

DETERMINANTS OF TRANSFER OF TRAINING IN PARASTATALS IN KENYA: A CASE OF KENYA PORTS AUTHORITY

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Abstract: The main objective of this study was to determine the factors that influence the transfer of training in the parastatals in Kenya. The specific objectives of the study was to determine the effect of trainee characteristics; trainer characteristics; training design and work environment on transfer of training, a case of the Kenya Port Authority. The study adopted a descriptive research design. A descriptive survey aim at a population from a representative sample was adopted. A structured questionnaire was used to collect data relevant for the study. The study targeted 80 respondents in collecting data with regard to determinants of transfer of training from training to the job among the employees of Kenya Ports Authority. From the study 78 respondents out of the 80 respondents filled-in and returned the questionnaires making a response rate of 97.5%.

The study sought to find out the extent to which trainee and trainer's characteristics, training design and work environment affect transfer of training from training to the job. From the findings, self-efficacy, motivation, goal orientation, motivation, job attitudes, goal performance and learning goal affected transfer of training from training to the job to a great extent. In addition trainee personality, goal orientation and trainee ability affected transfer of training from training to the job to a great extent. Moreover, trainee motivation, career management affected transfer of training from training to the job at a great extent. According to the findings, provision of additional or supportive guidance on using the skills back on the job, training content and guidelines for effective training affected transfer of training from training to the job to a great extent. In addition, framing of training/training approach, developments in cognitive research and providing inadequate affected transfer of training from training to the job to a great extent. Moreover, inadequate test designs, sequencing, giving of multiple examples and non-examples of concepts in variety of contexts and learning principles affected transfer of training from training to the job to a great extent.

Keywords: Parastatals.

1. INTRODUCTION

Transfer of training has been defined as the extent to which knowledge and skills learned in learning setting can be used in the work place and maintained over time (Blume, Ford and Baldwin, 2010). Bates and Khasawneh (2005) described transfer of training as the process of carrying over learned skills and knowledge from the training place to the working place. Burke and Hutchins (2007) supported this by stating that training transfer generally refers to the use of trained knowledge and skills back on the jobs.

Transfer of training also refers to the degree to which trainees apply to their jobs the knowledge and skills, behaviors and attitudes learned in training (Velada and Caetano, 2007). Fuller, et al, (2004) stated that the purpose for transfer of training is to increase knowledge, highly skill performance and problem solving that enhances workplace productivity. The ability of employees to transfer what they learned into the workplace can be affected by various factors; and this may include organizational factors such as organizational culture and opportunity to transfer the knowledge in workplace (Aquinis and Kraiger, 2009).

Kontoghiorghes (2005) identified other factors that can affect learning transfer as the organizations failure to provide support for skills retention, learner's lack of systematic procedure for identifying and coping with threats to learning transfer over time. Holton, Voller, Schofield and Devine (2010) found that learning transfer is undermined by factors such as work pressures, staff culture that resist change and lack of support from line managers.

Kontoghiorghes (2005) found that learning transfer can be improved by the following factors; communication, information sharing, resource availability, time, risk tolerance, opportunity for promotion and information availability. Aquinis and Kraiger (2009) stated that, the success of training transfer depended on several factors that included: trainee characteristics, training design, work environment, trainer's characteristics, and organizational factors. Organizations spend a lot of time and money on training in order to facilitate employee learning and update working skills and knowledge (Noe and Schmitt 2006). Investment in training activities has increased all over the world in recent years as sighted by (Dowling and Welch, 2005).

The transfer of training into the workplace continues to be of great value to African organizations especially in the 21st century which is known as a knowledge economy era (Burke & Hutchins, 2007). This study was done in order to find out solutions on independent variables which can positively affects the transfer of training in public organizations in Kenya. Most employees are being trained to acquire new skills and knowledge in order to be more effective in their duties, to be more competent and be valuable in the organization which is not happening in many organizations because of forces opposing the transfer of training at the work place. Odedra, (2006) stated in a research conducted in a case of Kenya, Zambia and Zimbabwe that what parastatals in Africa needs most is the ability to exploit existing products/services effectively and this can be achieved through education. Development is all about people, their needs and their potential, and not with the sophistication of technology. Stanley and Ernesto (2001) stated in a survey conducted in Cote d'Ivoire, Abidjan by an external consulting firm of National Authorities on the International Monetary Fund training provided in Africa indicates that it has improved the analytical skills and expertise of agencies, staffs in a wide range of areas including macroeconomic analysis and financial programming, budget preparation and implementation and development of treasury systems.

