

**DEPARTMENT OF PSYCHOLOGY  
UNIVERSITY OF GHANA  
LEGON**

**PERSONALITY, ORGANISATIONAL FACTORS AND TRAINING  
CHARACTERISTICS THAT INFLUENCE PERCEIVED TRAINING TRANSFER; A  
STUDY OF EMPLOYEES AT SOCIAL SECURITY AND NATIONAL INSURANCE  
TRUST (SSNIT) IN GHANA.**

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INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY.**

**JUNE, 2014**

## DECLARATION

I hereby declare that this thesis is conducted by me under the supervision of Dr. R. Akuamoah Boateng and Dr. Joseph Osafo. This work has never been submitted to any other institution by anyone for any award. All references cited in this work have been duly acknowledged and I take full responsibility for any shortcomings in relation to this work.

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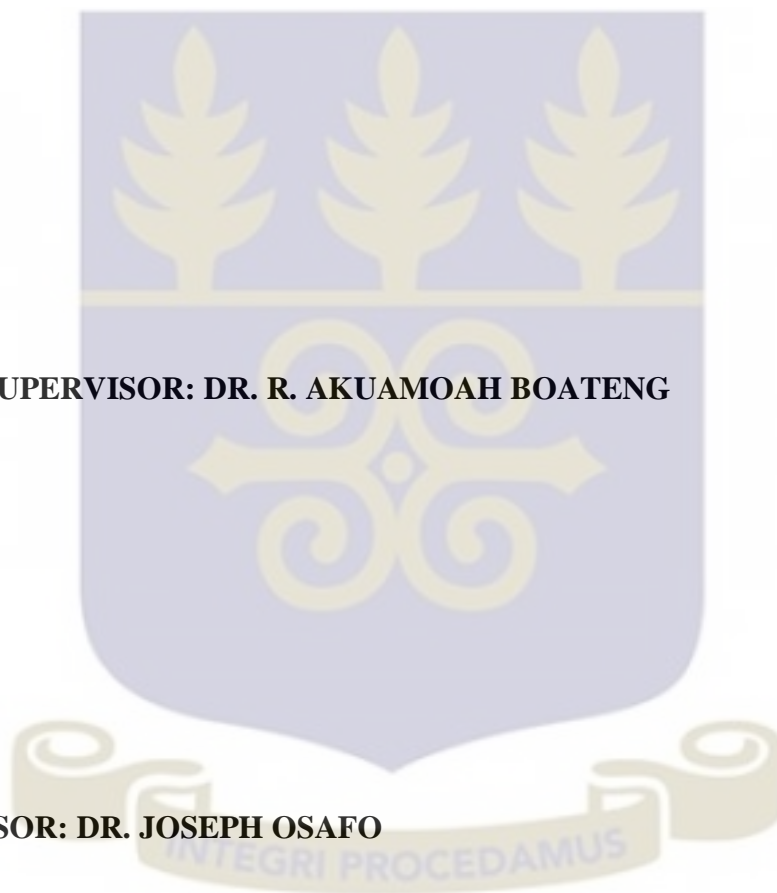
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## **DEDICATION**

This Thesis is dedicated with gratitude and affection to my husband, the Aubin family, and the Boateng family for their love, motivation and support throughout this course.



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## ABSTRACT

*The study examined the influence of personality factors (conscientiousness and locus of control) and organizational factor (organizational support and organizational openness to change) on perceived training transfer among 109 employees selected from Social Security and National Insurance Trust (SSNIT) in Ghana. The study also determined the influence of trainer's reputation and training content validity on perceived training transfer. The moderating role of personality factors (conscientiousness and locus of control) on the relationship between organizational factor (organizational support and openness to change) and perceived training transfer was also investigated. Questionnaires were used to collect data from 109 respondents. Findings of the study indicated that organizational support significantly accounted for positive variance to perceived training transfer. Openness to change significantly predicted higher positive variance to perceived training transfer. Supervisory support accounted for a significantly higher variance in training transfer compared to managerial, peer and subordinates support. A positive significant relationship existed between trainers reputation and perceived training transfer. There was a positive and significant relationship between perceived content validity and training transfer. Conscientiousness personality did not account for any significant variance in perceived training transfer. No significant difference was found in perceived training transfer between internalizers and externalizers. Sex difference was not found in perceived transfer of training. There was no significant relationship between tenure of work and perceived transfer of training. The relationship between organizational support and perceived training transfer was not moderated by locus of control. Findings are discussed with psychological theories and principles of training transfer*

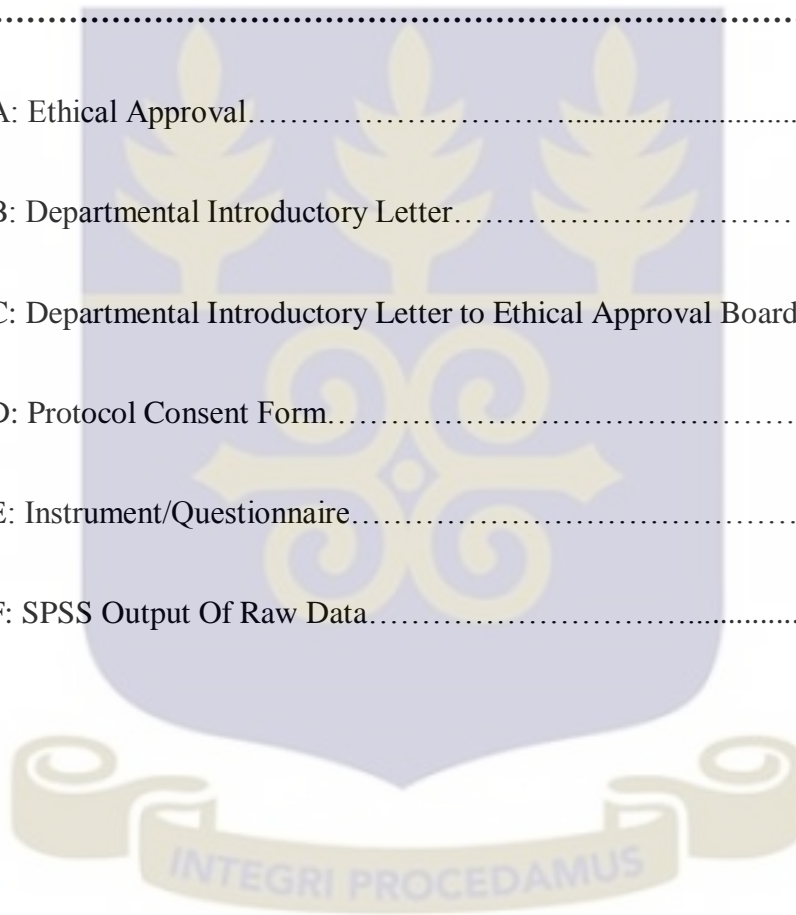


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## LIST OF ABBREVIATIONS

E.g.	.....	For example
H.	.....	Hypothesis
M.	.....	Mean
SD.	.....	Standard deviation
PTT.	.....	Perceived Training Transfer
OF.	.....	Organisational Factors
TRA.	.....	Theory of Reasoned Action
TPB.	.....	Theory of Planned Behaviour
PC	.....	Personality Characteristics
TP	.....	Training Programme



## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background to the Study

The question of training programs has come to gain more attention especially in this new century. In the past few decades, there has been an increased interest among organizations to invest huge sums of money in training programmes. Organizations make increasingly large emphasis and investments in training because it serves as a great device for producing the expected cognitive, behavioural and affective learning outcomes essential for their survival (Salas & Stagl, 2009). Despite the emphasis and investments in training, many organizations report a failure to effectively develop skills and anticipate future needs (IBM, 2008). The expectation is that what was learned in training should be applied to performance on the job; but, a common experience is that learning from a formal training program is not applied on the job.

Training is the systematic acquisition of knowledge, skills and attitudes that collectively lead to improved performance in a specific environment (Salas et al., 2006). Training has become an important concern to organizations and researchers alike because in recent times, competitive business environments are being challenged to increase performance. Thus to ensure organizations position in the marketplace within the changing of business environments and the increasing influences of globalization. However, training is futile if what is learnt is not translated to the job. This is because the essential part of training is to be able to transfer it to the job and this forms the basis to develop the human potentials and improve performance at work. Studies have revealed that effective training programs based on efficient training need analyses will lead to high levels of organizational effectiveness if the knowledge gained is transferred unto the job (Salas et al., 2006).

Transfer of training includes the generalization and maintenance of the trained knowledge and skills (Ford & Weissbein, 1997). Estimates put forward that only 10% of training expenditures transfer to the job (Georgenson, 1982), stressing a glaring gap between training efforts and organizational outcomes. Improved work quality, higher morale and teamwork, increased motivation and commitment, higher productivity, and fewer errors are yielded by effective training transfer culminating in a strong competitive advantage (Salas et al., 2006). Contrary to this, a poorly trained workforce can cost organizations billions of dollars in legal fees (Goldman, 2000). The degree to which employees trust that a range of desirable outcomes (e.g., improved performance, reduced turnover, etc.) have ensued as a result of their ability to transfer the skills they have acquired in training back to the job is referred to as perceived training transfer (Faction, Dobbins, Russell & Ladd, 2001).

To a certain extent a lot of researchers and organizations have long supported the reality of the problem of transfer (Grossman & Salas 2011). In an all-inclusive review by Baldwin and Ford (1988), a critical analysis of existing literature concerning transfer and training effectiveness was investigated and recommendations were made for upcoming researches to be conducted. Subsequently, there has been development in both conceptual and empirical research, concentrating on improving the link concerning training and job performance (Burke & Hutchins, 2007). Taken together, there have been ample reviews, empirical studies and meta-analyses that have made information suitable for training transfer but have all focused on a small number of antecedent factors concerning personality factors; as such making it difficult to eclectically investigate the issue of training transfer.

Although various authors have reviewed the existing literature (Blume, Ford, Baldwin, & Huang, 2010; Burke & Hutchins, 2007; Cheng & Hampson, 2008; Grossman & Salas, 2011; Merriam & Leahy, 2005), key factors influencing perceived training transfer remain vague though it is clear these factors are said to result from organisational and personality factors (Factione et al, 2001). In an integrative review, for instance, Burke and Hutchins (2007) observed factors that are linked with training transfer, and using existing literature evaluated the strength and weakness of every single relationship described. Confirmation from the review implied that, out of the 31 links reported, only 17 were established to have a robust or moderate impact on perceived training transfer. Others were observed to have varying support that is insignificant evidence or needs to clarify outcomes through further research. The present study is a further research aimed at clarifying outcomes by looking at the influence of personality factors (conscientiousness and locus of control), organizational factors (organizational openness to change and organizational support) and training characteristics (content validity of training and trainer's reputation) on training transfer.

Determining the specific individual characteristics that influence the effectiveness of training is important if we are to understand how to increase the likelihood that behaviour change and performance improvement will result from participation in training programs. Personality talks about the relatively steady characteristics of individuals (other than ability) that impact their cognition and behaviour (Kanfer, 1991). While a great deal of literature backs the link between the individual core traits and training outcomes, researchers (Gist, Stevens, & Bavetta, 1991; Martocchio & Webster, 1992; Quinones, 1995) have focused more on a particular trait (ie. Self-efficacy) ignoring others. From their studies self-efficacy steadily revealed a positive relationship with training transfer based on the fact that individuals with high self-efficacy have higher internalisation. However to assess internalisation very well we need to address locus of control first. There are also varying findings,

for instance, Barrick and Mount (1991) measured conscientiousness as a critical trait factor to be positively related to training skill. However, a meta-analysis carried out by Colquitt, et al. (2000) did not show significant corrected population correlations between conscientiousness and training outcomes, such as declarative knowledge ( $r = -.01$ ) and skill acquisition ( $r = -.05$ ). Based on these, personality factors such as locus of control and conscientiousness are deemed necessary for further analyses.

Neill (2005) explained locus of control as an individual's belief about whether the outcomes of one's actions are contingent on what he/she does (internal control orientation) or on events outside his/her personal control (external control orientation). Trainees who have a solid belief that they can control the provision of the organisational outcomes (internal locus of control) in learning transfer situations have the likelihood to be more prepared to apply the learned knowledge and skills to their respective jobs (Cheng & Ho, 1999). However, learners with an external locus of control will probably experience anxiety as they believe that they lack control over their performance (Gill, 1994). For example, Chang and Ho (2009) brought to light that internalization had a positive correlation with training transfer. In addition they found that locus of control is linked with learning motivation. In training situations where the trainee has an internal locus of control, the trainee portrays greater motivation to learn and transfer the knowledge they acquire to the job.

Murray and Ryan (2004) saw conscientiousness as a critical trait factor to be positively related to training proficiency and training transfer. Holton (2005) highlighted that personality traits of conscientiousness can influence transfer as well as job performance, however, the reason regarding the link between conscientiousness and training transfer is vague. For example, traits associated with conscientiousness such as a drive to succeed, commitment to higher standards of performance, and

dependability influence a person's motivation to learn. Tziner, et al. (2007) observed from their study that individuals with higher levels of conscientiousness perform well in training events and have stronger training outcomes than those who do not have higher levels of conscientiousness. Contrary to this explanation regarding conscientiousness, there is some evidence that conscientious individuals overemphasize the significance of their performance and as such portray heightened levels of evaluation apprehension, which make them see a challenging task as more difficult and thus find it tough to transfer what has been learnt (Thompson, Duxbury, & Behrend, 2008). They have a tendency to be self-deceptive, which in turn reduces learning and training transfer (Martocchio & Judge, 1997).

Another fundamental aspect of transfer of training is organisational factors which have received minimal attention from training researchers. While other researchers have recognized the relevance of increasing an understanding of factors that affect training transfer (eg. Tannenbaum, Mathieu, Salas & Cannon-Bowers, 1991), most researches have not considered the impact of organisational factors such as organizational openness to change and organizational support which makes it difficult to draw valid conclusions regarding the overall factors that predict training transfer.

Organizational support highlights the extent to which trainees are encouraged and given the indispensable information and approval (feedback) regarding their ability to learn and perform effectively in the organization. Lower level of organizational support creates the belief that the training will have limited job utility and thus may not be motivated prior to training. Truly, a small number of studies which have been conducted have indicated some support for potential sources of organizational support on training transfer, including top management, supervisors, peers, and subordinates (Baldwin & Ford, 1988; Goldstein, 1986; Noe 1986; Noe & Schmitt, 1986). Taking a

look at these four social support sources, Facticeau et al. (1995) found only supervisor support to be positively linked to pre-training motivation. This shows that trainees who perceived a greater degree of support from their immediate superiors for training reported greater motivation to show up at training and learn from training. The motivation derived from the support expedites the ability to transfer what was learnt to the job. Further, Clark, Dobbins and Ladd (1993) found that employees in a supportive organizational climate were more likely to apply knowledge and skills acquired in training.

A look at work setting is of primary importance and is directly linked to the level of transfer. If the level of support from a supervisor is helpful yet the employees remark the organization as static, unwilling and unsupportive toward the newly-acquired skills, then the level of transfer and associated level of performance may be repressed. Seemingly, the work setting becomes a demotivational factor for the trainee (Bates & Khasawneh, 2005). Some organizations have static culture and do not open to change as such employees find it difficult to initiate something new in such instances, because their initiatives learnt from the training programme are not normally wanted in the organization. Bates and Khasawneh (2005) establish that organizations that are not open to change demotivate employees in transferring what was learnt from the training programme.

Aside the organizational and personality factors, the characteristics of the training such as the general reputation of training which includes the trainer in facilitating transfer must also be considered since individuals derives inspiration from the trainer and the content of the program. However, perceptions of trainees regarding validity of the training program and trainer's reputation remain to some extent under-represented in the literatures concerning training (e.g., Facticeau, Dobbins, Russell, Ladd, & Kudisch, 1995). Content validity is the extent of value attached to the

training program as well as the trainer in order to apply the knowledge and skills grasped from the training program on the job (Switzer, Nazy & Morell, 2005). The genuine implication of training content validity is that if a higher value is attached to a training program, it can influence trainee's readiness to transfer training as well as greater probability of transfer. If the training is perceived to be time wasting, employees may not possess pre-training motivation irrespective of the actual quality of the training program and that will inhibit training transfer.

Though trainer's characteristics (e.g. Trainer reputation) play a major role in training transfer, previous researchers have largely ignored these effects (Towler & Dipboye, 2001). The reputation of a trainer's effectiveness can affect the expectations that trainees bring to the program and can affect the degree to which they are driven to learn the training material. Prior to actually taking a training course, trainees often have expectations about the effectiveness of the trainer. These expectations may guide how the trainees process information about the trainers by shaping their perceptions and influencing how they subsequently use information in judgment (Hamilton, Sherman, & Ruvolo, 1990). If trainees believe that a trainer will be effective, they will filter information by ignoring negative aspects of the trainer's behaviour and will focus primarily on aspects of the trainer's performance they believe are effective. Learning will be facilitated when trainees perceive positive training transfer which subsequently influences training transfer.

Aside the factors elaborated above, demographic characteristics also need to be assessed since the demographic characteristics have received lower interest among contemporary researchers (Shore & Shore, 2011). Length of service is an important demographic factor as it has been found to predict most important organizational factors. The choice of employee length of service as one of the factors that can influence training transfer was based on the belief that employees with long years of service develop ways of going about their job responsibilities in the organization. Based on this, they find it

unnecessary to change their ways of going about their duties through training transfer with the motive that it delays the extent to which they can carry their duties relative to using the old preconceived way of going about their duties.

O'Reilly and Chatman (2006) emphasize that employees with longer tenure may have a stronger identification with the value and goals of the organization. This implies that the longer the length of time in service the more acquainted the employees become with the organizational culture. Taken together, long tenure employees are more likely to be influenced by the cultural procedure of doing things in the organization rather than transferring what was learnt in the training programme. Freshly employed individuals usually have a burning desire to make things work and so may have the desire to do so through training transfer.

On the basis of the above discussion, the present study explored the impact of personality and organisational factors on perceived training transfer. This study also assessed characteristics of the training and demographic factors such as sex and tenure of work on perceived training transfer among employees at Social Security and National Insurance Trust (SSNIT) In Ghana

## **1.2. Statement of the Problem**

Training transfer represents the core of the training process. Despite the advancement made in understanding transfer over the past 20 years, the task of transfer and its assessment still continue (Baldwin et al., 2009). Training programs will be considered as an asset if they portray evidence of significance and profitability with regards to specific factors that influence transfer of training programs. Notwithstanding the vast research on transfer-related studies in the past few decades, researchers and training experts are often dissatisfied as a result of diverse and surprising findings

(Cheng & Hampson 2008) and thus paving way for further studies on the factors influencing perceived training transfer. Thus training must be seen as a form of investments made by the organization so that the effect of training to the organization's outcomes must be determined.

Training transfer must occur in order for training to fulfill its potential as a positive change agent within organizations (Broad & Newstrom, 1991). The problem lies in the statistic that an estimate of only 10% of the money invested in training programmes is observed to result in effective transfer of new skills and knowledge learnt from the training to the job (Broad & Newstrom 1992). Although companies are understandably dubious about the effectiveness of training, they find it difficult to prove (or disprove) suspicions that they may be squandering their resources. In reality, it has been argued by Kontoghiorghes (2002) that if these estimates are accurate, then it is very relevant that practitioners in the field of Human Resource Development (HRD) research into the factors that obstruct and enable usefulness of training and link such usefulness to training transfer (Kontoghiorghes, 2002).

### **1.3 Aim and Objectives of the Study**

Taking it from a practical view point, Willig (2008) states that the aim of research is not about providing abstract truth free from the experience of people, but rather to provide awareness that will lead to the benefit of human. Therefore the main aim of this present study is to develop a conceptual model of training transfer that will clarify the actual factors that influence training transfers and to provide a better clarification of the dynamics of transfer as it prevails among employees in Ghana. Taking it from the above mentioned perspective which the present study is centred, the following specific objectives are pursued:

- To assess the relationship between personality factors (conscientiousness and locus of control) and perceived training transfer.
- To investigate the impact of organizational factors such as organizational support and organization openness to change on perceived training transfer in Ghanaian organizations.
- To examine the influence of trainers reputation and perceived content validity on training transfer.
- To assess how demographic factors (gender and tenure of work) influence perceived training transfer.
- To examine whether personality factors (conscientiousness and locus of control) moderate the relationship between organizational factors (organizational support and openness to change) and perceived training transfer.

#### **1.4 Significance of the Study**

Undoubtedly, organizations looking to plan and design training programs as well as expedite transfer could benefit from an updated review that identifies those factors that have shown the strongest, most reliable relationships with training transfer. The study will immensely contribute toward the training literature by intensifying our understanding of personality factors, organizational factors and training characteristics that facilitate training transfer.

The study will address huge gap left unattended in the existing literatures on the phenomenon of training which involves factors that influence transfer as it seeks to discover and provide suitable model for conceptualizing transfer among employees. The finding will cover a lack in research in transfer of training in the Ghanaian organization by identifying the key variables linking organizational and personality factors as well as training characteristics to training transfer. The

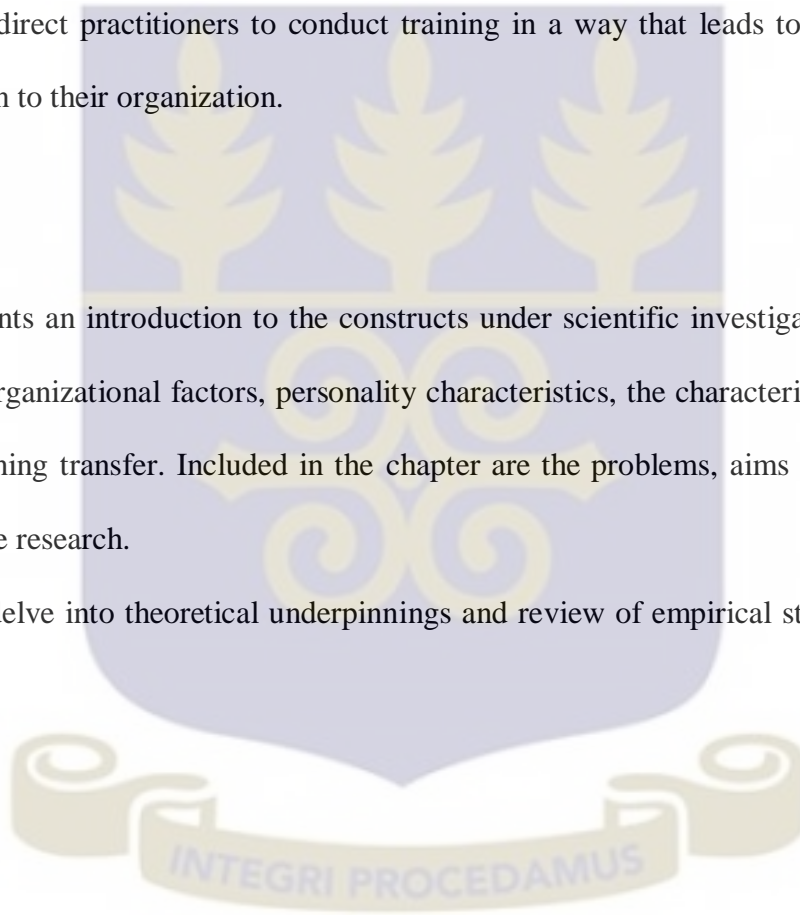
study will also serve as a guide for both organizations interested in discovering the bottom line in training transfer and for researchers interested in extending our understanding of the transfer of training to make concrete decision in selecting and preparing employees for training programs to facilitate training transfer.

Lastly, the study is justified as it will provide human resource development managers with the methods to enhance transfer of training and thus training courses implementation for different sectors. This will direct practitioners to conduct training in a way that leads to maximum transfer once trainees return to their organization.

### **1.5 Conclusion**

This chapter presents an introduction to the constructs under scientific investigation in this present study. These are organizational factors, personality characteristics, the characteristics of the training and perceived training transfer. Included in the chapter are the problems, aims and objectives, and the relevance of the research.

The next chapter delve into theoretical underpinnings and review of empirical studies related to the constructs.



