

**FACTORS IMPEDING SUCCESSFUL TRANSFER OF TRAINING: A CASE OF
TANZANIA FISHERIES RESEARCH INSTITUTE, DAR ES SALAAM**

**FACTORS IMPEDING SUCCESSFUL TRANSFER OF TRAINING: A CASE OF
TANZANIA FISHERIES RESEARCH INSTITUTE, DAR ES SALAAM**

By

Neema Nkoe

**A Dissertation Submitted to Mzumbe University in Partial Fulfillment of the
Requirements for the Award of the Degree of Master of Science in Human
Resource Management (Msc.HRM) of Mzumbe University**

CERTIFICATION

We, the undersigned, certify that we have read and hereby recommend for acceptance by Mzumbe University, a dissertation entitled **Factors impeding successful Transfer of Training at Tanzania Fisheries Research Institute, Dar es Salaam**, in partial fulfillment of the requirements for award of the degree of Master of Science in Human Resource Management of Mzumbe University

Major Supervisor

Internal Examiner

External Examiner

Accepted for the Board of

.....

Signature

DEAN/DIRECTOR

DECLARATION

I, **Neema Nkoe**, declare that this dissertation is my own original work and that it has not been presented elsewhere and will not be presented to any other institution for any award other than Mzumbe University.

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DEDICATION

This work is dedicated to almighty God who makes me alive to date. My dear parents Mr. NKOE MBISE and ANGEL NKOE for their perseverance in my absence and for the moral and material support they have been rendering to me in pursuit of my Education. May God show them with everlasting life and add to them where something is missing.

LIST OF ABBREVIATION AND ACRONYMS

IDM	-	Institute of Development and Management
TAFIRI	-	Tanzania Fisheries Research Institutes
TNA	-	Training Need Assessment
KSA	-	Knowledge, Skills and Attitudes
VI	-	Vanderlande Industries
SPSS	-	Statistical package for social science.
MOH	-	Ministry of Health
IHI	-	Ifakara Health Institute

ABSTRACT

This study examined the factors impeding successful transfer of training; it involved a case study design where Tanzania Fisheries Research Institute (TAFIRI) Dar es Salaam was selected. The study was guided by four research objectives which are: To examine training programmes offered by TAFIRI, to explore how the Training Need analysis is conducted in TAFIRI, to examine to what extent does work environment support transfer of training, and to assess factors impeding successful transfer of training in TAFIRI. The data collection methods comprised interview and questionnaires. Random sampling and purposive sampling techniques were used to select a sample of 27 respondents for the study. Respondents were chosen from ordinary employees, heads of departments and the center director of TAFIRI.

The findings indicate that TAFIRI do not offer any training programmes rather the employees support themselves to attend different training programmes to acquire knowledge and skills. Also, they do not conduct Training needs assessment (TNA) to know the need of conducting training programmes but the employees may apply for it and get the permission to attend regardless the need of such knowledge and skills. On the other hand, at TAFIRI there is lack of support and opportunities to perform after the employees attend training programmes. Lastly, there are a lot of factors impeding successful transfer of training at TAFIRI which are categorized into two parts; training characteristics such as absence of motivation, egoism and passive employees; working environment factors such as lack of infrastructure and facilities, poor supervisors and work mates' support, lack of financial resources and absence of TNA. The study made some recommendations to the Government, TAFIRI management and TAFIRI employees to overcome the factors impeding successful transfer of training.

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CHAPTER ONE

PROBLEM SETTING

1.0 Introduction

This chapter provides background of the study, statement of the problem, objectives, and research questions, significance of the study and limitation of the study.

1.1 Background of the Study

A worldwide shortage of skilled workers has been forecasted for most of the 21st Century. The causes of this shortage include demographic shifts, technological innovation, and globalisation. The World Health Organisation estimates that there is already a growing shortage with skilled workers worldwide, especially in developing countries where the training programmes should be conducted (WHO, 2006). For an organisation to attain competitive advantage in these global changes of technology, employees should possess enough competencies and abilities. In order to reach that goal organisation should conduct several training programmes to its employees to improve working performance that is the reason several United States organisations spend \$125billion on employee training every year. Although employee acquire the knowledge and skills, they failed to transfer such knowledge to the workplace despite the effort used by the organisation (Paradise, 2007)

In Africa, after independence in many countries there was shortage of citizens with relevant skills and competencies to take over positions left by the colonialists. This was due to the fact that the colonialists did not offer enough chances for Africans to acquire the skills which would be demanded after independence (Mutahaba et al., 1993). In South Africa on the previous time the government was responsible for providing training but as time goes each employer in the organisation is responsible to take their employees to training In order to acquire the needed knowledge and skills to improve working

performances, unfortunately the employees fail to transfer such knowledge and skills whereby only 15 people out of 100 who receive training transfer such knowledge to improve their performance (Brinkerhoff, 2006).

In Tanzania, for instance Tanganyika, in 1962 a human resources survey revealed that non-Africans occupied 85% of jobs requiring a degree holder. Muganda (2008), states that the educational restructuring in 1961-1964 focused on filling high positions in the government offices and replacement of the leaving expatriates by providing training using some institutions such as IDM Mzumbe. The aim was to provide training on administrative, administration justice, business management, accountancy and finance. Vekantesh (2006) argued that currently many organisations invests in training. In order for training to become effective it must be training which focuses on improved performance. In the same sense, training needs to be a continuous process of learning in human resource development which aims at developing and enhancing individual's efficiency, capacity, and effectiveness, also the organisation should invest in improving the knowledge and skills of its employees and the investment returned if the employees can transfer the knowledge and skills in the workplace the thing which can improve the work performance and the organisation can benefit from it. Many organisations in Tanzania training programmes are conducted and employees get the knowledge and skills in order to improve their performance but the employees fail to transfer the acquired knowledge and skills to the working environment and daily performance.

The knowledge and skills which the employees gain from the training should be transferred to the work environment. The acquisition of knowledge and skills gained in training is of little value if the new characteristics are not taken back to the job setting or are not maintained over time (Bates, 2003). Organisations can achieve their desired objectives only when employee transfers the learned skills on the job and they effectively manage their training programmes organisation need to identify and focus on the factors that resist training transfer. Although Tanzania Fisheries Research institute (TAFIRI) employees attend training programmes to develop their knowledge and skills

in order to perform the daily activities but the institute faces the problem of the transfer of the training whereby the employees fail to transfer the acquired knowledge and skills to the workplace.

1.2 Statement of the Problem

In recent years organisations have been investing heavily in training activities to improve performance and gain competitive advantage. In order to benefit from their investments in training, organisations need their workers to apply what they have learned to the job setting (Salas and Cannon-Bowers, 2001). This requires a generalisation of the training to the work context and its maintenance over time, with the intention of improving the trainee's job performance. Wexley and Latham (2002) suggest that about 40 percent of content is transferred immediately following training; however, the transference falls to 25 percent after six months and 15 percent after one year, this suggests that as time passes, trainees become unable to retain and use the knowledge and skills gained in the training programmes.

However organisations spend significant amount of money on training programmes in the belief that it will improve employee performance but suddenly the knowledge and skills which employees transfer are of small rate, as Farnborough, (1997) state the rate of transfer of skills learned in training practiced back in the workplace has been disappointing for most organisations only 10% of the training budget contributes to transfer of training positively. This indicates that much of the time and money invested in training is not fully realised in many organisations worldwide and in Tanzania. Morgan et al (2002) explain that the organisations spends a lot of money in training activities but only 10% of expenditure results in the transfer of knowledge the thing which develop the interest on assessing the factors impeding successful transfer of training in Tanzania specifically in Tanzania Fisheries Research Institute (TAFIRI).

1.3 Objectives of the Study

1.3.1 General Objectives

The general objective of the study was to identify the factors impeding successful transfer of training in TAFIRI

1.3.2 Specific Objectives

- i. To examine training programmes offered by TAFIRI.
- ii. To explore how the Training Need analysis conducted in TAFIRI
- iii. To examine to what extent does work environment support transfer of training
- iv. To assess factors impeding successful transfer of training in TAFIRI

1.4 Research Questions

- i. What is the training programmes offered in TAFIRI?
- ii. How the Training Need Analysis conducted in TAFIRI?
- iii. To what extent the organisation environments support transfer of training?
- iv. What are factors impeding successful transfer of training in TAFIRI?

1.5 Scope of The Study

The study was conducted in Tanzania Fisheries Research Institute (TAFIRI) in Dar es Salaam, covering all level of employees in various departments. This helps the exploration of the factors impeding successful transfer of training in administrative and the departments within the organisation.

1.6 Significance of the Study

This study aimed at enabling TAFIRI to acquire and utilise the research findings on analysing and improving things in the organisation and employees during the training in order to assure the successful transfer of training. This study will be a basis for further

related researches that are to be conducted in Tanzania by helping the researchers to acquire and analyse reliable, accurate and relevant information on issues related to human resources management in general and transfer of training in particular. Also, the study was useful to other scholars as a foundation for reference in various studies related to working resources particularly human resources.

The findings of this study can be useful as input for managers, policy makers and other decision makers on issues related to transfer of training and employees performance. Lastly, this study enabled the researcher to fulfill the requirement of the award of the Master degree of science in Human Resources and Management offered by the Mzumbe University.

1.7 Limitations of the study

Some challenges faced by the researcher limited effective data collection, they are as follows: competence and fear of some respondents which led to stipulation of inaccurate information. Also, another problem is lack of cooperation from some of staff members due to personal attitudes thus refusing to complete questionnaires, returning them late and sometimes not willing to reveal vital information and lastly time and financial constraints affected progress and efficiency of the study.

1.8 Organisation or Structure of the Thesis

The study is divided into six main chapters. Chapter one is Introduction which includes Background, Statement of the problem, Objectives of the study, Research questions, Significance of the study, Limitations and Delimitation. The second Chapter shows the review of literatures. This chapter includes the theoretical review, empirical review and the synthesis. Chapter three consists of the methodology used in the Research, the parts included are; research Design, Research area, the study Population, Sampling techniques, sample size, data collection methods and data analysis methods. Chapter four presents the presentations and findings of the study. Chapter five includes the

discussion of the study findings as presented in chapter four basing on the three specific objectives. Chapter six contains summary, conclusion, recommendations and a call for further studies. Then lastly, will be the Bibliography and Appendices.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter contains three parts; theoretical review, empirical review and conceptual framework.

2.1 Theoretical Review

2.1.1 Concept of Training

The most important area of the Human Resource Management function is training and development for the effective use of human resources. Training is the act of increasing the knowledge and skills of an individual for doing a particular job. In the present situation training is increasingly viewed as a means of not only fostering the growth of the individual employee but as an integrated part of organisational growth. Ngirwa (2009), defined training as a learning process in which employees acquire knowledge, skills, experience and attitudes that they need in order to perform their job better for the achievements of their organisational goals. It means that through training the knowledge and skills the employees acquire help them to improve their work performance in the organisation.

On the other hand, Armstrong (2008), defines training as the planned and systematic modification of behaviour through learning events, programmes and instructions, which enable individuals to achieve the levels of knowledge, skills and competence needed to carry out their work effectively. This involves using the planning and process of giving the employees knowledge and skills which is needed to perform their daily activities, which is described as the organization or institution duties to their employees in order to improve their knowledge and skills of performing different activities at workplace.

Bramley (1991) argues that training is systematic process with some planning and control rather than random learning from experiences, as such should be concerned with changing concepts, skills and attitudes of people treated both as individuals and as groups. It is intended to improve performance in both the present and the subsequent job; through this effectiveness of the the organisation is enhanced by way of individual or group work.

2.1.2 Types of Training

There are three main types of training namely induction training, on-the-job training and off-the-job training (Barrington et al., 2002)

i. Induction training

This is a form of introduction given to a new employee to enable them to do their work in a new profession or job role within the organisation. It entails explaining the organisational activities, customs, procedures and introducing new employees to fellow workers. This type of training always takes few hours in working hours and can continue up to a month depending on the organisational procedures and the particular professional. The induction training is part of the organisation's overall planning process and is in line with its goals which provide the employee with a smooth entry into the organisation.

ii. On-the-job training

It is conducted while employees perform job related tasks, they are not taken out of the office but some of them are conducted in the special venue such as conference chambers within the organisations. This method is required to improve the staff that had inadequate academic qualification for his job performance. It is also regarded as training within the organisation policy. For example, the organisation rotates their managers through various positions in order to broaden their knowledge of the organisation. Other sorts of on-the-job training for managers might include regular coaching by supervisor,

committee assignments to involve individuals in decision making activities and staff meetings to help the employees become acquainted with the thinking of activities in their immediate areas and others outside their sections (Aldac & Stearns, 1987)

iii. Off-the-job training

It involves being trained away from work place usually by specific trainers. This may be in a different part of the building or it may be at a different place altogether such as college or specialist training center. The techniques used to train workers are more varied and it can involve more complex tasks. It involves classroom learning using lecture, role play, case studies or computer simulations films, television, conferences or discussions, programmed instruction and laboratory training (Barrington & Stimpson, 2002)

2.1.3 Training Programmes

Gupta (2006) argues that the organisation can determine which techniques to use depending on the needs and objectives of the training in the organisation. Training programmes in organisation may be conducted through the several ways as follows:

i. Orientation

Orientation training seeks to adjust newly appointed employees to the work environment. This is given to newly appointed staff immediately after being employed. It protects new employee from making costly mistakes, it helps to understand the general objectives, mission, scope, programmes, problems and policy, structure and key members of the organisation. Orientation method is also important for the newly employed officers to enable them gain self-confidence and perform better to meet the desired expectation of the organisation which can lead to the development of an organisation.

ii. Job rotation

This method involves moving employees to various positions in the organisation so as to expand their knowledge and abilities. The method is excellent for broadening an individual's exposure to the organisational operations and for turning a specialist into generalist, increase the individual experiences, allows the staff to absorb new knowledge and skills from such environment in order to stimulate new ideas to the organisational environment when performing daily activities.

iii. Coaching

Coaching is often provided by specialists from inside or outside the organisation who concentrate on specific areas of skills or behaviours and certain knowledge to its employees such as leadership skills, management skills, problem solving skills and time management skills so that the employee can be able to practice such knowledge to perform daily activities. As a HR manager or head of the section you should be prepared and able to act as a coach when the other employees need certain knowledge which is really important in the working performance.

iv. Lectures, courses and Seminars

According to Khanka (2007), lectures are the most commonly used direct method of training. This technique involves both practical and theoretical teaching process, which could be done within or outside an organisation. It is a traditional technique of training employees. Staff attends formal lecture courses and seminars to acquire specific knowledge and develop their conceptual and analytical abilities. Lecture courses and seminars benefit from today's technology and are often offered in a distance-learning format. Feedback and participation can be improved when discussion is permitted along with lecture process.

v. Workshop/conferences

According to Saakshi (2005), the conferences method is used to help employees develop problem-solving skills. It is a series of educational and work sessions whereby the small groups of people meet together over a short period of time to concentrate on a defined

area which concern specific activity in the organisation. Also, the trainer delivers a lecture on the particular subject, which is followed by queries and discussions and the conference leader must have the necessary skills to lead the discussion in a meaningful way without losing sight of the topic or theme. These workshops include skills and knowledge that can be applied immediately in the workplace and can be helpful in improving working performance in the specific area within the organisation.

vi. Audiovisual Methods

The audiovisual method includes the films, television and video which can be often used for training in a variety of contexts. The videos can be used to demonstrate particular tasks, such as the procedures to follow when apprehending a suspect or extinguishing a chemical fire, also the videos can be used in orientation sessions to present background information on the agency-history, purpose, and goals of an organisation. This use eliminates the need for trainers or supervisors to repeat themselves for all new employees and ensures that the information needed can be simply available every time.

