

TRANSFER OF TRAINING AMONG GOVERNMENT ORGANIZATIONS IN THE STATE OF QATAR

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Abstract: This study investigates the factors that significantly affect the transfer of training among government organizations in the state of Qatar. This study adopted the deductive approach to reach its objectives. It presents a theoretical framework for the construction of hypotheses. The hypotheses were tested to obtain the findings that may be generalized afterwards. 30 companies from different sector in Qatar participated in this study. After reviewing several related studies, the Likert five- point scale questionnaire was constructed for gathering the required data, which were then analyzed using the SPSS software.

1. RESEARCH BACKGROUND

The human resource has the major importance in organizations; it represents the key resource in making an organizational change to increase performance efficiency. The significance of the human resource in organizations is shaped as the real source to create competitive advantage and enhance it. Thus, institution's uniqueness cannot be only the result of having financial, material and technological resources, but firstly it depends on the possession of human resources that maximize the benefit of the rest of the resources (Shaqawey, 2011).

The world has witnessed the changes and developments affected various aspects of contemporary life and touched all economic and social institutions. Consequently, a lot of scientific concepts and economic are changed, which leads to reconsider the ways and modes of organization. Surrounding by these changes, the awareness of human resources has been rapidly increasing, where administrations have adopted the purpose that played by such resources in order to achieve the objectives of organizations (Pidd, 2005). So then, the organizations have responded to these changes, where the attention is began to training and development of the human resource, such that he will to be able to doing business efficiently and effectively. As a result, (Rizzo, 2014) assumes that organizations allocate financial budget and make big efforts to develop human resources through training and development.

In general, training in any firm should be a singular motivation tool for workers. Training should be adjusted in accordance with the firm's needs, its strategy, as well as, its mission. Training should respect the orientation of the client, which means, knowing how to transact with an overbearing client and how to deal with stress that may happen during work, in order to overcome any problem and win situation. Training should respect communication, as well as the promotion of sharing the firm's values. Furthermore, training should assist the internal relations and assist the internal communication teamwork (Gabčanová, 2012).

Many components are very essential on the transfer of training; motivation and social supports are examples of such components. Literature shows that such components affect the transfer. Indeed, for transferring two significant ingredients for the aim of explaining the training's transfer, the research of training has identified motivation, furthermore, social support (Testers et al., 2015). The motivation of the transfer means the trainee has a willingness to apply what he/she gained in a training program, to his/her work; for instance; skills or knowledge (Paulsen and Kauffeld, 2017, Grohmann et al., 2014). Literature has found that there is a positive relationship between motivation and knowledge transfer as shown in Brand-Gruwel et al., 2014; Chiaburu et al., 2010).

Correspondingly, many researchers such as (Leitl and Zempel-Dohmen, 2006) show a definite correlation between supervisory support and transfer's motivation. Likewise, similar results are found in (Massenberg, Spurk, & Kauffeld, 2015). According to van den Bossche et al (2010) and Bates et al (2000), Peer Support is the coworkers' motivation to practice what they have been taught in training, at the workplace.

Although supervisory support is related significantly to training's transfer, workers are reported to having a better transferability when their colleagues encouraged them for using new learning, and further discussed with them the application of training's ways in the work. Although there aren't many researchers who work in this area, there is a solid consensus on the impact of coworkers on supporting the trainees to practice the new training in the workplace (Van den Bossche et al., 2010). Another example that supports this result is given by Hawley and Barnard (2005) where the authors conducting HRD professionals in the nuclear power discussed the impact of peer support (i.e., coworkers) on the transfer of training.

Facteau et al. (1995) showed that there is a significant connection between peer support and the perceived transfer of training. The authors also showed that the impact of supportive coworkers on the perception of workers has a greater influence than supervisory support. Many empirical studies displayed similar results. For example, Chiaburu (2010), found that the support of coworkers has the highest impact on the training transfer and transfer maintenance than the impact which comes either from the supervisors or the company. Moreover, similar results had been reached by Chiaburu and Marinova (2005). Furthermore, Lim and Morris (2006) investigated the transfer of training in terms of instructional satisfaction, company climate, and workers' characteristics. In addition, the authors found that the company climate has a positive influence on contributing the training to the workplace directly after the training or after 3 months of training. Coworker support is important in finding how the trainees are capable to practice their training at the workplace (Van den Bossche et al. 2010). Also, the authors in this study found that the coworkers' feedbacks have an outstanding influence on training transfer, also the motivation of transfer.

