

The Pitfalls in Training Transfer: The Implicative Nature and Affective Function of Training Design and Work Environment

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Abstract

Training and development is as important to the organizations as blood to the human body. The blood circulation keeps us alive so the function of the training and development to the organization is as existence. The transfer of training is the final goal and objective of the training programs. This transfer is made possible through the coordination and facilitation of peers and authorities working at different levels in the organization. Training design and work environment are the factors that enables he employees to deliver at work place. This research study is carried out in the same field. The study generally deals with the training of the employees and particularly with the "Influence of Training Design and Work Environment on Training Transfer". The geographical location of the study is employees, working in the public sector universities in district Khairpur, specifically focusing on Mehran University of Engineering & Technology, Shaheed Zulfiqar Ali Bhutto Campus Khairpur, Benazir Bhutto Shaheed, University of Technology and skill Development Khairpur and Shah Abdul Latif University Khairpur Mir's. Utilizing the quantitative research approach, primary data was collected through a survey questionnaire and distributed to universities employees. Around, 250 respondents were selected on basis of random sampling technique, out of which, 32 respondents did not return the questionnaires and 18 questionnaires were spoiled or improperly filled. The filled questionnaires that were returned to the researcher totaled to 200 only. The tool was adapted from the study, ((Norlina, 2015) & Mengyuan Zhang, 2015), consisting 47 close ended items measured on Likert scale. Statistical analysis using SPSS was conducted to calculate and generate result from the collected data. The study reveals that TD and WE have positive and significant impact of Training Transfer at the selected region. The study recommends that public sector organizations should prioritize attention to Training Design and Work Environment to enhance employee performance. However, the results may be generalized to other organization falling in the same context.

Keywords: Training Design, Work Environment, Training Transfer.

Introduction

Training and work environment is proven to positively affect work motivation and employee performance (Dheya & Arif, 2023). Research reveals several initiatives for employees to perform well by enhancing skills, motivation, leadership, and work environment. In order to improve employee performance, the organizations conduct training through skills progresses and adequate education to employees to improve employee performance Siagan (2002). However, the supervisor's role is always get a vital importance to transfer of knowledge from the training. Hence, the importance of the supervisor's role in creating an effective training culture cannot be denied in various organizations (Mohamad, Ismail & Mohamad Nor, 2021; Amoo & Adam, 2022).

Training has globally been acknowledged as the most valuable key to professional development and frequently carried out intervention (Chiaburu & Tekleab, 2005) before and during the jobs performance. It is further defined as 'a well-structured intervention that is organized for the enhancement of the determinants of the professional individual job performances (Campbell & Kuncel, 2001). In addition to the enhancement only, the accentuated factors include the proper provision, its transfer, gain and resultantly improvement with the utilization of necessary and desired skills development in the employees to help the institutions achieve their collective goals (Nikandrou, Brinia & Bereri, 2009). Many a great research studies have witnessed that organizations across the world spend and use a considerable amount of resources on training or the individuals working in them (Holton, Rouna, & Leimbach, 1998) on the purpose that their employees, ultimately, will maximize the productivity, quality of services and products quality. Moreover, the training's intrinsic motivation is an effective mediating variable in the relationship between supervisors' roles in training transfer. Meanwhile, in the managerial implication, supervisors should provide direction and assistance to subordinates and practice open communication to help them enhance performance (Nur Izzaty MohamadA, Ishak, 2023).

In service trainings increase the desired outcomes (profits), reduce the turnover of employees and strengthens the satisfaction of customers or clients (Yamhill, 2001; Velada, Caetano, Michel, Lyons, & Kavanagh, 2007). Alongside the benefits of the training, there are certain risks and issues related to the training like no or improper transfer, the haunting or unfavorable environment, and motivation for implementation as well. Therefore, trainings are questioned on regular basis by the employees and sometimes the higher management. But the issues discussed earlier put again a question mark on the transfer of training problem that may easily be applied theoretically as well as practically with respect to the unsatisfactory resolution of the issues after wards (Hutchins et al., 2010). From the literature available till now, it is manifested that regardless of these high investments and spending of the resources on trainings, a high uncertain situation overwhelms the organizations about the employees' performance after the training when they are back to job (Blume, Ford, Baldwin, & Huang, 2010).

