FACTORS INFLUENCING THE TRANSFER OF TRAINING
AS A DRIVER OF STRATEGIC GROWTH: A CASE STUDY
OF KENYA AEROTECH LIMITED

BY
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UNITED STATES INTERNATIONAL UNIVERSITY AFRICA

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A project report submitted to the Chandaria School of Business in partial fulfillment of the requirements for the degree of Masters in Business Administration (MBA)

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STUDENT’S DECLARATION

I, the undersigned, declare that this is my original work and that it has not been submitted to any other college, institution or university other than the United States International University in Nairobi for academic credit.
Signed: ______________________ Date: ______________________________

Damaris Kambua Mwambu (638623)

This project has been presented for examination with my approval as the appointed supervisor.

Signed: ______________________ Date: ______________________________

Dr. Paul Katuse

Signed: ______________________ Date: ______________________________

Dean, School of Business

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ABSTRACT
The purpose of this study is to explore the factors that influence the transfer of training as a key driver of strategic growth at Kenya Aerotech Limited in Nairobi. The study was guided by the following research questions: How do personal characteristics influence the transfer of training? How does the design of the training program influence the transfer of training? How does work environment influence the transfer of training?

The study adopted a descriptive research design. The target population was the 170 employees working at Kenya Aerotech Limited in Nairobi. Stratified random sampling technique was used to select the intended sample size. The data was collected using structured questionnaires. Thereafter, the data was analyzed using descriptive and inferential statistics and presented according to the aforementioned research questions using the Statistical Package for Social Science (SPSS).

The study found out that the training programs which respondents attend are useful in helping them perform their role better hence influencing their job performance and ultimately, the company’s strategic growth. Respondents felt self-motivated to attend training programs and they understood training programs better due to their personal intellectual strengths. Respondents were personally inspired to apply what they learn in training programs back to the workplace and their ability to learn affects the way they transfer the knowledge and skills from training programs.

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. In addition, the support that employees receive from their managers and supervisors also enhances the positive transfer of knowledge and skills acquired from training programs. The study recommends that organizations should also find ways to leverage on the type of motivation that inspires employees who are nominated to attend training programs, as this will have an effect on training transfer.
DEDICATION

I dedicate this thesis to my parents, Daniel Mwambu Mwamati and Miriam Mwambu Mwinza, whose love, prayers and encouragement over many years, laid the foundation for the knowledge and discipline required to complete this work. I also dedicate it to my siblings; Betty, Fiona and Kevin, for being great pillar sof support.
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CHAPTER ONE 1.0 INTRODUCTION

1.1 Background of the Study

In today’s dynamic business economy, organizations are facing increased competition and an overall fast-moving wave of change in operations brought about by factors such as innovative technological advances and highly informed customers with ever-changing needs. Arguinis and Kraiger (2009) observed that as the nature of work changes, the knowledge, skills, and other abilities that employees require in order for organizations to maintain a competitive advantage correspondingly evolve. However, few employees possess these competencies required to keep up with these changing demands at the modern workplace (Salas and Stagl, 2009). Therefore, organizations continuously invest a wealth of resources in training programs that seek to bridge this gap, with the aim of achieving and sustaining the superior organizational performance.

By definition, training is the systematic process of acquiring knowledge, skills, competencies, and attitudes that together result in performance improvement within a specified environment (Salas, Wilson, Priest, and Guthrie, 2006). This comprises of three main areas, that is what employees need to know, what they must do, and how they should feel in order to perform their jobs successfully. The main focus of training is to develop critical skills and produce permanent cognitive and behavioral changes for improved job performance. According to Salas et al. (2006), when training is done effectively, it can yield a variety of benefits such as higher productivity, improved work quality, increased motivation and commitment, higher morale and teamwork, and fewer errors. This will ultimately culminate in a strong competitive advantage and higher profitability of the firm.

Salas and Stagl (2009) observed that the reason organizations make increasingly large investments in training is because it serves as a powerful tool for producing desired results such as the targeted cognitive, behavioral, and affective learning outcomes which are considered essential for the organization’s survival. This training also comes at a high cost. For example, organizations in the USA spend over $125 billion every year on employee training and development (Paradise, 2007). However, despite this emphasis and interest on training, the real situation is that many organizations report a failure to effectively develop the skills and competencies required in their workforce (IBM, 2008).
Ironically, the bulk of these high training expenditures seemingly do not transfer to the job once the employees have completed the training programs. In other words, there is a lack of training transfer.

This is to mean that learning and gaining new knowledge and skills alone is not sufficient for training programs to be considered effective. What is of primary importance is the positive transfer of training. According to Goldstein & Ford (2002), training transfer generally refers to the use of trained knowledge and skill back into the work environment. Transfer can further be broken down to include two major dimensions: the first is generalization, which is the extent to which the knowledge and skills gained from a learning setting is transferred to the job, leading to relevant, positive changes in job performance. The second dimension is maintenance, which is the extent to which the aforementioned positive changes from the learning experience will persist over time (Blume, Ford, Baldwin, and Huang, 2010).

Wexley and Latham (2001) estimated that training transfer after a training intervention reduces progressively with time as follows: 40% of content is transferred immediately after the intervention, 25% is what remains after six months, and this reduces to 15% per cent one year later. As much as these estimates figures clearly outline the variability of average transfer percentage rates, they nevertheless reinforce the strongly held notion that much of training efforts often fail to result in full and sustained transfer of new competencies to the workplace. This clearly highlights a glaring gap between organizational outcomes and training efforts.

It is apparent that there is a widely recognized problem of training transfer, or the ‘transfer problem,’ whereby researchers and practitioners consistently conclude that the return on many training investments by organizations is low and is often wasted due to poor transfer (Wenzel and Cordery, 2014). This is not only a challenge that is unique to developed countries around the world. In fact, this transfer problem is more of an issue in developing countries, such as Kenya, where organizational success often depends on the speed with which people can learn and apply new ideas and information in order to keep up with the demands of the dynamic corporate business environment.

A notable change in corporate organizations, even in Kenya, is that the role of the human resource department is no longer limited to the basic roles of staffing and compensation.
So much so that new roles have emerged within the department, such as talent managers, learning and development managers, and training managers. As such, some select human resource management practices, such as employee training, are no longer seen as obligatory cost factors but are viewed as strategic weapons in the battle for competitive advantage (Blume et al. 2010).

This is especially true for Kenya Aerotech Limited, which has been providing aviation ground support services at Jomo Kenyatta International Airport since 1971. The aviation industry is a highly oriented to employee training, due to the global risks observed in air transport, as well as the high customer service standards expected by the airlines. Employees at Kenya Aerotech undergo training programs on aviation security, aircraft equipment handling, customer service for passenger handling staff and other related services. It is therefore crucial that employees at this organization effectively transfer the learning that they acquire in training programs so that they perform according to required standards, thus ensuring optimal flight turnarounds and the safety of passengers and airport staff as well.

According to Wenzel and Cordery (2014), the prevailing problem of poor training transfer has been of concern to many scholars, researchers and organizations for at least 20 years. Throughout this period, many of them have been motivated to investigate the factors which influence the effective transfer of learning acquired through training. However, the earliest and most influential of them all is the Baldwin and Ford (1998) model. This model was the result of a thorough analysis of 63 empirical studies across the time period from 1907 to 1987, done in order to summarize key findings linking the factors of training input and transfer of learning.

Their qualitative review was organized around a model of training inputs, training outputs and conditions of transfer. The training inputs are training design, work environment and trainee characteristics. Training outputs refer to the processes of acquiring knowledge and skills during the training session. Conditions of transfer are focused on generalization and maintenance of learning at the workplace (Grossman and Salas, 2011). Of these factors, the training inputs are considered to be the fundamental influencers of transfer, through their direct and indirect impact on training outputs. These input factors (trainee characteristics, training design and work environment) shall therefore be the focal point of this study.
Baldwin and Ford (1998) presented their findings as a critical analysis of the existing transfer literature, and stated that the information should be used as a guide for future research. Sure enough, there has been an outpouring of numerous empirical and conceptual researches, meta-analyses, studies and reviews based on the Baldwin and Ford model, which have borne a vast amount of information regarding the transfer of training. In spite of this, the training transfer issue still remains to be resolved. This is partly due to the vast database of transfer literature, which has presented inconsistent and unclear findings that have turned out to be disappointing to researchers, training practitioners and organizations (Cheng and Hampson, 2008). Furthermore, there is a prevalent lack of theoretical support for the empirical findings (Balaguer, Cheese and Marchetti, 2006) as well as the models of training transfer (May and Kahnweiler, 2000).

1.2 Statement of the Problem

In today’s competitive global economy, organizations invest significantly large amounts of time, money, effort and other resources in training programs. This is done with the primary intention of enhancing the knowledge and skills of the employees so as to gain competitive advantage and improve organizational performance towards achieving their strategic objectives (Blume et al., 2006). Effective training has been shown to have the capacity to enable employees to leverage their knowledge and skills for the benefit of the organization (Combs, Liu, Hall, and Ketchen, 2006).

However, the reality is that much of this capacity if being wasted, due to poor transfer of the knowledge and skills acquired into the workplace. Research has shown that up to 85% of what is learned will essentially been forgotten within a year after the training program (Wexley and Latham, 2001). This clearly undermines the necessity and rationale for training investment by organizations, which end up viewing the probability of training transfer through hope rather than definite expectation. In short, organizations are failing to get desired positive results from investment in training activities (Mackay, 2007).

There have been a lot of studies done in the past several decades regarding the factors that affect the transfer of training, based on Baldwin and Ford’s (1998) breakthrough model, which was presented as a guide for further research. However, most of the subsequent findings have been inconsistent, unexpected and disappointing (Blume et al., 2010). According to Balaguer, Cheese and Marchetti (2006), there is also a lack of theoretical
support for empirical findings, particularly on the fundamental training inputs (trainee characteristics, training design and work environment). Therefore, there is need for researchers to critically address this lingering problem (London and Flannery, 2004).

It is also apparent that there is limited research in organizations based in Kenya, more so in the aviation industry, regarding the transfer problem. Most training research has focused on the relationship between training and employee performance in corporate organizations (Githinji, 2014). Therefore, the lack of sufficient empirical evidence on the factors influencing training transfer from the perspective of a Kenyan organization in the aviation industry presents a knowledge gap. This study therefore presents an updated review into the three primary input factors of training transfer, which have been shown to have the strongest and most consistent positive relationships with transfer of learning to the workplace, with a unique focus on Kenya Aerotech Limited.

1.3 Purpose of the Study

The purpose of the study was to find out what factors influence the transfer of training as a driver of strategic growth at Kenya Aerotech Limited.

1.4 Research Questions

The researcher sought to answer the following questions:
1.4.1 How do personal characteristics of the trainee influence the transfer of training?
1.4.2 How does training design influence the transfer of training?
1.4.3 How does the work environment influence the transfer of training?

