



Faculty of Cognitive Sciences and Human Development

**THE RELATIONSHIP BETWEEN WORK ENVIRONMENTAL FACTORS  
TOWARDS TRANSFER OF TRAINING**

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**THE RELATIONSHIP BETWEEN WORK ENVIRONMENTAL FACTORS  
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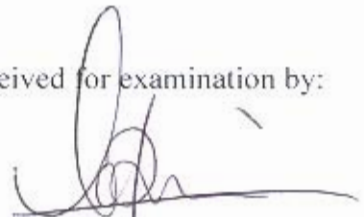
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## **ABSTRACT**

### **THE RELATIONSHIP BETWEEN WORK ENVIRONMENT FACTORS TOWARDS TRANSFER OF TRAINING**

**DANIEL WONG CHIEW WEE**

Training is recognized to be a key strategy for organizations to gain in competitive advantage. However, the organizations have to concern about how to ensure that the employees will apply what they had learned from training back to the job. The purpose of this study is to determine the relationship between work environment factors (training environment, learning organization and technology support) towards transfer of training. In the beginning, a total of 30 set of questionnaires were distributed to the employees of Jaya Tiasa Holdings Berhad. The data collected were used to do pilot test to determine the validity and reliability of the questionnaires. Then, the questionnaires were distributed to Kuching Park Hotel and a total of 68 set of questionnaires have been collected back. The data collected were used to do actual test. The data were analyzed using Statistical Package for Social Sciences (SPSS) version 12.0. Descriptive statistic such as frequency and percentage was used to explain the demographic characteristics of the respondents (age, gender, race, education level and years of service). There are four hypotheses in this study. These hypotheses were measures using statistical analysis, Pearson Correlation and Multiple Regression. Pearson Correlation Analysis is used to measure the relationship between work environment factors and the transfer of training. The findings had shown that there is a significant relationship between work environment factors and transfer of training since all the alternative hypotheses were accepted. Multiple Regression is used to determine the most significant effect in the construct of work environment factors on transfer of training. It is to show that learning organization has the most significant effect on transfer of training.

## ABSTRAK

### HUBUNGAN ANTARA FAKTOR-FAKTOR PERSEKITARAN KERJA TERHADAP PEMINDAHAN LATIHAN

DANIEL WONG CHIEW WEE

Latihan telah dikenali sebagai strategi utama kepada organisasi untuk mendapat kebaikan dalam persaingan dengan organisasi lain. Namun begitu, organisasi perlu mengambil tahu cara-cara untuk memastikan pekerja dapat mengaplikasi apa yang mereka belajar dalam latihan ke dalam kerja mereka. Kajian ini bertujuan untuk mengenalpasti perhubungan di antara faktor-faktor persekitaran kerja (persekitaran latihan, organisasi pembelajaran dan sokongan teknologi) terhadap pemindahan latihan. Pada permulaan, sejumlah 30 soal selidik telah diedarkan kepada pekerja di Jaya Tiasa Holdings Berhad. Data yang telah dikumpul digunakan untuk menjalankan ujian rintis untuk menentukan kebolehpercayaan dan kesahan soal selidik. Kemudiannya, soal selidik yang sama diedarkan kepada Kuching Park Hotel dan sejumlah 68 soal selidik dapat dikumpul balik. Data yang telah dikumpul digunakan untuk membuat ujian sebenar. Data yang diperolehi dianalisis dengan *Statistical Package for Social Sciences (SPSS) version 12.0*. Statistik perihalan seperti frekuensi dan peratus telah digunakan untuk menghuraikan ciri-ciri demographic responden (umur, jantina, kaum, tahap pengajian dan tahun perkhidmatan). Dalam kajian ini terdapat empat hipotesis. Hipotesis-hipotesis ini telah dinilai dengan menggunakan analisis statistik iaitu Pearson dan Regresi Berganda. Korelasi Pearson digunakan untuk mengkaji hubungan antara faktor-faktor persekitaran kerja dan pemindahan latihan. Kajian ini telah menunjukkan bahawa faktor-faktor persekitaran kerja mempunyai hubungan yang ketara dengan pemindahan latihan kerana semua hipotesis adalah diterima. Regresi Berganda adalah digunakan untuk mencari kesan faktor-faktor persekitaran kerja yang paling ketara mempengaruhi pemindahan latihan. Keputusannya telah menunjukkan bahawa organisasi pembelajaran mempunyai kesan yang paling ketara terhadap pemindahan latihan.

