

DETERMINE PROCESS TRAINING KEY FACTORS AND JOB PERFORMANCE IN HIGHER EDUCATION SECTOR

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ABSTRACT

Notable research suggests that knowledge sharing, transfer climate and motivation to share knowledge facilitate employee training transfer and might increase job performance. Within Palestine context, there is ambiguity in previous research that process-training factors such as knowledge sharing, transfer climate and motivation to share knowledge associated with training transfer and job performance. Thus, this study intends to investigate the process-training factors relationship with the job performance with the mediating effect of training transfer. One of the most critical challenges facing the developing countries is the training and development of its people, employees are the one the critical strategic asset in any organization. In this quantitative study, 300 academic staffs from different universities in Palestine were taken as a sample and has found the positive mediating effect of training transfer between transfer climate and job performance. However, mediating effect of training transfer between knowledge sharing and job performance was not significant. Similarly mediating effect of training transfer between motivation to share knowledge and job performance was insignificant.

KEYWORDS: Knowledge Sharing, Transfer Climate, Motivation to Share Knowledge, Training Transfer, Job performance.

1. INTRODUCTION

Stern competition in the global business has led organizations to invest in training and development. Additionally, the growing technological advancements and innovations are pushing corporate sector to let its employees gain command over these elements accordingly to remain competitive and avoid any performance lapse(s). Empirical studies as well as the business reports have collectively supported the strong link between employee training and performance prospects due to which, they seem to be investing billions globally for the sake of it (Yamnil, 2001). Sadly, the reports suggest that only a minute percentage of these firms have actually managed to get a healthy return out of it. Particularly, organizations have noticed that very few people actually implement the knowledge back at the workplace. Study by Sookhai and Budworth (2010) suggested that nearly 66 to 90 percent of the skills taught in training and learning sessions are lost because of poor training transfer measures.

Additionally, the report suggested that hardly 21 percent of the enterprises focus on assessing the training transfer and its extent among the workforce (Lim & Nowell, 2014). The percentage of what people learn and apply to the workplace is very minimal (Mohammad, Turab, & Casimir, 2015). Hardly twenty one percent of the enterprises evaluate the training transfer levels, according to (Lim & Nowell, 2014). Because of massive investments, organizations incur massive losses if the employees do not transfer the learned skills to the workplace. Henceforth, this paper aims to outline the reasons behind the lack of training transfer and how the post training factors can foster training transfer and job performance. According to Baldwin et al., (1991), process-training activities hold a big magnitude of employees training transfer. Managerial interventions can be of great value in fostering the influence of perception and significance of training and its transfer. Hence, the current study investigates how post training initiations including supervisor support and perceived utility effect on training transfer and job performance in the Palestinian higher education institute.

2. LITERATURE REVIEW

2.1 Job Performance

Referred as behaviors and outcomes of an employee involved in the work necessary for the achievement of specified goals linked to contributing organizational success. Numerous studies have supported the fact that training enhances productivity and can be of great value for boosting organizational performance (Duman & Hanchane, 2010; Sahinidis & Bouris, 2008; Mohammad, Turab, & Casimir, 2015). The other benefits from training and learning includes job effectiveness, skill updation, performance boost etc (Nikandrou, Brinia, & Bereri, 2009).

2.2 Transfer of Training

The term is explained as the extent to which individuals can replicate and implement their learnings, skills, knowledge acquired in the training events at their workplaces (Brinkerhoff & Apking, 2001; Blume, Ford, Baldwin, & Huang, 2010). Transfer principally takes place when training content can be potentially generalized and applied to the workplace (Blume et al., 2010; Baldwin & Ford, 1988; Wexley & Latham, 1981; Brinkerhoff & Apking, 2001). Findings of Burke and Hutchins (2008) concluded that trainer's role contribute 48 percent in this regard whereby, work climate holds 49 percent of impact followed by 46 percent from design and delivery interventions of training. The study reported that training transfer received only 2 percent impact from learner characteristics. Additionally, the study also suggested that supervisor support contributed 25 percent whereas trainees placed 23 percent towards training transfer during the training; 32 percent after the training and 12 before the training.

