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      INTRODUCTION

      REVIEW OF LITERATURE

      NEED/IMPORTANCE OF THE STUDY

      STATEMENT OF THE PROBLEM

      OBJECTIVES

      HYPOTHESES

      RESEARCH METHODOLOGY

      RESULTS & DISCUSSION

      FINDINGS

      RECOMMENDATIONS/SUGGESTIONS

      CONCLUSIONS

      SCOPE FOR FURTHER RESEARCH

      ACKNOWLEDGMENTS

      REFERENCES

      APPENDIX/ANNEXURE

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TRANSFER OF TRAINING AMONG THE PARTICIPANTS ATTENDING MULTIPLE SKILLS FOR ADMINISTRATIVE SUPPORT STAFF

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ABSTRACT

The transfer of training (the application of training in the workplace) is a critical issue faced by all organizations. This issue is concerned with the impact of training on employees and organization. Trainee's characteristics and training design are identified in many studies as the two major factors affecting the transfer of training. This study is aimed at investigating the transfer of training among the administrative support staff that attending multiple skills course organized by Institute of Continuing Education. The objective of the study were; (1) determine the level of learning and transfer of training among the course participants; (2) to determine the relationship between the transfer of training and trainees characteristic and training design. One hundred thirty six (136) participants who attended the training programs were asked to rate 10 questions regarding trainee characteristics, twenty questions each regarding training transfer, and training design through a set of questionnaires. The two relationships were tested by using Pearson correlation. The findings from the study showed that there were changes in the level of knowledge, and level of skills among the participants after attending training program. The study also found that the score on trainees characteristic and training design were high. The findings indicated a positive and significant correlation between (1) transfer of training and trainees characteristics, (2) transfer of training and training design. Appropriate suggestions are offered to enhance transfer of training for future. Accordingly, suggestions for further research are also provided.

KEYWORDS
Transfer of Training, Human Resource Development, and Continuing Education.

INTRODUCTION

1.1 BACKGROUND OF THE STUDY
In the age of turbulence and pressures of continuing change, today's organizations are facing severe competition from around the world. Some of the influences affecting today's organizations includes increasing global competition, escalating technological change, emphasis on becoming knowledge organizations, transformation of the traditional workplace, and a growing community concept (Broad, 1992). As organizations continue to evolve to meet global demands, they are forced to constantly evaluate their place and performance within this goal landscape. Proprietary information, changing demographics and values, and external regulations, as well as changing corporate policy, are all information producers. As long as new ideas, new materials, new equipment, and new ways of adapting come about, there will be a continuing need for training. The life-long learning movement has come about partly because the information explosion confronts us with increasingly frequent intellectual, emotional and technical adjustments to the world around us (Hawthorn. 1987). In order to survive in this competitive and rapidly changing environment, organizations must improve employee and organizational performance. Human resource development (HRD) is one of many organizational efforts design to meet the requirement of effective employee performance. Within HRD, training is the most frequently used method to improve employee and organizational performance. Training is one of the ways that can be taken to solve some of the organizational problems (Goldsteins, 1990, Federiksen, 1982). Training is most commonly recognised HRD strategy to improve performance for which most organization do make investment in training (Broad & Newstrom, 1992). Organizations must move from unstructured on-the-job training systems to more formal, structured training program (Rosow & Zager, 1988). This continual need for training affects organizations of all sizes, and with that, the price of training. Organizations spend billion of dollars every year training employees (Industry Report, 1996) hoping to improve effectiveness, efficiency, and competitiveness. Unfortunately, the money and effort spent on training for such improvements often fails to deliver the desired end results (Broad & Newstrom, 1992; Harp, 1995). A vital aspect of any training program involves determining how effectively skills and knowledge learned in training are transferred to on-the-job performance (Machin & Fogarty, 1997). In other word, the focus of training is not only to enhance trainees' skill and knowledge, but to produce tangible performance outcomes as a satisfactory return on the time and resources invested by the organization (Lewis, 1996). A recurring theme in recent training research is the change in the paradigm from investigating the effectiveness of a particular type of training to why, when, and for whom a particular type of training is effective (Tannenbaum & Yukl, 1992). Training managers of organizations are encountering the issue of a accountability to show results of training for the organizational performance improvement.

