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# FACTORS INFLUENCING TRANSFER TRAINING AMONG EMPLOYEES IN UNITEN

Nur Nabila Bt Abdul Razak, Rosima Bt Alias, Mahmoud Khalid Almsafir
Graduate Business School,
College Of Graduates Studies, Universiti Tenaga Nasioanl
43000 Kajang, Selangor Darul Ehsan
nazdratu_hanini@yahoo.com[a],rosima@uniten.edu.my[b]

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## ABSTRACT

This research paper was carried out with intention to examine the factors that lead to transfer training and also to identify most influence factor that lead to transfer training among employee in Uniten. Training is important in each of organization. Training activities to help and improve employee's performance. From training if each employees can improve their performance, company can increase their productivity. As we acknowledge training and development are expensive investment in the most of organization and for that each organization should invest in training and development to develop their employees knowledge and skill for the future. Due to the cost and time constraint only 110 employee of Uniten is chosen to be the respondent in answering the questionnaire. Total only 100 questionnaire that are usable responses we received from the employees that we analyzed through SPSS (Version 22). The result indicated transfer design, motivation and work environment. Result shows that work environment are most influence factors that lead transfer training.

**Keywords**: Employee, Uniten, Training, work environment.

## 1. Introduction

### 1.1 Background

#### 1.1.1 Background of Study

Each organization should realize about important of training as a factor to organizational growth so they can improve their reputation about the organization. Training can be planned by an organization where their employee can learn about their job and also can be related competencies within employee. Mostly the goal for the organization sends their employee to training programme to make sure that their employee to become master in their job. So they can apply them through day-to-day activities in the organization. Even though organization send their employee to the training programme are they going to apply what they learn on the training?

Most of the organization trying to look how they can send their employee to training so it can become valued to the organization. For this training also it could give a good benefit to the organizational regarding how to create and implement effective how to measure and evaluate.

Two critical outcomes of effective training are learning and transfer of training (Holton, Bates, & Ruona, 2000). Transfer is seen as a function of three sets of factors:

1) Trainee characteristics (ability, personality, motivation),

2) Training design (principles of learning, sequencing, training content),

3) The work environment (support, opportunity to use) on training outputs learning, retention) and conditions of transfer (generalization, maintenance) (Cheng & Ho, 2001).

Individual performance is a key and transfer of training is a core issue with respect to linking individual change to the requirements of the organizational system (Yamnill & McLean, 2001). Transfer of training can be the primary leverage point by which training can influence organizational-level outcomes (Gaudine & Saks, 2004). Therefore, if there is a consensus that training makes a difference in individual and organizational performance, then research should support the training practitioners in their understanding of how to support transfer of training in their organizations (Yamnill & McLean, 2001).

### 1.2 Problem Statement

Each year each organization had to allocated amount of resources to training activities to provide employee with the knowledge and skills. And if employee does not transfer the knowledge and skills that they have required from training back to the job than either the employee or the organization will benefit (Elangovan & Karakowsky, 1999). Even he organization sends their employee to training it doesn't mean that they can apply all the knowledge and skills towards organization. Some of the employee still shows low performance aftr the training session. Basically, with the training programs actually will help the employee in their current job and to provide in their career development. After they attend the training session, they will gained more knowledge and skills and from that also they can applied into there career and also they can share with other employee for make their organization become more effective. However in this training program also have so many obstacle that organization should know. For example where they are have no support from the manager and also their peers. Where they think it is not use going for the training where employee should attend and after try to apply in their routine work. Other than that mostly obstacle are an organization doesn't want to cover the cost of training. Organization though it will splurge money towards the session. Where organization though their employee can't transfer what have they learn from training session. Obviously as we know training programs are important in each of organization. It is to make their employee be more productivity. It also to improve organizational performance and will increase employee knowledge, skills in their routine job.

### 1.3 Objective of Study

1.3.1: To examine the factors that lead to transfer of training.

1.3.2: To identify most influence factor that lead to transfer of training

### 1.4 Significant of the Study

This research will benefit to the researcher, and also UNITEN employee. By doing this research, it can gain knowledge, and information than can be applied in the organization when entering the working environment in the future. From this research also it can improve training where they can apply in the routine work daily. From this research also they can understand, analyzing and select a appropriate for the training problem.