1.5 Significance of the Study

1.5.1 Managers at Kenya Aerotech Limited
The management team at Kenya Aerotech Limited would benefit from this study as it will help them find out which factors influence the transfer of training in their employees. This would be useful in helping the managers leverage on the performance of their employees to improve operations and efficiency at the workplace, thereby driving the strategic growth of the company. The findings of this study would also be useful to other organizations in the aviation industry looking to get the most out of training programs by understanding the factors that affect training transfer in employees.
1.5.2 Employees at Kenya Aerotech Limited and in the aviation industry

Employees working in the aviation industry would benefit from understanding which factors influence the transfer of training back to the workplace. This would empower them to speak up on the factors which can be improved by the organization to enable them have a better training experience. The findings would also be important in creating self-awareness to the employees on how they can change or improve on their own roles in the learning process, thus leading to higher productivity and job satisfaction.

1.5.2 Researchers and Academicians

The study would highlight the need for further studies on how organizations in Kenya can learn to optimize training transfer as a key driver of strategic growth. Current literature on this subject has been termed as inconsistent and disappointing (Blume et al., 2010), as well as lacking support for theoretical and empirical findings (Balaguer, Cheese and Marchetti, 2006). This study would therefore enable researchers and academicians to demystify the training transfer problem and gain a deeper understanding of the factors and how they can be used to resolve the training transfer problem.

1.6 Scope of the Study

The scope of the study was employees at Kenya Aerotech Limited in Nairobi who underwent regular training programs in the course of their work. These targeted 170 employees in various departments namely; passenger handling, ramp services, security and flight dispatch.

The limitation of this study may be the lack of co-operation from the respondents. This limitation would be mitigated by obtaining advance clearance from the relevant authority persons for the study to be conducted within the organization. The respondents would also be assured of anonymity of their responses. The study is expected to take place from March to June 2016.

1.7 Definition of Terms

1.7.1 Training

Training is defined as the planned and organized teaching of vocational or practical skills and knowledge (Admiraal, 2009).
1.7.2 Training transfer
Training transfer is the process through which knowledge, skills, and abilities acquired in a training program are applied by an individual, thereby resulting in a sustained change in the way work is performed (Blume et al., 2010).

1.7.3 Transfer Climate
Transfer climate refers to the perceived conditions and consequences in an organization which either hinder or promote the application and usage of behaviours or skills learned from training back to the workplace (Rouiller and Goldstein, 1993).

1.8 Chapter Summary
This chapter provides an overview of the research area and identifies the problem of the study. It also presents the background of the study and the beneficiaries of the results of the study. Chapter two provides published material that helps to define the problem and purpose, as specified in the research questions. The third chapter provides information on the research methodology used, while the fourth chapter presents the findings of the study. Chapter five provides a summary of the findings of the study, as well as the recommendations and the conclusion.

CHAPTER TWO

2.0 LITERATURE REVIEW
2.1 Introduction
This chapter focuses on a discussion of the literary works of various scholars investigating the factors that influence training transfer. Different researchers have identified varying factors that directly or indirectly affect the transfer of training. These factors are categorized according to the primary inputs of Baldwin and Ford's (1988) model. These are; trainee characteristics, training design and work environment. The literature will be reviewed to identify the shortcomings in the existing literature that can be addressed during the course of this research study, majorly, using the results from the primary research and addressing the problems. Furthermore the shortcomings identified during the literature review will also be highlighted in the last chapter which would help other researchers to select the topics for their research.
2.2 Influence of Personal Characteristics on Training Transfer

Research has shown that the personal characteristics or personality traits of a trainee have a direct effect on the training process, as well as training transfer of the individual (Warr, Allan and Birdi, 1999). These characteristics relate to the trainee’s ability to learn, process information and thereafter apply the newly acquired knowledge and skills in the work place (Robertson and Downs, 1979). It is therefore widely accepted that an individual’s personal characteristics have a powerful role to play in the transfer of training (Burke and Hutchins, 2007). Baldwin and Ford (1998) identify the following key factors, which have been shown to have the strongest and most consistent relationships with training transfer. These are; cognitive ability, motivation and perceived utility of training.

2.2.1 Cognitive Ability

Cognitive ability refers to an individual’s overall intelligence, which reflects on their ability to learn from experiences, understand intricate ideas, adapt to various environments and engage in various logical forms of reasoning (Neisser, Boodoo, Bouchard, Boykin, Brody and Ceci, 1996). It has also been well established by previous studies that an individual’s cognitive ability can make a valid prediction on job performance (Schmidt and Hunter, 1998), complex skill acquisition (Ackerman, Kanfer&Goff, 1989) and training success (Ree and Earles, 1991). Burke and Hutchins (2007) also identified cognitive ability as one of the strongest predictors of transfer outcomes.

There has been long standing support for the influence of cognitive ability, or general mental ability, in training environments, which is critical to learning and applying content from the training program (Balwin and Ford, 1988). After studying educational research, Clark and Voogel (1985) found that students with higher general ability scores achieved better transfer. Another study was done to examine which measure of intelligence best predicted the success of training transfer, and it was found that general intelligence was the strongest predictor (Ree and Earles, 1991). Research by Kanfer and Ackerman (1989) suggested that trainee performance is affected by cognitive ability by the fact that it influences attentional resource capacity. This is to mean that those who are equipped with high cognitive ability may be better placed to learn process, retain and transfer information provided during training (Salas and Grossman, 2011).
Researchers have also delved further into this subject of cognitive ability to find similar results. For example, Velada, Caetano, Michel, Lyonsand Kavanagh (2007) conducted a study in a large grocery organization to examine the potential predicting factors of training transfer. The results revealed that training retention, which was a factor that they had closely related to cognitive ability, had a significant effect to the transfer of training. Statistically speaking, cognitive ability accounts for 16% of the variance in the effectiveness of training (Robertson and Downs, 1979). Furthermore, in a study based on an extensive meta-analysis of training research over 20 years, Colquitt, LePine and Noe (2000) found that cognitive ability and training transfer had a moderately high corrected correlation coefficient of 0.43. Day, Arthur and Gettman (2001) conducted a lab test where they studied a group of 86 men who were enrolled in 9 training sessions over the course of 3 days. They found that general cognitive ability, moderated by knowledge structures, improved the understanding and retention of the complex skills required to learn a complicated video game.

More recently, these findings have been echoed through another meta-analytic review of previous transfer literature. Blume et al. (2010) found that the single, most influential predictor of training transfer was cognitive ability. Overall, research strongly suggests that cognitive ability is integral for training transfer. Therefore, those with higher cognitive abilities will most likely learn, apply and maintain trained competencies successfully.

### 2.2.2 Motivation

Motivation is defined as the process that makes up a person’s deliberate intention, direction, and persistent effort exerted towards achieving an objective (Robbins and Judge, 2009). Similarly, Tannebaum and Yukl (1992) defined training motivation as the intensity and relentlessness of efforts applied by trainees in learning improvement activities, carried out before, during and after training programs. Further to the initial findings of the Baldwin and Ford (1998) model, motivation as a training input has recently been identified as one of the significant contributors to training transfer (Baldwin, Ford and Blume, 2009). This means that for training transfer to occur, trainees must be in a mind state to believe that they have the ability to learn, that their learning efforts will improve their performance and that this performance improvement will ultimately lead to valued and desirable outcomes (Factaeau, Dobbins, Russell, Ladd and Kudisch, 1995).
In training research, motivation has been conceptualized and examined in various ways to come up with motivation-relevant constructs. Burke and Hutchins (2007) posited that pre-training motivation (motivation to learn) and motivation to transfer have all shown significant relationships with desired training outcomes. Pre-training motivation or motivation to learn, refers to the trainee's level of intensity and willingness to learn and apply the content from a training program, as measured before they attend it (Factaeau et al., 1995). According to Noe (1986), motivation to transfer refers to the trainee's intentional effort to utilize the knowledge and skills acquired in training back to their real work situation.

In a meta-analysis by Blume et al. (2010), there is additional evidence provided that there is a positive relationship between trainee motivation and transfer. Lim and Johnston (2002) did a study to explore the factors thought to either facilitate or hinder training transfer, and motivation to transfer was identified as a primary contributing variable. Tziner et al. (2007) also did a study and found that one of the strongest contributors to training transfer outcomes was motivation to learn. Although there are limited studies specifically comparing the two types of motivation and their effect on training transfer, there are some limited empirical findings which suggest that the more significant variable of the two is motivation to transfer (Salas and Grossman, 2011). For example, a study by Chiaburu and Lindsay (2008) looked at the relationship between motivation to learn and motivation to transfer. It was found that there was a much stronger relationship between transfer and motivation to transfer (0.43), than there was between transfer and motivation to learn (0.07). It is important to note, however, that the authors also found that motivation to learn and motivation to transfer also had a positive relationship of 0.26. This suggests that motivation to transfer still has an important role to play in training transfer, although its effect may be indirect. The authors posited that the influence of each type of motivation may depend on the stage of the training process. Specifically, the performance of the trainees within the instructional environment is more likely to be influenced by motivation to learn, whereas the proactive behavioural practices required for actual training transfer are likely to be triggered by motivation to transfer.

Another component of motivation, which has been linked to training outcomes, is whether the nature of the motivation is intrinsic or extrinsic (Burke and Hutchins, 2007). As a basic
definition, intrinsic motivation refers to an individual's desire to perform a task because they find it inherently interesting or satisfying. Whereas, extrinsic motivation is defined as the desire to perform a certain task, driven by the fact that it leads to a separable outcome (Ryan and Deci, 2000). Taylor, Russ-Eft and Chan (2005) conducted a research on these two components of motivation. Their preliminary findings were inclined to show that intrinsic factors had a higher influence on training transfer. Facteau et al. (1995) also found that trainees who were driven to attend the training sessions by intrinsic reasons reported higher motivation levels to learn, which a prerequisite to training transfer. Extrinsic factors such as rewards and benefits did not have a significant relationship with pre-training motivation. However, it is also important to note that in a meta-analysis by Taylor et al. (2005), the outcomes of training transfer were highest when extrinsic motivation factors were included in the actual work environment.

These research findings, when put together, present a strong indication that for training transfer to occur, it is imperative that the trainees remain motivated before, during and after the training process. There is also need for further study into the direct linkages between the variables of motivation. Although this factor of trainee motivation is often overlooked, it is certainly has a crucial role to play in the transfer or training. Organizations therefore need to find ways to leverage on the type of motivation that inspires employees who are nominated to attend training programs, as this will have an effect on training transfer.