1.2 THE PROBLEM STATEMENT
A critical issue with any training program is the successful transfer of the trained task to the job (Ford, Quinones, Sego, Sorra, 1992). The transfer of trained task is more than a function of the quality of the training program (camphell, 1988). Most investigations of training success have measured the amount of learning that has occurred by the end of a training program rather than on the job performance (Baldwin & Ford, 1988). Most evaluation efforts have concentrated on reaction and learning measures, two criteria that are collected within the training context (Alliger, Janak, 1989). One of key criteria for evaluating the effectiveness of any formal training program is the transfer of training to the job (Kirkpatrick, 1967). Therefore, its is critical that both researchers and trainers understand the factors that are associated with training transfer and the obstacles that get in the way.

1.3 OBJECTIVE OF THE STUDY
The general objective of this study is to see the extent to which subject matter learnt throughout the program is being used by the participants in the workplace. The study is also aimed to see the relationship between training transfer with the trainee's characteristic and training design.

LITERATURE REVIEW

2.1 TRANSFER OF TRAINING
The ultimate interest of any training program. And especially formalised training programs, is not the trainee's performance at the end of the training, but whether what was has been learned in the training program transfer to the context of which it is to be used (Deckers and Nathan; 1985 ; Slaven and Totterdell, 1993). Training is defined as a "planned learning experience designed to bring about permanent change in an individual's knowledge, skills, or attitude" (Campbell, Dunnette, Lawler, & Weick, 1970). "Transfer of training" focuses on the permanent change aspect of the training definition. In early studies on instructional theory, transfer was defined as the ability to use knowledge gained in instances that exactly reflected the original application (Thorndike & Woodworth, 1901). Decker and nathan (1985), observed that transfer of training is the process of using what was learned during a formalised training program in the intended situation.

As a definition evolved, transfer broadened to include more criteria. Baldwin and Ford (1988) defined transfer of training in terms of two conditions: (a) Maintenance of learned material over time, and (b) the generalization of learned material in form of knowledge and skills being applied to different tasks beyond training. Georgenson (1982) says that transfer is the degree to which an individual uses the knowledge and skills learned in the classroom on the job regularly and accurately. Brinkerhoff and Gill (1992) state that learning is not the goal of the training. Training is intended to add value through transformational of learning into job performance. According to Broad and Newstrom (1992), transfer of training is define as the effective and continuing

application by trainees to their jobs, of the knowledge and skills gained in training –both on and off the job. This reflects that trainees should apply all they learned in training to their jobs, at least as well as they could demonstrate those skills at the end of the training programs, which would indicate a level of maximum transfer of training. Maximum transfer of training also explains that with practice on the job, the level of skill with which learning is applied will increase beyond the level demonstrated at the end of the training period.

According to Zemke and Gunkler (1985) training transfer is the effect of training on work performance in a particular work situation or setting. Wexly and Yukl (1984) stated that training transfer is whether learning gained in training could improve trainee work performance in the work situation. Wexly and Latham (1981) define positive transfer as learning that results in better job performance, while negative transfer and zero transfer have a detrimental or neutral value to the organization. For conclusion, transfer of training was defined as learning that results in better job performance.

2.2 TRAINEE CHARACTERISTICS

Trainee characteristics on transfer of training are numerous. Empirical research has suggested that ability, personality, and motivation of learners likely affect transfer of training in general. Among those trainee characteristics, Miles (1975) found that personality factors had no direct on transfer of training. For motivational factors on transfer, several research studies indicate that there is a significant relationship between motivation and training performance (Noe & Schmitt,1986). Baumgartel, Raynolds, and Pathan (1984) showed that trainees who believed in the value of training were more likely transferring the learning back on the jobs. Self-efficacy can defined as an individual's judgement of how well one can execute courses of action required to deal with prospective situations (Bandura, 1982), includes an estimate of ability, adaptability, creativity, and capacity to perform in a given situational context. Self-efficacy has an impact on the trainees motivation to transfer behaviour. Ford, Quinones, Sego, & Sorra, (1992) state that individuals with high self efficacy are more likely to performed the task they were trained for and perform the more difficult and complex tasks on the job thanindividual with low self efficacy. In review of the research of self efficacy, Bandura (1986) concludes that people who have high self efficacy for a specific task typically outperformed those who have low self efficacy. Self efficacy often predicts future performance better than does past performance; and self- efficacy accounts for a significant portion of the variance in performance after controlling for ability. Based on Bandura (1982), self-efficacy determinations rely on four sources of information: the determination of an individual's ability to complete a job task based on past success or past failure; the observation of another person performing the job task; verbal persuasion from others that the task is achievable; and physiological arousal during task performance. According to Hasting (1994), because self-efficacy develops as a result of multiple person and environmental interactions, efficacy perceptions evolve gradually as employees obtain new knowledge, skills, and abilities. Hasting posits that each person and environmental interaction supports or contradicts previous self- efficacy determinations and impacts future performance. For this reason, an individual's job performance is influenced by the interactions of an individual's evolving cognitions and the environment stimuli.

