

IMPACT OF EMPLOYEE BEHAVIOR AND ORGANIZATIONAL SUPPORT ON TRAINING TRANSFER PROCESS

Hafiz Muhammad Ishaq
Federal Urdu University of Arts, Science and Technology, Islamabad, Pakistan
ishaq74nk@yahoo.com

Tabassum Mumtaz
Federal Urdu University of Arts, Science and Technology, Islamabad, Pakistan

Abstract:

The extant study ascertains the impact of employee behavior, motivation and organizational support on training transfer process of government school employees in Pakistan. A sample of 217 teachers from the elementary and secondary school of Jhelum was used to investigate the impact of organizational support, motivation and employee behavior on training transfer process by employing simple random sampling. In order to evaluate the relationship between employee behavior, motivation, organizational support and training transfer process, correlation and regression techniques were used. It has been investigated from the aftermaths that the training transfer process of elementary and secondary school employees, depends on the organizational support, motivation and employee behavior. Furthermore, the present study explores that the organizational support, motivation and employee behavior has a positive and significant impact on training transfer process of the employees. Results demonstrate that when the organizational support and motivation of the employees is high and they have positive attitude they tend to transfer more training material to students.

Keywords: training transfer, motivation, organizational support, employee behavior, teachers, public schools

1. INTRODUCTION

School learning plays a vital role in the life of a child's learning process; it lifts up or down the child in the society. By providing good training to the teachers, an educational organization can achieve its targets easily but the main aspect to be observed is whether teachers are transferring that knowledge at work place or not? Through previous study, researcher recognized the empirical gap in the transfer training in the public sector schools and factors which hindered the transfer training process.

In addition to training transfer process, motivation is the factor which affects this process significantly. Lucas and Ogilvie (2006) states that motivation is the factor which promotes the participation of individual in the process of transfer knowledge. Organizational support has been designed to measure the employees' perception towards their work. Eisenberger, Huntington, Hutchinson and Sowa (1986), Rhoades et al. (2001) and Foley and Hang (2005) introduces three main scales, one of the aspects is to support employees' well-being at work Improving the effectiveness and efficiency of public organization is the major issue and it can be improved and maintained if employees' behavior is inclined towards training transfer process.

The aim of this paper is to find out the impact of factors regarding training transfer process of Public school teachers. To find out this impact on training transfer, we will examine the relationship of training transfer under-consideration of employees' behavior, motivation and organizational support. This research is concerned with public sector schools of Jhelum, one of the cities of Pakistan. Brown, McCracken and O'Kanec (2011) suggested quantitative surveys can help to show clear picture of transfer for assessing self-efficacy and transfer. The importance of the research is to find out the new ways of training transfer process in Public Sector Schools.

Through this study, teachers can be motivated to change the behavior towards student's education because they are the nation builder. If teachers adopt new techniques of learning, they can retain the students in the school and can attract the private schools' students. This research will also be in the favor of Government as it will provide a guideline to policy making process.

2. REVIEW OF LITERATURE

Training transfer is the application where an employee learns skills, knowledge and abilities and tries to implement in any other situation. According to Baldwin and Ford (1988), training learnt from any seminar or program must be generalized and maintained on their job context for a period of time. The factors which are related to training transfer has been derived from work environment e.g. organizational support, learning culture, opportunities available to an employee, facilities provided to an employee at work etc. (Baldwin and Ford, 1988).

Most portion of the budget of an organization is based on training programs to enhance the abilities and skills of their employees so that organizations may desire to rise return on investment through training programs, and minimize the factors which hinder the learning transfer process (Holton, Bates and Ruona, 2000). Baldwin and Ford (1988) developed training transfer model and Guerrero and Sire (2001) developed another model based on model of Baldwin and Ford (1988) which includes organizational factors (information on training program, supervisor support and voluntary action), individual factors (seniority & age), training results (satisfaction and learning) and training motivation (self-efficacy etc.).

Study explores that American Society for Training and Development (2011); US companies spent about \$156.2 billion on employees' learning and approximately 56% (\$87.5 billion) of total was spent directly. Remainder was divided between tuition reimbursements. The study states that about 40% of participants who are related to their job training programs fails to transfer straightaway whatever they learnt in the training program, and approximately 50% training investments results was in favor of organization or individual (Saks, 2002). Each year many organizations including Government schools invest millions of rupees to get the more training results which help the organizations more and more, on the other hand this attempt disappointed them; there is need of acknowledging those factors which affect the training transfer process.

