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Self-efficacy, Career Commitment, and Training Transfer Among Millennials

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ABSTRACT

Purpose: This research examines the effect of self-efficacy on the transfer of training, with career commitment as a moderating variable, focusing on Millennials.

Method: The study employs a quantitative research method conducted in Indonesia's three largest metropolitan areas: Jakarta, Surabaya, and Bandung. Data were collected directly from primary sources using questionnaires distributed to 100 selected respondents. Responses were measured on a five-point Likert scale. The sampling technique applied was non-probability sampling with a purposive method. The collected data were analyzed using statistical Partial Least Squares (PLS).

Result: The findings reveal that self-efficacy significantly affects both career commitment and the transfer of training in both Gen Y.1 and Gen Y.2. Interestingly, the effect of career commitment on the transfer of training varies between the two groups. Among Gen Y.2, career commitment significantly impacts the transfer of training. However, in Gen Y.1, career commitment, while showing a positive trend, does not have a statistically significant effect on the transfer of training.

Novelty: While previous research has explored factors influencing training transfer, this study introduces a novel perspective by focusing specifically on Millennials, who represent Indonesia's dominant workforce. It highlights the unique generational characteristics of Generation Y and their impact on training effectiveness. This focus is particularly relevant as Millennials are poised to drive Indonesia's economic growth by 2030.

Keywords: *self-efficacy, career commitment, transfer of training, generation Y, millennials*

INTRODUCTION

In 2030, Indonesia is projected to reach the peak of its demographic bonus, as reported by the Coordinating Ministry for Human Development and Cultural Affairs. This period will be marked by a significant increase in the number of residents in the productive age group, presenting a prime opportunity to accelerate economic growth. As of 2023, the productive-age population is predominantly composed of Generation Y, or Millennials, making them a critical asset to be optimized for driving Indonesia's economic progress (Novrizaldi, 2022).

According to the 2020 population census conducted by the Central Statistics Agency, Indonesia's productive age group remains dominated by the millennial generation. As a discipline that examines workforce behavior, the development of Human Resource (HR) Management has evolved alongside the study of generational groupings. Research on generational differences began with Manheim (1952) and gained widespread recognition through the theory of generational differences popularized by Neil Howe and William Strauss in 1991 (Putra, 2016).

The term "Millennial" was first introduced by William Strauss and Neil Howe in their book *Millennials Rising: The Next Great Generation* (2000). According to Generation Theory, originally proposed by Karl Mannheim in 1923, the Millennial generation refers to individuals born between 1980 and 2000. Millennials are also commonly referred to as Generation Y.

This term gained widespread recognition and began appearing in the editorials of major U.S. newspapers in August 1993 (Budiati et al., 2018).

Human Resources (HR) is one of the most critical assets of a company. However, if not managed professionally, it can become a burden rather than an advantage. Whether HR serves as a valuable asset or merely a cost center depends on its ability to contribute to the company's sustainability. For this reason, companies strive to recruit employees whose skills and qualifications align with their needs. Yet, over time, not all employees maintain the same level of capability, and their skills may fall out of sync with evolving job requirements. To address this, it is crucial for companies to invest in enhancing employee skills, one key method being through targeted training programs.

Training is a key strategy for companies to enhance employee knowledge, skills, attitudes, and behavior while addressing performance deficiencies. It serves as a structured process to help employees master specific competencies and overcome challenges in their work. Beyond meeting immediate needs, training also equips employees with abilities that are valuable for future roles and responsibilities (Ibrahim et al., 2017).

Training activities benefit both new hires and long-term employees. By implementing targeted and continuous training programs, companies can improve employee knowledge, attitudes, and skills in specific areas, enabling them to perform their tasks effectively. A well-designed and properly executed training program can lead to better employee performance, reduced errors, and increased efficiency, helping the company lower costs and achieve its goals (Mangkunegara & Waris, 2015).

The concept of Transfer of Training is grounded in the Theory of Planned Behavior, which posits that humans are rational beings who systematically use available information to guide their actions. Researchers often use "Transfer of Training" and "Transfer of Learning" interchangeably to describe the application of skills and knowledge gained during training in real workplace scenarios. This application involves consistent practice and sustained use of learned behaviors over time. Thus, Transfer of Training can be defined as the degree to which individuals are motivated to apply the knowledge, skills, and behaviors learned during training to their job and to maintain those changes over a certain period (Baldwin & Ford, 1988).