2.2.3 Perceived Utility

The trainee's perceived utility or value correlated with taking part in the training program can also influence training transfer (Salas and Grossman, 2011). According to Chiaburu and Lindsay (2008), training utility is highest when trainees can link valued outcomes, such as improved performance, to the training program. In a study by Baumgartel, Pathan and Reynolds (1984), their findings were that managers are more likely to apply the skills and knowledge learned in training, if they believed in the value of the outcomes, or utility, of the training program. Axtell, Maitlis and Yearta (1997) also found that trainees who had higher degrees of immediate skill application were those who perceived that the training was relevant.
There are various factors that influence the trainees’ perceptions of training utility. After conducting a study on 181 trainees who had successfully completed a training program that took 3 days, Lim and Morris (2006), found that their perceived transfer of learning was significantly influenced by their immediate training needs. Burke and Hutchins (2007) summarized these needs into 4 distinct factors. These are; the trainee’s credibility of the new acquired skills towards performance improvement, their recognition of a need for job performance improvement, a belief that directly applying the new knowledge will lead to improved performance and the perceived practicality of the skills to aid in the ease of transfer. When positively applied, these factors increase the trainee’s perceived utility of the training, which in turn leads to higher transfer.

Furthermore, Velada et al. (2007) conducted a research that showed that when trainees were assessed on how much they considered the training to be applicable to the job, the degree to which their job requirements matched to the training instructions had a significant affiliation to training transfer. Similarly, the importance of the trainees’ assessment regarding the value of the training was emphasized by Gilpin-Jackson and Bushe (2007). In a survey of employees in the United States who were working in a large service organization, Chiaburu and Lindsay (2008) found that perceived utility of training was also strongly related to motivation to transfer, which is one of the primary predictors of training transfer. Generally speaking, various research findings have shown that trainees who perceive that the training programs they attend will be valuable and useful to them are much more likely to apply the newly acquired skills and competences back to the workplace, contrary to those who do not.

2.3 Influence of Training Design on Training Transfer

The way training programs are designed and delivered has a significant impact on learning, which ultimately affects transfer outcomes (Salas and Grossman, 2011). Training effectiveness rises when trainees find that the content of the training program is similar to the actual work they perform (Holton, Bates and Ruona, 2000). May and Kahnweiler (2000) proposed that in addition to ensuring that the training content is similar to actual work, trainers also need to give the trainees adequate time to apply and practice their newly acquired skills. In a study by Nikandrou, Brinia and Bereri (2009), it was highlighted that there’s more than the nature of training content to be considered, adding that the instructional design as well as the stakeholders may also have an effect on training transfer.
They also argued that few researchers have examined how training design influences training transfer. Bhatti and Kaur (2010) also recommended that researchers ought to conduct empirical studies to examine how training design factors impact training transfer. There are certain factors which have shown to have a strong influence on training transfer. These are behavioral modeling, error management and learner goals which shall be elaborated further below.

2.3.1 Behavioral Modeling
Behaviour modeling training has emerged as one of the most effective, widely used, highly regarded and well researched psychology-based training strategies (Taylor, Chan and Russ-Eft, 2005; Salas and Grossman, 2011). The approach is based on the Social Learning Theory by Bandura(1977). Behaviour modeling training is clearly differentiated from other training methods because it emphasizes on the significance of using all of the following 5 components, instead of applying just a few of them. These are; (a) describing a set of clearly-outlined behaviors or skills to the trainees, (b) provision of certain models which display the effective usage of the behaviours, (c) giving the trainees opportunities to practice the use of those behaviours, d) giving feedback to the trainees after practicing the behaviours and (e) taking the necessary steps to ensure maximum transfer of the learned behaviours to the actual job setting (Taylor et al., 2005).

Due to its ease of applicability, BehavioralModeling Theory has been used in the development of various training programs by corporate organizations and leading training companies. These include; sales, management, communications and customer service skills training. In recent times, BehavioralModeling Theory has expanded to a broader reach of applications, including technical skills and cross cultural training (Compeau and Higgins, 1995).

As earlier mentioned, Bandura’s (1977) Social Learning Theory is the foundation of BehavioralModeling Theory. This theory lays out the four processes which constitute BehavioralModeling Theory. These are: retention, reproduction, attention and motivational processes. As elaborated by Taylor et al. 2005, retention processes are deemed necessary to enable the transfer of learning to long term memory. Motivational and reproduction processes take place in the post-training environment, as the trainees apply or practice the skills that were presented to them through modeling in the training environment. Attention
processes occur when trainees observe certain stimuli modeled for them, such as a video of someone demonstrating the skills or behaviour they are required to learn.

There are certain characteristics that influence the degree to which a trainee applies the modeled behavior through the aforementioned processes. Decker and Nathan (1985) outlined these characteristics, presenting the first one as the manner in which the behaviour models are displayed. An example of this is to sequence the behaviours in order of difficulty, from the simplest to the most difficult one. The second one is the clarity or distinctiveness of the presentation of each key behavior that is being modeled. The third is the attributes of the model itself, such as the similarities or relevance of the model to the trainees’ demographic characteristics such as gender or age. Last but not least are the characteristics of the trainees, such as their cognitive abilities and motivation levels.

In Behavioral Modeling Theory, one of the ways of enhancing retention and motivational processes is by carrying out behavioral rehearsal during the training session. This is whereby, using key learning points, learners are encouraged to do mental practice exercises of how they intend to apply the modeled behaviours back to the workplace. The method, which is also known as skill practice, incorporates feedback from fellow learners as well as the trainer, is an effective function in ensuring the transfer of training through social reinforcement, which is what happens when a trainee is praised when they demonstrate correct application of the skill learned in from of the peers and the trainer (Goldstein and Sorcher, 1974). Therefore, the quintessential order of activities with Behavioral Modeling Theory in training programs is for the trainer to describe the behaviours or skills to be learned, followed by the modeling of the same and finally the skill practice of the behaviour, which is accompanied with feedback (Taylor et al., 2005). Additionally, there are certain features of Behavioral Modeling Theory that enhance delivery through training design. These are learning points, models and transfer enhances are described below:

### 2.3.1.1 Learning Points

Learning points, which are also known as codes, are the desired skills or behaviours which the trainees are required to adopt from the training program. For Behavioral Modeling Theory to be successful, it is essential that these learning points are described to trainees before or during modeling. This is partly the reason why
Behavioral Modeling Theory has been found to be more effective than other training techniques (Goldstein and Sorcher, 1974). In a similar review, Decker and Nathan (1985) found that learning points aid in the facilitation of retentional and attentional processes, which will therefore result in better learning.

2.3.1.2 Models
Baldwin (1992) described the behaviour models used in Behavioral Modeling Theory as either positive (where they demonstrate the desired skill or behaviour to the trainees) or negative (demonstrating the undesired skill). He further argued that the use of mixed models in training is more effective in helping trainees in grasping the learning points, as opposed to using positive models only. Taylor et al. (2005), conducted a behavioral modeling study based on a meta-analysis of over 100 studies which examined 6 training outcomes. They also found that mixed models had greater effects on training transfer since the trainees were able to see both bad and good ways of executing trained skills.

2.3.1.3 Transfer Enhancers
Behavioral Modeling Theory strongly emphasizes transferring the acquired learning back to the workplace. Therefore, researchers have identified certain ways which can be applied to enhance training transfer. Latham and Saari (1979) highlighted the importance of ensuring that trainees set personal goals regarding how they would intend to apply the new skills learned in training back to the office. The training of the trainees’ superiors or managers is also a key enhancer (Latham and Saari, 1979; Parry and Reich, 1984). Finally, giving the trainees rewards for using the newly acquired skills, and penalizing them when they didn’t also encouraged the transfer of training (Decker and Nathan, 1985; Taylor et al., 2005).

According to Salas and Grossman (2011), behaviour modeling is indeed an effective strategy in promoting training transfer since trainees are given opportunities to observe how a desired skill is performed (modeling) and practice is thereafter (behavioral rehearsal), which then improves their ability to learn, apply and retain the newly acquired information.
2.3.2 Error Management

Error management training is a method of training in which learners are encouraged to explore and even make mistakes (errors) while being trained, in order to learn from them (Keith and Freise, 2008). This method assumes that errors are an outcome of the natural process of active learning, and can even be beneficial to the learner because they highlight the areas where they need to improve on their knowledge and skills (Ivancic and Hesketh, 1996). For example, in a study by Smith-Jentsch, Jentsch, Payne and Salas (1996), pilots in training were presented with videos of reconstructed airline accidents in order to create an understanding for the need of training. A week later, it was found that the number of airline accident scenarios the trainees were shown had a direct impact in predicting their ability to transfer the trained skills to the actual situation on the job.

In another study by Ivancic and Hesketh (2000), a group of firefighters were trained with error-based examples and another group was trained using error-free examples. It was found that the firefighters who were taught using the error based examples reported a much higher training transfer performance. Similarly, Heimbeck, Frese, Sonnentag and Keith (2003), conducted a study and concluded that transfer of training is much greater when trainees are taught using the error training method, which uses error management instructions, compared to trainees who were taught without being shown any errors and were even prevented from making them in the course of the training program. This kind of error based training gives learners the ability to predict what could go wrong, thereby providing them with the knowledge and skills of how to tackle any problems that may arise in the real work setting (Salas and Grossman, 2011).

Error based training amplifies the perceived utility of the content of training programs because it epitomizes the undesired, negative outcomes that could happen if they were to fail to acquire the training skills that they are being taught (Burke and Hutchins, 2007). The outcome was also similar in Keith and Frese’s (2008) meta-analysis. They found that transfer of training was higher in error-based training methods, as compared to the methods that did not include errors in trainings, particularly in the post-training phase. It is therefore evident that training is equally effective when trainers provide information regarding incorrect behaviours, just as they also communicate to them about the desired or targeted behaviours (Salas and Grossman, 2011). Clearly, organizations would benefit a lot from
using error management training as a way to ensure that there is effective transfer of training to the work place.

2.3.3 Learning Goals

According to Burke and Hutchins (2007), communicating the specific, desired behavioral objectives of the training program to the learners is one of the basic strategies used to evoke positive transfer of training. These clearly defined objectives play an important role to the learners as they inform them of what is expected in terms of performance, the suitable conditions whereby the required improved performance is anticipated to take place in the work environment, and the standards of satisfactory performance (Mager, 1997). The importance of goal-setting is that it assists in regulating the trainees’ behavior by directing their attention to the desired outcome and motivating them to come up with the necessary strategies to attain those goals, which eventually leads to positive transfer of training (Brown, 2005).

Various researchers have studied the impact of learning goals on training transfer. Kontoghiorghes (2001) conducted a study to view the relationship between learning objectives and transfer, and found that they were significantly correlated, meaning that when trainees have a better understanding of what behavior are required after they complete a training program, they will most probably transfer their learning back to the workplace. In a study by Kraiger, Salas and Cannon-Bowers (1995), they also found that participants whose learning goals were elaborated to them prior to the training program achieved higher outcomes of training transfer. In yet another study by Lee and Pucil (1998) which compared the perceived importance of goal-setting between managers and trainees, the researchers found that the trainees’ are more deliberate on applying the acquired knowledge and skills to the workplace as long as they, along with their managers, have a strong positive perception of the importance of the specific set goals towards their organization.

