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## The Relationship between Supervision and Transfer of Training

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### ABSTRACT

Transfer of training is important to an organization. This is because organization has devoted lot of money for sending their employees for training in order to increase the employees' knowledge, skills and abilities. From the training they attended, it is essential for the employees to apply the learned knowledge into the workplace. The purpose of this study is to examine peer relationships influence the transfer of training at XYZ Malaysia.

A cross-sectional study was chosen for this research. Data was gathered through questionnaire survey of employees (n=252). Quantitative methodology has been chosen for this study because it is to examine the relationships among peer relationship on the transfer of training among employees in XYZ Malaysia. Self-administered questionnaires were adapted from various sources and consist of variables related to transfer of training, and peer relationships used in data collection. Data gathered were analysed using Statistical Packages for Social Sciences, version 22.0 (SPSS). This study applied descriptive statistics, reliability and inferential analysis to examine the relationship among the variable.

**Keywords:** *Transfer of training and supervision.*

### 1. INTRODUCTION

Training has witnessed a lot of progress in its methods and targets (Haddouchane, Bakkali, Ajana and Gassemi, 2017). It plays a major role in the development of firms and organisations since training programs are considered the core of success in organisations. These programs are also considered investments in the development of organisations because they contribute to the improvement in the quality and quantity of their products.

Training system means the organised efforts that simplify the learning processes of employees in order to increase their competencies in completing their duties or tasks. These processes will enable the workers to master their knowledge, skills and behaviours in order to apply them in their daily activities at the workplace. When workers implement what they have learned in their training into the workplace, it will create a win-win situation for the organisation and workers themselves (Bratton and Gold, 2017).

Although, XYZ in Malaysia needs training and development programs to achieve their goals as these goals represent the organisation plans. The continuous learning is crucial in XYZ because the

transfer of information and skills can develop the organisation. Measuring the real success of a training and development program depends on the level of knowledge, skills and behaviour which can be acquired and implemented to increase productivity, enhance the works' efficiency and achieve the goals of the organisation (Sanghi, 2016).

Moreover, workers will appreciate more if their supervisors give their continuous support throughout the transfer of training process. In XYZ, the support from higher management is very important to ensure that the transfer of training will take place effectively. Hence, management must be responsible towards their workers. The higher management of XYZ also motivates its workers to advance their careers and give their full commitments to the organisation. Thus, if the culture of the organisation itself is positive and each member supports one another, the transfer of training will be more efficient and effective. Hence, by applying the reward system in relation to transfer of training, the XYZ workers will work hard by applying the transfer of training at their workplace once they have completed their training.

Training programs will be ineffective if they are not applied in their workplace. Furthermore, if the skills that are learned during training are not used utilized at work, they will be by employees who participated in the training. It is necessary for all employees of XYZ to attend training programs as to motivate them and to benefit from these programs. The employees can choose the types of training they want to attend as long as they are related to their jobs. In addition to the freedom of selecting the types of training that they want to attend, personality factors such as high confidence level, career demands and positive attitudes can also motivate these employees to get more knowledge (Bakker, 2012). Therefore, if the knowledge and skills can be used and applied in the workplace, the transfer of training is considered successful. Employees who did not attend training can acquire the skills from those who attended training courses. Therefore, it is crucial for employer such as XYZ to train its new employees.

The training programs are considered one of the factors that contribute to improve the progress of an organisation. Many companies and organisations devote their efforts to train



employees with new knowledge and skills of their employees. It is expected from employees who are being sent for training to come back and train other employees as well as implement changes and improve their performance.

Thus, the success of the training programs can be seen through the effectiveness of the transfer of training. Unfortunately, there are some employees who failed to conduct in house training when they return from their training programs. They have difficulties in transferring the training programs due to some factors. Avraamidou and Economou (2012) identify five difficulties that obstruct the transfer of training are: (i) the insufficient analysis of the organisation before the execution of the training programs, (ii) difference in the corporation and training cultures, (iii) unmotivated participants, (iv) the skills and knowledge that are taught do not relate to the problems of the work and (v) no follow-ups in the workplace. Therefore, organisations need to identify/rectify the problems before implementing the transfer of training.