## 2.0 LITERATURE REVIEW

### 2.1 INTRODUCTION

Literature review is referring to documentation of a comprehensive review of the published work from secondary sources of data in the areas of specific interest to the researcher. This chapter will outline the previous analysis found from the previous researcher that study on the quite similar distribution system or channel. Tracey et al. (1995) highlight the influence of organizational environment on. Work performance. The study confirms that an organizational culture with learning values has an impact on learning transfer. This could happen in part because a large number of people in the organization share the same assumptions about developing performance through learning. Thus, supervisors and colleagues could be supportive of newly applied tasks. Quinones et al. (1995) add that a manager's behavior is also an important factor in transfer because it motivates subordinates to apply new skills at work or copy their supervisor's behavior, which in turn could create supportive environments (Fleishman, 1953). Hand et al. (1973) also conducted a nine-month experimental study and emphasized that organizational behavior has changed significantly during the post-training period. Organizational environments have crucial effects on learning transfer. Richman-Hirsch (2001) argues that after training, work environments can mean success or failure for training.

### 2.2 Transfer Training.

Based on Raquel, Antonio, and John Brian Michael to determine transfer training towards to the work. In this research they make a research about the relationship between training design, individual characteristic and work environment. Based on their research they using Expletory Factor Analysis to analysis the relationship between them. The result from the research that have they been using was by previous research. Based on Jenny (2007) on her research to explore factor of effecting transfer training towards workplace. And the relationship that been used in the research are training design, individual characteristic and environment. And on this research using NHT training course where they try to evaluate and improve employee in workplace.

Based on Bhawani (2008) try to know about limited transfer of learning from training environment in Nepal. As we know Nepal is country where they try to improve their economy in world. From this research the relationship that are involved are motivation, organizational environment and training related features. Based on this research for the

employee in government and non-government got the percentage. For government the percentages are 56.89% meanwhile for the non-government are 69.33. From this is shown that from the non-government need a good transfer learning for their employee. Yvonne (2013) state in the research that about the perception factor with Bahamian Law that enforcement among that impact transfer training. Cromwell and Kolb (2004) studied the relationship between four work-environment factors (organization support, supervisor support, peer support, and participation) in a peer support network. The results revealed that all four-work environment factors have a statistically significant positive correlation with transfer. The research between the sergeant and the corporal in the country. Training design can be refers to the characteristics of the learning environment. According to J.M Royer (1979), the three theories of transfer of training have implications for training design are theory of identical elements, the stimulus generalization approach, and cognitive theory. Refers to E.L Thorndike and R.S.Woodworth (1901), the theory of identical elements proposes that transfer of training occurs when what is being learned in the training session is identical to what the trainee has to perform on the job. To ensure that trainees retain and apply what they learn, designing trainingprograms should involve people, materials, substances, methods, and situations that are supportive of retention, and as a result, to learning transfer itself (Facteau et al., 1995; Argyris, 1964, 1994; Yamnill, 2001). “People” who are involved in training refers to trainees as well as trainers and other organization members such as coworkers and supervisors (Chen, 2003). Therefore, human resource policymakers should pay enough attention to the professional and personal qualities of trainers. The adequacy of knowledge in the subject matter and the ability to deliver the amount and quality of skills being taught should match the expectations of trainees and policy makers. Appropriate employees also should be sent to suitable training that satisfies and/or serves these employees’ job-related needs. Materials that are used in training refer to supporting aid that trainees need to understand and make sense of what they learn. Supporting materials could be visual, audio, guest speaker, handouts, and so on. Very often, “materials” make an important element of training itself, because the differences of employees’ backgrounds could determine their level of readiness to learn, and they might need various types of materials to help them do that. Based on M. Machin (2001), programs that emphasize near transfer should include the following training designs are firstly, the program should teach specific14 concepts and procedures. Next is, trainees should be given an explanation as to any differences between training tasks and work tasks and more. The stimulus generalization approach suggests that the way to understand the transfer of training issue is to construct training so that the most important features or general principles are emphasized. Meanwhile, the cognitive theory of transfer is based on the information-processing model of learning. It depends on the trainees’ ability to retrieve learned capabilities. A. Tziner, R. R Haccoun, and A. Kadish (1991) suggests that trainees exposed to self-management strategies exhibit higher levels of transfer of behavior and skills than do trainees who are not provided with self-management strategies. The administration or those who design training programs should understandlinkages between workplace and members’ desires, needs, personal perceptions, and ambitions. Employees are more likely to engage in

learning behavior when they establish a connection between their lives at work and their lives outside work (Morgan, 1997). In other words, the perception of benefits from training is vital.

