Impact of Organizational Commitment on Transfer of Training, The Moderating Role of Supervisory Support and Organizational Climate in Public Sector Organization of Islamabad, Pakistan

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DEDICATION

"I dedicate my thesis work to my family, friends and teachers who specially supported me for the best of my knowledge. Especially to my family who sacrifice for me in all part of my life with having with me by the Blessings of ALLAH (SWT) and my friends who supported me in every part of collecting knowledge. My teachers developed skills in me to do my study and part of thesis."

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THE IMPACT OF ORGANIZATIONAL COMMITMENT ON TRANSFER OF TRAINING, THE MODERATING ROLE OF SUPERVISORY SUPPORT AND ORGANIZATIONAL CLIMATE,IN PUBLIC SECTOR ORGANIZATIONS OF ISLAMABAD,PAKISTAN

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Abstract

The aim of this study is to understand detailed definitions and role of organizational commitment, supervisory support, organizational climate and transfer of training. The study involves a literature of organizational behavior to understand organizational commitment and social support variables and Training and development for transfer of training and uses the Adam's Equity Theory, Vroom's expectancy and Social exchange Theory to understand the moderation. It is a cross-sectional study, the control group was employees of basic pay scale greater than 17 of few public sector organizations of Islamabad, Pakistan. The measurement instruments included questionnaire method and analysis have done with the help of statistical technique descriptive statistic and regression. The results showed that moderation of both supervisory support and organizational climate in opposite of each other i.e. supervisory support works as barrier for transfer of training while organizational climate support the transfer of training.

Key Variables: Organizational Commitment, Supervisory Support, Organizational Climate and Transfer of Training.

Chapter 1

Introduction:

All the organizations understand that a well-trained employee is a critical success factor. Employee's development and training is a huge investment for lots of organizations. So, organizations in this area are investing a specific amount for training and development of their employees to seek new knowledge and skills and their use on workplace. All supervisors are striving for learning organizations. The transfer of new knowledge skills and abilities provide support to ensure a growing workforce of key valuable resources, employees. So, a sufficient training to the employees predict that employers care of his/her employee and this also reflect in the development of an organization. The studies tells us that a lot of investment on employee training reveals that this will increase the employee knowledge, skills and abilities. But, unfortunately transfer of learned knowledge, skills from training session to the workplace has been limited. According to resource-based view of an organization, investment in Human Resource develop, update and maintain the appropriate skills of employees. That may create an core competency as an sustain able competitive advantage for an organization(Barney,1991).Previous researches have estimated that training and development in most of public sector organizations in Pakistan are still including to be very low priority. One reason for such low priority is systematic assessment of training and its transfer on workplace in an organizations. To expand the scope of this particular area I have selected four variables i.e. organizational commitment, supervisory support, organizational climate and transfer of training

Organizational Commitment:

Organizational commitment is a topic of great interests for many scholars because it's not only a presentation of employees behavior to create a bond between employee and organization, rather it also affect individuals relations with organization(VonGlinow and McShane,2003;Frank and Goulet,2002).

Reforms within public sector of many countries resulted in such a way that its main emphasis is on employee development and retention. Similarly, Gabel (2001) named few of these changes as managed care. He further explained the concept of organizational commitment with an example of public health sector. Human resource development often plays an important role within public health sector. While little searchers have identified the relationship between training, organizational commitment and its impact on transfer of these learning outcomes. Employee job attitude and its relationship with an organizational commitment is a crucial issue. This issue has attracted lots of manager's and top management. Due to this reason they realize the need of training to develop new skills, knowledge and abilities. So, the purpose of this research is to explore the relationship between organizational commitment and number of training related factors i.e. transfer of training. Many researches have its strong impact on different management practices like training, training transfer, organizational management system (Knop, 1995; Nystrom, 1993; Baker & Baker, 1999; Chong & Pearson, 1997).

Researcher has defined organizational commitment as an employee's mindset about organization that explain the degree of attachment felt by the employee towards the organization where he/she works. Previous researches use the term organizational commitment as a single dimension, while according to few HR researchers organizational commitment is multi-dimensional (Allen &Mayer,1997).They said that there are three different types of organizational commitment, affirmative, Normative and continuous commitment. In some researches, researcher's names as three different mindset (Mayer &Herscovich, 2001).Researchers have identified that positive correlation exist between organizational commitment and training transfer.

So, the main purpose of this study is to check the impact of organizational commitment on employee transfer of training. There was a need to check the impact of organizational commitment on employee's behavior to learn something from the training sessions and implement it on the workplace.

Organizational commitment includes the degree of employee attachment with the organization and his willingness as a member of an organization and his commitment with an organization goals and wish to attain them (Meyer & Allen, 1990; Mowday et al., 1979).

There has been a huge number of researches on organizational commitment worldwide, focusing on: as an efficient exploratory factor for employee learning and organizational commitment; source of positive support and source of commitment (Stinglhamber&Vandenberghe, 2003; Huffman & Payne, 2005; Lin et al., 2005). Organizational commitment is a key factor for firms also for the retention of competitive employees who need to enhance their learning and skills. So, there is a need to explore this issue and identify the impact of organizational commitment on transfer of training.

Organizational commitment is a main concept on which lots of studies have been taken place in most of western countries. So, there was a huge need of systematic research to understand its impact on transfer of training directly or indirectly in the presence of moderating variable e.g. organizational climate and supervisory support. It has been identified that organizational commitment is a circular relation of employee that employee perceive that organization is committed to them so they have a positive perception of Human resource practices e.g. training and its application on workplace, hence they committed more with an organization (Keep,1989;Guzzo et al.,1994;Watson wyatt,1999; Guest,1999).Therefore, there is further a need to build a relationship of organizational commitment not only with Human Resource practices but also with its sub factors e.g. training as well as transfer of training. Few researches have pointed out that it's critical for employees to have commitment with an organization. In response of commitment those organizations have a global competitive advantage in today's environment (Strawser&Ketchand, 2001). Organizations who need a sustainable competitive advantage in today's global market they need a knowledge employee. If organizational commitment with their employee will be high and they spent more to enhance their knowledge so that they can transfer on workplace as well as share with

other members of an organization. Then, employee can also be more committed with the organization. Previous researchers have identified the antecedent of newly learned knowledge shrining i.e. personality, trust, organizational justice. However, very few studies have interrelated the relationship between training learning and employee decision-making and its intermediary variable (organizational commitment).Researcher's behavior to overlook few most important moderating & predecessor factors for learning. So, there is a need to investigate a relationship between organizational commitment and transfer of training. Organizations who are committed with employees and are well aware of external technological advance global market they understand that for successful transfer of knowledge and learning a flexible mechanism is required (Anand et al., 2007), so organizations modify their previous mechanisms with the advance flexible mechanisms those who fulfill employees interests with the organization and make organization free from agency problems.

Organizational Climate:

Organizational climate sometimes also known as a corporate climate, is a process that quantify organizational culture. The employees perceives organizational climate as a set of properties that have direct or indirect effect on humans behavior to perform any task on job. There are lots of barriers which hinder successful transfer of training. One such barrier is non-supportive organizational climate/environment and its impact on implementation of training (Rossetti, 1997; Noe, 1988; Kim, 2004; Machles, 2000). Due to these barriers human resource petitioners estimate that only 10% to 20% of total training learning have been transferred (George Son, 1982). Goldstein &Rouiller (1993) said, that human resource petitioners are also confronted that training transfer issues that have not shown any return on investment for the organizations. Similarly, those who share knowledge with others also learn something from shares. So, there is a need to create such an environment of learning within an organization, like Holland (InAspinwall& Pedler,1998) described that human need to survive as an individual, or as a society or as

an organization, they need to create such type of climate as learning organizations. Learning organizations are good because they create new results and share these learnings and knowledge with other members who require these learnings. Thus, there is also a need to create such environment in which employees can easily share their knowledge, skills and abilities with their subordinates as well as on their workplace. Human resource scientists are trying to identify the barriers that are effecting this complex process (Lim, 2001; Johnson & Lim, 2002; Kontoghiorghes, 2002; Bartlett, Eagan & Yang, 2004). There is a need to take actions to address the climate or environment by which participant can transfer the newly learned knowledge.

The Organizational climate prevailing inside the organization also plays its effective role either transfer of new knowledge and skills will be possible or not (Trance et al., 1995; Goldstein and Rouiller 1993). Baldwin & Burke (1999) said that a supportive organizational climate increase the ability of trainees to transfer training. Empirical research indicate that employee's perception of creative climate and work environment has direct impact on employee's creativity (Amabile, 1996). Belau's (1964) said and gave social exchange theory, according to social exchange theory if in any organization, environment is friendly and people are attached with one another to fulfill their needs at work. Then these kinds of relationship create an environment of reciprocity in between the employer-supervisor. So in this kind of environment employees feel safety, support and confident to show their innovative ideas.

Transfer of training:

In today's global competitive market increasingly rapid technological advances demand such a work force that can transfer the knowledge skills and abilities on their work place to achieve organizational goals. Therefore it is very important to understand that how much an employee can transfer and implement the learned skill to their workplace. Pervious researches show that 40% of the training learning implemented immediately after the training while out of remaining 60%, 25% transfer with in next 6

month and 15% transfer within next one year (Facteau et al., 1995; Baldwin & Burke, 1999). Ford and Baldwin (1988) define transfer of training in two factors:

- Generalization of new skills and knowledge
- Maintenance of new skills and knowledge in time

Lots of previous researchers conclude high failure rate on transfer of training (Garavaglia, 1993; Norton & Anthony, 1991). Adams (1987) defines the term generalization a way to whether the worker applies the newly learned skills behavior and knowledge to a range of different situations. This study aim is to determine which factors are important to transfer of training. Research has mainly focused on the particular characteristics of training transfer, climate and trainees and how these affect transfer of training. We assume that a person who participate in a person program have specific characteristics related to knowledge, skills and abilities and their transfer. So during this training session, the taught interaction between trainer and trainees takes place and in result direct/in-direct transfer of training occur to his/her environment. So. Organization climate is a significant factor for the successful transfer of training.

