



PERSONALITY TRAITS INFLUENCE ON TRANSFER OF TRAINING AND THE EFFECTS ON SOCIAL ENTREPRENEURSHIP : TOWARDS A CONCEPTUAL RESEARCH FRAMEWORK

*Mashita M Zin,^b Kalsom Ali^a

^aUniversiti Sains Islam Malaysia

^bINTI International University Malaysia

*(Corresponding email): mashi6780@gmail.com

DOI: <https://doi.org/10.33102/abqari.vol33no1.707>

Submission date: 14/01/2026 | Accepted date: 04/02/2026 | Published date: 30/05/2026

Abstract

Social entrepreneurship is a growing sector that has gained increasing recognition at both local and international levels. In Malaysia, social entrepreneurship is well established, with a primary focus on supporting low-income and disadvantaged communities. The Malaysian government has introduced various programmes and initiatives to support the development and sustainability of social enterprises. However, the extent to which social entrepreneurs apply newly acquired knowledge and training in their business operations remains unclear. The ability to transfer knowledge into practice is closely linked to individual personality traits, which may influence entrepreneurial behaviour and performance. This conceptual paper represents the initial phase of a theory-building study aimed at examining the level of training transfer among social entrepreneurs. It proposes a conceptual framework that examines the relationship between personality traits and transfer of training, and how this relationship affects social entrepreneurship performance. The framework contributes to a clearer understanding of the role of personality traits in shaping training transfer and its impact on social enterprise outcomes. The paper concludes by outlining the proposed relationships between personality traits, transfer of training, and social entrepreneurship performance.

Keywords: conceptual framework, personality traits, social entrepreneurship, transfer of training

INTRODUCTION

Personality traits are the consistency of an individual's behavior and they help to explain why people react to the same situation in different ways (Llewellyn & Wilson, 2003). Personality traits are partially developed through upbringing, socialization and education. They generate values and beliefs that can influence people's intentions and behavior (Nga & Shamuganathan, 2010) which the findings further extended by Pete Greenan (2023). Personality traits have been postulated in explaining the industrious behaviors and agile actions of social entrepreneurs



(Llewellyn and Wilson, 2003). Social entrepreneurs are often distinguished by their ability to engage, enable and enact transformational changes efficiently in the face of resources, risks and various contexts (Thompson, 2002). However, the influence that personality traits play in defining social entrepreneurs has remained controversial, under-explored and under-researched.

Social entrepreneur (SE) is a term that has begun gaining traction recently. It gives a different meaning to different people. The term social entrepreneurship was firstly introduced by William Drayton. William Drayton defined social entrepreneurship as “given the new strategic environment where the social half of society’s operations is becoming as entrepreneurial, competitive, productive and powerful as business” (Ashoka, 2004). Besides, Thompson and Doherty (2006) pointed out that social entrepreneurship is to be confined only as a social value creation concept and it is assumed that organizational forms should reflect the non-profit domain. Therefore, social entrepreneurship can be a solution to organizations by promoting activities that could benefit the society by deploying the social enterprise approach.

Jiao (2010) claims that there are two additional explanations as to why social entrepreneurship arises in society. Firstly, social entrepreneurship can help non-profit organizations operate in innovative ways. Secondly, the actual circumstances demand for the cooperation between business and non-profit organizations. They also call for collaboration among different sectors in the society to make steps toward a better life. Such responses will enhance social entrepreneurship initiatives by business and non-profit organizations, which will strengthen both business values and have a positive social impact. Therefore, crossing the boundaries among various sectors will lead to the development of innovative approaches to solve social problems (Seelos & Mair, 2005; Sen, 2007).

The traditional transfer of training theory emphasizes that individual characteristics, training design, and work environment determine whether learned knowledge and skills are applied to the job (Baldwin & Ford, 1988; Blume et al., 2010). However, these models were largely developed within structured organizational contexts where employees operate under formal supervision and performance systems. This framework reconceptualizes transfer as a self-regulated and mission-driven process rather than a managerially reinforced by applying transfer of training theory to social entrepreneurs, which function with higher autonomy, fewer formal controls, and greater resource constraints.