## **CHAPTER ONE: INTRODUCTION**

### **1.0 Introduction**

In this chapter, the background of the study, problem statement, research objectives, conceptual framework, research hypotheses, definitions of terms and significances of the study are discussed.

### **1.1 Background of study**

Faced with economic uncertainty, globalization, and competition, most organizations have invested a lot of money in training for their employees with the hope that this training investment will be paid back through performance improvement and competitive advantage (Awoniyi, Griego, & Morgan, 2002; Donovan, Hannigan, & Crowe, 2001; Yamnill & McLean, 2001).

The training and development of employees is recognized to be a key strategy for organizations to gain in competitive advantage (Goldstein 1992; Noe 2005; Wexley & Latham 1991). Employers are willing to spend a lot of money in order

to give training to their employees. As stated by Prof. Maimunah in her journal of words on work, she said that the money spent on training and the number of training ringgit per year or per employee is not the matter as long as the training adds value to the organization.

Effective training is described not just improvement in skills and knowledge. Rather, a key element of effective training is the capability of trainees to apply the knowledge, skills and abilities they learn in training to their work (e.g., Baldwin and Ford, 1988; Ford and Weissbein, 1997; Salas and Cannon-Bowers, 2000; Tannenbaum and Yukl, 1992).

Many organizations start to realize that their employees need training programs over and over again. So, they spend large sum of money on such programs. For the first few years, many organizations invest blindly to train their employees because they think that their employees need it. Some organizations even invest because other organizations are investing. They follow what other organizations do because they do not want to feel left behind.

Many organizations start to wonder about output of training programs as they calculate the amount they spend on such programs. To know whether their investment worth or not, evaluation tools became very important. Research has been done, and it is found that through good supervision and management the correcting of incorrect techniques or procedures should occur immediately to ensure the employee being considered receives the essential training (Adopted from Go et al, 1996, p215)

The employees are expected to transfer knowledge and skills that they learned from training programs to the workplace because training transfer is the important which relating the employees change to the requirements of the organization system(Yamnill and McLean, 2001).The transfer of training to the workplace is extremely important to the success of HRD efforts (Desimone et al., 2002). Both



the employers and the employees of the organization play an important role in evaluation to make sure that transfer of training occurred in the organization. The employers can evaluate the training transfer by monitoring the employees' performance after attending a training program. Transfer of training can be defined as the application of knowledge; skills and attitudes learned from training to the job and then maintain them over a certain period of time (Baldwin and Ford, 1988; Xiao, 1996). This definition had expands the traditional meaning of transfer that only concerns about the effective learning in a training program.

Baldwin and Ford (1988) realized that the existing literature on training transfer has very small value to practitioners to maximize positive transfer. Noe (1986) and Baldwin and Ford (1988) are consider to be the most influential among early works on transfer of training, especially, their conceptual framework on transfer of training has attracted a lot of empirical studies to investigate how individual characteristics, job attitudes and work environment affect the transfer of training process (e.g. Baldwin et al., 1991; Clark et al., 1993; Fecteau et al., 1995; Ford et al., 1992; 1998; Gist et al., 1991; Martocchio, 1992; Mathieu et al., 1992; Saks, 1995; Tannenbaum et al., 1991; Tesluk et al., 1995; Tracey et al., 1995; Tziner et al., 1991). Noe (1986) stated that work environment is an important variable impacting the succeeding of transfer of training.

