



# **INFLUENCE OF SUPERVISOR SUPPORT ON TRANSFER OF SKILLS FROM TRAINING TO THE WORK PLACE IN KENYAN STATE CORPORATIONS**

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## **Abstract**

*This study sought to assess the influence of supervisor support on transfer of skills from training to work in Kenyan state corporations. The research was informed by the existing research gap on why despite the numerous training conducted; many public service employees do not apply the skills learnt in training when they go back to the workplace. This is despite the numerous amounts of resources utilized in training. The study adopted a descriptive study design targeting employees of 202 state corporations in Kenya. The State corporations are categorized into 8 major groups. From the 202 state corporations, the researcher obtained a sample of 20 state corporations which form 10% of the list of State Corporations. The 20 sampled state corporations had a total of 40467 employees who were the accessible population for the study. The researcher applied Slovin's formula to determine the appropriate sample size and used proportionate stratified sampling to get a sample of 396 respondents for the study. The questionnaire was pilot tested on 38 respondents drawn from 2 state corporations. Data was analyzed using SPSS Version 24 to generate descriptive and inferential statistics and finally, data was presented with the help of frequency tables. Correlation analysis was used to test the*



*direction of relationship between the independent variables and dependent variable. Regression analysis was used to test whether the independent variables have any influence on the dependent variable. The findings revealed that supervisor support have a significant influence on transfer of skills from training to work in Kenyan Sate Corporations. The study recommended that supervisors should regularly check whether employees put in practice what they learn in training and regularly give them feedback on how they are progressing in applying the skills learnt in training.*

*Keywords: Transfer of skills, Supervisor Support, State Corporation*

## **INTRODUCTION**

Training plays a vital role in the organizational development, improving performance, increasing productivity, and eventually puts organizations in the best position to face competition and stay at the top (April, 2010). Organizations and governments all over the world spend billions of money and a lot of other resources in training their employees, According to the Kenyan Government Recruitment policy, 2% of the government budget is supposed to train the main stream civil servants (GoK 2015). It is however not enough to train employees, a follow up of the training is necessary to ascertain whether the skills learned have been transferred to the workplace. The ultimate aim of any training programme is the application of knowledge, skills and attitudes in the workplace. Transfer of training has been referred to as the application of skills gained from training back in the workplace. (Brown, McCracken, & Hillier, 2013). It includes the maintenance of the skills learned and the behavior change over time (Ford et al, 2018).

The successful transfer of skills into performance outputs and outcomes is essential for organizations as it demonstrates return on investment. It helps justify the money spent on training initiatives and the value derived from development initiatives (Raliphada, 2013). Training will be termed as effective when the investment made by an organization directed to the skills development of the employees ultimately leads to application of the skills and knowledge gained to the real workplace (Bjerregaard, Haslam, & Morton, 2016). Training transfer has been comprehensively adopted as one of the important elements which builds employee performance and gains higher return on investment for organization in reciprocity (Hua & Ahmad, 2011). The expected return on investments in training programs will only be realized when reasonable amount of training is transferred (Thory, 2016). Unfortunately, research indicates that many trainees do not transfer skills learned when they go back to the

work place Some scholars, for example Sookhai & Budworth, 2010 estimate that the percentage of skills lost due to poor transfer of training range from 66% to 90%.

Since many training reports indicate success at the training level, researchers on training effectiveness have gone beyond the classroom to explore factors within the work environment that could affect the application of skills learned in training. Work environment is the place where employees work and perform (Blume et al, 2010).Work environment has been referred to as the transfer climate or those factors within the workplace perceived by trainees that can encourage or discourage their use of knowledge, skills and abilities learned in training in the real work environment (Cromwell & Kolb,2004).According to Blume, 2010) The relationship between work environment and transfer can perhaps be explained most strongly by support trainees receive at work in using newly learned knowledge and skills. Support from supervisors has been identified as one of the factors within the work place that could affect transfer of training