XYZ allocated RM740, 000 to train 2,972 employees in 2011 (LPP, 2011). The amount was increased to RM1, 050,000 to train more than 8,509 employees in 2014 (LPP, 2014). Therefore, it is important to examine the effectiveness of training as well as the transfer of training in the public sector since an enormous amount of money has been invested in its employees' training (Dhar, 2015). Schindler and Burkholder (2014) studied the role of supervisor supports (mentoring, coaching, social support and task support) in transfer training in the field of learning knowledge and skills. In another study, Wen and Lin (2014) discussed the relationship that connected self-efficacy and motivation, where they revealed that the employees needs motivation to learn and transfer of training.

According to the administration of XYZ, there have been complaints about the quality of employees who were sent for training. The higher management noticed an element that can be improved. Thus, XYZ needs to design and develop quality programs to enhance employees' performance. This research will focus on improving transfer of training through supervision.

## Literature review

### Transfer of training

Training transfer comprises of the orientation of knowledge, trained expertise and conducts from the training settings to the workplace environment as well as the sustainment of trained assistances, conducts and the length of programs (Vikas, 2016). Training transfer is one of the important elements in improving training efficiency standards and increasing organisation performance (Miller, 2016).

Training involves lots of money to design and organise good quality programs. Organisations spend millions each year on training, yet only a small portion of that investment results in improved performance. It is important to ensure the training transfer among participants especially when it involves important individuals or groups (Ismail, 2016). These important individuals include managers, peers, customers and the employers. Stakeholders also assume accountability for supporting training transfer. The objective of training is not only to improve their knowledge and skills but also to transfer learning into performance, which in turn leads to enhancements in organisation results. Training transfer is not an event; it is a dynamic and complex process that requires planning.

Tho and Trang (2015) define transfer of training as the step to which an individual successfully relate their skills and knowledge acquired from a training program to a career position. This suggests that transfer of training originally involves a trainee to study new work-related abilities. By learning, they will be able to develop stable changes in knowledge and skills of trainees (Sitzmann & Weinhardt, 2015). Subsequently, trainees should be able to transfer the knowledge and skills accrued to their job activities which lead to work performance over time (Ukaegbu, 2017).

### Supervision

Supervision can be defined as the act of helping their workers to show their knowledge, skills and attitudes gathered from the training programs (Fang & Wu, 2015). According to Massenberg, Spurk and Kauffeld, (2015), supervision plays significant roles in training effectiveness. Without receiving support from supervisors, the transfer of training method cannot be effective. This is because the workers tend to loose attention when they are not monitored or supervised. Supervision is considered to be one of the most powerful tools in improving transfer of training by numerous studies (Melby-Lervag, Redick & Hulme, 2016).



According to Murray et al. (2015), the support can be in terms of emotional which is delivered before, during and after the training programs. It also served as a tool to provide feedback. Feedback is seen as part of supervision whereby a supervisor recognises which area of their workers that needs to be improved and developed. It is also to encourage them to undergo training programs and help them to apply the cultured skills upon completing their on job training. Apart from that, Adu, Akinloye and Olaoye (2014) state that supervision is also accountable for assigning budget for workers' development. This is because each individual has the rights to improve their knowledge, skills and abilities. Improvement can be accomplished when they undergo training programs provided by organisation.

Further, Glasser (2014) reveals that good supervision should be able to develop an achievable goal, spread positive approaches thorough out the organisation as well as increase the workers' awareness on why the training is essentially important for them. Congruently, these objectives are achievable if the supervision provides full support to their workers. The value of the supervision supports can also depend on how supervisors deal with their workers (Shrestha, 2016).

Chelliah, Bujang, Lew and Adriel (2016) stress on the role of supervisors in influencing the transfer of training. The basic elements of supervision consist of identifying job tasks, setting goals, providing feedback, procuring on commitment and giving support (Musundire, 2015).