2.4 Influence of Work Environment on Training Transfer

After employees have completed the training program and returned to their offices, one of the factors that significantly influence their ability to apply their learning is the work environment (Salas, Wilson, Priest and Guthrie, 2006). Training programs may be well
designed with relevant content and effectively delivered to the trainees but, if the work environment does not nurture or promote the use of newly acquires skills and behaviours, and then there will be little or no training transfer. The most essential elements of the work environment factors that influence training transfers are transfer climate, support and opportunity to perform.

2.4.1 Transfer Climate
Transfer climate refers to the perceived conditions and consequences in an organization which either hinder or promote the application and usage of behaviours or skills learned from training back to the workplace (Rouiller and Goldstein, 1993). Researchers have found that these conditions affect training transfer directly or indirectly in two ways; as a moderator between transfer and personal or organizational factors (Burke and Baldwin, 1999), and as a correlating factor to the implementation of training transfer (Machin and Fogarty, 2004). Generally, when the perception of trainees is that there is a positive transfer climate, they have a tendency to apply the newly acquired behaviours and skills more readily at the workplace (Salas et al., 2006).

Rouiller and Goldstein (1993) identified certain key characteristics that indicate a positive transfer climate. They were categorized as situational cues and consequences, which are; (a) signals that alert the trainees to use the new skills, (b) repercussions for the trainees when they apply the new skills correctly, as well as remedial actions when they use them incorrectly or fail to use them at all and (c) social support given to the trainees from their supervisors and other colleagues. Examples of the situational cues or signals are departmental goals, availability of workplace tools and equipment and the presence of opportunities to practice or apply the new skills acquired in training. The consequences include punitive action, incentives and feedback from their managers or colleagues. Additionally, Richman-Hirsch (2001) found that transfer interventions that come after training are influenced by transfer climate. Which means that transfer climate should be strongly considered before conducting the training programs, in order to design the delivery in a manner that will increase the application of skills thereafter. This combination of the characteristics of transfer climate can strongly influence the extent to which trainees will transfer learned skills back to the workplace (Burke and Hutchins, 2007).
Recent studies regarding training transfer have also shown the importance of transfer climate to ensuring positive transfer. An analysis of 68 companies from different countries showed that organizations with a strong and positive safety transfer climate had a higher rate of transfer for safety training programs (Burke, Chan-Serafin, Salvador, Smith and Sarpy, 2008). Gilpin-Jackson and Bushe (2007) conducted exploratory qualitative research whereby one of the greatest hindrances to training transfer as identified by the trainees themselves, was an unsuitable or unsupportive organizational transfer climate. The trainees cited that the fear of going against the grain to break conventional company standards made them reluctant to apply newly acquired skills back to the workplace.

In a study of employees who had undergone a customer service skills training, Richman Hirsch (2001) also deduced that the trainees who were most likely to set objectives in order to transfer learned skills were those who perceived a supportive transfer climate. Similarly, Bates and Khasawneh (2005) found that transfer climate was one of the linking factors between a company’s learning culture and perceived innovation, which shows that transfer climate also influences other dimensions of personal development beyond the training programs. After a technology training program, the relationship between training interventions and the trainees’ desire to apply the acquired knowledge and skills was researched in a longitudinal study by Marler, Liang and Dulebohn (2006). They found that the transfer of training was strongly influenced by the trainees’ perception of available resources at the workplace.

These perceived resources were centered on the willingness of their supervisors to support their learning process, the availability of sufficient time to apply the new skills and whether or not there would be assistance from experts and documentation on their progress. The elements listed all had to do with the transfer climate of the organization, thus showing its importance to training transfer. In a more specific example, the corrected correlation coefficient between transfer climate and training transfer was found to be 0.37 (Colquitt et al., 2000).

Blume et al. (2010) conducted a meta-analysis and got similar findings, whereby transfer climate was found to have the highest relationship to training transfer, compared to other work environment factors. Kontoghiorghes (2001) also found that one of the most
influential components of training transfer was the situational task cues that prompt trainees to apply the new skills and knowledge from the training program. In conclusion, organizations need to recognize that a positive transfer climate is integral to the transfer of skills and knowledge acquired during training back to the workplace.

2.4.2 Support
Support is considered to be one of the most consistent and salient factors in explaining the relationship between work environment and the transfer of knowledge and skills from training programs by employees (Clarke, 2002). Support from both supervisors and peer has a significant effect on the tendency of trainees to apply the skills and knowledge acquired from the training program back to the workplace. In earlier studies, Baldwin and Ford (1998) reported that it was not clear what constituted support in a post-training setting. However, subsequent studies by a number of researchers have revealed several elements of behaviours by supervisors and peers that make up this critical support function (Salas and Grossman, 2006).

Some of the behaviours constituting managerial or supervisory support that were acknowledged by trainees to be the most effective in influencing positive training transfer include holding discussions about the new learning and receiving feedback from their managers (Lim and Johnson, 2002). Salas and Stagl (2009) posited that trainees can also receive support from their supervisors by way of giving them praise and recognition, encouraging them, use of rewards and mentoring or coaching trainees on how to use or apply the learned skills on the job. Awoniyi, Griego and Morgan (2002) highlighted that support activities such as sharing of information, giving direct feedback, and providing the relevant tools and resources required, will have a strong direct effect on successful training transfer.

Other research studies have also supported these findings, such as a study by Cromwell and Kold (2004) which showed that employees who transferred more learning back to the workplace 1 year after they had been trained are those whose supervisors provided high levels of support from their managers and peers. Similarly, one of the main barriers to the transfer of learning, as cited by the trainees, was the lack of support. These findings were later echoed in a meta-analysis by Blume et al. (2010) where managerial support came out as one of the strongest predictors of training transfer. Peer support behaviours slightly differ from managerial support but have also been shown to have a unique yet strong effect on
transfer. For example, Hawley and Bernard (2005) identified that when trainees share ideas and network with their peers about the content of the training course; this promoted the transfer of knowledge and skills within 6 months of training. Chaiburu and Marinova (2005) supported these findings as well, by reporting that peer support also has an indirect relationship with training transfer based on the impact it has through observation of others using the newly acquired skills, as well as the ability of the trainees to coach one another.

The impact of supervisor and peer support has involuntarily led to the debate on which of the two types of support has a stronger influence on transfer. Van den Bossche, Segers and Jansen (2010) conducted a study to determine how feedback, which is a type of support, affects transfer when given by peers or supervisors. Interestingly, they found no difference in whether the feedback was coming from peers or supervisors. 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. However, when Blume et al. (2010) did a similar study, they found that supervisor support had a stronger correlation (0.31) to training transfer than peer support (0.14). Although the authors had stated that the limitations of the small sample size used could have yielded biased findings that required further study.

Based on previous research done, it is apparent that supervisor and peer support is one of the strongest variables of work environment that affects training transfer, and this can also be improved by aligning training goals to organizational objectives (Chaiburu and Marinova, 2005). Organizations should therefore take this into account in order to ensure optimal transfer of training.

2.4.3 Opportunity to Perform

Various studies have consistently shown that in order to apply the newly acquires skills and knowledge back to the workplace, trainees must be given the opportunities to do so in order to maximize training transfer (Lim and Morris, 2006; Burke and Hutchins, 2007). Limited opportunity to apply and perform new skills on the job has been identified as one of the strongest obstructions to the successful transfer of training (Clarke, 2002). Conversely, Lim and Johnson (2002) found that trainees rated the opportunity to perform as the most influential form of support they could get at the workplace to motivate them to apply their
new learning. By extension, one of the critical factors in creating these opportunities to perform is time. According to Cromwell and Kolb (2004) of time has been proven to be a significant hindering factor to training transfer.

Gilpin-Jackson and Bushe (2007) conducted interviews with employees that had undergone training and concluded that the availability of enough time to apply or use the acquired skills was a critical factor for them in training transfer. This therefore means that in order to provide the required opportunities for performance, managers should adjust the normal workloads of newly trained employees (Clarke, 2002). A proactive approach should be taken to make this even more effective, by ensuring that managers have discussions with the trainees prior to the training, in order to plan for how they will support them in providing opportunities for transfer (Burke and Hutchins, 2007). Organizations will do well to avail the necessary resources to give trainees the opportunities to apply their learning at the workplace.

### 2.5 Chapter Summary

The purpose of this chapter was to present a comprehensive review of existing literature regarding the factors that influence the transfer of training. The research, which dates back up to almost 4 decades ago, has consistently shown that the three main factors; namely trainee characteristics, training design and delivery and work environment, each have a unique, yet interdependent role to play in ensuring optimal transfer results. This literature review has therefore provided a detailed and focused study of these factors, along with the gaps which present important recommendations for further studies. Chapter three will cover the research design and methodological procedures that will be adopted in this study.
CHAPTER THREE 3.0 RESEARCH METHODOLOGY

3.1 Introduction
This chapter outlined the various methods that were used to conduct this research study, thereby answering the research questions that were earlier raised in the first chapter. This included the research design, the population of the study, sampling techniques and sample size, the instruments for data collection and the data analysis methods that were be used.

3.2 Research Design
Research design is the procedure of conditions for collection and analysis of data in a manner that aims to combine relevance with the research purpose. Research is conducted within the conceptual structures. It constitutes the blueprint for collection, measurement and analysis of data (Saunders, Lewis and Thornhill, 2009). The study adopted a descriptive survey research design. According to Saunders et al, (2009) descriptive studies are concerned with descriptions of characteristics associated with a subject population. Descriptive research attempts to define or describe a subject often by creating a profile of a group of problems, people or events through the collection of data the tabulation of the frequencies on research variables or their interaction: the study reveals who, what, where, when and how much (Cooper & Schindler, 2006). This design was chosen for this study because it describes the various factors that affect the transfer of training in employees at Kenya Aerotech Limited.

3.3 Population and Sampling Design

3.3.1 Population
A population refers to the elements about which we wish to make some inferences (Cooper & Schindler, 2006). The target population will comprise of corporate organizations in Nairobi and its environs. The population of this study consisted of 170 employees at Kenya Aerotech Limited. The choice of these employees was based on the fact that they regularly attend training programs where they learn different skills to apply at the workplace.

Table 3.1 Population Distribution:

<table>
<thead>
<tr>
<th>Department</th>
<th>Total population</th>
<th>Percentage of total population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Passenger Handling</td>
<td>60</td>
<td>35</td>
</tr>
</tbody>
</table>
3.3.2 Sample Design

3.3.2.1 Sampling Frame

A sampling frame is designed as the list of elements from which the sample was actually drawn. Ideally, it is a complete and correct list of population members only (Cooper & Schindler, 2006). The sampling frame for this study included employees in various departments working in at Kenya Aerotech Limited who have undergone training programs. The information was obtained from the human resource department, ensuring that the sampling frame is current, complete and relevant for answering the research questions.

