

Promoting Transfer of Training to Job Environment by Designing a Training Program: Field Research on Sample Trainees from the Offices of Inspectors General (OIGs)

Dr. Ghani DahhamTanai AL-Zubaidi¹, Noor Hussien Fakhri²

¹University of Baghdad, College of Administration and Department of Business, Administration, Economics, -Waziriyya, Baghdad, Iraq

²Institute of Administration Rusafa .Middle Technical University- Bab Al-Muadham, Baghdad, Iraq

Abstract: *The objective of this research is to determine how transfer of training to job environment can be improved through designing training programs. The research sampling included 249 trainees working in the offices of inspectors-general in 10 Iraqi ministries, who participated in the training programs organized by the consulting bureau of the college of administration and economics/university of Baghdad. A questionnaire is used to collect data and information from the sampling and interviews are conducted with some officials in the inspectorates general to explore their assessment of this process. Also, SPSS-V19 is applied to test the research hypothesis and to answer the questions relating to the research problem by means of using a number of statistical approaches, percentages, arithmetic mean, standard deviation, variance coefficient, Spearman Rank Coefficient, simple regression coefficient, determination coefficient R^2 , t test and f test. Among the most important results obtained, there is the design of training, which plays a major role in promoting transfer of training to the inspectors general offices.*

Keywords: Transfer of training, Training design.

1. Introduction

Training is an official function that contributes to the acquisition of knowledge, new skills and experiences required in work environment. Many organizations spend significant funds on training programs. What is learnt through training need to be applied in workplace, and trainees should be motivated to change their job behaviors to be able to employ the acquired new skills. Therefore, transfer of training has become more important as it measures trainees capabilities in terms of applying acquired knowledge, skills and behaviors while training at workplace. Such transfer may take different forms, for instance positive transfer takes place when work performance gets better, zero transfer reflects no change in work performance and negative transfer could be a result of bad training. Transfer of training is impacted by the training design as per developing learning principles, having appropriate training content, and providing feedback to trainees. This research discusses the barriers to the process of transfer. Inspectors general offices in 10 Iraqi ministries are selected as a study field through sampling of trainees participated in the training programs held by the consulting bureau in the college of administration and economics, university of Baghdad. The study includes six main sections, Introduction, Research problem, literature review, research methodology, results & Discussion and finally conclusion and recommendations.

2. Research Problem

There is much evidence that many training programs help trainees to acquire knowledge and skills, but those trainees lack ability to transfer such knowledge and skill, or their

work environment does not provide them with a sufficient support for transfer requirements. According to researches, only 20% of any training process is transferred to work environment and 60% -90% of job-related skills and training-acquired knowledge is not applied to business. They report also that only 15 out of 100 trainees make benefit of new training in their job (Amidi&Jusoh, 2013: 122)^[1]. Training transfer is more complicated than the way it seems, it involves plan and design the training in a manner that is consistent with the trainers' work environment. Although the inspectors general offices lay out large amounts of funds on training, some trainees after finishing the training program revert to their old work methods.

The research problem can be identified through the following questions.

- 2.1 What are the levels of training transfer relating to (skills, knowledge and behavior) to business environment in the offices of inspectors general?
- 2.2 Does the design of training programs by the consulting bureau in the college of administration and economics serve to improve transfer of training?
- 2.3 What are the obstacles facing transfer of training to the environment of inspectors general offices?.

3. Literature Review

3.1 Transfer of Training

3.1.1. Concept

Transfer of training is the final aim of the training process. It takes place when the trainees employ all the knowledge they

acquired into their business (Stewart & Brown 2009: 328)^[2]. Transfer of training is defined as the successful use of skill acquired through training in workplace (Bruce et.al 2005:52)^[3]. In general, it is agreed that Transfer of training is the level where trainees successfully in their jobs apply the knowledge, skills and situations obtained through training and maintain them over time (Cruze 2009:4)^[4], (Lee 2007 :23)^[5], (Pallares 2012: 1751)^[6].