2.3 TRAINING DESIGN

The effect of training design on transfer of training has been studied by multitude of researchers because this construct is believe to be one of the most important construct impacting in training transfer among the three constructs (Brinkerhoff & Gill, 1992). In fact, most trainers in organizations have invested their time and resources to enhance the effectiveness of training design. Baldwin and Ford (1988) explain four basic principles for instructional design. Among them, three principles are related to training content that impacts training transfer: identical elements, stimulus variability and general principles. Building on this concept, Baldwin and Ford (1988) establish a concept of conditions for similarity in transfer environments: physical fidelity (the degree to which the actual conditions of the training program match the work environment; and psychological fidelity (the degree to which trainees attach similar meanings in the training and organizational variability). McGehee and Thayer (1961) suggest that transfer is facilitated when trainees are taught, not just applicable skill, but also the general rules and theoretical principles that underlie the training content. Garavalia (1993) suggests several instructional methods for effective training transfer: (a) use of many different examples in various contexts, (b) use of analogies, (c) use of computer simulation, and (d) use of advance organizers. Use of advance organizers is teaching relevant concepts to trainees before they learned the actual training material. Comier (1984) supports the concepts of advance organizers through a different term, redintegration, which refers to the capacity of one part of a stimulus complex to cue the entire complex. Other research studies show several instructional methods for effective transfer. Broad and Newstrom (1992) claim that the time period during training provides a great opportunity for focusing on actions to support transfer of learning to the job. Transfer strategies for supervisors during training recommended by Broad and Newstrom include:prevent interruptions, transfer work assignments to others, communicate supervisory support for the program, monitor attendance and attention to training, participate in transfer action planning, plan assessment of transfer of new skills to the job. Broad and Newstrom (1992) also believe that follow up activities after training can produce incremental or significant payoffs after the training session is over. The post-training transfer strategies recommended by Broad and Newstrom include:communicate support for transfer, provide opportunities to practice new skills, reduce job pressures initially, give positive reinforcement, provide role models, provide and support the use of job aids, publicize successes. Training design is clearly viewed as an important element in the ultimate retention and application of training.

METHODOLOGY

3.1 DATA COLLECTION

The research populations were all the participant who attended the multiple skills for administrative support staff organized by Institute for Continuing Education. The data for this research were collected through survey using the questionnaires. In order to measure the variables, the Likert scales have been used. Every variable was measured with score based on twenty statements related to the variable. The score for trainee's characteristic is based on thee scale given by the respondent on ten statements related to the characteristic of the students. A set of questionnaire which consisted 104 questions was design for the purpose of data collection.

3.2 DATA ANALYSIS

A correlation analysis was carried out to see whether there is a relationship between the dependent (training transfer) and independent variables (trainee's and training design characteristics). Correlation is statistical procedures that make use of bivariate data, that is, pairs of measurements. According to Gibbon (1987), interpretation of the correlation coefficient varies between 0 and +/-1.00: (<.2=no relationship, >.2 - <.4 =positive but weak relationship, >.4 - <.6 = positive but average relationship, >,6 - <.8 =positive and strong relationship, >.8 - <1.0 = perfect relationship)

RESULT AND DISCUSSION

4.1 DEMOGRAFIC

Most of the participant who attended the training programs were female (60%) and male (40%). Half of the workers (50%) was between 31-40 years old, 46.8% below 30 years old and 3.2% above 40's.

4.2 LEVEL OF KNOWLEDGE AND SKILLS

From the difference in the mean, it can be concluded that the level of knowledge has increased. The mean of the level of knowledge is 3.021 is above the median (3.00) This shows that training brought changes to trainees and they do learn something after attending the course. 88.3% who had improved in the level of knowledge, most of them 77.7% believed that their level of changes is low.10.6% at the medium level. The average point for the changes is 1.12. 11.7% did not feel that they benefited from the traning program. Although 77.7% obtained only low level of changes, we can still say that from the aspect of knowledge, there is an improvement after attending the training. The mean of level of skills (3.011) which is slighty higher than the median (3.00), shows that training program brought changes in the level of skills. 86.2% of the trainees believed that they have improved in their level of skills.12.8% showed that their improvement is medium and only 1% believed that his improvement in skill is high. 13.8% believed that their level of skills still remain unchanged.