Training Design

Training transfer entirely depends on the way the training is structured. Good design of training, to a considerable extent, ensures the successful transfer of the contents delivered to the trainees. Relatively, the successful transfer is yields the enhancement in the organization performance. Moreover, the design or structure of training is based on the preceding survey of the employees needs carried out to support the training for being fruitful and purpose oriented. Therefore, it is manifest that the needs of employees are the basic foundations for the training design. If the training design is the key to the success of training then, amazingly, it may become the cause of failure as well. This proves that relevance is the core essentiality of the training transfer.

If the contents of training have no or least connection with the job responsibilities and basic tasks, the capabilities of the trainee go in vain during routine tasks at the workplace (Raja R.S, Kasim and Ali.S, October, 2011). The restriction may be made to the training design within the grades that trainees own at

their respective positions. Such design works as planned and delivered, moreover, the trainee skills improve to transfer the training input to the job and fulfill its requirements. Relatively, training must be structured to contribute to the employees skills so that they gain the knowledge and perform effectively at their workplaces (Bhatti.M.A and kaur.S, April, 2010).

Work Environment

Tolu et al. (2021) state that the work environment affects performance. Besides training, leadership style, and work environment, work motivation is the next factor influencing performance significantly. People with high work motivation tend to quickly complete their work, positively affecting the employee's performance (Tolu et al., 2021). Previous research revealed that work motivation positively affects performance (Guterres et al., 2020).

Successful training transfer is only possible if the affecting factors have been clearly brushed out either by the employee of the organization or the system developed for wiping out the affecting factors. Work environment is one of the influencing factors over training transfer. It may be considered as the major and final factor that may hinder the transfer of training. This factor may be caused due to many reasons pertaining to the cultural settings of the organization, the management and administrative system or the trainee characteristics. In this research study, we have focused three sub-elements of work environment variable. They are given in detail after this section.

Peers Support

Peer support is the encouraging behavior and attitude of the colleagues. Apart from bosses and supervisors, colleagues are also the sources of encouragement for the implementation of the learning during the job routine that is acquired in the training. Studies have proved that being within the supportive peers the transfer of training is more likely to take place successfully as well effectively (Facteau, Dobbins, Russell, Ladd, and Kudisch, 1995). A research study by Chiaburu and Marinova in 2005 showed the indicators both instructional as well as work supportive work environment; the results were more encouraging of the peer support work environment. Employees were observed more interested in the skill transfer at workplace if the peers are supportive and encouraging. According to another study, peer support is significantly positive and more fruitful for the training transfer (Cromwell and Kolb, 2002).

Supervisor Support

From a training perspective, supervisors are often given opportunities to plan and handle the culture of training programs, which includes determining the training goals, selecting appropriate coaches, developing lesson plans, selecting program methods and techniques, preparing materials and program schedules, as well as conducting training needs analysis (Msuya & Kumar, 2022). After the peers support, the support from the authoritative position is more important. Supervisor support refers to the degree to which the boss encourages, reinforces and supports the transfer of the skills that are acquired by the employee during the training (Bates, Holton & Sevler, 1996). One of the research studies has concluded that the key component in the work environment is the supervisor support that plays an inevitable role for training transfer at workplace (Baldwin and Ford, 1988). A comparative analysis has also witnessed that between peer support and supervisor support, the employees who have enjoys the latter are more inclined to attempt to deliver the learned skills as compared to those who are only privileged by the former. Moreover, the trainees who are encouraged to discuss the issues and ambiguities of the training with their supervisors are acknowledged more at their workplaces. Such employees have more vivid vision of the organizational goals and objectives. Hence, Huczynski & Lewis, 1980 have concluded that supervisors influence the training either by their openness to delivery of the learned skills or by cynical approach to the transfer of the newly learned skills by the employees.