Therefore, training transfer functions as a mediating mechanism linking personality traits to social entrepreneurship performance. Extending traditional training-performance models to this setting, the framework assumes high autonomy and moderate institutional support shaped by ecosystem actors such as MaGIC, where structural enforcement is limited. Under these boundary conditions, personality traits enhance motivational readiness, training transfer translates acquired knowledge into entrepreneurial action, and performance outcomes emerge through sustained application. The model thus contributes theoretically by applying transfer of training theory to social entrepreneurs rather than employees, reinterpreting personality traits within a resource-constrained mission-driven environment, and positioning transfer as the mediating mechanism that converts stable personality dispositions into measurable social and organizational performance.

SOCIAL ENTREPRENEURSHIP IN MALAYSIA

Social entrepreneurship is still new in Malaysia, as the government decided to launch the Malaysian Social Enterprise Blueprint 2015-2018, which focuses on building a vault of successful social enterprises and ensures sustainable long-term growth for the sector (Social and Blueprint, 2015). Thus, this has consequently led to business prospects, and then to a social entrepreneur on innovation. The implementation is manifested through the establishment of cooperation, non-profit organizations and government. It is a fact that the government, NGOs and the public are still unable to eliminate issues related to unfair practices, which may have been the cause of social entrepreneurship poverty. Bearing in mind the potential of the social entrepreneurship sector to solve many social challenges, the Malaysian government has set up a Social Entrepreneurship Unit under the Malaysian Global Innovation and Creativity Centre (MaGIC). According to the State of Social Enterprise in Malaysia 2014/2015 Report by MaGIC, the majority of Malaysian social enterprises were founded five years ago. In Malaysia, it is estimated that about 400 social enterprises are operating mostly in the areas of education, poverty, and rural development, environmental sustainability, employment for the marginalized, and at-risk youth (MaGIC Social Entrepreneurship Unit, 2015).

The emergence of social entrepreneurship today blends profit-driven goals with a commitment to caring for the community and supporting those who are vulnerable or in need. Social entrepreneurship is often associated with the efforts of the government and non-governmental organizations (NGOs) in changing the economic status of the poor. Many poor communities have become subjects of enterprise projects, such as technical skills training and micro-finance schemes, in order to alleviate poverty. The government supports and encourages social enterprises and involvement in volunteer activities mainly among the youth. For the continuation of the Tenth Malaysia Plan (10MP), the government has intensified all social capital efforts through the programme. Government programmes have shaped entrepreneurial training and financial assistance, such as Majlis Amanah Rakyat (MARA), Small and Medium Industry Development Corporation (SMIDEC), Entrepreneurial Group Economic Fund (TEKUN), Small Medium Enterprise Development Bank (SME Bank), and the department of every state and cooperation.

PERSONALITY TRAITS

Gordon Allport was a pioneer in the contemporary trait theory, The Five-Factor Theory postulated by Robert R. McCrae and Paul T. Costa, Jr., that is based on the Five Factor Model (FFM), otherwise known as the Big Five. The Big Five factors are Openness to Experience (O), Conscientiousness (C), Extraversion (E), Agreeableness (A), and Neuroticism (N). The Big Five factors correspond closely to Cattell's five Global Factors. (RR.McCrae & PT.Costa, 1999).

Openness is manifested in a liberal value system, where individual intellectual curiosity and affinity towards novelty of new experiences are welcomed (Abu Elanain, 2008). Individuals who are high on the openness dimension are not afraid of new challenges, versatile, imaginative and would often display a high degree of creativity (Yong, 2007; Llewellyn and Wilson, 2003). Entrepreneurs have been found to have greater openness compared to administrative personnel due to their need to be creative in the utilization of scarce resources (Nordvik and Brovold, 1998).

Extroverted individuals are exemplified by sociable, outgoing, positive attitude and assertive characteristics (Ciavarella et al., 2004; Llewellyn and Wilson, 2003; Moon et al., 2008; Yong,

2007). Extroversion contributes towards the proactive personality required in fuelling the instinct and driving the charismatic vision of the social entrepreneur (Crant, 1996). Social entrepreneurs are expected to possess extroversion as they have to be willing and able to communicate well with a myriad of stakeholders. Extroversion also creates a positive perceived locus of control as they are driven to fulfil their risk-taking propensity and need for achievement (McCarthy, 2003). Entrepreneurs have been found to possess higher extroversion than administrative workers (Nordvik and Brovold, 1998), and this assertiveness positively influences entrepreneurial success (Caliendo and Kritikos, 2008).