In essence, Transfer of Training occurs when participants apply and consistently maintain the skills and knowledge gained during training in their workplace. Generalization refers to the ability of participants to use the knowledge, skills, and competencies acquired during training to address various situations and challenges encountered at work. Maintenance, on the other hand, is the sustained use of these newly acquired skills over time (Jamaludin, 2012). Therefore, motivation to engage in Transfer of Training is crucial for organizations. Without motivation, the knowledge and skills gained during the training process are unlikely to be implemented in the workplace (Santana-Domínguez et al., 2022).

Abd Razak and Zahidi (2024) synthesize findings from various studies to provide a comprehensive understanding of how training impacts job performance while identifying gaps in existing research. Their work offers valuable directions for future exploration, contributing to the ongoing conversation about learning and performance in organizational settings. The study examines the critical relationship between the transfer of training and employee job performance, with a focus on identifying key factors that determine how effectively acquired knowledge and skills are applied in the workplace. It begins by defining the transfer of training and highlighting its importance in connecting learning initiatives to practical workplace outcomes. The review explores factors that influence the successful application of training in enhancing job performance.

Another study underscores the vital role of elements such as social support, self-efficacy, and transfer motivation in shaping the effectiveness of training transfer and, consequently, employee performance. Notably, self-efficacy was found to positively impact both transfer motivation and employee performance, indicating that employees' confidence in their ability to succeed is a crucial factor in applying training effectively. These findings suggest that organizations should prioritize enhancing both psychological factors, such as self-efficacy,

and environmental factors, such as social support, to optimize training transfer and improve employee performance (Ratnaningsih & Suratini, 2024).

Despite substantial investments in employee training programs, organizations often struggle to achieve the desired outcomes, as these efforts do not always result in effective transfer of training. While prior research has extensively examined factors influencing the transfer of training (Abd Razak & Zahidi, 2024), this study introduces a new perspective by focusing specifically on Millennials, who currently dominate Indonesia's labor market (IDN Research Institute, 2024). This research expands the existing body of knowledge by incorporating generational factors into the analysis of training effectiveness—an area that has not been deeply explored in previous studies. It emphasizes the unique characteristics of Generation Y within the context of Indonesia's demographic shift toward a younger, more productive workforce. This focus is particularly important given the increasing reliance on Millennial employees as the driving force of economic growth in Indonesia by 2030 (Novrizaldi, 2022).

By addressing gaps in previous research, this study analyzes the influence of generational characteristics on transfer-of-training behaviors—a topic that has not been thoroughly examined in the context of Indonesia's rapidly evolving workforce. It provides valuable insights and directions for future research, particularly in the area of generational differences and their impact on training and performance outcomes. This contribution is significant for the field of Human Resource Management, offering implications for both academic study and practical application.

METHOD

This study employs a quantitative research method conducted in Indonesia's three largest metropolitan areas: Jakarta, Surabaya, and Bandung. Data were collected directly from primary sources through questionnaires distributed to selected respondents, with a five-point Likert scale used to measure their opinions. The sampling technique applied was non-probability sampling with a purposive method, ensuring that participants met specific criteria relevant to the study. These criteria included being Millennials (born between 1980 and 2000), having a minimum of two years of work experience, and currently undergoing an intensive training program with a minimum duration of one month.

JavelinResearch notes that not all Millennials are at the same stage of life. While all Millennials were born around the turn of the century, some are in early adulthood, navigating new careers and settling down, whereas older Millennials have established careers, own homes, and are starting families. To reflect these differences, it is a wise approach for organizations to segment the Millennial generation into two subgroups: Gen Y.1 and Gen Y.2 (Kasasa, 2021). This segmentation enables companies to more effectively manage human resources by tailoring strategies to better suit employees' life stages and career trajectories.

Memon et al. (2020) have suggested minimum sample sizes necessary for various types of analyses. For example, exploratory factor analysis requires at least 50 observations, though this can vary depending on other factors. Simple regression analysis typically requires a minimum of 50 samples, with 100 being ideal for most research scenarios (Hair et al., 2018). For Structural Equation Modeling (SEM) techniques, sample sizes under 100 are generally not recommended unless the model being analyzed is very simple (Kline, 2016). Based on these guidelines, this study utilizes a sample size of 100.

