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Relationship between Peer Influence and Transfer of Skills from Training the Workplace in State Corporations in Kenya

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Abstract:

The government of Kenya allocates a lot of money to train public servants. State corporations in Kenya, just like other public sector organizations, usually dedicate at least 2% of their total expenditure to training with the aim of improving service delivery. For example, according to the controller of the budget report of 2017, a total of Kshs 3.6996 billion was spent on training Kenyan public servants during financial 2016/2017. State corporations have faced a number of challenges, including poor service delivery, insolvency and delays in project implementation. Data were collected from 369 employees of sampled state corporations using structured questionnaires. The study revealed that Peer influence is an important factor that influences employees' transfer of skills from training to work and that a majority of the employees who went for training received the necessary support from their colleagues that enabled them to transfer the skills acquired during the training. The study recommends that State corporations consider Peer influence as an essential ingredient in their strategies for improving the effectiveness of training and therefore come up with structures to support it.

Keywords: Peer influence, transfer of skills from training, State corporations

1. Introduction

Peer influence is a powerful social phenomenon that occurs when individuals are influenced by their peers' thoughts, opinions, and behaviors. It can manifest in various forms, such as conformity, obedience, and emulation, as individuals strive to fit into their social groups and gain acceptance (Baron & Kerr, 2020). Peer influence is particularly prominent during adolescence, where peer relationships play a crucial role in shaping personal development. However, it extends beyond adolescence and impacts individuals in various social settings, including the realm of State corporations (Lave & Wenger, 2018). State Corporations often have well-established organizational cultures characterized by shared values, norms, and beliefs. Peer influence plays a vital role in shaping and maintaining these cultures. Employees observe their peers' behaviors and attitudes, and these observations inform their own understanding of acceptable conduct within the organization. This can lead to perpetuating existing cultural patterns or creating new ones based on peer influence (Brown, 2019).

Peer influence can significantly impact decision-making processes within State Corporations. When individuals observe their peers expressing certain opinions or making specific choices, they may feel compelled to align themselves with the prevailing group consensus (Chan & Schmitt, 2020). This can lead to conformity bias, where individuals prioritize conformity over critical evaluation, potentially hindering the exploration of alternative perspectives and hindering innovation (Bicchieri, 2016). Peer influence can affect work performance and productivity within State Corporations. When individuals observe their peers demonstrating high levels of performance and dedication, they may be motivated to emulate these behaviors. Conversely, if they witness peers engaging in counterproductive or unethical practices, they may be more likely to follow suit. Therefore, fostering positive peer influence can help promote a culture of excellence and drive improved outcomes within the organization (Casciaro & Lobo, 2017).

The skills and performance of employees in the workplace are critical to the success of every organization. According to Daneshmandi (2017), training is one of the vital strategies of an organization that helps employees to achieve the necessary attitudes, skills, and knowledge to deal with changes and challenges. It is not enough to train employees. A follow-up of the training is necessary to ascertain whether the skills learned have been transferred to the workplace. According to Bulut and Culha, the success and effective functioning of organizations depends not only on training but also on training transfer to the workplace to achieve organizational objectives (Bulut & Culha, 2010). Although there are different objectives or necessities for organizational training, undoubtedly, the most important goal of organizational training is changing the performance of employees to improve the quality and quantity of the organization's products or services (Daneshmandi, 2017).

In the United States, peer influence on skill transfer takes on a different form due to its individualistic culture that emphasizes independence, personal achievement, and self-expression (Saguy & Shnabel, 2019). Peers in American corporations often serve as sources of inspiration and competition, driving individuals to excel in their skill-transfer endeavors. Unlike collectivist cultures, where conformity is valued, peer influence in the United States encourages

autonomy and individual innovation. Peers stimulate creativity and provide alternative perspectives, fostering a culture of diverse skill application and problem-solving (Hogg, 2016). Collaboration and knowledge sharing among peers facilitate the transfer of skills as employees learn from each other's experiences and approaches. Positive peer influence motivates individuals to continuously refine and adapt their skills, contributing to a dynamic and adaptive work environment (Garretsen & Soudis, 2019).