4.3 LEVEL OF TRANSFER OF LEARNING

In order to measure the level of transfer of learning, 20 questions have asked to the participants. The likert scale was used to measure the answers. The value of the score for every question is between 1 and 5. The range of score is between 20 to 100 with a median of 60. The transfer of training is regarded as low if the score is below 60 and vice versa. From the study, we found the trainees did transfer what they learned in their workplace. However only 11% achieved the

score more than 60. This is to say the rest did not transfer what they have learned to the expected level. The ability of trainees to learn effectively throughout a particular training program is very important in enhancing transfer of training. In order to measure the level of learning , 20 questions on the aspect as the transfer of training has also asked. The study found out that less than half of the trainees (34%) achieved the score more than 60 points. 27.7% achieved a score between 56 to 60 points and 28.7% achieved a score of between 41 to 50 points. This mean for the learning level is 57.79 and std is 6.34. less than 50% of the trainees achieved scores that more than the median. Thus the learning level among the trainees is not very high. This phenomenon answers, only 34% of the trainees achieved the level of learning of more than 60 point, how can we expect a high level of training transfer. This might be one of the reasons why transfer of training fails in some organization.

4.4 TRAINEE'S CHARACTERISTIC
In order to measure the characteristics of the trainees, we have asked 10 questions. With Likert Scale, minimum score is 10 and maximum score is 50, while the median is 30. 34% achieved score between 30 to 35. 49% achived score between 36 to 40 and 17% achieved a score of 41 and above. No trainees achived score below 30. This finding show that the score on trainees characteristic is high. All the scores are above the median. This shows that the characteristics of the trainees are positive when they comes to attending the program.

4.5 TRAINING DESIGN CHARACTERISTIC
Twenty questions had also been asked to see the trainees perception on training design. The likert scale consist of five alternatives of agreement favorable and unfavorable statements. The value of every statement is among 1 to 5 score and the total is between 20 to 100 with a median of 60. Almost trainees (97.9%) had a score of more than 60 and above. The mean of 73.92 on training design is very high. This might indicate that the programs have properly designed and efficiently conducted by the trainers.

4.6 CORRELATION ANALYSIS
The dependent variable is training transfer and the independent variable are trainees characteristics and training design characteristics. There is positive relationship between transfer of training and training design. The correlation coefficient shows that there is a significantly positive relationship ($r = 0.2039$, $p = 0.049$). It shows that the better the training design, the more will be the level of transfer of training. There are also a positive relationship between trainees characteristic and the transfer of training ($r = 0.2616$, $p = 0.011$). This indicates that the characteristics of the trainees are positive when it comes to attending training program. Positive characteristics of trainees can enhance the transfer of training in the workplace.

CONCLUSIONS AND RECOMMENDATIONS
5.1 CONCLUSION
The study found that the score of the respondents on trainees characteristics is high. It mean that trainees characteristics were good and this is one of the criteria needed for transfer of training to happen. However, the level of learning is not very high and a low level of training transfer. There was evidence that they have transferred their newly aquired knowledge and skills but the level of transfer did not happen at the expected level. It was found that transfer of training is related to many factors in training especially trainees characteristic and training design. The study indicated a significant and positive relationship between this two independent variable with training transfer.

5.2 RECOMMENDATIONS
Transfer of training is not a natural outcomes of training. It needs to be nurtured and considerable effort must be put into making it happen. It requires the priority even though it is complex and difficult to happen. The recommendations below should be taken into considerations to make sure that transfer of training can happen.

5.2.1 All the supportive staff deserve to be sent to training program. Most of them have positive characteristic and potential learners who might apply their newly aquired knowledge and skills in their workplace.

5.2.2 Effort must be done to improve the level of learning of the supportive staff attending the training program. No transfer can occur unless the staff develop the learning in first place. The level of learning during and after the training can enhance the transfer of training.

5.2.3 The relevant parties must give emphasis on training design before embarking on any training programs. The relevants parties must design a program that is consistent with the need of the staff and the workplace. Good training designs are significant and related in enhancing the transfer of training.

5.2.4 All training program conducted by the relevant parties be evaluated from the transfer of training aspect. This provide the subject with more facts and findings on transfer of training.

5.2.5 It is recommended that a study to develop and validate an instrument for measuring transfer of training be conducted. This will allow more realiable statistics on the transfer of training.

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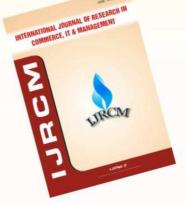
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