

**DETERMINANTS OF EFFECTIVE TRAINING TRANSFER IN
ORGANIZATIONS: A CASE OF THE KENYA JUDICIARY**

BY

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DECLARATION

DECLARATION BY CANDIDATE

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DEDICATION

Firstly to the Kenya Judiciary family and leadership, you offered the most pleasurable environment to work that culminated this study, mother Sokome, you held my little hand and took me to school, taught me many things and answered all my curious questions unceasingly. Secondly, to my mentor and teacher, Jeniffer Kiptui, you inspired and constantly reminded me hurdles of life drawing experiential examples from our own family, elder brother Stephen, for selflessly taking lead in the family, your support is beyond what all of us can repay. Thirdly sincere gratitude to all my brothers and sisters, each of them remarkable in own way, each of them possessed of fine qualities, buttressed by great habits, and destined for wonderful things, my early childhood teachers Teresa Tarus, Jane Eric and Henry Rotich whose valuable knowledge informed my future. Last but not least, to Winnie, the pride of my heart, I truly appreciate your support and love since you accepted me. To my lovely daughter Kacy, the joy you add to our lives, we shall forever cherish!

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ABSTRACT

Effective training is an important element to the performance and success of an organization. It indicates that it is a major challenge in many organizations in Kenya. This is to say that ineffective training can cause significant problems in an organization such as low employee motivation, lack of innovation, decreased performance and failure to apply the new learning on the job as expected and subsequently no Return on Investment. It thus leaves one with the question what are perceived to be the determinants of effective training transfer among employees in an organization. This study therefore sought to investigate the determinants of effective training transfer in organizations with a focus on the Kenya Judiciary. The study was guided by the following objectives: to find out the perceptions of employees on effectiveness of training delivery; to examine training transfer outcomes as a result of employee self-appraisal; to analyze the impact of employee facilitation on the effectiveness of training transfer; and to examine ways of support for training transfer. The study was based on Kirkpatrick's (2000) 4 level evaluation model which argues that effective training must be based on needs, reachable targets, benefits and that effective methods must be done at the right time, place and to the right target for results. The study adopted a descriptive survey design to collect data. A target population of 450 was used out of which a sample size of 150 was picked through simple random sampling. Structured questionnaires and interviews were used to collect qualitative and quantitative data respectively. Quantitative data was analyzed with the use of Statistical Package for Social Sciences (SPSS) version 21 and presented using tables. Qualitative data from interviews was analyzed based on content analysis. The study revealed that effective training transfer in an organization is determined by the quality of training delivery, close support of the employees by the management and supervisors. The study findings indicated that effective training transfer had a positive and significant effect on employee performance. Obtained results showed that there was a significant positive relationship between employee perception on training delivery, employee self-appraisal, employee facilitation, and support of training transfer in the Kenya Judiciary. Moreover, the findings revealed that there is a significant positive moderating effect between motivation and effective training transfer. The moderating effect strengthened the positive relationship between employee perception on training delivery, employee self-appraisal, employee facilitation, and training transfer support. The study recommended that organizations including the Judiciary should device learning transfer framework to ensure robust learning, organizational learning culture and support for an effective training transfer. It further recommended that the Judiciary should adopt an effective training transfer strategy engraved in its business strategy characterized by organization's regularly analyzing training and communicating the same strategy to employees. The study suggests future studies should look at training transfer in other judicial institutions for a comparative study.

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LIST OF ABBREVIATIONS

ASTD	American Society for Training & Development
CJE	Continuous Judicial Education
DHR	Directorate of Human Resource Management
HRD	Human Resource Development
HRM	Human Resource Management
JSC	Judicial Service Commission
JTF	Judiciary Transformation Framework
JTI	Judiciary Training Institute
KRA	Key Result Areas
ROI	Return on Investment
SHRM	Society for Human Resource Management
SOJA	State of the Judiciary Address
SoYA	State of the Judiciary Yearly Assessment
TNA	Training Needs Assessment
TOL	Transfer of Learning

DEFINITION OF TERMS

Effective training	Training that meets the expectation of the employer from the way the employee exhibits at the job. This includes the outcomes as a result of participating in a training activity usually through change of behavior of employees
Employee	The trainees sent by their employers to participate in a given training to gain knowledge in an area of need
Employee engagement	Refers to the level of commitment and involvement an employee has towards the organization
Employee facilitation	refers to giving the necessary environment within which training transfer will occur in order for training transfer performance
Employee perception	Refers to the way the trainees view the training delivery, facilitators, training environment and their belief in their abilities to support training
Employee self-appraisal	Self-judgment or assessment of the quality of their own work and feedback on their abilities
Generalization	The extent to which the knowledge and skill acquired in a learning setting are applied to the work place
Human Resource Development	Enhancing workforce effectiveness and productivity through learning and supervisor support as well as developing capacity for them

to perform their duties effectively with specific goals of improving one's capability, capacity, productivity and performance

Induction

Training given to employees in order to expose them to the new roles ahead of them to performing duties

Ineffective training

Training deemed not have achieved the intended objectives mainly observed when employees' behavior has not changed or changed to the negative

Instruction

Structured activities that aim at the learners being able to generalize beyond the specifics of what has been taught

Maintenance

The extent to which changes that result from the learning experience persist over time and sustained to continue benefiting the institution of the Judiciary

New learning

Refers to the new skills acquired by trainees on attending a training and are expected to carry over to the work situation evidenced with change of behavior

Organizational Climate

Includes work and environment factors that inhibit, reduce, or promote training transfer whether in the organization or externally from other organizations like-minded and those competing

Performance Management	Refers to ongoing, continuous process of communicating and clarifying job responsibilities, priorities and performance expectations in order to ensure mutual understanding between supervisor and employee
Talent	Those individuals who can make a difference to organizational performance either through their immediate contribution or, in the longer-term, by demonstrating the highest levels of potential
Training delivery	Offering instruction or teaching during training program to employees in order to pass the knowledge or skills to the learner. It involves interaction between the trainer and the learning as well as the learning resources.
Training Transfer	Application of new knowledge, skills and attitudes acquired from a training by the employees to the job and subsequent maintenance over time for the purposes of improving job performance
Training Transfer support	Supervisor and management support through ensuring the trainee gets the required needs to practice what they learnt during the training by providing the ample environment where training transfer thrives

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

This chapter introduces the study by giving an overview of the background of the study. It focuses on the purpose of the study, statement of the problem, research objectives, research objectives and questions, the significance of the study, scope and limitations of the study. It concludes with the conceptual framework of the study.

According to Cascio, 2000; Noe et al., (2006), organizations spend an immense amount of time and money on training in order to facilitate employees' learning of job-related competencies. They further ensure that all of their investments in human capital provide maximum returns because the aim of every business is to achieve profit. The profit will only be manifested by change in behavior and performance management by the employees in the organization. Baldwin & Ford, 1988; Broad & Newstrom, 1992 observed that although that happens, the rate of transfer of skills learned in training and practiced back in the workplace has been disappointing for most organizations. The major component of effective training is the ability of trainees to apply the knowledge, skills gained from the training in to their work and the process of transferring new learning from a training course in to the organization of the work place is the most important stage in the training process.

Transfer of training is an area of focus in the field of Instructional Technology. Anglin (1995) defines it as the systemic and systematic application of strategies and techniques derived from behavior and physical science concepts and other knowledge

to the solution of instructional problems. When there is widespread failure of trainees to use what they have been taught in the classroom, in the workplace, then it becomes an instructional problem that must be addressed. This is because it is the expectation of every other organization, every time, that their employees use the acquired knowledge to enhance their capacity and hence a job well done.

The Judiciary in Kenya, one of the three co-equal arms of government, is undoubtedly of this kind. It is established under Chapter 10 of the Constitution and is the custodian of justice. Its key mission is to deliver justice fairly, impartially and expeditiously, promote equal access to justice and advance local jurisprudence by upholding the rule of law. It performs this function by providing independent, accessible and responsive justice to all Kenyan people without bias with determination for resolution of disputes.

The Kenya Constitution 2010 explicitly in its preamble states the aspirations of the Kenyan people; it asserts a government based on the essential values of human rights, equality, freedom, democracy, social justice and the rule of law. Through the Constitution, Kenyans wish to create a society undergirded by all the national values and principles of governance articulated in Article 10 of the Constitution and have tasked all government organs – including the Judiciary – to advance the substance, objects and spirit of the Constitution in a manner which coheres with these national values and principles. The promulgation of the Constitution of Kenya, 2010 made it imperative for the Judiciary to develop a mechanism for institutional renewal that would enhance public faith and confidence.

The Judiciary's Human Resources and Records policies 2016 and 2017 respectively highlight the composition and functionality of the Judiciary. The Judiciary consists of Judges of the Superior Courts, judicial officers and staff. Article 162 of the Constitution of Kenya 2010, lays out the system of courts as comprising the Supreme Court, Court of Appeal, High Court and courts of equal status that is, Employment and Labour Relations Court, Environment and Land Court and the Subordinate Courts.

The Judiciary administrative framework comprises of the Chief Justice, who is the head of the Judiciary, the President of the Supreme Court and chairperson of the Judicial Service Commission (JSC). The Secretary to the JSC is the Chief Registrar who is the chief administrator and chief accounting Officer of the Judiciary. In discharging this role, the Chief Registrar is supported by the Registrars and the Directorates. The directorates provide support to the judicial function. These support functions include, procurement, performance evaluation, human resource management, public communications, financial, accounting, ICT, audit among others, leads to creation and receipt of various records.

The Judiciary is one of the three arms of government in Kenya. It derives its mandate from Article 159 of the Constitution of Kenya, 2010. The Judiciary delivers its sacrosanct mandate of delivering justice through court stations countrywide. The Judiciary developed a Judiciary Transformation Framework (JTF) 2012 – 2016 that set out the framework, general principles, goals and methods of undertaking the vital transformation of the Judiciary. This follows a public outcry of the need for change in the Judiciary because Kenyans no longer trusted the institution. It had been branded all sorts of names including perceived bribery and corruption for justice by judicial

officers and those working in the courts. The Framework is premised on four key pillars. As an institution responsible for judicial education, JTF has a critical role in championing two of these pillars such as (i) people-focused delivery of service (ii) Transformative leadership, organization culture and professional, motivated staff.

The Judiciary Training Institute (JTI) was established and delegated the role of coordinating all training activities for Judiciary employees. The Judiciary Transformation Framework (2012–2016) gives it more place and affirms a modern institution to support the development of sound jurisprudence through training, research and constructive engagement. It is meant to be the judicial think tank and an institute of global excellence and the nerve Centre of rich intellectual exchange.

The JTI is the interface between the Judiciary and contemporary developments in society, on the other hand, and learning interaction between the Judiciary and other agencies, on the other. It aims to provide the intellectual anchor in making Kenyan courts the hearth and home of a robust and functional jurisprudence that meets the aspirations of Kenyans. The JTI has since performed this mandate by convening and rolling programs on continuous and emerging issues for Judges, Magistrates, Kadhis and Judicial Staff meant to build their capacity to perform their functions effectively.

Noe et al., 2006 argued that after learning and retaining the training content, trainees should transfer the knowledge and/or skills accrued to the work context with the intention of improving job performance over time. This raises the questions, is the training transferred to the job as expected? What factors could lead to effective training transfer especially in a context where little is known about factors that influence training transfer of what has been learned on the job. Noe et al. 2006 indicated that since this has a potential impact for return on performance, it follows

that a better understanding of the factors that influence training transfer would be valuable in determining how to motivate trainees to use the knowledge and skills that benefit the organization.

1.1.1 Judiciary Training Institute (JTI)

The Judiciary Training Institute (JTI) is the organ of the Judiciary mandated to offer training to all judiciary employees. It was established in 2008 by an order of the chief justice to provide judicial education for judges and magistrates and judicial staff commonly known as judicial officers and judicial staff. Since then, it has grown into a formidable institution in the Judiciary becoming one of the organs in the Judiciary meant to handle all education needs of Judiciary employees. Under the Constitution of Kenya, 2010, the Judicial Service Commission is responsible for preparing and implementing programmes for continuing education and training for judges and other judicial officers (JTF, 2012-2016).

JTI exercises this delegated mandate, and is therefore responsible for meeting the training, research and capacity development needs of Judiciary staff. JTI performs this mandate in part through various training programs and seminars, public lectures, research, and other forms of discourse targeting all cadres of Judiciary staff, and where, appropriate, members of the academy and the public at large.

As the Judiciary's Institute of higher learning, the JTI leads the Judiciary, in line with Judiciary Transformation Framework, in facilitating the growth of jurisprudence and judicial practice as the lifeblood of the institution. The JTI is the judicial think tank: an institute of global excellence and the nerve center of rich intellectual exchange. It interfaces between the Judiciary and contemporary developments in society, on the one hand, and learning interaction between the Judiciary and other agencies, on the

other. The JTI provides the intellectual anchor in making courts the hearth and home of a robust and functional jurisprudence that meets the aspirations of Kenyans. It has since offered the following programs and activities:

JTI offers induction courses for all newly employed staff to introduce them to the systems and working culture of the Judiciary. Continuing Judicial Education (CJE) program was tailor-made to equip judicial officers enhanced knowledge, skills and exposure on the emerging areas of the law and to foster intellectual exchange. Judges and Magistrates in all courts across the country undergo regular training by the Judiciary Training Institute. Courses are offered in substantive law, evidence and procedure and, where appropriate, subject expertise; the acquisition and improvement of judicial skills including leadership and management skills and the social context within which judging occurs. This training helps to keep them in touch with the community, aware of pressing social issues, and up-to-date with latest developments.

The primary mission of the CJE program is to assist judicial officers in the performance of their duties by enhancing professional expertise, facilitating development of judicial knowledge and skills, including an appreciation of the social context of law, and promoting the pursuit of juristic excellence. The JTI also offers training for different cadres of judicial staff to equip them with skills necessary for the performance of their duties. Recent trainings have been done to customer care staff from all over the country, while a course entitled “Basic Law for Court Assistants and Administrative Assistants (Law 101)” that’s is occasional.

JTI spearheads discussion on policy development in collaboration with other organizations towards the formulation of various policies for internal use within the Judiciary, and for the administration of justice. Its other mandate include in

Stakeholder Engagement derived from JTF which asserts that the Judiciary is committed to stakeholder engagement as a means of enhancing effective administration of justice. The Judiciary Training Institute is the focal point for multi-stakeholder discussion on common concerns in the justice system, such as temporary injunctions, public interest litigation, poaching & environmental crimes management, legal responses to terrorism, human rights, etc. JTI works closely with several national, regional and international institutions in the delivery of its programs in creating linkages.

JTI partners with local government and non-government bodies to deliver courses on various thematic areas to judicial officers and judiciary staff. These include: The Witness Protection Agency, the Anti-Counterfeit Agency, etc. At the regional level, JTI is a member of the East Africa Community Judicial Education Committee whose mandate is to foster close cooperation and collaboration in training between the Judiciaries of the member states of the East Africa Community. JTI also takes part in activities organized by The Commonwealth Judicial Education Institute, a global NGO founded to provide support and linkage among existing Commonwealth judicial education bodies and to encourage the sharing of information, human and fiscal resources inter-nationally and inter-regionally.

1.2 Purpose of the Study

The study sought to examine the determinants of effective training transfer in organizations with a specific focus of the Judiciary.

1.3 Statement of the Problem

Effective training is an important element to the performance and success of an organization. This means that it is a major challenge in many organizations in Kenya. This is to say that ineffective training can cause significant problems in an organization such as low employee motivation, lack of innovation, decreased performance and failure to use the new learning hence the question what factors determine training transfer.

