

How Do Social Support and Transfer Motivation Drive Training Effectiveness among Workers with Disabilities in Indonesia?

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Article History:

Received: 19 Februari 2026

Revised: 01 Maret 2026

Accepted: 08 Maret 2026

Keywords:

Training Effectiveness

Social Support

Workers with Disabilities

Training Transfer Motivation

Abstract: *Training programs for workers with disabilities are widely promoted to enhance labor market inclusion; however, empirical evidence explaining the mechanisms underlying training effectiveness remains limited, particularly in developing contexts such as Indonesia. This study examines how social support and training transfer motivation influence training effectiveness by integrating the Unified Model of Task-Specific Motivation and the Capability Approach. A quantitative cross-sectional survey was conducted among 106 Indonesian workers with disabilities who had participated in at least one formal training program. Data were analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM) to assess direct, indirect, and moderating effects. The results indicate that social support does not directly influence training effectiveness but significantly enhances training transfer motivation, which in turn positively affects training effectiveness and fully mediates the relationship. Transfer design does not significantly moderate the proposed relationships. These findings suggest that training effectiveness among workers with disabilities is primarily driven by motivational mechanisms that transform contextual support into sustained work application. The study contributes to disability-inclusive HRM literature by highlighting transfer motivation as a central explanatory mechanism for effective training outcomes.*

INTRODUCTION

Vocational training and skills development for persons with disabilities are gaining increasing attention at the global level, given their crucial role in improving employment opportunities, reducing poverty, and improving quality of life (Aksnes & Ulstein, 2024; Chumo et al., 2023; Fadilah & Hafrizal, 2025; Kulkarni & Kote, 2014). In many countries, structural and cultural barriers still hinder access to effective and sustainable training, making the agenda of improving training effectiveness crucial (Chen, 2023; Szkody et al., 2024; Tanaka et al., 2023;

Wei Tian et al., 2016). The organizational training literature consistently emphasizes that social and motivational factors are key drivers of the application of training outcomes in the workplace, while transfer-oriented training design strengthens the link between the two (Boere et al., 2023; Massenberg et al., 2015; Reinhold et al., 2018). Recent synthesis findings summarize that social support from supervisors, peers, and the organization can directly impact transfer, but the most dominant pathway is indirect through increased motivation to transfer learning (Reinhold et al., 2018).

Worldwide, approximately 16% of the population are persons with disabilities (WHO, 2023). The context in Indonesia shows a high urgency (Boere et al., 2023; Chiaburu et al., 2010; Massenberg et al., 2015; Park et al., 2017; Reinhold et al., 2018; Salamon et al., 2021; Yaghi & Bates, 2020; Yaqub et al., 2024). In Indonesia alone, there are more than 22 million people with disabilities (Syifa & Hadi, 2023). The large number of persons with disabilities is inversely proportional to the level of work participation and the number of registered training participants, while formal employment absorption remains low (de Jong et al., 2023; Park et al., 2017; Reinhold et al., 2018; Salamon et al., 2021; Yaghi & Bates, 2020). Although various training programs have been organized by the government and the private sector, many participants still find it difficult to apply their skills to their jobs due to limited social support in the workplace and training designs that are not fully tailored to their specific needs (Aksnes & Ulstein, 2024; Poerwanti, 2017). Data from BPS (2023) shows low employment rates for people with disabilities in the formal sector, reflecting a gap between the training received and the job opportunities available (Harahap, 2025).

A number of studies have indeed used workers with disabilities as their unit of analysis, ranging from on-the-job training support for workers with intellectual disabilities to supervisor training and online training for procedural skills. However, the interrelationships between the variables addressed in this study—social support, transfer motivation, transfer design, and training effectiveness—have rarely been tested in a comprehensive manner among the population of workers with disabilities (Alexander et al., 2024; Schaap et al., 2024; Worobey et al., 2018).

At the same time, from an organizational perspective, hiring people with disabilities is an inclusive strategy that adds value to the company while strengthening its image by triggering positive assessments of social responsibility, service experience, and customer brand attitude, as well as encouraging favorable behavioral intentions (Awad et al., 2023; Essa, 2023; Kim et al., 2025; Lindsay et al., 2018). Evidence at the corporate level shows a positive association between disability inclusion practices, performance, and reputation, thereby reinforcing the rationale for investing in social support in the workplace and transfer motivation as prerequisites for the effectiveness of ongoing training (Jurado-Caraballo & Quintana-García, 2024). Cross-context empirical evidence shows that peer support is often stronger than supervisor support in promoting transfer motivation and actual transfer, especially when teammates participate in the same training, while supervisor behaviors such as feedback and coaching make an important direct contribution to the application of skills at work (Maung & Chemsripong, 2014; Yaghi & Bates, 2020).

In addition to social factors, transfer-oriented training design includes content relevance, material suitability for work tasks, and facilitator quality, which serve to strengthen the relationship between support and motivation and training effectiveness (Chauhan et al., 2017; Miirio et al., 2024; Reinhold et al., 2018; Yaqub et al., 2024). Evidence shows that good transfer design increases the perceived usefulness of training and opportunities for practice, thereby increasing the likelihood of application in the workplace. It can even clarify the link between

learned skills and performance through increased efficacy (Park et al., 2017; Yaqub et al., 2024). In team-based training settings, designs that accommodate group practice and peer participation further amplify the effect of peer support on motivation and transfer (Chauhan et al., 2017; Salamon et al., 2021).