2.1.4 Training and Development Process

According to Armstrong (2006), training and development programme should be systematic in that it is specifically designed, planned and implemented to meet defined needs. Thus, a good training and development programme should involve the following fundamental steps: determining training needs assessment, developing training objectives and plan, developing training methods, identifying the trainees and finally, evaluating the effectiveness of training development programme.

i. Training Need Assessment:

Aswathappa (2014) argues that TNA is a process for determining and addressing needs or gaps between the position holder's current competency level and the required competency level as per Job Descriptions. Training needs analysis determines where training and development needs to be conducted in an organisation which is organisation level analysis, the second thing explained is what is to be trained in terms of identifying

the knowledge, skills and abilities needed to perform the tasks in a job which is task or operational level analysis and lastly what a particular individual needs which is individual or personal level analysis (McGehee & Thayer, 1961). Training needs analysis can be said to exist at three levels such as task analysis, person/individual analysis and organisational analysis.

Organisational analysis: According to Itika (2011) this means the process of identifying the job related knowledge and skills that are needed to support the organisation both long and short term goals, organisational culture, mission, and structure. Through analysing the organisational goals the organisation can know the knowledge and skills needed to accomplish the goals by conducting training programmes which relate to the organisation needs.

On the other hand, McGhee and Thayer (1991) explain organisational analysis as the first factor for identifying training needs. The factor includes the analysis of the structure of the organisation, objectives of the organisation, organisation manpower and strategic plans of the organisation. The organisation analysis starts by identifying the long term objectives and mentioning its operational objectives. The motive behind identifying operational objectives is to know activities to be done and the man power demand.

Milkovich and Boudreau (2006) say the organisation analysis means the process of determining where training is needed, and the analysis might look at organisation maintenance, efficiency and culture. Organisational maintenance of critical skills and the need to develop managerial talent through training may include transferring high potential employees through variety of positions and location to ensure broad exposure to a variety of responsibilities. Organisation efficiency is based on ensuring productivity and labor costs where the managers examine the organisational strategies, the result of employment planning and the major variances between the units' successes and failure to determine what role could training play. Organisational culture includes the value

system or philosophy of the organisation and the training can be designed to impart the organisational philosophy or values of employees.

Task analysis involves the examination of the job to be performed through understanding of its requirements such as knowledge, skills and abilities. The variety of methods can be used to analyse jobs to determine substantive knowledge and skills requirements. Also, in collecting job information as input in training decisions, the job analysis process must include; a detailed examination of each task component of the job; the performance standards of the job; the methods and knowledge the employees must use in performing the job tasks and the way employees learn these methods and acquire the needed knowledge (Itika, 2011).

McGhee and Thayer (1991) argue that the analysis of tasks involves deep investigation of the job and the environment on which the job will be done. The analysis of jobs results to job descriptions and job specifications which help the organisation to be aware of the performed jobs and the right human resource to perform them.

Person/individual analysis: Itika (2011) explains the individual analysis is the assessment of employees who need training by examining how well they are performing and if they possess the required knowledge, skills and abilities needed. Information about the person's job behaviour can be obtained by; direct observing job performance; reviewing supervisory evaluation of performance; using diagnosis tests such as written ability tests and work samples and lastly comparing the behaviours of well performing employees with poorly performing employees.

Also, McGhee and Thayer (1991) argues that the focus of individual or man analysis is on individual abilities, skills and the inputs required for job performance or individual growth and development in terms of career planning. This analysis helps to identify whether the individual employees require training and if so what kind of training is

needed. Barbazette (2006) noted that TNA has to answer several questions such as why, who, how, what and when.

Why question helps to link employees' performance to business demands. It also helps in examining training benefits to the organisation.

Who question helps to identify the underperformers and design training programme according to the audience which needs to be trained.

How question focuses on how deficiency in performance can be corrected. The question helps in determining of training designed is the correct solution to performance deficiency.

What question helps to know the best ways or procedures of performing a particular job for achieving better results.

When question focuses on the best time to conduct training programme. It also focuses on other things needed to ensure successful delivery of training.

ii. Training objectives and planning stage

This is done by the human resources department through involving the following things;

Setting of the training objectives: is the description of the objectives to be achieved by the trainee and the organisation upon the completion of the training programme. Examples of the objectives are; to improve employee's performance and to enhance career development.

Selection of training methods: during training, a number of methods can be used. However, those methods are mainly categorised into two; on-the-job and off-the-job training methods. Examples of the on-the-job methods are job-instruction training, coaching and job rotation. Examples of off-the-job training are case study, study tour, laboratories and vestibules.

Identification of trainer; training and development programmes may be conducted by several people, including the following; immediate supervisors, co-workers, member of Human resource department, specialists in other parts of the

company or outside consultants. Who among these are selected to teach, often depends on where the programme is held and the skills that is being taught. For example, programmes teaching basic skills are usually done by the members of the HR department or specialists in other departments of the company.

Timing of training; involves the planning of the duration of which training will take place. Training may be long-term or short-term depending on the training need assessment.

Budgeting for training; involves planning for the financial resources to be used during training process. The amount should be approved by the accounts and finance department.

Setting of monitoring and evaluation mechanism; the mechanisms of how training will be evaluated has to be identified while the training programme is planned. The aim of setting monitoring and evaluation mechanisms is to ensure that training objectives are accomplished.

iii. Implementation stage

Once the training objectives and planning stage accomplished the training programme has been designed needs the specific departments and organisations to put into practice by taking the employees need the training, to find the trainer and also the environment where the training can be conducted either on the job or off the job.

iv. Evaluation stage

Since huge amount of money is spent on training and development; how far the programme has been useful must be determined. Evaluation helps to determine the results of the training and development programme. The evaluation of training programme should follow the following principles; the evaluator has to know evaluation purpose, it has to be continuous, it should be specific and base on objective methods and standards.

Evaluation of learning can be done through assessment and validation tools to provide the data for the evaluation. Assessment is the measurement of the practical results of the training in the work environment; while validation determines if the objectives of the training goal were met. Training must be evaluated in terms of how much the participants learned; how well they use their new skills on the job and whether the training programme achieved its desired results

The evaluation of training can be conducted and analysed through Donald Kirkpatrick Four level of evaluation developed in 1994. According to this model, evaluation of training should follow one stage after another, however it is not necessary to finish all the four levels. If the budget is not sufficient, evaluation of training programme can base on one of the level. The levels in evaluation are as follows:

i. Reaction

This level evaluates participants' reactions towards training programme conducted. It helps to improve other training programmes if participants react negatively. On the other hand, Hamblin (1974) explains the training can be evaluated in terms of trainees reactions to objectives, content and methods of training and incase the trainees considered the programme worthwhile and like it, the training can be considered effective.

ii. Learning

This level evaluates the extent to which participants have acquired new skills, knowledge and attitude. In some organisations, participants are tested before and after training to identify if learning has taken place. Also, Hamblin (1974) explains learning level like the extent to which trainees have learnt the desired knowledge and skills during the training period and can be used as the useful basis of evaluation training effectiveness.

iii. Transfer

This level evaluates if learning has occurred and learners' behaviours has changed. The change of learners' behavior is due to the newly acquired skills and knowledge. The level is the best assessment of training programmes effectiveness. On the other hand, Hamblin (1974) explains transfer level as the behaviour level where the improvement in the job behaviour of the trainees reflects the manner and extent to which the learning has been applied to the job.

iv. Result

In this level measures the success of the programme in terms that managers and executives can understand the things like increased production, improved quality, decreased costs, reduced frequency of accidents, increased sales, and even higher profits or return on investment. From a business and organisational perspective, this is the overall reason for a training programme. On the other hand, Hamblin (1974) states that the ultimate results in terms of productivity improvement, quality improvement, cost reduction, reduction in labor turnover and absenteeism are the best criteria on evaluating the result of the training programmes.

The evaluation of training programme tends to identify the expected and actual outcomes. If the expected and actual outcomes differ, future training programmes should be well designed. The evaluator should communicate evaluation information to trainees, trainers and other stakeholders involved in designing and implementing training programmes.

2.1.5 Concept of Transfer of Training

Transfer of learning is also defined as the effective and continuing application by trainees to their jobs the knowledge and skills gained in training both on and off the job (Broad & Newstrom, 1992). The knowledge that employees get from the training should be transferred to the working environment In order to perform their work or responsibilities. Transfer of training also shows the degree to which trainees apply

knowledge, skills and attitudes they gain from training to their job or working environment.

Transfer of training means it is the evaluation of whether anticipated gains in knowledge, skills, attitude and affect from training have been achieved and whether the changes are then applied to the job to generalise skills and retain long term skills on the work environment. Tunnenbaum and Yulk (1992) state that transfer of training is the extent to which trainees effectively apply the knowledge, skills, behaviour and attitudes gained in training to their job.

Transfer of training involves the application, generalisation and maintenance of new knowledge and skills (Ford & Weissbein, 1997). Means that the knowledge employee acquire from the training to be applied on the work environment so that the performance of an individual can be improved as well as the organisation which can improve the competitive advantage of the organisation.

2.1.6 Types of Transfer of Training

In order to cover the performance gap between the actual and desired performance, the organisation should have the training programmes which enable employees to get new knowledge and skills as well as transfer of training should be effectively done within the organisation. Naik (2007) explains the following type of transfer of training which occurred in the organisation.

i. Positive Transfer of Training

Means the job performance improves on account of training, on the other hand the positive transfer training occurs when learning in one context improves learning or performance in another context means that the knowledge and skills the employee get are relevant to the employee professional which help them to use that knowledge and skills in their daily responsibilities or to perform their work. For example, if someone learning a new database package and has background knowledge of databases or has

used a different database package they are likely benefit in terms of time taken to learn the new package.

ii. Negative Transfer of Training

Means the job performance goes down after the training. Also, negative transfer occurs when previous learning or experience inhibits or interferes with learning or performance in a new context. Means that the employees may acquire knowledge and skills which is irrelevant to his or professionals, for example the accountant personnel go for the training of how to recruit employees which is not his or her responsibility when he come back from the training cannot able to transfer such knowledge because it is irrelevant to his daily activities and such training should be given to human resource personnel.

iii. Zero Transfer of Training

Means there is no changes in job performance on account of training. The employee acquires certain knowledge on the training but he or she doesn't use them on their job performance. Means that the employee goes for training to acquire knowledge and skills but after training he or she doesn't use the knowledge to improve the performance in the work environment.

iv. Near transfer

Means what has been learned is capable of being directly applied on the job, like when the new technology introduced some employees get trained concern specific technology or how to use it in practically so that after the training he or she can be able to apply such knowledge and skills, for example the employee in the training learn to use the computer and once he perform his or her duties use the computer.

v. Far transfer

Means the learning in new situations or in a creative way, this based a lot on theoretical things whereby the employee can acquire the new knowledge to use on the future time or the use of machines which are not available in the organisation for the time being which leads to the employee failure to transfer such knowledge and skills.

On the other hand Bernard et al. (2001) explains the different forms or types of transfer of training as follows

- i. **Positive transfer;** means the trainees apply to their work environment what they learnt during training. When trainees apply the learnt skills and knowledge, it facilitates them to learn new skills and knowledge.
- ii. **Negative transfer;** this kind of transfer there is no application of what trainee acquired from training. In negative transfer, there are no added skills and knowledge to the trainee.
- iii. **Far transfer;** means that the acquired knowledge are not useful for the current situation rather for the future state.
- iv. **Near transfer;** means the knowledge and skills acquired relate and is useful for the current situation and there is conducive environment to transfer such knowledge.
- v. **General transfer;** is the form of transfer of training where the trainee is equipped with knowledge and skills to be used in other tasks apart from the learning tasks.
- vi. **Specific transfer;** The learning task is so specific that no transfer can be expected to other tasks; means that the knowledge and skills acquired can perform the specific task and not other tasks, for example operating certain machines such knowledge cannot be used to perform other work than operating specific type of machine.
- vii. **Horizontal transfer;** the transfer can occur from one task to another, where the acquired knowledge and skills can be used to accomplish more than one task.
- viii. **Vertical transfer;** the transfer occurred within a certain task with growing expertise, whereby the transfer occurs once certain department or some professionals on the same field needed to perform certain activities which concern their department and the acquired knowledge and skills.