### **Employee training in Kenya State corporations**

The Kenyan government has initiated training and development activities to enhance the service quality and productivity of public sector workforce. The Sessional paper number 1 of 2012 on National Vision 2030 states that Kenya's global competitiveness depends on the ability to create a human resource base that will be consistently exposed to retraining and access to technological learning within employees (GOK, 2012).The Strategy for economic recovery strategy (ERS) for example, emphasizes the developing a clear recruitment and training policy aimed at ensuring proper supply and development of skills in the civil service. It pegs promotion on both performance and training (GOK, 2003). The current recruitment and training policy states that every public must undergo a compulsory five days training each financial year (GOK, 2015).To this end, the Government of Kenya has established The Kenya school of Government through the Kenya School of government Act number 9 of 2012.This is the institution which trains public servants with the aim of improving service delivery to the Kenyan Citizens. The school was established to provide formal training to public officers including employees of Kenyan State corporations. The training and capacity building efforts in the Kenyan public sector are geared at developing the necessary skills and competencies in public servants to improve service delivery and drive the Kenyan national development agenda.

### **Statement of the Problem**

The government of Kenya commits a lot of money to train public servants. State corporations in Kenya, just like other public sector organizations, usually dedicate at least 2% of their total expenditure to training with the aim of improving service delivery (GOK 2015).For example,

according to the controller of budget report of 2017, a total of Kshs 3.6996 billion was spent in training Kenyan public servants during the financial 2016/2017 (GOK, 2017) Although a lot of resources have been pumped into the trainings; the quality of services offered to the citizens has not significantly improved. State corporations have faced a number of challenges including poor service delivery, insolvency and delays in project implementation (Gatamah, 2005). This has led to lack of trust and confidence by the public (Njiru, 2008). Wognum (2014) did a study on assessment of the effectiveness of training on improving skills and competencies on enhancing capabilities of civil servant. The study found that quite a number of civil servants had been accorded relevant training opportunities, but this had not achieved the desired results. One therefore wonders whether the work environment affects the transfer of skills into the workplace. A series of studies across the world have been done to establish the link between supervisor support and transfer of skills from training to the work place however, most of the studies have been conducted outside Kenya. Very little if any research in the area of training transfer have focused on state Corporations in Kenya. In short, the previous studies, though throwing light on the transfer issue, have fallen short by not addressing the influence of supervisor support on the transfer of skills from training to work place in Kenyan State Corporations. This study will go a long way to address the identified gap.

### **Research Objective**

To determine the influence of supervisor support on transfer of skills from training to the work place in Kenyan State Corporations.

### **Research Hypothesis**

**H<sub>0</sub><sub>1</sub>** : Supervisor support has no significant influence on transfer of skills from training to the work place in Kenyan State Corporations.

## **REVIEWED LITERATURE**

### **Theoretical Review**

This study was guided by the Goal setting theory

### ***Goal setting theory***

Goal setting is a motivational technique used extensively in organizations as a method of directing individuals' efforts at work and providing a standard against which performance can be assessed (Lunenberg, 2011). Since it was first researched five decades ago, goal-setting theory has been the most researched, utilized, and established theory of work motivation in the field of

industrial and organizational psychology (Buchanan, 2012). Goal setting theory is a framework for understanding the relationships among motivation, behavior, and performance (Kurose, 2013). Locke and Latham's goal setting theory states that several conditions are particularly important in successful goal achievement. These include goal acceptance and commitment, goal specificity, goal difficulty, and feedback (Redmond, 2015). Goal-setting theory states that for employees to be motivated, goals must be clear, specific, and attainable and whenever possible, quantified (Riggio, 2014). Evidence suggests that if workers participate in goal setting, as opposed to having supervisors set the goals, there is increased motivation (Gomez-Mejia, Balkin, & Cardy, 2015). Therefore, goal setting, may explain how and why behaviour is facilitated or restrained in the pre-training, training, and post-training processes. Whereas goal setting theory attempts to explain transfer of training, it does not account for other factors in the workplace which may influence transfer of training.