3.1.2. The important of Transfer of training

- One of the main considerations used in assessing Transfer of training (Antle et.al, 2008:1068)^[7].
- Changing job requisites as a result of globalization and technological progress requires employees to cope with such changes and increase their interest in transfer of training to work place (McDonald 2001:22)^[8].
- Transfer of training is the potential mediator of the relationship between training and service quality. Employees who gained new knowledge, skills and situations through training will be able to achieve customer service in higher quality (Zumrah 2014: 111)^[9].
- Hiring employees that can transfer newly acquired knowledge from training to have the organization's resources invested and protect it from losing its resources (Corominas, 2014:675)^[10].
- Improve the organization's work performance and provide it with a competitive advantage (Lebrmanetal, 2006:3)^[11].

3.1.3. Types of Transfer of training

There are different types of transfer of training As follows:

- Positive Transfer, negative transfer and zero transfer: Positive transfer occurs when the information acquired in training facilitates performance of the new job (So et.al 2012: 2482)^[11], whereas negative transfer occurs when work performance is worse than before training. Zero transfer means there is no change in work performance after training (Perkins & Solomon 1992:3)^[11].
- General versus specific transfer: Trainees in general transfer gain specific work techniques and new skills and knowledge, and apply them in other duties not necessarily related to training, while in specific transfer, the new knowledge is used in one duty. (Edwards 2013: 36)^[14] (Aarkrog 2011:4)^[15].
- Vertical and horizontal transfer: Vertical transfer occurs inside a certain task as experience becomes broader and refers to the use of learning in more complicated functions. Horizontal transfer occurs from one task to another at the same functional level (Edwards 2013: 36)^[14].

3.1.4. Factors Affecting Transfer of training

There is a range of factors that play a major role and significantly affect the training transfer process. These can be summed as follows (Noe, Raymond A. et al 2015: 303-306)^[16].

- Manager support. Manager or supervisor support takes place through helping and encouraging trainees to apply the knowledge and skills acquired in training to their jobs including emotional support.

- Peers support. It refers to the courage received by the trainee need when returning to work.
- Self from his/her peers to apply the knowledge obtain efficacy. It refers to the personal judgment of a trainee on his own capabilities and self confidence to organize and implement work streams to achieve certain level of performance.
- Opportunity to use learning abilities. Opportunity is affected by business environment and motivation to learn.
- Technological support. It refers to the use of electronic performance support systems in information management in an organization.

3.2 Training design

3.2.1 Concept

Designing a training program is defined as a series of continuous process of planning and implementing a program and setting the study materials required to achieve the desired goals (Abiddin 2006:8)^[17]. Design of training program involves the design of time schedule and training materials, as well as using various training methods in the training program (Devi & Shaik 2012: 729)^[18]. During the design stage, the trainer works on defining training goals and selecting or designing learning activities and determining how the training program will be run through the training period. There are five factors to consider and be maintained before designing any training program, i.e. credibility, commitment, risk, consideration and maneuver (Hu, 2004:27-28)^[19].

3.2.2 The important of training design

Design of training program has a major role in facilitating transfer of training. Applying work plans serves to promote learning and enable transfer of training to job environment, basically because it provides a reference point to trainees in their job and reminds them of what they should focus on. It can be noted that support by peers will ensure continuous well established relationships during the training program, which in turn facilitates transfer of training. Therefore, an appropriate diversified educational method with various training techniques should be used and assessed (Leberman 1999:68)^[20].

3.2.3 Training design steps

Training design begins with the decisions made in analyzing training requirements and ends with a model of training program, in which learning objectives are set and training material is determined and accommodated to fit with different learning methods. Steps of training design includes the following (Martin 2010:521)^[21], (Salas & Cannon-Bowers 2001: 475)^[22], (Joshi 2013:39)^[23].

Identify and analyze training requirements. Set training required goals, Select methods and techniques,

Prepare training facilities, Hire trainers, Process training budget, Set time table (timing and sequence of events), and Identify training location.