## CHAPTER TWO

### LITERATURE REVIEW

#### 2.0 Introduction

This present study employed various variables including organizational factors (organizational support, organizational openness to change), personality characteristics (conscientiousness, locus of control), characteristics of the training programme (perceived content validity, trainers reputation) and perceived training transfer. This chapter describes the concept of training transfer which is the main focus of the present study. The chapter further presents the theories which establish the relationship between the variables and also reviewed related studies relevant in explaining the relationships among the variables. The chapter also contains the hypothesized model of relationships of the independent and dependent variables and the proposed moderating effect. The chapter ends with operational definition of terms employed in the study and the summary of the chapter.

#### 2.1. The Concept of Training Transfer

Training typically is the systematic acquisition of attitudes, knowledge (concepts), skills and abilities (KSA's) that results in improved performance at work (Goldstein, 1991). The main essence of training is to acquire innovative knowledge, attitudes, skills or other characteristics in the training situation that can be applied or used in the performance situation (Goldstein & Ford, 2002). It is assumed that, what was learned in training should be applied to performance on the job. This is what is termed as training transfer which is the extent to which learning of a response in one task or situation influences the response in another task or situation (Cromwell & Kolb, 2004). However, a common practice is that learning from a formal training program is not applied to the job. Xerox, Rackman and Ruff (1991) observed from their study that 87% skills acquired from a training programme was lost within one month of the completion of the training.

A look at the history of transfer research dates back more than 100 years ago, with researchers assessing the nature, contexts, and prevalence of transfer (Barnett & Ceci, 2002). The research course revealed transfer as a complex and dynamic process. Conventionally, transfer has been perceived to ensue as long as the aims, method, and approaches used for the learning task were similar to the transfer task (Thorndike & Woodworth, 1901). However, several factors have been suggested as relevant to the transfer process and not just the similarity. A framework of transfer developed by Barnett and Ceci (2002) categorizes studies based on the training content (what is transferred) and the training context (when and where something is transferred) and noted that training can even take place when even the method, and approaches used for the learning task were different to the transfer task.

Several categories of factors have been proposed to increase training transfer. According to Xiao (1996), transfer is a function of the amount of learning achievement from the training, plus the worker's characteristics, the trainee's motivation to use what was learned, how well the training matched job duties, rewards received, and supervisor and peer support. These general factors can be categorized into factors within the organization, individual trainees and the training itself. Consequently, the researcher expects the characteristics of the training program (trainers reputation and content validity), personality factors (conscientiousness and locus of control) and organizational factors (organizational support and organizational openness to change) to affect employees' perception of training transfer.

## 2.2. Theoretical Framework

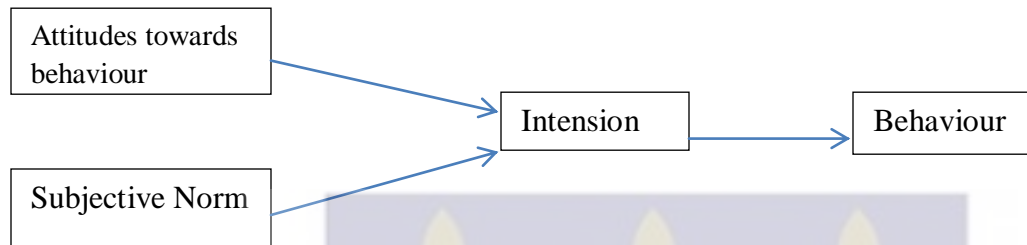
There exist several expectancy-value models of attitude–behaviour relationship which may all be used to explain employee behaviour patterns such as training transfer. In the present study, the researcher used the theory of reasoned action (TRA), the theory of planned behaviour (TPB), and Organizational Support Theory (SST).

### 2.2.1. Theory of Reasoned Action

The Theory of Reasoned Action (TRA) by Ajzen and Fishbein (1980) developed from social psychology as an intention model that formed the theoretical basis for research on the determinants of worker behaviour. This theory was developed to explain individuals' voluntary behaviours such as training transfer. The underlying argument of TRA is that behaviour is motivated by an individual's attitude towards executing that behaviour. Hence, the change of behaviour is a function of one's beliefs about the outcomes of the behaviour and an evaluation of the value of each of those outcomes (Ji-Won & Young-Gul, 2001 cited in Hui Nee, 2011).

TRA, as originally conceptualized, states that behaviour is a function of a person's willingness to carry out a behavioural intention ( $B \approx I$ ). That is the only immediate cause for any behaviour is an individual's intentions to engage in or refrain from that behaviour. In turn, the intention (I) to perform a behaviour is a function of the attitude (A) toward performing the behaviour plus the subjective norms (N) about the behaviour ( $I \approx A + N$ ). According to Ajzen and Fishbein, attitudes refer to the overall positive (favourable) or negative (unfavourable) evaluation of an object. Subjective norms refer to perceived social pressures exerted on an individual to perform a particular behaviour or not. Attitudes toward the behaviour and toward subjective norms are each created through the evaluation of salient beliefs related to the behaviour in question. This suggests a causal

relationship, with attitudes and norms predicting behavioural intentions and behavioural intentions subsequently predicting behaviour. This is illustrated in the figure 1 below.



**Figure 1:** The Theory of Reason Action (Fishbein & Ajzen, 1975)

The premises of the theory are the assumptions that humans are rational and are able to use information available to them to make reasonable behavioural decisions. So the extent to which attitudes and subjective norms determine behavioural intentions differ from one population group to the other and also varies among behaviours. In other words, a relationship between two variables may be quite strong in some individuals, whereas for others it may be weak or non-existent. Either attitudes or subjective norms or both may be the sole determinants of behaviour, and the importance of each can vary tremendously among population groups (Ajzen & Fishbein, 2004).

Drawing from the TRA managers and supervisors practices have both direct and indirect effects on workers' behaviour. The indirect effects relate to the establishment of attitudes, norms and values relating to the practices. Applying the TRA to training transfer behaviours in the organizations, the researcher predicts that people who have some intention to transfer what was learnt during training should be more likely to do so in the future than those who have no such intentions if the organization welcomes change and if the individual has a drive to succeed, commitment to higher standards of performance. Furthermore, trainees should be able to transfer if the management and the supervisors have the intention of supporting them to do so. The evidence suggests that the behaviours of supervisors, top management, and subordinates are significant to high training

transfer. For instance, empirical studies have been able to demonstrate that trainees transferred what was learnt to the job when they perceived higher level of organizational support (Williams, 2008; Xiao, 1996).

The core predictions of the TRA have received a relatively wide empirical support. Ajzen and Fishbein (1973) reviewed 10 studies and reported a .63 average correlation for the prediction of behaviour from intentions and a mean multiple correlation of .76 for the equation predicting intentions from both attitudes and norms. This theory however was limited in its explanatory power and Ajzen (1991) extended it by including perceived behavioural control to account for internal and external constraints on behaviour and named it the theory of planned behaviour.

### **2.2.2. Theory of Planned Behaviour**

Theory of planned behaviour (TPB) is an extension of TRA by Fishbein and Ajzen (1975) that offers room to address those behaviours considered somewhat questionable with regard to being under volitional control of the individual (Ajzen, 1991). It has predicted a variety of behaviours with significant degree of success. The main components of the TPB are the person's own attitudes, subjective norms, perceived behavioural control, intentions, and behaviour (Ajzen, 1991, 2001). Ajzen theorised that attitudes often fail to predict behaviour because of a large number of factors that potentially prevent the attitude from being converted to behaviour. So he added the construct perceived behavioural control (PBC) to the TRA to predict behavioural intentions and behaviours that are not under volitional control.

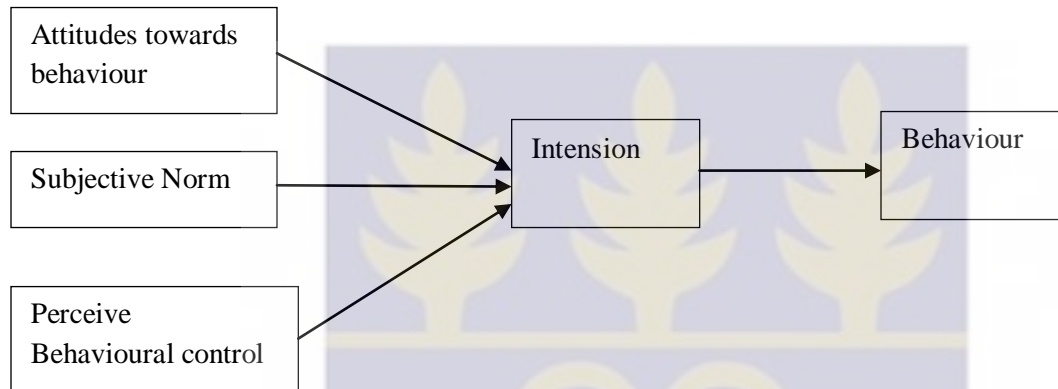
Perceived behavioural control (PBC) refers to the perceived barriers and facilitators of engaging in a behaviour. Under this new model, behaviour is taken as a function of intentions (I) and perceived behavioural control (PBC) ( $B \approx I + PBC$ ) and intention is a function of attitudes (A) plus subjective

norms (N) and perceived behavioural control ( $I \approx A + N + PBC$ ). Simply put, the TPB is based on the proposition that an individual's behaviour is a direct function of behaviour intention and perceived behavioural control. Intentions are themselves shaped by attitudes, subjective norms, and perceived behavioural control and these determinants of behaviour intentions are each based on an underlying belief structure (Fogarty & Shaw, 2010).

Specifically, a person's attitude towards a behaviour (i.e., one's affective and instrumental evaluations of performing the behaviour) is determined by his or her salient beliefs ( $b_i$ ) about the consequence of the behaviour multiplied by an evaluation of the desirability of the outcome for each belief ( $e_i$ ) ( $A = \sum b_i e_i$ ). Subjective norms refer to an individual's perceptions of the beliefs and behaviours of significant others or one's perceived social pressure to perform behaviour or not. In the organisational setting, the source of these norms is likely to include both managers and those co-workers who are closely associated with the individual. For instance, if an employee does not believe that managers or colleagues are concerned with training transfer, then he or she is less likely to consider transfer as important. On the other hand, if employees perceive that transfer is a priority at their workplace they are more likely to consider transfer as important and so engage higher level of training transfer.

According to Ajzen (1991) people often intend to perform certain behaviours, yet fail because of factors that fall outside their control. PBC is based on two components: control beliefs (those internal and external factors that may impede performance) and perceived power (reflects factors that may facilitate or inhibit performance of the behaviour) ( $PBC = \sum c_i p_i$ ) (Ajzen, 1991, 2001). Perceived behavioural control has a direct effect on behaviour and also strengthens the relationship between intentions and behaviour through its spurious association with both variables (Fogarty &

Shaw, 2010). In the transfer arena, perceived behavioural control suggests that trainees may sometimes fail to transfer based on certain laydown safety rules and procedures from within the organization that makes the organization not ready for change. There may also be higher level of organizational support that may serve as perceived power to facilitate training transfer. Figure 2 below give an illustration of the TPB.



**Figure 2:** The Theory of Planned Behaviour (Ajzen, 1991, p. 182)

(Source: Forgaty & Shaw, 2010, p. 1456)

In association with the TPB, training transfer centres on intentions (Baldwin, Magjuka & Loher, 1991; Mathieu, Tannenbaum, & Salas, 1992) and this goes to suggest that the stronger the trainees intentions to transfer skills and knowledge acquired through training the more likely they will actually apply the knowledge in the world of work. To conclude the theory of planned behaviour and the theory of reasoned action has a bearing on transfer behaviour insofar as it places huge premium on intentions as a predictor of behaviour. This means that for employees attending training to transfer their new knowledge and skills to the job, they must first form an intention to that effect which will spur them to transfer what was learnt.

### **2.2.3 Organizational Support Theory (Eisenberger, 2002)**

Research on perceived organizational support began with the observation that if managers are concerned with employees' effectiveness in the organization, they will focus on how to support employees in all their endeavours and also serve as an important source of socio-emotional resource such as respect, caring and tangible benefits such as wages and medical benefits. Employees being regarded by the organization help them to feel some sense of approval, affiliation and esteem. Inspiring assessment by the organization also provides an indication that increased effort will be noted and rewarded. As such employees yield an active interest in the manner in which they are held by their employer.

Eisenberger's organizational support (Eisenberger, 2002) theory posits that employees form a general perception regarding the extent to which the organization cherishes their contribution and show concern about their well-being so as to meet their socio-emotional needs (such as respect, caring, approval, esteem, affiliation and achievement) and assess the benefits of increased work effort. It revealed that managers are interested with the employees' commitment to the organization and employees are focused on achieving higher output.

When employees recognize organizational support in terms of how organization is helping them pursue their career and giving them work autonomy as well as allowing them to take decision and not be blamed much for taking decision on their own, their commitment to help the organizations in reaching its vision escalates and transfer training knowledge increases. However, if employees do not perceive organizational support and are rather treated without respect and their input is disregarded, they wind up or slack up on their duties, absenteeism sets in and transfer decreases.

## 2.3 REVIEW OF RELATED STUDIES

In addition to the previous theories deliberated, this section reviewed empirical studies that help in explaining the predicted relationships of the variables considered in the study. It is therefore divided into four subsections explaining the relationship between organizational factors and perceived training transfer, personality characteristics and perceived training transfer, the relationship between training characteristics and perceived training transfer and the relationship between demographic characteristics (gender and tenure of work) on training transfer.

### **Relationship between organizational factors and training transfer**

The transfer literature is replete with studies strongly indicating the influence of organizational factors and training transfer but emphasizes on different constructs and methodology. One factor which is of great importance to the various researchers and was considered in the present study is organizational support. Perceived organizational support concerns the extent to which an employee perceives that an organization values their contributions and cares about their well-being (Eisenberger, Huntington, Hutchison, & Sowa, 1986). It is influenced by the organization's treatment of its employees as such providing a way for understanding the organization's motives from the co-workers, management and supervisor.

Organizational support is one of the important organizational factors influencing training transfer, therefore extensive amount of research has been carried out on the relationship between organizational support and transfer of training. A lot of researches have repeatedly supported a positive relationship between organizational support and training transfer. Xiao (1996), for instance, carried out a quantitative survey among women working in production groups in electronics manufacturing companies investigating the relationship between organizational supports and training transfer. It was observed from the study that organizational support accounted for a significant

variance of training transfer. Although the reliability of the Xiao's (1996) results cannot be disbelieved, Xiao (1996) focused on only women as such the study cannot be generalized to the entire employees of an organization.

A meta-analysis of 34 studies was also performed by Williams (2008) to explore the magnitude in which work environment such as organizational support (supervisor, subordinates, peers) impact training transfer. The constituents of organizational support were investigated independently and combined as a single construct to compare their correlation to training transfer. The outcome of the study revealed that organizational support has a significant relationship with training transfer. Supervisors support accounted for higher training transfer variance compared to the other sources of support. The study by Williams (2008) used the meta-analytical approach which is associated with a lot of disapprovals. Walker, Kattan and Hernandez (2008) argued that numerous conditions are critical to a sound meta-analysis and small violations of those conditions can lead to distorted results. This makes meta-analytical studies controversial. Making large amounts of varied information brief using a single number is another controversial aspect of meta-analysis. Under examination, some meta-analyses have been incorrect, and their assumptions not fully right. There is publication unfairness which affects the reliability of meta-analyses (Walker, Kattan & Hernandez, 2008).

Studies have indicated that employees are willing to transfer training contents to the organization when they perceive positive support from the organization. Marler, Fisher and Ke (2009) conducted a study and found that employees who perceive higher organizational support exhibited higher level of training transfer compared to employees with lower level of organizational support. Moreover, a study by Jawahar and Carr (2007) revealed that when employees perceive high levels of support from the organization, they show higher levels of training transfer. Likewise, results from Coyle-Shapiro and Conway (2005) showed that organizational support enhances employee's beliefs and

trust which motivates them to transfer knowledge obtained from training. Although these studies cannot be challenged, all the studies refused to measure the numerous components of organizational support and other factors that influence training transfer. In all these studies, organizational support did not account for more than 30% indicating the influence of other factors as contributing to training transfer. The present study therefore inculcated other variables to find out how much those variable will attest to the remaining 70% variance.

Nijman, Nijhof and Veldkamp (2006) carried out another study on the relationship between organizational support and transfer of training. Data was implored from former trainees and their supervisors using questionnaires. Results of the study revealed an indirect impact of organizational support as enjoyed from the supervisors on transfer of training. Although Nijman, Nijhof and Veldkamp (2006) observed interesting findings, the sample size was comparatively small. The sample size of 179 employees from 3 big organizations on four different training programmes was relatively small. Moreover, over 90% of the respondents were males while most held relatively autonomous positions making it difficult for the study to yield any findings that could be generalised. The present study thus aimed at ensuring equivalent males and females based on proportion of employees within the organization employed in the present study.

Similarly, Klink, Gielen and Nauta (2001) did not find any significant impact of supervisors support on perceived training transfer. Klink, Gielen and Nauta (2001) conducted two studies that investigated the impact of supervisory support on trainees transfer in banking organisations. In neither study was there any convincing evidence for the impact of supervisory behaviour on the transfer of training. Klink, Gielen and Nauta (2001) concluded no significant relationship between organizational support and training transfer. Klink et al., (2001) measured organizational support from supervisor's angle only. Despite the fact that the results cannot be fully interrogated,

supervisors support cannot be a single measure of organizational support. Organizational support entails of different aspects including peers, management, supervisors and subordinates. There is therefore the need to measure organizational support using measures which constitute all the facets of organizational support which the present study employed.

Researches have also indicated some evident for potential sources of organizational support, including top management, supervisors, peers, and subordinates on perceived training transfer without considering organizational support as a single construct (Clark, Dobbins & Ladd, 1993; Gumuseli & Ergin, 2002; Klink, Gielen & Nauta, 2001). Of these four social support sources, Gumuseli and Ergin (2002) found supervisors support to be a significant predictor of training transfer compared to management, peers and subordinates. Awoniyi, Griego and Morgan (2002) indicated that organizational support was significantly related to training transfer. Moreover, Chiaburu (2005) found that employees who enjoy higher level of organizational support in terms of supervisor and peers experience higher level of training transfer compared to others who perceive lower level of support from the supervisor and the peers. Moreover, Clark, Dobbins and Ladd (1993) argued that, before training the trainee may reflect whether the supervisor will support efforts to transfer trained skills from the classroom to the job before thinking of training transfer. Clark, Dobbins and Ladd (1993) found that trainees engage in higher level of transfer if they perceive higher support from the supervisor compared to the peers and management.

Though the aforesaid studies assessed the influence of organizational support, all of them concentrated on the dimensions of organizational support on training transfer without considering organizational support as a single entity. For example, Clark, Dobbins and Ladd (1993) concentrated only on supervisors support whilst Chiaburu (2005) emphasized on the support of supervisor and

peers. The present study thus assessed the various components of organization support (top management, supervisors, and peers) and also organizational support as a single construct.

Another study was conducted by Cromwell and Kolb (2004) to assess the relationship between the facets of organizational support and training transfer. Organizational support was assessed in terms of supervisors support and peer support. Results indicated a significant positive relationship between all the components of organizational support and training transfer. Trainees mentioned lack of organizational support as a significant barrier to the transfer of training. A substantial amount of peer support predicted transfer of training compared to the other sources of support. The study by Cromwell and Kolb (2004) is not free from limitations. Cromwell and Kolb (2004) used the longitudinal design that paved way for other confounding variables to affect the result. It is also likely that experience between the training and the measure of the transfer might have influenced the results. This study adopted the cross-sectional survey.

Similarly, Zumrah, Boyle and Fein (2013) investigated the effect of organizational support on perceived training transfer. The data of the study was gathered from two sources which involves the supervisors and employees through surveys. The data was analyzed using structural equation modeling approach. As it was expected the results proposed that perceived organizational support has an important role as a predictor to transfer of training. Though, Zumrah, Boyle and Fein (2013) study empirically supported a positive relationship between organizational support and transfer of training, the study did not find out whether other elements also accounts for high level of training transfer. The study by Zumrah, Boyle and Fein (2013) revealed that organizational support accounts for 23.6% of the variance in training transfer meaning that there are other factors that need to be empirically verified which the present study intended to find out.

Again, Dermol and Cater (2013) evaluated the relationship between training and training transfer factors and company-level training outcomes, and the relationship between the company-level training outcomes and company performance. In the empirical analysis the authors use structural equation modelling based on a sample of 247 service companies. Results showed a strong relationship between supervisor support and the volume and quality of training as well as between supervisor support and organisational incentives for training transfer. The study by Dermol and Cater (2013) failed to take into consideration all the various sources of organizational support but settled only on supervisors support. The present study took into consideration all the various sources of organizational support including supervisor, subordinate, managerial and peers.

Moreover, Branderhorst (1994) also conducted an experimental study on the influence of supervisors support on training transfer among trainees in an oil company taking part in a training programme on information handling, problem analysis and decision making. There were two groups (one experimental and one control group). Trainees in the experimental group received guided support from their supervisors before, during and after training whilst those in the control group did not. The results of the study showed no difference in training transfer between the two groups indicating no significant impact of supervisors support on training transfer. Similarly, a study by Fitzgerald and Kehrhahn (2003) found out a negative non-significant correlation between supervisor support and training transfer.

The major limitation associated with these studies is that they adopted the experimental design which is limited by small sample size and small ecological validity thus. The cross-sectional study adopted in the present study employed large sample size capable for drawing inference to other population.

Another organizational factor that has found numerous supports from the transfer literature is the organizations openness to change. Organizations contribute to the lack of learning transfer by establishing policies, procedures, work environments, and managerial practices inappropriate or not conducive to creating a developmental organization (Holton, Bates & Ruona, 2000). Some of these policies are so rigid that it makes it difficult to implement new ideas on one's own. Many organizational leaders believe that employees are easily replaced, hence reinforcing the notion that learning and change wastes time. This notion as perceived by individuals resist or discourage the use of skills and knowledge acquired in training (Bates & Khasawneh, 2005).

Ruona, Leimbach, Holton and Bates (2002) conducted a study which assessed the relationship between learner utility reactions and predicted learning transfer among trainees. The extent to which organizations open to change and allow employees to apply what they learnt to the job was also assessed. The results of the study showed that openness to change result in an increase in motivation to transfer among trainees which consequently lead to transfer. The study by Ruona et al., (2002) was only interested in how openness to change motivates employees and subsequent motivation results in training transfer. The present study therefore assessed directly how openness to change predicts transfer of training.

There are other studies that have assessed the direct effect of openness to change on training transfer. For example, Holton et al., (2000) found that resistance to change discourages trainees to use skills and knowledge acquired in training. Studies by Tziner, Haccoun, and Kadish (1991) as well as Alliger, Tannenbaum, Bennett, Traver, and Shotland (1997) all found a positive relationship between openness to change and training transfer. Tziner et al. (1991) indicated that the trainee's perception of support by the work environment for the use of a new skill and the need for change determines the extent of transfer. Yet these studies failed to assess other factors which contribute to training transfer

though the amount of variance accounted for training transfer by openness to change were below 50% indicating the impact of other non-researched constructs in the study conducted by Holton et al. (2000) and Tziner et al. (1991). On the contrary Cyert and March (2001) failed to find any significant relationship between openness to change and training transfer.

Trainees will not be likely to transfer training into climates that fail to appreciate the need for a change. Bates and Khasawneh (2005) found that organizations that are not open to change demotivate employees in transferring what was learnt from the training programme. In another study conducted by Tracey, Tannenbaum and Kavanagh (1995) on the relationship between openness to change and training transfer, it was revealed that a positive relationship exists between openness of organizational culture to change and training transfer. According to Tracey et al. (1995), behaviours that send a message that learning is important and valued, and cues that suggest the organization is innovative and allows for a change to meet the competitive market leads to higher level of training transfers than those that are resistant to change.

Raliphada, Coetzee and Ukpere (2014) examined the organizational factors that affect learning transfer in the South African Public Service. The study was conducted using a mixed method approach using one of the public service departments with a staff population of 3000 employees. A total of 5 managers were interviewed and 150 questionnaires were distributed. The response rate of data collected was 60%. Thematic content analysis was utilized to analyze qualitative data and descriptive exploratory factor analysis was utilized to analyze quantitative data. It was found that organisational factors such as organisational culture which do not allow for a change play a pivotal role in the ability of employees to transfer learning into the workplace. A response rate of 60% that is 90 participants out of public service departments with a staff population of 3000 employees was

relatively small to generalize the results. Participants were also selected from only one department of the organization which does not increase the external validity of the study. The present study sampled the respondents from all the departments of the organization.

