An investigation into employee perceptions of the factors that influence transfer of training at Standard Executors and Trustees

by

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ABSTRACT

This dissertation focuses on the transfer of training at Standard Executors and Trustees. Studies indicate that too often managers in organisations get involved in what they call training, which they carry out as a matter of routine (Erasmus and Van Dyk,1999:10). This form of training, which is done merely for the sake of training, does not add any tangible benefits for the employee or the organisation.

Chapter one of this study presents a background to the company and the issues surrounding the transfer of training as well as some of the benefits that may be achieved by positive transfer of training within an organisation. The chapter also contains a statement of the objectives and hypotheses of the study.

Chapters two, three and four present the literature, which was reviewed for the study. In Chapter two various definitions of training, development, learning and transfer of training are explored. Chapter three looks at a systematic approach to transfer of training and Chapter four looks at the transfer process model, which focuses on work Environment Factors that influence transfer of training in organisations.

Chapter five outlines the research methodology that was followed in this study.

Chapter six presents the field study, which involved the following:

- The design of a research questionnaire to investigate the perceptions held by employees in relation to the factors they believe influence transfer of training at Standard Executors and Trustees.
- The development of a research model.
- The presentation of the research findings.

The study ends with Chapter seven which provides a conclusion, discussion and recommendations in respect of the research findings.

The key research findings are that Transfer of Training within Standard Executors and Trustees is greatly influenced by:

- The assessment of training needs.
- The employee's motivation to learn.
- The employee's ability to learn.

The research also indicates that the while the under-mentioned variables have an influence on Transfer of Training at Standard Executors and Trustees, their influence is not significant:

- The design of training.
- The selection of an appropriate training venue.
- The evaluation of employee performance during and after attending a training course.
- The use of goal setting and relapse prevention techniques.
- The issue of organisational support was also investigated, however the statements investigating this aspect of the study had very low reliability values and in the final analysis this area will need further research.

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CHAPTER ONE

Introduction

1.1 Background to the study

The mission of Standard Executors and Trustees (S.E.T) is to provide a range of Trust Company services that is competitive, comprehensive and of a high professional standard. Legislation such as The Financial Advisors Intermediary Services Act (FAIS) also requires staff to meet certain competency levels before they may be allowed to offer financial advisory services to the public.

Prior to 2002, training at Standard Executors and Trustees was done on an ad hoc basis. Employees were sent on training by management because it was felt that some form of training had to be done. The training process was not systematic nor was it co-ordinated. The end result was that the training needs of each job were not accurately identified nor were the ultimate objectives of the company being met.

However, since 2002, the focus of training within the company has changed significantly. The company has been developing a framework to assist managers in determining the training needs of each job more accurately.

The company is currently using a framework called Capability Trading, C Turnbull (personal communication, February 2, 2005). The framework focuses on analysing each job in relation to the Knowledge competencies, the Interpersonal competencies and the Personal competencies required by employees to be effective in their positions.

Competencies are defined as the knowledge, skills, abilities or characteristics associated with high performance on the job. In terms of the competency framework, Knowledge competencies refer to the collection of diverse skills and expertise required to succeed at a particular job and may include (general business knowledge, risk management knowledge and people management knowledge). Interpersonal competencies refer to personal styles of interaction which revolve around communication, interaction with others and leadership skills. Personal competencies

refer to the individual's culture, beliefs, and values (Standard Bank, Intranet 2005,February 02). Available: http://intranet.sbic.co.za/our business.

The main aim of the competency framework is to help managers manage people better by integrating human resource activities around talent identification, personnel recruitment, performance management and succession planning.

In addition to the aforesaid, the competency framework also recognises that different jobs within the company may require different levels of competency. The framework makes provision for three levels of competence. At the Entry Level the activities of the employee revolve around operational activities and may include leadership of a team. At the Mature Level the activities of the employee revolve around tactical activities and may include leadership of a business unit and at the Expert Level the activities of the employee revolve around strategic issues and may involve leadership of a business unit or division.

However, while the company is putting much effort and money into this exercise it appears to focus on only one aspect of the training, that being the assessment of training needs. If the company wishes to improve its return on investment from training it needs to understand all the factors that affect transfer of training. Therein lies the major problems associated with transfer of training as will be highlighted next.

1.2 Statement of the problem

Skills development through education and training has always been the most powerful lever for improving both individual opportunity and institutional competitiveness of countries world-wide (Van dyk *et al*, 2001:4).

However training for the sake of training does not add any tangible benefits. Erasmus and Van Dyk (1999:10) state that too often managers in organisations get involved in what they call training which they carry out as a matter of habit. They state that this form of training is ineffective because actual needs are not being addressed.

Therefore, while Standard Executors and Trustees has embarked on a process of detailing the competencies required for each job, the company will not be able to achieve positive transfer of training unless management takes into account all the factors that affect transfer.

Furthermore, due to the huge sums of money spent on training and the high relapse rate, managers in organisations need to ask whether they are optimising the delivery of training by ensuring that there is a transfer of skills to the job (Salas *et al*, 2003:487).

Studies also indicate that the lack of transfer of training is so pervasive that it affects almost all training situations. It has been found that most organisations fail to incorporate what has been learnt about successful transfer of training because of two main reasons, (a) organisations believe that training is a simple process where an unskilled worker is sent on training and returns as a skilled worker and (b) organisations believe that telling an employee how well he performed on training is all that he needs to make learning effective when in fact feedback must be constructive and guided (Salas *et al*, 2003:487).

1.3 Motivation for the study

Having regard to the problems experienced with transfer of training as mentioned above, much research has been done to understand the factors which contribute to successful transfer of training. Studies indicate that by taking into account the actual recipient's point of view on training, our understanding of the factors that affect training effectiveness can be enhanced (Santos and Stuart, 2003:27). According to Facteau *et al* (1995:2), a trainee's perception that training will be a waste of time, does not motivate him to want to attend training, they state further that if a trainee perceives that he has a choice in respect of which training programmes he would like to attend, he is more motivated to learn.

Furthermore, studies carried out by Santos and Stuart (2003:27) indicate that a trainee's perception of his work environment and systems of reward are antecedents of behaviour change after attending training. They state also that companies embarking on widespread investments in training activities and procedures should ensure that any training that is provided is perceived to be worthwhile to both the organisation and the individual.

Therefore, if transfer of training is to take place within any organisation managers need to have an understanding of what perceptions employees have in relation to the factors which they consider to have a positive influence on the transfer of training. It is therefore clear that this study, which seeks to determine employee perceptions of the factors that influences transfer of training at Standard Executors and Trustees, is relevant.

1.4 Overview of literature related to this study

Van Dyk *et al* (2001:147) define training as a systematic and planned process to change the knowledge, skills and behaviour of employees in such a way that organisational objectives are met. They state further that to achieve this training cannot take place in a vacuum, for positive transfer of training to take place all training efforts must follow a predetermined process.

This study will look at the systematic design approach as illustrated by Desimone *et al* (2002:41), in particular the study will focus on providing a review of the literature on training needs assessment, training design, training implementation and training evaluation. The study will also provide a review of the training input factors of Baldwin and Ford's (1988:64) transfer process model. A review of the literature on transfer of training indicates that each of these process models influence the positive transfer of training, therefore both models will be discussed in greater detail in chapters three and four respectively.

What follows is a brief statement of each of the variables associated with Desimone *et al's* Systematic Design Approach and the variables associated with the training input factors of Baldwin and Ford's Transfer Process Model. The aforesaid process has been followed to provide the reader with an insight into the relevance of the literature covered in the study and to provide a background for the formulation of the research objectives.

1.4.1 Training needs assessment

The first step in training focuses on the process of deciding who and what should be trained (Salas *et al* 2001:475). According to Tannenbaum and Yukl (1992:400), a properly conducted needs analysis yields information which helps develop meaningful instructional objectives and training criteria.

1.4.2 Training design

Desimone *et al* (2002:165) state that effective training programmes must be supported by appropriate training techniques to ensure positive transfer of training. In an effort to improve training design a large proportion of empirical research has concentrated on incorporating learning principles such as the use of identical elements and stimulus variability in training design (Baldwin and Ford, 1988.66).

1.4.3 Training implementation

The primary training methods suggested by Desimone *et al* (2002:194) are On-the-Job training, Classroom training, and Computer based training. On-the-Job training involves training the trainee at his regular work station, Classroom training is training that is conducted outside a trainee's normal work station and Computer Based training makes use of improvements in technology to deliver training more effectively. They state further that while any of the aforesaid training methods may be used to improve transfer of training, the choice of an appropriate training method must be guided by the training objectives of the company and the current level of trainee expertise.

1.4.4 Training evaluation

According to Salas *et al* (2001:487) training evaluation is easier said than done, it is labour intensive and costly. However Desimone *et al* (2002:229) state that the evaluation of training is important as it helps managers to determine to what extent transfer of training has taken place within the organisation. There are various models which may be used to evaluate training, the most popular being Kirkpatrick's Evaluation Framework which will be discussed in chapter three.

1.4.5 Employee motivation

According to Mathieu (1992:831) training effectiveness studies indicate that trainees will be more motivated to perform well in training, if they hold the following perceptions:

a) That increased effort will lead to high performance in training,
b) That high performance in training will lead to high job performance,
c) That high job performance is instrumental in obtaining desired outcomes and in avoiding undesirable outcomes.

1.4.6 Trainee's ability to learn

Studies carried out by Salas *et al* (2001:478) have shown that a trainee's ability to learn has a direct influence on the attainment of job knowledge because trainees with high ability learn more and are more likely to succeed in training.

1.4.7 Organisational support for training

Tannenbaum and Yukl (1992:417) state that employees start to learn about the way training is viewed in the organisation early in the socialisation process, employees pick up on certain cues which signal to them that training is important. These cues may include supervisory support for training, the availability of resources, and opportunity to perform. Santos and Stuart (2003:43) also state that training will be more effective if attention is given to ensuring that the work climate encourages

personal development because transfer of training is more likely to occur where managers encourage and reward trainees for using new skills.

1.4.8 Supervisory support for training

Studies carried out by Tannenbaum and Yukl (1992:418) indicate that trainees with supportive managers entered training with a strong belief that training was useful and they also reported stronger intentions to transfer training back to their jobs. Furthermore, managers who send their employees on training, to teach them new behaviour but do not make the effort to encourage the transfer of those behaviours back to the work place may as well be throwing their money out the door Holton III *et al* (2002:333).

1.4.9 The use of goal setting to improve transfer of training

Hogan (2000:68) states that goals give meaning and purpose to life and so they become the aim and purpose of the individual. Studies carried out by Marilyn.E.Gist (1990:505) go further and states that goals affect choice, by leading people to direct their attention towards goals that are relevant as opposed to goals that are irrelevant. It is also suggested by Wexley and Baldwin (1986:504) that goal setting may be an effective motivational strategy that can be used to induce behaviour change.

1.4.10 The use of relapse prevention techniques to improve transfer of training

Relapse prevention is a behaviour self-management technique, which is used to facilitate long term abstinence from addictive behaviour in situations common to alcohol, heroin and tobacco dependence (Hall *et al*, 1984:372). Perri *et al* (1984:404) suggest that relapse prevention strategies should incorporate the following procedures; (a) identification of situations that are high risk for slips to occur, (b) training in problem solving to deal with high risk situations, (c) actual practice in coping with potential slips and (d) development of cognitive coping techniques for negotiating setbacks. Wexley and Baldwin (1986:505) state that relapse prevention strategies may be used to teach individuals to identify and cope with difficult

situations on the job, thereby improving transfer of training. The aforesaid overview of the literature clearly indicates its relevance to the study of transfer of training.

1.5 Research objectives

The purpose of this study is to find answers to the research problem, which is an investigation into employee perceptions of the factors that influence the transfer of training at Standard Executors and Trustees.

The research objectives which have been formulated for this study have been established with due regard to the research problem stated above and will focus on the following areas:

1) The determination of the need to training.
2) The use of different training designs in training programmes.
3) The choice of a particular training venue.
4) The evaluation of an employee's performance after attending training.
5) Employee motivation.
6) An employee's ability to learn.
7) Supervisory support for training.
8) The use of goal setting in training design.
9) The use of relapse prevention techniques in training.
10) Organisational support for training.

Detailed research objectives have been set out in chapter five of this study.

1.6 Research Hypothesis

The research hypothesis for this study have been developed from the research objectives as stated at section 1.5. According to Wegner (2002:214) hypothesis testing is the process of testing the validity of a claim about the true value of any population. Detailed hypotheses will be found in chapter five of this study, what follows is a brief out line of the various hypotheses that will be tested:

1) The determination of the need to train has a positive influence on the transfer of training.

2) The use of different training designs in training programmes has a positive influence on the transfer of training.

3) The choice of a particular training venue has a positive influence on the transfer of training.

4) The evaluation of an employee's performance after attending training has a positive influence on the transfer of training.

5) Employee motivation to learn has a positive influence on the transfer of training.

6) An employee's ability to learn influences the transfer of training.

7) Supervisory support for training has a positive influence on the transfer of training.

8) The use of goal setting in training design has a positive influence on the transfer of training.

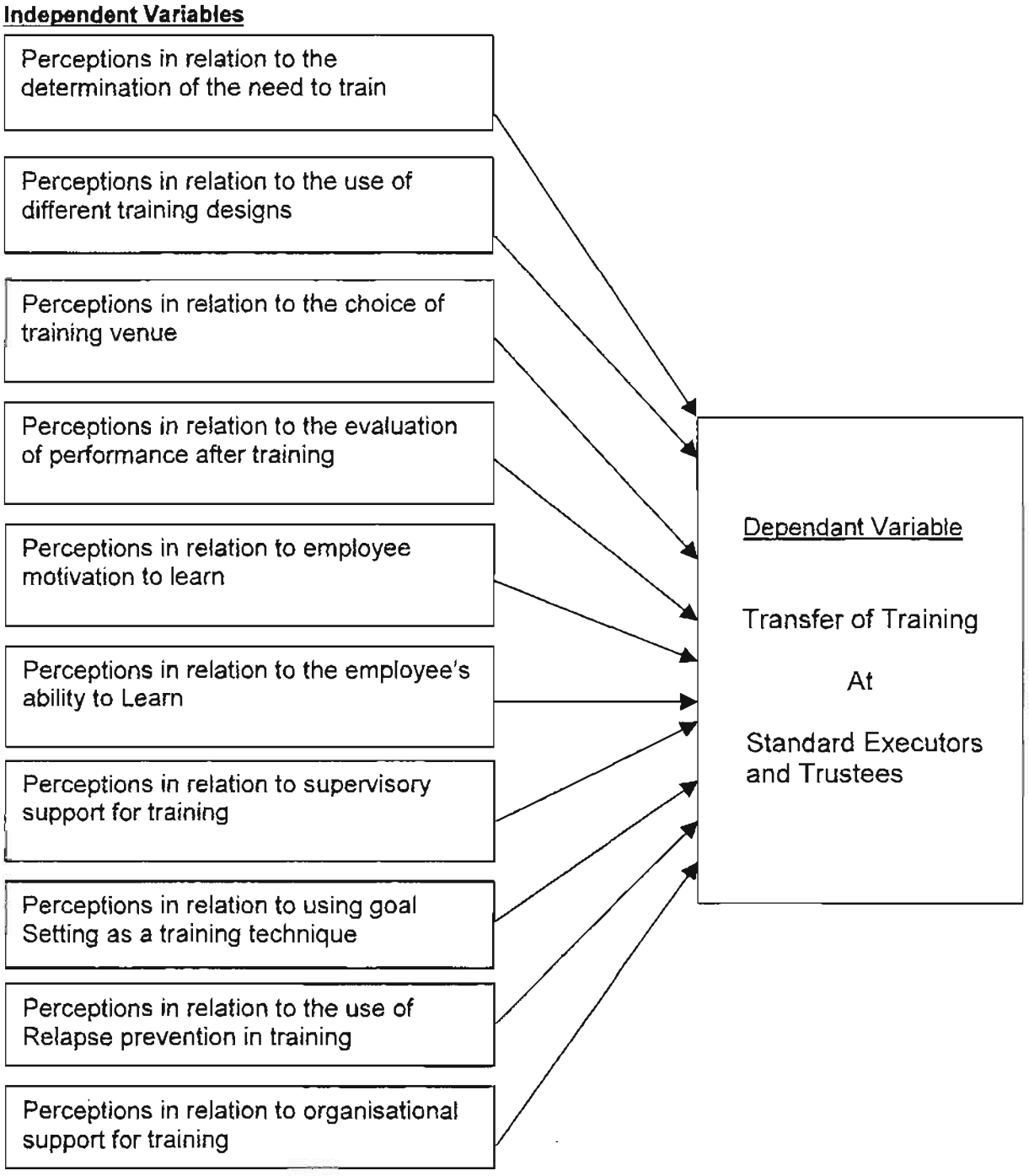
9) The use of relapse prevention techniques in training influences the transfer of training.

10) Organisational support for training has a positive influence on the transfer of training.

1.7 Research Model

In an effort to provide managers with a graphic depiction of the factors that influence the transfer of training at Standard Executors and Trustees, a research model was developed. The model is meant to illustrate the correlation between the Independent Variables and the Dependant Variable of the study. The model appears as Figure 1.

Figure – 1 Employee Perceptions on the factors that Influences Transfer of Training at Standard Executors and Trustees



1.8 Chapter layout

The purpose of this study is to investigate the perceptions held by employee's in relation to the factors that have an influence on the transfer of training at Standard Executors and Trustees.

Chapter two focuses on the definitions given to training, development, learning and transfer of training. It also examines the problems associated with transfer of training more closely and looks at some of the benefits of positive transfer.

Chapter three reviews the literature on the use of a systematic design approach to transfer of training, in particular the chapter provides a review of the systematic design approach illustrated by Desimone *et al* (2002:41).

Chapter four reviews the literature related to Baldwin and Ford's transfer process model (1986) to illustrate that the traditional factors of training needs analysis, training design, training delivery and training evaluation are not sufficient to achieve positive transfer of training.

Chapter five describes the research methodology that was followed, illustrates how the research instrument was designed and looks at how the data was gathered and analysed.

Chapter six provides a report of the results of the field study.

Chapter seven provides a conclusion in relation to the research findings.

Chapter eight provides recommendations based on the research findings.

CHAPTER TWO

DEFINITIONS and CONCEPTS

2.1 Introduction

This study aimed to investigate employee perceptions of the factors that influence transfer of training at Standard Executors and Trustees. Chapter two provides definitions of the terms training, development, learning and transfer of training. This approach has been taken because according to Erasmus and Van Dyk (1999:10), managers in organisations often get involved in what they call training, which they carry out automatically and as a matter of habit. They refer to this phenomenon as automatic or habitual training where training is done for the sake of appearance. They state further that this form of training is ineffective because actual needs are not being addressed.

For positive transfer of training to take place, it is important for managers to understand that there are differences in the ultimate focus of training, development, learning and transfer of training. This chapter also looks at the problems associated with transfer of training in greater detail and lists some of the benefits to be gained from positive transfer of training.

2.2 Definitions

2.2.1 Training

Training is defined as "a planned and systematic effort to modify or develop knowledge, skills and attitudes through learning experience and to achieve effective performance in an activity or a range of activities, its purpose in the work situation is to enable an individual to acquire abilities in order that he or she can perform adequately a given task or job" (Buckley and Caple, 1990:13). According to Desimone *et al* (2002:10), training typically involves providing employees with knowledge and skills that are required to do a particular job or to perform a particular task.

Davis and Davis (1998:44) take the definition of training further and state that training is necessary to help workers qualify for a job, do the job or advance within the organisation. However training is also essential for enhancing and transforming the job so that the job adds value to the enterprise.

2.2.2 Development

Development by contrast has a long term focus on preparing the individual for long-term responsibility while also increasing the individual's ability to perform current jobs (Desimone *et al,* 2002:10). A further point of view is that training is normally used at a lower level, while development is used with managers or professionals. Training may also have a short- term objective whereas development has a long-term objective (Jones *et al,*1998:302).

2.2.3 Learning

Learning has been defined as "a relatively permanent change in behaviour, cognition or affect that occurs as a result of ones interaction with the environment. The focus of learning is change either by acquiring something new (like skill in conducting meetings) or modifying something that already exists (like a soldier acquiring greater accuracy in shooting a rifle)" (Desimone *et al,* 2002:75).

The change in behaviour must be long lasting before we can say that learning has really occurred. An example of this would be, if a trainee can recall the command needed to create a macro operation in a word processing program on the second day of a training course but cannot remember them four days later back on the job, then learning has not occurred (Desimone *et al,* 2002:75).

Learning can also be seen as a more universal activity, designed to increase capability and capacity, it may be facilitated formally or informally by different people at different levels within the organisation (Davis and Davis, 1998:44).

What emerges from the aforesaid definitions is that whilst there is some degree of overlapping between training, development and learning, they differ in their ultimate goal.

2.2.4 Transfer of training

Whilst training typically involves providing employees with knowledge and skills that are required to do a particular job or to perform a particular task Desimone *et al* (2002:10), it is vital that managers appreciate that training alone does not lead to an improvement of performance on the job. To improve employee performance, transfer of training must take place. It is thus important to define what we mean by transfer of training.

Transfer of training has been defined as "more than the function of original learning in a training programme, for transfer to have occurred the behaviour that has been learnt must be generalised to the job context and must be maintained over a period of time on the job" (Baldwin and Ford, 1988:63). It is important to bear in mind that transfer of training may take various forms.

- Positive transfer occurs when job performance is improved as a result of training.
- Zero transfer occurs when there is no change in job performance as a result of training.
- Negative transfer occurs when job performance is worse as a result of training (Desimone *et al,* 2002:88).

Baldwin and Ford (1988:63) define positive transfer of training as "the degree to which trainees effectively apply the knowledge, skills and attitudes gained in a training context to their jobs". It is also maintained by Facteau *et al* (1995:2), that training is aimed at providing employees with knowledge and skills that are necessary to perform effectively on their jobs. They state that when training and development takes place, whether it is on the job or in a classroom it is important for managers to assist trainees to apply the newly acquired skills to their jobs for transfer of training to take place.

It is therefore necessary for managers to take an active role in the training process. They need to assist trainees to apply their newly acquired skills to their jobs, only then will positive transfer of training take place within the organisation.

2.3 Problems experienced with transfer of training

Some of the problems associated with transfer of training are (a) the lack of proper evaluation of behaviour change on the job, (b) the high cost of training, (c) the high relapse rate and (d) a lack of understanding of the influences of situational characteristics on transfer of training.

Transfer of training is often very difficult to achieve since it deals with " whether or not learning in one situation will facilitate learning (and therefore performance) in a subsequent similar position" (John W Newstrom, 1986:33).

Studies carried out by the American Society of Training and Development to examine the training evaluation practices of several large organisations have indicated that while almost all organisations evaluated trainee reaction to training, only 10 percent reported evaluating behaviour change on the job (Tannenbaum and Yukl, 1992:423). Investigations into the spending patterns of organisations in the United States in 1997 indicate a similar trend in respect of the transfer of training. According to these investigations organisations in the United States spent $58,6 billion in direct formal training costs and almost $200 billion on indirect training costs. Of this expenditure it is expected that only 10 percent of the money spent on training will contribute to changes in trainee behaviour on the job (Holton III *et al,* 2000:334).

This high relapse rate of training of between 60 to 90 percent is alleged to occur because trainers put all their effort into the "acquisition of skill" portion of the training, whilst most new training is "sabotaged by environmental circumstances", which cause transfer of training failures (Newstrom, 1986:34).

In an effort to reduce this high relapse rate, researchers have tried to provide insight into the environmental circumstances that may cause transfer of training failures. Studies carried out by Mathieu *et al* (1992:843) into the influences of situational characteristics or (environmental circumstances) on training effectiveness, have found that trainees become frustrated if they develop new skills and are not given the appropriate resources, time and opportunity to utilise these skills. Thus the huge sums of money spent on training and the high relapse rate forces managers in organisations to ask "whether organisations are optimising the delivery of training, by ensuring that there is a transfer of skills to the job" (Salas *et al*, 2003:487).

Studies indicate that the lack of transfer of training is so pervasive that it affects almost all training situations, it has been found that most organisations fail to incorporate what has been learnt about training design, training delivery, training implementation and training evaluation to achieve successful transfer of training (Salas *et al*, 2003:487).

Two of the reasons put forward by Salas *et al* (2003:487), to explain why organisations fail to apply the science of training to their training programs are:

1) Organisations hold simplistic views of training, they believe that training is a simple thing where an unskilled worker is sent on training and returns as a skilled worker.
2) Organisations hold two major misconceptions about post- training outcomes:

   (a) They believe that telling a trainee how well he performed on a training exercise is all that he needs to make learning effective, (however feedback must be constructive and guided for the trainee to improve performance).
   (b) They believe that practice is sufficient to achieve transfer of training, (however practice that is not guided and not measured will not result in the effective transfer of training to the work environment).

Therefore, managers who wish to improve their return on investment from training must understand all the factors that affect transfer of training and then take corrective action to improve those factors, which are seen to inhibit transfer (Holton III *et al*, 2000:334).

2.4 Benefits to be gained from the positive transfer of training

There are numerous potential benefits to be gained by individuals and by the organisation from well-planned and effectively conducted training programs.

Individual benefits

Individual trainees may gain greater intrinsic or extrinsic job satisfaction, intrinsic job satisfaction may come from performing a task well and from being able to exercise a new repertoire of skills, whilst extrinsic job satisfaction may be derived from extra earnings accrued through improved job performance and the enhancement of career and promotional prospects both within and outside the organisation (Buckley and Caple, 1990:16).

Organisational benefits

Benefits to the organisation include improved employee work performance and productivity, shorter learning time and employees being on line more quickly for promotions and to fill new positions. Other benefits are a decrease in wastage as training improves efficiency, there are also fewer accidents, less absenteeism, and training contributes to lower employee turnover and greater customer satisfaction (Buckley and Caple, 1990:16).

2.5 Summary

Chapter two sets out the definitions of training, development, learning and transfer of training and highlights the differences in each of these concepts. It illustrates the need for managers to understand that there are significant differences in the ultimate goal of each of these concepts. The chapter also highlights the fact that too often managers get involved with what they call training, which is carried out as a matter of habit. This form of training is ineffective and leads to transfer of training failures. Studies indicate that only 10% of the money spent on training will lead to behaviour change on the job. The high relapse rate and the huge sums of money spent on training forces managers to ask whether they are optimising the delivery of training. Two main reasons put forward by researches to explain why organisations fail to apply what is known about training is that, (a) organisations hold simplistic views of training and (b) organisations hold misconceptions about post training outcomes. The chapter also highlighted the potential benefits to be gained from the positive transfer of training, both for the individual and the organisation.

Chapter three discusses the systematic approach to training as a means to improver transfer of training.

CHAPTER THREE

USING A SYSTEMATIC APPROACH TO ACHIEVE TRANSFER OF TRAINING

3.1 Introduction

Chapter three looks at what is meant by a systematic approach to training and provides a review of the variables associated with the Systematic Design approach illustrated by Desimone *et al* (2002:41).

3.2 Using a systematic approach to enhance transfer of training

Transfer of training cannot take place in a vacuum, studies have indicated that for transfer of training to take place, training has to follow a predetermined process or system. In support of this view various theories and models have been put forward to guide the study of training and in particular the transfer of training (Van Dyk *et al,* 2001:180).

The advantages of using models to understand training is that they provide direction and focus in the training process, they prevent the training analyst from becoming side-tracked and they provide a framework within which to work and to report results to management (Van Dyk *et al,* 2001:180).

There are many systematic approaches to the transfer of training, however they all tend to emphasise the specification of instructional objectives, precisely controlled learning experiences to achieve these objectives and criteria for performance and evaluation of information (Goldstein, 1980:231).

The terms systems approach and systematic approach are used widely to describe how trainers apply themselves to the training function. The term system can be interpreted, "as a logical relationship between the sequential stages in the process of investigating training needs, designing training material, delivering training and validating training"(Buckley and Caple, 1990:25).

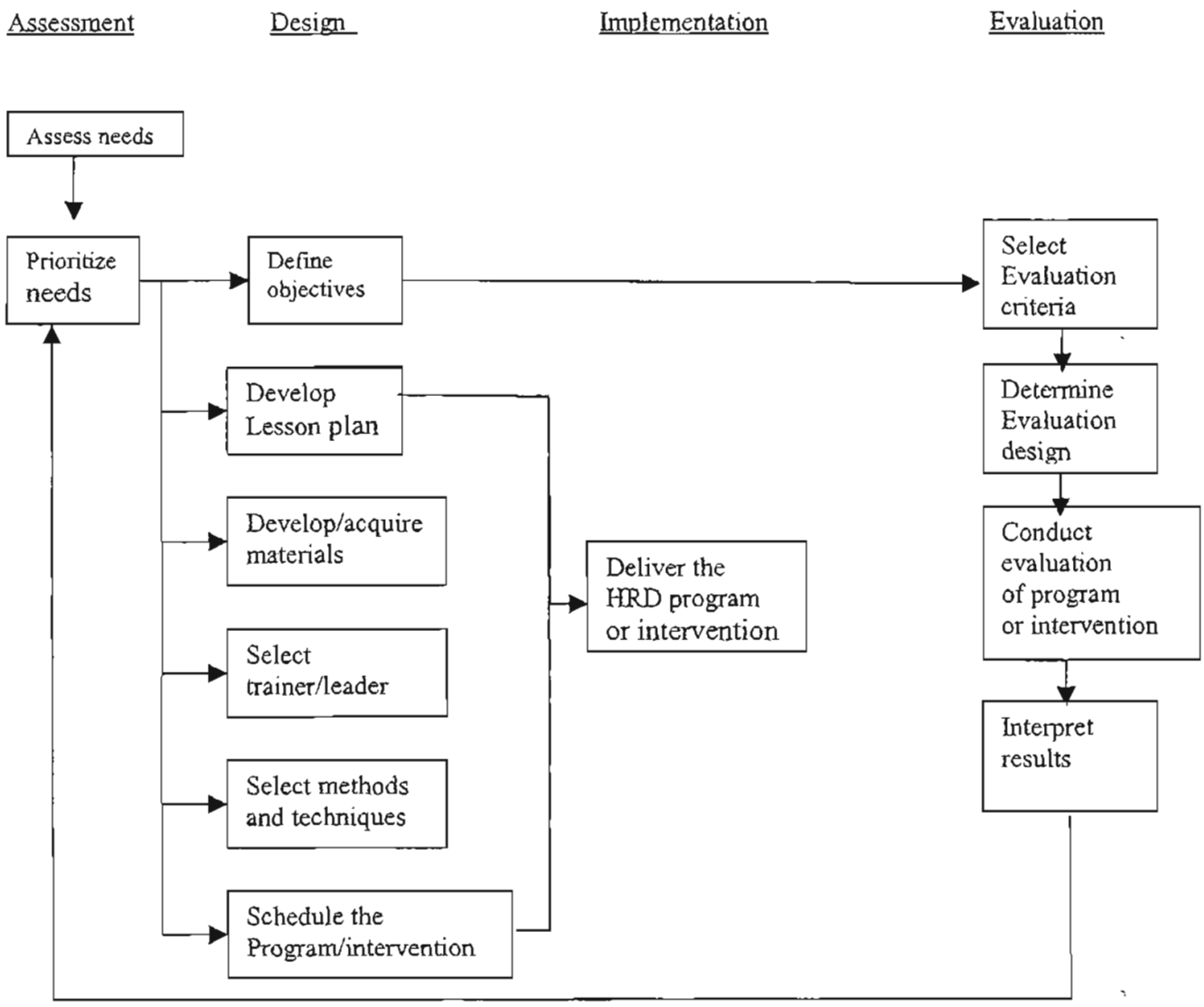
Therefore, training is regarded as a systematic and planned process aimed at changing the knowledge, skills and behaviour of employees in such a way that organisational objectives are achieved. Furthermore, it is usually offered when current work standards are not maintained and when this situation can be ascribed to a lack of knowledge, skill or poor attitudes among individual employees or groups in an enterprise. Thus training is offered when managers establish that there is a gap between what employees must do and what they can actually do (Erasmus and Van Dyk, 1999:2).

Organisations wishing to enhance their return on investment from training must understand all the factors that affect transfer of learning and then intervene to improve those factors that inhibit transfer (Holton *et al*, 2000:334). One of the ways to ensure a positive return on training investment is to use a transfer system which, Holton III *et al* (2000:336) define as " all the factors in the person, training and the organisation that influence transfer of learning to the job".

The systematic design approach as illustrated by Desimone *et al* (2002:41), will be reviewed in this chapter. However, Baldwin and Ford (1986:504) suggest that the traditional factors of training needs analysis, training design, training delivery and training evaluation, are not sufficient for achieving positive transfer of training because they focus on the trainee only during the training programme. Therefore, the transfer process model developed by Baldwin and Ford (1986) will be reviewed in chapter four to provide a holistic view on the study of transfer of training.

Figure: 2

Systematic Training Process Model



Source: Desimone *et al* (2002: 41)

The aforesaid model was chosen to give managers an understanding of the systematic approach to transfer of training. The variables associated with this model will be discussed in this chapter to illustrate the importance they play in achieving transfer of training.

3.3 Conducting a training needs analysis to improve transfer of training

When deciding to train the first step is to define what constitutes a training need. The concept of a need typically refers to "a discrepancy or gap between what an organisation expects to happen and what actually occurs"(Desimone *et al*, 2002:129).

The definition provided above is supported by Erasmus and van Dyk (1999:108) who state that a training needs assessments can be defined as "the determination of the gap between what employees must do and what they actually can do". A training need therefore deals with the identification of the gap between current and expected results.

Buckley and Caple (1990:36), have suggested that a training need can be assumed to exist when the following two conditions are present, (a) Training in some form is the most effective and most appropriate means of overcoming a current or anticipated shortfall in performance, or (b) When present or future job objectives are not clearly linked to the organisations corporate objectives.

Most training analysts consider organisational analysis, task analysis and person analysis to be the three critical components of needs assessment Goldstein (1980:232). This view is shared by Wexley (1984:521) who states, that a training needs assessment helps managers answer three important questions: (a) where in the organisation should training take place; (b) what should be the content of training in terms of what an employee must learn to perform his job effectively; and (c) who in the organisation needs training and what are the skills and knowledge required.

The aforesaid studies stress the importance of carrying out a thorough needs assessment to ensure that transfer of training takes place and also to ensure that both training and organisational objectives are being met. What follows is a review of the different components of a detailed training needs assessment.

3.3.1 Performing an organisational analysis to determine the need for training

The purpose of an organisational analysis is to outline the system wide components of the organisation, which may affect the delivery of a training program. It focuses on the relationship between training objectives with such factors as organisational goals, available resources constraints and support for transfer of training (Salas *et al*,2001:475).

According to Tannenbaum and Yukl (1992;401) training courses should support the strategic direction of the organisation , and training objectives should be aligned with organisational goals.

Further research carried out by Rouiller and Goldstein (1993) and also by Tracey *et al* (1995) highlight the importance of organisational climate and culture within the organisation. These studies indicate that the two variables are directly related to post training behaviour (Tannenbaum and Yukl,1992:401).

Therefore, an organisational analysis provides managers with more information than merely identifying where and when training is needed. It identifies discrepancies between skills that employees have and the skills they should have and it also identifies the conditions under which training will occur within the organisation (Desimone *et al*, 2002: 128).

3.3.2 Performing a task analysis to determine the need for training

A job or task analysis results in a detailed description of the work function to be performed on the job, the conditions under which the job is to be performed and the knowledge, skills and abilities needed to perform these tasks (Salas *et al*,2001:476).

In practice a job analysis involves the process of identifying the tasks performed in a job and collecting and analysing information relating to these tasks. Some of the techniques,

which may be used to collect information about the job, are: questionnaires which may be used to gather detailed information about the job, interviews with employees performing the task in question or by observing the jobs being performed (Hunter, 2002:61).

The Glossary of Training Terms defines task analysis as a " systematic analysis of the behaviour required to carry out a task with a view to identifying areas of difficulty and the appropriate training techniques and learning aids necessary for successful instruction"(Buckley and Caple,1990:70).

The aforesaid definition is supported by Goldstein (1980:235) who states, that on the basis of the task analysis, it should be possible to determine what tasks are performed, what behaviours are essential for these tasks, what type of learning is necessary and what type of instructional content is most likely to accomplish the type of learning that is sought.

