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Variables más influyentes en la motivación para la transferencia en los campos de la educación y gestión: Una revisión de la literatura

Main influencing variables of motivation to transfer within the areas of education and management: A literature review

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RESUMEN

Transfer, that is, the application of the knowledge and skills acquired in a formal educational environment to a new context is an important area of research within the fields of education and management. Motivation to transfer is consistently identified in the literature as one of the most influencing variables in the transfer process. However, there is a lack of knowledge on how to motivate the learner to apply the content learned in training to a new context. The present study tries to identify the predictors of motivation to transfer by reviewing the literature on the related fields of education and management. Results suggest that predictors cluster around variables related to the learner, the work environment, and less on variables related to the design of the intervention. The present study highlights the need for more research on qualitative methods, especially on education in order to understand better motivation to transfer.

Palabras clave: motivation to transfer, transfer, predictors of motivation to transfer, literature review.

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ABSTRACT

La transferencia, es decir, la aplicación de los conocimientos adquiridos en un ambiente formal de aprendizaje es un área de gran interés en las disciplinas de educación y gestión. La motivación para la transferencia es consistentemente identificada en la literatura como una de las variables más influyentes en el proceso de transferencia. Sin embargo, existe una falta de conocimiento sobre cómo motivar a las personas a aplicar el contenido aprendido a un nuevo contexto. El presente estudio busca identificar los predictores de la motivación para la transferencia mediante una revisión de la literatura en los campos de la educación y gestión. Los resultados sugieren que los predictores se agrupan alrededor de variables relacionadas con la persona que aprende, el ambiente de trabajo y a un nivel menor, en variables relacionadas con el diseño de la intervención. Esta investigación resalta la necesidad de mayores esfuerzos investigativos de naturaleza cualitativa, especialmente en el campo de la educación, para comprender mejor la motivación para la transferencia.

Keywords: motivación para la transferencia, transferencia, predictores de la motivación para la transferencia, revisión de la literatura.

Introduction

Increasingly, the literature within the fields of education and management (including human resources, organizational psychology, and others) considers transfer – and its influential variables – a critical research area (De Rijdt, Stes, van der Vleuten, & Dochy, 2013; Gegenfurtner, Veermans, Festner, & Gruber, 2009). In the specialized literature, the terms: transfer of learning and transfer of training are used interchangeably – and although they have specific definitions –this study adopts the overall construct of transfer to refer to the continuous application of the content learned in a formal training program to a new context (Baldwin & Ford, 1988). There is a growing body of literature that recognises the importance of transfer in the context of professional learning (Blume, Ford, Baldwin, & Huang, 2010; Fitzpatrick, 2001; McDonald, 2011; Medina, 2017; Yamkovenko & Holton, 2010). Its importance is due to its direct influence on the outcomes of the formal learning experience. Namely, for the learner to transform the content learned and apply it to the workplace for the benefit of the learner and the institution itself (Blume et al., 2010; Larsen-Freeman, 2013). Although expected, transfer does not always occur, prompting the need to investigate its influential factors to determine ways to improve it (see Baldwin & Ford, 1988; Goldstein, Irwin L. ; Ford, 2002). Amongst the influencing factors of transfer, motivation to transfer stands out as a key predicting variable (Baldwin & Ford, 1988; De Rijdt et al., 2013; Grossman & Salas, 2011). Although identified as such, there is a lack of clarity on the way in which motivation to transfer is fostered in the learner. Namely, the literature on concrete guidelines on how to enhance motivation to transfer in the learner is scarce (Pugh, 2011; Pugh & Bergin, 2006). The present study contributes to this gap in the literature by identifying the main influencing variables of motivation to transfer. Knowledge on predictors, may facilitate the understanding on how to motivate the learner to transfer.

Motivation to transfer

Motivation to transfer – a term first coined by Noe (1986) – denotes the desire of the trainee to use the knowledge and skills to the workplace. The transfer literature links the success of training outcomes to the desire of the trainee (motivation) to apply the new content learned to the workplace (Awais Bhatti, Ali, Mohd Isa, & Mohamed Battour, 2014; Chauhan, Ghosh, Rai, & Shukla, 2016). Research suggests that the transfer process is optimized when the learner feels motivated to ‘transform’ the content learned so to successfully apply it to a new context (Aelterman, Vansteenkiste, Van Keer, & Haerens, 2016). In other words, the learner needs to fully internalize the content, transform it, and gain ownership over the change, before transfer takes effect (Tessier, Sarrazin, & Ntoumanis, 2010).