3.2.4 Training program dimensions

- (a) Training content: Validity of training content plays a major role in Transfer of training. It refers to the evaluation of training by the trainees through the goals and objectives of the training program. Accordingly, developing training content is essential to guarantee that the training is satisfactory to trainees expectation. (Yasin 2014:184)^[24].
- (b) Feedback: It refers to the information (reactions) submitted to the trainees relating to their performance, and that timing and quality are considered critical variables in determining learning outcomes. Some writers suggest that optimal privacy of reaction depends on the trainer and learning stage. (Baldwin & Ford 1988:67)^[25].
- (c) Training materials. Training materials are one of the important aspects of training design. It should be consistent with the developments of training themes. Also, they should be prepared carefully to ensure their relevance and compatibility with workplace. (Joshi 2013:39)^[23].

3.3. Relation between training design and transfer of training

Training design is the most influential factor governing transfer of training process and related promotion. (Kasimetal 2013: 32)^[26]. Studies have noted that trainees participation during a training program in applying the obtained information and provision of feedback will enable them to do revisions on their attitudes, and have clearer vision of the required changes that need to be applied in their workplace. The design may have a direct or indirect impact on transfer of training as it affects trainers behavior. Training program should be created with a view to meet the trainee needs. The training design or learning design -related factors including identical elements, essential principles, providing training incentives in multi methods and practice requirements have a positive effect on transfer of training. (Rasli 2005: 36)^[27]. Studies noted that there is a positive relation between training environment and work environment on one side and the trainees motivation to transfer training on the other side. (Nijman 2006: 4)^[28].

4. Research Methodology

4.1 Research Importance

The importance of research lies in the following:

4.1.1 Identify key requirements or characteristics that should be available in the job environment and whether they are consistent with the training design to help achieving Transfer of training.

4.1.2 Offices of inspectors general (OIGs) are newly established bodies facing volatile environment. They are concerned with training their staff in order acquire proper knowledge and skills. Studies and administrative researches in this respect are limited.

4.1.3 Provide offices of inspectors general with appropriate proposals to help activation of Transfer of training to their job environment.

4.2 Research objectives

4.2.1. Pinpointing the factors affecting Transfer of training to the OIG job environment

4.2.2. Pinpointing the relation between the training programs created by the consulting bureau and Transfer of training to OIG

4.2.3. Pinpointing the obstacles to trainees that inhibit transfer of knowledge, skills and behavior obtained through training to work environment.

4.2.4. Make a set of recommendation to promote knowledge and application of the sampling in research relating to the research variables.

4.3 Research hypothetical diagram

Figure 1 outlines correlations and effect between the independent variable, training design, and the dependant variable, Transfer of training.

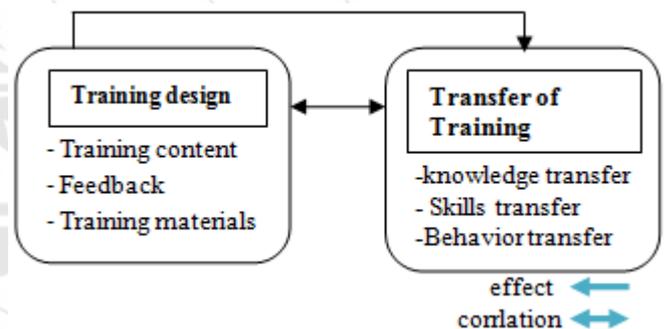


Figure 1: Research hypothetical diagram

4.4 Research hypotheses

The research includes two hypotheses.

4.4.1 **Hypothesis I.** There is a significant correlation between the design of the training and the transfer of training at the level of the total and sub-dimensions in OIGs.

4.4.2. **Hypothesis II.** There is a significant effect of the training design in the transfer of training at the level of the total and the level of sub-dimensions in OIGs.

4.5 Research limits

4.5.1. **Human limits.** Human limits refers to the OIGs trainees involved in training programs held by the consulting bureau in the college of administration and economics.

4.5.2 **Spatial limits.** It refers to OIGs in 10 Iraqi ministries.

4.5.3 Time limits. The research time period covered the training programs held by the consulting bureau for (2014-2015) in which the research sample took part.