Studies carried out by Neerincx and Griffoen (1996) indicate that cognitive task analysis (which refers to the set of procedures for understanding the mental processing and mental requirements for job performance, including how trainees acquire and develop knowledge) can complement existing behavioural forms of training needs analysis. Thus task analysis should not only identify the skills required to perform a task but also provide the trainee with cues which assist in determining when to apply these skills (Salas *et al*,2001:477).

A further benefit to be gained from conducting a task analysis, is that it provides critical input to the design of the instructional process, it assists in the measurement of task dimensions such as frequency of tasks occurrence, importance of tasks, and when and where the task should be learnt (Goldstein,1980:234).

3.3.3 Performing a person analysis to determine the need for training

A person analysis focuses on identifying who should be trained and what training is needed. It is directed at determining the training needs of the individual employee and focuses on how well each employee is performing key tasks (Desimone *et al*,2002:146).

Studies indicate that the training needs for employees with different job levels, functions and attitudes are different, it is suggested that the training needs of older employees, mid carrier employees and new employees are different (Tannenbaum and Yukl,1992:403).

In practice a person analysis, which may also be referred to as a person specification uses information, which is obtained from the job description and matches the characteristics such as the educational level and experience required by the job to the individual (Hunter, 2002:61).

The added advantage of conducting a person analysis is that it can be used to assess whether employees have the pre-requisite attitude, knowledge, and motivation to benefit from training. If individuals lack basic skill or motivation prior to training they are less likely to succeed (Tannenbaum and Yukl,1992:403).

The training needs analysis therefore enhances the transfer of training by identifying exactly where in the organisation training is needed, by identifying what type of skills or knowledge is required and by identifying who should be trained.

3.4 Training objectives

Having identified where the need for training actually exists managers must translate these needs into specific objectives.

Training objectives must define what trainees will be expected to learn as a result of their participation in training, the specific performance expected of them, the conditions under which training will be performed and the criteria to be used in determining whether these objectives have been met (Desimone *et al*, 2002:165).

Training objectives must therefore look at three main areas, organisational objectives, learning objectives and individual performance objectives.

3.4.1 Organisational objectives

According to Tannenbaum and Yukl (1992:401) training courses should support the strategic direction of the organisation and training objectives should be aligned with organisational goals. Whilst all training is aimed at improving performance, the performance goals or objectives of training must be linked to organisational goals to be meaningful. Managers need to ensure that training is focused on what the organisation deems important and to set performance goals that are linked to corporate goals (Van Dyk *et al*, 2001:207).

3.4.2 Individual performance objectives

Individual performance objectives should clearly identify what the trainee will be expected to do at the end of the training programme. By using information, which is obtained from the task analysis, trainers must identify where training is required in respect of the knowledge, skills, and attitudes required to perform the task. Trainers must thereafter translate the training requirements of each of these areas into specific performance objectives. Thereafter, the performance statement for each objective should

contain a phrase that describes what the trainee is expected to do, to demonstrate that he or she has achieved the objective. For example; "Check the pressure of a tyre" or "Iron a shirt" (Buckley & Caple, 1990:108).

3.4.3 Learning objectives

Learning objectives should state what the learner will be doing in measurable terms and should include the following three components; (a) the learning objective must clearly state the behaviour the trainee will be able to perform at the end of the instruction, (b) it must state the conditions under which the mastery of the objectives will be observed and (c) the learning objective must state the degree to which the learner must perform the behaviour to be regarded as an acceptable standard (Van Dyk *et al*, 2001:209). These learning objectives must be linked to the organisational and individual performance objectives to ensure that the overall objectives of the organisation are being met.

Therefore, well-written objectives improve the positive transfer of training by providing a sequence or order in which the training should take place and by giving an indication of what kind of training strategy should be used (Buckley and Caple, 1990:158).

3.5 The use of appropriate training designs, to improve transfer of training

The advantage of using a systematic approach in training design is that it helps the designer of training to isolate and define the training problem as clearly and effectively as possible. It also helps the designer to identify possible alternative solutions and strategies and to choose the most acceptable combination of solutions (Van Dyk *et al*,2001:161).

Training design should take into account learning objectives, trainee characteristics, current knowledge about learning processes and practical considerations, which include constraints and cost in relation to benefits (Tannenbaum and Yukl,1992:403).

Most instructional design models have five common elements which include the collection of data, an assessment of learner entry skills, the specification of behavioural objectives or performance requirements, a procedure for selecting presentation methods and a procedure for implementing and evaluating training (Van Dyk *et al*,2001:162).

A similar approach is put forward by Desimone *et al* (2002:165) who state that the key activities involved in developing an effective training programme are, setting objectives, selecting a trainer, developing a lesson plan, selecting training methods or techniques, preparing materials and scheduling the training programme.

One of the key questions faced by most organisations at this stage is whether to develop the training programme in house or whether to purchase the training material from outside (Desimone *et al*,2002:172).

Managers may be guided by the following factors. Expertise (does the organisation have the expertise required to design and implement the training programme that is required); timeliness (will it take longer to design the programme as opposed to purchasing it); number of trainees involved (if you have large numbers of trainees it may warrant the design of an internal training programme); subject matter (if the subject matter is sensitive in house training is preferred); cost (is it cheaper to buy or to develop the training material that is required); X-Factor (any other factor which impacts on the decision to buy or develop training in house) (Desimone *et al*,2002:172).

By using a systematic approach in the design of training programmes, managers will be in a position to identify alternative strategies and solutions to their particular training problem.

3.5.1 Using different training design strategies to improve transfer of training

Buckley and Caple (1990:162) put forward two broad training strategies, which may be used to improve transfer of training, a trainer-centred strategy and a learner-centred strategy.

Trainer- centred strategy

In a trainer-centred approach, training is structured by the trainer who leads the trainees through a series of lessons, exercises, activities and experiences towards the achievement of a set of objectives. The pace and sequence of training is decided and controlled by the trainer.

Learner-centred strategy

In a learner-centred approach, the responsibility of learning is placed upon the trainee. The trainee is much more involved in setting the pace of learning, sequencing training, choosing training material and general management of learning, with the trainer operating as a resource or manager of resources on which the trainee is able to draw when required (Buckley and Caple,1990:162).

Studies carried out by Brown (2001:271) show a distinction between instructor-led training and instruction delivered by using computers. Their studies show that it is possible for trainees to individualise their learning experience by choosing what they want to learn and when they wish to learn by using computers. Therefore, computer based training shifts the responsibility for training from the instructor to the learner and may be seen as a learner-centred strategy. Training managers can be assisted in the development of training strategies by looking at certain guidelines put forward by (Tannenbaum and Yukl,1992:404).

These guidelines include the following:

1) The training method should be consistent with the cognitive physical and psychomotor processes that lead to mastery, for example the training method should guide the learner in the best way for storing information.

2) The learner should be encouraged to produce capability activities, for example he should be able to practice behaviour, recall information from memory and apply principles in doing tasks. The more active the production of the capability activities the greater the retention and transfer of training.

3) All available sources of relevant feedback should be used and feedback must be accurate, credible, timely and constructive.

4) The instructional process should enhance trainee self-efficacy (the belief that one can perform specific tasks and behaviours) and trainee expectations that the training will be successful and will lead to valued outcomes.

5) Training methods should be adapted to differences in trainee aptitudes and prior knowledge.

In support of the aforesaid guidelines, Salas *et al* (2001:481) state that, training strategies must be created around four principles; (a) they must present relevant information or concepts to be learnt, (b) they must demonstrate the knowledge, skills and attitudes to be learnt, (c) they must create opportunities for trainees to practice the learnt skills and (d) they must provide feedback to trainees during and after practice.

3.5.2 Using different training design techniques to improve transfer of training

According to Desimone *et al* (2002:165), effective training programmes must be supported by appropriate training techniques, to ensure that positive transfer of training takes place.

In support of this view, a large proportion of research on transfer of training has concentrated on improving the design of training programmes through the incorporation of certain learning principles which include the use of identical elements; teaching of general principles; the use of stimulus variability; and the use of different conditions of practice (Baldwin and Ford,1988:66).

Research suggests that identical elements maximise transfer to the degree that there are identical stimulus and response elements in the training and transfer setting. Furthermore, teaching through general principles facilitates transfer when trainees are taught not just applicable skills but also general rules that underlie the training content (Baldwin and Ford, 1988:67).

Positive transfer may also be maximised by using a variety of relevant training stimuli. Research indicates that several examples of a concept to be learnt strengthen the trainees understanding so that he or she is more likely to see the applicability of a concept in a new situation. Shore and Sechrest (1961) found that using a moderate number of different examples that were repeated a few times each was more effective in enhancing learning that using one example repeatedly (Baldwin and Ford, 1988: 67).

It is also suggested that by using different conditions of practice for example by using massed training as opposed to distributed training, transfer of training may be improved. Research shows that material learnt under distributed learning (where training is divided into modules) is generally retained longer than material learned by mass training (where trainees are required to work with all the material as opposed to working with one part at a time (Baldwin and Ford, 1988:67).

Learning is further enhanced by feedback, research by Wexley and Thornton (1972) indicates that feed back is a critical element in achieving learning and that the timing and specificity of feedback are critical variables in determining its effects (Baldwin and Ford, 1988:67).

3.5.3 The use of simulations and games to achieve transfer of training

Simulation systems, including simulators and virtual environments have the ability to mimic details about terrain, equipment motion and provide visual cues about a situation thereby improving the transfer of training Salas *et al* (2001:484). Presently simulations are widely used in the army, in business and in education, they vary in complexity of issues and may range from simple simulations for individuals to more complex simulations for business games and combat simulation (Tannenbaum and Yukl, 1992:408).

Two popular business simulation techniques, which are used to improve transfer of training, are role-plays and behaviour modelling.

3.5.4 Role Playing

In the role playing technique trainees are presented with an organisational problem, each trainee is then assigned a role in the situation and asked to act out the role within that situation, the aim is to offer trainees the opportunity for self discovery and learning Desimone *et al* (2002:207). However while role playing offers trainees a practical learning opportunity one of the disadvantages that has been identified in respect of role-playing is that trainees may feel intimidated by having to act out a role (Desimone *et al*, 2002:209).

3.5.5 Behaviour modelling

In this technique trainees observe a model performing a targeted behaviour correctly (usually on film or video). This is followed by a discussion of key components of the observed behaviour, thereafter trainees are given the opportunity to practice the target behaviour through role-playing and then receive feedback (Desimone *et al*, 2002:210). While simulations are widely used as a means to improve transfer of training, Salas *et al* (2001:484) suggest that they be used with caution. They state that most evaluations on simulations rely on trainee reaction data and not on performance and learning data, they suggest further that systematic and rigorous evaluation is required to determine the effectiveness of simulations in transfer of training.

3.6 Implementation of training - methods which may be used to improve transfer of training

There are various training methods that may be used to improve the transfer of training. Desimone *et al* (2002:194) suggest that the choice of training method should be guided by the training objectives and current level of trainee expertise. The primary training methods suggested by them are On-the-Job Training (OJT), Classroom Training and Computer Based Training.

3.6.1 On-the-job training

On-the-job training involves training the trainee at his regular workstation. According to Desimone *et al* (2002:194) most of the time this form of training takes place informally, leading to an increase in errors, lower productivity and decreased training effectiveness. They suggest however that by using a structured approach, on the job training may yield the following advantages:

a) On-the-job training facilitates transfer of learning to the job because trainees have an immediate opportunity to practice what they have learnt.

b) Training costs are reduced, because there is no need to have separate training facilities.

Some of the disadvantages which have been identified in respect of on the job training are that a trainee's work environment could be noisy and there could be other physical constrains such as the lack of space or poor lighting which may inhibit learning (Desimone *et al,* 2002:194).

3.6.2 Classroom training

Classroom training is defined as training that is conducted outside of the trainee's normal work setting. According to Desimone *et al* (2002:197) classroom training is suggested to have the following advantages:

(a) Classroom settings permit the use of a variety of training techniques such as lectures, role-playing, simulations and the use of technology.
(b) The learning environment can be controlled to minimise distractions and to create a climate, which is conducive to learning.
(c) More trainees may be accommodated in a classroom than on a typical on the job setting.

Desimone *et al* (2002:197) mention two of the main disadvantages associated with classroom training as being, (a) increased cost associated with travel and with the purchase and maintenance of rooms and equipment and (b) The dissimilarity of the job setting, making transfer of training more difficult.

3.6.3 Computer Aided Training

Transfer of training may also be improved by the use of technology. According to Schmidt and Ford (2003:405) organisations should also consider new technologies and advancements in training design and delivery to make training more effective.

They encourage companies to use computer based training, particularly web based training, as these systems have the capability to provide learners with a great deal of control over their learning. Computer systems allow trainees a choice over the method of training, the timing of training, the practice of training and the feedback that they require during training.

Furthermore, the rapid change in technology is shaping how training is delivered in organisations, Salas *et al* (2001:483) state that Web Based training may make "going-to" training obsolete. Tannenbaum and Yukl (1992:408) also suggest that as the development of technology proceeds at a rapid pace and the cost of computers continues to decline, these new technological methods are finding increasing use in industry, academia and the military.

Some of the advantages associated with using Computer aided instructions (CAI) are that they allows for individual instruction with the advantages of self-pacing by trainees, active practice and rehearsal, immediate feed back, continuos monitoring and assessment of learning, diagnosis of learning problems and remedial assistance when needed. However, Eberts and Brock (1987) caution that computers will not automatically improve training because the success of training depends on the adequacy of the needs assessment and instructional design as well as on the technology for delivering instructions (Tannenbaum and Yukl, 1992:409).

Therefore, while each of the three training methods discussed above have certain advantages and disadvantages in respect of the transfer of training, training manager must be guided by the training objectives and the current level of trainee expertise when deciding on which method to adopt.

3.7 The evaluation of training as a means to improve transfer

According to Salas *et al* (2001:487) training evaluation is one of those activities that is easier said than done, it is labour intensive, costly and may yield negative results. However, the evaluation of training is vital to determine the extent to which transfer of training has taken place and also to determine to what extent a training programme has met its objectives (Desimone *et al,* 2002:228).

Evaluation is defined as "the systematic collection of descriptive and judgemental information necessary to make effective training decisions which relate to the selection, adoption and modification of various instructional activities" (Desimone *et al*, 2002:228).

Tannenbaum and Yukl (1992:424) state that most evaluation studies which examine transfer of training, tend to focus on the initial generalisation of training to the job and not on the long term retention of trained material or maintenance of trained behaviour over a period of time. Goldstein(1980:242) suggests that to improve this situation trainers should use different approaches to the evaluation of training programmes. He suggests that the evaluations should depend on whether the evaluator is going to analyse training performance, on-the-job performance of trainees or the job performance of trainees who have been through a training program after it has been evaluated.

Training evaluation serves several purposes within the organisation, these include:

(a) the determination of whether the training programme is accomplishing its objectives,
(b) the determination of the cost benefit ratio of training,
(c) the identification of those participants who benefit most or least from training,
(d) the establishment of a data base to help managers make future training decisions (Desimone *et al*, 2002:228).

The most widely used evaluation framework is that proposed by Donald Kirkpatrick, who suggests that training effects can be evaluated according to four criteria namely, reaction, learning, job behaviour and results (Desimone *et al*, 2002:231).

Level one - Reaction – focuses on the trainees perception about the training programme and its effectiveness, a positive reaction makes it easier to encourage trainees to attend training, while a negative reaction will lead trainees to avoid training.
Level two - Learning – measures whether a trainee has learnt anything from the training programme, measurement may be carried out by getting trainees to write a test or to answer a quiz.
Level three - Job behaviour – measures whether a trainee uses what he has learnt in training back on the job and if learning does not transfer to the job then the training effort is regarded as being ineffective.
Level four - Results – looks at whether the organisation is more effective in meeting its objectives as a result of the training programme.

Kirkpatrick's model has come in for much criticism for example researchers indicate that the model fails to specify the causal relationship between the different elements of the model, however Salas *et al* (2001:487) state that Kirkpatrick's typology serves as a good foundation for training evaluation. Further benefits to be gained from the evaluation of training programmes as suggested by Buckley and Caple (1990:201) are :

(a) that reliable and specific information on the training programme will assist trainers to improve training design and the implementation of future training programmes,
(b) being able to demonstrate that training is effective, will make it easier for trainers to negotiate for resources within the organisation.

3.8 The evaluation of training by making use of performance appraisals

According to Buckley and Caple (1990:195) the performance appraisal system can be used to ascertain whether or not the actual job performance gap, which gave rise to the training need, has been closed. They state further that the data required to determine whether or not the training programme has met its objective, can be obtained in the course of a regular staff appraisal and that such a process is more acceptable to line mangers and is likely to be the least disruptive process of evaluation.

3.9 Summary

Chapter three illustrates that transfer of training cannot take place in a vacuum and sets out the process that needs to be followed in respect of the systematic approach to training.

The systematic approach involves four main stages these are :

a) The assessment of a training need, which entails the carrying out, of an organisational needs analysis, a task analysis and a person analysis.
b) Designing a training program, which focuses on the development of specific objectives and the use of different training strategies and techniques in training.
c) Training implementation, which looks at the advantages and disadvantages associated with the use of classroom training, on the job training and computer assisted learning.
d) The evaluation of training which highlights the importance of determining whether training is effective in meeting the organisational objectives.

As stated earlier the use of a systematic approach to training is not sufficient for achieving positive transfer of training because it focuses on the trainee only during the training programme. It is suggested that training strategies be broadened to include the period before, during and after training. Therefore Chapter four focuses on Baldwin and Ford's transfer process model, which looks at climatic or situational factors within the organisation, which influence the transfer of training.

CHAPTER FOUR

THE TRANSFER PROCESS

4.1 Introduction

Chapter four provides a review of the transfer climate of an organisation and also provides a review of the training input factors related to Baldwin and Ford's Transfer Process model.

4.2 Transfer climate

To improve the transfer of training managers must be aware of the transfer climate within the organisation. Research carried out by Tracey *et al* (1995:240) suggests that the transfer climate within an organisation has a major influence on the transfer of training.

The transfer climate of an organisation has been defined as, "the individuals perceptions about the salient characteristics of an organisation, which is based on an interaction between observable, objective characteristics such as policies, reward systems and managerial behaviour and the perceptual process of organisational members who pay attention to these characteristics and attach meaning to them based on their personal values, beliefs, needs and other characteristics" (Tracey *et al,* 1995:240).

An examination of the transfer of training climate carried out by Rouiller and Goldstein (1993:379), has led them to defined it as "those situations and consequences which either inhibit or help to facilitate the transfer of what has been learnt in training into the job situation". Therefore, transfer of training can only be completely understood and predicted by examining the entire system of influences (Holton III *et al*, 2000:336).

The aforesaid views are shared by Wexley and Baldwin (1986:504) who state that the traditional factors of training are not sufficient for achieving positive transfer because they focus on the trainee only during the training programme. They suggest that training strategies be broadened to include the period before, during and after the training programme.

According to Salas *et al* (2001:490) managers should also look at the motivation and focus of trainees and at what mechanisms are in place within the organisation to ensure transfer of the newly acquired knowledge, skills and abilities to the job.

The aforesaid studies clearly indicate that managers must pay attention to the transfer climate within the organisation to ensure that positive transfer of training takes place. Managers must appreciate that transfer of training is a function of factors within the formal training context as well as characteristics in the transfer or work environment (Tracey, 1995:239). Studies carried out by Analoui (1998:107) show that many managers expected transfer to happen automatically as a consequence of the formal learning process. However, such expectations ignore the realities of the workplace to which trainees return after training.

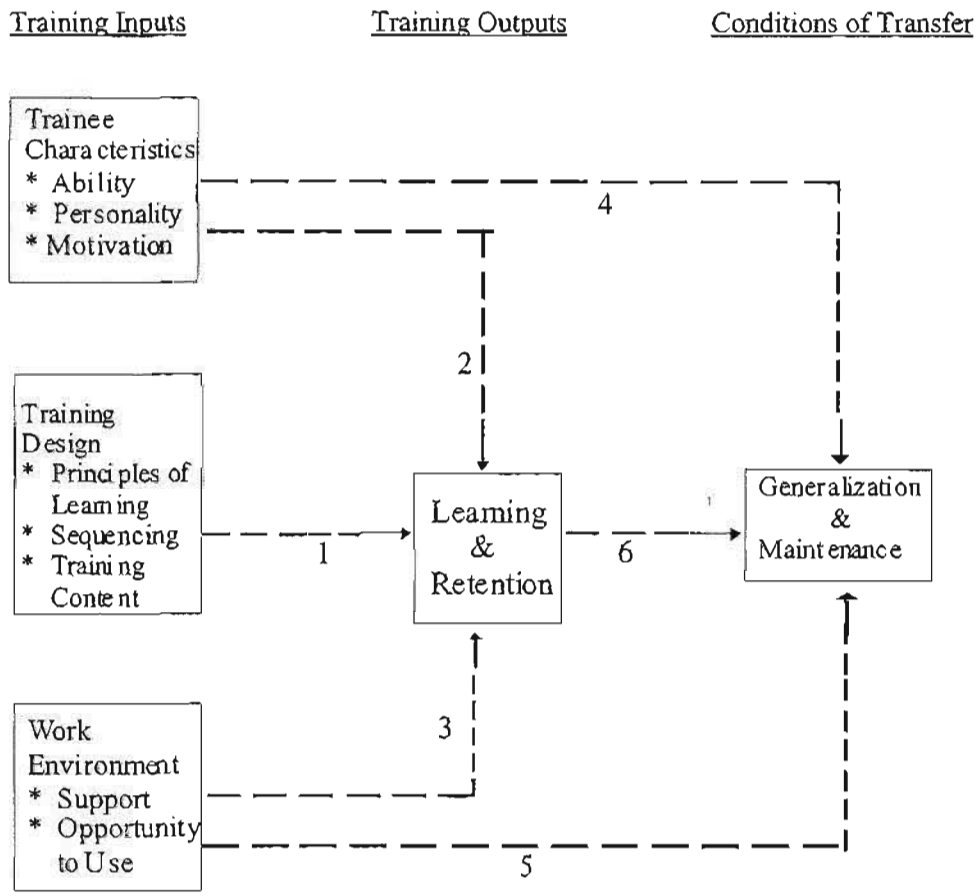
4.3 Baldwin and Ford's Model of the Transfer Process

To provide managers with a model to illustrate the transfer climate factors that contribute to the transfer of training, Baldwin and Ford's Transfer Process model was used. The model looks at various factors in the work environment that affect transfer of training and describes the transfer process in terms of training-input factors, training outcomes and conditions of transfer (Baldwin and Ford, 1988:64).

In terms of the Baldwin and Ford model, Training Input factors include training design, trainee characteristics and work environment. Training Output factors include the amount of original learning that occurs and the retention of learning after completion of the training program and Conditions of Transfer looks at the generalisation of training to the job and the maintenance of the learnt material over a period of time.

Figure: 3

Baldwin and Ford's Transfer Process Model



Source: Baldwin and Ford (1988:64)

The aforesaid model illustrates that training output and training input factors have both a direct and an indirect effect on transfer, while training output factors, which includes (learning and retention) has a direct effect on transfer of training. Trainee characteristics and work environment characteristics have a direct effect on transfer regardless of initial learning during training or retention of trained material. Lastly learning and retention of trained material is directly affected by training design, trainee characteristics and work environment factors (Baldwin and Ford, 1988:64).

This study is aimed at providing managers with an insight into the training input factors that influence the transfer of training, therefore this chapter will only focus on a review of the training input factors discussed in Baldwin and Ford's model of the transfer process.

4.3.1 The effects of trainee characteristics on transfer of training

The major trainee characteristics thought to affect transfer of training are trainee ability or skill, personality and motivation (Baldwin and Ford, 1986:64).

4.3.1.1 Trainee ability

Studies carried out by Salas *et al* (2001:478) have shown that a trainee's ability to learn, has a direct influence on the attainment of job knowledge because trainees with high ability learn more and are more likely to succeed in training. They suggest further that trainee intelligence is good because intelligence promotes self-efficacy and performance, which contributes to skill acquisition.

4.3.1.2 Personality

Baldwin and Ford (1988:68) suggest that personality factors have a limited effect on transfer of training, however trainees with a high need for self achievement are more likely to apply training to their work environment than trainees with a low need for achievement. Further studies into the need for achievement carried out by Tannenbaum and Yukl (1992:416) suggest that individuals can pursue two types of goals in achievement situations.

a) Performance goals in which individuals seek to maintain a positive judgement about their ability.
b) Learning goals, where individuals seek to increase their ability to perform new tasks.

Hogan (2000:68) defines goals as targets or the end result of ambition, he points out that goals give meaning and purpose to human lives and so they become the aim and purpose of life. Salas *et al* (2001:479) state that goal orientation is " the mental framework used by individuals to interpret and behave in learning or achievement orientated activities".

Therefore, while personality has a limited effect on transfer of training, individuals with a high need for self-achievement are more likely to set ambitious goals and to do all they can to achieve them. Goal setting may also be used as a motivational tool, which is effective for inducing behaviour change in various situations (Wexley and Baldwin, 1986:504).

4.3.1.3 Motivation

Most training programs attempt to change employee behaviour by influencing their thoughts, beliefs and attitudes. In terms of the expectancy theory of motivation people choose to put their efforts into activities, which they believe they can perform and which they believe will lead to certain desired outcomes (Desimone *et al,* 2002:50). Studies indicate that pre-training motivation may be used as a means to improve transfer of training by heightening employee attention and by increasing their receptiveness to new ideas (Mathieu, 1992:832).

Baldwin and Ford (1988:69) suggest that a trainee's perception that he has a choice to attend a training programme influences his motivation to learn. Further studies carried out by Tannenbaum and Yukl (1992:418) suggest that by involving employees in decisions about the training process, they become more motivated to learn.

According to Facteau *et al* (1995:2), before an employee attends a training course he develops certain expectations relating to the quality of the course and whether it is relevant to his job. They state that these expectations could arise from past experience with a similar training programme or from the experience of others who have attended similar training programmes. They state further that if the trainee perceives the training as being a waste of time he is less motivated to attend the training course.

Research carried out by Tannenbaum *et al* (1993) has shown that certain activities that occur prior to training have an impact on how effective training turns out to be. These factors fall into three general categories; (a) what trainees bring to the training setting, (b) variables that engage the trainee to learn and participate in developmental activities, and (c) how the training can be prepared so as to maximise the learning experience (Salas *et al*,2001:477).

Career planning may also be used as a motivational tool. Mathieu (1992:831) suggests that individuals who engage in career planning are more likely to see the potential benefits of training and that they are more motivated to undergo training if they believe that doing well in training will lead to a promotion. He states further that training effectiveness studies indicate that trainees will be more motivated to perform well in training, if they hold the following perceptions:

a) That increased effort will lead to high performance in training,
b) That high performance in training will lead to high job performance,
c) That high job performance is instrumental in obtaining desired outcomes and in avoiding undesirable outcomes.

The aforesaid studies indicate that employee motivation to undergo training is an important variable in the transfer of training process. Employees who have a low level of motivation to attend training are less likely to learn new skills or to apply these skills to their jobs. However, where employees have a high level of motivation and value training they tend to achieve higher training performance. The studies also indicate that by using pre-training motivation techniques (like preparing trainees to undergo training and by increasing their receptiveness to new ideas), their level of motivation to attend training may be improved.

4.3.1.4 Self efficacy

Although self-efficacy is not discussed in Baldwin and Ford's model, it is directly related to transfer of training. Salas *et al* (2001;478) state that trainee intelligence is good because trainee intelligence promotes self-efficacy which in turn contributes to skill acquisition.

Self- efficacy is defined as "the belief that one can perform specific tasks and behaviours"; it is a powerful indicator of performance as it motivates trainees to engage in training and to transfer training to their jobs (Salas *et al*, 2001:478). According to Bandura (1977:194), people tend to avoid threatening situations which they believe exceed their skills, whereas they get involved in activities which they believe they can cope with.

Tannenbaum and Yukl (1992:415) suggest that self-efficacy is considered to be a powerful antecedent of training effectiveness, as individuals with high self-efficacy tend to out perform individuals with low self-efficacy. They state further that individuals who leave training believing that they can perform the tasks for which they have been trained, are more resilient to obstacles they face in the work environment. Studies carried out by Bandura (1977:194) indicate that individuals who have a high expectation that they will eventually succeed, are more likely to expand more time and effort in overcoming obstacles to their success.

Bandura (1977:194) suggests further that if individuals are given adequate incentives their level of self-efficacy may be improved, thereby improving the amount of time and the amount of effort individuals will spend in overcoming difficult situations and in learning new skills.

4.3.2 The effects of training design on transfer of training in the work environment

Baldwin and Ford (1988:64) suggest that there are three major training design factors that affect transfer of training, these are:

1) The incorporation of learning principles (like the use of identical elements, the use of stimulus variability, using different conditions of practice and using over-learning).
2) The sequencing of training material.
3) The relevance of training content.

4.3.2.1 The incorporation of learning principles

Using identical elements

Studies indicate that transfer is maximised when identical stimuli and response elements are used in training, also that the use of a variety of relevant training stimuli contributes to positive transfer. Research further shows that several examples of a concept to be learnt strengthens the trainees understanding so that he is more likely to see the applicability of a concept in a new situation (Baldwin and Ford, 1988:64).

Using different conditions of practice

Conditions of practice looks at certain design issues including massed or distributed learning, feedback and over-learning. Research suggests that material which is learnt under distributed practice (where training is broken into modules) is generally retained for a longer period of time as opposed to material learnt by massed practice (where training is carried out over a period of 1 to 3 days). Evidence also suggests that feedback is critical in achieving learning and that the timing and specificity of feedback is crucial to positive transfer (Baldwin and Ford, 1988:68).

Using over-learning

A further method to enhance transfer of training is over-learning, which seeks to provide trainees with continued practice beyond the point where a task is performed successfully, research suggests that the greater the amount of over-learning the greater the subsequent retention of trained material (Baldwin and Ford, 1988:68).

4.3.2.2 The sequencing of training material

According to Van Dyk *et al* (2001:243), sequencing is the process by which the contents and learning experiences of the training programme are placed in a configuration that will produce the most learning in the shortest possible time. They state that sequencing has a significant impact on the efficiency and effectiveness of learning.

They state further that sequencing of training material has the following benefits:

a) It helps the learner to make a transition from one skill to another.
b) It ensures that supporting and prerequisite skills are acquired before new skills are introduced.
c) It reduces training time.
d) It prevents learner confusion and failure.

4.3.2.3 The relevance of training content

The training content of a training programme must be relevant to the job or task to be performed. Baldwin and Ford (1988:99) state that the training content of a training programme should be relevant to the task to be performed to ensure the acquisition of relevant skills. They state further that when training content is not valid, trainees may be learning and transferring knowledge that is inappropriate for effective job performance.

4.3.3 Work environment factors that influence transfer of training

Newstrom (1986:36) identified a number of potential negative influences that work against the transfer of training in organisations, the three most significant of these are; (a) lack of on the job re-enforcement, (b) interference from the immediate work environment and (c) non-supportive organisation climate.

Studies carried out by Tannenbaum and Yukl (1992:417) have revealed similar findings. They state that employees start to learn about the way training is viewed in the organisation early in the socialisation process. They state further that certain cues in the environment signal to trainees that training is important. These cues may include supervisory and peer support for training, the availability of resources, and post training follow up or opportunity to perform. This study will look at supervisory support, peer support and organisational support for training.

4.3.3.1 Supervisory and peer support for training

Studies indicate that trainees with supportive managers entered training with a strong belief that training would be useful, they also reported stronger intentions to transfer training back to the job if they expected some follow up activity after training Tannenbaum and Yukl (1992:418). It is also argued that if managers and supervisors want to manage employee performance effectively, they should take an active and positive role to ensure that goals are met (Desimone *et al*, 2002:365).

Research further indicates that in addition to the continued interest and involvement of supervisors and an awareness of the obstacles that employees face in the transfer of training, supervisors must reinforce training by providing trainees with an opportunity to use what they have learnt. Then only will training lead to positive transfer and the maintenance of trained behaviour (Wexley, 1984:532).

Work group support is another important component of transfer of training, in a highly supportive environment individuals feel more comfortable in performing trained tasks whereas in an unsupportive environment individuals may only perform easy tasks or not perform trained tasks very often (Ford *et al*, 1992:514).

4.3.3.2 Organisational Support

Baldwin and Ford (1988:69) state that in organisations with a favourable organisation climates, employees are more likely to apply new knowledge to work settings, also that pre-course discussions, opportunity to perform and subsequent boss sponsorship contributed most to the transfer of skills in such an environment.

Opportunity to perform refers to the extent to which a trainee is given the opportunity to obtain work experience relevant to the task for which he has been trained, research indicates that the opportunity to perform trained tasks has a positive effect on the transfer of training (Ford *et al*, 1992:512).

Holton III *et al* (2000:333) state that managers who send their employees for training but who do not make the effort to encourage them to transfer learnt behaviour back to the workplace may as well be throwing their money out the door. They state that many managers do not realise the crucial role they play in encouraging trainees to actually use their newly acquired skills on their jobs.

Ford *et al* (1992:514) state that, a supervisor may provide more or less opportunities for a trainee to perform trained tasks depending on the supervisor's perceptions towards the trainee. They state further that a supervisor's perception about a trainee's skill and career potential can influence the amount of guidance and opportunity provided to a trainee. Brown (2001:273) suggests that practice and time spent on a task are important for transfer; studies indicate that learners who practice essential elements of a task more than others gain more knowledge and skill than those who do not practice.

4.4 The use of goal setting strategies to enhance transfer of training

The use of goal setting and relapse prevention strategies is not discussed in Baldwin and Ford's transfer process model (1986). However it is important that a brief review of these strategies be included in this study to provide managers with a more comprehensive understanding of the factors that influence transfer of training.

Goal setting

Hogan (2000:68) defines goals as targets or the end result of ambition, he points out that goals give meaning and purpose to human lives and so they become the aim and purpose of life. Salas *et al* (2001:479) state that goal orientation is " the mental framework used by individuals to interpret and behave in learning or achievement orientated activities".

According to Marilyn.E. Gist *et al* (1990:505) goals affect choice by leading people to direct their attention and actions towards goals that are relevant as opposed to goals that are irrelevant; goals also affect arousal by regulating the intensity of effort that individuals expand on a task. They state further that goals affect the duration of an individual's attention as individuals persist in their efforts to attain goals that are relevant to them.

In other studies carried out by Wexley and Baldwin (1986:504), goal setting has been demonstrated to be an effective motivational strategy, which may be used to induce behaviour change. These studies suggests that after completing a training programme trainees should be assigned specific behavioural goals and that trainees and supervisors should complete behavioural progress reports to monitor the extent of their goal achievement.

Studies also suggest that there is a difference between goals that are assigned and goals that are set with trainee participation, with respect to productivity, Wexley and Baldwin (1986:504) state that the use of participative goals is preferred to assigned goals, for the purpose of facilitating positive transfer of training. Studies carried out by them suggest that where trainees were given the choice to set their own behavioural goals together with the trainer, trainees displayed greater ownership of goals and as a result enhanced transfer of training. They suggest further that there should be agreement between trainees, trainers and supervisors, requiring trainees to achieve a set of mutually acceptable goals when they return to their jobs.

The aforesaid studies indicate that goals help give meaning and purpose to life, they help individuals to direct their attention towards activities that are relevant and they also regulate the intensity and duration of an individual's behaviour. By taking this approach goal setting may be used as a motivational tool to improve transfer of training.

4.5 The use of relapse prevention strategies to enhance transfer of training

Relapse prevention is a behaviour self-management technique, which is used to facilitate long term abstinence from addictive behaviour in situations common to alcohol, heroin and tobacco dependence (Hall *et al*, 1984:372).

Wexley and Baldwin (1986:505) state that relapse prevention strategies may be used to teach individuals to identify and cope with difficult situations on the job. They define the term relapse as " a reversion to pre-training behaviour" in certain on the job situations. They state further that relapse prevention strategies are aimed at teaching individuals to understand and cope with the problem of relapse.

According to Tziner *et al* (1991: 168) the critical aspect in relapse prevention is the need to identify on the job situations, which may make the transfer of training more difficult. They state that in relapse prevention training, trainees are taught how to recognise difficult work situations and are then taught how to develop coping skills to overcome

them. They suggest that trainees discuss and develop ideas, which focus on how they would apply the principles taught in training to overcome difficult work situations. Studies have also shown that trainees who receive relapse-prevention training after a regular training seminar demonstrate more of the learnt behaviour than trainees who do not receive relapse-prevention training (Tannenbaum and Yukl, 1992:423).