Various motivational theories have been applied to the study of motivation to transfer. These theories provide insightful frameworks of analysis to comprehend the complexity of the transfer process and the way human behaviour is influenced by the desire to act. Some of the most relevant theories are presented in Table 1. This table is partly based on the study of Yamnill and McLean (2001), presenting Vroom’s (1964) Expectancy Theory and Equity Theory, and Locke’s (1968) Goal-Setting Theory. These are described together with their principal characteristics, strengths, and weaknesses.

Table 1. Review of the theories supporting the study of motivation to transfer by Yamnill and McLean (2001).

Theory	Characteristics	Strengths	Weaknesses
Expectancy Theory (Vroom, 1964)	Job performance is the result of force and ability	Emphasis on capacity or ability of the individual to perform a task	Lack of focus on the ‘willingness’ of the learner. Emphasis on the amount of transfer and not on its kind.

Equity Theory (Vroom, 1964)	Individuals expect fair treatment	Fosters equity and satisfaction	High dependency on external rewards May create tension among colleagues
Goal-Setting Theory (Locke, 1968)	Based on intention and values	Clear objectives and feedback fosters participation, intention and performance	Emphasis on a set goal and not on the desire of the individual

Vroom's (1964) Expectancy Theory is a widely used motivational theory mostly implemented in the context of industrial psychology. It has been applied to study motivation to transfer (see for example, Gegenfurtner, Festner, et al., 2009) facilitating the analysis of an individual's capacity to perform an specific task. However, as presented in Table 1, its focus on the 'amount' of motivation clouds the understanding of the 'kind' of motivation that moves an individual to act. In the same way, Vroom's (1964) Equity Theory does not provide a design framework that may prompt elements that foster intrinsic motivation in the learner, instead, its basis is on external rewards. Finally, Locke's (1968) Goal-Setting Theory also lacks the capacity to provide clear guidelines to foster intrinsic motivation for its emphasis relies on the set-goal and not on the inner desire of the individual.

The list of theories mentioned above can be expanded on the base of more recent research of Bauer, Orvis, Ely and Surface (2016). They reiterate the Expectancy Theory from the table above but add The Expectancy Value Theory of Pintrich and De Groot (1990) and The Self-Determination Theory of Deci and Ryan (2000). What can be learned from their analysis when linking these theoretical conceptions to motivation to transfer, is their mutual conceptual base grounded on the believe that the learner is motivated when: (a) they enjoy participation in a learning course, (b) they perceived the course to be interesting, useful and important

to themselves, or that (c) the applied effort will lead to a successful performance, and (d) effort will lead to application of a new skills on the job and expected outcomes (e.g., promotion). This aligns with the findings of the research of Grohmann, Beller, & Kauffeld (2014, p. 86) who found that motivation to transfer is strongly linked to experiences about the validity of the content and when the learning experience is designed with future application in mind. Again, the design of the intervention appears as an influential factor, as suggested by previous studies (Awais Bhatti et al., 2014; Su & Reeve, 2011).

Andreas Gegenfurtner and his colleagues (2009) – one of the predominant authors in the field of motivation to transfer – adds elements of the Self-Determination Theory to ground the transfer model. In this way they emphasize the application of a motivational theory that leads to a better understanding of how motivation helps individuals to apply what they learned in training to a new context, rather than emphasizing the study of the amount of transfer that takes place through training. The authors also suggest embarking on the study of motivation following the different underlying dimensions of this concept. This is a particular strength of Self-Determination Theory.

Although there is a significant amount of literature on motivation to transfer, and various theories have been applied, research on its predictors is scarce. Specifically, there is a need for studies providing an understanding on how to motivate the learner to transfer. As a response to this need, the present study analyses the predictors of motivation to transfer. Identifying these influential variables is essential to further the knowledge on how to improve transfer.