In summary, empirical results of research on the impact of organizational factors (support and openness to change) on transfer outcomes provide no clear picture of this relationship, with some results even being contradictory to others. It is therefore imperative to verify these findings.

### ***Relationship between personality characteristics and perceived training transfer***

A person's behaviour and social interaction is driven by his or her personality (Hogan, et al. 1996). It is therefore reasonable to include it as a factor in the learning and transfer process as authenticated by previous research (Callahan & McCollum 2001; Holton 2005). Holton (2005), emphasized that personality traits can affect transfer and that the five personality traits (neuroticism, extraversion, openness to experience, agreeableness, and conscientiousness) play a significant role in training-transfer process. Of these five traits, the trait of conscientiousness has been found by many researchers to be an influential trait in the training-transfer process (Holton, 2005).

The influence of conscientiousness on training-transfer has been inconsistent with different explanation given by different researchers. A study by Tziner, et al. (2007) found that individuals with a strong level of conscientiousness perform well in training events and transfer what they learnt from training than those who do not have as high a level of conscientiousness. Tziner, et al. (2007) explained that the traits associated with conscientiousness such as a drive to succeed, commitment to higher standards of performance, and dependability influence a person's motivation to learn and

transfer. Herold et al. (2002) also found out a significant positive relationship between conscientiousness and transfer of training.

On a contrary, Thompson, Duxbury and Behrend (2008) found no significant relationship between conscientiousness and training transfer. Duxbury, and Behrend (2008) proffered that there is some evidence that conscientious individuals overemphasize the importance of their performance and show heightened levels of evaluation apprehension, which make them perceive a challenging task all the more difficult and thus find it difficult to transfer what has been learnt. Similarly, Martocchio and Judge (1997) found no significant relationship between conscientious personality and training transfer explaining that conscientious individuals tend to be self-deceptive, which in turn decreases learning and training transfer. These inconsistencies mean that there is the need for further studies into the relationship between conscientious personality and training transfer.

Some studies have focused much on the relationship between conscientious personality and training transfer using meta-analysis. For example, Baldwin and Ford (1988) analysed 63 empirical studies covering the period from 1907 to 1987 and summarized key findings related to the linkage of training input factors and transfer. Results indicated a positive relationship between conscientious personality and training transfer. In a similar vein, Blume, Ford, Baldwin and Huang (2010) presented a meta-analysis of 89 empirical studies that explored the impact of predictive factors (e.g., trainee characteristics, work environment, training interventions) on the transfer of training to different tasks and contexts. Findings of the study confirmed positive relationships between transfer and predictors such as conscientiousness and a supportive work environment.

Salgado (1997) also conducted a meta-analysis of studies performed in Europe to ascertain the Five Factor Model as valid predictor of training transfer and job performance. A total of 36 studies were

identified from a pool of 105 studies. Selection was based on studies that addressed only business organizations within European countries with only citizens of European countries as participants within the study. Non-European countries, non-European citizens, military, or studies that only reported significant correlations were excluded from the analysis. The results of the meta-analysis indicate that the factor of conscientiousness was a valid predictor related to training transfer and job performance.

It is not all the meta-analytical studies that have ubiquitously confirmed a positive relationship between conscientious personality and training transfer. A quantitatively meta-analysis conducted by Colquitt, Lepine, and Noe (2000) revealed that although conscientious personality moderately correlates with transfer, the impact of conscientiousness personality did not have a significant impact on all training outcomes, including skill acquisition. In all, their review did not find support for a significant relationship between conscientiousness and transfer of training.

Unfortunately, all these meta-analyses have some limitation that minimizes the extent to which the findings can be generalized. Aside the fact that all those studies adopted the meta-analytical design which is associated with publication bias, the number of studies in the review that included measures of transfer in the study by Colquitt, Lepine, and Noe (2000) was quite small. Relationships were often based on only two or three studies, and thus it is questionable to reach conclusions regarding transfer on those data alone. The meta-analytical study by Baldwin and Ford (1988) was also qualitatively conducted thus paving way to verify the significance of the results using quantitative analyses. While Salgado's findings also validated the concept that an individual who has a level of openness will be more accepting of training and possibly transfer, the study has limitations. The study, by design, examined results in relation to job performance and conscientious personality. It

does not delve into the various related aspects that possibly influence or restrict an individual's training transfer such as work conditions and organizational support. The selection criteria by Salgado (1997) were also based on studies that addressed only business organizations within European countries with only citizens of European countries as participants within the study. Non-European countries, non-European citizens, military, or studies that reported significant correlations were excluded from the analysis thus limiting the generalization of the results. The present study thus used the cross-sectional survey and also employees in Ghana who are non-European citizens.

The relationship between conscientious personality and training transfer has not gained evident only in the organizational setting; studies have found evidence of this relationship in academia and among students using experimental designs as well. Herold, Davis, Fedor and Parsons (2002) assessed the effects of personality on transfer of training among a group of pilot trainees. Reasoning that the training process is a series of learning episodes (classroom study, computer-based training, practice exercises, and so on) where one stage had to be successfully completed prior to advancing to the next, transfer should occur not simply from the training to the job, but also between different stages of the training process itself. The results of the study found that while conscientiousness by itself was not significant, there was an interaction between conscientiousness and learning. Conscientious personality did not solely predict training transfer.

In a similar setting, Colquitt and Simmering (1998) conducted a study that investigated the influence of conscientiousness and goal orientation in relation to motivation. The study was to find out how these traits influence a trainee throughout the training process and the tendency to apply what is learnt to their academic work. The study consisted of 103 undergraduate students enrolled in two sections of a six-week management course. Students received two surveys within the course. The

initial survey was administered at the halfway point and the second survey at the conclusion of the course. Student feedback on performance was achieved through two course examinations administered at the halfway point and at the conclusion of the course. Results of the study showed that conscientiousness had a significant positive relationship with motivation to learn and subsequent transfer into their academic work. Colquitt and Simmering (1998) stated the belief that the underlying aspects of the study do apply to an employee training environment for the basic personality traits of conscientiousness on training transfer.

However, the limitations of these studies conducted within the classroom setting must be noted. These studies were not conducted within an organizational-employee training environment. This will however need to be established through additional studies before generalization can be sustained.

Another important personality characteristic that appears to have received significant attention from existing literature and need further study because of its relevance and conflicting results is locus of control. Spector (1988) also proffered that locus of control is a personality characteristic that influences beliefs regarding the ability to influence and therefore it is an important determinant of training transfer. Findings of the studies on the influence of locus of control on training transfer have not also been consistent. Weissbein, Huang, Ford and Schmidt (2010) examined a pre-training intervention to enhance transfer of training. The study was designed to target locus of control for intervention designed to impact motivation to learn which in turn would affect knowledge acquisition and the amount of post-training practice. Data were collected from 91 participants who received interpersonal negotiation training and completed a negotiation transfer task approximately 2 days after training. Results of the study indicated that individuals' internal attribution (i.e., belief that success is due to effort and strategy) was positively related to training transfer. Weissbein, Huang, Ford and Schmidt (2010) adopted the correlational study which do not allow for cause and effect

relationship. The present study adopted the cross-sectional design and also assessed the amount of variance that locus of controlled accounted for in training transfer.

Another study was conducted by Huang, and Ford (2011) to assess whether a defensive driving training program coupled with observer feedback and could influence domain-specific locus of control beliefs regarding controllability of accidents and therefore impact driving behaviours. Over a 5-week period, 112 participants driving locus of control and driving behaviours were assessed two times, before and after a defensive driving training program and observer feedback. Drivers experienced significant changes in their driving locus of control perceptions. Internal locus of control was found to produce higher transfer of safety behaviours among drivers. Findings of the study by Huang and Ford (2011) can be attributed to the fact that their study population consisted of only drivers whose work environment is different from employees in an organization. The drivers unlike employees in an organization do not have supervisors who approves of whatever one does. Thus it is unpalatable to generalize findings using drivers to an organizational setting.

The impact of locus of control on transfer has also been assessed by many researchers in an academic setting. Kutanis, Mesci and Ovdur (2011) conducted a study to assess the impact of locus of control on learning and learning outcomes among students. Data was collected by means of standardized survey technique after students has gone through some months of training. The locus of control levels of the subjects, who took part in the study were measured with the Scale of Internal-External Locus of Control developed by Rotter (1966) and Learning Scale developed by Gungor (2006). The results of the study showed that students with internal locus of control were able to transfer what was learnt during training to the academic setting. Students with external locus of control were more passive and reactive during training and transfer. Student's demographic characteristics such as age and gender did not have any significant influence on learning and

transfer. The study was limited to classroom setting which do not allow for generalization to the organizational setting.

Most studies on locus of control, training and training transfer have also adopted the correlational design. For example, a study by Pugliese (1994) found that locus of control had a negative correlation with course withdrawal and failure, although the amount of correlation in each case was not significant. This meant that the more learners had an external locus of control, the more likely they were to withdraw from the course just like they were predicted to fail if they chose to continue. Locus of control was also found to have a positive relationship with knowledge acquisition and transfer, though the relationship was also not significant. Chang and Ho (2009) also found that Locus of Control is associated with learning motivation and training transfer. They did not compare the difference in locus of control between internalizers and externalizers which the present study concentrated on but they emphasized on the relationship between locus of control and training transfer thus preventing the researcher from inferring cause and effect relationship.

Although a study by Tziner and Falbe (1993) found no significant relationships between locus of control and four training outcomes including training transfer, Tziner, Haccoun, and Kadish (1991) found that trainees with an internal locus of control exhibit higher levels of transfer compared with trainees with external locus of control. Tziner, Haccoun, and Kadish (1991) studied training effectiveness and transfer by examining trainee locus of control, and work environment support among 81 persons (39 men and 42 women). Each group was assigned to attend a two-week training program. The locus of control and the work environment questionnaires were administered after the first week of training. Ten weeks later the supervisor and the trainee self-report transfer strategies questionnaires were administered and returned to the researchers by mail with all groups reporting 100% participation. The statistical analysis and results indicated that the trainees within the test

group that also exhibited higher levels of internal locus of control and positive supervisor support demonstrated greater retained knowledge and transfer compared to those with higher level of external locus of control and low supervisors support. The difference in findings could be attributed to the research design employed in the two studies. Whilst Tziner and Falbe (1993) adopted the correlational design, Tziner, Haccoun, and Kadish (1991) employed the experimental design. Moreover, with the study by Tziner, Haccoun, and Kadish (1991), only employees at the military defense force occupying different high positions were employed in the study. Employee's in the lower level whose perception on training transfer is essential was not employed.

In summary, studies on personality characteristics such as conscientiousness and locus of control on training transfer have revealed mixed results. The inconsistency of the impact of personality (locus of control and conscientiousness) on training transfer demands for further clarity. Therefore, researchers must further examine the personality (locus of control and conscientiousness)–transfer linkage to gain clarity.

### **Relationship between characteristics of the training programme and perceived training transfer**

The characteristics of the training play a significant role in influencing the acquisition of new skills and eventually transfers of training. Two of these factors of the characteristics of training which are given emphasis in the present study based on available training transfer literatures are the validity of the training program and trainer's reputation.

Perceptions of training program reputation remain relatively under-represented in the training literature. Switzer, Nagy and Mullins (2005) examined the effects of perceived trainers reputation

and managerial support on pre-training motivation and likely transfer of training in a private training curriculum. The study adopted the questionnaire survey design where 93 manager trainees were given questionnaires assessing the key constructs. Out of the 93 distributed questionnaires, 25 did not complete a post-training survey, providing a final sample size of 68. The findings of the study indicated that perceived trainers reputation was positively related to perceptions of training transfer accounting for 43% of the variance in training transfer. In addition, managerial support was positively related to an individual's level of pre-training motivation but did not significantly predict training transfer. The sample of 68 was relatively small making it difficult to ensure maximum generalization to other research setting. There is therefore the need to use larger sample size.

Again, Facticeau, Dobbins, Russell, Ladd and Kudisch (1995) assessed whether trainees general beliefs about training affect pre-training motivation and transfer of training in a large-scale training curriculum. In addition, the influence of social support for training from four organizational constituents (top management, supervisors, peers, and subordinates) and task constraints in the work environment on pre-training motivation and training transfer were evaluated. Nine hundred sixty-seven managers and supervisors took part in the study. Results of the study indicated that the overall reputation of trainers and social support in general were predictive of managers perceived training transfer. Facticeau et al. (1995) found that peer support and management support were not significantly related to perceived training transfer. Aside the correlational design used by Facticeau et al. (1995) which do not allow for a cause and effect relationship to be drawn, the major limitation of their study is that they investigated training transfer from managers and supervisors perspective. Employees' (subordinates) perceptions which are essential to the training transfer concept were ignored.

Moreover, a qualitative study by Nikandrou, Brinia and Bereri, (2009) to examine how trainee and trainer characteristics influence transfer revealed a positive relationship between perception of trainer's reputation and training transfer. Using 22 participants, Thelwell, Page, Lush, Greenlees and Manley (2012) also found that reputational biases on judgments made of coach competence and the visual search patterns adopted by individuals when generating initial impressions and expectations of a target positively influence training transfer if those judgements are positive. Towler and Dipboye (2006) also examined the effects of trainer reputation and trainees' need for cognition on training outcomes among 75 participants. Results indicated that perception of trainer's reputation was positively related to training transfer.

None of these studies is without criticisms that need further analyses to assess the reliability and generalization of the results. Nikandrou, Brinia and Bereri, (2009) adopted qualitative methodology which is a strong element in understanding the basis behind the relationship but the results need to be verified using quantitative survey. Thelwell, Page, Lush, Greenlees and Manley (2012) as well as Towler and Dipboye (2006) also used small sample sizes that undermine the generalization of the results.

Another important aspect of training that appears to have received significant attention from existing literature is perceived content validity (Burke & Hutchins, 2007). Perceived content validity deals with the extent to which trainees' judge training content to reflect job requirements accurately. According to Bates (2003), training goals and materials should be content valid or closely relevant to the transfer task to facilitate training transfer. An empirical study by Axtell, Maitlis and Yeara (1997) was aimed at predicting immediate and longer-term transfer of training. The results of the study indicated that content validity of the training information was highly correlated to transfer immediately after and at the one month mark after training accounting for 61% and 45%

respectively. In another cross-sectional study, content relevance emerged as the primary factor in predicting trainee perceptions of successful transfer in a transfer study of Thai managers (Yamnill & McLean, 2005). The studies by Axtell, Maitlis and Yeararta (1997) as well as Yamnill and McLean (2005) all employed managers as participants thus ignoring the employees without any managerial roles which do not give a true reflection of all the employees in the organization.

Qualitative data were gathered from trainers regarding best practices for supporting training transfer by Burke and Hutchins (2008). Approximately 413 participants were asked as part of the online survey to identify best practices in support of training transfer, 172 responses were obtained (41.6%) and 139 given appropriate feedback yielding an ultimate response rate of 33.7%. Using content analysis, findings suggested that training reputation and support are significant factors in predicting training transfer. However, trainers across different job levels tended to disagree where and when to best support transfer. Unarguably, the findings cannot be questioned yet the response rate of 33.7% was very poor for the study to be generalized. Moreover, the researchers confined themselves to a qualitative study thus the need to verify the results using quantitative survey.

Bhatti and Kaur (2010) also conducted a study with the purpose of highlighting the role of individual and training design factors on training transfer. A review of the literature was conducted, and the review highlighted a dual role of perceived content validity in the form of increasing self-efficacy and the role of trainees' reaction. The results of the study suggested that content validity of training program increases training transfer among employees. Also, trainees' immediate training needs as perceived by the employees regarding the utility of the training program was found to significantly affect their perceived learning transfer in Lim and Morris' (2006) study of 181 Korean employees who completed a 3-day training program. In a study by Yelon, Sheppard, Sleight, and Ford (2004), it

was found that perceived value or utility of training can be influenced by trainees' evaluation of: (1) the credibility of the new skills for improving performance, (2) a recognized need to improve their job performance, (3) a belief that applying new learning will improve performance, and (4) the practicality of the new skills for ease of transfer. Yelon et al. (2004) found that when these are met, there was a significantly higher level of training transfer. Dobbins and Ladd (1993) also found that for maximal transfer, learners should perceive that the new knowledge and skills will improve a relevant aspect of their work performance. All these studies assessed only one dependent measure (training reputation) though their findings suggested that there are other factors which must be considered to fully predict training transfer.

According to a study by Chiaburu and Lindsay (2008), perceived training utility which they conceptualize as training instrumentality is a primary predictor of transfer of training and that there is a significant strong relationship between transfer of training and perceived training utility. In a related study, Burke and Hutchins (2007) enumerated factors that predict perceptions of training utility and they include among other things trainees' appraisal of the training skills, the need to improve job performance, the belief that performance will improve should they apply the new skills and their perception of the practicality of the training information. In the same vein, a study by Velada and Caetano (2007) indicated that trainees' evaluation of content validity of the training as indicated by the similarity between the training information and their job requirement had a significant impact on their transferring of the training information. However, contrary to their expectation, supervisory support was not significantly related to transfer of training. All these studies adopted the correlational design making it difficult to establish a cause and effect relationship.

Gilpin-Jackson and Bushe (2007) also conducted a qualitative explorative study to understand the factors that aid in the ‘transfer of soft-skill, leadership training’. The results of their study indicated that the actual utilization of the training information affected transfer of training differently than the judgment the trainee’s place on the value of the training. Trainees who perceived training content as useful and valuable were found to apply new competencies to the workplace than those who did not. Trainees who were not assured of the importance of training were found to lack the motivation to learn and apply targeted skills. Furthermore, in a meta-analysis of training criteria Alliger, Tannenbaum, Bennett, Traver, and Shotland (1997) found that learner utility reactions (i.e., the extent trainees felt like training was useful to helping them perform on the job) were associated significantly with transfer of learning. One study, however, appears to question the weight of utility perceptions on transfer. Ruona et al. (2002) discovered utility reactions added minimal power as a predictor of motivation to transfer and argued that perceptions of utility of training provide nominal value in predicting transfer. The findings of these studies leave a lot more studies to be conducted since the findings have been inconsistent.

Few comprehensive studies have been conducted taken into consideration most of these variables (content validity, organizational support and organizational climate) in one study. One of these studies was conducted by Burke and Hutchins (2007) to examine the influence of organizational, personality and training characteristics on transfer of training among employees of merged banks in Lagos. The study provided an integrative and analytical review of factors impacting transfer of training. Results supported higher level of transfer among internalizers, employees who perceived higher organizational support and organizations that demands for change and so allow employees to be proactive. This notwithstanding, Grossman and Salas (2011) conducted a study to identify the factors relating to trainee characteristics (cognitive ability, perceived utility of training) and the work

environment (transfer climate, support, opportunity to perform) that have exhibited the strongest, most consistent relationships with the transfer of training. Training reputation was found to have a significant impact on training transfer. Organizational support was also found to play a significant role in training transfer. Though these studies employed a lot of constructs in the same time, they treated organizational support as a single construct without looking at the various sources of organizational support. The present study intends to take that into consideration.

It appears that trainees must see a close relationship between training content and trainer's reputation to transfer skills to the work setting, thus underscoring the utility of needs assessment in identifying appropriate training content and reputation of the programme. Although other researchers have acknowledged the importance of developing an understanding of the characteristics of the training (trainers reputation and content validity) that affect training transfer (e.g., Alliger, Tannenbaum, Bennett, Traver, & Shotland, 1997; Burke & Hutchins, 2007), research has not adequately examined the specific influence of trainees' perceptions of the general reputation of the training program on training transfer.

### **Demographic characteristics and perceived training transfer**

Demographic characteristics have been found to predict most organizational behaviours such as training transfer. However, few of these studies have concentrated on how gender and work experience influence training transfer. Sex differences in training transfer dates back to 1981 when McCloy and Koonce (1981) assessed sex differences in the transfer of training of basic flight skills. Twenty-four Air Force Academy cadets participated in the experiment designed to investigate gender differences in the transfer of training. Half the subjects, six males and six females, first flew a climb, cruise, descend profile and then flew a transfer task profile of right turn, cruise, left turn. The

remaining subjects, six males and six females, flew the profiles in the reverse order. The results indicate that gender differences in performance of basic flying skills are probably due to previous differential exposure to similar type tasks. Males and females transferred previous training equally well to more difficult basic instrument maneuvers and that the difference in their performance was not significant.

Cho, Kalomba, Mobarak and Orozco (2013) in an experimental design assessed the impact of vocational and entrepreneurial training on transfer among male and female Malawian youth. The results found no sex differences in the impact of training on transfer among males and females. Stoltzfus (2010) also identified specific leadership styles and behaviours that were related to teacher training transfer. The study also assessed how gender difference exists in training transfer among the teachers. Participants provided data in three ways: through an assessment of their own implementation of skills acquired from their induction training; through an assessment of their respective principal's leadership style; and through responses to questions regarding principal actions that had promoted training transfer. A mixed-methods design was used to analyse the data. The study revealed that the teachers who reported significantly higher training transfer scores also reported significantly greater use of specific behaviours on the part of their principals. Gender, grade level and work experience did not have any significant impact on training transfer.

Ali (2004) assessed the effect of supervisors support and co-workers support on transfer of training, and the moderating effects of educational background, working experience, and duration of training on the relationship between supervisors support and co-workers support and transfer of training. The study was carried out among 144 operator's level at four factories in the Island of Penang. The results indicate that supervisor support and co-workers support significantly affect the transfer of training process. Working experience was found to be a significant positive predictor of the transfer

process. Furthermore the results of the present study indicated that working experience moderated the relationship between perceived co-workers support and transfer of training. Working experience has no effect on the relationship between perceived co-workers support and transfer of training. However, a study by Pham, Segers and Gijsselaers (2013) found no sex differences in training transfer. Pham, Segers and Gijsselaers (2013) conducted a study to examine the influence of the trainees' work environment on their transfer of training, taking into account the role of trainees' transfer strategies. The study was conducted on 167 trainees from eight MBA programs in Vietnam in 2007–2008. Path analysis and structural equation modeling were applied to examine the effects of potential factors on transfer of training. The results showed that work environment factors such as supervisory support, job autonomy and preferred support were significantly associated with the training transfer. Work experience was not found to be a significant predictor of training transfer.

Taken together the studies reviewed above, it is evident that a number of authors have recently attempted to summarize what the studies on training transfer is using meta-analyses (Baldwin & Ford, 1988; Blume, Ford, Baldwin & Huang, 2010; Burke & Hutchins, 2007; Colquitt, Lepine, & Noe, 2000; Salgado, 1997). These reviews have typically focused on organizational, training and personality characteristic and their impact on training transfer. They have highlighted several inconsistent and conflicting findings in the transfer literature thus the need for further studies. For example, Burke and Hutchins (2007) concluded that there was mixed support for conscientiousness and training transfer thus there was few empirical evidence supporting their relationship with transfer. Ruona et al. (2002) also discovered that organizational factors are not fixed predictors of training transfer. This means that the study into the factors (organizational, training program and personality characteristics) still abound.

## 2.4 Rationale of the Study

Expected outcomes of the transfer process have traditionally included both generalization and maintenance of trained knowledge and skill (Baldwin & Ford, 1988; Ford & Kraiger, 1995). The study therefore seeks to explore using quantitative approach, personality and organizational factors as well as training characteristics as key factors to ensure greater understanding of the transfer process.

Organisational and personality factors influence training transfer (Blume et al., 2010; Burke et al., 2007; Xiao, 1996; Williams, 2008; Marler et al., 2009; Jawahar et al., 2007; Coyle-Shapiro et al., 2005; Awoniyi et al., 2002; Clark et al., 1993; Gumuseli et al., 2002; Chiaburu, 2005; Cromwell et al., 2004; Zumrah et al., 2013; Dermol et al., 2013;). Self-efficacy is the most common personality traits that have received more attention over the years with findings consistently revealing a positive relationship with training transfer (Blume et al. 2010; Mathieu et al., 1992; Quinones, 1995). However, other personality traits have been under represented in the extant literatures of training and those researched too have inconsistent findings (eg. Conscientiousness; Barrick et al., 1991; Colquit et al., 2000; Thompson et al., 2008; Martocchio et al., 1997; Herold et al., 2002).