### 2.3 Training Design

Training design can be refers to the characteristics of the learning environment. According to J.M Royer (1979), the three theories of transfer of training have implications for training design are theory of identical elements, the stimulus generalization approach, and cognitive theory. Refers to E.L Thorndike and R.S.Woodworth (1901), the theory of identical elements proposes that transfer of training occurs when what is being learned in the training session is identical to what the trainee has to perform on the job. Based on M. Machin (2001), programs that emphasize near transfer should. Include the following training designs are firstly, the program should teach specific concepts and procedures. Next is, trainees should be given an explanation as to any differences between training tasks and work tasks and more. The stimulus generalization approach suggests that the way to understand the transfer of training issue is to construct training so that the most important features or general principles are emphasized. Meanwhile, the cognitive theory of transfer is based on the information-processing model of learning. It depends on the trainees' ability to retrieve learned capabilities. A. Tziner, R. R Haccoun, and A. Kadish. (1991) suggests that trainees exposed to self-management strategies exhibit higher levels of transfer of behavior and skills than do trainees who are not provided with self-management strategies.

### 2.4 Motivation

Motivation to transfer depends on employees' capacity to learn. Noe and Schmitt (1986), Salas and Cannon-Bowers (2001), Hirschfeld (1990), and Newton (1993) describe motivation as a force to make a personal effort and to change attitudes toward certain issues, as well as to take actions to shift outcomes. Motivation to transfer learning is in-depth enthusiasm to apply new skills at work (Baldwin & Ford, 1988). Facteau et al. (1995) explain that motivation and other organizational factors areessential for transfer behavior. Their investigation highlights factors that influence motivation such as social support for trainees' pre- and post-training, employees' commitment to improve performance, management's commitment to support employees, and the quality of training itself and appropriateness and relevance of learning design. These factors have an indirect influence on transfer because they determine the level of motivation that employees may have toward training. Based on the assumption of Holton et al. (2000), motivation can improve the outcomes of training, by giving employee's incentives or emotional or psychological support to perpetuate learned skills in the post-training behavior.

Noe (1986) describes the motivation to transfer as the trainees' desire to use theknowledge and skills mastered in the training program on the job. Trainees are motivated to transfer new skills to the job when they:

1) Are confident in using the skills

2) Are aware of work situations in which the use of the new skills is appropriate

3) Perceive the use of new skills results in improved job performance

4) Believe that the learned knowledge and skills are useful in solving frequent Work related problems (Noe, 1986)

According to Noe (1986), motivation to transfer is believed to moderate therelationship between learning and behavior change and the motivation to transfer is influenced by the environmental favorability. Trainees' perceptions regarding work group support for the use of new skills and environmental favorability influences motivation to transfer. Baldwin and Magjuka (1991) tested a model where motivation to learn and transfer was influenced by trainees' perceptions of organizational importance.