Method

The present study tries to identify the main variables that influence motivation to transfer. For this, the literature on predictors of motivation to transfer was analysed using two important electronic databases: ERIC and ISI Web of Science. The specific search was conducted

during the months of June and July 2019 using the following keywords: motivation to transfer, motivation to transfer learning, motivation to transfer training, transfer of learning, and transfer of training. A restricted search was conducted focusing on the areas of education and management. The following criteria for inclusion were used: a) studies were specifically on predictors of motivation to transfer rather than predictors of transfer, b) studies had to be either reviews or applied research studies. A time limit was not established for this search nor a specific geographical or contextual setting where the studies were conducted. In total 14 references fulfilled the criteria of inclusion.

Based on the criteria presented above each reference was analysed identifying the main influential variables of motivation to transfer reported in each manuscript. To provide a better understanding on the identified variables an analysis on their influential role was also conducted. The information obtained was systematically organized, presenting the main characteristics of the study: 1) authorship and year of publication, 2) main influencing variables of motivation to transfer, 3) the methodology implemented in the study, 4) field of study, and 5) characteristics of the participants.

Results

After conducting the literature review and applying the criteria for inclusion, a total of 14 manuscripts were analysed. It is worth mentioning that only one study, that of Govaerts, Kyndt, & Dochy (2018) adopted a qualitative approach. The rest of the studies had a quantitative approach based on regression analysis to identify the way in which the specific variables influenced motivation to transfer in the learner. A general description of the results indicates a total of seven studies related to the broad field of management and three studies were exclusively carried out in the context of education. Finally, one study was explored both on the field of management and education. Table 2 presents an overview of the references analysed in this study. Subsequently, to provide a better understanding on the way the main

variables influence motivation to transfer, we present the influencing variables of motivation to transfer by clusters.

Variables related to the learner

A significant number of variables identified as predictors of motivation to transfer are directly related to the learner, suggesting that the preparation and the implementation of the training should consider first and foremost the needs of the learner, for they are the ones who ultimately decide to transfer the content learned (Gegenfurtner, 2011). The specific variables found in the literature are: attitudes towards training content, motivation to learn, extraversion, affective organisational commitment, and perceived usefulness of the training. A general description of these variables are now presented.

Attitudes towards training content

This concept encompasses the judgements the learner makes on the overall content of training to be encountered. Mainly based on the theoretical foundation of the Theory of Planned-Behaviour of Ajzen (1991) it emphasizes the relation between the content to be learned and the perception of the learner. Gegenfurtner and colleagues (2009) in their study found a moderate relation between attitudes towards training content and an autonomous and controlled motivation to transfer in the context of occupational health and safety training courses. In the same line, von Treuer, McHardy, and Earl (2013) found a link between the learner's perceived usefulness of the training and their motivation to transfer learning.

Motivation to learn

Motivation to learn seems to be a crucial predictor of motivation to transfer. As Kontoghiorghes (2002) in the context of health care insurance industry points out, the learner will not be motivated to apply the learning in a continuous and systematic way unless a

predisposition exists to learn the new content in training.

Extraversion

The study of Rowold (2007) suggests that personality traits such as extraversion have an influence on motivation to transfer learning in professionals working in call-centres. In other words, individuals who reflect personality traits such as enjoying working in groups and who are at ease with others, are more likely to apply their learning to a new context.

Affective organisational commitment

The literature defines organizational commitment as the affective link a professional has towards the institution where they work (Allen & Meyer, 1990). This commitment is expressed under three constructs: an affective, a normative, and a continuance commitment. In their study, von Treuer and colleagues (2013) found a link between the affective organization commitment of the learner and their motivation to transfer.

Perceived usefulness of the training

The studies of von Treuer et al. (2013) and Peters, et al. (2012) suggest that the learner needs to perceive the usefulness of the content they are learning to be motivated to transfer to a new context.

Variables related to the work environment

In general, organizational support is identified as an important predictor of motivation to transfer. Various studies report its influential role mainly through supervisors and peers. An interesting finding is that of Chauhan et al., (2016) where they suggest that peer support is even more influential than supervisory support. Support is operationalised by the following constructs: relatedness, having a motivating job, positive outcomes (positive transfer consequences, being expected to use the newly learned skills), and transfer opportunity.

Relatedness

Relatedness is defined as the basic psychological need experienced by an individual through the support and accompaniment of others, in order to achieve fulfilment and well-being (Deci & Ryan, 2000). Relatedness was identified as a predictor by Gegenfurtner and colleagues (2009) who found a significant but low effect of relatedness towards an autonomous motivation to transfer in professionals participating in occupational health and safety training.