Meanwhile, Agreeableness concerns the ability to foster social consensus while upholding mutual understanding and trust (Llewellyn and Wilson, 2003; Yong, 2007). Agreeableness in interpersonal relationships includes the ability to be good listeners, patient, empathize and promote harmony in social interactions (Caliendo and Kritikos, 2008). Trusting and cooperative environments establish good rapport in alliances which facilitates exchange of technologies and raising capital for growth (Ciavarella et al., 2004).

The conscientious trait relates to an individual's meticulousness, conformance with rules/procedures and the incessant obsession in maintaining high standards of performance (Llewellyn and Wilson, 2003; Yong, 2007). Conscientious individuals are driven by a strong sense of responsibility, industriousness and need for achievement which promotes their dependability at work (Ciavarella et al., 2004).

Neuroticism is the degree of emotional stability of the individual (Yong, 2007; Llewellyn and Wilson, 2003). Individuals who are highly neurotic often display mood swings, impulsiveness, self-consciousness, low self-esteem and depression (Costa and McCrae, 1992 cited in Zhao and Seibert, 2006). In contrast, entrepreneurs who are constantly challenged by diversity of complex situations involving management of scarce resources in tandem with pressures of illuminating legitimacy in the face of pressures from stakeholders need to exhibit high degree of optimism and emotional intelligence (Crane and Crane, 2007; D'Intino et al., 2007).

PERSONALITY TRAITS INFLUENCE ON TRANSFER OF TRAINING

Personality traits are enduring, predictable characteristics of individual behaviours that explain the differences in individual actions in similar situations (Llewellyn and Wilson, 2003). Personality traits may be influenced by the unique, tacit, subjective personal knowledge, values/beliefs, perception and experiences of the individual -- all of which are not easily replicated (Kor et al., 2007). Personality traits of an individual may serve as a catalyst that influences the risk perception of entrepreneurs in decision-making (Chaucin et al., 2007; Naffziger et al., 1994; Rauch and Frese, 2007). Proactive personality has been found to be a significant predictor especially concerning entrepreneurial start-up intentions, but the influence reduces over time as the venture matures (Crant, 1996; Frank et al., 2007). Unlike non-entrepreneurs, entrepreneurs have been found to possess higher scores of tolerances for ambiguity, internal locus of control, proactive personality, self-efficacy and need for achievement, especially in explaining business success (Cools and Van Den Broeck, 2008; Crant, 1996; D'Intino et al., 2007; Ong and Ismail, 2008; Rauch and Frese, 2007). Nonetheless, most studies involving the relationship between personality traits on entrepreneurship and in organizational settings have yielded inconclusive findings (Abu Elanain, 2008).

In the context of training, a meta-analytic review by Colquitt et al. (2000) that covered 106 studies published from the years 1975 to 2000 found that the internal locus of control is strongly related to the motivation to learn, but not with skill acquisition. Anderson et al. (2007) argued that the relationship between the locus of control and academic achievement has been generally mediated by an instructional environment. Similarly, Bandura (1986) proposed that a sense of control over the significant outcomes of one's life is a key motivator of behavior (Elliot & Dweck, 2013). Thus, the belief of a person that he/she can manage will also regulate his/her motivation and actions (Bandura, 1986). Therefore, it can be argued that individuals who have an internal locus of control are more motivated to be successful in an intervention (i.e., training programme), as they believe that they can control work-related rewards (for instance, pay, promotion, and other forms of incentives) by mastering the training skills. In this regard, the inclusion of the said variable in the trainee characteristics construct assumes a higher level of relevance. Overall, personality traits can give a positive impact to social entrepreneurship in encouraging the transfer of knowledge, skills and abilities in their business environment upon gaining the knowledge from training sessions. Based on the literature review, this study is designed to test the following hypothesis:

H1: There is a positive influence of personal traits on transfer of training

SOCIAL ENTREPRENEURSHIP PERFORMANCE

Research on social entrepreneurial learning has expanded over the last decade or so, and has grown quite extensively (Cope 2005). Early studies focused principally on the individual entrepreneur and their learning (Leitch and Harrison 2005), through experience (Reuber and Fischer 1999) or focused on learning tasks (Minniti and Bygrave 2001). Much of this early work did not focus on learning transfer, and inevitable questions were raised about whether or not experiences lead people to change their behaviour (Rae and Carswell 2001). More nuanced studies also followed suit, by looking into the role of reflection (Cope 2005). It was argued that simply doing was not enough, that how entrepreneurs reflected on their experiences was also critical in ensuring that deeper learning could occur, leading to a more useful 'stock of experience' from which entrepreneurs could draw (Cope 2005). As work on individual entrepreneurial learning gathered pace, research began to focus on the transformative learning events, such as crises (Cope 2010).

