

Determinants of Transfer of Training in Parastatals in Kenya: A Case of Kenya Ports Authority

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Abstract: The general objective of this study was to assess the determinants of transfer of training of Kenya Ports Authority. The specific objectives were: to determine the effect of trainee characteristics on transfer of training of Kenya Port Authority; to evaluate the effect of trainer characteristics on transfer of training of Kenya Port Authority; to examine the effect of training design on transfer of training of Kenya Port Authority; and to establish the effect of work environment on transfer of training of Kenya Port Authority. The study adopted a descriptive research design. The study targeted 122 respondents in collecting data with regard to determinants of transfer of training from training to the job among the employees in Kenya Ports Authority. From the study, 78 respondents out of the 122 respondents filled-in and returned the questionnaires making a response rate of 63.5%. 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 test the hypothesis. The results reveal that trainee characteristics and work environment have significant and positive effect on transfer of training while training design and trainer characteristics have insignificant effect on transfer of training of Kenya Ports Authority. The study recommends that; the existing trainer characteristics and training design should be modified towards modern trainer characteristics and training design practices so as to improve transfer of training. Managers of Kenya Ports Authority should focus more on trainee characteristics and work environment so as to enhance transfer of training.

Keywords: statistical package for social sciences (SPSS), transfer of training.

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, high 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).

Subedi (2004) 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 (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 affect 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. This 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 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 resource development concluded that it is now a fact that training is necessity in private as well as public sector and every organization must adopt new 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

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. Jansen (2010) state that 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 import many things from those countries such as 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 (Segers and Jansen 2010) .This issue has been unresolved and to be explored. 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 invest millions of shillings to make sure its employees acquire new knowledge and skills to improve productivity and employees' performance.

However reports in the quarterly magazine of July-September 2016, 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 is to establish the factors influencing the transfer of training in the Parastatals in Kenya (Kenya Ports Authority, Quarterly Magazine, of July-September). The researcher will come up with suggestions which help Kenya ports authority to achieve its short and long term targets to positive performance.

2. LITERATURE REVIEW

The main objective of this chapter is 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 deferent theories explain transfer of training: first is theory of identical elements, second is Gestalt Transportation theory, and third is Cognitive theory of training transfer.

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 is 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).

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).

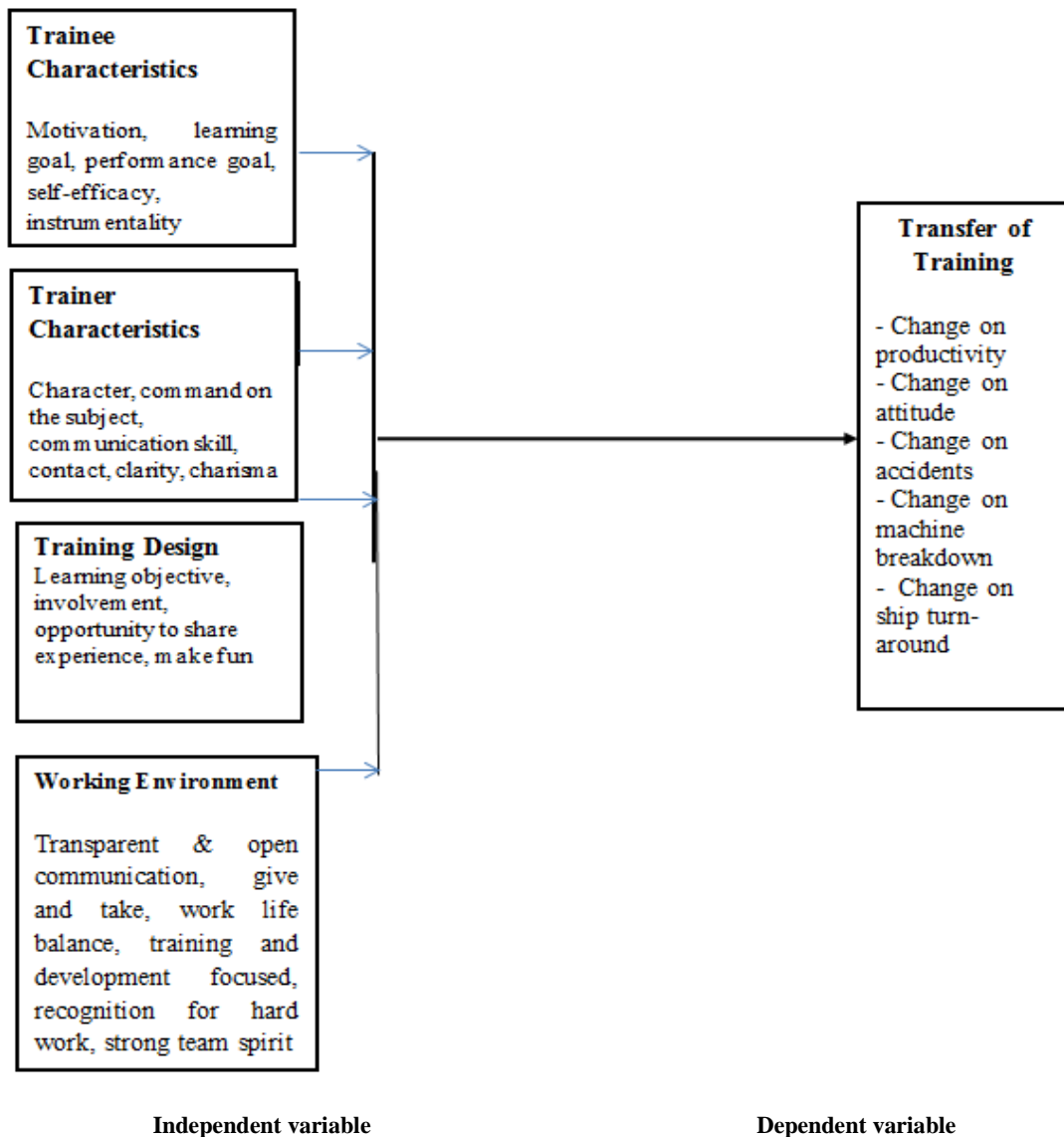
Tuck (2010) stated that learning transfer implies that what is learned in one situation can be shifted directly to another situation only when similarities such as, content, method or attitude of the two situations are perceived by the learner. Gestalt theory states that the transfer of learning can 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.