2.3 Process-Training Factors

2.3.1 Knowledge Sharing

Research has firmly braced that an absence of chance to act can be a genuine hindrance to application of training. This is a typical idea that has pulled in the consideration of scholastics and experts amid the previous a few numerous years a few and found a few points of view on learning sharing (Bebegali-Mirabent, Lafuente, & Solé, 2013; Hoffmann, Lopes & Medeiros, 2014). Knowledge Sharing is regarded as one of the critical factors for organizational success (Jolly, and Wakeland, 2009). Knowledge motivation and willingness are crucially important to drill new knowledge (Kimmerle et al., 2010).

2.3.2 Transfer Climate

Over the last 20 years it has been evident from previous research that life is unique and job performance is influenced by various factors beyond training settings (Stanhope et al., 2013; Bates & Khasawneh, 2005; Kontoghiorghes, 2008; Martin, 2010). Baldwin and Ford (1988) first identified work climate as an influencing factor for training transfer. According to Rouiller and Goldstein (1993), "transfer climate are the situations in organization that both enable and hinder learnings in training". Noe and Schmitt (1986) emphasized on enhancing training material transfer from the training program to the work environment. Even though training transfer often fails due to the work inconsistency of training environment (Hedden, 2011).

2.3.3 Motivation to Share Knowledge

Organizations possess a cosigned interest on those employees who apply their training knowledge to the workplace which is found according to Brinkerhoff and Montesino (1995). The motivation of the training is the power, determination and guidance of the behavior focused by the learning in the venue of training which is defined by Colquitt et al. (2000). It is motivation which affect people spent their time in learning (Bransford, Brown, and Cocking; 2000). Knowles et al, (2005) stated that matching these elements in a training turn into a solid understanding which indicates the best motivation of the trainee through the material also the new material knowledge carries an importance in their careers. Extrinsic as well as intrinsic motivations are noted by Burke and Hutchins (2007) as the mechanisms of motivation in a way of transfer which is adjoin with the outcomes of the training.

2.4 Theoretical Framework and Hypotheses

The Baldwin and Ford (1988) transfer model and the theoretical model of Holton (1996) and Holton, Bates, and Ruona (2000) have been the most frequently used in transfer studies (Lim & Morris, 2006). In their seminal work, Baldwin and Ford (1988) asserted that training has a multitude of variables, which can inhibit transfer (Kontoghiorghes, 2004). Michalak (as cited in Baldwin & Ford, 1988) referred to this as the "transfer problem" (p. 63). Baldwin and Ford (1988) contended that for the transfer of training to occur, learned behavior must be made in the job context and maintained over time.

This study adapted training transfer model from Baldwin and Ford (1988) study. A well-known framework for the transfer problem put forward by Baldwin and Ford (1988) posited that transfer is a function of three factors, namely, trainee characteristic (or individual factors), work environment (or environmental factors) and training design factors (or situational factors). The extant literature on training transfer has very little value to practitioners to maximize positive transfer. According to their suggestion, early empirical research studying the effects of individuals' factors (e.g. trainee ability, personality, and motivation) on transfer of training are very few.

Uma, and Susan (2012) reviewed the extant literature argued that the factors affect the training can be learnt under the following: trainee characteristics, intentions to transfer and reactions. Training design and delivery mechanisms. Work environment, and situational and organizational factors. This study thus investigated how training transfer mediate the relationship between process training factors (knowledge sharing, transfer climate and motivation to share knowledge) and job performance. Figure 1 represents the adapted model of this study.