Measuring social entrepreneurship performance and its impact is one of the most challenging tasks for practitioners and researchers in social entrepreneurship (Mair & Marti, 2006). The main problem is how to quantify the performance and impact of social entrepreneurship. Practically, it can be very difficult, if not impossible, to quantify socio-economic, environmental and social effects. Bagnoli and Megali (2011) offer three categories of social entrepreneurship performance: (a) economic-financial performance, linked to the determination of general performance (profits, value added, etc.) and analytic results (production-cost of services, efficiency indicators, etc.); (b) social effectiveness, to measure the quantity and quality of work undertaken and to identify its impact on the intended beneficiaries and the community; and (c) institutional legitimacy, verifying conformity with law and mission statement. This was supported by Ritchie and Kolodinsky (2003) that it is important to measure efficiency and profitability to verify entrepreneurship as part of assessing overall effectiveness. It is essential to evaluate whether social effectiveness helps verify a social entrepreneurship capability in responding to the social purpose for which it has been established and managed. It deals with quantitative and qualitative analyses on inputs, outputs, as well as the impact on general well-being. This aims to assess benefits to the recipients of

outputs, together with the impact on general wellbeing. The implementation of these types of performance measurements also establishes a basis for planning for social reporting (Gray, 1997).

Social entrepreneurs differ significantly from employees in conventional organizations, particularly in relation to training transfer, as their learning environments are often less structured and more resource constrained. Unlike employees who typically operate within formalized systems with clear performance metrics and organizational support for post-training implementation, social entrepreneurs frequently rely on informal learning processes, peer networks, and experiential problem-solving to apply newly acquired knowledge (Bacq & Janssen, 2011; Dees, 1998). Training transfer in conventional settings is often supported by managerial reinforcement, established procedures, and financial resources, whereas social entrepreneurs must self-initiate the application of skills amid financial limitations, volunteer-based teams, and mission-driven priorities. Consequently, self-directed learning and adaptive skill application become central mechanisms for translating training into impact, especially when formal evaluation systems or structured follow-up support are lacking (Saks & Burke, 2012). This context makes informal learning, intrinsic motivation, and resourcefulness critical determinants of effective training transfer within social entrepreneurship ecosystems. Based on the above review, this study is designed to test the following hypothesis:

H2: There is a positive effect of transfer of training on social entrepreneurship performance

TRANSFER OF TRAINING AS A MEDIATOR

Transfer of training is one of the most studied aspects regarding the process of transferring employees' knowledge, skills and attitudes to the workplace in the organization after gaining some insights from the training programme (Burke & Hutchins, 2007). Many previous studies have analyzed the relationship between independent variables such as employee engagement, (Ting et al. 2024) supervisor support (Lee et al. 2014; Chauhan et al. 2016), peer support (Lee et al. 2014; Chauhan et al. 2016), practice variability (Holladay & Quinones, 2003), identical elements (Locht, Dam & Chiaburu, 2012), motivation to learn (Locht, Dam & Chiaburu, 2012), expected utility (Locht, Dam & Chiaburu, 2012), self-efficacy (Bhatti et al., 2013; Tai, 2006), transfer motivation (Bhatti et al., 2013), organization learning support (Lee et al. 2014) and transfer of training as the dependent variable.

Besides, Diamantidis and Chatzoglou (2014) have studied the relationship between the transfer of training (independent variable) and operational performance (dependent variable). Reviews of the literature indicate that recent studies have focused on investigating the role of the transfer of training as a mediator. The transfer of training has been identified as a mediator in a number of different relationships: learning culture and organization innovation (Bates & Khasawneh, 2005), and job-related training and firm specific learning (Wang et al., 2010).

