Factors That Limit the Transfer of Training in Academic Environment

Saad M.A. Gusmelseed, PhD.
Assistant Professor
Department of Administrative Sciences, College of Community, Najran University, Saudi Arabia - Najran - King Abdulaziz Road P.O Box 1988

Abstract
The objective of academic training is to improve educators' teaching practice to achieve the targeted learning outcomes. Yet, its impact on effective teaching practices is not significant. However, this study investigates the factors affect and limits the transfer of knowledge and skills acquired from academic training to the classroom in Najran University.In this study deductive approach, analytical and descriptive methods were used. Data was largely collected with a questionnaire; interviews and observation were also used to confirm collected data.It is concluded from this study that training design, participant readiness, environment resources to transfer, supervisor support; affect the transfer of learning acquired from academic training to the classroom. The findings suggest that a well-designed academic training can result in a better learning and effective transfer of acquired knowledge and skills into the classroom.
Keywords: Factors, training transfer, academic environment, learning, classroom, educators.

1. Introduction:

Educational institutions continuously seek to improve the quality of teaching and learning, to produce competent graduates. This sought improvement necessitates continuous professional development for the academic staff particularly the novice educators that will probably be in need to some skills and updates of latest learning strategies and technologies. Therefore, academic training is one of the tools for achieving academic professional development. Academic training means "those processes and activities designed to enhance the professional knowledge, skills, and attitudes of educators so that they might, in turn, improve the learning of students" as summarized by (Guskey, 2000). Teaching quality will improve if educators effectively apply skills & knowledge acquired from a training program to a classroom situation. (Imran Khan et al, 2015). That what is so called transfer of learning, which is generally defined as: the ability of a trainee to apply the behavior, knowledge, and skills acquired in one learning situation to another. In addition (Mònica Feixas et al, 2014), also defined the transfer of learning as; the effective and continued application in the workplace of a set of knowledge, skills and attitudes learned in the context of academic development. So transfer of learning is the evidence that what was learned in academic training is actually being used in the classroom for which it was intended. As a result of understanding the importance of professional development for academicians, those educational institutions spend large sums on work-related adult learning, yet, the actual effects of such educational investment in terms of improved workplace efficiency remain obscure both with respect to the organization and the individual (Søren Willert et al, 2011).while (Othman, & Dahari, 2011) assumed that the impact of academic staff participation in academic professional development programs is substantial if there are changes in classroom practices, student learning and teachers" attitudes and beliefs towards effective teaching and learning practices.

However, despite the growing number of research findings that indicate the importance of professional development in academic teaching and learning, the visible impact of staff participation in professional development on effective teaching practices in higher education is not significant (Othman & Dahari, 2011) (Lex McDonald, 2014) also affirms that lack of transfer is recognized as an important factor in the literature, for not only is it unproductive training for the individual and the employing organization but vast amounts of money are being squandered. A number of other studies have also found that teachers" participation in professional development did not result in significant changes in teaching practices. These findings were also supported by a study conducted in the United States by (Porter et al, 2000). On the impact of professional development programs on teaching practice, they found that teacher professional development activities bring slight change in teaching practices in the classroom. Therefore, academic development professionals still struggle with why a higher percentage of skills and knowledge acquired through training fail to transfer to the classroom and why transfer appears to diminish over time (Cromwell & Kolb, 2002). As a matter of fact the "transfer of learned skills and knowledge in the actual workplace is subject to a number of factors, with work environment being one of those factors (Imran Khan et al, 2015) many other training researches also affirms that training knowledge transfer is affected by many factors, including those related to participants' characteristics, the design of the training program, and the work environment (Baldwin & Ford, 1988). (Brinkerhoff & Gill, 1992) also stated that the effect of training design on transfer of training has been studied by numerous researchers because it is believed to be one of the most important constructs affecting training transfer. (Ranade & Clark, 1992).

Identified technological support as one of the most critical factors to the transfer of learning. (Daniel J. Williams, 2008) also determined some important factors that may influence training transfer such as supervisor support, workplace support / transfer climate, peer support, subordinate support.