However, practices in the field often show that training is not supported by adequate transfer designs, accompanied by low motivation to apply what has been learned in the post-training phase (Chauhan et al., 2017; de Jong et al., 2023; Park et al., 2017; Reinhold et al., 2018; Yaqub et al., 2024). Contemporary reviews and empirical studies confirm that transfer motivation is a central predictor of whether learning will actually be applied, while social support is a strong antecedent that fosters this motivation (de Jong et al., 2023; Massenberg et al., 2015; Miirio et al., 2024; Reinhold et al., 2018; Suleiman et al., 2017). Meta-analytic and multilevel evidence concludes that the influence of social support on transfer primarily works through transfer motivation, with contextual variants modulating the magnitude of the effect, including differences in the roles of supervisor and peer support (Chiaburu et al., 2010; Massenberg et al., 2015; Reinhold et al., 2018).

Conceptually, there is still an important gap that needs to be bridged because many studies examine the effect of social support on transfer or effectiveness directly, or examine the mediation of transfer motivation separately, while the moderating role of transfer design has not always been tested together in an integrated framework (Chauhan et al., 2017; Massenberg et al., 2015; Park et al., 2017; Reinhold et al., 2018). A synthesis of studies recommends an integrated model that simultaneously tests: the direct influence of social support and transfer motivation on training effectiveness, the indirect influence through the mediation of transfer motivation, and the reinforcement of these relationships by transfer design (Chauhan et al., 2017; Massenberg et al., 2015; Park et al., 2017; Reinhold et al., 2018). Additionally, further exploration is needed on team dynamics, longitudinal approaches, and the sensitivity of organizational and cultural contexts such as work culture and peer participation levels to strengthen causal inferences and generalizations (Boere et al., 2023; Chauhan et al., 2017; Gara Bach Ouerdian, 2025; P. K. Gautam et al., 2023; Reinhold et al., 2018).

In line with these needs, this study aims to integrate the roles of social support, transfer motivation, and transfer design in explaining the effectiveness of training for people with disabilities. Theoretically, this framework links a direct path from social support to training effectiveness, an indirect path through the mediation of transfer motivation, and the role of transfer design as a moderator that strengthens the relationship between these variables (Massenberg et al., 2015; Park et al., 2017; Reinhold et al., 2018; Yaqub et al., 2024). Consistent with meta-analytic evidence and multilevel studies, social support, including peer support, supervisor support, and feedback or coaching practices, is generally positively associated with transfer, but its greatest influence works through increasing transfer motivation. On the other hand, peer support is often the strongest driver of transfer motivation, while feedback or coaching is a strong predictor of transfer (Massenberg et al., 2015; Reinhold et al., 2018; Yaghi & Bates, 2020).

Good transfer design, especially content relevance, trainer quality, practice opportunities, and the suitability of training elements to work tasks, increases the chances of applying training outcomes and can moderate the relationship between support and motivation with training effectiveness (Park et al., 2017; Yaqub et al., 2024). In practical terms, the contribution of this research is the formulation of intervention recommendations that can be implemented by organizations, including strengthening peer support networks, actively involving supervisors

through feedback and coaching, and designing relevant and participatory training to maximize the application of training outcomes in an inclusive work environment (Park et al., 2017; Reinhold et al., 2018; Yaghi & Bates, 2020; Yaqub et al., 2024).

LITERATURE REVIEW

Capability Approach dan Unified Model of Task-Specific Motivation (UMTM)

This study is based on the Capability Approach, which views the effectiveness of training as an individual's ability to utilize training in actual work practices, not merely the success of acquiring skills. Training becomes meaningful when participants have the opportunity and conditions that enable them to use these skills continuously in the workplace. In the context of workers with disabilities, support from supervisors and coworkers plays an important role because it can create an environment that makes it easier for individuals to try, adapt, and maintain the skills they have acquired in their daily work activities (Sen, 1979).

Within this framework, the application of training outcomes is understood through the Unified Model of Task-Specific Motivation (UMTM). This model emphasizes that the successful application of training outcomes is highly dependent on the individual's motivation to use the skills they have learned. Social support contributes by strengthening individuals' beliefs, perceptions of usefulness, and willingness to act, thereby promoting the effectiveness of training (de Jong et al., 2023). Empirical findings show that motivation acts as the main link between workplace support and training success, so that training effectiveness is more accurately understood as the result of a supportive work environment and individuals' internal drive to apply what they have learned (Massenberg et al., 2015; Reinhold et al., 2018).

Social Support

Social support in the context of training transfer refers to the support that trainees feel in the workplace, especially from their superiors and coworkers. This support includes emotional and instrumental assistance, as well as feedback and coaching that facilitate the application of learning outcomes to real work. The training transfer literature consistently consists of supervisor support and peer support, each of which plays a role in creating a work climate that supports the use of new skills (Massenberg et al., 2015; Reinhold et al., 2018). Supervisor support is generally manifested through coaching and feedback that helps employees adapt their skills to job demands, while peer support reinforces team norms and psychological safety in trying new behaviors (Arasanmi, 2019; Chauhan et al., 2017). In the context of workers with disabilities, this support becomes even more crucial as it contributes to the creation of a work environment that enables the sustainable application of skills (Jaya et al., 2026).

