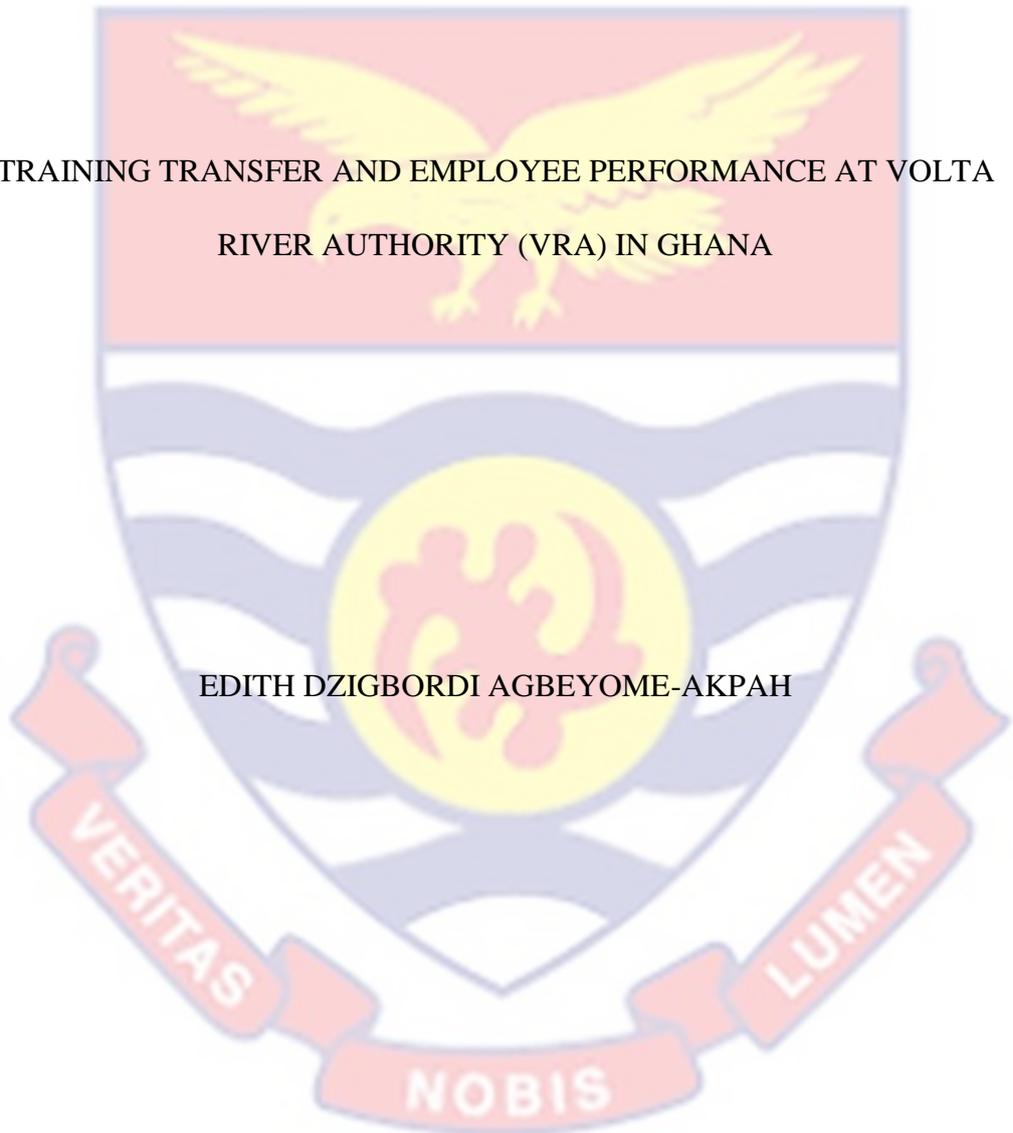


UNIVERSITY OF CAPE COAST

TRAINING TRANSFER AND EMPLOYEE PERFORMANCE AT VOLTA  
RIVER AUTHORITY (VRA) IN GHANA

EDITH DZIGBORDI AGBEYOME-AKPAH



2022

UNIVERSITY OF CAPE COAST

TRAINING TRANSFER AND EMPLOYEE PERFORMANCE AT VOLTA

RIVER AUTHORITY (VRA) IN GHANA

BY

EDITH DZIGBORDI AGBEYOME-AKPAH

Dissertation submitted to the Department of Human Resource Management,  
School of Business, College of Humanities and Legal Studies, University of  
Cape Coast in Partial Fulfilment of the Requirements for the Degree of Master  
of Business Administration in Human Resource Management

SEPTEMBER 2022

## DECLARATION

### Candidate's Declaration

I hereby declare that this dissertation is the result of my own work and that no part of it has been presented for another degree of this university or elsewhere.

Candidate's Signature..... Date.....

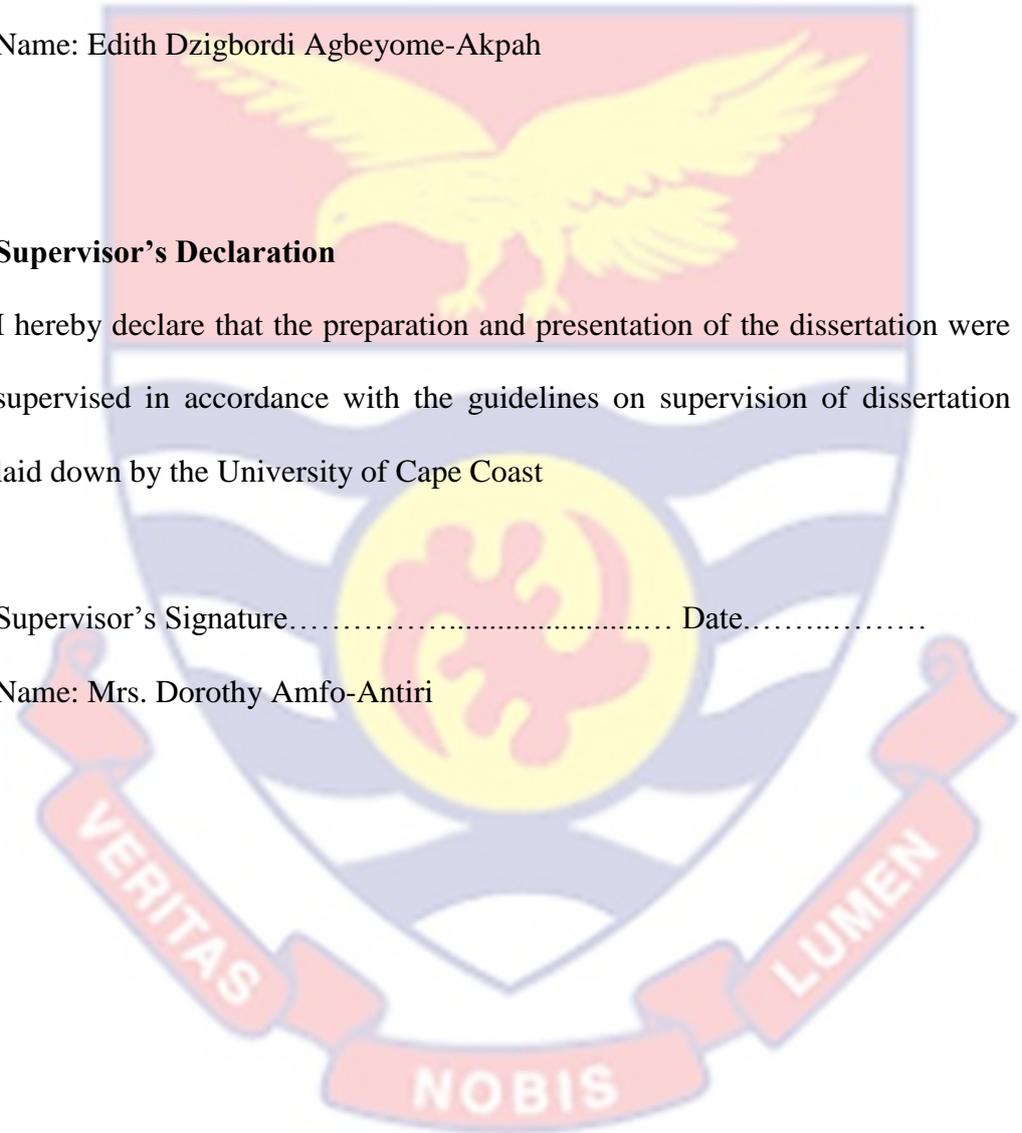
Name: Edith Dzigbordi Agbeyome-Akpah

### Supervisor's Declaration

I hereby declare that the preparation and presentation of the dissertation were supervised in accordance with the guidelines on supervision of dissertation laid down by the University of Cape Coast

Supervisor's Signature..... Date.....

Name: Mrs. Dorothy Amfo-Antiri



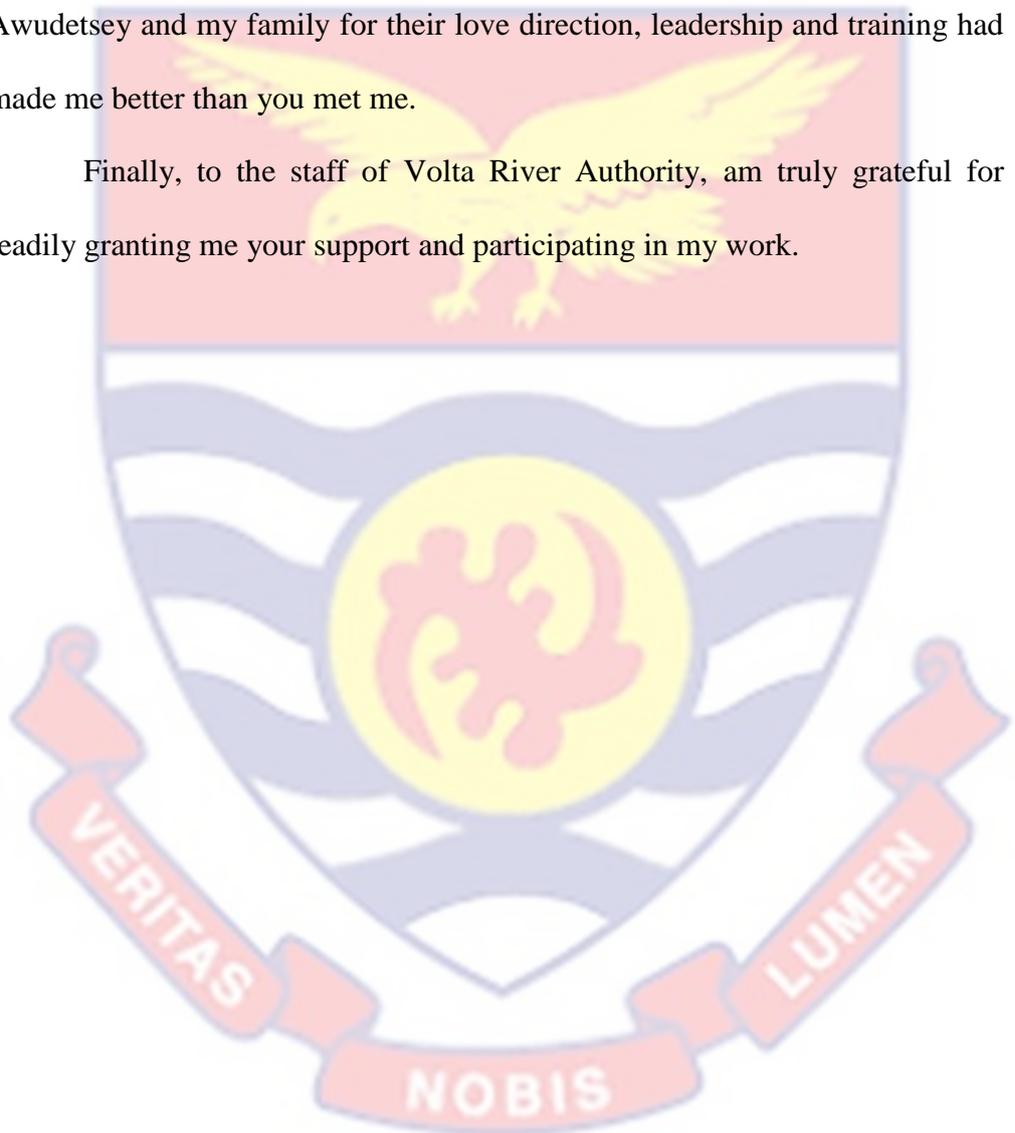
## ABSTRACT

The purpose of the study was to examine the training transfer and employee performance at Volta River Authority (VRA) in Ghana. The study adopted a quantitative research approach and the design was a descriptive survey design. A sample size of two hundred and thirty-two (232) respondents comprising those who had received technical training and non-technical training were used. A simple random sampling method was used to select participants for the study. The Research instrument used was questionnaire. The study found out that there are more training programmes at their disposal. Among them were power system operating and maintenance training courses, power network and system protection courses. The study also found out that several factors hinder successful transfer of training to the job. Among these factors or indicators are inadequate or lack of support from both superiors and co-workers, employees normally face time constraints and most equipment are outdated. Further, the study found out that hinderances on training transfer' has a moderate negative significant relationship with employee performance. The study further concluded with confirmation to other studies and assertions that hindrances to training transfer is statistically significant and negatively related to VRA workers performance. However, the effect on employee's performance is moderate. The study recommended that management of Volta River Authority should ensure that there are adequate resources as well as proper tools equipment are made available for successful transfer of training.

## ACKNOWLEDGEMENTS

I extend my utmost gratitude to my supervisor; Mrs. Dorothy Amfo-Antiri for her support throughout this project work. I would also want to extend my appreciation to all those who in diverse ways have supported my education to this high level. Also, to Michael Adzraku, Mr and Mrs Awudetsey and my family for their love direction, leadership and training had made me better than you met me.

Finally, to the staff of Volta River Authority, am truly grateful for readily granting me your support and participating in my work.



**DEDICATION**

To Reverend Philip Osei Poku



## TABLE OF CONTENTS

	Page
DECLARATION	ii
ABSTRACT	iii
ACKNOWLEDGEMENT	iv
DEDICATION	v
TABLE OF CONTENTS	vi
CHAPTER ONE: INTRODUCTION	
Background to the Study	1
Statement of the Problem	5
Purpose of the Study	6
Research Objectives	6
Research Questions	6
Significance of the Study	7
Delimitation	7
Organisation of the Study	8
CHAPTER TWO: REVIEW OF LITERATURE	
Introduction	10
Human Capital Theory	10
Concept of Training	14
Types of Training programmes	16
Factors that Influence Transfer of Training	21
Employee Performance	25
Training Transfer Factors and Employee Performance	27
Empirical Review	30

Conceptual Framework	32
CHAPTER THREE: RESEARCH METHODS	
Introduction	35
Research Approach	35
Research Design	36
Study Area	37
Population	38
Sample and Sampling Procedure	39
Data Collection Instrument	39
Data Collection Procedures	40
Data Processing and Analysis	41
Reliability and Validity	41
Ethical Consideration	43
Chapter Summary	43
CHAPTER FOUR: RESULTS AND DISCUSSION	
Introduction	44
Demographic Information of Respondents	44
Training Programmes Available for Workers at Volta River Authority	46
Factors that Hinder Successful Transfer of Training	50
Effect of Factors that Hinder Training Transfer on Employee Performance	54
CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	
Summary of Key Findings	59
Conclusions	60
Recommendations	60

REFERENCES

62

## LIST OF TABLES

		Page
1	Reliability Statistics of Subscales	42
2	Demographic Information of Respondents	45
3	Various Training Programmes Available to VRA Workers	47
4	Factors that Hinder Successful Transfer of Training	52
5	Model Summary	55
6	ANOVA	55
7	Coefficients	56

**Figure**

Page

1 Conceptual Framework

33



## CHAPTER ONE

### INTRODUCTION

#### Background to the Study

With the growing emphasis on human resources, organizational leaders are pushing HR managers and line managers to focus on continuous training and development of employees so that their skill and knowledge base can help organizations compete and control future uncertainties (Vogel, 2015). Traditionally, training was not considered an activity that could create any value for the company. However, now the concentration is on continuous enhancement of the KSAs of the employees through training, and on the effective transfer of learning (Srivastava, 2000).

