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Availability of Relevant Resources as a Predictor of Transfer of Learned Skills in State Corporations in Kenya

Vincent Bosire Ochoi

Senior Principal Lecturer, Department of Training,
Kenya School of Government, Kenya

Abstract:

The purpose of the study is to establish the availability of relevant resources as a predictor of transfer of learned skills in State corporations in Kenya. The study adopted a descriptive study design and targeted employees of 202 State corporations in Kenya. From the 202 state corporations, the researcher obtained a sample of 20 state corporations, which form 10% of the list of State Corporations. The 20 sampled state corporations had a total 40,467 employees. The researcher applied Slovin's formula to determine the appropriate sample size and used proportionate stratified sampling to get a sample of 396 respondents for the study. Data was collected by use of structured questionnaires. Data was analyzed using SPSS Version 24 to generate descriptive and inferential statistics and presented with the help of frequency tables. Correlation analysis was used to test the direction of relationship between the independent variables and the dependent variables. Regression analysis was used to test whether the independent variables had any influence on the dependent variable. The findings indicated that there is a statistically significant relationship between availability of relevant resources and transfer of learned skills in State Corporations in Kenya. Based on the conclusion, the study recommended that managers in State corporations in Kenya should regularly check whether employees put in practice what they learn in training and regularly gives them feedback on how they are progressing in applying the skills learnt in training. The management should also help employees when they have problems in applying their new skills in the work place.

Keywords: *Relevant resources, transfer of learned skills, State corporations in Kenya*

1. Introduction

Transfer of learned skills is defined as the application of what is learned in a training programme back on the job (DeSimone, 2012). According to Brown (2013), transfer of learned skills is the application of skills gained from training back in the workplace. It includes the maintenance of the skills learned and the behaviour change over time (Ford, 2018). The skills possessed by employees in the work place are critical to the success of every organization. According to Daneshmandi (2017), training is one of the vital strategies of organization, which helps employees to achieve necessary attitudes, skills, and knowledge to deal with changes and challenges. Training plays a vital role in organizational development, improving performance, increasing productivity, and eventually puts organizations in the best position to face competition and stay at the top. According to Ngure, & Njiru (2013), training is one of the ways through which the government ensures that its employees are kept abreast with global trends, emerging issues and technology.

At global level, Tumentsegtoo (2013) conducted a study in Mongolia based on the Mongolian public service. The study indicated that the Government of Mongolia has invested a significant amount of capital, time and energy to train and grow workers or civil servants with the requisite expertise and skills to enhance their job performance. Several training programs for civil servants have been developed to strengthen their awareness, skills and productivity. However, many complaints have been directed toward civil servants for their ineffectiveness and inefficiency (Tumentsegtoo, 2013). This means that most of the training programs did not achieve the desired results. According to Tumentsegtoo, the reason behind that was the work environment, which did not facilitate easy transfer of learned skills. The work environment was described as hierarchical, bureaucratic and centralized (Tumentsegtoo, 2013).

In South Africa, according to Raliphada (2013), many government departments spend 1% of the payroll on training of public servants. The South African Qualifications Authority ensured that the training was of good quality. Nevertheless, she observed that the transfer of learned skills to the workplace was still low. A study conducted by Kekwaletswe (2016) in South Africa on medium to large enterprises found that the extent to which employees are engrossed in organizational commitment and fully involved in their jobs would drive them to be desirous in making persistent and intense efforts towards utilizing skills and knowledge learned in the work settings. In addition, the findings of the study highlighted that transfer motivation is a fundamental element in the transfer of learned skills. The author concluded that the issues of relevant skills shortage may be curbed through knowledge and skills transfer using learning management systems as enabling tools, so long as the systems are contextualized to the organizational culture and the background of employees.

In Kenya, Kimeli (2018) evaluated the influence of training on post training employee work behaviour of 197 public service field supervisors who had attended a senior management course offered at Kenya School of Government in Kenya, three months prior to the study. The study concluded that while, there was significant difference between trainees' pre-training and post-training work behaviour, there was no evidence to support the influence of management training intervention on trainees' increased compliance to procedures regulations, systems, policies, ability to complete tasks in time and ability to make better decisions.

