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IMPACT OF SELF EFFICACY AND SUPERVISORY SUPPORT ON TRANSFER OF TRAINING WITH SPECIAL REFERENCE TO WHEELS INDIA LIMITED

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ABSTRACT
The purpose of this paper is to find the Impact of Self Efficacy (Trainee related variable) and Supervisory Support (Organizational Variable) on Training Transfer by analyzing their relationship between various other variables which also contribute to Transfer of Training in Wheels India Limited, Padi Branch. By Using Statistical Tools like Herman's Single Factor Analysis, Correlation analysis, Descriptive Analysis and Structural Equation Modelling Various Hypotheses were tested and the results were obtained using responses collected from 240 Technical Employees of Padi Branch. The results Indicated that Transfer of Training is a Multiphasic process including many factors interacting simultaneously rather than a linear influential process, also there is Significant Positive Relationship between Self Efficacy and Supervisory Support with other variables like Expected utility, Learning Motivation and Content Relevance which in turn Influences Transfer of Training to a greater extent.

Keywords: Transfer of Training, Supervisory Support, Self Efficacy, Content Relevance, Wheels India Limited.

INTRODUCTION
Increase in Competition among the Industries has in turn increased the need for each Industry to improve their Employee Skills, Commitment and view towards their Job and Company. This can be done through various Technical and non Technical Trainings that are provided in the Company. This is the same in the case of Wheels India Ltd, Padi branch wherein many New methods of Technical and Non Technical training has been introduced in order to enhance the Skill Sets of Employees. Having done the above, HR Department of Wheels India Ltd, Padi Branch is now planning to analyze the Effectiveness of Transfer of such updated training process among its Technical Employees.

LITERATURE REVIEW

Eva Kyndt , Soraya Vreye and Filip Dochy (2017) in their paper **" A Supervisors' Perspective on Their Role in Transfer of Training"** explores how supervisors take up their role in transfer of training. The results show that the involvement in training selection, coaching and participation in training emphasizes the role of the supervisor in transfer of training.

Abdul Rahim Zumrah and Stephen Boyle (2014) in their paper **"The effects of perceived organizational support and job satisfaction on transfer of training"** explores the relationship between perceived organizational support, job satisfaction and transfer of training. The findings shows that **job satisfaction acts as a mediator between perceived organizational support and transfer of training.**

Imran Khan, Sabiya Mufti and Nazir Ahmed Nazir (2015) in their paper **"Transfer of Training: A Reorganized Review on Work Environment and Motivation to Transfer"** has proposed a conceptual framework recognizing the influential role of work environments (workplace support and work climate) on transfer of training, also taking into account the role played by transfer motivation. Results show that **workplace support and work climate positively Influence Transfer of Training.**

METHODOLOGY

Research Design

This study is based on both '**Descriptive Research'** and **'Hypothesis Testing Research'**.

Research Instruments

For the data collection process , a **structured questionnaire** was prepared and used in surveying the target respondents. The Questionnaire used in this research comprises **of 29 Questions,** of which **5 Questions** are for collecting **Demographic Details** and other questions are for collecting Research Model related Data. Thus there are **4 Questions each for all 6 variables** in the model which makes remaining **24 questions in the questionnaire**.

The **Likert 5 - point Scale** is used in survey research. The five points used for survey are:

(1) Strongly disagree
(2) Disagree
(3) Neither agree nor disagree
(4) Agree and
(5) Strongly agree.

Target Respondents

Technical Employees of all levels in **Wheels India Ltd, Padi Branch Chennai** were the Target Respondents of this Research Process.

Sampling Process

Convenience sampling method is used here to choose target respondents for conducting survey through questionnaire. The **sample size** chosen for this project is **240**.

