

Training Transfer: A Panacea for Sustainable Organizational Development in Nigeria

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Abstract

Training transfer is the field which is concerned with organizational activity aimed at bettering the performance of individuals and groups in an organizational setting. Training focuses on doing activities today to develop employees for their current jobs while development is preparing employees for future roles and responsibilities. The objective of training and development is to create learning organizations which ensure that employees, through value addition, can effectively perform their jobs, check competitive advantage and seek self-growth. This that the paper was aimed at investigating the training transfer of employees for organizational development in Nigeria. The study utilized expectancy and equity theories as its theoretical framework in understanding the training transfer as the panacea for organizational development in Nigeria. Qualitative method of data collection and content analysis procedure were utilized. The paper found out that training of staff has a correlation with improving efficiency, productivity and better performance of employees in Nigeria's organizational setting. The paper therefore recommended that such programmes must involve every employee irrespective of their cadre and should be directly related to the job of each employee for it to be impactful. We are in a fast changing world and so organizations need to change with it and this cannot be achieved without training/transfer of employees to meet up with the current global standard.

Keywords: Training Transfer, Performance, Knowledge, Organization, Development.

Introduction

Training is a crucial area of human resource management and the fastest growing segment of personnel activities. Training which is referred to as a course of diet and exercise for developing the employees' affective, cognitive and psychomotor skills assists organizations to have a crucial method of developing the employee towards enhancing his productivity (Ezeani & Oladele, 2013). Manpower training and development is one of the most important organizational dynamics. It constitutes the pivot in which organizational survival is run. The training process is one of the most pervasive methods for enhancing the productivity of individuals and communicating organizational goals to personnel.

Manpower is the basis of all resources and it is the indispensable means of converting other resources to mankind's use and benefits. So how well we develop and employ human resource skills is fundamental in deciding how much we will accomplish as a nation. Manpower is the pivot of every human institution. Even in the developed and industrial nations of the world where the use of machines and technology is at an advanced stage, manpower is still very essential. Training therefore holds the key to unlock the potential growth and development opportunities to achieve a competitive edge.

In this context, organizations train and develop their employees to the fullest advantage in order to enhance their effectiveness (Devi & Shaik, 2012).

The importance of training as a central role of management has long been recognized by leading writers. Training both physically, socially, intellectually and mentally are very essential in facilitating, not only the level of productivity but also the development of personnel in any organization (Olusanya et al, 2012). To manage an organization, both

large and small, requires staffing them with competent personnel. The formal educational system does not adequately teach specific job skills for a position in a particular organization. Few employees have the requisite skills, knowledge, abilities and competencies (SKAC) needed to work. As a result, many require extensive training to acquire the necessary SKAC to be able to make substantive contribution towards the organization's growth. In order to sustain economic growth and effective performance, it is important to optimize the contribution of employees to the aims and goals of the organizations.

In a developing country like Nigeria, training and development of manpower resources is highly needed in virtually all business organizations for its effectiveness (Ezeani & Oladele, 2013). Deficiencies in knowledge, skills, and ability among public personnel, particularly those of Asia, Africa, and Latin America, are remarkable (Bahal, Swanson, & Earner, 1992). Training is necessary to ensure an adequate supply of staff that is technically and socially competent and capable of career development into specialist departments or management positions. There is therefore a continual need for the process of staff development, and training fulfils an important part of this process. Training should be viewed therefore as an integral part of the process of total quality management. Beardwell and Holden (1993) argue that the recognition of the importance of training in recent years has been heavily influenced by the intensification of competition and the relative success of organizations where investment in employee development is considerably emphasized.

