INFLUENCE OF WORKPLACE ENVIRONMENT ON TRANSFER OF LEARNED SKILLS IN STATE CORPORATIONS IN KENYA

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A thesis Presented to the Institute of Postgraduate Studies of Kabarak University in Partial Fulfilment of the Requirements for the Award of the Degree of Doctor of Philosophy in Business Administration (Human Resource Management Option)

KABARAK UNIVERSITY

NOVEMBER, 2020

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DEDICATION

This thesis is dedicated first to the Almighty God for His gracious provision and guidance. Secondly to my loving family starting with my dear wife Lilian, my adorable daughters Teresa, Samantha and my sons Dylan and Jaden for always understanding me in times when they had to do without my presence during my study period. I will always be grateful.

ABSTRACT

The success of any training programme can be gauged by the extent to which learned skills are transferred back to the workplace and utilized by employees. This study sought to assess the influence of workplace environment on the transfer of learned skills in State Corporations in Kenya. The specific objectives of the study were: To establish the influence of management support on transfer of learned skills in State Corporations in Kenya; to determine the influence of peer support on transfer of learned skills in State Corporations in Kenya; to determine the influence of employee rewards on transfer of learned skills in State Corporations in Kenya; to establish the influence of availability of relevant resources on transfer of learned skills in State Corporations in Kenya and to assess the moderating influence of motivation on the relationship between workplace environment and transfer of learned skills in State Corporations in Kenya. The study adopted a descriptive study design and targeted employees of 202 State corporations in Kenya. The State corporations are categorized into 8 major groups and each category was considered in the study. From the 202 state corporations, the researcher obtained a sample of 20 state corporations, which form 10% of the list of State Corporations. The 20 sampled state corporations had a total 40467 employees. The researcher applied Slovin's formula to determine the appropriate sample size and used proportionate stratified sampling to get a sample of 396 respondents for the study. Data was collected by use of structured questionnaires. Data was analyzed using SPSS Version 24 to generate descriptive and inferential statistics and presented with the help of frequency tables. Correlation analysis was used to test the direction of relationship between the independent variables and the dependent variable. Regression analysis was used to test whether the independent variables had any influence on the dependent variable. The findings indicated that there exists a moderate positive and significant relationship between management support and transfer of learned skills in State Corporations in Kenya. In addition, the study established that there is a positive and significant relationship between peer support and transfer of learned skills in State Corporations in Kenya. The study also established that there is a positive and significant relationship between availability of rewards and transfer of learned skills in State Corporations in Kenya. It was also established that there is a statistically significant relationship between availability of relevant resources and transfer of learned skills in State Corporations in Kenya. In addition, the findings indicated that motivation has a significant influence on the relationship between workplace environment and transfer of learned skills in State Corporations in Kenya. Based on the findings and conclusions of this study, the researcher recommends that managers in State corporations in Kenya should regularly check whether employees put into practice what they learn in training and regularly give them feedback on how they are progressing in applying the skills learnt in training. The management should also help employees when they have problems in applying their new skills in the work place.

Key words: Work environment, transfer of learned skills, management support, peer support, rewards, resources, motivation

TABLE CONTENTS

LIST OF TABLES

LIST OF FIGURES

ABBREVIATIONS AND ACRONYMS

GOK   Government of Kenya

HR   Human Resource

HRD   Human Resource Development

VIF   Variance Inflation Factor

OPERATIONAL DEFINITION OF TERMS

Employee Rewards: These are benefits given to employees because of applying their learned skills, knowledge, behaviour and attitude during training back in the work place.

Management support: The extent to which managers encourage and help employees to use knowledge, skills and abilities acquired in training to do their job.

Peer support: The extent to which fellow employees encourage and support use of training

Resources: Assets and other forms of facilitation that an organization provides for the employees to use in applying skills learned in training.

State Corporations: This refers to a nationalized corporation publicly owned by the state or government and is a legal entity created by a government to undertake specialized activities, with a view to develop and grow its economy.

Transfer of Learned Skills: The extent to which knowledge, skills, and abilities acquired in a training setting result in sustained change in the way work is performed back in the workplace. It can also be referred to as transfer of training, training transfer or skills transfer.

Workplace Environment: Factors perceived by trainees that can encourage or discourage their use of knowledge, skills and abilities learned in training in the real workplace environment.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Transfer of learned skills is defined as the application of what is learned in a training programme back on the job (DeSimone, et al., 2012). According to Brown et al. (2013), transfer of learned skills is the application of skills gained from training back in the workplace. It includes the maintenance of the skills learned and the behaviour change over time (Ford, et al., 2018). The skills possessed by employees in the work place are critical to the success of every organization.

According to Daneshmandi (2017), training is one of the vital strategies of organization, which helps employees to achieve necessary attitudes, skills, and knowledge to deal with changes and challenges. Training plays a vital role in organizational development, improving performance, increasing productivity, and eventually puts organizations in the best position to face competition and stay at the top. According to (Ngure, & Njiru, 2013), training is one of the ways through which the government ensures that its employees are kept abreast with global trends, emerging issues and technology.

Due to the importance of training, organizations and governments all over the world spend billions of money and many other resources in training their employees. According to a 2016 State of industry survey carried out by The Association for Talent Growth, companies in the United States invested an average of $1,252 per employee in training their staff in the year 2016 alone (ATD, 2016). According to the report, total spending on training in the United States reached over $70 billion. A survey conducted in Europe in 2010, established that on average, European

organizations spend 1.6%of their labour costs on training. In Kenya, according to the Kenyan Government Recruitment policy, 2% of the government budget is set aside each year to train public servants (GOK, 2015).

Several scholars such as Beer, et al. (2016), Chiaburu, et al. (2010), Ford, et al. (2018); Grossman and Salas (2011) have established that it is not enough to train employees, a follow up of the training is necessary to ascertain whether the skills learned have been transferred to the workplace. The success and effective functioning of organizations depends not only on the training but also on transfer of learned skills to the workplace in order to achieve the organizational objectives (Bulut, & Culha, 2010).

Successful transfer of learned skills into performance outputs and outcomes is essential for organizations as it demonstrates return on investment. It helps justify the money spent on training initiatives and the value derived from the training and development initiatives (Raliphada, 2013). Unfortunately, reports across the world do not reflect great success in the transfer of learned skills from training to the workplace. Blume et al. (2010) note that regardless of the large investments in training, organizations remain unsure about the extent to which employees perform differently once back on the job. In most cases, it has been found that only a small proportion of learned skills are actually transferred back to the job (Pham, et al., 2010).

Several scholars; Sookhai and Budworth, (2010) Leimbach, (2010), Beer et al. (2016), Abdullah, & Suring (2011) estimate that the percentage of skills lost due to poor transfer of learned skills ranges from 80% to 85%. In addition, according to Lim and Nowell (2014), only 21 percent of organizations assess the level of transfer of training

of their employees in Cham, Switzerland. The ultimate aim of any training programme is the application of knowledge, skills and attitudes in the workplace. Over the years, it has become clear that transfer of learned skills is a continuous process that requires action before, during and after training (Salas, 2012). It is also a complex process with different factors and stakeholders interacting and influencing the eventual outcome (Burke & Saks, 2009). Thus, transfer of learned skills has gained prominence among scholars who have attempted to establish the contributing factors.

1.1.1 Global Perspective on Transfer of Skills

At global level, Tumentsegtoo (2013) conducted a study in Mongolia based on the Mongolian public service. The study indicated that the Government of Mongolia has invested a significant amount of capital, time and energy to train and grow workers or civil servants with the requisite expertise and skills to enhance their job performance. Several training programs for civil servants have been developed to strengthen their awareness, skills and productivity. However, many complaints have been directed toward civil servants for their ineffectiveness and inefficiency (Tumentsegtoo, 2013). This means that most of the training programs did not achieve the desired results. According to Tumentsegtoo, the reason behind that was the work environment, which did not facilitate easy transfer of learned skills. The work environment was described as hierarchical, bureaucratic, and centralized, (Tumentsegtoo, 2013).

According to Kueh, (2015), Malaysia's government has a dream for the country to become a completely industrialized nation by 2020. They stated that Malaysia needs a skilful and experienced workforce to succeed effectively in addressing the obstacles ahead. To this end, the Government of Malaysia maintains that its employees are

trained to gain the necessary knowledge and skills. In order to ensure that these employees are equipped with the necessary knowledge and skills, the Malaysian government has given particular attention to workplace training as a tool for improving employees' job performance. This has included programs such as management training (for example, human resource management; strategic management; financial management). According to Abdullah and Yazam, (2009), employers in Malaysia are expected to spend the equivalent of at least one per cent of their employee's salary on training annually.

1.1.2 Regional Perspective on Transfer of Skills

In South Africa, according to Raliphada (2013), many government departments spend 1% of the payroll on training of public servants. The South African Qualifications Authority ensured that the training was of good quality. Nevertheless, she observed that the transfer of learned skills to the workplace was still low. A study conducted by Kekwaletswe (2016) in South Africa on medium to large enterprises found that the extent to which employees are engrossed in organizational commitment and fully involved in their jobs would drive them to be desirous in making persistent and intense efforts towards utilizing skills and knowledge learned in the work settings. In addition, the findings of the study highlighted that transfer motivation is a fundamental element in the transfer of learned skills. The author concluded that the issues of relevant skills shortage may be curbed through knowledge and skills transfer using learning management systems as enabling tools, so long as the systems are contextualized to the organizational culture and the background of employees.

In Nigeria, The Nigerian government has attempted to boost the skills and professionalism of its employees through various training programmes. The aim is to

foster economic growth and compensate for deficits in Nigeria's education system. (Bukar, & Mwajim, 2012). Training in the Nigerian public sector is also meant to enhance the efficiency of activities and to enable workers deal with the pressures of their work. Vitcet and Nguyen (2016), noted that new teaching-learning and training methods are arising due to the modern-day revolutionary in the economic, labour and technological world of workforce. According to different reform measures, training and development efforts in the Nigerian public service did not yield the desired results (Yakubu, 2011).

1.1.3 Kenyan Perspective on Transfer of Skills

In Kenya, Kimeli et al. (2018) evaluated the influence of training on post training employee work behaviour of 197 public service field supervisors who had attended a senior management course offered at Kenya School of Government in Kenya ,three months prior to the study. The study concluded that while, there was significant difference between trainees pre-training and post training work behaviour, there was no evidence to support the influence of management training intervention on trainees' increased compliance to procedures regulations, systems, policies, ability to complete tasks in time and ability to make better decisions.

Njoka, (2016) investigated the factors influencing transfer of learned skills among employees of the University of Nairobi. Data from the analysis found that the job atmosphere significantly affected the transfer of learned skills. Findings revealed that the University provided a fair work environment that helped in transfer of learned skills. University employees who had gone for training were required to incorporate the knowledge gained on their jobs. There was fair collaboration and encouragement

from the colleagues to enhance transfer of learned skills. The biggest concern was shortage of enough resources to practice some of the skills learned.

A study conducted by Njeru (2014) sought to establish factors influencing the transfer of learned skills amongst employees of major commercial banks in Kenya, The study established that extent of support in the organization (policies, reward systems and managerial behaviour) and organizational environment affected transfer of learned skills to a great extent. Mwambu, (2016) conducted a study to explore the factors that influenced the transfer of learned skills as a key driver of strategic growth at Kenya Aerotech Limited in Nairobi. The study concluded that the availability of a clear plan to train employees in the areas required for their jobs affected their ability to transfer new skills in a training program and this enhanced their cognitive skills. The active support from managers and supervisors to their team members, aided in transferring new knowledge and skills acquired from training programs.

Mwangi et al. (2018) noted that for effective transfer of learned skills, the knowledge and skill transfer processes needed to be supported by Information Communication Technology (ICT). ICT is recognized as an important enabler for knowledge and skills transfer processes. ICT is an important tool for transferring explicit knowledge between people in the organization as it supports communication and enables collaborative learning. Information communication aiding technologies help to accelerate the speed of knowledge transfer within firms.

The expenditure and efforts put in training signals that governments and companies across the world understand that to achieve development and gain competitive advantage, they need to invest in training initiatives and provide staff with the

requisite skills to stay employable and become more successful and creative (Hurt, 2016).

A core issue for scholars and Human Resource practitioners thus, remains to better understand the factors and conditions that influence transfer of learned skills and develop appropriate interventions to increase the likelihood that the learned competences will be transferred back to the workplace (Bjerregaard, et al., 2016). In this regard, different factors have been identified and various models developed to grasp the complex process underlying transfer of learned skills. However, a model by Baldwin and Ford (1988) laid the foundation for transfer of training research and is still the most frequently cited transfer model in the literature (Blume et al., 2010).

According to Baldwin and Ford's model, there are three categories of input factors that affect training transfer: trainee factors, training design factors and work environment factors. Each of these categories has an influence on the immediate output of training, the learning and retention of the training programme. According to Blume et al. (2010) in contrast to training design and trainee characteristics, work environment factors have the advantage to be more in control of the HRD department and the organization at large, and can, thus, be actively managed to enhance training effectiveness. Hence, this study will focus on work place environment factors that affect transfer of learned skills.

1.1.4 Workplace Environment

Workplace environment refers to the place where employees work and perform their daily duties, Blume et al. (2010). It has also been referred to as the transfer climate or those factors perceived by trainees that can encourage or discourage their use of knowledge, skills and abilities learned in training in the real workplace environment

(Cromwell, & Kolb, 2004). An open and supportive environment is essential for employees to feel safe in the workplace and engage totally with their responsibility (Fearon, 2013).

According to Nga et al. (2010), no matter how motivated employees were before and after training, they may not be able to transfer what they have learnt if environmental obstacles exist in the organisation. Scholars researching transfer of learned skills agree that some tools and techniques can either help or hinder the application of learned skills back in their organizations (Saks, & Burke-Smalley, 2014). A good working environment provides occasions to apply new skills and cues to remind employees about the skills learnt (Liebermann & Hoffmann 2008).A study by Tumentsegtoo, (2013), in Mongolia established that public organization is bureaucratic and hierarchical which may affect the process of training transfer.

McCracken et al. (2012) conducted a study among Canadian and Northern Ireland public servants who had completed a training. The study identified challenges such as high turnover in government, poor succession planning, coupled with bureaucratic and hierarchical systems have the ability to influence the training transfer process few opportunities to practice new skills, weak links between training activities and organizational skill requirements, continuous structural change, insufficient resources, and a prioritization of task output over skill development as affecting performance of employees. Such challenges have resulted in calls for more research into learning transfer in government sectors.

Bushiri, (2014) noted that working environment plays an important role towards the employees 'performance in the Institute of Finance Management in Dar es Salaam region. Work environment is argued to impact immensely on employees' performance

either towards negative or towards the positive outcomes (Chandrasekar, 2016). In Tanzania, a study by (Bushiri, 2014). Established that working environment plays a vital role in motivating employees at the institute of finance management in Dar es Salaam region to perform their assigned job. It is the responsibilities of the organization to provide friendly working environment which will influence employees to work comfortable and perform their job Employee's will improve their performance if work environment problems are tackled by the management.

In Kenya Njoka (2016) did a study among 129 staff of Nairobi University .The study established that work environment was important in assisting transfer of training. In her study, Enane (2016) sought to establish the factors that influence transfer of learned skills among employees of Vihiga County Government, Kenya .The study established that the county had created a conducive environment for this transfer to take place. The study confirmed the key factors to be the extent to which the knowledge gained is understood included, expected monetary reward and overall organizational purpose for training.

1.1.5 Training in State Corporations in Kenya

In Kenya, State Corporations are established under the State Corporation Act No. 11 of 1986 CAP 446 of the laws of Kenya. State corporations have been undergoing reforms to help improve on service delivery through performance improvement strategy (G.O.K, 2013). Government efforts to enhance efficient public service delivery include enhanced capacity building and training for public servants including employees of Kenyan state corporations. (GOK, 2015).

Training of Kenyan public servants including employees of state corporations is governed by policies released by the government from time to time. The Strategy for

economic recovery strategy (ERS) for example, emphasizes the developing a clear recruitment and training policy aimed at ensuring proper supply and development of skills in the civil service. It pegs employee promotion on both performance and training (GOK, 2003). According to the current Human Resource Development Policy in the Kenyan Public service, from the year 2000, there was a paradigm shift in government training policy that emphasized on short term job-related courses for performance improvement and leadership development as opposed to long-term training programmes that focused on employee promotion (GOK, 2015). The policy states that every public servant must undergo a compulsory five days training each financial year (GOK, 2015).

As part of Kenya's vision to become a newly industrialized nation by the year 2030, the Kenyan government has enhanced training and development activities to improve the service quality and productivity of public sector workforce. The training and capacity building efforts in the Kenyan public sector are geared to developing the necessary skills and competencies in public servants to improve service delivery and drive the national development agenda. The Sessional paper number 1 of 2012 on National Vision 2030 states that Kenya's global competitiveness depends on the ability to create a human resource base that will be consistently exposed to retraining and access to technological learning within employees (GOK, 2012).

The Government of Kenya has established The Kenya school of Government through the Kenya School of government Act number 9 of 2012. The act put together the former Kenya Institute of Administration (KIA). The Electronic Learning and Development Institute (ELDI) and four former Government Training Institutes (GTIs) to form one State corporation, which trains public servants with the aim of improving,

service delivery to the Kenyan Citizens. The school has a role of organizing training programs aimed at inculcating positive values and attitudes, strengthening of skills, and enhancing the knowledge of public officers.

1.2 Statement of the Problem

Organizations all over the world spend a lot of money on training their employees with the hope that the employees will learn skills and later utilize those skills in work situations to meet organizational objectives. However, several scholars have established that many training programmes fail to deliver the expected results, that is, only a small percentage (15-20%) of training is transferred back to the workplace (Leimbach, 2010; Sookhai & Budworth 2010; Beer et al, 2016; Chiaburu et, al 2010; Ford, et al., 2018; Grossman & Salas 2011; Abdullah, & Suring 2011).

Several scholars have explored factors in the training environment, like training design, that contribute to the success or failure in transfer of learned skills in organizations (Cook, et al., 2013; Towler, 2014; Brown, et al., 2013). However, while many scholars report positive evaluation and success at the classroom stage for example (Roediger, & Butler 2011; Kimeli 2018; Ngure & Njiru, 2013), others researchers have found it necessary to go beyond the classroom to look at the workplace influence on transfer of learned skills. At the global level, the works of Oude Groote et al. (2015) among the managers of cleaning agency shows that workplace environment can influence training transfer. Tonhauser and Buker, (2016) in their systematic and comprehensive analysis of the recent empirical studies regarding the factors that influence learning transfer in the context of vocational training initiatives found a positive correlation between learning transfer and work environment. They found that transfer climate or work environment contributed about

11

54% of the variation in learning transfer success. However, a study by Waller, (2012) study found work environment to be a weak predictor and facilitator of transfer of training. This contradiction in findings indicates need for further study in the area.

In Kenya a study by Njeru (2014) sought to establish the factors affecting transfer of knowledge from training to the job among employees of large commercial banks in Kenya. The study established that knowledge of the subject matter and professional experience affected transfer of knowledge from training to the job. Mwambu (2016) conducted a study on factors that influence the transfer of training as a key driver of strategic growth that Kenya Aerotech Limited in Nairobi. The study concluded that the availability of a clear plan to train employees in the areas required for their jobs affects their ability to learn and apply new skills acquired from a training program, thus enhancing their cognitive skills.

One of the main objectives of training in State Corporations in Kenya is service delivery improvement. Service delivery is one of the strategic components for driving the transformation of Kenya's governance system under the vision 2030, (GOK 2012). To this end, State Corporations in Kenya have committed a lot of money and other resources in training their employees. According to the Public Service Commission of Kenya 2017/2018 Status Report on Implementation of National Values and Principles in the public service, State Corporations and SAGAs spent 5.2 billion in training their employees (GOK, 2016). Although many resources have been used in trainings, the quality of services offered to the citizens has not significantly improved. According to a survey by the Public Service Commission of Kenya, in 2016, the Kenyan citizens' satisfaction with services and good provided by state corporations stood at 42.6%. (GOK, 2016). Although the studies indicated above and

several others have attempted to shed light on factors that could affect transfer of learned skills in Kenya, the studies did not focus on transfer of learning in State corporations in Kenya. This study sought to fill this gap.

1.3 Objectives of the Study

The study was informed by both the main objective and the specific objectives.

1.3.1 General Objective

The main objective of the study was to establish the influence of workplace environment on transfer of learned skills in State Corporations in Kenya.

1.3.2 Specific Objectives

This study sought to achieve the following specific objectives:

i. To establish the influence of management support on transfer of learned skills in State Corporations in Kenya.

ii. To determine the influence of peer support on transfer of learned skills in State Corporations in Kenya.

iii. To determine the influence of employee rewards on transfer of learned skills in State Corporations in Kenya.

iv. To establish the influence of availability of relevant resources on transfer of learned skills in State Corporations in Kenya.

v. To assess the moderating influence of motivation on the relationship between workplace environment and transfer of learned skills in State Corporations in Kenya.

1.4 Research Hypotheses

The following null hypotheses guided the study:

$H0_1$: Management support has no significant influence on transfer of learned skills in
State Corporations in Kenya

$H0_2$: Peer support has no significant influence on transfer of learned skills in State
Corporations in Kenya.

$H0_3$: Employee rewards have no significant influence on transfer of learned skills in
State Corporations in Kenya.

$H0_4$: Availability of relevant resources has no significant influence on transfer of
learned skills in Kenyan State Corporation.

$H0_5$: Motivation has no significant moderating influence on the relationship between
workplace environment and transfer of learned skills in Kenyan State
Corporation.

1.5 Significance of the Study

The study yielded useful findings that will inform HRM practice and research
especially in the context of the public sector in Kenya where limited research has been
conducted. Human Resource Management and Development practitioners in the
public sector will use the findings to properly plan and implement the important
training function to minimise the negative effects of non-transferring of skills.

Training policy makers in government will also, benefit from the findings from this
study, which will contribute to the knowledge base on what factors, should be taken

into consideration for improving and enriching the training policy. This study is also likely to attract the readership of the general public and other researchers because Transfer of learned skills is a concept that is relevant even to educationists and other people undertaking or designing different leaning programmes at all levels.

1.6 Scope of the Study

The purpose of the study was to establish the influence of workplace environment on the transfer of learned skills in State Corporations in Kenya. The main aspects investigated were management support, peer support, reward system, availability of relevant resources, motivation and transfer of learned skills. The unit of analysis was State Corporations in Kenya, which are categorized into 8 major groups. From the HR records of respective state corporation the study limited itself to respondents who had undertaken at least five day training within a period of one year preceding the date of responding to the questionnaire since the Kenyan Public Service Human Resource Development policy states that all employees shall be given at least five days training in each financial year (Gok, 2015). The study was conducted from November 2018 to November 2019.

1.7 Limitations and Delimitations of the Study

The respondents in certain instances were unwilling to answer all the questions in the questionnaire as some of the questions were not easy to interpret they required some assistance from the researcher. The researcher and the research assistance clarified all the issues that were not clear to the respondents. Another limitation was that the respondents were reluctant to fill the questionnaires in fear of their privacy. The researcher persuaded them by assuring them of confidentiality and that they did not need to mention their names and organizations. The limitation was further mitigated

by a letter of introduction, which provided assurance to the respondents of confidentiality in handling of information they provided.

1.8 Assumptions of the Study

The study assumed that the respondents were honest enough in answering questions they were asked by the researcher. The study also assumed that the sample is a representative of the population. The study further assumed that the participants within the various state corporations have similar characteristics in terms of perception of training and organization culture.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews literature on the influence of workplace environment on transfer of learned skills. The literature reviewed includes; theoretical framework of the study including theories and models of transfer of learned skills and empirical work on transfer of learned skills. The chapter also includes the conceptual framework that the study was based on.

2.2. Theoretical Review

The process through which learning takes place and the skills transferred by employees to the work situation have been explored by several authors, some of the theories include: The goal setting theory, and the expectancy theory.

2.2.1 Goal Setting Theory

The goal setting theory was put forward by Edwin Locke in the 1960s and expounded by Latham in 1990 (Locke, & Latham 1990). A goal can be defined as an observational or measurable organizational outcome to be achieved within a specified time limit (Locke, & Latham 2002). Goals serve a directive function by directing employees' attention and effort towards goal-relevant activities and away from goal-irrelevant ones, Locke (1968). Goals direct behaviour and help organizations to focus on certain activities, which enable them, achieve what they want. They mobilize effort in proportion to perceived requirements of the goal or task, (Locke, & Latham 2002). According to (Lunenberg, 2011), goal setting is a motivational tool commonly used in organizations as a mechanism for directing the efforts of individuals at work and establishing a framework for evaluating success. The main argument of goal setting theory is that challenging and specific goals along with appropriate feedback

contribute to higher and better task performance. Goals indicate and give direction to an employee about what needs to be done and how much effort is required to be put in in order to achieve organization objectives. Evidence suggests that there is increased incentive when workers participate in setting goals, rather than managers setting the goals on their own, (Martin, et al., 2015). Goal-setting theory stresses the importance of concrete, demanding performance goals and the dedication of workers to those goals as main motivational determinants (Newstrom, 2011).

Transfer of learned skills can be enhanced if right from the onset, managers set goals in consultation with trainees. This will ensure that the trainees' goals are aligned to organization goals and guarantee commitment from the employees. Goal-setting research stresses the importance of getting employees committed to team goals, because without such commitment it is unlikely that the setting of goals will be motivating (Riggio, 2014). According to Stanne et al. (1999), without mutual agreement on goals, trainees may pursue their own goals during the training. He further reiterates that when people perceive that the attainment of other people's goals might decrease the probability of attaining their own goal, they tend to withhold information and ideas, as well as even acting to obstruct others from perusing their own goals.

When the goal is clear, the employees who go for training are keener in the training programme and eventually are likely to transfer the skills learned as opposed to those who went for training without a specific goals. As per the goal setting theory, transfer of learned skills will be enhanced when the management together with trainees set goals before training so that as the participants go for training, it is very clear to the trainees what is expected of them.

Goal setting theory is the basis for monitoring progress in performance management. According to Harkin et al. (2015), monitoring goal progress is a crucial process that comes between setting and attaining a goal. This means that the monitoring of progress towards a goal, rather than just the formulation of it, seems to motivate people towards such specific attainment. Harkin et al. (2015), further reiterate that the effect of goal setting can be enhanced when it is combined with some form of performance feedback or progress monitoring (in particular when the outcomes are reported or somehow made public), and when people specify when, where and how they will achieve their goals. Hence, one of the support that may influence transfer of training is the managers checking progress of the staff towards attaining goals.

Another aspect of goal setting is that goals must be sufficiently challenging so that they can motivate employees. A randomized controlled study by (Corgnet, 2015), found that low-ability workers for whom goals were likely to be challenging increased their performance by 40% in the goal setting treatment with respect to the baseline, while high-ability workers achieved the same level of performance across treatments This finding confirms the outcome of a previous randomized controlled study by (Jeffrey, 2012) that 'ability-based' goals are more effective at improving performance than a 'one-size-fits-all' approach, where everyone is assigned the same performance target .

The goal setting theory attempts to explain how and why activity in pre-training, training, and post-training phases is encouraged or restricted. It also explains how goal setting affects performance. It is however unclear how exactly it energizes employees to transfer learned skills. Whereas goal-setting theory attempts to explain

19

transfer of training, it does not account for other factors in the workplace, which may influence transfer of learned skills.

2.2.2 Expectancy Theory

The expectancy theory was proposed by Vroom, (1964) in an attempt to explain the psychological processes that cause motivation. He defined expectancy as a momentary belief regarding the probability of a specific act preceding a particular outcome. According to the theory, workers have personal goals that they like to accomplish and they work in organizations for this purpose. Organizational incentives or job results may meet some of the personal goals that workers have. The theory further illustrates how an individual chooses certain paths of actions over others and, and how the choice is linked to the objectives (Skemp-Arlt, & Toupence, 2007).

