



EVALUATION OF TRAINING EFFECTIVENESS; CONTRIBUTION OF ORGANIZATIONAL COMMITMENT AND TRANSFER DESIGN BY MEDIATION OF motivation to improve work

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ABSTRACT- The core concern of this study is to understand to what extent organizational commitment and transfer design influences the motivation to improve work. Besides, it is design to understand the role of motivation to improve work in a framework that includes variables organizational commitment, positive transfer and transfer design. This research study could provide an important contribution in the body of literature on positive transfer of training. Few studies show the importance of motivation to improve work through learning in training effectiveness. Further, this study will extend previous studies by maintaining a framework that explains how the variables can be pertinent in training effectiveness. A cross sectional, survey data study was undertaken to analyze the relationships in a sample of 100 employees those who attended the training in city district Govt. Rawalpindi. Multiple regression was applied to test the hypothesized relationship among the study variables. The findings of this paper revealed that organizational commitment and transfer design positively influences motivation to improve work. Results indicated that it positively influences positive transfer. Trainees likely to be more motivated in training sessions also show positive transfer.

KEYWORDS: Organizational commitment, motivation to work, transfer design, positive transfer

I. INTRODUCTION

Intangible assets are increasingly a concern of organizations, and now recognized as the main asset to the companies. Human capital as a dimension of intellectual capital is a major factor in the development and growth of organizations, since it provides value creation and competitive advantage for companies (Baldwin & Ford, 1988). In the corporate setting transfer of training is one of essentials. Previous research studies identified transfer is a problem to the organizations. In the light of theories and past practice this research is designed to investigate training effectiveness with reference to organizational commitment and transfer design. However, an analysis is being conducted to measure the effectiveness of independent variables to contribute in dependent variable under the mediation effect of social support. Changing market dynamics with technological advances and increasing demand of flexible as well as competent workforce led the organizations to concentrate on the training needs of their workers. It is therefore, now, training in the corporate setting being treated as a strategic issue rather just routine matter. In a research study (Ng & Siu, 2004) highlighted that one of important issue is being faced by the human resource management is the challenge to upgrade the workers' knowledge with up-to-date market practices that needs training and development programs. The fundamental goal of training program is to develop required knowledge, skills and attitude necessary to help out the workers to contribute in achieving the organizational goals and add values to create competitive advantage by utilizing the required knowledge.

The efforts are required from the researchers and training professionals to utilize the best of their knowledge and bring about the organizations to put efforts in successful transfer of training (Bhatti & Kaur, 2010). Transfer of training major criteria behind the success training pregame with desired effectiveness. Training effectiveness is attributed to bring change in both the performance and growth of employees and organizational performance (Nikandrou, Brinia, & Bereri, 2009). There is a little work on the same topic

previously done in different jurisdictions especially in the Pakistani market context. As it is provided that transfer of learning is influenced by work environment is an area under research, where few researches carried (Abdullah & Suring, 2011). In a study (Devi & Shaik, 2012) argued that social support with positive transfer is less studied. According to the study (Steven, 2009) non-significant effect of social support with respect to perceived content validity and motivation to improve work so it was suggested that PCV should be replaced with Organizational commitment. The core concern of this study is to understand to what extent organizational commitment and transfer design influences the motivation to improve work. Besides, it is aim to understand the framework including variables such as organizational commitment and transfer design with motivation of improve work. Furthermore, it is aim to study whether motivation appears as a predictor to explain the positive transfer of learned knowledge of the workplace. This research study could provide an important contribution in the body of literature on training effectiveness. Few studies shows the importance of the motivation to improve work. Further, our findings will extend previous work by maintaining a framework that explains how the variables (e.g. organizational commitment, transfer design) can be related to positive transfer of training.

II. LITERATURE REVIEW

Organizational Commitment

Organizational commitment was first discussed in the study (Porter, William, & Smith, 1976). In this study the term “Organizational Commitment” was defined as the chance that individuals will prescribe the value to organization, individuals will put effort to adhere the value preposition and further individuals will desire to keep maintain their linkages with organization they are working for. Organization commitment is the individual's attachment to the workplace. According to findings of research study (Bashir & Long, 2015), organization commitment and motivation to work are positive associated in training perspective. It is therefore organization commitment and motivation to work influence the training effectiveness. The results indicated that employees with higher training motivation level would exhibit higher levels of organizational commitment. It explains motivation to work” is how motivated employees is in learning during training and apply what learnt. The outcomes of this are a better job performance. This may explain the relationship between motivation to work and organizational commitment, for instance research conducted by (Ahmad & Bakar, 2003) discovered there is a positive association between motivation to work with affective and normative commitment as well as overall organizational commitment. Similar findings were discovered by another study (Bartlett, 2001) that organization commitment and motivation to work are associated variables. It was further emphasized that before start of any training program, there must be strong desire in trainee to learn something new from the training program. This motivation to learn something new contributes to the training effectiveness.