Training enables employees to learn and develop (Richey, 2010) and to achieve positive changes in their on-job behaviour (Goball, Ayyub, Kohar & Wahab, 2018). Training is an intensive learning process that is developed in order to improve the knowledge, skills and attitudes of employees to increase their performance levels (Saks, Salas, & Lewis, 2014). The learning process is very important and it needs to be done on an ongoing basis in order to ensure the transfer of information and skills acquired in training. Employees must be able to adapt quickly to frequent changes in their work environment (Srivastava, Franklin & Martinette, 2013) which requires a constant improvement of knowledge, development of new skills and adaptation of their habits. Companies acknowledge that training improves employee performance and productivity and represents a tool for managing risks related to new products, markets and technologies (Noe, Tews & Dachner, 2010).

It is one of the organization's efforts in planning training for staff with the intention to ease learning and improve worker's competency in doing work. Ford, Baldwin and Prasad (2018) also argue that uncertainty has led to an increased training-related investment. From the extant literature, it is evident that regardless of these large investments, organizations remain unsure about the extent to which employees perform differently once back on the job (Blume, Ford, Baldwin, & Huang, 2015). Therefore, concerns regarding transfer of training are increasing. There is a strong consent that knowledge, skills and attitudes acquired via training are of very little value if they are not used on the job and maintained with time (Swanson, 2013). As one of the main purposes of training is to provide knowledge and skills for the future benefit and this advantage can only be gained if there is proper transfer of learning (McLean, Kuo, Budhwani, Yamnill, & Virakul, 2012).

Transfer of training is the effective application of the learned knowledge and skills on the job. But in most cases, it has been found that only a small proportion of learned skills are actually transferred back to the job (Pham, Segers, & Gijsselaers, 2010; Grumbach & Mendoza, 2008; Ulrich, Younger, Brockbank, & Ulrich, 2013) and it is acknowledged to be the paramount concern of organizational training initiatives (Baldwin & Ford, 1988; Tannenbaum & Yukl, 1992). As such most of the training programmes that have been carried out by the organization is wasted because the training is not effective and employees failed to apply new knowledge, skills and attitude at the workplace (Lim & Nowell, 2014).

It is unusual for employees to transfer all what they have learned at the workplace (Bouzguenda, 2014) and this has become a worldwide

phenomenon. Employees who are not practicing what they have learned during training, the training is considered ineffective. If the employee does not practice for six months, the new knowledge, skills and attitude will be forgotten by individuals who have undergone training. It is considered a waste as it has not helped to improve organizational performance. When an employee is able to change after returning to work after attending training, the training is considered successful.

There are factors that affect the transfer of training that have been spoken of by past research. According to Kola-Olusanya (2013) these may include the work environment, training design, individual characteristics and organisation environment. All these factors are accepted by researchers as they greatly influenced the transfer of training (Zahari & Obaid, 2014; Shrivastava, Gupta, & Girshick, 2016). Yanson and Johnson (2016) mentioned that many trainers are faced with the challenge of motivating their training program participants to use the new skills they learned during the program back in their workplace. All trainers have experienced at one time or another training program participants that are neither interested in the program nor motivated to apply the skills and knowledge in their jobs. If the training program does not in the end change workplace behaviors, the money and time spent on training is simply wasted (Shrivastava, Gupta, & Girshick, 2016).

In developing countries like Ghana, the inefficiencies and ineffectiveness characterizing most organizations has been linked with inadequate training and development as well as unsuccessful transfer of training knowledge, skills and attitudes to the job (Karikari, Boateng & Ocansey, 2015; Ohemeng & Ayee, 2016). Beyond this, managers have been

found to relinquish training largely due to employee inability to transfer exactly what have been learnt on the job. Singh and Mohanty (2012) observe that although managers generally accept training as an important means to improve employee productivity leading to organizational productivity and effectiveness, they usually face this challenge with managing training transfer including training practices expenditure.

The need for improved performance in organisation has become universally accepted and that it depends on efficient and effective training. Brown and Stanton (2008) characterize performance as how well an individual finish undertaking. Furthermore, the state of mind with which he/she finishes the errands. Performance could along these lines be viewed as conduct whereby the route in which associations, groups and people complete work. In a work contract, performance is thought to be the accomplishment of the representative responsibility that discharges the entertainer from all liabilities that is composed under the agreement (Cai, Liu, Lai, Li, Cunha & Hu, 2019). Proficiency and viability are the segments of performance paying little heed to intensity and efficiency, which is the most ideal method for preparing to expand performance of an individual (Guest & Clinton, 2007).

However, work environment, training design, individual characteristic and organisation environment impede successful performance of employees when expected to transfer learning from training to actual job. Other behaviors put up by employees are counterproductive as such training is done to do away with negative impact on performance as alluded by reinforcement theory. The theory is based on the law of effect, which states that people tend to repeat responses that give them some type of positive reward and avoid actions

associated with negative consequences. As such training strengthens the probability of the behavior being repeated and extinguishing undesirable behaviours.

### **Statement of the Problem**

While training is generally acknowledged to be crucial for employees to develop their knowledge, skills and attitudes, there are several challenges that tend to hinder their realization in organizations (Flynn, Joyce, Weihrauch & Corcoran, 2018). Volta River Authority (VRA) for instance offer a lot of training programs for its employees that takes a maximum of two (2) years in protection & control, mechanical maintenance, electrical maintenance and transmission & distribution lines maintenance (VRA Training Brochure, 2018). However, there are instance where workers fail to transfer exactly what they have learnt to the job (Asare, 2019). Their failure to transfer knowledge, skill and attitudes from training has resulted in poor performance in the form poor maintenance of electric cranes, poor maintenance of transformers, poor reading of electrical blueprints as well as poor tests and measurements (VRA Annual Report, 2018). The report also indicated that there has been issues of machine misalignment, imprecise measurements, improper electrical safety for power installations, improper power system protection, improper power system control and power system automation.

Also, extant literature reviewed on training transfer were conducted in the USA, the UK and Europe (Muduli & Raval, 2018; Botke, Jansen, Khapova & Tims, 2018). Few studies have been reported in Africa (for instance, Zhao, Chen & Maes, 2018; Asongu & Nwachukwu, 2018), and very few studies have been conducted in Ghana (Asare 2019, Brion & Cordeiro, 2018). This

study thus becomes important in extending literature in Africa and Ghanaian context. In addition, the researcher found no research on the Volta River Authority in respect training transfer and employee performance. This study addresses this gap by examining the existing level of performance of workers in Volta River Authority, training programmes available, factors that hinder successful transfer of training to the job and the effect of these factors have on employee performance.

### **Purpose of the Study**

The purpose of the study is to examine the training transfer and employee performance at Volta River Authority (VRA) in Ghana

### **Research Objectives**

For the purpose of the study to be achieved, the following specific objectives were set:

1. To examine the training programmes available for workers at Volta River Authority
2. To examine the factors that hinder successful transfer of training to the job at Volta River Authority
3. To examine the effect of factors that hinder training transfer on employee performance Volta River Authority

### **Research Questions**

To achieve the objectives the following research questions were set to guide the study

1. What are the training programmes available for workers at Volta River Authority?

2. What are the factors that hinder successful transfer of training to the job at Volta River Authority?
3. What is the effect of the factors that hinder training transfer on employee performance Volta River Authority?

### **Significance of the Study**

The study is relevant in three ways: literature, practice and policy. In regards to literature, the study contributes additional empirical evidence to existing knowledge on training transfer and its effect on employee performance from the Ghanaian context. By way of policy, the study will inform the adoption and implementation of sound training as well as know factors that hinder successful transfer of training in Ghanaian public organizations like the Volta River Authority (VRA). It provides policy makers with information on the adoption and implementation of sound Training needs. In terms of practice, the study brings to the fore some of the peculiar challenges of Training transfer VRA. On the basis of these challenges, the study offers recommendations for improving Training for improved performance among employees at VRA. The study therefore generates techniques of assisting managers incorporate best practices and guidelines for effective Transfer of training in organizations.

### **Delimitation**

The scope of the study covered the Volta River Authority. The Volta River Authority (VRA) was established with the mandate to generate, transmit and distribute electricity under the Volta River Development Act, Act 46 of the Republic of Ghana. The Authority solely operates a total installed

electricity generation capacity of 2,600MW, from the Akosombo and Kpong Generation Stations both located on the Volta River with 1,020MW and 160MW respectively; with a complement of 2.5MW Solar PV Plant located at Navrongo.

The VRA also owns a number of thermal plants located in Aboadze near Takoradi, and within the Tema enclave, with a capacity of 1,292MW. As part of the Authority's expansion programme, VRA is exploring the possibility of repowering the 132MW T3 Plant and also converting the existing 220MW Kpone. As such workers requires constant training and should be able to transfer knowledge skills and attitudes learnt to job. The resulted thereof applies to only VRA and excludes all other institutions with similar characteristics. However, theses similar institutions can adopt the findings of this study.

### **Organisation of the Study**

The study shall be organized into five chapters. The first chapter will capture the introduction which will deal with the background to the study, statement of the problem, purpose, objectives, significance of the study, and delimitation of the study. Chapter two will look at review literature on training, training transfer and employee performance and how these relate to the study. Chapter three on the other hand shall look at the methodology aspect of the study. This will include research approach, research design, population and sample size, sampling technique, data collection instruments and procedure and data analysis procedures. The fourth chapter will look at the presentation of data, analysis of data and interpretation of results. The five

and the last chapter will take care of summary of finding, conclusions, recommendations and suggestions.



## CHAPTER TWO

### REVIEW OF LITERATURE

#### Introduction

This chapter reviews literature on the theories and concepts of training and performance. Some of the concepts discussed under the chapter are; concept of training, training transfer, factors that affect training transfer, employee performance and empirical review on the effect of factors that hinder training transfer on employee performance. The chapter also presents a conceptual framework for analysing the relationship between training transfers and performance.

#### Human Capital Theory

The Human Capital Theory (HCT) by Becker (2002) is premised on neo-classical analysis of labour markets, education and economic growth. It assumes that people are productive resources and explores whether more highly educated people are more productive than others (Clarke & Brennan, 1993). The emphasis of human capital theory is how education adds on efficiency and productivity of workers by increasing level of cognitive stock of economically productive human capability which is a product of innate abilities and investment in human beings (Olaniyan & Okemakinde, 2008). More importantly, the human capital theory is a cost and benefit analysis of educational investment.

From this viewpoint, training represents an investment in human capital that can be justified if net returns are generated in terms of better skills and increased performance (Mielniczuk & Laguna, 2017). In this sense, the human capital theory distinguishes the modalities of more general and more

specific training. The general training generates competences and professional qualifications that are useful to many organisations, even those belonging to different activity sectors (Garcia 2005). The transferable nature of the qualifications provided by more general training has a number of consequences for organisational behaviour.

On the one hand, because the qualifications acquired are potentially useful to a number of organisations, training leads to an improved position of the employee in the labour market (Garcia 2005). Within a competitive framework, this increase in value means that the organisation supplying the training will have to offer the trained employee salary and wider incentives similar to those offered by rival organisations (Aich, Behr & Kuboth, 2017). On the other hand, the existence of working positions that demand from people occupying them costly qualifications and knowledge, transferable between organisations, promotes free rider conduct oriented towards reducing the organisation's participation in the financing of training. There are options available to achieve this purpose and they need not be incompatible.

The theory also suggests that human capital accumulation can lead to employee-led innovation but ignores the fact that returns to education and training is highly uncertain beings (Olaniyan & Okemakinde, 2008). The human capital theory considers that more specific training is characterized by provision of competences that can hardly be transferred from one organisation to another (Kirkpatrick & Kirkpatrick, 2016). This non-transferable nature also has consequences that affect organisational behaviour. Since more specific training only benefits the organisation providing it, there is no reason for rival organisations to make pay offers to employees (the individual

employee's status in the job market will not increase in value) and on the other hand, "as workers do not receive any significant pay rises related to their higher productivity after specific training period, there will be no incentives for them to finance their own specific training (Amaele, 2010). On the contrary, the firm will indeed have reasons to assume those training-related costs, since it will receive nearly all the benefits derived from the improved productivity generated by the new specific professional skills (Dacso, Chandra & Friedman, 2013).

By focusing on a rational investment in training that is firmly rooted in Neo-classical economics thinking, the theory looks at the demand for training (by employees) and the supply of the training (by the employer) (Cohen-Rosenthal & Musnikow, 2017). On the part of the employees, they may be interested in general training that can help them in the long run and thus would consider possibly resourcing training for long term development while the employer may be interested in providing a short-term training to enable employees to perform specific tasks (Aich, Behr & Kuboth, 2017). These competing interests between the employees and employers call for negotiation in order to achieve a win: win consensus. It may result in a dysfunctional outcome in the event that the objectives of the employees and the employer are in tension (Ajayi & Afolabi, 2012).

According to the human capital theory, these contending interests cannot easily be solved as each party may have different interests, for instance the employees may have different aspirations, may want certain training routes envisaging career change or progression and may have time horizons within which to complete the training while the employer may not be willing to

provide training that will lead the employee to move away to other competitors (Tharenou, Saks & Moore, 2007). In the end, the training provided may be from the vantage position of the employer if they meet the total costs. This can be a real challenge because it may result in a situation where staff is dysfunctional even after training has been provided. Some scholars have observed that dysfunctional training occurs because the type of training content, the match of training content with organisational level outcome, the type of training methods and design and learning principles, the type of employees trained and the implications for the transfer of training are not congruent with organisational objectives (Tharenou, Saks & Moore, 2007).

Contributors to the theory have pointed out that dysfunctional training may be due to the fact that the manifestation of training learning outcomes in subsequent job behaviours and organisational indicators may be a function of favorability of post training environment for the performance of learned skills (Baechle & Earle, 2008; Uttal, Meadow, Tipton, Hand, Alden, Warren, & Newcombe, 2013; Pascanu, Mikolov & Bengio, 2013). Environmental favorability is the extent to which the transfer or work environment is supportive of new skills and behaviours learned or acquired in training. Trained and learned skills will not be demonstrated as job-related behaviours if incumbents do not have the opportunity to perform them (Brady, Reeves, Garcia, Purdie-Vaughns, Cook, Taborsky-Barba & Cohen, 2016).). Human Capital Theory establish that rational investment in education leads to improved performance, it does allow for non-rational decisions.

## Concept of Training

Training describes the formal, ongoing efforts that are made within organisations to improve the performance and self-fulfillment of their employees through a variety of educational methods and programmes (Cohen, 2017). In the modern workplace, these efforts have taken on a broad range of applications from instruction in highly specific job skills to long term professional development (Salimans, Goodfellow, Zaremba, Cheung, Radford & Chen, 2016). In recent years, training and development has emerged as a formal business function, an integral element of strategy, and a recognized profession with distinct theories and methodologies. More and more companies of all sizes have embraced "continual learning" and other aspects of training and development as a means of promoting employee growth and acquiring a highly skilled work force (Carkhuff, 2017).

The quality of employees and the continual improvement of their skills and productivity through training are now widely recognized as vital factors in ensuring the long-term success and profitability of small businesses (Gulrajani, Ahmed, Arjovsky, Dumoulin & Courville, 2017). Create a corporate culture that supports continual learning. Employees today must have access to continual training of all types just to keep up. If you don't actively stride against the momentum of skills deficiency, you lose ground. If your workers stand still, your firm will lose the competency race.

According to Chandra (2013), management of organisation firmly believe that human assets, unlike other asset, cannot be depreciated and must necessarily be appreciated over entire tenure. Therefore, training is regarded as investment and not a cost. Even long-term intangible gains such as attitude

change, are to be considered as valuable returns. Training is considered as vehicle for effective communication and coordination. Training is catalytic in any man management matrix for cohesiveness, compatibility, and cooperation in every organisational endeavor (Srivastava, Greff & Schmidhuber, 2015). Management proclaims Training & Development direction as permanent part & parcel of operational process and not some experiment in isolation. Management is fully committed to lend its total support to training tasks and is dedicated through intense involvement in every phase of this activity.

It is about developing employees as an individual to make them capable and confident in their jobs, and consequently in their life. Thus, it is an organized process for increasing the knowledge and skill of the employees. Consequently, it is a process aimed at changing the behavior in such a way that the consequence would be useful for the upliftment of the organisation. According to Cascio (2017), training consists of planned programme designed to improve performance at the individual, group, and /or organisational levels. Improved performance, in turn, implies that there have been measurable changes in knowledge, skills attitude, and/or social behavior. Training is considered as a tool for HRD.