## **Empirical Literature**

### ***Transfer of training***

Transfer of training has been referred to as the application of skills gained from training back in the workplace. (Brown, McCracken, & Hillier, 2013). It includes the maintenance of the skills learned and the behavior change over time (Ford et al, 2018). Peters et al. (2014), refer to it as the effective application by program participants of what they learned as a result of attending an education or training program. Yelon (2018), explains transfer of training as a continuous sequence of thought and action leading to application at work of what was learned in instruction. Transfer of the training is the ultimate aim of training and is often reflected in trainees' change in behavior, attitude and work performance. Without application of the new knowledge and skills acquired, the effort of training is worthless (Powell, 2011). Once a training programme is completed, trainees have to contemplate how they will apply the skills learned.

Several scholars have attempted to look at what constitutes application. According to Ford et al (2018), application involves more than mimicking responses to situations presented in training. Application focuses on the extent to which trainees exhibit new behaviors on the job in response to settings, people, and situations that differ from those presented during training. Thus, the principles and skills learned in training must then be applied by trainees in the appropriate way in a diverse set of settings and people. According to Yelon (2018), while most trainees apply new ideas to their duties just as they were taught to do, others vary their applications based on their individuality, independence, and job conditions. They modify their actions to fit their specific circumstances while trying not to subvert the effectiveness of the application.

### ***Supervisor support***

Supervisor support has been defined as the degree to which trainees perceive their managers or supervisors as supporting the use of training back on the job (Bates et al, 2012). Trainees place a higher value on training when supervisors demonstrate support for training and indicate that transfer of training is a high priority (Ghosh, Chauhan, & Rai, 2015). Conversely, research shows that trainees are demotivated to apply their knowledge and skills to their own organizations due to lack of a favorable environment and support from their supervisors (Bhatti et al., 2013). According to Zumrah and Boyle, (2015) when weak supervisory support is perceived by employees, they will fail to apply their skills and knowledge. Thus, it can be seen that, the environment of the working place especially supervisory support is a critical element in making training transfer to occur. Supervisors should recognize the fact that what they do, how they behave, what they say and importantly how they say it affects employees' attitudes about their jobs and the organization as a whole (Dale Carnegie & Associate, 2012).

In line with their own call for focus and specification in supervisor support research, Bhatti and colleagues (2013) focused only on post training support, for which they found a positive influence on transfer motivation and an indirect influence on training transfer. Nijman and Gelissen (2011) did start from a multidimensional conception of supervisor support and reported that the trainees in their sample perceived that they received little support from their supervisors, but they did not further differentiate between different types of supervisor support. Studies on the influence of supervisor support on transfer of training have yielded conflicting results. The first set of studies indicates that indeed supervisor support has an influence on transfer of training. Chiaburu et al. (2010) indicated that supervisor support has a significant relationship with training self-efficacy, learning goal orientation and motivation to transfer and also proved that supervisor support significantly influences motivation to transfer.

Apart from establishing whether or not supervisor support has an influence on transfer of training, many studies have attempted to explain how the supervisor supports the employee who has finished training to transfer the skills learned i.e. the various forms of support. Some studies have indicated that transfer is a result of the supervisor's proximity to the employee. Transfer occurs due to the proximal working relationship between supervisors and their subordinates (Chiaburu, 2010).

Another form of support by supervisors support is assisting trainees to set goals for training transfer (Sari & Basri, 2015). Supervisors can assist trainees in formulating and implementing an individual action plan for the effective transfer of training. Govaerts and Dochy (2014) consolidated a list of 24 specific behaviours and attitudes that a supervisor can adopt to support training transfer. This list included feedback, goal-setting and giving opportunities and

encouragement to trainees to apply their training. Supervisors can arrange meetings with trainees, discuss how to apply learnt skills, identify the possible support from the organization, provide feedback and recognize when the learnt skills are transferred to work (Chauhan et al., 2016).

Supervisors can create supportive work environment by giving help and feedback on employees' performance. Feedback/coaching refers to performance-related indications from people as to how well trainees are applying to the job the knowledge and skills obtained from training. Training research reports positive relationships between feedback, coaching and both motivation to transfer and transfer of training (Van den Bossche et al., 2010); according to them, if trainees receive external prompts on how well transfer activities are perceived, then this feedback/coaching promotes the motivation to use and the actual use of trained knowledge and skills.

