UNIVERSITY OF CAPE COAST

EFFECT OF ORGANISATIONAL CLIMATE ON TRANSFER OF IN-SERVICE TRAINING AMONG TEACHERS OF FIJAI SENIOR HIGH SCHOOL

BY

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DECLARATION

Candidate's Declaration

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

Candidate's Signature:…… Date……

Name: Bruce Opoku Gyasi

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: Dr. Nana Yaw Oppong

ABSTRACT

For any organisation to achieve its mission and set objectives, training of its employees is one of the key factors that need much attention. In-service training is a training type that can enhance the effectiveness of teachers on their jobs, develop their professionalism, and facilitate their adaptation to changes and novel situations in their professional life. The main objective of this research was to identify how organisational climate could affect transfer of training among teachers of Fijai Senior High School in Ghana. The problem area identified was the low levels of transfer which after careful analysis was concluded to be caused by organisational climate. The research was designed as both qualitative and quantitative case study. The instrument that was used to collect the research data was questionnaire. Eighty two questionnaires representing the population size were dispersed amongst teachers of Fijai senior high school. Out of this 62 questionnaires were returned representing 76.54 percent turnover. The data obtained were recorded in the audio format and then transcribed and coded into themes, which were tabled with percentage and frequencies. With support of SPSS, correlation and regression results were generated. Result of the research showed that organisational climate had effect on transfer of training. Among the elements of organisational climate, it was determined that management support was the most compelling element that affected transfer of training. Following management support was self- efficiency/ability level. Other elements of organisational climate showed low levels of significant effect on transfer of training.

ACKNOWLEDGEMENTS

This research study has been possible due to the support of many people. I could not have completed this work successfully without the immeasurable contribution of my supervisor, Dr. Nana Yaw Oppong, I am grateful.

To the department of management studies and all the lecturers, especially lecturers who taught me during the period of my master's studies, I want to say that I am forever grateful for your unflinching support. Again, I want to express my profound gratitude to all my course mates, more importantly my study partners. Together we assisted each other and we eventually excelled. Thank you.

DEDICATION

To my dear wife, Francisca Opoku Gyasi and my lovely children, Shawn-Patrice Opoku Gyasi and Bruce Opoku Gyasi Junior.

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CHAPTER ONE

INTRODUCTION

Background to the Study

Training is the most important part of human resource management function on the effective use of human resources. Nowadays, everyone admits the value of training as a major influence on success of the organisation. Training enhances knowledge and information about a certain field and also adds advantage to networking for efficiency and performance of employees. As a result many organisations are spending large amounts of money on training with the belief that training will improve their employees' performance as well as overall firm productivity (Yamhill & McLean, 2001). Organisations having much better skilled and creative employees can easily avoid wasteful investment to improve efficiency and performance of organisation.

Human resources are the most valuable assets in every organisation. With the machines, materials and money, absolutely nothing gets done without employees. According to Akhavan and Bakar (2009), human assets are considered the most important wealth of an organisation, but only if they are trained enough and their abilities are increased in an effective manner. As technology improves today, workers need developed competences, while these competences have been insignificant some decades ago (Akhavan & Bakar, 2009). So, it is necessary for supervisors to know their workers' competences and abilities and provide them with the modifications needed for their constant growth and development. Training is a systematic development of the

knowledge, skills and behaviour required by employees to do adequately on confirmed task or job. It can take place in numerous ways, on the job or off the job; in the organiastion or outside the organisation.

Among the varieties of training, in-service training is most suitable and easily accessible one that could be used to improve the human force and equip them with the needed knowledge and competences for development (Mardani, 2009). In-service training should be effective in recognising the organisational deficiencies, curing them, improvement of the individual effectiveness, and the overall evolution of the organisation. On the other hand, effectiveness is considered one of the main goals of an organisation, and every organisation tries to enhance such output. Training is an issue which can have an influential role in human force effectiveness, provided that – based on the educational needs of the people – who put it in the framework of an underlying programme consisting of new, optimal, and developed knowledge, technology, and procedures of work performance (Salehizadeh, 2000).

Organisational context has been noticed by several researchers to have an influence on the effectiveness of training transfer. It is only logical to assume that training, skills, and performance of employees is critical (Yamhill & McLean, 2001), the problem, however, is in understanding exactly what is needed or of value in the training arena. Kozlowski and Salas (1997) stated that gaining knowledge, skills, behaviours, and attitudes during the training process would not help the organisation in the long term if these items are not correlated to the job setting and maintained over time. Thus, the employee's work environment becomes a key point of interest. According to Swanson (1995), important factors that may influence training transfer are supervisor

support, workplace support / transfer climate, peer support, subordinate support, frequency of use, tasks constraints, relapse prevention, goal setting, and continuous learning culture. Yamnell and Mclean (2001) in addressing the importance of training stated that "if we believe that training truly makes a difference in organisational and individual performance, we must understand how to support transfer of training in organisations".

Fijai Senior High School (SHS) is one of the well-known senior high schools located in Sekondi in the Western Region and was established in 1948. The School considers training as an important tool in bringing out the best of students in their academic work. Over the years the school has thrived on academic excellence which has made it popular among other schools in the Western Region. With the present computerised placement system in students' admissions in the country, students population have increased tremendously which has necessitated the need for more teachers to be employed to maintain the academic standard of the school (Ghana Education Service Computerised School Selection and Placement System, 2014).

Enrolment of students as a result of the computerised placement has increased because heads of institutions are compelled to admit all candidates whose names have been posted to the various schools by the Ghana Education Service. These high levels of enrolments do not match the available resources (teachers, accommodation etc.), and as a result has reduced the level of academic excellence to some extent (www.myjhsresult.net, 2013). The purpose of the school, just like any other school, is to produce quality students who will excel during their final exams with the West African Examination council (WAEC) through quality and professional teaching. This ambition has

compelled the management of the school to employ additional teachers among which are fresh graduates from the various universities across the country. With the aim of academic excellence in mind these teachers, especially the new ones, are taken through training programmes in order to maintain the objective of quality teaching in the schools.

With all these investments made, transfer of learning is one of the key areas that is of much concern to Fijai Senior High School. In the study at hand, the effectiveness of training courses for teachers in Fijai SHS will be examined, and the results obtained will be analysed for interpretation and recommendations. With this objective in mind, increasing the learners' competence level through measurement of the level of improvement in skills for teaching will be determined to find out whether training courses have yielded the intended effectiveness expected by the programmers of the training courses or not. Every training organisation seeks to achieve some levels of competencies. According to Kirkpatrick (1959), training evaluation has four levels (Reaction. Learning. Behaviour and Results), which are important for transfer.

Statement of the Problem

Every business organisation seeks to maximize profit by using its human resource base to achieve its vision. Some organisations perform better than others, because these organisations improve their performance by training and development programmes they offer to their employees. For this reason, many organisations now thrive to train their employees in order to perform effectively and efficiently on their jobs. However, most of these companies

after spending several amounts of monies on training their employees do not achieve their target. This has led to series of research over the years to understand why transfer has not been possible.

One of the earliest researches done in this area was by Neves (1988) in his study of the role of organisational climate upon training effectiveness in Small and Medium sized firms in Brazil. His study identifies the key role organisational climates has on training transfer. He quotes Clement and Aranda (1982) that the organisational setting to which the trainee returns is an important factor which accounts for the success of management training, in the sense that the organisational climate in which the trainee works can have marked influence on a manager's attempt to apply concepts learned in a training programme. He concludes that the transfer of training to job performance depends on the existence of a climate in which workers are encouraged to put their training into practice on return to the job setting and this can only be achieved if there are effective working relationships between supervisors, trainees (workers) and trainers.

Noe (1986) also noted that environmental favourability is an important factor influencing the subsequent transfer of training. The study included on both situational or task constraints and the perceived social support for training. Mohammed et al (2013) cites (Tracy et al, 1995) that the features of the organisational climate have been empirically justified as having tremendous impact on training transfer. He goes further to make an analogy that "an operation in which the patient is lost is indeed not a successful one neither to the patient's relations nor the doctors that conducted it thus, a training exercise in which what is learnt is not transferred to the workplace is a

failed training" (Mohammed et al, 2013). Thus, organisations are basically aiming at transfer in order to achieve success after training.

However, less than 10% of expenditure in training only translates into improved performance on the job (Cheng & Ho, 2001; Kontogheorges, 2001). This is seriously alarming as Grossman R. and Salas E. (2011) reported that in only US organisations up to USD 125 billion is spent yearly on training and development programmes. The lack of transfer of training is a major problem in Fijai Senior High School, as most teachers are unable to efficiently transfer their training skills and knowledge onto their jobs. The climate settings in the organisations have proved to be non-supportive, thereby, inhibiting transfer of training to a large extent and causing organisations to lose millions of dollars in training costs. This research will focus on organisational climate and its key elements and how they can impact on transfer of training. The study will focus on Fijai Senior High School.

Research Objectives

The general objective of the study was to investigate the effect of organisational climate on transfer of in-service training knowledge and skills among teachers of Fijai Senior High School. The study seeks to achieve the following specific objectives:

1. To determine the main elements of the Organisational Climate in Fijai Senior High School.
2. To identify whether the Organisational Climate in Fijai SHS has an effect on transfer of in-service training.

3. To examine the extent to which organisational climate influence the transfer of in-service training in Fijai SHS.

Research Questions

1. What are the elements of the Organisational Climate in Fijai SHS?
2. Does the Organisational Climate in Fijai SHS have effect on transfer of training?
3. To what extent does organisational climate influence transfer of in-service training in Fijai SHS?

Hypotheses

This study investigates the effect organisational climate has on the transfer of training back to the organisation.

The main hypothesis of the thesis is as follows:

H0 – There is no significant effect of organisational climate on transfer of training

H1 – There is a significant effect of organisational climate on transfer of training

Significance of the Study

For any research to be useful it must contribute to the volume of existing knowledge of the field under investigation, for which the study seeks to achieve. Students' academic excellence is a key priority in every educational institution. For that matter there has been a kin competition among various senior high schools across the nation. The reasons behind the

competition have been as a result of ranking of schools according to their performance in the West African Senior School Certificate Examination (WASSCE).

The research findings will be of great importance to individuals, institutions, organisations and the nation as a whole, as it will give insight on the dimension of problems associated with transfer of training and also possible solutions. It is, therefore, expected that the results of the study would bring to light some of the factors that account for the inability of training transfer among teachers in the Country. For instance, if a certain cause of inability of transfer of training has been overlooked, then appropriate measures may be taken by the Ministry of Education or Ghana Education Service (GES) to address the issue in order to maintain and improve academic excellence in the SHS level. The result of the findings can also serve as a store of information on the issue of transfer of training among teachers in Ghana for effective teaching performance.

Limitations of the Study

Firstly, because it was a survey research, the study used a self-reporting tool of measurement. This form of research is based on participant subjective perceptions on an issue and may seem to be biased in one way or the other. It is however possible that participants either over or under rated the organisational climate in which they find themselves leading to their ability or inability to transfer learning.

Secondly, because the sample was chosen from only teachers who had worked in the school for 12 consecutive months, it is possible that individuals

who were not allowed (for example national service and teaching practice personnels) to participate could have different responses. Same is for teachers who refused to participate. The findings of the study may not be generalised to teaching staffs in other schools as the different environment and climate prevailing in other schools may be different on their ability to transfer or not.

Scope of the Study

The present study attempts to identify whether transfer of training is affected by support from management, supervisors, co-workers and other factors of the organisational climate. Thus, the study will focus mainly on organisational climate and training transfer and the effects the first has on the latter in Fijai senior high school.

Organisation of the Rest of the Study

The dissertation is arranged into five Chapters, references and appendices. Chapter one consists of the background, statement of the problem, objectives of the study, research questions, educational significance of the study. It also outlines the significance, define the scope and limitations of the study. Chapter two is the literature review. The chapter reviews both theoretical and empirical literature in support of the Study. Chapter three is the methodology. It explains the design of the study, population, sampling and sampling techniques used, instrument and data collection procedure as well as the procedure for analysing the data. Chapter four is devoted to analysis and discussions of findings of the Study. It also discusses the implications of the

Study. Chapter five concludes the study with a summary of the main points from each Chapter and make major recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

This Chapter reviews related literature on the transfer of training and organisational climate and how the latter influences the success of the former. Training is considered as a key factor in overall improvement in the performance of employees on their jobs. Thus, training programmes are designed to ensure that these goals are achieved, Noe (2002). After training has occurred, organisations expect that the trainees transfer their learned knowledge and skills back to the organisation for improved performance. Nevertheless, research has shown that transfer is sometimes impossible. Baldwin and Ford (1988) note some estimates that suggest only 10% of training outcomes are transferred back to the job. For transfer to be possible, organisational climate is of much concern.