In Kenya, State Corporations are established under the State Corporation Act No. 11 of 1986 CAP 446 of the laws of Kenya. State corporations have been undergoing reforms to help improve on service delivery through performance improvement strategy (G.O.K, 2013). Government efforts to enhance efficient public service delivery include enhanced capacity building and training for public servants including employees of Kenyan state corporations (GOK, 2015).

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 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 on 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-day training during each financial year (GOK, 2015).

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 employees will learn skills and later utilize those skills in work situations to meet organizational objectives. However, many training programmes fail to deliver the expected results, that is, only a small percentage (15-20%) of training is transferred back to the workplace (Ford, 2018). According to the Public Service Commission of Kenya 2017/2018 Status Report on Implementation of National Values and Principles in the public service, State Corporations and SAGAs spent 5.2 billion in training their employees (GOK, 2016). Although many resources have been used in trainings, the quality of services offered to the citizens has not significantly improved. According to a survey by the Public Service Commission of Kenya, in 2016, the Kenyan citizens' satisfaction with services and good provided by state corporations stood at 42.6% (GOK, 2016). Therefore, the study sought to assess the influence of availability of relevant resources as a predictor of transfer of learned skills in state corporations in Kenya.

2. Literature Review

2.1. Theoretical Review

2.1.1. Goal Setting Theory

The study was guided by goal setting theory. The goal setting theory was put forward by Edwin Locke in the 1960s and expounded by Latham in 1990 (Locke, & Latham 1990). A goal can be defined as an observational or measurable organizational outcome to be achieved within a specified time limit (Locke, & Latham 2002). According to Locke (1968), Goals serve a directive function by directing employees' attention and effort towards goal-relevant activities and away from goal-irrelevant ones. Goals direct behaviour and help organizations to focus on certain activities which enable them to achieve what they want. They mobilize effort in proportion to perceived requirements of the goal or task (Locke, & Latham 2002). According to Lunenberg (2011), goal setting is a motivational tool commonly used in organizations as a mechanism for directing the efforts of individuals at work and establishing a framework for evaluating success. The main argument of goal setting theory is that challenging and specific goals along with appropriate feedback contribute to higher and better task performance. Goals indicate and give direction to an employee about what needs to be done and how much effort is required to be put in in order to achieve organization objectives. Evidence suggests that there is increased incentive when workers participate in setting goals, rather than managers setting the goals on their own, (Martin, *et al.*, 2015). Goal-setting theory stresses the importance of concrete, demanding performance goals and the dedication of workers to those goals as main motivational determinants (Newstrom, 2011).

Transfer of learned skills can be enhanced if, right from the onset, managers set goals in consultation with trainees. This will ensure that the trainees' goals are aligned to organization goals and guarantee commitment from the employees. Goal-setting research stresses the importance of getting employees committed to team goals because without such commitment, it is unlikely that the setting of goals will be motivating (Riggio, 2014). The goal setting theory attempts to explain how and why activity in pre-training, training and post-training phases is encouraged or restricted. It also explains how goal setting affects performance. It is, however, unclear how exactly it energizes employees to transfer learned skills. Whereas goal-setting theory attempts to explain transfer of training, it does not account for other factors in the workplace, which may influence transfer of learned skills.

2.1.2. Expectancy Theory

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 regarding the probability of a specific act preceding a particular outcome. According to the theory, workers have personal goals that they like to accomplish and they work in organizations for this purpose. Organizational incentives or job results may meet some of the personal goals that workers

have. The theory further illustrates how an individual chooses certain paths of actions over others and, and how the choice is linked to the objectives (Skemp-ArIt, & Toupenca, 2007).

According to Vroom (1964), work outcomes may be stress or can also be pay raise or promotion. Stress or fatigue can have relatively negative valences but pay raise or promotion can have strongly positive valences. However, for motivation, it is critical that sum total of valences to be positive. Valence may vary from one person to another. Expectancy, instrumentality and valence are each considered necessary but not sufficient conditions for motivation. In other words, an individual must have all three beliefs to be highly motivated. According to Johnson *et al* (2012), some of the factors, that are said to raise employee performance, include the availability of relevant resources and help needed to successfully complete the work and incentives. The expectancy theory suggests the use of specific rewards as a basis for performance improvement. The theory can be used to predict the behaviour of employees who have completed training. The implication for transfer of learned skills is that training would occur if there are rewards and if there are enough resources to perform the given tasks. Expectancy theory makes no attempt to define specific types of needs of rewards, but tries to explain 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 tries to explain the subjective differences that cause differences in 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 in explaining the need for the employee reward on the transfer of learned skills.