3.3.2.2 Sampling Technique

Sample technique is defined as the process by which the entities of the sample have been selected (Cooper & Schindler, 2006). This study used a stratified random technique. A stratified random technique refers to the probability sampling that includes elements from each of the mutually exclusive strata within a population (Cooper & Schindler, 2006). This technique is appropriate for this study because it is based on probability and thereby ensured that all employees from the different strata will be adequately represented. The stratum for this study was divided into the various departments in the organization.

3.3.2.3 Sample Size

Cooper and Schindler (2006) described a sample as a group of participants, cases or events consisting of a portion of the target population, which is carefully selected to represent that population. For this study, the sample size was calculated using Yamane’s (1967) formula for calculating sample sizes, where _n_ is the sample size, _N_ is the population size and _e_ is the margin of error.

<table>
<thead>
<tr>
<th>Department</th>
<th>Quantity</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ramp Services</td>
<td>80</td>
<td>47</td>
</tr>
<tr>
<td>Security</td>
<td>20</td>
<td>10</td>
</tr>
<tr>
<td>Flight Dispatch</td>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>170</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
\[ n = \frac{N}{1 + N \varepsilon^2} \]
\[ n = \frac{170}{1 + 0.425} \]

For the equation above, N is 170 and margin of error of 0.05 was assumed. At a 95% confidence level, this gives a sample size of 119 respondents out of 170.

### Table 3.2: Population Distribution

<table>
<thead>
<tr>
<th>Department</th>
<th>Total population</th>
<th>Percentage of total population</th>
<th>Sample size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Passenger Handling</td>
<td>60</td>
<td>35</td>
<td>42</td>
</tr>
<tr>
<td>Ramp Services</td>
<td>80</td>
<td>47</td>
<td>56</td>
</tr>
<tr>
<td>Security</td>
<td>20</td>
<td>12</td>
<td>14</td>
</tr>
<tr>
<td>Flight Dispatch</td>
<td>10</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>170</strong></td>
<td><strong>100</strong></td>
<td><strong>119</strong></td>
</tr>
</tbody>
</table>

### 3.4 Data Collection Methods

The primary data was collected by means of structured questionnaires. Structured questions were used because they offer an increased response rate and are easily coded and analyzed (Saunders et al., 2009). Respondents were assured of confidentiality and anonymity. The questionnaire was divided into four parts: Section 1 collected general information about the respondents. Section 2 focused on how the individual’s characteristics affect training transfer. Section 3 was designed to collect information on how the design and delivery of the training program affects training transfer. Finally, Section 4 looked into the effects of work environment on training transfer. The questionnaire included a five-point Likert scale having the ratings of “strongly disagree” (1) and “strongly agree” (5) for use by respondents in indicating their response to each of the items asked in sections two to four.

### 3.5 Research Procedures

Research procedures are the activities that are undertaken after the proposal writing and before analyzing the data. The data collection instrument was a structured questionnaire, which was developed by the researcher based on the research questions. A pilot test involving five respondents group was carried out to evaluate the completeness, precision, accuracy and clarity of the questions toward addressing the various research objectives and the overall objective of the study. The changes and suggestions of the five respondents were then incorporated into the questionnaires thereafter, to ensure all aspects were
sufficiently covered. The researcher sought permission from the human resource manager of Kenya Aerotech Limited in order to conduct the study. A letter of introduction was attached to the questionnaires explaining the purpose of the study and the questionnaires will be given to the respondents in hard copy to fill them out. Questionnaires were handed out to the shift on night duty and will be collected the next day in order to ensure a higher response rate.

3.6 Data Analysis Methods
Once the data is collected, the responses underwent a coding process before being entered into Statistical Package for Social Sciences (SPSS) program for analysis to develop a quantitative inference to the subjects of study. Furthermore, the data was analyzed using both descriptive and inferential statistics. This is a type of analysis that examines the relationship between two variables drawn from the same sample population. Presentation of data will be made in the form of tables. This was done so as to know the response rate and test data for normality.

3.7 Chapter Summary
This chapter has presented the research methodology that adopted to conduct this study. It outlined the research design, population and sampling design, data collection methods, research procedures and data analysis methods. The next chapter will present the findings of the study.

CHAPTER FOUR 4.0 RESULTS AND FINDINGS

4.1 Introduction
This chapter presents results and findings of data analysis on data collected from the field. The study sought to establish factors influencing the transfer of training as a driver of strategic growth using a case study of Kenya Aerotech Limited. Data was gathered using questionnaires as the research instrument which was designed in line with the research questions of the study. The collected data was analyzed using both descriptive and inferential statistics.

4.2 General Information
4.2.1 Response Rate
A total of 119 questionnaires were distributed out of which 116 questionnaires were filled and returned giving a response rate of 97%. This response was considerable and
representative of the population as it corresponds to Mugenda and Mugenda (2003) stipulation that a response rate of 70% and above is excellent. This therefore allows for generalization of findings to the entire population of interest.

4.2.2 Demographic Information
The study sought to establish the demographic information of the respondents represented gender, age groups, departments and years worked and the results are presented in the subsequent sections.

4.2.3 Gender Distribution of the Respondents
The study sought to establish respondents’ gender as indicated by either male or female. The results are as indicated in the cumulative frequency Table 4.1.

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>75</td>
<td>64</td>
</tr>
<tr>
<td>Female</td>
<td>41</td>
<td>36</td>
</tr>
<tr>
<td>Total</td>
<td>116</td>
<td>100</td>
</tr>
</tbody>
</table>

The findings in Table 4.1 show that 64% (73) were male while 36% (58) were female. These findings show that both genders were represented although the organization employed more male compared to female.

4.2.4 Age Groups of Respondents
The study further sought to establish the various age group distributions for the respondents. The results are represented in the Table 4.2:

<table>
<thead>
<tr>
<th>Age groups</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 20</td>
<td>2</td>
<td>1.7</td>
</tr>
<tr>
<td>20-29 Years</td>
<td>47</td>
<td>40.5</td>
</tr>
<tr>
<td>30-39 Years</td>
<td>40</td>
<td>34.5</td>
</tr>
<tr>
<td>40-49 Years</td>
<td>21</td>
<td>18.0</td>
</tr>
<tr>
<td>Over 50 Years</td>
<td>5</td>
<td>5.3</td>
</tr>
<tr>
<td>Total</td>
<td>116</td>
<td>100</td>
</tr>
</tbody>
</table>

From table 4.2, 40.5% of respondents were from age the group 20-29 years, 34.5% were belonged in the age group 30-39 years, 18% belonged in 40-49 years, 5.3% belonged in over 50 years and 1.7% were from below 2 years age group.
4.2.5 Respondents Departments

The respondents were requested to indicate respective departments in which they work in Kenya Aerotech Limited and the findings are indicated in Table 4.3.

**Table 4.3: Respondents’ Departments**

<table>
<thead>
<tr>
<th>Respondents department</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Passenger handling</td>
<td>37</td>
<td>31.9</td>
</tr>
<tr>
<td>Operations</td>
<td>32</td>
<td>27.6</td>
</tr>
<tr>
<td>Security</td>
<td>40</td>
<td>34.5</td>
</tr>
<tr>
<td>Workshop</td>
<td>7</td>
<td>6.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>116</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

From the Table 4.3, majority 34.5% of the respondents were from the Security departments followed by 31.9% who were from Passenger handling, 27.6% of the respondents were from Operations departments and Workshop department had 6% of the respondents. These findings show that the study represented all the departments hence the information collected was more representative of the whole organization.

4.2.6 Years Worked

The study sought to establish the number of years respondents had worked for Kenya Aerotech Limited and the results are presented in Table 4.4.

**Table 4.4: Years Worked**

<table>
<thead>
<tr>
<th>Years worked</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than two years</td>
<td>19</td>
<td>16.4</td>
</tr>
<tr>
<td>2-5 years</td>
<td>34</td>
<td>29.3</td>
</tr>
<tr>
<td>6-10 years</td>
<td>19</td>
<td>16.4</td>
</tr>
<tr>
<td>10-20 years</td>
<td>32</td>
<td>27.6</td>
</tr>
<tr>
<td>over 20 years</td>
<td>12</td>
<td>10.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>116</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

From the Table 4.4, the greatest number of respondents 29.3% had worked for Kenya Aerotech Limited for a period of 2-5 years, followed by those who had worked for a period of 10-20 years at 27.6%, those who had been in service for less than 20 years and 6-10 years had 16.4% and those over 20 years had 10.3%.
4.3 Influence of Personal Characteristics on Training Transfer

Respondents were requested to indicate the extent to which they agreed with statements on influence of personal characteristics on training. The results are indicated in Table 4.5

On whether the training programs respondents attend are useful in helping them perform their roles better, the mean was 4.06 and standard deviation was 1.04, implying that the respondents agreed that the training programs they attend were useful in helping them perform their roles better. On employees feeling self-motivated to attend training programs, the mean was 4.11 with a standard deviation of 0.90 implying that respondents agreed that they felt self-motivated to attend training programs. This agrees with the works of Factaeau et al., (1995) who argues that personal characteristics play a key role in employee training and training effectiveness.

On whether respondents understand training programs better due to their personal intellectual strengths, the mean was 3.99 with a standard deviation of 0.90, on respondents being personally inspired to apply what they learn in training programs back to the workplace, the mean was 4.02 and standard deviation was 0.97. On whether respondents' ability to learn affected the way they acquired knowledge and skills from training programs, the mean was 3.57 with a standard deviation of 1.18 which is consistent with the findings of Robertson and Downs (1979) that individual characteristics relate to the trainee’s ability to learn, process information and thereafter apply the newly acquired knowledge and skills in the workplace.

Table 4.5: Influence of Personal Characteristics on Training Transfer

<table>
<thead>
<tr>
<th>Influence of personal characteristics on training</th>
<th>Mean</th>
<th>StdDev</th>
</tr>
</thead>
<tbody>
<tr>
<td>The training programs I attend are useful in helping me perform my role better</td>
<td>4.06</td>
<td>1.04</td>
</tr>
<tr>
<td>I feel self-motivated to attend training programs</td>
<td>4.11</td>
<td>0.90</td>
</tr>
<tr>
<td>I understand training programs better due to my personal intellectual strengths</td>
<td>3.99</td>
<td>.90</td>
</tr>
<tr>
<td>I am personally inspired to apply what I learn in training programs back to the workplace</td>
<td>4.02</td>
<td>.97</td>
</tr>
<tr>
<td>My ability to learn affects the way I acquire knowledge and skills from training programs</td>
<td>3.57</td>
<td>1.18</td>
</tr>
<tr>
<td>Statement</td>
<td>Mean</td>
<td>SD</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
<td>------</td>
<td>-----</td>
</tr>
<tr>
<td>My overall intelligence affects my ability to learn and apply what I learn from training programs</td>
<td>3.61</td>
<td>1.20</td>
</tr>
<tr>
<td>My ability to apply the new skills learned in training affects my performance at the workplace</td>
<td>3.56</td>
<td>1.27</td>
</tr>
<tr>
<td>My motivation to learn affects the way I acquire knowledge and skills from training programs</td>
<td>3.45</td>
<td>1.26</td>
</tr>
<tr>
<td>I believe that my job performance will improve if I apply the knowledge and skills I get from training programs</td>
<td>4.11</td>
<td>0.96</td>
</tr>
<tr>
<td>The value I aim to get from the training program affects how I learn from the training program</td>
<td>3.62</td>
<td>1.17</td>
</tr>
</tbody>
</table>

On whether respondents overall intelligence affected their ability to learn and apply what they learn from training programs, the mean was 3.61 with a standard deviation of 1.20, implying that respondents overall intelligence has no influence on ability to learn from the training programs as this shows that the respondents were in agreement with the statement. This agrees with the works of Neisser et al. (1996) argument that cognitive ability reflects on their ability to learn from experiences, understand intricate ideas which enable them to adapt to various environments and engage in various logical forms of reasoning.