Clearly, it can be seen that the extant literature on training transfer is somewhat dated, for example (Clark et al., 1993; Xiao, 1996; Awoniyi et al., 2002; Gumuseli et al., 2002; Cromwell et al., 2004; Chiaburu, 2005; Coyle-Shapiro et al., 2005; Burke et al., 2007; Jawahar et al., 2007; Williams, 2008; Marler et al., 2009), also there were just a few studies reviewed that were newer than 2010, and even fewer from 2013 (Blume et al. 2010; Zumrah et al., 2013; Dermol et al., 2013), hence the present study with its empirical findings will add new and current information to the extant literature on training transfer.

A small number of studies have indicated some support for potential sources of organizational factors on training transfer, including top management, supervisors, peers, and subordinates (Baldwin & Ford, 1988; Goldstein, 1986; Noe 1986; Noe & Schmitt, 1986) but have not considered the impact of organizational openness to change .

While other researchers have recognized the importance of developing an understanding of factors that affect training transfer (eg. Noe, 1986; Tannenbaum, Mathieu, Salas & Cannon-Bowers, 1991), researchers have not studied the influence of the general reputation of training in influencing training transfer (Fecteau et al. 1995).

Moreover, Mount and Barrick (1998) noted: “there remains a relative void in the literature regarding the relationship between personality dimensions and training outcomes” (p. 852). This implies that researchers and practitioners are not able to explain in full, the dynamics that trigger trainees to attempt transfer, for instance, how reputation of the training program has impact on transfer (Fecteau et al., 1995). Baldwin and Ford (1988) also emphasized on the need for researchers to look more broadly at the dynamic nature of transfer. From the argument made by Baldwin et al. (1988), the study is encouraged to fill the loopholes in the training transfer literature. Thus, quantitatively exploring personality, organisational factors and training characteristics that may influence perceived training transfer among employees.

Moreover much of the researches in the training and transfer literature have been carried out in Europe and North America. In fact the instruments used have been standardized to suit the circumstances of the western world. However, in Africa, particularly Ghana there has been relatively little or no research on how one’s personality and organisational factors as well as training

characteristics can influence perceived training transfer notwithstanding the increase of business organizations and technological advancement in the last two decades.

Consequently, the goal of this study is to address the gap in the training transfer literature by looking at the key factors that influence training transfer, why trainees attempt transfer, how choices are made to transfer training received or why a choice is made not to try and transfer a trained skill to the job.

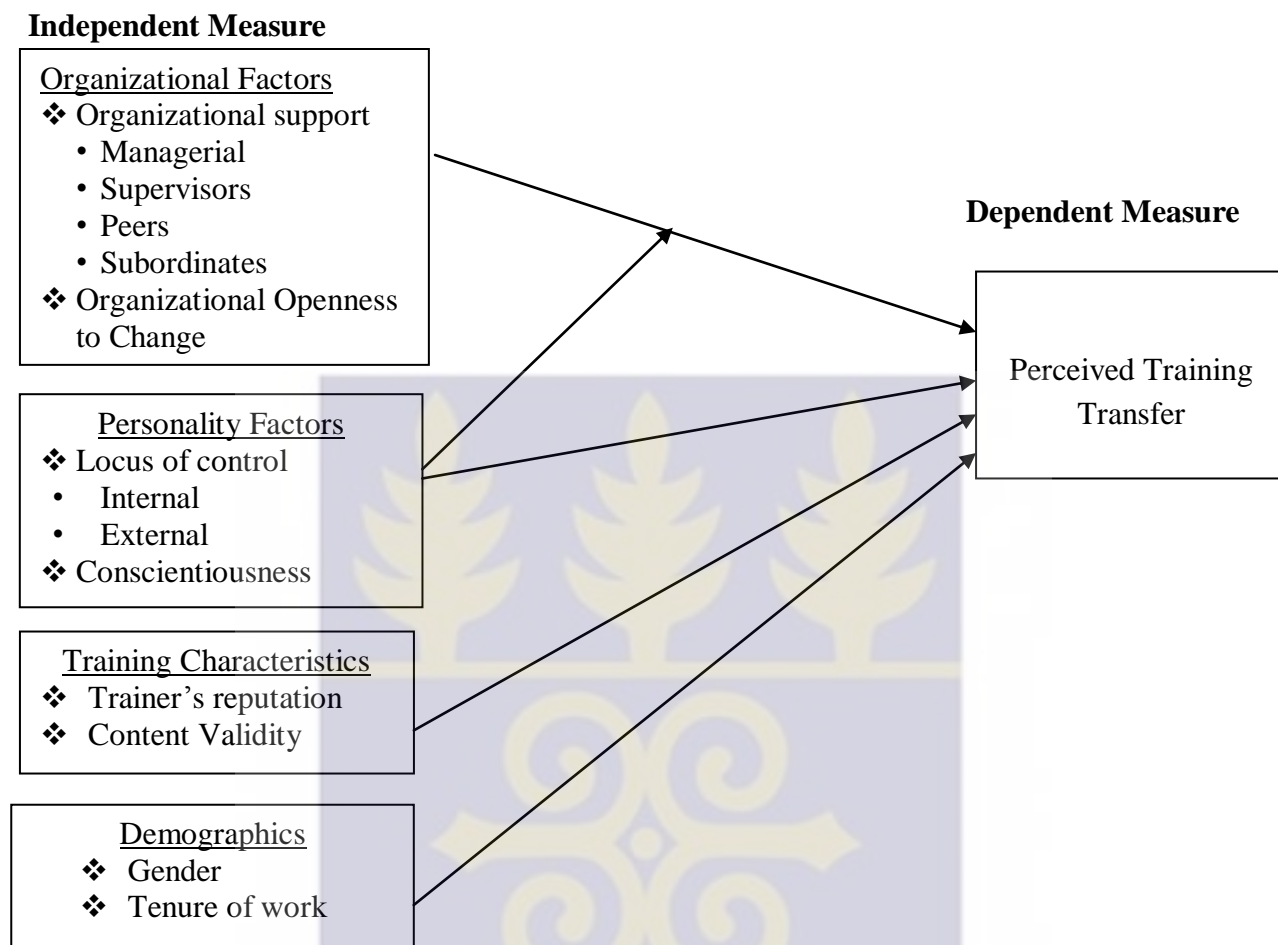


## 2.5 Statement of Hypotheses

Based on the aims and literatures reviewed above, the following hypotheses were tested:

1. Organizational support will significantly predict perceived training transfer.
2. Openness to change will significantly predict perceived training transfer.
3. Supervisory support will account for a significantly higher variance in training transfer compared to managerial, peer and subordinates support.
4. Trainer's reputation will significantly account for variance in perceived training transfer.
5. Perceived content validity of training programme will significantly account for variance in perceived training transfer.
6. Conscientiousness personality will significantly account for variance in perceived training transfer.
7. Trainees with internal locus of control will perceive higher training transfer compared to trainees with external locus of control.
8. Perceived transfer of training will be greater in males compared to females.
9. There will be a positive relationship between tenure of work and perceived transfer of training.
10. The relationship between organizational support and perceived training transfer will be moderated by locus of control.

## 2.6. Proposed Model of relationships



**Figure 3: Proposed model of relationships**

As stated earlier, four factors are incorporated in the model in this study to influence perceived training transfer. The first primary factor is organizational factors which consist of organizational support and organizational openness to change. The second factor is the personality factors which also consist of conscientious personality and locus of control. The last factor is the perceived training characteristics that include trainer's reputation and perceived content validity of training. These factors are predicted to influence perceived training transfers as illustrated on the model.

The relationships between the three factors and the perceived training transfer as shown in the model, imply that perception of higher organizational factors (organizational support and organizational openness to change), characteristics of training (trainer's reputation and content

validity) and personality factors (conscientiousness and locus of control) will lead to higher perceived training transfer.

Moreover, the relationship between organizational factors (organizational support and openness to change) and perceived training transfer is also predicted to be moderated by personality factors (conscientiousness and locus of control). Lastly, demographic characteristics such as gender and tenure of work are also predicted to influence perceived training transfer.

Overall, the model is unique in mainly two aspects. First, the model adopted the eclectic approach studying all the variables in a single study. Secondly, the role of personality characteristics is not only predicted as a direct influential factor but also playing an influential role as a moderator on the relationship between organizational factors (organizational support and openness to change) and perceived training transfer.

## 2.6 Operational Definitions

**Content validity** - extent to which trainees judge training content to accurately reflect job requirements and relevance associated with the training programme.

**Openness to Change** - extent to which prevailing organizational norms are perceived by trainees' to resist or discourage the use of skills and knowledge acquired in training.

**Trainer's reputation** - an expectation of the effectiveness of the trainer.

**Peer support** – extent to which peers reinforce and support use of learning to the job.

**Managerial support** - extent to which managers support and reinforce use of training on the job.

**Supervisor support** – the extent to which supervisors support and reinforce the use of learning on the job.

**Locus of Control** – extent to which people attribute cause of events to themselves or to the environment.

**Conscientiousness**- extent to which people are committed to higher standards of performance and have the drive to succeed.



## CHAPTER THREE

### METHODOLOGY

#### 3.0 Introduction

This chapter presents the plan of how the present study was conducted in ensuring valid findings on how personality organisational factors and training characteristics influence perceived training transfer among employees at Social Security and National Insurance Trust (SSNIT) in Ghana. It specified the appropriate methods employed in order to test the hypotheses and discussed the reasons and assumptions underlying the choices made. The discussion covered the research design, the sampling technique, the measuring instruments, data collection procedure, and the ethical principles adhered to. The chapter concluded by giving a summary of the research design and the methods used.

#### 3.1 Population

The set of people who are the focus of the research and about whom the researcher wants to investigate certain constructs or features is referred to as the population (Bless & Higson-Smith, 2000). For this study, the target group was all employees who were currently working at Social Security and National Insurance Trust (SSNIT) in Accra the regional capital of Ghana. The estimated population size was 150. The researcher studied a subset of the population in order to make inferences about the whole population. Employees of Social Security and National Insurance Trust (SSNIT) who have gone through training programme within a month of the study in the regional capital of Ghana were studied.

SSNIT significantly improves the Ghanaian economy by running training programmes periodically for their employees to be productive. Based on the performance management system of the

organisation, employees are selected to be trained; hence participants for this present study were obtained by this procedure. SSNIT was used for the study because it is an organization that aims at satisfying the needs of customers and therefore constantly train their workforce to deliver services effectively to improve the success of the organization. Also, because of proximity and convenience, SSNIT was appropriate for the study.

### **3.2 Sampling Technique and Sample Size**

According to Buckingham and Saunders (2004) a sample may consist of a tiny fraction of the whole target group, provided it is selected carefully and methodologically. This can provide remarkably accurate estimates of the parameters of the whole population. Frank and Minh (2007) emphasised that, the power of generalisation of a quantitative survey depends on the extent to which the sample selected is representative of the target population.

In the social and behavioural sciences, sampling theorists distinguished between two sampling procedures – probability sampling and non-probability sampling. Probability sampling occurs when the probability of including each member of the population can be determined. Non-probability sampling on the other hand refers to the situation when the probability of including each member of the population in the sample is unknown (Leedy & Ormrod, 2005). Although the sampling frame was sought from the management at the headquarters, the population was so widely dispersed that probability sampling could not be efficient (Brewerton & Millward, 2001) therefore the non-probability sampling was suitable.

Specifically the study made use of a non-probability convenience sampling technique. Convenience sampling is the most frequently used non-probability sampling (Goodwin, 1995). In the convenience

sampling technique, the researcher requests volunteers to participate in the study from a group of available people who meet the specific requirements of the study. In this study measures were distributed to trained employees who were available and willing to answer the questions until the sample reached its desired size. However, conscious efforts were made to ensure that all participants were employees at the Social Security and National Insurance Trust (SSNIT) who had undergone training programme within a month of the study.

Sample size determination is also important for economic and ethical reasons. As Russell (2009) explains, an under-sized study can be a waste of resources for not having the capability to produce useful results, while an over-sized one uses more resources than are necessary. An under-sized experiment exposes the subjects to potentially harmful treatments without advancing knowledge with no such effect on an over-sized sample size. Statistical formulas for calculating sample sizes are based on the sampling survey theory. Examples, for regression analysis according to Tabacknick and Fidell (2007) the minimum sample size for testing a model is  $50+8M$  and  $104+M$  for testing individual predictors (where M is the number of predictors). In this study there are five (6) predictors (i.e. two personality factors, two training characteristics and two organizational factors). Drawing from the above, the minimum sample size required to meet the requirement for testing the model of regression analysis is 98 and testing individual predictors is 110. Moreover, according to Krejcie and Morgan (1970), a valid conclusion can be drawn from a sample size above 108 from an estimated population size of 150. Therefore the sample size of 120 was targeted for the study since it was appropriate to draw valid conclusions.

### **3.3 Participants**

The sample was selected across all departments and units including all job levels but excluding top management. One hundred and twenty (120) questionnaires were distributed and 109 were returned correctly completed and so were used for the analysis giving a response rate of 90.83%. According to Babbie and Mouton (2001, p. 261), a response rate of 50% is adequate for analysis while responses of 60% and 70% are good and very good respectively. Using Babbie and Mouton, (2001) assertion as a benchmark, the response rate of 90.83% recorded in the study is excellent for the analysis.

### **3.4 Design**

A quantitative research design using a survey was employed in this study. A survey as defined by Scheuren (2004) is a “method for gathering information from a sample of individuals” (p. 9). Surveys are appropriate for descriptive, explanatory and exploratory purposes and are mostly used in studies that have the individual as the unit of analysis (Babbie, 2004) and are also excellent in assessing attitudes and orientations in a large population. Buckingham and Saunders (2004) refer to the survey method as a technique for gathering statistical information about the attributes, attitudes and behaviours of a population by administering standardized questions to some or all of its members. Consequently, the survey design was regarded as the most appropriate research design to conduct the research, because the purpose of the research study is explanatory and descriptive, the unit of analysis is the individual and the point of focus is the perception and behaviour of the individual.

The time dimension of the study is cross-sectional, as SSNIT workers perceptions of training transfer is assessed by taking a cross-section of the occurrences at a given time and analysing the

cross-section carefully (Bless & Higson-Smith, 2000). This method facilitates asking a large number of SNNIT workers their opinions in a relatively time and cost effective manner (Oppenheim, 1992). A six-step process for conducting cross-sectional survey research in organizations proposed by Bartlett (2005) was adhered to in the present study. This process consisted of defining the purpose and objectives, deciding on the sample, creating the instrument, pre-testing the instrument, contacting the respondents, and collecting and analysing data. This design was deemed appropriate because as emphasized by Bartlett (2005), it is quantifiable and generalizable to an entire population if the population is sampled appropriately and also numerous amount of information is collected in a short period of time.

### **3.5 Measures**

All constructs were measured using standardized scales that have been developed for many studies. The questionnaires for this study were divided into five sections. Section A asked questions about basic demographic characteristics and work information. Sections B entailed the measures the dependent construct (perceived training transfer). Section C consisted of organizational factors (organizational support and openness to change). Section D comprised of measures of training factors (trainer's reputation and perceived content validity). Sections E consisted of personality factors (locus of control and conscientiousness).

## ***PERSONALITY FACTORS***

***Conscientiousness:*** This was measured using the modified version of the International Personality Item Pool which was originally developed by Goldberg (1999). The International Personality Item Pool consists of 1412 items. The subscales for the IPIP scale measuring the big five construct are: Extraversion, Agreeableness, Conscientiousness, Emotional Stability, and Openness to Experience. Given the length of the scale, the instrument may not always be appropriate. In some research designs, where space is limited or there are constraints on interview time such as the present study, a shorter measure of personality using a small select set of marker items for each personality dimension is needed.

The shortened version of the International Personality Item Pool (IPIP) known as the Five-Factor Mini-IPIP was used for the present study. The Mini-IPIP is a short-form public domain personality instrument initially modified by Donnellan (2006) to assess the five broad-bandwidth dimensions of personality identified in the Big-Five framework. Sibley et al. (2011) described a series of regression models showing that each of the Mini-IPIP6 dimensions predicted unique variance in concurrent criterion outcomes. Sibley et al. (2011) provided good evidence validating the Mini-IPIP. The short version (Mini-IPIP) consists of 20 items for the conscientiousness sub-scale. Ashton and Lee (2007) found the reliability of the Mini-IPIP to be .82 and also found the conscientiousness version to be .93 with the conscientiousness sub-scale of the NEO-PR-R scales. In the present study, the alpha coefficient was found to be .82. Sample items include: "I complete tasks successfully", and "I do things according to a plan". Participants were asked to rate how accurately each item describes them on a 5-point Likert-type scale ranging from 1 (Strongly disagree) to 5 (Strongly agree). Possible minimum and maximum score were 18 and 90 respectively.

**Locus of control:** Sixteen items of work locus of control scale (WLCS) adapted from Spector (1988) was used to assess employees internal and external locus of control. The measure is composed of eight items designed to tap internal control and eight items tapping external control. A sample internal control item is “a job is what you make of it.” A sample external control item is “Getting the job you want is mostly a matter of luck.” As recommended by Spector, a 5-point Likert-type response format was used 1 (Strongly disagree) to 5 (Strongly agree). Scores therefore ranged from 16-80 with higher scores reflecting an internal locus of control and lower scores reflecting an external locus of control. Coefficient alpha for this measure was 0.83 (Coleman, Irving & Cooper, 1999). Coefficient alpha for the present study among the 109 response rate was 0.86.

### **ORGANISATIONAL FACTORS**

**Organizational Support:** The modified version of Perceived Organizational Support (POS; Armeli, Eisenberger, Fasolo, & Lynch, 1998) was used to assess how organizational support influence perceived training transfer. The modified version of Perceived Organizational Support (POS) consisted of 16-item Likert-type drawn from the original 36 item Survey of Perceived Organizational Support (SPOS) scale developed by Eisenberger et al. (1986). POS has been found to be related to yet distinct from many constructs such as effort-reward expectancies, leader–member exchange, perceived organizational politics, organizational justice and job satisfaction (Shore & Tetrick, 1991). The modified version of the POS measured organizational learning in terms of managerial support, supervisors support, peer support and subordinate support. In sum, POS is a distinctive construct than the SPOS measures with high reliability. This 16-item scale follows the recommendation of Rhoades and Eisenberger (2002, p. 699) that “because the original scale is unidimensional and has high internal reliability, the use of shorter versions does not appear problematic”.

The Sample items include: “My supervisor meets with me regularly to work on problems I may be having in trying to use my training”, “My supervisor sets goals for me that encourage me to apply my training on the job” and “My supervisor meets with me to discuss ways to apply training on the job”. Participants were asked to rate how accurately each item describes them on a 5-point Likert-type scale ranging from 1 (strongly disagree) to 5 (strongly agree). The possible maximum and minimum scores were 80 and 16 respectively. Shore and Tetrick (1991) also reported a reliability of .87 for the scale. The coefficient alpha among the 109 respondents who took part in the present study was .86 for the general scale, .73 for the managerial components, .82 for the supervisors support sub-scale, .73 for the peer components and .81 for the subordinates sub-scale.

***Organizational Openness to Change:*** A subscale was selected from Learning Transfer System Inventory (Holton, et al., 2003) to assess how an employee’s openness to change influence perceived training transfer. The adopted openness to change scale consisted of 6 items. Sample items include: “People in my group generally prefer to use existing methods, rather than try new methods they learned in training” and “Experienced employees in my group ridicule others when they use techniques they learn in training”. Participants were asked to rate how accurately each item describes them on a 5-point Likert-type scale ranging from 1 (strongly disagree) to 5 (strongly agree). The possible maximum and minimum scores were 30 and 6 respectively. The openness to change construct adopted in this study has a Cronbach  $\alpha$  of .89 and .84 in the study conducted by Holton, et al., (2003).

## ***TRAINING FACTORS***

***Perceived Content Validity:*** A subscale was selected from Learning Transfer System Inventory (Holton, et al., 2003) to assess the influence of perceived content validity of the training programme on perceived training transfer. The adopted scale consisted of 5 items measuring perceived content validity of the training programme. Sample items include: “The instructional aids (equipment, illustrations, etc.) used in training are very similar to real things I use on the job”, “What is taught in training closely matches my job requirements” and “The methods used in training are very similar to how we do it on the job”. Participants were asked to rate how accurately each item describes them on a 5-point Likert-type scale ranging from 1 (strongly disagree) to 5 (strongly agree). The perceived content validity of the training programme construct adopted in this study has a Cronbach Alpha of .81 (Holton, et al., 2003). The present study found the coefficient alpha of .84. The possible maximum and minimum scores were 25 and 5 respectively.

### ***Trainer’s Reputation:***

A subscale was selected from studies by Mathieu et al., (1992) and VandeWalle et al. (2001) to assess employee’s reputation for the training. The scale measures training reputation in terms of training reputation for the programme and training reputation for the trainer. The scale consisted of 14 items measured on a 5- point Likert scale ranging from 1 (strongly agree) to 5 (strongly disagree). Sample items include: “In general, I am satisfied with the class” and “Trainer was knowledgeable regarding content”. Participants were asked to rate how accurately each item describes them on a 5-point Likert-type scale ranging from 1 (strongly disagree) to 5 (strongly agree). The Cronbach Alpha was .82 and the present study found coefficient alpha of .80. Possible maximum and minimum scores obtained were 70 and 14 respectively.

### ***PERCEIVED TRAINING TRANSFER***

Perceived training transfer was assessed using the Perceived Training Transfer Scale developed by Fecteau et al. (1995). The nine items in the perceived training transfer measure were developed by Fecteau et al. (1995) and measured the extent to which managers believed that a variety of desirable outcomes (e.g. reduced turnover) occur as a result of their ability to transfer the skills learned in management training back to the job. The transfer scale was created to maximize the validity of self-reports of perceived transfer. Sample items included: “Supervisors, peers, or subordinates have told me that my behaviour has improved following this training exercise”, “My actual job performance has improved due to the skills learned in this training course.” I am able to transfer the skills learned in training courses back to my actual job” and “My actual job performance has improved due to the skills that I learned in training courses”. Participants were asked to rate how accurately each item describes them on a 5-point Likert-type scale ranging from 1 (strongly disagree) to 5 (strongly agree). The respective possible minimum and maximum scores were 9 and 45. The Cronbach’s  $\alpha$  is .83 as reported by Fecteau et al. (1995). The Cronbach alpha of the scale as indicated in the present study was .92.

The reliabilities of all the scales obtained with the 109 respondents in the present study as reported here can be found on Table 2.

### **3.6 Pilot Study**

Although it is difficult to assess the quality of the data that one collects (Litwin, 1995), it is possible to assess the accuracy of the survey tools used to collect data in any investigation through pretesting. The pretest of the collected data relies upon determining the reliability and validity of the survey instruments. According to Churchill (1992) the pre-test is the most inexpensive insurance the researcher can purchase to guarantee the success of the questionnaire and the research project. The

scales for this study were pretested with employees of Merchant Bank in Accra. Training transfer is a major concern to them because of the nature of the job.

The pilot testing of the draft questionnaires took place at the end of Feb, 2014. This was to determine whether participants could easily understand and respond to the questionnaire and whether the scales measure what they are supposed to measure. Precisely, the pilot testing aimed to; identify possible gaps in the questionnaire, determine practical issues in their usage and recommend possible changes. The questionnaire has 84 items and it took a participant about 35 minutes on average to complete a questionnaire.

Twenty (20) sample questionnaires were distributed and all were correctly completed and used for the pilot studies. The analysis of the piloted questionnaires using SPSS version 17.0 indicated a good reliability of  $\alpha = .89$  for the whole scale. Reliability coefficients of the subscales range from .74 to .95. However, based on comments from participants of the pilot study, some minor changes were made to arrive at the final questionnaire used for the study. Changes to the draft questionnaire comprised rewording some of the questions for clarity and comprehension and correcting few typographical errors.