In addition, many African officials who participated in International Monetary Fund training have gone on to higher positions in their respective agencies. This training has clearly strengthened their countries capacities in economic management. A Research which was done at Mumias sugar company in 2011 on human development concluded that it is now a fact that training is necessity in private as well as public sector and every organization must change with the daily business transformation, fortunately the training programs did hit their goals. Employees went for training and receive new knowledge and skills, and they transferred to their place of work which changes their performance of the company. This study, the researcher investigated the operations of the container terminal and the abilities of the employees to perform the duties as expected in the International Standards of the Maritime on the Ports Operations using new knowledge and skills acquired after training so that it can compete fully with other International Ports such as Port of Durban, Pretoria Port, Salala Port and other Ports on Indian Ocean waters

2. MAIN OBJECTIVE

The general objective of this study was to determine the training variables that influence the transfer of training in Parastatals in Kenya particularly Kenya Ports Authority.

3. STATEMENT OF THE PROBLEM

Today organizations strive for knowledgeable and skilled employees in order to improve organizational performance (Burke, 2008). Although evaluation models such as Kirkpatrick's (1994) four level of evaluation have been used to measure deficiencies in performance, the challenge is in finding training solutions that will achieve the intended objectives and mold learners into idyllic performers. In this regard, Studies by (Burke, 2008, Dowling and Welch, 2005) have found that Western, European and Asian countries have successively managed to increase organization productivity, employee's performance through training. 95% of public and private sector in developed countries have good reputation on productivity and performance through training transfer than those of African continent as pointed out by (Blume et al.2010).

The main objectives of training activities are the provision of skills, abilities and knowledge to employees to achieve organizational goals. These goals can only be achieved when employees transfer the learned skills that impact firms

strategically. African countries cannot compete effectively with other western, Europeans and Asian countries because African countries buy many things from those countries such as from goods, technology and even expertise Stanley and Ernesto (2001) states that there is therefore an urgent need of studies on training transfer evaluation from a developing country context like Kenya, because researches have been done but mainly focus on increasing performance through advance machines, new technology, but not focusing on the transfer of training.

There is a long-standing interest in training transfer as summarized by Baldwin et al. (2009). The Parastatals in Kenya are not meeting their organizational objectives though many training programs are being formulated such as seminars, conferences, exhibitions. Reviews of the training transfer literature suggest little has changed in Parastatals than private sector. Parastatals invest a lot of money and time in order to meet their objectives (Blume et al.2010). Parastatals invest heavily on employees training in order to increase their work performance. This issue has been unresolved and one that is further explored in this study. This study focused on the Trainee Characteristics, Trainer Characteristics, Training Design, Work Environment and the Transfer of Training in Parastatals in Kenya. Parastatals as Kenya Ports Authority invested millions of shillings to make sure its employees acquire new knowledge and skills to improve productivity and employees' performance, but reports in the quarterly magazine of July-September 2014, shows that there are still many accidents occurring on containers and machine, negative attitudes against the work, mismanagement, and lack of follow-up, frequently equipment breakdown. The aim of this study therefore was to establish the factors influencing the transfer of training in the Parastatals in Kenya (Kenya Ports Authority)

4. LITERATURE REVIEW

The main objective of this chapter was to review relevant literature that is already in existence and to indicate where this study fits into debates around the subject. It gives light to achievements made and challenges encountered in the field under study. It also covers the review of various studies done previously on the effect of transfer of training. This chapter also describes the key theories and concepts employed in the study. This chapter consists of theoretical frame work, some theories supporting the study and conceptual frame work, which consist of dependent and independent variables which support the study.

Transfer of training as a discipline is broader than any single theory, reflecting the reality that most successful strategies for system and subsystem improvement require multifaceted interventions. Three different theories explain transfer of training: first is theory of identical elements, second is Gestalt Transportation theory, and third is Cognitive theory of training transfer.