Once the data is collected, it is analyzed using statistical Partial Least Squares (PLS) to perform detailed calculations and draw meaningful conclusions from the numerical data. This systematic approach ensures that the data is processed and analyzed effectively, providing accurate insights into the research objectives.

Before testing the hypotheses, both the outer model and inner model are analyzed. The outer model evaluates the relationship between variables and their indicators (Nasution et al., 2020), while the inner model assesses the relationship between exogenous and endogenous variables by calculating the variance explained. The strength of the model is determined by

evaluating the value of quadratic double correlations (R^2) and path coefficient values (β). Additionally, convergent validity is used to analyze internal consistency. Metrics such as individual validity, Cronbach's alpha, composite reliability (CR), and average variance extracted (AVE) are also utilized (Rahman et al., 2013).

The reliability of a construct can be determined by assessing its internal consistency. Cronbach's alpha is considered acceptable when its value exceeds 0.7, indicating that internal reliability has been achieved (Ramalu et al., 2018). This approach ensures that the constructs within the model meet the required standards of validity and reliability, strengthening the overall findings of the study.

Table 1. Variables Measurements

Variables	Indicators	Statements
Self-Efficacy (Na-Nan & Sanamthong, 2019)	1. Alignment Between Current Skills and Job Requirement 2. Maturity and Adaptibility 3. Confidence	**Alignment Between Current Skills and Job Requirement** 1. My skills are appropriate for the tasks I've been given. 2. I possess the technical know-how and aptitude needed to perform well. **Maturity and adaptibility** 3. I'm old enough to behave appropriately. 4. I'm flexible enough to fit in with the company. **Confidence** 5. I am sure that my skills will be on par with those of my colleagues, if not better in the future. 6. I handle complex or hard tasks well.
Career Commitment (Blau, 1989)	1. Enjoy the Job 2. Passion for the profession 3. Emotional attachment	**Enjoy the Job** 1. If I had the opportunity to switch careers for the same salary, I would likely seize it. (R) 2. I want a career for myself in my current vocation. **Passion for the Profession** 3. If given the chance, I would not opt to work in this field again. (R) 4. If I had enough money to not work, I would likely still choose to work in this field. 5. I enjoy this job too much to quit. **Emotional Attachment** 6. I absolutely desire a future in this field for myself. 7. I regret becoming part of this profession. (R)
Transfer of Training (Na-Nan & Sanamthong, 2019)	1. Knowledge transfer 2. Skills Transfer 3. Attitude Transfer	**Knowledge Transfer** 1. I now know the techniques and policies for performing better with more responsibility thanks to the training. 2. I'm aware of the root causes of work-related issues that I can address thanks to my training. 3. I have gained more knowledge about problem-solving techniques and principles as a result of the training. 4. I use the techniques and processes I've acquired to operate my work after training. **Skills Transfer**

Variables	Indicators	Statements
		1. I use procedures and training approaches to solve operational challenges when I encounter them. 2. Working correctly is made possible for me by adhering to the training methods and processes. 3. Working according to the training methods and procedures helps me get things done swiftly. **Attitude Transfer** 1. I'm satisfied with how many components relate to my responsibilities after completing my training. 2. I feel more accountable for my work now that I've had training. 3. When I comprehend the work process, my responsibilities don't bore me. 4. Tasks are completed accurately and with attention.

Source: Compiled by the author (2024)

Hypotheses Development

Self-efficacy and Career Commitment

Self-efficacy refers to an individual's perception of their ability to successfully carry out specific tasks. It reflects the confidence an individual has in fulfilling their responsibilities effectively. Research shows that self-efficacy is positively associated with subjective career success, as individuals with high self-efficacy tend to take control of their career progress and outcomes. Such individuals are more likely to manage their careers effectively and exhibit higher levels of career commitment (Shih, 2006).

Self-efficacy can also be understood as a comprehensive assessment of an individual's perceived ability to complete a particular task. It involves evaluating one's capacity to organize and execute the actions required to perform successfully. This cognitive process results in decisions, beliefs, or expectations about an individual's ability to achieve desired outcomes. Self-efficacy also includes a belief in one's capacity to learn or perform behaviors at a certain level (Yusuf, 2011). Importantly, self-efficacy is a dynamic construct, meaning it evolves over time and can significantly influence the development of career commitment.

