THE EFFECT OF TRANSFER OF TRAINING ON THE RELATIONSHIP BETWEEN PERCEIVE ORGANIZATIONAL SUPPORT AND EMPLOYEE'S ENGAGEMENT IN SUDAN`S PUBLIC SECTOR EMPLOYEES

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ABSTRACT

Organizations wishing to enhance their return on investment from training must understand the variables associated with transfer of training. Generally, organizations invest billions of dollars in training every year; many trained competencies reportedly fail to transfer to the workplace. In the previous literature on training transfer, researchers and practitioners have acknowledged that transfer of training will occur only when trainees have the desire or motivation to transfer training to the workplace. In Sudan public Sector Employee's there is a little information's known about factors that influence a trainee's decision to use what they have learned on the job. However, to date the influence of the social exchange factor in the workplace, known as perceived organizational support, on transfer of training has not been adequately explored. This study has been conducted on employees of public sector in Sudan to addresses this gap. Specifically, this study explores the moderating effect of and transfer of training on the relationship between perceived organizational support and employee`s engagement. The study adopts an analytical descriptive Methodology, and used the questionnaire as a data collection instrument. The study population included all the employees of public sector who attended the national training program in (2012). The result from this study present information and practices to improve the abilities of the managers in public sector organization in Sudan to enhance the employees` capabilities to transfer the training outcomes after training. The result of this study argued that the factor (perceived organizational support) being significant factors that can adoptive the transfer of training and, ultimately, employee's engagement.

1.0 INTRODUCTION

Most organizations have invested the money in training the employees, and the impact of the investment has not well justified. For example, a study conducted by Ford and Weissbein, (1998); Sofo, (2007) explains that the employee`s behavior does not change even after they attend training programs, and the performance of employees is not change following the training, because training focuses on changing the behavior or to develop new skills and knowledge for individual trainees and is expected to be applied in the workplace, and performance of employees in the workplace is critical to the success of every organization, (Park, (2007.

Scholars suggest that the main reason why training cannot increase the employees' performance and competency is because the trainees are not applying what they learn to the workplace as known as training transfer, Sabarudin, (2011); Baharim, (2005); Dowling and Welch, (2005). Different study's findings present a serious problem for organizations, given that transfer of training is considered the primary advantage point by which training influences organizational-level outcomes and results (Saks and Belcourt, (2006).

To understand the transfer of training process, need to understand the factors that affecting trainees during the training process and after training when they return to the workplace (Nikandrou, et al, 2008).

In the context of the Sudan, public Sector Employee`s there is a little information's known about factors that influence a trainee's decision to use what they have learned on the job. As this has a potential impact on 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 organizations, Stolovitch and Keeps, (2004). Therefore, this study conducted on employees of public sector in Sudan, who attended the National Training Program, (NTP) which organized by the Ministry of Human Resources Development in 2012 to the employees of public sector in Sudan to fill the shortage in the training of public sectors employees and to meet the great development in the community needs, and to develop and build the abilities of employees and motivate them to improve their performance and effectiveness in the workplace. In addition, to address the effect of transfer of training on the relationship between perceive organizational support and employee's engagement.

2.0 LITERATURE REVIEW

2.1 THE CONCEPT OF TRAINING

Training is a planned learning experience for the acquisition of new knowledge, attitudes or skills (Baharim, 2005). Hence, training can be defined as an on-going process of teaching new employees the basic skills they need to perform their task

effectively and efficiently (Stevens and Gist, (1997). However, training can be defined as the systematic acquisition of knowledge; skills and attitudes that together lead to improved performance in a specific environment (Salas, et. al. (2006). Training not only develops the capabilities of the employee but sharpen their thinking ability and creativity in order to take a better decision in time and in the more productive manner (Baharim, (2005). Moreover, it also enables employees to deal with the customer in an effective manner and respond to their complaints in a timely manner (Hollenbeck, Derue and Guzzo, (2004).