According to Memoria (2014), training is a process of learning a sequence of programmed behavior. It is application of knowledge and it attempts to improve the performance of employee on the current job and prepares them for the intended job. Training is a short-term process utilizing a systematic and organized procedure by which non managerial personnel acquire technical knowledge and skills for a definite purpose. Training is about developing people as an individual and helping them to become more

confident and competent in their lives and in their jobs (Srivastava, Greff & Schmidhuber, 2015). The learning process is at the core of training and the ways of and opportunities for learning are numerous and varied.

### **Types of Training programmes**

There are many types of training programmes in organisations. The methods and types of training will differ and in accordance with the need or goal of the establishment. According to Althaus (2015), for workers in electrical industry modes of training include operating practices; criteria directives; workshops and seminars; work order management inspection; and engineering ethics techniques. Giving more light and in agreement with Althaus (2015), Skaalvik and Skaalvik (2017) stated that there are many training programme options and alternatives, which includes power system maintenance courses, power system protection, control & instrumentation courses and safety course.

*Power System Operating Courses* are programmes aimed at achieving efficiency, quality output and uniformity of performance, while reducing miscommunication and failure to comply with regulation (Grigsby, 2016). Entailed in these courses are engineering ethics techniques, instructions, methodologies and standards operating procedures and criteria directives (isolation and restoration procedure). For workers to ensure 'power systems stability', training such as power quantity and reactive control, economic dispatch and outage restoration protective relays are taught (Bartman & Carson, 2016). According to Gudkov, Dadonov, Krotkov, Krasulina and Akobiya (2017), safe systems of work safety tags and other forms of caution tags are taught at the workplace for emergencies.

*Data acquisition, work order and effective logging* are training programmes are necessary for work order management inspection and good housekeeping desirable attitude of an operator operating of switches logging and communication skills telephone techniques (Airoboman, Ogujor & Okakwu, 2016).

*Power System Maintenance Courses:* these courses teach workers on maintenance of circuit breakers - maintenance of electric motors, operation and connection of electric motors starting methods of electric motors. testing of electric motors reading of motor starter blueprints and maintenance of electric motors (Perez-Ramirez, Arroyo-Figueroa & Ayala, 2019). Again, among the maintenance courses include maintenance of generators - excitation systems of synchronous machines inspection and maintenance of generators and testing of generators (Babić, Milić & Rakić, 2017). Further, basic rigging is taught for selection, installation and use of wire rope inspection and maintenance of wire rope.

*Power Networks Courses:* again, due to the electrical nature of work, training such as network operation and maintenance are taught. It helps workers on substation maintenance load and monitors transformers, fuse selection and network analysis (Meegahapola & Thilakarathne, 2019). Line staking/pole framing and grounding and bonding are all part of the training course in ensuring proper network systems (Kunicina, Zabasta, Patlins & Ribickis, 2017). These helps identify safety hazards created by ineffective grounding systems, identify common types of grounding electrodes, explain the purpose of impedance or resistance ground fault detection systems, explain equipment utilization. Grounding and Bonding systems describe grounding and bonding

requirements for electrical panels on the load side of the service disconnecting means.

*Power System Protection, Control & Instrumentation training Courses* which comprise power generation fundamentals, generator faults, generator abnormal conditions and typical generator protections (Yang, Fan, Bai & Xiaojun, 2016) are necessary for workers in the Volta River Authority. Further, droop synchronization, load sensing, load sharing, base loading, operation and maintenance of governor hydraulic circuit or system start and stop sequence of turbine are undertaken to ensure system protection.

Likewise, *Safety training course* such as risk assessment and job safety analysis, accident causation, accident prevention technique and hazard identification are undertaken (Narra, Sobel, Piper, Gould, Bhadelia, Dott & Fischer, 2017). Among the safety training programmes include industrial safety and chemical hazard communication which further deals with workplace chemicals and materials labelling, physical and health hazards and control strategies, handling chemical hazards and lastly storage and disposal of waste (Bowen, 2019). Also, electrical safety for power installations such as application of safe work practices, selection of appropriate Personal Protective Equipment (PPE) for variety of applications, interpreting applicable regulations by international standards utilize safe work practices for work on or around substation equipment, transmission equipment and overhead lines, carryout inspection, testing & maintenance of electrical equipment safely plan a safety protocol for power installations are among the training programmes (Cox, 2018).

*Electrical Maintenance Courses* include maintenance and testing of storage batteries & UPS systems, reading of electrical blueprints, maintenance and testing of electric motors, maintenance of motor feeders and starters, maintenance of transformers, testing of transformers, maintenance and testing of circuit breakers, maintenance and testing of generators maintenance of electric cranes (Dan, Xian & Hua, 2020; Wajid, Ekti & AlShawaqfeh, 2018; Wang, Song & Chen, 2017). *Mechanical Maintenance training* like pumps compressors basic, rigging bearings machine alignment and precision measuring instruments valves are all taught (Chen, 2017).

### **Concept of Training Transfer**

Training transfer refers to the acquisition of skills and knowledge gained in one situation (classroom) and then applying them in another or similar situation (workplace) (Baldwin & Ford 1988; Baldwin, Renaud & Metcalfe, 1991; Blume et al. 2010). Training transfer is based on the theory of transfer of learning (Baldwin & Ford 1988). Generally, training transfer occurs when the effects of prior learning influences the performance of a subsequent activity (Holding, 2013). There are three types of training transfer; positive transfer, negative transfer and zero transfer (Simons, 1999). Positive transfer is the acquisition of a new skill or problem-solving ability through prior training or learning and as results in increased performance.

Negative transfer is the non-acquisition of a new skill or problem solving ability through prior training or learning and results in no changes to performance. In this situation, the exposure to the training or learning activity has a detrimental effect on the trainee rather than a positive effect. Zero transfer is the lack of acquisition of any new skills or problem-solving abilities

as past training or experience has had no effect on the trainee in the training process (Leberman, McDonald & Doyle, 2006). Training transfer is a key contributor in the success of training programs and is especially important for the construction industry, as construction organisations invest time and resources into safety training programs with an expectation of some form of transfer of that training into the workplace.

In addition, training transfer has attracted much attention from industrial-organisational (I-O) psychologists, learning and training researchers and human resource development (HRD) researchers (Leberman et al. 2006; Burke and Hutchins 2007; Bosse, Nickel, Huwendiek, Jünger, Schultz & Nikendei, 2010; Kozlowski & Salas 2009; Holton et al. 2003). A commonly shared view of these disciplines is that improving the factors, which influence safety-training transfer, will result in improved workplace safety and health performance (Taylor, Wirth, Olvina & Alvero, 2016; Hua, Liu, Sahashi, Rigo, Bennett & Krainer, 2015; Wenzel & Cordery 2014).

Again, most of the training programmes that have been carried out by the organization is wasted because the training is not effective and employees failed to apply new knowledge, skills and attitude at the workplace. Meanwhile, only 21 percent of interested organizations assess the level of transfer of training of their employees (Lim & Nowell, 2014). Frequently associated when the employees can use what they have learned at the workplace (Bouzguenda, 2014). There is no solution to this problem and it has become a worldwide phenomenon.

Employees who are not practicing what they have learned during training, the training is considered ineffective. If the employee does not

practice for six months, the new knowledge, skills and attitude will forgotten by individuals who have undergone training. It is considered a waste as it has not helped to improve organizational performance. When an employee is able to change after returning to work after attending training, the training is considered successful. There are factors that affect the transfer of training that has been spoken of by past research. These factors include work environment, training design, individual characteristic and organisation environment.

### **Factors that Influence Transfer of Training**

35 years prior to the research done by Baldwin & Ford (1988) it was discussed that the transfer of training exists in organizations. The result of this research is categorised into 3 factors: the work environment, trainees' characteristics and training design. *Work Environment*: The most powerful influence in the work environment is to create a conducive climate at the workplace and to ensure both supervisor support and peer support (Blume, Ford, Baldwin, & Huang, 2010; Homklin, Takahashi, & Techakanont, 2014). Social support is one of the strong relationships in the transfer of training. The three types of social support are: supervisor support, co-worker support and organizational support (Cheng & Hampson, 2008). Results of past research found co-worker support is most positive in the transfer of training (Homklin et al., 2014). In addition to this, the organization should continue to actively provide full, continuous encouragement and motivation to the employee so that the process of the transfer of training works more effectively (Zumrah, 2014; Lim & Nowell, 2014).

Without encouragement from the supervisor, employees become less enthusiastic in performing their duties and lack to transfer training into the

workplace. Moral support is very important in pushing workers to improve work performance. A good relationship with colleagues also helps in applying the transfer of knowledge to work. Colleagues have to mutual assistance and help if there is difficulty in work with what has been learned in training. The motivation given by organizations can raise the interest of employees and use all skills, knowledge in the workplace and continue to produce employee dedication to the organization. With this factor, waste of training will not exist in fact raise profit organization has employees who are versatile.

The obstacles (real or imagined) preventing trainees from applying skills and knowledge in the workplace is interference from immediate (work) environments (Kozlowski & Salas, 1997). Velada, Caetano, Michel, Lyons and Kavanagh (2007) argued that many training transfer studies excluded environment factors such as continuous learning culture. Research has demonstrated that training efforts are unlikely to result in positive changes in job performance unless the newly trained competencies are transferred to the work environment (Velada, Caetano, Michel, Lyons & Kavanagh, 2007). In the current literature, work environment has been classified into two dimensions that have received attention with regard to transfer of training including organizational culture and climate. Baldwin and Ford (1988) stressed the importance of both transfer of training climate and continuous learning organization culture as work environment variables that have a significant impact on the post-training (Raquel-Velada, 2007).

*Trainee Characteristics:* To improve return on investment from training, it is important for any organization to know how trainees transfer the learned knowledge after a training program to the job environment (Salas &

Cannon-Bowers, 2001). The trainee's reaction after attending disaster preparedness training is one of the reasons of the effectiveness of the transfer of training. Trainees who are more positive and responded well to trainings tend to be more willing to apply what they have learned (Lim & Nowell, 2014). Based on the previous study, the trainee characteristics which influence in training process are self-efficacy, motivation to learn and to transfer and cognitive ability. Job involvement, organizational commitment, organizational cynicism and job satisfaction are also trainee's characteristics (Maung & Chemsripong, 2014; Madagamage, Warnakulasooriya & Wickramasuriya, 2014; Manju & Suresh, 2011).

Of these characteristics, trainees with higher self- efficacy are more likely to transfer the training to the job performance. Chiaburu & Marinova (2005) defined performance self-efficacy as when an individual's general belief and desired, they are able to change their performance. Hence, they will be more likely to transfer such knowledge and/ or skills to the job when a trainee feels confident in his or her ability to perform. Trainees must have the ability to retain the knowledge instilled during the training program to facilitate the transfer process.

*Training Design:* Training is a critical part of training effectiveness and also give effect to learning an assessment of knowledge acquired, skills improved, or attitudes changed (Cheramie & Simmering, 2010). Organizational training programs are often an effective way to improve employee performance on the job. The critical elements related to training success are included training design, the quality of instruction, and the content of training. But, beyond these elements, employee attitudes related to training

are likely to affect the degree to which those employees learn. The design of a training improvement programme is the main focus (Saks et al., 2014; Bouzguenda, 2014). Various training methods are provided to the trainees such as videos, case studies, tutorials, discussion groups, demonstrations, presentations, handouts and role-plays (Pesiridis, Sourtzi, Galanis, & Kalokairinou, 2014).

Some recent studies have indicated that these have reduced the transfer of knowledge because the world is now more inclined towards technology. Learning in the classroom are different situations with real-life conditions (Saks et al., 2014). One of the more effective methods is simulation. Simulation is a learning situation like real ones (Jose & Dufrene, 2014). It is one of the alternatives in addition to the lecture and web-based learning. Simulation can help trainees to be better equipped in the face of disaster and by knowing how to handle the situation in the event of a real disaster. According to the results by Morrison & Catanzaro (2010), 79.5% of the method use of simulation in training has helped the trainees understand the actual situation faced during perils (Goodhue, Burke, Chambers, Ferrer, & Upperman, 2010).

Disaster preparedness training has also improved knowledge, skills and behaviours in training stimulations (Jasper, Berg, Reid, Gomella, Weber, Schaeffer & Berg, 2013). Simulation is a hands-on experiential training method (Tahir, 2005) that promotes knowledge. Landry studies & Stockton (2008) found training designs considered popular by trainees: 40.8% chose hands-on experience (the real situation) as the main design in addition to

training, 10.2% chose mock (role play), 6.1% (tabletop exercise), 4.1% video, case presentation and lecture and 2.0% CD-ROM.

### **Employee Performance**

Larsen, (2017) argues that worker performance must be assessed by the performance criteria established by the organization. Several other measures or indicators have been adduced by scholars as important for assessing performance. These include, efficiency, productivity effectiveness, profits and quality measures. Also, Dhar (2015) established that employee performance deals with how well employees perform on the job and assignments assigned them measured against the generally accepted measure of performance standards set by his firm. Thus, there are expectations by management on how well the employee executes a given task. Therefore, an employee is seen to perform well if he or she meets or exceeds the standard provided them. Improved performance in turn implies that there have been measurable changes in knowledge, skills, attitudes and or social behaviour (Cascio, 2015).

Performance is a multicomponent concept and on the fundamental level one can distinguish the process aspect of performance, that is, behavioural engagements from an expected outcome (Jena, & Pradhan, 2014). The behaviour denotes the action people exhibit to accomplish a work, whereas the outcome aspect is about the consequence of individual's job behaviour (Campbell, 2014). Apparently, in a workplace, the behavioural engagement and expected outcome are related to each other (Motowidlo, Martin & Crook, 2013).

Borman and Motowidlo (2017) defined job performance in the context of task performance as “effectiveness with which job occupants execute their assigned tasks, that realizes the fulfilment of organization’s vision while rewarding organization and individual proportionately.” Werner (2014) has also synthesized the earlier propositions of task performance through relating it to organizational formal reward stating as “the demonstrated skill and behaviour that influences the direct production of goods or service, or any kind of activities that provides indirect supports to organization’s core technical processes.” An individual’s ability to acclimatize and provide necessary support to the job profile in a dynamic work situation is referred to as adaptive performance (Joung, Hesketh & Neal, 2017).

With respect to workers at Volta River Authority, task performance includes the ability to measuring instruments with precision, reading of electrical blueprints, maintenance of transformers, testing of transformers and network operation and maintenance. Further, workers may be assessed on how good they are in line staking/pole framing, distribution transformer loading, fuse coordination, grounding and bonding, distribution substation design (ground mount), basic line construction for power Distribution Networks, Pole Mounted and Substation Design

Along with the task and adaptability, efforts have been carried out toward ascertaining the significance of non-job components of performance to create a better workplace (Viswesvaran, & Ones, 2000). Industrial psychologists have referred such non-job components as organizational citizenship behaviour contextual performance that refers to voluntary actions of employees (Bateman, & Organ, 2013) that benefit employers intangibly.

Contextual performance is a kind of social behaviour demonstrated by individuals in a work set-up. Such behaviours are expected of an employee but they are not overtly mentioned in one's job description. These kinds of unstated expectations are called social behaviour or extra role behaviour.

A kind of fellow feeling gets intensified through team spirit, wherein employees are able to share their issues and problems willingly and freely with each other within the organization (Singh & Mahmood, 2013). Earlier researchers in this context have advocated that growth in team spirit within an organization results in better employee performance and a happier workplace (Ibrahim, Johar & Rahman, 2018; Imiru, 2018; Bailey, Cohen, Sutherland & Trudgian, 2019). Contextual performance is a kind of attitude like volunteering for extra work, helping others in solving difficult task, upholding enthusiasm at work, cooperating with others at the time of need, sharing critical resources and information for organizational development, abiding by the prescribed rules and regulations, and supporting organizational decisions for a better change (Coleman, & Borman, 2010; Crook, Beier, Cox, Kell, Hanks & Motowidlo, 2011). Employees would be able to perform all forms of job responsibilities when they can balance their work roles with life or social roles.

### **Training Transfer Factors and Employee Performance**

As mentioned in the foregoing description that, the transfer of training is a picture of the extent of the trainees who have been taught to apply the knowledge, skills and attitudes acquired in training their work (Bell, Tannenbaum, Ford, Noe & Kraiger, 2017). Opportunity, job involvement, resources, support, knowledge, skills and attitudes that have been possessed by

employees during the training, the course is expected to be distributed into the work environment to be beneficial for employee and the organization at large (Akram & Bokhari, 2011). Therefore, one of the activities that should be done by employees who already have knowledge and skills have opportunity, involved on the job and have the adequate resources, training transfer is successful which in turn improve the performance of employees (Harahap & Sibuea, 2019; Wibowo, 2014).