In Japan, peer influence strongly shapes the transfer of skills from training to the workplace. The country's collectivist culture emphasizes conformity, group harmony, and respect for authority (Ryan & Deci, 2018). Peers play a critical role in reinforcing social norms and expectations related to skill transfer. In Japanese corporations, peer influence encourages employees to align their behaviors and practices with established norms, resulting in a cohesive and synchronized approach to skill transfer (Tajfel & Turner, 2019). Peers act as role models, showcasing the desired skills and behaviors acquired from training programs. Positive peer influence fosters a sense of collective responsibility and dedication to skill transfer, promoting a high level of consistency and quality in applying newly acquired skills.

Similarly, in Japan, peer influence plays a significant role in skill transfer in South Korean corporations. The country's cultural values, rooted in Confucianism, emphasize hierarchy, respect for authority, and group harmony (Hofstede & Minkov, 2018). In this context, peers serve as important sources of guidance and support during the skill transfer process. Peers reinforce social norms and expectations, encouraging conformity and adherence to established practices. Through peer interactions, employees gain insights into the appropriate application of newly acquired skills. Positive peer influence fosters a collective mindset, creating a supportive environment where skill transfer is valued and actively promoted (Gudykunst & Kim, 2017). Peers provide feedback, share experiences, and collaborate, contributing to the effective transfer and utilization of skills within South Korean corporations.

In Nigeria, peer influence significantly affects the transfer of skills from training to the workplace. Nigerian culture emphasizes communal values, social connections and collectivism (Chinyamurindi & Sibanda, 2017). Peers play a crucial role in skill transfer by providing guidance, support, and knowledge sharing. Nigerian employees often rely on their peers for practical insights and advice on applying newly acquired skills in real work situations. Peer influence encourages collaboration and cooperation as individuals work together to collectively enhance their skill sets (Botha & Rothmann, 2016). Positive peer influence in Nigeria fosters a sense of camaraderie and mutual learning, facilitating effective skill transfer and the integration of training outcomes into everyday work practices.

In Egypt, peer influence plays a significant role in transferring skills from training to the workplace. Egyptian culture is characterized by strong social ties, collectivism, and a sense of community (Ngcobo, 2020). Peers have a substantial impact on skill transfer through their interactions and support. In Egyptian corporations, peers often serve as mentors and role models, providing guidance and sharing their experiences to facilitate the effective application of newly acquired skills. Positive peer influence creates a collaborative atmosphere where employees collaborate, exchange knowledge, and support each other during the skill transfer process (Ngqengelele, 2020). Peers also play a role in reinforcing cultural values and social expectations related to skill acquisition and utilization. Through their influence, peers contribute to a shared understanding of the importance of skill transfer and integrating training outcomes into everyday work practices (Kachieng'a, 2019).

In Kenya, peer influence also plays a significant role in transferring skills from training to the workplace. Kenyan culture emphasizes collectivism, community, and interpersonal relationships (Ndungu & Ndirangu, 2018). Peers serve as sources of support, feedback, and role models for skill transfer. Kenyan employees often rely on their peers for assistance and validation when applying newly acquired skills (Muthoni & Chabari, 2019). Peer influence in Kenya encourages a collaborative and inclusive learning environment where knowledge sharing and cooperation are valued. Through positive peer interactions, individuals gain confidence and motivation to effectively transfer their skills, contributing to improved work performance and organizational outcomes (Osodo, 2020).

Training of Kenyan public servants, including employees of state corporations, is governed by policies released by the government from time to time. The strategy for economic recovery strategy (ERS), for example, emphasizes the development of a clear recruitment and training policy aimed at ensuring the proper supply and development of skills in the civil service. It pegs employee promotion on both performance and training (GOK, 2003). According to the current Human resource development policy in the Kenyan Public service, from the year 2000, there was a paradigm shift in government training policy that emphasized short-term job-related courses for performance improvement and leadership development as opposed to long-term training programmes that focused on employee promotion (GOK, 2015). The policy states that every public servant must undergo a compulsory five days of training each financial year (GOK, 2015).

As part of Kenya's vision to become a newly industrialized nation by the year 2030, the Kenyan government has enhanced training and development activities to improve the service quality and productivity of the public sector workforce. The training and capacity-building efforts in the Kenyan public sector are geared at developing the necessary skills and competencies in public servants to improve service delivery and drive the national development agenda. The Sessional paper number 1 of 2012 on National Vision 2030 states that Kenya's global competitiveness depends on the ability to create a human resource base that will be consistently exposed to retraining and access to technological learning within employees (GOK, 2012). To this end, the Government of Kenya has established The Kenya School of Government through the Kenya School of Government Act number 9 of 2012. The act put together the former Kenya Institute of Administration (KIA). The Electronic Learning and Development Institute (ELDI) and four former Government Training Institutes (GTIs) formed one State corporation which trains public servants with the aim of improving service delivery to Kenyan Citizens. The school has the role of organizing training programs aimed at inculcating positive values and attitudes, strengthening skills and enhancing the knowledge of public officers.