Training Transfer Motivation

Transfer motivation is understood as an individual's cognitive and affective drive to apply the knowledge, skills, and attitudes acquired from training to work tasks. This motivation is reflected in the intention to apply, the perception of the value and usefulness of training, and the belief in self-efficacy to use these skills continuously. In the Unified Model of Task-Specific Motivation, transfer motivation is positioned as a proximal psychological mechanism that bridges the influence of contextual factors on post-training behavior (de Jong et al., 2023). A higher motivation profile has been shown to be associated with stronger transfer intentions and transfer realization in follow-up measurements (Massenberg et al., 2015; Reinhold et al., 2018).

Transfer Design

Transfer design refers to the extent to which training is designed to align with job demands, making it easier for participants to apply the training outcomes in the workplace. This design includes the relevance of training content, the similarity of training elements to real work situations, the quality of trainers, and opportunities for practice and follow-up after training (Park et al., 2017). Transfer-oriented training design increases the perceived usefulness of training and opportunities for practice, thereby increasing the likelihood that the skills learned will be used in actual work (Salamon et al., 2021; Yaqub et al., 2024).

Training Effectiveness

Training effectiveness refers to the extent to which training successfully produces meaningful changes in individual performance in the workplace. Training effectiveness is reflected in the level of skill transfer to actual work, including the generalization of skills to various tasks, maintenance of application over a certain period of time, and its impact on performance improvement (Park et al., 2017). Thus, training effectiveness is not only measured by the quality of the learning process, but primarily by the extent to which the training results are actually applied and contribute to work (Gegenfurtner, 2011; Grohmann et al., 2014).

The Influence of Social Support on Training Effectiveness

Empirical literature shows that social support plays an important contextual role in promoting training effectiveness. Meta-analytic reviews and cross-sector studies have found that support from supervisors and coworkers is positively associated with skill transfer, generalization, and maintenance, which are key indicators of training effectiveness (Chauhan et al., 2017; Hughes et al., 2020; Wei Tian et al., 2016). Peer support is often reported to be stronger in shaping skill usage norms, while supervisor support through coaching and feedback is directly related to skill application at work (P. K. Gautam et al., 2023; Park et al., 2017). Based on these arguments, the first hypothesis is proposed:

H1. Social support has a significant effect on training effectiveness.

The Influence of Social Support on Training Transfer Motivation

A supportive work environment provides psychological security, strengthens self-efficacy, and increases the perceived value of training, which ultimately encourages individuals to transfer what they have learned. Meta-analytic and multilevel evidence shows that social support is consistently positively correlated with training transfer motivation, both at the individual and team levels (Chatterjee et al., 2018; Massenberg et al., 2015; Reinhold et al., 2018). Cross-context studies, including higher education and public sector organizations, also show that support from supervisors and coworkers increases participants' psychological readiness to try new behaviors at work (Yaghi & Bates, 2020). Thus, a second hypothesis is proposed:

H2. Social support has a significant effect on training transfer motivation.

The Influence of Training Transfer Motivation on Training Effectiveness

Transfer motivation is considered the most proximal determinant of post-training behavior. Studies based on the Unified Model of Task-Specific Motivation show that individuals with high transfer motivation are more likely to realize their transfer intentions and maintain the application of skills in their work (de Jong et al., 2023). Multilevel and cross-context evidence also confirms that transfer motivation is directly associated with post-training use and program

effectiveness indicators (Gegenfurtner, 2011; Grohmann et al., 2014; Yaqub et al., 2024). Therefore, a third hypothesis is proposed:

H3. Training transfer motivation has a significant effect on training effectiveness.

Mediation Role of Training Transfer Motivation

A number of studies show that the effect of social support on training effectiveness is not always direct, but rather mediated through motivational mechanisms. Meta-analyses show that models that include training transfer motivation as a full mediator provide the best fit compared to models that only test direct effects (Reinhold et al., 2018). Studies in various sectors have also found that contextual support increases transfer motivation, which in turn is associated with the application of skills at work (Grohmann et al., 2014; Massenberg et al., 2015; Yaqub et al., 2024). Based on these findings, a fourth hypothesis is proposed:

H4. Social support has a significant effect on training effectiveness through training transfer motivation.

Transfer Design as a Moderator of Social Support and Training Effectiveness

Relevant and transfer-oriented training designs are believed to strengthen the influence of social factors on training effectiveness. Previous studies have shown that content relevance and training delivery quality amplify the effects of supervisor and coworker support on transfer (Chauhan et al., 2017; Park et al., 2017). Several studies also report that transfer design serves as a reinforcing condition that amplifies the influence of social factors on training effectiveness (Boere et al., 2023; P. K. Gautam et al., 2023). Based on this, the fifth hypothesis is proposed:

H5. Social support has a significant effect on training effectiveness, moderated by transfer design.