Training Transfer

Training transfer is the trainer's implement the training programs based on the soft skills that have learnt to maintain and improve the competitiveness and productivity of their organizations (Palomino, Valdivia & García, 2022; Kumpikaitė-Valiūnienė et al., 2022).

Training transfer for the most part alludes to the utilization of prepared information and aptitude back at work. For transfer to happen "learned conduct must be summed up to the activity setting and kept up over some stretch of time at work" (Baldwin and Passage, 1988, p. 63). Since Baldwin and Ford's (1988) very perceived survey of the "exchange issue" in preparing research, an overflowing of applied and research-based recommendations have concentrated on the most proficient method to decrease the hole among learning and managed working environment execution.

Evaluations of the correct degree of the exchange issue change, from Georgenson's (1982) gauge that 10% of preparing results in a conduct change to Saks' (2002) study information, which recommend around 40% of learners neglect to exchange promptly in the wake of preparing, 70% waver in exchange 1 year after the program, and at last just half of preparing ventures result in authoritative or singular upgrades. Given these appraisals, it is clear that training ventures keep on yielding inadequate outcomes, making preparing exchange a center issue for human asset advancement (HRD) scientists and professionals concentrated on planning mediations that help singular, group, what's more, authoritative execution (Yamhill and McLean, 2001).

One of the influencing factors on the work environment is job autonomy. The training transfer directly throb the job autonomy. For the peculiar work environment at HEI's institute, the influence of job autonomy over work environment is also scrutinized. The study probed to identify the position and possibility of the opportunities for trainees where they may utilize the inputs of the training. The other elements under analysis are peer support, sanctioning of transfer, preference support and change resistance.

Research Objective

1. To identify the most influence factor that lead to transfer of training.
2. To Investigate the relationship between transfer of training & training design.
3. To Investigate the relationship between Work Environment & Training Transfer.

Research Question

1. Which of the factor is most influence for transfer of training?
2. How does transfer of training is related with training design?
3. How does Work Environment influence on Training Transfer?

Literature Review

The topic of this research manifests the sections and the subsections involved in it. Before the elaboration of the survey of the literature furnished from the previously carried out research works, it is essential to classify the literature and divide it into the categories mentioned above (sections and subsections). Hence, the first section of this chapter is on the Training Transfer because it will further help the reader to understand the following sections and their available literature. Moreover, our core area of research is also the same that we have placed first in the following classifications. The other parts are the factors the impact of which had to be analyzed all through this research study.

Training Transfer and Design

Transfer happens when the student exits preparing and applies what he has realized straightforwardly or in a roundabout way to work. Guide preparing exchange to the work environment implies that the prepared representative can apply the learning and abilities obtained to his work. Backhanded exchange implies that the prepared representative may exchange to the work environment abilities or then again dispositions that were produced in preparing, not as a feature of the preparation targets but rather as a consequence of the connections and techniques utilized. As a fact, definitions of the terms of any branch of knowledge are found in a great abundance, so is the case with training transfer. The most related that has been taken here as the finest definition of training transfer is, "Training transfer is the process of applying skills and knowledge to workplace in order to improve performance"(Calhoun et al. 2010). The given definition vividly states that it is a systematically developed or developing process of the application of accomplished new skills and knowledge to the workplace through practical work of the employees or trainees in order to achieve the improvement in the performance on the whole. This definition covers almost all the characteristics and ideas that, with trivial differences and variations, are given in other researchers' definitions. Only the wordings used in them may be different to some extents. After the definition and its explanation, the review will be furthered into the following accounts of the research studies carried out in this regard.