1.1. Statement of the Problem

Organizations all over the world spend a lot of money on training their employees with the hope that the skills learned will be transferred to the workplace in order to improve the quality of services offered. Research shows that, indeed, many training programmes fail to deliver the expected results, that is, only a small percentage (15-20%) of training is transferred (Leimbach, 2010). Return on many training investments is low and investments in training are too often wasted due to poor transfer. This is of particular concern in today's rapidly changing business climate, where organizational success often depends on the speed with which people can learn and apply new ideas and information (Wenzel & Cordery, 2014).

The government of Kenya allocates a lot of money to train public servants. State corporations in Kenya, just like other public sector organizations, usually dedicate at least 2% of their total expenditure to training with the aim of improving service delivery (GOK 2015). For example, according to the controller of the budget report of 2017, a total of Kshs 3.6996 billion was spent on training Kenyan public servants during the financial year 2016/2017 (GOK, 2017). Although a lot of resources have been used in training, the quality of services offered to the citizens has not significantly improved.

State corporations have faced a number of challenges, including poor service delivery, insolvency and delays in project implementation (Gatamah, 2005). This has led to a lack of trust and confidence in the public (Njiru, 2008). Wognum (2014) did a study on the assessment of the effectiveness of training in improving skills and competencies to enhance the capabilities of civil servants. The study found that quite a number of civil servants had been accorded relevant training opportunities, but this had not achieved the desired results. One, therefore, wonders whether the workplace environment affects the transfer of skills into the workplace. Therefore, the study seeks to assess the influence of peer influence on the transfer of skills from training in the workplace in State corporations in Kenya.

1.2. Objectives

The objective of the study was to determine the influence of peer influence on the transfer of skills from training to work in Kenyan State Corporations.

2. Literature Review

2.1. Theoretical Review

The expectancy theory was proposed by Vroom (1964) in an attempt to explain the psychological processes that cause motivation. He defined expectancy as a momentary belief concerning the likelihood that a particular act will precede a particular outcome. According to the theory, employees have personal goals which they like to achieve and for this reason, they work in organizations. These personal goals can be fulfilled by organizational rewards or work outcomes.

According to Johnson (2009), some of the conditions that are said to enhance expectancy in the workplace include the availability of resources and support required to get the job done successfully and rewards. The implication for training transfer is that training would occur if there were rewards. Expectancy theory makes no attempt to define specific types of needs for rewards but tries to establish that these needs exist and may be different for every individual. It, therefore, measures the strength of the individual's motivation to behave in a particular way.

The theory is pertinent to the current study in that it recognizes the importance of various individual needs and motivations. Another important aspect of this theory is that it understands the subjective differences that cause differences in the motivation of different individuals. In this sense, the theory allows for the fact that the rewards and their link with performance are likely to be seen as quite different in different cultures. Therefore, the theory helps us explain the need for peer influence on the transfer of learned skills.

Peer influence refers to the degree to which trainees perceive their colleagues or peer group members as supportive of the use of training at work (Tian, 2016). According to Van den Bossche (2010), peer influence refers to the co-worker's encouragement to use new learning in the workplace. An open and supportive environment is essential for employees to feel safe in the workplace and engage totally with their responsibility (Fearon, 2013). Various researchers have found out that social influence is a useful resource for enhancing employees' proper functioning in organizations (Poon, 2011).

Several approaches have been used by different researchers to examine the influence of peer influence on the transfer of training. There are some that have tried to examine the direction of the relationship, i.e., whether positive or negative. A majority of the studies have established a positive relationship between peer influence and transfer of training. Njoka did a study among 129 registry staff of Nairobi University. The study established that co-worker influence was important in assisting the transfer of training. The study indicated that a healthy relationship existed between the employees because they were able to cooperate well to ensure the effective implementation of the skills and knowledge acquired during training. They were able to assist one another when faced with challenges in applying the new techniques in doing their jobs. The study concluded that the workplace environment provided encourages the employees to practice the skills they have acquired during training and also cooperate during the process of implementation of the new skills (Njoka, 2016).