Transfer Design as a Moderator of Training Transfer Motivation and Training Effectiveness

High transfer motivation is more easily converted into application behavior when training is designed in line with the work context and provides adequate practice opportunities. Empirical evidence shows that transfer design strengthens the relationship between motivation and training effectiveness, especially when training content is relevant and applicable (Gegenfurtner, 2011; Kuo & Tien, 2024; Ragini et al., 2025). Thus, the sixth hypothesis is proposed:

H6. Training transfer motivation has a significant effect on training effectiveness, moderated by transfer design.

Mapping of empirical studies in Table 1. Empirical Study shows a consistent pattern that social support is positively associated with training effectiveness and motivation (Chiaburu et al., 2010; Massenberg et al., 2015; Reinhold et al., 2018), transfer motivation promotes effectiveness (Gegenfurtner, 2011; Grohmann et al., 2014), and transfer design acts as a moderator that strengthens these relationships (Chauhan et al., 2016; D. K. Gautam & Basnet, 2020; P. K. Gautam et al., 2023). However, the dominant theoretical foundations remain Social Exchange Theory, Social Cognitive Theory, Expectancy Value, the design fit perspective, and the transfer process model (Chatterjee et al., 2018; Chauhan et al., 2017; Chiaburu et al., 2010; Reinhold et al., 2018), while the use of the Unified Model of Task Specific Motivation is relatively rare despite initial evidence suggesting its predictive potential for transfer (Boere et al., 2023; de Jong et al., 2023; Jansen in de Wal et al., 2023). Adopting this framework allows research to position social support as a contextual affordance that shapes task-specific motivation dimensions such as

efficacy, utility value, achievement value, intrinsic interest, and cost, and to examine how transfer design strengthens the conversion of motivation into training effectiveness among workers with disabilities (de Jong et al., 2023; Yaqub et al., 2024).

Conceptual framework

The conceptual model of this study places social support as an antecedent that encourages training transfer motivation and increases training effectiveness. Social support, which consists of supervisor support and peer support, facilitates the application of learned skills to real work. Supervisor support provides feedback and coaching, while peer support plays a greater role in providing emotional support, which increases motivation to transfer skills to the workplace (Maung & Chemsripong, 2014; Yaghi & Bates, 2020).

Training Transfer motivation acts as a mediator linking social support to the application of skills in the workplace, while transfer design strengthens this relationship by ensuring training is relevant and provides adequate practice opportunities (Boere et al., 2023). Training effectiveness is achieved when social support and good training design motivate workers to continue applying the skills they have learned (Massenberg et al., 2015; Salamon et al., 2021).

This model demonstrates that training effectiveness largely depends on the effective interplay between social support, transfer motivation, and transfer design.

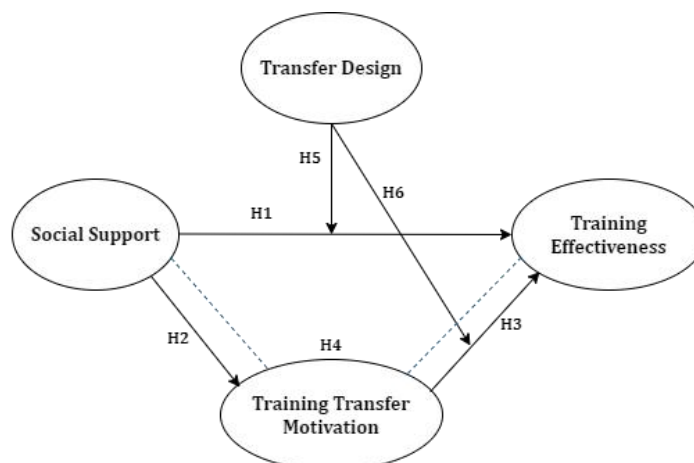


Figure 1. *Conceptual Framework*

METHOD

Research Method

This study uses a quantitative approach with a cross-sectional survey design, which aims to analyze the relationship between hypothesized variables, similar to the approach used in training transfer studies (Maung & Chemsripong, 2014). This approach allows researchers to describe the relationship between the variables studied at a single point in time without manipulating the independent variables (Hair et al., 2021). The population of this study was workers with disabilities in Indonesia. The sample was selected purposively with the criteria of respondents having participated in at least one training session, being at least 18 years old, and having a minimum of three months of work experience (de Jong et al., 2023).

The initial sample size was determined using the ten times rule in PLS-SEM, which is ten times the number of indicators in the construct with the most indicators. With eighteen indicators, the minimum number of respondents recommended is 180 (Hair et al., 2021). However, because the population of people with disabilities is a group with specific characteristics and is relatively difficult to reach, this study initially collected a larger amount of data, which was then screened

(data screening). A number of observations were identified as outliers and excluded to maintain data quality and model estimation stability, resulting in a final number of 106 respondents analyzed. In addition to the ten times rule, sample size adequacy was also evaluated through a priori power analysis based on multiple regression (Cohen, 1992; Hair et al., 2021). With $\alpha = 0.05$, power 0.80, moderate effect size ($f^2 = 0.15$), and three predictors in the main endogenous construct, the recommended minimum sample size was 77 respondents. The final number of respondents, 106, exceeded this threshold, making it statistically adequate for predictive model testing. The R^2 value of 0.738 in the Training Effectiveness construct also indicates a strong explanatory power of the model.