In effect the transfer of academic learning to the classroom is difficult to capture in institutional evaluations or reports of effectiveness because academic development is multi-layered and multi-faceted. Despite theoretical reviews, there is a lack of research evidences on the factors influencing learning transfer of faculty development programs in higher education, (Mònica Feixas et al, 2014), Therefore, this study aimed at identifying the factors that impede or limit the transfer of acquired knowledge and skills to the classroom in the academic environment of Najran University, some of the factors to be explored in this study are related to the individual, environment and some factors related to the training design, the factors in question.

2. The Importance of The Study:

Research on transfer of learning is not the latest concern of researchers and practitioners; in fact much has been already known from previous studies, but it is still remains an unresolved issue for some educational and non-educational organizations.

The importance of this study stems from a number of studies that have been carried out on the transfer of learning. Those researches showed that, there is no more important topic in the whole psychology of learning than transfer of learning. Practically all educational and training programs are built upon the fundamental premise that human beings have the ability to transfer what they have learned from one situation to another (Desse J., 1958). In effect, academic training is one of the components of education, and the problem of transfer is one of the biggest challenges facing academic development potentials. Also there are number of reasons that have increased attention to the importance of transfer of learning and training (Gusmelseed M.A. Saad, 2015). Additionally the extent of the needs of private and public educational organizations to spread the culture of learning transfer, and the need to avoid failure or lack of transfer so that educational organizations can gain more return from their investment in academic promotion programs. In addition this study provides valuable information for researchers and educators in both public and private educational institutions.

3. Problem Statement:

Teaching strategies are continuously changing in response to changes in the learning theories and outputs of pedagogic research. New technologies are also changing the strategies used in classrooms. Therefore academic training and development programs have been introduced to help keep educators up-to-date with these new developments in the field of learning strategies and technologies.

Despite the recognized importance of academic training and development, a search of the literature revealed that their impact on actual teaching practices is minimal, as educators have not effectively utilized the full potential of staff training and development programs; neither have they received the full benefits of that academic training and development, that is because there are many factors impede or limit the transfer of academic training to the classroom. As a result, the staff development departments are still struggling to design and implement more purposive training programs; that improve teaching practice in classrooms and achieve targeted learning outcomes. With increased investment in technology and academic development, it is imperative to enhance the learners' transfer process particularly concerning their practice in classrooms.

This study identifies critical factors limiting or impeding transfer of knowledge and skills acquired from academic training to the classroom in Najran University.

4. Hypothesis:

H1: There is a relationship between academic training design, participant learning degree and transfer of learning to the classroom.
H2: Transfer of learning to the classroom relates to participant readiness, participant administrative and teaching loads.
H3: There is a relationship between environment resources to transfer, supervisor support; and transfer of learning to the classroom.

5. Literature Review:

Several studies have been carried out to identify the factors that affect the transfer of knowledge and skills acquired from academic training to the classroom. (Lex McDonald, 2011) conducted study on the transfer of training in teacher PD, the aim of his study was to discuss the professional development (PD) of teachers with particular reference to teacher learning, motivation and transfer of training. (Azam O. & Zainurin D, 2011) explored the professional development among academic staff at selected Malaysian public universities; the main objective of their study was to present evidence on the impact of professional development among academic staff at public universities in Malaysia. (Mac-Anthony Cobblah & T.B. Vander Walt, 2017) investigated the