2.2. Resources and Transfer of Learned Skills

Resources are defined as 'anything perceived by the individual to help attain his or her goals' (Halbesleben, 2014). Resources refer to assets that employees can use within an organization to enable them to achieve organizational goals. Several researchers have studied the effect of various types of resources on transfer of training. These include relevant technology, budgetary or financial resources, physical and aesthetic environment. Bartocho (2014) sought to investigate the effect of physical and social capital resource capabilities on employee performance in courier companies in Kenya. The study was based on social capital theory and targeted a population of 2800 where a sample of 339 respondents was obtained using Cochran's formula. The study used simple random sampling which employed explanatory research design. Data was analysed using descriptive and inferential statistics. The study findings revealed that physical capital resource capabilities had the greatest influence, while Social capital resource capabilities were found not to be significantly associated with employee performance.

Al_Qudah (2015) conducted a study on the effect of human resources management practices on employee performance. To achieve the study objectives, the researcher developed and distributed a questionnaire, and collected and analyzed the data using SPSS. An overall analysis was performed based on the descriptive statistics and correlation analysis. The results indicated that recruitment, selection and compensation significantly correlated with the employee performance. Klundert (2013) conducted a study on the effect of human resource on performance in hospitals in sub-Saharan Africa: a systematic literature review. Descriptive research design was employed in the study. Questionnaires were used to collect primary data for the study. The study findings revealed that HR recruitment policy had helped in new role adjustment. HR appraisal policy supported employees' performance.

Njoka (2016) carried out a study on factors affecting transfer of training at the registry department of Nairobi University. The study targeted university employees who had attended various courses. The study established that although a majority the trainees were able to transfer skills that they learnt as demonstrated by their application of skills learned in training, a majority of 63% indicated that they did not get enough resources to apply. The study concluded that the greatest challenge affecting transfer of training was lack of enough resources. This indicated that probable resources might not have a very big influence on transfer of training.

One of the resources that have been reported in literature is time. Time is usually associated with the amount of workload given to employees. In their study, Holton and Davine (2010) found that learning transfer is undermined by factors such as work pressure and lack of support. Waller (2012) found that time may be one of the biggest barriers to applying learning. It was reported that when employees return to work, pressure of heavy workloads made it difficult to find time to try out new ways of working; resource provisioning is important since it leads to positive performance outcomes.

A study by Raliphada (2013) established that 60% of employees indicated that their current workload provides them the opportunity to transfer training. Time is a valuable resource when one is required to implement new techniques that were acquired from the training; she established that a relationship exists between learning transfer and time, with 26% of the employees reporting that time is of less significant in their ability to transfer learning. Waller (2012) found that time may be one of the biggest barriers to applying learning. He observed that when employees return to work, post training interventions pressure of heavy workloads make it difficult to find time to try out to new ways of working. It can be concluded that the necessary time to reflect on what the employees have learned, good mental space and less distractions at work, the probability of learning transfer is increased.

Njoka (2016) established that much of the time, workers are given a lot of work which does not allow them to recall what was learnt during the preparation and leaves them with a lot of exhaustion. Another form of resource is availability of budget. Budget refers to the financial expression of any given activity as agreed during its sanctioning process (Ikramullah, 2007). Financial support has a significant influence on training transfer. Another type of resource is technology. Technological support refers to the services by which enterprises assist trainees in using technology products, such as mobile phones, computers, software products or other electronic or mechanical goods.

Handy (2008) linked technological assistance with quality of mentoring. From her study, she implies that a mentoring program may be even more effective for those relying on technology since, according to her study, experienced service engineers could help the newly trained service engineers apply knowledge learned in class, thus providing immediate and constructive feedback on performance of the trainee.

In their study on effect of physical resources on health care houses and health centers in Iran, Heidari (2016) found that there were low levels of physical resources leading to poor performance of the organizations studied. The study used descriptive research design, and the population of the study was rural and urban health houses and health centers. Wanjau (2012) found that financial resources significantly influenced the performance of public hospitals in Kenya since they were a critical component in the acquisition of necessary physical resources. Due to lack of uniform results from previous studies about the effects of resources' supports on training transfer, further research is needed to clarify the significant effects of transfer of learned skills in the workplace.