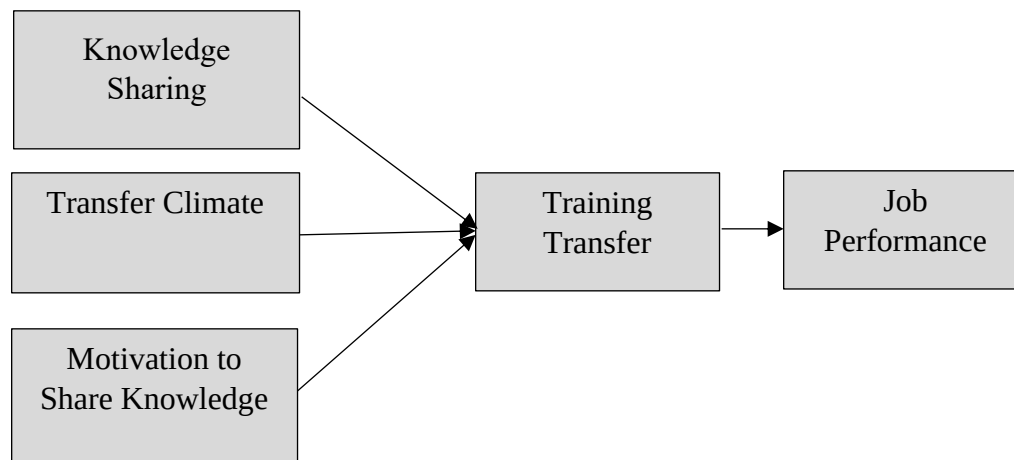


Figure 1. Research Model

Mediation effect of training transfer between Knowledge Sharing and Job Performance

Knowledge Sharing is regarded as one of the critical factors for organizational success (Jolly, and Wakeland, 2009). Knowledge motivation and willingness are crucially important to drill new knowledge (Kimmerle et al., 2010). From this discussion this study intends to test the following hypothesis:

H1: There is a positive relationship between knowledge sharing and job performance as training transfer mediate the relationship.

Mediation effect of training transfer between Transfer Climate and Job Performance

Ruona et al. (2002) confirmed the importance of holistic and more systemic models of transfer takes into account various factors outside of the learning intervention. Colquitt et al. (2000) found a positive correlation between training climate and transfer of training. Therefore, the following hypothesis is suggested:

H2: There is a positive relationship between transfer climate and job performance as training transfer mediate the relationship.

Mediation effect of training transfer between Motivation to Share Knowledge and Job Performance

Training motivation are abstracted as heading, exertion, power, and steadiness that trainees spread on to learning-focused exercises earlier, now, after the training (Tannenbaum and Yukl 1992). A few studies affirmed that trainees' inspiration to learn and go to training affects their ability securing, maintenance, and readiness to apply the recently gained knowledge at work. Therefore, the following hypothesis is suggested:

H3: There is a positive relationship between motivation to share knowledge and job performance as training transfer mediate the relationship.

3. METHOD

Quantitative approach was used to investigate the hypothesized relationships. Sample for this study was taken from the academic staff members working in numerous universities in Palestine. Across the entire lot, 331 were targeted. Numerous scales were adopted to test the predictor variables and their influence on the outcome variable. Job performance was measured through using Pearce and Porter (1986) scale. Accordingly Training transfer was assessed through Xiao (1996)'s scale. Notably, post training components including perceived utility and supervisor support were adapted from Saks and Belcourt (2006). All of the items were used and assessed on a five point likert scale where, 1 indicated to strongly disagree and 5 referred to strongly agree. A total of 300 questionnaires turned out to be usable for final data analysis.

4. RESULTS AND DISCUSSION

This study applied two-stage model-building process to determine structural equation modeling (SEM) suggested by (Hair et al., 1998; Hoyle & Panter, 1995; Jöreskog & Sörbom, 1996). To analyze the data, we followed two steps: first, using confirmatory factor analysis, and second, analyzing the hypotheses with structural equation models. Confirmatory factor analysis (CFA) used to test the reliability and factor loading of variables to conform the alignment with the basis of the theory. CFA Model for knowledge sharing, transfer climate, motivation to share knowledge, training transfer and job performance were measured by total 28 items. These items were measured for first-order constructs. All variables result of AVE meet the cut-off 0.5 for all items and parcel indicators as suggested by Nunnally and Bernstein (1994) ranged from 0.563 to 0.596. Moreover, the composite reliability of the variables meets the standard recommended value of 0.6 for all constructs as recommended by Bagozzi and Yi (1988), ranging from 0.885 to 0.910. The Cronbach's Alpha values ranged from 0.886 to 0.907 which were above the threshold of 0.7 as suggested by Nunnally and Bernstein (1994). Result of CFA has been presented in Table 1.