2. 2 CONCEPTS OF TRAINING TRANSFER
The concept of transfer of training within organizations has begun to serve several purposes, (a) a training evaluation tool that demonstrates the value of training to an organization with the view of enhancing employee performance and overall organizational productivity, (b) a training tool utilized as a method to justify money for training, and (c) a method to determine the effectiveness of a training program. Training Transfer is the terms used to denote the level of information an employee receives from some form of training event such as in a traditional classroom training session that is then utilized by the employee to improve job-related performance, (Baldwin and Ford, (1988); Sabarudin, (2011). In other words, training transfer is the process an individual undergoes to use information gained through training to directly improve job performance. However, training transfer is not limited to the cognitive learning process itself, but includes the additional internal and external elements that influence the training process and ultimately the level of transfer and performance that occurs, (Bates and Khasawneh, (2005).

On other hand, the concept of transfer of training is an almost magical link between classroom performance and something, which is supposed to happen in the real work environment (Foxon, (1997). Also is the process of successfully moving knowledge, skills, attitude from the classroom to the workplace, which is the ultimate goal of training.

2.3 PERCEIVED ORGANIZATIONAL SUPPORT
Perceived organizational support has been defined in various ways (Eisenberger, (1986) defined perceived organizational support as employees in an organization from global beliefs concerning the extent to which the organization values their contributions and cares about their well-being. Perceived organizational support is also defined as how much the organization values employees' contributions and cares about them (Allen et al. (2008); Rhoades and Eisenberger, (2002).

Research on perceived organizational support began with the observation that if managers are concerned with their employees' commitment to the organization, employees are focused on the organization's commitment to them (Eisenberger, Huntington, Hutchinson and Sowa, 1986. (Rhoades and Eisenberger, (2002) argued that employees develop Perceived organizational support in order to meet needs for approval, esteem, and affiliation, and to assess the benefits of increased work effort. More recent meta-analysis (Kurtessis, Eisenberger, Ford, Buffardi, Stewart and Adis, (2015) found clear and consistent relationships of Perceived organizational support with its predicted antecedents and consequences.

2.4 EMPLOYEES ENGAGEMENT
Academic literature presents a couple of definitions of engagement, one of the first and most recognizable definitions of engagement is provided by (Kahn, (1990); Ferguson, (2007) and it suggests that personal engagement is: the harnessing of organization members' selves to their work roles; in engagement, people employ and express themselves physically, cognitively, and emotionally during role performance.

May, Gilson and Harter, (2004) conducted a field study in a large Midwestern insurance agency, using a survey format they explored why some individuals fully engage in their work while others become alienated or completely disengaged. Results of this study confirmed that engagement differs from simple job satisfaction; they agreed that engagement actually entails the active use of emotions and behaviors in addition to cognitions.

In a 2006 cross national study (Schaufeli and Salanova, (2007) surveyed 14,521 employees in various occupations, using a self-report questionnaire that measured work engagement. The researchers found that engagement is not only the opposite of burnout but that it has its own characteristics, which were labeled vigor, dedication, and absorption.

3.1 Methodology
This study was applied quantitative research design approach to gain greater understanding about the effect of Perceive organizational support on the relationship between transfer of training and Employee engagement. This method means there is something that can be counted and used for statistical analysis. The Quantitative research is about explaining phenomena by collecting quantitative data, which are analyzed by mathematically based methods (Aliaga and Gunderson, (2000); Bryman, (2004). In addition, the populations of this study are the employees of public sector organizations in Sudan who attended training programs organized by the Ministry of Human Resource and Development at 2012. Hence, the purposive sampling technique was applied to select a sample from the population, which is representing a group of different non-probability sampling techniques, Given, (2008).

Most of the studies conducted about transfer of training used quantitative research method to examine the factors that influence the transfer of training such as (Broad and Newstrom, (1992); Khasawneh, (2004); Baharim, (2008); Williams, (2008); Comm,et.al. (2009).

The data for this study was collected through a questionnaire, and it is distributed to 650 employees from the public sector organization in Sudan and 413 were returned back with completed answers. The items were measured using a five-point Likert-type scale, ranging which (5= strongly agree, 4=agree, 3 =neutral, 2=disagree, 1=strongly disagree).