Lipsham, (2016) defines supervision as a process by which a research student is guided and empowered to gain techniques, methods in research without distracting or misleading the supervisee's own intellectual improvement. Wierda (2016) considers supervision as a form of intervention that is provided by an oldest member of a profession, the supervisor, to a junior member or members of that profession (supervisee). It emerges from the autonomous characteristics of a supervisor and a supervisee (Hammonds, 2014).

### **Relationship between Supervision and Transfer of Training**

Previous research conducted by Wilson (2015) views supervision by which an employee is directed and empowered to obtain techniques and methods in work without disrupting or misguiding the supervisee's own knowledge development and as one of the bases in transfer of training. This is because supervisors spend more time with

employees and they know their employees much better than the top management.

Anjah (2017) states that supervision is an interference that is provided by a senior member of a profession to a junior member or members of that profession (supervisee) as it can increase employee readiness to transfer the information to their work. Employee readiness is important in order to make the transfer of training process occur at the workplace. Thus, the targeted aims and outcomes can be achieved, for instance, increase knowledge, skills and abilities.

Liu, Zhang, Liao and Hao (2016), found that supervision plays a vital role on transfer of training in organisations. Chelliah, Bujang, Lew and Adriel (2016) recommend that the scope to which the supervisor performs in ways consistent with the training has a significant influence on the transfer of training. The basic elements of supervision comprise of identifying job tasks, setting goals, providing feedback, procuring commitment and giving support (Musundire, 2015).

Further, Glasser (2014) reveals that good supervision should be able to develop an achievable goal, spread positive approaches thorough out the organisation as well as increase the workers' awareness on why the training is essentially important for them. Congruently, these objectives are achievable if the supervisors give full support to their workers. The value of the supervision support can also depend on how the supervisors deal with the workers (Shrestha, 2016). Therefore, the following hypothesis is proposed for this study shows

H1: supervision significantly influences the transfer of training in the organisation.

### **Methodology**

The methodological phases of this research includes the research design, population of the study, sampling size and sampling technique and measurement of variables, data collection procedure, technique of data analysis conducted. Quantitative research comprises of gathering data information that can be measured and will be exposed to statistical analysis in the direction to maintain alternative knowledge entitlements" (Bernard, 2017).

This research involves employees from agricultural industry at XYZ Malaysia. The total of employees of this organization is 2,788 employees as of 31 Desember 2017 which includes employees from eighteen (18) department. The survey was conducted to all permanent employees only.



Quantitative research method consists of statistical approach to research design. Ormston, Spencer, Barnard and Snape (2014), maintained that quantitative research builds upon existing theories, in which the analysis and research is shown. The research is a self-direct quantitative research approach which shows that there is an objectivity of result when measuring data. The most appropriate methods in research area are quantitative research methods due to reasons such as time saving and easily conducted.

For the population of 2,788 employees, the sample size recommended by Krejcie and Morgan (1970) as cited by Sekaran (2010) is 338 employees. The selected group for sampling comprised of three job categories which are professional and management, and supporting staff. Total of employees in XYZ Malaysia and 344 questionnaires was distributed.

#### Sample Size based on Stratified Random Sampling

Category	Total	Percentage of Population	Total of sample Population
Professional and management	265	10	91
Supporting staffing	2,523	90	253
	2,788	100	344

#### Results

From the regression result, the value of  $R^2$  was 0.995 meaning that the independent variable (supervision) explaining 99.5% variability of the transfer of training. From the regression analysis, it was found that supervision ( $\beta=0.998$ ,  $p \leq 0.05$ ) have significant influence on transfer of training.

#### Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.998 <sup>a</sup>	.995	.995	.03768

a. Predictors: (Constant), SPV

#### Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
		B	Std. Error			
1	(Constant)	.016	.017		.987	.325
	SPV	.997	.004	.998	233.260	.000

a. Dependent Variable: TOT

#### Discussion

This research examines the relationship among supervision on transfer of training among XYZ employees. The study aims to achieve the objectives, to determine the influence of supervision on transfer of training.