Despite of heavy investments in the training programs by the organizations, issues in performance of the employees are observed afterwards also. This shows that transfer rate is horribly low in organizations training programs. Even well designed and well delivered trainings fail to bring about proper enhancements in the employees' attitude and performance (Broad & Newstrom, 1992). Esque and Mc Causland (1997) examined the training transfer of the knowledge and new skills delivered in the training sessions, in which 400 managers were involved as trainees. Approximately a 20% ratio of the trainees claimed the application of the learned skills to the workplace. Later, when the investigation was made at deeper level for the sake of confirmation, the alarming facts were found. Only four managers were observed applying the skills and knowledge received during training. Another study on the same issue was carried out by (Kirwan & Birchall 2006), nine years after the above mentioned one. It was learnt that 10-20% of the learned knowledge and skills were transferred or applied in practical performance of the employees at workplace. Some other researchers came up with a 10-40% range of transfer of skills (Baldwin & Ford 1988).

Work Environment and Transfer

Work Environment is used to describe surrounding condition of job in which an employee's perform job. Furthermore, it includes supervisor support, peers support and opportunity to perform. Work Environment impact on the performance of employees if the employee is not provided suitable environment to perform the job while applying the newly learned knowledge it will directly impact on the performance of employees (Baldwin.T and Ford.J.K, 1988).

Work Environment has significance impact of training transfer outcomes, trainee has learned skills as well as techniques while training, when it will be applied at the workplace trainee should be supported as well as appreciated by the supervisor and colleague and trainee should be opportunities to perform newly knowledge rather than to criticize, otherwise the outcome of training transfer will not be in the favor of organization. Trainees ability plays pivotal role in the successful of training program of organization in same metaphor ability of trainee could be enhance by providing good environment while performing the job. (Salas, 2006).

Work Environment characteristic influence on the training transfer to getting the desired set goals of the organization, an employee should be enough competitive as well as skilled because employee is a pillar of the organization who plays pivotal role to achieve the set organizational goals. In the era of globalization continuously and quickly changes affect the performance of organization. Therefore, employee should be

well trained and updated regarding the changes and demand of the market. Training is alone sources to fight the globalization era to becoming the leader of market. (Nizam.A and Yousof.M, 2012). Furthermore the work Environment is described as condition where the trainee is performing job that should be flexible as well as supportive platform because such environment impress as well as motivate to trainee by effortlessly applying recently learned knowledge at work place (Salas, 2006).

Furthermore, work environment is ordered in two classes' situational signs and consequences. Situational signs is elaborated as colleague support, supervisor support, opportunity to perform and manager goals, equipment's budget availability as trainee can perform well while applying newly learned skills at work place. Consequences is described as the punishment, penalty positive as well as negative feedback by their management and colleague by adopting the skills which has been taught while newly training program.(Rouiller and Goldstein, 1993).

Work Environment has significantly impact on the training transfer as well as it has strong relationship with the training transfer results. It has been recently testified that revised correlation coefficient of 0.37 among climate and training transfer as well as topical meta-analysis depicts similar results with training transfer and climate presenting the great association with transfer as compare to other components of the work environment. (Blume, 2010). Furthermore, the work environment has been elaborated while the study of 68 organization around the world and it has been associated that strong bonding with the training transfer and climate because the good climate of the organization promote the trainee to use their skills which has been acquired while training program (Burke, 2008).

Training Design and Transfer

Training Design is described as process of making plan for the delivering lecture to trainee before the training program as per the need and requirement of the organization Research has shown that training design is most important as well as significant factor that influence on the training transfer. It is also shown by the researcher for getting the desired results as well as archiving the set goals of the organization it is very important that training design factor should be kept in view before making the training plan for the organization (Bhatti. M.A and Kasur. S, April, 2010).

Moreover, the research has depicted that training design is should be the according to need and the requirement of the organization set goals. While the developing plan of training design it is most important that goals of organization as well as trainee ability, mental approach and level should be considered to getting to fruitful results of the. Hence the training design is to be considered as most important as well significant factor that influence the training transfer (Ginsberg, 1997).