Transfer of training is known as the extent to which employees apply effectively the learned knowledge skill and abilities from the training on the job (Tekleab&Chiaburu, 2005; Ford & Baldwin, 1988). Human resource scientists have worked a lot from last few decades on transfer of training (Ford & Baldwin, 1988; Huang, Ford, Weissbein& Schmidt, 2001; Weissbein& Ford, 1997). Basically, Ford and Baldwin model helps a lot to transfer training form different angles few of them are training design and work environment. The HR petitioner are doing lots of efforts to expand our knowledge on training transfer but the findings are still vague and incomplete (Pham et al., 2010; Blume et al., 2010; Tekleab and Chiaburu, 2005). Few human resource scientist are thinking that still there is need to understand the concept of effect of social support on training transfer (Al-Eisa, Alhemoud and Furayyan, 2009; Ho and Cheng, 2001).

There has been different approaches that define transfer of trainee. Weissbein& Ford (1997), Eddie W.L., Chang, Lan Hampson, 2008 define it as the maintenance, generalizability of newly learned skills, knowledge and abilities. They said to this approach of transfer and learning as the "Conventional school different from the workplace teaching approach few scientist e.g. Baldwin & Burke, 1999 found that although lots of studies enlighten this concept of transfer of training but our understanding about this issue is incomplete.

At the similar time period, the research on transfer of training has grown as usual, there are emerging new schools of thoughts about learning. (Senge, 1990) gave the concept of learning organization. There are different approaches to learning organization, including informal or incidental learning (Watkinds&Marscick, 1990, 1999) and collection of work process knowledge (Boreham et al., 2002).

Irrespective of this conventional school of thoughts, workplace learning is also very important, this concept focuses on the development of generic skills. These skills are different in different countries: in United Kingdom as "core skills", common skills, core skills; in New Zealand as 'essential skills; in Australia as key competencies; in France as transferable skills; in USA as basic skills (NCVER, 2003).

As illustrated in the definition of training transfer the conventional approaches is mainly concerned to which the learning of training are used in work place. So this conventional school is mainly concerned. Researches have defined learning sharing as the dissemination of knowledge and information through the department or an organization. Knowledge sharing is also helpful for trainees for successful implementation of learned knowledge back on workplace. So, knowledge sharing means that sharers provide useful guidance to trainees to understand their own different situations (McDrmott,1999).There are lots of barriers for transfer of training.one such transfer barrier is hoarding knowledge. So, for the successful transfer of learning there is a need to remove these

barriers. This kind of attitude is a crucial issue to develop the share climate. People increase knowledge sharing when it is shared with other's (Sawheny&Prandelli, 2000, p.26). Those employees who share knowledge can also refine their learnings by an interactive dialogue. Employees learning level is an important factor that influence the successful transfer of training. Researches have also defined training learning as an extent through which employees modify their attitude, improve their skills and increase their knowledge in training (Kirkpatrick,1994).This is an age of knowledge worker as well as growing knowledge economy(Drucker,1988).

Training Transfer Model:

The training transfer model which is used in this research is systematic approach. According to systematic approach trainee is the one who is the basic inflow of this system. So, there is also a need to understand about trainee characteristics that can affect the trainee transfer model. The relevant trainee characteristics are trainee's ability to learn and transfer his organizational commitment, his perception about transfer at work as well as about learning (Switzer et al., 2005; Hutchins & Burke, 2007). When a person who is participating in training has western interest that he acquired skills and knowledge for himself he try to learn as much as he can and implement these learning on the workplace. The training transfer can be direct or indirect, this can only occur when training complete the training session and implements what he has understand indirectly or directly to the workplace. So direct transfer means that trainee was a knowledgeable and expert employee that he has applied on his return to workplace, indirect transfer means that he applied and shared other than the main objective of the training.

Thus, team work, responsibility, punctuality, self-esteem and self-confidence etc. are all those attitudes and skill that which have developed indirectly and can contribute to enhance transfer as well as work improvement (Ford & Baldwin, 1988; Irene N.Vassiliki B., &Elissa vet B., 2009). In response of one of my question that either timing is important to implement or not. Trainee gives answer that timing to implement doesn't matter. But

after understanding the concept of training transfer from previous researches, Author said, I can understand that their lots of barriers (Financial, family, time constraints who hinder a trainee to transfer learning at workplace. On the other hand, those employees who gave answers that they cannot transfer their learnings at workplace directly, they had benefit and these sessions a lot. They have shown good result after indirect transfer of training learnings i.e. they said that now they are in better position to understand the situations, being more careful, professional and consistent. Moreover, they also feels that now they can understand their colleagues more easily and also work in a team.

Training transfer is the continuing and effective application of skills and knowledge learned in trainings by the employee to the jobs; both off the job and on the job. It is also define as the employee's capacity to learn from the training settings and implement their learnings to their job (D.N.M.A. Abdullah & J.C. Suring, 2001).

Researches identify that there are three main factors which support transfer of training. First, is the trainee's ability, second is the environment which support learning and increase the employees learning capability. Finally work environment that support for transfer. In the human resource practitioner's perspective, transfer is view as training outcome. So this also perceived that such training product or outcome cannot be measured nor we can understand how much transfer? Some recent studies it is not an easy task to measure transfer of training especially in intellectual skills training. There is no hard and fast rule to measure the transfer of training because the time and degree of implementation of these skills and knowledge vary from person to person. So, transfer of these learning and skills is better conceptualized as a process which consist on different transfer of training.
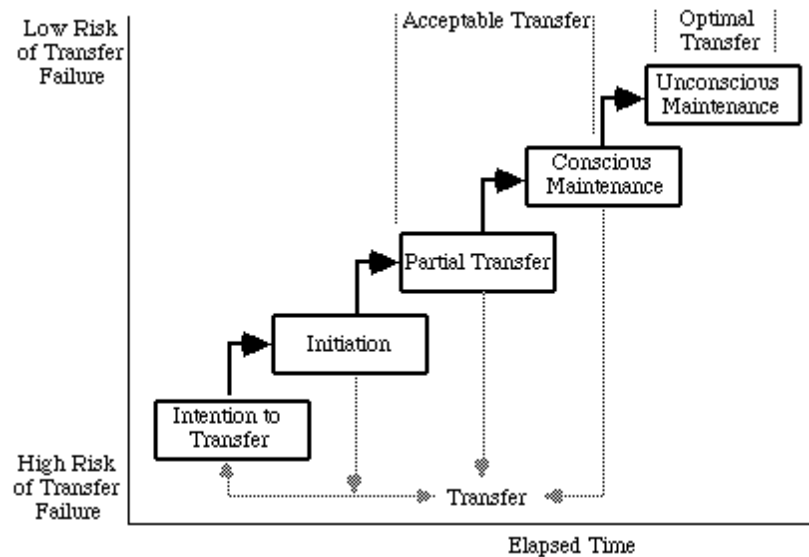
Figure 1

Stages of transfer process

This transfer model helps to understand the actual transfer of training. Each stage is linked with the previous stage, until the ending stage reached. The learner can slip back to pre-training attitude resulting in failure of transfer of training is highest in the early stage (M.Foxen, 1993).

Supervisory Support:

Previous studies help us to understand the actual meaning of the term supervisor (Noe, 2008; Ford and Gold Stein, 2002;Karokwsky and Elangovan,1999; A. Ismail; M.M.M. Abdullah and S. K. Francis, 2010) defined that supervisor have been perceived as the initial level of management whose primary duties and responsibilities are to lead a specific work group in the organization in that particular work group, he is one that is most experienced, role mode and problem resolver at the group level, supervisor work with their employees with mutual cooperation to monitor, implement and design the

organizational procedures, plans and duties including training (Ellinger et al., 2005; Decenzo and Robbins, 2004; Lomstock, 1994).

A training has been known as the strategic function of the human resource management, where it mainly focuses on the development of the employee competencies to minimize their routine work problems. In the previous management perspective, the employees give the important responsibility to supervisor to identify the routine, delay and short term deficiencies and report these deficiencies to the top management. Top level management will then understand that there is need of training program over these such employee deficiencies (Pfeiffer, 1998; Gregory and Rodrgues, 2005).

Now in the present global market, many organization have changed their paradigm from previous job based training to firm business culture and strategies. (Ismail et at., 2007; Ellinger et al., 2005; MacNeil, 2004). Now employer empower the supervisor to administered and design the training programs to develop such type of competencies that support organizational development and competencies. The active supervisor during the designing phase of the training works with the top management to select related trainer, develop such lesson plans select program techniques and method s, schedule the program, prepare course material as well as conduct training need analysis (TNA) (Nijman, 2004; Goleman, 2000; Ford and Goldstein, 2002).

Supervisor usually ensure to the top management and experienced employees that the particular training activities will achieve the required objectives (Desimone et al., 2002; Mclean and Yamnill, 2001; Karakowiky and Elangovan, 1999). In organizational context the supervisor role is critical that may support or hinder employees to participate in the training program (Thaker and Blanchard, 2007; Noe, 1986, 2008).

In the same line many supervisors have identified that supervisor role can affect the overall training programs (Ismail et al., 2007; Tekleab and Chiaburu, 2005; Facteau et

al., 1995). The supervisory support is sometimes related to provide opportunities and encouragement to employment in organization (Noe, 2008; MacNeil, 2004).

In our context the superior often motivate and encourage the employees to trainees to participate in training program, also help employee before, after and during the training program, in term of resources time and budgetary support, and encourage employees to be actively involved to guide trainees their participation in decision making and in applying the newly learned competencies in their workplaces (Tai, 2006; Nijman, 2004; Karakowsky, 1999 and Elangovn, 1999; M.M.B Abdullah and S.k Francis, 2010).

Supervisor communication is often looked as the process or activity of explaining ideas/feelings while providing people information, sharing information and ideas between people or a group through written or spoken words, action and symbols in order to use these ideas and information effectively (Harris et al., 2000; Lumsden and Lumsden, 1993). In training session the supervisor freely delivers information about the tasks, contents, procedures and objectives of the particular programs, give detailed explanation about the advantages of the participating training programs and provide feedback about its successful transfer (Sisson, 2001; Harris et al., 2000).