The theory underscores the importance of rewards and emphasizes that the relationship between organizational rewards or work outcomes and personal goals is important i.e. to what degree the organizational rewards meet the personal goals of an employee and how desirable these rewards are for the employee. The theory further posits that work outcomes depend on employees' individual performance. Also important is the degree of confidence that individual employees have that their effort can yield to a reward. It further clarifies that how individuals view the chances that personal effort will lead to high performance, (Staples, et al., 2006). According to Lunenburg (2011), people will be motivated if they believe that their effort will lead to good performance and good performance will lead to desired rewards. According to Vroom (1964), the expectancy theory is based on four suppositions. The first is that individuals enter organizations with expectations about their needs, motives and prior experience. Those affect how individuals respond to the organization. A second

supposition is that the action of a person is the product of deliberate decision. That is, people are able to select their actions based on their own expectancy calculations. A third assumption of the theory is that employees expect various things from their employers (e.g. decent pay, work stability, promotion and challenge). A fourth assumption is that people choose between alternatives to maximize their specific goals.

Expectancy theory can be explained by the relationship of three main variables; expectancy, instrumentality and valence: Expectancy describes the subjective likelihood of the action that results in an outcome (called the first stage result). The expectation value range between 0 and 1. 0 level of expectation means no change in performance will result in the maximum effort. In other words, the chance of performance improvement is nil. Level 1 expectancy means actions will result in very good performance. In order for an individual to be motivated to perform a certain task, she must believe that if she exerts enough effort, she will be able to achieve whatever level of performance is required (Lambright, 2010).

Instrumentality is an employee's perception of the likelihood that performance will lead to organizational rewards or outcomes such as higher salaries, bonuses, promotion. The instrumentality rating also varies from 0 to 1. For example, an employee would be motivated by the desire to get higher bonuses to achieve better results or superior performance. Therefore, better results, superior performance, or the first level result will be instrumental in getting higher bonuses or a second-level outcome. An individual must also believe that his/her performance will result in a particular outcome. An individual may view an outcome as desirable depending on the valence. Valence measures the appeal, preference, value or liking of the

employee's rewards or work outcomes. Its value could range between -1 and + 1 (Bandura, 2006).

According to Vroom (1964), work outcomes may be   stress or   can also be pay raise or promotion. Stress or fatigue can have relatively negative valences but pay raise or promotion can have strongly positive valences. However, for motivation it is critical that sum total of valences to be positive. Valence may vary from one person to another person. Expectancy, instrumentality, and valence are each considered necessary but not sufficient conditions for motivation. In other words, an individual must have all three beliefs to be highly motivated.

According to Johnson et al (2012), some of the factors that are said to raise employee performance include the availability of relevant resources and help needed to successfully complete the work and incentives. The expectancy theory suggests the use of specific rewards as a basis for performance improvement. The theory can be used to predict the behaviour of employees who have completed training. The implication for transfer of learned skills is that training would occur if there are rewards and if there are enough resources to perform the given tasks. Expectancy theory makes no attempt to define specific types of needs of rewards, but tries to explain that these needs exist and may be different for every individual. It therefore measures the strength of the individual's motivation to behave in a particular way.

Managers should try to increase the belief that good performance will result in valued rewards. Ways of doing so include measuring job performance accurately; describing clearly the rewards that will result from successful performance; describing how the employee's rewards were based on past performance; providing examples of other employees whose good performance has resulted in higher rewards. In essence,

managers should directly link the specific performance they desire to the rewards desired by employees. It is important for employees to see clearly the reward process at work.

Some of the merits of the expectancy theory are for example that it establishes the links between effort and performance, performance and rewards and rewards and personal objectives. The managers can therefore create a work environment, community and culture that will improve employee motivation levels by recognizing the factors that drive individual employees. It also explains many of the phenomena related to the actions of employees, work performance, morale of employees and others found in organizations.

The expectancy theory recognizes the value of different individual needs and motives. Another important aspect of this theory is that it can explain the subjective differences, which trigger differences in individual motivation. It brings forward the linkages between efforts and performance, performance and rewards and rewards and personal goals. Therefore, the managers can create a work environment, climate and culture that will increase the motivation levels of employees by understanding the factors that motivate individual employees. It also explains many of the phenomenon related to employee efforts, work performance, employee motivation and others that are observed in organizations, (Stone, & Henry, 2002).

The managers can create a work environment, climate and culture that will increase the motivation levels of employees by understanding the factors that motivate and demotivate individual employees. The theory is pertinent to the current study in that it recognizes the importance of various individual needs and motivations. Another important aspect of this theory is that it tries to explain the subjective differences that

cause differences in motivation of different individuals. In this sense, the theory allows for the fact that the rewards and their link with performance are likely to be seen as quite different in different cultures. Therefore, the theory helps in explaining the need for the employee reward on the transfer of learned skills.

2.3 Models on Transfer of Training.

Researchers in the area of transfer of training have come up with different models, which attempt to explain the concept of transfer. Each of these models shows the researchers of each model's opinion on how the process of influencing training transfer and the important factors that affect transfer of training.

2.3.1 Training Transfer Model of Baldwin and Ford (1988)

Baldwin and Ford's (1988) proposed this model (in figure 2.1) and points out that the training transfer process is explained in three aspects: training inputs, training outputs, and conditions of transfer. According to the model, training inputs involve trainee characteristics, training design and work environment. Training design factors are composed of principles of learning, sequencing as well as training content, they influence training outputs directly, and they affect generalization and maintenance by influencing learning and retention. The trainee's characteristics include ability, personality, and motivation.

Workplace environment factors are made up of opportunity to apply the knowledge to work and support factors such as peer support, management support, organization support as so on. Trainees' characteristics and workplace environment can both influence training outputs and conditions of training directly. Training outputs refer to the attainment of skills and knowledge that happens during the training process and the retention of the skills and knowledge after the training program is finished

(Baldwin, & Ford, 1988). The model is relevant to the current study since it assumes that for employees to effectively transfer the learned skills in to work performance, they need to get support from the workplace environment like the management support, the inputs like the funds, effective tools to help them transfer the learned skills into work. Workplace environment factors are made up of opportunity to apply the knowledge to work and support factors such as peer support, management support and organization support.

Training Inputs   **Training Outputs**   **Conditions of Transfer**

Trainee Characteristics
• Ability
• Personality
• Motivation

4

2

Training Design
• Principles of learning
• Sequencing
• Training content

1

| Learning and Retention |

| Generalization & maintenance |

6

3

5

Work Environment
• Support
• opportunity to use
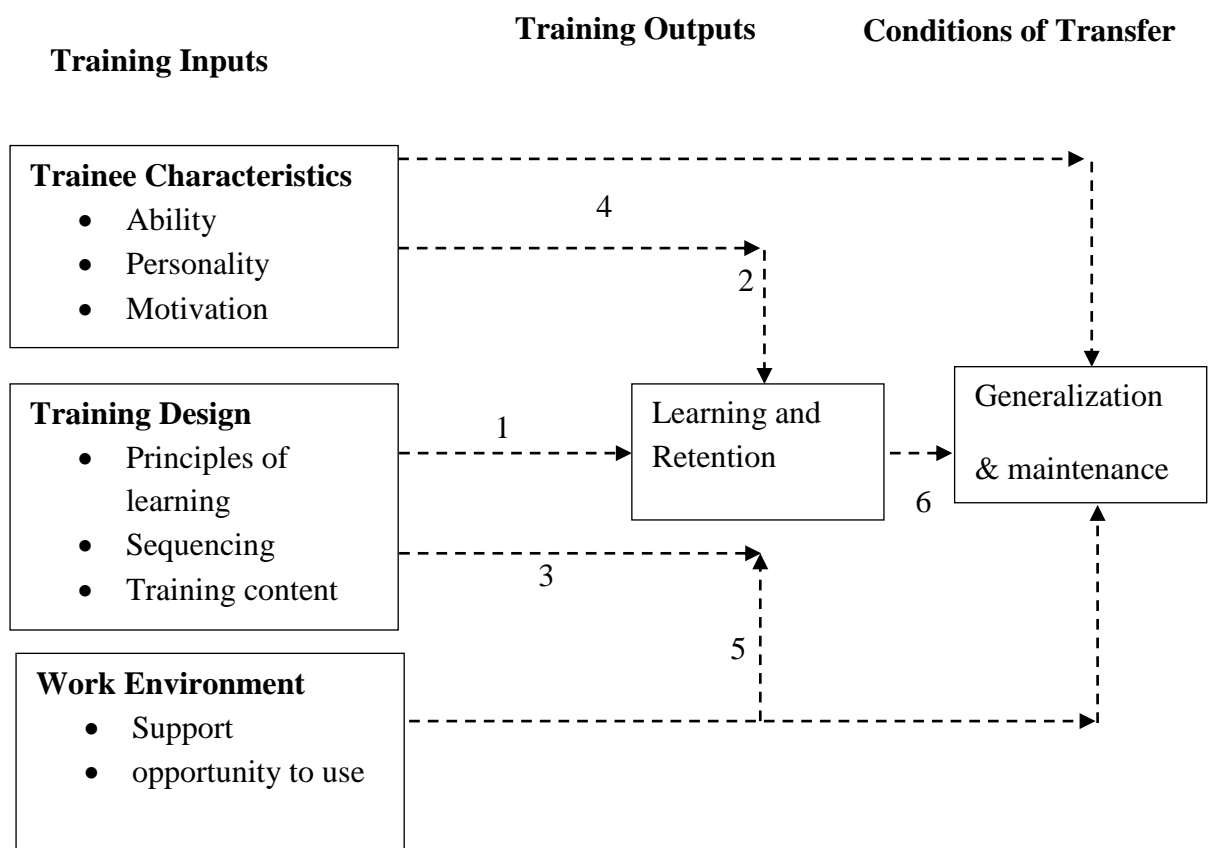
Figure 1: Baldwin and Ford's (1988) transfer of Training Model

2.3.2 Transfer Training Model by Ikramullah 1990

Ikramullah proposed this model in 1990. According to the Model in Figure 2.2, organizational work environment factors are categorized into five categories, which are social support, resources support, freedom to act, workload and workplace religiosity. Social support consists of two factors: management support and peer

support. Management support refers to the extent to which supervisors reinforce and support the use of learning on the job (Bates, et al., 2012).

Peer support refers to the reinforcement that colleagues can provide to trainees to use skills acquired back on the job (Swanson, & Holton, 1997). The resources category consists of physical & aesthetic environment, technological support as well as budget support. Physical and aesthetic environment refers to the facilities and the environment the companies provided to their trainees to help to increase training transfer. Technological support refers to the services by which enterprises assist trainees in using technology products, such as mobile phones, computers, software products or other electronic or mechanical goods. As for the budget, it refers to the financial expression of any given activity as agreed during its sanctioning process (Ikramullah, 2007).

Resources are the key to ensuring implementation and follow-up of strategic goals for organizations. Studies (Martocchio, & Baldwin, 1996) suggest that training programs may likely be ineffective if not linked to strategic goals along with adequate resources to support transfer of training to the workplace The third category is freedom to act which includes opportunity to perform It could be achieved by connecting learning from training to actual job or task environment, and vice versa. This means training may be deliberately designed to solve job-related problems. Ford (1992) also relate transfer of training to the extent to which trainees are given the opportunity to perform trained tasks on the job. Axtell et al. (1997), being free to create opportunities at job setting is critical to the sustained application of trained skills.
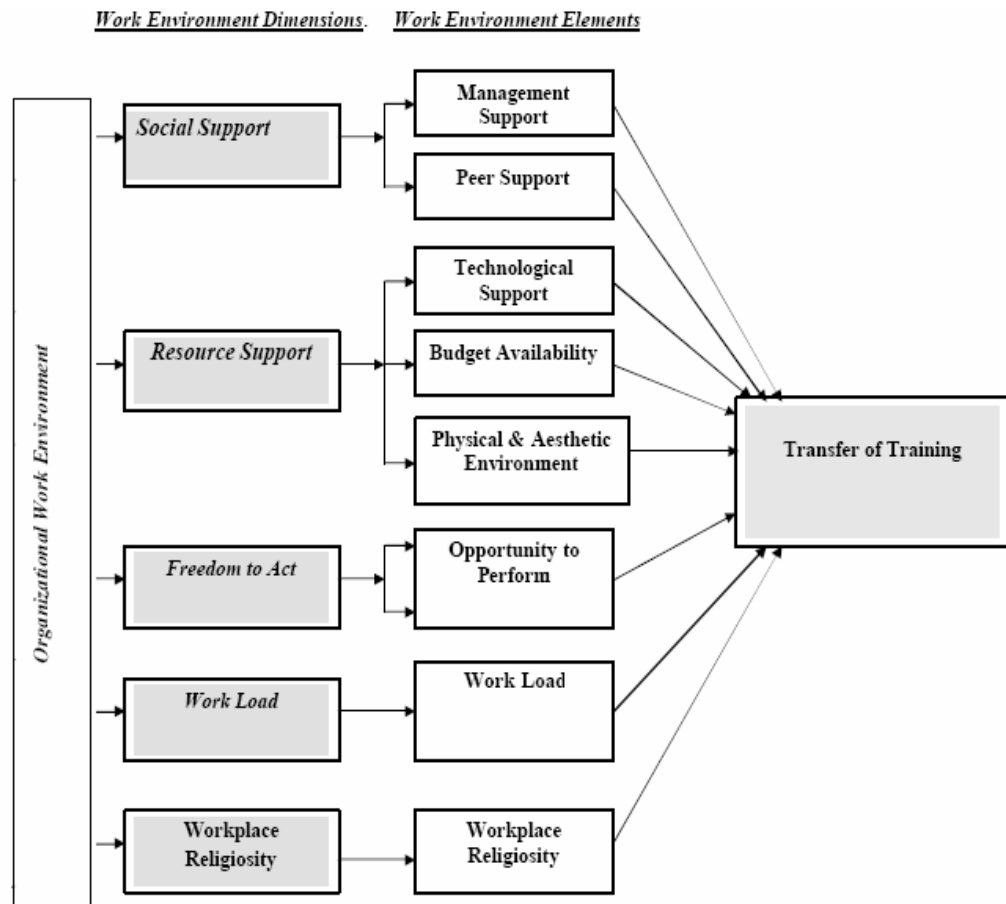
Figure 2: Transfer of Training Model (Ikramullah, 1990)

2.4 Empirical Review

Various scholars have conducted studies on work life balance and training. The section describes the scholarly work that has been conducted.

2.4.1Transfer of Learned Skills.

According to Yelon (2018), transfer of learned skills is a continuous sequence of thoughts and actions leading to application at work of what was learned in instruction. Transfer of learned skills is the ultimate aim of any training and is often reflected in trainees' change in behaviour, attitude and work performance. According to Yelon (2018), trainees decide when to use the ideas learned in training. They normally apply ideas that can help them better accomplish their goals, fulfil their duties, and act

27

according to their values. Conversely, when they feel ideas are not credible, realistic, or needed they dismiss them.

Rina, (2015) did an analysis of the factors affecting training transfer within the work environment. This was done through a meta-analysis of 34 studies performed to explore the magnitude to which work environment influences transfer of learned skills. The independent variables were management support, subordinate support, peer support, transfer climate, relapse prevention, goal setting, continuous learning culture, task constraints, and frequency of use. The study findings revealed that relapse prevention had the highest levels of correlation of all independent variables to training transfer. The results also showed that managerial training had higher levels of correlation to training transfer as compared to non-managerial training.

Isabella, (2016) conducted a study on the transfer of learning from the classroom to the workplace in New Zealand. The study used a population of 48 respondents. The data collection took place at six monthly intervals post course – at twelve months, eighteen months and twenty-four months. By the third time interval, the number of research participants had diminished to thirty-eight. The findings suggest that there was a relationship between the educational process adopted, the personal development of the participants and the desired organizational objective of improved service delivery. The transfer model, which emerged from the data, indicated that the educational process is the foundation upon which to build, if the transfer of learning back to the workplace is to be achieved.

Jansen, (2014) conducted a study on the transfer of training: the role of feedback in supportive social networks. This study takes a social network perspective and explores the role of feedback generated within the social network in fostering

motivation-to-transfer and the transfer of training. The results show that the number of people providing feedback and the helpfulness of this feedback are positively related to the motivation for and actual transfer of training. The frequency of feedback appears to be negatively related.

Nassazi, (2013) sought to investigate the effects of training on employee performance. A qualitative research approach of the data collection was adopted using a questionnaire comprising of 18 questions distributed to 120 respondents. Based on this sample the results obtained indicate that training have a clear effect on the performance of employees. The findings indicated that training courses are related to the training needs of the employees to a medium degree, and that there are several conditions, which determine selecting eligible employees for training. Results indicated also that there is relationship between effective training and employees' job performance.

Obaid, (2016) conducted a study on transfer of training and post-training on job performance in Middle Eastern countries. The study adopted a quantitative study design where 300 academic staffs from different universities in Palestine were taken as a sample and has found the positive significant association of management support training transfer and job performance. However, no relationship was found among perceive utility, training transfer and job performance.

Babkina, (2014) did a study on training transfer improvement at organizational level. Empirical part was a largely qualitative study; however, quantitative analysis was conducted with comparative diagrams and charts. Using best practices approach, the research carried out semi-structured interviews with experts in the human resource

development (HRD) area. The study findings revealed that factors affecting training transfer were classified, including 23 newly suggested.

Sahinidis and Bouris (2013) examined 134 employees in a Greek organization after they had completed a training program. Their study found out that there was a significant correlation between the employees' perceived training effectiveness and their commitment, job satisfaction and motivation. Khan (2015) found a significant relationship between the employees training and their resultant performance in accomplishing different tasks.

Yelon et al. (2013) gave an example where it took seven years after completing a fellowship for one fellow to get an opportunity to develop a curriculum. Her set of skills eventually contributed greatly to her organization, professional repertoire, and reputation, sense of competence, job satisfaction, and eventual accomplishments. Although there are different objectives or necessities for organizational training, undoubtedly the most important goal of organizational training is changing performance of employees to improve the quality and quantity of organization's products or services.

Starks, (2019) conducted a study on the effect of transfer of training in organizations. The study targeted 16 youth employee and 12 managers from Los Angeles Youth Source Centers. The findings revealed that Support from managers, through reinforcing of training, and aligning new knowledge and skills with organizational goals influence the effectiveness of learned skills and processes in organizations. This study gave insights on how training for youth workers can be designed and implemented in the work place.

According to Clarke, (2012) the most consistent factor explaining successful transfer is the support trainees receives from others. He argues that even well learned skills will not be maintained on the job if trainees are not motivated to apply them. Trainees' perception of managerial support for using skills on the job correlated with greater reports of transfer. Supervisors signal whether the training is to be used and how quickly changes are expected. Supervisory support can be expressed in a variety of ways, including encouragement to attend training, goal-setting activities, types of reinforcement provided, modelling of behaviours, use of action plans for applying skills, discussing new learning with trainees, involvement in the training program, coaching trainees following training, and giving trainees praise and recognition.

Gitonga (2016) conducted a study on work environment factors influencing the transfer of learning for online learners. The study used both descriptive and correlational research designs. The findings revealed that the availability of tools such as computers, software, and other resources may constitute the work tools needed to facilitate transfer of learning on the job. Training managers or leaders of work groups can create an internal environment that not only motivates individual workers to achieve organizational excellence but in the long run also helps them make quality products.

Technological support was one of the most critical support factors to the transfer of learning. Blair (2016) conducted a study to identify factors that affect the transfer of newly learned skills to the job. The study utilized a one-shot program evaluation design. The study established that trainees who were deemed by their supervisors to be competent were exposed to a greater range of practical experiences and

assignments that were more challenging than those who were deemed to be less competent.

2.4.2 Management Support and Transfer of Learned Skills

Management support has been defined as the degree to which trainees perceive their managers or management as supporting the use of trained skills back on the job (Bates et al. 2012). According to Holton, (2016), managers support and improve the use of newly acquired knowledge and skills at the job to the degree. Trainees will consider training to be more important when managers demonstrate support for training and indicate a high priority for the transfer of training (Ghosh, et al., 2015).

Eun-Jee (2014) conducted a study on the role of management support on employees' training and job performance: an empirical study. Two hundred and sixteen (216) responses from educational organizations in the USA were analysed using the structural equation modelling method. The findings indicate that management support for training directly affected motivation to learn; both developmental needs awareness and motivation to learn had direct and significant effects on training readiness, motivation to transfer and job performance.

Qureshi et al. (2018) sought to find out if management support matter in job satisfaction of nurses in Pakistan. The results indicated that management support had a significant impact on job satisfaction among nurses in Pakistan. The finding are a crucial learning for top management and people in key authorities regarding how management support and fairness perceptions can be strategically used as an important work factor to positively enhance employee behaviours and outcomes.

Maimunah, (2016) conducted a study on the supervisors influence on employee performance. The study adopted a quasi-experimental approach in a real-world context. The results show that the amount of coaching that an employee received each month predicted objective performance improvements over time. Moreover, workers exhibited higher performance where their supervisor emphasized group assignments and group incentives and where technology was more automated. Finally, the positive relationship between coaching and performance was stronger where supervisors made greater use of group incentives, where technology was less automated, and where technological changes were less frequent.

Raja, (2011) sought to investigate the impacts of management support on employees' engagement in Pakistan. The instrument used to measure the management support, employee engagements were validated, and data were collected from 109 employees at lower and middle managerial levels to analyse the above relationship. The data were analysed using SPSS. The findings revealed that management support has significant relationship with employees" engagement. Hence, this study suggested that management support could improve the employees" engagement by presenting a significant relationship between management support and employees, engagement.

Conversely, Research shows that trainees are demotivated to apply their knowledge and skills to their own organizations due to lack of a favourable environment and support from their management (Bhatti, 2013). Dermol and Cater (2013) are of the opinion that supervisory support is necessary for the transfer of learned skills because supervisors control the quality and quantity of training, while peer encouragement is not crucial since trainees believe that peers do not have the power to assess the quantity or nature of training and cannot agree on meaningful opportunities for the

transfer of training. According to Tumentsegtoo (2013), managers have a responsibility to remove obstacles facing trainees when applying skills learned in training .Some of the barriers include over workload during the training course and managers providing negative feedback that discourages them.

It is crucial that managers stress to trainees the value of completing training programs and ultimately applying training material to the job Managers can assist trainees in identifying suitable situations in which to use new knowledge, skills and attitudes, and guide trainees in applying skills learned in training. Managers also need to offer guidance to ensure that the trainees can apply their learning outcomes in the workplace (Azman, 2010).

An employee is said to have received management support if his/her management gets involved in clarifying performance expectations after training, identifying opportunities to apply new skills and knowledge, setting realistic goals based on training, working with individuals on problems encountered while applying new skills, and providing feedback when individuals successfully apply new abilities (Broucker, 2016). Likewise, Egan (2008) and Xerri (2012) indicated that maintaining a supportive work environment is crucial to encourage and improve employees' creativity and problem solving abilities. It also allows workers to be introduced to new technologies and strategies such that innovative solutions to challenges can be found. Managers can formulate job performance standards; create effective plans to exercise the skills learned in real jobs and delegate new tasks that require employees to apply what they learned in training (Garavaglia, 2014).

Support from management has therefore been suggested to be one of the most powerful tools of enhancing transfer of learned skills (Elangovan, & Karakowsky,

2014). Managers have a significant influence on the degree of transfer of learned skills through establishing and sustaining a supportive environment for transfer of learning within organisations (i.e., an operational atmosphere conducive to the transfer of learned skills), (Sookhai, & Budworth, 2010). Saks and Belcourt (2016) noted that management support is one of the best predictors of transfer of learned skills and may enable successful transfer of learned skills within organizations. With management support, the trainees may be more motivated to practice skills, which in turn will increase transfer of learned skills.

According to Nijman and Gelissen (2011), support can be described as instrumental (creating opportunities and providing resources to facilitate the use of new skills and knowledge), informational (suggesting ways to perform work related tasks and integrate new skills), emotional (showing approval and confidence) and appraisal (providing feedback) for transfer of learning.

According to Bhatti (2013), management support does have a positive effect on learning motivation. They further note that management support's positive effect on transfer of learned skills is largely indirect. In other terms, the connection between management support and transfer of learned skills largely depends on the enthusiasm of the trainees to know and to apply what they have learnt. Chiaburu et al. 2010 suggested that supervisory support has a positive association with self-efficacy preparation, learning target alignment and transfer motivation and showed that management support greatly affects transfer motivation. Help from bosses will improve the incentive of trainees to use their freshly gained skills on the job (Hussain, 2011).

Piyali, (2016) investigated the impact of management support at the workplace on transfer of learned skills. The study was conducted in an Indian manufacturing unit. Information on 149 respondent employees working in a production unit operated by a leading player in India's power transmission industry was subjected to hierarchical regression analysis. Results confirmed the key role that management support plays in the transfer of learned skills.

Kang and Suang, (2016) sought to investigate the role of management support on employees' training and job performance. The purpose of their study was to examine the relationships among management support, awareness of employees' developmental needs, motivation to learn, training readiness, motivation to transfer and job performance. Two hundred and sixteen (216) responses from educational organizations in the USA were analysed using the structural equation modelling method. The findings indicated that management support for training directly affected motivation to learn; both developmental needs awareness and motivation to learn had direct and significant effects on training readiness, motivation to transfer and job performance; developmental needs awareness directly affected motivation to learn; training readiness directly affected motivation to transfer.

According to Russ-Eft, (2012), one form of support by management is assisting trainees to set goals for transfer of learned skills. Managers may help trainees devise and execute individual plans of action to successfully transfer acquired skills. Managers should provide help such as working with trainees to set targets for applying learning, providing assistance and providing a checklist of change in behaviour that will demonstrate the application skills they have learned in training. Govaerts and Dochy (2014) consolidated a list of 24 specific behaviours and attitudes

that a management can adopt to support training transfer. This list included feedback, goal-setting and giving opportunities and encouragement to trainees to apply their training.

Managers can schedule meetings with trainees, to deliberate on how to implement learned skills, define the organization's possible support, provide input and understand when the skills learned are applied back at the workplace. (Chauhan, 2016). Another form of support brought out in previous research is communication. Managers have an important role in communicating the objectives and benefits of attending training. When managers effectively communicate the objectives of training prior to employees attending the course, it prepares employees for what can be expected from the training. Management communication motivates employees to learn and to apply training because they value the outcomes of the actions such as improved performance. In addition, Managers' discussion of the training programs increases employees' preparation for training and gives employees the chance to clarify any doubts that may limit the absorption of new Knowledge, skills and attitudes (Ng, et al., 2011).

Effective communication skills are essential to avoid miscommunication among trainees and support co-workers as well as to improve teamwork. According to Bhatti, (2013) effective communication allows managers to provide feedback on work performance, to initiate positive discussion, to provide relevant explanation through clear direction and to deliver learning outcomes. The training facilitator may also communicate with the managers of trainees about their role in working with subordinates to facilitate the transfer of learned skills.

Another form of support is feedback. Feedback refers to the supervisor's performance related indications of how well trainees apply the knowledge and skills gained from training to the job. Research reports positive relationships between feedback, coaching and transfer of learned skills. If trainees receive external guidance on how well transferring practices are received, then this feedback encourages trainees to use and practice use learned knowledge and abilities. This importance of management feedback stems both from notions of the effects of social support in general and from the works of industrial and organizational psychologists, who indicated managers to be among the most significant sources of feedback for employees on their performance (Van der Bosche, et al., 2010). Feedback is indeed often considered a part of management support. For example, the encouragement of trainees, assisting trainees in identifying suitable situations in which to use new knowledge, skills and attitudes, and guiding trainees in applying these (Rouiller, & Goldstein, 2013).

Ballesteros and De Saá (2012) established that breadth, level of activity and type of task were dimensions, which defined opportunities to use skills acquired during training. Breadth is the amount or quantity of activities; level of activity refers to the frequency with which tasks are performed; and type of task refers to the degree of difficulty of those activities or tasks. An employee who is provided with extensive opportunities to practice and apply valuable knowledge, skills and abilities acquired through training by their management, or is given constructive feedback on their transfer efforts by the management, will tend to outperform someone who is denied such support. An opportunity to practice can create a forum for the management to provide reinforcement, on-the-job work experience and project assignments.