relationship between staff development and job performance of the library staff of five selected universities in Ghana. (Porter, C. A et al, 2000) analyzed what makes professional development effective? Results from a national sample of teachers, the aim of their study was to provide the first large-scale empirical comparison of effects of different characteristics of professional development on teachers' learning. (Imran Khan et al, 2015) conducted study on the transfer of training: a reorganized review on work environment and motivation to transfer, the aim of their study was to make a holistic review of the literature and methodology by going through summative, formative and Meta studies published from1988–2014 on transfer. (Mònica Feixas et al, 2014) studied the factors affect learning transfer, academic development in perspective in Spanish higher education institutions, the objective of their study was to presents the main outcomes of a research taking an even broader perspective to capture the transfer potential of academic development activities. (Søren Willert et al, 2011) investigated academic vocational training; bridging the gap between educational space and work space, the aim of their study was to show how new ways of structuring relations between educational institutions and workplaces can enhance the probability that individual learning acquired in an educational setting will in fact lead to improved organizational performance. (Lex McDonald, 2014) conducted another study on Planning for impact; Transfer of training audit, the aim of his study was to identify areas in training and professional development that could improve impact effectiveness. (Michael.S. et al, 2001) explored what makes professional development effective? Results from a national sample of teachers, the objective of their study was to examine the relationship between features of professional development that have been identified in the literature and self-reported change in teachers' knowledge and skills and classroom teaching practices. (Angelito Calma, 2013) investigated Challenges in preparing academic staff for research training and supervision, the aim of his study was to identify the challenges confronting the government and universities that relate to academic staff development, research supervision, and staff and student support. (Kelly Richards et al, 2017) studied training sessional academic staff to provide quality feedback on university students' assessment: lessons from a faculty of law learning and teaching project, the aim of their study reported on a learning and teaching project undertaken in the School of Justice (Faculty of Law) at Queensland University of Technology that sought to address this issue. (Jacqueline W. Gitonga, 2006) investigated the work environment factors influencing the transfer of learning for online Learners. The aim of the study was explore the critical work environment factors supporting or impeding transfer for participants of an online professional development program. (Doo H. Lim, 2000) investigated training design factors influencing transfer of training to the workplace within an international context, the aim of his study was to the study was to examine the learning, transfer, and reasons for impeding or facilitating the training transfer made by the HRD professionals of a Korean organization. Although the existence of a considerable number of training transfer studies is a good indicator, there still insufficient solutions that lead to improving the learning transfer in academic environments, the objective which is sought by study.

6. Methodology & Methods:

6.1 Population and sample:

The population of the study was the academic staff at Najran University. Educators of three colleges were surveyed with a survey instrument.

6.2 *Context of the study:*

The study is primarily based on the descriptive approach. It also depends on a review of literature regarding factors that limit the transfer of training in academic environment used as secondary sources such as books, references, and records to collect the necessary data for the theoretical part of the study. As for the analytical part of the study, the primary sources such as questionnaires and observations were used.

6.3 *Data collection and analysis:*

The survey instrument is consisted of two parts: Section I: focused on personal data of the study sample (gender, educational qualification, teaching level, credit hours, administrative work, and training participation).Section II: consisted of 15 questions based on the factors that limit the transfer of training to be answered according to the Likert 5 scale, which includes five levels (strongly agree, agree, agree to some extent, disagree, strongly disagree). The reliability of the scales for each factor and for the overall instrument was analyzed using Cronbach's alpha. The overall instrument shows an Alpha of 0.78

Table (1) Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.778	.773	15

The survey instrument was handed out to the 110 randomly selected lecturers, assistant professors, associate professors and professors of the study sample, 106 questionnaires were recovered (recovery rate of 96.4%). The

data were evacuated into tables especially prepared for the purpose of data analysis, and probabilities of 0.05 were considered significant. Demographics data (gender, educational qualification, teaching level, credit hours, administrative work, and training participation, were designated as independent variables. The dependent variables were the statements of the factors that limit the transfer of training. Data were analyzed using Spearman's rank-order correlation coefficient test of (SPSS) Statistical Package for Social Sciences. To show the nominal relationships/associations between gender, educational qualification, teaching level, credit hours, administrative work, and training participation) and the factors that limit the transfer of training in academic environment.