According to Kraiger (1993) training is one of the most commonly employed human resource development strategies to improve employee and organizational performance. The Judiciary recognizes training as a key tool for performance improvement. It is anchored in the Judiciary Transformation Framework, the blue print for change away from the olden ways of operations which was characterized by delayed judicial decision-making, corruption and its forms, and generally lack of trust. The Judiciary's clients majorly the public, expect a robust and better institution yet they have continued to accuse it of the same problems and even worse despite its employees receiving and engaging in many trainings and capacity building activities.

Stolovitch & Keeps (2004) argued that if customers of an organization are not satisfied with the work or product from its employees, it must then decide to either look for people who can meet organizational needs or improve the performance of its existing workforce. Successful training and employee development efforts provide a real time connection between the classroom and the workplace. Heath Field (2000) clarifies this by indicating that without that connection, most of what employees learn and experience in training sessions never show up at work. It should be manifested in

the results of performance or change of behavior by the employees. This is through their change of attitude and the ability to accomplish tasks with ease and exceptionalism or even better than before they participated in the training.

Failure to translate training into high-yield improvements in on-the-job behavior and performance is a serious problem for organizations that spend billions of dollars each year on training (Baldwin & Ford). Some researchers suggested that even when training is necessary, there are factors that affect transfer. In an attempt to clarify the transfer issue, Broad and Newstrom (1992) examined factors inhibiting transfer of training hence the attempt by the researcher to further study the possible determinants of training transfer. Training, if invested by an organization leads to improved performance because the employees will be more knowledgeable, skilled, motivated and exposed. It is therefore crucial that all employees carry over the training acquired to the workplace. The study recommends that it is imperative for the Judiciary to design strategic responses and framework to the problem of training transfer, an area that the current study seeks to address to ensure that every training acquired is utilized on the job.

1.4. Research Objectives

1.4.1 General Research Objective

The main objective of this study is to examine the determinants of effective training transfer in the Kenya Judiciary.

1.4.2. Specific Objectives

Specifically the research seeks:

1. To find out the perceptions of employees on effectiveness of training delivery
2. To examine training transfer outcomes as a result of employee self-appraisal
3. To determine the impact of employee facilitation on effectiveness of training transfer
4. To find out ways of improving training transfer in the organization.

1.5 Research Questions

1. What is the perception of employees on the effectiveness of training delivery?
2. What are the training transfer outcomes as a result of Employee self-appraisal?
3. Are employees facilitated for effective training transfer?
4. What are the ways of improving training transfer among employees?

1.6. Significance of the Study

The Judiciary in Kenya plays being a co-equal arm of Government plays an important role in the economic development of the country. Courts are at the center-stage in the fulfillment of the aspirations of vision 2030 and as such the study is of paramount importance. The findings of this study will help appreciate understanding of training transfer and the need for it to happen being the crucial aim of every training activity and how new learning can be applied on the job. The study will be crucial in revealing the determinants of training transfer in organizations and would highlight the relationship between the individual factors and environmental factors of training transfer. Specifically, the study is crucial to the Kenya Judiciary Administration and other Government agencies as well as private sector to appreciate better the need for continuous judicial and professional education for its workforce. The administration

will further get to understand better the perception its employees have on training as well as appreciate self-appraisal and training transfer outcomes.

The study will be of great significance to human resource manager and training coordinators as well as portfolio and secretariat leads at the Judiciary Training Institute since the findings will help shed more light on the need for effective training. It thus helps human resource managers to understand the strategic human resource development management practices that lead to realization of increased level of employee's retention. Further, the findings would enable the Judiciary Training Institute devise appropriate training methodologies and approaches that would be relevant for improving justice delivery to the people. It would as well be crucial to the researcher to acquaint him the theoretical and practical knowledge on conducting research as well as being a field of interest to other researchers.

The JTI positions itself as a learning organization. Senge (1990) pointed out that organizations where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning to see the whole together. Finally, the study could improve the trainee's perception of supervisors and managers to facilitate the process of transferring the training into the work place in the Kenya Judiciary. The study would serve as a reference guide for the Judiciary of Kenya, government departments and other judiciaries design appropriate training programs for their employees. The research will create equal understanding by Judiciary help them develop a culture to appreciate the need to train all employees.

1.7 Scope of the Study

The Kenya Judiciary has Courts in almost all counties in Kenya with its headquarters in the Supreme Court Building, Nairobi. The study covered primarily Courts, Directorates and Administrative Units at the headquarters as a representative sample because it has higher number of judicial officers and judicial staff deployed. Employees on assignments outside the headquarters sent their responses through the researcher's email address and others delivered by hand.

1.8 Limitations of the Study

The study had a number of limitations. Being a cross sectional survey made it difficult for the researcher to monitor the behaviour of the respondents. This is especially that a bigger number of them who been taken through the series of culture change programs were confined to the Judiciary Transformation Framework (JTF) expectations. The fact that Kenya Judiciary's court stations especially the subordinate courts are based at county levels to enable it take justice closer to the people was a challenge because of the long distance from one court to the other.

The study also experienced an initial slow response from the respondents who were mainly busy judicial officers and managers of the Court stations and Directorates. This was mitigated by having constant follow-up on phone and physical visits to the respondents offices by the researcher and by use of research assistants. The research was intended to cover employees in all courts in Kenya. The study was confined to Nairobi headquarters due to time and resources constraints and also with the reason that Nairobi region houses the highest number of employees of the Judiciary as compared to those deployed in the regional and rural areas.

1.9 Conceptual Framework

The research was based on the conceptual relationship between the independent and dependent variables. A conceptual framework is the diagrammatic presentation of variables, showing the relationship between the independent variable, moderating variable and the dependent variables. In this study, the independent variables were; Employee perception, Employee Self-Appraisal, Employee facilitation and Training Transfer support. The study sought to understand how these independent variables determine the level of effective training transfer which was the dependent variable.

Motivation was used as the moderating variable. This relationship is presented schematically in the conceptual framework in Figure 1.0. The conceptual framework shows possible training transfer determinants in the organization of the Judiciary. The independent variables hypothesizes a logical understanding of the relationship between the factors highlighted. This means that effective training transfer may not be achieved without the effect of the identified variables.

It plays a key role in linking the variables i.e. being the moderating variable. It fuels the employees to participate in training activity and also enhances their attitude towards the task to take part in. The moderator variable alters the effect of the independent variable on the dependent variable. This means that even with the effect of the independent variables on the dependent variable, no effective training transfer would occur without motivation of the employees to achieve in their job. This would further indicate that motivation of the employer through support of the learning by the supervisor or management and even the fellow employees affects the results. The moderator thus changes the effect component of the cause-effect relationship between the two variables bringing about interaction effect.

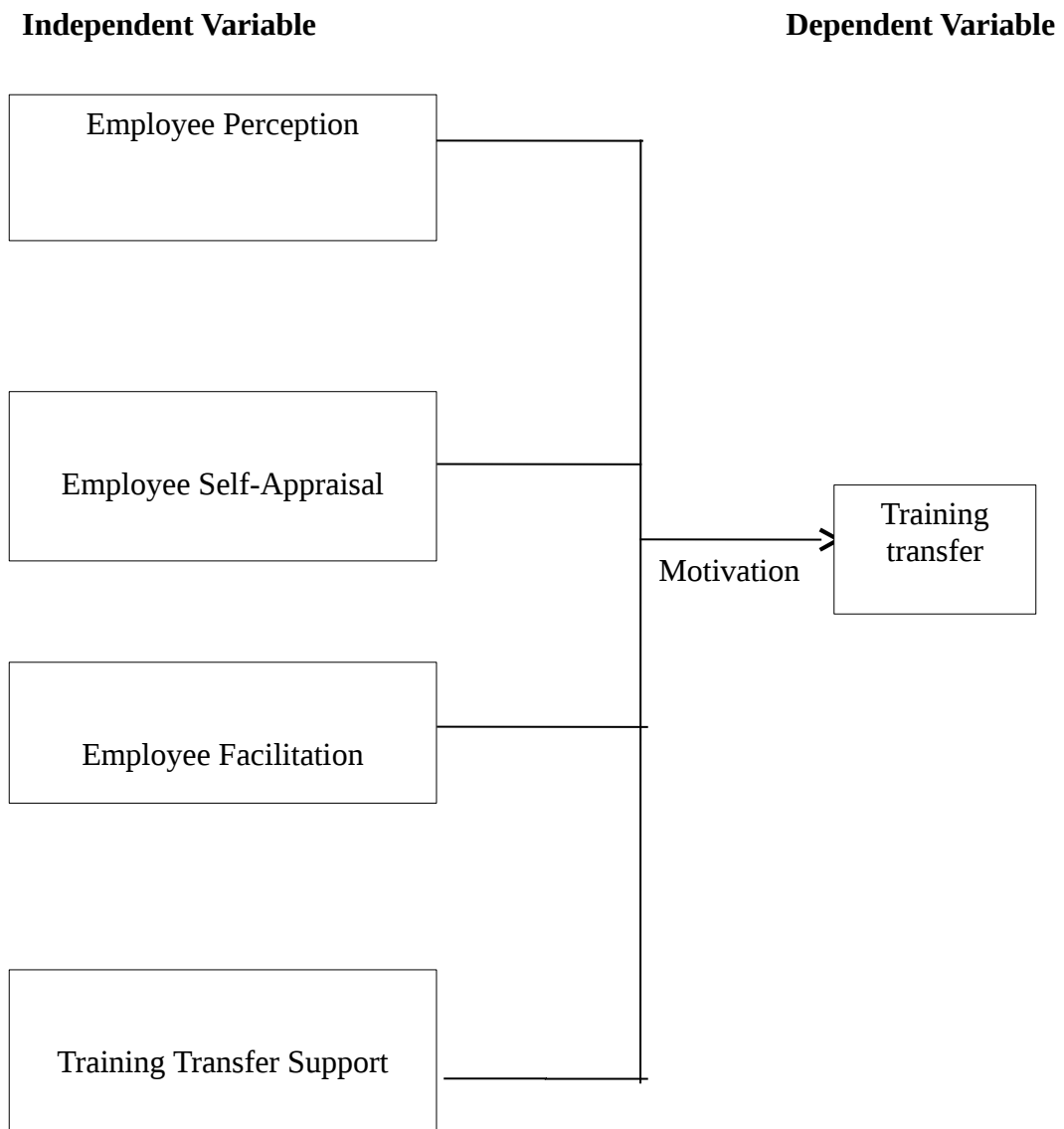


Figure 1.1: Conceptual Framework

(Source : Author, 2017)

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The Chapter deals with the review of relevant literature related to the effectiveness of training. The review of literature is organized around the concepts of evaluation models, transfer of training; factors promoting or inhibiting the success of the transfer of training and the evaluation of training programs. Training models namely; the Kirkpatrick's four stage training evaluation model, identical elements theory, stimulus generalization and cognitive theories are reviewed.

The literature review is intended to refine researches and ideas from other researchers demonstrating knowledge on the subject, its limitations and how the research fits in the wide context (Gills and Johnston 2007). The chapter further captures both the theoretical and empirical review of various studies related to the research topic. Areas of focus are raised in key themes namely: Training, Employee perception towards training delivery, employee self-appraisal and training transfer outcomes, employee facilitation and ways of improving training transfer.

According to Obisi (2011) the critical role of training is to improve human capital performance and ultimately organizational productivity. Training is a process through which the skills, talent and knowledge of an employee is enhanced and increased. Training of employees is one of the critical areas of enhanced service delivery. Ineffective training becomes a challenge facing organizations today because of employee turnover, shortage of skilled workers, high levels of demotivation and economic growth.

The employment relationship is undergoing fundamental challenges that have implications in attracting, motivation and retention of talented employees and talent shortage has resulted to fierce competition. This chapter provides an overview of related literature and also looks at related in this area and the gaps inherent in organizations in terms of training transfer. It addresses studies and reviews relevant literature on training and determinants of effective training transfer in the Judiciary.

2.2 Theoretical Framework

It is the aim of every organization to train its employees and see to it that the skills and knowledge acquired are applied on the job. The theoretical framework discusses models and theories on the determinants of effective training transfer in an organization. A theory is a set of statements of principles devised to explain a group of facts or phenomenon especially one that has been repeatedly tested or widely accepted and can be used to make predictions about natural phenomenon (Obisi (2011). According to Gupta (2007) an ideal training and development function should encompass the following: First, it should be designed with clear scope and objectives. A Training Needs Assessment (TNA) exercise should be conducted to establish skill gap and performance standards.

Second, it should have proper reinforcements to continuously improve the performance capacity of an individual employee; this is supported by Skinner's behavioral modification model as quoted by Gupta (2007) which stipulates that 'when behavior is repeatedly rewarded, it becomes permanent part of one's personality. Third, it should be role-specific and involve practice; it helps employees do their present jobs better and skills that are practiced often are better learned and less easily

forgotten. Fourth, an effective Training and Development function should be carefully planned in terms of reading materials, learning duration, and instructors.

Fifth, It should be transparent to all employees at all levels. Employees should be aware of selection criteria of trainees and trainers, preparation of relevant teaching materials, training room and accommodation of courses and actual conduction of courses. They feel responsive to training programmes when they are well informed.

Lastly, it should be evaluated. Training consumes both organization's time and money, therefore it is important to determine how well it was conducted i.e. trainees feedback. Evaluation reports establish whether the organization has derived more-or-less the same value from the amount of money and time invested in the programme. They will serve to guide the next step for the management of the program. Training refers to imparting of proficiencies and knowledge that are specifically related to relatively narrow areas of employment.

According to SHRM (2008), when training is strategically linked to organizational goals, learners can see how their training transfer can improve overall organizational performance. There are other work environment influences include that employers: encourage a supportive transfer climate, hold learners accountable for their learning and involve managers and peers to support training transfer and provides learners with opportunities to practice their new skills in the work setting. Emerging technologies such as learning management systems and employee performance support systems help support the application of learning in the work setting by helping learners access knowledge "on demand".

Training is the helping of people to adapt to a role behavior that will be useful to the organisation. It attempts to teach a person how to perform particular activities or a

specific job (Nzuve, 2007). According to Professor Peter Capelli of [Wharton](#) School of Management it's not because people are unmotivated or unwilling to do kinds jobs, it's that corporations are unwilling to train people, and that the hiring culture in this country has become toxic. Training should address any work related coming of employees. Training provided to employees can fail if the training program is not clearly defined, trainers fall short to provide follow up consulting serves, to monitor the progress of the trainee and supervisors are not rewarded for carrying out effective training.

Training will also fail if the external training program teaches techniques on methods contrary to practice of the participant's work environment. There is therefore need to examine the factors that could lead to effective training transfer in the Judiciary since it is not automatic that training acquired by the employees will be transferred to the work place by employees.

Training, according to Obisi (2011), should take place only when the need and objectives for such training has been identified. Such training forms the corner-stone of sound management, because it makes staff members more effective and productive. Training is effective and intimately connected with all the personnel and managerial activities. Obisi (2011) further argues that it will be difficult for a new employee to grow on the job, be effective, efficient and become a manager without adequate training. McNamara (2013) and Cole (2003) agree that training involves an expert working with participants (learners) to transfer them certain areas of skills, behaviour and knowledge, to improve the current job.

All efforts to benefit from training in an organisation could go astray if its intention is not well articulated. According to Obisi (2011) supervisors fail to appreciate the

benefits of training and these supervisors rarely plan and budget systematically for training. This study aims to investigate the effectiveness of training programs in public sector organisations and therefore the role of training provided to staff members should be aimed at improving employees' knowledge, skills and attitude. It is the researcher's view that the role training provided to employees should be, amongst others, to make employees more competent in their job, increase employees' motivation, improve productivity and to reduce waste.

