

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 α 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 α 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 α) 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
Sex		
Male	67	61.47
Female	42	38.53
Age		
18 – 25	37	33.9
26 – 40	47	43.1
41 – 50	19	17.4
51 – above	6	5.6
Highest Education level		
Primary	2	1.83
JHS	11	10.09
Secondary/Technical	38	34.86
University/Polytechnic	51	46.79
Post graduate	7	6.43
Work Experience		
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.

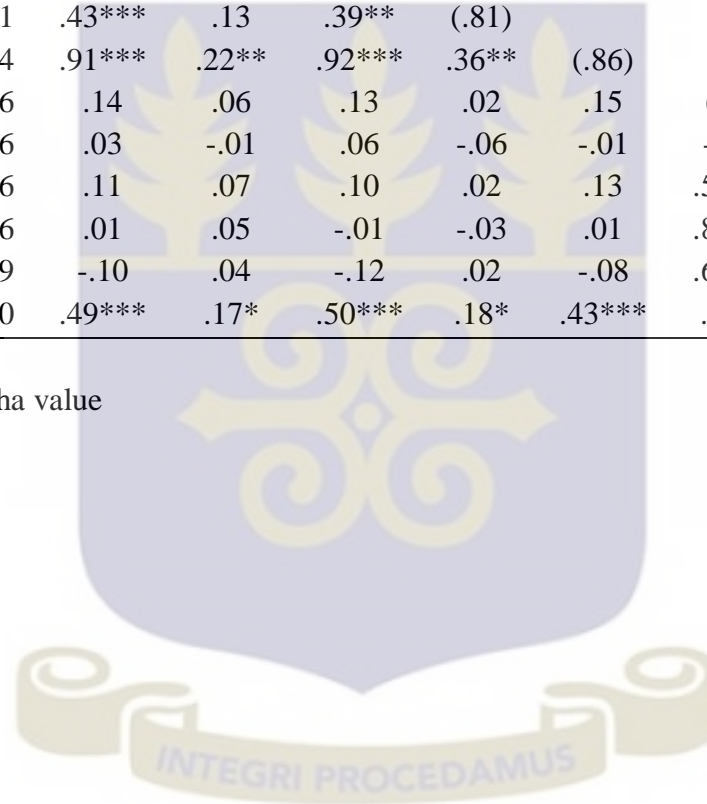


Table 2: Correlation and reliabilities among the variables

	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 Organizational Support	22.82	3.64	.91***	.22**	.92***	.36**	(.86)						
6 Openness to Change	40.79	5.46	.14	.06	.13	.02	.15	(.89)					
7 Training Reputation	54.55	8.76	.03	-.01	.06	-.06	-.01	-.013	(.82)				
8 Conscientiousness	54.67	5.86	.11	.07	.10	.02	.13	.54***	-.12	(.82)			
9 Content Validity	50.39	5.66	.01	.05	-.01	-.03	.01	.82***	-.03	.72***	(.84)		
10 Locus of Control	55.03	5.49	-.10	.04	-.12	.02	-.08	.65***	-.01	.77***	.84***	(.86)	
11 Training Transfer	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

H₁: 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	β
(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	β
(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’.

H₃: *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.

H₄: *Trainer's reputation will significantly account for variance in perceived training transfer*

H₅: *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.

H₆: *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		

$R^2 = .01$

H₇: *Trainees with internal locus of control will perceive higher training transfer compared to trainees with external locus of control.*

H₈: *Perceived transfer of training will be greater in males compared to females.*

The two-way ANOVA was used to analyze these two hypotheses (H₇ and H₈) 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.

H₉: *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.