On whether respondents' ability to apply the new skills learned in training affected their performance at the workplace, the mean was 3.56 with a standard deviation of 1.27. These findings show that the respondents agreed that their ability to apply the new skills learned in training affected their performance at the workplace. On whether respondents' motivation to learn affected the way they acquired knowledge and skills from training programs, the mean was 3.45 and standard deviation was 1.26. On whether the respondents believed that their job performance would improve if they applied the knowledge and skills they got from training programs, the mean was 4.11 with a standard deviation of 0.96: implying that training is crucial in creating skills and knowledge that enhances employee performance.

The findings agree with the works of Factaeau, Dobbins, Russell, Ladd and Kudisch (1995) who hold that for training transfer to occur, trainees must be in a mind state to believe that they have the ability to learn, that their learning efforts will improve their performance and that this performance improvement will ultimately lead to valued and desirable
outcomes. On whether the value respondents aimed to get from the training program affected how they learnt from the training program, the mean was 3.62 with a standard deviation of 1.17. This finding concurs with the works of Chiaburu and Lindsay (2008) which holds that training utility is highest when trainees can link valued outcomes, such as improved performance to the training program.

4.4 Influence of Training Design on Training Transfer
The respondents were given several statements on influence of the training design or training methods on the transfer of training, and were requested to indicate the extent to which they agreed with each statement. The results are represented in Table 4.6.

On whether the ways training programs are designed and taught affect what respondents learn from the training program, the mean was 3.65 and standard deviation was 1.20. On whether trainings taught using practical examples relevant to respondents work increase their ability to learn new skills from the training program, the mean was 4.33 and the standard deviation was 0.86. On whether earlier communications of the purpose of the training help respondents learn more from the trainings, the mean was 5.40 and the standard deviation was 1.95. On whether the objectives of the training programs respondents attend are communicated to the participants before the training begins, the mean of 3.40 and standard deviation was 1.23. On whether the level of skills that the trainers have on the subject matters affect the skills they learn from the training program, the mean was 3.93 and standard deviation of 1.92.

Table 4.6: Influence of Training Design on Training Transfer

<table>
<thead>
<tr>
<th>Influence of training design on training transfer</th>
<th>Mean</th>
<th>Std.Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>The way training programs are designed and taught affects what I learn from the training program</td>
<td>3.65</td>
<td>1.20</td>
</tr>
<tr>
<td>Trainings taught using practical examples relevant to my work increase my ability to learn new skills from the training</td>
<td>4.33</td>
<td>0.86</td>
</tr>
<tr>
<td>Earlier communication of the purpose of the training helps me learn more from the trainings</td>
<td>5.40</td>
<td>1.95</td>
</tr>
<tr>
<td>The objectives of the training programs I attend are communicated to the participants before the training begins</td>
<td>3.40</td>
<td>1.23</td>
</tr>
</tbody>
</table>
The level of skills that the trainers have on the subject matters affects the skills I learn from the training program 3.93 1.92

Ability of the trainer to engage with me properly regarding the work I do affects the new skills I learn from a training program 3.80 1.95

Being informed of the consequences of failing to apply what I learn back on the job will affect how I learn in a training program 4.04 1.01

The similarity of the training content to my actual work affects the way I learn from a training program 3.35 1.16

Amount time allowed for me to apply and practice newly acquired skills affects the effectiveness of the training to my job performance 3.37 1.22

The extent to which I am allowed to explore, question and make mistakes during training will affect how I acquire new skills I acquire from the training 3.37 1.21

Training goals that are clearly defined help to improve the effectiveness of the training 3.82 1.17

On whether the ability of the trainer to engage with respondents properly regarding the work they do affects the new skills they learn from a training program, the mean was 3.80 and standard deviation was 1.95. On whether being informed of the consequences of failing to apply what respondents learn back on the job will affect how they learn in a training program, the mean was 4.04 and standard deviation was 1.23. On whether the similarity of the training content to respondents actual work affects the way they learn from a training program, the mean was 3.35 and standard deviation was 1.16. On whether the amount of time allowed for respondents to apply and practice newly acquired skills affects the effectiveness of the training to their job performance, the mean was 3.37 and standard deviation was 1.22. On whether the extent to which respondents are allowed to explore, question and make mistakes during training will affect how they acquire new skills from the training, the mean was 3.37 and standard deviation was 1.21.

On whether training goals that are clearly defined help to improve the effectiveness of the training, the mean was 3.82 and standard deviation was 1.17. The findings are consistent with the works of Taylor et al., (2005) that behaviour modeling training is clearly
differentiated from other training methods because it emphasizes on the significance of using all of the following 5 components, instead of applying just a few of them. These are; (a) describing a set of clearly-outlined behaviors or skills to the trainees, (b) provision of certain models which display the effective usage of the behaviours, (c) giving the trainees opportunities to practice the use of those behaviours, d) giving feedback to the trainees after practicing the behaviours and (e) taking the necessary steps to ensure maximum transfer of the learned behaviours to the actual job setting.

4.4.1 Extent to which Training Design Influences Training Transfer

The respondents were requested to indicate the extent to which training design influences training transfer at Kenya Aerotech Ltd. The results are presented in Table 4.7. From the results presented in table 4.7, 41.4% of the respondents agree that the training design influences training transfer on a moderate extent, 25% of the respondents agree that the training design influences training transfer to a great extent, 14.7% of the respondents agree that the training design influences training transfer to a very great extent, 12.9% of the respondents hold that the training design influences training transfer to a little extent and 6.0% of the respondents agree that the training design influences training transfer by no extent.

<table>
<thead>
<tr>
<th>Extent to which Training Design Influences Training Transfer</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very great extent</td>
<td>17</td>
<td>14.7</td>
</tr>
<tr>
<td>Great extent</td>
<td>29</td>
<td>25.0</td>
</tr>
<tr>
<td>Moderate extent</td>
<td>48</td>
<td>41.4</td>
</tr>
<tr>
<td>Little extent</td>
<td>15</td>
<td>12.9</td>
</tr>
<tr>
<td>No extent</td>
<td>7</td>
<td>6.0</td>
</tr>
<tr>
<td>Total</td>
<td>116</td>
<td>100</td>
</tr>
</tbody>
</table>

4.5 Influence of Work Environment on Training Transfer

Respondents were given statements on the influence of working environment on training transfer and were requested to indicate the extent to which they agreed with each statement and the results are presented in Table 4.8.
On whether availability of a clear plan to train employees in the areas required for their jobs affect their ability to learn new skills in a training program, the mean was 3.44 and the standard deviation was 1.30. The findings agrees with the works of Salas et al., (2006) who holds that generally, when the perception of trainees is that there is a positive transfer climate, they have a tendency to apply the newly acquired behaviours and skills more readily at the workplace. On the need for managers and supervisors to actively support their team members in applying new knowledge and skills acquired from training programs, the mean was 3.75 and the standard deviation was 1.07. The findings are in agreement with the works of Clarke(2002) who holds that support from both supervisors and peers has a significant effect on the tendency of trainees to apply the skills and knowledge acquired from the training program back to the workplace.

On whether the respondents’ managers/supervisors give them opportunities to practice what they learned after training, the mean was 3.51 and standard deviation was 0.42. On whether colleagues help and support respondents in applying the skills they learn from training programs, the mean was 3.80 and standard deviation of 1.09. The findings are in agreement with the works of Chaiburu and Marinova(2005) that hold that supervisor and peer support is one of the strongest variables of work environment that affects training transfer, and this can also be improved by aligning training goals to organizational objectives. On whether availability to tools and equipment to use in applying the new skills learned will affect respondents’ ability to practice new skills the mean was 3.91 and standard deviation of 1.97.

Table 4.8: Influence of Work Environment on Training

<table>
<thead>
<tr>
<th>Influence of work environment on training</th>
<th>Mean</th>
<th>Std. Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>Availability of a clear plan to train employees in the areas required for their jobs affects my ability to learn new skills</td>
<td>3.44</td>
<td>1.30</td>
</tr>
<tr>
<td>Managers and supervisors actively support their team members in applying new knowledge and skills acquired from training</td>
<td>3.75</td>
<td>1.07</td>
</tr>
<tr>
<td>After training, my manager/supervisor gives me opportunities to practice what I learned</td>
<td>3.51</td>
<td>0.42</td>
</tr>
<tr>
<td>My colleagues help and support me in applying the skills I learn from training programs</td>
<td>3.80</td>
<td>1.09</td>
</tr>
<tr>
<td>Availability to tools and equipment to use in applying the new skills learned will affect my ability to practice new skills</td>
<td>3.91</td>
<td>1.96</td>
</tr>
</tbody>
</table>
The consequences of not practicing new skills and knowledge learned will affect my ability to apply them 4.05 1.95

Feedback, guidance and support from my colleagues will affect my application of new skills and knowledge learned 7.57 1.09

Organization policies and regulations have an effect on my application of new skills and knowledge learned 3.77 0.11

The availability of sufficient time to apply the new skills will affect my application of new skills and knowledge learned 3.97 1.95

Feedback from my manager affects application of new skills 3.63 1.10

Availability of opportunities to apply and perform new skills on the job will affect how I apply new skills learned in a training 3.53 1.23

On whether the consequences of not practicing new skills and knowledge learned will affect the ability to apply them, the mean was 4.05 and the standard deviation was 1.95. On whether feedback, guidance and support from colleagues will affect the application of new skills and knowledge learned, the mean was 7.57 and the standard deviation 1.09; meaning that colleagues will affect the transfer of skills and knowledge are learnt. On whether organization policies and regulations have an effect on the respondents’ transfer of new skills and knowledge learned, the mean was 3.77 and the standard deviation of 0.11.

On whether the availability of sufficient time to apply the new skills will affect the respondents’ application of new skills and knowledge learned, the mean was 3.97 and standard deviation was 1.95. This agrees with the works of Lim and Johnson (2002) who found that trainees rated the opportunity to perform as the most influential form of support they could get at the workplace to motivate them to apply their new learning. By extension, one of the critical factors in creating these opportunities to perform is time. On whether feedback, guidance and support from the respondents’ manager/supervisor will affect their application of new skills and knowledge learned, the mean was 3.63 and standard deviation was 1.10.