Theory	Emphasis	Appropriate Conditions	Type of Transfer
Identical Elements	Training environment is identical to work environment.	Work environment features are predictable and stable.	Near
Stimulus Generalization	General principles are applicable to many different work situations.	Work environment is unpredictable and highly variable.	Far
Cognitive Theory	Meaningful material and coding schemes enhance storage and recall of training.	All types of training and environments.	Near and far

Figure 2.1: Transfer of training Theories (Noe, 2008)

The Society for Human Resource Management (SHRM) shares different theories which explain training transfer as seen in the figure 2.4. above.

2.2.1 Donald Kirkpatrick (1998) theory

Donald Kirkpatrick (1998) developed the evaluation levels as a framework to assess different training outcomes. According to the learning measurement report conducted by Bershin and Associates (2006), the majority of employers said they frequently

measured learner satisfaction and cognitive gains (learning) after a training session; however only 14 percent of said they measured whether training transfer had occurred. Despite such a low percentage, 76 percent of these same employers also said that measuring training transfer is valuable. Only 10 percent of employers said they tracked the actual contribution (results) the training knowledge and skills made to improved performance.

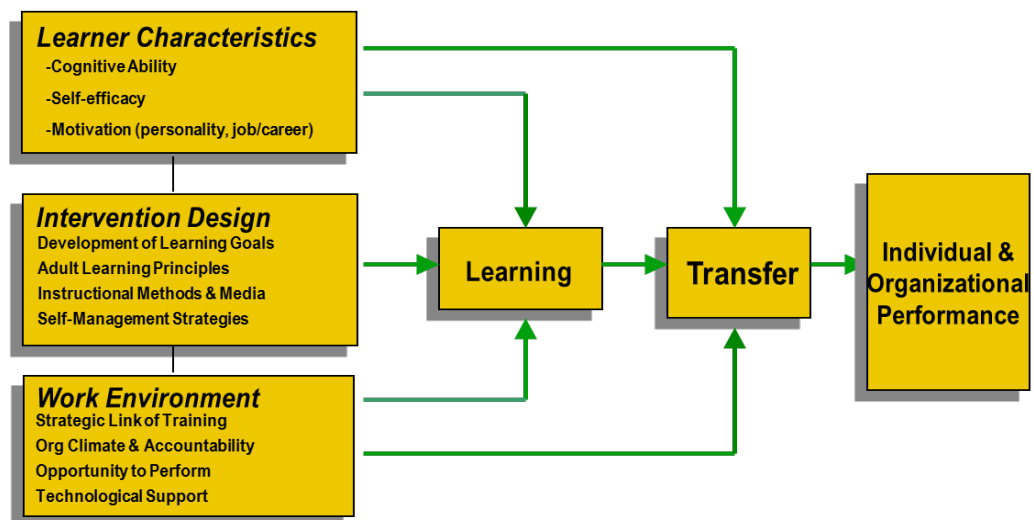


Figure 2.2: Transfer of Training: Based in part on Salas, Cannon-Bowers, Rhodenizer, & Bowers, 1999 & Baldwin & Ford, 1988.

Drawing from the seminal work of Baldwin and Ford (1988) who first proposed a three-factor model of transfer, Burke and Hutchins (2007) conducted an integrative review of literature that updated and extended the transfer model. It is clear from the model that several factors affect both learning and transfer of knowledge and skills from a training event. Looking at the figure 2.5. above, transfer is not the end result; successful transfer ultimately leads to improved individual and organizational performance. Includes a learner's intellectual ability and self-efficacy (perceived ability) to understand and use his or her knowledge and skills and motivational factors

such as personality and usefulness of learning to job and career enhancement. Learner characteristics influence both learning and transfer.

2.2.2 The Identical Elements theory

The theory assumes that the training and work environment are the same. The transfer of knowledge and skills should be fairly stable and straight forward. The transfer process is described as “near” since there are no significant differences between the training context and the work context. On-the-job training is an example of a training method that can achieve “near” transfer.

2.2.3 The Stimulus Generalization theory

SHRM highlights that the stimulus generalization theory assumes there are trained knowledge and skills that can be used in different work situations. For example, using leadership skills to influence colleagues, peers, managers or customers might require modifying those trained skills, depending on the relationship and the other person’s behavior. This type of transfer is considered “far” since the exact steps to apply the trained skill might not be uniformly applied across situations, thereby requiring the trainee to generalize the training to other situations.

2.2.4 Cognitive theory

SHRM (2008) Cognitive theory focuses on the internal processes that help learners retain and recall knowledge learned and apply it in a work setting. Because it can be applied in different situations, it relevant to both near and far transfer. A good example of the application of the cognitive theory is to use goal setting at the end of a training program. Goal setting helps learners focus on a specific and challenging goal to apply their knowledge and skills in the work setting.

2.3. Employee Perception on Training Delivery

2.3.1. Training delivery

Training may be defined as a planned learning experience designed to bring about permanent change in an individual's knowledge, attitudes, or skills (Baharim, 2005). In what concerns training delivery, it seems that employees/trainees' learning style also matters (Tharenou 2010). Perceived utility of training and the affective reaction to training are two individual dimensions considered in the final stage of training (Aguinis & Kraiger 2009; Tharenou 2010).

According to Mathis and Jackson (2003), training is a process whereby people acquire capabilities to aid in the achievement of organizational goals. It is a planned learning experience for the acquisition of new knowledge, attitudes or skills (David, 1997, Campbell, 1970; Goldstein, 1980). The employees' perception of the training delivery method, instructors, content, peers and the employer's training process is of great importance since the ultimate goal of training is to promote organizational well-being.

Training is the most common form of Human Resource Development and the one that helps organizations to enhance workforce effectiveness and productivity the most (Yamhill, 2001, Pilar Pineda, 2009) by means of specified learning geared towards performance improvement. Training is appropriate when an individual's performance would be improved with additional skills and knowledge (Zane L. 2008). Training delivery involves implementing the instructional design in classroom or other contexts in order to pass the knowledge or skills to the learner. It involves the interaction between the trainer and the learning as well as the learning resources.

Most trainers use manuals to keep on schedule, sequence the events correctly and organize topics and include the materials distributed to the learners (Armstrong (2006). Workers in an organization need proper training to enable them carry out their functions effectively and efficiently. The Human Resource Management is responsible for researching an organization's training needs, and for initiating and evaluating employee development programs designed to address those needs. These training programs can range from orientation programs to ambitious education programs intended to familiarize workers with new skills and knowledge.

Armstrong (2006) defines training as the systematic development of the knowledge, skills and attitude required by an individual to perform adequately a given task on the job. This means that training is useful towards the development of the employee and that employee expected to change the way they have been undertaking tasks i.e. behavioral change. The Judiciary Training Institute was established in 2008 to play the delegated role of judicial education by the Judicial Service Commission. It is supposed to train all the judicial officers and the judicial staff that support the judicial function. Training therefore is crucial towards making sure that they receive the necessary knowledge and exposure to discharge their duties expectedly as custodians of justice.

The quality of employees and their development through training and development are major factors in determining long-term profitability of a business. The goal of training is to create an impact that lasts beyond the end time of the training itself. The focus is on creating specific action steps and commitments that focus people's attention on incorporating their new skills and ideas back at work.

In general, training involves presentation and learning of content as a means for enhancing skill development and improving workplace behaviors.

It can also be used as a proactive means for developing skills and expertise to prevent problems from arising and can also be an effective tool in addressing any skills or performance gaps among staff. Development can be used to create solutions to workplace issues, before they become a concern or after they become identifiable problem (Kim, 1997). According to Hunter (1971), transfer of learning (TOL) is the ability to learn in one situation and then use that learning possibly in modified or generalized form in other situations where it is appropriate....(p. 2). Such factors affect each other in that they are crucial to each other.

Formal employee training involves learning new knowledge, skills, attitudes or other characteristics in one environment (the training situation) that can be applied or used in another environment (the performance situation) (Goldstein and Ford, 2002). The goal of training transfer is to ensure that trainees utilize acquired skills, knowledge and exposure to the work setting and maintain those skills for performance improvement. Training transfer is measured after participation in a training program where employees are expected to display a change in behavior presumably improved outcomes in the job context. The outcomes should be portrayed in the variables as the quality of job done, improved outputs in terms of performance.

A common experience is that learning from a formal training program is not carried back for application on the job. Xerox, Rackman and Ruff (1991) in their findings reported that there was 87% of loss of skills within one month of the completion of the training. Baldwin and Ford (1988) noted some estimates that suggest only 10% of training outcomes are transferred back to the job. With reported annual training

investments exceeding \$50 billion in the United States (Industry Report, 2000), the amount of dollars wasted by non-transfer can be staggering.

Baldwin and Ford (1988) define the positive transfer of training "as the degree to which trainees effectively apply the knowledge, skills and attitudes gained in a training context to the job" (p. 63). This basic definition has been elaborated in two related ways. First, there can be transfer to "near" situations (similar to the training conditions) and/or to "far," dissimilar situations (Laker, 1990). A second elaboration is that of generalizing learned skills to different settings, people and situations (far transfer) as well as maintaining the application of learned skills over time (Ford and Weissbein, 1997).

2.3.2. Types of Training

There are many different kinds of training programs. The major ones include (1) orienting and informing employees, (2) skill development, (3) refresher training, (4) professional and technical education and (5) supervisory and managerial development (Cherrington, 1991). According to Broad and Newstrom (1992), as cited in Ridge (2002), the amount of time and money being spent on training is astounding. An estimated US \$50 billion is spent annually on formal training, with additional US\$90 to US \$120 billion spent on less-structured, informal training. While this may seem impressive, it was suggested that after one year, only 10 to 15 percent of training content is retained (Ridge, 2002).

Training improves employees' efficiency and motivation leading to gains in both productivity and job satisfaction. This is especially seen with an observed change in

behavior in the way the employee performs their duties. Ambler, (2006) pointed out that all of the benefits are likely to contribute directly to the organization's fundamental financial health and vitality. Effective trainings well delivered and structured ensure goals of training are achieved within stipulated period, desired costs and meet all other surrounding elements. It therefore promotes quality of service delivery. For example, training helps companies create pools of qualified personnel who are prepared to take up new roles or tasks when they are called upon.

The aim of every training is to see that it is carried over to the job (Swanson, (1995). Training delivery is crucial towards mastery of content by the learners. According to Noe, R.A. 1999, training takes phases; needs analysis, design, development, implementation and evaluation. The phases are sequential, with the outputs of the previous phases providing the inputs to those that follow. Training delivery methods consist of the techniques and materials used by trainers to structure learning experiences. Proper delivery methods lead to achievement of training objectives.

There are three categories of learning objectives: knowledge, skills, and attitudes (KSAs). Knowledge objectives are of three types: declarative, procedural, and strategic. Declarative knowledge is the person's store of factual information. Procedural knowledge is the person's understanding about how and when to apply the facts. Strategic knowledge is used for planning, monitoring, and revising goal-directed activity. Skill reflects one's proficiency at specific tasks such as operating a piece of equipment, giving a presentation, or making a business decision. Attitudes are beliefs and/or opinions about objects and events and the positive or negative affect (feelings) associated with them. Attitudes affect motivation levels, which in turn

influence a person's behavior. Most training programs have learning objectives for knowledge, skill, and attitudes; these programs need to combine several methods into an integrated whole because no single method can do everything well.

The various training delivery methods can be divided into cognitive and behavioral approaches. Cognitive methods provide information orally or in written form, demonstrate relationships among concepts, or provide the rules for how to do something. They stimulate learning through their impact on cognitive processes and are associated most closely with changes in knowledge and attitudes. The common delivery methods used at the Judiciary Training Institute include lecture, discussion to some extent, case studies which are cognitive methods. Though these types of methods can influence skill development, it is not their strength.

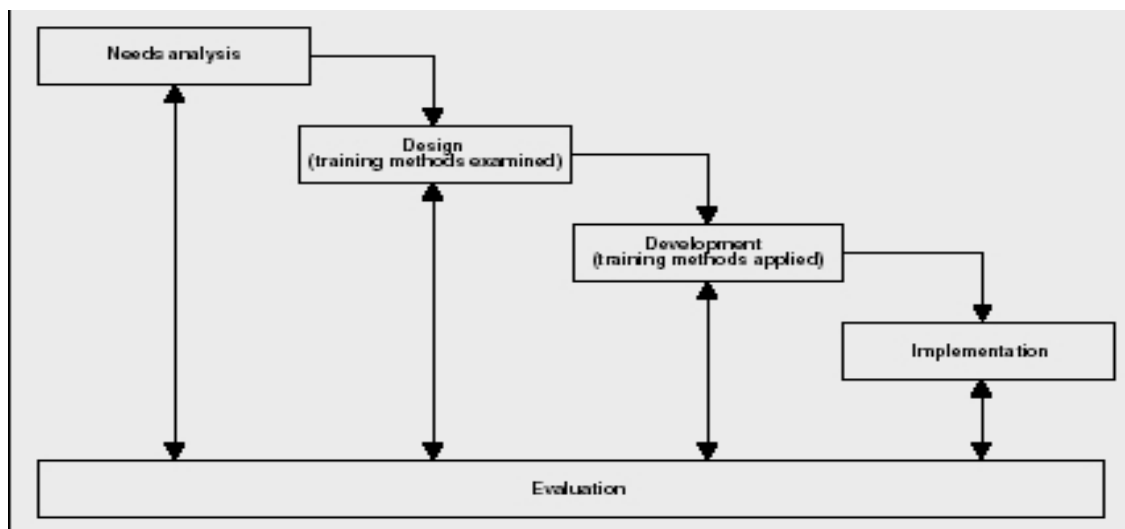


Figure 2.3: Model of the Training Process (Author, 2017)

2.3.3. Training evaluation

Measuring and evaluating the effectiveness of training and development programmes is one of the most critical components of human resource development (Horwitz 1999). It involves the assessment of the effectiveness of the training programs offered to employees through the mission of finding out whether really training was meaningful and what lessons derived from it. The assessment is done by collecting data on whether the participants were satisfied with the deliverables of the training program, whether they learned from the training and are able to apply those skills at their workplace. Tools for assessment of a training program vary depending upon the kind of training conducted and to what extent.

Since organizations spend a large amount of money, time and other crucial resources, it is important for them to understand the usefulness of the same. For example, if a certain technical training was conducted, the organization would be interested in knowing whether the new skills are being put to use at the workplace or in other words whether the effectiveness of the worker is enhanced. Similarly in case of behavioral training, the same would be evaluated on whether there is change in the behavior, attitude and learning ability of the participants. Evaluation therefore if not conducted will render the usefulness of the training irrelevant as views and observations from the participants will not be available.

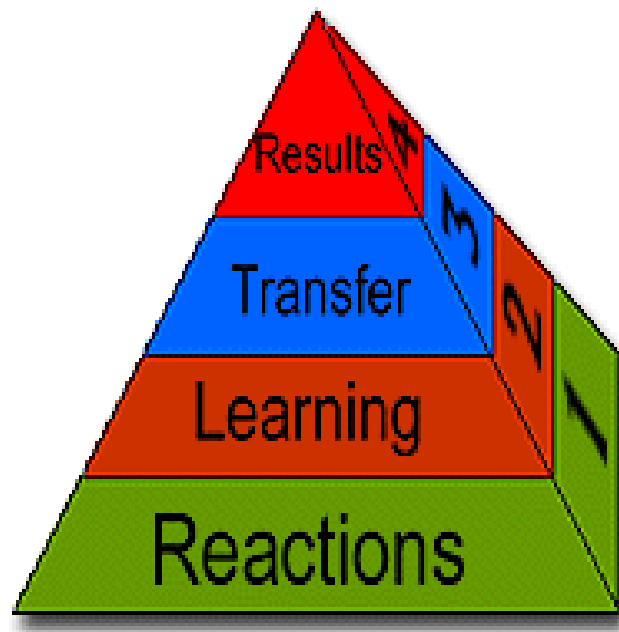


Figure 2.4: Training Evaluation Process: Kirkpatrick's Framework

According to Kraiger, Ford, & Salas, 1993) a suitable evaluation of training outcomes is made by measuring the relationships between learning goals achievement and behavior change on the job so that it is able to improve the performance of the latter. Evaluation of the training programs therefore will give the organization the opportunity to know what went right and what went wrong for further improvements.