Training is an intensive learning process that is developed in order to improve the knowledge, skills and attitudes of employees to increase their performance levels. The main objective of training is to enable workers master knowledge, skills and attitude acquired during their training and to apply what they have learned in their daily work activities. Training alone, however, will do little to increase individual or organizational performance unless what is learned as a result of training is transferred into on-the-job behaviour (Baldwin and Ford, 1998). Training is focused on producing permanent cognitive and behavioral changes and developing critical competencies for job performance. The process of transferring the new knowledge, skills and attitude for effective work performance can be described as transfer of training i.e. what has been learned in training must to be applied in the workplace (Lim & Nowell, 2014). Organizations make increasingly large investments in training because it serves as a powerful tool for producing the targeted cognitive, behavioral and affective learning outcomes essential for their survival. Effective training can yield higher productivity, improved work quality, increased motivation and commitment, higher morale and teamwork, and fewer errors, culminating in a strong competitive advantage. On the other hand, a poorly trained workforce can lead to errors, injuries and even legal issues, all of which can be extremely costly (Salas *et al.*, 2001).

Conceptual Review

Transfer of Training

Fanibuyan, cited in Olusanya et al, (2012) defines training as the systematic process of altering the behaviour and or attitudes of employees in a direction to increase organizational goals and development; as programme generally aimed at educating supervisory employees above and beyond the immediate technical requirement of the job and have a main objective of the improvement of the effective performance of all managers. Training is the application of gained knowledge and experience (Punia & Saurabh, 2013). Training can be defined as organized activity aimed at imparting information and/or instructions to improve the recipient's performance or to help him or her attain a required level of knowledge or skill (Appiah, Boamah, Baryeh, Browne, Ferkah, and Marku-Ablerdu, 2013).

The term “transfer of training” also known as “transfer of learning”, “training transfer” and “learning transfer” are perceived as interchangeable terms in the Human Resource Development field. Transfer of training was originally defined as the extent to which learning of a response on one task or situation influences the response in another task or situation. In the relevant literature, the notion of transfer is not used in a uniform way. Generally, both older and newer understandings assume that transfer takes place when something learned in one situation is transferred to another. The importance on transfer of training as a critical factor for improving performance and gaining in a competitive advantage necessitates that both areas be further investigated. Any relationship between training inputs and transfer of training could lead to performance improvements and maximize the benefits gained and enable organizations to remain competitive in the face of global competition, a constantly changing environment and unstable economic conditions. Baldwin and Ford (1988) also pointed out the necessity of generalizing the learned material, something which only becomes apparent through the scope of the application in the function. In the context of the workplace, transfer of learning is the effective application by trainees to their jobs of the knowledge and skills gained as a result of attending an educational programme. Stated in another way, transfer of learning occurs when learning in one context or with one set of materials impacts on performance in another context or with other related materials. From a theoretical point of view, transfer of learning occurs whenever prior learned knowledge and skills affect the way in which new knowledge and skills are learned and performed. It can be said that when later acquisition or performance is facilitated, transfer is positive. When later acquisition or performance is impeded, transfer is negative.

Organization

Organization is the foundation upon which the whole structure of management is built. Organisation is related with developing a framework where the total work is divided into manageable components in order to facilitate the achievement of objectives or goals. Thus, organisation is the structure or mechanism (machinery) that enables living things to work together. In a static sense, an organisation is a structure or machinery manned by group of individuals who are working together towards a common goal.

Louis (1958) sees organization as “the process of identifying and grouping work to be performed, defining and delegating responsibilities and authority and establishing relationships for the purpose of enabling people to work most effectively together in accomplishing objectives.” In the words of Allen, organization is an instrument for achieving organizational goals. The work of each and every person is defined and authority and responsibility is fixed for accomplishing the same.

Development

Development involves preparing employees for higher responsibilities in future. Development, according to Ezeuwa (2009) can be seen as the use of human resources to quantitatively change man's physical and biological environments to his benefits or as involving the introduction of new ideas into the social structure and causing alterations on the patterns of the organization and social structure. To develop staff, Daniels (2003) simply refers to it as making them grow with the company so that they can be fitted for available higher positions within their capacity. Development deals with improving human relations and interpersonal relations (Iwuoha, 2009). The first systematic effort on organizational development in education was carried out in the 1960s by Miles, who worked with a school district near New York City and one near Pittsburgh (Schmuck & Runkel, 1994). Owens (1987) suggests that development is when there is development of people (human development) and not development of things. Development focuses on improving the lives of people and in an organization, training transfer is one of the development required by staff for optimum effectiveness and efficiency.