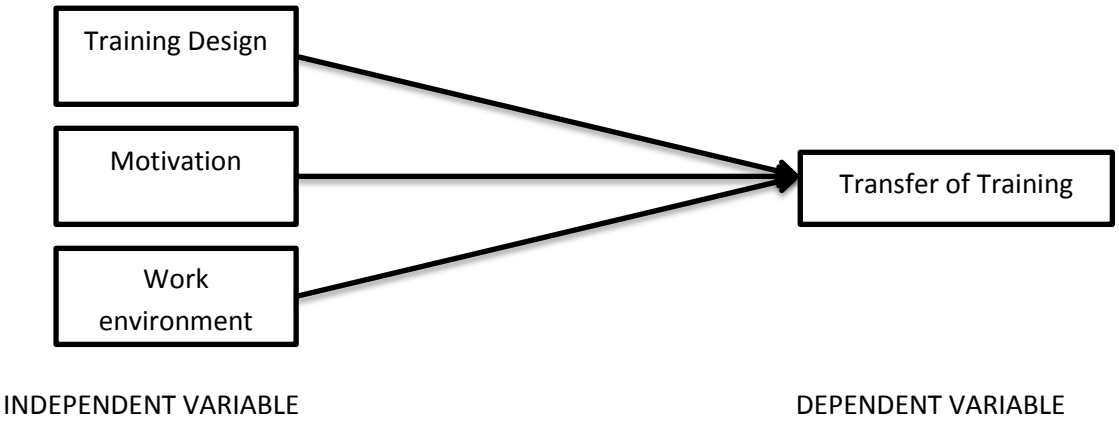
**2.5 Work Environment**

Elements of the trainee's work environment such as support from the supervisorand co-workers for training, and time and resources available to apply learned skills, likely impact on training effectiveness (Goldstein, 1986). Tannenbaum and Yukl (1992) suggest that elements of the work environment can encourage, discourage, or actually prohibit the application of new skills and knowledge on the job. Although trainees may be able to apply the learned knowledge and skills during a training program, elements of the trainees' work environment may impact their ability to transfer these learned KSAs to the job. Noe (1986) argues that environmental favorability is an important variable impacting the subsequent transfer of training. Noe proposes that environmental favorability was comprised of both situational or task constraints (lack of resources) and the perceived social support for training. A review of the literature suggests that work environment factors that most affect training transfer can be classified into two categories: factors related to the work system and people-related factors (Hawley & Barnard, 2005; Lim & Morris, 2006). According to Holton et al. (2003), transfer systems are not uniform and stable butrather vary depending on the type of organization, the culture of the organization, and the type of training. This study supports that participants' perception of transfer systems differ due to situational variables. Therefore, practitioners need to diagnose their transfer system strategically and identify the key factor or factors that will have an influential effect on trainees' transfer of learning (Holton et al., 2003). Rouiller and Goldstein (1993), Ruona et al. (1999), and Brinkerhoff and Montesino (1995) highlight several organizational factors that are crucial for transfer as well as for building learning organizations. Internal environments can facilitate or hinder learning. Some researchers (Facteau et al., 1995; Holton et al., 2000; Rouiller & Goldstein, 1993; Tracey et al., 1995) have well-defined work environment variables separating the physical and social aspects of the work environment. Measuring these variables separately makes it easier to delineate the specific factors in the work environment that impact transfer. It provides an overview of the research on the work environment variables as it relates to social support and situational or task constraints. Situational constraints are defined as characteristics of the work environment that promote, reduce, or prevent an individual from performing on thejob (Peters &

O'Connor, 1980). Peters and O'Connor argue that employees confronted with situational constraints become frustrated when they cannot translate work motivation into performance. However, Facteau et al. (1995) conclude that task constraints were not significantly related to perceived training transfer. These authors contribute their findings to the fact that managers did not believe that severe task constraints were present in their work environments, which is the case in most organizations (Clarke, 2002; Facteau et al., 1995). The supports-in-organization variables are derived from the concept of social support. According to Noe (1986), the extent to which the supportive social context (supervisors and peers) of the work environment provides reinforcement and feedback, the more likely the trainee will use the learned skills and knowledge on the job. The social support system plays a central role in facilitating the transfer of training (Tracey et al., 1995). This line of inquiry is necessary to understand how transfer-related factors present themselves in organizations and how these factors can be effectively changed or managed

## 2.6 CONCEPTUAL FRAMEWORK

The major concerned of this research is to examinen the factors that lead to transfer training and to identify most influence factor that lead to transfer training. Therefore here is the research framework is created




SOURCE: LISA A.WIELAND HANDY, 2008

## RESEARCH METHODOLOGY

### 3.0 Introduction

For this research required a proper methodology serving as general framework for conduct a research project. Framework is very important in order to gather and relevant solve research problem. In this study it more focused two variable: independent variable and depend variable.

### 3.1 Research Design

A research design is a framework for conducting a research project. It details the procedure necessary for obtaining the required information and its purpose is to design a study that will test hypothesis of interest, determine the possible answer to the research question and provide the information needed for decision making (Malhotra, 1996). A research design where as the researcher can get a specific research objective or hypothesis. For research design was based on quantitative research design. From this research it wil be more deep about the topic and also the problem.