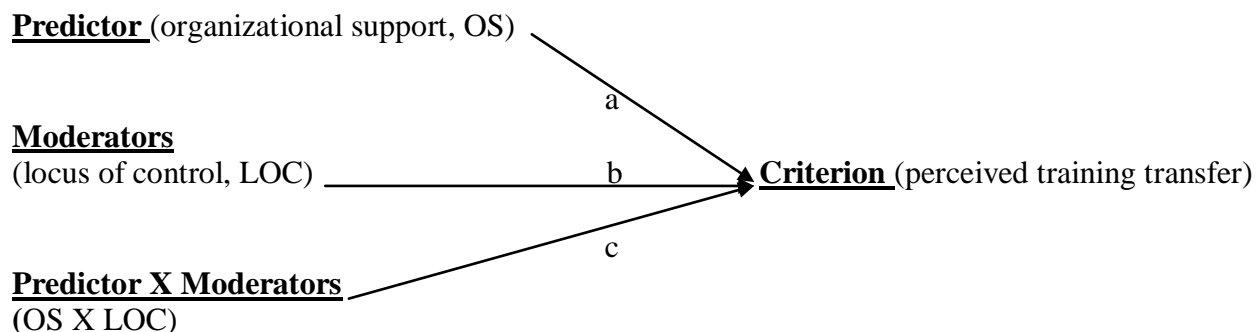


Fig 4: Path diagram of moderation model (Baron & Kenny, 1986)

H₁₀: *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.