7. Results
7.1 Sample profile
Of the 110 questionnaires distributed 106 were completed and returned, a response rate of (96.4%). The sample of 106 respondents consisted of (20.8%) female and (79.2%) male academic staff. All of them were full-time academic staff. When grouped by age (8.5%) were <30 years old, (29.2%) were from 30 to less than 40 years, (62.3%) were from 40 years and above. The subjects of the study sample in lecturer rank (20.8%), (65.1%) were assistant professors, (5.7%) were associate professors, and (8.5%) were professors. The teaching levels of respondents surveyed were (17.9%) diploma, (59.4%) bachelor, (17%) postgraduate studies, (5.7%) other levels. The credit hours of most of the respondents (38.7%) were more than 13 hours; from 10 to 12 hours (32.1%), from 7 to 9 hours (21.7%) and those with the least hours ≤ 6 hours were (7.5%). The staff who have administrative works represent the majority (75.5%), and (24.5%) do not have administrative works. (46.2%) of the surveyed sample participated in 11 training programs and above, (23.6%) participated in 6 to 10 training programs, and (30.2%) participated in ≤ 5 training programs. as detailed in table (2) below.

Table (2). Characteristics of the surveyed sample (frequencies)

Category		Frequency	Percent
Gender	Male	84	79.2
	Female	22	20.8
	Total	106	100
Age	< 30 years old	9	8.5
	from 30 to 39 years	31	29.2
	> 40 years	66	62.3
	Total	106	100
Academic rank	Lecturer	22	20.8
	Assistant professor	69	65.1
	Associate professor	6	5.7
	Professor	9	8.5
	Total	106	100
Level of teaching	Diploma	19	17.9
	Bachelor	63	59.4
	Postgraduate studies	18	17
	Other	6	5.7
	Total	106	100
Credit hours	≤ 6 hours	8	7.5
	from 7 to 9 hours	23	21.7
	from 10 to 12 hours	34	32.1
	≥ 13 hours	41	38.7
	Total	106	100
Administrative work	Yes	80	75.5
	No	26	24.5
	Total	106	100
Number of in-service training sessions	≤ 5	32	30.2
	from 6 to 10	25	23.6
	11 and above	49	46.2
	Total	106	100

7.2 Results:
This part discusses the results of this study and its findings in light of previous relevant research and provides its recommendations for academic staff and supervisors work in Najran University and similar organizations.

Table (3) Assumption of responses on statements (%)

Statements	Strongly agree	Agree	Agree to some extent	Disagree	Strongly disagree
(1) the contents of some training programs are inapplicable into the classroom	17.9%	42.5%	28.3%	9.4%	1.9%
(2) The time allotted for some training programs is not enough	20.8%	46.2%	21.7%	11.3%	0.0%
(3) The contents of some training programs do not meet the basic skills I need in my specialization	16.0%	50.9%	15.1%	15.1%	2.8%
(4) Failure to meet previous requirements to some training programs impedes the application of new learning into the classroom	27.4%	47.2%	17.9%	7.5%	0.0%
(5) knowledge and skills acquired from some training programs are insufficient to apply	17.0%	44.3%	28.3%	8.5%	1.9%
(6) Teaching overloads impede the application of knowledge and skills acquired from academic training	37.7%	39.6%	12.3%	7.5%	2.8%
(7) The excess administrative loads hinder the application of knowledge and skills acquired from academic training	49.1%	36.8%	11.3%	2.8%	0.0%
(8) Some knowledge and skills acquired from academic training complicate the learning process	9.4%	15.1%	19.8%	39.6%	16.0%
(9) I think that the strategies I use in teaching before training are sufficient	17.9%	37.7%	25.5%	16.0%	2.8%
(10) Some training programs do not provide the desired benefit for the trainee	23.6%	28.3%	24.5%	20.8%	2.8%
(11) I do not receive a formal evaluation that states strengths and weaknesses in my teaching performance	28.3%	29.2%	18.9%	17.0%	6.6%
(12) Direct superiors do not care about application of knowledge and skills acquired from academic training	11.3%	38.7%	18.9%	21.7%	9.4%
(13) Lack of moral support weakens the effective application of knowledge and skills acquired from academic training	34.0%	32.1%	24.5%	5.7%	3.8%
(14) Lack of appropriate teaching aids prevent the application of knowledge and skills acquired from academic training	26.4%	34.9%	20.8%	12.3%	5.7%
(15) Lack of motivation among students does not help to apply knowledge and skills acquired from academic training	47.2%	33.0%	11.3%	7.5%	0.9%

Table (4) Items Statistics (N=106)