Research in this area illustrate that supervisor's ability to provide required support and his/her good style of communication in training session lead to high to high transfer of learning as well as job performance (McGraw, 1993; Magjuka and Baldwin, 1991).

Interestingly an accurate investigation of such relationship that a supervisor's role in training session on employee's performance is present and it motivates the researcher to check the moderating role of supervisor support for successful transfer of training in training program.

The organization invest in billion on employee training but only a small part is only transferred to the job (Selger, Pham and GijSelaers, 2010).

Human resource scientists are continuously trying to investigate that to what extent trainee are able to modify that behavior after training session (Ford, Bladwin, Blume and Huang, 2010). The Human Resource scientist have been experimenting with different organizational interview that are proven as reliable and effective tool in promoting the transfer of attitude, knowledge and skills on the job (Wessibein and Ford, 1997; Ho and Kyung Cheng 2001; NGK. HU).

Different work environment elements has effect on transfer of training. One such is supervisory support (Leahy and Merriam, 2005; Karakowsky and Elangovan, 1999).

Different results are present on supervisory support (Tekleab and Chiaburu, 2005; Ismail, Ahmed and NG, 2010; Clarke, 2002) found promising results while (Morgan, Griego and Awoniyi, 2002; Michel, Kavanagh and Lyons, 2007; Marinova and Chiuburu, 2005; Wognum, NijamNijhfad, Veld Kamp, 2006) found mixed results.

These type of inconsistent finding especially in developing countries indicates that still there is ahead of more research on supervisory support and this supervisory support is another important factor that influence transfer of training (Musicante and Goldstien and Schmitt and Noe, 1986; Baldwin, 1988).

Problem Statement:

Although people are keen to work in public sector organization but either there is sufficient organizational commitment is present or not and if there is sufficient organizational commitment present than how much it prepare employee to participate in training and transfer his/her learnings back on workplace in the presence of social support factors i.e. organizational climate as well as supervisory support. Similarly either employees learning capability, knowledge and skills are sufficient to transfer their learning on workplace or not. There was a need to investigate this issue in public sector organizations of Pakistan.

Research Gap:

Due to lack of employees need assessment and employee development "Brain drain" is a serious national issue, because experienced and skilled employees are moving from Pakistan to other part of world specially U.A.E, Australia, U.K, U.S.A, Canada as well as Qatar. This issue points to the preferring task for an organization to restore their knowledge base.

In today global competitive market especially in Pakistan, the human Resource Scientists have worked a lot on all the areas of Human Resource Management (e.g. Recruitment and selection, compensation Management, Training and Development).But very few have worked on transfer of training especially in public sector organizations of Islamabad, Pakistan. So I have selected this particular sector to study the impact of organizational commitment on transfer of training in the presence of moderating variables Supervisory support and organizational climate. I was stuck in a great trouble to study the direct impact of organizational commitment and transfer of training or also look to check the effect of moderating variable. The researches mostly relate the organizational commitment with employee job performance, and training effectiveness and skip the important part transfer of training. Without the transfer of training learning we cannot accurately measure the training effectiveness. In public sector organizations of Pakistan researches have studied separately these following variables e.g. Organizational Commitment, Supervisory support, organizational climate training needs, training transfer, turnover and job performance. No one has studied the effect of organizational commitment on transfer of training in the presence of moderating variables organizational climate and supervisory support. So, I have selected to study these four variables altogether in Government organization of the country to highlight the lack of require workforce for the development of public sector organization and betterment of Economic growth.

Objective of Study:

On the basis of research objective, I hope to find some extra about organizational commitment and transfer of training learnings/implementation of training learnings of the executive as well as administrative staff of few public sector organizations and departments of Islamabad, Pakistan by means of questioner technique.

- o Study of current organizational commitment of executive and administrative staff.
- o Study of current training transfer/learning sharing of executive and administrative staff.
- o How much various population statics variables affect organizational commitment and transfer of training?
- o Analysis on how organizational commitment influence the transfer of training of executive and administrative staff.
- o How do different moderating variables influence the organizational commitment and transfer of training e.g. supervisory support and organizational climate?

Significance of Study:

Currently most of the public sector organizations are upgrading their workplace settings with new technological advanced systems. But with the rapid change in the systems and due to gradual changes in academia as well as administrative changes it was very difficult for employees to participate in advance trainings and its successful transfer on work place due to lots of factors. I have tried to invite the researches to investigate the organizational commitment and its impact on transfer of training in the presence of social support variables. The social support variables I have selected as a moderating variables are Organizational Climate and Supervisory Support in public sector organizations of Capital of Pakistan.

Research Questions:

- Is there is a significant relationship between organizational commitment and transfer of training in public sector organizations in Islamabad, Pakistan?

- Is Supervisory support significantly moderate the relationship between organizational commitment and transfer of training in public sector organizations in Islamabad, Pakistan?
- Is organizational climate significantly moderate the relationship between organizational commitment and transfer of training in public sector organizations in Islamabad, Pakistan?

Delimitations:

Followings are this delimitations of the study

- Geographical Location in this study was only limited number of Public sector organizations of Islamabad because it was convenient for students and due to lack of other required resources i.e. financial resources and transportation etc.
- Lack of easy access to the respondent due to theft of information of both employees as well as organizations only few organizations were selected.
- Lack of easy access to the respondents due to security issues of the organizations only few organizations were selected.
- Due to less time period only four variables were selected to investigate the results the theoretical framework was normal.no mediating and no more than one independent variable was selected and other important variables i.e. organizational construct, organizational culture has been excluded.
- Due to less time period, already used questionnaire of other studies was used to collect data because questionnaire designing takes too much time to design a required relevant questionnaire.

Synopsis:
Chapter 1:

The first chapter of this research study is consists on the following items; Introduction, Research objective, Research Questions, Problem Statement, Significance of the study and Delimitations

Chapter 2:

Chapter 2 is composed only of Literature review explained by all the four variables i.e. Independent variable "Organizational Commitment", Moderating variables "Supervisory Support & Organizational Climate" and Dependent variable "Transfer of Training", research gap, theoretical framework and Hypothesis development.

Chapter 3:

Chapter 3 is composed on research methodology, design of study, sample size, type of study, and sampling technique, time horizon, and data collection, development of instrument, measures and reliability.

Chapter 4:

Chapter 4 is composed on analysis of data, descriptive statistics, frequency table, correlation and regression.

Chapter 5:

Chapter 5 is composed on the following items: Conclusion, implications, findings, business/managerial implications, limitations and future recommendations.

Chapter 2

Literature Review:

Organizational Commitment:

The word commitment in a magazine of sociology in 1960 (L Mie & Hung, 2008). While Meyer use the word organizational Commitment in Mhyte's book "Organization Men". JanniferM.George (2004) says that Organizational Commitment is a name of one's feeling and beliefs in the organization. Organizational commitment is the concept when the employees identify objectives and goals of an organization and fully utilize their efforts to achieve these goals (Mowday, Steers, Porter 1979). Organizational commitment may develop by employees on the basis of better relationship with the organization (Mayer and Allen, 1997). Organizational commitment is more concerned with employee willingness to stay with the organization for longer period of time (Scott Brum, 2007). When organizational commitment will high then the employees feel themselves a part of the organization and they will perform better. When employees understand that their organization is supportive and caring they also show more commitment towards the organization (Allen, Shore and Griffeth 2003).

A lot of prior researches have shown that antecedent of learning transfer are trust (Tsui,sharrattand and Shekhar,2007;Martzler, Mooradian& Renzl,2006).personality (Mooradian, Murtlzer, Hearting, Renzel& Muller,2008), organizational justice(Ibragimova,2006),while very few studies investigated the relationship between learning sharing and employees decision making behavior and its intermediating variable (organizational commitment).

There are a lots of researches that shows the relationship between implementation of training, supervisory support, organizational climate and organizational commitment. Those employees who are interested for carrier growth would be likely to have a positive influence on training motivation. They take great interest in training programs and perceive this training as a valuable instrument.).There

is a positive correlation exist between all three components of the research study (Meyer and Herscovitch, 2001).

Effectiveness of training increases when the employees who have taken training and who are committed with their organizations (Gary et al, 2000), they have developed a behavior who was not only implement the training but also to improve their organizations performance. Those employees who are positively committed with their organization, they also share their learnings with their subordinates.

According to Tannenbaum and Yuk (1992) "trainee learning appears to be necessary but sufficient prerequisite for behavior change". If the behavior of the employee will not change, no one is able to fully implement the learnings of training. Different schools of thoughts argue that organizational commitment has different impact on employees. They argue that these employees who have high commitment with their organizations. Training has different impacts on employees as well as organizations i.e. lower turnover, high retention, job satisfaction, organization's performance, minimization of training cost and career growth, etc.

There is a relationship between training, organization commitment, training cost and organization performance. Training costs are divided into direct and indirect costs. Those employees who are more committed with their organizations they share their training learning with other employees, due to which employee turnover decrease and indirect cost of recruitment will also decrease

Organizations use different approaches and Human Resource strategies to achieve their required outcomes. One such approach which had used a commitment strategy, the purpose to use this strategy was to build a psychological connection between employees and organizations to achieve their goals (Arthur, 1994; Scholl, 2003). Richard Strees (1997) found that those employees who are more committed they have less desire to terminate from the organization. Steers (1997; 54) concluded that

"Commitment is significantly and inversely related to employee turnover". One study of Green Felsted, Mayhew and Pack (2002) found that when organizational commitment is high with their employees they have less percentage of new job searches. Patrick Owner (2006) had similar results in his study of training and organizational outcome.Committed employees implement their learnings when they come back on the workplace. These employees will less likely to leave the organization and learn new skills from these sessions (Scholl, 1981).