According Syeiby (2011) that flexible work and reinforcement on training can improve employee performance. This means that by reinforcing employees and providing them with adequate resources contribute to employee performance and the organization's at large. The relationship between these factor with the performance of employees has been observed by some previous investigators and researchers have proven that, support from superiors and coworkers, flexible work, enough time, equipment, resources, friendly work environment, opportunity and job involvement correlated with the performance (Djellal & Gallouj, 2008; Arraya, & Porfirio, 2017; Lumbantobing, 2011; Arvindan & Prabu, 2011). As stated by Matzler (2008) that friendly work environment in the organization will contribute to the performance mainly on improving the quality of service and also to develop skills and competencies, increase the value to the organization, and maintaining its competitiveness.

Further stated Evans (2012) that knowledge sharing is effective among the academic staff to improve performance, while Akram and Bokhari (2011) and Wijayanti and Andrawahwina (2011) state ample time is positively related to the performance of individual and organizational success in improving the

performance. This means that the employee's performance can be improved by increasing skills and knowledge in accordance with the demands of the job. The performance of employees within the organization seems not many show their useful effect, although many employees who have made career development through training and development of knowledge.

This happens because of the lack of awareness among employees who have done career development to transfer the results of the training they received and not the establishment of a habit for different knowledge to coworkers so the impact on the achievement of employee performance becomes low, and ultimately contribute to the achievement of organizational goals into low anyway so the organization does not have a competitive advantage ((Fouzia & Bokhari, 2011). To improve and enhance the performance of employees it needs an effort to build an atmosphere to share skills and knowledge of members of the organization or an employee, especially for employees who have attended training and personal development. This means that, employees who already have the skills and knowledge necessary to distribute the skills and knowledge they have and given to fellow workers that the ability of all members of the organization for the better. With increasing job skills and knowledge possessed by the employees can certainly improve work processes for the better, so that employee performance can be improved Harahap & Sibuea, 2019; Arvindan & Prabu, 2011).

Burke and Hutchins (2008) found that work climate impact was 49%), the trainer's role 48%, and design and delivery interventions of training was impact of 46%, and learner characteristics impact was 2%, in all impact

employee performance. Also, the degree to which the individual trainee's supervisor helps him/her to set performance goals, provides opportunities and space in organization to use his/her newly learned skills, and recognizes and rewards that individual for applying that skills and knowledge on the job (Short, 2017). Work environment impacts on training transfer and it plays an important role in employee performance (Hutchins, Nimon, Bates & Holton, 2013).

### **Empirical Review**

Prasad, Feng and Hardy (2018) investigated on factors influencing safety training transfer on construction sites: a literature review. The factors were categorized into safety training versus general training. Safety training was regarded as unique when compared to other forms of training in the workplace. Generally, the purpose of a general workplace-training program is to enable the trainee to possess general skills and knowledge to conduct their day-to-day work-related tasks. However, whether safety or general, a successful transfer depends on factors such as training ability, training self-efficacy, social and verbal persuasion, psychological states, previous experience, pre-training design, simulating workplace conditions, post-training design, error management training (EMT) and the role of technology in training transfer.

Khan, Mufti and Nazir (2015) conducted a study on "Transfer of training: A Reorganized Review on Work Environment and Motivation to Transfer". The study was a conceptual paper where factors such as work environments (i.e., support and climate) were regarded as factors influencing transfer of training, taking into account the mediating role played by transfer

motivation. Again, Transfer Climate was referred to as salient organizational characteristics that are an integral part of the work environment like: positive feedback, negative feedback, autonomy, skill variety, task identity and task significance. Support was referred to as supervisors support that encourage their employees to transfer skills and even help them by removing any obstacles that inhibit skills application.

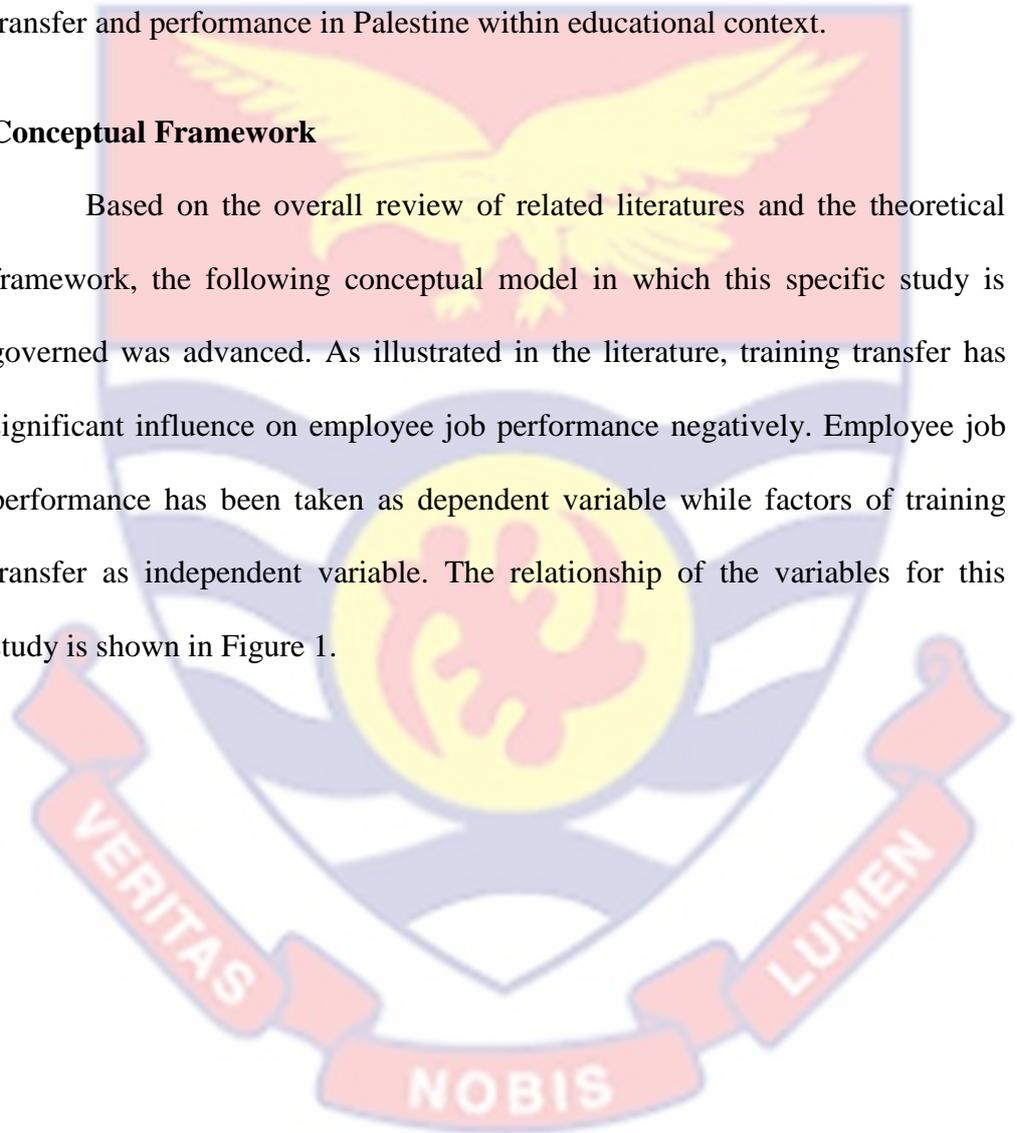
Nazlia, Sipona, Zumraha and Abdullah (2015) conducted a research on The Factors That Influence the transfer of training in disaster preparedness training: a review. Specifically, this study will review previous studies to identify the potential factors that could influence the transfer of training in disaster preparedness training. Among the factors were work environment, trainee characteristics and training design. The conclusion was that organizations required contributors who are able to move and further develop international level organizations. therefore, organizations require skilled and trained workers and this is vital to their success. with the huge investment costs for training employees, training and development is indeed important for any organization. organizations need to understand the factors affecting disaster preparedness training so that they can be realized and resolved successfully.

Zahari and Obiad (2014) investigated in Malaysia on the role of key factors of training transfer on employee's job performance: a review. The aim was to investigate the impact of training transfer on job performance and how they correlate with each other within the context of Higher Education organizations in Palestine. It was a review paper. Employees only seem to use knowledge, skills and attitudes from corporate training programs to a very

limited extent at their workplaces. It has often been argued that training factors has a significant role in improving the performance, and what is the role of training transfer on the relationship, unfortunately, within Palestinian context there are ambiguity in previous research, thus the study recommend for future research to investigate the relationship between pre-training factors, training transfer and performance in Palestine within educational context.

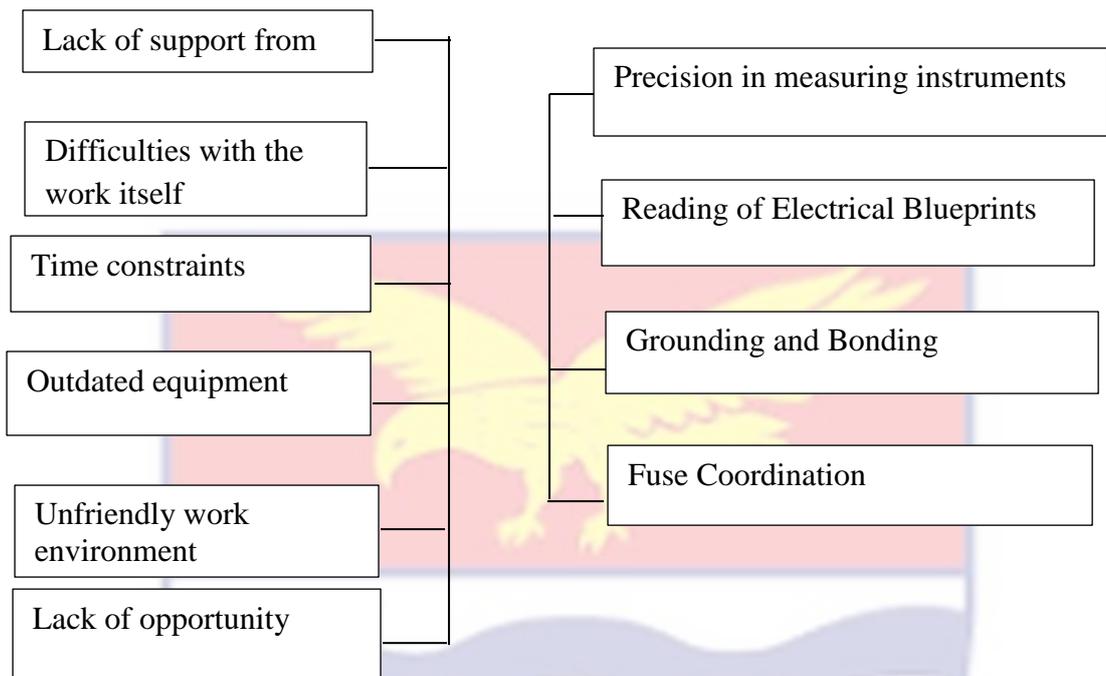
### **Conceptual Framework**

Based on the overall review of related literatures and the theoretical framework, the following conceptual model in which this specific study is governed was advanced. As illustrated in the literature, training transfer has significant influence on employee job performance negatively. Employee job performance has been taken as dependent variable while factors of training transfer as independent variable. The relationship of the variables for this study is shown in Figure 1.



**Factors That Hinder Training Transfer**

**Employee Performance**



*Figure 1: Conceptual Framework*

Source: Authours Construct (2019)

The study was guided by the researcher’s conceptual framework as designed because it takes into account many aspects in relation to factors that hinders training transfers and employee job performance among employees of Volta River Authority. According to the review, the researcher proposes and assertion that factors that hinders training transfers would negatively impact on employee performance. These factors included outdated equipment, lack of resources, limited time, unfriendly work environment, lack of opportunity, resistance to change and lack of job involvement. Employee performance on the other hand was measured by factors such as precision in measuring instruments, reading of electrical blueprints, maintenance of transformers, testing of transformers, network operation and maintenance, line staking/pole

framing, distribution transformer loading, fuse coordination and grounding and bonding. Lastly, when training transfer is hindered, these performance indicators may not be fulfilled.



## CHAPTER THREE

### RESEARCH METHODS

#### Introduction

This chapter entails the study area and the methods that were used in carrying out this research. It provides information on the research design, study area, study population, sample and sampling procedure, data collection instrument, data collection procedures and data processing and analysis.

#### Research Approach

There are two main approaches to conducting research, namely quantitative and qualitative approach (Yates, 2004). This study adopted a quantitative approach. This approach is suitable for the study because it allows for a formal, objective and systematic process to describe and test relations as well as examine cause and effect interactions among variables (Burns & Grove, 2005). According to Leedy and Ormrod (2010), quantitative research approach is more suitable if the purpose of the study is to explain, confirm and validate or to test theory. Quantitative approach is required if data analysis requires deductive reasoning and objectivity is keen (Creswell, 2009).

#### Research Design

This study used descriptive survey design to ensure an accurate account of the characteristics of the study population. Quartey and Awoyemi (2002) describe descriptive survey design as the process of gathering data in order to answer research questions or test hypothesis which concerns the existing status of a phenomenon. According to them, this type of survey attempts to provide an accurate and objective description of a picture of an on-

going situation or real-life situation. Fraenkel and Wallen (2003) are of the view that descriptive survey is used to gather information about prevailing conditions such as characteristics, abilities, preferences, satisfaction and behaviour of an individual or physical environment (workplace) or as in historical studies, changes in any of this overtime.

Aggarwal (2008) adds that descriptive survey design is devoted to the gathering of information about prevailing conditions or situations for the purpose of description and interpretation. According to him, this type of research design is not simply amassing and tabulating facts but includes proper analyses, interpretation, comparisons, identification of trends and relationships. Descriptive survey is considered appropriate for this study because, as Fraenkel and Wallen (2003) and Gay (2002) opined, it has the advantages of (a) producing good amount of responses from a wide range of people; (b) provides a meaningful picture of events and seeks to explain people's opinion and behaviour on the basis of data gathered at a point in time; and (c) it can be used with greater confidence with regards to a question of particular interest or value to the researcher.

However, descriptive survey design has its own shortfalls. For instance, Fraenkel and Wallen (2003) identify problems of descriptive survey design to include the possibility of producing untrustworthy result because they may delve into people's private matters. Also, descriptive survey does not reveal a forecast of things to happen but it provides the basis from which decisions can be made using other methods of research (Fraenkel & Wallen, 2003). De Vaus (2001) also observe that descriptive survey design, like any non-experimental design, no matter how convincing the data may be, cannot

rule out extraneous variables as the cause of what is being observed. This is because it does not have control over the variables and the environment that it studies.

This means that findings from descriptive surveys are most often influenced by factors other than those attributed by the researcher. Again, since most often it makes use of questionnaires, it becomes limited to respondents who are literates. However, attempts were made to minimise the limitation(s) of survey design in this study. These include avoiding issues which respondents considered sensitive and personal. Again, all members of the study population are literates and the researcher used simple language to make the items easy to understand and answer.

### **Study Area**

The study area covers primarily the University of Cape Coast (UCC), situated in the Central Region of Ghana. The Volta River Authority (VRA) was established in 1961 by an Act of Parliament. VRA is a major power generation company owned by the Government of Ghana. The Act mandates VRA to operate as a power generation, transmission and distribution entity. The VRA is made up of twenty-three departments grouped under three main divisions namely Deputy Chief Executive Engineering and Operation, Deputy Chief Executive Finance and Deputy Chief Executive Services as depicted in the organizational chart. VRA extends services to its customers and neighbouring countries like La Cote D'Ivoire, Togo, Benin and Burkina Faso. The Authority has established the following subsidiaries as by-products of VRA's core operations: Kpong Farms

Limited, Akosombo Hotels Limited, Volta Lake Transport Company and Volta Telecommunication Limited.

The Authority implements environmental management programmes to mitigate the adverse impacts of its operation. It has ten generation facilities. VRA, hydroelectric power generation plants, the Akosombo Hydroelectric Power Plant and Kpong Hydroelectric Power Plant are situated in the Eastern region. The thermal plants are situated mainly in Tema and Takoradi. VRA, hydroelectric power generation plants, the Akosombo Hydroelectric Power Plant and Kpong Hydroelectric Power Plant are situated in the Eastern region. The thermal plants are situated mainly in Tema and Takoradi.