A. Theory of Identical Elements

The theory of identical elements states that the transfer of learning is facilitated in the second situation into the extent that it contains identical elements or factors which occurred in the learning situation earlier. These identical elements may be in the form of procedures, of concepts, of actions, of facts, of attitudes, of principles, of techniques as well as of others (Corno 2007). Thorndike and Woodworth (1948) developed the theory of identical elements, which implies that learning is facilitated in the situation to the extent that identical elements that occurred in an earlier situation are present in the new situation. The similarity of elements can be either in the subject matter or in procedures or attitudes. This theory explains that transfer between activities would take place only if they shared common elements or features (Corno, 2007).

Thorndike and Woodworth (1948) states that identical elements theory emphasizes that the critical step in the transfer process involves the recognition that one task or problem situation shares a set of stimulus features with another. Thorndike and Woodworth (1948) stated that, the amount of transfer depends on the identical elements that are common in both situations. Identical elements such as method, content, aim and attitude are present in both situations to facilitate learning. Thorndike and Woodworth (1948) said that transfer of learning is facilitated in a situation to the extent that it contains identical elements or factors, which occurred in the learning situation earlier. Thorndike and Woodworth (1948) further said that, those identical elements might be in the form of procedures, concepts, actions, facts, attitudes, and principles of techniques as well as others. The researcher further stated that the theory could provide useful guidelines for producing a facilitative transfer instructional setting.

The identical elements theory assumes that the training and work environment are the same Thorndike and Woodworth (1948). The transfer of knowledge and skills should be fairly stable and straightforward. The transfer process is described as "near" since there are no significant differences between the training context and the work context. Therefore, the identical elements theory influences the acquisition of near transfer. Near transfer would be the objective of short-term

skill development that are applied immediately to improve performance in one's present position. Near transfer would seem to be most desired when pursuing technical training. Technical training usually teaches specific behaviors and procedures applicable to the individual's current job. On-the-job training is an example of a training method that can achieve "near" transfer (Thorndike and Woodworth, 1948).

B. Gestalt Transportation Theory

The gestalt theory of transfer states that the transfer of learning can be best achieved when an individual is in the very best of the frame of minds, in the times that he or she is aware of the meanings of a particular situation or experiences and their practical applications to one's daily life. The believers of the theory further views that whenever the transfer of learning occurs, this will be in the form of generalization in the form of concepts or in the form of sights, and these could be developed in single learning situation as well as it is employed in the other situation (Tuck, 2010).

Learning is of little value to the organizations unless it is transferred in some way to performance, therefore training outputs should emphasize performance not just learning (Tuck, 2010). Tuck (2010) stated that transfer of training means that generalization, concept or insights which are developed in one learning situation, are employed as a whole in other situation in which they are applicable. This is because if workers do not really use the knowledge and skills addressed in training, neither they nor the organization will benefit, and training will have served no purpose (Tuck, 2010).

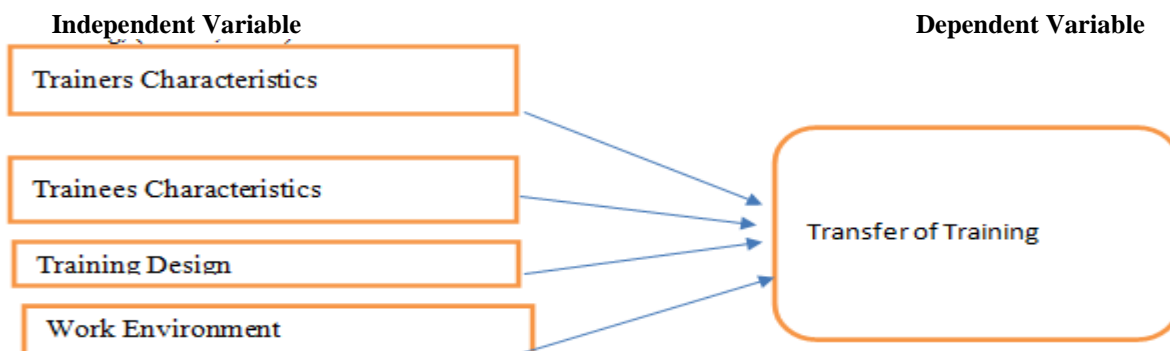
Tuck (2010) stated that learning transfer implies that what is learned in one situation can be shifted directly to another situation only when similarities such as, content, method or attitude of the two situations are perceived by the learner. Gestalt theory states that the transfer of learning can be best achieved when an individual is in the very best of the frame of mind at the time that he or she is aware of the meaning of particular situations or experiences and to their practical application to one's daily life, Tuck (2010). For example, using leadership skills to influence colleagues, peers, your manager or customers might require modifying those trained skills, depending on the relationship and the other person's behavior. This type of transfer is considered "far" since the exact steps to apply the trained skill might not be uniformly applied across situations, thereby requiring the trainee to generalize the training to other situations.