Thus, self-efficacy plays a critical role in shaping career commitment, particularly for Generation Y.1 employees. Individuals with higher self-efficacy are more likely to remain committed to their careers as they gain confidence in their ability to meet challenges and achieve career-related goals.

H1a: Self-efficacy (SE) significantly affects Generation Y.1 Career Commitment (CC).

H1b: Self-efficacy (SE) significantly affects Generation Y.2 Career Commitment (CC).

Career Commitment and Transfer of Training

Career Commitment is defined as a person's attitude toward their job or profession, while Organizational Commitment refers to a person's level of involvement and identification with their organization. Career Commitment emphasizes individual self-development rather than a focus on the organization. It measures the extent to which a person aspires to experience growth and progress in their career, independent of organizational ties (Bodjrenou et al., 2019).

Career Commitment reflects the motivation an employee has to work in their chosen job or profession. Employee commitment can be directed toward three aspects: the organization, leadership, and work itself (Meyer & Allen, 1991). Commitment to the organization is broader, while commitment to work is expressed through commitment to one's career. For instance, a person may be deeply committed to their career but not necessarily to their organization or its leadership, and the reverse can also be true. Similarly, the concept of loyalty to leadership operates independently.

Career Commitment also involves an individual's perception of their competence and likelihood of success in their career. It is seen as a person's internal strength and motivation to excel in their chosen career role. This motivation drives individuals to pursue personal growth and achieve career goals. Consequently, Career Commitment is a critical factor that encourages individuals to stay in a particular job for an extended period, enabling them to develop and refine their specific skills. By fostering Career Commitment, individuals are inspired to enhance their abilities (Hall, 1971).

H2a: Career Commitment (CC) significantly affects Generation Y.1's willingness to engage in the Transfer of Training.

H2b: Career Commitment (CC) significantly affects Generation Y.2's willingness to engage in the Transfer of Training.

Self-efficacy and Transfer of Training

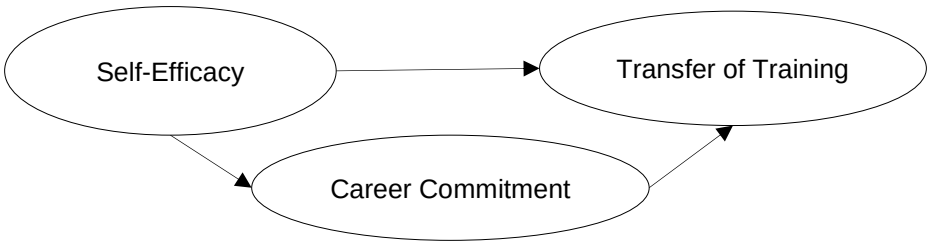
Self-efficacy theory, rooted in social learning theory, posits that people learn by observing others whom they believe can provide valuable knowledge (Bandura, 1986). This theory emphasizes the belief in one's ability to control and execute the actions required to achieve specific goals. In essence, Self-efficacy can be defined as a person's confidence in their ability to organize and perform a series of actions necessary to complete a particular task (Abdullah, 2019).

Previous research highlights a positive relationship between Self-efficacy and Career Commitment, demonstrating their significance in enhancing workplace performance. Both factors play crucial roles in promoting efficiency, effectiveness, and high-quality service delivery. Self-efficacy, in particular, is viewed as a key contributor to strengthening Career Commitment. Individuals with high Career Commitment are less likely to consider resigning from their careers or jobs and are more inclined to invest time in skill development (Chesnut & Burley, 2015; Na-Nan et al., 2021; Niu, 2010).

H3a: Self-efficacy (SE) significantly affects Generation Y.1's willingness to engage in the Transfer of Training.

H3b: Self-efficacy (SE) significantly affects Generation Y.2's willingness to engage in the Transfer of Training.

Figure 1. Research Framework



Source: Developed by the author (2024)

RESULT AND DISCUSSION

Descriptive Statistics

Based on the data in Table 2, the characteristics of respondents in the Gen Y.1 group show that men made up the majority, with 55 respondents (55%), compared to 45 women (45%). In terms of educational background, most respondents held a Bachelor degree (40 people, 40%), followed by a Master degree (25 people, 25%), a Diploma (20 people, 20%), and other qualifications (15 people, 15%).

Regarding tenure at their current company, the majority of respondents (64 people, 64%) reported an average tenure of 5–10 years. This was followed by 20 respondents (20%) with less than 5 years of tenure and 15 respondents (15%) who have worked for more than 10 years at their current company.