2.1.7 Work Environment Support Transfer of Training

The work environment has a significant impact on transfer outcomes. The effectiveness of a training programme is largely dependent on the trainees' ability to use their newly acquired competencies on the job (Salas et al., 2006). Environmental factors help to determine whether the employees use the acquired knowledge and skills to the work place. The most critical components of the work environment include transfer climate, support, opportunity and follow-up.

i. Transfer climate

Transfer climate has been conceptualised as observable or perceived situations in organisations that inhibits or facilitate the use of learning skills (Rouiller, 1993). The transfer climate really matter in the organisation so that the employees who acquire skills and knowledge can be able to transfer such knowledge to the work environment which can lead to the successful transfer of training in the organisation.

Thayer and Teachout (1995) noted that there are cues which are the situation cues and consequences cues. Situation cues means to remind trainees of opportunities to use what they have learned when they return to work, and in situation cues there are four types includes goal cues, social cues, task cues, and self-control cues. The second cues are the consequence cues which are the environmental based controls that directly or indirectly impact training transfer by the level of influence upon the trainee. The consequences cues divided into four elements such as positive reinforcement, negative reinforcement, punishment, and extinction. Positive reinforcement are those actions designed as rewards that are contingent on the trainee's correct use of the skills learned during the training (Machin, 2002). Negative reinforcements which can include punishment and extinction are actions that either reinforce the training by punishment such as supervisor disciplining an employee for failure to use a process taught in training is the feedback trainees receive after they apply the knowledge, skills, and attitudes they gained in the training to their jobs. Generally, a positive and conducive transfer climate is important

for trainee to apply and maintain skills. Organisations with supportive environment for transfer influence trainees to transfer the learnt skills successfully but for the organisations with poor supportive environment hinder the transfer.

ii. Support

The supervisors' and peers' supports are very important aspects in the transfer of what trainees learnt.

Supervisor support

Ridge (2002) noted that supervisors at work play a major role to ensure employees transfer what they learnt. Their support is through providing the trainees with relevant chances to put in practice the skills and knowledge. On the other hand, supervisors' support may also be through recognizing, encouraging and rewarding employees who apply the learnt skills and knowledge at work. Cromwell and Kolb (2004) noted the more trainees get good support from their supervisors, the more they transfer what they learnt.

Holton et al. (2000) stated that when positive reinforcement and praise are used to innovate attempts and behavioural change after training in work place this is likely to result in learning transfer but if supervisor display negative reinforcement such as destructive criticism towards attempts by employees to implement what they have learned may discourage learning transfer.

Peer support

Peer support refers to the extent to which peers reinforce and support the use of leaning on the job and it is usually significant when the employees are called upon to perform complex tasks. Chiaburu and Marinova (2005) noted that there is strong relationship between peer support and transfer of training. Once the employees get the encouragement and positive support to use the acquired knowledge and skills from training they can transfer such knowledge and skills to the work environment

immediately after the training but if they don't get support to transfer the knowledge can take time and cannot take place.

iii. Opportunity to perform

For positive transfer to occur, employees should be provided with enough chances to apply what they acquired during training (Burke & Hutchins, 2007). The opportunity can be divided into two categories which are coaching and opportunities to practice. The coaching and opportunity to practice refer to the instances where employees are given time and an opportunity to practice skills immediately when returning to practices and supervisors should coach them accordingly. Opportunity to use on the other hand refers to the extent to which employees are provided with the necessary resources and tasks to implement newly learned behaviour, skills and knowledge. Scott (2010) found that given opportunity to transfer the likelihood is high that employees will utilise that offer. For the training to be successful transferred the trainees or employees who acquire the knowledge and skills needs the chances and relevant working resources to put into practice the skills to their working place.

iv. Follow up

Learning is a continuous process; the end of training programme is not the end of learning experience. The completion of training should not mark the end of learning experience, skills and knowledge rather the organisation should have the period immediately where the trainees or employees can reflect their training experiences and follow up with practices and discussions, also the trainers and employees' supervisors should make follow up to trainees. Organisations should provide assistance to trainees inform of working tools so that they can transfer what they learnt. The provision of the material and non-material aid facilitates effective transfer of training.

2.1.8 Factors Impeding Transfer of Training

The effectiveness and impact of learning in any organisation is realised when the trainee can transfer what he/she learnt during training in the work environment. The

applicability of the skills and knowledge in the working place facilitates good individual and organisational performance. However, in most of the organisations the opportunities of transfer of learning is limited. Ridge (2002) and Baldwin & Ford (1998) explain the limitations of the successful application of the skills and knowledge is categorised into three categories namely; trainee characteristics, training design and work environment

Trainee characteristics

The trainee characteristics play a powerful role as the limitations of transfer of training. Trainee characteristics are as follows:

Lack of motivation: Motivation refers to the processes that accounts for an individual's intensity, direction and persistence of effort toward attaining a goal (Robbins & Judge, 2009). The motivation of the person to learn and transfer the skills acquired from the training to his work. When trainee is lowly motivated can lead to failure of transferring training in the organisation because the employees can have the training knowledge and skills but he or she can fail to transfer the knowledge in the job performance of the organisation. For example, if the employee knows that after training there will be promotion or any form of reward, he/she will be motivated to transfer what is learnt to the job.

Low self-efficacy: Self-efficacy is the personal judgment on the ability to perform a particular job (Bandura, 1982). Employees with high self-efficacy become confident on acquiring skills and knowledge and transfer the knowledge they get to perform the trained task. The lower level of self-efficacy of the trainee can be the barrier to the transfer of learning because the employees cannot have the confidence of transfer the knowledge and skills in performing a given task on the work place.

Low cognitive ability: Cognitive ability means the individual ability to understand complex ideas, adapt to their environments, learn from experiences and engage in various form of reasoning (Neisser et al., 1996). If people have low ability of

understanding the knowledge and skills acquired from the training can fail to carry out any task from the simplest to the complex, also people with poor learning methods, poor problem solving skills and paying attention with the actual knowledge it is difficult for those people to transfer the knowledge acquired from the training into daily practices.

Wrong perception: Perception means the way in which something is regarded, understood and interpreted. Once the employees have the wrong perceptions about the training such as the training is not relevant with the activities they done each day or once they go to training there is nothing new to gain and also the supervisors are not supporting the employees from the training the thing which can lead to the failure of transfer of knowledge people get from the training because they had the perception that they will not gain any support.

i. Training designing

The designing and the way of delivering training programmes has a great effect to learning and application of what is learnt. The following are the barriers or limitations of transfer occurred due to the training designing;

Impractical and irrelevant training: Designing the training whereby the employees acquire knowledge and skills from the training which are not related to the particular field which can lead to the failure to transfer of training in job performance. For example, the human resource personnel sent to the medical training he or she can fail to apply the knowledge and skills because are not related to the field or working environment.

Error management: It enhances employees' application of the learnt skills and knowledge through participating in various tasks of problem solving and informing them what will happen if they fail to apply the new skills and knowledge. Once the organisation doesn't promote that and analyse such errors the employees cannot transfer

the knowledge or skills from training to the work place because they know that even if they didn't transfer that knowledge cannot harm the organisation performance.

Unrealistic training environment: Conducting training and practice in environments that resemble the workplace increases the likelihood that trained competencies will transfer. The conducting the training on the environment which does not resemble the organisation environment can be the obstacle on transfer learning because the employees may fail to transfer the knowledge on the different environment that is the reason some organisation prefer on the job training.

Insufficient time of implementing new skills: the irrelevance between training and job requirements makes trainees to have no time of implementing what they learnt during training. The training irrelevance makes trainees' attitude to be "course is over and we're back to work". For example, if the human resources officer is sent for vaccination seminar, he or she will not have time to apply the skills because they are irrelevant.

ii. Work environment

Equipment Inadequacy: The application of new skills and knowledge acquired need new equipment which may not be available in a particular organisation. This makes it difficult for the transfer of training to be realised because there is no adequate equipment needed by the trainee. In some organisations the employees were trained on the computerised operation of production activities but the company lacked relevant computers hence transfer skills was not realised.

Non-supportive resources for application: it refers to resources provided to participants to encourage transfer of learning. It involves an institution that facilitated to academics opportunities to apply new learning, needed resources to use new skills such as equipment, information, materials, infra-structure, and adequate human and financial resources. For example; when organisation does not provide the trained employee with

information and financial resources needed for the application of the learnt skills, the realisation of transfer of training becomes difficult.

Poor Participant's supervisor support: This factor defines the extent to which participant's supervisor or the programme's coordinator supports the transfer of learning, whether he or she encourages, shows interest, offers support, and follows the transfer activities. If there is poor support from the supervisor, it becomes difficult for the trainee to transfer what he or she has learnt during training

Peer pressure: it is one of the work environment limitations of transfer of training. Trainees work with others, hence the discouragement they get from the peer can stop them from using the skills they acquired from training to the job performance. For example, if peers discourage the trainee or if they perceive the trainee was favored to go training, they may not offer positive support to him/her while working.

On the other hand, Holton et al. (2000) mentioned some of the factors impeding successful transfer of training or on other words the barriers to transfer of training as follows

- Lack of job's reinforcement
- Work environment difficulties
- Non supportive organisation culture
- Wrong perception of learner that new skills are not practical
- Learners discomfort with change
- Negative peer pressure
- Lack of feedback
- Lack of clarified expectation
- Lack of tools to do the job
- Lack of incentives for example recognition
- Lack of supervisor and manager support.

Also, a number of reasons have been identified to explain why some employees fail to transfer skills and knowledge to their workplace after attending training programme. Newstorm (1986) cited in Canada Literacy Secretariat have identify the following barriers:

- a) Lack of reinforcement on the job to support trainees to apply training in their jobs. Trainees are not expected to try doing something new if there is no one around cared them either by giving rewards for good performers or punishment.
- b) Interference by immediate environment. This includes factors like working with time pressure and insufficient authority. These factors act as obstacles because employees cannot use their new skills even if they are willing to do so.
- c) Unsupportive organisational culture or climate. The employees fail to transfer new skills simply because the organisation does not provide strong philosophical support for the goals of training and development programmes.
- d) Poor equipment to support transfer if training.
- e) Trainee's perception on the impracticality or irrelevance of training.

Also, Habi and Gellejah (2009) also mention the following factors as the factors impeding transfer of training.

- a) Lack of support from the supervisor
- b) Lack of support from co-workers especially when work group norms are in conflict with training objectives.

Other factors from Kemerer (1991) as cited in Canada Literacy Secretariat include;

- a) Poor training design (unfocused learning objectives)
- b) Poor timing (readiness by learners). Employees cannot be motivated to change if they hold the perception that there is no need for new behaviour hence no readiness to learn

2.1.9 Actions to Ensure Transfer of Training

The main focus of training programmes is to transfer the acquired skills and knowledge to the work environment. Most organisations ensure measurement of training transfer for improvement of both individual and organisation performance. Transfer of training as a process, need to be organised before training, during training and after training. However, the most important strategy to be considered is to ensure the knowledge acquired during training programmes is perceived by trainees and supervisors to be important (Abujazar, 2004).

Before the training: Before employees participate in training programme, supervisors should ensure right selection of individuals who need to be trained. For successful transfer of training, supervisors and trainees should be trained at the same time so that they can support each other after the completion of training.

During the training: several techniques can be used to ensure trainees transfer the skills learnt. Trainer can invite previous trainees to share how they managed to transfer their skills and knowledge. On the other hand trainer can allow relevant questions regarding how trainees will transfer the skills. Lastly, trainer can make follow up and support trainees when they perform tasks in their work environment.

After training: top ensure effective transfer of training, trainer can design mentoring system through assigning mentors to trainees. The training organisation and trainer can give feedback to trainees who implemented the acquired skills successfully.

On the other hand, Cascio (1991) propose the following factors that should be considered by training designers to ensure maximum positive transfer:

- i. To ensure the training situation and the job situation are similar.
- ii. To ensure trainees are provided with experience relevant to skills they acquired during training.
- iii. To ensure trainees understand the principles being taught particularly in the job.

- iv. To ensure training content is linked with the job content (“what you learn in training today, you will use on the job performance”).
- v. To ensure that what is learned in training is rewarded on the job. If immediate supervisors or top management do not support what was learned in training, do not expect the training to have much impact on job performance.

2.2 Theories Underpinning the Study

There are a number of theories underpinning transfer of training. Then study used three different theories because successful transfer of training depends on trainees characteristics, training design and work environment. Trainees characteristics relates with Expectancy Theory (Vroom, 1964), Training design relates with Principle Theory (Goldstein 1986) and Work environment relates with transfer climate framework theory (Rouiller & Goldstein (1993).

2.2.1 Expectancy Theory

The theory was propounded by Victor Vroom in 1964. It assumes that behaviour results from conscious choices among alternatives whose purpose is to maximise pleasure. Vroom stated that effort, performance and motivation are linked to employees’ motivation. There are three variables explaining the theory; Expectancy, Instrumentality and Valence. Expectancy is the belief that the increase of efforts will lead to increased performance. The basic argument under this variable is that an individual or the trainees’ behaviours will change positively because they expect something associated with the changed behaviour. Example; trainees decide to apply the learnt skills and knowledge because of monetary rewards or promotion.

The second variable is Instrumentality which means the performance outcome variable which assumes that if someone performs well, the valued outcome will be received by improving the performance through applying the knowledge and skills person acquires from the training. The last variable is valence which explains that it is important that the individual places upon the expected outcome. If the valence is positive, an individual

will prefer to transfer the learnt skills and knowledge but for the negative valence, transfer will not occur. Generally, the expectancy theory explains that trainees apply the learnt skills and knowledge because they expect better results. In the context of this study the theory is very important in understanding the factors which affect transfer of training through the expectation of employees and the organisation motivation toward employees after getting the knowledge and skills.