C. Cognitive Theory of Training Transfer

The cognitive theory focuses on the internal processes that help learners retain and recall knowledge learned and apply it in a work setting. A good example for the application of the cognitive approach in training programs relates to the goal setting, an integration of mental tasks and challenges with the training process so that program participants learn the core principles of the training program through solving those mental tasks and challenges (John, 2013). Goal setting helps learners focus on a specific and challenging goal to apply their knowledge and skills in the work setting. Because it can be applied in different situations, it is relevant to both near and far transfer. A high level of applicability of cognitive theory to all types of training programs is the main advantage of the theory (John, 2013).

5. CONCEPTUAL FRAMEWORK

The conceptual framework of this study will consist of the independent variables of trainee characteristics, trainer characteristics, training design and working environment. The dominant direction of influence is illustrated by the direction of the pointed arrows where the independent variables directly influence the dependent variable of transfer of training, (Dawes, 2008)



Source: researcher 2016

This section consist of review of literature on variables which are trainee characteristics, trainer characteristics, training design, work environment and training transfer. There are many characteristics which can affect the trainee positively or negatively on transferring of the knowledge acquired in the learning session such as Motivation to Learn, Learning Goal Orientation, Performance Goal Orientation, Conscientiousness, Self-Efficacy and Instrumentality of Training. Cheng & Hampson (2008) introduced the subject of transfer of training as transfer of practice. They explored how individuals would transfer learning in one context to another, similar context or how improvement in one mental function could influence a related one (Cheng & Hampson (2008). Hawley (2005) argued that transfer of training occurs whenever the effects of prior learning influence the performance of later activity in training for performance. Randi & Corno, (2007) contended that transfer of training enables trainees to apply the skills learned in training, on the job. The degree to which trainees successfully apply in their jobs the skills gained in training situation is considered to as positive transfer of training.

Empirical research by Hawley (2005) approved that, having a learning goal and motivation in pre-training stage as well as professional level, are critical factors to the transfer of training. Chang and Chiang (2013) paid much attention on personal capacity for transfer and motivation to transfer. They stated that learner's motivation and abilities are determinants for learning effectiveness. They described motivation as a learners' willingness to apply the training on the job (Chang and Chiang, 2013). Burke and Hutchins (2007) argued that the dominant characteristics found to exert a direct effect or indirect through learning, on training performance, includes the role of cognitive ability, personality factors, self-efficacy, and motivation, perceptions of training utility and organizational commitment..Kirwan and Birchall (2006) compiled a list of learner characteristics based on numerous literatures, including trainees' self-efficacy, expectation, organizational commitment, and job involvement. They also identified other factors from literature, such as the extent of self-control, goal-orientation and cognitive ability, as learning influences on transfer of training. Baharim and Gramberg (2005) believed that share of acquired knowledge, skills, and attitude on the job plays a critical role in the transfer of training because they determine the learners' intention and actual behavior. According to the theories of planning behavior, trainees apply training on the job by way of sharing what they have learnt during training.

Grossman & Sales (2011) contended that the transfer to work practice of knowledge and skills learned in training, has traditionally been considered as one of the key criteria for evaluating trainings effectiveness in influencing organizational-level outcomes. One of the overall models in the field has been that developed by Gramberg (2005), and which has been tested by many empirical studies. According to this model, training effectiveness is grouped into three set of variables. The first one refers to the training content, its sequence and similarity with the actual job. The second one refers to the training characteristics with a focus on ability to motivate workers to learn or to transfer the skills acquired, self-efficacy and certain personality characteristics. The third one refers to variables concerning work environment characteristics, mainly supervisor and colleague support and opportunities to use what has been learned (Grossman & Sales, 2011).