The main objective of the study is to investigate the effect of organisational climate on transfer of in-service training. The study will assess whether organisational climate has an effect on transfer of in-service training, identify the main components of organisational climate that can enable transfer of training and finally, examine the extent to which organisational climate can facilitate transfer of in-service training in Fijai Senior High School.

Theoretical Perspective (Models and frameworks): Organisational Climate link to Transfer of Training

This section will review some models and frameworks that have significantly contributed to the understanding of the constructs of how organisational climate affects or impacts upon transfer of training. Some of the models he examined are: Transfer process model by Baldwin & Ford (1988), a model of Dual Dimensionality of Training Transfer by Laker (1990), a model showing relationship between organisational transfer climate and positive transfer of training by Rouiller and Goldstein (1993) and Shad's (2008) "Proposed model in relation to Organisational Climate and Transfer of Training".

Baldwin and Ford (1988), two of the most prolific authors published their work on transfer of training. They reviewed existing research on the subject and suggested areas for future research studies. One of the major areas they were critical about was the lack of a strong theoretical framework and the limited availability of research in the subject matter. The research conducted by Baldwin and Ford (1988) was aimed at providing direction for the investigation in the future. The following gaps were identified: "Test various operationalisation of training design and work environment factors that have been posited to have an impact on transfer", and "Develop a framework for conducting research on the effects of trainee characteristics on transfer."

Baldwin and Ford (1988) developed a model of transfer of training which highlighted three major areas which are training inputs, training outputs and conditions for transfer. For transfer to be possible, training inputs which

consists trainee characteristics, training design and work environment must be in place. The researchers found that trainee characteristics and work environment affected transfer in a direct manner. The model also focused under the condition to transfer two major important areas; generalisation and maintenance.

In 2002, Noe explained these factors in a more practical way. Generalisation according to Noe is the ability of trainee to apply learned capabilities such as verbal knowledge, motor skills, etc to the job-related problems and situations that are similar but not completely identical to those encountered in the learning environment. Maintenance refers to the process where newly acquired capabilities are continuously used over time (Noe, 2002). Noe goes on to state that for generalisation and maintenance to occur, the capabilities must be learned and retained. He asserts that the training design, trainee characteristics and work environment influences learning, retention maintenance and generalisation.

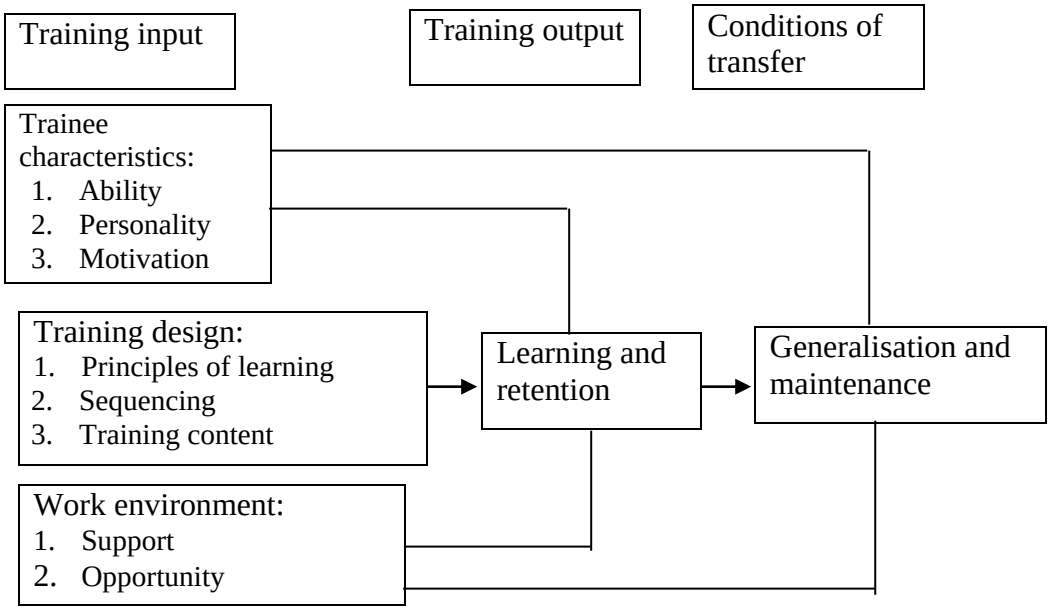

Figure 1: Transfer of Training Model.

Source: Baldwin & Ford (1988), Transfer of training.

The figure 1 above illustrates transfer of training according to Baldwin and Ford (1988). The process begins with training inputs, training outputs then the conditions of transfer. Work environment has been identified in this model as a key training input for transfer to occur. This model affirms Burke and Hutchins (2007) research on the factors affecting transfer of training where it also identifies work environment as a key factor to transfer of training. Thus, though trainee characteristics and training design is necessary, without the right environment transfer may be impossible. Also, Dennis (1990) presented a model which explained a two dimension of the transfer phenomenon. These are "time dimension" and "generalisability". Time dimension focuses on two main stages; transfer initiation and transfer maintenance, while generalisability focused on near and far transfer.

Firstly, Time-based (temporal) dimension includes two stages namely; Transfer Initiation and Transfer Maintenance. According to Laker (1990), transfer initiation is the degree to which the trainee initiates or attempts to apply on the job, the training he or she has received. Thus, in order for the skills learned and retained to be useful they must be applied to the job. For this to be possible, support must be provided to the trainee. Support may come in the form of financial assistance, helping the trainee set goals, provide encouragement and getting feedback. Laker (1990) again, explains transfer maintenance as the degree to which trainee persists in applying training received on the job. Maintenance looks at permanent change and the capability to retain the learned skill, knowledge and attitudes on the job for a longer period of time.

Generalisability on the other hand is the ability to apply skills in contexts that are very different from the ones encountered during training (Clark & Voogle, 1985). Under generalisation, transfer distance and the concept of near and far transfer have been well documented. Near Transfer is the extent to which the individual applies knowledge and skills of training to a similar situation in which training had taken place. Desimone, Werner and Harris (2002) consider it as an ability to directly apply back on the job what has been learned in training with very little adjustment or modification. In literature, generalisation has also been termed as "transfer distance", so in near transfer, skills learned in training are similar to ones required for job performance. Such skills include tasks of technical and repetitive nature. The basis here is proximally psychological and physical fidelity. Laker (1990) mentions the following factors that influence the achievement of 'near transfer': Maximizing similarity between training programme and workplace, Specificity of where and how to apply training, Encouragement of over-learning, and Emphasis on procedural nature of task.

Furthermore, authors have referred to "far transfer" as a distinction between skill reproduction and skill generalisation (Simon & Werner, 1996). "Transfer through principles emphasizes the understanding of underlying assumptions and principles and their extension to novel and abstract situation, thus facilitating transfer" (Laker, 1990). The researcher identifies the following factors believed to exert hypothetical influence on far transfer achievement: Better understanding of underlying concepts, Extensive practice in different and novel context, Encouragement to discuss and practice freely in training, and Encouragement to apply in novel work environment.

The model by Rouiller and Goldstein (1993) explains the relationship between learning in training, organisational climate, and trainee performance in the job- setting with an emphasis on support at the organisational level. Their study covered employee perception of transfer of training climate. They conducted analysis of manager trainees of fast-food restaurants who revealed an improvement in performance when they worked in a more positive organisational transfer climate. It was also found that performance of manager trainees was positively correlated with the level of learning in the training. "This research suggests that organisational transfer climate is a tool that should be investigated as a potential facilitator for enhancing positive transfer of training into the work environment" (Rouiller & Goldstein, 1993).

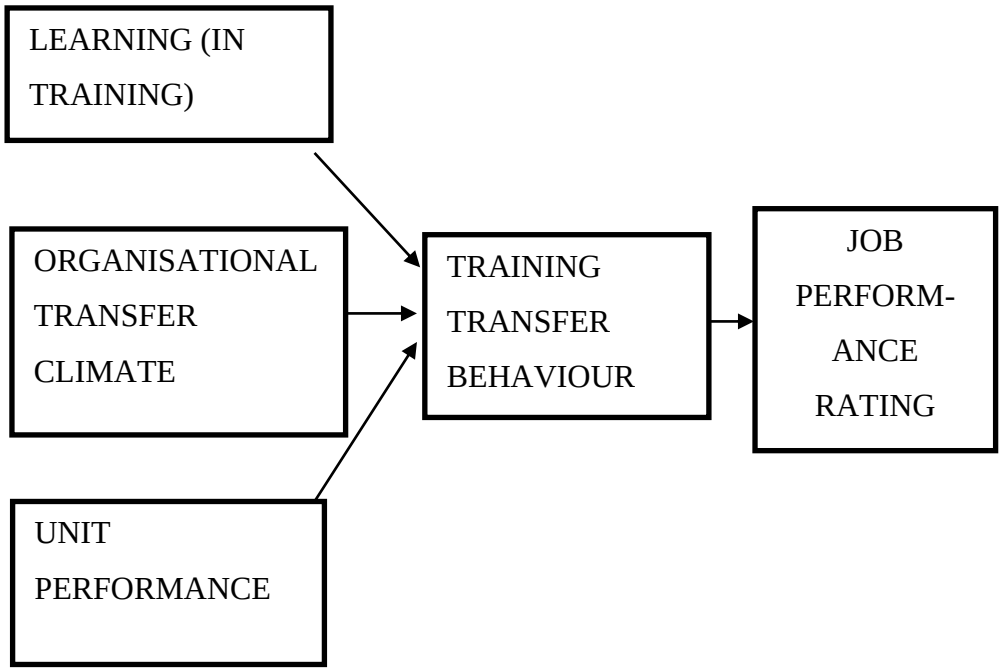

Figure 2: Model for Organisational Transfer Climate.

Source: Rouiller & Goldstein (1993), Organisational Transfer Climate.

The model by Rouiller and Goldstein (1993) also explains the impact of organisational transfer climate (work environment) on transfer of training. In this model it identifies organisational climate as a key element in training transfer behaviour leading to job performance rating. Thus, for the trainee to be ready to transfer the climate in which the trainee finds himself must be supportive for transfer to occur.

The study conducted by Shad (2008) developed a model for his PhD thesis on the influence of organisational work environment on transfer of training. The model he developed is what the researcher used in this research. The factors considered for the model touched on both organisational provisions and other human factors. The basis of Shad's model was on Tracey, Tannenbaum, and Kavanagh (1995) and Rouiller and Goldstein's (1993) study which asserted that "various training-related cues in work environment can facilitate or hinder the application of newly trained behaviours for both new and experienced supervisors."

The model specifically developed for this study involved areas of social support, resource support, and other measures that consider eight factors of work environment such as management support, peer support, technological support, budget availability, physical and aesthetic environment, opportunity to perform, workload, and workplace religiosity.