Motivation is the key component that affects the learning process of employees. According to Chiaburu and Lindsay (2008), there is positive relationship between training transfer and motivation.

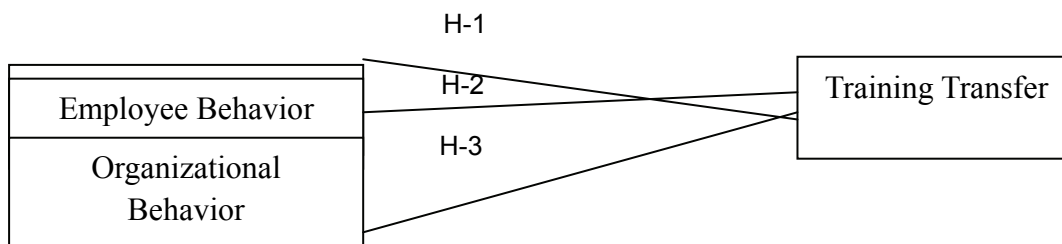
Previous study examined that motivation is the factor which enhance the training transfer performance (Fisher and Ford, 1998), training transfer (Silver et al., 2006) and skill acquisition, post training and self-efficacy (Chiaburu and Lindsay, 2008). Delobbe (2007) states that learning motivation is the work application of knowledge and behavior which is learnt during training program, without taking in account further which feature has been transferred. Motivation is a psychological factor which determines the person's behavior in an organization towards work, effort level and persistence to face obstacles (Kanfer et al., 1994).

In addition to transfer training and other factors, employees' behavior is also an important ingredient in the training transfer process. Katz and Kahn (1966) found three types of employees' behavior which needed for the better functioning of an organization: to perform prescribed roles in its certain way, to do other activities other than the prescribed roles and to join and remain in the organization. Burke and Reitzes (1981:83) state the existence of complex and probably reciprocal relationship between behavior and identification.

Organizational support is considered an important factor which helps employees in transferring knowledge at workplace. According to Eisenberger et al. (1986), employees perceive that organizations are in their well-being where they are employed. Organizational support can be peer support, supervisor support etc. Trainees' belief that variables like feedback, praise, encouragement and support has positive effect (Tracey et al., 1995; Seyler et al., 1998; Holton, Bates and Ruona 2000; Salas and Cannon-Bowers, 2001; Clarke, 2002). Researches indicate that more supportive working environment showed motivation to apply skill and abilities towards workplace setting (Seyler et al., 1998; Egan, Yang, and Bartlett, 2004; Holton, Bates and Ruona, 2000).

3. CONCEPTUAL FRAMEWORK

In this study research model consists of four variables. Training transfer is dependent variable and motivation, organizational support and employees' behavior are independent variables.



H1: The higher the motivation to learn an employee, the more an employee is willing to transfer the training.

H2: Employees' behavior is positively related to training transfer.

H3: The higher the organizational support is, the more the employee has to transfer the training.

4. METHODOLOGY

Population and Sample:

Total population of this study was 1000 teachers of 15 elementary and secondary public schools located in district Jhelum. The researcher focused on this targeted group in order to check the transfer training at workplace and to what extent education level has been upgraded in the schools. Teachers are the nation builder as mentioned in the introduction of this study, that's why this group was focused in this study. Sample size was calculated by using the formula developed by Krejcie and Morgan (1970). The sample was totaled to be 217 on the basis of simple random sampling. 199 useable questionnaires were received back. The response rate was 91.7%.

Instrument:

To examine the variables, Learning Transfer System Inventory (LTSI) measurement instrument was used developed by Holton, et al., (1998). An adopted questionnaire is used to measure this quantitative study. To generalize concept on whole population, questionnaire is used for data collection because it is widely used and acceptable instrument in non-experimental studies. Questionnaire is based on five point likert scale for examining variables. Main four constructs of the

variables were measured through 38 items derived from previous study.

Sampling Techniques:

A structured questionnaire was distributed among 217 teachers of public sector schools. Questionnaire was distributed on random basis among teachers to avoid biasness. As discussed above that simple random technique has been used for data collection, this technique is also used by Keith, Richter and Naumann (2010) for similar study. 199 useable questionnaires were received back.