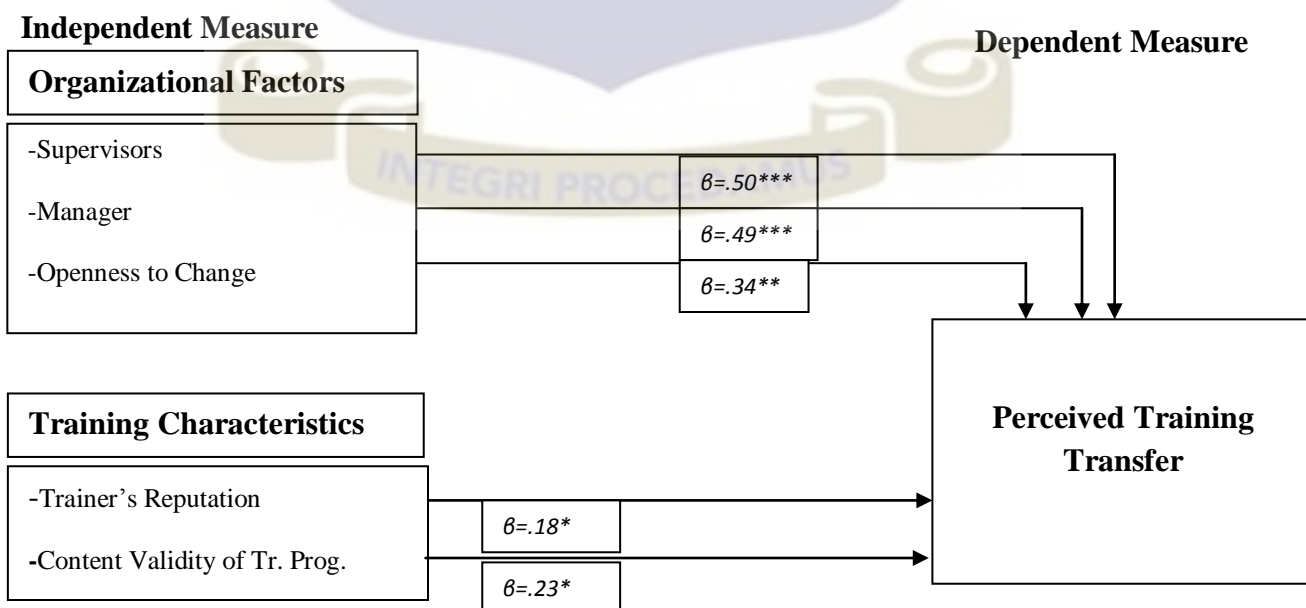
Summary of Findings

In summary, the results indicated that

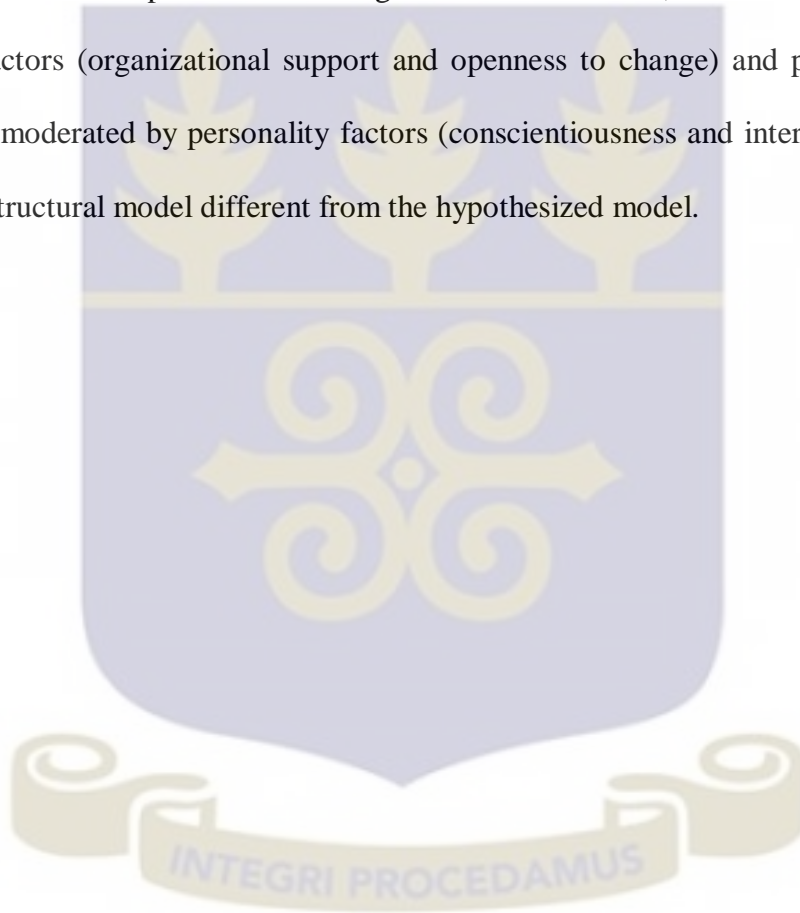
1. Organizational support significantly accounted for positive variance to perceived training transfer.
2. Openness to change significantly predicted higher positive variance to perceived training transfer.