Due to the potential ability of the transfer of training to act as a mediator, this study will examine the mediating effect of the transfer of training on the relationship between the factors that influence the transfer of training and organizational citizenship behavior. Based on the above studies, it is shown that there is a need to examine the mediating effect of the transfer of training on the relationship among other variables. This study proposes to examine the mediating effect of transfer of training on the relationship between personal trait and social

entrepreneurship performance. Based on the above review of literature this study is designed to test the following hypothesis:

H3: Transfer of Training is a mediator between personal trait and social entrepreneurship performance

FACTORS INFLUENCE TRANSFER OF TRAINING

The transfer of training existed 35 years ago in organizations, and it has been researched and discussed by Baldwin and Ford (1988). Transfer of training is the emphasis among researchers and practitioners because it is estimated that only a small percentage of the results is willing to transfer in the workplace (Baldwin and Ford, 1988). Researchers have developed a number of transfers of training models. The training models are aimed at providing a theoretical basis for factors that influence the transfer of training (Baldwin & Ford 1988; Elangovan & Karakowsky 1999; Cheng & Hampson 2008). Every model has proposed a number of possible factors that could influence the transfer of training, although some factors within each model are similar.

There are various factors that influence the transfer of training in the literature. A famous framework for the transfer of training developed by Baldwin and Ford (1988) discussed three main components of factors that influence the transfer of training: work environment (or environmental factors), individual characteristics (or individual factors) and training design factors (or situational factors). In related to this, Colquitt et al. (2000) discovered that only two Big Five Model (personal trait) dimensions, conscientiousness and neuroticism, have a significant effect on motivation to learn and a moderate relationship to transfer. Therefore, it is imperative to look specifically at the openness to experience trait in post-training with the help of a cross-sectional design.

Hence, the conceptual framework suggests that the internal locus of control contributes to a positive motivation toward overcoming challenges (e.g., a training program), because an individual knows that they can influence a career reward (e.g., salary, promotion) based on skill mastery. This variable has been added to the trainee characteristics construct in this context. In general, personal characteristics can positively affect social entrepreneurship as it assists in the transfer of knowledge, skills and qualities into the company for which training is undertaken in social entrepreneurship.

THE EFFECTS ON TRANSFER OF TRAINING

There is another important issue besides the factor that influences the transfer of training. The effect of this has received little attention by researchers who study training transfer. The several studies suggested that the effect of the transfer of training should be further identified (Antle et al., 2009; Saks & Moore, 2007). The main reason for studying the effect of transfer of training is that there will be the positive effect from the transfer of training on employee and organization performance. According to prior literature by Kirkpatrick (1996), and Nik Nazli & Sheikh Khairudin (2018), the behavioural stage is crucial because trainees' unwillingness to apply what they have learned in training can hinder organisational performance and, ultimately, the achievement of organisational objectives. Thus, without an effective transfer of training, the costs and time spent in training will simply be wasted.

According to Kirkpatrick's (1998), the four-evaluation model theory has explained the potential effect of the transfer of training on employees and organizations, and it has widely

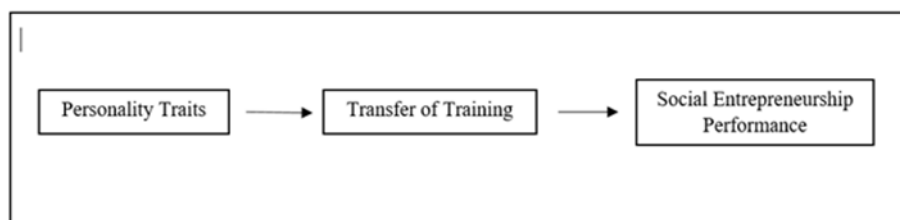
been used by researchers in the field of training (Griffin, 2011; Santos & Stuart, 2003). This model is widely accepted, as it assists people in learning about the training evaluation criteria, reaction, learning, behavior (transfer of training) and outcome (results).

The transfer of training highlights learning from training and its application at the workplace (Zhao & Namasivayam, 2009). The transfer of training is further heightened and has been proven to be beneficial to both the organizations and the employees' job performance (Cheng & Ho, 2001; Nik Nazli & Sheikh Khairuddin, 2018). In addition, if employees recognize that their organization supports the application of new knowledge and skills, these employees will be more eager to transfer that acquired knowledge and skills into their jobs (Tracey & Tews, 2005). The outcomes of training do have a positive effect on employee's behavior, where the training programme designs are relevant to their job environment (Heyes & Stuart, 1996). Thus, the impact of training for performance outcomes is dependent on how skills are developed at the workshop and applied at the workplace.