Therefore, relapse prevention training plays a significant role in ensuring that employees maintain the application of new skills to their jobs even in situations where the application of these new skills are difficult. Relapse prevention training helps with the transfer of training over an extended period of time. Tziner *et al* (1991:169) suggest that ignoring possible skill use failure may lead to undesirable post training consequences which eventually sabotage the transfer of training process.

4.6 Summary

Chapter four provides managers with an understanding of Baldwin and Ford's transfer process model, which looks at climatic or situational factors that influence transfer of training within the organisation. According to Baldwin and Ford's model, learning and retention of trained material is directly affected by training design, trainee characteristics and the work environment. The chapter also provides a review of the literature on self – efficacy which researchers suggest has an influence on skill acquisition. Goal setting and relapse prevention strategies are also discussed as a means to improve the degree of transfer of training. Chapter five looks at the research methodology used in this study.

CHAPTER FIVE

RESEARCH METHODOLOGY

5.1 Introduction

The research methodology section describes the research study site, the research population and sample, the research instrument of this study and the data collection and analysis procedure followed.

5.2 Study site

This study was conducted at the offices of Standard Executors and Trustees (SET) Pietermaritzburg and Umhlanga Ridge (Kwa-Zulu Natal). The researcher chose these two sites to conduct the study because they were readily accessible to the researcher. A further consideration was that the researcher is an employee of Standard Executors and Trustees, Pietermaritzburg and also works closely with employees based at the offices of Standard Executors and Trustees, Umhlanga Ridge. The objectives of the company are to provide a range of trust company services, which are competitive, comprehensive, and of a high professional standard. Having chosen the aforesaid study sites the researcher was able to manage the data generation process more effectively, by being present when the questionnaires were being answered. The researchers presence at the study site improved the response rate to the study because the researcher was available to offer clarity on certain questions.

5.3 Purpose of this study

The main purpose of this study was to determine employee perceptions of the factors that influence transfer of training at Standard Executors and Trustees. The study was aimed at determining what factors employees believe are important in ensuring that positive transfer of training takes place at Standard Executors and Trustee. The research objectives and research hypotheses for this study are set out at paragraphs 5.4 and 5.5 respectively.

5.4 Research objectives

1) To investigate the perception that the determination of the need to train influences the transfer of training at Standard Executors and Trustees.

2) To investigate the perception that the use of different training designs in training programs influences the transfer of training at Standard Executors and Trustees.

3) To investigate the perception that the choice of a particular training venue influences the transfer of training at Standard Executors and Trustees.

4) To investigate the perception that the evaluation of an employee's performance after attending training influences the transfer of training at Standard Executors and Trustees.

5) To investigate the perception that employee motivation influences the transfer of training at Standard Executors and Trustees.

6) To investigate the perception that an employee's ability to learn influences the transfer of training at Standard Executors and Trustees.

7) To investigate the perception that supervisory support for training influences the transfer of training at Standard Executors and Trustees.

8) To investigate the perception that the use of goal setting in training design influences the transfer of training at Standard Executors and Trustees.

9) To investigate the perception that the use of relapse prevention techniques in training influences the transfer of training at Standard Executors and Trustees.

10) To investigate the perception that organisational support for training influences the transfer of training at Standard Executors and Trustees.

5.5 Research hypotheses

1) The determination of the need to train has a positive influence on the transfer of training at Standard Executors and Trustees.

2) The use of different training designs in training programs has a positive influence on the transfer of training at Standard Executors and Trustees.

3) The choice of a particular training venue has a positive influence on the transfer of training at Standard Executors and Trustees.

4) The evaluation of and employee's performance after attending training has a positive influence on the transfer of training at Standard Executors and Trustees.

5) Employee motivation to learn has a positive influence on the transfer of training at Standard Executors and Trustees.

6) An employee's ability to learn influences the transfer of training at Standard Executors and Trustees.

7) Supervisory support for training has a positive influence on the transfer of training at Standard Executors and Trustees.

8) The use of goal setting in training design has a positive influence on the transfer of training at Standard Executors and Trustees.

9) The use of relapse prevention techniques in training influences the transfer of training at Standard Executors and Trustees.

10) Organisational support for training has a positive influence on the transfer of training at Standard Executors and Trustees.

5.6 The Research Method

This study is exploratory in nature. According to Vos *et al* (2002:109) exploratory research seeks to gain insight into a situation, a phenomenon or a community. They state that the researchers main aim is to become conversant with basic facts so that he may create a general picture of conditions. Dane (1990:5) also states that exploratory research involves an attempt to determine whether or not a phenomenon exists and that it is used to answer questions of the general form " Does X happen?"

5.7 Survey research

Survey research involves obtaining information directly from a group of individuals, by posing questions which may be presented orally, on paper, or in some combination and the response that is obtained comes from the person to whom the question is addressed at the time the question is asked (Dane, 1990:122).

According to Rossouw *et al* (2003:127), the survey research method is used to collect data directly from those individuals who are selected to provide a basis of inference about a larger population. They state that survey research provides five types of information: facts, perceptions, opinions, attitudes and reports of behaviour.

Having regard to the aforesaid statements it can be concluded that the survey research method of data collection that was used for this study is appropriate, as the study seeks to determine employee perceptions of the factors that influence transfer of training at Standard Executors and Trustees.

Two major advantages of using survey research according to Busha and Harter (1980:62) are; (a) survey research is capable of collecting background information and hard to find data and (b) the researcher will not have the opportunity to motivate or influence the respondents responses.

However, according to McCormack & Hill (1997:26) the disadvantage of using survey research is that errors may creep into the process and undermine its usefulness.

They state that these errors may arise because respondents may find the questions unclear or because they may give answers they believe the researcher wants to hear. They suggest further that the more carefully a survey is planned, designed and executed, the less likelihood there is that it will affect the reliability and validity of the findings.

5.8 Population of Study

Population is defined by Busha and Harter (1980:55) as "any group of persons, objects or institutions that have at least one characteristic in common". While Hussey and Hussey (1997:55) define a population as "any precisely defined set of people or collection of items, which is under consideration".

The population used in this study, comprised of all 196 employees at Standard Executors and Trustees. Their common characteristic is that they all work for the same company and are involved in providing the public with a range of trust company services, that is competitive, comprehensive and of a high professional standard.

5.9 Sampling

Parasuraman (1991:474) defines sampling as "the selection of a fraction of the total number of units of interest to decision makers, for the ultimate purpose of being able to draw general conclusions about the entire body of units". He states further that a unit or element is any one thing selected for inclusion in a research project.

According to Roussow *et al* (2003:109) the aim of sampling is to select units of a population which will provide the researcher with representative information about the population, the sample must be representative in terms of characteristics which are regarded as relevant. They state further that the advantage of using a simple random sample is that all units of a population have an equal chance of being selected.

This study made use of a representative sample of all employees at Standard Executors and Trustees in Kwa-Zulu Natal. The total number of participants to the

study was 60 employees which represents 31 % of the population. The target population included 10 managerial and 50 non-managerial employees.

5.10 Research Instrument

The research instrument designed to collect data for this study, was a questionnaire. (attached as Appendix One). According to Hall and Hall (1996:97) questionnaires generate information in a systematic way, by giving all respondents questions in a similar manner and recording their responses methodically.

The advantages of using questionnaires are; (a) that they can be used to collect large quantities of data from considerable numbers of people over a relatively short period of time and (b) the results of questionnaire research can be quantified easily with the assistance of computers (Haralambos and Holbron, 1995:837).

The research questionnaire used in this study made use of closed questions (statements). Vos *et al* (2002:180) state that closed questions offer respondents the opportunity of selecting (according to instructions) one or more response choices from a number provided to them. They state that using closed questions offers two advantages (i) the results of the investigation can be available fairly quickly and (ii) respondents understand closed questions better.

One of the major short comings of using close questions however is that important information may be missed because closed questions limit the variety of response options on a subject (Vos *et al* , 2002:180).

The questionnaire used in this study made use of the Likert scale to record the responses from respondents. According to Wegner (2002:9), the Likert scale possesses interval scale properties, which make it well suited to the measurement of quantitative random variables. The Likert Scale also consists of items reflecting extreme positions on a continuum. The Likert scale used in this study asked respondents to indicate the degree to which they were in agreement or disagreement with the statements being made. On the Likert rating scale used for this study, disagree represents a negative perception in relation to the statement made and agree

represents a positive perception in relation to the statement made. On a (1-5) Likert rating scale a (4) is considered to reflect a stronger perception that a (2) and a score of (3) is neutral.

It is suggested by Vos *et al* (2002:177) that all newly constructed questionnaires be pilot-tested to ensure that errors of whatever nature can be rectified early in the research process.

Taking the aforesaid suggestions into account, the questionnaire that was designed for use in this study was pilot-tested to ensure that the statements were relevant to the hypotheses that were being tested. There were 10 hypotheses, which were formulated for this study as stated at paragraph 5.5. Each hypothesis was tested by posing certain statement and there are 50 statements in total. (Refer appendix one). The initial questionnaire was found to be lacking because it contained double-barrelled questions, which confused the respondents. The questionnaire was changed so that respondent's could respond to a single statement at a time. The Likert Scale that was initially used offered the respondents the response option of "unsure", the respondents in the test group felt that this response option was vague and it was therefore changed to "neither agree nor disagree". The statements formulated for this study were developed so that the answers from the respondents would be indicative of their perceptions in relation to the objectives being investigated. Each statement was formulated to gain information that stood out as being significant to the transfer of training as indicated by the literature review.

5.11 Validity and Reliability of research instrument

Vos *et al* (2002:166) state that before implementing a research study, the research instrument to be used must have acceptable levels of reliability and validity. They state that validity refers to whether the instrument actually measures the concept in question and whether the concept is measured accurately.

Reliability has been defined as "the degree of consistency or agreement between two independently derived sets of scores (Vos *et al,* 2002:168). According to Rossouw *et al* (2003:122), a measuring instrument is consistent if it produces equivalent results for repeated measurements.

They state also that it is possible to develop a reliable instrument by (a) developing numerous indicators of a variable rather than using only one and (b) by conducting a pilot-study that determines whether respondents understand the questions properly.

To improve the validity and reliability of the research instrument, the questionnaire was submitted to the researcher's supervisor for comment and elaboration to ensure its validity. In addition to the aforesaid the Cronbach's Alpha test was carried out to test the reliability of the instrument. Statement 1to 3 indicate a Cronbach alpha coefficient of 0.8406 and statements 4 to 50 indicate a coefficient of 0.8421 which illustrate a very strong degree of internal reliability of the statements.

According to Sheridan and Lyndall (2003:143), the Cronbach alpha calculates the mean reliability coefficient estimates for all possible ways of splitting a set item in half. They state further that the analysis is carried out to assess how valid the results are and whether we will get similar results if we were to increased the sample size. If we get a value of 0.7 or higher we may conclude that we will get the same results if we carried out this survey with a larger sample of respondents. This research survey could therefore be carried out with confidence in the instrument because of the high Cronbach Alpha coefficients obtained.

5.11.1 Parametric statistics – Kolmogorov-Smirnov test

Prior to carrying out certain statistical analysis for example regression analysis, correlation analysis and paired sample t-tests we had to be established whether the data was parametric in nature. According to Leedy *et al* (1985:263), parametric statistics are based on certain assumptions about the nature of the population in question. Two of the most common assumptions are that:

1) The data reflects an interval or ratio scale.
2) The data falls in a normal distribution.

After the data was captured, certain statements, which measured a certain underlying trait, were averaged to get a new variable that collectively represented this trait. The variables that were created are parametric in nature. This is so because when the variables were calculated (as the average of the relevant statements) they became

5.13 Data Analysis

This study made use of descriptive statistics to analyse the data that was collected. All data as well as the relevant statistical tests such as the Cronbachs Alpha, the Kolmogorov-Smirnov test, the measure of central location, the two tailed hypothesis test and the multiple and stepwise regression analysis for the study are reported in chapter six.

Wegner (2002:5) states that descriptive statistics aims to identify essential characteristics of a random variable, he goes further and states that qualitative random variables yield numeric responses which can be meaningfully manipulated using conventional arithmetic operations which help researchers get a better understanding of the data. According to Leedy *et al* (1985:259), the purpose of quantitative research is to provide a means through which numerical data can be made more meaningful. They state that descriptive statistics look at the data by indicating where the centre or mid-point is, how broadly the data is spread and how closely different variables within the data are correlated to each other.

5.13.1 Frequency tables and bar charts

According to Wegner (2002:34), frequency distribution tables summarise ratio-scaled data into intervals (classes) each with corresponding frequencies. He states that bar charts present a graphical output which display findings concisely, clearly and in an easy to understand format.

5.13.2 Measure of central location

The data is also reported with reference to the measure of central location (which includes the mean, the median, the mode) and the standard deviation.

According to Wegner (2002:57) the three main measures of central location are:
The mean – which is the sum of all values divided by the sample size.
The median – is that value of a random variable which divides an ordered data set into two equal parts.

The mode – is the most frequently occurring value in a data set.
Wegner (2002:92) states that the standard deviation is a relatively stable measure, which describes how the observations are spread about the mean .The standard deviations in this study, are consistently about 1, which indicates good consistency between the observations due to low variability.

5.14 Hypotheses testing

The research hypotheses, which where developed from the main research objectives of this study, were tested and the results also reported in Chapter Six. According to Wegner (2002:214) hypothesis testing is the process of testing the validity of a claim about the true value of any population parameter.

The Null hypothesis - states that the true population parameter value is equivalent to the hypothesised population parameter. It is identified as H_0.
The alternative hypothesis - states that the true population parameter is not equivalent to the hypothesised population parameter and it is always expressed in a manner, which negates the null hypothesis. It is identified as H_1.

The hypothesis formulated for this study was tested by using the paired sample t-test and correlation analysis. According to Leedy *et al* (1985:271), the correlation analysis is a process, which seeks to discover the relationship among different variables. They state that the correlation coefficient is the measure of the strength of the relationship that lies between –1 and 1. If the correlation coefficient is close to 1 there is a strong positive relationship if the correlation coefficient is close to –1 there is a strong negative relationship between variables. A correlation coefficient close to (e.g., + .89 or - .76) indicates a strong correlation. A correlation coefficient close to (e.g., + .15 or -.22) indicates a weak correlation and a correlation coefficient close to (e.g., +.40 or -.50) indicates a moderate correlation. However, if the variables are unrelated or only remotely related the coefficient is close to 0.00.

In this study the correlation analysis was used to test the strength of the relationship between the one dependent variable (transfer of training) and the ten independent variables as set out in the research objectives at paragraph 5.4.

5.15 Regression Analysis

Regression analysis deals with the relationship between a dependent variable and one or more independent variables. In this study the population average value was calculated for each variable, for example a multiple regression analysis was done on the responses for statements 9-15(Determination of the need to train) against the average for (transfer of training). The r-square value is a statistical measure used to show the degree of variation or influence the independent variable has on the dependent variable, in this case,transfer of training. A positive linear correlation shows that an increase or a decrease in the value of the independent variable will result in an increase or a decrease in the value of the dependent variable; there is a direct relationship. A negative linear correlation shows that there is an indirect relationship as an increase in the value of the independent variable, will result in a decrease in the value of the dependent variable (Wegner, 2002:313). A stepwise regression analysis was also conducted. According to Wegner (2002:302), regression analysis is concerned with quantifying the underlying structural relationship between variables, the stepwise regression analysis is used to determine the extent to which the variables as a whole predict the dependent variable. Leedy *et al* (1985:278) state that a simple linear regression generates an equation in which a single variable yields a prediction for the dependent variable, while a multiple linear regression yields an equation in which two or more variables are used to predict the dependent variable. The software package which was used to analyse the findings of this study is the SPSS (Statistical Package for Social Scientist), version 11.

5.16 Summary

Chapter five described the research study site, the research population and sample. It also stated how the research instrument was designed and tested to improve the reliability and validity of the instrument. The chapter further sets out the data collection procedure and provides details on how the data was analysed.

Chapter six contains a full report of the data that was collected and provides and analysis of thereof.

CHAPTER SIX

RESULTS OF FIELD STUDY

6.1 Introduction

The present study was undertaken to determine employee perceptions of the factors that influence transfer of training at Standard Executors and Trustees. All the respondents who participated in this study had attended a training programme in the last six months. There were two major training programmes attended by respondents these being :

A) Training on LegalEase, which is an electronic Estate Management program.
B) Training on Estates Administration for the purposes of certification, the training is focused on providing Estate Offices with a basic understanding of the Legislation, which governs the administration of estates in South Africa.

The data that was gathered from this field study will be presented as follows:

1) A Reliability analysis of the data was carried out using The Cronbach's Alpha test and the One Sample Kolmogorov- Smirnov Test to determine whether the data was parametric or non-parametric in nature.
2) Bar graphs are presented to provide a graphic analysis of the data obtained and frequency tables are used to summarise the scaled data into classes and to show the frequency of ratings in each class.
3) Tables of descriptive statistics are presented to illustrate the research findings in relation to the Mean, Median, Mode and Standard Deviation.
4) The hypotheses formulated for this study were tested using correlation analysis and the sample t-test.
5) The Pearson correlation analysis was used to correlate the average rating of each independent variable with the average of the rating for the dependent variable (transfer of training). The significance level of each coefficient was also calculated.

6) Regression analysis was carried out to determine the extent to which the components of each variable act together to predict the dependent variable, transfer of training. For example a multiple regression analysis was done on the responses for statements 9-15 (which make up the independent variable; determination of the need to train) against the dependent variable (transfer of training). The r-square value is a statistical measure which shows the degree of influence the independent variables have on the dependent variable.

7) Stepwise regression analysis was carried out to determine the extent to which the independent variables as a whole predict the dependent variable (transfer of training).

6.2 RELIABILITY ANALYSIS

6.2.1 Data description

There were 50 statements in the questionnaire (the questionnaire is attached as appendix 1). The responses consisted of ratings on a 5 point Likert scale, where a positive response had a rating score of 4 and 5, a neutral response had a rating score of 3 and a negative response had a rating score of 1 and 2. After the data was captured, the responses were grouped according to the variable they were measuring and the average for each variable was then calculated. This average represents the total score for each variable.

The aforesaid calculation was done per respondent, per set of relevant questions to get the following variables as illustrated in Table 1.

Table: 1 **Data description** - Dependent and Independent Variables

	Dependent and Independent Variables	Statements measuring each variable
DV	Transfer of training (dep variable)	Statements 1 -8
1	Determination of the need to train	Statements 9 - 15
2	Training design	Statements 16 - 21
3	Training venue	Statements 22 - 27
4	Appraisal of employee performance	Statements 28 - 30
5	Employee motivation	Statements 33 - 34
6	Ability to learn	Statement 35
7	Supervisory support	Statements 39 - 43
8	Goal setting	Statements 44 - 48
9	Relapse prevention	Statements 49 - 50
10	Organisational support	Statements 24,31-32,36-38

6.2.2 Cronbach's Alpha

Cronbach's alpha was calculated to determine the internal reliability of the instruments. A value of 0.7 or higher is a very good indicator, which allows us to conclude that we will get the same results if we carried out this survey with a larger sample of respondents (Sheridan and Lyndall , 2003:143). The Cronbach's alpha was first calculated for the (10) independent variables and the (1) dependent variable as reflected in table 1. Thereafter, the Cronbach's Alpha was calculated for individual statements as reflected in Table 2.

Table : 2 Cronbach's Alpha

Statements	Dependent and Independent Variables	Cronbach's alpha
Statements 1-8	Transfer of training (Dependent Variable)	0.7196
Statements 9-15	Determination of need to train	0.8933
Statements 16-21	Training design	0.7648
Statements 22-27	Training venue	0.7627
Statements 28-30	Appraisal of employee performance	0.7067
Statements 33-34	Employee motivation	0.7480
Statement 35	Ability to learn	Can not be done for one question
Statements 39-43	Supervisory support	0.7118
Statements 44-48	Goal setting	0.8898
Statements 49-50	Relapse prevention	0.8122
Statements 24, 31-32,36-38	Organisational support	0.3870

The aforesaid table indicates that the Cronbach's alpha for the different groups of statements (each group representing a variable) is good, except for the Organisational Support grouping, which has a Cronbach's alpha of 0.387. The organisational support grouping was explored further to find out exactly which statements in this grouping have got a poor validity. The results are summarised in Table 3.

Table: 3 Reliability Coefficients - Scale Alpha – Item total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Alpha if Item Deleted
S24	15.5854	4.8488	.3717	.1933
S31	15.4146	4.3488	.5440	.0484
S32	16.0244	7.6744	-.1716	.5580
S36	15.2927	5.5122	.4056	.2140
S37	15.6098	4.9939	.4736	.1453
S38	16.0976	8.6902	-.3450	.5866

Reliability Coefficients: N of Cases = 41 No of Items = 6 Alpha = 0.3870

The table above shows the different alphas values, which are computed if a statement is deleted. If a statement is deleted and the alpha value decreases the overall alpha value of 0.3870, then those statements are problematic. If the statement is deleted and the alpha value increases the overall alpha value of 0.3870, then those statements have good reliability. From the above analysis, statements 32 and 38 are the problem statements because as soon as they are deleted, the overall alpha went to 0.5580 and 0.5866. Two reasons to explain why these statements (32 and 38) are problematic are that they could have been misunderstood or respondents were not entirely truthful in their answers. However, an overall alpha value of 0.58 is still low and does not indicate a high reliability. These results are to be discarded in the final analysis.

6.2.3 **Reliability Analysis - Using Scale (Alpha)**

Statements 2 – 3

```
Reliability Coefficients

N of Cases =      42.0          N of Items =  2    Alpha = .8406
```

The alpha value calculated for statements 2 to3 is (0.8406) which, indicting that these statements are reliable and valid.

Statements 4-50

```
Reliability Coefficients

N of Cases =      39.0          N of Items = 47    Alpha = .8421
```

The alpha value calculated for statements 4 to 50 is (0.8421), which indicates that the statements are reliable and valid and also that consistency in the statements seems to have, been achieved.

The alpha values for statements 2 and 3 were calculated separately from the alpha values for statements 4 to 50 because statements 2 and 3 used a different rating scale, to the rating scale used for statements 4 to 50.

6.2.4 One sample Kolmogorov-Smirnov test

The one sample Kolmogorov-Smirnov test was used to test the hypotheses that the (11) variables of the study are parametric in nature. Once it had been established that the data was parametric in nature it was possible to carry out certain statistical analysis such as correlation analysis, regression analysis and Pearson correlation.

Table : 4 One-Sample Kolmogorov-Smirnov Test

	N	Normal Parameters(a,b)		Kolmogorov-Smirnov Z	P-value (2-tailed)	Level of significance
		Mean	Std. Deviation			5%
Transfer of training	42	3.0298	.50062	1.112	.169	α=0.05
Determination of need to train	42	3.3912	.77096	.743	.640	α=0.05
Training design	42	3.5992	.43095	.864	.444	α=0.05
Training venue	42	3.4365	.47563	.807	.533	α=0.05
Evaluation of employee performance	42	3.8016	.62060	1.739	.305	α=0.05
Employee motivation	42	3.9524	.65154	2.195	.660	α=0.05
Ability to learn	42	4.2619	.44500	2.981	.590	α=0.05
Supervisory support	42	3.5143	.48013	.764	.604	α=0.05
Goal setting	42	3.7155	.61965	.910	.379	α=0.05
Relapse prevention	42	2.2738	.69143	1.924	.801	α=0.05
Organisational support	41	3.1341	.46281	.988	.283	α=0.05

a Test distribution is Normal.
b Calculated from data.

The Kolmogorov-Smirnov test has been summarised in Table 4 and confirms that the distributions are normal and are parametric in nature because the p-values of all the variables are greater than 0.05. This means that it is valid to use the Pearson correlation coefficient and regression analysis (Sheridan and Lyndall, 2003:143).

6.3 Bar Graphs and Frequency Tables

Statement 1

When was the last time you attended any form of training?

Figure: 4 Training attendance

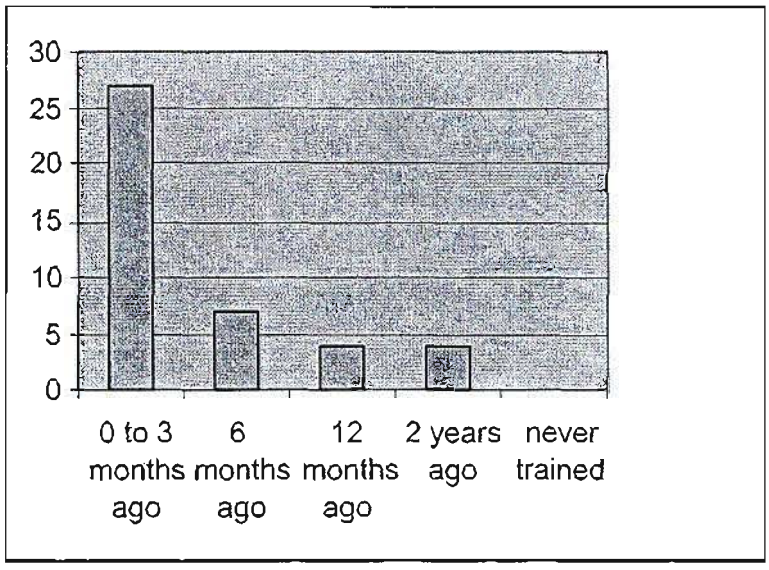


Table: 5 Training attendance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 to 3 months ago	27	64.3	64.3	64.3
	6 months ago	7	16.7	16.7	81.0
	12 months ago	4	9.5	9.5	90.5
	2 years ago	4	9.5	9.5	100.0
	Total	42	100.0	100.0	

Results: 81% of respondents attended training within the last 3 to six months, while 9.5% of respondents attended training 2 years ago.

Statement 2

What percentage of training do you believe you applied to your job immediately after attending training?

Figure: 5 **Transfer of training – immediately**

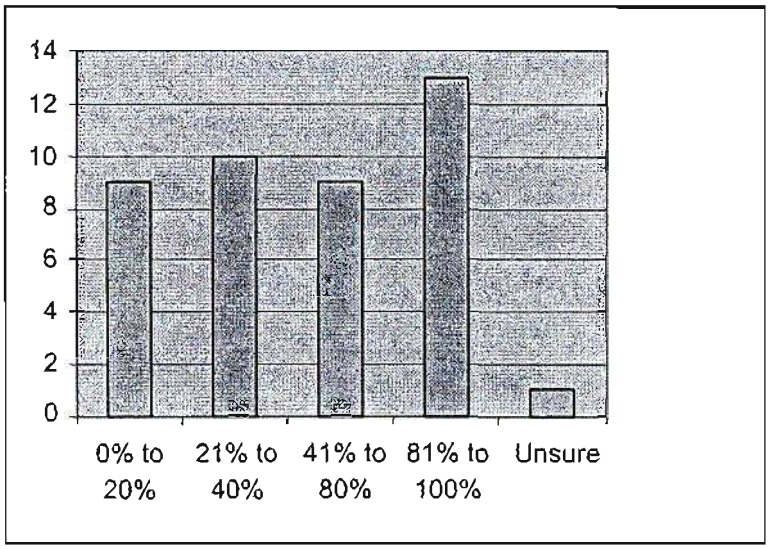


Table: 6 **Transfer of training – immediately**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0% to 20%	9	21.4	21.4	21.4
	21% to 40%	10	23.8	23.8	45.2
	41% to 80%	9	21.4	21.4	66.7
	81% to 100%	13	31.0	31.0	97.6
	Unsure	1	2.4	2.4	100.0
	Total	42	100.0	100.0	

Results: 45.2% of respondents apply between 0-40 % and 62.4% of respondents apply between 40-100% of learnt behaviour to their jobs immediately after attending a training course.

Statement 3

What percentage of training do you believe you applied to your job 12 months after attending a training program?

Figure: 6 **Transfer of training – after 12 months**

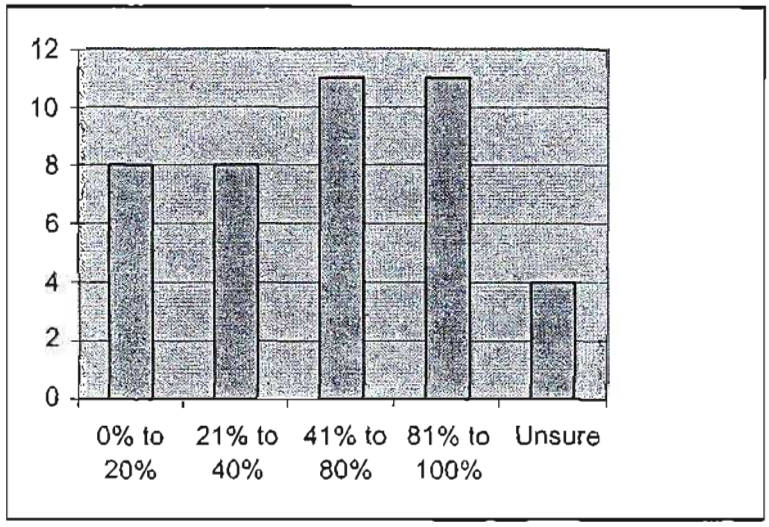


Table: 7 **Transfer of training – after 12 months**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0% to 20%	8	19.0	19.0	19.0
	21% to 40%	8	19.0	19.0	38.1
	41% to 80%	11	26.2	26.2	64.3
	81% to 100%	11	26.2	26.2	90.5
	Unsure	4	9.5	9.5	100.0
	Total	42	100.0	100.0	

Results: 38% of respondents apply between 0 – 40% and 52.4% of respondents apply between 40-100% of learnt skills to their jobs for a period of one year after attendance on a training program.

Statement 4

I apply the skills I have learnt during training to my job.

Figure: 7 **Transfer of training – application of skill**

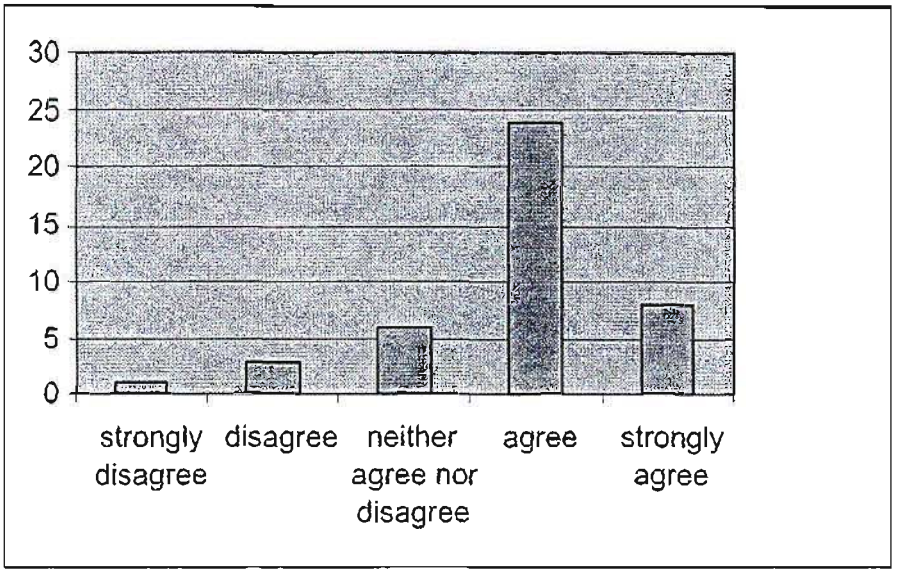


Table: 8 **Transfer of training – application of skill**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	1	2.4	2.4	2.4
	disagree	3	7.1	7.1	9.5
	neutral	6	14.3	14.3	23.8
	agree	24	57.1	57.1	81.0
	strongly agree	8	19.0	19.0	100.0
	Total	42	100.0	100.0	

Results: *76.1%* of respondents *agree* that they apply learnt skills to their jobs, while *9.5%* of respondents *disagree* with the statement.

Statement 5

Training is not effective in improving my job performance.

Figure: 8 **Transfer of training – improvement in job performance**

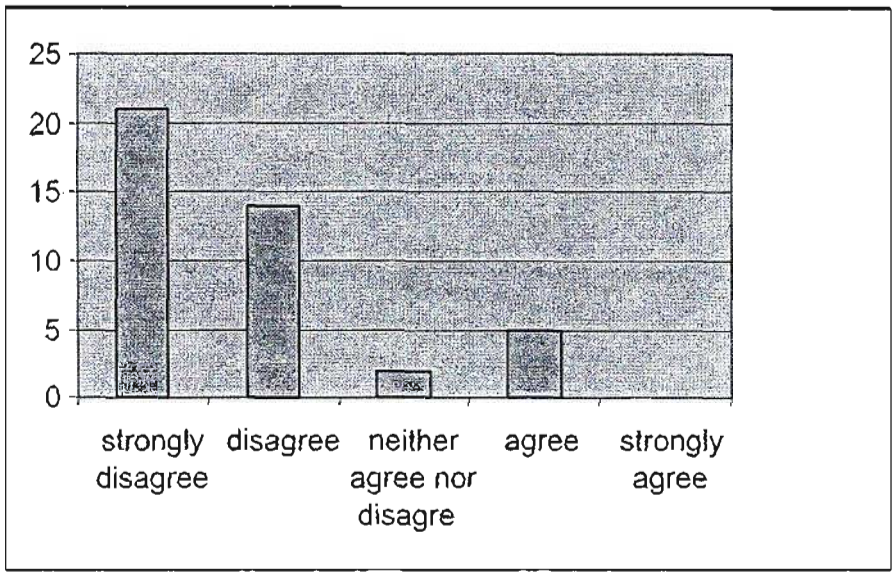


Table: 9 **Transfer of training – improvement in job performance**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	21	50.0	50.0	50.0
	disagree	14	33.3	33.3	83.3
	neutral	2	4.8	4.8	88.1
	agree	5	11.9	11.9	100.0
	Total	42	100.0	100.0	

Results : *83.3%* of respondents *agree* that training is effective in improving their job performance while*11.9%* of respondents *disagree* with the statement.

Statement 6

I believe that training provides me with an opportunity for promotion.

Figure: 9 **Transfer of training – opportunity for promotion**

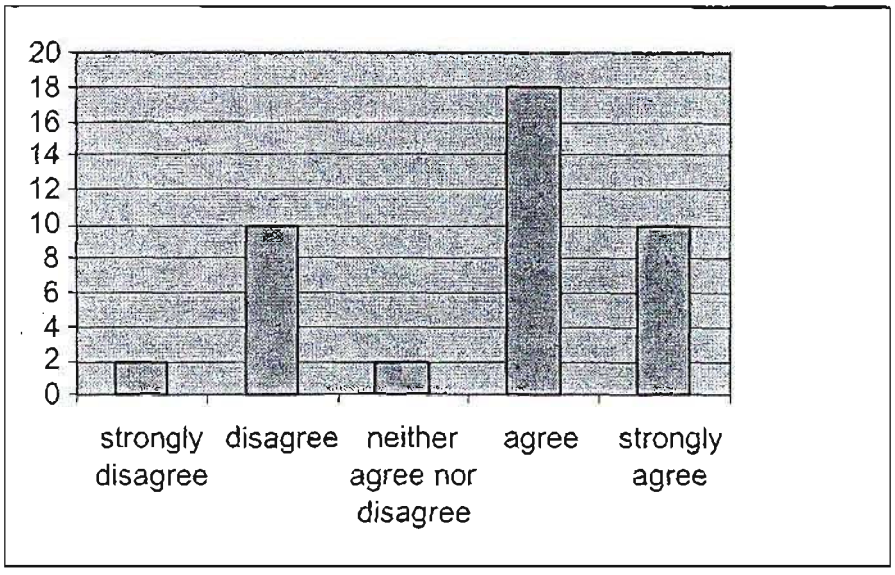


Table: 10 **Transfer of training – opportunity for promotion**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	2	4.8	4.8	4.8
	disagree	10	23.8	23.8	28.6
	neutral	2	4.8	4.8	33.3
	agree	18	42.9	42.9	76.2
	strongly agree	10	23.8	23.8	100.0
	Total	42	100.0	100.0	

Results: *66.7%* of respondents *agree* that training does provide them with an opportunity for promotion while *28.6%* of the respondents *disagree* with the statement.

Statement 7

I am able to apply the skills I have learnt during training to my job, because my manager gives me an opportunity to do so.