Data Analysis

The researcher will use Correlation and regression analysis for the hypothesis testing as per previous researcher (Jaidev and Chirayath, 2012). Correlation has been used to check the association between dependent (training transfer) and independent variables (motivation, organizational support and employee behavior). To run these tests on different hypothesis, SPSS Version 20.0 is being used between independent variables (motivation, organizational support and employee behavior) and dependent variable (training transfer). Descriptive statistics of mean and standard deviation were used to analyze data. To check the reliability of the questionnaire, Cronbach's Alpha is being run. Finally, regression analysis is applied among dependent and independent variables.

5. RESULTS

Demographics

Participants involved in the study were 112 (56.3%) male and 87 (43.7%) female in data collection. 42 (21%) respondents of the study have 16-25 years of experience, and 41 (21%) participants have 0-5 years of experience. 57(29%) of the respondents' age have been 61 and more years.

Descriptive Analysis

Table-1 showed descriptive statistics and correlation analysis of the data where descriptive statistics includes mean and standard deviation of data. Mean value of Training Transfer was 3.15 demonstrating that most of the respondents have shown with agreeing response. The standard deviation score is 0.58, it means that data is deviating from mean value of training transfer. This result shows that respondents were happy with the organization and have positive attitude towards training transfer.

The score of mean value of Organizational Behavior was 3.03, respondents have agreed response shown in favor of organizational support and the data was deviating from its mean value with 0.59 scores. Most of the respondents were happy with the organization and have favorable attitude towards organizational support.

Mean value of employees' behavior and motivation was 3.14 and 3.31 respectively, standard deviation were 0.83 and 0.69 respectively. So data deviated from its mean with 0.83 and 0.69 scores. Mean value of employees' behavior and motivation showed that most of the respondents' perception agreed with the statements.

Correlation Analysis

Relationship among training transfer, organizational support, and motivation and employees' behavior is explained through Pearson correlation coefficient. Table-1 explained these relationships, value of correlation coefficient was 0.486** indicating that the relationship between motivation and training transfer is positive. Thus, researcher does not reject the hypothesis which is positive and significant at the 0.01 level of significance.

0.463** value of correlation between employees' behavior and training transfer showed positive and significant relationship. Thus, this positive and significant relationship does not reject the hypothesis as "Employees' behavior is positively related to training transfer" at 1% significance level.

0.323** was the value of correlation between organizational support and training transfer. This value indicated that there was positive and significant relationship between organizational support and training transfer at 1% significance level. So, the researcher does not reject the hypothesis 3 which has positive and significant relationship at the 0.01 level of significance level.

Table 1: Correlation and Descriptive Statistics

	Mean	S.D	1	2	3	4
Training Transfer	3.15	0.57				
Organizational Support	3.02	0.59	.323**			
Employee Behavior	3.14	0.83	.463**	.015		
Motivation	3.31	0.68	.486**	.184**	.688**	

** 0.01 Sig

Regression Analysis

Table-2 is the table of regression which showed that there is positive and significant relationship between transfer of training and motivation of employees ($\beta = 0.23$, $p < 0.05$, $R^2 = 0.340$), these values indicate that for every one unit increase in **motivation** of employees causes 0.23 unit increase in **training transfer**, holding all other factors constant. Value of coefficient **employees' behavior** is statistically significantly different from 0 using alpha of 0.05 because its p-value is 0.000, which is smaller than 0.05. Thus, for every 1-unit increase in **employees' behavior**, there is 0.30 unit increase in the predicted **training transfer**.

In table-2 regression between organizational support and training transfer is positive and highly statistically significant, because its p-value is 0.000 by using alpha of 0.05 and this value is less than 0.05. For every one unit increase in **organizational support**, there is 0.28 unit increase in **training transfer**. Value of Adjusted R Square is 0.330; it means that there is 33% variation training transfer explained by employees' behavior, motivation and organizational support.

Table 2: Regression Analysis

	Beta	P Value	R	R ²	Adjusted R ²
Organizational Support	.277	0.000	.583	.340	.330
Employee Behavior	.303	0.000			
Motivation	.226	0.007			

6. DISCUSSION

The findings of the data indicated that most of the respondents' perception about the training transfer and its factors was favorable. Analysis of the data indicated that there is positive and statistically significant relationship between independent (training transfer) and independent (motivation, employee behavior and organizational support).