4.6 Research method

Analytical descriptive method is adopted. This method applies data collection and analysis to identify the relationships among their dimensions and interpretation of their results and conclusions to submit recommendations accordingly.

4.7 Research tools

4.7.1 Personal interviews

Interviews were conducted with 11 persons ranging between heads of planning and follow up units to assistant Inspector General and head of the Inspector General Office audit unit in the researched Iraqi ministries. The interviewees were asked various questions to identify the changes took place in the trainees job environment after they come back from training.

4.7.2 Questionnaire

It consists of two themes relating to the research developments. International measurements were adopted for each one.

- (a) **Transfer of training:** this theme includes (14) items divided into three dimensions only. The first dimension, transfer of knowledge included (5) items ,is measured based on the scale presented by (Baharim, 2008) ^[29]. The second dimension, skill transfer, included (5) items .and The third dimension, behavior transfer, included (4) items, which were measured with the scale of (Saleh, 2001) ^[30] ., (Bhati, 2007) ^[31]..
- (b) **Training design.** This topic includes (18) items divided into (3) main dimensions. The training content included (7) items, which is measured with the scale of (Baharim 2008) ^[29]. The second dimension feedback, includes (5) items is measured with the scale of (Baharim 2008) ^[29]. (Lee 2007) ^[5]....and the third dimension Training materials includes (6) items is measured with the scale of (Machin, 1999) ^[32] (Baharim, 2008) ^[29].

Fifth Likert Scale was adopted in designing the questionnaire. See table 1.

Table 1: Fifth Likert Scale

| 1 | 2 | 3 | 4 | 5 |
|---------------------|----------|----------|-------|------------------|
| absolutely disagree | disagree | Not sure | agree | Absolutely agree |

The questionnaire and its measures were put to validity and reliability tests.

- (c) **Questionnaire validity:** It means that a scale validity is apparently realized by presenting the questionnaire items to a number of scholars specialized in business administration (human resources management). The agreement to the scale items was 85%, which is acceptable.

(d) **Questionnaire reliability.** It refers to the consistency of scale results, which gives the same results after being applied two times on the same sampling in two different time periods. The reliability is measured in two ways.

- (1)**Split half reliability.** All the 249 questionnaires distributed to the sampling were used, and the 68 scale items were divided into two halves, odd items and dual items. The Pearson correlation coefficient was determined between the two halves to be 0.70, and by applying the corrective Spearman equation, the reliability coefficient was 0.83- high coefficient.
- (2) **alpha coefficient** :for internal consistency The alpha equation was used and the scale reliability was 0.95, which is internally consistent.

4.8. Statistical methods applied: For data analysis, SPSS-V-19 was used. The key statistical methods used included (percentages, arithmetic mean, standard deviation, coefficient of variation, Spearman correlation coefficient, simple linear regression coefficient, determination coefficient R^2 , T-test, and F-test).

4.9 Research population and sample

The research population covered (548) trainees, who work in the OIGs in 10 ministries and participated in the training programs held by the consulting bureau of Baghdad University, which organized (53) courses over 2 years. These courses embraced inspection, audit, performance assessment, administrative investigation, training of trainers and code of conduct. A random sample of(249) persons took part in 3 courses was selected. The sample represented (45%) of the community.

5. Results and Discussion

5.1 Diagnosis and description of research variables.

5.1.1 Diagnosis and description of training transfer from a sample-based view

This variable consists of (14) questions distributed to (3) dimensions, knowledge transfer, skill transfer and behavior transfer. The arithmetic mean of this variable was 3.87- higher than hypothetical mathematical mean of 0.3. It implies that the sampling answers for this variable were heading towards an agreement and full agreement at 0.38 as a standard deviation. The responses to the research sample were consistent, indicating that the OIGs trainees believe there is transfer of training at average level. Below is a description of the responses and each dimension of transfer of training.