2. THE PROPOSED MODEL OF THE STUDY (CONCEPTUAL MODEL)

Based on the literature review and in the light of the research hypothesis, the conceptual model was developed. The model includes three variables: leadership style (transactional/ transformation leadership style), social support in the workplace (supervisor and coworker support), and transfer of training. The dependent variable is transfer of training into workplace. The independent variable is leadership style. The mediating variable is social support. Fig 1 shows the form of the study model after factor analysis.

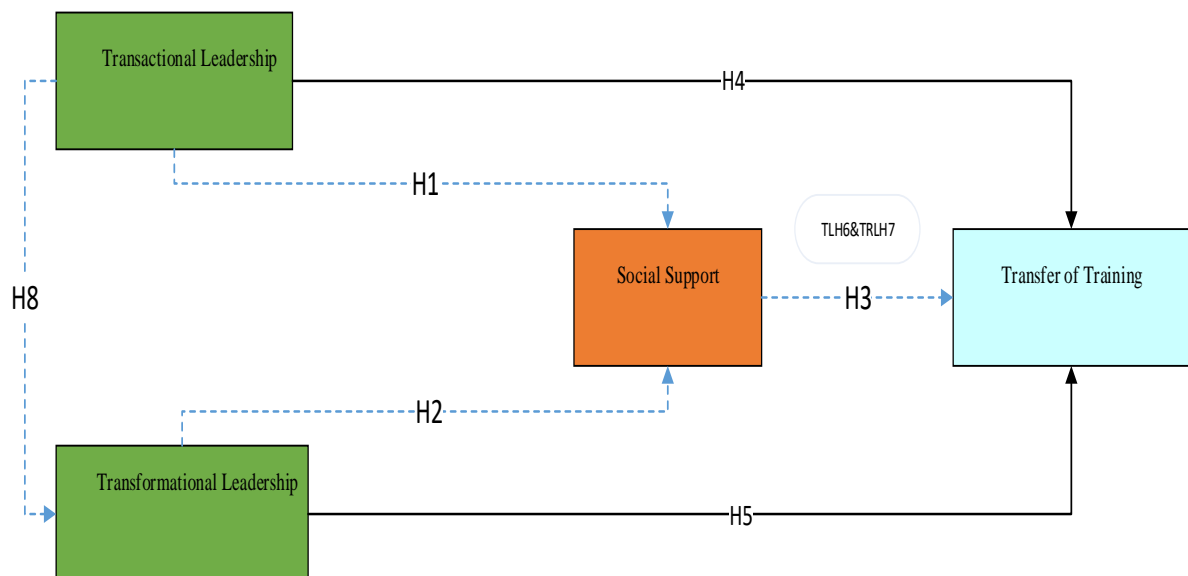


Figure 1: The Study Model

3. METHODOLOGY

This study selected 30 companies from the Qatar to be participants. Data were acquired online (online questionnaires at (www.surveymshare.com)). The questionnaire comprises one part and this part includes five key constructs that have association with government organizations in the state of Qatar instrument's reliability.

4. INSTRUMENT'S RELIABILITY

As mentioned, pilot test assists in determining the reliability of the instruments of measurement as it is important to have a reliable instrument of measurement in performing an empirical study. Reliability as described by Gay and Airasian (2000) is the degree to which a test unfailingly measures all that are being studied. Furthermore, Cronbach (1984) proposed the use of Cronbach's alpha to measure the initial reliability of the data obtained from the pilot study and this will determine the internal consistency. The Cronbach alpha value as stated by Zander and Kogut (1995) can be increased in terms of the number of items or in terms of the average correlation. Table 1 shows the outcomes of the test. In performing the reliability test, this study also utilised the requisites highlighted in this paragraph

Ten (30) questionnaires were distributed to leadership in Qatar, with some explanation about the survey, and contact information needed for inquiries or follow up. The leaderships were selected randomly using the telephone directory. Basic statistical analysis was then conducted using SPSS. The table below presents results of reliability of the pilot study.

Table 1: Reliability of the pilot study

Construct	Number of items	Internal reliability (Cronbach's Alpha)
Transfer of training into the workplace	8	0.915
Leadership style	18	0.922
Social support in the workplace	15	0.933
Comment		

COMMENT: SHOW THE VALIDITY AND RELIABILITY RESULTS

5. SUMMARY

This study would recommend further investigations for why there was found no direct effect for transactional leadership style on Coworkers support and more importantly is to investigate the reasons behind the differences between the effects as in the difference between the direct effect of coworker and the supervisor on the transfer of training .

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