Chiaburu et al. (2010) indicated that supervisor support has a significant relationship with training self-efficacy, learning goal orientation and motivation to transfer and also proved that supervisor support significantly influences on motivation to transfer. A study by Zumrah and Boyle, (2015) established that if the employees receive the support from their supervisor to apply the new learned knowledge, skills, and attitudes on the job, they will be more motivated to learn and to master the learning content and can create positive transfer of training. Supervisors can create supportive work environment to give help and feedback on the employees' performance.

Supervisors can support their employees by removing obstacles that inhibit transfer of training. Lancaster et al., (2013) maintain that the supervisors support is vital to transfer climate, because they encourage their employees to transfer skills and even help them by removing any obstacles that inhibit skills application. Ballesteros and De Saá (2012) identified breadth, activity level, and task type as dimensions that impact opportunity to use skills acquired in training. Breadth is the number of activities addressed in training that is utilized in the job; activity level refers to the frequency with which tasks contained in training are performed; and the task type denotes the degree of difficulty of those activities or tasks. Having the resources and opportunity to use the skills taught are essential to successful transfer of training, and supervisors play a role in providing opportunities for trainees to practice or use skills taught in the classroom back in the workplace.

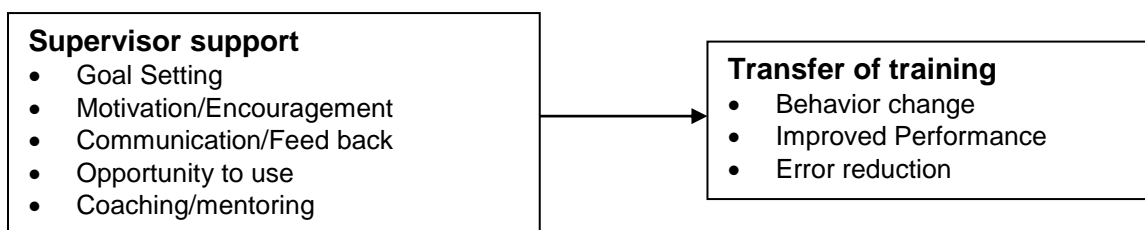


Figure 1: Conceptual Framework



## **RESEARCH METHODOLOGY**

The research adopted a descriptive survey design. A descriptive survey design collects information from a sample drawn from a predetermined population using a predetermined set of questions. Descriptive Survey design has an advantage in that it draws a sample of the population and then generalizes the finding from the sample to the population (Graziano & Raulin, 2007).

### **Population and Sampling Design**

The State corporations are categorized into 8 major groups. From the 202 state corporations, the researcher obtained a sample of 20 state corporations which form 10% of the list of State Corporations. The 20 sampled state corporations had a total 40467 employees who were the accessible population for the study. The researcher applied Slovin's formula to determine the appropriate sample size and used proportionate stratified sampling to get a sample of 396 respondents for the study.

### **Data Collection Instruments**

The researcher used closed ended questionnaires based on Likert Scale as the main mode for data collection. Here, the use of questionnaires is justified because they assured an effective way of collecting information from a population in a short period of time and at a reduced cost.

Validity was addressed through the assistance of experts in the field of human resource management in Kabarak University and guidance from fellow doctoral students. Their comments were incorporated so as to improve the validity of the instrument. To determine the reliability of the instruments (questionnaire), the researcher adopted the test retest technique, where the questionnaire was administered twice to the respondents in the pilot sample. A total of 38 questionnaires were administered to employees of 4 state corporations and this formed the data used in the pilot study.

### **Data Analysis**

Data was analyzed with the aid of the Statistical Package for Social Sciences (SPSS) version 24. The analysis enabled the researcher to determine the nature and extent of the relationship between the variables. Descriptive statistics and inferential statistics were used in this research. Qualitative data was analyzed using thematic content analysis (TCA). Multiple regression was used to test the hypotheses.



The relationship between the dependents and independents variable was analyzed using a regression model below.

$$\text{Model I: } Y = \beta_0 + \beta_1 X_1 + \varepsilon$$

Where;

Y= Transfer of training

$\beta_0$  =constant

$\beta_1$  = Regression Coefficients

X1 = Supervisor support

$\varepsilon$  = the error of prediction.