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 (Dudovskiy, 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 (Dudovskiy, 2013).

Conceptual Framework:

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



Source; researcher 2017

Figure 2.1: Conceptual Framework

Review of Literature on Study Variables:

This section consist of review of literature on variables which are trainee characteristics, trainer characteristics, training design, work environment and training transfer, empirical review, critique of the existing literature, summary and research gaps.

Trainee Characteristics:

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. Segers and Jansen (2010) stated that, 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 training 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)

Trainer Characteristics:

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%.

Similarly, in a study assessing transfer antecedents and outcomes of Human Resource Development professionals, Hawley (2005) found that, being able to use new learning in the work setting, expressed organizational commitment to training, and having managers discuss new learning with trainees were the practices Human Resource Development professionals attributed to their own successful transfer. In a quantitative analysis of trainer-report practices (using open-items), Burke and Hutchins (2008) found that trainers' perceived practices during and in the post training period were most pivotal to transfer (although a measure of transfer was not assessed). They also noted that the comments did not fit in a specific time period (for example in-person coaching by a subject matter expert or trainer to observe participant behaviors and coach to improved transfer), thus reflecting a growing call for transfer to be conceptualized and studied as a pervasive system of influences (Broad, 2005).

In sum, the literature on training transfer has continued to address Hawley (2005), main areas of learner, training design, and work environment. Although work environment factors have drawn increasing interest from researchers, there are also individual and training design antecedents that offer particular insights into how best to influence skill application from training. While trainer reports of training transfer have emerged in the past several years, a closer examination of effective transfer strategies perceived by training professionals is still needed (Hutchins, 2009).

Training Design:

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 (Yamnil & 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, researchers 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).

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, cited by Babkin, 2014). 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. cited by 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 such as 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 over learning 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)

Work Environment;

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 are 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).

Research has consistently shown that positive transfer is limited when trainees do not have opportunities to use new skills in their work setting (Lim & Morris, 2006). Notably, the opportunity to use trained skills was rated as both the highest form of support for learners and the biggest obstacle to transfer when it is not available Taylor and Chan (2005). According to Brown (2005) the opportunity for trainees to practice what has been learned ensures trainees will have a greater chance of retaining and applying their knowledge. Quinones, Lim & Morris, (2006) found supervisor attitudes and workgroup support directly related to the opportunity to perform. Taylor and Chan (2005) contend that the supervisor's personal attitudes and perceptions of the trainee could directly affect the breadth and difficulty level of challenges provided to the trainee and the opportunities afforded them.

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 (Cromwell & Kolb, 2004).

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 (Cromwell & Kolb, 2004).

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 (Cromwell & Kolb, 2004). 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.