Research Variables

Thus in this Project totally 6 variables which are of three types like organizational variable (supervisory support), three trainee related variables (self-efficacy, expected utility, and learning motivation), a training design variable (content relevance) are considered wherein the Influence of Self Efficacy and Supervisory Support on Transfer of Training is mainly considered through a phase wise Process, which relates all the above mentioned variables within its phases thus Contributing to overall Transfer of Training among the Employees of Wheels India Ltd, Padi branch. Along with the above relationship Analyses, the Direct relationship between all the 5 variables with Transfer of Traning was also considered.

The study variables of this research are defined below. **Self-efficacy** (*abbreviated as **SE**) is defined as an individual's own belief that one's capacity to execute relevant behaviours is the way to specific performance attainments. **Supervisor support** (*abbreviated as **SS**) is defined as the possible extent to which a leader value's his/her employees' contributions. **Expected utility** (*abbreviated as **EU**) refers to an individual's perception of the helpfulness and the benifits of training programs in meeting their job and career needs. **Motivation to learn** (*abbreviated as **ML**) refers to an individual's willingness and aspiration to learn and gain new knowledge and skills from a training program. **Content relevance** (*abbreviated as **CR**) is described as the extent to which the contents of a training program are relevant to an individual's job requirements. **Transfer of training** (*abbreviated as **TT**) refers to the extent to which the trainee uses the knowledge and skills which are learned from a training program in related task or job settings.

Proposed Model

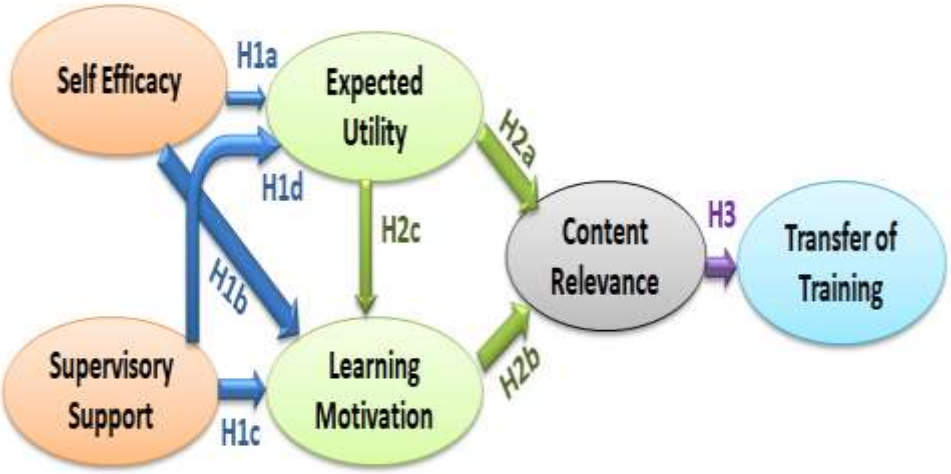

Figure 1: Proposed Model

Hypothesis
From the Proposed Model in Figure 1, we obtain the following hypotheses

Hypothesis 1a: A significant positive relationship exists between self-efficacy and expected utility
Hypothesis 1b: A significant positive relationship exists between self-efficacy and learning motivation.
Hypothesis 1c: A significant positive relationship exists between supervisory support and learning motivation.
Hypothesis 1d: A significant positive relationship exists between supervisory support and expected utility.

Hypothesis 2a: A significant positive relationship exists between expected utility and content relevance.
Hypothesis 2b: A significant positive relationship exists between learning motivation and content relevance.
Hypothesis 2c: A significant positive relationship exists between expected utility and learning motivation.

Hypothesis 3: A significant positive relationship exists between content relevance and transfer of training

Tools for Analysis
Software such as **SPSS** and **Amos** were used for the following statistical Analyses

- Descriptive Statistics
- Reliability Analysis
- Correlation
- Harman's Single Factor Test
- Structural Equation Modelling (Using Amos)

These are the Tools that were used for Statistical Analysis of this Project data.