Figure: 10 **Transfer of training – opportunity to apply skill**

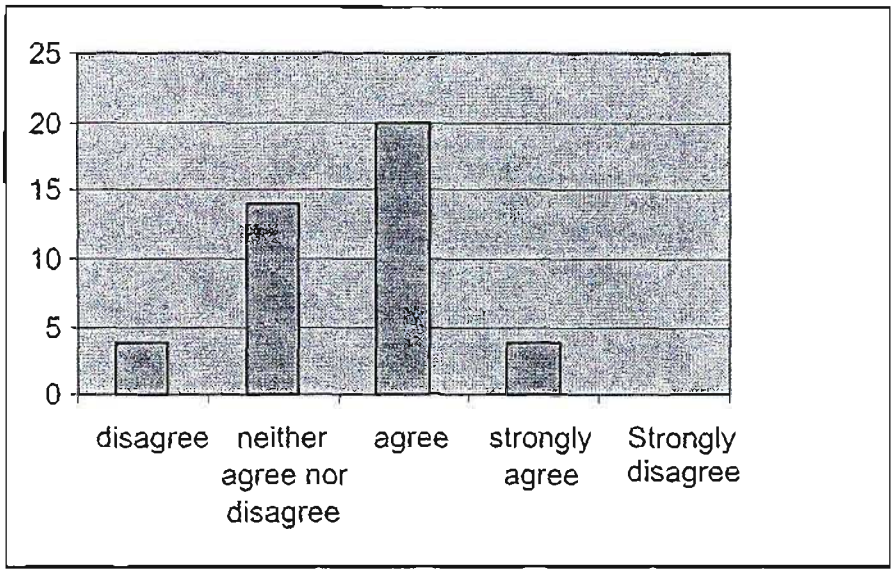


Table: 11 **Transfer of training - opportunity to apply skill**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	4	9.5	9.5	9.5
	neutral	14	33.3	33.3	42.9
	agree	20	47.6	47.6	90.5
	strongly agree	4	9.5	9.5	100.0
	Total	42	100.0	100.0	

Results : *57.1%* of respondents *agree* that they are able to apply learnt skills because management provides them with the opportunity to apply these skills while *9.5%* of the respondents *disagree* with the statement.

Statement 8

I always value the opportunity to improve my skills.

Figure: 11 **Transfer of training – opportunity to improve skill**

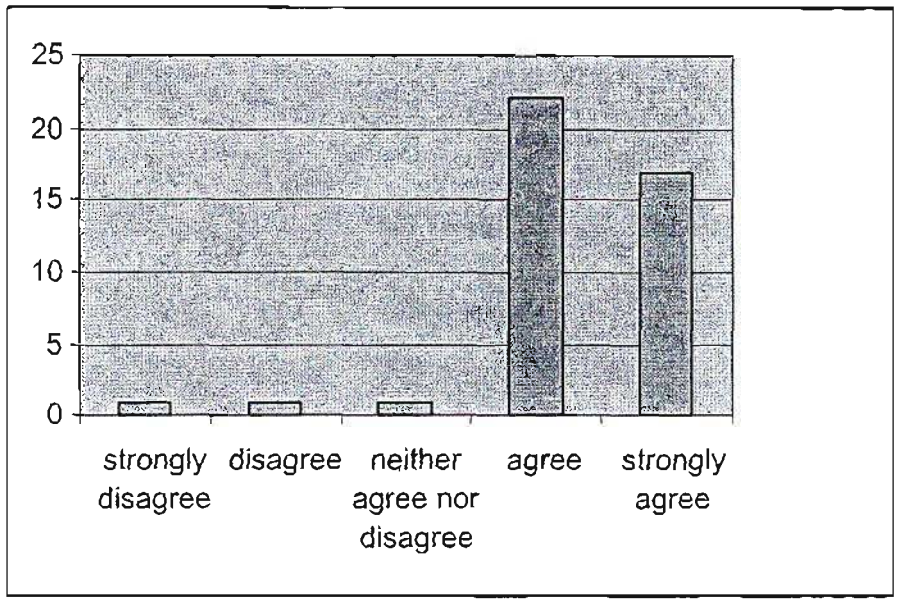


Table: 12 **Transfer of training – opportunity to improve skill**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	1	2.4	2.4	2.4
	disagree	1	2.4	2.4	4.8
	neutral	1	2.4	2.4	7.1
	agree	22	52.4	52.4	59.5
	strongly agree	17	40.5	40.5	100.0
	Total	42	100.0	100.0	

Results: *92.9%* of respondents *agree* that they value the opportunity to improve their skills, while *4.8%* of respondents *disagree* with the statement.

Statement 9

My manager helps me to determine my training needs.

Figure: 12 **Determination of need to train – help from management**

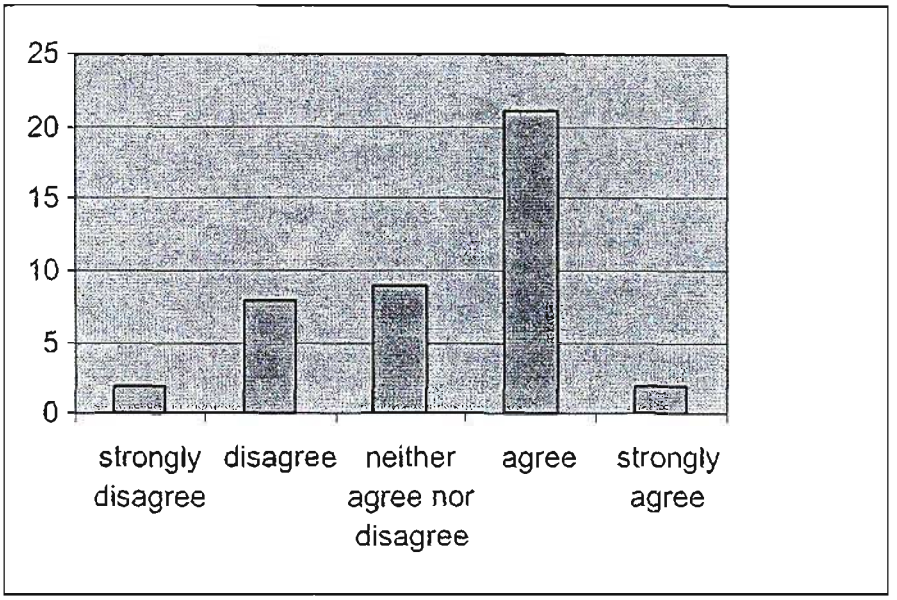


Table: 13 **Determination of need to train – help from management**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	2	4.8	4.8	4.8
	disagree	8	19.0	19.0	23.8
	neutral	9	21.4	21.4	45.2
	agree	21	50.0	50.0	95.2
	strongly agree	2	4.8	4.8	100.0
	Total	42	100.0	100.0	

Result: *54.8%* of respondents *agree* that their managers help them to determine their training needs, while *23.8%* of respondents *disagree* with the statement.

Statement 10

My manager encourages me to attend training.

Figure: 13 Determination of need to train – encouragement to attend training

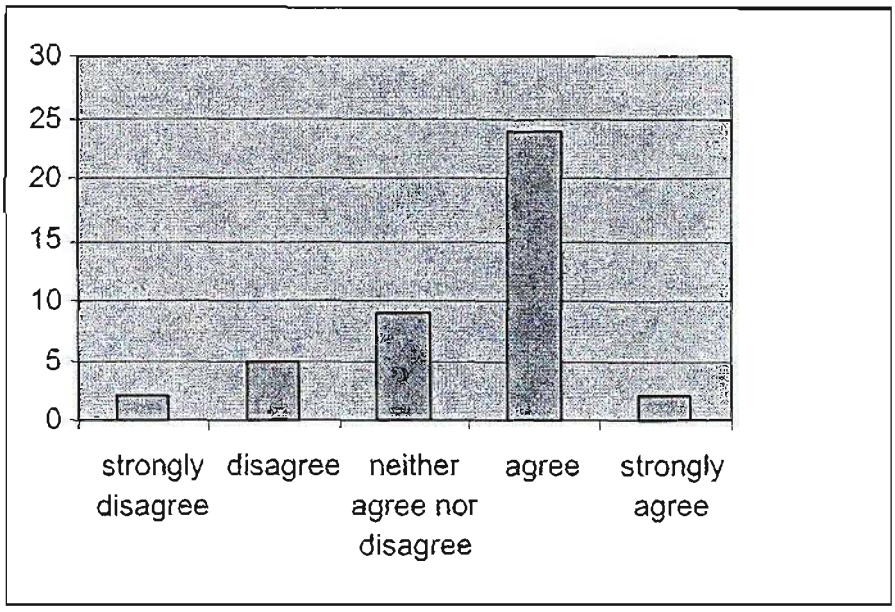


Table: 14 Determination of need to train – encouragement to attend training

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	2	4.8	4.8	4.8
	disagree	5	11.9	11.9	16.7
	neutral	9	21.4	21.4	38.1
	agree	24	57.1	57.1	95.2
	strongly agree	2	4.8	4.8	100.0
	Total	42	100.0	100.0	

Results: *61.9%* of respondents *agree* that their managers encourage them to attend training, while *16.7%* of respondents *disagree* with the statement.

Statement 11

I have a clear understanding of the skills I need to do my job.

Figure: 14 **Determination of the need to train – skills required**

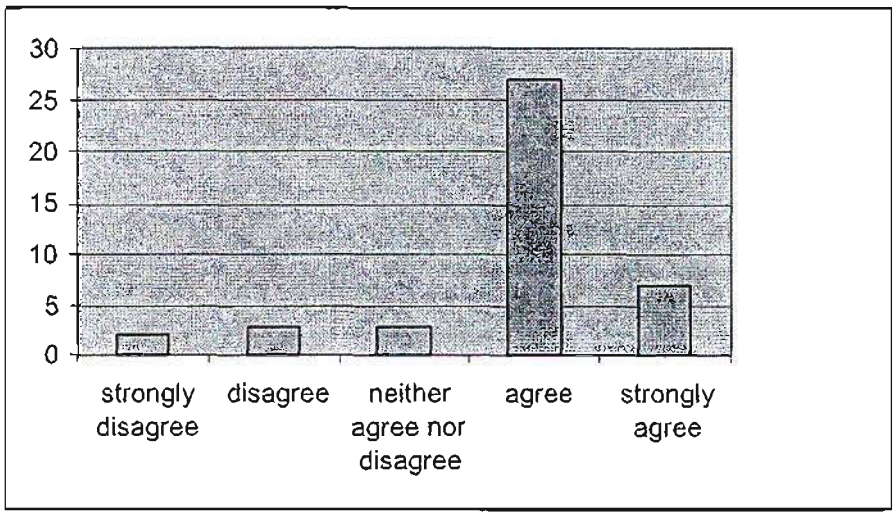


Table: 15 **Determination of the need to train – skills required**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	2	4.8	4.8	4.8
	disagree	3	7.1	7.1	11.9
	neutral	3	7.1	7.1	19.0
	agree	27	64.3	64.3	83.3
	strongly agree	7	16.7	16.7	100.0
	Total	42	100.0	100.0	

Results: *81%* of respondents *agree* that they have a clear understanding of the skills they need to do their jobs, while *11.9%* of respondents *disagree* with the statement.

Statement 12

My opinions are taken into account by my manager when my training needs are discussed.

Figure: 15 Determination of the need to train – consideration of opinions

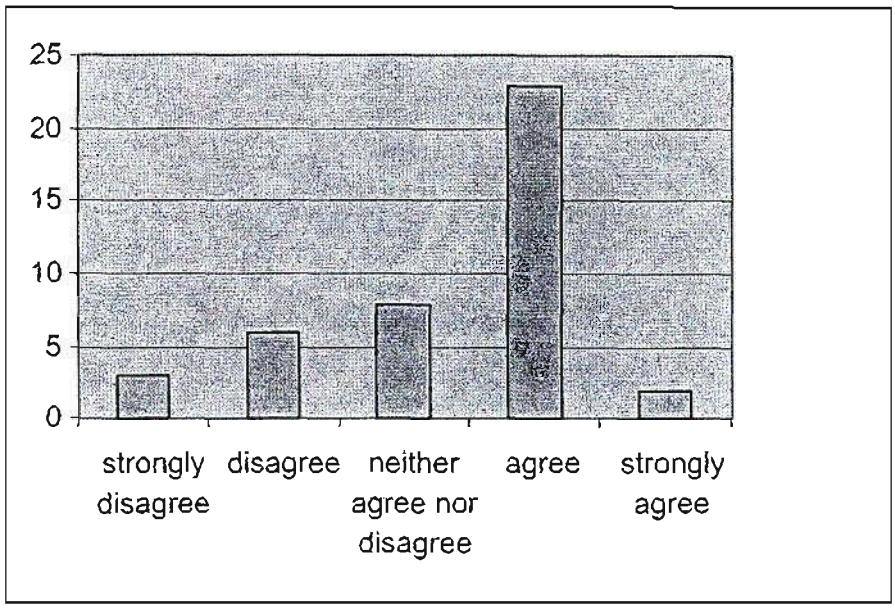


Table: 16 Determination of the need to train – consideration of opinions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	3	7.1	7.1	7.1
	disagree	6	14.3	14.3	21.4
	neutral	8	19.0	19.0	40.5
	agree	23	54.8	54.8	95.2
	strongly agree	2	4.8	4.8	100.0
	Total	42	100.0	100.0	

Results: *59.6%* of respondents *agree* that their opinions are taken into account by management when their training needs are discussed, while *21.4%* of respondents *disagree* with the statement.

Statement 13

To my knowledge the training needs of each job within the company are clearly identified by management.

Figure: 16 Determination of the need to train – identification of job needs

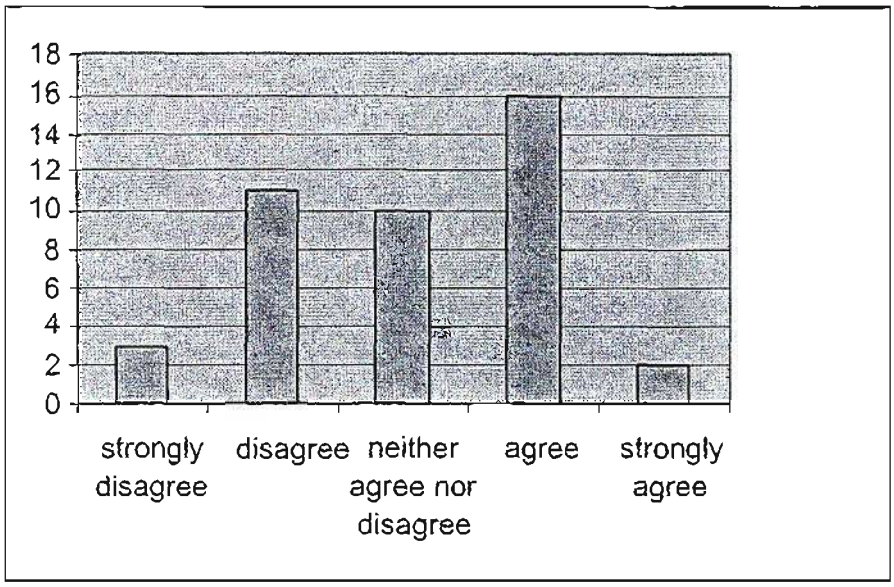


Table: 17 Determination of the need to train – identification of job needs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	3	7.1	7.1	7.1
	disagree	11	26.2	26.2	33.3
	neutral	10	23.8	23.8	57.1
	agree	16	38.1	38.1	95.2
	strongly agree	2	4.8	4.8	100.0
	Total	42	100.0	100.0	

Results: *42.9%* of respondents *agree* that the training needs of each job within the company are clearly identified by management, while *33.3%* of respondents *disagree* with the statement.

Statement 14

The actual skills that I have are considered when my training needs are determined.

Figure: 17 Determination of the need to train – consideration of actual skills

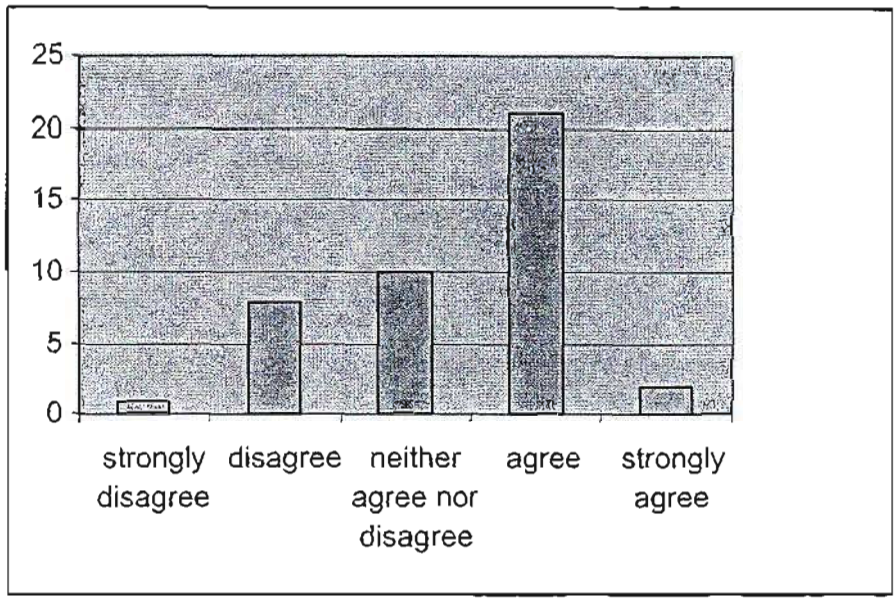


Table: 18 Determination of the need to train – consideration of actual skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	1	2.4	2.4	2.4
	disagree	8	19.0	19.0	21.4
	neutral	10	23.8	23.8	45.2
	agree	21	50.0	50.0	95.2
	strongly agree	2	4.8	4.8	100.0
	Total	42	100.0	100.0	

Results: *54.8%* of respondents *agree* that the actual skills, which they have, are considered when their training needs are determined, while *21.4%* of respondents *disagree* with the statement.

Statement 15

The actual knowledge that I have is taken into account when my training needs are determined.

Figure: 18 Determination of the need to train – consideration of knowledge

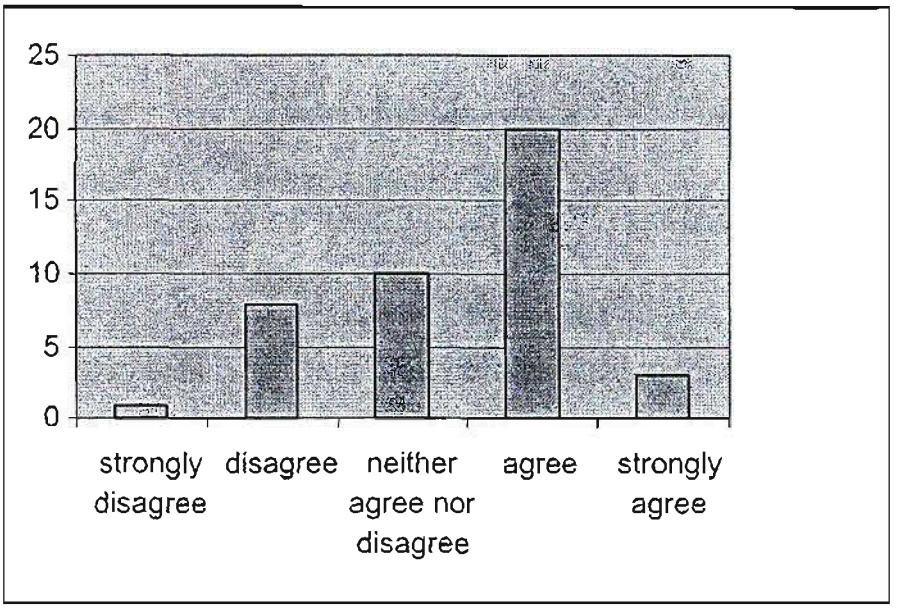


Table: 19 Determination of the need to train – consideration of knowledge

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	1	2.4	2.4	2.4
	disagree	8	19.0	19.0	21.4
	neutral	10	23.8	23.8	45.2
	agree	20	47.6	47.6	92.9
	strongly agree	3	7.1	7.1	100.0
	Total	42	100.0	100.0	

Results: 54.7% of respondents *agree* that the actual knowledge which they have are taken into account when their training needs are determined, while 21.4% of respondents *disagree* statement.

Statement 16

The contents of the training courses I have attended have been specific to my job.

Figure: 19 **Training design – training content specific to job**

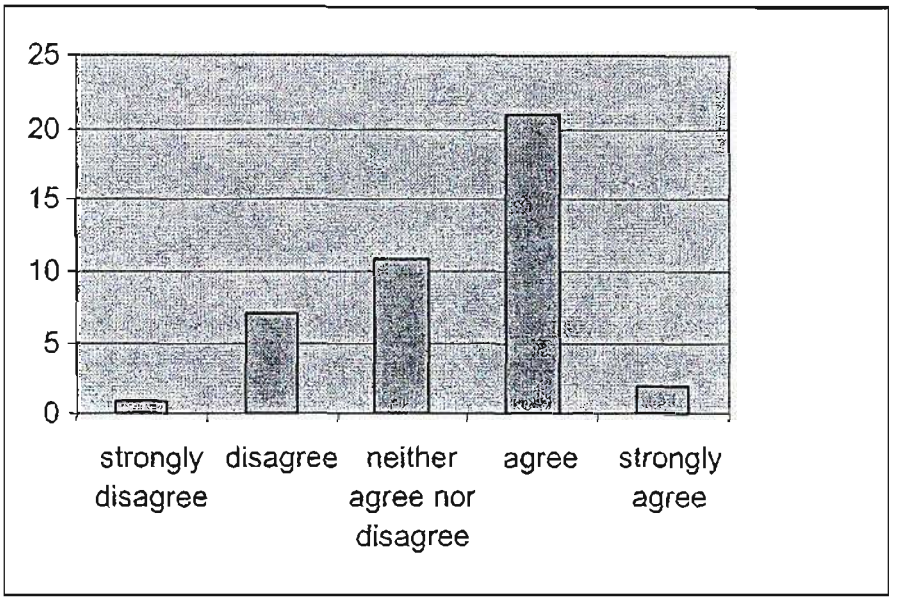


Table: 20 **Training design – training content specific to job**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	1	2.4	2.4	2.4
	disagree	7	16.7	16.7	19.0
	neutral	11	26.2	26.2	45.2
	agree	21	50.0	50.0	95.2
	strongly agree	2	4.8	4.8	100.0
	Total	42	100.0	100.0	

Results: *54.8%* of respondents *agree* that the contents of training courses they have attended are specific to their jobs, while *19.1%* of respondents *disagree* with the statement.

Statement 17

I have found that the contents of training courses I have attended are directly related to my work goals.

Figure: 20 **Training design – content related to work goals**

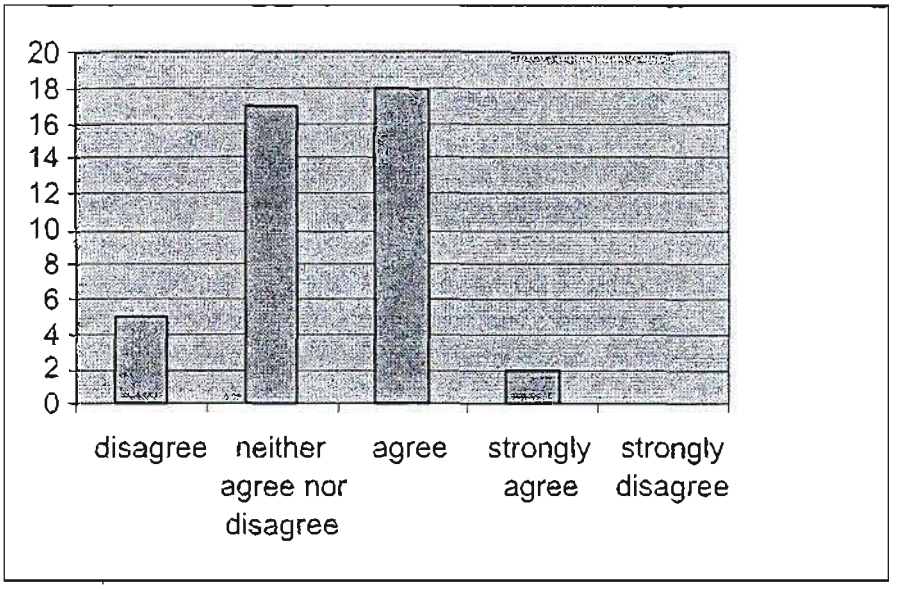


Table: 21 **Training design – content related to work goals**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	5	11.9	11.9	11.9
	neutral	17	40.5	40.5	52.4
	agree	18	42.9	42.9	95.2
	strongly agree	2	4.8	4.8	100.0
	Total	42	100.0	100.0	

Results: *47.7%* of respondents *agree* that the contents of training courses are directly related to their work goals, while *52.4%* of respondents *disagree* with the statement.

Statement 18

I have found that role-playing is an effective way to improve my learning.

Figure: 21 **Training design – role-playing**

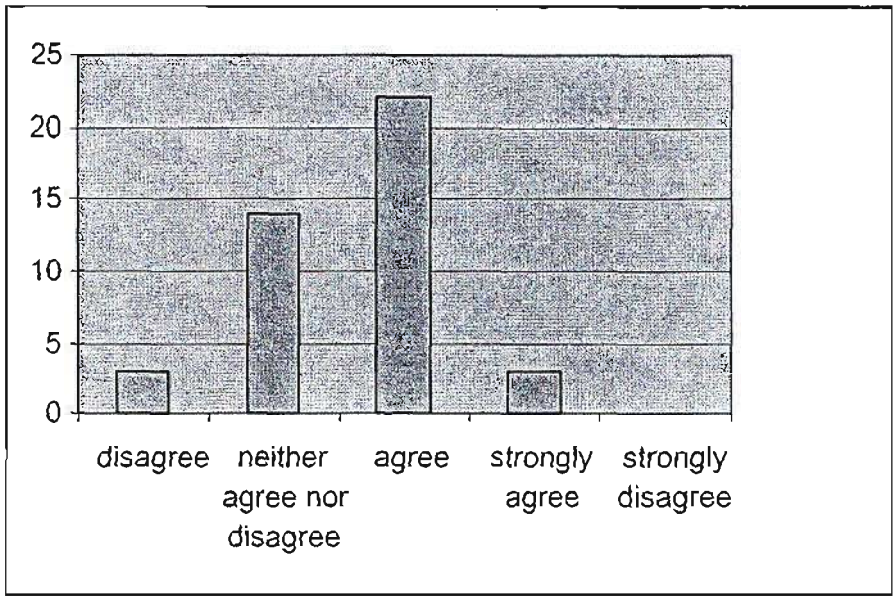


Table: 22 **Training design – role-playing**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	3	7.1	7.1	7.1
	neutral	14	33.3	33.3	40.5
	agree	22	52.4	52.4	92.9
	strongly agree	3	7.1	7.1	100.0
	Total	42	100.0	100.0	

Results: *59.5%* of respondents *agree* that role-playing is an effective way to improve their learning, while *40.4%* of respondents *disagree* with the statement.

Statement 19

I have found that the use of multiple examples in training has helped me to learn more effectively.

Figure: 22 **Training design – multiple examples**

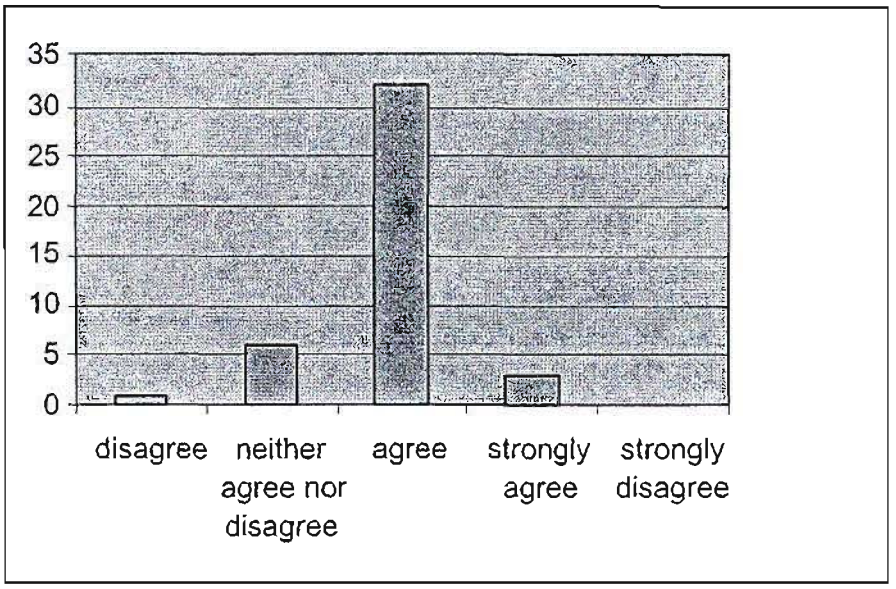


Table: 23 **Training design – multiple examples**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	1	2.4	2.4	2.4
	neutral	6	14.3	14.3	16.7
	agree	32	76.2	76.2	92.9
	strongly agree	3	7.1	7.1	100.0
	Total	42	100.0	100.0	

Results: *83.3%* of respondents *agree* that the use of multiple examples in training helps them learn more effectively, while *16.7%* of respondents *disagree* with the statement.

Statement 20

I have found that training which, is broken into modules helps me learn more effectively.

Figure: 23 **Training design – modules**

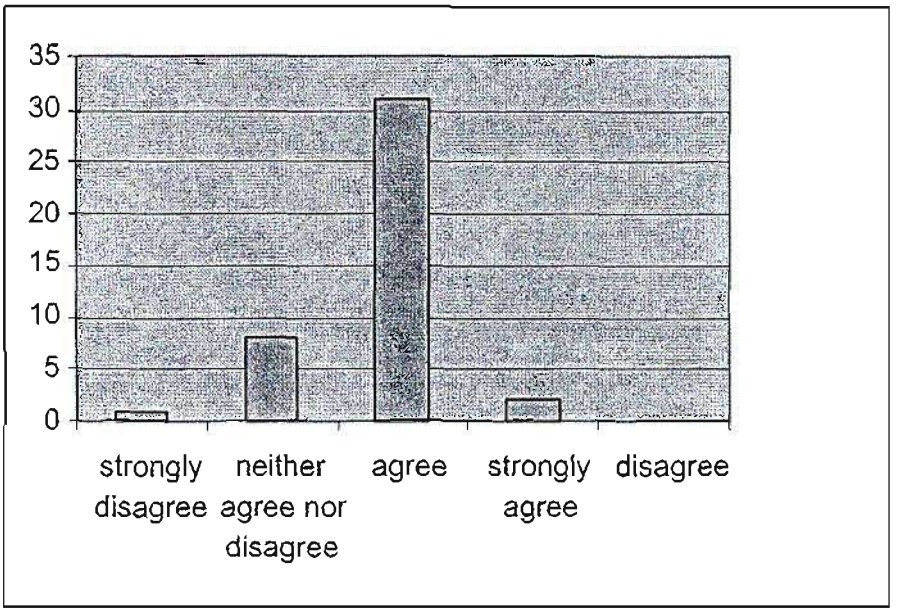


Table: 24 **Training design – modules**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	1	2.4	2.4	2.4
	neutral	8	19.0	19.0	21.4
	agree	31	73.8	73.8	95.2
	strongly agree	2	4.8	4.8	100.0
	Total	42	100.0	100.0	

Results: *78.6%* of respondents *agree* that training which is broken into modules helps them learn more effectively, while *21.4%* of respondents *disagree* with the statement.

Statement 21

I have found that a condensed training program (of 1 to 3 days) is an effective way of running a training program.

Figure: 24 **Training design – condensed training**

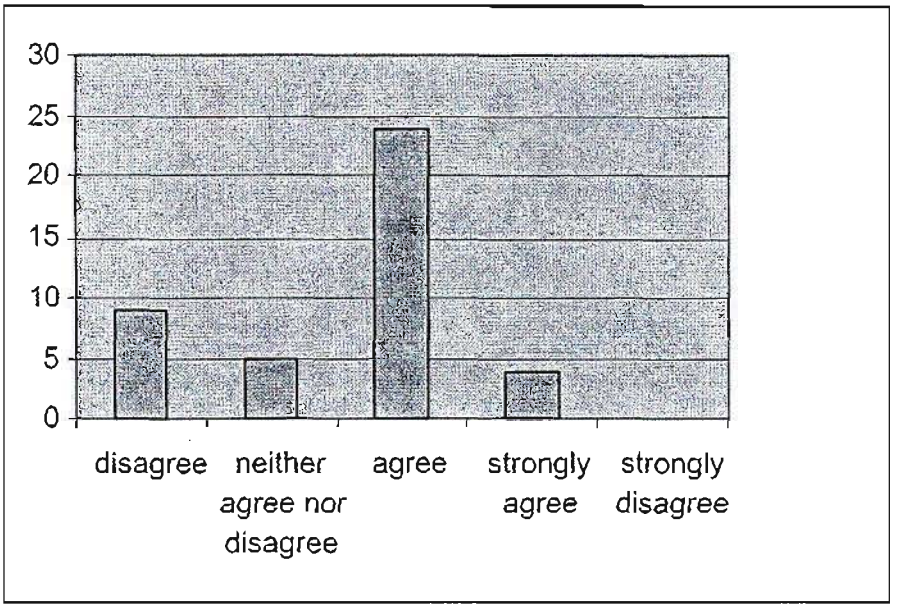


Table: 25 **Training design – condensed training**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	9	21.4	21.4	21.4
	neutral	5	11.9	11.9	33.3
	agree	24	57.1	57.1	90.5
	strongly agree	4	9.5	9.5	100.0
	Total	42	100.0	100.0	

Results: *66.6%* of respondents *agree* that a condensed training programme (1-3 days) is effective in improving learning, while *33.3%* of respondents *disagree* with the statement.

Statement 22

I have found that noise levels interfere with my ability to learn while training on the job.

Figure: 25 **Training venue – noise levels**

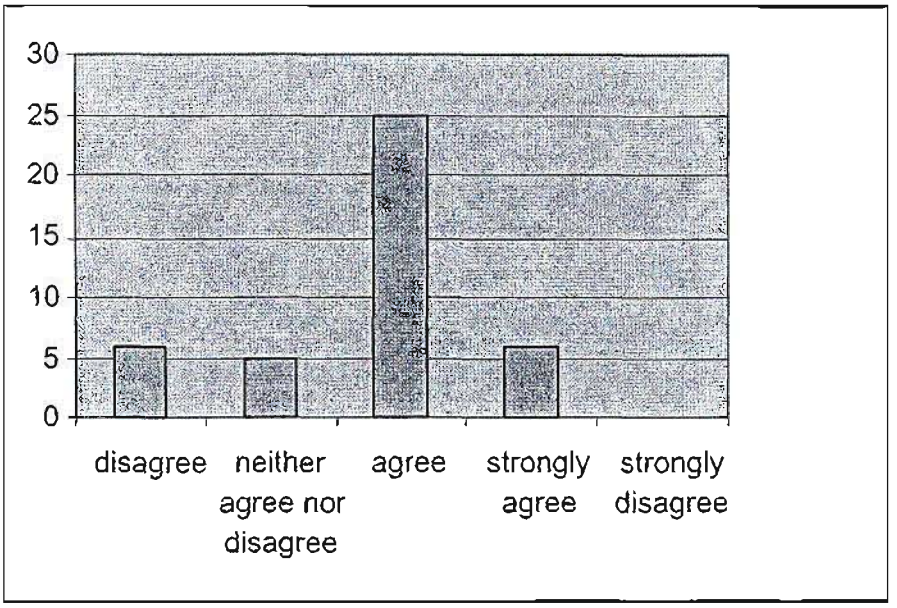


Table: 26 **Training venue – noise levels**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	6	14.3	14.3	14.3
	neutral	5	11.9	11.9	26.2
	agree	25	59.5	59.5	85.7
	strongly agree	6	14.3	14.3	100.0
	Total	42	100.0	100.0	

Results: *73.8%* of respondents *agree* that noise levels interfere with their ability to learn while training on the job, while *26.2%* of respondents *disagree* with the statement.

Statement 23

I have found that interference from my colleagues, while training on the job makes learning less effective.