- a) **Knowledge transfer:** This dimension was measured by 5 items, the focus of which was on the trainees capability to apply knowledge in the work environment. Table 2 indicates that the arithmetic mean value of this dimension was 3.95- higher than the hypothetical mathematical mean value of 3. It suggests that the responses of this section tend to an agreement and total agreement at standard deviation of 0.56. Apparently, responses were consistent, which reflect that knowledge transfer to work environment at acceptable degree does exist.

b) **Skill transfer:** This dimension was measured by 5 items reflect the trainees ability to use on the job training acquired skills. Table 2 shows that the arithmetic mean value was 3.75-higher than the hypothetical mathematical mean value of 3. The responses to sampling in this section tend to an agreement and total agreement at 0.46 standard deviation.

c) **Behavior transfer:** This dimension was measured through 4 items show the trainee capability to change attitude while working in order to improve his/her performance. Table 2 indicates that the arithmetic mean value of this section was 3.93-higher than the hypothetical mathematical mean value of 3. As we compare between transfer of training dimensions in terms of degree of significance, it appears that behavior transfer of had the lowest coefficient of variance of 0,11%, which means it was on top of the important dimensions, followed by transfer of skills and transfer of knowledge consecutively.

Table 2: arithmetic mean, standard deviation, coefficient of variance and level of significance of a Transfer of training dimension

| No. | dimension | M | S.D. | C.V. | Significance level |
|-----|--------------------|------|------|-------|--------------------|
| 1 | Knowledge transfer | 3.95 | 0.56 | 0.14% | 3 |
| 2 | Skill transfer | 3.75 | 0.46 | 0.12% | 2 |
| 3 | Behavior transfer | 3.93 | 0.46 | 0.11% | 1 |

N=249

5.1.2 Diagnosis and description of training design from sample-based view

The training design scale is composed of 18 questions divided into 3 dimensions, training content, feedback and, training materials. The arithmetic mean value of this variable was 3.83 a value higher than the hypothetical mathematical mean value of 3. It suggests that the sampling responses in this variable tend to reach agreement and full agreement at standard deviation of 0.46, indicating that the research sampling responses were consistent and reflect the sampling agreement on the significance of training design by the consulting bureau. Below is a description of the sampling responses for each training dimension.

(a) **Training content.** This dimension was measured through 7 items relating to training content description including, examples and curricula. As shown in Table 2, the arithmetic mean value of this dimension is 3.80, which is higher than the hypothetical mathematical mean value of 3. This suggests that the sampling answers in this dimension tend to reach an agreement and full agreement at S.D. of 0.55, indicating that their answers were consistent. This result suggests that the sampling is acceptable in terms for training content of the programs they participated in.

(b) **Feedback.** This dimension was measured through 5 items describing the reactions received by trainees for their performance while training. In table 3, we notice that the arithmetic mean value was 3.82 – higher than the hypothetical mathematical mean value of 3. There is an agreement and full agreement among the answers of the sampling at S.D. of 0.55, indicating that their answers were consistent. This result reflects that feedbacks of trainees were available.

(c) **Training materials.** This dimension was measured through 6 items give a description of the training material received by trainees in the training program. In table 3, we notice that the arithmetic mean value was 3.88 – higher than the hypothetical mathematical mean value of 3. It means the answers tend to reach an agreement and full agreement at S.D. of 0.53, indicating that their answers were consistent. This result reflects that the training materials are well benefited by the trainees.

By comparing between training design dimensions in terms of the degree of significance, it appears that training materials had the lowest coefficient of variance of 0,13%, which means it is ranked at the top in terms of significance, followed by the training content and feedback dimensions.

Table 3: arithmetic mean, standard deviation, coefficient of variance and level of significance of the training design dimension

| No. | dimension | M | S.D. | C.V. | significance level |
|-----|--------------------|------|------|-------|--------------------|
| 1 | Training content | 3.80 | 0.55 | 0.14% | 2 |
| 2 | feedback | 3.82 | 0.55 | 0.14% | 2 |
| 3 | Training materials | 3.88 | 0.53 | 0.13% | 1 |

N=249

5.2 Measurement of correlation relations between training design and training transfer

Table 4 shows a matrix of correlations between the training transfer variable and its dimensions and the training design variable with its dimensions on the transfer of total and subtotal levels, which include 15 correlations. On the vertical level, the table shows the training transfer variable dimensions, knowledge transfer, competence transfer and behavior transfer. On the horizontal level, the table shows training content, feedback, training materials, representing the training design dimensions.