Different researchers argue that organizations who invest more on employees for learning than those employees remain intact with the organization. Howard Becker (1960) analyzed different concepts of commitment. These practices are known as side bits which have used as organizational commitment, training, training cost, performance etc. Training implementation also works as that side bit, which ensures us to achieve success in the future (Scholl, 1981). Barrett and O, Connell argues that Human Resource Practices are a combination of "Gifts". Committed organizations spend more cost on their employees by introducing training sessions so that on return from training sessions they can implement on workplace successfully. This gift has a potential to make employee feel like a part of the organization. Training programs play its role for the socialization of most of employees. Organizations who fulfil the desires and expectations of employees they show more commitment and the employees understand themselves as stakeholders of the organization.

The Organizations use training as HRD practices in which Organizational Commitment plays its key role. Organizational Commitment plays a vital role for firm transfer of training. Employees have commitment with their organizations, they focus on training and when come back on workplace they implement their learnings.

Lang (1992), proposed that an effective training program is enable to achieve organizational commitment due to which organizational commitment motivate

employees to implement their training learnings. Hof Steed (1994) identified that employees are more committed with their organizations in high uncertainty avoidance countries.(Herzberg, 2003) proposed that human capital may be a source of competitive advantage, so organizational commitment can play its role to make the employees committed with the organization.(Meyer and Allen, 1991) said that training may have impact on employees and organizational commitment. The organizational commitment further influence the employees to implement their training learnings. The management of committed organizations understands that due to continuous change in business environment, employee's capacity to perform is limited, so there is a need to enhance the capacity of employees through training and development. Those individuals who are more committed with organizational situations, they develop attitude according to commitment and committing behavior (Kisher, 1971; Salacik, 1977).The amount of interest which increase the willingness to learn from the settings and help to practice and use the new learnings in future is commitment. Organizational commitment is very important when analyzing employee behavior because of its influence on overall organizational performance (Benkhoff 1997; Meyer and Allen 1997). In today's competitive market place organizations committed is basic of success for organizational (Ketcha and Strawser 2001). Employee level of attachment and emotional relationship with organization is known as organizational commitment. Organizational commitment has been known as an individual's commitment and loyalty to organization (Bateman and Strasser 1984). Women are identified to be more committed than men and they have to cross more hurdles to gain a membership in an organization (Grusky 1996). Married individuals are identified to have more commitment to their organizations (Angle and Perry 1983; Kacmar, Carlson and Beymer 1999; Mathieu and Zajck 1990).

(Mowdey et al. 1979; Porter et al. 1974, 1976 and Buchanan, 1974) argued that organizational commitment has been come out of different researches but current studies try to elaborate this concept further. (Meyer and Allen, 1990 &Wasti and Can,

2008) organizational Commitment refers to employee's emotional attachment with the organization. Currently this concept is also used as employee commitment and effective organizational commitment (Foote et al., 2005; Uludage, 2007; Cohen, 2007 and Karatepe, 2007). Organizational Commitment also provides high level of support to learn new skills and a practice to perform their activities (Eisenberger et al., and Batcher et al., 2009).

Those employees who are less obligated when they perceive support from their organizational side they feel obligated (Jawahar&Carr, 2007).Employees affective attachment with organization creates a strong need in employees to build new skills abilities and knowledge (Kenneth R. Bar. &Dae-S K., 2004). Therefore, a relationship exist between training learning, motivational and affective organizational commitment. Irrespective to affective organizational commitment, continuous commitment shows a scattered relationship. So those employees high in continuous commitment are reluctant to learn from training practices therefore they can be known with lower motivational level to learn from these sessions.

Few recent studies on organizational commitment and training and learning from training in hospital and nursing industry shows that nurses who believe that organization is committed with them then they perceive that these learning opportunities are more important than other benefits e.g. Monetary benefits , co-workers relationship (Mc Neese-Smith,2001).

Organizational Climate:

Organizational Climate means the present perception of employees within a job involvement with respect to observable(physical, social and political)nature of individual's relationship affect the competition of work within specific organization(Denison, 1996).Malleable and transitory nature of people of an organization against its culture is the distinguishing property of organization's climate (Denison,

1996).Relational dynamics that exist within an organization change the organization climate (Stringer and Latwin, 1968).Gradual and continual study of an organization and its gradual climate change can lead to a good understanding of a specific relationship that exist within an organization. Thus, this concept can be used to explain the climate of an organization and its distinct variables (Morris and Lim, 2006).A specific organizational climate perception relates to transfer of training are also known as transfer climate (Morris and Lim, 2006).Ford and Baldwin (1988) said that these types of perceptions have ideal properties that prepare individuals and influence their behavior for transfer of training.

Studies also provide us literature on organizational climate, one such study was conducted by (Hand et al.,1973), he used different questioners related to organizational climate he had included the following variables of organizational climate e.g. Leadership, motivation to learn and said that the organizational climate mediate the relationship Irrespective to any proposed study related to organizational climate and training transfer, few studies are present which shows a relationship between organizational climate and training transfer on the basis of methodology and research design (Baumgartel& Jeanpierre, 1972 and Tracy et al.,1998). In organizational analysis during need assessment phase (Goldstein & Ford, 2002 and Barrickryan) said that organizational /work-place climate is a part of organization. In addition the organizational climate has an effect on training transfer and motivation (Bald-W Ford & bald-win, 1988 and Colquitt et al., 2000)... (Nicolas C., 2002) use the results related to the climate/ transfer climate by organization of (Tracy et al., and Roiller& Goldstein, 1993) that climate that support transfer shown direct effects on post-training behavior, showing results that conveys a message that learning is more important and also shows that organization is supportive and emphasize on application of these learn skills and knowledge.

Further more specifically, the organizational transfer climate encircle a person perception of supervisory support, opportunity to utilize the new training learning

supervisors amendments in training design and individuals negative or positive outcomes resulting from implementation of learnings on job(Seyler, Holton and Bates,1997) Human resource researchers have tried to use the term organizational transfer climate to explain an employee perception of social support that is present with in an organizations (Hoand Cheng,2001).Utilizing new skills and knowledge also require organizational as well as employee commitment on return to the job place. So this study tells that transfer of training learning back to the job is away from method of delivery rather a large part depends on climate of an organization that support transfer of training (Campbel, 1988).Goldstein and Rouilller (1993) identified the specific issues of transfer of training by an empirical study conducted to understand the relationship between organizational climate and pre/post training behavioral change of employees.

Trainees are emotional and excited to learn new skills and knowledge, they ask relevant questions, clarify questions and take advantage of useful observations that inspire employee but this excitement is too limited to environment that support training (Rossett,2006). But if the relational barriers exists within organizations environment than transfer of training will also insufficient.

Supervisory Support:
Studies are present in this area which includes the social support variables e.g. supervisory support who moderate and mediate the training transfer. In particular people believe that there will be an opportunity to use the skills and knowledge learn through training, supervisory support has been considered as a prime importance(Baumgart et al.& Jeanpierrre,1972; Baumgart et al.,1984; Halts& Kozlowski,1987; Goldstein & Rouiller,1993; Cohen,1990;Brinkerhoff & Montesim,1995; Fracey et al.,1995; Seyler et al, 1998; Holton et al.,1997; Bates et al., 2000; Johnson and Lim, 2002 and Nicholas C., 2002).Goldstein, 1993 & Tracey et al., 1995) analyzed that social support e.g. supervisory support has a positive impact on transfer of training. (Seyler et al., 1998) identified in his recent study that examine factor's affecting employees motivation to transfer training

related to computer-based skills in a big Petrochemical company, found supervisory support as an opportunity for trainees who motivate for training transfer. In their recent study by (Lim & Johnson, 2002) examined factors who support the transfer training found that supervisory support can be a factor who significantly influence transfer training. Previously Supervisory support has not been found in the literature. However, despite the findings the picture is not clear regarding supervisory support, (Facteau et al., 1995) found conflicting findings that managers perceive supervisory support as predictor of training transfer. Managers were more keen to transfer trainings after participations in programs related to management development specially if they had positively engaged in pre-training meetings with their boss, if boss also support to use their newly learn ideas back at workplace (Huczynski& Lewis,1980).

Different researchers define supervisory support differently like supervisor support is often known as the point to which supervisor motivate employees to participate in training and apply their learnings on the job (Mullins, Nagy & Switzer, 2005; Facteau et al., 1995). Literature also suggest that supervisory support play a significant role to promote transfer of training (Karakowsky&Elangovan, 1999; Fordal& Baldwin, 1988; Bereri, Nikandrou, Brinia, 2009). A meta-analysis review of Blum et al., (2010) found that supervisory support has a strong effect on transfer of training. In number of studies it has shown that supervisory support plays its role in such a way that it encourages there employees to transfer their training on the job (Colquitt et al., 2000). The supervisor's ability in employee encourage to participate in training and informing them to implement the newly learned skill in the workplace has significantly estimate training transfer. (Ng et al., 2011) found similar results in one of his study in East Malaysia. He said if supervisor allocate sufficient guidance to implement training then positive results will occur.

One of the human resource scientist identify that work environment factors e.g. supervisory support was positively correlated with training transfer(Gruber&Festner, 2008). From all the work environment factors (i.e. peer support, supervisory support,

working conditions and general workplace affordance). Supervisory support was the only factor in increasing transfer of training. Supervisory support is silent factor that enhances transfer of training (Johnson & Lim, 2002).

In one of the study involving 10 Korean human resource scientist to increase performance they said that as supervisor discussed the new learning of the application actively participate in program and get positive feedback, has increased employees ability to ensure the use of newly learned skills on the workplace. Similarly (Clarke, 2002) found that lack of supervisory support in such that very little or no feedback and supervisors denying behavior to make changes in work practices, was also a major hindrance for training transfer. Xiao (1996) also done a study in four chines electronic manufacturing companies and found that supervisory support was a most influential factor that was correlated with training transfer. Kavanaugh, Tannenbaum and Tracy (1995) in their early studies found support for the relationship between training transfer and supervisory support. They found that a supervisor's support in a way of innovative thinking and encouragement was found to help manager's ability to implement the learned supervisory skills from these training sessions back to the workplace. Similarly (Goldstein&Rouiller, 1993) studies investigating the similar findings from their studies and said that supervisory support and transfer of training are strongly correlated.