## FINDINGS AND DISCUSSIONS

### Response Rate

A total of 396 questionnaires were issued out to respondents from the sampled state corporations. From the distributed questionnaire the researcher received 369 questionnaire which represented 93% response rate. According to Fincham (2008), a response rate of above 60% is considered appropriate in Research

### Background Information

The study examined the background information of respondents in respect to their age and gender of the respondents.

Table 1: Age of the Respondents

| Age bracket | Frequency | Percent |
|-------------|-----------|---------|
| 18- 30      | 24        | 6.5     |
| 30-39       | 89        | 24.1    |
| 40-49       | 142       | 38.5    |
| 50-59       | 109       | 29.5    |
| 60 & above  | 5         | 1.3     |

From the findings 38.5 %( 142) of the respondents were aged 40-49 years, 29.5 %( 109) were 50-59 years old, 24.1 %( 89) were 30-39 years old. Further, 6.5 %( 24) were between 18 and thirty 30 years old. Only 1.3 %( 5) were above 60 years.

## Descriptive Findings and Discussions

### *Supervisor support and transfer of training in Kenyan State Corporations*

The study sought to determine the influence of supervisor support on transfer of skills from training to work in Kenyan State Corporations. Table 2 shows the respondent's views:

Table 2: Supervisor support and transfer of training in Kenyan State Corporations

|   | NE  | VSE  | SE   | ME   | LE   | VLE  | $\chi^2$ | P> $\chi^2$ |
|---|-----|------|------|------|------|------|----------|-------------|
| After the training, my supervisor met with me to discuss and plan how to apply the training on the job effectively. | 6.0 | 7.1  | 9.5  | 17.9 | 37.1 | 22.5 | 157.8    | <.0001      |
| My supervisor set new goals to accomplish based on the training that I undertook.                                   | 6.2 | 14.4 | 11.9 | 22.0 | 33.3 | 12.2 | 102.4    | <.0001      |
| My supervisor gives me tasks that provide an opportunity to practice newly learned skills.                          | 8.1 | 14.4 | 6.2  | 23.3 | 30.9 | 17.1 | 96.0     | <.0001      |
| My supervisor checks whether I put into practice what I learned in training.  | 7.9 | 13.8 | 8.9  | 27.4 | 26.0 | 16.0 | 77.0     | <.0001      |
| My supervisor regularly gives me feedback on how I am progressing in applying the skills learned in training.       | 6.2 | 15.7 | 11.4 | 24.4 | 26.6 | 15.7 | 65.6     | <.0001      |
| My supervisor helps when I have problems in applying my new skills in the work place.                               | 4.6 | 16.3 | 8.4  | 21.4 | 32.5 | 16.8 | 108.0    | <.0001      |
| My supervisor gives me advice on how to apply skills and knowledge acquired in training.                            | 6.8 | 14.4 | 9.5  | 20.9 | 30.1 | 18.4 | 78.7     | <.0001      |
| My supervisor encourages me when I am almost giving up in my effort to apply skills learned in training.            | 6.0 | 13.3 | 12.5 | 23.6 | 21.4 | 23.3 | 57.1     | <.0001      |
| My supervisor allows me to make decisions related to work.  | 4.6 | 9.2  | 11.9 | 27.4 | 19.5 | 27.4 | 102.0    | <.0001      |
| My supervisor embraces and accommodates new ideas I give after training.  | 3.3 | 10.0 | 12.7 | 24.7 | 24.4 | 24.9 | 95.5     | <.0001      |
| My supervisor coaches me in areas where I need support to apply new skills.   | 6.5 | 15.2 | 11.7 | 20.9 | 25.2 | 20.6 | 52.4     | <.0001      |
| My supervisor is tolerant when I make mistakes in attempt to apply skills learned in training.                      | 3.3 | 13.8 | 8.4  | 27.4 | 29.5 | 17.6 | 119.0    | <.0001      |