PROPOSED CONCEPTUAL FRAMEWORK

Figure 1 presents the personal traits that influence the transfer of training and the effect on the social entrepreneurship performance. Besides, this study examines the transfer of training as a mediator in the relationship between personal traits and social entrepreneurship performance.

Figure 1 Proposed Conceptual Framework.



As illustrated in Figure 1, The theoretical framework is one based upon combining Baldwin and Ford theory, Kirkpatrick Theory and personal trait theory. The theory of personal trait states that even though the behaviour happens in the same situation, the individual and the person's actions will differ, and it is further determined by the personality and the behavior of the individual. Hence, personal trait can be considered a factor which can impact the transfer of training and a person after training can cultivate the knowledge and enhance their skills and attitude.

Baldwin and Ford (1988) proposed a theory of transfer of training according to three component factors; work environment, individual characteristics and training design. Personal trait belongs in the individual features category, in which the personal trait is established based on the individual behaviours. According to Kirkpatrick Theory (1959), the impact will be impacted on outcome or result or performance of the individual (when the person is applying their knowledge, skills and attitude that they already have) in a workplace or business environment. This study, the transfer of training is social entrepreneurship performance, it was measured by the financial return, innovation, social network, social vision, and the sustainability. Therefore, this study proposes a theoretical framework in Figure 1 comprising

of the combination of three theories namely personality traits, Baldwin and Ford and Kirkpatrick. These three theories will be used in this study because the theories are relevant and are closely related to the study. To conclude, personal traits were the factors that influenced the transfer of training, and this affects the social entrepreneurship performance. The mediating variable in this framework is the transfer of training.

In examining the performance of social entrepreneurship, a key question arises: can experiences influence an individual's business outcomes, such as financial success, innovation, social vision, sustainability, and networking? Participation in training programs is particularly advantageous for social entrepreneurs, aiding in business development. Through such training, which imparts new knowledge and skills, social entrepreneurs can engage in transformative learning experiences and gain deeper insights into critical issues.

The personality traits serve as distal predictors that shape cognitive and motivational readiness for applying new skills (Saks & Burke, 2012). Individuals with higher levels of traits like conscientiousness, openness, and proactive personality are more likely to engage in self-directed learning and persist in applying training in the face of challenges which gives an effect especially important under resource constraints common in social entrepreneurship. Since social entrepreneurs often operate with limited formal structures, the transfer of training depends heavily on informal learning, intrinsic motivation, and individual initiative (Morris et al., 2020). Thus, training transfer functions as the behavioral mechanism through which inherent personality dispositions are translated into actual performance improvements.

The proposed model is most applicable in settings where formal structures and managerial controls are limited like typical of social enterprises where learning is often informal and resource scarcity is the norm. In strongly hierarchical or bureaucratic organizations where training transfer is heavily governed by formal policies or managerial reinforcement, the relative influence of personality may be lessened, and organizational climate may play a stronger moderating role (Chiaburu et al., 2014). Consequently, this model best explains performance outcomes in contexts characterized by autonomy, informal learning, and a high reliance on individual initiative where it conditions common in social entrepreneurship environments.

CONCLUSION

Social entrepreneurship (SE) is a term that has begun to gain traction. It gives a different meaning to different people. In Malaysia, there are many agencies providing various training programmes and schemes introduced to assist social entrepreneurship to increase their competitiveness in the market. However, there are still questions on the capability of social entrepreneurs to transfer the skills and knowledge that they have gained into their business environment and provide a maximum return on the investment of the company. Although there are several factors that can influence the transfer of training, this study aims at personality traits as a factor that influences the transfer of training among social entrepreneurs.