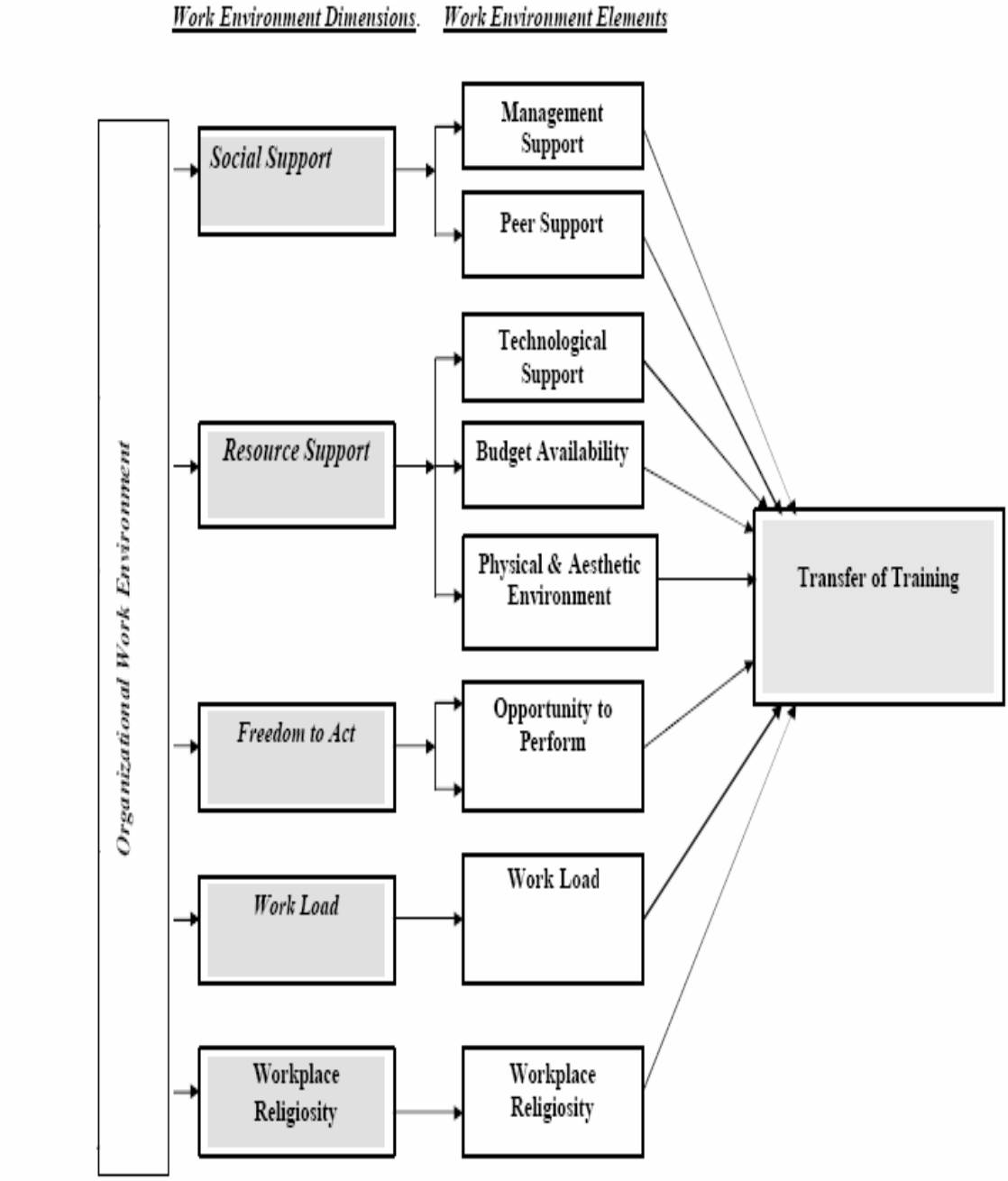

Figure 3: Model for Organisational Climate and Transfer of Training.

Source: Shad (2008), Organisational Climate and Transfer of Training-PhD Thesis.

The first environmental factor is Management Support. The researcher draws on with various researches that attest to the fact that management support has a significant impact on transfer of training. He refers to Baldwin and Ford's research which relates to supervisory support as a multi-dimensional construct by nature. He further explains that "in order to formulate interventions that affect improvement in the work environment, there is a need to carefully study all possible variables constituting supervisory support."

He observed from various researches that when trainees are confident that their supervisor supports the application of newly developed knowledge and skills back to their jobs, they do well to transfer the new competencies back to the job (Bates et al., 2000; Brinkerhoff & Montesino, 1995). Lim and Johnson (2002) also confirm that work environmental factors related to supervisors were among the strongest factors of affecting transfer of training. It is also noteworthy that supervisory support also positively affects the trainee's attitude towards the training, which in turn has a direct effect on effective transfer of training (Huczynski & Lewis, 1980).

Secondly, Peer Support is also said to have a significant influence on performance after training. It is known as the extent to which colleagues support the application of learning on the job. Studies indicate that there is a positive effect of peer support on the trainee's motivation to transfer (Clark et al., 1993), and Rouna, Leimbach, Holton and Bates (2002). Bates, et al (2000) also found that peer support was a significant predictor of training transfer. Peer support also extends its impact beyond the immediate physical space.

Hawley and Barnard (2005) suggest that peer support is significant factor even across geographic distances.

Technological support is also one of the elements that has an effect on transfer of training. However, it depends on the perceived levels of task complexity and the role of technology in order to achieve the task. A research by Rouiller and Goldstein (1993) points out that innovation in technology and the new generation of programmed instruction leading to computer-aided training has positive implications on transfer on technology. Again, Budget Availability is also considered to influence transfer of training. A budget is a planned financial preparation for an activity to be conducted. Every training programme has financial implications and these implications affect transfer of training to a large extent. Financial availability has a direct impact on the training design and the quality of training provided and also goes further to affect what is done after training. For example, if a staff is trained on the use of a particular software, the organisation should be willing to invest in the purchasing of that software so that staff can use it to perform their activities after the training has been received.

Physical and aesthetic environment has an important contribution towards the quality of training received and its application. Rouiller and Goldstein (1993) revealed that the physical environment impacts on the workers performance back on the job. Thus, the infrastructure greatly influences the level of performance and worker motivation and satisfaction, and thus raises the transfer level. One of the important aspects of training transfer is to address the gap between training environment and work

environment. In this light, studies show that trainees returning to a supportive work environment appear to show greater utilisation of skills learned during training (Baumgartel, et al, 1984; Broad & Newstrom, 1992; Foxon, 1997; Rouiller, 1989). Since aesthetics is a vital part of the physical environment, it may effect upon reduced employee stress, increased interest at work, and thus play a part in improving transfer of training.

Another factor that facilitates transfer is Opportunity to Perform**.** Holton et al (2000) state that opportunity to perform actually enables trainees with adequate resources to use their learned skills on the job. Providing employees with the opportunity to perform improves the efficiency of transfer and application. Seyler et al (1998) in his studies found that opportunity to use trained skills was one of the key environmental factors that motivated transfer of training. Moreover, Clark (2002) in his study identified that opportunity to use learnt skills during training had a positive impact upon the transfer process. Research by Lim and Johnson (2002) also revealed that opportunity to use new learning was a primary source for transfer.

Workload is also another area of the work climate that affects transfer. Workload pressure is the influence of work quantity, high performance expectations in less time period, or simply more work per given time. In a survey, Brown (2005) found workload and motivation for learning as determining factors for the aggregate time spent in e-learning courses. Marx (1982) also observes that, time management skills along with delegative leadership style should be adopted to balance out workload among employees in case time pressure for completion of a project poses a high risk situation.

Finally, Workplace Religiosity is also identified to influence transfer of training. Weaver and Agle (2002) maintain that the topic of religious beliefs and its impact on management has received few investigations and thus too little attention. Moreover, considering importance of complexities with religiosity in the workplace they find religious expression to be always influential. Everyone can perform positively if the management around (family, society, state) does not leave a person alone to do otherwise. The level of religiosity also has a positive and significant relation with regularity pertaining to worker's voluntary work.

Empirical Evidence on the Effect of Organisational Climate on Transfer of Training.

Gyimah (2013) in his research sought to evaluate the factors of organisational climate that affected a trainee's ability to transfer training back to the job in ASA, a non-profit financial organisation in Ghana. The study was conducted using various participants from a Savings and Loans organisation in Ghana. The participants consisted of all employees directly linked to microfinance activities and had been at post for at least 12 consecutive months. First, purposive sampling technique was first used here to identify employees whose working period was not less than 12 months within the various organisations; a simple random sampling was then used to choose a subset for the study. The total sample size reached was 189 workers.

The inclusion criteria were all employees at the various organisations that were available and willing to participate. The exclusion criteria were

employees that were not available or not willing to decide to participate. A modified version of the PhD thesis by Ikramullah Shad (2008) was adapted for the questionnaire.The results from the researcher's findings was consistent with the results of other researches in the subject area which agreed that organisational climate contributes much to transfer of training and therefore proper attention must be given to it in order to ensure that investment in training yields its desired outcome – transfer (Shad, 2008; Mohammed et al, 2013).

Gyimah identified management support, peer support, budget availability, motivational level, self-efficacy and opportunity to perform as the constituents of the organisational climate that affected transfer of training among workers of ASA Ghana. The researcher asserted that all the elements of the organisational climate exerted some level of effect on transfer of training, but their explanatory power was not the same. The researcher emphasized that the importance of management support, motivation level, and self-efficacy/ability could not be undermined as a significant amount of transfer of training depended on those variables.

In the study of "What Factors Affect Learning Transfer?", Feixas, et al (2013) identified Academic Development Factor, Participant's Factor and Environmental Factors to be the factors that had effect on transfer of training. The researchers found that Team's culture, Students' feedback, Institutional recognition, Environmental resources, Willingness to change and Study programme coordinator's support were the elements of the Environmental Factors (Organisational climate) as per the case study organisation. Per the

study, it was revealed that though organisational climate had effect on transfer of training, its effect was weaker compared to that of Academic Development Factor and Participant's Factor. This is because the elements of the organisational climate showed "weak facilitators" to transfer of training in the study results and analysis.

In Agyei's (2014) research on "Examining factors affecting beginning teachers' transfer of learning of ICT-enhanced learning activities in their teaching practice", the researcher identified the organisational climate; school environment characteristics (SEC) (school- related factors: school culture, availability of resources, rewards and incentives and participation in decision making) to directly or indirectly influence transfer. Agyei's results of the study showed that beginning teachers continued to employ aspects of the ICT-enhanced activity-based learning in their professional and teaching practice within the existing support structures of their respective schools. The most influential factor reported, which seemed to facilitate teachers' transfer and use of the ICT enhanced activity-based learning activities, was the strong pedagogical views about the professional development programme that beginning teachers still hold several months after finishing their teacher education preparatory programme.

From Gyimah (2013), Feixas et al (2013) and Agyei (2014) studies, it is evident that organisational climate to a large extent has effect on transfer of training. However, the most compelling elements of the climate that will affect transfer of training will depend on the type of organisation or workplace and how workers perceive them.

In-service Training

According to Mathis and Jackson (2008) edition of Human Resource Management, there are several methods of training. These methods can be grouped into internal training and external training. Internal training can be sub divided into informal training and on-the-job training methods. Kontoghiorghes (2002) in his study on "predicting motivation to learn and motivation to transfer learning back to the job in a service organization" defines in-service training as to train or educate someone while they are working, to give on-the-job training. It can therefore be explained that in-service training is also known as on-the-job training. In-service training is applicable to this study because it is the best type of training that is appropriate for teachers.

In-service training is systematically teaching to improve employee's necessary knowledge, skills, and behaviours during their work life (Tok & Tok, 2009). In-service training is planned actions for developing of training that prepare some opportunities for trainers and managers in which they develop their profession, and its goal is to improve knowledge and capabilities (Günes *et al*, 2011). In order for the training to be effective, some issues should be considered. It may be necessary to change management type, and also training should be compatible with organisational culture (Sahinidis & Bouris, 2008). In-service training refers to a type of training that: is done during the employment of a person in an organisation; sets the goal to prepare people for good accomplishment of tasks and responsibilities of their jobs; is directed towards jobs and tasks that have been acquired by employees; mainly

comes out in 3 core pivots: developing knowledge, improving skills, and modifying attitudes (Ford, 1999); assists the personnel to develop and improve their job-skills and goes after on after employees' induction (Yang, 2008).

Moreover, FathiVajargah (2005) considers in-service training as a kind of systematic effort which apart from its main goal, seeks to coordinate and organise the future hopes, interests, and needs of the individuals with the needs and goals of an organisation in the form of the activities that are expected from individuals. Some researchers have highlighted that in-service training provides and builds a capacity in educators that supports positive behaviours. They have mentioned multidisciplinary, case study format, dynamic training process, comprehensive, and community building as the five features of their model for national in-service training (Dunlap *et al*, 2000).