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 Yeara (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 is 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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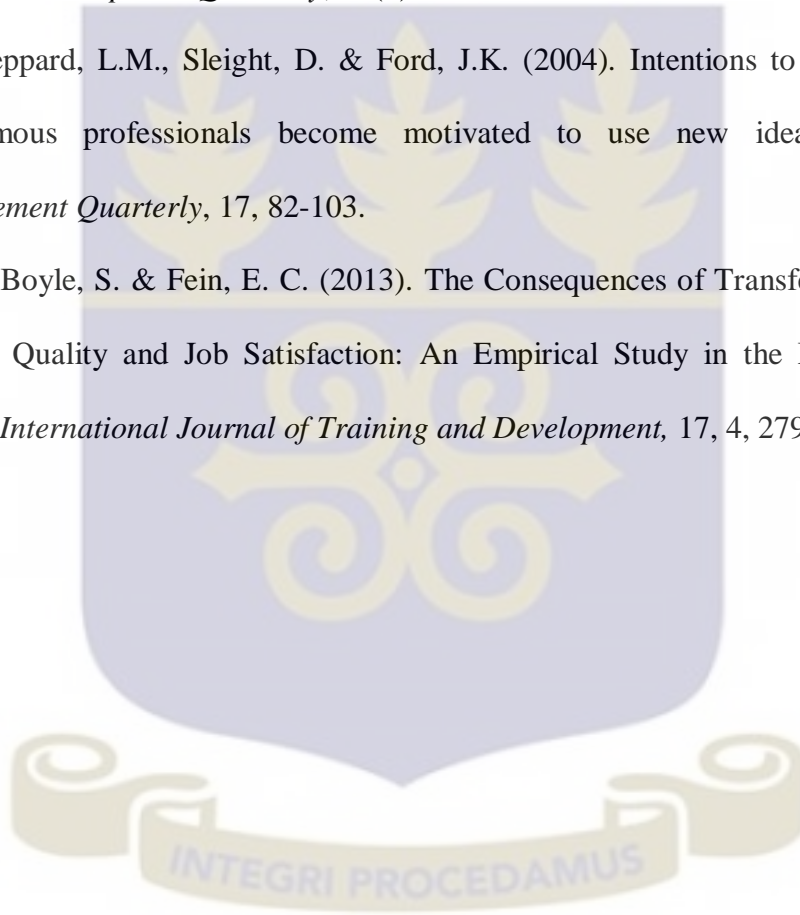
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APPENDICES