2.2.2 Principles Theory

The principles theory explains that for the learner to apply skills learnt during training, the training programmes should base on the general principles of performing a particular task (Goldstein, 1986). According to the theory, trainee can transfer skills to the work environment if training programme based on job principles. For example, general principles on problem solving might be applied in a conflict management solution in organisations. In the context of this study the theory shows that in order for the transfer of training to occur in the organisation the principle theory should be applied to handle some situations.

2.2.3 Transfer Climate Framework Theory

Rouiller and Goldstein (1993) developed a framework of concepts to operationalise transfer climate; the framework had types of workplace cues, namely situation cues and consequence cues. The cues mean the action or events which act as a signal to let someone do something. The situation cues reminds trainees of the opportunities to use what they have learnt from the training when they return to work environment, the situation cues are of four types which are goal cues, social cues, task cues, and self-control cues. The second set of workplace cues is the consequence cue which means the feedback trainees receive after they apply the knowledge, skills, and attitudes gained in the training back to their jobs. There are four types of consequences cues namely positive feedback, negative feedback, punishment, and no feedback. This theory of the transfer climate factors was a milestone in the identification of the factors and improving

the understanding of such factors, so that improvement can be made in the transfer climate to enhance transfer of training to the work environment

2.3 Empirical Part

Elbers (2010) investigated the effect of learner, training, and work environment characteristics on the transfer of knowledge, skills, and attitudes (KSA) from a classroom situation to a work situation which is also known as transfer of training. The study was carried out in the technical project based company Vanderlande Industries (VI) and aimed to address the research question on how to organise the input characteristics such as learner characteristics, training characteristics, and work characteristics in order to improve the application of learned KSA in the work environment. The findings showed that the highest transfer performance is achieved when the trainees participate in training programmes with intensive feedback during training, interactive training methods and a longer training length. Before training, trainees should obtain realistic training expectations through clear specific goal setting and sufficient provision of training information in order to achieve good training outcomes and consequently better transfer results. Directly after the training programme, trainees should feel comfortable with their training expectations and trainees should have the expectation that effort devoted to transferring learning will lead to changes in job performance. In addition, the support, involvement, and coaching from supervisor and colleagues after the training programme play an important role in the applicability of learned knowledge and skills in the work setting.

Saleh (2011) investigated the factors affecting transfer of training within the work environment from perception of workers. The study was conducted in Palestinian Government hospitals and the findings show that the factors which affect transfer of training based on work environment can be divided into two categories, namely organisation culture and work climate. First, the organisation culture includes things like language, lack of necessity for financial rewards to enhance performance and ability to

transfer the training to the work. Also, organisation culture assessed in terms of how applicable the training was to the job and positively can influence transfer of training. These results reinforce the notion that hospitals should be aware of how well the content of the organisation culture, in terms of the use of activities, examples and exercises, is focused on the application of on-the-job learning and are able to transfer to the work.

The second thing is work climate and the study results indicate that work pressure received a very high degree of response, which demonstrates that pressure in the work environment plays a very significant role on the transfer of training process and the items related to the desire to participate in the decision making process play an important role in the transfer of training process. Further, the study reflects the influence of practising learned skills, risks associated with practising new skills, and promotion opportunity as having a moderate role in the transfer of training process. In contrast to this, items relating to the influence of time and punishments associated with practising new skills have low influence on the process of training transfer. Overall, the factor of work climate has a moderate effect on transfer of training within the work environment from the perception of Palestinian government hospital workers.

A study conducted by Nikandrou (2009) on training perceptions of training transfer. The study was an empirical analysis which included employees from different organisations in Greece. It examined trainee characteristics which affect the motivation to acquire knowledge and skills; and transfer to the work environment also determines the trainees' behaviour. During the training process, the complex interaction among the trainer, the trainees, and the content and the method used are taken to access what is termed as direct or indirect transfer of training, also the organisation factors affecting both training transfer and trainee him or herself were examined. The researcher conducted the interviews with the trainees who participate in training programmes from different organisations.

The findings of this study were that the main cause of the failure of transfer of training are the organisational factors where the organisation provides training which the managers suggest without any opinions or suggestions from their employees. This causes some problems because the training can be provided offering the knowledge which the employee doesn't need and make them to fail on transfer such knowledge to work place. Another factor for the failure of training transfer is employee characteristics toward motivation, this means that some of employee can fail to transfer knowledge and skills if the organisation does not motivate them through intrinsic or extrinsic rewards but when the organisation has the motivation things the employees can be ready to transfer such knowledge and do it successfully.

The study by Raliphada (2013) aimed to identify and describe organisational factors that affect learning transfer in South Africa public services. This study examines the organisation factors only where the researcher use interview and questionnaires in order to get the data or information needed. In interview the researcher found out that the factors that affect learning transfer are as follows: the first factor is resource availability which includes the financial resources, time and the work load, the second factor is supervisor's role which focus on monitoring and coaching roles as well as the ability of providing feedback, the third factor is the support of management and leaders which focuses on how stable the management is and how they respond to changes, the fourth factor is organisation culture which include organisation planning and organisation, and other factors includes mentorship and coaching, non-alignment of training goals, poor organisation planning and weak controls, management and leadership change, resistance to change and organisation culture.

On the other hand, in questionnaire method the identified factors affecting learning transfer include opportunity to practise which can be influenced by policies, procedures and organisation processes, position power and peer support, resources availability, performance culture, management support, feedback and rewards and lastly

organisational monitoring mechanism. For the transfer to occur the organisation should ensure that the working environment is conducive for that knowledge and skills to be transferred effectively through daily practices and responsibilities in order to cope with some of the changes such as technology.

On the other hand, Edwards (2013) investigated on the factors affecting training transfer in supervisors and hourly employees in manufacturing organisation in Australia. The researcher came with some findings concerning this study as follows: Supervisors and hourly employees have different levels of responsibilities and tasks within the company including to transfer knowledge and skill acquired from the training, yet both of them value a safe work environment. Employee training represents a significant investment for many business organisations, but training effectiveness requires training to be transferred into employee job performance. If an employee is able to transfer training into performance improvement, then the training can be considered successful. Training transfer may depend on personal, training, and work environment factors, and supervisors may differ from hourly employees in transfer motivation.

Supervisors indicated a higher level of support compared to hourly employees. This difference may be the result of supervisors receiving more direction and overall more training. Supervisors received a higher level of support as they themselves learned and adapted to new safety mandates.

Supervisors were under considerable pressure to implement safety procedures, but this increased the motivation to transfer. Furthermore, the findings of this study provided insight into understanding that transfer can be effectively initiated; however, the methods to facilitate this transfer may not always be well-received by members of the organisation. The effectiveness and expediency of performance change will occur when an organisational push for changes stimulates employees' willingness to transfer information and knowledge into change-related job performance. However, increased

employee accountability, an underlying current of fear based on disciplinary practices, and increased pressure to change old practices and procedures may also occur and transfer of such training will eventually occur to the organisation.

2.4 Research Gap

Based on a review of the transfer of training literature, we can conclude that there are a lot of contributions in the empirical literature for training transfer. But on the other hand, there is significant gap whereby a lot of researchers based on the work environment factors and left other factors like the employee characteristics and training design factors. A lot of researches were conducted in other countries such as Palestine, Greece, South Africa, Australia and other countries. There is lack of research concerning transfer of training in Tanzania. Hence, I can argue that more research is needed for better understanding on factors impeding training transfer in an organisation especially in Tanzanian organisations because many organisations in Tanzania conduct a lot of training programmes but when the employee returns to the workplace does not transfer such knowledge, skills and attitude. On the other hand, many organisations invest a lot of money on training but the returns of investment are not realised because the employees fail to transfer the knowledge and skills from the training. Therefore, this study attempted to address the gaps in the literature by exploring the factors affecting transfer of training in public institution which is TAFIRI specifically TAFIRI Dar es Salaam.

2.5 Conceptual Framework

The figure 2.1 below illustrates the conceptual framework. It consists of abstract ideas used to relate the independent and dependent variables (Kothari, 2004). From the figure the dependent variable is transfer of training and independent variable is training and the inter-mediate variables include trainees' characteristics, training design and work environment.

It is argued that in order for the organisation to have the successful transfer of training should have the training programmes first then the organisation should observe some factors such as trainees' characteristics, training design and work environment. If the organisation observes the trainees characteristics such as motivation, self- efficacy and the ability, the employees can transfer the knowledge and skills once they get promotion and some rewards, also self-efficacy is another thing which should be well determined because if the employee needs to perform well he or she can transfer such knowledge but once he or she doesn't have that knowledge the transfer of training cannot succeed. Moreover, the organisation environment and training design really matters because if the organisation fails on such things transfer of knowledge and skills may not occur but if they determine and design very well the successful transfer of training may occur in the organisation.

Figure 2.1: Conceptual Framework

Independent variables

Inter-mediate Variables

Dependent variables



Source: Researcher (2015)

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

The chapter explains the research methodology that was employed in the study; it highlights on the research design, area of the study, the population of the study, sample size and sampling techniques, the methods used in data collection and data analysis.

3.1 Research Design

A research design is the arrangement of conditions for the collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure which justify a decision regarding what, where, when and how much. It includes an outline of what the researcher will do from writing hypothesis and its operational implications to the final analysis of data (Kothari, 2004). Research design in other words is a design that justifies the logical structure and the principles of research methodology and methods and how these relate to the research questions, hypothesis or propositions (Jupp, 2006). The research design can be categorised into different types such as survey research design, experimental research design, action research design and case study research design (Thornhill et al., 2007).

The researcher used case study design. A case study research is an empirical inquiry that investigates a contemporary phenomenon in-depth and within its real life context especially when the boundaries between phenomenon and context are not clearly evident (Yin, 2004). On the other hand, Patton (2001) explains this research type which do not use the whole population rather the researcher select specific subjects or respondents with common characteristics. The case study design was used to collect information

since it is difficult to study the whole population concerning the factors affecting successful transfer of training because of some reasons such as time, money and other limited resources. The researcher decided to deal with a specific subject that would represent other areas. Also, the case study is useful for testing phenomenon in the real world. The researcher used the case study research design to acquire information needed from Tanzania Fisheries Research Institute (TAFIRI) specifically TAFIRI Dar es Salaam.

3.2 Research Approach

During conducting research, there are three approaches which can be used. The approaches can be qualitative, quantitative or mixed approach. Qualitative approach aims at revealing the behaviour and perceptions of audience while referring to the study topic. This approach involves studying small group of people deeply and its results are descriptive in nature (Kothari, 2009). The quantitative research approach involves investigating facts which are observable using statistical techniques. This approach collects and analyses the numerical data (Kumar, 2002). This study used both quantitative and qualitative approaches. The qualitative data collected through interview, documentary review methods, and were analysed by thematic analysis technique while the quantitative data were collected by questionnaire method and analysed by descriptive statistics technique. The researcher decided to use mixed approach by virtue of nature of data which were both numerical and descriptive. Also, the researcher used mixed approach to gain in breadth and depth of understanding and corroboration, while offsetting the weaknesses inherent to using each approach by itself (Goddard and Melville, 2001).

3.3 Area of Study

The study was conducted at Tanzania Fisheries Research Institute, Dar es Salaam (TAFIRI - Dar es Salaam). TAFIRI-Dar es Salaam is one among the four centers of Tanzania Fisheries Research Institute (TAFIRI) which is the parastatal body responsible

for fisheries research in both fresh water and marine water in Tanzania. It is located at Kunduchi, Dar es Salaam near the Indian Ocean. The centre is responsible for conducting fisheries research on the Indian Ocean and its catchment. Most of public organisations in Tanzania despite devoting fund for training programmes in their annual budget every year, they still face poor performance (URT, 2013). The poor performance results from trainees who do not transfer the knowledge and skills acquired from training developed the interest of the researcher to conduct the study on the factors impeding successful transfer of training even if employees attend a lot of trainings.

3.4 Study Population

Sekaran (2005) population means is the large group of individuals, objects and units that has more characteristics in common which can be used in research study. Population is the aggregate of all elements that share some common set characteristics and that compromise the universe for the purpose of the research problem (Malhotra, 1999). Therefore, the target population for this study was 38 employees of TAFIRI-Dar es Salaam who constitute both top management and other employees. The distribution of these employees is as depicted in Table 3.1 as follows:

Table 3.1 Units of analysis

S/NO	Unit	Number of staff	Percentage of the total
1.	Administration	8	21
2.	Research	21	55
3.	Fisheries	7	18
4.	Finance	1	3
5.	Stores	1	3
	Total	38	100

Source: TAFIRI-Dar es Salaam annual report (2014/2015)

3.5 Sample Size and Sampling Techniques

3.5.1 Sample Size

Sample size refers to the selected respondents or items to be used by the researcher to acquire data from the population; it should be optimum so as to fulfill the requirements of efficiency, representativeness, reliability and flexibility (Kothari, 2004). On the other hand, Serekan (2003) advises that too large sample size could become a problem and recommended sample sizes between 30 to 500 respondents. If the sample size ('n') is too small, it may not serve to achieve the objectives and if it is too large, we may incur huge cost and waste resources.

Kothari (2004) indicates the following formula in order to find the sample size which can be used by the researcher to get the information or data needed:

$$n = \frac{Z^2 pqN}{e^2 (N-1) + Z^2 pq}$$

Where: n = sample size

Z = 1.96 (for 95% confidence level)

p = 0.5 (proportion of defectives)

q = 0.5 (proportion of non-defectives)

N = total population

e = error tolerance (10%)

$$\begin{aligned} &= \frac{1.96^2 \times 0.5 \times 0.5 \times 38}{0.1^2 (38-1) + 1.96^2 \times 0.5 \times 0.5} \\ &= \underline{36.4952} \end{aligned}$$

$$1.3304$$

$$= 27$$

Therefore, from the total population of 38 employees, the sample size from which data was collected is 27 employees which are 71% of the sample population.

3.5.2 Sampling Techniques

The sampling techniques refers to the ways which lead to the selection of a small group or portion of the population that the researcher is interested to gain information and arriving to conclusions (Keya et al.,1989). The sampling techniques that were used for selecting respondents for this study are purposive sampling, proportional stratified sampling and simple random sampling.