According to previous training perspective, the supervisory support (e.g. guidance and encouragement) and supervisors communication openness e.g. (feedback and discussion) will invoke employees to learn more (Tai and Tsai, 2003; Thacker and Blanchard, 2007; Webster and Martocchio, 1992). Adams equity theory (1963, 1965) states that unfair or fair treatment has a strong impact on individual's behavior and attitude. The use of this theory in training perspective reveals that those employees who receive sufficient support from their supervisors side they learn more irrespective of those employees who receive less support form supervisors sides(Takleab and Chiaburu,2005; Mathieu et al,1992). Similarly Vrooms (1964, 1973) theory of expectancy

highlight that a person perform certain actions if he/she perceive that other people value these actions. The implication of Vrooms expectancy theory reveals that if supervisor is able to openly and honestly communicate the values of participating in training programs and importance to seek new knowledge, skills and competencies, than that will invoke employee to learn more and share it on back at workplace and also enhance employees work potential (Middle brooks and Farr, 1990; Levinthal and Cohen, 1990).

With the importance of organizational Commitment researchers have assured the importance of supervisory support and identified that employees also expect support and care from their supervisors sites(Sharafinski&Kottke, 1988; Eisenberger et al.,2002).Supervisory support has a direct impact on employees commitment (Ogilvie,1986). But researches have also shown that supervisory support has affect the training transfer and organizational commitment. Innovative tasks require greater efforts and more personal resources. Specifically when supervisors show individuals consideration and warmth from their supervisors side, similarly trainee who perceive more support from their bosses to reach their goals (Eisenberger et al., 2002). Leadership has a strong relationship between perceived empowerment and employee and support for innovative ideas on workplace (Junget et al., 2003)

If the relational barriers exist that create hurdles for the transfer of training. Previous researches have shown that if supervisory support is not present than these barriers unable transfer of training (Morries and Lim, 2006; Kolband Cromwell, 2004; Taylor, 2009). More specifically, barriers may cause individuals who participate in training to feel that knowledge and skills acquired during training sessions have little value in others eyes, this can only increase by giving employees little incentive (Kim,2004). Supervisory support as the extent by which supervisors reinforce and support the use of new learnings on the job (Seyler, Bates and Holton, 1998).Sometimes, Most high level managers cannot understand the benefits of transfer of training because they may or may not have enough knowledge to fully support the employees newly learned information's,

so they create barrier's to transfer (Machels, 2007). This type of management understanding mostly contribute to organizations lack of commitment and gave more power to the supervisors, that supervisors support works as an important factor for the successful transfer of training (Morris & Lim,2006).

Implementation of Training/Transfer of Training:

A lots of meta-analytical studies review of other Human Resource Scientists also support transfer of training (Hutchins and Burke,2007;Leahy and Merriam, 2005;Ho,D.C.K, Cheng ,2001;Karakowsky and Elangovan,1999).Transfer of training emerge when a person use a learned knowledge on the workplace for which that particular session was designed (Olson, 1998; Cheng L. W. Feedies&lan H., 2008).A lot of literature is present in this context but transfer of training to other employees within the organization is very few. The goal of this study is to fulfil this gap. Over the past 40 years, there has been lots of cumulative reviews of the training and development (Campbell, 1971; Gold-Stain, 1980; Latham, 1988; Salas&Cannon-Bowers, 2001; tan-nenbaum&Yulk, 1992; Wesely, 1980). Krueger and Rouse (1998) identified the impact of training and different workplace education programs on different organization. Gary Becker (1993) tells us two types of trainings (1) general Training (2) specific training. Acemoglu and Pischke (1999) that general and specific skills are complementary to one another. Barrett and O'Connell extract from their analysis that the outcome of training depicts from implementation of learning. Employees learning experiences can be expand by Education, training and development. When the organizations conform the employees needs than training starts (Martin& Jackson, 2000). Researchers also shows that individuals who are more motivated to learn from these training activities than tend to implement learn skills more accurately in their work (Cann on-Bowers, Sales Tannenbaum and Mathieu 1993; Facteau, Dobbins, Russell, Ladd and Kurdish 1995).The implementation of learning of training is linked with the behavior.

A consistent use of skills, knowledge and attitude at workplace is known as transfer of training (Abdul Rahim Z. & Stephan B. and Erich Fein, 2012). Successful Transfer of learning is influenced by employee's level of learning from training. The extent through which employees change their behavior and attitude, improve their skills and knowledge in a result of participation of training (Kirk Patrick, 1994). Studies conducted at both organizational and individual levels shows association between transfer of training and learning (leach Liu, 2004; Tracey et al.2001, Xiao 1996, Tzainer et al.2007, Nijman et al. 2006, Rouiller& Goldstein 1993 and Ford et al. 1998).They said in their studies that employees learn new skills, attitude and knowledge and implement their learnings on the workplace, following these training. Literature is also available on employees improvements in skills, attitude and knowledge following training programs has a minute effect on transfer training (Kolb, 2008 and Frisquie, 2008).

Implementation of training learning e.g. learned knowledge and skills Grand theory is an continuous and effective application(Broad &Newstrom, 1992), therefore the organizational commitment can minimize the result dip time period during which employees feel frustrated and feel awkward to implement the newly learn skills and knowledge. Organizational commitment is an approach to build a learning organization, the members of this organization learn skills and knowledge and implement these learnings at their workplace. The members of these organizations support in functioning of their co-workers and others expect the same (Swiering and Wierdsma, 1992 p.78), one such fundament value is transfer of training learning.

Different strategies has been used to transfer learning, one such strategy is implementation strategy at lowest level involve learning (AhnStook, 2003). A lot of Literature is opposite to training transfer, organizations in USA spent huge investment on training for employees that they will transfer their learnings but only two percent leads to positive transfer of training in the USA (Georggenson, 1992). Few researches provide useful efforts in this particular area by providing a number of theoretical frame works that

helps to capture the training transfer ways/procedures to effectively transfer training (Huczynski& Lewis, 1980; Ford & Baldwin, 1988; Kozlowski & Salas, 1997; Holton et al., 1998). Trainees learn both open and close skills and have a lots of choices "When and how to transfer" so those who are motivated to learn open skills will have more opportunities to apply the training learnings and also seek out to support coworkers for applying these trained skills (Quinones, Sego , Ford & sorra,1992.From a prior theoretical perspective, Training transfer occur when prior skills and/or knowledge affect in such a way that a new skills and knowledge are executed and learned(Taylor,2000). Transfer of training "transfer participation" has three important members-the trainee, the trainee and supervisor/manager. These three players play their key role for the transfer of training (New Storm & Broad, 1992).

With a consistent change of job requirement and organizational environment training transfer is a major concern of Human Resource Managers. Literature also helps us to understand the transfer of training and its relationship with transfer design and transfer environment (climate), where transfer environment also focuses on supervisors support as key factors to transfer process. Evolution of transfer of training is also important to promote increasing transfer behavior (Holton, 1996).furthermore both lack of supervisory support and organizational climate hinder successful transfer of training. So, transfer of training can be increased by involving trainees and supervisors in earlier phase of training sessions (Machles, 2002; Gumn and Hatala, 2006).Support from both organizational members and individuals shall aid in creating a required positive transfer climate because both trainees as well as organizations management understand the importance of training and its objectives that exactly match with organizations objective. Also, by appreciating self-management and telling them the training transfer goals, trainee will show transfer of training (Stevens,Bavetta and Gist,1998) also they will understand more and feel more connection to entire objective of the training.

Theoretical Framework and Hypothesis:
Model 1:

Figure 2: <mark>Organizational Commitment –Independent variable, Supervisory support-Moderating variable and Transfer of Training-Dependent Variable</mark>

Employee may think about few human Resource practices i.e. training and its implications as a "gift" (Barretts O' Connell,2001).So, employees perception about their organization regarding this gift are more and in result of that they perform more efforts and they have more of debt to the organization. Due to this employees perceive that when organization is understanding their needs they have also a responsibility to participate extra in training programs and learn and transfer their learning on the workplace. So, there is a direct relationship between organizational commitment and transfer of training. As for as Supervisory support is concern, many researcher have explained its importance and identified that individuals expect more support and care (Sharafinski & Eisenberger et al. 2002). So, supervisory support can moderate the relationship between organizational Commitment and Transfer of Training. While, managers who are unable to understand the benefits of training than they creates barriers for transfer of training (Michel's, 2007)
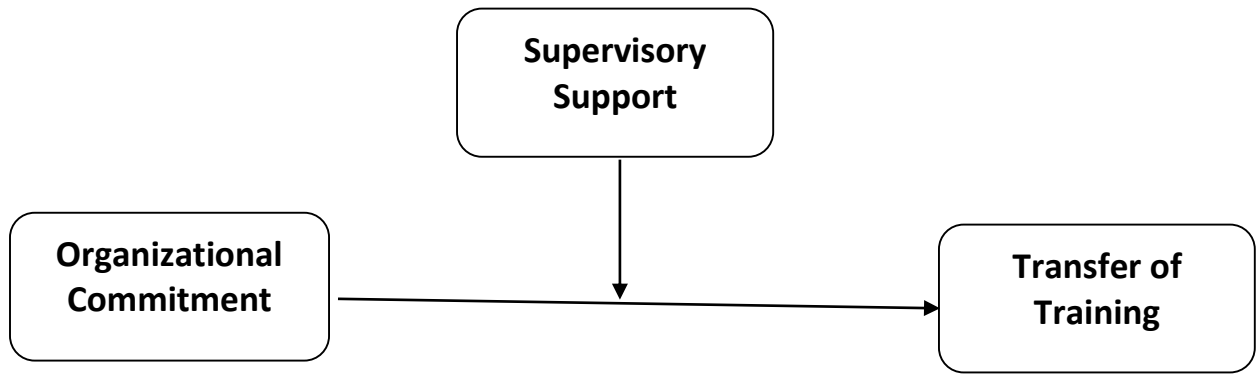
Model 2:
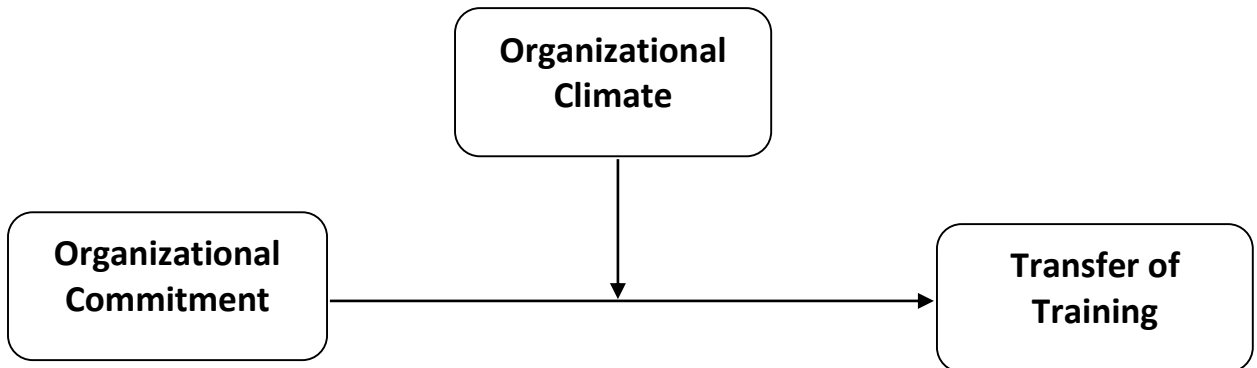
Figure 3 *Organizational Commitment –Independent variable, Organizational Climate-Moderating variable and Transfer of Training-Dependent Variable*