2.2. Peer Influence and Transfer of Skills from Training to Work

Researchers indicate that positive peer influence is a characteristic of a favorable work environment. Trainees in a more favorable workplace environment with great peer influence show the achievement of a greater performance improvement than those in an unfavorable climate with less peer influence (Martin, 2010). Influence originating from

peers has been found to exert a significant influence on the transfer of training. For instance, a quantitative study by Chiaburu (2010) involving 440 respondents from one organization in the United States found that co-workers' influence was the strongest predictor of transfer of training and transfer maintenance.

Based on a sample of 81 employees from 15 sister companies of a Korean conglomerate, Lim and Morris (2006) investigated the effects of employees' characteristics, instructional satisfaction and organizational climate on perceived learning and transfer of training. The time-series-based repeated-measures study found peer influence strongly correlated with the transfer of training. The researchers concluded that organizational climate in terms of co-workers' encouragement to apply training and provision of feedback positively influenced employees' ability to apply training on the job immediately and three months after training.

Mojgan (2017) explored the effect of environmental factors on the transfer of training from training courses to the workplace. The population of his study consisted of 193 employees who participated in an in-service training course in Tehran Municipality. The results showed that peer influence had a significant effect on transferring training to the workplace. The study indicated that after returning from a training course, if the individuals are requested to share contents and to be encouraged to use learned skills, they definitely will try to transfer their training to the workplace. The study suggested that peer influence was in the form of accepting the change in behavior of colleagues and asking them to share experiences and learned content.

Apart from confirming that peer influence has a positive influence on the transfer of training, many other studies have gone ahead to indicate that peer influence has an even greater influence on the transfer of training than supervisor influence. This is contrary to expectations. Indeed, there has been a debate, based on different findings among researchers, as to which, between peer influence and supervisor influence exerts more influence on the trainees on transfer. Van der Locht (2013) is of the opinion that the influence of employees' co-workers on training transfer may be stronger than the one originating from the organization and supervisors accurately because of the consistent influx of information and other basic resources starting from the peers' side.

Chiaburu (2010) conducted a study that involved 440 respondents from one organization in the United States. The study found that co-workers' influence was the strongest predictor of transfer of training and transfer maintenance. His Statistical results demonstrated that influence from co-workers was more important than that coming from the organization and supervisors. He continued to argue that peer influence had more influence than other social influence variables on the transfer of training because peers were more proximal to trainees and hence had a greater impact on transferring skills.

Van den Bossche (2010) conducted a study to determine how feedback, which is a type of influence, affects transfer when given by peers or supervisors. Interestingly, they found no difference in whether the feedback was coming from peers or supervisors. What emerged as more significant was the number of people who were giving the feedback, as well as the relevance of the feedback itself, that is, whether it was considered helpful or not. These factors had a positive relationship to transfer motivation, which subsequently affects training transfer as a whole.

Moreno (2010) conducted a study with a group of Spanish professors to identify the characteristics of workgroups that affect the application of learning to jobs. Findings showed that participants transferred approximately 50% of learning and suggested that the main factors that influenced the transfer were motivation to apply, success expectations, suitable climate, availability of resources, and peer influence. Chiaburu and Tekleab (2005) opine that peer influence impacts transfer of training and motivation to transfer more significantly than supervisor and management influence. Homklin (2014) found that unlike supervisor influence and organizational influence, only co-worker influence is positively related to transfer.

Ng (2013) examined the effects of supervisory and peer influence on the transfer of training. Based on a cross-sectional method, quantitative data were collected from 100 employees working in one of the Malaysian state health departments. The results of multiple regression analysis revealed that supervisory influence was not significantly associated with the transfer of training, whereas peer influence exerted a significant and positive influence on the transfer of training. There are also other studies that have focused on the question of whether peer influence has an indirect or direct influence on the transfer of training.

Reinhhold (2018) did a meta-analysis on the effect of social influence on the transfer of training. Peer influence was one of the sub-variables under social influence. In their study, motivation to transfer was the mediating variable. The study established that the strongest predictor of motivation to transfer was peer influence. Peer influence had higher estimates than supervisor influence or supervisor sanctions. This seems to indicate that trainees are more motivated to transfer training to the job when they experience influence from colleagues compared to influence from their supervisors or managers. This finding influences previous evidence in the training literature (e.g., Chauhan et al., 2016).