3.5.2.1 Purposive sampling

Purposive sampling also known as judgmental sampling, the researcher purposely chooses a person who is in his judgment about some appropriate characteristics required of the sample members, is relevant to the research topic and easily available to him (Rwegshora, 2006). Under purposive sampling the researcher will use skills and knowledge judgment about who are supposed to be included in the sample. The purpose for selecting the specific study unit is to have those that will yield the most relevant and plentiful data, given your topic of study (Yin, 2011).

The purposive sampling technique was used to draw a sample of 5 respondents from heads of departments and units who are responsible for training practices of their staff and those who ensure the transfer of training within the organisation. These are respondents who constitute the management team of TAFIRI-Dar es Salaam and therefore became the most important in providing some data that could otherwise be not possible for non-managerial employees to provide.

3.5.2.2 Simple random sampling

This type of sampling is also known chance sampling or probability sampling where every and each item of the population has an equal chance of inclusion and each one of the possible samples, in case of finite universe, has the same probability of being selected (Kothari, 2004). This sampling technique was used to select the names of 22 respondents excluding those who were already selected through purposive sampling were written in separate pieces of paper and mixed in a special device like a small box. Then the researcher picked randomly the pieces of paper depending on the number of respondents needed from that stratum. The process was repeated for all other strata. Simple random sampling was used so as to give each individual in a population equal chance of been included in the sample which can help the researcher to avoid bias in data collection.

3.6 Data Collection Methods

The researcher used both primary data collection methods as well as secondary data collection methods. Primary data source included the application of questionnaires, interviews and observation data collection methods. Secondary source includes the application of relevant documentary review.

3.6.1 Primary data collection methods

The primary data is collected from the field directly (Kothari, 2004). This type of data is not yet published hence they it is valid compared to secondary data (Yin, 2003). To collect the primary data, the researcher used two methods which were interview and questionnaires.

i. Interview method

An interview refers to the list of questions asked to respondents either orally or verbally as noted by Kothari (2007). On the other hand Ruane (2005) defined an interview as a

personal method involving posing of questions either face to face or through telephone between the interviewer and the respondent.

This method was used as a data collection technique on information not easily collected through questionnaire technique. The main type of interview used was one to one interview where the researcher asked questions from the interview guide to maintain consistency during interview and the interviewee is allowed to give the explanations. This method allowed flexibility to both interviewer and interviewee and got the greater chance in depth discussion, also the respondents allow the researcher to reflect person's perspectives basing on the assumptions that the person perspectives is meaningful, knowable and able to be made.

ii. Questionnaire

A questionnaire is a pre-formulated research instrument containing a set of questions to which respondents record their answers either unlimitedly or using defined and closed alternatives (Amin, 2005). The study employed both open ended questions and close ended questions. The open ended questionnaires used by the researcher to get a lot information because the respondents are given chance to express themselves with their own words where the researcher will provide the space for the respondent to fill with a self-generated response in accordance with the nature of the question. Closed or structured questions are used in large-scale data collection where the respondents were provided with two or more alternative responses for him/her to choose the most suitable one.

Questionnaires were administered to 22 respondents. Questionnaire was in both English and Swahili language. English questionnaires were for respondents conversant in English language and Swahili questionnaires for respondents who were not conversant in English language.

3.6.2 Secondary data collection methods

Secondary data collection methods will be used to obtain data which were already collected and stored sometime earlier for specific objectives which relate to this study. The secondary data collection method that will be used in this study is documentary review.

Documentary review

This method seek kind of information that may takes many forms such as letters, emails, manuals, acts, news articles, reports, empirical researches, articles and newspapers publications(Yin, 2009). Documentary review method was used to collect data from documents relevant to this study. These documents include internal periodic reports and other documents that I was directed by management of TAFIRI-Dar es Salaam to be worth for my study. The data collected through this method included data on the training programmes and training transfer. The rationale for using documentary review method was to obtain the data which are already collected and stored for future use thus eliminating the need of re-collecting them through primary methods which could be time consuming, laborious and costly.

3.7 Data Analysis Methods

According to Krishnaswami (2002) and Kothari (2004) data analysis involves an examination of data for studying the characteristics of the object under the study and for determining the pattern of the relationships among variables relating to, it involves a number of closely related operations which are performed with the purpose of summarising the collected data and organising these in such a manner that they answer the research questions. In analysing the data collected the researcher used both quantitative and qualitative methods. Quantitative analysis involved the analysis from

the questionnaire through computation of descriptive statistics mainly percentages. The use of tables and percentages in particular helped the readers to note the relationships in quantitative sense more clearly. The data from questionnaires were analysed by using Statistical Package for Social Science (SPSS) to get only frequencies and percentage.

Qualitative data analysis involved the analysis from interviews and focus group discussion through involving the factual and logical interpretation, comparison and explanation of study findings. Sekaran (2003) this approach essentially involved a thorough and repeated response from oral information by respondents underlining the main ideas and then extracting the core meaning. Qualitative analysis enabled the researcher to unveil what were hidden but known to respondents; also the researcher narrated the findings in words especially the data which was obtained through documentary sources.

3.8 Validity and Reliability of Research Instruments

The study considered the validity and reliability of its instruments. Validity tests the quality of the research instruments in terms of accuracy, correctness, truth and righteousness (Nyenzi, 2010) while reliability is the consistence of results when the study is repeated (Saunders et al., 2000). These concepts are paramount in this study because of their influence on the results. The instruments used to collect data were put into test for determining if they will produce the correct information from respondents. During the test which was done in form of a pilot study, the researcher revealed that most of the respondents were not very conversant with the English language and terms used in the English questionnaire. Hence, the researcher had to translate the English questionnaire to Swahili questionnaire.

3.9 Ethical Considerations

Ethical standards, principles and procedures were observed in the planning and conducting of this study as noted by Cohen et al (2000). The ethical issues considered were;

Securing the introductory letter; the researcher secured the introductory letter from Mzumbe University which was sent to TAFIRI Dar es salaam. The letter introduced the researcher and explained the purpose of the study which was conducted.

Seeking for permission; the researcher requested for research permit from the department Human Resource Management at Tanzania fisheries research institute (TAFIRI) Dar es Salaam. The permission was granted and the HR-O introduced the researcher to all the departments found in the authority.

Consent of the respondents; the collection of data from respondents was done at their consent. No respondent was forced to participate in filling the questionnaires or being interviewed.

Privacy; the privacy of the respondents was highly observed by the researcher. The questionnaires were numbered and the respondents were not supposed to write their names and no name or position of interviewee was disclosed.

Protection of sensitive information; confidentiality of information was observed where the information perceived to be confidential was carefully kept.

CHAPTER FOUR

PRESENTATIONS OF FINDINGS

4.1 Introduction

This chapter attempts to analyse and present data collected from the units of inquiry in order to fulfill the research objectives and respond to research questions which guided the conduct of the study. The findings are presented into five main sub-section; the first section establishes the demographic characteristics of the respondents; the second section examine the training programmes offered by TAFIRI; the third section explore how the Training Need analysis is conducted in TAFIRI; the fourth section examine the extent of organisation or work environment support transfer of training and the last section assess factors impeding successful transfer of training in TAFIRI.

4.2 Demographic Characteristics of Respondents

Demographic details are vital in order to evaluate the number of employees who work in the organisation. Demographic characteristics include sex, age, level of education, work experience and work position. This can be of great contribution to know the factors affecting successful transfer of training.

4.2.1 Respondents' Distribution by Sex

Any organisation or institution consists of gender status, but sometimes according to the functions performed by a certain organisation or institutions the gender status differs. So, the researcher saw the importance of knowing the gender status of respondent who participated in the study. In this study twelve (12) employees were male (54.5% of the sample size) and ten (10) employees were female (45.5% of the sample size). Therefore, the study reveals that male respondents were more than female respondents. See Table 4.1(Respondents' Gender).

Table 4.1 Respondents' Distribution by Sex

Gender	Frequency	Percent
Male	12	54.5
Female	10	45.5
Total	22	100

Source: Field Data (2016)

4.2.2 Respondents' Distribution by Age

The researcher categorised respondents age into four groups; 20-29yrs, 30-39yrs, 40-49yrs and 50-59yrs. The study shows that two (2) employees were 20-29yrs which is 9.1% while seven (7) employees were 30-39yrs which is 31.8%. In the age group of 40-49yrs there were eight (8) employees which is 36.4% and 50-59yrs five (5) employees which is 22.7%. So, from the analysis, participation of respondents aged between 40-49yrs is higher than other age groups as illustrated in Table 4.2.

Table 4.2: Respondents' Distribution by Age

Age (Years)	Frequency	Percent (%)
20-29	2	9.1
30-39	7	31.8
40-49	8	36.4
50-59	5	22.7
Total	22	100

Source: Field Data (2016)

4.2.3 Respondents' Distribution by Level of Education

Researcher divided the respondents' education into five ranks which were Certificate/secondary, Ordinary Diploma, Bachelor Degree/Advanced Diploma, Master's Degree and PhD. The study shows that respondents with certificate/secondary

education were three (3) which is 13.6%, and respondents with ordinary diploma were five (5) which is equal to 22.7%. Six (6) employees were holding bachelor's degree or advanced diploma which is 27.3% and respondents with master's degree were six (6) which is equal to 27.3% while two (2) employees which is 9.1% were PhD holders. This shows that, majority of respondents who participated in the study were the bachelor's degree or advanced diploma holders and those who have masters' degree as shown in Table 4.3.

Table 4.3: Respondents' Distribution by Educational Level

Education level	Frequency	Percent (%)
Certificate/ Secondary	3	13.6
Ordinary diploma	5	22.7
Bachelor degree/Advanced diploma	6	27.3
Master degree	6	27.3
PhD	2	9.1
Total	22	100

Source: Field Data (2016)

4.2.4 Respondents' Distribution by Departments

Another aspect which also interested the researcher was the departments where the respondents work. The results from this study indicate that one (1) respondent which is 4.5% was from managing director office, five (5) respondents which is 22.7% were from human resource department, three (3) respondents which is 13.6% were from technical, six (6) respondents which is 27.3% were from finance department and seven (7) respondents which is 31.8% were from research department. This shows that a large number of respondents is from research department and finance department as shown on Table 4.4 below.

Table 4.4: Respondents' Distribution by Departments

Departments	Frequency	Percent
Managing Director office	1	4.5
Human resources	5	22.7
Technical	3	13.6
Finance	6	27.3
Research	7	31.8
Total	22	100

Source: Field Data (2016)

4.2.5 Respondents' Distribution by Terms of Employment

The researcher also wanted to know respondents' terms of employment and the findings reveal that all twenty two (22) respondents which is 100% have permanent employment as illustrated on Table 4.5 below.

Table 4.5: Respondents' Distribution by Terms of Employment

Terms of employment	Frequency	Percent (%)
Permanent staff	22	100
Contract staff	0	0
Total	22	100

Source: Field Data (2016)

4.2.6 Respondents' Distribution by Working Experience

The analysis of respondents' work experience is illustrated in Table 4.2. The experience is categorised into five clusters and the findings show that one (1) respondent (4.5%) had 1 yr working experience was 1year, respondents whose working experience is between 2-5yrs were three (3) which is 13.6%, respondents whose working experience was

between 6-9yrs were three (3) which is 13.6%, respondents whose working experience is between 10- 13yrs were five (5) which is 22.7% and the respondents whose working experience is more than 13yrs were ten (10) which is 45.5%.

Table 4.6: Respondents' Distribution by Working Experience

Experience	Frequency	Percent
1 year	1	4.5
2 – 5 years	3	13.6
6 – 9 years	3	13.6
10 – 13 years	5	22.7
More than 13 yrs	10	45.5
Total	22	100

Source: field data 2016

4.3 Training Programmes Offered By TAFIRI

The first objective of this study was to examine the training programmes offered by the institution. In this part, the researcher used questionnaire and interviews to collect data from respondents about their awareness on the existence of training policy, kinds of training programmes offered by TAFIRI, the extent to which TAFIRI supports employees attending training programmes, respondent's attendance in any of the training programmes offered, the kinds of training attended by TAFIRI employees and relevance of the training programmes to their job roles.

i. Awareness on the Existence of Training Policy

The researcher wanted to know whether the respondents were aware of the existence of training policy at TAFIRI. The responses from questionnaire were; two (2) respondents equal to 9.1% replied Yes they were aware, 13 respondents equal to 59.1% replied No

meaning they were not aware while nine (7) respondents equal to 31.8% were not sure if TAFIRI have the training policy.

Table 4.7: Respondents' Awareness on the Existence of Training Policy at TAFIRI

Responses	Frequency	Percent
Yes	2	9.1
No	13	59.1
Not sure	7	31.8
Total	22	100

Source: Field Data (2016)

On the other hand the interview conducted with one of respondents concerning the awareness of training policy at TAFIRI responded that;

The institute does not have the training policy because it does not provide funds for the employees who wish to attend training. If there are employees who can support themselves financially, the institute allows them to apply and attend the training programme. However, the institute is in progress of preparing the training policy which can guide the time limit for the person to attend the long term training.

The interview and questionnaire findings concerning the awareness of the existence of training policy at TAFIRI is the implication of what majority of respondents responded on their awareness on the existence of training policy which shows that they are not aware of it because TAFIRI doesn't have any training policy.

ii. The kinds of Training Programmes Offered by TAFIRI

Through interview the researcher wanted to know about the kinds of training programmes offered by TAFIRI and one of the respondents responded that;

The institute does not offer any training programme because there is no training policy which would guide the whole process of designing and implementing the programme. There is no financial support provided by the institute, hence when employees wish to attend any training programme they have to apply and be able to support themselves financially. Employees have been attending long-term and short-term training programmes.