Several scholars (Clarke, 2014; McCracken et al., 2012; Pollock, & Jefferson, 2012) also argued that the ability to practice and use the skills taught in the classroom is essential for the transfer of learned skills. Opportunity to use skills learned may include giving the employee autonomy to practice skills learned. Autonomy can be said to be the critical post-training condition, as trainees feel free to outperform newly learned behaviour, thereby making it an integral part of learning and training motivation (Weisweiler, 2013). Grossman & Salas (2011) indicated that organizations should create opportunities for trainees to apply learned KSA's on job by giving them required time and resources i.e. Managers can adjust workload of fresh trainees in order to give them more opportunities for utilization of new learned knowledge and skills. Blume et al. (2010) echoed autonomy and feedback as the most important transfer climate constructs influencing transfer, where autonomy makes trainees feel responsible for their work and training results respectively, and feedback supplies them with knowledge about their performance.

Management support can also be in the form of performance coaching. Ference (2011) defines performance coaching as a development process via which an individual is supported while achieving a specific personal or professional competence, result or goal. Empirical evidence points out that performance coaching can help and facilitate the transfer of learning from vocational training to practice (Chiaburu et al 2014). (Grant & Hartley, 2013) found that preparation alone improved productivity by 22 percent but that productivity increased by a massive 88 percent when performance coaching was introduced. Coaching also increases target achievement.

Coaching is highly appropriate and helps to improve transfer of training (Lenartowicz, et al., 2014). They noted that in many organizations, only high-potential employees get coaching. Nevertheless, it has the ability to be cost-effective and support a much larger population of organizations (Bright & Crockett, 2012). According to them, coaching enhanced work productivity, expertise in conflict resolution and the ability to receive input more efficiently from others.

Govaerts et al. (2017) likewise established that performance coaching plays a critical part as well in transfer of training. Dermol and Cater (2013) suggested a coaching network to promote learning and provide feedback to support the transfer of training. Grant and Hartley (2013) found coaching skills were useful in facilitating the transfer of training. They opine that the coaching skills for today's executives are key competencies. Transfer of learned skills can be further improved by including other members within the company (Hoffmann, & Freeman, 2014).

During preparation, organizational managers may act as trainers and be active in follow-up review sessions, or function as mentors. Schindler and Burkholder (2016) reported that mentoring, counselling and social interaction have an impact on the transition of skills gained. Goleman et al. (2012) reiterates that a strong coach is also a successful leader. According to Pollock & Jefferson (2012), Often managers may serve as catalysts in motivating subordinates to assist their colleagues in the transfer of learned skills.

Park and Jacobs (2011) Studied both organized (e.g., classroom training) and informal learning (e.g. unstructured on - the-job tasks, counselling, mentoring), and observed that combining formal and informal practices improves transfer of learned skills. Anderson et al. (2014) found a strong link between the amount of time spent together

by an instructor and mentor, and the progress in having teachers pass the skills learned through professional development courses. The longer the duration with the coach, the better the performance was.

Nijhof (2017) sought to investigate the impact of management support on the effective delivery of instruction and the efficiency of the company. Data was collected from 340 private manufacturing company employees in Yangon region, Myanmar. The outcome showed that management support facilitates transfer in a meaningful and positive way. In fact, there was a direct relationship between support from the managers and the success of the company. Some studies indicate that managers influence transfer of learned skills by motivating the staff to apply the training.

Managers need to demonstrate their involvement in the implementation of new abilities and techniques by workers to develop employee trust in the transition of training. Lancaster et al. (2013) found that if their supervisor allows workers to apply new ideas, abilities and behaviours to the job, they would be more motivated to learn and improve learning material, and will be able to apply learned skills on the job. The manager's willingness to provide assistance, such as motivation to go for training, advice on how best to implement training skills and knowledge, and sufficient time and resources to pursue training had the ability to motivate staff to submit apply training program onto the job (Wei Tian, et al., 2016). A study conducted by Simosi found that when trainees feel that they are valued by their organization they transfer skills learnt in training.

Social support from the boss (i.e., a supportive attitude for them) motivates them to pass the skills acquired during training to their place of work (Simosi, 2012). According to Hua, Ahmad, and Ismail (2011), help from managers can enhance

trainees' motivation to use their newly acquired skills in the workplace. If the employees are given the help of their managers to implement the new knowledge gained, they will be more motivated to learn and to master the learning content and apply it in the workplace.

A study by Zumrah and Boyle, (2015) established that when workers are encouraged by their supervisor to adapt the newly acquired expertise, abilities and behaviours to the task, they will be more motivated to learn and improve the learning material and will be able to create positive transfer of learned skills. Managers should build positive work environment to provide assistance and input on the success of the workers.

Pundit and Felfe (2012) conducted a study on the effect of management support on organizational training. The findings revealed that motivation and management support are significant determinants of transfer of learned skills especially in managerial training. Seema (2017) conducted a study on learner attributes and transfer of training and the impact of the management support. The study revealed that management support enhances the connection between content validity and transfer of training but not between transfer of motivation and transfer of training. Scott (2013) sought to assess factors influencing training transfer in managers and hourly supervisor in a manufacturing organization. The findings demonstrated statistically that there exists a significant relationship between management support and transfer of learned skills in view of positive individual results and performance results after training.

While most studies show a positive relation between management support and transfer of learned skills, there are a few studies that reported that there was no relationship between management support and transfer of learned skills A study by Fitzgerald and Kehrhahn (2016) shows a rather large but non-significant negative correlation between management support and transfer of learned skills. Based on their study (Velada, & Chiaburu, 2016), proposed that the workers should be less reliant on their managers to implement their learned skills at work. Homklin (2014) showed that help from managers was not a major predictor of transfer of learned skills among private sector (automotive industry) workers in Thailand.

Tumentsogtoo (2013) conducted a study to evaluate the factors affecting the transition of training among Mongolian public servants. The research found that management support, contrary to assumptions, had a negative indirect effect on the transfer of learned skills .The study showed that some senior officers are putting pressure on participants undergoing the training in context, for example, of overwork during the training. The researcher established that top-level officers were mostly occupied and did not have the time to talk with the participants about the course cycle or its substance. That was why there was an insignificant and weak association between management support and transfer of learned skills.

Although many researches have attempted to examine the influence of management support on transfer of literature, there still exist some gaps. A careful examination of the literature reveals an inconsistent relationship between management support and training transfer. Previous researchers have not been able to get consistent results about the roles of management in training transfer. There is need to undertake a study to bring clarity in the matter especially in the Kenyan context.

2.4.3 Peer Support and Transfer of Learned Skills

Peer support refers to the degree to which trainees regard their peers or their colleagues as promoting the use of learned skills (Tian, 2016). According to Van den Bossche, (2010), peer support refers to encouragement from co-workers to use new skills in the work place. An open and supportive environment is essential for employees to feel safe in the workplace and engage totally with their responsibility, (Fearon, 2013). Different researchers to examine the influence of peer support on transfer of training have used several approaches. There are some that have tried to examine the direction of relationship i.e. whether positive or negative. A majority of the studies have established a positive relationship between peer support and transfer of training.

Hua (2015) sought to conduct a study on the influence of supervisory and peer support on the transfer of training. Based on a cross-sectional method, quantitative data was collected from 100 employees. The results of multiple regression analysis revealed that supervisory support was not significantly associated with transfer of training, whereas peer support exerted a significant and positive influence on transfer of training. This study responded to the pressing calls for more studies to elucidate the relationship between social support and the transfer of training.

Maung (2016) conducted a study on the results of the importance of management support and peer support in transfer of training. The results revealed that management support indirectly related to transfer of training through the mediating effect of motivation to transfer. However, peer support directly related to both motivation to transfer and transfer of training. This study contributed to the literature of transfer of learned skills to understand the roles and importance of management support, peer

support, and motivation to transfer in transfer of training and to fulfil the research gap of the country.

Bryant (2014) conducted a study on the impact of peer mentoring on organizational knowledge creation and sharing in a software firm. The articles provided empirical test of the relationship between peer mentoring and knowledge creation and sharing in a high-tech software firm. The study findings revealed that peer mentoring is becoming increasingly common and may be an effective way to facilitate knowledge creation and sharing. The results further suggested that a peer mentor-training course increased perceived levels of peer mentor knowledge and skills. Results also indicated that higher perceived levels of peer mentoring were related to higher perceived levels of knowledge creation and sharing.

Njoka (2016) did a study among 129 staff of Nairobi University .The study established that co-worker support was important in assisting transfer of training. The study concluded that the given work environment allows workers to use the skills they have learned and to collaborate during the development phase of the new skills.

Martin, (2010) indicates that positive peer support is a characteristic of a favourable work environment. Trainees in a more desirable workplace environment with good peer support show stronger performance improvement than those in an adverse situation with less peer encouragement. Influence originating from peers has been found to exert a significant influence on transfer of learned skills. The analysis of the time series showed peer support strongly correlated with the transfer of learned skills. The researchers concluded that the workplace environment in terms of co-workers encouragement to apply training and provision of feedbacks positively

affected employees' ability to apply training on the job right away and three months after the training.

Mojgan (2017) explored the effect of environmental factors on transfer of training from training courses to the workplace. The population of his study consisted of 193 employees who participated in an in-service training courses in Tehran Municipality. The results showed that peer support had a significant effect in transferring training to workplace. The study indicated that after returning from a training course, if the individuals were requested to share contents, and to be encouraged to use learned skills, they definitely would try to transfer their training to workplace. The study suggested that peer support was in the form of accepting the change in behaviour of colleagues, and asking them to share experiences and learned content.

Apart from confirming that peer support has a positive influence on transfer of training, many other studies have gone ahead to indicate that peer support exerts an even greater influence on transfer of learned skills than support from managers which is contrary to expectations. Indeed, there has been a debate, based on different findings among researchers, as to which between peer support and management support exerts more influence on the trainees on transfer. Van der locht et al. (2013) are of the opinion that the influence of employees' peers on transfer of learned skills could be stronger than the one originating from the organization and managers mainly because of the consistent influx of information and other basic resources starting from the peers side.

Chiaburu et al. (2010) carried out a survey including 440 respondents from one company in the United States. The study found that help from colleagues was the strongest predictor of training transfers and repair transfers. His comparative results

46

showed that colleagues 'support was more critical than the company and managers 'support. He continued to argue that support from peers had more influence than other social support variables on transfer of learned skills because peers were more close to trainees and hence had a greater impact on transferring learned skills.

Van den Bossche (2013) conducted a study to determine how feedback, which is a type of influence, affects transfer when given by peers or supervisors. Interestingly, they found no difference in whether the feedback was coming from peers or managers. What emerged as more significant was the number of people who were giving the feedback, as well as the relevance of the feedback itself, that is, whether it was considered helpful or not. These factors had a positive relationship to transfer motivation, which subsequently affects training transfer as a whole.

Moreno (2010) conducted a study with a group of Spanish professors in order to identify the characteristics of workgroups that affect the application of learning into jobs. Findings showed that participants transferred approximately 50% of learning and suggested that the main factors that influenced the transfer were motivation to apply, success expectations, suitable climate, availability of relevant resources, and peer support. Chiaburu and Tekleab (2016) concluded that support from peers has more influences on transfer of learned skills than management support. While management support and organizational supporting examined the Supervisory and peer, reinforcement influences the transfer of learned skills. Quantitative data were obtained from 100 employees working in one of the Malaysian state health departments, utilizing a cross-sectional process. The findings of multiple regression analysis showed that supervisory support was not substantially related to transfer of

learned skills, whereas peer support exerted a significant and positive effect on transfer of learned skills.

In addition, other studies have focused on the question of whether peer support has an indirect or direct influence on transfer of training. Reinhhold (2018) did a meta-analysis on the effect of social influence on Transfer of training. Peer support was one of the sub variables under social influence. In their study, motivation to transfer was the mediating variable. The study established that help from colleagues had higher estimates than help from managers. This seems to suggest that trainees are more inspired to apply learned skills by their peers than their managers are.

A good number of studies attempt to explore the question of how peer support influences training transfer i.e. the nature of influence that peers give trainees to enhance transfer of learned skills. Some researchers for example (Martin, 2010) indicate that peer support comes in the form of Networking and information sharing with peers enhances skill transfer. According to Wang and Noe (2010), a supportive network includes a group of two or more employees or learners who help each other and discuss about the process of using learners materials in workplace. This influence may include face-to-face meetings or communicating via email. Staffs who have completed training may discuss new ideas and specific applications with colleagues. They may teach peers to apply the ideas and even lead them in application, thus expanding training's effects (Yelon, 2014).

Harry (2010) carried out a study on the influence of workplace environment and support from peers on transfer of learned skills. The results of the study indicated that trainees demonstrated greater transfer of learned skills in departments with a more favourable climate than those with a negative work environment. However, the

consequences of negative climate were mitigated by peer support. Consequently, Trainees with peer support in a negative climate achieved the same degree of transfer as trainees in a positive climate. Opportunity to use learned skills was ranked as the highest form of support for employees and the lack of opportunity to use training was ranked as the biggest obstacle to transfer

Novillo (2015) conducted a correlational study to identify the relationship between peer support and individual sales among a group of sales professionals who attended a sales training program in a Latin American work culture. The findings of this study indicated that there was a positive, moderate, and significant relationship between peer support and individual sales. In addition, the participants of his study perceived that peer support was necessary for learning transfer.

Some researchers indicate that influence comes from peers in the form of positive feedback in their attempt to implement what they learnt. A study by Van den Bossche and Segers (2013) based upon 35 academic employees in one institution in Netherlands established that co-workers' influence, in the form of feedback was indeed important in determining employees' ability to apply what they learned on the job. Even though the hypothesis that maintained peer feedback has more effect on transfer of training than supervisory feedback was not confirmed, the study found the frequency and helpfulness of feedback emanating from co-workers significantly associated with motivation to transfer and transfer of training.

Martin (2010) conducted a study with a group of 237 managers working in a manufacturing company to determine the interaction of peer support and work environment on learning transfer. Findings showed that corporate trainees with a

positive climate and peer support showed better performance and indicated that peer support can be especially beneficial to overcome the effects of a negative climate.

2.4.4 Employee Rewards and Transfer of Learned Skills

A reward is a "token of favour upon somebody." It is an equivalent for anything given or done and. According to Armstrong, (2008) People will contribute more and cooperate more wholeheartedly if they feel that they are valued (Armstrong, 2008). This happens when they are recognized for what they achieve and are rewarded according to their contribution. Muchiri, (2016) did a study on the effects of rewards on employee performance in the hospitality industry: a case of Nairobi Serena Hotel**.** The study adopted a descriptive survey design. The study had a population of 467 and a sample size of 80. The researcher used a stratified sampling technique. The study findings revealed that employees' ability, managers' trust in employees, recognition, and employees' view of achievement significantly enhances employees' performance. This is because intrinsic rewards address employees at the core of their needs, and as a result, form sufficient base that influences and motivates the employees to higher standards of performance.

Waithira (2018) conducted a study on the effects of rewards strategies on employee performance of farm concern international, Kenya. Case study design was adopted for the study that also targeted 152 employees. The census technique was used due to the small study population. The data was collected using pretested questionnaires that contained both open ended and closed ended items. Data was analyzed using descriptive and inferential statistics. The findings revealed that most employees were not content with their pay and there was uncertainty on whether the current monetary rewards in the firm led to improved employee performance.

Chijioke (2014) conducted a study on the effect of rewards on employee performance in organizations: a study of selected commercial banks in Awka metropolis, Nigeria. A questionnaire designed in the likert-scale format was administered to employees of commercial banks in Awka Metropolis. Presentation and analysis of questionnaire was done using descriptive statistics, regression technique and two-way ANOVA. The empirical results indicated the presence of a relationship between rewards and employee performance and that there is a significant difference on the effects of intrinsic and extrinsic rewards on employee performance.

Armstrong (2008) suggests that, rewards are recognition of the contribution of people towards an organization by financial and nonfinancial means. In the business perspective, it can also be viewed as a valuable entity given to an employee in the return of his/her service, efforts and organizational achievements. Yamnill, (2015) posit that rewards are intrinsic as well as extrinsic and employees satisfactorily transfer learned skills at the workplace when they are adequately rewarded. Noe, (2010) noted that If a person hopes to receive equity through compensation or through other incentives for taking part in a specific program, the odds of learning happening and returning to practice are higher. Returns on employee training can be enhanced by appreciation, motivation, and incentives. The performance-related compensation establishes stakeholder ships and a win - win partnership between the company and its workers by paying staff because of success. The values and the overall incentive components are critical in aligning compensation with corporate strategy.

In their research, Silverman & Reilly, (2015), showed that the greater the match between the complete incentive solution and the business strategy, the more probable the reward system would work and be successful. Reward policy is one of the easiest

things that an organization can do to achieve desired outcomes, although some other preconditions have to be met: full and open disclosure.

Employees who are effective and efficient are likely to be confined if they are not motivated to perform. According to Sajuyigbe et al. (2013), employee performance plays a crucial role in an organization's performance. Further, in performance and growth of organization, rewards given to employees play an important role (Aguinis, 2012). Rewards are focal device to improve motivation among employees and no organization can imagine reaching their goals and objectives without motivating their employees.

The degree of workplace satisfaction rises as employees receive a sudden boost in appreciation, acknowledgement and compensation (Dubrin, 2012).Several researchers have looked at the nature of rewards that can be used for transfer of training. Extrinsic incentives typically provide financial or measurable compensation like salary, advancement, motivational recognition, promotions and benefits. According to Zaman (2011), the differentiation between hygiene and motivator precisely translates onto the difference between compensation and appreciation. In his theory of motivation–hygiene, Herzberg claimed that the degree to which a task is sufficiently demanding and creates incentives for appreciation and affirmation is largely influenced by work motivation (Giancola, 2011).

In other terms, compensation is the use of hygiene factors, and appreciation is the use of motivator factors (Allen, & Helms, 2011). According to Zaman (2011), the association between extrinsic incentives and employee morale and therefore success is important and positive; but the problem is that employers do not give their workers equal and sufficient financial compensation.

Awais and Sharan, (2010) Pointed out that if the trainees are intrinsically motivated, they retain and transfer the learned skills at their workplace .Their study established that trainees motivated through extrinsic rewards performed well but made more mistakes while performing their job tasks. In contrast, trainees who were motivated through intrinsic rewards performed their job tasks more accurately.

Studies on the influence of employee rewards on transfer of training have yielded conflicting results. Some studies indicate that indeed employee rewards have an influence on transfer of training. Bhati (2014) investigated the relationship between intrinsic rewards and training retention. He collected data from employees working in the Malaysian banking sector. The study established that when trainees perceive training activities as a source of receiving intrinsic rewards, they retain more skills and transfer of learning occurs. The results of the study also indicated that intrinsic rewards influence training transfer mediated by training retention and training application.

Mansor (2012) studied the effect of rewards towards job performance among employees in Chemical-based industries in Malaysia. The objective of the study was to determine the relationships between intrinsic rewards towards job performance and to examine the relationships between extrinsic rewards and job performance among employees in chemical- based industries. Using a quantitative approach the study established that that both the intrinsic and extrinsic rewards had an effect on performance, however, the most influential rewards booster for higher job performance of the employees in chemical-based industries was intrinsic rewards. Muneer (2017) conducted a study in the city of Faisalabad, Pakistan to measure the effect of rewards (Intrinsic & Extrinsic) on employee job performance. The objective

of the study was to establish the effect of rewards on performance of employees of different courier companies as well as to examine the most significant types of rewards that may boost workers performance. The study established that rewards plays a motivational role in the personality of an employee and urge them to produce loyalty and show good performance. The study also revealed that there was a strong relationship between the type of rewards and employee performance.

Other researchers have indicated that employee rewards have no significant effect on transfer of training. For example, a study done by Govaerts et al. (2017) sought to establish if supervisors use rewards as means of enhancing training transfer. A good number of supervisors indicated that they did not offer rewards to induce transfer of training and in fact reiterated that they considered giving an employee an opportunity to go for training as a reward in itself. Ahmed (2015), investigated whether rewards act as elements affecting transfer of learning. They collected data from 117 learners in different management roles from different organizations undergoing training programs at the Karachi National Institute of Labour Administration and Instruction (NILAT), Pakistan. The study established that there was no significant link between reward and transfer of training.

Maina (2013) studied the influence of work environment factors influencing the transfer of learning from the Open Flexible Distance Learning Diploma in Education Management program to the work place. The respondents were 213 school principals from eight sub 41 counties in the County Government of Iambus, Kenya who had attended training at the Kenya Educational Management Institute (KEMI). The study revealed that schools and the Ministry of Education Science and Technology did not offer rewards or recognize those who applied skills and competencies learnt at work.

Benefits such as salary increase and recognition were also not sufficiently provided when the Diploma graduates applied learning to the workplace.

Holton, (2016) carried out a study to investigate the impact and importance of various factors that have the potential to influence the transfer of learned skills at the workplace by interviewing 328 respondents from 6 organizations and collecting 106 questionnaires and considering incentives to be a significant indicator of the transfer of training. The study also showed that workers are remunerated (financially or non-financially) Workers feel that the company respects their contributions and supports their success for their enhanced performance during training.

Xiao (1996) conducted research on the training of women workers in four computer-manufacturing companies. The research found that verbal appreciation and encouragement, in addition to tangible rewards, often encourage the transfer of learned skills. According to Dewhurst (2010), there are other methods of paying workers not only relying on financial compensation. Some of these include the opportunity to take on important projects or activities, and even exposure to leadership. Chiang and Birtch (2016) observed that Individuals need incentives that go beyond monetary rewards. According to them, workers are searching for other benefits in exchange for their significant and substantive commitment, rather than just money being given. According to Wang (2014), in so many companies, incentives play so many roles in sustaining and increasing workplace dedication to good performance and improved performance contributes to job satisfaction.

Ali and Ahmad (2016) investigated the relationship between "recognition and reward and transfer of learned skills. The study was conducted to check the relationship between rewards and employees performance in schools in Pakistan. The study used

questionnaire to collect the primary data. Over two hundred questionnaires were administered randomly to private school workers in Pakistan's Khyber Pakhtoonkhawa Province. The results revealed a direct relationship between the remuneration framework and transfer of learned skills. The study further revealed that if rewards and recognition are given to employees then there is a big positive change in the performance of their employees.

The study conducted by Simmons et al. (2010) showed that millennial employees have a sense of privilege, which indicates that they highly regard extrinsic incentives (e.g. salary, promotion) but are less able than previous generations to fight for such benefits in long hours. Younger employees enjoy downtime, and time away from jobs, more than every other age. The research also indicated that inherent incentives remain strongly regarded throughout all generations. Contrary to common opinion, there is still very little fresh under the sun on the basics of inspiring at-work behaviour. (Nsour, 2012) researched the reward strategy and success standard in Jordanian Universities. The data was evaluated using systematic methods, and five universities were chosen for this research. The findings showed the positive relationship in Jordanian universities between moral opportunities and learning and development, as well as a high level of organizational success.

Kawaja (2012) contends that employees are certainly closer to their organizations and perform better jobs when they receive rewards and recognition in their organizations. He stresses further stress that rewards increase the level of efficiency and performance of the employees on their jobs and the result therefore increase the success of the organization. An effective scheme of rewards results in satisfied, dedicated and productive employees who in turn create the optimum performance and

outcomes of business. Armstrong and Murlis (2007) posit that companies should adopt reward systems that include both financial and non-financial elements, as this would ensure the fulfilment of the desires of different employees, thus increasing the level of transfer, engagement and efficiency of the employees. Non-financial remuneration arrangements include such considerations as appreciation, advancement, expanded obligations and personal responsibility .Such activities seek to inspire workers through fulfilling their valued desires and meeting corporate objectives as the organization's performance is connected to human capital.

While the existence of money might not be a really strong motivator, the absence thereof is a powerful demotivator," said Deeprose (2014). Moreover, financial rewards are significant not only in terms of their instrument as a means of exchange but also as a highly noticeable way of recognizing a person's value, increasing self-esteem and symbolizing progress and achievement.

According to Mishra and Dixit (2013), Financial and non-financial incentives and bonuses are closely associated with the success of workers in the school pay program. Owing to the favourable interaction between incentives and results, employees' happiness at work is often improved. Job happiness contributes to career achievement and feelings of accomplishment. Often connected improves efficiency, raises job activities and leads the worker.

Aktar (2015) sought to investigate the impact of rewards on transfer of learned skills among the employees in commercial banks of Bangladesh. The study explored factors determining extrinsic and intrinsic rewards and their impact on employee transfer of learned skills. The results indicated that there was a statistical significant relationship between rewards and trained skills transfer. Waruni (2014) sought to investigate the

impact of incentives on learned skills transfer, with particular reference to ElectriCo. Self-designed questionnaire was used as the primary method of gathering data. Using descriptive statistics and inferential statistics, the outcome were analysed. The results showed that the interaction between extrinsic compensation, inherent reward and employee is favourable. Transfer of learned skills, which in turn lead to higher organizational performance.

Ajila and Abiola (2004) revealed that reward packages can influence transfer of learned skills and performance. Based their results, they observed that reward systems aims to improve employee performance by improving staff competencies, knowledge and skills to accomplish corporate goals. Reward strategies play a vital role in enhancing employee performance and attaining corporate objectives according to the Allen and Kilmann (2001). According to Eisenberger (2016), if an organization does not compensate workers, it will have a direct impact on declining employee performance .On the other hand, an effective reward system can be a good motivator. An ineffective reward system will contribute to staff becoming demotivated in terms of low efficiency, internal conflicts, absenteeism, high turnover, lack of commitment and engagement, lateness and complaints.

Some studies have concentrated on the type of reward system and how it affects productivity. .Nikandrou et al. (2009) argued that trainees think that internal rewards (intrinsic rewards) are important because they help trainees develop more self-confidence and personal improvement. A good reward systems lead to increases labour productivity, because it acts as a motivator. Rewards may encourage workers who have attended training to apply skills learned. This is because they may feel that their employers are valuing them. This also encourage them to work harder

employees also look at what training will add in terms of career and self- development Positive job motivation also takes the form of tangible rewards as well as praise and commendation.

The most effective form of motivation is likely to be a combination of recognition and rewards, along with informal praise (Kinicki, & Kreitner, 2016). Bob Nelson, as quoted by Giancola (2011), concluded in his popular book 1001 Ways to Reward Employees that the rewards must have a positive impact on. Success, and he discovered that workers 'most attractive means of compensation was overt recognition or affirmation from their immediate boss. Most companies have structured incentive and appreciation schemes, and these award programs usually provide incentives as bonuses are accepted for good performers (Deci, 2013).Less advanced reward systems acknowledge activity that reflects corporate prin ciples, so the rewards are a confirmation of what applies to the company (Aguinis, 20 12).

If employees feel that their efforts are valued and the employer has a good compensation structure related to jobs, the employee's motivation and commitment will improve and hence performance. According to Steers and Porter (2011), Organizations should think critically about the compensation bundles that they offer to their workers. Monetary motivations improve the business relationship since it makes the reason for elevated amounts of duty and in this manner, firms must create systems that incorporate money related impetuses and rewards for   instance advancement, reward, benefit sharing or addition sharing and workers stock proprietorship and so forth (Ismail, 2009).

Many jobs require financial rewards to attract workers and many individuals simply work to make money or receive the financial rewards recognition1 (Giancola, 2011). Financial incentives are, according to Kinicki and Kreitner (2016), more effective when linked to (or contingent upon) good performance. A key principle is for administrators to clearly explain to staff how success is related to compensation, including the reality that immoral conduct is not accepted as a means of achieving a performance target (Steers, & Porter, 2011). (Dzuaranin, 2012) Suggested from the results that companies that only have cash incentives must also introduce noncash rewards to their performance incentive systems to increase the motivation level of employees.

According to Aguinis (2012), Managers and compensation specialists are increasingly making an effort to link pay to performance to support many business strategies. Workers are presented with financial incentives to deliver in a manner consistent with the business strategy. (Dubrin, 2012) adds that the kind of reward and incentives utilized by an organization is important in spurring workers to perform. It eventually affects the organization's results. Giancola, (2011), observed that rewards have a positive effect on performance. He also found that employees 'most desirable form of reward was verbal appreciation or praise from their immediate boss. Used (Nsour, 2012) did a study on the effects of reward strategy on performance of Jordanian Universities. The data was evaluated using systematic methods, and five universities were chosen for this research. The findings showed the positive relationship in Jordanian universities between moral opportunities and learning and development, as well as a high level of organizational success.

According to Sabo (2011), employees want their performance to be valued and providing adequate opportunities and pay package is an effective resource not just for achieving targets in the workforce but also for sustaining continuing relationship with the productive staff in the company.