Development is a broad concept that entails social, economic, political and human development. Human development constitutes the foundation on which the first three concepts are based. According to Burkey (1993), economic and political development must translate into social development. As a broad concept, development has been extensively explored with a view to realise economic growth and social development. However, the emphasis shifted from industrial and economic development as the determining factors in societal transformation. Economic growth may bring material gain to the people, but development is much about enrichment of the lives of all the people in the society (Edwards 1993:80). Later there was a shift from holistic theorisation on development towards local 'participation' and 'empowerment' (Mohan & Stokke 2000:247). The underlying principle of such a phenomenon is the people's control of the processes. Todaro and Smith (2006:16) also agree with Edwards that if a development strategy results in robust economic growth and political stability without a significant change in the quality of life of the masses of people, something is wrong. High growth performance without people's participation is clearly economic growth without development.

Development is “both a physical reality and a state of mind in which society has secured the means for obtaining a better life” (Todaro and Smith 2006:22). Through this process, the society ensures growth in wealth acquisition and mental enrichment and the betterment of the quality of living conditions of all the people. The society uses a combination of social, economic and institutional processes as the means to acquire better living conditions. This definition of development generated the following development objectives:

- (a) To increase the availability and distribution of basic goods needed for human life sustenance. Such basic goods include food, shelter, health and security.
- (b) To improve the level of living in respect of social aspects such as household and national income, education, and human cultural values, for the enhancement of individual and national material wellbeing and self-esteem.
- (c) To expand the range of the available individual and national economic and social choices by freeing them from servitude by forces of ignorance and human misery on the one hand, and dependence from other people and national states on the other.

Development is therefore less concerned about human wealth than wellbeing as its ultimate end, the basic to which are livelihood, security, and sustainability (Coetzee 2001:126). This is also dependent on what people are capable of doing and being. The emphasis is that wealth is not the same as wellbeing. Swanepoel and De Beer (2006:7) agree that poverty is a suffering from ill being and development is wellbeing which encompasses material, bodily, and social wellbeing on the one hand, and security and freedom of choice and action on the other. This means that development is about people.

Theoretical Framework

Theories on Motivation of Transfer

This study was anchored on some expectancy and equity theories. As such the study reviewed the aforementioned theories of motivational transfer.

Motivation to transfer was hypothesized in Holton's (1996) model to connect learning with individual performance change. Motivation to transfer can be described as trainees' desire to use the knowledge and skills mastered in the training programme on the job (Noe and Schmitt, 1986). Behavioural change will likely occur for trainees who learn the material presented in training and desire to apply that new knowledge or skills to work activities. To support the degree of transfer of training desired, it is important to understand why individuals choose to apply their knowledge, skills, and attitudes in their workplace. Several theories of human behaviour help us understand and predict behaviours that contribute to performance at work, as well as clarify the motivation to transfer factor in Holton's model. They include the theories of expectancy, equity, and goal

setting, but for the purpose of this paper, only expectancy and equity theories are adopted.

It is very clear from the assumption of the theory that training transfer is what employees of an organization desire for it serves as a motivation to use their knowledge, skills and expertise to their work activity. So the theory is also in agreement that for organizational objectives to be achieved, training transfer must not be abandoned.

Expectancy Theory: Vroom's original presentation of expectancy theory placed it in the mainstream of contemporary motivation theory (Moorhead and Griffin, 1992). Vroom (1964) defined expectancy as “a momentary belief concerning the likelihood that a particular act will precede a particular outcome. His formulation suggested that job performance (P) is the result of the interaction of two components: force (F) and ability (A), with ability representing the potential for performing some task. The force to perform an act is the algebraic sum of the products of the valences of all outcomes (E) and the valence or rewards of those outcomes (V). Vroom's model emphasizes an individual's capacity or ability, rather than willingness, to perform a specific task. Since it was first introduced, the model has been refined and extended.