The main purpose of in-service training may be summarized as to: empower individuals to be successful in their professions; develop professionalism, make their adaptation to the changes and novel situations in their professional life; and improve their required performances to meet the intended needs. (Altun & Gok, 2010).

Transfer of Training

Transfer of training has been defined as the degree to which trainees apply knowledge, skills, and attitudes they gain in training to their jobs (Holton, Bates, Seyler, & Carvalho, 1997). Holton (2000) explained transfer as, "The effective application, generalisability and maintenance of new knowledge, skills, and abilities to the workforce, as a result of undertaking and

educational strategy." According to Burke and Hutching (2007) training transfer generally refers to the use of trained knowledge and skills back on the job. Therefore, transfer of training, from the researcher's perspective can be explained as a process of facilitating efforts to make use of the learned behaviours leading to better results in the post-training context.

As any training is guided by objectives, an evaluation must help to gauge whether the goals set forth were attained. One of the key criteria for evaluating the effectiveness of any formal training program is the transfer of training to the job (Kirkpatrick, 1967). The pivotal role that past experiences and current problems play in supporting transfer of learning is a centerpiece of common elements theory of transfer (Butterfield & Nelson, 1989). Outcomes of several research studies support common elements theory and have demonstrated that commonalities between the learning situations and the actual work situations for the participants resulted in greater transfer of learning. For example, Stolovitch and Yapi (1997) found a large effect size (d = 2.4) in transfer between participants who participated in a case study method of training that involved strong links between training and the transfer task and participants who did not participate in case method training.

Baldwin and Ford (1988) one of the earliest writers on the subject of transfer of training suggest that for transfer to be possible, there must be an application of what has been learned and further more a culture of maintaining the learnt skill over a period of time until something new is acquired. Thus, organisational climate plays a major role in application of skill and more especially maintenance of the skill. In a negative climate, one may be able to

apply the newly learnt skill immediately they return from training. However, the climate may cause the individuals to revert to their former ways of doing things if they realise that there is no support for the transfer.

Factors that influence Transfer of In-service Training

There have been streams of research on factors that influence transfer of training in organisations. These streams of research have come out with three broad factors that influence transfer of training. These include: Training design, Individual trainee characteristics and Environment and context in which training and transfer takes place. All the three areas can influence transfer outcomes directly. In addition, transfer environment and context often impact indirectly on transfer outcomes through trainee characteristics. According to Feixas, Fernández and Zellweger (2013), transfer of training contains 10 factors organised into factors related to the training design, individual training characteristics related and environment related context factors. The three areas will be used as a broad structure, within which to context the details of the review, as follows.

Firstly, Academic Development factors (ADF) are classified into Training design and Learning degree. Training design is understood as the extent to which AD programmes or activities are designed to prepare academics in the skills needed to teach in Higher Education, as well as to which the AD programme is designed to encourage participants to make changes, bringing new ideas and experiences, and allows to practice new learning. It includes the degree to which trainer/developer is used as a model

using clear examples, similar to the learning environment, and activities and exercises show how to apply new knowledge and skills (Richman- Hirsch, 2001; Broad & Sullivan, 2001; Brown, 2005). Learning degree on the other hand refers to the perception of participants and awareness of the extent of learning acquired through AD programmes or activities (Rouiller & Goldstein, 1993; Xiao, 1996; Pineda & Quesada, 2013).

Secondly, Participant's factors are also grouped into Self-efficacy, Personal resources to transfer and Participants' expectations to transfer. In terms of Self-efficacy, academicians generally believe that they can change their behaviours and teaching practices if they want to, as a result of the participation in AD programmes or activities. More specifically, it is about how participants feel capable, confident and self-sufficient to implement new strategies in their teaching and overcome obstacles that limit the use of new knowledge and skills (Gaudine & Saks, 2004; Chiaburu & Marinova, 2005).

However, Personal resources to transfer is understood as to how participants establish priorities and have time, energy and mental capacity to carry out the necessary changes that allow them to transfer what they learned in their teaching practice. This factor refers the extent to which the workload, timing, personal dedication, and stress level facilitate or hinder the application of new learning into the classroom (Holton, Bates & Ruona, 2000). Participants' expectations to transfer refers to the direction, intensity and persistence of participant's efforts to use skills and knowledge in a teaching environment which had been acquired in AD programmes or activities. It explores how much academicians believe that the effort devoted to

transferring learning will lead to changes in teaching performance (improve teaching, student assessment). It also refers to the expectation that changes would be recognized and valued by the institution (Axtell et al., 1997; Chiaburu & Marinova, 2005; Moreno, 2009).

Thirdly, Environment factors are categorised into Environment resources to transfer, Participant's supervisor support, Team's teaching culture, Change resistance and Students' feedback. Environment resources to transfer refers to resources provided to participants to encourage transfer of learning. It involves an institution that facilitates academicians opportunities to apply new learning, needed resources to use new skills (equipment, information, materials, infra-structure), and adequate human and financial resources (Ford et al, 1992; Clarke, 2002; Lim & Morris, 2006).

Participant's supervisor support: this factor defines the extent to which participant's supervisor (study programme's coordinator) supports the transfer of learning, whether he or she encourages, shows interest, offers supports, and follows the transfer activities (Tziner, Haccoun & Kadish, 1992; Smith-Jentsch, Salas & Brannick, 2001). Team's teaching culture refers to the support provided by reference group to enable the application of new learning in the classroom. It includes a positive climate and a collaborative culture that provides participants with the necessary support to transfer new skills (feedback from the group about their teaching, exchange of experiences, content, teaching materials, among others) (Holton, Bates & Ruona, 2000; Chiaburu & Marinova, 2005; Hawley & Barnard, 2005).

Change resistance is understood as the extent to which the existence of group norms is perceived by participants as a resistor or they discourage the transfer of learning. It includes groups' resistance towards change, the willingness to strive for change, and the degree of support for people using the techniques learned in AD programmes or activities (Holton, Bates & Ruona, 2000). Students' feedback refers to the academicians beliefs that students' feedback about their teaching will encourage their application of new learning in the classroom, and the extent to which students appreciate the innovation in classroom (Feixas et al, 2013).

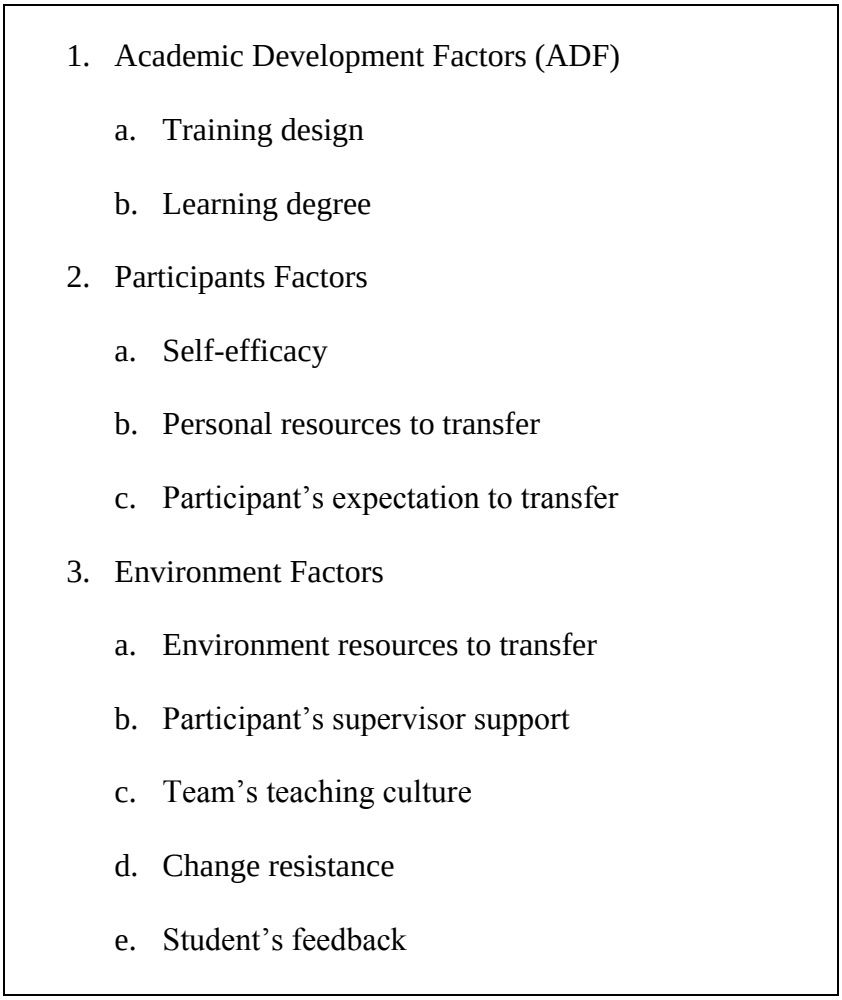

Figure 4: Transfer of Training Factors.

Source: Developed from Feixas et al (2013).

Organisational Climate

Organisational climate is a concept that deals with organisational members' perceptions of the working environment (Gyimah, 2013). This climate is directly influenced by administrators which in turn affects the motivation and behaviours of the entire staff (Raza, 2010). Katz and Kahn (1996) assert that the climate in an organisation reflects the type of people who compose the organisation, the work processes, means of communication and the exercise of authority within the individual organisation. Cooper and Santora (2003) consider organisational climate as representing the perception of objective characteristics by organisations members whiles he describes organisational climate as "people's perception of their working environment with regard to caring and friendliness." In other words, the interaction of workers and management should create a healthy organisational environment (Raza, 2010).

Organisational climate forms part of the broader climate concept, which includes aspects of the social environment that are consciously perceived by the organisational members (Patterson et al., 2004). According to Litwin and Stringer (1968) organisational climate is a set of measurable properties of the work environment', based on the collective perceptions of the people who live and work in the environment, and whose behaviour is influenced by their perceptions. Therefore, it can be said that organisational climate plays important role in setting the atmosphere conducive for a particular organisation (Raza, 2010).

According to Moran and Volwein (1992) as cited in Davidson (2000), organisational climate is a relatively enduring characteristic of an organisation which distinguishes it from other organisations: It embodies members' collective perceptions about their organisation with respect to such dimensions as autonomy, trust, cohesiveness, support, recognition, innovation and fairness, it is produced by members' interaction, it serves as a basis for interpreting the situation, it reflects the prevalent norms, values and attitudes of the organisations culture and it acts as a source of influence for shaping behaviour.

Organisational climate has much to offer in relation to its ability to explain behaviour of people in the workplace. According to Davidson (2000) in an empirical research conducted, climate has a considerable impact upon organisational effectiveness. Thus, the role of climate is said to be crucial in any organisational improvement process – such as training and development – which requires the implementation of a major organisational change or innovation.

Elements of Organisational Climate that are key for Transfer

Research on work environment factors that influence transfer has notably expanded since Baldwin and Ford (1988) identified supervisory support and opportunity to perform as critical components of supporting trainee skill maintenance. Researchers have explored the impact of the work environment on transfer by assessing variables independently and in aggregate as represented by a work environment or transfer climate factor. Both

approaches have yielded positive effects for how transfer may be influenced via support, cues, and consequences that exist through work relationships and as a part of the overall work design. In this section, the study discusses prior work on the strategic linkage of training, transfer climate, supervisory and peer support, opportunity to perform, and accountability.

Strategic Link

Learning and training interventions do not exist in a vacuum and as such we should consider their support of organisational goals and strategies. Montesino (2002) found a group of trainees who self-reported highest usage of training perceived a significantly higher alignment of the training programme with the strategic direction of the organisation. And Lim and Johnson (2002) found that Korean trainees perceived higher transfer when their learning outcomes matched trainees' departmental goals. In their case study, Watad and Ospina (1999) reported on a management development programme that enabled participants to strategically link their local decisions and daily work operations to the broader organisational mission. They consequently discovered an improvement for organisational effectiveness and learning. More empirical studies could bolster claims that strategically linking training to organisational goals improves transfer to the job.