This study also concludes that personality traits play an important role in determining the social entrepreneurship performance. Personality traits are regarded as the best-known example of dispositional characteristics. Many theories related to personality have existed, but the Big Five Model is dominating in present times (Dashti & Habibi, 2011). Considering transfer as a series of stages through which the learner passes (Foxon, 1994), the training task may be viewed as

novel and complex, where trainees may need to adapt, because the task context changes as it introduces a new & different task environment (Herold et al. 2002). By understanding the numerous factors that would influence the transfer of training, it could ensure that employees can transfer the knowledge and skills gained after attending the training and continuously apply it to their workplace (Bouzguenda, 2014). According to Baldwin and Ford (1988), it is important for every organization to realize the factors that influence the transfer of training and inspire social entrepreneurship to transfer knowledge, skills, and abilities to the business environment. It is because it will help an organization to organize, enhance the level of skill, knowledge, and attitudes, and at the same time it can improve the quality of productivity in an organization (Holton & Baldwin 2000; Yamkovenko, Holton & Bates 2007).

REFERENCES

- Antle, B. F., Barbee, A. P., Sullivan, D. J., & Christensen, D. N. (2009). The Effects of Training Reinforcement on Training Transfer in Child Welfare. *Child Welfare. Vol. 88. (3):* p. 5-26.
- Baldwin, T. T., & Ford, J. K. (1988). Transfer of Training: A Review and Directions for Future Research. *Personnel Psychology. Vol. 41.* p. 63-105.
- Bates, R. & Khasawneh, S. (2005). Organizational Learning Culture, Learning Transfer Climate and Perceived Innovation in Jordanian Organizations. *International Journal of Training and Development. Vol. 9 (2):* p. 96 – 109.
- Burke, L. A., & Hutchins, H. M. (2007). Training Transfer: An Integrative Literature Review. *Journal of Human Resource Development Review. Vol. 6. (3):* p. 263-296.
- Burns, N. & Grove, S. (1993). The Practice of Nursing Research: Conduct, Critique and Utilization (2nd ed). *W.B. Saunders: Philadelphia, Pennsylvania, USA.*
- Chaucin, B., D. Hermand and E. Mullet: (2007) Risk Perception and Personality Facets, *Risk Analysis 27(1)*, 171–185.
- Chauhan, R., Ghosh, P., Rai, A. & Shukla, D. (2016). The Impact of Support at the Workplace on Transfer of Training: A Study of an Indian Manufacturing Unit. *International Journal of Training and Development. Vol. 20 (3):* p. 200-213.
- Cheng, E. W. L., & Hampson, I. (2008). Transfer of Training: A Review and New Insights. *International Journal of Management Reviews. Vol. 10. (4):* p. 327–341.
- Chiaburu, D. S., Van Dam, K., & Hutchins, H. M. (2014). Social support in the workplace and training transfer: A longitudinal analysis. *Journal of Management, 40(6)*, 1610–1636.
- Ciavarella, M. A., Buchholtz, A. K., Riordan, C. M., Gatewood, R. D., & Stokes, G. S. (2004). The Big Five and venture survival: Is there a linkage? *Journal of Business Venturing, 19(4)*, 465–483. <https://doi.org/10.1016/j.jbusvent.2003.03.001>
- Dashti, B. S., & Habibi, J. (2011). A conceptual usability framework for mobile service consumers. *International Journal of Computer Technology & Application (IJCTA), 2(4)*, 894-903.
- Diamantidis, A.D. & Chatzoglou, P.D. (2014). Employee post-training behavior and performance: evaluating the results of the training process. *International Journal of Training and Development. Vol. 18 (3):* p. 149-17
- Elangovan, A. R., & Karakowsky, L.(1999). The Role of Trainee and Environmental Factors in Transfer of Training: An Exploratory Framework. *Leadership & Organization Development Journal. Vol. 20. (5):* p. 268-276.
- Foxon, M. (1994). A process approach to the transfer of training. *Australasian Journal of Educational Technology, 10(1)*.