RESULTS

Descriptive Statistics

Table 1. Discriptive Statistics

Variables	Count	Mean	Standard Deviation
Transfer of Training	**240**	4.2104	.60937
Supervisory Support	**240**	4.2005	.64459
Learning Motivation	**240**	4.1958	.64699
Content Relevance	**240**	4.1896	.66714
Expected Utility	**240**	4.1823	.61267
Self Efficacy	**240**	4.1688	.65301

Interpretation

From **Table -1**, we find that all **Mean values are around 4** which means most of the respondants agree to the questions related to all the variables. **Standard Deviation values are low around 0.6** which means the values are closer to the mean.

Reliability Analysis

Table 2. Cronbach's Alpha Values

Variables	No of items	Cronbach's Alpha value
SE	4	0.746
SS	4	0.747
EU	4	0.733
LM	4	0.746
CR	4	0.779
TT	4	0.736

Interpretation

From **Table -2**, we find that all Cronbach's alpha Values are **greater than 0.7 and closer to 0.8.** Thus they lie under the **Acceptable range.**

Correlation

Table 3. Pearson Correlation Values, **. Correlation is significant at the 0.01 level (2-tailed).

	Self Efficacy	Supervisory Support	Expected Utility	Learning Motivation	Content Relevance	Transfer of Training
Self Efficacy	1	.473**	.502**	.592**	.478**	.506**
Supervisory Support r	.473**	1	.464**	.460**	.503**	.514**
Expected Utility	.502**	.464**	1	.579**	.603**	.501**
Learning Motivation	.592**	.460**	.579**	1	.498**	.562**
Content Relevance	.478**	.503**	.603**	.498**	1	.556**
Transfer of Training	.506**	.514**	.501**	.562**	.556**	1

Interpretation

From **Table -3**, we find that all variables are found to be **positively and significantly correlated** (alphas ranged from **0.460 to 0.603** at $p < 0.001$).

Harman's Single Factor Test

Table 4. Harmans Single Factor Test (Extraction Method: Principal Axis Factoring).

Extraction Sums of Squared Loadings		
Total	% of Variance	Cumulative %
7.599	31.664	31.664

Interpretation

From **Table -4**, we find that a single factor is extracting **31.664%** of total variance.
Since **31.664 is far less than 50** , There is " **no threat of Common Method Bias "**.

Structural Equation Modelling

Conformatory Factor Analysis - Measurement Model

Table -5.1: Measurement Model

Parameter	Value	Range
PARSEMONIAL MODEL FIT		
CMIN/DF	1.856	This value is **Far Less than 5**
ABSOLUTE MODEL FIT		
Probability Level	0	**Probability Level is Zero**
RMSEA	0.06	**RMSEA < 0.08**
GFI	0.874	**GFI Closer to 0.9**
INCREMENTAL MODEL FIT		
AGFI	0.836	**very closer to 0.9**
CFI	0.904	**value > 0.9**
NFI	0.817	**very closer to 0.9**
TLI	0.886	**very closer to 0.9**