Equity Theory: Equity theory is based on the simple premise that people want to be treated fairly (Adams, 1963). The theory defines equity as the belief that employees are being treated fairly in relation to others and inequity as the belief that employees are being treated unfairly in relation to others. Vroom (1964) recognized that individuals seek equity in their jobs, thus, job satisfaction reflects the extent to which rewards received match the rewards the employee believes should be received. Vroom also stated that “the greater the difference between these two amounts, the greater the tension or disequilibrium experienced by the person”. Equity theory predicts that individuals will choose a method of inequity reduction that is personally least costly (Adams, 1963). However, predicting which mode will be seen as least costly has proven to be quite difficult. He further explained the relationship between motivation to transfer and equity theory: “If an individual feels that by attending training he or she is likely to gain equity in pay or other sought-after rewards, there is a greater chance that learning will occur, and such learning will transfer to the job”. Thus, in studying motivation to transfer of training, it seems logical to focus on what employees feel they should receive from their jobs.

This theory further links training transfer to the desire need of the employees, and that employees should be treated fairly and equally in relations to other employees, and in training transfer, all employees need to be carried along and if the opposite happens, then they will be alienation of employees from doing their job effectively. A worker who wants to be treated fairly, or having same remuneration as his colleagues and knowing that the only way this could be possible is for him to get trained, will avail himself without delay and that will translate positively to job performance.

Methodology

This research paper adopted the qualitative method where relevant literature where consulted such as books, journals, magazines, newspapers among other relevant articles. The rationale is to be informed about the subject under study and to be able to do justice to the subject since those literatures are scholarly publications. In the end, content analysis was employed.

Factors Influencing Transfer of Training

The major factors that influence the transfer of training are the trainees' characteristics, such as cognitive ability and motivation to learn; the training design, such as training content and instructional method; and the work environment, such as supervisory and peer support, and organizational culture.

a. Work Environment: The most powerful influence in the work environment is to create a conducive climate at the workplace and to ensure both supervisor support and peer support (Homklin *et al.*, 2014). While studies have sought to measure and understand the role of climate in training transfer, a new focus on the aspects of transfer climate as a critical contributing factor to training transfer was introduced by Thayer & Teachout (1995). Specifically, Thayer and Teachout (1995) conceptualized transfer climate as existing via cognitive cues such as “goal cues, social cues, task and structural cue, positive reinforcement, negative reinforcement, punishment and extinction”. Also, Baldwin and Ford, (1988) stressed the importance of both transfer of training climate and continuous learning organization culture as work environment variables that have a significant impact on the post-training.

b. Trainee Characteristics: Several trainee characteristics play a role in transferring training. Trainee characteristics encompass the factors of the trainee which matter for training transfer such as personality, affect, ability, goal orientation, and locus of control, among other individual differences. More specifically, trainee characteristics embody the experiences, abilities, and unstable antecedents of trainees before, during and after training. It is extensively recognized that trainees' characteristics are considered as cognitive attributes in achieving training outcomes. Cognitive ability in relation to learning ability, motivation to learn, the perceived utility of the training, and the perceived prospects of career advancement are indicated to have an impact on the transfer of training. Based on the previous study, the trainee characteristics which influence in training process are self-efficacy, motivation to learn and to transfer and cognitive ability. Job involvement, organizational commitment, organizational cynicism and job satisfaction are also trainee's characteristics stated by previous study. These are crucial attributes of individuals in analyzing and synthesizing complicated ideas during training programmes. Obviously, competency is an essential requirement for good job performance. Hence, highly competent trainees are likely to maximize the magnitude of the training transfer via the adaptive abilities of knowledge, skills, and attitudes obtained during the training programmes into the work context. On the other hand, lack of cognitive ability will lead to a low level of acquisition of learning from the training programmes (Grossman and Salas (2011).