The questionnaire was designed in English and translated into the Arabic language. To ensure the accuracy of the translation, a professional translator of the Sudanese Translation Centre translated the questionnaire.

3.2 MEASURES
3.2.1 TRANSFER OF TRAINING (TOT)
Transfer of training is measured using six items developed by (Xiao, (1996). An example is 'He/she can accomplish the job tasks better by using new knowledge, skills and attitudes acquired from the training course'. This measurement has been used in recent studies and yield 0.76 in the study of (Chiaburu and colleagues, (2010), and 0.86 in the study of (Maria Simosi, (2012).

3.2.2 PERCEIVED ORGANIZATIONAL SUPPORT
This variable will measure using eight items scale developed by (Eisenberger, (1997). With five- point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). An example of these items is 'My organization cares about my opinions'. This measurement has been recommended and applied by recent studies, which yielded a reliability of 0.99 in the study by (Suazo and Stone-Romero, (2011).

3.2.3 EMPLOYEE ENGAGEMENT
This factor will measure by 12-item scale developed by (Robinson, (2004). Using a five- point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). Example items are, (I am proud to tell others I am part of this organization), and (This organization really inspires the very best in me in the way of job performance). The studies used this measurement and yielded a reliability of 0.79 in the study by (Williamson, et.al. (2009), and 0.70 in the study by (Vale, (2011).

3.3 DATA ANALYSIS:
The quantitative technique will use to analyze data. Statistical Package for Social Sciences (SPSS) version 20, will use for data analysis. Descriptive frequencies, percentage, standard deviations, mean, average, correlation, regression and ANOVA were drawn using SPSS. Factor analysis (principal component analysis) was used to determine the most important factors. A P-value of less than or equal to 0.05 was used to test the significance of the study questions.

4.1 THE RESULT
The respondents of this study are the employees of the public sector in Sudan who attended the National Training Program organized by the Ministry of Human Resource and Development. The 650 questionnaires was distributed to the respondents. Out of this number there are (N=413) of questionnaire retuned 63.5 percent of questionnaire were returned and analyzed using scientific package for social science (SPSS) software version 20.

4.2 THE RELATIONSHIP BETWEEN TRANSFER OF TRAINING AND EMPLOYEE ENGAGEMENT

Table 4.2: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.683[a]	.467	.465	.44133

a. Predictors: (Constant), transfer of training

Table 4.3: ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	69.998	1	69.998	359.387	.000[b]
	Residual	80.050	411	.195		
	Total	150.048	412			

a. Dependent Variable: employee engagement
b. Predictors: (Constant), transfer of training

The model summary (Table 4.103) shows that transfer of training has appositive relationship with the employee engagement (R= .683). In addition, the Anova (table 4.104) indicates that transfer of training significantly contributed to the equation for predicting employee engagement (sig = .000).

4.3 THE RELATIONSHIP BETWEEN PERCEIVE ORGANIZATIONAL SUPPORT AND EMPLOYEE ENGAGEMENT
The model summary (Table 4.105) shows that Perceive organizational support has appositive relationship with the employee engagement (R= .435). In addition, the Anova (table 4.106) indicates that Perceive organizational support significantly contributed to the equation for predicting employee engagement (sig = .000).

Table 4.4: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.435[a]	.189	.187	.54409

Predictors: (Constant), perceive organizational support.

Table 4.5: ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	28.380	1	28.380	95.867	.000[b]
	Residual	121.669	411	.296		
	Total	150.048	412			

a. Dependent Variable: employee engagement
b. Predictors: (Constant), perceive organizational support

4.4 TRANSFER OF TRAINING IS A MEDIATOR BETWEEN PERCEIVE ORGANIZATIONAL SUPPORT AND EMPLOYEE ENGAGEMENT

Multiple regression analysis was conducted to determine if the mediation effect of transfer of training on the relationship between perceive organizational support and employee engagement is of full mediation or partial mediation.

The result in (table 4.6) showed that the relationship between perceive organizational support and employee engagement is significant (*R2 for Model 2 = .024, p < 0.05*) even when the mediator (transfer of training) was controlled. This means that there are partial mediation effects of transfer of training in the relationship between perceive organizational support and employee engagement.