### **3.7 Procedure for Data Collection**

An introductory letter was attained from the Department of Psychology, University of Ghana, Legon before commencing the research. The researcher took the next step of gaining access and acceptance by the SSNIT management. This involved obtaining permission to carry out a study in a community, institution or organisation (Bell, 2005). For Homan (2000) it involves both allowing investigators

into a given physical space as well as permitting them to conduct their investigations in a particular way proposed by the investigators.

The researcher sent letters ahead of time to the management of SSNIT headquarters in Accra. This includes an introductory letter from the Psychology Department, University of Ghana and a cover letter by the researcher explaining the purpose of the study and assuring the companies of absolute confidentiality.

*Questionnaires were administered individually to the participants by the researcher and four research assistants who moved around the various departments. Newly employed workers who had not been in the organization for a year or less were eliminated from the study as they were not yet acquainted with the culture of the organization. Only employees of Social Security and National Insurance Trust (SSNIT) who have gone through training programme within a month of the study in the regional capital of Ghana were selected. Participation was voluntary and the participants were encouraged to complete the questionnaires in an hour's time. The necessary instructions were stated on the questionnaire and were verbally well explained to participants and those who needed some form of assistance were assisted by the researcher and the research assistants. After one hour, the researcher and her assistants collected the answered questionnaires from the participants individually. The questionnaires correctly responded to were coded and used for further analysis with the aid of the Statistical Package for Social Sciences (SPSS) version 17.0.*

### **3.8 Ethical Considerations**

Ethical approval was sought before the commencement of the study. Proposal was sent to the Ethics Committee for the Humanities (ECH) at the University of Ghana clarifying the basis for the study, the subjects to use, procedure to follow and time frame for completing the study. It took one and a half month for the study to be approved before the commencement of the study.

Also, in line with the American Psychological Association (APA, 2002) Ethical Code, certain ethical considerations were deemed necessary and therefore were included in this study in accordance with the ethical principles governing the use of human participants for research purpose.

In undertaking this research, all the ethical principles of the APA were strictly adhered to. The researcher ensured high sense of confidentiality and anonymity by making sure the data collected was managed in such a way that the identities of the respondents were protected at all times and that no information was directly traced or associated with any individual participant. With this, no names or codes traceable to the respondents were used. Thus, any information that were provided by participants was kept confidential from the general public except for the general information that were reported. Moreover participants for the study were based on voluntary participation. No individual was forced to partake in the study. In addition the researcher ensured that the collection process did not cause any harm to participant. The participants were also asked of their informed consent, which abstractly described the purpose of the study and informed participants of their right.

## CHAPTER FOUR

### RESULTS

#### 4.0 Introduction

The present study examined the influence of personality factors (conscientiousness and locus of control) and organizational factors (organizational support and openness to change) on perceived training transfer among 109 employees selected from Social Security and National Insurance Trust (SSNIT) in Ghana. The study also determined the influence of trainer's reputation and training content validity on perceived training transfer. The moderating role of personality factors (conscientiousness and locus of control) on the relationship between organizational factor (organizational support and openness to change) and perceived training transfer was also investigated. Demographic factors (gender and tenure of work) on perceived training transfer were also considered. Ten hypotheses were formulated and tested using the version 19 of the Statistical Package for Social Sciences (SPSS). The analyses have been divided into three main sections. The first section deals with the demographic characteristics of the respondents. The second section deals with the reliability and correlational analyses and the third section deals with the hypotheses testing.

#### 4.1 Reliability and Correlational Analyses

The reliability and correlational analysis was conducted in three stages. The first stage involved the descriptive analysis of the demographic variables as well as the description of the predictive and the criterion factors. The second stage involved checking for the normality of the data distribution and the last stage involved assessing the inter-correlations and reliability of the scales for measuring the various variables.

The normality distribution of the data was assessed by conducting the skewedness and kurtosis of the data. Normality analyses for skewedness and kurtosis revealed no problem with the data deeming fit for the use of parametric tests. A check on tolerance statistics were all above .2 and therefore did not violate multi-collinearity assumption when analyzing data using parametric test (Ofori & Dampson, 2011). Inter-correlations among these variables were also computed using Pearson +Product-Moment Correlation and the coefficients together with internal consistency (Cronbach  $\alpha$ ) establishing the reliability of each of these scales which are presented in Table 2. All measures showed adequate levels of reliability with the alpha values ranging from .73 to .92. The alpha values of the scales are presented in brackets diagonal on Table 2.

Table 1 presents summary of the sample characteristics.

**Table 1: Demographic Characteristics of the Respondents**

Demographic	Frequency	Percentage
<b>Sex</b>		
Male	67	61.47
Female	42	38.53
<b>Age</b>		
18 – 25	37	33.9
26 – 40	47	43.1
41 – 50	19	17.4
51 – above	6	5.6
<b>Highest Education level</b>		
Primary	2	1.83
JHS	11	10.09
Secondary/Technical	38	34.86
University/Polytechnic	51	46.79
Post graduate	7	6.43
<b>Work Experience</b>		
1 – 5	41	37.61
6 – 10	25	22.94
11 – 15	18	16.51
16 - 20	16	14.68
21- above	9	8.26

Out of the 109 responses retrieved for the analyses, 67 (61.47%) were males and 42 (38.53%) females. The mean age of the respondents was 35.35. The mean working experience of the participants was 9.52 years with educational level ranging from basic school to post graduate degree. The mean level of participant's educational level was Polytechnic.

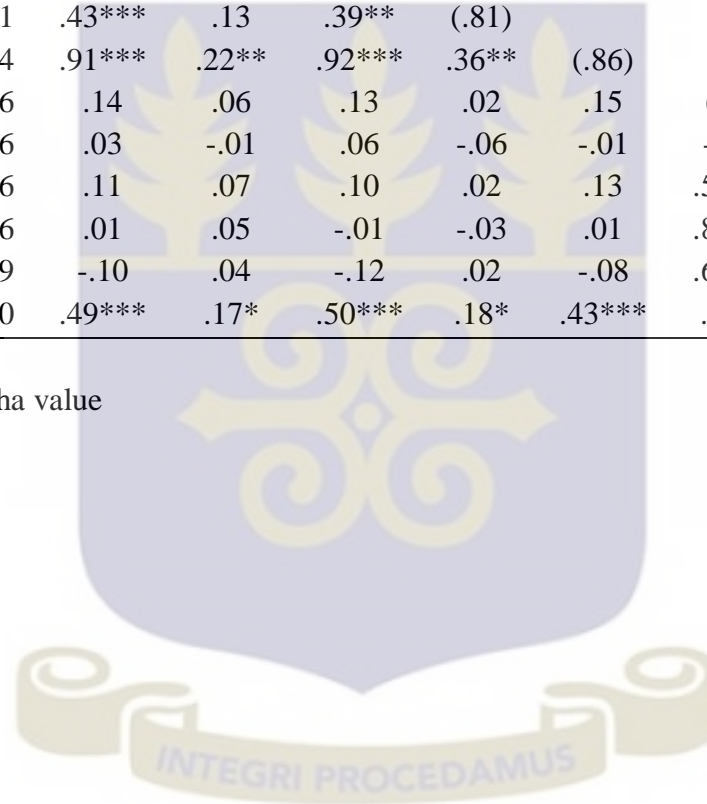


Table 2: Correlation and reliabilities among the variables

	Mean	SD	1	2	3	4	5	6	7	8	9	10	11
1 Managerial	22.95	3.70	(.73)										
2 Peer Support	23.37	4.67	.25**	(.73)									
3 Supervisor	22.78	3.75	.96***	.26**	(.82)								
4 Subordinate Support	23.49	4.41	.43***	.13	.39**	(.81)							
5 <b>Organizational Support</b>	22.82	3.64	.91***	.22**	.92***	.36**	(.86)						
6 <b>Openness to Change</b>	40.79	5.46	.14	.06	.13	.02	.15	(.89)					
7 <b>Training Reputation</b>	54.55	8.76	.03	-.01	.06	-.06	-.01	-.013	(.82)				
8 <b>Conscientiousness</b>	54.67	5.86	.11	.07	.10	.02	.13	.54***	-.12	(.82)			
9 <b>Content Validity</b>	50.39	5.66	.01	.05	-.01	-.03	.01	.82***	-.03	.72***	(.84)		
10 <b>Locus of Control</b>	55.03	5.49	-.10	.04	-.12	.02	-.08	.65***	-.01	.77***	.84***	(.86)	
11 <b>Training Transfer</b>	37.00	4.20	.49***	.17*	.50***	.18*	.43***	.34**	.18*	.01	.23*	.16*	(.92)

\*\*\*p<.01, \*\*p<.01, \*p<.05, N=109

NB: The figures in brackets are the alpha value



## 4.2 Hypotheses Testing

The hypotheses were tested using inferential statistical techniques such as Simple regression, Independent t-test, Two-way ANOVA, Pearson product moment correlational analyses and the Hierarchical regression analyses. In presenting the findings, the hypothesis was stated, the test used in analyzing the hypothesis was justified, the summary table of the findings and the interpretation of the tables then followed.

### Testing for the main effects

*H<sub>1</sub>: Organizational Support will significantly predict perceived training transfer.*

This hypothesis was tested using simple regression because the amount of variance accounted for perceived training transfer by organizational support was verified. In assessing whether the amount of variance accounted for is significant, one condition that is a relationship between the predictor and the criterion must be ensured. As shown on Table 2, organizational support is positively related to perceived training transfer ( $r = 0.43, p < .001$ ). The regression coefficients presented in Table 3 below indicates that organizational support made significant contribution in explaining the variations in perceived training transfer ( $\beta = .432, p < .001$ ). Organizational support accounted for 18.7% of the variance in explaining perceived training transfer ( $R^2 = .187, F_{(1, 107)} = 24.583, p < .001$ ). The results therefore support hypothesis 1 that ‘Organizational Support will significantly predict perceived training transfer.’

**Table 3: Regression Coefficients of Organizational Support as Predictor of Perceived Training Transfer**

Model	B	Std. Error	F	$\beta$
(Constant)	25.632	2.322		
Organizational Support	0.498	0.100	24.583	.432***

$R^2 = .187$ , \*\*\* $p < 0.001$

**H2:** *Openness to change will significantly predict perceived training transfer.* This hypothesis was tested using simple regression because the relationship between two variables was established with an interest in the amount of variance accounted for by the predictive variable (openness to change).

**Table 4: Regression Coefficients of Openness to Change as Predictor of Perceived Training Transfer**

Model	B	Std. Error	F	$\beta$
(Constant)	26.122	2.869		
Openness to Change	.267	.070	14.633	.347***

$R^2 = .120$ , \*\*\* $p < .001$

Inferring from Table 2, a positive relationship exists between openness to change and perceived training transfer ( $r = 0.34$ ,  $p < .001$ ). This meet the condition for assessing the amount of variance accounted for the predictor by the criterion. The regression coefficients presented in Table 4 above indicates that openness to change made significant contribution in explaining the

variations in perceived training transfer ( $\beta = .347, p < .001$ ). Organizational openness to change accounted for 12% of the variance in explaining perceived training transfer ( $R^2 = .120, F_{(1, 107)} = 14.633, p < .001$ ). The result therefore supports hypothesis 2 that ‘openness to change will significantly predict perceived training transfer’.

**H<sub>3</sub>:** *Supervisory support will account for a significantly higher variance in perceived training transfer compared to managerial, peer and subordinates support.*

Hypothesis 3 was analysed using stepwise regression analysis because the focus was to determine whether supervisory support account for more variance in perceived training transfer compared to managerial, peers and subordinates support. Results of assumptions of normality, linearity and multicollinearity were satisfactory. The hierarchical analysis was presented in two steps with supervisory support in the first block followed by managerial, peer and subordinate support in the second block. The results of this analysis demonstrating unstandardized and standardized regression coefficients and standard errors are shown in Table 5.

**Table 5: Hierarchical Regression Coefficients for the Facets of Organizational Support as Predictors of Perceived Training Transfer as Criterion**

Model	B	SEB	T	B
Step 1 (Constant)	24.184	2.160	11.197	
Supervisor	.562	.094	6.013	.503***
Step 2 (Constant)	23.826	2.754	8.652	
Supervisor	.403	.379	1.064	.360**
Managerial	.170	.389	.437	.150*
Subordinate Support	-.033	.090	.249	.035
Peer Support	.037	.079	.267	.041

$R^2 = .253$  for step 1,  $R^2 = .256$  for step 2,  $\Delta R^2 = .253$  for step 1,  $\Delta R^2 = .003$  for step 2,  $***p < 0.001$ ,  $**p < 0.01$ ,  $*p < 0.05$

The model with the predictor variables was found to be significant ( $F_{(4, 104)} = 36.156, p < .001$ ) with the components of organizational support accounting for 25.3% ( $R^2 = .253$ ) of the variation in perceived training transfer. It was found that supervisory support, managerial support, peer support and subordinates support accounted for 36% ( $\beta = .360, p < .001$ ), 15% ( $\beta = .150, p < .05$ ), 4% ( $\beta = .041, p = ns$ ) and 3% ( $\beta = .035, p = ns$ ) variability respectively in predicting perceived training transfer. Assessing their respective t values, supervisory support ( $t = 1.064$ ) accounted for more variance in predicting perceived training transfer followed by managerial support ( $t = .437$ ), peer support ( $t = .267$ ) and subordinates support ( $t = .249$ ). This supports the third hypothesis which states that supervisory support will account for a significantly higher variance in training transfer compared to managerial, peer and subordinates support.

**H<sub>4</sub>:** *Trainer's reputation will significantly account for variance in perceived training transfer*

**H<sub>5</sub>:** *Perceived content validity of training programme will significantly account for variance in perceived training transfer.*

Hypotheses 4 and 5 were analysed using the Pearson Product Moment Correlation Coefficient and the result can be inferred from Table 2.

Inferring from Table 2 above, there is a significant positive relationship between training reputation and perceived training transfer [ $r_{(107)} = 0.18, p < .05$ ]. The fourth hypothesis that a positive significant relationship will exist between trainer's reputation and perceived training transfer was supported.

Furthermore, a positive significant relationship was found between perceived content validity and perceived training transfer [ $r_{(107)} = 0.23, p < .05$ ]. Therefore, the fifth hypothesis that there

will be positive and significant relationship between perceived content validity and training transfer was supported.

**H<sub>6</sub>:** *Conscientiousness personality will significantly account for variance in perceived training transfer.*

This hypothesis was tested using simple regression because the amount of variance accounted for perceived training transfer by conscientious personality was ascertained.

From Table 2, the relationship between conscientious personality and perceived training transfer was not significant ( $r = .01, p = ns$ ). The regression analysis shown on Table 6 also shows that conscientious personality did not account for any significant variance to perceived training transfer ( $\beta = -.147, p < .01$ ). Conscientious personality only accounted for 1.0% of the variance in explaining perceived training transfer ( $R^2 = .01, F_{(1, 108)} = .009, p < .01$ ). The results therefore do not support the sixth hypothesis that there will be a significant higher variance accounted for perceived training transfer by conscientiousness personality.

**Table 6: Regression Coefficients of Conscientious Personality as Predictor of Perceived Training Transfer**

Variable	B	SEB	F	B
(Constant)	36.632	3.810	.009	.01
Conscientiousness	.007	.069		

$R^2 = .01$

**H<sub>7</sub>:** *Trainees with internal locus of control will perceive higher training transfer compared to trainees with external locus of control.*

**H<sub>8</sub>:** *Perceived transfer of training will be greater in males compared to females.*

The two-way ANOVA was used to analyze these two hypotheses (H<sub>7</sub> and H<sub>8</sub>) because there are two independent variables with each in two levels. The results are presented in Table 7 and Table 8.

**Table 7: Impact of Gender and Locus of Control on Perceived Training Transfer**

Gender	Locus Type	N	Mean	Std. Deviation
Males	Internalizers	31	36.90	5.676
	Externalizers	18	37.61	4.888
	Total	49	37.16	5.359
Females	Internalizers	37	36.51	2.824
	Externalizers	23	37.43	3.202
	Total	60	36.86	2.982
Total	Internalizers	68	36.69	4.330
	Externalizers	41	37.51	3.975
	Total	109	37.00	4.200

From Table 7, the mean level of perceived training transfer among males was 37.16 (SD=5.359) and that of females was 36.86 (SD=2.982). Internalizers also had a mean of 36.69 (SD=4.330) on perceived training transfer and externalizers had a mean of 37.51 (SD=3.975) on perceived training transfer.

**Table 8: Two-way ANOVA of Gender and Locus of Control on Training Transfer**

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Gender	2.024	1	2.024	.113	.738
Locus Type	16.765	1	16.765	.933	.336
Gender * Locus Type	.288	1	.288	.016	.900
Error	1885.883	105	17.961		
Total	1906.000	108			

Assessing the two-way ANOVA results on Table 8 above, the impact of locus of control on perceived training transfer was not significant [ $F_{(1, 105)} = .933, p=ns$ ]. Moreover, the influence of gender (males and females) on perceived training transfer was also not significant [ $F_{(1, 105)} = .113, p=ns$ ]. Therefore, the seventh hypothesis that trainees with internal locus of control will perceive higher training transfer compared to trainees with external locus of control was not supported. The eighth hypothesis that perceived transfer of training will be greater in males compared to females was also not supported.

**H<sub>9</sub>:** *There will be a positive relationship between tenure of work and perceived transfer of training.* This hypothesis was analysed using the Pearson Moment Product Correlation Coefficient because the relationship between two variables was established.

**Table 9: Relationship between Tenure of Work and Perceived Training Transfer**

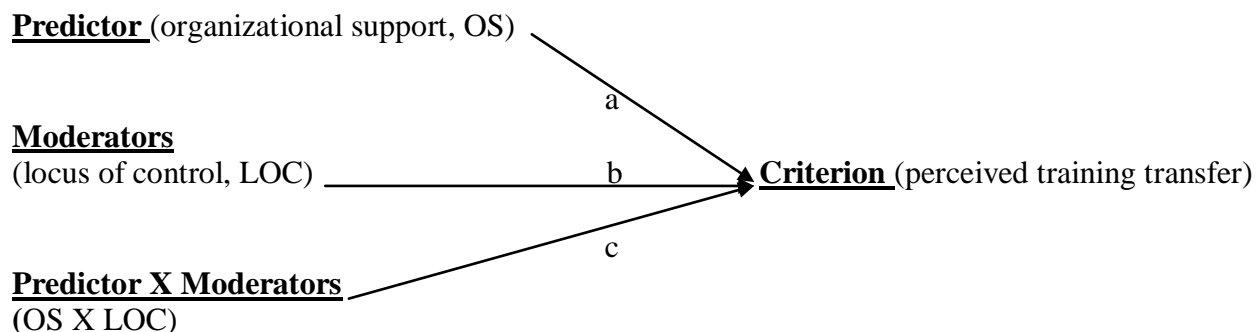
Variables	1	2	P
1. Work Tenure	-	-.051	.301
2. Training Transfer	-		

As shown on Table 9, the relationship between tenure of work among the employees and perceived training transfer was not significant [ $r = -.051, p=ns$ ]. This means that hypothesis 9

which states that there will be a positive relationship between tenure of work and perceived transfer of training was not supported.

### **Testing for the moderation role of personality factors on the relationship between organizational support and perceived training transfer**

To test  $H_{10}$  that sought to find out whether locus of control moderate the relationship between organizational support and perceived training transfer, the procedures proposed by Baron and Kenny (1986) for testing moderation effect using hierarchical multiple regression was used. According to Baron and Kenny (1986), a common framework for illustrating moderating effect from both correlational and experimental perspectives is possible using a causal path analysis. The three causal paths as illustrated on the diagram below (a, b, and c) was used. This involves fed into the criterion or dependent variable (DV), perceived training transfer: the effect of the IV (organizational support) on the DV (perceived training transfer) (path a), the effect of the moderation variable (locus of control) on the DV (perceived training transfer) (path b), and the interaction or product of these two paths on the DV (path c). The moderator hypothesis is supported if the interaction term (path c) is significant (Baron & Kenny, 1986). With respect to the interaction term, the independent and the moderating variables were centred to reduce the effect of multicollinearity (Aiken & West, 1991). In centring, the mean value of the variable was subtracted from the individual scores of the variables.



**Fig 4: Path diagram of moderation model (Baron & Kenny, 1986)**

**H<sub>10</sub>:** *The relationship between organizational support and perceived training transfer will be moderated by locus of control.*

To test this hypothesis the hierarchical regression in which three distinct steps are stipulated was conducted. The main effect of organizational support was entered first, the main effect of locus of control (moderator) was entered second, and the interaction term (organizational support and locus of control) was entered third (Aiken & West, 1991).

Assessing Table 2, the basic requirement for testing moderation effect which states that there should be a relationship between the predictor variable(s) and the criterion variable(s) (Holmbeck, 1997) was met. The results of the moderation analyses is shown in Table 10

**Table 10: Results of Hierarchical Multiple Regression Analyses for the moderation effect of Locus of Control on the relationship between Organizational Support and Perceived Training Transfer.**

	B	SEB	T	B
Step 1 (Constant)	25.632	2.322	11.041	
Organizational Support	.498	.100	4.958	.432***
Step 2 (Constant)	17.034	4.432	3.843	

Organizational Support	.517	.099	5.223	.448***
Locus of Control	.149	.066	2.262	.194*
Step 3 (Constant)	-.587	25.473	-.023	
Organizational Support	1.304	1.125	1.159	1.132
Locus of Control	.466	.456	1.021	.609
Locus X Support	-.014	.020	-.003	-.072

$R^2 = .187$  for step 1,  $R^2 = .224$  for step 2,  $R^2 = .228$  for step 3,  $\Delta R^2 = .187$  for step 1,  $\Delta R^2 = .037$  for

step 2,  $\Delta R^2 = .004$  for step 3, \*\*\* $p < .001$ , \*\* $p < .01$ , \* $p < .05$

From Table 10, it can be inferred from the first step that support had a significant influence on perceived training transfer ( $\beta = .432$ ,  $p < .001$ ). In the second step, locus of control also explained a significant increase in variance of perceived training transfer ( $\Delta R^2 = .037$ ,  $\beta = .194$ ,  $p < .05$ ). In the third step of the regression analysis, the interaction term between organizational support and locus of control explained an insignificant increase in variance in perceived training transfer ( $\Delta R^2 = .004$ ,  $\beta = -.072$ ,  $p = ns$ ). Thus, locus of control was not a significant moderator of the relationship between organizational support and perceived training transfer. Thus the tenth hypothesis which stated that the relationship between organizational support and perceived training transfer will be moderated by locus of control was not supported.