According to Kirwan and Birchall (2006) taxonomy: trainee reactions, learning, behavior, and organizational results, constitute four major indicators that need to be assessed for training evaluation. Reaction evaluation is how trainees feel about the training or learning experience; learning evaluation is the measurement of the increase in knowledge before the training and after the training. The others are behavior evaluation, which is the extent to which the knowledge or skills learned through training are applied back on the job or how employees implement what they have learned, and finally results evaluation, which is the effect on the business or environment by the trainees after the training program, Kirwan and Birchall (2006)

There are many characteristics of a trainer which can affect positively or negatively on transferring of the knowledge acquired from learning session such as the Character of a Trainer, Command on the Subject, Communication Skills, Contact, Clarity and Charisma. Trainers are an important asset of any organization because they are directly responsible for the future growth and performance of their organizations (Andrew, 2008). Kirwan and Birchall (2006) said as trainers we need to keep skills sharp, our knowledge current, and our hearts and minds always open. Their personal support helps to develop employees that are more effective. In providing personal support to trainees, trainers are conforming to working principles that support transfer of training.

Blume,et al (2010) says there is limited research that has focused on training professionals' view on training factors and more so training transfer (Cheng, 2008, Liebermann & Hoffmann, 2008). Academic research has primarily focused on the viewpoints of managers, trainees, peers, and customers to assess training transfer antecedents and outcomes. The assumption has been that they offer a comprehensive view of transfer practices and subsequent outcomes. Although

correct, this assumption is not complete (Hutchins, 2009). Training professionals can play a pivotal role in supporting transfer of training and thus may also provide valuable perspectives on transfer practices through their knowledge of adult learning, coaching, training design, and evaluation (Ellinger, Hamlin, & Beattie, 2008).

Trainer transfer practices have focused on the utility of specific transfer strategies before, during, and after the training process (Hutchins, 2009). Drawing from Hawley (2005) contention that supporting transfer begins in the formative stages of the training design process, studies by Saks and Belcourt (2006) and Burke and Hutchins (2007) found that trainers identified specific practices before, during, or after the training, event that support training transfer. Specifically, Saks and Belcourt (2006) found that activities during the pre-and post-training phase explain 25% of the variance in training transfer, with activities within the training design phase explaining an additional 6%.

There are many training designs which can affect positively or negatively on transferring of the knowledge acquired from learning session such as Learning Objective, Involvement, Opportunity to share Experience and Making fun. Training design or instructional design is the process of creating a blueprint for the development of instruction. Babkin, (2014) states that training is to be conducted in a classroom, delivered using an electronic format or using some combination of methods, the design process sets the stage for the development of a program that produces results (Reid, 2011). The designer must consider the training from the viewpoint of the learner (Yamhill & McLean, 2005).

Researchers have studied the influence of training design factors on training transfer, as they seem to be some of the most influential affecting transfer of learning in the workplace (Babkin, 2014). A thorough review of the training transfer literature has suggested that at least two categories of training design constructs exist: content design and instructional methods. In terms of content design, researcher have examined several salient transfer design factors that have included content match and task similarity between learning and transfer settings (Babkin, 2014), inclusion of general rules and principles for learners to apply when returning back to their individual jobs and tasks (Babkin, 2014), and greater specificity of learning content to be applied in transfer settings, such as specific behaviors and procedures (Babkin, 2014).

Designing training content that is aligned with job tasks has been found to correlate with training transfer (Lim & Morris 2006; Babkin, 2014). It is important to identify which parts of the training content and design represent specific parts of the training program. However, Bersin (2005) insisted that a key aspect of training design is formulating a training program that directly addresses individual and organizational problems. A number of studies have suggested that the issue of relevance of knowledge, skills, and attitude taught in training is of critical value in determining transfer (Babkin, 2014), thus, not only instructional design but also the relevance of instructional content is important, and are necessary components of conditions supporting training transfer. Additionally, a good deal of recent research indicates that active learning design elements are far better for fostering adaptive transfer than our traditional guided training approaches. It focuses on using specific training design elements to build the cognitive, motivational, and emotional processes that support adaptive transfer (Babkin, 2014). In fact, recent research has convincingly demonstrated that active learning training design elements work: they can enhance important training outcomes, particularly adaptive transfer (Bates 2011).