The JTI in designing its programs issue out evaluation forms to participants after every training program and does not follow up to find out whether the training received is carried back to the job as well as know which factors would lead to training transfer. This could have helped identify and synthesize issues raised by the participants that may be of consideration to help better future programs. It is ultimate therefore that trainees must perform training program and transfer new knowledge, skills and behavior learned during training (Lim & al, 2007).

Lim & al, (2007), defined learning effectiveness as the quantity of knowledge, skills and behavior learned in a training session and their effective application by trainees to their job. They further argue that trainees must understand, achieve and remember what has been taught during training, and consequently incorporate their newly knowledge and behaviour learned on the job. This study borrowed from Kirkpatrick Model of Training Evaluation which involves measuring of parameters of levels of outcome that result from an effective training program.

Kirkpatrick (2000) argues that effective training must be based on needs, reachable targets, benefit from effective methods, must be done at the right time, place and to the right target. The results of training must be measured. Donald Kirkpatrick developed a four level evaluation model in 1959 used to measure outcomes that result from a training activity.

Nelson and Dailey, 1998:6; Miller, 1999:25 argue that in the present world, many companies have training budgets and develop training programs, but very few of them follow their training results. To help understand further the levels of training evaluation, the researcher studies the Kirk Patrick four level model of training transfer as seen in Table 2.2.

Table 2.2: Kirkpatrick's 4 - Levels Evaluation

Levels	Measured Attribute
1 Reaction	Satisfaction Levels of participants from the training program
2 Learning	New knowledge/skills that participants learned from the training program
3 Behavior	The change in behaviors of participants because of training program
4 Results	The effects of behavioral changes of participants to the establishment

Source: Philips, J. J., (1997)

Pieters (2014) indicates that in assessing the effectiveness of a training programs often involves the four level model developed by Kirkpatrick in 1959. Winfrey (1999), is to show the business value and the worth of human capital investments through training programs. It is imperative to assess the impact of training as it allows the trainee to know exactly how the learning process will bring positive results to the organization. Kirkpatrick's model consists of four (4) levels of evaluation. They are: level 1 Reaction; level 2 Learning; level 3; Behaviour and level 4; Results (Kirkpatrick, & Kirkpatrick, 2009). According to Winfrey (1999) the model of Kirkpatrick's evaluation should always begin at level one, and then, as time and budget allows, should move sequentially through the next level, until level four has been reached. Each successive level represents precise measure of the effectiveness of the training program.

Level 1: Reaction

This level measures the extent to what degree participants react favorable to a training program. Such an evaluation is usually conducted immediately after training has been provided and it helps the trainer to understand how receptive the trainees are toward a training program. It helps to evaluate the relevance and quality of a training program. One would, after attending a training course, want to know if such training was a valuable experience, if the training materials, topic, presentation, venue, among others, were worth the time and money invested. Evaluation measures the satisfaction of people who attended the training program.

Measuring the reaction helps the trainer understand how well the training program was received by the trainees and whether improvement for future training should be done. A training program will require improvements if its reaction is less favorable or less relevant to the trainee.

Level 2: Learning

This level is concerned with measuring whether any learning occurred during a training session. One can only claim that any learning took place if the process of training contributed to a positive change in the trainees' attitudes, or if the trainees experienced an increase in knowledge and whether such knowledge acquired was helpful and related to the task, or greater skills were received as a result of participating in a training program (Kirkpatrick & Kirkpatrick, 2009). This level measures the extent to which participants gained an increase in knowledge, skills and whether a positive change in learning behavior occurred.

According to Haslinda and Mahyuddin (2009) evaluation of the training at level 2 can relate to method used to transfer attitudes, knowledge and skills. Such a method could

be testing the trainees before and after completing a training program. Assessment moves the evaluation beyond the trainee satisfaction and attempts to assess the extent trainees have advanced in attitude, knowledge and skills. Methods of evaluation at this level consist of formal and informal tests, team assessments & self-assessment before and after training, to name but a few. It is important to conduct a learning evaluation as it can help the trainer to improve on future training programs.

Level 3: Behavior

This level represents the accurate assessment of a program's effectiveness. It attempts to assess the extent to which the trainees' behavior or performance changed as a result on a training program and wants to ascertain to what extent participants apply what they have learned during training, when they are back on the job. The level one evaluates how far trainees have changed their behavior, based on the training they have received. According to Winfrey (1999) this level assesses the application of information received at a training session and whether newly acquired skills, knowledge and attitudes are being used in the everyday working environment.

According to Haslinda and Mahyuddin (2009) assessment at this level is to ascertain whether tasks were performed differently before than it is performed after training. In order for positive reactions and learning effects to actually lead to change job behavior, the transfer of newly acquired skills, knowledge and attitude to a work situation must be ensured. The quality of this transfer of learning is strongly depended on the support trainees receive after training, especially from their supervisors.

One can however not claim that no learning took place if behaviour or performance has not changed. Non-performance and non- behaviour change can be attributed to supervisors who do not let participants apply the newly acquired knowledge and 18

skills at work. The low effectiveness of training courses can be attributed to an immediate supervisor who is not dedicated because they (supervisors) do not set a satisfactory example or provide insufficient supervision. The trainees might not receive support, recognition, or reward for their behaviours and as time passes by, they disregard the skills that they have learned and go back to their old behaviour.

Level 4: Results

The fourth level of Kirkpatrick's training model attempts to evaluate the business result of the training program. In other words, it attempts to measure the organizational effectiveness or the impact training has achieved. The impact informs one about the return on investment, an organization receives from training.

The level measures the success of a business program in terms of managers and executives can understand. It includes, among others, increased production, improved quality, decreased in costs, a reduction in frequent accident, increase in sales, higher profits, increase in the passing rate, increased employee retention, high moral, reduction of waste and fewer staff complaints. From a business or organizational perspective, these results are the overall reason for a training program (Winfrey, 1999). The Kirkpatrick's training evaluation therefore fits in this study as it assesses the effectiveness of the training programs and the effect the training provided by the employer has on the performance in the organization. Results would be seen only where there is change of behavior after training.

Garvey (2011) in advocating the use of the above model noted that the assessment model focuses on asking questions such as "what did you learn" and "how will you use it on the job", these assess knowledge gained and its usefulness on the job, rather than asking, did you like the instructor, the food, the room and the presentation of

course materials. It is suggested that the assessment should take place not at the end of the last day of the course, but a couple of days afterwards, and should be repetitive.

Aksu, Yildiz, (2010) reports that according to ASTD's research findings of 2002, 78% of organizations measure the results of their training at first level 'reaction' 32% at Learning level, 9% at 'Behavior' level, and 7% at 'Result' level. In establishing the actual value for money in terms of results of training by an establishment, Philips Return on Investment (ROI) model focuses benefits and costs of training. $ROI = \frac{\text{Total Training Benefits}}{\text{Total Training Costs}} \times 100$ (Philips and Stone, 2000) (Philips, 2003).

2.4. Employee Self-Appraisal

This refers to the employee's self-judgment or assessment of the quality of their own work and feedback on their abilities. In appraising training activities, researchers have typically relied upon the subjective reactions of participants (Baker & Titus, 1982). Other measures include the performance of task activities within the context of training programmes (Baker & Titus, 1982; Forney, 1986) and follow-up questionnaires designed to assess trainees' subsequent emotional states (Winston & Buckner, 1984) or their ability to apply programme content to hypothetical situations similar to those encountered on the job (Schuh, Stage, & Westfall, 1991).

According to Wendy F. (2002), appraisals are useful in determining competency learning and application; whether training material has been learned and whether the expected goals are achieved at the end of the training event as well as being carried over to the job. Individual level assessment helps organizations understand employees' reactions and the extent of understanding so that the management can

make useful decisions towards improving performance. The need to focus on learners' reactions is crucial for instance if the learners react negatively towards the training, what was acquired will less likely be transferred effectively to the job.

Michael A. (1999) used six items to assess trainees' reactions to their training course using seven-point Likert-type response scales ranging from "Not at all" to "Extremely" assess the two general areas recommended by Mathieu et al. (1992), trainee's affective reactions to training and their beliefs about the utility of the training program.

For the purpose of this study, the researcher uses Likert-type response from 'Strongly Agree, to 'Strongly Agree' in the structured questionnaire to assess the factors that would be the determinants of training transfer. Wendy F. (2002), in appraising trainings suggested the use of questionnaires, observation, knowledge reviews, skill gap analysis and others. Questionnaires provide both quantitative and qualitative information about employee reactions to the training event. The questionnaire should focus on both training content and delivery. The training content section should target questions to ascertain whether the training materials provide useful information that will assist in performing work tasks and whether the employee is more knowledgeable about the subject matter following the training event.

Self-appraisals are very useful because the questions capture the suitability of the training to the trainees' level of experience, the transfer of training, extent to which trainees felt ready for the training, the extent to which the information contained in the training was relevant to performing their jobs, the extent to which trainees were

satisfied with the training, the extent to which trainees enjoyed participating and the extent to which trainees believed they benefited from participating in the training. Other modes included knowledge review, observation and employee portfolio skill gap analysis.

Knowledge reviews offer an objective means of determining whether training content has been learned. Employees read questions and responded in writing. The knowledge reviews may be administered by delivering the tool at the start and end of the training. The tool should be developed as a short answer or multiple-choice instrument using the same questions in each administration, presented in a different order. The questions on the knowledge review should adequately address the learning objectives of the training. The results of each administration of the knowledge review can be compared to measure knowledge transfer during the training event. The information will be useful in assisting the training department to improve the course material.

Observation provides information regarding employee reactions to the training through employee interaction, level of engagement with training instructors and responses to course content. This evaluation technique may be informal or highly structured. Informal observation can be used to provide general information about the training structure. Employee Portfolio serves to provide information to employees as well as managers about the level of mastery of particular knowledge, skills or abilities following a training event.

In implementing training, employees should identify the learning objectives of the training and within a 60-day time frame develop a work sample for review by the

manager that demonstrates the application of their learning. Managers ensure that within the time frame, employees are involved in activities that will allow them to produce the portfolio. After receiving the portfolio, the manager should review it and provide feedback to the employee on strengths and areas for improvement.

Skill Gap Analysis serves to provide employees information about their skill development. It helps managers conduct an assessment of each employee's level of knowledge, skills and abilities relative to the level required for successful performance in the position. The Skill Gap Analysis can be administered using a survey instrument. A skill gap occurs when an employee is rated with a lower level of skill than the position required and action has to be taken. Employees can use the results of the assessment to track their skill development over time from their manager's perspective and not necessarily for evaluation purpose.

Employee self-Appraisal thus helps employees objectively reflect on their performance and work situation over the evaluation period and to be able involve fully with the supervisor. This would also help the management be able to understand the needs and concerns from the employee perspective and act along those needs.

2.5. Employee Facilitation

Transfer of learning is the application of acquired knowledge, skills and attitudes to the job and subsequent maintenance over time (Cheng & Ho 2001) for the purposes of improving the job performance (Velada & Caetano 2007). According to Geilen (cited in Van der Klink, Gielen, and Nauta 2001) employee facilitation is crucial in that it

ensures that the employees are given the necessary environment as well as resources to work in order to ensure training transfer. There are three dimensions of transfer: the direction; the level of complexity; and the distance. A review of related research leads to identification of training effectiveness dimensions. These dimensions are “ the trainee, training content, level of communication between trainer and trainee, the ease of use of online website resources, and the organizational environment” (Lim & al, 2007, p 23).

The direction of training transfer refers to either positive transfer where training leads to desired performance or negative transfer, where it fails to produce intended job performance. Lateral transfer refers to the learner being able to achieve a task at the same complexity level as the task already mastered whereas vertical transfer refers to the ability to apply learning to similar or more complex skills. Regarding distance, near transfer refers to training in tasks that are similar or equal to the learner’s job tasks. Far transfer is where there is a lack of similarity to the job tasks and training focuses on understanding and the application of principles or rules.

For the purposes of this study, the direction of training transfer and the influence of organizational factors on the direction of training transfer were explored as this is the most relevant dimension for the training intervention under investigation here. Baldwin and Ford (1988) identified three categories of influences on training transfer; individual characteristics, training design factors and organizational factors. Baldwin and Ford (1988) further proposed a model of factors in the training process that affect training transfer. McSherry and Taylor (1994), identified antecedents to training transfer related to: (1) trainees individual characteristic; (2) the design of training

programs; and (3) trainees' work environment. According to this model, transfer will be enhanced when the training design includes identical elements, the general principles of a skill are taught, a variety of stimulus conditions are presented in the training to increase generalizability, and, generally, distributed training practices are use.

The aim of every training program is to carry over the knowledge acquired to the work situation to enhance change in attitude, knowledge and exposure on the job often. It manifested in the behavior on the job. Swanson, (1995) also points out that significant purpose of training and development is to improve performance. Learning is of little value to organizations unless it is transferred in some way to performance (Holton, Bates, Seyler, and Carvalho, 1997). Kuchinke (1995) also argued that learning is a means, not a primary organizational outcome. Holton (1996) in his model focused on crucial factors that affect transfer of training by learners including motivation to transfer, transfer climate and transfer design on individual performance.

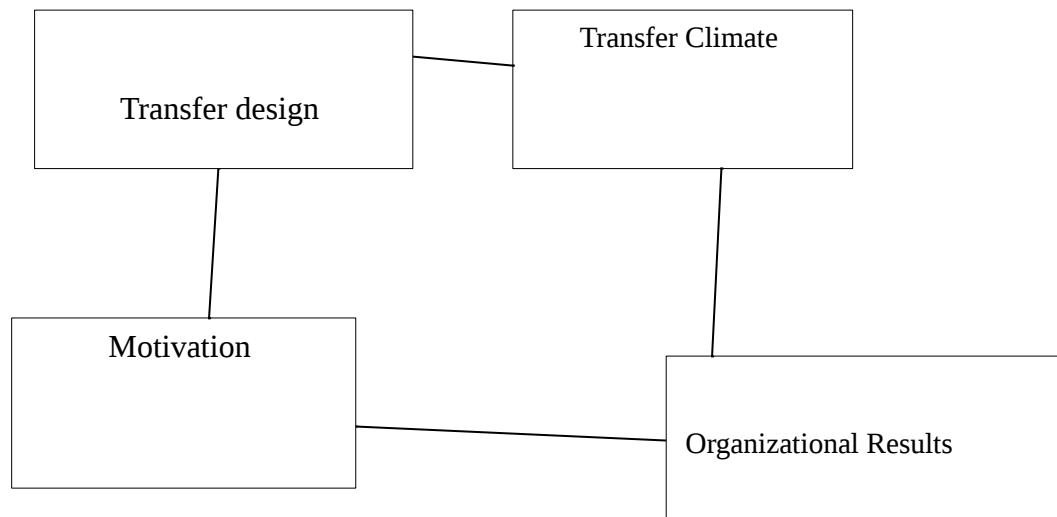


Figure 2.5: Holton (1996) Model of Training Transfer

Source: Adapted from Holton, (1996)

Training transfer is a culmination of many factors that may lead to effective use of learning acquired from training to the work place for improved performance by the trainee. Xiao (1996) postulated that transfer (X) is a function of the amount of learning achievement from the training (TA), the employee's characteristics (WC), trainee's motivation (OC), relevance (matching) of training to job duties (MC), rewards received (RC), and supervisor (SC) and peer support (PC). $X = f(TA, WC, OC, MC, RC, SC, PC)$.