There are types of motivation such as to learn and to be engaged into the learning environment or programs. Bothe the activities are closely relates with work with motivation and the performance of employees (Bartel, 2000). In another study researchers (Allen, Shore, & Griffeth, 2003) asserted that motivation to learn even motivation to transfer what is learnt previously and overall experience through development process leads to improve the participation of learner in training and development process.

H1: There is a positive association between motivation to improve work and organizational commitment.

In a study conducted by (Chen, Tsui, & Farh, 2002) it was asserted that the perception of student workers about co-workers and supervisor support developed commitment to the team .In addition, student worker perception shows positive relationship of organizational commitment to the host organization and to the work. Additionally, the study carried out by (Francesco & Chen, 2004) elaborated that organizational commitment is stronger for those are full time and less individualistic employees. Training process is mainly associated with the organization’s commitment towards the training needs and conduct of training programs. (Ahmad & Bakar, 2003). Organizations are emphasizing on training programs to ensure their strengths in the competitive market however they are seriously committed in the launch of training programs (Bartel, 2000).

Transfer Design

It is described as the content of the training designed and implemented to make sure that trainees are prepared for the training transfer. It is elaborated in a research article (Holton, 1996) that transfer design is associated with organization support, it affects the job performance. In a research study (Hutchins & Burke, 2007) argued that managers should introduce training policies to teach and add knowledge. Moreover, another study (Kontoghiorghes, 2001) has explained that training given to employees also depends on the technology and resources. Transfer design and positive transfer shows a positive relationship and contributes towards structured process.

It is demonstrated in another study (Keith & Frese, 2008) that there are less chances of improvement in job performance once training is attended unless an appropriate design is chosen that leads to the use of training outcomes in work environment. It is therefore implementation of training outcomes is associated with working environment conditions. It is described in another study (Baldwin & Ford, 1988) training transfer is the phenomenon in which the trainees gain the knowledge, skills and implement those learning in the working environment. It is therefore trainee first required to learn the knowledge, skills and attitudes then apply in the real job settings when needed. Training makes employees competent skillful thus the training helps to achieve the organizational goals. Learning through training permits the trainees to improve their knowledge, attitudes and skills permanently rather for short period of time. Thus outcomes of training program are long lasting and assist the trainee to apply the knowledge where required to get maximum outputs (Bossche, Segers, & Jansen, 2010). In another study it is provided that learning is permanent changes in trainees' behaviour. But this changes is better to be applied it vanish over the period of time (Tziner, Fisher, Senior, & Weisberg, 2007). There is a huge cost that organizations incur to conduct employees training programs however its positive outcome is associated to the positive change in job performance which is only possible if trainees apply the learned knowledge in work place.

Motivation to Improve Work

It is a lot of powers that originate within as well as far beyond an individual's being to start business related conduct, and to decide its structure, course, force, and span". According to a research study (Salas & Cannon-Bowers, 2001) learning transfer from education programs is a key role of motivation in the developing economies. The finding identified there is positive role of motivation on knowledge transfer. Another research study (Bartel, 2000) provides that motivation as determinant of knowledge transfer. It was found that motivation is significant on knowledge transfer. Similarly investigations conducted by (Nikandrou, Brinia, & Bereri, 2009) explained that motivation to learn as a mediator enhances the and motivation to improve work.

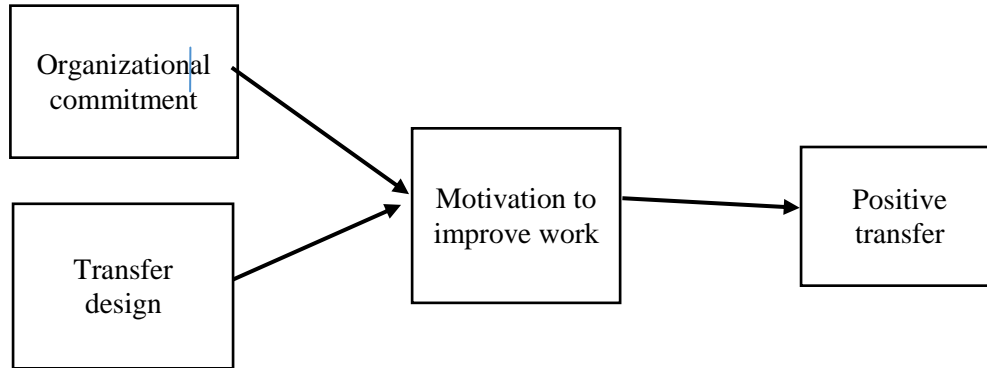
H4: motivation to improve work is significantly correlated to positive transfer.

Positive Transfer

Positive transfer refers to the application of knowledge of trainee from the training programs carried by the organization to boost the knowledge, attitudes and the skills of the employees (Baldwin & Ford, 1988). Transfer of training is essential as training programs incur a significant cost that required to be recovered which is only possible if the training outcomes are transferred in real job settings (Ng & Siu, 2004). A trainee is motivated to improve its work performance by applying the learned knowledge in working place by if the training process was designed and executed properly (Hutchins & Burke, 2007). Positive transfer increases the job performance and determines the difference between the existing and new knowledge, Skills and attitudes.