Data were collected through an anonymous online questionnaire based on the Likert scale to measure all research constructs. The instruments were developed through literature review and preliminary testing with attention to construct validity and reliability, in line with standard practices in training transfer studies (Maung & Chemsripong, 2014). All indicators were then evaluated using latent variable modeling analysis to ensure the quality of the measurement model and to examine the relationships between constructs. The distribution of questionnaires was facilitated by *Yayasan Parapreneur Indonesia* as a community partner, which played a role in reaching out to networks of persons with disabilities in Indonesia, and was supported by dissemination through the *National Paralympic Committee of Indonesia* (NPCI) West Kalimantan, *Perkumpulan Penyandang Disabilitas Indonesia* (PPDI), *Himpunan Wanita Disabilitas Indonesia* (HWDI), and various social media platforms. Participation was voluntary and anonymous, preceded by consent after explanation and following applicable research ethics guidelines.

Data analysis was conducted using SmartPLS to test the relationships between latent variables in the research model. The PLS-SEM approach was used because it is suitable for predictive model analysis with relatively complex relationship structures and does not require strict normal distribution assumptions (Hair et al., 2021). All constructs were analyzed using a standard reflective approach to assess the quality of the measurement model and the structural relationships between variables, enabling researchers to comprehensively evaluate the influence of social support on training transfer motivation and training effectiveness as the main focus of the study.

Research Design and Model Testing

The analysis process began with testing the measurement model to ensure convergent and discriminant validity, as well as construct reliability through the use of Composite Reliability (CR) and Cronbach's Alpha (Hair et al., 2021). Convergent validity is tested to ensure that the indicators used to measure each variable have a high correlation, while discriminant validity is tested to ensure that each construct can be clearly distinguished from other constructs.

Next, the structural model was tested to measure path coefficients, R^2 values, and t-statistics to examine the relationships between variables and the overall significance of the model. This test aims to evaluate whether the proposed model can explain the relationship between variables significantly, as was done in previous studies that utilized SEM to test training transfer and training effectiveness (P. K. Gautam et al., 2023).

Mediation and Moderation Testing

This model also tests the effects of mediation and moderation. Mediation testing was conducted using the bootstrapping procedure to obtain confidence intervals for the indirect effects between the variables tested. This testing allows for more accurate estimates of indirect

effects, as described in previous studies that used bootstrapping to analyze mediation effects in SEM models (P. K. Gautam et al., 2023). Meanwhile, moderation was tested using interaction variables between social support, transfer design, and training transfer motivation, as well as their influence on training effectiveness. This process made it possible to analyze the role of transfer design in moderating the relationship between social support and training effectiveness (Yaghi & Bates, 2020).

RESULT AND DISCUSSION

Characteristics of Respondent

This study involved 106 respondents who were workers with disabilities, with characteristics including gender, age, region of residence, type and level of disability, sector, and length of employment, as presented in Table 1.

Table 1. Demographics of respondents

		<i>Frequency</i>	<i>Percent</i>
<i>Gender</i>	Male	74	69,8%
	Female	32	30,2%
	Total	106	
<i>Age</i>	18–24 years old	28	26,4%
	25–34 years old	36	34,0%
	35–44 years old	23	21,7%
	45–54 years old	17	16,0%
	55 years old or older	2	1,9%
	Total	106	100%
<i>Residence</i>	Jawa	40	37,7%
	Kalimantan	36	34,0%
	Sumatera	10	9,4%
	Sulawesi	6	5,7%
	Bali	4	3,8%
	Nusa Tenggara	4	3,8%
	Maluku	3	2,8%
	Papua	3	2,8%
	Total	106	100%
<i>Type of Disability</i>	Physical	64	60,4%
	Sensory	32	30,2%
	Mental	7	6,6%
	Double	3	2,8%
	Total	106	100%
<i>Level of Disability</i>	Mild	36	34,0%
	Moderate	45	42,5%
	Severe	20	18,9%
	Don't know	5	4,7%
	Total	106	100%
<i>Job Sector</i>	Services	37	34,9%
	F&B	31	29,2%
	Retail & Trade	15	14,2%
	Manufacturing & Industry	9	8,5%
	Public & Social Sector	14	13,2%
	Total	106	100%
<i>Length of Employment</i>	Less than 1 year	33	31,1%
	1-3 years	27	25,5%
	3-5 years	18	17,0%
	More than 5 years	28	26,4%

Total	106	100%
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Source: Author's own analysis

The respondents in this study were 106 workers with disabilities, consisting of 74 men (69.8%) and 32 women (30.2%). The majority of respondents were in early to middle adulthood, with the largest age group being 25–34 years (36; 34.0%), followed by 18–24 years (28; 26.4%), 35–44 years (23; 21.7%), 45–54 years (17; 16.0%), and ≥55 years (2; 1.9%). Respondents mainly resided in Java (40; 37.7%) and Kalimantan (36; 34.0%), with smaller proportions coming from Sumatra (9.4%), Sulawesi (5.7%), Bali and Nusa Tenggara (3.8% each), and Maluku and Papua (2.8% each).