Transfer Climate

The importance of holistic and more systemic models of transfer takes into account various factors outside of the learning intervention (Ruona et al.,

2002; Kontoghiorghes, 2002; Russ-Eft, 2002). Those situations and consequences in organisations that either inhibit or facilitate the use of what has been learned in training back on the job—referred in the literature as transfer climate (Rouiller & Goldstein, 1993)—have been shown to influence transfer outcomes directly (Kontoghiorghes, 2002; Lim & Morris, 2006; Mathieu et al., 1993; Tracey et al., 1995), indirectly as a moderator between individual or organisational factors and transfer (Burke, 1997), and as correlate to transfer implementation intentions (Machin & Fogarty, 2004).

Features of a positive transfer climate have been identified as cues that prompt trainees to use new skills, consequences for correct use of skills and remediation for not using skills, and social support from peers and supervisors in the form of incentives and feedback (Rouiller & Goldstein, 1993).

The corrected correlation coefficient between climate and transfer was moderately strong at .37 (cumulative sample size _ 525) in Colquitt et al.

(2000). Additionally, transfer climate has functioned to moderate the influence of post training transfer interventions, as found by Burke (1997) and Richman-Hirsch (2001), suggesting that climate should be considered before appending transfer intervention to training programmes in hopes of increasing skill application.

Specifically, Richman-Hirsch (2001) found trainees who perceived a supportive transfer climate were more likely to use goals to support transfer of skills from a customer service skills training than those that perceived an unsupportive transfer climate. Transfer climate also was found to help explain the relationship between organisational learning culture and perceived

innovation (Bates & Khasawneh, 2005), indicating that climate influences other learning dimensions outside of training programmes.

Supervisor/Peer Support

Perhaps the most consistent factor explaining the relationship between the work environment and transfer is the support trainees receive to use their new skills and knowledge (Clarke, 2002). The study reviews research on the role of supervisors and peers separate from transfer climate because each variable has been found to contribute a unique influence on training transfer across several studies. Although a few researchers have found mixed findings for the role of supervisory support in positively influencing transfer (Awoniyi, Griego, & Morgan, 2002; Chiaburu & Marinova, 2005; Facteau et al., 1995; Van der Klink, Gielen, & Nauta, 2001), the role of supervisors in influencing and supporting trainee transfer has been widely supported in both empirical and qualitative studies (Brinkerhoff & Montesino, 1995; Broad & Newstrom, 1992; Burke, 1999; Clarke, 2002).

Foxon (1993) found that trainees' perception of managerial support for using skills on the job correlates with increased report of transfer (*r* _ .36, p _ .001). Researchers have identified manager supportive behaviours such as discussing new learning, participating in training, providing encouragement and coaching to trainees about use of new knowledge and skills on the job as salient contributors to positive transfer (McSherry & Taylor, 1994; Smith-Jentsch, Salas, & Brannick, 2001; Tannenbaum, Smith-Jentsch, & Behson, 1998). Lim and Johnson (2002) identified that discussions with supervisors on

using new learning, supervisor's involvement in training, and positive feedback from supervisors were forms of support most recognized by trainees as positively influencing their transfer of learning.

Support from peers and colleagues have also proven to yield more consistent influence on trainee transfer than supervisory support (Facteau et al., 1995). When testing a model of individual and organisational support for transfer, peer support emerged as having the only significant relationship (*B* _ .65, p _ 0.05) with skill transfer in the modeled relationship; the other variables (supervisory support, self-efficacy, and goal orientation) affected skill transfer through pretraining motivation (Chiaburu & Marinova, 2005). In a qualitative study exploring which peer support behaviours were most influential on transfer,

Hawley and Barnard (2005) found networking with peers and sharing ideas about course content helped promote skill transfer 6 months after training. However, despite the findings for peer support and trainee transfer, the lack of manager support participants perceived back on the job limited the positive influence of peer support on continued skill maintenance. Follow-up focus groups conducted 6 months after the training revealed that manager support of transfer could be improved with a better alignment of organisational and training goals.

Opportunity to Perform

Research has consistently shown that positive transfer is limited when trainees are not provided with opportunities to use new learning in their work

setting (Brinkerhoff & Montesino, 1995; Gaudine & Saks, 2004; Lim & Morris, 2006). Ford and Quinones (1992) found that airmen obtained differential opportunities to perform trained tasks and that these differences were related to supervisory attitudes. In Clarke (2002), limited opportunity to perform skills on the job was the highest impediment to successful training transfer.

Notably, opportunity to use the trained skills was rated as the highest form of support for learners and the lack of opportunity to use training was rated as the biggest obstacle to transfer (Lim & Johnson, 2002). To provide opportunities, managers should consider modifying their employees' normal workload to allow them to practice new skills on the job (Clarke, 2002; Gregoire, 1994; Rooney, 1985) to further enhance transfer results. These findings might also suggest action planning or transfer discussions between learners and supervisors occur prior to training, although empirical support for such simple transfer interventions is rare.

Accountability

One understudied work environment variable is accountability, defined as the degree to which the organisation, culture, and/or management expects learners to use trained knowledge and skills on the job and holds them responsible for doing so (Brinkerhoff & Montesino, 1995; Kontoghiorghes, 2002). Baldwin, Magjuka, and Loher (1991) found being held accountable for using new knowledge and skills signaled to trainees that transfer is important. According to Bates (2003), assessment of transfer makes trainees, trainers, and

others accountable for transfer success and helps create a culture that values learning and its application to the job. Longnecker's (2004) survey of 278 managers indicated that a primary learning imperative to increase transfer of learning is enhancing accountability for application, such as requiring a trainee's report posttraining. Russ-Eft (2002) also includes supervisory sanctions as a situational element that can enhance responsibility to transfer.

Conceptual Framework

Transfer of training is the ability to transfer what one has learnt from a training exercise back to the job. Transfer of training can only be possible provided the right climate and environment is provided to the worker to perform. The figure below is a conceptualisation developed from review of literature, the factors that facilitate transfer of training.

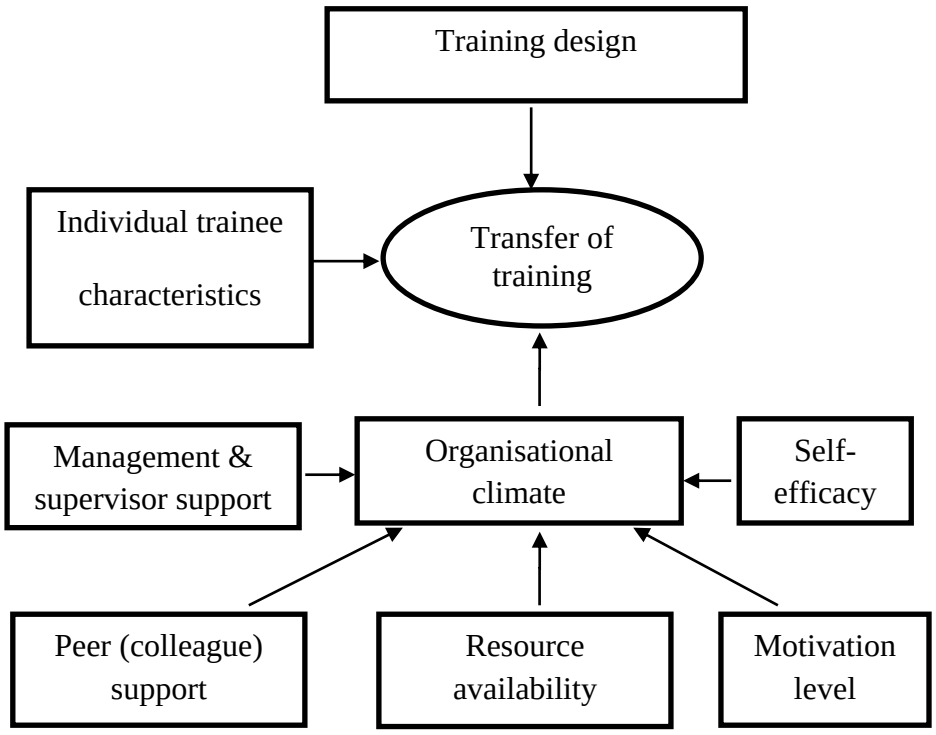

Figure 5: Conceptual Framework (Factors that affect Transfer of Training)

Source: developed by the researcher (from literature).

The conceptual framework diagram above describes the various factors that affect transfer of training. The three major factors are Training design, Individual trainee characteristics and organisational climate. The study focuses on the organisational climate and its effect on transfer of training. The elements of the organisational climate that affect transfer as per this study are Management Support, Peers (Colleagues) Support, Resource Availability, Motivational Level and Self-efficacy.

Summary of Literature Review

Transfer of training is the ability to transfer what has been learnt from a training exercise back to the job. There are various forms of transfer, and supervisors must be aware of these when facilitating transfer. Again, In-service training has been identified as an important tool for organisational performance. For In-service training to achieve its objective of transfer of training knowledge and skills, there must be a supportive organisational climate. The study sought to review literature on some elements of organisational climates and their effects on transfer of training.

The following stood out from the literature: research into transfer of training is a large and active field. There are many factors affecting transfer of training, the three main areas being training design, individual trainee characteristics, and the environment and context in which transfer takes place, also known as organisational climate; the organisational climate consists of management or supervisor support, peer (colleague) support, resource availability, motivation level, self-efficacy, among others; a worker's

organisational climate is mostly known by his own perception. Thus, if the worker feels the climate is supportive and therefore conducive for transfer, transfer may be possible and vice versa; transfer of training can only be possible provided the right climate and environment is provided to the worker to perform.

CHAPTER THREE

METHODOLOGY

Introduction

A research methodology is an organised discussion of methods used in the subject area of study (Goddard et al, 2004). The Chapter presents an approach and methodology adopted to achieve the outlined objectives of the study. It discusses the research design, the instrument, design and delivery, the sampling selection procedure, data sources, data collection and preliminary data analysis and presentation methods.

Research Design

Research design is the strategy and a guide for framework in developing and implementing structures among the study variables so as to address the study objectives (Kothari, 2004). The author explained that in order to generate maximal information in assessing the research objective, choice and effectiveness of the research design are keys. Thus, the research design provides for the basis for collecting relevant data with minimal cost and effort. Research design is the general strategy develops in order to address the research problem. It can be categorised into exploratory, descriptive and causal (Bui, 2009).

The exploratory research is conducted to obtain a better understanding on issues that the research problem revolve around, while descriptive research tries to describe the features of a phenomenon. Causal research is used to identify the causes and effect relationships between the main variable under

study. Based on this explanation, this study can be classified as causal in nature as it seeks to explain the effect relationships between organisational climate and transfer of training. Also the method is compatible with the study because it allows the research problem to be conducted in a very specific and set terms.

Again, the study adopts the descriptive design. The rationale for selecting this design is to allow the researcher to identify how organisational climate can facilitate transfer of training among teaching staff Fijai Senior High School. Even though the descriptive research design has its challenges such as being susceptible to distortion of information, particular attention will be given to safeguard the data from the influence of bias either from the researcher or the respondents.

The study takes the form of a cross-sectional survey to determine how organisational climate affects a learner's ability to transfer learning to the work place. A survey is a means of questioning a respondent via a collection of questions and instruction for both the respondent and the interviewers (Cooper & Schindler, 2001). The survey design is chosen so that generalisations can be made from the samples representing the population (Kerlinger & Lee, 2002). Neuman (2000) argues that such an approach can be justified in terms of the nature of information gathered.

Study Population

A population has been defined as a complete group of entities sharing some common set of characteristics (Zikmund, 1997). Drawing from this definition, the population for the current study specifically consists of all of

the 82 teaching staff of Fijai SHS, Sekondi-Ghana. These comprise of subject teachers and heads of departments.

Sampling and Sampling Procedure

The sample is made up of all teaching staff who had been in employment with Fijai SHS, Sekondi-Ghana for at least 12 consecutive months. The reason is that staffs who have worked for at least 12 consecutive months are likely to have attended at least one in-service training programme, which will be significant in responding to questionnaire for this study. The purposive sampling technique is first used to identify staff whose working period in Fijai SHS was not less than 12 months. This selection process was done with the aid of the Assistant Headmaster-Administration, who provided a list of staff names and date of employment. The total sample size reached was 62 teachers. The sample was made up of: subject teachers-53 and heads of department-9. Table 1 illustrates the departments and number of staff who make up the total sample size.