### 3.2 Data Collection

For this data collection where they applied the survey method the collecting data. From this data collection, the researcher did not intend to manipulate the variable based on the rule.

#### 3.2.1 Primary

In data collection it can be determined two aspects: Primary data and Secondary data. For primary data is the originated for specific purpose of addressing research problem. Nature and sources for my research data is using primary and secondary data. Primary data is the survey questionnaire that will be distributed among the sample selected. According to Sekaran (2000), primary data is information that first obtained by the researcher on the variables of interest for the specific purpose of study. To obtain information, a set of questionnaire will distribute to employees. Secondary data is the journal that being used in understanding more and getting idea in developing the research. It's refer to the information gathered by someone than the researcher conducting the current study such as company record, publication, industry analysis offered by the media, web publications and so on (Sekaran, 2000). Other experts less time consuming and cheap to obtain the secondary data as it is already prepare it. For this purpose of study, the information have been gathered by the databases, articles, journals, and reports which are relevant able to support the literature review. The secondary data are consisting by external sources only, which include journal, article, and book.

### 3.3 Sampling Procedure and Population

Sampling procedure stage where the researcher will determine who going to be their sample, how large the sample needed and how it will be selected. Sampling method will reduce budget and can gather information quickly. The population of this study is the employees at Uniten. In this study, the random sampling is use to distribute the questionnaire. Survey questionnaire was distributed to 110 respondents, which are employees in the company chosen. Off the 110 questionnaires distributed, a total of 100 questionnaires that are usable.

### 3.4 Measurement of Variables

To identifying the relationship between transfer training as a dependent variable and independent variable (training design, motivation and work environment). The survey questionnaire consists of two section which are section A and Section B. Section A consist of 5 questions in term of gender, age, department, education and years of work. Sections B until

E consist of 20 questions and measure using Likert scale. The respondents indicate their opinion on a 5-point scale (1=strongly disagree, 2=disagree, 3=nor agree or disagree, 4-agree, 5=strongly agree).

### 3.5 Sample Size

A segment of the population selected for research to represent the population as a whole (Kotler & Amstrong, 2001). According to Sekaran (1992), sample size is the actual numbers of subjects chosen as a sample to represent the population characteristics.

### 3.6 Data Analysis

All primary data are processed and analyzed using Statistical Package for Social Science SPSS (Version 22). The results will be in the form of Reliability Testing and Cronbach's Coefficient Alpha.

- Descriptive statistic is use to identify the value of standard deviation and variance for each variable.
- The reliability analysis is conducted to measure the internal consistency and stability of the multi-item scale. It indicates the extent in which the measurement across the item and instrument bias. Commonly use reliability test is the Cronbach's Alpha, which is based on average correlation of item within test.
- Correlation is the relationship between two or more variables or set of variables (Cohen, 1983). Bivariate Person product-moment correlation analysis is used to determine the magnitude of correlation whether positive or negative of the related pair variables. Besides it also measure the strength of linear relationship between two random variables X and Y. in order to determine whether there is significant relationship among the independent variables and dependent variables, Pearson Correlation Coefficient analysis is carried out.

### 3.7 RELIABILITY TEST.

Reliability test is use in this study. The Cronbach's Alpha measures the internal consistency or homogeneity among the multi-item scales. To measure the internal consistency of the items, a reliability analysis was conducted on all variables. The minimum Cronbach's Alpha of 0.70 considered to be acceptable (Sekaran, 2003). Furthermore, Cuieford (1965) also mention that Cronbach's alpha exceeding 0.7 indicates acceptable reliability.

| **Variables** | **Cronbach's Alpha** |
|---|---|
| Transfer Training | 0.701 |
| Training Design | 0.693 |
| Motivation | 0.652 |
| Work Environment | 0.808 |

Table 3.7.1: Result for Realibility Test

## 4.0 RESEARCH FINDING

### 4.1 Descriptive Statistics

**Descriptive Statistics**

| | N | Mean | Std. Deviation | Variance |
|---|---|---|---|---|
| TransferTraining | 100 | 3.6500 | .74366 | .553 |
| TrainingDesign | 100 | 3.3600 | .94836 | .899 |
| Motivation | 100 | 3.4400 | .83267 | .693 |
| WorkEnvironment | 100 | 3.2600 | 1.03103 | 1.063 |
| Valid N (listwise) | 100 | | | |

***Table 4.1.1: Result for Descriptive Statistics***

Table 4.1.1 above shows the result of descriptive statistics for Transfer Training, Training Design, Motivation and Work Environment. Result for transfer training shows the standard deviation 0.74366 and variance of 0.553. The table also illustrates training design standard deviation, which is 0.94836 and variance of 0.899. Besides that motivation standard deviation is 0.83267 and variance of 0.693. Meanwhile for work environment for the standard deviation is 1.03103 and variance of 1.063.