The interview shows that TAFIRI doesn't have or conduct training programmes to their employees rather the employees may attend several trainings conducted outside the organisation to acquire knowledge and skills they need once they can support themselves financially.

iii. The Extent to which TAFIRI Supports Employees Attending Training Programmes

Using questionnaire the researcher wanted to know the extent to which TAFIRI supports employees attending training programmes. Findings revealed that; nine (8) respondents equal to 36.4% replied that the support is to a moderate extent while the remaining fourteen (14) respondents equal to 63.6% replied that the support is at a small extent.

Table 4.8: Extent to Which TAFIRI Supports Employees for Attending Training Programmes

Responses	Frequency	Percent
To a very large extent	0	0
To a large extent	0	0
To a moderate extent	8	36.4
To a small extent	14	63.6
To no extent	0	0
Total	22	100

Source: Field Data (2016)

Moreover, the interview conducted with one of respondents on the extent to which TAFIRI supports employees attending training programmes responded that *“the institute offers employees the permission to attend training programmes and recommendation letters to employees who are about to attend training”*

The findings from the questionnaire and interview shows that TAFIRI provide small support by giving the employees permission who apply to attend training and provide them with the recommendation letters for the employees to get financial support from the sponsors.

iv. Respondents’ Attendance in Training Programmes

The researcher wanted to know if the respondents had attended any training since joining TAFIRI. Using questionnaires the data revealed that the majority of the respondents had attended training. That is; 21 respondents representing 95.5% participated in training and 1 respondent representing 4.5% had not participated in any type of training since they were employed as shown in Table 4.9.

Table 4.9: Training Attendance

Responses	Frequency	Percent
Yes	21	95.5
No	1	4.5
Total	22	100

Source: Field Data (2016)

v. The kinds of Training attended by Employees at TAFIRI

The researcher asked employees on the kinds of training programmes they attend such as training conducted in the organisation environment (on-the-job training) or outside the organisation environment (off-the-job training). By using questionnaires, a total of eight (8) respondents equal to 36.4% attended both on the job training and off the job training , seven (7) respondents equal to 31.8% attended only on the job training and also seven (7) respondents equal to 31.8% attended off the job training. The data revealed that the

majority of respondents attended both on the job training and off the job training as illustrated in Table 4.10 below.

Table 4.10: Kinds of Training attended by Employees at TAFIRI

Responses	Frequency	Percent
On the job training	7	31.8
Off the job training	7	31.8
Both	8	36.4
Total	22	100

Source: Field Data (2016)

vi. Relevance of Training Programmes Attended by Employees at TAFIRI

Furthermore, using questionnaire the researcher asked respondents if the training programmes they attended were relevant to their job roles. The data showed that 21 respondents equal to 95.5% responded that training they attended are very relevant with their job roles while 1 respondent equal to 4.5% stated that the training they attended are irrelevant to their job roles. Table 4.11 below presents the data.

Table 4.11: Relevance of Training to Respondents' Job Roles

Responses	Frequency	Percent
Very relevant	21	95.5
Irrelevant	1	4.5
Total	22	100

Source: Field Data (2016)

4.4 Training Need Analysis

On the second objective, the researcher used both questionnaire and interview to know if TNA is conducted at TAFIRI, who conduct TNA, the criteria used to accept employees to attend different kinds of training and how employees get chance of attending training programmes.

i. Conducting of TNA at TAFIRI

Through questionnaires the researcher asked the respondents if training needs assessment is conducted by TAFIRI or not. The data revealed that 2 respondents equal to 9.1% responded Yes TNA is conducted while 20 respondents equal to 90.9% responded No TNA is not conducted in the institution as shown in the table below.

Table 4.12: Respondents' Response on Conducting of TNA at TAFIRI

Reponses	Frequency	Percent
Yes	2	9.1
No	20	90.9
Total	22	100

Source: Field Data (2016)

On the other hand the interview with one of respondents on whether TNA is conducted by TAFIRI responded that;

We do not conduct TNA due to the fact that we don't have the training policy which can guide the institute to conduct training programmes and also TAFIRI do not conduct any training programmes to its employees so it is impossible to conduct TNA

The findings from both questionnaire and interview shows that TAFIRI does not conduct TNA for the employees to attend training programmes due to the fact that the institute does not offer training programme to the employees.

ii. Responsible Officers for Conducting TNA at TAFIRI

Furthermore, using questionnaire the researcher asked the respondents “who conducts TNA at TAFIRI?” The findings revealed that; one (1) respondent equals to 4.5% said the supervisor conducts TNA, seventeen (17) respondents equals to 77.3% said TNA is not conducted while four (4) respondents equals to 18.2% said they do not know who conducts TNA as shown in Table 4.13 below.

Table 4.13: Responsible Officers for Conducting TNA at TAFIRI

Responses	Frequency	Percent
HR	0	0
Supervisor	1	4.5
It is not conducted	17	77.3
I do not know	4	18.2
Total	22	100

Source: Field Data (2016)

i. Criteria Used to Select Employees for Training

Through interview, the researcher wanted to know if there are criteria used to accept employees to attend different kind of training. One of the respondents said “*we do not have any criteria to accept employees to attend training because the institute does not offer any training programme to employees*”

This shows that the employees can attend any training programme if he or she is interested without any criteria used by the institute, hence employees sometimes can attend training and acquire knowledge and skills which are not suitable for TAFIRI.

ii. Chances for Employee to Attend Training Programmes

On the other hand, through the use of questionnaires the researcher wanted to know how employees get chance of attending training programmes. The data revealed that two (2) respondents equal to 9.1% said they were appointed by their supervisors while twenty (20) respondents equal to 90.9% attends training on their own initiatives and then allowed to attend training as shown in Table 4.14 below.

Table 4.14: Employees' Opportunity to Attend Training

Responses	Frequency	Percent
I was appointed by my supervisors	2	9.1
I applied on my own and allowed to attend	20	90.9
TNA was conducted and I was given the chance to attend	0	0
Total	22	100

Source: Field Data (2016)

Hence, despite the fact that TAFIRI does not have any criteria to select employees who attend training programmes, majority of employees who attend training apply on their own and the institute allow them to attend.

4.5 Work Environment Supporting Training Transfer

The study also focused on the working environment that supports the transfer of training as the third objective. Through using questionnaires and interview the researcher asked several questions concerning working environment such as management support, if the institution offers opportunity to practice, if the institution provide incentives to encourage transfer of training, supervisor's support and workmates support.

i. Management Support

Using questionnaire respondents were asked on the extent to which the management of the institution provides support to the employees to implement what they have learned.

The data revealed that two (2) respondents which is 9.1% replied to the very large extent, three (3) respondents which is 13.6% replied to the large extent, nine (9) respondents which is 40.9% replied to a moderate extent, six (6) respondents which is 27.3% replied to the small extent and two (2) respondent replied to no extent as shown in Table 4.15 below.

Table 4.15: Management Support

Responses	Frequency	Percent
To a very large extent	2	9.1
To a large extent	3	13.6
To a moderate extent	9	40.9
To a small extent	6	27.3
To no extent	2	9.1
Total	22	100

Source: field Data (2016)

On the other hand the interview conducted one of respondents on the extent to which management provides support to employees to implement what they have learned responded that;

For most of our research staff we are able to support them through assigning them relevant tasks such as proposal writing for the new projects. However, we do not provide enough support for staff from other departments (administrative staff) because the institute has a shortage of finance.

The findings from both questionnaire and interview shows that the management offers moderate support to the employees due to the fact that they don't have enough funds to provide some facilities which can be useful to the employees to transfer the knowledge and skills acquired from the training.

ii. Opportunities Offered by Institution to Practice New knowledge

The researcher asked the respondents if the institution offers the employees' necessary opportunities to practice the knowledge and skills acquired from the training. The data from questionnaires revealed that six (6) respondents which is 27.3% replied yes which means that the institution provides necessary opportunities to practice and sixteen (16) respondents which is 72.7% replied no meanings that the institution doesn't provide such opportunities. The table below shows those data.

Table 4.16: Opportunities Offered by Institution to Practice New knowledge

Responses	Frequency	Percent
Yes	6	27.3
No	16	72.7
Total	22	100

Source: Field Data (2016)

Furthermore, the researcher wanted to know necessary opportunities provided by the institution to the employees to practice the knowledge and skills acquired from the training the data for the respondents who replied that the institution provides opportunities. Using questionnaires the data revealed that four (4) respondents which is 18.2% replied that institution offers relevant tasks, two (2) respondents which is 9.1% stated that institution offer relevant working facilities while 16 respondents which is 72.7% did not respond to the question, as shown in Table 4.17.

Table 4.17: Opportunities Offered by Institution to Practice New knowledge

Responses	Frequency	Percent
The institution offers relevant tasks	4	18.2
The institution offers relevant working facilities	2	9.1
No responses	16	72.7
Total	22	100

Source: Field Data (2016)

On the other hand some of respondents stated that the institution does not provide necessary opportunities to the employees to practice knowledge and skills acquired from training. The data from the questionnaire revealed that eleven (11) respondents equal to 50% stated that the institution does not provide the working facilities, four (4) respondents which is 18.2% replied that they are not given opportunity to practice, one (1) respondent which is 4.5 replied other factors while six (6) respondents did not respond to the question . Table 4.18 below shows those data.

Table 4.18: Opportunities Not Offered by the Institute

Responses	Frequency	Percent
They don't provide working facilities	11	50
We are not given opportunity to practice	4	18.2
Others	1	4.5
No responses	6	27.3
Total	22	100

Source: Field Data 2016

i. Incentives for Training Transfer

The researcher also used questionnaires to know if the institution provide incentives to encourage training transfer and the data revealed that one (1) respondent which is 4.5% replied they institute provides incentives all the time, three (3) respondents which is

13.6% replied that the institution provides incentives very often, six (6) respondents which is 27.3% replied that the institution provides incentives sometimes not all the time and twelve (12) respondents which is 54.5% replied never which means the institution does not provide any incentives as shown in Table 4.19 below.

Table 4.19: Incentives for Training Transfer

Responses	Frequency	Percent
All the time	1	4.5
Often	3	13.6
Sometimes	6	27.3
Never	12	54.5
Total	22	100

Source: Field Data (2016)

ii. Supervisors' Support

The researcher also wanted to know if the immediate supervisor of the employees provides the necessary support to practice what they have learned during training. The data from questionnaire showed; a total number of three (3) respondents which is 13.6% replied yes they provide, ten (10) respondents which is 45.5% replied no they do not provide and nine (9) respondents which is 40.9% replied that the supervisors provide support to the average level as shown in Table 4.20 below.

Table 4.20: Supervisors Support

Responses	Frequency	Percent
Yes	3	13.6
Average	10	45.5
No	9	40.9
Total	22	100

Source: Field Data (2016)

iii. Co-Worker's Support

The researcher used questionnaires to ask respondents the extent to which fellow workmates provide support to implement what they have learned. The data revealed that two (2) respondents which is 9.1% stated that they provide to a very large extent, three (3) respondents which is 13.6% stated that they provide to a large extent, five (5) respondents which is 22.7% stated that they provide to a moderate extent, seven (7) respondents which is 31.8% stated that they provide to a small extent and five (5) respondents which is 22.7% stated that they do not provide any support as shown in the following Table 4.21.

Table 4.21: Co-workers' Support

Responses	Frequency	Percent
To a very large extent	2	9.1
To a large extent	3	13.6
To a moderate extent	5	22.7
To small extent	7	31.8
To no extent	5	22.7
Total	22	100

Source: Field Data (2016)

iv. Tasks to practice skills

On the other hand, the researcher used questionnaires to know the extent to which the employees are given tasks that provide an opportunity to practice newly learned skills in the institution. The data showed that one (1) respondent which is 4.5% replied to a very large extent, two (2) respondents which is 9.1% replied to a large extent, six (6) respondents which is 27.3% replied to a moderate extent, ten (10) respondents which is 45.5% replied to a small extent and three (3) respondents which is 13.6% replied to no extent as it is shown on Table 4.22 below.

Table 4.22: Task to Practice

Responses	Frequency	Percent
To a very large extent	1	4.5
To a large extent	2	9.1
To a moderate extent	6	27.3
To small extent	10	45.5
To no extent	3	13.6
Total	22	100

Source: Field Data (2016)

v. Extent of Practising

The researcher used questionnaire to know the extent to which employees put into practice the knowledge and skills acquired during training programme. The results from respondents indicated that only one (1) respondent equal to 4.5% replied that they practise to a very large extent, three (3) respondents equal to 13.6% said that they practise to a large extent, eight (8) respondents equal to 36.4% said they practise to a moderate extent and ten (10) respondents equal to 45.5% practice to a small extent as illustrated in Table 4.23 below.

Table 4.23: Extent of Practising

Responses	Frequency	Percent
To a very large extent	1	4.5
To a large extent	3	13.6
To moderate extent	8	36.4
To a small extent	10	45.5
Total	22	100

Source: Field Data 2016

On the other hand, the interview with one of the respondents on the extent to which employees put into practice the knowledge and skills acquired during training programmes responded that;

The employees practice and apply the knowledge and skills acquired from training in a small extent because the institute cannot afford to purchase necessary facilities needed.

The findings from both questionnaire and interview shows that the employees fail to apply to a large extent the knowledge and skills they acquire from training because the institute does not afford the necessary facilities which facilitate the transfer of training.

vi. Application outcomes

The researcher used questionnaire to know to what extent the employees think applying the knowledge and skills acquired from the training will lead to positive outcomes in the institution. A total number of eleven (11) respondents which is 50% stated that they think to a very large extent, eight (8) respondents which is 36.4% replied to a large extent and three (3) respondents which is 13.6% replied to a moderate extent as shown on Table 4.24 below.

Table 4.24: Application Outcomes

Responses	Frequency	Percent
To a very large extent	11	50
To a large extent	8	36.4
To moderate extent	3	13.6
To a small extent	0	0
Total	22	100

Source: Field Data (2016)

4.5 Factors Impeding Successful Transfer of Training

The last research task sought to examine the factors impeding (hindering) successful transfer of training. This was carried out through a combination of both questionnaire and interview. Respondents were provided with spaces to fill the factors which they thought impede successful transfer of training at TAFIRI.