Positive outcomes

The learner is motivated to transfer when positive outcomes of transfer are expected. These positive outcomes could be perceived in various ways such as rewards, material incentives, or professional fulfilment. Having these goals present is reported to motivate the learner to transfer. For example, Jodlbauer, Selenko, Batinic, & Stiglbauer (2012) point out that positive outcomes of transfer may motivate transfer in dissatisfied employees as well as employees who feel satisfied in their job.

Motivating job

Perceiving to have a motivating job is identified by the study of Kontoghiorghes (2002) to be an important predictor of motivation to transfer. In other words, for the learner to feel motivated to transfer they need to experience a job environment that is highly conducive to a professional fulfilment and where they feel comfortable and experience well-being.

Transfer opportunity

The opportunity to transfer, as reported by Massenber, Schulte, & Kauffeld (2017), in the context of training of line-managers, is identified as a predictor influencing motivation to transfer even before their training begins. That is, the learner needs an assurance that transfer is feasible in the context where they perform their professional activities.

Variables related to the intervention design

Voluntary participation

Curado, Henriques, and Ribeiro (2015) suggest that voluntary participation should be encouraged over mandatory attendance in training programs in order to foster motivation to transfer in the learner. In their study, they analysed the relation between training enrolment and the learner's motivation to transfer (autonomous and controlled). These last two concepts derive from the Self-Determination Theory of Ryan and Deci (2000) applied in the study of Gegenfurtner and colleagues (2009). Autonomous motivation to transfer is conceptualized as the internal desire to apply the content learned in training to a new context, which is 'initiated and governed internally by the individual in identification or integration with internal values' (Curado et al., 2015, p. 4). On the other hand, controlled motivation to transfer is defined as the desire of the learner to apply the knowledge acquired in training driven by external factors such as rewards or punishment (Gegenfurtner, Festner, et al., 2009). Their findings suggest that a voluntary participation in training relates with a high-quality motivation to transfer, that is, an autonomous motivation.

Instructional satisfaction

Instructional satisfaction is defined as the attitude of the learner towards the overall decisions made in the design and implementation of the training program. In their study, Gegenfurtner and colleagues (2009) found a moderate effect of instructional satisfaction on autonomous motivation to transfer.

Discussion

Increasingly, the concept of transfer of learning gains the attention of researchers within the fields of education (see Dreer et al., 2017; Renta Davids, Van den Bossche, Gijbels, & Fandos Garrido, 2017), and management, e.g., human resources, industrial and organizational psychology (see Reinhold et al.,

2018; Schneider, 2014). Its importance arises from the expected application of the content learned once an individual has acquired new knowledge and skills during a training program or a professional development experience. The amount of resources – human and material – that are allocated to the learning process are vast (Gegenfurtner, Veermans, et al., 2009), hence, transfer is the expected outcome. The transfer literature consistently identifies motivation to transfer as one of the most influencing variables (De Rijdt et al., 2013; Gegenfurtner, Veermans, et al., 2009; Holton III, Bates, Bookter, & Yamkovenko, 2007). Although a significant body of literature identifies this specific factor as influential, there is a lack of consensus on how to motivate the learner to transfer their learning to a new context (Gegenfurtner, Festner, et al., 2009; Pugh & Bergin, 2006). To better understand what predicts motivation to transfer it is essential to identify its influencing variables. Knowledge about its predictors may have direct implications for the design and implementation process of various learning environments (Peters et al., 2012). The present study sought to review the literature on motivation to transfer to identify the most influencing variables of motivation to transfer, and consequently, identify the gaps in the literature establishing guidelines for future research.

A convenient manner to present the results of this study was by utilizing the three clusters of variables established in the related literature on the influencing variables of transfer (De Rijdt et al., 2013; Ford & Weissbein, 2008). The three clusters are: a first cluster grouping variables related to the learner, a second cluster including variables related to the work environment, and third and final cluster of variables related to the design of the intervention. The results of the present study suggest an emphasis on the variables related to the learner and the work environment, and less to variables related to the design of the intervention (see Table 3). This tendency can be explained by the fact that motivation, as the literature suggests, is a specific trait related to the learner (Noe, 1986).

For this reason, most research efforts have focused on understanding the variables related to the individual rather than other aspects such as the design of the learning environments.

Table 3. Influencing variables of motivation to transfer.