Results shown in Table 4.6 exhibit that there is significant relationship between supervision and

transfer of training, ( $\beta = 0.046$ ,  $p \leq 0.01$ ). It is possible that the workers loose attention when they are not monitored or supervises regularly by their supervisors. Undoubtedly, supervision is significant on transfer of training and it plays a vital role in the organisation being studied. From the findings, it can be stated that training needs analysis is needed before organising any quality training programmes. Moreover, it is believed that supervisors can have the strongest impact on their supervisees' transfer behaviours.



In most organisation settings, supervisor is considered as an intermediary to deliver message from the top management to the targeted group. Supervisors use various ways to ensure they successfully transmit the top management's vision and mission to the targeted group. Therefore, supervision plays an important role in any organisations. The results show the importance of supervisors to identify and recognise employees who need training from time to time.

Supervision in XYZ gives support to employee especially for those employees who have been working between one to four years in the organisation. This is because they are still new and need more supervision. This serves as platform for supervisors to provide additional support for their employees to increase and develop their knowledge, skills and ability.

It is crucial for supervisors to ensure that their employees get the necessary training which can help them perform better in their designated jobs.

XYZ does not carry out any training needs analysis before designing and developing any training programs. Ordinarily, participants, in this case, XYZ employees are selected randomly to attend training. It is suggested that supervisors will be answerable to supervise the training needs analysis in Human Capital Development Division of XYZ. The training needs analysis is to be performed in order to identify the most appropriate employees for training. After identifying employees for certain training, it is necessary for supervisor to carry out the performance appraisal of the employees which is under their supervision. Based on their performance appraisals, the supervisors will be able to identify and select the right employees for the training programs. Consequently, it is easy for supervisors to suggest to the top management the allocation and budget for appropriate training for their employees.

It is important for organisations to encourage staff to attend training more than three times yearly. In other words, supervisors of the employees will want them to have lots of skills in order to do the work with the hope they can transfer the knowledge to their workplace. Besides, most employees indicated that their objective to attend training is to increase their job performance skills. It is necessary for supervisors to encourage their supervisees to attend training programs which can help them improve their skills. Thus, having appropriate job skills can certainly enhance employees to perform and complete their jobs effectively and efficiently.

Supervision plays an important role in creating conducive atmosphere for employees. Supervisors

need to constantly encourage their employees to acquire new knowledge, skills and ability that can benefit their organisations. There needs to be a positive environment for employees to be comfortable with the presence of their supervisors. When supervisors and supervisees combine their skills at their workplace, the employees will feel happy and leads to increase efficiency. The employees can always advance their careers and success. Moreover, better supervisor-supervisee relationship can certainly provide effective job performance in organisations. Thus, it can improve workers where they become more reliable and hardworking. Besides, it will enhance personnel confidence as well as produce capable employees who can work well together with their supervisors. Supervisors become more useful when employees can seek help from their supervisors at any time and positively contribute to the achievement of the organisations.

### **Recommendation**

A replication of this research is required in other circumstances and perhaps in other areas such as in multi-national organisations and perhaps, in different states or countries, different cultures, environments and high competitiveness organisations. Moreover, studies in different circumstances would empower researchers to get different materials of information. Thus, by increasing the understanding of transfer of training processes in different contexts and environment could furnish more understandings about factors which can contribute or influence transfer of training.

Although supervision in this study have significant relationship with the transfer of training at XYZ, continuous effort by the organisation is considered important to make transfer of training process more successful. It is hoped that the present study will spur more interests among researchers to study other aspects as mentioned earlier in the recommendations for the future research.

### **Conclusion**

This research has accomplished a research objectives. That XYZ must focus on the Gen-Y generation by focusing training on group teamwork in order to foster a sense of belonging in organisation. Among the recommendations are XXX as stakeholders need to increase the budget, XYZ Board Members needs to include the evaluation of training programs and XYZ needs to strengthen existing training policies and provide training need analysis for each employee. It is hoped that the present study will bring more attention to





researchers worldwide to study other features such as comparison between public sector and private sector, comparison between state level and Headquarters as well as comparison between

Headquarters of XYZ and other agencies of similar sectors such as telecommunication sectors, educational sector .

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