Bersin (2005) suggests the relationship between peers may be even more influential than that of a supervisor – trainee relationship. Not only does peer support induce trainees' to transfer knowledge, but it also encourages managers who believe they have the support of their peers to report the positive transfer of training (Bersin, 2005).

Randi and Corno (2007) identified that discussions with supervisors on using new learning, supervisors' involvement in training, and positive feedback from supervisors were forms of support most recognized by trainees as positively influencing their transfer of learning. In a qualitative study exploring which peer support behaviors were most influential on transfer, Hawley and Barnard (2005) found networking with peers and sharing ideas about course content also helped

promote skill transfer six months after training. Similarly, trainees who experienced a high amount of supervisor and peer support reported positive training transfer at one year (Handy, 2008).

Finally, researchers such as Hawley and Bernard (2005), have considered the relationship between a positive transfer climate and training transfer. Transfer climate is a trainee's perception of work environment factors that either facilitate or hinder the process of transferring knowledge, skills, and attitudes (KSA's) to the organization. Hawley and Barnard (2005) define transfer climate as the trainees' perception about aspects of the work environment that promote or hinder the use of training content on the job. Hawley and Barnard (2005) found that a supportive transfer climate was necessary if training transfer was to occur.

Randi defined environment as cues that prompt trainees to use new skills, transfer climate includes consequences for correct use of skills, and remediation for not using skills, and social support from peers and supervisors in the form of incentives and feedback (Randi and Corno, 2007) also reached the conclusion that the work environment affects trainees' ability to apply their new knowledge, skills, and attitudes back to their jobs. Specifically, transfer climate has influenced transfer outcomes directly (Kontoghiorghes, 2005; Lim & Morris, 2006), indirectly as a moderator between individual or organizational factors and transfer (Randi and Corno, 2007), and as a correlate to transfer intentions (Kontoghiorghes, 2005).

Emerging research suggests that the strategic alignment of business goals and performance outcomes and evaluation practices, such as holding managers and trainees accountable for performance improvements resulting from training, also influences training transfer (Kontoghiorghes, 2005; Saks & Belcourt, 2006).

Paivi and Paivi (2005) found that the transfer climate was significant to the transfer of training and could be considered either supportive or unsupportive. Because transfer climate includes work environment factors, it is important to establish a base line understanding of what is meant by work environment factors.

3. RESEARCH METHODOLOGY

This chapter gave a preamble to the methodology to be adapted and use in this study; it describes the study design, target population, sample design, data collection methods, data collection procedure (instruments), and data analysis method.

The design of the research is descriptive. The researcher used descriptive type because it is directed towards practical application of transfer of training and its effects in organization performance (Githiomi & Kungu 2011). It is a mission oriented and aims at providing knowledge or solution for problems. This research can be applied in the following, improvement of existing systems and procedures, improvement of existing organization-structure, improvement of handling existing equipment and improvement of existing services.

Target population is the entire group on individuals or objects to which researcher is interested in generalizing the conclusion. The target population usually has varying characteristics and is also known as the theoretical population (Handy, 2008). Target population of the study is a study of a group of individual taken from the general population who share a common characteristics such as sex, age, or health condition

A population is defined as a study of all subjects in an organization that are the focus of the study (Githiomi & Kungu 2011). The area which was covered in this research is the Kenya Ports Authority (Container terminal and 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.

The main purpose of sampling is to achieve representation. The sample should be assembled in such a way as to be representative of the population from which it is taken (Githiomi & Kungu 2011). 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. The researcher used the population in order to get accurate feedback from those respondents without bias. The respondents included were manager, clerks, machine operators, mechanics and laborers. This method gave equal probability for selection to every item in the population.

Data was collected by use of primary data. Primary data was collected by using questionnaire in this study. A Likert type scale instrument was developed for the purposes to measure the variables in 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'). The variables in the questionnaires were developed based on the themes in the literature review section and research objectives. The researcher collected the questionnaires after two weeks from the date of issue in order to give enough time for the respondents to fill them.

The Data which was used in this study was obtained from both primary and secondary sources. The secondary data was obtained from the records of the Kenya Ports Authority and the organizations quarterly magazine, daily newspapers, and business magazines. Primary data was gathered using questionnaires, which were distributed by the researcher to management and subordinate staff of the container terminal department and engineering department.

Pilot Study:

Bille (2010) stated that a questionnaire should be drafted and tested before a final version is designed. A draft version of the questionnaire was developed and pre-tested on employees of the Container Terminal and Engineering departments. Upon receiving feedback, the researcher made the necessary changes to the questionnaire in line with the comments made. Internal consistency of measures was tested by computing Cronbach's coefficients.