Johnson, (2008), cited by (Babkin, 2014), findings suggest implications in training design to promote higher learning transfer. If the primary focus of training is on far transfer, the recommended instructional strategies are to teach general theories and principles and entice the trainees to practice applying their learning in different contexts (Babkin, 2014). If the focus of training is on near transfer applying learning to situations that are similar to the learning context, the recommended instructional strategies are to teach learning content that is identical to the job tasks (Babkin, 2014), to emphasize greater specificity in the application of the learning content to the job (Paivi and Paivi,2005), to encourage overlearning of the content for greater transfer (Noe and Schmitt 2006), and to emphasize the procedural nature of the trainees' tasks in the instruction (Babkin, 2014)

There are many working environment which can affect positively or negatively on transferring of the knowledge acquired from learning session such as Transparent and Open Communication, Give and Take, Work Life Balance, Training and Development focused, Recognition for hard workers and Strong Team Spirit. (Hutchins, 2009).

The work environment is the location where tasks is completed. When pertaining to the place of employment, the work environment involves to physical geographical locations as well as the immediate surroundings of the workplace where the trainee is expected to demonstrate the skills acquired after training. It is therefore regarded as an important area of research to locate the major influencing factors of training transfer (Paivi and Paivi, 2005). Transfer researchers have increasingly recognized the influence of situational factors (support, climate and opportunity) in the work environment on training transfer. Providing trainees with the opportunity to use their learning on the job and receiving support from

managers and peers are two of the more long-standing findings concerning the role of work context and training transfer. The relationship between a positive transfer climate and training transfer has also garnered research support in the past decade (Hutchins, 2009).

Brown (2005) found that office workers considered a supportive workplace as one of the top four factors that positively affected transfer. Several studies link top management support as an influence on training transfer (McCraine, 2006). Managers that publicly reward transfer attempts could readily influence training transfer (Taylor and Chan (2005). The role of supervisors and peers in influencing and supporting trainee transfer has also been widely supported in empirical studies. Several researchers agree that supervisor support is a critical work environment factor.

Taylor and Chan (2005) found that transfer of training occurred more often when supervisors were trained on the tasks they assigned and when they instituted rewards and sanction for training transfer behavior in the work environment. Hawley and Barnard (2005) found that the absence of supervisory support could greatly reduce the ability or willingness to transfer training. Research by Taylor and Chan (2005) found the supervisors style and attitude to be the most important factor influencing the trainee's intent to transfer training. Notably supervisor support can be considered in the context of verbal or non-verbal cues.

The extent to which peers support the use of learning on the job is peer support (Taylor and Chan 2005). Peer support along with supervisory support may have the two most significant influences on transferring training. Peer support can be translated when working in teams, sharing knowledge, or simply offering feedback. Hawley and Barnard (2005) found that peer support played a critical role in the ability of peers to complete and transfer training. The use of teamwork is increasingly attracting attention to the subject of peer support as teambuilding activities are becoming more popular.

6. RESEARCH METHODOLOGY

The methodology used in this paper spells out the research design, target population, sampling & sampling technique, sampling size, source of data, pilot test, data collection methods & instrument, data analysis, processing & presentation. The design of the research was descriptive case study consisting of two departments of Kenya Ports Authority and sample size 80 was selected as representation of a population of 1653 employees. A pilot study was conducted in another department in the same organization and ten questionnaires were distributed to determine validity, accuracy of the questionnaire hence ensuring container terminal and container engineering remained at a target of 80 employees. The reason for choosing conventional cargo department is that it also doing the same operations as container terminal and terminal engineering department. The area which was covered in this research is the Kenya Ports Authority (Container terminal and terminal engineering departments). These departments deal with affairs of the imports and exports of goods directly that's why the researcher decided to focus on these two departments. The two departments were selected by the researcher because are directly dealing with the core business of the Kenya Ports Authority of handling of goods inbound and outbound. Descriptive statistics was used to summarize and describe important characteristics of the set involved. The population was first, stratified into managers (25) clerks (50) Dockers and (50) mechanics (50) making a total of 175 staff. The sample size of the population was selected from each strata using systematic selection method, where sample members were selected randomly throughout the population starting from a randomly determined point. A Likert type scale instrument was therefore developed for the purposes of this study. The research variables was measured on a 5-point Likert-type scale, with a score of 1 representing 'strongly disagree' ('completely dissatisfied' or 'much worse') and a score of 5 representing 'strongly agree' ('completely satisfied' or 'much better). Data which was collected through a questionnaire was analyzed through editing, handling blank responses, coding, categorizing and keying into statistical package for social sciences (SPSS) computer software for analysis. Analysis of the data was then done by use of descriptive statistics, where frequencies and percentages were expressed as tables, pie charts and graphs. The researcher used the spearman correlation coefficient test to measure the relationship between each independent and dependent variable. The choice to use spearman's correlation was to measure the degree of relationship between two variables where data are on ordinal scale. Regression analysis was done to determine the relationship between the independent variables and the dependent variable under.