## **1.2 The problem statement**

The main problem of transfer of training is that the trainees are not able to apply what they had learnt from training program to the workplace. A number of studies have shown that transfer of KSA from the training into the workplace is limited. Only 10% of training expenses can be likely to be transferred to the workplace (Baldwin & Ford, 1988). London and Flannery (2004) also stated that less than 10-20 percent of the training is actually transferred directly to the workplace. This would lead to waste of time, money and energy. According to Dressler's view (1997), training is unable to change the trainees' attitude at the workplace and is considered as a waste. If the employees are not able to transfer what they had learnt from the training to the workplace, this will bring no advantage to both organization and also employees themselves. Therefore, they must put more attention on the factors that would contribute to the effectiveness of the transfer of training to the workplace.

Another problem is that the research on environmental factors that will affect the transfer of training was limited. Noe's (1986) stated that most of the research done on transfer of training only focuses on issues associated to the training design and especially on training techniques. The research put less attention on the issues regarding the environment factors, so it is difficult to know the effect of the factors on transfer of training. According to Baldwin and Ford (1988), empirical research about the environment factors are very narrow and limited. As a result, it would indirectly give the negative side of transfer of training.

### **1.3 Research Objectives**

#### **General objective**

- 1) To determine the relationship between work environment factors and the transfer of training.

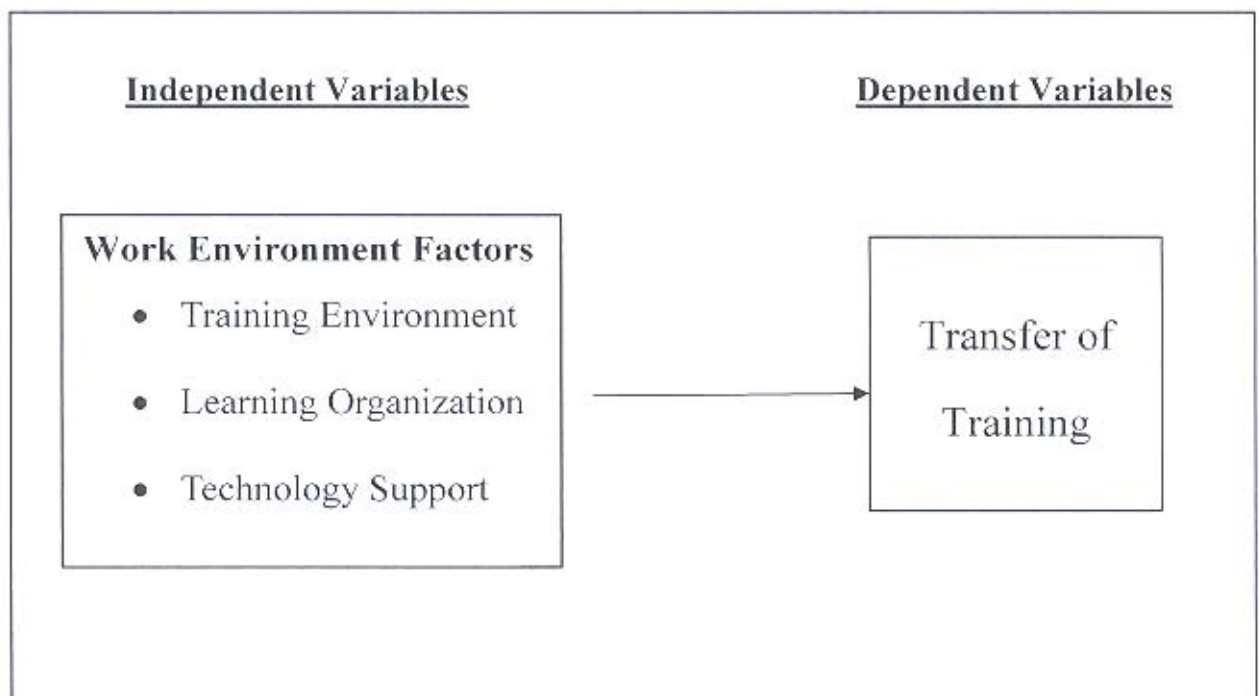
#### **Specific objectives**

- 1) To determine the significant relationship between the training environment with the training transfer.
- 2) To determine the significant relationship between the learning organization with the training transfer.
- 3) To determine the significant relationship between the technology support with the training transfer.
- 4) To determine the significant relationship in construct of work environment factor (training environment, learning organization and technology support) towards transfer of training.