Specifically, their motivation to learn is an essential determinant that encourages individuals to act and behave in certain situations, and subsequently encourages the transfer of training. Also, the perceived utility of training that is associated with career advancement as another determinant of the motivation to learn. Trainees that consider training to be practical and beneficial to their jobs are more likely to learn and adapt the new knowledge and skills to the workplace (Obaid *et al.*, 2016). Furthermore, trainees who perceive the acquired knowledge and skills from the training to be applicable in solving work-related problems are more likely to be motivated to learn. Career advancement and promotion are also considered as intrinsic motivation, and positively influence the motivation to learn. According to Holton and Baldwin (2003), when trainees are not motivated or rewarded, they will hesitate to learn and tend to conceal their knowledge. On the other hand, career advancement and promotion encourage trainees to learn and adapt the newly-obtained competences to their jobs (Grossman and Salas, 2011).

c. Training Design: Training designs, which can be defined as the content and instructional design aspects of the training programs, are composed of influential elements such as training content, instructional techniques, and feedback. Strategies for the training method are indeed vital for the success of training programmes. There are several methods of training such as seminars, group discussion, workshops, etc. Among them, team learning and action learning achieve mostly a high successful rate in terms of training transfer (Hughes and Kardash, 1995).

Various training methods are provided to the trainees such as videos, case studies, tutorials, discussion groups, demonstrations, presentations, handouts and role-plays. One of the most effective methods is simulation. Simulation is a learning situation like real ones. It is one of the alternatives in addition to the lecture and web based learning. Simulation can help trainees to be better equipped in the face of disaster and by knowing how to handle the situation in the event of a real disaster. According to the results by Goodhue *et al.* (2010), 79.5% of the use of simulation in training has helped the trainees understand the actual situation faced during perils.

The training content should be work-related, and includes both hard- and soft-skill training. While the first is technical training, the latter emphasizes interpersonal and management. Furthermore, these two types of training utilize different training methods, for instance, the hard-skill training applies instructive and demonstrable methods such as automobile training.

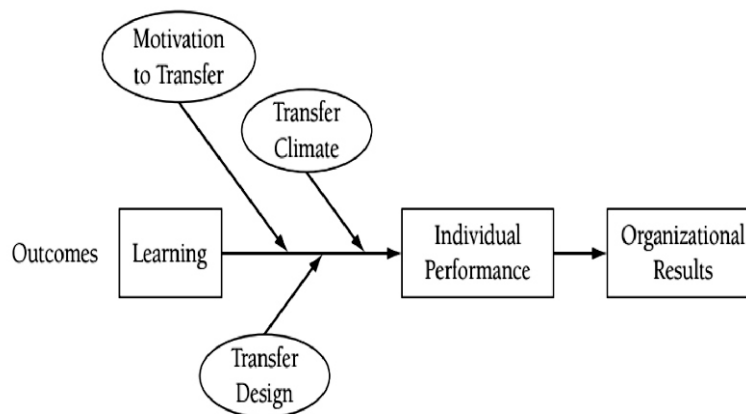


Figure 1: Holton's Factors Affecting Transfer of Training
Source: Adapted from Holton (1996)

Techniques or Process of Training Transfer

The domain of training transfer is broad and multidisciplinary, extending beyond the science of organizations into education, learning, management, business, and psychological areas of research and application. However, the conceptualizations and definitions by which we've come to know and understand transfer have differed over the last several decades of research. Definitions reviewed stipulate that training transfer differs as a function of the environment, the task, evaluation features, and as a function of time. Given below are some of the contemporary concepts of training transfer:

a. Near and Far Transfer: Near transfer refers to the application of learning acquired during training to similar tasks within a similar transfer environment, whereas, transfer of learning from the training environment to the work environment in which the context and task are inherently different from those used in training exhibits far transfer. As near transfer relies on similar knowledge, skills, and attitudes to be applied in similar contexts, far transfer has been deemed as requiring higher cognitive ability and a more deliberate mindful abstraction of skill or knowledge thereby making it more difficult to achieve (Johnson, 1995).