. Similarly, one study previously had given his point that organizational climate/organizational transfer climate also lays its supportive role, in presence of other social support factors for the transfer of training. (Burtt, Fleishman and Harris, 1995). SO, organizational climate can also moderate the relationship between organizational Commitment and transfer of training.

Hypothesis:
H1: There is a direct relationship between Organizational Commitment and Transfer of Training

Grand theory provide us assistance to the transfer of training, significant level of organizational commitment has strong impact on specific result di time period due to which fee frustrated and feel board to implement the newly learned skills and knowledge (Broad &Newstrom, 1992), Therefore there is relationship between organizational commitment and transfer of training

H2: Supervisory Support moderate the relationship between Organizational commitment and Transfer of Training

Blum (2010) identified that supervisory support has a strong impact on transfer of training In lots of other studies, it has given that supervisors play their effective role to transfer of training on the job (Colquitt, 2000).Adam's theory also shows support that supervisory support has an effect on transfer of training (Chiaburu, Takleab, 2005).Therefore supervisory support can moderate a relationship between organizational commitment and transfer of training.

H3: Organizational Climate moderate the relationship between Organizational Commitment and Transfer of Training.

The use of new skills and knowledge required commitment from both individuals as well as organizational side but larger portion of training transfer also realize on organizational transfer climate. Therefor organizational climate can moderate the relationship between organizational commitment and transfer of training.

Chapter 3

Research Methodology:

The main focus of this chapter is on that particular methodology which have been used to conduct this study. There has been different methods to collect the data i.e. Interview, Observation, Focus Group discussion and questionnaire method. In this research questionnaire method was used to collect the data. It is a most widely used method of data collection and it's a convenient method of data collection for field study. Questionnaire method is considered as an easy method in academic perspective. Because data collected through this method can easily analyzed through statistical packages to get particular outcomes/results.

Design of Study:

To analyze the possible relationships between organizational commitment, supervisory support, organizational climate and Transfer of training regression technique is used. More precisely this study is used to comprehend an extent to which organizational commitment, supervisory support, and organizational climate cause variation in transfer of training.

In this study, statistic technique has been used to test the hypothesis. Particular predictor variables are organizational commitment, supervisory support, organizational while, the indicator is Transfer of Training.

Population:

To analyze the research, the selected population was employees of BPS> 17 of public sector organizations of Islamabad, Pakistan.

Sample Size:

To do this research study sample size was considered approximately 5% of the total population. 350 questionnaire have been distributed, only 220 questionnaire had

received. Due to more missing values and biasness of more answers 20 questioner have been used to test the hypothesis and model.

Sampling Techniques:

To investigate a relationship between organizational commitment, supervisory support, organizational and Transfer of Training, a convenient data collection method i.e. Questionnaire method is used to collect a data.

Time Horizon:

To do this research the data have collected at one time and it will not be collected again in future for this particular study, so this was cross-sectional.

Data Collection:

Questionnaire method was used to collect the primary data for this research. This research study is conducted in Islamabad region specifically in Federal Public Sector organizations. The questionnaire were distributed among those respondents who have accept this responsibility, Questionnaire were designed by using Close-ended questioner method. So, that respondent can easily give their responses and that also easy to analyze.

Development of Instrument:

Questionnaire method was used to collect the data from Federal Public Sector organizations of Islamabad, Pakistan. The questioners had items for the particular variables i.e. Organizational Commitment, supervisory Support, Organizational climate and Transfer of training.

The Population Static Variables are as follow:

1.   Gender

2.   Marital Status

3.   Education

4. Age

5. Experience

Measures:

Organizational Commitment: In this study 10 out of 10 items were selected which were developed by Allen & Meyer, (1984).These items were selected to investigate the employees organizational commitment with an organization. Respondent were ask to tell us that working at this organization is a great deal of personal meaning to you. Following is one of the item to understand the format of the selected variables

"I feel like a part of family at this organization"

(1=strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree and 5= Strongly Agree)

Supervisory Support:

In this study 10 out of 10 items were selected which were developed by Schanbracq, Winnubst (1996). Respondents were ask to tell us that your supervisor listen to you when you feel work related problems. Following is one of the item to understand the format of the selected variables is

"My supervisor help when things get tough at work"

(1=strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree and 5= Strongly Agree)

Transfer of Training:

These items were selected to investigate the Transfer of Training, Learning sharing and implementation of transfer behavior of employee. Respondents were ask to tell us that person organization fit predict transfer of training. Following is one such item to understand:

"I feel that I am able to transfer my learnings on job"

(1=strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree and 5= Strongly Agree).

Organizational Climate:

In this study 9 out of 10 items were selected which were develop by Stringer &Litwin (1968).These items were selected to investigate the climate of organization and its moderating impact on transfer of training. The respondent were ask to tell that jobs in this organization are carefully defined and logically structured or not.

Following is one of the item to understand the format of selected items

"If you make a mistake in this organization you will punished"

(1=strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree and 5= Strongly Agree).

Reliability:

Reliability means consistency in results with theoretical model as well as your hypothesis. Researchers use reliability when variables develop from the particular scale.

Cronbach's Alpha:

Cronbach's Alpha is a reliability index that is associated with the variation accumulated for the original score of underlying construct. Cronbach's Alpha value is ranges from .7 to 1. If the values of the particular variable is higher than .7 and in the range of .7-1, it means variable are reliable to check the effect of these variables for particular model and Hypothesis.

Table 1: Reliability Statistics

Variable	No. of Items	Cronbach's Alpha
Organizational Commitment	10	.802
Supervisory Support	10	.868
Organizational Climate	9	.703
Transfer of Training	10	.822

Chapter 4

Data Analysis and Results:

Descriptive Statistics:

Researchers use descriptive statistics to make the data a compact and sensible one. The technique used to check the total number of respondents, Mean and Standard Deviation. Among all the current methods standard deviation is the one who is the most correct and accurate circulation because of Outliers effect. While Mean shows a central tendency of any variable. Table illustrate the total number, Mean and standard Deviation of the items.

Descriptive Statistics			
	N	Mean	Std. Deviation
Organizational Commitment	198	3.7449	.54384
Supervisory Support	199	3.4990	.95822
Organizational Climate	196	3.4155	.58728

Table 2: Descriptive Statistics

Frequency Table:

GENDER

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MALE	147	73.5	73.5	73.5
	FEMALE	53	26.5	26.5	100.0
	Total	200	100.0	100.0	

Table 3: Gender

350 Questionnaire were distributed and 200 were correct, complete and filled accurately. The demographic breakdown of respondents indicate that majority of total population was male i.e. 147 male and remaining 53 were females.
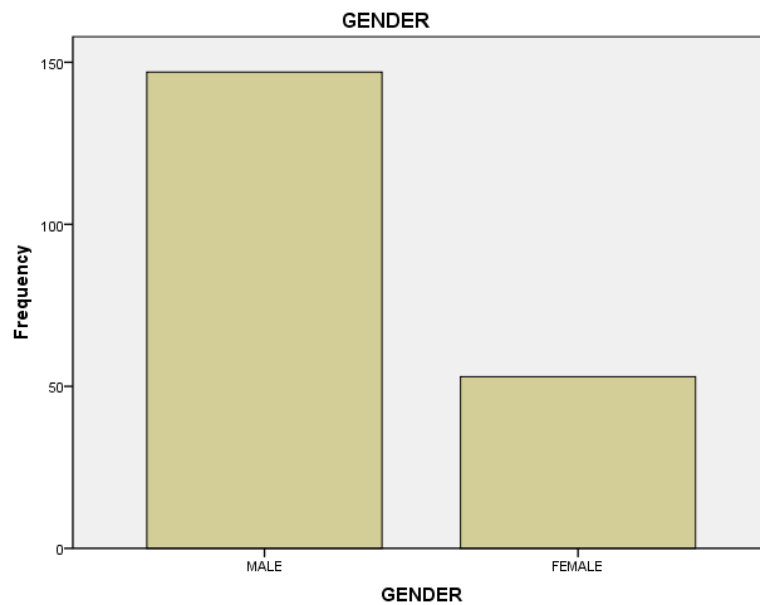
Figure 4: Gender

Marital Status:

MARITAL STATUS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SINGLE	19	9.5	9.5	9.5
	MARRIED	181	90.5	90.5	100.0
	Total	200	100.0	100.0	

Table 4: Marital Status

Out of the total population size 181 respondents were married, while remaining 19 respondents were single
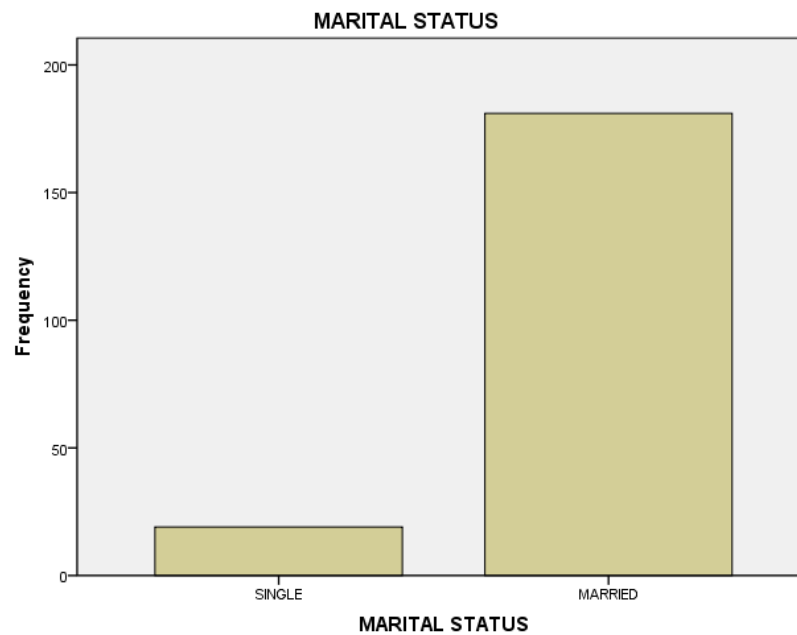
Figure 5: Marital Status

Education:

Table 5: Education

EDUCATION

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	GRADUATION	8	4.0	4.0	4.0
	MASTER	91	45.5	45.5	49.5
	M.Phil	49	24.5	24.5	74.0
	phD	52	26.0	26.0	100.0
	Total	200	100.0	100.0	

Table 5 Education:

8 out of total population are graduates, 91 are Master, and 49 are M.Phils. And the remaining 52 were PhD.
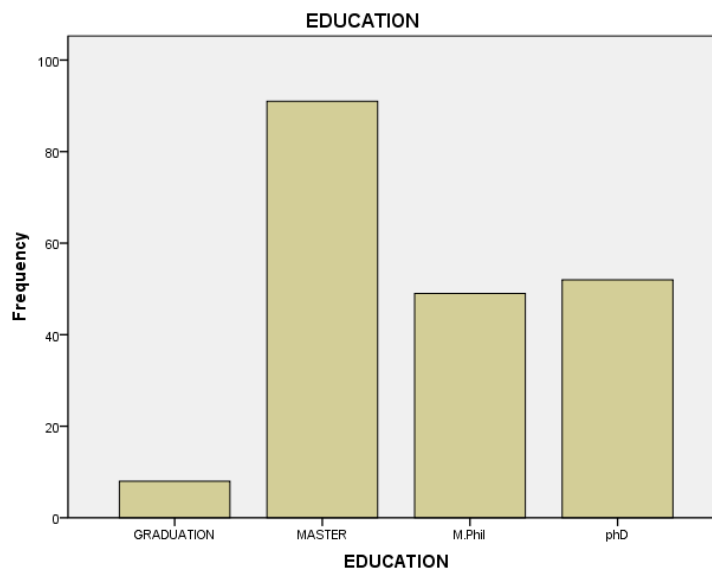
Figure 6: Education

Age:

Table 6: Age

AGE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	25-30	27	13.5	13.5	13.5
	30-35	29	14.5	14.5	28.0
	35-40	44	22.0	22.0	50.0
	40-50	97	48.5	48.5	98.5
	above 50	3	1.5	1.5	100.0
	Total	200	100.0	100.0	

Table 6: Age

The analysis of respondents age shows that 20 of total lie between the age limit of 25-30,29 lie between 30-35, 44 lie between 35-40,95 lie between 40-50 while remaining 3 were above 50.
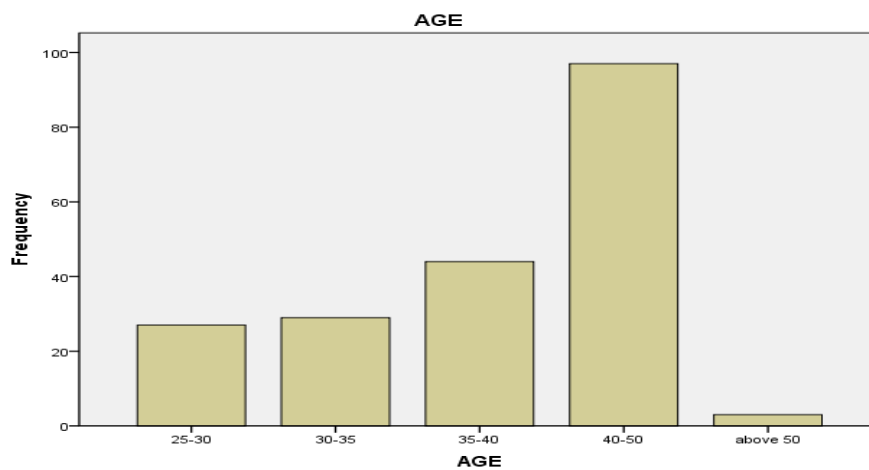
Figure 7: Age

Experience:

Table 7: Experience

EXPERIENCE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-5 years	23	11.5	11.5	11.5
	5-10 years	46	23.0	23.0	34.5
	10-15 years	38	19.0	19.0	53.5
	15-20 years	58	29.0	29.0	82.5
	20-25 years	34	17.0	17.0	99.5
	Above 25	1	.5	.5	100.0
	Total	200	100.0	100.0	

Table 7: Experience

Experience table shows that 23 respondents lie in between 1-5 year experience limit, 46 lie between 5-10 years, 38 lie between 10-15, 58 lie between 15-20 years, 34 lie between 20-25 years while only 1 respondent had experience of above 25 years.

Figure 8: Experience

Correlation and Regression:

Correlation and Regression analysis test were run to test the three hypothesis in this study using the data collected from the few Federal public sector departments and organizations. In this study Regression test was used to check the moderating role of two variables i.e. supervisory Support and Organizational 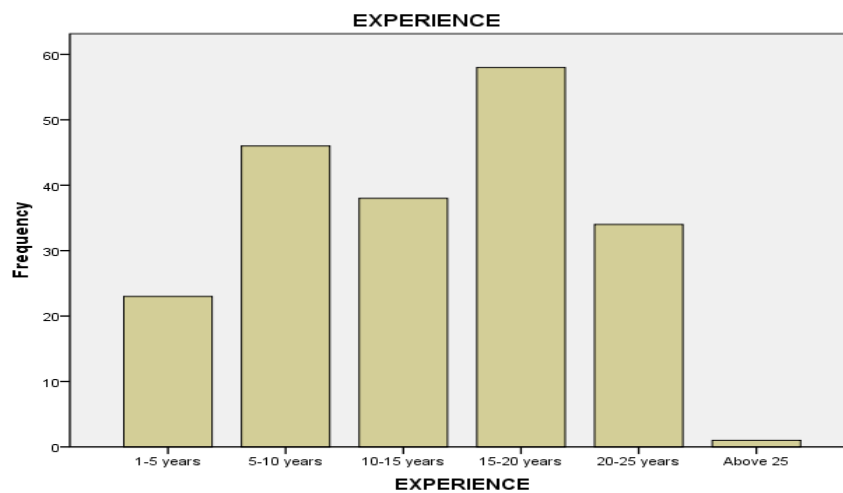Climate. The statistic tests are carefully chosen to check the relationship between all the four variables i.e. Organizational Commitment, Supervisory support, Organizational Climate and Transfer of Training. Explicitly, to analyses the deviation in Organizational Commitment and two moderating variables i.e. Supervisory Support and Organizational Climate effected the transfer of training.

Correlation

Correlations

Construct	OC	SS	OCL	TT
Organizational Commitment	1			
Supervisory Support	.178*	1		
Organizational Commitment	.434**	.148*	1	
Pearson Correlation Sig. (2-tailed) N	.564**	.105	.390**	1

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Table 8: Correlation for Organizational Commitment, Supervisory support, Organizational Climate and Transfer of Training (200)

The Pearson correlation test is used to determine the association between dependent variable, moderating variables and dependent variables. The correlation between organization commitment and Supervisory support is ".105*" illustrate that OC and SS has positive and significant relationship. The correlation between Organizational Commitment and Organizational Climate is ".434**"illustrate that both OC and OCL are strongly correlated, the correlation between organizational Commitment and Transfer of Training is ".564**" illustrate that organizational commitment and Transfer of Training are positively significantly correlated. The correlation between organizational climate and supervisory support is ".148*" illustrate they are also correlated, the correlation between organizational climate and transfer of training is ".105" illustrate they are also correlated, the correlation between Transfer of training and organizational climate is "".390**illustrate they are also strongly and positively correlated,

The value is positive for all four variables it means that if one will change other will also change.

So from correlation model it can be derived that all the three variables of predictor variable "Transfer of Training" have strong effect on Transfer of Training. Out of 6 correlation 4 are significant at .01. It mean that there is 99% percent confidence interval

Regression:

For the estimation of the these relationship between dependent variable, moderating variable and dependent variable i.e. between I.V; Organizational Commitment, Moderating Variable; Supervisory Support, D.V; Transfer of Training. Beta values and significant values are in the table.

ANOVA explain the model fitness F, R and R square we look at the table. The rejection and acceptance of Hypothesis is on the basis of t-value and F test value.