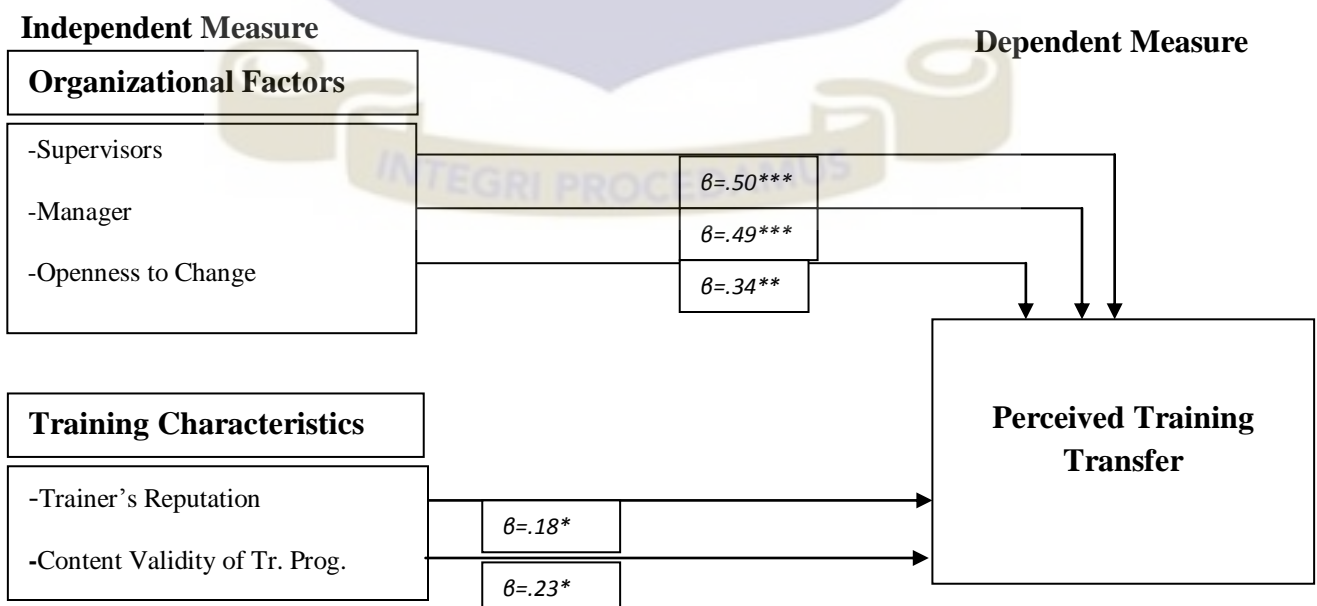
### Summary of Findings

In summary, the results indicated that

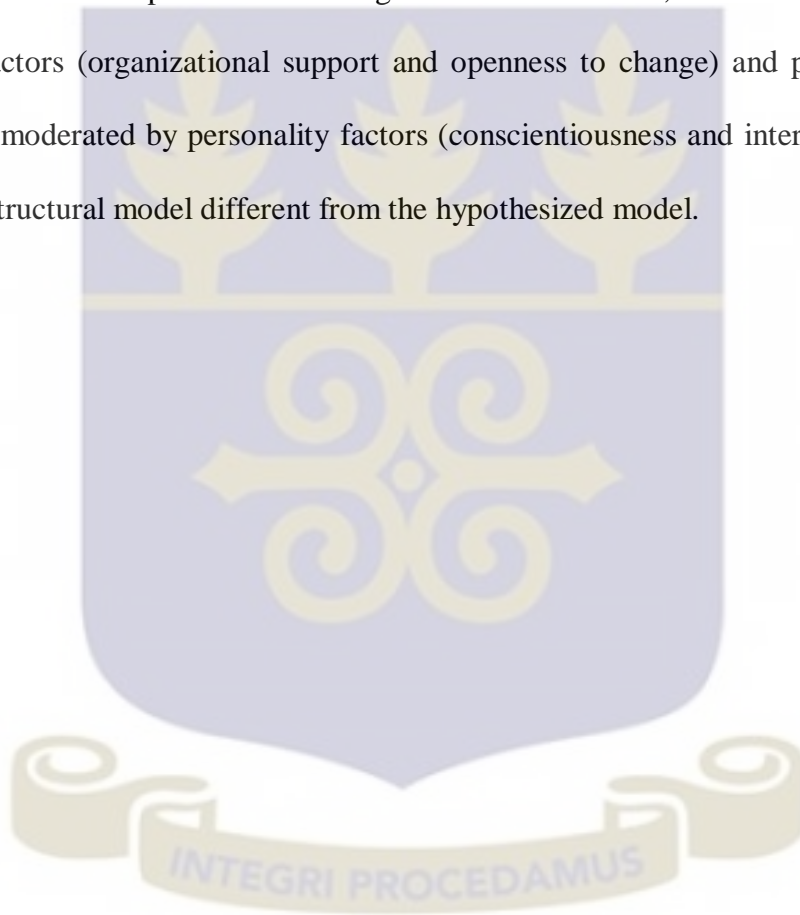
1. Organizational support significantly accounted for positive variance to perceived training transfer.
2. Openness to change significantly predicted higher positive variance to perceived training transfer.

3. Supervisory support accounted for a significantly higher variance in training transfer compared to managerial, peer and subordinate support.
4. A positive significant relationship existed between trainers reputation and perceived training transfer.
5. There was a positive and significant relationship between perceived content validity and training transfer.
6. Conscientiousness personality did not account for any significant variance in perceived training transfer.
7. No significant difference was found in perceived training transfer between internalizers and externalizers.
8. Sex difference was not found in perceived transfer of training.
9. There was lack of relationship between tenure of work and perceived transfer of training.
10. The relationship between organizational support and perceived training transfer was not moderated by locus of control.

**Fig 5: Final Observed Structural Model for the Results**



The final structural model indicates as predicted that, organizational factors (supervisory support, managerial support, organizational openness to change) and training characteristics (training reputation and content validity) were related with perceived training transfer. However, none of the personality factors (locus of control and conscientiousness) were significantly related with perceived training transfer. Demographic characteristics (gender and tenure of work) were also not found to relate with perceived training transfer. Moreover, the relationship between organizational factors (organizational support and openness to change) and perceived training transfer was not moderated by personality factors (conscientiousness and internalization) which makes the final structural model different from the hypothesized model.



## CHAPTER FIVE

### DISCUSSIONS, RECOMMENDATIONS AND CONCLUSION

#### 5.1 Discussion

In today's corporate world, the global competition and technological advancement suggests that more is required by organizations/businesses to adapt to the ever-changing nature of work. The situation requires various sets of knowledge and abilities that can help accomplish organizational task successfully. In pursuance to this, many organizations worldwide and locally (Ghana) use training as a means to equip employees with the requisite knowledge and skills to deal with challenges that might arise at work. In spite of the huge training investments that organizations make and the copious literature available, the problem of transfer appears to be a growing concern.

The present study examined how personality factors (conscientiousness and locus of control), organizational factor (organizational support and openness to change) and training characteristics (trainers reputation and perceived content validity of training) influence perceived training transfer. In addition, the study also assessed whether personality factors (conscientiousness and locus of control) moderate the relationship between organizational factor (organizational support and openness to change) and perceived training transfer. The role of demographic factor (gender and tenure of work) on perceived training transfer was also investigated. Using a cross sectional design, a survey was conducted to enable the researcher collect data on a sample of 109 participants drawn from a population of employees at Social Security and National Insurance Trust (SSNIT) in Ghana to test ten hypotheses. The summary of the results and their discussion are presented below:

### **Relationship between organizational factors and perceived training transfer**

The first hypothesis that organizational support will significantly predict perceived training transfer was supported. This finding means that the more employees receive support from the organization, the higher their level of transfer of what they learnt through training to the organization. This is an indication that with higher level of support from the organization, transfer among employees also increases.

The result is inconsistent with the study by Klink, Gielen and Nauta (2001) that did not find any significant impact of organizational support on perceived training transfer. Klink, Gielen and Nauta (2001) conducted two studies that investigated the impact of support from the organization on trainees transfer in banking organisations. In neither study was there any convincing evidence for the impact of support from the organization on transfer of training.

Klink, Gielen and Nauta (2001) found no significant relationship between organizational support and training transfer. The differences in finding between the present study and that of Klink et al., (2001) can be due to the fact that Klink et al., (2001) measured organizational support from only the supervisor's point of view. However, supervisors support cannot be a sole measure of organizational support. Organizational support consists of different facets including peers, management, supervisors and subordinates as measured in the present study which give an accurate measure of organizational support than only from the supervisor's point of view as measured by Klink et al., (2001).

The inconsistencies in the present study and that of Klink et al., (2001) can also be attributed to the fact that their study was conducted in an individualistic country as compared to the present study conducted in Ghana which is typically a collectivistic country. According to Hofstede

(2010), “individualism refers to societies in which the ties between individuals are loose: everyone is expected to look after himself or herself and his or her immediate family. On the other hand, collectivism refers to societies in which people from birth onwards are integrated into strong, cohesive in-groups, which throughout people's lifetime continue to protect them in exchange for unquestioning loyalty. Dependency on one another in the Ghanaian context is carried to Ghanaian organisations. Here, Ghanaian trainees have the notion that they have to be dependent on the support of their supervisors in order to transfer training to their job. On the contrary, the individualistic culture of the participants of Klink et al., (2001) study does not encourage reliance on another before action is being executed. This explains why their study is inconsistent with this present study.

However, this finding of the present study supports the research result of Xiao (1996) that indicated that organizational support account for a significant variance of training transfer. The present finding is also similar to the study conducted by Marler, Fisher and Ke (2009) that examined the relationship between organizational support and training transfer. The results of the study indicated that employees who perceived higher level of organizational support exhibit higher level of training transfer compared to those who perceived lower levels of organizational support. Moreover, Jawahar and Carr (2007) in their study found that when employees perceive high levels of support from the organization, they exhibit higher levels of training transfer. Similarly, a study by Coyle-Shapiro and Conway (2005) showed that organizational support enhances employee’s beliefs and trust which motivates the employees to transfer knowledge obtained from training.

A similar study by Zumrah, Boyle and Fein (2013) also indicated a significantly positive relationship between organizational support and perceived training transfer. According to Zumrah, Boyle and Fein (2013), the trainees' perception of support from the organization and availability of resources and necessary technologies will serve as motivation factor for the employees which positively encourages employees to learn and transfer. The significantly positive relationship between organizational support and training transfer also support the idea proposed by Ridge (2002) that organizations can provide support for trainees to put the training to work. They can achieve this by providing a reduced workload so that trainees can have the time they need to plan for the application of the new skills. The study by Awoniyi, Griego and Morgan (2002) indicated that with support from the organization, employees have the believe that they will be supported even when things go wrong and that they will not be held much at fault for the outcome of what happens. This therefore lead to higher level of training transfer compared to when there is low level of support.

The significantly positive relationship between organizational support and perceived training transfer can also be explained using Eisenberger's organizational support (Eisenberger, 2002) theory. The theory postulates that employees form a general perception concerning the extent to which the organization values their contribution and care about their well-being in order to meet their socio-emotional needs (respect, caring, approval, esteem, affiliation and achievement) and assess the benefits of increased work effort. It observes that when employees perceive the support of the organization in terms of guaranteed career progression and giving them work autonomy, it allows them to take decisions and not blamed much for taking decisions on their own; their obligation to assist the organizations in achieving its vision increases and transfer of knowledge from training intensifies. If on the other hand, employees do not perceive

organizational support and are rather treated without respect and their input is not recognized, they hesitate in carrying out their duties, absenteeism becomes key and transfer falls. This means that with higher level of support, employees will intensify the transfer of knowledge obtained from training.

The second hypothesis that openness to change will significantly predict perceived training transfer was supported. This means that the more organizational culture is open for change the more employees will be willing to transfer the knowledge obtained from training. Organizational culture refers to the beliefs and values that have existed in an organization for a long time, and the beliefs of the staff and the foreseen value of their work that will influence their attitudes and behavior. The finding agrees with the study by Ruona, Leimbach, Holton and Bates (2002) on the extent to organizations open to change and application of acquired knowledge, skills and abilities of employees during training influence perceived training transfer. The results of the study showed that openness to change result in an increase in motivation to transfer among trainees which consequently lead to transfer. Holton et al., (2000) also found that resistances to change discourage trainees to use skills and knowledge acquired in training which support the present finding.

Many studies have also reported positive relationship between openness to change and training transfer among employees (Alliger, Tannenbaum, Bennett, Traver, & Shotland, 1997; Tziner, Haccoun, & Kadish, 1991). The study by Tziner et al. (1991) indicated that the trainee's perception of flexible organizational culture that allows for change and applications of new skills determines the extent of transfer. According to Bates and Khasawneh (2005), trainees will not be

likely to transfer training into climates that fail to appreciate the need for a change. Bates and Khasawneh (2005) found that organizations that are not open to change demotivate employees in transferring what was learnt from the training programme. Raliphada, Coetzee and Ukpere (2014) also supported the present result by finding that organisational factors such as organisational culture which do not allow for a change play a pivotal role in the ability of employees to transfer learning into the workplace.

The finding is again in line with the study by Tracey, Tannenbaum and Kavanagh (1995) on the relationship between openness to change and training transfer. Finding of the study supported the present finding by revealing a positive relationship between openness of organizational culture to change and training transfer. Tracey et al. (1995) also indicated that behaviours that send a message that learning is important and valued, and cues that suggest the organization is innovative and allows for a change to meet the competitive market leads to higher level of training transfers than those that are resistant to change.

The main reason for the negative relationship between openness to change and perceived training transfer is that organizations contribute to the lack of learning transfer by establishing policies, procedures, work environments, and managerial practices inappropriate or not conducive to creating a developmental organization (Holton, Bates & Ruona, 2000). Some of these policies are so rigid that they make it difficult to implement new ideas on one's own. Many organizational leaders believe that employees are easily replaced, hence reinforcing the notion that learning and change waste time. This notion as perceived by individuals resist or discourage the use of skills and knowledge acquired in training (Bates & Khasawneh, 2005). However,

organizations that do not stick to the old style of doing things but regard the implementation of new ideas encourage employees to transfer what they learnt to the organization.

The third hypothesis that supervisory support will account for a significantly higher variance in training transfer compared to managerial, peer and subordinates support was supported. This means that support from the supervisor leads to higher training transfer compared to support from management, peers and subordinates. The result is inconsistent with the study by Cromwell and Kolb (2004) to assess the relationship between the facets of organizational support and training transfer. Results indicated a significant positive relationship between all the components of organizational support and training transfer. A considerable amount of peer support predicted higher transfer of training compared to the other sources of support. Cromwell and Kolb (2004) adopted longitudinal design that paved way for other confounding variables to influence the result and this could have added to the reason for the contradiction in the result between the study by Cromwell and Kolb (2004) and the present study.

This finding is in accordance with the study conducted by Gumuseli and Ergin (2002) to examine the influence of the facets of organizational support on training transfer. From the analysis, supervisors support was found to significantly predict training transfer compared to management, peers and subordinates support. This can be explained based on the fact that employees receive direct instruction from their supervisors so they are always with the believe that they will be rescued by their supervisors when disasters arise as a result of trying to transfer what was learnt to the organization. According to Clark, Dobbins and Ladd (1993), even before

training, the trainee may consider whether the supervisor and not organization, peers and subordinates will support efforts to transfer trained skills from the training context to the job before thinking of training transfer. Clark, Dobbins and Ladd (1993) found that trainees engage in higher level of transfer if they perceive higher support from the supervisor compared to the peers and management.

The higher variance accounted for perceived training transfer by supervisory support compared to managerial, subordinates and peers also agrees with the study by Williams (2008) to explore the magnitude in which work environment such as organizational support (supervisor, subordinates, peers) influence training transfer. The components of organizational support were analyzed independently and combined as a single construct to compare their correlation to training transfer. The results showed that supervisors' supports have more effect than managerial and co-workers' support on the trainees' decision to apply training. It also agrees with the study by Dermol and Cater (2013) that evaluated the relationship between training and training transfer factors and company-level training outcomes, and the relationship between the company-level training outcomes and company performance. Results showed a strong relationship between supervisor's support and the volume and quality of training as well as between supervisor's support and organisational incentives for training transfer.

An explanation for the high variance of perceived training transfer by supervisory support compared to managerial, subordinates and peers was proffered by Dermol and Cater (2013) that employees take direct instructions from their supervisors and so are more likely to respond to the support of their supervisors compared to the management, peers and subordinates. Moreover, Foxon (1993) emphasized the role of the supervisors in the transfer process. They reported that

supervisors are the single most important influence on the transfer process. When a trainee receives this kind of supervisors' support they are more likely to apply the new skills because employees think that supervisors are the representative of the organization and are responsible for instructing them on what they are to do (Foxon, 1993).

**Relationship between characteristics of the training programme and training transfer:**

The fourth hypothesis that trainer's reputation will significantly account for variance in perceived training transfer was supported. This means that as employees perceive trainers to have higher level of reputation, their intention to transfer increases which result in higher level of actual transfer of what was learnt during the training. This agrees with the study by Switzer, Nagy and Mullins (2005) that examined the effects of perceived trainers reputation and managerial support on pre-training motivation and likely transfer of training in a private training curriculum. The findings of the study indicated that perceived trainer's reputation was positively related to perceptions of training transfer accounting for 43% of the variance in training transfer.

It also agrees with the result of the study conducted by Facticeau, Dobbins, Russell, Ladd and Kudisch (1995). Facticeau, Dobbins, Russell, Ladd and Kudisch (1995) assessed whether trainees general beliefs about training affect pre-training motivation and transfer of training in a large-scale training curriculum. Results of the study indicated that the overall reputation of trainers was a significant predictor of manager's perceived training transfer. As explained by Facticeau, Dobbins, Russell, Ladd and Kudisch (1995), when trainers are perceived to have higher level of reputation, it increases the confidence among the employees that the application of the training content will yield maximum results.

Finding is also in line with the study by Nikandrou, Brinia and Bereri, (2009) to examine how trainee and trainer characteristics influence transfer. This study also revealed a positive relationship between perception of trainer's reputation and training transfer. Using 22 participants, Thelwell, Page, Lush, Greenlees and Manley (2012) found that reputational biases on judgments made of coach competence and the visual search patterns adopted by individuals when generating initial impressions and expectations of a target positively influence training transfer if those judgments are positive. Towler and Dipboye (2006) also examined the effects of trainer's reputation and trainees' need for cognition on training outcomes among 75 participants. Results indicated that perception of trainer's reputation was positively related to training transfer. The present study is consistent with existing ones and it could be due to the collectivistic nature of the trainers. Collectivism here makes Ghanaian trainers to believe that they should act with decorum at most times in order to avoid causing embarrassment. Honor, dignity, and a good reputation are important for Ghanaians to maintain as such trainers will exhibit good morals and professionalism during training programmes. This gives us much explanation why there is a positive relationship between trainer's reputation and training transfer.

The fifth hypothesis that there will be positive and significant relationship between perceived content validity and training transfer was also supported. This means that when employees judge training content to reflect job requirements accurately, they will be more likely to transfer it for maximum results. This finding is in agreement with an empirical study by Axtell, Maitlis and Yeararta (1997) that was aimed at predicting immediate and longer-term transfer of training. The results of the study indicated that content validity of the training information was highly correlated to transfer immediately after and at the one month mark after training accounting for 61% and 45% respectively. It also agrees with a cross-sectional study by Yamnill and McLean

(2005) which found that content relevance is a primary factor in predicting trainee perceptions of successful transfer of knowledge acquire from training programmes. According to Bates (2003), training goals and materials should be content valid or closely relevant to the transfer task to facilitate training transfer.

The finding agrees with the study by Burke and Hutchins (2008) which suggested that content validity of the training program is a significant factor in predicting training transfer. The finding also conforms to previous study by Bhatti and Kaur (2010) which highlighted the role of the validity of the training content on training transfer. The results of the study suggested that content validity of training program increases training transfer among employees. Also, trainees' immediate training needs as perceived by the employees regarding the utility of the training program was found to significantly affect their perceived learning transfer in Lim and Morris' (2006) study of 181 Korean employees who completed a 3-day training program.

The study again agrees with the study by Yelon, Sheppard, Sleight, and Ford (2004) which found that there is a significant positive relationship between the content of the training program and training transfer. Dobbins and Ladd (1993) also found that for maximal transfer, learners should perceive that the new knowledge and skills will improve a relevant aspect of their work performance. When training program is more relevant in the personal and career development of the employees, it tends to increases the trust and confidence in the training program helping increase organizational effectiveness. In this case, employees will be motivated to transfer the knowledge, skills and abilities acquired to the job context. It is also in agreement with the study by Chiaburu and Lindsay (2008) which indicated that there is a significant strong relationship between transfer of training and perceived training utility. Ruona et al. (2002) discovered utility

reactions added minimal power as a predictor of motivation to transfer and argued that perceptions of utility of training provide nominal value in predicting transfer which conforms to the finding of the present study.

### ***Impact of Personality Factors on Perceived Training Transfer***

The sixth hypothesis that conscientiousness personality will significantly account for variance in perceived training transfer was not supported. This finding means that conscientious personality has no relationship with training transfer. The influence of conscientiousness on training-transfer has been inconsistent with different explanation given by different researchers. This therefore does not surprise the researcher for the lack of significant relationship that was found between conscientiousness personality and training transfer. The result disagrees with the study by Baldwin and Ford (1988) which analyzed 63 empirical studies covering the period from 1907 to 1987 and summarized key findings related to the linkage of training input factors and transfer. Results indicated a positive relationship between conscientious personality and training transfer. The insignificant relationship between conscientious personality and perceived training transfer revealed in the study by Baldwin and Ford (1988) can be due to the meta-analytical design they adopted. Meta-analyses have been found to be influenced by publication bias that affects the reliability of results.

The lack of relationship can also be due to the organizations' ways of selecting participants and conducting training within the Ghanaian context. In most of the organizations within the Ghanaian context, selection of employees for training is not based on the set procedures by the organization. Employees are selected not based on job analyses but the incentives involved

determine who should take part in the study. Again, organizations in the Ghanaian communities do not give employees the autonomy to implement what they have acquired. Since employees are held responsible for the implementation of new ideas especially when they are not instructed to do so, employees no matter the type of personality are reluctant in doing so.

The finding is in line with the study by Thompson, Duxbury and Behrend (2008) which found no significant relationship between conscientiousness and training transfer. Similarly, Martocchio and Judge (1997) found no significant relationship between conscientious personality and training transfer explaining that conscientious individuals tend to be self-deceptive, which in turn decreases learning and training transfer. The finding also agrees with the study by Colquitt, Lepine, and Noe (2000) that revealed that although conscientious personality moderately correlates with transfer, the impact of conscientiousness personality did not have a significant impact on all training outcomes, including skill acquisition. In all, their review did not find support for a significant relationship between conscientiousness and transfer of training.

It is also consistent with the study by Herold, Davis, Fedor and Parsons (2002) that assessed the effects of personality on transfer of training among a group of pilot trainees. The results of the study found that conscientiousness by itself was not significant predictor of training transfer. Colquitt and Simmering (1998) also showed that conscientiousness had no significant relationship with training transfer. The insignificant relationship between conscientious personality and training transfer was proffered by Duxbury, and Behrend (2008) that conscientious individuals overemphasize the importance of their performance and show heightened levels of evaluation apprehension, which make them perceive a challenging task all the more difficult and thus find it difficult to transfer what has been learnt.

The seventh hypothesis that trainees with internal locus of control will perceive higher training transfer compared to trainees with external locus of control was not supported. This finding is also not surprising because findings of the studies on the influence of locus of control on training transfer have not also been consistent. The finding is inconsistent with the study by Huang, and Ford (2011) to assess whether a defensive driving training program coupled with observer feedback could influence domain-specific locus of control beliefs regarding controllability of accidents and therefore impact driving behaviours. Results showed that internal locus of control produce higher transfer of safety behaviours among drivers. The reason for the inconsistency between the present finding and that of Huang and Ford (2011) is because Huang and Ford (2011) used only drivers as the population whose work environment is different from employees in an organization. The drivers unlike employees in an organization do not have supervisors who approves of whatever one does. Thus it is unpleasant to generalize findings using drivers to an organizational setting.

The finding is also inconsistent with the studies by Kutanis, Mesci and Ovdur (2011) to assess the impact of locus of control on learning and learning outcomes among students. Data was collected by means of standardized survey technique after students had gone through some months of training. The results of the study showed that students with internal locus of control were able to transfer what was learnt during training to the academic setting. Students with external locus of control were more passive and reactive during training and transfer. The study was limited to classroom setting which do not allow for generalization to the organizational setting. This can also contribute to the inconsistency in the results.

The result however agrees with the study by Tziner and Falbe (1993) which found no significant relationships between locus of control and four training outcomes including training transfer. It is also in line with the study by Tziner, Haccoun, and Kadish (1991) which found that trainees with an internal locus of control do not differ in their level of training transfer compared with trainees with external locus of control. Tziner, Haccoun, and Kadish (1991) studied training effectiveness and transfer by examining trainee locus of control, and work environment support among 81 persons (39 men and 42 women). The statistical analysis and results indicated that the trainees within the test group that also exhibited higher levels of internal locus of control did not differ from those who exhibited lower level of internalization on training transfer.

From above, both conscientiousness personality and locus of control did not have any relationship with perceived training transfer. The reason is that both variables emphasize on persons abilities to control their environment and taking responsibilities for their own actions. However the collectivistic nature of these Ghanaian trainees would not allow these traits to be inculcated in them.

#### ***Demographic characteristics (gender and tenure) on perceived training transfer***

The eighth and ninth hypotheses that respectively stated that perceived transfer of training will be greater in males compared to females and there will be a positive relationship between tenure of work and perceived transfer of training was not supported. These findings imply that demographic characteristics (gender and work tenure) are not significant predictors of perceived training transfer.