7. RESEARCH FINDINGS

This section presented key findings of this study. The section includes the descriptive analysis of the general data from the respondents in the systematic way as obtained based on the questionnaire. The section analyzed the characteristics of trainee, the characteristics of trainer, training design, work environment and transfer of training. The demographic

information that was analyzed included respondents, gender, age, education level, and period of service. 76.9% of the respondents were male while 23.1% of the respondents were female, 41% of the respondents were aged over 50 years, 39.7% of the respondents were aged between 40-49 years, 14.1% of the respondents were aged between 30-39 years and 5.1% of the respondents were aged below 30 years. Information on level of education, 44.9% of the respondents had attained diploma certificate of education, 39.7% of the respondents have attained secondary certificate education, 7.7% of the respondents have attained a degree certificate and 7.7% of the respondents have attained a post graduate certificate. 71.8% of the respondents have worked in the Kenya Ports Authority for over 11 years, 16.7% of the respondents have worked in the Kenya Ports Authority for between 6-10 years, 2.6% of the respondents had served in the Kenya Ports Authority for 2-5 years and 1.3% of the respondents had served in the Kenya Ports Authority for less than 2 years. This informed the researcher that more than half of the respondents who filed the questionnaires have the correct required qualifications and skills to carry out the duties of their respective areas hence expect to perform well. This will only vary depending the attitude one has and not issue of lack of right qualifications.

Younger trainees tend to achieve higher levels of training transfer in technology- supported training because they have been users of related technologies for most, if not all, of their lives. In light of the uncertainty and instability in the external environment, businesses can no longer ignore the impacts of environment changes on business operation. Improving employee’s abilities and maintaining company competitiveness in a changing environment is the key to an organizations success

Testing relationship between variables

Table a. Correlation Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.734	.555		1.323	.190
1 X1	.020	.049	.034	.410	.683
X2	.681	.129	.474	5.295	.000
X3	-.156	.079	-.187	-1.976	.052
X4	.092	.086	.106	1.070	.288
X5	.200	.059	.313	3.395	.001

a. Dependent Variable: Y

Table A gives the statistical significance of the various explanatory variables. Only two factors are statistical significant at 1% level of significance. The factors are attributes and characteristics. The table further shows that this is a no intercept model. The intercept is not significant and therefore it passes through the origin. The model is given by equation 4.1 as

$$Y = 0.681X_2 + 0.2X_5$$

In this research the following hypothesis was stated and tested:

$$H_0 : \beta_i = 0$$

vs for $i = 0,1,\dots,5$

$$H_1 : \beta_i \neq 0$$

The null hypothesis (H_0) should be rejected if the p value is less than or equals to 0.05. Table six shows that the null hypothesis shall be rejected only for the cases of β_2 and β_5 .

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	9.516	4	2.379	18.837	.000 ^b
Residual	9.219	73	.126		
Total	18.736	77			

a. Dependent Variable: Y

b. Predictors: (Constant), X5, X3, X2, X4

Table A gives the statistical significance of the various explanatory variables. Only two factors are statistical significant at 1% level of significance. The factors are attributes and characteristics. The table further shows that this is a no intercept model. The intercept is not significant and therefore it passes through the origin. The model is given by equation 4.1 as

$$Y = 0.682X_1 - 0.158X_2 + 0.201X_4$$

8. CONCLUSION

It is concluded that trainee characteristics, characteristics of work environment and trainers characteristics, such as personality, trainee ability, and motivation, Character, command on the subject, communication skill, contact, clarity, charisma, Transparent & open communication, give and take, work life balance, training and development focused, recognition for hard work, strong team spirit effects were originally identified by training practitioners as factors affecting transfer of training from training to the job.