Figure: 26 **Training venue – Interference from colleagues**

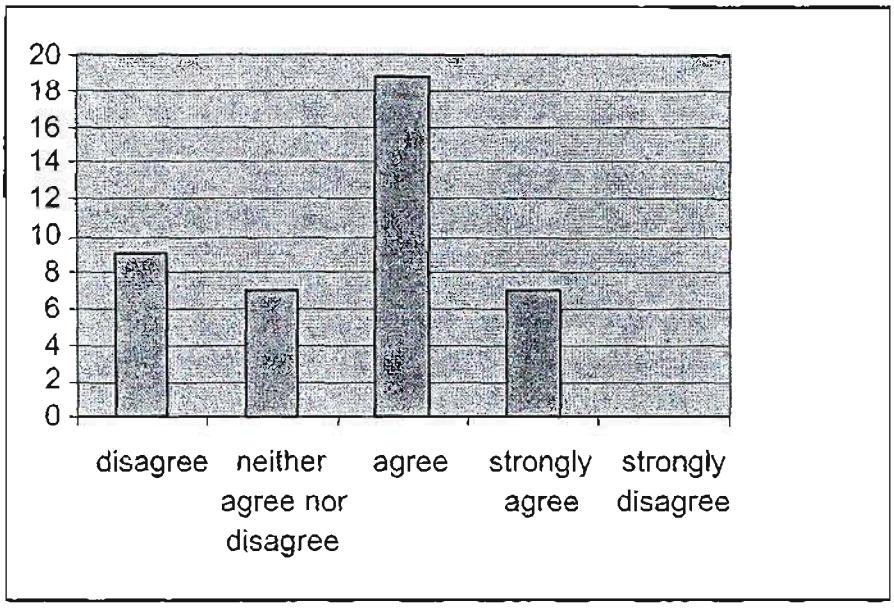


Table: 27 **Training venue – interference from colleagues**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	9	21.4	21.4	21.4
	neutral	7	16.7	16.7	38.1
	agree	19	45.2	45.2	83.3
	strongly agree	7	16.7	16.7	100.0
	Total	42	100.0	100.0	

Results: *61.9%* of respondents *agree* that interference from their colleagues while training on the job makes training less effective, *38.1%* of respondents *disagree* with the statement.

Statement 24

I have always had the opportunity to apply what I have learnt, immediately after attending training.

Figure: 27 **Organisational support – opportunity to apply**

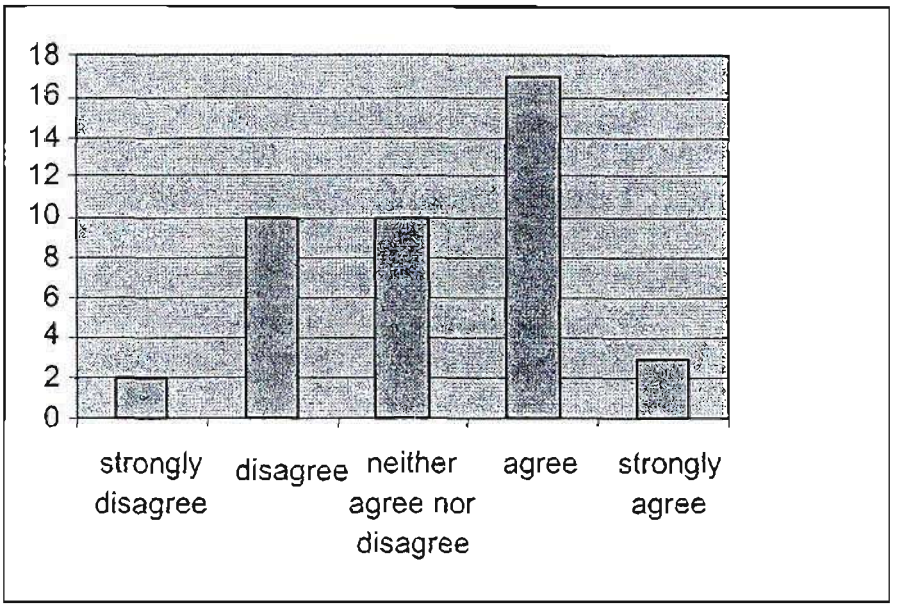


Table: 28 **Organisational support – opportunity to apply**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	2	4.8	4.8	4.8
	disagree	10	23.8	23.8	28.6
	neutral	10	23.8	23.8	52.4
	agree	17	40.5	40.5	92.9
	strongly agree	3	7.1	7.1	100.0
	Total	42	100.0	100.0	

Results: *47.6%* of respondents *agree* that they always have the opportunity to apply what they have learnt, immediately after attending training. *28.6%* of respondents *disagree* with the statement.

Statement 25

I have found that training in a classroom improves my ability to learn because there is less noise.

Figure: 28 **Training venue – classroom training**

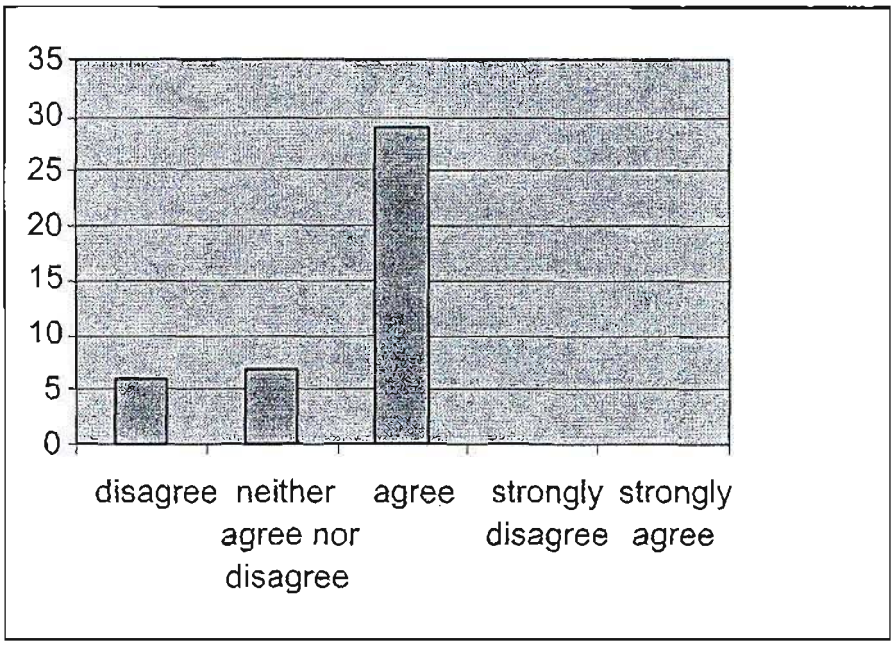


Table: 29 **Training venue – classroom training**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	6	14.3	14.3	14.3
	neutral	7	16.7	16.7	31.0
	agree	29	69.0	69.0	100.0
	Total	42	100.0	100.0	

Results: *69%* of respondents *agree* that training in a classroom improves their ability to learn because there is less noise, while *14.3%* of respondents *disagree* with the statement.

Statement 26

I have found that training in a classroom is more effective because we can use a variety of training techniques.

Figure: 29 **Training venue – using variety of techniques**

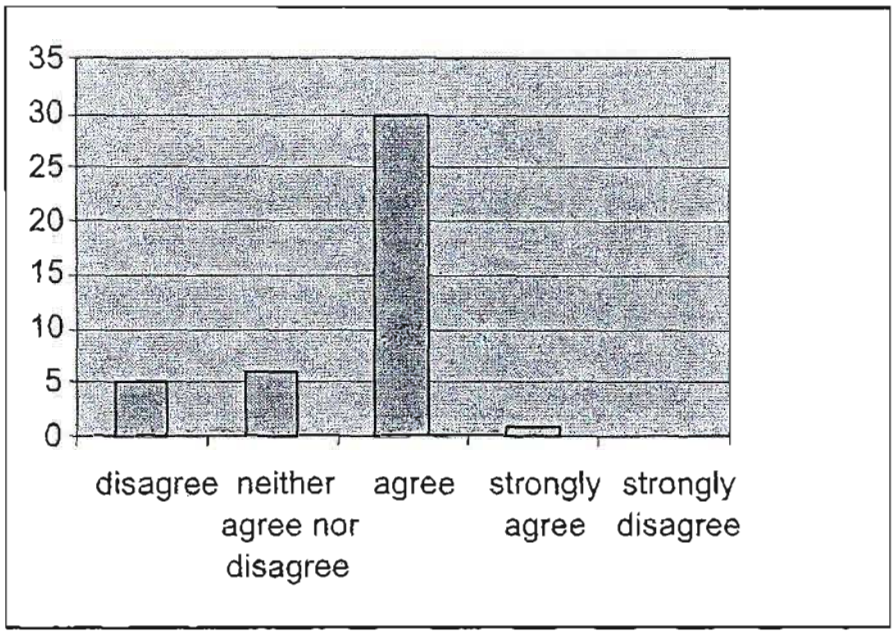


Table: 30 **Training venue – using different training techniques**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	5	11.9	11.9	11.9
	neutral	6	14.3	14.3	26.2
	agree	30	71.4	71.4	97.6
	strongly agree	1	2.4	2.4	100.0
	Total	42	100.0	100.0	

Results: *73.8%* of respondents *agree* that training in a classroom is more effective because they can use a variety of training techniques, while *11.9%* of respondents *disagree* with the statement.

Statement 27

I have found that classroom training is not effective because I am worried about being away from work.

Figure: 30 **Training venue – classroom training not effective**

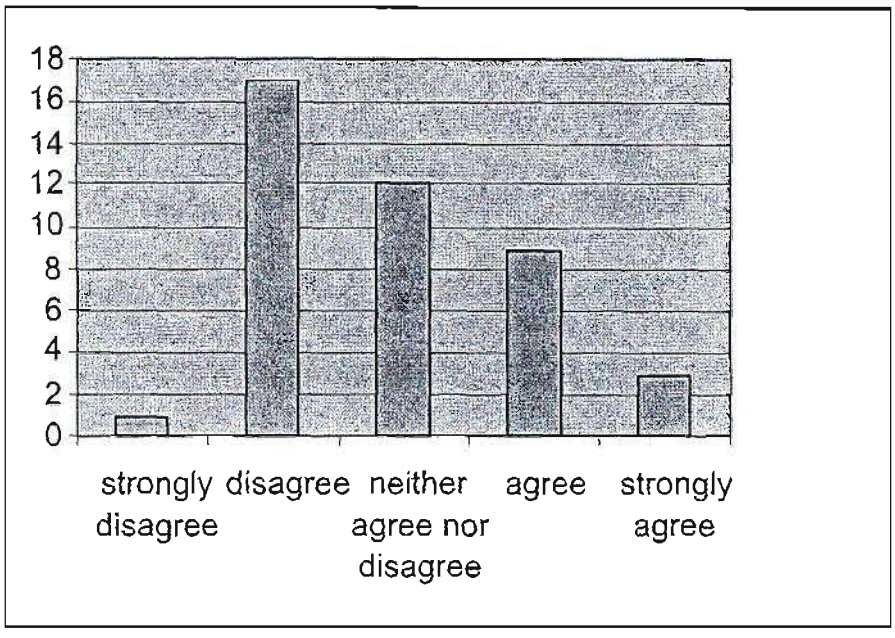


Table: 31 **Training venue – classroom training not effective**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	1	2.4	2.4	2.4
	disagree	17	40.5	40.5	42.9
	neutral	12	28.6	28.6	71.4
	agree	9	21.4	21.4	92.9
	strongly agree	3	7.1	7.1	100.0
	Total	42	100.0	100.0	

Results: *42.9%* of respondents *disagree* with the statement that they have found classroom training not to be effective because they were worried about being away from work, while *28.5%* of respondents *agreed* with the statement.

Statement 28

I feel that writing a test immediately after attending a training program helps improve my ability to learn.

Figure: 31 **Appraisal of employee performance – test**

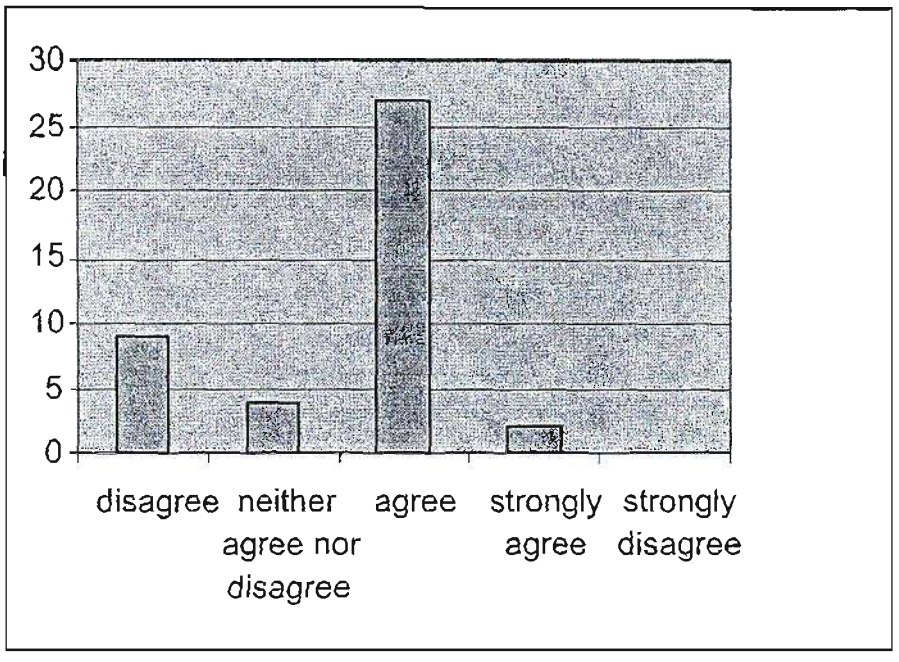


Table: 32 **Appraisal of employee performance - test**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	9	21.4	21.4	21.4
	neutral	4	9.5	9.5	31.0
	agree	27	64.3	64.3	95.2
	strongly agree	2	4.8	4.8	100.0
	Total	42	100.0	100.0	

Results: 69.1% of respondents agree that writing a test immediately after attending a training program improves their ability to learn, while 21.4% of respondents disagree with the statement.

Statement 29

Feedback from my trainer about my performance during training, improves my ability to learn.

Figure: 32 **Appraisal of employee performance - feedback**

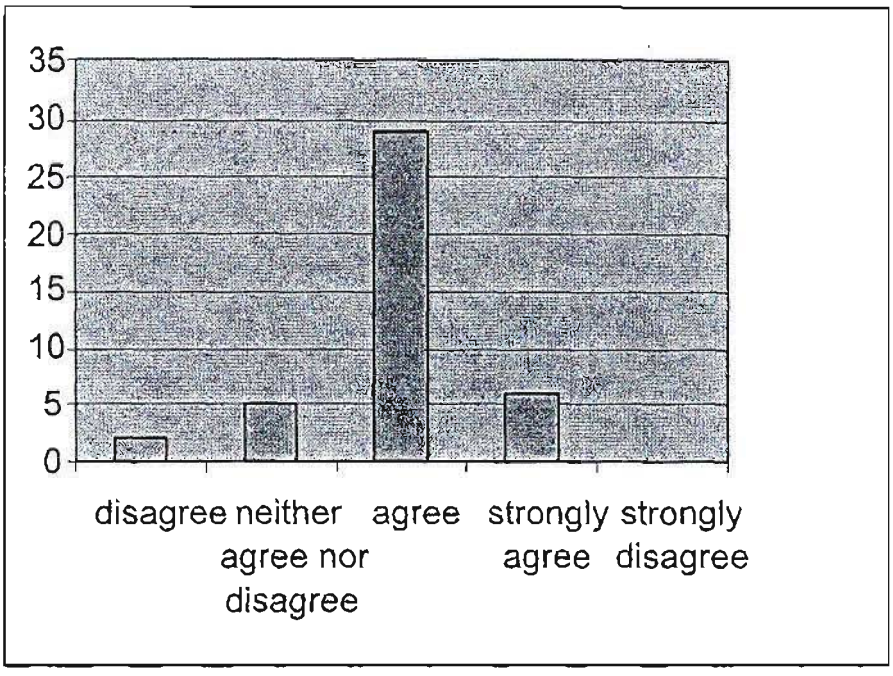


Table: 33 **Appraisal of employee performance - feedback**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	2	4.8	4.8	4.8
	neutral	5	11.9	11.9	16.7
	agree	29	69.0	69.0	85.7
	strongly agree	6	14.3	14.3	100.0
	Total	42	100.0	100.0	

Results: *83.3%* of respondents *agree* that feedback from the trainer about their performance during training improves their ability to learn, while *4.8%* of respondents *disagree* with the statement.

Statement 30

Feedback from my manager about my performance on my job, after attending training, improves my ability to apply learnt skills to my job.

Figure: 33 **Appraisal of employee performance – ability to apply**

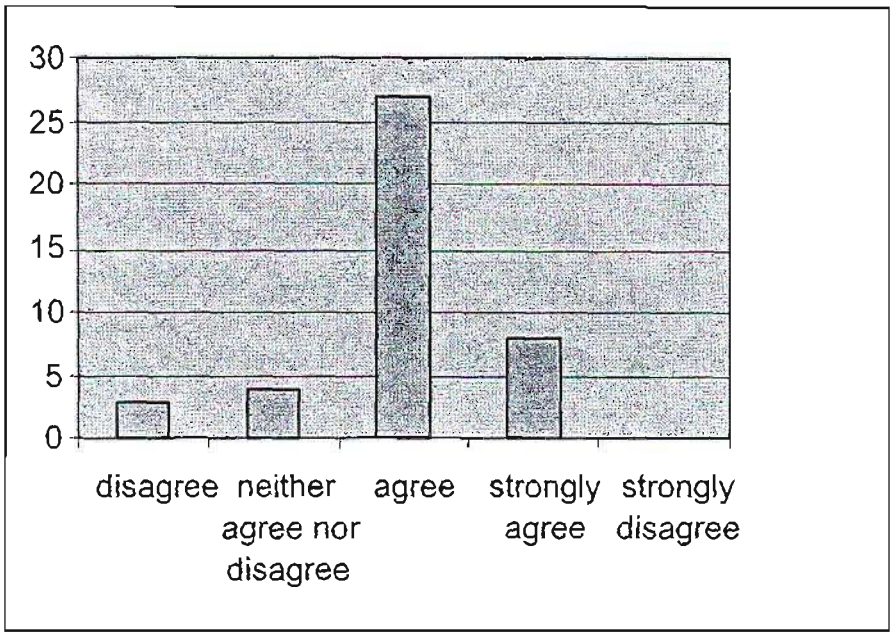


Table: 34 **Appraisal of employee performance – ability to apply**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	3	7.1	7.1	7.1
	neutral	4	9.5	9.5	16.7
	agree	27	64.3	64.3	81.0
	strongly agree	8	19.0	19.0	100.0
	Total	42	100.0	100.0	

Results: *83.3%* of respondents *agree* that feedback from their manager about their performance on the job immediately after attending training, improves their ability to apply learnt skills. *7.1%* of respondents *disagree* with the statement.

Statement 31

I am motivated to attend training courses because management provides sufficient funds for my training needs.

Figure: 34 **Organisational support – sufficient funding**

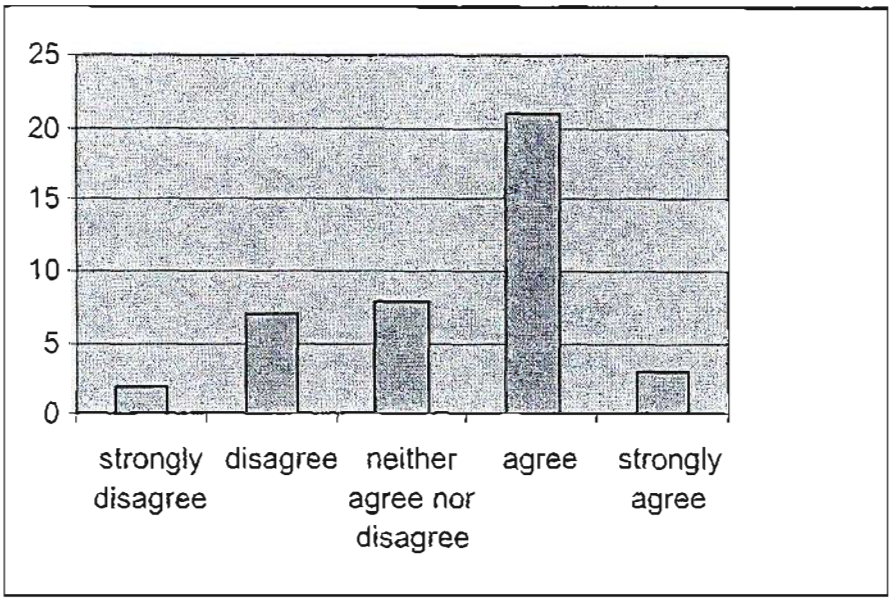


Table: 35 **Organisational support – sufficient funding**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	2	4.8	4.9	4.9
	disagree	7	16.7	17.1	22.0
	neutral	8	19.0	19.5	41.5
	agree	21	50.0	51.2	92.7
	strongly agree	3	7.1	7.3	100.0
	Total	41	97.6	100.0	
Total		42	100.0		

Results: *57.1%* of respondents *agree* that they are motivated to attend training because management provides sufficient funds for their training needs, while *21.5%* of respondents *disagree* with the statement.

Statement 33

The opportunity to improve my competence on my job motivates me to undergo training.

Figure: 36 **Employee motivation – competence**

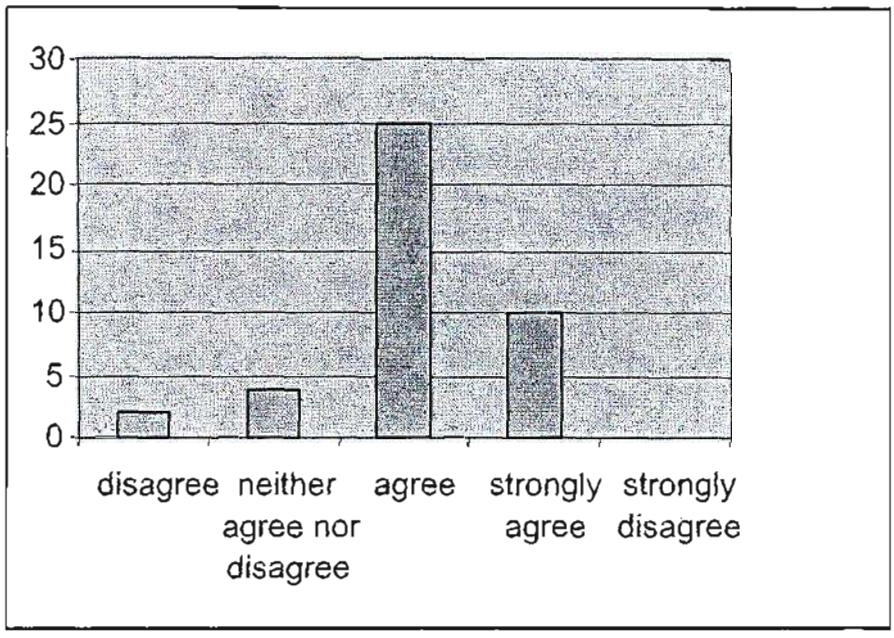


Table: 37 **Employee motivation - competence**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	2	4.8	4.9	4.9
	neutral	4	9.5	9.8	14.6
	agree	25	59.5	61.0	75.6
	strongly agree	10	23.8	24.4	100.0
	Total	41	97.6	100.0	
Total		42	100.0		

Results: *83.3%* of respondents *agree* that the opportunity to improve their competence on their jobs motivates them to undergo training, while *4.8%* of respondents *disagree* with the statement.

Statement 34

I feel that having a say in which training programs I wish to attend, motivates me to attend training.

Figure: 37 **Employee motivation – having a say**

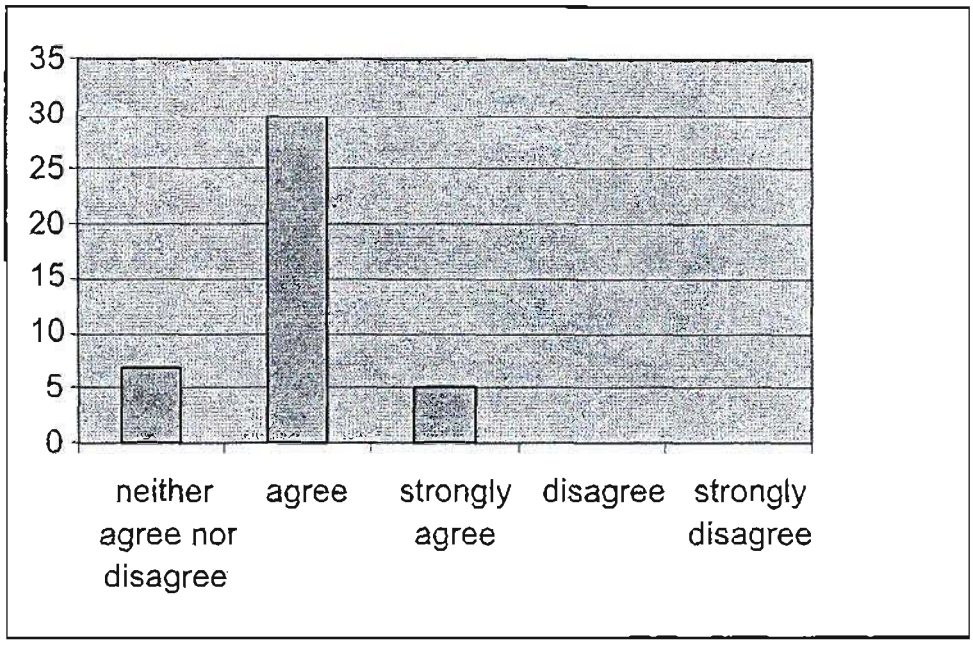


Table: 38 **Employee motivation – having a say**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	neutral	7	16.7	16.7	16.7
	agree	30	71.4	71.4	88.1
	strongly agree	5	11.9	11.9	100.0
	Total	42	100.0	100.0	

Results: 83.3% of respondents agree that having a say in which training programs they wish to attend motivates them to undergo training. There was no disagreement with the statement.

Statement 35

I feel confident about my ability to learn new skills.

Figure: 38 **Ability to learn**

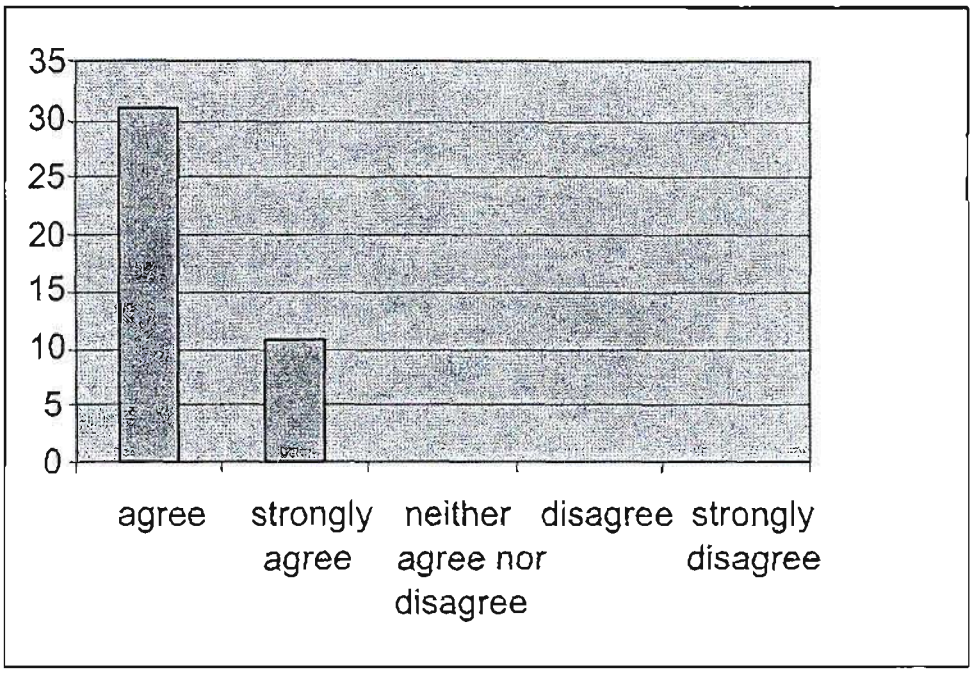


Table: 39 **Ability to learn**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	agree	31	73.8	73.8	73.8
	strongly agree	11	26.2	26.2	100.0
	Total	42	100.0	100.0	

Results: 100% of the respondents agreed that they feel confident about their ability to learn new skills.

Statement 37

The company provides me with adequate time, to apply the skills I have learnt in training to my job.

Figure: 40 **Organisational support – time**

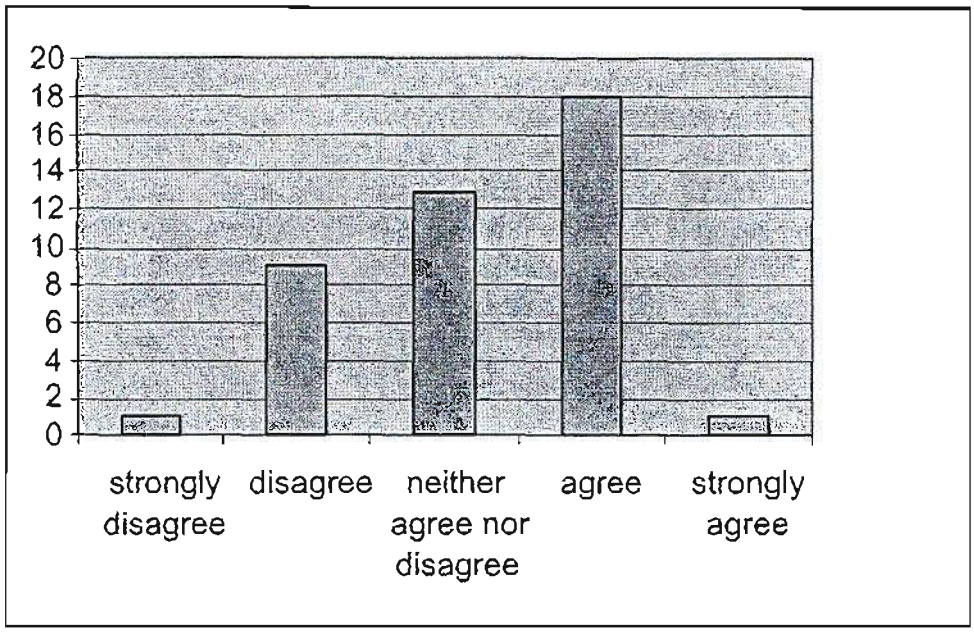


Table: 41 **Organisational support – time**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	1	2.4	2.4	2.4
	disagree	9	21.4	21.4	23.8
	neutral	13	31.0	31.0	54.8
	agree	18	42.9	42.9	97.6
	strongly agree	1	2.4	2.4	100.0
	Total	42	100.0	100.0	

Results: *45.3%* of respondents *agree* that the company provides them with adequate time to apply the skills they have learnt in training, while *23.8%* or respondents *disagree* with the statement.

Statement 38

The company does not provide me with the necessary opportunity to practice the new skills I have learnt in training.

Figure: 41 **Organisational support – opportunity to practice**

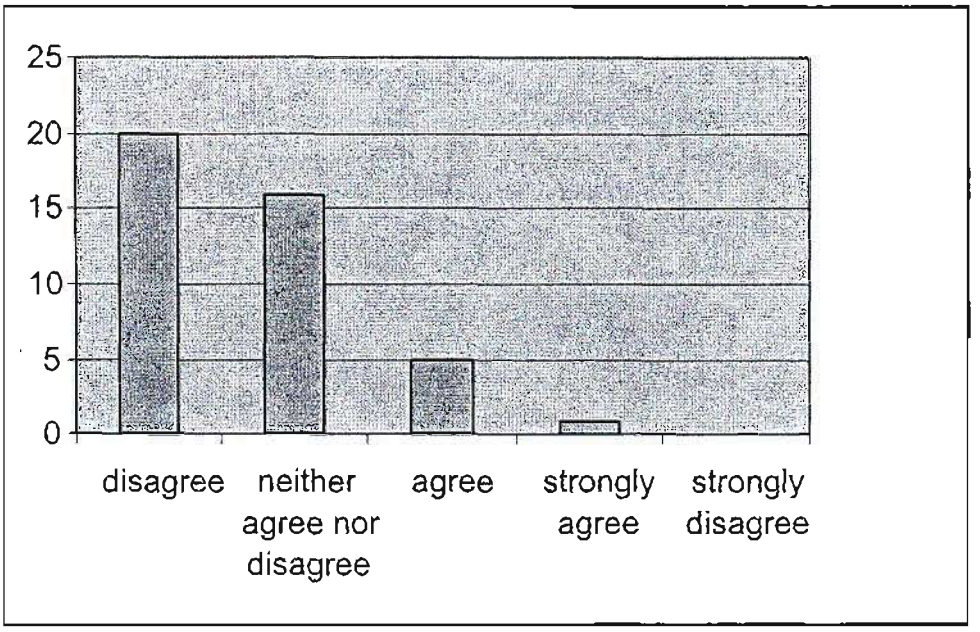


Table: 42 **Organisational support – opportunity to practice**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	20	47.6	47.6	47.6
	neutral	16	38.1	38.1	85.7
	agree	5	11.9	11.9	97.6
	strongly agree	1	2.4	2.4	100.0
	Total	42	100.0	100.0	

Results: *14.3%* of respondents *agree* that the company does not provide them with the necessary opportunity to practice the new skills they have learnt, while *47.6%* of respondents *disagree* with the statement.

Statement 39

I am more likely to attend training if my manager/supervisor encourages me to attend.

Figure: 42 **Supervisory support – encouragement from manager**

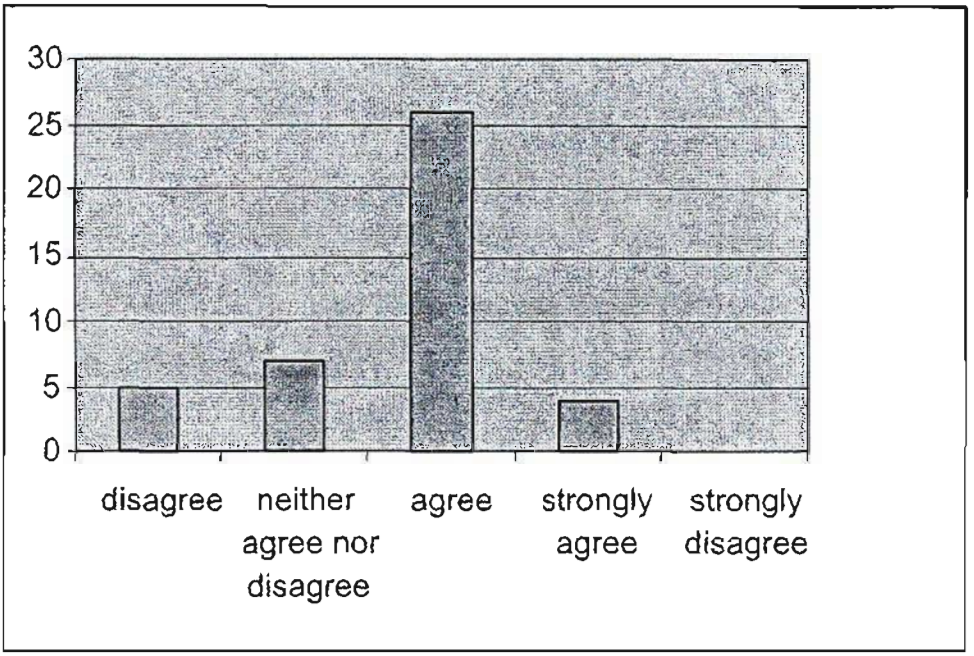


Table: 43 **Supervisory support – encouragement from manager**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	5	11.9	11.9	11.9
	neutral	7	16.7	16.7	28.6
	agree	26	61.9	61.9	90.5
	strongly agree	4	9.5	9.5	100.0
	Total	42	100.0	100.0	

Results: *71.4%* of respondents *agree* that they are more likely to attend training if management encourages them to attend, while *11.9%* of the respondents *disagreed* with the statement.

Statement 40

My supervisor has a good knowledge of the contents of the training programs I attend.