2.3. Research Gap Summary of Reviewed Literature

Wawira (2015) conducted a study on factors affecting transfer of knowledge from training to the job among employees of large commercial banks in Kenya. The study also found that knowledge of the subject matter and professional experience affected transfer of knowledge from training to the job. The study concludes that training practitioners as factors affecting transfer of knowledge from training to the job originally identified trainee characteristics such as personality, trainee ability and motivation effects. Nonetheless, the study did not address the effects of workplace environment on transfer of learned skills.

Gitonga and Gachunga (2015) conducted a study on the Influence of Work Environment on Organizational Performance in Government Ministries in Kenya. Work environment has both positive and negative effects on the psychological and welfare of employees. Psychosocial environment was the most significant factor and had a positive significant relationship. However, the study focused on government ministries and failed to address transfer of learned skills.

2.4. Conceptual Framework

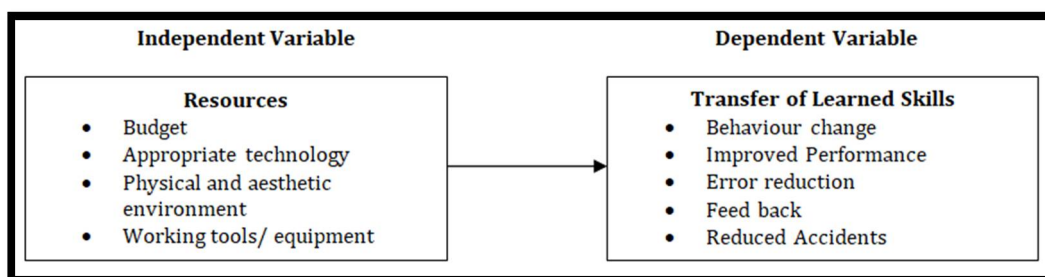


Figure 1: Conceptual Framework

3. Research Methodology

The researcher adapted pragmatism paradigm in examining issues raised in this research. The researcher adopted a descriptive survey design. The units of analysis were State corporations in Kenya which are categorized into 8 major groups. The target population was employees working in 202 State corporations in Kenya. The researcher used closed ended questionnaires based on Likert scale as the main mode of data collection. The researcher sought the assistance of experts in the field of human resource management in Kabarak University and guidance from fellow doctoral students. Their comments were incorporated to improve the validity of the instrument. A total of 40 questionnaires were administered to employees into two state corporations such as - Kenya Agricultural and Livestock Research Organization (KALRO) and Water Resource Management Authority (WARMA). This formed the data used in the pilot study. The researcher used Cronbach's alpha Coefficient. The researcher used quantitative approaches for data analysis. Descriptive statistics and inferential statistics were used in this research. Multiple regression was used to test the hypotheses. Frequency tables helped presenting the data.

4. Findings

4.1. Response Rate

A total of 396 questionnaires were issued out to respondents from the sampled state corporations. Completed questionnaires, that were received, were 369 which represented 93% response rate. The high response rate was achieved since the researcher administered the questionnaire and waited for the respondents to answer. According to Fincham (2008), a response rate of above 60% is considered appropriate in research.

4.2. Age of Respondents

The responses on the age of the respondents are shown in Table 1.

Age Bracket (Years)	Frequency	Percent
18- 29	24	6.5
30-39	89	24.1
40-49	142	38.5
50-59	109	29.5
60 & above	5	1.3
Total	369	100.0

Table 1: Age of the Respondents

As shown in Table 1, 38.5% (142) of the respondents were aged between 40 and 49 years, 29.5% (109) were aged between 50 and 59 years, 24.1% (89) were aged between 30-39 years. Further, 6.5% (24) were aged between 18 and 29 years. Only 1.3% (5) were aged 60 years and above. The findings indicate that a good number of the workers are aged 50 and above. The state corporations should put in place mechanism for example through appropriate training to prepare for succession of those about to retire. This will avoid a situation where those aged 60 and above, who are on the verge of mandatory retirement, are still in office as indicated by 1.3%.

4.3. Educational Level of the Respondents

The findings on the educational level of the respondents are shown in the Table 2.

