

# Relationship between Trainee Characteristics and Transfer of Training

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**Abstract** - The present study was conducted to determine the relationship between the trainee characteristics (Self-efficacy, motivation to transfer and commitment towards organisation) and transfer of training. 426 employees of the selected microfinance institutions in Karnataka completed a questionnaire that assessed 4 constructs (Self-efficacy, commitment towards organisation, motivation to transfer and perceived transfer of training). Findings of the Pearson's Correlation analysis found that self-efficacy and motivation to transfer positively related to the transfer of training and commitment towards organisation insignificantly related to the perceived transfer of training.

**Key words:** Self-efficacy, motivation to transfer, commitment towards organisation, transfer of training.

## I. INTRODUCTION

Rapid changes in the business world, environment and content of work stressing the significance of human capital development. One of the most popularly employed human resource development intervention is training (Chiaburu, D. S., & Tekleab, A. G., 2005)<sup>[3]</sup>. Training defined as "A planned initiative designed to enhance the individual performance and organizational productivity". Employee performance improvement through training activities involves a huge financial expenditure (Baldwin, T.T & Ford, J.K., 1988)<sup>[1]</sup>. Organization with more than 100 employees were estimated to have spent \$58.6 billion on formal training in 1997 as direct cost and annual cost of informal on the job training inclusive of indirect cost in the small organization could easily reach \$200 billion or more (Holton, E. F., Bates, R. A., & Ruona, W. E. A., 2000)<sup>[10]</sup>.

Organization intended to maximize the return on investment from employees training investment must have the clear understanding about the factors influencing on the process of learning and transfer of learning (Holton, E. F., Bates, R. A., & Ruona, W. E. A., 2000)<sup>[10]</sup>. Although, the accurate rate of transfer is unknown, improved job performance resulting from the transfer of acquired knowledge, skills and attitudes to the job is projected as little as 10 per cent against the investment on training (Baldwin, T.T & Ford, J.K., 1988)<sup>[1]</sup> Transfer of training is the state of applying the knowledge, skills and behaviours

acquired in the training to the workplace (Baldwin, T.T & Ford, J.K., 1988<sup>[1]</sup>; Burke, L., & Baldwin, T. 1999<sup>[3]</sup>). Generalization of knowledge and skills learned in the training to the workplace and maintaining the same over a period of time across the work context enhances the job performance (Chiaburu, D. S., & Tekleab, A. G., 2005<sup>[3]</sup>). Rate of transfer of training generally improves when trainees understand the significance of environment and based on the trainees characteristics like personal ability and their concern and commitment towards the organisation. Motivational level also enforces the individual to adopt the learned knowledge and skills. This study examines the relationship between trainee characteristics (self-efficacy, commitment towards and motivation to transfer) and transfer of training.

**Self-efficacy:** Individual's general ability to change their performance (Holton, E. F., Bates, R. A., & Ruona, W. E. A., 2000<sup>[10]</sup>). People who believe in their ability to perform better in training will have positive impression about the training usefulness. Individual with high level of self-efficacy are more likely to be open to new situations, capable to manage the fluctuating demands and effective in handling setback in changing situations, capable of attaining extrinsic rewards by improved performance by applying trained knowledge and skills in the workplace (Switzer, K. C., 2002)<sup>[20]</sup>. Trainees with high self-efficacy are more likely to attempt and apply the learned skills and

abilities on the job (Ford JK, Quiñones MA, Sego DJ, Sorra JS.,1992)<sup>[5]</sup>.

Performance self-efficacy significantly predict the transfer of training (Velada, R., Caetano, A., Michel, J. W., Lyons, B. D., & Kavanagh, M. J.,2007)<sup>[21]</sup>. Transfer of training can be enhanced by encouraging that trainees believe that they have the ability to apply the new knowledge and skills to the workplace (Velada, R., Caetano, A., Michel, J. W., Lyons, B. D., & Kavanagh, M. J., 2007)<sup>[21]</sup>.

**Organizational commitment:** Employees' organizational commitment is the extent of intensiveness to show affiliation and involvement with a particular organization (Mowday, R. T., Porter, L. W. & Steers, R. M. 1982)<sup>[14]</sup>. Highly committed employees will be more motivated to learn during the training and to generalize and maintain the newly acquired knowledge and skills in the workplace.

**Motivation to Transfer:** Motivation is the process of putting efforts with a intensity, direction and persistence towards attaining a goal (Robbins, S. P. and Judge, T. A., 2009<sup>[17]</sup>; Grossman, R., & Salas, E. 2011)<sup>[9]</sup>. Trainee motivation is the significant contributor for training outcome and pertaining relationship with training transfer (Grossman, Rebecca & Salas, Eduardo, 2011)<sup>[9]</sup>.

Motivation to learn plays critical role in the instructional environment to ensure the successful learning and motivation to transfer is necessary to trigger proactive behaviours to promote actual transfer of training (Grossman, Rebecca & Salas, Eduardo, 2011)<sup>[9]</sup>.