Figure: 43 **Supervisory support – knowledge of training content**

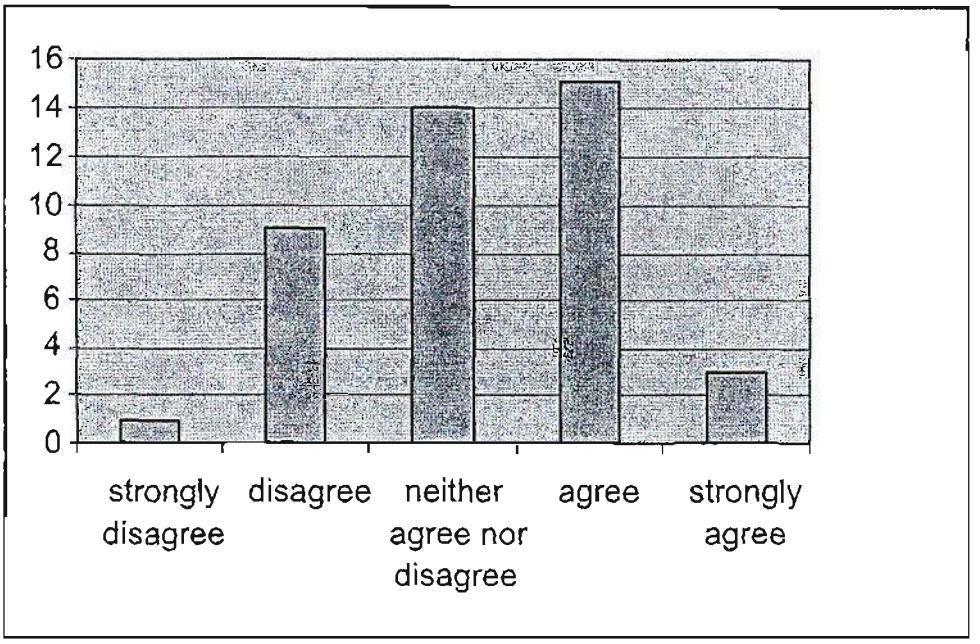


Table: 44 **Supervisory support – knowledge of training content**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	1	2.4	2.4	2.4
	disagree	9	21.4	21.4	23.8
	neutral	14	33.3	33.3	57.1
	agree	15	35.7	35.7	92.9
	strongly agree	3	7.1	7.1	100.0
	Total	42	100.0	100.0	

Results: *42.8%* of respondents *agree* that their supervisor has a good knowledge of the contents of the training programs they attend, while *23.8%* of respondents *disagree* with the statement.

Statement 41

I am more likely to apply what I have learnt in training if my colleagues give me their support.

Figure: 44 **Supervisory support - colleagues**

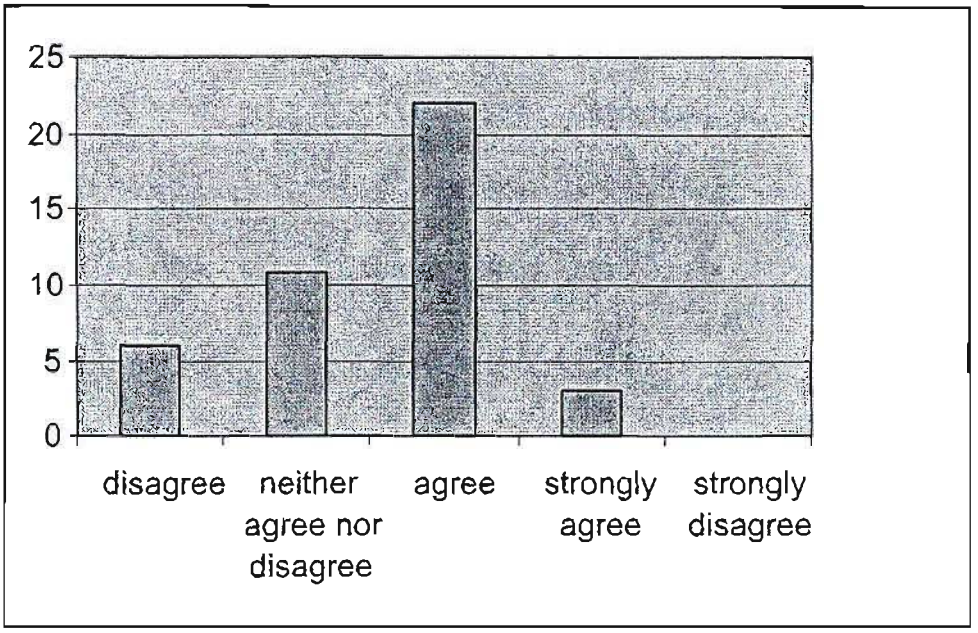


Table: 45 **Supervisory support - colleagues**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	6	14.3	14.3	14.3
	neutral	11	26.2	26.2	40.5
	agree	22	52.4	52.4	92.9
	strongly agree	3	7.1	7.1	100.0
	Total	42	100.0	100.0	

Results: *59.5%* of respondents *agree* that they are more likely to apply learnt behaviour if their colleagues give them their support, while *14.3%* of respondents *disagreed* with the statement.

Statement 42

My supervisor helps me to apply the skills I have learnt in training, to my job.

Figure: 45 **Supervisory support – help to apply skills**

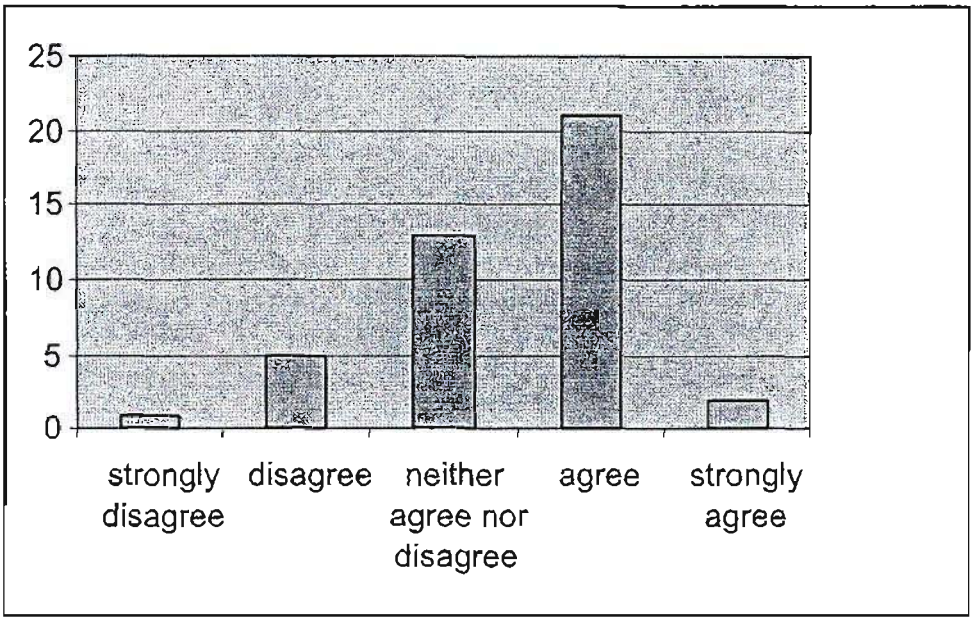


Table: 46 **Supervisory support – help to apply skills**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	1	2.4	2.4	2.4
	disagree	5	11.9	11.9	14.3
	neutral	13	31.0	31.0	45.2
	agree	21	50.0	50.0	95.2
	strongly agree	2	4.8	4.8	100.0
	Total	42	100.0	100.0	

Results: *54.8%* of respondents *agree* that their supervisor helps them to apply learnt skills to their job, while *14.3%* of respondents *disagree* with the statement.

Statement 43

My supervisor helps me to overcome problems I encounter when applying what I have learnt in training.

Figure: 46 **Supervisory support – problems**

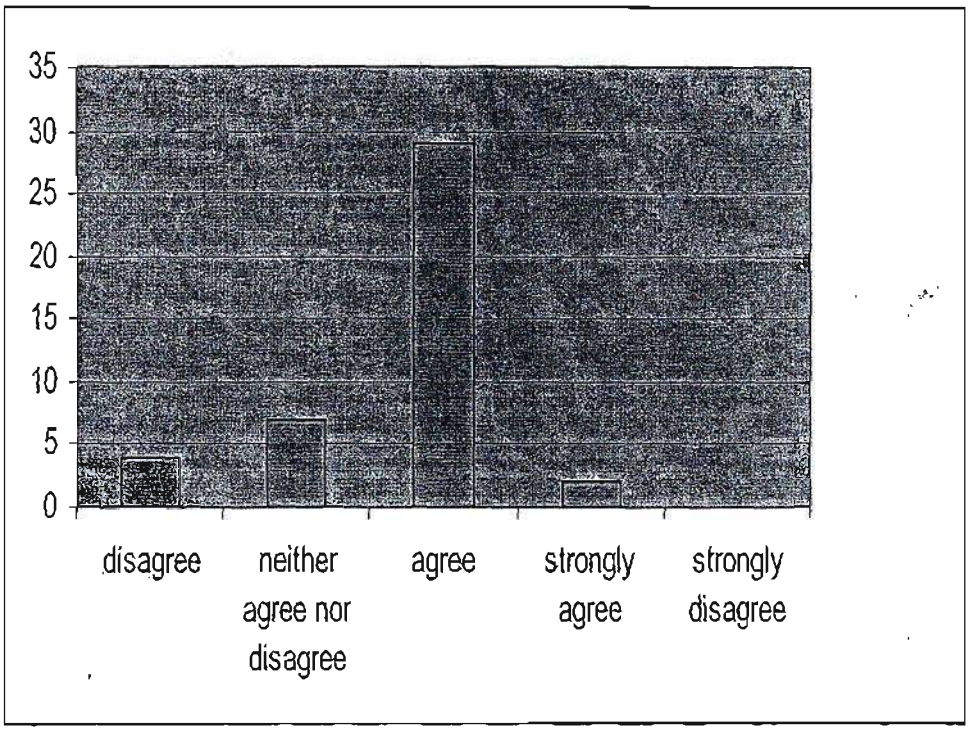


Table: 47 **Supervisory support - problems**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	4	9.5	9.5	9.5
	neutral	7	16.7	16.7	26.2
	agree	29	69.0	69.0	95.2
	strongly agree	2	4.8	4.8	100.0
	Total	42	100.0	100.0	

Results: *73.8%* of respondents *agree* that their supervisor helps them overcome problems they encounter when applying learnt skills to their job, while *9.5%* of respondents *disagree* with the statement.

Statement 44

I have clear goals, which I wish to achieve as a result of my training.

Figure: 47 **Goal setting – clear training goals**

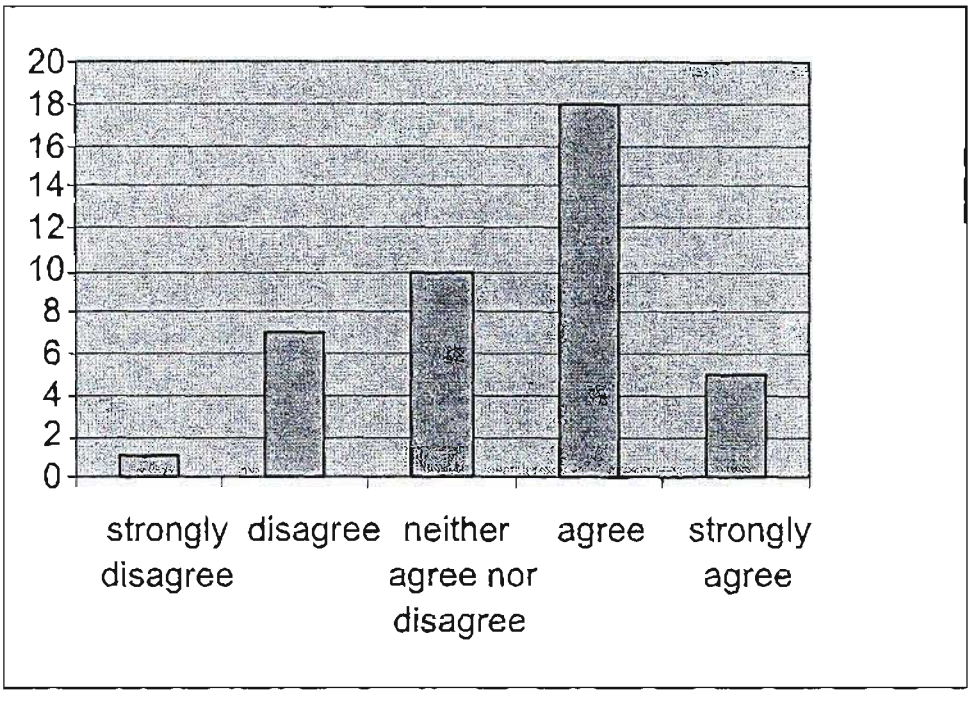


Table: 48 **Goal setting – clear training goals**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	1	2.4	2.4	2.4
	disagree	7	16.7	17.1	19.5
	neutral	10	23.8	24.4	43.9
	agree	18	42.9	43.9	87.8
	strongly agree	5	11.9	12.2	100.0
	Total	41	97.6	100.0	
Total		42	100.0		

Results: 54.8% of respondents agree that they have clear goals which they wish to achieve as a result of training, while 19.15 of the respondents disagree with the statement.

Statement 45

I am motivated to learn if I am given the opportunity to set my own learning goals.

Figure: 48 **Goal setting – setting own goals**

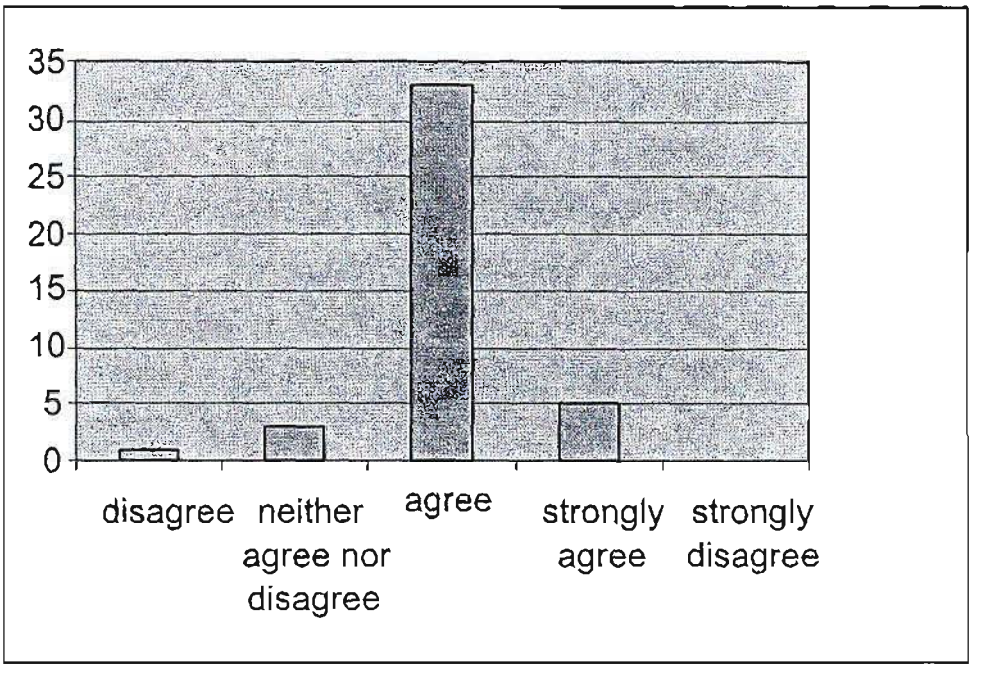


Table: 49 **Goal setting – setting own goals**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	1	2.4	2.4	2.4
	neutral	3	7.1	7.1	9.5
	agree	33	78.6	78.6	88.1
	strongly agree	5	11.9	11.9	100.0
	Total	42	100.0	100.0	

Results: *90.5%* of respondents *agree* that they are motivated to learn if they are given the opportunity to set their own learning goals, while *2.4%* of respondents *disagree* with the statement.

Statement 46

I am more likely to apply my training if my work goals are specific.

Figure: 49 **Goal setting – specific goals**

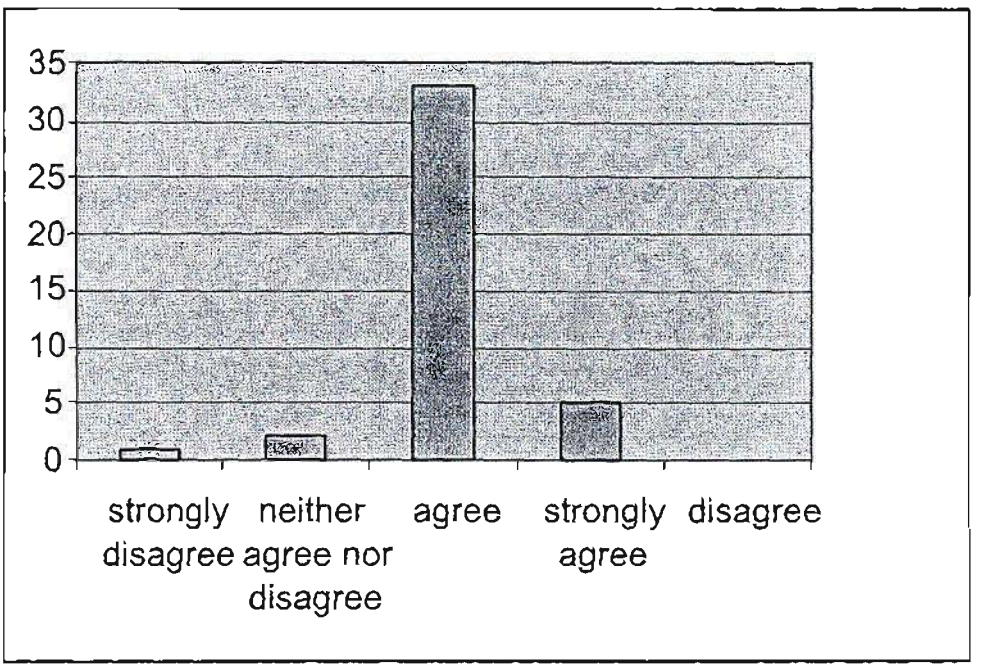


Table: 50 **Goal setting – specific goals**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	1	2.4	2.4	2.4
	neutral	2	4.8	4.9	7.3
	agree	33	78.6	80.5	87.8
	strongly agree	5	11.9	12.2	100.0
	Total	41	97.6	100.0	
Total		42	100.0		

Results: *90.5%* of respondents *agree* that they are more likely to apply training if their work goals are specific, while *2.4%* of the respondents *disagree* with the statement.

Statement 47

I feel my learning goals are challenging.

Figure: 50 **Goal setting – challenging goals**

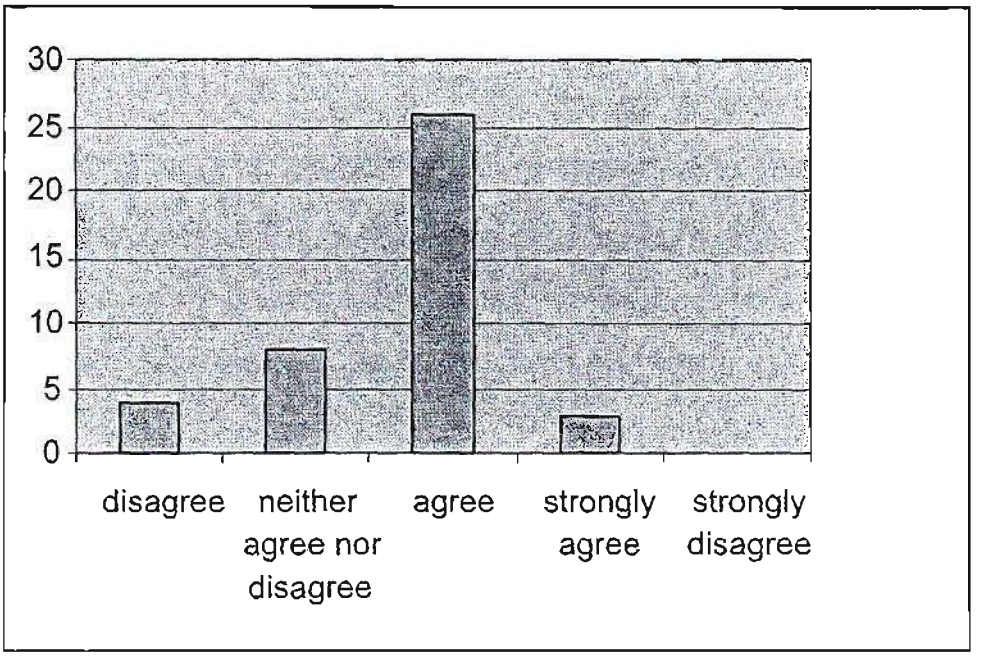


Table: 51 **Goal setting – challenging goals**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	4	9.5	9.8	9.8
	neutral	8	19.0	19.5	29.3
	agree	26	61.9	63.4	92.7
	strongly agree	3	7.1	7.3	100.0
	Total	41	97.6	100.0	
Missing	System	1	2.4		
Total		42	100.0		

Results: *69%* of respondents *agree* that their learning goals are challenging, while *9.5%* of respondents *disagree* with the statement..

Statement 48

I am more likely to apply my training, if my goals are measurable.

Figure: 51 **Goal setting – measurable goals**

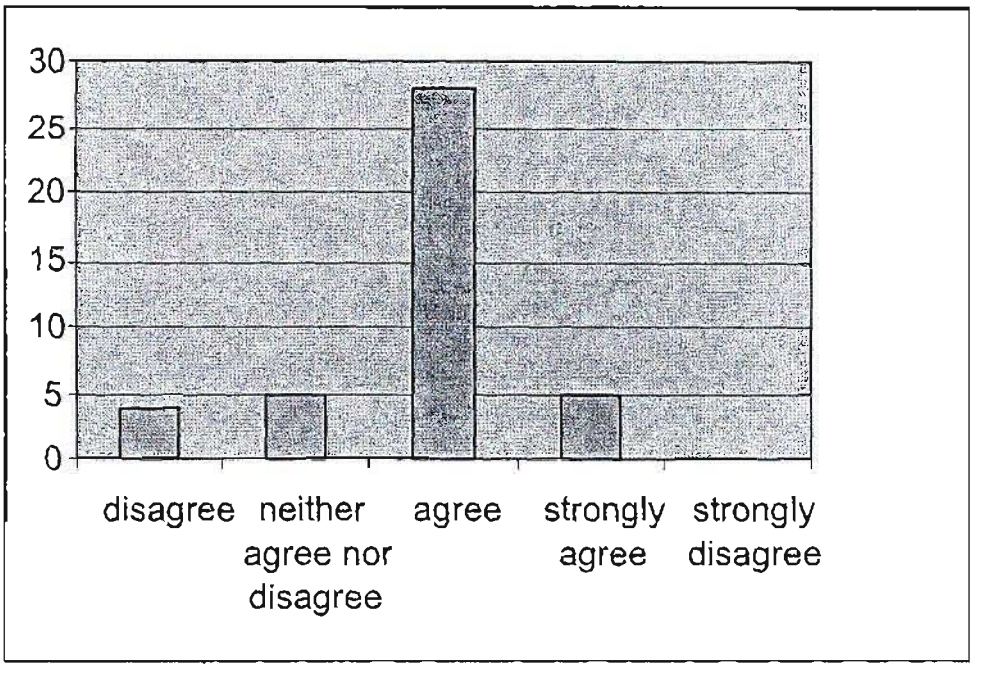


Table: 52 **Goal setting – measurable goals**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	4	9.5	9.5	9.5
	neutral	5	11.9	11.9	21.4
	agree	28	66.7	66.7	88.1
	strongly agree	5	11.9	11.9	100.0
	Total	42	100.0	100.0	

Results: *78.6%* of respondents *agree* that they are more likely to apply training if their work goals are measurable, while *9.5%* of respondents *disagree* with the statement.

Statement 49

I find it difficult to change my work habits to fit-in with the new skills I have learnt.

Figure: 52 **Relapse prevention – difficulty in changing work habits**

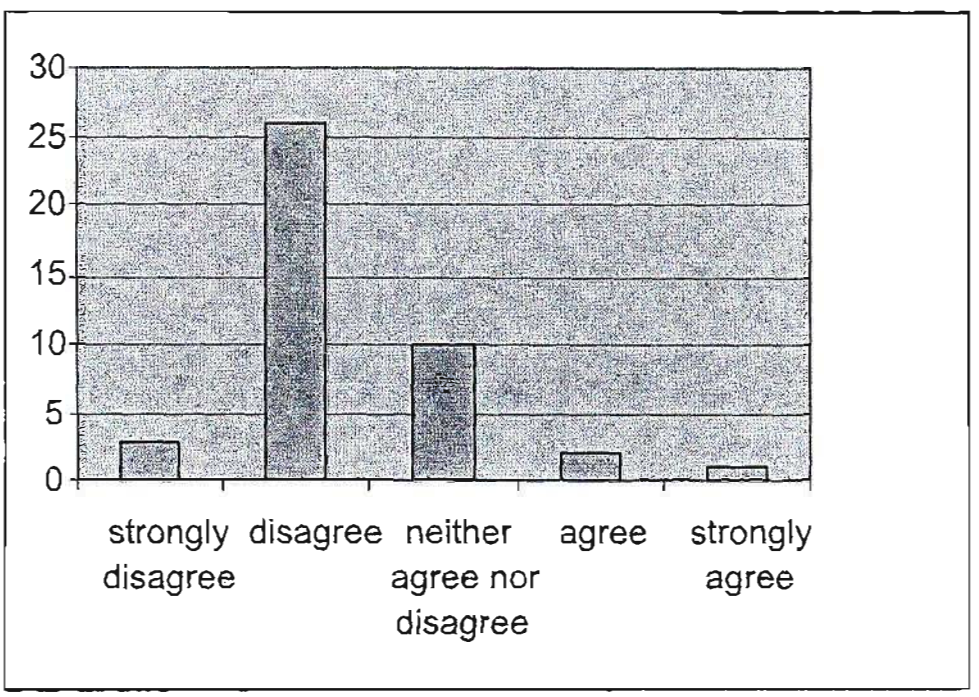


Table: 53 **Relapse prevention – difficulty in changing work habits**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	3	7.1	7.1	7.1
	disagree	26	61.9	61.9	69.0
	neutral	10	23.8	23.8	92.9
	agree	2	4.8	4.8	97.6
	strongly agree	1	2.4	2.4	100.0
	Total	42	100.0	100.0	

Results: *69%* of respondents *disagree* with the statement that they find it difficult to change their work habits to fit in with the new skills they have learnt, while *7.2%* of respondents *agree* with the statement.

Statement 50

I have fallen into a habit of doing my job in a certain way and find it difficult to change the way in which I do it.

Figure: 53 **Relapse prevention - habit**

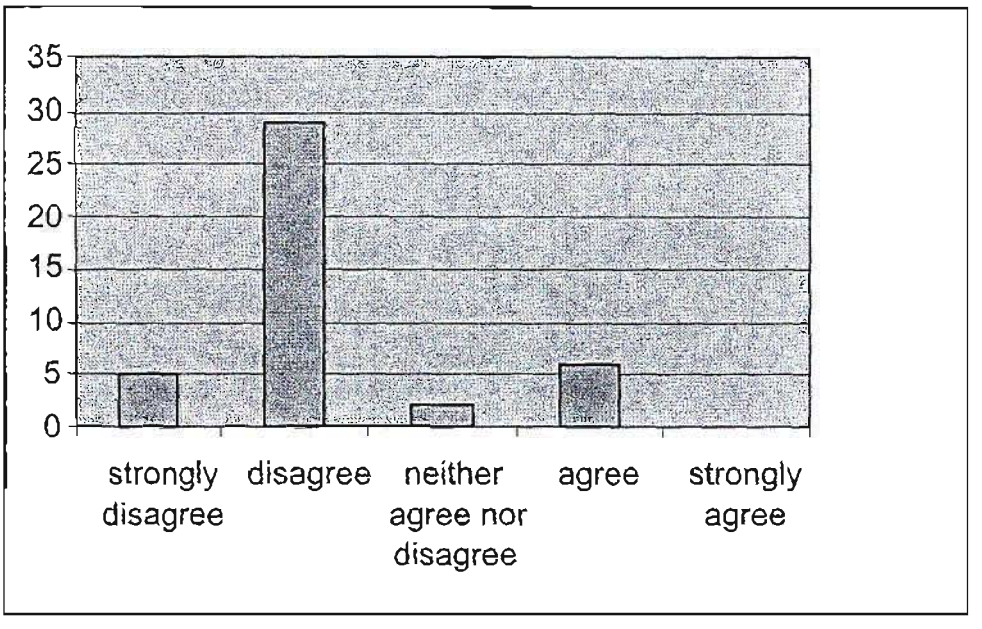


Table: 54 **Relapse prevention - habit**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	5	11.9	11.9	11.9
	disagree	29	69.0	69.0	81.0
	neutral	2	4.8	4.8	85.7
	agree	6	14.3	14.3	100.0
	Total	42	100.0	100.0	

Results: *80.9%* of respondents *disagree* with the statement that they have fallen into a habit of doing their jobs in a certain way and find it difficult to change the way in which they do it, while *14.3%* of respondents *agree* with the statement.

6.3.1 **Summary of general findings** - Bar graphs and Frequency tables

The Likert Scale used for this study used the following ratings:

- A positive response has a rating score of 4 and 5.
- A neutral response has a rating score of 3.
- A negative response has a rating score of 1 and 2.

23 respondents making up approximately 55% of the sample size, gave positive responses to various aspects of the research questionnaire. The key positive responses are highlighted below. Management needs to build on these areas to enhance their training efforts at Standard Executors and Trustees.

10 respondents making up approximately 25% of the sample size gave a neutral response to various aspects of the research questionnaire. The high percentage of neutral responses warrants further investigations because a positive or negative response from a significant number of these respondents could alter the research findings.

9 respondents making up approximately 20% of the sample size gave a negative response to various aspects of the research questionnaire. The key negative responses are highlighted below and warrant immediate attention from management. By remedying these negative responses, the company may improve its transfer of training effort and may also prevent the current successes in the companies training efforts from becoming sabotaged by negative environmental factors. There is a great deal of research which suggests that the transfer of training effort of a company may be improved by taking a holistic approach to training and by adopting a systematic approach to training (Desimone *et al,* 2002:41). Various recommendations are made in chapter eight to indicate the steps that managers at Standard Executors and Trustees may take to improve the rate of transfer of training.

6.3.2 Key positive response areas:

1) *Regular training* – 64.3% of respondents attended some form of training within the last three months. 16.7% of respondents attended training within the last six months. (Study conducted on 24 June 2005).
2) *Application of training* – 62.4% of respondents apply between 40-100% of training to their jobs immediately after attending a training programme.
3) *Job performance* – 83.3% of respondents perceive training to be an effective method of improving job performance.
4) *Opportunity for promotion* – 66.7% of respondents perceive that training provides them with an opportunity for promotion.
5) *Opportunity to train* – 92.2% of respondents value the opportunity to improve their skills.
6) *On the job training* – 73.8% of respondents feel that on the job training is not effective because of high noise levels. 61.9% of respondents feel that Interference from their colleagues makes on the job training less effective.
7) *Classroom training* – 73.8% of respondents prefer classroom training because they can use different training techniques.
8) *Evaluation* – 69.1% of respondents perceive that writing a test immediately after attending a training programme, improves their ability to learn.
9) *Feedback* – 83.3% of respondents feel that feedback from management about their performance on the job after attending a training programme improves their ability to apply learnt skills.
10) *Motivation* – 83.3% of respondents feel that having a say in which training programmes they wish to attend, motivates them to attend training. 71.4% of respondents feel that managerial encouragement motivates them to attend training.
11) *Ability to learn* – 100% of respondents feel confident in their ability to learn new skills.
12) *Goals* – 90.5% of respondents feel that having specific work goals improves their ability to apply learnt skills. 78.6% feel that measurable work goals will improve their ability to apply learnt skills.
13) *Work habits* – 80.9% of respondents do not find it difficult to change their work habits to fit in with the new skills they have acquired.

6.3.3 Key areas of weakness / improvement:

1) *Increase in remuneration* – only 50% of respondent's feel that training will lead to an increase in remuneration.
2) *Management involvement* – only 54.8% of respondents feel that managers help them to determine their training needs. 54.8% of respondents feel that their managers/ supervisors help them to apply new skills.
3) *Job analysis* – only 42.9% of respondents perceive that the needs of each job are clearly identified.
4) *Training content* – only 47.7% of respondent's feel that training content is related to work goals. Only 54.8% of respondents feel that training content is specific to their jobs.
5) *Opportunity to apply* – only 47.6% of respondent's feel that they have an opportunity to apply learnt skills to their jobs immediately after attending training.
6) *Time to apply training* – only 45.3% of respondent's feel that the company provides them with sufficient time to apply new skills to their jobs.
7) *Training goals* – only 54.8% of respondents perceive that they have clear training goals.
8) *Management knowledge of training content* – only 42.8% of respondents feel that their managers have a good knowledge of the training material used in training programs which they attend.

6.4 Descriptive statistics

To recap what was said in chapter five and to provide managers with a clear understanding of the statistical findings, the characteristics associated with the mean, the mode, the median and the sample standard deviation are restated here.

The mean or the arithmetic mean is the sum of all the values in the data set divided by the sample size, the mode is the most frequent response given by the respondents and the median is the middle most value when the data (per variable or statement) is arranged from the highest to the lowest. The Standard deviation describes how the observations are spread about the mean. A Standard deviation of > 1.0 on a scale of 1 to 5 indicates that there is a greater spread of responses in relation to the mean for the particular statement, it also indicates that there is low agreement on the statement. A Standard deviation of < 0.5 on a scale of 1 to 5 indicates that most responses are gathered about the mean and that there is agreement about the statement being made (Wegner, 2002:92).

The sample variance is the degree or quantity by which each observation varies one from another it describes how large the measure of dispersion is relative to the mean of the observation. A coefficient of variation value close to "0" indicates low variability and a tight clustering of observations about the mean, while a large coefficient variation value indicates that observations are more scattered about the mean (Wegner, 2002:93).

Table : 55 DESCRIPTIVE STATISTICS

	Mean	Median	Mode	Std. Deviation
S1	1.6429	1.0000	1.00	1.00781
S2	2.6905	3.0000	4.00	1.19935
S3	2.8810	3.0000	3.00(a)	1.27265
S4	3.8333	4.0000	4.00	.90841
S5	1.7857	1.5000	1.00	1.00087
S6	3.5714	4.0000	4.00	1.23254
S7	3.5714	4.0000	4.00	.80070
S8	4.2619	4.0000	4.00	.82815
S9	3.3095	4.0000	4.00	.99971
S10	3.4524	4.0000	4.00	.94230
S11	3.8095	4.0000	4.00	.96873
S12	3.3571	4.0000	4.00	1.03173
S13	3.0714	3.0000	4.00	1.06823
S14	3.3571	4.0000	4.00	.93238
S15	3.3810	4.0000	4.00	.96151
S16	3.3810	4.0000	4.00	.90937
S17	3.4048	3.0000	4.00	.76699
S18	3.5952	4.0000	4.00	.73450
S19	3.8810	4.0000	4.00	.55005
S20	3.7857	4.0000	4.00	.64527
S21	3.5476	4.0000	4.00	.94230
S22	3.7381	4.0000	4.00	.88509
S23	3.5714	4.0000	4.00	1.01556
S24	3.2143	3.0000	4.00	1.04848
S25	3.5476	4.0000	4.00	.73923
S26	3.6429	4.0000	4.00	.72655
S27	2.9048	3.0000	2.00	1.00752
S28	3.5238	4.0000	4.00	.89000
S29	3.9286	4.0000	4.00	.67690
S30	3.9524	4.0000	4.00	.76357
S31	3.3902	4.0000	4.00	1.02172
S32	2.7619	2.5000	2.00	.98301
S33	4.0488	4.0000	4.00	.73997
S34	3.9524	4.0000	4.00	.53885
S35	4.2619	4.0000	4.00	.44500
S36	3.5238	4.0000	4.00	.80359
S37	3.2143	3.0000	4.00	.89812
S38	2.6905	3.0000	2.00	.78050
S39	3.6905	4.0000	4.00	.81114
S40	3.2381	3.0000	4.00	.95788
S41	3.5238	4.0000	4.00	.83339
S42	3.4286	4.0000	4.00	.85946
S43	3.6905	4.0000	4.00	.71527
S44	3.4634	4.0000	4.00	1.00244
S45	4.0000	4.0000	4.00	.54100
S46	4.0000	4.0000	4.00	.63246
S47	3.6829	4.0000	4.00	.75627
S48	3.8095	4.0000	4.00	.77264
S49	2.3333	2.0000	2.00	.78606
S50	2.2143	2.0000	2.00	.84206

6.4.1 Discussion of general statistical observation in Table 55

The majority of the values obtained for the median and the mode is (4) this finding indicates that the majority of the respondents tendered to provide a response of "agree" to the statements that were made. The median and mode outliers made up a small percentage of the respondents. These outlier values were 1,2 and 3 were the responses given were a response of 1and 2 was negative and a response of 3 was neutral.