### **Population**

Babbie, Halley and Zaino (2007) posit that study population is the group or community that a researcher intends to carry out a research on for the purpose of generalisation. Seuring & Reiner (2005) refers to a study population as the entire group of respondents or elements relevant to a research. The population under study is the staff of the Volta River Authority. The population under study included staffs who received technical training and non-technical training. The population for this research constitutes five hundred and fifty (550) employees at Volta River Authority.

### **Sample and Sampling Procedure**

Hair, Bush and Ortinau (2000) define sampling as selecting a group of people or object from a targeted population for a study. Similarly, Sarantakos (2007) pointed out that sampling is a process of choosing the units of the target population which are to be included in a study. That is to say a sample

assist a researcher to study a relatively smaller percentage of the larger target population in which the results may be a representation of the larger group. It hence reduces the challenge of having to include the whole population in the study. Using Yamane (1967) sample size formula with a margin of error of 5% and 95% confidence interval, sample size of 232 was used shown in the calculation.

$$n = \frac{N}{1+N(e)^2}$$

Where: n = Desired Sample Size N = Total Population e = error limit 1= A constant

$$n = \frac{550}{\{1+550(0.05)^2\}}$$

$$n = \frac{550}{\{1+550(0.0025)\}}$$

$$= \frac{550}{\{1+1.375\}}$$

$$= \frac{500}{2.375}$$

$$= 232$$

### Data Collection Instrument

Research instrument is any type of written or physical device which is used to measure variables (Thomas, Silverman & Nelson, 2015). The type of instrument used for data collection depends on the data and the type of data to be collected. A choice of instrument would depend on many factors including validity and reliability, ease of administering, ease of acquisition of response, and ease of interpretation (Engel & Schutt, 2012). The main tool used to gather data was a self-constructed questionnaire. It was made up of only closed-ended questions. Thus, the main source of data for the study was primary source of data. Questionnaire was the best data collection tool for this

research because it does not only allow for larger sample collection of information at a minimum cost but also respondents' anonymity is greatly assured. According to Zikmund and Carr (2003), questionnaire is a simple yet effective research instrument; in addition to its cost effectiveness.

### **Data Collection Procedures**

Collected questionnaires have to be managed properly if decision-making is to be made of it (Hair, Wolfinbarger, Money, Samouel & Page, 2015). Consequently, it is important that raw data is handled properly so as to transform it into information for the purpose of decision making (Van Der Aalst, La Rosa & Santoro, 2016). The questionnaires that were retrieved were first sorted out to find out those that were not answered and to check for consistency, clarity and accuracy of recording. The purpose of the study was explained to the respondents and that paved way for the retrieval of the questionnaires from respondent without difficulty.

Data was obtained through the administration of questionnaires. The questionnaires were designed and administered to the various respondents by the researcher with the aim of seeking information on training programmes, factors that hinder training transfer and the level of employees' performance. The data collection was performed over one-month (excluding weekends) during working hours.

To enhance the confidentiality and credibility for the research, an introductory letter was obtained from the head of the Department of Human Resource Management, University of Cape Coast so as to be introduced to the respondents who participated in the study.

### **Data Processing and Analysis**

This study employed both descriptive and inferential statistics to analyse data collected from the field. First, the data collected was sorted and organised. The data was then coded to enable the researcher identify codes that pertained to possible responses for each item on the questionnaire. The coded data was then analysed using SPSS version 22. This software was used because it is the most appropriate package for coding data. The analyses were done in line with the specific objectives of this study. Descriptive statistics was used for objectives one and two and simple regression analysis was used to tackle the objective three.

### **Reliability and Validity**

Reliability of a scale gives an indication of how free it is from random error (Pallant, 2013) or the extent to which the scale produces consistent results if repeated measures are taken (Kent, 2007). Cronbach Alpha which measures internal consistency was used and it measures the degree to which all items on a scale measure an underlying construct (Pallant, 2013). The individual consistency reliability should be 0.7 or higher. From Table 2 below, the Cronbach alpha for the variables; training programmes, factors that hinders training transfer and employees' performance ranged from 0.960 to 0.922. This implies that, all constructs and the scales used to measure the variables under study were reliable.

**Table 1: Reliability Statistics of Subscales**

Variable	Cronbach's Alpha
Overall	.960
Training programmes	.922
Factors that hinder training transfer	.926
Employees' performance	.952

Source: Field survey (2020)

The validity of an instrument refers to how well and instrument measures the particular concept it supposed to measure (Laudan & Saunders, 2009). They further argue that an instrument must be reliable before it can be valid, implying that an instrument must be consistently reproducible; and that once this has been achieved, the instrument can then be scrutinized to assess whether it is what it purports to be. To ensure validity of questionnaires, the researcher reviewed other relevant literature and those literature supported the construct of the instrument. Some of the items in the scales were scientifically validated items. Further, the designed questionnaire was submitted to the research supervisor for vetting, correction and approval before distributing it to the respondents.

### **Ethical Consideration**

The researcher considered some ethical issues in the data collection procedure. The researcher first introduced herself to the manager of Volta River Authority and informed him about the purpose of the study, and permission to collect data from the staff. This was made easy by the use of introductory letter from the Department of Human Resource Management,

School of Business, College of Humanities and Legal Studies, UCC indicating the name of the researcher and purpose of the study.

Again, the researcher sought for the consent of the respondents before soliciting for information. Respondents were allowed to express their willingness to participate without any force. The respondents were made aware of the kind of questions to expect, purpose of the information being collected and how they will be directly or indirectly affected by the information. Also, respondents were assured of the confidentiality of their responses. According to Kumeopor (2002), greater anonymity that is associated with questionnaires is important for respondents to be open and willing in their response to the questions. To ensure that the privacy of the respondents was not violated, the questionnaires were given to the respondents and collected after a period of one week.

### **Chapter Summary**

In this chapter, attention was paid to methodology of the study including the study area, study design, study population, sampling procedure and sample size, data source, data collection instrument, data analysis procedure and measurement of variables. It also touched on the ethical considerations. This chapter is of great importance because it gives a synopsis of how the results of the study will be arrived at.

## CHAPTER FOUR

### RESULTS AND DISCUSSION

#### Introduction

This chapter presented the findings that were obtained after the primary data were processed in SPSS (Version 25.0) configured with SPSS Process Macro through the application of appropriate statistical techniques. The study sought to examine training transfer and employee performance at Volta River Authority (VRA) in Ghana. The findings were chronologically presented to reflect the order of the specific objectives considered in this study. The findings were presented in Tables in a summarized form which provided the platform for easy understanding and interpretation. This section takes into consideration discussion of the findings in relation to previous empirical studies and findings.

#### Demographic Information of Respondents

The demographic information of the respondents is presented on Table 2 with descriptive statistical tools of frequency and percentage. These demographic data provide means for in-depth comparative analysis. The gender distribution of the respondents indicated that majority of the respondents were males 176 (75.86%) whilst the remaining 56 (24.14%) were females. This means that the workforce structure at the Volta River Authority is male dominated.

**Table 2: Demographic Information of Respondents**

No	Variables	Options	Frequency	Percentage (%)
1	Sex	Male	176	13.6
		Female	56	24.14
		Total	232	100
2	Work experience	less than 1 year	41	17.7
		1-3years	61	26.3
		4-6 years	37	15.9
		7-10 years	59	25.4
		11 years and above	34	14.7
		Total	232	100
		3	Highest level of SHS education	SHS
1 <sup>ST</sup> Degree	151			65.1
Post Graduate	15			6.5
Total	232			100

Source: Field survey (2019)

On the Highest level of education of the respondents, Table 2 revealed that 66 (28.4%) of the respondents were SHS holders and majority 151(65.1%) were 1<sup>st</sup> degree holders and lastly 15(6.5%) were post graduate holders. The length of service (work experience) section also revealed that 41 (17.7%) had worked for less than 1 years, while 61(26.3%) had been in service between 1-3 years. 37(15.9%) had also worked between 4-6 years, while 59(25.4%) had worked between 7-10 years and only 34(14.7%) had worked for 11 years and beyond.

### **Analysis Pertaining to the Specific Objectives of the Study**

The second section of the chapter presents the results pertaining to the specific objectives of the study. With the help of the SPSS Version 25.0,

frequencies, percentages, and simple regression analysis were used to tackle the objectives.

### **Training Programmes Available for Workers at Volta River Authority**

Research objective one sought to determine the various training programmes available for Workers at Volta River Authority and the results were presented thereof. Eleven (11) indicators (items) were used to measure the various training programmes available and the measurement of this was done using frequencies and percentages to measure their level of agreement where SD = strongly disagree, D = disagree, N = neutral, A = Agree and SA = Strongly Agree. Table 3 there present the results of the various training programmes available for Workers at Volta River Authority.

The study findings in Table 3 indicate that majority (53.0%), (31.9%), (39.7%), (49.1%), (56.0%), (43.5%), (46.6%), (47.4%), (37.5%), (39.7%) and (31.9%) of the respondents agree or strongly agree respectively that: power system operating courses are organised for workers; power system maintenance; power network courses; power system protection courses; power system control; power system instrumentation; safety courses; protection & control course; mechanical maintenance course; and transmission & distribution line maintenance as a form of training. These therefore are the training programmes available to VRA workers.

**Table 3: Various Training Programmes Available to VRA Workers**

Statements		SD	D	N	A	SA	Total
Power system operating courses	F	11	9	42	123	47	232
	%	4.7	3.9	18.1	53.0	20.3	100
Power system maintenance courses	F	34	31	46	74	47	232
	%	14.7	13.4	19.8	31.9	20.3	100
Power network courses	F	25	32	32	92	51	232
	%	10.8	13.8	13.8	39.7	22.0	100
Power system protection courses	F	11	6	19	114	82	232
	%	4.7	2.6	8.2	49.1	35.3	100
Power system control	F	5	11	23	130	63	232
	%	2.2	4.7	9.9	56.0	27.2	100
Power system Instrumentation	F	12	6	17	101	96	232
	%	5.2	2.6	7.3	43.5	41.4	100
Safety courses	F	23	15	29	108	57	232
	%	9.9	6.5	12.5	46.6	24.6	100
Protection & control course	F	15	17	32	110	58	232
	%	6.5	7.3	13.8	47.4	25	100
Electrical maintenance course	F	19	21	46	87	59	232
	%	8.2	9.1	19.8	37.5	25.4	100
Mechanical maintenance course	F	25	32	32	92	51	232
	%	10.8	13.8	13.8	39.7	22.0	100
Transmission & distribution line maintenance course	F	34	31	46	74	47	232
	%	14.7	13.4	19.8	31.9	20.3	100

Source: Field survey (2019)

In regards to the results of the study, it can be inferred that such training programmes help ensure that workers achieve uniformity of performance, while reducing miscommunication and failure to comply with regulation. Also, it implies workers are able to ensure power systems stability. Again, a desirable attitude of workers is achieved in the form of communication skills and telephone techniques. As technical as their jobs are, it could be implied that power system maintenance courses would enable workers maintain electric motors, operation and connection of electric motors as well as inspection and testing of generators. These training programmes, for instance power networks would help workers on substation maintenance load and monitors transformers, fuse selection and network analysis. Further, employees would be able to assess risk analyse job safety, causes of accident, prevention technique and hazard identification.

The study findings confirm the observations and studies many researchers (Perez-Ramirez, Arroyo-Figueroa & Ayala, 2019; Meegahapola & Thilakarathne, 2019; Narra, Sobel, Piper, Gould, Bhadelia, Dott & Fischer, 2017; Babić, Milić & Rakić, 2017; Gudkov, Dadonov, Krotkov, Krasulina & Akobiya, 2017; Airoboman, Ogujor & Okakwu, 2016 ). For instance, Gudkov, Dadonov, Krotkov, Krasulina and Akobiya (2017) and Grigsby (2016) mention that power system operating courses are training programmes that ensure efficiency, quality output and uniformity of performance, while reducing miscommunication. Airoboman, Ogujor and Okakwu (2016) indicated that data acquisition, work order and effective logging are training programmes are necessary for work order management, inspection and good

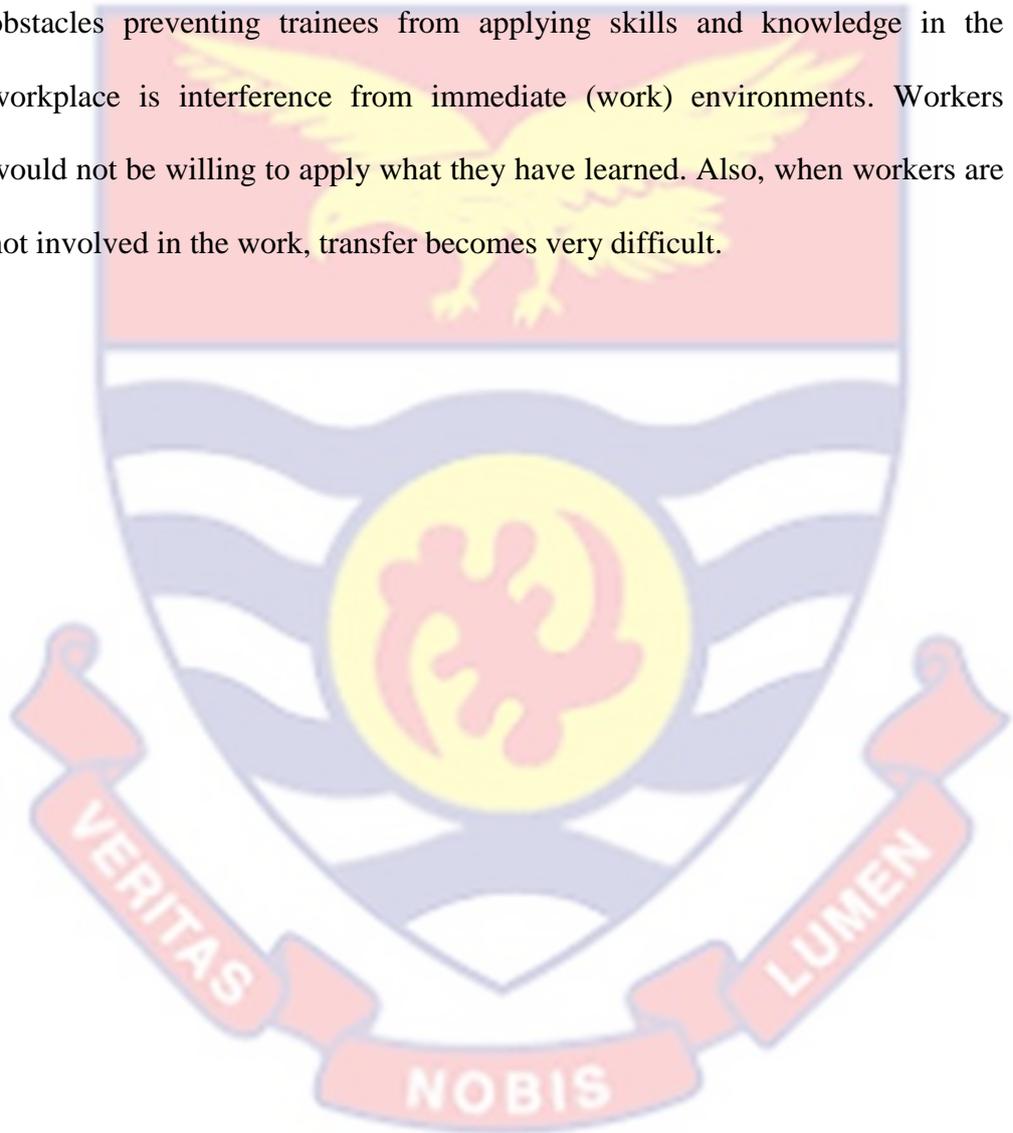
housekeeping desirable attitude, communication skills and telephone techniques. Likewise, Perez-Ramirez, Arroyo-Figueroa and Ayala (2019) and Babić, Milić and Rakić (2017) mentioned that maintenance training courses include and maintenance of electric motors, operation and connection of electric motors maintenance of generators respectively.

### **Factors that Hinder Successful Transfer of Training at Volta River Authority**

Research objective two sought to determine the various factors that hinder successful transfer of training at Volta River Authority and the results were presented thereof. Twelve (12) indicators (items) were used to measure the various factors and again the measurement was done using frequencies and percentages to measure their level of agreement where SD = strongly disagree, D = disagree, N = neutral, A = Agree and SA = Strongly Agree. Table 4 there present the results of the various factors that hinder successful transfer of training at Volta River Authority.