Findings revealed that correlation and regression between motivation and training transfer is positive and statistically significant, it means that motivation of employees has positive effect on transfer of training. As motivation level increases, transfer of training also increases with the same level. Results were consistent with the literature, according to Baldwin et al. (1991) the higher the motivation level of an employee, the more an employee is willing to transfer the training. Results of the relationships were supported by Giangreco et al. (2010) and Loch, Dam and Chiaburu (2013).

Results of Correlation and regression analysis of employees' behaviour and training transfer were positive and significant which indicates that if employees have positive behaviour and attitude towards transfer of knowledge, the level of transfer will be high. The same type of relationship between

employees' behaviour and training transfer has been observed by Loch, Dam and Chiaburu (2013).

Organizational support and training transfer relationship results shows positive and significant results which indicate that if the organization conveys the signal of strong reward system fully facilitates the employees, employees transfer the knowledge at higher rate. The results are consistent with Simosi (2012) as they indicate that if organizational and supervisor's support is sufficient, an employee' ties with organization and willingness to transfer the knowledge will be more effective.

7. LIMITATIONS AND FUTURE RECOMMENDATIONS

First limitation in this research study was time; time was too short to collect more data as it can be applied on the whole population. Sample size 199 was not very good for the accurate findings of the data. Other factors were also there which hinder the training transfer in the organization but researchers' emphasis is on employees' behavior and organizational support factors. There are other identical elements which should also be studied in the research.

The public sector schools are big assets of Pakistan, where many people are getting education but there is need of sense of responsibility of supervisors to give proper attention for upgrading the educational level. Supervisory committees must adopt new policies and methods for upgrading the level of education and change teacher's behavior towards knowledge transfer.

REFERENCE LIST

1. American Society for Training and Development (2013). State of industry report, from the American Society for Training and Development (ASTD) website. Available at: <http://www.astd.org/Publications/Magazines/TD/TD-Archive/2012/11/ASTD-2012-State-of-the-Industry-Report> (accessed 01 October 2013).
2. Axtell, C. M., Maitlis, S. and Yearta, S. (1997). Predicting immediate and longer-term transfer of training. *Personnel Review*, 26, 201–13.
3. Baldwin, T. T., & Ford, J. K. (1988). Transfer of Training: A review and directions for future research. *Personnel Psychology*, 41, 1-26.
4. Berry, D. M. and Charl V. W. (2011). Evaluating Motivational Levels of Employees in a Contemporary South African Organisation Research. *Personnel Psychology*, Vol. 41(1), 63-105.
5. Browna, T., McCrackenb, M. and O'Kanec P. (2011). 'Don't forget to write': how reflective learning journals can help to facilitate, assess and evaluate training transfer. *Human Resource Development International*, 14: 465–481.
6. Burke, P. J., & Reitzes, D. C. (1981). The link between identity and role performance. *Social Psychology Quarterly*, 44: 83-92.
7. Chiaburu, D.S. and Lindsay, D.R. (2008). Can do or will do? The importance of self-efficacy and instrumentality for training transfer. *Human Resource Development International*, Vol. 11(2), 199-206.
8. Clarke, N. (2002). Job/work environment factors influencing training transfer within a human service agency: some indicative support for Baldwin and Ford's transfer climate construct. *International Journal of Training and Development*, 6, 146-162.
9. Delobbe, N. (2007). Factors of motivation and transfer of training: a sequential study in the context of a leadership training. *Psychologie du Travail et des Organisations*, Vol. 13(3), 71-88.
10. Egan, T.M., Yang, B. & Bartlett, K.R. (2004). The effects of organizational learning culture and job satisfaction on motivation to transfer learning and turnover intention. *Human Resource Development Quarterly*, 15, 279- 301.
11. Eisenberger, R., Huntington, R., Hutchinson, S., and Sowa, D. (1986). Perceived Organizational Support. *Journal of Applied Psychology*, 71, 500–507.
12. Eisenberger, R., Huntington, R., Hutchison, S. and Sowa, D. (1986). Perceived organizational support. *Journal of Applied Psychology*, Vol. 71, pp. 500-7.
13. Fisher, S.L. and Ford, J.K. (1998). Differential effects of learner effort and goal orientation on two learning outcomes. *Personnel Psychology*, Vol. 51(2), 397-420.
14. Foley, S., and Hang, Y.N. (2005). The Effects of Work Stressors, Perceived Organizational Support, and Gender on Work-Family Conflict in Hong Kong. *Asia Pacific Journal of Management*, 22, 237 – 256.