Table 1: Breakdown of the Sample Size

Department	Number of subject teachers
Business	7
General Science	12
Mathematics	10
Home Economics	5
English and Languages	8

Table 1: Continued

Department	Number of subject teachers
Social Science	10
Visual Arts	5
Information and communications technology (ICT)	3
Physical Education (P.E)	2
Total	**62**

Source: Computed from Staff list of Fijai SHS

The researcher in consultation with the Assistant Headmaster-Administration was given the permission to self-administer questionnaires to the various participants. Participants were allowed few minutes off their duties to be able to complete the questionnaire in private and in confidence without any interference. Participants who could not answer questionnaire at the said time were given ample time to complete and return to the researcher. The inclusion criteria were all teaching staff in Fijai SHS that were available and willing to participate. The exclusion criteria were teaching staff that were not available or not willing to participate.

Sources of Data Collection

Data for this study is obtained from a primary source. The research technique that is used to source the primary data is the use of questionnaires. The questionnaires provide information on worker interpretation of the climate in which they work in and how it affects their ability to transfer learning. A copy of the questionnaire is attached as Appendix 1.

Research Instrument

A structured self-administered questionnaire is used to collect data from participants. The research questionnaire consists of three sections. Section A comprises items that seek for information on demographic characteristics of participants. Section B and C are adapted and modified from a PhD thesis by Shad (2008) which comprises 21 Organisational Climate statements and 12 Transfers of Training statements measured on a five-point Likert scale ("strongly agree" to "strongly disagree"). The value of five (5) is given to the highest level of Organisational Climate (strongly agree) and the value of one (1) is given to the lowest level of Organisational Climate (strongly disagree). The questionnaire is structured with close ended questions in order to ensure quick and easy completion of the questionnaire.

Validity and Reliability

A draft questionnaire was submitted to the supervisor for expert scrutiny to ascertain the relevance of each item and to ensure the content validity of the instrument. There is no strict means to design questionnaire. It may be designed in a form of closed ended questions, opened ended and contingency (Kothari, 2004). This study adopts both closed ended questions and opened ended questions. With the close ended questions, respondents are limited to choose from some categories of responses provided on the questionnaires whiles the open ended questions provide the respondents with the opportunities to supply their own answers in detailed. This type of questions requires that respondents provide responses to subsequent questions only if specific responses have already been provided.

Pre-Test

Pre-testing was done with a group of 10 teachers from three different senior high schools namely, Saint Mary's boys Senior High, Ahantaman Senior High and Fijai Senior High, to fill and carefully give their opinions about the clarity of the questions. The purpose of the pre-test was to remove ambiguities, and unnecessary items in the questionnaire. Pre-testing of the questionnaire helped unearth the face and content validity and reliability of the questions in measuring what was intended. Following the pre-testing some uncomfortable questions which did not have any adverse effect on the overall outcome of the study was removed or modified.

Data Collection Procedure

Techniques identified by Isaac and Michael (1995), was used to enhance the response rate which include a) make the questionnaire clear, state the importance of the instrument, make it look professional, and personalise introductory letter and b) Send a follow up letter to non-responsive respondents. Clearance was issued from the researcher's University to dispatch a letter to the headmaster of Fijai SHS, Sekondi-Ghana for permission to conduct the survey. The period of data collection was 4 weeks. Over the 4 weeks period, the sample was drawn and questionnaires self-administered.

The researcher was personally responsible for the distribution and collection of all questionnaires. In instances where the forms could not be completed in the time period which the researcher was available, a different time was allocated for collecting the questionnaire. Confidentiality and

anonymity were ensured throughout the execution of the study as participants did not have to disclose personal information or details on the questionnaire. Participants were also informed that it was a voluntary process and had every right to withdraw from the study if they wished to do so. After the data was collected from the various departments, it was captured electronically for the purpose of analysis.

Data Processing and Analysis

The data analysis exercise commenced with field editing of questionnaire, this checked the appropriateness, consistency and accuracy of the information provided by respondents. Primary data obtained from questionnaire were analysed with SPSS (Version 22.0). The SPSS software was used to breakdown the raw data that were collected from the field into simpler quantitative and tabular forms for easy understanding and assimilation. The software was used to generate the diagrams from tables needed for the analysis.

Summary

This chapter has discussed the extent of the research methodology for the study. The approach and design for the study as well as the bases for the choice have been discussed. The methodology chapter has also discussed among others the study population, sampling size and sampling techniques, sources of data, instrument and data analysis. The main data source for the study has been revealed as primary and these data are collected through questionnaire administration.

CHAPTER FOUR

RESULTS AND DISCUSION

Introduction

This Chapter presents results and their discussions. The discussions in this Chapter basically center on explaining the findings, comparing the findings with both theoretical and empirical evidences and finally the relevant implications. The chapter specifically presents the descriptive analysis and discusses among others, regression analysis and discussion of the study objectives.

Descriptive Analysis

Referring to available literature, for one to use appropriate statistical tool, the statistical properties of the data for the study should first be analysed. Doing this does not only reveal possible statistical inconsistency but also provide the basis for either to use parametric or non-parametric statistical methods. Table 2-8 display the demographic information of respondents and table 9-16 display the descriptive analysis results of the study to establish the normality for further analysis. The robustness and significant effect analysis in the study is shown in the table 17-19.

Demographic Characteristics of Respondents

Table 2 seeks to evaluate the age groups/range of Fijai SHS teachers who responded to the questionnaires.

Table 2: Ages of the Respondents

Age Range	Frequency	Valid Percent
18-29	2	3.2
30-39	34	54.8
40-49	23	37.1
50-59	3	4.8
Total	**62**	**100.0**

Field Data developed by the researcher (2015)

The age distribution of the respondents is expected to be lopsided towards those in the middle age. Respondents within that age group provide critical and objective assessment to issues that affect them one way or the other. From the table, it is evident that majority of the respondents who are between the ages of 30-39 constitutes 54.8 percent. Hence, 96.7 percent of the entire respondents in Fijai SHS are in the ideal age category that can provide a fair and objective assessment of the organisational climate in their respective departments.

Table 3 shows the number of male and female teachers who responded to the questionnaires.

Table 3: Gender Distribution of Respondents

Gender	Frequency	Valid Percent
Male	44	71.0
Female	18	29.0
Total	**62**	**100.0**

Field Data developed by the researcher (2015)

Table 3 also shows that male teachers who responded to the questionnaires were 44 (71%) whiles female teachers were 18 (29%). The difference was as a result of the fact that more males usually applied to teach than females.

Table 4 examines the position of teachers, focusing on two categories; how many teachers are subject masters and heads of departments?

Table 4: Job rank distribution of respondents

Rank	Frequency	Valid Percent
Subject Master	53	85.5
Head of Department	9	14.5
Total	**62**	**100.0**

Field Data developed by the researcher (2015)

Table 4 shows from the respondents that there were 53 (85.5%) subject masters in the school with 9 (14.5%) heads of departments. This is because there can only be 1 head of department for each of the 9 departments. Obviously, the rest of the teachers then were subject masters.

Table 5 shows the 9 different departments and their corresponding number of teachers. The focus is to identify the various respondents and their related departments.

Table 5: Department of Work

Department	Frequency	Valid Percent
Business	7	11.3
Science	12	19.4
Mathematics	10	16.1
Home Economics	5	8.1

Table 5: continued

Department	Frequency	Valid Percent
Languages	8	12.9
Social Sciences	10	16.1
Visual Arts	5	8.1
Information and communications technology (ICT)	3	4.8
Physical education (P.E)	2	3.2
Total	**62**	**100.0**

Field Data developed by the researcher (2015)

The school has 9 departments as Table 5 shows. The lead respondent department to this study is Science constituting 12 teachers (19.4%) and this may be attributed to the fact that science has a broader curriculum, and so more teachers. The lowest respondent department is P.E constituting 2 (3.2%) and this may be because P.E has a smaller curriculum, and so few teachers.

A teacher's tenure or experience of work may determine whether he/she will require frequent training or not. Table 6 helps to differentiate the experienced staff from non-experienced.

Table 6: Work Experience

Years of Experience	Frequency	Valid Percent
1-5	19	30.6
6-10	13	21.0
11-15	10	16.1
16-20	12	19.4

Table 6: Continued

Years of Experience	Frequency	Valid Percent
21-25	3	4.8
26-30	4	6.5
31 and above	1	1.6
Total	**62**	**100.0**

Field Data developed by the researcher (2015)

Table 6 depicts that, as the years of experience increases the frequency of teachers decreases. This is an indication that with the growing population of students, young but inexperienced teachers were being employed to facilitate teaching and learning. However, the old but highly experienced teachers had probably retired from work.

Table 7 seeks to examine the number of training that teachers had attended within the year of the research.

Table 7: Training Attended within the Present Year

	Frequency	Valid Percent
One	27	43.5
Two	28	45.2
Three	3	4.8
Four	3	4.8
Six	1	1.6
Total	**62**	**100.0**

Field Data developed by the researcher (2015)

Table 8 brings to bear how many of the training programmes were conducted, on-the-job, off-the-job or included both.

Table 8: Type of Training

	Frequency	Valid Percent
On-the-job	54	87.1
Off-the-job	7	11.3
Both	1	1.6
Total	**62**	**100.0**

Field Data developed by the researcher (2015)

Tables 6 and 7 show the total work experience and training programmes they have attended within the present year i.e. the year in which the study was carried out. The least experienced (1-5 years) formed the majority of respondents (30.6%) while those with the highest experience (over 31 years) constitute only 1.6%. Training of staff is essential to the development of the school. From Table 7, it can be observed that training activities have been organised for the teachers in the Fijai SHS. Besides, average of 28 of the respondents constituting 44.35% has attended at least one (1) or two (2) training activities within the present year. On the other hand, only 1 respondent has attended six (6) training programmes within the present year.

Per Table 8, on-the-job training constitutes 87.1% of all the organised training activities within the year of the study. This confirms the fact that in-service training is the type of training mostly offered to teachers in Fijai SHS. Thus, in-service training "is to train or educate someone while they are

working, to give on-the-job training"- (Kontoghiorghes, 2002). This type of training gives teachers the practical exposures in their teaching career.

Analysis of Study Objectives

It has been established from the tables discussed earlier in this chapter that the respondents are all qualified and competent enough to give critical assessment of organisational climate and transfer of in-service training in Fijai SHS. The objectives of this study are to identify whether organisational climate has an effect on transfer of in-service training; determine the main factors of organisational climate that influence transfer of in-service training among teachers of Fijai Senior High School; and to examine the extent to which organisational climate influence the transfer of in-service training in Fijai Senior High School. The discussion of the results will be based on each objective to help provide a good assessment and to achieve the study objective.

Objective 1: The elements of organisational climate that influence transfer

Table 9: **Question-wise Frequency Distribution of Responses for Availability of Management Support**

	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
Question 1	1	1	15	25	20
Question 2	0	2	8	37	15
Question 3	0	1	10	41	10

Table 9: Continued

	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
Question 4	0	0	13	43	6
Question 5	0	3	9	42	8
Question 6	0	1	7	49	5

Field Data developed by the researcher (2015)

From Table 9 on Management Support, the highest number of respondents (49) agreed to Question 6, "You like the overall quality of the supervision you receive after training". This was followed by (43) agreed under Question 4, "Management of your organisation consider training as important performance improvement tool". The highest respondents that disagreed were (3) under Question 5, 'During Performance Evaluation exercise you think inclusion of newly acquired skills and knowledge are relevant".

Table 10: Question-wise Frequency Distribution of Responses for Availability of Peer support

	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
Question 7	0	0	17	22	23
Question 8	0	0	20	42	0
Question 9	0	0	24	38	0
Question 10	0	13	23	26	0

Field Data developed by the researcher (2015)

Table 10 presents information on Peer Support. From the table above the highest number of respondents (42) representing 67.74% agreed with question 8, "Your colleagues are keen to know about your training" and the highest number of respondents (13) representing 20.97% disagreed to question 10, "Your colleagues are willing to share your workload in implementing newly learnt skill and techniques". It is very necessary to identify that though colleagues would like to learn what has been learnt by their peers during training, respondents were not willing to share in the workload. Thus, comparing the number of staff that disagreed to willingness to share in workload to those who responded in agreement, there is a difference of thirteen respondents with the bulk of respondents (23) not able to decide whether they would want to share workload or not.