From the findings, more than half (59.6%,  $\chi^2=157.8$ ,  $P<.0001$ ) of the respondents stated that to a large extent, their supervisors meet them to discuss and plan on how to apply the training on the job effectively. Trainees often report being unable to retain key learning points after the training is over or recall these concepts when needed. According to Majulf (2016) the supervisor meets with the employees to help them cement the knowledge and skills acquired through training, identify gaps in training, and identify the barrier(s) to a strong transfer of learning. This can be achieved by sending follow-up emails to trainees after about a month to reinforce key learning points. Further, 45.5%, ( $\chi^2=102.4$ ,  $P<.0001$ ) of the respondents stated that to a large extent, their supervisors set new goals for them to accomplish based on the training that they undertook while 22% to a moderate extent and 26.3% to a small extent. Similarly, 48%, ( $\chi^2=96.0$ ,  $P<.0001$ ) of the respondents asserted that to large extent their supervisors give them tasks that provide them an opportunity to practice newly learnt skills whereas 23.3% to a moderate extent and 20.6% to a small extent. Supervisors play a critical role in the development of their employees. They set clear expectations, answer questions, monitor performance and direct work flow. Effective supervisors ensure that employees to complete work on time, of high quality and within the budget.

The study established that to very large extent 42%, ( $\chi^2=77.0$ ,  $P <.0001$ ) of the respondents stated that to a large extent their supervisors check whether they put in practice what they learnt in training while 27.4% to a moderate extent and 22.7% to small extent. Another 42.3%, ( $\chi^2=65.6$ ,  $p<.0001$ ) of the respondents asserted that to a large extent their supervisors regularly give them feedback on how they are progressing in applying the skills learnt in training while 24.4% to a moderate extent and 27.1% to small extent. It is also shown in that 49.3%, ( $\chi^2=108.0$ ,  $P<.0001$ ) of the respondents stated that to large extent their supervisor helps them when they have problem applying their new skills in the work place. However, 21.4% to a moderate extent and 24.7% to small extent. Another was very large extent of the respondents stated that to large extent, their supervisors give them advice on how to apply skills and knowledge acquired in training while 20.9% to moderate extent and 23.9% to small extent. The findings of the study are in line with Mweui (2016) study which noted that supervisors who help the trainees to transfer the acquired knowledge to work also encourages and embraces the trainees ideas. The supervisors can achieve this by making certain individual who attended training have a chance to practice the new skills. Further, 44.7%, ( $\chi^2=57.1$ ,  $P<.0001$ ) of the respondents stated that to large extent their supervisors encouraged them when they are almost giving up in their efforts to apply skills learnt in training whereas 23.6% to moderate extent and 25.8% to a small extent. The findings also show that 44.4%, ( $\chi^2=102.0$ ,  $P<.0001$ ) of the respondents stated that to large extent their supervisors help them to solve problems they might be having in applying their training while 25.2% to moderate extent and 26% to a small extent.

The findings concurs with Tsai & Tai, (2016) study which noted that within a training program perspective, the ability of supervisors to provide sufficient support (encouragement and guidance) and use communication openness in training management (feedback and discussion) will invoke their employees' motivation to learn and which in turn will lead to higher job performance.

Supervisors conduct regular progress checks to help ensure continued transfer of learning among the trainees. The supervisors also monitor employee performance by setting aside time to review their action plan and they provide feedback to the employees. This can be achieved through observation data from supervisor, trainer, and other learners and co-workers and keeping a chart of employee's scores on skills evaluations.

Further, 45.8%, ( $\chi^2=52.4<.0001$ ) of the respondents asserted that to large extent, their supervisors coach them in areas where they need support to apply new skills while 20.9% to a moderate extent and 26.9 % to small extent. Another 47.2%, ( $\chi^2=119.0, P<.0001$ ) of the respondents stated that to a large extent, their supervisor are tolerant when they make mistakes in an attempt to apply skills learnt in training while 27.4% to small extent and 22.2% to small extent. Goldstein & Ford, (2017) Noted that supervisors ought to encourage and, when possible, coach learners as they incorporate new knowledge and skills into their work. A coach must be able to demonstrate the skill, observe and give feedback, and evaluate learner performance against a standard. Even though not all supervisors can be able to coach learners in a particular skill, they can still provide encouragement to help them build their self-confidence and realize their full potential as they master new skills. Encouragement and coaching are very important to the transfer of learning. When trainees make errors while practicing a skill, the supervisors should call the mistakes to their attention in a tactful and culturally appropriate manner. Their comments should describe the specific behavior that they observed, including the steps that they performed correctly and those that need improvement.