Educational Level	Frequency	Percent
Ph.D	8	2.2
Masters	47	12.7
Bachelors	128	34.7
Diploma	134	36.3
Certificate	52	14.1
Total	369	100.0

Table 2: Educational Level of Respondents

Table 2 shows that 36.3% of the respondents were diploma holders, whereas 34.7% were degree holders. Another 12.7% had masters and 14.1% were certificate holders. Only 2.2% were Ph.D holders.

4.4. Resource Availability

	1	2	3	4	5
I have the financial resources to implement what I learned.	50.7	11.9	11.7	11.7	14.1
The necessary technology needed to apply new skills is available to me.	34.7	13.0	17.1	15.7	19.5
I am given tools/equipment to help me apply skills acquired in training.	24.2	17.3	22.2	23.6	12.7
The available human resources assist me to practice what I have learned.	22.8	21.1	21.4	26.6	8.1
The room/space is conducive in applying the skills learned in training.	19.8	27.1	16.3	28.5	8.4
Time is available to me to apply new skills learned in training.	15.7	25.2	22.2	26.8	10.0
My organization provides follow up training to clarify issues that were not clear in the fast training.	23.8	17.3	28.5	20.3	10.0
Information resources are available for me to apply skills learned.	30.9	17.9	21.4	19.2	10.6
Protection and safety is guaranteed to me when applying skills learned.	28.7	11.7	28.2	19.5	11.9

Table 3: Resource Availability

The findings show that 37.1 % of the respondents stated largely that they do not have the financial resource to implement what they learned in training, while 25.5% of the respondents stated to a small extent. An organization can also establish a proper plan to manage its financial resource. For example, budgets are established, funding gaps identified, and costs are tracked and documented. With this, the company is able to assign resources to the resilience activities like developing employees and the rest can be invested to improve the organization's revenue. In addition, majority of the respondents stated largely that the necessary technology needed to apply new skills was available, while 17.1% of the respondents stated to a moderate extent. HR Managers and Top Management are willing to invest more funds to imbue employees with additional knowledge to further the strategic objectives of the organization (Nazli and Hizam, 2018). Companies are now more uniquely equipped than ever to provide their staff with the resources to take charge of

professional and personal development. The growing array of e-learning software offers staff members the freedom to further their skills and knowledge in the areas that interest them and can ultimately benefit the company.

Further, 36.3% of the respondents stated, to a large extent, that they give tools to help them apply skills acquired in training, while 22.2% stated to a moderate extent and 31.7% stated to a small extent. To increase employee productivity, the organization provides the necessary tools and equipment required for employees to exercise their skills. The organization may provide collaborative applications like Asana which can be very effective in making employees more productive, especially for organizations with geographically distributed setups. Some employees do better if they are allowed to work in locations they find more comfortable, such as their homes. In other cases, travelling is simply too expensive or time-consuming, and telecommuting, remote working or even co-working are viable options. Increased mobility can break down barriers to productivity (Colbert, 2014). Mobile devices enable access to communication and collaboration tools, as well as work-related documents and information. It is important, however, to prevent overly thinning the line between personal and professional lives. Work-life balance should be respected.

Employees learn well when they have examples to follow, colleagues to share their accomplishments with, practice with and get mentorship. Social learning connects learners and trainers, so they can talk and share ideas. Discussion groups, blogs and videos of trainees sharing their stories shared on the Intranet are effective ways of integrating social learning into the learning process. The social aspect of the learning process strengthens engagement and promotes seamless transfer of learned skills.

Furthermore, 36.3 % of the respondents stated that to small extent the available human resource assists them to practice what they have learned, while 34.7% largely and 21.4% (79) to a moderate extent. Another 42.8% stated that, to a small extent, the room/space is conducive in applying the skills learned in training, whereas 36.9% stated, to large extent, that time is available to them to apply new skills, while 22.2% to moderate extent and 36.3% to a small extent. The respondents stated that, to a large extent, their organization provided follow up training to clarify issues that are not clear in the first training, while 28.5% to moderate extent and 29.2% to a small extent. Similarly, 31.8 % of the respondents stated, to small extent, that information resources like books, internet and other reference materials needed for them to apply the skills learnt in training were available, however, 29.8% to a large extent and 21.4% to moderate extent. In addition, 31.4 % of the respondents, to a large extent, stated that protection and safety was guaranteed to them whenever they needed to apply risky skills learnt in training, while 28.2% to a moderate extent and 23.9% to a small extent (Rina, 2015).