APPENDIX A: ETHICAL APPROVAL



UNIVERSITY OF GHANA
ETHICS COMMITTEE FOR THE HUMANITIES (ECH)

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

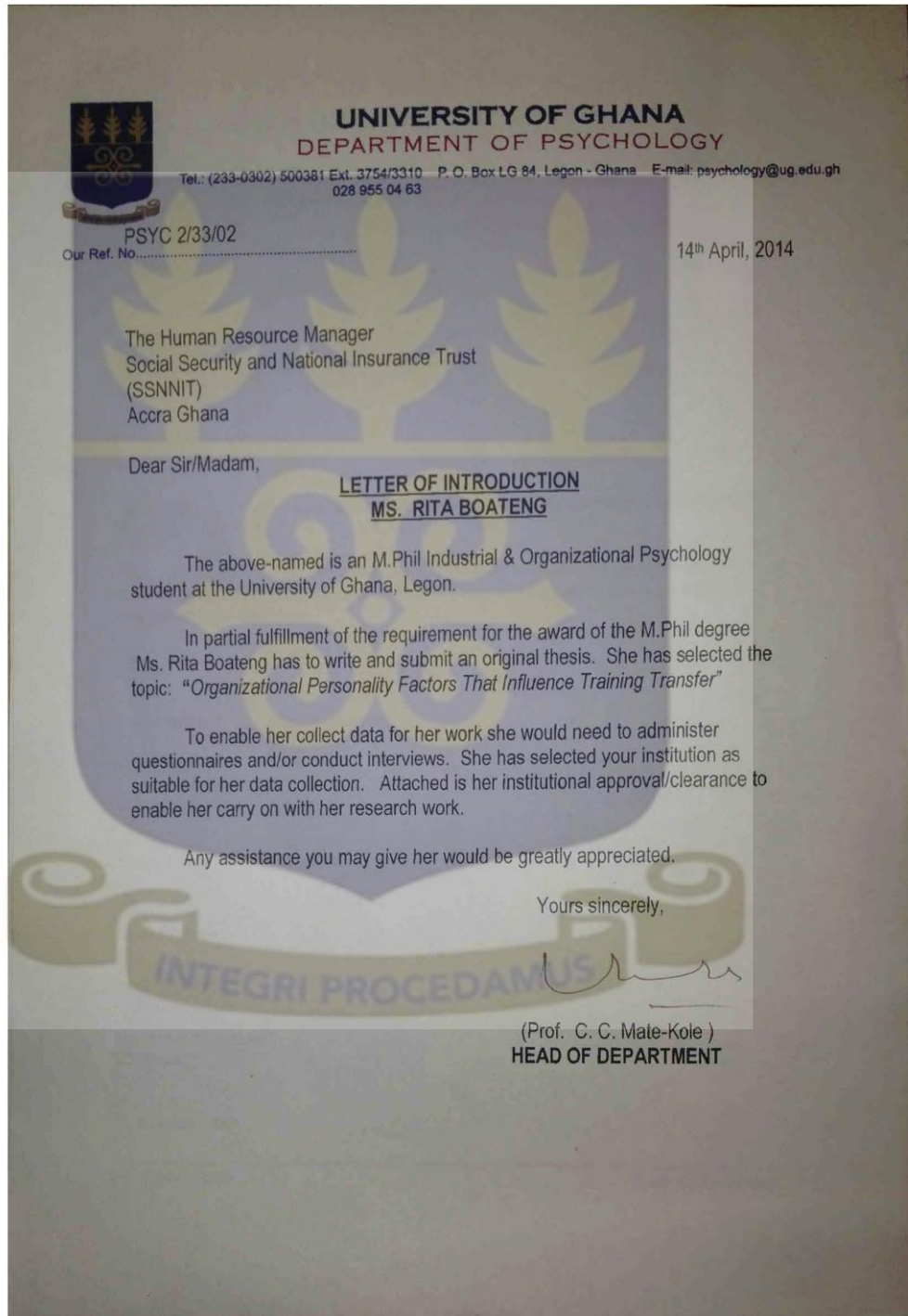
Email: ech@isser.edu.gh



INTEGRI PROCEDAMUS

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
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:	PERSONALITY FACTORS, ORGANISATIONAL FACTORS AND TRAINING CHARACTERISTICS THAT INFLUENCE PERCEIVED TRAINING TRANSFER
Student Investigator:	RITA BOATENG
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 or the Department of Psychology of the University of Ghana, psychology@ug.edu.gh or the ECH at 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 in 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.

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

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

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

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

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

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

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

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

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

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

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

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.

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

SECTION E: PERSONALITY FACTORS

LOCUS OF CONTROL

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

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

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

10. A job is what you make of it.

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

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

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

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

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

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

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

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

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

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

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

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

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

CONSCIENTIOUSNESS

1. I am always prepared.

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

2. I pay attention to details.

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

3. I get chores done right away.

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

4. I carry out my plans.

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

5. I make plans and stick to them.

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

6. I complete tasks successfully.

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

7. I do things according to a plan.

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

8. I am exacting in my work.

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

9. I finish what I start.

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

10. I follow through with my plans.

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

11. I waste my time.

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

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

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

13. Do just enough work to get by.

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

14. I don't see things through.

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

15. I shirk my duties.

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

16. I mess things up.

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

17. I leave things unfinished.

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

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

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

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 ^a	.187	.179	3.80594

a. Predictors: (Constant), Organizational_Support

ANOVA^b

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

a. Predictors: (Constant), Organizational_Support

b. Dependent Variable: Training_Transfer

Coefficients^a

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 ^a	.120	.112	3.95855

a. Predictors: (Constant), Openness_to_Change

ANOVA^b

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

a. Predictors: (Constant), Openness_to_Change

b. Dependent Variable: Training_Transfer

Coefficients^a

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 ^a	.253	.246	3.64886
2	.506 ^b	.256	.227	3.69272

a. Predictors: (Constant), Supervisor

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

ANOVA^c

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	481.383	1	481.383	36.156	.000 ^a
	Residual	1424.617	107	13.314		
	Total	1906.000	108			
2	Regression	487.836	4	121.959	8.944	.000 ^b
	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^a

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^b

Model		Beta In	t	Sig.	Partial Correlation	Collinearity Statistics
						Tolerance
1	Managerial	.121 ^a	.364	.717	.035	.063
	Subordinate_Support	-.025 ^a	-.276	.783	-.027	.842
	Peer_Support	.039 ^a	.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 ^a	.000	-.009	4.22037

a. Predictors: (Constant), Conscientiousness

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.168	1	.168	.009	.923 ^a
	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 ^a	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 ^a	.187	.179	3.80594
2	.474 ^b	.224	.210	3.73481
3	.477 ^c	.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^d

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

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