Reliability and Validity Test:

Cronbach's alpha coefficient will be used on all the independent variables, work environment, training design, trainee characteristics and trainers characteristic to reveal which ones have high degree of reliability. All the reliability results from the variables the researcher will select the lower level of acceptability (George & Mallery, 2003), the interval consistency reliability of the measures will consider to be sufficiently high and to have adequately measures the study's variables.

Table 1 Reliability results

| Variable | Number of Items | Sample Size | Reliability Alpha |
|-------------------------|------------------------|--------------------|--------------------------|
| Transfer of training | 5 | 10 | 0.964 |
| Trainee characteristics | 5 | 10 | 0.998 |
| Trainer characteristics | 5 | 10 | 0.976 |
| Training Design | 5 | 10 | 0.948 |
| Work environment | 5 | 10 | 0.916 |

Source; researcher 2016

Table 1 indicates that Cronbach's alpha coefficient ranged from 0.916 (work environment) to 0.998 (trainee characteristics) revealing a high degree of reliability. Since all the reliability results exceeded the 0.7 lower level of acceptability (George & Mallery, 2003), the interval consistency reliability of the measures used was considered to be sufficiently high and to have adequately measured the study's variables.

Data which was collected through a questionnaire was analysis 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 (Lehman, 2005). Regression analysis was done to test hypothesis between the independent variables and the dependent variable under study

4. RESEARCH FINDINGS AND DISCUSSIONS

This chapter describes the research response level, data coding and cleaning as well as the determination of reliability of the measures of variables. Subsequently, the chapter highlights the research results which are presented using a variety of descriptive and inferential statistics that set out the major characteristics of the data and test the study's hypothesis.

Although the study intended to survey all the 122 respondents in Kenya Ports Authority, data was successfully collected from 78 respondents. This represents a response rate of 63.9 percent of the target population and falls within the confines

of a large sample size. This response rate was good and representative and conforms to Babbie (2002) stipulation that a response rate of 50% is adequate for analysis and reporting and so 63.9% was even better. Data was coded and then cleaned through extensive checks for consistency.

The key personal information characteristics of interest were gender, age, qualifications and work experience of the respondents. The following sections highlight the study results on these set of personal information characteristics.

The study results revealed that 42.3 percent of the respondents in KPA can be regarded as female and only 57.7 percent of the respondents were male. This clearly showed that the KPA were male dominated as indicated in Table 1. Most of the workers at KPA were men and this explains the kind of work found there.

With respect to the ages of the respondent, 25.6 percent of the respondents were below 30 years, 42.3 percent were of 30–39 years and 32.1 percent were of 40–49 years old. This meant that majority of the managers were in their youthful age and energetic enough to work. The work force was within their prime ages of working.

The results showed that most respondent's highest level of qualification was Bachelor's degree as explained by 39.8 percent of the respondents, with 19.2 percent with Diploma in sequence and only 12.8 percent of the respondents with certificate as the lowest level of qualification. Only 14.1 percent of the respondents explained for respondents having both Higher National Diploma and master's degree. These results meant that most respondents had the required knowledge as concerns the transfer of training.

Most of the respondents agreed that their training will help them do their current job better as shown by a mean of 3.81. Most of the respondents also agreed to the fact that when they leave the training, they cannot wait to get back to work to try what they learned reporting a mean of 3.78. Employees successfully using the training will help them get a salary increase reported a mean of 3.73. These results were in agreement with Blume et al. (2010) as cited by Wenzel & Cordery (2014) and identified a number of factors that were associated with increased transfer effectiveness. They concluded that: "cognitive ability, conscientiousness and voluntary participation had moderate relationships with training transfer. Neuroticism, pre-training self-efficacy and motivation had small to moderate relationships with transfer. Small correlations were found between training transfer and Big Five personality dimensions agreeableness, extraversion and openness to experience.

Respondents agreed that the instructional aides used in the training were very similar to real things they use on the job as depicted by a mean of 4.09. Most of the respondents agreed that the methods used in the training were very similar to how they do it on the job as depicted by a mean of 3.81 and a mean of 3.77 was obtained on the opinion statement whether there are explicitly communicated training objectives. These findings agree with Babkin (2014) who stated 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 results further illustrate that the designer must consider the training from the viewpoint of the learner (Yamhill & McLean, 2005).