Erbasi (2012) examined the impact on work satisfaction of financial and non-financial incentives. Questionnaires were administered to eleven workers at the food premises. In addition, many methods have been used to evaluate the data by SPSS. The findings revealed a strong association between financial and non-financial benefits and employee happiness at work. Attitude towards financial rewards has a greater effect than attitude towards non-financial incentives on work satisfaction.

Quresh et al. (2010) found that there is a strong link between extrinsic rewards, intrinsic rewards and employee performance in their Pakistan in the cement field. The study has also shown that recognition methods (approaches) used in cement factories are suitable for the optimal productivity of workers. Rewards reflect personal as well as institutional goals and help to understand what directs both Personal and institutional goals and commitment. (Allen, & Helms, 2011). Praise and incentives are essential motivators for person and corporate success (Hansen, et al., 2012). Well-rewarded employees feel that they are being valued by the organizations that they are working for. This encourages them to work harder and better because they are aware that their employers (Sang, 2013) take their well-being seriously. Wilson (2016) describes rewards and their purpose as including systems, programmes and practices that influence the actions of people. The purpose of reward systems is to provide a systematic way to deliver positive consequences. Fundamental purpose is to provide positive consequences for contributions to desired performance.

Armstrong and Murlis (2007) believe that organizations should implement reward systems covering both financial and nonfinancial aspects, as this would ensure that the needs of different employees are met, thus increasing employee engagement and performance levels Factors such as appreciation, advancement, expanded obligations, and personal growth require non-financial remuneration schemes. Such programs seek to inspire workers through fulfilling their valued desires and meeting corporate objectives as the organization's performance is connected to human capital. Rao (2010) proposed that providing the best earners with the full pay is considered a good motivator. Which means, to him, encouraging performance means likely to be repeated, since individuals tend to achieve something they will be paid for, and that individuals are goals – motivated by cash rewards that can alter a person's priorities over time?

According to Laursen (2012), reward system design can help to modify the organization's culture. Managers to communicate desired behaviors to organizational members can use a mechanism. Managers who complain about lack of motivation in their subordinates should consider the possibility that the reward systems they have installed are paying off for behaviour other than what they are seeking. Philips (2015) identified compensation among the critical levers to help change the corporate culture.

Girija and Visagamoorthi, (2019) conducted a study on the influence of rewards and recognition on employees' motivation and job performance. The study a descriptive research design was adapted for this study. Convenient sampling technique was applied and data was collected from 114 respondents the findings of the study revealed that rewards and recognition has influence on employees 'motivation. It was also found that there is relationship between reward and recognition. Thus to improve

the productivity of the staff the reward and recognition need to be updated according to the requirement of the employees.

Ndungu (2016) conducted a study on the effects of rewards and recognition on employee performance in public educational institutions: A Case of Kenyatta University, Kenya. A descriptive research design was used in the investigation of the effects of rewards and recognition on Kenyatta University staff performance. Stratified random sampling and purposive random sampling were used in sampling design. Questionnaire as research instrument was used and was distributed to 360 employees of Kenyatta University. Results showed significantly positive relationship between reward and recognition, with employee performance. In addition, a very positive and significant relationship was also observed between job performance and the independent variables (extrinsic rewards, intrinsic rewards and financial rewards, recognition rewards, working environment and leadership styles).

Muchiri (2016) conducted a study on the effects of rewards on employee performance in the hospitality industry: A case of Nairobi Serena hotel. The study had a population of 467, a target population of 100 and a sample size of 80. The Researcher used a stratified sampling technique. The study found that there exists a significant relationship between intrinsic rewards and employee performance. Intrinsic rewards examined in this study-included employee's ability, trust, recognition, and achievement. The study further found that there existed a significant relationship between extrinsic rewards and employee performance. Extrinsic rewards in the study included salaries and wages, paid vacations, paid leave, travel allowances and bonuses.

Agwu (2013) carried out a study on the effect of reward systems on employee's job performance in a Nigerian Oil Company. The study used a cross- sectional survey research design in generating the required primary data. The sample size was 396 respondents, which were determined using Yamane's formula. The respondents were selected using stratified random sampling method for the purpose of questionnaire administration. The study was based on The Equity Theory of job motivation. The results indicated that implementation of fair reward system in the company largely influenced employees' job performance.

Najeemdeen, Bello & Mohammed (2018) conducted a study on the relationship between reward and transfer of training among employees. The study was anchored on cross-sectional research design. Data was gathered through a questionnaire. Quantitative methodology was chosen for this study because it was the most appropriate tool to examine the relationships among reward on the transfer of training among employees in Farmers' Organization Authority Headquarters, Kuala Lumpur. Data was gathered and analysed using Statistical Packages for Social Sciences. From regression analysis, the findings indicated a positive relationship between reward and transfer of training. The findings revealed that lack of rewards creates an unfriendly environment that eventually reduces employees' work struggles and affects the careers.

Burton (2012) argues that extrinsic rewards are important since they play a critical role in motivating employees to performance. Extrinsic reward systems are designed because of the organizational process of performance structures that determine the level of compensation for employees. Therefore, it is necessary that the reward systems be viewed as fair to all employees in terms of processes, rules, regulations,

and award mechanisms. Management 53 decisions in awarding employees' compensation should be rational and above board. When employees feel that their organization is fair in giving extrinsic rewards, they commit themselves to organizational performance and sustainable development.

The study performed by Ong and Teh (2012) on the structure of bonuses and achievement inside Malaysian commercial banks found that most commercial banks give monetary and non-monetary incentives; the age and size of the institution do not influence the execution of the incentive scheme. The study nevertheless established a negative relationship with respect to extrinsic opportunities and organization. Various organizations use recognition as inspirational procedures for worker's better performance (Beer, & Walton, 2014). Workers do not just need a decent pay and benefit package, they also need esteem and acknowledgement for their work (Wiese, & Coetzee, 2013).

2.4.5 Resources and Transfer of Learned Skills

Resources are defined as "anything perceived by the individual to help attain his or her goals" (Halbesleben, 2014). Resources refer to assets that employees can use within an organization to enable them to achieve organizational goals. Several researchers have studied the effect of various types of resources on transfer of training. These include relevant technology, budgetary or financial resources, physical and aesthetic environment.

Bartocho, (2014) sought to investigate the effect of physical and social capital resource capabilities on employee performance in courier companies in Kenya. The study was based on social capital theory and targeted a population of 2800 where a sample of 339 respondents was obtained using Cochran's formula. The study used

simple random sampling which employed explanatory research design. Data was analyzed using descriptive and inferential statistics. The study findings revealed that physical capital resource capabilities had the greatest influence while Social capital resource capabilities were found not to be significantly associated with employee performance.

Al_Qudah (2015) conducted a study on the effect of human resources management practices on employee performance. To achieve the study objectives, the researcher developed and distributed a questionnaire, and collected and analyzed the data using SPSS. An overall analysis was performed based on the descriptive statistics and correlation analysis. The results indicated that recruitment, selection, and compensation significantly correlated with the employee performance. Klundert, (2013) conducted a study on the effect of human resource on performance in hospitals in sub-Saharan Africa: a systematic literature review. Descriptive research design was employed in the study. Questionnaires were used to collect primary data for the study. The study findings revealed that HR recruitment policy had helped in new role adjustment. HR appraisal policy supported employees' performance.

Njoka (2016) carried out a study on factors affecting transfer of training at the registry department of Nairobi University. The study targeted university employees who had attended various courses. The study established that although a majority the trainees were able to transfer skills that they learnt as demonstrated by their application of skills learned in training, a majority 63% indicated that they did not get enough resources to apply. The study concluded that that the greatest challenge affecting transfer of training was lack of enough resources. This indicated that probably resources might not have a very big influence on transfer of training.

One of the resources that has been reported in literature is time .Time is usually associated with the amount of workload given to employees. In their study, Holton and Davine (2010) found that learning transfer is undermined by factors such as work pressure and lack of support. Waller (2012) found that time may be one of the biggest barriers to applying learning. It was reported that when employees return to work, pressure of heavy workloads made it difficult to find time to try out new ways of working resource provisioning is important since it leads to positive performance outcomes.

Blume et al. (2010) did a meta-analysis, which found evidence that the amount of time between the end of training and the transfer measure was a moderator of the positive relationship between knowledge and training transfer. As Taylor et al. (2009) remarked in their meta-analysis of managerial training from different rating sources, it is difficult to make explicit propositions about opportunity to transfer (time), because longer times may result in learning decay. Conversely, too little time between training and post-test measures could mean that trainees have not had enough time to use the training. It is highly likely opportunity to transfer has strong influence as a predictor of training transfer if kept within appropriate lower and upper time restrictions.

A study by Raliphada (2013) established that 60% of employees indicated that their current workload provides them the opportunity to transfer training. Time is a valuable resource when one is required to implement new techniques that were acquired from the training, she established that a relationship exists between learning transfer and time, with 26% of the employees reporting that time is of less significant in their ability to transfer learning. Waller, (2012) found that time may be one of the biggest barriers to applying learning. He observed that when employees return to

work post training interventions pressure of heavy workloads made it difficult to find time to try out to new ways of working. It can be concluded that the necessary time to reflect on what the employees have learned, good mental space and less distractions at work, the probability of learning transfer is increased.

Njoka, (2016) established that, much of the time, workers are given a lot of work which does not allow them to recall what was learnt during the preparation and leaves them with a lot of exhaustion. Another form of resource is availability of budget. Budget refers to the financial expression of any given activity as agreed during its sanctioning process (Ikramullah, 2007). Financial support has a significant influence on training transfer. Another type of resource is technology. Technological support refers to the services by which enterprises assist trainees in using technology products, such as mobile phones, computers, software products or other electronic or mechanical goods. Handy (2008) links technological assistance with quality of mentoring. From her study, she implies that a mentoring program may be even more effective for those relying on technology since, according to her study, experienced service engineers could help the newly trained service engineers apply knowledge learned in class, thus providing immediate and constructive feedback on performance of the trainee.

Another form of resource support is Physical and aesthetic environment. This refers to the facilities and the environment the companies provided to their trainees to help to increase training transfer. According to Barker and Ahmad (2010), physical resources comprise of equipment, buildings and other facilities that contribute to the production of a good or service. Aesthetics environment is a vital part of the physical

environment, it helps to reduce trainees' stress and increase willingness to try new skills at work, and thus play a significant role in improving training transfer.

In their study on effect of physical resources on health care houses and health centres in Iran, Heidari et al. (2016) found that there were low levels of physical resources leading to poor performance of the organizations studied. The study used descriptive research design, and the population of the study was rural and urban health houses and health centres. Wanjau et al. (2012) found that financial resources significantly influenced the performance of public hospitals in Kenya since they were a critical component in the acquisition of necessary physical resources. Due to lack of uniform results from previous studies about the effects of resources supports on training transfer, further research is needed to clarify the significant effects of transfer of learned skills in the work place.

2.4.6 Motivation and Transfer of Learned Skills

Motivation has been identified as one of the factors that mediates training transfer process (Cheng, 2016). Motivation to transfer has been defined as the desire and willingness to productively use the knowledge and skills learned in training programs on the job (Gegenfurtner, & Vauras 2012). According to Kangure (2015), when the employees undergo training and learning development programmes, their confidence in the particular area of training builds up and motivates them to be more engaged in their job.

Warnakulasooriya (2016) conducted a study on the factors influencing motivation to transfer training: an empirical study of a government sector-training program in Sri Lanka. Data were collected from 152 officers of the Sri Lanka Administrative Service who participated in a capacity building training program. The Structural Equation

Modelling technique was used to test the hypotheses derived from the extensive literature survey. The findings revealed that trainees' self-efficacy has a significant impact on the motivation to transfer. Contrary to expectation, the other constructs did not significantly influence the motivation to transfer.

Waiyaki (2013) conducted a study on the effect of motivation on employee performance: a case of pam Golding properties limited, Nairobi. A descriptive research design was adopted. The census technique was used in the study to select the respondents from the list of employees provided by the human resource department in order to capture the entire population, thus, the sample size of the study was 50. The study showed that there was a lack of regular training and development for the employees to improve their key skills and knowledge and this is an area that should be addressed. Additionally, either there was no mentorship program for employees during on boarding or to achieve their goals and this would be greatly beneficial to them.

Grohmann et al. (2014) further confirmed the role of motivation as a mediator between training characteristics and training transfer. The basic principle of transfer motivation is that trainees who have finished training find their jobs more enriched, i.e. make employees' job to be more motivating and satisfying after applying skills learned in training. If all trainee apply skills learned, then the organizational goals and objectives could be realized (Bhatti, & Hoe, 2012). Literature on motivation to transfer skills from training to the work place is based on theories of motivation such as expectancy theory. There are two broad ways that have been identified through which motivation affects transfer of training: extrinsic motivation and intrinsic motivation. Intrinsic motivation is the motivation that originates form once self. It

may occur when one believes in himself and has confidence that they are capable of accomplishing a particular task. Sometimes it is referred to as autonomous motivation.

According to Minnaert et al. (2011), autonomously motivated trainees would engage in using what was learned in training because of an interest in the learning material and because training application would offer another way of identifying with work activities and challenges (Pham, et al. 2011). In contrast, controlled-motivated trainees would engage in transfer because of external factors to follow the wish of a supervisor, to avoid sanctions, or to receive financial awards (Kyndt, 2011).

Sankey and Machin (2014) carried out a study that established that intrinsic motivation e.g., personal interest motivation and appreciation of an interaction due to personal gratification had a significant influence on transfer of training. Owing to unexpected conditions, staff often struggle to reach their planned guidance and motivation for an increased success standard. As workers believe their work is not assisted, they do not act in the manner and actions that can contribute to the usage of the organization's expertise and skills (Jehanzeb, et al., 2013). Organizations will aim to regularly provide the employee with complete, consistent support and inspiration such that the job transition cycle functions more efficiently, Zumrah & Boyle (2015).Without the supervisor's support, workers are less interested in carrying out their duties and neglect experience moved to the workplace Lim and Nowell, (2014).

 A study by Choi and Roulston (2015) highlighted some constructs related to trainee characteristics influencing training transfer. The medical school residents were interviewed to find out trainees' professional identity, related negative or positive experiences, personal views toward the training content, and if it determined trainees'

attitude toward learning. A trainee with positive attitude proactively gathers relevant information and explores external sources. This affects knowledge retention and application in different contexts.

A study by Arefin, and Islam (2019) attempted to identify factors influencing the motivation to transfer learned skills in the Bangladesh's banking sector. A panel of 275 workers who received training on banking skills was surveyed. They found out that if employees are given a chance to participate in the setting of departmental objectives, they are more likely to transfer their skills learned. The study findings indicated that the greater the trainees' confidence in the skills, abilities and knowledge acquired from training, the greater the chances that they would be motivated to transfer training. When trainees return to the organization with improved skills and knowledge, they are more likely to be poised to invest their learnt skills if they are provided adequate support by the organization.

Using meta-analytic techniques to examine the outcomes of computer-based learning, Gegenfurtner and Vauras (2012) found that self-efficacy during training was a key indicator for predicting whether participants intended to use the skills learned online in the future. In short, one's level of self-efficacy has direct implications for current and future intention to transfer training. According to Shah (2019) without motivation, employees are not likely to have any desire and interest within themselves to learn and to transfer all the useful training that they were supposed to have picked up into their job or main responsibilities. They reiterate that motivation of the organization's employees can and could be increased though means such as; by rewarding them with proper due recognition and advancements throughout their career. Shah (2019) observes that apart from supervisors, peers are very integral and

important elements that should often times be deployed and showcased to ignite not only the motivation but also to instil a sense of confidence to the trainees in striving to learn and also transfer training effectively. Peers can be role models in giving out proper guidance and worthy instructions to trainees after the training.

Abozed et al. (2009) investigated the impact of work-related environmental factors on motivation to transfer training in the Libyan oil industry through a proposed framework that linked employees 'perceptions of work-related environmental factors to effective training strategies. The research included work environment factors such as feedback, peer support, help from managers, negative personal outcomes, and punishments from superiors, within the organizational culture. The study demonstrated the influence of the organizational factors on motivation to transfer learned skills. Daneshmandi (2017) explored the effect of environmental factors on transfer of training from training courses to the workplace. They used quantitative method and the population included 193 employees who participated in an in-service training course in Tehran Municipality. The results showed that the most important factor influencing transfer of training was Opportunity to use capabilities.

Schramm (2019) followed up training in relationship and marriage education (RME) to establish if the training was transferred. The study targeted 324 child welfare professionals across five states who completed a 1-day training in RME. Structural equation modelling was used with participant self-efficacy, utility, and confidence as predictors of application of RME concepts at 2 months post training. The study established that only the combined effect of both higher self-efficacy and higher utility was related to applying concepts at 2 months. Those who apply the concepts at 2 months are more likely both to report higher confidence at 6months and to apply the

concepts at 6 months. They concluded that evaluation of trainings should move beyond measurement of immediate learning outcomes to better understanding how to motivate immediate learning transfer. The implication of the study is that if participants do not feel like they have actually learned new skills and, more importantly, do not implement the skills with individuals or clients soon after a training, they will be much less likely to use them in the future. A combination of learning concrete principles and skills as well as instilling confidence in the learners that they can implement the skills learnt may result in future implementation.

The study of Yelon et al. (2014) shows that inspired people that are effective in implementing training and those that transcend initial failures) are more inclined to extend their usage of training beyond immediate efforts to enhance their own job performance — which needs consideration of use in a multidimensional framework. Research by Bhatti (2013), focused on the Malaysian bank workers, found that motivation to transfer learned skills mediates the interaction between help, learner preparation, instrumentality and transition of training. Wen and Lin (2014) announced, as a recent report, that there is a positive connection between motivation to move and transition of training.

In Germany, Massenberg (2015) studied the effect of motivation on transfer of training at two organizations in the automobile industry. Aspects such as social support, motivation to transfer and training transfer were investigated. The study concluded that social support and motivation contributed positively to transfer of learned skills during team training initiatives that include all team members, both at the individual and team level of analysis. Vandergoot (2019) used retrospective design to examine factors affecting the generalization of transfer and the maintenance

of managerial-leadership skills from a 12-month training programme. Results showed that human (e.g., motivation) and organizational variables (e.g., opportunity-to-use and perceived-support) accounted for 52% of the variance in relation to transfer generalization.

Tumentsogtoo (2013) conducted a study to establish the factors that affected training transfer among civil servants in Mongolia. The study indicated that the transfer of learned skills was positively related to individual motivation. The findings indicate that when trainees have confidence that they will be able to transfer learned skills, they are likely to succeed in the process. Pham et al (2010) noted that the stronger the motivation to transfer learned skills, the greater the chances of transferring the skills.

Overwhelmingly, the literature examining the relationship between motivation to transfer and transfer of training reports positive correlation estimates (Chiaburu et al., 2010). However, recent meta-analyses of motivation and transfer (Gegenfurtner, & Vauras 2012) have suggested that correlates between motivation and transfer varied extensively. One reason for the heterogeneity and disagreement in the literature may be the theoretical conceptualization. The above literature of the effect of motivation to transfer seems to give contradicting results. There is need to undertake a study to bring clarity in the matter especially in the Kenyan context.

Bhatti, Issah, Ali and Battour (2014) conducted a study on how training transfers affected by motivation. The study demonstrated that training partners ought to deal with the training program effectively. Transfer is amplified when students have social help, elite self-adequacy, and motivation. Partners, for example, mentors, students, supervisors, and peers are critical to the preparation transfer measure, as are student availability, learner response, instrumentality, and training maintenance.

Blair, (2017) conducted a study on the factors affecting the transfer of training based on the opportunity to perform trained tasks. The study utilized a one-shot program evaluation design. Pearson's product-moment correlation coefficient and a multiple regression analysis were adopted. The findings revealed that trainees got differential occasions to perform prepared assignments subsequent to training and contrasts in circumstance were identified with factors in the learner's exchange climate, just as the learner's individual qualities. In addition, learners with more elevated levels of self-viability and vocation motivation were correspondingly found to have essentially more prominent opportunities to perform. Kim-Soon and Nabila, (2012) conducted a study on the impact of motivation to learn on perceived training transfer in Malaysia. The study revealed that the elements of motivation to learn are intervention fulfilment, learning outcome, job attitude, target achievement, and expected utility.

Eleanor (2015) did a study on the impact of work environment characteristic on student motivation and training. Data was collected from training program members and their managers through a progression of polls, and the information was broke down utilizing relationships and various relapse examination methods. The study found out that the individual's preference as to whether to go to training was strongly associated with the desire to learn. In addition, social support such as top management, supervisory and peer support was the only work environment variable that demonstrated significance with motivation to learn. Hua and Rusli (2014) conducted a study on motivation to improve work through learning. The study found that motivation to improve work through learning construct offers a clear view regarding to a learner's profile in a workplace setting, which emphasizes learning for the improvement of work performance.

2.5 Research Gap

Pham et al. (2013) conducted a study on the effects of work environment on transfer of training in Vietnam. The results indicated that work environment factors such as supervisory support, job autonomy and preferred support (support as needed by the trainee) were significantly associated with the training transfer. Additionally, trainee's use of transfer strategies mediated the work environment and training transfer relationship. However, the study was not conducted in Kenya. Wawira (2015) conducted a study on factors affecting transfer of knowledge from training to the job among employees of large commercial banks in Kenya. The study also found that knowledge of the subject matter and professional experience affected transfer of knowledge from training to the job. The study concludes that training practitioners as factors affecting transfer of knowledge from training to the job originally identified trainee characteristics such as personality, trainee ability, and motivation effects. Nonetheless, the study did not address the effects of workplace environment on transfer of learned skills.

Gitonga and Gachunga (2015) conducted a study on the Influence of Work Environment on Organizational Performance in Government Ministries in Kenya Work environment has both positive and negative effects on the psychological and welfare of employees. Psychosocial environment was the most significant factor and had a positive significant relationship. However, the study focused on government ministries and failed to address transfer of learned skills.

2.6 Conceptual Framework

A conceptual framework is a scheme of concepts (or variables) which the researcher will operationalize in order to achieve set objectives. It is a schematic (or diagrammatic) presentation, which shows the relationship between the dependent and independent variable (Onen, 2011).

Management Support
- Goal Setting
- Encouragement
- Communication
- Coaching/mentoring

Transfer of Learned Skills
- Behavior change
- Improved Performance
- Error reduction
- Feed back
- Reduced Accidents

Dependent Variable

Peer Support
- Cooperation
- Feedback
- Work group support
- Team work/Cohesion

Employee Rewards
- Salary
- Career development
- Recognition and praise
- Moral support

Motivation
- Intrinsic motivation
- Extrinsic motivation

Moderating Variable

Resources
- Budget
- Appropriate technology
- Physical and aesthetic environment
- Working tools/equipment

Independent Variables

Figure 3: Conceptual Framework

Figure 3 indicates the conceptual framework the independent variables are management support, peer support, rewards and availability of relevant resources

78

while the dependent variable is transfer of learned skills. Motivation to transfer moderates the relationship between the dependent and independent variable. Workplace environment refers to the place where employees work and perform their daily duties the transfer climate or those factors perceived by trainees that can encourage or discourage their use of knowledge, skills and abilities learned in training in the real workplace environment.

Transfer of learned skills is a continuous sequence of thoughts and actions leading to application at work of what were learned in instruction. Transfer of learned skills is the ultimate aim of any training and is often reflected in trainees' change in behaviour, attitude and work performance. Management support has been defined as the degree to which trainees perceive their managers or management as supporting the use of trained skills back on the job. Management support is the degree to which managers support and improve the use of newly acquired knowledge and skills at the job. Trainees will consider training more important when managers demonstrate support for training and indicate a high priority for the transfer of training managers can schedule meetings with trainees, to deliberate on how to implement learned skills, define the organization's possible support, provide input and understand when the skills learned are applied back at the workplace.

Peer support refers to the degree to which trainees regard their peers or their colleagues as promoting the use of learned. Peer support refers to encouragement from co-workers to use new skills in the work place. An open and supportive environment is essential for employees to feel safe in the workplace and engage totally with their responsibility.

Rewards are focal device to improve motivation among employees and no organization can imagine reaching their goals and objectives without motivating their employees. Reward system design can help to modify the organization's culture. It is a mechanism used by managers to communicate desired behaviors to organizational members. Resources are defined as "anything perceived by the individual to help attain his or her goals Resources refer to assets that employees can use within an organization to enable them to achieve organizational goals. Several researchers have studied the effect of various types of resources on transfer of training. Motivation has been identified as one of the factors that mediates training transfer process. Motivation to transfer has been defined as the desire and willingness to productively use the knowledge and skills learned in training programs on the job.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research methodology of the study. It identifies and justifies the research philosophy, research approach and the research design used. The target population and the sampling procedure and sample size are also given. Additionally, the chapter deals with instrumentation, validity, and reliability of the instruments. The chapter concludes with detailed data collection procedure and data analysis methods for the study.

3.2 Research Philosophy

The researcher adapted pragmatism paradigm in examining issues raised in this research. Pragmatism is a deconstructive paradigm that advocates for the use of mixed methods in research. It "sidesteps the contentious issues of truth and reality" (Feilzer, 2010), and "focuses instead on 'what works' as the truth regarding the research questions under investigation" (Tashakkori, & Teddlie, 2008). In that sense, pragmatism rejects a position between the two opposing viewpoints. In other words, it rejects the choice associated with the paradigm wars.

Pragmatists believe that reality is not static-it changes at every turn of events. Similarly, the world is also not static-it is in a constant state of becoming. The world is also changed through actions-action is the way to change existence, (Morgan, 2014). Pragmatist belief that research is simply a form of inquiry that is performed more carefully and more self-consciously than most other responses to problematic situations. Research though requires a considerable amount of effort to make the

choices that are most likely to have the desired consequences. Overall, however, inquiry is just one form of experience, and research is just one form of inquiry.

For many, pragmatism as a worldview arises out of actions, situations, and consequences rather than antecedent conditions (as in post positivism). In choosing a method in research, a pragmatic approach is used to choose the best method suitable for the research. This enables the research to concentrate on a scientific inquiry thus preventing the researcher from being caught in a philosophical debate (Morgan, 2014). Pragmatic researchers are the ones who are free to utilize any research method, techniques and procedures that are typical for quantitative or qualitative research.

 Morgan asserts that pragmatic approach is based on the premise that every method has its limitations and that different approaches can be complementary. Thus, a pragmatic perspective draws on employing 'what works'; using diverse approaches, giving primary to the impact of research problem and question and the valuing both objective and subjective knowledge (Morgan, 2014). Pragmatism is simply oriented toward solving practical problems in the real world rather than being built on assumptions about the nature of knowledge (Creswell, 2014).

Many researchers criticize pragmatism as a philosophy in general and as a philosophical justification for the mixed research approach. In the researcher's opinion, some of these arguments are not strong enough while others cannot be ignored. For example, Hall (2013) has criticized pragmatism from a methodological point of view for not defining "what works" when it comes to research methods. He has argued that the value of research methods cannot be assessed before the research is completed. However, the researcher believes this argument is not convening. The advantage of a pragmatic research is the ability to determine which research method

serves which research purpose and in case of mixing methods, the researcher should be able to design his research in a way that gains the advantages of both quantitative and qualitative methods while avoiding their weaknesses.

3.3 Research Design

The researcher adopted a descriptive survey design. A descriptive survey design collects information from a sample drawn from a predetermined population using a predetermined set of questions. The predetermined population included those subjects that have the expertise of the information relevant to the study. The study explored relations among variables. Descriptive Survey design has an advantage in that it draws a sample of the population and then generalizes the finding from the sample to the population (Graziano, & Raulin, 2007). The design also helps to assess people's thoughts, opinions, attitudes and feelings and provides a basis of summarizing and generalizing the views of all respondents.

A descriptive survey is used to obtain a description of a particular perception about a situation, phenomena or variable and their views are taken to represent those of the entire population (Njeru, & Orodho, 2005). This design therefore enabled the researcher to obtain information concerning opinions or practices from a sample of people (respondents) representing a population using questionnaire technique. The information provides a basis for making comparison and determining trends, reveal current weaknesses/and or strengths in a given phenomenon under study and provides information for decision-making (Nachimias, & Nachimias, 2008). It needs to be mentioned that the survey design has some limitations. For instance, the information unknown to the respondents may not be obtained. To curb this limitation, questions

were prepared properly to ensure their reliability and validity and thus eliminate the possibility of obtaining biased information.