Table 2. Gen Y.1 Characteristics of Respondents

Characteristics of Respondents	Frequency	Percentage
Gender		
Man	55	55%
Woman	45	45%
Last Education		
Diploma	20	20%
Bachelor	40	40%
Master	25	25%
Others	15	15%
Length of Work in Current Company		
<5 years	20	15%
5-10 years	64	64%
>10 years	15	20%

Source: Processed data (2024)

Based on the data in Table 3, the characteristics of respondents in the Gen Y.2 group indicate that the majority were women, with 43 respondents (55.85%), compared to 34 men (44.15%). In terms of educational background, most respondents held a Diploma (35 people, 45.45%), followed by a Bachelor degree (31 people, 40.26%) and other qualifications (11 people, 14.29%).

Regarding tenure at their current company, the largest proportion of respondents (38 people, 49.35%) reported an average tenure of less than 2 years. This was followed by 25 respondents (32.47%) with 2–3 years of tenure and 14 respondents (18.18%) who have worked for more than 3 years at their current company.

Table 3. Gen Y.2 Characteristics of Respondents

Characteristics of Respondents	Frequency	Percentage
Gender		
Man	34	44.15%
Woman	43	55.85%
Last Education		
Diploma	35	45.45%
Bachelor	31	40.26%
Others	11	14.29%
Length of Work in Current Company		
<2 years	38	49.35%
2-3 years	25	32.47%
>3 years	14	18.18%

Source: Processed data (2024)

Outer Model

Reliability Test

The reliability test was analyzed by examining convergent validity. Specifically, composite reliability should be greater than 0.7 (> 0.7), the average variance extracted (AVE) should exceed 0.5 (> 0.5), and the Cronbach's alpha value should also be greater than 0.7 (> 0.7) for all constructs (Nasution et al., 2020). The results are as follows:

Table 4. Outer Model for Gen Y.1

Variable	Average Variance Extracted (AVE)	Cronbach's Alpha (CA)	Composite Reliability (CR)
SE	0.865	0.922	0.950
CC	0.891	0.939	0.961
ToT	0.907	0.966	0.975

Source: Processed data (2024)

Table 5. Outer Model for Gen Y.2

Variable	Average Variance Extracted (AVE)	Cronbach's Alpha (CA)	Composite Reliability (CR)
SE	0.905	0.947	0.966
CC	0.785	0.863	0.917
ToT	0.694	0.853	0.901

Source: Processed data (2024)

Based on Table 4 and Table 5, all indicators demonstrate composite reliability values greater than 0.7 (> 0.7), average variance extracted (AVE) values greater than 0.5 (> 0.5), and Cronbach's alpha values greater than 0.7 (> 0.7). Thus, it can be concluded that all the indicators used in this research are reliable.

Validity Test

For the validity test, all indicators for each variable in the model must have a loading factor greater than 0.5 (> 0.5) to meet the criteria for convergent validity (Hair et al., 2021). The results are as follows:

Table 6. Outler Loading for Gen Y.1

	SE	CC	ToT
SE1	0.952		
SE2	0.917		
SE3	0.920		
CC1		0.970	
CC2		0.931	
CC3		0.931	
ToT1			0.951
ToT2			0.969
ToT3			0.917
ToT4			0.971

Source: Processed data (2024)

Table 7. Outler Loading for Gen Y.2

	SE	CC	ToT
SE1	0.917		
SE2	0.981		
SE3	0.956		
CC1		0.867	
CC2		0.880	
CC3		0.911	
ToT1			0.850
ToT2			0.833
ToT3			0.836
ToT4			0.813

Source: Processed data (2024)

Based on Table 6 and Table 7, all indicators exhibit a loading factor greater than 0.5 (> 0.5). Thus, it can be concluded that all the indicators used in this research are valid.

Inner Model

The structural model, or inner model, is evaluated by examining the R-squared value to assess the model's goodness of fit. The results are as follows:

Table 8. R Square for Gen Y.1

	R Square	Adj R Square
CC	0.875	0.874
ToT	0.848	0.844

Source: Processed data (2024)

Table 9. R Square for Gen Y.2

	R Square	Adj R Square
CC	0.758	0.755
ToT	0.895	0.893

Source: Processed data (2024)

For Gen Y.1: The R-squared value for Career Commitment is 0.875, indicating that 87.5% of Career Commitment can be explained by Self-efficacy, while the remaining 12.5% is attributed to other factors. The adjusted R-squared value for Transfer of Training is 0.844, showing that 84.4% of Transfer of Training can be explained by Self-efficacy and Career Commitment, with the remaining 15.6% attributed to other factors.