1) The standard deviations for statements 2,3 and 6 are 1.199, 1,272 and 1,232 respectively indicating that there is low agreement in respect of the responses received for these statements. These statements relate to the application of training to the job after having attended a training course. These observations indicate that there is very little agreement in relation to the percentage of trained skills, which is applied, to the job at Standard Executors and Trustees.
2) All other statements have a standard deviation of 1 or less than 1 which indicate that respondents have greater agreement with the statements being made.
3) The statements with the lowest standard deviations are statements 19,34,35 and 45 with standard deviations of 0.55,0.53,0.44 and 0.54 respectively, which show that respondents strongly agree with these statements. These statements relate to the use of multiple examples in training, the involvement of employees in training, the employee's level of confident in their ability to learn and the employee's ability to set their own learning goals. These findings indicate that most of the respondents at Standard Executors and Trustees hold very similar opinions in relation the statements mentioned.

6.5 HYPOTHESIS TESTING

This study used the paired sample t-tests, correlation analysis and regression analysis to test the various hypotheses, to determine whether the (10) independent variables have a significant influence on the (1) dependent variable, transfer of training.
The paired sample t-test is used to determine whether there is a difference between two population means, derived from two variables that are from the same data set (Wegner 2002:239). The paired sample t-test is appropriate because, the means of the 10 variables and the means of transfer of training should ideally be the same if a positive influence is to be achieved.

According to Leedy *et al* (1985:271) the correlation analysis is a process, which seeks to discover the relationship among different variables. The correlation coefficient is a measure of strength of the relationship that lies between -1 and 1. Further to this, a correlation test should show a positive relationship (even if it is a weak one). The closer the correlation coefficient is to (1 and –1) will indicate whether there is a strong positive or strong negative relationship respectively.

The hypotheses formulated for this study represent the following variables i.e:

Table: 56 **Hypotheses** - Dependent and Independent Variables

	Independent variable	Dependent variable
1	Determination of need to train	Transfer of training
2	Training design	
3	Training venue	
4	Appraisal of employee performance	
5	Employee motivation	
6	Ability to learn	
7	Supervisory support	
8	Goal setting	
9	Relapse prevention	
10	Organisational support	

6.5.1 Statement of hypotheses

1. H_0: The determination of the need to train does not have a positive influence on transfer of training at Standard Executors and Trustees.

   H_1: The determination of the need to train has a positive influence on transfer of training at Standard Executors and Trustees.

2. H_0: The use of different training designs does not have a positive influence on transfer of training at Standard Executors and Trustees.

   H_1: The use of different training designs has a positive influence on transfer of training at Standard Executors and Trustees.

3. H_0: The use of different training venue does not have a positive influence on transfer of training at Standard Executors and Trustees.

   H_1: The use of different training venue has a positive influence on transfer of training at Standard Executors and Trustees.

4. H_0: The appraisal of employee performance after attending training does not have a positive influence on transfer of training at Standard Executors and Trustees.

   H_1: the appraisal of employee performance after attending training has a positive influence on transfer of training at Standard Executors and Trustees.

5. H_0: Employee motivation to learn does not have a positive influence on transfer of training at Standard Executors and Trustees.

   H_1: Employee motivation to learn has a positive influence on transfer of training at Standard Executors and Trustees.

6. H_0: An employee's ability to learn does not have a positive influence on transfer of training at Standard Executors and Trustees.

   H_1: An employee's ability to learn has a positive influence on transfer of training at Standard Executors and Trustees.

7. H_0: Supervisory support for training does not have a positive influence on transfer of training at Standard Executors and Trustees.

   H_1: Supervisory support for training has a positive influence on transfer of training at Standard Executors and Trustees.

8. H_0: Goal setting as a training technique does not have a positive influence on transfer of training at Standard Executors and Trustees.

   H_1: Goal setting as a training technique has a positive influence on transfer of training at Standard Executors and Trustees.

9. H_0: The use of relapse prevention in training does not have a positive influence on transfer of training at Standard Executors and Trustees.

   H_1: The use of relapse prevention in training has a positive influence on transfer of training at Standard Executors and Trustees.

10. H_0: Organisational support for training programmes does not have a positive influence on transfer of training at Standard Executors and Trustees.

    H_1: Organisational support for training programmes has a positive influence on transfer of training at Standard Executors and Trustees.

Table: 57 Statistical Results of Hypotheses Test

The t-test was carried out to determine whether there are any significant differences between the means of the variables.

		t-statistic	df	p-value	Level of significance
Pair 1	Transfer – Determination of need	-3.1284	41	0.00323094	α=0.05
Pair 2	Transfer – Training design	-6.6581	41	0.00000005	α=0.05
Pair 3	Transfer – Training venue	-3.89624	41	0.00035361	α=0.05
Pair 4	Transfer – Emp performance	-1.19392	41	0.023936988	α=0.05
Pair 5	Transfer – Emp motivation	-8.88665	41	0.00000000	α=0.05
Pair 6	Transfer – Ability to learn	-16.5461	41	0.00000000	α=0.05
Pair 7	Transfer – Supervisory Supp	-4.60514	41	0.00003955	α=0.05
Pair 8	Transfer – Goal setting	-6.43656	41	0.00000010	α=0.05
Pair 9	Transfer – Relapse prevention	5.059899	41	0.00000925	α=0.05
Pair 10	Transfer – Organisation Supp	-1.12106	41	0.26878652	α=0.05

6.5.2 Summary of hypotheses tested

Hypothesis 1 – Determination of the need to train

At the 5% (α=0.05), we would reject H_0 in this case because the p-value is clearly less than the level of significance it can be concluded that the determination of the need to train has a positive influence on transfer of training at Standard Executors and Trustees.

$\mathbf{H_1}$ was therefore accepted.

Hypothesis 2 – Training design

At the 5% (α=0.05), we would reject H_0 in this case because the p-value is clearly less than the level of significance it can be concluded that the use of different training designs has a positive influence on transfer of training at Standard Executors and Trustees.

$\mathbf{H_1}$ was therefore accepted.

Hypothesis 3 – Training venue

At the 5% (α=0.05), we would reject H_0. In this case because the p-value is clearly less than the level of significance it can be conclude that the choice of training venue has a positive influence on transfer of training at Standard Executors and Trustees.

$\mathbf{H_1}$ was therefore accepted.

Hypothesis 4 – Appraisal of Employee performance

At the 5% (α=0.05), we would reject H_0 in this case because the p-value is clearly less than the level of significance it can be concluded that the evaluation of employee performance after attending training has a positive influence on transfer of training at Standard Executors and Trustees.

$\mathbf{H_1}$ was therefore accepted.

Hypothesis 5 – Employee motivation

At the 5% (α=0.05), we would reject H_0 in this case because the p-value is clearly less than the level of significance it can be conclude that Employee motivation to learn has a positive influence on transfer of training at Standard Executors and Trustees.

$\mathbf{H_1}$ was therefore accepted.

Hypothesis 6 – Ability to learn

At the 5% (α=0.05), we would reject H_0 in this case because the p-value is clearly less than the level of significance it can be concluded that an employee's ability to learn has a positive influence on transfer of training at Standard Executors and Trustees.

$\mathbf{H_1}$ was therefore accepted.

Hypothesis 7 – Supervisory support

At the 5% (α=0.05), we would reject H_0 in this case because the p-value is clearly less than the level of significance it can be concluded that supervisory support for training has a positive influence on transfer of training at Standard Executors and Trustees.

$\mathbf{H_1}$ was therefore accepted.

Hypothesis 8 – Goal setting

At the 5% (α=0.05), we would reject H_0 in this case because the p-value is clearly less than the level of significance it can be concluded that goal setting as a training technique has a positive influence on transfer of training at Standard Executors and Trustees.

$\mathbf{H_1}$ was therefore accepted.

Hypothesis 9 – Relapse prevention

At the 5% (α=0.05), we would reject H_0 in this case because the p-value is clearly less than the level of significance it can be concluded that the use of relapse prevention in training has a positive influence on transfer of training at Standard Executors and Trustees.

$\mathbf{H_1}$ was therefore accepted.

Hypothesis 10 – Organisational support

At the 5% (α=0.05), we would accept H_0 in this case because the p-value is clearly greater than the level of significance it can be concluded that Organisational support for training programmes does not have a positive influence on transfer of training at Standard Executors and Trustees. However the statements measuring organisational support have very low reliability and should therefore be disregarded for this study.

$\mathbf{H_1}$ was therefore **rejected.**

Table: 58 Acceptance and Rejection of Hypotheses

	HYPOTHESIS	Accepted / Rejected
1	Determination of the need to train	Accept
2	Training design	Accept
3	Training venue	Accept
4	Appraisal of employee performance	Accept
5	Employee motivation	Accept
6	Ability to learn	Accept
7	Supervisory support	Accept
8	Goal setting	Accept
9	Relapse prevention	Accept
10	Organisational support	Reject

The results obtained from the hypotheses test tie up with the results from the frequency tables (tables 5-54). The hypothesis on Organisational Support is rejected. However, as mentioned earlier the statements measuring organisational support have very low reliability. It is suggested that this is an area, which needs to be researched further. As mentioned at paragraph 6.5 in order to test the aforesaid hypotheses, the arithmetic mean was used by combining the responses to groups of statements, which form the variables. The arithmetic mean can be easily influenced by outlier values in its calculation and this is a point that is worth noting.

6.6 Correlation analysis

The correlation analysis examines the strength of the relationship between variables. The correlation analysis of the 10 independent variables and the 1 dependent variable is represented in table 59.

The Pearson correlation coefficient computes the correlation between two ratio scaled variables. A positive linear correlation shows that an increase (decrease) in the value of the independent variable will result in an increase (decrease) in the value of the dependent variable. There is a direct relationship. A negative linear correlation shows that there is an indirect relationship as an increase in the value of the independent variable will result in a decrease in the value of the dependent variable. Thus $r = +1$ indicates a perfect positive linear correlation and $r = -1$ indicates a perfect negative linear correlation. $r = 0$ indicates that there is no linear correlation (Wegner, 2002: 313). The Pearson correlation analysis was used because the distributions are parametric in nature. The table also indicates the sample size.

Table: 59 Correlation analysis

		TRANSFER	DETERM	DESIGN	VENUE	Apprais	EMPMOT	ABLEARN	SUPSUP	GOALSET	RELAPSEP	ORGSUPP
TRANSFER	Pearson Correlation	1	.369(*)	.299	.040	.069	.341(*)	.484(**)	.034	.255	-.302	.015
	Sig. (2-tailed)	.	.016	.054	.801	.666	.027	.001	.832	.104	.052	.928
	N	42	42	42	42	42	42	42	42	42	42	41
DETERM	Pearson Correlation	.369(*)	1	.232	.035	.028	.159	.121	.439(**)	.405(**)	-.206	.272
	Sig. (2-tailed)	.016	.	.140	.828	.861	.313	.447	.004	.008	.191	.085
	N	42	42	42	42	42	42	42	42	42	42	41
DESIGN	Pearson Correlation	.299	.232	1	.392(*)	.339(*)	.278	.264	.231	.238	-.298	.226
	Sig. (2-tailed)	.054	.140	.	.010	.028	.075	.091	.142	.128	.055	.155
	N	42	42	42	42	42	42	42	42	42	42	41
VENUE	Pearson Correlation	.040	.035	.392(*)	1	.535(**)	.233	.157	.250	.125	-.243	.337(*)
	Sig. (2-tailed)	.801	.828	.010	.	.000	.138	.320	.111	.428	.122	.031
	N	42	42	42	42	42	42	42	42	42	42	41
Apprais	Pearson Correlation	.069	.028	.339(*)	.535(**)	1	.358(*)	.222	.220	.057	-.240	.223
	Sig. (2-tailed)	.666	.861	.028	.000	.	.020	.157	.162	.721	.126	.161
	N	42	42	42	42	42	42	42	42	42	42	41
EMPMOT	Pearson Correlation	.341(*)	.159	.278	.233	.358(*)	1	.423(**)	.174	.461(**)	-.133	.090
	Sig. (2-tailed)	.027	.313	.075	.138	.020	.	.005	.271	.002	.402	.575
	N	42	42	42	42	42	42	42	42	42	42	41
ABLEARN	Pearson Correlation	.484(**)	.121	.264	.157	.222	.423(**)	1	.245	.277	-.358(*)	.103
	Sig. (2-tailed)	.001	.447	.091	.320	.157	.005	.	.118	.076	.020	.520
	N	42	42	42	42	42	42	42	42	42	42	41
SUPSUP	Pearson Correlation	.034	.439(**)	.231	.250	.220	.174	.245	1	.570(**)	-.163	.414(**)
	Sig. (2-tailed)	.832	.004	.142	.111	.162	.271	.118	.	.000	.303	.007
	N	42	42	42	42	42	42	42	42	42	42	41
GOALSET	Pearson Correlation	.255	.405(**)	.238	.125	.057	.461(**)	.277	.570(**)	1	-.138	.347(*)
	Sig. (2-tailed)	.104	.008	.128	.428	.721	.002	.076	.000	.	.383	.026
	N	42	42	42	42	42	42	42	42	42	42	41
RELAPSEP	Pearson Correlation	-.302	-.206	-.298	-.243	-.240	-.133	-.358(*)	-.163	-.138	1	.068
	Sig. (2-tailed)	.052	.191	.055	.122	.126	.402	.020	.303	.383	.	.675
	N	42	42	42	42	42	42	42	42	42	42	41
Org Supp	Pearson Correlation	.015	.272	.226	.337(*)	.223	.090	.103	.414(**)	.347(*)	.068	1
	Sig. (2-tailed)	.928	.085	.155	.031	.161	0.575	.520	.007	.026	.675	.
	N	41	41	41	41	41	41	41	41	41	41	41

* Correlation is significant at the 0.05 level (2-tailed).
** Correlation is significant at the 0.01 level (2-tailed).

All of the significant correlations have been shaded in the table. The results of the table confirm the results of the paired sample t-test in that they confirm the relationships that exist between the independent variables and the dependent variable. A discussion of the correlation analysis (Table 59) appears at paragraph 6.7.

6.7 Summary of correlation analysis (Table 59)

1) Determination of the need to train has a correlation of 0.369, which indicates that there is a moderate correlation between the determination of the need to train and transfer of training at Standard Executors and Trustees. The table further indicates that the correlation is significant at the 5% level of significance. Therefore, employees perceive that the determination of the need to train influences transfer of training at S.E.T.

2) Training design has a correlation of 0.299, which indicates that there is a weak to moderate correlation between training design and transfer of training at Standard Executors and Trustees. However the correlation is not significant at the 5% level of significance. Therefore, employees do not perceive that training design has a significant influence on transfer of training at S.E.T.

3) Training venue has a correlation of 0.040, which indicates that there is a no correlation between the choice of a training venue and transfer of training at Standard Executors and Trustees. The correlation is not significant at the 5% level of significance. Therefore, employees do not perceive that training venue has a significant influence on transfer of training at S.E.T.

4) Appraisal of employee performance has a correlation of 0.069, which indicates that there is no correlation between appraisal of employee performance and transfer of training at Standard Executors and Trustees. The correlation is not significant at the 5% level of significance. Therefore, employees do not perceive that the appraisal of employee performance has a significant influence on transfer of training at S.E.T.

5) Employee motivation has a correlation of 0.341, which indicates that there is a weak to moderate correlation between employee motivation and transfer of training at Standard Executors and Trustees. The correlation is significant at the 5% level of significance. Therefore, employees perceive that employee motivation has a moderate influence on transfer of training at S.E.T.

6) Ability to learn has a correlation of 0.484, which indicates that there is a moderate correlation between ability to learn and transfer of training at Standard Executors and Trustees. The correlation is significant at the 5% level of significance. Therefore, employees perceive that ability to learn has a moderate influence on transfer of training at S.E.T.

7) Supervisory support has a correlation of 0.034, which indicates that there is a no correlation between supervisory support and transfer of training at Standard Executors and Trustees. The correlation is not significant at the 5% level of significance. Therefore, employees do not perceive that supervisory support has a significant influence on transfer of training at S.E.T.

8) Goal setting has a correlation of 0.255, which indicates that there is a weak correlation between goal setting and transfer of training at Standard Executors and Trustees. However, the correlation is not significant at the 5% level of significance. Therefore, employees do not perceive that goal setting has a significant influence on transfer of training at S.E.T.

9) Relapse prevention has a correlation of -0.302, which indicates that there is a negative correlation between relapse prevention and transfer of training at Standard Executors and Trustees. The correlation is significant at the 5% level of significance. Therefore, employees perceive that there is an inverse relationship between relapse prevention and transfer of training at S.E.T.

10) Organisational support has a correlation of 0.015, which indicates that there is no correlation between organisational support and transfer of training at Standard Executors and Trustees. The correlation is not significant at the 5% level of significance. Therefore employees do not perceive that organisational support has a significant influence on transfer of training at S.E.T. As mentioned earlier the reliability values for the statements measuring organisational support were very low.

The independent variables, which have the most significant correlation with the dependent variable, Transfer of training, are (a) Determination of the need to train, which has a correlation of .369 (b) Employee motivation, which has a correlation of .341 and (c) Employee Ability to Learn, which has a correlation of .484.

Further significant correlation which have been identified are (a) the correlation between Supervisory support for training and Goals setting and (b) the correlation between the employee's ability to learn and employee motivation.

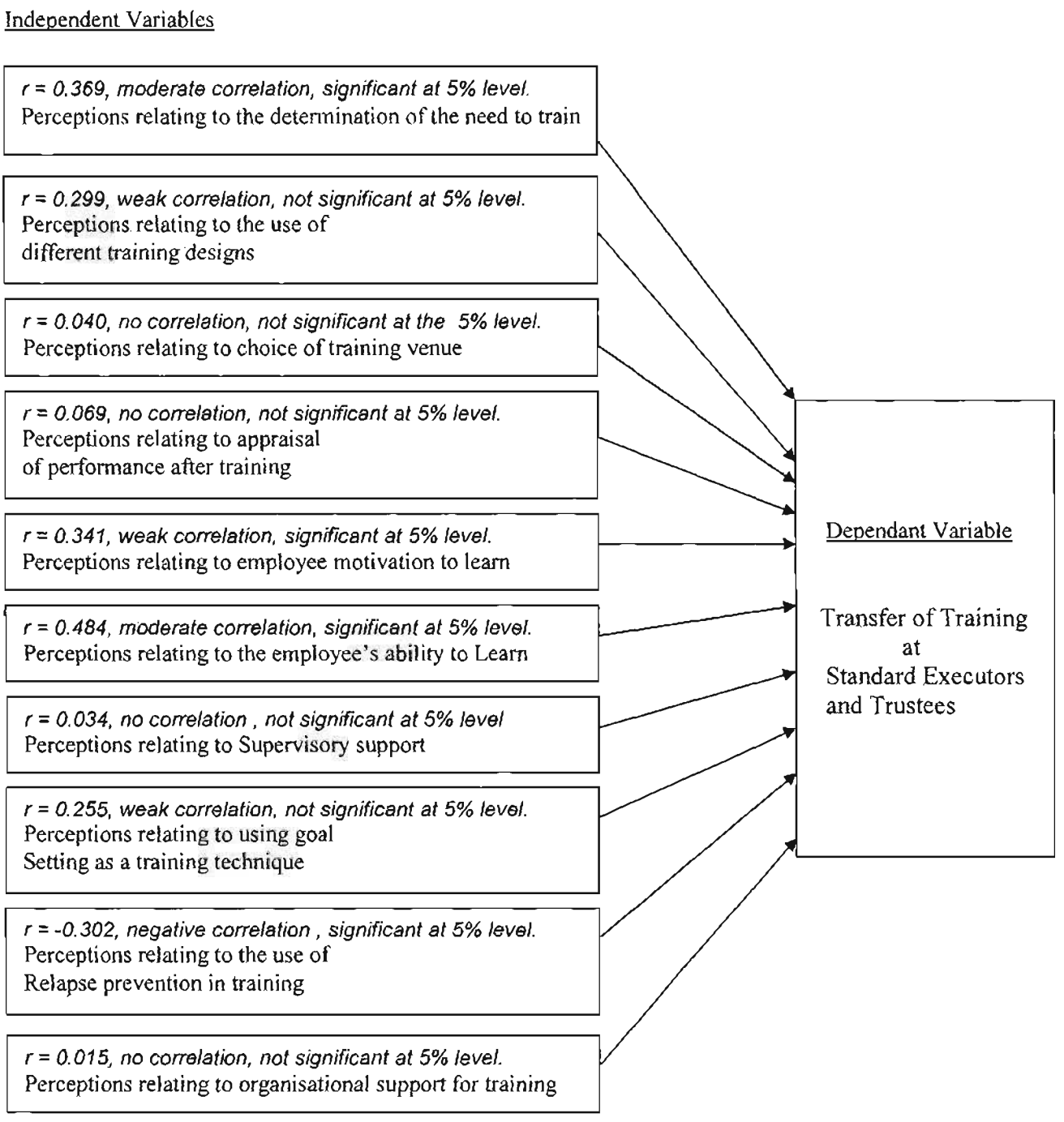
Supervisory support and goal setting have a correlation of .570 and Supervisory support and organisational support have a correlation of .414, which indicate a moderate to strong correlation between supervisory support and both goal setting and organisational support. These correlations are significant at the 5% level of significance.

Goal setting and employee motivation have a correlation of .461 and Goal setting and organisational support have a correlation of .347 which indicates a moderate correlation between Goal setting and both organisational support and employee motivation. These correlations are significant at the 5% level of significance.

Ability to learn and transfer of training have a correlation of .484 and ability to learn and employee motivation have a correlation of .423 which indicate a moderate correlation between ability to learn and employee motivation. These correlations are significant at the 5% level of significance.

Figure: 54 **Employee Perceptions of the factors that influence transfer of training at Standard Executors and Trustees**

Figure 54, is a research model which shows the correlation and level of significance between the dependent and independent variables of this study. A discussion hereof appears at paragraph 6.7.



6.8 Multiple Regression

Regression analysis deals with the relationship between a dependent variable and one or more independent variables. In this study the population average value was calculated for each variable and is represented as a model. For example, a multiple regression analysis was done on the responses for statements 9-15, Determination of the need to train against the average for transfer of training. The r-square value calculated is a statistical measure used to show the extent to which a variation of the independent explains the variation on the dependent variable. A significance value of 1 means a perfect fit because the entire variation in the dependent variable can be explained by the regression. A significance value of zero indicates that there is no relationship between the dependent variable and the independent variable. The r-square value can be expressed as a percentage. For example an adjusted r-square value of .44 shows that the independent variable explains 44% of the changes in the dependent variable.

Table 60 provides a summary of the groups of statements, which represent the 10 independent variables. These 10 independent variables are referred to here as models (1-10) and were tested to determine the strength of the relationship that they have on the dependent variable transfer of training. A summary of the regression analysis will be found at paragraph 6.8.

Table: 60 Multiple regression table

Model	Statements	Independent Variable	Dependent Variable
1	Statements 9-15	Determination of need to train	Transfer of training
2	Statements 16-21	Training design	Transfer of training
3	Statements 22-27	Training venue	Transfer of training
4	Statements 28-30	Appraisal of employee performance	Transfer of training
5	Statements 33-34	Employee motivation	Transfer of training
6	Statements 35	Ability to learn	Transfer of training
7	Statements 39-43	Supervisory support	Transfer of training
8	Statements 44-48	Goal setting	Transfer of training
9	Statements 49-50	Relapse prevention	Transfer of training
10	Statements 24, 31-32,36-38	Organisational support	Transfer of training

Model : 1 Determination of the need to train

$$\text{Transfer}=\beta_0+\beta_1\, q9+\beta_2\, q10+\beta_3\, q11+\beta_4\, q12+\beta_5\, q13+\beta_6\, q14+\beta_7\, q15+\epsilon$$

Variables Entered/Removed(b)

Model	Variables Entered	Variables Removed	Method
1	S15, S10, S11, S9, S13, S12, S14(a)	.	Enter

a All requested variables entered.
b Dependent Variable: Transfer of training

Model Summary(b)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.582(a)	.339	.203	.44688	.339	2.493	7	34	.035

a Predictors: (Constant), S15, S10, S11, S9, S13, S12, S14
b Dependent Variable: Transfer of training

The adjusted R-square value of model (1) is about .203 meaning that the independent variable (determination of the need to train) accounts for 20.3% of the variation with respect to the dependent variable (transfer of training).

ANOVA(b)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3.485	7	.498	2.493	.035(a)
	Residual	6.790	34	.200		
	Total	10.275	41			

a Predictors: (Constant), S15, S10, S11, S9, S13, S12, S14
b Dependent Variable: Transfer of training.

Coefficients(a)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	2.127	.358		5.939	.000	1.399	2.855
	S9	.123	.119	.245	1.028	.311	-.120	.365
	S10	.003	.127	.005	.021	.983	-.256	.262
	S11	.018	.089	.034	.200	.843	-.162	.198
	S12	-.221	.121	-.456	-1.827	.077	-.468	.025
	S13	.095	.108	.203	.884	.383	-.124	.314
	S14	-.057	.146	-.107	-.392	.697	-.354	.239
	S15	.314	.147	.604	2.138	.040	.016	.613

a Dependent Variable: Transfer of training

The above table reflects that at the 5% significance level, statement 15 has a significant influence in term of this model. It has the strongest influence in explaining the dependent variable.

Model : 2 Training design

$$\text{Transfer}=\beta_0+\beta_1\, q16+\beta_2\, q17+\beta_3\, q18+\beta_4\, q19+\beta_5\, q20+\beta_6\, q21+\epsilon$$

Variables Entered/Removed(b)

Model	Variables Entered	Variables Removed	Method
1	S21, S20, S16, S18, S19, S17(a)	.	Enter

a All requested variables entered.
b Dependent Variable: Transfer of training

Model Summary(b)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.418(a)	.174	.033	.49235	.174	1.231	6	35	.314

a Predictors: (Constant), S21, S20, S16, S18, S19, S17
b Dependent Variable: Transfer of training

The adjusted R-square value of model (2) is about .033 meaning that the independent variable (training design) accounts for 3% of the variation with respect to the dependent variable (transfer of training) which is not high.

ANOVA(b)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.791	6	.299	1.231	.314(a)
	Residual	8.484	35	.242		
	Total	10.275	41			

a Predictors: (Constant), S21, S20, S16, S18, S19, S17
b Dependent Variable: Transfer of training

Coefficients(a)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	1.733	.762		2.274	.029	.186	3.280
	S16	.168	.111	.306	1.513	.139	-.058	.394
	S17	-.035	.145	-.054	-.241	.811	-.330	.260
	S18	.014	.124	.021	.115	.909	-.237	.266
	S19	.258	.169	.283	1.525	.136	-.085	.601
	S20	-.057	.125	-.074	-.458	.650	-.310	.196
	S21	.003	.092	.006	.037	.971	-.182	.189

a Dependent Variable: Transfer of training

The above table reflects that at the 5% significance level, no single statement stands out as a significant question in terms of this model.

Model : 3 Training venue

Transfer=β_0+ β_1 q22+β_2 q23+ β_3 q24+ β_4 q25+ β_5 q26+ β_6 q27+ϵ

Variables Entered/Removed(b)

Model	Variables Entered	Variables Removed	Method
1	S27, S24, S25, S23, S26, S22(a)	.	Enter

a All requested variables entered.
b Dependent Variable: Transfer of training

Model Summary(b)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.572(a)	.328	.212	.44427	.328	2.843	6	35	.023

a Predictors: (Constant), S27, S24, S25, s23, S26, S22
b Dependent Variable: Transfer of training

The adjusted R-square value of model (3) is about .212 meaning that the independent variable (training venue) accounts for 21.2% of the variation with respect to the dependent variable (transfer of training).

ANOVA(b)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3.367	6	.561	2.843	.023(a)
	Residual	6.908	35	.197		
	Total	10.275	41			

a Predictors: (Constant), S27, S24, S25, S23, S26, S22
b Dependent Variable: Transfer of training

Coefficients(a)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	3.332	.575		5.795	.000	2.165	4.499
	S22	.245	.110	.433	2.221	.033	.021	.469
	S23	-.067	.093	-.135	-.718	.477	-.256	.122
	S24	.092	.070	.193	1.308	.199	-.051	.235
	S25	-.219	.111	-.324	-1.975	.056	-.444	.006
	S26	-.032	.110	-.047	-.291	.773	-.256	.192
	S27	-.131	.073	-.264	-1.798	.081	-.279	.017

a Dependent Variable: Transfer of training

The above table reflects that at the 1% significance level, statements 25 and 27 have a significant influence in terms of this model. They account in explaining the dependent variable.

Model : 4 Appraisal of employee performance

Transfer=β_0+ β_1 q28+β_2 q29+ β_3 q30 +ϵ

Variables Entered/Removed(b)

Model	Variables Entered	Variables Removed	Method
1	S30, S28, S29(a)	.	Enter

a All requested variables entered.
b Dependent Variable: Transfer of training

Model Summary(b)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.513(a)	.263	.205	.44629	.263	4.530	3	38	.008

a Predictors: (Constant), S30, S28, S29
b Dependent Variable: Transfer of training

The adjusted R-square value of model (5) is about .205 meaning that the independent variable (evaluation of employee performance) accounts for 20.5% of the variation with respect to the dependent variable (transfer of training).

ANOVA(b)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.707	3	.902	4.530	.008(a)
	Residual	7.569	38	.199		
	Total	10.275	41			

a Predictors: (Constant), S30, S28, S29
b Dependent Variable: Transfer of training

Coefficients(a)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	2.955	.446		6.620	.000	2.051	3.859
	S28	-.206	.084	-.367	-2.455	.019	-.376	-.036
	S29	-.295	.170	-.399	-1.733	.091	-.639	.049
	S30	.496	.156	.756	3.182	.003	.180	.811

a Dependent Variable: Transfer of training

The above table reflects that at the 1% significance level, statements 28-30 have a significant influence in terms of this model. They account in explaining the dependent variable.

Model : 5 Employee motivation

Transfer=β_0+ β_1 q33+β_2 q34+ ϵ

Variables Entered/Removed(b)

Model	Variables Entered	Variables Removed	Method
1	S34, S33(a)	.	Enter

a All requested variables entered.
b Dependent Variable: Transfer of training

Model Summary(b)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.380(a)	.144	.099	.48043	.144	3.206	2	38	.052

a Predictors: (Constant), S34, S33
b Dependent Variable: Transfer of training

The adjusted R-square value of model (6) is about .099 meaning that the independent variable (employee motivation) accounts for 1% of the variation with respect to the dependent variable (transfer of training).

ANOVA(b)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.480	2	.740	3.206	.052(a)
	Residual	8.771	38	.231		
	Total	10.251	40			

a Predictors: (Constant), Q34, Q33
b Dependent Variable: Transfer of training

Coefficients(a)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	1.926	.563		3.423	.001	.787	3.066
	S33	.247	.132	.361	1.877	.068	-.019	.513
	S34	.027	.178	.029	.152	.880	-.334	.388

a Dependent Variable: Transfer of training

The above table reflects that at the 1% significance level, stateement 33 has a significant influence in term of this model. It has the strongest influence in explaining the dependent variable.

Model: 6 Ability to learn

Transfer=$\beta_0 + \beta_1$ q35+ ϵ

Variables Entered/Removed(b)

Model	Variables Entered	Variables Removed	Method
1	S35(a)	.	Enter

a All requested variables entered.
b Dependent Variable: Transfer of training

Model Summary(b)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.484(a)	.234	.215	.44346	.234	12.250	1	40	.001

a Predictors: (Constant), S35
b Dependent Variable: Transfer of training

The adjusted R-square value is about .215 meaning that the independent variable (ability to learn) accounts for 21.5% of the variation with respect to the dependent variable (transfer of training).

ANOVA(b)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.409	1	2.409	12.250	.001(a)
	Residual	7.866	40	.197		
	Total	10.275	41			

a Predictors: (Constant), S35
b Dependent Variable: Transfer of training

Coefficients(a)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.708	.667		1.062	.295
	S35	.545	.156	.484	3.500	.001

a Dependent Variable: Transfer of training

At the 5% significance level, statement 35 is not significant in this model.

Model: 7 Supervisory support

Transfer=β_0+ β_1 q39+β_2 q40+ β_3 q41+ β_4 q42+ β_5 q43 +ϵ

Variables Entered/Removed(b)

Model	Variables Entered	Variables Removed	Method
1	S43, S39, S40, S42, S41(a)	.	Enter

a All requested variables entered.
b Dependent Variable: Transfer of training

Model Summary(b)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.245(a)	.060	-.071	.51797	.060	.460	5	36	.803

a Predictors: (Constant), S43, S39, S40, S42, S41
b Dependent Variable: Transfer of training

The adjusted R-square value for model (8) is -.071, it is negative, meaning that the independent variable (supervisory support) does not account for any of the variation with respect to the dependent variable.

ANOVA(b)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.617	5	.123	.460	.803(a)
	Residual	9.659	36	.268		
	Total	10.275	41			

a Predictors: (Constant), S43, S39, S40, S42, S41
b Dependent Variable: Transfer of training

Coefficients(a)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	3.013	.619		4.868	.000	1.758	4.269
	S39	-.137	.127	-.222	-1.084	.285	-.394	.119
	S40	.026	.093	.050	.279	.782	-.163	.214
	S41	.064	.125	.106	.510	.613	-.190	.317
	S42	.088	.113	.150	.774	.444	-.142	.317
	S43	-.023	.134	-.033	-.175	.862	-.294	.248

a Dependent Variable: Transfer of training

At the 5% significance level, none of the statements are significant in this model.

Model: 8 Goal setting

Transfer=β_0+ β_1 q44+β_2 q45+ β_3 q46+ β_4 q47+ β_5 q48 +ϵ

Variables Entered/Removed(b)

Model	Variables Entered	Variables Removed	Method
1	S48, S46, S44, S47, S45(a)	.	Enter

a All requested variables entered.
b Dependent Variable: Transfer of training

Model Summary(b)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.605(a)	.366	.273	.43689	.366	3.932	5	34	.006

a Predictors: (Constant), S48, S46, S44, S47, S45
b Dependent Variable: Transfer of training

The adjusted R-square value for model (9) is about .273 meaning that the independent variable (goal setting) accounts for 27.3% of the variation with respect to the dependent variable (transfer of training).

ANOVA(b)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3.752	5	.750	3.932	.006(a)
	Residual	6.490	34	.191		
	Total	10.242	39			

a Predictors: (Constant), S48, S46, S44, S47, S45
b Dependent Variable: Transfer of training

Coefficients(a)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	2.756	.593		4.645	.000	1.550	3.961
	S44	.288	.077	.569	3.722	.001	.131	.446
	S45	.055	.151	.060	.365	.717	-.252	.363
	S46	-.285	.129	-.356	-2.203	.034	-.547	-.022
	S47	.089	.104	.132	.851	.401	-.123	.301
	S48	-.034	.107	-.051	-.316	.754	-.252	.184

a Dependent Variable: Transfer of training

The above table reflects that at the 5% significance level, statements 44 and 46 have a significant influence in terms of this model. They account in explaining the dependent variable.

Model: 9 Relapse prevention

$\text{Transfer}=\beta_0+\beta_1\, q49+\beta_2\, q50+\epsilon$

Variables Entered/Removed(b)

Model	Variables Entered	Variables Removed	Method
1	S50, S49(a)	.	Enter

a All requested variables entered.
b Dependent Variable: Transfer of training

Model Summary(b)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.309(a)	.095	.049	.48818	.095	2.057	2	39	.141

a Predictors: (Constant), S50, S49
b Dependent Variable: Transfer of training

The adjusted R-square value for model (10) is about .049 meaning that the independent variable (relapse prevention) accounts for 5% of the variation with respect to the dependent variable (transfer of training).

ANOVA(b)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.981	2	.490	2.057	.141(a)
	Residual	9.295	39	.238		
	Total	10.275	41			

a Predictors: (Constant), S50, S49
b Dependent Variable: Transfer of training

Coefficients(a)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	3.539	.263		13.433	.000	3.006	4.072
	S49	-.150	.108	-.236	-1.388	.173	-.369	.069
	S50	-.072	.101	-.121	-.713	.480	-.276	.132

a Dependent Variable: Transfer of training

The above table reflects that at the 1% significance level, none of the statements are significant terms in this model. They do not account in explaining the dependent variable.