Further researcher has shown that before the training it most important that training design should be plan very carefully, all factor should be considered which help to make successful training program. (Partlow, 2002). Researcher has also modified that training transfer is affected by the training design because if the training design is not properly plan as per the requirements and the need of the organization that will directly impact on the training transfer (Doo.H. Lim, 2000).

Further research has shown that bad and improperly training design directly affect the training transfer because it is loss of resources. Hence the resources may be utilized once because the resources are most important assets of the organization. It is commonly known that yearly basis organizations are investing the millions on the training program therefore it is very necessary to make the program successful training design should be plan properly to save the resource of the organization (Tasur & Lin, 2004). Study is conducted by the different researcher and mention that training design directly influence as well as positive relationship with training transfer (Keith & Frese, 2008). Training Design is most important and significant technique that impact on the training design (Bhatti. M.A and Kasur. S, April, 2010).

Training Design is most significant and key factor that should be considered by the organization to enhance the investment as well as return of the organization in the same metaphor this factor will directly impact on the performance of the employees. Trainee is suggested major three skills while applying the newly knowledge at the work place. Trainee should be enough competent to understand the training course as well as material which is provided by the trainer. Trainee may be the proactive and clever to adopt the training course at the work stating which is provided him while the training program. Trainee may be facilitated by the organization as the trainee may able to apply the newly learned knowledge at the work station (Velada, 2007).

It is resolved that if the apprentice will be provided opportunity and appreciated by the organization that will directly impact on the performance of the organization. Training Design is precious factor that plays pivotal role to ensure the training transfer (Bhatti & Kaur, 2009). It could be summarized proper and specific training design will lead the positive training transfer as well as before the training design external and internal factor of organization should be perceived and analyzed to get better results of the training transfer. (Richard-Hirsch, 2002 and Taylor, 2006).

Research Model

The Following Figure Shows that theoretical framework of the study.

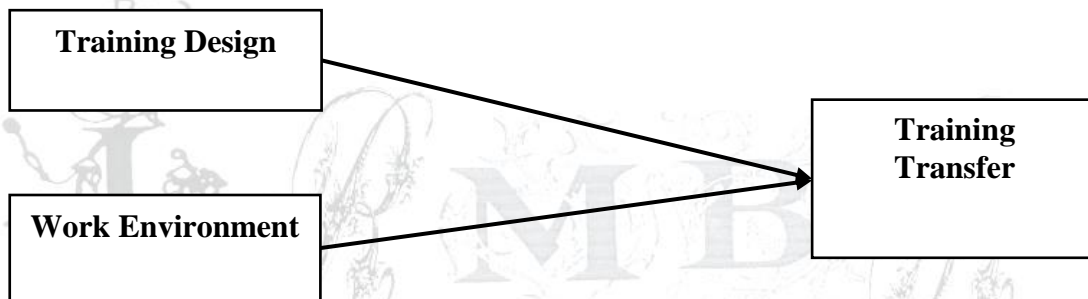


Figure No 1: Study Model

Hypothesis

H₁ : Training Design is positively and significantly related with training transfer.

H₂ : Work Environment is positively and significantly related with training transfer.

H₃ : The Training Design has more influencing relationship with training transfer than Work Environment has.

Methods

According to the findings of (Teddlie, 2007) the development of hypothesis is made with the use of the quantitative method through the sources of the methods acknowledged scientifically. The same is useful for finding the results and validity of the theoretical framework established in the past observation that the already tested hypothetically. (Collis and Hussey, 2003) supports the idea that quantitative methods was drawn into corporate issues that support the testing and assessment of the already working theories and concepts which are dependent on a number of sets of variables. This research is practically carried out on the method of quantitative measurements. This method was chosen for the fact that survey method or quantitative methods are followed for the establishment of the facts found in the social science.