The researcher divided the factors impeding successful transfer of training into three major categories such as trainees' characteristics, work environment characteristics and training design.

4.5.1 Trainees' Characteristics

The literature on training transfer identified several trainee characteristics which directly influence the application of new knowledge on working environment and training outcomes after attending the training programme. The findings from the study revealed the following factors which impeded successful transfer of training at TAFIRI

i. Absence of Motivation

From the questionnaires distributed to respondents about the factors impeding successful transfer of training, 3 respondents which constitute 11.1% revealed that absence of motivation impedes successful transfer of training. In the interview conducted with the management, 1 respondent which is 3.7% said "*the institute does not motivate employees*" realised that TAFIRI does not have effective motivation strategies to its employees who come from training to facilitate the transfer of what they learnt.

ii. Egoism

The questionnaires revealed that 2 respondents equal to 7.4% replied that egoism is the factor which impedes successful transfer of training at TAFIRI. On the other hand, one respondent equals to 3.7% interviewed said "*some employees are not willing to share*

skills and knowledge they acquire from training to their fellow employees even to practice them with other employees.”

The findings from both questionnaires and interview show that employees may have knowledge and skills but unwilling to share them with their workmates or apply them in their work environment.

iii. Cognitive Ability

One respondent (3.7%) from the interview conducted stated that;

The first impeder is the knowledge gap between the employees; the employee with high level education can acquire training and once he/she wants to share such knowledge with the people of low level of education it becomes difficult because the ability to understand differs from one another. For example, the performance of research technicians is lower than that of the researcher so when he/she wants to transfer knowledge it becomes difficult.

The findings show that employees' level of education is different hence those with higher level understand are fast compared to those of lower levels. This implies that those with low cognitive ability fail in transferring what they learnt during training.

iv. Passive Employees

The findings from questionnaires revealed that two employees' equals to 7.4% responded that passive or inactive employees impeded successful transfer of training. This shows that some of the employees are inactive on performing their duties due to inability which leads to errors and mistakes even if the person has the new knowledge and skills fails to transfer such knowledge in the correct and perfect way just because of inactiveness.

4.5.2 Working Environment

The researcher proved that the characteristic of workplace environment has a significant influence on transfer of training. The findings from the study revealed the factors impeding successful transfer of training at TAFIRI.

i. Lack of facilities and Infrastructure

The findings from questionnaires revealed that 3 respondents equal to 11.1% replied that the factors which impede successful transfer of training are lack of facilities and infrastructures. On the other hand, during one interview the respondent replied;

lack of infrastructure or facilities, when the employees already attend training once they have the knowledge there are no facilities which can help them to transfer such knowledge; for example the researchers may get the training concerning some fish species but once they get the knowledge the institution does not have laboratories of practising such knowledge or enough projects concerning such knowledge and skills the person got from the training

The second respondent replied that “*lack of facilities within the institution’s environment makes the employees who have skills and knowledge fail to transfer them in work environment.*”

The findings from both questionnaires and interview show that TAFIRI faces the problem of lack of facilities and infrastructure which make some duties not to be performed well. This acts as the impeder to the employees to transfer knowledge and skills acquired from the training to the work environment.

ii. Poor Support from Supervisors and Co-workers

From the questionnaire the data shows that three respondents equal to 11.1% responded that poor support from workers and supervisor impedes successful transfer of training within the workplace. It shows that some of the workers have bad relationship with each

other which leads to poor cooperation leading to failure of practising knowledge and skills acquired during training.

iii. Lack of Financial Resources

The findings from questionnaires revealed that ten respondents equal to 37% responded that lack of financial resources impedes successful transfer of training. On the other hand the interview conducted with one respondent responded that;

Lack of financial resources; the institution doesn't have enough funds to buy some of the facilities to help the employees to transfer such knowledge, also through providing them things such as projects which can help to transfer the knowledge they get.

The findings from both questionnaire and interview shows that without enough funds from the institution the employees can fail to transfer knowledge and skills because if they go for training and the organisation doesn't have enough funds to give them facilities which can help to transfer such knowledge and skills effectively.

iv. Absence of Training Need Analysis (TNA)

The questionnaire findings show that two respondents equal to 7.4% replied that the factor impeding successful transfer of training is the absence of TNA. The employees attend different training programmes without conducting any TNA which leads sometimes to employees receiving irrelevant training compared to the job description of the employees the thing which can act as a barrier to transferring knowledge and skills.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.1 Introduction

This chapter shows the discussions of the findings from the organized interview and questionnaires which relate to research objectives. The main objective of the study was to identify the factors impeding successful transfer of training at TAFIRI.

5.2 Training Programmes Offered by TAFIRI

The findings of the study revealed that TAFIRI does not organise any training programme but employees apply and ask for attending the training programmes. This implies that TAFIRI does not conduct Training Needs Analysis, this is why employees on their own apply and attend the training programmes of their choice which do not meet the needs of the organisation, thus failure to transfer knowledge when they resume their duties in the organisation. For example, a typist who studied bachelor's degree of procurement, after studies won't be able to transfer knowledge for the reason that his or her new knowledge of procurement has nothing to do with typing. This is consistent with the study by Blanchard and Thacker (2013), their study revealed that when irrelevant trainings were prescribed for employees in Shijiazhuang Pharma Group did not help to improve the organisation performance, since employees could not transfer the knowledge to improve their performance and transfer to other employees as well.

Also, the findings imply that TAFIRI does not have Training Policy, this entails that employees do not get training; employees who work without training might have been affecting negatively the performance of TAFIRI, since employees who work without training are not efficient and effective as he/she cannot cope with technological advancement, thus production in the organisation declines. The similar observation was done by Amo's (2015) study which revealed that the rate of production is low in the

organisation when employees don't get training. Unskilled employees could spend considerable time seeking help to perform their jobs, and some of employees perform tasks to their understanding.

Moreover, the findings imply that TAFIRI is against Tanzania Public Service Training Policy of 2013 which emphasises on the government to be self-sufficient in trained and skilled human resources to manage its economy, also the policy insisting the training programmes which respond to the demands of different levels of public servants and contribute to the succession needs, and grooming and nurturing of potential leaders at all levels in the public service (URT, 2013).

5.3 Training Needs Analysis at TAFIRI

The findings of the study show that TAFIRI does not conduct Training Need Analysis (TNA) to determine whether and where training is needed, what needs to be taught, and who needs to be trained so that training can be developed to help the organisation accomplish its objectives. Despite non-existence of TNA, employees at TAFIRI have been attending different training programmes of their choice. The findings are consistent with the study by Nyamwocha (1996) at National Microfinance Bank Plc, which revealed that training programmes were not based on TNA or the skills needed by the bank.

The findings imply that TAFIRI implements training without first conducting Training Need Analysis, thus the organisation might have been facing the risk of overdoing training, doing too little training or employees attending irrelevant training against the needs of the organisation, as a result the organisation might have been wasting of time and funds, since employees have been attending off the job training in different local universities for three years while enjoying the monthly compensation. The similar observation was done by Friesen (2009), who argued that when the organisation allows its employees to attend inappropriate training, different from the need of the job he or she executes in the organisation is tantamount to wear and tear of the resources, since

the acquired knowledge won't be of any use in the organisation, thus no training transfer of knowledge that can take place.

5.4 Working Environment for Training Transfer

i. Management Support

Management support is very important for reinforcing and promoting the use of new skills on the job (Cromwell & Kolb, 2004). The findings of the study revealed that TAFIRI management provides little or poor support to employees to practise the knowledge and skills acquired from training. This implies that TAFIRI management does not give priority or importance to training transfer, since most of public organisations are service oriented, thus their managers have not been bothered by the performance of their organisations or acquiring competitive advantages over other organisations. In consistency with this observation, Salas and Stagl (2009) and Salas et al. (2006) argued that management for the organisations which do not operate for profit or not threatened by the competitors, such as religious organisations and parastatals have been providing low support for training transfer, thus employees have been facing significant barrier to the transfer of their knowledge and skills for improvement of the organisational performance. Also, the findings imply that employees who have acquired useful knowledges and skills for improvement of the performance of the organisation have been discouraged to continue having a desire for applying and sharing acquired knowledge for benefits of TAFIRI. A similar observation was made by Cromwell and Kolb (2004) and Chiaburu and Marinova (2005) who argued that the trained employees, who receive high levels of support from their supervisors are more likely to transfer more knowledge and skills than employees who receive low level support from their supervisors.

ii. Supervisors and Workmates Support

The findings of the study revealed that trained employees at TAFIRI get low support from their supervisors and co-workers, thus they have been facing obstacles when transferring new knowledge. The findings are in the line with those by Badru (2015),

who argued that poor support from the supervisors and workmates hinders the transfer of new knowledge and skills. Other previous studies, such as Lim and Johnson (2002) have found the support from supervisors and work mates as the most important condition for successful training transfer. The findings imply that employees at TAFIRI who acquired new knowledge from training must have been discouraged to continue to have a wish to use the acquired knowledge to improve organisation performance, in view of the fact that they receive unimpressive supervisors and workmates support. The same observation was made by Huczynski and Lewis (2014) on their study about learning transfer process in management training. They revealed that employees who had received training did not get enough support from their immediate managers and staff mates, thus they failed to transfer successfully the new knowledge and skills in their respective organisations.

iii. Opportunity to perform

The employees should be provided the relevant chances to put into practice the learnt knowledge and skills in order for the training transfer to occur in the work environment (Burke & Hutchins, 2007). The study findings revealed that TAFIRI do not provide enough opportunities for employees to transfer their acquired knowledge and skills from their previous training for improvement of the performance in the organisation (TAFIRI). The findings imply that lack of opportunities to perform the acquired knowledge and skills might have been seriously inhibiting the use of trained competencies on the job, thus TAFIRI has been wasting resources to allow its employees to attend further trainings. Similar to the observation, the study by Clarke (2002) revealed that limited opportunity to perform skills on the job is the strongest barrier to successful training transfer.

Also, the findings imply that TAFIRI might have tight schedule or employees have limited time for them to apply the knowledge and skills acquired from training, since the TAFIRI has only 38 employees, whereby 8 of them execute managerial duties. The

study by Gilpin-Jackson and Bushe (2007) concluded that the employees do not get enough time to practice the learnt skills and knowledge which can cause the failure to transfer such knowledge. Similarly, Cromwell and Kolb (2004) showed that also the problem of time leads to the failure of transfer of learnt skills and knowledge. To provide opportunities for training transfer, TAFIRI management should modify employees' workloads to allow employees who attended training to practice new skills on the job.

iv. Incentives for Training Transfer

Incentives are very important for encouraging training transfer, since they motivate employees to share the acquired knowledge and skills to their fellow employees, thus gaining personal satisfaction from doing the job (Amabile, 1997). The findings of the study revealed that TAFIRI does not provide incentives to encourage training transfer. The findings imply that the TAFIRI does not recognise or appreciate the trainings which have been acquired by the employees, applied and shared with fellow employees for improvement of the performance of the organisation. Also, entails that TAFIRI does not have the incentive policy or fund devoted for employee motivation; however employees can be motivated by salary increase, promotion, and acknowledgement of contribution. The related observation was done by Osterloh and Frey (2000) and Mudambi et al. (2004), who argued that most of public organisations, particularly in Africa do not have incentives for employee motivation, the employees from training have not been recognised, and their contribution for the state owned organisations is not noticed.

5.5 Factors Impeding Successful Transfer

5.5.1 Trainees' characteristics

The characteristics of employees who attend training are limiting factors towards successful transfer of training. Individual characteristics of employees influence how

employees receive and transfer the training back to the organisation (Mathieu & Martineau, 1997). The findings of the study revealed that the following trainees' characteristics impede transfer of training: Absence of motivation, Egoism, Cognitive ability and Laziness among employees.

i. Absence of Motivation

The findings revealed TAFIRI does not have effective employees motivation strategies, therefore most of employees have low morale for working. The findings imply that employees at TAFIRI have low job satisfaction, not committed, not creative and not hardworking, thus might have been failing to transfer the new knowledge successfully in the organisation. The observation is supported by Badru's (2015) study which revealed that employees at Ifakara Health Institute (IHI) have low job satisfaction resulted from ineffective motivation, those employees who had attended training and acquired new knowledge were not recognised or compensated for applying and shared new knowledge and skills with fellow employees. Mathieu and Martineau (1997) argued that the motivated employees transfer training more successful compare to less motivated employees. Also, Foxon (1993) argue that motivated employees are satisfied with their psychological needs, therefore they spend more time to make sure the acquired knowledge and skills are effectively transferred according to the goals and directions of the programmes (Kahn, 1990).

ii. Egoism

The study findings revealed that employees at TAFIRI who had attended Training were not willing to share new knowledge and skills with their fellow employees. The findings imply that the trained employees might have been incompetent of the new knowledge and skills attained from training, thus do not believe in themselves about their new ability and capacity to accomplish the previous challenging tasks. This observation is in line with Bandura (1991), he argued that training transfer is connected to the worker's competence in the acquired knowledge and skills, Bandura considers in ability to

demonstrate what one has learnt in the training will be an obstacle for the trainee to share knowledge with his or her fellow employees.

iii. Passive Employees

The results show that some of the employees at TAFIRI who had attended training are inactive or passive on applying the new knowledge and skills acquired from the training programmes, thus they fail to transfer knowledge to the organisation. The findings imply that the particular employees are lazy and irresponsible; this must have been negatively affecting the transfer of learning and performance of the organisation at TAFIRI. The same observation was done by Badru's (2015) study which found that some employees at IHI are lazy and irresponsible, they lack abilities to transfer new knowledge to the organisations and are satisfied with existing situation, thus they do not think about changing the organisation through improving its performance.