Spending on training is one type of investment and its returns are measured with organizational performance (Baldwin & Ford, 1988). However, there is a need to discover the relevant measures that lead to positive transfer (Bartlett, 2001). In case, if employees apply the gained knowledge, skills and attitude in work place and significant change is observed in job performance then it attributes to the positive transfer (Chen, Tsui, & Farh, 2002). It is demonstrated in a research study (Fitzgerald & Kehrhahn, 2003) that trainees can only possibly apply the gained skills, attitude and knowledge if its application is required in working environment. However, training design and its content validity leads to the positive transfer. It is asserted in a research study (Keith & Frese, 2008) that trainees assumes that chances of promotion become high after attending trainings owing to the new knowledge, attitudes and skills learned. It

III. THEORETICAL FRAMEWORK



IV. METHODOLOGY

Research Setting

Knowledge in transfer of training has been targeted as an area that needs further investigation. this study aims to demonstrate the extent to which organizational commitment effects the motivation to improve work.

Sample and Population

Total Population is 4000 employees working in city district Govt. Rawalpindi out of which 100 employees will be approached conveniently. However, sample size is 100 employees those who attended the training.

Data Collection Method

Data was collected through questionnaire including demographic, to measure seniority, gender, age, seniority etc. Participants were called based on last training they attended to fill the questionnaires.

Measurement

Organization commitment as an independent variable was also measured by six items adapted. It was tested through four (4) items adapted from (Holton, 1996). It showed a higher internal consistency (0.85). It was calculated with three (3) items adapted from (Bossche, Segers, & Jansen, 2010). According to (Allen, Shore, & Griffeth, 2003) motivation was calculated by 6 items.

V. RESULTS AND DISCUSSION

Data was carefully collected and analyzed through SPSS to test the hypothesis.

Table 1: Descriptive Results

	N	Minimum	Maximum	Mean	Std. Deviation
transfer mean	100	3.00	5.00	4.0600	.47694
positive mean	100	3.00	5.00	4.0625	.52750
Organizational mean	100	3.00	4.67	3.8833	.39248
motivation mean	100	2.83	4.83	4.0300	.38152
Valid N (list wise)	100				

Descriptive statistics Mean and standard deviation were calculated to observe the tendency of respondents about each phenomenon. In Table 4. 1 mean, standard deviation of each variable is given. Mean value of transfer design is 4.0600 that is close to 4 which means most of the respondents on average agreed about transfer design questions. Mean value of positive transfer was 4.0625 that is close to 4 which means most of the respondents on average agreed to positive transfer. Mean value of social support was 4.0550 that is close to 5 which means most of the respondents on average strongly agreed about social support.

Regression Test

Table 2: Regression Analysis

Dependent variable	Independent variable	Adjusted R square	T stat	p-value
Motivation to improve work	Organizational commitment	.007	9.294	.000
Motivation to improve work	Transfer design	.002	11.185	.275
Positive transfer	Motivation to improve work	.029	9.317	.049

To test the relationship of organizational commitment, motivation to work, transfer design, positive transfer linear regression was calculated to test the normality of data. Adjusted R square value shown in above table demonstrates the quantity of the variance in the value of dependent variable due to change in the value of independent variables. Adjusted R square value which expresses that variation in dependent variable can be described due to variation in the predictors. P value in table 4.2 shows that there is a connection between IV and DV only p-value of transfer design and organizational commitment > 0.05.

Table 3: Testing of Hypothesis (Results)

Hypothesis	Values	Results
H1	P-Value=.000	Accepted
H2	P-Value=.275	Accepted
H3	P-Value=.049	Accepted

VI. DISCUSSION

The objective of this research was to have a broad understanding about the factors of training effectiveness. Furthermore the purpose of the study was to test the intervening role of motivation between organizational commitment and transfer design positive transfer. First hypothesis shows that organizational commitment positively influences motivation to improve work. Our results are in accordance with studies. Second hypothesis confirmed a positive and significant relationship between transfer design and motivation to improve work. This hypothesis was also confirmed. Accordingly, transfer design factors improve training transfer through self-efficacy and motivation (Bhatti & kaur,2010). This gave rise to second hypothesis. Results confirmed H3 that motivation to improve work positively influences positive transfer. Trainees tended to be more motivated to improve work in training sessions also tended to show greater positive transfer.

VII. FUTURE RESEARCH

This research prospect for future endeavors, which would increase the reliability, validity and effectiveness of the proposed model. It would be pertinent to increase the sample size for the same test, which will consequently give a clear idea of the model's generalizability because the larger the sample, the higher the generalizability. Secondly, the same model can be applied and tested at a large scale for various organizations and industries, which would enhance and strengthen the validity of the model. In addition, some research can be carried while using a different tool/instrument, so that it becomes certain that all types of research instruments generate same/similar results.

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