The study findings in Table 3 indicate that majority (42%), (44%), (34%), (38%), (38%), (40%), (36%), (54%), (46%), (32%), (38%) and (42%) of the respondents either agree and strongly agree respectively that: there is lack of support from superiors and co-workers; there is difficulties with the work itself ; they also face time constraints; equipment used are outdated; there is lack of resources; unfriendly work environment; lack of opportunity; resistance to change; lack of job involvement; lack of perceived relevance of training and lack of reinforcement on training are factors that hinder successful transfer of training.

It could be implied that these indicators can create an uncondusive climate for successful transfer. Again, it can be inferred that inadequate of lack of support from both supervisor and coworkers do not strong relationships in the transfer of training. Further, without encouragement from the supervisor, employees become less enthusiastic in performing their duties. As such the obstacles preventing trainees from applying skills and knowledge in the workplace is interference from immediate (work) environments. Workers would not be willing to apply what they have learned. Also, when workers are not involved in the work, transfer becomes very difficult.



**Table 4: Factors that Hinder Successful Transfer of Training**

Statements		SD	D	N	A	SA	Total
Lack of support from superiors	F	4	14	51	65	97	232
	%	2	6	22	28	42	100
Lack of support from co-workers	F	4	0	46	79	102	232
	%	2	0	20	34	44	100
Difficulties with the work itself	F	4	32	46	79	70	232
	%	2	14	20	34	30	100
Time constraints	F	9	28	46	60	88	232
	%	3.8	12	20	26	38	100
Outdated equipment	F	4	4	60	88	74	232
	%	2	2	26	38	32	100
Lack of resources	F	4	14	46	74	93	232
	%	2	6	20	32	40	100
Unfriendly work environment	F	4	14	60	84	70	232
	%	2	6	26	36	30	100
Lack of opportunity	F	7	9	53	125	37	232
	%	3	4	23	54	16	100
Resistance to change	F	9	23	46	107	46	232
	%	4	10	20	46	20	100
Lack of job involvement	F	14	9	46	128	42	232
	%	6	4	20	55	18	100
Lack of perceived relevance of training	F	4	9	51	88	79	232
	%	2	4	22	38	34	100
Lack of reinforcement on training	F	4	32	46	79	70	232
	%	2	14	20	34	30	100

Source: Field survey (2020)

The study findings confirm to Baldwin and Ford (2018) assertion that without encouragement from the supervisor, employees become less enthusiastic in performing their duties and lack to transfer training into the workplace. Also, the result is in congruent with Kozlowski and Salas (2017) statement that the obstacles (real or imagined) preventing trainees from applying skills and knowledge in the workplace is interference from immediate (work) environments. Likewise, it conforms to Raquel-Velada, (2007) who argued that many training transfer studies excluded environment factors such as continuous learning culture.

Further, the result is in line with Lim and Nowell (2014) and Maung and Chemsripong (2014) declaration that the trainee's reaction after attending disaster preparedness training is one of the reasons of the effectiveness of the transfer of training. Trainees who are more positive and responded well to trainings tend to be more willing to apply what they have learned. As such those who are resistant to change fail to transfer what has been learnt from training. According to Madagamage, Warnakulasooriya and Wickramasuriya (2014) and Manju and Suresh (2011) job involvement, organizational commitment, organizational cynicism and job satisfaction are also trainee's characteristics that affect training transfer.

## **Effect of Factors that Hinder Training Transfer on Employee Performance Volta River Authority**

The objective three looked at the effect of factors that hinder training transfer on employee performance Volta River Authority. Regression analysis was done where the linearity and the relationship between the two variables were analysed with “factors that hinder training transfer” as the independent variable and “employee performance” as the dependent variable. Table 5 gave the model summary of the output and it displayed the R, R squared, adjusted R squared, and the standard error. For every regression, the dependent and independent variables should be correlated before regressing them. R is the Pearson Product Moment Correlation Coefficient which indicates the strength and direction of the linear relationship between the dependent variable (employees’ performance) and the independent variable (factors that hinder training transfer). Hence from Table 5, factors that hinder training transfer and employees’ performance are negatively correlated, and the strength of the relationship is strong at (-.641).

The R Square explains the amount of variation that exists in the dependent variable (Employee performance) caused by the independent variable (factors that hinder training transfer). Therefore, the result further indicates that (41.0%) variation in the VRA workers performance (as dependent variable) is explained by the independent variable (factors that hinder training transfer) and the remaining (59.1%) is explained by the residual (other factors not captured by the model). The implication is that, an increase in factors that hinder training transfer would result in a moderate

decrease in employees' performance and as such, remedy should be in place to curb the decrease in performance.

**Table 5: Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	-.641 <sup>a</sup>	.410	.408	3.47335

a. Predictors: (Constant), FHTR

Source: Field survey (2020)

Table 6 is the ANOVA table which provides the test significance for R and R<sup>2</sup> using the F-statistic. The F statistic is the regression mean square (MSR) divided by the residual mean square (MSE). If the significance value of the F statistic is small (smaller than say 0.05) then the independent variables do a good job explaining the variation in the dependent variable. In this analysis, the  $\rho$ -value is well below .05 ( $\rho = .000$ ). Therefore, it can be concluded that, the R and R<sup>2</sup> between factors that hinder training transfer and employees' performance is statistically significant.

**Table 6: ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1930.267	1	1930.267	160.001	.000 <sup>b</sup>
	Residual	2774.750	230	12.064		
	Total	4705.017	231			

a. Dependent Variable: Employee Performance

b. Predictors: (Constant), FHTR

Source: Field survey (2020)

The Table 7 also provides information that is useful for understanding the regression equation. Under the column marked unstandardized coefficient

and sub-column B, the numerical value for the first row, labelled (constant), is the value for the intercept (a) in the regression equation. The numerical value on the second row, labelled as ‘in this case (representing the independent variables), is the value for the slope (b) for the regression equation. Based on these results, the researcher can report the following regression equation, predicting employees’ performance based on the available training programme.

$$Y (\text{Employees' performance}) = 79.234 - 0.446X (\text{factors that hinder training transfer})$$

Hence, taking the values for the slope and the intercept in the resulting regression equation, the researcher can make the following assertions: According to the intercept, when there are no hindrance to training transfer, employees’ performance will be at 79.234, and according to the slope, for any hindrance to training transfer to employees, there will be a decrease in employees’ performance by (44.6%). Therefore, factors that hinder training transfer has a moderate significant influence on employees’ performance.

**Table 7: Coefficients<sup>a</sup>**

Model		Unstandardized		Standardized		
		Coefficients		Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	79.234	1.217		15.807	.000
	INT	-.446	.035	-.641	12.649	.000

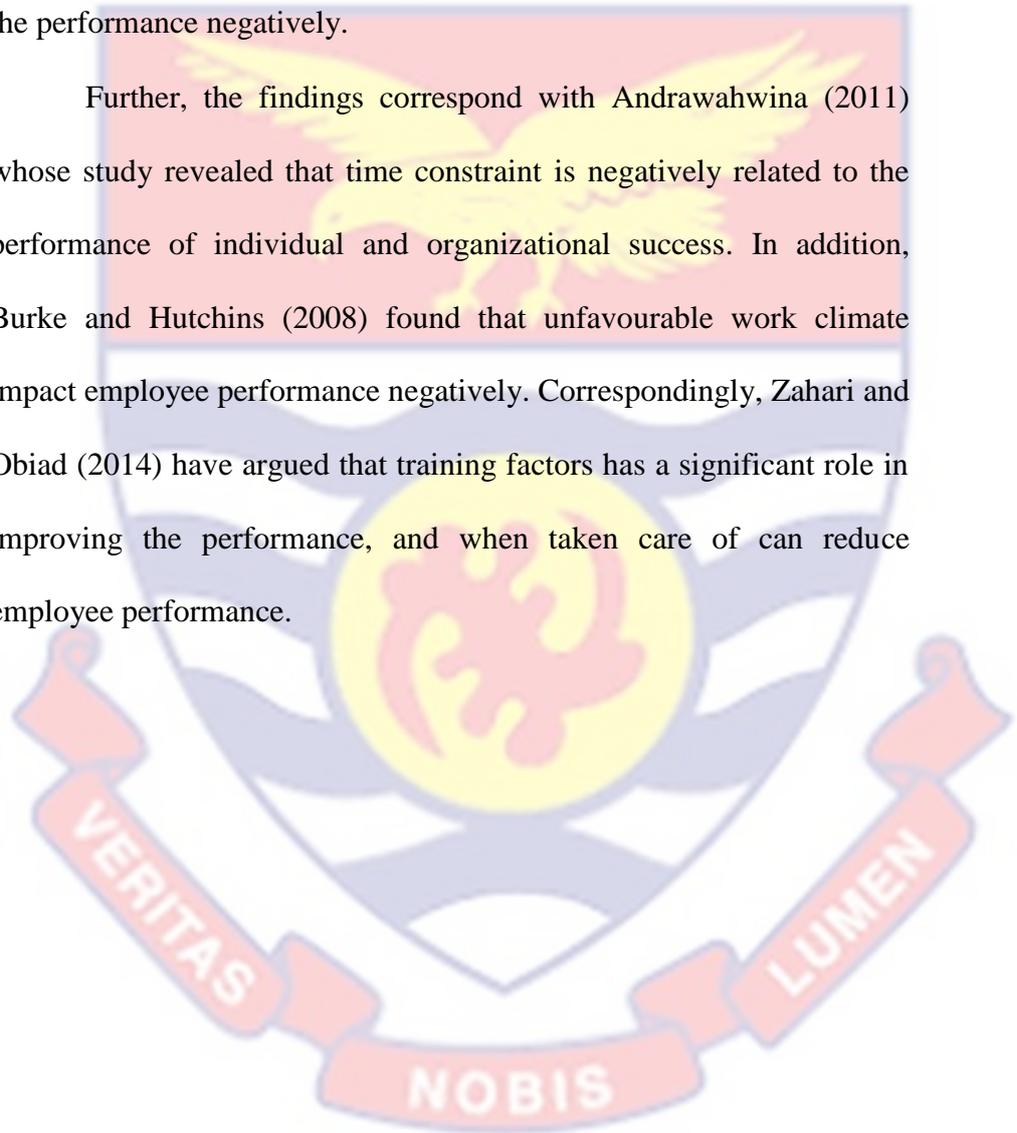
a. Dependent Variable: Employee Performance

Source: Field survey (2020)

This finding was in line with studies by (Mardi, 2008; Nikandrou, Brinia, & Berri, 2009; Lumbantobing, 2011; Prabu, 2011) who revealed that, support from superiors and coworkers, flexible

work, enough time, equipment, resources, friendly work environment, opportunity and job involvement correlated with the performance. As such when they are inadequate, can slow performance progress of employees. Also, the result is in line with Matzler (2008) who affirmed that unfriendly work environment in the organization will contribute to the performance negatively.

Further, the findings correspond with Andrawahwina (2011) whose study revealed that time constraint is negatively related to the performance of individual and organizational success. In addition, Burke and Hutchins (2008) found that unfavourable work climate impact employee performance negatively. Correspondingly, Zahari and Obiad (2014) have argued that training factors has a significant role in improving the performance, and when taken care of can reduce employee performance.



## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary, conclusions and recommendations of the study. The summary and conclusions are based on the findings captured in chapter four. The chapter also presented the recommendations of the study based on the study's conclusions. The chapter concluded with suggestions for further research.

#### Summary

The purpose of the study was to examine the training transfer and employee performance at Volta River Authority (VRA) in Ghana. In order to achieve the main objective, the following research objectives were set to guide the study:

1. To examine the training programmes available for workers at Volta River Authority
2. To examine the factors that hinder successful transfer of training to the job at Volta River Authority
3. To examine the effect of factors that hinder training transfer on employee performance Volta River Authority

The quantitative research approach and the descriptive survey design were employed in the study. The target population consisted of 550 workers at Volta River Authority and 232 respondents were sampled to participate in the study. Structured questionnaires were distributed to the respondents of which all were appropriate for analysis. Data obtained were analyzed using descriptive statistical tool – frequencies, percentages and linear regression.

### Summary of Key Findings

On the various training programmes available for workers at Volta River Authority, the study found out that there are more training programmes at their disposal. Among them were power system operating and maintenance training courses, power network and system protection courses. Also, the study found that the workers are taken through system control, system instrumentation, safety courses and protection and control courses. Electrical maintenance and transmission and distribution line maintenance are being taught.

Also, the study found out that several factors hinder successful transfer of training to the job. Among these factors or indicators are inadequate or lack of support from both superiors and co-workers, employees normally face time constraints and most equipment are outdated. Employees also do not have enough resources to help them transfer what has been learnt to the job as well as unfriendly work environment. Other hindrances were lack of opportunity, lack of perceived relevance and reinforcement on training.

Further, the study found out that hinderances on training transfer' has a moderate negative significant relationship with employee performance. On the regression result, it was found that factors that hinder training transfer moderately predict employee performance negatively. Meaning lack of support, opportunity and reinforcement on training decrease training transfer which in turn reduce employee performance. According to the slope, for instance, hindrance on training transfer will lead to a decrease in their performance by 44.6%.

## Conclusions

This study has provided an overview and relevant discussion on training, training transfer, factors that hinder successful transfer of training, employee performance and the effect of factors that hinder successful transfer of training on employees' performance at Volta River Authority. The study concluded that among others, training programme available for power generating organisation may include system operating, maintenance, power network and system protection training programmes.

Again, the study concluded that many factors may affect training transfer negatively and among the hindrances to training transfer may include lack of support to employees, outdated equipment, limited resources as well as lack of opportunity.

Lastly, the study further concluded with confirmation to other studies and assertions that hindrances to training transfer is statistically significant and negatively related to VRA workers performance. However, the effect on employee's performance is moderate.

## Recommendations

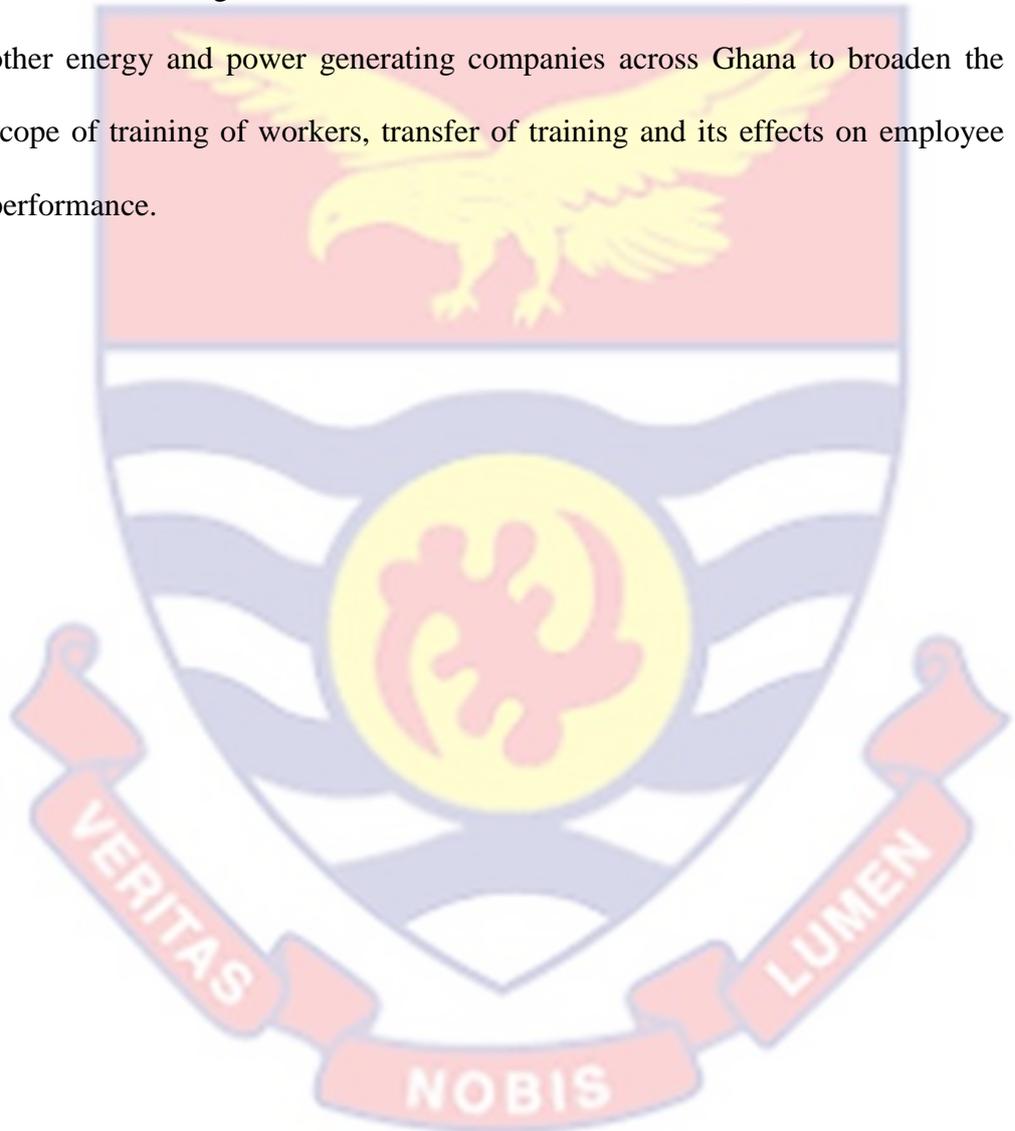
Based on the study's conclusions, the following recommendations were hereby made.