2.5.1. Motivation

Motivation is the desire to achieve beyond expectations, being driven by internal rather than external factors, and to be involved in a continuous striving for improvement (Torrington, Hall Taylor & Atkinson, 2009, p. 276). According to Holton, Ford and Naquin (2000), motivation to learn and motivation to transfer, are co-related though independent. They intimated that motivation through learning is

aimed at performance improvement. Holton further held that there are other factors affect motivation in learning on the job including;

- 1 Trainee expectations; whether met or not from the learning and that trainees believe that the training will lead to desired personal results
- 2 Self-efficacy; the extent the trainees' confidence and approach in doing the job was enhanced;
- 3 Job satisfaction and organization commitment; greater organizational commitment and job satisfaction leads to improved individual and organizational performance
- 4 Expected results; skills acquired in training; higher perceived value should lead to greater motivation.

Holton, (2000) further asserted that motivation to learn enables an employee respond favorably to feedback which leads to more learning from the exposure. Facticeau and Associates (1995) on a study of 967 leadership taken through training pointed three factors significantly associated with motivation to learn: intrinsic motivation, program reputation, and organizational commitment. Intrinsic motivation ensures that training would satisfy personally desired or meaningful goals, like being able to do a better job or go through a growth or development opportunity.

2.5.2. Transfer Climate

Rouiller and Goldstein (1993) observed that transfer climate involves those factors and perceptions that affect transfer of training back on the job. Holton, Bates, Seyler and Carvalho (1997) evaluated Rouiller and Goldstein observations using 189 technicians in a petrochemical plant as a safety training program. The results were that factors such as supervisor and peer support, the design of the training to produce

transfer, personal outcomes from the opportunity to use the training, supervisory sanctions, resistance to using skills and the perceived content validity do affect training transfer in an organization.

Holton (2000) developed a Learning Transfer Inventory System (LTSI) as a diagnostic device for assessing potential areas where transfer may break down. The LTSI measures factors such as motivation to transfer, personal outcomes (positive and negative), personal capacity to transfer, peer and supervisor support, perceived content validity, and opportunity to use the acquired training.

2.5.3. Transfer Design

Training is the degree to which training has been designed and delivered in such a way that provides trainees the ability to transfer learning back to the job (Holton et al., (2000). Trainees tend to transfer training content to the job context when they perceive that the training program was designed and delivered in such a way that maximizes the trainees' ability to transfer the training to the job. (Holton, 1996; 2005). Holton further observed that training transfer often occurs more when trainees have previous knowledge and exposure to the job and when training instructions are congruent with job requirements.

The analysis and adequacy of training methods, strategies, materials, trainer, and venues of a training program affects the kind of training design used by the organization. It is essential that the best and appropriate training design is selected to ensure that the training function yields its purpose. The design should have a clear

definition and all stakeholders in the training program must readily and clearly understand the various components of the strategy. The training plan adopted and materials selected must also reflect the environment in which training will take place and the demographics composition of participants (Otero, 1997).

Robinson and Robinson, (1989) in his study intimated that learning from a training program is necessary but not sufficient cause for transfer of training to occur. That is, the potential for transfer depends on the quality and depth of the original learning that occurs in the training; Rouiller and Goldstein, (1993) found that better learners did better at transferring what they learned.

2.6. Support for Training Transfer

Timothy, J.N., (2009), suggests three mechanisms of transfer; analogical transfer, knowledge compilation and constraint violation. Analogical transfer (Gentner,1983; Gentner, Holyoak, & Kokinov, 2001; Gick & Holyoak, 1980, 1983 involves retrieving a prior exemplar, creating a mapping between it and the current problem or situation, and then using that mapping to draw an inference relevant to the application context. The transferred knowledge is typically assumed to be a declarative representation, but it can also include procedural attachments (Anderson & Thompson, 1989; Carbonell, 1986; Chen, 2002). For example, during a game of chess, a player could recall a similar game board from memory based on the surface characteristics of the current board (e.g., two knights near an opponent's bishop), make an alignment and mapping of the pieces and positions from the past game to the current, and then draw an inference for what move to make in the current situation.

Supporting transfer at the learner, design and work environment levels requires developing interventions that occur throughout (before, during, after) the training experience. According to Anderson, 1982, 1983, 1987; Neves & Anderson, 1981) knowledge compilation acts as a translation device that interprets prior declarative knowledge (e.g. advice, instructions, or tactics) set of procedures that can be used to solve new problems. Knowledge compilation operates through the step-by-step interpretation of a declarative statement that generates new production rules as a side effect. Those production rules are optimized via rule composition (production compilation; Taatgen & Anderson, 2002; see also Anderson et al., 2004).

Relations can vary from single, lower-order relations to higher-order relational structures and whether they are based on similarity between the relational concepts (semantics) or pure structure (graph) matches (Gentner & Kurtz, 2006; Gentner & Markman, 2006). Novick, (1988) stipulates that research on experts has shown that they are less reliant on the surface features and more likely to use the deep structures to make analogies. For example, after reading a text on tactics for playing chess one can then apply those tactics to a wide variety of game scenarios, even if one has never encountered those particular game situations before. Knowledge compilation therefore involves figuring out the action implications of the tactics for the particular situation or problem countered.

Stellan Ohlsson and co-workers (Ohlsson, 1996; Ohlsson, Ernst, & Rees, 1992; Ohlsson & Rees, 1991) asserts that Constraint Violation is the mechanism that implements sets of cognitive processes from those used in knowledge compilation. It is a three-part process that involves a generate-evaluate-revise transfer in which a

learner uses prior knowledge of the domain constraints to evaluate and correct her or his task performance. The learner generates an initial solution based on general problem-solving strategies and then evaluates that solution with respect to her or his prior knowledge of the domain constraints. If a constraint is violated, the learner attempts to revise the faulty procedure(s) and generate a new solution. This process is repeated until a correct solution is found that satisfies all of the constraints.

2.6.1. Transfer Matrix

Broad's (2005) transfer matrix provides a framework to understand how transfer can be continuously supported throughout the training experience: Role of Stakeholders, Temporal Dimension (before, during and after). According to Broad's (2005), the Transfer Partnership is made up of managers (including executives, supervisors, team leaders, etc.), trainers (including all HRD related professionals) and trainees or learners who have a strong interest in a particular training initiative and who have agreed to work together to support the full application of the training to the job. The only true requirement for a Transfer Partnership is for all partners to be committed to making the training investment pay off.

Broad's (2005) further asserts that transfer matrix provides a framework on how transfer can be continuously supported throughout the training experience. It explores the role stakeholders "groups or individuals who can affect or be affected by the achievements of a business (FT Lexicon, 2012). This include trainers, trainees, supervisors and playing the transfer i.e. temporal dimension before, during and after the training function. Broad and Newstrom (1992) identified three major role-players – Trainee(s), Managers and supervisors of the trainee(s), and Trainer(s) in the process of transfer of training. Across three phases of time before, during and after the

training, they classified actions and strategies that influence transfer of training. This means that all the stakeholders play a critical role in the transfer process to achieve an effective training transfer.

Minter 1996 in a study on safety training emphasized the existence of partnerships among these stakeholders. Broad & Newstrom (1992) focus on formal training that takes place in order to improve employee performance on the job. In order to achieve an effective transfer of training, the stakeholders should take part in all the instances before, during the training and after the training including the feedback stage where results are observed in terms of behavior change. The table below is a guide of specific roles each of the stakeholder is supposed to do before, during and after training with various stakeholders involved. Transfer of training is more effective after training because learners are able to appreciate it and be able to utilize the learning on the job.

Table 2.3: The Transfer Matrix

Stakeholders	Before	During	After
Trainers	Communicate that learning is a prime organizational objective	Encourage full participation by ensuring trainee's job is covered off during the learning program.	Provide opportunities to practise and demonstrate new skills.
Trainees	Provide clear description and pre-course information to trainee and manager	Ensure good delivery.	Provide follow-up consultation to maximize application
Supervisors	Clear up daily activities prior to the learning program	Participate actively and ask questions	Discuss performance objectives and action plans with manager

Source: Broad & Newstrom, 1992, p.52

Newstrom (1986) also focused on the perceptions of trainers regarding training transfer and asserted the crucial role managers and trainers play in transfer process. The Barriers identified included shortage in reinforcement on the job, interference from the immediate work environment and a non-supportive organizational culture.

Supporting transfer at the learner, design and work environment levels requires developing interventions that occur throughout (before, during, after) the training experience. This is the role of the stakeholders involved. When training is strategically linked to organizational goals, learners can see how their training transfer can improve overall organizational performance. These could include encouraging a supportive transfer climate, holding learners accountable for their learning, involving

managers and peers to support training transfer and provide learners with opportunities to practice their new skills in the work setting.

Learning management systems and employee performance are some of the emerging technologies that support systems help support the application of learning in the work setting by helping learners' access knowledge "on demand". Newstroms (1986) further gave an example of Multicare Health Systems (Tacoma, WA) that was faced with patient care and staff motivation issues. Multicare introduced a clinical education program to increase nurses' knowledge and patient care skills to address the problem. Multicare made sure learners used and maintained their learning on the job by aligning the performance management system with training goals. The education program also incorporated action plans, formal coaching, job aids and learning sessions that included roleplay activities and opportunities for reflection.

This means that employee perception towards training delivery as well as efficacy affects learning. This ought to be apply to many service organizations so that they may be able to support the learners apply what they acquired on the job.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Introduction

This chapter outlines how the study was carried out, the research design, selection of the study population, and selection of the sample, data collection instruments, procedures and data analysis and validity. It is a crucial chapter because it shows the research designs the researcher used to collect and analyze data. Finally, limitations of the study were explained.

3.2. Research Design

This study adopted a mixed approach of qualitative and quantitative methods to investigate the determinants of effective training transfer. According to Cresswell (2003) a mixed research approach offers more comprehensive evidence for studying a research problem. The mixed approach is appropriate because of the nature of the study in addressing the possible factors that lead to training transfer. Saunders *et al*, (2007) also argued that the case study approach has a considerable ability to generate answers to the questions why, what? How? The researcher further found that the design would enable the use of both qualitative and quantitative methods to collect data.

A quantitative approach using a questionnaire was the preferred method of data collection for the study which provided a framework to identify attitudes, attributes, or behaviors of a larger population based on a small group of individuals. Interview questions were administered to supervisors or those leading directorates or court stations. Holton, et al., (2003) the Learning Transfer System Inventory (LTSI) was

also utilized as the measuring instrument in the questionnaire Part C. Letters of consent and research permit were obtained by the researcher (Appendix I & II) to ensure the authenticity and purpose of the research is made. The suitability of LTSI was informed by the fact that it's a fourth generation instrument that carries direct purpose to examine (Khasawneh 2000) all factors in the person, training, and organization that influence transfer of learning to job performance as found in transfer design, transfer climate, and motivation to transfer (Holton, 2005).

3.3. Target Population

The target population was 450 employees of the Judiciary commonly known as judicial officers and judicial staff working in Nairobi Headquarters and Milimani Law Courts out of which a sample of one hundred and fifty (150) was selected. The judicial officers represent 22% while judicial staff represents 78% serving in various functions of the Judiciary such as Courts, Directorates and Registries. Out of the 150 questionnaires issued to the prospective respondents, 120 questionnaires were returned and were properly filled while 30 were spoilt. Judicial officers involved those serving the main (judicial) function in the dispensation of justice like Judges, Magistrates, Registrars and Kadhis. The Judicial staffs were the workforces that support the judicial function in the Judiciary such as legal researchers, court clerks, Secretaries, Executive Officers among others. They are also the majority of the employees in the organization.

The target respondents were a representative of all levels of employees from judicial, registry, Directorates and other units in the Judiciary. The sample size was limited to the selected functional areas due to financial, time constraints and distances for the

researcher to conduct the study in all the court stations in Kenya hence the choice of courts around Nairobi by the researcher. The relatively low number of supervisor responses was due to the busy schedules.

Table 3.1: Sample Size

<i>Categories</i>	<i>Population</i>	<i>Percentage</i>
Number of questionnaires issued	150	100%
Nimber of questionnaires received	120	80%
Nimber of Judicaël officers	54	45%
Nimber of Judicaël staff	66	55%

(Source Author, 2017)

3.4. Sample Design

The study used simple random sampling. It involved employees of the Judiciary and considering that it is a large organization, the researcher could not cover the whole population given resources and time constraints. According to Kothari (2004), a representative sample should be at least 10% of the population. This study used a

sample size of 150 (33%) out of the total population of 450 considered adequate. Henry (1990) argued that using sampling makes possible a higher overall accuracy than a census hence the sample size chosen by the researcher. The respondents experienced difficulty in handing back the questionnaires given their busy cause lists and schedules in discharging their duties particularly those on the supervisor level. There was also a challenge in access to internet for those respondents who used their official e-mail addresses known as Zimbra as some of them are not proficient. The portal in some instances went off hence inconveniencing them further.

Saunders et al, (2007) argues that sampling provides a valid alternative to a census when it would be impracticable to survey the entire population given that the researcher faces constraints such as budget, time or they may have collected all the data but need the results quickly. A majority of the judicial staff take further studies hence busy schedules attending classes part time and taking examinations. Some work far away from their families and take the opportunity to visit their families over the weekend which could be the most appropriate time to sit and respond to the questionnaire.

3.5. Data Collection Instrument

The researcher obtained an introductory letter from Moi University and a research permit from the National Research Council. The research utilized both primary and secondary data collection methods. For the purposes of this study, primary data was obtained from administration of questionnaires with open and closed ended questions with Likert-type scale.

Interviews were administered to the respondents drawn from both the judicial and non-judicial function. Out of the total one hundred fifty (150) structured self-

completion questionnaires, 60 were sent to staff in Nairobi, 60 Milimani Law Courts (being the largest court in the Judiciary in terms of staff complement – HR records) and Directorates and 30 hand-delivered by the researcher and emailed to the participants attending a training program at Utalii Hotel Nairobi on agreement with the respondents. Out of the 150 questionnaires, 120 completely filled questionnaires were returned. This was an 80% response rate. Four (4) structured interviews were also conducted on the involving two (2) heads of stations and two (2) leaders of the judicial staff in Nairobi.

The interviews allowed the respondents to answer more on their own terms than the standardized interview permits, a greater structure for comparability...'(Ibid). That therefore helped to elicit their perspectives on training and transfer and their thoughts about the possible determinants of training transfer given their positions of leadership in the Judiciary. The secondary data sources consisted mainly of The Kenya Constitution 2010, Judiciary Transformation Framework 2012-2016, Judiciary status report and speeches, Judiciary Training Institute draft strategic plan, State of the Judiciary Yearly Address (SoYA) report, Committee task force reports, baseline surveys, draft Judiciary Training and Development Policy and other publications.

A Likert scale was used to complete the quantitative questions on the questionnaires filled by the respondents successfully. Respondents were able to select from five options their level of agreement or disagreement with each question. The scale was set out as follows:

Strongly Agree = 5

Agree = 4

Not sure = 3

Do not Agree = 2

Strongly disagree = 1

The advantage of using this scale is that it is easy to read and understand therefore minimizing the amount of confusion participants may experience. The disadvantage of using Likert scales is that participants may feel restricted in their choice as there are only five options to choose from. If participants felt this way during this research study, focus groups would have been established to determine their desired response (LaMarca, 2011).

The researcher in using multiple instruments in collecting the data was to ensure validity of data as one instrument compliments another (Ledgerwood, 2000; Saunders *et al*, (2007). They further argue that multiple methods are useful if they provide better opportunity for the researcher to answer the research questions and where they allow you to better evaluate the extent to which your research findings can be trusted and inferences made from. They noted that the method has two advantages: first, different methods can be used for different purposes in a study; second, it enables triangulation to take place. Analyzing it also saved time and effort by the researcher.

