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An Examination of Factors Affecting Transfer of Training: a Study of Telecom Sector in the Kashmir Valley.

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ABSTRACT

Employee training and development is an important HRD mechanism for improving competence of employees and its ultimate goal is to raise the standards of organizational performance. However, there are growing concerns with regard to swelling costs and dwindling effectiveness of training and organizational development programs. Most reports of the training transfer incline to indicate that only a small portion of new learning is actually applied on the job. In this study an attempt has been made to assess how far training is transferred to the actual job situation in telecom sector of Kashmir valley. The results reveal that employee don't effectively transfer the gained skills and knowledge to the actual job situation unless the training and actual job context is aligned, trainee is given the opportunity to use the learned skills and knowledge on the job, rewarded adequately, till then the possibility of training transfer will remain a far cry.

KEYWORDS:

Introduction

"Transfer of training" has been defined as the generalization of the skills acquired during the training phase to the work environment and the maintenance of these acquired skills over time (Baldwin and Ford 1988). Positive transfer of training represents the extent to which trainees apply skills, knowledge, and attitudes gained in the training context to the job (Wexley and latham, 1991, cited in park, J, 2007, p.13). Daniel et al., 2010) in their research find the need to understand transfer of training vis-à-vis factors that may facilitate or constrain the trainee's post-training development activities. On studies of training outcomes, the emphasis has been in identifying and examining the characteristics of training programs and individual learners and relating these factors to training and job performance (Rainaye, 2004).

Measurement

In order to achieve supra objectives descriptive statists was used. For testing the hypothesis correlation coefficients were calculated. Further simple regression analysis was conducted to evaluate the relative influence of select independent variables - supervisory support, opportunity to use learned skills and knowledge, training and actual job context, and rewards on the dependent variable, that is, transfer of training. Responses on the independent and dependent variables were gathered on a 5 - point Likert type scale. Data was collected from 200 employees, based on convenience sampling procedure, working in the two telecom companies, that is, Airtel and BSNL across the Kashmir Valley. Self developed Questionnaire was used to gather the perception of the employees working in these companies. In order to check its reliability Cornbach alpha was used. The scale shows good reliability (α = .69).

Findings

Correlation analysis (Table 1) reveals that the independent variables and the dependent variable share positive association. It was demonstrated that transfer of training had positive association with the factors of organizational transfer climate. The transfer of learned skills and knowledge was found to have positive relationship with supervisory support (r = 0.280**), opportunity to use learned skills and knowledge (r = .471**), training context and actual job context (r = 0.094**), and reward system (r = 0.898**). These findings accentuate the need to understand transfer of training and factors that may facilitate or constrain the trainee's post-training development activities.

TABLE 1. Correlations

Variables		1	2	3	4	5
Transfer of Training	Pearson Correlation	1				
	Sig. (2-tailed)					
	N	100				
Supervisory Support	Pearson Correlation	.280**	1			
	Sig. (2-tailed)	.005				
	N	100				
Training and actual context	Pearson Correlation	.094	.108	1		
	Sig. (2-tailed)	.350	.286			
	N	100	100			
Reward System	Pearson Correlation	.898**	.371**	.041	1	
	Sig. (2-tailed)	.000	.000	.684		
	N	100	100	100		
Opportunities to use Training	Pearson Correlation	.471**	.276**	.014	.657**	1
	Sig. (2-tailed)	.000	.005	.891	.000	
	N	100	100	100	100	100

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

For this purpose regression analysis was carried, results from regression analysis demonstrate that among the independent variables, reward system, and opportunities to use affect transfer of training the most, while as supervisory support and training and actual context affects the least. All the independent variables were found to explain 83% the variations on the dependent variable i.e., transfer of training.

TABLE 2. Regression Analysis

Variables	Unstandardised coefficient		Standardised coefficient β	t	p	F	df	Adjusted R^2	R
	B	SE							
Transfer of Training (constant)	1.79	.884	-	2.03	.045	123.2	4; 95	.832	.916
Supervisory Support	.092	.068	.061	1.36	.177	-	-	-	-
Training and actual context	.091	.063	.060	1.45	.149	-	-	-	-
Reward System	.388	.021	1.05	18.5	.000***	-	-	-	-
Opportunities to use	.402	.108	.205	3.74	.000***				

SE, standard error; ß, beta; t, t-test; p, probability value; F, frequency; df, degree of freedom; R_2, coefficient of determination; R, correlation coefficient;.

All the independent variable (table 2) were found highly correlated (R = .91) with the dependent variable of the model namely transfer of training. The significance of model in terms of overall fit is expresses as high F value of 123.2. Interestingly, it was found that only two independent variables namely reward system and opportunities to use learned skills were found to have significant influence on the transfer of training. Although together all these independent variable explain variance of 83%, but individually these variable exhibits low beta value. This indicates the presence of multi co-linearity among the independent variables. Therefore, stepwise regression analysis was conducted for clear understanding.

TABLE 3. Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
B		Std. Error	Beta			
1	(Constant)	3.419	.067		50.983	.000
	Reward system	.331	.016	.898	20.262	.000
2	(Constant)	.763	.701		1.088	.279
	Reward system	.382	.020	1.036	18.797	.000
	Opportunities to use skills	.412	.108	.210	3.803	.000

TABLE 4. Excluded Variables

Model		Beta In	t	Sig.	Partial Correlation Tolerance	Co linearity Statistics
1	Supervisory Support	-.062	-1.3	.196	-.131	.862
	Training and actual context	-.057	-1.2	.197	-.131	.998
	Opportunities to use skills	.210	3.8	.000	.360	.569
2	Supervisory Support	-.054	-1.2	.228	-.123	.861
	Opportunities to use skills	-.055	-1.3	.190	-.133	.998

Conclusion

This study concludes that employees' perception of their organizations with respect to identified dimensions, that is, supervisory support for transfer of training, opportunity to use the learned skills and knowledge, reward system and, matching the training context and actual job context, are important antecedents of employee transfer of learned skills to actual work place. However, stepwise regression analysis reveals that among the all dependent variable reward system and opportunities to use learned skills were found to be most important for the transfer of training. Among the independent variables, reward system was found to be the most influencing variable on transfer of training. It possesses the potential of generating significant interest in transfer of training. Therefore, the accuracy with which learned skills and knowledge is used is the consequence of importance employee attach with the reward and recognition. The success of training largely depends upon extent to which training setting matches the "applied" setting. This clearly conveys that training context and actual job context must possess similarity so that the learned skills and knowledge gets easily transferred to the actual workplace, that is, the tools used while training must be made available on the job as well. Supportive organizational climate is a necessary precondition for learning to flow from class room to workplace. This places a great responsibility on the top managements to create conducive climate for effective transfer of training into the actual workplace.

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