Table1: CFA for Study Variables

Variables	Reliability	AVE	CR
Knowledge Sharing	0.907	0.594	0.910
Transfer Climate	0.899	0.596	0.898
Motivation to Share Knowledge			
Training Transfer	0.886	0.563	0.885
Job Performance	0.907	0.586	0.908

The values of R^2 for training transfer and job performance were 0.68 and 0.42 respectively. This indicates, for example, the error variance of training transfer approximately 68 percent of the variance of Training Transfer itself. In other word, 68 percent of variations in training transfer are explained by its predictors (knowledge sharing, transfer climate and motivation to share knowledge). Overall findings showed that both scores of R^2 value satisfy the requirement for the 0.30 cut off value (Quaddus & Hofmeyer 2007). An examination of goodness-of-fit indices indicates that the research structural adequately fitted the data: $\chi^2 = 271.028$, $df = 163$, $p = 0.000$, $GFI = 0.926$, $AGFI = 0.885$, $CFI = 0.971$, $TLI = 0.959$, $IFI = 0.972$, $RMSEA = 0.047$ and $\chi^2/df = 1.663$. Structural model has been presented in the Figure 1 and in Table 2 result has been presented.

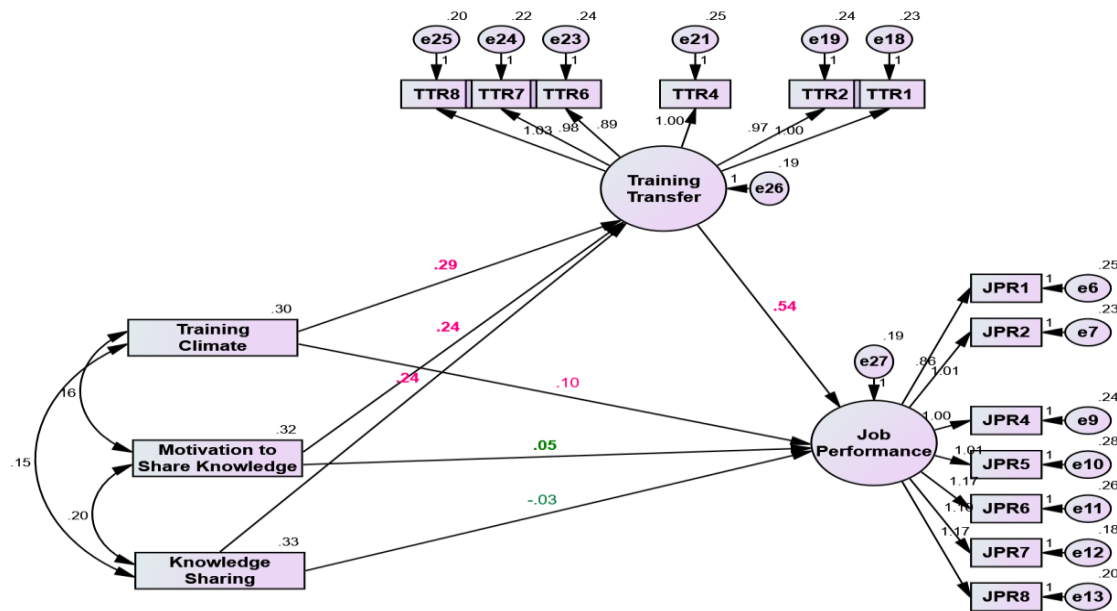


Figure 1: Structural Model of the study

Objective of this study was to investigate the effect of process training factors (knowledge sharing, transfer climate and motivation to share knowledge) on job performance with the mediation effect of training transfer. In previous section two hypothesis were developed to test these effects. The result has revealed that there was a significant relationship between knowledge sharing and job performance without mediating variable training transfer, with the standardized total effect of 0.24 and the P-value of 0.03. The direct effect of transfer climate on training transfer found to be significant with the standard beta value 0.29. Motivation to share knowledge has significant effect on training transfer with the standard beta value 0.24.