The insignificant impact of demographic characteristics (tenure and gender) on perceived training transfer is in line with the study by Stoltzfus (2010) which assessed how demographic

characteristics influence training transfer. Participants provided data in three ways: through an assessment of their own implementation of skills acquired from their induction training; through an assessment of their respective principal's leadership style; and through responses to questions regarding principal actions that had promoted training transfer. The study revealed that demographic characteristics such as gender and tenure of work were not significant predictors to training transfer.

The lack of relationship between work tenure and training transfer is consistent with the study by Abujazar (2004) that carried out a study on the impact of tenure of work on employee's performance among 144 employees. The results indicate that working experience has no significant effect on the transfer of training. The insignificant effect of gender on training transfer is also in agreement with the study by Pham, Segers and Gijssels (2013) which found no sex differences in training transfer. As emphasized by Pham, Segers and Gijssels (2013), demographic characteristics are not significant predictors of organizational behaviours when treatment meted to the employees are the same.

The insignificant differences in training transfer between males and females is also in line with the study by McCloy and Koonce (1981) who assessed sex differences in the transfer of training of basic flight skills. Males and females transferred previous training equally well to more difficult basic instrument maneuvers and that the difference in their performance was not significant. It also agrees with the study by Cho, Kalomba, Mobarak and Orozco (2013) in an experimental design which assessed the impact of vocational and entrepreneurial training on transfer among male and female Malawian youth. The results found no sex differences in the impact of training transfer. The lack of relationship between these two variables in the present

study could be due to the fact that modernization has led to equivalence in the mental set of both sexes. Thus, whatever is demotivating males not to transfer training will also demotivate females hence explaining no sex differences in training transfer.

***Moderating Role of Locus of Control on the Organizational Support-Training Transfer Relationship***

The last hypothesis that the relationship between organizational support and perceived training transfer will be moderated by locus of control was also not supported. This finding indicates that the magnitude of the relationship between organizational support and perceived training transfer does not depend on the extent to which employees attribute events. The finding give clear indication that the extent to which organizational support will influence training transfer is not dependent on locus of control. This finding is at variance with the study conducted by Alliger, Tannenbaum, Bennett, Traver, and Shotland (1997) which indicated that the relationship between organizational support and training transfer was moderated by locus of control. Alliger, Tannenbaum, Bennett, Traver, and Shotland (1997) measured actual training transfer while the present study assessed perceived training transfer which could account for the inconsistent results.

The finding however agrees with the study by Grossman and Salas (2011) which was conducted to find out whether locus of control affects the relationship between organizational support and training transfer. Result of the study showed that locus of control is not a moderating factor of the relationship between organizational support and training transfer. The study by Ruona et al.

(2002) also discovered that locus of control did not moderate the relationship between organizational support and training transfer.

## **5.2 Limitations of the Study**

The procedure followed in this study was useful in exploring the impact of personality factors (conscientiousness and locus of control), organizational factor (organizational support and openness to change) and training characteristics (trainers reputation and perceived content validity of training) influence perceived training transfer among employees at Social Security and National Insurance Trust (SSNIT) in Ghana. However, the choice of data collection process followed cannot be said to be free from any limitation. There were several limitations to this study that must be considered.

To start with, the relationship between organizational, training characteristics, personality factors and perceived training transfer could not be addressed over time due to the cross-sectional research design employed in the present study. Although there is disagreement about the utility of detecting causal effects with cross-sectional data (Trochin, 2000), such analyses were chosen with the rationale that perceptions about one's work environment, training and personality factors might have immediate implications for one's level of perceived training transfer. However, there is a need for research in this area to utilize longitudinal field studies. Studies that use this approach will lend themselves to more rigorous evaluation, and will address the predictive power of these constructs.

Also, the tool for collecting the data is a structured questionnaire which restricts respondents in one way or the other because it does not give room for other information. This tool was based on self-report measures. While this method of measurement is convenient and can provide for

anonymity, other methods must be used to ensure that any consistent findings are not an artifact of this single method.

The measures of this study was piloted indicating a good reliability of  $\alpha = .89$  for the whole scale, with the reliability coefficients of the subscales ranging from .74 to .95. However, the measures used in this study were originally developed and validated on non-Ghanaian populations. This makes the measures inadequate to assess constructs in the Ghanaian cultural context. Future researchers should employ measures that will tap into the organisational culture of the trainees in Ghana.

The study was restricted to quantitative method so the disadvantages of a quantitative method have limited transfer behaviours in this study. It would seem that content analysis (qualitative study) of inter-organizational support and training transfer might be feasible. These alternate measures, in turn, could be used for convergent operations to replicate the above findings, and thus to increase confidence in the current results.

Lastly, training transfer was based on mere perception than actual training transfer. Such level of analysis does not give the true reflection of the impact of personality factors, training characteristics and organizational support on training transfer. Future research in this area should try to measure training transfer based on actual training transfer rather than mere perception.

### **5.3 Organizational Implications and Suggestion for Future Studies**

Despite these limitations, the study has practical implications related to the support of training transfer. First and consistent with extant literature, supervisory support had a strong relationship with individual factors which then influenced training transfer. Supervisors can show their

support for trainee transfer of training by providing feedback on performance, opportunities to perform, consequences and accountability goals, and assistance with managing workload during training (Taylor, Russ-Eft, & Chan, 2005). However, many managers are either unaware of or not required to support trainee performance after training, which supports the ‘myth’ that the training experience is sufficient for performance to occur. Broad (2005) suggests that managers be involved before, during, and after the training experience to influence training transfer, which may require training professionals to coach managers on how to best support trainee performance.

The findings of the study again suggest that training characteristics such as trainer’s reputation and utility of training content may influence training transfer and thus should be considered in applying interventions to support training transfer. Organizations must therefore take note of the trainer they hire in delivering training programmes. The training programme must also be geared towards job analyses linked to the development of employee personal and career development in order to increase the extent to which employees transfer what is learnt to the job.

Again, it must be reiterated that the study yielded reliable results as it supported most of the studies conducted previously and added to the literature on the field of training transfer. However, expansion on the present study would allow greater knowledge into the predictors of training transfer in all spheres of work organization.

Finally, to extend the findings of this study, several areas for further research are recommended below:

- a) Future empirical research should directly assess actual transfer as the criterion variable rather than perceived training transfer. This will help give a more reliable evident of the factors that influence training transfer.
- b) Secondly, future research should validate the utility of various transfer practices in organizations to provide a closer connection between practice and research.
- c) There should be a more integrative approach in which multiple personal characteristics such as age, educational level and rank of work are assessed simultaneously. In this regard, more research on the moderating and mediating effects of demographic characteristics on the relationships between the predictive factors and training transfer is recommended in the future.
- d) Moreover, qualitative segment can be employed to deeply evaluate the factors that influence training transfer among employees. This would have generated new insights and explored other issue in depth that can be used subsequently in a quantitative study. In addition to this, researchers should employ measures that will tap into the organisational culture of the trainees in Ghana.
- e) Lastly, research should theorize and assess training transfer as a multidimensional phenomenon with multilevel influences. Emerging transfer research has allowed for a more systemic view of the transfer process than previously recognized. For example, the recent proliferation of different lenses stemming from sociotechnical, sociopolitical cognitive, behavioral and cultural factors (Kontoghiorghes, 2004; Kim, 2004) further elucidates how transfer is a multidimensional process, a realization now gaining empirical ground.

#### **5.4 Summary and conclusion**

The study was a cross-sectional design that assessed the impact of personality factors (conscientiousness and locus of control), organizational factors (organizational support and openness to change) and training characteristics (trainer's reputation and perceived content validity of training) on perceived training transfer among 109 employees at Social Security and National Insurance Trust (SSNIT) in Ghana. Results of the study indicated that organizational support significantly accounted for positive variance to perceived training transfer. Openness to change significantly predicted higher positive variance to perceived training transfer. Supervisory support accounted for a significantly higher variance in training transfer compared to managerial, peer and subordinates support. A positive significant relationship existed between trainer's reputation and perceived training transfer. There was a positive and significant relationship between perceived content validity and training transfer. Conscientiousness personality did not account for any significant variance in perceived training transfer. No significant difference was found in perceived training transfer between internalizers and externalizers. Sex difference was found not to influence perceived transfer of training. There was no relationship between tenure of work and perceived transfer of training. The relationship between organizational support and perceived training transfer was not moderated by locus of control.

Conducting studies and gathering measures in studies of transfer can be challenging for any researcher wanting to contribute to the existing body of work. Indeed, access to organizations can be difficult; gathering multiple measures from multiple sources is thorny in the workplace; and random assignment of trainees (in experimental field studies) flies in the face of traditional needs assessment principles (Burke, 1996). Although strides have been made since Baldwin &

Ford's review (1988), there remains sporadic methodological rigor, particularly in the overreliance of perceptual data and use of limited methodological and analytical approaches. By addressing such weaknesses, transfer researchers can produce more useful contributions and so there is the need for more studies on the factors that predict training transfer.



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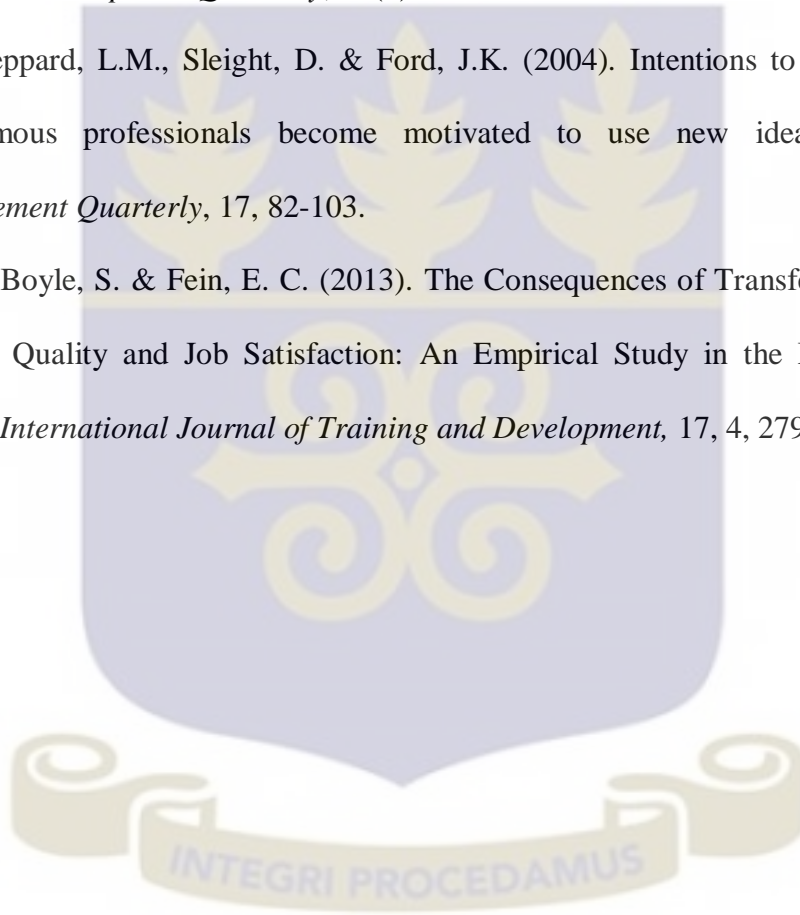
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## APPENDICES

### APPENDIX A: ETHICAL APPROVAL



**UNIVERSITY OF GHANA**  
ETHICS COMMITTEE FOR THE HUMANITIES (ECH)

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*P. O. Box LG 74, Legon, Accra, Ghana*

My Ref. No.....

14th March, 2014

Ms. Rita Boateng  
Department of Psychology  
University of Ghana  
Legon

Dear Ms. Boateng,

**PROTOCOL ECH 028 13-14: ORGANISATIONAL PERSONALITY FACTORS THAT INFLUENCE TRAINING TRANSFER**

This is to advise you that the above reference study has been presented to the Ethics Committee for the Humanities and the following actions taken subject to the conditions and explanation provided below:

Expiry Date: 11/03/15

On Agenda for: Initial Submission

Description: 15/01/14

ECH Action: Approved

Please accept my congratulations.

Yours Sincerely,



Rev Prof. J. O. Y Mante  
ECH Chair

CC: Director, ISSER

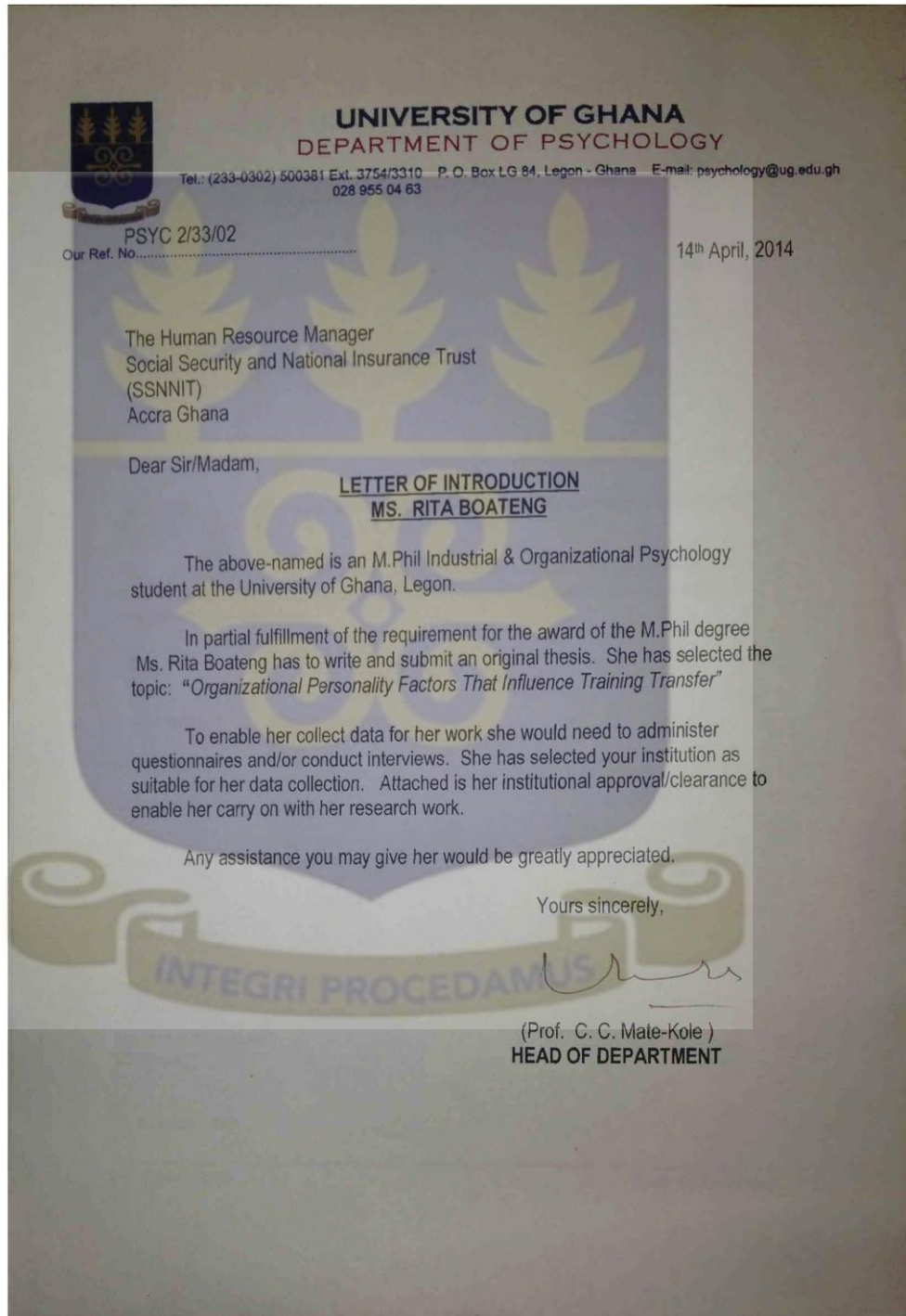
Tel: +233-303933866

Email: [ech@isser.edu.gh](mailto:ech@isser.edu.gh)



**APPENDIX B: DEPARTMENTAL INTRODUCTION LETTER TO SSNIT**

**ORGANISATION IN GHANA**



**APPENDIX C: DEPARTMENTAL INTRODUCTION LETTER TO THE ETHICAL  
APPROVAL BOARD**



**UNIVERSITY OF GHANA  
DEPARTMENT OF PSYCHOLOGY**

Tel: (233-0302) 500381 Ext. 3754/3310 P. O. Box LG 84, Legon Ghana E-mail: [psychology@ug.edu.gh](mailto:psychology@ug.edu.gh)  
028 955 04 63

Our Ref. No.....

PSYC 2/33/01

December 17, 2013

The Administrator  
Ethics Committee for Humanities  
Institute of Statistical, Social and Economic Research (ISSER)  
University of Ghana  
Legon

Dear Sir/ Madam,

**LETTER OF INTRODUCTION**  
**RITA BOATENG – ID NUMBER 10251479**

The above-named is an M. Phil Industrial and Organizational Psychology student in the Department of Psychology, University of Ghana, Legon.

As part of the requirement, Rita Boateng has to write and submit an original thesis. The title of her thesis is “**Organizational and Personality Factors that Influence Training Transfer**”. She is planning to conduct her study at Social Security and National Insurance Trust (SSNIT), Accra.

She is applying to your Board for institutional approval/clearance to enable her carry on with her Research Work. She has received approval from our department. Your assistance in reviewing her proposal is much appreciated.

Yours sincerely,

.....  
Prof. Charity S. Akotia  
(Head of Department)

.....  
Dr. Robert Akuamoah-Boateng  
(Supervisor)

**APPENDIX D: PROTOCOL CONSENT FORM**

UNIVERSITY OF GHANA



Official Use only
Protocol number

OFFICE OF RESEARCH, INNOVATION AND DEVELOPMENT  
**Ethics Committee for Humanities (ECH)**

PROTOCOL CONSENT FORM

**Section A- BACKGROUND INFORMATION**

Title of Study:	<b>PERSONALITY FACTORS, ORGANISATIONAL FACTORS AND TRAINING CHARACTERISTICS THAT INFLUENCE PERCEIVED TRAINING TRANSFER</b>
Student Investigator:	<b>RITA BOATENG</b>
Certified Protocol Number	

**Section B- CONSENT TO PARTICIPATE IN RESEARCH**

**General Information about the Research**

This study seeks to find out organizational and personality factors that influence training transfer. First of all, the study seeks to examine the organizational factors as well as the personality factors that influence transfer of skills and knowledge acquired from training programmes. Meanwhile, the study also seeks to examine whether demographic variables (age, gender,) will influence training transfer. The study is solely research directed, and its purpose is to assess personality and organizational factors that influence training transfer which positively or negatively. This research is a survey and your participation is to fill out a research questionnaire that last about 45 minutes.

**Benefits/Risk of the study**

Findings from this study will help training practitioners to consider certain factors before running training programs and as well expand the training literature to include other factors that influence training transfer but have been left unattended in the training literature. The study will inform policy makers on the importance of transfer of training in order to minimize losses as training programmes and how it is managed lead to the achievement of developmental goals, plan and objectives.

The research design and methodology has been planned such that discomforts have been reduced to the barest minimum. Granted that there are minimal risks in respect of time sacrifices, and stress associated with the completing of the questionnaire, there is no foreseeable social, psychological or physical risk or discomfort associated with your participation in the study. Rather, it will offer you an opportunity to be part of a research that adds to the body of knowledge in training in Ghana and other parts of the world.

### **Confidentiality**

The research reports and findings will be made available to Social Security and National Insurance Trust in Ghana. However, your responses to the questionnaire items will be treated with the highest form of confidentiality. No part of it will be made known, traceable to you and your name. I will protect information about you to the best of our ability. Your confidentiality is assured and thus, participant is expected to respond to questionnaire items in the most truthful and accurate manner, and in ways that applies to you.

### **Compensation**

Unfortunately, there would be no monetary compensation for partaking in this study. However, participants will be presented with souvenirs in a form of stationery, like pens and pencils.

### **Withdrawal from Study**

Your participation in the study is voluntary. You reserve the right to withdraw at any time of the process even after you have agreed to participate and it shall not be held against you in any form. After the research process is completed, significant findings can be made available upon request. Your participation however can be terminated if you do not comply with instructions given by the researcher.

### **Contact for Additional Information**

In case of further enquiry, the Student Investigator; Rita Boateng can be contacted on +233 (0) 246 575 738, [boatemaanbi@yahoo.com](mailto:boatemaanbi@yahoo.com) or the Department of Psychology of the University of Ghana, [psychology@ug.edu.gh](mailto:psychology@ug.edu.gh) or the ECH at [ech@isser.edu.gh](mailto:ech@isser.edu.gh)

Section C- VOLUNTEER AGREEMENT

**"I have read or have had someone read all of the above, asked questions, received answers regarding participation in this study, and am willing to give consent for me, my child/ward to participate in this study. I will not have waived any of my rights by signing this consent form. Upon signing this consent form, I will receive a copy for my personal records."**

\_\_\_\_\_  
Name of Volunteer

\_\_\_\_\_  
Signature or mark of volunteer Date

**If volunteers cannot read the form themselves, a witness must sign here:**

I was present while the benefits, risks and procedures were read to the volunteer. All questions were answered and the volunteer has agreed to take part in the research.

\_\_\_\_\_  
Name of witness

\_\_\_\_\_  
Signature of witness Date

I certify that the nature and purpose, the potential benefits, and possible risks associated with participating in this research have been explained to the above individual.

\_\_\_\_\_  
Name of Person who Obtained Consent

\_\_\_\_\_  
Signature of Person Who Obtained Consent Date

**APPENDIX E: INSTRUMENT/QUESTIONNAIRE**

**PERSONALITY FACTORS, ORGANISATIONAL FACTORS AND TRAINING CHARACTERISTICS THAT INFLUENCE PERCEIVED TRAINING TRANSFER.**

**DEPARTMENT OF PSYCHOLOGY  
UNIVERSITY OF GHANA**

Dear Respondent,

I am a graduate student pursuing an Mphil program in Industrial/Organisational Psychology. As part of the requirement to complete my program I need to embark on a research. This survey deals with personality, organisational factors and training characteristics that influence perceived training transfer. Responses are completely anonymous, and the researchers thank you, in advance, for your time. Please be assured that the information you will provide would be purely for the purpose of research and there is no wrong or right answer.

Your cooperation is fully appreciated.

**SECTION A: BACKGROUND INFORMATION OF RESPONDENT**

Please take time to tell me a little about yourself. TICK the one that best describes you.

Are you: Male [  ] Female [  ]

Educational status: Primary [  ] J.H.S.[  ] Secondary/Technical [  ] University/Poly [  ] Postgraduate [  ]

Please state your Age: 18-25yrs [  ] 26-40yrs [  ] 41-50yrs [  ] 51yrs-above [  ]

How long have you been working with SSNIT? 1-5yrs [  ] 6-10yrs [  ] 11-15yrs [  ] 16-20yrs [  ]  
21yrs-above [  ]

**Instructions: Indicate the extent to which you think each statement reflects to you by circling one of the numbers (1=strongly disagree to 5=strongly agree).**

**SECTION B: PERCEIVED TRAINING TRANSFER**

1. Supervisors, peers or subordinates have told me that my behavior has improved following a training course.

**1                      2                      3                      4                      5**  
**Strongly Disagree    Disagree    Neutral    Agree    Strongly Agree**

2. The productivity of my Supervisors, peers or subordinates has improved due to skill that I learned in training courses.

**1                      2                      3                      4                      5**  
**Strongly Disagree    Disagree    Neutral    Agree    Strongly Agree**

3. Absenteeism in my group has decreased due to the skills that I developed in training courses.

**1                      2                      3                      4                      5**  
**Strongly Disagree    Disagree    Neutral    Agree    Strongly Agree**

4. Turnover in my group has decreased due to the skills that I developed in training courses.

**1                      2                      3                      4                      5**  
**Strongly Disagree    Disagree    Neutral    Agree    Strongly Agree**

5. Morale of my work group is higher due to the skills that I developed in training courses.

**1                      2                      3                      4                      5**  
**Strongly Disagree    Disagree    Neutral    Agree    Strongly Agree**

6. My subordinates are more committed to the mission of state government due to the skills that I developed in training courses.