The finding indicates that most of the respondents were not given enough resources to apply the skills learnt in training. The findings agree with Njoka (2016), who carried out a study on factors affecting transfer of training at the registry department of Nairobi University. The study targeted university employees who had attended various courses. The study established that although a majority of the trainees were able to transfer skills that they learnt as demonstrated by their application of skills learned in training, a majority of 63% indicated that they did not get enough resources to apply.

4.5. Transfer of Learned Skills from Training to the Work Place in Kenya

	1	2	3	4	5
I put into practice the knowledge and skills I acquired during my training and development programme	7	4.3	20.6	36.9	31.2
My work behaviour changed for the better after training	4.1	1.4	17.1	34.4	43.1
My job performance improved after training	4.1	0.5	10.3	43.1	42
I find my job much easier for me after training	4.6	1.1	17.9	37.1	39.3
I feel more confident carrying out my work after training	4.1	0.5	16.3	32.3	46.9
I accomplish my task better than before training	4.1	2.2	10.6	40.4	42.8
I accomplish my tasks faster than before training	7	1.1	14.4	50.7	26.8
I make fewer mistakes than before training	7	4.3	14.6	43.9	30.1
I work more enthusiastically and vigorously after the training	5.7	7.1	11.1	40.7	35.5
The training has helped me solve problems in the work place	2.4	5.7	14.9	44.4	32.5
I am now more creative and innovative after training	1.9	5.2	17.9	45.3	29.8
I enjoy challenging and difficult tasks at work which give me an opportunity to apply skills learned in training	4	5.2	14.1	43.9	32.8

Table 4: Transfer of Learned Skills in State Corporations in Kenya

The results in Table 4 above indicate that a majority (about 37%) of the respondents, to a large extent, agreed that they put into practice the skills acquired during training and development programme. 31% reported that they put into practice skills learned to a very large extent, while 21% indicated that they put into practice skills learned to a moderate extent. 6 % said they transferred skills to a very small extent and 5% indicated that they put into practice the skills learned to a small extent.

The study findings are in line with Paolo and Huang (2015) study which noted that after training, most of the employees implement what they have learned from training to their daily working environment. The study also suggested that to ensure people put maximum effort in transferring learning to their job, the training should focus on increasing knowledge and skills acquisition. Content should be tailored to their job, and then tested on the job. Ultimately, giving

them opportunities to practice and receiving feedback will help them turn knowledge into skills. Furthermore, some individual differences predict the extent to which people can do something differently back at their tasks. People with higher cognitive ability are more likely to learn more, and better. Similarly, those with higher conscientiousness as measured by the Big Five personality inventory are more likely to set goals to apply new knowledge and practice new skills over an extended period.

On the other hand, when it comes to what people will actually do differently, motivation to transfer, post-training self-efficacy, and perceived workplace support are the predictors you should look at. These are individual's attitudes organizations can wisely leverage every time it comes to learning. The skills acquired by the employees through training should be applicable across all other possible departments in the organization. To keep your workplace increasingly engaged, employees should be able to work in combination with other departments instead of being in a competition. All these factors will help in increasing employee productivity.

The respondents were also asked if their work behaviour changed for the better after training. A majority (about 43%) of the respondents largely agreed that their work behaviour changed for the better after training. About 34% reported that their work behaviour changed for the better after training largely, while about 17% indicated that their work behaviour changed for the better after training to a moderate extent, 5 % indicated that their work behaviour changed for the better after training to a small extent. About 1% of the respondents reported that their behaviour changed for the better to a very small extent.

The study agrees with Chiaburu and Tekleab (2016) who noted that the concept of training has gained more popularity in human resources. In the training process, employees acquire technical skills, interpersonal skills and solid knowledge in order to perform their jobs efficiently and effectively at the workplace and lack of ongoing training programs leads to lower performance of employees. Training not only develops the capabilities of the employees but sharpens their thinking ability and creativity in order to take better decision in time and in more productive manner. Training also enables employees to deal with the customer in an effective manner and respond to their complaints in a timely manner (Amin, 2016).