Based on disability characteristics, physical disabilities were the most prevalent (64; 60.4%), followed by sensory disabilities (32; 30.2%), mental disabilities (7; 6.6%), and multiple disabilities (3; 2.8%). Most respondents reported moderate (45; 42.5%) and mild (36; 34.0%) levels of disability, while 20 respondents (18.9%) reported severe levels and 5 respondents (4.7%) stated that they did not know their level of disability. In terms of employment, the majority of respondents worked in the service sector (37; 34.9%) and food and beverage (31; 29.2%), followed by retail and trade (15; 14.2%), public and social sectors (14; 13.2%), and manufacturing and industry (9; 8.5%). The length of employment was dominated by respondents with less than one year of service (33; 31.1%), followed by more than five years (28; 26.4%), 1–3 years (27; 25.5%), and 3–5 years (18; 17.0%).

Measurement Model Assessment

The measurement model was evaluated to ensure the reliability and validity of the research construct. A summary of the outer loading, Composite Reliability, Cronbach's Alpha, and Average Variance Extracted (AVE) test results is presented in Table 2.

Table 2. Reliability and convergent validity

<i>Construct</i>	<i>Measures Items</i>	<i>Outer Loading</i>	<i>Remarks</i>	<i>AVE</i>	<i>Remarks</i>	<i>CR</i>	<i>CA</i>	<i>Remarks</i>
SS	SS.1	0,847	Valid	0,678	Valid	0,911	0,905	Reliable
	SS.2	0,861	Valid					
	SS.3	0,852	Valid					
	SS.4	0,757	Valid					
	SS.5	0,809	Valid					
	SS.6	0,813	Valid					
TD	TD.1	0,868	Valid	0,773	Valid	0,905	0,902	Reliable
	TD.2	0,887	Valid					
	TD.3	0,897	Valid					
	TD.4	0,864	Valid					
TE	TE.1	0,923	Valid	0,808	Valid	0,921	0,92	Reliable
	TE.2	0,867	Valid					
	TE.3	0,912	Valid					
	TE.4	0,892	Valid					
TTM	TTM.1	0,955	Valid	0,87	Valid	0,953	0,95	Reliable
	TTM.2	0,927	Valid					
	TTM.3	0,903	Valid					
	TTM.4	0,945	Valid					

Source: Author's own analysis

Notes: SS – Social Support; TTM – Training Transfer Motivation; TD – Transfer Design; TE – Training Effectiveness; AVE – Average Variance Extracted; CR – Composite Reliability; CA – Cronbach's Alpha

The reliability of the indicators was assessed through outer loading. As shown in Table 2, all indicators had strong loading values, ranging from 0.757 to 0.955, and exceeded the recommended threshold of 0.70, indicating adequate reliability of the indicators and that all items were feasible to retain (Hair et al., 2021). Internal consistency reliability was also met, as indicated by the Composite Reliability (CR) values for all constructs ranging from 0.905 to 0.953 and Cronbach's Alpha (CA) values between 0.902 and 0.950, all of which exceeded the minimum criterion of 0.70 (Hair et al., 2021). Convergent validity was also confirmed, as all constructs had Average Variance Extracted (AVE) values above 0.50 (SS = 0.678; TD = 0.773; TE = 0.808; TTM = 0.870), indicating that the constructs were able to explain a substantial proportion of variance in their indicators (Hair et al., 2021).

Table 3. Fornell – Larcker criterion

	<i>SS</i>	<i>TD</i>	<i>TE</i>	<i>TTM</i>
<i>SS</i>	0,824			
<i>TD</i>	0,554	0,879		
<i>TE</i>	0,483	0,826	0,899	
<i>TTM</i>	0,543	0,796	0,769	0,933

Source: Author's own analysis

Discriminant validity based on the Fornell Larcker criteria is satisfied, as indicated by the AVE square root being greater than the inter-construct correlations for all constructs (see Table 3) (Hair et al., 2021). The HTMT values are generally below the recommended threshold, although the HTMT value between Transfer Design and Training Effectiveness (0.901) slightly exceeds the conservative limit of 0.90. Given the conceptual proximity of the two constructs, this finding is still acceptable when viewed in conjunction with adequate Fornell Larcker results and theoretical construct differentiation (Hair et al., 2021). All indicators are retained, with the proximity of TD and TE noted as a cautionary note in the limitations section.

Structural Model Assessment

The evaluation of the structural model, including multicollinearity tests, model clarity, and effect size, is presented in Table 4.

Table 4. Structural Model Assessment Results

<i>Criterion</i>	<i>Path/Construct</i>	<i>Value</i>
<i>Collinearity (VIF)</i>	SS -> TE	1.589
	SS -> TTM	1.000
	TTM -> TE	3.052
<i>R-Square (R²)</i>	TE	0.738 (Adj.0.725)
	TTM	0.295 (Adj.0.288)
<i>Effect Size (f²)</i>	SS -> TE	0.003
	SS -> TTM	0.418
	TTM -> TE	0.162

Source: Author's own analysis

The inner VIF values indicate no multicollinearity issues, with all values below the 5 threshold (SS → TE = 1.589; SS → TTM = 1.000; TTM → TE = 3.052) (Hair et al., 2021). The

model's explanatory power is moderate to strong, as indicated by an R^2 Training Effectiveness of 0.738 (adjusted 0.725) and an R^2 Training Transfer Motivation of 0.295 (adjusted 0.288). The f^2 effect size analysis shows that the effect of Social Support on Training Transfer Motivation is large ($f^2 = 0.418$), the effect of Training Transfer Motivation on Training Effectiveness is moderate ($f^2 = 0.162$), while the effect of Social Support on Training Effectiveness is very small ($f^2 = 0.003$), indicating a substantive difference in contribution between structural paths (Hair et al., 2021).