Table 4: The correlation relations between training design and training transfer

| Training transfer Training design | Training content | Feed-back | Training materials | total training design | Sig. relations | | |
|--------------------------------------|------------------|-----------|--------------------|-----------------------|----------------|-----|------|
| | | | | | No. | | |
| Knowledge transfer | r | 0.38* | 0.44* | 0.23* | 0.41* | 4 | 100% |
| | Sig | 0.000 | 0.000 | 0.000 | 0.000 | | |
| Skill transfer | r | 0.25* | 0.43* | 0.16* | 0.32* | 4 | 100% |
| | Sig | 0.000 | 0.000 | 0.011 | 0.000 | | |
| Behavior transfer | r | 0.24* | 0.35* | 0.18* | 0.30* | 4 | 100% |
| | Sig | 0.000 | 0.000 | 0.000 | 0.000 | | |
| Transfer of training | r | 0.39* | 0.54* | 0.25* | 0.45* | 4 | 100% |
| | Sig | Sig. | Sig. | Sig. | Sig | Sig | |
| Sig. relations | No. | 4 | 4 | 4 | 4 | 15 | |
| | | 100% | 100% | 100% | 100% | | 100% |

N=249 * Sig. level 0.05 trust=95%

The values of correlations between training content and training transfer dimensions as shown in table 4 were 0.38* , 0.24* , 0.25* in a row. All of them are direct positive correlations that have significance level at 0.05. The

strongest correlation was between training content and knowledge transfer, which indicates that the training content is proper and largely focuses on increasing knowledge transfer to job environment by the trainees. The weakest correlation was between training content and behavior transfer, while the correlation values between feedback and training transfer dimensions as shown in the table 0.35* , 0.43* , 0.44* in a row. This indicates that all the correlations are direct positive and significant correlations at 0.05. The strongest correlation was between feedback and knowledge transfer. It denotes that the focus of most reactions is on trainees' transfer of knowledge. On the other hand, the correlation between feedback and behavior transfer was the weakest. Finally, the correlations between the training materials and training transfer was 0.23* , 0.16* , 0.18* in a row. All of these are direct positive and significant correlation at 0.05. the strongest correlation was between training materials and knowledge transfer which indicate that training materials puts greater significance on knowledge transfer. The correlation between training materials and skill transfer was the weakest.

As shown in table 4, the value of correlation coefficient between transfer of training and transfer of total training design was 0.45*. This correlation is positive direct correlation with significance at 0.05. on the sub-dimensions level of the training design variable, the coefficient had 15 correlations with the training transfer variable and dimensions, which is equal 100% of the transfer of total correlations. Such result confirm that training design is plays a significant role in the realization of training transfer process in OIGs. And these results allow acceptance of the first hypothesis of research .

5.3 Measuring effect of training design at transfer of training

To analyze how the independent variable, training design, and its dimensions affect at the dependent. variable transfer of training and its diminutions, the simple linear regression coefficient was used **as shown in table 5**. The table applied f-test and t-test for the following reasons. f-test is used to determine the significance of regression equation ($Y=a+bX$) , which shows the significance of effect between both variables. The independent variable affects the dependent variable. T-test is used to identify beta coefficient significance, i.e. the computed coefficient is applied in accounting for the dependant variable. Results of the training design and dimensions effects on training transfer analysis are reviewed below:

5.3.1 Analysis of training content effect on training transfer

As shown in table 5, the highest value of determination coefficient for training content was ($R^2 = 0.14$) with knowledge transfer. It means that training content contributes to interpreting 14% of knowledge transfer and($R^2 =15\%$) of transfer of total training transfer. (F)value computed with training transfer and dimensions was(43.08 , 14.47 , 16.18 , 41.48) Respectively at a significant level of(0.05). In other words, computed (F) is bigger than table (F) . the training content positively affect training transfer and dimensions. The values of (a) constant in the equation were(2.85 , 3.17 ,