Table 11: Question-wise Frequency Distribution of Responses for Resource Availability

	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
Question 11	41	21	0	0	0
Question 12	0	0	19	43	0
Question 13	0	45	17	0	0

Field Data developed by the researcher (2015)

In Resource availability Question 12, "Funds required for initiatives pertaining to newly learnt skills were provided in time" received a high frequency of agreement. Question 11, "Additional financial resources are rewarded to you for implementing newly learnt skills" showed responses

geared toward a strong disagreement. This is again supported when respondents indicated a high (45) frequency in question 13 "Your organisation fully supports your demand for additional funds" which suggests that the organisation wasn't willing to spend beyond what it has budgeted for.

Table 12: Question-wise Frequency Distribution of Responses for Motivational level

	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
Question 14	0	0	0	48	14
Question 15	0	0	0	26	36
Question 16	0	0	10	41	11
Question 17	0	0	0	29	33
Question 18	0	12	12	30	8

Field Data developed by the researcher (2015)

Table 12 presents Question 14, "Your job is an important asset to you" representing the highest frequency (48) in agreement. Respondent frequencies (12) represented highest disagreement in question 18, "You stay overtime (extra classes) to complete a task without expectation of overtime pay". Thus, 22.75% of respondents disagreed to staying at work overtime while another 22.75% neither agreed nor disagreed, meaning their actions to stay or not to stay overtime was not a frequent action or they had never thought about it.

Table 13: Question-wise Frequency Distribution of Responses for Self-efficacy/ability

	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
Question 19	0	0	3	38	21
Question 20	0	0	0	48	14
Question 21	0	0	0	42	20
Question 22	0	0	8	41	13
Question 23	0	0	8	45	9

Field Data developed by the researcher (2015)

In table 13, frequencies of respondents (48) represents highest frequencies in question 20, "You found the training contents easy to understand". There were no disagreements in this variable. However, it is worth noting that respondents (8) recorded neither agree nor disagree to Question 22, "Without much effort you could reproduce the material in the test" and Question 23, "You can apply concepts gained in training to fields other than your specialisation".

Table 14: Question-wise Frequency Distribution of Responses for Transfer of Training

	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
Question 1	0	0	0	36	26
Question 2	0	0	13	22	27
Question 3	0	0	0	41	21

Table 14: Continued

	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
Question 4	0	0	0	46	16
Question 5	0	0	0	29	33
Question 6	0	0	21	38	3
Question7	0	0	19	33	10
Question8	0	0	5	35	22
Question 9	0	0	0	36	26
Question10	0	0	0	40	22
Question 11	0	0	24	29	9
Question 12	0	0	0	42	20

Field Data developed by the researcher (2015)

In table 14 on Transfer of Training, the highest number of respondents (46) agreed to Question 4, "I can teach what I learnt during my training". No respondent disagreed to any question. No respondent showed negative response.

Mean Analysis

Table 15: Mean Scores of all Questions for 62 Respondents

Elements of organisational climate	Averages	Minimum	Maximum	Standard deviation
Management Support	3.49	1	5	0.66
Peer Support	3.08	1	5	0.74
Resource Availability	2.01	1	4	1.04

Table 15: Continued

Elements of organisational climate	Averages	Minimum	Maximum	Standard deviation
Motivational Level	3.17	2	5	0.75
Self-Efficacy	3.19	1	5	0.53
DEPENDENT VARIABLE				
Transfer of Training	3.5	2	5	0.59

Field Data developed by the researcher (2015)

Table 15 shows the mean scores for responses under each element of organisational climate. The lowest average index recorded is 2.01 under Resource availability whereas the highest average is 3.49 under Management Support. Minimum value of 1 was recorded in Management support, Peer Support, Resource Availability and Self-Ability while maximum value of 5 was recorded in all elements of Organisational Climate except Resource Availability which recorded a value of 4. The last column analysed standard deviation of perception of respondents regarding the various elements of independent variables. It was found that Resource Availability (1.04) has maximum variability while Self Efficacy (0.53) has minimum variability in the perception of respondents in the area of organisational climate.

With the dependent variable, Transfer of Training, the average was found to be 3.5 with a maximum value of 5 and a minimum value of 2. It recorded a 0.59 in standard deviation. From the above it is noticed that perception of workers in relation to the topic was widely spread. Thus, while some workers strongly agreed to some questions, other workers strongly disagreed to some other questions. This means that a data from a frequency

table will be able to explain in detail the various perceptions of workers and the percentages in relation to each question.

Table 16: Frequency Distribution of Responses

Elements of organisational climate	**Number of responses**		
INDEPENDENT VARIABLES	Below average	Above average	% Above average
Management Support	9	304	81.07
Peer Support	13	151	60.89
Resource Availability	107	43	23.12
Motivational Level	12	276	89.03
Self-Efficacy	0	291	93.87
DEPENDENT VARIABLE			
Transfer of Training	0	662	89.58

Field Data developed by the researcher (2015)

The average of all responses of Motivational Level as indicated in Table 15 for example is 3.17. Out of the responses from 62 respondents to the various questions under Motivational Level, responses above average were 276 while those below average were 12. Thus, 89.03 percent of respondents felt the organisation provided an environment which motivated them to transfer what was learnt during training back into the organisation. This was similar for the other elements which recorded high percentages in responses

that were above average as seen in table 16. This means that respondents had a high positive perception of their organisational climate except Resource availability which received a low response (23.12% above average response). Shim (2010) explains organisational climate as an "employees shared opinion and knowledge with others in their workplace". This, therefore, means that one's ability to transfer first comes from their opinion or knowledge of the workplace they find themselves.

With the findings above, it is evident that if workers think that their environment is supportive of transfer then transfer is possible. Resource availability (23.12% above average response) gives quite a scare. Unavailability of resources especially financial resources to enable transfer could be very dangerous and could be termed as inhibiting transfer. For transfer of training which the dependent variable is, the mean score from Table 15 is 3.5. Responses above average recorded 662 and that below average recorded 0. The percentage of responses above average is 89.58% which means that 89.58% of respondents believe that they are able to transfer what they learn during training back to the job, however, in different degrees.

Objective 2 and 3: Effect and extent of Organisational Climate on Transfer of In-service Training

The research seeks to find out the effect of organisational climate on transfer of training. Organisational Climate (OC) is broken down into five major elements namely, management support, peer support, resource availability, motivational levels, and self-efficacy/ ability. In order to analyse the overall effect of organisational climate on transfer of training and the

extent to which organisational climate influences transfer of training, the use of an appropriate yet robust statistical tool is considered. Direct logistic regression is applied to determine the extent (level) of influence exerted by the predictive variables (elements of OC) on the dependent variable (TOT).

Table 17: Collinearity Statistics

Model	Tolerance
Management Support	0.805
Peer Support	0.760
Resource Availability	0.704
Motivation Level	0.485
Self-Efficiency/Ability	0.482

a. Dependent Variable: transfer of training

Multicollinearity exists when the independent variables are highly correlated; it is therefore, advisable to always check for high intercorrelations among your predictor (independent) variables before proceeding. Ideally, your predictor variables should strongly relate to your dependent variable but not strongly related to each other. Under the Collinearity Statistics, Tolerance values that are very low (less than 0.1), indicates that the variable has high correlations with other variables in the model. Looking at table 17, all the tolerance values are greater than 0.4 indicating the nonexistence of Multicollinearity, giving us the go ahead for the regression analysis. Therefore, the variables considered in the model can be used.

Testing of Hypothesis

The main hypothesis of the dissertation is as follows:

Ho – There is no significant effect of Organisational Climate on Transfer of Training

H1 – There is a significant effect of Organisational Climate on Transfer of Training

Table 18: Omnibus Tests of Model Coefficients

Chi-square	df	Sig.	Cox & Snell R-Square	Nagelkerke R-Square	Classification
68.476	5	0.000	0.376	0.682	93.8

Source: Computed from SPSS 22.0

The Omnibus Tests of Model Coefficients gives us an overall indication of how well the model performs. This is referred to as a 'goodness of fit' test. For this set of results, a highly significant value (the Sig. value should be less than .05) is required. In this case, the full model containing all predictors is statistically significant, χ_2 (5, N = 62) = 68.48, p < 0.001, indicating that the model is able to distinguish between respondents who agreed and did not agree that there is transfer of training. The model as a whole explains between 37.6 percent (Cox and Snell R-square) and 68.2 percent (Nagelkerke R-square) of the variance in transfer of training explained by the model (from a minimum value of 0 to a maximum of approximately 1). These are described as pseudo R-square statistics, rather than the true R-square values that are provided in the multiple regression output.

Following from the R-square is R (derived by taking the square root of R-square) which is between 0.613 and 0.826, indicating a strong relationship between the combination of the individual variable (Organisational Climate) in the model and the dependent variable (Transfer of Training). The classification value in the table provides an indication of how well the model is able to predict the correct category (transfer of training / no transfer of training) for each case. The model correctly classifies 93.8 percent of cases overall (sometimes referred to as the percentage accuracy in classification: PAC).

Table 19: Logistic Regression Predicting Likelihood of Reporting Transfer of Training

Organisational Climate Factors	B	S.E.	Wald	d f	p	Odds Ratio	95 % C.I. for Odds Ratio	
							Lower	Upper
Management Support	5.11	1.70	9.04	1	0.00	165.33	5.92	4615.75
Peer Support	1.39	1.23	1.28	1	0.26	4.01	0.36	44.34
Resource Availability	1.31	1.10	1.42	1	0.23	3.69	0.43	31.68
Motivation Level	2.03	1.02	3.97	1	0.04	7.60	1.03	55.87
Self-Efficacy/ Ability	4.08	1.73	5.57	1	0.02	59.41	2.00	1768.09
Constant	-8.43	2.21	14.59	1	0.00	0.00		

Source: Computed from SPSS 22.0

The **B** values provided in the second column are equivalent to the B values obtained in a multiple regression analysis. These are the values that are used in an equation to calculate the probability of a case falling into a specific category. From table 19, our equation is derived as follows:

$$\ln\left(\frac{\hat{Y}}{1-\hat{Y}}\right) = A + \beta_1 X_1 + \beta_2 X_2 + \cdots + \beta_k X_k$$

Where $\hat{Y}_i$ is the estimated probability that the *i*th case (i = 1,...,n) is in one of the categories with constant A, coefficients B_j, and predictors, X_j for *k* predictors (j = 1, 2,. . ., *k*).

Therefore, the direct logistic regression equation creates the log of the odds:

$$\ln\left(\frac{\hat{Y}}{1-\hat{Y}}\right) = -8.43 + 5.11X_1 + 1.39X_2 + 1.31X_3 + 2.03X_4 + 4.08X_5$$

The linear regression equation is the natural log of the probability of being in one group (transfer of training, $\hat{\mathbf{Y}}$) divided by the probability of being in the other group (no transfer of training, **1-**$\hat{\mathbf{Y}}$). $\boldsymbol{X_1}$ is management support, $\boldsymbol{X_2}$ is peer support, $\boldsymbol{X_3}$ is budget availability, $\boldsymbol{X_4}$ is motivation level, and $\boldsymbol{X_5}$ is self-efficacy/ability. But as shown in Table 19, under the sixth column labeled **p**, only three of the independent variables made a unique statistically significant contribution ($p < 0.05$) to the model (Management Support, Motivation Level, and Self Efficacy/Ability). The others (Peer Support and Resource Availability) though made some level of contribution, but were not statistically significant.

The strongest predictor of reporting a transfer of training is management support, recording an odds ratio of 165.33. This indicated that respondents who had management support were over 165 times more likely to transfer their training than those who did not have management support,

controlling for all other factors in the model. This is followed by self-efficiency/ability with an odds ratio of 59.41, which means when one has the ability and also believes in himself or herself, one is 59.41 times likely to transfer the knowledge gained in training.

The third is motivational level with odds ratio of 7.60, which is a significant factor, indicates that for every additional motivation given, the respondents are 7.60 times likely to transfer their training, controlling for other factors in the model. This is followed by Peer Support with an odds ratio of 4.01, which means that when peers provide support to staff who have undergone training, one is 4.01 times likely to transfer knowledge gained in training. This is followed by Resource Availability. From the above, we can conclusively say that Organisational climate has a significant effect on Transfer of training using the majority effect of the individual elements of organisational climate. Therefore we have no reason to reject H1 – There is a significant effect of Organisational climate on Transfer of Training.