A good number of studies attempt to explore the question of how peer influence influences training transfer, i.e., the nature of influence that peers give trainees to enhance the transfer of skills. Some researchers, for example, Martin (2010), indicate that peer influence comes in the form of Networking and information-sharing with peers enhances skill transfer. According to Wang and Noe (2010), a supportive network includes a group of two or more employees or learners who help each other and discuss the process of using learners' materials in the workplace. This influence may include face-to-face meetings or communicating via email. Staff who have completed training may discuss new ideas and specific applications with colleagues. They may teach peers to apply the ideas and even lead them in the application, thus expanding the training's effects (Yelon., 2014).

Novillo (2015) conducted a correlational study to identify the relationship between peer influence and individual sales among a group of sales professionals who attended a sales training program in Latin American work culture. The

findings of this study indicated that there was a positive, moderate, and significant relationship between peer influence and individual sales. Also, the participants of his study perceived that peer influence was necessary for learning transfer.

Some researchers indicate that influence comes from peers in the form of positive feedback in their attempt to implement what they learnt. Feedback as a form of influence provided by peers as against by supervisors was found to be similar in a study by Van den Bossche (2013). The study, based on 35 academic employees in one institution in the Netherlands, established that co-workers' influence, in the form of feedback, was indeed important in determining employees' ability to apply what they learned on the job. Even though the hypothesis that maintained peer feedback has more effect on transfer of training than supervisory feedback was not confirmed, the study found the frequency and helpfulness of feedback emanating from co-workers significantly associated with motivation to transfer and transfer of training.

Massman (2012) pointed out that peers influence possibly influence employees in attaining opportunities to apply the trained knowledge. Consequently, peers can provide the appropriate influence for the transfer of training. Due to the lack of uniform results or the mixed findings of past studies about the effect of peer influence on training transfer, more research is needed to understand the significant effect of this variable on learning transfer.

2.3. Research Gap Summary of Reviewed Literature

Novillo (2015) conducted a correlational study to identify the relationship between peer influence and individual sales among a group of sales professionals who attended a sales training program in Latin American work culture. The findings of this study indicated that there was a positive, moderate, and significant relationship between peer influence and individual sales. Also, the participants of his study perceived that peer influence was necessary for learning transfer. However, the study training program was conducted in Latin American work culture, whereas the current study will be conducted on training in State corporations in Kenya.

3. Methodology

This research adopted a mixed method approach whereby both Quantitative and Qualitative research approaches were used. A mixed research approach has the advantage of enabling triangulation in research. To triangulate is to combine more than one approach of data collection or gather both quantitative and qualitative data at the same time and to integrate the two forms of data to best understand a research problem. Triangulation is a common feature of mixed methods studies that involve the use of a variety of data sources (data triangulation), the use of several different researchers (investigator triangulation), the use of multiple perspectives to interpret the results (theory triangulation) and the use of multiple methods to study a research problem (methodological triangulation) (Niglas, 2010).

In this study, the target population was all the 69,952 employees working in 202 State corporations in Kenya as per the Inventory of State corporations obtained from the State Corporations Advisory Committee (SCAC 2018). The study used a multi-level simple random sampling technique to first identify a sample of 20 state corporations and then select 498 participants proportionately from the 20 State Corporations for the study. Out of 498 employees that were targeted, 369 responses were received as valid. This constituted a 74% response rate. The researcher used a closed-ended questionnaire based on Likert Scale and also open-ended questions as the main mode of data collection.

4. Findings

4.1. Peer Influence and Transfer of Training in Kenyan State Corporations

The study sought to determine the influence of Peer influence on the transfer of skills from training to work in Kenyan State Corporations. The responses to this objective were rated on a six-point Likert scale that ranged from; 1= to a very large extent, 2 =to a large extent, 3= to moderate extent, 4=to small extent, 5=to a very small extent and 6= to no extent. The findings are presented in the table below.