Most respondents agreed that their colleagues will encourage them to use the skills they have learned in the training obtaining a mean of 4.04. The other questions that were asked; the resources needed to use what they learned in the training will be available to them, at work their colleagues will expect them to use what they learned in the training and their colleagues will appreciate them using the new skills they learnt in the training obtained a mean of 4.00, 3.54 and 3.15 respectively. These results resonate with Lim & Morris (2006) who stated that work environment included everything that formed part of employee's involvement with the work itself such as the relationship with supervisors, organization culture, co-workers and rooms for personal development. The results further alludes that a positive work environment makes one feel good about coming to work and this provides the motivation to sustain them throughout the day (Hutchins, 2009).

Respondents agreed that for the most part the people who get rewarded around there were the ones that do something to deserve it obtaining a mean of 4.47. The study further investigates whether the harder I work at learning the better I do my job and a mean of 4.30 was obtained. The study further requested the respondents to indicate whether when I do things to improve my performance, good things happen to me and a mean of 3.22 was obtained. These findings agree with Taylor and Chan (2005) who found that transfer of training occurred more often when supervisors were trained on the tasks they were assigned and when they instituted rewards and sanction for training transfer behavior in the work environment. The results further agree with Hawley and Barnard (2005) who also found that the absence of supervisory support could greatly reduce the ability or willingness to transfer training. Similarly, research by Taylor and Chan (2005)

found that the supervisor’s style and attitude were the most important factors influencing the trainee’s intent to transfer training.

Correlation Analysis:

Correlation coefficient was computed to establish the relationship between the dependent variable (transfer of training) and the independent variables (trainee characteristics, trainer characteristics, training design and work environment). Sekaran (2008) notes that this relationship is assumed to be linear and the correlation coefficient ranges from -1.0 to +1.0. Hence, the correlation coefficient was calculated to establish the strength of the relationship between dependent and independent variables (Kothari, 2013). The Table 2 below shows the results.

Table 2: Correlations analysis

| | | TraineeC | TrainerC | TrainingD | WorkE | TransferT |
|------------------|---------------------|-----------------|-----------------|------------------|---------------|------------------|
| TraineeC | Pearson Correlation | 1 | | | | |
| | Sig. (2-tailed) | | | | | |
| | N | 78 | | | | |
| TrainerC | Pearson Correlation | .136 | 1 | | | |
| | Sig. (2-tailed) | .333 | | | | |
| | N | 78 | 78 | | | |
| TrainingD | Pearson Correlation | .008 | .450** | 1 | | |
| | Sig. (2-tailed) | .956 | .001 | | | |
| | N | 78 | 78 | 78 | | |
| WorkE | Pearson Correlation | .238 | .246 | .107 | 1 | |
| | Sig. (2-tailed) | .086 | .076 | .444 | | |
| | N | 78 | 78 | 78 | 78 | |
| TransferT | Pearson Correlation | .375** | .044 | .092 | .394** | 1 |
| | Sig. (2-tailed) | .006 | .752 | .514 | .004 | |
| | N | 78 | 78 | 78 | 78 | 78 |

** . Correlation is significant at the 0.01 level (2-tailed).

** Correlation is significant at the 0.05 level (2-tailed)

From the Table 2 above, the results generally indicate that except for trainer characteristics and training design, other independent variables (trainee characteristics and work environment) were found to have positive and highly significant correlations on transfer of training at 1% level of significance. There was a moderate positive significant correlation between trainee characteristics and transfer of training ($r=0.375$, $P<0.01$). There was a weak positive but insignificant correlation between trainer characteristics and transfer of training ($r=0.044$, $P>0.05$). There was a weak positive but insignificant correlation between training design and transfer of training ($r=0.092$, $P>0.05$). There was a moderate positive and high significant correlation between work environment and transfer of training ($r = 0.394$, $P<0.01$). The results imply that trainee characteristics and work environment significantly affected transfer of training of Kenya Ports Authority.

Multiple Regression Analysis:

Multiple Regression analysis was carried out to investigate the effect of independent variables (trainee characteristics, trainer characteristics, training design and work environment) on the dependent variable (transfer of training) and to test the research hypotheses of determinants of transfer of training. Sekaran (2008) notes that standard multiple regressions are conducted for hypotheses testing.

In order to test the research hypotheses, a standard multiple regression analysis was conducted using the four determinants of transfer of training Trainee C, Trainer C, Training D and Work E as independent variables and Transfer T as the dependent variable. Table 3 depicts the model summary results.