Table 4.6: The Result from Multiple regression analysis

Predictor	(*B*)	Work engagement Adjust *R2*	*ΔR2*
Model 1 Transfer of training	.467	.465	
Model 2 Transfer of training, Organizational citizenship behavior	.490	**.488**	**.024**

Note: B= standardized Coefficients Beta Value; AdjustR2= Adjust R square; R2 = R Square Change

5.1 DISCUSSION

There are still limited studies that examine the consequence of transfer of training to employees. Previous studies only explore the consequences of a transfer of training on employee performance, Zumrah, Boyle and Fein, (2013). This study conducted to address this issue, in specific this study examines the impact of transfer of training on employee work attitude and behavior, known as work engagement. This is defined as a positive fulfilling, job related, state of mind; categorized by dedication, absorption, vigor (Schaufeli et.al. 2002).

5.2 PERCEIVED ORGANIZATIONAL SUPPORT IS POSITIVELY RELATED TO TRANSFER OF TRAINING.

As presented in the conceptual framework the Perceived organizational support was expected to have appositive relationship with transfer of training. However, this prediction was supported by the analysis. The result found that Perceived organizational support is positively and significantly related to the transfer of training in Sudan public sector organization context. This result suggests employees who have positive perceptions that their organization values their contribution and cares about their well-being, positively applied the knowledge, skills and attitudes that they learned in training to their workplace following the training (Zumrah, Boyle and Fein, (2013). The significant result between Perceived organizational support and transfer of training is an important finding that has not been empirically determined previously in the training literature. This extends research by Chiaburu and colleagues (2010) who found a positive relationship between Perceive organizational support and employee self-efficacy and motivation to transfer. It is also in support of the social exchange approach, where employees who perceive the support from their organization fell an obligation to engage with behavior that benefits the organization (Eisenberger et al. 2001) and also are willing to expand more effort to fulfill their needs and organizational goals (Marler et al. 2009). The result of this study has demonstrated that the support from the organization plays an essential role in the success of transfer of training in the workplace.

5.3 THE RELATIONSHIP BETWEEN TRANSFER OF TRAINING AND EMPLOYEE ENGAGEMENT.

The result from the regression analysis about the relationship between transfer of training and work engagement, shows that transfer of training has appositive relationship with the employee engagement (R= .683). In addition, the Anova test indicates that transfer of training significantly contributed to the equation for predicting employee engagement (sig = .000). This result is consistent with previous studies that have reported relationships between engagement and work outcomes. For example, engagement has been found to be positively related to organizational commitment and negatively related to intention to quit and positively related to transfer of training and outcomes, and believed to also be related to job performance and extra-role behavior, Schaufeli, and Bakker, (2004); Sonnentag, (2003).

There are numerous positive outcomes from building employee engagement, and both practitioners and academic literature seem to be more or less consistent regarding the benefits of employee engagement. Almost all major consultancy organizations state that there is a connection between employee engagement and profitability increase through higher productivity, increased sales, customer satisfaction and employee retention (Bakker and Leiter, 2010).

5.4 THE RELATIONSHIP BETWEEN PERCEIVE ORGANIZATIONAL SUPPORT AND EMPLOYEE ENGAGEMENT

The result from regression analysis shows that Perceive organizational support has appositive relationship with the employee engagement (R= .435). In addition, the Anova test indicates that Perceive organizational support significantly contributed to the equation for predicting employee engagement (sig = .000). This result is consistent with previous studies that have reported that organizational support significantly affects employee engagement. When employees perceive the support from the organization, the employee's belonging sense to the organization will be strengthened. It makes the employees work hard to achieve the organization's goals, showing a higher degree of employee engagement Dai and Qin, (2016); Gao and Sun, (2015).