	NE	VSE	SE	ME	LE	VLE	χ^2	$P>\chi^2$
I receive the cooperation of my peers while using new skills	2.7	10.8	8.7	16.8	32.0	29.0	150.4	<.0001
My colleagues show interest and are curious about my training	4.6	5.4	9.8	12.2	35.0	33.1	208.8	<.0001
My peers do not criticize me when I implement new skills	6.5	5.2	9.8	21.7	33.3	23.6	140.4	<.0001
My teammates in workgroups help me implement ideas learnt in training	5.4	5.2	14.9	24.1	29.3	21.1	109.9	<.0001
I receive helpful feedback from my colleagues	4.1	5.2	11.7	26.6	33.9	18.7	158.2	<.0001
My colleagues are patient with me whenever I make mistakes in an attempt to apply skills learnt in training	8.1	5.4	7.9	32.5	31.4	14.6	166.2	<.0001
My colleagues appreciate me for using the new skills I acquired in training	7.6	8.7	7.9	27.4	29.0	19.5	110.4	<.0001

	NE	VSE	SE	ME	LE	VLE	χ^2	$P > \chi^2$
I receive moral support and encouragement from colleagues to apply the training on the job	5.7	11.4	8.1	21.7	29.3	23.9	101.1	<.0001
I get advice from more experienced colleagues about how to apply skills learned in training.	6.0	5.7	8.7	22.8	34.4	22.5	151.7	<.0001
My colleagues are willing to share with me knowledge and experience learned in training.	7.9	3.8	11.7	17.1	40.9	18.7	190.6	<.0001

Table 1: Peer Influence and Transfer of Training in Kenyan State Corporations

Source: Research Data (2020)

It is evident from the findings in table 1 above that 61% of the respondents stated that, to a large extent, they received cooperation from their peers while using new skills, while 16.8% indicated to a moderate extent and 19.5% to a small extent. Hence, the majority received the cooperation they needed from their peers to apply the skills learnt in training.

For co-workers to successfully collaborate, the leadership within the firm must work to make collaboration one of the key values of the enterprise. Employees must see that the leadership within the firm works together as a team to accomplish goals. Also, the company's leadership must award teams publicly when they are successful at working together to achieve their objectives. To truly improve collaboration, leaders must provide an environment where employees are not afraid to share their ideas.

Leaders must create a culture where the exchange of ideas is encouraged and rewarded. Working as a collaborative team member is not a skill that everyone is born with; however, it is a skill that can be learned, which is why it is imperative that the organization spends money investing in the employee's teamwork skills. Also, there are other skills employees need to learn to be effective collaborators. One of these skills is the ability to communicate with co-workers effectively.

Similarly, 58% of the respondents agreed, to a large extent, that their colleagues showed interest and were curious about their training, while 12.2% indicated to a moderate extent and 15.2% to a small extent. Further, 56.9% of the respondents stated that, to a large extent, their peers did not criticize them when they implemented new skills, while 21.7% indicated to a moderate extent and 14.9% to a small extent. Additionally, 50.4% of the respondents stated that, to a large extent, their teammates in workgroups helped them to implement ideas learnt in training, while 24.1% indicated to a moderate extent and 20% to a small extent. When members of a team collaborate, they are able to utilize the knowledge, experience and skills of everyone involved. For instance, one member may struggle with presentation skills but might know all about the technical aspects involved.

Effective collaboration will allow all the members to share their talent and find the most optimal solution to every problem. This will augment the chances of the business to achieve more in less time. Collaboration is mutually beneficial for the employees and the organization because when they work together, interact and share ideas, they see and understand how others work, think, negotiate and operate. This gives all the employees a chance to pick up skills from their colleagues or teammates and build upon their strengths. These newly-learned skills can then be practiced in their own field to look at things with a new perspective and make improvements and enhancements.

In addition, the findings also indicate that 52.6% of the respondent asserted that, to a large extent, they received helpful feedback from their colleagues, while 26.6% indicated to a moderate extent and 16.8% to a moderate extent. Table 1 also shows that 46.1% of the respondents stated that, to a large extent, their colleagues are patient with them whenever they make mistakes in an attempt to apply skills learnt in training, while 32.5%, to a moderate extent and 13.3%, to a small extent. Further, a majority of the respondents (48.5%) also stated that, to a large extent, their colleagues appreciate them for using the new skills they acquired in training.