Table 3 Model Summary

| Model | R | R-squared | Adjusted R-Squared | Std error of the Estimate |
|-------|--------------------|-----------|--------------------|---------------------------|
| 1 | 0.505 ^a | 0.255 | 0.193 | 0.357 |

a. Predictors: (Constant), Trainee C, Trainer C, Training D, Work E

From the Model Summary in Table 3 above, it is clear that the adjusted R-squared was 0.193 indicating that a combination of trainee characteristics (Trainee C), trainer characteristics (Trainer C), training design (Training D) and work environment (Work E) explained 19.3 percent of the variation in the transfer of training (Transfer T) of Kenya Ports Authority but leaving a balance of 80.7 percent being explained by other variables not in the study. This means that the study was not exhaustive and therefore other researchers could still pursue other suggested areas.

Analysis of Variance:

The ANOVA in Table 4 shows the degree of fitness of the regression model.

Table 4 Analysis of variance ANOVA^b

| Model | Sum of Squares | df | Mean Square | F | Sig. |
|------------|----------------|----|-------------|-------|--------------------|
| Regression | 2.093 | 4 | 0.523 | 4.114 | 0.006 ^a |
| Residual | 6.103 | 73 | 0.127 | | |
| Total | 8.196 | 77 | | | |

a. Predictors: (constant), Trainee C, Trainer C, Training D, Work E.

b. Dependent variable: Transfer T

From the ANOVA Table 4 above, it is clear that the overall standard multiple regression models is significant in predicting how trainee characteristics (Trainee C), trainer characteristics (Trainer C), training design (Training D) and work environment (Work E) determine transfer of training of Kenya Ports Authority. The regression model obtained a high degree of fit as shown by R-squared of 0.255 (F=4.114; P=0.001<0.05).

Regression coefficients:

It was also important to determine how trainee characteristics (Trainee C), trainer characteristics (Trainer C), training design (Training D) and work environment (Work E) affected transfer of training (Transfer T) of Kenya Ports Authority. Table 5 below presents the regression results.

Table 5 Regression Coefficients

| Model | Unstandardized | Coefficients | Standardized Coefficients | | |
|------------|----------------|--------------|---------------------------|--------|-------|
| | B | Error | Beta | t | Sig. |
| (Constant) | 2.020 | 0.587 | | 3.493 | 0.001 |
| Trainee C | 0.129 | 0.070 | 0.316 | 2.417 | 0.010 |
| Trainer C | -0.071 | 0.088 | -0.134 | -0.914 | 0.263 |
| Training D | 0.128 | 0.147 | 0.227 | 0.801 | 0.326 |
| Work E | 0.273 | 0.110 | 0.348 | 2.581 | 0.023 |

a. Dependent variable: Transfer T

Table 5 above presents the regression results on how the four determinants; Trainee C, Trainer C, Training D, and Work E determined Transfer T. The multiple regression equation was that: $Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \epsilon$ and the multiple regression equation became: $Y = 2.020 + 0.129X_1 - 0.071X_2 + 0.128X_3 + 0.273X_4$. As depicted in Table 5, there was positive and significant effect of trainee characteristics (Trainee C) on transfer of training ($\beta = 0.316$; $t = 2.417$; $P < 0.05$). There was positive and significant effect of work environment (Work E) on transfer of training ($\beta = 0.348$; $t = 2.581$; $P < 0.05$). However, there was negative but insignificant effect of trainer characteristics (Trainer C) on transfer of training ($\beta = -0.134$; $t = -0.914$; $P > 0.263$). There was positive but insignificant effect of training design (Training D) on transfer of training ($\beta = 0.227$; $t = 0.801$; $P > 0.05$). The results of the standard multiple regression analysis in Tables 3 to 5 indicate that when the four independent variables are combined together, only trainee characteristics and work environment have

positive significant effect on transfer of training of Kenya Ports Authority. This necessitated the study to conduct stepwise multiple regression analysis in order to establish the best consideration of independent variables would be to predict the dependent variable and to establish the best model of the study as shown in Tables 6 and 7.

Tests of hypotheses:

In order to test the research hypotheses, standard multiple regression analysis was conducted using the four determinants; Trainee Characteristics, Trainer Characteristics, Training Design, and Work Environment as the predicting variables and Transfer of Training as the dependent variable.

Objective One: To determine the effect of trainee characteristics on transfer of training of Kenya Ports Authority

Hypothesis One: H_{01} : Trainee characteristics have no significant effect on transfer of training of Kenya Ports Authority.

Hypothesis test results: Since the results shows a p-value of 0.010 which is lower than the alpha at the level of significance of 0.05 (5%), the researcher failed to reject the H_{01} that trainee characteristics have no significant effect on transfer of training but accepted the H_{a1} that trainee characteristics have significant effect on transfer of training. The results in Table 5 fail to provide support for H_{01} . Therefore, trainee characteristics was found to have significant effect on transfer of training ($\beta=0.316$; $t=2.417$; $P<0.010$ at 0.05 level of significance) and hence accept the H_{a1} .