### 4.2 Correlation

The Bivariate Person product-moment correlation describes the linear relationship between two continuous variables. The extreme coefficient lie between -1 (perfectly negative correlated) and +1 (perfectly positive correlated). Correlations are relationship between two or more variables (Cohen and Cohen, 1983). Besides that it also measures the strength of linear relationship between two random variables X and Y. In order to determine there are significant relationships between independent variables and dependent variable, Pearson

Correlation Coefficient analysis is carry out. Table 4.3.1 shows the correlation result between all variables. All variables are significant at orrelation is significant at the 0.05 level (2-tailed) *. Symbol ** tell that the items correlation is significant at the level 0.01 (2 tailed).

**Correlations**

| | | Transfer Training | Training Design | Motivation | Work Environment |
|---|---|---|---|---|---|
| TransferTraining | Pearson Correlation | 1 | .123 | .251* | .225* |
| | Sig. (2-tailed) | | .222 | .012 | .024 |
| | N | 100 | 100 | 100 | 100 |
| TrainingDesign | Pearson Correlation | .123 | 1 | .411** | .089 |
| | Sig. (2-tailed) | .222 | | .000 | .377 |
| | N | 100 | 100 | 100 | 100 |
| Motivation | Pearson Correlation | .251* | .411** | 1 | .183 |
| | Sig. (2-tailed) | .012 | .000 | | .068 |
| | N | 100 | 100 | 100 | 100 |
| WorkEnvironment | Pearson Correlation | .225* | .089 | .183 | 1 |
| | Sig. (2-tailed) | .024 | .377 | .068 | |
| | N | 100 | 100 | 100 | 100 |

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Table 4.2.1: Result for Correlation

**Hypothesis 1: There is a relationship between transfer design and transfer training**

The correlation result between transfer design and transfer training is positive at 0.123* which is significant at 0.05 level (2-tailed). The relationship between these two variables is none relationship. Thus, Hypothesis 1 is **not accepted**.

**Hypothesis 2: there is a relationship between motivation and transfer training**

The correlation result between motivation and transfer training is positive at 0.251* which is significant at 0.05 level (2-tailed). The relationship between these two variables is weak relationship. Thus, Hypothesis 2 is **accepted**.

**Hypothesis 3: There is a relationship between work environment and transfer training**

The correlation result between work environment is positive at 0.225* which is significant at 0.05 level (2-tailed). The relationship between these two variables is weak relationship. Thus, Hypothesis 3 is **accepted**

## 5.0 CONCLUSIONS

The hypothesis 1 to examine factors that lead to transfer training. Result in the finding proves that there is positive and none relationship occurs between transfer training and transfer design.

The hypothesis 2 to examine factors that lead to transfer training. Result in the finding proves that there is positive and weak relationship occurs between transfer training and motivation. These results are consisting with Facteau et al. (1995) where it is explain that motivation is a one of the factor that leading to transfer training

The hypothesis 3 to examine factors that led to transfer training. Result in the finding proves that there is positive and weak relationship occurs between transfer training and work environment. (Hawley & Barnard, 2005; Lim & Morris, 2006) that work environment factors that most affect training transfer can be classifies into two catogories where factor that related to work system and people relates factors.

The second objective is to identify most influence factors that lead to transfer training. It is indicate that the most influence factor that leads to transfer training is transfer design, motivation and work environment. The importance to explore the factors will lead an employee become more sufficent in their job.

This paper attempts to examine the factor that lead to transfer training in organization by focusing on what are the factor that will lead to transfer training.

### 5.1 Limitation

There are a few limitations in this study. In this research they are more variable can be use to do this research. And also time consttraint during this research.

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