Another, 27.4%, to a moderate extent and 16.6%, to a small extent, stated that collaboration speeds things up and it fast-tracks progress. A problem may take months to get resolved when handled by a single individual but may take just a few hours to resolve when several other members employ their unique standpoints and expertise to get things done. These viewpoints will open up several doors to multiple ideas and solutions that a single individual may not be able to come up with. Collaborating in the workplace enables businesses to finish important projects and meet crucial deadlines efficiently. With multiple individuals working on a project, the work can be divided up equally and efficiently between those with the time and expertise to handle specific tasks. This also significantly reduces the project delivery time. Often referred to as the divide and conquer strategy, it entails teaming up several individuals together, dividing up the tasks among them, and accomplishing the project in relatively less time.

The findings suggest that employees in Kenyan State Corporations, to a large extent, received peer support. Their colleagues or peers are corporative with the trainees and a majority did not criticize them when they attempted to implement the skills learnt in training. Help from workmates in teams also helped in the transfer of training. The study established that 53.2% of the respondents, to a large extent, received moral support and encouragement from their colleagues to apply the training on the job, while 21.7% indicated to a moderate extent and 19.5% to a small extent.

Similarly, over half (56.9%) of the respondents stated that, to a large extent, they got advice from more experienced colleagues about how to apply skills learned in training, while 22.8% and 14.4% to moderate and small

extent, respectively. Another 59.6% of the respondents stated that, to a large extent, their colleagues were willing to share with them knowledge and experience related to the skills learnt in training, while 17.1% indicated moderate and 15.5% indicated a small extent. The study findings agree with Njoka (2016). His study indicated that a healthy relationship between the employees and cooperation ensures effective implementation of the skills and knowledge acquired during training. Employees are able to assist one another when faced with challenges in applying new techniques in doing their jobs. The findings also agree with the findings of Chiaburu (2010), who established that support originating from peers exerted a significant influence on the transfer of training. Chiaburu (2010) conducted a study that involved 440 respondents from one organization in the United States and found that co-workers' support was a strong predictor of transfer of training and transfer maintenance.

4.2. Correlation between Peer Influence and Transfer of Skills from Training to Work

Transfer of skills from training to work	Peer Influence	
	Pearson Correlation	.563*
	Sig. (2-tailed)	.000
	N	369

Table 2: Correlation between Peer Influence and Transfer of Skills from Training to Work

*. Correlation Is Significant at the 0.01 Level (2-Tailed)

In addition, the study conducted a correlation analysis between Peer influence and the transfer of skills from training to work in Kenyan State corporations. The findings indicated that $r=0.563$ and $p=0.000$. This shows that there is a positive and significant relationship between Peer influence and the transfer of skills from training to work in Kenyan State corporations. The findings implied that Peer influence enhances the transfer of skills from training to work in Kenyan State corporations. The findings agree with a study by Chiaburu (2010), who established that support originating from peers exerted a significant influence on the transfer of training. Co-workers' support was a strong predictor of transfer of training and transfer maintenance.

5. Summary, Conclusions and Recommendations

It was found that employees who went for training received the necessary support from their colleagues, which enabled them to transfer the skills acquired during the training. Their colleagues show interest and are curious about their training and they do not criticize them when they implement new skills. It was also established that their colleagues are patient with them whenever they make mistakes in an attempt to apply skills learnt in training and they get advice from more experienced colleagues about how to apply skills learned in training.

The study concludes that supervisors do not regularly check whether employees put into practice what they learnt in training, nor do they regularly give them feedback on how they are progressing in applying the skills learnt in training. Further, the supervisors, to a small extent, help employees when they have problems applying their new skills in the workplace. The study sought to test the hypothesis that: H_{02} : Peer influence has no significant influence on the transfer of skills from training to work in Kenyan State Corporations. From the findings, the p-value was 0.000, which was less than the 0.01 significant level. Therefore, based on the rule of significance, the study rejected the null hypothesis (H_{02}) and concluded that Peer influence has a significant influence on the transfer of skills from training to work in Kenyan State corporations.

The findings indicate that Peer influence is an important factor that influences employees' transfer of skills from training to work. Peer influence is usually not given much prominence as a strategy to improve the effectiveness of training. The study recommends that State corporations consider Peer influence as an important ingredient in their strategies for improving the effectiveness of training and therefore come up with structures to support it.

In the future, other scholars can focus on the kind of structures that need to be established to promote Peer influence in the transfer of training in Kenyan state corporations. Scholars can also focus on training transfer in other sectors in Kenya, like non-governmental organizations.

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