Similarly, the findings of the present study indicated that there was a positive correlation between employee's perceived organizational support, and work engagement. This was congruent with Zacher and winter (2011); James et al. (2011); Kee and Rubel1 (2013) who found significant correlation between perceived organizational support and work engagement. Furthermore, our results are also similar with those obtained by Kinnunen et al. (2008) and Sulea et al. (2012) who showed a positive relationship between perceived organizational support and employees' work engagement present research results showed significant positive correlation between nurses' perceived organizational support and citizenship behavior. This was supported by Naqvi, (2012); Hirichs, et. al. (2012) who revealed that perceived organizational support was positively correlated to organizational citizenship behavior. Furthermore, present study result indicated a significant positive significant correlation between work engagement and organizational citizenship behavior.

5.5 TRANSFER OF TRAINING AS A MEDIATOR BETWEEN EMPLOYEE ENGAGEMENT AND INDEPENDENT VARIABLES.

Transfer of training was mediates the relationship between Perceive organizational support and employee's engagement. The regression analysis has been conducted to examine the mediating effects of transfer of training in the relationship between the Perceive organizational support and employee's engagement. The results have shown that there is a mediating effect of transfer of training on perceived organizational support that have appositive and significant relationship with the work engagement. However, it is only partial mediation. The result is consistent with previous studies such as, (Saks, (2004); Andrew and Sofian, (2011) they argued that the quality of exchange relationship of employee and employer decides the degree of engagement of an employee in their work roles. Furthermore, this variation in the degree of engagement through quality of exchange behaviors can be better understood by Social exchange theory.

5.6 CONCLUSIONS

The finding shows that transfer of training play fundamental role as a mediator in the relationship between the perceived organizational support and employee's engagement. These finding provide new information to the literature by providing empirical confirmation that the link between perceived organizational support and employees engagement can happen through the instrument of employees` are keen to transfer the training outcomes to their workplace. Therefore, the finding presented here are limited to the specific context of the public sector organization in Sudan. The result of this study generally clearly argument toward perceived organizational support is being significant factor that can adoptive the transfer of training and, ultimately, employee's engagement.

Concerning the training practice, organizations need to ensure that the employee gains new knowledge and skills from a particular training they have attended whether it is organized by the organization or external organizations. This can be practically implemented through organizations ensuring that the training program provided to employees is relevant and related to their current job description and/or future job development, and trainers who are knowledgeable experts and experienced in a particular training content (Zumrah, Boyle and Fein, (2013) facilitate it.

The result of this study suggests that the knowledge and skills gained from training has an essential contribution, which positively influence employees to transfer the trained knowledge and skills on the job. Further, in terms of theoretical contributions, this study provides empirical evidence for the first time, of the direct effect of perceived organizational support on transfer of training, particularly in the Sudan public sector context. This result supported by (Lavelle et al. 2009; Tremblay et al. 2010; Coyle-Shapiro and Conway 2005).

There are several limitations to this study: the access to a variety of public sector organization was not easy. Availability of resources to support the study had to be present to make appropriate transfer of training and the factor that affect its effectiveness and its impact on employee of public sector organization in Sudan.

The limitation of this study is the fact that the data was collected after three years from the date of the employees was attended training program. Some researchers such as (Dysvik and Kuvass, (2008) argue that it is necessary for future research to validate the current findings in a longitudinal study. According to (Chiaburu et al. (2010) Longitudinal method is more appropriate than cross sectional method in term of generating causal derivations, due to the pre- existing theory and empirical data.

Moreover, this study has provided empirical evidence about the importance of transfer of training on public sector employees in Sudan context; this has revealed that when an employee has the intention to transfer the training outcomes at the workplace, such behavior can enhance the employees' engagement to their organizations. Most organizations have invested the money in training the employees, and the impact of the investment has not well justified. Scholars suggest that the main reason why training cannot increase the employees' performance and competency is because the trainees are not applying what they learn to the workplace as known as training transfer, Sabarudin, (2011); Baharim, (2005); Dowling and Welch, (2005); Brandsford, Brown and Cascio, (2000).

Finally, this study is conducted to examine the impact and the consequences of the transfer of training on employee work attitude and behavior, known as employee engagement, and found that perceived organizational support is impact positively and significantly on employee's engagement.

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