On whether the availability of opportunities to apply and perform new skills on the job will affect how respondents apply new skills learned in a training, the mean was 3.53 and standard deviation was 1.23. The findings concurs with the works of Clarke (2002) who
holds that in order to provide the required opportunities for performance, managers should adjust the normal workloads of newly trained employees.

4.6 Chapter Summary
Chapter four presented the findings of the study according to the data collected from the respondents. The findings have indicated that the transfer of training as a driver of strategic growth is positively influenced by the trainees' personal characteristics, the training design and the work environment. The next chapter presents the discussions, conclusions and recommendations which are drawn from this study.

CHAPTER FIVE 5.0 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction
The chapter presents the summary of the study, along with the findings and conclusion drawn from the data analysis. In addition, it also presents the recommendations of the study.

5.2 Summary of the Study
Concerning the influence of personal characteristics on training transfer, the study established that the training programs which respondents attend, are useful in helping them perform their role better and that they felt self-motivated to attend training programs and they understood training programs better due to their personal intellectual strengths. They were personally inspired to apply what they learn in training programs back to the workplace and their ability to learn affects the way they acquire knowledge and skills from training programs. The overall intelligence affects the ability to learn and apply what respondents learn from training programs and that their ability to apply the new skills learned in training affects their performance at the workplace.

The study also established that the way training programs are designed and taught affects what respondents learn from the training program and that trainings taught using practical examples relevant to respondents work increase their ability to learn and apply new skills from the training program. Earlier communication of the purpose of the training helps respondents' learn and transfer more from the trainings and that the objectives of the training programs respondents attend are communicated to the participants before the
training begins. The level of skills that the trainers have on the subject matters affects the skills respondents learn from the training program and that the ability of the trainer to engage with respondents properly regarding the work they do, affects the way they transfer the new skills they learn from a training program.

When it comes to the work environment, the availability of a clear plan to train employees in the areas required for their jobs affects their ability to transfer new skills in a training program, and this enhances their cognitive skills. The way managers and supervisors actively support their team members in applying new knowledge and skills acquired from training programs, directly affects the extent to which the learning is transferred back to the workplace.

5.3 Discussions

5.3.1 Influence of Personal Characteristics on Training Transfer

The respondents were in strong agreement that the training programs they attend are useful in helping them perform their roles better. This is consistent with the findings of Factaeau, Dobbins, Russell, Ladd and Kudisch (1995) that for training transfer to occur, trainees must be in a mind state to believe that they have the ability to learn, that their learning efforts will improve their performance and that this performance improvement will ultimately lead to valued and desirable outcomes.

Respondents also felt self-motivated to attend training programs. This is in agreement with the works of Robbins and Judge (2009) that motivation is defined as the process that makes up a person’s deliberate intention, direction, and persistent effort exerted towards achieving an objective and Tannebaum and Yukl (1992) who further defined training motivation as the intensity and relentlessness of efforts applied by trainees in learning improvement activities, carried out before, during and after training programs. The Baldwin and Ford (1998) model further defines motivation as a training input has recently been identified as one of the significant contributors to training transfer.

The study also established that respondents were personally inspired to apply what they learn in training programs back to the workplace. This is in strong agreement with the findings of Robertson and Downs, (1979) that held that these characteristics relate to the trainee’s ability to learn process information and thereafter apply the newly acquired
knowledge and skills in the work place. Burke and Hutchins, (2007) further states that it is therefore widely accepted that an individual’s personal characteristics have a powerful role to play in the transfer of training. Baldwin and Ford (1998) identify the following key factors, which have been shown to have the strongest and most consistent relationships with training transfer. These are; cognitive ability, motivation and perceived utility of training.

The study further established that respondents believed that their job performance will improve if they apply the knowledge and skills they get from training programs. This agrees with the works of (Robertson and Downs, 1979) who held that these characteristics relate to the trainee’s ability to learn process information and thereafter apply the newly acquired knowledge and skills in the work place.

Respondents were however neutral as to whether they understood training programs better due to their personal intellectual strengths, and whether their overall intelligence affects their ability to learn and apply what they learn from training programs. This is in agreement with the findings of Neisser, Boodoo, Bouchard, Boykin, Brody and Ceci, (1996) that Cognitive ability refers to an individual’s overall intelligence, which reflects on their ability to learn from experiences, understand intricate ideas, adapt to various environments and engage in various logical forms of reasoning. (Schmidt and Hunter, 1998), Ackerman, Kanfer and Goff, (1989) and Ree and Earles (1991) further note that it has also been well established by previous studies that an individual’s cognitive ability can make a valid prediction on job performance, complex skill acquisition and training success. Burke and Hutchins (2007) also identified cognitive ability as one of the strongest predictors of transfer outcomes. Ree and Earles, (1991) further notes that another study was done to examine which measure of intelligence best predicted the success of training transfer, and it was found that general intelligence was the strongest predictor. Respondents were however partial to the perceived value of the training program towards how it affects the way they transfer what they learn from the training program. Respondents were however in disagreement that their motivation to learn affects the way they transfer knowledge and skills from training programs.
5.3.2 Influence of Training Design on Training Transfer

The respondents agreed that earlier communication of the purpose of the training helps them learn more from the trainings. This strongly concurs with the works of Burke and Hutchins (2007) that communicating the specific, desired behavioral objectives of the training program to the learners is one of the basic strategies used to evoke positive transfer of training. Mager (1997) further states that these clearly defined objectives play an important role to the learners as they inform them of what is expected in terms of performance, the suitable conditions whereby the required improved performance is anticipated to take place in the work environment, and the standards of satisfactory performance. Brown (2005) further states that the importance of goal-setting is that it assists in regulating the trainees' behavior by directing their attention to the desired outcome and motivating them to come up with the necessary strategies to attain those goals, which eventually leads to positive transfer of training.

The study also established that informing respondents of the consequences of failing to apply what they learn back on the job will affect how they learn in a training and that trainings taught using practical examples relevant to their work increase their ability to learn new skills from the training. This is in strong agreement with the findings of Baldwin (1992) who argued that the use of mixed models in training is more effective in helping trainees in grasping the learning points, as opposed to using positive models only. Taylor et al. (2005) further conducted a behavioral modeling study based on a metaanalysis of over 100 studies which examined 6 training outcomes. They also found that mixed models had greater effects on training transfer since the trainees were able to see both bad and good ways of executing trained skills.

The respondents were neutral as to whether the level of skills that the trainers have on the subject matters affects the skills they learn from the training program, ability of the trainer to engage with respondents properly regarding the work they do affects the new skills they learn from a training and the training goals that are clearly defined help to improve the effectiveness of the training. This is consistent with the works of Kraiger, Salas and Cannon-Bowers (1995) who found out that participants whose learning goals were elaborated to them prior to the training program achieved higher outcomes of training transfer and Lee and Pucil (1998) in a study which compared the perceived importance of
goal-setting between managers and trainees, the researchers found that the trainees’ are more deliberate on applying the acquired knowledge and skills to the workplace as long as they, along with their managers, have a strong positive perception of the importance of the specific set goals towards their organization.

The respondents disagreed on whether the extent to which they are allowed to explore, question and make mistakes during training will affect how they acquire new skills they acquire from the training and the amount time allowed for respondents to apply and practice newly acquired skills affects the effectiveness of the training to their job performance. Majority of the respondents strongly agreed to a moderate extent that training methods have little influence on training transfer, implying that training is a function of many variables besides methods used to deliver training. This is consistent with the works of Salas and Grossman, (2011) that the way training programs are designed and delivered has a significant impact on learning, which ultimately affects transfer outcomes.

5.3.3 Influence of Work Environment on Training Transfer
The respondents agreed that feedback, guidance and support from their colleagues will affect their application of new skills and knowledge learned. This is consistent with the findings of Colquitt et al., (2000) who found out in a study that the perceived resources were centered on the willingness of their supervisors to support their learning process.

The study also found out that the consequences of not practicing new skills and knowledge learned will affect their ability to apply them. This agrees with the works of Rouiller and Goldstein (1993) that the consequences include punitive action, incentives and feedback from their managers or colleagues. The respondents however were neutral as to whether the availability of sufficient time to apply the new skills will affect their application of new skills and knowledge learned and that availability to tools and equipment to use in applying the new skills learned will affect their ability to practice new skills and this is in agreement with the findings of Rouiller and Goldstein (1993) who states that examples of the situational cues or signals are departmental goals. The study also established the presence of workplace tools and equipment and the presence of opportunities to practice or apply the new skills acquired in training. This is in strong agreement with the findings of Morgan (2002) who highlighted that support activities such as sharing of information, giving direct
feedback, and providing the relevant tools and resources required, will have a strong direct effect on successful training transfer.

The study further established that the help and support from colleagues in applying the skills they learn from training programs facilitates their growth. This is consistent with the findings of Clarke, (2002) who found out that support from both supervisors and peer has a significant effect on the tendency of trainees to apply the skills and knowledge acquired from the training program back to the workplace. Baldwin and Ford (1998) further reported that it was not clear what constituted support in a post-training setting. Lim and Johnson (2002) further hold that subsequent studies by a number of researchers have revealed several elements of behaviours by supervisors and peers that make up this critical support function. Some of the behaviours constituting managerial or supervisory support that were acknowledged by trainees to be the most effective in influencing positive training transfer include holding discussions about the new learning and receiving feedback from their managers. Salas and Stagl (2009) posited that trainees can also receive support from their supervisors by way of giving them praise and recognition, encouraging them, use of rewards and mentoring or coaching trainees on how to use or apply the learned skills on the job. Awoniyi, Griego and Morgan (2002) highlighted that support activities such as sharing of information, giving direct feedback, and providing the relevant tools and resources required, will have a strong direct effect on successful training transfer.

The respondents were in disagreement on whether availability of opportunities to apply and perform new skills on the job affects how they apply new skills learned in training. This concurs with the findings of Clarke (2002) that limited opportunity to apply and perform new skills on the job has been identified as one of the strongest obstructions to the successful transfer of training. Lim and Johnson (2002) further found out that trainees rated the opportunity to perform as the most influential form of support they could get at the workplace to motivate them to apply their new learning. By extension, one of the critical factors in creating these opportunities to perform is time. According to Cromwell and Kolb (2004) of time has been proven to be a significant hindering factor to training transfer and whether the availability of a clear plan to train employees in the areas required for their jobs affects their ability to transfer new skills from the training programs.
5.4 Conclusions

5.4.1 Influence of Personal Characteristics on Training Transfer

The study concludes that the training programs which respondents attend are useful in helping them perform their role better hence influencing the strategic growth of the firm, and that respondents felt self-motivated to attend training programs and they understood training programs better due to their personal intellectual strengths. It further concludes that respondents were personally inspired to apply what they learn in training programs back to the workplace and their ability to learn affects the way they acquire knowledge and skills from training programs. It was also noted that overall intelligence affects the ability to learn and apply what respondents learn from training programs and that their ability to apply the new skills learned in training affects their performance at the workplace. Additionally, the study concludes that respondents’ motivation to learn affects the way they transfer knowledge and skills from training programs and they believe that that their job performance will improve if they apply the knowledge and skills they get from training programs. The study further concludes that the perceived value respondents get from the training program affects how they learn from the training program and that the perceived value they are to get from the training program also affects how they transfer the learning from the training program.