Objective Two: To examine the effect of trainer characteristics on the transfer of training of Kenya Ports Authority.

Hypothesis Two: H_{02} : Trainer characteristics have no significant effect on Transfer of training of Kenya Ports of Authority.

Hypothesis test results: At a level of significance of 0.05(5%), the p-value was 0.263 which was higher than the alpha and therefore the H_{02} was accepted that trainer characteristics have no significant effect on Transfer of training whereas the researcher failed to reject the H_{a2} that transfer of training have significant effect on transfer of training. The results in Table 5 provide support for H_{02} and therefore these results fail to reject the H_{a2} . Therefore, trainer characteristics was found to have insignificant effect on transfer of training ($\beta = -0.134$; $t = 0.914$; $P>0.263$ at level of significance of 0.05) and hence accepted H_{02} .

Objective Three: To assess the effect of training design on transfer of training of Kenya Ports Authority

Hypothesis Three: H_{03} : Training design has no significant effect on transfer of training of Kenya Ports Authority.

Hypothesis test results: At level of significance of 0.05(5%), the p-value was 0.326 which was higher than the alpha and therefore the H_{03} was accepted that training design has no significant effect on transfer of training but failed to reject the H_{a3} that training design has significant effect on transfer of training of Kenya Ports Authority. The results in Table 5 provide support for H_{03} and hence, the researcher accepted the H_{03} . Therefore, training design was found to have insignificant effect on transfer training ($\beta = 0.227$; $t = 0.801$; $P>0.05$ at level of significance of 0.05).

Objective Four: To determine the effect of work environment on transfer of training of Kenya Ports Authority.

Hypothesis Four: H_{04} : Work environment has no significant effect on transfer of training of Kenya Ports Authority.

Hypothesis test result: At level of significance of 0.05(5%), the p-value was 0.023 which was lower than the alpha and therefore the researcher failed to reject the H_{04} that work environment has no significant effect on transfer of training but accepted the H_{a4} that work environment has significant effect on transfer of training. The results in table 5 failed to provide support for H_{04} and therefore H_{04} was rejected and instead the H_{a4} was accepted. Hence, work environment was found to have statistically significant effect on transfer of training ($\beta = 0.348$; $t = 2.581$, $P<0.023$ at level of significance of 0.05).

According to Cooper & Schinder (2013) stepwise multiple regression analysis was conducted in order to establish the best combination of predictor variables and also to forecast the dependent variable and to establish the best model of the study.

Table 7 presents the regression results on how trainee characteristics and work environment affect transfer of training. As depicted in Table 7, there is statistically positive significant effect of trainee characteristics (Trainee C) on transfer of training ($\beta = 0.0198$; $t = 2.350$; $P < 0.05$) and statistically, positive significant effect of work environment (Work E) on the transfer of training ($\beta = 0.323$; $t=2.543$; $P<0.05$). These results indicate that when trainee characteristics (Trainee C) and work environment (Work E) are combined together, they explained statistically significant portion of the variance (R Square = 0.239) associated with the extent of transfer of training of Kenya Ports Authority.

Therefore, the best econometric model for this study was: $Y = \beta_0 + \beta_1X_1 + \beta_4X_4 + \varepsilon$, where Y = represents transfer of training (the dependent variable), β_0 = intercept, β_1 = regression coefficient of trainee characteristics, β_4 = regression coefficient of work environment, X_1 = trainee characteristics, X_4 = work environment and ε = stochastic term. This then becomes $Y = 2.311 + 0.162X_1 + 0.269X_4$. The best model for this study has established that taking all factors into account (trainee characteristics and work environment) Constant at zero, transfer of training was 2.311. The result has further established that taking all other independent variables at zero, a unit increase in trainee characteristics led to 0.162 increases in transfer of training. The results has further established that taking all other independent variables at zero, a unit increase in work environment led to 0.269 increase in transfer of training.

The stepwise multiple regressions indicate that among the determinants of transfer of training of Kenya Ports Authority, work environment had most effect on transfer of training, followed by trainee characteristics. This result was an emphasis on the rate of trainee characteristics and work environment in providing suitable environment for improving transfer of training of Kenya Ports Authority. Ultimately, this result was equally important for managers and policy makers to determine how trainee characteristics and work environment could be improved so as to facilitate transfer of training of Kenya Ports Authority. Tables 6 and 7 present the results of the stepwise multiple regression analysis.