3.6. Data Analysis

According to Smith (2011) data analysis is a practice in which raw data is ordered and organized so that useful information can be expected from it. The analysis was based on the statement of the problem, research objectives and the research questions and the data processed to reduce its bulkiness as well as minimizing it in manageable interviews. The data collected was analyzed and presented for the researcher to answer the research questions and meet the objectives of the study as well as drawing conclusions and recommendations.

Various tools were used to analyze the data such as descriptive statistics including frequencies. Data from the self-completion questionnaires were analyzed quantitatively using Statistical Package for Social Sciences (SPSS) whilst the data from the interviews was analyzed qualitatively by content analysis. A Statistical Package for Social Sciences (SPSS) was utilized to enhance data analytical process to achieve mean and standard deviation of the data. Responses were collected randomly on volunteer basis from employees. Data was presented in tables, mean and standard deviation for responses summarized from the research. The standard deviation of the data was calculated in every question administered in the questionnaire. This helped the researcher determine how spread out numbers were hence the variance with the mean.

3.7. Validity and Reliability of the Research Instruments

To ensure validity and reliability of the data collection instrument, the researcher conducted a pilot study with one of the courts named Nakuru Law Courts staff who were not included in the final study. According to Sekeran (2003), a pilot study is necessary for testing the reliability of data collection instruments. Questionnaires were issued to 45 respondents, 10% of the target including resident Judge, Judges, Magistrates and administrative staff. Out of the issued questionnaires, 40 were filled and returned equivalent to 89%. All the questionnaires received were referenced and coded to facilitate data entry.

According to Cooper & Schindler (2003), self-administered questionnaires are advantageous in that they cost less than personal interviews and also enable the researcher to reach participants who may otherwise be inaccessible. This process

helped the researcher to assess the clarity of the questions and prepare for the actual data collection. Pilot testing the instruments was meant to determine whether the instruments were measuring what they are supposed to measure (Berg, 2007).

The pilot study's objective was to determine whether the participants understood the questions, provide information about the deficiencies of the instruments, to establish whether the data obtained could be meaningfully analyzed in relation to the research questions of the study in order to make some adjustments or retain them as they were (Depoy & Gitlin, 2011). Permission was sought from the authorities of the Court before the pilot study exercise was conducted to ensure convenience on the part of the respondents and the researcher.

3.8. Ethical Issues

The study ensures that ethical issues towards information obtained as far as confidentiality and respect are concerned. Hence any information obtained from secondary sources were not altered to suit any unethical interests. The researcher first sought permission to conduct the study from Moi University, Department of Human Resources Development and from the National Council for Science and Technology. The researcher also paid a courtesy call to the authorities in the research location. The study ensured confidentiality in that the respondents were coded and were asked not to indicate their names in the questionnaires.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION & INTERPRETATION

4.1. Introduction

This chapter describes and presents the results obtained from the number of questionnaires issued to the respondents and structured interviews carried out to the supervisors or heads of departments or court stations. From the 150 questionnaires distributed (N=150), 120 participants responded to the researcher. The analysis has been divided thematically vis – a – vis the four research objectives: Perception of the employees on training delivery, Employee self-appraisal and training transfer outcome, Employee facilitation and training transfer and ways of improving training transfer. The demographic characteristics of the sample begin and the conclusions drawn from the study are explained in the next chapter.

A total number of 150 questionnaires were distributed to the respondents, 120 fully filled as instructed and were collected giving a response rate of 80% hence the representative conclusions. Four (4) structured interviews were conducted with leadership and management team comprising Deputy Registrar, Head of Directorate, Portfolio lead of training institute and Court Administrators.

The main objective among others was to make an analysis on the determinants of training transfer in the Kenya Judiciary. The aim of the research was to examine factors that may be responsible for effective training transfer in an organization with a focus of the Kenya Judiciary. Employee perception to training delivery, Employee self-appraisal, Employee facilitation, motivation, contents of training, supervisor

support and feedback have been explored as possible factors that determine training transfer. This analysis is in accordance with Mbarek et al (2003).

4.2. Data Analysis

4.2.1. Response from the questionnaire

The distribution by gender was represented in the table 4.1 and 4.2. below

Table 4.1: Gender Source

Gender	Frequency	Percentage
Female	58	48%
Male	62	52%
Total	120	100%

(Source: Author, 2017)

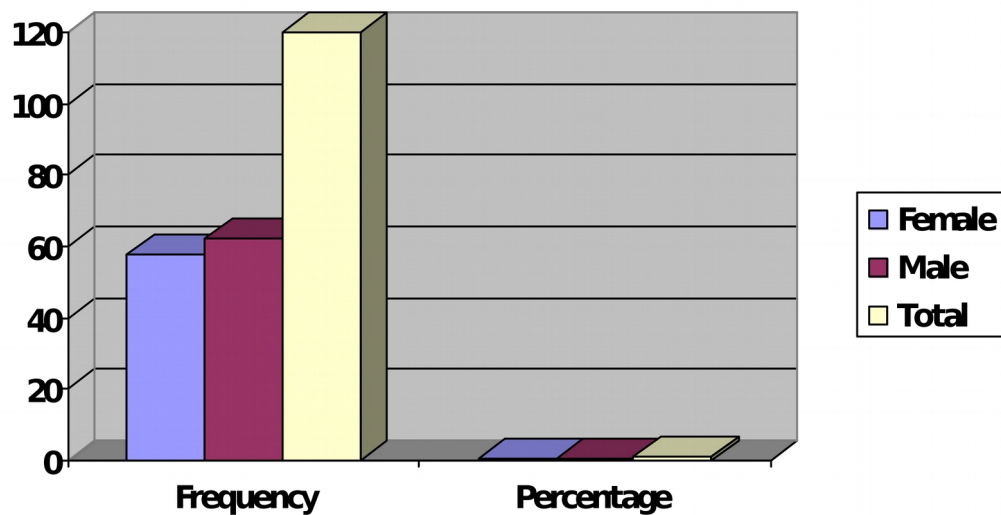


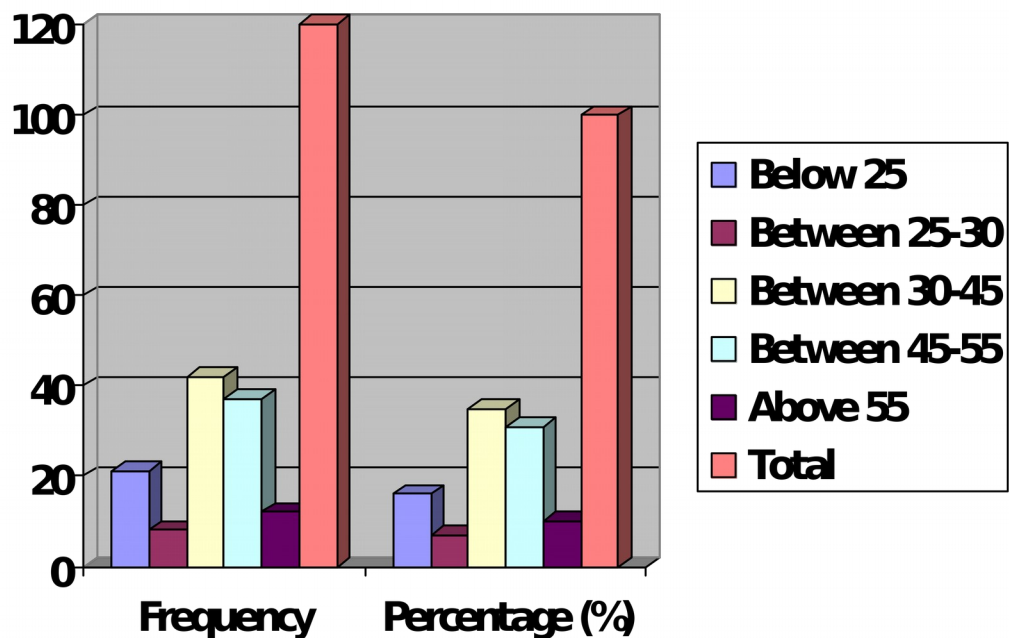
Figure 4.1. Gender Source

(Author, 2017)

Table 4.2: Response by Age Source

Age (Years)	Frequency	Percentage (%)
Below 25	21	16
Between 25-30	8	7
Between 30-45	42	35
Between 45-55	37	31
Above 55	12	10
Total	120	100

(Source: Author, 2017)

**Figure 4.2: Response by Age Source**

(Author, 2017)

It is evident from table 4.1. and 4.2. above that majority of the employees (35%) of the ages between 30 – 45 had attended training. This is equivalent to 42 of the total respondents of 150 collected. This shows that this is the category that has attended

trainings as and that makes the researcher ask himself what could be the possible effective factors that could lead to effective training transfer.

It is also clear from the above that 31% of the total respondents fall in the ages between 45-55. These age brackets represent the age of judicial officers as opposed to judicial staff who join the service at Below 25. 10% of the respondents were above the age 55. This is because majority of these were senior Judges and Magistrates as well as senior staff in the cadre of Administrators whose schedules were most of the time busy.

Table 4.3: Length of Service Source

Years	Frequency	Percentage (%)
Below 5	8	6
Between 1-5	22	18
Between 5-10	34	28
Between 10-15	39	33
Over 15	17	15
Total	120	100

(Author, 2017)

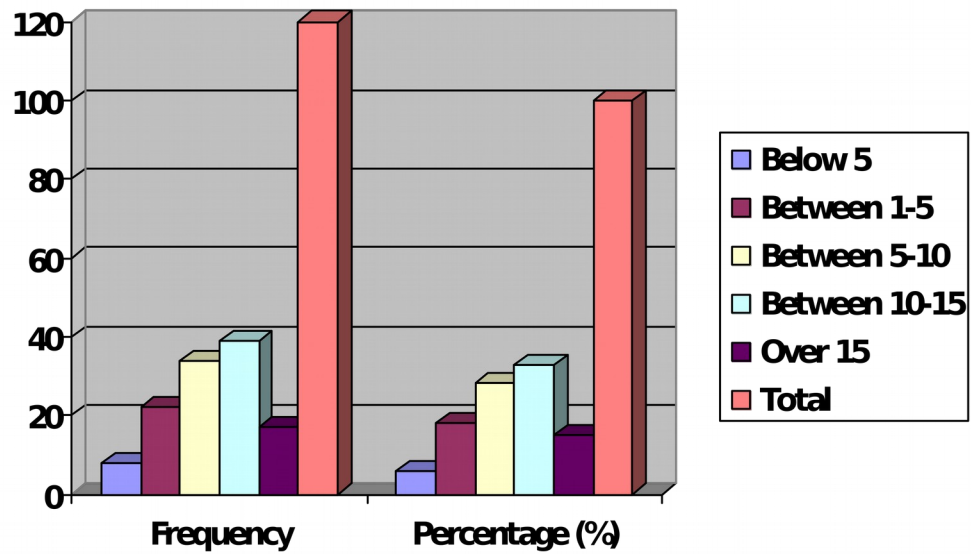


Figure 4.3: Length of Service Source

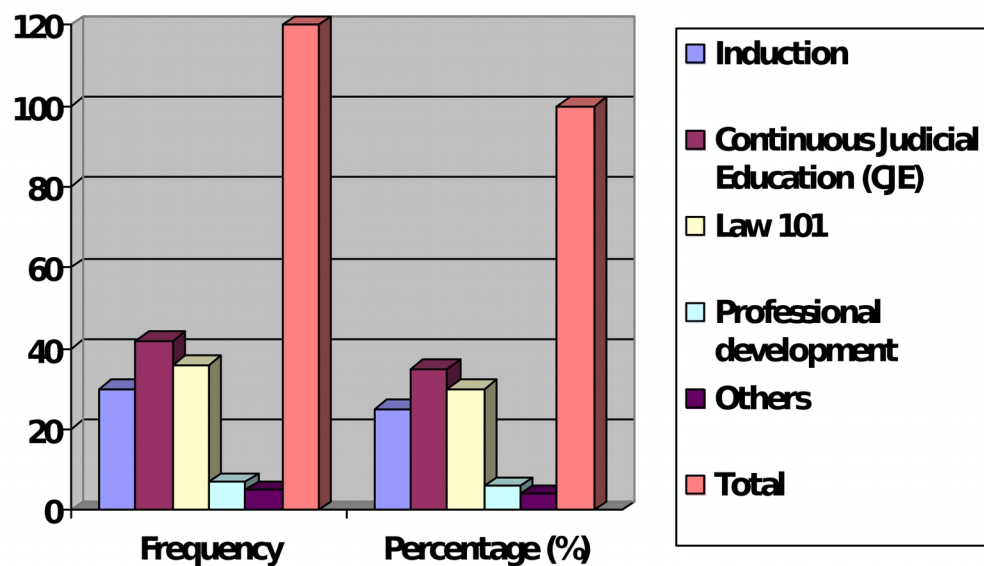
(Author, 2017)

When asked about the number of years worked, majority of the employees (33%) who filled the questionnaire have worked in the Judiciary for about fifteen years. 28% of them have worked for about ten years. It is also evident from Fig. 4.c above that 18% of the respondents have been in the Judiciary and 7% have been there short time. This indicates that majority of those who have worked in the Judiciary longest have been exposed to many training activities as opposed to those that have worked in the Institution for shorter time.

Table 4.4: Types of Training Source

Training type	Frequency	Percentage (%)
Induction	30	25
Continuous Judicial Education (CJE)	42	35
Law 101	36	30
Professional development	7	6
Others	5	4
Total	120	100

(Source: Author, 2017)

**Figure 4.4: Length of Service Source**

(Author, 2017)

It is evident from the table 4.4. above and chart 4.4. that majority of the respondents (35%) had attended Continuous Judicial Education (CJE) for Judges and Magistrates commonly known as judicial officers. 30% indicated that they had attended Law 101 course for Court Assistants and Administrative officers. However, other respondents

felt that although Law 101 course was offered, there still existed many fellow colleagues who had not been considered back at the station yet they had competitively applied for the course. 4% of the respondents indicated that they had neither attended the trainings. 7% of the respondents indicated that they had attended professional development course though on their own sponsorship. This means that a bigger representation of employees had never received any other type of trainings except induction (25%) on their entry to the Judiciary on recruitment.

4.3. Response to Research Questions

4.3.1 Employees' Perception on effectiveness of Training Delivery

Table 4.5: Employees' Perception on Effectiveness of Training Delivery

	N	Mean	Standard deviation
1 The training objectives were achieved	120	3.51	0.95
2 The content was organized and easy to follow	120	2.98	1.33
3 The training materials were adequate	120	3.32	0.97
4 The materials distributed were useful	120	3.08	1.23
5 The quality of instruction by facilitators was top-notch	120	3.27	1.04
6 Facilitators considered adding expressions in the sessions	120	3.50	0.88
7 Class participation and interaction were encouraged	120	3.44	0.92
8 Adequate time was provided for questions and discussion	120	1.56	0.99

Source: Author, 2017

On the research question on the employees' perception on the training delivery, respondents from the questionnaire as seen in the table 4.5 above had mixed feelings as to whether the trainings are delivered properly according to how they like it. They had the feeling that training objectives were achieved at the mean of 3.51. The content was organized and easy to follow at a mean of 2.98, the training materials were adequate (3.32), the materials distributed were useful at mean of 3.08 facilitators considered adding expressions in the sessions (3.50), class participation and interaction encouraged (3.44), respectively in relations to training delivery.