Predictors of near and far transfer have distinctions based on training design strategies, including phrasing and creation of learning objectives, whether they should incorporate procedural knowledge for near transfer objectives or declarative knowledge as necessary for far transfer. For instance, providing content relevant training and contextualized examples have been linked to enactment of far transfer whereas part-task methods of practice facilitate near transfer. Cognitive methods of instruction are typically needed to promote far transfer and work best when instruction minimizes inclusion of content which may facilitate negative transfer (i.e., learning of irrelevant information that interferes with learning the intended knowledge, skills, and attitudes).

b. Analogical and Adaptive Transfer: Similar to near and far transfer, analogical transfer and adaptive transfer provide an alternative means by which transfer can be understood based on similarity of the transfer task. It refers to analogical transfer as application of the knowledge, skills, and attitudes to the transfer tasks that are familiar or structurally similar to those of the tasks covered in training. Adaptive transfer involves using one's existing knowledge base to change a learned procedure, or to generate a solution to a completely new problem. In fact, adaptive transfer involves trainees engaging in a task that is structurally dissimilar from the tasks covered in training. Application of trained skills to a procedure that was covered explicitly in training may not be sufficient to assess training transfer.

c. Horizontal and Vertical Transfer: While near and far transfer focus on the environment and task by which training transfer differs, other conceptualizations have focused on the level within the organization at which transfer occurs. Specifically, Kozlowski and Salas (1997) differentiated between horizontal and vertical transfer to identify mechanisms by which use of knowledge, skills, and attitudes impacts the acquisition of a more complex skill to ultimately impact organizational level transfer. Specifically, horizontal transfer refers to use of the trained skills that occurs in contexts that are at the same organizational level.

Specifically, Kozlowski and Salas (1997) maintained that vertical transfer is possible when there is a clear and training-oriented vision, a supportive organizational culture and climate, adequate team coordination, teamwork and leadership, and application of human process skills and knowledge. Thereby, Kozlowski and Salas (1997)'s framework highlights the critical role of team and organizational level features in transferring knowledge skills and attitudes to organizational learning.

d. Maximal and Typical Transfer: Maximal and typical transfer highlights how training transfer differs based on assessment conditions. This conceptualization stems from the maximal and typical performance literature which specifies that performance will differ based on the parameters by which it is assessed. Specifically, typical transfer refers to trainees' performance under conditions of assessment in which the participant was not aware of his/her evaluation. Subsequently, maximal performance occurs when trainees are aware that they are being evaluated and that performance using the trained skills is for a short duration of time. With few exceptions, typical and maximal transfer have yet to be defined and examined explicitly in the empirical literature base, yet Huang *et al.* (2015) establish the importance of workplace support in gaining typical use of trained knowledge, skills, and attitudes on the job.

Strategies of Enhancing Training Transfer

As mentioned earlier, there are certain ways and approaches to facilitate learning transfer. In this section of this review, some fundamental training transfer enhancement strategies are briefly discussed. These techniques were taken from some of the key investigations cited earlier.

a. Design Instruction Systematically: Trainers can ensure that a programme produces effective learning by identifying desirable outcomes, stating trainee-oriented objectives for each session, selecting instructionally appropriate mixes of methods, structure the programme into phases, pilot test and evaluate the results. Essential ingredients include the creation of manageable sized units of material, proper sequencing of content and a good mixture of instructional approaches. Trainees should be actively involved in their own learning process at every point in the programme.

b. Provide Practice Opportunities: Opportunities for practice of new learning provided during the training give trainees the chance to put newly acquired knowledge to work. They are safe

opportunities to experiment with new skills and give instructors the chance to note individual levels of achievement and difficulty. They also give trainees the chance to ask questions, try alternatives and gain confidence. One of the keys to success in this strategy is developing practice opportunities that are relevant to levels of trainee skills and convincing trainees that they can benefit from doing so.