3.5 Location of the Study

The choice of study area is essential as it affects the data produced. The study location is critical because the assorted variety of data and instruments encased in the environment of study all of which directly or indirectly affect the research outcomes (Mugenda, & Mugenda, 2003). The study was conducted in Kenya State Corporations, specifically in the 20 sampled State corporations.

3.4 Target Population of Study

Target population refers to the entire list of members of a real or hypothetical set of people, or objects to which the study wishes to generalize the results of the study (Kothari, 2004). The units of analysis were State corporations in Kenya which are categorized into 8 major groups as indicated in table 1. State corporations are classified into eight broad functional categories based on mandate and core function. The target population was employees working in 202 State corporations in Kenya. Employees in state corporations were best placed in this study since they are usually the one who are directly involved in training activities. The list of State Corporation is shown in appendix iii.

Table 1: Categories of State Corporations

Categories	Number of State corporation
Commercial/Manufacturing	30
Financial	14
Public Universities	31
Regional Development Authorities	7
Regulatory	35
Service	64
Training and Research	16
Tertiary Education/ Training	5
Total	**202**

State Corporations Advisory Committee (SCAC, 2020)

Table 2: Distribution of Employees in the Target Corporation

Target State Corporation	Target Population
National Social Security Fund	1400
Kenya School of Government	620
Kenya Seed Company	650
Kenya Power	10,648
Kenya Forest Service	4760
Cereals and Produce Board	972
National Irrigation Board	1560
University of Eldoret	1300
Moi University	3000
Medical Training College	2200
Kenya Industrial Estate	256
Kenya Medical Supplies Agency	325
Horticultural Development Authority	650
Rift Valley Water Service Board	780
Moi Teaching and Referral Hospital	3118
Technical University of Mombasa	498
Kerio Valley Development Authority	551
Agricultural Development Corporation	344
Kenya Rural Roads Authority	6355
Kenya National Highways Authority	480
Total	**40467**

State Corporations Advisory Committee (SCAC, 2020)

3.5 Sampling Design

Sampling is the process of selecting a sub-set of cases in order to draw conclusions about the entire set. A sample is a representative part of a larger population. As noted by Cohen et al. (2013), factors such as expenses, time and accessibility frequently prevent researchers from gaining information from the whole population. Therefore,

there is need to obtain data from a smaller group or subset of the total population in such a way that the knowledge gained is representative of the total population under study.

3.5.1 Sampling Frame

From the 202 state corporations the researcher selected 20 state corporations, which forms 10% of the list of 202 state corporations. This sufficiently met the minimum threshold sample size suggested by (Gay, 1996) that a sample size of 10% of the target population is regarded as adequate for small population (N<1000). The researcher further adopted stratified random sampling to get the sample size of State Corporation in each category. The 20 sampled state corporations had a total population of 40467 as indicated in Table 3.

Table 3: Sample for State Corporations

Categories	Number of State corporation	Sampled State Corporation
Commercial/Manufacturing	30	3
Financial	14	1
Public Universities	31	3
Regional Development Authorities	7	1
Regulatory	35	3
Service	64	7
Training and Research	16	1
Tertiary Education/ Training	5	1
Total	202	20

3.5.2 Sample for Employees

The sample sizes for the employee were determined using the Slovins' formula (Huck, 2013) which is as follows.

$$n = \frac{N}{1+Ne^2}$$

Where: n = Sample size

           N = Target population

           e = Margin of error

           1 = is a constant value

$$n = \frac{40{,}467}{1+40{,}467\,(0.05)^2}$$

$$n = \frac{40{,}467}{102.1675}$$

$$n = 396.0849$$

$$n = 396$$

Finally, proportionate stratified sampling was used to get the sample size from each of

the sampled state corporations as indicated in Table 4

Table 4: Sample Distribution of Employees in the Sampled State Corporation

Sampled State Corporation	Target Population	Sampled Employees
National Social Security Fund	1400	14
Kenya School of Government	620	6
Kenya Seed Company	650	6
Kenya Power	10,648	104
Kenya Forest Service	4760	46
Cereals and Produce Board	972	10
National Irrigation Board	1560	15
University of Eldoret	1300	13
Moi University	3000	29
Medical Training College	2200	22
Kenya Industrial Estate	256	3
Kenya Medical Supplies Agency	325	3
Horticultural Development Authority	650	6
Rift Valley Water Service Board	780	8
Moi Teaching and Referral Hospital	3118	31
Technical University of Mombasa	498	5
Kerio Valley Development Authority	551	5
Agricultural Development Corporation	344	3
Kenya Rural Roads Authority	6355	62
Kenya National Highways Authority	480	5
Total	40467	396

State Corporations Advisory Committee (SCAC, 2020)

3.6 Data Collection Instruments

The researcher used closed ended questionnaires based on Likert scale as the main

mode of data collection. The use of questionnaires is justified because they were

assured an effective way of collecting information from a population in a short period of time and at a reduced cost. The questionnaires also facilitate easier coding and analysis of data collected (Kothari, 2004). The closed ended questions ensured that the respondents were guided to the relevant area of concern of the study.

3.7 Pilot Study

Pilot study is a small-scale replica and reconnaissance of the real study (Monette, et al., 2002). It helps in ascertaining the suitability and simplifies the utilization of the research tools and the functional elements of administering the questionnaires. The drive of a pilot test is to identify possible weaknesses, inadequacies and constraints in all aspect of the research process. Forty (40) questionnaires were administered to employees into two state corporations Kenya Agricultural and Livestock Research Organization (KALRO) and Water Resource Management Authority (WARMA). This consisted of 10% of the target population, (Kothari 2004). The piloted questionnaires were not be included in the main study.

3.7.1 Validity of Research Instruments

According to Saunders (2007), validity is concerned with whether the findings are really about what they appear to be. Mugenda and Mugenda (2003) posit that validity is the accuracy, meaningfulness and the degree to which results obtained from the data analysis actually represent the phenomenon under study. Validity refers to the extent to which differences found with a measuring instrument reflects true differences among those being tested (Kothari, 2009). Validity in research therefore tells the readers whether an item measures or describes or produces the same or similar responses on multiple occasions (Bell, 1993).

Content validity evidence involves the degree to which the content of the test matches a content domain associated with the construct. Content related evidence typically involves subject matter experts evaluating test items against the test specifications. Foxcroft et al. (2004) note that by using a panel of experts to review the test specifications and the selection of items the content validity of a test can be improved. The researcher sought the assistance of experts in the field of human resource management in Kabarak University and guidance from fellow doctorial students. Their comments were incorporated to improve the validity of the instrument.

3.7.2 Reliability of Research Instruments

Reliability is the extent to which any measuring procedure yields the same results on repeated trials (Kothari, 2009). Research instruments are expected to constantly yield the same results with repeated attempts under similar conditions (Donald, 2006; Mugenda & Mugenda, 2003). The instrument returns the same measurements when it is used at different times. To determine the reliability of the instruments (questionnaire), the researcher adopted the test retest technique, where the questionnaire was administered twice to the respondents in the pilot sample. A total of 40 questionnaires were administered to employees into two state corporations Kenya Agricultural and Livestock Research Organization (KALRO) and Water Resource Management Authority (WARMA). This formed the data used in the pilot study. After the first administration, the researcher re-visited the state corporations after two weeks for the second administration. The researcher used Cronbach's alpha Coefficient. The significance level was set at threshold of at least 0.7. According to Oluwatayo (2012), a reliability index of 0.84 is considered ideal for a study and Mugenda and Mugenda (2003) says that a correlation co- efficient of 0.5 to 1.0

implies that there is a high degree of reliability of the data and the instrument can be used for data collection.

3.8 Data Collection Process

Before beginning to collect data, the researcher obtained permission from Kabarak University, school of Business and Economics and a permit from the National Council for Science, Technology and Innovation (NACOSTI). The researcher then visited sampled state corporations to request permission to undertake the study. The selected respondents were assured that their anonymity and confidentiality would be guaranteed since their names would not be required. Thereafter, the researcher administered the instruments to the participants and collected them back after two weeks.

3.9 Data Analysis

Data was analysed with the aid of the Statistical Package for Social Sciences (SPSS) version 21. The analysis enabled the researcher to determine the nature and extent of the relationship between the variables. The researcher used both qualitative and quantitative approaches for data analysis. Descriptive statistics and inferential statistics were used in this research. Multiple regression was be used to test the hypotheses. Frequency tables, helped in the presentation of data. The relationship between the dependents and independents variable was analysed using a regression model below.

Without Moderating Variable

Model I: $Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \varepsilon$ ……………………. Equation 3.1

With Moderating Variable

Model II: $Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \beta_5X_5 + \varepsilon$……………Equation 3.2

Where;

Y= Transfer of training

β_0 =constant

β_1- β_5= Regression Coefficients

X_1 = Management support

X_2 = Peer support

X_3 = Employee Rewards

X_4 = Availability of relevant resources

X_5 = Motivation of Transfer

ε = Error Term.

3.10 Ethical Issues

A great deal of cooperation and coordination among many different people in institutions is required in research. This demands ethical standards. According Resnik (2015), having ethical standards in the research endeavour set values that are central for a collaborative work. The values that ensure ethical research include trust, accountability, mutual respect, and fairness (Resnik, 2015). The researcher observed the ethical issues, which are supposed to be followed in a scientific research. In this work the rights and welfare of the participant involved in the research was respected. Ethics in research is about the application of ethical standards in the planning, data collection, analyses, dissemination and use of results in research. The researcher considered the potential benefits of the study against the cost to the participant,

dignity, anxiety, embarrassment, and loss of trust in social relations, loss of autonomy, self-determination and lowered self-esteem were factored in.

3.11 Assumption of Regression Model

Assumptions are conditions that should be met before we draw inferences regarding the model estimates or before we use a model to make a prediction. Regression assumes that variables have normal distributions. Regression assumes that variables have normal distributions. The research will make two major assumptions normality and multicollinearity.

3.11.1 Normality Test

Normality means that the distribution of the test is normally distributed. The assumption of normality is especially critical when constructing reference intervals for variables. There are two main methods of assessing normality: graphically and numerically. The study adopted graphical methods such as histogram to test normality.

3.11.2 Multicollinearity Test

Multicollinearity refers to when your predictor variables are highly correlated with each other. The assumption is only relevant for a multiple linear regression, which has multiple predictor variables. Multicollinearity can be checked in two ways: correlation coefficients (correlation matrix) and variance inflation factor (VIF) values. If your predictors are multicollinear, they will be strongly correlated. When using VIF values, the values must be below 10.00, and best case would be if these values were below 5.00. In this study, Multicollinearity was determined by getting VIF values.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.1 Introduction

This chapter presents and discusses the results of the analysis of data that was collected from the field. The analysis was carried out using both descriptive and inferential statistics focusing on the research objectives and hypotheses.

4.1.2 Response Rate

A total of 396 questionnaires were issued out to respondents from the sampled state corporations. completed questionnaires that were received were 369 which represented 93% response rate. The high response rate was achieved since the researcher administered the questionnaire and waited for the respondents to answer. According to Fincham (2008), a response rate of above 60% is considered appropriate in research.

4.1.3 Reliability Statistics Results

Table 5: Reliability Statistics Results

Variable	Number of Items	Cronbach's Alpha
Management support	12	0.843
Peer support	10	0.789
Employee Rewards	9	0.823
Availability of relevant resources	9	0.757
Motivation	12	0.763
Transfer of Learned skills	12	0.798

Author (2020)

From the findings, the Cronbach's alpha value ranged between 0.70-0.843, which shows that the instrument was reliable to be adopted in the study.

4.2 Demographic Data

It was important for this study to determine the bio-data of the employees who participated in the study. The findings are presented in the following sub-sections.

4.2.1 Age of Respondents

The responses on the age of the respondents are shown in Table 6

Table 6: Age of the Respondents

Age bracket (Years)	Frequency	Percent
18- 29	24	6.5
30-39	89	24.1
40-49	142	38.5
50-59	109	29.5
60 & above	5	1.3
Total	**369**	**100.0**

As shown in Table 6 38.5 %(142) of the respondents were aged 40-49 years, 29.5 %(109) were 50-59 years old, 24.1 %(89) were 30-39 years old. Further, 6.5 %(24) were between 18 and 30 29 years old. Only 1.3 %(5) were above 60 years. The findings indicate that a good number of the workers are aged between 50 and above .The state corporations should put in place mechanism for example through appropriate training to prepare for succession of those about to retire. This will avoid a situation where those above the 60 year mandatory retirement age are still in office as indicated by the 1.3%.

4.2.2 Gender of the Respondents

The respondents were also asked to state their gender. The results are presented in the Table 7

Table 7: Gender of respondents

Gender	Frequency	Percent
Male	157	42.5
Female	212	57.5
Total	**369**	**100.0**

The findings presented in Table 7 shows that over half (57.5%) of the respondents were female, whereas 42.5 % were male. The Kenyan 2010 constitution states that theres has to be gender equality in employment within any organization at least a third of each gender. Therefore the state corporations have considered gender equality while recruiting the employees.

4.2.3 Educational Level of the Respondents

The findings on the educational level of the respondents are shown in the Table 8

Table 8: Educational Level of Respondents

Educational level	Frequency	Percent
PHD	8	2.2
Masters	47	12.7
Bachelors	128	34.7
Diploma	134	36.3
Certificate	52	14.1
Total	**369**	**100.0**

From Table 8 that 36.3% of the respondents were diploma holders whereas 34.7% were degree holders. Another 12.7% had masters and 14.1% were certificate holders. Only 2.2% were PHD holders.

4.2.4 Experience of the Respondents

The respondents were asked to state their experience, their response are presented in Table 9

Table 9: Experience of the Respondents

Experience (Years)	Frequency	Percent
Less than 5	35	9.5
5-15	175	47.4
16-25	107	29.0
Above 25	52	14.1
Total	**369**	**100.0**

The study findings reveal that 47.4 % of the respondents had an experience of 5-15 years whereas 29% had an experience of 16-25 years. Only 14.1% had experience of

more than 25 years. However, 9.5% had an experience of less than 5 years. Employee experience can be defined as a set of traits that employees have about their experiences at work in response to their interactions with the organization.

4.2.5 Length of Course Undertaken

It was established that all the respondents had attended a course/training. They were asked to state the period the course took. The responses are shown in Table 10

Table 10: Length of Course Undertaken

Length of course	Frequency	Percent
1-5 days	147	39.8
6-10 days	69	18.7
11-28 days	97	26.3
29-42 days	15	4.1
above 42 days	29	7.9
any other	12	3.3
Total	**369**	**100.0**

The finding shows that 39.8 % of the respondents attended a training that lasted for 1-5 days. 18.7 % attended a training that lasted 6-10 days. Further, 26.3% attended a training that lasted 11-28 days, whereas 4.1 % attended a course that lasted 29-42 days. There were 7.9% who attended a training lasting above 42 days. The findings indicate that courses lasting 1-5 days were the most common. This could be due to the cost of the training. Perhaps, it could also indicate an attempt of the State corporations to meet the requirement of the Human Resource Development Policy (GOK, 2015) that each employee should get at last 5 days of training each year.

4.3 Descriptive Analysis of Dependent Variable

4.3.1 Transfer of learned skills from Training to the Work Place in Kenya

 Transfer of learned skills from training to the work place in State Corporations in Kenya was measured using a five point Likert scale that ranged from; 1= to very large extent, 2 =to large extent, 3= to moderate extent, 4=to small extent and 5=to a very small extent. The findings are presented in table 11

Table 11: Transfer of Learned Skills in State Corporations in Kenya

	1	2	3	4	5
I put into practice the knowledge and skills I acquired during my training and development programme	7.0	4.3	20.6	36.9	31.2
My work behaviour changed for the better after training	4.1	1.4	17.1	34.4	43.1
My job performance improved after training	4.1	0.5	10.3	43.1	42.0
I find my job much easier for me after training.	4.6	1.1	17.9	37.1	39.3
I feel more confident carrying out my work after training	4.1	0.5	16.3	32.3	46.9
I accomplish my task better than before training	4.1	2.2	10.6	40.4	42.8
I accomplish my tasks faster than before training	7.0	1.1	14.4	50.7	26.8
I make fewer mistakes now that I have the training than before	7.0	4.3	14.6	43.9	30.1
I work more enthusiastically and vigorously after the training	5.7	7.1	11.1	40.7	35.5
The training has helped me solve problems in the work place.	2.4	5.7	14.9	44.4	32.5
I am now more creative and innovative after training	1.9	5.2	17.9	45.3	29.8
I enjoy challenging and difficult tasks at work which give me an opportunity to apply skills learned in training	4.0	5.2	14.1	43.9	32.8

The results in Table 11 above indicate that a majority (about 37%) of the respondents

to a large extent agreed that they put into practice the skills acquired during training

and development programme.31% reported that they put into practice skills learned to

a very large extent while 21% indicated that they put into practice skills learned to a moderate extent. 6 % said they transferred skills to a very small extent and 5% indicated that they put into practice the skills learned to a small extent..

The study finding are in line with Paolo and Huang, (2015) study which noted that after training most of the employees implement what they have learned from training to their daily working environment. The study also suggested that to ensure people put maximum effort in transferring learning to their job; the training should focus on increasing knowledge and skills acquisition. Content should be tailored to their job, and then tested on the job. Ultimately, giving them opportunities to practice and receiving feedback will help them turn knowledge into skills. Furthermore, some individual differences predict the extent to which people can do something differently back at their tasks. People with higher cognitive ability are more likely to learn more, and better. Similarly, those with higher conscientiousness as measured by the Big Five personality inventory are more likely to set goals to apply new knowledge and practice new skills over an extended period.

On the other hand, when it comes to what people will actually do differently, motivation to transfer, post-training self-efficacy, and perceived workplace support are the predictors you should look at. These are individual's attitudes organizations can wisely leverage every time it comes to learning. The skills acquired by the employees through training should be applicable across all other possible departments in the organization. To keep your workplace increasingly engaged, employees should be able to work in combination with other departments instead of being a competition. All these factors will help in increasing employee productivity.

The respondents were also asked if their work behaviour changed for the better after training. A majority (about 43%) of the respondents largely agreed that their work behaviour changed for the better after training. About 34 % reported that their work behaviour changed for the better after training largely while about 17 % indicated that their work behaviour changed for the better after training to a moderate extent, 5 % indicated that their work behaviour changed for the better after training to a small extent. About 1% of the respondents reported that their behaviour changed for the better to a very small extent.

The study agrees with Chiaburu and Tekleab (2016) who noted that the concept of training has gained more popularity in human resources. In the training process, employees acquire technical skills, interpersonal skills and solid knowledge in order to perform their jobs efficiently and effectively at the workplace and lack of ongoing training programs leads to lower performance of employees. Training not only develops the capabilities of the employee but sharpen their thinking ability and creativity in order to take better decision in time and in more productive manner. Training also enables employees to deal with the customer in an effective manner and respond to their complaints in a timely manner (Amin, 2016).

Therefore, organizations provide training to optimize the potential of their employees in order to prepare workers to do their job as they wish. Employee motivation is improved by preparation through fostering a healthy mind-set marked by vigour, commitment and absorption. It also fosters work satisfaction and loyalty to an organization because workers may believe they are part of the company, contributing to improved success (Ariani, 2013). Training improves the psychological condition of engagement, dedication, attachment, mood that affects the output of a person. This

could be in the form of initiative or measurable actions, including pro-social and organizational citizenship behaviour. According to Nawaz (2014), workers demonstrate dedicated behaviour when they undergo training. This fosters commitment by the workforce and dedication when having trouble. Feeling passionate for their job and completely involved in their job dedication contributes to high-performance work habits, additional client satisfaction or employee innovative behaviour. Therefore, it seems that when the company cares for workers by investing in their training, workers display more dedicated actions to their job, contributing to improved organizational success.

Further, the respondents were also asked if their job performance improved after training. A majority (about 43%) of the respondents to a large extent agreed that their job performance improved after training 42% reported that their job performance improved after training to a very large extent while 10 % indicated their job performance improved after training to a moderate extent while 3% indicated that their job performance improved after training to a very small extent. About 1% of the respondents reported their job performance improved after training to a small extent.

The findings concur with Tahir et al. (2014) study, which found that training simplifies the work of the employees. Employees find the work much easier because they have gained skills, which are required to handle the former challenges encountered before training. During the training, employees are familiarized with the working environment they will become part of. Employees also get a hands-on experience using machinery, equipment, tools, materials, etc. Part of on-the-job training is to face the challenges that occur during the performance of the job. An experienced employee or a manager are executing the role of the mentor who through

written, or verbal instructions and demonstrations are passing on his/her knowledge and company-specific skills to the new employee. Executing the training on at the job location, rather than the classroom, creates a stress-free environment for the employees.

Further, the respondents were also asked if they found their job easier after training. A majority (about 39%) of the respondents largely agreed that they found their job easier after training. About 37 % reported that they found their job easier after training largely while about 18 % indicated that they found their job easier after training to a moderate extent. About 5 % indicated that they found their job easier after training to a small extent. About 1% of the respondents reported that their behaviour changed for the better to a very small extent.

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With regard to feeling confident in carrying out the work after training, majority (about 47%) of the respondents largely agreed that they felt more confident carrying out their work after training. About 32 % reported that they felt more confident carrying out their work after training largely while about 16 % indicated that they felt more confident carrying out their work after training to a moderate extent. About 4 % indicated that they found their job easier after training to a very small extent. About 1% of the respondents reported that their behaviour changed for the better to a very small extent.

The respondents were also asked if they accomplish their task better after training 1.6%   suggested no extent, 5.4%   very small extent,4.3%   small extent,14.6 % moderate extent, 43.9% large extent while very large extent 30.1 that indeed accomplish their task better after training. With regard to accomplishing their task much faster after training, 0.8% suggested to a no extent while 6.2% very small extent,1.1% small extent,14.4% moderate extent 50.75% large extent and very large extent this shows that majority of the respondents accomplish their task much faster after training.

Employees who receive the necessary training shall be better able to carry out their work. They are becoming more aware of the safety practices and proper procedures for fundamental tasks. The training can also build the confidence of the employee, because they have a better understanding of the industry, the responsibilities of their job .Such confidence will drive the workers to perform even better, and dream of new ideas that will help them succeed. Continuous training also keeps employees at the cutting edge of developments within the industry. Employees who are competent and, in addition to changing industry standards, help the company to hold a leading

position and a strong competitor in the industry, (Jan, & Hashmi, 2014). Employees who have exposure to training and development systems have an edge over workers in other companies who are forced to hunt for training opportunities. The investment a company makes in training shows the employees they are valued for. The training creates a supportive place of work. Employees may have access to training that they would otherwise not have known about or sought out for themselves. Employees who find themselves appreciated and challenged by training opportunities may feel more satisfied with their jobs, (Tahir, & Yousafzai, 2016).

The respondents were also asked the extent to which the respondents made fewer mistakes after training 16% stated to a no extent 5.4% stated to a very small extent 4.3% stated to a small extent 14.6% stated to a moderate extent 43.9% stated to a, large extent while 30.1%, stated to a very large extent this shows that fewer mistakes are made after training. Further, the respondents were asked if they worked more enthusiastically after training from the response, it was clear that majority of the respondents largely 80% this shows that employees get enthusiastically after training. To cultivate the talent in an organization, ongoing employee training provides a great helping hand. It helps in preventing small and basic mistakes. The plus point here is that there is no need to spend a huge amount of money on new hires as retraining and reskilling the current employees in much easy and less expensive. In addition, current employees are well aware of the tasks and activities, which they are supposed to perform which helps them in learning the new ways and skills in a better way.

The respondents were also asked if they are able to solve problem in work place after training from the respondents agreed largely 78%, this shows that training assists in solving work related problems by the employees. The findings show that a majority of

the respondents largely transferred the skills they learned in training back to the work place. These findings are supported by findings from a study conducted by Maina, (2016) in a Kenyan public sector setting. The study targeted deputy school principals who had attended a diploma in management course at the Kenya Educational Management Institute (KEMI).The study established that 88% of the respondents transferred. A similar study by Njeru (2014) that was conducted in large commercial banks in Kenya established that 88% of the trainees were able to transfer the skills learnt, back to work.

4.3.2 Descriptive Analysis of Management Support on Transfer of Learned Skills

The first objective was to determine the influence of management support on transfer of learned skills from training to the work place in Kenya. The responses to this objective were rated on a five point Likert scale that ranged from; 1= to very large extent, 2 =to large extent, 3= to moderate extent, 4=to small extent and 5=to a very small extent. The findings are presented in table 12

Table 12: Management Support on Transfer of Learned Skills from Training to the Work Place

	1	2	3	4	5
After the training, my manager met with me to discuss and plan how to apply the training on the job effectively.	13.1	9.5	17.9	37.1	22.5
My manager set new goals to accomplish based on the training that I undertook.	20.6	11.9	22.0	33.3	12.2
My manager gives me tasks that provide an opportunity to practice newly learned skills.	26.1	6.2	23.3	30.9	17.1
My manager checks whether I put into practice what I learned in training.	21.7	8.9	27.4	26.0	16.0
My manager regularly gives me feedback on how I am progressing in applying the skills learned in training.	21.9	11.4	24.4	26.6	15.7
My manager helps when I have problems in applying my new skills in the work place.	20.9	8.4	21.4	32.5	16.8
My manager gives me advice on how to apply skills and knowledge acquired in training.	21.2	9.5	20.9	30.1	18.4
My manager encourages me when I am almost giving up in my effort to apply skills learned in training.	19.3	12.5	23.6	21.4	23.3
My manager allows me to make decisions related to work.	13.8	11.9	27.4	19.5	27.4
My manager embraces and accommodates new ideas I give after training.	13.3	12.7	24.7	24.4	24.9
My manager coaches me in areas where I need support to apply new skills.	21.7	11.7	20.9	25.2	20.6
My manager is tolerant when I make mistakes in attempt to apply skills learned in training.	17.1	8.4	27.4	29.5	17.6

Table 12 above shows that more than half 59.6%, of the respondents stated that largely, their managers meet with them to discuss and plan on how to apply the

training on the job effectively. Manager provides a refresher course, which can help the employees to improve on the recall process after training. The course should be simple and provide just a crisp and coherent summary of the key learning concepts. You can pair these refresher programs with problem-solving sessions where trainees can help each other by recounting the challenges they have faced while trying to implement the learning and sharing stories of their success or troubleshooting tips.

According to Majulf (2016), the manager meets with the employees to help them cement the knowledge and skills acquired through training, identify gaps in training, and identify the barrier(s) to a strong transfer of learning. This can be achieved by sending follow-up emails to trainees after about a month to reinforce key learning points. The manager can also arrange post-training Follow-up forums with trainees about a month later to strengthen key points of learning.

The manager may also arrange post-training follow-up sessions to provide additional lessons, or use these opportunities to allow trainees to practice their skills or discuss their experiences as they attempt to apply their knowledge to the job. The forums are also ideal times for trainees to ponder whether they are facing challenges as they seek to use their skills at work, and how they have implemented the key concepts and what were the results. The answers to these questions provide a valuable insight to trainers about how successful has been the learning transfer, so they can devise ways to optimize the transfer process. Further,45.5 % of the respondents stated that to a large extent, their managers set new goals for them to accomplish based on the training that they undertook while 22% to a moderate extent and 26.3% to a small extent. Similarly, 48%, of the respondents asserted that to large extent their managers entrust them with assignments that offer them the ability to exercise freshly acquired skills whereas 23.3% to a moderate extent and 20.6% to a small extent. Managers play a

critical role in the development of their employees. They set clear expectations, answer questions, monitor performance and direct workflow. Effective managers ensure that employees to complete work on time, of high quality and within the budget. They also make sure that employees have the resources to complete work in a safe environment. Training responsibilities usually involve orientation, sponsorship, coaching, counselling and directing.

The study established that to very large extent 42%, of the respondents stated that to a large extent their managers check whether they put in practice what they learnt in training while 27.4% to a moderate extent and 22.7% to small extent. Another 42.3%, of the respondents asserted that to a large extent their managers regularly give them feedback on how they are progressing in applying the skills learnt in training while 24.4% to a moderate extent and 27.1% to small extent. It is also shown in the Table 4.7 that 49.3 %, of the respondents stated that to large extent their manager helps them when they have problem applying their new skills in the work place.