5.5.2 Working Environment

Working environment may motivate trainees' to transfer their skills to the job, and may discourage employees to transfer what they learned (Tannenbaum & Yukl, 1992). The findings of the study revealed the following aspects of working environment as obstacles to training transfer at TAFIRI: Lack of infrastructures, lack of supervisors and co-workers support, Lack of financial resources and Absence of TNA.

i. Lack of infrastructure and Facilities

The findings of the study revealed that there is no enough infrastructure and facilities to support training transfer at TAFIRI. For instance, the institution does not have laboratories, library and enough computers. The findings imply that shortage of facilities and infrastructures at TAFIRI might have left employees passive on applying the new acquired knowledge and skills, thus failure to improve their performance in their organisation. The same observation was done by Ford et al. (1992), Clarke (2002) and Lim & Morris (2006), who argued that the transfer of knowledge should be

facilitated with required resources and infrastructures for the employees to be capable applying and sharing the new aptitude, knowledge and skills.

ii. Poor Support from Supervisors and Co-workers

The study findings revealed that employees who acquired training at TAFIRI get poor support from their supervisors and co-workers which has been negatively affecting successful transfer of new knowledge and skills to the organisation and co-workers leading to the failure of transferring the knowledge and skills to the work environment. The findings are in the line with those of Badru (2015), who argued that poor support from the supervisors and workmates lead to the failure of transferring the acquired knowledge and skills. The results of this study entail that employees at TAFIRI who had acquired new knowledge and skills might have been disheartened to employ the acquired new knowledge for improving their performance and share the knowledge with their fellow employees. The similar observation was made by Huczynski and Lewis (2014), they argued that workers who do not get enough support from their supervisors and co-workers, have been unable to apply the acquired new knowledge, also faced obstacles to share the knowledge and skills with their fellow employees. Also, Noe (1986) argued that employees who had acquired new knowledge require support from their supervisors and staff mates, otherwise the new knowledge and skills will remain untapped and unhelpful for the improvement of the organisational performance.

iii. Lack of financial resources

The study findings illustrated that TAFIRI does not support the employees with fund for enhancing transfer of new acquired knowledge and skills. The study findings relate to observation by Osterloh and Frey (2000) and Mudambi et al. (2004), who argued that most of public organisations do not devote funds for employee motivation, and Raliphada's (2013) study which revealed that lack of financial resource affect transfer of knowledge and Skills in the organisation. The findings imply that the new acquired knowledge by employees at TAFIRI has not been used by the organisation to improve its performance, thus it is wastage of resource for the organisation to allow employees to

attend training. Also, lack of funds must have constrained institution (TAFIRI) to fail improving the working environment for successful transfer of training. The observation is similar with Seleman's (2009) study which revealed that lack of funds has constrained Mzumbe University from successfully improving working environment and organising employees' training programmes.

iv. Absence of Training Need Analysis

The results of the study revealed that TAFIRI does not conduct Training Need Analysis (TNA) to determine where training is needed, what needs to be taught, and who needs to be trained, so that training can be developed to help the organisation accomplish its objectives. The findings are consistent with the study by Nyamwocha's (1996) study which revealed that training programmes at National Microfinance Bank Plc were not determined by TNA. Also, the study by Gabriel (2007) revealed that the immigration department does not conduct TNA despite the employees attending a number of training programmes. The findings entail that TAFIRI might have been facing the risk of overdoing training, doing too little training or employees attending irrelevant training against the needs of the organisation, as a result the organisation might have been wasting resource of time and funds. The similar observation was done by Friesen (2009), who argued that when the organisation allows its employees to attend inappropriate training; the organisation is at wear and tear of the resources, since the acquired knowledge won't help the organisation to improve its performance.

CHAPTER SIX

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

This chapter summarises the findings which were obtained and presented in the previous chapters. It also provides the conclusion and recommendations by suggesting what to be done so as to address the problem. It is arranged into three parts; the first part shows the study summary and its findings, while the second part gives a conclusion of the study findings. The third part presents recommendations based on the findings and conclusion of the study.

6.2 Summary of the study

The study was carried out to find out the factors affecting successful transfer of training, Tanzania Fisheries Research Institute (TAFIRI) Dar es Salaam being the case for the study. The specific objectives of the study were to examine training programmes offered by TAFIRI, To explore how TNA was conducted in TAFIRI, To examine the extent to which the work environment supports transfer of training and lastly to assess factors impeding successful transfer of training in TAFIRI. The study involved 27 respondents who were selected through purposive sampling and simple random sampling. The data were collected by using two methods, namely interview and questionnaire. The analysis was done through SPSS programme and from the analysis the study came up with different useful information which led to the conclusion that there are different factors impeding successful transfer of training at TAFIRI. The findings of the study shows that at TAFIRI do not conduct training programmes but the employees attends several training programmes and also the factors impeding successful transfer of training are categorized into trainees characteristics and work environment factors. The researcher also gives the recommendations on what she thinks will help to improve successful transfer of training within different institutions in Tanzania.

5.2 Conclusion

Based on findings for every research objective presented, analysed and discussed in this research work, the study concluded the following:

- i. TAFIRI does not organise any training programme but employees apply and ask for attending the training programmes.
- ii. TAFIRI does not conduct Training Need Analysis (TNA) to determine where training is needed, what needs to be taught, and who needs to be trained, so that training can be developed to help the institution accomplish its objectives. Despite non-existence of TNA, employees at TAFIRI have been attending different training programmes of their choice not according to the needs of the institution.
- iii. TAFIRI management provides little or poor support to employees to practice the knowledge and skills acquired from training. Also, employees at TAFIRI get low support from their supervisors and co-workers, thus they have been facing obstacles when transferring new knowledge. Moreover, TAFIRI does not provide enough opportunities for employees to transfer their acquired knowledge and skills from their previous training for improvement of the performance in the organisation (TAFIRI). Furthermore, TAFIRI does not provide incentives to encourage training transfer.
- iv. The following trainees' characteristics at TAFIRI impede transfer of training: Absence of Motivation; TAFIRI does not have effective employees' motivation strategies; therefore most of employees have low morale for working. Egoism; employees at TAFIRI who had attended Training were not willing to share new knowledge and skills with their fellow employees. Passive Employees; employees at TAFIRI who had attended training are inactive or passive in applying the new knowledge and skills acquired from the training programmes.
- iv. The following aspects of working environment are obstacles for training transfer at TAFIRI: Lack of infrastructure and Facilities; there is no enough infrastructure

and facilities to support training transfer at TAFIRI. For instance, the institution does not have laboratories, library and enough computers. Poor Support from Supervisors and Co-workers; employees who acquired training at TAFIRI get poor support from their supervisors and co-workers which has been negatively affecting successful transfer of new knowledge and skills to the organisation and co-workers leading to the failure of transferring the knowledge and skills to the work environment. Lack of financial resources; TAFIRI does not support the employees with funds for enhancing transfer of new acquired knowledge and skills. Absence of Training Need Analysis; TAFIRI does not conduct Training Need Analysis (TNA) to determine whether training is needed, what needs to be taught, and who needs to be trained, so as training can be developed to help the organisation accomplish its objectives.

6.3 Recommendations

Based on the findings of the study and the conclusion, the study recommends the following:

i. Government

The government should provide the funds to the institutes which they support so that the institutions can be able to conduct some of activities and training programmes which can help them to improve the performance. This can help TAFIRI to have enough funds for conducting training programmes so that the employees can attend training and the effect transfer of training knowledge and skills.

ii. TAFIRI Management

The institute should design the training policy which can guide the training from the TNA to the transfer of knowledge and skills from the training, also the employees should know what the training policy states and to implement and follow what the policy

state about the training. This can help to solve the problem of people attending training without basing on the needs of the institute.

TAFIRI has to introduce the best criteria of evaluating effectiveness of training programmes. The introduction of evaluation criteria helps to know if trainees acquired skills and knowledge during training and have applied the skills to their working environment. Without formal evaluation of training programmes it is difficult to determine if the transfer of training has occurred in the institution.

Management should seek for funds from donors or sponsors and the government so as to make training programmes effective and make the transfer of training effective. By being financially fit TAFIRI will be able to support employees to attend training programmes and to avoid obstacles like lack of facilities and infrastructure to practise knowledge and skills acquired from the training.

Managements should introduce many ways of motivating employees to transfer knowledge so as to enhance performance; hence attainment of big results. This can be done by identifying, encouraging and implementing the factors that raise the morale of employees to transfer new learned skills after training and to avoid the practices that discourage the employees from working hard and introducing new work behaviour in their workplaces.

iii. TAFIRI Employees

The employees should develop the behaviour of attending the training when there is need of that knowledge and skills regardless of whether the employee she can afford all the expenses of attending the training programme. This can help the employees to acquire the knowledge and skills which can be useful in the work environments or in their daily activities.

The employees should develop the behaviour after the training to share the knowledge and skills acquired from training with their fellow employees, the thing which can help the transfer of training to be successful.

6.4 Recommendation for further studies

This study was conducted in a public institute that covered TAFIRI Dar es Salaam. Further studies should be conducted in other public and private organisation so as to find out whether those organisations face the same problem similar to TAFIRI or not so as to get new ideas on how other organisations solve the same problem.

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APPENDICES

Appendix I

QUESTIONNAIRE FOR TAFIRI STAFF

Dear Sir/Madam,

I am Neema Nkoe, a post graduate (Master of Science in Human Resources Management) student at the Mzumbe University. I kindly request you to participate in my study about “factors affecting successful transfer of training in Tanzania Fisheries Research Institute (TAFIRI)” which is the requirement for partial fulfillment of Master Degree.

Your participation is through responding to multiple choice questions, written or numerical data, putting a tick of yes or no and rank ordering. As the respondent, you are very crucial part in this study because you represent other employees in TAFIRI and Tanzania at large who are not in the selected sample.

Please note that the information you provide will be strictly confidential and used for academic purpose only.

PART I: PERSONAL INFORMATION

1. Gender (Please tick one)
 - a. Male ()
 - b. Female ()
2. Age (Please tick one)
 - a. 20-29 ()
 - b. 30-39 ()
 - c. 40-49 ()

d. 50-59 ()

e. 60 and above ()

3. Level of education (Please tick one)

a. Certificate/Secondary ()

b. Ordinary diploma ()

c. Bachelor degree/advanced diploma()

d. Master degree ()

e. PhD ()

PART II: EMPLOYMENT AND TRAINING PROGRAMMES OFFERED BY TAFIRI

4. What is your department? (Please tick one)

a. Managing Director's Office ()

b. Human resource ()

c. Technical ()

d. Finance ()

e. Research ()

5. Terms of employment (please tick one)

a. Temporary staff ()

b. Contract staff ()

c. Permanent staff ()

d. Other (specify).....

6. Number of years you worked with TAFIRI (please tick one)

a. 1 year ()

b. Between 2-5 years ()

c. Between 6-9 years ()

d. Between 10-13 years ()

e. More than 13 years ()

7. Are you aware on the existence of training policy of TAFIRI?

a. Yes ()

- b. No ()
 - c. Not sure ()
8. To what extent does the institution supports employees attending training programmes?
- a. To a very large extent ()
 - b. To a large extent ()
 - c. To a moderate extent ()
 - d. To a small extent ()
 - e. To no extent ()
9. Since joining TAFIRI, have you ever attended any training related to your job?
(Please tick one)
- a. Yes ()
 - b. No ()
10. What kind of training programme did you attend? (Please tick one)
- a. On-the-job training programmes ()
 - b. Off-the-job training programmes ()
 - c. Both ()
11. Was the training programme relevant to your job roles?
- a. Very relevant ()
 - b. Irrelevant ()
 - c. I don't know ()

PART III TRAINING NEEDS ASSESSMENT

12. Training Need Assessment is a process used to determine the appropriate training needs for employees. Is the training need assessment conducted in your institution? (Tick whatever is appropriate)
- a. Yes ()
 - b. No ()
13. Who conduct TNA at TAFIRI?

- a. Human resource officer
- b. Supervisors
- c. Is not conducted
- d. I don't know

14. How did you manage to get an opportunity to attend the training?

- a. I was appointed by my superior ()
- b. I applied on my own and allowed to attend ()
- c. Training needs were identified in my section/department and I was given the chance to attend ()

PART IV WORK ENVIRONMENT SUPPORTING TRANSFER OF TRAINING

15. To what extent does the broader management of the institution provides support to the employees to implement what you have learned?

- a. To a very large extent ()
- b. To a large extent ()
- c. To moderate extent ()
- d. To a small extent ()
- e. To no extent ()

16. Does the institute offer you the necessary opportunities to practice what you learned?

- a. Yes ()
- b. No ()
- c. I don't know ()

17. If the answer to above question is YES, please explain how

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18. If the answer to above question is NO, please explain how

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19. Does your organisation provide any incentive to encourage training transfer?

- a. All the time ()
- b. Often ()
- c. Sometimes ()
- d. Never ()

20. Does your immediate supervisor provide you with the necessary support to practice what you have learned?

- a. Yes ()
- b. No ()
- c. I am not sure ()

21. To what extent does your workmates assist you to practice what you have learned?

- a. To a very large extent ()
- b. To a large extent ()
- c. To moderate extent ()
- d. To a small extent ()
- e. To no extent ()

22. To what extent are you given tasks that provide an opportunity to practice newly learned skills?

- a. To a very large extent ()

- b. To a large extent ()
- c. To moderate extent ()
- d. To a small extent ()
- e. To no extent ()

PART V: FACTORS IMPEDING (HINDERING) TRANSFER OF TRAINING

23. What are the factors impeding successful transfer of training at TAFIRI?

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APPENDIX II

INTERVIEW GUIDE FOR MANAGERS OF TAFIRI

1. What is your job title in TAFIRI?
2. For how long have you been working for TAFIRI?
3. What kinds of training programmes exist in TAFIRI?
4. Do you conduct training need assessment before training?
5. If the answer to above question is YES, how do you conduct the assessment?
6. Which support do you provide to employees who have been trained for them to transfer what they learned?
7. What challenges face employees to transfer the skills and knowledge they learned during training in their work environment?
8. Do the employees apply the knowledge and skills acquired from training?