### ***Correlation between supervisor support and transfer of skills from training to work***

The researcher undertook correlation analysis to establish the nature and strength of the relationships between the independent and the dependent variables of the study.

Table 3: Correlation between supervisor support and transfer of skills from training to work

|   |                     | <b>Supervisor support</b> |
|---|---------------------|---------------------------|
| <b>Transfer of skills from training to work</b> | Pearson Correlation | .518**                    |
|   | Sig. (2-tailed)     | .000                      |
|   | N                   | 369                       |

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

The study conducted a correlation analysis between supervisor support and transfer of skills from training to work in Kenyan State Corporations. The findings indicated that  $r=0.518$  and  $p=0.000$ . This indicated that there exists a moderate positive and significant relationship between supervisor support and transfer of skills from training to work in Kenyan State Corporations. Therefore the findings imply that supervisor support enhances transfer of skills from training to the work place in Kenyan State Corporations. The findings concurs with Tsai & Tai, (2016) study which noted that within a training program perspective, the ability of supervisors to provide sufficient support (encouragement and guidance) and use communication openness in training management (feedback and discussion) will invoke their employees' motivation to learn and which in turn lead to higher job performance.

### Regression Analysis

The study conducted a regression analysis to find out the strength of the relationship between the independent and dependent variables as shown in Table 4.

Table 4: Regression Coefficients<sup>a</sup>

| Model |                    | Unstandardized Coefficients |            | Standardized         | t     | Sig. |
|-------|--------------------|-----------------------------|------------|----------------------|-------|------|
|       |                    | Beta                        | Std. Error | Coefficients<br>Beta |       |      |
| 1     | (Constant)         | 1.195                       | .130       |                      | 9.165 | .000 |
|       | Supervisor Support | .314                        | .033       | .433                 | 9.470 | .000 |

a. Dependent Variable: Transfer of skills from training to work Place.

The value of transfer of skills from training to work in Kenyan Sate Corporations without the influence of the predictor variables is 1.195. This explains that, at any given time transfer of skills from training to work in Kenyan Sate Corporations will be 1.195 holding other factors constant at 0. The results also illustrate that, a unit change in supervisor support would result to 0.314 times increase in transfer of skills from training to work in Kenyan State Corporations.

$$Y = 1.195 + 0.314X_1 + \epsilon$$

The study sought to test the hypothesis that: H01: Supervisor support has no significant influence on transfer of skills from training to the work place in Kenyan Sate Corporations. From the findings the p-value was 0.000 which was less the 0.01 significant level. Therefore, based on the rule of significance, the study rejects the null hypothesis (H01) and concluded that supervisor support have a significant influence on transfer of skills from training to the work place in Kenyan Sate Corporations. The findings agree with Njoka (2016) who established that

coworker support was important in assisting transfer of training. The study indicated that a healthy relationship existed between the employees because they are able to cooperate well to ensure effective implementation of the skills and knowledge acquired during training.

### **LIMITATIONS OF THE STUDY**

The following limitations of this study should be noted. First, the dependent and independent variables were measured by self-report of the employees of Kenyan State Corporations. Future studies can use other measures. Secondly, the questionnaire was designed based on literature review and was closed ended. Other studies could be conducted allowing respondents the opportunity to include additional information. Also, the study was limited to Kenyan public institutions. There is a need to conduct a study in Kenyan private institutions.

### **CONCLUSIONS AND RECOMMENDATIONS**

Based on the findings of the study, it can be concluded that to a large extent the employees put into practice the knowledge and skills they acquired during their training and development programmes. Through training, majority of the employees have changed their attitude and work behavior for the better, have improved their job performance and feel more confident carrying out their work after training. The employees work more enthusiastically and vigorously and they are more creative and innovative and enjoy challenging and difficult task at work which give them an opportunity to apply skills learnt in training.

From the findings the researcher recommended that supervisors should regularly check whether employees put in practice what they learn in training and regularly give them feedback on how they are progressing in applying the skills learnt in training. The supervisors should also help employees when they have problems applying their new skills in the work place.

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