- Knight, J., Sherritt, L., Harris, S. K., Holder, D. W., Kulig, J., Shrier, L. A., et al. (2007). Alcohol use and religiousness/spirituality among adolescents. *Southern Medical Journal*, 100(4), 349–355.
- McCuller, W. J., Sussman, S., Dent, C. W., & Teran, L. (2001). Concurrent prediction of drug use among high-risk youth. *Addictive Behaviors*, 26(1), 137–142.
- Venning, A. J., Elliott, J., Whitford, H., & Honnor, J. (2007). The impact of a child's chronic illness on hopeful thinking in children and patients. *Journal of Social & Clinical Psychology*, 26(6), 708–727.
- Griffin, R. P. (2011). Workplace learning evaluation: A conceptual model and framework. *Journal of Industrial and Commercial Training*. Vol. 43 (3): p. 172-178.
- Heyes, J., & Stuart, M. (1996). Does training matter? Employee experiences and attitudes. *Human Resource Management Journal*. Vol. 6 (3): p. 7-21.
- Herold, D. M., Davis, W., Fedor, D. B., & Parsons, C. K. (2002). Dispositional influences on transfer of learning in multistage training programs. *Personnel Psychology*, 55(4), 851-869.
- Holladay, C. L & Quinones, M. A. (2003). Practice Variability and Transfer of Training: The Role of Self-Efficacy Generality. *Journal of Applied Psychology*. Vol. 88. (6): p. 1094 – 1103.
- Holton, E. F., & Baldwin, T. T. (2000). Making transfer happen: An action perspective on Learning Transfer Systems. In E. F. Holton, T. T. Baldwin & S. S. Naquin (Eds.), *Managing and Changing Learning Transfer Systems*. Vol. 8. p. 1-6
- Kirkpatrick, D. L. (1998). Evaluating Training Programs (2nd ed.). *San Francisco: Berrett-Koehler*.
- Lee, C., Lee, H., Lee, J. & Park, J. (2014). A Multiple Group Analysis of the Training Transfer Model: Exploring the Differences between High and Low Performers in a Korean Insurance Company. *The International Journal of Human Resource Management*. Vol. 25. (20): p. 2837-2857.
- Llewellyn, D. J. and K. M. Wilson: (2003), The Controversial Role of Personality Traits in Entrepreneurial Psychology, *Education + Training* 45(6), 341–345.
- Morris, M. H., Kuratko, D. F., & Cornwall, J. R. (2020). Learning and leadership in social entrepreneurship: A multi-disciplinary approach. *International Journal of Entrepreneurial Behavior & Research*, 26(5), 865–884.
- Nik Nazli, N. N. N., & Sheikh Khairudin, S. M. H. (2018). The factors that influence transfer of training and its effect on organizational citizenship behaviour: Evidence from Malaysia civil defence force. *Journal of Workplace Learning*, 30(2), 121-146.
- Nga, J. K. H., & Shamuganathan, G. (2010). The influence of personality traits and demographic factors on social entrepreneurship start up intentions. *Journal of Business Ethics*, 95(2), 259-282.
- Greenan, P. (2023). The impact of implementation intentions on the transfer of training from a management development program. *Human Resource Development International*, 26(5), 577-602.
- Saks, M.A. & Haccoun, R.R. (2010). Managing performance through training and development (5th Ed.) Nelson Education Ltd, United States of America.
- Saks, A. M., & Burke, L. A. (2012). An investigation into the relationship between training transfer factors and work performance. *International Journal of Training and Development*, 16(2), 118–127.
- Salleh, N. F., Mohammad, M., Putit, L., Mohammad, N., Asnawi, N. H., & Ghazali, N. (2022). Social entrepreneurship in higher education institutions in Malaysia: conceptual framework. *Journal of Contemporary Islamic Studies*, 8(3).

- Santos, A., & Stuart, M. (2003). Employee perceptions and their influence on training effectiveness. *Journal of Human Resource Management*. Vol. 13. (1): p. 27-45.
- Seelos, C., & Mair, J. (2005). Social entrepreneurship: Creating new business models to serve the poor. *Business Horizons*, 48(3), 241-246.
- Tannenbaum, S. I. & Yukl, G. (1992). Training and development in work organizations. *Annual Review of Psychology*. Vol. 43 (1). p. 399-441.
- Thompson J, Doherty B (2006), "The diverse world of social enterprise: A collection of social enterprise stories". *International Journal of Social Economics*, Vol. 33 No. 5-6 pp. 361–375, doi: <https://doi.org/10.1108/03068290610660643>
- Tracey, J. B., & Tews, M. J. (2005). Construct validity of a general training climate scale. *Organizational Research Methods*, 8(4), 353–374. <https://doi.org/10.1177/1094428105280055>
- Yamkovenko, B. V., Holton, E. & Bates, R. A. (2007). The Learning Transfer System Inventory (LTSI) in Ukraine. *Journal of European Industrial Training*. Vol. 31. (5): p. 377-401.