However, 21.4% to a moderate extent and 24.7% to small extent. Another was very large extent of the respondents stated that to large extent, their managers give them advice on how to apply skills and knowledge acquired in training while 20.9% to moderate extent and 23.9% to small extent. The findings of the study are in line with Mweui (2016) study which noted that managers who help the trainees to transfer the acquired knowledge to work also encourages and embraces the trainees ideas ten managers can achieve this by making certain individual who attended training have   a chance to practice the new skills. As an example, if a group attends training in how to run an effective meeting, each person must schedule and run a meeting within a week of the training. This is not to encourage more meetings, but with frequent practice, the

individuals need the opportunity to apply their learning quickly following the employee training session.

Many scholars advocate that the manager's role is a critical organizational context that may support or discourage employees entering and participating in training programmes (Blanchard, & Thackers, 2017). The ability of managers to properly carry out these challenging roles may strongly affect transfer of competency in organizations. For example, support and communication are identified as two important types of manager role. If managers are able to provide sufficient support and use communication practices, this can increase employee competencies (Chiaburu, & Takleab, 2016). Surprisingly, a thorough review of this relationship reveals that the manager's role indirectly affects transfer of competency via motivation to learn. More specifically, the ability of managers to provide sufficient support encouragement and guidance and openly communicate information about the training programme to trainees invokes their motivation to learn, and this may lead to increased transfer of competency.

Further, 44.7% of the respondents stated that to large extent their managers encouraged them when they are almost giving up in their efforts to apply skills learnt in training whereas 23.6% to moderate extent and 25.8% to a small extent. The findings also show that 44.4%, of the respondents stated that to large extent their managers help them to solve problems they might be having in applying their training while 25.2% to moderate extent and 26% to a small extent. The findings concurs with Tsai & Tai, (2003) study which noted that within a training program perspective, the ability of managers to provide sufficient support (encouragement and guidance) and use communication openness in training management (feedback and discussion) will invoke their employees' motivation to learn and which in turn will lead to higher job

performance. Managers conduct regular progress checks to help ensure continued transfer of learned skills among the trainees. The managers also monitor employee performance by setting aside time to review their action plan and they provide feedback to the employees. This can be achieved through observation reports from managers, training facilitators and co-workers and maintaining a record of performance ratings for employees.

Managers can have a significant impact on learning progress by assessing results by providing feedback. It is important to address the reasons why assessment is necessary for trainees, stressing that the goal is to provide them with input so that they know how they are doing. The trainees have to be assured that they will be provided with continuing training as well as regular updates on their performance. It may be necessary to include these regular evaluations in the action plan for the learners. When managers determine trainees, they should check with them the norm for the target results, which is included in their job description or described in the operational requirements or a teaching ability checklist. We will address whether we fail to meet the norm, meet the standard or surpass the standard when contrasted with their present results. One approach to include learners in a self-assessment. Further, 45.8%, of the respondents asserted that to large extent, their managers coach them in areas where they need support to apply new skills while 20.9% to a moderate extent and 26.9 % to small extent. Another 47.2%, of the respondents stated that largely, their manager are tolerant when they make mistakes in an attempt to apply skills learnt in training while 27.4% to small extent and 22.2% to very small extent.

Goldstein and Ford (2017) Noted that managers ought to encourage and mentor learners as they incorporate new knowledge and skills into their jobs, whenever feasible. A mentor must be able to demonstrate the abilities, analyse, provide suggestions, and measure learner output against a norm. Even though not all managers can impart a particular skill, they can still encourage them to improve their self-confidence and realize their full potential through learning new skills. Encouragement and guidance are extremely important for transfer of learned skills.

When trainees make errors while practicing a skill, managers should call the mistakes to their attention in a tactful and culturally appropriate manner. Their comments should describe the specific behaviour that they observed, including the steps that they performed correctly and those that need improvement. As learners continue to exercise skills that are challenging or require several steps, some learners may still be novices, while others may be closer to mastery. Trainees may very frequently make appropriate suggestions for self-improvement when they have the opportunity to reflect on their results. The findings show that largely, management support has an influence on transfer of the skills they learned in training back to the work place. The findings agree with Chiaburu et al (2010) who indicated that that management support has a significant relationship with transfer of learned skills.

4.3.3 Descriptive Analysis of the Peer Support on Transfer of Learned Skills

The second objective was to determine the influence of peer support on transfer of learned skills in State Corporations in Kenya. The responses to this objective were rated on a five point Likert scale that ranged from; 1= to very large extent, 2 =to large extent, 3= to moderate extent, 4=to small extent and 5=to a very small extent. The findings are presented in table 13

Table 13: Peer Support and Transfer of Learned Skills

	1	2	3	4	5
I receive cooperation of my peers while using new skills	13.5	8.7	16.8	32.0	29.0
My colleagues show interest and are curious about my training	10.0	9.8	12.2	35.0	33.1
My peers do not criticize me when I implement new skills	11.7	9.8	21.7	33.3	23.6
My team mates in workgroups help me implement ideas learnt in training	10.6	14.9	24.1	29.3	21.1
I receive helpful feedback from my colleagues on how I am implementing skills learned in training.	9.3	11.7	26.6	33.9	18.7
My colleagues are patient with me whenever I make mistakes in an attempt to apply skills learnt in training	13.5	7.9	32.5	31.4	14.6
My colleagues appreciate me for using the new skills I acquired in training	16.3	7.9	27.4	29.0	19.5
I receive moral support and encouragement from colleagues to apply the training on the job	17.1	8.1	21.7	29.3	23.9
I get advice from more experienced colleagues about how to apply skills learned in training.	11.7	8.7	22.8	34.4	22.5
My colleagues are willing to share with me knowledge and experience learned in training.	11.7	11.7	17.1	40.9	18.7

It is evident from findings in table 13 above that 61% of the respondents stated that to a large extent, they received cooperation of their peers while using new skills while 16.8% indicated to a moderate extent and 19.5% to a small extent. Hence, the majority received the cooperation they needed from their peers to apply the skills learnt in training. For co-workers to successfully collaborate, the leadership within the firm must work to make collaboration one of the key values of the enterprise. Employees must see that the leadership within the firm works together as a team to accomplish goals. In addition, the company's leadership must award teams publicly when they are successful at working together to achieve their objectives. To truly

improve collaboration, leaders must provide an environment where employees are not afraid to share their ideas.

Leaders must create a culture where the exchange of ideas is encouraged and rewarded. Working, as a collaborative team member is not a skill that everyone is born with; however, a skill can be learned, which is why it is imperative the organization spend the money investing in the employee's teamwork skills. In addition, there are other skills employees need to learn to be effective collaborators. One of these skills is the ability to communicate with co-workers effectively.

Similarly, 58 % of the respondents agreed, largely, that their colleagues showed interest and were curious about their training while 12.2 % indicated to a moderate extent and 15.2% to a small extent. Further, 56.9 % of the respondents stated that largely, their peers did not criticize them when they implemented new skills while 21.7% indicated to a moderate extent and 14.9% to small extent. Additionally, 50.4% of the respondents stated that to large extent, their teammates in workgroups helped them to implement ideas learnt in training while 24.1% indicated to a moderate extent and 20% to a small extent. When team members operate together, they can use the expertise, experience and skills of all concerned. For example, one person may struggle with presentation skills but may know everything about the technical aspects involved.

Good teamwork would allow both participants to share their expertise and find the best answer to any problem. Collaboration is mutually beneficial for both the workers and the company, because they see and appreciate how others live, learn, compromise and perform as they work together, communicate and share ideas. We see and appreciate how others work, we dream, they compromise and they operate. It provides

an opportunity for all staff to pick up expertise from their peers or friends and draw on their abilities. Those newly learned techniques could then be used in their own profession to look at things from a new perspective and to develop and grow.

In addition, the findings also indicate that 52.6% of the respondent asserted that to large extent they received helpful feedback from their colleagues while 26.6% indicated to a moderate extent and 16.8% to a moderate extent. Table 4.5 also shows that 46.1%, of the respondents stated that to large extent, their colleagues are patient with them whenever they make mistakes in attempt to apply skills learnt in training while 32.5% to a moderate extent and 13.3% to a small extent. Further, a majority of the respondents, 48.5%, also stated that to large extent, their colleagues appreciate them for using the new skills they acquired in training. Another, 27.4 % to a moderate extent and 16.6% to small extent.

Working together enhances speeds up operations in a company. A problem that may take months to resolve when handled by a single individual, but it may take just a few hours to resolve when several other members use their unique points of view and expertise to do things. These viewpoints will open several doors to multiple ideas and solutions that cannot t come from a single individual.

Workplace collaboration allows companies to effectively complete important projects and meet crucial deadlines. The job can be divided equally and conveniently between those with the resources and the experience to perform specific tasks and multiple individuals working on a project. The work can be equally and efficiently divided between those who have the time and the expertise to handle specific tasks. This also significantly reduces delivery time for the product. The findings suggest that employees in State Corporations in Kenya largely received peer support .Their

colleagues or peers are were corporative with the trainees and a majority did not criticize them when they attempted to implement the skills learnt in training. Help by workmates in teams also helped in transfer of training. The study established that 53.2% of the respondents, largely, received moral support and encouragement from their colleagues to apply the training on the job while 21.7% indicated to a moderate extent and 19.5% to a small extent.

Similarly, over half 56.9% of the respondents stated that to large extent they got advice from more experienced colleagues about how to apply skills learned in training while 22.8% and 14.4% to moderate and small extent respectively. Another, 59.6% of the respondents stated that largely, their colleagues were willing to share with them knowledge and experience related to the skills learnt in training. 17.1% indicated moderate .However, 15.5% indicated to a small extent. The study findings agree with Njoka (2016). His study indicated that a healthy relationship between the employees and cooperation ensures good application of the learned skills and knowledge. Employees may support each other when confronted with difficulties of applying the new methods when doing their work.

The findings also agree with findings Chiaburu et al. (2010) who established that support originating from peers exerted a significant influence on transfer of training. Chiaburu et al. (2010) conducted a study, which included 440 respondents from one company in the United States and showed that the support from peers was a good indicator of transfer of learned skills.

4.3.4 Descriptive Analysis of Variable Employee Rewards

The third objective was to determine the influence of employee rewards on transfer of learned skills from training to the work place in State Corporations in Kenya. The

responses to this objective were rated on a five point Likert scale that ranged from; 1=
to very large extent, 2 = to large extent, 3= to moderate extent, 4=to small extent and
5=to a very small extent. The findings are presented in table 14

Table 14: Rewards

	1	2	3	4	5
I get recognition for using the skills learned in training	20.0	16.5	16.3	30.9	16.3
I get verbal praise for applying the skills learned in training	19.5	18.7	12.2	31.2	18.4
I was promoted for applying the skills learned in training	33.4	12.5	11.4	28.7	14.1
I was given some days off for applying the skills learned in training	46.7	7.9	13.8	17.6	14.1
I was given salary increment for applying skills learned in training	47.4	12.7	13.0	19.5	7.3
I was given bonus for applying the skills learned in training	51.9	15.0	10.9	13.4	8.7
I was given another training as an appreciation for applying the skills learned in training	58.3	8.9	13.0	9.2	10.6
I was given tangible gifts as a result of applying skills learned in training	59.9	12.2	10.8	6.0	11.1
I was given a holiday trip as a result of applying the skills learned in training	58.3	17.1	8.1	5.4	11.1

The findings in table 14 reveal that (47.2%) of the respondents who participated in
this study stated that to large extent they get recognition for using the skills acquired
in training while 16.3%) of the respondents stated that to large extent they got verbal
praise for applying the skills acquired in training while 12.2% indicated to a moderate
extent. Recognizing employees as leading specific categories, such as sales, customer
service, or support, will make them feel validated. The managers ought to try putting
a leader board up in the break room to showcase their monthly winners. The best
employees are the rock stars of the company. Providing them with the opportunity to
lead by example will reinforce the idea that their accomplishments are, in fact,
exemplary. According to Khang (2016), employees should be recognized company-

wide and be the point to show appreciation through verbal acknowledgements, whether it comes from peers, managers, or executive management.

While most workers definitely accept tangible rewards for a well-performed job, other people merely want appreciation of their hard work. It represents an opportunity for an individual with more talent than cash available to inspire workers (Odell, 2016). A small business owner must be sure to separate the program from the company's system of rewarding employees in order to develop an effective recognition programme. This ensures a focus on recognizing employee endeavours. For this reason, although the reward may have a monetary value (such as a luncheon, gift certificates, or plaques), it does not give money itself to acknowledge success. Recognition has an aspect of timing: it must occur so that the remembered achievement is still fresh in the memory.

Recognition should be repeated but paced carefully if high performance occurs, so that it does not become routine. This also means that the most attention is given to those acts that go the farthest towards achieving organizational objectives. Neverth eless, an entrepreneur will remain flexible in recognition practices, because different forms of acknowledgement inspire various workers. Ultimately, workers need to understand clearly the stated conduct or practice. A small business owner may achieve this by deciding what activities are to be remembered and then enhancing it by explaining precisely what an individual has accomplished to be honoured.

In addition 42.8%, of the respondents stated to a large extent, they were promoted for applying skills acquired in training while 11.4% to a moderate extent and 19.3% to a small extent less than half 31.7%. As a sign of the value and esteem that an

employee is held in by the employer, the promotion is a visible action that other employees see. In all cases of promotion, the employer is telegraphing to other employees the kinds of actions, behaviors, and values he would like to see in their attitudes, outlooks, contributions, and commitment. Sometimes a promotion results in an employee taking on responsibility for managing or overseeing the work of other employees. Decision-making authority tends to rise with promotion as well. Visually, a promotion moves an employee's job up one level on an organizational chart. The new reporting relationships are displayed as vertical lines to boxes below the new level of the employee following the promotion. A promotion is viewed as desirable by employees because of the impact a promotion has on pay, authority, responsibility, and the ability to influence broader organizational decision making. A promotion raises the status of the employee who receives a promotion, which is a visible sign of esteem from the employer.

In addition the respondents stated that to large extent they were given some days off for applying skills learnt in training whereas 13.8% to a small extent. The study concurs with Stapleton (2017) who noted that time off schemes are not yet widespread in the workplace, but some companies are experimenting with offering time back as a reward for hitting targets. It does not necessarily replace conventional bonus or commission packages, but it offers a new way to incentivize staff, in line with the broader trend towards flexible working. The benefit of offering time off as a bonus or reward is that it is essentially free for the company to do this. You could say that there is the cost of lost productivity and there may even be the cost of replacement in some cases but the payroll cost of offering time off should be low to nothing. Offering time off is a creative way to get employees to follow difficult rules.

For example, in an environment where employees need to be at work on time, some fraction of an hour of time off can be offered when employees get to work on time.

It was also noted that majority 40.1 % were never given salary improvement for applying skills acquired in training. Employees who perform better by employing their skills after training may be rewarded by increasing their salaries. Employees are advancement of an employee from one job position to another job position that has a higher salary range, a higher-level job title, and, often, more and higher-level job responsibilities in an organization. Financial reward is a common way of recognizing a job well done. This is usually seen in the form of a wage or salary increase but not always.

Wage and salary rises can be an effective motivational tool yet it is recommended that they be kept in line with the farm business objectives and financial limitations. Employees receive a salary or wage for performing the functions of their position. The specific salary amount paid is dependent on many factors such as market rates, qualifications of the employee, their experience, their competence and aptitude, and their potential for advancement. (Ferry Hay Group's, 2016).

Salary increment or pay-for-performance is an incentive system in which a part of a person's pay is related to the company's performance, the outcomes of a business unit, and the accomplishments of an employee or any mixture of those. It can take many forms to obtain major milestones, including incentive schemes, stock options and one-time rewards for accomplishments significant. Few companies choose to pay their employees less than their rivals do but instead seek to empower and encourage staff using a flexible compensation system. Great incentive pay programs provide an ideal opportunity, one that extends but stays within control of workers. If it takes too

much to reach the goal, then the program will be ignored. Some companies choose to pay their employees less than competitors but attempt to motivate and reward employees using a variable pay program instead.

The study also revealed that most of the respondents 44.2 % were not given bonuses for applying skills acquired in training. Only 22% (88) to small extent and 13% (48) to moderate extent. Giving bonuses is good for employee retention and for productivity. When employees know a bonus is coming, they are motivated to accomplish more. When employees receive them unexpectedly, it is a clear signal that they're doing good work. Bonuses make employees happy, which usually benefits the company in general.

Bonuses are one way to help achieve that. Bonus systems have long been used in sales organizations to encourage sales people to generate additional business or higher profit. However, they may also be used for honouring group achievements. Indeed, increasing numbers of businesses have moved from individual compensation programs to one that rewards teams, departmental, or company-wide corporate success. Small businesses investing in long-term benefits will probably consider some sort of reward, according to some experts.

Bonuses prove to be short-term motivators. Through praising the success of an individual for the past year, they foster a short-term, rather than a potential outcome. Such systems must be deliberately designed to insure that they honour contributions that are beyond the basic functions of an individual or group. Alternatively, rather than a compensation for outstanding work, they run the risk of being viewed as entitlements, or daily merit pay. But proponents contend that incentives are a perfectly legitimate way to encourage outstanding performance, and they suggest that such

opportunities can be a strong instrument for encouraging future efforts at the highest level.

 Similarly, 45.3% of the employees who participated in this study stated that they are never given tangible gift as a result of applying skills acquired in training while 10.8% to a moderate extent. Further, 49.1% of the respondents stated that they were never given a holiday trip as a result of applying skills acquired in training while 8.1% to a moderate extent and 26.3% (97) to a small extent. Further, 49.1% of the respondents stated that they were the respondents stated that they were never given a holiday trip as a result of applying skills acquired in training while 8.1% to a moderate extent and 26.3% to small extent. The findings indicate that most of the respondents were not given tangible rewards, however non- tangible rewards e.g. recognition were given. The study agrees with Goverts et al (2017) who sought to establish if managers use rewards as means of enhancing training transfer. A good number of managers indicated that they did not offer rewards. In the study, some managers reiterated that even an opportunity to go for training was a reward in itself.

4.3.5 Descriptive Analysis of Variable Employee Resources

The fourth objective was to determine the influence of resources on transfer of learned skills from training to the work place in State Corporations in Kenya. The responses to this objective were rated on a five point Likert scale that ranged from; 1= to very large extent, 2 =to large extent, 3= to moderate extent, 4=to small extent and 5=to a very small extent. The findings are presented in table 15

Table 15: **Resource Availability**

	1	2	3	4	5
I have the financial resources to implement what I learned	50.7	11.9	11.7	11.7	14.1
The necessary technology needed to apply new skills is available to me.	34.7	13.0	17.1	15.7	19.5
I am given tools/equipment to help me apply skills acquired in training.	24.2	17.3	22.2	23.6	12.7
The available human resources assist me to practice what I have learned.	22.8	21.1	21.4	26.6	8.1
The room/space is conducive in applying the skills learned in training.	19.8	27.1	16.3	28.5	8.4
Time is available to me to apply new skills learned in training	15.7	25.2	22.2	26.8	10.0
My organization provides follow up training to clarify issues that were not clear in the fast training.	23.8	17.3	28.5	20.3	10.0
Information resources are available for me to apply skills learned.	30.9	17.9	21.4	19.2	10.6
Protection and safety is guaranteed to me when applying skills learned.	28.7	11.7	28.2	19.5	11.9

The findings in table 15 above shows 37.1 % of the respondents stated largely they do not have the financial resource to implement what they learned in training while 25.5% of the respondents stated to a small extent. An organization can also establish a proper plan to manage its financial resource. For example, budgets are established; funding gaps identified and costs are tracked and documented. With this, the company is able to assign resources to the resilience activities like developing employees and the rest can be invested to improve the organization's revenue. In addition, majority of the respondents stated largely that the necessary technology needed to apply new skills was available while 17.1% of the respondents stated to a moderate extent. HR Managers and Top Management are willing to invest more funds to imbue employees with additional knowledge to further the strategic objectives of the organization Nazli and Hizam (2018). Companies are now more uniquely equipped than ever to provide their staff with the resources to take charge of professional and personal development.

The growing array of e-learning software offers staff members the freedom to further their skills and knowledge in the areas that interest them and can ultimately benefit the company.

Further, 36.3% of the respondents stated to a large extent they give tools to help them apply skills acquired in training while 22.2% stated to a moderate extent and 31.7% stated to a small extent. To increase employee productivity the organization provides the necessary tools and equipment required for employees to exercise their skills. The organization may provide collaborative applications like Asana can be very effective in making employees more productive, especially for organizations with geographically distributed setups.

Some employees do better if they are allowed to work in locations they find more comfortable, such as their homes. In other cases, travel is simply too expensive or time-consuming, and telecommuting, remote working or even co-working are viable options. Increased mobility can break down barriers to productivity (Colbert, 2014). Mobile devices enable access to communication and collaboration tools, as well as work-related documents and information. It is important, however, to prevent overly thinning the line between personal and professional lives. Work-life balance should be respected.

Employees Learn well when they have examples to follow, colleagues to share with their accomplishments with, practice with and get mentorship. Social learning connects learners and trainers, so they can talk and share ideas. Discussion groups, blogs, and videos of trainees sharing their stories shared on the Intranet are effective ways of integrating social learning into the learning process. The social aspect of the

learning process strengthens engagement and promotes seamless transfer of learned skills.

Furthermore, 36.3 % of the respondents stated that to small extent the available human resource assist them to practice what they have learned while 34.7% largely and 21.4% (79) to a moderate extent. Another 42.8% stated that to a small extent the room /space is conducive in applying the skills learned in training whereas 36.9% to large extent, time is available to them to apply new skills while 22.2% to moderate extent and 36.3% to a small extent. The respondents stated that to large extent their organization provided follow up training to clarify issues that are not clear in the first training while 28.5% to moderate extent and 29.2% to a small extent. Similarly, 31.8 % of the respondents stated that to small extent information resources like books, internet and other reference materials needed for them to apply the skills learnt in training were available, however, 29.8% to large extent and 21.4% to moderate extent. In addition 31.4 % of the respondents to a large extent protection and safety was guaranteed to them whenever they needed to apply risky skills learnt in training while 28.2% to a moderate extent and 23.9% to a small extent (Rina, 2015).

The finding indicates that most of the respondents were not given enough resources to apply the skills learn in training. The findings agree with Njoka (2016), who carried out a study on factors affecting transfer of training at the registry department of Nairobi University. The study targeted university employees who had attended various courses. The study established that although a majority the trainees were able to transfer skills that they learnt as demonstrated by their application of skills learned in training, a majority 63% indicated that they did not get enough resources to apply.

4.3.6 Descriptive Analysis of Moderating Variable: Motivation

The study sought to determine the influence of motivation on transfer of learned skills from training to work in State Corporations in Kenya. The responses to this objective were rated on a five point Likert scale that ranged from; 1= to very large extent, 2 =to large extent, 3= to moderate extent, 4=to small extent and 5=to a very small extent. The findings are presented in table 16

Table 16: Motivation and Transfer of Learned Skills

	1	2	3	4	5
I am confident in my ability to use new skills at work.	20.6	11.9	15.5	24.7	27.4
I have the will power to overcome obstacles on the job	11.1	4.9	9.2	37.1	37.7
I enjoy challenging and difficult tasks	8.4	3.5	13.8	44.4	29.8
I am confident that I can overcome obstacles that prohibit application of new knowledge and skills at my work place.	59.9	4.6	6.2	27.6	1.6
Recognition for my efforts makes me work harder to apply skills learnt in training	12.2	4.9	14.6	38.2	30.1
I am aware of my organization's expectation to transfer skills learned.	14.7	2.4	14.1	34.7	34.2
I set it as a personal goal to ensure that I apply skills learnt in training	16.2	2.7	14.4	34.2	32.5

The findings in table 16 above reveal that over half 52%, of the respondents stated that to a large extent, they are confident in their ability to use new skills at work while 15.4% to moderate extent and 20.8% to small extent. It is also shown that 74.9 %, of the respondents to large extent have the will power to overcome obstacles on the job that may prevent them from applying skills and knowledge learnt in training while 9.2% to a moderate extent and 11.1% to small extent. Employees who receives the necessary training are more able to perform in their job. The training gives the

employee a greater understanding of their responsibilities within their role, and in turn build their confidence. This confidence will enhance their overall performance and this can only benefit the company.

Employees who are competent and on top of changing industry standards help your company hold a position as a leader and strong competitor within the industry. Workers who obtain the necessary training are able to carry out their jobs and are becoming more aware of the safety practices and proper procedures for vital activities. The training can also boost the morale of the employee, because they have a better understanding of the business and the obligations of their job. This trust will drive the workers to perform even better and think of new ideas that will help them succeed. Continuous preparation often brings workers at the cutting edge of innovations within the sector. Competent workers, in addition to changing industry standards, help the company to establish itself as a pioneer and a successful competitor within the sector, (Jan, & Hashim, 2014).

There were 74.3% of the respondents who largely enjoy challenging and difficult tasks at work where they learn new skills. Further, majority 71.8%, to large extent are confident that they can overcome obstacles that prohibit application of new knowledge and skills at work place. A job becomes more than just a paycheck when it is enjoyable, stimulating and exciting. Every job has certain tasks that involve a bit more thought and time investment, which employees tend to shy away from during their day-to-day work life. Training makes employees to pursue challenging tasks in order to embrace the challenge and learn something new from it. Employees set their own targets and the responsibilities within it, and try to take on new projects and opportunities that are not normally expected of them.

The findings also shows that 68.3%, of the respondents asserted that largely recognition for their efforts makes them work harder. By training the employees, it is an indication that the organization recognizes the employees, which results in increased morale of employees because of reduction in dissatisfaction at work, reduced complaints, and reduced absenteeism, and increased interest in work during the post-training period. Heightened morale results in increased loyalty to the organization. Further, a well-trained employee makes better and economical use of available resources (materials, machines, and equipment). Optimum utilization of resources results in reduced cost on production and higher profits.

In addition 68.8% largely were aware of organizations expectations of them to apply skills learnt further, 66.7%, stated that to large extent set it as their personal goal to apply the skills learnt. According to Kontoghiorghes (2011), trainees should understand the expected behaviour change they are supposed to demonstrate after they have finished the training. It is important that the learning objectives be clearly defined right from the start to set expectations, explain priorities and eradicate uncertainty. The findings indicate that employees from Kenyan state corporations who underwent training were largely motivated to transfer training. These findings agree with Massenberg, (2015) studied the effect of motivation on transfer of training at two medium-sized companies in Germany that belonged to the automotive supply. In the study established that motivation to transfer was positively related to training transfer after team training interventions, which included all team members, at both the individual and the team levels of analysis.

4.4 Assumption of Regression Model

In order to justify the use of the regression model pre-estimation tests were conducted. Conducted pre-estimation tests to justify the use of the regression model. In this case, the pre-estimation tests were the multicollinearity test and the Normality test. This was performed to avoid spurious regression results from being obtained.

4.4.1 Test for Multicollinearity

A multicollinearity test was carried out to ensure that the independent variables did not have co-linearity amongst themselves. The existence of a high degree of association between independent variables is said to be a problem of multicollinearity, which results into large standard errors of the coefficients of the affected. The variance inflation factors (VIF) and Tolerance were used to assess multicollinearity. The VIF, which stands for variance inflation factor, is (1 / tolerance) and as a rule of thumb, a variable whose VIF value is greater than 10 may merit further investigation. If the VIF value lies between1-10, then there is no multicollinearity. If the VIF < 1 or > 10, then there is multicollinearity.

Table 17: Tolerance and VIF Test

	Collinearity Statistics	
Model	Tolerance	VIF
1 (Constant)		
Management support	.649	1.540
Peer support	.731	1.368
Employee rewards	.889	1.124
Availability of relevant resources	.775	1.291
Motivation	.717	1.181

a. Dependent Variable: Transfer of Learned Skills from Training to Work

From the findings, the variable management support had a tolerance of 0.649 and a VIF of 1.540, peer support had a tolerance of 0.731 and a VIF of 1.368, employee rewards had a tolerance of 0.889 and a VIF of 1.124, availability of relevant resources

had a tolerance of 0.775 and a VIF of 1.291 while motivation had a tolerance of 0.717 and a VIF of 1.181. Since the tolerance for all the variables was more than 0.1 and the VIF was not more than 10 therefore there was no need of further investigations.