#### 1.4 The Conceptual Framework of the Research

From the specific objectives of this research, a conceptual framework can be made. This conceptual framework is made of the independent variables and the dependent variables. As shown in Figure 1, the dependent variable in this study is the transfer of training while the independent variables are work environment factors which consist of training environment, learning organization and technology support.

**Figure 1 The Conceptual Framework of Relationship between Work Environment Factors towards Transfer of Training.**



## 1.5 Research Hypotheses

Based on the research objectives and conceptual framework, the following alternatives hypotheses are formulated.

Ha1 There is a positive relationship between the training environment and transfer of training.

- According to Peters, O' Connor and Rudolf (1983), training environment has a greater influence either to promote or inhibit a trainee's ability to apply knowledge and skills back on the job.

Ha2 There is a positive relationship between the learning organization and transfer of training.

- Based on the research by Tracey, Tannenbaum, and Kavanagh (1995), they have investigated the effect of the continuous learning work environment where "organizational members share perceptions and expectations that leaning is an important part of their life" on employee behavior after training.

Ha3 There are positive relationship between the technology support and transfer of training.

- Technology will improve information, delivered the information in transfer of training when it is needed and helps promote the learning environment (Gibbons, 2001)

Ha4 There is a significant relationship in construct of work environment factor (training environment, learning organization and technology support) towards transfer of training.

## **1.6 The Definition Terms**

This section is important to provide definition of the contents studied in this study from conceptual perspective and operational perspective. Conceptual definition is given based on different theories, previous scholars and researchers' point of view while operational definition is given based on this study. These terms will be further used in this study.

### **Transfer of Training**

#### **Conceptual:**

Transfer of training is “the effective and continuing application of the knowledge and skills gained in training both on and off the job by trainees to their job” (Broad & Newstrom, 1992, p.6).

#### **Operational:**

Training transfer is effectively and continually applying on the job what the trainee learned during training.

### **Work Environment**

#### **Conceptual:**

The work environment is the location where the trainees are expected to show the benefits of training and is therefore regarded as an important area of research to locate the major influencing factors (Baldwin & Ford 1988).

#### **Operational:**

The surrounding where the employees work. The workplace consists of supervisors of the employee; his/her work colleagues and the managers.

## **Training Environment**

### **Conceptual:**

Training environment is the physical surroundings in which training is conducted. It includes the travel arrangements, accommodation, food and drinks and such during the training session (Desimone *et al.*, 2003).

### **Operational:**

Training environment refers to the place where the training is taking place and it might affect trainees' learning ability. The training environment is very important factors in promoting transfer of training. It will be assess in terms of the physical training setting such as the environmental condition, arrangement of table and chairs, air-conditioning and so on.

## **Learning Organization**

### **Conceptual:**

Learning organization is an organization that learns and encourages learning among its people (Allen et al., 1996).

### **Operational:**

Learning organization in this study refers to the degree of learning culture in the organization, in which the organization encourages its employees to learn continuously

## **Technology Support**

### **Conceptual:**

From the search on internet in encyclopedia, technology is the scientific method and material used to achieve a commercial or industry objective. According to Harrison, technology support is the students make a positive

contribution to their school community's capacity to use technology to support teaching and learning.

**Operational:**

Technology support is the technology equipment or media provided to help employees to transfer their knowledge, skills and abilities to the workplace after attending training programme. Technology support also can be considered as e-learning which uses internet, computer, digital camera, and so on that will help in improve transfer of training.