## II. LITERATURE REVIEW

**Velada, R., Caetano, A., Michel, J. W., Lyons, B. D., & Kavanagh, M. J. (2007)**<sup>[21]</sup>, this study aimed at examining the relationship between individual characteristics and transfer of training in a large grocery organization. Result of hierarchical regression showed that performance efficacy significantly ( $\beta=0.30$ ,  $p<0.01$ ) predicts the transfer of training. Result opined that, when trainees believe in their competencies to transfer learning, they are more likely to perceive that they had transferred the learning to the job context.

**Switzer, K. C. (2002)**<sup>[20]</sup>, this study analysed the influence of perceived training reputation, self-efficacy and managerial support on pre-training motivation and transfer of training in a private training curriculum. Based on the hypothesis analysis, relationship between the training reputation and training transfer found to be significantly positive, but managerial support and self-efficacy are insignificantly related with transfer of training.

**Massenberg, A. C., Spurk, D., & Kauffeld, S. (2015)**<sup>[15]</sup>, this study examined the effect of social support and motivation to transfer on training transfer at both individual and team level training intervention. Analyses of the data showed positive relationship between selected variables.

Social support enhances motivation to transfer at the individual level ( $b=0.27$ ,  $p<0.001$ , 95%,  $CI=0.11, 0.44$ ) and team level ( $b=0.50$ ,  $p<0.001$ , 95%,  $CI=0.15, 0.83$ ). Peer support also established the positive relationship with motivation to transfer at individual and team level training interventions. Further, motivation to transfer also positively related to training transfer at the individual level as well as team level of analysis.

**Lim and Johnson (2002)**<sup>[11]</sup> revealed that motivation to transfer acts as a primary supporting factor for transfer of training and **Blum et al, (2010)**<sup>[2]</sup>, explored the additional evidence of positive relationship between motivation to transfer and transfer of training.

### Objectives of the study

1. To explore the relationship between trainee characteristics and perceived training transfer.
  - a) To know the relationship between self-efficacy and transfer of training
  - b) To understand the relationship between organizational commitment and transfer of training.
  - c) To study the relationship between motivation to transfer and transfer of training

### Hypotheses

- H<sub>01</sub>: There is no significant relationship between self-efficacy and transfer of training  
H<sub>02</sub>: There is no significant relationship between organizational commitment and transfer of training.  
H<sub>03</sub>: There is no significant relationship between motivation to transfer and training transfer.

### Method:

The study examined the relationship between the trainee characteristic and transfer of training. Employees of selected microfinance institutions operating in Karnataka were chosen as population for the study. For the estimated population of 8095, using sampling without replacement and finite population estimation method, with 95% confidence level, minimum sample size for the study was estimated at 367. Purposive sampling method was adopted and 500 questionnaires were distributed among the employees of selected microfinance institutions. Only 426 usable questionnaires were returned with a response rate of 85.2 per cent.

**Procedure:** Self-reporting questionnaire was administered to collect the data from the employees working in the cadre of credit officers, clerk who have completed the training on the topic information technology, credit management, accounts and personality development.

## III. RESEARCH DESIGN

Study used survey method and empirical in nature.

**Research tool and statistical approach:** Primary data was collected administering self-reporting questionnaire including questions to measure trainee characteristics and perceived transfer of training.

**Instrument and measures:** A trainee characteristics was measured using sub variables like self-efficacy, motivation and commitment towards organisation. Self-efficacy was measured using 4 item scale from (Velada, R., Caetano, A., Michel, J. W., Lyons, B. D., & Kavanagh, M. J. 2007<sup>[21]</sup>; Madagamage, G. T., Warnakulasooriya, B. N. F., & Wickramasuriya, H. V. A. 2014<sup>[13]</sup>). An example item is “I believe that I can apply the new knowledge and skills successfully to the workplace”. Motivation to transfer was measured using 3 items scale from (Massenberg, A. C., Spurr, D., & Kauffeld, S., 2015<sup>[15]</sup>; Wen, M. L.-Y., & Lin, D. Y. 2014<sup>[23]</sup>). An example item is “Training will increase my personal productivity”. Commitment towards organisation was measured using 5 items scale from (Madagamage, G. T., Warnakulasooriya, B. N. F., & Wickramasuriya, H. V. A. 2014<sup>[13]</sup>). An example item is “I feel highly loyal to the organisation”. Perceived training transfer was measured using nine item scale developed by; (Switzer, K. C. 2002<sup>[20]</sup>; Xiao.J., 1996<sup>[24]</sup>). The example item is “Remember the training topics learned in the training”. All the scales were measured using likert five point scale (1=Strongly Disagree, 2= Disagree, 3= Neither Agree nor Disagree, 4= Agree, 5= Strongly Agree).

**Analyses:** Collected data was analysed using the statistical package for Social Science for hypothesis testing. As the data were in the ordinal scale, data set were transformed into standardised t value and further Pearson’s Correlation was tested to estimate the relationship between trainee characteristics and perceived training transfer.

**Demographic Profile:** Demographic profile of the study showed that 70.2 per cent of the respondents are males (n=299) and 29.8 per cent of the respondents are female (n=127). 58.9 per cent of the respondents are more than 5 years and 69.5 per cent of the respondents are graduates.