The least cited measurements were adequate time was provided for questions and discussion, unorganized content which was not easy to follow by the participants comprising a mean of 1.56, 2.98 respectively. If enhanced, positive transfer would be seen where employees utilize what was learned in the classroom to the job. Supervisors would be very useful at this stage in giving feedback as well as clients served by the employees who had benefitted from given training. Availability and adequacy of training materials, efficient Facilitators, proper time management and follow up for feedback were significantly more likable to transfer training to the workplace.

4.3.2 Employee Self-Appraisal and training transfer outcomes

Table 4.6: Employee Self-Appraisal and training transfer outcomes

	N	Mean	Standard deviation
Reaction			
1. After training, I can apply well the concepts learnt in the job	120	3.62	0.89
1. Training leads to higher job satisfaction	120	3.51	0.95
2. After training I feel more motivated at work	120	3.58	0.91
Learning			
1. I have been able to comprehend areas trained	120	3.65	0.86
2. Training helps me grow as a person	120	3.51	0.95
Behavior			
1. My clients appreciate better how I serve them since I attended training	120	3.53	0.93
2. After training, I feel more valued by the employer	120	3.32	1.03
Results			
1. I complete my tasks with ease since I attended training	120	3.58	0.91

(Source: Author, 2017)

Results from the study as seen in table 4.6 indicate that majority of the respondents were able to comprehend areas trained at a mean of 3.32, Employees also felt that after attending training they complete their tasks with ease (3.58). It is also evident

from the table that Training leads to higher job satisfaction which enhances training transfer, After training I feel more motivated, training helps me grow as a person shown by a high mean of 3.51, 3. and 3.51 respectively. The least cited statement was that the respondents felt that they were not valued more by their employer after attending training as seen in the least mean of 3.32. This also means that after the employees attended the training and acquired skills and knowledge, there was need for follow up by the facilitator and the supervisor to ensure that those skills are applied appropriately and reinforced.

This was supported during my interview with one of the portfolio leads of the Judiciary Training Institute who expressed that participants after training could call her and inquires on concepts after training. The interview further revealed that during trainings, employees expressed the desire to learn and apply the learning back at the court station or Directorate or at the registry. Employees' reaction, learning, behavior and results were key components of employee self-appraisal. Employees were highly involved after training, in setting goals, and reviewing progress and working closely with their supervisors as well as positive feedback from their clients was more likely to have a favorable impact on employees' motivation, job satisfaction and personal growth. This would therefore lead to effective training transfer.

4.3.3 Employee Facilitation

Table 4.7: Employee Facilitation

	N	Mean	Std. Deviation
1 There is a supportive climate for transfer of training	120	3.43	1.04
2 I get good supervisor support for training transfer	120	3.39	1.00
3 I get good peer support back at the court station	120	3.46	0.98
4 I get excited when I think of using my new learning on my job	120	3.45	1.15
5 I get the opportunity to perform my duties based on the knowledge I learn.	120	3.33	1.20
6 There is good technological support	120	3.43	1.03
7 I have adequate time to implement what I learned	120	3.20	1.19
8 There is proper and continuous feedback	120	3.23	1.15
9 My peers are willing to accept new ideas whenever I share with them	120	3.40	1.14

(Source: Author, 2017)

Based on the above information on table 4.7, it is evident that majority of the respondents get good peer support back at the work place, get excited when they think of using new learning on the job, there is good technological support as seen in the

high mean of 3.46, 3.45 respectively. The respondents cited least that they have limited time to implement what they learn rated at the mean 3.20. This was confirmed by my interview with one of the head of stations at the law courts in Kiambu region that majority of the employees who attended training at a given time expressed the desire to apply the learned knowledge but there was a problem of time because of the shortage of staff especially those attending court officers and registries.

It was also revealed that employees have the opportunity to perform their tasks based on the knowledge they acquired as seen at the mean of 3.33. It can also be seen that supportive climate was ranked at a high mean of 3.43 meaning that it plays a crucial role in employee facilitation. Employees if facilitated with the necessary tools and environment to learn would they will effectively apply the learning to the job. Employee facilitation was more likely to have a favorable impact on training transfer job satisfaction and motivation to do the job. This would therefore lead to effective training transfer.

4.3.4 Support for training transfer

Table 4.8: Support for training transfer

	N	Mean	Std. Deviation
1. Trainees need to work with the supervisor to make certain the trainee has a chance to practice the new skills	120	3.41	1.0
2. Tie the employee development goals into the Judiciary's-wide performance management and development process	120	3.16	1.16
3. The trainees should work with their supervisor to plan for additional training based on the application of the learning on the job	120	3.18	1.18
4. There is need for testing of the learning at intervals at the work place	120	3.23	1.15
5. Establish a norm within a workplace that all employees after training should train and share materials upon return	120	3.20	1.19
6. Ensure that trainees receive training manuals, job aids and others as part of training	120	3.43	1.15
7. Provide supervisors with job aids or follow-up lessons and brief readings to reinforce and support the training concepts with employees on the job	120	3.65	0.857
8. It is prudent that trainees after training form an informal network for support and encouragement	120	3.23	1.15
9. There is need to reward trainees for applying the gained knowledge and skills on the job	120	3.39	1.00

(Source: Author, 2017)

Nijman & Gelissen, 2011 indicates that supervisory support is essential in the application of newly acquired knowledge and skills. Support and coaching at the

workshop are believed to play a critical role in assuring the effectiveness of developmental employee activities, concerning both training and the application of newly acquired knowledge and skills at the workplace.

The results illustrated in table 4.8 show that majority of the respondents agreed trainees need to work with the supervisor to make certain the trainee has a chance to practice the new skills (3.41). This indicates that a high degree of support at all levels of employees is required to enhance their appreciation. On the question of what supporting training transfer ways as a factor that would lead to training transfer, results as seen in the table 4.8 indicate that majority of the respondents consider the following as effective ways of improving training transfer: Provide supervisors with job aids or follow-up lessons and brief readings to reinforce and support the training concepts with employees on the job as rated highest at the mean of 3.65. It was followed by ensure that trainees receive training manuals, job aids and others as part of training rated at the mean of 3.43, trainees need to work with the supervisor to make certain the trainee has a chance to practice the new skills rated at 3.41.

The respondents also felt that there is need to reward trainees for applying the gained knowledge and skills on the job (3.39) which could enhance their motivation towards applying the learning to the work place. This would also promote inter-learning among fellow workforce hence overall job efficiency. Employees rated at the mean 3.23 that it is prudent trainees after training form an informal network for support and encouragement. The least rated was Tie the employee development goals into the organization's wide performance management and development process at the mean of 3.16. This could mean that given the transformational workshops each employee in

the Judiciary had undergone, they had been able to appreciate the development goals set out in Key Result Areas and Pillars of change in the judicial institution.

Finally, aspects such as the trainees should work with their supervisor to plan for additional training based on the application of the learning on the job and there is need for testing of the learning at intervals at the work place were rated at a mean of 3.18 and 3.23 respectively. The results show that the listed ways were more likely to have a favorable impact on learnability, job satisfaction and motivation to do the job which could lead to effective training transfer.

The study indicates that the supervisory support is taking place and this is consistent with the responses obtained from the leadership who affirmed that they do provide the necessary support to their staff members to apply newly acquired knowledge and skills. Staff members are better motivated if support to implement new knowledge and skills at the workplace.

4.3.5 Responses to Interview Questions

The researcher used both questionnaires and interviews to collect data related to the attitude of lecturers towards in-service training programmes by considering the following aspects:

1. Participants' right mind set and attitude towards work.
2. Employees' motivation to transfer training received, after attending a course.
3. Employees' loyalty and commitment to the organizations' role and mandate

The researcher's interview from the leadership and supervisors indicated that supervisors and superiors were ready to support the employees implement their learning. Below are responses from the key informants when they were asked during the researcher's. The key informants involved the Supervisors of various directorates and departments and the heads of stations that included judicial officers. The interviewees were assured of confidentiality and purpose of the research to ensure their openness for the research.

Question 1: What aspects do employees either positively or negatively change when they get back to the workplace?

Respondent 1: Our staff once they undergo a training always come back with positivity especially if the training was well organized. They usually take their tasks with seriousness and tend to appreciate more than before. This helps in enhancing their motivation to learn new things and utilize what they had learned during the training. Employees tend to change in behavior to a large extent.

Respondent 2: It was noted that the first thing that often happens is sudden change of the culture of doing things by the employees. They tend to appreciate their work better than before and go ahead and serve clients in a better way with better approach, attitudes including improved customer care. They also tend to serve their clients with friendliness and the urge to assist the even with little thing such as availing a copy of the Judiciary's policy or crucial documents depending on the need by the client. Employee motivation plays a crucial role in order to sustain the level of application of the learning.

Question 2: What factors do you consider crucial in training transfer to the work place'?

During the interview with the informants, it became clear that employees after participating in a training program will have various reactions to share. Actual transfer of training may not take place the way it is planned by those offering the training with the purpose of seeing some improvement in undertaking a task. Evaluation at this stage determines the effective and ineffective ways in which the acquired knowledge, skills and attitude is being applied and suggests the ways of improving the program to achieve expected transfer of new knowledge, skills and attitude.

These perceived factors were raised during the reactions to the questions by the informants. The most successful training program may not be effective or reap any fruits at a work place because of some factors that may influence the success of the transfer process. Some of the factors outlined by the interviewees included Employees' attitude, Trainers ability, Motivation, Self-efficacy, Structural expectations, Work environment, Commitment of supervisor, Commitment of staff, Training objectives, HR policy of training and the establishment of rewards.

Question 3: What additional influences either positively or negatively has the training transfer process had for judicial staff and judicial officers?

Training is taken seriously and welcomed with joy because it is life outside 'the bench' especially by judicial officers who are always clued to their seats at their various courts in hearing matters or evidences by accused persons which is their daily duty. Training transfer results such as improved judgment writing, enhanced service delivery and change of culture are some of the things highlighted by participants.

It became clear from the interviews that majority of those who participated concerns that despite the few number of occasions they attend trainings, they have been able to

learn from those programs especially where fellow peers train them back at the court stations. According to them, what matters is when, where, how well, and often the training is being used; which skills are and are not being used; and how long the effects of training have lasted. The training transfer process proves to be very crucial in that the purpose of training can be proven from here. When transfer of training occurs positively, changes will be felt especially where customers being served appreciate with comments such as thanks you, we will come back again and even express their loyalty to the organization.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter highlights the findings, conclusion and the recommendations from the study as derived from the preceding chapter. It entails the conclusions that can be drawn from the research and the recommendations that can be drawn from it. The researcher focused on a number of literatures to find out what would be the determinants of training transfer in an organization given that training is done in the Judiciary and what factors would lead to effective training transfer.

Peuters (2014) argued that Employee retention and talent management issues are becoming the most critical workforce management challenges of the immediate future. The demand for competent employees is high and organizations are therefore exposed to fight for the best and talented employees. Talent management has become an integral strategy not only to retain employees but also as a source of competitive advantage (Hurghes & Rog, 2008). This is achieved through training of the workforce. Consequently, training being key in any organization needs to be taken seriously in order to achieve the intended organizational goals.

To achieve the research objectives, the researcher collected data from 150 respondents in Nairobi and Milimani Law Courts. A pilot study to pretest, improve and modify the research instruments was conducted at one of the law courts, Nakuru Law Courts, outside Nairobi and Milimani Law Courts before the actual study began. Observations, structured interviews and questionnaires were used to collect the data.

A simple random and purposive sampling technique was applied to locate the respondents.

Questionnaires and interviews were administered to the respondents as and when it was appropriate. The interviews helped the researcher interact with the respondent first hand hence avoiding bias of information. The data collected was analyzed using Scientific Package for Social Sciences (SPSS) and presented in tables and charts as well as explanations of the summaries given.

5.2 Summary of Findings

The aim of the research was to examine factors determine effective training transfer in an organization with a focus of the Kenya Judiciary. The specific objectives included study on Employees' perception to training delivery, Employee self-appraisal, Employee facilitation, motivation, contents of training, supervisor support and feedback have been explored as possible factors that determine training transfer. These findings are in accordance with Mbarek et al (2003). The research results from the study are as follows.

The purpose of this study was to investigate the determinants of effective training transfer with a focus of the Kenya Judiciary. Specifically, the study was guided by the following objectives: to find out the perceptions of employees on effectiveness of training delivery; to examine training transfer outcomes as a result of employee self-appraisal; to analyze the impact of employee facilitation on the effectiveness of training transfer; and to find out ways of support for training transfer going forward. To achieve this primary data was collected through the use of questionnaires and interviews from key informants.

It can be seen from the research findings and conclusions that 76% of the employees who have worked in the Judiciary longest have benefitted from the training activities and training programs such as induction, law 101, Continuous Judicial Education as well as some professional courses as mandated by the order of the chief justice in establishing the institution and the delegation of the role of training by the Judicial Service Commission. Those new to the institution have benefitted majorly with induction/orientation program which is mandatory on joining service. This means therefore that training had taken place for the employees and that after those training participants go to utilize the gained knowledge skills and attitude back at the work place. It's therefore clear from the research that employee perception on training delivery, facilitation and self-appraisal plays a critical role in transfer of learning.

Continuous Judicial Education (CJE for Judges and Magistrates (judicial officers) and the legal researchers had been attended commonly and regularly. Law 101 training for Court and Administrative Assistants was offered to the employees after expressing their interest through a competitive process of. This shows that the employees appreciate attending training as they believe that the training would help them enhance their performance and be knowledgeable especially while discharging their responsibilities back at their court or work stations. Although the Judiciary Training Institute has been keen in offering professional development courses to the employees, some of the employees have sought from other institutions offering.

5.2.1 Effect of Employee Perception on training delivery

On the research question on the employees' perception on training delivery, respondents had the feeling that the training objectives were achieved as seen at the highest (mean =3.51). The study also has shown that training content constitute an important variable in learning performance (mean = 2.98). Thus, the purpose of a training program is the development of task-related content which satisfy the employees' needs. This result is in accordance with several researchers such as Ford & Baldwin (1988), Hicks & Klimoski (1987), Baldwin & al (1991), Lim & al (2007).

The training content if well delivered to the employees enhances training transfer. The research further revealed that the training materials were adequate (Mean=3.32), the materials distributed were useful (mean=3.08) facilitators considered adding expressions in the sessions (3.50), class participation and interaction encouraged (Mean=3.44), respectively in relations to training delivery. In addition, positive employee perception enhances training transfer. This result means that trainees who believe more in their abilities and aptitudes most likely use their newly acquired knowledge and skills when they go back to work.

It is evident that Employee perception on training delivery affects training transfer. If enhanced, and well appreciated through ensuring that employees develop positive perception and the right attitudes towards training and the organization. Effective transfer would be manifested where employees utilize what was learned on the job effectively through change of behavior and positive feedback at the work place. Supervisors would be very useful at this stage in giving feedback as well as clients served by the employees who had benefitted from given training. It can be concluded

that availability and adequacy of training materials, efficient facilitators, proper time management and follow up for feedback were significantly more likable to ensure training transfer to the job.

5.2.2. Employees self-appraisal

The study revealed that Employees' self-appraisal is one factor that leads to training transfer. This is supported from the results of the study as follows: Employees also felt that after attending training they complete their tasks with ease (mean=3.58). Majority of the respondents were able to comprehend areas trained (mean=3.32). It is also evident employee self-appraisal leads to higher job satisfaction which enhances training transfer. After training I feel more motivated, training helps me grow as a person shown by a high (mean 3.51, 3. and 3.51) respectively.

There was concern by respondents that they were not valued more by their employer after attending training (mean = 3.32). This means that after the employees attended the training and acquired skills and knowledge, there was need for follow up by the facilitator and the supervisor to ensure that those skills are applied appropriately and reinforced and possibly recommend them to the employer for reward. This is supported with my interview with one of the portfolio leads of the Judiciary Training Institute (Magistrate) who expressed that participants after training could call her and inquire whether they received any form of reward after they underwent training. The interview further revealed that during trainings, employees expressed the desire to learn and apply the learning back at the court station or Directorate or at the registry.