15. Giangreco, A., Carugati, A. and Sebastiano, A. (2010). Are we doing the right thing? Food for thought on training evaluation and its context. *Personnel Review*, Vol. 39(2), 162-177.
16. Guerrero, S. and Sire, B. (2001). Motivation to train from the workers perspectives: example of French companies. *International Journal of Human Resource Management*, Vol. 12(6), 988-1004.
17. Holton, E, Bates, R, Ruona, W & Leimbach, M. (1998, March). Development and validation of a generalized Learning Transfer Climate Questionnaire: Final report. In R Torraco, ed, AHRD 1998 Conference Proceedings. Baton Rouge, LA: Academy of Human Resource Development.
18. Holton, E. F., Bates, R. A., & Ruona, W. E. A. (2000). Development of a generalized learning transfer system inventory. *Human Resource Development Quarterly*, 11(4), 333-360.
19. Holton, E. F., Bates, R. A., & Ruona, W.E.A. (2000). Development of a generalized learning transfer system inventory. *Human Resource Development Quarterly*, 11, 333-360.
20. Jaidev, U. P. and Chirayath, S. (2012). Pre-Training, During-Training and Post-Training Activities as Predictors of Transfer of Training. *The IUP Journal of Management Research*, Vol. XI, No. 4.
21. Kanfer, R., Ackerman, P.L., Murtha, T.C., Dugdale, B., and Nelson, L. (1994). Goal setting, conditions of practice, and task performance: a resource allocation perspective. *Journal of applied psychology*, 79, 826–835.
22. Katz, D., & Kahn, R. L. (1966). *The social psychology of organizations*. New York, NY: Wiley.
23. Keith, N., Richter, T. and Naumann, J. (2010). Active/Exploratory Training Promotes Transfer Even in Learners with Low Motivation and Cognitive Ability, *Applied Psychology: an International Review*, 59 (1), 97–123.
24. Loch M.V.D., Dam K. V. and Chiaburu D. S. (2013). Getting the most of management training: the role of identical elements for training transfer. *Personnel Review*, vol. 42 (4), 422-439.
25. Lucas, L.M. and Ogilvie, D. (2006). 'Things are not always what they seem. How reputations, culture and incentives influence knowledge transfer. *The Learning Organization*, Vol. 13(1), 7-24.
26. Rhoades, L., Eisenberger, R., and Armeli, S. (2001). Affective Commitment to the Organization: The Contribution of Perceived Organizational Support. *Journal of Applied Psychology*, 86, 825 – 836.
27. Saks, A. M. (2002). So what is a good transfer of training estimate? A reply to Fitzpatrick. *The Industrial-Organizational Psychologist*, 39, 29–30.
28. Salas, E., & Cannon-Bowers, J.A. (2001). The science of training: a decade of progress. *Annual Review of Psychology*, 52, 471-499.
29. Seyler, D.L., Holton, E.F.I., Bates, R.F., Burnett, M. & Carvalho, M.A. (1998). Factors affecting motivation to transfer training. *International Journal of Training and Development*, 2, 2-16.
30. Silver, L.S., Dwyer, S. and Alford, B. (2006). Learning and performance goal orientation of salespeople revisited: the role of performance-approach and performance-avoidance orientations. *Journal of Personal Selling and Sales Management*, Vol. 36 (1), 27-38.
31. Simosi M. (2012). Disentangling organizational support construct: The role of different sources of support to newcomers' training transfer and organizational commitment. *Personnel Review*, Vol. 41 (3), 301-320.
32. Tracey, J.G., Hinkin, T.R., Tannenbaum, S., & Mathieu, J.E. (2001). The influence of individual characteristics and the work environment on varying levels of training outcomes. *Human Resource Development Quarterly*, 12, 5-23.
33. Villegas-Reimers E. (2003). *Teacher Professional Development: An International Review of the Literature*, International Institute for Educational Planning, UNESCO, Paris.