4.4.2 Test for Normality

For normally distributed data, the observed values need to be spread along the straight diagonal line (line of fit). The observed values as in Q-Q plot tests in Figure 4-8 are spread very close to the straight line for all the variables of the study, showing that the data was normally distributed.

Normal Q-Q Plot of Supervisor support on transfer of skills from training to work
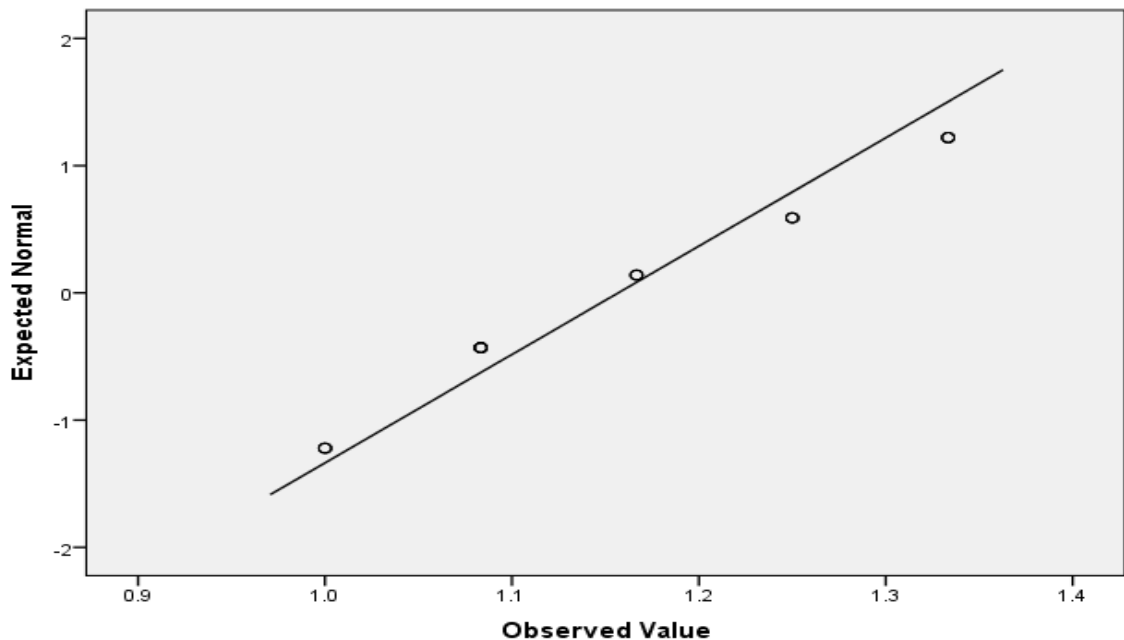
Figure 4: Normality Test for Management Support on Transfer of Learned Skills From Training to Work

Normal Q-Q Plot of peer support on transfer of skills from training to work
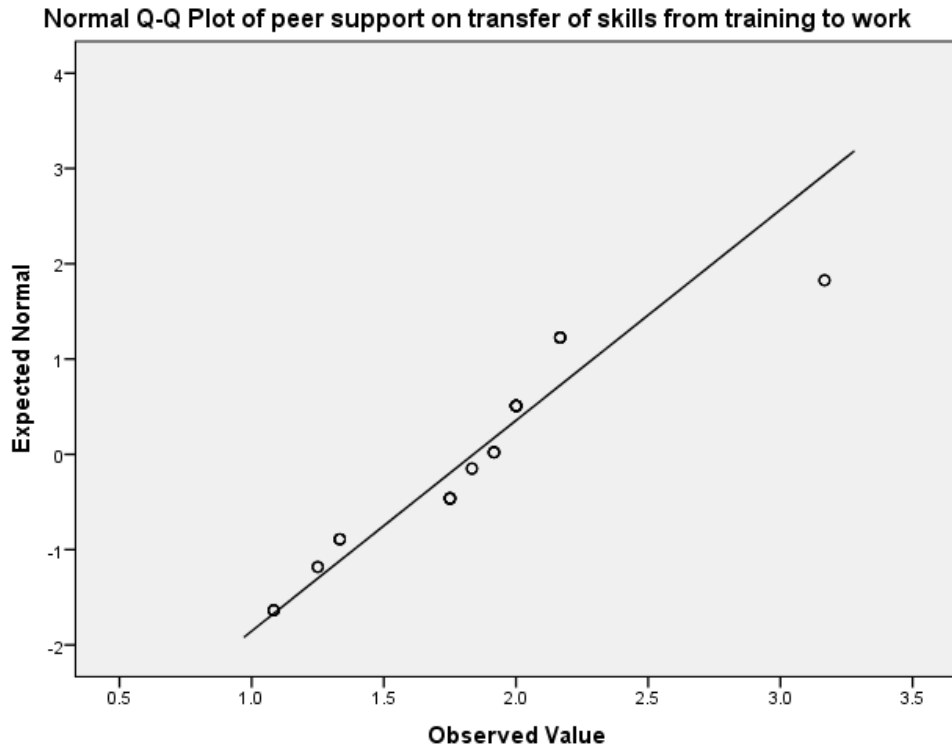
Figure 5: Normality Test Peer Support on Transfer Of Learned Skills From Training to Work

Normal Q-Q Plot of Employee rewards on transfer of skills from training to work
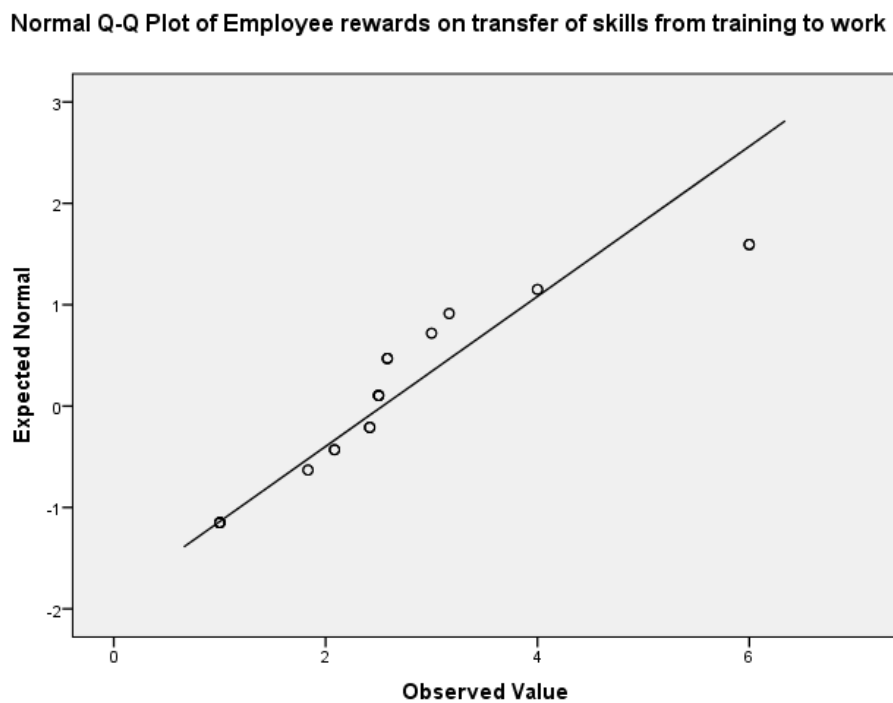
Figure 6: Normality Test for Employee Rewards on Transfer of Learned Skills From Training to Work

Normal Q-Q Plot of Availability of resources on transfer of skills from training to work
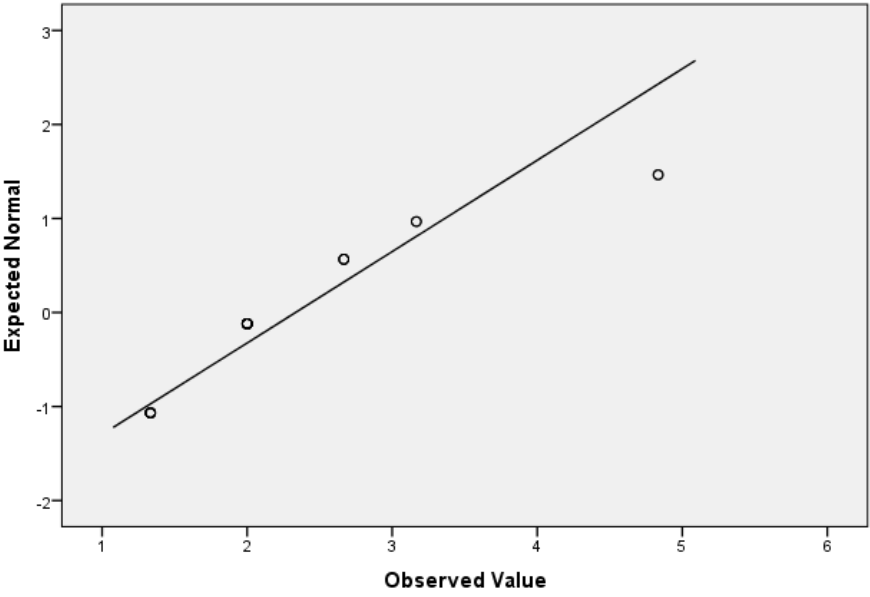
Figure 7: Normality Test for Availability of Relevant Resources on Transfer of Learned Skills From Training to Work

Normal Q-Q Plot of Normality test for motivation to transfer
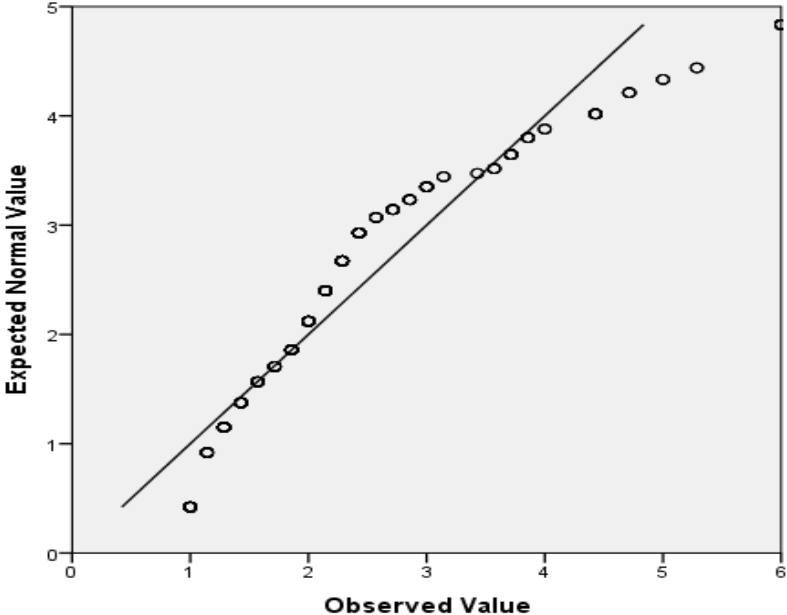
Figure 8: Normality test for Motivation to Transfer

4.5 Inferential Statistics

The researcher undertook correlation analysis to establish the nature and strength of the relationships between the independent and the dependent variables of the study.

4.5.1 Correlation Analysis

The researcher conducted a correlation analysis to determine the existence and intensity of the associations between the study's independent and dependent variables.

4.5.2 Management Support and Transfer of Learned Skills from Training to the Work Place.

Table 18: Correlation Between Management Support and Transfer of Learned Skills from Training to the Work Place

		Management support
Transfer of learned skills from training to work	Pearson Correlation	.518**
	Sig. (2-tailed)	.000
	N	369

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

The study conducted a correlation analysis between management support and transfer of learned skills from training to work in Kenya. The findings indicated that r=0.518 and p=0.000. This indicated that there exists a moderate positive and significant relationship between management support and transfer of learned skills from training to work in Kenya. Therefore, the findings imply that management support enhances transfer of learned skills from training to the work place in Kenya. The findings concurs with Tsai and Tai, (2003) study which noted that within a training program perspective, the ability of managers to provide sufficient support (encouragement and guidance) and use communication openness in training management (feedback and discussion) will invoke their employees' motivation to learn and which in turn lead to higher job performance.

4.5.3 Peer Support and Transfer of Learned Skills from Training to the Work Place.

Table 19: Correlation Between Peer Support and Transfer of Learned skills from Training to the Work Place.

		Peer support
Transfer of learned skills from training to work	Pearson Correlation	.563**
	Sig. (2-tailed)	.000
	N	369

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

In addition, the study conducted a correlation analysis between peer support and transfer of learned skills from training to the work place in Kenya. The findings indicated that r=0.563 and p=0.000. This shows that there is a positive and significant relationship between peer support and transfer of learned skills from training to the work place in Kenya. The findings implied that peer support enhance transfer of learned skills from training to work in State Corporations in Kenya. The findings agree with a study by Chiaburu et al. (2010) who established that support originating from peers exerted a significant influence on transfer of learned skills. Co-workers' support was a strong predictor of transfer of learned skills.

4.5.4 Employees Rewards and Transfer of Learned Skills from Training to the Work Place.

Table 20: Correlation between Employee Rewards and Transfer of Learned Skills from Training to the Work Place

		Employee Rewards
Transfer of learned skills from training to work	Pearson Correlation	.210**
	Sig. (2-tailed)	.001
	N	369

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

The study further sought to establish the nature of the relationship between employee rewards and transfer of learned skills from training to the work place in State

Corporations in Kenya. The findings indicated that r=0.210 and p=0.001. The p value was less than the significant level of 0.01 meaning that there is positive statistically significant relationship between employee rewards and transfer of learned skills from training to the work place in State Corporations in Kenya. This implies that employee rewards has a significant statistical influence on transfer of learned skills from training to the work place in Kenya.

4.5.5 Availability of Relevant Resources and Transfer of Learned Skills from Training to the Work Place

Table 21: **Correlation between Availability of Relevant Resources and Transfer of Learned Skills from Training to the Work Place**

		Availability of relevant resources
Transfer of learned skills from training to work	Pearson Correlation	.213**
	Sig. (2-tailed)	.004
	N	369

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

The study further sought to establish the nature of the relationship between availability of relevant resources and transfer of learned skills from training to work in State Corporations in Kenya. The findings indicated that r=0.213 and p=0.004. The p value was less than the significant level of 0.01 meaning that there was statistically significant relationship between availability of relevant resources and transfer of learned skills from training to the work place in Kenya. This implies that availability of relevant resources influences transfer of learned skills from training to work in Kenya. The findings disagree with Njoka (2016) who carried out a study on factors affecting transfer of training at the registry department of Nairobi University. He established that although a majority the trainees were able to transfer skills that they learnt they did not get enough resources to apply.

4.5.6 Motivation and Transfer of Learned Skills from Training to the Work Place.

Table 22: Correlation between Motivation and Transfer of Learned Skills from Training to the Work Place

		Motivation
Transfer of learned skills from training to work	Pearson Correlation	.525**
	Sig. (2-tailed)	.000
	N	369

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

In addition, the study conducted a correlation analysis between Motivation and transfer of learned skills from training to work in Kenya. The findings indicated that r=0.525 and p=0.000. This shows that there is a positive and significant relationship between motivation and transfer of learned skills from training to the work place in State Corporations in Kenya. According to Bhatti and Hoe (2012).The basic principles of the transfer motivational approach is that jobs will be fully enriched, i.e. made employees' job to be more motivating and satisfying. If high levels of these characteristics are present, then the organizational goals and objectives could be realized.

Table 23: Correlation Matrix

		Transfer	Manager	Peer	Rewards	Resources	Motivation
				Correlations			
Transfer	Pearson Correlation						
	Sig. (2-tailed)						
	N	369					
Manager	Pearson Correlation	.518**					
	Sig. (2-tailed)	.000					
	N	369	369				
Peer	Pearson Correlation	.563**	.509**				
	Sig. (2-tailed)	.000	.000				
	N	369	369	369			
Rewards	Pearson Correlation	.210**	.224**	.203**			
	Sig. (2-tailed)	.001	.000	.000			
	N	369	369	369	369		
Resources	Pearson Correlation	.213**	.423**	.266**	.302**		
	Sig. (2-tailed)	.004	.000	.000	.000		
	N	369	369	369	369	369	
Motivation	Pearson Correlation	.525**	.380**	.703**	.018	.304**	
	Sig. (2-tailed)	.000	.000	.000	.728	.000	
	N	369	369	369	369	369	369

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

4.6 Regression Analysis

4.6.1 Regression Model Summary

Table 24: Regression Model Summary Without the Moderating Effect

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.681a	.463	.458	.62786

a. Predictors: (Constant), Management support, Peer support, Employee Rewards and Availability of Relevant Resources
b. Dependent Variable: Transfer of Learned Skills from Training to Work

The study conducted a regression analysis to find out the strength of the relationship between the independent and dependent variables as shown in Table 24. The findings show that transfer of learned skills from training to work in State Corporations in Kenya is 46.3% as explained by the independent variables under this study while 53.7% is the variation due to other factors, which have not been covered in this study.

Table 25: Regression Model Summary With the Moderating Effect

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.712[a]	.506	.500	.60303

a. Predictors: (Constant), Management Support, Motivation, Peer support, Employee Rewards and Availability of relevant resources

 The study conducted a regression analysis to find out the strength of the relationship between the independent and dependent variables with the moderating variable as shown in Table 25. The findings show that transfer of learned skills from training to work in Kenya is 50.6% as explained by the independent variables and the moderating variable under this study while 49.4 % is the variation due to other factors, which have not been covered in this study. From the findings it can be concluded that the

moderating effect of motivation. This implies that motivation enhances the transfer of learned skills in Kenya.

4.6.2 ANOVA of the Regression Model

Table 26: ANOVA of the Regression Model Without the Moderating Variable

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	123.922	4	30.981	78.590	.000[b]
	Residual	143.491	364	.394		
	Total	267.413	368			

a. Predictors: (Constant), Management Support, Peer support, Employee Rewards and Availability of relevant resources

b. Dependent Variable: Transfer of learned skills from training to work

In the ANOVA table above, the F statistic = 78.590 as illustrated in Table 26 Since the f calculated is greater than f statistic, it infers that the model is statistically significant. Therefore, there is strong evidence that the regression results are statistically significant and the variation in the results is insignificant that cannot result to much difference in case of a change in the study units (population) and therefore the model did for the data.

Table 27: ANOVA of the Regression Model with the Moderating Variable

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	135.411	5	27.082	74.475	.000[b]
	Residual	132.002	363	.364		
	Total	267.413	368			

a. Predictors: (Constant), Management Support, Peer support, Employee Rewards Availability of relevant resources and Motivation

b. Dependent Variable: Transfer of learned skills from training to work

In the ANOVA table above, the F statistic = 74.475as illustrated in Table 27 Since the f calculated is greater than f statistic, it infers that the model is statistically significant.

Therefore, there is strong evidence that the regression results are statistically significant and the variation in the results is insignificant that cannot result to much difference in case of a change in the study units (population) and therefore the model did for the data.

4.6.3 Multiple Regression Coefficients

Table 28: Regression Coefficients without the Moderating Effect of Motivation

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
1 (Constant)	1.195	.130		9.165	.000
Management Support	.311	.034	.430	9.028	.000
Peer support	.313	.033	.432	9.616	.000
Employee Rewards	-.047	.023	-.082	-2.026	.004
Availability of relevant resources	-.210	.034	-.269	-6.177	.000

Dependent Variable: Transfer of learned skills from training to work.

The study also conducted a regression analysis to establish the regression coefficients connecting the independent and dependent variables as illustrated by the equation illustrated below:

$Y = 1.195 + 0.311X_1 + 0.313X_2 - .047X_3 - .210X_4 + \varepsilon$ ……………………Equation 4.1

Whereby Y represents transfer of learned skills from training to work. X_1 represents management support, X_2 represents peer support, and X_3 represents employee rewards and X_4 represents availability of relevant resources. β_0 represents Constant which defines the value of transfer of learned skills from training to work without the inclusion of predictor variables. From the results in Table 4.22 the given equation was answered by the values of Unstandardized Coefficients (B). The results indicate that management support, peer support and the moderating effect of motivation have a positive relationship with transfer of learned skills from training to the workplace in Kenya while employee rewards and availability of relevant resources have a negative

relationship with transfer of learned skills from training to the work place in Kenyan Sate corporations Thus,

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon \ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\text{Equation 4.2}$$

4.6.4 Multiple Regression Coefficients

Table 29: Regression Coefficients with Moderating Effect of Motivation

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
1 (Constant)	1.082	.127		8.529	.000
Management Support	.314	.033	.433	9.470	.000
Peer support	.159	.042	.220	3.831	.000
Employee Rewards	-.017	.023	-.030	-.737	.005
Availability of relevant resources	-.251	.033	-.323	-7.514	.000
Motivation	.225	.040	.304	5.621	.000

Dependent Variable: Transfer of learned skills from training to work.

The study also conducted a regression analysis to establish the regression coefficients connecting the independent and dependent variables as illustrated by the equation illustrated below:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + \varepsilon \ldots\ldots\ldots\ldots\ldots\ldots\ldots\text{Equation 4.3}$$

Whereby Y represents transfer of learned skills from training to work with the moderating effect of motivation, X_1 represents management support with the moderating effect of motivation, X_2 represents peer support with the moderating effect of motivation, and X_3 represents employee rewards with the moderating effect of motivation, X_4 represents availability of relevant resources with the moderating effect of motivation and X_5 represents moderating effect of motivation. β_0 represents Constant which defines the value of transfer of learned skills from training to the work place without the inclusion of predictor variables. From the results in Table 4.23

the given equation was answered by the values of Unstandardized Coefficients (β). The results indicate that management support, peer support and the moderating effect of motivation have a positive relationship with transfer of learned skills from training to work in Kenya while employee rewards and availability of relevant resources have a negative relationship with transfer of learned skills from training to work in Kenya. Thus,

$$Y = 1.082 + 0.314X_1 + 0.159X_2 - 0.017X3 - 0.251X_{4} + 0.225X_{4} + \varepsilon \ldots\ldots\text{Equation 4.4}$$

The value of transfer of learned skills from training to work in Kenya without the influence of the predictor variables is 1.082. This explains that, at any given time, transfer of learned skills from training to work in Kenya will be1.082 holding other factors constant at 0. The results also illustrate that, a unit change in management support with the moderating effect of motivation of transfer would result to 0.314 times change in transfer of learned skills from training to work in Kenya, a unit increase in peer support with the moderating effect of motivation of transfer would result to 0.159 times increase in transfer of learned skills from training to work in Kenya, a unit increase in employee rewards with the moderating effect of motivation of transfer would result to -0.017 times increase in transfer of learned skills from training to work in Kenya, a unit increase in resources with the moderating effect of motivation of transfer would result to -0.251 times increase in transfer of learned skills from training to work in State Corporations in Kenya.

4.7 Hypothesis Testing

The study sought to test the hypothesis that: H_{01}: Management support has no significant influence on transfer of learned skills from training to the work place in Kenyan Sate Corporations. From the findings, the p-value was 0.000, which was less the 0.01 significant level. Therefore, based on the rule of significance, the study

rejects the null hypothesis (H_{01}) and concluded that management support have a significant influence on transfer of learned skills from training to the work place in Kenya. The findings agree with Njoka (2016) who established that co-worker support was important in assisting transfer of training. The study indicated that healthy relationship existed between workers because they were able to cooperate well to insure that the skills and knowledge gained through training were successfully applied.

The study sought to test the hypothesis that: H_{02}: Peer support has no significant influence on transfer of learned skills from training to work in Kenyan. From the findings, the p-value was 0.000, which was less the 0.01 significant level. Therefore, based on the rule of significance, the study rejects the null hypothesis (H_{01}) and concluded that peer support have a significant influence on transfer of learned skills from training to the work place in Kenya. Burke and Hutchins (2007) concluded that peer support had relationship that is more consistent.

The study sought to test the hypothesis that: H_{03}: Employee rewards have no significant influence on transfer of learned skills from training to the work place in State Corporations in Kenya. From the findings, the p-value was 0.004, which was less than the 0.01 significant levels. Therefore, based on the rule of significance, the study reject the null hypothesis (H_{03}) and concluded that employee rewards have a significant influence on transfer of learned skills from training to work in Kenya. The study agrees with Bhati (2014) who found out that when trainees perceive training activities as a source of receiving intrinsic rewards, they retain more skills and transfer of learning occurs.

The study sought to test the hypothesis that: H_{04}: Availability of relevant resources has no significant influence on transfer of learned skills from training to work in Kenya. From the findings, the p-value was 0.000, which was less than 0.01 significant level. Therefore, based on the rule of significance, the study rejects the null hypothesis (H_{01}) and concluded that resources have a significant influence on transfer of learned skills from training to work in Kenya. The findings agrees with Tracey and Cardenas (1996) established that availability of relevant resources had a direct impact on pre training motivation and consequently on their effectiveness. Provision of resources for employees to put into practice what they have learned can be the distinguishing feature of a positive climate context is providing adequate resources among other factors.

Finally, the study sought to test the hypothesis that: H_{05}: Motivation to transfer has no significant moderating effect on the relationship between workplace environment and transfer of skills from training to the work place in Kenya. From the findings, the p-value was 0.000, which was less than 0.01 significant levels. Therefore, based on the rule of significance, the study rejects the null hypothesis (H_{05}) and concluded that motivation to transfer has a significant moderating effect on the relationship between workplace environment and transfer of skills from training to the work place in State Corporations in Kenya.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents summary of the findings, conclusion and recommendations based on the findings of the study.

5.2 Summary of the Findings

The summary of findings focuses on the following sub-headings that formed the study objectives:

5.2.1 Summary of Background Information of the Respondents

The study established that majority of the respondents were below 50 years old. Over half of the respondents were female. Majority of the respondents were diploma and degree holders. Further, majority of the respondents had an experience of below 15 years. It was also established that all the respondents who participated in this study had undergone training.

5.2.2 Transfer of Learned Skills

The study sought to establish the level of transfer of training among the employees who participated in this study. The findings indicate that most of the employees to large extent put into practice the knowledge and skills they acquired during their training and development programmers. Largely, employees have changed their attitude and work behaviour for the better after training. It should also be noted that majority of the respondents have improved their job performance after training to large extent. Further, majority of the respondents to large extent find their job much easier after training and majority of the respondents largely feel more confident carrying out their work after training.

The findings also indicated that largely, the respondents accomplish their tasks better, faster and they make fewer mistakes after training as compared to before training. Majority of the respondents work more enthusiastically and vigorously after training. Further, majority of the respondents acknowledged that the training had helped them to solve problems in the work place, are more creative and innovative after training and enjoy challenging and difficult task at work, which give them an opportunity to apply skills, learnt in training.

The findings show that a majority of the respondents to a large extent transferred the skills they learned in training back to the work place. This finding corroborates findings from a study conducted by Maina, (2016) that was conducted in a Kenyan public sector setting. The study targeted deputy school principals who had attended a diploma in management course at the Kenya Educational Management Institute (KEMI). The study established that majority of the respondents transferred. A similar study by Njeru (2014) that was conducted in large commercial banks in Kenya established that majority of the trainees were able to transfer the skills learnt, back to work.

5.2.3 Influence of Management Support on Transfer of Learned Skills

The first objective of the study was to establish the influence of management support on transfer of learned skills from training to the work place in State Corporations in Kenya. More than half of the respondents stated that to a large extent, their managers meet with them to discuss and plan on how to apply the training on the job effectively. However, less than half of the respondents stated that to a large extent their managers set new goals for them to accomplish based on the training that they undertook, their managers give them tasks that provide them an opportunity to

144

practice newly learnt skills and that their managers check whether they put in practice what they learnt in training. Further majority of the respondents asserted that largely their managers regularly give them feedback on how they are progressing in applying the skills learnt in training while majority stated that to large extent their manager helps them when they have problem applying their new skills in the work place.

The study also established that less than half of the respondents stated that to large extent their managers encourage them when they are almost giving up in their efforts to apply skills learnt in training and stated that to large extent their managers help them to solve problems they might be having in applying their training. In addition, majority of the respondents asserted that to large extent, their manager's coach them in areas where they need managers to apply new skills whereas majority stated that largely, their managers are tolerant when they make mistakes in an attempt to apply skills learnt in training. The findings show that largely, management support has an influence on transfer of training by employees in State Corporations in Kenya. The findings agree with Chiaburu et al (2010) who indicated that that management support has a significant relationship with training.