Therefore, organizations provide training to optimize the potential of their employees in order to prepare workers to do their job as they wish. Employee motivation is improved by preparation through fostering a healthy mind-set marked by vigour, commitment and absorption. It also fosters work satisfaction and loyalty to an organization because workers may believe they are part of the company, contributing to improved success (Ariani, 2013). Training improves the psychological condition of engagement, dedication, attachment, mood that affects the output of a person. This could be in the form of initiative or measurable actions, including pro-social and organizational citizenship behaviour. According to Nawaz (2014), workers demonstrate dedicated behaviour when they undergo training. This fosters commitment by the workforce and dedication while having trouble. Feeling passionate for their job and completely involved in their job dedication contributes to high-performance work habits, additional client satisfaction or employee innovative behaviour. Therefore, it seems that when the company cares for workers by investing in their training, workers display more dedicated actions to their job, contributing to improved organizational success.

Further, the respondents were also asked if their job performance improved after training. A majority (about 43%) of the respondents, to a large extent, agreed that their job performance improved after training, whereas 42% reported that their job performance improved after training to a very large extent, while 10% indicated that their job performance improved after training to a moderate extent and 3% indicated that their job performance improved after training to a very small extent. About 1% of the respondents reported that their job performance improved after training to a small extent.

The findings concur with the study of Tahir *et al.* (2014), which found that training simplifies the work of the employees. Employees find the work much easier because they have gained skills, which are required to handle the former challenges encountered before training. During the training, employees are familiarized to the working environment they will become part of. Employees also get a hands-on experience using machinery, equipment, tools, materials, etc. Part of on-the-job training is to face the challenges that occur during the performance of the job. An experienced employee or a manager is executing the role of the mentor who, through written or verbal instructions and demonstrations, is passing on his/her knowledge and company-specific skills to the new employees. Executing the training on at the job location, rather than the classroom, creates a stress-free environment for the employees.

Further, the respondents were also asked if they found their job easier after training. A majority (about 39%) of the respondents largely agreed that they found their job easier after training. About 37% reported that they found their job easier after training largely, while about 18% indicated that they found their job easier after training to a moderate extent. About 5% indicated that they found their job easier after training to a small extent. About 1% of the respondents reported that their behaviour changed for the better to a very small extent.

With regard to feeling confident in carrying out the work after training, majority (about 47%) of the respondents largely agreed that they felt more confident carrying out their work after training. About 32% reported that they felt more confident carrying out their work after training to a large extent, while about 16% indicated that they felt more confident carrying out their work after training to a moderate extent. About 4% indicated that they found their job easier after training to a very small extent. About 1% of the respondents reported that their behaviour changed for the better to a very small extent.

The respondents were also asked if they accomplished their task better after training. 1.6% suggested no extent, 5.4% suggested very small extent, 4.3% suggested small extent, 14.6% suggested moderate extent, 43.9% suggested large extent and 30.1% suggested, to a very large extent, that they indeed accomplished their task better after training. With regard to accomplishing their task much faster after training, 0.8% suggested to a no extent, while 6.2% suggested very

small extent, 1.1% suggested small extent, 14.4% suggested moderate extent and 50.75% suggested to a large extent and very large extent; this shows that majority of the respondents accomplished their task much faster after training. Employees who receive the necessary training shall be better able to carry out their work. They are becoming more aware of the safety practices and proper procedures for fundamental tasks. The training can also build the confidence of the employees because they have a better understanding of the industry, the responsibilities of their job. Such confidence will drive the workers to perform even better, and dream of new ideas that will help them succeed. Continuous training also keeps employees at the cutting edge of developments within the industry. Employees, who are competent and adaptable to changing industry standards, help the company to hold a leading position and a strong competition in the industry, (Jan, & Hashmi, 2014). Employees, who have exposure to training and development systems, have an edge over workers in other companies who are forced to hunt for training opportunities. The investment a company makes in training shows the employees they are valued for. The training creates a supportive place of work. Employees may have access to training that they would otherwise not have known about or sought out for themselves. Employees, who find themselves appreciated and challenged by training opportunities, may feel more satisfied with their jobs, (Tahir, & Yousafzai, 2016).

