and transfer of training, and also between transfer of training and service quality of employees in the Malaysian public sector organization's context. In other words, the results suggest that employees who learned and gained new knowledge, skills and attitudes from the training they have attended, will apply the knowledge, skills and attitudes that they learned in training to their workplace following the training, which in turn contribute significantly to the quality of service they provided to their customers.

The finding of this study is an important outcome that has not been empirically determined previously in the literature, which highlight the significance of transfer of training as a mechanism to enhance the impact of training on employees' performance (service quality). This finding provides support for the social exchange approach, suggesting that where employees perceive the support from their organization (they have been sponsored to attend training programs by organization), then feel an obligation to engage in behaviors that benefit the organization (transfer the training outcomes to the workplace) and are also willing to expend more effort to fulfill their organizational goals (delivering quality service to organization's customers). The finding of this study also responds to calls for research to investigate the mediating factor between HRM practices and employees' performance (Tremblay *et al.*, 2010). The finding also helps to clarify the ambiguity in the literature in regard to the relationship between training and service quality (Beigi and Shirmohammadi, 2011; Chand and Katou, 2007; Cook and Verma, 2002; Hung, 2006; Schneider and Bowen, 1993; Zerbe *et al.*, 1998). Specifically, this study extends the literature by providing empirical evidence that transfer of training has a mediating effect on the relationship between training and employee service quality in the context of the Malaysian public sector.

## 6. Implications for organizations

Every year, most organizations, either private or public sector, have made significant investments in training their staff to undertake tasks more efficiently and effectively. Providing training to staff has a number of other benefits as well, such as improving job satisfaction (Gould-Williams and Mohamed, 2010) and employee loyalty (Huselid, 1995). Due to the important investment decisions involved in planning and resourcing such training efforts, understanding how to maximize the positive outcomes is an important managerial need.

Organizations need to ensure that the employees do actually gain new knowledge and skills from a particular training activity they have attended, whether it is organized by the organization or an external entity. To this end, it is important to ensure that the training program is relevant and related to their current job description and/or future job development, and it is facilitated by trainers who are both knowledgeable and experienced in a particular training content. The result of this study suggests that the relatedness of knowledge and skills gained from training to the employee's job can encourage them to apply the newly learned content to their workplace.

Furthermore, supervisors and managers should actively focus on, encourage and promote the transfer of training in their organization. The findings of this study show

that the ability of an employee to apply the new learned knowledge and skills in the workplace can help them to enhance the effectiveness in service delivery. Thus, an ongoing evaluation of employees who have attended training programs, including receiving feedback from their supervisors over time, is strongly recommended to ensure that employees apply what they have learned. The feedback received from supervisors can encourage employees to retain the training outcomes in the workplace (Kontoghiorghes, 2001), increase their self-efficacy (Chiaburu *et al.*, 2010) and desire to utilize the knowledge and skills learned in training to their work situation (Lee *et al.*, 2014).

In addition, including the transfer of training performance as one of the criteria of the employee's performance appraisal is another mechanism that can be implemented by organization to encourage employees to produce positive transfer of training. The expectation and responsibility given by the organization can encourage employees to produce positive behavior such as motivation to learn (Lim and Morris, 2006) and retaining the training outcomes (Kontoghiorghes, 2001), which is essential to the success of transfer of training in the workplace.

Moreover, the other ways to encourage employees to transfer their learned knowledge and skills in the workplace is by giving them an opportunity to use the learned knowledge and skills after their formal training (Marler *et al.*, 2006). This point can be implemented in the context of the organization by providing employees with or obtain resources and tasks, enabling them to use training outcomes on the job.

## 7. Limitations and suggestions for future study

One limitation of this study is that the data were collected at one point of time, applying a cross-sectional design methodology. Therefore, undertaking a longitudinal study in this area would assist in validating the current findings.

In addition, this study applies a quantitative research design where the data were collected through a questionnaire survey. Future studies should consider collecting deeper qualitative data from their respondents. The use of both qualitative and quantitative methods would provide an opportunity for more in-depth and richer explanations, especially on the quality of services performed by the employees.

Data regarding the employee transfer of training and service quality were obtained from the employee's immediate supervisor and colleagues. Such evaluation should produce accurate information regarding the employee performance in transferring the learned knowledge, skills and attitudes into their job (Axtell *et al.*, 1997) and their performance in delivering the service (Cook and Verma, 2002; Glisson and James, 2002; Slatten *et al.*, 2011). However, it is possible that the assessment from employee supervisor and colleagues could be affected by a variety of factors associated with the supervisors and colleagues themselves, including personality traits, their personal and professional relationship with the employee, power struggles in the organization, conflicts and differing interests. Future research studies could improve this area by seeking feedback from multiple sources such as the employees, their supervisors and their peers in collecting data related to transfer of training and service quality to gain a more accurate assessment of employee's transfer of training and service quality performance. By receiving feedback from multiple sources, the researcher can cross-validate the responses and look for personal biases from individual respondents.

There are also limitations that need to be placed on the generalizability of this study beyond the current organization where it was conducted. The data for this study were collected from public sector organizations in Malaysia and, more specifically, the population that undertook the basic financial management training program. Clearly, replication is necessary to test the relationships reported here. Thus, future studies could replicate the proposed conceptual framework used here in other types of organizations such as private sector organizations or by using different training courses.

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## Appendix

### *Training*

- (1) As a result of the training, I have substantially increased my knowledge on the topic.
- (2) As a result of the training, I have developed new skills.
- (3) The training has affected some of my attitudes concerning this topic area.
- (4) As a result of the training, I have better conceptualization of what I already do on the job.

### *Transfer of training*

- (1) Using the new knowledge and skills acquired from the training has helped him/her improve his/her work.
- (2) He/she can accomplish his/her tasks faster than before training.
- (3) He/she has accomplished his/her job tasks faster than before training.
- (4) He/she can accomplish the job tasks better using new knowledge and skills acquired from the training course.
- (5) The quality of his/her work has improved after using new knowledge and skills acquired from the training course.
- (6) He/she makes fewer mistakes in the job activities when using new knowledge and skills that learned in training.

### *Service quality*

- (1) When he/she promises to do something by a certain time, he/she does so.
- (2) When I have problems, he/she is sympathetic and reassuring.
- (3) He/she is dependable.
- (4) He/she provides services at the time he/she promises to do so.
- (5) He/she keeps their work accurately.
- (6) He/she does not tell others exactly when services will be performed.
- (7) I do not receive prompt service from him/her.
- (8) He/she is not always willing to help others.
- (9) He/she is too busy to respond to other requests promptly.



- (10) I can trust him/her.
- (11) I feel safe in my transactions with him/her.
- (12) He/she is polite.
- (13) I get adequate support from him/her to do my jobs well.
- (14) He/she does not give me individual attention.
- (15) He/she does not give me personal attention.
- (16) He/she does not know my needs.
- (17) He/she does not has my best interests at heart.
- (18) He/she does not has operating hours convenient to all their customers.

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