1. The study recommended that management of Volta River Authority should ensure that there are adequate resources as well as proper tools equipment are made available for successful transfer of training.
2. Also, the study recommended that management should give workers opportunity and involve them on the job for successful training transfer.

3. More so, management of Volta River Authority ensure that relevance of training is harnessed and reinforcement on training is provided.

### **Suggestion for Further Studies**

This study was limited to only workers in Volta River Authority in the Greater Accra region. As result, further research can be extended to cover other energy and power generating companies across Ghana to broaden the scope of training of workers, transfer of training and its effects on employee performance.



## REFERENCES

- Aich, G., Behr, M., & Kuboth, C. (2017). The Gmuend Model for teacher-parent conferences-Application and evaluation of a teacher communication training. *Journal for educational research online*, 9(3), 26-46.
- Airoboman, A. E., Ogunjor, E. A., & Okakwu, I. K. (2016). On the centralization of reliability in maintenance practices in the Nigeria power system network: A review. *Int J Eng Works*, 3, 68-72.
- Ajayi, I. A., & Afolabi, C. Y. (2012). Participatory management and productivity among secondary school teachers in South West Nigeria. *Research Journal in Organizational Psychology and Educational Studies (RJOPEs)*, 1(6), 332.
- Akram, F., & Bokhari, R. (2011). The role of knowledge sharing on individual performance, considering the factor of motivation-the conceptual framework. *International journal of multidisciplinary sciences and engineering*, 2(9), 44-48.
- Althausser, K. (2015). Job-embedded professional development: Its impact on teacher self-efficacy and student performance. *Teacher Development*, 19(2), 210-225.
- Amaele, S. (2010). Moral and religious values in Nigerian education: Issues, problems and prospects. *Port Harcourt*.
- Ardiansyah, V. (2019). Pengaruh Knowledge Sharing Dan Transfer of Training Terhadap Kinerja Pegawai Balai Wilayah Sungai Sulawesi Iv Provinsi Sulawesi Tenggara. *Mega Aktiva: Jurnal Ekonomi dan Manajemen*, 8(2), 128-142.

- Arraya, M. A. M., & Porfírio, J. A. (2017). Training delivery methods as source of dynamic capabilities: the case of sports' organisations. *European Journal of Training and Development*.
- Arvindan, A. N., & Prabu, A. A. R. (2011). Performance analysis of three-phase PWM AC chopper feeding a delta connected load.
- Asare, E. B. (2019). The Role of the Labour Department in International Labour Migrant Management in Ghana. *Journal of Economics, Management and Trade*, 1-15.
- Asongu, S. A., & Nwachukwu, J. C. (2018). Openness, ICT and entrepreneurship in sub-Saharan Africa. *Information Technology & People*.
- Babbie, E. R., Halley, F., & Zaino, J. (2007). *Adventures in social research: Data analysis using SPSS 14.0 and 15.0 for Windows*. Pine Forge Press.
- Babić, B. M., Milić, S. D., & Rakić, A. Ž. (2017). Fault detection algorithm used in a magnetic monitoring system of the hydrogenerator. *IET Electric Power Applications*, 11(1), 63-71.
- Baechle, T. R., & Earle, R. W. (2008). *Essentials of strength training and conditioning*. Human kinetics.
- Bailey, G., Cohen, S., Sutherland, N., & Trudgian, T. (2019). Existence results for primitive elements in cubic and quartic extensions of a finite field. *Mathematics of Computation*, 88(316), 931-947.
- Baldwin, J. M., Renaud, M. A., & Metcalfe, A. G. (1991). *U.S. Patent No. 5,039,009*. Washington, DC: U.S. Patent and Trademark Office.

- Baldwin, T. T., & Ford, J. K. (1988). Transfer of training: A review and directions for future research. *Personnel psychology*, 41(1), 63-105.
- Bartman, T., & Carson, K. (2016, April). Securing communications for SCADA and critical industrial systems. In *2016 69th Annual Conference for Protective Relay Engineers (CPRE)*, 1-10.
- Becker, G. S. (2002). Human capital. *The concise encyclopedia of economics*.
- Bell, B. S., Tannenbaum, S. I., Ford, J. K., Noe, R. A., & Kraiger, K. (2017). 100 years of training and development research: What we know and where we should go. *Journal of Applied Psychology*, 102(3), 305.
- Blume, B. D., Ford, J. K., Baldwin, T. T., & Huang, J. L. (2010). Transfer of training: A meta-analytic review. *Journal of management*, 36(4), 1065-1105.
- Borman, G., & Dowling, M. (2010). Schools and inequality: A multilevel analysis of Coleman's equality of educational opportunity data. *Teachers College Record*, 112(5), 1201-1246.
- Bosse, H. M., Nickel, M., Huwendiek, S., Jünger, J., Schultz, J. H., & Nikendei, C. (2010). Peer role-play and standardised patients in communication training: a comparative study on the student perspective on acceptability, realism, and perceived effect. *BMC Medical Education*, 10(1), 27.
- Botke, J. A., Jansen, P. G., Khapova, S. N., & Tims, M. (2018). Work factors influencing the transfer stages of soft skills training: A literature review. *Educational Research Review*, 24, 130-147.

- Bouzuenda, K. (2014). Enablers and inhibitors of learning transfer from theory to practice. In *Transfer of learning in organizations* (pp. 23-44). Springer, Cham.
- Bouzuenda, K. (2014). Enablers and inhibitors of learning transfer from theory to practice. In *Transfer of learning in organizations*, 23-44. Springer, Cham.
- Bowen, E. (2019). *The house in Paris*. Anchor.
- Brady, S. T., Reeves, S. L., Garcia, J., Purdie-Vaughns, V., Cook, J. E., Taborsky-Barba, S., ... & Cohen, G. L. (2016). The psychology of the affirmed learner: Spontaneous self-affirmation in the face of stress. *Journal of Educational Psychology*, 108(3), 353.
- Brion, C., & Cordeiro, P. A. (2018). Lessons Learned from a Training-of-Trainers Model in Africa. *Journal of Educational Leadership and Policy Studies*, 2(1).
- Brown, K. L., & Stanton, M. E. (2008). Cross-Modal transfer of the conditioned eyeblink response during interstimulus interval discrimination training in young rats. *Developmental Psychobiology: The Journal of the International Society for Developmental Psychobiology*, 50(7), 647-664.
- Burke, L. A., & Hutchins, H. M. (2007). Training transfer: An integrative literature review. *Human resource development review*, 6(3), 263-296.
- Burke, L. A., & Hutchins, H. M. (2008). A study of best practices in training transfer and proposed model of transfer. *Human resource development quarterly*, 19(2), 107-128.

- Burns, N., & Grove, S. K. (2005). The practice of nursing research: Conduct. *Critique*.
- Cascio, W. F. (2015). Strategic HRM: Too important for an insular approach. *Human Resource Management*, 54(3), 423-426.
- Cascio, W. F. (2017). Training trends: Macro, micro, and policy issues. *Human Resource Management Review*, 29(2), 284-297.
- Chandra, A (2013). Adopting an ethical approach to global health training: The evolution of the Botswana–University of Pennsylvania partnership. *Academic Medicine*, 88(11), 1646-1650.
- Changaroon, B., Srivastava, S. C., & Thukaram, D. (2000). A neural network-based power system stabilizer suitable for on-line training—a practical case study for EGAT system. *IEEE Transactions on Energy Conversion*, 15(1), 103-109.
- Chen, S. (2017). Three-dimensional NiCo<sub>2</sub>O<sub>4</sub>@ NiWO<sub>4</sub> core–shell nanowire arrays for high performance supercapacitors. *Journal of Materials Chemistry A*, 5(3), 1028-1034.
- Cheng, E. W., & Hampson, I. (2008). Transfer of training: A review and new insights. *International Journal of Management Reviews*, 10(4), 327-341.
- Cheremie, R. A., & Simmering, M. J. (2010). Improving individual learning for trainees with low conscientiousness. *Journal of Managerial Psychology*, 25(1), 44-57.

- Chiaburu, D. S., & Marinova, S. V. (2005). What predicts skill transfer? An exploratory study of goal orientation, training self- efficacy and organizational supports. *International journal of training and development*, 9(2), 110-123.
- Clarke, B., & Brennan, S. (1993). Exporting, small firms and training. *Management Development Review*.
- Clarke, B., & Brennan, S. (1993). Exporting, small firms and training. *Management Development Review*.
- Cohen, S., (2017). Can a simulation-based training program impact the use of evidence based routine practices at birth? Results of a hospital-based cluster randomized trial in Mexico. *PloS one*, 12(3).
- Cohen-Rosenthal, E., & Musnikow, J. (2017). *Eco-industrial strategies: unleashing synergy between economic development and the environment*. Routledge.
- Cox, R. (2018). An investigation of byte n-gram features for malware classification. *Journal of Computer Virology and Hacking Techniques*, 14(1), 1-20.
- Creswell, J. W. (2009). Mapping the field of mixed methods research.
- Crook, A. E., Beier, M. E., Cox, C. B., Kell, H. J., Hanks, A. R., & Motowidlo, S. J. (2011). Measuring relationships between personality, knowledge, and performance using single- response situational judgment tests. *International Journal of Selection and Assessment*, 19(4), 363-373.

- Dacso, M., Chandra, A., & Friedman, H. (2013). Adopting an ethical approach to global health training: The evolution of the Botswana–University of Pennsylvania partnership. *Academic Medicine*, 88(11), 1646-1650.
- Dan, W., Xian, R., & Hua, M. Q. (2020). Research on the Construction of Courses of Automotive Electronics and Electrical Appliances Based on the Joint Training Mode of Vocational Schools and Applied Undergraduate Courses. *Britain International of Humanities and Social Sciences (BIoHS) Journal*, 2(1), 1-8.
- De Vaus, D. (2001). *Research design in social research*. Sage.
- Dhar, R. L. (2015). The effects of high-performance human resource practices on service innovative behaviour. *International Journal of Hospitality Management*, 51, 67-75.
- Djellal, F., & Gallouj, F. (2008). The innovation gap and the performance gap in the service economies: a trouble for public policy.
- Engel, R. J. Russell. K. Schutt. 2012. *The Practice of Research in Social Work*.
- Evans, M. M. (2012). *Knowledge sharing: An empirical study of the role of trust and other social-cognitive factors in an organizational setting* (Doctoral dissertation, University of Toronto).
- Flynn, D., Joyce, M., Weihrauch, M., & Corcoran, P. (2018). Innovations in Practice: Dialectical behaviour therapy–skills training for emotional problem solving for adolescents (DBT STEPSA): evaluation of a pilot implementation in Irish post primary schools. *Child and Adolescent Mental Health*, 23(4), 376-380.

- Ford, J. K., Baldwin, T. T., & Prasad, J. (2018). Transfer of training: The known and the unknown. *Annual Review of Organizational Psychology and Organizational Behavior*, 5, 201-225.
- Fraenkel, J. R., & Wallen, N. E. (2003). *Student workbook to accompany how to design and evaluate research in education*. McGraw-Hill.
- Garcia, M. U. (2005). Training and business performance: The Spanish case. *The International Journal of Human Resource Management*, 16(9), 1691-1710.
- Goball, S. D. D. V., Ayyub, M., Kohar, H. A., & Wahab, S. R. A. (2018). The Effect of Training on Job Performance: A Review Paper. *Edisi Pertama 2018© Fakulti Pengurusan 2018*, 130.
- Goodhue, C. J., Burke, R. V., Chambers, S., Ferrer, R. R., & Upperman, J. S. (2010). Disaster Olympix: A unique nursing emergency preparedness exercise. *Journal of Trauma Nursing*, 17(1), 5-10.
- Grigsby, L. L. (2016). *Power system stability and control*. CRC press.
- Grumbach, K., & Mendoza, R. (2008). Disparities in human resources: addressing the lack of diversity in the health professions. *Health Affairs*, 27(2), 413-422.
- Gudkov, A. V., Dadonov, D. N., Krotkov, E. A., Krasulina, O., & Akobiya, N. (2017, September). Research features of voltage static load characteristics in the electric system of Russia. In *2017 6th International Conference on Reliability, Infocom Technologies and Optimization (Trends and Future Directions) (ICRITO)* (pp. 295-300). IEEE.

- Guest, D. E., & Clinton, M. (2007). *Human resource management and university performance*. Leadership Foundation for Higher Education.
- Gulrajani, I., Ahmed, F., Arjovsky, M., Dumoulin, V., & Courville, A. C. (2017). Improved training of Wasserstein GANs. In *Advances in neural information processing systems*, 5767-5777).
- Hair, J. F., Bush, R. P., & Ortinau, D. J. (2000). *Marketing research: A practical approach for the new millennium*. Irwin Professional Publishing.
- Hair, J. F., Wolfinbarger, M., Money, A. H., Samouel, P., & Michael, J. (2015). *Essentials of Business Research Methods*.
- Harahap, A. F. M., & Sibuea, Z. A. M. (2019). The Effect of Organizational Culture, Reward, Transformational Leadership, and Job Satisfaction on Teacher Performance of Muhammadiyah Elementary School Medan.
- Harahap, A. F. M., & Sibuea, Z. A. M. (2019). The Effect of Organizational Culture, Reward, Transformational Leadership, and Job Satisfaction on Teacher Performance of Muhammadiyah Elementary School Medan.
- Holding, D. H. (2013). *Principles of training: the commonwealth and international library: psychology division*. Elsevier.
- Holton III, E. F., Chen, H. C., & Naquin, S. S. (2003). An examination of learning transfer system characteristics across organizational settings. *Human Resource Development Quarterly*, 14(4), 459-482.
- Homklin, T., Takahashi, Y., & Techakanont, K. (2014). The influence of social and organizational support on transfer of training: evidence from Thailand. *International Journal of Training and Development*, 18(2), 116-131.

- Hua, Y., Liu, Y. H., Sahashi, K., Rigo, F., Bennett, C. F., & Krainer, A. R. (2015). Motor neuron cell-nonautonomous rescue of spinal muscular atrophy phenotypes in mild and severe transgenic mouse models. *Genes & development, 29*(3), 288-297.
- Huang, J. L., Blume, B. D., Ford, J. K., & Baldwin, T. T. (2015). A tale of two transfers: Disentangling maximum and typical transfer and their respective predictors. *Journal of Business and Psychology, 30*(4), 709-732.
- Hutchins, H. M., Nimon, K., Bates, R., & Holton, E. (2013). Can the LTSI predict transfer performance? Testing intent to transfer as a proximal transfer of training outcome. *International Journal of Selection and Assessment, 21*(3), 251-263.
- Ibrahim, Z., Johar, M. G. M., & Rahman, N. R. A. (2018). Preliminary Study of Methodology on the Impact of Different Teamwork Skill Levels on the Efficiency on the Software Development Workflow Based on Industry in Malaysia. *International Journal of Engineering & Technology, 7*(4.28), 510-514.
- Imiru, G. A. (2018). The Mediating Role of Sales Performance in the Effect of Antecedents on Sales Force Satisfaction: In the Case of Top Three Chain Retail Stores Operating in Ethiopia. *International Journal of Marketing Studies, 10*(1), 145-157.
- Jasper, E., Berg, K., Reid, M., Gomella, P., Weber, D., Schaeffer, A., ... & Berg, D. (2013). Disaster preparedness: what training do our interns receive during medical school?. *American Journal of Medical Quality, 28*(5), 407-413.