5.4.2 Influence of Training Design on Training Transfer

The study concludes that the way training programs are designed and taught affects what respondents apply from the training program and that trainings taught using practical examples relevant to respondents work increase their ability to apply new skills from the training program. The study further concludes that earlier communication of the purpose of the training helps respondents’ transfer more from the trainings. So does the communication of the objectives of the training programs to the participants before the training begins. The level of skills that the trainers have on the subject matters affects the transfer of skills respondents learn from the training program and the ability of the trainer to engage with respondents properly regarding the work they do also affects the new skills they transfer from a training program. The study further concludes that the similarity of the training content to respondents’ actual work affects the way they learn from a training program. The study further concludes that the extent to which they are allowed to explore, question and make mistakes during training will affect how they transfer new skills they get from the training and that those training goals that are clearly defined help to improve
the rate of training transfer. Training design has an effect on training transfer by a moderate extent and training transfer is a function of personal characteristics and work environment.

5.4.3 Influence of Work Environment on Training Transfer
The study concludes that the availability of a clear plan to train employees in the areas required for their jobs affect their ability to transfer new skills in a training program and this enhances their cognitive skills. The active support from managers and supervisors to their team members, aids in transferring new knowledge and skills acquired from training programs. The study further concludes that after training, the way managers/supervisors give the respondents opportunities to practice what they learned and the way colleagues help and support each other, has a positive influence in transferring the skills they learn from training programs. The study further concludes that availability to tools and equipment to use in applying the new skills learned will affect respondents' ability to transfer new skills, and that the consequences of not practicing new skills and knowledge learned will affect the ability to apply them.

The study further concludes that feedback, guidance and support from colleagues will affect respondents' application of new skills and knowledge learned. Also that organizational policies and regulations have an effect on the way respondents transfer new skills and knowledge learned, and that the availability of sufficient time to apply the new skills will affect respondents' transfer of the new skills. The study further concludes that availability of opportunities to apply and perform new skills on the job will affect how respondents transfer new skills learned in training back to the workplace.

5.5 Recommendations

5.5.1 Recommendations for the Study
5.5.1.1 Influence of Personal Characteristics on Training Transfer
Firms should look at instituting sound training programs that would enable employees feel self motivated to attend the training programs. Before choosing a method for training, Kenya Aerotech Limited should assess its need for improved staff performance through training and adopt a training strategy which is consistent with its overall growth strategy. Organizations should also find ways to leverage on the type of motivation that inspires employees who are nominated to attend training programs, as this will have an effect on training transfer.
5.5.1.2 Influence of Training Design on Training Transfer
Effective and timely communication of the purpose of the training should be in place and employees should be informed of the consequences of failing to apply what they learn back to the work place. The trainings should be conducted through the use of practical examples relevant to employees' work, so as to increase their ability to transfer new skills from the training. It is also important for firms, especially Kenya Aerotech Limited, to consider methods of training put in place, as they affects the rate of training transfer.

5.5.1.3 Influence of Work Environment on Training Transfer
There should be continuous and constant feedback, guidance and support from managers and colleagues, which affects the employees' transfer of new skills and knowledge learned. Of great importance is availability of sufficient time for employees to perform, in addition to the tools and equipment necessary for employee performance.

5.5.2 Recommendations for Further Research
This study suggests that it would be ideal to research on factors influencing the transfer of training as a driver of strategic growth in other companies, industries and sectors of the economy. The same study could be applied regionally and globally to enhance comparison of findings. This will either validate or not validate the findings and hence give it a universal face. In the process, other important findings may be unravelled given the changes that are taking place globally.

This study recommends that a similar study be done but to concentrate on the specific functional levels such as finance, human resource, information technology and procurement at Kenya Aerotech Limited. Such studies, when combined with the findings of this study, will enable a clearer picture of the factors influencing the transfer of training as a driver of strategic growth.

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APPENDICES

Appendix I: Cover Letter

Dear respondent,

REF: REQUEST FOR COMPLETION OF QUESTIONNAIRE

I am a graduate student at the United States International University pursuing a Master’s degree in Business Administration. I am conducting a research study on factors influencing the transfer of training as a driver of strategic growth at Kenya Aerotech Limited.

I kindly request that you take 15 minutes of your time to complete the attached questionnaire. Please note the information provided will be treated as confidential and used for purposes of this academic research only. Your assistance will be highly appreciated. I look forward to your prompt response.

Yours faithfully,

Damaris Mwambu

Appendix II: Questionnaire SECTION 1 – DEMOGRAPHIC INFORMATION Please tick in the appropriate box

1. Please indicate your gender: Male [ ] Female [ ]

2. What is your age group?
   - Below 20yrs [ ] 20 – 29yrs [ ] 30 – 39yrs [ ] 40 – 49yrs [ ] Over 50yrs [ ]

3. Which department do you work in?
   - Passenger Handling [ ] Operations [ ] Security [ ] Flight Dispatch [ ]

4. How long have you worked at Kenya Aerotech Limited?
   - Less than 2 years [ ] 2-5 years [ ] 6 – 10 years [ ] 10 -20 years [ ] Over 20 years [ ]
For the following sections, please indicate the extent to which you agree by using a scale of 1 to 5 where; 1= strongly disagree and 5 = strongly agree.

SECTION 2: INFLUENCE OF PERSONAL CHARACTERISTICS ON TRAINING TRANSFER

5. Below are several statements on the influence of personal characteristics on training transfer. Kindly indicate the extent to which you agree with each statement. Use a scale of 1-5 where: 1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree and 5 = Strongly Agree.

<table>
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<tr>
<th>Statement</th>
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</thead>
<tbody>
<tr>
<td>The training programs I attend are useful in helping me perform my role better</td>
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<tr>
<td>I feel self-motivated to attend training programs</td>
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<tr>
<td>I understand training programs better due to my personal intellectual strengths</td>
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<tr>
<td>I am personally inspired to apply what I learn in training programs back to the workplace</td>
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<tr>
<td>My ability to learn affects the way I acquire knowledge and skills from training programs</td>
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<tr>
<td>My overall intelligence affects my ability to learn and apply what I learn from training programs</td>
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<tr>
<td>My ability to apply the new skills learned in training affects my performance at the workplace</td>
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<tr>
<td>My motivation to learn affects the way I acquire knowledge and skills from training programs</td>
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<tr>
<td>I believe that my job performance will improve if I apply the knowledge and skills I get from training programs</td>
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<tr>
<td>The value I aim to get from the training program affects how I learn from the training program</td>
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</table>

SECTION 3: INFLUENCE OF TRAINING DESIGN ON TRAINING TRANSFER

6. Below are several statements on the influence of training design on training transfer. Kindly indicate the extent to which you agree with each statement. Use a scale of 1-5 where: 1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree and 5 = Strongly Agree.
<table>
<thead>
<tr>
<th>Statement</th>
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<tbody>
<tr>
<td>The way training programs are designed and taught affects what I learn</td>
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<td>from the training program</td>
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<tr>
<td>Trainings taught using practical examples relevant to my work increase</td>
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<td>my ability to learn new skills from the training</td>
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<td>Earlier communication of the purpose of the training helps me learn</td>
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<td>more from the trainings</td>
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<tr>
<td>The objectives of the training programs I attend are communicated to</td>
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<td>the participants before the training begins</td>
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<tr>
<td>The level of skills that the trainers have on the subject matters</td>
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<tr>
<td>affects the skills I learn from the training program</td>
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<td>Ability of the trainer to engage with me properly regarding the work</td>
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<td>I do affects the new skills I learn from a training</td>
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<tr>
<td>Being informed of the consequences of failing to apply what I learn</td>
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<tr>
<td>back on the job will affect how I learn in a training</td>
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<td>The similarity of the training content to my actual work affects the</td>
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<td>way I learn from a training program</td>
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<td>Amount time allowed for me to apply and practice newly acquired skills</td>
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<td>affects the effectiveness of the training to my job performance</td>
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<td>The extent to which I am allowed to explore, question and make mistakes</td>
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<td>during training will affect how I acquire new skills I acquire from the</td>
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<td>training</td>
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<td>Training goals that are clearly defined help to improve the effectiveness</td>
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<td>of the training</td>
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</tbody>
</table>

7. In general, to what extent has training design influenced the transfer of training in your organization?

    Very great extent [ ]
    Great extent [ ]
    Moderate extent [ ]
    Little extent [ ]
    No extent [ ]
8. Below are several statements on the influence of working environment on training transfer. Kindly indicate the extent to which you agree with each statement. Use a scale of 1-5 where: 1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree and 5 = Strongly Agree.

<table>
<thead>
<tr>
<th>Statement</th>
<th>1</th>
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<tbody>
<tr>
<td>Availability of a clear plan to train employees in the areas required for</td>
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<td>their jobs affects my ability to learn new skills</td>
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<td>Managers and supervisors actively support their team members in</td>
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<tr>
<td>applying new knowledge and skills acquired from training</td>
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<td>After training, my manager/supervisor gives me opportunities to</td>
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<td>practice what I learned</td>
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<td>My colleagues help and support me in applying the skills I learn from</td>
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<td>training programs</td>
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<td>Availability to tools and equipment to use in applying the new skills</td>
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<td>learned will affect my ability to practice new skills</td>
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<td>The consequences of not practicing new skills and knowledge learned</td>
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<td>will affect my ability to apply them</td>
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<td>Feedback, guidance and support from my colleagues will affect my</td>
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<td>application of new skills and knowledge learned</td>
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<td>Organization policies and regulations have an effect on my application</td>
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<td>of new skills and knowledge learned</td>
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<td>The availability of sufficient time to apply the new skills will affect</td>
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<td>my application of new skills and knowledge learned</td>
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<td>Feedback from my manager affects application of new skills</td>
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<td>Availability of opportunities to apply and perform new skills on the</td>
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<td>job will affect how I apply new skills learned in a training</td>
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<td>Availability of a clear plan to train employees in the areas required</td>
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<td>for their jobs affects my ability to learn new skills</td>
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</table>

END OF QUESTIONS

THANK YOU FOR YOUR PARTICIPATION
### Appendix III: Implementation Schedule

<table>
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<tbody>
<tr>
<td>Proposal writing</td>
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<td>Data Collection &amp; Analysis</td>
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<td>Report Writing</td>
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<td>Review of Report</td>
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<tr>
<td>Final Submission of Project Report</td>
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</table>