Statement	Significance	Spearman's rank-order correlation						
		Gender	age	Acad.Rank	Level of teaching	Cr. hours	Admin.work	No. of trainings
(1) The contents of some training programs are inapplicable into the classroom.	Correlation Coefficient	.113	-.077-	-.123-	-.066-	-.002-	-.001-	.016
	Sig. (2-tailed)	.247	.433	.210	.499	.986	.994	.867
(2) The time allotted for some training programs is not enough	Correlation Coefficient	.002	-.263-**	-.401-**	-.163-	-.202-*	.009	-.117-
	Sig. (2-tailed)	.987	.006	.000	.096	.038	.929	.233
(3) The contents of some training programs do not meet the basic skills I need in my specialization	Correlation Coefficient	-.123-	-.069-	-.035-	-.074-	.016	-.064-	.262**
	Sig. (2-tailed)	.210	.480	.723	.454	.870	.513	.007
(4) Failure to meet previous requirements to some training programs impedes the application of new learning into the classroom	Correlation Coefficient	-.052-	-.018-	-.035-	-.050-	.008	.095	.127
	Sig. (2-tailed)	.598	.851	.718	.608	.933	.335	.196
(5) knowledge and skills acquired from some training programs are insufficient to apply	Correlation Coefficient	.048	-.008-	-.079-	-.038-	-.114-	.016	.062
	Sig. (2-tailed)	.622	.937	.419	.695	.243	.874	.530
(6) Teaching overloads impede the application of knowledge and skills acquired from academic training	Correlation Coefficient	.080	-.019-	-.022-	-.194-*	-.160-	-.104-	-.110
	Sig. (2-tailed)	.414	.848	.819	.046	.101	.288	.260
(7) The excess administrative loads hinder the application of knowledge and skills acquired from academic training	Correlation Coefficient	.068	-.074-	-.095-	.050	.023	.101	.134
	Sig. (2-tailed)	.489	.450	.333	.611	.816	.305	.170
(8) Some knowledge and skills acquired from academic training complicate the learning process	Correlation Coefficient	.152	.020	.023	-.041-	-.151-	-.065-	.150
	Sig. (2-tailed)	.120	.841	.811	.677	.123	.511	.124
(9) I think that the strategies I use in teaching before training are sufficient	Correlation Coefficient	.061	-.031-	.068	-.015-	-.114-	-.171-	.199*
	Sig. (2-tailed)	.537	.756	.486	.875	.244	.079	.041
(10) Some training programs do not provide the desired benefit for the trainee.	Correlation Coefficient	.157	-.065-	.012	.169	-.013-	.016	.265**
	Sig. (2-tailed)	.109	.506	.901	.083	.898	.872	.006
(11) I do not receive a formal evaluation that states strengths and weaknesses in my teaching performance	Correlation Coefficient	-.077-	.025	.135	.093	.155	-.169-	.103
	Sig. (2-tailed)	.431	.801	.166	.343	.112	.083	.291
(12) Direct superiors do not care about application of knowledge and skills acquired from academic training	Correlation Coefficient	.041	-.059-	.026	.029	-.088-	-.167-	-.045-
	Sig. (2-tailed)	.675	.546	.788	.769	.369	.087	.647
(13) Lack of moral support weakens the effective application of knowledge and skills acquired from academic training	Correlation Coefficient	.029	-.025-	.022	-.052-	-.018-	-.194-*	.005
	Sig. (2-tailed)	.765	.798	.824	.593	.855	.046	.959
(14) Lack of appropriate teaching aids prevent the application of knowledge and skills acquired from academic training	Correlation Coefficient	-.167-	.005	.174	-.046-	.012	-.058-	-.006
	Sig. (2-tailed)	.088	.958	.075	.900	.643	.557	.950
(15) Lack of motivation among students does not help to apply knowledge and skills acquired from academic training	Correlation Coefficient	.244*	-.032-	.058	.271**	.071	-.041-	.061
	Sig. (2-tailed)	.012	.742	.558	.005	.468	.679	.534

Correlation is significant at the, $p > 0.05$ level (2-tailed).