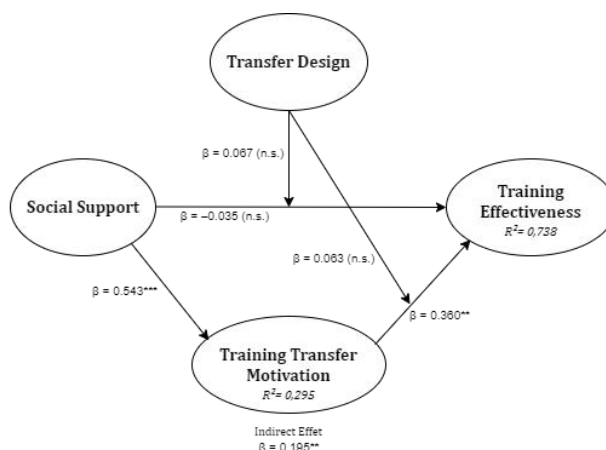


Figure 2. Structural model results

Note: *** $p < 0.001$; ** $p < 0.01$; n.s. = not significant

As shown in Figure 2, Social Support has a significant effect on Training Transfer Motivation, which in turn increases Training Effectiveness, thus confirming the indirect effect of social support through motivational mechanisms. Conversely, the direct effect of Social Support on Training Effectiveness is not significant, indicating that Training Transfer Motivation acts as a full mediator in this relationship. The moderating effect of Transfer Design on these relationships is also insignificant, indicating that transfer design does not strengthen the proposed model.

Hypothesis testing results

The hypothesized relationships were tested using bootstrapping with 5,000 resamplings, and statistical significance was evaluated based on path coefficients (β), t-values, and p-values, in accordance with PLS-SEM recommendations (Hair et al., 2021). A summary of the test results is shown in Table 5.

Table 5. Hypothesis testing results

Hypothesis	Path	Original Sample	T-Statistic	p-Value	Result
Hypothesis 1	SS -> TE	-0,035	0,431	0,666	Not Supported
Hypothesis 2	SS -> TTM	0,543	5,321	0,000	Supported
Hypothesis 3	TTM -> TE	0,360	3,455	0,001	Supported
Hypothesis 4	SS -> TTM -> TE	0,195	3,123	0,002	Supported
Hypothesis 5	TD x SS -> TE	0,067	0,796	0,426	Not Supported
Hypothesis 6	TD x TTM -> TE	0,063	0,894	0,371	Not Supported

Source: Author's own analysis

The results of the analysis show that the role of Social Support in the proposed model does not work uniformly across all training outcomes. The effect of Social Support on Training

Effectiveness is not statistically significant ($\beta = -0.035$; $t = 0.431$; $p = 0.666$), indicating that social support does not necessarily improve training effectiveness directly. However, Social Support was found to have a strong and significant positive effect on Training Transfer Motivation ($\beta = 0.543$; $t = 5.321$; $p < 0.001$), indicating that a supportive social environment plays an important role in encouraging individuals' readiness and willingness to transfer training outcomes into the work context.

Furthermore, the relationship between Social Support and Training Effectiveness becomes meaningful when considering the role of Training Transfer Motivation as a psychological mechanism that bridges the two. The indirect effect of Social Support on Training Effectiveness through Training Transfer Motivation was statistically significant ($\beta = 0.181$; $t = 3.123$; $p = 0.002$). This finding indicates that training effectiveness is determined more by the extent to which social support can strengthen an individual's motivation to implement learning outcomes, rather than by the direct influence of social support.

Conversely, the presence of Transfer Design did not show a decisive role in strengthening the relationship between the main variables in the model. The interaction between Transfer Design and Social Support on Training Effectiveness is not statistically significant ($\beta = 0.067$; $t = 0.796$; $p = 0.426$), nor is the interaction between Transfer Design and Training Transfer Motivation on Training Effectiveness ($\beta = 0.063$; $t = 0.894$; $p = 0.371$). These results indicate that, in the context of this study, training transfer design does not yet function as a reinforcing condition that modifies the influence of social support and transfer motivation on training effectiveness.

Discussion

The findings of this study can be coherently understood through the integration of the Unified Model of Task-Specific Motivation (UMTM) and the Capability Approach. Based on the UMTM, contextual factors such as social support are positioned as distal antecedents whose influence on training effectiveness is channeled through proximal motivational mechanisms. The results of the study show that social support does not directly affect training effectiveness, but it has a significant effect on training transfer motivation, which in turn increases training effectiveness. This pattern is consistent with the main assumptions of the UMTM as well as meta-analytic and multilevel evidence confirming that transfer motivation is the most proximal predictor of transfer and training effectiveness (de Jong et al., 2023; Gegenfurtner, 2011; Reinhold et al., 2018).