- Jose, M. M., & Dufrene, C. (2014). Educational competencies and technologies for disaster preparedness in undergraduate nursing education: An integrative review. *Nurse Education Today*, 34(4), 543-551.
- Joung, W., Hesketh, B., & Neal, A. (2017). Using “war stories” to train for adaptive performance: Is it better to learn from error or success? *Applied psychology*, 55(2), 282-302.
- Karikari, A. F., Boateng, P. A., & Ocansey, E. O. (2015). The role of human resource information system in the process of manpower activities. *American Journal of Industrial and Business Management*, 5(06), 424.
- Khan, I., Mufti, S., & Nazir, N. A. (2015). Transfer of training: A reorganized review on work environment and motivation to transfer. *International Journal of Management, Knowledge and Learning*, 4(2), 197-219.
- Kirkpatrick, J. D., & Kirkpatrick, W. (2016). Evaluation blunders and missteps to avoid. *Training and Development*, November, 36-40.
- Kola-Olusanya, A. (2013). Embedding environmental sustainability competencies in human capital training and development. *Mediterranean Journal of Social Sciences*, 4(4), 65-65.
- Kozlowski, S. W., & Salas, E. (1997). A multilevel organizational systems approach for the implementation and transfer of training. *Improving training effectiveness in work organizations*, 247, 287.
- Kozlowski, S. W., & Salas, E. (Eds.). (2009). *Learning, training, and development in organizations*. Taylor & Francis.
- Kumekpor, T. K. (2002). *Research methods and techniques of social research*. SonLife Press & Services.

- Kunicina, N., Zabasta, A., Patlins, A., & Ribickis, L. (2017, April). The energy saving challenge in the contemporary formal courses development. In *2017 IEEE Global Engineering Education Conference*, 977-984.
- Larsen, H. H. (2017). Key issues in training and development. In *Policy and practice in European human resource management* (pp. 107-121). Routledge.
- Laudan, L., & Saunders, H. D. (2009). Re-thinking the criminal standard of proof: Seeking consensus about the utilities of trial outcomes. *International Commentary on Evidence*, 7(2).
- Leberman, S., McDonald, L., & Doyle, S. (2006). *The transfer of learning: Participants' perspectives of adult education and training*. Gower Publishing, Ltd.
- Leedy, P. J. en JE Ormrod. 2010. *Practical research: Planning and design*.
- Lim, D. H., & Nowell, B. (2014). Integration for training transfer: Learning, knowledge, organizational culture, and technology. In *Transfer of learning in organizations* (pp. 81-98). Springer, Cham.
- Lim, D. H., & Nowell, B. (2014). Integration for training transfer: Learning, knowledge, organizational culture, and technology. In *Transfer of learning in organizations* (pp. 81-98). Springer, Cham.
- Lim, D. H., & Nowell, B. (2014). Integration for training transfer: Learning, knowledge, organizational culture, and technology. In *Transfer of learning in organizations* (pp. 81-98). Springer, Cham.
- Lumbantobing, P. (2011). Manajemen knowledge sharing berbasis komunitas. *Bandung: Knowledge Management Society Indonesia*.

- Madagamage, G. T., Warnakulasooriya, B. N. F., & Wickramasuriya, H. V. A. (2014). Factors influencing motivation to transfer training: An empirical study of a government sector training program in Sri Lanka. *Tropical Agricultural Research*, 26(1), 12-25.
- Mallick, E., Pradhan, R. K., Tewari, H. R., & Jena, L. K. (2014). Organizational citizenship behaviour, job performance and HR practices: A relational perspective. *Management and Labour Studies*, 39(4), 449-460.
- Manju, S., & Suresh, B. H. (2011). Training Design Interventions and Implications for the Productivity Effectiveness. *Synergy (0973-8819)*, 9(1).
- Maung, K. M., & Chemsripong, S. (2014). The impact of feedback on transfer of training in manufacturing firms of Myanmar. *International Business Management*, 8(6), 357-360.
- McLean, G. N., Kuo, M. H., Budhwani, N. N., Yamnill, S., & Virakul, B. (2012). Capacity building for societal development: Case studies in human resource development. *Advances in Developing Human Resources*, 14(3), 251-263.
- Meegahapola, L. G., & Thilakarathne, C. (2019). Dynamic Learner-Assisted Interactive Learning Tools for Power Systems Engineering Courses. *IEEE Transactions on Education*, 62(2), 149-156.
- Memoria, G. W. (2019). Evaluating successful aging in older people who participated in computerized or paper-and-pencil memory training: the memoria mejor program. *International journal of environmental research and public health*, 16(2), 191.

- Mielniczuk, E., & Laguna, M. (2017). Motivation and training initiation: evidence from Poland. *Journal of Workplace Learning*.
- Motowidlo, S. J., Martin, M. P., & Crook, A. E. (2013). Relations between personality, knowledge, and behavior in professional service encounters. *Journal of Applied Social Psychology*, 43(9), 1851-1861.
- Muduli, A., & Raval, D. (2018). Examining the role of work context, transfer design and transfer motivation on training transfer. *European Journal of Training and Development*.
- Narra, R., Sobel, J., Piper, C., Gould, D., Bhadelia, N., Dott, M., ... & Fischer, W. A. (2017). CDC safety training course for Ebola virus disease healthcare workers. *Emerging infectious diseases*, 23(1),217.
- Nazli, N. N. N. N., Sipon, S., Zumrah, A. R., & Abdullah, S. (2015). The factors that influence the transfer of training in disaster preparedness training: A review. *Procedia-Social and Behavioral Sciences*, 192, 54-58.
- Noe, R. A., Tews, M. J., & McConnell Dachner, A. (2010). Learner engagement: A new perspective for enhancing our understanding of learner motivation and workplace learning. *Academy of Management Annals*, 4(1), 279-315.
- Ohemeng, F. L., & Ayee, J. R. (2016). The 'new approach' to public sector reforms in Ghana: A case of politics as usual or a genuine attempt at reform? *Development Policy Review*, 34(2), 277-300.
- Olaniyan, D. A., & Okemakinde, T. (2008). Human capital theory: Implications for educational development. *Pakistan Journal of Social Sciences*, 5(5), 479-483.

- Pallant, J. (2013). *SPSS survival manual*. McGraw-Hill Education (UK).
- Pascanu, R., Mikolov, T., & Bengio, Y. (2013). On the difficulty of training recurrent neural networks. In *International conference on machine learning* (pp. 1310-1318).
- Perez-Ramirez, M., Arroyo-Figueroa, G., & Ayala, A. (2019). The use of a virtual reality training system to improve technical skill in the maintenance of live-line power distribution networks. *Interactive Learning Environments*, 1-18.
- Pesiridis, T., Sourtzi, P., Galanis, P., & Kalokairinou, A. (2015). Development, implementation and evaluation of a disaster training programme for nurses: A Switching Replications randomized controlled trial. *Nurse education in practice*, 15(1), 63-67.
- Pham, N. T., Gijsselaers, W. H., & Segers, M. R. (2010). The effect of the trainees' perception of the training design on transfer of training. *Advances in Business Education and Training*, 215.
- Prasad, R., Feng, Y., & Hardy, M. (2018). Factors Influencing Safety Training Transfer on Construction Sites: A Literature Review. In *Proceedings of the 21st International Symposium on Advancement of Construction Management and Real Estate*, 759-768. Springer, Singapore.
- Quartey, S. M., & Awoyemi, M. O. (2002). Research methodology in education. *Ghana: K "N: AB Ltd*.
- Richey, J. E., Phillips, J. S., Schunn, C. D., & Schneider, W. (2014). Is the link from working memory to analogy causal? No analogy improvements following working memory training gains. *PloS one*, 9(9).

- Rudall, P. J., Perl, C. D., & Bateman, R. M. (2013). Organ homologies in orchid flowers re-interpreted using the Musk Orchid as a model. *PeerJ*, 1, e26.
- Saks, A. M., Salas, E., & Lewis, P. (2014). The transfer of training. *International Journal of Training and Development*, 18(2), 81-83.
- Salas, E., & Cannon-Bowers, J. A. (2001). The science of training: A decade of progress. *Annual review of psychology*, 52(1), 471-499.
- Salimans, T., Goodfellow, I., Zaremba, W., Cheung, V., Radford, A., & Chen, X. (2016). Improved techniques for training gans. In *Advances in neural information processing systems*, 2234-2242.
- Sarantakos, S. (2007). *A tool kit for quantitative data analysis*. New York: Palgrave Macmillan.
- Seuring, H. K. S., & Reiner, M. M. G. (2005). Research methodologies in supply chain management. *Heidelberg: Physica*.
- Shrivastava, A., Gupta, A., & Girshick, R. (2016). Training region-based object detectors with online hard example mining. In *Proceedings of the IEEE conference on computer vision and pattern recognition* (pp. 761-769).
- Simons, T. L. (1999). Behavioral integrity as a critical ingredient for transformational leadership. *Journal of Organizational Change Management*.
- Singh, H., & Mahmood, R. (2013). Determining the effect of export market orientation on export performance of small and medium enterprises in Malaysia: An exploratory study. *Advances in Management and Applied Economics*, 3(6), 223.

- Singh, R., & Mohanty, M. (2012). Impact of training practices on employee productivity: A comparative study. *Interscience Management Review (IMR)*, 2(2), 74.
- Skaalvik, E. M., & Skaalvik, S. (2017). Still motivated to teach? A study of school context variables, stress and job satisfaction among teachers in senior high school. *Social Psychology of Education*, 20(1), 15-37.
- Song, L., Wang, H., & Chen, P. (2018). Vibration-based intelligent fault diagnosis for roller bearings in low-speed rotating machinery. *IEEE Transactions on Instrumentation and Measurement*, 67(8), 1887-1899.
- Srivastava, M., Franklin, A., & Martinette, L. (2013). Building a sustainable competitive advantage. *Journal of technology management & innovation*, 8(2), 47-60.
- Srivastava, R. K., Greff, K., & Schmidhuber, J. (2015). Training very deep networks. In *Advances in neural information processing systems*, 2377-2385.
- Swanson, P. B. (2013). From teacher training through the first year on the job: Changes in foreign language teacher efficacy.
- Tannenbaum, S. I., & Yukl, G. (1992). Training and development in work organizations. *Annual review of psychology*, 43(1), 399-441.
- Taylor, M. A., Wirth, O., Olvina, M., & Alvero, A. M. (2016). Experimental analysis of using examples and non-examples in safety training. *Journal of safety research*, 59, 97-104.
- Tharenou, P., Saks, A. M., & Moore, C. (2007). A review and critique of research on training and organizational-level outcomes. *Human Resource Management Review*, 17(3), 251-273.

- Thomas, J. R., Nelson, J. K., & Silverman, S. J. (2015). *Research methods in physical activity*. Human kinetics.
- Ulrich, D., Younger, J., Brockbank, W., & Ulrich, M. D. (2013). The state of the HR profession. *Human Resource Management, 52*(3), 457-471.
- Uttal, D. H., Meadow, N. G., Tipton, E., Hand, L. L., Alden, A. R., Warren, C., & Newcombe, N. S. (2013). The malleability of spatial skills: A meta-analysis of training studies. *Psychological bulletin, 139*(2), 352.
- Van Der Aalst, W. M., La Rosa, M., & Santoro, F. M. (2016). Don't forget to improve the process. *Business process management, 58*(1), 1-6.
- Velada, R., Caetano, A., Michel, J. W., Lyons, B. D., & Kavanagh, M. J. (2007). The effects of training design, individual characteristics and work environment on transfer of training. *International Journal of Training and Development, 11*(4), 282-294.
- Viswesvaran, C., & Ones, D. S. (2000). Perspectives on models of job performance. *International Journal of Selection and Assessment, 8*(4), 216-226.
- Vogel, P. (2015). *Generation Jobless? Turning the youth unemployment crisis into opportunity*. Springer.
- Volta River Authority (2018). VRA State of the Association Address. *Visual Resources Association Bulletin, 45*(1).
- Wajid, B., Ekti, A. R., & AlShawaqfeh, M. K. (2018). ECEbuntu-An Innovative and Multi-Purpose Educational Operating System for Electrical and Computer Engineering Undergraduate Courses. *Electrica, 18*(2), 210-217.

- Wenzel, R., & Cordery, J. (2014). Training transfer research: A manager's guide and bibliography.
- Wibowo, D. M. (2014). Effects of competence, motivation, organizational commitment to employee performance and job satisfaction of education. *International Journal of Business and Management*, 5(6).
- Yang, C., Fan, Y., Bai, X., & Xiaojun, L. I. U. (2016). Development and application of setting calculation visualization system in course design of protective relaying. In *Proceedings of the CSU-EPSCA*, 130-134.
- Yanson, R., & Johnson, R. D. (2016). An empirical examination of e-learning design: The role of trainee socialization and complexity in short term training. *Computers & Education*, 101, 43-54.
- Yates, L. (2004). *What does good education research look like?: Situating a field and its practices*. McGraw-Hill Education (UK).
- Zahari, I. B., & Obaid, T. F. (2014). The role of key factors of training transfer on employee's job performance: A review. *European Scientific Journal*.
- Zahari, I. B., & Obaid, T. F. (2014). The role of key factors of training transfer on employee's job performance: A review. *European Scientific Journal*.
- Zhao, X., Chen, L., & Maes, J. H. (2018). Training and transfer effects of response inhibition training in children and adults. *Developmental Science*, 21(1), e12511.
- Zikmund, W. G., & Carr, G. (2003). *Business Research Methods*. 7th. Oklahoma, EUA: Thomson.

Zumrah, A. R. (2014). Service quality in Malaysian public sector: The role of transfer of training. *Procedia-Social and Behavioral Sciences*, 144, 111-117.





**UNIVERSITY OF CAPE COAST**

**DEPARTMENT OF HUMAN RESOURCE MANAGEMENT**

**QUESTIONNAIRE**

Dear respondent, the researcher is a second-year student from the Department of Human Resource Management, School of Business, University of Cape Coast, Ghana. The purpose of the study is to examine the training transfer and employee performance at Volta River Authority. Your sincere answers to the questions below would be most appreciated. Any information provided would be used purely for academic purpose and would be treated confidentially. Filling the questionnaire will take 10-15 minutes.

Please tick (✓) answers or options where appropriate and provide answers where applicable.

**Section A: General and Socio-Demographic Characteristics**

1. Age  
a. 20-24 [ ] b. 25-29 [ ] c. 30-34 [ ] d. 35-39 [ ] e. 40-44 [ ] f. 45-49 [ ] g. 50 and above [ ]
2. Sex  
a. Male [ ] b. Female [ ]
3. Highest Educational Qualification.....
4. Number of years with the organisation.....
5. Does your organisation provide training programmes for workers?  
a. Yes [ ] b. No [ ]

**Section B: Level of Performance**

Please indicate the extent to which you agree to the following indicators to the level of improvement in performance. Your response would be measured on a scale of 1 – 5 where 1 means least agreement and 5 means highest agreement.

Indicators	1	2	3	4	5
Precision in measuring instruments					
Reading of Electrical Blueprints					
Maintenance of Transformers					
Testing of Transformers					
LV Network Operation and Maintenance					
Line Staking/Pole Framing					
Distribution Transformer Loading					
Fuse Coordination					
Grounding and Bonding					
Distribution Substation Design (Ground Mount)					
Basic Line Construction for Power Distribution Networks					
Pole Mounted Substation Design					

**Section C: Training Programmes**

Please indicate the extent to which you agree to the following as training programmes organized for workers at your institution. Your response would

be measured on a scale of 1 – 5 where 1 means least agreement and 5 means highest agreement

<b>Programmes</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Power system operating courses					
Power system maintenance courses					
Power network courses					
Power system protection courses					
Power system control					
Power system Instrumentation					
Safety courses					
Protection & control course					
Electrical maintenance course					
Mechanical maintenance course					
Transmission & distribution line maintenance course					

**Section D: Factors That Hinder Transfer of Training**

Please indicate the extent to which you agree to the following as factors that hinder successful transfer of training to the job. Your response would be measured on a scale of 1 – 5 where 1 means least agreement and 5 means highest agreement

<b>Factors</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Lack of support from superiors					
Lack of support from coworkers					

Difficulties with the work itself					
Time constraints					
Outdated equipment					
Lack of resources					
Limited time					
Unfriendly work environment					
Lack of opportunity					
Resistance to change					
Lack of job involvement					
Lack of perceived relevance of training					
Lack of reinforcement on training					

**Thank you**