When reading table (3) above we are interested in the results of the "Spearman's correlation coefficient and

its significance value". in all categories/columns it is noted that: Rs: for all statements is ranging between -.001-.271** and also P: value for most statements >0.05, This tells us that there is no statistically significant correlation between respondents (gender, age, academic rank, level of teaching, credit hours, administrative work & No. of in-service trainings) and their answers to statements and this should not be a cause for concern, except the followings;

In respondent gender column it is noted that P: value for most statements >0.05 except statement no. (15) for which (rs, =.244*, p = .012). This indicates a positive, weak correlation between respondents' gender and their answers. Similar positive weak correlation indicated with level of teaching column (rs, = .271**, p = .005) for same statement, the significance in both columns means that most respondents tend to agree with the statement, that existing lack of motivation among students impedes the application of knowledge and skills acquired from academic trainings. when interviewed they assumed that educators are responsible of motivating students to learn effectively, therefore certain ways and strategies should be followed by educators to get their students excited about learning.

In respondent age column it is noted that P: value for most statements >0.05 except statement no (2) for which (rs, = -.263-**p = .006). This indicates a negative weak correlation between respondents' age and their answers, similar negative correlation indicated with academic rank (rs, = -.401-**p = .000) and credit hours (rs, = -.202-*p = .038) columns for same statement. This means that the older, high ranked staff and those with more credit hours disagree with the statement and see that the time allotted for some training programs should be enough because effective training programs are supposed to be designed and implemented according to the time allotted.

In respondent level of teaching column it is noted that P: value for most statements >0.05 except statement no (6) for which (rs, = -.194-**p = .046). This indicates a negative weak correlation between respondents' level of teaching and their answers. This significance means that the more staff who teaches high levels disagree with the statement and see that teaching overloads should not impede the application of knowledge and skills acquired from academic training if loads are within the reasonable limits, as they should be.

In respondent number of in-service trainings column it is noted that P: value for most statements >0.05 except statement no (9) for which (rs, =.199**p = .041). This indicates a positive weak correlation between respondents' number of in-service trainings and their answers. This significance means that the more staff who attend more in-service training agree with the statement, that the strategies they use in teaching before attending training are sufficient, this means that some instructional staff are well trained and updated.

8. Final Discussion

This study demonstrate that the current application of knowledge and skills acquired from academic training into the classroom in academic environment is insufficient for improving teaching and learning practices; because their impact is slight. This observation might be linked to the roles of the unit of development and quality in respective university in designing and implementing more purposive training programs for all academic staff, beside strong commitment required from leaders of educational institutions at all levels (coordinators, departments and faculties) in order to raise status for teaching and learning & promote positive cultural change.

This study shows the factors impede or limit the transfer of knowledge and skill acquired from academic training into the classroom in academic environment in the Saudi context; which could work well in other university contexts. Furthermore, the findings revealed a consensus among the surveyed academic staff's sample that; training design, participant learning degree, participant readiness and expectations to transfer, environment resources to transfer, supervisor support; have an impact on the transfer of learning acquired from academic training to the classroom which helps in securing the achievement of targeted learning outcomes.

According to this study the training design and participant learning degree are related to transfer of learning to the classroom. This is due to the fact that well-designed training lead to better learning which results in effective transfer of that learning to the classroom. This study empirically established evidence for the existence of positive relationship between poorly designed academic training, executed in inappropriate allotted time, and poor transfer of learning to the classroom. This finding informs that some conducted training in Najran University doesn't sufficiently change teaching practices in classrooms, since programs are not well designed, not provide the exactly needed skills and conducted in an unsuitable time. It is important to realize that this is mainly dependent upon the roles of training developers and organizers, who are responsible for designing and executing training plans. A number of studies have also found that teachers" participation in professional development did not result in significant changes in teaching practices. For instance Porter et al. (2000) In their three-year study on the impact of professional development programs on teaching practice, they found that teacher professional development activities bring little change to teaching practices in the classroom. This finding also agrees with the results of another study conducted by Azam Othman & Zainurin bin Dahari (2011) on professional development among academic staff at selected Malaysian public universities, where their study has revealed that the impact of the BTMC on actual teaching practices is minimal, because the structured

training (BTMC) is not able to change teaching practices in the classroom, since the belief and attitude towards new approaches are not in line with teachers'' beliefs on the best practices of effective teaching.