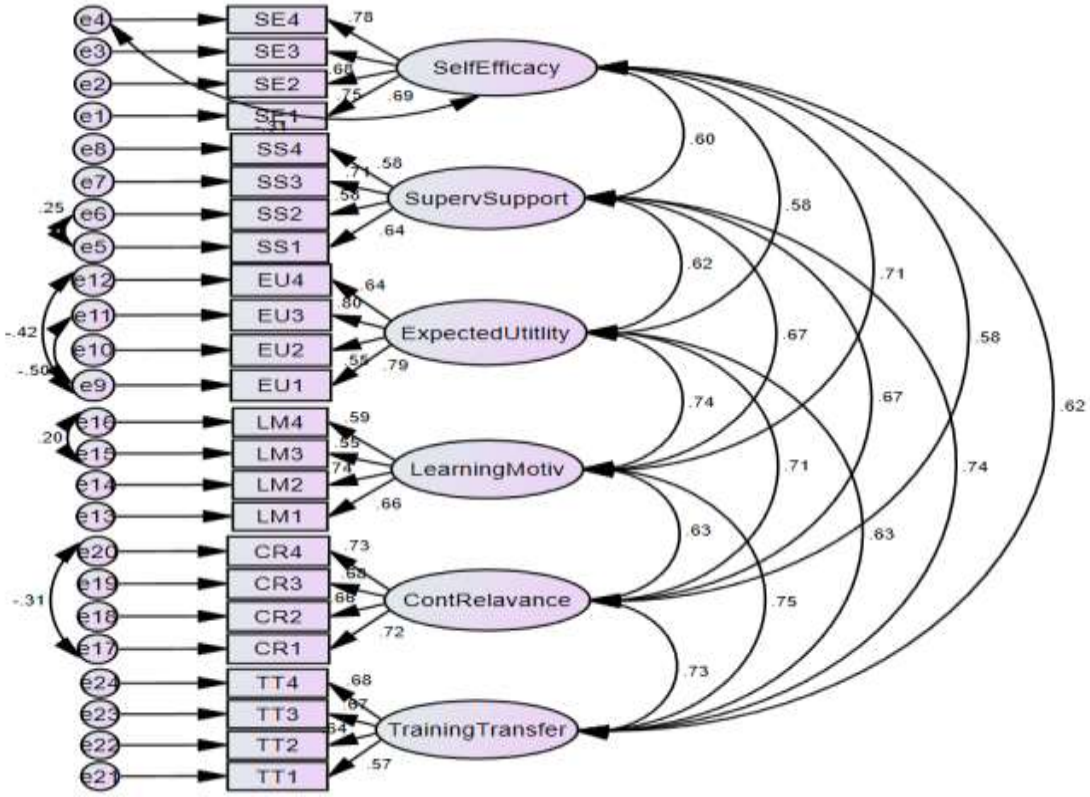

Figure 2: Measurement Model

From **Table -5.1,** we find that **the measurement model has good fit**

Structural Model

Table -5.2: Structural Model

Parameter	**Value**	**Range**
PARSEMONIAL MODEL FIT		
CMIN/DF	2.101	This value is **Far Less than 5**
ABSOLUTE MODEL FIT		
Probability Level	0	**Probability Level is Zero**
RMSEA	0.068	**RMSEA < 0.08**
GFI	0.855	**GFI Closer to 0.9**
INCREMENTAL MODEL FIT		
AGFI	0.818	**very closer to 0.9**
CFI	0.873	**very closer to 0.9**
NFI	0.786	**very closer to 0.9**
TLI	0.853	**very closer to 0.9**