The research design is concerned with descriptive survey design. In this study, the data analysis was performed through SPSS 29.0. In order to deal with the core objective of this research study “Influence of Training Design and Work Environment on Training Transfer in HEI’s institute of Mehran University of Engineering & Technology, Shaheed Zulfikar Ali Bhutto, Campus Khairpur Mir’s, Benazir Bhutto Shaheed, University of Technology and skill Development Khairpur and Shah Abdul Latif University Khairpur. Almost, all the individuals working in the selected organizations who willingly engaged in this research, possessed good educational backgrounds. The total population of MUET, SZAB, Campus and Shah Abdul Latif University Khairpur teachers was 353, (according to Tabachnick & Fidell (2007) Sample size should be greater than $50 + 8M$, where M is number of variables) according to this reference $50+8(3) = 74$, more than 74 will be sample size, in this regard 250 respondents were selected on basis of random sampling technique. Moreover, 32 respondents did not return the questionnaires and 18 questionnaires were spoiled or improperly filled. Each questionnaire contained 47 items. The filled questionnaires that were returned to the researcher totaled to 200 only. This brought a number of $(200 \times 47 = 9400)$ responses that were included in this research study. Primary data was collected and used in this study. The questionnaire was adapted from (Norlina, (2015) & Mengyuan Zhang (2015)) with slight modification. To ensure the reliability of questionnaire, pilot study was carried out in which the reliability of the questionnaire was achieved as 0.829. Cronbach’s alpha was used to test the reliability of items to assure the research relevance. As a fact, the survey questionnaires mostly include the close-ended responses that help the researcher reach the outcomes more directly and easily. In this regard, the rating scales are taken to receive the responses against the items given in the questionnaire. In this research study, we placed the Likert Scale as our rating standard for the responses as it works more conveniently with the process of Software Package for Social Sciences (SPSS). The scale encompasses 5 point response that included: 1 for agree, 2 for completely agree, 3 for neutral, 4 for disagree and 5 for completely disagree.

Findings / Results

The information of the respondents regarding their age groups, genders, experience and the number of the trainings received was also acquired for the demographics section of the research questionnaire. The information regarding the genders of the respondents is given below.

Table No 1: (Respondents’ Genders)

Respondents’ Genders			
Gender	Frequency	Valid Percent	Cumulative Percent
Male	171	85.5	85.5
Female	29	14.5	100
Total	200	100	

The information given in the previous table shows the genders of the respondents of the research questionnaire among of the 200 respondents 29 were female and 171 respondents were male. After that, the information about their qualifications was acquired. This information was important so that the approach of the respondents may be observed before they produce effect over the research. Table 2 shows the data of the qualifications of the respondents.

Table 2: (Qualifications of Respondents)

Qualifications of Respondents			
	Frequency	Valid Percent	Cumulative Percent
Ph.D. & above	142	71	71
M.Phil/M.E/MS	51	25.5	96.5
Masters	07	3.5	100.0
Total	200	100	

The above table show the qualification of respondents which shows majority of respondents were Ph.D. and above. Thereafter, experience of the respondents was also a matter of concern. The more or less experience the respondent has, the relative impact on the research is observed. The time period of the respondents in the relative field is considered in the context of the training and the intervals between training sessions that are acquired during their period of experience. Relatively, the experience period shows, further in research results, whether the HEI's institute teachers receive the trainings at a proper interval of time or not. Therefore, the data regarding their amount of experience was collected and is given below in Table 3. The highest percentage of the respondents stood having 12 and above years' experience. This strengthened the reliability of the research data that was collected for analysis.

Table 3: (Experience of the Respondents)

Experience			
	Frequency	Valid Percent	Cumulative Percent
2 or less	27	13.5	13.5
04 years	13	6.5	20
06 Years	12	6	26
08 Years	27	13.5	39.5
10 Years	36	18	57.5
12 or above years	85	42.5	100
Total	200	100	

Table 4: (Last Training Attended by the Respondents)

Last Training			
	Frequency	Valid Percent	Cumulative Percent
Less than a month	27	13.5	13.5
2-3 Month ago	51	25.5	39
4-5 Months ago	68	34	73
Between 06-12 Months	41	20.5	93.5
More than a year	13	6.5	100
Total	200	100	

The further division was of the population is also given in the information for more clarity and validity of the results. Table 5 contains the data regarding the HEI's institute to which the respective universities are affiliated. Though, there are many universities are working in district Khairpur. The three universities were selected in this research. The data of the respondents belonging to the respective universities is given below in Table 5.