**Table no.1: Self-efficacy and perceived training transfer.**

Correlations			
		Self-efficacy	Perceived Training Transfer
Self-efficacy	Pearson Correlation	1	.150**
	Sig. (2-tailed)		.002
	N	426	426
Perceived Training Transfer	Pearson Correlation	.150**	1
	Sig. (2-tailed)	.002	
	N	426	426

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

Source: Primary data

H<sub>01</sub>: There is no significant relationship between self-efficacy and transfer of training

H<sub>a1</sub>: There is significant relationship between self-efficacy and transfer of training

Table no. 1 shows the relationship between self-efficacy and perceived training transfer. The correlation co-efficient between self-efficacy and perceived training transfer is (positive), r=0.150 which is significant at 0.01 (p=0.000<0.01). Result indicates that greater perceived self-efficacy of an individual promotes higher level of transfer of training.

**Table no.2: Commitment towards organisation and perceived training transfer.**

Correlations			
		Commitment towards organisation	Perceived Transfer of Training
Commitment towards organisation	Pearson Correlation	1	.089
	Sig. (2-tailed)		.065
	N	426	426
Perceived Transfer of Training	Pearson Correlation	.089	1
	Sig. (2-tailed)	.065	
	N	426	426

Source: Primary data

H<sub>02</sub>: There is no significant relationship between organizational commitment and transfer of training.

H<sub>a2</sub>: There is significant relationship between organizational commitment and transfer of training.

Table 2 indicates the relationship between commitment towards organisation and perceived training transfer. The correlation co-efficient between the commitment towards organisation and perceived transfer of training is (r=0.89) insignificant at the 0.01 level (p= 0.065>.01). Therefore, null hypothesis accepted, it indicates that there is no relationship between the perceived transfer of training and employee’s commitment towards the organisation.

**Table 3: Motivation to transfer and perceived training transfer**

Correlations			
		Motivation to Transfer	Perceived Training Transfer
Motivation to Transfer	Pearson Correlation	1	.106*
	Sig. (2-tailed)		.029
	N	426	426
Perceived Training	Pearson Correlation	.106*	1

Transfer	Sig. (2-tailed)	.029	
	N	426	426

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

Source: Primary data

H<sub>03</sub>: There is no significant relationship between motivation to transfer and training transfer.

H<sub>a3</sub>: There is significant relationship between motivation to transfer and training transfer.

Table 3 indicates the relationship between motivation to transfer and perceived training transfer. The correlation coefficient between the motivation to transfer and perceived transfer of training is  $r=0.106$ , which is significant at the 0.05 level ( $p= 0.029<0.05$ ). Result of the study reinforces the finding of (Wen, M. L.-Y., & Lin, D. Y.-C. 2014<sup>[22]</sup>) that motivation to transfer plays the predictor role to confirm the training transfer.

The result of the Pearson’s correlation analyses exhibits the positive findings for the relationship between the self-efficacy, motivation to transfer and perceived training transfer, whereas, commitment towards organisation and transfer of training is insignificant.

#### IV. FINDINGS

The purpose of this study is to analyse the relationship of trainee characteristics and transfer of training. The findings supports that self-efficacy and motivation to transfer affect the transfer of training. Better perceived self-efficacy of an employee’s enhances the possibilities of application of newly acquired knowledge and skills to the workplace, as their confidence level facilitate them to experiment their new ideas and new competencies. Findings of the study strongly endorsed the results of (Velada, R., Caetano, A., Michel, J. W., Lyons, B. D., & Kavanagh, M. J.2007)<sup>[21]</sup> that self-efficacy significantly related to training transfer. Result reveals that, when trainee believe in their competencies to retain and apply the acquired skills and knowledge in the training, then they are more likely to perceive that they have applied the training to the work place. Result of the study reinforces the finding of (Wen, M. L.-Y., & Lin, D. Y.-C. 2014<sup>[22]</sup>) that motivation to transfer plays the predictor role to confirm the training transfer. If the employees are well motivated to transfer by providing additional benefits in terms of rewards and recognition, they would apply the new learning’s on the job. Study result supported the findings of (Facteau, J. D., Dobbins, G. H., Russell, J. E. a., Ladd, R. T., & Kudisch, J. D., 1995)<sup>[4]</sup> that commitment towards organisation did not found to be directly related to perceived training transfer but it directly effects on pre-training motivation, either which may indirectly influence on transfer of training.

#### V. CONCLUSION

The present study contributes evidence for the relationship of self-efficacy and motivation to transfer with perceived transfer of training. From the findings, it can be interpreted that employees who are well motivated to transfer will be more successful in applying the new knowledge and skills to the workplace. Better self-efficacy enables the trainees to employ new competencies on the job. Findings of the study confirms the importance of motivation level of the trainees and relative influence of confidence level of an individual on his competency to execute the task foster the effective transfer of training. Finally, the present study extends the observations of the previous study by demonstrating the effect of trainee characteristics on transfer of training.

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