After the inclusion of training transfer as a mediating variable into the model the effects from transfer climate on job performance was significant whereas knowledge sharing and motivation to share knowledge were not significant. Hypothesis two accepted and it means that transfer climate is one of the important factor for training transfer to enhance the employee performance (0.13*).

Table 2: Direct and Indirect Effect of Study Variables

	TCL	MSK	KNS
Total Effect of IV on DV without M (path a)	0.00	0.18**	0.00
Direct Effect of IV on DV with M (path a')	0.05	0.10*	-0.03
Indirect Effect of IV on DV through M (path bc)	0.04	0.05**	-0.03
Effect of IV on M (path b)	0.29	0.24	0.24
Effect of M on DV (path c)	0.54**	0.54**	0.54**
Mediation Effect	No	Yes	No
Degree of Mediation	---	Partial	---

*Contribution is significant at the 0.05 level (2-tailed); **. Contribution is significant at the 0.01 level (2-tailed).

Note: TCL= Transfer Climate, MSK=Motivation to share knowledge, KNS= knowledge sharing, DV= job performance, M = Training Transfer

5. CONCLUSION

Transfer climate as a process training factor to transfer learned knowledge was found significant to enhance job performance of employee. Employees expected a favorable work environment where he/she can get appropriate transfer opportunity to perform his/her learned knowledge from training. This finding demonstrated that a positive transfer of training very much dependent on the climate or environment of trainee. When trainee has realized that he/she will have opportunity to use the learned knowledge from training then it effects positively transfer training into his/her work place. This study has found no relationship of knowledge sharing with job performance while mediating by training transfer. But found positive relationship with training transfer individually and this align with the findings of (Devos et al., 2007; Gilpin-Jackson & Busche, 2006; Holton, 2005; Holton et al., 2000). When employees do not have opportunities to use learned knowledge and skills, skill deterioration might be occurred and making difficult for them to transfer training transfer.

Motivation to share knowledge is a crucial variable that impacts training, implementation intention and training transfer (Ford et al., 1992; Huczynski & Lewis, 1980). Along with the motivation to the adoption of training (Cheng & Ho, 2001; Tziner, Risher, Senior, & Weisberg, 2007; Cheng & Hampson, 2008; Blume et al., 2010); the employees who adopted and applied the best in their functional area very well, are the most sustainable across the year which is found in the study of Axtell, Maitlis, and Yearta (1997). Ability to apply and transfer the training are the influence of the performance has been find out by Velada et al. (2007). It implies that performing ability is the degree which a person can improve as and when required and if the person wants to (Holton, Bates, & Ruona, 2000). Upon the training climate, the application of training is influenced by the situation of apply (Lim & Morris, 2006; Martin, 2010; Nijman et. al., 2006; Sookhai & Budworth, 2010).

The role of training for the improvement of employee's skills and knowledge, and performance has long been acknowledged, in academic staffs in Palestine were exposed to training to acquire technical and instructional knowledge, skills and attitudes to carry out their tasks at their respective workplaces. Performance in the organizations can be geared up by training, this notion is held by a number of researchers among whom are Hill and Lent (2006), Satterfield and Hughes (2007), Kraiger (2002), Arthur et al. (2003). In their studies made it clear that training showed an overall positive effect on job-related behaviors or performance. One of the limitation of this study was the sample size with in the educational institutes thus the future can be conducted across different type of organizations such as manufacturing, service and other professions not only within academic institutions. As a result, the findings cannot be generalized to employees in other organizations in Palestine with their professions. This study confirms that the benefits of providing employees training to increase their job performance. Therefore, there are several implications for practice. First, training professionals should make arrangements for employees to receive process-training support to improve the possibility that they will transfer what they learned. This is particularly important when employees are new because they will likely have many questions about how to apply what they learned in training.

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