In training situation, trainees with strong belief that they can control the provision of organizational outcomes are more likely to facilitate application of training content on their jobs. Such outcomes can be recognition, promotions, salary increase. It is clear that trainees with a high level of confidence in attempting anticipated performance and behavior change will be more likely to apply what they have learned from training on the jobs. It was found that learner's motivation and abilities are determinants for learning effectiveness. It was further founded that motivation is a learners' willingness to apply the training on the job (Chang and Chiang, 2013). Burke and Hutchins (2007) agreed that the dominant characteristics found to exert a direct effect or indirect through learning, on training performance, includes the role of cognitive ability, personality factors, self-efficacy, and motivation, perceptions of training utility and organizational commitment.

The study also concludes that the operation of a leader-member exchange relationship at the place of work is very crucial for the transfer of training from training to the job. How much the trainee was liked and the perceived potential for the supervisor and workgroup support are important in establishing how much of an opportunity the trainee had to perform trained tasks on the job. Social support, opportunity to perform and situational cues and consequences affected transfer of training to the job. The study further concludes that cultural commitment to learning often takes more specific forms as an incentive to apply new skills, time or resource allowance to apply them, the cultivation of a supervisor or peer support network, and clear policies on the importance of continuous learning. Workplace design contributes to organizational effectiveness in two ways: it directly supports work tasks, which are work quantity, quality and style of work and it acts as a catalyst for organizational outcomes, for example, absenteeism and turnover.

The study finally concludes that the quality and depth of learning depend on the characteristics of the training design and delivery of training. Transfer of training is enhanced when the training design includes identical elements, the general principles of a skill are taught, variety of stimulus conditions are presented in the training to increase generalizability and generally, distributed training practices are used. Identifying effective training methods to foster learning transfer is a major concern of trainers and has been a focus of training research for many years according to Reid & Bates (2011). Because of the increasingly dynamic and complex nature of the jobs and roles that characterize modern organizations, flexibility and adaptability are far more important components of performance today than in the past. That is why from training transfer perspective, adaptive performance parallels a concern for "adaptive transfer", and the challenges facing trainers are concerned with preparing learners with the capacity to apply learning acquired in training to tasks that go beyond and are often substantially different from the tasks and applications covered during training (Reid 2011).

9. RECOMMENDATIONS

The study recommends the trainees to have strong belief that can control the provision of organizational outcomes. Trainees need to have high level of confidence so as to attain anticipated performance. They should be strong in self-efficacy and focus on the demands of the situation. Kenya Ports Authority needs to engage trainees in cognitive or environmental search activities. This will enable them have better understanding of their strengths, weaknesses and interests and they recognize the importance of learning new skills. Trainees should have a high level of organizational commitment. It is important for the Kenya Ports Authority to create an environment that supports the transfer of newly trained officers to the work environment. Supervisor's attitudes towards the trainee should be positive. Supervisors need to support workgroup by establishing how much of an opportunity the trainee has to perform trained tasks on the job. The

organization need to encourage trainees to update the technical knowledge and skills and personal growth. Supervisors and peers should provide trainees with opportunities for practicing new skills and knowledge in the job setting.

A strong learning culture should be encouraged. Trainee should be encouraged to use situational cues and consequences of their training on their return to the job. Organizations should be active in ensuring training content matches expectations. Organizations need to be aware of how information can be perceived and interpreted. The study recommends the training department in Kenya Ports Authority to come up with a good design and delivery of training. Transfer should be enhanced by including identical elements the general principles of a skill taught; a variety of stimulus conditions presented in the training to increase generalizability, and generally distributed training practices. Active learner participation in the training should be encouraged. Unlimited practice opportunities need to be provided to trainees. Cultural commitment to learning should be encouraged in the organization.

Since trainee characteristics, training design and work environment were found to have a great effect on transfer of training from training to the job, the study recommends that Kenya Ports Authority should take into considerations the variety of different training needs in the design of training programs. Trainers need to use interesting materials to spice up their teaching. The trainers need to have opportunity to provide additional or supportive guidance on using the skills back on the job.

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