Table 6 Model summary of stepwise multiple regression

| Model | R | R- Squared | Adjusted R- Squared | Std error of the Estimate |
|-------|--------------------|------------|---------------------|---------------------------|
| 1 | 0.489 ^a | 0.239 | 0.209 | 0.35313 |

a. Predictors: (Constant), Trainee C, Work E.

From Table 6, it is clear that the adjusted R-Squared was 0.209 indicating that a combination of the two determinants of transfer of training; trainee characteristics and work environment explained 20.9 percent of the variation in the transfer of training. This, therefore, implies that other determinants of transfer of training not included in this model explained 79.1 per cent of the variation in the transfer of training. Hence, further studies can be conducted to assess the other determinants of transfer of training.

Table 7 ANOVA of Stepwise Regression

| Model | Sum of Squares | df | Mean Square | F | Sig. |
|--------------|----------------|-----------|-------------|-------|--------------------|
| Regression | 1.961 | 2 | 0.980 | 7.461 | 0.001 ^a |
| Residual | 6.235 | 75 | 0.125 | | |
| Total | 8.196 | 77 | | | |

a. Predictors: (Constant), Trainee C, Work E.

b. Dependent Variable: Transfer T

From the ANOVA Table 7 above, it is evident that the overall stepwise multiple regression analysis model (the model involving constant, trainee characteristics and work environment) was significant in predicting how trainee characteristics and work environment established transfer of training of Kenya Ports Authority. The regression model achieved a high degree of fit as depicted by R-squared of 0.239 (F=7.461; P=0.001<0.05).

Coefficients of regression:

| Model | Unstandardized B | Coefficients Std. error | Standardized Coefficients Beta | t | Sig. |
|------------|------------------|-------------------------|--------------------------------|-------|-------|
| 1 Constant | 2.311 | 0.409 | | 5.652 | 0.000 |
| Trainee C | 0.162 | 0.069 | 0.298 | 2.350 | 0.023 |
| Work E | 0.269 | 0.106 | 0.323 | 2.543 | 0.14 |

b. Dependent variable: Transfer T

5. SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter summarizes the findings in connection with the objectives, draws conclusions and makes the necessary recommendations. The chapter also suggests the areas of further study to enrich the study.

The general objective of this study was to assess the determinants of transfer of training of Kenya Ports Authority. Specifically, this study assessed the effect of trainee characteristics, trainer characteristics, training design and work environment on transfer of training. Multiple regression analysis was performed to investigate the effect of independent variables (trainee characteristics, trainer characteristics, training design and work environment) and to test the research hypotheses.

Results confirm the varying importance of the determinants of transfer of training. In general, the results revealed that trainee characteristics and work environment had significant and positive effect on transfer of training while trainer characteristics and training design had insignificant effect on transfer of training of Kenya Ports Authority. Stepwise regressions revealed that two determinants of transfer of training including trainee characteristics and work environment explained statistically significant portion of variance related with the extent of transfer of training of Kenya Ports Authority. The study recommends that to improve transfer of training, managers of Kenya Ports Authority should develop trainee characteristics and work environment.

Conclusions:

Based on the findings of this study, the conclusions are drawn. The results reveal that trainee characteristics and work environment have significant and positive effect on transfer of training while training design and trainer characteristics have insignificant effect on transfer of training of Kenya Ports Authority. These findings indicate that the existing training design and fund trainer characteristics are not so suitable for improving transfer of training of Kenya Ports Authority. The Stepwise multiple regression analysis, revealed that two determinants of transfer of training namely; trainee characteristics and work environment explained statistically significant portion of the variance related with the extent of transfer of training of Kenya Ports Authority. The stepwise multiple regressions indicated that among the determinants of transfer of training, trainee characteristics and work environment had more effect on improving transfer of training. This result was an emphasis on the effect of trainee characteristics and work environment in providing a suitable environment for developing transfer of training of Kenya Ports Authority.

Recommendations:

Based on the findings of this study and the conclusions drawn, the following recommendations were made:

The existing trainer characteristics and training design should be modified towards modern trainer characteristics and training design practices so as to improve transfer of training. Managers of Kenya Ports Authority should focus more on trainee characteristics and work environment so as to enhance transfer of training. In modeling training design, education programs on training design for employees and managers should be given key priority in Kenya Ports Authority.

Policy makers should establish how trainee characteristics and work environment could be modified so as to facilitate transfer of training of Kenya Ports Authority. Similarly, Policy makers should decide on the mechanisms to encourage training design of Kenya Ports Authority. The government should develop very clear and elaborate regulatory framework and policies so as to guide the operations of trainer characteristics in transfer of training.

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