For Gen Y.2: The R-squared value for Career Commitment is 0.758, meaning that 75.8% of Career Commitment can be explained by Self-efficacy, while the remaining 24.2% is influenced by other factors. The adjusted R-squared value for Transfer of Training is 0.893, indicating that 89.3% of Transfer of Training can be explained by Self-efficacy and Career Commitment, with the remaining 10.7% influenced by other factors.

Hypotheses Testing

In the structural model, data analysis is performed to identify significant associations between exogenous and endogenous variables. If the T-statistic value is greater than 1.96 (> 1.96) or

the P-value is less than 0.05 (< 0.05), it can be concluded that H0 is rejected and Ha is accepted. The results are as follows:

Table 10. Path Coefficient for Gen Y.1

Effects	Path Coefficients	Mean	Std. Deviation	T-statistics	P Values	Result
SE → CC	0.936	0.932	0.021	44.115	0.000	Accepted
SE → ToT	0.737	0.749	0.181	4.072	0.000	Accepted
CC → ToT	0.194	0.177	0.179	1.083	0.279	Rejected

Source: Processed data (2024)

Based on Table 10, it can be concluded that Self-efficacy has a positive and significant effect on Career Commitment and Transfer of Training for Gen Y. However, the effect of Career Commitment on Transfer of Training is insignificant, despite being in a positive direction.

Table 10. Path Coefficient for Gen Y.2

Effects	Path Coefficients	Mean	Std. Deviation	T-statistics	P Values	Result
SE → CC	0.870	0.872	0.020	43.098	0.000	Accepted
SE → ToT	0.629	0.623	0.076	8.271	0.000	Accepted
CC → ToT	0.347	0.353	0.075	4.638	0.000	Accepted

Source: Processed data (2024)

In contrast, based on Table 11, it can be concluded that for Gen Y.2, all the hypotheses are accepted. It was found that Self-efficacy has a positive and significant effect on both Career Commitment and Transfer of Training, and that Career Commitment also has a positive and significant effect on Transfer of Training.

Discussion

Self-efficacy on Career Commitment

The positive and significant results align with previous research indicating that Self-efficacy has a significant and positive relationship with Career Commitment (Day & Allen, 2004; Garcia et al., 2015; Xu, 2021) and revealing the key role of motivation in predicting the impact of Self-efficacy on Transfer of Training (Chou & Wang, 2000; Stevens et al., 2012).

Self-efficacy, or an individual's belief in their ability to complete a particular task, plays a key role in the transfer of training process. This research shows that a high level of self-efficacy is positively correlated with the desire to apply the skills and knowledge acquired during training in the work environment. Employees who feel confident in their abilities are more likely to put effort into using what they have learned because they believe they can do so effectively.

For Gen Y.1, self-efficacy may be shaped by their level of education and work experience. A bachelor's degree can provide a solid foundation of knowledge and skills, while 5-10 years of relevant work experience can strengthen their self-confidence in applying the results of training. Therefore, employees with high levels of self-efficacy are more likely to feel confident in applying new skills, which can lead to better transfer of training.

For Gen Y.2, self-efficacy may still be developing. Employees with a diploma may have a sufficient base of knowledge and skills but may require more encouragement to apply new skills, especially if they are new to the workforce. Their self-efficacy may be shaped by practical experience and the growing confidence they gain in facing new challenges. Training programs designed to build self-efficacy, such as simulation-based training or mentoring, can help boost employees' confidence in their abilities. Enhancing the self-efficacy of the Gen Y.2

group can increase their chances of successfully transferring training to their work environment.

Career Commitment on Transfer of Training

Career commitment refers to the extent to which individuals are dedicated to achieving their career goals and developing themselves professionally. This research shows that high career commitment can significantly increase motivation to apply skills learned in training for Gen Y.2. However, in the context of Gen Y.1, this effect is not significant, although the direction of the effect still shows a positive trend.