2.95 , 2.48) Respectively, which denote that when training content is zero the training transfer and dimensions will not be less than these values. On the other hand, Beta coefficient(B) was (0.39 , 0.21 , 0.20 , 0.27,) which are positive and referential values. Variation by one unit in the training content results in training transfer will be changing as many as these values. Values of computed (t) were (18.03 , 15.79 , 14.84 , 10.77) at a significance of 0.05, so computed t is bigger than t in the table, reflecting how the training content variable in the model is significant.

5.3.2. Effect of feedback on training transfer and dimensions

As shown in table 5, the highest value of R^2 for feedback was associated with knowledge transfer and skill transfer at($R^2 = 0.19$). This means feedback contributes to interpret(19%) of knowledge transfer and skill transfer and ($R^2 =29\%$) of transfer of total training transfer. F values computed for feedback with training transfer and dimensions were (59.51 , 100.99 , 34.94 , 85.89) Respectively at a significance of 0.05. It means that computed(f) is bigger than table(f). feedback has positive and significant affect on training transfer and dimensions. The value of (a) constant in the equation were (2.44 , 2.80 , 2.35 , 2.25) Respectively . Thus, when feedback equals zero, training transfer and dimension will not be less than such values. On the other hand, beta(B) values were(0.37 , 0.30 , 0.37 , 0.45) Respectively, which are positive and significant values. If feedback changes by one unit, training transfer will change as many as these values. The values of (t) were (17.02 , 14.56 , 12.77 10.11) at a significance of 0.05. Computed(t) is bigger than table(t) reflecting how the feedback variable is significant in the model.

5.3.3 Effect of training materials on training transfer and dimensions

As shown in Table (5), the highest value of the determinants for the training materials was with the transfer of knowledge ($R^2 = 0.05$) in other words, training materials contributes to the interpretation of(5%) of the transfer of knowledge and explains (6%) of the total transfer of training. (F) values computed for the training materials with the transfer of training and diminution were (13.34, 6.53, 8.27, 16.27) respectively at a significant level (0.05), means that computed (f) is bigger than table(f),training materials has positive and significant effect on training transfer and dimensions. The value of (a) constant in the equation were (3.02, 3.21, 3.32, 3.17) respectively Thus, when training materials equals zero, training transfer and dimension will not be less than such values . On the other hand, beta(B) values were (0.24, 0.14, 0.16, 0.18) respectively were positive and significant values, meaning that the change of one unit in the training materials leads to a change in the transfer of the training and its diminutions by these values. The(t) values were (11.84, 14.99, 15.51 and 18.18) at a significant level (0.05), meaning that the . Computed(t) is bigger than the table (t), which reflects the importance of the training materials in the model.

Referring to table 5, the impact of the total training design in the transfer of training the value of determination coefficient was($R^2 = 0.21$) It means that the training design contributes to explain (21%) of transfer of training. Computed (f) values

of the transfer of total training design associated with training design and dimensions was(64.03) , at a Sig 0.05. It means th a t computed (f) is bigger than table (f,) i.e. the training design positively affects training transfer. Values of constant variable (a) in the equation was (2.42), which denotes that when training content is zero the training transfer will not be less than this value. On the other hand, Beta coefficient was(

0.38), which are positive .It means that a change by one unit, will change training transfer as many as this value. On the other hand, the values of computed(t)was (13.27). It means that computed(t) is bigger than t table (t) at (0.05), reflecting how the total training design is significant in the model. And these results allow acceptance of the second hypothesis of research.