5.2.4 Influence of Peer Support on Transfer of Learned Skills

The study sought to establish the influence of peer support on transfer of learned skills from training to the workplace. The results revealed that majority of the respondents to a large extent, received cooperation of their peers while using new skills. In addition majority of the respondents stated that to large extent their peers do not criticize them when they implement new skills whereas half of the respondents stated that to large extent, their team mates in workgroups help them to implement ideas learnt in training. It was further found that majority of the respondents asserted that to

large extent they receive helpful feedback from their colleagues while almost half of the respondents stated that to large extent, their colleagues are patient with them whenever they make mistakes in attempt to apply skills learnt in training.

When members of a team collaborate, they are able to utilize the knowledge, experience and skills of everyone involved. Effective collaboration will allow all the members to share their talent and find the most optimal solution to every problem. This will augment the chances of the business to achieve more in less time. Collaboration is mutually beneficial for the employees as well as the organization because when they work together, interact and share ideas, they see and understand how others work, think, negotiate and operate. This gives all the employees a chance to pick up skills from their colleagues or teammates and build upon their strengths. These newly learned skills can then be practiced in their own field to look at things with a new perspective and make improvements and enhancements.

A problem that may take months to get resolved when handled by a single individual, but may take just a few hours to resolve when several other members employ their unique standpoints and expertise to get things done. These viewpoints will open up several doors to multiple ideas and solutions that a single individual may not be able to come up with. Collaborating in the workplace enables businesses to finish important projects and meet crucial deadlines efficiently. With multiple individuals working on a project, the work can be divided up equally and efficiently between those with the time and the expertise to handle.

The study also found that to a large extent, their colleagues appreciate them for using the new skills they acquired in training. In addition majority of the respondents stated that to a large extent they receive moral support and encouragement from their

146

colleagues to apply the training on the job while over half of the respondents stated that to large extent they get advice from more experienced colleagues about how to apply skills learned in training. There were half of the respondents stated that largely, their colleagues are willing to share with them knowledge and experience related to the skills learnt in training. The findings indicate that peer support has a significant influence on transfer of learned skills. The findings corroborate findings by Chiaburu et al. (2010) who established that support originating from peers exerted a significant influence on transfer of training.

5.2.5 Influence of Employee Rewards on Transfer of Learned Skills

The third objective of the study was to determine the influence of employee rewards on transfer of learned skills from training to the work place in State Corporations in Kenya. The findings reveal that majority of the respondents stated that to large extent they get recognition for using the skills acquired in training. Another half of the respondents stated that largely, they were promoted for applying skills acquired in training while less than half of the respondents stated that to large extent they were given some days off for applying skills learnt in training.

Further, majority of the respondents were never given salary increment for applying skills acquired in training while almost half of the respondents were not given bonuses for applying skills acquired in training. Similarly, half of the respondents of the employees stated that they are never given tangible gift because of applying skills acquired in training. There were half of the respondents who stated that they were never given a holiday trip because of applying skills acquired in training while another stated that they were never given a holiday trip because of applying skills acquired in training. The findings indicate that most of the respondents were not given

147

tangible rewards, however non- tangible rewards e.g. recognition were given. The study agrees with Goverts et al (2017) who sought to establish if managers use rewards as means of enhancing training transfer. A good number of managers indicated that they did not offer rewards.

5.2.6 Influence of Availability of Relevant Resources on Transfer of Learned Skills

The other concern for this study was to establish the influence of availability of relevant resources on transfer of learned skills from training to the work place in State Corporations in Kenya. The study established that less than half of the respondents did not have the financial resources to implement what they learned in training whereas less than half of the respondents stated that to large extent, necessary technology needed to apply new skills was available. There were only a quarter of the respondents who stated that to a large extent they are given tools to help them apply skills acquired in training while another quarter stated that to a small extent the available human resource assist them to practice what they have learned.

Further, the findings revealed that majority of the respondents stated that to a small extent the room /space is conducive in applying the skills learned in training whereas less than half stated that largely, time is available to them to apply new skills. To small extent, information resources like books, internet and other reference materials needed to apply the skills learnt in training were available. However, a quarter of the respondents stated that to a large extent protection and safety was guaranteed to them whenever they needed to apply risky skills learnt in training. The findings corroborate findings by with Njoka (2016), who carried out a study on factors affecting transfer of training at the registry department of Nairobi University. The study targeted

university employees who had attended various courses. The study established that although a majority the trainees were able to transfer skills that they learnt as demonstrated by their application of skills learned in training, a majority of the respondents indicated that they did not get enough resources to apply.

5.2.7 Moderating Influence of Motivation on Transfer of Learned Skills

Concerning the moderating effect of motivation on the relationship between Workplace environment and transfer of learned skills from training to work, the study established over half (52%) of the respondents stated to a large extent, were confident in their ability to use new skills at work. Majority of the respondents largely have the will power to overcome obstacles on the job that may prevent them from applying skills and knowledge learnt in training while 74.3% to a large extent enjoy challenging and difficult tasks at work where they learn new skills. Similarly, majority of the respondents largely were confident that they could overcome obstacles that prohibit application of new knowledge and skills at work place while majority of the respondents asserted that to a large extent recognition for their efforts makes them work harder. Over half of the respondents were aware of their organization's expectations of them to apply skills learnt and stated that they set it as their personal goal to apply the skills learnt. Therefore, increasing motivation to transfer increases the effect of management support, peer support, employee rewards and availability of relevant resources on Transfer of training. The findings corroborates findings by Massenberg et al., (2015) who studied the effect of motivation on transfer of training at two medium-sized companies in Germany that belonged to the automotive supply. The study concluded that motivation to transfer was positively related to training transfer of training.

5.3 Conclusions

5.3.1 Influence of Management Support on Transfer of Learned Skills

Based on the findings of the study, it can be concluded that to a large extent the employees put into practice the knowledge and skills they acquired during their training and development programmes. Through training, majority of the employees have changed their attitude and work behaviour for the better, have improved their job performance and feel more confident carrying out their work after training. The employees work more enthusiastically and vigorously and they are more creative and innovative and enjoy challenging and difficult task at work which give them an opportunity to apply skills learnt in training. The study sought to test the hypothesis that: H_{01}: Management support has no significant influence on transfer of learned skills from training to work in Kenyan Sate Corporations. From the findings, the p-value was 0.000, which was less the 0.01 significant level. Therefore, based on the rule of significance, the study rejects the null hypothesis (H_{01}) and concluded that management support have a significant influence on transfer of learned skills from training to work in Kenyan Sate Corporations.

5.3.2 Influence of Peer Support on Transfer of Learned Skills

From the findings, the study concluded that employees receive cooperation of my peers while using new skills. The study also concludes that majority of employees receive helpful feedback from their colleagues on how they implement skills learned in training. Further, the study concluded that employees receive moral support and encouragement from colleagues to apply the training on the job. Employees also stated that they get receive advice from more experienced colleagues about how to apply skills learned in training. Majority of colleagues are willing to share with me

knowledge and experience learned in training. The study sought to test the hypothesis that: H_{02}: Peer support has no significant influence on transfer of learned skills from training to work in State Corporations in Kenya. From the findings, the p-value was 0.000, which was less the 0.01 significant level. Therefore, based on the rule of significance, the study rejects the null hypothesis (H_{01}) and concluded that peer support have a significant influence on transfer of learned skills from training to work in Kenyan Sate Corporations.

5.3.3 Influence of Employee Rewards on Transfer of Learned Skills

Further, it was found that employees who went for training received necessary support from their colleagues that enabled them to transfer the skills acquired during the training. Their colleagues show interest and are curious about their training and they do not criticize them when they implement new skills. It was also established that their colleagues are patient with them whenever they make mistakes in attempt to apply skills learnt in training and they get advice from more experienced colleagues about how to apply skills learned in training.

Concerning the influence of employee rewards on transfer of learned skills from training to work, it can be concluded that employees rarely get recognition, promotion, salary improvement, bonuses and tangible gifts because of applying skills acquired in training. Majority of the employees were never given a holiday trip because of applying skills acquired in training. The study sought to test the hypothesis that: H_{03}: Employee rewards have no significant influence on transfer of learned skills from training to work in State Corporations in Kenya. From the findings, the p-value was 0.004, which was less than the 0.01 significant levels. Therefore, based on the rule of significance, the study reject the null hypothesis (H_{03}) and concluded that

employee rewards have a significant influence on transfer of learned skills from training to work in State Corporations in Kenya.

5.3.4 Influence of Availability of Relevant Resources on Transfer of Learned Skills

The study also established that the employees did not have the financial resources, necessary technology, tools, human resources, conducive room /space, time, books, internet and other reference materials needed to apply the skills learnt in training. However, to some extent protection and safety was guaranteed to them whenever they needed to apply risky skills learnt in training. The study sought to test the hypothesis that: H_{04}: Availability of relevant resources has no significant influence on transfer of learned skills from training to work in State Corporations in Kenya. From the findings, the p-value was 0.000, which was less than 0.01 significant level. Therefore, based on the rule of significance, the study rejects the null hypothesis (H_{01}) and concluded that resources have a significant influence on transfer of learned skills from training to work in Kenyan Sate Corporations.

5.4 Recommendations of the Study

Based on the findings and conclusions of this study, the following recommendations are made: The study established that workplace environment has a significant influence on transfer of training. The current Human Resource development policy (GOK, 2015) does not address the issue of training transfer nor does it give guidance on how to deal with the work environmental factors that could affect the impact of training in the workplace. It is recommended that transfer of training be included in the next review of the policy and specifically address issues in the workplace that often a time affect the impact of training.

Secondly, the findings indicate that managers in State Corporations in Kenya meet regularly to plan on how to transfer training. This should be encouraged On top of this support, managers should set new targets that give employees opportunities to practice new skills learned in training. Managers should regularly check whether employees put in practice what they learn in training and regularly give them feedback on how they are progressing in applying the skills learnt in training. The managers should also help employees when they have problems applying their new skills in the work place.

Thirdly, based on the findings, peer support has the greatest influence on transfer of training compared to other factors within the work place. It is recommended that Kenyan state corporations capitalize on this by further enhancing interpersonal relationships among employees and coming up with structures to support peer learning and exchange. Opportunities where teamwork can be applied should be created to enhance the level of transfer of learned skills learned. State corporations can encourage knowledge sharing platforms that would offer opportunities for trainees to share what they learned in training.

Fourthly, Rewards seem to have a less influence compared to other factors within the work place, such as peer support and management support. This could be due to the type of rewards offered. According to the expectancy theory, the type of reward offered has an effect on the valence of the rewards hence it is recommended that Kenyan state corporations come up with better reward systems to recognize the efforts put by employees who transfer training.

The fifth recommendation pertains to rewards. State corporations should avail resources necessary for transfer of training including the post training related

technology necessary to implement training. That means before embarking on training of employees on new technology, they should ask themselves if they have the necessary technology so that once the training is over, the employees could have access to the technology. Budget Support is also necessary. It is not enough to budget for training, it is necessary to budget for transfer of training.so that employees have regular supply of equipment and tools and materials necessary for them to apply new knowledge.it is recommended that the workload for employees should be manageable, to allow employees apply skills learned. Employees should not feel stressed in attempt to apply skills learned. In addition, state corporations must improve their physical environment to make employees comfortable to apply skills learned.

Finally, motivation to transfer is seen to play a moderating role by enhancing the effect of the independent variables on transfer of learned skills from training to work. HR officers in State Corporations in Kenya should therefore consider how to increase motivation to transfer training for example by encouraging the employees and showing them that they could overcome obstacles that prohibit application of new knowledge and skills at work place. Recognition and appreciation is also another way of motivating staff to apply skills learned in training.

5.5 Suggestions for Further Studies

The researcher suggested that a study should be conducted to determine the influence of personal characteristics of employees on transfer of learned skills acquired in training. The researcher also suggested that further study should be done on the influence of government policies on rewards/performance appraisals on transfer of learned skills acquired in training.

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APPENDICES

APPENDIX I: INTRODUCTORY LETTER

Vincent B. Ochoi

Kabarak University

P.O. Box

NAKURU

20th MARCH, 2018

Dear Sir/Madam,

RE: COLLECTION OF DATA

The above subject matter refers.

I am a postgraduate student at the School of Business and Economics, Kabarak University. I am carrying out a study entitled ***"Influence of Workplace environment on Transfer of learned skills from training to work in State Corporations in Kenya".*** I am kindly requesting for your permission to collect data for this study in your institution. During the time of data collection, I will administer a questionnaire to employees.   Information provided shall be treated with the highest level of confidentiality. The output of the study will serve in a variety of ways.

Your cooperation will be highly appreciated.

Yours faithfully,

Vincent. B. Ochoi

APPENDIX II: QUESTIONNAIRE

Dear Respondent,

You are kindly requested to respond to all the items in this questionnaire. Respond as honestly and as truthfully as possible. Your confidentiality is assured. (**Tick**) ($\sqrt{}$) where appropriate or fill in the required information on the spaces provided.

SECTION A: RESPONDENT –BIO DATA

1. What is your age bracket? 18- 29 ☐ 30-39 ☐ 40-49 ☐ 50-59 ☐

   60 & above ☐

2. Gender: male ☐ female ☐

3. Your department _____

4. Level of education

   PHD ☐ Masters ☐ Bachelor ☐ Diploma ☐ Certificate ☐

5. Years of experience on the current job.

   <5years ☐ 5-15years ☐ 16-25years ☐ >25years ☐

6. Please indicate the most recent course (training) attended _____

7. How long did it last   1-5 days ☐

   6-10 days ☐

   11 days – 28 days ☐

   29 days -42 days ☐

   Above 42 days ☐

   Any other   ……………specify……………..

SECTION B

8. The following statements relate to the most recent course (training) that you undertook. Please indicate the extent to which you agree with each of the statements where: 1=to very large extent, 2=to large extent, 3=to moderate extent, 4=to small extent and 5=to a very small extent

Transfer of training

Aspects of Transfer of training	1	2	3	4	5
I put into practice the knowledge and skills I acquired during my training and development programme					
My work behaviour changed for the better after training					
My job performance improved after training					
I find my job much easier for me after training.					
I feel more confident carrying out my work after training					
I accomplish my task better than before training					
I accomplish my tasks faster than before training					
I make fewer mistakes now that I have the training than before					
I work more enthusiastically and vigorously after the training					
The training has helped me solve problem in the work place.					
I am now more creative and innovative after training					
I enjoy challenging and difficult tasks at work which give me an opportunity to apply skills learned in training					

Management support

Aspects of Management Support	1	2	3	4	5
After the training my manager met with me to discuss and plan how to apply the training on the job effectively.					
My manager set new goals to accomplish based on the training that I undertook.					
My manager gives me tasks that provide an opportunity to practice newly learned skills.					
My manager checks whether I put into practice what I learned in training.					
My manager regularly gives feedback on how I am progressing in applying the skills learned in training.					
My manager helps when I have problems in applying my new skills in the work place.					
My manager gives me advice on how to apply skills and knowledge acquired in training.					
My manager encourages me when I am almost giving up in my effort to apply skills learned in training.					
My manager allows me to make decisions related to work.					
My manager embraces and accommodates new ideas I give after training.					
My manager coaches me in areas where I need support to apply new skills.					
My manager is tolerant when I make mistakes in attempt to apply skills learned in training.					

Peer support

Aspects of Peer Support	1	2	3	4	5
I receive cooperation of my peers while using new skills					
My colleagues show interest and are curious about my training					
My peers do not criticize me when I implement new skills					
My team mates in workgroups help me implement ideas learnt in training					
I receive helpful feedback from my colleagues on how I am implementing skills learned in training					
My colleagues are patient with me whenever I make mistakes in an attempt to apply skills learnt in training					
My colleagues appreciate me for using the new skills I acquired in training					
I receive moral support and encouragement from colleagues to apply the training on the job					
I get advice from more experienced colleagues about how to apply skills learned in training.					
My colleagues are willing to share with me knowledge and experience learned in training.					

Rewards

Aspects of Rewards	1	2	3	4	5
I get recognition for using the skills learned in training					
I get verbal praise for applying the skills learned in training					
I was promoted for applying the skills learned in training					
I was given some days off for applying the skills learned in training					
I was given salary increment for applying skills learned in training					
I was given bonus for applying the skills learned in training					
I was given another training as an appreciation for applying the skills learned in training					
I was given tangible gifts as a result of applying skills learned in training					
I was given a holiday trip as a result of applying the skills learned in training					

Resources

Aspects of Resources	1	2	3	4	5
I have the financial resources to implement what I learned					
The necessary technology needed to apply new skills is available to me.					
Am given tools/equipment's to help me apply skills acquired in training.					
The available human resources assist me to practice what I have learned.					
The room/space is conducive in applying the skills learned in training.					
Time is available to me to apply new skills.					
My organization provides follow up training to clarify issues that were not clear in the first training.					
Information resources are available for me to apply skills learned.					
Protection and safety is guaranteed to me when applying skills learned.					

Motivation to transfer

Aspects of Motivation to Transfer	1	2	3	4	5
I am confident in my ability to use new skills at work.					
I have the will power to overcome obstacles on the job					
I enjoy challenging and difficult tasks					
I am confident that I can overcome obstacles that prohibit application of new knowledge and skills at my work place.					
Recognition for my efforts makes me work harder to apply skills learnt in training					
I am aware of my organization's expectation to transfer skills learned.					
I set it as a personal goal to ensure that I apply skills learnt in training					
I am confident in my ability to use new skills at work.					
I have the will power to overcome obstacles on the job					
I enjoy challenging and difficult tasks					
I am confident that I can overcome obstacles that prohibit application of new knowledge and skills at my work place.					
Recognition for my efforts makes me work harder to apply skills learnt in training					

APPENDIX III: IPGS RECOMMENDATION

KABARAK UNIVERSITY

INSTITUTE OF POST GRADUATE STUDIES

Private Bag - 20157
KABARAK, KENYA
E-mail: directorpostgraduate@kabarak.ac.ke

Tel: 0773265999
Fax: 254-51-343012
www.kabarak.ac.ke

18th October, 2018.

Ministry of Higher Education Science and Technology,
National Council for Science, Technology & Innovation,
P.O. Box 30623 – 00100,

Dear Sir/Madam,

RE: RESEARCH BY VINCENT BOSIRE OCHOI – GDB/M/1082/09/13

The above named is a student at Kabarak University taking PhD degree in Human Resource Management. He is carrying out research entitled *"Influence of Work Environment on Transfer of Skills from Training to Work in Kenyan State Corporations"*

The information obtained in the course of this research will be used for academic purposes only and will be treated with utmost confidentiality.

Please provide the necessary assistance.

Thank you

Yours faithfully

Dr. Betty Tikoko
DIRECTOR (POST GRADUATE STUDIES)
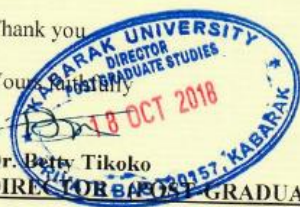
Kabarak University Moral Code

As members of Kabarak University family, we purpose at all times and in all places, to set apart in one's heart, Jesus as Lord. (1 Peter 3:15)

Kabarak University is ISO 9001:2015 Certified

184

APPENDIX IV: RESEARCH PERMIT FROM NACOSTI

THIS IS TO CERTIFY THAT:
MR. VINCENT BOSIRE OCHOI
of KABARAK UNIVERSITY, 0-20157
NAKURU, has been permitted to conduct
research in *All Counties*

on the topic: *INFLUENCE OF WORK
ENVIRONMENT ON TRANSFER OF SKILLS
FROM TRAINING TO WORK IN KENYAN
STATE CORPORATIONS*

for the period ending:
12th December, 2019

Permit No : NACOSTI/P/18/57588/27144
Date Of Issue : 12th December, 2018
Fee Recieved :Ksh 2000

....
**Applicant's
Signature**

....
**Director General
National Commission for Science,
Technology & Innovation**

APPENDIX V: RESEARCH AUTHORIZATION FROM NACOSTI

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone:+254-20-2213471,
2241349,3310571,2219420
Fax:+254-20-318245,318249
Email: dg@nacosti.go.ke
Website : www.nacosti.go.ke
When replying please quote

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No. **NACOSTI/P/18/57588/27144**

Date: **12th December, 2018**

Vincent Bosire Ochoi
Kabarak University
Private Bag - 20157
KABARAK.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Influence of work environment on transfer of skills from training to work in Kenyan State Corporations"* I am pleased to inform you that you have been authorized to undertake research in **all Counties** for the period ending **12th December, 2019.**

You are advised to report to **the Chief Executive Officers of selected state corporations, the County Commissioners and the County Directors of Education, all Counties** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The Chief Executive Officers
Selected State Corporations.

The County Commissioners
All Counties.

National Commission for Science, Technology and Innovation is ISO9001:2008 Certified

186

APPENDIX III: LIST OF STATE CORPORATIONS

(State Corporations Advisory Committee, August, 2018)

Regional Development Authorities

1. Coast Development Authority

2. Ewaso Nyiro North Development Authority

3. Ewaso Nyiro South Development Authority

4. Kerio Valley Development Authority

5. Lake Basin Development Authority

6. Tana & Athi River Development Authority

7. Lapset Corridor Development Authority

Commercial/Manufacturing

1. Kenya Ordinances Factories Corporation

2. Kenya Trade Network Agency

3. Agricultural Development Corporation

4. Chemelil Sugar Company

5. Kenya Seed Company

6. Kenya Electrical Generating Company

7. Kenya Pipeline Company Ltd

8. Kenya Electrical Transmission Company

9. Geothermal Development Company

10. Kenya Nuclear Electricity Board

11. Kenya Safari Lodges & Hotel

12. Kenya National Trading Corporation

13. Numerical Machining Complex

14. East African Portland cement

15. Kenya Wine Agencies Ltd.

16. New Kenya Coop. Creameries

17. Kenya Airports Authority

18. Kenya Ports Authority

19. Kenya Maritime Authority

20. Kenya Railways Corporation

21. Kenya National Shipping Line

22. Jomo Kenyatta Foundation

23. Kenya Literature Bureau

24. School Equipment Production Unit

25. Konza Technopolis Authority

26. Agro-Chemicals & Food Company Ltd

27. Muhoroni Sugar Company Ltd

28. Nzoia Sugar Company

29. Pyrethrum Board of Kenya

30. South Nyanza Sugar Company

Regulatory

1. National Campaign against Drug Abuse Authority (Nacada)

2. Kenya Film Commission

3. Insurance Regulatory Authority

4. Retirement Benefits Authority

 5. Kenya Revenue Authority

6. Capital Markets Authority

7. Public Procurement Oversight Advisory Board

8. Deposits Protection Fund

9. Competition Authority of Kenya

10. NGO Coordination Board

11. Council for Legal Education

12. Kenya Copyright Board

13. Coffee Board of Kenya

14. Kenya Plant Health Inspectorate Services

15. Kenya Sisal Board 55. Kenya Sugar Board

16. Tea Board of Kenya

17. Pest Control Produce Board

18. Kenya Dairy Board

19. National Bio Safety Authority

20. National Industrial Training Authority

22. Energy Regulatory Commission

23. Water Resource Management Authority

24. National Environmental Management Authority

25. Kenya Leather Development Council

 26. Kenya Bureau of Standards

27. Kenya Industrial Property Institute

28. Anti-Counterfeit Agency

29. Kenya National Accreditation Services

30. SACCO Society Regulatory Authority

31. Kenya Civil Aviation Authority

32. National Transport Safety Authority

33. Commission for Higher Education

34. Kenya Information Communication Technology Board

35. Communication Commission of Kenya

Training and Research

1. National Museums of Kenya

2. Kenya Institute of Public Policy Research Analysis (KIPPRA)

3. Kenya School of Government

4. National Crime Research Centre

5. Coffee Research Foundation

6. Kenya Agricultural and Livestock Research Organization

7. Kenya Sugar Research Foundation

8. Tea Research Foundation of Kenya

9. Kenya Marine & Fisheries Research Institute

10. Kenya Veterinary Vaccine Production Institute

11. Kenya Forest Research Institute

12. Kenya Industrial Research and Development Institute

13. Kenya Medical Research Institute

14. Kenya Institute of Special Education

15. Kenya Education Staff Institute

16. Kenya Institute of Education

Service

1. Sport Stadia Management Board

2. Kenya National Library Service

3. Kenya Film Classification Board

4. National Sports Fund Board of Trustees

5. Privatization Commission

6. Kenya Accountants and Secretaries National Examinations Board

7. Kenya National Bureau of Statistics

8. National Coordinating Agency for Population and Development (NCAPD)

9. Constituency Development Fund

10. National Drought Management Authority

11. Youth Enterprise Development Fund

12. Anti- Female Genital Mutilation Board

13. National Youth Council

14. National Council for Law Reporting

15. Kenya Law Reform Commission

16. Cotton Development Authority

17. Horticultural Crops Development Authority

18. National Cereals and Produce Board

19. Kenya Coconut Development Authority

20. National Irrigation Board

21. Kenya Tsetse & Trypanosomiasis Eradication

22. Kenya Meat Commission

23. Kenya Animal Genetic Resource Centre

24. National Housing Corporation

25. National Construction Authority

26. Micro & Small Enterprise Authority

27. National Council for Persons with Disabilities

28. Rural Electrification Authority

29. National Oil Corporation of Kenya

30. Kenya Power & Lighting Company

31. Kenya Water Towers Coordination Agency

32. Water Resources Management Authority

33. Tana Water Services Board

34. Athi Water Services Board

36. Rift Valley Water Services Board

37. Lake Victoria North Water Services

38. National Water Conservation & Pipeline Corporation

39. Tanathi Water Services Board

40. Northern Water Services Board

41. Lake Victoria South Water Services Board

42. Coast Water Services

190

43. Water Services Trust Fund

44. Kenya Forest Service

45. Kenya Wildlife Service

46. Catering and Tourism Development Levy Trustee

47. Bomas of Kenya

48. Kenya Tourist Development Corporation

49. Kenya International Conference Centre

50. Kenya Tourist Board

51. Export Promotion Council

52. Export Processing Zone Authority

53. Kenya Investment Authority

54. Kenya Medical Supplies Agency

55. Kenyatta National Hospital

56. Moi Teaching & Referral Hospital

57. National Aids Control Council

58. Pharmacy & Poisons Board

59. Kenya Ferry Services Ltd.

60. Kenya Roads Board

61. Kenya Urban Roads Authority

62. Kenya Rural Roads Authority

63. Kenya National Highways Authority

64. Higher Education Loans Board

65. Kenya National Examination Council

66. National Commission for UNESCO

67. Kenya Broadcasting Corporation

68. Brand Kenya Board

69. Kenya Year Book Editorial Board

Financial Category

1. Kenya Reinsurance Corporation Ltd.

2. Consolidated Bank of Kenya Ltd

3. Kenya Post Office Savings Bank

4. Policyholders Compensation Fund

5. Kenya National Assurance Co. (2001)

6. Industrial Development Bank (Capital) Ltd

7. Local Authorities Provident Fund

8. Agricultural Finance Corporation

9. Coffee Development Fund

10. National Social Security Fund

11. Kenya Industrial Estates

12. Industrial & Commercial Development Corporation

13. National Hospital Insurance Fund

14. Postal Corporation of Kenya

TERTIARY CATEGORY

1. Kenya Institute of Supplies Management

2. Bukara Agricultural College

3. Kenya Water Institute

4. Kenya Utali College

5. Kenya Medical Training College

Universities

1. University of Nairobi

2. Moi University

3. Maseno University

4. Masinde Muliro University

5. Kenyatta University

6. Jomo Kenyatta University of Agriculture and Technology

7. Egerton University

8. Multimedia University College of Kenya

9. Technical University of Kenya

10. Technical University of Mombasa

11. Kabianga University College

12. Meru University College of Science & Technology

13. Kisii University College

14. Pwani University College

15. Maasai Mara University College

16. Dedan Kimathi University College

17. South East University College

18. Chuka University College

19. Jaramogi Oginga Odinga University of Science & Technology

20. Laikipia University College
21. University of Eldoret
22. Embu University College
23. Rongo University College
24. Karatina University
25. Taita Taveta University College
26. Cooperative University College