Model : 10 Organisational support

Transfer=β_0+ β_1 q24+β_2 q31+ β_3 q32+ β_4 q36+ β_5 q37+ β_6 q38+ϵ

Variables Entered/Removed(b)

Model	Variables Entered	Variables Removed	Method
1	S38, S24, S37, S32, S36, S31(a)	.	Enter

a All requested variables entered.
b Dependent Variable: Transfer of training

Model Summary(b)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.597(a)	.356	.243	.43742	.356	3.138	6	34	.015

a Predictors: (Constant), S38, S24, S37, S32, S36, S31
b Dependent Variable: Transfer of training

The adjusted R-square value of model (4) is about .0243 meaning that the independent variable (organisational support) accounts for 24.3% of the variation with respect to the dependent variable (transfer of training).

ANOVA(b)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3.602	6	.600	3.138	.015(a)
	Residual	6.505	34	.191		
	Total	10.107	40			

a Predictors: (Constant), S38, S24, S37, S32, S36, S31
b Dependent Variable: Transfer of training

Coefficients(a)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	3.723	.626		5.944	.000	2.450	4.996
	S24	.135	.078	.285	1.722	.094	-.024	.295
	S31	-.051	.113	-.104	-.454	.653	-.281	.178
	S32	-.179	.089	-.352	-2.018	.051	-.360	.001
	S36	-.283	.142	-.457	-1.998	.054	-.572	.005
	S37	.200	.114	.359	1.764	.087	-.030	.431
	S38	-.033	.134	-.052	-.250	.804	-.305	.238

a Dependent Variable: Transfer of training

The above table reflects that at the 1% significance level, statements 24, 32, 36 and 37 have a significant influence in terms of this model. They account in explaining the dependent variable.

6.9 Summary of multiple regression analysis – Models (1 to 10)

1) Determination of the need to train has an adjusted r-square value of .203, which indicates that it accounts for 20.3% of the variation in transfer of training at Standard Executors and Trustees. At the 5% significance level, the actual knowledge that employee's have, has the most significant influence on transfer of training at S.E.T.

2) Training design has an adjusted r-square value of .033, which means that it accounts for 3% of the variation in transfer of training at Standard Executors and Trustees. At the 5% significance level, no statements stand out in explaining the influence.

3) Training venue has an adjusted r-square value of .212, which means that it accounts for 21.2% of the variation in transfer of training at Standard Executors and Trustees. At the 5% significance level, noise levels, the use of different training techniques and training in a class-room have a significant influence on transfer of training at S.E.T.

4) Appraisal of employee performance has an adjusted r-square value of .205, which means it accounts for 20.5% of the variation in transfer of training at Standard Executors and Trustees. At the 5% significance level, writing a test after training, feedback on performance after training and feedback on the job have a significant influence on transfer of training at S.E.T.

5) Employee motivation has an adjusted r-square value of .099 which means it that it accounts for 9.9% of the variation in transfer of training at Standard Executors and Trustees. At the 1% significance level, the opportunity to improve competence has a influence on transfer of training at S.E.T, however the influence is small.

6) Ability to learn has an adjusted r-square value of .215 which means that it accounts for 21.5% of the variation in transfer of training at Standard Executors and Trustees. At the 5% significance level, confidence in the employee's ability to learn has a significant influence on transfer of training at S.E.T.

7) Supervisory support has an adjusted r-square value of -.071 which means that it does not account for any variation in transfer of training at Standard Executors and Trustees. None of the statements associated with the variable stand out as being significant in explaining the variation in transfer of training at S.E.T.

8) Goal setting has an adjusted r-square value of .273 which means that it accounts for 27.3% of the variation in transfer of training at Standard Executors and Trustees. At the 5% significance level, clear work goals as well as the opportunity to set own working goals, have a significant influence on transfer of training at S.E.T.

9) Relapse prevention has an adjusted r-square value of .049 which means that it accounts for 5% of the variation in transfer of training at Standard

Executors and Trustees. At the 1% significance level no single statement stands out in explaining the variation in transfer of training at S.E.T.

10) Organisational support has an adjusted r-square value of .243, which means that it accounts for 24.3% of the variation in transfer of training at Standard Executors and Trustees. At the 5% significance level, the opportunity to apply training, increase in remuneration, the availability of equipment and the availability of time to apply learnt skill, have a significant influence on transfer of training at S.E.T. However the statements measuring organisational support have very low reliability.

6.10

6.9 STEPWISE REGRESSION

Stepwise regression is a statistical technique which uses 2 regression techniques namely Forward selection and Backward elimination to fit various multiple regression models. Stepwise regression is used to determine the extent to which the variables as a whole predict the dependent variable transfer of training.

Table: 61 Stepwise regression - Dependent and independent variables

	Independent variable	Dependent variable
1	Determination of need to train	Transfer of training
2	Training design	
3	Training venue	
4	Appraisal of employee performance	
5	Employee motivation	
6	Ability to learn	
7	Supervisory support	
8	Goal setting	
9	Relapse prevention	
10	Organisational support	

Stepwise regression was used to determine the extent to which the variables mentioned above influence transfer of training at Standard Executors and Trustees as a whole.

Stepwise regression was used to fit this model in various orders, by using the criteria of grouping independent variables that explain the highest amount of variation

towards the dependent variable, which is in this case, is transfer of training. Independent variables that do not contribute towards the model will be excluded.

The analysis was carried out in SPSS and the aim was to assess which of the independent variables explain the response variable of transfer of training i.e. which independent variables have the most valid influence with respect to the dependent variable.

The results are as follows:

There were 2 optimal models viz.

MODEL : A 1

Transfer=β_0 +β_1 ability to learn +ϵ or

Transfer=0.708 +0.545 ability to learn +ϵ

MODEL : A 2

Transfer=β_0 +β_1 ability to learn +$\beta_2$training needs +ϵ

Transfer=0.197 +0.502 ability to learn +0.204training needs +ϵ

Table: 62 Stepwise regression - Analysis

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig (p-value).
		B	Std. Error	Beta		
1	(Constant)	.708	.667		1.062	.295
	ABLEARN	.545	.156	.484	3.500	.001
2	(Constant)	.197	.666		.296	.769
	ABLEARN	.502	.148	.446	3.385	.002
	DETERM	.204	.086	.315	2.387	.022

a Dependent Variable: Transfer of training

Model : A 1

The t-statistics obtained in the table above were used to test the under mentioned hypothesis where our coefficients are all equal to zero i.e

(null) H_0 : $\beta_i = 0$ for i= 0, 1 against

(alternative)H_1 : each coefficient is not equal to zero for MODEL A1

A p-value of less than our chosen significance level of 0.05 would lead us to reject the H_0, quite clearly the null hypotheses is rejected, implying that the employee's ability to learn is a significant predictor of transfer of training at Standard Executors and Trustees.

Model : A 2

The t-statistics obtained in the table above was used to test the under mentioned hypothesis where our coefficients are all equal to zero i.e

(null) H_0 : $\beta_i = 0$ for i= 0,..,2 against

(alternative)H_1 : each coefficient is not equal to zero for MODEL A2

A p-value of less than our chosen significance level of 0.05 would lead us to reject the H_0, quite clearly the null hypotheses is rejected, implying that the model that was built is clearly an adequate representation of the explanation of the dependent variable i.e. the employee's ability are to learn and the determination of the need to train are significant predictors of transfer of training.

The question still remains as to which is the better model, this can be determined by looking at the adjusted R^2 value. For any model to have a significant influence the significance value should be as high as 99% (ie: significance < .01).

The following results were summarized:

Model	R	R Square	Adjusted R Square
1	.484(a)	.234	.215
2	.576(b)	.332	.298

a Predictors: (Constant), ability to learn
b Predictors: (Constant), ability to learn , determination of need to train
c Dependent Variable: Transfer of training

Model A 1 explains only 21.5% of the variation whilst Model A 2 explain 29.8% of the variation.

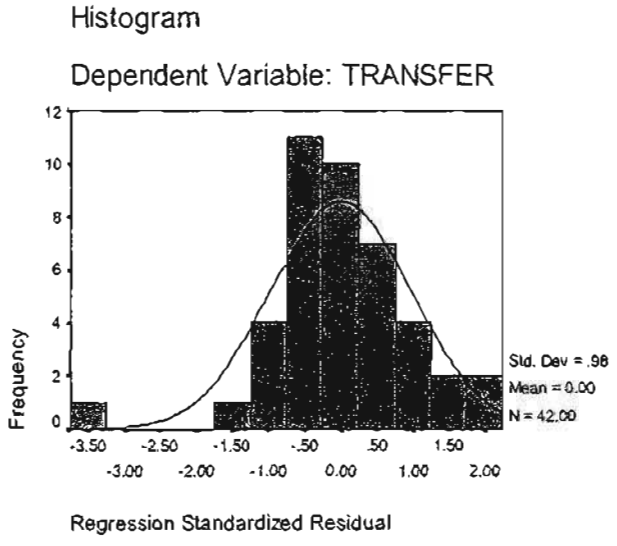
Model A 2 is a more significant predictor of transfer of training at Standard Executors and Trustees.

Transfer=β_0 +β_1 ability to learn +$\beta_2$determination of needs to train +ϵ

Transfer=0.197 +0.502 ability to learn +0.204 determination of need to train +ϵ

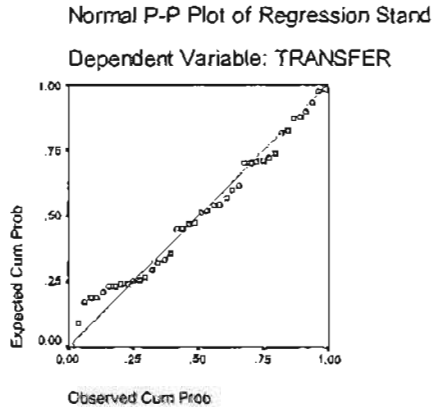
Therefore the employee's ability to learn and the determination of the need to train have a positive influence on transfer of training. The validity of model A 2 was checked by examining the residuals. Firstly a histogram of the residuals was looked at, to check the normality assumption of the residuals and thereafter the Normal P-P plot was looked at. The following plots were generated:

Figure: 55 Histogram of Residuals



This is a good plot, indicating a normal curve about the histogram of residuals. Next the Normal P-P plot was looked at:

Figure:56 Normal probability plot of Residuals



The residuals also appear to be normally distributed here.

The stepwise regression of Model A 2 indicates that two variable namely the determination of the need to train and the employee's ability to learn taken as a whole, have the most significant influence on transfer of training at Standard Executors and Trustees. Managers at Standard Executors and Trustees need to take advantage of these two strong variables and use them to build on the other variables to improve transfer of training within the company.

CHAPTER SEVEN

Conclusion and discussion

7.1 Introduction

This study is concerned with an investigation into employee perceptions of the factors that influence transfer of training at Standard Executors and Trustees. It is important for managers to be aware of the fact that transfer of training cannot take place in a vacuum, for positive transfer of training to take place, all training efforts must follow a predetermined process Van Dyk *et al* (2001:180). This study looked at the systematic design approach as illustrated by Desimone *et al* (2002:41) and also at the transfer process model developed by Baldwin and Ford (1986:504) to provide managers with a holistic approach of the factors which have a positive influence on transfer of training.

In this chapter the research relating to the study will be revisited under the conclusions and general discussion section and certain recommendations will be made in respect of the research findings in chapter eight.

7.2 Conclusions and general discussion relating to field study

This section will look at the results from the field study and provide a discussion thereon in relation to the literature.

7.2.1 The results of Hypothesis 1 of the study indicate that employees perceive that the determination of the need to train has a positive influence on transfer of training at Standard Executors and Trustees. 59.6% of the respondents felt that their opinions were taken into account when their training needs were discussed and 55% of them felt that the actual skills and knowledge, which they have are considered when their training needs are determined. However only 42.9% of the respondent's felt that the training needs of each job within the company was clearly identified by management. According to Erasmus

and Van Dyk (1999:108), managers must identify the gap between what employees must do and what they can actually do if they wish to enhance their training efforts. Research carried out by Wexley (1984:521) shows that the training needs assessment phase helps managers to determine where training is needed in the organisation, it helps determine the training content which needs to be provided to assist employees to perform effectively and it helps to determine who should attend training.

7.2.2 The results of Hypothesis 2 indicate that employees perceive that the use of different training designs in a training programme has a positive influence on the transfer of training at Standard Executors and Trustees. 59.5% of the respondents feel that role-playing improves learning and 83.3% of the respondents feel that the use of multiple examples in training helps them learn more effectively. These findings coincide with research carried out by Baldwin and Ford (1988:67), which suggest that the use of identical elements and the use of several examples of a concept to be learnt, improves transfer of training. Training design should also take into account learning objectives, trainee characteristics, current knowledge and look at the cost in relation to the benefits of training (Tannenbaum and Yukl, 1992:43). It is suggested by Desimone *et al* (2002:165) that effective training programmes must be supported by appropriate training techniques to ensure that positive transfer of training takes place.

7.2.3 The results of Hypothesis 3 indicate that employees perceive, that the choice of a training venue has a positive influence on the transfer of training at Standard Executors and Trustees. 73.8% of the respondents felt that on-the-job training was not effective at S.E.T because of interference from colleagues and also because of high noise levels. It is important for managers to take note of the fact that 73.8% of the respondents felt that training in a classroom was more effective in promoting learning because they could use a variety of training techniques. Desimone *et al* (2002:194) suggest that the benefit of on-the-job training is that it facilitates transfer of learning to the job because trainees have an immediate opportunity to practice what they have learnt. They however caution that on-the-job training may not be effective if the

training is not done formally. This appears to be the situation at S.E.T where employees feel that there is too much interference from their colleagues. Employees further agree with the suggestion by Desimone *et al* (2002:197) namely that classroom training permits the use of a variety of training techniques and that there is less distraction, which leads to a positive learning experience.

7.2.4 The results of hypothesis 4 indicate that employees perceive that the evaluation of their performance by means of appraisals after attending a training programme has a positive influence on transfer of training at Standard Executors and Trustees. A total of 69.1% of the respondents feel that writing a test immediately after attending a training programme helps improve their ability to learn. 83.3% of the respondents felt that feedback from their managers about their performance on the job after having attended a training programme, improved their ability to apply learnt skills. These findings are in keeping with the suggestion made by Buckley and Caple (1990:195) that the performance appraisal system should be used to ascertain whether or not the actual job performance gap, which gave rise to the training need, has been closed. Salas *et al* (2003:487) suggest that at most times transfer of training fails because feedback to trainees is not constructive and guided. According to Desimone *et al* (2002:228) the evaluation of training is vital to determine the extent to which transfer of training has taken place and also to determine to what extent the training programme has met its objectives.

7.2.5 The results of Hypothesis 5 indicate that employees perceive that motivation to learn has a positive influence on the transfer of training at Standard Executors and Trustees. 83.3% of the respondents feel that the opportunity to improve their competence motivates them to undergo training and 83.3% of the respondents feel that having a say in which training programmes they wish to attend motivates them to undergo training. These findings are related to research carried out by Mathieu(1992:832) which suggest that pre-training motivation may be used to improve transfer of training by highlighting employee attention and increasing their receptiveness to new ideas. According to Wexley and Baldwin(1986:504) where trainees are given a choice to set

their own goals together with the trainer they take greater ownership of goals and this enhances transfer of training. Studies also indicate that by involving employees in decisions about the training process, they become more motivated to learn (Tannenbaum and Yukl, 1992:418).

7.2.6 The results of hypothesis 6 indicate that employees perceive that an employee's ability to learn has a positive influence on the transfer of training at Standard Executors and Trustees. 100% of the respondents believe that they have the ability to learn new skills. These findings coincide with studies carried out by Salas *et al* (2001:478) which indicate that a trainee's ability to learn has a direct influence on the attainment of job knowledge because trainees with high learning ability learn more and are more likely to succeed in training. These findings also correlate with research carried out by Tannenbaum and Yukl (1992:414), which suggests that self-efficacy(the belief that you can perform certain tasks) is considered to be a powerful antecedent to training effectiveness.

7.2.7 The results of hypothesis 7 indicate that employees perceive that supervisory support for training has a positive influence on the transfer of training at Standard Executors and Trustees. 71.4% of the respondents felt that they are more likely to attend training if their managers encouraged them to attend training and 73.8% of the respondents feel that their supervisor helps them to overcome problems they encounter when applying learnt skills to their jobs. These findings are in keeping with research carried out by Tannenbaum and Yukl (1992:418), which indicates that trainees with supportive managers entered training with a strong belief that training will be useful and they also show stronger intentions to transfer training back to their jobs. Wexley (1984:532) suggests that supervisors must reinforce training by providing trainees with an opportunity to use what they have learnt as it is only then that positive transfer and maintenance of trained behaviour will take place.

7.2.8 The results of hypothesis 8 indicate that employees perceive that goal setting as a training technique influences transfer of training at Standard Executors and Trustees. 90.5% of the respondents feel that they are motivated to learn if they are given the opportunity to set their own learning goals and 90.5% of the respondents feel that they are more likely to apply learnt skills if their work goals were specific, it is also important to note that 78.6% of the respondents feel that they are more likely to apply learnt skills if their learning goals are measurable. These findings agree with that of Wexley and Baldwin (1986:504) who state that the use of participative goals is preferred to assigned goals. Studies carried out by them further suggest that where trainees were given the choice to set their own learning goals together with the trainer, they displayed greater ownership of goals and this enhanced transfer of training. According to Marilyn.E. Gist (1990:505) goals affect choice by leading people to direct their actions towards goals that are relevant as opposed to goals that are irrelevant.

7.2.9 The results of hypothesis 9 indicate that employees perceive that the use of relapse prevention techniques in training has a positive influence on the transfer of training at Standard Executors and Trustees. 69% of the respondents stated that they did not find it difficult to change their work habits to fit in with the new skills they had learnt and 80.9% of the respondents did not feel that they had fallen into a habit of doing their jobs in a certain way. It is however interesting to note that while a high percentage of employees feel that they do not have a problem in learning and applying new skills to their jobs immediately after attending training, the percentage of employees who apply between 40 to 100% of learnt skills to their jobs one year after attending training is lower than that of employees who applied between 40 to 100% of learnt skills to their jobs immediately after attending training. This indicates that there is certainly a degree of relapse. Therefore, these findings indicate that relapse prevention techniques may be used to remedy the aforesaid situation. According to Tziner (1991:168) relapse prevention techniques may be used to teach trainees how to recognise difficult work situations and also how to develop coping skills to overcome them. He cautions that ignoring

possible skills use failure may lead to undesirable post training consequences which eventually sabotage the transfer of training process.

7.2.10 The results of Hypothesis 10 indicate that employees do not perceive that organisational support for training has a positive influence on transfer of training at Standard Executors and Trustees. However the statements, which tested the hypothesis relating to organisational support at S.E.T. had a very low reliability value and the under-mentioned comments must be viewed in light thereof. Only 47.6% of the respondents felt that they had an opportunity to apply what they have learnt immediately after attending training. However there appears to be a contradiction here because 62.4% of respondents felt that they applied between 40 to 100% of learnt behaviour to their jobs immediately after attending training, it is possible that they applied learnt behaviour without support from management. This situation warrants further investigation. 45.3% of the respondents feel that the company does not provide them with sufficient time to apply learnt skills to their jobs. These findings sound a warning that managers are not sending a positive message to employees. Baldwin and Ford (1988:69) state that in organisations with a favourable climate, employees are more likely to apply new knowledge. Ford *et al* (1992:512) suggest that the opportunity to perform trained tasks has a positive effect on transfer of training. It is further suggested by Brown (2001:273) that practice and time spent on a task are important for positive transfer of training. Due to the low reliability of the statements that tested this hypothesis, it is suggested that the issue of organisational support for training at Standard Executors and Trustees warrants further research.

7.2.11 The correlation analysis carried out in the study indicates that the following independent variables, (the determination of the need to train, employee motivation and the employee's ability to learn) have a moderate to strong correlation with the dependent variable transfer of training. These correlations are significant at the 5% level of significance. The aforesaid findings tie in with the literature research. According to Wexley (1984:521) the training needs assessment phase helps to determine the training content, which needs to be provided to assist employees to perform effectively. Tannenbaum and

Yukl (1992:418) suggest that by involving employees in decisions about the training process they become more motivated to learn. They also state that self-efficacy (the belief that you can perform certain tasks) is considered to be a powerful antecedent to training effectiveness.

7.2.12 The regression analysis carried out in this study indicate that the independent variables determination of the need to train and the employee's ability to learn taken together account for 29.8% of the variation in transfer of training at Standard Executors and Trustees. These findings relate closely to the findings of the correlation analysis.

CHAPTER EIGHT

Recommendations

8.1 The determination of the need to train has a Pearson Correlation of .369 which indicates that it has a moderate correlation on transfer of training at Standard Executors and Trustees and is significant at the 5% level. It is recommended that managers continue to involve employees in the process of determining their training needs. It is surprising that employees perceive that managers are not aware of the training needs of each job within the company given the fact that the company has implemented a detailed process of job analysis to determine the needs of each job. Managers will need to be more proactive in sharing training information with employees to change this perception. If this perception is left to continue it will sabotage transfer of training at S.E.T. It is also important for managers to understand that job analysis is only one aspect of training needs assessment, a holistic needs assessment must also include a person analysis and an organisational analysis. Erasmus and Van Dyk (1999:108) suggest that managers must identify the gap between what employees "must do" and what the can "actually do".

8.2 Training design has a Pearson Correlation of .229, which indicates that it has a weak correlation on transfer of training at Standard Executors and Trustees

and is not significant at the 5% level. It is however, recommended that managers continue to involve employees in the training design process to find out what method of training design they believe would yield the most favourable learning experience. Baldwin and Ford (1988:67) suggest that the use of identical elements and the use of several examples of a concept to be learnt improve transfer of training.

8.3 Training venue has a Pearson Correlation of .040, which indicates that it has no correlation on transfer of training at Standard Executors and Trustees and is not significant at the 5% level.. It is recommended that managers make use of classrooms to provide most of the training at S.E.T and also that they make use of a variety of training techniques as opposed to making use of a single approach. The use of on the job training will not be effective in promoting transfer of training at S.E.T, unless it is formalised. Desimone *et al* (2002:194) suggest that on-the-job training will not be effective if it is not done formally, they suggest also that classroom training permits the use of a variety of training techniques and that there is less distraction.

8.4 Appraisal of employee performance has a Pearson Correlation of .069, which indicates that it has no correlation on transfer of training at Standard Executors and Trustees and is not significant at the 5% level. It is recommended that managers provide employees with regular performance feedback to improve transfer of training at Standard Executors and Trustees. Salas *et al* (2003:487) suggest that at most times transfer of training fails because feedback is not constructive and not guided.

8.5 Employee motivation has a Pearson Correlation of .341, which indicates that it has a moderate correlation on transfer of training at Standard Executors and Trustees and is significant at the 5% level. It is recommended that management continue to include employees in all processes that relate to their training needs as this improves motivation. Management should be guided by the strong desire of employees to be given a choice in relation to the training programmes, which they wish to attend provided that these training programmes are aligned to the company's strategic objectives. Wexley and

Baldwin (1986:504) suggest that where trainees are given a choice to set their own learning goals together with the trainer they take greater ownership of goals and this enhances transfer of training.

8.6 Learning ability has a Pearson Correlation of .484, which indicates that it has a moderate correlation on transfer of training at Standard Executors and Trustees and is significant at the 5% level. It is recommended that managers capitalise on the strong learning ability of the employees at Standard Executors and Trustees. It is also important to bear in mind that trainee intelligence promotes self-efficacy and performance, which contributes to the acquisition of skill. Salas *et al* (2001:478) suggest that a trainee's ability to learn has a direct influence on the attainment of job knowledge.

8.7 Supervisory support has a Pearson Correlation of .034, which indicates that it has no correlation on transfer of training at Standard Executors and Trustees and is not significant at the 5% level. It is recommended that senior management encourage line managers and supervisors to create a supportive environment for the transfer of learnt skills. It is further recommended that supervisors continue to build on the current relationships and assist employees to overcome difficult work situations as this may also act as a relapse prevention strategy. Wexley (1984:532) suggests that supervisors must reinforce training by providing trainees with an opportunity to use what they have learnt.

8.8 Goal setting has a Pearson Correlation of .255, which indicates that it has a weak correlation on transfer of training at Standard executors and Trustees and is not significant at the 5% level. . It is recommended that managers set specific and measurable learning and work goals together with employees and also that regular feedback and evaluation sessions be established to ensure that these goals are being achieved. Wexley and Baldwin (1986:504) suggest that where trainees are given the choice to set their own learning goals together with the trainer they displayed greater ownership of goals and this leads to positive transfer of training. They state further that goal setting can be used as a motivational strategy to induce behaviour change.

8.9 Relapse prevention has a negative Pearson Correlation of-.302, which indicates that it has a negative correlation on transfer of training at Standard Executors and Trustees and is significant at the 5% level. It is recommended that relapse prevention techniques be incorporated in all training efforts at Standard Executors and Trustees to ensure that transfer of training takes place and that there is maintenance of the trained behaviour to their jobs over a period of time. Tziner (1991:168) cautions that ignoring possible skills use failure may lead to undesirable post training consequences, which may eventually sabotage the transfer of training process.

8.10 Organisational support has a Pearson Correlation of .015, which indicates that it has no correlation on transfer of training at Standard Executors and Trustees and is not significant at the 5% level. It is recommended that managers investigate the perception that the company does not provide employees with sufficient support to apply learnt behaviour. The perception that there is no organisational support for training will seriously hamper any future training efforts and make the transfer of training at Standard Executors and Trustees very difficult. It is also important for management to investigate the contradiction above because a positive organisational environment will improve employee motivation to learn and to apply learnt behaviour to their jobs. Baldwin and Ford (1988:69) suggest that in organisations with a favourable climate, employees are more likely to apply new knowledge. The aforesaid comments must be read in conjunction with the low reliability obtained for the statements measuring organisational support.

8.11 **Other significant correlations**

The study indicates that there are other significant correlations, which managers need to taking note of and which warrant further investigation to improve transfer of training at Standard Executors and Trustees.

8.11.1 Supervisory support and goal setting has a Pearson correlation of .570; Supervisory support and organisational support has a Pearson correlation of

.414 and Supervisory support and the determination of the need to train has a Pearson correlation of .439. These findings illustrate the significance of supervisory support in relation to goal setting, the determination of the need to train and the creation of a supportive organisational climate. The findings also coincide with research done by Tannenbaum and Yukl (1992:418) which indicate that trainees with supportive managers entered training with a strong belief that training would be useful and that trainees showed stronger intentions to transfer training back to the job.

8.11.2 Goal setting and employee motivation has a Pearson correlation of .461 and Goal setting and organisational support has a Pearson correlation of .347. These findings coincide with research done by Marilyn E. Gist (1990:505) which suggests that goals affect choice by leading people to direct their attention towards goals that are relevant as opposed to goals that are irrelevant. Further to the aforesaid, studies carried out by Wexley and Baldwin (1986:504) demonstrate that goal setting is an effective motivational strategy which may be used to induce behaviour change. They also state that where trainees are given the choice to set their own learning goals together with the trainer, they display greater ownership of goals and this enhances transfer of training.

8.11.3 Ability to learn and transfer of training has a Pearson correlation of .484 and Ability to learn and motivation has a Pearson correlation of .423. These findings coincide with studies carried out by Salas *et al*(2001:478), which have shown that a trainee's ability to learn has a direct influence on the attainment of job knowledge. Studies carried out by them also indicate that self-efficacy, which is the belief that one can perform certain tasks is also a powerful indicator of performance because it motivates trainees to engage in training and also to transfer training back to the job.

Overall this study indicates that employees at Standard Executors have strong perceptions in relation to the most important variables that influence transfer of training in general. The two strongest indicators of transfer of training at Standard

Executors and Trustees are the ability to learn and the determination of training needs. The results of the stepwise regression analysis indicate that these two variables taken as a whole account for 29.8% of the variation in transfer of training. Employees feel that these two factors contribute most to the transfer of training at Standard Executors and Trustees.

While transfer of training does take place at Standard Executors and Trustees the field study shows that after a period of 12 months of having attended training, only 26.2% of employees applied between 41% to 80% of their training to their jobs.
There is therefore significant room for improvement in the company's efforts to get employees to transfer training to their jobs and to get employees to retain trained material for a longer period of time.

A major concern revealed by the study is that employees do not perceive that there is organisational support for training, this statement must take account of the fact that the statements measuring organisational support had a very low reliability value. However because of the importance of organisational support in achieving transfer of training within an organisation, the findings on this variable were commented on throughout the study. Management needs to ensure that the organisation provides employees with sufficient funding, time and opportunity to acquire and to apply new skills to their jobs. Further research needs to be done to investigate employee perceptions on how organisational support influences transfer of training at Standard Executors and Trustees.

8.12 Shortcomings and areas of further research

A major shortcoming of this study is the high percentage of respondents (25%) who remained neutral when responding to various aspects of the research questionnaire. The high percentage of neutral responses warrants further investigation because a positive or negative response from this group of respondents could alter the research findings.
Finally the reliability values obtained for the statements measuring employee perceptions on the influence of organisational support for transfer of training at S.E.T had very low reliability values. It is recommended that organisational support for

transfer of training at S.E.T be researched further because of the significant influence that this variable has on transfer of training. Santos and Stuart (2003:30) state that where employees perceive that there is no organisational support for training they become less motivated and less committed to the organisation.

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APPENDIX - ONE

MBA – Dissertation Questionnaire

This questionnaire has been designed to measure the perceptions of employees, in relation to the factors, which they believe, influences the transfer of training at Standard Executors and Trustees.

Definitions:

Perception – refers to a feeling or impression about something.

Transfer of training or the application of training – refers to the extent to which employees apply the skills and knowledge which they gained in training, to their jobs.

Permission to circulate this questionnaire has been obtained from top management.

The questionnaire does not require you to put your name to it, your will therefore remain anonymous.

Please put a cross in the block, which you feel most strongly reflects your feelings about the statement being made.

1. When was the last time you attended any form of training?

0 to 3 months ago	6 months ago	12 months ago	2 year ago	Never trained

2. What percentage of training do you believe you applied to your job immediately after attending training?

0% to 20%	21% to 40%	41% to 80%	81% to 100%	Unsure

3. What percentage of training do you believe you applied to your job 12 months after attending a training program?

0% to 20%	21% to 40%	41% to 80%	81% to 100%	Unsure

4. I apply the skills I have learnt during training to my job.

Strongly Disagree	Disagree	Neither agree / Nor disagree	Agree	Strongly Agree

5. Training is not effective in improving my job performance.

Strongly Disagree	Disagree	Neither agree / Nor disagree	Agree	Strongly Agree

6. I believe that training provides me with an opportunity for promotion.

Strongly Disagree	Disagree	Neither agree / Nor disagree	Agree	Strongly Agree

17. I have found that the contents of training courses I have attended are directly related to my work goals.

Strongly Disagree	Disagree	Neither agree / Nor disagree	Agree	Strongly Agree

18. I have found that role-playing is an effective way to improve my learning.

Strongly Disagree	Disagree	Neither agree / Nor disagree	Agree	Strongly Agree

19. I have found that the use of multiple examples in training has helped me to learn more effectively.

Strongly Disagree	Disagree	Neither agree / Nor disagree	Agree	Strongly Agree

20. I have found that training which is broken into modules helps me learn more effectively.

Strongly Disagree	Disagree	Neither agree / Nor disagree	Agree	Strongly Agree

21. I have found that a condensed training program (of 1 to 3 days) is an effective way of running a training program.

Strongly Disagree	Disagree	Neither agree / Nor disagree	Agree	Strongly Agree

22. I have found that noise levels interfere with my ability to learn while training on the job.

Strongly Disagree	Disagree	Neither agree / Nor disagree	Agree	Strongly Agree

23. I have found that interference from my colleagues, while training on the job makes learning less effective.

Strongly Disagree	Disagree	Neither agree / Nor disagree	Agree	Strongly Agree

24. I have always had the opportunity to apply what I have learnt, immediately after attending training.

Strongly Disagree	Disagree	Neither agree / Nor disagree	Agree	Strongly Agree

25. I have found that training in a classroom improves my ability to learn because there is less noise.

Strongly Disagree	Disagree	Neither agree / Nor disagree	Agree	Strongly Agree

26. I have found that training in a classroom is more effective because we can use a variety of training techniques.

Strongly Disagree	Disagree	Neither agree / Nor disagree	Agree	Strongly Agree

27. I have found that classroom training is not effective because I am worried about being away from work.

Strongly Disagree	Disagree	Neither agree / Nor disagree	Agree	Strongly Agree

28. I feel that writing a test immediately after attending a training program helps improve my ability to learn.

Strongly Disagree	Disagree	Neither agree / Nor disagree	Agree	Strongly Agree

29. Feedback from my trainer about my performance during training, improves my ability to learn.

Strongly Disagree	Disagree	Neither agree / Nor disagree	Agree	Strongly Agree

30. Feedback from my manager about my performance on my job, after attending training improves my ability to apply learnt skills to my job.

Strongly Disagree	Disagree	Neither agree / Nor disagree	Agree	Strongly Agree

31. I am motivated to attend training courses because management provides sufficient funds for my training needs.

Strongly Disagree	Disagree	Neither agree / Nor disagree	Agree	Strongly Agree

32. I am not motivated to attend training because I feel that an improvement in my skills will not lead to any increases in my remuneration.

Strongly Disagree	Disagree	Neither agree / Nor disagree	Agree	Strongly Agree

33. The opportunity to improve my competence on my job motivates me to undergo training.

Strongly Disagree	Disagree	Neither agree / Nor disagree	Agree	Strongly Agree

34. I feel that having a say in which training programs I wish to attend, motivates me to attend training.

Strongly Disagree	Disagree	Neither agree / Nor disagree	Agree	Strongly Agree

35. I feel confident about my ability to learn new skills.

Strongly Disagree	Disagree	Neither agree / Nor disagree	Agree	Strongly Agree

36. The company provides me with the necessary equipment, to apply the skills I have learnt in training to my job.

Strongly Disagree	Disagree	Neither agree / Nor disagree	Agree	Strongly Agree

37. The company provides me with adequate time, to apply the skills I have learnt in training to my job.

Strongly Disagree	Disagree	Neither agree / Nor disagree	Agree	Strongly Agree

38. The company does not provide me with the necessary opportunity to practice the new skills I have learnt in training.

Strongly Disagree	Disagree	Neither agree / Nor disagree	Agree	Strongly Agree

39. I am more likely to attend training if my manager/supervisor encourages me to attend.

Strongly Disagree	Disagree	Neither agree / Nor disagree	Agree	Strongly Agree

40. My supervisor has a good knowledge of the contents of the training programs I attend.

Strongly Disagree	Disagree	Neither agree / Nor disagree	Agree	Strongly Agree

41. I am more likely to apply what I have learnt in training if my colleagues give me their support.

Strongly Disagree	Disagree	Neither agree / Nor disagree	Agree	Strongly Agree

42. My supervisor helps me to apply the skills I have learnt in training, to my job.

Strongly Disagree	Disagree	Neither agree / Nor disagree	Agree	Strongly Agree

43. My supervisor helps me to overcome problems I encounter when applying what I have learnt in training.

Strongly Disagree	Disagree	Neither agree / Nor disagree	Agree	Strongly Agree

44. I have clear work goals which I wish to achieve as a result of my training.

Strongly Disagree	Disagree	Neither agree / Nor disagree	Agree	Strongly Agree

45. I am motivated to learn if I am given the opportunity to set my own learning goals.

Strongly Disagree	Disagree	Neither agree / Nor disagree	Agree	Strongly Agree

46. I am more likely to apply my training if my work goals are specific.

Strongly Disagree	Disagree	Neither agree / Nor disagree	Agree	Strongly Agree

47. I feel my learning goals are challenging.

Strongly Disagree	Disagree	Neither agree / Nor disagree	Agree	Strongly Agree

48. I am more likely to apply my training, if my work goals are measurable.

Strongly Disagree	Disagree	Neither agree / Nor disagree	Agree	Strongly Agree

49. I find it difficult to change my work habits to fit-in with the new skills I have learnt.

Strongly Disagree	Disagree	Neither agree / Nor disagree	Agree	Strongly Agree

50. I have fallen into a habit of doing my job in a certain way and find it difficult to change the way in which I do it.

Strongly Disagree	Disagree	Neither agree / Nor disagree	Agree	Strongly Agree