Summary

This chapter has provided and discussed the detailed results of the study. The descriptive statistics for all the study variables have been presented and discussed in this chapter. The regression analysis has been thoroughly discussed and significant effect established. Each of the specific objectives has been related to the statistical results. The focus of the study is to establish the effect some selected elements of the organisational climate have on the transfer of training in Fijai Senior High School. It has been established from the findings that all the elements of the organisational climate show significant

effect and that organisational climate affects transfer of training to a large degree. The results are consistent with studies carried out by Shad (2008); Acikgoz & Gunsel (2011); Mohammed et al (2013); and Gyimah (2013).

The results in the research support the hypothesis that there is a significant effect of Organisational Climate on Transfer of Training (Table 19). The R-square (93.8) value showed a strong relationship between the combination of the individual variable (Organisational Climate) and the dependent variable (Transfer of Training). All the elements of Organisational Climate showed positive effect. However, out of the five studied elements, Management Support and Self- Efficacy showed some higher levels of significant effect.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

The main purpose of the study was to examine the effect organisational climate had on transfer of training in Fijai Senior High School. The research questions included; what are the elements of the Organisational Climate in Fijai SHS; does organisational climate have effect on transfer of training; and to what extent does organisational climate influence transfer of in-service training in Fijai SHS? The results showed that organisational climate had a significant effect on transfer of training. Discussion of the results that emanated from the findings of the study in relation to the statement of the problem and the literature review has been done and the study concludes by offering recommendations and suggestions so as to improve transfer of training among teachers of Fijai SHS.

Summary

The focus of the study was to assess the organisational climate and transfer of training in Fijai SHS in Ghana. The study used survey design to collect and examine the sample data collected using questionnaire. The questionnaires are designed in four sections: demographic information, training participation, organisational climate and transfer of training.

The first objective of the study determines the main elements of the Organisational Climate in Fijai Senior High School and the key findings are:

1. Management support, peer support, resource availability, motivation to transfer and self-efficacy form part of the Organisational climate in Fijai SHS, as responses from respondents show positive.
2. Respondents have a high positive perception of the elements of their organisational climate except resource availability which received a low response (23.12% above average response).
3. If workers think that their environment is supportive of transfer then they believe that transfer is possible.

The second objective examines whether organisational climate has effect on transfer of training. Using the majority effect of the individual elements of organisational climate, the study reveals that organisational climate has a significant effect on transfer of training. The elements of the organisational climate (management support, peer support, resource availability and self-efficacy) showed significant effects of 5.11, 1.39, 1.31, 2.03 and 4.08 respectively.

The third objective examines the extent to which organisational climate influence transfer of training and the results revealed that:

1. Organisational climate has a strong effect on transfer of training. Thus, following from the R-Square where R is between 0.613 and 0.826, indicates a strong relationship between the combination of the individual variable (Organisational Climate) in the model and the dependent variable (Transfer of Training). Again, the Omnibus Tests of Model Coefficients correctly classifies 93.8 percent of cases overall (elements of organisational climate), also predicting a higher influence of organisational climate on transfer of training.

2. The strongest predictor of reporting a transfer of training is management support, recording an odds ratio of 165.33. This is followed by self-efficacy/ability recording 59.41. The other elements of the organisational climate, motivational level, peer support and resource availability recorded of 7.6, 4.1 and 3.69 respectively, showing minimum predictions of transfer.

Conclusions

The first objective sought to find the elements of organisational climate. It has been established that management support, peer support, resource availability and self-efficacy form the organisational climate in Fijai Senior High School. As such, these elements should be given the necessary attention in order to boost an enabling environment for workers. When these elements are supportive in terms of providing a positive atmosphere to the staff, it will help improve their job satisfaction.

The second objective which investigated the effect of organisational climate on transfer of training established from the findings that organisational climate to a large extent has significant effect on transfer of training. This implies that when the climate is conducive and supportive, transfer of training is possible. Thus, when teachers are satisfied with their organisational climate they are able to transfer what they have been trained on to do. This is further, to say that all the elements of organisational climate must be in place for effective transfer of training skills and knowledge to be possible.

The third objective examined the extent to which organisational climate influence transfer of training. It has been established from the study that organisational climate has a large influence on transfer of training. The

study has revealed a high effect of organisational climate on transfer of training. This indicates that when the climate is supportive, irrespective of other factors of transfer (which the study did not seek to find) being in place or not, transfer can still be possible. Overall, transfer of training is very important in the performance of an organisation, and for it to be achieved the necessary climate should be in place and supportive to the worker. The research however cannot be generalised to all senior high schools in the country due to the use of only one senior high school.

Recommendations

It has been well established that teachers training programmes have become necessary for the improvement of particular teachers' skill, capabilities, understanding, career journey, and efficiencies at the workplace. Training motivates the employee for the job. Teachers who undergo frequent training programmes are more efficient and effective as compared to the untrained. However, it is not enough for teachers to undergo training but the organisation plays important role in whether or not transfer will be possible. This calls for the organisation/school to fully support teachers to apply what they learn from training programmes.

Based on the results of the study, the following recommendations are made to management of Fijai SHS:

1. Management should provide the most suitable climate to workers for effective transfer of training. Organisations often have structures and systems in place that guide their activities. These structures and systems notwithstanding, must create an enabling environment for transfer of

training to occur. For example, the relationship of supervisors with their subordinates must be very friendly and attractive.

2. Management should ensure that trainers have requisite knowledge in their area of specialisation in order to impart the right knowledge to teachers during the course of their training.
3. Staff members must be addressed on the importance of transfer of training in order for them to transfer whatever they are taught in every training programme. If staff goes into training without understanding the need for that training, it most often ends up in no learning and therefore no transfer. Training programmes should therefore be based on need analysis and the staff's own identification of that need and importance for the training.
4. Management should make sure that all the elements of the organisational climate are given equal importance so that effective transfer can be achieved. This can be done by frequently evaluating the extent to which each element contributes to transfer of training and putting in place mechanisms that ensure that all the elements are fully in place.
5. In order to ensure that transfer takes place smoothly, budget should be allocated not just for the training programme but also for transfer. The level of budgetary support will enhance the transfer in the organisation.

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APPENDIX 1

UNIVERSITY OF CAPE COAST

MASTERS IN BUSINESS ADMINISTRATION: HUMAN RESOURCE MANAGEMENT - Dissertation Option

QUESTIONNAIRE ON THE EFFECT OF ORGANISATIONAL CLIMATE ON TRANSFER OF IN-SERVICE TRAINING AMONG TEACHERS OF FIJAI SENIOR HIGH SCHOOL

The primary objective of this study is to assess the effect of Organisational Climate on Transfer of In-service Training among teachers of Fijai Senior High School, Sekondi-Ghana. The purpose of this research questionnaire is to obtain information for the above stated objective. You are assured of full confidentiality, privacy and anonymity of all information supplied. The information will be used by the Researcher for the sole purpose of the study. Your assistance in answering the questions reliably and promptly is greatly appreciated. Thank you for your cooperation.

Part 1: Demographic information

What are your responds to the following statements listed below?

1. Age of Respondent: 18-29 [ ] 30-39 [ ] 40-49 [ ] 50-59 [ ] 60 and above [ ]

2. Gender: Male [ ] Female [ ]

3. Job Rank: Subject Master [ ] Head of department [ ]

4. Your department of work: Business [ ] Science [ ] Mathematics [ ] Home Economics [ ] Languages [ ] Social studies [ ] Visual Art [ ] ICT [ ] P.E [ ]

5. Total working experience in present job: ……

Part2: Training Participation

What are your responds to the following statements listed below?

1. Number of training programmes you have participated within present year.....

2. Duration of training (list in hours) ……

3. Form of Training: On-the-job [ ] Off-the-job [ ]

Part 3: Organisational Climate

Management and supervisor support

How do you rate the following statements as they relate to support from management?

Using a scale of 1 – 5 with 5 meaning strongly agree, 4 agree, 3 neither agree nor disagree, 2 disagree, 1 Strongly Disagree. Please tick the appropriate column that best describes your response.

No.	**Statement**	**Please tick in order of importance**				
		5	4	3	2	1
1	Your supervisors provide you with required office support facilities after training					

No.	Statement	Please tick in order of importance				
		5	4	3	2	1
2	Your supervisors encourage you to share newly learnt concepts with your colleagues					
3	Your supervisors set new goals for you in order to benefit from new skills and concepts learnt during training					
4	Management of your organisation consider training as important performance improvement tool					
5	During Performance Evaluation exercise you think inclusion of newly acquired skills and knowledge are relevant					
6	You like the overall quality of the supervision you receive after training					

Peers (Colleagues) Support

How do you rate the following statements as they relate to support from management?

Using a scale of 1 – 5 with 5 meaning strongly agree, 4 agree, 3 neither agree nor disagree, 2 disagree, 1 Strongly Disagree. Please tick the appropriate column that best describes your response

No.	**Statement**	**Please tick in order of importance**				
		5	4	3	2	1
7	Your colleagues support your initiative to implement skills and knowledge learnt by you during trainings					
8	Your colleagues are keen to know about your training					
9	Your colleagues want to adopt your newly acquired style of work					
10	Your colleagues are willing to share your workload in implementing newly learnt skills and techniques					

Resource Availability

How do you rate the following statements as they relate to resource availability?

Using a scale of 1 – 5 with 5 meaning strongly agree, 4 agree, 3 neither agree nor disagree, 2 disagree, 1 Strongly Disagree. Please tick the appropriate column that best describes your response.

No.	**Statement**	**Please tick in order of importance**				
		5	4	3	2	1
11	Additional financial resources are rewarded to you for implementing newly learnt skills					
12	Funds required for initiatives pertaining to newly learnt skills were provided in time					
13	Your organisation fully supports your demand for additional funds					

About Motivation Level

How are these statements applicable to you after a training program?

Using a scale of 1 – 5 with 5 meaning strongly agree, 4 agree, 3 neither agree nor disagree, 2 disagree, 1 Strongly Disagree. Please tick the appropriate column that best describes your response.

No.	Statement	Please tick in order of importance				
		5	4	3	2	1
14	Your job is an important asset to you					
15	You always reach school on time					
16	You work extra hours (extra classes) so that you can perform your job in an excellent manner					
17	You feel satisfied when you complete an assigned task					
18	You stay overtime (extra classes) to complete a task without expectation of overtime pay					

Ability/Self Efficacy

How do you rate the following statements after the training program(s)?

Using a scale of 1 – 5 with 5 meaning strongly agree, 4 agree, 3 neither agree nor disagree, 2 disagree, 1 Strongly Disagree. Please tick the appropriate column that best describes your response.

No.	Statement	Please tick in order of importance				
		5	4	3	2	1
19	You have requisite education in your profession					
20	You found the training contents easy to understand					
21	You did not need extra coaching during training period					
22	Without much effort you could reproduce the material in the test					
23	You can apply concepts gained in training to fields other than your specialisation					

Part 4: Transfer of Training

How do you rate the following statements after training?

Using a scale of 1 – 5 with 5 meaning strongly agree, 4 agree, 3 neither agree nor disagree, 2 disagree, 1 Strongly Disagree. Please tick the appropriate column that best describes your Response.

No.	Statement	Please tick in order of importance				
		5	4	3	2	1
About UNDERSTANDING (Learning)						
1	After training I had a sound comprehension of concepts taught					
2	I can answer all the questions about the content of training					
3	The technical terms used in training have become part of my vocabulary					
4	I can teach what I learnt during my training					
About RETENTION AND RECALL (Maintenance)						
5	I can recall the overall message of the training					
6	I can recall the main units of the training					

No.	Statement	Please tick in order of importance				
		5	4	3	2	1
7	I can recall the details of each unit of training					
8	I can reproduce in writing the gist of any part of the training modules/ units					
About APPLICATION (Transfer)						
9	Based on my training I can handle day-to-day problems of teaching student					
10	I can apply concepts gained in training to fields other than my specialisation					
12	I have been able to apply concepts learnt in training to business fields in general					

Thank you.