Employees' reaction, learning, behavior and results were key components of employee self-appraisal. The results further indicated that employees were highly involved after training, in setting goals, and reviewing progress and working closely with their supervisors as well as positive feedback from their clients was more likely to have a favorable impact on employees' motivation, job satisfaction and personal growth that could lead to training transfer. The researcher's observation indicate that participants felt appreciated when given a chance to attend a training to learn new things. This could affect the level of application on the job to ensure effective transfer on the job.

5.2.3. Employee Facilitation

On whether employees' facilitation leads to training transfer, the research has revealed the importance employee facilitation in learning transfer. This result is in accordance with several researchers such as Noe (1986), Baldwin & Ford (1988). Factors such as peer support, excitement to use new learning, good technological support as seen in the mean =3.46, 3.45) lead to training transfer. However, the respondents cited least that they have limited time to implement what they learn rated at the mean 3.20. This was confirmed by my interview with one of the head of stations at the law courts in Kiambu region that majority of the employees who attended training at a given time expressed the desire to apply the learned knowledge but there was a problem of time because of the shortage of staff especially those attending court officers and registries. Employees ought to be given the platform to perform their tasks based on the knowledge they acquired (mean = 3.33).

It can also be seen that supportive climate was ranked at a high mean of 3.43 meaning that it plays a crucial role in employee facilitation. Employees if facilitated with the necessary tools and environment to learn would they will effectively apply the learning to the job. It can therefore be concluded that Employee facilitation was more likely to lead to training transfer. Employees if well facilitated with the platform and the opportunity to use the learning acquired would increase the chances of training transfer.

5.2.4. Support of training transfer

On the question of ways to support training transfer, results reveal the importance of supervisor support, provision of the employees with job aids or follow-up lessons on the job and brief readings to reinforce and support the training concepts with employees on the job (mean=3.65) rated at high degree. Issuing employees with training manuals before the training would also increase the likelihood that training transfer will occur. The importance of rewarding employees' exemplary application of the skills on the job cannot be understated. Results from the study show that reward could enhance their motivation towards applying the learning to the work place. This would also promote inter-learning among fellow workforce hence overall job efficiency.

Employees further found the need to form an informal network for support and encouragement so that they keep in touch so that they share on the positives and challenges that are experienced after training. There was a further need to tie the employee development goals into the organization's wide performance management and development process (mean=3.16). This could mean that given the transformation

trainings all judiciary employees had undergone, they had been able to appreciate the development goals set out in Key Result Areas and Pillars of change in the judicial institution. Finally, aspects such as the employees' additional training based on the application of the learning on the job, testing of the learning at intervals at the work place were likely to enhance training transfer. The results show that the listed ways were more likely to have a favorable impact on learnability, job satisfaction and motivation to do the job which could lead to effective training transfer.

On the researcher's interview with the employees who had just come back from training at the Judiciary Training Institute, what is considered crucial in training transfer included supervisor support and facilitation. Employees if facilitated with the required tools of trade would perform better on the job. Supervisors also noted that there is a sudden change of behavior when they are asked to accomplish certain tasks that are new to their usual roles. For example, a court clerk who has been working in court for many years and referred to registry after training was reported to work with effectiveness and efficiency. They showed positive transfer of the learning to the job as they served court clients better than before.

5.3. Conclusions

The aim of the research was to examine the factors that are perceived to determine effective training transfer in an organization with specific focus on the Judiciary. It is not obvious that training is transferred after employees attend a training activity and also it is not known which factors could lead to successful training transfer. After study, it can be noted that training transfer is likely to be caused by the factors under study. Employee perception to training delivery has a direct effect on training transfer

among employees. Employees who believe more in their abilities and aptitudes most likely use their newly acquired knowledge and skills when they go back to work leading to an effective training transfer. If enhanced, transfer would be seen where employees utilize what was learned on the job effectively. It can also be concluded that employee self-appraisal is crucial to the transfer of learning to the work situation as they share their experiences which leads to higher job satisfaction hence enhancing training transfer.

Employees' facilitation as a factor leads to enhanced training transfer. If accorded the support they require as well as the platform and the opportunity, employees would transfer the learning to the job effectively. Although resources availability is not the only motivation, other factors such as readiness by the trainees to apply the knowledge learnt play a key role in transfer performance. Finally, the study concludes that learning is likely to transfer effectively if the conditions in the work setting are favorable meaning that transfer is affected both by training factors and workplace factors. Various ways of training transfer would have a favorable impact on learnability, job satisfaction and motivation to do the job which could lead to effective training transfer. The study therefore concludes that the Judiciary's working environment needs improvement to encourage the application of newly acquired knowledge and skills in the workplace.

5.4 Recommendations

This section captures the researcher's recommendations drawn from the study findings that may be useful towards improving how organizations conduct training and other learning activities for its employees.

In the world of transformation, science and technology, business competition, organizations need to invest more in training of its employees and building competence in skills and knowledge. In light of the findings from the study therefore, the following recommendations are made. The Judiciary needs to mold itself to a learning organization as Senge (1990) points out that organizations where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning to see the whole together.

The study further recommends that the Kenya Judiciary should assert the crucial role the factors studied play in determining training transfer for instance training facilitation to build organizational culture and climate support change. There is a further need for proper design of the programs to suit the actual needs of the employees geared towards job performance and the overall goal of the organization.

The Judiciary needs to consider professional development through embracing and sponsoring those employees in the particular professions. While enhancing continuous judicial education for Judges, Magistrates and Legal researchers, there is also a need to consider employees' perception and self-appraisal towards the training. To ensure training delivery, there is need to consider adding more time to lessons, check relevance as well as suitability to the job of the content/presentations by the facilitators.

There is a further need to put into consideration suggestions by participants during and after training and provide job aids and other materials before training to help them acquaint themselves with the context. The study also recommends that the JTI needs to adopt the various ways of supporting training transfer as found out in this study. To

ensure a holistic understanding of the transfer and learnability as well as be able to measure Return on Investment as well as value for money as stipulated in JTF 2012-2016 Key Result Area 9, the JTI should evaluate its trainings on all levels i.e. before, during and after training. Regular assessment should be done and the institute should conduct follow-up assessments after the training to ensure that the training content is retained over the time and is transferred to the work set up.

The study also recommends that focus should be laid on employees' self-appraisal and perception on training delivery and design because they play a significant role in the transfer process. It is also prudent for the Judiciary to create an environment that supports training transfer for the employees who attended a training to implement what they learned.

The Judiciary needs to focus on building employees' abilities by ensuring that trainees believe in their capabilities to successfully learn the new material and utilize the new knowledge, exposure and skills in the job. This can be achieved by according them the opportunity to show-case mastery of the content and the material and modeling the appropriate behaviors so that trainees can conceptualize how training is utilized outside training contexts. The design and delivery of the training should be tailor-made to the job so that it is easy to follow and apply in the job and possibly be able to understand and pass easily while showing other employees back at the job place.

The study recommends that the Judiciary administration builds an employee reward system to ensure that employees are motivated to utilize learning after training. After training it is worth noting that employees need to be given the platform and the opportunity to utilize learning acquired and allow them build networks groups that could ensure intellectual and experience exchange among employees.

Finally, organizations including the Judiciary device learning transfer framework to ensure robust learning, organizational learning culture and support for an effective training transfer. There is need to actualize various models of training for instance the researcher recommends adoption of the Kirkpatrick's (2006) evaluation model that helps it determine the employees' reactions to the training programs and the measures to take to improve training transfer. The Institute needs to discover how to tap people's commitment and capacity to learn at all levels.

5.5. Limitations of the Study

In spite of the lightings brought by the results of this research and the organizational implications which result from it, it can be noted that the research has been guided by a review of literature on the determinants of training transfer as well as the analysis of the questionnaire and interview content. Thus, the number of evaluated factors remains restricted by considering the whole of the possible training transfer determining factors. This is because there could be other factors that could possibly lead to effective training transfer. As such, it is possible that there would be other factors unidentified that might determine the degree of transfer of training among the employees.

While study findings contributed to the researcher's understanding of the training transfer in the Judiciary, it cannot be assumed that they will generalize to all settings and sectors. However, the model and processes used to operationalize the study can be adapted for use in other sectors. A longitudinal study could be better for purposes of this study to better demystify the determinants of training transfer and their effects.

5.6. Areas for Further Research

The findings from the study have potential implications to future research and practice. The researcher finds importance for further research in identifying other possible transfer determinants and especially in a judicial set up. This is because the researcher had only focused on the four factors heightened in the study and so it is presumed that there could be other factors that would determine effective training transfer. Future research should also focus on the pre-determining factors in a similar study to determine if the factors combined could provide better prediction of determinants of training transfer and if so what would be their effects. There is a further need to explore how methodology and curriculum instruction of training programmes can be successfully enhanced to improve the performance of judicial officers in the Judiciary.

There is need to lay focus on the determining factors that have been experienced to lead to effective training transfer. The use of both qualitative and quantitative research methods enabled a deeper understanding of the effects of the factors at employee and organizational level which was particularly important in a sector where training outcomes were expected to be predominantly intangible. While the study focused on the factors that lead to training transfer, there is also a need to assess whether actually training occurs after employees' participation in a training program.

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APPENDICES**Appendix I: Letter to Respondent**

The Respondent,
Kenya Judiciary,
Nairobi Headquarters
NAIROBI

Edwin Chemjor,
Moi University,
School of Human Resource Development,
NAIROBI

Dear Respondent,

RE: RESEARCH THESIS FOR MSC. HRD

My name is Edwin Chemjor, a student at Moi University School of Human Resource Development carrying out research. The title of the research is ***The Determinants of training deficit: A case of the Kenya Judiciary.***

I would appreciate your time and effort in responding to the questionnaire. I assure you that your responses and comments will be treated with utmost confidentiality and for purposes of this research only. Your support and sacrifice is highly appreciated.

Thank you and God bless.

Yours Colleague,

EWC

Edwin Chemjor
SHRD/PGD/047/2012

Appendix II: Questionnaire

QUESTIONNAIRE TO BE ANSWERED BY JUDICIAL OFFICERS AND JUDICIAL STAFF

The purpose of this questionnaire is to assess your reactions on a training you attended and the transfer back at the job. The questionnaire is divided into five sections. It begins by asking your general biographical information followed by Parts A, B, C and D. Utmost confidentiality will be KEPT and no part or information will be used for other purpose except for this research. Please answer each question as honestly as you can. Your responses will be analyzed and reported as group and not individual.

BIOGRAPHICAL INFORMATION

NAME (Optional) _____

GENDER: MALE FEMALE

COURT STATION/SECTION/DIRECTORATE: _____

AGE: Below 25 years
 Between 25 -30 years
 Between 30 - 45 years
 Between 45 - 55 years
 Above 55 years

PROFESSION: _____

LENGTH OF SERVICE:

Below 5 years
 Between 1 – 5 years
 Between 5 - 10 years
 Between 10 - 15 years
 Over 15 years

TRAINING ATTENDED:

1. INDUCTION
2. CONTINUOUS JUDICIAL EDUCATION (CJE)
3. LAW 101
4. PROFESSIONAL DEVELOPMENT
5. OTHERS (specify if any)

INSTRUCTIONS

Please read each statement and indicate how strongly you agree or disagree in all parts. Rate them in a scale of (1–5). (5) Indicates that you strongly agree (4) indicates that you Agree (3) indicates that you are undecided (2) means that you Disagree and (1) Indicates that you strongly disagree.

Part A: Employee Perception of Effectiveness of Training Delivery

Kindly tick your rating in the categories below by using scale that best describes your response.

	5 Strongly Agree	4 Agree	3 Undecided	2 Disagree	1 Strongly Disagree
1. The training objectives were achieved					
2. The content was organized and easy to follow					
3. The training materials were adequate					
4. The materials distributed were useful					
5. The quality of instruction by facilitators was top-notch					
6. Facilitators considered adding expressions in the sessions					
7. Class participation and interaction were encouraged					
8. Adequate time was provided for questions and discussion					

Part B: Employee Self-Appraisal and Training Transfer Outcomes

Kindly indicate your rating in the categories below by ticking the appropriate scale that best describes your response.

	5 Strongly Agree	4 Agree	3 Undecided	2 Disagree	1 Strongly Disagree
Reaction					
1. After training, I can apply well the concepts learnt in the job					
2. Training leads to higher job satisfaction					
3. After training I feel more motivated at work					
Learning					
1. I have been able to comprehend areas trained					
2. Training helps me grow as a person					
Behavior					
1. My clients appreciate better how I serve them since I attended training					
2. After training, I feel more valued by the employer					
Results					
I complete my tasks with ease since I attended training					

PART C: Employee Facilitation and Training Transfer

Kindly indicate how the following domain specifications are reflected by the items of rating in the categories below using a scale that best describes your response

DOMAINS	5 Strongly Agree	4 Agree	3 Undecided	2 Disagree	1 Strongly Disagree
1. There is a supportive climate for transfer of training					
2. I get good supervisor support for training transfer					
3. I get good peer support back at the court station					
4. I get excited when I think of using my new learning on my job					
5. I get the opportunity to perform my duties based on the knowledge I learn.					
6. There is good technological support					
7. I have adequate time to implement what I learned					
8. There is proper and continuous feed back					
9. My peers are willing to accept new ideas whenever I share with them					

PART D: Training Transfer Support ways

Support Domain	Strongly 5 Agree	Agree4	Undecided3	Disagree2	Strongly 1 Disagree
1. Trainees need to work with the supervisor to make certain the trainee has a chance to practice the new skills					
2. Tie the employee development goals into the Judiciary's-wide performance management and development process					
3. The trainees should work with their supervisor to plan for additional training based on the application of the learning on the job					
4. There is need for testing of the learning at intervals at the work place					
5. Establish a norm within a workplace that all employees after training should train and share materials upon return					
6. Ensure that trainees receive training manuals, job aids and others as part of training					
7. Provide supervisors with job aids or follow-up lessons and brief readings to reinforce and support the training concepts with employees on the job					
8. It is prudent that trainees after training form an informal network for support and encouragement					
9. There is need to reward trainees for applying the gained knowledge and skills on the job					


Any other information?

Thank you for completing the questionnaire

Appendix III: Interview Questions for Supervisors/Portfolio Leads

1. What is your perspective of the delivery, facilitation of training in the Judiciary?
2. What aspects do employees either positively or negatively change when they get back to the workplace?
3. What factors do you consider crucial in training transfer to the work place?
4. What additional influences either positively or negatively has the training transfer process had for judicial staff and judicial officers?

Appendix IV: Research Permit



**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

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Ref. No. _____ Date: _____

6th January, 2015

NACOSTI/P/14/7914/4463

Edwin Wendot Chemjor
Moi University
P.O. Box 3900-30100
ELDORET.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“The determinants of training deficit: A case of the Kenya Judiciary,”* I am pleased to inform you that you have been authorized to undertake research in **Nairobi County** for a period ending **31st December, 2015.**

You are advised to report to **the Registrars of selected Courts, the County Commissioner and the County Director of Education, Nairobi County** before embarking on the research project.

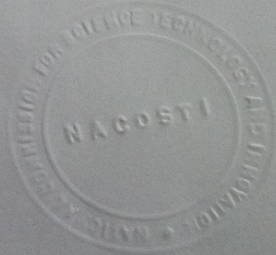
On completion of the research, you are required to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

Said Hussein
SAID HUSSEIN
FOR: SECRETARY/CEO

Copy to:

Registrars
Selected Courts.

The County Commissioner
Nairobi County.



National Commission for Science, Technology and Innovation - ISO 9001:2008 Certified