Table 5: Effect of training design and dimensions on training transfer and dimensions

| Independent variables | Constant variable a | Beta coefficient (B) | T computed value | Sig. | Determination coefficient R ² | F computed value | P value | Dependent variable |
|-----------------------------------|---------------------|----------------------|------------------|-------------------------------------|--|------------------|---------|--------------------|
| Training design | | | | | | | | |
| Training content | 2.48 | 0.39 | 10.77 | .000 | 0.14 | 41.48 | .000 | Knowledge transfer |
| feedback | 2.25 | 0.45 | 10.11 | .000 | 0.19 | 59.51 | .000 | |
| Training materials | 3.02 | 0.24 | 11.84 | .000 | 0.05 | 13.34 | .000 | |
| Transfer of total training design | 2.04 | 0.50 | 7.52 | .000 | 0.17 | 49.79 | .000 | |
| Training content | 2.95 | 0.21 | 14.84 | .000 | 0.06 | 16.18 | .000 | Skill transfer |
| feedback | 2.35 | 0.37 | 12.77 | .000 | 0.19 | 58.89 | .000 | |
| Training materials | 3.21 | 0.14 | 14.99 | .000 | 0.03 | 6.53 | .000 | |
| Transfer of total training design | 2.51 | 0.32 | 10.77 | .000 | 0.10 | 28.74 | .000 | |
| Training content | 3.17 | 0.20 | 15.79 | .000 | 0.06 | 14.74 | .000 | Behavior transfer |
| feedback | 2.80 | 0.30 | 14.56 | .000 | 0.12 | 34.94 | .000 | |
| Training materials | 3.32 | 0.16 | 15.51 | .000 | 0.03 | 8.27 | .000 | |
| Transfer of total training design | 2.88 | 0.29 | 11.80 | .000 | 0.09 | 23.81 | .000 | |
| Training content | 2.85 | 0.27 | 18.03 | .000 | 0.15 | 43.08 | .000 | Training transfer |
| feedback | 2.44 | 0.37 | 17.02 | .000 | 0.29 | 100.99 | .000 | |
| Training materials | 3.17 | 0.18 | 18.18 | .000 | 0.06 | 16.27 | .000 | |
| Transfer of total training design | 2.42 | 0.38 | 13.27 | .000 | 0.21 | 64.03 | .000 | |
| Table(F) value at 0.05=3.84 | | | | Table (t) value at 0.05=1.96 N= 249 | | | | |

6. Conclusions and Recommendations

6.1 Conclusions

6.1.1The content of training held by the consulting bureau provides various curricula and examples to enable trainees to acquire and apply knowledge in their jobs after completing the training program.

6.1.2 Trainees feel satisfied with the feedback they receive during the training program, which suggests that the consulting bureau is concerned with them and that its training materials focus on developing trainees' knowledge.

6.1.3Obviously the OIGs concern to provide opportunities to facilitate training transfer for the trainees was not as good as expected. This indicates that there are limitations on the trainees to freely put in place their newly acquired skills and knowledge.

6.1.4Design of training program has a major role in promoting training transfer to OIGs. The correlations and effect among training design dimensions and training transfer dimensions were positive and significant.

6.1.5Training programs greater focus was on the trainees transfer of knowledge to their job environment.

6.2 Recommendations

6.2.1OIGs are required to increase their concern with training transfer by learning about the developed countries experiences in this field and providing supporting programs for training transfer and developing staff capacities.

6.2.2 Training design should be focused on improving staff knowledge to have the necessary skills to employ as they return to their job.

6.2.3 The consulting bureau is preferably required to design a cutting-edge training program, to use training-oriented skills and applications and to simulate work environment to facilitate and secure training transfer to their job, such as cause trainees to have tests during the training programs.

6.2.4 OIGs are recommended to consider holding motivational programs for trainees after returning from training to apply what they have learned in their job in a positive manner.

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Author Profile



Ghani dahham tanai al-zubadi Ph.D in Business Administration since 2004, specialization in human resources management, Assistant Professor in the Department of Business Administration ,Faculty of Management and Economics - University of Baghdad Has more than 15 research published in Iraqi scientific journals



Noor Hussien Fakhri holds a Master's degree in Business Administration from the University of Baghdad -2015, working as a lecturer at the Institute of Administration / Rusafa. She has three published research.