c. Provide Follow-Up Support: Instructors can take the initiative to contact individual trainees or small groups after they have returned to their jobs. Questions that trainers can ask of individual trainees include: How are things going in your attempt to transfer some skills? Which of the major ideas discussed in the programme have you used so far? What has been the result? What can I do to help you transfer what you have reamed successfully?

d. Conduct Evaluation Surveys and Feedbacks: Evaluation surveys help to remind trainees of what they learned and the need to apply it. After a short period (30 to 60 days) following the training programme, trainers can design and distribute a simple survey questionnaire to each of the participants. The key to successful use of surveys and feedback as transfer strategies lies in their timing and the public recognition given to those with early accomplishments to report.

e. Review Training Content: Trainees should establish a regular time for periodically reviewing their course materials following the training programme. Research studies of memory following learning strongly indicate a sharp drop-off in recall capabilities following initial input. This decline is even worse when other factors interfere with immediate and regular application of the knowledge or when significant time passes before the individual reviews the materials. In short, everything points in the direction of the desirability of early and frequent review.

f. Develop Mentoring Relationship: In general, mentors are a rich potential source of useful information and guidance. Mentors from the same cultural background as trainees can provide particularly valuable assistance. Trainees can use the mentor as a source of feedback, bouncing new ideas off the mentor and asking for constructive criticism on the application of the new skill. This kind of feedback can supplement that obtained from the supervisor.

Evaluating the effectiveness of Transfer of Training

Transfer of learning is considered the key factor to define an effective training, thus, it is necessary to know if transfer occurs or not through its evaluation. Pineda *et al.* (2011) stated that transfer evaluation can be approached by two independent but complementary perspectives: direct and indirect evaluation.

a. Direct Evaluation of Transfer: It is the most traditional and consists of measuring the transfer level through specific techniques and instruments. In this case, transfer is understood as a training outcome. There are various techniques and tools, but the top ones are questionnaires, interviews and focus group.

b. Indirect Evaluation of Transfer: This approach focuses on generating models of variables that determine transfer. It is best to use it as a complementary approach along with the direct evaluation because we need to know the transfer level. The most common reason to use the indirect evaluation is to diagnose which variables facilitate or hinder transfer at the end of the training activity. Therefore, the indirect evaluation provides us a vision of which elements could be transformed into hinders of transfer, so we must act on them. However, when direct and indirect evaluation are used together, factors form an explicative or predictive model using transfer level as dependent variable.

Based on the application of the direct and indirect transfer evaluation, we can highlight some weaknesses and potentialities of these two approaches as well as some lessons learnt about different tools, which can be useful to further develop research in this field. Direct transfer evaluation is a very specific process, focused on some training activities and whose results cannot be generalized to others. Moreover, the instruments are mainly adapted to each training activity and they cannot be used to evaluate different ones. For these reasons, any direct evaluation process implies a high cost in resources, in terms of personal effort, time and money. Nonetheless, it allows getting very specific and contextualized results, which help improve the training activity. Besides, there are some limitations in the results we found in different direct evaluations. Significant differences between pre-test competences and post-test competences are not always found, sometimes, post-test competences among trainees and their supervisors are very discordant, which makes difficult to interpret transfer results.

Other important parameters for determining effectivity of training transfer include:

c. Decision-making Competence: Is the participant able to make the right decisions in relevant, realistic scenarios? If you measure this during or right after the learning process, it does help, but one can still forget the underlying knowledge or skill. So measure it at least a few days later, then you really know whether someone is able make decisions based on something that they learned.

d. Task competence: Performing a task combines decision-making with an action of the trainee. If they do this during or right after the training, it is a reliable measure, but you don't know yet whether it is a permanent skill. So one may have to put a few days in between. What does this mean for training? Repetition exercises help. For example, make sure that all trainees can apply the learned material again in realistic exercises a week later.