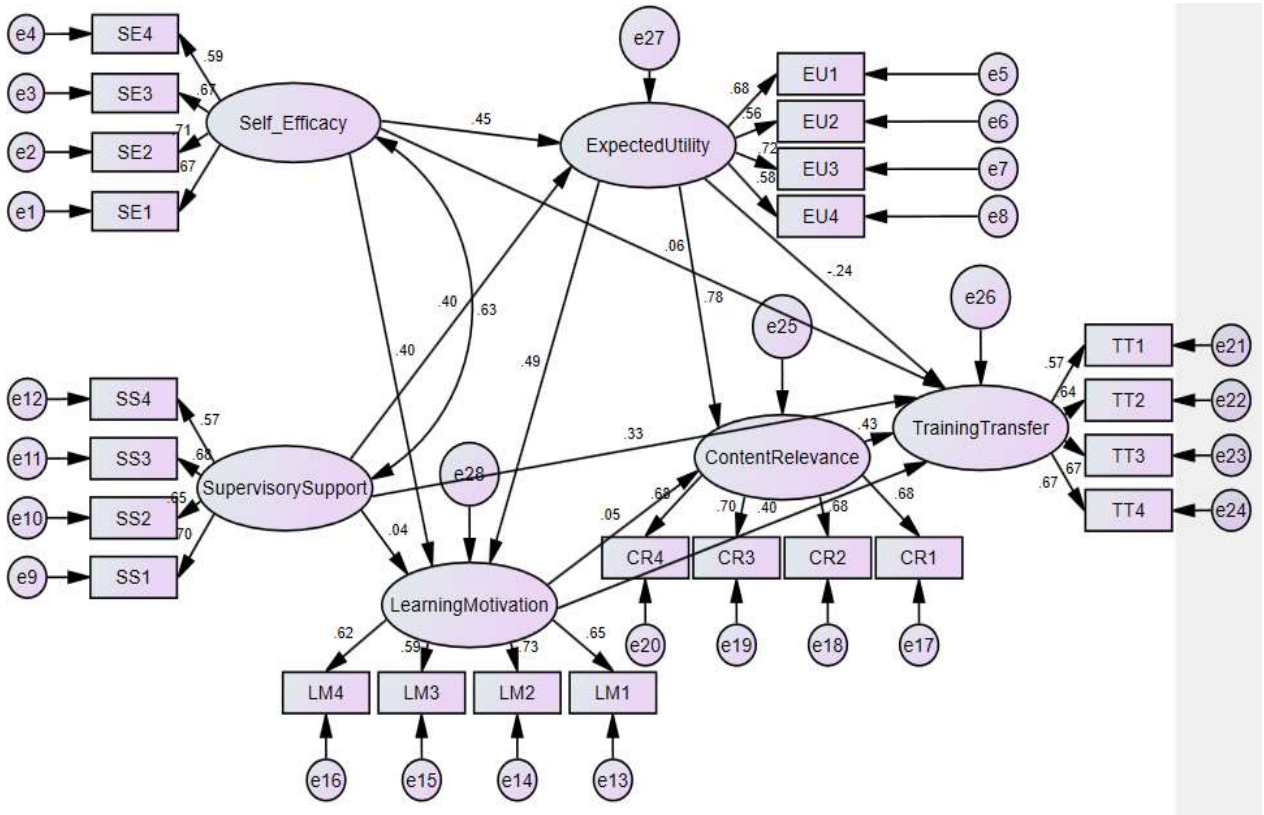

Fig -3: Structural Model

From **Table -5.2,** we find that **the structural model has good fit.**

Hypothesis Testing

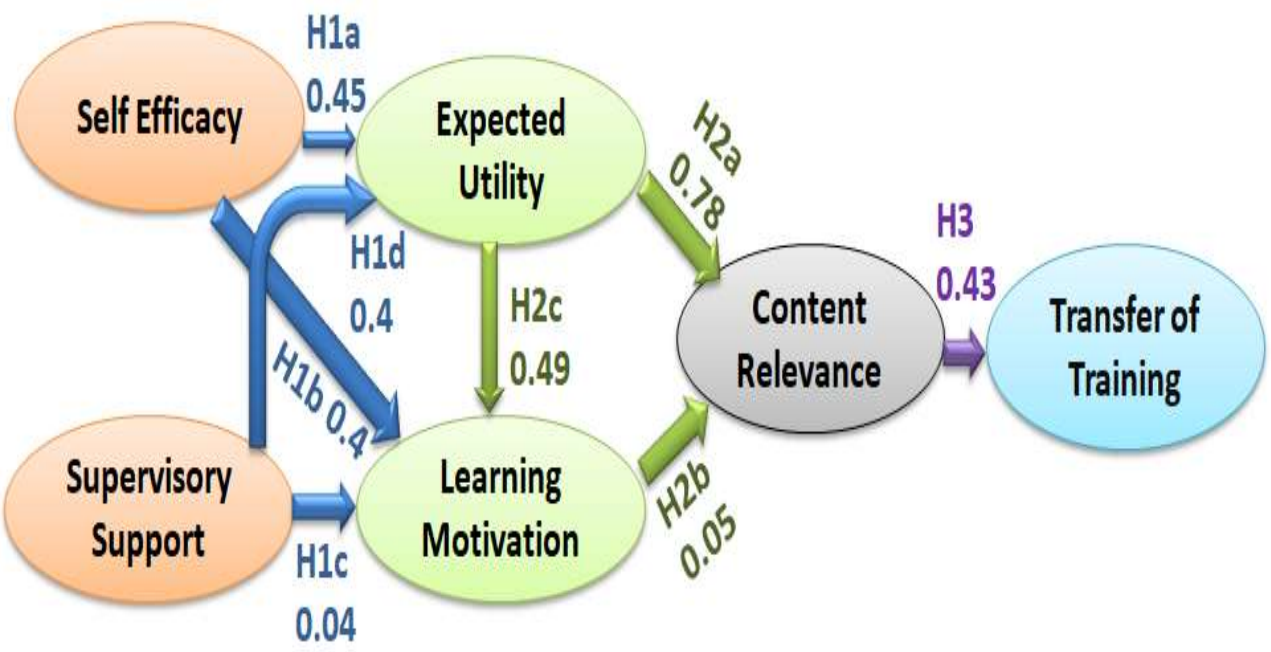

Fig -4: Standard Path Coefficients (* abbreviated as SPC)

Table 6: Standard Path Coefficients (* abbreviated as SPC)

Hypothesis	Path	SPC	P Value/ P Range	Inference
H1a	SE → EU	0.45	0.000 P < 0.05	**Accepted**
H1b	SE → LM	0.4	0.000 P < 0.05	**Accepted**
H1c	SS → LM	0.04	0.711 P > 0.05	Rejected
H1d	SS → EU	0.4	0.000 P < 0.05	**Accepted**
H2a	EU → CR	0.78	0.000 P < 0.05	**Accepted**
H2b	LM → CR	0.05	0.764 P > 0.05	Rejected
H2c	EU → LM	0.49	0.000 P < 0.05	**Accepted**
H3	CR → TT	0.43	0.000 P < 0.05	**Accepted**
Direct	SS → TT	0.33	0.005 P < 0.05	**Accepted**
Direct	LM → TT	0.4	0.038 P < 0.05	**Accepted**

From **Table -6**, we find that, all the hypothesis except H1c and H2b are Significant and Accepted.
Also there are two **Direct Significant Paths** between Supervisor Support and Transfer of Training and also between Learning Motivation and Transfer of Traning.

CONCLUSION

This research process reveals that **Impact on Transfer of Training** is a **Multiphasic Process**, which relates all the variables such as **organizational variable** (supervisory support), **trainee related variables** (self-efficacy, expected utility, and learning motivation), **training design variable** (content relevance) **within its phases** contributing to overall **Transfer of Training** among the Employees of **Wheels India Ltd, Padi branch.**

Results indicate that that the **supervisory support** (organizational variable) and **self-efficacy** (individual learner variable) are **critical transfer-enabling factors** which has significant positive relationship with additional learner characteristic variables (**expected utility and learning motivation**) and training design variables (**course relevance**) in its phases of contribution to overall Transfer of Training.

Study Findings also shows that the relationship between Supervisory Support on learning Motivation and relationship between learning Motivation on Content Relevance are not Significant . Though **Supervisors support** doesn't relate to learning Motivation to a greater extent, it is found to have significant **direct Influence on Transfer of Training**. Similarly though **Learning Motivation** doesn't Positively influence Content Relevance, it has significant **direct Influence on Transfer of Training**, also **learning Motivation acts as a Mediator** between Self efficacy and Transfer of Training.

The above research Process has revealed that **Transfer of Training is a Multiphasic process** which includes many factors interacting **simultaneously** rather than acting as a linear influential process. From the above study, it is strongly evident that **Self Efficacy and Supervisory Support** which are **critical factors** in Training transfer, **also relies on other study factors** like Expected Utility, Learning Motivation and Content Relevance in its phase-wise Influential Process.

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