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	1.822	.232		7.844	.000
	OC	.520	.059	.544	8.886	.000
	SS	.005	.034	.009	.154	.878
2	(Constant)	2.224	.642		3.463	.001
	OC	.412	.171	.431	2.402	.017
	SS	-.130	.204	-.236	-.636	.525
	MODOCSS	.036	.054	.290	.671	.503

a. Dependent Variable: TT

Table 9: Regression for Predictor variables and Transfer of Training (Coefficient) for Model 1.

The "t" value in regression table indicate the impact of moderating and independent variable on dependent variable i.e. in this case to check the impact of i.e. OC means Organizational Commitment and SS means Supervisory Support on TT means Transfer of Training. The "t" value of Organizational commitment is 2.402 that is greater than the standard value of 2.while the results show that the value of moderating variable i.e. Supervisory Support is ".671".This value shows that supervisory support has a negative significant effect on transfer of training. The significant value is .503, it means that results are insignificant. So, in indirect relationship the role of moderating variable is insignificant.

Results shows that organizational commitment has strong impact on transfer of training directly in public sector organizations of Islamabad, Pakistan. While in the presence of supervisory support the value of transfer is decreases and significance value is also negative.

ANOVA[c]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	16.394	2	8.197	41.042	.000[a]
	Residual	38.547	193	.200		
	Total	54.941	195			
2	Regression	16.484	3	5.495	27.433	.000[b]
	Residual	38.457	192	.200		
	Total	54.941	195			

a. Predictors: (Constant), SS, OC
b. Predictors: (Constant), SS, OC, MODOCSS
c. Dependent Variable: TT
Table 10: ANOVA

The values in above table show that 41% variance is due to Organizational Commitment directly. While in the presence of Moderating variable this variance is 27.433% decrease that means that moderating variable has insignificant effect on the relationship between Organizational commitment and transfer of Training but less than a direct relationship. That shows that model is significant because significance value in the case is "000[a]" and "000[b]".

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.546[a]	.298	.291	.44691
2	.548[b]	.300	.289	.44755

a. Predictors: (Constant), SS, OC
b. Predictors: (Constant), SS, OC, MODOCSS
Table 11: Model Summary

Table indicate the summary of regression analysis. The results shows that R-square = .298; Adjusted R Square=.291 of direct relationship between organizational

commitment and transfer of training. Standard error value of this direct relationship is.44691.

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	1.532	.239		6.413	.000
	OC	.450	.063	.469	7.108	.000
	OCL	.168	.060	.184	2.790	.006
2	(Constant)	4.273	1.053		4.056	.000
	OC	-.302	.288	-.314	-1.046	.297
	OCL	-.720	.338	-.789	-2.131	.034
	MODOCOCL	.240	.090	1.501	2.669	.008

a. Dependent Variable: TT

Table 12: Regression for Predictor variables and Transfer of Training (Coefficient) for Model 2

The "t" value in regression table indicate the impact of moderating and independent variable on dependent variable i.e. in this case to check the impact of i.e. OC means Organizational Commitment and SS means Supervisory Support on TT means Transfer of Training. The "t" value of Organizational commitment is 4.056 that is greater than the standard value of 2.This shows that organizational commitment has a significant effect on transfer of training in the presence of moderating variable organizational climate.

Results shows that organizational commitment has a positive impact on transfer of training in the presence of moderating variable i.e. organizational commitment public sector organizations of Islamabad, Pakistan.

ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	17.887	2	8.944	46.862	.000[a]
	Residual	36.453	191	.191		
	Total	54.340	193			
2	Regression	19.205	3	6.402	34.618	.000[b]
	Residual	35.135	190	.185		
	Total	54.340	193			

a. Predictors: (Constant), OCL, OC
b. Predictors: (Constant), OCL, OC, MODOCOCL
c. Dependent Variable: TT

Table 13

The values in above table show that approximately 47% variance is due to Organizational Commitment directly. While in the presence of Moderating variable i.e. Organizational Climate this variance is approximately 35% is less than it means that moderating variable has a significant positive impact on the relationship between Organizational commitment and transfer of Training. That shows that model is significant because significance value in the case is "000[a]"and "000[b]".

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.574[a]	.329	.322	.43686
2	.594[b]	.353	.343	.43002

a. Predictors: (Constant), OCL, OC
b. Predictors: (Constant), OCL, OC, MODOCOCL

Table 14: Model Summary

Table indicate the summary of regression analysis. The results shows that R-square = .329; Adjusted R Square=.322.The value of R Square (.329) indicates that approximately 32.9% variation in Transfer of training is directly due to Organizational commitment and R square value in the presence of moderating variable the value of R Square is(.353) indicate that exactly 35.2% change is due to moderator i.e. Organizational Climate.

But the standard error in direct relation is .43686, and in the presence of moderator the standard error is .43002.

Chapter 5

Conclusion:

After collection of data and with the statistical analysis both the model i.e. Model 1 consists on Independent variable "Organizational Commitment", Moderating Variable "Supervisory Support" and Dependent Variable "Transfer of Training" Model . Model 2 consists on Independent variable "Organizational Commitment", Moderating Variable "Organizational Climate" and Dependent Variable "Transfer of Training" are supported and their significant value in both the cases shows that two model are perfect. Similarly all the three hypothesis which were proposed also proved through the results. If we calculate the total percentage of transfer of training that is approximately near 30% that means that one moderating variable have a positive impact on the TT while other has an insignificant impact.

The results of the first model i.e. Transfer of Training in the presence of moderating variable "Supervisory support" are aligned with Factean et al.(1995) who said that there are a conflicting results against the supervisors support. These findings of this research are not supported by (Leahy and Merriam, 1999; Karakwskyi and Elangovan, 1999) that supervisory support increase the transfer of training. This is also against with respect to reviews of few previous researches that transfer of training enhances as supervisor's support will be more (Burke and Hutchins, 2007; Ho & Cheng, 2001; (Leahy and Merriam, 2005). These results are also not supported by Adams equity theory (1963, 1965) in public sector organizations of Islamabad, Pakistan because of lots of other factor's and different organizational settings. Similarly the findings are also against the Vroom's Expectancy theory (1964 & 1973) that says that employees perform certain action if other gave value according to (Middle brooks and Farr, 1990; Levint had and Cohen,1990) but these results are matching with Michel's(2007) results that if managers are unaware of benefits of training than they create barriers for transfer.

So, H1 hypothesis is accepted i.e. organizational commitment has a direct relationship on transfer of training

H2 hypothesis is rejected i.e. Supervisory support moderate the relationship between the organizational commitment and transfer of training.

Similarly, as findings of this study indicate that organizational climate also moderate the transfer of training. These findings are also supported by Campbell (1988), he said that how much a person is trained he is able to transfer his/her learnings back on workplace, its larger part realize on the required transfer climate of an organization. This also means that remaining part of successful transfer of training is effected by other Social Support variables (i.e. Peer support, training motivation, organizational support and organizational culture etc.) and other variable like training design, leader-member exchange and organizational structure etc. Hence it's prove that approximately 30-35% of transfer of training is due to Organizational commitment in the presence of suitable required organizational climate for transfer.

H3 hypothesis is accepted that organizational climate moderate the relationship between organizational commitment and transfer of training.

Business/Managerial Implications:

Although this study shows that transfer of training is according to one model i.e. supported by predictor variables and its findings help top-management of public sector organizations to identify other related variables to enhance the transfer of training. There is also a need to identify those characteristics of supervisors in absence of which supervisors are unable to provide support for successful transfer of training

According to the findings it's also necessary for the top-management that they plan and design more training programs to make sure that organization is keen to understand the employee's intellectual and physical needs.

In result of that employees will be more committed and participate more in trainings and transfer their learnings on the workplace.

Limitations:

Followings are few limitations of this study.

Firstly the data is collected once during this particular time period, so developmental changes either organizational changes and personal changes and its impact on the Transfer of training did not capture for a longer period of time because of building a relationship with the respondents and their impact on these particular variables.

Secondly, this particular study focused only two particular moderating variables while other characteristics of supervisor i.e. supervisor leadership style, employees willingness to participate etc.

Thirdly, other than training transfer remaining training outcomes i.e. employee job satisfaction, Job performance, Motivation to learn etc. are also significant for both employees and organization but are excluded in this study.

Fourthly, The results of this study shows that there is a significant relationship in the presence of one of the two moderating variables but still there are a large number of other factor who can predict transfer of training.

Finally the data was only collected from limited public sector organization so results are not generalizable for all the public sector organizations of Islamabad, Pakistan.

Methodological Limitations and conceptual are if the characteristics of individual and organization were present then transfer of training was further explore. This was a cross-sectional study if longitudinal study was conducted than results of the predictor variables can be different. So, there is a need to discuss these issues in further researches in public sector organizations.

According to findings of this study if there are barriers for the successful transfer of training, it's also necessary for managers to remove these barriers so that transfer of training outcomes can increase in this public sector organizations of Islamabad, Pakistan.

A knowledge employee is a key competitive advantage for any organization. Educational experience of the selected population sample is quite good that all are very well educated and are present on top positions in the public sector organizations, but still its mandatory for Government to improve their policies and procedures in such a way they try to fully implement the Human Resource practices because when they will do this than this organizational commitment, Supervisory support, Organizational Climate will show more better results for successful transfer of training.

Further Recommendations:

This research study is conducted only for particular population group i.e. Employees of BPS>17 in a region of Islamabad, Pakistan so its findings are not generalizable to illustrate the impact of these particular variable for whole population. So, there is a need to expand the scope of this study. This will also be important for the policy maker of the public sector organizations to identify the needs and wants of employees in such a way that employees commitment with organizations is as important factor for transfer of training as profitability is important for the growth of public sector organizations. There is still present a huge research gap in this field to investigate the impact of other supporting variables i.e. supervisors characteristics, barriers for supervisors support for its successful transfer of training, organizational structure, Peer support, Organizational Culture etc. because as capital is important for economic growth similarly human capital is also important. So, it's necessary for the social science researcher to investigate this gap in public sector organizations of Islamabad as well as other parts of the country.

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