The significance of social support in shaping transfer motivation confirms the importance of a supportive work environment in strengthening self-efficacy, perceived usefulness, and individual readiness to apply training skills. However, the insignificant direct influence of social support on training effectiveness shows that social support alone is not enough to produce optimal training outcomes. These findings are consistent with previous studies that place transfer motivation as a key mechanism that bridges contextual conditions with transfer behavior and training effectiveness across organizational contexts (Grohmann et al., 2014; Massenberg et al., 2015; Yaquib et al., 2024).

From the Capability Approach perspective, these results are not contradictory, but rather reinforce the assumption that external resources, including social support, do not automatically produce outcomes if they cannot be converted into real capabilities for action (Barham, 2006; Sen, 1979). In the context of workers with disabilities, structural barriers, limited accessibility, and a lack of post-training opportunities can limit this conversion process. Therefore, training transfer

motivation represents a form of personal capability that enables individuals to utilize social support as a real opportunity to apply their competencies in work practices.

The central role of transfer motivation further emphasizes the alignment between UMTM and the Capability Approach in explaining the effectiveness of training as a conversion process, rather than merely an end result. Transfer motivation not only functions as a proximal psychological mechanism, but also as a form of individual agency that enables training resources to be actualized into meaningful work functions. These findings expand the empirical evidence that the effectiveness of training for workers with disabilities is determined more by the individual's ability to take advantage of available opportunities than by the direct presence of contextual factors (Gegenfurtner, 2011; Grohmann et al., 2014; Sen, 1979).

Conversely, the insignificant role of transfer design moderation shows that technical aspects of training do not always function as effective reinforcing conditions. Within the UMTM framework, transfer design is understood as a supporting condition whose effectiveness depends on individual motivational readiness. In line with the Capability Approach, these results indicate that improving the quality of training design does not necessarily expand capabilities if the post-training work environment does not provide real opportunities for skill application. These findings are consistent with previous research reporting that transfer design loses its explanatory power when motivational factors and contextual opportunities become more dominant (Gegenfurtner, 2011; Reinhold et al., 2018; Salamon et al., 2021).

Overall, this discussion shows that the research results are in line with the main assumptions of the Unified Model of Task-Specific Motivation and the Capability Approach. The effectiveness of training for workers with disabilities emerges as a result of the interaction between proximal motivational mechanisms and contextual conditions that determine the extent to which training resources can be converted into actual work practices. Thus, the findings of this study are not contradictory to the theoretical framework used, but rather reinforce the relevance of both theories in explaining the dynamics of training effectiveness in a structurally constrained work context (de Jong et al., 2023; Reinhold et al., 2018; Sen, 1979).

CONCLUSION

Conclusion

This study examines the mechanisms underlying the effectiveness of training for workers with disabilities by integrating social support, training transfer motivation, and transfer design within the framework of the Unified Model of Task-Specific Motivation and Capability Approach. The results show that social support does not directly affect training effectiveness but works entirely through training transfer motivation as the most proximal motivational mechanism. Therefore, training effectiveness is highly dependent on the workplace's ability to foster individuals' internal drive to convert training support and resources into actual work practices. The insignificant role of transfer design moderation indicates the existence of contextual boundary conditions, where technical aspects of training design become inadequate if not accompanied by real post-training opportunities, work accessibility, and organizational structures that enable the sustainable application of skills.

Overall, the findings of this study are in line with the main assumptions of UMTM and the Capability Approach by emphasizing the central role of transfer motivation as a link between contextual factors and training effectiveness. Thus, the effectiveness of training for workers with disabilities is understood as the result of a conversion process influenced by motivational mechanisms and actual opportunities in the work environment, rather than solely by the existence

of social support or the quality of training design alone.

Implications

This study expands the Unified Model of Task-Specific Motivation by confirming that social support functions as a distal antecedent whose influence on training effectiveness is fully mediated through training transfer motivation as a proximal mechanism. In line with the Capability Approach, these findings indicate that training resources and transfer design are not universal, but rather depend on the extent to which the post-training work environment provides real opportunities, accessibility, and continuous reinforcement for workers with disabilities. Practically, these research results emphasize that improving the effectiveness of inclusive training needs to prioritize strengthening transfer motivation through consistent and meaningful social support, accompanied by the creation of work opportunity structures that enable the skills learned to be fully applied in daily work practices.

Limitations

This study has several limitations that need to be considered. Data collection faced challenges in reaching workers with disabilities, requiring a relatively long time and potentially limiting the diversity of respondents. Given that the sampling technique used was purposive and respondents were reached through community networks, the findings of this study are contextual and are not intended to represent the population of workers with disabilities in Indonesia probabilistically, although they still provide analytical contributions to understanding the motivational mechanisms of training transfer in the context of workers with disabilities in Indonesia. In addition, the use of self-reported data means that the findings are highly dependent on the subjective perceptions of respondents and potentially contain perception bias, so future research needs to combine additional data sources, such as supervisor assessments or more objective performance indicators. This study was also conducted on workers with disabilities in Indonesia in general without differentiation based on region, type, or severity of disability, which limits the scope of generalization of the findings while opening opportunities for comparative studies on more specific contexts and characteristics of disability.

ETHICAL APPROVAL

Ethical approval for this study was obtained from Tanjungpura University, Indonesia (Ethical Clearance No. 8916/UN22.2/TU.00/2025). Informed consent was obtained from all participants prior to data collection.

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