The study also shows that lack in participant readiness, and participant teaching overloads limit the transfer of learning to the classroom, because educators need enough time to prepare and deliver lectures. This finding informs that some academic trainees were not ready before some training programs since they believe that the contents of some training programs do not meet the exact skills they need in their specialization, or the provided knowledge and skills are insufficient; therefore, it is important to realize that this is mainly dependent upon the teachers' attitude toward provided academic training. (Young, 2010) emphasized that program developers will have to realize that teachers' perceptions, assumptions and conceptions are equally important to be addressed if changes are needed for them to use the new approaches. Also more teaching and/or administrative workloads impede the good preparation to effectively apply the new acquired learning; as a result loads should be within the reasonable limits.

The study also shows that the availability of environment resources to transfer, supervisor support; team's teaching culture affect the transfer of learning to the classroom. This means that there must be motivation and support from supervisors as an important factor, and also some teaching aids should be available in the workplace to help in improving learning transfer to classroom. This result agrees with the results of Mac-Anthony Cobblah et al (2017) in their study on staff training and development programs and work performance in the university libraries in Ghana, where their study has revealed that staff development alone does not contribute to improved job performance and higher productivity of university staff, other motivational factors such as, provision of appropriate and adequate working tools, commitment of management, creation of the right working environment, effective communication, are also critical

With regard to implications for practice, some universities highly value the importance of academic training but have not been able to respond appropriately to transfer issues. This study makes a timely contribution to academic staff development practice in Saudi Arabia context, because it provides valuable recommendations to universities for solving learning problems and avoiding any possible weaknesses that impede or limit the transfer of learning into classrooms, and creates opportunities for more academic performance improvement and positive cultural change.

9.   Conclusions & Recommendations:

The analysis of this study revealed that achieving targeted learning outcomes and producing distinctive graduates depends on skills and knowledge of educators; that need to be continuously promoted through training. Nevertheless, development and training requires involvement of academic staff and their supervisors, and this study raises some interesting perspectives for Saudi universities and academic staff developers charged with academic development activities in the education sector to relook in the designing and execution of academic development potentials.

The conclusion to be drawn from this study is that some factors such as training design, participant learning degree, participants' expectations to transfer, environment resources to transfer, supervisor support; positively and/or negatively affect the transfer of learning acquired from academic training to the classroom. Therefore, the quest of the researcher, as indicated in the title of the research, for a relationship between the above factors and transfer of academic training is met.

The following recommendations are the contribution of this study:

1) Academic training programs should be properly designed considering trainees' specialties and attitudes.

2) Curriculums of academic development programs should be linked to research findings on learning and principles of adult learning.

3) Academic trainees should meet previous requirements to some training programs before attending specific training program.

4) Training department must delicately determine the instructional staffs that are in actual need to certain skill presented in specific training programs.

5) Training programs must concentrate and cover the exactly needed knowledge and skills and should be applicable.

6) Teaching credit hours and administrative loads must not exceed the reasonable limits.

7) The time to be allotted for some academic training programs must be sufficient to cover the training topics and material.

8) Heads of departments and direct supervisors have to address academic staff with the result of their performance evaluation, highlighting the weakness points that need improvement in their performance, and determine staff training needs based on these results.

9) Follow-up activities must be there to confirm that acquired knowledge and skills from academic training are being effectively applied, and observations should be considered in performance evaluation.

Academic training has an effect, instructional staffs actually learn from conducted academic training

programs. The academic environment, in which educators acquire and apply newly learnt knowledge and skills, can contribute to maintenance and effective application of these acquired knowledge and skills, if training developers improve the quality of their trainings and overcome any possible barriers that impede or limit participant learning degree and the transfer of acquired knowledge and skills into the workplace.

10. Acknowledgements:

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