Variables related to the learner	Variables related to the work environment	Variables related to the work environment
Attitudes towards training content	Organizational support (supervisors and peers)	Voluntary participation
Motivation to learn	Positive transfer consequences	Instructional satisfaction
Extraversion	A motivating job	
Affective organisational commitment	Transfer expectations	
Perceived usefulness of the training	Transfer opportunity	

Variables related to the learner

As suggested by Latham (2007), the learner is the one who ultimately decides whether to apply the content learned. This implies that to foster motivation to transfer the learner should be at the centre of the debate. These results contribute to the literature on the ongoing debate regarding how to align institutional needs with individual needs, by shifting the balance towards the latter. In other words, to achieve lasting goals, the emphasis should be on supporting the learner in order to foster motivation to transfer as a concrete way to accomplish the needs of the institution, instead of coercing the learner to fulfil institutional needs. If transfer is expected – and long-term application is desired – then the needs of the learner should be the starting point. Indeed the classic definition of transfer is the ongoing application of the content learned in a specific setting to a new context (Kathe Schneider,

2014). The results of this study suggest that to foster motivation to transfer, institutions should aim at fostering the inner motives of the learner in relation to the context they are exposed. For example, by presenting the usefulness and utility of the content before and during the learning experience. This is in line with the transfer literature suggesting that perceived utility is an influencing variable of transfer (Grossman & Salas, 2011). The fact that the same variable is identified by research on both transfer and motivation to transfer, adds weight to its importance.

Other variables related to personality traits such as extraversion were reported as influential in fostering motivation to transfer. Rowold (2007) suggests that individuals who prefer to work and learn in groups manifest a higher motivation to transfer. Moreover, in the same study it describes that extraversion influences motivation to transfer before and after the training has taken place. These findings imply that learning environments should consider and try to address the various types of personality traits of individuals, by, for example, organizing individual as well as group activities.

Another variable worth mentioning presented in the same study was motivation to learn. This construct is presented as a mediating role between attitudes towards training and motivation to transfer. Rowold (2007) and Kontoghiorghes (2002) both found that motivation to learn is linked to motivation to transfer, suggesting that individuals showing an interest to learn the content of training (motivation to learn) also show an interest in applying it (motivation to transfer). A way to foster motivation to learn (and consequently motivation to transfer) may be to help the learner understand the importance of the content in their career. This is in line with previous research on transfer where ‘perceived utility’ is identified as an influential variable of transfer (see De Rijdt et al.,2013). Thus, suggesting that before an individual is motivated to transfer, they need to understand the importance and value of the content. Additionally, previous studies on motivation suggest that immediate feedback,

acknowledgement of negative feelings, and encouragement may foster motivation in the learner (Aelterman, Vansteenkiste, Van den Berghe, De Meyer, & Haerens, 2014; Govaerts et al., 2018). These elements may also be included in training interventions to help the learner internalize the content and thus understand its utility.

Variables related to the work environment

The results of this section highlight the importance of receiving support to foster motivation to transfer. Namely, support from supervisors and peers are recognized as the most influential factors in creating a work environment that motivates the learner to apply the content learned. These results are in line with previous research suggesting that accompaniment and support are key influential factors of transfer (Blume et al., 2010; De Rijdt et al., 2013). In the same way, the results of the present study suggest that a systematic process of accompaniment during the transfer process is key to foster motivation in the learner.

A work environment that establishes positive transfer consequences may be optimal for the learner's motivation to transfer (Jodlbauer et al., 2012; Kontoghiorghes, 2002). This may serve as a foundation to create direct guidelines for the design of learning environments, where organizations could identify (and create) the possibilities for learners to apply the content learned before implementing a training program. Additionally, these opportunities should be well-known to the learner prior to the learning experience. As the Goal-Setting Theory (Locke, 1968) suggests, organizations should not overlook the goal intentions of individuals which may relate to – amongst others – the opportunities for incentives and professional growth. These factors may create the necessary conditions for the learner to feel comfortable in their professional environment by what Kontoghiorghes (2002) calls experiencing a motivating job. That is, an organizational setting that facilitates the expectations of the professional by fostering opportunities to learn, to grow professionally, and to experience a

sense of personal fulfilment.