**1                      2                      3                      4                      5**  
**Strongly Disagree    Disagree    Neutral    Agree    Strongly Agree**

7. I am able to transfer the skills learned in training courses back to my actual job.

**1                      2                      3                      4                      5**  
**Strongly Disagree    Disagree    Neutral    Agree    Strongly Agree**

8. I have changed my job behavior in order to be consistent with the material taught n training courses.

**1                      2                      3                      4                      5**  
**Strongly Disagree    Disagree    Neutral    Agree    Strongly Agree**

9. My actual job performance has improved due to the skills that I learned in training courses.

**1                      2                      3                      4                      5**  
**Strongly Disagree    Disagree    Neutral    Agree    Strongly Agree**

**SECTION C: ORGANIZATIONAL FACTORS**

**ORGANIZATIONAL SUPPORT**

1. My supervisor meets with me regularly to work on problems I may be having in trying to use my training.
 

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
  
2. My supervisor meets with me to discuss ways to apply training on the job.
 

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
  
3. My supervisor shows interest in what I learn in training.
 

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
  
4. My supervisor sets goals for me that encourage me to apply my training on the job.
 

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
  
5. My subordinates let me know I am doing a good job when I use my training.
 

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
  
6. My subordinates are always there to support me.
 

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
  
7. My subordinates meet with me regularly to work on problems I may be having in trying to use my training.
 

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
  
8. My subordinates meet with me to discuss ways to apply training on the job.
 

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
  
9. My peers show interest in what I learn in training.
 

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
  
10. My peers encourage me to apply my training on the job.
 

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
  
11. My peers let me know I am doing a good job when I use what I learnt from training.
 

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
  
12. My peers are always there to assist me in applying what I learn from training.
 

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>

13. The management meets with me regularly to work on problems I may be having in trying to use my training.

**1**                      **2**                      **3**                      **4**                      **5**  
**Strongly Disagree**    **Disagree**        **Neutral**            **Agree**            **Strongly Agree**

14. The management meets with me to discuss ways to apply training on the job.

**1**                      **2**                      **3**                      **4**                      **5**  
**Strongly Disagree**    **Disagree**        **Neutral**            **Agree**            **Strongly Agree**

15. The management shows interest in what I learn in training.

**1**                      **2**                      **3**                      **4**                      **5**  
**Strongly Disagree**    **Disagree**        **Neutral**            **Agree**            **Strongly Agree**

16. The management sets goals for me that encourage me to apply my training on the job.

**1**                      **2**                      **3**                      **4**                      **5**  
**Strongly Disagree**    **Disagree**        **Neutral**            **Agree**            **Strongly Agree**

## ORGANIZATIONAL OPENNESS TO CHANGE

1. People in my group generally prefer to use existing methods, rather than try new methods learned in training.

**1**                      **2**                      **3**                      **4**                      **5**  
**Strongly Disagree**    **Disagree**        **Neutral**            **Agree**            **Strongly Agree**

2. Experienced employees in my group ridicule others when they use techniques they learn in training.

**1**                      **2**                      **3**                      **4**                      **5**  
**Strongly Disagree**    **Disagree**        **Neutral**            **Agree**            **Strongly Agree**

3. People in my group are open to changing the way they do things.

**1**                      **2**                      **3**                      **4**                      **5**  
**Strongly Disagree**    **Disagree**        **Neutral**            **Agree**            **Strongly Agree**

4. People in my group are not willing to put in the effort to change the way things are done.

**1**                      **2**                      **3**                      **4**                      **5**  
**Strongly Disagree**    **Disagree**        **Neutral**            **Agree**            **Strongly Agree**

5. My workgroup is reluctant to try new ways of doing things.

**1**                      **2**                      **3**                      **4**                      **5**  
**Strongly Disagree**    **Disagree**        **Neutral**            **Agree**            **Strongly Agree**

6. My workgroup is open to change if it will improve our job performance.

**1**                      **2**                      **3**                      **4**                      **5**  
**Strongly Disagree**    **Disagree**        **Neutral**            **Agree**            **Strongly Agree**

## SECTION D: TRAINING CHARACTERISTICS

### TRAINER'S REPUTATION

1. Trainer was knowledgeable regarding content.

**1**                      **2**                      **3**                      **4**                      **5**  
**Strongly Disagree**    **Disagree**        **Neutral**            **Agree**            **Strongly Agree**

2. Training was developed by people who once did my job.
- |                          |                 |                |              |                       |
|--------------------------|-----------------|----------------|--------------|-----------------------|
| <b>1</b>                 | <b>2</b>        | <b>3</b>       | <b>4</b>     | <b>5</b>              |
| <b>Strongly Disagree</b> | <b>Disagree</b> | <b>Neutral</b> | <b>Agree</b> | <b>Strongly Agree</b> |
3. Trainer was confident.
- |                          |                 |                |              |                       |
|--------------------------|-----------------|----------------|--------------|-----------------------|
| <b>1</b>                 | <b>2</b>        | <b>3</b>       | <b>4</b>     | <b>5</b>              |
| <b>Strongly Disagree</b> | <b>Disagree</b> | <b>Neutral</b> | <b>Agree</b> | <b>Strongly Agree</b> |
4. Trainer candidly related his/her work experiences.
- |                          |                 |                |              |                       |
|--------------------------|-----------------|----------------|--------------|-----------------------|
| <b>1</b>                 | <b>2</b>        | <b>3</b>       | <b>4</b>     | <b>5</b>              |
| <b>Strongly Disagree</b> | <b>Disagree</b> | <b>Neutral</b> | <b>Agree</b> | <b>Strongly Agree</b> |
5. Training incorporated humor.
- |                          |                 |                |              |                       |
|--------------------------|-----------------|----------------|--------------|-----------------------|
| <b>1</b>                 | <b>2</b>        | <b>3</b>       | <b>4</b>     | <b>5</b>              |
| <b>Strongly Disagree</b> | <b>Disagree</b> | <b>Neutral</b> | <b>Agree</b> | <b>Strongly Agree</b> |
6. Training was fun.
- |                          |                 |                |              |                       |
|--------------------------|-----------------|----------------|--------------|-----------------------|
| <b>1</b>                 | <b>2</b>        | <b>3</b>       | <b>4</b>     | <b>5</b>              |
| <b>Strongly Disagree</b> | <b>Disagree</b> | <b>Neutral</b> | <b>Agree</b> | <b>Strongly Agree</b> |
7. Trainer was enthusiastic.
- |                          |                 |                |              |                       |
|--------------------------|-----------------|----------------|--------------|-----------------------|
| <b>1</b>                 | <b>2</b>        | <b>3</b>       | <b>4</b>     | <b>5</b>              |
| <b>Strongly Disagree</b> | <b>Disagree</b> | <b>Neutral</b> | <b>Agree</b> | <b>Strongly Agree</b> |
8. I felt relaxed during training.
- |                          |                 |                |              |                       |
|--------------------------|-----------------|----------------|--------------|-----------------------|
| <b>1</b>                 | <b>2</b>        | <b>3</b>       | <b>4</b>     | <b>5</b>              |
| <b>Strongly Disagree</b> | <b>Disagree</b> | <b>Neutral</b> | <b>Agree</b> | <b>Strongly Agree</b> |
9. Training environment was informal.
- |                          |                 |                |              |                       |
|--------------------------|-----------------|----------------|--------------|-----------------------|
| <b>1</b>                 | <b>2</b>        | <b>3</b>       | <b>4</b>     | <b>5</b>              |
| <b>Strongly Disagree</b> | <b>Disagree</b> | <b>Neutral</b> | <b>Agree</b> | <b>Strongly Agree</b> |
10. Mood during training was supportive.
- |                          |                 |                |              |                       |
|--------------------------|-----------------|----------------|--------------|-----------------------|
| <b>1</b>                 | <b>2</b>        | <b>3</b>       | <b>4</b>     | <b>5</b>              |
| <b>Strongly Disagree</b> | <b>Disagree</b> | <b>Neutral</b> | <b>Agree</b> | <b>Strongly Agree</b> |
11. I felt safe (e.g. free from criticism) during training.
- |                          |                 |                |              |                       |
|--------------------------|-----------------|----------------|--------------|-----------------------|
| <b>1</b>                 | <b>2</b>        | <b>3</b>       | <b>4</b>     | <b>5</b>              |
| <b>Strongly Disagree</b> | <b>Disagree</b> | <b>Neutral</b> | <b>Agree</b> | <b>Strongly Agree</b> |
12. Trainer addressed me by name.
- |                          |                 |                |              |                       |
|--------------------------|-----------------|----------------|--------------|-----------------------|
| <b>1</b>                 | <b>2</b>        | <b>3</b>       | <b>4</b>     | <b>5</b>              |
| <b>Strongly Disagree</b> | <b>Disagree</b> | <b>Neutral</b> | <b>Agree</b> | <b>Strongly Agree</b> |
13. Trainer expressed a personal interest in me and the other trainees.
- |                          |                 |                |              |                       |
|--------------------------|-----------------|----------------|--------------|-----------------------|
| <b>1</b>                 | <b>2</b>        | <b>3</b>       | <b>4</b>     | <b>5</b>              |
| <b>Strongly Disagree</b> | <b>Disagree</b> | <b>Neutral</b> | <b>Agree</b> | <b>Strongly Agree</b> |
14. Trainer expressed appreciation for my previous work experience.
- |                          |                 |                |              |                       |
|--------------------------|-----------------|----------------|--------------|-----------------------|
| <b>1</b>                 | <b>2</b>        | <b>3</b>       | <b>4</b>     | <b>5</b>              |
| <b>Strongly Disagree</b> | <b>Disagree</b> | <b>Neutral</b> | <b>Agree</b> | <b>Strongly Agree</b> |

## PERCEIVED CONTENT VALIDITY OF TRAINING

1. The instructional aids (equipment, illustrations, etc.) used in training are very similar to real things I use on the job.

- |  |                          |                 |                |              |                       |
|--|--------------------------|-----------------|----------------|--------------|-----------------------|
|  | <b>1</b>                 | <b>2</b>        | <b>3</b>       | <b>4</b>     | <b>5</b>              |
|  | <b>Strongly Disagree</b> | <b>Disagree</b> | <b>Neutral</b> | <b>Agree</b> | <b>Strongly Agree</b> |
2. The methods used in training are very similar to how we do it on the job.
- |  |                          |                 |                |              |                       |
|--|--------------------------|-----------------|----------------|--------------|-----------------------|
|  | <b>1</b>                 | <b>2</b>        | <b>3</b>       | <b>4</b>     | <b>5</b>              |
|  | <b>Strongly Disagree</b> | <b>Disagree</b> | <b>Neutral</b> | <b>Agree</b> | <b>Strongly Agree</b> |
3. I like the way training seems so much like my job.
- |  |                          |                 |                |              |                       |
|--|--------------------------|-----------------|----------------|--------------|-----------------------|
|  | <b>1</b>                 | <b>2</b>        | <b>3</b>       | <b>4</b>     | <b>5</b>              |
|  | <b>Strongly Disagree</b> | <b>Disagree</b> | <b>Neutral</b> | <b>Agree</b> | <b>Strongly Agree</b> |
4. What is taught in training closely matches my job requirements.
- |  |                          |                 |                |              |                       |
|--|--------------------------|-----------------|----------------|--------------|-----------------------|
|  | <b>1</b>                 | <b>2</b>        | <b>3</b>       | <b>4</b>     | <b>5</b>              |
|  | <b>Strongly Disagree</b> | <b>Disagree</b> | <b>Neutral</b> | <b>Agree</b> | <b>Strongly Agree</b> |
5. The situations used in training are very similar to those I encounter on my job.
- |  |                          |                 |                |              |                       |
|--|--------------------------|-----------------|----------------|--------------|-----------------------|
|  | <b>1</b>                 | <b>2</b>        | <b>3</b>       | <b>4</b>     | <b>5</b>              |
|  | <b>Strongly Disagree</b> | <b>Disagree</b> | <b>Neutral</b> | <b>Agree</b> | <b>Strongly Agree</b> |

## SECTION E: PERSONALITY FACTORS

### LOCUS OF CONTROL

1. Promotion is usually a matter of good fortune.
- |  |                          |                 |                |              |                       |
|--|--------------------------|-----------------|----------------|--------------|-----------------------|
|  | <b>1</b>                 | <b>2</b>        | <b>3</b>       | <b>4</b>     | <b>5</b>              |
|  | <b>Strongly Disagree</b> | <b>Disagree</b> | <b>Neutral</b> | <b>Agree</b> | <b>Strongly Agree</b> |
2. Making money is primarily a matter of good fortune.
- |  |                          |                 |                |              |                       |
|--|--------------------------|-----------------|----------------|--------------|-----------------------|
|  | <b>1</b>                 | <b>2</b>        | <b>3</b>       | <b>4</b>     | <b>5</b>              |
|  | <b>Strongly Disagree</b> | <b>Disagree</b> | <b>Neutral</b> | <b>Agree</b> | <b>Strongly Agree</b> |
3. The main difference between people who make a lot of money and people who make a little money is luck.
- |  |                          |                 |                |              |                       |
|--|--------------------------|-----------------|----------------|--------------|-----------------------|
|  | <b>1</b>                 | <b>2</b>        | <b>3</b>       | <b>4</b>     | <b>5</b>              |
|  | <b>Strongly Disagree</b> | <b>Disagree</b> | <b>Neutral</b> | <b>Agree</b> | <b>Strongly Agree</b> |
4. Getting the job you want is mostly a matter of luck.
- |  |                          |                 |                |              |                       |
|--|--------------------------|-----------------|----------------|--------------|-----------------------|
|  | <b>1</b>                 | <b>2</b>        | <b>3</b>       | <b>4</b>     | <b>5</b>              |
|  | <b>Strongly Disagree</b> | <b>Disagree</b> | <b>Neutral</b> | <b>Agree</b> | <b>Strongly Agree</b> |
5. To get a really good job, you need to have family members or friends in really high places.
- |  |                          |                 |                |              |                       |
|--|--------------------------|-----------------|----------------|--------------|-----------------------|
|  | <b>1</b>                 | <b>2</b>        | <b>3</b>       | <b>4</b>     | <b>5</b>              |
|  | <b>Strongly Disagree</b> | <b>Disagree</b> | <b>Neutral</b> | <b>Agree</b> | <b>Strongly Agree</b> |
6. To make a lot of money, you have to know the right people.
- |  |                          |                 |                |              |                       |
|--|--------------------------|-----------------|----------------|--------------|-----------------------|
|  | <b>1</b>                 | <b>2</b>        | <b>3</b>       | <b>4</b>     | <b>5</b>              |
|  | <b>Strongly Disagree</b> | <b>Disagree</b> | <b>Neutral</b> | <b>Agree</b> | <b>Strongly Agree</b> |
7. When it comes to landing a really good job, who you know is more important than what you know.
- |  |                          |                 |                |              |                       |
|--|--------------------------|-----------------|----------------|--------------|-----------------------|
|  | <b>1</b>                 | <b>2</b>        | <b>3</b>       | <b>4</b>     | <b>5</b>              |
|  | <b>Strongly Disagree</b> | <b>Disagree</b> | <b>Neutral</b> | <b>Agree</b> | <b>Strongly Agree</b> |
8. It takes a lot of luck to be an outstanding employee on most jobs.
- |  |                          |                 |                |              |                       |
|--|--------------------------|-----------------|----------------|--------------|-----------------------|
|  | <b>1</b>                 | <b>2</b>        | <b>3</b>       | <b>4</b>     | <b>5</b>              |
|  | <b>Strongly Disagree</b> | <b>Disagree</b> | <b>Neutral</b> | <b>Agree</b> | <b>Strongly Agree</b> |

9. Most people are capable of doing their jobs well if they make the effort.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>

10. A job is what you make of it.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>

11. On most jobs, people can pretty much accomplish whatever they set out to achieve.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>

12. If you know what you want out of a job, you can find a job that gives it to you.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>

13. If employees are unhappy with a decision made by their boss, they should do something about it.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>

14. People who perform their jobs well generally get rewarded for it.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>

15. Promotions are given to employees who perform well on the job.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>

16. Most employees have more influence on their supervisors than they think.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>

#### CONSCIENTIOUSNESS

1. I am always prepared.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>

2. I pay attention to details.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>

3. I get chores done right away.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>

4. I carry out my plans.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>

5. I make plans and stick to them.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>

6. I complete tasks successfully.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>

7. I do things according to a plan.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>

8. I am exacting in my work.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>

9. I finish what I start.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>

10. I follow through with my plans.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>

11. I waste my time.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>

12. I find it difficult to get down to work.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>

13. Do just enough work to get by.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>

14. I don't see things through.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>

15. I shirk my duties.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>

16. I mess things up.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>

17. I leave things unfinished.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>

18. I don't put my mind on the task.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>

**APPENDIX F: SPSS OUTPUT OF RAW DATA**

Descriptive stats

	Mean	Std. Deviation	N
Managerial	22.9541	3.70282	109
Peer_Support	23.3761	4.67814	109
Supervisor	22.7890	3.75419	109
Subordinate_Support	23.4954	4.41299	109
Organizational_Support	22.8257	3.64601	109
Openness_to_Change	40.7982	5.46501	109
Training_Reputation	54.5505	8.76175	109
Conscientiousness	54.6789	5.86086	109
Content_Validity	50.3945	5.66670	109
Locus_of_Control	55.0367	5.49061	109
Training_Transfer	37.0000	4.20097	109

Relationship and effect size of trainers reputation, content validity and training transfer

		Trainers reputation	Content Validity
Training transfer	Reliability	0.18	0.23
	Effect Size	.03	.05

Organizational support

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.432 <sup>a</sup>	.187	.179	3.80594

a. Predictors: (Constant), Organizational\_Support

**ANOVA<sup>b</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	356.084	1	356.084	24.583	.000 <sup>a</sup>
	Residual	1549.916	107	14.485		
	Total	1906.000	108			

a. Predictors: (Constant), Organizational\_Support

b. Dependent Variable: Training\_Transfer

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	25.632	2.322		11.041	.000
	Organizational_Support	.498	.100	.432	4.958	.000

a. Dependent Variable: Training\_Transfer

Openness to Change

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.347 <sup>a</sup>	.120	.112	3.95855

a. Predictors: (Constant), Openness\_to\_Change

**ANOVA<sup>b</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	229.294	1	229.294	14.633	.000 <sup>a</sup>
	Residual	1676.706	107	15.670		
	Total	1906.000	108			

a. Predictors: (Constant), Openness\_to\_Change

b. Dependent Variable: Training\_Transfer

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	26.122	2.869		9.106	.000
	Openness_to_Change	.267	.070	.347	3.825	.000

a. Dependent Variable: Training\_Transfer

Facets of organizational support on training transfer

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.503 <sup>a</sup>	.253	.246	3.64886
2	.506 <sup>b</sup>	.256	.227	3.69272

a. Predictors: (Constant), Supervisor

b. Predictors: (Constant), Supervisor, Peer Support, Subordinate Support, Managerial

**ANOVA<sup>c</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	481.383	1	481.383	36.156	.000 <sup>a</sup>
	Residual	1424.617	107	13.314		
	Total	1906.000	108			
2	Regression	487.836	4	121.959	8.944	.000 <sup>b</sup>
	Residual	1418.164	104	13.636		
	Total	1906.000	108			

a. Predictors: (Constant), Supervisor

b. Predictors: (Constant), Supervisor, Peer Support, Subordinate Support, Managerial

c. Dependent Variable: Training\_Transfer

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	24.184	2.160		11.197	.000
	Supervisor	.562	.094	.503	6.013	.000
2	(Constant)	23.826	2.754		8.652	.000
	Supervisor	.403	.379	.360	1.064	.290
	Managerial	.170	.389	.150	.437	.663
	Subordinate_Support	-.033	.090	-.035	-.369	.713
	Peer_Support	.037	.079	.041	.467	.642

a. Dependent Variable: Training\_Transfer

**Excluded Variables<sup>b</sup>**

Model		Beta In	t	Sig.	Partial Correlation	Collinearity Statistics
						Tolerance
1	Managerial	.121 <sup>a</sup>	.364	.717	.035	.063
	Subordinate_Support	-.025 <sup>a</sup>	-.276	.783	-.027	.842
	Peer_Support	.039 <sup>a</sup>	.451	.653	.044	.928

a. Predictors in the Model: (Constant), Supervisor

b. Dependent Variable: Training\_Transfer

Conscientiousness and training transfer

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.009 <sup>a</sup>	.000	-.009	4.22037

a. Predictors: (Constant), Conscientiousness

**ANOVA<sup>b</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.168	1	.168	.009	.923 <sup>a</sup>
	Residual	1905.832	107	17.812		
	Total	1906.000	108			

a. Predictors: (Constant), Conscientiousness

b. Dependent Variable: Training\_Transfer

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	36.632	3.810		9.614	.000
	Conscientiousness	.007	.069	.009	.097	.923

a. Dependent Variable: Training\_Transfer

Two way anova of gender and locus on perceived training transfer

**Report**

Training\_Transfer

Gender	Locus_Type	N	Mean	Std. Deviation
Males	Internalizers	31	36.9032	5.67659
	Externalizers	18	37.6111	4.88863
	Total	49	37.1633	5.35936
Females	Internalizers	37	36.5135	2.82471
	Externalizers	23	37.4348	3.20264
	Total	60	36.8667	2.98281
Total	Internalizers	68	36.6912	4.33058
	Externalizers	41	37.5122	3.97569
	Total	109	37.0000	4.20097

**Tests of Between-Subjects Effects**

Dependent Variable: Training\_Transfer

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	20.117 <sup>a</sup>	3	6.706	.373	.772
Intercept	139219.969	1	139219.969	7.751E3	.000
Gender	2.024	1	2.024	.113	.738
Locus_Type	16.765	1	16.765	.933	.336
Gender * Locus_Type	.288	1	.288	.016	.900
Error	1885.883	105	17.961		
Total	151127.000	109			
Corrected Total	1906.000	108			

a. R Squared = .011 (Adjusted R Squared = -.018)

Relationship between tenure and training transfer

		Experience	Training_Transfer
Experience	Pearson Correlation	1	-.051
	Sig. (1-tailed)		.301
	N	109	109

Training_Transfer	Pearson Correlation	-.051	1
	Sig. (1-tailed)	.301	
	N	109	109

Locus of control moderating support and training transfer

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.432 <sup>a</sup>	.187	.179	3.80594
2	.474 <sup>b</sup>	.224	.210	3.73481
3	.477 <sup>c</sup>	.228	.206	3.74376

a. Predictors: (Constant), Organizational\_Support

b. Predictors: (Constant), Organizational\_Support, Locus\_of\_Control

c. Predictors: (Constant), Organizational\_Support, Locus\_of\_Control, LocusXSupport

**ANOVA<sup>d</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	356.084	1	356.084	24.583	.000 <sup>a</sup>
	Residual	1549.916	107	14.485		
	Total	1906.000	108			
2	Regression	427.427	2	213.713	15.321	.000 <sup>b</sup>
	Residual	1478.573	106	13.949		
	Total	1906.000	108			
3	Regression	434.344	3	144.781	10.330	.000 <sup>c</sup>
	Residual	1471.656	105	14.016		
	Total	1906.000	108			

a. Predictors: (Constant), Organizational\_Support

b. Predictors: (Constant), Organizational\_Support, Locus\_of\_Control

c. Predictors: (Constant), Organizational\_Support, Locus\_of\_Control, LocusXSupport

d. Dependent Variable: Training\_Transfer

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	25.632	2.322		11.041	.000
	Organizational Support	.498	.100	.432	4.958	.000
2	(Constant)	17.034	4.432		3.843	.000
	Organizational Support	.517	.099	.448	5.223	.000
	Locus of Control	.149	.066	.194	2.262	.026
3	(Constant)	-.587	25.473		-.023	.982
	Organizational Support	1.304	1.125	1.132	1.159	.249
	Locus of Control	.466	.456	.609	1.021	.310
	Locus X Support	-.014	.020	-.772	-.703	.484

a. Dependent Variable: Training\_Transfer