Table 5: (HEI's institute in District Khairpur)

HEI's Institute			
NGO Name	Frequency	Valid Percent	Cumulative Percent
SALU	90	45	45
MUET,SZAB	60	30	75
BBSUTSD	50	25	100
Total	200	100	

Reliability Analysis

Table 6: (Reliability Analysis)

Variable Names	Cronbach`s Alpha Value	Number Of Items
Work Environment	0.889	17
Training Design	0.810	17
Training Transfer	0.870	07
Over all reliability of scale	0.910	41

The quantitative research requires the accurate and reliable measuring scales for valid results. Consequently, it is essential to select a scale that matches the research study and works compatibly with the questionnaire items during the survey. The suitability of the scale refers to the internal consistency of the survey questionnaire. Cronbach’s Alpha is generally used indicator for the examination of the internal consistency or reliability of the questionnaire in the research study.

In Table 1, the value of Cronbach’s Alpha (a) of each variable is more than 0.7 that ensures the reliability and exactitude of the questionnaire for further proceeding in the research study. The figures of table shows reliability of each variable where work environment part produced the figure of 0.829 with 17 items, training design 0.830 with 17 items, and training transfer part came with 0.860 having 7 items. The overall reliability of the research questionnaire stood at 0.910, with the total of 41 items that is more than the standard mentioned above. This is how further research was carried out after the reliability test of the variables given in the questionnaire.

Correlations

Table 7: (Correlations)

	TD	WE	TR
TD	1		
WE	.447**	1	
TT	.051	.072	1

Normally correlations are used to check the multicollinearity of the data, while looking at above table none of the variable is highly co-related, showing the multicollinearity. Both variable are positively and normally co-related with each other as well as statistically significant.

Regression Analysis

Table 8: (Regression Analysis)

Independent Variables	Coefficients	T statistics	P value
TD	.598	8.017	.000
WE	.328	3.410	.000
R-square .634	Adjusted R-square .439	F statistics 73.023	
Dependent Variable	Training Transfer		
Hypothesis	Hypothesis Supported		
H ₁	Yes		
H ₂	Yes		
H ₃	Yes		

In above table value of r^2 is .634, which shows the goodness of model. It further states how much independent variables (Training Design & Work Environment) are contributing and showing variance to dependent variable (Training Transfer). In aforesaid table R-value (63.4%) states the strong relationship of Independent variables with dependent variable and further it is associated with F-value (73.023). Therefore, it is noted that P-value is 0.000 as mentioned in above table. This assures the overall significance of Model.

Furthermore, it is stated that the variable "TD" beta value is (0.598) along with significance P- value of 0.000 which shows the impact on "TD". The "WE" variable states beta value (0.328) with P value of 0.000. Both independent variables have positive and significant impact on employee performance.

Conclusion

This study was carried out to explore the relationship and impact of Training Design and Work Environment with Training Transfer. The Pearson Correlation test stated the positive association of TD and WE with Training Transfer. Another technique was used (regression analysis) which showed strong contribution to and variance of Training Design with Training Transfer. Work Environment was discovered with moderate contribution to and variance with Training Transfer. Furthermore, three hypothesis were set to check the impact and relationship between Independent variables and the dependent variable. All the hypotheses were accepted which shows the positive relationship between Independent variables and the dependent variable. Hence, it is concluded that Training Design in the organizations affect the employees' as well as organizational performance more than that the Work Environment does.

Training Transfer is the prominent factor that affect the overall performance of the HEI's institute's universities Teachers Performance; hence, the trainers should focus on the training design to make the training programs successful. As per the results of the study, Work Environment has less influence than Training Design; relatively, the efforts for the work environment building should be focused so that encouraging results may be achieved out of the training programs.

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