Variables related to the design of the intervention

Voluntary participation seems to be an important factor in enhancing motivation to transfer. The fact that an individual freely chooses to engage in a learning experience seems to relate directly with their intention to apply this at a later stage. This is in line with research suggesting that supporting the autonomy of the learner – by for example, allowing choice and freedom – promotes long-term effects when compared to the use of external factors such as coercion to motivate the learner (Aelterman et al., 2014; Reeve, 2016). This implies that a solid organization is needed to foster pre-training conditions that facilitate transfer. For example, the learner needs sufficient information on elements previously discussed: the content, growth opportunities, expectations, and others, so that they may freely choose whether to engage in this learning experience.

The overall instructional satisfaction is also recognized as an important factor. This signifies that care should be given to the details surrounding the design of the learning experience. This implies that elements such as: content presentation, teaching methodologies, assessment techniques, evaluation processes, learning environments, language used in class, are all influential strategies that foster motivation in students (Reeve et al., 2014; Su & Reeve, 2011). In other words, special care should be given to the design of the intervention so to strengthen the abilities of the learner to apply the content learned in the near future.

Conclusion

The present study sought to identify the influencing variables of motivation to transfer by reviewing the pertinent literature on this central component of transfer, that is, the desire of the learner to apply the content learned to a new context. Among the variables found in the literature, the results converge around three main clusters of variables: variables related to the

learner (e.g., motivation to learn, opportunities to apply the content, attitudes towards training content); variables related to the work environment (e.g., peer and supervisory support, opportunities to transfer, positive outcomes); and variables related to the design of the intervention (voluntary participation and instructional satisfaction). Amongst these clusters of variables, those related to the design of the intervention seem scarce. Research is needed not only to identify more influencing variables (applying quantitative methods) but to understand the way in which they motivate the learner to transfer (applying qualitative methods). This study is also a call for more studies on motivation to transfer in the educational context.

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Table 2. Overview of the studies reporting the influencing variables of motivation to transfer.

REFERENCE	INFLUENCING VARIABLES	TYPE OF STUDY	FIELD	PARTICIPANTS
CHAUHAN, GHOSH, RAI, & SHUKLA (2016)	Peer support Supervisory support	hierarchical regression analysis	Management	149 respondent employees from a manufacturing unit in the power transmission business in India
CHIABURU, VAN DAM, & HUTCHINS (2010)	Social support: Perceived organizational support Supervisory support	longitudinal study SEM	Management	111 employees participating in training
CURADO, HENRIQUES, & RIBEIRO (2015)	Voluntary participation	cross-sectional hypotheses-testing	Management	Participants from an insurance company involving employees who had participated in training programs in the previous 6 months
GEGENFURTNER, FESTNER, ET AL. (2009)	Autonomous and controlled motivation to transfer both are influenced by attitudes towards training content. Autonomous motivation to transfer is affected by attitudes, relatedness and instructional satisfaction	multi-item questionnaires immediately following training SEM	Management	444 subjects, trained in 23 occupational health and safety training
GOVAERTS, KYNDT, & DOCHY (2018)	Supervisory support	Review of the literature	Management	111 employees from a retail organisation and different government agencies in Belgium
JODLBAUER, SELENKO, BATINIC, & STIGLBAUER (2012)	Positive outcomes	Online questionnaire 1 year after training.	Management	220 participants in different training programs
KONTOGHIORGHES (2002)	Motivation to learn A motivating job Transfer expectations	Pearson correlation and stepwise regression		256 employees of a national corporation in the health care insurance industry
MASSENBERG, SCHULTE, & KAUFFELD (2017)	Pre-training conditions: Transfer-effort performance expectations Supervisory support Transfer opportunity	Path model	Management	353 line-managers from the financial and insurance industry (attended a mandatory training program)
MEDINA (2017)	Learning and prove goal orientation	SEM	Education	442 degree-seeking students
PAULSEN & KAUFFELD (2017)	Positive affect	multilevel structural equation modeling	Education	867 training participants
PETERS ET AL. (2012)	Utility-satisfaction	SEM	Education	119 university students
REINHOLD, GEGENFURTNER, & LEWALTER (2018)	Peer support	Meta-Analysis SEM	Education and Management	32 manuscripts
ROWOLD (2007)	Motivation to learn Extraversion	Regression analysis	Management	94 employees from call centres
VON TREUER, MCHARDY, & EARL (2013)	Affective organisational commitment Perceived usefulness of the training	Regression analysis	Management	Online questionnaire completed by 105 employees of various organisations