Bottlenecks Associated with Training Transfer

Barriers to transfer of learning are to some degree a problem throughout the periods of the training process. However, the most likely period in which barriers tend to arise appear in the post training category. This indicates the distinctive presence of negative threats to learning transfer. As well, barriers are more frequent problems during and after the training programme than before training. Another finding from recent studies suggest that barriers were most dominant after the programme was formally over. These results are consistent with the widespread and erroneous perception that transfer of training needs attention only after training has been completed.

In a number of follow-up studies, some interesting conclusions emerged when the primary responsibility for barriers to transfer was examined. In these studies, primary responsibility was defined as the source of control or cause. Four sources of responsibility were identified: the trainees themselves, the instructor, the direct supervisor of the trainee and the organization in general. Supervisors hold the most significant keys to resolving the problem of transfer of training. They hold the primary responsibility for the most cited barrier-absence of reinforcement on the job for the newly acquired skills and abilities. Instructors hold primary responsibility for any problems concerning training that is impractical, irrelevant or poorly designed or delivered. Although instructors can't totally control trainee perception of these factors, their decisions can clearly affect them. These trainee perceptions are likely the result of instructors who were not in touch with the supervisors and trainees on felt needs, priorities, organizational directions, operating problems and so on.

A third source of responsibility for impediments to transfer is partially with the trainees themselves. Although perceptual, trainees may believe that the training is impractical, irrelevant or poorly designed or delivered. Trainees are a primary barrier source due to their own attitudes regarding the personal costs such as discomfort or increased effort associated with change. Other

barriers throughout the organization also result in the limited impact of contemporary training programmes. These include absence of a strong organizational culture specifically supporting training and its applications, physical obstacles to transfer and peer group pressures that tell recently trained employees not to change their practices. The organization in general has primary responsibility for these barriers which can also interfere with transfer of the best intended training.

Conclusion and Recommendations

Research on transfer is not the latest concern of researchers and practitioners. In fact, much has already been known from the studies of Thorndike & Woodworth (1901), but it still remains an unresolved issue for organizations. Any relationship between the disaster preparedness training input and the transfer of training can lead to improved performance and maximization of benefits. These allow organizations to continue to be competitive in the face of global competition, the changing environment and unstable economic conditions. All the considered theories and influencing factors: trainee characteristics, training design, and work environment can immensely help human resource professionals better understand the factors supporting transfer of training, the causes and effects of transfer of training to enhance the use of appropriate training strategies, and lead to higher quality research. Considerable planning will be required to identify the relevant factors, processes, levels, and linkages implicated by the target training. Establishing the requisite alignments may necessitate simultaneous or phased interventions across several different factors, processes, and systems levels.

Notably, the present review helps to focus more on indispensability of training transfer, presenting not only theoretical contributions but also practical implications. In addition, it is observed that there remains a controversy in identifying the main variables that will help in not only justifying training efforts but that will also enhance the transfer of skills. Furthermore, the paper stressed the role of motivation constructs not only in pre-training but also in a post-training context, which may be helpful in training transfer by reaching high performance levels in an organization.

The paper recommends that since the workers cherish the knowledge acquired through training because it helps them to perform better at their jobs and it is relevant in gauging their effectiveness in improving job performance. For training and development to bear a positive effect on corporate performance, the programmes must involve every employee irrespective of their cadre and should be directly related to the job of each employee for it to be impactful. We are in a fast changing world and so organizations need to change with it and this cannot be achieved without training/transfer of employees to meet up with the current trend.

Consequently, orientation programmes need to be carried out to sensitize organizations on the importance of employee retention by means of training transfer and development to the survival of those organisations. The sensitisation should not only highlight the importance of workers training, but should itemize other various retention variables, ways through which employee retention process can be carried out and the benefits of each to the organization for employees are the life of every organization and desired goals and objective cannot be achieved without training transfer.

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