The respondents were also asked the extent to which the respondents made fewer mistakes after training. 16% stated to a no extent, 5.4% stated to a very small extent, 4.3% stated to a small extent, 14.6% stated to a moderate extent, 43.9% stated to a large extent, while 30.1% stated to a very large extent; this shows that fewer mistakes are made after training. Further, the respondents were asked if they worked more enthusiastically after training and it was clear from the response that majority of the respondents (80%) stated, to a large extent, that they indeed worked more enthusiastically after training. This shows that employees get enthusiastic after training. To cultivate the talent in an organization, ongoing employee training provides a great helping hand. It helps in preventing small and basic mistakes. The plus point here is that there is no need to spend a huge amount of money on hiring new persons as retraining and reskilling the current employees is much easy and less expensive. In addition, current employees are well-aware of the tasks and activities, which they are supposed to perform which helps them in learning the new ways and skills in a better way.

The respondents were also asked if they are able to solve problem in work place after training and 78% of the respondents agreed largely; this shows that training assists in solving work related problems by the employees. The findings show that a majority of the respondents largely transferred the skills they learned in training back to the work place. These findings are supported by findings from a study conducted by Maina (2016) in a Kenyan public sector setting. The study targeted deputy school principals who had attended a diploma in management course at the Kenya Educational Management Institute (KEMI). The study established that 88% of the respondents transferred. A similar study by Njeru, (2014) that was conducted in large commercial banks in Kenya, established that 88% of the trainees were able to transfer the skills learnt in training.

4.6. Regression Coefficients

		Availability of Relevant Resources
Transfer of learned skills from training to work	Pearson Correlation	.213**
	Sig. (2-tailed)	.004
	N	369

Table 5: Correlation between Availability of Relevant Resources and Transfer of Learned Skills from Training to the Work Place

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

The study sought to establish the nature of the relationship between availability of relevant resources and transfer of learned skills from training to work in State Corporations in Kenya. The findings indicated that $r=0.213$ and $p=0.004$. The p value was less than the significant level of 0.01 meaning that there was statistically significant relationship between availability of relevant resources and transfer of learned skills from training to the work place in Kenya. This implies that availability of relevant resources influences transfer of learned skills from training to work in Kenya. The findings disagree with Njoka (2016) who carried out a study on factors affecting transfer of training at the registry department of Nairobi University. He established that although a majority the trainees were able to transfer skills that they learnt, they did not get enough resources to apply.

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.195	1.30		9.165	.000
Availability of relevant resources	-.210	.034	-.269	-6.177	.000

Table 6: Regression Coefficients
Dependent Variable: Transfer of Learned Skills

The study also conducted a regression analysis to establish the regression coefficients connecting the independent and dependent variables as illustrated by the equation.

$$Y = \beta_0 + \beta_1 X_1$$

Whereby Y represents Transfer of learned skills from training to work, X_1 represents availability of relevant resources, β_0 represents Constant which defines the value of transfer of learned skills from training to work without the inclusion of predictor variables; the given equation was answered by the values of Unstandardized Coefficients (B) and all of them were statistically significant since their p values (Sig. <0.05) were less than 0.05. The results indicate that all the predictor variables in the study have a positive relationship with transfer of learned skills from training to work. Thus, $Y = 1.195 - .210X_1 + \epsilon$

5. Conclusion and Implication

The study established that the employees did not have the financial resources, necessary technology, tools, human resources, conducive room/space, time, books, internet and other reference materials needed to apply the skills learnt in training. However, to some extent, protection and safety was guaranteed to them whenever they needed to apply risky skills learnt in training. The study sought to test the hypothesis that: H_{04} : Availability of relevant resources has no significant influence on transfer of learned skills from training to work in State Corporations in Kenya. From the findings, the p-value was 0.000, which was less than 0.01 significant level. Therefore, based on the rule of significance, the study rejects the null hypothesis (H_{01}) and concludes that resources have a significant influence on transfer of learned skills from training to work in Kenyan Sate Corporations.

The study recommended that State corporations should avail resources necessary for transfer of training including the post training related technology necessary to implement training. That means before embarking on training of employees on new technology, they should ask themselves if they have the necessary technology so that once the training is over, the employees could have access to the technology. Budget Support is also necessary. It is not enough to budget for training, it is necessary to budget for transfer of training so that employees have regular supply of equipment and tools and materials necessary for them to apply new knowledge. It is recommended that the workload for employees should be manageable, to allow employees apply skills learned. Employees should not feel stressed in attempt to apply skills learned. In addition, state corporations must improve their physical environment to make employees comfortable to apply skills learned.

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