The insignificant effect of Career Commitment on Transfer of Training for Gen Y.1 may be due to the fact that, on average, employees in this group are already at a mid-level in their careers. Employees at this stage may have developed a strong career commitment, particularly if they have seen growth and progress in their positions. From their perspective, not all the knowledge gained during training may be applicable to the situations they face at work. As a result, even though they may have a high career commitment, it may not significantly influence their application of training. Nevertheless, Gen Y.1 still recognizes that the transfer of training is important, especially for technical roles. This observation supports previous research, which suggests that the success of Transfer of Training is influenced by factors at the organizational, learning field, and individual levels (Mdhlalose, 2022). The transfer process is facilitated when trainees are taught both the skills and the underlying norms and philosophies that frame the training. Transfer can take various forms depending on these factors.

In contrast, the significant effect of Career Commitment on Transfer of Training for Gen Y.2 may be because career commitment for this group is still in the early stages. They may be in the process of exploring their career paths and setting long-term goals. However, if they are highly committed to their careers, they will be more motivated to apply the new skills gained from training as part of their efforts to progress. Career commitment can be influenced by various factors such as support from superiors, professional development opportunities, and a supportive work environment. Training programs that demonstrate clear relevance to career development and offer visible pathways for growth can increase career commitment and facilitate better transfer of training for Gen Y.2.

Self-efficacy on Transfer of Training

Self-efficacy plays a crucial role in the transfer of training, as it refers to an individual's belief in their ability to successfully apply the knowledge and skills acquired during training to their job. When employees have high self-efficacy, they are more likely to believe in their ability to use newly learned skills effectively in the workplace, which increases the likelihood of successful transfer of training. This confidence motivates them to apply what they've learned, leading to better performance and greater long-term retention of training outcomes. Conversely, low self-efficacy can lead to reluctance or failure to apply new skills, hindering the effectiveness of training programs. Therefore, fostering self-efficacy can significantly enhance the transfer of training in organizational settings (Chesnut & Burley, 2015; Damayanti et al., 2022; Na-Nan et al., 2021; Stevens et al., 2012).

CONCLUSION

The aim of this study is to examine the influence of self-efficacy on the transfer of training, specifically through career commitment, among Generation Y employees. It explores how self-efficacy and career commitment affect the application of training skills in the workplace, with a focus on the differences between Generation Y1 and Generation Y2, as well as how these factors influence training transfer. The study also highlights the role of gender in shaping

self-efficacy and career commitment and suggests ways to design training programs that cater to the specific needs of different employee groups.

The study found that self-efficacy positively influences the transfer of training, with employees who have higher confidence in their abilities being more likely to apply the skills learned in training. Career commitment significantly affected the transfer of training for Generation Y2, who are in the early stages of their careers, while it had no significant effect for Generation Y1, likely due to their more established roles. The findings suggest that enhancing self-efficacy and career commitment can improve the effectiveness of training transfer.

The practical implications of this study suggest that organizations should focus on enhancing employees' self-efficacy and career commitment to improve the transfer of training. For Generation Y2, who are in the early stages of their careers, training programs should emphasize building confidence and clearly demonstrate how new skills contribute to career advancement. For Generation Y1, training efforts should align with their career development needs and encourage the application of new skills in more established roles. Tailoring training programs to strengthen self-efficacy and career commitment can lead to better job performance and more effective utilization of training outcomes.

Training programs should be designed to build participants' confidence through practical exercises, positive feedback, and ongoing support. Offering a clear career development path and support in achieving career goals can strengthen career commitment and motivate employees to apply newly learned skills. This discussion provides guidance for understanding the relationship between self-efficacy, career commitment, and transfer of training in the context of specific employee characteristics and offers insight into how to increase the effectiveness of training in the work environment.

One of the main limitations of this research is the gender imbalance between the respondents in the Gen Y1 and Gen Y2 groups. In Gen Y1, most of the respondents were men, while in Gen Y2, the majority were women. In Asian cultures, particularly in patriarchal societies such as Indonesia, women face different challenges compared to men in the workplace. Women are often subject to distinct social norms and expectations, which can influence their self-efficacy and career commitment. For example, women may experience more challenges in building self-efficacy in male-dominated work environments or certain industries. Future research should consider how gender influences self-efficacy and career commitment, as well as its impact on the transfer of training. Understanding the specific challenges faced by women can help in designing more inclusive training programs that better support their needs (Tzafilkou et al., 2021). Future research should also explore the gender-related challenges faced by female employees and provide appropriate support to help them overcome these barriers.

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